The Impact of Stretch-Text Technique on Developing English Business Students' Vocabulary Instruction

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Abstract

This study attempted to investigate the impact of adopting the Stretch-text technique on English Business students' vocabulary instruction. The research followed the quasi- experimental design of two groups (control and experimental). The sample of the study that included forty students were assigned to the two groups; twenty for each group at Business Administration Department at Mustaqbal University. The researcher designed and used the instruments and materials of the research, which included the pre/posttest and the treatment. The treatment that based on the stretch-text was composed online. The data were collected through pre/post-test analysis. The findings revealed that that there were statistically significant differences between the mean scores of the experimental and the control groups in the post test on developing the vocabulary instruction (in favor of the experimental group). Moreover, there were statistically significant differences between the mean scores which obtained by the experimental group in the pre/posttest on developing the vocabulary instruction (in favor of the posttest). Therefore, The Impact of Stretch-text technique on developing English Business students' Vocabulary instruction has been verified.

Keywords: Stretch-text- vocabulary Instruction- technique

تأثير تقنية النص الممتد على تطوير تعليم مفردات اللغة الإنجليزية لدى طلاب إدارة الأعمال

سعيد فتحي السعيد

خـلاصـة البحـث

حاولت هذه الدراسة التحقيق في تأثير تبني أسلوب النص الممتد على تعليم مفردات اللغة الإنجليزية على طلاب إدارة الأعمال. اتبع البحث التصميم شبه التجريبي لمجموعتين (ضابطة وتجريبية). تم توزيع عينة الدراسة التي ضمت أربعين طالباً على المجموعتين. عشرون لكل مجموعة في قسم إدارة الأعمال بجامعة المستقبل. قام الباحث بتصميم واستخدام أدوات البحث والتي تضمنت الاختبار القبلي / البعدي والمعالجة والتي بنيت على ادراج تقنية النص التمدد من خلال محتوى قرائي قدم عبر الإنترنت. تم جمع البيانات من خلال تحليل نتائج الاختبار القبلي والبعدي. أوضحت النتائج وجود فروق ذات دلالة إحصائية بين متوسطي درجات المجموعتين التجريبية والضابطة في الاختبار البعدي في تطوير تعليم المفردات (لصالح المجموعة التجريبية). علاوة على ذلك، توجد فروق ذات دلالة إحصائية بين متوسطات الدرجات التي حصلت عليها المجموعة التجريبية في الاختبار القبلي / البعدي في تطوير تعليم المفردات (لصالح الاختبار البعدي). لذلك، تم التحقق من تأثير تقنية النص الممتد على تطوير تعليم مفردات اللغة الإنجليزية على طلاب قسم ادارة الأعمال.

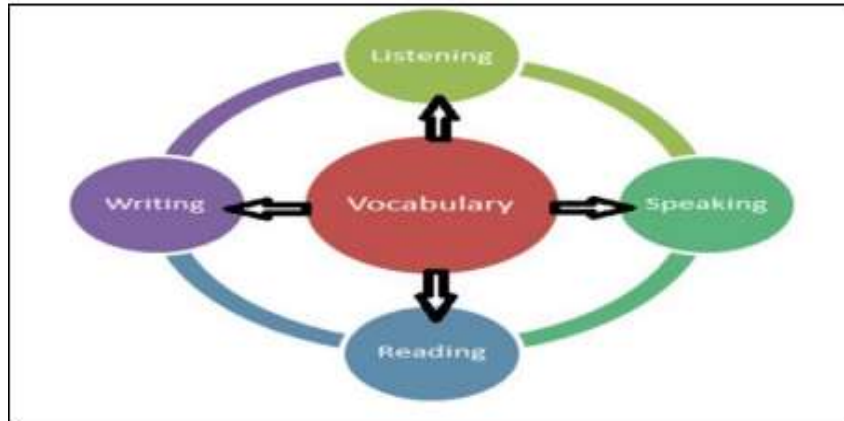**الكلمات المفتاحية:** النص الممتد – تعلم المفردات– التقنية .

Introduction :

Teaching English as a foreign language plays an essential role in Arab countries. Therefore, the governments have made English a compulsory subject. It becomes necessary for everyone seeking for getting a job in most working fields to learn English. One of these fields is Business English that has appeared in the late seventies as a course program with learning objectives on English Language Teaching (ELT). Among the components of a language, such as vocabulary, grammar, and pronunciation, vocabulary comes as a head of learning English language. It represents a cornerstone of each language skill. Additionally, it is the basis of communication skills. The following figure shows the relation between vocabulary and other curriculum components in the English Business Course.

Fig. (1)

Business English course (Brieger, N. (1997, p.35).

Furthermore, it is central to English language teaching because without vocabulary there is no communication. The following figure represents the relationship between vocabulary and language skills.

Fig. (2)

Relationship between Vocabulary and language skills. (Al- Johail 2018, p.50)

As well as skills, the goal of teaching vocabulary is to increase and expand students' knowledge. Moreover, learning a foreign language is a matter of learning vocabulary. By developing students' vocabulary, they promote their fluency, boosts their comprehension, improve their achievement and enhances thinking and communication (Bromley, 2014).

