DESIGNING ONLINE VOCABULARY EXERCISES SUPPLEMENTARY TO THE ENGLISH 10 TEXTBOOK (GLOBAL SUCCESS SERIES)

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ABSTRACT
Supplementary exercises were fundamental and beneficial for students in that they provided essential support accompanying the regular teaching and learning program or textbook. In the era of technological development, supplementary exercises on online platforms allow flexibility, accommodate learners' different needs and styles, and thus increase their learning quality. This study implemented online vocabulary exercises as supplementary tasks attached to the official English 10 textbook used in a Vietnamese high school (Global Success series). The study aimed to enhance students' vocabulary acquisition and proficiency through interactive online learning activities. The experimental method was employed to investigate the effect of online supplementary exercises on students' English vocabulary competence. The findings reveal the effectiveness of the designed online vocabulary exercises in facilitating vocabulary acquisition and retention among students. Through interactive and engaging activities, students demonstrated improved vocabulary comprehension, usage, and retention. Moreover, the exercises were found to enhance student motivation and engagement in the English 10 curriculum, fostering a positive learning environment conducive to language acquisition.

Keywords: Online Vocabulary Exercises; Vocabulary Learning, Supplementary Exercises, The English 10 Textbook Global Success, 10th Graders.

1. INTRODUCTION
There has been a multitude of interpretations for the term "vocabulary," which may vary depending on its characteristics, functions, and contextual usage. Soltani (2011) emphasizes the pivotal role of vocabulary as a bridge across the key domains of English as a foreign language (EFL) proficiency. The breadth of a student's lexical repertoire significantly influences their comprehension abilities, encompassing verbal communication, listening, reading, and writing skills. Linse (2005) characterizes "vocabulary" as an individual's collection of expressions, while Neuman and Dwyer (2009) define it as the essential words required for effective communication in both spoken (expressive) and heard (receptive) language. In essence, "vocabulary" pertains to the capacity to comprehend and utilize words in context. According to Hornby (1995), "vocabulary" encompasses the entirety of words comprising a language, suggesting a correlation between language richness and communicative success. Lewis (1993) describes the lexicon as the core of language, and Schmitt (2020) underscores the impact of lexical knowledge on language proficiency. The vocabulary encompasses singular and plural forms of words and is fundamental to effective communication. Day and Bamford (2005) highlight vocabulary knowledge as a cornerstone of success in EFL, while lexical units denote clusters of words forming phrases. The definitions outlined herein inform the construction of a conceptual vocabulary framework.

The acquisition of new vocabulary is paramount for language development, enabling learners to comprehend both written and spoken forms of the target language. Khachai (2016) highlights the challenge faced by second language learners who lack a sufficient grasp of specialized vocabulary, hindering their ability to comprehend and communicate effectively. Pigada and Schmitt (2006) affirm the pivotal role of vocabulary in language, emphasizing its centrality in facilitating successful interaction and language construction.

Indeed, the significance of vocabulary cannot be overstated. The potency of words in oral communication is underscored, as they serve as vehicles for expressing emotions and conveying complex ideas succinctly. While vocabulary is just one facet of language acquisition, it reigns supreme in importance. A robust vocabulary, coupled with grammatical knowledge and speaking practice, is essential for language learners. Neglecting vocabulary expansion undermines efforts to improve language proficiency, as emphasized by Nation (2001).

However, in the realm of English language education in Vietnam, the process of vocabulary acquisition is often perceived as tedious within numerous English institutions. This sentiment stems from the necessity to memorize unfamiliar words and their spellings, accompanied by extensive exercises, leading learners to struggle with engaging in such repetitive vocabulary learning activities (Nguyen & Khuat, 2003). Therefore, it is essential that English language teachers innovate their teaching methods by incorporating a wide range of vocabulary exercises and activities and implementing alternative modes of instruction for students' better engagement in vocabulary lessons and improvement in vocabulary competence. Supplemental materials, especially those which are digitally designed, could offer significant benefits for both students and teachers. Firstly, from the teachers' perspective, it allows for savings on printing costs and class time allocation. Additionally, online assignments enable teachers to track student participation efficiently. Moreover, upon completion, automated evaluation tools eliminate the need for manual grading, saving valuable time. Secondly, students benefit from exposure to a diverse range of online exercises via digital platforms. They also gain flexibility and autonomy in managing their homework schedules. Lastly, engaging in vocabulary exercises through online platforms enhances student interest and participation, thereby fostering a more interactive learning experience.

