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ENHANCING EFL STUDENTS' VOCABULARY KNOWLEDGE BY USING WEB 2.0 TOOLS

THESIS BY

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ÖZET

YABANCI DİLİ İNGİLİZCE OLAN ÖĞRENCİLERİN KELİME BİLGİLERİNİ WEB 2.0 ARAÇLARI KULLANARAK GELİŞTİRME

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Web 2.0 araçlarının kullanımındaki şaşkınlık yaratan düzeydeki artış, araştırmacıları bu potansiyelin eğitim amaçlı kullanımını da göz önünde bulundurmaya itmiştir. Mevcut literatürdeki çalışmalar çoğunlukla öğrencilerin Web 2.0 kullanımlarına ilişkin tutumlarını incelemektedir. Bu çalışmada Web 2.0 araçlarının geleneksel sınıf ortamına destek olarak kullanılabilirliğini araştırmak amaçlanmıştır. Mevcut çalışma Gaziantep Üniversitesi Yabancı Diller Yüksek okulundaki öğrencilerin kelime bilgilerini Web 2.0 araçları kullanarak geliştirmeyi incelemiştir. Bu çalışma deneysel bir çalışma olup yarı-yapılandırılmış mülakatlar ve alan notlarıyla desteklenmiştir. 2012-2013 akademik yılında yapılmış ve üç ay sürmüştür. Araştırmacı, A seviyesindeki öğrencilerden (Avrupa Ortak Dil Pasaportuna göre A1-A2) oluşan bir kontrol ve deney grubu belirlemiştir. Öğrencilerin dönem içerisinde görecekleri kelimelerden oluşan bir ön-test hazırlanarak hem kontrol hem de deney grubuna uygulanmıştır. Her iki grupta ilgili kelimeleri öğrenmek için aynı müfredatı takip etmiş, ancak deney grubuna Web 2.0 araçları kullanılarak desteklenmiş ve alan notları tutulmuştur. Çalışmanın bitiminde her iki gruba da son-test uygulanmıştır ve sonuçlar Bağımsız Örneklem t-test ile analiz edilmiştir. Son-test'in akabinde 18 öğrenci ile yarı yapılandırılmış görüşme gerçekleştirilmiştir. Test analizleri, her iki grupta da gelişme olduğunu, fakat deney grubunun ortalamasının daha yüksek olduğunu ve bu farklılığın istatistiksel olarak önemli olduğunu göstermiştir. Bulgular, bu araştırmanın uygulanabilir olduğunu göstermiştir. Ayrıca, öğrencilerin Web 2.0 araçlarını eğitim amaçlı kullanımına ilişkin tutumları olumludur.

Anahtar Kelimeler: Web 2.0, Sosyal Medya, Kelime Öğretimi, Öğrenci Tutumları, Bilgisayar Destekli Dil Öğretimi, Deneysel Araştırma

ABSTRACT

ENHANCING EFL STUDENTS' VOCABULARY KNOWLEDGE BY USING WEB 2.0 TOOLS

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The astonishing rise in the use of Web 2.0 tools has led researchers to consider their potential for educational purposes. Current studies in literature mostly deal with descriptions of students' attitudes towards the reasons of the use of Web 2.0 tools in general. This study aims to contribute to the field by investigating the feasibility of Web 2.0 tools as a supplement to the traditional classroom environment. The present research examined the use of Web 2.0 tools to improve students' vocabulary knowledge at Higher School of Foreign Languages, Gaziantep University. It is an experimental study supported with semi-structured interviews and field notes. The study was carried out during the spring semester of 2012-2013 academic span and lasted for three months. The researcher assigned one experimental and one control group randomly from Level A (A1-A2 according to the CEFR). A pre-test was created in order to measure students' vocabulary knowledge from upcoming vocabularies students were going to learn throughout the semester and it was applied to the groups. Both groups followed the same curriculum to learn the target vocabulary but the experimental group received a treatment by using various Web 2.0 tools and field notes were taken. At the end of the treatment, a post-test was applied to the groups and results were analysed with the Independent Samples t-test. Following the post-test, semi-structured interviews were conducted with 18 students in the experimental group. The analyses of the test results showed that both groups had gains but the mean of the experimental group was higher and this difference was statistically significant. Findings suggest that this research is viable and worth the effort. Also, almost all students have positive attitudes towards the educational use of Web 2.0 tools.

Key Words: Web 2.0, Social Networking, Vocabulary Teaching, Student Attitudes, Computer-assisted Language Learning, Experimental Research

ABBREVATIONS

A1 : Basic Language Level according to CEFR

A2 : Basic Language Level according to CEFR

CALL : Computer-Assisted Language Learning

CEFR : Common European Framework for References

CLL : Cooperative Language Learning

EFL : English as a Foreign Language

RSS : Really Simple Syndication

SNS : Social Networking Sites

SPSS : Statistical Package for Social Sciences

WEB 1.0: Websites with Static Content

WEB 2.0: Web Services with Interactive Content

WIKI : All Wiki Services

WWW : World Wide Web

ZPD : Zone of Proximal Development

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CHAPTER 1

1. INTRODUCTION

This chapter proposes a background frame to the use of technology in language teaching. The importance of the topic is stated and its significance of the contribution to the field is presented. Then, the research questions are declared. Finally, limitations of the study are laid and operational definitions are explained.

1.1. Background Information

The use of technology in almost every aspects of our life brings out the question of how we can benefit from it in the best way. The "new" technology as we have named it is no longer new to our students. When we try to use technological devices in our classrooms to make our classes much more appealing for our students, we probably forget the fact that they are born into this technology and the devices that make us excited to use can be something quite ordinary for our students. Although today's teachers are in a transition period from traditional classroom teaching with a chalk and a board into the use of smart boards, our learners are already engaged with surrounding technology and they are inevitably labelled as "digital natives" by Prensky (2001). More or less, there has always been a generation gap between teachers and students but today, this gap seems so big with dazzling improvements in the technology. When we ask a middle aged teacher about what comes to his/her mind upon hearing the word "apple", he/she most probably will talk about a fruit at first. However, if we ask the same question to our students at primary school, they might fluctuate between "apple" as a fruit and "Apple" as trade mark.

English teachers have been using computers as a supplement to classroom since late 1960's. The era began with integrating computers as drill machines for pronunciation, grammar and vocabulary activities. Today, we are witnessing that computer technology has made incredible improvements. The World Wide Web (WWW) enabled everyone, especially students to reach information quickly on a global scale. Although we know the importance of the Web, we see that Web itself is in a transformation as well. The

first generation Web, or Web 1.0 presented information to users like an encyclopaedia, conveying the content from the source to users in one-way interaction. On the other hand, Web 2.0 now allows us to create, share, edit and reuse content with users in a multi-way interaction. The user-friendly style and accessibility of Web 2.0 tools has made it popular in every aspect of our lives from shopping to travelling. Millions of users contribute to Social Networking Sites (SNS) worldwide and it is worth considering all those tools as a potential for education. Social networking sites have enough capacity for a good 'official' education matching the social contexts of learning and promoting critical thinking in learners (Mason, 2006). There are even researchers contending that social networking sites have potential to change educational system radically, motivating students for better learning rather than being passive attendees of a classroom (Ziegler, 2007).

Learner autonomy has gained a lot of importance in recent years to survive in an environment which has strongly been influenced by economic, technologic and social developments. Dazzling improvements in technology have also caused crucial changes in the role of teachers and students. Traditional role of teacher as an ultimate source of knowledge has been replaced with teacher as a facilitator, a counsellor or a guide to achieve certain goals. The teacher needs to know how to help students to learn on their own. On the other hand, role of students has changed as well. Students used to rely on their teachers as mere source of information. They depended on teachers for the delivery of course content. Students were listeners and note-takers. However, the rise of online tools for education has brought about new opportunities to reach course content without having a necessity to be present in the classroom. In this technologically surrounded environment, they have to be active participants of the courses and they need to take care of responsibility for their own learning.

1.2. Statement of the Problem

Vocabulary teaching and learning is a serious issue in language teaching and it is one of the common matter at Gaziantep University. It is an important problem as students have many difficulties while trying to learn new words. The result of this problem is can be seen clearly from the vocabulary section grades of midterms. Although teachers spend a huge amount of time to teach vocabulary through reading and other activities, they still cannot make teaching vocabulary more appealing to

students and it stands as a big barrier between teacher and student to overcome this problem. Being a passive attendee in the classroom decreases students' interest in learning. In English preparatory classes where students are exposed to learn English approximately 25 hours a week, students lose their interest and enthusiasm against foreign language learning. Thus, it is very important to create alternative teaching styles for those students. EFL learners at Gaziantep University generally have problems with learning vocabulary. Although they learn grammar items very well, they are not very successful at learning vocabulary, which leads them to fail in midterm and finals as most parts of these exams consist of vocabulary knowledge.

Vocabulary knowledge does not improve very quickly. Most of the time, students are bored in classes and they don't want to make an extra effort for studying out of classroom. This study aims to improve vocabulary knowledge by using various social networking sites. Although social networking sites are used by millions students, there are not many studies evaluating the effect of these online portal on language education.

1.3. Purpose of the Study

This study aims to investigate whether using Web 2.0 tools for teaching vocabulary makes a significant difference to the students' vocabulary knowledge when it is compared with other students who follow the usual curriculum in order to learn the same vocabulary. It is intended to foster vocabulary knowledge by supporting the curriculum with using Web 2.0 tools. It is also intended to promote learner autonomy by giving students a choice on what Web 2.0 tool to use and how they will present the content of the presentation in order to teach the vocabularies assigned to the groups. In this research, the educational theory of constructivism and its relevance to reflection, collaborative learning and social interaction were intended to guide the study (Vygotsky, 1978).

It is also aimed to get a picture from student's perspectives towards the implication of Web 2.0 tools for language learning, whether they liked blending classes with a support on web-based platform on which they created the content themselves.

1.4. Significance of the Study

When we consider the potential advantage of social networking and knowing what our students are using and how they are using these tools, it is absolutely necessary to employ them in teaching and learning. There has not been much research regarding the

educational use of Web 2.0 tools and current studies mainly focus on descriptions and students' perceptions towards these tools. There is not much study integrating Web 2.0 tools into vocabulary teaching. This study is necessary as on the one hand, it tries to solve the problem of vocabulary teaching by indulging students into co-operative learning with their peers and on the other hand, it gives an insight about the process of supplementing traditional course with inter active web elements.

1.5. Statement of the Research Questions

1) Is there a significant difference on vocabulary knowledge between the experimental group trained by using Web 2.0 tools and the control group trained by following the traditional curriculum?

2) What are the EFL learners' attitudes towards learning vocabulary by using Web 2.0 tools?

3) Do the EFL learners consider Web 2.0 tools useful as a supplement to English language learning?

1.6. Limitations of the Study

This research was conducted at Higher School of Foreign Languages in Gaziantep University and aimed to investigate whether Web 2.0 tools can be useful for facilitating language learning. Thus, the scope of this research was limited with adult language learners who were taking one-year compulsory English preparation. It is aimed to investigate students' vocabulary knowledge at recognition level.

The sampling of this research consisted of students studying at Gaziantep city and findings of test results and interviews cannot be generalised for undergraduate students at different places.

1.7. Operational Definitions

Web 2.0: The term Web 2.0 refers to the web-based services that allow users to interact and collaborate with each other via user-created contents. Social networking sites, blogs, wikis, photo and video sharing sites are examples of Web 2.0 tools (O'Reilly, 2005).

Learner Autonomy: This term refers to the ability to take responsibility for one's own learning (Holec, 1981).

Cooperative Learning: It is a group learning activity which helps to exchange socially structured information among group members who are responsible for their own learning and motivated to increase the learning of others (Olsen & Kagan, 1992).

CHAPTER 2

2. LITERATURE REVIEW

2.1. Use of Technology in Language Teaching

2.1.1. Introduction

This chapter presents the use of technology in language teaching and learning. History of computers in language classes is examined since first use of computer technology in language teaching up to now. The interaction between language teaching and computers is presented in a timeline to get a clear picture about the great evolution of the role of computers from a drilling machine into creating a virtual classroom atmosphere. Starting from 1970's, history of Computer Assisted Language Learning is depicted to enlighten the idea of how social networking has emerged and how it is used in language teaching.

