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The Impact of Computer Mediated Task-Based Approach on Vocabulary Acquisition: The Case of Third Year Secondary School Learners, Sirin Lekhmissi Secondary School- Souk Ahras-

تأثير المقاربة القائمة على المهمات بواسطة الكمبيوتر على اكتساب المفردات: دراسة حالة طلبة الثالثة ثانوي، ثانوية سيرين لخميسي – سوق أهراس-

AICHA Reffas[1]
University Constantine1

Saliha Chelli
University Biskra

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Abstract

The synergy of the two fields of study, computer assisted language learning and task-based language teaching resulted in the manifestation of a new trend of teaching called: computer mediated task-based teaching. Questions were raised about the extent to which this new approach can be effective if used in vocabulary instruction. Hence, the research in hand is an attempt to examine the effect of computer mediated task-based approach on vocabulary acquisition of third year secondary school learners from Sirin Lekhmissi Secondary School-Souk Ahras-. For this purpose, the data gathering tools used in this experimental research were: a pre-questionnaire, a pre-test and a post-test with an experimental group (n=15) and a control group (n=15). The former, unlike the latter, was taught the target vocabulary through vocabulary quizzes and applications presented using the computer mediated task-based approach. The analysis of the findings revealed the significance of the instruction combining the task-based approach together with computer technology to improve learners' vocabulary competence. Therefore, it is suggested as a strategy to develop not only learners' vocabulary, but other aspects of the English language as well.

[1] - Editor

key words: Computer Assisted Language Learning; task-based approach; vocabulary acquisition, computer mediated task-based instruction.

الملخص:

نتج عن المزج بين مجالي الدراسة المعروفين بتعلم اللغات بمساعدة الكمبيوتر والتعليم القائم على المهمات ظهور إتجاه جديد في مجال تدريس اللغات والذي يدعى إكتساب المفردات في التعليم القائم على المهمات بمساعدة الكمبيوتر. تم طرح العديد من الأسئلة حول مدى نجاعة هذه الطريقة الجديدة لتدريس اللغات إذا ما تم إستعمالها في تدريس مفردات اللغة الأجنبية. بالتالي، يعد البحث الحالي محاولة لدراسة تأثير المقاربة القائمة على المهمات بواسطة الكمبيوتر على اكتساب المفردات لدى تلاميذ السنة الثالثة ثانوي بثانوية سيرين الخميسي- سوق أهراس. لهذا الغرض، كانت أدوات جمع البيانات المستخدمة في هذا البحث التجريبي هي: استبيان مسبق واختبار مسبق واختبار آخر مع المجموعة التجريبية (15) ومجموعة الاختبار (15). على غرار عناصر مجموعة الاختبار تم تدريس المجموعة التجريبية مجموعة من المفردات عن طريق اختبارات المفردات و تطبيقات أخرى بإستعمال الكمبيوتر في إطار المقاربة القائمة على المهمات. أظهر تحليل نتائج المجموعة التجريبية نجاعة استعمال المقاربة القائمة على المهمات مع تكنولوجيا الكمبيوتر لتحسين تعلم المفردات لدى الطلبة. لذلك يمكن اقتراح هذه المقاربة كإستراتيجية ليس فقط لتحسين مفردات المتعلم وإنما لتدريس جوانب أخرى من اللغة الإنجليزية.

الكلمات المفتاحية: تعلم اللغات بمساعدة الكمبيوتر، المقاربة القائمة على المهمات، اكتساب المفردات، اكتساب المفردات في التعليم القائم على المهمات بمساعدة الكمبيوتر.

Introduction

Vocabulary acquisition is a prerequisite in the process of foreign language learning and its importance exceeds that of grammar. Lacking the proper knowledge of a given grammar rule does not impede the transmission of a given message in any communication; whereas, lacking the proper vocabulary does. However, what matters most in the process of vocabulary learning is the strategy used for teaching unknown lexical items. Learners, especially those born in the digital era need more creative ways of learning vocabulary unlike those used to teach foreign languages in most secondary schools nowadays. They need strategies that can trigger their motivation towards acquiring new vocabulary in the course of learning a foreign language.

