



عنوان البحث:  
Developing a Web 2.0- Based Program for Enhancing Motivation towards  
Vocabulary Learning among Prep Stage Pupils

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**Developing a Web 2.0- Based Program for Enhancing Motivation towards  
Vocabulary Learning among Prep Stage Pupils**

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## Abstract

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

**Keywords:** Web2.0 tools, Motivation

### الملخص العربي

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

**مصطلحات البحث:** أدوات الويب ٢,٠ – الدافعية

## Introduction

Language learners should be able to face modern life in this era by mastering different foreign languages. English is the most important one of them. By mastering English and its vocabulary, they are ready to reach their goals. Vocabulary is central to language and is of great significant to language learners. The knowledge of vocabulary plays an important role in almost all areas of language learning. It is a significant element that links the four skills of speaking, listening, reading and writing all together (Ghaedi & Shahrokhi, 2016).

Although vocabulary is necessary and central to language, there are different obstacles in teaching it. Traditional ways which are usually used in teaching vocabulary are



labeled as passive ways of learning besides passive and inactive learners. Arnott (2005) mentioned that one of the main obstacles that FL learners encounter in their vocabulary learning is the number of words they need to acquire to become fluent in their FL. Teachers may well understand this need but may not know how to support their students. Besides Derakhshan and Khodabakhshzadeh (2011) who referred to the limited amount of class time utilizing in vocabulary learning in our pedagogical milieu. Also, learners learn vocabulary passively due to the fact that teacher's explanation for meaning or definition, pronunciation, spelling and grammatical functions is boring as they have nothing to do in a vocabulary learning section but to listen to their teacher (Huyen & Nga, 2003).

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

In recent years, the rapid evolution of information and communication technology has made great changes in societies and education. Teachers encounter new demands of those learners in integrating new technologies into the foreign language classroom to motivate language learners. The Internet, particularly, has become a useful tool for communication. It has a critical influence on educational environments. It becomes an integral part of our personal and social lives and also influences our professional career (Nim Park & Son, 2009).

Motivating students in the English as a foreign language classroom is a complex and difficult task as it involves many psycho-sociological and linguistic factors (Dornyei, 2010). Motivation learning is a combination of desire, values, and beliefs which drive the learner to take action. These three motivating factors are the reason for people to behave as they do. Motivation is a factor of what matters to students and for whatever reason they consider to be important (Tosuncuoglu, 2012). Also as mentioned before vocabulary is one of the most important skills in learning English and that



learners usually learn English vocabularies by means of rote learning, therefore; it can be so boring for them because there is lack of motivation to continue memorizing vocabularies.

One general fact is that the technology in general and the Internet in particular have an important role and great potential in foreign language learning and teaching. Technology can change teacher and students' roles and enhance their motivation to work better and learn language more efficiently. Many studies indicated that individuals who are motivated will learn another language faster and more efficiently. They also indicated that foreign language learning seems to be influenced by various technological equipment; including, mobiles, computers, projectors, videos, films, the Internet, e-learning and multimedia (Danesh& Amiri, 2015; Nim Park & Son, 2009).

Also Kalanzadeh, Soleimani and Bakhtiarvand (2014) assured that EFL students have positive attitudes towards the use of technology in their English classes. It supported the positive influence of learning on EFL students'. They indicated that foreign language learning seems to be influenced by technological equipment. They confirmed the great relation between language – learning motivational factors and using technology. That is why, today's teachers are trying to make an interesting environment for teaching vocabulary and not applying traditional methods for teaching which are dealing with paper and pencil. They are trying to avoid learners to learn through traditional methods (Shahriarpour& kafi, 2014). Moreover, Stepp-Granny (2002) added that web-learning and technology offered well-selected activities and interactive learning. They increase students' motivation in classrooms because of the interactive nature of their activities. Indeed there is a positive relationship between the use of technology in EFL classes and the students' motivation in language learning (Genç & Aydın, 2010; Shishkovskaya & Sokolova ,2015; Tsiakyroudi ,2018 ; Wichadee, 2017).

