A MIXED-METHODS STUDY OF ONLINE LEARNING IN THE EFL CLASSROOM

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Abstract: *The need to adapt classroom materials to maintain students' interest to learn the subject matter in an engaging environment, by means of Information and Communication Technologies, raises substantial concerns for English teachers. The purpose of this mixed-methods study, which involves a combination of both qualitative and quantitative data analyses, is to survey the perceptions and engagement of higher education students as regards learning theoretical content and vocabulary through the implementation of two online tasks called 'Cybertasks'. The participants were administered two perception questionnaires in order to gather information concerning their previous knowledge and their acquired knowledge. Additionally, a final written exam was delivered to determine whether there is a correlation between students' satisfaction with Cybertask completion and their academic achievement. The results indicate that students with higher levels of engagement towards the use of the Cybertask to improve their acquisition of theoretical content and vocabulary showed higher academic achievement in their final exam.*

Keywords: *content-based instruction, task-based language teaching, information and communication technologies, Cybertask, students' perceptions.*

1. INTRODUCTION

Information and Communication Technologies (ICTs) are a powerful means to reinforce traditional teaching-learning methodologies in higher education settings, based mainly on lectures, discussions and written exercises (Girón-García & Silvestre-López, 2019). In other words, the use of technology may promote and encourage e-learning, as well as enhance the quality of education at the university level and meet students' learning needs in this digital age. According to the UNESCO report (2016: 9), the inclusion of "new technologies and forms of content in the teaching and learning process increasingly impacts higher education" by adding more meaningful pedagogical experiences. Since young students today belong to a generation born in the digital age (i.e. characterised by the Internet and social networked communication), these 'digital natives' (Prensky, 2017) usually expect regular access to online resources and materials both on and off campus, and even a more flexible learning environment in terms of time, place and manner.

Besides, there is a constant need to find new approaches to teach relevant content in a more meaningful way and to design more engaging and learner-centred lessons (Suárez-Vilagran, 2012; Gimeno, 2014; Perea-Barberá & Bocanegra-Valle, 2014; Taillefer, 2018). In this sense, the focus of instruction is transferred to the learners, who can take control of their own learning and get actively involved in the learning process. Hence, considering the unceasing evolution of educational systems over the years and the technological advances, many educators in higher education contexts need to reshape their teaching strategies by using ICTs in the classroom. Additionally, educators need to help learners develop digital reading and learning skills in order to become more proficient in the EFL classroom. To attain that aim, the use of Content-Based Instruction (CBI) supported by the use of ICTs may help learners use digital literacy skills (i.e. the ability and awareness of individuals to use digital tools and search for information that is available online) and guide them through the e-learning environment so that they can learn relevant content in an easier way. The main target of this type of instruction (CBI) is the content (or the subject matter) that needs to be taught and learned rather than language itself (Richards and Rodgers, 2014). Nevertheless, when preparing this project, the language level of both the students and the materials presented were taken into account. Additionally, to guarantee students' full understanding of the vocabulary and the subject matter, some links to useful online dictionaries were provided.

The present study analyses students' perceptions regarding the task process and the task results after completing two online tasks, based on the WebQuest model (Dodge, 2001) and called 'Cybertasks' (Girón-García, 2013). These online tasks, called 'Linguistics Infographic Cybertask' and 'Legal English Cybertask', were created for higher education students taking the subjects *Linguistics* and *Legal English*, respectively, to enable them to be trained and to master the theoretical content and relevant vocabulary in these two areas of knowledge. Therefore, the main aims of this investigation are to determine the degree of student satisfaction with the task process and the task result after performing the 'Cybertasks' proposed, on the one hand, and the relationship between their satisfaction and their academic achievement, on the other.

2. DIGITAL LEARNING, CONTENT-BASED INSTRUCTION (CBI) AND CYBERTASK DESIGN IN HIGHER EDUCATION

The continuous necessity to complement traditional classroom instruction and find new and engaging ways to teach relevant content in higher education settings has led educators to consider the use of ICTs a convenient option for teaching and learning. On that account, it is of great importance to create e-learning content-based materials in order to take advantage of the potential of the Internet as a modern digital tool and help EFL students manage their way through this electronic environment to better understand the contents of the course (Hinkelman, 2018).

