## *TO KNOW A WORD?* AN EVALUATION OF THE VOCABULARY ACQUISITION TASKS IN SELECTED WEB RESOURCES

This is a research on vocabulary-related tasks in the web resources provided by the Malaysian Ministry of Education for the teaching of English for Science and Technology (EST) for students at the fifth form (17 years old). The research adopted the theory-based criteria approach derived from understandings of language learning processes (Kiely & Rea-Dickins, 2005). The data were collected from 30 English teachers through an evaluation checklist, followed by interviews. The findings revealed that the vocabulary component in the web resource is not a feasible resource for teaching vocabulary as the four elements of language learning potential in the materials are not satisfactorily addressed. These resource evaluation outcomes suggest that the materials are not exploited enough for the purpose of promoting language learning, and consequently the acquisition of vocabulary may not be developed sufficiently. In relation to reading comprehension, the findings implied that the design of the web material needs to be improved in order to effectively bring about positive effects on learners' reading comprehension. In relation to vocabulary development strategies, there is not much variety that promotes good vocabulary learning. However, the resources have good web elements to be considered an effective web resource. The findings suggest that the design of the tasks for developing vocabulary acquisition should incorporate the aspects of lexical sets, collocations and teaching vocabulary through reading (Breen, 1983; Channell, 1981; Gairns & Redman, 1986; McKeown *et al.*, 1985; Ooi & Lee 1996; Rivers, 1983).

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