T.R.
ONDOKUZ MAYIS UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAM

IMPROVING VOCABULARY LEARNING AND RETENTION OF 8TH GRADERS USING WEB 2.0 TOOLS

Master's Thesis

Tuğçe ŞENYURT

Supervisor

Assoc. Prof. Dr. Ceylan YANGIN ERSANLI

SAMSUN
2024

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ACCEPTANCE AND APPROVAL OF THE THESIS

The study entitled **"IMPROVING VOCABULARY LEARNING AND RETENTION OF 8TH GRADERS USING WEB 2.0 TOOLS "** prepared by **Tuğçe ŞENYURT**, and supervised by **Assoc. Prof. Dr. Ceylan YANGIN ERSANLI**, was found successful and unanimously accepted by committee members as Master's thesis, following the examination on the date 6.9.2024

	Title Name SURNAME University Department/Art	**Final Decision**
Chairman	Assoc. Prof. Dr. Burçak YILMAZ YAKIŞIK Gazi University Department of Foreign Language Education	☒ Accept ☐ Reject
Member	Asst. Prof. Deren Başak AKMAN YEŞİLEL Ondokuz Mayıs University Department of Foreign Language Education	☒ Accept ☐ Reject
Member	Assoc. Prof. Dr. Ceylan YANGIN ERSANLI Ondokuz Mayıs University Department of Foreign Language Education	☒ Accept ☐ Reject

This thesis has been approved by the committee members that already stated above and determined by the Institute Executive Board.

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Prof. Dr. Ahmet TABAK
Head of Institute of Graduate Studies

DECLARATION OF COMPLIANCE WITH SCIENTIFIC ETHICS

I hereby declare and undertake that I complied with scientific ethics and academic rules, in all stages of my Master's Thesis, that I have referred to each quotation that I use directly or indirectly in the study and that the works I have used consist of those shown in the sources, that it was written in accordance with the institute writing guide and that the situations stated in the article 3, section 9 of the Regulation of TÜBİTAK Research and Publication Ethics Board were not violated.

Is Ethics Committee Necessary?

Yes ☒

No ☐

21/06/2024

Tuğçe ŞENYURT

DECLARATION OF THE THESIS STUDY ORIGINALITY REPORT

Thesis Title: IMPROVING VOCABULARY LEARNING AND RETENTION OF 8TH GRADERS USING WEB 2.0 TOOLS

As a result of the originality report taken by me from the plagiarism detection program on 20/06/2024 for the thesis titled above;

Similarity ratio: %18

Single resource rate: %2

21/06/2024

Assoc. Prof. Dr. Ceylan YANGIN ERSANLI

ÖZET

WEB 2.0 ARAÇLARI KULLANARAK 8.SINIF ÖĞRENCİLERİNİN KELİME ÖĞRENİMİNİ VE KALICILIĞINI GELİŞTİRME

Tuğçe ŞENYURT
Ondokuz Mayıs Üniversitesi
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İngiliz Dili Eğitimi Bilim Dalı
Yüksek Lisans Tezi, Mayıs 2024
Danışman: Ceylan YANGIN ERSANLI

Bu çalışma, Milli Eğitim Bakanlığı'na bağlı Özel Yavuz Selim Dağ Koleji Ortaokulu'nda sekizinci sınıf öğrencileri üzerinde gerçekleştirilen bir durum çalışmasıdır. Yapılan bu çalışmada, farklı Web 2.0 araçlarının kullanımının öğrencilerin İngilizce kelime bilgilerinin geliştirilmesine, kalıcılığının sağlanmasına ve dil öğrenim motivasyonuna etkisi araştırılmaktadır.

Bulgular öntest, sontest, kalıcılık testi ve motivasyon ölçeği ile elde edilmiştir. Çalışmada kontrol ve deney grubu bulunmakta olup kontrol grubuna kelimeler geleneksel yöntemler ile pratik edilirken, deney grubu kelimeleri farklı Web 2.0 araçları (Kahoot!, LearningApps, WordWall, Baamboozle, Quizizz) ile pratik etmiştir. Çalışma altı hafta sürmüştür. Çalışma öncesinde, öntest kullanılarak kontrol grubu ve deney grubu arasında bir fark olup olmadığına bakılmış, motivasyon ölçeği uygulanmıştır. Çalışma sonunda ise sontest ve aynı motivasyon ölçeği uygulanıp, çalışmadan bir ay sonra kalıcılık testi uygulamıştır.

Testler ve ölçeklerden elde edilen sonuçlara bakıldığında, kontrol ve deney grubu arasında anlamlı bir fark olduğu tespit edilmiştir. Web 2.0 araçlarının kullanıldığı deney grubunun test sonuçları, kontrol grubuna kıyasla daha yüksek olup, motivasyonlarının da arttığı gözlemlenmiştir.

Anahtar Kelimeler: Web 2.0 araçları, kelime kalıcılığı, kelime öğretimi, dijital oyun temelli öğrenme, motivasyon

ABSTRACT

IMPROVING VOCABULARY LEARNING AND RETENTION OF 8TH GRADERS USING WEB 2.0 TOOLS

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Master's Thesis, May 2024
Advisor: Assoc. Prof. Dr. Ceylan YANGIN ERSANLI

This study was carried out as a case study involving eighth-grade students at Özel Yavuz Selim Dağ College Middle School, which is affiliated with the Ministry of National Education. The impact of using various Web 2.0 tools on improving students' English vocabulary, ensuring its permanence, and enhancing language learning motivation is investigated in this study.

The findings were obtained through pre-test, post-test, retention test, and motivation scale. The study included both a control group and an experimental group. While the control group practiced words using traditional methods, the experimental group practiced words using various Web 2.0 tools (Kahoot!, LearningApps, WordWall, Baamboozle, Quizizz). For eight weeks, the study was conducted. Before the study, a pre-test was conducted to determine if there was any difference between the control group and the experimental group, and a motivation scale was applied. At the end of the study, a post-test and the same motivation scale were administered, followed by a retention test one month after the study.

According to the results obtained from the tests and scales, there was a significant difference between the control and experimental groups, with the experimental group utilizing Web 2.0 tools achieving higher success in their tests compared to the control group, and their motivation was observed to increase.

Keywords: Web 2.0 tools, vocabulary retention, vocabulary teaching, digital game-based learning, motivation

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Tuğçe ŞENYURT

CONTENTS

SYMBOLS AND ABBREVIATIONS

DGBL	: Digital Game-Based Learning
EFL	: English as a Foreign Language
ELF	: English as Lingua Franca
L2	: Second Language

LIST OF TABLES

1. INTRODUCTION

The issue of learning English as a second language now impacts a large number of persons employed in a wide range of industries. English is essential for globalization and personal growth since it is the universal language. Learning a second language involves four basic skills such as listening, reading, writing, and speaking, as well as sub-skills such as grammar, pronunciation, and vocabulary. Even though, it is a sub-skill, one of the most important points in learning a language is vocabulary. According to Folse (2004, p.1), when studying a language, there are several components, such as pronunciation, writing system, syntax, pragmatics, rhetorical forms of reading and writing, culture, and spelling, but the most important component is vocabulary. Because of the importance of vocabulary, many different techniques of learning and teaching vocabulary have evolved. One of these techniques is teaching vocabulary through gamification using Web 2.0 tools that take advantage of the development of technology.

As can be seen in literature, benefitting from technology has positive effect on the success of learning. There are many ways to apply technology into the education. Different ways have different effects on the success which can be positive, negative or neutral. Even though there are many researches that show using technology is useful, numerous studies have also demonstrated that, for a variety of technical and psychological reasons, student participation and contribution rates are low in educational applications that use technology. However, using gamification technique changes this situation by increasing learner's participation. Gamification has many advantages. To mention one of these advantages, it is useful for high engagement. Because playing games is familiar to everyone and easy to apply, many students are willing to participate. Additionally, this fosters motivation and sustained focus. Another advantage is improved retention. The presence of a concern becomes apparent when a student invests an hour in a classroom setting without retaining any of the presented material. The implementation of gamified instructional approaches contributes to enhanced retention of course content, thereby leading to improvements in academic performance as reflected in test scores.

1.1. Statement of the Problem

According to Wilkins (1972, p.111), *". . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed."* As Wilkins stated, the importance of vocabulary is non-negligible. If learners know the vocabulary better, they have much more motivation and confidence towards learning a language, and it gets easier to improve their language learning skills. On the other hand, learners who have less vocabulary knowledge are more different and uneasy attitude towards language learning and it is difficult to motivate them for teachers, too.

While the conventional approach remains commonly utilized, it is not the favored choice due to its comparatively lesser efficacy. Although it is beneficial to use fill-in-the-blank, matching, and multiple-choice tasks, leveraging technology can significantly enhance their effectiveness for learners. Presently, numerous language educators integrate various Web 2.0 tools into their classes. This integration is prompted by the observation that language learners employing traditional books tend to perceive language acquisition as a structured lesson, which can result in diminished motivation. To address this, teachers should endeavor to cultivate an environment where language learning is seen as a natural and intrinsic process. Utilizing Web 2.0 tools stands as an effective strategy to attain this objective.

In Turkiye, there exists a prevalent bias against the acquisition of languages. Despite the prolonged inclusion of foreign language education in schools, the majority of students demonstrate insufficient proficiency either during or after the learning process. This widespread inadequacy in mastering a foreign language has fostered the belief that the learning it is difficult, subsequently leading to a lack of motivation. Numerous learners engaged in conventional classrooms find little enjoyment in language learning, perceiving it as a lesson centered on textbooks and rote learning. Integrating technology into the language learning process holds significant potential to substantially alter this scenario. Particularly, the combination of Web 2.0 tools with gamification techniques offers the prospect for learners to derive greater enjoyment from the learning process, consequently enhancing their motivation and, in turn, fostering increased success.

Another crucial and challenging aspect relates to the memorization of vocabulary during the learning process. When learners do not use more efficient strategies, such as understanding synonyms or antonyms, utilizing words in sentences, associating words with images, and using them contextually, the retention of newly acquired words tends to be short-lived. To address the adverse impact of forgetting previously encountered words on motivation and the expansion of vocabulary, the utilization of Web 2.0 tools proves more advantageous. By leveraging technology which is a big part of their daily lives, language learners are likely to enhance their retention rates and engage in a more motivated approach to learning vocabulary through effective techniques.

1.2. Purpose of the study

The main purpose of this study is to investigate the difference between vocabulary learning with Web 2.0 tools and traditional activities on the success of 8^{th} grade students.

The second objective is to investigate whether students who learn vocabulary with Web 2.0 tools have higher motivation than students who learn with traditional activities.

The final purpose of this study is to investigate whether these students who learn vocabulary using Web 2.0 tools have higher retention rates than students who learn vocabulary using traditional activities.

1.3. Hypotheses of the Study

Regarding the study, the researcher has three hypotheses. First of all, given that kids in the twenty-first century prefer to learn through technology, the researcher believes that Web 2.0 tools will improve the vocabulary knowledge of the eighth grade students in the experimental group.

The second hypothesis of the research is that it is believed that the motivation of the students in the experimental group towards language learning will increase thanks to the gamifications in the Web 2.0 tools used.

The third and final hypothesis is that it is believed that the 8th grade experimental group students will have a higher retention rate than the control group because they learned the target words with fun and participated willingly.

1.4. Research Questions

The purpose of this study was to investigate the following research questions:

RQ1: Is the use of Web 2.0 tools effective in vocabulary learning?

RQ2: Is the use of Web 2.0 tools effective in higher retention?

RQ3: Is the use of Web 2.0 tools effective in language learning motivation?

1.5. Significance of the Study

Acquiring knowledge of vocabulary is a crucial part of being proficient in a language. As a result, teaching vocabulary holds a crucial position within language education. Therefore, there is a growing need for additional research aimed at discovering methods that enhance vocabulary learning. Educators are continually exploring innovative and effective approaches to teach vocabulary, making use of new tools, techniques, and online games, which has emerged as a significant area of focus in recent times.

Today's students are familiarized with using technology from birth, and the majority of them own and are proficient with devices like computers, phones, and tablets. One thing that should not be disregarded is how increasingly inclined students are to use technology, playing games with widely divergent themes via apps or websites. Instead of teaching the lessons using different, technology-free methods, it is crucial to integrate the technology that the students naturally enjoy and see. This will help the students see learning as something that comes from life and will increase their interest in the material and make it more permanent.

An additional prospective benefit stemming from the utilization of technology is the implicit cultivation of an understanding among students participating in technology-integrated courses, where they engage with enthusiasm and pleasure, regarding the advantageous applications of technology. Regrettably, a substantial portion of students utilize technology without fully comprehending its capabilities. Technology has significantly facilitated global access to information, enabling individuals to acquire knowledge across diverse subjects at any moment and from virtually any location worldwide. This widespread access has empowered individuals with unprecedented knowledge and showed its place in new prospects for education and training. As educators, cognizant of these advancements, integrate technology into their instructional practices, they not only serve as exemplars for their students but also have the opportunity to actively guide and enhance the effectiveness of technological use within the learning process.

Upon comprehensive review of the literature on teaching vocabulary using Web 2.0 tools and technology-integrated methods, it is evident that there is a limited number of studies in this domain. Among these studies, there is not one that encompasses many different Web 2.0 tools aimed at teaching vocabulary and specifically attempting to engage and motivate students in learning vocabulary through these tools.

1.6. Definition of Terms

The reason for selecting these Web 2.0 tools is that the researcher found them effective when used personally and observed that other foreign language teachers also found them effective. Additionally, students enjoy and have fun while using these tools during lessons.

Gamification: The use of gaming elements to solve issues through a sequence of steps and actions is known as "gamification." (Kim, Song, Lockee & Burton, 2018).

Web 2.0 Tools: The Web 2.0 technologies are indicative of the next wave of Internet advancements (Dibella & Williams, 2015).

Kahoot!: Instructors may create question-based learning games quickly and easily with Kahoot!, a free online platform for classroom engagement. These games can be used to assess student understanding, go over material again, provide fresh ideas, and/or encourage group conversations in the classroom (Graham, 2015).

LearningApps: It is an application designed to provide interactive features to training and education procedures. products can be modified if needed, and users can add new content to already-existing products or create entirely new ones online (Zenci & S.Ç., 2022).

WordWall: The ideal gaming platform for practicing vocabulary is Wordwall. It offers an extensive range of game forms that are advantageous and appealing to the intended audience (Hasram et al., 2021).

Baamboozle: Games are used by the online learning platform Bamboozle to aid in student learning. It offers a wide variety of tasks so that students may complete pre-made assignments right away or professors can create their own. Because of this, the material library is always growing as educators add their own assignments to the resources available on the website (Alimova, M.A., 2023).

Quizizz: Quizizz is an entertaining platform for multiplayer games or application for classroom use that allows students to select the speed at which they play games (Basuki et al., 2019).

Pre-test: An assessment conducted prior to instruction (Longman Dictionary of Language Teaching & Applied Linguistics, 2010).

Post-Test: An examination conducted following instruction or after instruction is supposed to have taken place (Longman Dictionary of Language Teaching & Applied Linguistics, 2010).

Motivation: Most people view of motivation as an internal urge, drive, feeling, or desire that propels someone to take a specific activity. The following definitions of motivation can be defined: (1) an internal condition or state that directs and activates behavior; (2) a desire or want that directs and energizes goal-oriented behavior; (3) the

impact of needs and desires on the direction and intensity of behavior; and (4) the persistence, arousal, and direction of behavior (Huitt, 2001).

Vocabulary Retention: It is defined as "the capacity to recollect or remember information after a period of time." Retention of material in language instruction may be influenced by the effectiveness of the instructor, the learners' interest, or the significance of the supplies (Richards & Schmidt, 2002, p. 457).

Vocabulary: A collection of lexemes that includes idioms, compound words, and single words (Longman Dictionary of Language Teaching & Applied Linguistics, 2010).

1.7. Limitations of the Study

Only thirty-two pupils from a private school in Şanlıurfa are included in this study. The possibility of technical difficulties when utilizing technology is another factor that could have a detrimental impact on the research. The time frame is still another restriction. There will only be one class hour of exercise per week and the study will only last for eight weeks. Furthermore, the study's word list is restricted to 40.

1.8. Assumptions of the Study

There are various assumptions in the current investigation. First of all, all of the pupils at Private Yavuz Selim Dağ Secondary School are considered to be represented by the samples used in this study, which is representative of the entire population. Secondly, every tool chosen is suitable for this particular research. Lastly, it is considered that the students who participated in the study gave accurate answers to the questions and honest viewpoints.

2. LITERATURE REVIEW

2.1. Introduction

This study aims to examine the impact of utilizing Web 2.0 tools on vocabulary learning, vocabulary retention, and motivation in language learning. This chapter includes a brief review of literature covering various aspects such as the definition of vocabulary, teaching and learning vocabulary in second language, vocabulary retention, motivation for language learning, gamification, digital game-based learning, and the specific Web 2.0 tools employed in the study (Kahoot!, Baamboozle, Learning Apps, WordWall, Quizizz). It also discusses similar research that gamify vocabulary acquisition.

2.2. Vocabulary

Mastering vocabulary is essential in language acquisition as it serves as the cornerstone for proficiency across all four primary language skills: listening, speaking, reading, and writing. Without an advanced vocabulary, expressing thoughts, ideas, and emotions becomes challenging, if not impossible. Each language skill relies heavily on vocabulary knowledge; listening requires understanding the meaning of spoken words, speaking necessitates the ability to retrieve and use words accurately, reading comprehension relies on recognizing written vocabulary, and effective writing hinges on selecting appropriate words to convey intended messages. Moreover, research suggests a strong correlation between vocabulary size and language learning motivation, as individuals with a broader lexicon often exhibit greater enthusiasm and perseverance in their language learning endeavors. Thus, emphasizing vocabulary acquisition in language learning endeavors can significantly enhance learners' overall linguistic proficiency and motivation.

In the process of acquiring or using a foreign language, proficiency in the essential skills of listening, speaking, reading, and writing are essential. However, the integration of vocabulary is crucial across all of these four skills. The definition of this critical

aspect of learning and utilizing a foreign language has been defined in different ways by many.

To begin with, the Longman Dictionary of Language Teaching & Applied Linguistics defines vocabulary as a collection of lexemes, which includes single words, compound words, and idioms (2010, p. 629). All of the terms that are employed in a language or when talking about a certain topic are considered vocabulary, according to the 2020 Cambridge Online Dictionary. A list or collection of words, or words and phrases, that are typically defined, explained, or sorted alphabetically, according to the Merriam Webster Dictionary (2021). (https://dictionary.merriam-webster.com/vocabulary). The Oxford Advance Learner's Dictionary states (p. 1334) that "all the words that a person knows or uses" are included. Vocabulary is defined as "the knowledge of meanings of words" by Kamil and Hiebert (2005, p. 3). Words make up vocabulary, yet defining what a word is might be difficult, according to McCarthy, O'Keeffe, and Walsh (2010, p. 1). As a result of their in-depth research, they attempted to characterize a word as a symbol for a meaning unit. However, they admit the challenge of precisely defining word borders and identifying the parts that make up a word, particularly when certain lexical objects consist of several words (pp. 1-5). According to Neuman and Dwyer (2009, p. 385), vocabulary refers to the fundamental terms required for clear communication, including expressive vocabulary used in speaking and receptive vocabulary comprehended when listening. If a lexical unit consists of several words, it is nonetheless referred to as a single meaningful unit under the terms lexeme, lexis, and lexical unit (Schmitt, 2010, p. 50). Vocabulary is "a large number of words in a language," according to Oljira (2015) (p.1). Vocabulary is the most important aspect of a language, according to Al Mubarak (2017), since it is crucial to language learning (p. 2).

Regarding terminology, Krashen and Terrell (1983) say the following. The foundation of communication is vocabulary. Acquirers will not be able to take part in the conversation if they do not understand the meaning of the keywords used by people who address them. They must be able to construct lexical elements in order to communicate their meaning if they want to ask for information or express a concept. In fact, pupils

will not be able to participate in the communication if they understand the morphology and syntax of an utterance directed to them but do not understand the meaning of important lexical items (p. 155).

Given the difficulty in defining vocabulary, some researchers decided to divide it into smaller units for closer examination. Vocabulary is typically categorized into two main types: active/productive and passive/receptive vocabulary. Laufer and Paribakht (1998, p.369) emphasize the significance of these two types, stating that receptive vocabulary enables learners to comprehend words when encountered but not necessarily use them actively, whereas productive vocabulary allows learners to correctly employ words in their own speech and writing. On the other hand, Ünal (2018, p.6) suggests that passive vocabulary encompasses all words known to a learner, which often exceeds the active vocabulary dimension. Kâmil & Hiebert (2005, p. 3) make a further distinction between these two categories, pointing out that receptive vocabulary is made up of words that are less common and less used in daily life, whereas productive vocabulary is made up of terms that are familiar and regularly employed.

2.2.1 Learning Vocabulary in Second Language

Mastering vocabulary poses a difficult obstacle for the majority of individuals learning a second language. Consequently, a variety of theories and strategies have evolved over time to address this challenge in the context of acquiring vocabulary in a foreign language.

According to behaviorist theory which was proposed by Skinner, vocabulary acquisition in learners occurs through the processes of repetition, imitation, and reinforcement of accurate responses (Skinner, 1953). However, Schmitt (1997) argues that learners prefer engaging in intellectually stimulating activities over mere rote memorization and repetitive drills. Swan and Walter (1984) assert that acquiring vocabulary is the most significant and noteworthy task that language learners must do. If we are proficient in a language, we possess the ability to both write and pronounce its words effectively (McCarthy et al., 2010, p.1). Vocabulary has historically been underestimated in the second language learning process, yet there has been a noticeable

shift in recent decades towards recognizing its importance (Elyas & Alfaki, 2014, p. 40). Over the past few decades, vocabulary has gained prominence in the field of language instruction and has maintained its significance ever since (Ünal, 2018, p. 6).

