Original article

Student Views on the Use of Web 2.0 Tools in Teaching Turkish as a Foreign Language: Example of Wordwall Application

Melek Kalin Sali [a, *], Tülay Dargut Güler [b] & Mesout Kalin Sali [c]

[a] Department of Turkish Language and Literature, Faculty of Education, University of Çanakkale Onsekiz Mart, Çanakkale, Türkiye
[b] Department of Computer Education and Instructional Technologies, Faculty of Education, University of Çanakkale Onsekiz Mart, Çanakkale, Türkiye
[c] Center of Turkish and Foreign Language Teaching Application and Research, University of Çanakkale Onsekiz Mart, Çanakkale, Türkiye

Abstract

The aim of this study is to examine the students' views on this process by using the Wordwall application, which is one of the Web 2.0 tools, in order to support the process of teaching Turkish as a foreign language. For this purpose, a case study, one of the qualitative research methods, was determined as a research method. The participants of the research are 12 volunteer students studying at Çanakkale Onsekiz Mart University Turkish and Foreign Language Teaching Application and Research Center (COMU TOMER) in the 2021-2022 academic year. Within the scope of the research, one of the in-class activities was carried out with the Wordwall application during the 11-week education period of the students, including both B2 and C1 levels. The researcher who carried out the application applied at least 3 of the wordwall activities, which were arranged to create a competitive environment for grammar topics and vocabulary teaching, in the classroom environment every week. At the end of the research, it was seen that the students found the Wordwall application very useful in line with the interview data collected from the students. It has been concluded that the application contributes to the learning of Turkish words, even makes it easier to understand the different meanings of words, supports permanent learning, and facilitates learning grammar with the opportunity to practice. Students stated that they could both reinforce what they learned individually and work more interactively and collaboratively by discussing with their friends. Although the application was found to be quite fun, interesting and exciting by the students, it was stated as a disadvantage that its use required the internet.

Keywords: Web 2.0 tools, Wordwall, Foreign language lerning, Teaching Turkish, Teaching Turkish as a Foreign Language.

* Corresponding author:

Kalin Sali M. works as a assistant professor in Çanakkale Onsekiz Mart University, Faculty of Education, Department of Turkish Language and Literature Education. The author completed his undergraduate education at Çanakkale Onsekiz Mart University Faculty of Education Department of Turkish Language and Literature Education in 2006, and her master's degree in 2009; She completed her doctorate in Çanakkale Onsekiz Mart University, Faculty of Arts and Sciences, Department of Turkish Language and Literature in 2016.
Email: melekkulcu@comu.edu.tr

INTRODUCTION

With the developments in technology, it has become a necessity today to support educational environments with technology in order to adapt to these developments. In addition to adapting, technological developments offer educators important opportunities to increase effectiveness, efficiency and continuity in education. One of the technologies that offer these opportunities is Web 2.0 technologies, which are widely used by almost everyone today. Unlike Web 1.0 technology, where users passively read only the presented content, Web 2.0 technology enables users to be more active, allowing them to produce content, edit existing content, and collaborate with other users in interaction (Grosseck, 2009; Stevenson & Liu, 2010). Therefore, it can be stated that the social usage period of the web started with Web 2.0 technology. Thus, although people cannot come together face to face, they can continue to work synchronously or asynchronously by using Web 2.0 technologies. In addition to this two-way communication opportunity provided by Web 2.0 technology, it can be said that the features such as users having more interaction opportunities, performing both reading and writing actions by producing content, not just for reading content, are important factors in education processes in general, especially in language teaching (Birinci, 2020). In addition, thanks to the activities carried out with Web 2.0 tools, teachers can follow the learning processes of the students more easily and prevent the wrong learning that may occur (Horzum, 2010).

