ENHANCING L2 VOCABULARY LEARNING STRATEGIES WITH WEB 2.0 TOOLS: A NEW APPROACH IN SPECIALIZED LANGUAGE: ECONOMIC SCIENCE VOCABULARY ASSESSMENT

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Abstract: This article explores the use of Web 2.0 tools in the context of teaching specialized language: Economic science of Romanian as a second language (L2). It investigates how these technological resources can be effectively utilized to introduce new lessons and assess international students' progress in learning specific vocabulary. The integration of Web 2.0 tools not only enhances engagement and motivation but also provides opportunities for interactive and collaborative specialized language: Economic science vocabulary learning. This article aims to present a comprehensive overview of the benefits and implementation strategies of using Web 2.0 tools in the Romanian specific vocabulary acquisition for international students enrolled at the preparatory year of Romanian.

Keywords: Economic science vocabulary, Romanian as an L2, international students, preparatory year of Romanian

Introduction

In today's digital age, the integration of technology into education has become increasingly prevalent. Web 2.0 tools that emphasize interactivity, collaboration, and user-generated content have revolutionized the way we teach and learn. In the field of language education, these tools offer exciting possibilities for enhancing the learning experience and promoting new language acquisition.

Learning a specialized language: The economic science vocabulary of a second language, such as Romanian, represents a real challenge. Traditional teaching methods often struggle to engage international students and may not cater to individual needs and learning styles. However, the advent of Web 2.0 tools has opened up new avenues for language educators to create dynamic, interactive, and student-centered environments. By harnessing the power of technology, educators can leverage these tools to introduce new specialized languages such as Economic sciences lessons, and assess international students' progress in innovative ways. The primary objective of this study is to explore the potential of Web 2.0 tools in Romanian economics vocabulary learning. This study will delve into the advantages of using these tools, discuss various types suitable for Romanian-specific vocabulary acquisition, and provide practical strategies for their effective implementation during one academic year.

Communication Tools.

Web 2.0 tools, unlike their static predecessors, enable users to actively participate in content creation. They facilitate communication, interaction, and sharing of lesson material ideas and specific vocabulary resources. "Web-based technology can provide a convenient platform to increase language learners' interaction opportunities. Through meaningful interactions, learners can learn from each other and practice the linguistic knowledge they have

learned in class". Understanding the unique characteristics of Web 2.0 tools is crucial for their successful integration into Romanian economic vocabulary learning environments.

The integration of Web 2.0 tools to L2 learning offers numerous benefits. These tools promote international students' autonomy, engagement, and motivation. They provide authentic and meaningful vocabulary practice opportunities, facilitate vocabulary exploration, and foster communication skills. Additionally, Web 2.0 tools allow for personalized learning experiences and thus, teachers monitor and assess international students' progress effectively.

A wide range of Web 2.0 tools are available that can be effectively employed in the Romanian classes. These tools include interactive multimedia presentations, virtual tours and simulations, authentic economic vocabulary resources, discussion forums, and social media platforms. Each tool offers unique features and functionalities that support different aspects of L2 learning. By harnessing the potential of Web 2.0 tools, educators can revolutionize the way Romanian specialized vocabulary is taught and learned as a L2. The subsequent sections of this article will delve into the practical applications of these tools for introducing new specialized vocabulary lessons and assessing international students' progress, providing valuable insights and strategies for their best implementation.

Learning a second language has become increasingly important. Among the many languages available for study, Romanian stands out as a popular choice due to its rich cultural heritage, widespread global usage, and its worldwide recognition for economy study programmes. However, learning Romanian as an L2 can be challenging, as it requires international students to develop proficiency in multiple language skills, including speaking, listening, reading, and writing. Traditional Romanian language learning methods often fail to engage international students and make the process enjoyable, resulting in a lack of motivation and limited progress. To address these challenges, this article explores the use of web 2.0 tools as a new approach to enhancing Romanian learning specialized vocabulary, specifically focusing on how these tools can be used to introduce and assess new Economy lessons.

Web 2.0 tools, characterized by their interactive and collaborative nature, have revolutionized education by providing international students with a range of engaging and interactive resources. These tools encourage active specialized vocabulary learning, promote international student autonomy, and foster collaboration among international students and educators. This article examines how different web 2.0 tools can be effectively integrated into economic specialized vocabulary learning to enhance the introduction of new lessons and provide innovative approaches to assessment. One example is the use of LearningApps.org which provides authentic Romanian content that can be used to introduce new vocabulary and grammar concepts. It is designed to support learning and teaching processes through interactive modules. These learning modules can be directly integrated into the learning content, but they can also be designed online by the international students themselves or modified with the educators' help. The app's goal is to collect modules that can be reused and make them available to the public. Therefore, these modules do not contain a special framework or a concrete learning scenario, but are limited exclusively to the interactive part. The modules themselves do not represent a closed learning unit but must be incorporated into an appropriate lesson. By incorporating interactive activities into the lesson, international students are exposed to real-life vocabulary usage, allowing for an immersive learning experience. Educators can utilize platforms like LearningApps (https://learningapps.org/index.php?s=economie) to create interactive exercises and games specifically tailored to the Romanian language learning context. These exercises can be used to assess the international students' understanding and progress in a fun and engaging way and also allow both educators and international students to have the opportunity to add different content and create other activities to enhance their learning experience.