There are wide varieties and choices for integrating technology into their classes. One of these choices is the use of web 2.0 tools. With these tools teachers can create a more engaging, interactive and motivating learning environment in their lessons. The use of web 2.0 tools can add interactivity to language teaching and learning environments and materials used in these environments. It includes different tools that allow individuals to interact and collaborate effectively, publish content collectively, share images, audio



and video files. Consequently, web 2.0 tools have been widely used in education to provide an authentic and collaborative educational context (An , Aworuwa, Ballard & Williams ,2009; Khany &Boghayeri, 2013; Pandagale , 2017).

The current study provides new data or views for integrating two web2.0 tools (Edmodo and Quizlet) in motivating pupils towards vocabulary learning and these new data can influence on vocabularies teaching methods. Quizlet is an online learning tool that is specialized in vocabulary development. It is more flexible for accessing sets of lists, offers more adaptive testing features. It is more collaborative and competitive. Therefore, It is the intended tool for any teacher who wants to motivate students to work on their vocabulary knowledge or any student who aims to improve his vocabulary easily and in a fun way as mentioned in (Anjaniputra & Salsabila ,2018 ; Estrada , 2019 ; Phi, Tho, Thanh & Khanh , 2016 ).

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

To conclude, web2.0 tools have some major benefits including; interactive, collaboration and communication. They allow mixing various ways and features such to motivate practicing vocabulary (Kalanzadeha, Soleimanib, Bakhtiarvandc, 2014; Nunan, 2015 ; Pahlavannejad & Nejatyan, 2013). Based on the literature review and the results obtained from many studies conducted in different contexts, it can be concluded that there is a need for a web 2.0 based program for developing motivation towards vocabulary learning.

### Context of the problem

From the researcher experience as an English language teacher, it is found that preparatory school pupils encounter a lack in their motivation towards vocabulary learning.



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

### Statement of the problem

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

### Questions of the Study

To face this problem the present study attempted to answer the following questions:

- 1- What are the motivation processes required for second year official preparatory stage pupils?
- 2- What are the features of the web 2.0- based program required for enhancing motivation among prep stage pupils?
- 3- To what extent is using a web 2.0-based program effective in developing motivation towards vocabulary learning among prep stage pupils?

### Significance of the study:

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

For EFL teachers; it spots the light on the importance of web2.0-based instruction in enhancing pupils'



motivation towards vocabulary teaching and learning. It provides them with applicable technological program for developing motivation towards vocabulary learning. It encourages using new nontraditional ways and building friendly relations with their pupils.

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

### **Delimitations of the present study**

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

### **Terms of the Study**

#### **Web2.0 tools:**

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

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



## Motivation:

It was defined as “Intrinsic and extrinsic motivations that describe the intent in which an individual engages with a task or activity. Intrinsic motivation is motivation to engage in an activity for its own sake; extrinsic motivation is motivation to engage in an activity as a means to an end” (Choy, 2005, p.4).

In this study, vocabulary learning motivation is operationally defined as the intrinsic or extrinsic feelings of second year official preparatory stage pupils towards learning EFL vocabulary whether to accept or reject it. It can be determined through the pupils’ engagement in using web2.0 tools and their ability to produce EFL vocabulary.

## Procedures of the study

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

1. Reviewing literature related to EFL vocabulary learning motivation.
2. Reviewing literature related to the Web 2.0 tools generally and Quizlet and Edmodo specifically and their use in developing EFL vocabulary learning and motivation.
3. Developing the instruments and materials of the study.
4. Submitting the instruments and materials to the jury members to verify their validity.
5. Modifying the instruments and materials in the light of the jury's feedback.
6. Determining the effectiveness of the web 2.0 through:
  - a) Selecting the participants from second year official preparatory school pupils (as a control group and an experimental group).
  - b) Administering the instruments and materials of the study before implementing the web 2.0-based program.
  - c) Designing a web 2.0-based program then applying it to determine its effectiveness in developing motivation towards vocabulary learning.
  - d) Teaching the experimental group using the web2.0-based program.
  - e) Administering the instruments of the study after the program implementation.
7. Collecting data and analyzing them statistically.
8. Analyzing and interpreting results of the study.
9. Providing the recommendation and suggestions.