In the literature, there are studies examining Web 2.0 tools both to support teaching Turkish to native speakers and to teach Turkish as a foreign language. It is seen that these studies examine the effect of the use of Web 2.0 tools both on academic achievement and the views of students. For example, Karadağ and Garip (2021) used the "LearningApps" web 2.0 tool to reinforce students in Turkish teaching. At the end of the study, when the opinions of the students were taken, the students stated that they liked the LearningApps very much, that it was fun, and that it was useful for reinforcement and individual evaluation. In another study examining the effects of Web 2.0 tools on motivation in teaching Turkish, Mete and Batıbay (2019) used the "Kahoot" application. At the end of the study, the researchers stated that the students were more motivated when they used the Kahoot application, and as a result, they stated that the Kahoot application was more interesting because it gamified the teaching process, and the students felt more comfortable in the assessment and evaluation processes. Similar studies are also carried out on teaching Turkish as a foreign language. It can be stated that with the use of Web 2.0 tools in teaching Turkish as a foreign language, information can be presented to students more effectively, information sharing can be done more easily, and students' progress can be followed more easily. However, thanks to Web 2.0 tools, students can be more motivated to participate in the learning process by combining the learning process with entertainment (Baş & Yıldırım, 2018). For example, Göker and İnce (2019) aimed to teach foreigners the subject of 'the accusative case' with a Web 2.0 tool, "Turkish in 3 Minutes". At the end of the study, it was stated that those who learned with the Web 2.0

tool achieved higher academic success than those who learned with the traditional method. In another study, Baş and Turhan (2017) focused on improving writing skills in teaching Turkish to foreigners and they benefited from the "Poll Everywhere" application, which is one of the Web 2.0 tools. At the end of the study, the researchers stated that the Poll Everywhere Web 2.0 tool provides a more interactive learning environment, the motivation of the learners to write increases and they are more willing, and it is more effective in improving the writing skills of the students because it has a richer content compared to the printed materials. Although there are a limited number of studies in which the processes of teaching Turkish as a foreign language are supported and examined by Web 2.0 tools, there are various studies in the literature examining Web 2.0 tools developed for different purposes such as "Padlet, Lyrics Training, Google Classroom, Mindmeister, Learning Apps, Voki, Quizlet, Wordwall, Voki, Pixton, Kahoot, Blog" (Arslanbaş & İnal, 2021; Baş & Yıldırım, 2018; Başkaya & Tursunovic, 2017; Batıbay & Mete, 2019; Karadağ, 2021; Genç & Türker, 2018).

Within the scope of this study, "Wordwall" application, one of the Web 2.0 tools, was used to support the process of teaching Turkish as a foreign language. Wordwall application is a web 2.0 tool that increases the interaction rate of students and connects them to the learning process, providing a student-centered, interactive and fun learning environment. In Wordwall, which has both paid and free versions, various interactive tests and word games such as multiple choice, matching, true-false, drag-and-drop can be prepared and both the learning process can be gamified and the evaluation process can be carried out. While the Wordwall application can be presented to students as a material that they can participate individually after the lesson, it can also be presented as an activity in which all students participate at the same time in the classroom environment, thus increasing the level of interaction between students.

Purpose of The Study

The aim of this study is to make an evaluation on the use of the Wordwall application, which is one of the web 2.0 tools, in teaching Turkish as a foreign language, in line with the opinions of the students. In this direction, the following questions will be tried to be answered.

1. What are the opinions of students learning Turkish as a foreign language on the effects of using Wordwall application in lessons on language learning?

2. What are the opinions of students learning Turkish as a foreign language on the effects of using Wordwall application in lessons on learning new vocabulary?

3. What are the opinions of students who learn Turkish as a foreign language on the effects of using Wordwall application in lessons on grammar learning?

4. What are the opinions of students who learn Turkish as a foreign language on the effects of using Wordwall application in lessons on collaborative work?

5. What are the opinions of the students who learn Turkish as a foreign language on the positive and negative aspects of using the Wordwall application in the lessons?

6. What are the difficulties experienced by students learning Turkish as a foreign language regarding the use of the Wordwall application?

7. What are the opinions of students learning Turkish as a foreign language about different web 2.0 tools that can be used in language learning?

