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Using a Web 2.0- Based Program for Developing EFL Vocabulary Learning among Prep Stage Pupils

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Abstract

The present study aimed at using a web 2.0- based program for developing EFL vocabulary learning among prep stage pupils .Seventy two pupils from second year at Quesna Distinct Official Language School were randomly assigned into two groups: experimental group (N=36) and control group (N=36). An EFL vocabulary learning test was used as the study main tool. Quantitative data analyses were conducted; t-test was used to compare the means scores of the experimental and the control groups. Results revealed that the participants' EFL vocabulary learning aspects were improved significantly as a result of using the web 2.0- based program. Therefore, it can be concluded that the web 2.0- based program was effective in developing second year official language preparatory school pupils' EFL vocabulary learning.

Keywords: Web2.0 tools, EFL vocabulary learning

الملخص العربي

تهدف الدراسة الحالية إلى استخدام برنامج قائم على الويب ٢,٠ لتنمية تعلم مفردات اللغة الإنجليزية كلغة أجنبية بين تلاميذ المرحلة الإعدادية . تم تقسيم اثنين وسبعين تلميذاً من السنة الثانية في مدرسة قويسنا الرسمية المميزة للغات إلى مجموعتين: مجموعة تجريبية (العدد = ٣٦) ومجموعة ضابطه.(ن = ٣٦). تم استخدام مقياس تحفيز تعلم مفردات اللغة الإنجليزية كلغة أجنبية كأداة رئيسية للدراسة .أجريت تحليلات احصائية للبيانات ؛ تم استخدام اختبار t لمقارنة متوسطات درجات المجموعتين التجريبية والضابطة . أظهرت النتائج أن جوانب تعلم مفردات اللغة الإنجليزية كلغة أجنبية (EFL) للمشاركين قد تحسنت بشكل ملحوظ نتيجة استخدام البرنامج القائم علي الويب ٢,٠ .نستنتج أن البرنامج المستند إلى الويب ٢,٠ فعالًا في تطوير تعلم مفردات اللغة الإنجليزية كلغة أجنبية لدى تلاميذ المرحله الإعدادية بالمدرسة الرسمية للغات.

مصطلحات البحث : أدوات الويب ٢,٠ ـ تعلم مفردات اللغة الإنجليزية كلغة أجنبية

Introduction

Nowadays, language is changing with the changing of the world in technology and science. People and especially language learners should be able to face modern life in this era by mastering different foreign languages. One of them is English, the international language all over the world. By mastering English and its vocabulary, they are ready to reach their goals. Vocabulary is central to language and is of great significant to language learners. It is the capacity to understand and use words to obtain and communicate information, emotions, opinions, requests and other aspects.

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According to previous studies, vocabulary is an important element in language learning. It is at the heart of language learning and language use, without vocabulary speakers cannot convey meaning or communicate with each other in a particular language. In learning a foreign language (FL), vocabulary also plays an important role as students should acquire an adequate number of words and should know how to use them accurately in order to communicate well in this language (Read, 2000; Shahriarpour & Kafi, 2014). Moreover, the knowledge of vocabulary plays an important role in almost all areas of language learning. It is a significant element that links the four skills of speaking, listening, reading and writing all together (Ghaedi & Shahrokhi, 2016).

Unfortunately, Tunchalearnpanih (2012) stated that vocabulary learning is one of the most common problems in foreign language (FL) learning. During learning a foreign language many of students think that learning vocabulary is fundamental, important, but difficult (Shen, 2003). That is because vocabulary instruction involves far more than looking up words in a dictionary and using the words in a sentence, it is acquired incidentally and intentionally instruction. The first through indirect exposure to words while the second through explicit instruction in specific words and word learning strategies. Briefly, as Sheir (2008) stated vocabulary considers one of the most misunderstood aspects of language learning.

Recently, linguists have increasingly been turning their attention to vocabulary, stressing its importance in language teaching and reassessing some of the ways in which it is taught and learnt. Obviously, as learning vocabulary didn't happen by incident; there is a need for research in order to teach students how to learn new vocabulary. Teachers need to draw on a variety of teaching strategies in accordance with different vocabulary learning techniques opportunities for EFL vocabulary learning (Ghaedi & Shahrokhi, 2016; Rohani & Pourgharib, 2013).

