Computer Assisted Vocabulary Learning: A Case Study on EFL Students at Al-Imam Muhammad Ibn Saud Islamic University

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Abstract
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Supervised by:
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The final copy of this thesis has been examined by the signatories and we find that both the content and the form meet acceptable presentation standards of scholarly work in the above mentioned discipline.
Abstract

This study aims to investigate the effect of CAVL website as a type of Web-based CALL on the incidental vocabulary learning of EFL while reading. The sample of the study consists of (20) undergraduate EFL female students in the second level of bachelor degree in the College of Languages and Translation, at Al-Imam Muhammad Ibn Saud Islamic University. The instruments of the study are the CAVL website and the vocabulary test. Moreover, the researcher developed an additional instrument in order to reinforce vocabulary knowledge of EFL while writing which is the academic discussion forum as a type of asynchronous CMC i.e. computer-mediated communication which is a type of Web-based CALL. This forum is specific for EFL students at Al-Imam University. The findings of the study proved the hypothesis of this study that is the CAVL website may have a strong positive effect on the incidental vocabulary learning of EFL students at Al-Imam Muhammad Ibn Saud Islamic University. The analysis of the Paired Samples t-test revealed that: Sig. =0.00 (Sig. <0.05). Besides, the findings revealed the following: 1. There is a very strong positive relation between students’ GPA and their scores in the posttest. 2. There is a very strong negative relation between students’ times of failure and their scores in the posttest. 3. There is no statistically significant relation between students’ ages and their scores in the posttest.

Keywords: CALL, CAVL, EFL, CMC, multimedia, incidental vocabulary learning.
ملخص البحث

تهدف هذه الدراسة إلى دراسة تأثير موقع (CAVL) كنوع من تطبيقات (CALL) على شبكة الإنترنت على التعلم العرضي لمفردات اللغة الإنجليزية كلغة أجنبية أثناء القراءة. تتكون عينة الدراسة من (20) طالبة من طالبات تعلم اللغة الإنجليزية كلغة أجنبية في المستوى الثاني من درجة البكالوريوس في كلية اللغات والترجمة في جامعة الإمام محمد بن سعود الإسلامية. أدوات الدراسة هي الموقع (CAVL) واختبار المفردات. علاوة على ذلك طورت الباحثة أداة إضافية تعزيز معرفة مفردات اللغة الإنجليزية كلغة أجنبية أثناء الكتابة وهي منتدى للنقاش الأكاديمي كنوع من الإتصالات الحاسوبية اللانزامية (CMC) التي هي نوع من تطبيقات (CALL) على شبكة الإنترنت. هذا المنتدى مخصص لطلاب وطالبات تعلم اللغة الإنجليزية كلغة أجنبية في جامعة الإمام. نتائج الدراسة أثبتت فرضية هذه الدراسة والتي تنص على أنه من المحتمل أن يكون تأثير إيجابي قوي على التعلم العرضي لمفردات اللغة الإنجليزية كلغة أجنبية لطالبات جامعة الإمام محمد بن سعود الإسلامية. التحليل للعينات الثنائية أظهر التالي:

Sig. =0.00 (Sig. <0.05).

كما كشفت النتائج ما يلي: 1 هناك علاقة إيجابية قوية جدا بين المعدل العام للطالبات ودرجاتهم في الاختبار البعدي. 2. هناك علاقة سلبية قوية جدا بين عدد مرات رسوب الطالبات ودرجاتهم في الاختبار البعدي. 3. لا توجد علاقة ذات دلالة إحصائية بين أعمار الطالبات ودرجاتهم في الاختبار البعدي.

كلمات البحث: تعلم اللغة بإستخدام الحاسب الآلي، تعلم مفردات اللغة باستخدام الحاسب الآلي، اللغة الإنجليزية كلغة أجنبية، الإتصالات الحاسوبية، الوسائط المتعددة، التعلم العرضي لمفردات اللغة.
Dedication

This work is dedicated to my family, my husband, my son, and to those who appreciate the value of knowledge and cognition.
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Chapter 1

Introduction

Nowadays, in our modern age, computers become more widespread promoting numerous fields and domains of our life. For example, social, educational, occupational fields, and even our leisure activities depend on computers. Recently, both personal and occupational success become more positively correlated with computer knowledge (Teo, 2008).

Indeed, computers and the Web assist and support effectively and efficiently various learning styles and strategies. For example:

- **CAL**: Computer Assisted Learning.
- **CALL**: Computer Assisted Language Learning.
- **CAVL**: Computer Assisted Vocabulary Learning.

“CAVL is a subfield of Computer Assisted Language Learning (CALL) which itself is a subfield of Computer Assisted Learning (CAL)” (Joseph et al., 2009, p. 3).

The previous studies revealed that CALL applications are Web-based CALL and multimedia CALL (CD-ROM, DVD). Certainly, to enable EFL learners to obtain significant improvements in their learning process, it is essential for them to realize the potential advantages of CALL applications.

Gray (2005) stated that in order to gain the maximum values of CALL applications in EFL learning, we should consider them as supportive tools for both learners and teachers to improve the quality of learning but we should not consider them as a replacement for the real learning which is the interaction between teachers and students. Singhal (1997) cited the following:

The Internet offers for the language learner a world of information which is available to students during the touch of a button. While it is more recognizable that the Internet cannot replace the language classroom or the interaction between teacher and student but it offers a
vast amount of information. It lends itself to communication possibilities that can greatly enhance the language learning experience.

1.1 Incidental Vocabulary Learning

Wesche and Paribakht (1999) cited that incidental vocabulary learning refers to the process in which learners acquire vocabulary as a by-product of reading and listening without the learner’s intention to learn the words. In incidental vocabulary learning, learners focus on understanding the meaning of reading and listening contexts rather than on intentional vocabulary learning. There are many researchers foster L2 incidental vocabulary learning such as (Nation, 2001; Schmitt, 2000; Waring & Takaki, 2003).

1.2 Statement of the Problem

Previous studies revealed that EFL learners faced difficulties in their incidental vocabulary learning by involving paper-based dictionaries. Nowadays, computers and the Web become more widespread. Therefore, this study may enable the learners to realize the advantages of CALL applications (the CAVL website as an example) on their incidental vocabulary learning of EFL while reading.

1.3 Aims of the Study

This study aims to develop the CAVL website as a type of Web-based CALL and to investigate its effect on the incidental vocabulary learning of EFL students at Al-Imam Muhammad Ibn Saud Islamic University with a reference to asynchronous CMC i.e. computer-mediated communication which is a type of Web-based CALL.

1.4 Hypothesis and Questions of the Study

This study tests the following hypothesis: the CAVL website may have a strong positive effect on the incidental vocabulary learning of EFL students at Al-Imam Muhammad Ibn Saud Islamic University.

To be more specific, this study attempts to answer the following questions:
1. Does the CAVL website lead to better and deeper incidental vocabulary learning of EFL students at Al-Imam Muhammad Ibn Saud Islamic University?

2. Is there any statistically significant relation between students’ ages and their scores in the posttest?

3. Is there any statistically significant relation between students’ GPA and their scores in the posttest?

4. Is there any statistically significant relation between students’ times of failure and their scores in the posttest?

1.5 Significance of the Study

This study may enable the learners to realize the advantages of the CAVL website as a type of Web-based CALL on their incidental vocabulary learning of EFL while reading with a reference to asynchronous CMC i.e. computer-mediated communication.

1.6 Limitations of the Study

This study has the following primary limitations:

- This study is confined to undergraduate EFL female students in the second level of bachelor degree at the College of Languages and Translation, at Al-Imam Muhammad Ibn Saud Islamic University.
- This study is confined to one aspect of EFL learning which is the incidental vocabulary learning while reading.
- This study is restricted to the CAVL website as a type of Web-based CALL.
- This study is confined to (15) authentic political English articles in the CAVL website. These articles are selected from The New York Times website.
• In order to measure students’ learning outcomes of the CAVL website, this study is confined to multiple-choice vocabulary test i.e. the posttest that focused on vocabulary meanings.

• This study is restricted to reveal the correlation of students’ variables: age, (GPA) i.e. grade point average, and times of failure with their scores in the posttest.

• This study is confined to the following online English-English dictionaries and encyclopedias in the CAVL website:
  

1.7 Definition of Terms

• CALL: Computer Assisted Language Learning. CALL is “the search for and study of applications of the computer in language teaching and learning” (Levy, 1997, p. 1).

• CAVL: Computer Assisted Vocabulary Learning. “CAVL is a subfield of Computer Assisted Language Learning (CALL) which itself is a subfield of Computer Assisted Learning (CAL)” (Joseph et al., 2009, p. 3).

