

The Impact of Using Online Economic Newspaper Articles on Teaching ESP Vocabulary to Business Students: A Task-Based Approach

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ABSTRACT

The present study investigates the impact of online economic newspaper articles on business students to improve their vocabulary learning skills for specific purposes by means of task-based language methods. The research design is quasi-experimental. The study sample consists of 65 out of 80 students at the College of Management and Technology (CMT) at the Arab Academy for Science, Technology, and Maritime Transport (AASTMT) in Alexandria. The experimental group consists of 42 students and the control group of 23 students. A pre-questionnaire investigates not only business students' needs, but also their perceptions and attitudes. The experimental group is assigned to complete eight tasks following a task-based language teaching strategy whereas the control group receives conventional teaching. A pre-test and a post-test are used to measure the effect of the task-based strategy for learning from online economic newspaper articles. The post-questionnaire and observation sheet are also used to investigate the challenges and the attitudes of the experimental group towards the task-based strategy in learning ESP vocabulary. The results of the study reveal that there is a significant difference in the mean scores between the pre-test and the post-test results of the experimental group. They also indicate that using language as a method and the online economic newspaper articles as teaching material would develop business students' ESP vocabulary. This study employs a 95% confidence ratio to assure the reliability and statistical robustness of the results.

Keywords: Language Learning Strategies (LLSs), Online economic newspaper articles, ESP vocabulary, Task-based approach, Vocabulary Learning Strategies (VLSs).

1. INTRODUCTION

English is undeniably the dominant language of technology, media, business, marketing, and advertising, and as such, it has evolved into a global language. This tendency has increased the need for high English fluency, which has become critical for career possibilities and professional advancement. Similar to the rising interest in acquiring language connected to many fields of study, known as English for Specific Purposes (ESP), there has been a growing interest in studying English for integrative, instrumental, or other reasons. Hoa and Mai (2016, 154) provide a basic definition of ESP as "a language learning approach

based on learners' needs. It is based on survey results and needs analysis in order to determine the specific activities that students have to do as well as the final goal they have to achieve".

Since the 1980s, there has been a huge development of ESP; that is, not only has it met the specific purposes of the learners, and made use of all underlying methodologies and activities of the particular discipline, but also it has centered on the language which is appropriate to such types of activities in terms of lexis, grammar, register, and discourse. Therefore,

teaching vocabulary, especially in ESP courses, would become a challenge for English teachers since the goal of all ESP courses is to help learners become more adept in the use of language aligned to their specific disciplines or professional lives (Abuklaish 2014). Even though grammar and vocabulary are complementary, Wilkins (1972, 4) claims that "without grammar, very little can be conveyed, and without vocabulary, nothing can be conveyed".

Stahl (2005, 4) states that "vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition but also implies how that word fits into the world". It is essential to carefully decide what vocabulary is going to be selected for teaching, and what approach or activities are going to be taught. Accordingly, vocabulary is a necessary component of any curriculum in a particular program, and it should be taught on a methodical basis. In the past years, learning a foreign language was often related to memorizing words and phrases, thoughtless repetitions of the fabric learned at school, and a complete inability to talk outside the classroom. By this time, the utilization of teacher-centered methods that focus mainly on learning content through memorization and translation has gradually shifted to more communicative methods and approaches, one of which is the task-based method.

Pitukwong (2012) introduces task-based learning (TBL) as one of the methods of the learner-centered approach. Richard and Schmidt (2010) note that the learner-centered approach places the scholar in the middle of all stages of learning, including planning, learning, and assessment. Hadi (2013, 103) states that using a variety of tasks increases student talk, makes the classroom atmosphere relaxing, and reinforces students' comprehensible input. Lee (2004, 694) suggests that task-based teaching (TBT) would improve learners' self-confidence, attitudes, and thinking skills. He also reports that the TBL approach might increase and improve learners' English-speaking performance (Hamouda 2016, 3).

With the arrival of the web, twenty-first-century readers are very fortunate not only to read, but also to benefit from online newspapers. Mundarsari (2023) highlights the importance of online authentic materials such as newspapers and multimedia resources in English language teaching, which not only provide a real-life context, but also improve learners' engagement and comprehension by employing visual aids in the classroom. Teachers find such resources particularly beneficial for tailoring the content according to learners' proficiency levels and interests. Newspapers play a significant role in language learning, particularly in ESP classes, as they promote ESP learners' language skills to a great extent. It is also fundamental to explore the different types of vocabulary in newspapers since

research shows that reading newspaper articles can help language learners learn vocabulary (Sternfeld 1989; Schmitt & Carter 2000). For example, print newspapers and digital versions of newspapers via websites are extensively accessible globally. They usually include a visual content, including tables and images, which develop learners' comprehension.

Learners nowadays are technologically aware of the effective use of digital learning tools in classrooms. They are actively attempting to produce, collect, alter, or present information in different disciplines via technology tools. One of the most important aspects of English that language learners have to get is vocabulary which they might have trouble recalling since acquiring words and their meanings is the first step to learn a language. Thus, learning by means of task-based activities that depend on online reading would enable students to acquire new ESP vocabulary.

While previous studies have investigated various methods for teaching vocabulary in ESP, there has been little research on the use of TBT combined with authentic materials, particularly online economic newspaper articles, to improve ESP vocabulary learning. Much research focuses on broad language learning or employed textbooks and static materials, ignoring the dynamic and current character of internet resources that would provide learners with real-world and discipline-specific vocabulary. Therefore, the study aims to determine the effect of employing online economic newspaper articles on learning business vocabulary by means of task-based activities; to investigate the efficiency of implementing the task-based approach in ESP vocabulary instruction; and finally, to investigate the challenges which students might encounter in learning business vocabulary by means of the selected online newspaper articles.

