Using TBLT Framework in Technology-mediated Environments to Enhance Students' Vocabulary Retention and Interpreting Skills

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ABSTRACT

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Interpretation is a demanding skill, especially for specific fields in business such as marketing, accounting, trading, etc. Students majoring in Business English Language at Van Lang University reported that they are faced with the dilemma of choosing the right definition for a keyword. This has prevented them from understanding and analyzing the message before rendering it into the target language. To remedy the problem, vocabulary quizzes were administered on the university's Learning Management System (LMS) platform. The focus is on enhancing vocabulary retention. The course followed the Tase-Based Language Teaching (TBLT) framework to maximize the comprehension of the context of the vocabulary and the students. Code-mixing was used to design vocabulary quizzes. The study is a quantitative experiment with the aim of finding a correlation between the use of TBLT and the improvement of students in their vocabulary retention. The results indicate that there is a direct and positive connection between them.

Introduction

Teaching a high level of language skills, as in the case of teaching interpretation in the business sector, requires both teachers and learners to have a clear understanding of the foundational skills required for this course. In a conventional classroom, where students and teachers work directly with each other, group-work activities and scenario-based tasks are carried out easily. These activities help to improve interpreting and problem-solving skills. For instance, the requirement of listening to a chunk of information and interpreting it under the pressure of time is usually met when learning activities run well in class. Although the problem of memorizing specific sets of vocabulary and mastering the uses of these sets is often an issue in the students' practice within the space of face-to-face classes, this issue is not at a severe level. The nature of the issue shifts when students take these kinds of courses via online platforms. When the class is held online, more problems arise than in a regular classroom, which can greatly affect

the quality of student learning (Chau & Nguyen, 2021; Nguyen & Nguyen, 2021; Ngo, 2021; Vu & Dao, 2021, Luu, 2022). Issues with class connections, group activities, and group management all contribute to the overall quality of a lesson (Chau & Nguyen, 2021; Nguyen & Nguyen, 2021; Ngo, 2021; Vu & Dao, 2021, Luu, 2022). For language interpreting skills, students can use help from translation apps instead of actively listening and interpreting content based on their own abilities. In learning specific sets of words based on specific-purpose situations, students can also use help from these translation apps to search for meanings quickly (although often the wrong ones). These learning aids, combined with some of the inherited difficulties of online learning, require teachers to evaluate and restructure the interpretation course. The requirement is to not only help solve the problem with vocabulary (students search, not learn) but also to help students build up their own analytic and evaluating tools instead of depending on the accessible information.

Interpreting is a skill that requires a lot of mental energy in listening to information, processing information, and rendering information (Ma, 2013). As mentioned briefly above, an important component to interpreting a source language into a target language well, especially for a particular field, is the need to have a relatively good vocabulary in that field (Ma, 2013). This aspect is known as part of English for Specific Purposes (ESP). ESP is defined as teaching and learning materials that serve specific purposes, and vocabulary is an important factor in shaping learners' success for these purposes (Maryam et al., 2018; Sarre, 2013). Wilkins (1972, as cited in Jia, Chen, Ding & Ruan, 2012, p. 63) argues: "Without grammar little can be conveyed, without vocabulary nothing can be conveyed". The problem we are facing today is that vocabulary is not considered necessary enough to be taught as a skill (Barabadi, 2017; Gorjian, 2011; Khezrlou, 2017; Maryam, 2017). We focus on reading skills and other basic languages and believe that vocabulary is accumulated from them (Barabadi, 2017; Ender, 2014; Khezrlou, 2017; Maryam, 2017). Second, the more specific problem is that interpretation courses are usually taught in the third and fourth years of the training program at universities. We often assume that students already have some sort of good enough basic knowledge when they reach through these years of learning. This assumption is valid, but it may create a false perception that as long as the student understands what they have just listened to, they can interpret it well. This is true of interpreting skills for common situations when students only need to have vocabulary accumulated from previous semesters along with general social knowledge. For interpreting skills courses for specific areas, as in the case of this study, the business sector, students need to expand their vocabulary at a broader and deeper level. With a solid vocabulary repertoire - understanding the meaning of words in specific cases and having a quick and appropriate choice of words - listening and interpreting from L1/L2 to L2/L1 will no longer be a big obstacle (Maryam, 2017). In summary, the central issue in vocabulary teaching in general and in subject-teaching situations is the need to rethink the ESP and the classroom tasks and how these teaching materials and activities can contribute effectively to the students' learning progress.