Successful vocabulary instruction can be achieved by the implementation of computer based applications including online dictionaries, online vocabulary games and others. Also, vocabulary teaching is believed to be more effective if it is carried out in task-based settings. The latter uses real life situations as pedagogical tools to promote cognitive processing and free use of the targeted lexicon. Hence, this research was carried out with the aim of investigating the impact of mixing both fields of computer assisted instruction and task-based teaching on learners' vocabulary acquisition. This can include the presentation of vocabulary through computer applications such as Hot Potatoes following a task-based framework.

1. Literature Review

Having good vocabulary knowledge is considered a necessary condition in order for learners to overcome their language learning associated troubles. According to Nation (1994), possessing the right vocabulary knowledge lays the ground for language skills like writing and speaking which are unlikely to be achieved if someone does not have a good vocabulary stock on which to count.

A number of studies were published with the aim of finding possible ways to improve learners' vocabulary acquisition. Sarani and Sahebi (2012), for example, studied the influence of task-based instruction on Persian literature students' vocabulary knowledge. The study made use of two groups: control and experimental. In the former, students were taught using the traditional method (presentation of vocabulary using the board and printed dictionaries), while the latter was taught essential vocabulary using the task-based framework. The findings revealed that using the task-based approach in teaching vocabulary is more effective.

Moreover, the arrival of computers and other educational technologies changed the fashion with which foreign language

vocabulary was taught. There were a number of computer based techniques designed for vocabulary learning such as computer based vocabulary games, computer flashcards, websites in addition to a set of vocabulary learning strategies presented by Dalton and Grisham (2011) divided into ten different techniques based on their purpose. Another study by Yun (2011) examined the impact of hypertext glosses use on students' vocabulary learning in computerized settings. The research revealed that the implementation of hypertext glosses had a positive influence on vocabulary development.

However, very few studies were made to investigate the efficacy of merging up computer mediated teaching with task-based vocabulary acquisition. According to De La Fuente (2003), mixing computer based applications with the task-based principles can subsequently lead to a promotion in vocabulary. In addition to that, Teng (2010) undertook a study in which he dealt with the role of synchronous computer-mediated communication on the negotiation of meaning and the learners' foreign language vocabulary. The study focused on the possibility of ameliorating learners' lexical recognition and retention by means of the negotiation of meaning. The results showed that the use of synchronous computer mediated communication tools like online chats can be helpful since the findings revealed that they can improve the participants' ability to recognize and recall the targeted vocabulary.

1.1. Computer Assisted Vocabulary Learning

Research into vocabulary acquisition increased since computer technology swept the field of second/foreign language teaching. Computer-mediated- communication, chats, software and many other computer-based tools have proven to be significantly helpful in improving learners' vocabulary acquisition. According to Ma and Kelly (2006), researchers in the field of computer assisted instruction became increasingly

interested in applying computer based techniques to improve vocabulary teaching. Therefore, specific types of strategies are needed in order to make the use of computers in vocabulary instruction more affective.

Few research works have dealt with vocabulary learning strategies in computer assisted contexts and much focus has been placed on vocabulary learning software and computer programmes. There are a number of computer based techniques designed for vocabulary learning such as computer based vocabulary games, computer flashcards and websites. In addition to that, a group of vocabulary learning strategies was presented by Dalton and Grisham (2011) which contained 10 different computer and web assisted strategies ."eVoc" , then, was the term used by these two researchers to refer to this new taxonomy of vocabulary learning strategies. They proposed 10 eVoc strategies divided into three main categories depending on their purpose, word teaching and learning strategies in addition to the demand of digital language tools, expanding wide reading, and incidental word learning with digital tools.

1.2. Computer Mediated Task-Based Vocabulary Acquisition

The way the task-based approach supported foreign language learning by paving the way to meaning and student centred learning has encouraged researchers to investigate its impact on the different language aspects such as vocabulary. In addition to the study carried out by Sarani and Sahebi (2012) which examined the influence of task-based instruction on Persian literature students' vocabulary knowledge, Wanlu (2011), in his paper 'Learning Vocabulary without Tears', investigated the impact of task-based activities like jigsaw and information-gap tasks on vocabulary acquisition. The researcher

used both pre-test and pos-t test in addition to a questionnaire to examine the effect of these task-based activities. The analysis of the results showed some improvement in terms of word recognition when implementing the information- gap task. However, concerning the depth of word knowledge and vocabulary retention, the results were not very promising.

