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**Exploring the Role of Edublogs Based Teaching in Enhancing
Vocabulary Learning of EFL University Students**

Case study: First Year Students of English at Biskra University

**Dissertation submitted to Mohamed Khider University of Biskra in Partial
Fulfillment of the Requirements for the Master's Degree in Sciences of Language**

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Dedication

*In the Name of ALLAH the Most Gracious, the Most Merciful
All the Praise is due to ALLAH alone, the Sustainer of all the worlds*

This work is dedicated:

To my shining diamonds; to the ones who gave birth and sacrificed for my happiness, to the persons who filled me with love and hope.

To my father Zaki who motivated and encouraged me all the way long.

To my lovely mother Faiza who raised and pushed me to do my best.

A special dedication to my cousin Taha Amine, may Allah have mercy on his soul.

To my brother Reda and sisters Dalal, Asma, and Ines.

To my grandmother, uncles, aunts, and niece.

To all my best friends with no exceptions.

And finally to everyone who helped me in order to accomplish this work.

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Abstract

This study examines the relationship between Educative Blogs and the improvement of English as foreign language learners' Vocabulary Knowledge. The present work investigates the importance of Educative Blogs as flexible and interactive tool, in maximizing and improving learners' vocabulary knowledge. The hypothesis adopted in this study sets out that teaching vocabulary knowledge through new creative way that provides more interaction in foreign language classes will enhance student's vocabulary knowledge level and then difficulties in mastering the language can be traced. The research method adopted for this piece of work was purely descriptive. Accordingly, it aims at describing the importance of edublogs in enhancing students' vocabulary knowledge level. The required data were gathered through self-completion questionnaires administered to first year undergraduate students of English, as well as their teachers of both oral and written expression at Mohamed Khider Biskra University. The results obtained have shown that edublogs is an effective pedagogical tool for increasing learner's language use and fostering classroom cooperation and participation which in turn improves student's vocabulary knowledge. On the light of these results, the earlier stated hypothesis was successfully confirmed in that enhancing vocabulary knowledge basically mastering the language need to be accompanied with new creative ways like Edublogs as a first-aid technique to reduce speaking, writing, as many other language difficulties and problems. On the basis of the results obtained, some recommendations have been proposed to help teachers in their way of teaching vocabulary knowledge to their learners.

List of Abbreviations and Acronyms

Edublogs: Educative Blogs.

L2: Second language.

L1: First language.

ESL: English as second language.

EFL: English as foreign language.

VLE: virtual learning environment.

LMS: Learning management system.

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General Introduction

Introduction

Over past decades, technology usefulness studies have garnered much attention in the field of second and foreign language learning. Furthermore, not only in the field of learning and teaching but also our life as human being was highly affected by the era of information technology and it has a significant role in today's human society development. Based on this fact, it is indispensable to take advantage of modern technological facilities in aiding the task of English language education.

Several studies noted that foreign language students' needs further language support tools and techniques that work in parallel with the classical methods of teaching. They necessarily need to practice that foreign language in order to develop experience and skills for instance to improve their vocabulary knowledge, their hearing language, reading language, speaking language, and writing the language, and eventually the whole mastery of that foreign language. For doing such tasks, students should be provided by the necessary tools and the appropriate environment, among those tools Educative Blogs (Edublogs) are highly ranked between several tool according to its effectiveness and its usefulness in developing learners vocabulary knowledge as well as many other kinds of learning processes for example grammar, the four language skills and so on.

Effective use of Edublogs by EFL teacher's and learners' however is an issue that has only recently been addressed in adequate seriousness. Effective use of Edublogs for improving vocabulary knowledge in addition to other learning processes is still problematic for foreign language teachers and learners in different cultures as well as various disciplines. For the sake of understanding the relation between Edublogs and vocabulary learning the main aim of this research paper is to create a strong link between the uses of educative blogs in improving learners' vocabulary knowledge, because, vocabulary represents the key motor of any language, as well as knowing more vocabulary means the better usage of the foreign language. In addition, owning a big or a few amount of vocabulary knowledge that might identifies individuals' personality and to what extent they are close to that language.

Eventually, owning much vocabulary pave the way to the students' to manage easily the other skills of the language (reading, writing, listening, and speaking).

2. Statement of the Problem

Concerning the university level particularly, Educative Blogs (Edublogs) are considered as successful pedagogical tool that could be implemented within the process of learning and teaching in order to improve student's vocabulary knowledge in the first place, then for any other learning process. This learning technique gives the students the opportunity to gain maximum vocabulary knowledge through a big exposure to vocabulary. In fact, Edublogs still emarginated and not taken advantage from using it, either the teacher or students. Even it has the potential to increase student's language competence, vocabulary, and their electronic literacy. Blogs are egalitarian learning and teaching tools with excellence.

More important in the use of blogging, is that creating a sort of partner-ship between the teachers and their student's within or beyond the class walls (Stevens, 2004). Setting up or maintaining a blog it does not require high technology expertise , it needs only to be familiar with on line tools for teaching or learning, so blogging it would be just a natural addition to your knowledge repertoire. Even though, teachers or students are new to technology language teaching and learning they can simply learn about blogging along with the aid of "The Web Browser: The Way How Creating and Using Blogs"

Edublogs are widely considered to be a significant feature of promoting vocabulary knowledge for English as foreign language learners (EFL). The proper use of this software tool is still challenging for university students, definitely it shows that it is not recommended by the teachers too, because of their unawareness of it huge benefits to the process of learning and teaching, also they appear to lack awareness of how effectively employ Blogs within their usual or classical way of teaching. Eventually, Edublogs should be highly adapted within the classical method of teaching and learning.

3. Aim of the Study

This study is meant to contribute to the development of learner's vocabulary knowledge in English through the implementation of educative blogs in foreign language teaching. It aims at investigating to what extent Edublogs could help the students of first year LMD to improve and enhance their vocabulary knowledge level. It aims also at increasing the awareness of using Edublogs by both teachers and students as an effective way of learning vocabulary. In addition to other aims as promoting teachers-learners interaction and connection inside and outside the classroom by using Edublogs. Showing the ways, that enables teachers and students from creating their own Edublogs. Finally, suggesting a proposal to consider Edublogs as an aid to classical methods of teaching.

4. Research Questions

This research attempt to answer the following questions:

1. Are Edublogs effective on the student's vocabulary learning?
2. Are Edublogs considered as an aid to enhance the classical method of teaching?
3. Are Edublogs considered as an effective way to teach the four language skills?
4. How could Edublogs improve student's vocabulary?
5. How could Edublogs considered as a reliable teaching source?
6. What are the best strategies for teaching vocabulary by using Edublogs?

5. Hypothesis

Through this study, it has been hypothesized that:

- If we use Educative Blogs while teaching vocabulary knowledge, student's mastery of the language will be enhanced and learning difficulties can be traced.

6. Methodology

We intend to conduct this research using the descriptive method as we believe it is the most appropriate method to confirm the formerly stated hypothesis. The type of questionnaire that will be used is semi-structured questionnaire. According to the history learning site a questionnaire is:

“A questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic. When properly constructed, and responsibly administered questionnaires, become a significant instrument by which statements can be made about specific groups or people or entire populations “.

This research method will be more helpful to facilitate the link between two variables, in which the independent is the use of educative blogs and the dependent variable is the enhancement of EFL learner’s vocabulary knowledge. We will distribute the questionnaire to fifty (50) students that belongs to different groups from undergraduate level (1st year LMD students) at Mohamed Khider Biskra University to answer our questionnaire to the amount of knowledge that they have about Edublogs and development of the vocabulary knowledge. The student’s questionnaire will be consisted of thirteen (13) questions which are arranged in a logical way. The questionnaire will take different forms like closed questions, where the students are supposed to choose between “yes” or “no” answers with the justification if it is needed, multiple choice questions, where they are asked to pick up the appropriate answer from a number of choices, and open questions which require students to give their own answer and justify them.

Secondly, another questionnaire will be addressed to teachers of written and oral expression of Mohamed Khider Biskra University considering their experience and perception in teaching. The teachers questionnaire, intended for eight (8) teachers of English, and it aims at investigating the teacher’s opinions about applying Edublogs as a pedagogical tool to enhance learner’s vocabulary knowledge level. The teacher’s questionnaire will contain seventeen (17) questions which will be divided into three main sections. The questions are either closed questions, where teachers are asked to choose “yes” or “no” answers with the justification of their choice, or multiple choice questions where they are supposed to pick up the appropriate answer

from several choices, or open questions where they are requested to give explanation or suggest alternatives.

7. Structure of the Study

The present study consists of three main chapters: chapter one and two are theoretical, whereas chapter three is empirical. Chapter one reviews what has been done in the research of the use of Edublogs. It looks at the diversified definitions and functions of Edublogs, its popularity, significance, features, and major kinds to its study. By examining the earlier definitions, a working definition is put forward to meet the needs.

Chapter two explores vocabulary learning and teaching. It introduces the notion of vocabulary, its significance, aspects, and the targeted vocabulary should be learned, it highlights the different ways of learning vocabulary. It also summarized the relation between blogs and vocabulary teaching and learning.

Chapter three describes the research methodology and data collection procedures. A description of the data and the process of collecting the data are provided. In addition, a detailed description of the teachers and students questionnaire, the sample and the way is conducted are given. Then, the obtained results from the students and teachers questionnaires are reported. Finally, based on the qualitative as well as quantitative data obtained we attempt to offer an accurate analysis of the findings as well as report what the current study provide as conclusion.

Chapter One: Educative Blogs

Introduction:

Teaching English as a foreign language encompasses basic elements which are considered as the artery of successful language learning. Generally technologies and specifically Educative Blogs (Edublogs) plays a major role, in the whole learning and teaching processes. It highly pushes the wheel of language development forward, and provides EFL students with real gadgets to enhance their vocabulary knowledge level. This chapter, deals with the concept and notion of Edublogs within EFL classes considered as an effective and significant tool for language improvement, starting by an overview about a definition to edublogs, then the reason behind using Edublogs particularly, blogging basics, and a historical over view about Edublogs, also its popularity. Besides, the significance of Edublogs at the university, features, kinds of Edublogs. Next, the implementation of Edublogs in the classroom, also a proposal of the different ways of using Edublogs. Finally, educative blogs within the frame work of e-learning and the impact of Edublogs on language basic skills.

1.1. Definition of Educative Blogs

New web technologies are many, probably among them blogs are the most well-known and accepted. It is practical, not complex in the way of using it; with basic technology skills you can simply create and manage it. Blogs used in education are known as Educative Blogs (Edublogs). Under the umbrella of edublogs there are a wide range of topics related to education, from musings on educational policy and developments to learner's compositions. Educative Blog considered as a type of electronic journal that enable the readers to post thoughts they want and opinions in a well-organized manner. It is ordered chronologically , the reader emphasize on the newest post and continue reading till they reach the place they stopped in the last time they logged on .in addition, blogs are considered as an active space where it can be written by individuals, groups, and organizations. Blog enable its users from the possibility to host discussions or projects. In blogs the author is allowed to shares opinions, insights, and link to related sites of interest as a sort of videos, images, podcasts, or any other type of digital media. In addition to edublogs features, is that only the authors of a blog who can edit or post, and they are the only whom gives the

permission to access that enable followers to comment on what the blogger has written, or comment on the comments of other readers. In a nutshell, unlike other websites, blogs are more dynamic and ever changing (Good's, 2003).

1.2. Why Educative Blogs? The Reason Why Using Blogs Instead of Other Web Soft- Wares

A specific theme can be shared by Blogs in which their content can be collected and posted by several authors. As well as we can use them to organize links to other webpages, this may host videos and podcasts. In addition to its several options blogs can simply allow members and visitors to add any comment on the posts that has a great influence on increasing interaction between users without opening a discussion forums or threads. In this particular experience, blogs are web tools easy to handle, that's why they were used as open source. Moreover, the creation, managing and maintenance of a blog do not require a huge technical background. Teachers and students have the possibility to upload content related to their courses on the web and reach out to people providing opportunities to promote student-teacher, student-student, and student-others interactions. Another reason that makes blogs very useful is that posts are published immediately, without wasting much time. Furthermore, Blogs are accessible to all who might be interested in making contributions in a relatively lengthy period of time, without moving physically or attending face-to-face classes. Besides, the ability to upload images, songs, audio files (podcast), and videos, gives educative blogs great importance and use in the field of foreign language learning, because they give the opportunity to the students to be directly exposed to language data in a real multimedia environment. According to Grewling (2004) the biggest reason for using edublogs in language teaching is the way they are set up, because they invite participation and have the potential democratize the classroom since each student is giving the chance to participate equally (Campbell, 2003, 2004; Dieu, 2004; Grewling, 2004).

1.3. How Blogs Differ from Traditional Web Sites

The differences could be summarized in Stiler and Pholleo (2003) investigation in the following elements:

- a- New pages are easily created in Edublogs; the data interred into blogs takes a simple form (usually with the tittle, the category, and the body of the article) and then submitted.
- b- Automated templates are responsible of adding articles to the home page, the creation of new full articles (permalink), and adding the article to the appropriate data or category-based archive.
- c- The ability of easy filtering of content for different presentations; by date, category, author, or other attributes.
- d- The possibility of inviting and adding other authors by the administrator, whose permission and access easily managed.

1.4. Blog and Blogging Basics

The term blog is come from the amalgamation of the terms web and log, leading to web log, weblog, and finally “Blog”. Blogging is the process of authoring a blog, maintaining a blog or adding an article to an existing blog. Moreover, blog posts (posts or entries) are the individual articles on a blog. And the blogger is the person who posts these entries. The majority of blogs are free; in addition, in order to create a blog it does not require an expertise or any technical know-how you can be posting online, editing, and leaking your blog, reading other’s people blogs, and having your blog read within minutes of setting up an account.

1.5. Blogging to Learn

The first step precedes blogging with students, is the teacher investigation on blogs, as checking other language teachers blogs. The teacher should be aware of the blogs types that should start working with the students as they are novice bloggers. As many researchers agreed, blogs usually work better if using them in a long term assignments, because it help students improve their overall fluency and competency,

not just as a standalone activity. When blogging teachers should avoid and forget teaching about the language while blogging. Instead, they see themselves as making students use the language while they observe and monitor.

The initial step goes before blogging with learners, is the educator examination on web journals, as checking other dialect instructors sites. The instructor ought to know about the online journals sorts that ought to begin working with the understudies as they are learner bloggers. The oldest number of specialists concurred, writes for the several portion, works better if utilizing them as a long haul assignments, since it help the students enhance their general familiarity and competency, not pretty much as an autonomous learning. Educators ought to observe from a distance, and overlook instructing about the dialect while blogging. Rather, they consider themselves to be making the learners communicate by using the language while they observe and filtrate (Campbell, 2003).

1.6. Unleash the Potential

A blog can help the teacher to record the students language skills progress, in which it enable the teacher to see what students can and cannot do, and organize individuals feedback. As (Campbell, 2003) stated to capitalize on blogging's learning and teaching potential, simply unleash your imagination.

- Teacher and student can use blogs as journal where both of them can post comments, reactions, and reflections about the previous tasks done in the class, calling the students attention to the learning processes.
- Students are highly advised to use blogs in order to increase their contact with the target language outside the class.
- Student's discussion should be focused on objective issues by posting reactions to a reading or answers to thought-provoking questions.
- Document their personal research.
- The blog can applicate in the organization of the collaborative writing and peer view among the students.
- What is more interesting in blogs is inviting guests-teachers or content-area experts to add comments and interact with the students in the blog.

- Edublogs allows the students to freely use the target language as the main actors, networking without constraints or barriers, students are self-paced.
- Edublogs interaction it will develop into online community of practice in which diverse teachers and students help and learn from one another.

1.7. Online, but Still Human Interactions

As we suppose that language is considered as a means of understanding and communicating meaning through important interaction and content production, we ought to think of the time spent on a blog as moments during which we maximize emphasized exposure to language in new situations, peer collaboration, and contact with experts. However, do not expect miracles. The human element, fortunately, still plays an essential role. When a teacher "hosts, supports, facilitate and gives meaning and scope to personal publishing, things happen" (Farmer, 2003).

1.8. The Historical Development of Educative Blogs:

On 1993 the first application of web blogging appeared, as beginning it was only a sort of forum for the National Center for Supercomputing Applications (NCSA). However, the term "weblog" its first official appearance was until 1997, and it was thanked to an internet enthusiast Jorn Barger who initiated and recalled his 'website' (Robot Wisdom), a 'weblog', and used the term to refer to websites that are continuously being updated. The verb to 'blog' soon followed, as did the term 'blog sphere' to describe the ever expanding network of weblogs - "a dynamic place that is connected by time and topic" (Blood, 2000).

1.9. The Popularity of Educative Blogs

Blogging has become an obsession that a new blog is being created every second of every minute of every hour of every day. Researchers made an investigation to analyze the phenomenon and the dynamics of how blogs become popular. Actually there are two type of measurement, the first one is the popularity through citations,

and the second is the popularity through affiliation (i.e., blogroll). The basic conclusion from studies of the structure of blogs is that a collaboration of a mechanism that works together in which, while it takes time for a blog to become popular through blogrolls, permalinks can rise popularity more quickly, and they are perhaps more indicative of popularity and authority than blogrolls, since every second they denote that people are actually reading the blogs content and consider it valuable or noteworthy in specific cases.

Blogs services in the educational purposes are becoming more popular year after year. Because people intend to use blogs as an effective tool to present the lecture or even a piece of information in an appropriate manner, and it is absolutely easy and clear to the receiver. In addition, blogs provides its users the opportunity to share recordings and podcasts that works as a back up to the written given information (farmer, 2004).

1.10. The Significance of Educative Blogs at the University:

The role of multimedia resources has become significant in which it provide instructors with an authentic and interesting material and tools to facilitate the way in the front of learner to achieve independence. In addition computer-based learning environment hugely participate in providing learners with an opportunity to learn, practice, and communicate not only inside the classroom but also outside it. One of these relatively new environments is the educative blog. Short for weblog, a blog is an easy to maintain and install online journal that can provide foreign language learners a venue in which they can reflect, comment, question review, and communicate outside the classroom in an authentic environment, therefor, optimizing of using blog, as media in writing English in classroom, helps the students not only to improve their vocabulary knowledge, and writing reading skill, but also to improve communication skill to learners.

All the responsible of higher education institution, and among them teachers, should be aware, that in a world undergoing rapid changes, there is a perceived need for a new student-oriented version of education. They have to prepare students to turn into up-to-date and highly motivated citizens who can analyze problems, look for possible solutions, think critically and accept social responsibilities. It states clearly that new educational practices will entail new ways of teaching and learning coupled

with new methods of testing's that will encourage memory capabilities as well as powers of comprehension, skills for practical work and creativity.

As a result, the creation of environments that motivate the students to continue learning outside the class room has become a responsibility for foreign language teachers, especially those teaching at university level. So, why not take advantage of the fact that educative blogs and internet tools in general can be adopted to provide students with opportunities to learn, practice and foster communication and interaction beyond the boundaries of their classroom (Pinkman, 2005).

1.11. The Features of Educative Blogs

According to Pinkman (2005) there are many features provides in educative blogs in order to improve learning. They are as follows:

a- The post feature:

A blog in the first place is a website that contains new posts what makes it updated. The posts are organized in reverse chronological order, with the most recent entry at the top of the blog. In this feature, students are provided with a space to practice in writing, then post it in order to share what it was written with the others, where definitely will be a huge exchanges of new vocabulary between the bloggers, what makes them showoff themselves to the world.

b- The personal editorship feature:

Individual authoring of blog entries often utilizes text, hyperlinks, pictures, and graphic. With the availability of high bandwidth and storage space, blogs may also be populated with posts containing video clips and audio clips. It means students can make their blogs attractively and creatively.

c- The hyper linked post structure feature:

This third type feature gives the students the ability to follow the other blogs. The followers will receive the previous posts written by the others that they have followed. It has many benefits and it absolutely helps students, as reader to gain new knowledge, data and especially vocabulary by reading the post come from their friends' blog.

d- The archival feature:

Blogs contain a very strong archival feature. Where the posts are archived automatically and any of the content archived is absolutely searchable and retrievable through the input of key words using the search function.

e- The free and public access feature:

Everyone who is interested can create their blog freely and easily. This quality of the free public access to the content help student to obtain any sort of new information they want by opening and reading the other blogs.

f- The comment feature:

The comment feature is one of the improvements that the owner of the blog can add in order to improve the interactivity of their blogs. This feature gives the opportunity to the reader to respond to a post by leaving their own comment and opinions on the post. It pave the space to the students to discuss and share multiple ideas and information's with the others.

g- The grammar and spelling correcting feature:

Another interesting feature helps students in correcting grammar and spelling mistakes. It absolutely will improve their English writing, especially in conversation of writing, which definitely introduces them to a new vocabulary that helps the learners to learn more about the target language, they are dealing with.

1.12. The Kinds of Educative Blogs

Aaron Campbell (2003) in (blogging for ELT, October 18th 2010) has outlined three types of blogs for use with language classes.

1-A tutor blog:

The teacher blog as it is called is the blog which is run by the tutor of a class. This type of blogs includes the content that can be limited to syllabus, and it gives the opportunity to the students to communicate, also provide links to resources, for example information, home work, assignment, and others. The teacher is free to choose what kind of writing will be presented to them, as local culture, target culture and language to stimulate online and in class discussion. In this type of blogs, students are normally limited to write comments as a reply to their teacher posts. As well as, it allows the teachers to share information, and discuss problematics to provide solutions, with colleagues both local and around the world.

2- The class blogs:

These kinds of blogs are shared between the whole students of a class group. In which, teacher and students are sharing the same space that enable them to write to the main area. It is recommended to be used as a collaborative discussion space, an extra-curricular extension of the classroom. Students are encouraged to reflect deeply,

in writing, in learning vocabulary, on themes previously touched upon in class. Furthermore, Students are given sense of freedom and involvement than with the tutor blog.

3- The student blogs:

The student blogs is considered as the blog, that requires more time and effort from the teacher for install, and moderate it, but is probably the most beneficial and rewarding. The main objective behind it is to provide each individual their own blog. It is found beneficial to the students in which they can express themselves in their own personal online space. In addition, they can use it as an interaction tool to share and exchange students' reflection between hem and the teacher and their peers. Where the students can be encouraged to write frequently about what interest them, and can post comments on other students' blogs.

- This last kind of blogs was added after the above main types.

4- Project or topic blogs:

Blogs are not basically defined by their users, even the subject of a blog is equally important. The creation of a blog could be for specific topic or subject. What makes the blog unique is allowing the users to delete it after finishing from the project as well as the blogger move into another topic. Blogs are not designed to be standing forever and the user can delete and create as many blogs as they want.

The table below shows examples of some ways that teachers can use edublogs with their learners. Furthermore, student's ability of uploading pictures in the blog, that was taken by them or off the internet from free photo-sharing or clip-art sites such as flicker.

Tutor blog	Student blog	Class blog
<ul style="list-style-type: none"> • Set homework. 	Personal and family information (including photos)	Reaction to a film article, class topic, current affairs.
<ul style="list-style-type: none"> • Provide a summary of class work. 	Extra writing practice on class topic.	Things learners' like/ don't like doing in class.
Provide links to extra reading/listening material.	Research and present information on a topic (e.g. an English speaking country.	A class project on any topic (should be objective and serves the lesson aims)
<ul style="list-style-type: none"> • Question and answer (e.g. about learning vocabulary, class work. 	A photo blog on learners' country. Last holiday, town.	
<ul style="list-style-type: none"> • Exam/study tips. 		

Table 1.1: Aaron Campbell (2003) in (blogging for ELT, October 18th 2010)

1.13. The Implementation of Educative Blog in the Classroom

Several ways may be followed to set up a blog for the purpose of classroom usage. Johnson (2004) describes the main steps for setting up individual blogs in order to enable students from the access as users to a main “class blog”. Also, the idea that should be well stated in the teachers brain is when they achieve the point where their students are capable to set their own blogs individually it means that they made a noticeable progress toward the success of that simple project to make it as rich source, and facilitator of teaching and learning processes. Including the different benefits of this edublogs we can cite few of them; learners are able to write about themselves, their interest, family, home country, and so on, as they can post photos and share podcasts, and audio recordings.

Step 1- Setting up a sample blog

Before engaging in a class blog it is necessary that the teachers have to set up their own blog. This blog should contain information about own self, because it give

the teachers a clear image of what they would like the students to produce. In addition it allows the teacher to become familiar with the blogs interface and how it works, in order to show exactly what blog is.

Step 2- Setting up a student blog

After showing the students the teacher blog sample, the teacher can provide the students with further explanations and prepare some comprehension questions to enable them to understand more the content. It is preferable to give the students the chance to create their own first blogs under the guidance of the teacher. Even though, to accomplish the work it requires each computer to each student individually. But if there are no available computers for all the students, it is possible to make them work in pairs or in small groups around one computer; it means one blog can be set up per pairs or group. Another possibility of the existence of only one single computer classroom, the teacher is supposed to set up a single blog for the whole class, with multiple users accessing it outside of classroom.

The teachers should be aware that, the first attempt to the students to set up their own blogs would be quite difficult and exhausted, especially when the teacher is obliged to work with the whole students in the class together and at the same time answering the entire questions asked by them while setting up the blog. The teachers are supposed to be intelligent and systematic, in which they organize learners into pairs or small groups to work cooperatively, with one more tech-savvy learner per group to help out. The entire process of putting the blogs in to action with the students may take one entire class.

One other creative idea, is working in the aid of data projector, where the teacher can The teacher systematically can guide the students to set-up their blogs step by step directly from presenting steps through the screen, while they instantly they work on their computers. It a time and effort saving technique, even it makes the work clearer.

Step 3- Setting up class blog

The previous stage was the beginning to another followed step, which is setting up the class blog. The objective from creating a class blog is to enable the students from posting messages via e-mail in a very simple way. Also to activate the “comment” feature through which the student’s starts adding their comments freely

on each other's posted messages they should primarily install the free blogger.com service.

After all, as an encouraging first step in each meeting thereafter students received a blog topic emailed to the students from the teacher. Students spend a limited for example 20 minutes time free-writing on e-mail message and then email their free writes to the class blog, this time limit is strictly enforced by the instructor for several reasons:

- a- Limiting the time prevents the students from using online dictionaries to find vocabulary and check their spelling, it also promote self-expression and to make it more significant than grammar and spelling.
- b- The time limit also motivate and encourage students to begin writing immediately, and it does not allow them from discussing the topic with their friends that means they put all the possible vocabulary they know in use. It enables the teacher to measure their real vocabulary knowledge level.
- c- It is worthy to notice that teachers are restricted to a specific materials and activities to introduce during the annual program and prefer not to spend the majority of the time with student blogs.

Another point should be included in this step is that, the student send the messages to the blog email address for posting after they finish their email messages. Message appeared on the class blog website within a few minutes and students then read their class mates' email postings and choose two or three to comment on, writing one or two short sentences for each comment.

Finally, the teachers check the class blog and relate it to vocabulary learning and support them with writing activities in order to practice on learner's vocabulary knowledge, as a tool of promoting vocabulary knowledge and writing fluency at the same time. As such, student's email comments are written not only for gaining vocabulary, but also for grammar mistakes.

Step 4- Posting to and visiting blogs:

After finishing with setting up learners own blogs, or even pair or small group blogs, automatically they will start thinking of the following step which is spending time on preparing and posting content, of course they post only what is related to their

educational purposes. Once this small project start developing continually through learner's several posts, photos, and audio or video clips, it encourages the learners to share their blog addresses and to visit each other blogs and exchange comments, or in the case of a single blog with multiple posts, encourage them to comment on each other posts in the same blog.