RESEARCH METHOD

Within the scope of the research, Wordwall application, which is one of the Web 2.0 tools, was used to support the process of teaching Turkish as a foreign language, and it was aimed to examine the opinions of the students about this process. For this purpose, it was deemed appropriate to conduct the study as a case study, one of the qualitative research methods. In case studies, it is aimed to examine a situation that occurred at a certain time in depth and to reveal results and examples for the relevant situation (Yıldırım ve Şimşek, 2013; Creswell, 2007). In this study, in order to support the 11-week education-teaching process, one of the in-class activities was done with the Wordwall application and this process was examined in line with the students' opinions.

Participants

The participants of the study are the students who completed the Turkish Language B2 and then C1 level in the 2021-2022 Academic Year at Çanakkale Onsekiz Mart University, Turkish and Foreign Language Application and Research Center (TOMER). The study group consisting of a total of 12 students. The members of this group consist of citizens of 9 different countries, 3 of which are Indonesia, 2 of them are Albania, the others are Afghanistan, Philippines, Kosovo, Macedonia, Ukraine, Jordan, Yemen. The age range of learners is 18-26. It was stated to the participants that no names would be given before the interview and that they would be coded as K1, K2, K3. The personal characteristics of the participants are shown in the table 1.

Table 1. Personal characteristics of the participants

Participants	Age	Countries	Native Language
K1	18	Albania	Albanian
K2	23	Philippines	Tagalog
K3	19	Yemen	Arabic
K4	20	Indonesia	Indonesian
K5	18	Albania	Albanian
K6	19	Macedonia	Albanian
K7	18	Indonesia	Indonesian
K8	26	Kosovo	Albanian
K9	32	Asia	Dari
K10	20	Indonesia	Indonesian
K11	22	Jordan	Arabic
K12	18	Ukraine	Ukrainian

Data Collection

The aim of the study is to examine the effect of Wordwall on foreign language learning processes by using it. In this direction, one of the in-class activities was carried out with Wordwall during the 11-week education period, including both B2 and C1 levels, of C1 students learning Turkish in the 2021-2022 Academic Year at Çanakkale Onsekiz Mart University, TOMER. Wordwall activities to create a competitive environment were organized by the researchers every week for grammar topics and vocabulary teaching, and they were applied in the classroom environment, at least 3 activities after the teaching program carried out during the lesson every week. Activities were selected according to content titles such as grammar structures and vocabulary. Compound tense for grammatical structures, verb frame, sentence elements, subject-verb relationship, noun and verb conjugation affixes; For vocabulary teaching, synonymous words, antonyms, idioms and proverbs teaching content titles were determined. Afterwards, the activities related to these topics were applied under the direction of the researcher in a way to ensure the participation of every student in the class. The implementation process was carried out once a week for a total of 11 weeks.

After this 11-week implementation period, the Wordwall Application Student Opinions Form (WUÖGF) was created by the researchers by referring to the opinions of three experts. While creating this form, the language levels of the students (C1) and the intelligibility of the questions were taken into account. In the interview form, there are 9 open-ended questions in addition to the questions with demographic information. In the form, students were asked to write their age, nationality, language level and, if any, foreign languages other than Turkish they know. After the demographic information, the following questions were asked to the students and their opinions on the Wordwall application were collected:

1. How do you think the use of Wordwall in your lessons affects your Turkish learning?

2. How do you think the use of Wordwall in your lessons affects your learning of new words?

3. How do you think the use of Wordwall in your lessons has an effect on your learning Turkish grammar?

4. What are your views on the effect of the activities carried out on Wordwall on your work with your friends?

5. What are the most useful features of the Wordwall application that you used while learning a new language? Write at least three.

6. What are the negative features of the Wordwall application that you used while learning a new language?

7. What are the difficulties you experience while using Wordwall?

8. Are there any other web 2.0 tools you use with Wordwall when learning a new language? If yes, write their names and features you like.

In addition, in case there are questions that do not fully meet what they want to say in the interview questions, "What are your thoughts and suggestions about the Wordwall application and its effects on language teaching?" question has been added.

The questions in WUÖGF were handled under 3 main headings: the effects of wordwall application on language learning, positive and negative opinions about this application, and opinions to be added about the Wordwall application; The 9-question interview form, which was created to cover these main topics, was uploaded to Google Forms and sent to the students to fill out.