One attempt to solve this problem may be to develop a fresh teaching approach to stimulate students' interest in English language learning. With the development of technology, it is increasingly accepted as a means of English language instruction. Teachers encounter new demands of those learners in integrating new technologies into the foreign language classroom. The

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Internet, particularly, has become a useful tool for communication. It has a critical influence on educational environments .It becomes an integral part of our personal and social lives and also influences our professional career (Danesh& Amiri, 2015; Nim Park &Son, 2009).

English language teachers are now taking innovative steps to integrate technology into their teaching environments. They have a wide variety of choices for integrating technology into their classes. One of these choices is the use of web 2.0 tools. With these tools teachers can create a more engaging, interactive and motivating learning environment in their lessons. The use of web 2.0 tools can add interactivity to language teaching and learning environments and materials used in these environments. It includes different tools that allow individuals to interact and collaborate effectively, publish content collectively, share images, audio and video files. Consequently, web 2.0 tools have been widely used in education to provide an authentic and collaborative educational context (Khany &Boghayeri, 2013; Koh ,2016).

The current study provides new view for integrating two web2.0 tools (Edmodo and Quizlet) in learning EFL vocabularies and these new data can influence on vocabularies teaching methods. Quizlet is a website that allows users to make and study flashcard sets using a variety of modes, games and learning tools. It is one of the most widely used flashcard websites and has more than one million registered users and eighty million visitors. It is an effective vocabulary learning tool, allowing users to take control of their own lexical learning. It is an extremely useful and easy tool for both teachers and students (quizlet, 2015).

Edmodo is a web2.0 tool and a social learning platform; it is available at www.edmodo.com. It provides a free and secure learning platform. It creates an effective learning experience and allows students to exchange collective and individual feedback and responses. It looks similar to Facebook, but is much more private and safe for a learning environment. It allows only teachers to create and manage accounts. It motivates students to interact with each other and teachers through instant messages, thus enabling learners to cooperate and collaborate in virtual classroom environment (Al Kathiri, 2015; Ekmekçi ,2016 ; Giang & Minh , 2014; Majid, 2011).

To conclude, web2.0 tools can effectively overcome the gap between teachers and students in learning;

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they are more suitable to new generations. These web2.0 tools have some major benefits including; interactive, collaboration and communication. They allow mixing various ways and features such to practice vocabulary repeatedly with different levels of difficulty to gain it (Kalanzadeha, Soleimanib, Bakhtiarvandc, 2014; Nunan, 2015 ; Pahlavannejad & Nejatiyan, 2013). Based on the literature review and the results obtained from many studies conducted in different contexts, it can be concluded that there is a need for a web 2.0 based program for developing EFL vocabulary learning.

Context of the problem

From the researcher experience as an English language teacher, it is found that preparatory school pupils encounter difficulties in vocabulary learning. There is a lack in the EFL vocabulary learning skills among prep school pupils.

The studies of Alqahatani (2015); El-Arab (2012); Elmeilegy (2019); Elsamouly (2014); Emam (2019); Hassan (2010); Khodary (2007) and Omar (2017) ensured the lack in the EFL vocabulary among students. They attributed this problem to two main factors; the first related to the learner himself due to their limited background knowledge, lack of motivation to learn new vocabulary and fear of negative evaluation from the teachers. The second related to the teacher due to the traditional ways of teaching the new vocabulary.

Statement of the problem

In spite of the importance of EFL vocabulary learning there is a lack in EFL vocabulary learning aspects among second year official preparatory stage pupils. This study was an attempt to use a web2.0-based program for developing their EFL vocabulary learning.

Questions of the Study
To face this problem the present study attempted to answer the following questions:
1- What are the EFL vocabulary learning aspects required for second year official preparatory stage pupils?
2- What are the features of using a web 2.0- based program for developing EFL vocabulary learning among prep stage pupils?
3- To what extent is using a web 2.0-based program effective in developing EFL vocabulary learning among prep stage pupils?

Significance of the study:

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The current study may be significant for pupils, teachers and curriculum designers. For EFL pupils; it is important to overcome the difficulties they face during learning EFL vocabulary. To learn EFL vocabularies in a setting free of time and place constraints. To engage in vocabulary learning through actively and systematically web2.0 tools inside and outside the classroom. Also, to enhance their self- autonomy.

