



**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**Mohamed Khider University of Biskra**  
**Faculty of Arts and Languages**  
**Department of Foreign Languages**  
**English Language Division**



# **Introducing some Web Techniques to Develop Learners' Daily Life Vocabulary**

**The Case of Second Year Students of English at Biskra University**

Dissertation Submitted in Partial Fulfillment of the Requirements for Master Degree  
in Sciences of Language.

**Presented by:**

LALMI wiam

**Supervised by:**

Miss. Warda khouni

## **Board of Examiners**

**Chairperson: Dr. Saliha CHELLI**

**University of Biskra**

**Supervisor: Miss. Warda KHOUNI**

**University of Biskra**

**Examiner: Mrs. Imane GUETTAL**

**University of Biskra**

**May 2015**





**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**Mohamed Khider University of Biskra**  
**Faculty of Arts and Languages**  
**Department of Foreign Languages**  
**English Language Division**



# **Introducing some Web Techniques to Develop Learners' Daily Life Vocabulary**

**The Case of Second Year Students of English at Biskra University**

Dissertation Submitted in Partial Fulfillment of the Requirements for Master Degree  
in Sciences of Language.

**Presented by:**

LALMI wiam

**Supervised by:**

Miss. Warda khouni

## **Board of Examiners**

**Chairperson: Dr. Saliha CHELLI**

**University of Biskra**

**Supervisor: Miss. Warda KHOUNI**

**University of Biskra**

**Examiner: Mrs. Imane GUETTAL**

**University of Biskra**

**May 2015**

## *DEDICATION*

*This work is dedicated to*

*The ones that gladly brought me into life: My dear Mother and Father*

*My beloved Sisters and Brothers*

*My precious family: Aunts, Uncles and cousins*

*The ones that I have been blessed to know*

*My dear friends*

*Those who sincerely supported me with their prayers ,kindness, and effort*

*To all of you , I gladly dedicate this work and these words*

*Thank you*

# ACKNOWLEDGMENT

This work would not have been completed without God's help, guidance, and enlightens, for God I owe the greatest thanks.

I am tremendously thankful to my supervisor Miss. Khouni Warda for her sustained efforts until the end of this work, her patience, and her resourceful advice.

I am also indebted to Dr. Chelli Saliha and Mrs. Guettal Imane for their time, patience, and suggestions for the betterment of this work.

I am indefinitely thankful for those teachers who were sincerely caring , giving, and understanding throughout my whole educational life .

I will be always thankful to all of you,

and to all of you I say

THANK YOU

## **Abstract**

Students studying English at the university spend three years at least learning this language; nevertheless, they cannot express their needs when they are put in real life communication. Most probably because they cannot find the words needed to do so. The main reason leading to this situation is the negligence of learning vocabulary. Sessions at the university are devoted only for learning grammar, writing, speaking and other modules about the English language like linguistics and literature while no session is programmed for learning vocabulary although it is very important in mastering any language. This research attempted to offer an alternative solution for this problem by using web techniques to teach vocabulary. We hypothesize that using web techniques to teach daily life vocabulary would improve students' level and help them to communicate successfully. This hypothesis was tested through carrying out an experimental study using a pre-test followed by a treatment that included five lessons taught in an online virtual class and, as a last phase, a post test. Later, a comparative study was conducted to evaluate the deference in scores. Finally, we had to calculate the t-test result that is used as a statistical proof to accept or reject the hypothesis. A sample of ten second year students (N=10) from the Foreign Languages Department the English Section at Mohamed Kheider University, were participating voluntarily in this research work. After finishing the experiment, gathering its quantitative data, and analyzing its results, we conducted the comparative study and calculated the t-test value. The final results revealed an outstanding improvement among the majority of students in using and understanding daily life vocabulary. These results led us to accept the alternative hypothesis, support, and recommend the use of web techniques in teaching vocabulary.

## **List of Abbreviations**

**CALL:** Computer-Assisted Learning/ Computer-Aided Learning

**CM:** Computer Mediated

**EFL:** English as a Foreign Language

**F2F:** Face to Face

**ICT:** Information Communication Technology

**MLE:** Managed Learning Environment

**VLE:** Virtual Learning Environment

## List of Figures

<b>Figure 01:</b> The Relationship Between Vocabulary, Reading Comprehension and Volume of Reading.....	13
<b>Figure 02:</b> Super Ordinate Word.....	15
<b>Figure 03:</b> Oxford's Taxonomy of Learning Strategies (1990).....	25
<b>Figure 04:</b> The Use of Internet around the World.....	32
<b>Figure 05:</b> Accessing WebCT Prior Vs. After .....	33
<b>Figure 06:</b> Defiition of E-learning .....	34
<b>Figure 07:</b> A Spectrum of Distance Language Learning Contexts.....	35
<b>Figure 08:</b> Combination of Time and Place Distance Learning Contexts.....	36
<b>Figure 09:</b> Belended Learning.....	45
<b>Figure 11:</b> Picture of the Virtual Class on Nicenet from the Experiment.....	48
<b>Figure 09:</b> Picture of Padlet from the Experiment.....	43



## List of Tables

<b>Table 01:</b> What is Involved in Knowing a Word.....	10
<b>Table 02:</b> Levels of Acquiring Vocabulary.....	18
<b>Table 03:</b> Students' Answers in the First Activity (Pre-test).....	55
<b>Table04:</b> Students' Answers in the Second Activity (Pre-test).....	56
<b>Table 05:</b> Students' Answers in the Third Activity (Pre-test).....	57
<b>Table 06:</b> Students' Answers in the Fourth Activity (Pre-test).....	57
<b>Table 07:</b> The Overall Pre-test Scores .....	59
<b>Table 08:</b> The Difference and Difference Squared.....	60
<b>Table 09:</b> The Overall Pre-test Results.....	61
<b>Table 10:</b> Students' Answers in the First Activity (Post Test).....	62
<b>Table 11:</b> Students' Answers in the Second Activity (Post Test).....	63
<b>Table 12:</b> Students' Answers in the Third Activity (Post Test) .....	64
<b>Table 13:</b> Students' Answers in the Fourth Activity (Post Test) .....	64
<b>Table 14:</b> Students' Answers in the Fifth Activity (Post Test) .....	65
<b>Table 15:</b> The Overall Post Test Scores.....	66
<b>Table 16:</b> Calculating the Variance.....	67
<b>Table 17:</b> The Overall Post Test Results.....	68
<b>Table 18:</b> The Difference Between the Pre-test and Post Test Scores.....	69
<b>Table 19:</b> Summary of Pre-test and Post Test Differences .....	69
<b>Table 20:</b> The Mean Difference and the Squared Mean Differences for the Pre-test and the Post Test Scores.....	72

## **Table of Content**

Dedication.....	I
Acknowledgment.....	II
Abstract.....	IV
List of Figures.....	V
List of Tables.....	VI
Table of Content.....	VII

## **General introduction**

1. Statement of the Problem.....	02
2. Aim of the study.....	03
3. Research Questions.....	03
4. Hypothesis.....	03
5. The Research Methodology and Tools.....	03
5.1 Population.....	03
5.2 Sample.....	04
5.3The Research Methodology and Tools .....	04
6. Structure of the Dissertation.....	04

## **Chapter one: Teaching Vocabulary**

Introduction.....	08
1.1 The Importance of Vocabulary in Mastering a Language.....	08

1.2 Definition and Types of Vocabulary.....	09
1.3 Word Knowledge.....	10
1.4 Vocabulary and Reading Comprehension.....	12
1.5 Word Difficulties.....	13
1.5.1 Idioms.....	14
1.5.2 Transfer of Meaning.....	14
1.5.3 Word with Several Meanings.....	14
1.5.4 Sub-Technical Words .....	15
1.5.5 Super Ordinates.....	15
1.5.6 Synonyms and Antonyms.....	15
1.5.7 Irony.....	16
1.6 Steps of Teaching Vocabulary.....	16
1.6.1 Selection.....	16
1.6.2 Sequence.....	18
1.6.3 Presentation.....	18
1.7 Implicit vs. Explicit Learning.....	19
1.8 Techniques for Teaching Vocabulary.....	21
1.8.1 Visual Aids .....	21
1.8.1.1 Audio Aids.....	22
1.8.1.2 Audio-visual Aids.....	22
1.8.1.3 Mime and Gestures.....	22
1.8.2 Verbal Techniques.....	22
1.9 Learning Strategies.....	24
Conclusion.....	26

## **Chapter Two: Technology in Language Teaching**

Introduction.....	28
2.1 Using computers in Language Teaching.....	28
2.2 Advantages of Using CALL in Classrooms.....	29
2.2.1 Interest and Motivation .....	29
2.2.2 Individualization.....	30
2.2.3 A Compatible Learning Style.....	30
2.2.4 Immediate Feedback.....	30
2.2.5 Error Analysis .....	30
2.3 Limitaions of CALL Use.....	31
2.4 Web-Based Instruction.....	32
2.4.1 Online Learning.....	34
2.4.2 Distance Learning .....	34
2.4.3 Blended Learning.....	36
2.4.4 Virtual Learning .....	37
2.5 The Impact of Virtual Learning on Teachers Professional Development.....	38
2.6 Benefits of E-learning Technologies .....	39
2.7 Disadvantages of Online Learning.....	39
2.8 Virtual Learning Vs. Face-to-Face Learning.....	39
Conclusion.....	40

## **Chapter three: Experiment Implementation**

Introduction.....	42
-------------------	----

3.1 Aim of the Experiment.....	42
3.2 Population and Sample.....	43
3.3 The Experiment Procedure.....	44
3.3.1 Pre-test.....	44
3.3.2 Treatment.....	45
3.3.2.1 The virtual Class .....	45
3.3.2.2 Padlet .....	46
3.3.2.3 Google Drive.....	48
3.3 Post Test .....	49
3.4 Content of the Experiment.....	49
3.4.1 The First Lesson: Introducing Some Vocabulary about Describing People.....	49
3.4.2 The Second Lesson: Expressing Likes and Dislikes.....	50
3.4.3 The Third Lesson: Introducing Some Vocabulary Related to Car Driving.....	50
3.4.4 The Fourth Lesson: Cleaning the House.....	50
3.4.5 The Fifth Lesson: Making Mistakes.....	51
Conclusion .....	51

## **Chapter Four: Evaluating the results**

Introduction.....	53
4.1 The Participants.....	53
4.2 The Pre-test.....	53
4.3 The Post Test.....	54
4.4 Analyzing the Results of the Experimental Group.....	54
4.4.1 The Pre-test Achievement.....	54

4.4.2 The Post Test Achievement .....	61
4.5 Comparative Evaluation of the Pre-test and Post Test Achievement.....	68
4.5.1 An overall Comparison in Student’s Achievements.....	69
4.6 Hypothesis Testing .....	70
4.7 Testing the Hypothesis.....	70
4.7.1 The Calculation of the T-test.....	72
4.8 Interpretation of the Results.....	74
Conclusion.....	74
General Conclusion.....	75
Bibliography.....	78
Résumé.....	83
Appendices.....	84

## **General Introduction**

1. Statement of the problem.....	02
2. Aim of the Study.....	03
3. Research Questions.....	03
4. Hypothesis.....	03
5. The Research Methodology and Tools.....	03
5.1 Population.....	03
5.2 Sample.....	04
5.3The Research Methodology and Tools .....	04
6. Structure of the Dissertation.....	04

## **General Introduction**

### **1. Statement of the Problem**

People are seeking to learn the English language because it is the first language in the world and it has a great importance in the business world, so they choose to study it at the university as a branch. At the end of their studies, they get diplomas thinking that they are competent at this language, but when they are put in real life situations .i.e. daily life like at home or in restaurants for instance, they just cannot find the words to express their ideas or needs. This is due to the syllabus taught at schools where sessions are devoted only for grammar, speaking, writing and totally neglecting learning vocabulary.

Another issue that may be raised concerning learning vocabulary in the English language is the barriers that prevent learning to take place, namely anxiety, shyness, and motivation. At any classroom there are some introverted students who cannot speak or participate because they think that others would laugh at them if they commit mistakes, so they get anxious and prefer to keep silent even if they are sure about their answers. On the other hand, there are the extroverted student who are more confident and do not give much importance to others, but the huge number of students in the classroom and lack of materials may demotivate them. Consequently, they do not learn.

Anxiety, shyness and motivation are not the only barriers that prevent learning from taking place. There is also the unconsciousness of the learning strategies. Particularly, being unaware of vocabulary learning strategies may lead to disorganized learning which is not effective and has a short memory term. The new vocabulary learned will be forgotten in very short period of time especially if it is rarely used, so the second language learner has to be familiar with the learning strategies and capable of using them as well.

Another reality in our universities is eschewing the use of technology in language teaching and learning although it is very essential because it facilitates both processes. The use of media like audio tapes, video tapes and computer programs has been used in all knowledge from the teacher to the learners ,in addition that it increases student`s motivation. Computers are usually associated with fun and games. Student motivation is therefore increased, especially whenever a variety of activities are offered. Besides, the inhibited or shy students will greatly benefit from the use of technology in language



teaching and learning if they are taught online since they are going to work alone feeling relaxed without any pressure. Their self-confidence will be promoted and their autonomy will be developed. Thus student`s achievement will be enhanced.

For these reasons, we have what is called a web –based lesson, the internet –based lesson or online lesson to teach languages to teach languages. The new trend tends to use the internet in every single perspective in life for its major advantages. It is also integrated in education in order to save time, space, energy and most importantly for more effective learning. The virtual learning environment is what is required in our university to teach students daily life situations vocabulary using web techniques.

## **2. Aim of the Study**

This study aims to improve student`s daily life vocabulary knowledge through teaching them English vocabulary using web techniques. In addition, it intends to help student to be able to comprehend and communicate in non academic settings successfully.

## **3. Research Questions**

This study aims to answer the following questions:

- What are the web techniques that could be used to teach vocabulary?
- What type of tasks should be included to teach vocabulary?
- Why should we teach vocabulary using web techniques?
- How are we going to teach vocabulary through the use of web techniques?

## **4. Hypothesis.**

We hypothesize that using web techniques to teach vocabulary will improve student`s daily life vocabulary.

## **5. Methodology and Research tools**

### **5.1 The Population**

The chosen population for this research was second year students at the Department of Foreign Languages Section of English at Mohamed Kheider University.

## **5.2 The Sample**

In this research, we had fifteen second year students from the Department of Foreign Languages Section of English at Mohamed Kheider University participating voluntarily, but the number decreased to reach 10 students. Because five students were not corresponding to our emails and instructions, they were eliminated.

## **5.3 The Research Method and Tools**

This research employs quantitative and experimental methods for the study, in addition to a diagnostic survey which was done to determine and choose students who are always online or at least for three or four days per week. This was accomplished through an announcement on facebook in which we informed students about the experiment and asked for volunteers to participate. Before accepting the volunteers, we have made sure that their web skills knowledge was acceptable. After that, a pre-test was used to evaluate student`s vocabulary knowledge. Then, the treatment took place, in which we have created a virtual class to teach students vocabulary. As far as this class is concerned, students were requested to join an online class on nicenet (as a modle) using a key to get access. In this class, the researcher introduced some vocabulary lessons through certain web techniques like conferencing, blog (site), and padlet (wall). Finally, the students had a post-test to evaluate the change (whether there is an improvement or no).

## **6. Structure of the Dissertation**

This thesis includes two parts, the theoretical and the practical part. The theoretical part provides information about the two research variables, teaching vocabulary and the use of web techniques whereas the practical part is more concerned with the experimental field which took place in order to investigate whether the hypothesis is accepted or rejected.

The theoretical part of this dissertation includes two chapters; the first one tackles the issue of teaching and learning vocabulary. It starts with indicating the importance of learning vocabulary in the mastery of any language, then it moves to give different definitions and types of vocabulary as presented by writers and researchers. In this chapter also, we have explained what is meant by word knowledge and the aspects it includes. Additionally, we have clarified the relationship between vocabulary learning and reading comprehension and how can one influence the other. Afterward, we have pinpointed the

main difficulties learners face when learning a new vocabulary like idioms, transfer of meaning, irony...etc. After speaking about learners difficulties, we have moved to speak about the steps teachers go through and the techniques they use to facilitate the presentation of the new items. Finally, we have reviewed two approaches to vocabulary learning which are explicit and implicit learning.

In the second chapter of the theoretical part, we have mainly introduced technology in language teaching and mentioned its role in creating an enjoyable and motivating atmosphere for learners as well as facilitating the mission of transmitting the information from the teacher to the students. Furthermore, we have explained what is meant by web-based instruction and the different related terms like online learning, distance learning, blended learning and virtual learning. Then, we have listed the benefits of e-learning and finally compared it with face-to-face learning.

The second part of the dissertation included the experimental work which was conducted to prove the alternative hypothesis stating that using web techniques in teaching daily life vocabulary would enhance students' level. Accepting this hypothesis required going through three main stages. In the first stage, we have selected some volunteers for our experiment (N=10) who had a pre-test that examined their prior knowledge about daily life vocabulary. Based on its results, we have prepared for the second stage, which was the treatment stage. This last included teaching five vocabulary lessons to students in a virtual class on nicenet. Besides, we have used padlet and google drive to explore additional issues related to vocabulary learning. After the treatment was finished, participants reached the last stage in which they had a post test on what has been learned in the five lessons. This test was set to evaluate the change in students' performance and to test the hypothesis.

## Chapter One: Teaching Vocabulary

Introduction.....	08
1.1 The Importance of Vocabulary in Mastering a Language.....	08
1.2 Definitions and Types of Vocabulary.....	09
1.3 Word Knowledge.....	10
1.4 Vocabulary and Reading Comprehension.....	12
1.5 Word Difficulties.....	13
1.5.1 Idioms.....	14
1.5.2 Transfer of Meaning.....	14
1.5.3 Word with Several Meanings.....	14
1.5.4 Sub-Technical Words .....	15
1.5.5 Super Ordinates.....	15
1.5.6 Synonyms and Antonyms.....	15
1.5.7 Irony.....	16
1.6 Steps of Teaching Vocabulary.....	16
1.6.1 Selection.....	16
1.6.2 Sequence.....	18
1.6.3 Presentation.....	18
1.7 Implicit vs. Explicit Learning.....	19
1.8 Techniques for Teaching Vocabulary.....	21
1.8.1 Visual Aids .....	21
1.8.1.1 Audio Aids.....	22
1.8.1.2 Audio-visual Aids.....	22
1.8.1.3 Mime and Gestures.....	22

1.8.2 Verbal Techniques..... 23

1.9 Learning Strategies..... 24

Conclusion..... 26

## **Chapter One**

### **Teaching Vocabulary**

#### **Introduction**

Vocabulary is an essential aspect of language that has been neglected when teaching foreign / second language. Teachers and researchers do not pay a great attention to this part of language. They focused more in their researches on investigating the best methods and techniques of teaching grammar, while in fact, nobody can eschew the role of vocabulary, not only in conveying messages, but also in comprehending the target language. That is to say, communication would be impossible without vocabulary, and mastering a language requires necessarily mastering its vocabulary. In this chapter, we will try to define what vocabulary is, its importance and most importantly, the best teaching techniques and learning strategies provided by researchers and linguists to facilitate the teaching/ learning process.