• EFL: English as a Foreign Language. “The teaching of English to speakers of other languages in which English is taught as a subject in school and exposure to the language is typically confined to the instructional setting” (Snow, 1986, p. 3).
• **CMC:** Computer-Mediated Communication is a process that enables humans to communicate and retrieve information and data on global networks. It is also defined as a human communication and interaction in online environments via computer networks (Shulman, 2001).

• **Multimedia:** “Multimedia refers to computer-based systems that use various types of content such as text, audio, video, graphics, animation, and interactivity. The key concepts of multimedia are thus computer-based and interactive” (Constantinescu, 2007, p. 3).

• **Incidental vocabulary learning:** Incidental vocabulary learning refers to the process in which learners acquire vocabulary as a by-product of reading and listening without the learner’s intention to learn the words (Wesche & Paribakht, 1999).

**Chapter 2**

**Review of Related Literature**

**2.1 Introduction**

Previous studies revealed that reading provides vocabulary learning. Researchers such as Stephen Krashen proved this by assumptions such as Input Hypothesis which means that the learner acquires vocabulary incidentally when the goal is reading comprehension. On the other hand, previous studies proved the advantages of CALL applications on vocabulary learning of EFL. This chapter includes the following:

A. Krashen’s Input Hypothesis.

B. Previous Studies on Benefits of Reading for Vocabulary Learning.

C. Previous Studies on the Effect of CALL Applications on Vocabulary Learning of EFL.
2.2. Krashen’s Input Hypothesis

Huckin and Coady (1997) stated that “Krashen a leading proponent of extensive reading argues that language learners acquire vocabulary and spelling more efficiently by receiving comprehensible input while reading. He claims that this results from the Input Hypothesis” (p. 225).

In fact, the Input Hypothesis is one of the five hypotheses of second language acquisition proposed by Stephen Krashen. It is also used to refer to all the hypotheses as one entity. These hypotheses are:

- The Acquisition-Learning Hypothesis
- The Input Hypothesis
- The Monitor Hypothesis
- The Affective Filter
- The Natural Order Hypothesis

Stephen Krashen (1985) cited that the Input Hypothesis clarifies “humans acquire language in one way by understanding messages or by receiving comprehensible input”.

Besides, Stephen Krashen (1982) argued the following:

The assumption that SL acquisition proceeds in a natural order through informal implicit learning, means that language input, rather than language use, assumes centrality. Providing learners with input a bit beyond their current level of competence (i+1) that can be understood with the help of context or extra linguistic knowledge enables them to acquire the underlying structures. (p. 21)

Moreover, Stephen Krashen (1989) demonstrated that reading is a basic approach for acquiring vocabulary. So, it is necessary to submit extensive reading programs in L2 learning environment.
Furthermore, Stephen Krashen (1989) stated that context plays a major role in vocabulary acquisition by supplying the necessary input and vocabulary acquisition while reading. This can occur in an incidental or indirect way due to the learners’ guesses.

2.3 Previous Studies on Benefits of Reading for Vocabulary Learning

Webb (2008) conducted an empirical study to investigate the effect of context on the incidental vocabulary learning. The study determined (10) target words. The sample of the study was (50) EFL Japanese university students. The sample was divided into 2 groups: the experimental group and the comparison group. The two groups were asked to read 3 sets of 10 sentences. Each sentence contains 1 of 10 target words. The first page was the same for both groups, whereas the second and third pages just for the experimental group were more informative. Then, a surprising vocabulary test was given to both groups in order to measure the following: recall of form, recognition of form, recall of meaning, and recognition of meaning. The results showed that the experimental group had significantly higher scores in the vocabulary test than the comparison group.

Vidal (2011) conducted an empirical study to compare between the effect of reading and listening on the incidental vocabulary learning. The sample of this study was (230) students. The sample was asked to either to read 3 academic texts, to watch 3 lectures, or to receive no input at all. This study compared the vocabulary acquisition of these modes concerning the following aspects: frequency of occurrence, type of elaboration, type of words, and predictability from word form and parts. The findings revealed that “reading subjects made greater vocabulary gains than the listening subjects for all four levels of proficiency analyzed” (Vidal, 2011).
2.4 Previous Studies on the Effect of CALL Applications on Vocabulary Learning of EFL

Yoshii (2006) investigated the effect of L1 and L2 glosses on the incidental vocabulary learning in the reading program on the Internet. The gloss types included: (1) L1 text i.e. definition only (2) L2 text i.e. definition only (3) L1 text i.e. definition plus picture (4) L2 text i.e. definition plus picture. The sample of the study was (195) EFL Japanese university students. The sample was asked to read a 390-word story that included 14 target words and 6 distracters (familiar words) that were highlighted in the text. When a student clicks on a word, a gloss appears on the right side of the screen. The sample was randomly divided into 4 groups according to four different types of annotation i.e. L1 text only, L2 text only, L1 text plus pictures, and L2 text plus pictures. The instruments were 2 vocabulary tests i.e. a definition-supply test and a recognition test. Findings of ANOVA analysis revealed that no significant difference between L1 and L2 text only annotations. On the other hand, students who were exposed to text plus picture annotations had high scores in definition-supply test only.

Huang (2007) investigated the effect of a computer reading program on the vocabulary learning of EFL students. The sample was (38) EFL Chinese students in a public university in Taiwan. The sample was asked to involve in an online English extensive reading program over 12 weeks. This program is constructed on (16) selected articles from the computer corpus of a Chinese-English magazine. The instruments were pretest and posttest in order to assess students’ vocabulary gain in the reading program. Huang (2007) stated the following:

The results showed that learners improved their vocabulary scores after using the reading program. The online extensive reading syllabus demonstrated that such a design for a reading
program is technically feasible and pedagogically beneficial and provides value in both vocabulary gains and learner satisfaction.

Akbulut (2007) developed a hypermedia reading program that allows to integrate glosses to an electronic text in order to investigate the effect of different types of hypermedia glosses on incidental vocabulary learning and reading comprehension of EFL students. The sample was (69) TEFL students who were studying at a Turkish university. The sample was randomly divided into 3 types of annotations: (a) definitions of words (b) definitions plus pictures (c) definitions plus short videos. The sample was asked to read an electronic annotated text with the intention of comprehension. The text consisted of 1,330 words. The instruments were 3 vocabulary tests i.e. pretest, posttest, a delayed posttest, and a reading comprehension test as well. Akbulut (2007) found the following:

Results showed that the groups that had access to definitions along with both types of visuals had significantly higher vocabulary scores on both immediate and delayed posttests than the definition only group. However, no differences were observed on the reading comprehension test. Finally, the qualitative data revealed that hypermedia reading had positive impact on participants’ attitudes towards foreign language reading and vocabulary learning.

KILIÇKAYA and KRAJKA (2010) conducted a study in order to compare the advantages of online vocabulary teaching and the traditional vocabulary teaching methods that were used in upper-intermediate Academic English class. The sample was (38) EFL Turkish students. The sample was divided into 2 groups i.e. the control group and the experimental group. The control group learned vocabulary items in (10) reading texts through vocabulary notebooks and cards, while the experimental group learned the same vocabulary items in the texts through Word Champ. Both groups were asked to submit a posttest and a follow-up posttest. “The post-test results showed that the participants in the experimental group using Word Champ while
studying vocabulary items performed significantly better than the participants in the control group who practiced traditional vocabulary learning activities” (KILIÇKAYA & KRAJKA, 2010).

2.5 Conclusion

Results of the previous studies from around the world have proved the high advancements of CALL applications on vocabulary learning of EFL. Certainly, CALL applications whether Web-based CALL or multimedia CALL enable learners to obtain high improvements in their vocabulary learning of EFL that paper-based learning can’t provide. This study may enable the learners to realize the advantages of the CAVL website as a type of Web-based CALL on their incidental vocabulary learning of EFL while reading with a reference to asynchronous CMC i.e. computer-mediated communication which is a type of Web-based CALL.

Chapter 3

Methods and Procedures

3.1 Introduction

This study aims to investigate the effect of the CAVL website as a type of Web-based CALL on the incidental vocabulary learning of EFL while reading.

3.2 Sample of the Study

The sample of the study consists of one group of (20) undergraduate EFL female students in the second level of bachelor degree at the College of Languages and Translation, at Al-Imam Muhammad Ibn Saud Islamic University. The researcher selected the sample randomly i.e. the academic numbers from 1 to 20. The researcher selected this sample because they had already studied English language at the first level of bachelor degree at the College of Languages and Translation, at Al-Imam
Muhammad Ibn Saud Islamic University i.e. they had already mastered the high frequency words of the General Service List (GSL) that enable them to understand English texts and to conduct guessing strategies.

