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ABSTRACT

**VOCABULARY DEVELOPMENT BY HIGH-SCHOOL STUDENTS IN MACAO:
A COMPARATIVE STUDY
BETWEEN TEACHER INSTRUCTION AND COMPUTER INPUT**

The paper reports the research findings of an investigation which was carried out at the University of Macao between 2001 and 2002, on how students from a high school in Macao were helped to build and enlarge their vocabulary size by analyzing the effectiveness of two modes of teaching, teacher instruction and computer input.

by

One hundred and eight students volunteered to take part in this research project. These students were divided into two groups with equal numbers of students in each. Students in Group A were required to learn in a computer lab, each having a computer in front of him or her and those in Group B were placed in a classroom with no access to the computer (i.e., a traditional classroom). Three vocabulary tests were administered respectively to them over a period of 6 weeks. A survey was conducted after these tests to elicit opinions about how they felt while taking the tests and about whether they were satisfied with their test performance.

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Results of the study showed that there was no significant difference between the two groups in vocabulary acquisition. This means that there is no clear evidence to support the hypothesis that computer input is more effective than teacher instruction. This finding could be useful for achieving a better understanding of the value in teaching vocabulary of computer-assisted learning and teacher instruction in vocabulary development.

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