Analysis of Data

The data obtained with the interview form were analyzed through content analysis. Content analysis refers to defining qualitative data, organizing the data and bringing similar data together within the framework of certain themes, revealing and interpreting the basic meanings in the data (Patton, 2014; Yıldırım ve Şimşek, 2013). The interview data in written format obtained from the participants were examined by all three researchers and interpreted by bringing them together within the framework of the research questions. The data are presented within the scope of the research, both by interpreting and including direct quotations.

FINDINGS

In order to find answers to the 7 sub-problems of the research, 9 open-ended questions were asked to the students and the answers were examined by two different researchers. Findings reflecting the

opinions of students learning Turkish as a foreign language about the Wordwall application used as an in-class activity were presented in line with the research questions.

Effects on language learning:

When the opinions of the learners participating in this study on the effects of the Wordwall application on language learning were taken, it was determined that 12 participants also expressed that the application contributed positively to language learning. The student coded K1 who participated in this study stated that the Wordwall application reinforced language learning with the answer "I'm learning better ...", while the learner coded K2 said, "I think that learning Turkish with visuals in lessons is an easier and permanent method in the memory." With his answer, he said that the application not only facilitates learning Turkish, but also provides permanent learning. K7 explained the effect of wordwall on language learning with "I think using Wordwall while learning Turkish is one of the things that can help Turkish learners better. Because we could generally understand Turkish faster by playing wordwall" and said that the application accelerates learning and understanding Turkish. Another view that supports this view is the "It is a very interesting and useful learning site. We have implemented this site many times. It made us remember grammar easily." explanation expressed by the K9 coded learner. The explanation here also overlaps with the view of K2 and states that permanent learning takes place with this practice. Likewise, K4 emphasizes that the application has an important function for awareness of new sentences with the expression "it was very effective, very helpful in promoting New Sentences". K5 draws attention to the fact that language learning takes place with fun with the sentence "The lesson becomes more fun for students and improves their vocabulary". The student coded K12 also states the communication-supporting feature of the wordwall application with the "I think using Wordwall is a very good program to learn Turkish and strengthen my communication." sentence. Other participants also stated with their short answers that Wordwall had a positive effect on language learning. For example K3: "It was very useful"; K6 "Very good effect"; K8 "Very good"; K10 "Of course it's better" ;K11 "It's a very good site" used expressions.

Effects on new vocabulary learning:

The general opinion of the participants participating in the study is that Wordwall improves vocabulary, supports permanent learning and has an effective quality in comprehending different meaning features of words.

The opinions of the participants on this issue are as follows: K1 "Helping"; K2 "I think that words have a more permanent effect on visual memory depending on their color"; K3 "I learned a lot of words while using it every day."; K4 "It helped a lot in promoting the New Sentences. For example, in a sentence that I did not understand before."; K5 "It makes us the owner of a vocabulary starting from simple words to the highest level words. By constantly working on the topics in the book, there comes

a point when the interest of the student towards Turkish or any foreign language begins to decrease. Thanks to sites like WORDWALL, most of the words we use in the lesson are more interesting to us and we can memorize them more easily. This doesn't just apply to vocabulary. Learning everything in the Turkish language gradually helps international students in writing. WORDWALL has a positive impact on every student."; K6 "It has a very good effect"; K7 "There are various games on Wordwall. From the easiest to the hardest. We can find new words in every game"; K8 "It was very effective for me"; K9 "Of course, it was better to learn new words and we also learned to use words metaphorically in different meanings."; K10 "I think it's good"; K11 "Helps to explain and elaborate difficult words"; K12 "Using Wordwall is very good for learning new words and using them correctly."