Step5- Follow-up (Through Several Lessons):

Teachers and learners are supposed to spend few of their time on developing their knowledge about the ways blogs are used, and on posting their initial blog entries, so it is advisable that blogs should be used several times within the scheduled classes in order to be more familiar with it. Learners can be motivated and encouraged to post regularly over a certain period of time, for example, for a term or a semester, the teacher can guide them by providing ideas and suggestions for certain content. The blogs can be kept as an internal class project, and or encouraged other classes to visit and comment on the blog to create a wide interactional space. Also blogs allows teachers from joining an international network of teachers and invite learners from other foreign countries to visit and to comment on the student blogs. Blogs can be set so that only invited members have **commenting privileges**, which gives the blog some measure of security. This will be particularly important if the teacher is working with novice learners.

Note that it is normal for blogs to have a limited lifespan. So it is often a good idea for the teacher to have a clear time frame in mind for a blog project, such as a term or semester or a couple of months. If learners' interest does not flag after this time, the blogs can always be continued. The teacher may want to experiment with using blogs for different purposes with the same classes.

1.14. The Different ways of Using Educative Blogs

A proposal suggested by Davis (in Huann, et al: 2010)

Firstly, teachers purpose from creating reflective, journal type blog is to reflect on other teachers' teaching experiences that may include, the description of what worked for teachers in the classroom or what did not work, also when using blogs teachers can learn from one another, through exchanging ideas and knowledge. Another important point, is the teaching insights teachers gained from what happened

in their classes, like exploring the important teaching and learning issues. As well as they can share ideas and resources for teaching activities.

Secondly, teachers might like to start a class blog to pave the space in the front of their students for encouraging them to get involved in online reading as well as to read and respond to gather, also to collect internet resources for a particular courses, providing links to appropriate sites and annotating the links to highlight their relevance. Teacher might also post instructions for assignments such as prompts for writing, work such as art, poetry and creative stories; it gives them the chance to post photos and comments on class activities. In addition, one of the most significant qualities to the blogs is that it gives the opportunity to both teacher and students to connect the teacher's class with a different class somewhere else in the world.

Thirdly, the reason behind, asking the students to create their own blogs is to create an ongoing portfolio of sample of their writing, and in the same time enable the teacher to recognize their real vocabulary knowledge. Also, in order to write comments, opinions, or questions on daily news items or issues of interest. As it open the space to discuss activities students did in class and tells what they think about the activities. This own blogs, showcase the students best writing pieces, through analyzing the quantity and quality of their used vocabulary.

Fourthly, in another important step from the teachers to reinforce their students' competences in the foreign language, is asking them to create a shared blog, in order to carry out project work in small groups, and showcase products of project based learning. As it allow the teacher to document the students' progress, findings and answers as they embark on a project.

In a nutshell, the activities on section one describe a teachers professional capacity. This could form part of their professional development as the same issue may pose a different meaning at different stages, as teacher grows with experience. Also, teachers might read comments hopefully to create an informal community. Besides, section two to four describe the ways to engage students as bloggers, either to bog individually or to maintain a task specific group blog. The above stages are neither subject specific nor exhaustive; hence more ideas can be generated to suit teachers, teaching and learning context.

1.15. Educative Bogs within the Frame Work of E-learning:

15.1. What is E-learning?

E-learning can be simply defined as the use of computer and internet technologies to deliver a broad array of solutions to enable learning and improve performance.

From another perspective, e-learning is formally defined as electronically mediated asynchronous and synchronous communication for the purpose of constructing and confirming knowledge. The technological foundation of e-learning is the internet and associated communication technologies. Beyond the general description of e-learning the two primary applications that constitute of e-learning are online and blended learning. Fully online learning is a form of distance education that had its' genesis apart from mainstream distance education. However, because of its' interactive nature, online learning is very different from traditional distance education with its' historical focus on content delivery and independent learning. On the other hand, blended learning is the most prevalent form of e-learning in traditional higher education institutions. E-learning in the context of blended learning has shifted the thinking of educators in higher education in terms of transformative course and program redesign.

To this point, e-learning has been described in terms of online and blended learning. It has also been argued that e-learning is not a synonym for distance education. With the proliferation on internet technologies, distance has become relatively meaningless. In an e-learning scenario communities of learners are able to sustain themselves productively across time and space, and be enriched immeasurably through the internet. But this does not just happen by adapting e-learning technologies. It is the idea that drives this vision, and the core concept here is the community of enquiry. It is the vision and theoretical framework that provide the principles and guidelines that make e-learning a viable reality in higher education.

15.2. E-learning approaches:

There exists two general ways to deal with e-learning; self-paced and facilitated/instructor-led.

Self-paced learners alone and totally autonomous, while facilitated/instructor-led e-learning course give distinctive levels of backing from tutors and teachers or even coordinated effort among learners.

Initially, Self-paced e-learning courseware (likewise called web based training (WBT)), which can be supplemented by supplemental asset evaluation. Courseware is generally housed on a web server, and learners can get to it from an internet learning stage or on CD.Rom. Learners are allowed to learn at their own particular pace and to characterize individual learning ways in view of their individual needs and interests. Also, e-learning suppliers don't have plan, oversee or track learners through a procedure, what make the procedure of instructing and learning easier.

In the other hand, instructor-led and facilitated e-learning is straight curriculum built up that incorporates a few substance components and exercises into a sequential course or syllabus. The course is planned and led by educator as well as facilitator through an internet learning stage. Likewise, e-learning content for individual study can be incorporated with educators' addresses, singular task and synergistic exercises among learners.

In this model, learners, facilitators and educators can utilize specialized devices, for example, email, talk discussions, visits, surveys, white boards , application sharing and sound video conferencing to convey and cooperate. Toward the end, a last stride commonly incorporates an activity or evaluations to quantify learning.

15.3. E-learning components:

As we have seen, e-learning approaches can consolidate distinctive sorts of e-learning parts, including:

- a- E-learning content: it incorporates straight forward learning assets, intelligent e-lessons, and electronic simulations. For example, records, power point presentations, and video or sound documents.
- b- B-E-mentoring, e-coaching, e-tutoring: services which give human and social measurements can be offered to learners to back them up through the learning background. The above three component, give singular backing and input to learners through online instruments and assistance strategies.
- c- Collaborative learning: collaborative exercises range from discourses and information sharing to cooperating on a typical task. Social programming, for example, visits, examination discussions and web journals, are utilized for online coordinated effort among learners
- d- Virtual classroom: a virtual classroom in an e-learning occasion where a teacher instructs remotely and so as to a gathering of learners utilizing a mix of materials, for instance power point slides sound and video materials. It is called likewise synchronous learning.

15.4. Educative Blogs within E-learning:

The e-learning application, thusly, starts to look particularly like a blogging device. It speaks to one hub in web of substance, associated with different hubs and substance creation administrations utilized by different understudies. It gets to be, an institutional or corporate application, as well as an individual learning focus, where substance is reused and remixed as indicated by the understudies own necessities and premiums. It turns out to be, in reality, not a solitary application, but rather a gathering of between working applications, a situation instead of a framework.

The way to deal with learning implies that learning substance is made and dispersed in an altogether different way. As opposed to being made composed and bundled, e-learning substance is syndicated, much like a blog entries and podcasts. It is accumulated by understudies, utilizing their very own RSS Peruser or some comparative applications. From that point, it is remixed and repurposed in view of the

understudies own individual application, the completed item being encouraged forward to end up grub for some different understudies perusing and utilize.

15.5 Teaching and Learning Online (E-learning):

Really web learning has turned into an awesome field of premium that is the reason this paper is going to exhibit diverse situations as case of learning circumstance which makes utilization of both the processed and the web:

a- During class, learners are consumed to PC space, and do practices on a dialect site on the web, in sets.

b- Learners utilize an ICT instrument, for example, web journals, wikis, visit or podcast, for undertaking work, either inside or outside the classroom.

c- Learners email their homework or class task to the instructor, who marks it and email it back to learners.

d- The instructor utilizes a website to give learners with online connections to perusing and tuning in, homework task, and rundowns of class work for learners who miss class.

a- Learners meet up close and personal as more often than not, and strengthen it by doing class work utilizing blog, email, talk, and telephone and shared exercises on the web.

We would contend that the last situation is demonstrating mixed learning. In the event that where learners meet eye to eye, so we are discussing a blend of online and eye to eye course conveyance. Web learning is frequently conveyed by means of a learning stage or virtual learning environment (VLE). Otherwise called a learning administration framework (LMS), or a virtual classroom, a VLE is an online stage on which course substance can be put away. It is gotten to by learners on the web, and they cannot just see course substance, for example, archives, sound and video addresses, additionally do exercises, for example, tests, surveys and tests, or utilize specialized apparatuses like dialog gatherings or test and sound talk. More current VLEs even coordinate online journals and wikis. Progressively well known in the VLE world is moodle, an open source VLE which is free. Other understood VLEs are

WebCT, which as of late converged with writing board, and top of the line, albeit neither of these is free.

The benefit of a VLE for course conveyance is that everything is in one spot, and most VLEs give "" following offices", so that the online mentor can see who has signed in when, and see what exercises learners have done, or what archives and discussions they have gotten to. VLEs additionally generally give genuinely modern devices to evaluation and reviewing, with records kept for every learner. In this way an educator can assess a learners' composed work or assignments in the VLE, as their commitments to discussions, and these evaluations are naturally recorded. Results for consequently reviewed exercises; tests or tests will likewise be bolstered into learner's evaluation book with the learner ready to counsel their evaluations and check progress anytime. With this blend of consequently review exercises and coach appraisal, VLEs give a much a wealthier apparatus for learner assessment than, for instance, a Compact disc ROM, where learner evaluation will regularly be founded on programmed evaluating as it were.

1.16. The Impact of the Educative Blogs on Language Basic Skills:

Several Studies shows that reading and writing skills are highly affected by blogging and even it emphasis that blogging enhances these skills. However, the effects of blogging on the listening and speaking skills have been conducted by very few studies respectively. In a general sense, Rasmussen (2011) made an experiment on undergraduate germen-language students it aimed to improve their language skills and their critical thinking this experiment results came with, that blogging as a web-based e-learning tool enormously enhance learners' language skills. However, learning German in this study was notably in the context of learning a native language. In addition, after a general over view that gives overall information about blogs and their current uses, Ducate and Lomicka (2005) came up with a significant suggestions and ideas to improve reading and writing skills such as writing weekly summaries, recording vocabulary, exploring blog addresses and posting on cultural topics. Ducate and Lumicka (2008) subsequently the experiment finding after a year-long project in observing and guiding the student's participation as blog readers and writers was successfully achieved and found that blogging enhance autonomy and creativity that clearly pave the way to the students to experiment the language, in which they express themselves in a suitable relaxed environment, and raise awareness

about the target culture. Below, we are going to review the studies that emphasis on the impact of blogging on speaking, reading and writing skills.

16.1. Speaking Skills:

A genuinely set number of studies on the impacts of blogging a talking aptitudes demonstrate that websites are viable apparatuses for creating conceptualization, observing, assessing, self-presentation and data trade abilities; be that as it may, these studies demonstrate that blogging has no consequences for enhancing learners familiarity , exactness, elocution, or dialect multifaceted nature. To start with, Sun (2009), in a study that presents discoveries on utilizing web journals as a stage for dialect learners' talking aptitudes, noticed that blogging create abilities conceptualization, conceptualizing, verbalization, and checking, assessing, self-presentation and data trade abilities. Next, Sun (2012) analyzed the viability of a broad talking action on talking execution and how learners saw picks up in the action by means of voice online journals. The creator, from one perspective, proposed that learners' elocution, dialect multifaceted nature, familiarity or precision. Last, Hsu et al (2008) scrutinized the utilization of sound web journals in English as a second dialect guideline and found that sound blogging enhances learners' oral execution and permits individualized oral input.

16.2. Reading Skills:

While the extent research indicates the use of blogs enhances reading processes, causes positive perceptions of reading, encourages classroom discussions, and develops literacy and critical thinking skills, there is a little evidence to support that blogs positively effects learners' reading skills. To begin with, in an empirical study on online writing in a particular classrooms, designed to explore the nature of literary responses as communicated via weblogs, it was found that students learn more about the thinking and reading processes and, consequently, increase their level of engagement (West, 2008). In term of perceptions, De Izquierds and Reyes (2009) explored the effectiveness of blogs with respect to reading activity in a freshman EFL reading program at a university and find that blogs are very well perceived by most of the participants and that they are used effectively when compared to other new ways of learning in the traditional classroom. Blogs are effective for learning classroom

discussion-based instruction enhances learners' achievements in reading skills and that using blogs is an effective technique for reading classroom discussion as students increase their achievement level.

16.3. Writing Skill

Research that emphasizes the implementation of blogs to enhance writing skills demonstrates that blogs can be easily integrated into a virtual EFL writing environment (Murray & Hourigan, 2008). For example, Palombo's (2011), an experiment has been done to explore and to design a descriptive study revealed that sixth grade students' writing process and their written product has been facilitated and improved via their experience to blogs. A study also, shows that involving blogs into portfolios or e-portfolios leads to more appropriate and effective writing, as noted by Klages and Clark (2009) in their study that necessitates the integration of e-portfolios and blogs, whereas Godwin-Jones (2008) argued that using portfolios or blogs as a tools for practicing language skills has the same influence on learners achievements.

The uses of blogs are enormously found to facilitate academic writing. Gallagher (2010), for instance, observed that implementing blogs in composition classes promotes learners' motivation to get involved in academic writing. Shin (2009) explored the academic and social purposes of second-grade English language learners in an urban school with respect to their blog-oriented academic writing practices and the interrelations with their goals. The results indicate that learners incorporate blogging with their academic and social goals by drawing on linguistic features. Moreover, Duff, Spangenberg, Carter and Miller (2010) reported on the results of a project called Grammar Gang Blog. This project is space where users are able to shared knowledge about the function of grammar in academic writing at the university level and finds that the project contributed to global interactive community building among students, staff and their institution. Last, Sun and Chang (2012) examined the effects of interactive and collaborative features of blogs on EFL learners' academic writing knowledge and writer identity. They claim that blogs encourage active and reflective participation in learners' generation and knowledge sharing and that they provide a space for purposeful writing.

Conclusion

To conclude, educative blogs are seen as the artery of successful language teaching, teachers therefore, are requested to support the traditional method of teaching by those new sophisticated tools to motivate and improve their student's language level. Hence, most of the recent teaching methods have emphasized thoroughly about the implementation of edublogs during learning a target language, since it enhance learner's vocabulary knowledge level and lead them to a better mastery of the language. Moreover, the student's cooperation aids highly recommended for the reason of fostering edublogs through allowing learners to share their ideas, insights, and so on. Consequently, and most importantly, using edublogs within EFL classes may develop the student's vocabulary knowledge with a noticeable progress.

Chapter two: Vocabulary Learning and its Relation to Educative Blogs Teaching

Introduction

Language is a tool of communication either with the oral or written form. We communicate with others to express our ideas, thoughts and opinions, subjectively or objectively, also to know other's ideas as well. Communication takes place where there is a comprehensible speech or texts and without understanding the main objective of what is meant by the utterances and without the well usage of the appropriate items, the communication will not reach its aim and then, failure in conveying the message from one to another. The mastery of vocabulary knowledge is at the heart of foreign language learning. One of the major responsibilities of any teacher is to allow a maximum exposure of vocabulary knowledge to their students, in order to develop their ability to understand and communicate effectively when using the target language for several purposes.

This chapter is going to study the general issues and difficulties about vocabulary knowledge; its definition, importance, aspects of vocabulary knowledge, and vocabulary and the four language skill, as well as the target vocabulary for EFL students. Then it will discuss the distinction between "Incidental" and "Intentional" vocabulary learning. Finally, identifying some vocabulary learning strategies as well as vocabulary assessment in the teaching process.

2.1. Vocabulary Definition

The foreign language learners' biggest problem is the fact that they lack much vocabulary, which in result affect their fluency both in spoken and written language, but they are not sure about how to improve their vocabulary. Language teachers also do not know the suitable way to include vocabulary learning into their teaching lessons (Read, 2004). Throughout this dissertation we hope to engage the reader from sides, teachers and students, to go directly to the point and think about English vocabulary and the best way to teach it to students of English as a foreign language. Generally when asking about how could be vocabulary defined, the most of answers would be likely has something to do with the word of a language, which is perhaps how most people think of vocabulary, and that is correct because vocabulary does

deal with words. Yet vocabulary is bigger than just single words, as many research and books demonstrated. Recent vocabulary studies focuses on lexis understanding which “refers to all the words in a language, the entire vocabulary of a language” (Barcrof, Sunderman, and Schmitt, 2011, p. 571). So probably it will surprise the learners to realize that lexical chunks are also included in vocabulary learning, as an example “good morning” and “glad to meet you”. The previous phrases are compound word, but have a clear formulaic usage and they are very important for English speaking and writing language usage. As many others, call them formulaic sequences (Alali and Schemitt, 2012), they are indispensable in the English vocabulary learning and teachers should put them in their priorities when teaching vocabulary. In a nutshell, we simply define vocabulary as the words of language, which involves single items and phrases or chunks of several words, which in turn aimed to convey specific meaning, as the single words do. Vocabulary declaims individual lexical items, and words with a particular intended meaning, in addition, it includes lexical phrases or chunks (Lewis, 1993).

2.2 The Importance of Vocabulary

Vocabulary is the vital organ to English language teaching and learning, because insufficient vocabulary knowledge may affect negatively the students understanding of what others said, and even they will be unable to express themselves freely. Moreover, learning vocabulary is a substantial step in developing the basic language skills as the productive ones, writing or speaking skill. Wilkins (1972) stated that “... while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (pp.111-112). This reflects many others experience with different languages; even being incompetent in the language grammar, but owning some useful words and expressions, they can often convey their messages meaning. Lewis (1993) went further to argue, “Lexis is the core or heart of language”(p.89). Particularly, it is important for students to develop and acquire more productive vocabulary knowledge, and improve their own personal vocabulary learning strategies.

Often it is innate to the students to recognize the significance of vocabulary to their language learning. As Schmitt (2010) wrote, “learners carry around dictionaries

and not grammar books”. The process of teaching vocabulary to students helps them to understand and communicate with others in English. Voltaire purportedly said, “Language is very difficult to put into words”. We believe that it will be a general agreement from the students, that learning vocabulary can help them also to master English for their purposes and needs.

2.3 Aspects of Vocabulary Knowledge

The concept of word definition may differ from one to another, but what is more important is the teacher’s awareness about the three significant aspects and try to focus on them, those are Form, Meaning, and Use. According to Nation (2001), word form involve the spoken form (pronunciation), the written form (spelling), and any word parts such as, prefix, root, and suffix. As an example for word parts, the word uncommunicative, where it is divided into three parts, -un is the prefix, communicate is the root, and -ive is suffix, at the end all go together to refer to someone or something is unable to communicate, hence uncommunicative. Nation (2001) stated that meaning includes the way that form and meaning work together, in other words, what item it refer to, and the concept, and the associations that comes to mind when people try to reflect about targeted word or expression. The use it encompasses the grammatical functions of the word or phrase, collocations that normally go with it, and also any qualifications on its’ use, in term of frequency level, and so on. For the form, meaning and use Nation (2001) stated, there is two dimensions, receptive and productive, so to be aware of these three aspects for each word or phrase actually it includes eighteen different types of lexical knowledge, as it is clearly summarized in table one.

Aspect	Component	Receptive knowledge	Productive knowledge
Form	Spoken	What does the word sound like?	How is the word pronounced?
	Written	What does the word look like?	How is the word written and spelled
	Word parts	What parts are recognizable in this word?	What words parts are needed to express the meaning
Meaning	Form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
	Concept & referent	What is included in this concept?	What items can the concept refer to?
	Associations	What other words does this make people think of?	What other words could people use instead of this one?
Use	Grammatical function	In what patterns does the word occur?	In what patterns must people use this word?
	Collocations	What words or type of words occur with this one?	What words or type of words must people use with this one?
	Constraints on use (Register, frequency...)	When, where, and how often people expect to meet this words?	Where, when, and how often can people use this word?

Table 2.1: Source, Adapted from Nation (2001, p.27)

Teachers are advised when teaching vocabulary to build students' knowledge of words or phrases; they have to help them in learning any or even all these different components to assist them in enhancing their English vocabulary knowledge and use.

From one side we find that many teachers are good at the grammatical functions of certain words or phrases, for example, from the other side, others have strong knowledge of English word parts. We encourage the teachers to start with their students points of strengths, because each one of them at least has some vocabulary knowledge that is relevant to English, even if it derives from his or her own native language. The mission of the teacher in that case is to build on learners' strength and in the same time recognize their various weaknesses. For example lot of students' read in English and thus may be adept at recognizing meaning in terms of concepts and referents, but if they have not heard at recognizing meaning in term when they hear them spoken or weak on pronouncing them when they read something out loud. Sometimes students' learning English as a foreign language (EFL) are weaker at knowing certain constraints on vocabulary usage, such as the fact that only young people use a particular word or expression, which might be colloquial an not usually deemed appropriate in more formal contexts such as speeches. Yet if teachers are aware of their students' strengths and weaknesses in English vocabulary, then they have a place to expand students' knowledge and strengthen weaker areas (Nation, 2001).

Perhaps when observing and analyzing the information in the table, we observe that the process of teaching English vocabulary a little daunting. If so, the teacher is not alone, there is much that teachers and students need to learn to understand and use words and phrases correctly in different situations. This chapter does not claim to cover it all but instead aims to help the teachers understand important issues from recent vocabulary research and theory so that they may approach teaching it in a principled, thoughtful way. It will also help them reflect on vocabulary teaching in their particular context and ways that they might improve their vocabulary teaching.

2.4 Vocabulary and the Four Language Skills

In the previous section, we made a discussion about vocabulary knowledge aspects. This section emphasis is on the relation between vocabulary and the four language skills; moreover it involves type, meanings, and functions of vocabulary as well as how many words a language learner needs to know for the four language skills.

In order to understand how vocabulary items work or relate to the four language skills, it will be helpful to make clear first by grouping the skills into two pairs. There are two ways in so doing:

Firstly, listening and speaking are the skills necessary in oral communication, they can be grouped together. For some learners, this is the main focus of their interest. Reading and writing can be grouped together since they are the skills necessary in written communication, and this may be the main focus or motivation for other learners. Alternatively, we can group listening and reading together, since they both are used to understand language which was produced by other people. To this extent, listening and reading are known as receptive skills, and speaking and writing are productive skills.

Based on type of vocabulary in general, there are four categories of vocabulary learning: listening vocabulary, speaking vocabulary, reading vocabulary, and writing vocabulary. Listening vocabulary refers to words learners use to understand what they hear. Speaking vocabulary is known as words they use when they speak. Reading vocabulary concerns words in prints that they recognize and use to understand what they read, and writing vocabulary involves words they use in their own writing. Pikulski and Templeton (2004, p. 2) have produced a diagram that may make a better understanding of the relationship between vocabulary and the four language skills:

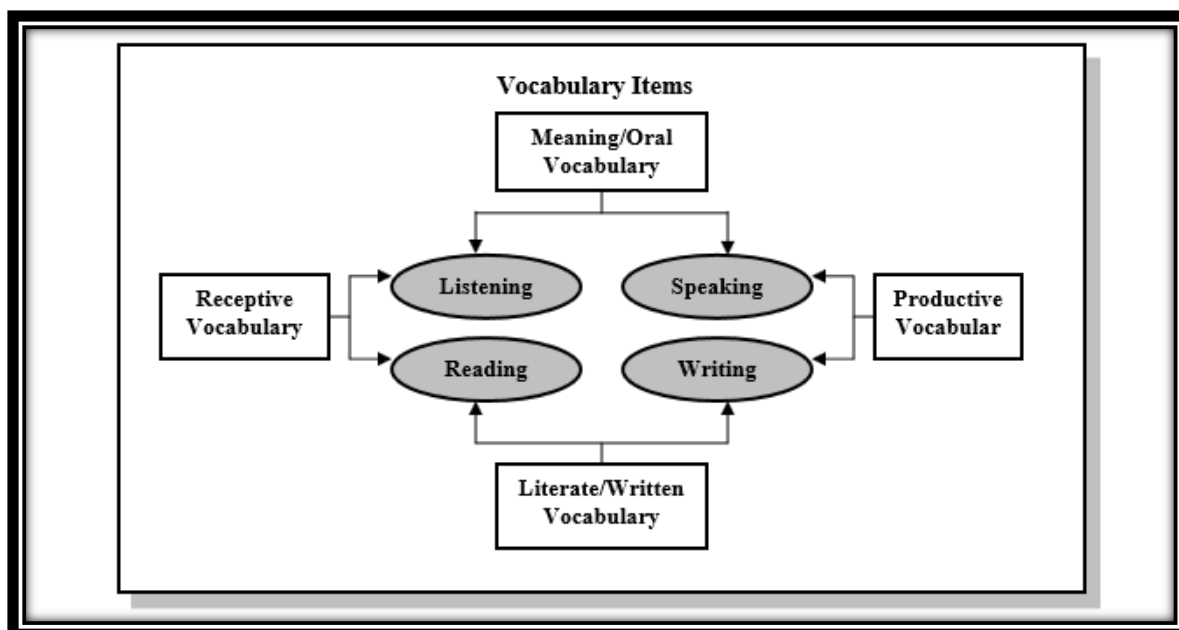


Diagram 2.1: Vocabulary and the four language skills

Figure above proposed by Pikulski and Templeton (2004, p. 2) demonstrates that vocabulary items play a dominant part in learning to communicate effectively while listening, speaking, reading, and writing. Vocabulary items in the diagram above can be classified in terms of types, meanings, and functions. Based on the diagram, vocabulary is categorized into four main groups as meaning/oral vocabulary, literate/written vocabulary, receptive vocabulary, and productive vocabulary. However, it is obvious that all vocabulary items are overlapped in meanings and functions.

2.5 Target Vocabulary for EFL Students

The main interest in direct vocabulary teaching is to promote the awareness about what words should be studied. The recent investigation on vocabulary learning and teaching, claim that there are two thousand (2000) words that represents the main core of English vocabulary (Nation, 2001; Schmitt, 2000).these basic words are presented in sort of a list by wests' (1953), which is called Classic General Service List. (Nation, 2001; Read, 2004). So, Nation (2001) states that the mastery of this list should be considered as a priority to EFL learners, because eighty percent of the English words used in written or spoken texts are included in these “2000” words list.

After mastering the General Service List (GSL) by the college-level EFL students, it is recommended to pay attention to sub technical words which is appeared within a wide range of academic texts (Coxhead 2000; Nation & Hwang, 1995; Read, 2004). Coxhead's (2000) made a significant contribution to this approach, which is called academic word list, in fact it was deduced from a corpus of around three point five (3.5) million words from the four different coming disciplines: Arts', Commerce, Law, and science. Coxhead (2000) purposes from using this corpus particularly is to discover the range of emergence of certain words and came up with a list of 570 word families. It was significant to the academically oriented EFL learners, to be aware of Coxhead's analysis, because ten percent of the words were covered by this list beyond the seventy six percent average achieved by the General Service List (Read 2004). Nation (2001) agreed about the importance of learning the (AWL) because: in one hand, to be aware of the vocabulary of 2000 word, at least one word in every five will be unknown. in the other hand, when adding to the previous 2000 words, the Academic word list, approximately one word in every ten will be unknown which is an important change.

We can say, in addition to the classic general service list, the academic word list (AWL) is so important that teachers and learners should spend enough time on it and it should be used to set up goals for courses and included in teaching and learning materials (Coxhead, 2000; Nation & Hwang, 1995).

In a nutshell, it is up to every language teacher to make a suitable choice on what and how much vocabulary to teach. Furthermore, they must be conscious of what kind of vocabulary items to teach first (with novice learners and during early stages of the course) and what vocabulary to consider later on. As it was said by Gairns and Redman (1992), the teacher's choice of vocabulary is influenced into some extent by the course book and supplementary materials they use. However even here, "teacher decides on emphasis given to individual items."

2.6 Usefulness

After choosing the suitable vocabulary to teach, another significant thing is the usefulness of the words that should be taken into consideration by the teacher. Yet, what words are actually useful? To be able to answer this question, in order to answer this question, it is better to look into several aspects.