Clark and Mayer (2016: 8) state that e-learning is the "instruction delivered on a digital device (such as a desktop computer, laptop computer, tablet, or smartphone) that is intended to support learning". However, digital technology does not only consist of devices, software programs and databases, but also (1) supports the integration of appropriate content, (2) encourages learners to acquire new information, and (3) helps them develop new skills according to their own learning objectives (Sokolik, 2014). In this regard, both the content and the teaching strategies are taken into account.

The aforementioned features may underline the fact that the main advantage of this type of learning is that it can be used as a more autonomous learner-driven approach where the focus of attention during the learning process is on the learners. Moreover, Rovai et al. (2007) claim that e-learning content-based instruction and training can foster learners' motivation, and also promote and support both their learning autonomy and their understanding of new concepts by relating them to prior knowledge. Likewise, the use of significant learning activities, throughout the instruction and training process, can encourage students to create meaning and construct knowledge, supported by their own experience, so as to improve their academic achievement. The importance of using meaningful online tasks to enhance student engagement and learning has been confirmed by a recent comprehensive literature review, of 243 peer- reviewed articles, which aimed to "map empirical research on student engagement and educational technology in higher education" (Bond et al., 2020: 6). One important conclusion of the systematic review by Bond et al. (2020) that is relevant to our research study is that in order to enhance students' engagement by means of technology-enhanced learning it is essential to provide students suitable continuous training and support.

Additionally, an empirical study conducted by Reaburn et al. (2009) demonstrated that active engagement, diligent practice and conceptual change can be promoted if students, in specific learning tasks within an appropriate context, are inspired through the instructional design to create meaning. On the other hand, with regard to knowledge acquisition of subject matter, Fincham (2013) developed a case study enquiry in a higher education context about students' perceptions towards completing online tasks. This study evidenced that most of the students felt engaged with the online learning activities offered and considered that the quality of their learning experience had improved. Therefore, the study concludes that although online tasks can motivate students and help them increase their knowledge it is also essential that students are offered appropriate training and more opportunities for virtual learning practice. Kim et al. (2019), in their experiment about students' perceptions of e-learning and its relationship to their academic achievement, found that most of the students were positively engaged with the e-learning experiences. However, the study also determined that in order to carry out the online learning activities efficiently and improve their academic achievement, students must reinforce their digital skills.

The present generation of students, known as *digital natives* (Prensky, 2001), are expected to be proficient in managing new technologies in a skilful manner, as they were born in a digital age and are surrounded most of the time by a technological environment (Prensky, 2017). However, higher education students are not one hundred percent digitally literate since they need specific training in digital literacies when dealing with the task objectives of a particular course. Previous research recommends that EFL learners should be provided with the necessary training in digital literacies in order to carry out online tasks (e.g. Cybertasks) in a meaningful way (Luzón et al., 2010; Kim et al., 2019). Moreover, students' levels of satisfaction are different when they interact with digital texts for learning purposes compared with printed texts (Dennis et al., 2016). In fact, looking for information online in order to solve classroom assignments, without qualified guidance, can be a troublesome task for many university students, at times leading to demotivation. Therefore, this feeling of discouragement when searching

for information online reinforces the idea that educators need to promote digital reading comprehension and encourage the development of the required literacy skills in the classroom (Ross et al., 2017).

In accordance with Keller's (1983) model of motivational design of instruction (i.e. *ARCS model*), there are four elements of motivation in the learning process which have proved to raise students' motivation: Attention, Relevance, Confidence and Satisfaction (ARCS), which refer to (1) the learners' attention and interest, (2) the relevance and usefulness of the content according to its practical implementation, (3) the level of confidence towards the success and accomplishment of the learning outcomes, and (4) the learners' level of satisfaction and self-efficacy regarding the knowledge acquired.

Henceforth, the creation and design of authentic materials integrated into digital platforms are necessary in order to promote reading comprehension and teach the course content in an entertaining and engaging way. As stated in Krause (2005: 3), engagement is very much related to the "time, energy and resources students devote to activities designed to enhance learning at university". In addition, Martin and Bolliger (2018) claim that students' engagement with the task, as well as their motivation to learn in an online environment, can (1) enhance their learning performance, (2) increase their level of satisfaction, and (3) improve their perceptions regarding the learning experience.