The present study seeks to answer the following questions:

1. What is the impact of the integration of online economic newspaper articles on the development of learners' vocabulary in ESP business classes?
2. What is the efficacy of the task-based approach in the development of learners' vocabulary?
3. What are the challenges that business students might face while learning ESP vocabulary from online economic newspaper articles?

2. LITERATURE REVIEW

ESP learners might utilize different techniques during the learning process to attain the highest possible score in their disciplines, such as math, history, science, and

language. Learning strategies, according to Mayer (1989), are "activities of a learner that are meant to impact how the learner progresses with knowledge." Studying language is essential for learners, as it serves as a fundamental tool for effective communication with others. Strategies are vital for language acquisition because "they are instruments for self-directed participation, which is important for developing communicative competence". Language learning strategies (LLS) are necessary for learners to achieve a high degree of English language competency.

Gu (2003) suggests that learners adopt strategies that contribute to solving problems when they challenge difficult assignments. LLSs are a subcategory of common learning strategies (Pitukwong 2012, 26). LLSs involve designing and executing actions taken to accomplish an objective, as well as observing and assessing the action concerning an estimated outcome (Gu 2003). Cohen (1998, 5) sees LLSs as "processes which are consciously selected by learners, and which may result in action taken to enhance the learning or use of a second or a foreign language, through the storage, retention, recall, and application of information about this language", which can be divided into conscious and unconscious actions. For instance, Taheri et al. (2020) discover that compensatory, affective, and cognitive strategies lead to Iranian students' strong accomplishment of all language skills when learning a non-native language.

LLSs have been studied recently and have gained recognition since the 1970s. Wenden and Rubin (1987, 19) define LLSs as "any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information". This definition is based on some language learning behaviors, including (1) understanding and controlling the meaning of a second language or foreign language; (2) cognitive theory, such as learners' strategic knowledge of language learning; and (3) effective view, such as learners' motivation, attitude, etc. O'Malley and Chamot (1990) classify language acquisition methods into three categories; namely, cognitive, social-emotional, and metacognitive. Moreover, AlZahrani and Chaudhary (2022) state that learners' grasp of language is strongly reliant on their familiarity with the terminology employed, which helps them understand various concepts.

Vocabulary learning strategies (VLS) are a subclass of LLSs. For this reason, they can be used for a wide range of language learning tasks, including integrative tasks (i.e. reading comprehension and oral communication) as well as vocabulary, pronunciation, and grammar (Wenden and Rubin

1987; O'Mally and Chamot 1990; Schmitt 1997). VLSs play a crucial role in learners' language acquisition since it has an impact on language competence. As a result, when English language learners do activities like reading or writing, they use a variety of vocabulary learning strategies including memorization, repetition, and taking notes on frequently used lexical items (Schmitt 1997).

According to Schmitt (1997), discovery techniques, which are methods for discovering new words, are categorized into two groups; namely, (a) determination techniques, which are used by learners to determine the meaning of a new word without extra assistance, and (b) social strategies, which are used to learn words through interactions with others. Consolidation techniques, the second major group in this taxonomy, are methods for remembering the meaning and lexical features of a newly learned word. This category is divided into four subcategories: (a) social strategies; (b) memory strategies, which are used to connect new words to past information; (c) cognitive methods, which are mechanical techniques of memorizing new words; and d) metacognitive strategies, which are mental processes that entail planning, monitoring, and assessing learning. Figure 1 presents Schmitt's (1997) taxonomy.

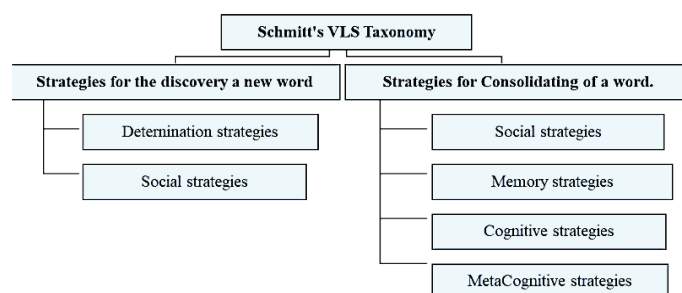


Figure 1: Schmitt's taxonomy of vocabulary learning strategies (VLSs) (1997, pp.205-210)

Willis (1996) states that "tasks are activities where the target language is used by the learner for a communicative purpose (goal) to achieve an outcome". A task-based approach is a communicative approach to language education that emphasizes the task design in the production of instructional units. According to Ellis (2003), the essential principle of this technique is its ability to provide opportunities for language acquisition and skill development when working cooperatively in hands-on learning, which is backed by Thomas (2013). Although different perspectives exist on the definition of TBT and task conceptualization, Samuda and Bygate (2008, 69) provide a pedagogical definition of a task as a "holistic activity that engages language use to achieve some non-linguistic outcome

while meeting a linguistic challenge, with the overall aim of promoting language learning through a process or product or both". According to Ellis (2009), a task might have a primary focus on meaning, a gap that compels learners to infer meaning and express themselves using their own linguistic and non-linguistic resources, and a major goal that includes the use of language to transmit meaning. Thus, task design and sequencing can improve experiential learning by fixing problems and boosting motivating elements.

