The effectiveness of using blog innovation on 6th Grade EFL students' learning students' vocabulary and motivation to explain English text in Jordan

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Abstract

This study aims to investigate the effectiveness of using blog innovation on 6th Grade EFL students' learning vocabulary and motivation to explain English text in Jordan. The study sample consisted of 50 students from the sixth grade students in basic schools in the District of north-eastern desert In Jordan. Research experimental method was used for the appropriateness of the nature and objectives of the study which was divided into two groups. Whereas the results of the study emphasize that blog innovation help the students increase their level of vocabulary learning and also proves that implementing blog innovation materials in EFL speaking class improved the students' attitudes towards language learning. The study revealed that using blog Innovation is very important in learning English language because it can help students to be more fluent. The study was able to project various recommendations for teacher, students as well as staff of Ministry of Education.

Keywords: Blog innovation, EFL, learning vocabulary, EFL learners, English text.

1. Introduction

The use of technology in various fields has been so successful and beneficial for teachers to reach some particular goals especially in education and for those who are learning a foreign language and literature. Du & Wagner (2005) pointed out that, for many years, weblogs or simply blogs have been considered as an online free space for computer users to implement in different fields. For language learning, all four language skills (writing, speaking, listening and reading) can be used by implementing the weblog. Beside these features, it is place for pronunciation check via uploading different software's which can be used online and a place for vocabulary building). By using weblogs, students can also share a posted topic, not just with a teacher, another classmate, or the whole class, but also possibly with any eager reader online.

More importantly, the use of weblog as an effective way to teach different skills and alleviating learning problems has been a focal point in teaching foreign languages in recent years. By using weblogs in and outside the classroom the students have the opportunity to work more on different tasks and to reflect on their own learning. They have the chance to reconsider the chosen words and phrases in more time and in a quite relaxed condition without any stress and anxiety. Furthermore, as it is desired, weblog is a tool for peer correction. It is highly recommended by many scholars to implement as a tool to involve all students in order to correct each other and to provide an active participation by all students.

Kaplan and Haenlein (2010) are of the view that, they created a classification scheme for different social media types by applying a set of theories in the field of media research -social presence, media richness and social processes -self-presentation, self-disclosure. According to them there are six different types of social media: collaborative projects, blogs and micro blogs, content communities, social networking sites, virtual game worlds, and virtual communities. Technologies cover blogs, picture-sharing, blogs (video blogs), wall-postings, email, instant messaging, music-sharing and others. Many of these social media services can be integrated via social network platforms. There are main three forms of blogs in ESL classrooms; tutor blog, learner blog, and class blog.

According to Campbell (2003), these blogs are majorly used in ESL reading or writing classes Blog-Assisted Language Learning (BALL) not only provides teachers with an exciting new way to approach communicative language learning, it also gives the students a new reason to enjoy reading and writing. Web-based communication media can also be one of the.

As well Johnson (2004) is of the view that, blog is one of the recent innovations that help students in finding opportunities to practice English writing outside the classroom. More educators have applied this easy-to-use technology to classroom instruction and language learning). The objectives of the study are (1) to investigate students' attitudes toward the use of blog in learning writing, and (2) to demonstrate the advantages and

disadvantages of using blog in language learning. A total of 35 Saudi students majoring in English participated in this study.

So that Walters (2004) was able to conclude that, one major focus of all these innovations in language teaching is of course and endeavor to enhance vocabulary learning. Vocabulary learning is believed to be central to language acquisition and many scholars have emphasized its significance for L2 learners "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write" (p. 72) and Mercer Vocabulary can basically be defined as the words teach in foreign language which the teacher has to introduce and explained to the students. The teacher needs to present the vocabulary in a way that students can easily understand how to use the new words. Also, learner's individual strategies for learning and using vocabulary need to be taken into consideration. There is variety of aspects that need to be taken into account dealing with At this stage, a teacher provides a theme or scene according to which students choose a topic and organize their thoughts on their own. The students should collect as many writing materials as possible by logging onto the websites. What's more, they can discuss the related issues by online interaction, which can easily stimulate each other's imagination. Online evaluation among themselves can also help form their writing plot. By putting various links of learning resources onto blog, a teacher can expose students to the target language, which aids to broaden the students' horizon and enhance their language sense.

Seen Wu (2006) investigated the students" reaction to two different kinds of monitoring in the blogging experience which are peer correction and teacher correction. Wu concluded that blogs can be used as an effective instrument which can "provide a forum for social interaction, learning collaboration, negotiation of meaning. Wu investigated the students" reaction to two different kinds of monitoring in the blogging experience which are peer correction and teacher correction. Wu concluded that blogs can be used as an effective instrument which can "provide a forum for social interaction, learning collaboration, negotiation of meaning". Additionally there are many different forms of social media including Internet forums, weblogs, social blogs, micro blogging, wikis, podcasts, pictures, video, and rating.