As Nation states, learners need to acquire the following types of understanding to fully comprehend a word:

1. The meaning(s) of the word
2. The written form of the word
3. The spoken form of the word
4. The grammatical behavior of the word
5. The collocations of the word
6. The register of the word
7. The associations of the word
8. The frequency of the word

(as cited in Schmitt, 2000, p. 5)

There has been a noticeable increase in interest regarding vocabulary teaching in recent times. Vocabulary learning strategies refer to a variety of methods and approaches employed by individuals to learn and remember words in a second language. These techniques include many different kinds of activities focused on improving vocabulary acquisition, such as utilizing contextual cues, making flashcards, applying mnemonic techniques, participating in extensive reading, practicing word associations, and leveraging technological tools, among others. Various researchers emphasize the necessity of implementing multiple different strategies to facilitate vocabulary acquisition. To start with, Al Mubarak (2017) suggests that to enhance vocabulary acquisition, it is essential to utilize a variety of vocabulary learning strategies (p. 2). Similarly, Alqahtani (2015) indicates the significance of employing diverse approaches in language learning, citing recommendations from experts for learners to adopt multiple techniques to facilitate easier learning (p. 31). Conversely, Goundar (2015) defines vocabulary learning strategy as a tool helping learners in language acquisition (p. 355). One of the prominent contributors to this area, Nation (2001, p.352) explains the

essential characteristics that a vocabulary learning strategy must have in order to be effective in practice:

1. Involve choice, meaning there are multiple approaches to select from
2. Be complex, meaning there are multiple steps to master
3. Require understanding and gain from instruction
4. Boost vocabulary acquisition and usage effectiveness

2.2.2 Teaching Vocabulary in Second Language

The process of acquiring vocabulary is not something that pupils can grasp completely; rather, it is a lifelong process. There is more to vocabulary education than just looking up words in a dictionary and using them in phrases. Teachers are always looking for new and efficient ways to teach vocabulary that fit the curriculum. Folse (2008) claims that although students may be able to communicate concepts to some extent with a basic vocabulary, a more comprehensive vocabulary mastery is necessary to achieve fluency in speaking, writing, listening, and reading. According to Allen (1983), some teachers gave priority to grammar over vocabulary during the 20th century, which resulted in vocabulary instruction receiving less attention in language programs. There were also worries that students might find it difficult to compose sentences if they were exposed to too many words before they had mastered the fundamentals of grammar. But after a number of research addressing lexical problems, the need of vocabulary instruction emerged once more.

The methods used to teach vocabulary in language education pose a difficult problem. Schmitt (2008) states that while advanced learners gain more from incidental learning, which needs to be properly included into the curriculum, start learners are better served by explicit instruction. According to Lewis (1993), there are two primary methods for teaching vocabulary: formal word presentation and random instruction, which responds to student inquiry (p. 117). Schmitt (1997) defined effective vocabulary education as giving priority to terms that are necessary for text comprehension, words that are commonly encountered, and more difficult vocabulary, including idiomatic phrases and polysemous words. Akar (2010) lists several methods, such as visual,

auditory, verbal, and kinesthetic approaches, for teaching vocabulary in a variety of modalities. Using visual aids, mime, dictionaries, word construction exercises, paraphrasing, vocabulary games, and word family exploration are some of the vocabulary teaching techniques highlighted by Allen (1983). McCarthy et al. (2010) stress that before beginning reading or listening assignments, it is crucial to activate students' prior knowledge through pre-task activities such as displaying significant imagery or having a discussion about related subjects. Shen (2003, p. 194) suggests that while conscious attention is necessary for word acquisition, it might also be beneficial to emphasize language out of context to aid learners in remembering new terms. It can be quite beneficial to take notes, use word lists, dictionaries, flashcards, games, mnemonics, word analysis, and other similar activities. Teaching new vocabulary words separately and depending only on rote memorization, according to Murcia (2001, p. 288), are ineffective methods. Rather, it is crucial to present new words in rich contexts that provide hints about their meanings. Students should also be exposed to the terms they need to learn repeatedly. According to Beck et al. (2013), an effective vocabulary teaching program should give students a variety of chances, such as encouraging them to read widely, giving them excellent oral language input, encouraging word consciousness, giving them clear instruction on particular words, and providing them with modeling and direction in independent word-learning techniques. To summarize, proficient vocabulary instruction utilizes a range of methods customized to students' abilities and learning styles, stressing both explicit instruction and incidental learning approaches.

Some researchers have preferred to categorize vocabulary learning strategies and methods. Molinsky and Bliss (1994, pp. vii–viii) provide a summary of useful methods for presenting and practicing vocabulary in language learning environments. These strategies take a holistic approach, beginning with using semantic maps and previewing the terminology to engage pupils' past knowledge. When presenting vocabulary, teachers should focus on helping students pronounce and understand terms. The next step is vocabulary practice in groups or pairs through cooperative exercises. Model conversation practice, in which words are integrated into meaningful discussions, provides even more reinforcement. Students can also use terms in written contexts

through writing and spelling exercises, and deeper vocabulary engagement is encouraged through conversation, composition, journaling, and portfolio activities. Engaging in communication exercises like role-plays and games helps students engage with one another and solidify their vocabulary comprehension. On the other hand, the National Reading Panel (NRP, 2000) has determined five distinct vocabulary teaching methodologies based on their study. These include capacity methods that concentrate on reading automatization through practice, explicit teaching, implicit teaching within texts, multimedia methods integrating several modalities, and association methods that connect new language to previously learned material. Additionally, Oxford and Crookall (1990, stated in Shen, 2003) provide a complex perspective on instructional approaches adapted to learners' needs and settings by grouping vocabulary teaching methods into four categories: decontextual, semi-contextual, completely contextual, and adaptive.

2.3. Vocabulary Retention

Oxford dictionary (2000) defines retention as, “Retention is the ability to remember things.” According to, Merriam Webster (1993), retention is “a preservation of an experience and learning that makes recall or recognition possible.” The richness of vocabulary knowledge is crucial in the process of language learning. Therefore, foreign language learners are not only responsible for acquiring words but also for remembering them.

To teach vocabulary to foreign language learners in a way that enhances retention and learning efficiency, numerous strategies and methodologies have been proposed. For instance, according to Asyiah's (2017) study, students employing the metacognitive technique for remembering and storing language are likely to outperform those utilizing cognitive or social strategies. This highlights how employing various vocabulary teaching methods can influence the rate at which the same vocabulary is learned. When instructing a new language in an educational setting, it is crucial to introduce new vocabulary and design activities that promote the retention of the vocabulary. As it can be understood from the study that EFL teachers should offer their students a range of vocabulary-building methods to allow them to select the one that best fits their learning

style and enhances their vocabulary skills. Hashemzadeh's research in 2012 indicated that employing different types of exercises led to notable improvement in vocabulary retention among EFL learners.

Games serve as another effective way in enhancing vocabulary retention because they increase students' enjoyment during learning. Shabaneh and Farrah (2019) asserted that engaging in games can aid students in enhancing cognitive abilities, refining their skills, and effectively absorbing information. According to the findings of Patra et al. (2022), utilizing games can facilitate English vocabulary acquisition among students. Therefore, integrating vocabulary instruction with diverse gaming activities can enhance retention. Taheri (2014) observed a significant improvement in participants' retention and recall of vocabulary through the use of language games.

Utilizing reading skills can be another effective method to enhance vocabulary retention. For instance, Talebi and Marzban (2015) emphasized the importance of teaching critical reading strategies in promoting vocabulary development, suggesting that formal instruction in these strategies can enhance students' ability to comprehend and remember the meanings of unfamiliar words encountered during reading, thereby facilitating vocabulary expansion.

The retention of vocabulary is mainly connected to both short-term and long-term memory. According to Zhang (2004), memory consists of three components, each associated with the duration the memory lasts: sensory memory, short-term memory, and long-term memory. Sensory memory retains sensory information for very short periods, typically less than a second, and serves as the initial stage for processing memories and other information. With attention, sensory input may transition into short-term memory, and eventually into long-term memory. Information held in sensory memory is transferred to long-term memory from short-term memory through sufficient attention, time investment, and consolidation by rehearsal (Mayer, 2014).

Gathercole and colleagues (1997) concluded that the retention of new word sounds over the long term benefits significantly from both existing vocabulary knowledge and phonological short-term memory. Repetition of newly acquired words facilitates their transfer into long-term memory. Hashemzadeh (2012) discovered that students exhibited

better recall of words when tested immediately after learning compared to assessments conducted two weeks later. Students tend to perform better on tests immediately following a lesson where they learn new words compared to tests conducted several weeks later. This is because newly acquired words are stored in short-term memory initially, leading to higher retention immediately after learning. However, without repetition, these words may be forgotten over time. The findings suggest that learners' performance tends to be stronger on immediate tests compared to delayed ones.

2.4. Motivation for Language Learning

Describing motivation can be difficult because it involves many aspects and can mean different things to different people. To start with, Oxford Dictionary defines motivation as "a reason or reasons for acting or behaving in a particular way" (Oxford University Press, 2022). Motivation is the state of being motivated as well as the act or process of motivating, according to the Merriam-Webster Dictionary (Merriam-Webster, 2022). Deci and Ryan (2000) define motivation as the driving force behind conduct (p. 54). Motivation in language learning is defined by Dörnyei (2001) as the amount of work a student is prepared to put in to meet the objectives of the learning assignment (p. 15).

Motivation plays an essential role in language learning, serving as a driving force behind learners' engagement, perseverance, and overall success in acquiring a new language (Deci & Ryan, 1985; Dörnyei, 2001). According to Gardner (1985), motivated learners are more likely to put in the time and effort necessary for language acquisition, which increases exposure to the target language and improves proficiency. Moreover, motivation contributes to a positive learning experience by fostering a sense of enthusiasm and enjoyment, which in turn promotes active participation and a willingness to overcome challenges (Ryan & Deci, 2000). Additionally, motivated learners tend to set and pursue clear language learning goals, allowing them to maintain focus and direction throughout their learning journey (Locke & Latham, 2002). Furthermore, motivation can facilitate the development of effective learning strategies, as motivated individuals are more inclined to seek out opportunities for practice, interact with native

speakers, and explore various resources to support their language acquisition efforts (Pintrich & Schunk, 2002). In summary, motivation serves as a driving force for language learning, influencing learners' attitudes, behaviors, and ultimately, their attainment of language proficiency.

Extrinsic and intrinsic motivation are two of the different categories into which language learning motivation may be divided. According to Dörnyei (2001), intrinsic motivation is the internal drive or excitement that arises from the language learning process itself. Examples of these include the fulfillment that comes from learning a new skill or the delight that comes from comprehending a foreign culture. On the other hand, extrinsic motivation involves external factors or rewards that drive language learning, such as obtaining a good grade, meeting academic requirements, or fulfilling professional goals (Deci & Ryan, 1985). Additionally, integrative motivation and instrumental motivation are two other important types. Whereas instrumental motivation is motivated by pragmatic factors like the desire to travel or develop in one's work, integrative motivation is fueled by a sincere interest in the target language and culture (Gardner, 1985). These motivation types interact dynamically, shaping learners' attitudes, behaviors, and ultimately their language learning outcomes.

Several strategies exist to enhance language learning motivation. One effective method involves goal setting, where learners establish clear, attainable objectives for their language acquisition journey (Locke & Latham, 2002). Providing learners with opportunities for autonomy and choice in their learning process can also boost motivation, as it empowers them to take control of their learning experience (Ryan & Deci, 2000). Additionally, integrating engaging and culturally relevant materials into language instruction can sustain learners' interest and enthusiasm (Dörnyei, 2001). Peer support and collaboration, such as group activities and language exchange programs, foster a sense of community and mutual encouragement among learners, further enhancing motivation (Gardner, 1985). Lastly, offering timely feedback and positive reinforcement for learners' progress can bolster confidence and motivation (Pintrich & Schunk, 2002). By implementing these strategies, language educators can create an

environment that nurtures and sustains learners' motivation throughout their language learning journey.

Addressing challenges in language learning motivation requires a multifaceted approach due to various external and internal factors that can hinder learners' enthusiasm and progress. These challenges may include resource limitations, self-doubt, and cultural barriers. Learners often grapple with feelings of frustration and disengagement, particularly when they perceive slow progress or encounter difficulties. However, several strategies can mitigate these obstacles and foster motivation. Providing learners with meaningful and relevant learning experiences, such as engaging activities or authentic materials, can reignite their motivation and sense of accomplishment (Dörnyei, 2001; Ryan & Deci, 2000). Creating a supportive and inclusive learning environment, where learners feel valued and encouraged, is also crucial for overcoming motivational barriers (Deci & Ryan, 1985; Locke & Latham, 2002). Moreover, implementing goal-setting techniques and offering regular feedback empower learners to track their progress and maintain motivation (Pintrich & Schunk, 2002).

For instance, a case study conducted by Smith (2018) illustrated the efficacy of integrating project-based learning activities in language classrooms to enhance motivation and engagement. Through collaborative projects addressing real-world topics like environmental issues or cultural exchange, students were able to contextualize their language learning and develop a sense of ownership over their progress.

2.5. Gamification

The concept of gamification has attracted considerable interest in the field of technology-enhanced education in recent times. A number of scholars have attempted to characterize gamification, concentrating on its use in non-gaming contexts. Domínguez et al. (2013) state that the first application of gamification was in the marketing domain because of its capacity to engage consumers. Its spread into other sectors, including as government, health, and education, is a result of its apparent advantages. Gamification in school has several benefits by increasing involvement. Pede (2017) defines gamification

as the application of games to problem-solve, captivate audiences, and/or elicit game-like mechanisms and cognitive processes (p. 11). This definition offers an alternative viewpoint on the concept. McLaughlin (2017), referenced in Kahoot! (2017), states that gamification is an essential component of almost any training program. According to Şahin and Samur (2017), gamification is the deliberate use of game mechanics and behavioral theories to reward desired actions, which promotes motivation and achievement in non-gaming environments (p.2). Gamification is also defined by Kiryakova, Angelova, and Yordanova (2014) as the use of game concepts and features to tasks that are normally not considered games. Likewise, Kim, Song, Lockee, and Burton (2018) characterize gamification as an approach that makes use of game features to solve issues and improve player engagement (pp. 27–28).

According to Glover (2013), gamification encourages competitive learners to engage in productive behaviors while discouraging them from engaging in unproductive ones (p. 1999). As the text makes clear, the goal of gamification is to increase motivation and learning while also boosting competition. An essential component of learning a language is motivation. Learners lack motivation when they have no purpose to pick up new skills. But when students are driven to learn, they discover a genuine purpose for doing so. According to Faiella and Ricciardi (2015), game components have the potential to increase learners' intrinsic motivation by making boring tasks more appealing (p. 16). Glover (2013) adds that there are a variety of elements that could support students in developing more motivation. First up, they have leaderboards. Leaderboards display the students' performance as lists and increase their motivation by creating a sense of rivalry. Prizes are the second factor. Rewards change based on the type of learner in an effort to increase engagement. Rewards encourage students to work harder so they can receive recognition for their achievements. Achievements make up the third factor. Another kind of motivator is achievement, which takes the form of badges and can be added to online learner profiles in order to encourage students to complete the assigned activities (p. 2001).

Games have acquired respect in educational contexts for their ability to both inspire learners and successfully impart concepts (Becker, 2001, p. 23). Moreover,

Prensky (2001, p. 18) argues that games are vital in helping students learn content that is necessary for comprehension but lacks intrinsic motivation. McGonigal (2011) emphasizes how adaptable games are, pointing out their use as additional assessment tools for language learning, improving cognitive processing, and simulating real-world settings to better get students ready for real-world problems. Schools already feature game elements, according to Lee and Hammer's (2011) comparison of schools and game elements. Students receive badges or points for their accomplishments, which then translate into grades and allow them to advance in level (p. 2). Games also help students develop their emotional, social, and cognitive abilities. Learners investigate the patterns while playing games. When used properly, game-based learning activities change the negative feelings that students experience into good ones. Additionally, through games, students take on new roles and overcome their timidity (pp. 3–4). According to Lewis (1999), students find games to be quite appealing since they like playing them naturally. Including games in the classroom not only increases student interest but also emphasizes how important language use is. Effective language use requires learning new vocabulary, and current teaching techniques involve teachers using a range of games to help students learn new words.

Lee and Hammer (2011) state that there are a number of advantages to gamification in the classroom. It provides teachers with a variety of teaching resources, efficiently engages and inspires students, and provides strategies for rewarding student achievement, all of which contribute to the creation of an atmosphere where students can realize their full potential. However, there could be negative outcomes if this strategy is not carried out properly. A possible disadvantage is that pupils can start depending too much on outside incentives to learn, which could weaken their natural motivation. While gamification changes the way we educate and makes learning more enjoyable, educators need to find a way to balance success and failure so that students are not demotivated by impossible goals. Therefore, in order to minimize negative effects, teachers implementing gamification into the classroom must guarantee fair participation with every student. Another point to emphasize its benefits, Şahin and Samur (2017) suggest that gamification could be used to enhance teacher and student performance in classrooms that mostly use traditional teaching approaches. Furthermore, gamification

has the power to increase pupils' engagement with dull subjects. Additionally, it gives educators the chance to improve their abilities and output by implementing gamified components into their lesson plans (p. 17).

Playing games that are appropriate for the lesson and topic matter involves taking certain considerations into account. Beza (2011, p. 6) lists a number of fundamental ideas that are necessary to create an effective game design. First and foremost, it is essential to incorporate visual cues, like progress or completion indicators, to monitor progress and improve the gaming experience. Second, in order to keep players interested, it is imperative to provide timely feedback as they advance through the game. Thirdly, setting short- and long-term goals gives participants specific targets to aim toward. Rewarding players for finishing tasks is another effective way to motivate them on and can raise their social standing in the world of gaming. The appointment dynamic notion highlights how crucial it is to draw players back into the game on a regular basis. Adding a degree of mystery about possible benefits also heightens the sense of excitement and anticipation. Last but not least, encouraging collaboration and communication among players raises engagement and improves the overall gaming experience.

2.5.1 Kahoot!

A popular educational technology tool called Kahoot! uses gamification to improve learning results and student engagement. Created in 2013 by Morten Versvik, Jamie Brooker, and Johan Brand, Kahoot! provides an easy-to-use interface for generating and facilitating interactive assessments, polls, and conversations in the classroom. Teachers looking to bring life back into the classroom have taken a keen interest in the platform's gamified approach, which is typified by its competitive quiz structure and instant feedback (Brand, Brooker, & Versvik, 2013). Several case studies shed light on how well Kahoot! works in various educational settings.

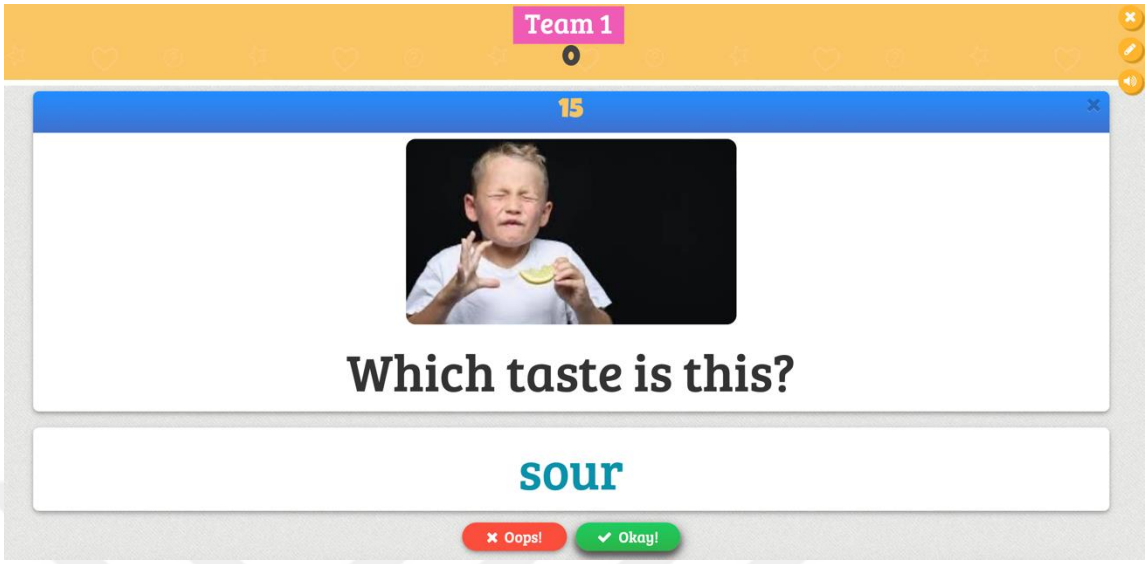
The usefulness of Kahoot, a digital learning platform, in teaching vocabulary in a language classroom is investigated in the study "Kahoot! A digital tool for learning vocabulary in a language classroom" by Medina and Hurtado (Medina & Hurtado, 2017). The purpose of the study was to determine how Kahoot usage affected language learners' ability to acquire vocabulary. They compared the performance of students who used Kahoot for vocabulary learning with those who did not, using a quasi-experimental methodology.The results indicate that as compared to conventional approaches, Kahoot considerably improves vocabulary learning outcomes. Students who used Kahoot demonstrated increased motivation, engagement, and memory of vocabulary. Kahoot's interactive features, which include aspects of games, appear to have a good impact on students' learning. As a further Kahoot! study, The use of Kahoot, a gamified learning platform, in higher education settings is examined in the research "Kahoot! It: Gamification in Higher Education" by Tan Ai Lin, Ganapathy, and Kaur (Lin, Ganapathy & Kaur, 2018). The authors look into how gamification components can improve learning outcomes, motivation, and student involvement in the classroom.This study used a qualitative research design to investigate instructors' and students' experiences with and perceptions of using Kahoot in higher education. According to the research, Kahoot successfully encourages student participation in class activities and active learning. Students find Kahoot's gamified features—quizzes, challenges, and

leaderboards—to be engaging and competitive, making it an ideal learning environment. Additionally, the study emphasizes how Kahoot improves student enthusiasm and focus during lectures. It promotes group learning and gives teachers the ability to evaluate students' comprehension in real time. Furthermore, Kahoot helps with formative evaluation and gives students instant feedback, enabling them to pinpoint areas for growth and solidify their learning. Overall, the study highlights how gamification, especially on platforms like Kahoot, can improve student engagement, motivation, and active participation to enhance teaching and learning experiences in higher education.

Finally, by providing gamified learning experiences, Kahoot! gives teachers an adaptable tool for raising student participation and engagement. Although Kahoot! has been shown to be useful in a variety of educational settings by a number of case studies, educators should be aware of its limits and think carefully about how to integrate Kahoot! to optimize its influence on student learning.