2.1.2. Computer Assisted Language Learning (CALL)

Considering our digital era, computers are our biggest helpers undoubtedly. Today, a life without the use of computers even seems out of question. Everything about human life is somehow surrounded and affected by computers. Language teaching and learning is also shaped by the changes with the use of technology at almost every aspect of our lives. Since the introduction of computer technology in daily life, language teaching and learning has benefited from it a lot for teaching different skills in language. In language teaching, the integration of computer and language teaching is called as Computer Assisted Language Teaching (CALL). Warschauer (2000) portrays three stages for the history of CALL; Structural CALL, Communicative CALL and Integrative CALL. Each of these stages addresses to certain status of technology and its pedagogical approach to ELT.

2.1.2.1. Structural Call

Structural CALL dates back to late 1960's and 1980's and this stage correspond to behaviouristic approaches in English Language Teaching. At this stage, computers were used for drills and repetitions and were considered as mechanical tutors. As behaviouristic approaches considered that language is learned by habit formation and

repeated practises, computers were used to carry out simple drills and immediate feedback. Levy (1997) defines this period as "tutorial CALL" in which computers are used as teachers providing corrections to exercises. Materials in computers allowed to practise and produce exercises both in and out of classroom environments.

2.1.2.2. Communicative Call

Communicative CALL , on the other hand, goes back to 1980's and 1990's and was based the communicative approach in language teaching (Warschauer, 2000). In this period, activities in computers were mostly communicative and it was intended to increase the interaction between language learner and computers. Skill practise replaced with drill activities and learners got a greater degree of choice and control on exercises. Computers were used to as tools to stimulate discussion, writing and critical thinking by using word-processors, grammar checkers and concordances.

2.1.2.3. Integrative Call

Integrative CALL indicates the use of computers in 21st century. It is based on two main components: Multimedia and Internet (Warschauer, 2000). CD-ROMs are the key tools in multimedia enabling users to reach a wide variety of media, namely, videos, animations, graphics and sounds. This contributed a lot to the development of CALL as it allowed to integrate skills and created a more authentic learning environment. Reading, writing and listening activities combined easily. The use of multimedia promoted students to get control of their own learning. They could do the activities on their own pace by going forward and backward among the exercises. Although multimedia involved variety of skills, it still lacked authentic and meaningful contexts for communication. Internet compensated this problem and brought a new echo to the use of computers in language teaching. Warschauer (2000) states that computers were primitive for communication since 1960's and the rise of internet made the greatest impact on language teaching. Learners can communicate easily with other learners all over the world.

2.1.3. Web as a Learning Tool

The rise of the use of internet has enabled learning to escape from the boundaries of traditional classroom environment. Development of computer technology and expansion

of personal computers paved the way for the use of internet by millions of people worldwide.

The popularization of World Wide Web since 1994 has brought great advantages for language learning (Ruiperez, 2002). First of all, it is very easy to use. It does not need any additional computer literacy. Also, web is a mean of global communication. It is just one click away to talk and share opinions with other people from different parts of the world. In addition, it does not cost a lot to connect internet and keep in touch with pupils, which is one of the most important reasons for its expansion. Even if a student does not have an internet connection, there are lots of computer labs and research centers at universities and other educational institutions. Thanks to the internet, we can find solution to most of the problems from how to cook something to how to parallel park your car.

In language teaching and learning, web presents us an ocean of information for improving language skills. It is possible to find examples for every subject that is thought in classroom. However, it is worth considering how students are going to find relevant, suitable web pages. A study by Jarvis and Symczyk (2009) shows us students' preferences between web-based and book-based grammar materials. Contrary to the popular belief about the efficacy of internet and expected conclusions, this study has interesting results. Findings of this study show that although students consider traditional book-based materials boring, they do not turn their head totally to web-based materials. As the study suggested, the main reason is the pile of information that is scattered and disorganized. Thus, we can say that although it is possible to find almost any information on the web, it is quite necessary to present it in an organised way in order to make it more meaningful and authentic for students.

2.1.4. Web 1.0

The expansion of the web access has paved the way for the changes in the structure of the web. Cormode & Krishnamurthy (2008) describe the Web 1.0, in other words "first generation web", as a resource of presenting the content, which functions similar to classroom materials as a source of information. Web 1.0 presents information like a course book or an overhead transparency in which information is largely controlled by hosts or content providers (Wallace, 2004, p. 449). Users mostly read and obtained information from static websites. The interaction was quite limited with simple forums,

and websites were browsed and designed as authenticated source of knowledge. Although information was available and easily accessible, this phase of web didn't allow users to modify or edit the content. Thus, this phase of the web resembled to an encyclopaedia that was read on the screen instead of reading over a hardcover. The design and outcomes of Web 1.0 reflects the classical perspective of "authenticated" knowledge put together by experts that presented findings and conclusions through formal argument (Dede, 2008, p. 80).

2.1.5. Web 2.0

While Web 1.0 presented the knowledge as an extension of the traditional one way interaction, from content provider to user, Web 2.0 enabled a mutual interact with host and users. Web 2.0 is described as web-based applications and services that provide users interactive information together with visual, textual and audible communication (Wallace, 2004; O'Reilly, 2005; Mcloughlin & Lee, 2007; Dede, 2008; Cormode & Krishnamurthy, 2008; Boyd & Ellison, 2008; Crook & Harrison, 2008; Greenhow, Robelia & Hughes, 2009).

The foremost stunning characteristics of Web 2.0 can be described as participatory, collaborative and distributed practises; in other words, relationship technologies, participatory media and social digital technologies (Greenhow et al, 2009). Unlike Web 1.0, users are as important as content providers in Web 2.0 through which mutual interaction is established. It enables internet users to participate in different communities and share their knowledge with each other. The main affordances for this innovative technology are depicted as creating user defined linkages between users and content, sharing multimedia content through simple mechanisms like blogs.

Dede (2008) points out that "knowledge" on Web 2.0 environment is a collective agreement and the validity of this knowledge is established through peer review in an incorporated community, knowledge is decentralised, accessible co-constructed among users (p. 80). Web 2.0 tools allow people to produce, consume and share information globally by allowing them, learners in particular, to create their own networks for feedback and support. One other feature of Web 2.0 is its feasibility for working on the created content. This is a very important feature permitting to work on an original material by editing and mixing, which yields to new creations. Greenhow et al (2009)

emphasize this opportunity as publishing, sharing and remixing content do not require a sophisticated technical expertise.

The use of Web 2.0 in education, especially in English Language Teaching, helps learners to use the language in an authentic context even if they don't have much chance to participate in natural environment for language acquisition. Crook, et al (2008) refers to this important feature:

> At the same time, the affordances of Web 2.0 seem to harmonise well with modern thinking about educational practice. In particular, they promise learners new opportunities to be independent in their study and research. They encourage a wider range of expressive capability. They facilitate more collaborative ways of working and they furnish a setting for learner achievements to attract an authentic audience. To encourage these possibilities, Web 2.0 tools have evolved that create distinctive forms of support for learning and for independent research in this new internet (p. 11)

Addressing to an authentic audience is utilised through various tools on Web 2.0, which we can name as social networking, blogging, RSS feeds, wikis. Greenhow et al (2009) carried out a comprehensive study regarding students' tendencies for using Web 2.0 tools. The analysis of their research learner participation and creativity and online identity information emerged as major themes that shape the use of this technology among students. As Web 2.0 tools allow users to create and share information and media in a global scale, students are no longer passive recipients of knowledge. Rather, they are active participants that create content by remixing original materials. Blogs, video-sharing sites, and other visual-sharing sites lead students to promote their products as well as being able to criticize what their friends have brought about. In terms of online identity formation, this study enlightens the changes in today's youth's identity in public community. Traditional communities which help young people to form their characteristics, like national culture and family relationships are not as influential as they used to be and our digital native students are shaping their characteristics in a virtual environment where they have the authorship in the form of web-based homepages, blogs and social profiles (Boyd, 2007). Young people customize their profiles in order to represent themselves on online community and this generally results in building a colored and animated webpage together with photos and writings.

They portray their social connections, interests and personal ideas which can also bear out negative consequences because of threads to their privacy.

2.1.5.1. Social Networking

One of the most important Web 2.0 tools is social networking which allows people to share their works and opinions among friends. Social networking sites (SNS) connect people for various purposes, from education to e-marketing. Facebook is the top social networking site by connecting over one billion people worldwide. On Facebook, users can share their favourite videos, photos and quotations with each other with the help of interactive walls. They can find groups according to their interests very easily. This feature brings together people from quite different backgrounds and ages. Youtube, on the other hand, gives everyone opportunity to upload and view videos. You can watch your favourite video clips and watch videos about a subject that you have difficulty to grasp. Twitter provides you to follow "tweets"/ text messages and keep in touch with your preferred politician or actor.

2.1.5.2. Web Blogs

A blog is basically a web-based diary or a journal in which users can post texts and digital materials and allows others to comment on these pages (Crook, 2008). Blogs are one of the most important Web 2.0 tools that can suit well to the education because they have an interactive and reflective feature. Blogs are very good examples for student-centred learning environments and project- based learning (Baird and Fisher, 2005). Students can publish their thoughts and receive feedback from their peers by connecting to a social environment. There are many websites that provide users to create free blogs and they have prompts to make it as simple as possible. Especially for group-work and pair-work activities, assigning a topic to be prepared on blogs can be a very collaborative activity for learners.

Chan & Cmor (2009) conducted a successful study about the implementation of Blogs into their course. The teacher helped the students to create Blogs and graded the students over their works on Blogs. The teacher had students answer one question every week during the semester. The questions on the blogs were the source for their final exams. Findings suggested that 90% of the students found Blogs useful for their learning. In another study conducted by Akçay & Arslan (2010), the researchers aimed

to investigate the importance of Blog use for writing, reading, listening and grammar in Turkish language education. For the implementation section of this research, students logged in Blogs and prepared Blogs for their assignments. At the end of this study, it was observed that the Blog use was useful for the development of all language skills. It was very useful for the development of reading and writing skills in particular.

2.1.5.3. Wiki

Wiki is also one other type of collaborative web tools that enable users to create a content. This content can be edited and deleted if there is a misinterpretation. One of the most known wiki construction is the collaborative dictionary is Wikipedia. Its content is free and is written by voluntary authors. It aims to create worldwide free encyclopaedia with a wide range of topics in many languages. Wikitravel allows travellers to gather information about the places they intend to visit. Wikibooks consist of free textbooks supported with book- based texts and they are written collaboratively on the web. It is rapidly growing day by day with authors from all over the world. Wiktionary is also a free dictionary in many languages to be used for translations and word meanings (Baird and Fisher, 2005).

2.1.5.4. RSS

RSS is a kind of format which allows users to stay in touch with updates from websites about topics they are interested in. RSS helps users to be informed about those updates without visiting websites one by one. Many newspapers, entertainment websites and social networking sites have RSS feeds to inform their users about new notifications.

2.1.6. Research on Educational Use of Web 2.0 Tools

There are some researchers who have considered this potential and carried out research regarding educational use of Facebook. Piriyasilpa (2010) conducted a research on the effects of application of Facebook as part of the classroom. She examined students' opinions about this activity and their use of language in their interaction. The study was conducted at a university in Thailand. The topics were advised by the teacher and students were asked to make comments or discuss their opinions on the teacher's wall. She found out that such incorporation was useful for students to create their social

network and it was also beneficial for supporting language learning. On the other hand, Bosch (2009) carried out a study about exploring student use of Facebook and lecturer engagement with students via social media at the University of Cape Town. The article showed that while there are positive benefits to using Facebook for academic purposes, there might be certain challenges like computer literacy and uneven access. She conducted a semi-structured qualitative interview with a sample of 50 undergraduate students and five lecturers. In her research, she sorted out the use of Facebook for various aims like social networking, identity construction, concerns with privacy and the potential use of Facebook for academic purposes. Another researcher Selwyn (2009), conducted a study to explore students' education-related use of Facebook. His research examined the social significance of the Facebook social networking site in the lives of undergraduate university students (N=909) in the UK. In particular his study investigated the realities of students' Facebook activity and considered the role that Facebook is playing in the wider 'student experience' of twenty-first century university education. He wanted to learn when and for what purposes were students using Facebook; what aspects of their interactions via Facebook can be considered to be related to their university education; what evidence was there for Facebook use contributing to the increased (dis)engagement of students with their university studies and what can be said to be 'new' about the nature and outcomes of students' use of Facebook. Analyzing the data, he asserts that Facebook use must be seen as identity politics of being a student rather than enhancing front stage engagement with formal studies.