There are many divisions for the types of vocabulary. First, Johnson (2008) assured this concept and stated four types of vocabulary related to language skills. They are listening vocabulary, reading vocabulary, reading vocabulary, and writing vocabulary. Therefore, it enhances students' ability to master these skills. Second, Gruneberg and Sykes (1991) distinguished the two types of vocabulary. The first was the type of vocabulary referred to the one that the students had been taught and that they were expected to be able to use. The other were the words that the students would recognize when they met them, but they would probably not be able to pronounce. Third, Hatch and Brown (1995) indicated two kinds of vocabulary, namely receptive vocabulary and productive vocabulary. Receptive vocabulary means words that

learners recognize and understand when they are used in context, but which they cannot produce. The type of vocabulary that learners recognize when they see or meet in the reading text but do not use in speaking and writing (Stuart, 2008). Meanwhile productive vocabulary is the words that the learners understand and could pronounce correctly and use constructively in speaking and writing. It consists of what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Productive vocabulary can be addressed as an active process because the learners can produce the words to express their thoughts to others (Stuart, 2008).

Nevertheless, the importance of vocabulary, it is considered the neglected aspect of language learning. Many teachers stress grammar rules in their instructions. Learning English language is an integrated process that starts with vocabulary. File and Adam (2010) assured that teaching vocabulary integrated with reading passages may lessen planning time, may not necessitate additional material preparation, and may provide students with more comfortable asking for clarification of unknown vocabulary. Additionally, it allows teachers to base their instruction more closely on the student's learning needs and students' actual needs.

No method always working all time. Therefore, the teacher needs to rethink his/her strategies not just only to teach vocabulary but also all language skills. Itani & Sinno (2021) suggested the following four strategies based on previous researches to develop vocabulary instructions.

1- Metacognitive regulation strategies:

They include high-order thinking skills such as planning, examining one's production, and finally assessing the learning outcome after the activity completion, Gallo-Crail & Zerwekh (2002).

2. Guessing Strategies:

Students attempt to guess the meaning of words, Nagy & Wagner (2007).

3- Dictionary strategies:

Students use bilingual or monolingual dictionaries to check the meanings of the most difficult words.

4- Memory Strategies:

It incorporates lexical semantics and a mental lexicon.

The higher the learners' language level is, the more efficient their guessing would be (Schmitt 1997).
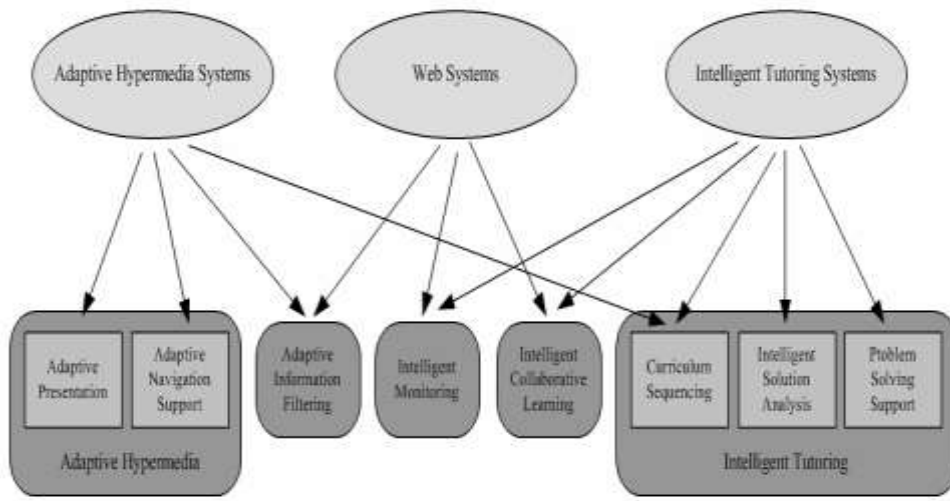
Furthermore, Herrel (2008, as cited in Henrikson, 1999) suggested the following method in assisting students in guessing meaning from context. It was summarized in providing students with definition of words, restatement in a phrase or a sentence, setting more examples and providing background information to the difficult words. Bromley (2004) suggested general guidelines for sound vocabulary instruction. Teachers should assess the students' knowledge and teach word learning as an active strategy for independent use.

Lin (2022) assured the necessity of providing students with instruments that urge them working independently with language skills and general language learning. Therefore, teachers should make full use of technology and combine various teaching methods to create a relaxed English learning atmosphere. Additionally, Students can independently construct their own meaning.

One of the modern techniques used to develop students' vocabulary acquisition in online environment is Stretch-text technique. It refers to Fragments or words on the page may be expanded and collapsed by the user by clicking the mouse over a word, the page content expands to provide the reader with word definition (Mohammed 2021). However, students are still inside the reading passage.