2.5.2 Baamboozle

Using gamified tests and activities, the interactive quiz website Bamboozle aims to get kids interested in learning. Bamboozle, created by Liam Nolan, provides an easy-to-use interface for making customisable review games, quizzes, and flashcards that may be utilized in a variety of educational contexts. Teachers looking to increase student participation and engagement will find the platform's interactive features and user-friendly design to be enticing (Nolan, n.d.). Case studies shed light on Bamboozle's applicability in various educational settings.



The article "Using The Internet Service «Baamboozle» When Creating A Gamified Educational Environment In English Classes" (Alimova, 2023) examines the efficacy of using the Internet service «Baamboozle» to increase students' motivation and involvement in their English language learning process. The students are students of the Fiscal Institute under the Tax Committee of the Republic of Uzbekistan. It was anticipated that gamifying the classroom with the use of the Internet service "Baamboozle" would increase the effectiveness of English language instruction. It has been demonstrated that gamifying an English classroom with the help of the Internet service "Baamboozle" greatly increases student motivation and engagement. The essay explains how to use this service for trial training and evaluates the outcomes. As an another study, the purpose of the study "Utilizing Bamboozle Games to Enhance Students' Vocabulary in Comprehending Narrative Texts" (Wulandari, Susanto & Hawa, 2024) was to evaluate how using Bamboozle games affected students' vocabulary in relation to narrative texts. The study employed a quantitative methodology and employed an experimental design that included two groups: an experimental group and a control group. For the academic year 2023–2024, the study focused on SMP N 1 Penawangan class XI students. Thirty students in class XI H were assigned as the experimental group, and thirty students in class XI E were assigned as the control group. A quasi-experimental methodology was used in the investigation. The use of Bamboozle

media significantly improved the vocabulary skills of the kids, according to the results. Significant gains were seen between pre- and post-test scores, according to statistical analysis. In particular, the pre-test score in the experimental group was 67.67 on average, growing to 83.07 in the post-test, whereas the pre-test score in the control group was 66.4 on average, increasing to 76.67 in the post-test. Moreover, the results of the paired sample test showed a significant level (2-tailed) of $0.000 < 0.05$, corroborating the notion that playing Bamboozle games helps kids improve their vocabulary in understanding stories.

To sum up, Bamboozle offers teachers a dynamic platform for making interesting and interactive tests and activities that enhance student learning. Although case studies show that Bamboozle has the ability to boost student motivation and engagement in a variety of learning environments, educators should be aware of its limits and think carefully about how to strategically incorporate Bamboozle to optimize its effects on student learning outcomes.

2.5.3 Learning Apps

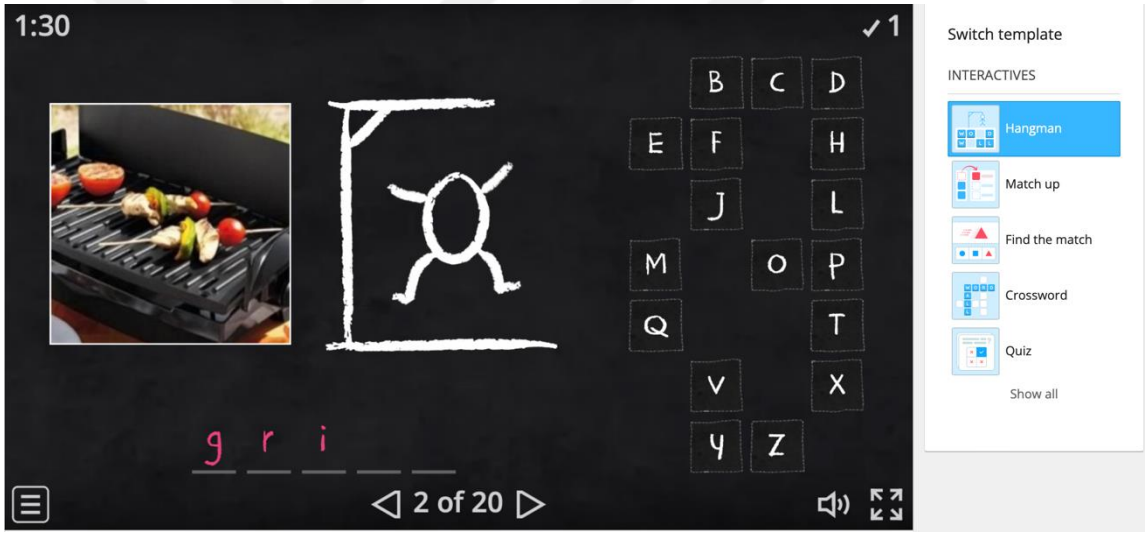
A broad variety of interactive learning activities and materials are available to educators and students on LearningApps.com, a flexible online platform that supports a range of disciplines and educational levels. LearningApps.com, created by Stefan Wirth in 2007, offers an easy-to-use interface for making, sharing, and utilizing multimedia learning resources like games, quizzes, flashcards, and crossword puzzles (Wirth, 2007). The platform is a useful resource for instructors looking to include students in active learning experiences both inside and outside of the classroom because of its user-friendly design and vast library of instructional content. A number of case studies shed light on LearningApps.com's applicability in various educational settings.

The goal of the study "Utilization of LearningApps as a Web 2.0 Tool in Turkish Teaching" (Karadağ & Garip 2021) was to evaluate, from the viewpoint of the students, how well LearningApps reinforced Turkish language classes. Fifteen sixth-graders from a single-branch secondary school participated in it. The results of the interviews showed how much the students valued LearningApps, saying it was entertaining, interesting, and helpful for tailored evaluation. They were excited about the prospect of utilizing LearningApps in further research on reinforcement. The suggestions included using LearningApps for individual evaluation and repetition, including them into Turkish classes to create an engaging and instructive environment, and thinking of them as a substitute for conventional practice papers.

To sum up, LearningApps.com is a great tool for teachers who want to design engaging, interactive lessons that help students understand and become engaged. Even while case studies show how well it can support learning across a range of disciplines and grade levels, teachers still need to be aware of its limitations and work to continuously develop and adapt to meet the changing requirements of students.

2.5.4 WordWall

A dynamic online resource for educators, Wordwall.com offers a vast range of interactive learning activities and tools to engage students in a variety of disciplines and grade levels. Wordwall.com, created by Peter Richardson in 2016, provides an easy-to-use interface for making, sharing, and using individualized learning games, tests, and exercises (Richardson, 2016). With a wide variety of interactive elements including word games, matching exercises, and interactive quizzes, it is an adaptable tool for teachers who want to encourage active learning outside of the classroom. A number of actual case studies provide insightful information on Wordwall.com's efficacy in various educational settings.



In the study "The Effects of WordWall Online Games (WOW) on English Language Vocabulary Learning Among Year 5 Pupils," (Hasram, et al, 2021) WordWall was used to evaluate how well students' vocabulary was improving. Students in Year 5 at a national elementary school in Negeri Sembilan were given the questionnaire. The participants' levels of satisfaction, attentiveness, relevance, confidence, and volition were found to be moderate, according to the results. Additionally, a paired sample t-test demonstrated a statistically significant improvement in students' vocabulary scores after using WordWall (WOW) as an additional learning resource. Notable was the effect size that was identified, especially when considering the behavioral sciences. The study provided elementary school English teachers with insightful advice on how to

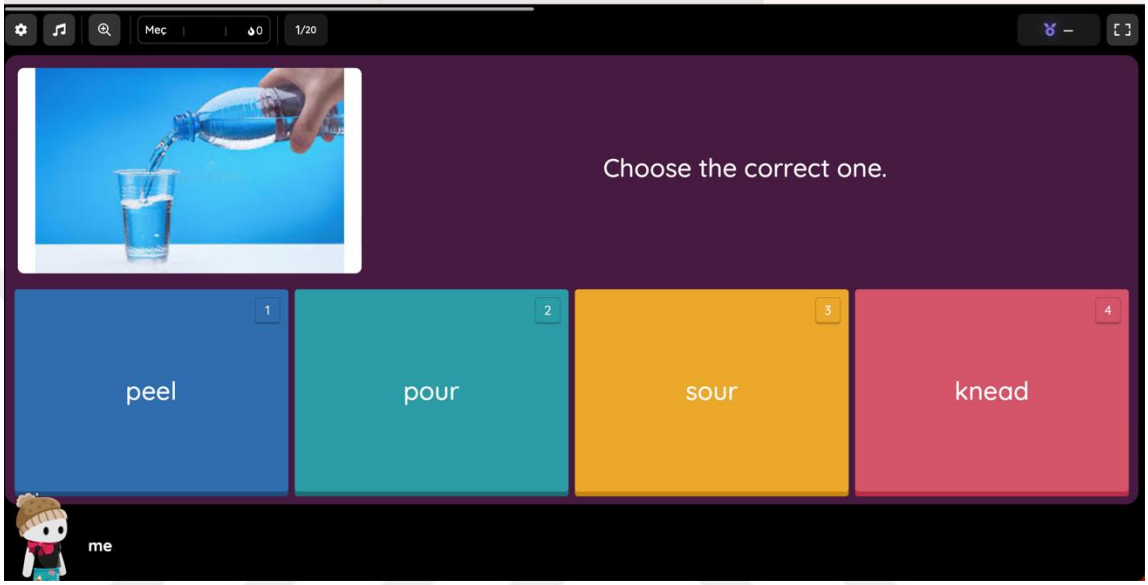
incorporate internet games into their lessons to increase their students' vocabulary. A study (Mazelin, et al., 2022) with twenty-four high school students investigated the use of Wordwall as a means of measuring student participation in an ESL classroom. The findings showed that using Wordwall in the classroom had a beneficial effect on students' participation in class activities. The results of the study indicate that Wordwall integration has the potential to improve students' understanding of the English language learning process and promote higher levels of engagement in ESL classes. In a study (Jannah & Syafryadin, 2022), 29 eighth-grade students from a junior high school were sampled, and their opinions on using Wordwall.net to learn English vocabulary were investigated. The majority of pupils felt that Wordwall.net had helped them expand their vocabulary, according to study data. They were excited about Wordwall.net and enjoyed both the competitive and collaborative features. Wordwall.net was considered by students to be an interesting, inspiring, and engaging online resource for learning vocabulary. They were very excited about using Wordwall.net as a learning tool. Furthermore, Wordwall.net enhanced students' interaction with the online resource and the classroom setting, resulting in a greater focus on the learning process.

Finally, Wordwall.com is an invaluable tool for teachers who want to design engaging, interactive lessons that increase comprehension and student involvement. Even while case studies show how well it can support learning across a range of disciplines and grade levels, teachers still need to be aware of its limitations and work to continuously develop and adapt to meet the changing requirements of their students.

2.5.5 Quizizz

An advanced online resource called Quizizz offers educators and students interactive tests and quizzes to make learning fun and interesting. Quizizz, which was founded in 2015 by Ankit Gupta and Deepak Joy Cheenath, provides an easy-to-use interface for making, sharing, and taking part in customisable quizzes on a range of themes and subjects (Gupta & Cheenath, 2015). Because of its gamified learning methodology, which includes customisable avatars, leaderboards, and real-time feedback, instructors are increasingly choosing it to increase student engagement and

participation (Mouza & Barrett-Greenly, 2015). Several studies provide insightful information about Quizizz's effectiveness in various learning environments.



A study (Setiyani, Fitriyani, & Sagita, 2020) examined how well students used Quizizz to improve their ability to solve mathematical problems. The purpose of the study was to compare how much students' problem-solving skills improved in Quizizz-using classes compared to those that did not. 67 pupils in the tenth grade participated in the study, and they were split into experimental and control groups. The findings showed that using Quizizz had a beneficial effect on students' learning engagement and problem-solving abilities. Moreover, a noticeable distinction was observed in the improvement of problem-solving skills between courses that utilized Quizizz and those who did not. Over the course of three sessions, student participation also increased, and they responded favorably to using Quizizz. In an another study using Quizizz, the aim of the study (Irwansyah & Izzati, 2021) was to illustrate the use of Quizizz as an evaluation and game-based learning tool in English classrooms. In the middle of the COVID-19 outbreak, six classes used the app to study English. Twenty minutes before English class ended, Quizizz sessions were incorporated, especially for students who were feeling tired, drained, or uninterested. Because the application design resembled a game, students were driven and excited to complete activities. When Quizizz was utilized in

English proficiency classes, all of the students engaged in active participation in responding to the researchers' questions and maintained their attention on the subject. The results showed that students had a favorable view regarding Quizizz and grew more driven to study English.

To sum up, Quizizz is an invaluable tool for teachers who want to design interesting and productive learning experiences for their students. Even though case studies show how it can improve learning results and student engagement in a variety of subjects and grade levels, teachers should be aware of its limitations and look into ways to best use it into their lesson plans.

2.6. Related Studies on Gamifying Vocabulary Learning

A wide range of studies have been conducted to illustrate how gamification and Web 2.0 resources might help with vocabulary learning. To start with, Açıkgöz (2019) assessed the effectiveness of gamified Web 2.0 tools in improving vocabulary performance in students through a master's thesis study. The research was conducted in the fall of 2017–2018 at an English-medium university preparatory school. It used a quasi-experimental design with two experimental groups. Forty-three first-year university students, ranging in age from 18 to 22, took part. Pre- and post-tests were used to collect quantitative data, while semi-structured interviews and the Intrinsic Motivation Inventory (IMI) were used to get qualitative insights. The results showed that using Web 2.0 resources with traditional teaching techniques, such Quizgame and Kahoot!, improved students' vocabulary development.

In 2017, Camilleri and Camilleri carried out a study to find out how students responded about using digital game-based learning. 41 students participated in in-person interviews where they were required to fully express their opinions. The purpose of the study was to determine if playing video games on the internet significantly increased students' enthusiasm and interest in academic subjects. In these interviews, students assessed the usefulness of digital games and emphasized the benefits they thought they offered in terms of education. The purpose of this study was to clarify how digital games

may improve learning environments and encourage students to interact with learning content.

The usefulness of Quizlet in improving students' attitudes about English courses and vocabulary learning was examined in Çınar's (2019) genuine experimental study. 71 ninth-grade students participated in the study, which used a pretest-posttest control group quasi-experimental design, at Educators Sports High School in Eskişehir during the 2018–2019 academic year. The English Language Attitude Scale, a Vocabulary Test, and an Interview Form were among the data collection instruments used. The results showed that vocabulary acquisition benefited from Quizlet, with students reporting higher levels of curiosity, self-assurance, relaxation, and enjoyment. Additionally, they discovered that Quizlet was useful and entertaining for helping students learn vocabulary during English classes.

Kahoot! was used by Plump and LaRosa (2017) in two different business courses that targeted to graduate and undergraduate students. After these courses ended, they asked students for feedback to determine how interested they were. Five questions with a 7-point Likert-type scale were used in the questionnaire to get this input. The Likert-type scale was employed in the first four questions, however the fifth question was open-ended. According to the findings, including Kahoot! increased learner motivation and engagement, which in turn promoted a more positive learning environment.

Emecen (2019) examined Kahoot!'s impact on vocabulary retention through a quasi-experimental pretest-posttest control group study. Convenient sampling was used in this study, which involved thirty-two ninth-grade students from a high school in Ankara, Turkey. While the control group (n=17) employed conventional pen and paper methods, the experimental group (n=15) received training via Kahoot!. According to the findings, Kahoot! greatly enhanced vocabulary memory, and students expressed greater drive and enjoyment. According to survey findings, people preferred Kahoot! to more conventional methods. The study emphasizes how Kahoot! might improve vocabulary acquisition and student participation.

Lam (2014) studied the effectiveness of using online flash games for vocabulary review and learning. Five different student groups, all between the ages of 18 and 20,

from different faculties participated in the study. Over the course of a semester, these participants interacted with two distinct games, and afterward, they answered an online survey aimed at finding out what they felt and thought about the use of online games for vocabulary learning. The results showed that students clearly preferred using online games to learn vocabulary. They attributed this choice to the games' increased excitement and entertainment value as well as its shown ability to improve vocabulary retention.

At a private university in Thailand, Wichadee and Pattanapichet (2018) studied the effects of the computer game Kahoot! on student motivation and academic achievement. Using cluster sampling, 77 participants studying hotel management were split into experimental and control groups. Students attended three classes a week for a total of fourteen weeks. For the experimental group, the treatment consisted of Kahoot!-based activities, whereas the control group received standard procedures. Kahoot! had a strong beneficial impact on learning outcomes, motivation, and engagement, as demonstrated by post-tests and questionnaires. Students stated Kahoot! increased the fun and engagement of the lessons.

An experimental study was conducted by Sanosi (2018) to evaluate Quizlet's effectiveness in vocabulary acquisition for university-level L2 learners whose L1 is Arabic. In a pretest-posttest control group design, the study used two groups of low-level male university students. 42 people from Prince Sattam Bin Abdulaziz University's College of Sciences and Humanities in Saudi Arabia participated in the study. The experimental group used Quizlet for vocabulary review after pre-tests, whereas the control group continued with conventional teaching techniques. The experimental group significantly increased their vocabulary compared to the control group, according to the results.

Huang (2015) investigated the effectiveness of technology in vocabulary training through a mixed-methods study. Students who were randomly picked from two classes of second grade took part in the study. At the beginning of the trial, a pre-test was given to both groups. The control group was taught vocabulary using conventional methods, whereas the experimental group complemented their training with technology by playing

computer games to reinforce newly learned terms. A post-test was then given to each group to determine whether there had been any notable changes. The results showed that the experimental group performed better than the control group and showed more interest in the lessons being taught.

105 undergraduate students participated in an experiment by Medina and Hurtado (2017) to determine how Kahoot! affected their vocabulary development. Pre- and post-tests were used in the study to identify differences between the experimental and control groups. At the end of the study, a Likert survey was also used to determine how students felt about Kahoot!. In addition, the experimental group documented their learning thoughts in weekly self-assessment diaries. The experimental group that used Kahoot! did better than the control group, according to the results. According to the student satisfaction survey, Kahoot! was well-received by students, who said it was entertaining and easy to use.

A study by Bicen and Kocakoyun (2018) included 65 undergraduate participants and examined the views of the participants on gamification. Weekly Kahoot! sessions were included in the study period. After finishing, students were given access to an extensive 65-item survey to determine how they felt about Kahoot! and the gamification process. Additionally, they offered written analyses of the course. Students' increased motivation was caused by the reward system, according to an analysis of the quantitative and qualitative data. Furthermore, they admitted that gamified instruction improved student retention. Students also stated that they needed to put in more time studying before class to do better in Kahoot! sessions.

A pretest-posttest quasi-experimental study was carried out by Montaner-Villalba (2019) to evaluate Quizlet's efficacy in vocabulary acquisition. During the 2017–2018 academic year, 24 A2 level students, ages 14–15, from a state secondary school in Valencia made up the treatment group. After the first lesson, students took a pre-test and then spent three weeks practicing with Quizlet both inside and outside of the classroom. This procedure persisted for the ensuing units. Post-tests given in Quizlet's Test mode showed noticeably higher results, demonstrating Quizlet's beneficial effects on vocabulary learning.

The impact of the online game Kahoot! on middle school students with learning impairments' acquisition of science vocabulary was examined in a Pede (2017) study. Over the course of six weeks, Kahoot! was used twice a week, with weekly evaluations of vocabulary acquisition progress. The results showed that throughout the duration of the study, students' scores significantly improved. Furthermore, surveys were used to get input from participants, and the results showed that everyone agreed that Kahoot! was easy to use and enjoyable during class. This demonstrates how Kahoot! improves learning results and student engagement.

Aghlara and Tamjid (2011) investigated how well digital games may help forty Iranian children learn more language. The subjects were split into two groups: the experimental group learned vocabulary using computer games, while the control group spent forty-five days on fill-in-the-blank exercises and other traditional teaching techniques. None of children knew how to speak English well before the research. After the treatment, both groups completed a 10-question retention exam to evaluate their vocabulary growth, and the results showed a significant difference between the groups. More specifically, when it came to the retention test, the experimental group outperformed the control group.

3. METHODOLOGY

3.1. Introduction

The aim of this study was to investigate how the use of Web 2.0 tools affects the vocabulary learning, language learning motivation, and retention of English as a Foreign Language (EFL) learners. This chapter presents details about the methodology employed in the research. It covers the research design, participant information, and the study setting. Additionally, the researcher outlines the tools used for data collection, the process of data collection, and the method of data analysis. The study is guided by three research questions;

RQ1: Is the use of Web 2.0 tools effective in vocabulary learning?

RQ2: Is the use of Web 2.0 tools effective in language learning motivation?

RQ3: Is the use of Web 2.0 tools effective in higher retention?

3.2. Research Design

Prior to the teaching phase, target words were selected from the related unit. Particular attention was paid to ensure that the words chosen were suitable for the exam that students would take at the end of sthe year. The selected words were divided into 4 categories; ingredients, kitchen tools, taste of foods, cooking methods and processes. 40 target words that were chosen from the list at the end of the book are as follows: grill, peel, chop, fry, bake, pour, sprinkle, slice, dice, mash, boil, oil, pasta, cucumber, pepper, egg, onion, baking powder, dough, flour, salt, meat, rice, sugar, milky, salty, greasy, sour, sweet, bitter, spicy, pan, bowl, oven, knife, cup, tablespoon, refrigerator/fridge, teaspoon, saucepan. Later, the researcher prepared the pretest, post-test, and retention test; a colleague and the supervisor proofread it.

Quasi-experimental research methods were employed for data collection in this study. Initially, both the experimental and control groups underwent a pre-test that included selected words and an adapted motivation survey to assess their language learning motivation. Upon concluding the research, a post-test, consisting of the same words, was administered to ascertain any distinctions between the control and experimental groups. Additionally, the same motivation survey was conducted at the end of the study. To evaluate the enduring effects of word learning, a retention test was applied one month after the research.

Various Web 2.0 tools, designed for online interaction, creation, and collaboration, were employed to practice new vocabulary with the experimental group. In contrast, the control group engaged in traditional vocabulary activities, such as fill in the blanks, odd one out, match the words with their definitions, multiple-choice exercises, to augment their grasp of unfamiliar words. Identical instructional methods were applied to both groups, although distinct techniques were utilized to reinforce the acquired knowledge.