2.2. Social Nature of Learning

2.2.1. Introduction

This section presents the theoretical background that lies behind the Web 1.0 and Web 2.0 technologies. It is intended to demonstrate how modern language learning theories have a strong background on web tools and in what way these tools contribute to the outputs that were defined by these theories. First of all, the relation between constructivism and Web 2.0 is explained. Then, behaviourism and its relation with earlier generation web, Web 1.0 to is depicted. After that, the aim of how we can promote learner autonomy among students via Web 2.0 tools is explained. Finally, the

importance of group-work and pair-work is told within the frame of Cooperative Language Learning.

2.2.2. Constructivism and Web 2.0

Constructivist approach to learning is defined by the works from various prominent scholars like Vygotsky (1978), Bruner (1984) and Piaget (1952). Constructivism suggests that learners construct their own knowledge through activities they have carried out. Knowledge is not mechanically acquired, rather it is actively built in constrains and offerings of the learning environment. The main focus of this approach is based on learners' activity. This can be an individual activity or a group activity. Social environment has a central role on learning and based on their existing knowledge, learners adapt their appropriate knowledge through interaction with current learning environment (Eggen and Kauchak, 1999).

Social constructivism emphasizes the social contexts and role of language in learning. Communication plays a key role and focus is on learning as a social process (Vygotsky, 1978). Children learn by interacting with parents, teachers and other children. Adults, like university students can learn through communication with their instructors and friends. Thus, social constructivism draws an important framework by forming how students learn with their teachers and their friends (Kear, 2011). Vygotsky (1978) expressed a key concept on the importance of social learning among peers. He described "zone of proximal development" (ZPD). This term reflects the idea that learners can operate beyond their current level of competence if they receive help. Learners might feel very challenged but they can deal with it they take support. Vygotsky claims that the ZPD has a crucial role for further development of learners.

On the other hand, Kear (2011) describes the necessity of social constructivism as follows: "Social constructivism encapsulates the importance of other people, whether teachers or peers, in learning. It is the basis for learning approaches focused on communication and collaboration, and is therefore a major theoretical perspective for learning in online communities." Communication and collaboration are key characteristics of social networking sites. This helps to create a social learning environment in which learners can define themselves with their profiles and can

contribute to the contents on those sites. This contribution may increase learners skills which can be quite difficult to get alone. Baird & Fisher (2005) points out this issue:

> "According to Vygotsky, optimum cognitive development is contingent on the full social interaction of the learner. Moreover, instruction is most efficient when students engage in activities within a supportive (social) learning environment and when they receive appropriate guidance that is mediated by tools. The result of situating learning in a collaborative and social learning environment is an increased range of skill, versus what can be attained alone." (Baird & Fisher,2005)

Within the frame of EFL learners at Gaziantep University, students are easily distracted and get bored when they do similar activities on their own. Sometimes, they are shy to ask some questions to their teachers and they seek a reply from their peers. Collaboration among students has a vital importance to help them overcome difficulties they come across during learning process. Social networking sites provide a web-based model of this classroom and similarly, they help each other on those sites when they need help.

2.2.3. Behaviourism and Web 1.0

Behaviourist theory views language learning as formation of habits and learning of any kind of behaviour is based on the *stimuli* and *response* relationship (Skinner, 1957). Habit is formed through repeated reinforcements. When we learn first language, the process is simple as we need to learn set of habits. However, when it comes to second language, we come across with a problem as we have already established set of responses and we need to replace them.

In behaviourist theory, there is one way interaction between the teacher and students. Education is teacher-centred and teacher is the source of knowledge. Students are recipients and depend on the teacher. In this perspective, behaviourism is similar to the first phase of the web, or Web 1.0, in which knowledge is presented from a source and people receive knowledge from there. It is like an encyclopaedia that reflects the knowledge on web pages. There is one way interaction from source to recipient.

2.2.4. Learner Autonomy and Web 2.0

It is clear that today's modern learning theories mainly focus on the importance of the role of learner, unlike the previous theories in which the focus was on the role of teacher and materials. Learner autonomy basically means that learners take responsibility for their own learning (Holec, 1981). Being autonomous requires learners to be able choose what and how to learn as well as feeling responsibility for their own progress and learning of people they keep in touch. An autonomous learner is aware of his/her own strengths and weakness feels and devotes himself/herself to a life-long learning process.

Farrel and Jacobs (2010) depicts the necessity of learner autonomy as follows: "Learner Autonomy means that the teacher no longer shoulders the entire burden of running the classroom, with students taking on more rights and responsibilities for their own learning in a learner-centered approach to second language learning." As being autonomous requires a responsibility, it also requires a desire to learn. Autonomous learners have positive self image and they have metacognitive ability to discuss with others as independent learners (Breen and Mann, 1997). Autonomous learning takes place in an active learning environment that is created by teacher where learners actively and consciously contribute to their own learning. Thus it requires a communication and a collaboration rather than learning in an isolated environment (Dam, 2000). It is very important to create meaningful and relevant activities in order to promote language learning which can be built by individual interaction and collaboration. Additionally, group work and pair work activities are necessary for students to learn in a participatory learning environment and to learn from each other. This is one of the key issues in fostering learner autonomy (Breen and Mann, 1997).

When we examine the development of CALL, structural, communicative and integrative, we can see that in each phase, learners take control of their learning at different levels. While structural phase allowed learners to make drill exercises to correct pronunciation and test grammar items and vocabulary; integrative phase, Web 2.0 in particular, enables users to create and edit content of social networking sites. If Web 2.0 tools are supported with a coherent syllabus and learners' active participation, paving a way for learner autonomy does not seem a far target (Gonzalez and Louis, 2008).

2.2.5. Cooperative Language Learning

Cooperative Language Learning (CLL) aims to increase academic achievement and learning by introducing ways to organise group work. Interactive pair work and group work activities help to create opportunities for language acquisition. Slavin (1991) points out that CLL helps students acquire social skills that are crucial in a world that is changing rapidly. Olsen & Kagan (1992) defined CLL as: "Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and motivated to increase the learning of others (p.8)."

In contrast to the traditional teaching method, CLL aims to create a student-centered learning environment instead of a teacher-centered one. Basically, there are teams, groups or pairs who work , learn and experience together. In language teaching, CLL is accepted as a mean of promoting communicative interaction and is considered as an extension of Communicative Language Teaching (Richards & Rogers, 2001). Goals are described as providing teachers with a methodology to enable them to teach language through use of interactive group activities. While doing interactive tasks, it enables teachers to focus on lexical items and language structures. On the other hand, it helps learners to develop learning and communication skills successfully. Also, it increases learner motivation and reduces students' stress in order to create a relaxing classroom atmosphere (Richards & Rogers, 2001).

The assumptions of CLL are based on the cooperative nature of learning. The theoretical background of this theory states that humans are born to talk since they are programmed to talk and most of our speech is organised in conversation. By participating in cooperatively structured activities, person realises the patterns in second language. Richards & Rogers (2011) points out that CLL can be used to support both structural and functional models as well as interactional ones. It can be used to focus on language form. CLL stresses the central role of social interaction in learning, which draws heavily on the theoretical work of developmental psychologists Piaget and Vigotsky.

According to McGroarty (1993), there are six learning advantages for EFL students in classrooms. These can be summarized as:

a) Different types of interaction increases the frequency and variety of second language learning,
b) It has possibility for development or language use in order to support cognitive development,
c) Language learning can be integrated with content-based instruction,
d) There can be variety of materials to promote language learning,
e) It enables teachers freedom to acquire new professional skills,
f) It gives students a more active role because of acting as resources for each.

Richards & Rogers (2011) describe three types of cooperative learning groups. First one is formal cooperative learning groups which last from one class to several weeks. Such groups are designed for specific tasks and students work together in order to achieve learning goals. Second one is informal cooperative learning groups. These are improvised groups and last from a few minutes to a class period and aim to focus student attention. And the last one is cooperative base groups. These are long-term groups that last at least one year and consist of heterogeneous groups which allow its members to give one another support, help, encouragement and assistance.

According to Richards & Rogers (2011), there are five key elements in Cooperative Learning. Positive Interdependence is the first element in CLL. Positive interdependence happens when all students have benefits from the tasks, that is, when one achieves, the others benefit as well. On the other hand, in competitive situations, when gains of one student are associated with loss of other student, this creates negative interdependence. Positive interdependence can be formed in two ways: Outcome structured (goal and reward structured) and Means structured (role, material and rule structured)

Team formation is very important in order to create positive interdependence and there are some factors that need to be considered while forming groups. Depending on the tasks, deciding the size of the group is necessary. Tasks, age of learners and time limits are affecting factors. Group size can vary from two to four. Besides, it is also necessary to assign students to groups as groups may be formed as teacher-selected,

random or student-selected. Teacher-selected is generally preferred to create heterogeneous groups. Group members also have some roles like summarizer, noise monitor or turn-taker.

Richards & Rogers (2011) define four team formations that are generally preferred in CLL:

- Heterogeneous grouping
- Random grouping
- Interest grouping
- Homogeneous/ heterogeneous language ability grouping

Another element is accountability, which is one of the defining characteristics of CLL. Whether group accountability or individual accountability, it is important for success in learning goals. Each student in group must be accountable for their contributions. Otherwise, giving one grade to one group or expecting just one product from one group do not help to reach expected gains. Testing is a good way to ensure accountability in among group members.

One another defining characteristic of CLL is about teaching social skills. These skills define the ways learners interact with each other to complete the tasks. Richards & Rogers (2011) categorize social skills under two headings. First one is task-related social skills such as asking for clarification, explanation, checking understanding of others, elaborating ideas and explaining ideas. The other one is group-related social skills such as asking others to contribute, keeping group on task, acknowledging others' contribution and recognising others.

Richards & Rogers (2011) also point out the important of structures. They state that structures are content-free ways of organising student interactions with content and with each other. Role of a learner in a group is to work collaboratively on tasks with other group members. They have to learn teamwork skills and they are also directors of their own learning. They need to plan, monitor and evaluate their own learning, which require students' active participation.

On the other hand, role of the teacher is to create structured, well-organised learning atmosphere in the classroom. The teacher needs to set the goal, plan and structure tasks.

The teacher assigns students into groups and selects materials. Teacher is facilitator of learning (Richards & Rogers, 2011).

CLL is one of the most researched issues in language teaching and current studies are generally supportive (McGroarty, 1993; Richards &Rogers, 2011). However, there is not much research for its use in language classrooms and there some questions for its benefits for different level of learners as one level might gain more than the other group.

2.3. Teaching Vocabulary

2.3.1. Introduction

In this section of the chapter, the meaning of vocabulary knowledge is stated, aspects of vocabulary knowledge is depicted. After stating the importance of explicit vocabulary teaching, current research on vocabulary teaching is presented

2.3.2. Vocabulary Knowledge

In order to define what does knowing a word mean, researchers have put forward various ideas. Most of the researchers agree that vocabulary knowledge is not an all-or-nothing phenomenon; rather it covers degrees of knowledge. In general, it can be described as knowing meaning and morphology of a word both in spoken and in written form. Nation (1990) describes word knowledge as being able to remember its meaning when we encounter with the word. It includes which aspect of the meaning is best suitable for the context. Additionally, it involves being able to make various with other related words. A great deal of research has been done regarding to agree on what it means to know a "word". Anderson and Freebody depicted this issue as "(…) is not clear that, if Ludwig Wittgenstein and Bertrand Russell were left alone in a room for three hours, they could decide that they really knew the meaning of dog" (Anderson and Freebody 1981: 90). On the other hand, Richards (1976), has identified seven aspects of word knowledge:

a) Knowing a word includes the degree of probability of encountering the word in speech or print,
b) It requires knowing the limitations imposed on the use of the word according to function and situation,
c) Knowing syntactic behaviour associated with the word,

d) Being aware of the underlying form of a word and the derivations that can be made of it,
e) Noticing the associations between the word and the other words in the language
f) Knowing the semantic value of the word,
g) Knowing many different meanings associated with the word.