As far as academic achievement is concerned, previous research has demonstrated that students' learning engagement has a positive impact on their grades and that it helps to anticipate their learning outcomes (Appleton et al., 2008). In line with that, an experimental study (Goh et al., 2017) about students' experiences in online learning and their relationship to academic achievement and satisfaction, demonstrated that course design and learning materials can have a significant impact on students' satisfaction and their learning outcomes. Accordingly, the lack of engagement and satisfaction in e-learning courses is a significant predictor of low academic achievement (Kizilcec et al., 2013). Moreover, in a recent meta-analysis of 69 studies (Lei et al., 2018), student engagement and academic performance were found to be strongly correlated, which means that higher levels of engagement anticipate higher levels of academic achievement. Furthermore, current research analysing the relevance of using ICTs in higher education settings for teaching and learning in an engaging way has confirmed that the use of digital educational technology can positively influence students' engagement and motivation to learn (Bedenlier et al., 2020; Bond et al., 2020) and increase their academic performance (Dunn & Kennedy, 2019).

However, it should be noted that students' engagement with the content can usually be determined by their willingness and motivation to perform the learning tasks assigned to them by the lecturer (Kokoç et al., 2020). Accordingly, throughout the learning process, it is necessary to keep in view the relationship between the students, the type of instruction, the instructional content (i.e. the knowledge of the subject matter) and the activities presented for practice and training (McLaughlin et al., 2005). Although the word *content* may have different implications in language teaching, Richards and Rodgers (2001: 204) claim that the term refers to "the substance or subject matter that we learn or communicate through language rather than the language used to convey it". The main focus of the present study, then, is not only on teaching language itself (i.e. linguistic structures and grammar) (Lyster, 2018), but also on teaching relevant content through language. For this reason and for the purpose of this study, the CBI approach has been addressed. Krahnke (1987: 66) defines CBI as the "teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught". Particularly, the CBI approach avoids the focus on form, which means that the centre of attention is on content or subject matter rather than on linguistic and grammatical structures (Lyster, 2018). Moreover, with regard to language learning, CBI is based on the following premises (Richards, 2006: 27):

1. Language is learned in a more effective way when the main purpose is to acquire information

2. The method takes into account learners' needs for language learning

3. The method offers a relevant framework to encourage a better language competence

Nevertheless, rather than language as the target of learning, CBI takes as its starting point language as a medium of instruction that focuses on understanding meaning, selecting and classifying essential information and acquiring content knowledge by means of teaching strategies that make use of multimedia resources (e.g. online text, audio, visual aids, animation, video, mind maps, Infographics) (Brinton & Snow, 2017; Vanichvasin, 2019). Additionally, many research studies have demonstrated that CBI is an effective means of instruction, which can support student motivation, encourage academic engagement and increase learning performance (Lightbown, 2014; Ushioda, 2016). A recent study by Yu and Du (2019), which used traditional and content-based instruction blended with ICTs in an EFL course at university level, reported that most of the students increased their engagement and satisfaction rates, on the one hand, and enhanced their oral communication skills, on the other.

Likewise, taking into account the rapid evolution of ICTs, the field of higher education needs to be reshaped so as to bring about learning through tasks. Since Richards and Rodgers (2001) considered the notion of 'task' as the main system of teaching informational content and language that is significant to the learner, Task-Based Language Teaching (TBLT) (Long, 2016) was used in the present study along with CBI.

Indeed, the main features of CBI for meaningful learning presented by Stryker and Leaver (1997) were taken into consideration during the design process of the task-based learning activities ('Cybertasks'), specifically the features associated with the use of (1) significant subject matter (in accordance with the curriculum), (2) relevant authentic materials, (3) accurate, new and valuable information, and (4) appropriate activities that can meet students' learning needs. On the other hand, teachers can positively engage EFL students in learning relevant subject matter by adding authentic materials (e.g. online resources) (González-Lloret, 2016; Tavakoli et al., 2019) integrated into a task-based language activity (i.e. Cybertask). A study conducted by Girón-García and Silvestre-López (2019) about students' perceptions regarding their motivation towards the use of different types of resources like video, text and a combination of both, embedded within a Cybertask, revealed that most of the participants were motivated and enjoyed using all the resources provided in order to complete the Cybertask proposed.

