

A Study of the Web-Based Language Learning (WBLL) Influence over the Lexis Learning of EFL Students

Arghavan Iatie

The Faculty of English Language Teaching,
University of Tehran, Kish International Campus

Abstract: This study indicates the influence of learning English language using the web over the lexis development to try to find the students' outlooks on the employment of web attitude in English language tutorial group. So as to confirm the similarity of the learners, an adapted Michigan test (version1997) was offered and learners were allocated into one investigational set (n1=33) who studied their course words creating usage of free terms learning websites of the IELTS daily for eight weeks and one manage the group (n2=33) who obtained normal classroom directions every session. The consequences seemed to demonstrate that students' awareness advance by joining web-based training in English language tutorial room. Moreover, it specified a major variance concerning investigational and managing group with reference to their lexis awareness. Web Based Learning –WBL- instruction improved the EFL students' new words awareness. The findings of the article possibly will propose various suggestions for English language Teaching and Learning, ELT. Initially, these outcomes can be helpful for language teaching program creators to offer tasks that enhance both the students' language and their inspiration to utilize websites for independent language learning.

Keywords: CALL, WBL, web-based learning, EFL learners, vocabulary awareness, Network-based tuition, lexis.

1. Introduction

Internet-based programs as well as the web-based teaching and learning styles have been applied increasingly owing to the present impressive developments in the world of computer technologies. This development aids to exchange facts concerning teachers and learners, and so between schoolchildren and their associates. The learning procedure in this manner authorizes students to be freer to examine their knowledge deprived of the boundaries of regarding by other students or teacher, time and space. The students will stipulate once they contribute in the undertakings as well, (Khany & Khosravian 2014).

It has been stated by Shi et al. (2006) that, one of the key profits of the WBL is learners' convenience. This sort of convenience might be converted into very valuable for the majority of adult EFL students as they are frequently occupied with their careers. Additionally, in a WBL setting learners can depend on themselves plainly due to waiting to get on online looks not to be

accessible for instructors. Correspondingly, this improves the L2 students' individual skill in learning (Khany & Khosravian 2014).

Internet-based education has correspondingly left their optimistic influence over the second language learning procedure. The outcomes of several experimental investigations offers that a lot of second language students frequently choose to practice the WBL training accomplishments that contain equally synchronous and asynchronous procedures of teaching the second language vocabulary substances (Kamyab, 2007). As stated by Ligorio (2001), the training supplies of internet-based words procedure can achieve various sorts of students' outlooks and improve the learners' involvement with assorted skills and aptitudes (Khany, & Khosravian, 2013).

Regarding the second language vocabulary training in Iran, most of EFL instructors would rather to lessen the efficacy of old-fashioned tactics and increase the procedure of technology-based education styles (Khazai & Dastjerdi, 2011). In point of fact, in Iranian setting, computer-assisted language learning –CALL- schedules are not achieved if they are needed even once it regains of the second language lexis instruction. Consequently, the problem is if there is a probability in which CALL instructions are more operative than the old-fashioned direct lexis teaching approaches? This research paper targets to adopt this demand over an acute revision of the effectiveness over the internet-based language coaching on the Iranian EFL students' concentration of the second language vocabulary awareness.

Learning Vocabulary and Technology influence

In the second language studying course, Ellis (1994) specified that lexis instruction is an actual problematical and inspiring procedure. By itself, the second language students bend over backwards to discover the words instruction that is more constructive for them. On the other hand, memorizing new lexis point is their chief tactic in words acquiring. Obviously, beginner level students choose to study items distinctly via applying a list of expression articles to learn by heart, while advanced students struggle to obtain vocabularies in their framework (Akhlaghi & Zareian, 2015). As a general rule, offering new vocabularies minus focusing over the student's contextual awareness remains one of the restrictions in training lexis matters. Consequently, computers have provided variety of accomplishments and beneficial openings for students and educators to overcome this drawback. The important influence of CALL training on increasing reading understanding abilities and studying vocabulary substances has been stated in several researches.

Regarding the new words' training through technology, various experts (e.g. Dodigovic, 2005; Yoshii, 2003) have taken that lexis has always considered as one frequently trained language extent over technology in the past years. Genc (2012), for instance, reveals that the quick impressive progressions in computer machineries have been influencing all features of learning a language as a whole and words element specifically for over twenty years. He correspondingly

believes that, between the utmost significant second language learning extents that have been involved by this enormous development are the reading proficiency and vocabulary elements.