It is important for EFL teachers; to spot the light on the importance of web2.0-based instruction in EFL vocabulary teaching and learning. Provide them with applicable technological program to develop EFL vocabulary learning. Encourage using new nontraditional ways and building friendly relations with their pupils. Also, use effective and easy technological tools in assessing pupils' development.

For EFL Curriculum Designers; it provides them with new methods of teaching EFL vocabulary to motivate prep stage pupils. Also it provides them with general guidelines and procedures to employ the web2.0 tools (edmodo and quizlet) technology in teaching EFL vocabulary and other language skills.

Delimitations of the present study

1-Some EFL vocabulary learning aspects required for second year official preparatory stage pupils.
2-A sample of second year official preparatory school pupils enrolled in Quwesina Distinct Official Language School, Quwesina, El-Menoufia Governorate (n=72) . They were assigned into two groups: experimental group (N=36) and control group (N=36), during the second semester of the academic year 2019/2020.
3-A web 2.0-based program includes the two selected tools(Edmodo and Quizlet).

Terms of the Study

Vocabulary learning

Ferreira (2007) defined vocabulary knowledge as not only word meanings knowledge, but the usage of the words in the appropriate context and in a natural way and also it includes the relationship between new words acquired and the ones already acquired (p.11).

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According to Alqahtani (2015) " vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning" (p.25).

In this study, vocabulary learning is operationally defined as the ability of second year official preparatory stage pupils to recognize the written and spoken form of the target words and link them with their meanings, then to be able to produce these words in the appropriate context using selected web2.0 tools (Quizlet and Edmodo).

Web2.0 tools:

Gardner (2011) defined web2.0 tools as "Web technology that allows for user interaction within an online community via shared content of text, graphics, audio, and video, rather than just the passive reading of online text that characterizes Web 1.0 "(p.5).

In this study web2.0 tools are operationally defined as using web2.0 – based tools (quizlet and edmodo) to enhance practicing a quizlet ready- made EFL vocabulary sets then interacting, collaborating, creating and sharing information through edmodo platform between teacher and pupils to enhance pupils' motivation to acquire EFL vocabularies and produce them effectively .

Procedures of the study

The following procedures will be followed to carry out the present study:

1. Reviewing literature related to EFL vocabulary learning.
2. Reviewing literature related to the Web 2.0 tools generally and Quizlet and Edmodo specifically and their use in developing EFL vocabulary learning.
3. Developing the instruments and materials of the study.
4. Submitting the instruments and materials to the jury members to verify their validity.
5. Modifying the instruments and materials in the light of the jury's feedback.
6. Determining the effectiveness of the web 2.0 through:
a) Selecting the participants from second year official preparatory school pupils (as a control group and an experimental group).

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b)Administering the instruments and materials of the study before implementing the web 2.0-based program.

c) Designing a web 2.0-based program then applying it to determine its effectiveness in developing EFL vocabulary learning.

d) Teaching the experimental group using the web2.0-based program.

e) Administering the instruments of the study after the program implementation.

7. Collecting data and analyzing them statistically.

8. Analyzing and interpreting results of the study.

9. Providing the recommendation and suggestions.

Review of literature

Vocabulary learning is the heart of foreign language (FL) acquisition. It is a core component of language learning. It infields all the words we have to know to express our ideas, communicate effectively, and learn new concepts. It is considered the building block upon which the foreign language knowledge can be built.

The Nature of vocabulary Learning

Learning vocabulary is central to any language acquisition as any lack of vocabulary knowledge affects the ability to understand or communicate with others.Vocabulary learning mechanics are mysterious and complex processes, but the thing we can be sure about is that words are not instantaneously acquired rather gradually learned over a period of time from numerous exposures. One couldn't know whether he knows a word or not until he master different degrees and aspects of it. As knowing the word meaning didn't equal knowing its using in different contexts or knowing its spelling (Decarrico, 2001; Schmitt, 2000).

The incremental nature of vocabulary learning signifies itself in different ways. As when we recognized and understood a word in a text while we couldn't use it ourselves. This led us to show the different degrees of knowing a word. First, the receptive knowledge which is connected with listening and reading. Second, the productive knowledge of a word which is connected with writing and speaking (Schimtt, 2000). Also vocabulary is believed to have two dimensions: depth and breadth as mentioned in Quian (2002) the breadth of vocabulary knowledge means the least size and number of words one have. Then, the depth of vocabulary knowledge which means how well one knows the word.