If we are talking about the vocabulary knowledge, it is important to point out the reason that vocabulary is taught. What does a language learner need to know in order to "know" a word? Nation (1990) answers this question by explaining receptive use (listening or reading) and productive use (speaking or writing).

2.3.2.1. Receptive Knowledge

Nation (1990) portrays receptive knowledge as being able to recognize a word when it is heard or when it is seen. It also involves being able to distinguish a word from other word with similar forms and to be able to notice whether a word form sounds all right or looks all right. Receptive knowledge includes guessing what grammatical pattern will follow a word. For example receptive knowledge reminds us that the noun "music" is usually written in singular form. This receptive knowledge results from experience and it does not increase greatly by direct teaching (Nation, 1990). Receptive knowledge also bears knowing some collocations of words. Collocation means knowing which word accompanies other word. For instance, the word *sunny* collocates with *day*. Knowing a word also entails to know whether a word is frequently occurring or a rare one. The word *student* is a frequently used word but in some contexts, the word *disciple* is more appropriate (Nation, 1990). Receptive knowledge is necessary if a student wants to read and understand the courses in English. In that case, the quantity of the vocabulary must be the main goal for the teacher.

2.3.2.2. Productive Knowledge

According to Nation (1990) productive knowledge of a word includes receptive knowledge and extends it. Productive knowledge requires knowing how to pronounce a word, how to write it together with spelling and how to use it right grammatical patterns. It also involves knowing the right meaning of a word and being able to think of a substitute where it is necessary. Productive knowledge becomes a necessity if a student intends to cover whole language skills. If productive learning is important, then

the teacher needs to develop the quality of learning a narrow vocabulary. Spending time on activities that lead learners to focus on the practise of speech and writing becomes a necessity.

2.3.3. The Importance of Vocabulary Teaching

The famous linguist, David Wilkins, states the crucial role of vocabulary in language teaching with this sentence: "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". As a reply to the question of "How would you like to improve your English?" asked to the learners during a research conducted by Thornbury (2002) about the importance vocabulary acquisition, the learners reflected the following opinions; "I am lack of useful vocabularies to express my opinions", "I would like to improve my vocabulary. I have the feeling that I always use the same idiomatic expressions to express different sort of things", "I would like to enlarge my vocabulary. Too often my speaking is bad because of the missing words". Thornbury's students have expressed their attitudes towards the importance of vocabulary knowledge in language teaching and it would not be a presumptuous claim to say that many language learners face with this problem while learning a language. Spending most of the time for studying grammar may not improve the competence in a language a lot but learning vocabulary can contribute a lot to our knowledge.

2.3.4. Choosing Vocabulary to Teach

In order to use a word correctly, a learner needs to have an understanding of appropriate grammatical usage and appropriacy for different contexts. Teaching vocabulary involves many aspects and we can define these aspects under three main parts as meaning, form and use (Nation, 1990).

In terms of meaning, it is necessary to teach basic and the literal meaning of a word. It also includes derived meaning and figurative meaning together with collocations. A word may have taken quite different meanings and it is important to know how historic changes of meaning of a word if we want to get a clearer picture regarding the surface meaning and deeper meaning. Concepts and associations shows how word can take on different meanings within the context we use them. Knowledge of form includes knowing how to spell and pronounce a word in the target language. Noticing word-parts

and derivations are considered as important points in order to be able to make a distinction between parts of speech.

The use of a word can be defined as knowing appropriate context for a word together with collocations and constraints on the use of the word. The Table 2.1. shows an illustration for the aspects of vocabulary learning by Nation (1990).

Table 2.1. Aspects of Vocabulary Learning

Meaning	**Form**	**Use**
Form and Meaning (Basic and Literal Meanings, Derived and Figurative Meanings)	Spoken form (Pronunciation)	Grammatical Functions
Concepts and Referents, Associations (Semantic Relation, Connotation)	Written Form (Spelling) Word Parts	Collocation Constraints on Use
	Inflections Derivations	Slangs and Idioms Appropriacy

2.3.5. Explicit Vocabulary Teaching

Explicit vocabulary teaching refers to the direct teaching of the selected words. Explicit vocabulary teaching is really crucial in terms of students having difficulties while learning a new language. Explicit teaching is necessary especially for beginner students as it is difficult to guess the meaning of unknown words if students do not know most of the words in a text. Direct instruction of vocabulary teaches the core vocabulary for learning basic lexical knowledge. Additionally, explicit teaching engage students with activities that help them focus on the vocabulary. It aims to improve a large recognition of vocabulary, together with integrating old vocabulary knowledge with the new ones (Sökmen, 1997).

Students acquire words from context but how readily they learn a word within a context is a question. Contexts may not always contain appropriate information to guess a words meaning. A meaningful example is illustrated by McKeown and Beck (2004)

with a four year-old girl, regarding the inappropriate acquisition of a word from the context. This little girl protests being put into the bed and tells her mother that she feels "soggy". Her mother is surprised by this word and asks her what soggy meant and little girl replies as "sad and lonely". Her mother is puzzled even more upon hearing this reply, but then she realized the context in which this little girl heard the word. Her mother often called her as " Come back and eat your cheerios, they're getting soggy". Apparently, the little drew some inferences from this situation and came up with a meaning for the word. McKeown and Beck (2004) also states that readers use context to learn new word but it takes place in small increments. Learning from context happens but at a very slow rate. Among 100 unfamiliar words in a text, the reader may learn 3-15 of them. When we think about all the words that students read, learning from context at this rate means learning hundreds of new words in a school year. However, some students read a lot and some do not. In this case, students who most need to boost their vocabulary knowledge are the ones who have trouble in reading. For that reason they do not read as much as the other students. (Cunningham and Stanovich, 1998). Those students who have difficulty in reading are also the ones who are less successful in deriving meanings from context. One another study by McKeown (1985) gives a clearer picture as an evidence for this situation. In this study, the researcher presented a series of contexts which provide strong clues to a word's meaning. After introducing a series of clues, he presents this context as an example: " It was hot outside and I knew I would be more comfortable if I could *bafe* my sweater." Then, he presents choices whether *bafe* meant *remove, lose, punch, wear, repair,* or *turn off*. Even after such strong context, 25% of the students were not able to infer correct meanings of words. Evidence suggests that naturally occurring contexts do not provide highly effective learning environments.

Beck, McKeown and Kucan (2002) points out the importance of explicit teaching; "The problem is that many students in need of vocabulary development do not engage in wide reading, especially of the kinds of books that contain unfamiliar vocabulary, and these students are less able to derive information from the text" (p.4). Hasbun (2005) carried out a study in order to examine the effect of explicit vocabulary teaching on students' vocabulary acquisition and their attitudes for this method. She designed vocabulary exercises to supplement a reading course. Her statistical analyses showed

that students performed better on reading texts when she compared the results in pre-test and post-test. In her study, findings suggest that students acquired the target vocabulary in explicit vocabulary teaching. Also, learners stated that knowing more words made them better readers and their attitudes towards reading courses improved a lot. Thus, considering all these studies regarding the importance of enriching vocabulary, we can say that explicit vocabulary teaching is an effective way for students to acquire vocabulary knowledge.

2.3.6. Implicit Vocabulary Teaching

Hulstijn (2001) defines implicit learning as "without teaching" and "without conscious inductions". In contrast to the explicit teaching, students do not focus on the form and meaning of the unfamiliar words. Students acquire vocabulary through incidental exposure to the words in context. Their vocabulary knowledge increases incidentally through readings, role plays and oral practises. When a student reads often, he/she acquires further lexical items. It is important for teachers to encourage implicit learning for vocabulary development while teaching core words explicitly.

2.3.7. Recognition and Recall of Meaning in Vocabulary

Recognition of vocabulary basically refers to remembering the meaning of a word. Recognition of a word means that the learners are able to know the meaning of a word when they see or hear it. Upon seeing or hearing a word, the learners can choose the meaning of this word in mother tongue. Also recognition requires being able to choose the correct answer from set of words or pictures. The learner can check or underline the synonym or definition of a word to show that he/she knows the meaning (Nation, 1990).

Recall of vocabulary, on the other hand, stands for being able to say or write a word when an illustration is shown. The learner is able to produce the word when he/she sees or hears a synonym, a definition or a picture.

2.3.8. Testing Vocabulary Knowledge

In order to determine the best way to measure students' vocabulary knowledge, Nation (1990) figures out the principles that we need to adapt for our own purposes. He asserts that the research has to determine whether he/she wants to test recognition or recall of vocabulary. In other words, the researcher must decide if he/she wants learners

to remember the meaning of a word when they see or hear that word or if they can say or write the word when they come across with some representation of its meaning. Recall tests generally deals with hoe students produce the word. In those kinds of tests, the learners might see or hear a word or they see picture and after that they write what that word means.

Recognition tests, on the other hand, aim to see whether the learners know the meaning of a word when they see or hear it. In these types of tests, the learners hear or see word and then write or sat a mother-tongue word or definition. They can check or underline the word so as to show that they now the meaning.

In terms of the recognition tests, Nation (1990) points out some advantages and disadvantages of the items in recognition tests. First of all, he asserts that items that require the learners to provide a mother tongue equivalent are the best examples for recognition items. They are easy to prepare and they function as a task that is similar to what the students normally do while reading or listening to an item. But the weak point is that marking can be complicated and the marker has to know that mother tongue. If the learners are asked to reply with English synonyms or definitions, this might require some proficiency in English. Thus, it can be used best with advanced learners.

2.3.9. Research on Teaching Vocabulary with Technology

Friedman (2009) conducted a study with Japanese EFL learners at university in Japan. In his study he made a project about learner-created vocabulary database. In this study, by using an online database, students created a communal dictionary composed of lexis and example sentences. Language database is used to facilitate peer teaching of lexis. Work here shows that learners paid attention to lexical form, meaning and function in process of composing.

On the other hand, Wong and Looi (2010) carried out a project about vocabulary learning by mobile assisted authentic content creation. In their case studies, writers presented mobile –assisted language learning that emphasises learner-created content. In order to learn English prepositions and Chinese idioms, primary school students used their mobile devices to take photos in real life contexts in order to make sentences with words and idiom they have learnt. This project shows the potential of transforming language learning into an authentic learning experience.

While this project was conducted at a primary school there is another interesting creative project carried out by Horst, Cobb and Nicolae (2005) aimed to expand academic vocabulary knowledge with an interactive online database. In this study, university students used online tools for vocabulary learning in an experimental EFL course. Vocabulary targeted for learning was chosen from university textbooks. Pre and post test treatment performance on the tests of knowledge of words were compared to establish learning gains. Regression analyses investigated the connections between use of computer tools and gains. This corpus-based approach to online vocabulary acquisition has shown itself applicable.

CHAPTER 3

3. METHODOLOGY

3.1. Introduction

This chapter illustrates the frame of the methodology by introducing research design, sampling and the instruments used in this research. After that, the procedure of the research and analyses of the data are explained.

3.2. Research Design

This research is based on experimental study and semi-structured interview. For the experimental study, there is one experimental group and one control group. Our independent variable is how using Web 2.0 tools in vocabulary teaching affects students' vocabulary knowledge. In the beginning of the study, both groups were given a pre-test in order to measure students' current vocabulary knowledge. The experimental group received a treatment by using Web 2.0 tools in order to learn the target vocabularies while following the curriculum. Control group didn't receive any treatment but followed the curriculum as usual in order to learn the target vocabulary. At the end of the study, a post test was given to both groups to see if there is a meaningful difference between control group and experimental group. Immediately after the post-test, a semi structured interview was carried out with students from experimental group in order to learn their views and evaluations for the study.