3.3. Setting and Participants

Convenient sampling was used to select research participants so that the researcher could readily contact them. Stated differently, the researcher profited from having pupils able to attend her classes. This approach is quick and affordable (Berg, 2001, p. 32). The investigation took place at Private Yavuz Selim Dağ College, situated in the Şanlıurfa province. The research spanned eight weeks at the commencement of the 2023-2024 academic year, involving a group of 32 8th-grade students. Due to comparable outcomes in the trial exams for high school admission, the students exhibited nearly identical foundational knowledge. The school administration arranged the classes, and the researcher employed a pre-determined set of classes, utilizing an appropriate sampling method. Some students, owing to their absence, responded to certain tests later under research supervision. At the conclusion of the study, all students partook in the

administered tests and engaged in both pre- and post-study motivation surveys. Consequently, the experimental group comprised 16 students (8 boys, 8 girls), while the control group consisted of 16 students (7 boys, 9 girls). In essence, the research encompassed a total of 32 students.

3.4. Data Collection Instruments

The researcher created a vocabulary exam with 40 questions in order to collect quantitative data (see Appendix 1 below). Words from the third unit, namely the "In the Kitchen" unit in the students' books, were included in these questions. The vocabulary test was used as a pre-test to determine students' baseline knowledge at the beginning of the study and as a post-test to assess how Web 2.0 tools affected students' vocabulary at the end of the study. Additionally, one month after the study, a retention test was administered to determine if the experimental group retained the information at a higher level. The tests, prepared by the researcher, were distributed to students in hardcopy format. The investigator gave thirty-two students instructions to answer the questions in a half-hour over the course of the investigation. Both groups carried out their assessments under the supervision of an invigilator. The selected vocabulary for instruction is outlined below.

Table 3.1. Vocabulary Selected From The Students' Books Unit 3

1) Cooking Methods and Processes	2) Kitchen Tools	3) Ingredients	4) Taste of Foods
Grill	Pan	Oil	Milky
Peel	Bowl	Pasta	Salty
Chop	Oven	Cucumber	Sweet
Fry	Knife	Pepper	Bitter
Bake	Cup	Egg	Spicy
Pour	Tablespoon	Onion	Sour
Sprinkle	Refrigerator/Fridge	Baking Powder	Greasy
Slice	Teaspoon	Dough	
Dice	Saucepan	Flour	
Mash		Salt	
Boil		Meat	
		Rice	
		Sugar	

3.5. Data Collection Procedure

Data were gathered during the academic year of 2023-2024 utilizing the motivation scale, pre-test, post-test, and retention test. Necessary permission was obtained from the developers for the use of the motivation scale. Permission was also obtained from the Ondokuz Mayıs University Social and Human Sciences Ethics Committee prior to data collection. Additionally, necessary permission was acquired from the Şanlıurfa Provincial Directorate of National Education to conduct the research and gather data at Private Yavuz Selim Dağ College situated in Karaköprü-Şanlıurfa. The data collection took place within the classroom environment at the school. This eight-week study, which involved data collection before and after the intervention, was carried out on a voluntary basis and with parental consent.

3.6. Data Analysis

All statistical analyses are performed in the SPSS data analysis tool. 32 students total—16 in the experimental group and 16 in the control group—were involved in the study. The experimental and control groups underwent the pre-test. In order to determine if the experimental and control groups were comparable to one another in terms of pre-test scores, the results of the pre-test for each group were examined. The Shapiro-Wilk test, which is used to evaluate the normality assumption, yields a value of 0.393, indicating a regularly distributed sample. The experiment and the control group mean scores on the students' pre-, post-, and follow-up (retention) assessments are analyzed using the t-test for independent samples. Before and after the study, students' motivation was measured using a Likert-type scale, and the results were also assessed using SPSS software. Tables containing the results were submitted, and they were thoroughly discussed.

4. RESULTS AND DISCUSSION

4.1. Introduction

The results of the pre-, post-, and retention tests are presented in this section of the study. Furthermore, statistical analyses are used to present the group comparisons. The effects of utilizing both traditional and Web 2.0 activities are assessed. It is shown what the survey findings obtained. The goal of the discussion section is to go over the main findings that were drawn from the analyses of the surveys, pre- and post-tests, retention tests, and other data with the participants of the experimental and control groups. Each study questions was addressed in detail by the researcher in an attempt to provide a thorough response.

4.2. Results

This study aimed to find answers to these questions:

RQ1: Is the use of Web 2.0 tools effective in vocabulary learning?

RQ2: Is the use of Web 2.0 tools effective in language learning motivation?

RQ3: Is the use of Web 2.0 tools effective in higher retention?

Two treatments were given to the groups in an effort to find answers to these questions. While the control group practiced vocabulary using traditional methods, the experimental group employed Web 2.0 tools. In order to get more reliable conclusions on the application of Web 2.0 tools for vocabulary learning, the data of thirty-two students were gathered.

To determine if the experimental and control groups' pre-intervention vocabulary knowledge was comparable, the results of their pre-tests are presented in the related tables. Subsequently, a statistical comparison is made between the pre-test and post-test results of both groups to determine whether or not their vocabulary knowledge has significantly improved. In order to determine whether or not the participating students have forgotten the target vocabulary words, the retention scores of each group are finally compared.

4.3. Pre-Test

Both groups were given a set of pre- and post-tests in order to determine the answer to the first question. To ensure that there were no early differences in the groups' vocabulary knowledge, the pre-test was carried out first. The Shapiro-Wilk test was used to analyze the test findings in order to ensure that the data were distributed normally. A regularly distributed sample is indicated by a value of 0.393 from the Shapiro-Wilk test, which is used to assess the normality assumption. Following that, descriptive statistics were used to examine the data. It was found out what the group mean scores were.

Table 4.1. T-test Result for Independent Groups Performed for Pre-Test Scores

	N	***Mean***	***SD***	***df***	***t***	***P***
Experimental	*16*	*20.37*	*3,65*	*30*	*-.99*	*.32*
Control	*16*	*20.31*	*6,27*	*30*		

The pre-test results of the students do not differ significantly in Table 1 (.32, p>.05). To clarify, prior to the intervention, the students in both the control and experimental groups possessed comparable levels of vocabulary knowledge of the specific unit.

4.4. The Analysis of Experimental and Control Group's Pre-test and Post-test Scores

The groups were given the post-test to see how the treatment was working. There were forty elements total (four categories). The majority of the students experienced a significant rise in their scores on the post-test, indicating that both treatments were successful in helping them learn vocabulary.

Table 4.2. T-test Result for Post-test Scores for Experimental and Control Group

	N	*Pre-test*	*Post-test*	*df*	*t*	*P*
Experimental	*16*	*20.37*	*29,37*	*30*	*1.72*	*.000**
Control	*16*	*20.31*	*26,25*	*30*	*1.72*	*.000**

The post-test scores of students in the experimental and control groups differ significantly after the intervention (.00, p<.05), as indicated by the t-test findings for dependent groups shown in Table 2. Upon further examination, the experimental group's mean scores have increased significantly more than those of the control group (experimental group: 29.37, control group: 26.25). The results show that students in both groups have picked up new language.

4.5. The Analysis of Experimental and Control Group's Post-test and Retention Test Scores

Four weeks following the treatment, a retention test was given to both groups to have a better understanding of the learners' vocabulary retention. The table below displays the learners' mean scores.

Table 4.3. T-test Result for Retention Test Scores for Experimental and Control group

	N	*Post-test*	*Retention*	*df*	*t*	*P*
Experimental	*16*	*29,37*	*28,93*	*30*	*1.80*	*.05*
Control	*16*	*26,25*	*23,68*	*30*	*3.22*	*.01*

The experimental group's retention test results show very little variation, as indicated by the t-test results for dependent groups shown in Table 3. This indicates that the students in the experimental group have not forgotten the target vocabulary items, as indicated by the mean scores of the post- and retention tests (post-test: 29,37 retention test: 28.93). On the other hand, the control group's post-test and retention test results differ statistically significantly (.01, p<.05). The control group's students exhibit much more vocabulary loss, as seen by the decline in mean scores (post-test: 26.25, retention test: 23.68).

Table 4.4. The analysis of the scores of the learners

Students	Pre-test (Test 1)	Post-test (Test2)	Retention Test (Test 3)	Gain Scores (T3-T1)
St1	50	62.5	60	10
St2	60	72.5	70	10
St3	70	80	87.5	17.5
St4	55	75	67.5	12.5
St5	45	60	62.5	17.5
St6	45	85	77.5	32.5
St7	52.5	80	82.5	30
St8	35	70	75	40
St9	72.5	87.5	87.5	15
St10	37.5	72.5	62.5	25
St11	72.5	92.5	85	12.5
St12	42.5	50	52.5	10
St13	30	60	67.5	37.5
St14	32.5	65	67.5	35
St15	50	77.5	80	30
St16*	65	85	72.5	7.5
St17	60	75	65	5
St18	62.5	72.5	67.5	5
St19	60	75	62.5	2.5
St20	52.5	60	60	7.5
St21	50	65	62.5	12.5
St22	47.5	62.5	52.5	5
St23	50	67.5	70	20
St24	37.5	55	45	7.5
St25	67.5	85	75	7.5
St26	40	50	47.5	7.5
St27	62.5	77.5	67.5	5
St28	37.5	52.5	45	7.5
St29	35	47.5	37.5	2.5
St30	37.5	45	42.5	5
St31	55	77.5	77.5	22.5
St32	57.5	82.5	70	12.5

*Note: The students up to asterisk (i.e., St16) are in the experimental group (St1-St16), the learners after the asterisk are in the control group (St17-St32).

The target word learning effectiveness of the students is summed up in appendix part. It is evident that some students were familiar with the words from the pre-test but were unable to provide the right response on the spot in the post-test. The format of the multiple-choice exams could be the source of this. No matter how properly the test is constructed, there will always be a chance of luck. However, several students only correctly answered the questions on the post-test. This indicates that Web 2.0 tools cannot impact these learners' long-term retention. This also applies to the traditional approach. When it comes to unit-specific words that are relatively less frequently used, the students' familiarity with more widely used vocabulary is higher. For example, many students are already familiar with the word "knife" before the study even starts. Conversely, the term "baking powder" is far less familiar to the students. Aside than that, the groups' vocabulary growth was comparable. Still, these results included the students who had been familiar nearly with all the words from the beginning. A clearer image for the study can be obtained if they are not included in the vocabulary gains.

4.6. Motivation Scale Results

A student language learning motivation survey was administered both before and after the treatment in order to address the second research question. The questionnaire has twenty-four statements. Thirty-two students from the control group and the experimental group took part in the survey altogether. On a scale of 1 to 5, the students indicated how they strongly disagreed, disagreed, were unsure, agreed, and highly agreed. Turkish was used to administer the survey directly. The replies from the students were analyzed using SPSS. The statements' mean scores and standard deviations were calculated. The tables below display the survey findings.

Table 4.5. Results of the Motivation Scale of Experimental Group Before the Study

Reliability Statistics

Cronbach's Alpha	**Cronbach's Alpha Based on Standardized Items**	**N of Items**
.898	*.887*	*24*

Item Statistics

	Mean	Std. Deviation	N
1.İngilizce konuşan toplumlar ve yaşam tarzları ile ilgili yeni şeyler öğrenmekten zevk aldığım için.	*3.1250*	*1.31022*	*16*
2.İngilizce konuşan ülkelerle ilgili yeni şeyler öğrenmenin verdiği zevkten ötürü.	*3.0625*	*1.12361*	*16*
3.İngilizce ile ilgili daha fazla şeyi anlamak için,	*3.7500*	*.85635*	*16*
4.Yeni şeyler öğrenmenin verdiği tatmin duygusundan dolayı.	*3.2500*	*1.12546*	*16*
5.İngilizce öğrenmenin zorluğu hoşuma gittiği için.	*2.0000*	*1.15470*	*16*
6.İngilizce'de zor bir yapıyı anlamayı başardığımda hissettiğim zevkten ötürü.	*3.6875*	*1.13835*	*16*
7.İngilizce öğrenirken katettiğim ilerlemenin bende yarattığı başarı duygusundan dolayı.	*3.7500*	*1.12546*	*16*

8.Zor alıştırmaların üstesinden gelirken hissettiğim akademik tatmin duygusundan dolayı.	*3.5625*	*.89209*	*16*
9.İngilizce'nin güzel bir dil olduğunu düşündüğüm için.	*3.2500*	*1.69312*	*16*
10.Anadili İngilizce olan birinin konuşmasını dinlemek bana zevk verir.	*2.6875*	*1.30224*	*16*
11.Birileri yabancı dilde konuştuğunda dinlemek bana "havalı" gelir.	*2.5625*	*1.59034*	*16*
12.İngilizce konuşabilen insanlardan biri olmayı tercih ettiğim için.	*4.1250*	*1.36015*	*16*
13.Birden fazla dil bilen insanlardan biri olmayı tercih ettiğimden.	*4.1250*	*1.08781*	*16*
14.Çünkü kişisel gelişimim için önemli olduğunu düşünüyorum.	*3.5000*	*.96609*	*16*
15.Çünkü İngilizce bilen arkadaşlarımla konuşamamak benim için utanç kaynağı olurdu.	*3.0000*	*1.41421*	*16*
16.İngilizce öğrenerek iyi bir vatandaş olduğumu göstermek için.	*2.5000*	*1.50555*	*16*
17.Şuanda İngilizce öğrenmiyor olsaydım kendimi suçlu hissederdim.	*2.6250*	*1.50000*	*16*
18.İngilizce öğrenmek bana yeni bir fırsatların kapısını açabilir.	*3.7500*	*1.29099*	*16*

19.Mezun olunca daha yüksek maaşlı bir işte/pozisyonda çalışmak için.	*3.5625*	*1.45917*	*16*
20.Uluslararası geçerliliği olan bir dil öğrenmenin getireceği faydalardan dolayı.	*4.0625*	*1.18145*	*16*
21.Mezun olunca daha prestijli bir kariyer yapmak için.	*4.0000*	*1.09545*	*16*
22.Açıkçası niye bilmiyorum. İçimden bir ses İngilizce öğrenmekle vakit kaybettiğimi söylüyor.	*2.1250*	*1.14746*	*16*
23.Aslını isterseniz neden İngilizce öğrendiğimi hiç bilmiyorum.	*1.8125*	*.83417*	*16*
24.İngilizce öğrenme nedenimle ilgili hiç bir şey söyleyemem, aslını isterseniz hiç önemsemiyorum.	*1.5625*	*.81394*	*16*

Cronbach's Alpha is used to assess the degree of reliability of the scale we are employing. The first Cronbach's Alpha result in this case was (.898), indicating the reliability of the test.

Table 4.6. Results of the Motivation Scale of Experimental Group After the Study

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.898	*.887*	*24*

Item Statistics

	Mean	Std. Deviation	N
1.İngilizce konuşan toplumlar ve yaşam tarzları ile ilgili yeni şeyler öğrenmekten zevk aldığım için.	*3.2500*	*1.43759*	*16*
2.İngilizce konuşan ülkelerle ilgili yeni şeyler öğrenmenin verdiği zevkten ötürü.	*3.5625*	*1.20934*	*16*
3.İngilizce ile ilgili daha fazla şeyi anlamak için.	*3.5000*	*1.31656*	*16*
4.Yeni şeyler öğrenmenin verdiği tatmin duygusundan dolayı.	*3.5625*	*1.31498*	*16*
5.İngilizce öğrenmenin zorluğu hoşuma gittiği için.	*2.1875*	*1.55858*	*16*
6.İngilizce'de zor bir yapıyı anlamayı başardığımda hissettiğim zevkten ötürü.	*3.1875*	*1.37689*	*16*
7.İngilizce öğrenirken katettiğim ilerleminin bende yarattığı başarı duygusundan dolayı.	*3.7500*	*1.29099*	*16*
8.Zor alıştırmaların üstesinden gelirken hissettiğim akademik tatmin duygusundan dolayı.	*3.2500*	*1.39044*	*16*

9.İngilizce'nin güzel bir dil olduğunu düşündüğüm için.	*3.0000*	*1.59164*	*16*
10.Anadili İngilizce olan birinin konuşmasını dinlemek bana zevk verir.	*3.1875*	*1.64190*	*16*
11.Birileri yabancı dilde konuştuğunda dinlemek bana "havalı" gelir.	*2.4375*	*1.41274*	*16*
12.İngilizce konuşabilen insanlardan biri olmayı tercih ettiğim için.	*3.5625*	*1.63172*	*16*
13.Birden fazla dil bilen insanlardan biri olmayı tercih ettiğimden.	*3.5000*	*1.59164*	*16*
14.Çünkü kişisel gelişimim için önemli olduğunu düşünüyorum.	*3.3125*	*1.66208*	*16*
15.Çünkü İngilizce bilen arkadaşlarımla konuşamamak benim için utanç kaynağı olurdu.	*2.4375*	*1.36473*	*16*
16.İngilizce öğrenerek iyi bir vatandaş olduğumu göstermek için.	*2.7500*	*1.34164*	*16*
17.Şuanda İngilizce öğrenmiyor olsaydım kendimi suçlu hissederdim.	*2.3750*	*1.54380*	*16*
18.İngilizce öğrenmek bana yeni bir fırsatların kapısını açabilir.	*3.9375*	*1.23659*	*16*
19.Mezun olunca daha yüksek maaşlı bir işte/pozisyonda çalışmak için.	*3.4375*	*1.50416*	*16*
20.Uluslararası geçerliliği olan bir dil öğrenmenin getireceği faydalardan dolayı.	*4.2500*	*1.12546*	*16*

21.Mezun olunca daha prestijli bir kariyer yapmak için.	*3.5625*	*1.41274*	*16*
22.Açıkçası niye bilmiyorum. İçimden bir ses İngilizce öğrenmekle vakit kaybettiğimi söylüyor.	*1.9375*	*1.34009*	*16*
23.Aslını isterseniz neden İngilizce öğrendiğimi hiç bilmiyorum.	*1.5000*	*.73030*	*16*
24.İngilizce öğrenme nedenimle ilgili hiç bir şey söyleyemem, aslını isterseniz hiç önemsemiyorum.	*1.4375*	*.89209*	*16*

Cronbach's Alpha is used to assess the degree of reliability of the scale we are employing. The second Cronbach's Alpha result in this case was (.898), indicating the reliability of the test.

Table 4.7. Results of the Motivation Scale of Control Group Before the Study

Reliability Statistics

Cronbach's Alpha	**Cronbach's Alpha Based on Standardized Items**	**N of Items**
.931	*.923*	*24*

Item Statistics

	Mean	Std. Deviation	N
1.İngilizce konuşan toplumlar ve yaşam tarzları ile ilgili yeni şeyler öğrenmekten zevk aldığım için.	*2.6250*	*1.54380*	*16*
2.İngilizce konuşan ülkelerle ilgili yeni şeyler öğrenmenin verdiği zevkten ötürü.	*3.6250*	*1.45488*	*16*
3.İngilizce ile ilgili daha fazla şeyi anlamak için.	*3.5625*	*1.36473*	*16*
4.Yeni şeyler öğrenmenin verdiği tatmin duygusundan dolayı.	*3.4375*	*1.41274*	*16*
5.İngilizce öğrenmenin zorluğu hoşuma gittiği için.	*2.7500*	*1.43759*	*16*
6.İngilizce'de zor bir yapıyı anlamayı başardığımda hissettiğim zevkten ötürü.	*3.0625*	*1.56924*	*16*
7.İngilizce öğrenirken katettiğim ilerleminin bende yarattığı başarı duygusundan dolayı.	*3.5000*	*1.41421*	*16*
8.Zor alıştırmaların üstesinden gelirken hissettiğim akademik tatmin duygusundan dolayı.	*3.0000*	*.96609*	*16*
9.İngilizce'nin güzel bir dil olduğunu düşündüğüm için,	*3.3125*	*1.40089*	*16*
10.Anadili İngilizce olan birinin konuşmasını dinlemek bana zevk verir.	*2.8750*	*1.50000*	*16*
11.Birileri yabancı dilde konuştuğunda dinlemek bana "havalı" gelir.	*3.0000*	*1.71270*	*16*

12.İngilizce konuşabilen insanlardan biri olmayı tercih ettiğim için.	*3.1875*	*1.37689*	*16*
13.Birden fazla dil bilen insanlardan biri olmayı tercih ettiğimden.	*3.6875*	*1.70171*	*16*
14.Çünkü kişisel gelişimim için önemli olduğunu düşünüyorum.	*3.3125*	*1.57982*	*16*
15.Çünkü İngilizce bilen arkadaşlarımla konuşamamak benim için utanç kaynağı olurdu.	*3.0625*	*1.65202*	*16*
16.İngilizce öğrenerek iyi bir vatandaş olduğumu göstermek için.	*3.1250*	*1.54380*	*16*
17.Şuanda İngilizce öğrenmiyor olsaydım kendimi suçlu hissederdim.	*2.4375*	*1.41274*	*16*
18.İngilizce öğrenmek bana yeni bir fırsatların kapısını açabilir.	*3.7500*	*1.52753*	*16*
19.Mezun olunca daha yüksek maaşlı bir işte/pozisyonda çalışmak için.	*3.3750*	*1.40831*	*16*
20.Uluslararası geçerliliği olan bir dil öğrenmenin getireceği faydalardan dolayı.	*3.6250*	*1.66833*	*16*
21.Mezun olunca daha prestijli bir kariyer yapmak için.	*3.6875*	*1.57982*	*16*
22.Açıkçası niye bilmiyorum. İçimden bir ses İngilizce öğrenmekle vakit kaybettiğimi söylüyor.	*1.5625*	*1.09354*	*16*

23.Aslını isterseniz neden İngilizce öğrendiğimi hiç bilmiyorum.	*1.7500*	*1.12546*	*16*
24.İngilizce öğrenme nedenimle ilgili hiç bir şey söyleyemem, aslını isterseniz hiç önemsemiyorum.	*1.7500*	*1.34164*	*16*

Cronbach's Alpha is used to assess the degree of reliability of the scale we are employing. The first Cronbach's Alpha result in this case was (.931), indicating the reliability of the test.