According to Dodge's WebQuest model (2001), Cybertasks are inquiry-oriented activities that can help students (1) develop online reading skills through interaction with digital texts (Navarro-Coy & Silvestre-López, 2010), (2) delve into the Internet to look for specific information according to their learning needs and task objectives, as well as (3) engage them in selecting, synthesising, understanding, transforming and using information from several Internet resources (i.e. web links) (Levitt & Piro, 2016). By integrating this method into the study design, it is expected that students' level of engagement regarding task process and task result and their academic achievement could be raised. On that account, this task can help students increase their level of motivation, as well as their academic level in relation to the content with which they must work in order to meet the objectives set in the course.

3. RESEARCH QUESTIONS

In consonance with the literature mentioned in the paragraphs above, the main aims of this study are: (1) to examine students' perceptions and levels of satisfaction regarding the use of Cybertasks to learn theoretical content and vocabulary in Linguistics and Legal English, (2) to examine students' engagement towards their task performance and task result, and (3) to establish whether there is a relationship between students' level of engagement and their academic achievement. In order to accomplish these aims, the following research questions were addressed:

- *RQ1: What are students' perceptions regarding the use of Cybertasks as far as learning theoretical content and vocabulary is concerned?*

- *RQ2: How do students perceive their level of engagement in terms of task process and task result?*

- *RQ3: To what extent does students' level of engagement regarding the use of Cybertasks in relation to the acquisition of theoretical content and vocabulary correlate with their academic achievement?*

4. METHOD

4.1 Context and Participants

In the present study, a mixed-method approach was applied, using a quasi-experimental, non-random, one group pre-test/post-test design (in each course), which involved a combination of both qualitative and quantitative data analyses (Creswell, 2009). Specifically, the combination of qualitative and quantitative methods can contribute to data triangulation (Teddlie & Tashakkori, 2009). In other words, in order to ensure the validity of the study data triangulation was achieved by collecting and combining the data from different sources. Qualitative data was collected from pre-post questionnaires that examined students' perceptions about (1) the content pertinent to the topic of the Cybertask; (2) the acquired knowledge and (3) the engagement level towards both the Cybertask completion process and the Cybertask proposed. Quantitative data was collected from the final written exam in Linguistics and Legal English, after Cybertask completion in order to determine whether there is any correlation between students' satisfaction with the Cybertask completion process and their academic achievement (i.e. students' final exam results).

The participants were two groups of higher education students of Linguistics (N=57) and Legal English (N=58) that voluntarily offered to participate. The subject 'Linguistics' belonged to the Bachelor's Degree in English Studies and the subject 'Legal English' was part of the Bachelor's Degree in Law, both of them taught

at Universitat Jaume I (Spain). Students' participation in this study was voluntary and their confidentiality and privacy were maintained throughout the entire process. All the students involved in the present study completed an online proficiency level test administered to them from the Cambridge University webpage (i.e. https://www.cambridgeenglish.org/test-your-english/general-english/) in order to assess their English proficiency level. Results of the test showed that their level of proficiency was predominantly pre-intermediate (B1), although some of them had a lower level (A2) and only a small number of them had a B2 level of proficiency in English (CEFR).

4.2. Research Instruments

4.2.1. Perception Questionnaires

In order to obtain relevant data for the present study, two perception questionnaires were used as '*Pre-test*' and '*Post-test*' respectively. Firstly, the pre-test (Appendix A) was designed in order to gather information concerning students' perceptions on previous knowledge about content related to the topic of the Cybertask.

Secondly, the post-test (Appendix B) was divided into two sections: '*Task Process*' and '*Task Result*'. The main focus of 'Task Process' was to obtain data regarding students' perceptions in relation to the acquired knowledge (i.e. content). The purpose of 'Task Result', in contrast, was to collect information in relation to students' perceptions on their engagement towards both the Cybertask completion process and the Cybertask proposed.

