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"Pre-service EFL Teachers' Vocabulary Mastery and their Google Browsing Intensity: A Comparative Study"

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TESOL Asia

Pre-service EFL Teachers' Vocabulary Mastery and their Google Browsing Intensity: A Comparative Study

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Abstract:

Becoming pre-service EFL teachers, the undergraduate students of English Education Department, Universitas Kristen Indonesia are required to master English. Since the exposure to website browsing has been increasing in virtual mode circumstances amidst Covid-19 pandemic, this study explored whether there were statistically significant differences in the students' vocabulary mastery among five levels of Google browsing intensity. This study was a comparative study, which participants were 61 students. Data were collected from a vocabulary test developed by Nation and Beglar (2007) and a questionnaire adapted from Weganova and Lutviana (2018), and statistically analyzed using descriptive and inferential statistics. A one-way ANOVA was conducted to determine whether the pre-service EFL teachers' vocabulary mastery was different for groups with different Google-browsing-intensity levels. Participants were classified into five groups: very low (n=17), low (n=11), moderate (n=7), high (n=6), and very high levels of Google browsing intensity (n=20). The data analysis presented that there were no statistically significant differences in the vocabulary mastery score among the different google-browsing-intensity levels, $F(4, 56) = 0.291$, $p = 0.883$ [p>0.05]. Accordingly, it is recommended that the development of the students' vocabulary mastery is accommodated in many other ways not only depending on Google-browsing habits and its intensity that provides the students chances to improve and adjust their language learning. Finally, its implications are directed to the teaching instructions, learning materials, as well as the assessments.

Keywords:

Bio:
Luh Angelianawati, M.Pd., is the faculty member of English Education Department of Universitas Kristen Indonesia, Jakarta, Indonesia. She has experienced teaching English for Specific Purposes (ESP) since 2006 in five-star hotel, training institutions, and governmental offices. She has been teaching in higher education level namely in English Education Department, Universitas Kristen Indonesia, since 2014. Major subjects, she has taught, include Teaching English as a foreign Language (TEFL), language assessment, English literature, curriculum and material development, and English for Specific Purposes (ESP). Her scholarly research interest covers foreign language teaching and learning, language assessment, and ICT based language learning.

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Pre-service EFL Teachers' Vocabulary Mastery and their Google Browsing Intensity: A Comparative Study

