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## DEVELOPING LEXICAL COMPETENCE THROUGH ONLINE EXERCISES: EVALUATIONS THROUGH THE EYES OF STUDENTS

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### Abstract

Developing lexical competence in a foreign language is an essential part of language learning and teaching process. The present study investigates the perceptions of the students about the effectiveness, practicality, and usefulness of a specific online vocabulary learning program. 74 prep class students who used the online program actively during 2012-2013 academic year participated in the study. At the end of the academic year, the attitudes and perceptions of the students were identified through a Likert-type questionnaire which was developed by the researchers. The data obtained through the questionnaire were analysed via SPSS software. The results reveal that the online program with its user-friendly and enjoyable features was perceived by most of the students as useful, practical, and flexible. It was also found that the online program enhanced learner autonomy in that it promoted ubiquitous learning with its 24/7 accessible nature.

**Keywords:** Lexical Competence, Vocabulary Learning, Online Exercises.

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## 1. INTRODUCTION

Wilkins's (1972:111) famous dictum '*Without grammar, little can be conveyed; without lexis, nothing can be conveyed*' emphasizes how essential vocabulary knowledge is in language learning process. Actually, lexical competence is regarded as the central part of communicative competence, whether the language is first, second, or foreign (Decarrico, 2001). For this reason, being lexically competent in a language, particularly in a foreign one, is attached crucial importance by both language teachers and learners. However, acquiring this competence is a challenging process in which learners constantly seek the effective ways of learning and remembering vocabulary items. Different methods and techniques have been adopted by language practitioners and learners so far with regard to how to learn and store the words in the memory best. Employing the best methods and techniques is mostly related to individual preferences and beliefs. In fact, these beliefs determine learners' attitudes towards language learning (Ellis, 1994). Learners' beliefs and attitudes towards a specific method or technique play an important role in their achievements. The more positive attitude they have, the more they tend to succeed. Within this framework, students' attitudes and perceptions as to vocabulary learning methods determine the level of motivation they have. If the students are motivated enough to learn the target vocabulary items through the methods they employ, they can easily internalize what they have learnt.

This study, therefore, investigates students' attitudes and perceptions towards a specific online vocabulary learning software, *Skills Vocabulary*. It aims to identify the perceptions of the students about the effectiveness, practicality, and usefulness of the online vocabulary learning program (henceforth referred to as *the online program*). The students' feelings of accomplishment and thoughts on the online program are also described in the study.

## 2. REVIEW OF LITERATURE

### 2.1. Theoretical Framework

Studies on vocabulary learning and teaching were neglected for a long time since it was thought that vocabulary learning could be left to care of itself. The main reason of this can be related to the dominance of linguistic theories of the years between 1940s and 1960s (Decarrico, 2001). Grammatical and phonological structures together with the constant repetition of sentence patterns were among the primary issues of teaching languages at that time. It was thought that

learning lexical items could be delayed until one could gain enough competence in the structure of a language. However, this did not last long. After the focus of language learning moved from the structural patterns to meaningful communication in the 1970s with Hyme's (1972) communicative competence concept, interest in learning and teaching vocabulary gradually increased. For the last three decades, with the advent of communicative language teaching and computer assisted language learning (CALL), more studies concerning vocabulary learning and teaching have appeared.

With the increase in research with regard to vocabulary learning and teaching, new ways, strategies, and methods have emerged. Some of these strategies include guessing meaning from context, using mnemonic devices, employing vocabulary notebooks, teaching word origins and structural analysis, using semantic mapping, showing students how to attack analogies, reading aloud, dramatization, showing students how to use the dictionary, using cloze sentences, benefiting from L1 cognates and so on. The fact that vocabulary knowledge involves more than learning the words in isolation has led to the emergence of corpus-based studies, using collocations and semantic associations, and finally Lewis's (1993) Lexical Approach in which learning chunks of language is attached primary importance. Lexical Approach puts lexis at the centre of language and advocates that grammatical mastery is not a requirement for effective communication. Lewis (1993) points out that language curriculum should be organized on the basis of lexis rather than grammar. Lewis's remarks on the importance of lexis in language learning and teaching emphasize the need of vocabulary instruction in classes. In the current literature, vocabulary instruction can be categorized as implicit and explicit. Implicit vocabulary learning occurs when the mind focuses on elsewhere such as on understanding a text or using language for communicative purposes. Words can be acquired naturally through various sources and activities which are mainly communicative and meaningful. On the other hand, explicit vocabulary learning is supported by researchers who think that vocabulary items should be taught explicitly by means of different strategies. They argue that both vocabulary and vocabulary learning strategies need to be taught explicitly. Considering these two distinct approaches, it is not possible to mention one of them as thoroughly true or false. It is a stubborn fact that both implicit and explicit vocabulary learning strategies have been employed in language learning and teaching context so far. That is, the colour of the area