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Importance of vocabulary in EFL Instruction

Vocabulary is crucial and instrumental for language learners that is why it is recently received a great attention in FL acquisition (Nation, 2001). Of course vocabulary learning led to the improvement in the four skills. It plays more important roles than grammar in enhancing communication (Azar, 2012). Moreover, Zahn–Xiong (2004) emphasized the importance of vocabulary metaphorically, as the words are the bricks of a high building which are small but important to the great structure. Learning new words and expressions help to enrich the language. Sedita (2005) added that vocabulary is important as it helps us to access our background knowledge, communicates effectively with others using our own ideas and helps to learn new concepts.

Cameron (2001) ensured the importance of vocabulary as it plays a great role to learners in acquiring a language. Its knowledge is an essential element in FL acquisition especially for developing writing, reading and speaking skills. Learners should try to gain a large number of words about 7000 to comprehend academic texts successfully (de Groot, 2000). That's why it helps in acquiring writing skills to express ideas or state arguments. It also increases students FL reading abilities (Al-Jarf, 2007). Underscoring the importance of vocabulary acquisition Tellier (2008); Maximo (2000) and Gu (2003) emphasized that vocabulary plays an important role in the development of spoken and written texts. Also, in the successful use of FL in general. Surely, vocabulary learning is an essential process for FL learners to develop proficiency and competence. It facilitates fluent speaking, effective writing, learner's acquisition and knowledge production (Ahmad, 2012).

Types of EFL vocabulary

Vocabulary can be classified according to its use in the four skills, according to the text where it's found and finally, according to its frequency. Vocabulary can be divided according to its use into two types as mentioned in Webb (2005) receptive vocabulary; the words that recognized by the learners in context but they cannot be produced in speaking or writing. Second, productive vocabulary; the words that understood and pronounced correctly and they can be used to speak or write at the appropriate time. To illustrate, the distinction between them can be viewed through carrying the idea as we can receive language input from others through listening and reading in receptive vocabulary acquisition while we produce language forms by speaking and writing to convey messages to others in productive skills (Scafidi-Iannone, 2012).

Kamil and Hiebert (2005) added that words come in at least two forms: Oral and print. Oral vocabulary is the words we know its meanings when we speak or

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read orally. Conversely print vocabularies are words for which the meaning is known during writing or reading silently. Also, knowledge of words comes in at least two forms, receptive which we understand or recognize; productive that we write or speak. According to Gruneberg and Sykes (1991) as cited in Susanto(2017) vocabulary divided into two types. The first type is active vocabulary in which the students have been taught and expected to be able to use. Meanwhile, the second type is passive vocabulary in which the students recognize but won't be able to pronounce.

Nation (2001) divided vocabulary according to its frequency into two types: high frequency vocabulary and low frequency vocabulary. High frequency vocabulary involves words that are often in normal language in the four skills and across the full range of situations in use. It involves function words and content words. The low frequency vocabulary, on the other hand, includes words which are not high frequency words or academic words or technical words for a specific subject.

Approaches of teaching vocabulary
There are two main approaches:

1- Explicit vocabulary instruction; It is deductive as learners benefit from the use of context to guess the meaning. It is also a crucial approach which is applies by the teacher to keep the retention of new words. 2- Implicit vocabulary instruction; it is inductive as it encourages students involvement and curiosity and provides feedback when appropriate. 3- Independent vocabulary instruction; it refers to teaching how to be independent vocabulary learner to the learners. They receive instruction about how to use dictionaries and how to benefit from using them. More importantly, teachers should teach learners how to build their vocabulary and how to develop strategies to learn vocabulary on their own (Ferreira, 2007; Marzban &Kamalian ,2013).

EFL vocabulary learning strategies

In categorizing vocabulary learning strategies, there are different means. However, the most acceptable is that of Schmitt (2000) who classified them as first, determination strategies which are individual learning strategies as they help learners to determine the new words meaning without help by using dictionaries and guessing the meaning from the context. Second, social strategies which encourage learners to interact and learn from others by asking teachers and classmates. Third , memory strategies which help learners to connect their background knowledge to the new words then use their mental processing to get the meaning (using images, using background vocabulary knowledge aspects). Fourth, cognitive strategies which use

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mechanical aspects and not mental processing (repetition, taking notes, lists of new words, flash cards).Finally, metacognitive strategies which find opportunities to learn by monitoring, decision-making, using media and studying new words many times.

