

Appendix 6: Decontextualised word-level glossing exercise 1 (DWLGE 1)

Name:

Email:

Section:

Explain the following words either in Cantonese or English or in both languages. You are allowed to use examples or (if necessary) diagrams to illustrate the meanings of the words:

<u>Sequence</u>	<u>Words</u>	<u>Sequence</u>	<u>Words</u>
1	run	2	open
3	insert	4	page
5	file	6	copy
7	call	8	key
9	view	10	ask
11	send	12	colour
13	function	14	item
15	index	16	command
17	sequence	18	cell
19	selection	20	format
21	list	22	frame
23	link	24	code
25	mode	26	field
27	label	28	directory
29	receive	30	menu
31	shift	32	exit
33	fill	34	calculate
35	close	36	style
37	frame	38	update
39	point	40	group

Appendix 7: Decontextualised word-level glossing exercise 3 (DWLGE 3)

Name:

Email:

Section:

Write down all possible meanings of the following words either in Chinese or English or in both languages. You are allowed to use examples or diagrams to illustrate the meaning of the words.

<u>Sequence</u>	<u>Words</u>	<u>Explanations</u>
1	run	
2	open	
3	insert	
4	page	
5	file	
6	copy	
7	call	
8	key	
9	view	
10	ask	
11	send	
12	colour	
13	function	
14	item	
15	index	
16	command	
17	sequence	
18	cell	
19	selection	
20	format	
21	list	
22	frame	
23	link	
24	code	
25	mode	
26	field	
27	label	
28	directory	

Decontextualised word-level glossing exercise 3 (DWLGE 3)
—continued

<u>Sequence</u>	<u>Words</u>	<u>Explanations</u>
29	receive	
30	menu	
31	shift	
32	exit	
33	fill	
34	calculate	
35	close	
36	style	
37	frame	
38	update	
39	point	
40	group	

Appendix 8: A test of vocabulary understanding (main study)

Dear Student,

Below are 21 multiple-choice questions to test your understanding of some vocabulary items. The results will serve to design effective English courses for you in the future. Please answer each question carefully. Thank you very much for your co-operation.

Please *circle* your answers on the question paper and *mark* the equivalent point on the bubble sheet provided.

1. In Computer Science, *run* usually means
 - A. race
 - B. execute
 - C. walk
 - D. move fast

2. In Computer Science, which sentence uses the word *open* correctly?
 - A. You can type the names of as many as 10 documents to have this program. Open them in order in which you typed them.
 - B. Technology design elements that under the right circumstances can have the desired effects include wider access features: open rather than close loop control functions.
 - C. System units that allow you to customise with add-in boards are said to open an architecture.
 - D. To achieve the most effective overall results, it is deemed to open a meaningful two-way communication system.

3. This sentence is extracted from a Computer Science related text:
“For moving or copying over very long distances, consider using the cut-and-paste or the *copy*-and-paste method.” In this context, *copy* means
- A. a command of a program
 - B. a function of a program
 - C. a key of a program
 - D. a move of a program
4. In Computer Science, *command* usually means
- A. follow an order
 - B. execute a rule
 - C. create a file
 - D. control an operation
5. In Computer Science, which sentence uses the word *sequence* correctly.
- A. To sequence in alphabetical order, entries have to be identified as the primary sort key and the secondary sort key, and so on.
 - B. The five steps of the systems development life cycle do not sequence strictly.
 - C. Each step in the algorithm is expressed by an instruction, or statement, in the program, which statement sequence specifies certain operations that the computer is to perform.
 - D. To refer to the automatic paragraph numbers, insert a number as the sequence identifier in a SEQ field.
6. This sentence is extracted from a Computer Science related text:
“Notice that the insertion point appears in the table’s first *cell*.” In this context, *cell* means
- A. a small space in the table
 - B. a device in the table
 - C. a single memory location of the table
 - D. a small part of the table

7. In Computer Science, *file* usually means
- A. macros for carrying data
 - B. data in a storage unit
 - C. archives for keeping paper
 - D. records in a document
8. In Computer Science, which sentence uses the word *function* correctly?
- A. To print a completed form, choose the file function or click on the print button.
 - B. This method takes more planning function and an ability to visualise the styles from abstract dialog box settings.
 - C. Remember, a function performs a mathematical operation.
 - D. When you use the mouse or the keyboard to function, you change only one formatting element at a time.
9. This sentence is extracted from a Computer Science related text: “The *selection* bar is an invisible column along the left edge of the document window.” In this context, *selection* means
- A. a choice denoted by the bar
 - B. an option performed by the bar
 - C. a preference denoted by the bar
 - D. a function performed by the bar
10. In Computer Science, *key* usually means
- A. a system of codes
 - B. an unlocking device
 - C. a field of a record
 - D. a button on the monitor