#### **1.1. The Importance of Vocabulary in Mastering a Language**

"Vocabulary is a core-component of language proficiency and it provides much of the basis for how well learners speak, listen, read and write" (Richards and Renandya, 2002 p. 255). Richards and Renandya emphasize the importance of vocabulary and its major role in mastering a language denoting that it is the first constructing step of language skills and the key to achieve successful communication while Nation (2001) states that vocabulary is the most important part in learning a foreign language. Wilkins ensures vocabulary importance stating "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed"(1972, p.111).

Scrivener (2005, p.228) illustrates vocabulary importance in the following example: "Yesterday. Go disco. And friends. Dancing" and " I wonder if you could lend me your..." In the first sentence, the meaning is conveyed although it is not well formed grammatically. In contrast, the second sentence is well structured. Nevertheless, the listener or the reader cannot know what the speaker is asking for. Furthermore, Schmitt (2010) denotes that learners carry around dictionaries and not grammar books so that they can understand each new vocabulary they meet. This indicates the great value of vocabulary in learning a foreign language and leads us to wonder what vocabulary is.

## 1.2. Definition and Types of Vocabulary

Many definitions were provided to the term "vocabulary". According to the Cambridge advanced learner's dictionary (online version), vocabulary refers to the words known or used by a person, and it refers also to the existing words in a specific language. Similarly, McCarthy, O'Keeffe and Walsh (2010, p.01) stated "vocabulary is all about words" while Carter (1998, p.4-5) thinks that vocabulary can be defined from two aspects. From the orthographic aspect, a word is "any sequence of letters (and a limited number of other characteristics such as a hyphen and apostrophe) bounded on either side by a space or punctuation mark ", and from a semantic aspect, it is the smallest meaningful unit of language. From these definitions, we can conclude that a word is a chain of letters arranged in a specific order that carry a meaning.

It is important when defining vocabulary to know its forms and types. Elfeida and Micheal (2005, p. 3) State that different types of vocabulary are used by individuals according to the purpose. In general, vocabulary is the knowledge of both forms (written and oral) and of both types (receptive and productive). Oral vocabulary refers to those words which their meaning is known when they are spoken or read orally whereas print vocabulary refers to those words which their meaning is known when we write or read silently.

Receptive vocabulary, on the other hand, is a set of words that are understood and recognized at reading and listening; however, productive vocabulary is a set of words that are actually used when speaking or writing. Generally, receptive vocabulary is larger than the productive one, but according to Mondria and Wiersma (2004), when speaking about receptive learning and productive learning, there is an overlap between the two processes. With one way or another, productive learning leads to the accumulation of some receptive vocabulary and vice versa, the receptive learning leads to the accumulation of some productive vocabulary, but what is noticeable is that productive learning is more difficult than receptive learning. The proofs provided to support this hypothesis are the findings of Waring's experiment (1997) and the experiment of Schneider *et al.* (2002) in which, the results of the receptive learning test were better than the productive learning test. In addition, the time consumed in productive learning was longer than in receptive learning. (Waring 1997 in Mondria and Wiersma) and finally, the receptive learning trials were more effective than the productive learning trails. (Schneider *et al.* 2002 in Mondria and Wiersma). A clear

distinction was made in vocabulary forms and vocabulary types, but in fact, they are all about knowing a word and its meaning.

### 1.3. Word knowledge

People may think that knowing a word means to know its verbal definition, but according to Rupley, Logan, and Nichols (1999), knowing a word does not mean knowing its definition or having a basic meaning concluded from the context; rather, to know a word means to be able to discuss, elaborate, and demonstrate the meaning of the word in different contexts (Rupley, Logan, and Nichols in Nicholas and Rubpley, 2005). Similarly, Nagy and Scott (2000, p.273) argue that it does not only matter how many words to learn, but how much to learn about each single word, they state:

Knowing a word means being able to do things with it: to recognize it in connected speech or in print, to access its meaning, to pronounce it and to be able to do these things within a fraction of a second. None of these processes is anything like remembering a verbal definition. In most cases, knowing a word is more like how to use a tool than it is being able to state a fact.

In other words, knowing a word means to know how to use it in different contexts instead of providing its definition. Pavicic (2008, p.10) states that knowing a word means knowing its different features including "phonological and orthographic, morphological, syntactic and semantic". Furthermore, Nation (2000, p. 40-41) summarized the components involved in knowing a word in the following table:

Form	Spoken	R	What does the word sound like?
		P	How is the word pronounced?
	Written	R	What does the word look like?
		P	How is the word written and spelled?
	Word parts	R	What parts are recognizable in this word?
		P	What word parts are needed to express the meaning?
	Form and meaning	R	What meaning does this word form signal?



Meaning		P	What word form can be used to express this meaning?
	Concept and referents	R P	What is included in the concept? What items can the concept refer to?
	Associations	R P	What other words does this make us think of? What other words could we use instead of this one?
Use	Grammatical functions	R P	In what patterns does the word occur? In what patterns must we use this word?
	Collocations	R P	What words or types of words occur with this one? What words or types of words must we use with this one?
	Constraints on use (register, frequency...)	R P	Where, when, and how often would we expect to meet this word? Where, when, and how often can we use this word?

**Table 01: what is involved in knowing a word?** Nation (2000, p. 40-41)

R = receptive knowledge

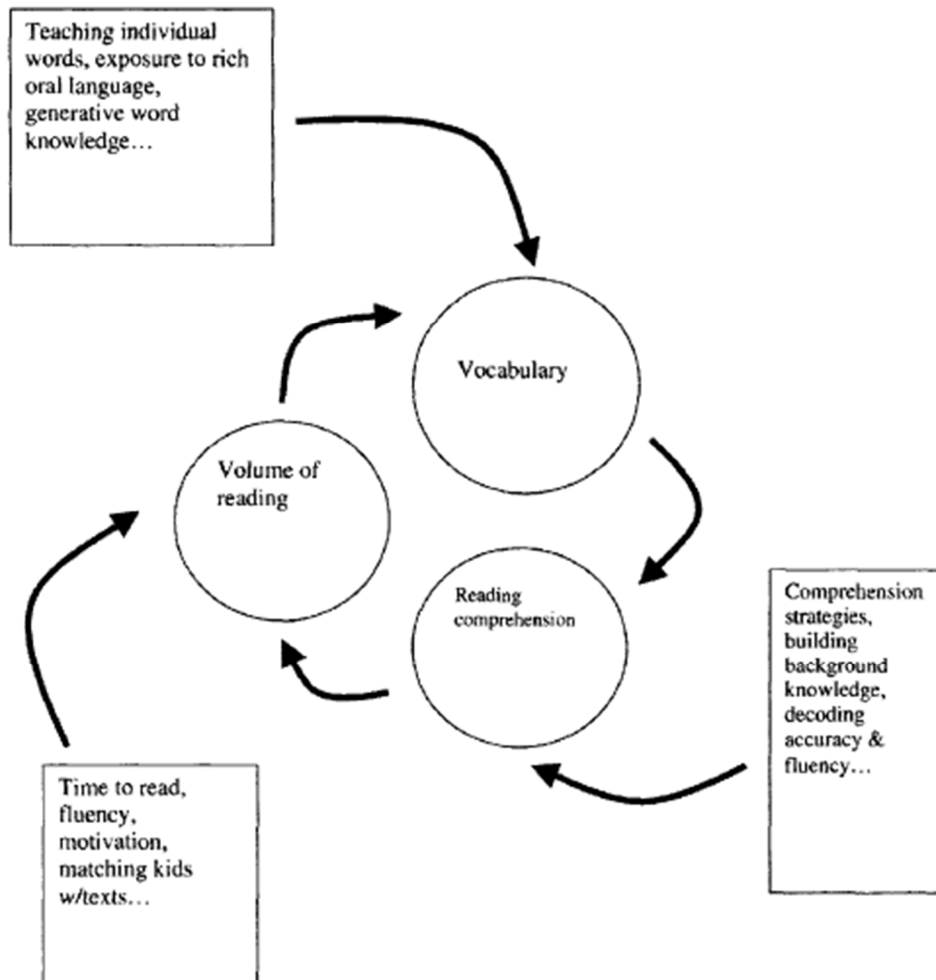
P = productive knowledge

The table above indicates that vocabulary mastery falls in the mastery of three main points: form, meaning, and use. First, the form includes knowing the pronunciation and the spelling of the word. Second, the meaning includes knowing what the word signals. In other words the relationship between the word and the thing it refers to, in addition to the equivalent words or synonyms that could be used to mean to the same thing. Finally, the use includes knowing the various functions and uses of the word in different context, like formal and informal situations, and which sentence patterns should be used with. In short, word knowledge is not only limited to its definition, but also to its form and different uses in which it occurs.

#### **1.4. Vocabulary and Reading Comprehension**

It has been proved that vocabulary plays a crucial role on both receptive (listening/reading) and productive (speaking / writing) skills, neither the formal nor the latter can be achieved without possessing a great deal of vocabulary. According to Cunningham and Stanovich (1997) and Heilman, Blair, and Rupley (2002) to not having access to the meanings of words limits the readers' ability to make links with their previous background knowledge, prevent them from making consistent inferences, and affects their ability to react thoughtfully about the text (in Rupley and Nichols, 2005). Recently there has been a specific interest deals with the importance of reading in enhancing vocabulary knowledge, and in conversely, the role of vocabulary in comprehending when reading.

Researchers such as Sthal (1999) and Sternberg and Powell (1983) demonstrate a strong relationship between reading and vocabulary growth. For them good readers have more vocabulary than poor readers. Anderson and Freebody (1981) associate text difficulty with vocabulary difficulty and points that vocabulary is the only indicator of how well a reader can understand a text (Anderson and Freebody in Nagy, 1998). Similarly, the National Reading Panel (2000) states that "the larger student's vocabulary, the more adept they are at understanding a text" (National Reading Panel in Willis, 2008, p80). While Kamil explains the connection between vocabulary and comprehension in the following diagram (2005, p.41)



**Figure 01: The relationship Between Vocabulary, Reading Comprehension and Volume of Reading.**

Kamil shows the relationship between reading, gaining vocabulary, and comprehending a text in a form of a circle. The more one reads, the more he gains vocabulary and the more he understands while reading. In short, reading is closely related to learning vocabulary and learners should read in order to improve their vocabulary level.

### 1.5. Word Difficulties

The majority of readers think that coming across new words is the only obstacle that may hinder their reading comprehension while, in fact, sometimes they may come across a word that they already know; nevertheless, they cannot grasp the intended meaning. To overcome this problem, they should know the reasons behind the difficulty of these words. Nuttall (1982), says that there are different factors that make words difficult to understand, she grouped them into seven types:

### **1.5.1. Idioms**

Are composed of a certain number of words whose meaning is different from the literal one. Thus, students have to be trained in the use of this kind of words by practicing extensive reading and by being exposed to authentic materials that carry cultural background.

E.g.:1- 'to feel under the weather' means 'to feel unwell'

2- 'bring something home to somebody' means 'make somebody understand something'

### **1.5.2. Transfer of Meaning**

Metaphors and other similar kinds of transferred meanings like figurative language and formulaic language cause serious problems for understanding word meaning because the intended meaning is not obvious and need to be inferred.

E.g.: 1- 'he is a parrot', expresses the fact that this person just repeats things without thinking.

2- 'Have something at your fingertips' means to have something ready for easy use.

### **1.5.3. Words with Several Meanings**

In other words; polysemous. Many words in English have more than one meaning. Writers use particular words that have specific meanings which might be obscure for beginner readers.

E.g.: The word "flat" is a polysemous word that has got several meanings:

- need a flat surface to write this letter on.
- You need flat shoes for walking.
- Things have been a bit flat since Alex left.
- He answered our request with a flat 'No!'
- That last note was flat. Can you sing it again?
- Open a new bottle. That lemonade has gone flat.
- We could not start the car because the battery was completely flat.
- This tire looks flat, has it got a puncture?
- We charge a flat fee of 20\$, however long you stay.
- She can get up and out of the house in ten minutes flat. (The examples of "flat" are from the Oxford Word Power Dictionary)

There appear to be ten different senses of “flat” represented here, ranging from level, not high, not exciting, refusal, lower than the correct note, not fresh, not working, without enough air on it, fixed and time. Readers should be familiar with these different uses in order to be able to deduce the exact meaning and this is what was mentioned earlier "word knowledge".

#### 1.5.4. Sub-technical Words

Some words have specific technical meanings related to a particular field of study that makes them difficult for readers.

E.g.:1- legal English, (terms related to crime and law)

The judge sentenced jack to 5 years jail for robbing a car

2- Medical English (terms related to medicine)

He died suffering from a subdural hematoma following a traumatic head injury

#### 1.5.5. Super Ordinates

They are words which have general meanings related to other words which have specific meanings. These specific meaning words could be super ordinates.

This is what is known as hyponyms. Co-hyponyms share the same ranking in a hierarchy. Harmer illustrates this relationship in the following diagram

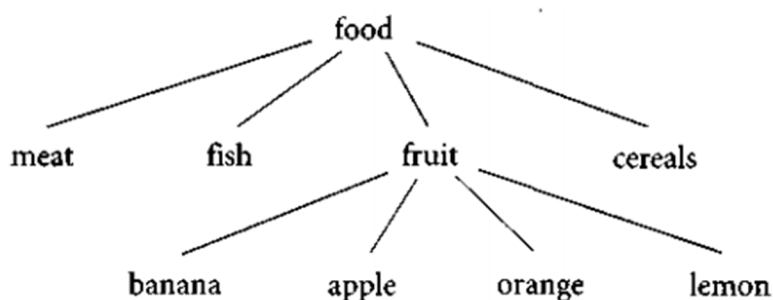


Figure 1.2: Super Ordinate Word

#### 1.5.6.Synonyms and Antonyms

This kind of words may cause problems and be confusing to learners since there is no exact synonym or antonym to another word.

e.g.: 1- old, ancient, antique, aged, are all synonyms in that they share the common meaning of not young/new, but each one is used differently according to the context (Thrnbury, 2002). For instance, we can say ancient building, but we cannot say ancient women. Instead,

we say old women. So, these words which are considered to be synonyms cannot be used interchangeably.

2-Hot is the opposite of cold.

We can say: the weather is cold and we can also say the weather is hot. However, in a different context, we can say he was so cold with his little brother, but we cannot say he was so hot with his little brother.

### **1.5.7. Irony**

In this case, the difficulty lies not on the words themselves, but in the way they are used by writers or speakers. Nuttall says “irony is probably the most difficult of all uses of language for the student to interpret” (1982, p. 78) because words may mean something different or the opposite of the real meaning eg: if you say to a man " the dress will suit you so much" the meaning here is that you are behaving like a woman rather than a man, so the speaker here is mocking and not complementing.

From the above explanation, it can be deduced that word mastery is a more complex phenomenon than it might seem because learning a new word may face a lot of difficulties. One Word may have different functions, some carrying mainly grammatical meanings, while others bear the entire information. In addition, that one word may carry different meaning and different uses according to the context and the most difficult one is when the word is used in figurative language for a variety of purposes. Learners should be aware of all these difficulties in order to be able to deal with them successfully.

## **1.6. Steps of Teaching Vocabulary**

When designing a vocabulary course, Nation and Newton indicate that the teachers must take into consideration three main points in addition to the situation in which the course occurs. These points are: selection, sequence and presentation. (Nation and Newton in Coady. J, Huckin. 1997: 239)

### **1.6.1. Selection**

At this stage, teachers wonder how many vocabulary do learners need to know and which ones to teach first. Many researches were done in this field and they all met at teaching the most frequent used vocabulary. In other words, words which are most used by

native speakers. Gairns and Redman (1985) state that the most frequently used words should be taught first. They also claimed that the vocabulary to be taught should fit to the students' level and respond to their needs. So, teachers should base their teaching on the current level of learner's' vocabulary knowledge so that they can be able to choose which vocabulary to teach. For example, at an elementary level, learners show a very limited use of lexis, only vocabulary that fulfill their needs, which is not the case of university learners who have much more knowledge that exceeds expressing needs. Another perspective that should be taken into consideration when teaching vocabulary is the socio-cultural perspective of the language. This last has a great effect on indicating which topics are dealt with in society; hence, deciding which vocabulary is needed to be known.

Furthermore, Nation (2000) pinpoints three kinds of information should be considered when deciding how much vocabulary learners need. They are: how many words there are in the target language, how many word native speakers know, and how many words needed to use the language. Knowing the number of words in the English language is a very hard task because it depends on what to count as a word: we can count tokens, types, lemmas, and word families. Recent studies estimated around 20.000 word families known by educated native speakers and second language learners need a great amount of vocabulary in order to be able to use the language but other studies focus on high frequency words.

McCarthy, O'Keeffe, and Walsh (2010) states that learners need to master the first top frequent 2000 words which are considered to be the essence, or survival level that would enable them to read, write, speak and listen at an elementary level about everyday topics, helps them to deduce the meaning of new words from the context and finally help them to understand the new word while using the dictionary because those top 2000 words are the ones used for explanation in dictionaries. Francis and Kucera (1982) states that learners who know the most frequent 2,000 words are capable to understand almost 80 percent of the words in an average text, (Francis and Kucera in McCarten, 2007). However, frequency is not the only criterion for selecting words to teach. Schmitt (2000) points out other categories like technical words that are useful in a specific subject, words that students would like to learn, and vocabulary needed in the classroom such as: pen, book and page. Although these words are not really frequent in general English, they are needed for class management. To sum up, it is all about learners ' needs.

### 1.6.2 Sequence

There are two main kinds of sequences on which teaching vocabulary is based. The first one is levels of vocabulary; the second one is grouping and ordering of words. The table below is adapted from Nation (1990) shows the division of levels of vocabulary.

Levels	Number of Words	Text Coverage %
High frequency words	2 000	87
Academic vocabulary	800	08
Technical vocabulary	2 000	03
Low frequency words	123.200	02
Total	128 000	100

**Table 02: Levels of Acquiring Vocabulary (Nation In Coady. J, Huckin. T. 1997: 239)**

The use of English is based on 2000 high frequent words .i.e. without learning these words, there in no way to use the English language and that's why they require much attention and time to be mastered. Learning some academic vocabularies is the next level, but moving to this level depends on the learner's objective. If he\ she is willing to continue his studies, she/he must learn some academic words in order to be able to read books and newspapers. However, low-frequency words cannot be read neither in academic texts nor in novels. They are learned for the use of English for social purposes. Although there is a discrepancy between researcher concerning where the division between high-frequency words and low-frequency words must be made, they all agreed that technical vocabulary has a very narrow range because each field has its own technical words. For instance, law, medicine, chemistry and mathematics have different vocabularies and terminologies. It is also proved that technical words are better taught within the content in relation to the subject matter rather than being taught separately in order to be able to make combinations between the items. (Nation, 1990 in Coady and Huckin).