## Review of literature





Nowadays there are rapid advances in educational technologies and web 2.0 is one of these most important technologies in learning and teaching English language especially vocabulary. It paves the way for sharing information, creating content, self-studying, time availability, collaboration, enjoyment and motivation to learn. The use of technology, internet and web2.0 tools give the opportunities to learners to escape from the traditional and boring environment of learning. They motivate learners to participate in different communities, create and share knowledge with others, use language in an authentic context, create content and remix materials.

### Definition of motivation

Motivation as an abstract term has no definite definition on its own. It has been differently defined from different perspective of psychology, sociology and linguistics (Tuan, 2012). According to Brown (2007) the definitions of motivation are based on the three historical schools of thought ;a) Behaviourism: motivation refers to the anticipation of reward. To acquire positive reinforcement and to get rewards; we repeat the action based on our prior experience. b) Cognitivism: motivation means choices people make. The needs or drives are the forces behind our decisions. c) Constructivism: Everyone is motivated differently and the emphasis is on social context and individual personal choices.

According to Dornyei (2001) the meaning of the term motivation concerns the direction of human behavior which is choosing a particular action, persisting with it and trying to expand it. In other words, motivation is responsible for people decisions to do something and the period they are willing to do the activity and the difficulty they are going to pursue it. As defined in Woolfolk, Hughes and Walkup (2013, p.430) “motivation is usually defined as an internal state that arouses, directs and maintains behavior”. It focuses on how and why people start doing actions directed towards specific goals, how long it needs to start an activity, how intensively people get involved in the activity, how persistent they feel to try to reach their goals and what they are feeling along the way.

### Motivation and EFL instruction

Mastering a FL is not easy for many language learners. One of the main reasons of difficulty that sociolinguistics think is learners’ motivation (Ozuturk, 2012). There are different illustration for motivation as numbered in Özütürk and Hürsen (2014): a-The reasons behind someone actions and behavior. b-Enthusiasm behind doing things or willing to learn something to progress. c-The traditional social psychology which explains motivation as the attitudes towards learning a foreign language which influence someone’s responses to this target language.



Additionally, there are three main phases on motivation for foreign language learning. Those phases are: psychological period, cognitive situated period and process oriented period. These consider as the stages of learning language. In other words, students who are motivated to learn will be more successful than those who are not. Also, students who learn on a good manner will be more motivated to do so in the future (Hodges, 2004).

Moreover there are many components of motivation which affect greatly on foreign language learning .They are curiosity, self-efficiency, need, aptitude, attitude, competence, external motivators and willingness as mentioned in Dornyei (2001) and Hussein (2010). Most importantly, as motivation is an important factor for foreign language acquisition; teachers should use different strategies to motivate students and make them more participative, especially students who are not interested in the learning process as mentioned in (García Moya, 2014). Additionally, through enhancing desirable student goals, encouraging active learning and leading dialog about the learning purposes, EFL teachers can improve their students motivation ( Wu, Yen & Marek, 2011).

### Types of motivation

In a second or a foreign language acquisition the types of motivation came from cognitive and social psychology. As stated in Woolfolk et al., (2013) and Harmer(1991) as cited in Tuan (2012) motivation has two types: extrinsic and intrinsic. The first is extrinsic motivation, it happens when external factors lead someone to do something because an external source encourages and fosters him to succeed. This means that outside factors are the cause of extrinsic motivation. In learning SL/FL, there are different factors influencing extrinsic motivation like parents expectations, teachers, friends, reward and punishment system (Tuan, 2012). Learners driven by extrinsic motivation usually do the minimum effort required only to avoid punishment or gain rewards (Wu, Yen & Marek, 2011).

The second type is intrinsic motivation; it is derived from within the individual. It is essential for encouraging FL students learning and success. Students in this type learn the language not for the reward but to make themselves better (Harmer, 2002; Woolfolk et al., 2013). There are different factors influencing intrinsic motivation of students like physical conditions, teachers and their teaching methods (Harmer, 1991 as cited in Tuan, 2012).