that should be focused on by language teachers is grey rather than black or white. Foreign language teachers may benefit from both strategy types in accordance with the needs of the learners. One of the ways of adopting this eclectic vocabulary instruction type is computer assisted vocabulary learning which has been very popular in recent years. It is time at this point to have a close look at the related research on computer assisted vocabulary learning.

## 2.2. Relevant Studies on Computer Assisted Vocabulary Learning

CALL and computer assisted vocabulary learning in particular have attracted a great deal of attention in the field of language learning and teaching especially in recent years. A number of studies have been conducted to examine the effectiveness of CALL in vocabulary studies. The studies in the present literature generally reveal positive findings about both the achievement and attitude aspects of computer assisted vocabulary learning. To start with the recent studies in the literature, Li's (2010) study which investigates ESL learners' vocabulary learning outcomes through reading reveals that the students learned more words with access to computer-mediated dictionaries than those without. Another research yielding findings in favour of computer assisted vocabulary learning is administered by Lin, Chan and Hsiao (2011). The study attempts to explore EFL students' perceptions of learning vocabulary collaboratively with computers. 91 students are assigned to the three different learning environments; learning individually without computers, learning collaboratively without computers and learning collaboratively with computers. The results show that more than 70% of the participants in the computer group report positive attitudes towards learning vocabulary through computers. Oberg's (2011) study yields similar results with regard to students' preferences for computer assisted vocabulary learning. The study is carried out with the participation of seventy-one first year Japanese university students to compare the effectiveness of two methods for acquisition and retention of 10 vocabulary items. One of the employed methods is the use of representative picture cards, while the other is a CALL interface. Although there appears no significant difference between the groups in terms of achievement dimension, preferences of the students for the CALL interface are in favour of computer assisted vocabulary learning method. Another study investigating the effect of CALL on L2 vocabulary is conducted by Zapata and Sagarra (2007). The study compares the effects of online and paper workbook on L2 vocabulary acquisition. 549

participants receive four hours of classroom instruction per week and work an online and a paper workbook once a week during two semesters. Subsequent to one semester of treatment process, vocabulary tests indicate that there is no significant difference between online and paper workbook groups, but in the second semester the online workbook group outperforms the paper workbook group. The results indicate that the online workbooks are more advantageous than the paper ones in the long run. Similarly, Kılıçkaya and Krajka's (2010) research yields findings in favour of online vocabulary learning. The study compares the effectiveness of online vocabulary teaching and traditional methods in the context of upper-intermediate Academic English class. The control group receives traditional vocabulary instruction through vocabulary notebooks and cards, whereas the experimental group practises the same vocabulary items through *WordChamp*, online vocabulary learning software. According to the post-test results, the students in the experimental group outperform the ones in the control group. The results of the follow-up post-test given three months later also indicate that the experimental group is better than the control group in remembering the vocabulary items.

The existing body of research which is directly related to the students' attitudes towards online vocabulary learning or computer assisted vocabulary learning is limited. The most recent ones have been included here as part of the literature review. For instance, Farshi and Mohammadi (2013) investigate whether e-learning through podcasting contributes to the learners' attitudes and motivations towards vocabulary learning. 30 intermediate students receive video podcasts through e-mail. Upon analysing the data they obtain through a Likert-type questionnaire, the researchers state that learners hold very positive attitudes towards podcasts and have high motivation for learning vocabulary with the help of podcasts. Similarly, the study by Ali, Mukundan, Baki and Ayub (2012) compares three vocabulary learning methods; Contextual Clues, Dictionary Strategy, and CALL. 123 undergraduate students participate in the study and their attitudes towards these three methods are identified. The obtained data are analysed through ANOVA and the results reveal that the students who are exposed to CALL show more positive attitudes in learning vocabulary compared to the other methods.