With the technological progress in everyday activity in the educational field, adaptive learning systems comes as an alternative to the traditional teaching systems to represent the next e-learning generation, Mohammed (2021). Stretch-text is one of the adaptive learning techniques. Brusilovsky & Peylo (2003) were the first to discuss the idea of curriculum sequencing technology. They attempted to build an adaptive model of goals, preference level of knowledge of each individual student to adapt to his/her needs. They classified the adaptive learning system into adaptive hypermedia system, web systems and the intelligent tutoring systems. Verdú et al (2008) designed the following figure represented their classifications and sub-systems adaptive e-learning systems based on Brusilovsky & Peylo (2003).
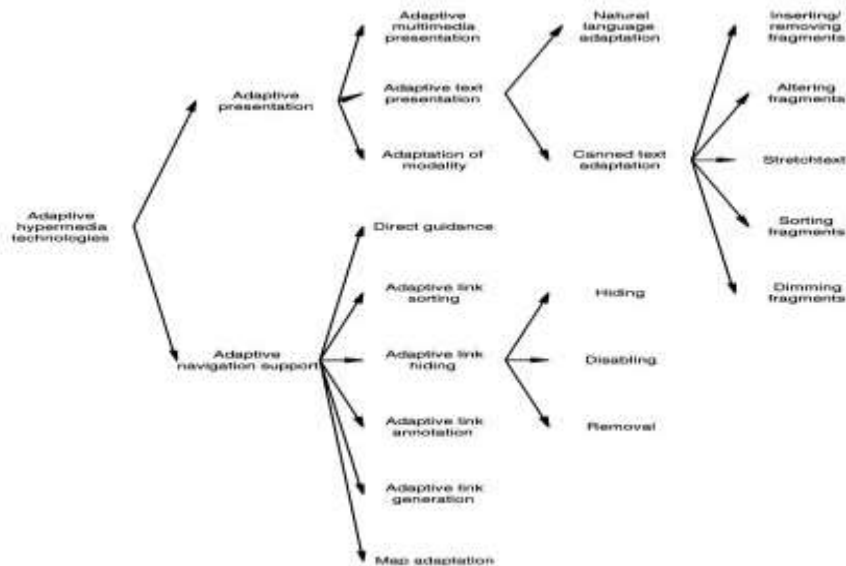
Fig. (3)

Origin and classification of adaptive learning systems. (Verdú et al, p.861)

This figure showed the components of adaptive e-learning systems. Additionally, Brusilovsky (2001) explained in detail the elements of Adaptive hypermedia as an essential element in the adaptive learning systems. The following figure showed the adaptive hypermedia technologies in teaching process.

Fig. (4)

The updated taxonomy of adaptive hypermedia technologies Brusilovsky, 2001, p. 100).

Brusilovsky (2001) divided hypermedia systems into two sections, the first dealt with natural language adaptation whereas the second dealt with connected text adaptation that included stretch-text. Boyle et al (1994) defined four possible types of stretch-text. The first was as a prefix text that means the additional text appears at the beginning of the original text. The second was an embedded text that means the additional text becomes embedded. The third was adding the stretch-text inside the old text. The last was stretch-text replacement as the new text completely replaces the original text.

2- Context of the problem:

The research problem aroused from two main resources:

a) The research experience as a teacher for students, who studied English two course in the Business department at Mustaqbal University, level two, facing problems in understanding course content for this subject. They were not able to follow the teacher in the class. Additionally, the teacher noticed that students faced many problems in dealing with the business vocabulary included in the course. Furthermore, the students did not perform well in the tasks and quizzes they were assigned to do.

b) A pilot study was conducted on twenty students in English for Business course. It consisted of two main parts; the first was reading parts and the second was the vocabulary part. The following table shows the students' results.

Table (1)
The pilot study result

Question type	Success rate
Reading comprehension	48%
Vocabulary	33%

The result showed the students' low performance related to reading comprehension and vocabulary.

3- Aim of the research

The present research aimed to:

Investigate the effectiveness of using the Stretch-text technique in developing students' vocabulary in English for Business course.

4- Questions of the research

The current study attempted to answer the following question.

What is the effectiveness of adopting the Stretch-text technique in developing students' vocabulary in English for Business course?

5- Hypotheses of the research

a) There were statistically significant differences at the level of (a<=0.05) for the mean scores of the experimental group and the controlled group on developing vocabulary instruction in the posttest for the experimental group.

b) There were statistically significant differences at the level of (a<=0.05) for the mean scores of the experimental group on developing vocabulary instruction in the pre-posttest for the posttest.

6- Significance of the research

a) Adopting Stretch-text in developing vocabulary may motivate the students to use online tools in English language learning.

b) Understanding vocabulary may urge students to go on studying English language.

c) It may change the students' point of view about English language.

7- Research variables

a) Independent variables

Stretch-text technique

b) Dependent variable

Developing students' Vocabulary for English for Business course.

8- Delimitations of the research

The study was limited to level two students who were involved in English for Business course in Administration and Humanities College, Mustaqbal University, first semester, 2022.

9- Terms Definitions

Stretch-text:

It refers to the text added to the text to explain the meaning of difficult vocabulary for the students (Mohammed, 2021). In this study, it refers to the synonym or phrases of the word that appeared after clicking on the hyperactive word that was included in the reading passage.

Adaptive learning:

It is defined as "the process of generating a unique learning experience for each learner based on his knowledge, interest, and performance to achieve learning goals" Zheleva, (2005). In this research, it is defined as the added text to the original text in the reading passages to explain the meaning of it.

Vocabulary:

The body of words used in a particular language (Oxford Dictionaries, 2018).

Literature Review :

Literature review was divided into two main parts.