As English is commonly used as the language of instruction in transitioning to Romanian, digital game models such as matching games can be employed by international students for self-assessment. Under the guidance of educators, the international students can create their own games in Romanian using platforms like EducaPlay (https://www.educaplay.com/learning-resources/16007592-public_relations.html) based on the model we created in English. This not only reinforces their language skills but also promotes creativity and active participation in the learning process.

The integration of platforms like LearningApps and EducaPlay into Romanian language learning allows educators and international students to customize their learning experience, making it more interactive, personalized, and effective. By utilizing these tools, educators can foster a collaborative and dynamic learning environment that promotes engagement, motivation, and language acquisition.

Baamboozle can be used to create online digital games as the platform works online to offer accessible and fun interactivity for the lesson and beyond. It is a simple quiz-based platform that offers opportunities for international students to practice their specialized economic language skills using 202 games, seek feedback from peers and educators, and engage in authentic vocabulary terms. By connecting with others who share their language goals, international students can establish meaningful connections and build a supportive learning environment.

Web 2.0 tools also provide innovative methods for assessing international students' progress and understanding of new economic science lessons in Romanian language learning. Online quizzes and interactive exercises, such as those offered by Kahoot, can be used to assess the international students' vocabulary comprehension, and knowledge. Kahoot offers student-led game modes that provide international students with the flexibility to work at their own pace towards missions. These game modes allow international students to answer questions and progress through cooperative and competitive challenges, further enhancing their learning experience. Kahoot empowers the international students to take control of their learning journey. In the cooperative challenge mode, international students can work together in teams to answer questions and collectively achieve a common goal. This promotes collaboration, teamwork, and peer-to-peer learning, as international students support and learn from one another. On the other hand, the competitive challenge mode adds an element of excitement and motivation to the specialized vocabulary learning process. International students can compete against their colleagues, testing their knowledge and aiming to achieve the highest score. This mode fosters friendly competition and encourages international students to strive for improvement while having fun. By presenting information in a gamified format, international students are more likely to stay engaged, focused, and motivated throughout the learning process. This can lead to better comprehension, retention, and application of the Romanian language skills being taught.

These tools not only provide immediate feedback but also make the assessment process enjoyable and interactive, motivating international students to actively participate in their own learning journey. "Learning through the Internet not only presents a form of attraction to the students but also it gives them the chance to express their own preferences, construct their own settings, and present their identities. Thus, setting the Internet based tasks will make the teachers' job easier by giving them the opportunity to get their students know better by monitoring their actions, the way they feel and think during the process of creating their own web sites. In other words, the assignment owns a reflective purpose as well" (Girgin, 2011).

In addition, web 2.0 tools enable educators to create digital portfolios or ePortfolios to showcase international students' specialized vocabulary proficiency and progress over time. These platforms allow international students to curate their work, including audio recordings, written assignments, and multimedia short projects, highlighting their language skills and

reflecting on their learning journey. "The gaining popularity of e-portfolios implementation in education stems from the development of educational technology. Policymakers, academics, and practitioners all acknowledge that technology has the capacity to significantly alter and enhance education" (Zimmerman & Tsikalas, 2005). These portfolios not only serve as a means of vocabulary assessment but also encourage self-reflection and enable international students to take ownership of their vocabulary learning.

The integration of web 2.0 tools into Romanian Economic specialized vocabulary offers a new approach to lesson introduction and assessment. By using multimedia platforms and social networking tools, educators can create engaging and interactive learning experiences, making the process enjoyable and effective for international students. Furthermore, the use of online quizzes, digital portfolios, and other web 2.0 tools allows for innovative assessment methods that provide immediate feedback and enable international students to track their economic specialized vocabulary progress. At the same time, "they can also raise ethical problems specific to the virtual environment, such as privacy, confidentiality, and data protection" (Tan, 2011). As technology continues to advance, the possibilities for enhancing Romanian learning as an L2 with web 2.0 tools are limitless, offering educators and international students a wealth of opportunities to engage in meaningful vocabulary learning experiences.

Conclusion.

This article provides educators and practitioners with valuable insights into the effective use of Web 2.0 tools for introducing new lessons and assessing student performance in Romanian economic vocabulary learning. By embracing these innovative technologies, educators can create a dynamic and interactive learning environment that fosters international students' engagement, collaboration, and language acquisition. By utilizing authentic language resources, interactive multimedia presentations, online quizzes, collaborative projects, and digital portfolios, educators can create engaging and meaningful learning opportunities for international students. Through the use of these authentic language resources, international students are exposed to real-life language usage, making the learning experience more immersive and relevant. The incorporation of interactive Web 2.0 tools allows for a multisensory learning experience that appeals to different learning styles and keeps international students engaged.

Web 2.0 tools also provide opportunities for assessing international student' performance in a more interactive and immediate manner. Online quizzes and formative assessments offer the international students the chance to receive immediate feedback and and identify areas for improvement. Collaborative projects and digital portfolios encourage international students to actively participate in their language learning journey, fostering collaboration, self-assessment, and a sense of achievement. By embracing Web 2.0 tools, educators can create an inclusive and student-centered environment that caters to the diverse needs and interests of international students. These tools not only enhance language acquisition but also promote cultural understanding and digital literacy skills that are essential for the economic vocabulary acquisition.

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