



Increasing Vocabulary Repertoire through the Use of Internet Applications in Teaching and Learning EFL Students

Khalid Nayef Salem*

Lecturer, Saladin Education Directorate, Saladin, Iraq

*Corresponding author: knsmkns70@gmail.com

Article history:

Received: July 30, 2022

Accepted: September 01, 2022

Published: September 01, 2022

Keywords:

Vocabulary

Internet applications

Teaching

Learning

EFL Students

Abstract: This study aims at shedding the light on the main points that affect and enhance learning English through using internet disciplines such as websites and electronic applications especially word recognition part of learning English . Many programmes of learning English are applied through internet and through previous studies and surveys emphasized that learners get a high opportunities in learning English using and practicing internet communications or calls. Since many previous studies conclude that, there are difficulties in learning English in Iraqi schools, so learners needs can show us a practical and rapid path that can facilitate English teachers' mission by using electronic technology. Moreover, another obvious problem of learning English is continuous using of mother tongue inside classrooms while most of the learning programmes encourage learners to practice English from the early and advanced stages.

Cite this article as: K. N. Salem, "Increasing Vocabulary Repertoire through the Use of Internet Applications in Teaching and Learning EFL Students "African Journal of Advanced Studies in Humanities and Social Sciences (AJASHSS), vol. 1, no. 3, pp. 330-337, August2022.

Publisher's Note: African Academy of Advanced Studies – AAAS stays neutral with regard to jurisdictional claims in published maps and institutional affiliations.



Copyright: © 2022 by the authors. Licensee African Journal of Advanced Studies in Humanities and Social Sciences (AJASHSS), Libya. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

1. Introduction

English learning is a crucial phenomenon that are required all over the world and used widely by most of life disciplines and fields. Most of the advanced countries use tablets and computers connected to internet.

Using internet can support teachers with many solutions that classrooms lack and can draw their attention by presenting various visual\audio aids. English found in the internet conversations involves real life situations. Whereas, most of secondary school learners inside classrooms conflict to speak English either because the feel shy, uncomfortable or they are not subjected to a sufficient amount of listening material or for any other reason.

Teenagers everyday subscribes several channels, play English games, watch funny action tubes ...etc. All of these applications support learners with repeated words or phrases that can be interpreted by themselves through action, body language, or contextually.

2. Literature Review

2.1 Learning English in Iraq

Traditional way of teaching are still used in Iraqi secondary schools through different questionnaires used in studies even after changing the programme into (English for Iraq). English learning in Iraq started during 20th century through slow steps , but after 2003 a lot of Iraqi citizens would like to learn English and that because Iraq has a direct connection with a lot of countries for trade , researches , transportation , tourism , jobs and other targets .

2.2 Vocabulary Learning

Richards describes learning new words as Top-Down Processing that means, “to make use of the information present in the input to achieve higher level of word meaning or shape”.

Vocabulary learning is essential column for acquiring any language in which learners can enlarge and use to express or understand ideas through real life situations [12].

The procedure of learning new vocabulary or word recognition can be done when it “requires matching the spoken input with mental representations associated with word candidates” [6].

It is advantageous for all learners to begin their education with elaborately developed spoken language and facts about word meanings so as to make language and the four linguistic skills may optimally simplify one another. Previous studies analysis of the most influential techniques indicated that they all had three factors in common:

- 1- Teachers teaches learners a meaning of particular words, whereas they supposed to guess these meanings.
- 2- Teachers encouraged learners to utter the word and its meaning many times in applicable situations during the classes times; and
- 3- Teachers supported various chances to make revision for the word during the next days [11].

Also another important matter is word recognition, which is one of the receptive skills, and it is a word use. It is also expressive skill. All of these features are key components of oral-language development and proficiency. A student's vocabulary, or repertoire of known words can be measured its terms of its breadth and depth. Breadth of word knowledge is the number of various words known, whereas depth includes semantic connections between words. Lexical skills also include student's awareness of derivational morphology (e.g., the selection of affixes which are added to familiar words to produce additional words with elements parts of speech, such as fruitful ‘adj.’ and fruit ‘n.’) [2].

2.2 The Importance of Internet

Internet gives a huge opportunity in drawing individuals' attention to considerable amount of English vocabularies through social media (Google , face book , you tube , messenger , what's up ,tango telegram , Instagram , imo , other chat applications and so on) . By using these applications learners of English can have the ability to analyze words and sentences, and conclude the textual meaning of them [13].