## 3. METHOD

### 3.1. Participants

The population of the study consisted of the students attending English Preparatory Classes offered

in the School of Foreign Languages at Ondokuz Mayıs University in the academic year of 2012-2013. The sample of the study was selected from the Elective Preparatory Classes. Seventy four students who would attend different departments in the university after the prep class participated in the study. The level of the students' English proficiency was determined as A1 with a placement test offered by the School of Foreign Languages according to the criteria based on Common European Framework of Reference for Languages (CEFR). The students were randomly assigned to four classes at the beginning of the academic year. 37 students (50 %) were graduates of a General High School, while the remaining 37 (50 %) were of an Anatolian High School. Moreover, 39 students (52,7 %) were female; whereas 35 students were male (47,3 %).

### 3.2. Procedure

The vocabulary course offered in the School of Foreign Languages involved two-hour lessons per-week. The students were introduced the online program in the computer laboratory in the first session of the academic year. They were expected to log in the online program with their usernames and passwords provided beforehand. In each week, they were assigned one or two lessons which had different thematic categories. For example, in the first lesson, the thematic category was 'Body' and all of the exercises in the lesson were based on the vocabulary items which had semantic associations with this category.

The activities presented in the online program include marking the odd one out, ordering the elements, true-false, completing the sentences, choosing the correct option, grouping, completing the table, matching, and so on. Some words are presented in context, whereas some in isolation. The students have a chance of listening to all sentences if they click on the button available next to each sentence. An online dictionary is also available in case students may need while trying to complete the exercises. One of the main features of the online program is its flexibility for out-class use. If students cannot complete the assigned work within class time, they are given a chance of finalizing it till a certain deadline set by the teacher. The teacher can also monitor and control students' progress, mistakes, and the rate of the success on an individual or class basis in the system. The teacher sets a deadline for each assignment and the students are expected to submit their work on time. If necessary, the teacher may extend the time of a certain assignment.

All students in four classes completed three levels which are defined in the online program as A1, A2, and B1 in line with CEFR during 30 weeks of the academic year. They were able to complete 40 thematic categories with a variety of activities. Some students who delayed their assignment were also given a chance to submit them in a teacher-set time. All assigned lessons were also reviewed by the teacher in the class every week to consolidate the new words and to facilitate students' understanding of some problematic words. The teacher had also a chance of getting a report concerning the students' success and progress in each lesson by means of the function provided in the online program. The report received at the end of the academic year indicated that the students had completed 98 % of the assigned tasks.

### 3.2. Data Collection and Instrument

In order to find out the attitudes and perceptions of the students who studied vocabulary items through the online program, an attitude inventory was developed by the researchers (See Appendix). The inventory consisted of two parts. The first part was comprised of 22 items which were in 5-point Likert-type response format and the second part had three open-ended questions. As a result of the factor analysis, two items were removed from the inventory because their factor levels were not as high as required (below 0,5). Subsequent to related literature review and expert opinions, face validity of the inventory was assured. Reliability analysis showed that the inventory had ,782 Cronbach Alpha score, which was high enough to administer the inventory in the main study. In addition, factor analysis revealed three dimensions with 64,812 % total variance. The dimensions regarding the items in the inventory were described as *Learning Vocabulary*, *Ease and Enjoyability*, and *Learner Autonomy* by the researchers. After the reliability and validity of the inventory were assured, it was administered to 74 students at the end of the academic year and the results were analysed through frequency analysis in SPSS 20 software.

## 4. RESULTS

### 4.1. Attitudes towards the Online Program with regard to the Domain of Learning Vocabulary

This dimension of the questionnaire is related to how the students perceive the online program with regard to visual aids, immediate feedback, dictionary use, retention of the new words, conceptualization, semantic mapping, and listening button provided in the program. The results of the frequency analysis are presented in the following table.