### 1.6.3 Presentation

Teachers may use academic and technical vocabulary lists to facilitate the process of learning and teaching the different vocabulary types. Vocabulary items might be learned



through vocabulary exercise or through individual learning. Learning high-frequency words are very important and requires much attention from both, the teacher and the learner. These words are worthy to be studied because they are the basics of language and, if they are present in the text, they help students to guess the meaning of low-frequency words. These low-frequency words don't require the teacher's attention, but require some strategies in order to be learned like using word parts to remember the meaning of words. Kelly (1990) states that guessing is not a substitute for systematic learning of vocabulary. He believes that both, guessing and systematic learning, need to be followed by the teacher, specifically, in terms of strategy development because at this point there will be a difference in the teacher's interest and the learner's interest. The teacher's interest is on developing the effective learning strategies while the learner's interest will mainly focus on the item to be learned with the help of the strategy. (Kelly in Hatch and Brown, 1995)

High-frequency words and low-frequency words can be presented directly or indirectly. In a direct approach to vocabulary teaching the teachers have to simplify and explicit the exercises that contains different vocabularies to their learners in order to understand them very well. These exercises may include word-building such as crossword activities, matching words with various types of definition, studying vocabulary in context, split information activities focusing on vocabulary whereas in indirect approach to vocabulary teaching, the teacher will not clearly focus on vocabulary learning but would present communication activities that incorporate vocabulary like listening to stories, information gap activities and group works. In these activities, vocabulary problems may emerge and lead learners to explicitly deal with vocabulary.

Direct and indirect approached of vocabulary presenting are not alternative and are complementary. They both recommend planning and preparation by the teacher to be certain that the activities presented to the learners are effective and lead to vocabulary development.

### **1.7 Implicit vs. Explicit Vocabulary Learning**

In the area of language acquisition, Doughty and Williams (1998) denote that "knowledge can be gained and represented either implicitly or explicitly and that both contribute to language learning". The difference is on their pedagogical objective. In explicit teaching, the goal is to direct learner's attention while the goal of implicit teaching is to catch the learner's attention (Doughty and Williams in Hunt and Beglar, 2005, p. 2). The two

concepts were originated in the field of psychology (Qing, 2009,). Ellis (1994a, 1995a ) indicates that they are used interchangeably with the terms 'incidental' and 'intentional' respectively.(Ellis in Qing, 2009).

On one hand, Brown and Hatch (1995, p.368) define explicit learning "as being designed, planned for, or intended by teacher or student". In vocabulary teaching, the teacher plan and prepares the lesson before hand and decides which items to introduce in the lesson, he also decides which techniques to use in order to present the words. The students are aware of the learning process and their attention is focused on learning new words. In short, both the teacher and learners are conscious of the instruction.

On the other hand, Dekeyser (2003, p.314) defines implicit learning as "learning without awareness of what is learned"( Dekeyser in Qing, 2009, p.104). Particularly, incidental vocabulary acquisition is defined as "the learning of vocabulary as the by-product of any activity not explicitly geared to vocabulary learning" Hulstijn (2001, p.271). In this situation, the learner is not conscious the learning process and word acquisition is the outcome of another activity like listening or reading. The question which was raised among researchers is: which approach to vocabulary learning is more effective, is it the incidental learning approach, or the intentional learning approach?

Numerous researches were done in attempt to answer this question. Sokmen (1997) conducted a survey about explicit vocabulary learning and He came out with the following points:

- build a large sight vocabulary
- integrate new words with old
- provide a number of encounters with a word
- promote a deep level of processing
- facilitate imaging
- make new words "real" by connecting them to the student's world in some way
- use a variety of techniques
- encourage independent learning strategies. (in Schmitt 2000, p.146-147)

From the points highlighted in the survey, it appears that intentional learning results in better learning; However, Rachidi and Gunbari Avidi (2010) conducted a study about the amount of vocabulary that can be acquired through reading short stories. Students in the experimental group were given five short stories of 400 words to read and understand, and students in the control group were taught explicitly twelve separated vocabulary item selected from the stories. The results showed that the experimental group gained more vocabulary than the control group (in Akbari and Jahangard, 2012). It's obvious that both approaches contribute to vocabulary acquisition, but for better learning Schmitt (2000) suggests that at an initial level, students must be taught vocabulary explicitly till they build a good level to comprehend unknown words from the context. As soon as students reach this level, incidental vocabulary learning should be incorporated into their program for helping students to widen their knowledge of the different uses of the word and to consolidate it into the learner's memory.

From these studies, we can conclude that explicit and implicit vocabulary teaching are both effective with the help of each other, and as it has already mentioned, beginners should adopt the explicit learning to form a basic vocabulary background then explore the different uses of new words within the context.

## **1.8. Techniques for Teaching Vocabulary**

Teaching vocabulary is not an easy task to do. It needs much preparation in the part of the teacher. The teacher plans the lesson in the sense that he chooses the words to be taught. Teachers usually choose high-frequency and most useful words. They present the word form, i.e. the word spelling than the word meaning. While doing so, they use some techniques that they think are helpful to present the selected items. Grains and Redman categorize teaching techniques into two main types: visual techniques and verbal techniques.

### **1.8.1. Visual Techniques**

Anderson (2006, p.1) states that "at present, up to 65% of our students can be classified as visual learners" Therefore, it is essential to include visual aids in vocabulary teaching process. In visual techniques, the learner can see what a word demonstrates like the different parts of the body or naming animals through the use of pictures, comic strips, flash cards, posters, photographs or through the use of audio visual aids like videos. (Wright, 1976) suggests that "many media and many styles of visual presentations are useful to the

language learner"(p.01). So, the teacher should incorporate them when presenting a new word. This might be helpful to develop the learners' vocabulary. As it is rightly expressed in the proverb "seeing is believing". In addition, it grabs their attention, enhance their motivation and make them feel more excited about learning new words.

### **1.8.1.1 Audio Aids**

They include tape recorder, music and songs. The teacher can teach learners new words through making them listen to a song, a story or a dialogue. This would help them to better understand the words since they are presented in context. It helps them to develop their pronunciation as well. This technique was developed by the audio lingual method that believes in the efficiency of this technique. Larsen-Freeman (2000)states that the main objective of teachers who use the audio lingual method in their teaching is to help their student to develop new habits in the target language and enable them to communicate spontaneously , without making pauses to think.

### **1.8.1.2.Audio-visual Aids**

Audio-visual aids such as videos, television and computers offer a great help in the teaching learning process. Elizabeth (2004, p.42) emphasizes the importance of visual aids in language teaching stating that "in the absence of these aids, the sound of English and correct pronunciation cannot be taught". This technique suit both auditory and visual learning styles. They also attract learner's attention and help them to consolidate the word meaning.

### **1.8.1.3.Mime and Gestures**

This technique, which include body language and facial expressions, is widely used by teachers, whether consciously or unconsciously. It helps to convey the word meaning to student as it may entertain them, especially when they are asked to repeat or imitate what the teacher does. Tellier (2008, p.89), in her study" The effect of gestures on second language memorization by young children " reported that " gesturing enables children to memorize vocabulary better in L2, as they get physically involved in their learning" that is to say, practicing and gesturing are very helpful in language learning, just like the proverb says " involve me and I learn".

### **1.8.2. Verbal Techniques**

It was proved that using visuals and gestures are very helpful in presenting word meaning. Nevertheless, their efficiency is limited to explain concrete items and cannot exceed to explain abstract words. For instance, responsibility, love, and fairness are words that cannot be represented in pictures or through gestures. In similar situations, teachers tend to use verbal techniques such as: giving a dictionary definition, illustrate sentences, synonyms and antonyms, or translate to the mother tongue (Thronbury, 2002).

Giving synonyms and antonyms can help students to understand the new word, but the teacher must provide a substitution word that fits the context because there are some synonyms or antonyms that cannot substitute each other. Providing a dictionary definition, is also a useful to approach word meaning. Teachers use familiar vocabulary that students already know in order to make them understand the new term. In case these two techniques were not helpful, the teacher may present similar situation where the new word can be used, or give other examples. Allen (1983) claims that examples may be helpful to learners more than definitions. As a last solution, the teacher provides an equivalent in the native language to explain the target word. Although the use of this technique insures grasping the word meaning, it is not preferred to be used because using it frequently may affect successful mastery of the target language. Gairns and Redman (1986, p.75) state "translation may be legitimate for items possessing a clear mother-tongue equivalent, but it should otherwise be avoided". So It must be used wisely.

The above-mentioned techniques are just some of the techniques that may be used in the classroom to present word meaning. Allen (1983) argues that games may be helpful to present word meaning if students are aware of the importance of the word. Another technique suggested by Scrivener (2005, p.235) is what he calls "presentation -practice route" in which the teacher presents the word meaning than he ask learners to use it in a short dialogue. Bunker (1988) also suggested the following techniques that are helpful in teaching vocabulary:

1. Use of common and familiar words.
2. Consistency in the use of terms.
3. More than five repetitions of word.
4. Definition of words in contexts. (Bunker In Brown and Hatch, 1995)

Ogretimi (p.22-23) proposes a taxonomy to vocabulary teaching techniques composed of three different strategies: presentation strategies, practice strategies, and training strategies. The presentation strategies include introducing vocabulary for the first time. Teachers introduce the word form and the word meaning using visual techniques, verbal techniques, and audio techniques. The second phase is the practice strategies. In this phase, teachers revise and review with learners vocabularies and homework that were presented previously. Finally, the training strategies. This last aim to teach learners techniques that develop their autonomy and encourage independent vocabulary learning such as: guessing from the context, word building, dictionary use, and keeping vocabulary notes.

To conclude, these techniques may be effective with some learners and not effective with other because each learner has his preferred learning style. Thus, the teacher should adopt a variety of teaching techniques when presenting vocabulary in order to serve all the needs.

### **1.9 Learning Strategies**

Student use different strategies in order to learn and memorize new words like repetition, translation, asking the teacher, and using cues to guess from the context. Some of these strategies are effective while others are not. The main reason causing failure in learning vocabulary is that students are not aware of the learning strategies and how they should be used.

Chamot and Kupper define learning strategies as "techniques which students use to comprehend, store and remember information and skills". In other words, they are tactics learners use to acquire, store, and retrieve what has been learned. From another perspective, Scarcella and Oxford (1992, p. 6) see learning strategies as "specific actions, behaviors, steps, or techniques used by students to enhance their own learning". That is to say: techniques that students use in order to develop their autonomy. Learning strategies are very important since they enable student to be more independent, autonomous and lifelong learners (Allwright, 1990). Lessard-Clouston (1997) states that language learning strategies develop learners' communicative competence. All these definitions were provided to language learning strategies in general, but what is needed is a more specific definition to vocabulary learning strategies. Nation (2001) states that vocabulary learning strategies are portion of language learning strategies which in turn are a portion of general learning

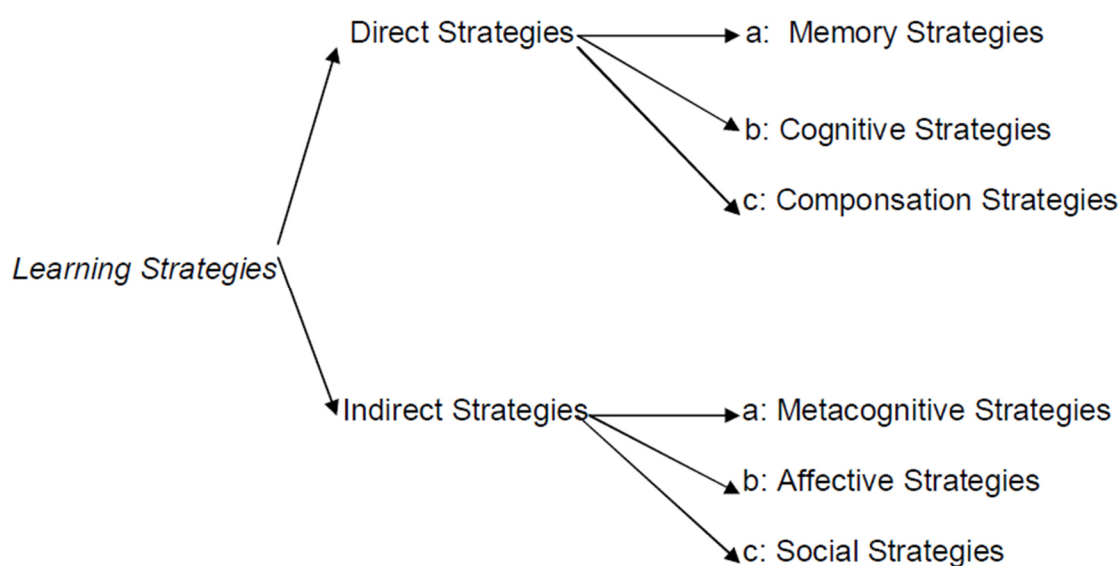
strategies. He also denotes that it is difficult to state what a vocabulary learning strategy is, but he indicates that it would be characterized by the following features:

1. diversity of choices.
2. complex.i.e. Composed of several steps.
3. requires knowledge and benefit from training.
4. increases the efficiency of vocabulary learning and vocabulary use.

In short, learning strategies are very essential in learning a language. They are the first step that facilitate language learning.

Researchers categorize learning strategies differently, but the most detailed one is Oxford's taxonomy. Brown (2000, p.131), describing Oxford's taxonomy, states "One of the most useful manuals of language learning strategies available is Rebecca Oxford's practical guide for teachers. She outlined a host of learning and communication strategies that have been successful among learners. Her taxonomy is both comprehensive and practical."

Oxford divides learning strategies into two main groups, and each group is divided into some sub strategies as shown in the diagram



**Figure 03: Learning Strategies from Oxford, R L (1990, p.16)**

Oxford (1990), in her taxonomy, divides learning strategies into two principal categories: Direct Strategies and Indirect Strategies. Direct strategies include: first, Memory Strategies that are related to creation of mental linkages, use of images and sounds, revision, and actions. Second Cognitive Strategies, include practicing language, receiving and sending messages, analyzing and reasoning, and creating structure. Third, Compensation Strategies

are about to making guesses, and dealing with problems in oral and written communication. Indirect Strategies, on the other side, include Metacognitive Strategies, Affective Strategies and Social Strategies. Metacognitive Strategies include centering learning, arrangement, planning and evaluation of learning. Affective strategies are used to decrease anxiety, increase self-encouragement, and take control one's emotional mood. Finally, Social strategies include questioning, cooperative work, and interacting with others.

We can conclude that learning strategies are very effective in organizing, learning, and evaluating the language learning process. Thus, teachers need to make their students aware of them and their importance in order to be used effectively.

### **Conclusion**

To sum up, vocabulary is one the most important aspect of language that should be given a great attention. Many aspects should be taken into consideration before selecting what to teach and how to teach because learner's needs differ from one person to another. Many teaching techniques should be adopted by teachers to suit all the learning styles, what may work with one student, may not be effective with another and that's why teachers must vary the teaching methods or use what is called eclecticism. So, it is the teacher's responsibility to guide students and help them in their learning process by making them aware of the learning strategies, how they are used and their significance in improving learning. Learning vocabulary may be a tiring process that needs patience from both the teacher and the learner, and in order to facilitate it for learners, teachers try to make it more interesting and enjoyable by relating learning with other activities such as playing games, reading stories or using technology to motivate learners and keep them attracted and willing to learn more.



## Chapter Two: Technology in Language Teaching

Introduction.....	28
2.1 Using Computers in Language Teaching.....	28
2.2 Advantages of Using CALL in Classrooms.....	29
2.2.1 Interest and Motivation .....	29
2.2.2 Individualization.....	30
2.2.3 A Compatible Learning Style.....	30
2.2.4 Immediate Feedback.....	30
2.2.5 Error Analysis .....	30
2.3 Limitations of CALL Use.....	31
2.4 Web-Based Instruction.....	32
2.4.1 Online Learning.....	34
2.4.2 Distance Learning .....	34
2.4.3 Blended Learning.....	36
2.4.4 Virtual Learning .....	37
2.5 The Impact of Virtual Learning on Teachers Professional Development.....	38
2.6 Benefits of E-learning Technologies .....	39
2.7 Disadvantages of Online Learning.....	39
2.8 Virtual Learning vs. Face-to-Face Learning.....	39
Conclusion.....	40

## **Chapter Two**

### **Technology in Language Teaching**

#### **Introduction**

As it was already mentioned, media has been used in all phases of teaching and learning processes. It is usually used by instructors to reduce the burden of transmitting the information to students and to facilitate the process of acquiring the language for learners. In this chapter, we will try to pinpoint the most useful media in language teaching and their advantages, as well as, the benefits of using the web-based instruction.

#### **2.1 Using Computers in Language Teaching**

Language teachers used so many materials to deliver the information to learners. They started with the use of simple tools like books and blackboards, then moved to use films, radio, television, audio, and video tapes until they reached the use of computers in 1980s (Liu, Moore, Graham and Lee 2002). Cunningham (1998) stated that teachers started to use computers in language learning to facilitate and help students in the process of language acquisition (Cunningham in Lui et al., 2002). Higgins (1993) added that computers were used in language classrooms in order to provide supplemental exercises.

Using computers in language teaching is referred to as CALL. According to Shea and Hoyt (1998), this is the acronym of "Computer- Aided Language Learning" or "Computer-Assisted Language Learning" (Shea and Hoyt in Siekman 1999). CALL is defined by Levy (1997, P. 1) as "the search for and study of applications of the computer in language teaching and learning" while Egbert (2005, p.4) stated that "CALL means learners learning language in any context with through, and around computer technologies". Similarly, Juhary (2009, p. 155) claimed that "CALL is the use of computer or e-learning technologies as part of language course". Thus, computer assisted language learning is a way of teaching and learning languages through the help of the computer.

The first group of software programs using CALL, used it essentially for drill-and-practice programs (Higgins, 1993). These programs integrated real world situations to increase exposure to vocabulary. Moreover, the activities of these programs were passive to the degree that they isolated students, and their primary focus was on memorization (Fu,

2002). Zotto, 1990, noticed that as technology advanced, various types of media and interactive exercises came to be used in language learning (Zotto in: Liu et al., 2002). This resulted in more and more teachers using the virtual learning environment to create an interactive learning environment for their students.

## **2.2 Advantages of Using CALL in Classrooms**

Since computers were integrated in language learning in 1980s, researcher started to analyze the advantages of using technology in general and computers in particular, in language teaching. The study conducted by Liu et al. (2002) proved the positive effects of using computer in second language learning. That study reinforced the findings of Dunkel, 1990, which revealed that computers increased learner's self-esteem as well as their academic skills (Dunkel in: Liu et al., 2002). James, 1996, added that the use of computer technology in second language learning would enhance the speaking ability of the second language (James in: Liu, 2002). Another advantage pointed out by Lai and Kritsonis (2006) is that computers enable the student to repeat lessons as needed, so it reinforces the information for the student in addition that the activities presented by CALL motivate for students to learn and they frequently encourage them to develop their own learning strategies (Echavez-Solano, 2003).