Hydarei, Ebrahimi, Moosavinia and Gorjian (2011) reveal that language instructions are coherent with the deep alterations happening in other extents of awareness and improvements in web technologies. The investigator also asserts that this has caused in the appearance of fundamental vocabularies intended to simplify synchronous which is online, instead of asynchronous which remains as offline, acquiring accomplishments and performs between learners (Gotjian, et al, 2011). By itself, it can be asserted that modern instruments and technology can be applied to assist learners and instructors teach and learn the second language vocabulary substances more operative. On the word of Doughty and Long (2009), modern technology can be employed to upsurge the superiority of involvement, to offer suitable helpful view and instruct the learners in the routine of hi-tech developments which are central proficiencies within acquiring extra language lexis. Commonly, several instances as for combining technology and tutoring in the class are having processors to contact the internet, via using the MP3 players etc. Computer-based and online lexis learning settings have demonstrated to be of impressive assistance to EFL students, which are conferred comprehensively in the next parts (Zimmerman, 1997).

Learning Vocabulary via Computers

Lately, the emphasis of the study has been sited on planning of computer program which is vastly applied for self-study approach to perform and check the vocabulary substances. The second language students build associates among the oral and pictorial representational structures through employing multimedia lexis acquiring settings (Sims & Mayer, 1994). This would be a factor to an improvement of effective training for rate of regular word detection in lexis awareness (Coady & Tozcu, 2004).

According to the teaching circumstance and the second language learners' desires, these software vocabulary learning settings may well take dissimilar forms (Abraham, 2008). Dong and Sun (2004) revealed the significance of pleasing structure for words learning when authoring a lexis acquiring situation at younger students. Conversely, they stressed the point that the demand for the learning setting will not assure more operative the second language lexis learning without delivering appropriate learning assistance (Sagarra & Zapata 2007).

Correspondingly, it is indicated that audiovisual aid-supported lexis studying with the procedure of images has greater consequence than the use of conceptual form and therefore, learners who employed script and video observations recorded lesser on the development of words test than those who applied the text and image observations (Yusuf et al, 2014).

Web-assisted Vocabulary training

Several scholars and experts have indicated the significance of computer usage (Lehman & Chang 2002; Richardson & Guthrie 1995). As stated by Smith (2004), technology of computer can offer learners the measures to form implication, to conduct their own education and to assess and supervise their own presentation. As a whole, it centers over the audiovisual aid and the Internet by way of two imperative software expansions. In second language learning procedure, students would rather to use numerous hi-tech devices or multimedia (Sokmen, 1997).

Between the countless current hi-tech devices, weblogs have drawn the attention of a lot of researchers (Richardson, 2004; Glen, 2003). Network-based education, for instance, is becoming a desired portion of education in-class, instructor-led tutoring. This is for the reason that blogs permit persons to advance individual substance and attach to an online group, which assist them to team up and share awareness (Abdul & Rahim Shafaei, 2015).

The investigators pay attention language learning based on the network (Dlaska, 2002; Hsu & Lin, 2001; Liou, 2001; Yang & Liou, 2002). This approach includes exercising the network and covers network supplies, properties, efforts or implements (Son, 2007). These kinds which planned appropriately acknowledge instructors to exercise with the learners independently or in minor clusters (Bagheri et al, 2012).

There are countless surveys as an instance to examine the consequence of Internet-based tuition over the language acquiring. Stepp Greany (2002) studied applying hypermedia for language training. In the consequence of a different research article, Al-Jarf (2004) explored Web-based tuition as a section has important influences over the writing arrangement. Kahn (1997) offered eight structures for expressive education in the Web-based education; Academic; Hi-tech; Boundary plan; Assessment; direction; Supply Authentication; Moral and Official. Afterward, Kahn (2001) suggested a structure aimed at employing Network-based training fluctuating from “macro” to “micro” routines.

Experiential surveys over the online Vocabulary Learning

A great number of the investigators who have examined the web-based approach get the same notion as for progressive and effective outcomes of that in improving lexis awareness. Same researches have been done by Song, Burston and Zhang (2011) and Dastjerdi and Khazaei (2011) a relative survey over the influence of customary and computer-aided language studying methods on Iranian and Chinese EFL students' vocabulary achievement and remembering. The article intended to discover the use of on-screen and network-based tuition to the instruction of the second language lexis. Where one group of learners learned a designated record of lexis through network-based actions, the other group developed the similar list over paper stuff. The consequences presented that learners can acquire vocabulary more successfully through on-screen deeds than with paper stuff and the pupils who obtained the studying matter over the web-

based method were clearer than the learners who obtained the learning substance in the old-fashioned approach.