Table 1: Percentage of the Students' Attitudes towards the Online Program With Regard To Learning Vocabulary

Statements	SA	A	N	D	SD
2. The program was very useful in that it enabled me to see my incorrect answers instantly and correct them.	17,6	45,9	21,6	9,5	5,4
7. I studied all of the subjects and activities provided in the program.	20,3	17,6	16,2	28,4	17,6
8. The visuals in the program contributed much to my vocabulary learning.	23	44,6	13,5	8,1	10,8
10. The dictionary in the program was quite useful in that it enabled instant access to the meaning of unknown words.	37,8	35,1	9,5	6,8	10,8
11. I do not easily forget the words I learned through the program.	8,1	28,4	29,7	21,6	12,2
12. The contextualization of the words in the program helped me learn the words more easily.	20,3	40,5	29,7	5,4	4,1
13. The topic-by-topic categorization of the words in the program helped ease the vocabulary learning process.	25,7	54,1	12,2	2,7	5,4
14. The listening button in the program was quite beneficial in terms of learning the pronunciation of new words.	32,4	44,6	10,8	4,1	8,1
15. I often felt the need to press the answer button while studying on the vocabulary exercises.	14,9	12,2	28,4	24,3	20,3
18. I forgot the words soon after I learned them through the online program.	17,6	23	31,1	24,3	4,1
19. I do not think the program was useful; it would have been better if we had learned the words through teacher-delivered lectures.	20,3	20,3	28,4	18,9	12,2
20. It was a waste of time to use this program.	18,9	6,8	17,6	32,4	24,3

SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree

As it is clear from the table above, the second item is related to immediate feedback the students get from the online program. 63,5 % of the students think that the online program is useful as they can see the incorrect answers immediately. 21,6 % of the students are undecided, while 14,9 % do not think that the program is useful since it provides immediate feedback. As for the item 7 related to the coverage of all subjects in the program, 37,9 % of the students state that they have covered all the subjects provided in the online program. On the other hand, 46 % of the students do not agree about the related item. This may be because of the relative hardship of the exercises particularly at B1 level. More time could be allotted for the exercises in this level so as to overcome this problem. The 8<sup>th</sup> item in the

questionnaire focuses on the availability of visual aids in the online program. 67,6 % of the students think that visuals in the program contribute to their vocabulary learning much. Only 18,9 % state that they do not benefit from the visuals sufficiently. The 10<sup>th</sup> item dealing with the embedded dictionary available in the online program is responded positively by 72,9 % of the students, whereas 17,6 % state that the dictionary does not help them enough. This low rate of negative attitude may be attributed to some technical problems occurred in dictionary use in the online program. The results of the analysis of the item 11 indicate that 36,5 % of the students think that they can remember the words they practise in the online program later. However, 33,8 % do not agree on the item, while 29,7 % remain neutral. The

reverse item 18 is also related to the retention of the new words. 28,4 % of the students state that they do not forget the words soon after they learn through the online program. However, 40,6 % of the students agree about the item and 31,1 % are neutral. Actually, the results of these two items indicate that most of the students are undecided about whether they can remember the words they have learned later. This may be because of the lack of a delayed test concerning the related vocabulary items. If the delayed test had been employed, they would probably have remembered most of the vocabulary items.

As for the contextualization of the new words, 60,8 % of the students think that the contextualization of the words in the program helps them learn the words more easily. 9,5 % do not agree on the item, while 29,7 are undecided. The high rate of the positive responses shows the usefulness of learning the new words in context rather than in isolation. Similarly, topic-by-topic presentation of the new words in the program is appreciated by 79,8 % of the students. Only 8,1 % of the students do not agree about the item and 12,2 % of the students are undecided. This result indicates the satisfaction of the students with topic-by-topic categorization of the words. Item 14 is about the listening button available for each exercise in the online program. 77 % of the students think that the listening button is helpful since it helps them learn the pronunciation of the new words better. 12,2 % are not in the same opinion, while 10,8 % remain neutral. The reverse item 15 which focuses on whether the students need to press the answer button frequently is responded by 44,6 % of the students negatively, which means that

they do not often feel the need to press the answer button. However, 27,1 % of the students agree on the item, while 28,4 % are undecided. This may be attributed to the difficulty level of the exercises in the program. Another reverse item is about the students' preference between teacher-delivered or traditional vocabulary course and online program-assisted vocabulary course. 31,1 % of the students state that the online program is useful and it would not have been better if they had learned the words through teacher-delivered lectures. On the other hand, 40,6 % of the students agree about the item stating that the online program is not useful and teacher-delivered lectures would be better. 28,4 % are undecided about the item, which indicates that they cannot hold a clear-cut stance in favor of either the online or traditional vocabulary course. Item 20, the last in this dimension, is also a reverse one. 56,7 % of the students think that it is not a waste of time to use the online program, whereas 25,7 % state that it is a waste of time. This result indicates that more than half of the students appear in favor of the online program.