Willis (1996), Skehan (1998), and Lee (2000) contribute to TBT since the educational objectives entail communicative language usage in which the user's attention is centered on meaning rather than grammatical form. As a result, regardless of the teaching style, TBT achieves the goal of learning Mandarin. Zhou et al. (2019) emphasize that the major focus is on communication and engagement, with less emphasis on Chinese characters. During their language study, learners are only introduced to a few no-syllabic Chinese characters. Richards (2001, 223) states that task-based teaching refers to "an approach supported by the use of tasks as the primary unit of creation and instruction in language teaching". Nunan (2004, 2) believes that a task is "an essential component of information style, classroom instruction, and learner assessment". According to Ellis (2003, 1), tasks "hold a central place in current Second Language Acquisition (SLA) analysis and language pedagogy". According to Willis (1996, 23), tasks are continuous activities in which the learner uses the target language for communication. Lloret (2017) defines tasks as the goal- and meaning-oriented in nature. A task must be communicative and emphasize the value of what it conveys rather than what has been learned verbally.

The use of TBT might assist learners in enriching their target language input with authentic tasks that can help them enhance their language learning motivation (Aliasin et al. 2019, 160). They argue that "it is simple in second language learning to say that a learner is undefeated with the right motivation". Several models of pedagogical phases in implanting TBT have been proposed by renowned researchers such as Ellis (2009) (i.e., pre-task, main task, and post-task); educational tasks and real-world target tasks (Nunan 2004); and the pre-task phase, task cycle, and language emphasis. Regardless of any pedagogical sequences in TBT, the primary purpose would be to improve learners' target language proficiency through meaningful activities.

Willis (1996, 23) states that "tasks are always activities where the target language is used by the learner for a communicative purpose (goal) to achieve an outcome". A task-based language method may not immediately fit into the perspectives of classroom learning since

introducing it is not always straightforward (Willis 1996, 137). Learners and instructors worldwide generally view the task-based language method positively. The task-based activities employed for the intervention would contain a pre-task (before the reading), an in-task (during the reading), and a post-task (after the reading), based on Willis' (1996) framework of task-based language method. Three phases make up Willis' (1996) framework: pre-task, task cycle, and linguistic emphasis. Figure 2 presents Willis' (1996) framework through three phases; e.g. pre-task, task cycle, and linguistic focus.

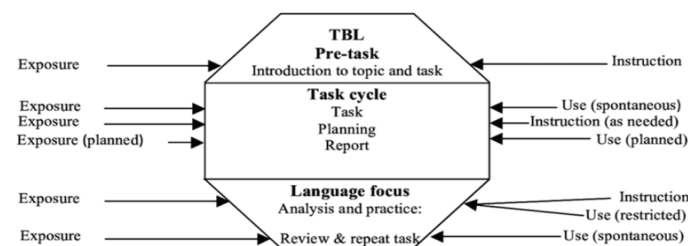


Figure 2: A typical task-based language lesson (TBLL) based on Willis' (1996) framework

According to the structural framework of TBT, the pre-task phase presents the subject and task to the class by activating topic-related words and phrases. The task cycle allows learners to utilize whatever language they already know to complete the work, and then to develop their language skills while drafting their task reports with the instructor's supervision. During the task stage, learners work in pairs to accomplish the assignment while the teacher listens to the discussions. The teacher then assists in the oral or written correction of finished work. Each learner speaks in front of the class, and once the assignment is accomplished, learners would hear the native speakers repeat the same dialogue so they may compare it to their own. The last phase in the framework, i.e. language focus, provides a deeper examination of some of the specific elements appearing in the language employed during the task cycle. The teaching approaches necessary for TBL are not dissimilar to those used in conventional language instruction. The distinctions are in the sequence and weighting of tasks, as well as the fact that there is more student involvement and less direct, up-from teaching. Figure 3 presents the structural framework of TBT.

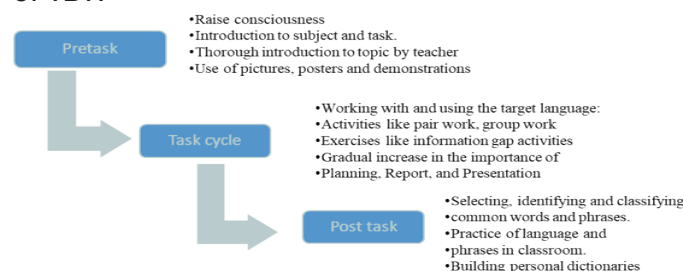


Figure 3: The structural framework of TBT

Technology not only consistently plays a significant role in the teaching of ESP courses, but also plays a key role in ESP pedagogy by focusing on needs assessment, material creation, adaptation, ongoing evaluation, and methodology based on specific disciplines and target situations, proving to be highly effective in enhancing learning. As technology is available in ESP classrooms, teaching practitioners would make use of interactive multimedia packages, internet resources, and various tools designed to create specialized materials to promote learners' engagement in relevant target situations (Arnó-Macía 2012).

The internet has given rise to significant changes in language literacy. These changes stand for ideas of authenticity, knowledge, commerce, and vitality (Warschauer et al. 2000). These ideas are very important for ESP learners who want to join target discourse communities. Benavent and Peñamaría (2011) state that people have access to a broad selection of authentic materials as well as the opportunity to actively communicate with members of these communities via blogs, e-mails, and forums because of the boundless resources on the internet.

Technology has been exploited in ESP pedagogy since the beginning of the stand-alone computer in the classroom. People expect to access media content and study the issues reported in the news. To cater to this tendency, people should have sufficient proficiency in the new language to communicate with others worldwide (Fer 2018). Saeedi et al. (2023) state that "as news language becomes more prominent, it should not be assumed that the public, especially in EFL/ESL contexts, has readily learned English and understood the news writing style." Rao (2019, 4) argues that "one of the best sources of authentic materials which are more useful in the ELT classrooms is the newspapers, which publish the latest and burning news every day, and the teachers can adopt the useful news reports as authentic materials to teach the learners of English." Thus, it has been most frequently used as a repository for ESP authentic materials available in the form of newspapers, magazines, scientific journals, news broadcasts, and lectures, all of which represent different written and oral texts. Owing to the growth of open-access university courses, ESP teachers have been able to freely exploit authentic discipline-specific materials in the classroom and thus bring relevant language experiences from outside the classroom. Some news organizations like the British Broadcasting Company (www.bbc.co.uk) or National Public Radio (www.npr.org) have offered open access to their programs stored in the form of podcasts.