As well Graham & Sandmel (2011) argued that blogging can develop cognitive and metacognitive skills in order to assist making more thoughtful decisions. Today's classrooms have used the emergence of new media by streamlining them to various aspects of their teaching. This inevitably affects teaching pedagogy in a positive way. For example, the use of blog also known as weblog which is a new form of blended learning. It combines face to face (FTF) teaching and learning by placing appropriate use of technology at its center.

As well Noytim & Dippold (2010) constructivism has brought about a pedagogical revolution worldwide, which inevitably accelerated the research of second language acquisition. Guided by the principles of behaviorism and cognitivist, constructivism has developed such teaching models as Scaffolding Instruction, Anchored Instruction and Random Access Instruction. All these models emphasize the importance of situation creation, team work and autonomous study. Learning is considered to be a repeated process of structuring, by which learners actively build their knowledge on their own or with the help of others. Learning is also an active process by which learners construct new ideas on the basis of their present and previous knowledge

Seen Godwin-Jones (2012) projected his view that, the advantages of using blogs as a writing tool are: encourages feedback and represents both writing and reading activity; critical analysis and encourages articulation of ideas and opinions; offers opportunities for collaborative learning; provides an environment in which students can develop skills of persuasion and argumentation; creates a more student-centered learning environment ; and offers informal language reading. Thus, this action research contended the use of blogs as an intervention measure to enhance students' language learning and development. It was seen as a pedagogically sound instrument to be used as blogs were convenient to use, it is interactive in nature and an effective and popular form of communication.

2. Statement of the Problem

The researcher's experience and observation inside the foreign language classes as student and a lacquerer have showed, that many EFL students face difficulties in explain English text in general and more specifically in the comprehension the meaning of vocabulary whenever try to explained the English text. The researchers thinks that this problem might be due to the fact that the comprehension vocabulary skill with its mechanics is at most taught conventionally and artificially without using any technology that gives students a chance to interact intensively to develop their comprehension English vocabulary skills.

What is more, our EFL students study English for twelve years, but they cannot comprehension vocabulary efficiently. This might be due to the fact that they may not have real opportunities to practice learning vocabulary. in addition, the researcher believes that teaching vocabulary through conventional ways may not encourage and help EFL students to practice the target language naturally in the way it is actually used by its people.

3.   Purpose of the Study

The purpose of current study was to investigate the effectiveness of using blog innovation on 6th Grade EFL students' learning vocabulary and motivation to explain English text. This study might be one of the few studies that tackled the impact of using blog innovation ESP on learning students' vocabulary and motivation to explained English text.

4.   Research Questions
1.   Are they any significant differences between mean scores of the experimental and control groups students' performance in the students' learning vocabulary due to the method of using (blog innovation on students' learning vocabulary VS the conventional method)?
2.   Are there any significant differences between the experimental group and control group students' mastery of the students' vocabulary learning due to using blog innovation to explained English text?

5.   Research Hypotheses
1.   There are no statistically significant differences at ($\alpha \leq 0.05$) between the experimental and control groups students' mean scores in the students' learning vocabulary due to the method of using (blog innovation on students' learning vocabulary vs. conventional method).
2.   There are no statistically significant differences between the mean scores of the experimental group students' mastery of each mechanic of students' learning vocabulary at ($\alpha \leq 0.05$) due to using blog innovation of students' learning vocabulary.

6.   Significance of the Study

This study is an attempt to investigate how the blog innovation can be used to learn the vocabulary of explained English text of EFL learners, and to explore the potential benefits of these devices as a teaching and learning tool. The findings of the study might be officially adopted by the Ministry of higher education and Ministry to use blog innovation to teaching foreign languages. By using blog innovation, students' engagement with classrooms activities will be increased. In addition, teachers may use other techniques in their teaching through using modern technology. Curricula designers may benefit from this study, in the sense that they may use blogs innovation for students' learning vocabulary.

7.   Method of Study

The experiment of the study was conducted for ten weeks during the second semester of the academic year 2017/ 2018. The sample of the study consisted of 50 EFL learners sat to pre-test in order to assure that both group have same level of learning. They were divided into two, the first group which was assigned as an experimental group and was taught the learning vocabulary via blog innovation, whereas, group two which was chosen as a control group was thought using the conventional method without using any technology. The course teacher and the researcher taught the participants, and they studied the same material. The pre-test was administered by the researcher to evaluate their performance in the learning vocabulary before starting the experiment, and the students, scores were analyzed. The design of the study was stated in table 1.