3.3 Research Procedures

- First, the researcher gathered the informants in a classroom and conducted an interview with 5 of the sample in order to investigate students’ background concerning computer knowledge and English vocabulary knowledge as well.

- Second, the researcher asked students to submit a paper-based test i.e. pretest (see 3.4.2 The Vocabulary Test) in 20 minutes. This pretest helps to determine students’ English vocabulary knowledge.

- Third, by using both portable PC with an Internet connection and projector, the researcher browsed the CAVL website (see 3.4.1 The CAVL Website) to students. The researcher discussed its aim and how students should use it. Then, the researcher asked students to learn from the CAVL website as their free time activity and to follow the instructions in the CAVL website as the following:
  - Read these (15) articles during 3 weeks, one article daily.
  - Read each article accurately to be effectively engaged for the purpose of reading.
  - Focus on understanding the general meaning of each article.
  - Attempt to guess the meaning of unknown words from the surrounding context.
  - For perfect understanding of the articles; COPY each unknown word by making a right click. Then, PASTE it in at least five resources from
the reliable dictionaries and encyclopedias in the CAVL website.

Wikipedia should be one of them.

- The researcher developed an email group to communicate with the sample daily during the 3 weeks of the task.

- Fourth, after the 3 weeks, the researcher gathered the same sample again and asked them to submit a paper-based test i.e. the posttest (see 3.4.2 The Vocabulary Test) in 20 minutes. The aim of this posttest is to determine the effect of the CAVL website on their English vocabulary learning. In order to measure the outcomes of the incidental vocabulary learning; the researcher did not inform the sample that they will submit a posttest.

- Finally, the researcher conducted an interview again with 5 of the sample to investigate their impressions about this task and to probe further information to help the researcher in discussion of the findings.

3.4 Research Instruments

The researcher developed 2 types of instruments i.e. the CAVL website and the vocabulary test.

3.4.1 The CAVL Website

This study aims to enable the learners to realize the advantages of CALL applications on their incidental vocabulary learning of EFL while reading. Therefore, the researcher developed the CAVL website as a type of Web-based CALL.

The CAVL website is a free educational website that aims to teach the sample new English vocabulary incidentally and to elaborate their English vocabulary knowledge while reading authentic texts. The CAVL website is based on Microsoft Office FrontPage 2012 (see Figures 1, 2, 3, 4, 5).
Indeed, the content of the CAVL website serves its objectives and it is appropriate for the sample of this study. The content of the CAVL website is organized as the following:

- Introduction.
- Direct and clear instructions.
- (17) External links. They are reliable online English-English dictionaries and encyclopedias. The researcher submitted various dictionaries and encyclopedias in order to give students the freedom to consult the dictionaries they prefer just as referential tools for perfect understanding of the articles (see Figure 2).
- (15) Internal links. They are authentic English articles that are selected from The New York Times website i.e. http://www.nytimes.com (see Appendix A). There are many studies promoted to study and read the authentic materials because they express our real life. The topics of these articles are political in general. The articles have a moderate difficulty and they are well-chosen according to reliable special websites and programs concerning the following components:
  - Words count i.e. the number of words in each article is around (193) words to (361) words. For example, article 1 has (285) words, article 2 has (225) words.
  - High and low frequency words.
  - Lexical density i.e. the researcher excluded the articles that had a high lexical density.
  - Number of sentences.
Grammatical structure i.e. parts of speech such as noun, verb, adjective, and adverb: each article contains various parts of speech.

Syntactic structure i.e. noun phrase and verb phrase.

These programs are:

- Hermetic Word Frequency Counter
- Word List Expert.

While the websites are:

- [http://writewords.org.uk/word_count.asp](http://writewords.org.uk/word_count.asp)
- [http://www.mechanicwords.com](http://www.mechanicwords.com)
- [http://www.hermetic.ch/wfc/wfc_setup.zip](http://www.hermetic.ch/wfc/wfc_setup.zip)

Regarding word frequency i.e. high and low frequency words, the researcher followed the method of Ghadirian (2003) i.e. using word lists as criteria to select appropriate texts. In the CAVL website, each article is selected according to the following vocabulary lists:

- The University Word List (UWL). It consists of (800) word families that are not included in the first (2000) words of the GSL but they are frequent and they have wide range in academic texts (Nation & Waring, 1997).
Figure 1. Homepage of the CAVL Website

Figure 2. Dictionaries and Encyclopedias in the CAVL Website
Figure 3. Articles of the CAVL Website

Figure 4. Making a Right Click on the Unknown Word in order to Copy It
3.4.1.1 Validity of the CAVL Website

The CAVL website obtained its content validity through the supervision of the following:

- Two specialists in computer programming.
- Two teachers who are experts in educational websites.
- A professor who is a specialist in CALL.
- Three PhD holders who are specialists in TEFL

3.4.2 The Vocabulary Test

The researcher develops the vocabulary test. It is a paper-based test that focuses on the definitions of some new English vocabulary that the sample would encounter in articles of the CAVL website. It is used as both pretest and posttest (see Appendix B). The pretest is used to assess students’ English vocabulary knowledge, whereas the posttest is used to determine the effect of the CAVL website on students’ English vocabulary knowledge. There were many researchers who used the
test as pretest and posttest such as (Abu Naba'h et al., 2009; KILIÇKAYA & KRAJKA, 2010; Lin, 2009).

Regarding the content of the test, it serves its objectives and it is appropriate for the sample of this study. The first page only in the posttest is to assess students’ variables i.e. age, GPA, and times of failure in order to measure the correlation of these variables with students’ scores in the posttest. Then, clear instructions are given at the beginning of the test:

1. The time for this test is (20) minutes.
2. Read the following article carefully.
3. Choose the correct answer.

The test consists of 2 parts: an article and multiple-choice questions. Regarding the test’s article, it is an English written article from The New York Times website i.e. http://www.nytimes.com. This article consists of (332) words. The topic of the article is a political one. The researcher does not submit this article with articles of the CAVL website that students have to read because the content of the test’s article is included in articles of the CAVL website. Concerning the questions, they are (10) multiple-choice items with four choices. These questions focused on the meaning of some new words that were underlined in the test’s article.

3.4.2.1 Test Validity

The test obtained its content validity through the supervision of specialists in TEFL. The researcher applied the principles of a standardized test of vocabulary concerning the following items:

- If the test realized the objectives of this study.
- Test instructions.
- Time of the test.
• The choice of the test’s article concerning its vocabulary and sentences.
• The difficulty of the test’s article.
• The number, the choice, and the arrangement of questions and their relevance to the content of the test.
• The distractors of multiple-choice questions. As Anderson and Freebody (1981) stated, this means the following:
  o The distractors of multiple-choice questions should have similar difficulty i.e. all low-frequency words.
  o The distractors of multiple-choice questions should be the same part of speech.
  o The distractors of multiple-choice questions should have the same semantic category.

On the other hand, in order to measure the validity of the test, the researcher conducted Pearson correlation by using the statistical program SPSS. The result was

** Correlation at the 0.01 level (2-tailed) which statistically means high validity (see Table 1).

3.4.2.2 Test Reliability

The test obtained its reliability throughout the following:

▪ The random selection of the sample.
▪ The test-retest method i.e. the researcher applied the pretest on the sample. Then, after 3 weeks, the researcher applied the same test as a posttest on the same sample.
▪ In order to measure the reliability of the test, the researcher conducted Cronbach’s alpha by using the statistical program SPSS. The result was 0.843 which statistically means high reliability (see Table 1).
Table 1

*Test Validity and Test Reliability*

<table>
<thead>
<tr>
<th>N of Item</th>
<th>Pearson Correlation</th>
<th>Total Correlation</th>
<th>Cronbach’s Alpha if Item Deleted</th>
<th>N of Item</th>
<th>Pearson Correlation</th>
<th>Total Correlation</th>
<th>Cronbach’s Alpha if Item Deleted</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>.756**</td>
<td>.816</td>
<td></td>
<td>(6)</td>
<td>.721**</td>
<td>.820</td>
<td></td>
</tr>
<tr>
<td>(2)</td>
<td>.465**</td>
<td>.848</td>
<td></td>
<td>(7)</td>
<td>.770**</td>
<td>.814</td>
<td></td>
</tr>
<tr>
<td>(3)</td>
<td>.735**</td>
<td>.819</td>
<td></td>
<td>(8)</td>
<td>.609**</td>
<td>.832</td>
<td></td>
</tr>
<tr>
<td>(4)</td>
<td>.541**</td>
<td>.840</td>
<td></td>
<td>(9)</td>
<td>.828**</td>
<td>.807</td>
<td></td>
</tr>
<tr>
<td>(5)</td>
<td>.284**</td>
<td>.865</td>
<td></td>
<td>(10)</td>
<td>.744**</td>
<td>.818</td>
<td></td>
</tr>
</tbody>
</table>