Newspapers are significantly more up-to-date than textbooks because they contain not only a wealth of information, making them a good starting point

for classes, but also a wide range of text types (narratives, stories, letters, advertising, reports, etc.). One of the issues with newspapers is that they are frequently used as a current textbook assignment. The methodological ideas and activities of the textbook are used by the teacher. This approach presents two main challenges; that is to say, it can be very time-consuming for teachers and may not always engage learners effectively.

Newspapers are regarded as an excellent resource for language Learning (Ali & Devi 2013). A newspaper has a wide variety of informative and up-to-date items in the news, features, sports, business, and cultural sections, giving students a wide range of material. Real-world situations not only pique the interest of the learners but also unwittingly assist in acting as a silent language teacher. Language is used by people to communicate, share information, and express their thoughts (Akhter et al 2020). The English newspaper is an affordable and readily available resource that keeps readers informed on a wide range of topics. It also functions as an unintentional vocabulary builder, serving as a simple thesaurus that helps enhance language skills. These two factors are the main reasons why the newspaper should be used as a tool in the teaching of English.

Tihenea and Lavinia (2018) explain the advantages of using authentic materials, such as newspapers, in the ESP/EFL classroom. Additionally, they describe the procedures for developing English-speaking materials for Islamic economics students using TBLT. Riaz (2013) adds that "authentic materials from a certain source, such as *The Economist*, tend to work in consistent areas of language." He also explores how newspapers improve engineering students' proficiency in spoken and written English. Similarly, Jiroušová (2015) not only demonstrates how newspapers can be used to teach English grammar and vocabulary, but also examines different types of newspapers and how they can support English language instruction. Several web articles from prominent journals are collected for this project and used to teach grammar (four concepts) and vocabulary (four ideas).

Nychkalo et al. (2020) investigate the efficacy of a task-based method for teaching business vocabulary to master's degree students studying business English. They employ a task-based method to teach business vocabulary, aiming to encourage students to make social contacts, participate in conversations, and apply the appropriate lexical units in scenarios similar to real-world business situations. Mulyadi et al (2021) also show that integrating TBT with learning technologies provides a framework for creating language education that improves learners' listening comprehension and speaking performance. Sandal and Ozkan (2022) evaluate the ESP curriculum in the

College of Engineering in Toros University in Turkey. The study utilizes a paradigm for ESP and incorporates multiple data sources. Engineering students are supposed to prioritize vocabulary development, as it is crucial for them to become satisfied about the specialized language used in their future careers. Most students believe they have a proficient command of grammar, but express a desire to enhance their vocabulary. Additionally, they prefer using a textbook tailored to their main area of study.

3. RESEARCH METHODOLOGY

This study uses an exploratory research method to investigate the effects of employing a task-based strategy for integrating online economic newspaper articles in the selected English course. It is quasi-experimental research, in which the researcher employs a mixed research approach based on the research aims. The study encompasses two distinct phases; namely, quantitative and qualitative. Each of these research designs presents its own set of advantages and disadvantages. However, using both designs as a mixed method helps conduct research that supports all aspects of the study and identifies more perspectives on the aims of the study. It would also provide a comprehensive understanding of the impact of online economic newspaper articles on ESP vocabulary learning. This integration is carried out in two ways: (a) sequential integration, in which quantitative data, such as pre-test and post-test scores, are examined first to discover trends or notable changes in learners' ESP vocabulary. These data then lead to the qualitative phase, which examines participants' observations and post-questionnaire replies to investigate the possible results, such as students' attitudes and perceived challenges. (b) concurrent integration, in which data from both phases are processed simultaneously, allowing qualitative findings to contextualize and enrich quantitative conclusions. For example, improvements in test results could be linked to qualitative insights gleaned through students' engagement observations or questionnaire responses, offering more in-depth knowledge of the effectiveness of the task-based approach. These alternative methodologies would

provide a comprehensive understanding of the research results, emphasizing both statistical trends and participants' learning experiences.

The study employs several data collection tools to examine the effectiveness of TBT using online economic newspaper articles. Such tools include the *Market Leader* textbook, supplemented by eight online articles from reliable sources like *The Economist* and *The Guardian*, ensuring both authenticity and relevance of the materials. The ANTCONC software tracks the frequency of ESP vocabulary, providing a quantitative analysis. Pre- and post-questionnaires are completed to examine students' background and attitudes, with pilot testing conducted to ensure reliability. Pre- and post-tests, consisting of multiple-choice questions based on the vocabulary in the articles and textbook, measure vocabulary acquisition, while observation sheets provide data about students' participation and challenges during the intervention. All tools are validated through expert reviews and piloted for reliability, ensuring a comprehensive and consistent data collection process.

The study focuses on the impact of using online economic newspaper articles and how they improve business students' ESP vocabulary. Quantitative data are collected by applying a pre-questionnaire to determine students' attitudes toward their ESP materials and their vocabulary learning. Furthermore, pre-tests and post-tests are used to determine whether the scores differ after the use of authentic materials. Following this, participants complete tasks based on reading the selected online newspaper articles, with an observation sheet filled out by the researcher. A post-questionnaire then yields qualitative data, according to which students' test results before and after the implementation of online economic newspaper articles in business ESP classes are examined. Students' attitudes and challenges toward learning ESP vocabulary from online economic newspaper articles are also explored. This aspect of the study is designed to reveal information about how students use and remember the material they learn during the ESP course. Figure 4 presents the research design sequence.