With the introduction of the big picture of the study, the structure is as follows: The Literature

Review will be an in-depth analysis of discussions on vocabulary teaching and vocabulary retention, the use of code-mixing and code-switching, and the use of Task-based Language Teaching (TBLT) as is the key framework for restructuring the course. Building on this in-depth discussion, a methodology is constructed to allocate the key issues in evaluating the redesigned course's effectiveness. Next, an analysis of the collected data and a discussion will be presented to draw a complete conclusion about the use of TBLT in the study. The results indicate that study's approach is applicable to other types of classes related to vocabulary and listening skills.

Literature review

The discussion about whether vocabulary should be taught as a separate skill or as a skill developed through direct training of other skills is still discussed to date (Alamri & Rogers, 2018; Ender, 2014; Ghobadi, 2016; Grant & Nguyen, 2017; Jiang, García & Willis, 2014; Maryam & Mohammad, 2018; Shen, 2003; Veliz, 2017). Regardless of which direction the discussions go, a clear consensus can be reached about the importance of vocabulary as in: "Vocabulary to a very large extent affects an individual's language proficiency. When new words are not taught or learned properly, it becomes a major obstacle to an individual's further education, no matter what major they choose" (Infanta, 2018, p. 28).

In today's language courses, teachers often focus more on the four basic skills such as listening, reading, speaking, and writing, and sometimes consider pronunciation as the fifth skill. With this outlook, vocabulary does not get the attention it deserves. Many discussions consider that teaching vocabulary can be achieved through incidental learning, such as when learners read books for recreation and if they teach words on purpose, possibly through some reading courses (Barabadi, 2017; Gorjian, 2011; Khezrlou, 2017; Maryam, 2017). This is called a 'vocabulary processing strategy' (Ender, 2014). This strategy often goes in the direction that when encountering an unfamiliar word, the reader can temporarily ignore it and continue reading (Ender, 2014). If this unfamiliar vocabulary continues to appear, it is possible to start using a dictionary to find out the meaning or to guess the meaning based on other words within the text and/or based on the context of the text (Ender, 2014).

There is no denying that the tactic mentioned above is suitable for training reading skills, especially with the aim of improving L2 reading speed. However, it is clear that this strategy for vocabulary acquisition through reading is only suitable for reading skills, not necessarily for listening skills. And with listening skills, whether vocabulary is introduced first through vocabulary explanation or vocabulary exercises, it takes time to identify and get familiar with the words and their pronunciation, and again, the introduction of vocabulary before listening exercises is to serve listening skills (Alamri & Rogers, 2018; Staehr, 2009). In the case of interpretation courses for a specific field, where two basic skills - listening skills and vocabulary – are the two pivots, the regular approach in vocabulary teaching does not look supportive. As vocabulary teaching is a key contributor to interpreting skills, teachers need to deliver it before going to interpreting skills.