Groups	Step 1	Step 2	Step 3	Step 4	Step 5
Experimental Group	Random Assignment	Pre-test	Treatment	Post-test	Interviews + Field Notes
Control Group	Random Assignment	Pre-test	---	Post-test	---

Figure 3.1 The Research Design

3.3. Sampling and Participants

This research is conducted at the English preparation classes of the Higher School of Foreign Languages at Gaziantep University during 2012-2013 academic span. A total of 2023 students are studying at Higher School of Foreign Languages, including evening class students. There are 25 classes and the population of each class varies between 22 and 25. The experimental group and the control group were chosen cluster assignment among these classes. In the experimental group, there are 23 students (10 female-13 male). Their ages vary between 18 and 23, with an average of 19. In the control group, there are 22 students (8 female- 14 male) and their ages are between 18 and 24 with an average of 20. Participants of each group are placed heterogeneously according to their departments. Their departments include mostly faculties of engineering (Electrical & Electronical, Food, Industrial, Civil and Physics) and faculty of medicine. In Turkish National Education, high school graduate students willing to study at university have to enter National University Entrance (YGS) and Placement (LYS) exams. The medium of Instruction is English at Gaziantep University and students have to pass a language proficiency exam at the beginning of the academic year. Students failed at this exam study at Higher School of Foreign Languages for one year. They are subject to another proficiency exam in order to determine their level of English. There are three main level groups and students are placed into appropriate level according to their scores on this exam. Level A consists of elementary students who are false beginners or does not know English at all. Based on Common European Framework of Reference for Languages (CEFR), their level is considered as A1 and A2. There are 835 students at this level. Level B includes pre-intermediate students from A2 to B1 and there are 454 students. Level C comprises of intermediate level students from B1 to B2 with 216 students.

3.4. Instruments

3.4.1. Vocabulary Test

A multiple choice vocabulary test was used as a pre-test and post-test instrument for the experimental and the control group. The test consists of 40 questions with four choices for each question and it aims to test students' vocabulary knowledge on recognition level. While preparing the tests, the target vocabularies were chosen randomly among the vocabularies that the groups were going to learn in next three

months in second semester. With the pre-test it was intended to certify that there was no significant difference at vocabulary knowledge of the control group and the experimental group. Conversely, having completing the treatment, the researcher aimed to see whether there was a significant difference between the groups with the post-test results. In order to prevent any intentional learning of the target words, the answers were not given and the students were not told about any upcoming vocabulary test. The answers in tests were scored 1 for the right and 0 for the wrong answers. Nation (1990) states that multiple choice questions are difficult to make and require careful pretesting and analysis. When they are well prepared they do a very good job.

3.4.1.1. Validity and The Reliability

Vocabularies are selected from the course books; FacetoFace Elementary, FacetoFace Pre-intermediate and Achieve Success. All vocabularies that are going to be taught to Level A groups during the treatment period are selected from the course books. The vocabulary database of FacetoFace Classware is used to create the test. In order to ensure the validity of the vocabulary test, the researcher co-operated with the consultants at the Testing and Evaluation Office at Higher School of Foreign Languages. Questions were created with random selection from the vocabulary database of the FacetoFace Classware and other upcoming course book units. The prepared test was applied to a randomly selected group at Level A . The results were anaylzed in SPSS 15 and the Cronbach's Alpha value was found to be 0.69, that is, the test is reliable and has sufficient internal consistency.

3.4.2. Semi-Structured Interviews

Having implementing the post-test, semi-structured interviews were conducted with randomly selected five students in the experimental group regarding their attitudes towards the use of Web 2.0 tools for improving their vocabulary knowledge. The interview questions were prepared with a consultant in order to ensure the validity. The interview was done in Turkish in order to get a deeper understanding to get students' reflections towards the implication. Before conducting the interviews in experimental group, the interview questions were applied to two independent groups in order to see if the groups understand the same thing from the questions. A tape recorder and a transcription notebook were used to record and to transcribe the interviewee's answers.

The researcher carried out the interviews with 18 students. However, some of them were not willing to be recorded. Thus, the researcher took notes from those students' interviews.

3.4.3. The Field Notes

The researcher took field notes from the beginning of the experiment to the end in order to reflect the challenges he came across while integrating the Web 2.0 tools into the classroom environment. The field notes are intended to pave the way for the teachers and the researchers who want to integrate social networking into their classrooms. The outputs of academic research are often written in technical language that is not accessible or useful to non-academic audiences. Field notes refer to transcribed notes or the written account derived from data collected during observations and interviews. There are many styles of field notes, but all field notes generally consist of two parts: descriptive in which the observer attempts to capture a word-picture of the setting, actions and conversations; and reflective in which the observer records thoughts, ideas, questions and concerns based on the observations and interviews. Field notes should be written as soon as possible after the observation and/or interviews. The original data may be recorded in cryptic form, and unless they are fleshed out as soon as possible after the observation, important details may be forgotten and not appear in the field notes. Field notes are used to "broaden your range of vision" and produce data that will be of use in later stages of the system design. The field note describes how the researcher implemented the activities and what kind of difficulties he came across during the treatment period.

3.5. Procedure

The treatment for the experimental group lasted for three months. Some of the Web 2.0 tools, Facebook in particular, are used to carry out the treatment. First of all, the researcher created a special group on Facebook where only group members can interact with each other. All students enrolled in this group so as to create a virtual classroom environment. The wall feature in the group allows members to share their presentations, videos, photos and other documents. Members can see others' posts and they can comment and share their opinions with each other. The researcher divided students into groups of four and each group was assigned with ten vocabularies to present to the

others on virtual classroom. Groups presented their works in various ways, namely, by preparing powerpoint presentations, photos and videos. The groups also used other Web 2.0 tools in connection with Facebook. They used Blogs to create e-portfolios, they used Wikis to gather information and Youtube for related videos. All these works on Web 2.0 tools were shared on virtual classroom in Facebook group and everybody was able to see what others have done.

3.6. Data Collection and Analysis

The experimental phase of this research lasted for three months. The treatment started on February 2013 and finished on May 2013. The pre-tests were applied to the assigned groups in February. The post-tests were applied at the beginning of May. The Independent Sampled t-test was applied to the results in order to see whether there was a meaningful difference resulting from the treatment between the groups. SPSS 15 program was used to analyse the data. On the other hand, semi-structured interviews were done immediately after the treatment. Some of the interviewee's views were transcribed others are taken notes in order to get their attitudes towards the implication of the treatment. The researcher specified important points and reflected the results in findings section. Additionally, the field notes were taken as a guide for the future teachers and researchers to show the difficulties that the researcher came across while implementing Web 2.0 tools.

CHAPTER 4

4. FINDINGS AND DISCUSSION

4.1. Introduction

This chapter examines the statistical analyses of the pre-test, midterm 1 and post-test results. Then, analyses of the semi-structured interviews are presented. Also, the field notes taken during the implementation of the study are narrated. After that, all findings were discussed regarding what to infer from those results.

4.2. Analysis of the Test Results

4.2.1. Statistical Analysis of the Pre-Test Results

In order to assess the pre-knowledge of the target words, the researcher applied a pre-test to the control group and experimental group. The pre-test result aimed to show whether there was a significant difference at vocabulary knowledge between the groups. To be able to observe any meaningful change after the treatment, the vocabulary knowledge of the groups have to be at the same level. The mean scores, standard deviation, t and p values between the groups were analysed. Table 4.1. demonstrates the results of the pre-test:

Table 4.1. Pre-test mean scores, standard deviation, degrees of freedom, t and p values for the experimental and the control group

Groups	N	Mean	Sd.	df	t	p
Experimental Group	23	13.13	4.29	43	-0.36	.267
Control Group	22	13.55	3.36			

The statistics in Table 4.1. illustrates that there is not much variation between the mean scores of the experimental group and the control group. The p value indicates that there is no statistically significant difference between the two groups ($t = -0.36$; $p > .05$) This probably results from the fact that all students were placed into

the group levels according to their results from the proficiency exam. Both groups have been following the same curriculum and no treatment has been applied.

4.2.1.1. Statistical Analysis of the Midterm 1 Results

After the proficiency exam, the level-based classes were formed according to students' grades. Two months after the proficiency exam, all groups took midterm 1. As an additional support to the pre-test findings, below table shows statistical findings for the midterm 1 results for both groups:

Table 4.2. Midterm 1 mean scores, standard deviation, degrees of freedom, t and p values for the experimental and the control group

Groups	N	Mean	Sd.	df	t	p
Experimental Group	23	71.84	13.07	43	0.27	0.46
Control Group	22	70.82	12.05			

Table 4.2. shows that there is not much difference in mean scores of both groups. Here, the significant values ($t = 0.27$ and $p > .05$) depicts that there is not a statistically significant difference between the midterm 1 results analyses of the groups. It can be said that this is due to the fact that having been replaced after the proficiency exam, the groups received no treatment and had been following the same curriculum until midterm 1.

4.2.2. Statistical Analysis of the Post-Test Results

At the end of the treatment, the researcher applied the post-test to the experimental and control group to find out whether using Web 2.0 tools with the experimental group has had a statistically significant difference in terms of vocabulary knowledge compared with the control group that merely followed the curriculum. The treatment lasted for three months and during this time, the control group was taught the same vocabularies as well. Table 4.3. shows the analyses of the post-test results.

Table 4.3. The Post-test results for the experimental and the control group

Groups	N	Mean	Sd.	df	t	p
Experimental Group	23	23.17	5.27	43	3.63	.001
Control Group	22	17.5	5.21			

The post-test results show that there is a difference between the mean scores of the experimental group and the control group and this difference is statistically important ($t = 3.63$, $p < .05$) This difference probably results from the fact that the experimental group received a treatment while the control group just followed the curriculum. Table 4.4. shows the pre-test and post-test scores of both groups to compare the mean differences before and after the treatment.

Table 4.4. The comparison of the mean scores between the experimental group and the control group

Test	Experimental Group			Control Group		
Results	N	Mean	Sd	N	Mean	Sd
Pre-test	23	13.13	4.29	22	13.55	3.36
Post-test	23	23.17	5.27	22	17.5	5.21

It can be seen from the Table 4.4. that there is an increase in the mean scores of both groups. The reason for the increase within groups might happen due to the fact that both groups were taught the target vocabularies. However, the increase in the experimental group is higher than the increase in the control group and this is statistically important. ($p < .05$) The reason for the important increase in the experimental group can be the treatment that was applied by using Web 2.0 tools. The Figure 4.1. shows an illustration of the increase within the groups:

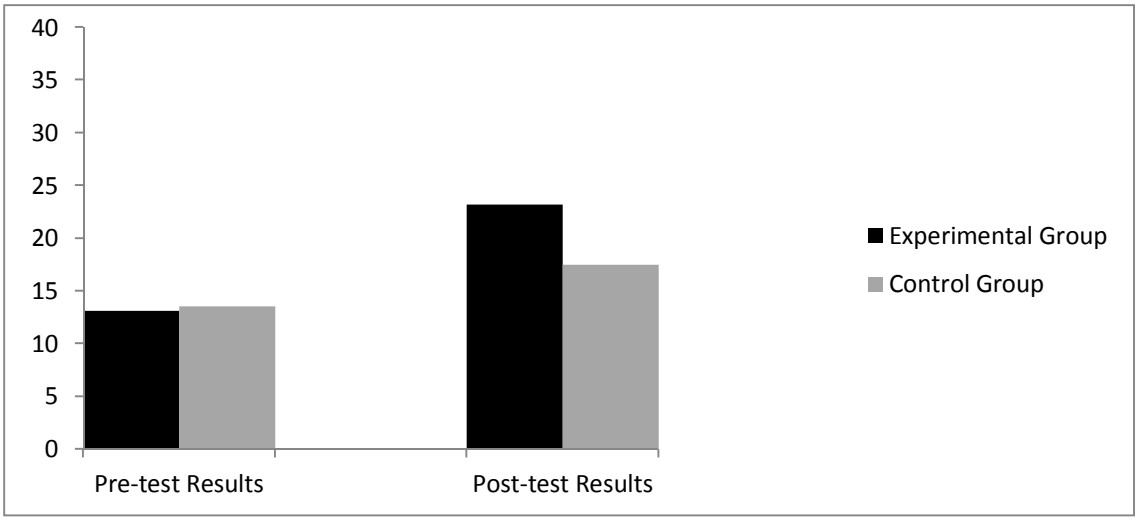

Figure 4.1. The mean scores of the experimental and the control group before and after the tests

It can also be seen from the Figure 4.1. that the mean for both groups has increased. We can say that following the usual curriculum enriches the vocabulary knowledge, yet supporting this curriculum with Web 2.0 tools have made a statistically significant difference in comparison with the control group.

4.3. Analysis of the Semi-Structured Interviews

Having conducting the post-test, the researcher carried out semi-structured interviews with 18 students willing to take part in the study. Interview questions were prepared with a consultant in order to get students' reflections towards fostering their vocabulary knowledge by using various Web 2.0 tools. The questions were translated into Turkish and the researcher asked the questions to two independent groups to see if both groups understand the same thing from the same questions. Before conducting the interview, some students did not want to be tape recorded. Thus, the researcher took notes during the interviews of these students.