Table 4.8. Results of the Motivation Scale of Control Group After the Study

Reliability Statistics

Cronbach's Alpha	**Cronbach's Alpha Based on Standardized Items**	**N of Items**
.944	*.943*	*24*

Item Statistics

	Mean	**Std. Deviation**	**N**
1.İngilizce konuşan toplumlar ve yaşam tarzları ile ilgili yeni şeyler öğrenmekten zevk aldığım için.	*3.7500*	*1.48324*	*16*
2.İngilizce konuşan ülkelerle ilgili yeni şeyler öğrenmenin verdiği zevkten ötürü.	*3.6875*	*1.35247*	*16*

3.İngilizce ile ilgili daha fazla şeyi anlamak için.	*3.3125*	*1.57982*	*16*
4.Yeni şeyler öğrenmenin verdiği tatmin duygusundan dolayı.	*3.4375*	*1.45917*	*16*
5.İngilizce öğrenmenin zorluğu hoşuma gittiği için,	*2.6875*	*1.35247*	*16*
6.İngilizce'de zor bir yapıyı anlamayı başardığımda hissettiğim zevkten ötürü.	*3.1875*	*1.42449*	*16*
7.İngilizce öğrenirken katettiğim ilerleminin bende yarattığı başarı duygusundan dolayı.	*3.3750*	*1.31022*	*16*
8.Zor alıştırmaların üstesinden gelirken hissettiğim akademik tatmin duygusundan dolayı.	*3.6875*	*1.35247*	*16*
9.İngilizce'nin güzel bir dil olduğunu düşündüğüm için.	*3.3750*	*1.82117*	*16*
10.Anadili İngilizce olan birinin konuşmasını dinlemek bana zevk verir.	*4.0000*	*1.63299*	*16*
11.Birileri yabancı dilde konuştuğunda dinlemek bana "havalı" gelir.	*2.8125*	*1.32759*	*16*
12.İngilizce konuşabilen insanlardan biri olmayı tercih ettiğim için.	*3.5000*	*1.36626*	*16*
13.Birden fazla dil bilen insanlardan biri olmayı tercih ettiğimden.	*3.5625*	*1.36473*	*16*
14.Çünkü kişisel gelişimim için önemli olduğunu düşünüyorum.	*3.6250*	*1.62788*	*16*

15.Çünkü İngilizce bilen arkadaşlarımla konuşamamak benim için utanç kaynağı olurdu.	*2.8125*	*1.47054*	*16*
16.İngilizce öğrenerek iyi bir vatandaş olduğumu göstermek için.	*3.3125*	*1.07819*	*16*
17.Şuanda İngilizce öğrenmiyor olsaydım kendimi suçlu hissederdim.	*2.6250*	*1.20416*	*16*
18.İngilizce öğrenmek bana yeni bir fırsatların kapısını açabilir.	*3.7500*	*1.69312*	*16*
19.Mezun olunca daha yüksek maaşlı bir işte/pozisyonda çalışmak için.	*4.2500*	*1.34164*	*16*
20.Uluslararası geçerliliği olan bir dil öğrenmenin getireceği faydalardan dolayı.	*4.1875*	*1.32759*	*16*
21.Mezun olunca daha prestijli bir kariyer yapmak için.	*3.9375*	*1.38894*	*16*
22.Açıkçası niye bilmiyorum. İçimden bir ses İngilizce öğrenmekle vakit kaybettiğimi söylüyor.	*1.9375*	*1.56924*	*16*
23.Aslını isterseniz neden İngilizce öğrendiğimi hiç bilmiyorum.	*1.7500*	*1.23828*	*16*
24.İngilizce öğrenme nedenimle ilgili hiç bir şey söyleyemem, aslını isterseniz hiç önemsemiyorum.	*1.6875*	*1.35247*	*16*

Cronbach's Alpha is used to assess the degree of reliability of the scale we are employing. The first Cronbach's Alpha value in this case was (.944), which suggests that the test is dependable.

Table 4.9.Comparison of Motivation Scales Before and After the Research in the Experimental Group

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Experimental/before	*2.8515*	*16*	*.5612*	*.125*
	Experimental/after	*3.2031*	*16*	*.6541*	*.151*

The previous statistics shows that the experimental group's average desire for language acquisition was 2.8251 prior to the study, but climbed to 3.2187 following it. It is clear that utilizing Web 2.0 tools increases students' language learning motivation.

Table 4.10.Comparison of Motivation Scales Before and After the Research in the Control Group

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Control/before	*3.0443*	*16*	*.90682*	*.22671*
	Control/after	*3.2605*	*16*	*.86465*	*.21616*

As opposed to the experimental group, the control group's average motivation scale score was 3.0443 prior to the study and rose to 3.1400 following it. Even with the rise, it is still lower than in the experimental group.

4.7. Discussion

This study's main goal was to evaluate how using Web 2.0 technologies affected EFL learners' vocabulary acquisition. In other words, the primary aim of this study is to focus on students' vocabulary retention, specifically how they learn and memorize new words. Unlike studies that emphasize broader language skills such as communication, writing, or reading, this research narrows its scope to vocabulary acquisition and retention. Vocabulary memory plays a critical role in language learning, as it serves as the foundation for understanding and producing language in various contexts. However, this study does not extend its inquiry into how improved vocabulary might enhance students' ability to communicate more effectively, write more fluently, or comprehend texts better.

The theory put forward in this study posits that the use of Web 2.0 technologies, as opposed to traditional vocabulary exercises, can lead to enhanced vocabulary acquisition outcomes for language learners. Web 2.0 tools, such as interactive platforms and online games, offer a more dynamic and engaging way of learning compared to conventional methods, which often involve rote memorization and repetitive drills. This theory was tested by comparing the performance of an experimental group using Web 2.0 tools with a control group relying on traditional methods, and the results provided strong evidence in favor of the proposed approach.

Through a thorough analysis of post-test results, a statistically significant difference was observed between the mean scores of the experimental and control groups. The experimental group, which utilized Web 2.0 technologies, achieved a mean score of 29.37, noticeably higher than the control group's mean score of 26.25. This suggests that students who engaged with Web 2.0 tools were better able to retain and recall vocabulary. Notably, no significant difference was found between the two groups on their pre-test scores, indicating that both groups had similar levels of vocabulary knowledge prior to the intervention. This strengthens the validity of the study’s findings, as the improvement in the experimental group’s performance can more confidently be attributed to the use of Web 2.0 technologies rather than any pre-existing advantage.

These findings align with earlier research in the field. For instance, Beard, Wilson, and McCarter (2007) conducted a study that demonstrated how Web-Based Language Learning (WBLL) positively impacted students' ability to memorize vocabulary. Their research showed that online, interactive tools significantly boosted students' retention of new words. Similarly, Pede (2017) found that learners who used the educational game platform Kahoot! scored higher on vocabulary tests compared to those who used traditional methods. Kahoot!, as a Web 2.0 application, promotes active learning through competition and engagement, which could explain its positive impact on vocabulary retention.

Taken together, these studies and the current research underline the potential benefits of integrating Web 2.0 applications into vocabulary learning. These tools not only make the learning process more engaging for students but also provide opportunities for repeated exposure to new vocabulary, which enhances retention. Furthermore, the interactive nature of these technologies encourages students to be active participants in their own learning, which has been shown to improve learning outcomes. Overall, the evidence suggests that Web 2.0 technologies are a valuable resource for improving students' vocabulary acquisition.

Another important objective of this study is to assess whether the integration of Web 2.0 tools can effectively enhance students' motivation for language learning. It was hypothesized that incorporating these digital tools into the learning environment would result in positive feedback from learners, reflecting an improvement in their overall motivation. The findings gathered from the student survey support this hypothesis. Specifically, the data reveals a noticeable increase in the experimental group's motivation levels. Before the study commenced, the group's average motivation score for language acquisition was 2.8515. By the end of the study, this score had risen to 3.2031, indicating a significant boost in motivation.

One of the key observations made is that the use of Web 2.0 tools played a pivotal role in increasing students' enthusiasm for learning. Many students in the experimental group reported heightened satisfaction from engaging with new content, as well as greater enjoyment when listening to native English speakers. Furthermore, they

expressed a deeper interest in learning about the cultures, societies, and lifestyles of English-speaking communities, which was less evident prior to the study. This suggests that Web 2.0 tools not only improved language skills but also enhanced cultural appreciation and engagement.

Additionally, the survey revealed a decline in negative attitudes toward learning English. The experimental group showed a reduction in perceptions related to wasting time on learning English, as well as a decrease in the percentage of students who did not understand the purpose of studying the language. There was also a notable drop in the number of students who expressed indifference toward learning English, indicating that the digital tools helped to shift their perspectives.

In contrast, the control group, which did not utilize Web 2.0 tools, also experienced a slight increase in motivation. Their average motivation score rose from 3.0443 at the beginning of the study to 3.2605 at the conclusion. However, this increase, while present, was less pronounced than that observed in the experimental group. This difference suggests that while traditional methods may have a positive impact on motivation, the use of Web 2.0 tools offers an additional advantage in fostering greater levels of engagement and enthusiasm for language learning.

The last objective of this research (Research Question 3) was to find out if using Web 2.0 technologies helps with vocabulary retention or not. It was anticipated that web 2.0 tools will help learners retain vocabulary more effectively than traditional exercises. The study's findings indicate that there appears to be a difference between the experimental group's and the control group's mean scores. Additionally, there is a statistically significant difference. This means, in the retention test, the experimental group's mean score of 28,93 outperforms the control group's score of 23,68 by an important amount. Additionally, the experimental group's overall vocabulary gain is obviously greater than that of the control group. Similar research support the ideas in our investigation. The outcomes aligned with the research conducted by Bağatur (2019). In order to find out the impact of employing Web-based materials on vocabulary learning strategies and vocabulary size development, an experimental study was carried out at two state universities. She found that learners' vocabulary performance improved when

Web-based resources were used. Similarly, Tasa (2020) investigated how an online platform affected the vocabulary growth of adult EFL learners in a similar scenario. When acquiring and retaining new language is necessary, the research shows how beneficial it is to use internet resources (Tasa, 2020). Ciaramella (2017) came to the conclusion that learning and remembering vocabulary terms with Kahoot! was successful. Licorish, Owen, Daniel, and George (2018) found that Kahoot! had a favorable effect on students' learning, recall, and memory. As a result, it may be said that Kahoot! helps with vocabulary acquisition and retention. Similar to this, Kılıçkaya (2019) backed his vocabulary instruction with Nearpod, while Manik and May (2016) made their implementations easier by incorporating Kahoot into their research. They both discovered that the participants' vocabulary learning period was positively impacted by their Web 2.0 tools.

5. CONCLUSION

5.1. Summary of the Study

This study's primary goal was to find out how various Web 2.0 technologies affected EFL learners' vocabulary retention, motivation, and acquisition of new words. Two groups were formed for this investigation using a convenient sampling technique at Private Yavuz Selim Dag Secondary School. The control group and the experimental group were formed by randomly dividing these groups. There were sixteen individuals in the control group and sixteen in the experimental group. These pupils were from Private Yavuz Selim Dag Secondary School's eighth grade. They were in the 13–14 age range. From their coursebook, 40 words were chosen to be taught. The words that were chosen came from "In the Kitchen," Unit 3. Both groups received the same guidance on how to teach the target words. But while the control group practiced the target words using traditional methods, the experimental group used various Web 2.0 tools to help them. To assess the effectiveness of the treatments immediately following instruction, both groups took an instant post-test, which was same to the pre-test. The results showed that the learners' vocabulary learning benefited from both treatments. The scores of both groups were increased. The experimental group, however, outperformed the control group. When the retention test was handed out to both groups one month after the study, it was once more seen that the experimental group's retention rate was higher than the control group's.

A Likert-type scale was utilized to evaluate students' motivation for language learning motivation before the study, and it was used again to see whether using various Web 2.0 tools had an impact on motivation. Following the study, there was a decrease in demotivating variables and an increase in intrinsic and extrinsic motivation among the students in the experimental group in terms of knowledge, achievement, and aesthetics. The data revealed that students intended to learn more in English, felt more satisfied with their academic performance when they could understand English sentences, thought English was a cool and beautiful language, thought it was essential for personal growth, and thought that learning English could open up new opportunities for them. These increases in the experimental group's post-research results show a beneficial effect. In

other words, the usage of various Web 2.0 tools enhanced language learning motivation, as the results demonstrated.

5.2. Recommendations

Games and technology represent fundamental aspects of the contemporary generation. Many perceive the integration of these elements into English classes for teaching various skills as having a positive impact.

However, this study was confined to a small sample of 32 students. Future research should aim for larger samples to enhance the reliability of results. Furthermore, the duration of this study was limited to 6 weeks. Longer-term investigations could examine vocabulary development, language learning motivation, and vocabulary retention more comprehensively. Additionally, assessing retention over an extended period could offer deeper insights**.**

While Web 2.0 tools are commonly employed for enhancing vocabulary in language teaching, there is a need to expand their usage to cover other main and sub-skills, with a focus on investigating their effectiveness. Although this study incorporated five different Web 2.0 tools, further research could involve comparative studies among these tools. Moreover, this study exclusively targeted 8th-grade students. It is essential to extend the application of these tools to other educational levels and explore potential differences in their efficacy across different levels.

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APPENDICES

Appendix 1

Ethical Permission

ONDOKUZ MAYIS ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER ARAŞTIRMALARI ETİK KURUL KARARLARI

KARAR TARİHİ	TOPLANTI SAYISI	KARAR SAYISI
29.03.2023	3	2023-249

KARAR NO: 2023-249

Üniversitemiz Lisansüstü Eğitim Enstitüsü öğrencisi Tuğçe ŞENYURT'un Doç. Dr. Ceylan YANGIN ERSANLI danışmanlığında " Web2 Araçları Kullanarak 8. Sınıf Öğrencilerinin Kelime Öğrenimini ve Kalıcılığını Geliştirme Improving Vocabulary Learning and Retention of 8th Graders Using Web-2 Tools" isimli yüksek lisans tezine ilişkin ölçek ve test çalışmalarını içeren 111001 sayılı dilekçesi okunarak görüşüldü.

Üniversitemiz Lisansüstü Eğitim Enstitüsü öğrencisi Tuğçe ŞENYURT'un Doç. Dr. Ceylan YANGIN ERSANLI danışmanlığında " Web2 Araçları Kullanarak 8. Sınıf Öğrencilerinin Kelime Öğrenimini ve Kalıcılığını Geliştirme Improving Vocabulary Learning and Retention of 8th Graders Using Web-2 Tools" isimli yüksek lisans tezine ilişkin ölçek ve test çalışmalarının kabulüne oy birliği ile karar verildi.

Appendix 2

Permission of the Research in Private School

T.C.
ŞANLIURFA VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-26292541-44-89592884 13.11.2023
Konu : Araştırma, Uygulama ve Anket İzni
(Tuğçe ŞENYURT)

DAĞITIM YERLERİNE

İlgi : 17.07.2023 tarih ve 79871462 sayılı Valilik Makam Onayı.

On Dokuz Mayıs Üniversitesi Lisansüstü Eğitim Enstitüsü, Yabancı Diller Eğitimi Ana Bilim Dalı, İngiliz Dili Eğitimi yüksek lisans öğrencisi Tuğçe ŞENYURT tarafından tutanakta belirtilen konu ile ilgili araştırma izni hakkındaki 03.11.2023 tarih ve 2300121217 sayılı yazısı, ilgi sayılı Valilik Makam Onayı ile oluşturulan komisyon tarafından incelenmiştir. İlgilinin çalışmasının Milli Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 21/01/2020 tarih ve 2020/2 sayılı genelgede belirtilen hususlar çerçevesinde uygulanabileceği ekte gönderilen komisyon tutanağı ile onaylanmıştır. Denetimleri ilgili okul, ilçe milli eğitim müdürlükleri tarafından gerçekleştirilmek üzere derslerin aksatılmaması kaydıyla, araştırmanın ayrıca öğrenci, veli ve/veya öğretmenlerden alınacak izin ve gönüllük esasları çerçevesinde 2023-2024 eğitim öğretim yılı sonuna kadar tutanakta belirtilen Karaköprü ilçemizdeki Özel Yavuz Selim Dağ Koleji'ndeki öğrencilere yönelik araştırma, uygulama ve anket çalışması yapılması hususunda ;

Bilgilerinizi ve gereğini rica ederim.

Asım SULTANOĞLU
Vali a.
İl Milli Eğitim Müdürü

EK:
1-Komisyon Tutanağı (1 sayfa)
2-Anket (8 Sayfa)

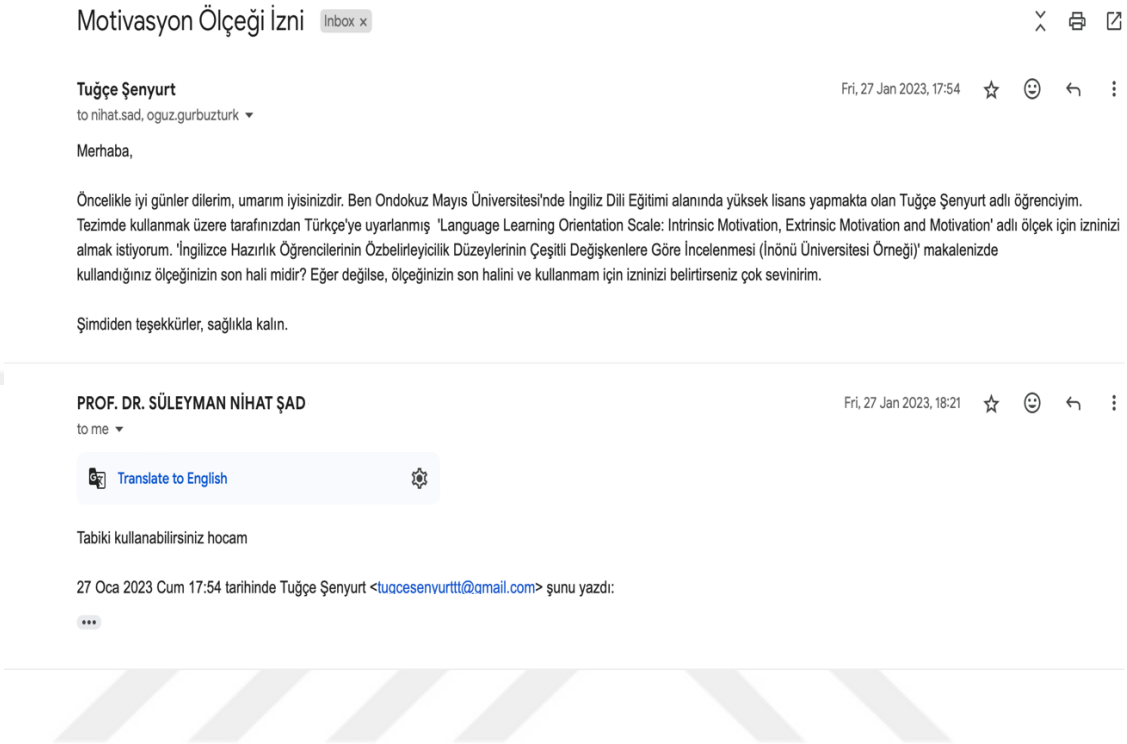
Gereği:
Karaköprü Kaymakamlığına (İlçe MEM)

Bilgi:
On Dokuz Mayıs Üniversitesi Rektörlüğü
(Lisansüstü Eğitim Enstitüsü Müdürlüğü)

Sayın: (Tuğçe ŞENYURT)

Appendix 3

Permission from the Scale Developer



Motivasyon Ölçeği İzni Inbox ×

Tuğçe Şenyurt Fri, 27 Jan 2023, 17:54

to nihat.sad, oguz.gurbuzturk

Merhaba,

Öncelikle iyi günler dilerim, umarım iyisinizdir. Ben Ondokuz Mayıs Üniversitesi'nde İngiliz Dili Eğitimi alanında yüksek lisans yapmakta olan Tuğçe Şenyurt adlı öğrenciyim. Tezimde kullanmak üzere tarafınızdan Türkçe'ye uyarlanmış 'Language Learning Orientation Scale: Intrinsic Motivation, Extrinsic Motivation and Motivation' adlı ölçek için izninizi almak istiyorum. 'İngilizce Hazırlık Öğrencilerinin Özbelirleyicilik Düzeylerinin Çeşitli Değişkenlere Göre İncelenmesi (İnönü Üniversitesi Örneği)' makalenizde kullandığınız ölçeğinizin son hali midir? Eğer değilse, ölçeğinizin son halini ve kullanmam için izninizi belirtirseniz çok sevinirim.

Şimdiden teşekkürler, sağlıkla kalın.

PROF. DR. SÜLEYMAN NİHAT ŞAD Fri, 27 Jan 2023, 18:21

to me

Translate to English

Tabiki kullanabilirsiniz hocam

27 Oca 2023 Cum 17:54 tarihinde Tuğçe Şenyurt <tugcesenyurttt@gmail.com> şunu yazdı:

Appendix 4

Pre-Test

Unit 3 / In The Kitchen - Pre-Test

1)Cooking Methods and Processes

- Match the words with the correct pictures.

● Grill	● Fry	● Sprinkle	● Mash
● Peel	● Bake	● Slice	● Boil
● Chop	● Pour	● Dice	

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2)Kitchen Tools

- **Match the words with the correct pictures.**

● Pan	● Knife	● Refrigerator/fridge
● Bowl	● Cup	● Teaspoon
● Oven	● Tablespoon	● Saucepan

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3) Ingredients

- **Match the words with the correct pictures.**

●Oil	● Egg	●Dough	●Meat
●Pasta	● Onion	● Flour	●Rice
●Cucumber	● Baking powder	●Salt	●Sugar
●Pepper			

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4) Taste of Foods

- **Match the words with the correct pictures.**

● **Milky** ● **Greasy** ● **Sweet** ● **Spicy**

● **Salty** ● **Sour** ● **Bitter**

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Appendix 5

Post-Test

Unit 3 / In The Kitchen - Post-test

1)Cooking Methods and Processes:

- **Match the words with the correct pictures.**

● Grill	● Fry	● Sprinkle	● Mash
● Peel	● Bake	● Slice	● Boil
● Chop	● Pour	● Dice	

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2)Kitchen Tools

- **Match the words with the correct pictures.**

● Pan	● Knife	● Refrigerator/fridge
● Bowl	● Cup	● Teaspoon
● Oven	● Tablespoon	● Saucepan

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3) Ingredients

- **Match the words with the correct pictures.**

●Oil	● Egg	●Dough	●Meat
●Pasta	● Onion	● Flour	●Rice
●Cucumber	● Baking powder	●Salt	●Sugar
●Pepper			

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4) Taste of Foods

- **Match the words with the correct pictures.**

● **Milky** ● **Greasy** ● **Sweet** ● **Spicy**

● **Salty** ● **Sour** ● **Bitter**

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Appendix 6

Retention Test

Unit 3 / In The Kitchen - Retention Test

1)Cooking Methods and Processes

- **Match the words with the correct pictures.**

● Grill	● Fry	● Sprinkle	● Mash
● Peel	● Bake	● Slice	● Boil
● Chop	● Pour	● Dice	

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2)Kitchen Tools

- **Match the words with the correct pictures.**

● Pan	● Knife	● Refrigerator/fridge
● Bowl	● Cup	● Teaspoon
● Oven	● Tablespoon	● Saucepan

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3) Ingredients

- **Match the words with the correct pictures.**

●Oil	● Egg	●Dough	●Meat
●Pasta	● Onion	● Flour	●Rice
●Cucumber	● Baking powder	●Salt	●Sugar
●Pepper			

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4) Taste of Foods

- **Match the words with the correct pictures.**

● **Milky** ● **Greasy** ● **Sweet** ● **Spicy**

● **Salty** ● **Sour** ● **Bitter**

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Appendix 7

Motivation Scale Before-After the Intervention

NEDEN İNGİLİZCE ÖĞRENİYORSUNUZ?