Teaching specific sets of vocabulary for specific purposes can be done through activities inside and outside the classroom in the direction of bilingualism. The bilingual approach to teaching has been discouraged in the past due to people's beliefs that this approach could hinder the natural acquisition of languages (August & Shanahan, 2006; Jiang et al., 2014). With university students, we need to use 'combat' methods to help them learn vocabulary effectively instead of depending heavily on the usual process. Bilingualism through the use of code-mixing and code-switching is an excellent way to develop a good combat strategy (Berthele, 2011; Brice, 2000; Celik, 2003; Grant & Nguyen, 2017; Jiang et al., 2014; Kustati, 2014; Park-Johnson, 2019; Zarei et al., 2012). This strategy fits well with an interpretation course at a level that requires students to produce a natural and correct interpretation under the pressure of time. The use of bilingualism at this stage is to provide an opportunity for learners to demonstrate that they have both the flexibility and subtlety in L1 and L2, and it should not be seen as 'broken' languages or an expression that separates themselves from the mother tongue (Celik, 2003; Grant & Nguyen, 2017; Veliz, 2017).

An important principle of using code-mixing is that it must be used for a specific language purpose. Teachers become facilitators to help learners when they face unknown or unfamiliar Vocabulary (Celik, 2003; Grant & Nguyen, 2017). In addition, the context of the teaching materials must be clearly defined so that learners can easily recognize the correct usage of meanings in the context (Celik, 2003; Grant & Nguyen, 2017). To ensure learners improve the speed at which they process lexical information and determine the appropriate definition in a similar situation, there must be a reinforcement step to consolidate the newly established knowledge (Celik, 2003). Code-mixing is of its full usefulness when these steps are carefully crafted. With code-switching, it is used as an intentional transition between two languages during speaking or writing, and it carries a broader meaning compared to code-mixing, which lies heavily on the correlation of syntax between L1 and L2 (Eneko, Guillaume, Alexander, Jon & Andoni, 2016; Celik, 2003; Grant & Nguyen, 2017; Kustati, 2014; Park-Johnson, 2019; Zarei & Abbas, 2012).

Code-switching can be used in a classroom setting when the teacher introduces a specific topic and helps students engage with the topic through tasks. Code-mixing, in a more specific sense, is an approach to helping students grasp the semantic and syntactic elements of a language in specific situations, and as such, it becomes relevant in supporting vocabulary retention in students. Within the space of an interpretation course, this purposeful back-and-forth interaction between L1 and L2 using code-switching and code-mixing requires students to actively develop their analytical skills to produce the right translation (Hummel, 2010). Teaching vocabulary with the use of code-switching and code-mixing in specific applications shows enhancements in vocabulary retention (Hummel, 2010, Csabi, 2004). Besides, since online learning has risen to prominence in Vietnam, using code-switching and code-mixing in language teaching can help aid the learning process of students (Grant & Nguyen, 2017), especially when the support of body language or learning tools is limited and technical difficulties and emotional struggles are around the corner (Blake, 2021; Chau & Nguyen, 2021; Gluchmanova, 2016; Ngo, 2021;

Nguyen & Ngo, 2021; Nguyen & Nguyen, 2021; Vu & Dao, 2021; Pham & Vo, 2021; Tu & Luong, 2021).

Restructuring an interpreting course for a specific field to fit well with changes in context and in students' learning styles requires purposeful teaching of vocabulary besides training students the interpreting skills. Through the new teaching context, it is appropriate to use code-switching in the communicative language and the use of code-mixing in vocabulary exercises. Manyak, Manyak, Cimino, and Horton (2018) propose the quality-quantity-strategy approach to create the relationship between vocabulary learning and vocabulary retention. They explain that with quality, it means providing carefully selected materials to meet the requirements of English for Specific Purposes (as explained before). In terms of quantity, it means to let learners see and familiarize themselves with the vocabulary as much as possible. By strategy, it enables learners to use word meanings independently in a similar context. Thus, this approach is suitable to be an indicator for setting objectives and time budget for the learning materials and activities. However, at the level of a learning course, strategies in teaching and creating tasks are not enough to solve the current problems. Having a good framework for the whole course is critical to make sure all the teaching materials and tasks are in sync. Task-based language teaching as a general framework seems to be the most appropriate of all.

