The Effect of Teaching ESP Terms in Visual Context on Iranian Computer Engineering Students' Semi-Technical Terms Knowledge

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Abstract Contextualization is a form of deep learning which aims to make the learning process profound, objective, and meaningful through placing the target language in a realistic situation. The present investigation was an attempt to study the effect of written context, visual context, and a combination of written and visual context on Iranian EFL students' learning of semi-technical terms. To achieve the objectives, four intact classes in the 19-21 age range who were studying Computer Engineering at Islamic Azad University, Rasht Branch were randomly ed as three experimental groups and one control group. Homogeneity of the participants was achieved through Solutions Placement Test (SPT). A pretest was administered. Then, experimental groups received 10-session treatments that were the use of written context in the experimental group A, visual context in the experimental group B, and a combination of written and visual context in the experimental group C. Meanwhile, the control group received a 10-session placebo (the traditional way of teaching vocabulary, that is, without any context). A posttest was, then, administered to all the four groups. The results of one-way ANOVA and Post-Hoc Scheffe test revealed that there were not any statistically significant differences among the effects of written, visual, and a combination of visual and written context on Iranian EFL Computer Engineering students' semi-technical terms proficiency. Based on the findings of the present study, different stakeholders especially teachers are recommended to pay more attention to the significant role of context in teaching semi-technical terms in ESP courses.

Keywords : English vocabulary