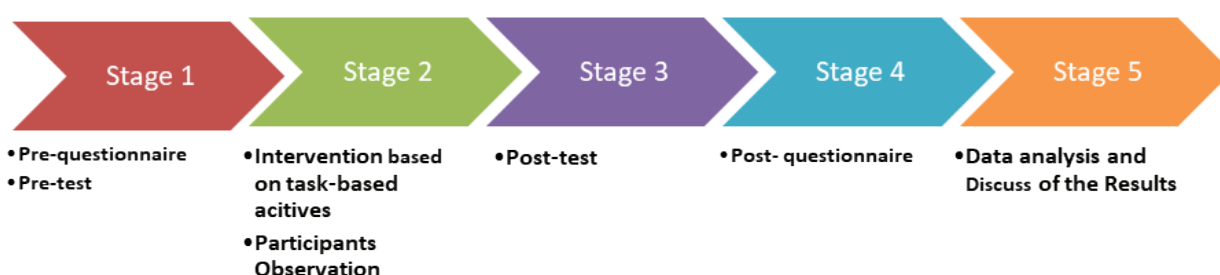


Figure 4: Research design

All participants in this study are first-year students. The study includes 65 business students aged 18 to 22, enrolled in the College of Management and Technology (CMT) at the Arab Academy for Science, Technology, and Maritime Transport (AASTMT) in Alexandria during the autumn semester of 2022/2023. *Market Leader* (third edition), upper-intermediate, is the business textbook used by ESP students. They are basically admitted to the institution after completing Cambridge English placement test, with their language skill level being nearly the same (B2) according to the Common European Framework of Reference (CEFR). The rationale for selecting first-year students is that the researcher anticipates that the results of this study would help them become aware of the most frequently used vocabulary, benefiting their learning in the following academic year. 47 students would take the ESP course in the first semester using their ESP textbook, *Market Leader*, which consists of twelve units, and during their first semester of college, they completed the first six units.

In the first stage, a total of 65 students undertook a pre-questionnaire and a pre-test as part of the research. Out of the 80 students, 65 completed the questionnaires, which accounted for 84% of the total population. They indicated that 47 students (72%) were between the ages of 18 and 19, 13 students (25%) were over 19 years old, and 1 student (3%) was under 18 years old. Out of a total of 65 students, 43 (66%) were female and 22 (34%) were male, all of whom completed the questionnaires.

In the second stage, a sample of 42 students; that is, the experimental group, performed eight task-based activities based on their online reading of selected online economic newspaper articles and received the post-test. 42 students were divided into two groups, according to their distribution in the classes, whom the researcher met once a week. This experimental group received 12 sessions spread evenly over the second semester. The experimental group learned business ESP vocabulary through task-based online economic articles from newspapers.

The variation in group sizes (42 students in the experimental group and 23 in the control group) was influenced by practical restrictions such as the natural distribution of students in classes and their availability throughout the research period.

Whereas such imbalances are prevalent in quasi-experimental research, they have the potential to impair statistical power and sensitivity for detecting significant differences between groups. Although random assignment was not possible, the participants' similar B2 English proficiency levels contributed to reduce variability and improve internal validity. These procedures ensured that the research results remained reliable and valid despite the different group sizes.

The textbook for the ESP students at CMT in AASTMT, Alexandria is *Market Leader* (third edition) upper-intermediate. It is made up of 12 units that cover a variety of business and economic topics. In terms of the course book, there are not enough updated authentic materials to help students learn new words linked to their field of study; however, the textbook includes reading comprehension texts and vocabulary-based activities. The students had completed the first six units of the book in their first semester; therefore, the researcher chose to relate the contents of the second-semester courses to online authentic material. The corpus of eight online newspaper articles was chosen and task-based approach activities were applied based on them. The online economic newspaper was updated and recently published in trusted online news sources such as *the Guardians.com* and *Economist.com* through the last three months before the study from January to March 2023.

The articles that were adapted from these resources included many ESP vocabulary items that were presented in students' textbooks. This study focuses on a total of 60 vocabulary items. Each online economic newspaper article was linked to a QR code, which the researcher then delivered to the students to ensure that the experimental group would read the same articles before the session. After reading the online economics newspaper, the students were required to answer some task-based activities in the classroom. The targeted 60 words from the online reading were common with the list of words in the textbook *Market Leader*, which was the business English textbook used by ESP students. A list of 60 words was created for the new word test. This test was conducted to pick out 30 target words (words to be learned) which were then tested in the pre-test and post-test. A summary of all instruments and participants used in the action research are presented in figure 5.

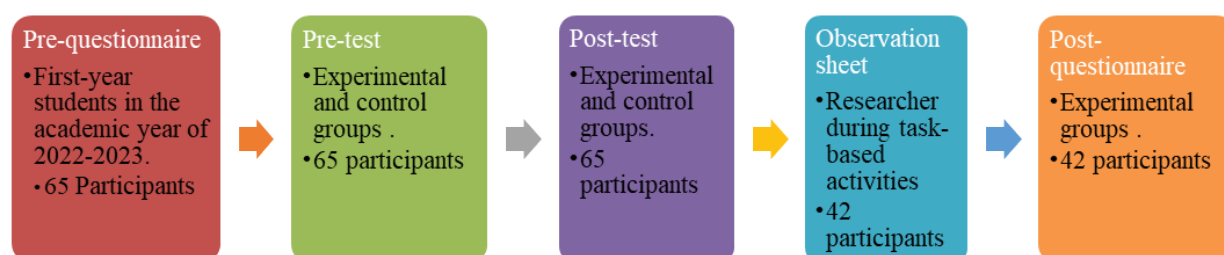


Figure 5: A summary of all instruments and participants used in the action research

The teaching method implemented for the experimental group was the integration of the TBT approach with online learning technology. The instructional procedures of technology-enhanced TBT, as illustrated in Table 4, and were adapted from Willis (1996). Meanwhile, another class, which constituted the control group (N=23), was given regular instruction without the implementation of task-based language teaching (TBLT), such as lecturing, textbook exercises, and group discussions.