Network-based tuition advances numerous scopes of applying in EFL learning and teaching. As words acquiring is an essential and time consuming share of language studying, several exertions have been made to assist and improve the difficult procedure of words teaching (Read et al, 2013).

2. Research Methodology

The research design in the article involved pre and post-assessments. The trial group was trained via network-based learning and the control group employed the normal tuition for studying lexis. The separate one is employing network as a facilitative method and the conditional variable is advancing lexis awareness of the students. So as to investigate the research questions, the next theories are expressed:

H1: network-based lexis training approaches include a major influence over the Iranian EFL students' level of the second language vocabulary awareness.

H2: they have a confident outlook towards the usage of the network-assisted words learning drills and approaches in their class.

The process

During the learning period, the contributors study their lesson words making usage of free of charge lexis learning websites of the IELTS day by day for 8 weeks. The sessions were arranged two times a week, each class takes 90 minutes in the institute computer room; 10 new vocabularies were presented to the students in each session. There is a choice for the learners to select the vocabularies to look over in each session. The students ought to study at least 10 vocabularies at each session; however they can upsurge the amount in proportion to their own step.

As an exercise, the learners had the opportunity to employ the IELTS expressions learning websites which stayed as an implement in training process. Consequently, Learners could access the computers each day. They were notified that the IELTS words training sites are free of charge and they simply can log on them at home independently. The learners in control group received ordinary classroom instructions each session. Within the control group, the similar model words were trained over the alternative words, exemplifications and applying words. In order to instruct in the different words, the students must keep their books closed and keep an eye on the stages. Firstly, they read every word clearly a couple of times, afterwards, they are given a short break so as to the learners comprehend the right articulation.

In the second stage students correspondingly read out every word or phrase two or three times over then they are the permitted to repeat them. Within the third step the learners are allowed to use their records and merely listen to the instructor while the words or expressions were read out. The final step is demonstrating the lexis from terms' list and writing the alternative words and on the board.

So as to confirm the similarity of the learners, an adapted Michigan test (version1997) was offered to one hundred intermediate level students to pick 66 men and women at the matching level of skill. Thenceforth, they were allocated into one experimental group (including $n_1=33$) and equally one control group (including $n_2=33$). About the accessible words studying, in the pre-test stage the students were requested to take the Nation's 14000 version Vocabulary Size Test (one, two and three thousand word family level in which there are ten questions).

The contributors within the experimental cluster acquired their vocabulary course employing free words and phrases learning websites of the IELTS each day for eight weeks. The IELTS expressions teaching contents aided students to revise determined vocabularies for a little period of time. Learners had contact the computer room daily. The students were notified that the IELTS words learning sites are free of charge and so they can exercise with their laptop computers at home independently. The contributors in control group obtained normal tutorial room commands at each session.

the Nation's 14000 version Vocabulary Size Test was used to assess the approachable words extent. As a final point, in the final session, so as to examine students' viewpoints on Web-assisted words studying the survey was directed.

Consequences

Data Analysis

The statistics of the article were attained over the examining the pre and post-test records along with the survey. To accomplish dependable consequence, both expressive and inferential facts were employed to measure the development over one group of students on the other in words achievement. To this objective, some numerical examinations were utilized.

The essential statistics was gathered employing the normalized test of the Nation's 14000 version Vocabulary Size Test (one, two and three thousand word family level in which there are ten questions) in the process of the involvement for wholly control and experimental group. Correspondingly, the opinion poll of Bulut & Farhan (2007) and Altiner (2011) was directed to the contributors to examine their awareness as for WB lexis instruction technique.

Afterwards, the investigator operated the T-test SPSS. The T-test process calculates the possible consequence of one variable over another one. To assess whether the processes for the two

separate clusters are meaningfully dissimilar, the separate-examples t-test was prepared. That is frequently discussed among the groups and can besides be utilized to examine a control and experimental cluster.

For additional explanation of the constructive outcome of sites on lexis improvement of EFL students, the developed consequences of experimental group’s pre and posts are associated with table 1 over the independent model t-test. Table 1 charted the standards of methods and typical difference in the company of average error for the two vocabulary size tests. The average score of the post-test was 1.0000 points more than the pre-test.