Cronbach’s Alpha = 0.843       N =    10

**. Correlation at the 0.01 level (2-tailed).

3.4.3 Additional Instrument to Reinforce Vocabulary Knowledge of EFL

To reinforce vocabulary knowledge of EFL, the researcher developed an additional instrument which is the academic discussion forum as a type of asynchronous CMC i.e. computer-mediated communication which is a type of Web-based CALL. This forum is specific for EFL students, at Al-Imam University. This forum aims to enhance students’ vocabulary knowledge of EFL while writing. Besides, this forum enables students to communicate with other learners and to exchange their knowledge, data, and information. On the other hand, this forum enables each registered user to save his/ her own stuff i.e. his/ her files, folders, blogs, pages, groups, and his/ her favorite websites i.e. bookmarks in order to exchange with others that may heighten students’ motivation towards learning (see Figure 6).
Chapter 4

Findings and Discussion

4.1 Findings of the Vocabulary Test Related to the Hypothesis and the First Question

The hypothesis of this study is “the CAVL website may have a strong positive effect on the incidental vocabulary learning of EFL students at Al-Imam Muhammad Ibn Saud Islamic University”, whereas the first question in this study is “Does the CAVL website lead to better and deeper incidental vocabulary learning for EFL students at Al-Imam Muhammad Ibn Saud Islamic University?” In order to test this hypothesis and to answer this question; the researcher conducted a statistical technique such as the Paired Samples t-test to find out if there are differences between pretest and posttest scores by conducting the statistical program SPSS. The researcher gained the following result in Table 2.
Table 2

**The Paired-Samples T-Test**

<table>
<thead>
<tr>
<th>Sample</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>T</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>20</td>
<td>3.05</td>
<td>.99</td>
<td>-16.9</td>
<td>0.00</td>
</tr>
<tr>
<td>Posttest</td>
<td>20</td>
<td>7.95</td>
<td>1.46</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 indicates that Sig. =0.00 (Sig. <0.05). As a result, the hypothesis of this study is verified. In other words, the CAVL website has a strong positive effect on the incidental vocabulary learning of EFL students at Al-Imam Muhammad Ibn Saud Islamic University. In addition, Table 2 indicates that students’ mean scores in pretest is (3.05), whereas their mean scores in posttest is (7.95). This means that students’ performance in posttest is better than students’ performance in pretest.

Table 3

**Students’ Mean Scores of Pretest and Posttest**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>In line 8, wreckage means</td>
<td>0.45</td>
<td>0.85</td>
</tr>
<tr>
<td>In line 10, thriller means</td>
<td>0.35</td>
<td>0.70</td>
</tr>
<tr>
<td>In line 10, gutted, to gut means</td>
<td>0.20</td>
<td>0.75</td>
</tr>
<tr>
<td>Inline 12, gruesome means</td>
<td>0.25</td>
<td>0.65</td>
</tr>
<tr>
<td>In line 16, food vendors, to vend means</td>
<td>0.40</td>
<td>0.60</td>
</tr>
<tr>
<td>In line 18, shudders, to shudder means</td>
<td>0.40</td>
<td>0.80</td>
</tr>
<tr>
<td>In line 19, ascribed, to ascribe means</td>
<td>0.30</td>
<td>0.90</td>
</tr>
<tr>
<td>In line 21, Faction means</td>
<td>0.45</td>
<td>0.90</td>
</tr>
<tr>
<td>In the last line, informants, informant means</td>
<td>0.25</td>
<td>0.80</td>
</tr>
<tr>
<td>In the last line, domestic means</td>
<td>0.30</td>
<td>0.8</td>
</tr>
<tr>
<td>Total</td>
<td>3.35</td>
<td>7.75</td>
</tr>
<tr>
<td>Percentage%</td>
<td>33.50</td>
<td>77.50</td>
</tr>
</tbody>
</table>
Table 3 indicates students’ scores of pretest and posttest. Here, the mean and percentage of correct answer in pretest are (3.35) out of 10 (33.5%). While the mean and percentage of correct answer in posttest are (7.75) out of 10 (77.5%). As a result, posttest scores are higher than pretest scores.

Thus, the previous tables revealed that students’ performance were more successful in the posttest than the pretest, i.e. the sample improved from pretest to posttest. As the posttest measured the effect of the CAVL website on the incidental vocabulary learning of EFL students, this proved the hypothesis of this study i.e. the CAVL website has a strong positive effect on the incidental vocabulary learning of EFL students at Al-Imam Muhammad Ibn Saud Islamic University and this answered the first question in this study i.e. “Does the CAVL website lead to better and deeper incidental vocabulary learning for EFL students at Al-Imam Muhammad Ibn Saud Islamic University?”.

4.1.1 Discussion of the Findings of the Vocabulary Test Related to the Hypothesis and the First Question

The hypothesis of this study is “the CAVL website may have a strong positive effect on the incidental vocabulary learning of EFL students at Al-Imam Muhammad Ibn Saud Islamic University”, whereas the first question in this study is “Does the CAVL website lead to better and deeper incidental vocabulary learning for EFL students at Al-Imam Muhammad Ibn Saud Islamic University?”. The previous findings proved that students’ performance were more successful in the posttest than the pretest, i.e. the sample improved from pretest to posttest. As the posttest measured the effect of the CAVL website on the incidental vocabulary learning of EFL students, this proved the hypothesis of this study and this answered the first question in this study. This means that the CAVL website facilitated the incidental vocabulary
learning of EFL students. On the other hand, the CAVL website had a positive effect on their ability to recognize the words in the posttest. This is due to the advantages that the CAVL website provides regarding the incidental vocabulary learning of EFL.

Certainly, the CAVL website has the following advantages. First, the English reading texts in the CAVL website enabled students to acquire English vocabulary incidentally. This resulted from Krashen’s Input Hypothesis. Krashen (1993) argued that, for L2 learning, extensive reading is so advantageous for overall language competence in general and it is essential for vocabulary development as well. In the CAVL website, the exposure to unknown English words through English reading texts had a positive effect on students’ ability to recognize these words in the posttest.

Hong (2010) stated the following:

In the process of incidental vocabulary learning, word knowledge is thought to be cumulated and developed gradually through multiple exposures in various reading contexts. Extensive reading, as a form of comprehensible input, has the effect of providing learners with rich contexts ideal for vocabulary learning. During the reciprocal process of extensive reading, the acquisition of words is the result of successes in inferring word meanings from a meaningful context and through more reading experiences the developed and matured vocabulary inference ability could in turn contributes to reading level. (p. 3)

When comparing the findings of this study with the findings of the previous empirical studies, we will realize that this study is consistent with many previous studies. For example, this study is consistent with (Day et al., 1991; Pigada & Schmitt, 2006; Vidal, 2011; Webb, 2008) who proved empirically that more vocabulary acquisition is possible from reading. Moreover, this study is consistent with (Dupuy & Krashen, 1993; Hulstijn, 1992; Waring & Takaki, 2003) who argued that L2 learners obtain vocabulary knowledge incidentally while reading.
Second, in the CAVL website, there is a variety of online English-English dictionaries together wherein students have to consult the dictionaries they prefer just as referential tools to have exact understanding of the text and to enhance their incidental vocabulary learning. Huckin and Coady (1999) stated that direct vocabulary learning fosters the incidental vocabulary learning. Furthermore, Hong (2010) demonstrated that using dictionaries and glosses enable learners to recognize the meaning of unknown words and to have exact understanding of the text that prevents the learners from making a wrong inference for the unknown words in the particular context. Here, in the CAVL website, the easy access to the dictionaries leaded to better and deeper comprehension of the CAVL website’s texts. In the CAVL website, students can easily within minutes copy the unknown words and paste them in a variety of dictionaries in order to recognize the meanings of these words, whereas the paper-based dictionaries waste students’ time in order to look up a word in only one dictionary. So, it is hard to apply them consistently.

Third, the online dictionaries in the CAVL website provide a comprehensive word knowledge. Read (2004) cited that “comprehensive word knowledge approach involves not only the semantic features of a word but also its orthographic, phonological, morphological, syntactic, collocational, and pragmatic characteristics” (p. 201). The dictionaries in the CAVL website provide perfect word’s information i.e. straight forwards definitions, examples of word’s usage in meaningful sentences, spoken pronunciations, semantic information, and so on. On the contrary, the paper-based dictionaries provide definition information only wherein students do not know how to employ the word correctly in a sentence.