AD-SOYAD

SINIF

NUMARA

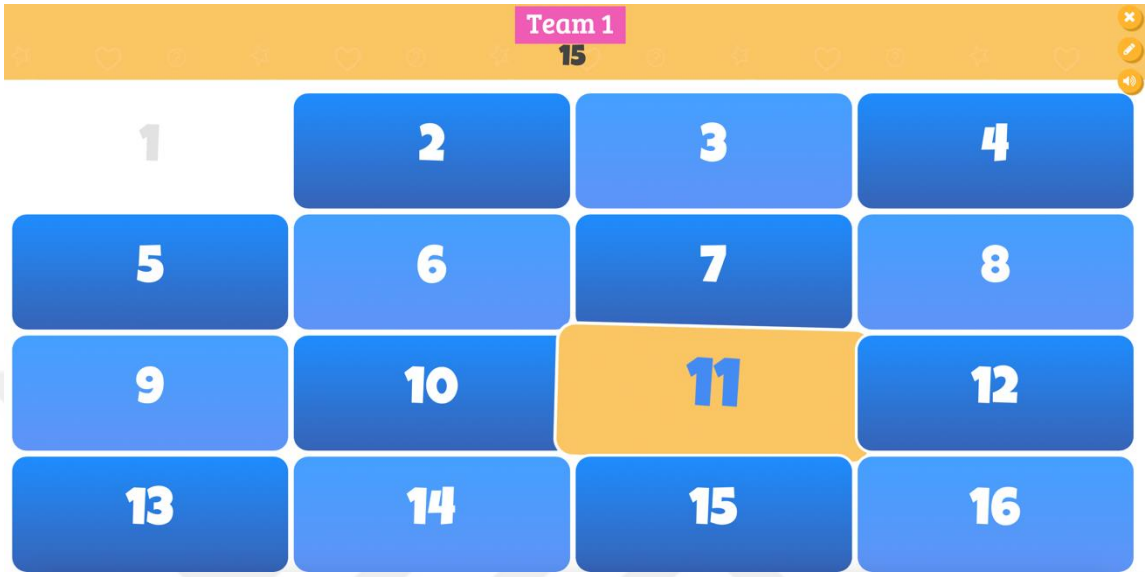
Lütfen, anket maddelerinin sizin için ne kadar doğru olup olmadığını ilgili seçeneği işaretleyerek belirtiniz.	KESİNLİKLE KATILMIYORUM	KATILMIYORUM	KARARSIZIM	KATILIYORUM	TAMAMEN KATILIYORUM
1. İngilizce konuşan toplumlar ve yaşam tarzları ile ilgili yeni şeyler öğrenmekten zevk aldığım için,					
2. İngilizce konuşan ülkelerle ilgili yeni şeyler öğrenmenin verdiği zevkten ötürü,					
3. İngilizce ile ilgili daha fazla şeyi anlamak için,					
4. Yeni şeyler öğrenmenin verdiği tatmin duygusundan dolayı,					
5. İngilizce öğrenmenin zorluğu hoşuma gittiği için,					
6. İngilizce'de zor bir yapıyı anlamayı başardığımda hissettiğim zevkten ötürü,					
7. İngilizce öğrenirken katettiğim ilerlemenin bende yarattığı başarı duygusundan dolayı,					
8. Zor alıştırmaların üstesinden gelirken hissettiğim akademik tatmin duygusundan dolayı,					
9. İngilizce'nin güzel bir dil olduğunu düşündüğüm için,					
10. Anadili İngilizce olan birinin konuşmasını dinlemek bana zevk verir,					
11. Birileri yabancı dilde konuştuğunda dinlemek bana "havalı" gelir,					
12. İngilizce konuşabilen insanlardan biri olmayı tercih ettiğim için,					
13. Birden fazla dil bilen insanlardan biri olmayı tercih ettiğimden,					

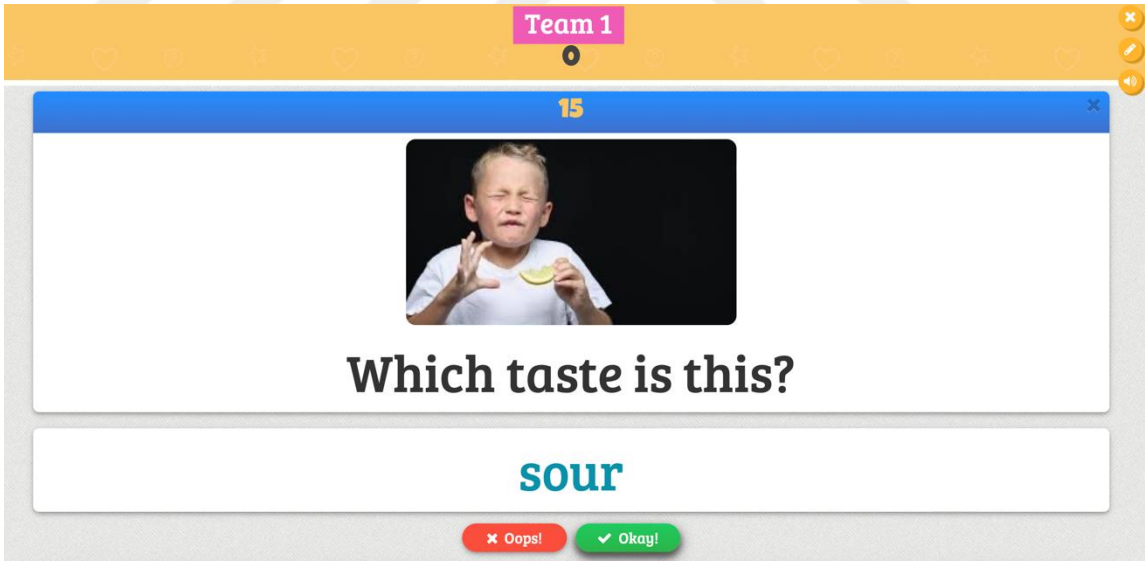
	KESİNLİKLE KATILMIYORUM	KATILMIYORUM	KARARSIZIM	KATILIYORUM	TAMAMEN KATILIYORUM
14. Çünkü kişisel gelişimim için önemli olduğunu düşünüyorum,					
15. Çünkü İngilizce bilen arkadaşlarımla konuşamamak benim için utanç kaynağı olurdu,					
16. İngilizce öğrenerek iyi bir vatandaş olduğumu göstermek için,					
17. Şuanda İngilizce öğrenmiyor olsaydım kendimi suçlu hissederdim.					
18. İngilizce öğrenmek bana yeni fırsatların kapısını açabilir.					
19. Mezun olunca daha yüksek maaşlı bir işte/pozisyonda çalışmak için,					
20. Uluslararası geçerliliği olan bir dili öğrenmenin getireceği faydalardan dolayı,					
21. Mezun olunca daha prestijli bir kariyer yapmak için,					
22. Açıkçası niye bilmiyorum. İçimden bir ses İngilizce öğrenmeyle vakit kaybettiğimi söylüyor.					
23. Aslını isterseniz neden İngilizce öğrendiğimi hiç bilmiyorum.					
24. İngilizce öğrenme nedenimle ilgili hiç bir şey söyleyemem, aslını isterseniz hiç önemsemiyorum					

KATILIMINIZ İÇİN TEŞEKKÜRLER.

Appendix 9

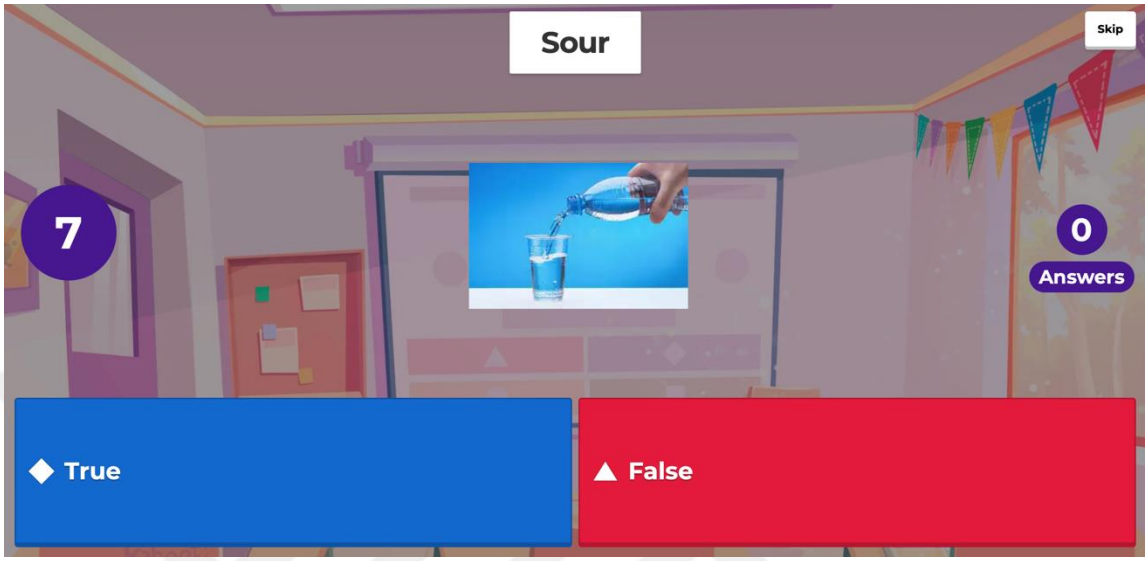
Sample Exercises from Baamboozle





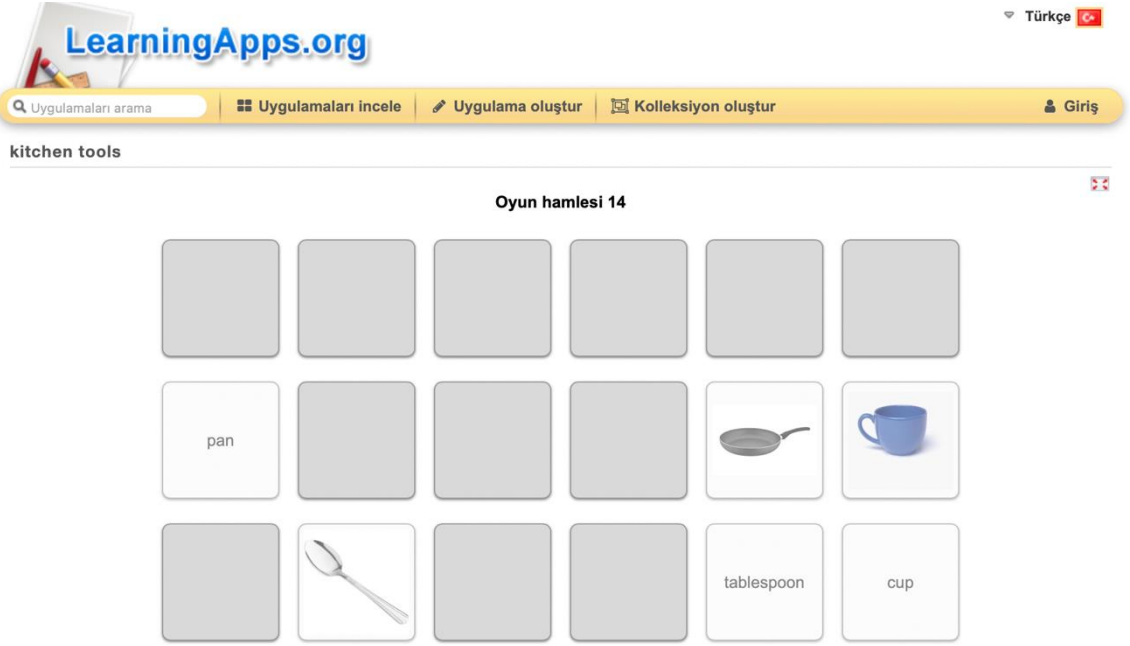
Appendix 10

Sample Exercises from Kahoot!

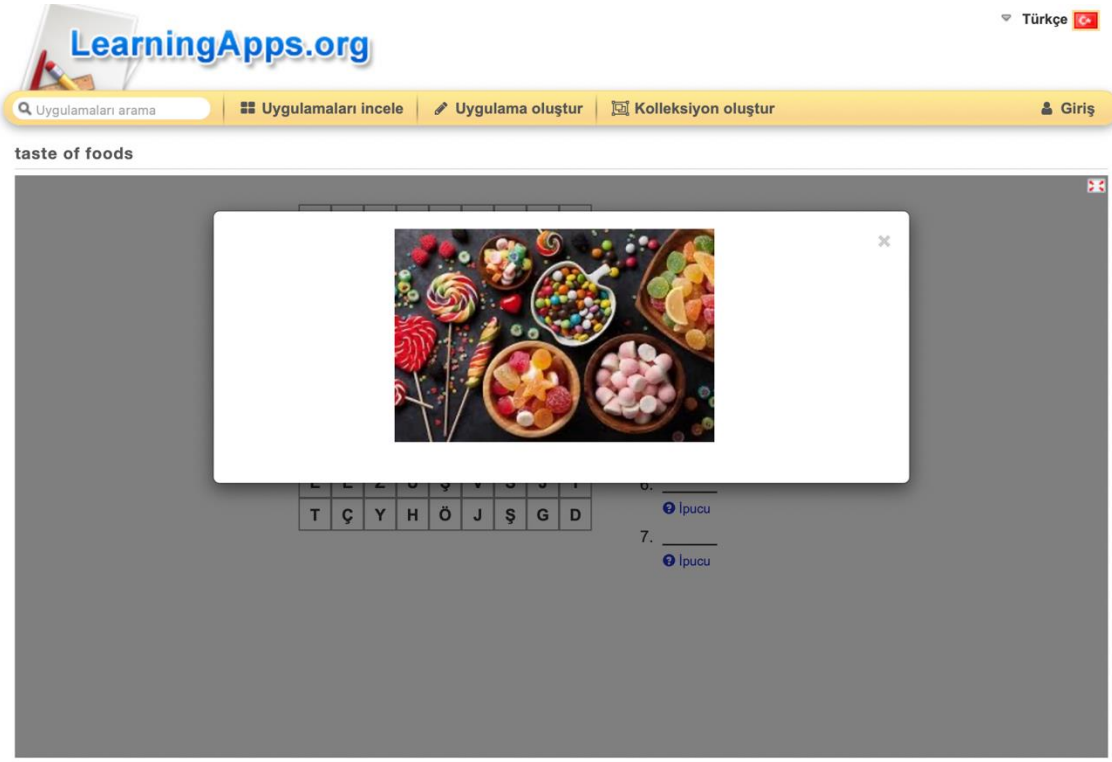


Appendix 11

Sample Exercises from LearningApps




LearningApps.org
Türkçe
Uygulamaları arama
Uygulamaları incele
Uygulama oluştur
Kolleksiyon oluştur
Giriş
taste of foods
V I J Y G T J C B
R S O U R O Z D M
B I T T E R D H Ö
M Ş M H A N P R J
Z Ğ I M S P I C Y
S A L T Y Ş V I G
W T K Ş Ü N T D O
E I Y K U A U Ş G
E E Z U Ş V S J Y
T Ç Y H Ö J Ş G D
1. _____
İpucu
2. SALTY
İpucu
3. SOUR
İpucu
4. _____
İpucu
5. _____
İpucu
6. _____
İpucu
7. _____
İpucu


LearningApps.org
Türkçe
Uygulamaları arama
Uygulamaları incele
Uygulama oluştur
Kolleksiyon oluştur
Giriş
taste of foods
T Ç Y H Ö J Ş G D
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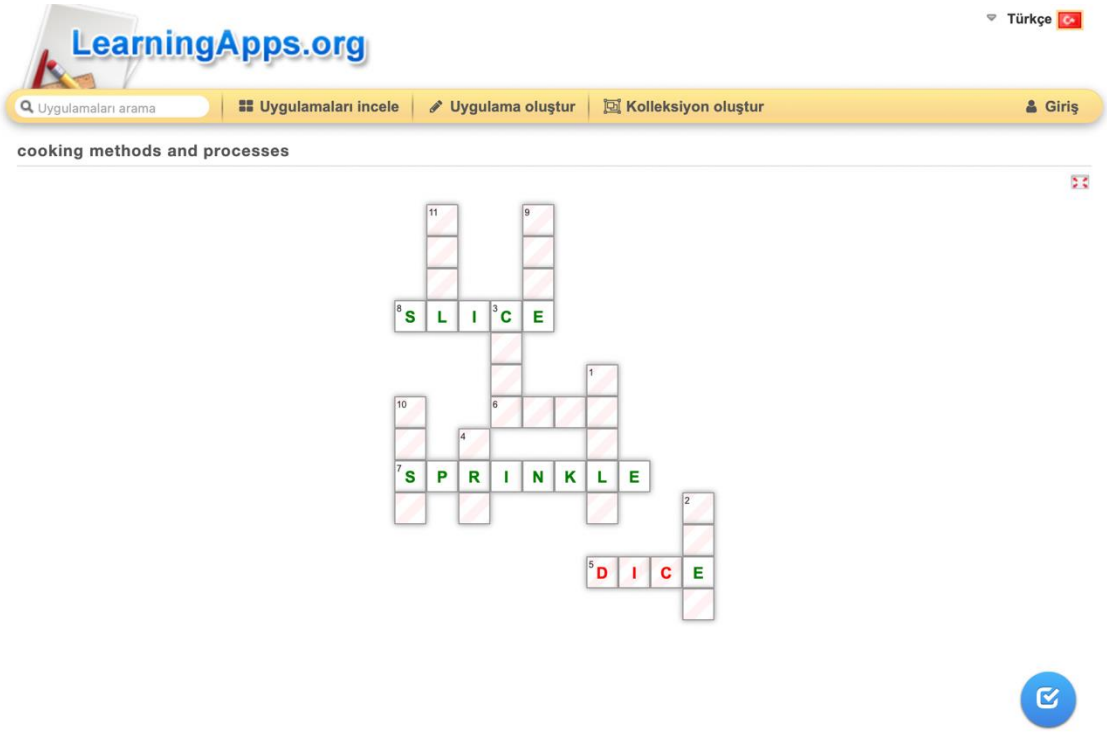
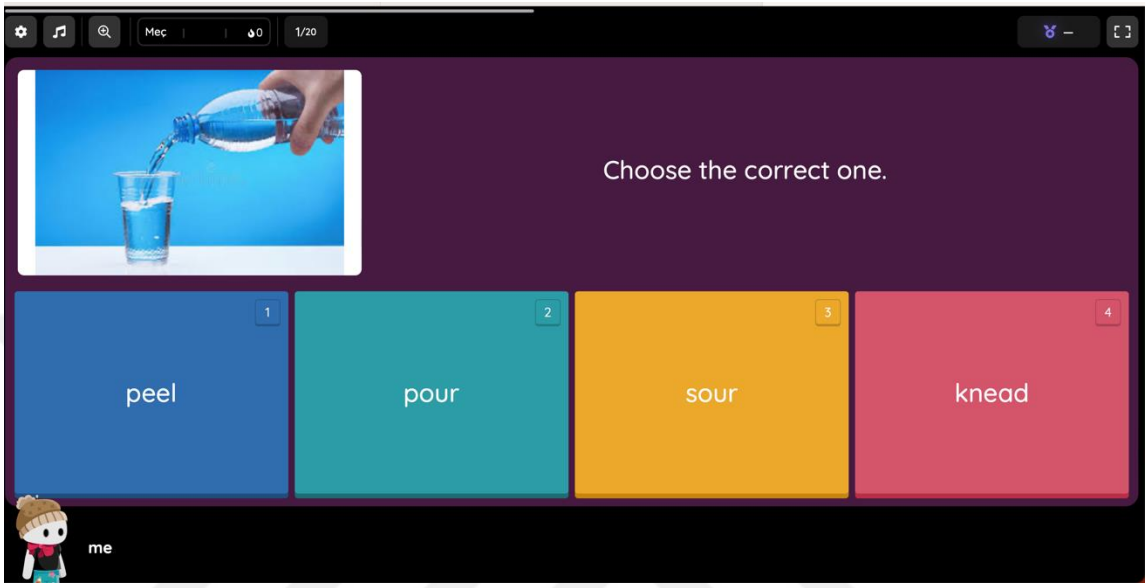

LearningApps.org
Türkçe
Uygulamaları arama
Uygulamaları incele
Uygulama oluştur
Kolleksiyon oluştur
Giriş
cooking methods and processes
S L I C E
S P R I N K L E
D I C E


LearningApps.org
Türkçe
Uygulamaları arama
Uygulamaları incele
Uygulama oluştur
Kolleksiyon oluştur
Giriş
cooking methods and processes
Soru 8 (yatay):
Çözüm kelimesi veya cümlesi:
S L I C E