The transcriptions and the notes were analyzed and the main themes and the codes were identified. "Vocabulary learning on Web 2.0 tools" and "Language learning on Web 2.0 tools" were identified as two main themes of the interviews. Under the theme of "Vocabulary Learning on Web 2.0 tools", common opinions were coded as "Facilitator for vocabulary learning, Entertaining, Group-work and Continuity". On the other hand, under the theme of "Language learning on Web 2.0 tools", common

opinions were coded as “Efficacy, and Negative Comments”. The Table 4.5 shows the themes and the codes of the interviews:

Table 4.5 The themes and the coding of the interviews

Themes	Vocabulary Learning on Web 2.0 tools	Language Learning on Web 2.0 tools
Coding	Facilitator for Learning Entertaining Group-work Continuity	Efficacy Negative Comments

4.3.1. Vocabulary Learning on Web 2.0 tools

Findings of the interview question 1 suggest that almost all students consider Web 2.0 tools very useful for improving their vocabularies. 16 students out of 18 agree at this point. The researcher examined the transcripts and coded some common points. These points are coded as “facilitator for learning, entertaining, continuity, group work and negative opinions”.

4.3.1.1. Facilitator for Vocabulary Learning

In terms of vocabulary learning, Web 2.0 tools are considered as very important facilitators by students. They think that it is easier to learn words on social networking sites. The interviewee, numbered as 10, points out this issue as follows:

> “Of course, the activities on social networking sites were very useful for me. I have a lot of difficulties when I try to memorize words. For that reason, having such alternatives is very good. These activities help me to remember simple but important words easily. You know learning English generally means memorizing new words and these activities make it easier to learn. Thus, I think that we should do such activities more.”

Another interviewee (no:3) shares similar opinions and reflects how some special features on Facebook help him to learn:

> "In my opinion, this is a nice activity. I believe it is very useful for me because sometimes- not sometimes actually many times, I forget the words that we learnt at the school. I often log on our group on Facebook and check the new words there. Additionally, one another point that I consider helpful is the opportunity to be able to comment on the posts and keep in touch with our friends. Sir, I also have a suggestion that I forgot telling you. I just remembered it. Why don't we make competitions for vocabularies and grammar on those tools?"

This student's opinions also support the general attitude towards social networking sites. Being able to comment on the posts also make it attractive and entertaining for students. Comments on the wall are very important to foster collaborative learning among students. They can ask questions about the topics covered during the lessons and get help from their peers without a need to teacher.

Constructivist approach focuses on the role of the learner during learning process. Learner becomes much more active rather than listening to the teacher silently. Interviewee (no:12) states this issue together with the importance of using visual elements:

> " I think it is helpful for improving our vocabulary knowledge. The presentations we shared and the blogs had both visual and textual elements and I think these are long lasting. Such activities help students learn the difficult vocabularies easily. The education in preparation class is boring and student-centred. Such activities make students more active."

This comment also shows us a reflection on language learning in preparation class. Although the course books are mostly designed according to Communicative Language Learning, the communicative activities can be seem monotonous. Creating even simple presentations by students themselves makes them more active.

4.3.1.2. Entertaining

Students also find the activities on social networking sites very entertaining. Various comments on the posts, interesting photos about the topics and funny topics for learning

all make those activities entertaining and appealing for students. Interviewee 11 specifies this entertaining role together with its reason:

> " Absolutely, they are helpful. These activities contributed me a lot and I believe will do much more soon. It is smart to use social networking for this aim; at least it helps some of my classmates be more responsible. Especially the topics on blogs are very interesting and entertaining. I had a lot fun while preparing blogs with my friends. I think we know that we won't be graded on these projects and this makes us more flexible to work on our topics."

Interviewee 11 mentions about the entertaining role for social networking sites together with their importance on collaborative learning. For him, not being graded from the work they are doing makes him to study in a more relaxing atmosphere. Thus, we can state that it is a better idea not to grade students from any work they do on those tools. Interviewee 4 also states this entertaining role of social networking sites:

> " In my opinion, all these activities on web are very helpful. My friends are always online and activities on Facebook are very useful as we check it many times to see what's new. Additionally, it is very entertaining. Learning while entertaining is both easier and more long-lasting."

We can infer that students check their Facebook accounts many times in a day and they are curious about seeing new posts on the wall. They can share funny things about learning English in the group and all members can share their opinions.

4.3.1.3. Group-work

While many students consider group-works to be fun and quiet useful, there are also other students mentioned about some negative points which worth considering upon applying such activities. Interviewee 7 indicates this point:

> " For me, all the activities are useful. For example, when we try to prepare some materials, we spend time on those words and we remember them. However, in my opinion, we should not do activities in a group-work; at least, some of them, because it is common that the group members may not

get on well with each other. Sometimes, one group member makes most of the effort and the others do not contribute a lot. “

It is important to think over the groups that the teacher is going to form. Some group members may not get on well with others and this may result in lack of devotion to the product they are creating. Additionally, English level of one group might be too low or reverse. Thus, the teacher needs to form groups more heterogeneous. This can be done by changing the group members for every different activity. From this point of view, interviewee 9 also expresses her feelings:

“Using social networking is really great but I think activities must be individual. I think I forget the vocabularies on other group-works.”

Most of the students (16/18) consider the activities useful but this student’s comment also enlightens one part. The activities done by one group may not be given necessary attention by other groups. Thus, wrap-up activities can be very useful to avoid such conditions.

4.3.1.4. Continuity

One another coding common among the students is about the continuity of activities. Although students prepared almost all the materials themselves, it can be said that they enjoyed producing something and wanted such activities continue. Interviewee 17 reflects his views on this point:

“All activities we did on the web were very useful in terms of enriching my vocabulary knowledge. Especially I liked working on blogs. In my opinion, we have to do much more similar activities. Even, we need to support them with extra videos and music.”

This student stated his opinion about the continuity of these activities and this reflects the view of other 11 interviewees who also stated the importance of the continuity of these activities. This probably results from the fact that there was not any similar activity during the first semester as the treatment was applied in the second semester. Additionally we can infer that since vocabulary is very important to be successful, supporting their vocabulary knowledge is both useful and entertaining and for that reason, they wanted to continue these activities.

4.3.2. Language Learning on Web 2.0 tools

The analyses of the interviews suggested language learning on Web 2.0 tools as another theme together with vocabulary learning. The activities on Web 2.0 tools were mostly about vocabulary teaching, but they contributed to the language learning as well. Videos, music, cartoons and many other materials that the teacher and students share on the virtual classroom-closed Facebook group- helped students to improve their language skills. Students' comments on language learning were coded as "Efficacy" and "Negative Comments". 16 students, who favoured vocabulary learning on those tools, also favoured language learning. Two students gave negative feedbacks and they are also important to keep in the mind for the future applications.

4.3.2.1. Efficacy

Besides vocabulary learning, the use of Web 2.0 tools is also useful to improve other skills like listening and reading since many activities are supported with media files. Our digital native students spend a lot of time in front of computers and using social media for language education is considered very beneficial. Interviewee 15 tells her opinions on this issue:

> "Now we can do most of our work on the web. Personally, I spend hours and hours on the web every day and while I am surfing, I read a lot of articles and watch many interesting videos. Social networking is part of our everyday life. Whenever I see a new word on a video or sentences that I don't understand, I check their meanings. They all help me to learn new things and repeat my previous knowledge. Not only I improve my English, but also I improve myself on other topics."

Interviewee 15 describes how long she spends time in front of a computer. At this point, the videos we shared on our virtual classroom via Youtube are liked a lot by the students. Many times they ask for meaning of some phrases or try to capture the sentences in a different accent. Interviewee 12 also finds social media useful and shares his views:

> " The use of social networking for language education is absolutely useful. Because we are living in a computer era and language education should not

be limited within the classroom, we must support it with technology. Things that we learn on social networking are much more long-lasting as there are many audible and visual supports. I think we also need to use chat rooms more to improve our language."

Interviewee 12 agrees with interviewee 15 and this also reflects the opinions of other 16 students. Classroom limited language learning can be quite boring when activities become routine. Many course books are supported with CD-ROMs and other technological supports but they don't allow learners to interact with each other and to edit the context. Many computer-assisted programs can be boring after a while because of repeated activities. However, Web 2.0 tools compensate this drawback thanks to their interactive nature, which keeps learners alert about the new notifications.

4.3.2.2. Negative Comments

Almost all students (16 out of 18) have a positive attitude towards language learning on Web 2.0 tools. However, two students do not consider those tools as efficient. It is worth considering why they think them as useless in order to get a clearer picture about the weaknesses. Analysis of the transcriptions states that these negative feedbacks results from either those students do not use social networking sites as much as others or they didn't like the activities done by their friends.

" As far as I have observed, those kind of activities are not useful and do not give expected outcomes. In my opinion, those social networking tools are not useful at all. I don't like spending time on social networking sites. Students are not looking for something to improve themselves on those tools and this is not an assumption, I am sure of this. Also, we need to consider what we expect from students while they are preparing some materials because there can be reactions for their products. We need to keep their English level in the mind and expect their best, not something over the clouds. We must be doing all these activities in a relaxing atmosphere, I mean, we should not be afraid of others to give negative reactions."

This student has a quite different comment from the rest of the class and the reasons for such comments are various. As she has stated, she does not use social networking and doing an activity on a platform in which she does not have much experience might have

led her to express those feelings. On the other hand, when this student presented her work on blog, it was apparent that copied all the things on Wikipedia and pasted them on her blog. Additionally, when other students asked for the meaning of some words, which are far above their English level, she didn't give an answer. This can the reason for reactions from other students against her. Thus, we can say that while assigning any activity, we may not make it compulsory for students to present their works. This view correlates with the comments from interviewee 11 about not being graded from those activities. If teacher make it compulsory and grades students from the products they have made, this may destroy the entertaining value of those tools and may reduce the relaxing atmosphere.

4.4. The Field Notes

Among many Web 2.0 tools, the key tool for this research is Facebook, which is one of the most popular social networking tool for students. The interactive features on Facebook allow users to share and comment on videos, photos, links, blogs and RSS feeds and many other websites on a "wall" there. It is very easy to form groups for special interests. The privacy settings allow users to control who can see and interact with the posts within the group. It can be an open group for general interests or a secret group for specific purposes like instructional or informative. Every new activity in group is notified to the users on the top of Facebook homepage, which makes it easier for students to track the posts and comments. It is also possible to follow whether students saw the posts or not thanks to the "Seen by ..." feature. All other products that were made by students on various Web 2.0 tools, namely Blogs, Wikis and Youtube, can be shared easily within Facebook group. The other mostly used Web 2.0 tool for this research is "Blog" that helps everyone to prepare an interactive dairy. Most collaborative activities for students were assigned to be prepared there. Blogs have prompts that make it as simple as possible to create something enriched with audible and visual elements together with texts.

It is very easy to create a virtual classroom on the web as there are many websites that provide free access to create a classroom for teachers. Popular examples can be *Blackboard, Edu 2.0, Moodle* ,etc. These web sites are preferred by hundreds of academic institutions to deliver online modules for classes and with the help of prompts that lead you, it is not complicated to create a class of our own. However, if it is not

obligatory for learners to stop by at these websites, they tend to visit them rarely as learners generally find such course contents static. On the other hand, they visit social networking sites frequently and any update on these sites will immediately be notified on user's homepage. This makes it easier for them to have a look at what's going on *Facebook* or *Twitter*. The researcher created a "closed group" on Facebook and encouraged students to join. The reason for joining the group on Facebook was described to students as being informed about the notifications and supplementing topics with activities on Facebook. It was not made compulsory for students to join the group.

The researcher came across with some important difficulties before and while implementing the treatment. The first problem was about the number of the students joined to the virtual classroom on Facebook. As it was not compulsory, 16 students out 23 became member of the group and this was not enough to do an activity on Facebook and conduct the backbone of the treatment as only Facebook integrated "Seen by..." function which informed everyone whether they saw the posts or not. However, this problem was solved in a couple of weeks because when the activities were started, the others also became a member one by one.