#### 4.2. Attitudes towards the Online Program with regard to the Domain of Ease and Enjoyability

Ease and Enjoyability of an educational computer software are believed to have a considerable effect on students' success. In order to identify the attitudes of the students concerning this domain, four items related to the user-friendliness, practicality, and enjoyment of the online program are included in the questionnaire. The frequency analyses of the related items are presented in the following table.

Table 2: Percentage of the Students' Attitudes towards the Online Program with regard to Ease and Enjoyability

Statements	SA	A	N	D	SD	
1. It was quite enjoyable to use <i>Skills Vocabulary</i> in vocabulary classes.		14,9	52,7	12,2	12,2	8,1
3. I lost a considerable amount of time because of the hesitation I felt when I did not know what to do while using the program.		17,6	23	23	24,3	12,2
6. I did not have any difficulty using the program as it was quite user-friendly.	39,2	40,5	2,7	14,9	2,7	
17. I got bored while using the program.	14,9	12,2	28,4	24,3	20,3	

SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree

The table above indicates that 67,6 % of the students are in the opinion that the online program is enjoyable to use in vocabulary classes. 20,3 % of the students, on the other hand, do not think that the program is enjoyable. The responses to item 17 also support this result as 44,6 % of the students state that they do not get

bored while using the program. However, 27,1 % think that they get bored, while 28,4 are undecided. As for user-friendliness and practicality of the online program, 79,7 % of the students state that they do not have any difficulties using the program, while only 17,6 % think that it is not user-friendly. The students' responses to the

item 3 make it clear that 36,5 % of the students state that they do not lose too much time while using the program, whereas 40,6 % of the students do not agree on the item. This result shows that the online program is not considered as practical by almost half of the students.

#### 4.3. Attitudes towards the Online Program with regard to the Domain of Learner Autonomy

Table 3: Percentage of the Students' Attitudes towards the Online Program With Regard To Learner Autonomy

Statements	SA	A	N	D	SD	
4. I was an autonomous learner able to study at my own pace while using the program.		25,7	31,1	25,7	12,2	5,4
5. I liked the program as I had the chance to log in the system and study whenever I wanted.	28,4	45,9	12,2	10,8	2,7	
9. I liked the program as it lowered our dependence on the existence of a teacher.	23	40,5	21,6	8,1	6,8	
16. As it was an online program, I had the chance to study the incomplete exercises at home.	32,4	36,5	14,9	13,5	2,7	

SA: Strongly Agree A: Agree N: Neutral D: Disagree SD: Strongly Disagree

As it is presented in the table above, the item 4 is responded positively by 56,8 % of the students. They state that they can study at their own pace while using the online program. 17,6 % of the students do not think that they are autonomous enough about the program, while 25,7 % are undecided. Item 5 in this dimension focuses on the flexibility of the online program. 74,3 % of the students state that they have the chance to log in the system whenever they want. Only 13,5 % of the students do not agree on the item. The high rate of students' positive responses is the indication of the importance of independent learning. Similar to item 5, item 16 is related to the flexibility of the program. 68,9 % of the students are content with completing the exercises at home if they cannot finish them on time in the classroom. 16,2 % do not think so, and 14,9 are undecided. The item 9 also highlights students' dependence or independence on the teacher. 63,5 % of the students find pleasure in studying without depending on the teacher. 21,6 % remain neutral, whereas 14,9 % do not agree on the item.