Authors

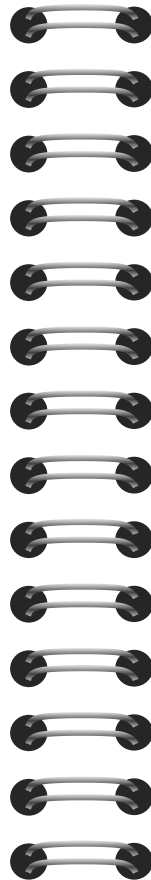**Luh Angelianawati, M.Pd.**
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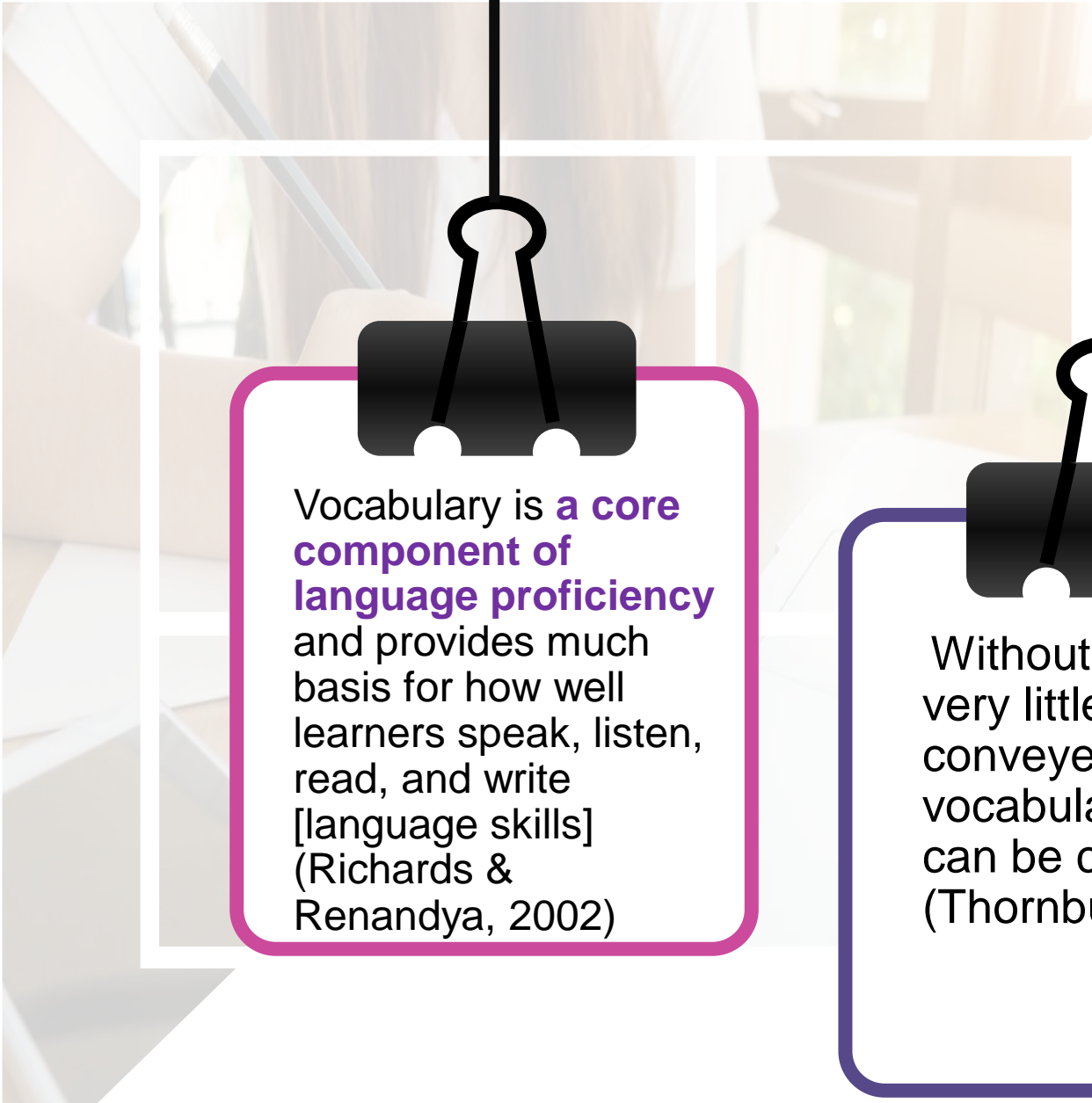Universitas Kristen Indonesia

Table
Contents

ENGLISH

- **academically, professionally and personally used**
- **subject to be taught (elementary → tertiary)**
- **Pre-service EFL Teachers → mastering English**