Both perception questionnaires presented in this study as pre- and post-test have been adapted from a previous questionnaire framed within the context of the GIAPEL Research Group at Universitat Jaume I (Spain) (Luzón et al., 2010; Girón-García, 2013).

4.2.2. Cybertask Design

The study includes the design and the completion of two Cybertasks at university level to be completed in two different courses: one in 'Linguistics' and one in 'Legal English'. These Cybertasks provide students with a wide selection of hyperlinked text and video resources through which they browse the Internet in a guided and autonomous way in order to familiarise themselves with basic information regarding linguistics and law. Accordingly, students are required to become acquainted with specialised vocabulary and content related to those areas of knowledge (Appendix C).

4.2.3. Final Written Exam

The final written exam marks were analysed in order to determine whether there is a correlation between: a) students' level of engagement regarding the use of Cybertasks, for the learning and practice of theoretical content and vocabulary, and b) their academic achievement. It is worth mentioning at this point that the students completed a final written exam at the end of the term, which contained a wide range of multiple-choice questions that covered all the key concepts of both the Linguistics and the Legal English courses. Furthermore, the content validity of the study was established by investigating whether the test items align with the course syllabus and match the instructional objectives, as suggested by Hughes (2003).

4.2.4. Implementation Procedure

The procedure for this study was carried out in three 2-hour sessions over two weeks for both courses (*Linguistics* and *Legal English*). Additionally, a fourth session was necessary in order to complete the final written exam, as the results derived from it were also analysed (Appendix F).

5. RESULTS AND DISCUSSION

This section provides relevant answers to the research questions that guided the present study. Two perception questionnaires were used as '*Pre-test*' and '*Post-test*' respectively, in Linguistics and in Legal English, and the results obtained yielded the data for the qualitative analysis.

5.1. Qualitative results: Pre-Post Perceptions Questionnaires

5.1.1. Pre-test perceptions questionnaire results

A 'Pre-test' (Appendix A) was used in both courses (Linguistics and Legal English) in order to determine students' perceptions regarding their prior knowledge on the topic of the Cybertask. As shown in Figure 1, a great number of the Linguistics students (56.1%) reported being familiar with the topic of the Cybertask, since they stated that they already had some previous knowledge about it; moreover, 31.6% of the students claimed to have good knowledge of the topic. Although a small percentage of students (12.3%) admitted not having any previous

knowledge, it is apparent from this figure that, on average, a significant number of students (87.7%) completed the activity without any difficulty.
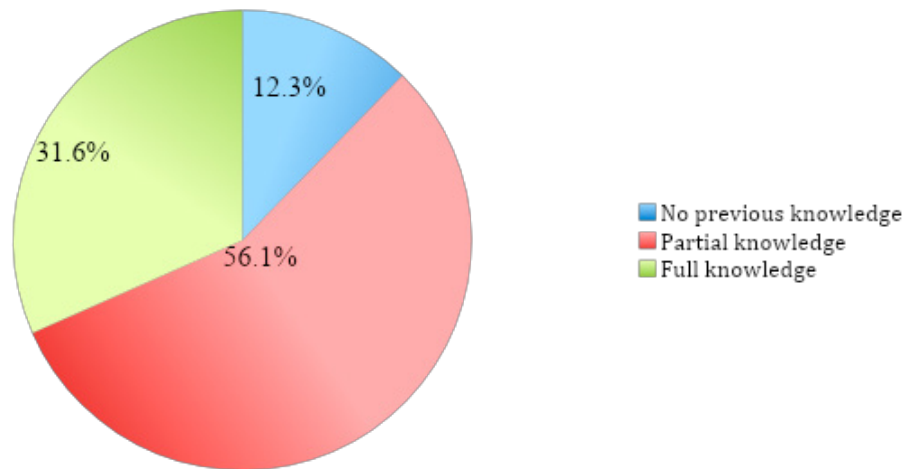

Figure 1. Pre-test: Linguistics.