First of all, the learner's needs should be taken into consideration by the teacher. Allen (1983) stated that for a better start with learners, they should be provided with words for class room language, just at the early stages of the course. She continues that what is more importance, is that the teachers should make a clear cut to what learners need within their daily life, people and things surrounding them. "When such words are learnt, the new language can immediately be put to use" (Allen 1983: 108).

In somehow, the teacher choice of the words is affected by certain criteria in which the particular item is used in common language. In general, "The words which are most commonly used, are the ones we should teach first" (Harmer 1993: 154). However, the problem is those words are not that much useful, because of their limited information transfer, or as they are called 'empty words' (i.e. grammar words) and to be able to communicate, learners need considerable amount of words bearing some meaning. (McCarthy 1992: 82)

Secondly, the other aspect to be aware of is 'coverage'. As Harmer (1993: 154) stated, the words covering more things are likely to be taught before words with only one specific meaning. E.g. the word 'book' will be taught before words 'notebook or exercise book'.

McCarthy (1992: 84) also talked about the range of an item. It is generally recommended to avoid the vocabulary with a limited range, in contrast the more an item has a wide range, the more it is likely to be useful.

2.7 Learn Ability

Apart from usefulness, "learnability" is considered as a significant factor, in which it influences the order of the targeted vocabulary that will be taught. Words'

being easy or difficult depends on several reasons. We count few of them; we can say that complicated spelling, pronunciation or meaning might be a reason for a word to be difficult to remember. Generally, concrete things are more learnable than abstract ones, therefore they are always taught first. (McCarthy, 1992: 86).

2.8 Vocabulary Development

The critical period occurs during the early childhood, this period is considered as an important stage for language learning. According to the National Research Council (1998), early childhood is the stage for the foundation of language and literacy, in which the child begins to develop and use their vocabulary to communicate. Vocabulary acquisition, vocabulary learning, semantics, and oral language, are the most used terms to describe how and when young children learn vocabulary. The previous terms, refers to the words that a person is able to use (i.e., expressive vocabulary) or understand (i.e., receptive vocabulary) in a particular language in contrast, language refers to the content, use, and form of the words in a child's vocabulary. During the early stage, encouraging vocabulary development is advisable, the reason that this period considered the best to make the child acquire rapidly. According to Hoff (2000), children acquire approximately nine to ten new vocabulary words per day from the age of 18 months to six years old.

2.9 The Way of how Vocabulary should be Learned

The communicative approach to learning which became popular in the 1970s emphasized a naturalistic, incidental approach to vocabulary learning. Krashen argued that unconscious acquisition, through natural communication, was the only possible way to acquire a language (Sökmen 1997:237) (Griffiths and Parr 2001:249). Word meanings could be understood from context and repeated encounters would help to improve the depth of understanding of each word, as well as aiding retention.

There is much to be said for naturalistic learning which provides a rich diet of comprehensible input. Firstly, this approach closely matches our L1 learning experience, and appeals to our sense of a 'normal' way of learning – there is no

memorization of word lists or other rote learning. Furthermore, the sheer number of words to be learned, as well as those with multiple meanings, also suggests a primary role for incidental learning (Nagy 1997:71-72). Paribakht and Wesche (1997:175) note research suggesting that explicit vocabulary instruction cannot hope to cover the same number of forms as incidental learning. The risk with explicit instruction, it is argued, is that it is difficult to provide a sufficient number of encounters with a word for learning to take place. Nagy (1997:74) states that there is a likelihood of between one in twenty and one in seven that a word will be learned after just one exposure.

The drawbacks of incidental learning lie in the difficulties of guessing from context. Sökmen (1997:238) lists several points which suggest a place for other, more intentional, methods of vocabulary instruction. The first point is that while learning from context may provide a huge amount of exposure, it is likely that acquisition rates will be slow. Other concerns include the error-prone nature of context-guessing, the fact that emphasizing only one method neglects individual learning preferences, and most significantly, that guessing a word successfully does not mean that the word has been acquired. Schmitt (2000:121) refers to the ‘depth of processing hypothesis’, which states that “the more one manipulates, thinks about, and uses mental information, the more likely it is that one will retain that information”. Hulstijn’s later work asserts that it “is the quality and frequency of the information processing activities ... that determine retention of information” (Hulstijn, 2001, in Read, 2004:147).

Current thinking seems to point toward a combination of incidental and intentional learning. Time constraints ensure that guessing from context remains among the most valuable skills a learner can possess (Nation, 2001:232), and the ‘book flood’ studies by Elley (in Nagy, 1997:76, and Schmitt, 2000:122) show the benefits of extensive reading, but other studies investigating combinational methods have shown positive results. Paribakht and Wesche’s (1997) study showed greater gains for students who completed vocabulary exercises after reading activities than for those who were only given reading work.

Rather than imagining the situation as dichotomous, it may be more helpful to view it as a cline, with different aspects of vocabulary knowledge reacting to varying degrees of incidental or intentional instruction. Schmitt (2000:122) notes that

collocational know-how can only come from extensive reading, yet other aspects, such as spelling and phonological rules are responsive to intentional teaching.

Many researchers today (e.g. Nation, Sökmen, Ellis) seem to advocate intentional learning for highly frequent words and the teaching of learning strategies to cope with less frequent ones. Other worthwhile activities include: building a large sight vocabulary, making use of 'schema' to access encyclopedic knowledge to integrate with new information, using deep-processing techniques, encouraging learner independence, and making use of learning strategies (Sökmen, 1997:239, Fan, 2003:223).

2.10 Incidental Vocabulary Acquisition Versus, Intentional Vocabulary Learning

Incidental and intentional learning of vocabulary, has been taking much of interest in this research area, in order to make a distinction between the two. But, in fact the question that we should ask is to what extent the learner is able to acquire new vocabulary incidentally as a part of their main learning activity than by the aid of the activity which is designed to develop vocabulary knowledge. Second language (L2) research shows that ESL learners may incidentally acquire new vocabulary through reading and this process may play an important role in L2 vocabulary acquisition (Day, Omura, & Hiramatsu, 1991; Dupuy & Krashen, 1993). L2 studies looking into incidental learning have shown that incidental learning is a gradual process in which repeated encounters are needed to learn words (Horst, Cobb, & Meara, 1998; Rott, 1999; Waring & Takaki, 2003).

It has been argued that, in the case of using communicative approach for language teaching, the learner is able to acquire new vocabulary, and get rid of the pedagogical intervention. However, Read (2004) claims that the research no longer supports this position. Swanborn and de Glopper (2002) showed that the readers' level and purpose of reading ability influenced the incidental learning of new words. In a research study carried out by Vidal (2003), university students in Spain retained a small number of words one month after viewing videotaped lectures in English. The learners retained only the words that were central to comprehending the lecture topic or the ones that the lecturer explicitly elaborated on. From a psycholinguistic

perspective, Hulstijn (2001: 275) indicates that “it is the quality and frequency of the information processing activities (i.e., elaboration on aspects of a word’s form and meaning, plus rehearsal) that determine retention of new information”.

According to many research, the incidental exposure to vocabulary, enable the learners to gain new vocabulary to some extent, but what is more beneficial is the direct exposure to vocabulary, through the intentional vocabulary learning, which it results in greater and faster vocabulary gain, and also for a better chance of retention (Schmitt, 2008). In a number of studies reviewed by Laufer (2005), the exposure to activities explicitly led to 33-86% of the words being learned. Only in her studies, Laufer (2005) came with a result that seventy percent of the new words that were on posttests immediately after explicit vocabulary exercises. Even if the percentage reduced to 21-41 % on ten days delayed posttests, the results were better than the incidental learning outcomes (Laufer, 2005). Similar to Laufer’s (2005) findings, Smith (2004) marked that target vocabulary that was focused in multiple activities on an internet chat program were well remembered in both cases on posttests and one-week delayed tests.

When taking into consideration the previous studies, we agree that explicit vocabulary teaching take place as an important part of a language classroom. However, much research shows that, it is not always the case. According to an Asian case study into two contexts, Tang & Nasi (2003) shows that teaching vocabulary explicitly, is not really too much common in language classrooms. In addition, research reported that in every day sessions the teachers do not really use new words when presenting their lessons, which means the students are faced to repeated exposure to high-frequency words (Lightbown & Halter, 1997).

In order to make an organized, balanced program we should have an explicit vocabulary teaching components, which includes a direct vocabulary teaching activities, as well as we involve incidental vocabulary acquisition as a complementary activity to the intentional vocabulary teaching (Baicheng, 2009; Nation 2001; Schmitt, 2008). The following section will explore the necessary steps for vocabulary learning, starting with the role of noticing.

2.11 The Role of Noticing in Vocabulary Learning

The process of noticing is about giving attention to a new word, and in order to acquire new words, it requires learners' awareness of those words and understands that they are valuable and useful for their language learning (Ellis, 1991; Nation, 2001; Schmidt, 1990). On the other hand, one of the opponents of this argument is Krashen (1989: 440) with the Input Hypothesis: "Language is subconsciously acquired while you are acquiring, you do not know you are acquiring; your conscious focus is on the form, not form". Whereas numerous language scholars they don't support that idea of being the Input Hypothesis is appropriately applied to second language vocabulary acquisition (Laufer & Hulstijn, 2001; Pigada & Schmitt, 2006). Schmitt (2000) states that passive language learners who wait patiently for involuntary actions to trigger noticing will be unsuccessful learners because learning will happen very slowly.

Textual enhancements are considered as the most useful technique that has been used by several people to facilitate noticing in the language learning area (Coxhead, 2008). In the process of texts reading noticing can simply happen, as well as while a discussion or in situations where learners understand that the new word is filling a gap in their knowledge (Ellis, 1990). Besides, learners can notice new vocabulary while looking up a definition in a dictionary or deliberately studying a word (Nation, 2001).

However, the noticing of unfamiliar words cannot fulfil students' needs to vocabulary knowledge, in which it does not stand alone to help learners acquire new vocabulary effectively. This study includes many different factors affecting vocabulary learning. Repetition is another important aspect associated with vocabulary learning.

2.12 The Role of Repetition for Vocabulary Learning

Repetition is an indispensable part of vocabulary learning. Investigations in the field of psycholinguistic have also reinforced the significant role of repetition in learning vocabulary. De Groot (2006) indicated that through an experiment was done on Dutch students it results that they learned from 43% to 70% of the target words on

a one-week delayed test after six 10-second exposures to translation pairs and three receptive tests.

Even though those meetings with target words do not last for long duration, but it was clear enough that repetition helped learners acquire most of the new words. However, there is something that remains controversial it was the number of repetitions that learners need in order to learn a new word. First of all, the capacity of acquiring new words differs, because certain kinds of new words can be more easily acquired by the learners than others for instance, concrete nouns which does not require lot of repetitions compared with other abstract nouns. In addition, certain knowledge of a new word is more easily learnable than other aspects of the same words. For example, the form of a new word can be learned through repetition, but learners need to see target words in context to be able to learn the meaning of them (Coxhead, 2008; Horst et al., 1998).

There is a great deal behind why researchers' do not agree upon an exact number of repetitions learners need to acquire new vocabulary is related with learner-dependent factors, because it is impossible to have a whole class that shares the same comprehension level. The number of repetitions needed to learn new vocabulary will be different for learners based on their language background and the knowledge base from which they approach the target vocabulary. If a target word is familiar to the learner to some extent, the learning burden will be quite light. However, if it is too unfamiliar, the learner will spend more time trying to learn the new word. In addition to familiarity, the variation in motivation and language learning aptitude can also affect the number of repetitions needed for different learners (Nation, 2001).

Considering all the variables discussed, one can understand why the research literature dealing with the issue of how often learners need to encounter new words differs so widely, from 6-20 repetitions (Webb, 2007a). In his brief overview of the related studies, Nation (2001) found that a range of from five to more than 20 repeated meetings were necessary for learners to acquire new words according to different criteria.

Webb (2007a) indicated that at least ten repetitions of target words can produce sizable gains in vocabulary knowledge, although more than ten repetitions may be needed to develop full knowledge of a word (Horst et al., 1998). Horst et al.

(1998) found that initial repetitions led to learners' acquisition of a word's spelling, grammatical function and syntagmatic associates and productive knowledge of its paradigmatic associates. Further repetitions were needed for learners to understand the meaning of the target word. Even after learners grasped the meaning of the target word, repetition led to improvement of learners' receptive and productive knowledge of syntagmatic and paradigmatic associates. Webb's (2007a) findings support Nation's (1999) claim that there is no set number of repetitions that will ensure learning.

Although researchers do not agree on an exact number of repetitions for vocabulary learning, they all emphasize the role of the recycling process. Nation (1990: 45) noted that "disregarding the exact number of repetitions required, the important point is that recycling is necessary and if it is neglected, many partially learned words will be forgotten, wasting all the effort already put into learning them".

Schmitt (2008) also claims that recycling should be carefully integrated into vocabulary learning programs. He criticizes language teachers showing new lexical items once and then forgetting them because he thinks that most of the learners will likely do the same thing. Thus, his suggestion for teachers and material writers is to think about vocabulary learning in longitudinal terms and recycle new words in an organized way.

2.14 Kinds of Vocabulary Learning Strategies

Individual effort had apparently more effect on vocabulary acquisition than aptitude, a large number of vocabulary learning strategies used by learners have been identified (Schmitt, 1997:199). The next strategies are only the most used ones in the domain of teaching and learning processes in addition to many other strategies. Nation's (2001:217) defines strategy on four criteria: that it is one of several options a learner may choose, that it requires multiple steps, that it can be enhanced by training and that it will be beneficial when learning or using vocabulary.

One of the main characteristics of successful learners that have been determined by research (Schmitt, 2000:133) is that they use of many learning strategies. If strategies are indeed trainable, then less successful learners can learn

them. It is apparent that learners will be more efficient in some aspects of vocabulary learning than in others, and so by inciting on the use of multiple classes of strategy, teachers may be able to precise individual weaknesses to fix. Therefore, having classification of vocabulary learning strategies would help teachers to choose suitable strategies for learners and explain them their use. Schmitt (1997:207-208) offers a taxonomy that divides strategies into five groups: determination, social, memory, cognitive, and metacognitive. Each of these will now be explained.

2.14.1 Determination Strategies

One group of determination strategies includes studying the unknown word, it comprises elements, or the surrounding context (see section 3.5.2) to precise the meaning. Determining the part of speech will give some information; the learner would be able to precise the word as an entity, state, action or quality. Inflectional or derivational word parts could also be examined. The number of inflections is limited in English; learners should face and grasp them quite quickly. Derivational affixes have bigger number, yet they offer important insights into word class and definition. Nation (2001:264) points out a study which reached the conclusion that 60% of words comprising the prefixes un-, re-, in-, and dis- could be understood if the base word was known.

Dictionaries are mostly used by many learners of foreign languages. Although monolingual dictionaries may provide better informing description and also advance learners' capacity to paraphrase, Schmitt's (1997:209-210) survey of attitudes to learning strategies revealed perfect preference for bilingual dictionaries. This might be owing to the notion of security they offer – Grabe and Stoller (1997:112) noted a learner's disinclination to give up his "accuracy anchor".

To attain the extreme benefit, dictionary services have to be communicated in the same way as other skills. It is significant that students are taught when not to use dictionaries because they may be overused, causing in the disregard of other strategies and aggregating the length of time taken to finish tasks. Nation (2001:283-284) shows a conclusion of studies made on dictionary use, which present a positive effect on vocabulary comprehension for all but advanced learners, but also an escalation in

achievement time. Nation (2001:239) proposes that deducing skills should be given priority, but that coming up with dictionaries has a important influence on remembering.

2.14.2 Social Strategies

Word definitions can be identified using some social strategies. Teachers are a treasured source of information for learners, and they can offer information about L2 vocabulary in some ways. If the teacher knows the learners' L1, as in our case the teachers and the learners have similar first language, and then a straight translation is probable. While this may be the most appealing method for learners, there are attentions to be payed. Learners getting a translation of an L2 word may accept that it brings all of the practical and stylistic characteristics of its adjoining L1 equivalent, and so use it in the same way as they would in their L1. There is also the associated risk that learners used to perceiving L1 translations will become dependent on them, which is likely to have a negative effect on their capability to embrace L2 dialogues.

Teachers can also provide L2 paraphrases, synonyms, or examples using the unknown word. If the objective of learners is to use the L2 efficiently, then these methods will be more advantageous than translation. The teacher should, however, reflect the knowledge important to use in single word, while also having an effective use of class time. While this piece of information could also be given by classmates instead of teachers, some learners can have the impact that information from a teacher is more consistent. However, if classmates all cooperate to provide information, the entire class will profit from better paraphrasing abilities and by becoming less reliant on the teacher.

Information can be enhanced using social strategies. Sanaoui's (1995) study emphasized the want for learners to produce their own prospects for language use outside the classroom. Students may work to use the L2 in situations outside class, or seek occasions to communicate with native speakers, or even their instructors outside class. There are strong profits of applying L2 vocabulary in a less academic setting. Firstly, the more chances to speak a learner have, the more he or she will be exposed to experience new patterns of new language. The experience of using the language

for unaffected exchange is also likely to grow learner motivation, as well as lively processing (Schmitt 1997:211).

2.14.3 Memory Strategies

To aid recall of vocabulary many investigators have identified a large number of strategies that learners use to aid recall of vocabulary. Schmitt's (1997) taxonomy, for example, lists no less than twenty seven separate memory strategies. One group of strategies involves using images when learning to form a stronger association with the word and its meaning. These images can be sketched in notebooks, formed in the mind, or even drawn from personal experience. This is a good example of how a deeper level of processing can be achieved without it becoming excessively arduous and thus potentially demotivating.

There is another large group of strategies that link or group words together to assist retrieval. There is evidence that the brain stores vocabulary in a 'lexical matrix', with individual words entering into a variety of semantic relationships, including: synonymy, antonymy, hyponymy, and meronymy (Miller and Fellbaum, 1991:199-204). Using words in sentences can also be considered a memory strategy because the added context may make retrieval easier. Grouping L1 words spatially has also been shown to improve recollection (Bellezza, 1983, in Schmitt, 1997:213). L1 words arranged into patterns can be recalled easier than when the words are in a list. Schmitt postulates that the same approach is likely to work for L2 vocabulary (1997:213).

A final group of memory strategies uses aspects of word knowledge to consolidate meaning. This includes paying special attention to the word's orthographical or phonological form, memorizing affixes and roots, and learning the word class. Matching some words to their corresponding physical action, as is taught in the Total Physical Response Method (Richards and Rogers, 2001:73-74), will also aid recall (Schmitt, 1997:215).

2.14.4 Cognitive Strategies

The main focus of cognitive strategies is on the mechanical aspects of learning vocabulary. These methods might be included as a portion from the course; it would

be a sort of homework distributed by the teacher, or the usual habits of individual learners.

Vocabulary notebooks are an interesting manner of ameliorating learner autonomy. Learners are encouraged to hold the responsibility of selecting the appropriate words that they will include, also self-awareness is highly developed by the help of notebooks, and simultaneously, remove the teacher from some of the learning process. Schmitt and Schmitt (1995) stressed the obligation of allowing students the responsibility of choosing vocabulary to promote their sense of discovery. Fowle's (2002) in Thailand by the introduction of vocabulary notebooks to a school also brought about raised metacognitive knowledge in the form of appropriacy of strategy selection, a better understanding of the demands of vocabulary learning, and a greater tolerance of ambiguity.

Including taking notes and highlighting words, using the vocabulary sections in textbooks, and labelling physical objects might be a good example of cognitive strategies. All Those strategies could be involved to assist noticing, an important first element in bringing an item into conscious attention (Schmidt, 1990). When the learners once notice an item, they are more likely to focus attention on it, and so it facilitates the process of acquiring the item immediately.

2.14.5 Metacognitive Strategies

It is essential that learners develop a consciousness of their self-learning and how they are able to enhance most efficiently. Sanaoui (1995) noted that metacognitive strategies are mainly related to the habits used by the successful learners, since they reflect learners' ability to find opportunities to learn and then record and review those experiences.

Learners first and biggest interest is to find sufficient opportunities to learn. Particularly, English learners they are considered lucky, because they are exposed to a vast number of commercially produced pedagogic materials available, also their capacities to surf in the internet as many others electronic resources are also not complex to be accessed, a good example to that is the educative blog, thus it allows EFL learners to be exposed to an important and even wide range of potentially useful

material. Once vocabulary has been encountered, it is significant to mention that vocabulary is recorded and reviewed in an organized fashion. Without such a system in place, learning is likely to be haphazard and sporadic. Finally, learners ought to consider which range of words most deserves their attention. Since learners usually are limited to a specific amount of time available for study, learning to skip infrequent or obviously technical vocabulary when it is not crucial to overall comprehension will greatly improve efficiency.

2.15 Vocabulary Assessment

The reasons for vocabulary testing are diverse, however a basic refinement can be made between expansiveness of learning testing, which looks for an assessment of what number of words learners know, and profundity of information testing, which is worried with how well those words are known. The most common issue when attempting to set up vocabulary size is to choose on the measure of the specimen to be taken. Plainly, the more words that are tried, the more precise the last gauge will be, yet this must be adjusted against the reasonable items of completing the test (Read, 1997:312). ‘Country’s Vocabulary Levels’ Test keeps away from this issue by testing learners’ information of vocabulary at a few recurrence levels, along these lines extraordinarily decreasing the specimen size fundamental. In this test, learners are introduced with groups of six words, three of which must be matched to their definitions (see figure).

1- Admire	
2- Complain	- Make wider or longer.
3- Fix	- Bring in for the first time.
4- Hire someone.	- Have a high opinion of
5- Introduce	

Table 2.2: Nation's vocabulary level test (Nation 2004)

The first motivation behind this test was to give a sign of whether high-recurrence words had been educated, furthermore to gauge the learning of low-recurrence words (Country, 2001:21). In spite of the nonattendance of setting on the test, it has been appeared to precisely gage learner information (Laufer, 1998: 261), and is presently additionally utilized for position purposes (Read, 2004:155).

As was said in area 3.4, there are a few viewpoints to word information. In a 1942 paper, Cronbach recognized five parts of word learning for testing: speculation (giving a definition), application (proper utilization), expansiveness of significance (understanding distinctive implications), accuracy of importance (right application altogether circumstances), and accessibility (beneficial utilization) (Read, 1997:315). In a perfect world, a profundity of information test would have the capacity to cover these angles, yet such a test would likely be unnecessarily tedious by and by, and accordingly impracticable inside of the down to earth limitations of most dialect instructing settings.

One test that investigates depth of knowledge is Paribakht and Wesche's Vocabulary Knowledge Scale. In this test, learners are given words to evaluate on a five-point scale (see figure).

1. I don't remember having seen this word before.
2. I have seen this word before, but I don't know what it means
3. I have seen this before, and I think it means (synonym or translation)
4. I know this word, it means (synonym or translation)
5. I can use this word in a sentence

Figure 2.3: The vocabulary knowledge scale (paribakht and wesche, 1993, in Schmitt, 2000)

Another test, one that abstains from testing explanatory learning, is Laufer and Country's Vocabulary Recurrence Profile (Country, 2001:362). Here, the accentuation is on the learners' utilization of dialect when consideration is being paid to the message, as opposed to on the singular words. In this test, tests of learners' structure work are gone into a PC program, Vocab Profile, which sorts the words utilized into four recurrence classes: the initial 1,000 most continuous words (K1), the second

1,000 (K2), the Scholastic Word List (Borer), and words that don't show up on alternate records (OWL). Prior to the syntheses are entered, spellings must be rectified, formal people, places or things are erased, and inaccurately utilized words are precluded (Laufer, 1998:261). The yield given by the PC can be utilized to gauge the expansion in dialect capability after some time. Dissimilar to the Vocabulary Information scale, Lexical Recurrence Profiles don't essentially require utilizing class time, since they can be connected to understudies' free written work a thought which was considered amid the getting ready for this contextual analysis.

2.16 Educative Blogs in Vocabulary Teaching and Learning

Classically there have been several methods and techniques for teaching and enhancing vocabulary knowledge for students. Among the main classical methods we can name few of them; learning has been based on classroom lessons and distance learning (the old way as distributing handouts to the students and so on), also it was through reading books, and those tools were an effective ways of teaching and learning till nowadays. Online technology has revolutionized many aspects of our lives including the way we teach and learn knowledge. Amongst the online teaching techniques, Edublogs are particularly suitable for grown up students, allowing them to fully benefit from such plate form while much needed maximum flexibility (students are able to learn on their own pace and time), and interactivity (teacher-students, students-teacher, and student-student interaction). In the following discussion we will cite different advantages of the educative blogs.

The advantages of the edublogs technique for teaching and enhancing student's vocabulary knowledge can be summarized as follows:

- The teacher can use the written content; teachers are free to choose which kind of vocabulary they will focus on in each session particularly, and then provide the learners with short texts or stories that includes the targeted vocabulary they need, this first step enable the students to be aware of the written form of such item presented in the task.
- The teacher can use the recorded voice (audio-recording); after the items are identified to the learners, teachers are able to provide them with audio-

recordings that contain the same items that was presented before on the written form, this definitely gives the student the opportunity to listen to the way those words are pronounced, in order to pick up the correct pronunciation.

- The following step is the final one among the previous steps that make the students officially got involved in the task, also the vocabulary learned will be memorized for a long term memory, it is the use of the video-recordings or any other visual medium (pictures, drawings, and graphs...etc.), where the teacher can include pictures and animations, in addition to the voice it gives the learners a complete authentic image to the items they were dealing with.
- Moreover, edublogs are more effective for the teachers. Teachers can simply upload the content they want (vocabulary, texts, short stories, and so on) to the server only once while unlimited numbers of the students can instantly consult it.
- Interactive edublogs are ideal learning medium for students, because of the flexibility and interactivity offered to them. Flexibility, because Students can learn any time and where that suits them best, as long as the internet access is available. Interactivity, because learners receives different amount of data from the teacher and then they can practice on them, after all they send back their answers to the teacher.

We sum up, with an important point to notice that the current students generation, prefers and enjoys learning through the internet rather than hard copies, and books, even made easier by the availability of high specification as the hand held devices at an affordable prices. Finally this teaching technique (Edublogs) is one of the most effective teaching methods available, Hence the urgency for its introduction to the education institutions to make it as parallel to the classical method of teaching and learning.

Conclusion

In general, vocabulary knowledge functions as a vehicle that language learners depend on to achieve their learning outcomes. EFL students reach this aim via the exposure to the maximum vocabulary items. Since, vocabulary provides them with the power and tools to develop their basic skills in terms of fluency and accuracy. Many researchers in the field of applied linguistics have emphasized on the importance of ameliorating the learner's vocabulary knowledge in learning languages, and asked teachers to direct their attention to it through permanent assessing and practicing such as engaging learners in different vocabulary activities for instance, vocabulary games, and so onto improve their mastery of the target language. To conclude, the vocabulary amount that the learners have, can clearly describe the student's profile through which their language development can be judge and thus evaluated.

Chapter Three: Data Analysis

Introduction

The present research is focused mainly on exploring the role of educative blogs based teaching on the enhancement of learner's vocabulary knowledge; and has been conducted among EFL students. The research instrument used to proof the hypothesis stated earlier is a questionnaire addressed to oral and written English teachers as well as first year English students. The participant's opinions and views are therefore very important in our investigation and highly significant to the fulfillment of the results to our research paper. The Edublogs are accessible from inside and outside the classroom. The student's questionnaire is intended to discover whether they are aware of the importance and the value of edublogs, in improving their vocabulary knowledge. In addition, Edublogs can have a positive role in several learning processes through their different qualities and options provided when using them. Whereas, the teachers three-parts questionnaire aim at investigating the teachers opinion about their learner's vocabulary level in the first part, then knowing to what extent they are familiar with the use of technology based teaching with their learners, and finally to investigate their opinion on the possibility of implementing Edublogs as a support to the traditional method of teaching.