A) Research related vocabulary instruction.

Wen et al (2022) discussed how insights from translanguaging theory and pedagogy could help inform and promote genre pedagogy for teaching business communication courses such as writing and translation. To investigate that, the first part traces and reviews the developments of genre theory and pedagogy in tandem with translanguaging theory and pedagogy. In light of these integrated accounts, the second part of the paper proposes a genre-based pedagogical framework augmented with key tenets and general principles of translanguaging pedagogy to design and implement task activities and classroom practice in teaching business communication courses in the Greater Bay Area (GBA). It outlines perceivable advantages and potential challenges to the application of this translanguaging-informed genre-based pedagogical approach in curriculum design and professional training practice in super diverse megapolis regions such as the GBA.

Masrai (2022) investigated the relationship between the phonological and orthographic lexicons and L2 reading speed among 82 native Arabic learners of EFL. Two measures of tapping aural and written modalities of vocabulary knowledge, and a measure of reading speed was administered to the participants. The results showed that phonological vocabulary knowledge correlated more strongly with L2 reading speed (r=.61) than did orthographic vocabulary knowledge (r=.32). The findings indicated that Arabic-speaking EFL learners do depend greatly on their L2 phonological lexicon when processing English written text.

Zorina (2021) aimed to test undergraduate students' awareness of Business English vocabulary terms via the digital educational platform Online Test Pad. In the testing from September to December 2019, there were involved 47 first-year undergraduate students majoring in Economics, Management, and Business Informatics (Saint Petersburg, Russia). The digital testing was performed via Online Test Pad; its customizable electronic tools included testing learning outcomes (one entry vocabulary test and one exit vocabulary test) and making surveys (one questionnaire). The results of the digital testing demonstrated an increase in the student's awareness of Business English vocabulary terms and progress in learning them, which explained their understanding of the content of the Business English topics to study. The digital testing was compared to the paper-based testing of learning outcomes. The results showed that digital testing proved to be more effective than paper-based testing due to the capabilities of the customizable electronic tools to test learning outcomes and take surveys.

Raungsawat & Chumworatayee (2021) examined the effect of Vocabulary Self-Collection Strategy (VSS) instruction on students' vocabulary knowledge. Moreover, it investigated the students' perceptions of the implementation of VSS instruction. The sample of the study were thirty-eight Thai EFL undergraduate students majoring in English at a university located in Thailand. To determine the students' vocabulary knowledge before and after the instruction, the vocabulary pretest and posttest were employed. A perception questionnaire and a semi-structured interview were conducted at the end of VSS instruction to elicit the students' perceptions towards VSS instruction. The results

shoed that the paired samples t-test analysis indicated that the students improved short-term vocabulary retention, and they could retain vocabulary learned after VSS instruction. The results from the questionnaire and the semi-structured interview showed that they mostly agreed that VSS instruction assisted them in learning new words, memorizing word meaning, having a chance to choose their own words to learn, sharing words to classmates, working in a group, and realizing the importance of learning new words.

Itani & Sinno (2021) investigated the difference in the reported use of Vocabulary Learning Strategies (VLS) between university students majoring in Teaching Early Childhood Education (ECE) and students majoring in Teaching English as a Foreign Language (TEFL). The participants were 84 a second-year university and junior EFL students at a public university in Beirut, Lebanon, taking English as a mandatory course. A test was administered to determine the vocabulary level of the participants, and a questionnaire was used to collect data about their VLS. The test and questionnaire were piloted earlier to ensure the validity of the tools. The obtained data were analyzed by using SPSS. In addition, qualitative data were collected from interviews conducted with random samples of the participants and their instructors and from classroom observations. The results indicated that TEFL students had significantly higher reported use of memory strategies than ECE students did. Therefore, it was concluded that memory strategies are significantly correlated to vocabulary knowledge.

Kivi et al (2021) investigated the application of various forms of scaffolding (i.e., teacher versus peer scaffolding) on EFL learners'

incidental vocabulary learning and reading comprehension performance through a sociocultural perspective. To this end, 60 EFL learners out of one hundred were selected through the administration of an Oxford Placement Test from three language institutes and divided into 3 groups (two experimental and one control group) each including twenty intermediate EFL learners. The first experimental group received teacher-scaffolding instruction, the second experimental group received peer-scaffolding instruction and the control group received traditional instruction with no scaffolding. The vocabulary and reading comprehension pre-tests were administered to the three groups. At the end of the experiment, the vocabulary and reading comprehension post-tests were administered. The results showed that both experimental groups had better performance than the control group, there was a significant difference between teacher scaffolding, and peer scaffolding in both vocabulary knowledge and reading comprehension performance and the peer-scaffolding group had a better performance than the teacher-scaffolding group

Dujardin (2021) reviewed the literature for teaching vocabulary to identify the advantage of new technologies for evaluating and training vocabulary. Vocabulary is a complex intermediate component between oral and written language, which the influence on associated skills and general language abilities (e.g., decoding processing, comprehension) has been largely studied, suggesting its important role in literacy. It seems necessary to give the importance of vocabulary in language and literacy development, and the heterogeneity of vocabulary acquisition, depending on preschool word exposure (e.g., familial environment). This review lies in the attempt to enhance perspectives for new valid and effective tools using digital technologies.