To encourage the learners to read online articles, the researcher aims to introduce new field-oriented vocabulary in the pre-task phase to activate their schemata related to the content. The students worked on various activities during the while-task phase. In the post-task phase, they submitted reports, repeated tasks, and even engaged in language focus tasks. The online task-based articles were taught to the experimental group once a week during hour-long lessons by the researcher. Other instructors provided conventional instruction to the control group. Ideally, the researcher should have refrained from instructing the control group to maintain objectivity and impartiality in the traditional class.

The intervention lasted for twelve weeks for the experimental group. The task-based online economic newspaper articles were integrated into the teaching process in two distinct ways once the researcher defined the syllabus units to be taught. The first method was the summary task, which required students to independently read an online economic article on a topic corresponding to the unit and summarize the terminology they had acquired throughout the article. The first phase required students to complete the task at home, and they received feedback after submitting their independent answers via an online Google Form linked with a QR code for easy access. The second phase was carried out in groups during class, with students receiving feedback from both their classmates and the teacher. These phases were identical and aimed at assessing students' business vocabulary acquisition before and after the experimental learning. The tasks varied in types: multiple-choice, matching, transformation, cloze text, and gap-filling exercises. Additionally, students completed gap-fill exercises in groups and as a class. The researcher filled out the observation sheet while students completed the final phase of the treatment.

The study followed ethical research practices to protect the rights, privacy, and fairness of all participants. A consent form was obtained by providing participants with full information about the study's objectives and procedures, as well as the right to withdraw at any time. To ensure confidentiality, individual identities were kept anonymous. All collected data, including pre- and post-questionnaires, exams, and

observation sheets, were securely stored. Equal treatment was also prioritized. The study ensured that both the experimental and control groups received fair treatment. While the experimental group received task-based language instruction, efforts were made to provide the control group with access to better instructional methods after the study, addressing concerns about unequal learning opportunities. Hence, the study was conducted with integrity, transparency, and respect for the participants.

4. RESULTS AND DISCUSSION

To receive the results, both a pre-test and post-test were administered to the control and experimental groups to assess their ESP vocabulary knowledge. Following the intervention, the experimental group was given a post-test to evaluate their ESP vocabulary proficiency, followed by a post-questionnaire to measure their attitudes and the changes they experienced. Figure 6 shows the comparison of mean test scores between the experimental and control groups.

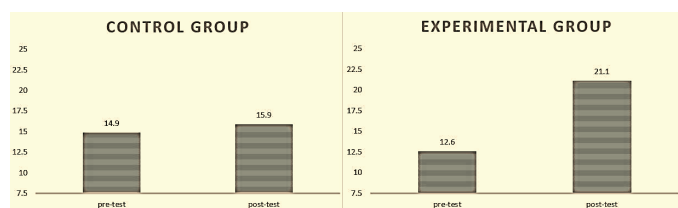


Figure 6: A comparison between mean scores in the experimental and the control groups

Figure 6 shows the difference in the mean scores of students' marks between the pre-test and post-test for both the control and experimental groups. For the control group, the mean score on the pre-test is 14.9, and the mean on the post-test is 15.9. In the experimental group, the mean score on the pre-test is 12.6, while the mean on the post-test is 21.1. Figure 7 illustrates the comparison between the pre-test and post-test results in the experimental group.

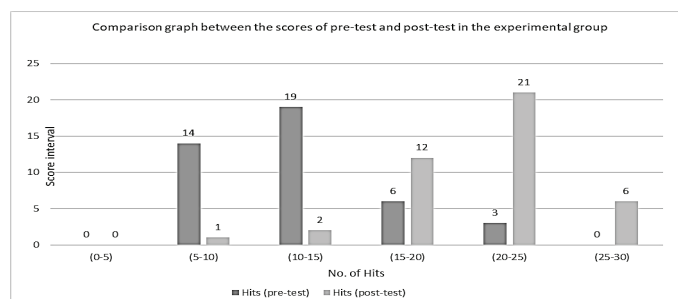


Figure 7: Comparison between the scores of the experimental students in the pre-test and post-test

Figure 7 illustrates the differences in the scores of the experimental students in the pre-test and post-test. The pre-test scores are in dark gray, whereas the post-test mean scores are in light gray. The pre-test score of the experimental group varied from 10 to 20 points. Fourteen students in the experimental group received average grades ranging from 5 to 10, whereas 19 students received scores ranging from 10 to 15. Six students in the experimental group scores varied just from 15 to 20. Only three of the 42 students in the experimental group had a score between 20 and 25. Table 1 presents the difference in results between the pre-test and post-test in the experimental group.

Table 1. Comparison of the Pre-test and Post-test Results of the Experiment Group

comparison of the pre-test and post-test for the Experiment group						
	N	Max	Min	Mean	STD Deviation	STD error
Pre-test	42	25	7	14.9	4.45	0.93
Post-test	42	28	10	21.1	3.74	0.58

Note. "N" refers to the number of students who participated in the pre-test and the post-test.