3.1. The students' Questionnaire:

3.1.1 Aim of the questionnaire:

This questionnaire is mainly designed to track EFL student's progress in vocabulary knowledge through the implementation of Edublogs. In addition, it attempts to test vocabulary knowledge level of the sample, in order to evaluate their current level. Also it investigates whether they are aware of edublogs, and if they are already using them. Do they know the benefits of using edublogs or not. To investigate their opinion on making the use of edublogs more compulsory, through home works, and lab class activities.

3.1.2. Description of the questionnaire

Along with the design, the items of the current questionnaire require either answers with dichotomies through close questions (i.e. Yes/No questions), or a

selection from a series of options, or open questions asking students to give their opinion and views to justify their choices. The questions are basically split into two main sections, which cover the selected variables and each particular aspect of the present conducted research.

Section one: vocabulary knowledge and its learning difficulties: (Q1-Q7)

This section investigates issues in the vocabulary knowledge among EFL students. At first the respondents in Q1 are requested to tick on the appropriate answer about what they think of their vocabulary knowledge level. In Q2 they are requested to indicate whether they find learning English vocabulary knowledge easy or difficult. In Q3 students are asked to tick if they face difficulties when attempting to use their vocabulary in oral or written expressions; and if they answer “yes” then they are given three more choices in order to tick the appropriate reason, then they are allowed to explain more and give examples. Next, in Q4 the respondents are asked to evaluate their level of comprehension while listening to English or when reading books. In case their level is weak they need to give the reasons of their weakness. In Q5 they choose from a provided list of the language areas that might be the most problematic to them. In Q6 they are asked about how often their teachers specify sessions to learn only pure vocabulary knowledge. In the last question of this section (Q7) students are requested to indicate their priorities, by giving numbers from one to four (one is the highest priority and four is the lowest). This will allow us to identify the student’s most important need and find out the best ways that should be taken into consideration by the teachers to motivate them and improve their vocabulary. At the end of this section students might add other suggestions and specifications in the provided empty space.

Section two: using educative blogs to enhance vocabulary learning: (Q1-Q7)

The first (Q1) and second (Q2) questions of this section, seeks on gathering important information on how often students use computer in the week, and whether they have internet access at their places or no. Q3 the students were asked to put the appropriate number from 1 to4 among several choices. In Q4 the respondents are requested to tick yes or no in order to show whether they are aware of what is edublog or no, and they are asked again if they answer “yes” to give a definition to it. After

that (Q5), students are asked to tick the best way for them that might improve their vocabulary learning. In Q6 the respondents are given a sort of table that consists of eleven options and four choices, and they are asked to tick the appropriate choice to them. The last question in this section (Q7) investigates the participant's opinion about implementing edublogs within their curriculum.

3.1.3. Administration of the questionnaire

Since the possibility of conducting a research on the whole population under investigation is quite impossible, the questionnaire had been administered to a particular number of first year EFL students. It is worthy to mention that the questionnaire had been administered on the 10th of April, 2016 at the amphitheater "B", and under the supervision of Mr. Laala. The questionnaire was administered to fifty (50) students' males and females. All the questionnaires distributed were answered. The questionnaire therefore was administered in a friendly and relaxed environment, and the questions were clear with simple vocabulary to help the students comprehend and answer appropriately.

3.2. Data Analysis

Section one: vocabulary knowledge and its learning difficulties.

Q1: As a novice learner, how do you feel about your vocabulary knowledge?

- a. Very good
- b. Good
- c. Average
- d. Poor

Options	Respondents	Percentage
Very good	0	0%
Good	18	36%
Average	28	56%
Poor	4	8%
Total	50	100%

Table3.1: The students felling towards their vocabulary level

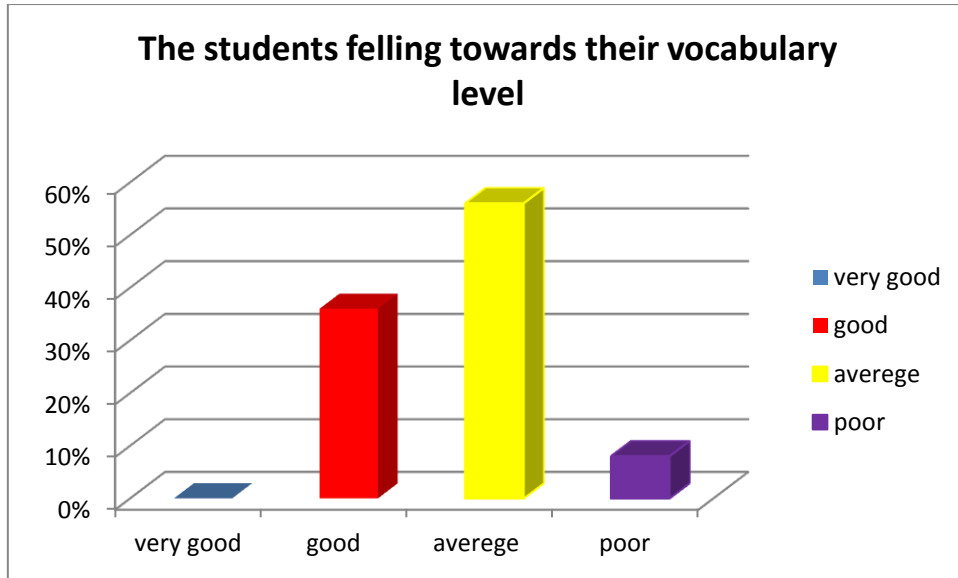


Diagram 3.1 The students felling towards their vocabulary level

From the previous chart and diagram, we can see that the vast majority (92 %) of the sample respondents feel that their vocabulary level is average or above, whereas only a tiny minority (8%) consider themselves having poor vocabulary knowledge. But none of them (0%) consider themselves having a very good level. We can already read from these results two facts. First is that the majority of students have an above average level of vocabulary. Second, the students are neither underestimating nor over evaluating themselves.

Q2. How do you find the learning of English Vocabulary?

- a. Easy
- b. Difficult

Options	Respondents	Percentage
Easy	29	58%
Dificult	21	42%
Total	50	100%

Table 3.2: The Students attitudes towards learning English vocabulary

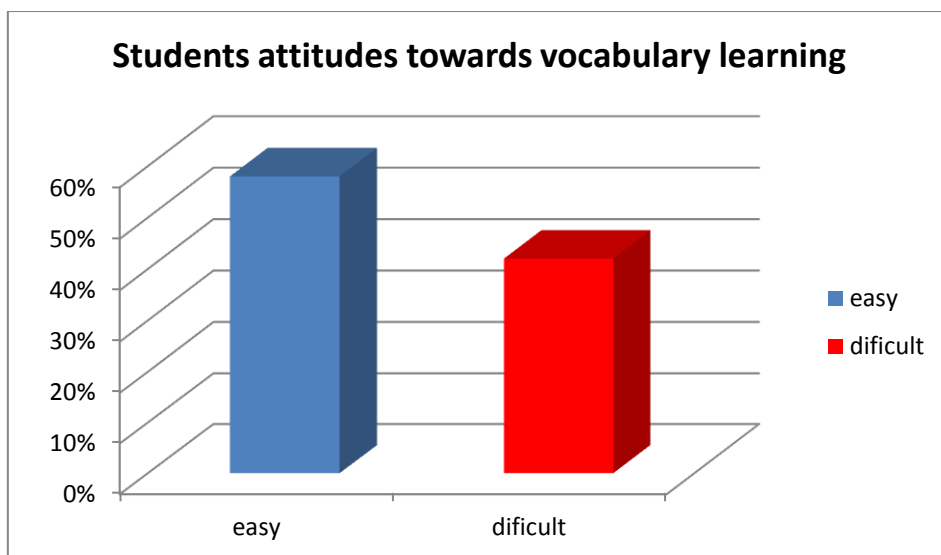


Diagram 3.1: The student’s attitudes towards vocabulary learning

In this Diagram, we can clearly notice that there is no huge difference between the numbers of respondents to the two answers. In this case 58% of the respondents answered “easy”, and 42 % of them answered “difficult”. We can simply conclude that our sample is divided into two groups, those who find vocabulary knowledge easy to learn and the others whom face difficulties when learning it.

Q3. Do you face difficulties when you attempt to use your vocabulary knowledge, in oral expression or in written production?

- a. Yes
- b. No

If yes, it is because of

Options	Respondents	Percentage
Yes	31	62%
No	19	38%
Total	50	100%

Table 3.3: Students facing difficulties when using English vocabulary

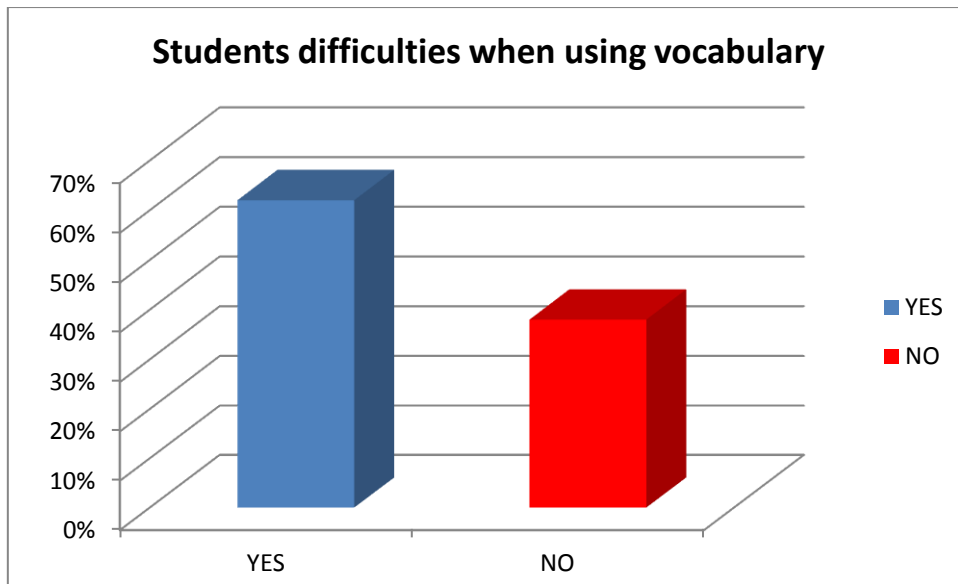


Diagram 2.3: Students facing difficulties when using English vocabulary

The diagram 3 above shows a noticeable difference between the numbers of respondents to both options. Approximately two thirds (62%) of them (who are actually first year students) are facing difficulties when attempting to use vocabulary knowledge in their oral expressions and/or written productions.

If, yes it is because of:

According to the respondents to this answer, a considerable number of them said that these difficulties are due to the lack of vocabulary knowledge. And another just over the half said that it is due to both the psychological factors as well as the lack of vocabulary knowledge. In summary the students need to gain a larger amount of vocabulary and get rid of any type of inhibition and anxiety.

Q4. How do you evaluate your level of vocabulary comprehension while listening to English or reading books?

- a- Weak
- b- Average
- c- Good
- d- Very good

Options	Respondents	Percentage
Weak	0	0%
Average	31	62%
Good	18	36%
V. Good	1	2%
Total	50	100%

Table 3.4: Self Evaluation of the level of vocabulary comprehension

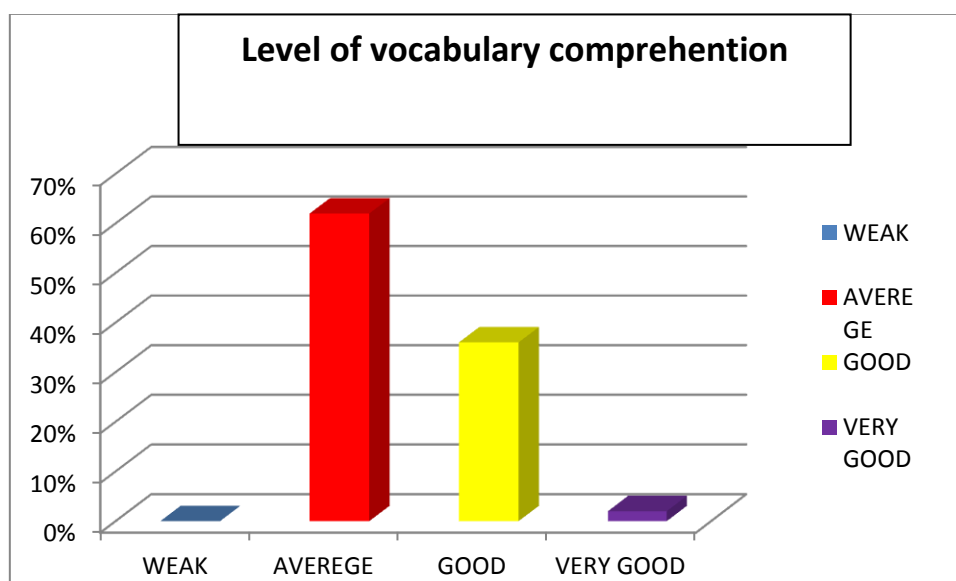


Diagram 3.3: Self Evaluation of the level of vocabulary comprehension

The data from histogram four above shows that two thirds (62%) of the respondents have ranked their level of comprehension when listening to English or reading books as average. While a good proportion of about (36%) of them said their comprehension is good. Only an insignificant amount of respondents (2%) evaluated themselves as very good, and none of them (0%) as weak. In fact this is a good sign, because learners are at least able to comprehend when listening to English or reading books.

If it is weak please specify:

Since there is no weak answers so there are no specifications or explanations.

Q5. When you express yourself orally or in the written form, which of these areas is the most problematic to you?

Options	Respondents	Percentages
Grammar	13	26%
Vocabulary	20	40%
Pronunciation	9	18%
Fluency	8	16%
Total	50	100%

Table 3.4: The most problematic areas

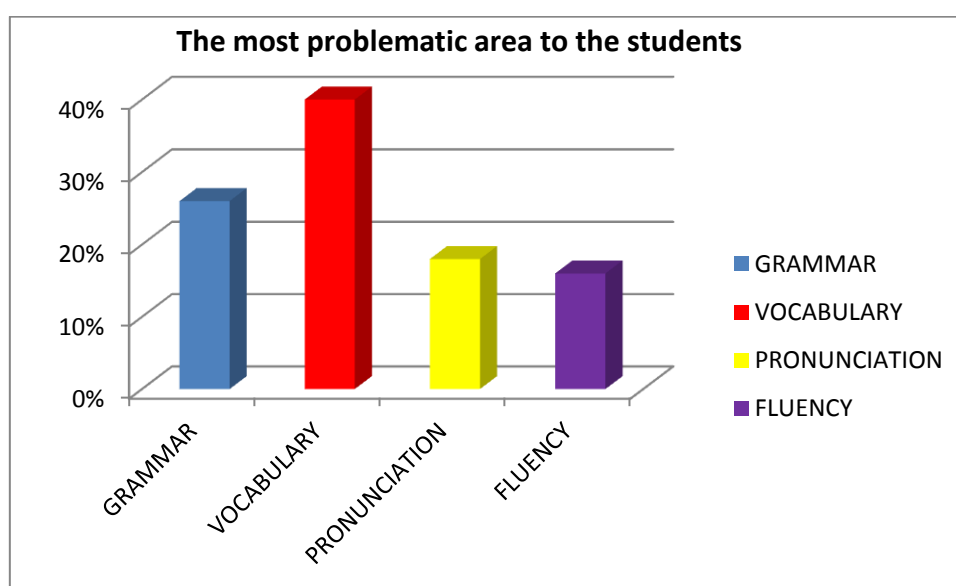


Diagram 3.5: The most problematic areas

This histogram shows that different learners have different areas for which they face difficulties when expressing themselves in oral or written form. Here, 26% of the respondents faced difficulties in the grammar; 40% in the vocabulary; 18% in the pronunciation; and finally 16% in the fluency. We can conclude that all the above problems do affect negatively the learner's oral and written expressions to some degree.

Q6. How often your teachers specify sessions to learn pure vocabulary knowledge?

- a- Often
- b- Sometimes
- c- Rarely
- d- Never

Options	Respondents	Percentages
Often	2	4%
Sometime	22	44%
Rarely	18	36%
Never	8	16%
Total	50	100%

Figure 3.6: Pure sessions to learn vocabulary

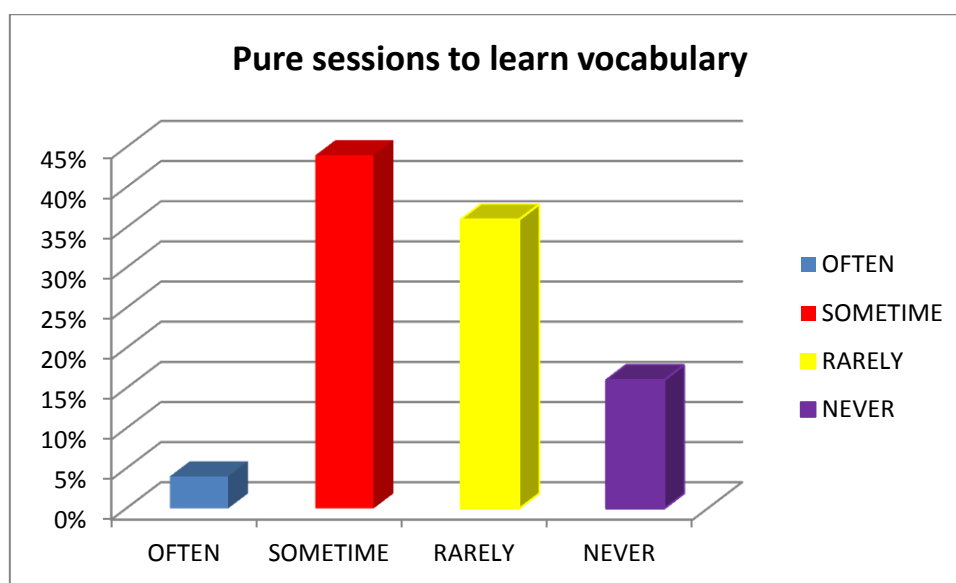


Diagram 3.6: Pure sessions to learn vocabulary

Specifying sessions for building learner's vocabulary knowledge is vital. Through the diagram we can notice that only a small minority of 4% of respondents often had vocabulary lessons; 44% of them think they sometimes had vocabulary lessons; 36% of them think they rarely had vocabulary lessons; and 16% of participants said they never had any vocabulary lessons. As a result, we can see that a majority of 52% either rarely or never had any vocabulary lessons. This shows that the teachers are somehow not giving enough vocabulary learning sessions within their lecture schedule.

Q7. In your opinion what are the best ways to be taken in consideration by the teachers to motivate you and to improve your vocabulary?

- a- The use of vocabulary learning strategies (repetition, noticing,... etc.)
- b- The use of ICT's tools in teaching vocabulary.

- c- The use of software tools (Blogs, YouTube... etc.)
- d- The use of traditional methods of teaching.

The first chart and graph: answer (a).

Option	Respondents	Percentage
The use of vocabulary learning strategies	23	46%
	8	16%
	15	30%
	4	8%
Total	50	100%

Table 3.7: The best way to motivate and improve learner’s vocabulary knowledge

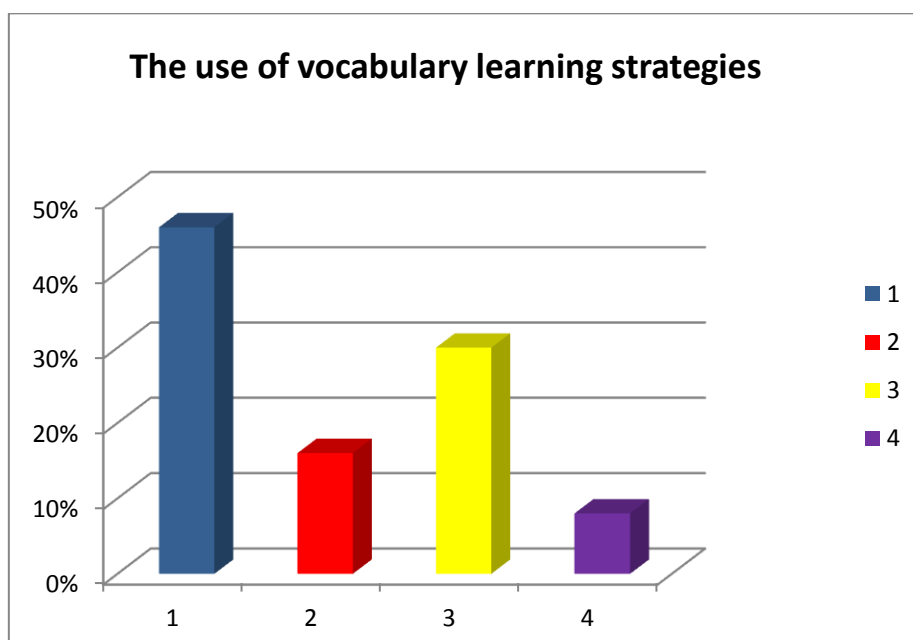


Diagram 3.7: The best way to motivate and improve learner’s vocabulary knowledge

The largest proportion of the respondents (46%) thought that “the use of vocabulary learning strategies” was the best way of learning and motivation; The rest were distributed amongst the remaining options as follow: 16% ranked it as the second best way; For 30% of the respondents ranked it as the third best way; and finally 8% of them ranked it as the least best way (worst way) to motivate them and improve their vocabulary.

The second graph and chart answer (b)

Option	Respondents	Percentage
The use of ICT's tools in teaching vocabulary	10	20%
	13	26%
	19	38%
	8	16%
Total	50	100%

Table 3.8: The best way to motivate and improve learners' vocabulary knowledge

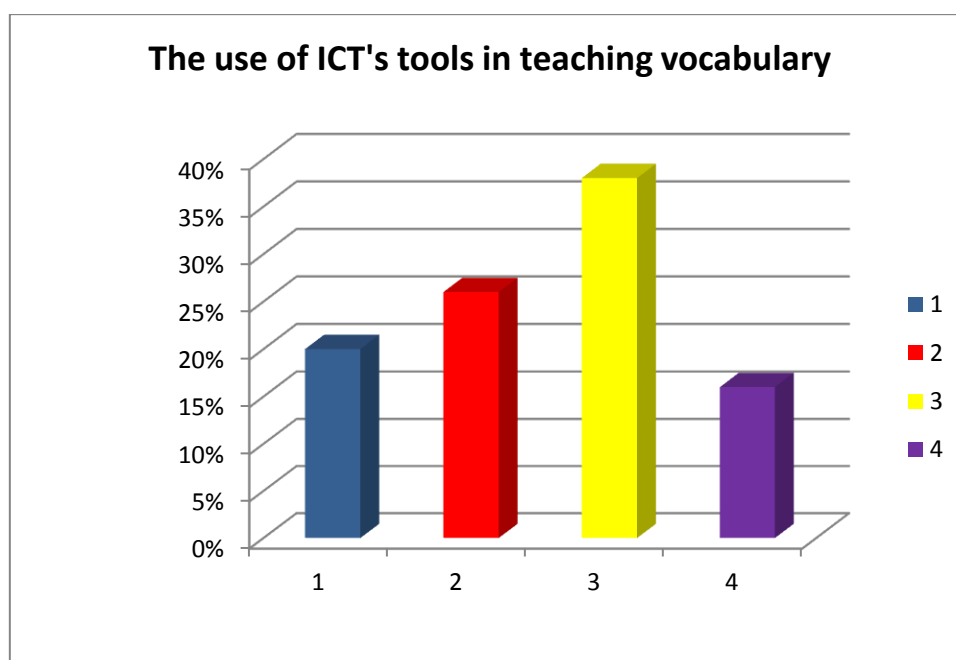


Diagram 3.8: The best way to motivate and improve learners' vocabulary knowledge

The largest population of the respondents (38%) thought that “the use of ICT’s tools in teaching was the third best way of learning and motivation; the rest were distributed amongst the remaining options as follows; 26% ranked it as the second best way; for 20% of the respondents ranked it as the first best way; and finally 16% of the ranked it as the least best way to motivate them and improve their vocabulary.

The third graph and chart answer ©

Option	Respondents	Percentages
The use of software tools	8	16%
	21	42%
	12	24%
	9	18%
total	50	100%

Diagram 3.9: The best way to motivate and improve learners' vocabulary knowledge

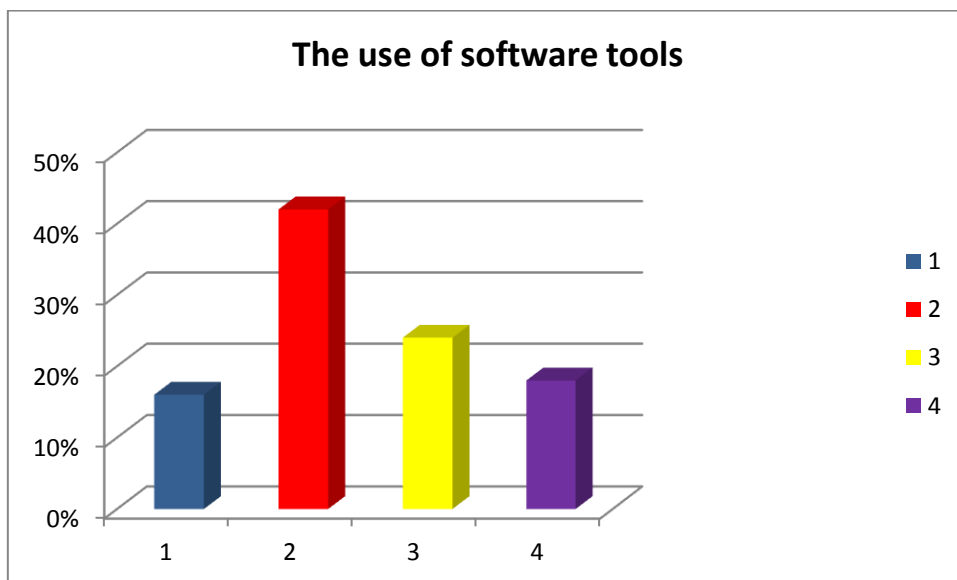


Diagram 3.9: The best way to motivate and improve learners' vocabulary knowledge

The largest population of the respondents (42%) thought that the use of software tools (Blogs, YouTube...) was the second best way of learning and motivation; the rest were distributed amongst the remaining options as follows: 24% ranked as the third best way; for 18% of the respondents ranked it as the least best way; finally 16% of them ranked it as the first best way to motivate them and improve their vocabulary.

Option	Respondents	Percentage
The use of traditional methods of learning	10	20%
	8	16%
	3	6%
	29	58%
Total	50	100%

Table 3.10: The best way to motivate and improve learners' vocabulary knowledge

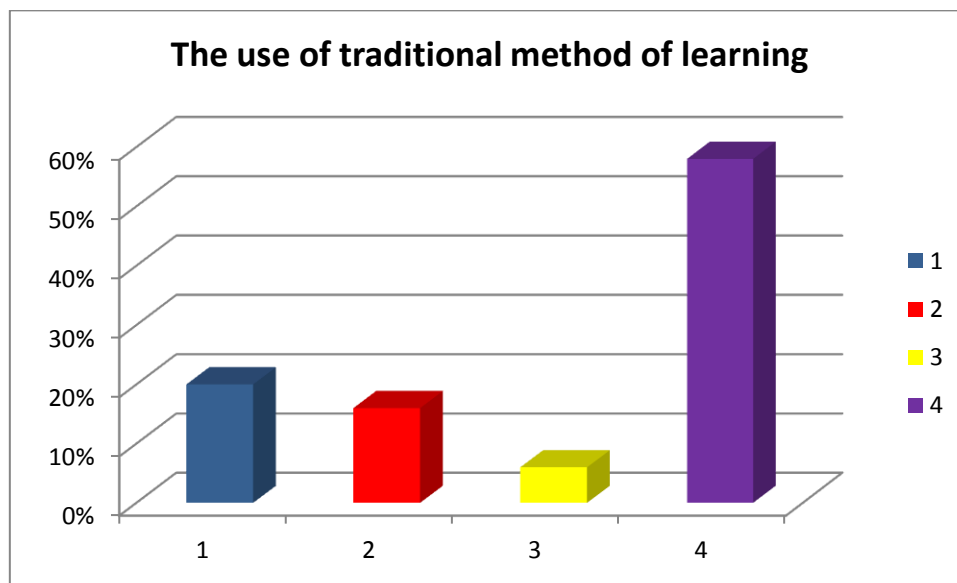


Diagram 3.10: The best way to motivate and improve learners vocabulary knowledge

The largest proportion of the respondents (58%) thought that the use of traditional method of teaching was the least best way of motivation and learning; the rest were distributed amongst the remaining options as follows: 20% ranked it as the first best way; for 16% ranked of the respondents ranked it as the second best way; and finally 6% of them ranked it as the third best way to motivate them and improve their vocabulary.