Task-based language teaching (TBLT) has been discussed and implemented in the classroom because of its flexible and holistic approach. Tasks themselves are an obvious part of learning, especially in language learning and teaching. However, with the TBLT framework, authenticity is key when teachers design tasks for students (González-Lloret & Ortega, 2014, as cited in Kessler, Solheim & Zhao, 2020). To enhance the authenticity of the tasks and instructional materials, teachers must be able to recognize the likelihood that these tasks will be encountered in their daily life to maximize the applications for learners (Kessler et al., 2020; Lai & Li, 2011). The starting point of TBLT can trace back to the research of Prabu (1987, as cited in Thomas, 2015) to develop authentic problem-based activities. This approach focuses on using authentic language to help learners' process of receiving and processing linguistic information between L1 and L2 and to help them handle real-life situations rather than simply having the language proficiency that may not be performed well in some specific situations.

At first glance, the main purposes of TBLT and some of the other approaches mentioned before seem to be similar. However, what makes TBLT stand out is the authenticity factor lying at its heart. For example, we have two people learning English. One is learning English for the specific purpose of essential communication, and the other is learning English for the purpose of learning computer programming. Obviously, the purposes of these two are significantly different. The application contexts are also almost irrelevant to each other. Therefore, if the common goal is to communicate fluently and use that as the main outcome for both learners, they will not receive suitable approaches to the vocabulary and language uses relevant to the situation they are aiming for (Thomas, 2015).

TBLT also faces certain concerns, such as whether this approach is exclusive. Sarre (2013) pointed out that TBLT is a flexible and highly integrated framework. TBLT's locus is on tasks,

and its spirit is authenticity. Thus, it is highly compatible with ESP and Scenario-Based Learning (SBL) language courses (Sarre, 2013). As described earlier, ESP and SBL are highly student-centered, purpose-oriented, and contextual, but TBLT is more universal because it focuses on learners on a deeper level. John Dewey's famous quote - "Education is not preparation for life; education is life itself" – captures well the nature of TBLT.

Another concern with TBLT is about its' starting point for conventional classrooms and its' heavily theoretical nature. It is true that with the help of technology, teachers and learners have more choices and more vehicles for accessing authentic content. Learning materials are also more diverse, and learners can actively get access to resources without waiting for teachers' lectures or going to the library. However, these do not reduce the usefulness of TBLT; on the contrary, it shows the practicality and good adaptability of this framework.

The TBLT framework can go hand in hand with the development of technology to diversify language tasks not only for language learning but also to the overall requirements of the age of digital literacy (Ziegler, 2016). Moreover, the theoretical character of this framework also lies at the core of being deeply student-centered and the authenticity of learning tasks, and this gives TBLT the flexibility to adapt well to technological inventions in individualizing learning. Building on the background provided by González-Lloret and Ortega (2014), Ziegler (2016) provides a discussion on aspects of TBLT in technology-mediated contexts such as Affective Factors and Individual Differences, Task Complexity and Sequencing, Pre-task and During-Task Planning. He also emphasizes that although much research has been done for aspects such as task complexity or task sequencing, there is still very little research on this framework in terms of affective factors and individual differences. The focus of the article is currently only on the level of complexity and sequence and cannot delve into the third aspect.

Restructuring an interpretation course and delivering it on the online mode is a challenge. With support from the school's Learning Management System (LMS), managing online teaching and learning activities becomes easier and more effective. Teaching materials are prepared based on the ESP, and SBL approaches. These materials are deployed through code-switching language teaching in class, code-mixing language learning in quizzes, and authentic tasks focusing heavily on interpreting skills. The quality-quantity-strategy approach is applied to measure the right amount of time for each activity and create the right mix between them. TBLT is the backbone for these things to be materialized and for all the other administrative tasks in the class.