L-S-R-W,
Vocabulary-G-P-S

VOCABULARY MASTERY

**Google Browsing
Intensity**

English
Vocabulary
Mastery

?
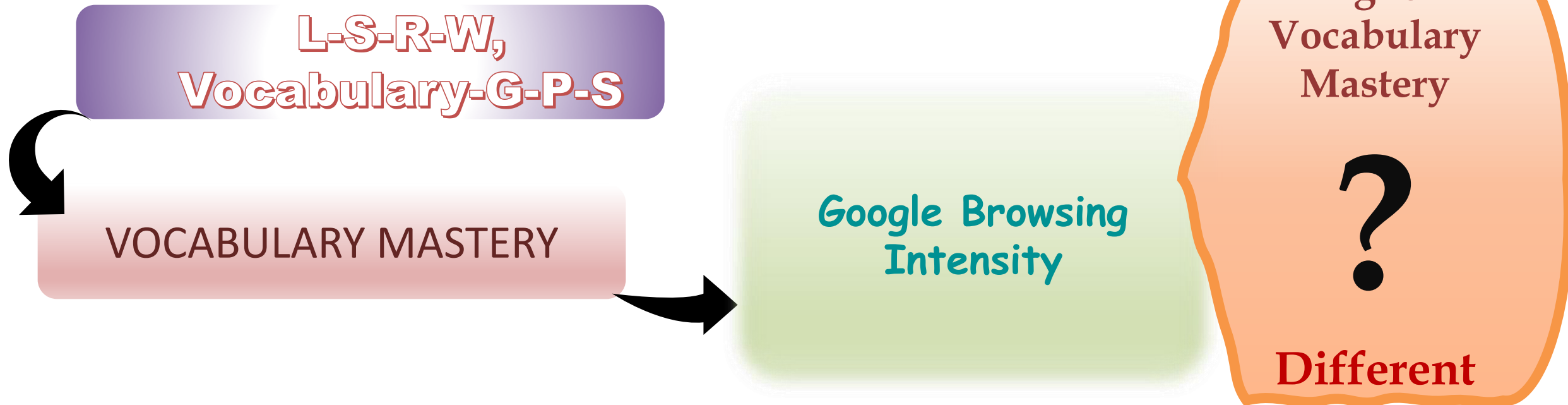
Different

Purpose

To investigate

→ the **difference** of the pre-service EFL teachers' vocabulary mastery seen from their levels of Google browsing intensity.

Vocabulary is **a core component of language proficiency** and provides much basis for how well learners speak, listen, read, and write [language skills] (Richards & Renandya, 2002)

Without grammar very little can be conveyed, without vocabulary **nothing** can be conveyed (Thornbury, 2002)

"Knowing words is the key for understanding and being understood. The bulk of **learning a new language** consists of **learning new words**. Grammatical knowledge does not make for great proficiency in a language." (Schmitt and McCarthy, 2000)

Google Browsing Intensity

'the quality or state of being intense **in using Google as Browser'**

Usage **(Features-Sources)**
Mobility
Preference
Time

Internet browsing → language learning

Internet is a vast area of the network that provides a number of opportunities for studying English (Peachey, 2012)

Internet provides opportunities for learning materials, chances to communicate with a native speaker, a platforms for practices-English Test. (Molchanova, 2014)

To remember new vocabulary for good, someone should learn, practice....(Alqahtani, 2015) These efforts can be done by using Internet (Google).

RESEARCH METHOD
Research Design: Comparative Study

Population & Subjects of the study
EED-UKI students (61 students)

Data collection
Questionnaire [17-items] & Vocabulary Size Test [140-item Vocabulary Size Test adopted from Nation & Beglar (2007)]

Data analysis
descriptive and inferential statistics (One-way ANOVA)

Prerequisite Tests

There was homogeneity of variances, as assessed by Levene's test of homogeneity of variances ($p = .378 > .05$).

Homogeneity

Normality

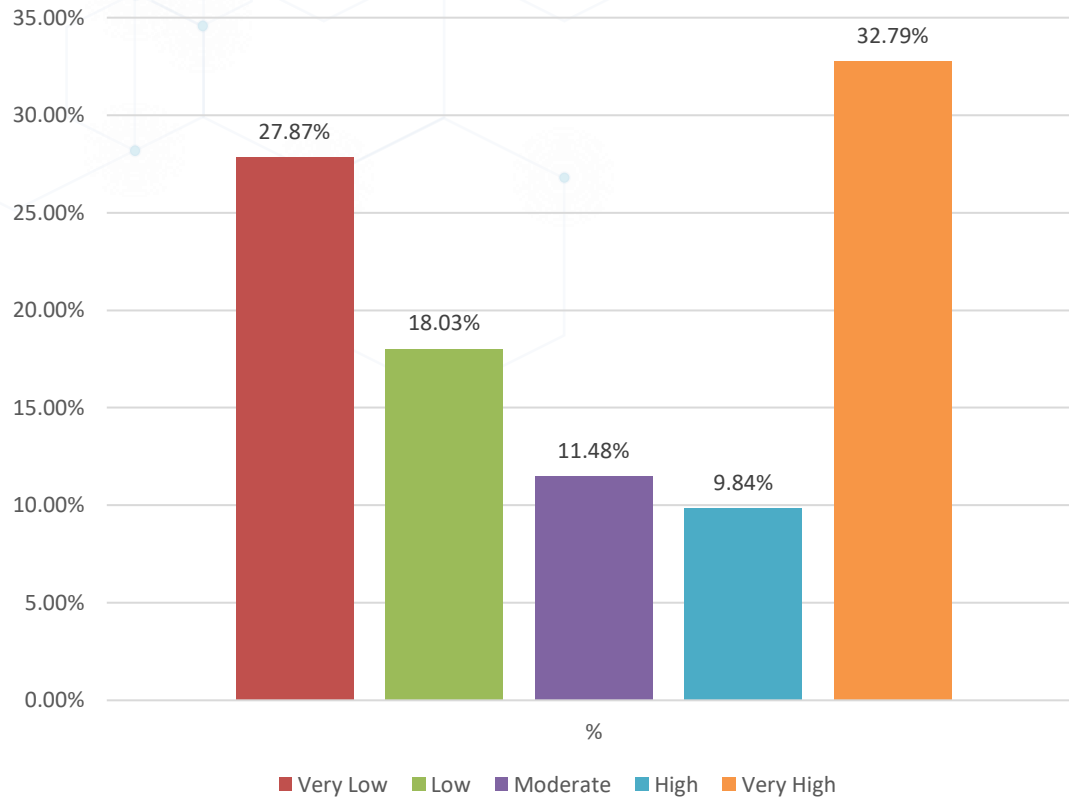The data was normally distributed for each group, as assessed by One-sample Kolmogorov-Smirnov ($p > .05$)