### Motivation and technology

There are some major models and theories for increasing motivation in an EFL classroom in relation to technology such as Keller's ARCS Model (1987), Self-determination theory, Wlodkowski's Time Continuum Model (1985),



Moshinskie's Model, Malone and Lepper (1987) and Bandura (1997).

## Web 2.0 tools and motivation

The effectiveness of web2.0 tools technology and social networks in EFL learning motivation has been discussed in different studies( Genç & Aydın , 2010; Shishkovskaya & Sokolova ,2015; Tsiakyroudi ,2018; Wichadee , 2017). The previous review of studies illustrates that motivation is an essential factor to consider while learning a foreign language. Moreover, it has been widely known that integrating technology in language instruction has become useful and effective and has had a great impact on language learning process; it also enhances learners' motivation and achievement. More specifically, These previous studies results seemed to be encouraging, indicating the effectiveness of the web 2,0 tools such as edmodo as a valuable tool in the hands of teachers who wanted effective ways to develop, foster and maintain students' motivation to learn an EFL. The current study benefited from reviewing literature and related studies in developing the study instruments including the motivation questionnaire and formulate the hypotheses related to motivation towards vocabulary learning which suggests the relation between using web2.0 tools (edmodo and quizlet) and learners' motivation towards learning EFL vocabulary.

## The Term web 2.0 tools

Mentioning web 2.0 technologies, different terms are diversely used to refer to web 2.0 like the social web, social media and the two-way web. The web 2.0 idea was officially born in a business conference hosted in 2004 by O'Reilly. The term was a reference to a lot of emerging technologies that enhance production by the users. The web 2.0 tools and applications have no boundaries. They include blogs, podcasts, social networking sites, wikis, etc.. as stated in (Zeng, 2015) .O'Reilly (2005) and Toledano (2013) mentioned that the term web 2.0 refers to a world wide web new generation of tools which enables creating and sharing the users own content.

Over the last years, two definitions to the web 2.0 have emerged. The first is that it is a platform as it has files and applications stored on the web and not on a user's desktop. This means as stated in Darwish and Lakhtaria (2011) that software is a service rather than a product. The second is the participation of web 2.0 as it is now the read-write web, the social web or even the participatory web as in facebook, blogs, video sharing and Wikipedia. Redecker, Ala-Mutka and Punie (2010) added that web 2.0 or social computing is some digital applications which



enhance collaboration, interaction and sharing between users. These digital applications are used in podcasting, collaborative content (wiki), social networking (Facebook), multimedia sharing and social tagging.

### **Nature and characteristics of web2.0 tools**

The term web 2.0 or social software as it is called, involves wider participation in creating shared information. It covers a lot of software tools which is used widely in interacting and sharing data between users such as wikis, blogs and social networking websites like facebook and flicker. Its nature makes it popular and an easy way to communicate information among groups (Anzai, 2010 ; Clarke & Minocha, 2009) .There is an agreement between the collaborative nature of web 2.0 and constructivism and connectivism educational theories as stated in (Ullrich et al., 2008). That's why web 2.0 applications are attractive to both of the teachers and students.

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

### **Web2.0 tools in education and EFL instruction**

Using web2.0 technology in teaching is very effective. An et al. (2009) and Pandagale (2017) assured that it has some major benefits including; first, interactive, collaboration and communication as it helps in increasing interaction, building a sense of community and communication among students and the teacher. Second, creating knowledge as it encourages students to be knowledge creators instead of being listeners. It forms an active and responsible student who takes the responsibility for his learning, beside a teacher who is a facilitator rather than a distributor of knowledge. Third, ease of use and flexibility as web2.0 tools usage is easy and flexible. It removes time constraints and provides a flexible learning outside the classroom. Web 2.0 tools enhance students to become more active and proficient in writing through the technological applications. Finally, these tools motivate students, make a connection and enhance relations between teachers and students.