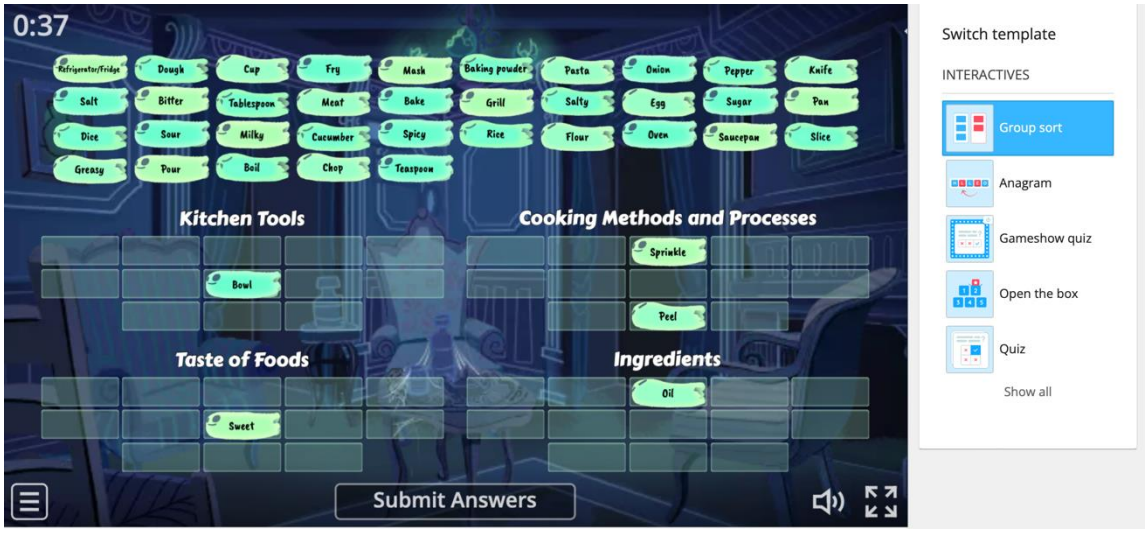
Appendix 12

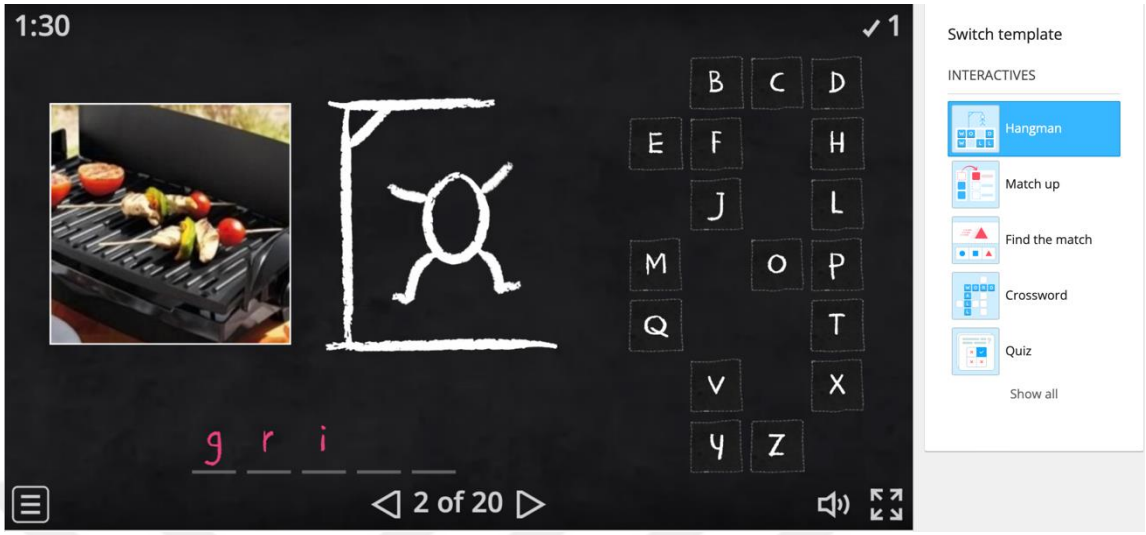
Sample Exercise from Quizizz



Appendix 13

Sample Exercises from Wordwall




1:30
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B C D
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INTERACTIVES
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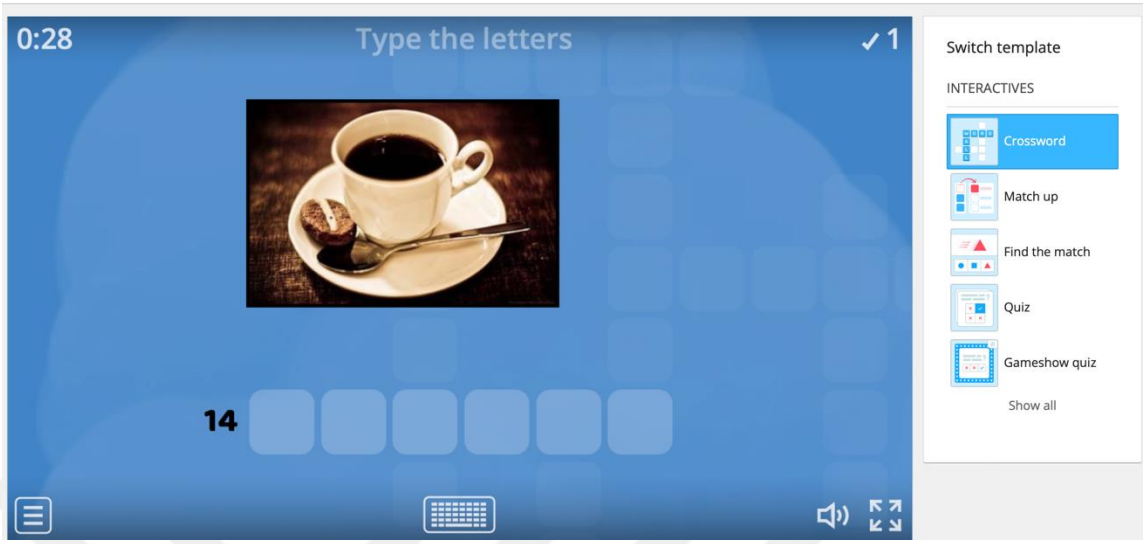
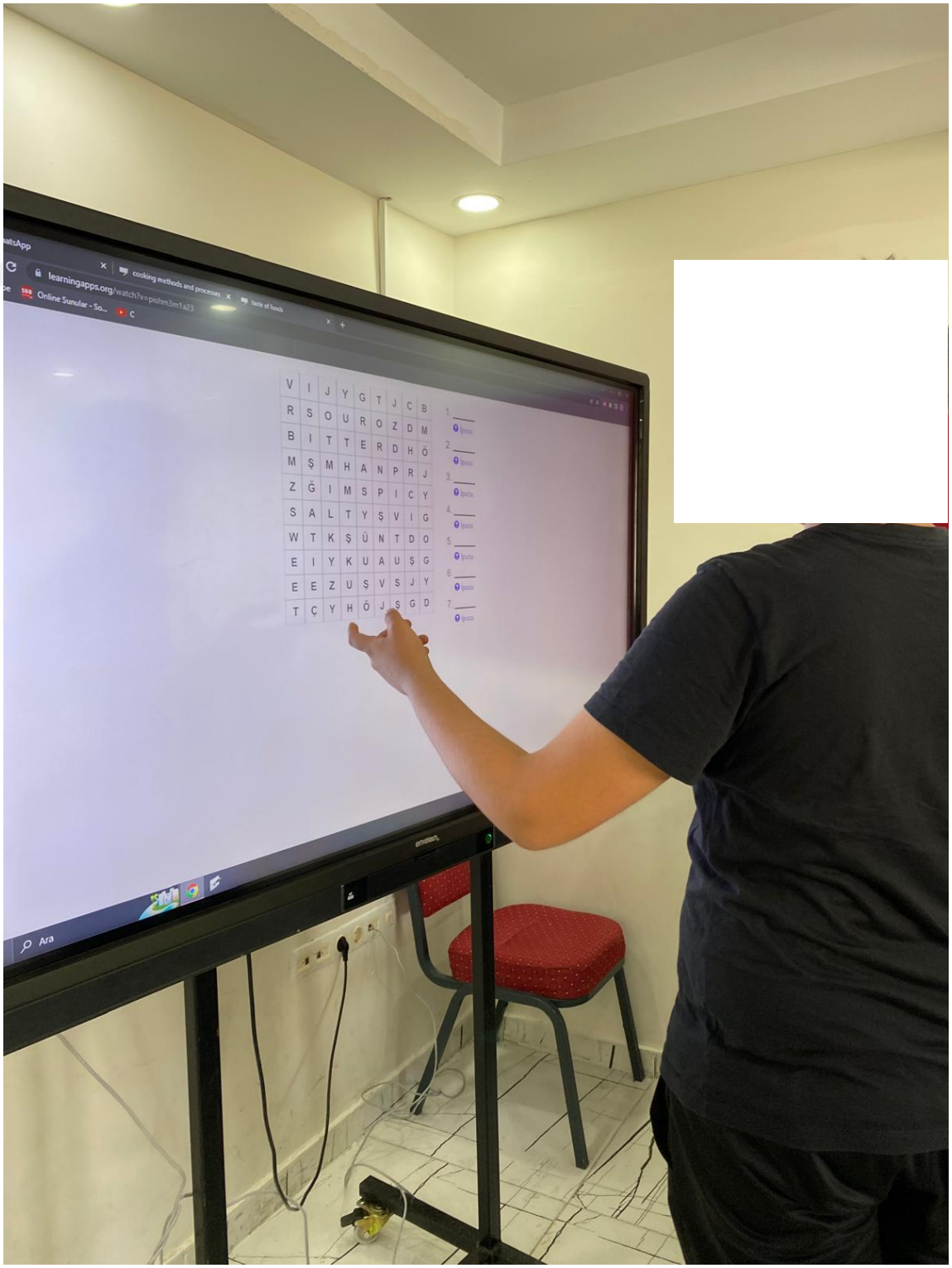
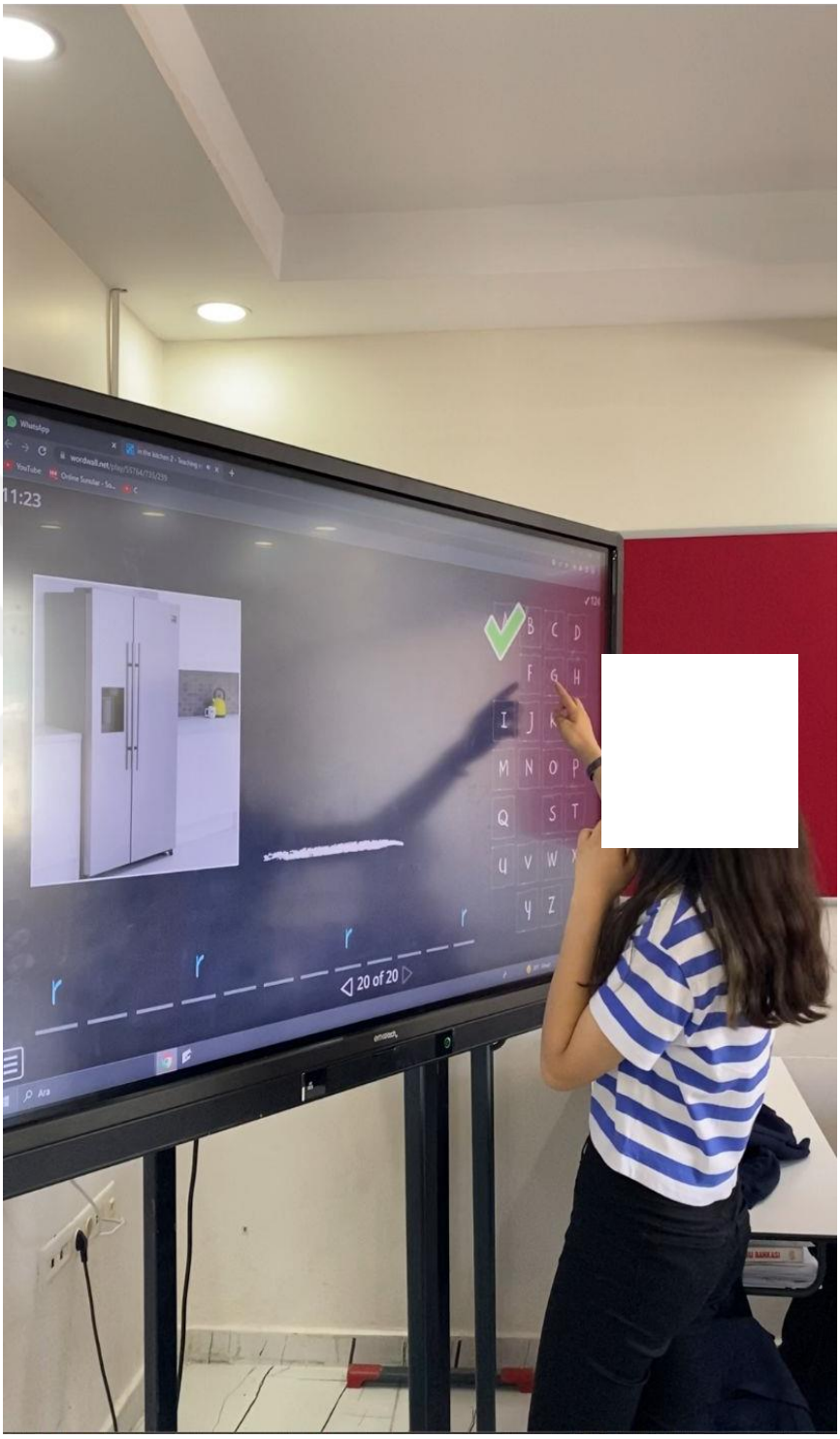
Quiz
Gameshow quiz
Show all

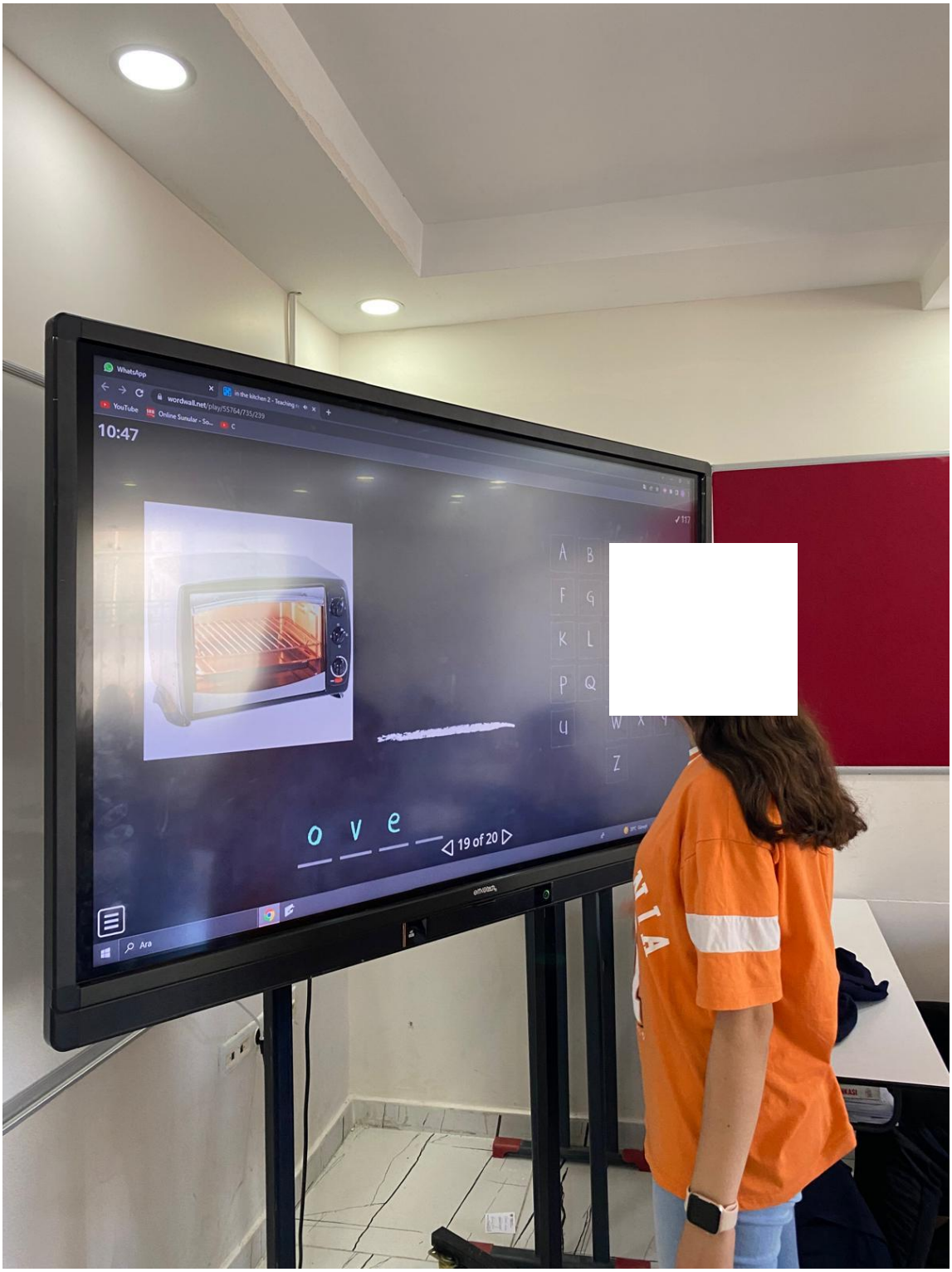

0:28
Type the letters
✓ 1
14
Switch template
INTERACTIVES
Crossword
Match up
Find the match
Quiz
Gameshow quiz
Show all

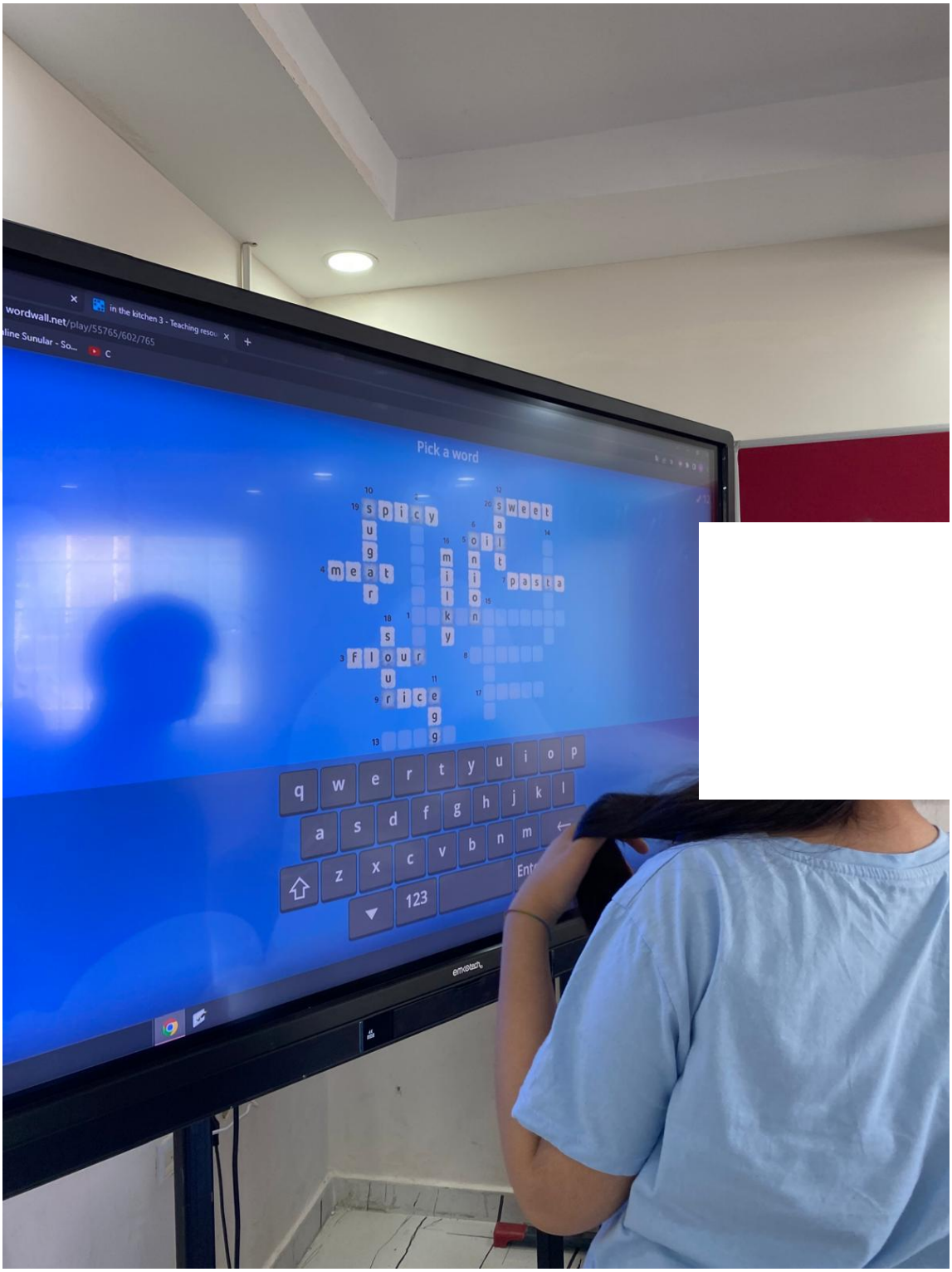
Appendix 14

The pictures of learners using Web 2.0 tools




11:23
20 of 20


WhatsApp
wordwall.net/play/55764/735/239
YouTube
10:47
o v e
19 of 20


wordwall.net/play/55765/602/765
Pick a word
spicy
sweet
meat
pasta
flour
rice
soil


pepper
flour
cucumber
salt
pasta
onion
baking powder
meat

Appendix 15

The Analysis of the Target Word Mastery of the Learners (Experimental Group)

	Target Words														
	Bake			Fry			Grill			Boil			Dice		
Test	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention
St.															
1	+	+	+	+	+	+	-	+	+	+	+	+	-	+	-
2	+	+	+	+	+	+	-	-	-	+	+	+	-	-	-
3	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+
4	-	+	+	+	+	+	-	+	+	+	+	+	+	+	+
5	+	+	+	-	+	+	-	-	+	+	+	+	+	+	+
6	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+
7	+	+	+	-	+	+	+	+	+	-	-	-	+	+	+
8	-	+	+	+	+	+	-	+	+	-	+	+	-	-	-
9	-	+	+	+	+	+	+	+	+	-	-	-	+	+	+
10	-	+	+	+	+	+	-	-	-	+	+	+	-	+	-
11	+	+	+	+	+	+	-	-	-	-	-	-	+	+	+
12	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+
13	-	+	+	-	-	-	+	+	+	-	+	+	-	+	+
14	-	+	-	+	+	+	-	-	-	+	+	+	-	+	+
15	-	-	-	+	+	+	-	+	+	+	+	+	-	-	-
16	-	+	-	+	+	+	+	+	+	-	+	-	+	+	+
	7	14	12	13	15	15	7	11	12	10	13	12	9	13	11