This new field resulting from bonding together the fields of computer assisted language learning (CALL) and the task-based language teaching (TBLT) is still a fresh one and more researchers are needed to explore the way this blending contributes to the betterment of foreign language teaching. Yet, despite its newness, there are few studies which dealt with technology-mediated TBLT studies in relation to vocabulary acquisition. Kutlu (2015) stated that combining computer mediated instruction and the task-based approach can help improve vocabulary teaching.

The study presented by Kutlu (2015) examined the impact of the task-based instruction software for vocabulary acquisition. The researcher stated that despite the effectiveness of the CALL and TBLT and the promising results they are expected to lead to when combined together, the results of the study revealed that the implication of this task-based software did not show a big impact on students' vocabulary. Yet, he alleged that future research was still needed in this regard to answer the questions about how can the technology mediated TBLT be effectively used in vocabulary instruction.

2. Method

The method used in this research study is both qualitative and quantitative as it analyzed the situation through a questionnaire to ensure that it is worth investigating the effect of the computer- mediated task-based approach on vocabulary acquisition using the experimental design.

3. Participants

Third year secondary school learners from Sirin Lekhmissi High School- Souk Ahras represented the sample in this research. The sample was divided into two equal groups of 15 participants each: a control group and an experimental one. In order to ensure that none of the learners had a prior knowledge of the lexical items to be taught throughout the course of the experiment, the repetitive learners were excluded.

4. Data Gathering Tools

A pre questionnaire was administered to the two groups (n=30) to confirm that the issue of vocabulary is worth investigating and whether they were acquainted to the use of technology, especially, the computer to learn new vocabulary. In addition to the learners' questionnaire, another questionnaire was also administered to ten secondary school teachers which included questions about their method of teaching new vocabulary to their learners and also about their use of technology in vocabulary instruction. After the situation analysis, a pre-test and ultimately a post test were given to both the experimental and control groups.

5. Procedure

The experiment was carried out in a six months period at the beginning of which the sample was given a pre-test containing the set of vocabulary they were supposed to learn throughout the experiment period. The informants in the control group were taught vocabulary using the traditional approach; the teacher presented and explained the target vocabulary using the board. The experimental group, however, studied vocabulary using the computer aided task-based approach to language teaching and the interaction was primarily with the computer devices.

The vocabulary being emphasized in the lessons was divided into three main themes, corruption, food safety and astronomy related to the three first units studied by third year secondary school learners of the scientific streams. The teacher presented the lessons following the task-based teaching model where three phases are used; pre-task, task cycle and post-task phase. In addition to the task-based teaching, computer devices were used in the three phases of the task-based lesson starting with the warm up activity in the pre-task phase to the post-task phase. The target vocabulary was presented in the form of quizzes designed by the teacher using both the PowerPoint and the Hot Potatoes vocabulary software.

At the end of the six months period, a post-test was administered to both the control and the experimental group whose aim was to examine whether learners in the experimental group had shown any progress in terms of learning vocabulary with the use of the computer mediated task-based approach.

6. Analysis of the Results

This section includes first the results obtained from the pre-questionnaire aimed at analyzing the situation to confirm that the problem under investigation really exists and that it is worth being investigated. Second, descriptive then inferential statistics will be provided to describe and summarize the results obtained from the experiment and ultimately test the hypothesis.

6.1 Analysis of the Questionnaires

On the one hand, the results obtained from the analysis of the respondents' answers to the two questionnaires indicated that vocabulary caused difficulties to both teachers and learners.

The Areas Causing Problems to Learners in Writing

Teachers' Answesrs	Number	Percentage	Learners' Answers	Number	Percentage
a. Grammar	02	20%	a. Grammar	06	20%
b. Vocabulary	06	60%	b. Vocabulary	15	50%
c. Spelling	02	20%	c. Spelling	09	30%

Table 01: The Areas Causing Problems to Learners in Writing

The above table presents teachers' and learners' answers as to the language areas causing troubles to learners especially in writing. A number of 06 teachers out of 10 said that vocabulary causes the biggest number of problems in writing to their learners. As for learners, a number of 15 respondents out of 30 answered that most of their problems in writing are due to vocabulary.