According to Decarrico (2001) there are three strategies used to learn vocabularies. The first is guessing from context which is rich to give clues to guess the meaning. The second is mnemonic devices in which the learner uses keyword techniques. Third strategy is vocabulary notebooks by setting up a vocabulary notebook to use a memory aid in independent learning. Similarly, as mentioned in Zhelyazova (2011) there are different vocabulary learning strategies that FL learners can apply such as guessing, highlighting words then making lists of words and memorizing them.

The Term web 2.0 tools

What is web 2.0 technology? It is a term describes different and varied web sites and applications which allow creating and sharing materials and information online. It is a key technological element that allows creating, sharing, communicating and collaborating. It is different from other web sites as it is easy for people to use in their work to communicate or publish to the world. It doesn't require a specific design or publishing skills. It is also effective in communicating and interacting with students. Moreover, a lot of people all over the world use the web 2.0 services in many areas of life from teenagers to governments to promote services, communicate with others or share information. Generally, web 2.0 tools support collaboration, easy to use and access and they are low-cost or free (Anzai, 2010; Singh & Naidu , 2015) .

Nature and characteristics of web2.0 tools

The web2.0 characteristics; the emerging technology web 2.0, the second generation of internet which helps in creating knowledge through collaboration and open communication is characterized by connectivity, functionality, openness, user participation, sharing of the knowledge, collaboration and social networking, creating content by users, using easily, moving beyond content, interacting with others, collaborating and sharing person's own content and publishing personally (Boukelif, Merrzoug & Aiboud, 2016; Paily,2013).

According to Duffy (2008) and O'Reilly (2005) there are some characteristics to web2.0 to

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illustrate the term: Network as platform, which enables users to use the entire applications through an internet browser. Harness collective intelligence, by embracing the web power. A participation architecture that encourages users to contribute. Users create the content on a site and control over it. Social-networking functions. Finally, interactive, collaborative and friendly user interface.

Theoretical bases of web2.0 tools

It is clear that one of the main reasons of using web2.0 tools in the classroom is their acknowledged in literature that they support different pedagogical approaches which enhance collaborative and self-directed learning .Although theoretically; the web2.0 concept can support many of learning approaches. It seems that web2.0 and the constructivist theory of learning are similar as mentioned in (Du & Wagner,2005; Wenger, Mcdermott & Snyder, 2002). As web 1.0 includes only ready-made software which presents the content to the user with no chance to make any changes on the content. Contrarily, web2.0 applications present a more contributing and participatory system. The learner has an active role and can control and contribute in the content of the site. This means that nowadays the internet becomes more interactive. Consequently, the learning theories such as the behaviorist, cognitivist and constructivist become insufficient today due to these technological and social advances.

Web2.0 tools in education and EFL instruction

Web 2.0 technologies can change traditional educational context into an effective educational communities by its power and potential impact. Certain that the continuous development of emergent technologies leads education to continue benefit from them. The new integration of images, videos and different formats of text to the web 2.0 tools provides good opportunities for both teaching and learning then to the EFL learners and classrooms. They help learners achieve fluency and enable teachers to develop different scenarios for learning. They provide strength and reliability. Moreover, EFL teachers of course have different and variable tools to enrich the learners with experiences in learning. They work as facilitators to motivate students to publish their work in the web (Flores, 2015).

Quizlet as a web2.0 tool

In October 2005, quizlet was created and developed by high Sophomore Andrew Sutherland in California, while it was launched publically in 2007. It is an online

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learning tool or a web-based application that allows learners to study using learning tools, flashcards and games . In February 2019, it has more than 300 million user-generated flashcard sets in addition to more than 50 million registered users. Currently, it ranks among the top websites in the united states (http://www.quizlet. com).