11. In Computer Science, which sentence uses the word *format* correctly?
- A. Choose the search button in the format file dialog box to display the search dialog box again.
 - B. To check print settings, either choose the format button in the print dialog box or choose tools options.
 - C. The default values used by Ann's WP program are suitable for letter writing, and so format isn't important.
 - D. To change the default border for a frame, select the frame and choose the format borders and shading command.
12. This sentence is extracted from a Computer Science text: "The function of the outline *view* is for organizing and structuring document contents." In this context, *view* means
- A. an account
 - B. a command
 - C. a study
 - D. a belief
13. In Computer Science, *link* usually means
- A. correction pathway between two commands
 - B. junction point between two drives
 - C. communication path between two components
 - D. combination key between two programs
14. In Computer Science, which sentence uses the word *codes* correctly?
- A. In Microsoft Word, the syntax of the field is the arrangement of the codes in the field.
 - B. WP package codes the users to specify the format of the document he wants to enter into a document.
 - C. To select text by using the keyboard, hold down shift while pressing the cursor codes that move the insertion point.
 - D. Word for Windows, like other Windows-based applications, has special screen areas that respond to mouse codes.

15. This sentence is extracted from a Computer Science related text:
“This program lets you insert an empty *frame* only if you’re in Page Layout view, so first switch to that view.” In this context, *frame* means
- A. a space
 - B. a structure
 - C. a skeleton
 - D. a shape
16. In Computer Science, *page* usually means
- A. a space on a screen
 - B. one side of a screen
 - C. a blank on a screen
 - D. an area on a screen
17. In Computer Science, which sentence uses the word *list* correctly?
- A. In the top section of the dialog box, you can select the tab for the type of list markings you want: bullets, numbers, or multilevel numbers.
 - B. Using the mouse, click on the list button on the formatting toolbar.
 - C. Using the List Paragraph command, select the Indents And Spacing tab in the Paragraph dialog box.
 - D. After you list a field in your document, you are ready for the field to produce the text, numbers or graphics that you want.
18. This sentence is extracted from a Computer Science related text:
“Use the *send* to back button to switch the selected item to the top layer.” Here, *send* means
- A. cause
 - B. direct
 - C. position
 - D. mail

19. In Computer Science, *insert* usually means
- A. to tuck in
 - B. to slide in
 - C. to push in
 - D. to put in
20. In Computer Science, which sentence uses the word *update* correctly?
- A. To paste, update, or link information from another OLE-aware application into your document, use the Edit Paste Special command.
 - B. If you want to update the embedded object, all you have to do is double-click on it.
 - C. If the Clipboard contains text, the dialog box will contain two more data types: Updated Formatted Text and Unformatted Text.
 - D. Automatic links update as quickly as the source application can send the new information.
21. This sentence is extracted from a Computer Science related text: “If a patterns drop-down list is for selecting the pattern you want, then the pattern *colour* list must be for another specific kind of purpose.” In this context, *colour* means
- A. a function of the list command
 - B. a shade of the list command
 - C. a template of the list command
 - D. an instruction in the list command

End

Appendix 9: Hands-on computer tasks. Instructions.

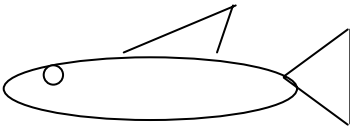
Introduction (1)

You are now in *Microsoft Word 6 for Windows*. Please read the article *Introduction to Microsoft Word 6* carefully and perform the tasks listed below.

You should pay attention to the vocabulary underlined. You are allowed to use both the *Microsoft Word 6* Help menu on screen or the dictionaries provided.

[This sentence was added in version 2 (using the thinking-aloud technique):
Please say aloud whatever is in your mind during the working process, especially in the process of how you interpret the vocabulary underlined.]

- | |
|---|
| <p>Para 1 In many ways, Microsoft Word 6 for Windows is an entirely new program. Almost all of its commands and features have been revised. As you explore Word 6, you'll discover some exciting and significant improvements.</p> <p>Para 2 With Word 6 for Windows, you'll find it easier than ever to make your documents look the way you want. Word can automatically perform many formatting tasks for you, leaving you free to focus on the content of your document.</p> <p>Para 3 Word's new wizards, for example, help you quickly create and format a standard document such as an agenda or a memo: In a series of dialog boxes, you make choices about the overall format and style and provide information that is specific to your document – and the wizard produces the document.</p> <p>Para 4 Likewise, with the new AutoFormat feature, you can hand over formatting tasks to Word and then simply review the results, with a chance to change anything you don't like. Word even provides automatic formatting for complicated tables.</p> |
|---|

Para 5	Word 6 also gives you easier access to the commands and features you're likely to use most often. Multiple toolbars are now available, allowing you to choose a command with the click of a mouse button. You decide which toolbars to display, and you can move and rearrange them on your screen.
Para 6	You can also customise the toolbars to suit your purposes, by changing or moving the buttons, assigning different commands to buttons, or even creating your own new custom toolbars.
Para 7	Shortcut menus are another quick and efficient way to use Word's most common commands – click the right mouse button, and Word produces a shortcut menu with the most frequently used commands for the task you are currently performing.
Para 8	
Para 9	

Instructions

The document you have just read is in the file called *Task*. **Close** it first.