Part two: using educative blogs to enhance vocabulary learning.

Q1. How often do you use computer?

- a- Every day
- b- Every other day
- c- At least once a week

Options	Respondents	Percentages
Every day	23	46%
Every other day	8	16%
At least once a weak	19	38%
Total	50	100%

Table 3.11: Times of using computer

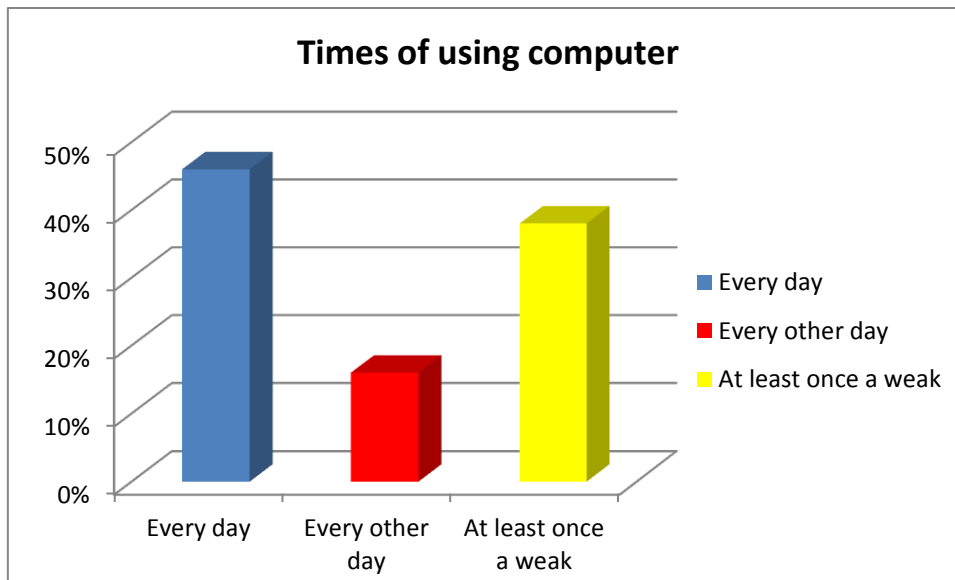


Diagram 3.11: Times of using computer

In the diagram above, we can read that almost a half (46%) of the respondents uses computer every day. And just over a third (38%) of them they use it at least once a week. Then only a small minority of (16%) from the participant they use it every other day. We can simply conclude that all the respondents have the possibility to work with the computer even at least one day per week.

Q2. Do you have internet connectivity at your place?

- a- Yes
- b- No

Options	Respondents	Percentage
YES	39	78%
NO	11	22%
total	50	100%

Table 3.12: Internet connectivity in their place

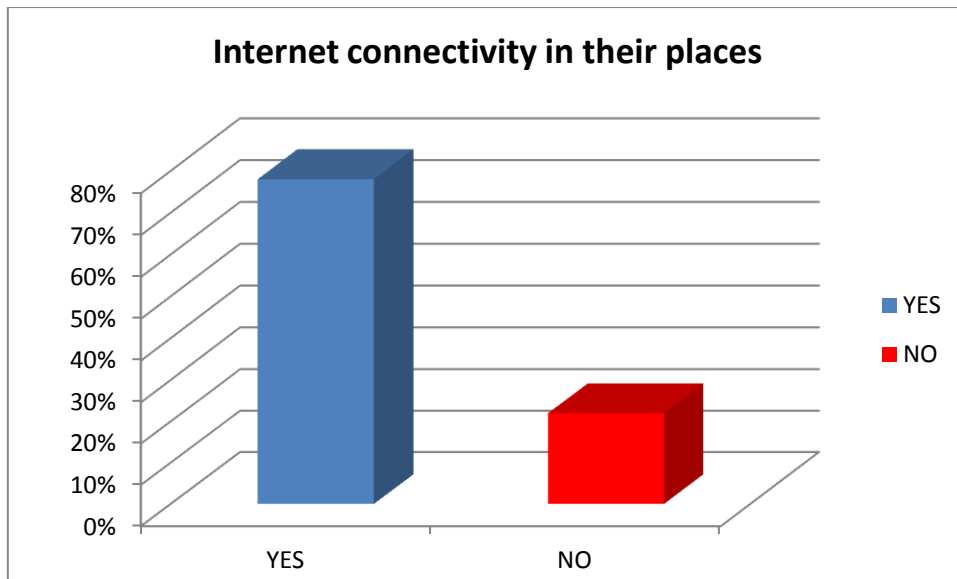


Diagram 3.12: Internet connectivity in their place

Through the observation of the diagram results, the results obtained from the participants who answered “yes” assert with approximately three quarters, which is a significant majority. While a small number, almost a quarter (22%) answered “No”, which means they are not able to access to internet connectivity.

Q3. Choose one from 1 to 4: 1 always, 2 sometimes, 3 seldom, 4 never?

- a) I go to the web for leisure and entertainment every day
- b) I go to the web for news and gossip every day
- c) I go to the web for academic information every day

Option n°1:

Option	Respondents	Percentages
I go to the web for leisure and entertainment every day	10	20%
	20	40%
	11	22%
Total	9	18%

Table 3.13: Go to the web for leisure and entertainment

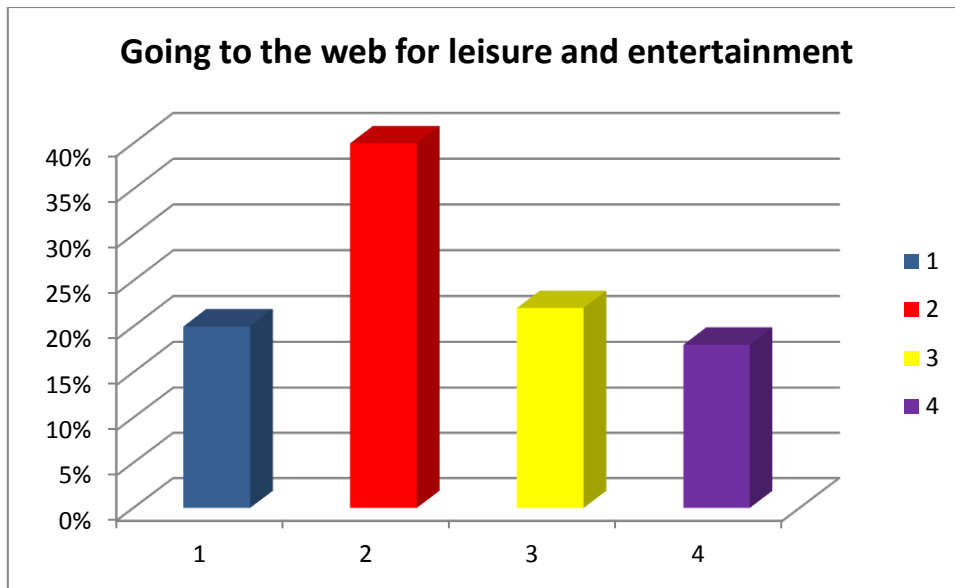


Diagram 3.13: Go to the web for leisure and entertainment

According to the graph 21 we can observe that 40% of the respondents they access sometimes the web for leisure and entertainment. Then, 22% of them they seldom do it, and for 20% whom said they always go to the web, finally 18% whom answered never they access to the web for leisure and entertainment.

Option	Respondents	Percentages
I go to the web for news and gossip every day	8	16%
	20	40%
	8	16%
Total	14	28%

Table 3.14: Going for news and gossip

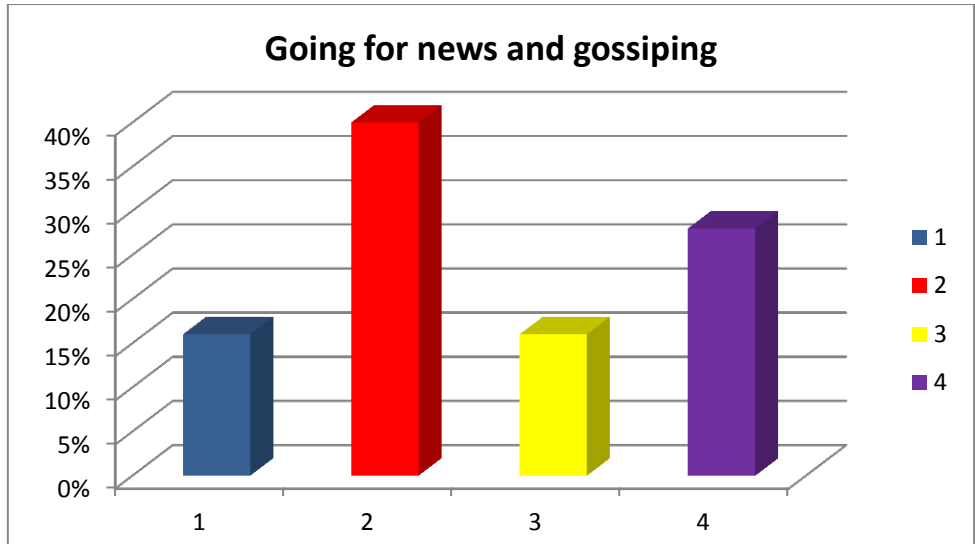


Diagram 3.14: Going for news and gossiping

The graph 14 shows that 40% of the students sometimes get access to the web for the news and gossiping. Then 28% they never do, next 16% whom always do it, and finally 16% whom said seldom they do it.

Option	Respondents	Percentages
I go to the web for academic information every day	6	12%
	22	44%
	11	22%
Total	11	22%

Table 3.15: Going for academic information

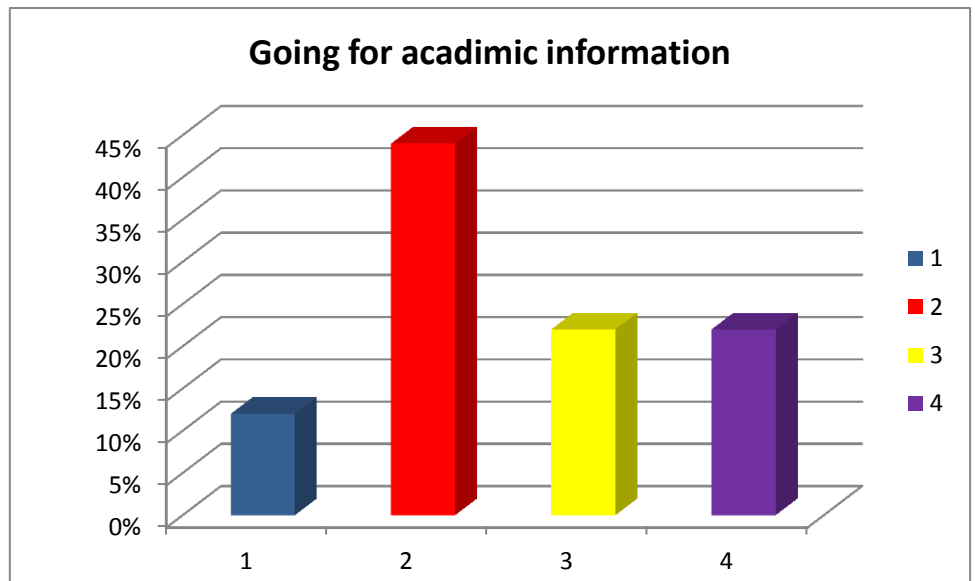


Diagram 3.15: Going for academic information

Through chart 15, we can observe that 44% of the respondents sometimes go to the web for the academic information, whereas 22% of them that they seldom go for it. Then other 22% they said they never go for it, finally only 12% whom never go for the academic information.

Q4. Are you aware of what an edublogs is?

- a- Yes
- b- No

Options	Percentage	Respondents
Yes	52%	26
No	48%	24
Total	100%	50

Table 3.16: Awareness of edublogs

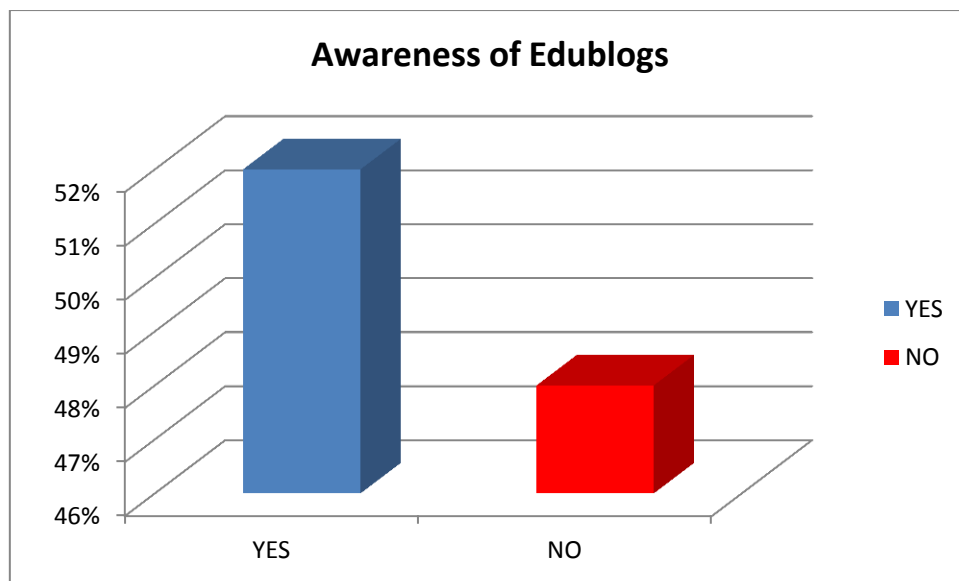


Diagram 3.16: Awareness of edublogs

Based on the question four addressed to learners to achieve whether the students are aware of what a blog is or not. The results gathered show that the answer are split into, those who knows what a blog is, which represent slightly up half of the participants. The other almost half answers belong to those who do not know what it is. We can absolutely notice that blogs are already known within the learner’s environment.

Q5. In what way can blogs improve vocabulary knowledge?

- a- By repetition
- b- By memorizing
- c- By the exposure to a big amount of vocabulary

Options	Respondents	Percentage
By repetition	16	32%
By memorizing	12	24%
By exposure to vocabulary	20	40%
Total	50	100%

Table 3.17: The ways can blog enhance vocabulary

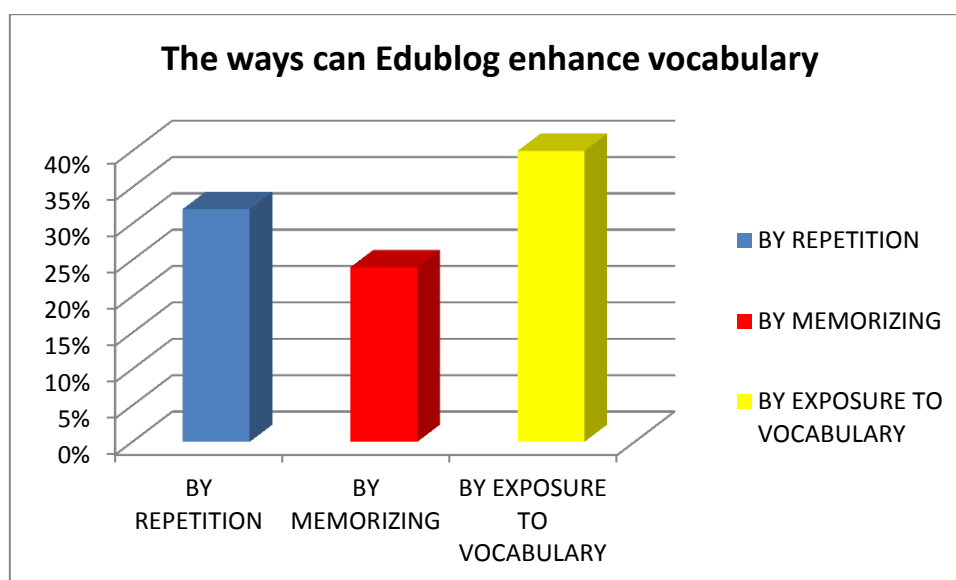


Diagram 3.17: The ways can Edublogs enhance vocabulary

The respondent's results about question five were as follows: a good proportion of (32%) answered to the use of repetition. Then, slightly less than the quarters (24%) said by memorizing. Next, almost half (40%) of the participants said it is better to be by the exposure to vocabulary. This is because learners really not exposed enough to vocabulary knowledge during their lectures.

Q6. I think educative blogs are useful for vocabulary learning, because....

- a- Strongly agree
- b- Agree

- c- Disagree
- d- Strongly disagree

Option n° 1

Option	Respondents	Percentage
They provide vocabulary knowledge in a new creative manner	14	28%
	34	68%
	1	2%
	0	0%
Total	50	100%

Table 3.18: Edublogs provide vocabulary in a new creative way

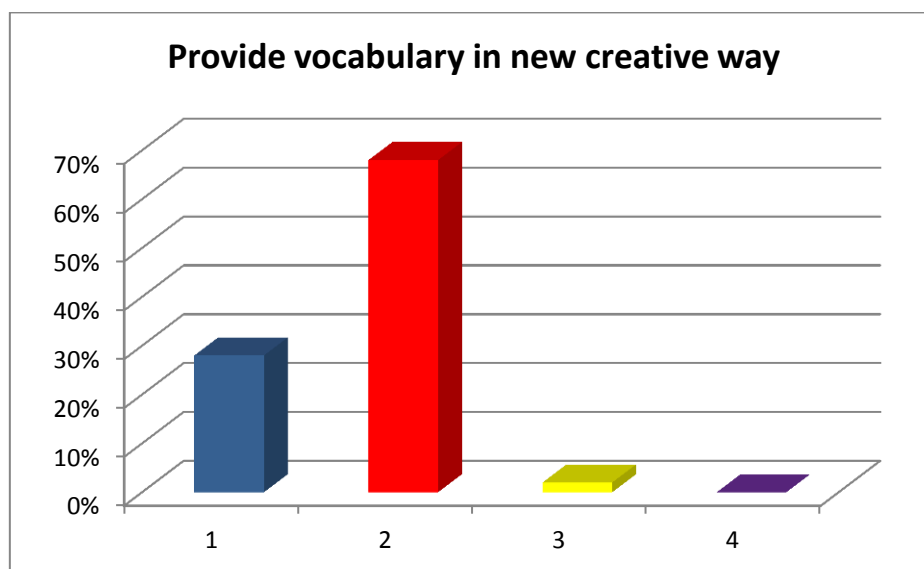


Diagram 3.18: Edublogs provide vocabulary in a new creative way

As we can notice the student's thinking of blogs effectiveness' is translated through the diagram. Where precisely two thirds (68%) of the respondents agree on the fact that blogs enable them learning new vocabulary in a creative manner. Then it comes in the second place a small number of them (28%) strongly agree with the idea. Then insignificant amount (2%) of participants whom disagree with it. Finally, no one has answered strongly disagree the idea. We can say that students are highly convinced by the idea of gaining new vocabulary in a creative way when using edublogs.

Option n°2

Option	Respodents	Percentage
They are an affective tool's in the process of memorizing vocabulary	24	48%
	21	42%
	3	10%
	0	0%
Total	50	100%

Diagram 3.19: Edublogs are effective tools in the process of memorizing vocabulary

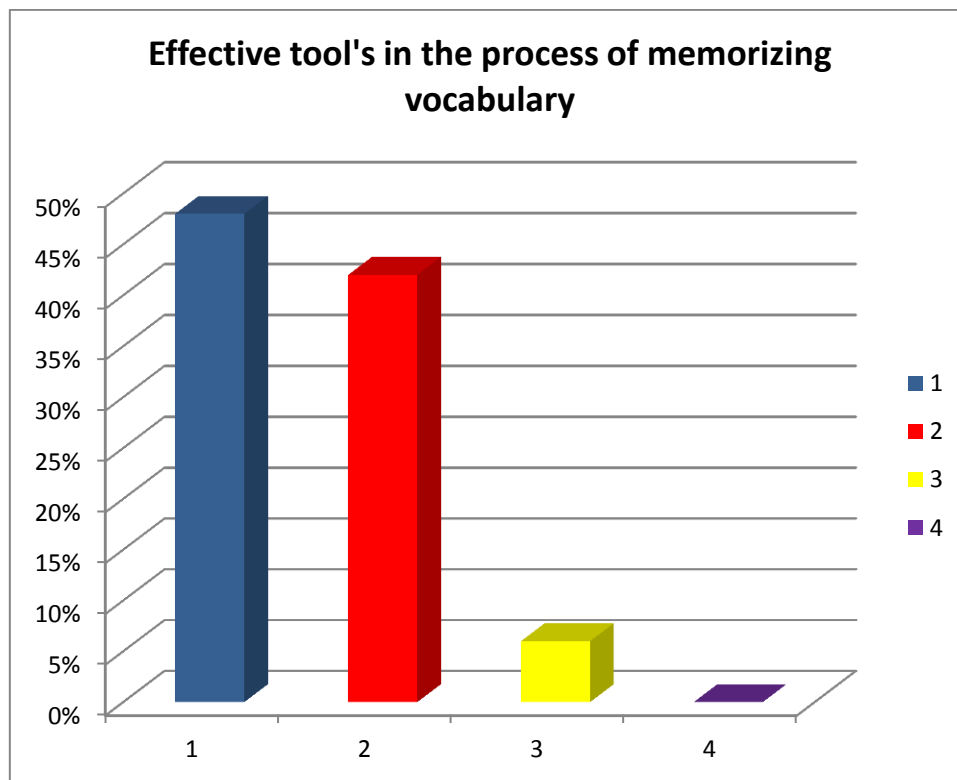


Diagram 3.19: Edublogs are effective tools in the process of memorizing vocabulary

From the diagram above we investigate to what extent edublogs are effective tools of memorizing vocabulary. A significant majority (90%) of our sample responses were between strongly agrees and agrees. Others small minority (10%) said that they disagree with the idea, and then no one (0%) is strongly in disagreement to the previous idea. As a result the students strongly believe on edublogs effectiveness in the process of memorizing vocabulary knowledge.

Option n°3

Option	Respondents	Percentage
They promote collaboration	14	28%
	29	58%
	3	6%
	2	4%
Total	50	100%

Table 3.20: Edublogs promote collaboration

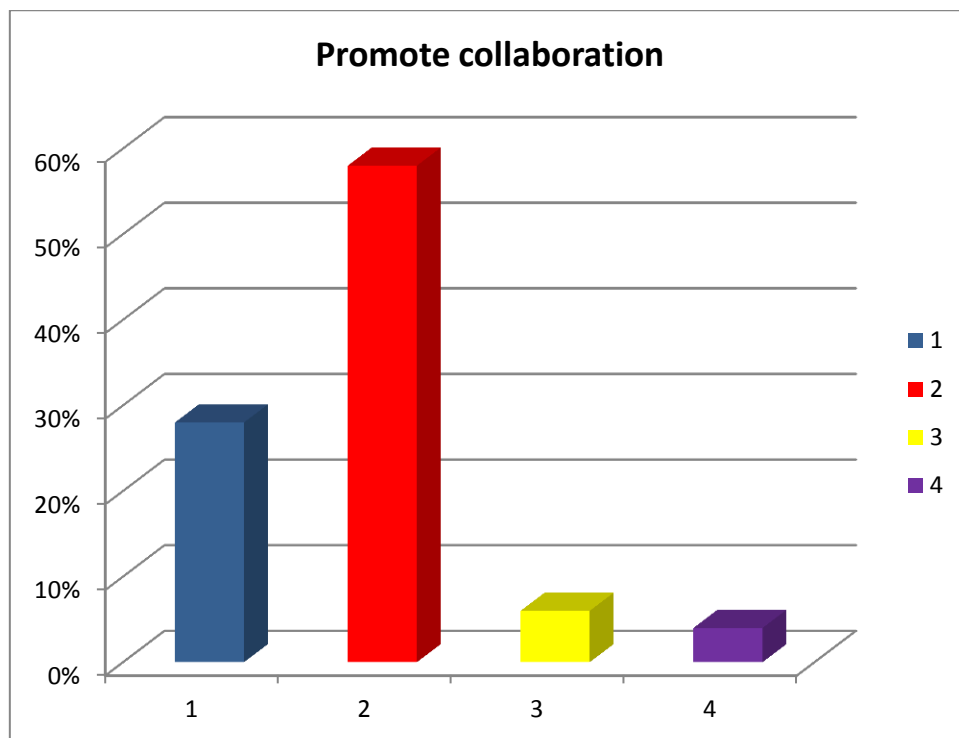


Diagram 3.20: Edublogs promote collaboration

The sample respondents thinking of implementing edublogs can promote collaboration, is divided as follows. Slightly near to the two thirds (58%) of the participants agree with it. Then almost third (28%) of them strongly agree. Next, a small minority (10%) answers was between disagree and strongly disagree. We can notice, the students are ready to cooperate and share different knowledge by using blogs.

Option n°4

Option	Respondents	Percentage
They create a suitable environment for class discussion	13	26%
	26	52%
	8	16%
	1	2%
Total	50	100%

Table 3.21: Edublogs create a suitable environment for class discussion

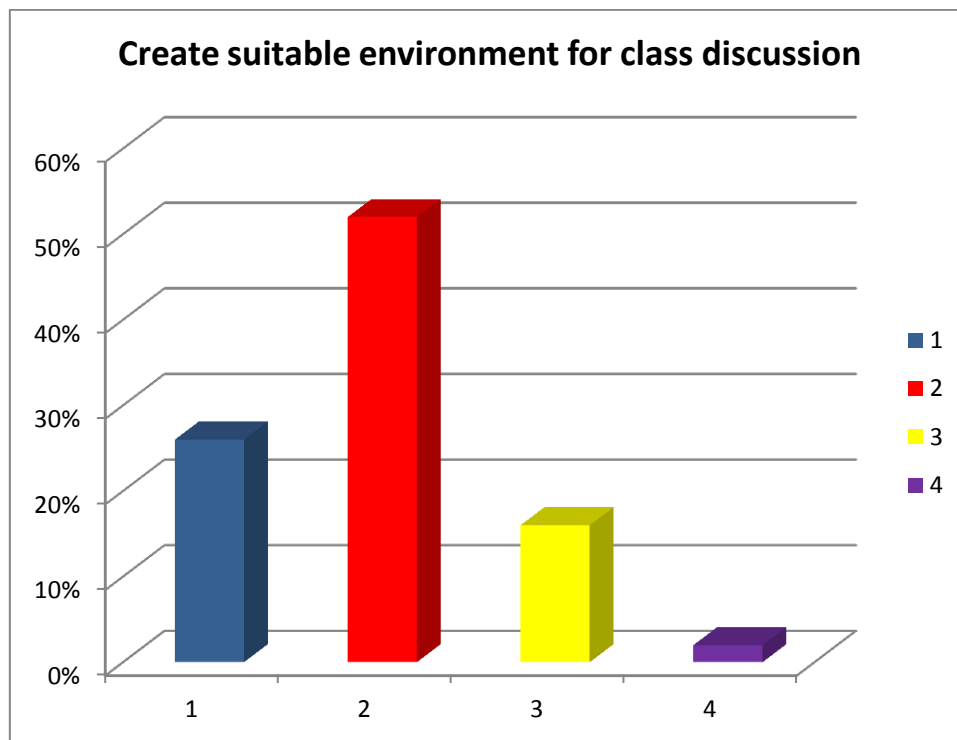


Diagram 3.21: Edublogs create a suitable environment for class discussion

The participants were asked if they think that edublogs create a suitable environment for class discussion. The half (52%) of the answers was agree. Second, exactly a quarter (26%) of them answered by strongly agree. Next, a small minority (16%) answered by disagree, and an insignificant amount (2%) responded by strongly disagree.

