The effectiveness of Make a match Technique in Teaching vocabulary

1. What is the contribution from the paper?
2. What is going on in this particular space?
3. Did the previous researchers get any results?

The paper shows that vocabulary is a necessary part of effective communication.

Students are split up into two groups, A and B they each receive topic cards. The null hypothesis was rejected, p value < 0.05. After consulting teachers they end up having more discussions which lead to improving their vocabulary mastery. This concept was introduced by Forma Curran in (1994).

Spreadsheets for language learning creative informatics

Shows that spreadsheets can be useful for generating vocabulary lists. Not related to research.

Improved Reading Skills by Students at PREP the high school who used Fast Forward Products

1. What is the contribution from the paper?

2. What is going on in this particular space?

3. Did the previous researchers get any results?

The researchers showed that using various vocabulary exercises student reading comprehension improved specifically using the Brigance Comprehensive Inventory of Basic Skills. One of the games developed by the authors of this paper, Canine Crew, relates specifically to word matching. The game works as follows

* Multiple words presented in a grid.
* Participants are asked to find pairs that match on the basis of the current criterion.
* Criterion shifts from synonyms, to antonyms, ect. as the participant progresses. This exercise trains vocabulary, decoding, and automatic word recognition.

The effectiveness of using word matching games on students vocabulary

1. Describe what the problem is.
2. Did previous researchers get any results?
3. What is the contribution from the paper?

Previous researchers, Al Masri and Majeda Al Najar showed that word matching games have proven effectiveness in learning vocabulary in several ways. First, games give engagement pleasure for students, thus supporting them and helping them keep new words without difficulty. The researchers showed that word matching games were effective on students' vocabulary. For example, the post test score for the experimental group was 80.40 and the post test score for the controlled group was 77.20. Therefore, the statistical test of the hypothesis showed that the ρvalue of the post-test and the obtained score is 0.023 < sig. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. The researchers specifically referenced matching games, games that involve matching pairs of words, cards, or pictures. Everyone must find a partner with the appropriate card or picture. For example, students place a 20-word card consisting of 10 pairs, in random order. Each student looks for a matching pair of words or pictures within a certain time until all cards have the right pair.

Resources

[t-test](https://www.itl.nist.gov/div898/handbook/eda/section3/eda3672.htm): For a two-sided test, we compute 1 - α/2, or 1 - 0.05/2 = 0.975 when α = 0.05. If the absolute value of the test statistic is greater than the critical value (0.975), then we reject the null hypothesis.

The effect of using word matching games on primary stage students achievement in English language vocabulary in Jordan

What are the main arguments/findings?  
  
A pre/post test was constructed to measure students' level in English vocabulary.

To what extent is the argument stated clearly and explicitly?

The article states that word-matching exercises do not have an impact as far as gender is concerned, but they concluded that there were statistically significant differences in the post-test between the control and experimental groups in fewer of the experimental groups.

To what extent is the contribution to the academic literature justified as significant advancement?

The results show that the treatment had the same effect on male and female students and the difference between their achievements was not statistically significant. The difference between achievement of the two groups. They showed that there is a statistically significant difference between the experimental group and the control group on the post-test. The experimental group subjects managed to significantly improve their English vocabulary. The control group improvement was not statistically significant.

Efects of COVID‑19 in E‑learning on higher education

institution students: the group comparison between male

and female

1. What is the contribution from the paper?
2. What is going on in this particular space?
3. Did the previous researchers get any results?
4. Describe what the problem is.
5. Did previous researchers get any results?
6. What is the contribution from the paper?

The purpose of this research paper was to study the difference between males and females too e-learning portal success. The findings of the study reveal that males and females have a different level of usage towards E-learning portals in Malaysian Universities.This will help Malaysian universities policy-makers such as top management, ministry of higher education, Malaysian universities union when designing policies and programs on E-learning Portal Success in the country.

In previous literature, the D&M model is tested on the overall population, like banks

and other financial sectors. In the current study, the whole population is divided into males

and female categories to hoped different theoretical contributions by having a division of

the population

D & M model ISS success model has gained significant attention from researchers in the feld of information systems. In 1992, this model was initially developed by DeLone and McLean to measure the dependent construct of IS success (DeLone and McLean 1992) was primarily based on following three aspects: (Shannon and Weaver 1949) study on communications, Taxonomy of (Mason 1978) measuring information output and Research work on information system during that period. There are three levels of communication per (Shannon and Weaver 1949) First Level: Technical: (accuracy of information system) Second level: Semantic (success of right information conveyed to the right receiver) Third level: Effectiveness (influence of information on the receiver)

COVID-19 forced individuals into isolation. Thus, removing their access to in person instruction. Out of necessity educational institutions had to adapt to the changing environment. The best case scenario for most universities was to move to MOOCs ()Massive Open Online Courses).

The consequences of a pandemic are unstoppable and uncontrollable for many

industries of the world. Almost 120 countries have stopped face-to-face learning;

approximately a billion students’ education is affected worldwide with COVID-19. Most Higher education systems are operating through E-learning platforms [cite azzi2020managing].

The findings of the study reveal that males and females have a different level of usage towards E-learning portals in Malaysian Universities. In previous literature, the D&M model is tested on the overall population, like banks and other financial sectors. In this study, the whole population is divided into males and female categories to hope for different theoretical contributions by having a division of the population. In a D&M model (DeLone and McLean) developed in 1992

the success of an information system was primarily based on the following three aspects: technical (the accuracy of the information system), semantic (success of the right information conveyed to the receiver), and effectiveness (influence of the information on the receiver).