The Analysis of the Target Word Mastery of the Learners (Experimental Group)

	Target Words														
	Slice			Chop			Peel			Pour			Sprinkle		
Test / St.	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention
1	+	+	+	-	-	-	-	-	+	-	-	-	-	-	-
2	+	+	+	-	-	-	+	+	+	-	-	-	+	+	+
3	-	-	+	+	+	+	+	+	+	+	+	+	-	-	-
4	-	-	-	+	+	+	-	-	-	-	+	-	+	+	+
5	+	+	+	-	-	-	-	+	+	+	+	+	-	-	-
6	-	+	+	+	+	+	-	-	-	+	+	+	-	+	+
7	+	+	+	-	-	-	+	+	+	-	+	+	-	+	+
8	-	+	+	+	+	+	-	+	+	-	-	-	-	+	+
9	+	+	+	-	+	+	+	+	+	-	+	+	+	+	+
10	-	-	-	-	+	+	-	+	+	-	-	-	-	+	+
11	-	-	-	+	+	+	-	-	-	+	+	+	+	+	+
12	-	-	-	-	-	-	-	-	-	+	+	+	-	-	-
13	-	+	+	-	-	-	-	+	+	-	+	+	-	-	-
14	-	+	+	-	+	+	-	-	+	-	-	-	-	+	+
15	-	+	+	+	+	+	-	+	+	-	+	+	-	+	+
16	+	+	+	-	-	-	+	+	+	-	+	-	+	+	+
	6	11	12	6	9	9	5	10	12	5	11	9	5	11	11

The Analysis of the Target Word Mastery of the Learners (Experimental Group)

Test	Target Words														
	Mash			Cup			Saucepan			Tablespoon			Teaspoon		
St.	Pre-Test	Post-Test	Retentior	Pre-Test	Post-Test	Retentior	Pre-Test	Post-Test	Retentior	Pre-Test	Post-Test	Retentior	Pre-Test	Post-Test	Retentior
1	+	+	+	+	+	+	-	+	+	+	+	+	-	+	+
2	+	+	+	+	+	+	-	+	+	+	+	+	-	+	+
3	+	+	+	+	+	+	+	+	+	-	-	+	-	+	+
4	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+
5	+	+	+	-	-	-	-	+	+	+	+	+	-	-	-
6	-	-	-	+	+	+	-	+	+	+	+	+	-	+	+
7	+	+	+	-	-	+	+	+	+	-	+	+	-	-	-
8	-	+	+	-	-	-	+	+	+	-	+	+	-	-	+
9	-	-	-	+	+	+	-	-	-	+	+	+	+	+	+
10	-	-	-	-	+	+	+	+	+	+	+	+	-	+	-
11	-	+	-	+	+	+	+	+	+	-	+	+	+	+	+
12	-	-	-	-	+	-	+	+	+	-	-	-	-	-	-
13	-	-	-	-	-	-	-	+	+	-	-	-	+	+	+
14	-	-	-	+	+	+	-	-	-	-	+	+	-	-	-
15	-	-	-	-	+	+	+	+	+	-	-	-	-	-	-
16	+	+	+	+	+	+	+	+	+	-	-	-	+	+	+
	6	8	7	8	11	11	9	14	14	7	11	12	5	9	10

The Analysis of the Target Word Mastery of the Learners (Experimental Group)

	Target Words														
	Bowl			Pan			Knife			Oven			Fridge		
Test / St.	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention
1	-	-	-	+	+	+	+	+	+	-	-	-	-	-	-
2	+	+	+	-	-	-	+	+	+	-	-	-	+	+	+
3	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-
4	-	-	-	-	+	+	+	+	+	-	-	-	+	+	+
5	+	+	+	-	-	-	+	+	+	+	+	+	-	-	-
6	-	+	+	+	+	+	+	+	+	-	+	+	-	+	+
7	-	+	+	-	-	-	+	+	+	-	+	+	+	+	+
8	-	-	-	+	+	+	-	+	+	-	+	+	-	-	-
9	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
10	-	+	+	-	-	-	+	+	+	-	+	+	-	+	+
11	+	+	+	+	+	+	+	+	+	-	+	-	+	+	+
12	-	-	-	+	+	+	+	+	+	-	-	-	-	-	-
13	-	+	+	-	-	+	+	+	+	-	-	-	-	+	+
14	-	+	+	-	-	-	-	+	+	-	+	+	-	+	+
15	-	+	+	-	+	+	+	+	+	+	+	+	+	+	+
16	+	+	+	+	+	+	+	+	+	-	+	-	-	+	+
	6	12	12	8	12	11	14	16	16	4	11	9	6	11	11

The Analysis of the Target Word Mastery of the Learners (Experimental Group)

	Target Words														
	Baking powder			Flour			Cucumber			Meat			Oil		
Test / St.	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention
1	-	-	-	+	+	+	-	-	-	+	+	+	-	-	-
2	+	+	+	-	-	-	-	+	+	+	+	+	+	+	+
3	-	-	-	+	+	+	+	+	+	-	-	-	+	+	+
4	-	+	+	-	+	+	+	+	+	-	+	-	+	+	+
5	+	+	+	-	-	-	-	+	+	-	-	-	+	+	+
6	-	+	+	+	+	+	-	+	+	-	-	-	-	+	+
7	-	-	-	+	+	+	-	+	+	+	+	+	+	+	+
8	-	-	-	-	-	-	+	+	+	-	+	+	+	+	+
9	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+
10	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+
11	-	+	+	+	+	+	-	+	+	+	+	+	+	+	+
12	-	-	-	-	-	-	-	-	-	+	+	+	+	+	+
13	-	-	-	-	+	+	-	-	-	+	+	+	+	+	+
14	-	+	+	-	-	-	-	+	+	+	+	+	+	+	+
15	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+
16	-	-	-	-	+	+	-	-	-	+	+	+	+	+	+
	2	7	7	5	9	9	4	12	12	11	13	12	14	15	45

The Analysis of the Target Word Mastery of the Learners (Experimental Group)

	Target Words														
	Onion			Pasta			Pepper			Rice			Sugar		
Test	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention
St.															
1	-	-	-	-	-	-	+	+	+	-	+	-	+	+	+
2	+	+	+	-	-	-	+	+	+	-	-	-	+	+	+
3	+	+	+	+	+	+	-	-	-	+	+	+	+	+	+
4	-	+	-	-	-	-	+	+	+	+	+	+	+	+	+
5	-	-	-	+	+	+	-	-	-	-	-	-	+	+	+
6	-	+	+	+	+	+	-	-	-	-	+	+	+	+	+
7	-	-	-	+	+	+	-	+	+	+	+	+	+	+	+
8	-	-	-	+	+	+	-	+	+	-	+	+	+	+	+
9	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
10	-	-	-	-	+	+	-	-	-	+	+	+	+	+	+
11	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+
12	-	+	+	+	+	+	-	+	+	+	+	+	+	+	+
13	-	-	-	-	+	+	-	-	-	-	+	+	+	+	+
14	-	-	-	-	-	-	-	+	+	-	-	+	-	-	-
15	+	+	+	+	+	+	-	-	-	+	+	+	+	+	+
16	+	+	+	+	+	+	-	-	-	+	+	+	+	+	+
	5	9	8	10	12	12	5	9	9	9	13	13	15	15	15

The Analysis of the Target Word Mastery of the Learners (Experimental Group)

Test	Target Words														
	Egg			Salt			Dough			Bitter			Sweet		
	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention
St.															
1	+	+	+	+	+	+	-	-	-	+	+	+	+	+	+
2	+	+	+	+	+	+	-	-	-	-	-	-	+	+	+
3	+	+	+	+	+	+	+	+	+	-	-	+	+	+	+
4	+	+	+	+	+	+	-	-	-	+	+	+	+	+	+
5	+	+	+	-	+	+	-	-	-	-	-	-	+	+	+
6	-	+	-	+	+	+	-	+	-	-	-	-	+	+	+
7	+	+	+	+	+	+	-	-	-	+	+	+	+	+	+
8	+	+	+	+	+	+	-	-	-	+	+	+	+	+	+
9	+	+	+	+	+	+	+	+	+	-	-	-	+	+	+
10	+	+	+	+	+	+	-	-	-	-	+	-	+	+	+
11	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+
12	-	-	-	+	+	+	-	-	+	+	+	+	-	-	-
13	+	+	+	+	+	+	-	-	-	-	+	+	+	+	+
14	+	+	+	+	+	+	-	-	-	+	+	+	+	+	+
15	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+
16	+	+	+	+	+	+	-	-	-	-	+	+	+	+	+
	14	15	14	15	16	16	4	5	5	6	11	11	15	15	15

The Analysis of the Target Word Mastery of the Learners (Experimental Group)

Test	Target Words														
	Sour			Salty			Spicy			Milky			Greasy		
St.	Pre-Test	Post-Test	Retentior	Pre-Test	Post-Test	Retentior	Pre-Test	Post-Test	Retentior	Pre-Test	Post-Test	Retentior	Pre-Test	Post-Test	Retentior
1	+	+	+	+	+	+	-	-	-	+	+	+	-	-	-
2	+	+	+	+	+	+	-	+	+	+	+	+	-	+	-
3	-	+	+	+	+	+	-	+	+	+	+	+	+	+	+
4	-	-	-	+	+	+	+	+	+	-	-	-	+	+	+
5	-	-	-	+	+	+	+	+	+	+	+	+	-	-	-
6	-	-	-	+	+	+	-	+	-	+	+	+	+	+	+
7	-	-	+	+	+	+	-	-	+	+	+	+	-	+	+
8	-	-	-	+	+	+	-	+	+	+	+	+	-	-	+
9	-	+	+	+	+	+	-	-	-	+	+	+	-	+	+
10	+	+	+	-	+	-	+	+	+	+	+	+	-	-	-
11	-	+	-	+	+	+	-	-	-	+	+	+	+	+	+
12	-	-	+	+	+	+	-	-	-	+	+	+	-	-	-
13	-	-	-	+	+	+	-	-	+	+	+	+	+	-	+
14	+	+	+	+	+	+	-	-	-	+	+	+	+	+	+
15	+	+	+	+	+	+	-	-	+	+	+	+	-	+	+
16	+	+	+	+	+	+	+	+	+	+	+	+	-	+	-
	6	9	10	15	16	15	4	8	10	15	15	15	6	10	10

The Analysis of the Target Word Mastery of the Learners (Control Group)

	Target Words														
	Bake			Fry			Grill			Boil			Dice		
Test / St.	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention
1	-	-	-	+	+	+	+	+	+	+	+	+	-	-	-
2	+	+	+	-	+	-	-	+	-	+	+	+	+	+	+
3	-	+	+	+	+	+	+	+	+	-	+	-	+	+	+
4	-	-	-	+	+	+	-	+	+	+	+	+	+	+	+
5	-	+	+	-	-	-	-	+	+	+	+	+	+	+	+
6	-	+	+	+	+	+	-	-	-	-	+	-	-	-	-
7	-	+	+	+	+	+	-	+	+	-	-	+	+	+	+
8	-	-	+	-	+	-	-	-	+	-	-	-	-	-	-
9	-	-	-	+	+	+	+	+	+	+	-	-	+	+	+
10	-	-	+	-	+	+	-	+	+	-	-	-	-	+	+
11	-	-	-	+	+	+	+	-	-	-	+	+	-	+	-
12	-	-	-	-	-	-	-	+	+	+	+	+	+	-	-
13	-	-	-	-	+	-	-	+	-	-	-	-	-	-	-
14	-	-	-	+	+	+	-	-	+	-	-	-	+	+	+
15	-	-	+	+	+	+	-	-	+	-	-	+	-	-	+
16	+	+	+	-	-	-	+	+	+	-	+	-	-	+	-
	2	6	9	9	10	10	5	11	12	6	9	8	8	10	9

The Analysis of the Target Word Mastery of the Learners (Control Group)

	Target Words														
	Slice			Chop			Peel			Pour			Sprinkle		
Test / St.	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention
1	-	+	+	-	-	-	+	+	+	+	+	+	-	+	-
2	-	-	-	+	+	+	+	+	+	-	+	-	+	+	+
3	+	+	+	-	-	-	-	-	-	+	+	+	+	+	+
4	-	-	-	+	+	+	-	-	-	+	+	+	-	-	-
5	-	-	-	+	+	+	-	-	-	-	-	+	-	-	-
6	-	+	-	-	+	-	-	-	-	-	-	-	-	-	-
7	-	+	-	-	-	-	+	+	+	+	+	+	-	+	-
8	-	+	+	-	-	-	-	-	-	-	-	-	+	-	-
9	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
10	-	+	+	-	+	-	-	+	+	+	+	+	-	+	-
11	-	-	-	+	+	+	-	-	-	+	+	+	-	-	-
12	-	+	-	-	+	+	-	+	+	+	+	+	-	+	-
13	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14	-	+	-	-	-	+	-	-	-	+	+	+	-	-	-
15	+	+	+	-	+	+	+	+	+	-	-	+	+	+	+
16	-	+	-	-	+	+	-	+	-	+	+	+	-	+	-
	3	11	6	5	9	9	5	8	7	10	11	12	5	9	4

The Analysis of the Target Word Mastery of the Learners (Control Group)

Test	Target Words														
	Mash			Cup			Saucepan			Tablespoon			Teaspoon		
St.	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention
1	-	-	-	-	-	-	+	+	+	-	-	-	-	-	-
2	+	+	+	+	+	+	-	-	-	+	+	+	-	+	-
3	-	+	-	+	+	+	-	-	-	+	+	+	-	+	-
4	-	+	+	+	+	+	+	+	+	-	-	-	-	-	-
5	-	+	-	+	+	+	-	-	-	-	-	-	+	+	+
6	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+
7	-	-	-	+	+	+	+	+	+	-	-	-	-	-	-
8	-	-	+	+	+	+	-	-	+	+	+	+	+	+	+
9	+	+	+	+	+	+	+	-	-	+	+	+	+	+	+
10	-	-	+	+	+	+	+	+	+	-	-	+	-	+	+
11	-	-	+	+	+	+	+	-	-	-	+	+	-	+	+
12	-	-	-	-	+	-	-	-	-	-	+	-	-	-	-
13	-	-	-	-	-	-	-	+	-	-	-	-	-	-	+
14	-	-	-	-	+	+	-	-	+	-	-	-	-	-	-
15	-	+	-	+	+	+	+	+	+	-	+	-	-	+	-
16	+	+	+	-	+	-	-	-	+	-	+	+	-	+	+
	3	7	7	10	13	11	8	7	9	5	9	8	4	10	8

The Analysis of the Target Word Mastery of the Learners (Control Group)

Test / St.	Target Words														
	Bowl			Pan			Knife			Oven			Fridge		
	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention
1	-	+	-	+	+	+	+	+	+	+	+	+	+	+	+
2	+	+	+	-	-	+	+	+	+	-	-	-	-	-	-
3	-	-	-	+	+	+	+	+	+	+	+	-	+	+	+
4	+	+	+	-	-	-	+	+	+	-	-	-	+	+	+
5	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+
6	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+
7	-	-	-	-	-	-	+	+	+	+	+	+	-	-	+
8	-	-	-	+	+	+	+	+	+	+	+	+	-	-	-
9	-	+	-	-	+	+	+	+	+	-	+	-	-	+	+
10	-	+	+	+	+	+	+	+	+	+	+	+	+	+	+
11	+	+	+	+	+	+	+	+	+	-	+	-	+	+	+
12	-	-	-	+	+	+	+	+	+	-	-	-	-	-	-
13	-	-	-	-	+	+	+	+	+	-	-	-	+	-	-
14	+	+	-	-	-	-	+	+	+	+	+	+	+	+	+
15	-	+	-	+	+	+	+	+	+	-	+	+	+	+	+
16	-	-	-	+	+	+	+	+	+	+	+	+	+	-	-
	4	9	5	10	12	13	16	16	16	9	12	9	11	10	11

The Analysis of the Target Word Mastery of the Learners (Control Group)

Test	Target Words														
	Baking powder			Flour			Cucumber			Meat			Oil		
St.	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention
1	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+
2	+	+	+	-	-	-	-	-	+	+	+	+	+	+	+
3	-	-	-	+	+	+	+	+	+	-	+	-	+	+	+
4	-	-	-	-	-	-	-	-	-	+	+	+	+	+	+
5	-	-	-	+	+	+	-	-	+	+	+	+	+	+	+
6	+	+	+	-	-	-	-	+	-	+	+	+	+	+	+
7	-	-	-	-	-	-	-	+	+	+	+	+	+	+	+
8	-	-	+	-	-	-	-	-	-	-	+	+	+	+	+
9	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
10	-	+	-	-	+	-	-	+	+	+	+	+	+	+	+
11	-	+	-	+	+	+	+	-	-	+	+	+	+	+	+
12	-	-	-	-	-	-	-	-	-	+	+	+	+	-	-
13	-	-	-	-	+	-	-	-	-	+	+	+	+	+	+
14	-	-	-	-	-	-	-	-	-	-	+	-	+	+	-
15	-	+	+	+	+	+	-	-	-	+	+	+	+	+	+
16	+	+	+	+	+	+	-	+	-	+	+	+	+	+	+
	4	7	6	7	9	7	4	7	7	13	16	14	16	15	14

The Analysis of the Target Word Mastery of the Learners (Control Group)

Test	Target Words														
	Onion			Pasta			Pepper			Rice			Sugar		
St.	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention
1	+	+	+	+	+	+	+	+	+	-	+	+	+	+	+
2	-	-	-	+	+	+	+	+	+	-	-	-	+	+	+
3	-	-	-	-	-	+	-	-	-	+	+	-	+	+	+
4	-	-	-	+	+	+	+	+	+	-	-	-	+	+	+
5	-	-	-	-	-	-	+	+	+	-	+	-	+	+	+
6	-	-	-	+	+	+	-	-	-	+	+	+	+	+	+
7	+	+	+	+	+	+	-	-	+	+	+	+	+	+	+
8	-	-	-	-	+	-	-	-	-	+	+	+	+	+	+
9	-	+	+	-	+	-	+	+	+	-	+	-	+	+	+
10	-	-	-	-	+	+	-	-	-	-	+	+	+	+	+
11	-	-	-	+	+	+	+	+	+	+	+	+	+	+	+
12	-	-	-	-	-	-	-	+	-	-	-	+	+	+	+
13	-	-	-	-	-	-	+	+	+	+	+	+	+	+	+
14	-	-	-	-	-	-	-	-	-	-	-	+	+	+	+
15	+	+	+	+	+	+	+	+	+	-	-	-	+	+	+
16	-	-	+	+	+	+	-	-	+	+	+	+	+	+	+
	3	4	5	8	11	10	8	9	10	7	11	10	16	16	16

The Analysis of the Target Word Mastery of the Learners (Control Group)

Test / St.	Target Words														
	Egg			Salt			Dough			Bitter			Sweet		
	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention
1	+	+	+	+	+	+	-	-	-	-	-	-	+	+	+
2	+	+	+	+	+	+	-	-	-	+	+	+	+	+	+
3	+	+	+	+	+	+	+	+	+	-	-	-	+	+	+
4	+	+	+	+	+	+	-	-	-	-	-	-	+	+	+
5	+	+	+	+	+	+	-	-	-	+	+	+	+	+	+
6	+	+	+	+	+	+	-	-	-	-	+	+	+	+	+
7	+	+	+	+	+	+	+	+	+	-	-	-	+	+	+
8	+	+	+	+	+	+	-	-	+	-	-	-	+	+	+
9	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+
10	+	+	+	+	+	+	-	-	-	-	-	-	+	+	+
11	+	+	+	+	+	+	-	-	-	+	+	+	+	+	+
12	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
13	+	-	-	+	+	+	-	-	-	-	+	+	+	+	+
14	+	+	+	+	+	+	-	-	-	+	-	-	+	+	+
15	+	+	+	+	+	+	-	+	+	+	+	+	+	+	+
16	+	+	+	+	+	+	+	+	+	-	+	-	+	+	+
	16	15	15	15	16	16	4	6	7	7	9	8	16	16	16

The Analysis of the Target Word Mastery of the Learners (Control Group)

Test	Target Words														
	Sour			Salty			Spicy			Milky			Greasy		
St.	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention	Pre-Test	Post-Test	Retention
1	+	+	+	+	+	+	-	+	-	+	+	+	-	+	-
2	+	+	+	-	-	-	+	+	+	+	+	+	+	+	+
3	-	-	-	+	+	+	-	+	-	+	+	+	+	+	+
4	+	+	+	+	+	+	-	+	+	+	+	+	-	-	-
5	-	-	-	+	+	+	-	+	-	+	+	+	-	-	-
6	-	-	-	+	+	+	-	-	-	+	+	+	-	-	-
7	-	+	+	+	+	+	-	-	-	+	+	+	-	+	+
8	-	-	+	+	+	+	-	-	-	+	+	-	-	-	-
9	-	-	-	+	+	+	-	-	-	-	+	+	-	-	-
10	+	+	+	+	+	+	-	-	-	+	+	+	-	-	-
11	+	+	+	+	+	+	-	+	+	+	+	+	-	+	-
12	-	-	-	+	+	+	-	-	+	+	+	+	-	-	-
13	+	+	+	+	+	+	+	+	+	+	+	+	-	+	-
14	-	-	-	+	+	+	-	-	-	+	+	+	-	-	-
15	-	-	-	+	+	+	-	-	-	+	+	+	-	+	-
16	+	+	+	+	+	+	+	+	+	+	+	+	-	-	-
	7	8	9	15	15	15	3	8	6	15	16	15	2	7	3

CURRICULUM VITAE

In 2016, Tuğçe ŞENYURT received his diploma from Ordu Perşembe Zehra Şelale Anatolian High School. She attended Eskisehir Osmangazi University to study English language teaching after graduating from high school. She enrolled at Ondokuz Mayıs University's master's program in English language teaching in 2021 after receiving her bachelor's degree in that same year. She has now spent three years as an English teacher at a secondary school in Şanlıurfa, Turkiye. (01.06.2024).

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Publications:

Şenyurt, T. & Yangın, C. (2024). Enhancing Language Learning Through The Use Of Web 2.0 Tools: A Suggested Lesson Plan. 5th International Mediterranean Scientific Research and Innovation Congress Antalya 2024.