## Quizlet as a web2.0 tool

Quizlet was created and developed by high Sophomore Andrew Sutherland in California, while it was launched publically in 2007. It is an online learning tool or a web-based application that allows learners to study using learning tools, flashcards and games .

Anjaniputra and Salsabila (2018); Dang (2015) and Quizlet (2014) documented that quizlet is a website which included multiple flashcards sets to allow users to study using different learning tools. It is the largest students and teacher online community for learning. Monthly, over 50 million active learners practice about 300 million study content sets on different topics from 130 countries. Moreover, it enhances engaging, customizable activities with people's contributions from everywhere. Most importantly, quizlet is a website that allows students to learn vocabulary by using sets of flashcards. The flashcard sets are free and easy to use for all quizlet users.

## Edmodo as a web2.0 tool

Edmodo is an educational network which upraises web2.0 social and sharing elements. It is unique as it includes many common features with facebook and twitter which enhance teachers and students to use it safely. Here are different definitions to edmodo, some researchers consider it as an educational social network such as Ekmekçi (2016) who defined it as an educational social network. It provides learners and educators a secure platform for learning effectively through its user-friendly and different practical aspects. Also, Cauley (2012) defined edmodo as an educational online website that takes the notion of social networks and refines them to be used appropriately for a classroom.

## Hypotheses of the study

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

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

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



groups in the EFL vocabulary extrinsic motivation scale in favor of the experimental group.

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

### Participants of the study

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

### Design and variables of the study

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

### Instruments and materials of the study

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

- 1- The EFL Vocabulary Learning Motivation Scale (prepared by the researcher).
- 2- Teacher's guide.
- 3- A web 2.0 based program based on the integration of Edmodo and Quizlet as a web2.0 tools (prepared by the researcher).

### 1-The EFL vocabulary learning motivation scale

The EFL vocabulary learning motivation scale was administered both pre and post the program for second year official preparatory stage pupils. It was administered to the (experimental & control groups) pre the implementation of the program. The calculated values of "t" were not significant. This means that the two groups are homogeneous.

### The Purpose of the scale

The purpose of the questionnaire was to measure the pupils' EFL vocabulary learning motivation before and after implementing the program to determine its effect on developing EFL vocabulary learning motivation among second year official preparatory stage pupils.

### Description of the EFL vocabulary learning motivation scale

The EFL vocabulary learning motivation scale consisted of three main motivation processes (intrinsic motivation, extrinsic motivation and amotivation . It included 25 items (17 positive and 9 negative).

EFL Vocabulary Learning Motivational Processes	Definition	Total Number of Items	No of Items in the scale
Intrinsic motivation	Pupils learn EFL vocabulary for the sake of their own enjoyment.	12 items	1,4,5,10,12,13, 14,15,18,19,21, 22
Extrinsic motivation	Pupils learn EFL vocabulary driven by external rewards	10 items	2,3,6,7,8,11,16, 17,24,25
Amotivation	Pupils' lack of motivation	3 items	9,20,23

### Sources of the EFL Vocabulary Learning Motivation Scale

The EFL vocabulary learning motivation scale was designed in the light of different literature and related studies; Birjandi and Tamjid (2010), Ersoy and Boyacı (2018), Fageeh (2013), Tanaka (2017).

### Instructions of the scale

Instructions were given to the pupils in a separate page. They were asked to read the following statements carefully and use (√) for each statement only once to show their point of view. An example was given to illustrate how they respond to the items of the scale. All items were written in Arabic and English language to be clear for pupils.



## Scoring the Scale

The items of the EFL vocabulary learning motivation scale were scored using 5 point-likert rating from “5 strongly agree “ to “ 1 strongly disagree” . Five marks were given for strongly agree, four marks for agree, three marks for neutral, two marks for disagree and one mark for strongly disagree for the positive sentences. The scoring was reversed for the negative sentences. A higher score indicated a higher level of EFL vocabulary learning motivation while a lower score indicated a lower level of EFL motivation towards vocabulary learning.