Prerequisite Tests → Fulfilled

DATA → normally distributed → One-way ANOVA

One-way ANOVA test was run to determine if there were significant differences on the pre-service EFL teachers' vocabulary mastery scores among the different google-browsing-intensity levels.
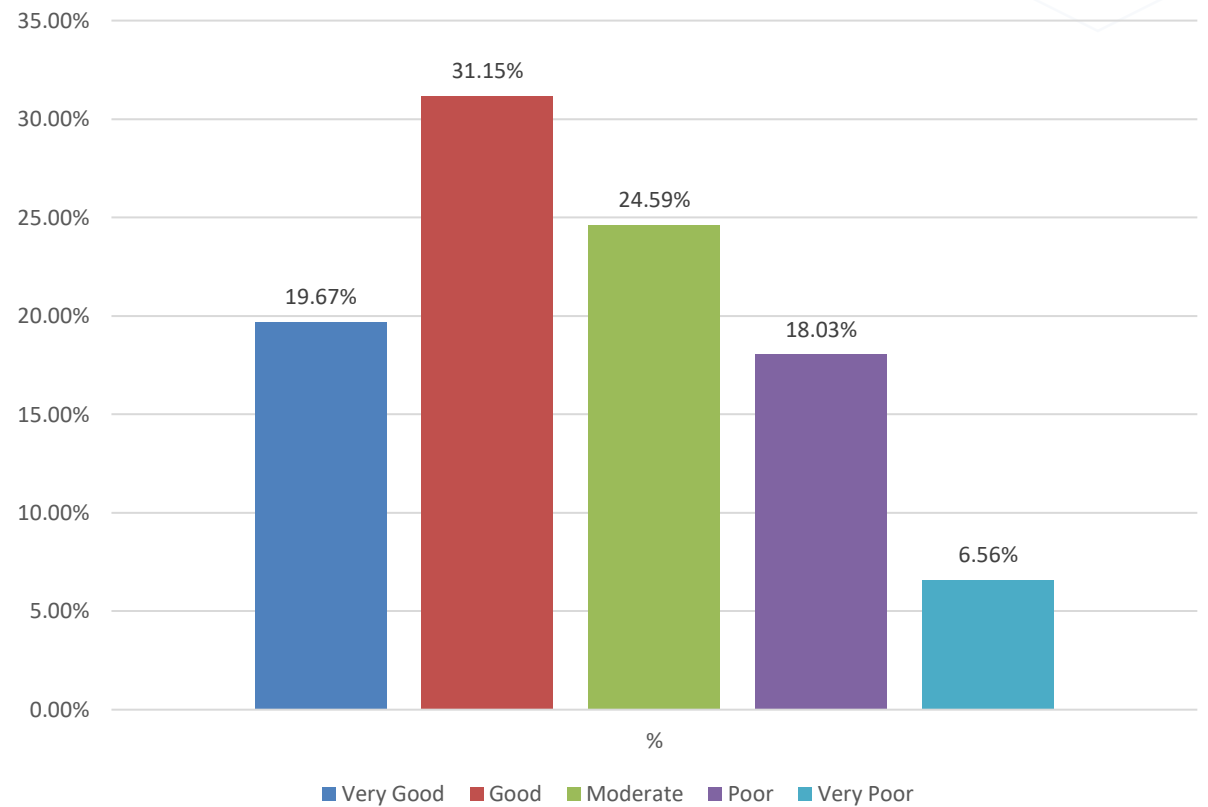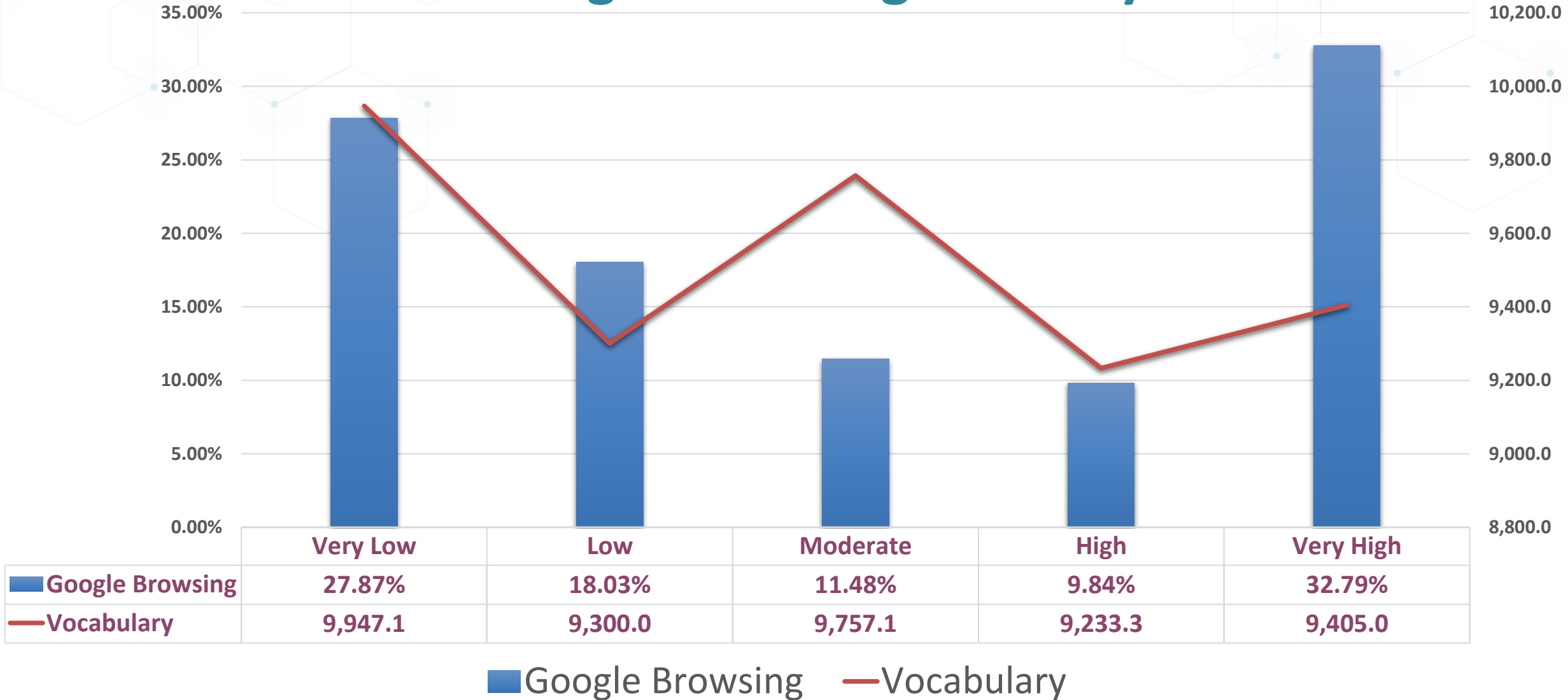
GOOGLE BROWSING INTENSITY

Very Low	27.87%
Low	18.03%
Moderate	11.48%
High	9.84%
Very High	32.79%

■ Very Low ■ Low ■ Moderate ■ High ■ Very High

Mean Score GBI = 3.04 (Moderate)