In 1998, Dede, also identified many advantages in education for using computers. He stated that it increases the student's motivation; develops the student's knowledge in the topic of the study; makes the students act as experts, and increases the students' scores in examinations. Furthermore, using the computer in education can facilitate new ideas for the student, enhance the student's retention of coursework, and attract the student's attention (Dede in Ross, McGraw & Burdette, 2001). Ravichandran summarizes the advantages of using CLAA in classrooms and outlines them as follows:

### **2.2.1 Interest and Motivation**

Providing repeated practice can be boring and frustrating. Thus, students get demotivated and lose interest while CALL programs provide students with different approaches to learn the language.

### **2.2.2 Individualization**

To achieve the learning objectives, students need individualized and extra practice. The computer gives students the ability to self-direct their learning based on the speed and the level they need.

### **2.2.3 A Compatible Learning Style**

Students differ in their learning styles. It is proved that students learn better if they are using their preferred learning style than when they are obliged to use any incompatible one. CALL offers students the choice to use the learning style that suits their needs.

### **2.2.4 Immediate Feedback**

Students benefit the maximum when they are supplied with immediate feedback. Their interest and receptivity decrease when the information on their performance is delayed, so students should receive instant feedback so that it acts as an encouragement and reinforcement. Chun and Brandly, 1992, stated that providing immediate feedback for students when they are studying the course is considered to be a computer's advantage (Chun and Brandly in Liu et al., 2002)

### **2.2.5 Error Analysis**

Teachers use computer databases to classify and differentiate the types of general errors in addition to those committed by learners because of the influence of their mother tongue. The computer can analyze the specific mistakes made by students and react in a different way from the usual teacher. Additionally, it leads the student to self-correction and furthermore to understanding the principle behind the correct form.

So many researchers agreed that computers offer great help to facilitate the process of language learning and enhance students' performance. Several different studies have been conducted to assess the relationship between using the computer in L2 learning and achievement. Fu (2002) investigated the effects of CALL on eighty 5th Grade Taiwanese Students learning English vocabulary through reading in a summer camp program. Fu's study (2002) proved that the students who used CALL scored higher on the post-test than those who received conventional teaching, and that the use of CALL during instruction facilitates vocabulary acquisition.

According to Fu (2002), the reasons behind the improvements in students' language learning were that the students were exposed to simulated real-life sounds and pictures associated with words that enhanced the language experience. Moreover, the use of CALL made the students actively, rather than passively, involved in the learning process through the students' interaction with classmates and the computer. Fu (2002) believed that the use of CALL during instruction promotes language acquisition significantly.

### **2.3 Limitations of CALL Use**

Although computers offer many benefits to second language teaching, they have their limitations. Many studies found some obstacles in using computers in language learning. Lai and Kritsonis (2006) noted that the computer still has its limitations as a medium of instruction; such as financial (e.g. the high cost of software), isolation, unexpected problems, and technology illiteracy. Students and teachers must have basic technology knowledge in order to be able to use the computer in language teaching and learning successfully and effectively.

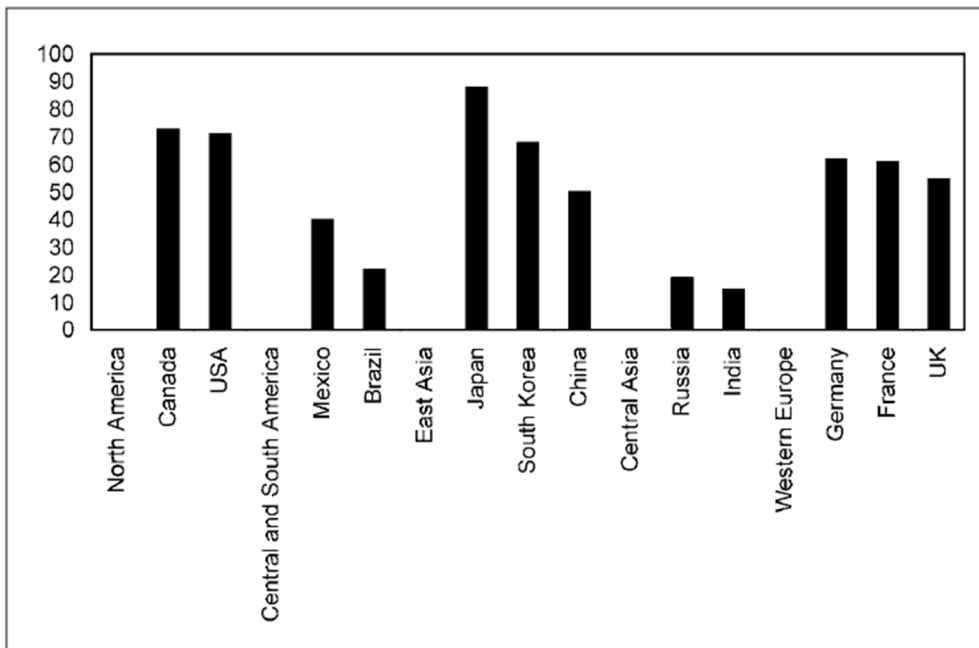
Another research conducted by Sandholtz et al. (1990) on classroom management in a highly technical environment indicates that using computers raises technical problems such as hardware and software problems that slow down the learning and teaching process. Without functioning equipments, students are unable to make any progress, so teachers have to deal with such software and hardware problems. Moreover, Kenning and Kenning (1983) reported that computers are not suited to all the activities that are held in the classroom since most of the software programs and the computer laboratories are designed for students to work individually. In other words, pair work and group work cannot take place in computer laboratories.

Other problems include loss of concentration. Users of CALL may find using computers tiring and affect their focus since reading from a screen is more difficult than reading printed text. Another drawback of computers is that they cannot fulfil all the aspects of language learning and teaching process. Students who are not competent enough in the second language being taught need instructions and extra explanation from the teacher while working with computers. Furthermore, although computers can provide instant feedback, they differ from the type of interaction provided by the teacher. For instance, teachers can raise the level of self-efficacy of their students and can also motivate

them by considering their weaknesses and strengths while giving feedback or interacting with them. (Bebell, O'Conner, O'Dwyer and Russel 2003; Hardisty and Windeatt,1989; Kenning and Kenning, 1983; Pennington, 1996; Sandholtz et al. 1990)

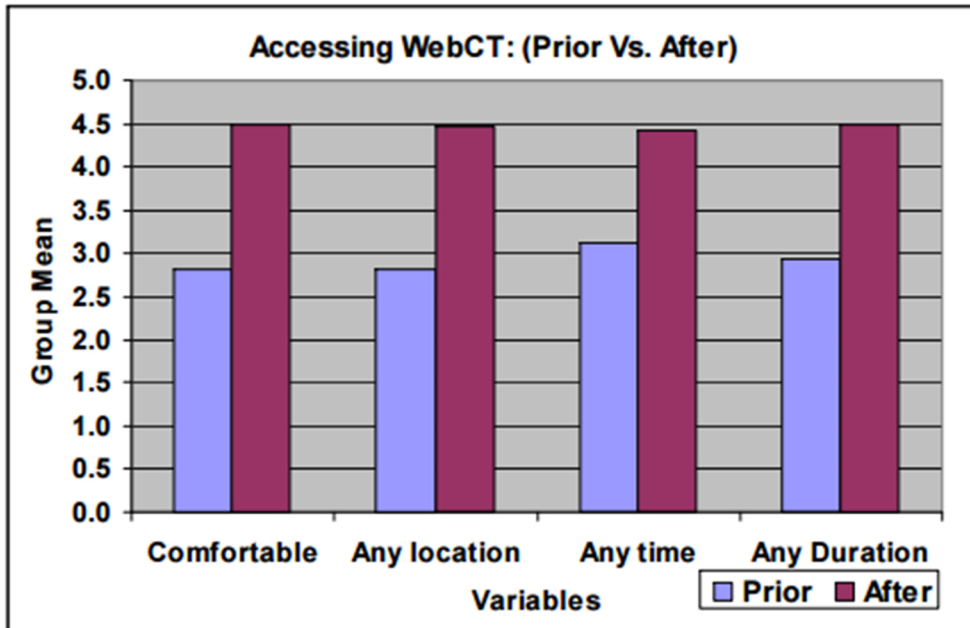
## 2.4 Web-Based Instruction

Users of the internet is increasing day after day. The diagram below indicates the percentage of internet users around the world.



**Figure 04: the Use of Internet Around the World**

The diagram shows that users of the internet are incredibly increasing. This is mainly because getting access to the internet is easier than it was. Nowadays people use the internet in a more comfortable way, anytime, anywhere, and for as long as they want.



**Figure 05: Accessing WebCT (Prior Vs. After)**

Web- based instruction is also known as e-learning which has been defined by many writers. According to Horton (2006, p.1), e-learning is “the use of information and computer technologies to create learning experiences”. The following figure gives more details about what e-learning is:

### What is e-learning?

Defined as “learning facilitated and supported through the use of information and communications technology”, e-learning may involve the use of some, or all, of the following technologies:

- desktop and laptop computers
- software, including assistive software
- interactive whiteboards
- digital cameras
- mobile and wireless tools, including mobile phones
- electronic communication tools, including email, discussion boards, chat facilities and video conferencing
- Virtual Learning Environments (VLEs)
- learning activity management systems

E-learning can cover a spectrum of activities from supporting learning, to blended learning (the combination of traditional and e-learning practices), to learning that is delivered entirely online. Whatever the technology, however, learning is the vital element. e-Learning is no longer simply associated with distance or remote learning, but forms part of a conscious choice of the best and most appropriate ways of promoting effective learning.

**Figure 06: Definition of e-learning (pachler and Daly 2011, p.15)**

In short, e-learning is any learning activity based on the use of the internet. There are other concepts related to e-learning like: online learning, distance learning, blended learning, and virtual learning.

#### **2.4.1 Online Learning**

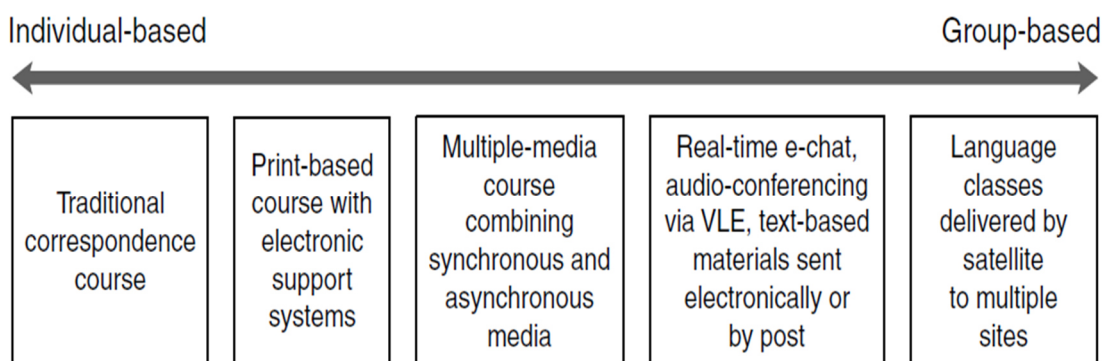
According to the Education Encyclopedia of State University.com (2008) is defined as "Distance learning where the bulk of instruction is offered via computer and the Internet."

#### **2.4.2 Distance Learning**

According to Moore and Kearsley, 1999, Distance learning is defined as the kind of learning where the teacher and the students are separated and it requires the application of planned and communication technology ( Moore and Kearsley in Tatkovic, Ruzic, and Tatkovic, 2006) while Shelly defines Distance learning as " an educational system in which learners can study in a flexible manner in their own time, at the pace of their choice



and without requiring face-to-face contact with a teacher". (Shelley 2000: 651). That is to say, distance learning refers to the system of learning where the teacher and the learner are separated by time and place. This system of learning went through different phases as shown in the diagram below



**Figure 07 : A Spectrum of Distance Language Learning Contexts (white,2003 p.08)**

Distance learning started with the traditional correspondence course, then it used printed-based course with the help of electronic systems. Afterward, the combination of synchronous and asynchronous media were used to teach in addition to the real-time chat, and the audio-conferencing which were delivered via virtual learning environment. Finally, distance learning was developed to reach a higher level where language classes are delivered by satellite to multiple sites.

Distance can be seen in relation to the two dimensions of time and place. Distance language courses may occur in the same place, like in face-to-face tutorials, or in different place dimension, which is the case of most distance language learning. It offers possibilities for synchronous learning, when opportunities are fixed at a point in time, and asynchronous learning, which can be accessed at any time as clarified in the following table. (White, 2003)

	Same time	Different time
Same place	<p>ST-SP (classroom teaching, face-to-face tutorials, workshops)</p>	<p>DT-SP (learning centre/ self-access centre)</p>
Different place	<p>ST-DP (synchronous distance learning)</p>	<p>DT-DP (asynchronous distance learning)</p>

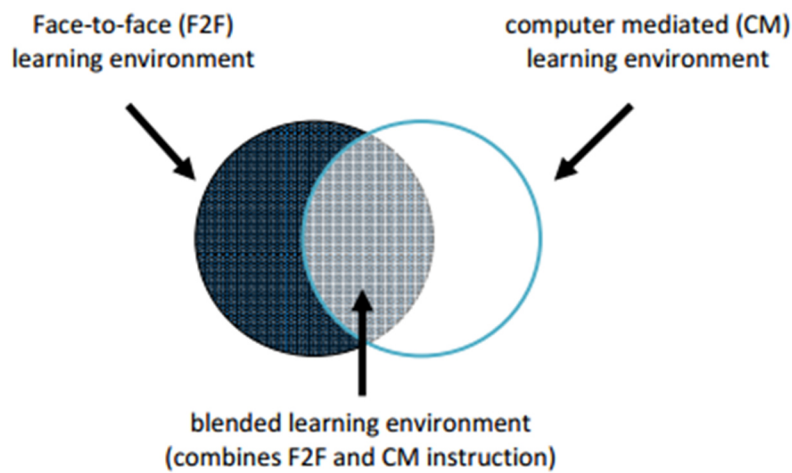
**Figure 08 : Combinations of Time and Place in Distance Learning Contexts  
(white, 2003 p.08)**

From the table above, it is clear that distance learning, when provided in a different place, can be whether synchronous or asynchronous. "Asynchronous distance language learning involves learning opportunities that can be accessed at any time, and which makes use of, for example, print, video, CD-ROM, e-mail and computer conference discussions". (white, 2003 p.8). This system of learning offers flexibility to learners to get access to the course content at any time and from different places. However, synchronous distance language learning uses technologies that allow for communication in 'realtime', for example by telephone or chat rooms. The time and opportunity for learners to participate is controlled and limited. In other words, it is a less flexible but highly motivating in the sense that it makes learners feel less isolated and gain energy and inspiration from the learning group. ( white, 2003)

### **2.4.3 Blended Learning**

The term "blended learning" is being used with increased frequency by both academic and corporate circles. In 2002, The Chronicle of Higher Education quoted the president of Pennsylvania State University as saying that the convergence between online and residential instruction was "the single-greatest unrecognized trend in higher education today" (Young, 2002, p. A33 in Charles and Graham, 2006) . According to the Educational Reform Glossary, blended learning is also referred to as hybrid or mixed-mode learning

and it is defined by Curtis, Bonk, Charles and Graham (2006) as the combination of traditional face-t-face instruction with computer-mediated or online instruction.



**Figure 07: Blended Learning: a combination of F2F and CM learning Environment**

Blended learning can be used as a supplemental system of study, as it can be used as the dominant system of learning around which a school's academic program is designed. In some cases, learners work independently on their online lessons, projects or homeworks at home or elsewhere and meet periodically with the teacher to check their learning progress, discuss students' performance or provide help. Blended learning is believed to be very beneficial. Osguthorpe and Graham (2003) identified six reasons why one might choose to design or use a blended learning system: first, pedagogical richness, 2- access to knowledge, 3- social interaction, 4- personal agency, 5- cost effectiveness, and 6- ease of revision ( Osguthorpe and Graham , in Charles and 2003 Graham, 2006), but the main reason behind choosing such system of learning is that it combines the best from the traditional face-to-face learning and the best from online learning .

#### **2.4.4 Virtual Learning**

Virtual learning is" a term that has begun to be used in schools and education in general to describe an application that enables teachers and learners to do some or all of the following;

- Share files
- Download information
- Email

- Use discussion boards
- Under take tests and surveys
- Share information
- Organise time and resources
- Link teaching and learning application activities with management information systems. (Gillespie, Boulton, Hramiak and Williamson 2007, p.1)

All these activities are done through the internet and through web browser such as: internet explorer, firefox or safari. The materials used to do the listed activities when collected together are referred to as a virtual learning environment (VLE), managed learning environment (MLE), or learning platform (PL). (Gillespie et al., 2007)

## **2.5 The Impact of Virtual Learning on Teachers Professional Development**

Two main needed skills should be professionally developed by teachers in order to make virtual learning effective in schools. First of all, teachers need to develop the technical skills required to manage a virtual learning environment. These skills are not specific to using a given VLE, but they are more general ICT skills. They include:

- web browser navigation;
- making and uploading files of content (text, images, videos, MP3, etc.);
- adding and organising virtual learning tools;
- setting up discussion boards and other communications tools;
- constructing quizzes, surveys and tests;
- managing users of the VLE.

The second skill needed to be developed by teachers is the appropriate pedagogical skills. That is to say, teachers should develop the strategies to include virtual learning in teaching, both in context of long-term plan and the lesson-plan. These skills include:

- organising the introduction of the VLE to learners;
- planning virtual learning opportunities in face-to-face teaching sessions;
- using virtual learning to develop non-classroom based learning opportunities;
- choosing and using appropriate content and communications tools;
- making the most of online learning opportunities ( Gillespie et al., 2007, p.3-4)

## **2.6 Benefits of E-Learning Technologies**

Writers spoke a lot in literature about the benefits of e-learning and they all agreed they help students to understand and learn better. These benefits are:

- They facilitate the construction of students' knowledge, test their ideas, and actively share and seek information and involve students in social and intellectual interaction and conversation, as well as, involving them in critical thinking and problem solving exercises, building self-directed learning through increasing participation and reflection, developing various types of representation.
- They facilitate students' engagement in meaningful learning context.
- They help students to learn more effectively at their own pace and in their preferred way.
- They help students to select, store and retrieve information efficiently.
- They prepare students for real-life situations since they are taught through the use of authentic materials.
- They help teachers to maintain content relevance by providing ready access for updating, adding and deleting material. ( Juhary 2009, p.155)

## **2.7 Disadvantages of Online Learning**

Although e-learning or online learning has many benefits concerning language teaching, it has some disadvantages. Piskurich (2006) asserts that online learning demands more time from the teacher to design the course and to monitor discussion boards or chat rooms. Another disadvantage pointed by Mackay and Stockport (2006) is that online learning does not provide face to face interaction which decrease students' motivation to learn and increase the students' feeling of isolation. Other drawbacks of online learning that hinder the learning process would include the high cost of software, the lack of technical support, the lack of training for students and teachers, and the low speed of the internet, especially in transferring audio and video conferences (Ross, McGaw and Burdette, 2001) .