Option n°5

Option	Respondents	Percentage
Interacting with my friends and teachers helps me recapitulate	20	40%
	21	42%
	6	12%
	2	4%
Total	50	100%

Table 3.22: Edublogs helps me recapitulate vocabulary through interaction

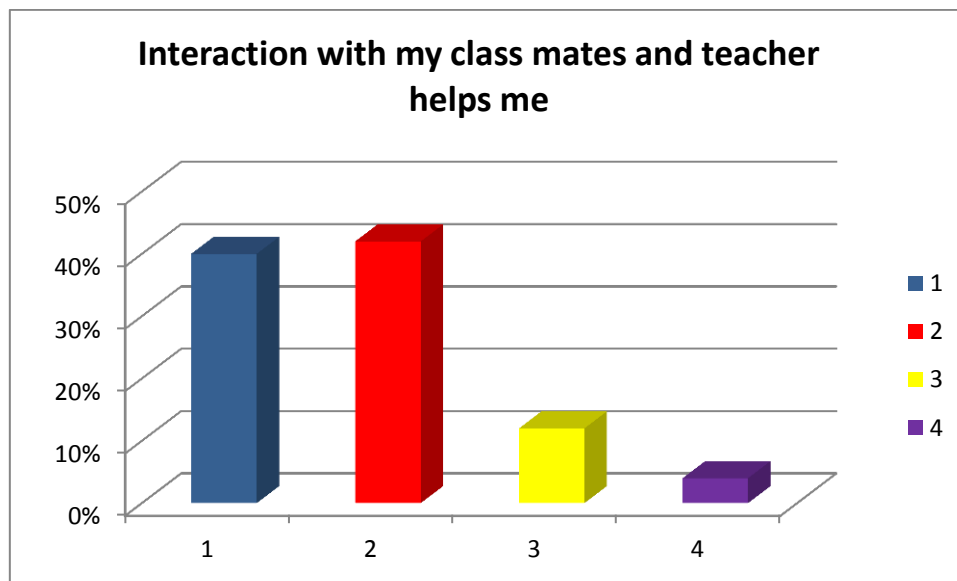


Diagram 3.22: Edublogs helps me recapitulate vocabulary through interaction

The respondents were asked if they think interaction with friends and teachers outside the class are beneficial. The significant majority (82%) of their answers were strongly agreed and agreed. Whereas (12%) that represents a small minority answered by disagree, and only minority whom answered strongly disagree. We conclude that learners need such interaction (student-student and teacher-student interaction.).

Option n°6

Option	Respondents	Percentage
Enable me to go back to any vocabulary we discussed before	11	22%
	29	58%
	4	8%
	2	4%
Total	50	100%

Table 3.23: Edublogs helps me go back to any vocabulary discussed before

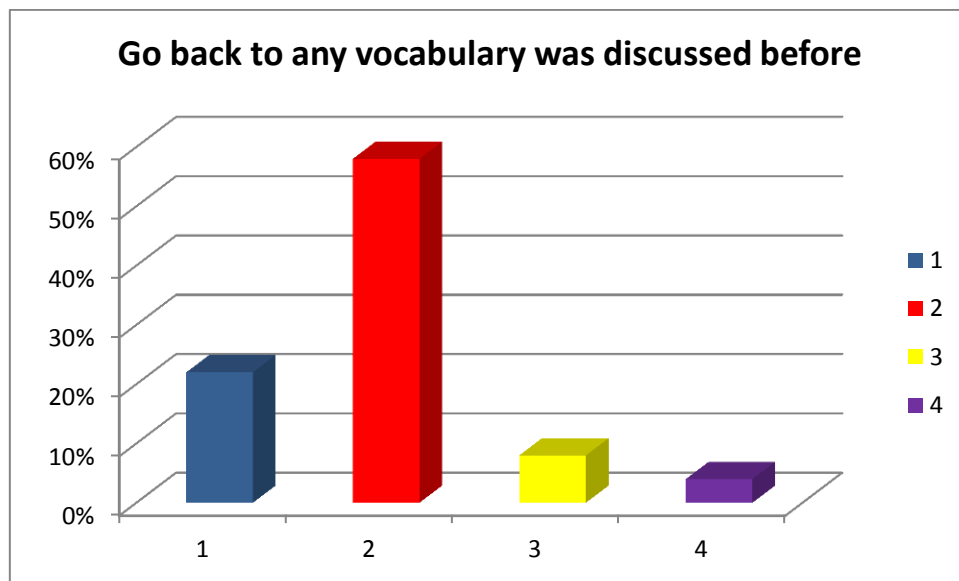


Diagram 3.23: Edublogs helps me go back to any vocabulary discussed before

Diagram number six shows the student opinion about making blogs as a drawback to their previous learned vocabulary. Almost two thirds (58%) of the sample answered with agree. Next a small number (22%) of them answers were strongly agreed. Then (8%) disagreed, and only (4%) of the population strongly disagreed.

Option n°7

Option	Respondents	Percentage
They are more interesting than traditional methods	11	22%
	16	32%
	14	28%
	6	12%
Total	50	100%

Table 3.24: More interesting than traditional methods

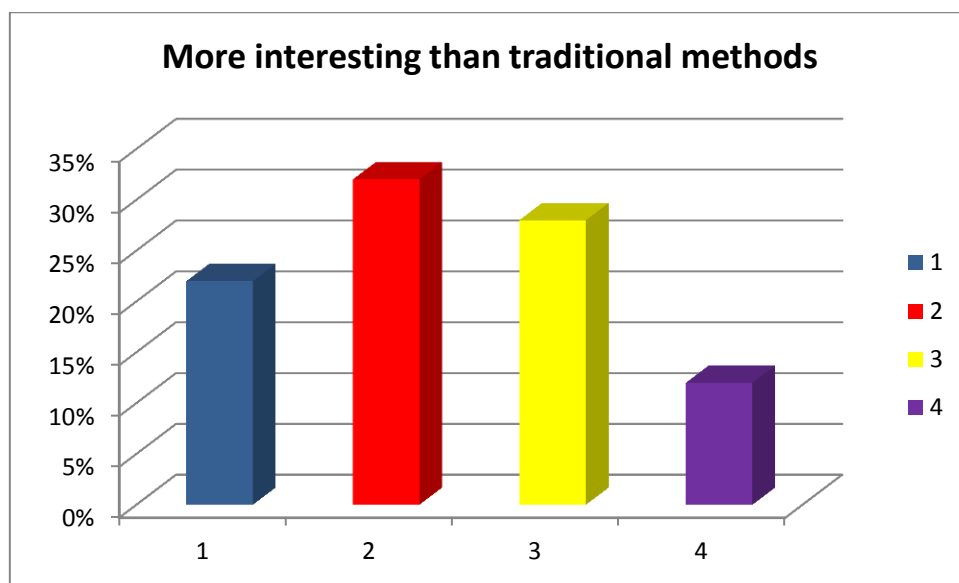


Diagram 3.24: More interesting than traditional methods

The proposed suggestion objective was, presenting edublogs as interesting tools, more than the traditional method of teaching. The respondent's answers were different, and almost equivalent. First, one third (32%) of them answered with agreement. And less than the quarter (22%) answered by strongly agree. Whereas slightly less than one third responded by disagree, and it is followed by a minority (12%) who answered strongly disagree.

Option n°8

Option	Respondents	Percentage
Doing activities on blogs they are enjoyable	16	32%
	21	42%
	7	14%
	3	6%
Total	50	100%

Table 3.25: Edublogs are more enjoyable

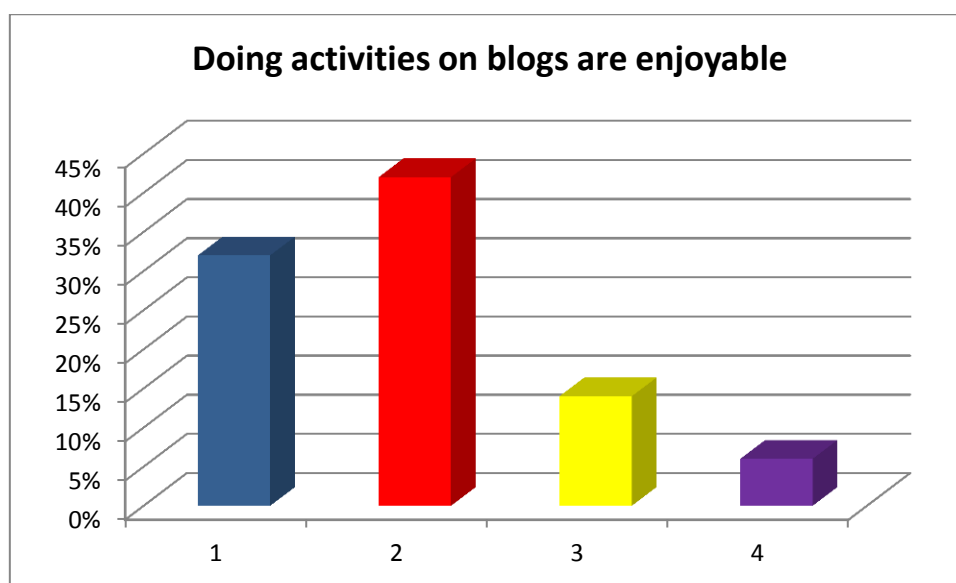


Diagram 3.25: Edublogs are more enjoyable

Diagram twenty five represents, the students thinking of being edublogs an enjoyable tools of practicing activities. In one side, 42 % of the respondents said they agree, and 32% of them they strongly disagree. In the other side 14% answered disagree, and only 6% from the rest of the respondents said that they strongly disagree.

Option n°9

Option	Respondents	Percentage
They help me improve my grammar knowledge	12	24%
	35	70%
	1	2%
Total	0	0%

Table 3.26: Edublogs help me improve my grammar knowledge



Diagram 3.26: Edublogs help me improve my grammar knowledge

After observing diagram nine we can say that a significant majority (70%) of the participants answered agree. Then 24% strongly agree with the idea of being edublogs an effective way of improving grammar knowledge. Whereas, an insignificant minority answers was disagree.

Option n°10

Option	Respondents	Percentage
They help me improve my four language skills	16	32%
	27	54%
	5	10%
Total	0	0%

Table 3.27: Edublogs help to improve the four language skills

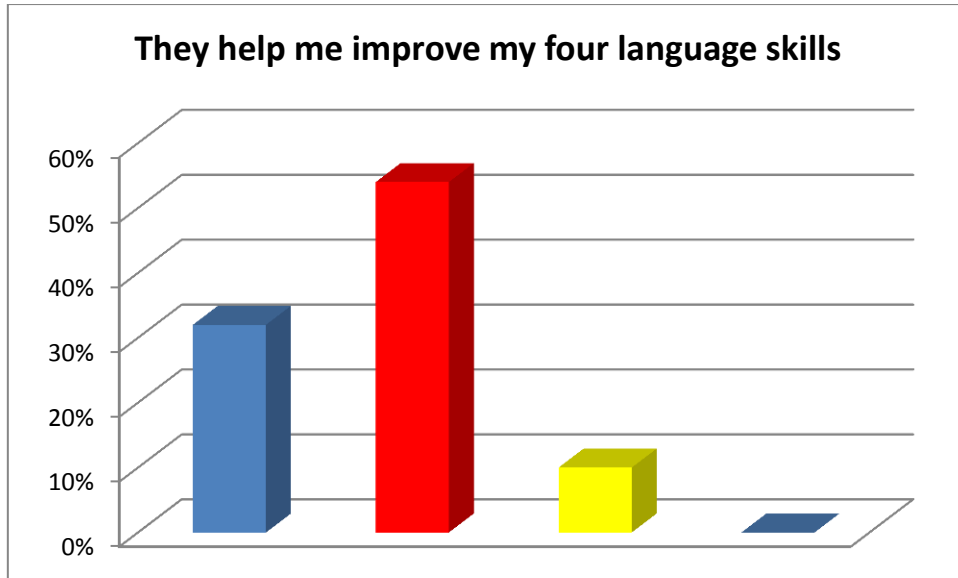


Diagram 3.27: Edublogs help to improve the four language skills

Slightly more than half (52%) of the respondents agree that edublogs are have an impact on their four skills improvement. Next, 32% answered by strongly agree with the idea. Finally, only 10% of them said that they disagree with it.

Q7. Do you agree to implement edublogs within your learning program classes, also making it as a supporting tool to the traditional method of teaching and learning?

- a- Agree
- b- Disagree

In both cases answers, please specify:

Options	Respondents	Percentages
I agree	47	94%
I disagree	3	6%
Total	50	100%

Table 3.28: Agree or disagree on its implementation to the classroom

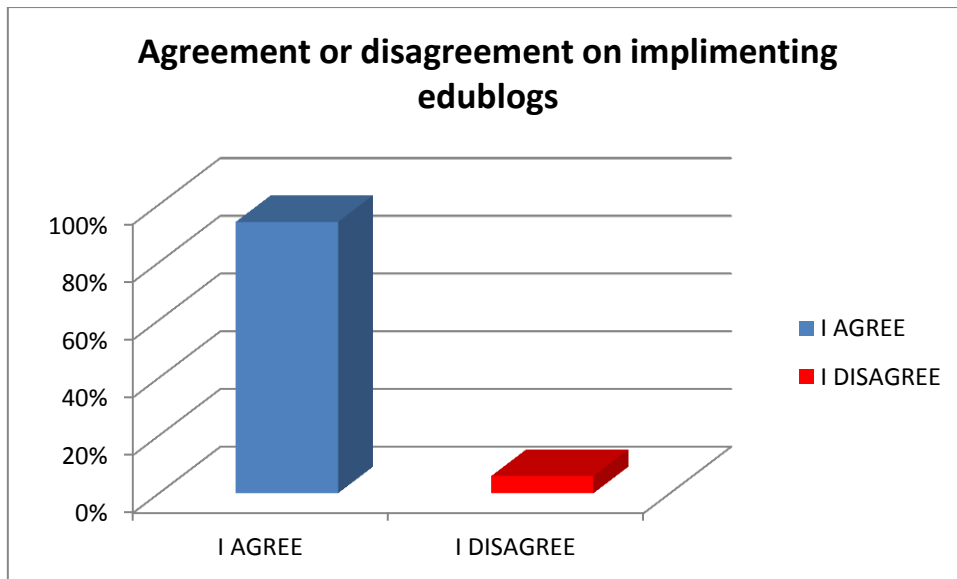


Diagram 3.28: Agree or disagree on its implementation to the classroom

The student’s opinions about implementing edublogs within their curriculum as a support to the traditional methods of teaching and learning, is highly significant. The overwhelming majority (92%) of the respondents answered by “agree” to the idea. It is a good sign of the student’s awareness about edublogs effectiveness in the process of learning and teaching.

3.3. Interpretation of the results

On the basis of the analysis of the student’s questionnaire, a final view may be drawn:

1. Initially, the students were asked several questions based on different levels. First, the respondents were asked to make a personnel evaluation to their current vocabulary level, well, the majority answered average and above, which is a good sign, because they are considered as novice learners and they have an average level. So the students’ needs more exposure to vocabulary in order to develop their vocabulary knowledge into good or more. Second, the process of learning vocabulary can be different from one student to another; this, what is summarized in our question, where the student’s views are split into those who find it easy and the others whom consider it difficult. So, in order to make it easy to everybody we need to revise and then change the

methods of teaching vocabulary into creative ways that enable all the students, with their differences to achieve a better level.

2. Secondly in the same section, the third question attempts to diagnoses whether the students face difficulties when attempting to use vocabulary or no, and also to see what kind of difficulties they face. The result shows that, two thirds faces difficulties, and it is worthy to investigate the reason why. After checking their answers, it is clearly stated that they lack experience in using their vocabulary knowledge. And therefor if they practice more using the vocabulary they already have it is clear that their answers would be “No”.
3. To comprehend the items that you are reading or listening to is the key to memorize and gain more vocabulary. According to our results, most of the respondents or exactly two thirds are finding their comprehension level to be average, and the others are good. That tells us that the majority are able to comprehend when the information is given in a suitable way. Note that none of the respondents had a weak level of comprehension; again it is a sign of self-competence and a good level of the sample.
4. Next in this question, the respondents are requested to point the area that they found more problematic to them when expressing themselves. A big amount of answers were on “vocabulary” this result boost us to emphasis on a reliable solutions to overcome this problem particularly. And star thinking of new tools to get involve the students more in the task of learning vocabulary. The other percentages were divided between the rests of areas. Grammar and pronunciation took the second place of the most problematic. This shows that a minority needs more focuses on grammar rules and sentences structure, and pronunciation is due to the lack of practicing the language orally, as well as fluency problems.
5. Specifying a whole session in the improvement of learners vocabulary knowledge is highly recommended, especially where the learners are novice to the foreign language. This question may somehow give a reason to the

previous answers, because the respondent's answers were between "rarely", "sometimes", and "never", it explains that the teachers are not given a huge importance to vocabulary teaching which reflects negatively the student's vocabulary level. From this point the teachers are kindly requested to start thinking of the idea, because it is too helpful to the learners to build a good level in the foreign language.

6. As the learners are a significant part in the process of teaching and learning, their opinion about the best methods that they think are more beneficial to them, it should be taken into consideration. The students in this question are supposed to order their priorities from the highest to the less highest priority. This question required from us a chart and a graph for each option, to sum up those results, we take only the overwhelming percentages from each chart. The first priority for the respondents was to the first option (the use of vocabulary learning strategies). Then the second highest priority to them was the third option (the use of software tools). Next the third highest is option two (the use of ICT's tools), and last priority was option four (the use of traditional method of teaching). As result, the learners are aware of the importance of the software tools and their positive influence on their learning process, as it was classified as a second priority to them. Those tools are a creative ways of presenting data that the teacher wants, in an easy, enjoyable way, and the data will be better conveyed and it will be memorized in a longue term in the learner's brains. To be clear, in this part there was another question asking the learners to give other suggestion, but learners gave no extra suggestions to be added.

7. In the second section, the three first question were significant general information about times learners use computer, and if they have internet access in their places, also to check what learners do when those two are available. This is highly important in the success of our investigation. About the first question, all the students uses computer with no exception, every day or at least once a weak. The majority has internet access in their places; those two answers are a good signs, because our research paper emphasis the presence of those two tools particularly, where the tutor is not going to face

problems to start immediately working with edublogs. The third answer shows that the learners have the desire to surf in the net for the sake of gathering data, as it is represented in the graphs, all what they need is an extra guidance.

8. Edublogs is a significant element in the current research paper, and if it is well known within the learner's environment it would help us in the success of our investigation. Fortunately more than the half of the respondents knows what an edublog is, according to their answers "yes", and most of them provided us with the correct definitions of what it is exactly an Edublog. So it needs only more advertisement to be known for the full population. In the following question the learners were asked to guess the appropriate way to improve vocabulary by using blogs. The highest amount said by using it as a tool that provides them with a big amount of vocabulary. And others said by memorizing and or repetition.
9. In this question, the respondents are given suggestions that correspond to logic and relates between the use of edublogs and their influence in the task of learning. They are supposed to answer with agreement or disagreement according to their point of view. After observing the results in all the charts and graphs, we can clearly notice that the majority of the respondents answers was between strongly agree and agree in all the suggestions. It is a good sign, shows the student positive view towards using edublogs in their learning processes, and it shows general acceptance of being beneficial to their learning, in sort of providing vocabulary knowledge, they promote collaboration, and improving their four language skills, and others.
10. After giving an over view to the respondent about edublogs effectiveness, they were requested to decide whether they agree or disagree the implementation of this tools compulsory in their learning schedule. Approximately the whole populations totally agree about the idea of make it as parallel to traditional methods of teaching. These results of the student awareness of the several benefits they will gain through the use of this tool inside their classes and even outside the classroom. This gives us a boost to start gradually implementing edublogs within the official syllabus.

3.4. Teacher's questionnaire

3.4.1. Aim of the questionnaire

In an attempt to investigate the importance of edublogs in improving EFL student's vocabulary knowledge, it is very crucial to gather the teacher's opinions and views about its implementation in EFL classes to develop language learning. Teacher's thoughts are helpful to investigate the way English is taught and how the problem encountered in lack of vocabulary could be solved or at least lessened through new creative tools as edublogs.

3.4.2. Description of the questionnaire

The teacher's questionnaire consists of twenty one (18) items, classified into three sections where each section focuses on specific aspect, and it involves different types of questions: "closed" and "open ended" questions. Closed questions require teachers to answer "Yes" or "No" or by ticking one answer from a set options, whereas; open-ended questions are addressed to teachers to state their point of view and share their prior knowledge about the subject.

Section one: background information (Q1-Q4)

Questions in section one aim at gathering personal information about the target sample. Teachers were asked to specify their qualification in Q1, while Q2 seeks information about how many years they have been teaching oral and or written expression, and for how many years.

Section two: difficulties and challenges

The second section, the teachers were supposed to give us a general views about their learners current level of vocabulary, and their general opinion about their students attitudes towards the task of learning in general. And also investigate the techniques and methods already used to improve their learner's vocabulary knowledge. In Q3, teachers were asked to tick one of the offered choices to evaluate their student's vocabulary level. Teachers were asked to describe their student's interaction during the oral and written expression sessions in question two (Q4). Then in Q5 teachers are supposed to state whether their student face difficulties when using

English in the classroom or not, and if they answer “yes” they have to tick one of the most problems encountered by the student in the class. Later in Q6, teachers were requested to indicate their priorities by placing numbers in the boxes in order to show the difficulties face the learning when trying to participate. Finally, in Q7 teachers were asked to mention the techniques and tool they are often used by them to improve their student’s vocabulary knowledge.

Section three: edublogs as tool of teaching and learning

The third section which is the last one comprises questions about teacher’s implementation of edublogs within the classroom. Question 9, teachers were requested if they are familiar with the use of software tools or not, if they do, they were asked to mention few of them. Then in Q10, teachers were required to mention if they are qualified with the use of technology for the educational purposes, if they are not they were requested to state the reason why. In Q11 they were requested to answer, how often they use technologies tools in order to present their lectures, and they are asked to state why, if their answers were never. Later in question 12 they had to mention how often they take their students to the computer lab, and if it is never they were requested to tick one of the suggestions in order to clarify the reason. Following to the previous question, if they answer by rarely/always, they were requested to mention the kinds of activities that they perform with their students. In Q13, the teachers were asked if they used to search for didactics material in the internet, and use them in introducing a new topic or to review a topic previously seen in the classroom, then they are supposed to tell us about their experience. Next in question 14 the teachers were asked to define what a weblog or blog is. Then in question 15 they were requested if they had the opportunity to use edublogs before for the academic purposes, and in both answer case they need to specify more. The last question in section three requires teachers to give their opinion if they support or oppose the implementation of edublogs within their teaching curriculum, and after they can add justify their choice. At the end of the whole sections teachers are requested to provide us with suggestion for implementing edublogs into the EFL classroom.

3.4.3. Administration of the questionnaire

The target population of the current piece of research consists of both teachers of written and oral expressions at Mohamed Khider University of Biskra. The questionnaire was administered to eight (08) teachers. The questionnaire was handed out in a friendly environment and all the teachers were so cooperative, helpful and full gratitude goes to them.

3.5. Data analysis

Section one: background information

Q1: your qualification:

a- BA (license)

b- MA (Master/Magister)

c- Ph.D. (doctorate)

Options	Participants	Percentage
BA license	0	0%
Mas/mag	7	88%
Ph.D.	1	13%
Total	8	100%

Table 3.29: Teachers qualification

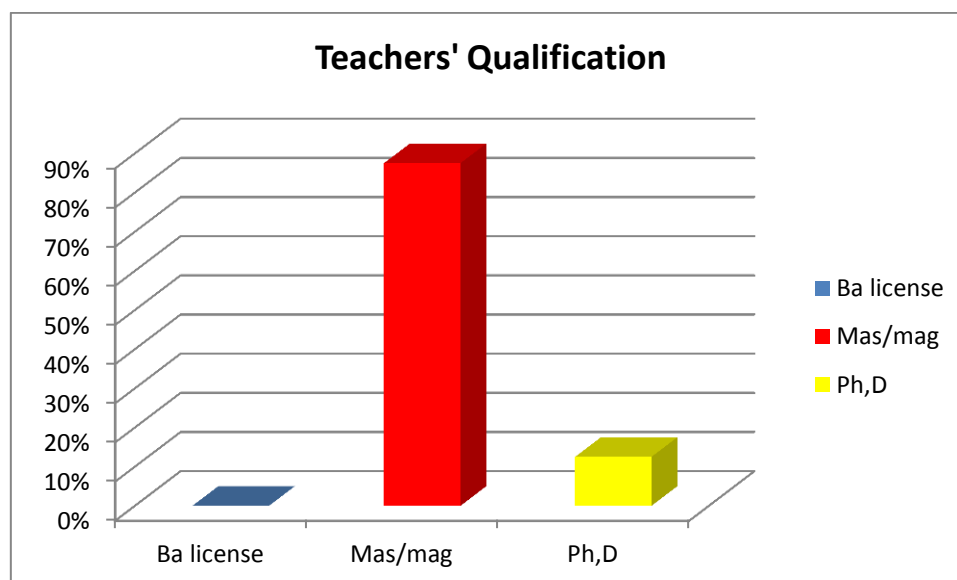


Diagram 3.29: Teachers qualification

In an attempt to seek information about the teacher's degree held, a question was addressed to them, and the results obtained shows that the majority (88%) of them have MA (Master/Magister) degree, while only 13% have Ph.D. (doctorate) degree.

Q2: Have you been teaching oral and/or written expression? And for how long?

The answerer of this open-ended question that follows the first question differs from one teacher to another, where the answers were from eight months to 9 years of experience in the field of teaching oral or/and written expressions. In which one of them was teaching for eight months; then two of them were teaching for two years; and two others were teaching to five years; and only one who was teaching for three years; and finally, the last two teachers were teaching for nine years of experience.

Section two: vocabulary difficulties and challenges

Q3: how do you evaluate your students "vocabulary level"?

- a- Weak b- average d- good c- very good

Options	Participants	Percentage
Weak	1	13%
Average	7	88%
Good	0	0%
Very Good	0	0%
Total	8	100%

Table 3.30: Evaluation of the student's vocabulary level

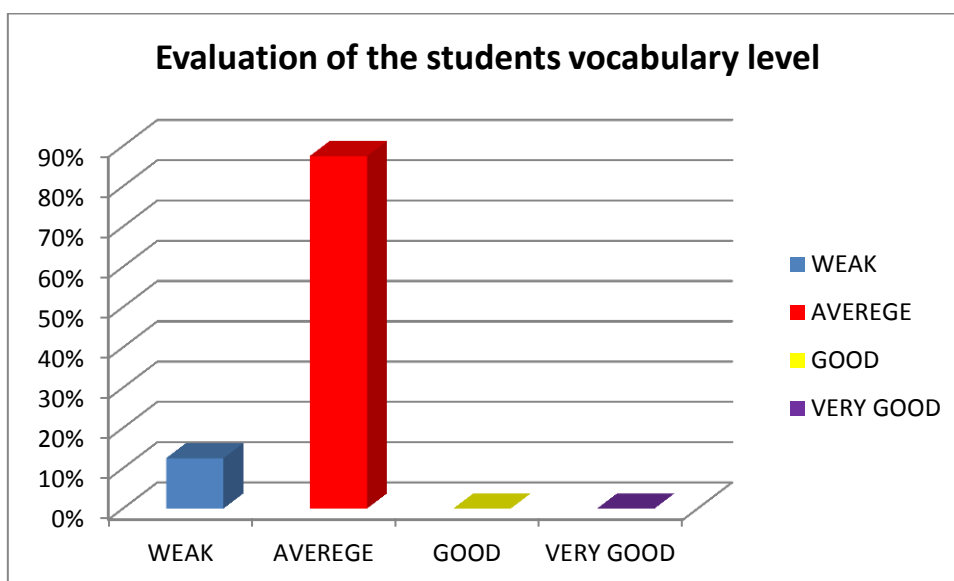


Diagram 3.30: Evaluation of the student’s vocabulary level

According to the chart above we can clearly notice that the majority (88%) of the respondents classify their student’s level as being average. While only 13% of them evaluate them as being having weak level, and no one state that they are good or very good.