Quizlet is a computer program used by teachers and students to help them in practicing and mastering learning content (Baptist, 2018). It can be defined according to Mohammed et al., (2020, p.185) as a memorization tool that enables learners to memorize vocabulary via various game-based activities such as flashcards, write, speller, match, gravity mode and live. Its interface consists of four tools and two games. It can be worked either online in a browser or with a mobile application for android on new smartphones or tablets. Additionally, it can be used for self-study or teachers can sign in and create classes, then invite their students and assign them with sets to track their activity and progress. Quizlet is one of the most popular known flashcard systems available. It has several ways to study vocabulary (Dizon, 2016; Kálecký, 2016).

Edmodo as a web2.0 tool

Edmodo is one of the most popular used social networking sites for educational purposes and learning communities .It is a network platform that enhances teachers and students to use the social media power to connect , collaborate , share content , access homework, notifications, class discussion ,grades and share educational applications (Pardede, 2019). It is completely free for any users. It is used to provide an easy method for teachers to manage their online classroom communities as stated in (Carlson& Raphael, 2015; Coelho, Galante & Pires, 2016; Kongchan, 2012). It is used by millions of users all over the world including teachers, students and parents. Moreover, It provides a mobile website to be easily accessed to posts, quizzes and notifications from any smart mobile phones and tablets (Al-Naibi , AL-Jabri &Al- Kalbani, 2018; Tate, 2014,).

Hypotheses of the study

Based on the review of literature and related studies, the following hypotheses were formulated :

There is a statistically significant difference between the mean scores of the study participants in the overall EFL vocabulary learning test in favor of the experimental group. This hypothesis has the following four hypotheses

a- There is a statistically significant difference in the mean scores of the experimental group and control

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groups in the EFL receptive vocabulary aspect in favor of the experimental group.

b- There is a statistically significant difference in the mean scores of the experimental group and control groups in the EFL productive vocabulary aspect in favor of the experimental group.

c- There is a statistically significant difference in the mean scores of the experimental group and control groups in the EFL depth vocabulary aspect in favor of the experimental group.

d- There is a statistically significant difference in the mean scores of the experimental group and control groups in the EFL breadth vocabulary aspect in favor of the experimental group.

Participants of the study

Participants in the present study were 72 pupils comprising two intact classes from second year preparatory school pupils at Quwesina Distinct Official Language School, Quwesina, El-Menoufia Governorate during the second semester of the school year 2019-2020. Class 2/1 was assigned as the experimental group (N=36) while class 2/2 was assigned as the control group (N= 36).

Design and variables of the study

The present study used the quasi-experimental design (pre-posttest experimental and control group design). The experimental group was taught using the suggested web2.0 based program, while the control group was taught using the regular method used in the preparatory school classrooms. *The variables of the study were presented in:*a- Independent variable: Web2.0 tools (Edmodo and Quizlet) used by the researcher .b-Dependent variables: EFL vocabulary learning.

Instruments and materials of the study

This study aimed at investigating the effect of using a web2.0 based program in developing EFL vocabulary learning among official prep school pupils. To achieve the aims of the present study, the following instruments and materials were developed:

1- An EFL vocabulary learning aspects checklist to identify the vocabulary aspects that second year preparatory stage pupils need to learn (prepared by the researcher).
2- Teacher's guide.

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3- A web 2.0 based program based on the integration of Edmodo and Quizlet as a web2.0 tools (prepared by the researcher).

1- The EFL vocabulary learning aspects checklist
Sources of the checklist

a) Reviewing literature and related studies on vocabulary learning aspects especially; Nation (2001); Nation (2005); Abou Elsoud (2016), Emam (2019); Elmeilegy (2019).

b) Directives of the Ministry of Education for teaching the English language for the preparatory stage.

Description of the checklist

The vocabulary learning checklist consisted of two dimensions: vocabulary receptive aspects and vocabulary productive aspects and they were subdivided into usage, meaning and form. The receptive dimensions included six aspects. The productive dimensions included six aspects. Thus the checklist included twelve vocabulary learning aspects.

No	Vocabulary learning aspects			Very important	Important	Less Important
1	Form	Recognition	Recognize the written form of the target words (Spelling).			
2		Production	Spelling correctly the written form in writing.			
3		Production	Produce the right word parts of the target words.			
4	Meaning	Recognition	Link the form of the target word with its meaning.			
5		Recognition	Recognize the word particular meaning in different contexts.			
		Recognition	Recognize the word meaning in a particular context			
7		Production	Produce the associations of target words (synonyms / antonyms).			
8		Production	Produce words associated and related to the concept meaning.			