Finally, the online dictionaries and encyclopedias in the CAVL website such as Wikipedia offer a positive factor on vocabulary learning that paper-based dictionaries
can’t provide which is multimedia. For example, Wikipedia provides definitions plus graphics or pictures, whereas the majority of the dictionaries in the CAVL website provide definitions plus sounds i.e. spoken pronunciation. According to the generative theory of multimedia learning, multimedia makes words easier to recall and it creates more authentic vocabulary learning.

Al-Seghayer (2001) stated the following:

Mayer (1997) proposes the generative theory of multimedia learning, drawing on Wittrock’s generative theory and Paivio’s dual-coding theory. The application of the generative theory of multimedia learning to vocabulary learning is based upon the assumption that learners of a second/foreign language have two separate verbal systems (L1 and L2) and a common imagery system. There is a suggestion that translations of words via simultaneous verbal and visual presentations would not only link the two verbal systems but that this storage in the second verbal system would also have an additive effect on learning (Paivio & Desrochers, 1980).

When comparing the findings of this study with the findings of previous empirical studies, we will realize that these findings are generally consistent with the previous empirical studies. For example, this study is consistent with Cluver (1991) who proved empirically that the computer program that aimed to improve reading speed had also a positive effect to increase students reading speed and vocabulary knowledge as well. Besides, this study is consistent with Kang and Dennis (1995) who proved empirically that contextualized vocabulary learning with visual clues was better than decontextualized vocabulary learning. Moreover, this study is consistent with (Akbulut, 2007; Al-Seghayer, 2001; Chun & Plass, 1996; Yeh & Wang, 2003; Yoshii, 2006; Yoshii & Flaitz, 2002) who experimentally proved that multimedia annotations with word definitions plus visuals i.e. pictures and videos enabled learners to learn vocabulary more effectively than annotations with word definitions only. In addition, this study is consistent with Tozcu and Coady (2004) who
empirically proved that the treatment group who used CALL to learn high frequency English words outperformed the control group who learned the same words by using printed reading materials. Furthermore, this study is consistent with Huang (2007) who proved experimentally that the online reading program increased students’ vocabulary knowledge. Besides, this study is consistent with KILIÇKAYA and KRAJKA (2010) who empirically proved that the online vocabulary teaching was more efficient than the traditional vocabulary teaching.

In the final interview that the researcher conducted, students stated their positive comments on the CAVL website. One student stated that “in these online texts, I could guess words’ meanings easily from the context”. Another student cited that “in order to understand the text, I could easily check words’ meanings by one click”. A third student stated that “these online dictionaries gave me wide and deep words’ information that printed dictionaries never gave”. A Fourth student demonstrated that “definitions with pictures helped me to recognize the words in the posttest”.

4.2 Findings of the Vocabulary Test Related to the 2nd, 3rd, and 4th Questions

The 2nd, 3rd, and 4th questions in this study are the following:

- Is there any statistically significant relation between students’ ages and their scores in the posttest?
- Is there any statistically significant relation between students’ GPA and their scores in the posttest?
- Is there any statistically significant relation between students’ times of failure and their scores in the posttest?

In order to measure the correlation of students’ variables with their scores in the posttest, the researcher conducted Pearson correlation by using the statistical program SPSS. The results were as the following in Table 4:
Table 4

The Correlation of Students’ Variables with Their Scores in the Posttest

<table>
<thead>
<tr>
<th>Posttest Mean Scores</th>
<th>Age</th>
<th>GPA</th>
<th>Times of Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>-.417**</td>
<td>.597**</td>
<td>-.638**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.096</td>
<td>.005</td>
<td>.002</td>
</tr>
<tr>
<td>N</td>
<td>17</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4 indicates the following results:

- The correlation of age with posttest mean scores is (-.417). This means that there is no statistically significant relation between students’ ages and their scores in the posttest.

- The correlation of GPA with posttest mean scores is (+.597**). This means that there is a very strong positive relation between students’ GPA and their scores in the posttest.

- The correlation of times of failure with posttest mean scores is (-.638**). This means that there is a very strong negative relation between students’ times of failure and their scores in the posttest.

4.2.1 Discussion of the Findings of the Vocabulary Test Related to the 2⁰, 3⁰, and 4⁰ Questions

The 2⁰, 3⁰, and 4⁰ questions in this study are the following:

- Is there any statistically significant relation between students’ ages and their scores in the posttest?
• Is there any statistically significant relation between students’ GPA and their scores in the posttest?

• Is there any statistically significant relation between students’ times of failure and their scores in the posttest?

The previous findings revealed the following:

▪ There is no statistically significant relation between students’ ages and their scores in the posttest.

▪ There is a very strong positive relation between students’ GPA and their scores in the posttest i.e. higher GPA leads to higher posttest score and vice versa.

▪ There is a very strong negative relation between students’ times of failure and their scores in the posttest i.e. whenever times of failure are fewer, the posttest score will be higher and vice versa.

There are many possible explanations concerning the relation of students’ variables GPA and times of failure with their posttest scores. Here, EFL students who had high GPA and fewer times of failure had a high posttest score. This indicates that those students may be talented, intelligent, and qualified persons. They have remarkable interests in learning English language and its vocabulary. They are also proficient in this respect. On the other hand, they are receptive and speculative towards CAVL and CALL. In addition, they are willing to elaborate their English vocabulary knowledge by conducting the CAVL website. Moreover, they may have positive factors that motivated them to learn from the CAVL website such as: respect of task commitment, endurance towards hard learning tasks, high determination towards learning, and creativity in their learning.
On the other hand, the final interview that the researcher conducted revealed that there are other variables which might have an impact on students while they were learning from the CAVL website which resulted in different posttest scores. These variables are: time on task, the difference in learning strategies, reader’s interest in the topic, and PC aptitude.

The first variable is time on task. This means that the researcher did not assign the amount of time that students have to spend on their task i.e. how many minutes they have to spend daily on their learning from the CAVL website. Students were free to spend the amount of time they want on their task. An average of (30-90) minutes daily is an acceptable amount of time to work on this task. In general, longer time on task leads to better retention.

The second variable is the difference in learning strategies. Indeed, different learning strategies that students conducted might lead to various learning outcomes. One example of this is the frequency of reading the articles in the CAVL website i.e. the repetition of reading the same text supports vocabulary learning and results in better comprehension of the text. Another example is the number of dictionaries that a student consulted. The researcher conducted clear instructions in the CAVL website which stated that in order to recognize the meaning of unknown words, students had to consult at least five resources that existed in the CAVL website but no tool in the CAVL website verifies this. This means that one student may consult only one dictionary, whereas another student may consult the whole (17) dictionaries in order to recognize the meaning of unknown words to understand the text. Grabe and Stoller (1997) stated that “some words needed to be looked up only once, while others required multiple exposures and multiple dictionary consultations” (p. 112).
The third variable is the reader’s interest in the topic. This means that if the topic of the text in the CAVL website is one of student’s interests, it will be interesting and easy for her to recall the vocabulary in this text.

The final variable is PC and Internet aptitude. This means that high qualities of personal computer with high speed Internet connection may facilitate this task.

Chapter 5
Recommendations, Pedagogical Implications, and Conclusion

5.1 Overview

This study aims to investigate the effect of the CAVL website on the incidental vocabulary learning of EFL while reading. The sample of the study consists of (20) undergraduate EFL female students. The instruments of the study are the CAVL website and the vocabulary test. Moreover, the researcher developed an additional instrument to reinforce vocabulary knowledge of EFL which is the academic discussion forum as a type of asynchronous CMC. Data were collected and findings were presented, interpreted, and discussed in the previous chapter.

5.2 Summary of Findings

The findings of the study proved the hypothesis of this study i.e. the CAVL website has a strong positive effect on the incidental vocabulary learning of EFL students at Al-Imam Muhammad Ibn Saud Islamic University. The analysis of the Paired Samples t-test revealed that $\text{Sig.} = 0.00$ ($\text{Sig.} < 0.05$). Besides, the findings revealed the following: 1. There is a very strong positive relation between students’ GPA and their scores in the posttest. 2. There is a very strong negative relation between students’ times of failure and their scores in the posttest. 3. There is no statistically significant relation between students’ ages and their scores in the posttest.
5.3 Pedagogical Implications

According to the findings of this study, the researcher proposes the following pedagogical implications:

1. The researcher advises EFL students to conduct CALL applications consistently according to their objectives, needs, and interests.
2. The researcher advises EFL students to conduct CAVL intensively in order to enrich their learning outcomes.
3. The researcher proposes both instructors and EFL students to read more materials in order to enhance their English vocabulary.
4. The researcher suggests EFL students to submit extensive reading continuously in order to elaborate their English vocabulary.
5. The researcher advises both instructors and EFL students to conduct the incidental vocabulary learning persistently thought multiple exposures to various reading contexts.
6. The researcher proposes EFL students to conduct CMC in order to develop their vocabulary knowledge of EFL beside their social, communicative, and thinking skills as well.