Chat rooms are really influential way of involving learners in an authentic English community ,learning everyday life expressions and true speech act phrases such as apologizing , offer , invitation, suggestion ,advice , contrast , preference , expressing ability , ...etc.

Many experts advise learners to focus on negotiating meaning of words and phrases rather than grammar structures .If you keep trying to produce a well formed sentence containing subject , verb , object or adjective , then you will need more time to utter them or you may get hesitated or uncomfortable at that time . Negotiating meaning can reduce fear factor, since you

try to interpret words or the idea you need to pass by using your simple language from your vocabulary account.

The Internet is essentially a network of computers all over the world that allows other computers to access information from anywhere. It has changed our lives in the learning environment and in our daily lives. The Internet enables the exchange of information between users at any time of the day in addition to providing performance-related facilitation such as paying bills. By law, if the computer is connected to the Internet, it means that the computer can be joined to any other computer in the network. There are many states, and a national and international network connects millions of people to the internet including schools, universities, companies and more.

There are many benefits available to students online. They can communicate with other users of this world such as international students. Not only this, but they can increase their knowledge and experience, join in discussion forums, share ideas with students, and find solutions, and can learn from many different cultures around the world. There are also benefits for parents and teachers while the Internet provides more information for students looking for it. The Internet provides a forum for students, parents, and non-English speaking teachers to gain knowledge in appropriate learning. In addition, parents can also watch their children's education through internet in order to advise them about the practical domain that the can get benefit from [1].

According to [5] who state that the best way of learning and increasing vocabularies is ‘ to search for words in context and collocations’. Moreover, combination of words ‘family of words’ such as fish where some of words of family are (sea, fishing, beach, dolphin, shark, etc.).

2.3 Previous Studies

Choi (2013) word recognition

This study aims to show the effectiveness of four eye-tracking experiments on comprehension of sentential context and lexical features and how they affect word recognition through reading. Experiment 1 investigates if readers use earlier sentential context for pre-activating a particular word and if any treating cost can be seen when the prediction is incorrect. The results showed that readers obtain a processing benefit when the target word was expected based on a intensive context, whereas they experienced a processing cost when the target word was not the expected one even though it was semantically reasonable into the context. Experiment 2 examined the way word recognition is influenced by prior activation of lexical data according to word repetition involved in a sentence. It is concluded that gaze duration on a target word with a lot of neighbour words was shorter relative to a target word with some neighbors but individually through repetition of the target word; and when the target word was not repeated gaze duration did not differ as a purpose of neighborhood scope. This interface shows that word recognition at the orthographic stage can be affected by recurrence induced lexical stimulation.

The results indicate that having many neighbor words inhibits processes responsible for precise recognition of a word, but that it facilitates word missing by increasing global lexical activity.

B - Mahr (2018)

This dissertation aims to report the results of word recognition experiment, which are administered during each year of a 3-year longitudinal study with 160 preschoolers. Children were 2.5–3-years-old in year 1 and 4.5–5-years-old in year 3.

During first experiment, familiar nouns were presented onscreen with four images .And they followed by some clues and keywords (e.g., *find the bell!*). Images included the target word (e.g., *bell*), a semantically associated word (*drum*), while (*bee*) a phonologically similar to (*bell*), and (*swing*) is regarded as an unrelated word. Early variances in word recognition could be longitudinally steady to make learners who were faster and more precise at age 3 were relatively fast and accurate at age 5. Moreover, word recognition productivity at age 3 was a better predictor of age-5 meaning size than simultaneous (age-5) word recognition competence.

It is concluded that word recognition performance thus supported a significant initial predictor during vocabulary growth. Analysis of children's looks to the competitors showed that children become more sensitive to the phonological and semantic competitors, compared to the unrelated word, as they grew older. Children become improved at recognizing known words by improving the knowledge of associated words.

c- Discussion of Previous Studies and the Present One

Both the previous studies (choi 2013 and Mahr 2018) aimed to administrate experiments concerning the field of word recognition by following specific strategies. Concerning (Choi 2013) administrated four eye-tracking experiments on comprehension of sentential context and lexical features, whereas, (Mahr 2018) dealt with four images experiment with four words.

While the present study aims to investigate learners and teachers attitudes concerning the benefit of using internet applications in enhancing learning new vocabulary and word family of these words.