Also, the analysis of teachers' answers showed that the respondents were considerably aware of the value of computer based applications in the process of vocabulary teaching/learning.

The Rate of Teachers who Use Computers to Introduce New Vocabulary

	Number	Percentage
a. Yes	04	40%
b. No	06	60%

Table 02: **The Rate of Teachers who Use Computers to Introduce New Vocabulary**

Yet, despite some teachers' long experience in the teaching field, 06 out of 10 said that they do not use computer technology to teach new vocabulary. When asked why, they said they lack the required skills of manipulating the variety of computer based sources and their implementation for vocabulary instruction and instead they use the conventional ways of teaching new vocabulary like explaining it to their learners or giving them its Arabic translation. As far as task-based teaching is concerned, most teachers appeared not to have a clear knowledge about what teaching with task-based principles refers to for most of

them were familiar with competency based teaching as well as the PPP approach (Presentation, Practice and Production).

Learners' answers, on the other hand, showed a certain degree of dependency on their teachers to give them the definition of the target word or its equivalent in their mother tongue.

- **Learners' Ways of Finding New Words' Meanings**

	Number	**Percentage**
a.Guess the meaning from context	06	20%
b.Use a dictionary	07	23.33%
c.Ask the teacher	16	53.33%
d.Ask a peer	01	3.33%

Table 03: **Learners' Ways of Finding New Words' Meanings**

According to the findings mentioned in table (03), 16 learners said that asking their teachers for new words meanings was their preferred strategy of vocabulary exploration. While the other learners' strategies varied between guessing meanings from contexts (06) to asking a peer (01) and using a dictionary (07). As far as the role computer devices played in the learners' attempts to learn vocabulary, the respondents indicated that the best and by far the easiest computer based application they used most of the time was "Google Translator". Still, when it comes to the use of any computer software for learning vocabulary, learners appeared to lack the basic skills for that.

6.2. Descriptive Statistics

The experimental group scores were compared with those of the control group. The following table displays the difference between the experimental group performances in both the pre-test and the post-test.

6.2.1. Comparison of the Experimental Group's Pre-Test and Post-Test Results

N	Test	Means	Standard Deviation
15	**Pre-test**	14.26	3.92
	Post-test	20	8.32
	Difference	5.74	4.4

Table 04: Comparison of the Experimental Group's Pre-Test and Post-Test Results

As shown in table 01, there were noticeable changes in the informants' results. The findings revealed that there was progress in the learners' lexical knowledge which was justified by the number of correct answers which exceeded that of the wrong answers. Also, there was a considerable difference between the mean of the post-test and that of the pre-test. This progress was due to the treatment received along the six months of the experiment.

6.2.2. Comparison of the Control Group's Pre-Test and Post-Test Results

N	Tests	Means	Standard Deviation
15	Pre-test	14.93	3.26
	Post-test	7.06	2.97
	Difference	-7.87	-0.29

Table 05: Comparison of the Control Group's Pre-Test and Post-Test Results

A comparison of scores obtained by the control group's informants in both the pre and the post tests revealed that the participants' performance in the pre-test was better than that in the post-test; the number of wrong answers considerably increased in the post-test. This can partially be attributed to the

difficulty of the post–test. Most important, using traditional ways in teaching unknown vocabulary, as it was the case with the control group, did not have any positive impacts on the learners' performance as they were still lacking the necessary knowledge of certain expressions.

6.2.3. A Comparative Evaluation of the Experimental and the Control Groups' Achievements in the Pre-Test and the Post-Test

	Tests	Means	SD		Tests	Means	SD
5	Pre-test	14.26	3.92	5	Pre-test	14.93	3.26
	Post-test	20	8.32		Post-test	7.06	2.97
	Difference	5.74	4.4		Difference	-7.87	-0.29

Table 06: **A Comparative Evaluation of the Experimental and the Control Groups' Achievements in the Pre-Test and the Post-Test.**