Currently, Vietnam's educational curriculum has undergone revisions, allowing the concurrent use of some textbooks in the school system, in which the Global Success series was one of the nine textbook series approved by the Vietnamese Ministry of Education for English language education. Nevertheless, there have been limited supporting materials or supplementary exercises for this set of books; as a result, students face difficulties in accessing relevant exercise reviews and supplementary materials for this textbook. With the recent introduction of the Global Success textbook into Vietnam's educational system, there is a scarcity of supplementary vocabulary exercises for students, compounded by insufficient class time to enhance their vocabulary skills.

Within these challenges and limitations, we would have designed online vocabulary exercises for the Global Success 10 textbook with the aim of helping students access new ways to enhance vocabulary enjoyably.

2. RESEARCH METHODS
2.1. Participants

The participants in the research were fifteen students in grade 10th at a local high school in Vietnam, where English is taught as a foreign language and a school subject with little or no integration with other disciplines. Those students all come from the same town and are the same age of 16. They officially started to learn English as a school subject at primary school when they were 9. However, their English proficiency, which is not their specialization, varies greatly from A2 to B1 level according to the Common European Framework of Reference for Languages.

2.2. Research design

This study aimed to design online supplementary exercises that could help 10th graders improve their English vocabulary competence. The quasi-experimental method was employed to investigate the effectiveness of online supplementary exercises on students' English vocabulary competence.

First and foremost, the 10th graders, who took the pre-test which could provide information about students' vocabulary competence, were invited to participate in an eleven-week intervention during the school year 2023-2024. Participants were also provided with numerous vocabulary exercises throughout the study period. During each week, vocabulary exercises were designed and posted on three online platforms, namely Azota, Quizziz, and Google Forms. All of these online systems were pre-installed so that students could see their scores and receive feedback after completing the exercises.

Upon completion of the project, the post-test was delivered to the participants for the assessment of their vocabulary competence as well as the judgment of the improvement in students' test scores. A survey questionnaire was administered to collect the participants' opinions on the implementation of the online supplementary vocabulary exercises.

2.3. Data collection instruments

2.3.1. Tests

Quantitative data were collected through pre-test and post-test to measure students' vocabulary competence. These tests were designed to assess the vocabulary knowledge of 10th graders before and after the implementation of the online software system for vocabulary study.

The pre-test was administered before the process of having students do online supplementary exercises for the determination of students' vocabulary competence. 20 questions were categorized into 4 types of tasks: multiple choice, word filling, crossword, and word form. The themes and topics of the vocabulary exercises were the same as those presented in the English 10 textbook (Global Success series) up to the time of test delivery.

The post-test was administered after the process of having students do online supplementary exercises for the evaluation of students' vocabulary competence. 44 questions were categorized into 6 types of tasks: identify the word, word form, crossword, label the picture, match the word with their meaning, and word form. The themes and topics of the vocabulary exercises were continually followed the same as those presented in the English 10 textbook (Global Success series) up to the time of test delivery.

The format and number of questions in the Post-test were intentionally modified compared to the Pre-test. This adjustment aims to assess students' vocabulary proficiency over the 11-week experimental period effectively. While the Pre-test served as a baseline assessment, the Post-test incorporates changes in format and question structure to gauge the impact of the supplementary exercises on vocabulary acquisition and retention.

2.3.2. Questionnaires

Questionnaires were instruments consisting of a set of questions designed to elicit responses from participants. These questions could be closed-ended, providing predefined response options, or open-ended, allowing participants to provide their own answers. Questionnaires might be administered in various formats, including paper-based surveys, online surveys, or face-to-face interviews, depending on the research objectives and target population.

In this study, the questionnaire was developed from Sha Huang's (2018) questionnaire, which consists of 10 statements with a 5-point Likert scale: strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (SD). The survey questionnaires were conducted to gather students' opinions toward doing online supplementary exercises and collect students' feedback on the benefits of doing supplementary online exercises as well as recommendations for better implementation in the next phase. The results of the questionnaire allow for the quantitative measurement of students' attitudes and opinions towards online supplementary exercises.

3. RESULTS AND DISCUSSION

To show improvement over 11 weeks of experimentation, the researcher would compare the results of the Post-test with the Pre-test, and the data are compared through the following chart:

Overall, the average score had improved over 11 weeks of experimentation, but this number had not increased significantly because during the experiment there were many objective factors and limitations. The chart presents data that sheds light on how a certain treatment affects the scores of fifteen students. By looking at the given chart, we can identify the average scores had increased after 11 weeks of treatment, in spite of the fact that this number is not significant; however; it revealed that the students' endeavor after finishing doing online supplementary exercises had created positive results.