On the other hand, it can be seen from the data in Figure 2 that a great number of Legal English students (82.8%) claimed to have some knowledge about the topic of the Cybertask, in comparison to 6.9% of the students who stated that they knew the topic quite well. Interestingly, there were very few students (10.3%) who reported not having any prior knowledge about the topic. On average, data from this figure show that a high percentage of students (89.7%) were able to complete the activity without any problems.
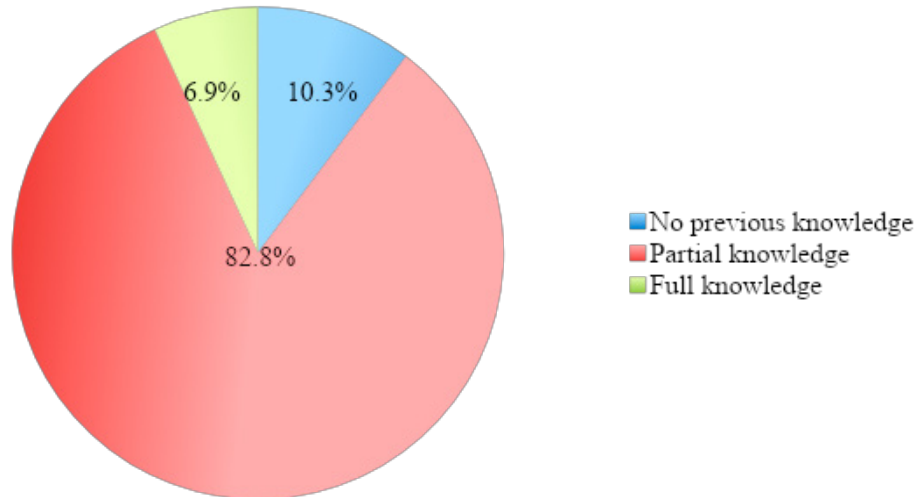
Figure 2. Pre-test: Legal English.

5.1.2. Post-test perceptions questionnaire results

Task Process: Acquisition of theoretical content and vocabulary in Linguistics and Legal English

The first research question (RQ1) attempts to examine students' perceptions with regard to their level of acquisition of theoretical content and vocabulary in Linguistics and Legal English after the Cybertask completion process. Students used the following items on a five-point Likert scale (Appendix B): (1) None; (2) Low; (3) Regular; (4) High, and (5) Very high.

The results in Figures 3 and 4 show that more than half of the students considered that their level of acquisition of **theoretical content** was high in both Linguistics (59.6%) and Legal English (69%). In addition, some other students declared that their level of acquisition of **theoretical content** was very high: 17.5% in Linguistics and 15.5% in Legal

English. However, a certain number of Linguistics students (19.30%) and Legal English students (12.1%) felt that their level of acquisition of **theoretical content** was regular. Additionally, some of the Linguistics students (3.5%) and the Legal English students (3.4%) declared that their level of acquisition of **theoretical content** was low.
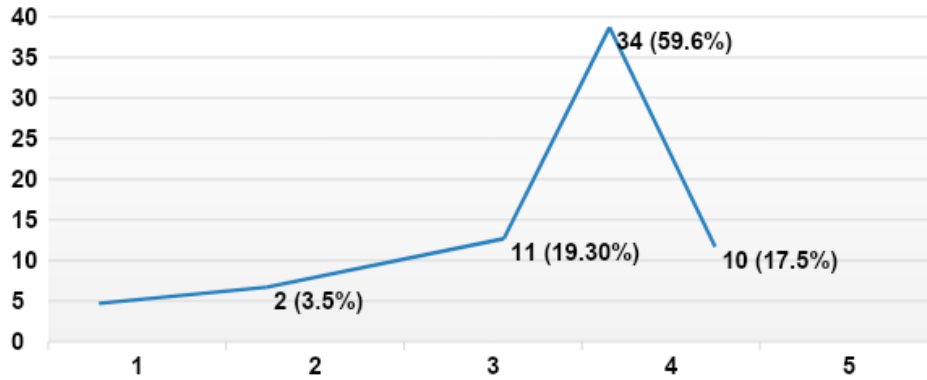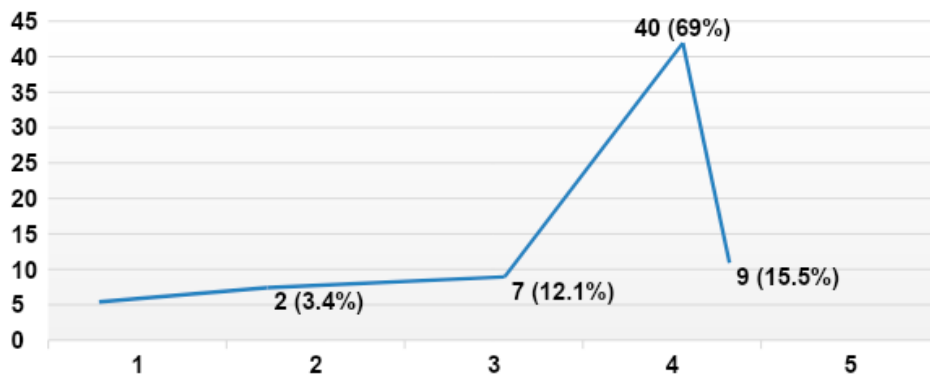