Habibah et al (2021) attempted to find out the effect of Instagram on the learning vocabulary of third-semester students at English Tadris Study Program in IAIN Palu. This research was the quantitative method. The sample of this research was 35 students. The research instrument was a questionnaire. The technique of collecting data was observation and reduction. The result showed the effect of Instagram on the Learning Vocabulary the research participants using online media namely Google Forms. The data revealed that the level of the mean score was 62% from 35 students that were categorized as high effect. Then the research concluded that it is evident that Instagram affects the learning English (vocabulary) of the student.

Al-Johali (2019) investigated the effectiveness of wiki-based instruction on vocabulary learning of third intermediate graders. It was carried out in Sabia, Jazan, Saudi Arabia in 1440/2018. The sample consisted of 31 Saudi teenage students who studied selected words via a vocabulary wiki. A vocabulary pre-test and post-test along with a closed observation card were used to collect data. The results demonstrated that students achieved significantly better marks in their post-test but with a low effect size (0.48). In addition, wiki was observed as usable, motivating, vocabulary enlarging assistant, and can be perceived positively by students. In the contrary, the collaborative work level was low. Accordingly, wikis can be a good vocabulary-teaching tool if well-designed and well-implemented after training both teachers and students.
Amirian & Noughabi (2018) sought to find out whether teaching vocabulary learning strategies are effective in enhancing the knowledge of EFL learners. Two vocabulary tests Lex30 and Vocabulary Size Test

were administered to 51 intermediate Iranian EFL learners. By employing a mixed-method approach, five distinct semi-structured interview sessions were held. The results of independent samples t-tests revealed the effectiveness of teaching vocabulary learning strategies as the experimental group outperformed the control group.

Al-Husban & Alkhawaldeh (2018) examined the effect of a training program based on Marzano's six-step vocabulary process on EFL female teachers' performance in teaching vocabulary. The sample of the study consisted of 56 teachers who were purposefully chosen from the schools of the first directorate of education in Zarqa in Jordon. They were randomly divided into experimental and control groups. A teaching performance scale on vocabulary instruments was used. Analysis of covariance test (ANCOVA) was used to identify any differences between the two groups. The results revealed that the teaching performance in the vocabulary of female EFL teachers in the experimental group surpassed that of EFL teachers in the control group.

Bensalem (2018) explored the development of academic vocabulary knowledge of English as a foreign language (EFL) students using WhatsApp compared to the traditional method of vocabulary instruction. Additionally, it aimed at investigating students' perceptions of the use of WhatsApp in learning vocabulary. Forty Arab EFL students at the elementary level enrolled at a public university in the Arabian Gulf region participated in the study. Twenty-one participants belonging to the same class were randomly assigned to the experimental group. They completed and submitted their vocabulary assignments that consisted of looking up the meanings of new words in a dictionary and building a

sentence using each word and submitting their sentences via WhatsApp. Nineteen students from another class were assigned to the control group. They had to submit the same homework assignment using the paper and pencil method. Data were collected using a pretest-posttest design. Results of t-test scores indicated that the WhatsApp group significantly outperformed the traditional group on a vocabulary test. Furthermore, results of a questionnaire that assessed participants' perception of the use of WhatsApp in learning vocabulary show that generally participants have positive attitudes towards learning new vocabulary items via WhatsApp.

Dowswell (2017) aimed to develop and apply a pedagogical framework for the teaching and learning of IT content-specific vocabulary. It employed a quasi-experimental research design to test the impact of the Vocabulary Self-Selection Strategy (VSS+) framework. This study evaluated the use of a modified version of the Vocabulary Self-Selection Strategy (VSS+) as a self-directed learning tool. The study was conducted in an Arab higher education institution where undergraduate students studied Information Technology (IT) in English. The sample was 8 male and 21 female university students majoring in Information Technology at an EMI university in the UAE. Results indicated that students were actively engaged with the wiki as a learning tool and there was a noticeable improvement in their vocabulary knowledge.

Additionally**, Masoudi (2017)** investigated empirically the effect of the Vocabulary Self -Selection strategy and Input Enhancement strategy on the vocabulary knowledge of Iranian EFL Learners. After taking a diagnostic pretest, both experimental groups enrolled in two classes. Learners who practiced Vocabulary Self-Selection were allowed to self-

select each word from the text they wanted. The results revealed the positive effects of both strategies on the vocabulary knowledge of Iranian EFL learners. Iranian EFL learners who practiced the Vocabulary Self-Selection strategy outperformed those who practiced Input Enhancement. The vocabulary Self-Selection strategy fostered vocabulary learning

Susanto (2017) summarized related research that focuses on the importance of vocabulary and explains many techniques used by some English teachers and lecturers when teaching English, as well as the writer's personal view of the issues.

Albakri (2013) investigated a method for teaching vocabulary of Biology using English to Arab learners who study English as a foreign language at a private school in Sharjah. Data samples were collected from 30 female students in grade 12 who were nearly advanced learners of English and studied Biology for about three years but in Arabic. The qualitative instruments used to collect data included observations by school supervisors, students' work, and interviews with some of the students involved in the study. The results of data analysis proved the positive outcomes of the study represented by promoting students to understand English scientific texts, answering questions of comprehension, pronouncing words of the lesson correctly, and reading aloud parts of the texts easily.