Effects on learning grammar:

One of the situations in which opinions are sought within the scope of this study is the effects of wordwall application on grammar learning. The common views of the students, whose opinions were consulted, on this matter, agree that faster, easier and permanent learning is achieved thanks to the fact that the application provides the students with more opportunities to practice. In this direction, the student coded K3 said, "I think it helped me a lot, especially with practice." and the student coded K9 said, "As we know, grammar has formulas and tactics. By the way, learning Turkish grammar is not easy at all. It requires more practice and hard work. That's why I found this practical site so exciting to learn grammar in an easy way. I am a visual person. so I can remember." expressions are examples. Among the other participants, there are those who state that wordwall has a positive effect on grammar learning. They expressed their views respectively as follows: K2 coded student "Wordwall shows a more effective result than learning through a book or a notebook"; K4 coded student "Very good. Now I know a sentence that I did not know before."; K5 coded student "As I said in the question above, it helps us to improve our vocabulary, to speak, to write beautifully, and to better understand the words in the texts."; K6 coded student "Has a very good effect"; K8 "Very good" ; K11 "Helps in everything" and K12 "Very good". However, there are also those who express a negative opinion. For example, the student coded K10 stated that the application contributed to the learning of grammar with the statement "Good, but there are some deficiencies", but also stated that there are deficiencies. K1 coded student, on the other hand, expressed a negative opinion with the statement "It does not have much effect".

Effects on collaborative work:

The students who participated in the study stated that the competitive environment of the wordwall application reinforced learning, and that it also created a discussion environment and that new information was better understood through mutual exchange of ideas in the classroom and supported permanent learning. In addition, it has been emphasized that the formation of a competitive environment makes the lesson exciting, and that someone's mistake is noticed and corrected by another person, accelerating learning and increasing memorability.

The opinions of the students who participated in the study according to their coding order are as follows: K1 "It is an exciting lesson"; K2 "Wordwall activities have been an effective method by discussing with our friends during the working process"; K3 "When we are together, we feel competitive."; K4 "The effect of this is that we can discuss words we did not know before, then we can discuss them together and it becomes easier to understand."; K5 "When I introduced my friends to this site, it caught their attention. By working with him, they started to learn Turkish faster and they feel more comfortable speaking Turkish by knowing the meanings of words."; K6 "Very good effect"; K7 "We can learn discussion in Wordwall to learn to answer puzzles given by wordwall"; K8 "Very good for now"; K9 "Practicing with my friends was much more effective. Let me explain it like this. If I make a mistake and then my best friend corrects it. This fix can stay in my mind forever. That's how it is, if one of us chooses the wrong answer and the other shows us the right answer with similes. it will help us learn and remember."; K10 "I improved the unity and cooperation and also learned new words"; K11 "Helps develop teamwork skills"; K12 "Working with my friends helps to learn more words and practice more."

Positive aspects of Wordwall application:

Within the scope of this study, students were asked to show three characteristics of the positive aspects of wordwall. On the other hand, the answers of the students are that wordwall facilitates grammar learning by providing the opportunity to practice, supports learning new words, makes lessons fun, simplifies learning with visuals, tables, graphics, provides writing and speaking practice with different techniques from word to word, word to sentence, sentence to text.

The opinions on positive aspects of Wordwall application expressed by the participants in coding order are as follows: K1 "Grammar, new words"; K2 "Learning with Visuals, Learning with Colors, Learning with Graphics and Tables"; K3 "very simple to use, very clear, with multiple options."; K4 "Don't put words into sentences, write a text from an interesting sentence, Know the meaning of a sentence."; K5 "It improves our vocabulary, the lessons are fun, we use Turkish more in our lives, it improves the Turkish language."; K6 "It has a very good effect"; K7 "Because it is Wordwall, I can understand Turkish faster with its crosswords, I can find new words and synonyms in wordwall, I learned that I need to think before answering in Wordwall"; K8 "Very good"; K9 "True or wrong from Worldwall, I used to play quiz, matching, word search, random ball games"; K10 "Interesting questions. Very new words. Grammars training"; K11 "To convey information more easily, Information to explain in a good way, It is useful in all respects"; K12 "To expand my vocabulary, to be able to make sentences, to strengthen communication."