Figure 3. Theoretical content: Linguistics.

Figure 4. Theoretical content: Legal English.

As far as *vocabulary acquisition* is concerned, the results in Figures 5 and 6 show that half of the Linguistics students (50.9%) and more than half of the Legal English students (53.4%) stated that their level of *vocabulary acquisition* was high throughout their Cybertask experience. Moreover, some of the Linguistics students (17.5%) and Legal English students (20.7%) considered their level of *vocabulary acquisition* to be very high. Furthermore, as can be seen in Figure 5 and Figure 6, respectively, a certain percentage of Linguistics students (29.8%) and Legal English students (24.1%) felt that they had a regular level of *vocabulary acquisition*. In addition, only 1.7% of Legal English students considered that their level of vocabulary acquisition was low.
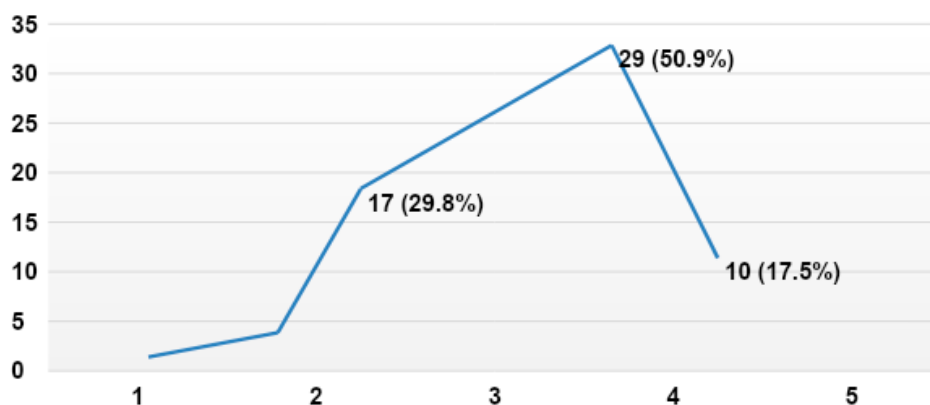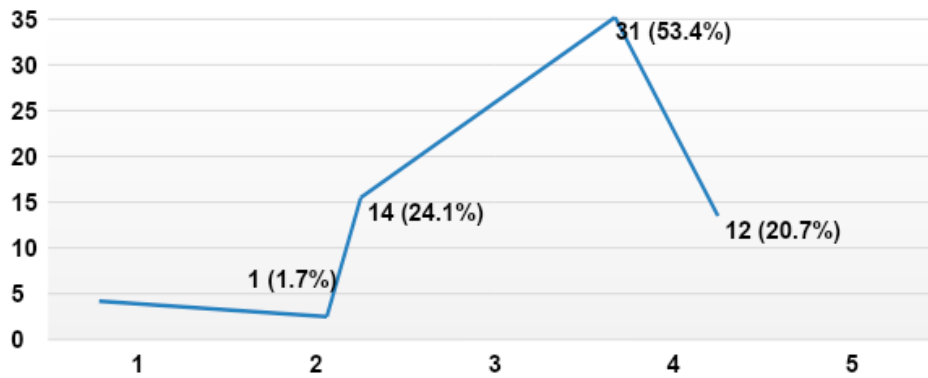

Figure 5. Vocabulary: Linguistics.

Figure 6. Vocabulary: Legal English.