Table 1.

| INDEPENDENT SAMPLES T-TEST FOR VOCABULARY SIZE PRE-POST-TEST GRADES OF EFL PARTICIPANTS | | | | | | | | | |
|---|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|---------|
| Independent Samples Test | Levene's Test for Equality of Variances | | T-test for Equality of Means | | | | | | |
| | F | Sig. | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | upper |
| Equal variances assumed | 1.310 | .260 | -4.624 | 38 | .000 | -1.00000 | .21628 | -1.43783 | -.56217 |
| grade equal variances not assumed | | | -4.624 | 37.263 | .000 | -1.00000 | .21628 | -1.43812 | -.56188 |

The model T-test process suggested two examinations of the difference between the pre and post-tests. The important directory of the Levene measurement stayed .260 (more than .05); it could be expected that the two examinations had equivalent modifications. According to the table 1, there was an important variance (sig 2 tailed= .000) in the middle of the average variances of the vocabulary size test marks of contributors along the action in terms of their lexis improvement examinations since the Sig (2-Tailed) consequence is below.05. As a result, we can deduce that there is a numerically substantial variance in the two situations ($p < 0.05$).

The second part of the survey was utilized to define contributors’ tasks, approaches and moods about the Web-Based lexis instruction over ten Likert-scale substances. This experiment was directed in the last session. The two parts of the survey were implemented from Bulut & Farhan (2007) and Altiner (2011) correspondingly.

These develop statistical assessments of survey and Nation’s 14000 version Vocabulary Size Test were associated over Pearson correlation coefficient (r) to evaluate the grade that numerical variables are linearly associated with a model. The standards of the Pearson Correlation extend from -1 to 1 along with negative figures defining a negative association and positive figures defining a positive connection. The nearer the assessment is to -1 or 1, the greater the connection is in the middle of the variables. The investigator in this article theorized an encouraging

association concerning the students Vocabulary Size Test marks and their approaches in the direction of the usage of network in the English language session.

Table 2.

| CORRELATIONS | | | |
|----------------------|---------------------|----------------------|------|
| | | Vocabulary size test | QT |
| Vocabulary size test | Pearson Correlation | 1 | .952 |
| | Sig. (2-tailed) | | .000 |
| | N | 66 | 30 |
| QT | Pearson Correlation | .952 | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 66 | 30 |

As it is stated in table 2, there were numerically substantial correlations (The p -value, Sig.000 < .01) among students' lexis post-tests consequences and survey developed marks.

Discussion

Considering the research question, learners' approaches to the joining the network as a facilitative method on the lexis expansion of the students has added up to a solution that learners on the whole have advanced a progressive assertiveness to operating the web-assisted instruction. Lately, standard Computer Assisted Language Learning (CALL) has progressively outperformed Web Based Language Learning (WBLL) (Son, 2008).

The findings are in proportion to Sampson (2003) who supposed the web-assisted instruction comprises learning self-sufficiently via utilizing self-study scripts and asynchronous interaction. The contributors who employed the Internet for ESL education took assured approaches in the direction of WBLL; in addition, they presented that to be involved in other actions in and out of the session time (Son, 2008).

The findings correspondingly bear out countless investigators' statements in terms of the students' awareness following exploiting a computer-assisted curriculum aimed at escalating the swiftness and extent of words and statements. The consequences of present research are matching with those accomplished by Altiner (2011). The outcome is additionally reinforced by other scholars who have revealed that equipment and a foreign language acquisition are correlated consistently and learners have tendency to use various tools and similarly technology practice can produce progressive approaches in students (Oblinger, 2005).

Conclusion

The major objective of the present article was to examine learning lexis through WBLL software through the Inter-mediate EFL learners in Iran and its involvement to students' awareness. The

outcome acted to demonstrate that students' awareness progressed by joining web-assisted education in language learning sessions. The findings specified an important dissimilarity among experimental and control group in connection with their words awareness. WBL tuition improved EFL students' lexis awareness.

Educational Suggestions

From an instructive outlook, the answers to this research possibly will propose particular effects in language teaching and learning process. At the outset, these answers can be helpful for language teaching prospectus inventors to bestow responsibilities that develop equally the language of the pupils and the inspiration to use on-line websites for independent language acquisition. The involvement with processors is an important influence in teachers' individual outlooks of computer combination. Learners cover several chances across the free English learning sites for example, reflecting over the learning over the true resources and collaborating with their mates the world over through chatting software (Godwin-Jones, 2011).