Q4: how can you describe your students during the oral or written expression session?

- a- Cooperative
- b- unwilling to speak or rite
- c- silent

Options	Respondents	Percentage
Cooperative	7	88%
Unwilling to speak or write	1	13%
Silent	0	0%
Total	8	100%

Table 3.31: Description of the students during their oral and written sessions

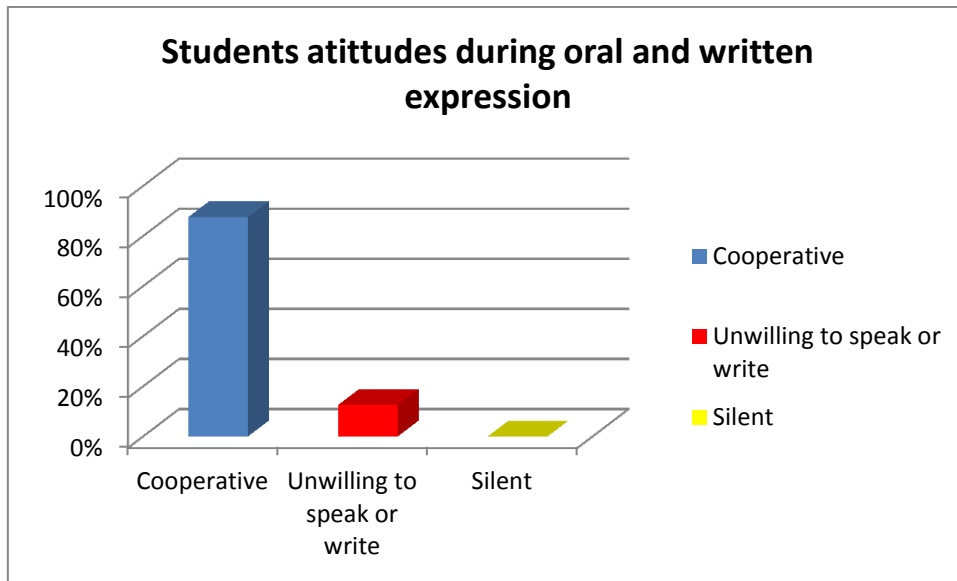


Diagram 3.31: Description of the students during their oral and written sessions

Diagram three shows the teachers description to their learners during an oral or written expression sessions. We can observe that, a significant amount (88%) of the respondents describes their learners as being cooperative during the lectures, which is a good sign. Whereas only few amounts (13%) said that they are unwilling to speak, while no one states that they are silent during the mentioned sessions.

Q5: Do your students face difficulties when using English in the class room?

a- Yes

b- No

Options	Respondents	Percentage
Yes	8	100%
No	0	0
Total	8	100%

Table 3.32: Difficulties facing the learners when using English

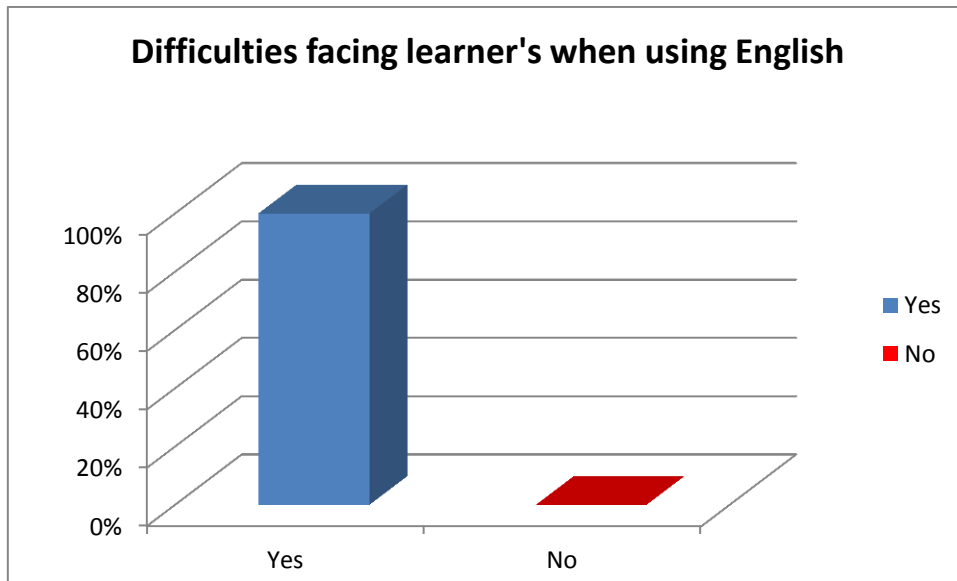


Diagram 3.32: Difficulties facing the learners when using English

Generally foreign language learners in their first years face difficulties when using the language, this made us investigate to what extent this probability is true. As it was expected, we can notice from the chart that all the teachers (100%) said indeed (yes) that their learners face difficulties when using English

Q6: if “yes” what is the nature of obstacles mostly encountered by the students when attempting to speak or write in English.

- a- Linguistic problems b- psychological problems c- others

Options	Respondents	Percentage
Linguistic problems	5	63%
Psychological problems	3	38%
Others	0	0%
Total	8	100%

Table 3.33: Obstacles mostly encountered by the students

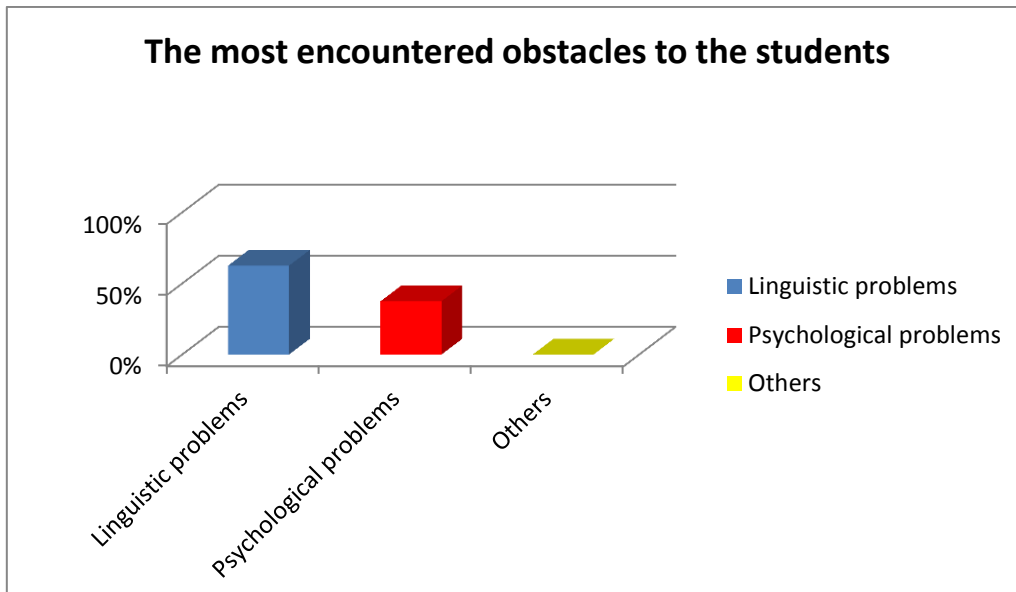


Diagram 3.33: Obstacles mostly encountered by the students

Following to the previous question, teachers were given multiple choices to indicate the obstacles mostly encountered by the students when willing to speak or write. First, 63% of the respondents state that the nature of the problem might be linguistic issues. Second, 38% of them said it might be according to psychological problems. To be clear no one (0%) state others problems, so there is no further specifications.

If others please specify:

No one of the teachers provided us with more specifications.

Q7: which of the following obstacles prevents students from using English inside the classroom?

a- Fear of making mistakes

Option	Respondents	Percentage
Fear of making mistakes	3	38%
	2	25%
	1	13%
	2	25%
Total	8	100%

Table 3.34: Fear of making mistakes



Diagram 3.34: Fear of making mistakes

The largest proportion of the respondents (38%) thought that the fear of making mistakes was the first obstacle preventing learners from using English inside the classroom. The rest were distributed amongst the remaining options as follows: 25% ranked it as the second obstacle to them; also for 25% of them ranked it as fourth obstacle to them; and finally 13% of them ranked it as the third obstacle that prevent them from using English inside the classroom.

b- Lack of vocabulary

Option	Respondents	Percentage
lack of vocabulary	2	25%
	3	38%
	2	25%
	1	13%
Total	8	100%

Table 3.35: Lack of vocabulary

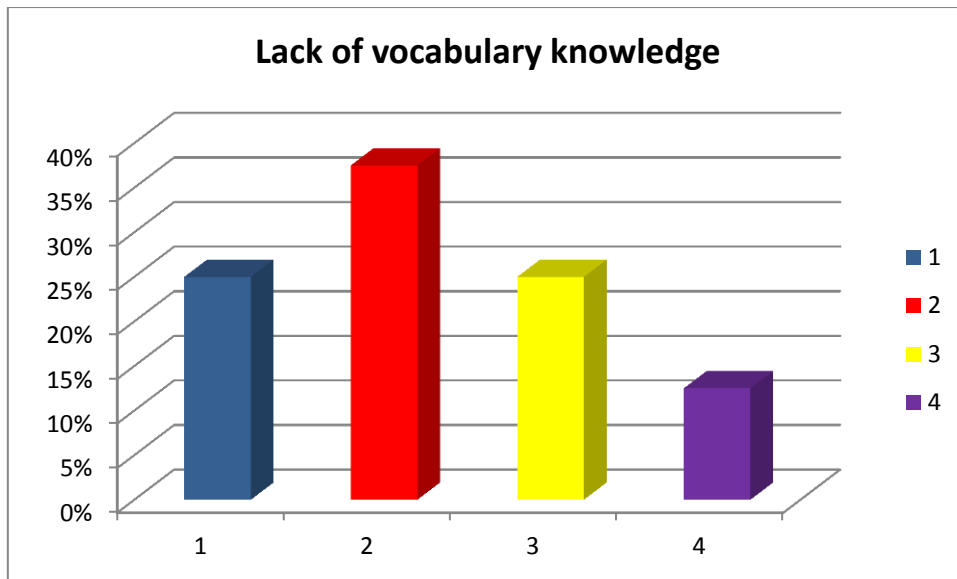


Diagram 3.35: Lack of vocabulary

The largest proportion of the respondents (38%) thought that “lack of vocabulary” was the second obstacle of preventing learners from using English inside the classroom. The rest were distributed amongst the remaining options as follows: 25% ranked it as the first obstacle; for 25% also ranked it as the third obstacle to them; and finally 13% of them ranked it as the least obstacle that prevent them from using English inside the classroom.

c- Inhibition due to feeling of shyness, stress and anxiety

Option	Respondents	Percentage
Inhibition due to feeling of anxiety	1	13%
	2	25%
	1	13%
	4	50%
Total	8	100%

Table 3.36: Inhibition due to feeling of anxiety

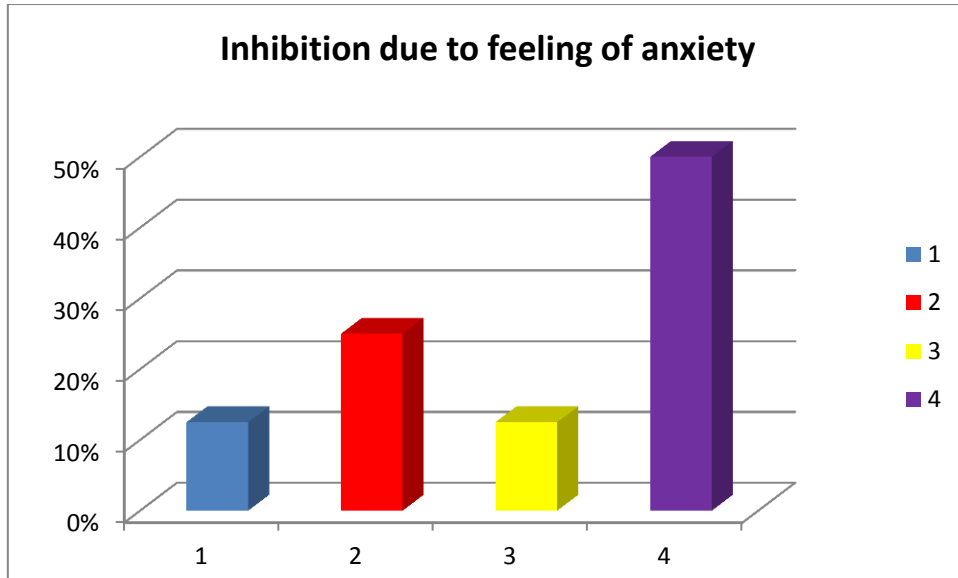


Diagram 3.36: Inhibition due to feeling of anxiety

The largest proportion of the respondents (50%) thought that “inhibition due to feeling of anxiety” was the fourth obstacle that prevents learners from using English inside the classroom. The rest were distributed amongst the remaining options as follows: 25% ranked it as the second obstacle; for 13% ranked it as the first obstacle to them; and finally 13% of them ranked it as the third obstacle preventing them from using English inside the classroom.

d- Lack of self confidence

Option	Respondents	Percentage
Lack of self confidence	2	25%
	1	13%
	4	50%
	1	13%
Total	8	100%

Table 3.37: Lack of self confidence

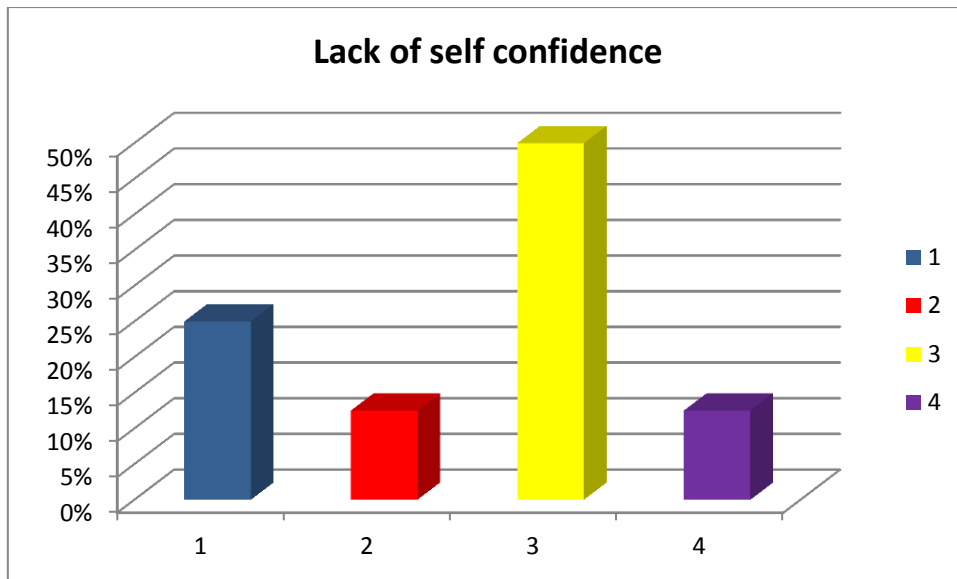


Diagram 3.37: Lack of self confidence

The largest proportion of the respondents (50%) thought that “the lack of self-confidence” was the third obstacle that prevents students from using English inside the classroom. The rest were distributed amongst the remaining options as follows; 25% ranked it as the first obstacle; for 13% of respondents ranked it as the second obstacle; finally 13% of them ranked it as the least obstacle that prevent their students from using their English.

- If others please specify:

Following to the above questions, teachers were requested to add other obstacles if it is possible. In fact only one of the respondents who said it is because, lack of motivation.

Q7: what are the tools or strategies ae often used by you personally to improve your students’ vocabulary knowledge?

This question was asked to the teachers as an open-ended question, in which their answers were different from one teacher to another. Their answers were as follows; use translation method, and games; using reading comprehension sessions (texts, stories); songs and interpret the lyrics; others said, topic discussion, and dialogues; role play is a good strategy for improving students vocabulary level and persuading them for being self-confident, and listening to native speakers may help them to enrich their vocabulary stocks; working in pairs or in groups it is very helpful to wider their vocabulary knowledge.

Section three: educative blogs as tools of teaching and learning

Q8: as a teacher are you familiar with the use of software tools?

a- Yes

b- No

Option	Respondents	Percentage
Yes	2	25%
No	6	75%
Total	8	100%

Table 3.38: The use of software tools

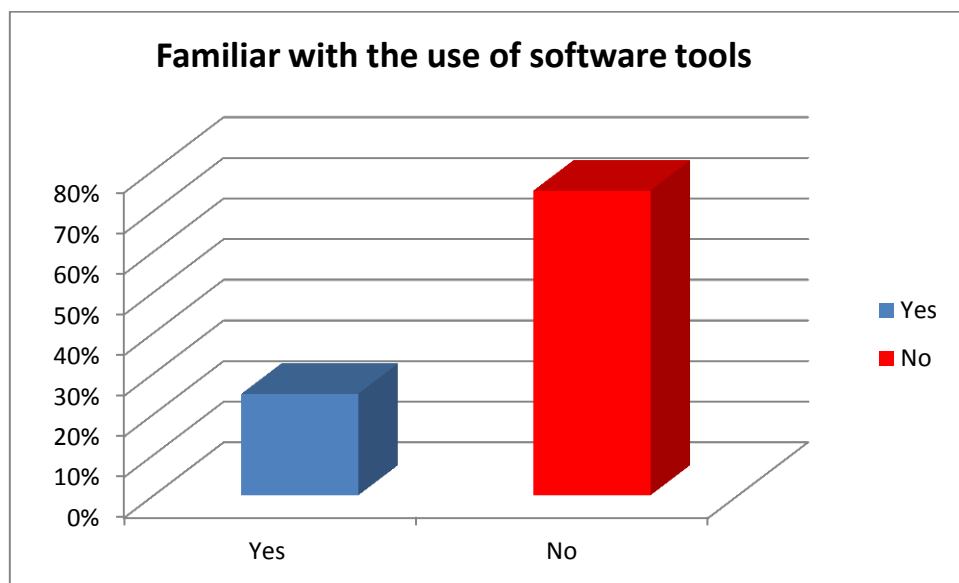


Diagram 3.38: The use of software tools

From diagram 38 we can clearly notice that the majority (75%) of the respondents said that they are not familiar with the software tools, while only quarter (25%) of the answered by “yes”.

If yes mention few of them briefly:

Since there is only a minority whom answered “yes” there would be only few of them who mention those software tools, and those whom answered “yes” they left it empty.

Q9: how qualified do you think you are in the use of technology for educational purposes?

a- Not qualified

b- qualified

c- expert

Options	Respondents	Percentage
Not qualified	2	25%
Qualified	6	75%
Expert	0	0%
Total	8	100%

Table 3.39: Degree of qualification in the use of technology

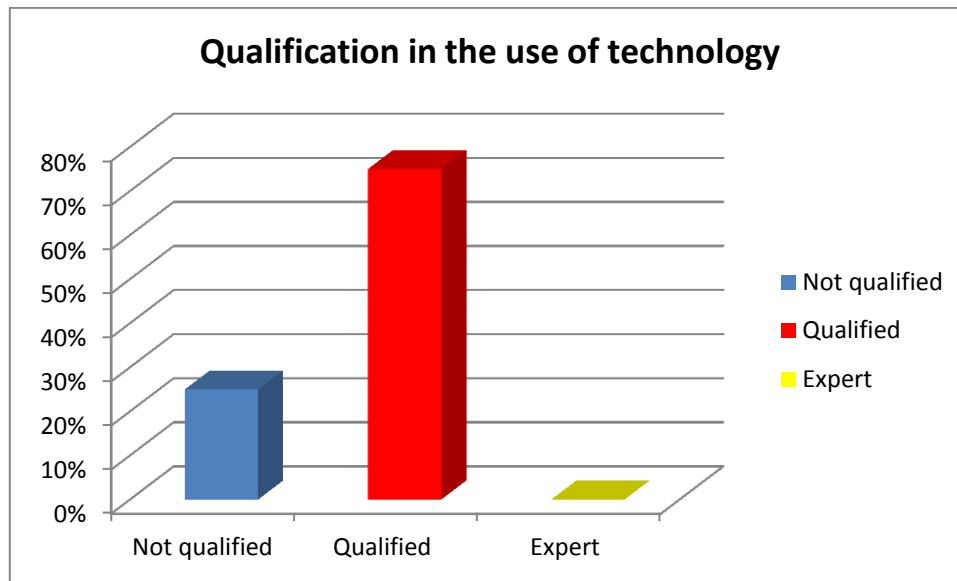


Diagram 3.39: Degree of qualification in the use of technology

According to the chart above we observe that a significant majority (75%) of the respondents are qualified when using technologies for the academic purposes and only 25% said that they are not qualified.

If you are not qualified tell us the reason behind it?

Only 25% who are not qualified in the use of technologies for the academic purposes, which mean only two teachers from the whole sample, and unfortunately they did not mentioned the reason behind their non-qualifications in the use of technologies.

Q10: Do you use any sort of technology for performing your teaching tasks?

Options	Respondents	Percentage
Never	1	13%
Often	7	88%
Always	0	0%
Total	8	100%

Table 3.40: The use of technology to perform teaching tasks

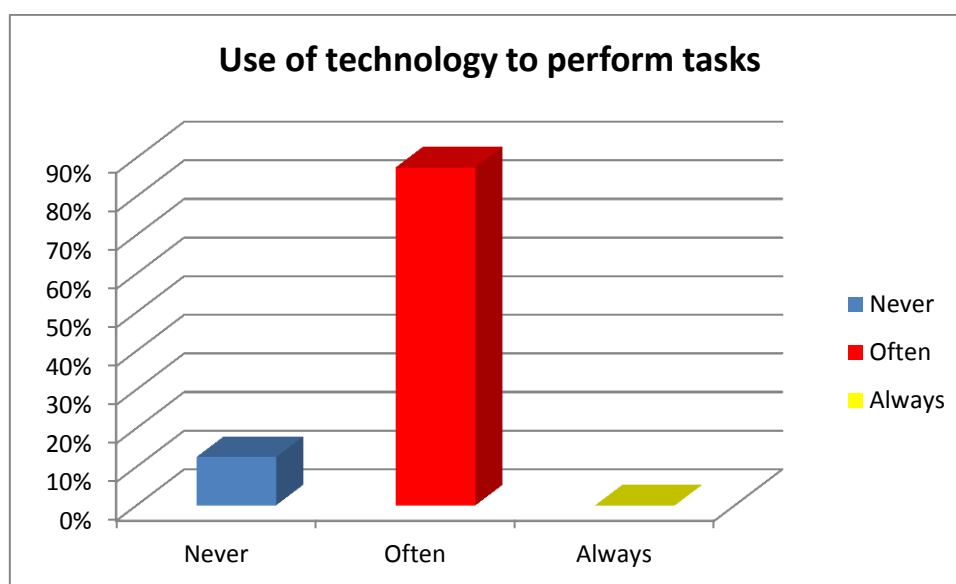


Diagram 3.40: The use of technology to perform teaching tasks

Technologies are widely used in the field of teaching and learning processes, in this question the respondents were asked whether they use them in performing their lectures or not. As it is clear in the above chart, 88% of the respondents are using them in presenting their lectures. Whereas a minority of 13% of them they don't use technologies as an aid to perform their tasks.

If your answer is never, please state why?

There is no comment added by those whom said that they never used to work with technologies in order to perform their lectures.

Q11: How often do you take your students to the computer lab?

- a- Never
- b- Rarely
- d- always

Options	Respondents	Percentage
Never	6	75%
Rarely	2	25%
Always	0	0%
Total	8	100%

Table 3.41: Taking the students to the computer lab

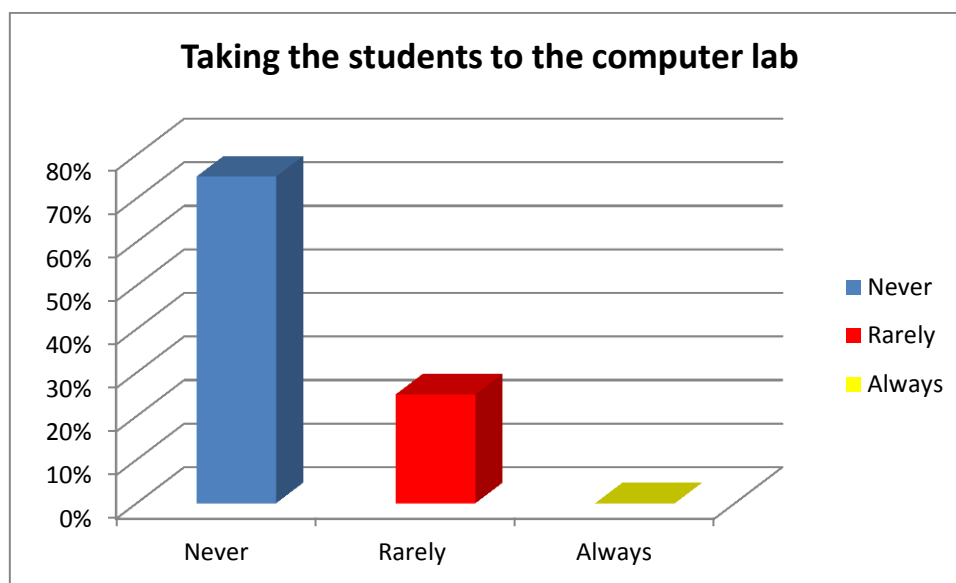


Diagram 3.41: Taking the students to the computer lab

Question 11, was addressed to teachers to show the frequency of how often they take their students to the lab to perform learning tasks. Graph 13 therefore, illustrate their responses by showing 75% of them answered “Never”, then 25% others said “Rarely”, next, no one answered by “Always”.

- If it is never please tick two of the problems below.
- Personal issues
- No labs are available in your university
- Not scheduled by the administration
- Environmental and organizational issues
- Others

Since 75% of the respondents whom stated that they never been with their students in the computer labs, so each one is supposed to indicate at least one cause. In fact there were causes, most of teachers agree on them as, the inappropriateness of the environment and the organizational issues, and also, the problem of unavailability of many computer labs in their universities. Then, the rest of the causes that were

stated by them, as computer labs sessions are not scheduled by the administration. One of the respondents said is according to other causes, that there is only a normal classroom in their university, and they call them an laboratory, but in fact they are not, because they are not equipped, there is no useful material or tool that teachers can use, and this is awful.

Q12: following to the previous question, if your answer was rarely/or always. What kind of activities do your students perform when you take them to the computer lab?

As the majority answered by “never”, there is only 25% of the respondents who said ”rarely” , so as it is an open ended question the respondents said that they perform listening activities, reading tasks, and role plays, in addition to working movies and discussing PPT lecture content.