Research Questions

The study focuses on restructuring the interpretation course using the TBLT framework to primarily address the vocabulary learning problem among students, which has become more pressing due to some of the unexpected by-products of online learning (technical problems related to internet connections or devices' capacity, tendencies to rely on translation apps, limitations of having group work on the online setting, etc.). Improving interpreting skills is considered an inherent outcome when vocabulary learning is solved. Therefore, within the

scope of the study, the research questions are as follows:

1. Does code-mixing vocabulary quizzes help students improve their vocabulary retention?

2. What is the relationship between the study approach and the results of the students' vocabulary retention?

Methods

Pedagogical Setting & Participants

The research was carried out at Van Lang University. Participants are senior students of the Faculty of Foreign Languages, majoring in business English, business English Chinese, and translation-interpretation. The students were taking a course named Business Interpretation 2 - a course that requires interpreting skills in typical commercial situations rather than the level of casual and simple communication situations. It is a skill-based course that requires active engagement from students on both vocabulary and interpreting skills. Before taking this course, students also took Business Interpretation 1, Interpreting Techniques, along with other courses on translation and business. Different courses serve different learning outcome expectations, although they may share some similarities in knowledge and skills. Before the Covid-19 pandemic, classes were held face-to-face in schools, and specific practice activities were often organized in the form of groups, pairs, and individual work. The basic skill is listening actively and interpreting consecutively. Since the Covid-19 pandemic has set a new context, teachers and students are required to be proactive in adapting to the new setting to ensure the quality of teaching and learning. Participants were formed by assigned groups from the Training Department. Group 1 has 40 participants, Group 2 has 37 participants, and Group 3 has 43 students.

Design of the Study

The objective of the Business Interpretation 2 course is to train students in interpreting skills for specific business situations, and the vocabulary retention quizzes are justified as a springboard for that. Based on the TBLT framework, the entire course focuses on having synchronized tasks and serves the specific purpose of teaching students sets of vocabulary in a well-defined context with the use of the code-mixing method in designing quizzes. However, with the scope of predetermined groups, the main concern of this study is the use of vocabulary quizzes and TBLT. Thus, a quantitative method is designed to measure the level of effectiveness of the quizzes and to study the correlational relationships between the change of framework and the students' vocabulary retention.

Essentially, all three groups that received the same teaching materials were assigned the same quizzes, just under slightly different conditions. Conditions were carefully instructed within the range of a weighted 30% of the final score. To have a base for measuring students' vocabulary retention, all three groups took a pre-test. The test includes 35 multiple-choice questions and must be done within 25 minutes. The content of the test is the specific vocabulary that students

would encounter during the course. Students from the groups retook this test at the last online session of the course (week 8). The process of vocabulary retention training was carried out as follows: A total of 10 learning content, including 10 economic articles and 10 specific commercial topics. In a typical session, after a series of tasks to engage with the vocabulary through code-switching and the practice of interpreting skills in the class had been completed, three groups were asked to do homework. Homework is fill-in-blank exercises designed in a code-mixing style for a specific set of vocabulary and multiple-choice questions on a specific business topic. There was a small grammatical challenge in designing the questions. Most of the Vocabulary used in the exercises was in the noun or gerund forms and could either be a subject or an object in a sentence. The passive–active voice in both languages can cause confusion for Vietnamese learners in recognizing the real subject/object. To avoid this problem, especially when exercises were based on the code-mixing approach, strategies in translating discussed in the study of Nguyen (2022) about passive sentences were applied. With the support of the school's LMS platform, setting up the requirements was quite simple, and collecting learning data was also relatively convenient. The conditions for the groups were as follows: Group 1, with the regular start of a session at 9:35 a.m., was required to complete homework with a passing grade above 5. This homework activity equals 10% of the course grade for Group 1. Group 2, with the starting time at 7:00 a.m., was assigned to complete their homework without being pressured to pass a certain grade (meaning that even 0 points would still be considered passed)*,* and the homework activity equals 10% of the course grade for Group 2. Group 3, with the starting time at 1:00 p.m., received no specific request for a passing grade, and the homework accounted for 5% of the course grade. The time a class of these groups started as mentioned in order to consider whether starting time of an online class could be an indicator for groups' vocabulary performances overall.