Negative aspects of Wordwall application:

Three of the students whose opinions were asked about the negative features of the Wordwall application stated that there was no negative feature. The expressions of these students are as follows, respectively: P1 "None"; K11 "nothing"; K12 "No negative features". Some students explained that they did not have a negative side by expressing their positive effects. Again, the statements of these students are as follows, respectively: K6 "A very good effect"; K8 "This helped me a lot in language learning." One of the students emphasized that the application's only negative feature is that it requires internet. The expression of this student, who went with the K7 code, is as follows: "I think internet is needed only when using wordwall. Apart from that, wordwall can help me learn Turkish". Another student, the participant with the code K2, "In some activities, the options leave a dilemma"; Participant K3 "Sometimes I can't find the rules I want."; The participant with the code K4 said, "Sometimes I don't know what a sentence means, but there is a teacher who helps me with my work."; K5 "Some words have a negative effect by showing only their first meaning. Besides, I think that some words should be used more." The participant K9, on the other hand, said that the fact that this application has a game feature may have a negative feature that it can create addiction. This statement is "In my opinion, one of the negative effects may be getting addicted to this game. There is nothing new to learn, as if you just finished playing your favorite part of this game. It does not include all the types of words to be learned." is in the form. In addition, participant K10 criticized the practice by saying "There is no grammar knowledge". However, considering that wordwall application teaches like a game without lecture, this shows that the student cannot fully grasp the structure of the application.

Difficulties in using the Wordwall application:

When the participants were asked about the difficulties they experienced while using the wordwall application, three participants stated that they did not encounter any difficulties. The opinions of these participants are as follows, respectively: P1 "None"; K4 "There is no difficulty"; K11 "I did not encounter any difficulties"; K12 "I don't have much difficulty."

The participant with the code K2 emphasized that not being able to use it without internet is a difficulty with the expression "Internet problem". However; Participant K3 considered wordwall's lack of content as a difficulty with the expression "Sometimes I can't find the rules I want." Some games of the Wordwall application have a time limit and this situation was criticized by some participants as follows: K5 "One of the difficulties I had while using Wordwall was that I didn't have time to complete the words the first time I used it. But as time went on, it became very easy for me to learn new words."; K6 "One of the challenges was the time limit"; K7 "I need to answer questions quickly in Wordwall, but it is a bit difficult because I find new words". One of the participants, K10 coded student evaluated the complexity of grammars and the excess of new words as a difficulty and made the following

explanation: "I got a bit of a headache because the grammars are so complicated and there's a new word I don't know". One of the participants, K8 coded student stated that there were many difficulties, but did not specify what they were: "There is a lot, but I can't think of it now.". The participant coded K9 said that not have any difficulties with the expression "Because I know so many Turkish words and take grammar tests, I did not face any major problems or difficulties.".

Different Web 2.0 tools that can be used outside or together with Wordwall in language teaching:

The participants were asked for suggestions about different web 0.2 tools that can be used apart from or together with the wordwall application. In this direction, the participant with the code K2 recommended Office programs, while the participants with the code K7 and K10 recommended "Dualingo". The participant K9 suggested "Drop and Mondly Language" applications as well as Dualingo. Participants other than these, on the other hand, did not make any suggestions by saying "None".

Other opinions and suggestions of the students regarding the use of Wordwall in language teaching:

K1 "It doesn't affect that much, but it helps"; K2 "I think the whole class can connect to the application and solve the questions"; K4 "I think you can develop it with more interesting applications like there are pictures. and the effect I feel is that my understanding of the language is better."; K5 "No, there is nothing I would like to add, but I suggest that steps should be taken to publish WORDWALL more."; K6 "it has a good effect and I believe it is worth applying"; K7 "I think it is very suitable for those who are learning a new language. I hope I can use it as a wordwall application"; K8 "I will research more about this language"; K9 "Since this app became popular and many people around the world use it. I also found it useful for learning a new language in a fun way. I also have a suggestion that you can make it smarter and crazier by adding different sections based on the education system. you can add more fun pieces to keep people coming back to your site again and again."; K10 "It is enough to learn grammar. But the app needs to be redeveloped. And you can write appropriate words"; K11 "More activities can be added".