Table 1. illustrates the calculations conducted to reveal the difference in the mean scores between the pre-test and the post-test results. The mean score of the pre-test in the experimental group was ($M=14.9$, $SD=4.45$). After receiving task-based instruction in technical vocabulary, their mean scores on the post-test were increased ($M=21.1$, $SD=3.74$). The number of students who took part in the pre-test and the post-test was ($N=42$). The maximum score in the pre-test is 25 and the post-test is 28. The minimum score in the pre-test is 7 and the post-test is 10. Table 2 presents the pre-test results for both the control and experimental groups.

Table 2. Pre-test Results of the Control and Experimental Groups

Statistical data for Pre-test results in the control and Experimental groups					
N	Max	Min	Mean	STD Deviation	STD error
65	25	7	13.4	4.55	0.56

Note. "N" refers to the number of students who participated in the pre-test in both groups.

Table 2 shows that the calculations were conducted

to reveal the difference in the mean scores between both groups, the control and experimental groups, in the pre-test results. The difference in the mean score was ($M=13.4$, $SD=4.55$). The number of students who took part in the pre-test was ($N=65$). The maximum score in the pre-test is 25. The minimum score in the pre-test is 7. Table 3 presents the outcomes of the post-test in both the control and experimental groups.

Table 3. Post-test Results of the Control and Experimental Groups

Comparison of Post-test results (Experiment and Control Group)						
Group	N	Max	Min	Mean	STD Deviation	STD error
Experiment	42	28	10	21.1	3.74	0.58
Control	23	24	10	15.9	4.11	0.86

Table 3. reveals the results of the post-test in the control and experimental groups. The number of students who had the post-test in both groups was 65. The number of students in the control group who took part in the pre-test was ($N=23$) while the number of students in the experimental group who had the pre-test was ($N=42$). The mean score of the pre-test in the control group was ($M=15.9$, $SD=4.11$) while the mean score of the post-test in the experiment group was ($M=21.1$, $SD=3.74$). The minimum score of the post-test in both groups was the same. The minimum score of the post-test was 10. The maximum score of the experimental group was 28 while the control group was 24. Table 4 presents the pre-test results of the control group.

Table 4. Control Group's Pre-test Results

Statistical data for Pre-test results (Control Group)					
N	Max	Min	Mean	STD Deviation	STD error
23	25	7	14.9	4.45	0.93

Table 4. indicates the results of the pre-test in the control group. The mean score of the pre-test in the control group was ($M=14.9$, $SD=4.45$). The minimum score of the pre-test was 7, and the maximum score was 25. The number of students who took part in the pre-test and the post-test was ($N=23$).

Table 5. Experimental Group's Paired Samples Test

Paired-test Pre-test	Mean	STD deviation	STD errmean	95% confidence The interval of theDifference		T	df	P(2-tailed)
				Lower	Upper			
Post-test	-8.500	4.070	0.891	-10.273	-6.727	9.539	82.000	0.000

Paired sample t-test (the pre-test mean and post-test mean for the experiment group)

Table 5 shows the computations used to determine the disparity in the average scores between the pre-test and post-test outcomes. The mean score difference between the pre-test and post-test was calculated to be -8.500, with a standard deviation of 4.070. The t-value was -9.539, and there were 82 degrees of freedom. The results indicated a significant difference in the average scores between the pre-test and post-test, with statistical significance at a P-value of less than 0.05. These findings suggest that the strategy of using online economic newspaper articles was effective in teaching and acquiring English-for-business vocabulary.

The observation sheet was used to examine ESP students' attitudes toward the learning material and vocabulary teaching, as well as to identify which vocabulary strategies and resources were used during the lesson to enhance the students' lexical competence. Observation is a useful method for understanding the realities of teaching English in ESP classes. The results of the observation sheet demonstrate both the efficacy of the task-based approach in improving the vocabulary of ESP learners and the challenges they faced.

The findings revealed that the greatest attention was given to how relevant the materials were to the students, with three main areas highlighted: the learning process, student satisfaction, and interaction. In terms of the learning process, the majority of the experimental group completed the assigned pre-task as instructed. The students asked questions when the task instructions were unclear. Additionally, while working in groups, the students commented on and suggested improvements to their peers' answers, enjoying the collaborative aspect of the tasks. However, unless prompted, the students did not present their discussion outcomes.

The results of the observation sheets also address the third research question, which focuses on the challenges that business students faced while learning ESP vocabulary through task-based activities. During the observation, the students' attitudes toward the activities were noted, and it was observed that the majority of the experimental group were not particularly eager to ask questions about the task content. They focused on completing the task at hand rather than exploring other possibilities. Despite this, the task-based approach was seen as a novel way of acquiring ESP vocabulary, and the business students in the experimental group remained determined to find the answers needed to complete the tasks.

After completing the intervention, the experimental group participated in the post-questionnaire, which assessed the difficulties encountered when learning ESP terminology from online economic newspaper articles. The majority of students expressed enthusiasm about completing the tasks in groups and showed interest in the topics, as the newspaper articles provided real-life issues. The students' attitudes were clear: they were motivated to engage with the activities and eager to receive feedback.

Regarding their vocabulary competence achievement, students agreed that the tasks encouraged them to read more about business and pay greater attention to new words discovered while reading the online economic newspaper articles. They noted the part of speech for each word while completing the post-task. Thus, the task-based online economic newspaper articles helped students improve their vocabulary competence in other areas of English, such as reading and writing. Table 5 presents the results of the post-questionnaire.