The sample of both previous studies were children from 3- 5 years old. Whereas the sample of the current study is secondary school learners and teachers.

The results of Choi (2013) showed that having many neighbor words or family words inhibits processes responsible for precise recognition of a word, but that it facilitates word missing by increasing global lexical activity. While due Mahr (2018) it was concluded that word recognition performance supported a significant initial predictor during vocabulary growth.

As far as the results of the present study is concerned, the results showed that internet applications increasing acquisition of new vocabulary by learners, and enhance leaning inside and outside schools. Moreover, learning English is not any easy target to be achieved in Iraq , so teachers need to find other alternative techniques to reach learners needs for better word recognition.

3.1 Methodology

To achieve the aims of the study, a questionnaire is designed. The questionnaire involves twelve items that deals with the importance of internet applications in learning English faster, and how these applications increase learning new vocabularies. The items responses are 'always', 'sometimes' and 'never' questions the researcher send them to the sample members by using internet Facebook messenger, telegram and what's up, after the sample answered the items they sent them back by the same way in order to be analyzed statistically .

The sample individuals of the study are 40 university students and teachers of secondary schools, moreover students of secondary schools. They achieve their assignments at home, while some try to learn English sooner, faster and by comfortable way at home, too.

The validity of the study tool is ensured by giving the questionnaire to specialist in English language teaching and learning in order to supply the study tool with their suggestions and advices.

Fulcher (2010:19) states, “The instrument is valid if it measures accurately what it is supposed to measure”, moreover (Ebel, 1972: 555). Validity of the questionnaire refers to the degree or level to which a research instrument measures what it purports to measure (Borg and Gall, 1983:173).

Reliability is defined as “the extent to which the results can be considered stable or consistent” (Fautley and Savage, 2010:11, and Best and Khan, 2006: 324) .It has been found that the questionnaire is reliable since the value of the reliability is 0.84.

4. Data Analysis

After getting the results of the questionnaire items and analyzing them statistically by computing the percentage of each item, see the percentages in table (1).

Through analyzing data, it has been found that learners like to use internet frequently and for a long time.

Concerning the recognition of the shape of the words easily semantically the , the response of the sample showed 80 % who agree and feel that sometimes this item can be achieved.

Whereas, it is believed that through internet applications, learners can determine the phonological aspect of the words fast and easily 70% of the sample agree to this point. Therefore, internet applications always boost phonological awareness of words.

A high percentages of the sample individuals say that the can learn English faster and easier through internet devices and 90% of them agree to this point.

About half of the learners agree that they need academic learning to speak and write English accurately.

Learners think that language presented in the internet is easier than what is mentioned in schools and universities, 85 % of those learners thinks so. It has been noticed that 85% of the learners use internet most of their time.

It seems that 70% of learners of English try always to surf English websites only.

95% of the individual of the sample agree that most of the applications in the internet, games, chat rooms, social media, and English songs help me learn English faster.

In one hand, the sample of the study believed that nouns are easily learned through internet applications, where the individuals’ responses are 70%. In the other hand teachers and learners of English believed that new vocabulary is better to be learned contextually. 50% of them agree that to this item.

Table (1) The Percentages of the Questionnaire Items.

No	Items	Always	Sometimes	Never
1	I can recognize the shape of the words easily semantically	9%	80 %	11%
2	Through internet applications I can determine the phonological aspect of the words fast and easily	70%	10%	20%
3	I can learn new words faster by using internet	90%	0% %	10%
4	I don’t need academic learning to learn English	25%	20%	55%
5	Language in internet is easier than in schools and universities	85%	0%	15%
6	I use internet most of my time	85%	5%	10%
7	I always surf English websites	70%	10%	20%

8	English applications, games, and English songs help me learn English words faster.	95%	0%	5%
9	My speaking and writing skill became better through using and practicing English by internet applications.	65%	10%	25%
10	I face many problems in using internet because of the service either is weak or bad.	55%	45%	0%
11	Nouns are easily learned through internet applications.	70%	10%	20%
12	New vocabulary is better to be learned contextually	50%	25%	25%

Speaking and writing skill became better through using and practicing English by internet applications, 65 % of the learners believe in this point. Learners of English face many problems in using internet because of the service either is weak or bad. 55% of learners agree to this item.