Mean Score VM = 9,560.66 (Moderate)

VOCABULARY MASTERY

Very Good	19.67%
Good	31.15%
Moderate	24.59%
Poor	18.03%
Very Poor	6.56%

■ Very Good ■ Good ■ Moderate ■ Poor ■ Very Poor

Pre-service EFL Teachers' Vocabulary Mastery - Google Browsing Intensity

	Very Low	Low	Moderate	High	Very High
Google Browsing	27.87%	18.03%	11.48%	9.84%	32.79%
Vocabulary	9,947.1	9,300.0	9,757.1	9,233.3	9,405.0

Google Browsing ▬ Vocabulary

* The more the students browsed the internet ≠ the more vocabulary they would master.

Pre-service EFL Teachers' Vocabulary Mastery - Google Browsing Intensity

	Very Low	Low	Moderate	High	Very High
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■ Google Browsing   — Vocabulary
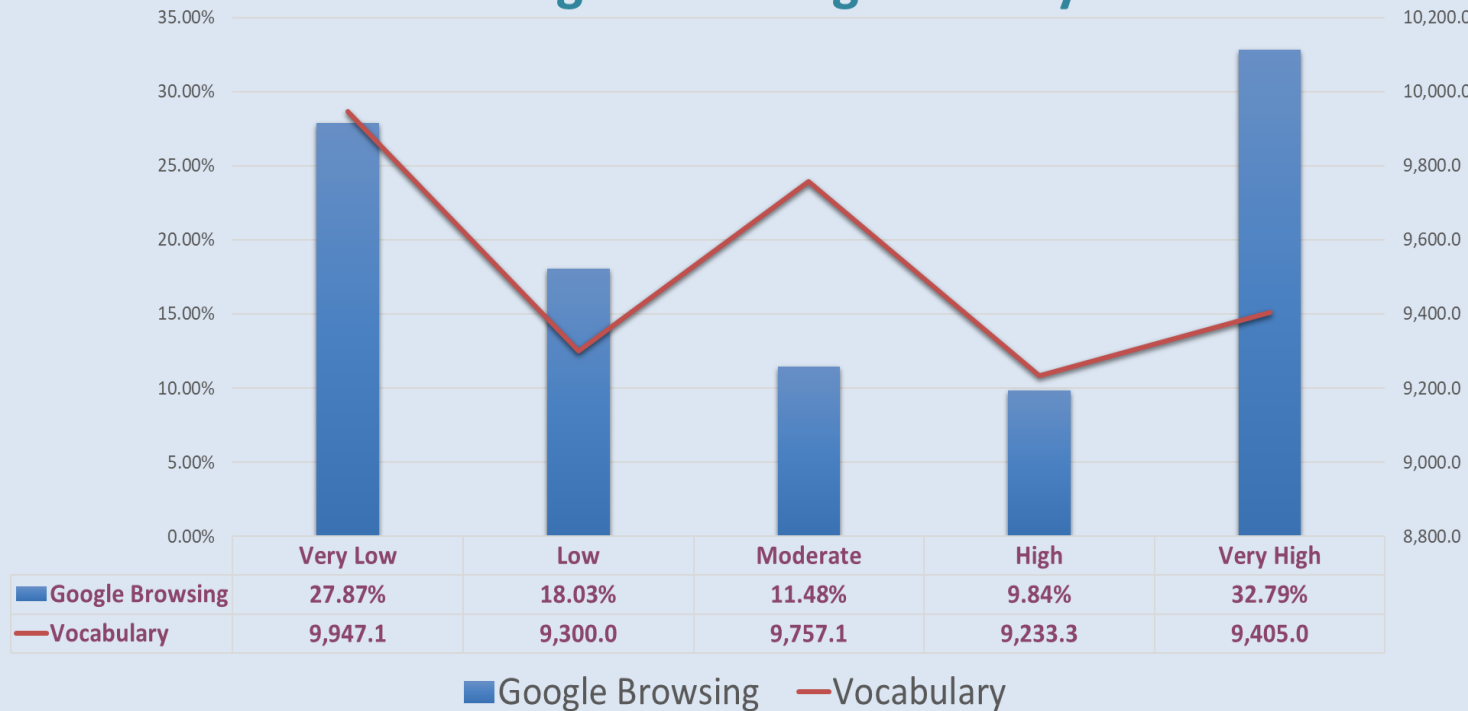
The distributions of the vocabulary scores for different level of Google Browsing Intensity were not similar. However, the differences of the vocabulary scores among these google browsing intensity levels were NOT statistically significant, $F(4, 56)$ = .291, p =.883.