CONCLUSION and DISCUSSION

In this study, which focuses on the use of the Wordwall application, one of the Web 0.2 tools in Turkish Teaching to Foreigners, especially for the purpose of comprehending and reinforcing the topics covered, opinions were collected from the students and various data were obtained through Google Forms at the end of the eleven-week application period. According to these data, it was concluded that the students found Wordwall very useful, contributed to the learning of Turkish words, even helped them understand the meanings of words other than the basic meaning, facilitated and supported

permanent learning. All of the students expressed a positive opinion that the Wordwall application contributed to the learning of Turkish as a foreign language. Most of the students stated that Wordwall application helps to learn Turkish grammar. Students generally state that grammar rules are clear, but it takes a lot of practice to understand them. They stated that the Wordwall application is more effective than learning from a book or a notebook, as it provides the opportunity to do a wide variety of practices. While one of the students stated that the application was useful, but that it had some shortcomings, another student stated that he could not see the benefit of the application in grammar. Considering the general student opinions, it was concluded that the application was effective for reinforcing grammar topics.

Students found the activities carried out in the Wordwall application very entertaining, interesting and exciting. In addition, they stated that Wordwall created an effective learning environment as it not only encourages teamwork and cooperation, but also reinforces learning by fostering competitive feelings, and provides the opportunity to learn by discussing. Based on these views, it was concluded that Wordwall supports collaborative work, transforms learning in a competitive environment into both exciting and effective, and maximizes interaction because it makes communication compulsory in the classroom environment. Students emphasized that Wordwall application also helps to enrich their vocabulary, improve speaking and writing, and support meaning in the context of text. In addition to these, students stated that WordWall is very simple to use, offers a lot of options and is useful because of its features that appeal to visual intelligence, but the need for the internet to be used is also a shortcoming of the application.

The findings show similarities and differences in some points with the studies in the literature showing the outputs of the use of supportive materials in foreign/second language teaching. Considering the recent studies in the field of teaching Turkish as a foreign/second language, it is seen that the focus is on the benefits of using materials in areas such as language skills, vocabulary and grammar teaching.

When the literature is examined, it has been seen that the studies on Web 2.0 tools in teaching Turkish as a foreign language, especially in recent years, have obtained results close to the ones in this study. The benefits of Web 2.0 tools on teaching language skills, vocabulary and grammar are the common results of studies in general. For example, at the end of the studies of Karadağ and Garip (2021) on the use of the "LearningApps" web 2.0 tool in order to reinforce students in Turkish teaching, it was concluded that the students liked the LearningApps very much, found it fun, and that it was useful to use the application for reinforcement and individual evaluation. Again, the results of our study coincide with the conclusion that using social media tools positively affects writing skills and writing self-efficacy that Çangal (2020) reached in his doctoral thesis, in which he investigated the effect of social media use on writing skills in teaching Turkish to foreigners.

In our study, students found the Wordwall application useful in terms of directing it to teamwork, encouraging collaborative learning and thus increasing communication, increasing motivation and self-confidence by providing the opportunity to correct each other's mistakes, and creating a fun and more productive learning environment at the same time. These results coincide with the results of Medina and Hurtado (2017) and Zarzycka Piskorz (2016) in their studies examining the Kahoot Web 2.0 tool, that Web 2.0 tools increase vocabulary in foreign language education, increase student motivation and enable students to participate more in the learning process.

In the study conducted by Baş and Turhan (2017), the effect of the Web 2.0 tool called Poll Everywhere on the writing skills of students learning Turkish as a foreign language was examined by taking student opinions, and at the end of the study, it was found that this tool is beautiful, interesting, up-to-date, useful, easy, fun and informative. Similarly, in our study, results were obtained such that the application provides a fun lesson environment, is interesting, is useful in terms of supporting the use of words, grammar and their use in skills such as speaking and writing, is easy to use, simplifies complex information or provides new information about different meaning features of words.

In their study, Karakaş and Karaca (2011) concluded that the pictures used as supporting material contributed positively to the understanding of the texts, the concretization of abstract concepts and the acquisition of linguistic skills such as grammar. Similar results were obtained in our research for the Wordwall application, and the students found the application useful in terms of facilitating and accelerating language learning and providing memory for grammar, thanks to the activities created with visuals, graphics, tables, pictures and colors.

As a result, learning processes may be much more efficient, effective and fun with the use of Wordwall application in learning Turkish as a foreign language. At the same time, it can be stated that it will be more practical for the student, supporting individual and collaborative work, motivating, and supporting four basic language skills.

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