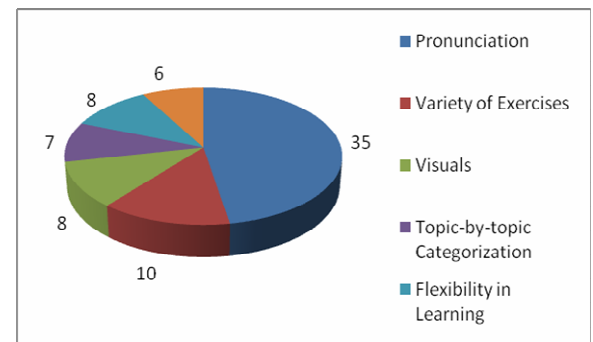
#### 4.4. Findings about the Open-ended Questions in the Questionnaire

The students' answers regarding the two open-ended questions in the second part of the questionnaire were analysed and categorized in terms of their content. The answers to the first open-ended question were

The last dimension of the questionnaire consists of the items related to learner autonomy. The responses of the students to the items were analysed on the basis of frequency as is the case with the previous two dimensions. The related findings are presented in the table below.

categorized under the six headings with regard to the strongest point in the online program. The following graph demonstrates these categories and students' numbers in each category:

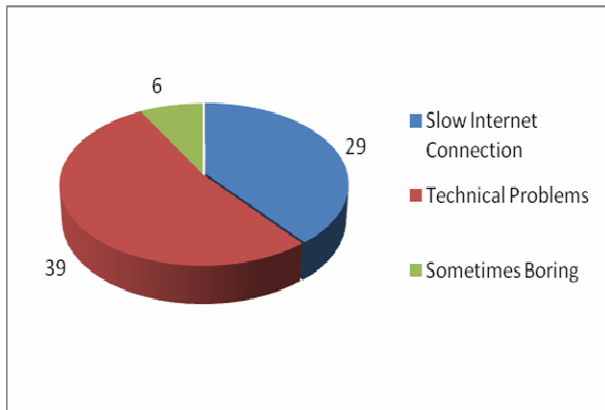
Graph 1: The frequencies of the Strongest Point of the Online Program



As it is clear from the graph above, 35 students think that the strongest point of the online program is that it provides them with a chance of listening to the pronunciation of the new words. 10 students state that it is the variety of exercises, while 8 consider it as visuals presented in the program. The remaining 8 and 6 students think that the strongest point is topic-by-topic categorization and flexibility in learning respectively. Similarly, the students were asked about the weakest point of the online program. The answers of the students were categorized under three headings. Slow internet

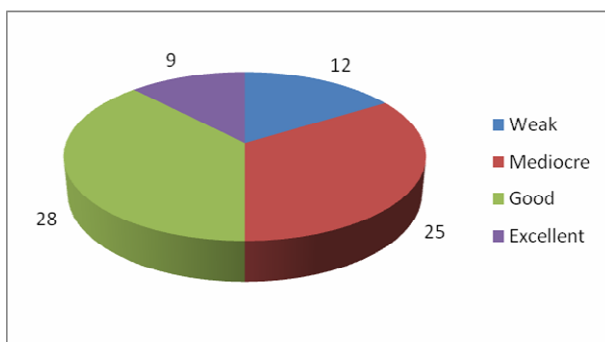
connection, technical problems and boredom represent the responses of the students. The following graph illustrates these categories:

Graph 2: The frequencies of the Weakest Point of the Online Program



As it can be seen in the graph above, 39 students complain about technical problems during using the online program, 29 students think that the weakest point of the program is slow internet connection, and 6 students state that the online program sometimes causes boredom. It is clear from these results that the most important problems occurred while using the program are technical rather than the content of the program. In order to get the overall ideas of the students concerning the online program, the researchers addressed the question; "Considering your experiences and its contributions, how would you describe the program?" The students were given the options *Weak*, *Mediocre*, *Good*, *Excellent* and they were expected to choose one which describes the program best. The results are presented below:

Graph 3: The frequencies of how the Students Evaluate the Online Program



The graph above demonstrates that 28 students describe the online program as Good, 25 as Mediocre, 12 as Weak, and 9 as Excellent. These results indicate that most of the students are satisfied with the program as only 12 students consider the program as Weak.