Another problem arose with the use of mother tongue. At the beginning of the treatment, the teacher did not mention about any restrictions regarding the use mother tongue. However, this led some unwanted behaviours. On some topics, students were commenting in Turkish and this created some arguments among students. If the researcher hadn't avoided those arguments, they might have ended up with bigger problems. Thus, it is important to prohibit using mother tongue on social networking sites.

Some students continuously complained about their group members. In this case, there is not absolute solution because there is no way to please every student. As Richards & Rogers (2011) have stated, group formations have to be heterogeneous in order to reach expected gains. Thus, forming the group members can be a problem but this can be overcome by changing group members with every new activity.

4.5. Discussion

The present research investigated the use of Web 2.0 tools in order to improve students' vocabulary knowledge and findings suggest that this study is viable. The analyses of the post-test results concur with the analyses of the semi-structured interviews. Additionally, the field notes taken during the treatment enlighten the procedure by reflecting the problems and the solutions.

The analysis of the pre-test indicates that vocabulary knowledge of both groups is almost at the same level. There is not a statistically significant difference ($t = -0.36$; $p > .05$) There can be several reasons for this equity. First of all, at the beginning of the academic span, all students took an English proficiency exam and were placed into the appropriate level according to their results. Also, all groups at the same level followed the same curriculum none of them received any kind of treatment. The analysis of the midterm 1 result also supports this view ($t = 0.27$ and $p > .05$). Those results reflect that vocabulary knowledge of both groups is almost at the same level and they are available to apply a treatment.

During the research, the control group followed the curriculum as usual. On the other hand, the experimental group followed the curriculum and received a treatment with Web 2.0 tools. At the end of the treatment, a post-test was applied to both groups. For the Research Question #1, findings of the post-test show that there is a statistically significant difference on the vocabulary knowledge of EFL learners between trained by using various Web 2.0 tools and those trained by merely following the curriculum ($t = 3.63$, $p < .05$) For the experimental group, while the mean of the pre-test was 13.13, the post–test mean showed that it increased to 23.17. On the other hand, the pre-test mean of the control group was 13.55 and the post-test indicated that it increased to 17.5 showing that they had gains as well. We can see that there is an increase in the mean scores of the both groups. However, the post-test score of the experimental group has a meaningful difference when it is compared with the control group. This may have resulted from the treatment that was applied to the experimental group.

The mean of the post-test in the control group stated that this group also had gains without a treatment but we can say that this is less than they were expected to learn. The reason of this can be explained that traditional classroom-based vocabulary learning

becomes monotonous after a while and students try to cope with hundreds of vocabularies that must be learnt. Conversely, the statistically significant difference on the experimental group may have resulted from assigning them the vocabularies in groups. The students in the experimental group were formed as groups of four in order to present the vocabularies that were assigned to them regularly. Studying cooperatively with group members is probably one of the most important factors for the gains during treatment phase. Each time the researcher tried to form groups as heterogeneous as possible to lead students help each other. The group members worked together for their products and all groups were able to see the posts from other groups within Facebook group which also allowed the researcher to track who has seen the posts.

Findings of the experimental phase of this research are parallel with findings of the study by Horst et al. (2005) who intended to expand academic vocabulary with an interactive online database. Both experimental studies have shown the treatments applied to the experimental groups to expend vocabulary have proven themselves feasible.

The analyses of the semi-structured interviews suggest that students have a positive attitude towards learning vocabulary on Web 2.0 tools (16 out of 18) and they consider using Web 2.0 tools in classroom as a feasible supplement into the classroom. Thus, for the Research Questions # 2 and # 3, findings show that social networking sites are considered as facilitator for vocabulary learning. Using visual, textual and audible materials on the web helps students focus on the target words easily. Language learning on the web can be a useful supplement to the classroom teaching as students also take an active role by creating the content themselves. Interviews also reveal that doing these activities is not a burden for them; rather it is an entertaining way to learn something.

Additionally, it is notable to point out the fact that the teacher shares the responsibilities of teaching in a less stressful and more enjoyable way. Vocabulary teaching, a point in which the teacher does not have much control to help students overcome difficulties, becomes much more efficient when teaching shifts from teacher-centred into student-centred. This gives students a sense of responsibility for their learning, which is also aim of creating autonomous learners.

Another point that we can figure out from the interviews is that students are willing to continue activities on Web 2.0 tools. They enjoyed creating content on their own sharing them with their friends. Some group members might not get on well with each other but this can be minimized by changing group members each time. Negative comments also enlighten us about keeping in the mind that there might be students who do not enjoy spending time on the web. Thus we need to give accessible assignments for every student.

Findings of the semi-structured interviews concur with many other studies that expected to get students attitudes towards Web 2.0 tools. Piriyasilpa (2010) also got positive attitudes from students towards language learning on Facebook. She found out that incorporation among students was useful to create social network and it was also beneficial for supporting language learning.

Although students in this research stated that not being graded from the contents they created is relaxing and making learning more enjoyable, findings of the research by Chan and Cmon (2009) confronts with this view. Although the participants of this research took their final exams from the content in blogs, 90% of the students found blogs helpful for language learning.

CHAPTER 5

5. CONCLUSION

5.1. Introduction

In this chapter, the summary of the research is presented. The final comments about the topic are reviewed. Additionally, implications for the further researchers interested in the topic is explained.

This current research intended to improve students' vocabulary knowledge by using Web 2.0 tools and was carried out at Higher School of Foreign Languages in Gaziantep University, in spring semester of 2012-2013 educational span and lasted for three months. It is an experimental study supported with semi-structured interviews and the field notes. The sampling consisted of 45 students who are assigned as control group and experimental group. The sampling was chosen from Level A (A2 according to the CEFR) students who had a lot of difficulty while learning vocabularies. The vocabularies were selected from students' course books, which they were going to learn during the study. The groups were assigned randomly as control group and the experimental group. Both groups followed the curriculum during the study. In order to learn the upcoming vocabularies, the experimental group received an additional treatment with Web 2.0 tools, while the control group followed the curriculum as usual. A vocabulary test selected from the upcoming vocabularies was created and was used as pre-test and post-test to measure students' vocabulary knowledge. The pre-test was applied to the groups and analyses showed that there was no statistically significant difference between the groups, and following that, a treatment was applied to the experimental group. The researcher divided students into groups of four and assigned each group with vocabularies to be presented on various Web 2.0 tools. The researcher created a virtual classroom on Facebook as home for all posts and sharing from various social networking sites. Students used Facebook, Youtube, Wikis, Slideshare and Blogs for their presentations. At the end of the treatment, the post-test was applied and analyses showed that both groups had gains but there was a statistically significant difference in the favour of the experimental group. After the treatment, a semi-structured interview was carried out to get students' attitudes towards this study.

Findings of the interviews suggested that students have a very positive attitude towards using Web 2.0 tools to improve their vocabulary knowledge. They stated that besides improving vocabulary, Web 2.0 tools are also useful for improving language skills like reading and listening. Additionally, the field notes figured out the problems and their solutions during the implementation.

5.2. Implications of the Study

The use of technology in language teaching has a long history and language teachers have continuously tried to apply innovations into their classrooms. It is a common fact that technology itself is in an evolution as well, but this change has been on its top since the introduction of interactive, user created web tools, in other words, Web 2.0 tools.

The rapid change shows its effects on today's digital native students. We are a generation of students surrounded with mobile tools that keep them online every time. They are born into this technology social relations are now going on social networking sites that help them share their life online with their friends. In terms of teachers, however, this transition is not so quick and adapting this technology is not easy as well. There has always been a generation gap with teachers and students but astonishing changes in lifestyles has made this gap bigger and bigger day by day. Today, it is not compulsory use Web 2.0 tools in language education but when we look at the current developments in education and think about the future, it wouldn't be a presumptuous claim to say that classroom borders will become lighter and students will take care of their learning much more compared with previous decades.

All in all, considering those points, this research suggests that applying Web 2.0 tools into the classroom is easy and feasible. It is useful for students and they enjoy while they are preparing content for their own learning, which also helps them to have more responsibility for their own learning. Also, such implementation is not a heavy burden for teachers. After dividing groups and giving their assignments, teachers just need to lead as guides or counsellors. The widening gap between teachers and learners can be overcome by making classes much more appealing for learners.

5.3. Suggestions for the Further Research

Throughout this research, it was intended to improve Level A students' (A1-A2 according to the CEFR) vocabulary knowledge at receptive level. In order to meet the target, Web 2.0 tools were employed as supplementary to the usual curriculum. The participants were adult language learners at Gaziantep University.

A further research can be carried out for Level B and Level C students at Higher School of Foreign Languages as it would worth investigating whether Web 2.0 tools could be useful at higher levels. Also a detailed study can be conducted for students who take academic English courses at various faculties. As Nation (1990) stated, explicit vocabulary instruction is important for students at beginner levels and conducting a similar study with students from various departments can be useful. It was aimed to assess students' vocabulary knowledge at recognition level. A detailed study can be carried out to measure vocabulary knowledge at recall level.

The present research was conducted with adult learners at university level. A similar study needs to be carried out at high school level in order to see if a similar study with high school students can be useful. It is not recommended to conduct a similar study at primary school level as teacher-student interaction may not go on as smoothly as intended on social networking sites.

One another crucial point to be investigated is the faculty attitudes towards using Web 2.0 tools for language teaching. In order to keep up with digital native students, faculty opinions are very important to evaluate to create awareness for the use of Web 2.0 tools as facilitator for language teaching.

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7. APPENDICES

7.1. Official Permission for the Research

GAZİANTEP ÜNİVERSİTESİ YABANCI DİLLER YÜKSEKOKULU MÜDÜRLÜĞÜ'NE

GAZİANTEP

02.03.2013

Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Anabilim Dalı yüksek lisans tez çalışmam kapsamında, " Sosyal Medya (Web 2.0) kullanarak Öğrencilerin Kelime Bilgilerini Zenginleştirme" konulu araştırmam için, B007 ve B102 sınıflarında Mart-Mayıs 2013 tarihleri arasında çalışma yapmak istiyorum.

Bilgilerinizi ve onaylarınızı arz ederim.

Okt. Ömer EREN

Uygundur.

Doç. Dr. Hasan BAĞÇECİ
Yabancı Diller Yüksekokulu

7.2. The Vocabulary Test Used as Pre-Test and Post-Test

7.2.1. The Vocabulary Test

Age: **Gender:**
Department:

1. In AD 79, the volcano Vesuvius ..... the Italian city of Pompeii.
a. Flowed
b. Erupted
c. Passed
d. Destroyed

2. Raul and Francesca will ..... on a name for their child when it is born.
a. Decide
b. Consider
c. Speak
d. Choose

3. Mike Newmann is ....., but he once drove a car at 232 km7h and broke a world record.
a. Brief
b. Blind
c. Rapid
d. Early

4. The professor will be ..... for the next few days, so come back in the middle of next week.
a. Closed
b. Intelligent
c. Busy
d. Strange

5. In China it is ..... to put a person's business card immediately into your bag or wallet
a. Annoyed
b. Helpless
c. Impossible
d. Rude

6. The name of your sister is ....., but I don't think that I know her.
a. Powerful
b. Possible
c. Cautious
d. Familiar

7. Fırat ..... his ticket to Bahrain two months before the day of the flight
a. Imagined
b. Raised
c. Booked
d. Shopped

8. Derya ..... yesterday with her family at her uncle's house in Yalova.
a. Spent
b. Went
c. Crossed
d. Travelled

9. We went to the Hotel Vromiko because of Lennox's ....., but it was really horrible there.
a. Accommodation
b. Recommendation
c. Education
d. Revision

10. Shark skin is ....., so some people wear gloves when they touch it.
a. Tight

b. Rough
c. Nervous
d. Bitter

11. Calm down and be .....! Winona will be here soon.
a. Important
b. Excited
c. Shy
d. Patient

12. Çiçek is going to ..... a website on her hometown of Gaziantep for the internet.
a. Deliver
b. Grow
c. Create
d. Discover

13. There is still no ..... on school uniforms between the students and the school administration.
a. Fashion
b. Agreement
c. Distance
d. Answer

14. Ömer ..... my VCD of Shrek 2 last week, but I want it back for this weekend.
a. Borrowed
b. Sold
c. Filmed
d. Brought

15. Gareth ..... buys the groceries, but he won't today because he is ill in bed.
a. Probably
b. Nearly
c. Finally
d. Usually