## **2.8 Virtual learning Versus Face-to-Face Learning**

Numerous researchers conducted various studies to compare the outcomes of e-learning and face-to-face learning and to prove which one is more effective. One study was carried out by Alvi (1994) in which he compared the performance of a group of Master of Business Administration students in an information systems unit that used computer based group

decision support software, as part of collaborative learning exercise with a similar group did the same exercise without the use of these support software. Interestingly, the students using software reacted more positively than the control group, who did not have access to this technology. Final course grades were also significantly higher for those students who were exposed to the computer mediated (Alvi in Ladyshwesky, 2004)

## **Conclusion**

To sum up, technology has become a very essential aspect in foreign/ second language teaching since it facilitates the teaching learning process. In this chapter, we spoke about computer assisted language learning (CALL) and web-based instruction including e-learning and the related concepts in addition to presenting the main advantages and benefits of each one. At the end, we tried to make a comparison between traditional learning and e-learning. we conclude that using technology in language teaching and learning offers a great help to both students and teachers, but it still has its limitations so it should be used appropriately in order to accomplish all the learning objectives.

## Chapter three: Experiment Implementation

Introduction.....	42
3.1 Aim of the Experiment.....	42
3.2 Population and Sample.....	43
3.3 The Experiment Procedure.....	44
3.3.1 Pre-test.....	44
3.3.2 Treatment.....	45
3.3.2.1 The virtual Class .....	45
3.3.2.2 Padlet .....	46
3.3.2.3 Google Drive.....	48
3.3 Post Test .....	49
3.4 Content of the Experiment.....	49
3.4.1 The First Lesson: Introducing Some Vocabulary about Describing People.....	49
3.4.2 The Second Lesson: Expressing Likes and Dislikes.....	50
3.4.3 The Third Lesson: Introducing Some Vocabulary Related to Car Driving.....	50
3.4.4 The Fourth Lesson: Cleaning the House.....	50
3.4.5 The Fifth Lesson: Making Mistakes.....	51
Conclusion .....	51

## **Chapter Three**

### **Experiment Implementation**

#### **Introduction**

This chapter is devoted to the experimental part of the dissertation. The experiment is conducted to test the effect of incorporating web techniques in teaching English daily life vocabulary. The experiment is carried out with second year students at the Foreign Languages Department the English Section at Mohammed Kheider University. More details are presented in this section about the aim of the experiment, the population and the sample selection, and the content of the experiment.

#### **3.1 Aim of the Experiment**

This experiment aims to introduce some vocabulary lessons about daily life situations like knowing how to describe people, naming different activities in cleaning the house, giving instructions about directions, expressing likes and dislikes, and being able to speak about mistakes. The main focus of the experiment is to allocate some time for vocabulary learning since is not programmed as a regular session for students who study English as a field at the university, and to improve their level in order to be able to communicate accurately in real life. Also, the experiment aims to introduce those vocabulary lessons using web techniques and to see whether or not it would enhance students' vocabulary learning. The experiment is conducted with second year students in the department of Foreign Language, English section at Mohamed Kheider University.

Once more, the aim of the experiment is not just to teach English vocabulary, but also to enable students to understand and to use everyday English, and make them realize that graduating from the university does not necessarily mean that they are competent enough to understand and communicate with native speakers. Mastering the English language is beyond getting a diploma because it is the first international language in the world, and it is used in all the domains of life, but what students are taught in the university is about the English language and not the English language itself. So, the focus of the experiment is to teach students English vocabulary and show them how they are used in communication.



As it was already mentioned, students of second year, English Section at the University of Biskra participating in the experiment were taught English daily life vocabulary via web techniques. This included padlet, google drive, and the virtual class on nicenet as main web techniques to teach vocabulary. The experiment started with a pre-test to examine the students' level in mastering daily life vocabulary. Then, the treatment which included five main lessons about vocabulary, took place.

The lessons were presented online in a virtual class on nicenet with an average of one lesson per week while students were not limited by time. Since the lessons were online, they could check them whenever they want provided that they don't exceed the duration of one week. The virtual class was not the only web technique used in the experiment. In addition to it, there was Google drive that was used to practice what have been taught in the virtual class and padlet which was used to share links and ideas about vocabulary learning strategies. As a final phase of the experiment, students had a post- test about what they have learned in the five lessons to see if there was an improvement in student's level and judge the efficiency of using web techniques in teaching vocabulary.

### **3.2 Population and Sample**

The population used in this research is second year master students in the Foreign Languages Department, the English Section at Mohammed Kheider University. The sampling method used to select participants was volunteer sampling. As a first step to select participants, we posted an announcement about the experiment on Facebook, then four students who were willing to participate in the experiment sent us a private message on facebook in which, they asked us to meet at the level of the university. When we met, they asked us some questions about the steps and the topic of the experiment. They found it interesting and told other classmates about the experiment and convinced them to participate as well. At the end, the total number of participants reached ten students. Before accepting them, we made sure that their web skills knowledge was good and they can be online for at least three or times per week.

These students formulated one group for our experiment. In this experiment we choosed volunteer sampling though the number of participants was very small because the experiment was done online. That means, we cannot oblige students to connect which is not the case of experiments that are done in the classroom where the teacher can

collaborate with the researcher and oblige students to do a test or answer a questionnaire. In our case, volunteer sampling was the only option we had to select participants. After the number was completed, we met the participants in a classroom at the faculty where we gave them instruction about joining the virtual class on nicenet and explained what kind of activities they can do in this class. We explained to them that joining the virtual class requires knowing the password, so we gave it to them. We have also explained the procedures of the experiment to clarify the steps for students.

### **3.3The Experimental Procedure**

The experiment proceeds through three stages:

#### **3.3.1 The pre-test**

The pre-test was administered to all the members of the group (N=10) to answer in a duration of one hour. Students were supposed to answer in the same paper in order to save time and efforts for both the students and the teacher when correcting the answers. The test consisted of five filling blanks activities. Each activity presents suggestions about specific terms in a certain daily life topic, and students had to select the right answer among the proposed answers. In the first activity, students were given sentences which describe some cleaning activities inside the house, and students were asked the name the activity. In the second exercise, students were given expressions that describe liking or disliking something or someone, and students had to replace those expressions by one verb. In the third activity, students had to fill the blanks with an adjective that describes a person in each sentence in order to formulate a meaningful sentence. In the fourth activity, some definitions of words related to car driving were presented, and student should guess the word explained in each sentence. The last activity provided students with some pictures of things used at home; students had to name each item presented in the picture.

The pre-test was set to determine students' primary knowledge about daily life vocabulary and their understanding of concepts. The results of the pre-test estimated that most students do not possess a great deal of daily life vocabulary, not even an acceptable amount, since they couldn't provide correct answers though they were helped with suggestions in each exercise.

### 3.3.2 The Treatment

After analyzing students' performance in the pre-test and determining their knowledge about daily life vocabulary, we reached the treatment stage which aimed to improve the students' level. In this stage, three main web techniques were used: the virtual class on nicenet, padlet, and google drive.

#### 3.3.2.1 The virtual Class

The main web technique used in our experiment is the virtual class on Nicenet. Nicenet is a site in which a free web-based classroom can be created. It is a Computer Mediated Conferencing System in a form of class which requires a special code in order to get access to it. This class contains many conferencing features as shown in the picture of the class we have created in order to help student to enhance their daily life vocabulary

The screenshot displays the Nicenet virtual class interface. At the top left is the Nicenet logo and the user name 'wiam lalmi'. At the top right, it says 'Internet Classroom Assistant' and 'Monday, May 18, 2015 10:51AM PST'. The main content area is titled 'Home - virtual class' and features a navigation sidebar on the left. The sidebar includes links for 'virtual class', 'Conferencing', 'Link Sharing', 'Documents', 'Class Schedule', and 'Class Members'. Below these are sections for 'Personal Messages', 'Classes', 'Class Administration', 'Edit User Profile', and 'ICA FAQ'. A 'PROTECT YOUR PRIVACY' notice and a 'LOG OUT' button are also present. The main content area shows a message: 'Since you last logged in on Wednesday, May 13:'. Below this, there are four sections: 'Conferencing' (No new personal messages), 'Link Sharing' (No new links), 'Assignments' (No new assignments), and 'Documents' (No new documents). At the bottom, there is a 'WEEK AT A GLANCE' section with links for 'View Schedule', 'New Event', and 'New Assignment'.

**Figure 08: Picture of the Virtual Class on Nicenet from the Experiment**

As shown above, the virtual class enables the teacher to set a class schedule online which will be displayed on the home page so that students can see upcoming assignments

and class events. It also enables both the teacher and the students to create their own conferencing topics as they can publish their documents and share them with the members of the class where they can receive peer feedback and instructor's comments. Furthermore, users can share links to pertinent Internet resources sorted by topics that they have created. Finally, users can send personal messages to each other to give or receive a private feedback.

In this experiment, we have used the virtual class as a main web technique to introduce some daily life vocabulary lessons to students and show them how they are used in communication by giving them examples. The lessons were simplified for students to make it easy for them to understand, memorize, and use in real communication. In each lesson, around thirteen to sixteen new vocabulary items were presented in a new theme. These themes included describing people, driving, expressing likes and dislikes, cleaning the house and making mistakes. The vocabulary items were explained through giving a definition and an example. Students could ask questions in case they don't understand, and the teacher replies by providing more clarification and examples. Students are asked to comment and give new examples of their own in order to practice and grasp the way in which the new word is used. So the plan was to present the word first than to practice.

In addition to these web techniques used in the experiment, students were provided with a site named "delicious.com" that enables them to save interesting and most useful links. It is a very useful website because it allows users to get access to their favorite links without memorizing them or writing them in a notebook. They have just to copy them down in delicious.com to save them. A variety of web techniques were used in this experiment to accomplish the objective of improving students' daily life vocabulary.

### **3.3.2.2 Padlet**

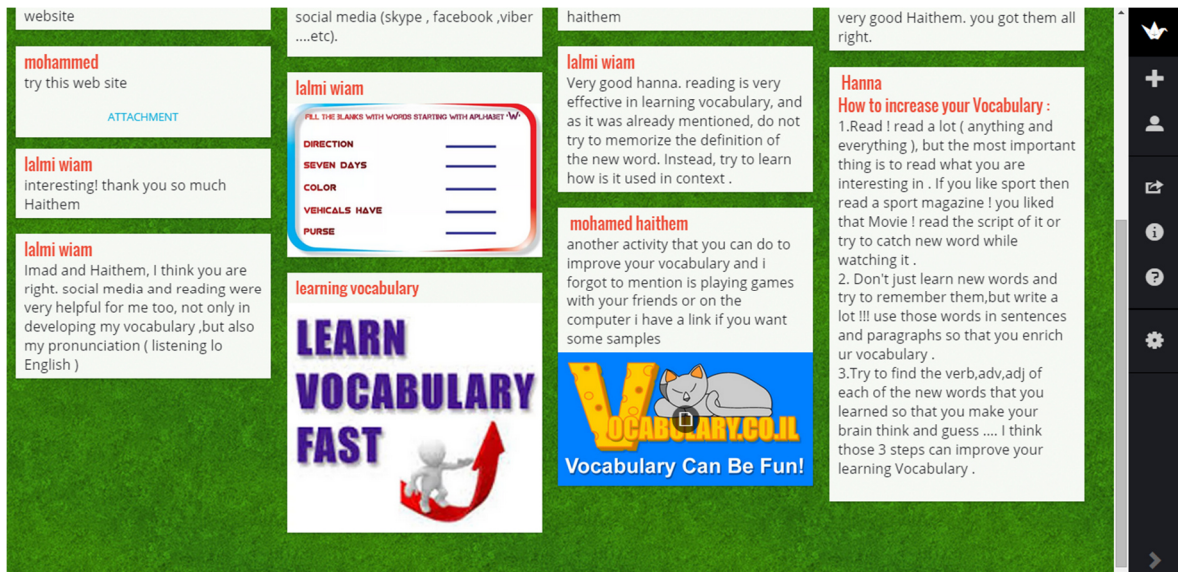
Padlet is a free, online virtual wall tool that allows people to express their thoughts on a given topic easily. It works like an online sheet where users can put any content like images, videos, documents, and texts. This tool can be used with any mobile or device that can connect to the internet. It is very easy to be used. It starts with the creation of a new wall, then setting a title and description for it. Afterward, customizing the background (wallpaper) and it is ready to be used. Users can choose how posts appear on the wall. They can put them anywhere and re-size them freely. Padlet provides its users with some

privacy features like choosing how public they want the wall to be: whether completely private and no one can see their posts or totally public and everyone can see their posts. They can also moderate posts by approving them before they are shown to readers. The user can edit or delete notes he had posted, but not those created by others.

Padlet can be used differently. It can be used as a notice-board. People can post messages on the wall just like they do in a real notice board. It can be used for discussion. The user posts a statement on the wall and others would comment on it by giving their opinions about the topic. It can also be used to watch and share videos or other links. Most importantly, Padlet can be used for teaching and learning. Mrs. Treichler on her Wikispace-Padlet states that padlet is the easiest site for children to use. The teacher poses a question, and gets children' answers and then provide them with feedback, all on the same page. Other uses of Padlet in the class would include: brain storming ideas from a class, collate a research on a topic, measure understanding on a topic, test student's knowledge, share website links, and share information with audience.

In our experiment, we have used padlet to collect ideas about most effective vocabulary learning techniques used by students and to share interesting links that would help students to learn vocabulary. We also used it to test student students' vocabulary as shown in the picture





**Figure 09: Picture of Padlet From the Experiment**

### 3.3.2.3 GoogleDrive

Google Drive is a powerful productive site with huge potential in education. It enables users to do many things from storing documents with a huge capacity to create presentations. It is used by teachers and by students because it helps them to do a lot of research. Without quitting the window or opening a new one, they can highlight the word or the phrase that they want to search and then select "search". A window pane will be opened in the right-hand sidebar with the search results of the query. In addition to doing a web search for a question, users can look for images, scholarly articles, and quotes related to the word or phrase that was highlighted. (ITRC NEWS, 2014)

Similarly to padlet, Google Drive can be used from any device that can connect the internet. Google Drive provides its Google Docs with a spell checker, a dictionary, and equation editor to make it easy for users to check their mistakes, look for words' definitions, and insert mathematic equations. It can also be used for brainstorming and mind-mapping. Tools used in brainstorming and mind-mapping like arrows and drawing shapes is very easy. Students can also share what they have done with other classmates as they can collaborate in the work all together to mind-map or to produce o peace of writing all on the same page. They can also receive comments and feedback from the teacher. It might be a written feedback as it might be an audio feedback, but first the student should share the work with collaborators and give them the permission to edit. So, instead of

emailing documents back and forth, users can share what they want with whom they like just by giving them an edit permission.

In our experiment, we have used Google Drive to enable students to work in pairs on homeworks and make them cooperate with each other and practice what has been learned earlier.

### **3.3.3 The Post Test**

After finishing with the treatment stage, we met the students in their classroom in the faculty and tested them again based on what they have learned in the previous five lessons. Similar to the pre-test, the post test consisted of five filling blanks activities with suggested answers. Themes of activities were the same presented in the pre-test except for the last activity which was about making mistakes. Students were asked to complete the sentences with the appropriate answer to describe the mistake. Unlike the pre-test results, the post test results revealed that students' performance had improved.

### **3.4 Content of the Experiment**

As it was mentioned earlier, the experiment was covered over five lessons that intended to enrich students daily life vocabulary and enable them to communicate successfully in a natural environment, away from academic settings like schools and universities, by providing students with the basic terms that are used almost every day by native speaker. Each lesson aimed to enable the student to master some vocabulary in a certain topic, but the main aim of all the lessons is to facilitate vocabulary learning for students through presenting the new items in real life contexts which makes them easy to memorize and to remember as well. In addition to giving students the opportunity to practice and use the words in their own examples or through doing exercises. These five lessons present definitions of some vocabulary with examples of how they are used.

#### **3.4.1 The First Lesson: Introducing Some Vocabulary about Describing People**

##### **Lesson Focus:**

- To make students familiar with some vocabulary related to describing people

**Objective:**

- By the end of the session, students will be able to describe people differently

**3.4.2 The Second Lesson: Expressing Likes and Dislikes**

**Lesson Focus:**

- To make students able to express the degree to which like something or the extent of love feelings they have towards someone
- To make students able to express the degree to which they dislike something or the hate feeling they have towards someone

**Objective:**

- By the end of the lesson, students will be able to express their favorite habits and express their feeling towards people or some activities

**3.4.3 The Third Lesson: Introducing Some Vocabulary Related to Car Driving**

**Lesson Focus:**

- To develop students' knowledge about directing people when they are using the car.
- To develop the reading skill as a subsequent focus

**Objective:**

- By the end of the lesson, students will be able to speak about directions and terms related to car driving like guiding someone to reach a place by car.

**3.4.4 The Fourth Lesson: Cleaning the House**

**Lesson Focus:**

- To make students able to distinguish between the different cleaning activities inside the house and name them, instead of referring to them all by one verb which is "to clean".

**Objective:**

- By the end of the lesson, students will be able to name some cleaning activities inside the house.



### **3.4.5 The Fifth Lesson: Making Mistakes**

#### **Lesson Focus:**

- To enable students to express the extent to which they have messed something up

#### **Objective:**

- By the end of the session, students will be able to speak about mistakes and describe whether the mistake is small or huge.

#### **Used materials:**

The materials used in this experiment were the same in all the lessons and they are: a computer and the internet.

#### **Time:**

In this experiment, students were not limited by time since the lessons were presented online, so they could check them any time they like provided that they do not exceed the duration of one week which is the period allotted for each lesson.

#### **Lessons schedule**

The five lessons were presented in a duration of five weeks. With the average of one lesson per week to give students the chance to read the lesson, ask questions, comment and do related activities.

#### **Conclusion**

In this chapter, we have tried to give more information and details about the procedure followed in the experiment through describing the tools used, the focus, and the objective of each lesson. In addition to giving details of the lesson procedure, in this chapter, we have also introduced the different web techniques, including Padlet, Google Drive, and the virtual class on Nicenet, used in the experiment to present different lessons of daily life vocabulary to accomplish the objective of facilitating vocabulary learning for students and enhancing their level.

## Chaper Four:Evaluating the Results

Introduction.....	53
4.1 The Participants.....	53
4.2 The Pre-test.....	53
4.3 The Post Test.....	54
4.4 Analyzing the Results of the Experimental Group.....	54
4.4.1 The Pre-test Achievement.....	54
4.4.2 The Post test Achievement .....	61
4.5 Comparative Evaluation of the Pre-test and Post test Achievement.....	68
4.5.1 An Overall Comparison in student's Achievements.....	69
4.6 Hypothesis Testing .....	70
4.7 Testing the Hypothesis .....	70
4.7.1 The Calculation of the T-test.....	72
4.8 Interpretation of the Results.....	74
Conclusion.....	74

## **Chapter Four**

### **Evaluation of the Results**

#### **Introduction**

The central aim of this research is to test whether using web techniques to teach English vocabulary would improve students' level. This part of the dissertation will present the discussion, the interpretation, and the testing of the results in relation to the hypothesis, the research questions, and the research problem. A detailed description of participants' performance with the analysis of the results of both pre-test and post test will be presented, in addition to a comparative evaluation of the results of both tests through comparing the mean and the standard deviation in order to see whether incorporating web techniques in vocabulary teaching would help EFL learners to enhance their level and enrich their daily life vocabulary.