Mukoroli (2011) focused on effective vocabulary teaching strategies in the English for Academic Purposes ESL classroom. Drawing on findings obtained from observing three English for Academic Purposes ESL classrooms across the U.S.A, several current databases, and his personal experience as a teacher and learner, the author discussed various effective vocabulary teaching strategies in the English for Academic Purposes classroom.

Researchers such as Nation (2001; 2005); Maximo (2000); Read (2000; 2004); Gu (2003); Marion (2008); Susanto & Fazlinda (2016); and Nation (2001) and others have realized that the acquisition of vocabulary is essential for successful foreign language use and plays an important role in the formation of complete spoken and written texts.

B) Research related stretch-text technique

Mohammed (2021) conducted a study to investigate the effectiveness of adopting the Stretch-text technique to develop reading skills. The Participants were 60 students from English, Law, and Computer Science departments. They had difficulty in reading skills that were clear in the pilot study results. The research tools were Pre-posttest, a questionnaire, a reading skills checklist, and the reading program. The experimental group (N 30) used the reading program based on the Stretch-text technique to develop their reading skills, whereas the control group (N30) was taught through traditional or conventional techniques. The results of the t-test analysis revealed that the Stretch-text technique yielded significant effects on developing students' reading skills. Consequently, the experimental group outperformed the control group.

Abdi, (2013) investigated the effectiveness of using hypertext materials on reading comprehension ability of learners as compared to the normally written materials. The sample was forty-nine Iranian EFL learners were divided into experimental and control groups. The experimental group was taught with hypertext materials, while the control group was provided with and taught through non-digital written materials for four weeks. The findings indicated that participants in the experimental group assumed more gain in reading comprehension ability because of working with hypertext materials as compared to non-digital materials.

Shang, (2015) designed a hypertext system and examined if a 14-week teacher-guided print-based and hypertext reading intervention might benefit non-traditional EFL students' reading comprehension. Non-traditional EFL students were older students with greater work experience. The results revealed no significant difference in comprehension between the teacher-guided print-based and hypertext intervention conditions; though a significant mean improvement was found after hypertext learning. There was a significantly strong and positive relationship between the perceived usefulness of hypertext reading and attempt of future hypertext use.

Chen (2016) investigated the impact on L2 reading comprehension and vocabulary acquisition in enhanced texts when using different types of hypertext glosses and different assessment tools. The researchers studied the results of 95 Mandarin-native college freshmen in a mandatory English course in Taiwan. After completing a proficiency measure was conducted adapted test from the General English Proficiency Test (GEPT), students read three texts between 150-220 words with each passage having 7-9 glossed vocabulary items. Students were randomly assigned to read the texts with one of the following types of glosses: (a) in-text glosses, (b) marginal glosses, or (c) pop-up glosses. Results showed that in-text glosses rendered the best scores on the vocabulary acquisition tests and the reading comprehension summary.

Method :

The present research used the quasi - experimental design of a control and an experimental group of pre/posttest application to investigate the impact of stretch-text technique on developing English Business students' vocabulary Learning. The experiment lasted for two months, according to the academic schedule.

Participants of the research:

Forty male and female students, twenty for control group and twenty for experimental group, of the second level from Business and Administration Department at Mustaqbal University.

Research Instruments :

a) Pre-post test:

The pre/post-test was designed in light of the English II course objectives. It was based on the content of these objectives. Then it was administered to the sample of the research. The pretest was used as the posttest to investigate the impact of Stretch-text on developing vocabulary instruction.

Description of the test:

The pre/post-test was constructed in the light of the following resources;

a) Reviewing the literature related to Stretch-text and developing vocabulary.

b) The difficulty level should be taken into consideration when designing the test. Therefore, the content of the test should be in line with the course objectives.

Test content

The test consisted of three different business-reading passages with eighteen questions. The three passages differed in difficulty level. The first one was an elementary level whereas the second was an intermediate level. The last was the advanced level.

Test validity:

To measure the test content validity, the first draft of the test was to three EFL teachers; an associated professor, an assistant professor, and a lecturer, to evaluate the test in the light of correctness, number of questions, and the suitability of the test to the second level of Business students' level.

Test reliability

Test randomly selected five students. Then the same test was administered one more time after two weeks for the same sample. Then test reliability was determined by using Cronbach Alpha formula in SPSS version 22. The reliability coefficient of the test (0.82) and it was found to be significant at (0,01) level. Therefore, the results showed that the test could be considered a reliable one for the current research.

B) The treatment

To design the treatment, the researcher adopted the elements of the ADDIE model proposed by Branch (2009). The first phase is the analysis phase. The researcher analyzed the problem faced by students in learning Business English. The research problem was investigated through a pilot study conducted in the third week of the first term 2022-2023. The student's performance was not fair. Therefore, the researcher gathered theoretical background related to the Stretch-text technique.

The second phase is the design phase. The researcher selected the appropriate material for the treatment. The material collected was based on the course objectives and learning outcomes. Additionally, the researcher designed the Stretch-text to the suggested reading passages.