## 5. DISCUSSION AND CONCLUSION

Analyses of both the qualitative and quantitative data reveal that the online program used in the vocabulary course is considered to be useful by most of the students. Learning vocabulary through the online program is appreciated by most of the students since the program provides them with visual aids to learn and remember the vocabulary items better. Receiving immediate feedback from the program is also regarded as beneficial by the students. The reason for this may be attributed to the students' comparison of the online program with the traditional teacher-delivered vocabulary courses. It is clear that they cannot get the feedback whenever they want in the traditional classes in contrast to online program. Embedded dictionary in the online program is also emphasized by the students as it helps the students find the meanings of the unknown words immediately. However, as the qualitative findings suggest, some technical problems occur while using the program. Some difficulties in dictionary use in the program represent some parts of these problems. With regard to direct effects of the online program on vocabulary learning, conceptualization and semantic mapping, in other words topic-by-topic categorization of the new words are attached importance by most of the students. This proves the efficiency of using the new words in context with their collocations or semantically related words. The other important finding of the research is related to the students' satisfaction with the listening button in the program. As the subject group of the present study is learning English in EFL context in which they have limited chance of exposure to the authentic language, improving their pronunciation is of utmost importance for them. That is why most of the students are content with the listening button available for each exercise in the online program.

User-friendly aspect of the online program is also appreciated by most of the students, which is very important for integrating it into the vocabulary course. The results also show that most of the students enjoy using the program and this enjoyment is believed to increase the success in learning new vocabulary items. Another result drawn from the study is that the online program promotes learner autonomy in that it provides the students with flexible access to the program whenever and wherever they want. Most of the students regard themselves as independent learners as they do not need the teacher's help as much as they do in traditional teacher-controlled classes.



All in all, the findings about the students' attitudes towards the online program indicate most of the students' positive attitudes towards and satisfaction with the program. However, some technical problems like slow internet connection are also emphasized by the students. If these problems are overcome, the online program is thought to become more beneficial for the students. In conclusion, considering the positive attitudes and perceptions of the students, EFL teachers can integrate the online vocabulary learning program in their courses as a potentially effective tool.

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## APPENDIX

*Uluslararası Sosyal Araştırmalar Dergisi*  
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**ATTITUDE INVENTORY FOR THE ONLINE VOCABULARY LEARNING PROGRAM**

Dear Students,

This inventory aims to specify the attitudes of students to the use of "Skills Vocabulary" in *Vocabulary* classes. Please do not write your name in the questionnaire in order that the study can be carried out in a sound way; and please state your sincere thoughts **without skipping any items**. Thank you in advance for your kind cooperation. Instructor Emrah EKMEKÇİ

**Faculty/Department:**

**Gender:**

**Graduated High School:**

A. Please rate how strongly you agree or disagree with each of the following statements by placing a check mark in the appropriate box.

**Strongly agree: 5    Agree: 4    Neither agree nor disagree: 3    Disagree: 2**

**Strongly disagree: 1**

Item		5	4	3	2	1
1	It was quite enjoyable to use Skills Vocabulary in vocabulary classes.					
2	The program was very useful in that it enabled me to see my incorrect answers instantly and correct them.					
3	I lost a considerable amount of time because of the hesitation I felt when I did not know what to do while using the program.					
4	I was an autonomous learner able to study at my own pace while using the program.					
5	I liked the program as I had the chance to log in the system and study whenever I wanted.					
6	I did not have any difficulty using the program as it was quite user-friendly.					
7	I studied all of the subjects and activities provided in the program.					
8	The visuals in the program contributed much to my vocabulary learning.					
9	I liked the program as it lowered our dependence on the existence of a teacher.					
10	The dictionary in the program was quite useful in that it enabled instant access to the meaning of unknown words.					
11	I do not easily forget the words I learned through the program.					
12	The contextualization of the words in the program helped me learn the words more easily.					
13	The topic-by-topic categorization of the words in the program helped ease the vocabulary learning process.					
14	The listening button in the program was quite beneficial in terms of learning the pronunciation of new words.					
15	I often felt the need to press the answer button while studying on the vocabulary exercises.					
16	As it was an online program, I had the chance to study the incomplete exercises at home.					
17	I got bored while using the program.					
18	I forgot the words soon after I learned them through <i>Skills Vocabulary</i> .					
19	I do not think the program was useful; it would have been better if we had learned the words through teacher-delivered lectures.					
20	It was a waste of time to use this program.					

B) Please answer the following questions briefly.

1) **The strongest point of *Skills Vocabulary***

.....

2) **The weakest point of *Skills Vocabulary***

.....

3) **Considering your experiences and its contributions, how would you describe the program?**

**Weak                      Mediocre                      Good                      Excellent**