It is recommended that the development of the students' vocabulary mastery is accommodated in many other ways not only depending on Google-browsing habits and its intensity that provides the students chances to improve and adjust their language learning.
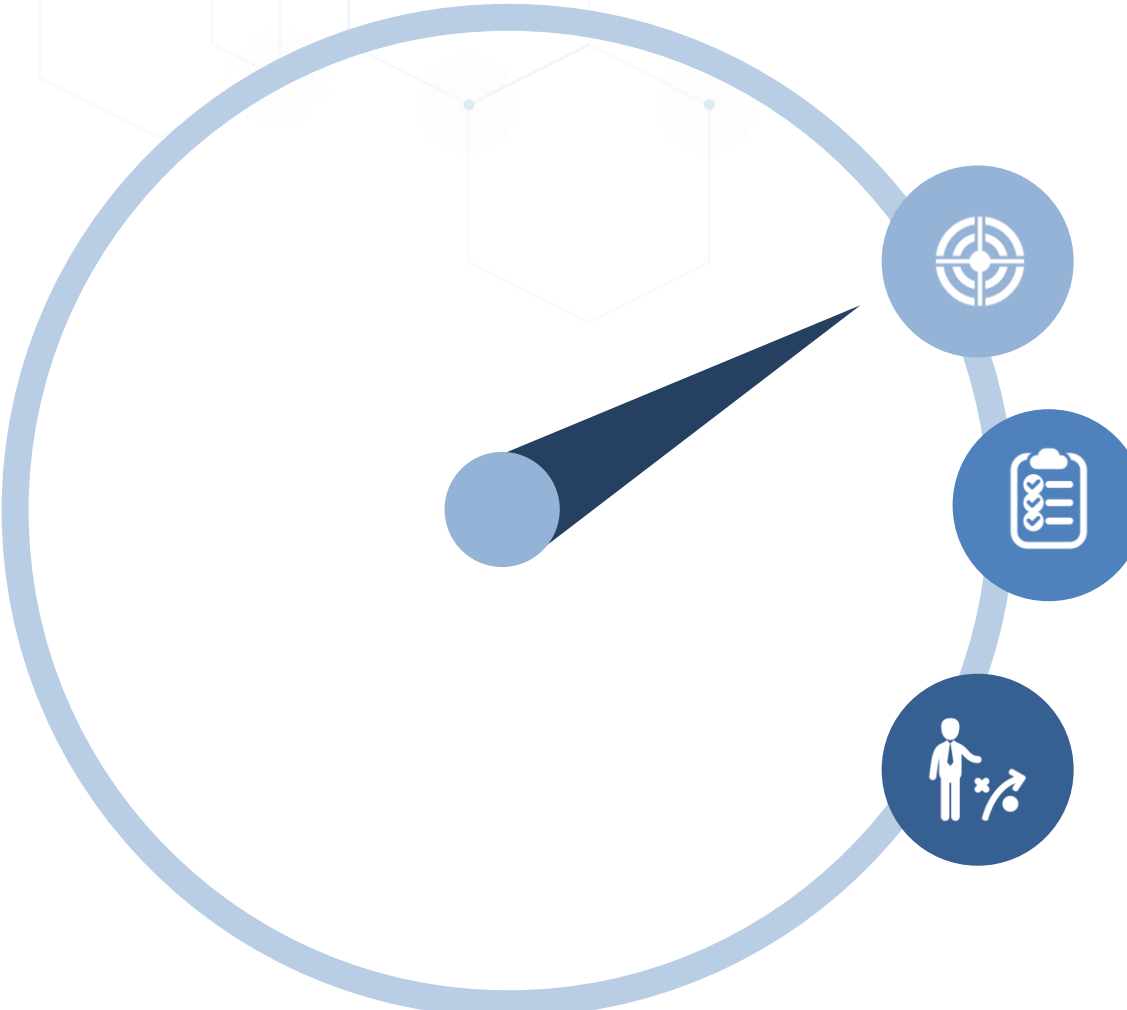
Conclusion