Table 1: The Participants of the study

Group	Method of teaching	Number
Experimental	Blog innovation	25
Control	The conventional Method	25
Total		50

From table 1 above, Section A – will consist of 25 students is assigned as an experimental group who will be taught using (Blogs innovation). And Section B – consists of 25 students which will assign as an a control group will be taught using regular instruction

8.   Results and Discussion

Ho₁: There are no statistically significant differences at ($\alpha \leq 0.05$) between the experimental and control groups students' mean scores in the students' learning vocabulary due to the method of Using (blog innovation on students' learning vocabulary vs. conventional method).

Result obtained are presented according to the hypotheses tested as follows: There are no statistically significant differences between the experimental and control groups students' mean scores in the students' learning

vocabulary due to the method of Using (blog innovation on students' learning vocabulary, the result is presented in table 2 and 3 below.

Table 2: Means and Standard Deviation of the Experimental and control Groups on the pre-test

Group	Number	Mean	Std. deviation	DF	T	sig
Control	25	32.561	2.415	24	0.88	0.044
Experimental	25	43.102	6.97			

From table 2 above reveals that student' scores for both groups in vocabulary learning were almost equivalent in pre-test before applying the experiment.

Table 3: Means and Standard Deviation of the Experimental and Control Groups on the pre-posttest

Test	Group	N	Mean	Std. Deviation	T	Sig.
Pre test	Experimental	25	30.201	2.915	0.30	0.40
	Control	25	38.320	2.109		
Post test	Experimental	25	44.00	3.80	6.80	0.00
	Control	25	50.20	8.14		

From table 3 above is a mirror of progress both groups achieved. The experimental group got an increase of 3.80 in their mean score on post-test. And the control group got an increase of 8.14 on the post test. These results go with Walters (2004) who explored the use blog innovation on the EFL learners' vocabulary learning in general and on their prosodic competence in particular. These findings are in harmony with Noytim (2010) who conducted a study which aimed to describe and analyze the effectiveness of using Blog Innovation for developing students' vocabulary learning. The findings went hand in hand with our hypothesis which emphasize that the blog innovation help the students increase their level of vocabulary learning.

Ho$_2$: There are no statistically significant differences between the mean scores of the experimental group students' mastery of each mechanic of students' learning vocabulary at (α ≤0.05) due to using blog innovation of students' learning vocabulary.

Results obtained are no statistically significant differences between the mean scores of the experimental group students' mastery of each mechanic of students' learning vocabulary. The result is presented in table 4 below.

For answering this question, T-test was used to the experimental group student's score on (vocabulary learning) for pre/post assessment. This step has been done to find out in which skills of vocabulary learning have the experimental group students developed more as a result of using Blog Innovation. The result is presented in table 4 below.

Table 4: The post-test results of experimental groups in language skills

Skills	Mean	Std. Deviation	T	Sig.
listening	41.10	3.26	3.03	0.004
speaking	30.90	1.81		

From table 4 above the experimental group students achieved more progress in vocabulary growth vocabulary learning than figures of speech vocabulary learning. This difference might be due the fact the vocabulary learning is a creative skills. It is also productive skills in which more efforts are needed to be developed.

The results are in line with Wu (2006) investigated the effect of authentic materials on listening comprehension of lower intermediate Iranian learners. They conducted a survey of (50) Getting to Know Your Students. The results revealed that the EFL students frequently used paying attention when someone was speaking English, and asking the other person to say again if they did not understand something as their main metacognitive strategies. It was also shown that implementing blog innovation materials in EFL speaking class improved the students' attitudes towards language learning. Moreover, the vocabulary learning in EFL students improved after them vocabulary learned materials in class

9. Conclusion

The study revealed that using blog Innovation is very important in learning English language because it can help students to be more fluent. Besides, the results of the study showed the new experience motivated students and improved their language vocabulary learning. More importantly, blog Innovation had positive effect on EFL learner's vocabulary learning. Moreover, language cannot to be taught without highlighting the fact that language is an ear and a tongue.

10. Recommendations

According to the findings of this study, textbook writers, researchers, teachers, and students are highly recommended to take the following recommendations into consideration to their job successfully.

1. More studies should be done on the effect of Blog Innovation on EFL learner's language skills, components, competencies and mechanics. Besides, more researches should be conducted using different, variables, and bigger samples of students.
2. EFL teachers should know that they cannot teach language vocabulary learning without using Blog Innovation.
3. Training English teachers and instructors on how to use different Blog Innovation in their English classes.
4. EFL students should be encouraged to use Blog Innovation to develop their language skills, components, competencies and mechanics.

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