5.4 Recommendations for Further Researches

On the light of the findings of this study, the researcher suggests the following recommendations:

1. Researchers are recommended to conduct more empirical studies that clarify the high advantages of CALL applications on EFL vocabulary learning in order to obtain a high quality of learning.
2. Researchers should conduct more empirical studies that investigate the benefits of CAVL as opposed to traditional vocabulary learning or paper-based learning.

3. Researchers are recommended to conduct more studies that discuss the necessity of developing and improving CALL applications whether Web-based CALL or multimedia CALL more and more in order to assist EFL learners.

4. Researchers should conduct intensive studies that emphasize the necessity of developing a perfect curriculum for EFL learning that depends on CALL applications to be a supplement to a paper-based curriculum.

5. Researchers should conduct further studies that discuss the obstacles and barriers that may reduce the usage of CALL in EFL learning to submit radical solutions for them. On the other hand, it is essential to prepare both EFL students and instructors to deal with CALL in a beneficial way to create an ideal learning environment.

6. Researchers are recommended to conduct intensive studies that clarify the importance of vocabulary knowledge of EFL.

7. Researchers should conduct more experimental studies that prove the benefits of reading on vocabulary learning.

8. Researchers are recommended to conduct more empirical studies that investigate the importance of extensive reading.

9. Researchers should conduct more experimental studies that discuss the advantages of the incidental vocabulary learning of EFL students.
5.5 Conclusion

Finally, this study clarified the advantages of the CAVL website (an example of CALL applications) on the incidental vocabulary learning of EFL students while reading. Certainly, it is essential for EFL learners to realize the potential advantages of CALL applications in order to reinforce their English vocabulary knowledge. This study is consistent with many previous studies that empirically proved the high advancements that CALL applications provide to EFL vocabulary learning. The researcher recommends EFL students to conduct CALL applications intensively and constantly in order to obtain significant improvements in their learning process.
References


http://llt.msu.edu/vol10num3/yoshii/default.html
As Arab League Suspension Looms, Syria Faces New Assault

BEIRUT, Lebanon — As regional diplomacy and maneuvering intensified, President Bashar al-Assad of Syria faced challenges on two fronts Wednesday with army defectors reported to have attacked an intelligence headquarters near Damascus and Arab foreign ministers meeting to endorse his country’s suspension from the Arab League.

News reports said the attack on a large Air Force intelligence complex near Damascus, the capital, was the first on such a major facility since Syria’s uprising began in March. The Local Coordination Committees, an opposition group, was quoted as saying defectors used shoulder-mounted anti-tank rockets and other weapons to attack the facility.

Reuters quoted anti-Assad activists as saying a gunfight erupted after the attack as helicopters circled the area.

The reported assault came hours before Arab foreign ministers gathered in Rabat, the Moroccan capital, to formalize a decision by the 22-member Arab League last weekend to suspend Syria, which said it would boycott Wednesday’s meeting.

The official Sana news agency in Damascus said the decision was taken in response to statements by Moroccan officials, who were quoted earlier as saying “Syrian colleagues” were welcome to attend the gathering.

Arab foreign ministers are to hold two sets of meetings in Rabat on Wednesday, one related to the Arab League, and the other grouping Arab states and Turkey.
a central player in the growing crisis. Those moves were accompanied by signs that the opposition is gaining diplomatic ground.

On Tuesday, representatives of the Russian government and the Arab League met with political opponents of Mr. Assad, while Turkey, once a close ally of Syria, scrapped a plan to explore for oil in Syria and threatened to curtail electricity it sells to Damascus.

Article 2:

Swings of Fortune Continue as G.O.P. Candidates Return to the Trail

BETTENDORF, Iowa — A Republican presidential race that has been dominated by debate appearances and television interviews took a turn back to the rigors of retail politicking on Tuesday, with candidates making their cases directly to voters who are struggling to find clarity in an unusual boom-to-bust primary campaign.

Less than seven weeks until the Republican nominating contest begins in Iowa, a new poll found that 60 percent of Republicans who plan to take part in the state’s caucuses say they are still open to changing their minds. That unusual uncertainty has pushed the leading candidates — and those who are lagging — to intensify their efforts here.

Gov. Rick Perry of Texas sought to move beyond the punch lines that have dogged him for nearly a week, delivering a policy speech here that called for a profound dismantling of the federal government by ending lifetime judicial appointments and demoting members of Congress to part-time positions.

Herman Cain brushed aside criticism over a foreign policy gaffe he committed Monday, telling a voter, “I can’t remember some things instantaneously like Libya.” But he sought to capture the enthusiasm that has surrounded his candidacy and filmed
a television commercial that asked: “Are you better off now than you were four years ago? If you are, vote for a politician.”

Article 3:

Supporters of Giffords Find Reasons to Cheer

PHOENIX - Jeff Rogers, who is chairman of the Democratic Party in southern Arizona where Representative Gabrielle Giffords is the congresswoman, admits he had his doubts about her political future in the opening moments of her first public interview since she was shot in the head in January.

But as the poignant ABC interview progressed Monday night, and Ms. Giffords evolved from a bedridden patient with a jagged scar in her skull to someone struggling with her words but closer to her vibrant former self, Mr. Rogers said he grew more optimistic that she would find her way back onto the political stage.

“I am stunned at the amount of progress she has made, the amount of speech she has,” he said. “Her friends in Tucson, ones who are around her a lot, are all very pleased she has made so much progress.”

Still, Mr. Rogers acknowledged that nobody was certain what Ms. Giffords would decide between now and May, when her nominating papers to run for re-election are due. “If she decided she wanted to do something else,” he said, “it would be a wide-open race.”

Article 4:

Report Calls for Changes in the Energy Department

WASHINGTON — Already under fire for granting a $535 million federal loan guarantee to Solyndra, the Department of Energy now faces a critique from within. On Tuesday, the department’s inspector general, Gregory H. Friedman, issued
a report calling for a wholesale restructuring of the department’s far-flung laboratories and other operations. He warned that “painful” staff reductions were certain to come as Congress sought deep federal budget cuts in the months ahead.

In one of his more striking criticisms, Mr. Friedman wrote that the department spent nearly $13 billion a year to run 16 separate laboratories but that only about half of that money went toward actual research, with 49 percent paying for overhead and capital spending. That ratio is “out of sync,” he said, and could be improved by combining some operations. The report noted that the Energy Department has three centers for nuclear weapons work, two for Navy propulsion reactors, five for energy technology and 13 for general science. “The department’s research complex is organized essentially as it has been for over a half-century,” it said.

Mr. Friedman called for the creation of an independent panel to examine ways of consolidating the labs.

The Department of Energy, whose origins date from the development of the nation’s atomic weapons program during World War II, was formally created in 1977 by the Carter administration. It has since grown into one of the government’s chief sponsors of advanced research and was one of the largest recipients of stimulus money — $35 billion — in the early months of the Obama administration.

Article 5:

Romney Tax Return Offers a Glimpse

Ann Romney, the wife of Mitt Romney, increased her donations to a family foundation by $1.5 million last year, raising its total assets to $10 million, according to a tax return filed on Tuesday.
The foundation was set up in the 1990s by Mr. Romney, a former governor of Massachusetts, and his wife, at right. It represents just a small part of the wealth that has made him by far the richest candidate in the Republican presidential race.

Mr. Romney’s campaign aides have said that the Romneys have $190 million to $250 million in personal assets, mostly in blind trusts. They also have set up trusts holding about $100 million for their five sons. But they have yet to detail much about their finances, and the tax return filed Tuesday offers a rare glimpse into one element of their financial doings.

The foundation handed out $647,500 in donations last year, bringing its total to $7.1 million since 1999. The largest donation in 2010, $145,000, went to the Mormon Church, to which Mr. Romney and his wife belong.

Over the years, the foundation has given about $4.8 million to the Mormon Church and at least $525,000 to Brigham Young University, a Mormon institution where Mr. Romney earned his bachelor’s degree.

The foundation gave $100,000 to a library for former President George W. Bush and $5,000 to $65,000 each to health organizations, children’s groups and schools.