## Validity of the Scale:

### *Face Validity*

The scale was submitted to a panel of jury members. They were asked to judge whether its statements are appropriate or not for the study participants, add and omit aspects and make modifications or suggestions. The jury agreed that the items of the scale are important and appropriate to the second year official preparatory school pupils. In the light of the jury’s suggestions and notes, the final form of the scale was prepared.

### *Content validity*

The scale was developed in the light of review of literature and related studies on EFL vocabulary learning motivation. That is why, the questionnaire content is comprehensive and representative of the processes to be measured; consequently, it is valid.

### *Internal consistency validity*

Pearson correlation coefficient between scale skills and the total score of the scale was calculated to estimate the internal consistency . It was significant at 0.01 level. It can be stated that the scale is valid.

## Reliability of the Scale

**To estimate the scale reliability two methods were used.**

### *Test- retest Method*

The scale was administered to a group of second year preparatory school pupils at Quwesina official Language School, Quwesina, El-Menoufia governorate at the first term of the academic year 2019/2020. They were thirty pupils (n=30) other than the study sample. Then, after two



weeks the scale were re-administered to the same pupils. The Pearson correlation coefficient between the two administrations was (0.784) which is significant. This means that the EFL vocabulary learning scale is reliable.

### ***Alpha Cronbach Method***

The Reliability was calculated using cronbach's alpha to the scores of EFL vocabulary motivation scale. The correlation was 0.782 for intrinsic motivation, 0.788 for extrinsic motivation and 0.782 for amotivation. Cronbach's Alpha value was (0.786) which confirms the test reliability.

## **2-The Web2.0 based program**

### **Aims of the program**

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

### **Procedures of the program:**

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

#### **1-Analysis stage**

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

#### **2-Design stage**

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

#### **3-Development Stage**

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

#### **4-Implementation Stage**

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

#### **5-Evaluation Stage**

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

## Findings and the Results of the Study

The present study revealed the following:

1- There was a statistically significant difference at ( 0.01) level between the mean scores of the experimental and the control groups in the post EFL vocabulary motivation scale in favor of the experimental group. The t-value is 3.54 which is significant at ( 0.01) level. Therefore, this hypothesis was confirmed.

	Group	Mean	S.D.	t-value	d.f	sig
EFL Vocabulary Motivation scale	Experimental	97.47	11.79	3.54	70	Significant at (0.01)
	Control	88.08	10.69			

**This hypothesis has the following four hypotheses**

a- There was a statistically significant difference at ( 0.01) level between the mean scores of the experimental and the control groups in the post EFL vocabulary intrinsic motivation scale in favor of the experimental group. The t-value is 2.54 which is significant at ( 0.01) level. Therefore, this hypothesis was confirmed.

	Group	Mean	S.D.	t-value	d.f	sig
Intrinsic motivation scale	Experimental	44.94	7.24	2.54	70	Significant at (0.01)
	Control	40.56	7.47			

b- There was a statistically significant difference at ( 0.01) level between the mean scores of the experimental and the control groups in the post EFL vocabulary extrinsic motivation scale in favor of the experimental group. The t-value is 3.049 which is significant at ( 0.01) level. Therefore, this hypothesis was confirmed.

	Group	Mean	S.D.	t-value	d.f	sig
Extrinsic motivation scale	Experimental	40.00	5.76	3.049	70	Significant at (0.01)
	Control	36.00	5.37			

c- There was a statistically significant difference at ( 0.01) level between the mean scores of the experimental and the control groups in the post EFL vocabulary amotivation in the motivation scale in favor of the experimental group. The t-value is 2.632 which is significant at ( 0.01) level. Therefore, this hypothesis was confirmed.

	Group	Mean	S.D.	t-value	d.f	sig
Amotivation	Experimental	12.53	1.40	2.632	70	Significant -
	Control	11.53	1.80			

## Discussion

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

## Conclusions

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

## Suggestions for further research

- 1- Investigating the effectiveness of the web2.0 based program on developing other language skills like reading and listening .
- 2- Using web2.0- based programs in enhancing EFL pupils' communication and oral skills in EFL .



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