16. Those plastic sandals won't be very ..... for our trekking holiday in the mountains.
a. Experienced
b. Broken
c. Careful
d. Suitable

17. Sevim is in her last year at university. She is going to ..... next summer.
a. Increase
b. Graduate
c. Please
d. Study

18. The mayor gave an interesting ..... to the question about the new houses next to the sea.
a. Response
b. Receipt
c. Reduction
d. Result

19. Peter Jackson became ..... world wide with his three Lord of the Rings films.
a. Curious
b. Faithful
c. Famous
d. Large

20. The insects running around in my hair are ..... me.
a. Polluting
b. Racing
c. Bothering
d. Brushing

21. Beatrice's husband is in Norway, but they ..... everyday through the internet.
a. Communicate
b. Skate

c. Search
d. Introduce

22. I am going to ..... playing computer games next year.
a. Touch
b. Give
c. Leave
d. Quit

23. The students ..... very badly in Mr. Yılmaz's class, but they are good in Ms. Polat's.
a. Examine
b. Behave
c. Miss
d. Waste

24. It is .....unlikely that Atlantis ever existed.
a. Higly
b. Weakly
c. Justly
d. Suddenly

25. The virus ..... very quickly to the other students in Sasha's college.
a. Escaped
b. Murdered
c. Collected
d. Spread

26. Real Betis ..... to beat Barcelona tomorrow, but Barcelona is playing very well this year.
a. Tries
b. Hopes
c. Matches
d. Hits

27. Pizza ..... like a good idea. I will call and order one in a few minutes.
a. Tastes
b. Sounds
c. Licks
d. Hears

28. Strong winds ..... Japan from two different Mongol invasions.
a. Sailed
b. Blew
c. Protected
d. Attacked

29. Tell me the rest of the story on the phone tonight. I am in a ..... at the moment because the train leaves in ten minutes.
a. Platform
b. Speed
c. Need
d. Hurry

30. The Spanish artist Francisco Goya lost his hearing and became .... later in life.
a. Faint
b. Deaf
c. Soundless
d. Narrow

31. Professor Sonno ..... Rüya for her excellent work on sleeping disorders.
a. Praised
b. Thought
c. Followed
d. Marked

32. Yvonne ..... Nicholas some money three weeks ago, but he isn't going to pay her back.
a. Loaned
b. Borrowed
c. Sold
d. Saved

33. The ..... way to greet people in Japan is with a bow.
a. Round
b. Appropriate
c. Possible
d. Various

34. I became very scared last night when two men ..... me in a dark alley.
a. Walked
b. Murdered
c. Approached
d. Decided

35. Henry and Catalina are going to have a long ..... . They aren't going to get married for the next four years.
a. Feeling
b. Wedding
c. Connection
d. Engagement

36. Most of the classical Greek temples ..... east towards the rising sun.
a. Faced
b. Performed
c. Prayed
d. Travelled

37. In 2004, the Japanese man Takaru Koyabusha ..... to eat 53 hotdogs in just twelve minutes.
a. Believed
b. Managed
c. Collected
d. Indicated

38. According to the ..... of my neighbours, Ferhat is going to ask Şirin to marry him.
a. Gossip
b. Language
c. Movement
d. Location

39. Gavin was ..... when he saw his old grandmother beating up the postman.
a. Splendid
b. Different
c. Surprised
d. Foolish

40. The lions ..... the tourists away from the lake.
a. Fed
b. Continued
c. Chased
d. jumped

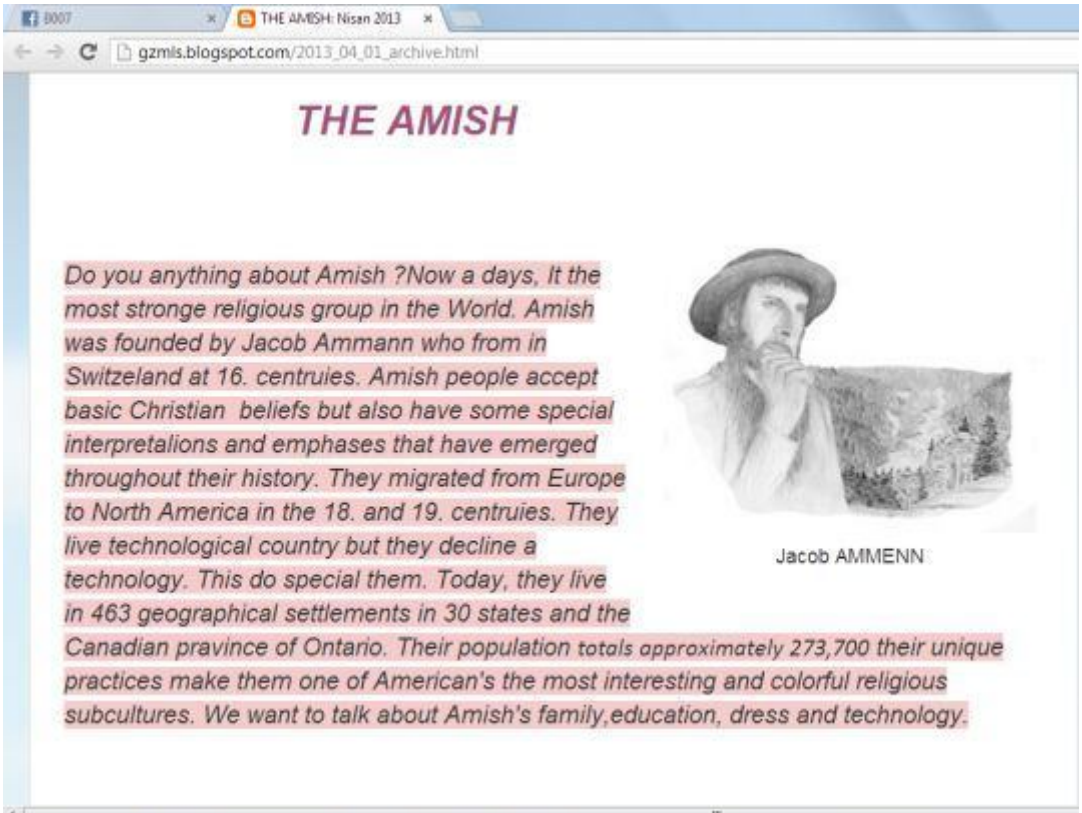
7.2.2. The Answer Key of the Vocabulary Test

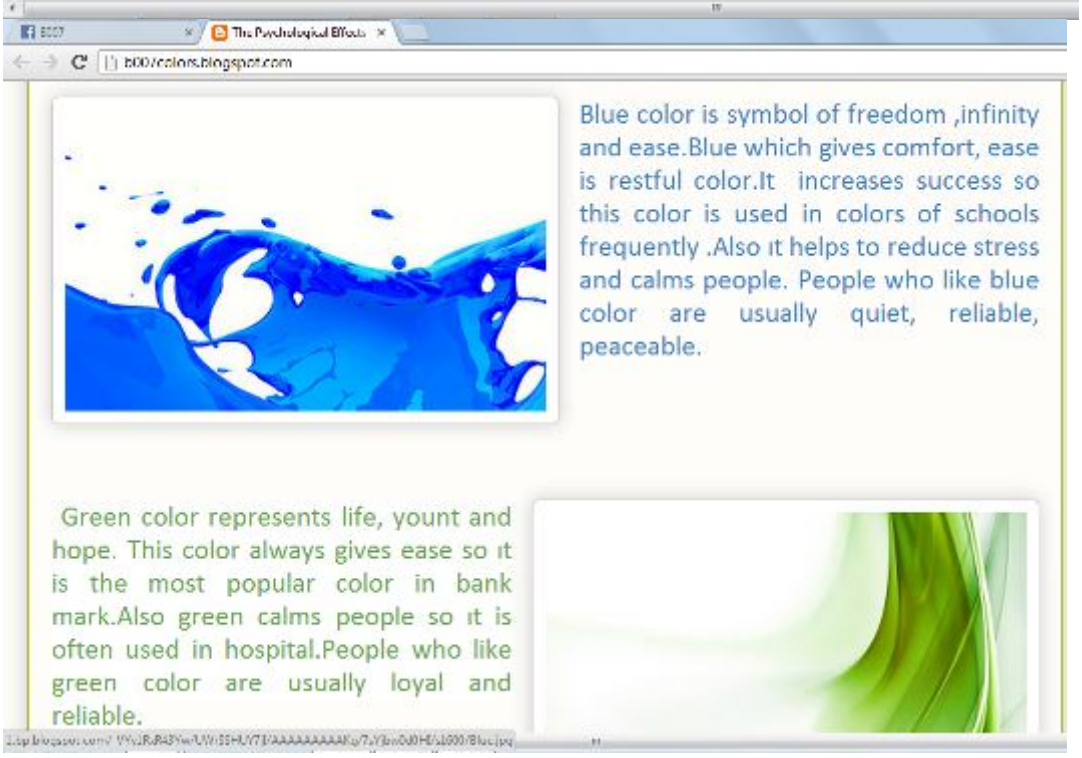
1. D	**11. D**	**21. A**	**31. A**
2. A	**12. C**	**22. C**	**32. A**
3. B	**13. B**	**23. B**	**33. B**
4. C	**14. A**	**24. A**	**34. C**
5. D	**15. D**	**25. D**	**35. D**
6. D	**16. D**	**26. C**	**36. A**
7. C	**17. B**	**27. B**	**37. B**
8. A	**18. A**	**28. C**	**38. A**
9. B	**19. C**	**29. D**	**39. C**
10. B	**20. C**	**30. B**	**40. C**

7.3. Illustrations from Virtual Classroom

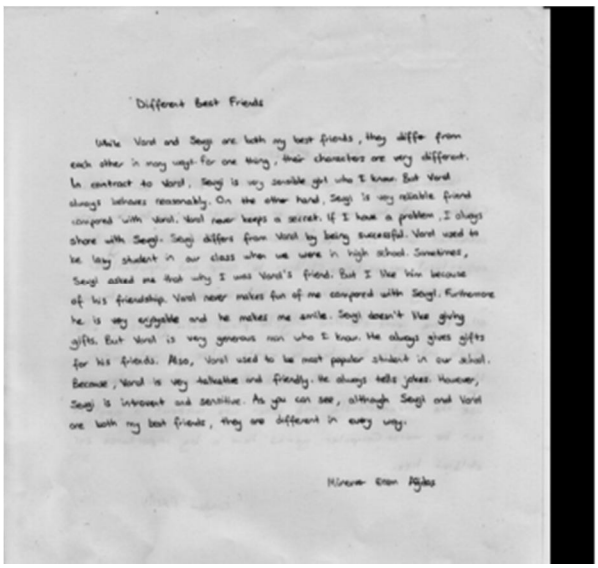
7.3.1. Shared Powerpoint Presentations on Facebook

7.3.2. Screenshots from Blogs Created by Students





7.3.3. Screenshots from Facebook Group


Different Best Friends

While Varol and Sevgi are both my best friends, they differ from each other in many ways. For one thing, their characters are very different. In contrast to Varol, Sevgi is very sensible girl who I know. But Varol always behaves reasonably. On the other hand, Sevgi is very reliable friend compared with Varol. Varol never keeps a secret. If I have a problem, I always share with Sevgi. Sevgi differs from Varol by being successful. Varol used to be lazy student in our class when we were in high school. Sometimes, Sevgi asked me that why I was Varol's friend. But I like him because of his friendship. Varol never makes fun of me compared with Sevgi. Furthermore he is very enjoyable and he makes me smile. Sevgi doesn't like giving gifts. But Varol is very generous man who I know. He always gives gifts for his friends. Also, Varol used to be most popular student in our school. Because, Varol is very talkative and friendly. He always tells jokes. However, Sevgi is introvert and sensitive. As you can see, although Sevgi and Varol are both my best friends, they are different in every way.

8. CURRICULUM VITAE

Ömer EREN was born in Gaziantep in 14th March 1986. He got a Bachelor of Arts degree from English Language and Literature Department at Ege University, İzmir in 2008. He studied as an Erasmus Exchange Student at Wroclaw University, Poland in 2007. He has been working as an English Instructor at Gaziantep University since 2009. Besides English, he knows basic German and Polish.

20th May 2013

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