Open the file again in **directory** d. Well done, close it now! Please try to open a new **template** file named *Task*, then work through the tasks below one by one:

1. **Highlight** *Introduction to Microsoft Word 6* into format it in the **Heading 1 style**.
2. **Insert** the date **field** immediately under the heading. **Update** the time field.
3. **Copy** para 1 to the end of the document.
4. **Cut** para 2 and **paste** it between para 3 and para 4. Try to **view** the document in the **outline mode**.

5. Go back to the page layout mode again. This time, try to create a **frame**, for later insertion of diagrams, in the middle of para 5. Format para 6 to ensure the space between lines are at 18 **points**.
6. The drawing object shown in para 8 is consist of four components, i.e. the body, the eye, the tail and the fin of a fish, please **group** the four components to form a single component. Then, **label** the drawing object with the sentence: "This is a fish".
7. Go to para 9 and insert an **object** from *Microsoft Word Art 2.0*.

Congratulations! You have successfully used *Microsoft Word 6*. Before you leave, please **protect** this file from being edited or viewed by others.

Appendix 10: Thinking-aloud Technique. Notes

The aim of this experiment is to investigate your knowledge on some vocabulary items. I am mainly interested in the actual procedures, strategies, and the successive stages through which you determine what the word in question means in the given context. **This consequently implies that it is the actual process involved in your understanding of a vocabulary and your determination of taking on a particular meaning for that particular word in context that I need to investigate and not merely the finished product.**

To be able to collect reliable information on the process itself, I need to be well informed of what goes on in the minds of Chinese learners of English, especially those studying in the HKUST, **when they are reading computer science related texts.** In other words, I am concerned with not only the linguistic features of the finished product but also, and more importantly, **the psycholinguistic features of the reading comprehension process.** But having no direct access to thought process, and for the sake of elucidating the process data, I am using, in this experiment, a method borrowed from psychology known as the “**think-aloud**” technique. It involves **externalising the contents of our minds**, i.e. what we are currently aware of as we engaged in a particular activity, without in any way inferring the mental process or strategies involved. The use of this method in studying the comprehension process **provides a valuable source of data about the sequence of events that occur** while readers are performing their cognitive task. The assumption is that while participants in the experiment are reading the given text, they are able to follow their normal sequences of thoughts and concurrently **verbalise** them. Reading comprehension by its very nature is a linguistic process, so the verbalisations externalise linguistically structured information and can normally do without an additional process of verbal encoding. **Verbal protocols** as they are sometimes called (the use of the subjects’ own verbal reports as data) offer an immediate ongoing account of internal language processing as it is actually happening, but it must be stressed here that the data one can obtain with this method, largely depends upon the subjects’ ability to express their linguistic strategies.

It is important that you follow the instructions carefully. The **success** of the experiment depends entirely on your co-operation in following these instructions.

Finally, I would like to express my sincere thanks for your assistance in contributing to the success of this experiment.

Appendix 11: Thinking-aloud Technique. Advice sheet.

A. Points to be aware of

1. It would help you if you practise this technique on your own before coming to the experiment. This will help you to become familiar with the method. However you will be given the opportunity to practise it for a few minutes before the experiment as a warm-up exercise.
2. You will be asked to answer one set of survey questions, either in the form of a multiple-choice questionnaire, or through some hands-on computer tasks.
3. There will be no restriction on time or the language you use. You may also use any type of dictionaries, reference books and computer programs provided. However, it will be necessary for you to mention the name of the dictionary every time you are using one.
4. It is extremely important that you retain all your drafts and submit them with your final answer of the survey questions. In order to follow the several attempts and successive stages that you went through to comprehend the meaning of each word in question, the researcher has to work on anything you have scribbled down during the experiment. All the crossings and change of opinions with regard to finding definitions and equivalents constitute an essential part of the investigation.
5. Your comments and remarks are welcome during the retrospective interview held immediately after the experiment. All feedback will be noted and will serve as guidelines for future modifications of the experiment design.

B. Instructions

I am interested in assessing your successive attempts and your strategies in finding the correct definition or equivalents for the words given in the questions. I am also interested to know what dictionary, computer glossary and manual, which are provided, you used to produce the equivalents. Please think in a loud voice, say everything that passes through your mind during your work searching for equivalents.

The major task is to talk aloud constantly from the minute you start working on the survey questions as I want to get everything you happen to think of, no matter how irrelevant it may seem. Do not plan what to say or speak after the thought, but rather let your thoughts speak, as though you were really thinking out loud. In brief, verbalise whatever comes to your mind while translating. Your verbalisations will be recorded and transcriptions will be made (i.e. the think-aloud protocol). These will be analysed with your written answers to the survey questions.