We could notice from the results displayed in the table above that both the experimental and the control groups obtained nearly the same results in the pre-test with a mean of 14.26 for the experimental group and 14.93 for the control group. This entailed that the performance of the two groups before teaching them the targeted vocabulary was similar and that learners shared approximately the same background knowledge of the terms presented in the pre-test. However, significant changes were recorded after the exposition of the experimental group to the treatment which was the use of the computer mediated task-based approach to vocabulary instruction. Learners moved from a mean of 14.26 in the pre-test to 20 in the post test with a difference of 5.74. However, the control group was not exposed to any special treatment; vocabulary instruction took place with traditional lexical teaching ways and no technology was implemented. A decrease in the results of the latter was recorded with a mean of 7.06 in the post test which was far less than that of the pre-test which was 14.93. A difference in means scores

between the experimental group and the control group in the post-test is 12.94.

6.2.4. Inferential Statistics (Testing the hypothesis)

After the description of the results obtained from the experiment, the unpaired t-test was calculated in order to test the hypothesis.

	Tests	Mean	D	T- test value	P-value
	Pre-test	14.26	3.92	5.47	
	Post-test	20	8.32	/	0.05
5	Difference	5.74	4.4	/	

Table 07: **The T-test Results**

After the t-test value was calculated as shown in the above table, it revealed that the difference in the participants' vocabulary performance was significant as t (5.47) was greater than the critical value (1.70) for 30 degrees of freedom. These results confirmed that the learners' lexical knowledge improved after they had received the treatment. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted.

7. Recommendations

The present study attempted to offer new insights into the field of vocabulary learning and teaching. It presented new ways which can help both teachers and learners overcome the various vocabulary related issues. The lesson plans included in the study suggested some ideas as to the application of the computer mediated task-based approach to vocabulary acquisition in addition to a set of computer vocabulary quizzes. The merging up of these two fields, computer based instruction and TBL, would increase learners' opportunities of learning new

vocabulary in computer mediated contexts. It would also help them be more confident and less reluctant in the process of acquiring new vocabulary.

Technology mediated task-based approach to vocabulary teaching/ learning provides new ideas as to the presentation of new lexis using the various computer based options available to any learner. New vocabulary teaching/learning strategies can be designed using existing computer applications like PP (Power Point) together with other software like Hot Potatoes and a variety of mind mapping applications. These techniques when presented in a task-based framework make vocabulary learning easier, funnier and more productive.

Conclusion

Learners born in a digital era need more creative ways in learning, especially foreign languages. The integration of computer technology in vocabulary instruction has proven to be effective in increasing learners' motivation towards learning a foreign language vocabulary and also improving their lexical knowledge and size. Merging up computer assisted language learning with the task-based approach to vocabulary teaching/learning changes the traditional way with which the new lexical items are introduced and offers both teacher and learners opportunities of teaching/learning vocabulary in less threatening and more motivating contexts. The research results indicated that the integration of the computer mediated task-based approach to vocabulary acquisition played a significant role in increasing the learners' lexical knowledge. Unlike the control group, the participants of the experimental group had a learning experience in developing lexical items in new settings, assisted by computer technology which increased their sense of

responsibility towards their learning and made them less dependent on the teacher.

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Appendix 1
Example Lesson Plan of a Computer Mediated Task-Based Vocabulary Lesson

CORRUPTION

Settings: Sirin Lekhmissi Secondary School.
Level: 3rd year scientific stream.
Unit: Ethics in Business
Aids: Computers, white board.
Time: 60 mns.
Language Focus: Vocabulary.
Objective: In this unit, learners were dealing with the topic of corruption in English for the first time. This lesson; therefore, was designed to help them gain a knowledge about some key concepts/vocabulary related to corruption and ethics.

Pre- Task Phase: before starting, the class was divided into groups of four and each of which used a computer.
To introduce the unit, the teacher presented a computer- based quiz in which learners were asked to match words with their corresponding pictures**.**

(10 mns)