#### **4.1 The participants**

The sample of this experimental study was a small group which consisted of ten students of second year from the Department of Foreign Languages, Section of English at Mohammed Kheider University who participated voluntarily to explore the experience of being taught vocabulary online.

#### **4.2 The Pre-Test**

This test was given to students in a form of filling blanks activities in which students should select the appropriate answer. It consisted of five activities. Each activity was about a different daily life topic. The pre-test was administered to all the members of the group (N=10) to answer in a duration of one hour. Students answered in the same paper to save time and efforts. The main aim of this test was to examine and determine the students' real level in understanding and using English daily life vocabulary in order to be able to prepare for the treatment stage. Based on the results of the pre-test, the teacher decided which vocabulary lessons to include and which ones to exclude.

#### **4.3 The Post Test**

The post test was set based on what has been taught during the five lessons to see if students' level has improved or not. It consisted of five filling blanks activities with suggested answers. The topics of the activities in the post test were the same like in the

pre-test except for the last activity which was changed because students were good at it during the pre-test, and they did not tackle it with the teacher during the five lessons in the treatment stage. The last activity was replaced by another one about making mistakes. Students were asked to complete the sentences with the appropriate answer to describe the mistake. The aim of the post test is to see whether students could grasp the vocabulary that has been taught and see if they can make use of it.

#### **4.4 Analyzing the Results of the Experimental Group**

In this part, we are going to present the quantitative data obtained from the results of both pre-test and post-test in terms of scores.

##### **4.4.1 The Pre-Test Achievement**

First, we will deal with the first part of the experiment which is the pre-test. After correcting students' papers, their answers were analyzed. In this part we will analyse students' answers.

##### **4.4.1.2 Analysis of the Pre-Test Results**

We are going to present each activity individually and comment on its results through analyzing students' answers

**Activity 01:** fill in the blanks with the right answer

- A. to clean out
- B. trashed
- C. pigsty
- D. to air out
- E. pick up
- F. to do the wash

1. The act of cleaning your clothes: .....
2. A huge mess that looks like an animal lived there:.....
3. To get rid of unwanted junk in a room, closet or garage:.....
4. To open a window or door to improve the overall smell:.....
5. A room that has been destroyed and messed up is:.....
6. If your kids make a mess of your kitchen, you probably have to ..... after them.

Sentences	Number	Percentage (%)
1	8	80%
2	7	70%
3	2	20%
4	7	70%
5	6	60%
6	4	40%
Total	10	100 %

**Table 03 : Students' Answers in the First Activity**

As we can see, students' right answers differ from one sentence to another, but in general the sentence that was answered correctly by most students (80%) was the first sentence, and the sentence which was answered wrongly by most students is the third sentence. Only 2 (20%) could answer it correctly.

**Activity 02: fill the blanks with the right answer**

- A. to irk
- B. to be crazy for
- C. to rub the wrong way
- D. tea
- F. to be head over heels for
- I. to be put off

1. To really like something a lot:.....
2. To be annoyed by: .....
3. To annoy someone intensely: .....
4. To really like another person: .....
5. An expression that means that you are not interested is "it is not your cup of .....
6. To cause negative feelings: .....

sentences	Right answers	Percentage(%)
1	8	80%
2	6	60%
3	4	40%

4	2	20%
5	9	90%
6	5	50%

**Table 4: Students' Answers in The Second Activity**

As we can see, students' right answers differ from one sentence to another, but in general the sentence that was answered correctly by most students (90%) was the fifth sentence, and the sentence which was answered wrongly by most students is the fourth sentence. Only 2 (20%) could answer it correctly.

Activity 03: fill in the blanks with the right answer

- A. good natured
- B. people person
- C. ham
- D. basket case
- E. nut job
- F. creepy

1. I wish I was more of a..... The problem is that I just don't like being around others.
2. Trevor is pretty..... He is friendly to everyone and doesn't get upset easily.
3. That guy in the corner is really..... He is staring at me and grinning.
4. His uncle is a..... He is the craziest person I have ever met.
5. Dan's big brother is kind of..... He is always playing around and being silly.
6. He was a ..... after the car wreck. It took him all day to recover from the shock.

Sentences	Right answers	Percentage(%)
1	6	60%
2	6	60%
3	7	70%
4	5	50%
5	2	20%

6	2	20%
---	---	-----

**Table 05: Students' Answers in the Third Activity**

As we can see, students' right answers differ from one sentence to another, but in general the sentence that was answered correctly by most students (70%) was the third sentence, and the sentences which were answered wrongly by most students are sentence number five and sentence number six. Only 2 (20%) students could answer them correctly.

**Activity 04: fill in the blanks with the right answer**

- A. detour
  - B. loose gravel
  - C. toll booth
  - D. passing lane
  - E. yield
  - F. right of way
1. Drivers stop here to pay money.....
  2. This road condition means that your car could slide if you drive too fast.....
  3. A driver that has this can go first at an intersection: .....
  4. Drivers use this lane to go fast: .....
  5. When a road is closed due to construction a driver will take this:  
.....
  6. This means that you have to stop if another driver is coming:  
.....

Sentences	Right answers	Percentage(%)
1	3	30%
2	6	60%
3	3	30%
4	4	40%
5	6	60%
6	6	60%

**Table 06: Students' Answers in the Fourth Activity**

As we can see, students' right answers differ from one sentence to another, but in general the sentence that was answered correctly by most students (80%) was the first

sentence, and the sentence which was answered wrongly by most students is the third sentence. Only 2 (20%) could answer it correctly.

**Activity: 05**

Fill in the correct phrase under each drawing.

a tin of  
 a bottle of  
 a bar of  
 a packet of  
 a loaf of  
 a joint of  
 a roll of  
 a tube of  
 half a pound of  
 a dozen  
 a jar of  
 a box of



..... toothpaste



..... jam



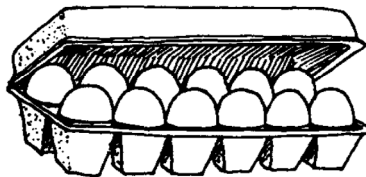
..... soup



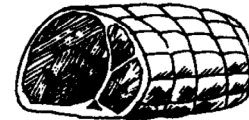
..... butter



..... lemonade



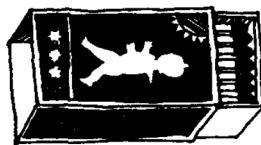
..... eggs



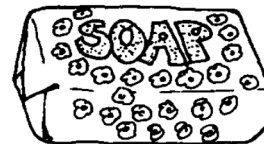
..... meat



..... bread



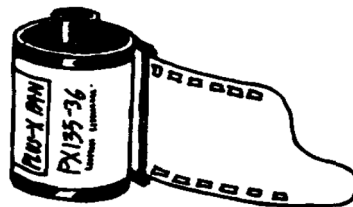
..... matches



..... soap



..... biscuits



..... film

In this activity, 8vstudents (80%) of the sample got the full mark while the other 2 (20%) were mistaken in two answers.



Participants	Scores of the pre-test
01	03/20
02	07/20
03	7.5/20
04	8.5/20
05	09/20
06	10/20
07	11/20
08	12/20
09	12/20
10	15/20
N = 10	Total = 95

**Table 07: The Overall Pre-test Scores**

From the table above, we can see that five students could reach the average score, while the other five students could not make it. The marks are dissimilar except for the mark twelve which was realised by two students. We can also notice that scores are limited between three out of twenty as the worst mark and fifteen as the best mark in this test. The

median is  $\frac{9+10}{2} = 9.5$

- The mode of this test is **12**

As it was already mentioned, students' marks differ from one student to another, except for the mark 12/20 which was realised by two students.

- The range is  $15 - 03 = 12$

It is clear that the range of this test is very high.

### Calculating the mean

$$\bar{x} = \sum \frac{x}{n}$$

$$\bar{x} = \frac{95}{10} = 9.5$$

We notice that the mean of scores in the pre-test is very close to the average, but it did not reach it.

### Calculation of the variance

Participants	Scores	Mean	Difference	Difference squared
01	03	9.5	-6.5	42.25
02	07	9.5	-2.5	6.25
03	7.5	9.5	-2	4
04	8.5	9.5	-1	1
05	09	9.5	-0.5	0.25
06	10	9.5	0.5	0.25
07	11	9.5	1.5	2.25
08	12	9.5	2.5	6.25
09	12	9.5	2.5	6.25
10	15	9.5	5.5	30.25
			$\Sigma = -3$	$\Sigma = 99$

**Table 08: the Difference and Difference squared**

$$V = \frac{\Sigma d^2}{N} = \frac{99}{10}$$

$$V = 9.9$$

### Calculating standard deviation

$$S = \sqrt{v} = \sqrt{9.9}$$

$$S = 3.14$$

N	Tests	Mean	Standard Deviation
10	Pre-test	9.5	3.14

**Table 09: The Overall Pre-test Results**

From these results and the analysis of the overall scores of students and their performance in the pre-test, we were able to determine students' real level in understanding and using daily life vocabulary, and we could diagnose students' weaknesses, on which we based the preparation of the treatment stage.

#### 4.4.2 The Post Test Achievement

After having the treatment which consisted of five lessons with practice and activities to improve learner's daily life vocabulary and to enable them to communicate successfully, students had the post-test which is used to indicate the change of students' level and the extent to which they have enriched their vocabulary.

#### Analysis of the Post Test Achievement

In this part, we are going to analyze the answers of each activity individually, as we did with the analysis of the pre-test results.

Activity 01: fill in the blanks with the right answer

- |                   |              |
|-------------------|--------------|
| Carpool           | detour       |
| Back-seat driver  | Scenic route |
| Drive Defensively | Passing lane |
| Breakdown lane    | Yield        |

1. Sometimes I stay in..... if I am in a hurry and I want to go really fast.

2. When there is construction on a certain road you will find signs giving you another route to take. This is a.....
3. If you are driving, and your car suddenly stops working, you should pull over to the.....
4. Everyone knows that the..... always takes longer.
5. My wife and the neighbor next door ..... to school. One week my wife drives and the next my neighbor drives.
6. Beginner drivers should..... so that they don't get in an accident.
7. Tourists usually need..... in big cities.
8. When you enter a highway you have to..... to the cars that are already there driving.

Sentences	Answers	Percentage
01	8	80%
02	7	70%
03	9	90%
04	9	90%
05	8	80%
06	10	100%
07	8	80%
08	10	100%

**Table 10: Students' Answers in the First Activity**

We notice that students' performance has improved in this topic. There are two sentences (sentence number six and eight) that were answered correctly by all the students (100%) while the second sentence was answered correctly by 70% of the students. The number of students who provided wrong answers has minimized to 3 students (30%).

Activity: 02

To be creepy                      People person

To be driven                      Goofy

To be a shallow person

1. A person who is very motivated to do well is said to be.....
2. A person who is silly and tells a lot of jokes can be called a.....

3. . Someone who enjoys being around people.....
4. . A person who only cares about things like money and how someone looks is described as being.....
5. . To have a personality that kind of scares people. To have a strange intense way about you that looks like you might be up to no good.....

Sentences	Answers	Percentage
01	9	90%
02	10	100%
03	10	100%
04	9	90%
05	8	80%

**Table 11: Students' Answers in The First Activity**

We notice that students' performance has improved in this topic as well, and students' performance in this activity was even better than the first activity. There are two sentences (sentence number two and three) that were answered correctly by all the students (100%) while the fifth sentence was answered correctly by 80% of the students. This means that only two students (20%) have provided wrong answers

Activity: 03

spring cleaning	do the wash
air out	tidy up
trashed	

1. Could you open the door? We need to..... this place. It smells like bacon.
2. If you are going to..... please throw in my new pants. I spilled coffee on them at work.
3. The house was completely .....after the wild party.
4. Maybe we should .....up before the guests arrive.
5. Once April comes around it will be time for some.....

Sentences	Answers	Percentage
01	10	100%
02	10	100%
03	8	80%
04	8	80%
05	10	100%

**Table 12: Students' Answers in the Third Activity**

In this activity, all the sentences were answered correctly by all the students (100%) except the third and the fourth sentences which were answered wrongly by 2 students (20%).

Activity 04: fill in the blanks with the right answer

To not be your thing

To be put off by

To be crazy for

To rub the wrong way

1. . To really like something a lot.....
2. To cause negative feelings.....
3. An activity that you really don't enjoy doing.....
4. To be annoyed by someone or something.....

Sentences	Answers	Percentage
01	10	100%
02	9	90%
03	10	100%
04	9	90%

**Table 13: Students' Answers in the Fourth Activity**

Most sentences of this activity were answered correctly by all students (100%) , except the second and the fourth sentences that were answered wrongly by one student (10%).

Activity: 05

- batting a 1000    blow
- Oversight    bombed

- Blunder                                      come up short
  - My bad                                         slip out
  - Botched                                        miscalculated
1. My exam is today. This is very important and I hope I don't .....it.
  2. The workers were horrible. They really ..... the job. My yard looks terrible.
  3. Today I lost my keys, forgot about an important meeting and crashed my car. I'm really.....
  4. ....Sorry about that. It was my fault.
  5. It looks like you..... on how many pizzas to order. We have 7 pizzas left.
  6. It appears we are going to..... on this month's project. We won't have time to finish it by the deadline.
  7. The doctor made a horrible..... He operated on the wrong patient.
  8. Don't let that secret I just told you..... tonight at the party. Jane would be very angry.

Sentences	Answers	Percentage
01	0	0%
02	3	30%
03	7	70%
04	10	10%
05	9	90%
06	4	40%
07	7	70%
08	6	60%

**Table 14: Students' Answers in the Fifth Activity**

The results of this activity were surprising a little bit because there was a sentence (number one) that no one could answer it correctly (0%). Sentence number three and seven

were answered correctly by 7 students (70%). Students did poorly in this activity if compared with the other previous activities.

In general, students' performance was very good in all the activities except the fifth activity which was about making mistakes. Most probably, students attempted poorly in this task because the number of the suggested answers (10) was more than the number of the blanks (8). In addition that the proposed answers were close in meaning. Thus, students were confused.

students	Scores of the post-test
01	10/20
02	13/20
06	15.5/20
03	16.5/20
05	17/20
08	18/20
09	18/20
04	18.5/20
07	19/20
10	19.5/20
Total = 10	$\Sigma = 165$

**Table 15: the Overall Post-test Scores**

We can see. The marks are of this test are limited between ten out of twenty as the worst mark and nineteen and a half as the best mark. All students could reach the average

in this test. The median is  $\frac{17+18}{2} = 17.5$

We notice that the median of this test is very high.

- The mode of this test is **18**

We can see that 18/20 is the most frequent mark and it is a very good one.

- The range is  $19.5 - 10 = 9.5$

The range of this test has decreased in comparison with the range of the pre-test.



Calculating the mean ( $\bar{x}$ )

$$\bar{x} = \sum \frac{x}{n}$$

$$\bar{x} = \frac{165}{10} = 16.5$$

Calculating the variance (V)

Scores	Mean	Difference	Difference squared
10	16.5	-6.5	42.25
13	16.5	-3.5	12.25
15.5	16.5	-1	1
16.5	16.5	0	0
17	16.5	0.5	0.25
18	16.5	1.5	2.25
18	16.5	1.5	2.25
18.5	16.5	2	4
19	16.5	2.5	6.25
19.5	16.5	3	9
		$\Sigma = 1$	$\Sigma = 79.75$

Table 16: Calculating the Variance

$$V = \frac{\sum d^2}{N} = \frac{79.75}{10}$$

$$V = 7.975$$

Calculation of the standard deviation (S)

$$S = \sqrt{v} = \sqrt{7.975}$$

$$S = 2.82$$

N	Tests	Mean	Standard Deviation
10	Post test	16.5	2.82

**Table 17: The Overall Post Test Results**

From all the results above, we can conclude that there is a great deal of improvement in students' level and in the acquisition of daily life vocabulary. Now, the calculated values (the mean and the standard deviation) of both tests will be compared in the next study.

#### 4.5 Comparative Evaluation of the Pre-test and Post-test Achievement

In this part, we will try to compare the data obtained on both the pre-test and the post test by comparing their scores in order to evaluate learners' improvement and judge the efficiency of the treatment .i.e. to describe to which extent was the use of the virtual class beneficial in teaching daily life vocabulary and to decide whether the hypothesis is accepted or rejected. The table below represents a comparative study between the pre-test scores and the post-test scores and the difference.

Students	Pre-test scores	Post-test scores	Difference
01	03/20	10/20	+07
02	07/20	13/20	+06
03	7.5/20	16.5/20	+09
04	8.5/20	18.5/20	+10
05	09/20	17/20	+08
06	10/20	15.5/20	+5.5
07	11/20	19/20	+08
08	12/20	18/20	+06

09	12/20	18/20	+06
10	15/20	19.5/20	+ 4.5
Total = 10	$\Sigma = 95$	$\Sigma = 165$	$\Sigma = 70$

**Table 18: The Difference Between the Pre-test and Post Test Scores**

From the table above, we can clearly see that learners' scores had a noticeable change towards the best. The improvement differs among participants, but in general, most of them greatly had ameliorate their levels. For instance, student number six made an improvement of 5.5 mean difference, from 10 in the pre-test to 15.5 in the post test and student number four who really made a considerable development of 10 mean difference from 8.5 in the pre-test to 18.5 in the post-test. Therefore, we can say that the virtual class had greatly helped the students to acquire some daily life vocabulary and developed their reading skill also.

#### 4.5.1 An Overall Comparison in Students' Achievement

After having compared the pre-test and post-test scores, we will compare the overall achievement in both tests to show if any improvement is made after being taught new vocabulary items in the virtual class. The comparison of the two tests is shown in the following table

N	Tests	Means	Standard deviation
15	Pre-test	9.5	3.14
	Post-test	16.5	2.82
	Differences	7	0.32

**Table 19: Summary of Pre-test and Post-test Differences**

In general, the overall results of the whole experiment including the pre-test and post test through the use of descriptive statistics through which we can infer the efficiency of the treatment that resulted in a mean difference of 7 points between the two tests. This leads us to say that this treatment was effective in enhancing learners vocabulary acquisition.

## 4.6 Hypothesis Testing

After having compared the obtained results we will have to test the hypothesis to prove that the finding of our experiment were not due to luck and they may be generalized in similar cases. Therefore, the main aim of conducting statistical tests is to calculate the probability that the results may have occurred under the null hypothesis. If the obtained probability is less, or equal to 0.05 the null hypothesis will be rejected and the alternative hypothesis will be accepted. That is to say, the obtained results are significant (chelli, 2011).