Table 6. The Results of the Post- Questionnaire

N.	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	MEAN
Descriptive Statistics of ESP students' attitude about TBLT Items							
1	I am interested in working on tasks in a group.	0%	0%	13%	30%	57%	4.4
2	I am interested in the topics of tasks.	0%	0%	13%	35%	52%	4.4
3	I am motivated to read extensively.	9%	4%	4%	48%	35%	4.0

4	I am interested in performing a task in a real-life situation.	0%	4%	13%	26%	57%	4.3
5	I am interested in showing my tasks in front of the class and receiving feedback from the teacher and other students.	0%	4%	17%	43%	35%	4.1
6	Task-based activities are important in this curriculum.	0%	9%	9%	39%	43%	4.2
Students' evaluation of their achievement in vocabulary competence							
7	My vocabulary knowledge is getting better.	0%	0%	13%	26%	61%	4.5
8	I paid more attention to the meaning of the words while reading.	4%	9%	9%	26%	52%	4.1
9	I can use new English specialist vocabulary to communicate with friends on some business topics.	0%	0%	9%	39%	52%	4.4
10	I produce fewer pauses and pay more attention to the part of speech of the new words when speaking and writing.	0%	4%	4%	43%	48%	4.3
11	I can recall known words, learn more new words, and use them more appropriately in reading and writing.	0%	9%	9%	39%	43%	4.2
Students' self-evaluation of their achievement in their other English skills							
12	The task-based approach helped me enhance my vocabulary competence in my other English skills (reading and writing).	0%	5%	10%	38%	48%	4.3

The experimental group completed the post-questionnaire online after the treatment. The post-questionnaire aimed to assess the difficulties encountered by business students when learning ESP terminology from online economic newspaper articles. The results revealed the challenges students faced while learning ESP vocabulary through task-based activities using these articles. Most students were eager to complete the assignments in groups and expressed enthusiasm for the topics. This was likely due to the real-life relevance of the newspaper articles, which made the tasks engaging. The students' positive attitudes were evident, as they were motivated to participate in class activities and eager to receive feedback.

5. CONCLUSION

The present study aims to investigate the impact of using online economic newspaper articles on teaching ESP vocabulary to business students based on task-based strategies and to find out the challenges which students might face while using task-based strategies in the classroom. The quantitative analysis of the data indicates that TBLT would benefit the learners in the experimental group by increasing participation and creating more opportunities for learning new ESP vocabulary. The experimental group has reflected positively on the TBL intervention in the post-test and more during the task-based activities in the classroom.

To explore the impact of online economic newspaper articles on the reception of ESP vocabulary, not only pre-and post-tests were conducted, but also a questionnaire and a material evaluation checklist were

used. Sixty-five out of eighty business students from CMT at AASTMT in Alexandria participated in the study. They were divided into two groups (experimental and control). Because of the limited sample size, the conclusions of the study cannot be generalized to all Egyptian students. TBLT is the main approach of the study as it is a meaning-centered methodology, and such meaningfulness in TBLT provides an authentic, purposeful, and intentional background for comprehending and using language, and it is encouraging for ESP learners.

Results demonstrate that the strategy of reading online economic newspaper articles would be an effective technique in teaching and learning English-for-business vocabulary and it would make it easier to memorize and retain the vocabulary learned in class and outside of the class as well. The task-based technique in teaching vocabulary from online newspaper articles also would add motivation to the class because of the current news and the pictures used in presenting news in the English language. Combining authentic material and online resources would motivate students in the vocabulary learning process. Creating task-based activities based on new vocabulary items would enhance the spirit of cooperation as they cooperatively try to use the words they learn from the selected activities. It can tremendously help teachers change their old conventional methods with the TBLT method in teaching and learning vocabulary to make their classes more interactive and inviting to learn. It can make higher education classes more curious and motivated by using authentic materials with TBLT methods in teaching field-oriented language instead of the old-fashioned lecturing ways.

The present study might also help ESP teachers design better lesson plans for vocabulary instruction. Results would give teachers a better understanding of how authentic materials such as online economic newspaper articles are used in vocabulary instruction and whether they actually aid learners develop their ESP vocabulary. This study would also help teachers add online economic newspaper articles to their language instruction and make use of the activities to improve the efficacy of the teaching and learning process.

For teachers and curriculum developers, it is recommended that task-based methods would be integrated into language instruction, particularly when teaching specialized vocabulary. Teachers should ensure that they assess students' reactions to TBLT strategies to better tailor their instructional methods to learners' needs. Incorporating real-world, authentic materials like online newspaper articles can enhance student engagement and vocabulary retention, which is especially useful in ESP contexts. Curriculum developers are also encouraged to update ESP materials and include authentic, up-to-date resources, ensuring that the content should remain relevant and engaging. Although business students are the primary focus of the study, the results might be obtained in a variety of ESP contexts. Other specialized fields such as law, medicine, engineering, tourism, and hospitality, among others, might benefit from the task-based approach with real materials. Additionally, ESP curricula would become more globally relevant by including the Sustainable Development Goals (SDGs) ideas. To make the learning process more relevant to global issues and to get students ready for a world where business and sustainability are becoming more and more entwined, educators could, for instance, choose articles that discuss sustainability, economic growth, or other SDG-related themes.

The present study has implications for those involved in the educational process, such as instructors and students. It might make teachers more cognizant of students' particular peculiarities. It might also prompt them to consider their methods and ideas for teaching. Additionally, It would draw educators' awareness to the value of using online articles in the classroom to enhance vocabulary. Engaging students in task-based activities would motivate them to learn more and make learning new technical terms easier.

List of abbreviations

AASTMT: Arab Academy for Science, Technology, and Maritime Transport

CMT: College of Management and Technology

CEFR: Common European Framework of Reference

EFL/ESL: English as a foreign / second language

ELT: English Language Teaching

ESP: English for Specific Purposes

LLS: Language Learning Strategies

SLA: Second Language Acquisition

TBLT: Task-based Language Teaching

TBL: Task-based Learning

TBT: Task-based Teaching

VLS: Vocabulary Learning Strategies

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