There is NO statistically significant difference on the pre-service EFL teachers' vocabulary mastery score among the different google-browsing-intensity levels (H_0 is accepted)
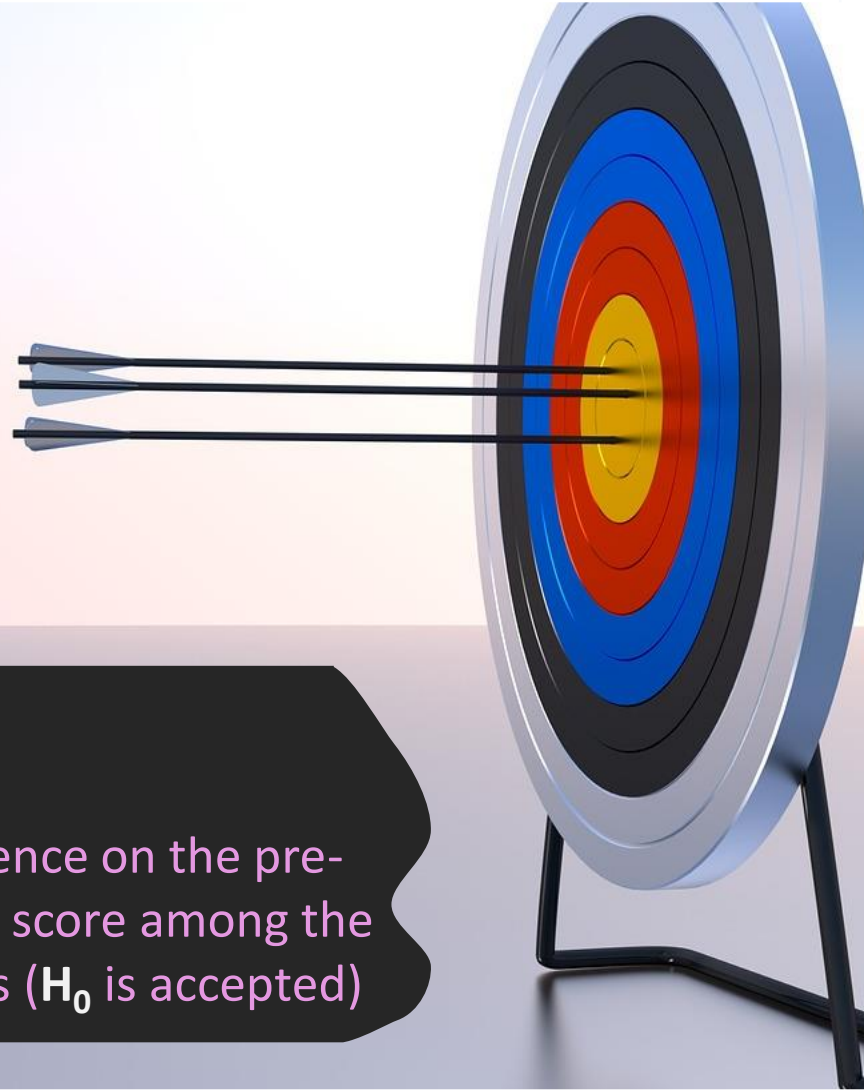
IMPLICATIONS

Teachers → aware, responsive, and considerate (teaching instructions, etc.)

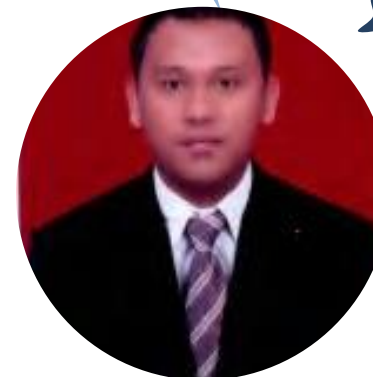**Students** → awareness of potentials and characteristics

Researchers → further researches

Do you have questions?
Please contact us

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Thank You