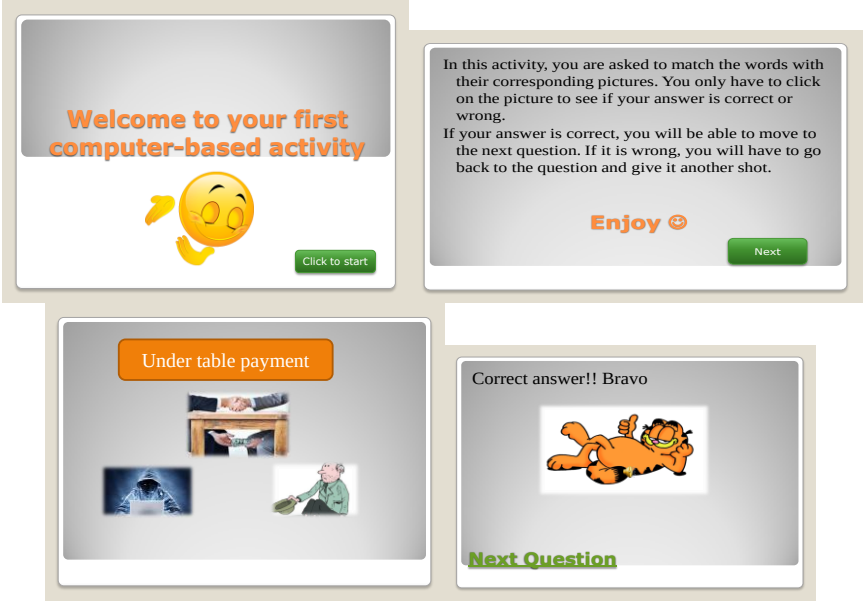
Task Cycle
Task: at this phase, learners were given another computer-based task using Hot Potato software where they would have to match words like (fraud, embezzlement, money laundering) with their definitions. **(10 mns)**
Planning: learners organized and prepared their answers for the next step. **(5mns)**
Reporting: at this point, some groups would represent their answers to the class. **(10mns)**

Post Task

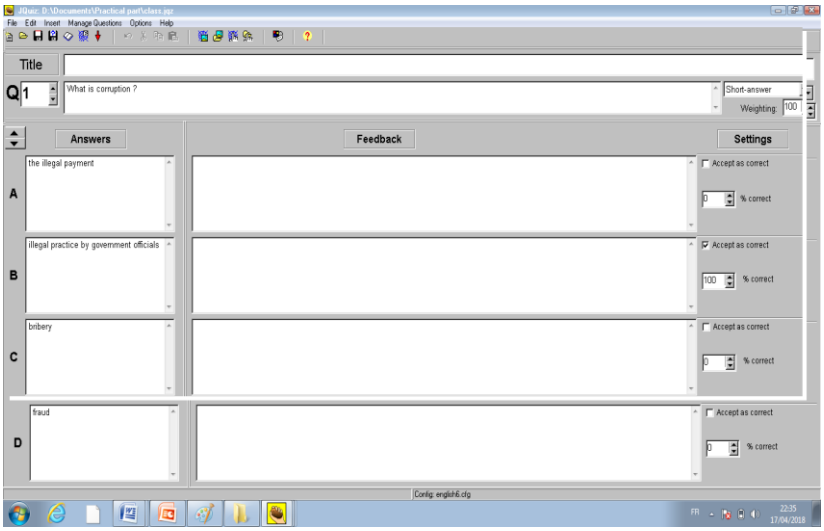
Analysis : the teacher wrote on the board the set of vocabulary learners dealt with in the

Practice: learners were given a homework which consisted of a variety of vocabulary activities. (10 mns)

- The following screenshots are examples of the questions included in the computer based quiz used in the pre-task phase of the first lesson



- Screenshots of a computer-based quiz used in the task-cycle phase using the Hot Potatoes Software


Title
Q 1
What is corruption ?
Short-answer
Weighting: 100
Answers
Feedback
Settings
A
the illegal payment
Accept as correct
% correct
B
illegal practice by government officials
Accept as correct
100
% correct
C
bribery
Accept as correct
% correct
D
fraud
Accept as correct
% correct

Appendix A
Learners' Questionnaire

Dear learners,

You are kindly asked to answer this questionnaire. Your answers will help in the preparation of a research work. Please, read every question carefully then answer by ticking (√) the answers you think appropriate or by providing full statements**.**

Section one: English learning

1. How much do you enjoy studying English?
   a. Very much ☐ **b**. A little ☐ **c.** Not at all ☐
2. Which of the following language skills do you prefer most?