Chart 1. The results between Pre and Post-test
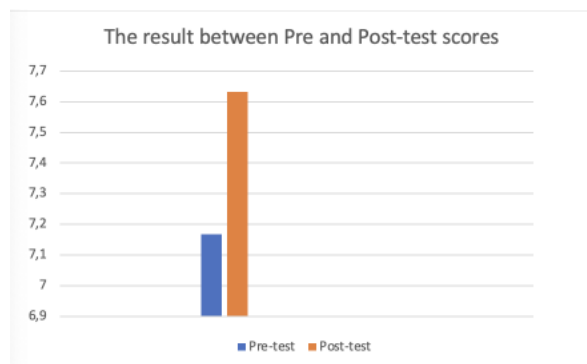
Information reflected in the participants' opinions toward the use of online supplementary exercises for vocabulary learning and practice is described in the following table.

**Table 2.** *Student's attitudes toward doing via supplementary exercises by online platforms in questionnaires*

	SA	A	N	D	SD
1 Using supplementary exercises for improving vocabulary by online platforms is exciting	10	5	0	0	0
2. I like to review vocabulary through the online platforms	9	3	2	1	0
3. I can improve my vocabulary by doing online supplementary exercises	10	3	2	0	0
4. I can experience easily when doing supplementary exercises on online platforms	8	3	3	1	0
5. I obey strictly the request of the teacher when doing supplementary exercises on online platforms	12	2	1	0	0
6.I will continue to use online platforms to improve vocabularies	13	1	1	0	0
7. I feel more confident in my vocabulary	10	2	1	2	0
8. I would like to use other platforms to do supplementary exercises to improve exercises	9	2	2	2	0
9. Doing supplementary exercises by online platforms is a useful method to help me save time and enhance my vocabulary interestingly	7	5	3	0	0
10. I would like teachers at school will let students do more supplementary exercises on online platforms	12	2	1	0	0

As can be seen in the table, it was clear that respondents generally had a positive perception of supplementary exercises on online platforms. The number of students who felt interested in the exercises on this online platform was overwhelming. In addition, students also felt that doing supplementary exercises on this online platform was useful and helped them improve and remember vocabulary more often.

Most of the learners said that they enjoy doing supplementary vocabulary via online platforms. Under the guidance of the researchers, all the students could easily understand and experience the designed exercises by the online platforms. There was only one student who disagreed about how to do supplementary exercises on online platforms. Besides, all the learners followed the study's request during conducting time.

It could be seen clearly that with questions 6, 9, and 10, the data showed that there were number of students who had positive attitudes towards supplementary exercises by online platforms was mostly absolute. However, with questions 7 and 8, there were two students who still did not feel confident with their vocabulary and tended not to use other online platforms to do exercises. Surprisingly, all of the participants would like teachers at school to use online platforms to have more supplementary exercises.

Chart 2. *Students' opinion on the advantages of supplementary exercises by online Platforms*
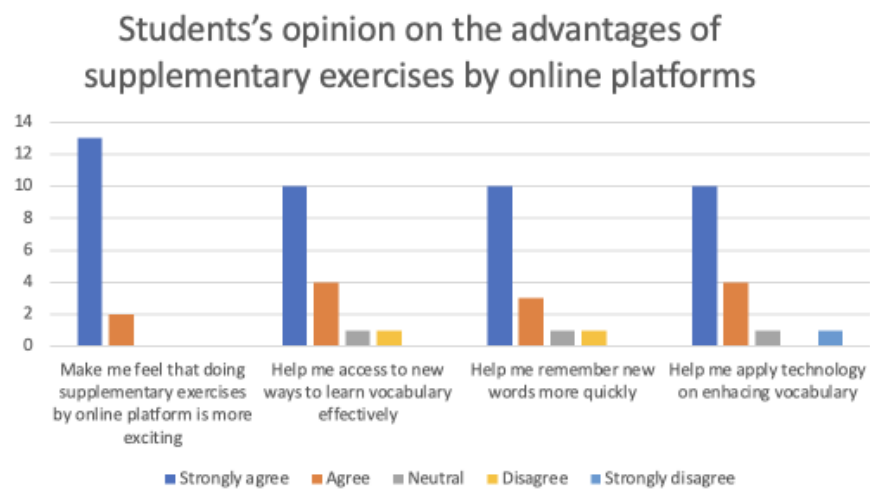
Overall, there were four benefits that the researcher brought up to surveying students' perspectives. Most students agreed that doing supplementary exercises via online platforms was more interesting, helped them remember words quickly, and could apply technology to improve their vocabulary. Continuing, several students agree that doing supplementary exercises via online platforms is an effective way to learn vocabulary. And few or even no students disagreed about the benefits of doing supplementary exercises via online platforms.