Further Studies' Suggestions

This article can be gone over to discover whether the equal consequences would be acquired or not. Although the article concentrated over the lexis absorbing as the projected variable, it is proposed to consider supplementary supports in further studies. As various age groups have dissimilar character, the equivalent research could be fulfilled between the learners at assorted age group and language skill ranks. Forthcoming study may perhaps inspect high-tech training over the altered language expertise for instance, writing and reading.

References

- Akhlaghi, M., & Zareian, G. (2015). *The effect of power point presentation on grammar and vocabulary learning of Iranian pre-university EFL learners*. *Academic Research International*, 6(1), 160-165.
- Al-Jarf, R. (2007). *Teaching Vocabulary to EFL College Students Online*. *CALL-EJ Online*, 8(2), Retrieved 13 May 2015 from: <http://callej.org/journal/8-2/al-jarf.html>.
- Bagheri, E. & Roohani, A. & Nejad Ansari, D. (2012). *Effect of CALL-based and Non-CALL Based Methods of Teaching on L2 Vocabulary Learning*. *Journal of Language Teaching and Research*, 3(4). pp. 744-752, July 2012.
- Felix, U. (2001). *Research: Absolutely worth the effort!* In U. Felix (Ed.), *Beyond Babel: Language learning online* (pp. 299-365). Melbourne: Language Australia.
- Gorjian, B., Moosavinia, S.R., Ebrahimi Kavari, K., Asgari, P., & Hydareei, A. (2011). *The impact of asynchronous computer-assisted language learning approaches on English as a foreign language high and low achievers' vocabulary retention and recall*. *Computer Assisted Language Learning*, 24(5), 383-391.
- Kamyab, S. (2007). *An Overview of the Education System of Islamic Republic of Iran*. 8 February, 2014, from http://handouts.aacrao.org/am07/finished/F0345p_S_Kamyab.pdf.

- Khany, R & Khosravian, F. (2014). Iranian EFL Learners' Vocabulary Development through Wikipedia. *English Language Teaching*; 7(7) ; 2014.
- Khany, R., & Khosravian, F. (2013). The application of Wikipedia for enhancing Iranian EFL students' reading proficiency (pp. 135-142). *Proceeding of the global summit on education 2013 (GSE2013)*. Kuala Lumpur, Malaysia.
- Khazai, S., Vahid dastjerdi, H., & Talebi Nejjhad, M. R. (2011). The role of mobile communications technology in teaching and learning English vocabulary. *Journal of Technology of Education*, 6(2), 135-142.
- Read, D., Coles, S., Frey, J., & Littlefield, B. (2013). Investigating the use of Virtual Learning Environments by teachers in schools and colleges. Available online at: http://eprints.soton.ac.uk/342377/1/DRead_VLE_report.pdf (accessed 4 March, 2013).
- Shafaei, A. (2008). Review of English Teaching Methodologies: Obstacles of Implementing New Methods in Iran. Paper presented at the Global Practices of Language Teaching: Proceedings of the 2008 International Online Language Conference (IOLC 2008).
- Shafaei, A. & Abdul Rahim, H. (2015). Does project-based learning enhance Iranian EFL learners' vocabulary recall and retention?. *Iranian Journal of Language Teaching Research* 3(2), 83-99.
- Tozcu, A., & Coady, J. (2004). Successful learning of frequent vocabulary through CALL also benefits reading comprehension and speed. *Computer Assisted Language Learning*, 17(5), 473-495. <http://dx.doi.org/10.1080/0958822042000319674>.
- Yusuf, M. A., Sim, T. S., & Su'ad A. (2014). Students' proficiency and textual computer gloss use in facilitating vocabulary knowledge. *English Language Teaching*, 7(11), 99-107. <http://dx.doi.org/10.5539/elt.v7n11p99>.
- Zapata, G., & Sagarra, N. (2007). CALL on hold: The delayed benefits of an online workbook on L2 vocabulary learning. *Computer Assisted Language Learning*, 20(2), 153-171. <http://dx.doi.org/10.1080/09588220701331352>
- Zimmerman, C. B. (1997). Historical trends in second language vocabulary instruction, In J. Coady & T. Huckin (Eds.), *Second language vocabulary acquisition*, Cambridge: Cambridge University Press.