4. Conclusions

- 1- Internet applications facilitate word recognition, and enhance leaning inside and outside schools.
- 2- Learning English is not any easy target to be achieved in Iraq , so teachers need to find other alternative techniques to reach learners needs .
- 3- Internet use facilitate learning English because it looks like a language laboratory full of visual aids such as pictures videos , listening dialogues .
- 4- Speaking and writing skills can be enhanced better with using internet since learners keep in touch with real people by chatting , or speaking to those international people found in the internet as friends or advisers ...etc.
- 5- Iraqi learners sometimes face real difficulties in using internet because the source service is not fixed well.
- 6- Most of the applications in the internet are essentially beneficial for learners if they are used regularly and frequently.
- 7- Learners need academic advice to learn English in order on to be misled by some false and fake websites.
- 8- Since teenagers like to surf internet most of them so it would be better to encourage them practice useful hobbies for instance learning English and then we helped them to acquire English effectively.

References

- [1] Appana, S. (2008).A review of benefits and limitations of online learning in the context of the student, the instructor and the tenured faculty. *International Journal on E- learning*, 7(1), 5-22
- [2] Bailey, A.L. (2010) *International Encyclopedia of Education: Lexical skills (Third Edition)*.summary. <https://www.sciencedirect.com/topics/neuroscience/word-recognition>
- [3] Best ,John and Khan ,James (2006) *Research in Education* .London: Pearson
- [4] Brog, Walter and Gall, Meredith (1983) *Educational Research: An Introduction* .New York: Longman.

- [5] Brown, Douglas and Lee, Heekyeong (2015) *Teaching by Principles*. New York: Pearson Education.
- [6] Dahan, Delphine and Magnuson, James S.(2006) Spoken Word Recognition. In Matthew J. Traxler and Morton A. Gernsbacher, editors, *Handbook of Psycholinguistics (Second Edition)*, second edition edition, pages 249 – 283. Academic Press, London.
- [7] Eble, Robert (1972) *Essential of Education and Measurement* England Cliffs. New Jersey: Prentice- Hall.
- [8] Fautley, Martin and Savage, Jonathan (2010). *Assessment for Learning and Teaching in Secondary Schools*. Exeter: Learning Matters Ltd.
- [9] Fulcher , Glenn (2010) *Practical Language Testing* . London: Hodder Education, a Hachette UK Company.
- [10] Mahr , Tristan (2018) Development of word recognition in preschoolers (unpublished dissertation) <https://www.tjmahr.com/dissertation/both-studies-discussion.html#contributions>
- [11] O'Connor ,Rollanda E. (2007) *Teaching Word Recognition Effective Strategies for Students with Learning Difficulties*. London: The Guilford Press
- [12] Richards, Jack C.(2010) *Longman Dictionary of Language Teaching and Applied Linguistics*.London: Longman.
- [13] Ventura, P., & Martín-Monje, E. (2016). Learning specialised vocabulary through Facebook in a massive open online course. Dublin: Research-publishing.net.<http://dx.doi.org/10.14705/rpnet.2016.tislid2014.427>

Appendix A
The instrument of the Study

Name :.....

If you are a studentclass.....

If you are a Teacher.....year of experience

Gender.....

Address..... Mobile.....

Age.....

No	Items	Always	Sometimes	Never
1	I can recognize the shape of the words easily semantically			
2	Through internet applications I can determine the phonological aspect of the words fast and easily			
3	I can learn new words faster by using internet			
4	I don't need academic learning to learn English			
5	Language in internet is easier than in schools and universities			
6	I use internet most of my time			
7	I always surf English websites			
8	English applications, games, and English songs help me learn English words faster.			
9	My speaking and writing skill became better through using and practicing English by internet applications.			
10	I face many problems in using internet because of the service either is weak or bad.			
11	Nouns are easily learned through internet applications.			
12	New vocabulary is better to be learned contextually			

Appendix B
Jury Members

- 1- Dr. Nagham qadori Y. University of Tikrit. College of Education for Human Sciences. Department of English.
- 2- Dr. Madeha SaifAldin Saleh. University of Tikrit. College of Education for Women. Department of English.
- 3- Dr. Dunia Taher .University of Tikrit. College of Education for Human Sciences. Department of English.
- 4- Dr. Manal Musa. University of Tikrit. College of Education for Human Sciences. Department of English.
- 5- Dr. Najwa Yaseen I. University of Tikrit. College of Education for Human Sciences. Department of English.