The improvement in vocabulary competence and attitude through online exercises supporting vocabulary for the Global Success book had been clearly shown through tables and charts. First, in terms of average scores, the change between the Pre-test and Post-test is not much different, but there was still a slight increase over 11 weeks. Next, with the improvement in attitude, the researcher received significant positive results from the student group.

In summary, here the researcher once again received positive opinions about the benefits of doing exercises online through online platforms.

3.3. Discussion

From the comparison data of the results between the pre-test and post-test, it was observed that the improvement and progression of students' vocabulary competence were noted after 11 weeks of the experiment. To measure the ability to remember vocabulary, notes on the exercise questions with the highest student error rate were often taken by researchers, and students were allowed to repeat them in review exercises. The result indicated that the number of students making mistakes in the encountered sentences remained very limited. Consequently, an improvement in the rate of students remembering vocabulary was observed over the weeks. To evaluate the ability to apply learned vocabulary, opportunities to communicate outside of class were regularly created by the researcher during the experiment. This was achieved by posing questions related to the

vocabulary encountered in related lessons and relating them to life to provide students with the opportunity to remember and apply learned vocabulary in real-life situations.

Finally, through the experimental process of engaging in supplementary exercises via the online platform, students were assisted by the researcher in improving their vocabulary, potentially leading to a lack of fundamental understanding of textbook contents, such as instructions for task completion and language inputs. Consequently, their academic achievements could be severely compromised, and their prospects for future employment success could be substantially questioned. Therefore, the necessity to improve their English reading skills became apparent for individuals in 10th grade, which could result in the development of their English proficiency as a whole. In response to the second research question, the questionnaire results indicated that most students expressed positive attitudes toward engaging in supplementary exercises via online platforms. It was inferred from the analyzed data that the participants displayed positive attitudes, high perceptions, and good behavior toward using platforms. This suggested that the majority of the students involved in the study favored using online platforms to improve their vocabulary competence and exhibited positive perceptions and behavior toward it.

The positive attitudes of the students toward using online platforms could be attributed to the benefits of the process, such as improved vocabulary retention and the opportunity for vocabulary enhancement. However, it remains intriguing to explore the reasons for the positive attitudes and whether specific factors influence their perceptions. Firstly, it can be deduced from the questionnaire results that most students believed that using online platforms brought substantial benefits to improving their vocabulary. Secondly, the results indicated that the students held a positive attitude toward using online platforms, suggesting that they found the process of learning and remembering vocabulary enjoyable. This positive outcome can be seen as beneficial for the teacher and the school, as it implies that the students are willing to engage in the process of improving their vocabulary. Additionally, the results suggested that the students recognized the importance of engaging in supplementary exercises via online platforms in their vocabulary development. Statistics have also indicated that the majority of students agree that engaging in supplementary exercises via online platforms is highly beneficial. They perceived online platforms as interesting and believed that they could supplement their vocabulary by easily and effectively accessing technology. Moreover, they felt that engaging in exercises like this would help them remember words for longer periods. Previous studies exploring online vocabulary acquisition have demonstrated the efficacy and potential of digital platforms in facilitating language learning. For instance, research conducted by Webb (2007) and Schmitt (2008) has highlighted the benefits of repetition and task-induced involvement in online vocabulary learning environments. These studies underscore the importance of interactive and engaging exercises in promoting vocabulary retention and comprehension among learners. Furthermore, investigations by Laufer and Hulstijn (2001) and Folse (2004) have shed light on the role of incidental vocabulary acquisition in online settings. Their findings suggest that exposure to authentic language materials and meaningful contexts can enhance learners' lexical knowledge and proficiency over time. Such insights resonate with the objectives of the present study, which aims to design online vocabulary exercises supplementary to traditional textbooks, thereby enriching learners' vocabulary acquisition experiences.

Moreover, studies by Gairns and Redman (2011) and Thornbury (2002) have emphasized the importance of pedagogical principles in designing effective online vocabulary exercises. These

scholars advocated for a learner-centered approach that integrates communicative tasks, contextualized examples, and personalized feedback to optimize vocabulary learning outcomes. The present study aligned with these recommendations by incorporating diverse exercise formats, real-world contexts, and adaptive features into the online supplementary materials.

4. CONCLUSION

The present study focused on using online supplementary exercises to help 10th graders enhance their vocabulary. After the 11-week intervention, the findings revealed that there was a noticeable change in students' vocabulary competence, suggesting the effectiveness of such supplemental exercises on students' vocabulary proficiency. The participants' positive feedback on the benefits of those exercises indicated that the implementation and integration of online supplementary exercises as useful materials should be taken into consideration for the improvement of students' vocabulary competence and their enjoyment of the learning experience.

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