Article 6:

11 States Seek Relief From ‘No Child’ Provisions, in Return for Raising Standards

Eleven states applied for waivers exempting them from key provisions of the No Child Left Behind law by the federal government’s first deadline, promising in return to adopt higher standards and carry out other elements of the Obama administration’s school improvement agenda, the Department of Education said on Tuesday.
Georgia, Indiana, Kentucky, Massachusetts, Minnesota, New Jersey, New Mexico, Oklahoma, and Tennessee asked the department for relief from some No Child provisions, including the requirement that all students be proficient in English and math by 2014. In their applications, the states outlined plans to develop their own locally designed school accountability systems, create new educator-evaluation systems and overhaul their lowest-performing schools, the department said.

President Obama said in announcing the waiver program in September that it was necessary because many states had already adopted new common academic standards and were taking other steps that were in conflict with the requirements of the 2002 No Child law. Since Congress had made little progress in rewriting the law, Mr. Obama said, his administration felt obligated to offer states relief.

Secretary of Education Arne Duncan has invited states to apply for the waivers in several rounds. The first deadline was Monday, and a second is scheduled for mid-February.

About 28 states — including New York and Connecticut — as well as the District of Columbia and Puerto Rico have declared their intention to apply in the second round, the department said.

**Article 7:**

**Students Lose Zeal for Aiding Obama Again**

LAS VEGAS- For much of the presidential election of 2008, Barack Obama’s campaign was Emma Guerrero’s life. She was one of a dozen volunteers who showed up at an Obama campaign office here every night, taking time from her studies at the University of Nevada, Las Vegas, to be part of what she still remembers as the most exciting period of her life.
It was largely because of Ms. Guerrero — and hundreds of other college students like her across the country — that Mr. Obama assembled a formidable machine that helped him roll to victory in 2008, a triumph that included putting Nevada into the Democratic column for the first time in 12 years.

“We did everything,” she said. “We went canvassing. Phone banking. Cleaning the offices. Taking out my bosses’ dry cleaning. Whatever they needed. It was such an amazing time because we all believed and wanted him to get elected.”

Ms. Guerrero said that she did not blame Mr. Obama for the 13.4 percent unemployment rate that has gripped this state and that she was still likely to vote for him. But as she looks to graduation this June and her job hunt ahead, the emotion she feels is fear, and she cannot imagine having the time or spirit to work for Mr. Obama.

“I don’t think I could do it anymore,” she said. “That campaign was an amazing experience. But I don’t think I’m in the same mind-set anymore. He hasn’t really addressed the young people, and we helped him to get elected.”

Across this state — and in others where young voters were the fuel of the Obama organization, voting for him two to one over John McCain — the enthusiastic engine of the 2008 campaign has run up against the reality of a deadened job market for college students.

Interviews here and across the country suggest that most of his college supporters of 2008 are still inclined to vote for him. But the Obama ground army of 2008 is hardly ready to jump back into the trenches, potentially depriving Mr. Obama of what had been an important force in his victory.
Article 8:

Cain Stumbles in Assessing Foreign Policy

Herman Cain became badly flustered on Monday when asked to assess President Obama’s policy toward Libya, raising new questions about his command of foreign policy as he lurched over five minutes from awkward pauses to halting efforts to address the issue.

Video of Mr. Cain’s appearance on Monday before editors and reporters at The Milwaukee Journal Sentinel went viral almost immediately after it was posted online, and drew immediate comparisons to Rick Perry’s recent stumble in a debate when he froze in discussing which federal agencies he would eliminate.

At the interview in Milwaukee, after he was asked his thoughts on Mr. Obama’s handling of Libya, Mr. Cain leaned back and appeared to search for an answer: “O.K., Libya,” he said.

“President Obama supported the uprising, correct?” he said. “President Obama called for the removal of Qaddafi — just want to make sure we’re talking about the same thing before I say ‘Yes, I agree,’ or ‘No, I didn’t agree.’ ”

Mr. Cain said he disagreed with the president’s approach “for the following reasons” — then changed course.

“Nope, that’s a different one,” he said. “I’ve got to go back and see.”

He added: “I’ve got all this stuff twirling around in my head.”
Article 9:

Solyndra Was Asked to Delay Layoff News Till After Midterms, Memo Says

WASHINGTON — The Energy Department asked the Solyndra solar equipment company to delay an announcement about impending layoffs until after last year’s midterm elections, according to a memo by the Republican staff of the House subcommittee that will call the energy secretary to testify Thursday about a government loan to Solyndra.

The Republican memo quotes from an e-mail written by a staff member at Argonaut, a venture capital firm that was a major investor in the company, that says of the Energy Department, “They did push very hard for us to hold our announcement of the consolidation to employees and vendors to Nov. 3rd.” The midterm election was Nov. 2.

“Oddly they didn’t give a reason for that date,” the committee staff quotes the e-mail as saying. The e-mail itself was not released, and no government e-mail requesting a delay has been found.

A spokesman for the Energy Department, Damien LaVera, asked about the e-mail, did not dispute the report, which he said referred to the timing of a press release. But, he added, “as the 180,000 pages of documents that the Department of Energy turned over to the committee indicate, the department’s decisions about this loan were made on the merits, based on extensive review by the experts in the loan program — and nothing in this Republican committee memo changes that.” The memo makes two other points that, if confirmed, would support the Republicans’ position that the $535 million loan guarantee was rushed through and handled badly.
Article 10:

Major Ad Blitz for Huntsman in New Hampshire, by Group Backed by His Father

Providing perhaps a last-chance boost to the flagging presidential hopes of former Gov. Jon M. Huntsman Jr. of Utah, an outside group that is supported by his father, a billionaire chemical executive, and other wealthy backers plans a major advertising campaign on his behalf in New Hampshire starting on Tuesday.

Television stations and rival Republican campaigns reported that the group, the “super PAC” Our Destiny, is buying up hundreds of thousands of dollars worth of advertising time in what is in effect a last-ditch effort to help raise Mr. Huntsman’s standing in New Hampshire.

The move is the result of an emotionally fraught, behind-the-scenes drama over whether Mr. Huntsman’s father, the founder of Huntsman Chemicals, Jon M. Huntsman Sr., will come to the rescue of his son’s financially depleted campaign by dumping millions more into the PAC so it can do what Mr. Huntsman’s team cannot afford to: deluge the airwaves with advertisements calling attention to a candidacy his team still believes can catch fire, if it only had the money to light it.

While the Our Destiny PAC now has enough cash to kick off a substantial initial advertising campaign, Mr. Huntsman’s father has not yet committed the much larger amount that strategists believe is necessary to make the governor a truly viable contender in the Republican contest, according to several people privy to the thinking of both the campaign and the group but who would speak only on condition of anonymity.
The advertising campaign is centered upon a 60-second spot in which two men and woman lament the state of the country, the lack of a candidate “we can trust as a conservative” and, after Mr. Huntsman’s credentials flash on the screen, wonder “why haven’t we heard of this guy?”

Rival groups that track political spending said that as of Sunday, the group had committed to spend up to $750,000 on the advertisements. A strategist with the group, Brian Nick, would say only that the advertising campaign would be “substantial” but of uncertain duration.

**Article 11:**

**Bishops Open ‘Religious Liberty’ Drive**

BALTIMORE — The nation’s Roman Catholic bishops opened a new front in their fight against abortion and same-sex marriage on Monday, recasting their opposition as a struggle for “religious liberty” against a government and a culture that are infringing on the church’s rights.

The bishops have expressed increasing exasperation as more states have legalized same-sex marriage, and the Justice Department has refused to go to bat for the Defense of Marriage Act, legislation that established the definition of marriage as between a man and a woman.

“We see in our culture a drive to neuter religion,” Archbishop Timothy M. Dolan of New York, president of the bishops conference, said in a news conference Monday at the bishops’ annual meeting in Baltimore. He added that “well-financed, well-oiled sectors” were trying “to push religion back into the sacristy.”

Archbishop Dolan also came prepared to answer questions about the sexual-abuse scandal at Penn State University, which has reminded so many observers of
the Catholic Church’s own abuse scandal. He said that the accusations against a former university football coach were a reminder that sexual abuse is a universal problem that affects most institutions.

“Every time that once again takes over the headlines we once again bow our heads in shame,” the archbishop said. “We know what you’re going through, and you can count on our prayers.”

The bishops are struggling to reclaim the role they played in the 1980s and into the ’90s as a nationally recognized voice on the moral dimension of public policy issues like economic inequality, workers’ rights, immigration and nuclear weapons proliferation. Since then, however, they have reordered their priorities, with abortion and homosexuality eclipsing poverty and economic injustice.