a. Reading ☐ **b.** Listening ☐ **c.** Speaking ☐ **d**. Writing ☐

3. How do you like to express your ideas about a given topic?
   a. Speaking about it ☐ **b.** Writing about it ☐

Section two: Vocabulary learning

4. How difficult is it for you to write a paragraph or an essay in English?
   a. Very difficult ☐ **b.** A bit difficult ☐ Not difficult at all ☐
5. It is difficult to write in English because of :
   a. Grammar rules ☐ **b**.Vocabulary ☐ **c**. Spelling ☐
6. When reading a text, do you find it easy to understand its content?
   a. Always ☐ **b**. Sometimes ☐ **c.** Never ☐
7. What do you do in order to find the meaning of a new word?
   a. First try to guess the meaning from context ☐
   b. Use a dictionary ☐
   c. Ask a teacher ☐
   d. Ask a peer ☐
8. Which of the following word study strategies are you familiar with?
   a. Affixation (breaking a word into a prefix, root and suffix) ☐
   b. Using dictionaries ☐
   c. Word cards ☐
9. How often do you use a dictionary to check the definition of unknown words ?
   a. Always ☐ **b.** Sometimes ☐ **c** Never ☐
10. Do you prefer using :
    a. An English- English dictionary ☐ **b.** An English-Arabic dictionary ☐
11. How do you acquire vocabulary outside the classroom?

a. Read books and stories ☐. Listen to songs ☐ **c.** watchmovies ☐

12. Do your teachers use strategies that fit your preferable manner of learning vocabulary?

a. Yes ☐ **b**.No ☐

Section three: Computer-Aided Vocabulary learning

13. How often do you use technology/computer to support your study?

a. Always ☐ **b**. sometimes ☐ **c.** Never ☐

14. How often do you use computers to learn new words?

a. Always ☐ **b.** Sometimes ☐ **c.** Never ☐

15. Do you prefer using electronic dictionaries over printed ones?

a. Yes ☐ **b**. No ☐

Say why……....

16. Which of the following computer-based applications do you use to learn vocabulary?

a. Online dictionaries ☐
b. Google translator ☐
c. Vocabulary softwares ☐
d. Vocabulary games ☐

17. You better remember and use a word when you :

a. Check its definition using a computer (online dictionary, …)
b. Written on a board and explained by your teacher ☐
c. Explained by your peer ☐

18. Do you think that using computers to study English vocabulary will help improve your lexical skills?

a. Yes ☐ **b**. No ☐

19. If yes, is it helpful because:

a. It offers a quick access to information? ☐
b. Provides a variety of sources? ☐
c. It is funny and motivating? ☐

Thank you

Appendix B
Post-test

Task 1:

Section (A)

Fill in the following gaps with the appropriate terms. The definitions given below can help you guess the missing words.

…….(1) is a federal crime involving the imitation of products with the aim of …….(2) consumers. Billions of products are being yearly counterfeited making it difficult for buyers to distinguish between the real and the fake ones. In addition to that, corruption involves many forms of illegal practices such as …….(3) which is the process of making illegally gained money (dirty money) appear legal. Many countries, especially developing ones are socially and economically suffering due to the influence of other federal crimes such .....……(4),…….(5) and …….(6). Corruption levels can be decreased in many ways like for instance……(7)and ……..(8)

Section (B)

1. It is high time governments passed strict laws to punish ……(9) people.

2. ……(10) people have high rates of health problems as a results of the excessive amount of fat.

3. …….(11) of fast food has a big role in the high levels of obesity.

4. Health campaigns all over the world are calling consumers to …….(12) fatty and sugary products.

Definitions

(1) Making copies of products to defraud consumers.

(2) Trying to convince someone that something is true while it is not.

(3) Hiding the origins of money from criminal practices by investing them in legal projects.

(4) Giving someone money to illegally help you win a contract or get a job.
(5) Using all available procedures including deception to hide the true financial position of your company.
(6) Stealing money or anything from the company you work for.
(7) Revealing confidential information to the police about the illegal practices of a company.
(8) Joining a group to stop bad practices or corruption.
(9) Any person who disobeys/ breaks laws.
(10) People who are extremely fat in a way that is dangerous to their health.
(11) Pictures, videos presented on TV or any social media showing kinds of products such as food, makeup….etc
(12) The act of refusing to buy certain products.