The third is the development phase. The researcher submitted the content of the treatment to three experts in the teaching language fields. They were an associated professor, an assistant professor, and a lecturer. Their notes related to the stretched words were done. After that, the researcher reserved a domain for the treatment. It was www.saidfathy.com.
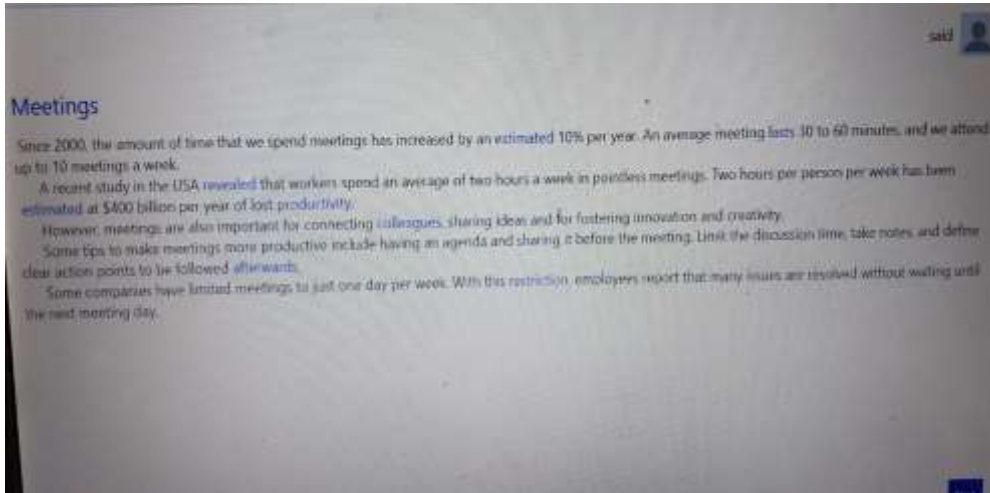
Based on the two previous stages, the researcher designed the content of the site. There are two approaches for designing the stretch-text. The first is to represent stretched and unstretched text as two different alternative states with transition between them. The transition has associated Click event. The second approach is to model stretch-text with two parallel states, where one state is conditionally constrained. It means that the state, which is conditionally constrained, is presented only if the condition is satisfied (Brusilovsky 2001). The researcher adopted the second approach in designing the research treatment. The treatment provided the students with basic business vocabulary.

The fourth was the implementation phase. The researcher implemented this treatment for two months. He provided an orientation session to the sample to explain to them how to use this site. The last is the evaluation phase. It was done for both the treatment and the sample.

Treatment validity

The site was submitted to the same jury members mentioned before. They approved the treatment with some notes related to the content of the program. They decreased the number of business passages from eighteen to fifteen. They stated that 18 passages were too many for the students to finish in a term. The following figures showed some pages of the site.
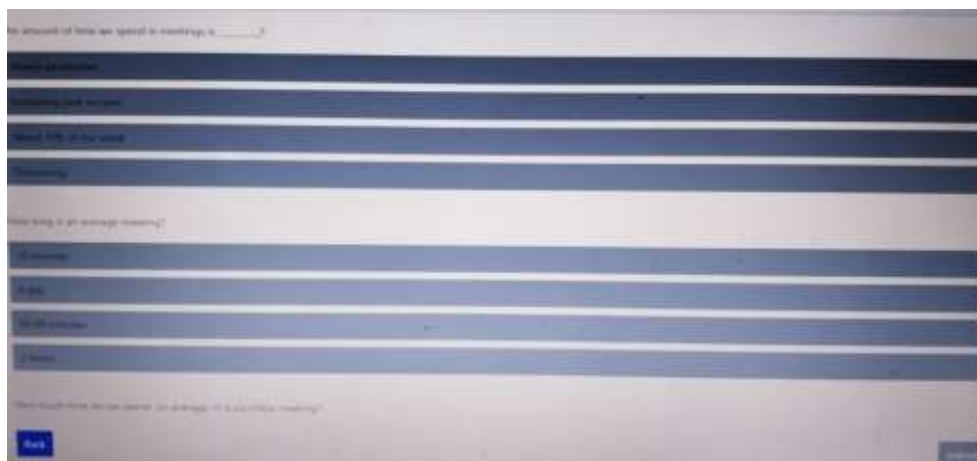
As soon as the participants logged onto the site, he was asked to write his name. Then he moved directly to the reading passage.

Fig. (5)

An Example of Reading passage on the site.

The participant read the passage. The blue words were the stretch-text words. As soon as the participant clicked the blue words, the suitable meaning of he words appeared to him. When he finished reading the passage with the stretch-text words, he clicked the button (next) to move to the question page.

Fig. (6)

An Example of questions page on the site.

Consequently, the participants answered eight questions about the passage, he clicked (submit) button. Then the result of these questions appeared to him with the correction of his mistakes also. After he finished answering this reading passage, he moved to the second and so on.

Fig. (7)
An Example of result page on the site.

As soon as the participant clicked on his name, a full report appeared to him about his answers. It included the title of the passage, his mark and the date he answered it.