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9	Use	Recognition	Recognize and use word clues that are appropriate to the text.			
10		Recognition	Recognize what grammatical patterns one word can fit into			
11		Production	Produce the target words in meaningful groups.			
12		Production	Produce words which are used together (collocations			

Validity of the checklist

1-Face validity: It was submitted to a panel of jury members (n= 10) specialized in curriculum and instruction .They agreed that the items were appropriate to the pupils' level .

2-Content validity: It was developed in the light of review of literature and related studies on EFL vocabulary learning aspects.

2-The EFL vocabulary learning test
The purpose of the EFL vocabulary learning test

To measure pupils' EFL vocabulary learning aspects before and after the suggested program implementation to identify its effect on developing EFL vocabulary learning aspects among second year official preparatory stage pupils. Before implementing the program, the EFL vocabulary pre-test was administered to the (experimental & control groups) . The calculated values of "t" were not significant. This means that the two groups are homogeneous.

Description of the EFL vocabulary learning test

The EFL vocabulary learning test assessed eleven aspects identified as required for second year official preparatory stage pupils. In order to prepare the test, the researcher reviewed the literature and some studies related to vocabulary production and recognition and also their measurement ways. The test was prepared by the researcher to measure two main aspects which involved six receptive and six productive aspects.

Scoring and timing the Test

The total score for the test was (50 marks). One mark was given for each correct answer; zero was given to the wrong answers or left questions. The suitable time for answering the test is sixty minutes.

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Validity of the test

1-Face Validity : The EFL vocabulary learning test was submitted to a panel of jury members of EFL specialists in curriculum and instruction in addition to some English language supervisors and teachers. They were asked to state their opinions concerning the clarity of the test items and instructions, the suitability of the test to the pupils' level in terms of length and language, and how far the test items measures the intended vocabulary learning aspects .Some jury members suggested simplifying some items and rearranging the order of some questions. The test was modified according to the jury's notes and suggestions.

2-Internal consistency validity: Pearson correlation coefficient between each skill and the total score of the test was calculated to estimate internal consistency. The correlation coefficient between the test skills and the total score of the test are significant at 0.01 levels. It can be stated that the test is valid.

Reliability of the test

1-Test- retest Method : To establish the test reliability , the researcher administrated it to a group of second year preparatory school pupils at Quwesina Official Language School, Quwesina, El-Menoufia Governorate (n= 30) other than the study participants. Then, it was administered again after two weeks to the same group of pupils. In order to calculate the test reliability, Statistical Package for Social Science (SPSS, v. 18) was used. The correlation coefficient between the two administrations was (٠،٨٣١) which reflected the test reliability.

2-Alpha Cronbach Method : The Reliability was calculated using cronbach's alpha to the scores of EFL vocabulary learning test. The correlation was 0.859 for the total test, 0.862 for the receptive aspect, 0. 846 for the productive aspect, 0.855 for the depth aspect and 0. 870 for the breadth aspect. Cronbach's Alpha value was (0.859) which confirms the test reliability..

3-The Web2.0 based program

Aims of the program : The program aimed to develop EFL vocabulary learning among second year official language preparatory school pupils. Web2.0 tools created a funny and relaxed atmosphere which encourage pupils to learn EFL vocabulary. Consequently, pupils were expected to improve their vocabulary learning while enjoying its processes.

Objectives of the program: The researcher used web2.0 tools represented on (Quizlet and Edmodo) to accomplish the program objectives. By the end of the program pupils were expected to:

- Recognize the effectiveness of using technology in enhancing vocabulary learning.
- Use technology in learning EFL vocabulary especially web2.0 tools.
- Recognize the meaning of the target words and their definition.
- Recognize the word particular meaning in different contexts.
- Use self-assessment and informal assessment.
- Practice different meanings of the words.
- Produce a correct spelling to the words.
- Produce the words correctly in sentences.
- Produce the prefix, suffix, root and the word family.
- Produce synonyms, antonyms and related words.
- Produce and use different expressions, collocations and homophones.

Procedures of the program:

The description of the web2.0 program procedures were based on ADDIE model as cited in Aldoobie (2015), following five stages (Analysis stage, design stage, development stage, implementation stage, evaluation stage).