**Article 12:**

**Far From Washington, Obama Defends His Policies**

KAPOLEI, Hawaii — President Obama will be far from Washington this week meeting with Pacific Rim allies, but on Sunday he weighed in on simmering domestic issues, warning Congressional Republicans that voters will turn them out if they do not pass some of his job-creation proposals.

Speaking at a press conference at the conclusion of the Asia-Pacific Economic Cooperation forum here, Mr. Obama also defended his policies on Iran against assaults from Republican presidential candidates and boasted of those policies’ support among foreign leaders.

By his comments on job creation and deficit reduction, Mr. Obama sought to remain in the fray even as his foreign policy commitments — two trade summits here
and in Indonesia, and a visit to Australia in between to announce a security agreement — keep him away from Washington.

Republicans “don’t seem to have that same sense of urgency about needing to put people back to work,” he said, citing their opposition to his $447 billion package of tax cuts and spending for infrastructure projects and state aid to avert teacher layoffs.

Mr. Obama also called for Republicans on the special Congressional committee seeking $1.2 trillion in deficit reductions over 10 years to drop their opposition to raising some revenues from the wealthy — to “bite the bullet and do what needs to be done, because the math won’t change.”

“If you want a balanced approach that doesn’t gut Medicare and Medicaid, doesn’t prevent us from making investments in education and basic science and research,” he said, “then prudent cuts have to be matched up with revenue.”

**Article 13:**

**Medical Nuances Drove ‘No’ Vote in Mississippi**

JACKSON, Miss. — When her children woke up on Wednesday morning, Atlee Breland told them, “Mama won her election.”

From her Lego-strewn living room, she had campaigned furiously to defeat an anti-abortion amendment to the state Constitution that would have declared fertilized eggs to be “persons.” She created a Web site and Facebook page that reached tens of thousands of voters.

Mrs. Breland, who proudly identifies herself as a Christian, native Mississippian and mother of three, might seem just the kind of voter who would back such an amendment. But she had needed fertility treatments to conceive her twin daughters,
who are now 5, and she saw the amendment as likely to restrict in vitro fertilization and threaten the ability of women like her to have children.

The amendment was rejected by 58 percent of voters in staunchly anti-abortion Mississippi, largely on fears like Mrs. Breland’s that hinged on subtleties of medical science.

The same issues could well foreshadow trouble ahead for similar “personhood” initiatives now being planned in other states by organizers from Colorado. In Mississippi, concerns that the measure would empower the government to intrude in intimate medical decisions far afield from abortion — involving not just infertility, but also birth control, potentially deadly ectopic pregnancies and the treatment of pregnant women with cancer — were decisive in its defeat.

“We don’t need people coming down from Colorado to try to use us as a political experiment,” said Stan Flint, a lobbyist here in Jackson with the Southern Strategy Group, a public affairs firm that fought the initiative. “The people of Mississippi told them to go back where they came from.”

**Article 14:**

**Keystone Pipeline Will Be Rerouted**

At a special session of the Nebraska Legislature, a state senator announced Monday that TransCanada had agreed to adjust its intended route of the Keystone XL oil pipeline to avoid the environmentally sensitive Sand Hills region of the state.

“There had been discussions about this over the last couple of days,” said Matt Boever, a spokesman for State Senator Mike Flood. “Moving it out of that Sand Hills region is important.”
The proposed pipeline would run from Alberta’s oil sands to the Gulf of Mexico and was slated to pass through the Sand Hills, which includes the Ogallala Aquifer, a vital source of drinking water for the Great Plains.

TransCanada’s offer comes just days after a Nov. 10 announcement by the State Department that it would delay a final decision on the $7 billion project until it had considered other routes through Nebraska.

The Obama administration had been under increasing pressure from environmental groups, as well as citizens and lawmakers in Nebraska, to reroute the pipeline.

“I can confirm the route will be changed and Nebraskans will play an important role in determining the final route,” Alex Pourbaix, TransCanada’s president, Energy and Oil Pipelines, said in a statement Monday, adding that the company would support legislation in Nebraska that would shift the pipeline route. Still, it is the State Department that will ultimately decide the fate of the huge project, and TransCanada’s offer of flexibility does not change the department’s plans to conduct a fresh environmental review of a new route, a process that will probably take 12 to 18 months and push the final decision into 2013.

Article 15:

Fund-Raising by City Comptroller Is Investigated

Federal authorities are investigating the fund-raising operation of the New York City comptroller, John C. Liu, seeking records from his campaign and from a city contractor whose employees were listed as having contributed thousands of dollars to his campaign, people with knowledge of the matter said. Grand jury subpoenas issued last week in the inquiry followed a report in The New York Times last month detailing a number of fund-raising improprieties, including questions about the
sources of Mr. Liu’s donations, whether people listed as contributors had actually
given their own money and whether some donors listed even existed.

It is unclear whether the current inquiry is related to an investigation begun by
That investigation, which had not previously been made public, focused on whether
foreign money flowed into Mr. Liu’s 2009 campaign for comptroller, two people with
knowledge of the inquiry said.

Five people discussed the inquiry into Mr. Liu’s fund-raising with The Times;
three of them spoke on condition of anonymity because the proceedings of a grand
jury are bound by secrecy.

Mr. Liu, a Democrat and a rising star in the city’s political world who has been
viewed as a mayoral contender in part because of his fund-raising prowess, said in a
brief interview on Monday that his campaign would fully cooperate with the
investigation.
Appendix B
The Vocabulary Test

Test Instructions:

- The time for this test is (20) minutes.
- Read the following article carefully.
- Choose the correct answer.

Neo-Nazis Suspected in Long Wave of Crimes, Including Murders, in Germany

ZWICKAU, Germany Neo-Nazi terrorists are responsible for a crime wave reaching back more than a decade that includes the murders of at least 10 people, including immigrant shopkeepers and a police officer, German government officials said Sunday. The group is also suspected in more than a dozen bank robberies and a bombing in Cologne, they said.

Two main suspects in the crimes are dead, apparently suicides. Another surrendered to the police and a fourth person was arrested Sunday.

Much of the evidence on the group came from the wreckage of an apartment here in eastern Germany where several of the suspects had been living. In a scene that seemed torn from a suspense thriller, an explosion and fire on Nov. 4 gutted the apartment, apparently an effort by the suspects to cover their tracks. But the police were able to recover a likely murder weapon, along with a gruesome 15-minute propaganda video and other evidence.

The newsmagazine Der Spiegel published still images from the video, including of the bloody bodies of several victims of what became known as the döner murders, a reference to the fact that some of the victims were foreign-born food vendors who worked at döner kebab stands.
The case sent shudders through German society, which has struggled for decades to put the country’s Nazi era behind it. The scope of violence ascribed to the neo-Nazis drew comparisons with the left-wing terrorists of the former Red Army Faction, also known as the Baader-Meinh of Gang.

The killings are signs of “a new form of right-wing-extremist terrorism,” the country’s interior minister, Hans-Peter Friedrich, said at a news conference in Berlin on Sunday. Speaking to reporters in Leipzig on Sunday, Chancellor Angela Merkel said the crimes revealed “structures that we never imagined.”

Allegations surfaced Sunday that one or more members of the group, which called itself the National Socialist Underground, may have worked as confidential informants for Germany’s domestic intelligence service.

Choose the correct answer:

1. In line 8, _wreckage_ means:
   A. equipment that is necessary to live
   B. the remains of a wreck
   C. an emblematic design
   D. an inanimate object distinguished from a living being

2. In line 10, _thriller_ means:
   A. a risky undertaking
   B. a literary composition designed for theatrical presentation
   C. a work of fiction or drama with a great deal of action
   D. a remarkable and exciting experience

3. In line 10, _gutted_ means:
   A. to break down
   B. to destroy the inside of
4. In line 12, **gruesome** means:
   A. curious  
   B. pleasant 
   C. inspiring horror or repulsion  
   D. sickening

5. In line 16, **food vendors**, to vend means:
   A. to traffic in 
   B. to sell as a hawker  
   C. to pay a call 
   D. to buy over

6. In line 18, **shudders**, to shudder means:
   A. to obey  
   B. to gladden 
   C. to horrify 
   D. to damage

7. In line 19, **ascribed**, to ascribe means:
   A. to refer to a supposed cause 
   B. to state a resolution  
   C. to admit the force of 
   D. to express a purpose

8. In line 21, **Faction** means:
   A. a group of dramatic performers  
   B. an association of athletic teams
C. a group acting against a larger body
D. a great number

9. In the last line, informants, informant means:
   A. a person who coordinates a matter
   B. a person who elaborates a case
   C. a person who resolves a problem
   D. a person who gives information

10. In the last line, domestic means:
    A. external
    B. international
    C. local
    D. personal