Procedures of the treatment:

To execute the experiment, the following procedures were done:

Pre testing:

To achieve homogeneity between both the experimental and control groups, the researcher divided the participants into two equivalent groups based on the results of the pretest. Results ensured that there were no statistically significant differences between the mean scores of the experimental and the control groups in the pre-test of the vocabulary instruction.

Table (1)

Total results (t. & p value) for both control and experimental groups' and Experimental Groups on Pre-Test of the vocabulary.

Group	No.	Mean ranks	Std. Error Mean	"t" value	Sig.
Control	20	18.9500	2.10322	.239	.813 Not
Experimental	20	19.8500	3.13073		

Table (1) shows that according to the results obtained from the pre-test of vocabulary, it was revealed that there was not any significant difference between the mean scores obtained by the experimental and control groups in the pre-test of vocabulary.

Teaching:

After constructing and evaluating the site by an assistant professor in computer science, the researcher provided the experimental group with an orientation lecture to how to use the site and the stretch-text. The treatment lasted for two months.

Results and Discussion

The quasi-experimental design of the research depended on comparing students' scores in the test before and after the treatment, and comparing the student's scores of both the control and the experimental groups. The researcher analyzed the quantitative data using "t" test.

Testing Hypothesis (One):

There were statistically significant differences at the level of (a<=0.05) for the mean scores of the experimental group and the controlled group on developing vocabulary instruction in the posttest for the experimental group.

Table (2)

Total results (Mean values ± SDs) for both control and experimental groups' posttest.

Groups	N	Mean	Std. Deviation	Std. Error Mean
Control	20	20.3500	9.43830	2.11047
Experimental	20	34.3500	12.44895	2.78367

As noted, there was a difference between the means of the pretest and the posttest in favor of the posttest. Therefore, it is an evidence for the effectiveness of the stretch-text in developing vocabulary instruction. Furthermore, the researcher conducted independent-sample t. tests for the pre/post in the following table.

Table. (3)

Total results (t. value) for both control and experimental groups' posttest.

Group	Mean	Std. Deviation	t. value	Significance
Control	20.3500	3.49326	4.008	.000
Experimental	34.3500			

According to the data in table (3), "t. value" (4.008) is significant at (0.05) level. This finding affirms the first hypothesis stated that the experimental group surpassed the control group in the post-test for developing vocabulary instruction. It is clear that using stretch-text has a positive effect on enhancing the experimental group's vocabulary.

Testing Hypothesis (Two):

There were statistically significant differences at the level of ($a<=0.05$) for the mean scores of the experimental group on developing vocabulary instruction in the pre-posttest for the posttest.

Table. (4)

Total results (t. & p value) for both control and experimental groups'

posttest.

Group	Mean	Std. Deviation	t. value	Significance
Posttest	25.60000	14.75579	10.973	.000
Pretest	19.8500			

According to the data in table (4), "t. value" (10.973) is significant at (0.05) level. It means that there are significant differences between the pre and posttest in the experimental group for the posttest.

As noted the two research hypotheses were verified. Therefore, the stretch-text has an impact on developing English Business students' Vocabulary instruction.

Discussions and Findings

The research results that verified the impact of stretch-text on developing vocabulary instructions. These results were in line with the related literature. They were in line with Dujardin (2021) in assuring the importance of adopting technology in teaching vocabulary. Additionally, they were in line with Butler et al (2010) for the effectiveness of Computer technology to help teach vocabulary. It is in line with Albakri (2013) and Mukoroli (2011) to declare the impact of teaching vocabulary in English for specific courses like biology.

Furthermore, it was totally in line with Mohammed (2021) in investigating the effectiveness of stretch-text technique in teaching reading skills. Accordingly, it was in line with Chen (2016) in investigating the impact of hypertext in developing reading skills. These findings could be endorsed to several factors.

First, stretch-text technique provided the participants with a new experience where they learned new vocabulary. The learned in a context not in a word list.

Second, it helped them to go on reading. When they faced a difficult term or word, they clicked the word to get the suitable meaning to this word.

Third, many English polysemous words have one core meaning with various related senses. Therefore, the students find it difficult to get the meaning that related to the reading text. The students sometimes know just one meaning of a word. Thus, they may misunderstand the content of the text. Stretch-text help students get the required meaning of the word.

Fourth, the treatment did not represent vocabulary as isolated terms or word. Vocabulary could be acquired through supplementary learning. They were included in the reading skills.

Fifth, the stretch-text provide the participants with an opportunity to learn independently. They had independent reading experiences at home to develop their vocabulary growth. It is one of the online learning benefits. It helps learners to work on his/her own.

Finally, adopting stretch-text in developing vocabulary for English business courses had been verified.

Research Recommendations:

In light of the research results, the researcher recommends the following:

- Integrating stretch-text in teaching vocabulary has positive impact on students' performance in English Business courses.

- Encouraging learners to learn on their own pace. Teachers should provide them with the suitable tools that qualified them to be independent learner.

- Online experience in language should be a part of curriculum activities for the students.

- Teachers should prepare the course online resources for their students to work with.

- To teach business vocabulary, there should be an active engagement in business reading passages.

- As noted with the participants through the treatment, learning individual or separated word list was difficult to them.

- Stretch-text in developing vocabulary should be used as one on teaching methods in vocabulary instruction.

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