1-Analysis stage
Gathering information from different sources , surfing the internet to specify objectives, content, activities, investigating the vocabulary learning aspects and specify the suitable for the study participants through literature, related studies, EFL teachers and supervisors.

2-Design stage
The researcher had designed seven modules of this educational program for the current study to help in developing the EFL vocabulary learning through using web2.0 tools (quizlet and edmodo).

3-Development Stage
Setting objectives, tools and materials ,instructional aids of the program:
And *activities.*

4-Implementation Stage
-Before implementing the program ,the EFL vocabulary pre-test was administered to the participants .After the pre- test; the orientation and introductory session. Then the program was implemented by the researcher.

5-Evaluation Stage
This stage was used to assess the effect of the program.Two types of assessment were used in the program: Formative and summative assessment evaluation.

Findings and the Results of the Study

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The present study revealed the following:

1-There was a statistically significant difference at the 0.01 between the mean scores of the experimental group and the control group in the posttest of the EFL vocabulary learning in favor of the experimental group. The t-value is 9.501 which is significant at (0.01) level. Therefore, this hypothesis was confirmed.

	Group	Mean	S.D.	t-value	d.f	sig
overall EFL Vocabulary Learning	**Experimental**	38.17	4.71			Significant at (0.01)
	Control	27.69	4.65	9.501	70	

This hypothesis has the following four hypotheses

a- There was a statistically significant difference at the 0.01 between the mean scores of the experimental group and the control group in the posttest of the EFL receptive vocabulary aspect in favor of the experimental group. The t-value is 6.230   which is significant at (0.01) level. Therefore, this sub- hypothesis was confirmed.

	Group	Mean	S.D.	t-value	d.f	sig
EFL receptive vocabulary aspect	Experimental	19.19	2.80		70	Significant at (0.01)
	Control	14.81	3.17	6.230		

b-There was a statistically significant difference at the 0.01 between the mean scores of the experimental group and the control group in the posttest of the EFL productive vocabulary aspect in favor of the experimental group. The t-value is 9.955   which is significant at (0.01) level. Therefore, this hypothesis was confirmed.

	Group	Mean	S.D.	t-value	d.f	sig
EFL productive vocabulary aspect	Experimental	18.97	2.68		70	Significant at (0.01)
	Control	12.89	2.50	9.955		

c-There was a statistically significant difference at the 0.01between the mean scores of the experimental group and the control group in the posttest of the EFL depth vocabulary aspect in favor of the experimental group. . The t-value is 8.931 which is significant at (0.01) level. Therefore, this hypothesis was confirmed.

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	Group	Mean	S.D.	t-value	d.f	Sig
EFL depth vocabulary aspect	Experimental	31.14	3.77		70	Significant at (0.01)
	Control	23.06	3.91	8.931		

d-There was a statistically significant difference at the 0.01 between the mean scores of the experimental group and the control group in the posttest of the EFL breadth vocabulary aspect in favor of the experimental group. The t-value is 7.237 which is significant at (0.01) level. Therefore, this hypothesis was confirmed.

	Group	Mean	S.D.	t-value	d.f	Sig
EFL breadth vocabulary aspect	Experimental	7.03	1.40		70	Significant at (0.01)
	Control	4.64	1.40	7.237		

Discussion

The purpose of the current study was to develop EFL vocabulary learning and motivation through using a web2.0 –based program. Results indicated that web2.0 tools are effective in developing pupils' EFL vocabulary learning and motivation. It was obvious that the experimental group outperformed the control group in the EFL vocabulary learning. This result could be attributed to the efficacy of web2.0 tools on developing EFL vocabulary learning due to the augmenting role of technology in all aspects of our today life. Learners new generations are accustomed to using smart devices connected to the internet to perform their daily activities and tasks. This was consistent with the current study which used different EFL vocabulary learning tasks, activities, features and exercises through the selected web2.0 tools (quizlet and edmodo) to develop pupils' EFL vocabulary aspects .This was reflected in the high scores which the pupils obtained after being exposed to the web2.0 based program.

Conclusions

Based on the previous results, it can be ensured that the web 2.0- based program was effective in developing second year official language preparatory school pupils' EFL vocabulary learning.

Suggestions for further research
1- Investigating the effectiveness of the web2.0 based program on developing other language skills like reading and listening .
2- Investigating the effectiveness of other web2.0 tools in developing EFL vocabulary learning.

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