Data collection & analysis

As mentioned in the previous section about the Pre-test, the Post-test's content and time limit were the same as of the Pre-test's (35 multiple-choice questions within 25 minutes). The results of the vocabulary test at week 1 and week 8 are used to assess students' vocabulary retention at the group level; also, only results from students who did the test on both times were collected. The overall outcome of these results is to answer the first question of the study.

To assess the level of effectiveness of the homework to students' vocabulary retention performance, students within a group would be classified into three grade distinctions. The first distinction is test results under 5, the second distinction is test results from 5 to 7, and the third one is test results from 7 to 10. The choice for such grade segmentations is based on the usual grading system and the conversion of competencies based on that scale, which is already common in the school environment.

Collecting students' full learning activities data is not difficult, thanks to the school's LMS. However, because the amount of the raw data that needs to be processed is larger than the scope of the study, this type of data was not used for analysis. Instead, it was used for classroom management to assess each student's level of attendance and learning attitude.

Results/Findings and discussion

Table 1. The average grade and the average amount of time to take the tests from the three groups

	Pre-test	Avg. Time Pre-test	Post-test	Avg. Time Post-test
Group 1	6,4	17 mins 48 secs	7,3	11 mins 35 secs
Group 2	6,5	14 mins 57 secs	7,3	10 mins 29 secs
Group 3	6,7	16 mins 35 secs	7,6	13 mins 51 secs
Avg.	**6,5**		**7,4**	

From Table 1, it is justifiable to say that there is a positive outcome in the finding. On average, the retake of the test after eight online sessions demonstrates a better grade compared to the first time. Although the numbers can not reflect at the deeper level on how significantly different it is on the individual level in a particular group, they are still solid enough to emphasize that the vocabulary retention did occur and was slightly improved among groups. Thus, for the first question of the study, the obvious answer is that doing vocabulary exercises improved vocabulary retention. One might argue that students may be just remembered the vocabulary without doing any homework, and with that argument, there may be no correlation at all between the homework and the word retention. Based on the administrative data from the LMS, most of the students did their homework consecutively, so there exists a strong correlation between word exercises and word retention. In fact, to achieve this improvement is not simply through the individual act of doing the homework. Even in the case of not using the administrative data to justify the correlation, the act of merely remembering without doing homework manifests the effectiveness of other classroom activities such as code-switching activities from the lecturer and group-work activities from students. This interpretation is compatible with the study by Manyak et al. (2018) mentions quantity and strategy factors in maximizing the interactions between students and the learning materials. While the average amount of time to take the test within groups does not contribute a direct voice in explaining the connection between homework and vocabulary retention, it helps illustrate that students processed the vocabulary information better within a shorter amount of time.

Table 2. The performance of groups following the grade classification

	Group 1 (40 students)		Group 2 (37 students)		Group 3 (43 students)	
	Pre	Post	Pre	Post	Pre	Post
0-5	4	2	6	2	3	0
5-7	28	12	17	11	22	10
7-10	12	26	14	24	18	33

One thing to take away from Table 2 is that students within groups had a significant shift to a better grade. The prominent trend from these numbers is that students moved away from the low/average grade from the first time and headed to a higher grade drastically in the second time of the test. In the same line with the interpretation from Table 1, the positive outcome

presented here demonstrates the effectiveness of the course on the vocabulary retentions of students overall. One important inference from these two tables is that the reconstruction of the course in this study did help remedy the vocabulary learning issue. With the TBLT framework, authenticity is the core value, and so the tasks were designed to be highly practical and relevant to the students. Within the small scope of the study in vocabulary retention, the fill-in-blank exercises designed in the style of code-mixing and multiple-choice questions are suitable in practicing vocabulary skills and knowledge accumulation. Besides, the types of quizzes are strongly useful for processing information and enhancing the speed in rendering information as students are required to shift back and forth between L1 and L2.