Q13: in the case of didactics material that can be found on the internet, do you use such material to introduce a topic for the first time or to review a topic previously seen in the classroom?

a- Yes

b- No

Options	Respondents	Percentage
Yes	5	63%
No	3	38%
Total	8	100%

Table 3.42: The use of didactics material that can be found in the internet

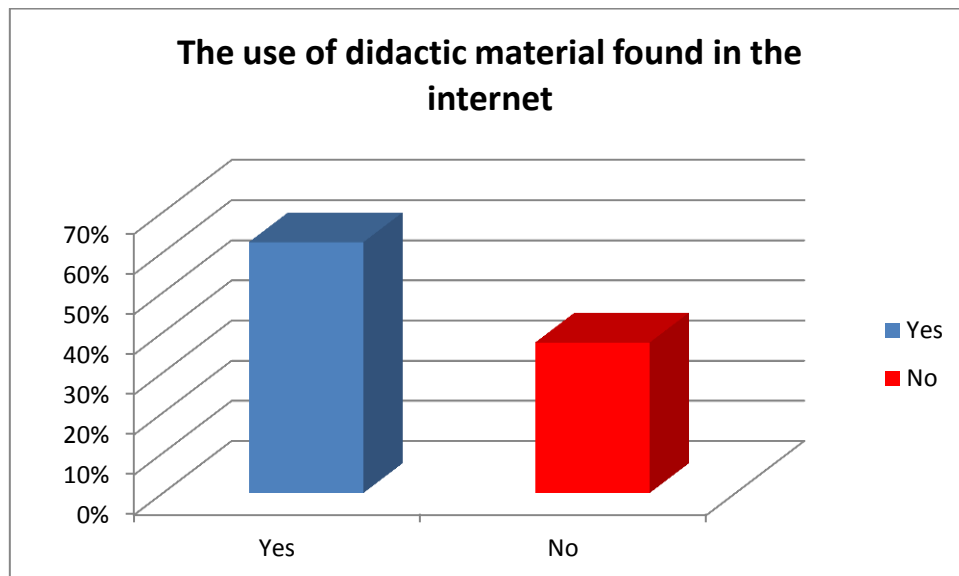


Diagram 3.42: The use of didactics material that can be found in the internet

According to the above chart we observe that 63% of the sample respondents answered “Yes” that they use didactics material that can be found in the internet. While few others said “No” that’s means they don’t use those materials.

- If yes tell us about your experience?

Slightly more than two thirds of the respondent’s answers were yes, and the most their additional answers were as follows; they display a short video-material and ask the students to discuss the content from different perspectives. The use of audio-recording tools (authentic material), and then an open discussion about the topic.

Q14: Define in your own words what a weblog or blog is?

It was an open-ended question where the teachers were asked to give a brief definition to “edublogs”. The reason behind this question is to measure whether the teachers are aware of the existence edublogs or not. Fortunately the majority of the respondents gave the exact definition of “what is an edublogs”, whereas a minority whom left the blank space empty without a definition.

Q15: have you ever used a weblog either for personal, academic or professional purposes?

Options	Respondents	Percentage
Yes	3	38%
No	5	63%
Total	8	100%

Table 3.43: The use of edublogs

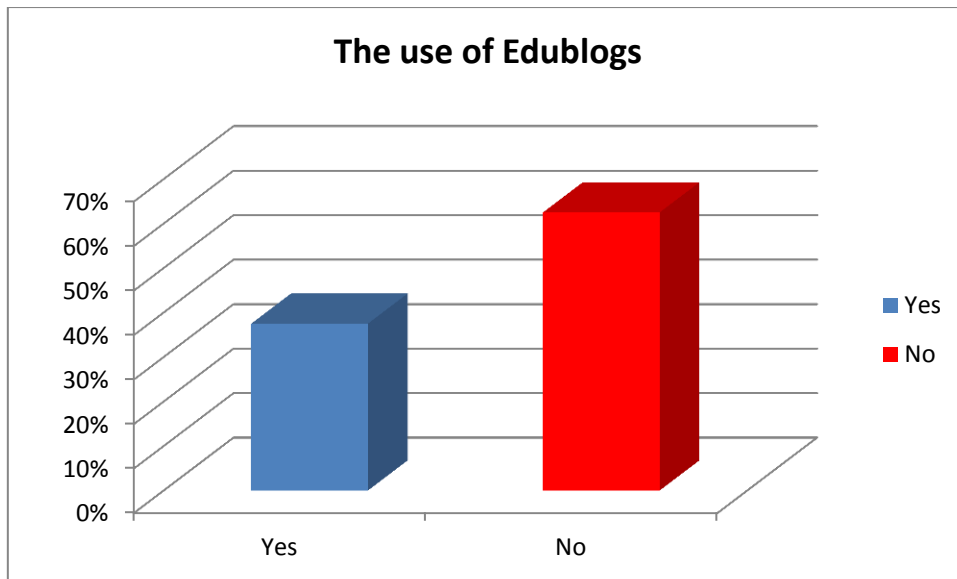


Diagram 3.43: The use of edublogs

From diagram 15, the use of weblogs either for personal, academic or professional purposes according to the teachers was; 63% of them said “No”, while 38% of teachers answered “yes”. We can notice even that those who are aware of edublogs are more than, those whom not aware of it, but most of them they don’t use it.

In both case answers, please specify more your answer?

In one hand, those who said “yes” they said that they use it for personal and professional purposes. They are very useful because we can find a lot of information in one place (blog), no need to search for many websites. They said also, that they use it either for preparing their lectures or putting them as reference for my students. In the other hand those who said “No” they stated that only because of no having the chance to use them, and others said even they paid for a blog but they are unable to feel it with information, because it was too complex for them.

Q16: are you in favor or against starting using edublogs at the university?

Options	Respondents	Percentage
I support	8	100%
I oppose	0	0%
Total	8	100%

Table 3.44: Support or oppose the use of edublogs in the university

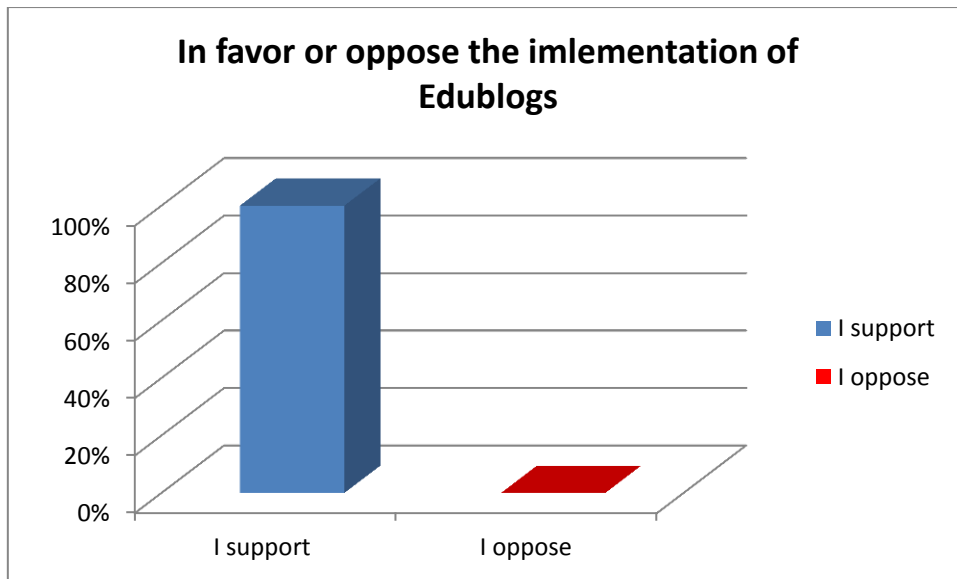


Diagram 3.44: Support or oppose the use of edublogs in the university

In the last question of the third section, and in the whole questionnaire, in order to sum up, we would like to investigate to what extent teachers support the idea of implementing the use of edublogs within their teaching processes. Teachers perfectly support it, as it is clearly stated in the last diagram, where all teachers (100%) support the implementation of edublogs in their classes without exceptions. Actually, it is a good sign and encouraging going forward in our investigation.

- Whatever your side is, please justify:

Since 100% of the teachers support the idea, all of them provided us with positive point of views. They said that they are creative persons in and wish to use every possible tool to make their classes successful. And those who said autonomy is the wish goal of higher education and since this strategy help students to be autonomous, so they support it. Others stated, that learners are very attached to technologies now days, so edublogs would be an educative, and entertainment tool in the same time that can motivate them to learn more. Also, edublogs allows the students to publish any work that is related to the main academic purposes of this blogs. Finally they said “It is the best time to change our traditional ways of teaching, because it is the age high speed and technology, and none can deny this realty”.

Q17: If you are in favor of using educative blogs, what are your suggestions for implementing it in the EFL classrooms?

- Finally in question '17' those who are in favor with the use of edublogs, they were requested to give suggestions for implementing it into classrooms. Minority of them who gave a few suggestions as, for implementing such technique we need equipped labs and small number of students, in order to guarantee its effectiveness. Also that should be the availability of the net service inside our laboratories/classrooms, because teachers are highly recommended to be aware enough about the vitality and the great use of such educational tool. Also students should be cooperative by bringing in classes their own laptops to make work more successful.

3.3. Interpretation of the results

Based on the data gathered and analyzed from the teacher's questionnaire above, some facts were revealed concerning teachers' attitudes towards implementing "Edublogs" to improve EFL student's vocabulary knowledge.

- 1- First of all, almost all teachers were holding a magister degree, except one of them who has doctorate (Ph.D.) degree. All the sample teachers were either oral or written expressions teachers and in some cases for both modules in the same time. They hold different experiences in the teaching, starting from eight months till nine years of experience, we can notice the diversity of the teachers' experiences, and this could be very helpful for the reliability of our investigation. The majority of this variety of teachers evaluate their students' vocabulary knowledge level as being average, which is a good sign, because those learners have already mastered some vocabulary, and all they need is more guidance to boost them to a better development of their knowledge.
- 2- Approximately most of the teachers described their student's performance during oral and written expression sessions as being cooperative. As a result we can say that almost all the students are active during classes and participate in order to make sessions more interactive and beneficial for every one through exchanging ideas and thoughts in a cooperative environment. Also what is interesting to investigate is the reason behind those who are unwilling to speak or write and should create solutions for them.

- 3- Teachers were asked whether their students facing difficulties when using the language or no, all teachers without any exceptions said “yes” they face difficulties, which means even though learners are willing to speak and they do have some language skills but they still having difficulties when expressing themselves. Those difficulties according to teachers’ responses were due to two main factors: linguistic problems, and psychological issues. As a result, learners need a serious support to overcome phonological, grammatical, and lexical problems, also teachers they have to make their students get rid of stress and anxiety for a better learning achievement.
- 4- The highest interest for the EFL learners is to achieve a good speaking and writing level, but often they face obstacles that prevent them from reaching their aims. According to teachers the following obstacles are the main reasons to the learner’s failure when using English: fear of making mistakes, lack of vocabulary, inhibition due to shyness and stress, and lack of self-confidence. We conclude that teachers are aware of their student weaknesses, so teachers are supposed to create appropriate solutions by the aid of new creative methods, techniques, and tools. Among those technique that was stated by the teachers are: the use of translation method, and games; using reading comprehension sessions (texts, stories); songs and interpret the lyrics; others said, topic discussion, and dialogues; role play is a good strategy for improving students vocabulary level and persuading them for being self-confident, and listening to native speakers may help them to enrich their vocabulary stocks; working in pairs or in groups it is very helpful to wider their vocabulary knowledge.
- 5- Teachers were purposely asked about whether they use software tools and if they are qualified in the use of technology or not. So we can clearly notice that even if most of them are qualified in the use of technology for educational purposes, but they don’t use software tools, the reason could be because of their unawareness of the benefits of those tools, they don’t realize the amount of knowledge they can get from using those tools, and it could be also because of lack of time and other personal issues.
- 6- According to the teachers answer, the majority of them use technologies to present their lectures. As a result technologies take part of the teaching

processes as they found it very beneficial when presenting lectures with new creative ways that get the learners involved in the task of learning.

- 7- Teachers were asked how many times they take their learners to the computer labs, unfortunately a significant amount of respondents said “never”, which is due to several problems, as the inappropriate environment and the organizational issues, like the overcrowded classes, and lack of time. Other causes, the administration doesn't plan sessions in the computer labs, because of the few labs are available in the department.
- 8- Usually teachers they do collect useful data from internet according to their needs. Because they are aware that internet is a wide world where they can get whatever they want in the way they want (video, audio, pictures...etc.) easily and in few minutes through the encountered websites and other tools. One of the most useful websites is “edublogs” that's why teachers were requested to define it briefly, after looking at the answers we can say that teachers are aware of edublogs, but in fact most of them they don't use it for whatever the reason is, because they are unconscious of its huge benefits, as we know edublogs contain different data with different characters (videos, audio-recordings, and written form files) only in one simple page, easy to use and to setup.
- 9- As it was clearly stated, the role of edublogs is quite significant in EFL classes and has a major influence on language learning. After providing teachers with an overview of benefits and ideas of using edublogs, also according to their previous knowledge about it, they were requested to decide whether they support or oppose the idea of implementing into their teaching classes, they were all in favor to the idea and they highly support it, because they think it a creative new way of getting the learners involved in the task of learning, and it is also the perfect time to back up traditional methods with those new tools that correspond to the high speed and technology.

Conclusion

To sum up, the results obtained from this piece of research confirm on positive influence, and effect, as well as importance that Edublogs has on the student's vocabulary knowledge and also to the teaching and learning processes as a whole, which in turn asserts the stated hypothesis. This mainly explains the close link between edublogs and vocabulary learning. Edublog is one of the effective pedagogical tools which according to years of research and practical application of many teachers around the world, contributes to language development and learning. Furthermore, based on the current research findings in both questionnaires, facts were revealed about implementation of edublogs is compulsory and significant element in reducing problems in vocabulary learning and improving EFL student's language competence.

General conclusion

The current conducted research highlights the importance of edublogs based teaching in improving EFL student's vocabulary knowledge, has proved its contribution to the process of foreign language teaching and learning. Consequently, in this study it was hypothesized based on assumption that in order to enhance the student's vocabulary knowledge level, edublogs is highly recommended to create opportunities for learners to practice and use their vocabulary knowledge.

The implementation of edublogs creates new creative and motivating situations for students to promote their vocabulary knowledge and then the whole language skills, where learners work lonely, in pairs or in groups fostering the exchange of knowledge, participation, and sharing ideas, which in turn helps in ameliorating language as well as language development. The present work consists of three chapters. Where, the first and second chapters are devoted to theoretical part which is purely descriptive, reviewing related literature. Whereas, the third chapter was concerned with the practical part through administrating self-completion questionnaire to written and oral teachers, and for first year English students at "Mohamed Khider Biskra University". The first chapter then, present valuable information about edublogs, as its definition and blogs and blogging basics, its historical development and popularity, the features of edublogs, its kinds, and so forth. The second chapter discusses some important elements about learning and teaching vocabulary and other underlining fundamental elements. However the third chapter deals with the analysis and interpretation of the data gathered from students and teachers questionnaire.

Hence, the results obtained confirmed and asserted the aforementioned hypothesis that there exist a positive relationship between edublogs and vocabulary learning. The finding presented in this research prove, that implementing edublogs in EFL classes is highly significant in improving student's vocabulary knowledge level.

On the light of these findings, the gist of this entire work can be illustrated in the following two main points: (1). EFL students need their teachers to be

motivators as well as facilitator to encourage them develops their vocabulary knowledge, and then a better usage of the English language. (2). Teachers need to teach their learners with the use of educative blogs as an enhancing tool to their vocabulary where learners can interact in pairs or group by teachers guidance, which according to their responses it reinforce the sense of collaboration and belonging, and teachers needs to make it as a compulsory task since they enjoy this new creative way of learning.

Above all, this conducted research is not useful only for students in helping them improving their vocabulary knowledge level, rather; it helps teachers as well as in their understanding of the importance of technologies generally and edublogs specifically and its implementation in the process of foreign language teaching and learning.

Recommendations for Further Research

The present conducted study attempted to shed the light on the importance of edublogs in enhancing EFL student's vocabulary knowledge. The result obtained from this research have strongly confirmed that student's vocabulary knowledge can be enormously improved through the implementation of edublogs the fact that make it very important and compulsory, which in turn confirms the current research hypothesis. On the basis of these findings, some recommendations can be set down:

- For teachers:

1. Teachers need to take into consideration the significance of edublogs while teaching foreign language especially vocabulary learning, since it motivate learners and it leads them to interaction, then later the student's language development.
2. Syllabus designed should take a step further and integrate edublogs as a teaching and learning tool, asking teachers to change their traditional method of teaching and start using those new creative tools for a better teaching achievement, and pave the way for learners to be part of the learning process since this tool is highly motivating and encouraging them to get involved in the task of learning.
3. EFL teachers need to choose various and interesting vocabulary activities to engage their students in the learning process and get them motivated to use this vocabulary where it is needed without getting affected with any kind of negative factors.
4. Teachers need to play two major and significant roles: motivators and prompters to help students overcome difficulties and problems when using their vocabulary knowledge.
5. Teachers need to pay attention to classroom atmosphere by setting a scene to students to encourage them use the foreign language.

- For students:

6. EFL students though, need to overcome their vocabulary usage difficulties and problems through participating and helping the teachers when presenting their lectures in a suitable environment.

7. Students need to use edublogs as a scaffold to enrich their vocabulary that help them for a better mastering of the language.
8. The administration is kindly requested to make all the possible effort and solutions in order to create new appropriate computer labs, and they should be equipped from all the necessary needs (internet, microphones, computer, data show, and so forth), because even teachers are highly recommending the presence of the previous elements.
9. Administration should make teaching and learning sessions in the computer labs at least once a week for all the concerned teachers equally, and it should be compulsory.

Further research can be also carried out on the influence of educative blogs in learning foreign language and language development.

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appendices

STUDENTS' QUESTIONNAIRE (BISKRA UNIVERSITY: ENGLISH DIVISION) 2015/2016

Students' Questionnaire

Dear students'

This questionnaire is an investigation tool for gathering data required for the fulfillment of a master dissertation. You are kindly requested to help us by answering these questions below as carefully as possible. We are interested in your opinions regarding the role of using educative blogs based teaching in the enhancement of your English vocabulary learning. We would be very grateful if you answer our questions sincerely. Your honesty is highly important for the validity and success of our research.

- **Note:** please use a tick (✓) to indicate your chosen option, and justify your answer wherever it is needed.

Section one: questions about vocabulary knowledge and its learning difficulties

Q1: As a novice learner, how do you feel about your vocabulary knowledge level?

- a) Very good
- b) Good
- c) Average
- d) Poor

Q2: How do you find the learning of English vocabulary?

- a) Easy
- b) difficult

Q3: do you face difficulties when you attempt to use your vocabulary knowledge, in oral expression or in written production?

- a) Yes
- b) No

If your answer is “yes”, is it because of:

- a) Lack of vocabulary knowledge
- b) Psychological factors
- c) Both

please explain by giving examples:

.....
.....

Q4: how do you evaluate your level of vocabulary comprehension while listening to English or reading books?

- a) Weak b) average c) good b) very good

If it is weak please specify why!

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Q5: When you express yourself in English orally or in the written form, which of these areas is the most problematic to you?

- a) Grammar (difficulties in using the correct verb tense or sentence structure)
b) Vocabulary (not having enough vocabulary)
c) Pronunciation (difficulty in the pronunciation of certain words)
d) Fluency problems

Q6: how often do your teachers specify sessions to learn pure vocabulary knowledge?

- a) often sometimes d) rarely e) never

Q7: in your opinion what are the best ways to be taken in consideration by the teachers to motivate you and to improve your vocabulary?

Note: Please indicate your priorities by placing numbers in the boxes to indicate the ordering of your views, 1= the highest priority, 2= the second highest, and so on.)

- a) The use of vocabulary learning strategies (repetition, noticing, memory strategy)
b) The use of ICT's tools in teaching vocabulary (data show reflector, computer lab)
c) The use of software tools (Blogs, Youtube,...etc.)
d) The use of the traditional methods of learning

If any other suggestions please specify:

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Part two: using educative blogs to enhance vocabulary learning.

Q1: how often do you use computer?

Every day b) every other day c) at least once a week

Q2: Do you have internet connectivity at your place?

a) Yes b) No

Q3: Choose one from 1 to 4: 1 Always; 2 Sometimes; 3 Seldom; 4 Never?

a) I go to the web for leisure and entertainment every day.

b) I go to the web for news and gossip every day.

c) I go to the web for academic information every day.

Q4: Are you aware of what a “Blog” is (educative blog)?

a) Yes b) No

If yes, please give a definition to it?

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Q4: in what way can blogs improve vocabulary learning?

a) By repetition
 b) By memorizing
 c) By the exposure to a big amount of vocabulary

: Instruction: Tick (✓) the appropriate answer to specify your opinion towards the use and effectiveness of educative blogs on your learning processes.

NB: (to be clear enough the educative blog is mainly created for the academic purposes and it is controlled by the teacher personally.)

I think, educative blogs are <u>useful</u> for vocabulary learning, because...				
	Strongly agree	agree	disagree	Strongly disagree

1. They provide vocabulary knowledge in a new creative manner				
2. They are an affective tools' in the process of memorizing vocabulary, because it involves audio recordings, videos, and pictures				
3. They promote collaboration (i.e. they are beneficial to share different vocabulary by using them.)				
4. They create a suitable environment for class discussion				
5. Interacting with my friends and teachers outside the class helps me recapitulate the previous vocabulary knowledge of the course topic				
6. They enable me Each time I need to go back to certain vocabulary knowledge discussed before, I find them because they are stored				
7. I can get quick feedback with the help of them				
8. They are more interesting than traditional methods like writing reflection paper and getting feedback in the lesson				

9. Doing activities on blogs is enjoyable				
10. In addition, they help me improve my grammar knowledge				
11. They help me improve my four language skills (speaking, listening, writing, and reading.)				

Q6: in your opinion, if you experience blogs based learning with your teacher for certain period, and you will find it very beneficial and indeed it improves your vocabulary knowledge, and other learning processes. Bear in mind; they are easy to set up and use, in addition to its' quality in presenting the information with the aids of the written form, audio recording, videos, and pictures.

- Do you agree to be implemented to your learning program classes, also making it as a supporting tool to the traditional method of teaching and learning?

a) I agree

a) I disagree

In both cases answers, please specify:

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.....

☺Thank you☺

TEACHERS' QUESTIONNAIRE (BISKRA UNIVERSITY: ENGLISH DIVISION)
2015/2016

Teachers' questionnaire

Dear teachers:

This questionnaire is part of a research work needed for the fulfillment of my master dissertation in applied linguistics. It aims at exploring the role of educative blogs based teaching in enhancing vocabulary learning of EFL university students. I would like you to take some of your time and energy to share with us your experience by answering the below. Your answers are very important and will be of much help for the completion of this work.

Please, put an (x) in the box that best represents your answer and provide full statement whenever necessary.

NB: case study first year LMD students.

Thank you very much in advance

Part one: Background information:

Q1: your qualification:

- a) BA (license) b) MA (master) c) Ph. D (doctorate)

Q2: Have you been teaching oral and/or written expression? And for how long?

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Part two: vocabulary difficulties and challenge

Q3: how do you evaluate your students' vocabulary level?

- a) Weak b) average c) good d) very good

Q4: how can you describe your students during the oral or written expression session?

- a) Cooperative b) unwilling to speak or write c) silent

Q5: Do your students face difficulties when using English in the classroom?

- a) Yes b) No

Q6: If "yes" what is the nature of obstacles mostly encountered by the students when attempting to speak or write in English?

- a) Linguistic problems (phonological, grammatical, and lexical)
- b) Psychological problems (stress, shyness, anxiety etc...)
- c) Others

- If others, please specify:

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Q7: sometimes students do not participate in the classroom because they face speaking difficulties, or even they cannot achieve a good writing level. Based on your experience and observation, which of these obstacles prevent students from using English inside the classroom?

NB: please, indicate your priorities by placing numbers in boxes to indicate you're the ordering of your views, 1= the highest priority, 2= the second highest, and so on.

- a) Fear of making mistakes (grammatical or phonological.)
 - b) Lack of vocabulary.
 - c) Inhibition due to feeling of shyness, stress and anxiety.
 - d) Lack of self confidence
- Other problems, please justify

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Q9: what are the tools or strategies/techniques are often used by you personally to improve your students' vocabulary level?

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Part three: educative blogs as tool of teaching and learning

Q8: as a teacher are you familiar with the use of software tools?

- a) Yes
- b) No

If yes, mention few of them briefly?

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Q9: how qualified do you think you are in the use of technology for educational purposes?

- a) not qualified
 - b) qualified
 - d) expert
- If you are not qualified please tell us the reason why?

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.....
Q10: Do you use any sort of technology for performing your teaching tasks?
(Multimedia, didactic software, presentations...etc.)

- a) Never b) often c) always

If your answer is never, please state why?

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Q11: How often do you take your students to the computer lab?

- a) Never b) rarely c) always

If it is never please tick two of the problems below.

- Personal issues
- No labs are available in your university
- Not scheduled by the administration
- Environmental and organizational issues (lack of time, over crowded classes.. etc.)
- Others

If others, please specify?

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Q12: following to the previous question, if your answer was rarely/or always. What kind of activities do your students perform when you take them to the computer lab?

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Q13: in the case of the didactics material that can be found on the internet, do you use such material to introduce a topic for the first time or to review a topic previously seen in the classroom?

- a) Yes b) No

If yes tell us about your experience.

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- Blog is a software tool that is recommended to be used as an effective teaching technique for the academic purposes.

Q14: Define in your own words what a weblog or blog is?

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Q15: have you ever used a weblog either for personal, academic or professional purposes?

a) Yes

b) No

In both cases answers, please specify more your answer?

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Q16: our goal through this thesis is to rises the awareness of using an effective tool and in the same time easy to set up and use, in addition to its quality, in which it provide the learners with written, audio recording, and videos data in one simple page. All that was done to enhance the most important language needs which is vocabulary.

In addition, to the huge service to vocabulary learning enhancement. Here it is few benefits and ideas that results from using edublogs, based on serious investigations.

- Benefits: promote critical and analytical thinking to the learners.
- Promote potential for increased access and exposure to quality information.
- Promote a combination of solidarity and social interaction.
- Ideas: use it in the classroom to provide additional practice during your class.
- Use it to promote autonomous learning in your students by telling them to access it at home, work, or whatever place at whenever time.
- Use it in the computer lab on campus to review and reinforce contents previously seen in class.

In the light of all what have been said about the role of educative blogs in the enhancement of vocabulary and its' positive influence on learners educational achievement in general, are you in favor or against starting using edublogs at the university.

a. I support

b. I oppose

- Whatever your side is, please justify.

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Q16: if you are in favor of using educative blogs, what are your suggestions for implementing it into the EFL classroom?

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☺ **Thanks for your cooperation** ☺

Résumé

Cette étude examine la relation entre les Blogs Educatifs et à l'amélioration du vocabulaire chez les apprenants de la langue anglaise comme étant une langue étrangère. Le travail examine l'importance du Blogs Educatifs en classe et en dehors la classe, maximiser et améliorer l'apprentissage du vocabulaire. L'hypothèse retenue dans cette étude établit que l'enseignement des vocabulaires à travers un outil sophistiqué et qui permettra une grande interaction entre enseignant-étudiants ou bien étudiant-étudiant dans les classes de langues étrangères permettra d'améliorer le niveau du vocabulaire des apprenants, ainsi des difficultés à utiliser la langue correctement peut être tracées. La méthode de recherche adoptée pour ce travail est purement descriptive. Ce qui explique et vise à décrire l'importance de l'utilisation de cette technique en classe dans l'amélioration du bagage linguistique chez l'étudiant. Les données nécessaires ont été recueillies par des questionnaires auto-administrés d'achèvement, aux étudiants de la première année d'anglais, ainsi que leurs enseignants au département des langues étrangère de l'université Mohamed Khider de Biskra. Les résultats obtenus ont montrés que les Blogs éducatifs est un outil pédagogique efficace pour accroître l'utilisation de la langue chez l'apprenant et de favoriser le travail personnel des étudiants et leurs participation dans la classe, ce qui à son tour améliore le niveau du vocabulaire. A la lumière de ces résultats, l'hypothèse indiqué précédemment a été confirmé avec succès de telle sorte l'apprentissage du vocabulaire améliorera les besoins fondamentaux est accompagnera une nouvelle méthode créative. Cette technique sera de premier secours pour réduire les problèmes et d'améliorer l'utilisation de la langue étrangère chez les étudiants. Sur la base de ces résultats, des recommandations ont été proposées pour aider les étudiants à surmonter leurs difficultés, afin d'améliorer leur niveau du vocabulaire d'une part, et d'autres part, pour aider les enseignants dans leur façon d'enseigner le vocabulaire dans le r processus d'apprentissage des langues étrangère.