Task 02: *Fill in the gaps with appropriate words*

5. Creating an energy……. …(13) requires eating the right amount of food your body needs to perform the regular routines like studying and exercising.
6. ……..(14), the study of space and planets is an interesting branch of science which allows us to know a lot about the universe and our Milky Way……...**.**(15)
7. Our …… (16)includes the sun and the nine planets which orbit around it.
8. …… (17) are some rocky and airless planets that turn around the sun.
9. There are invisible stars that we cannot see in a clear night sly unless we use …… (18) with special instruments.
10. There are two types of ……(19); natural and artificial. As for the artificial ones, they are used for communication, including broadcasting television programmers and relaying telephone calls.
11. …… (20)is such an interesting event that takes place in space when a star explodes at the end of its lifetime.

Task 3: *from each list, tick* ***two*** *possible synonyms that can be used to fill in the gaps in each of the following sentences*

1. Every company must have a……(21) to control its employers' behaviors.

- **a.** A set of principles ☐
- **b.** A code of ethics ☐
- **c.** A set of lessons ☐
- **d.** A set of moral values ☐
- **e.** A set of laws ☐

2. I heard in today's news that there was a police officer who was arrested for receiving……(22)

- **a.** A help ☐
- **b.** A bribe ☐
- **c.** A tip ☐
- **d.** An under table payment ☐
- **e.** A payment ☐

3. Governments must pass strict laws to stop ……(23)

- **a.** Law reinforcement ☐
- **b.** Law breaking ☐
- **c.** Law department ☐
- **d.** Law violation ☐
- **e**. Law design ☐

4. It is high time public authorities did something to…….(24)corruption.

- **a.** To encourage ☐
- **b.** To eradicate ☐
- **c.** To increase ☐
- **d.** To fight ☐
- **e.** To deceive ☐

5. Some consumers prefer……..(25) products for their cheap products.

- **a.** Expensive ☐
- **b.** Original ☐
- **c.** Counterfeit ☐
- **d.** Copied ☐
- **e.** Cheap ☐

6. Products are imitated to such perfection that it is difficult to distinguish between ……(26) and fake ones.

a. Copied ☐
b. Original ☐
c. Authentic ☐
d. Sold ☐
e. Stolen ☐

7. It is important to check food labels before……..(27)them

a. Selling ☐
b. Purchasing ☐
c. Borrowing ☐
d. Buying ☐
e. Imitating ☐

8. When people watch…….(28) of fast food, they feel the desire of eating them even if they are unhealthy.

a. Documentaries ☐
b. Publicities ☐
c. Junk foods ☐
d. Series ☐
e. Advertisements ☐

9. TV ads are designed to…….(29)consumers and get them buy the products they are presenting.

a. Approve ☐
b. Persuade ☐
c. Influence ☐
d. Convince ☐
e. Counterfeit ☐

10. People get sick for not eating……(30)vitamins

a. Enough amount of ☐
b. Extra amount of ☐
c. Excessive amount of ☐
d. Small amount of ☐
e. Sufficient amount of ☐

11. People get addicted to fast food because of its…….(31)

a. Price ☐

b. Benefits ☐
c. Taste ☐
d. Amount ☐
e. Taste ☐

12. Many people believe that Earth has a……..(32) shape, while others believe it is elliptical.

a. Cylindrical ☐
b. Round ☐
c. Pyramidal ☐
d. Rectangular ☐
e. Spherical ☐

13. There are nine planets which ……..(33) the sun.

a. Hover above ☐
b. Orbit around ☐
c. Fly above ☐
d. Turn around ☐
e. Travel around ☐

14. NASA uses…….(34) to learn about space and unveil its secrets.

a. Space telescope ☐
b. Spacecrafts ☐
c. Satellites ☐
d. Spaceships ☐
e. Space stations ☐

Task 4: Provide the opposites of the following words

1. Ethical ≠……..(35)
2. Moral ≠……(36)
3. Corrupt ≠……(37)
4. Prosperity ≠……(38)
5. To punish ≠……(39)
6. Counterfeit≠……(40)(Other than authentic, real and original)

Thank you for your collaboration