In testing the hypothesis, we will need to compare the mean score obtained in the pre-test and the post test and in order to do so, we will use the t-test. There are two types of t-tests: Unpaired t-tests ( independent-samples-t-tests) which are used to compare the results of two independent groups, and Paired-samples t-tests ( dependent t-tests) that are used in cases where the comparison between results is obtained from the same group ( Macky and Gass, 2005 in chelli, 2011). The appropriate t-test for our research is the paired t-test since the comparison is made between the obtained data before having the treatment and after having the treatment of one only one group. So, to prove the efficiency of our treatment we have selected:

- Paired t-test to test the hypothesis
- 0.05 as a p-value which means that only 5% of the results is due to chance while 95% are likely to be sure. Small p-values suggest that the null hypothesis is unlikely to be true. The smaller it is, the more convincing is the alternative hypothesis.
- Degree of freedom suitable for this t-test is  $f = N-1$

In our t-test, we will try to confirm the relationship between the research variables.i.e. to prove that using the virtual class as a web technique has an effect on improving the acquisition of daily life vocabulary. In other words, we are seeking to accept the alternative hypothesis.

## 4.7 Testing the Hypothesis

As it was already stated, this research aims to see whether using web techniques in teaching daily life vocabulary would improve students' level. For these two hypotheses have been formulated:

The null hypothesis : suggests that using web techniques in teaching vocabulary does not improve students' level.

The alternative hypothesis: suggests that using web techniques in teaching vocabulary improves students' level.

- The calculation of the degree of freedom

$$df = N - 1 \quad N = \text{number of pairs of scores} = 10$$

$$df = 10 - 1 = 9$$

The degree of freedom is 9.

- The p value ( probability value is given as  $0.05 = 5\%$ )

In order to test which hypothesis is accepted, we must calculate the t-test using the formula:

$$t = \frac{\frac{\sum d}{N}}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}}$$

- Before calculating the t-ratio, we need to calculate the matched score difference (d) of both tests and the difference squared ( $d^2$ )

<b>The Experimental Group</b>				
<b>Participants</b>	<b>Pre-test scores</b>	<b>Post-test scores</b>	<b>Difference between Matched scores (d)</b>	<b>Difference between Matched Scores squared (<math>d^2</math>)</b>
01	03/20	10/20	- 07	49
02	07/20	13/20	-06	36
03	7.5/20	16.5/20	-09	81
04	8.5/20	18.5/20	-10	100
05	09/20	17/20	-08	64
06	10/20	15.5/20	-5.5	30.25
07	11/20	19/20	-08	64
08	12/20	18/20	-06	36
09	12/20	18/20	-06	36
10	15/20	19.5/20	-4.5	20.25
Total= 10	$\Sigma = 95$	$\Sigma = 165$	$\Sigma = -70$	$\Sigma = 516.5$

**Table 20: The Calculation of the Mean Difference and the Squared Mean Difference for the Pre-test and The Post Test Scores**

#### 4.7.1 The Calculation of the T-Test

- Finding the critical value of the t-test

(d) is the matched scores difference between the pre-test and the post test.

Given that:

$$t = \frac{\frac{\sum d}{N}}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}}$$

Then:

$$t = \frac{\frac{-70}{10}}{\sqrt{\frac{516.5 - \frac{(-70)^2}{10}}{10(10-1)}}$$

$$= \frac{-7}{\sqrt{\frac{516.5 - 490}{10(9)}}$$

$$= \frac{-7}{\sqrt{\frac{26.5}{90}}}$$

$$= \frac{-7}{\sqrt{0.29444}} = \frac{-7}{0.542626}$$

$$\mathbf{t = -12.9}$$

#### **4.8 Interpretation of the Results**

After having calculated the t-test which was equal to twelve point nine (12.9), we notice that this value is greater when compared with the critical value one pointeighty four (1.83) (see Appendix ...). This leads us to reject the null hypothesis (H0) and accept the alternative hypothesis which assumes that using web techniques to teach daily life vocabulary will enhance students' level.

#### **Conclusion**

This chapter was devoted to the practical part of the study in which, we tried to present a detailed description of the sample and the research method, in addition to the analysis of the results obtained from the experiment including the pre-test that was set at first to discover students' level in understanding and using daily life vocabulary and to diagnose students' weaknesses in order to help us to prepare for the treatment stage which presented some daily life vocabulary lessons, and finally, the post test that was designed based on what has been taught in the previous lessons. We went through all these stages to see whether or not introducing some web techniques in teaching vocabulary had improved students' vocabulary level. Accomplishing our aim required testing the hypothesis by calculating the t-ratio which resulted positively and led us to accept the hypothesis.



## **General Conclusion**

This dissertation was conducted to investigate a very important aspect in foreign language teaching yet still neglected in all Algerian universities. This issue is teaching vocabulary as a regular session for EFL learners. Learning any language requires necessarily acquiring its vocabulary because communication would be impossible without possessing a great deal of vocabulary, but in our universities, all the elements of the linguistic aspect including grammar, speaking, and writing are taught except the most essential of them which is vocabulary. As a matter of fact, teaching English vocabulary should be given more importance because, in our country, English is studied as a foreign language and students are not exposed to this language in their daily life only for the few studying hours at the university. To offer an alternative solution, we hypothesized that introducing some web techniques to teach vocabulary, more specifically daily life vocabulary, will improve students' level and help them to understand and use English in communication. To test this hypothesis, an experimental study was conducted with a group of ten second year students from the Foreign Languages Department English Section at Mohamed Kheider University. The students, who participated voluntarily, had a pre-test and based on its results the lessons of the treatment were designed. After having the treatment, they passed a post test which was set to see if there has been any improvement in students' performance.

This research was divided into two main parts which are the theoretical and the practical part. The theoretical part was in turn divided into two chapters. The first one was about teaching vocabulary in which we tried to define what vocabulary is, its main types, its relationship with reading comprehension and in reverse the role of reading in acquiring vocabulary. Then, we tried to explore the main difficulties encountered by EFL learners when learning vocabulary. Afterward, we moved to speak about explicit vocabulary learning versus implicit vocabulary learning and which one is more effective. The next discussed point was vocabulary teaching techniques used by instructors to facilitate the transmission of word meaning and at the end we spoke about learning strategies used by students and how they are categorized into taxonomies by researchers.

In the second chapter of the theoretical part, we have mainly introduced technology in language teaching and mentioned its role in creating an enjoyable and

motivating atmosphere for learners as well as facilitating the mission of transmitting the information from the teacher to the students. Furthermore, we have explained what is meant by web-based instruction and the different related terms like online learning, distance learning, blended learning and virtual learning. Then, we have listed the benefits of e-learning and finally compared it with face-to-face learning.

The second section of the dissertation included the third chapter, which was about the practical part. In this part, an experiment was conducted in order to test the hypothesis which suggests that using web techniques to teach daily life vocabulary will improve students' vocabulary level. In this chapter we presented a detailed description of the aims of the experiment and how it proceeds. The sample chosen for the experiment was ten second year students studying English participating voluntarily. The experiment went through three main stages. The first stage was taking the pre-test which was set to measure students' knowledge about daily life vocabulary. After that, the treatment took place in which five vocabulary lessons were presented to students in a virtual class on nicenet in addition to some practise and homeworks presented on google drive and padlet. Finally, the students had a post test based on what has been learned in the virtual class to see whether or not any improvement had occurred in students' performance.

In the last chapter of the research, we gathered the quantitative data of both tests, we analyzed them and discussed their results. Afterward, a comparative study was conducted by calculating the mean scores and the standard deviation of both tests. This comparison revealed an outstanding improvement in students' vocabulary level. Also, the calculation of the t test value which was compared to the appropriate critical value revealed that the alternative hypothesis is accepted and proved the effectiveness of using web techniques in teaching vocabulary.

The experiment carried out in this research realized the objective of ameliorating students' comprehension and use of daily life vocabulary given the fact that students who participated in this experiment had benefited from the lessons presented in the virtual class and enriched their daily life vocabulary knowledge. This type of learning is not used in Algerian universities. Participants of the the experiment stated that it was a new experience for them which they enjoyed so much and which they would like to experience again. Some

students even asked for other daily life vocabulary lessons in the virtual class after the experiment was finished.

At the end of this research, we would recommend to incorporate such type of learning in the Algerian universities to teach EFL learners vocabulary, especially that they do not have a regular vocabulary session scheduled in their program. This type of learning saves time and efforts. Teaching vocabulary items to students at the university does not require much effort and clarification. All it demands is a small definition and a simple example that illustrates how the word is used. So, instead of going to the university and wasting much time, teachers can present such lessons in a virtual class and save time for other modules that need much practice like written expression and phonetics. Actually, this type of learning, can be used to teach many modules that don't require much explanation like lectures. We notice in our universities that so many students miss lectures and do not attend them because they don't think that they are of a great difficulty and they are not worthy to be attended. They believe that getting the lecture from a classmate is sufficient to understand the subject of the lecture. The virtual class can be a good solution for these students. They can check lectures whenever they want and where ever they are.

The problem raised now is that a lot of teachers at the Algerian university can not manage such type of teaching and learning because they lack the technical skills, so we recomand to arrange training session for teachers in oerder to acquire the necessary skills and update their information about the web communication technologies.

## Bibliography

- Allen, V. (1983). *Techniques in teaching vocabulary*. New York, N.Y.: Oxford University Press.
- Anderson, D. (2006). seeing is believing. Faculty-Grant Proposal. The Environment.
- Austill, L. (2014). ITRC NEWS @ Idaho State University: Useful Features in Google Drive that Everyone Should be Using. *Itrcnews.blogspot.com*. Retrieved 12 May 2015, from <http://itrcnews.blogspot.com/2014/04/useful-features-in-google-drive-that.html>
- Bebell, D., O' Conner, K., O' Dwyer, L., & Russell, M. (2003). Examining teacher technology use implications for pre-service and in-service teacher preparation. *Journal Of Teacher Education, 54*, 297-310
- Bonk, C., & Graham, C. (2006). *The handbook of blended learning*. San Francisco: Pfeiffer.
- Boogards, P., & Laufer, B. (2004). vocabulary in a second language (1st ed., pp. 79-100). John Benjamins.
- Brown, H. (2000). *Principles of Language learning and teaching*. (4th ed.). Longman.
- Carter, R. (1998). *Vocabulary*. London: Routledge.
- Chamot, A., & Kapper, L. (1989). Volume 22, Issue 1, pages 13-22,. *Foreign Language Annals*.
- Charles, R., & Graham,. (2004). *BLENDED LEARNING SYSTEMS: DEFINITION, CURRENT TRENDS, AND FUTURE DIRECTIONS, chapter one*.
- Chelli, S. (2011). *The Effects of the Competency- Based Approach on Learners' Writing Achievement*. Doctoral dissertation. Biskra, Algeria: Mohammed Khider University
- Coady, J., & Huckin, T. (1997). *Second language vocabulary acquisition*. New York: Cambridge University Press.
- Concepts, L. (2013). *Blended Learning Definition. The Glossary of Education Reform*. Retrieved 23 June 2015, from <http://edglossary.org/blended-learning/>
- Ctreichler.wikispaces.com,. (2015). Mrs. Treichler's Wikispace - Padlet. Retrieved 12 May 2015, from <http://ctreichler.wikispaces.com/Padlet>
- Doughty, & Williams,. (2012). *Second Language Vocabulary Learning: An Empirical Study*. Lulu, Asian society of Applied linguistics: Akbari and Jahangard.
- Echavez-Solano, N. *A comparison of student outcomes and attitudes in technology-*

- enhanced vs. traditional second-semester Spanish language courses (doctoral Thesis). University of Minnesota.
- Education.stateuniversity.com,. (2015). Education Encyclopedia - StateUniversity.com - StateUniversity. Retrieved 24 May 2015, from <http://education.stateuniversity.com/pages/1917/Distance-Learning-in-Higher-Education.html>.
- Elizabeth, M. (2004). *Methods of Teaching English*. Discovery Publishing House.
- Fu, Y. The effects of computer assisted language learning (CALL) on fifth grade Taiwanese students' English vocabulary learning through reading (Unpublished Master's Thesis). University of Mississippi.
- Gairns, R., & Redman, S. (1986). *Working with words*. Cambridge [Cambridgeshire]: Cambridge University Press.
- Gairns, R., & Redman, S. (1986). *Working with words*. Cambridge [Cambridgeshire]: Cambridge University Press.
- Gillespie, H. (2007). *Learning and teaching with virtual learning environments*. Exeter: Learning Matters.
- Hardisty, D., & Windeatt, S. (1989). Introduction. In A. Maley (Ed.). *Resource books for teachers*. pp. 1-11. Oxford: Oxford University Press.
- Hatch, E., & Brown, C. (1995). *Vocabulary, semantics, and language education*. Cambridge: Cambridge University Press.
- Higgins, C. (1993). *Computer-Assisted Language Learning*. [Washington, D.C.]: Distributed by ERIC Clearinghouse.
- Horton, W. (2006). *E-learning by design*. San Francisco: Pfeiffer.
- Hulstijn, J. (2001). *intentional and incidental second language vocabulary learning* (1st ed.). Cambridge Applied Linguistics: Peter Robinson.
- Kamil, M., & Hiebert, E. (2005). *teaching and learning vocabulary: bringing research to practice* (1st ed.). Michael L. Kamil.
- Kenning, M. J., & Kenning, M. M. (1983). *An introduction to computer-assisted language learning*. Oxford: Oxford University Press.
- Ladyshewsky, R. (2004). E-learning compared with face to face: Differences in the academic achievement of postgraduate business students. *Australasian Journal Of Educational Technology*, pp. 20(3), 316-336.
- Levy, M. (1997). *Computer-assisted language learning*. Oxford: Clarendon Press.
- Liu, M., Moore, Z., Graham, L., & Lee,. (2002). A look at the research on computer-based

- technology use in second language learning: a review of literature from 1990-2000. *Journal Of Research On Technology In Education*, pp. 250-273.
- Ma, Q. (2009). *Second language vocabulary acquisition*. Bern: Peter Lang.
- Mackay, S., & Stockport, G. (2006). *Blended learning, classroom and e-Learning*. *The Business Review, Cambridge*; 5 (1), 82-88.
- McCarten, J. (2007). *Teaching vocabulary*. New York: Cambridge University Press.
- McCarthy, M., O'Keeffe, A., & Walsh, S. (2010). *Vocabulary matrix*. Andover: Heinle, Cengage Learning.
- Nagy, W. (1988). *Teaching vocabulary to improve reading comprehension*. [Urbana, Ill.?]: ERIC Clearinghouse on Reading and Communication Skills.
- Nagy, W., & Scott, J. (2000). *vocabulary processes: Hand Book of Reading Research* (1st ed.). Erlbaum NJ: M.L. Kamil, P.D. Pearson and R. Barr Mahwah.
- NAIDU, S. (2015). *E-Learning: A Guidebook for Principles, Procedures, and Practices* (2nd ed.).
- Naqvi, S. (2006). *Impact of WebCT on learning: An Oman experience*. *International Journal Of Education And Development Using Information And Communication Technology*, pp. (IJEDICT), 2006, Vol. 2, Issue4. pp. 1827-1.
- Nation, S. (1997). *Second Language Vocabulary Acquisition: A Rationale for Pedagogy* (1st ed., pp. 239-241). Cambridge University Press: Coady and Huchin.
- Nation, I. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Nichols, W., & Rubpley, W. (2004). *Matching instructional design with vocabulary instruction*. *Reading Horizons*, pp. 45 (1), 55-71.
- Nuttall, C. (1982). *Teaching reading skills in a foreign language*. London: Heinemann Educational Books.
- Ogretimi, S. *VOCABULARY TEACHING*, pp. 22-23.
- O'Malley, J., & Chamot, A. (1990). *Learning strategies in second language acquisition*. Cambridge [England]: Cambridge University Press.
- Pachler, N., & Daly, C. (2011). *Key issues in e-learning*. London: Continuum International Pub. Group.
- Pardede, P. *Enhancing Students' Learning through Blended Learning*.
- Pavicic Takac, V. (2008). *Vocabulary learning strategies and foreign language acquisition*. Clevedon, UK: Multilingual Matters.
- Pennington, M. C. (1996). *The power of the computer in language education*. In M.

- C. Pennington (Ed.), *The power of CALL*. (pp. 1-13). Houston: Athelstan.
- Piskurich, G. M. (2006). Online learning, E-Learning fast, cheap, and good. *Performance Improvement, ProQuest Education Journals*, 45(1), 18-25.
- Ravichandran, T. (2000). *COMPUTER ASSISTED LANGUAGE LEARNING (CALL) IN THE PERSPECTIVE OF INTERACTIVE APPROACH: ADVANTAGES AND APPREHENSIONS* (Paper presented and published in the Proceedings: National Seminar on CALL). Anna University, Chennai, 10-12 Feb. 2000, pp. 82-89.).
- Richards, J., & Renandya, W. (2002). *Methodology in language teaching*. New York: Cambridge University Press.
- Ross, J. D., McGraw, T. M., & Burdette, K.J. (2001). *Toward effective use of technology in education*.
- Sandholtz, J. D., Ringstaff, C. & Dwyer, D. C. (1990). *Teaching in high-tech environments: Classroom management revisited* [Online]. Available: <http://www.apple.com/education/k12/leadership/acot/pdf/rpt10.pdf>
- Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge: Cambridge University Press.
- Schmitt, N. (2010). *Researching vocabulary*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan.
- Scrivener, J. (2005). *Learning Teaching: A Guidebook for English Language Teachers*. Uk: Macmillan.
- Seikmann, S. *The effects of a supplemental computer assisted language learning environment on the proficiency of second year German students- a pre study* (Master's Thesis). University of Idaho State.
- Solomon, G., & Schrum, L. *Web 2.0 how-to for educators*.
- Techniques and Principles in Language Teaching, D. (2000). *Techniques and Principles in Language Teaching*. Oxford University Press.
- Tellier, M. (2008). The effect of gestures on second language memorisation by young children. *Gesture*. John Benjamins Publishing, 2008, 8 (2), Pp.219-235.
- Thesaurus, C. (2015). *Cambridge Free English Dictionary and Thesaurus*. [Dictionary.cambridge.org](http://dictionary.cambridge.org). Retrieved 25 May 2015, from <http://dictionary.cambridge.org/>
- Thornbury, S. (2002). *How to teach vocabulary*. Harlow: Longman.
- White, C. (2003). *Language learning in distance education*. Cambridge: Cambridge University Press.

Wilkins, D. (1972). *Linguistics in language teaching*. Cambridge: MIT Press.

Willis, J. (2008). *Teaching the brain to read*. Alexandria, Va.: Association for Supervision and Curriculum Development.

Wright, A. (1976). *Visual materials for the language teacher*. London: Longman.