Throughout the study, vocabulary teaching and interpreting skills training are separated into two isolated islands, yet it is incontestable that vocabulary skills smooth the interpreting process and that their relationship is reciprocal. Other studies briefly mention this link between vocabulary and interpreting skills, and they are in agreement about this connection and their impacts on each other during the language acquiring process (Alamri & Rogers, 2018; Ma, 2013; Maryam & Mohammad, 2018; Staehr, 2009). Although to measure the improvement of interpreting skills in terms of speed, verbal data such as recordings are critical, it is safe to assert that vocabulary retention advances the decoding and rendering processes between languages, especially when new and technical words are introduced in a known context. Besides, with the context of Covid and of technology enhancement in learning languages, especially the English language, measuring vocabulary retention contributes a more critical voice than ever before in teaching skills-based subjects like translation and interpretation. The code-mixing approach is in a vulnerable position if students use the technology support right at the beginning. To improve the authenticity of the performance, participants in the study were encouraged to not use any support from translating apps unless they failed to get the correct answers after several attempts. While this piece of advice was not written in the instruction for exercises, it was repeated multiple times during the teaching sessions. There are not many available studies discussing at length about this issue in teaching interpretation skills up to date, but it is worth noticing the integrity aspect in designing some task-based activities related to interpreting/translating skills and also to this study itself. Bearing that in mind, this is when the TBLT framework shows its strong suit around the concept of student-centered approach and authenticity in learning, especially in the technology-mediated environments, as discussed in the studies of González-Lloret and Ortega (2014) and Ziegler's (2016). Code-mixing, code-switching, scenarios-based tasks, context-based tasks, etc. discussed and used in this study are not randomly chosen and sequenced; they were in a sequence following the TBLT framework to maximize the students' contribution to their own learning process.

Conclusion

This study shows that the designed quizzes have had to improve the students' vocabulary retention. This improvement is critical as it helps students process information better and faster in interpreting business content. Before having the new approach, not being able to use suitable words in interpreting business content was an 'endemic' problem among students. With the TBLT in use, learning materials and the sequence of tasks carry a refreshing and impactful meaning. For instance, before TBLT is applied, the learning materials have been used as a small vehicle for interpreting. Students had no foundational understanding of the context use of the material; vocabulary explanation was sporadically available, and vocabulary quizzes were not available.

After studying the TBLT framework, the Author had a strong reason to redesign the whole course. The nature of the course is skills-based, and vocabulary retention is not the main learning outcome, but TBLT has given a good justification for teaching vocabulary. As TBLT is about providing authenticity in learning materials and the sequence of tasks (González-Lloret & Ortega, 2014; Solheim & Zhao, 2020), vocabulary teaching is now seen as an integral part of training interpreting skills because it helps remedy the main problem that students usually encounter. Moreover, TBLT is flexible in helping create an effective online teaching and learning environment with the support of the school's LMS. Besides, TBLT is not a rigid framework. It can be utilized for online learning settings. For example, the new educational setting due to COVID forces teachers and students to engage in full-time online synchronous classes, and this is not sustainable physically and mentally in the long run. The use of asynchronous activities like vocabulary quizzes on the school's LMS has helped bring half of the regular workload of the online classes, and lets teachers and students have time to focus on tasks that work best when in the classroom space. To let this situation happen, the TBLT framework must be used in the initial stage of designing a course.

Studies about TBLT and Vocabulary retention, respectively are not rare. However, studies about the use of TBLT as the main framework in which vocabulary retention has a role in it not many to date. Thus, the author believes that the study of 'Using TBLT Framework in Technology-mediated Environments to Enhance Students' Vocabulary Retention and Interpreting Skills' has brought a reasonable voice to the table. The study demonstrates the positive results of vocabulary retention quizzes and the correlational relationship between them and TBLT. Although the study has certain shortcomings, such as the relatively small number of data samples, the direction of this study indicates potential in using TBLT in a technological-mediated environment to solve problems arising in teaching and learning in the new settings.

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Biodata

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