## **Résumé**

Les étudiants sacrifient au moins trois années d'études d'anglais à l'université, à la fin, ils se retrouvent dans l'incapacité de s'exprimer parce que ils manquent énormément de vocabulaire utilisés dans la communication au quotidien. La raison principale qui mène à cette situation est la négligence de l'apprentissage du vocabulaire courant. Les programmes à l'université sont consacrés à apprendre la grammaire, l'écriture, l'expression orale et d'autres modules de cette langue comme la linguistique et la littérature. À travers cette recherche on a essayé d'apporter des propositions qui aident les étudiants à renforcer leur vocabulaire et ce en utilisant des techniques web moderne. Cette hypothèse a été testée grâce à la réalisation d'une étude expérimentale avec la participation de dix volontaires de deuxième année anglais de l'université de Biskra, qui ont assisté à une classe virtuelle dans laquelle cinq leçons de vocabulaire quotidien ont été présentées. Le test effectué à la fin de la session a été très concluant, et la comparaison entre l'avant et l'après session ont montré un écart important chez les participants. Ce qui confirme l'efficacité de cette méthode qui mérite d'être intégrée dans les programmes d'apprentissage des langues.

## Appendices

### Appendix 1

#### Degree of Freedom Table

##### T Distribution Critical Values Table

$\alpha$ (1 tail)	0.05	0.025	0.01	0.005	0.0025	0.001	0.0005
$\alpha$ (2 tail)	0.1	0.05	0.02	0.01	0.005	0.002	0.001
df							
1	6.3138	12.7065	31.8193	63.6551	127.3447	318.4930	636.0450
2	2.9200	4.3026	6.9646	9.9247	14.0887	22.3276	31.5989
3	2.3534	3.1824	4.5407	5.8408	7.4534	10.2145	12.9242
4	2.1319	2.7764	3.7470	4.6041	5.5976	7.1732	8.6103
5	2.0150	2.5706	3.3650	4.0322	4.7734	5.8934	6.8688
6	1.9432	2.4469	3.1426	3.7074	4.3168	5.2076	5.9589
7	1.8946	2.3646	2.9980	3.4995	4.0294	4.7852	5.4079
8	1.8595	2.3060	2.8965	3.3554	3.8325	4.5008	5.0414
<b>9</b>	<b>1.8331</b>	<b>2.2621</b>	<b>2.8214</b>	<b>3.2498</b>	<b>3.6896</b>	<b>4.2969</b>	<b>4.7809</b>
10	1.8124	2.2282	2.7638	3.1693	3.5814	4.1437	4.5869
11	1.7959	2.2010	2.7181	3.1058	3.4966	4.0247	4.4369
12	1.7823	2.1788	2.6810	3.0545	3.4284	3.9296	4.3178
13	1.7709	2.1604	2.6503	3.0123	3.3725	3.8520	4.2208
14	1.7613	2.1448	2.6245	2.9768	3.3257	3.7874	4.1404
15	1.7530	2.1314	2.6025	2.9467	3.2860	3.7328	4.0728
16	1.7459	2.1199	2.5835	2.9208	3.2520	3.6861	4.0150
17	1.7396	2.1098	2.5669	2.8983	3.2224	3.6458	3.9651
18	1.7341	2.1009	2.5524	2.8784	3.1966	3.6105	3.9216

## pre-test

Student's full name:.....

This pre-test is set to determine the student's vocabulary level before having the treatment in order to help us to evaluate the change and effectiveness of the experiment which will be done about using the web techniques to improve students' knowledge of daily life vocabulary,so thank you so much for your collaboration and contribution that will be a great help to finish this research and prepare a master dissertation.

In all the activities you are asked to fill in the blanks with the correct form.

### Activity: 01

- A. to clean out
- B. trashed
- C. pigsty
- D. to air out
- E. pick up
- F. to do the wash

1. The act of cleaning your clothes: .....
  2. A huge mess that looks like an animal lived there:.....
  3. To get rid of unwanted junk in a room, closet or garage:.....
  4. To open a window or door to improve the overall smell:.....
  5. A room that has been destroyed and messed up is:.....
  6. If your kids make a mess of your kitchen you probably have to ..... after them.
- 

### Activity: 02

- A. to irk
- B. to be crazy for
- C. to rub the wrong way
- D. tea
- E. to be head over heels for
- I. to be put off

1. To really like something a lot:.....
2. To be annoyed by: .....
3. To annoy someone intensely: .....
4. To really like another person: .....
5. An expression that means that you are not interested is "it is not your cup of ....."
6. To cause negative feelings: .....

**Activity: 03**

- A. good natured
- B. people person
- C. ham
- D. basket case
- E. nut job
- F. creepy

1. I wish I was more of a..... The problem is that I just don't like being around others.
2. Trevor is pretty..... He is friendly to everyone and doesn't get upset easily.
3. That guy in the corner is really..... He is staring at me and grinning.
4. His uncle is a..... He is the craziest person I have ever met.
5. Dan's big brother is kind of..... He is always playing around and being silly.
6. He was a ..... after the car wreck. It took him all day to recover from the shock.

**Activity: 04**

- A. detour
  - B. loose gravel
  - C. toll booth
  - D. passing lane
  - E. yield
  - F. right of way
1. Drivers stop here to pay money.....
  2. This road condition means that your car could slide if you drive too fast:  
.....
  3. A driver that has this can go first at an intersection: .....

4. Drivers use this lane to go fast: .....
5. When a road is closed due to construction a driver will take this: .....
6. This means that you have to stop if another driver is coming: .....

**Activity: 05**

Fill in the correct phrase under each drawing.

a tin of  
 a bottle of  
 a bar of  
 a packet of  
 a loaf of  
 a joint of  
 a roll of  
 a tube of  
 half a pound of  
 a dozen  
 a jar of  
 a box of



..... toothpaste



..... jam



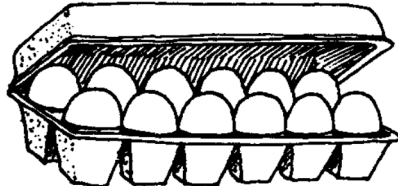
..... soup



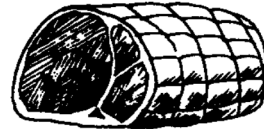
..... butter



..... lemonade



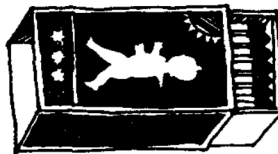
..... eggs



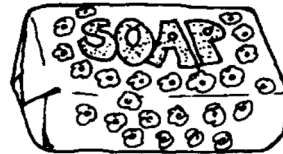
..... meat



..... bread



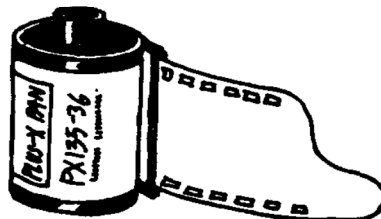
..... matches



..... soap



..... biscuits



..... film

## **Lesson One : Describing People**

### **Outgoing:**

To be friendly and sociable.

eg: I wish my sister was more outgoing. She just sits in the corner quietly at parties.

### **A go getter**

A person who is very motivated and tries hard to be successful at what he does.

eg: My brother is a real go getter. He started his own software company and he now makes a lot of money.

### **People person**

Someone who enjoys and thrives being around other people.

eg: A sales person needs to be a people person. You have to talk to potential customers all day.

### **Magnetic personality**

A person who has a confident and positive personality. This person has charisma and people want to be around him.

eg: My new boss Terry has a magnetic personality. He is full of energy and charm.

### **To be driven**

To have a lot of motivation to succeed. To be a hard worker who is always focused on accomplishing goals.

eg: John is a very driven person. He wakes up early and works hard all day. He rarely takes a day off.

### **Goofy**

A person who is silly and jokes around a lot can be called “goofy”.

eg: My dad is so goofy. When my friends come over he dances around with a kitchen apron on singing strange songs.

### **To be good natured**

To be friendly and pleasant to be around. A person with an overall good attitude.

eg: He is such a good natured guy. He never gets in arguments with anyone.

### **A ham**

A person who likes to be silly and tell jokes.

eg: My uncle Bob is quite a ham. He tells jokes all day and plays tricks on us.

**To be a shallow person**

A person who is not caring and only is concerned about things like money or fame is considered "shallow".

eg: Barbara is a shallow girl. Before she goes out with a guy she needs to know how much he makes a year.

**To have demons**

To have issues in your past that affect you to this day.

eg: Harold is a nice guy, but he has his demons. He had a rough childhood and it still affects him.

**To be stiff**

To be an awkward person who is not relaxed and makes everyone uncomfortable.

eg: My cousin Larry is a little stiff. He just stands there quietly not knowing what to say.

**To be creepy**

To have a personality that kind of scares people. To have a strange intense way about you that looks like you might be up to no good.

eg: Don't go out with Tom. He is a creepy dude. He stares at young children with a strange look in his eyes.

**A basket case**

A person who is emotionally unstable and highly agitated.

eg: I was a basket case after hearing that my dog was run over by a truck. I loved that dog and I was very upset.

**A nut job**

A negative slang expression that describes a person who does strange and crazy things.

eg: My physics professor is a real nut job. He teaches with his back to us and he puts his shoes on the wrong feet.

**Lesson two : Expressing Likes and Dislikes****To be into**

To like something and be very interested in it.

eg: My brother is really into his car. He works on it everyday.

**To be head over heels for**

To have very strong emotions for another person. This usually involves romance.

eg: I can't get Betty out of my mind. I am head over heels for her.

**To be crazy for**

To really like something a lot.

eg: I am crazy for the new Twilight movies. They are so fabulous!.

**To be down with**

A slang way to say you are comfortable with a person or a thing.

eg: You can invite Bob to the party. We are all down with him. He is welcome.

**To be cool with**

Another slang term for liking something.

eg: I am cool with going out to eat tonight. Let's go to the Mexican place downtown.

**To be a junkie for something**

To have an extreme liking of a certain thing

eg: I am a cinema junkie. I love it so much that I go twice a day.

**To die for**

Something that is so great that you have to try it. This term is usually used to describe a great meal or drink.

eg: You have to try the strawberry shortcake my mom makes. It is to die for!

**To be a fan of**

To like something a lot.

eg: I am a huge fan of the deli down the street. Everything they serve is great.

**To not be your cup of tea**

To not be something that you are interested in.

eg: Hiking up a mountain is not my cup of tea. I'd rather be eating a hamburger on my couch while watching TV.

**To be turned off by**

To have negative feelings towards a person or a thing.

eg: We were turned off by the salesman's aggressiveness. He was very pushy and just wanted us to buy something quickly.

**To be put off by**

To be annoyed by someone or something.

eg: Sara was put off by your racist comments.

**To rub the wrong way**

To cause negative feelings.

eg: That teacher really rubs me the wrong way. Why is he so mean?



**To not be your thing**

An activity that you really don't enjoy doing.

eg: Going to the mall to shop all day is not my thing. I wish my wife didn't make me do it.

**To gross you out**

Something that makes you disgusted.

eg: John grosses me out. He uses his hand to chop the meat.

**To irk someone**

To annoy greatly.

My brother's friend irks me. He dresses like a slob and he has bad manners.

**To not care for**

To not have good feelings for a person or a thing.

eg: I do not care for my new boss. He is rude and he makes us work late.

**Lesson Three : Cleaning the House****To tidy up**

To quickly walk around the house and put things back in their place.

eg: Before your friends come over you need to tidy up a bit.

**To pick up after someone**

To clean another person's mess up.

eg: I am sick of picking up after you! You need to clean your own mess.

**Deep cleaning**

An intense cleaning of the house that is more than just picking up cloths and doing the dishes. It usually involves scrubbing the toilet and shower and mopping the floor.

eg: We will have to do a deep cleaning of the entire house if we want to sell it.

**The dirty work**

The jobs or chores that are a little more difficult than most. The chores that nobody wants to do.

eg: Mom usually does the dirty work when it is cleaning day at our house. She cleans the toilets and mops the floor.

**Wipe off**

To use a rag to clean up a mess left on the counter or the table.

eg: I'm not going to spend a lot of time cleaning the kitchen today. I am just going to wipe off the counter.

### **To do the wash**

The act of putting the dirty clothes in the washing machine.

eg: Usually my mom does the wash in our house. She doesn't trust the rest of us.

### **Spring cleaning**

A complete cleaning of the house once the weather starts getting warm and the doors and windows can be opened.

eg: Next week we are going to do our spring cleaning. Finally our house will be clean!

### **To air it out**

To open the doors and the windows to get a bad smell out of the house.

eg: If you are going to cook chili in the kitchen please air out the house when you are done. I hate that smell.

### **To clean out (a closet or garage)**

To throw out junk that you don't want or need anymore.

eg: My garage is overcrowded. I need to clean it out if I ever want to park my car in there.

### **Do your chores**

To do the things around the house that you are responsible for like making the bed or preparing the table.

eg: If you don't do your chores by 5:00 PM, you are not going to your friend's house.

### **A pigsty**

A very messy room that looks like an animal lives there.

eg: This place is a pigsty! Don't you ever clean?

### **A disaster area**

An area in the house that looks like a wind storm came through. Everything is out of place and knocked over.

eg: After the party my house was a disaster area. Luckily my friends stayed to help me pick up.

### **To be trashed**

To be a complete mess.

eg: My bathroom was trashed after the plumber came to fix the leak.

## **Lesson Four: Making Mistakes**

### **To mess up**

To make a mistake.

eg: I really messed up. I bought the wrong flavor of ice cream and now my little sister is mad at me.

### **To blow it**

To miss an opportunity.

eg: The soccer player blew it. He had an open shot and he missed.

### **To botch something**

To attempt a task and do poorly at it.

eg: I hired my brother to fix my roof and he really botched the job. There is now a big hole in my roof.

### **To screw up**

To make a mistake.

eg: The nurse screwed up. She gave me the wrong pills.

### **To be batting a 1000**

A sarcastic way to say that someone is doing everything wrong.

Jon is batting a 1000 today. He lost his keys, broke the toaster oven and tripped over a chair.

### **My bad**

This is a slang term people use to admit that they made a mistake.

eg: My bad. I knocked over your drink. I'll get you another one.

### **To slip your mind**

To forget something that you were supposed to remember.

eg: I was supposed to call my grandmother for her birthday. It totally slipped my mind. I hope she is not mad.

### **To make a blunder**

To make a stupid mistake.

eg: The police made a huge blunder. They arrested the wrong guy for murder.

### **To bomb something**

To do really poorly at something.

eg: She bombed the test. I think she only got one answer correct.

### **To let something slip out**

To say something that was not supposed to be said.

eg: I didn't mean to tell Sandy that she was getting a raise, but it slipped out in the conversation. Now she knows.

### **Miscalculate**

To make an error in judgement.

eg: It appears that Sam miscalculated on how many pizzas to buy for the party. There's no more pizza left and the guests are hungry.

### **Come up short**

To fail to achieve a goal.

eg: We tried to get the project in by the first, but we came up short. It won't be in until the 15th.

### **Oversight**

To not notice something that you should have. This is an unintentional act.

eg: We didn't make the payment to the floor cleaner. It was an oversight on my part. I'll pay them today.

## **Lesson Five : Driving**

### **Shoulder**

The area on the right side of the lane where there is space between the land and the permitted driving area to the left. Drivers are not supposed to drive here. Police and disabled vehicles stop here.

eg: If your car breaks down pull over to the shoulder so nobody hits you from behind.

### **Break down lane**

Another name for the shoulder, or the area to the right of the driving lane.

eg: I pulled over to the break down lane when I got a flat tire.

### **Guard Rail**

A safety barrier between the road and the land on the right hand side of the road. These prevent cars from falling off the road into a ditch or anything else that is dangerous.

eg: When you are driving up a mountain there are always guard rails on the side of the road. Nobody wants to see you fall off the mountain!

### **Overpass**

A road or bridge that passes over the top of another road or highway.

eg: You will have to pull off the highway and take the over pass to change directions on the highway.

### **Passing lane**

The lane on the left hand side of the highway that is used for cars to go faster to pass other slow moving vehicles.

eg: Sometimes I stay in the passing lane if I am in a hurry and I want to go really fast.

### **Detour**

When the road or highway is closed ahead due to an accident or construction. An alternative route is provided so cars must exit the road.

eg: At exit 20 there will be a detour since they are fixing the road. There will be a lot of traffic.

### **Loose gravel**

An area in the road that is under construction and has rocks and pebbles on the ground. These can cause cars to slide, so there will be a warning sign that says "loose gravel".

eg: Slow down up here ahead. There is a sign that reads "loose gravel". You don't want to crash.

### **Four way stop**

An intersection in the road where all four lanes that meet have to stop.

eg: In a four way stop the person on the right gets to go first.

### **Yield**

A driver will see a sign that says "yield" when he is to stop and let the car in the oncoming lane go first.

eg: When you enter a highway you have to yield to the cars that are already there driving.

### **Toll Booth**

An area on some highways where drivers must stop to pay a fee for using the road.

eg: Stop up here at the toll booth. We have to pay two dollars.

### **Right of way**

In an intersection, where two or more cars meet, the person who has the right to go first has the "right of way".

eg: He should have let me go. I had the right of way. I guess he didn't know.

**Drive Defensively**

To drive in a careful way.

eg: You should drive defensively so you don't get in an accident.

**Scenic route**

The way to a certain destination that has pretty scenery. This way is usually off the highway and takes longer.

eg: Let's take the scenic route. We are not in a hurry.

**Parallel Park**

To park between two cars that are on the same side of the street by backing in.

eg: It is not easy to parallel park when the space you have is tiny.

**Back-seat driver**

A person who is in the passenger seat who tells the driver what to do and where to go in an annoying way.

eg: Don't be a back-seat driver!

**Carpool**

When a group of people, who are going to the same destination, decide to all drive together instead of driving individually. This is done to save money on gas and to protect the environment

eg: My wife and the neighbor next door carpool to school. One week my wife drives and the next my neighbor drives.

**Activity :** Fill in the Blanks with the right answer

- four way stop
- express lane
- Detours
- drive defensively
- passing lane
- right of way
- brake down lane
- scenic route
- loose gravel

- back-seat driver

Last weekend I taught my young daughter how to drive. Before we even pulled out of the driveway, I told her that I expected her to..... This is really the only way to operate a vehicle without getting in a car wreck. I also warned her that I was going to be a..... I was going to comment about every decision she made behind the wheel. Normally this is really annoying, but when you are teaching someone to drive it is OK.

First, we pulled out of our neighborhood and hit the ..... where two main streets meet. There were other cars there, but we arrived first. We therefore had the ..... I told my daughter to go. We proceeded to Sandy Ave, the main street in our town, and started our trip. Since we were not on a highway or a two lane road, we didn't have to worry about driving on the right or driving in the..... We stayed off the major roads and highways and took the ..... We were able to see some of the local farms and open land. It was kind of nice. At one point we passed a car in the ..... who apparently had a flat tire. My daughter got a little nervous, but she stayed in her lane and passed the car with no problems. Luckily there was no construction so there weren't any ..... that would have made us pull off the road. We did hit one section of the road where there was some..... We just slowed down and got through it fine. We didn't have any money on us so it was fortunate that there were no..... You only find those on highways generally. The day turned out to be a success. We didn't get in an accident and I think my daughter has built her confidence up. Next weekend we will try to drive on the highway. Wish me luck!