Task Result: Engagement level regarding the Cybertask completion process and the Cybertask proposed in Linguistics and Legal English

The second research question (RQ2) focuses on students' engagement towards the Cybertask completion process and the Cybertask result in both disciplines (i.e. Linguistics and Legal English). Students used the following grading scale (Appendix B): (1) Not satisfied; (2) Slightly satisfied; (3) Satisfied; (4) Quite satisfied, and (5) Very satisfied.

The results obtained from the Post-test concerning Linguistics and Legal English students' perceived **engagement with the Cybertask completion process** can be compared in Figures 7 and 8. As can be seen from the figures, more than half of the Linguistics (56.1%) and Legal English students (61.4%) reported being quite satisfied in comparison to a moderate number of Linguistics students (33.3%) and Legal students (28.1%) who felt very satisfied with the Cybertask completion process. Nevertheless, only a small percentage of Linguistics (10.5%) and Legal English students (8.8%) claimed to be just satisfied. Finally, the most striking result to emerge from the data is that only 1.8% of the Legal English students were not satisfied with their Cybertask completion process.
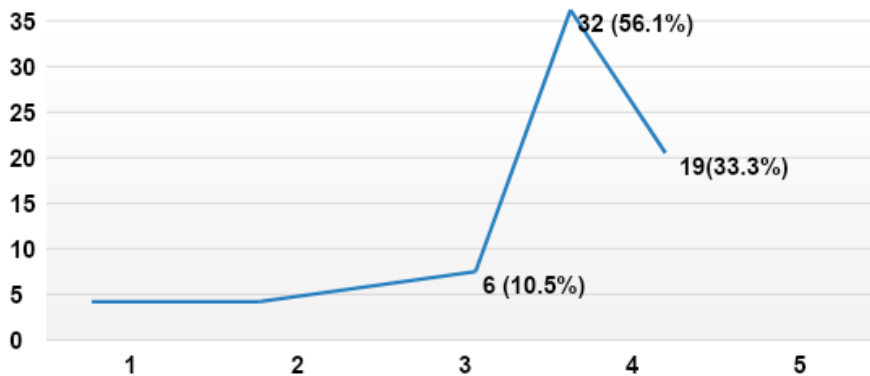

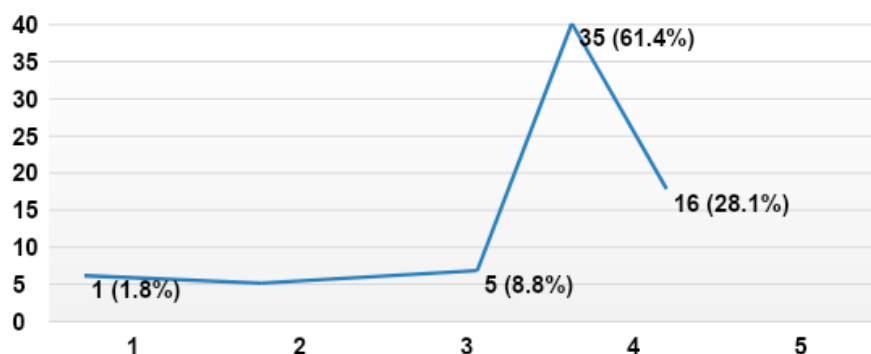**Figure 7.** Engagement level with the Cybertask completion process: Linguistics.

FIGURE 8. Engagement level with the Cybertask completion process: Legal English.

This section of the Post-test (Appendix B) required students to give information on their **engagement with the Cybertask proposed**. What is interesting in the data obtained from Figures 9 and 10 is that there is a clear trend of both Linguistics (54.4%) and Legal English students (59.6%) who stated that they were quite satisfied with the Cybertask they were to complete. In addition, from the data in both figures, it is apparent that some Linguistics (21.1%) and Legal English students (19.3%) reported being very satisfied. The comparison between Linguistics (22.8%) and Legal English students (19.3%) showed no significant differences between them in terms of satisfaction. These last students in both disciplines confirmed that they were satisfied with the activity proposed. In contrast to all the students' perceptions mentioned earlier, the single most striking observation to emerge from the data comparison was that only 1.8% of the students in the two disciplines were not satisfied with the Cybertask presented in class.
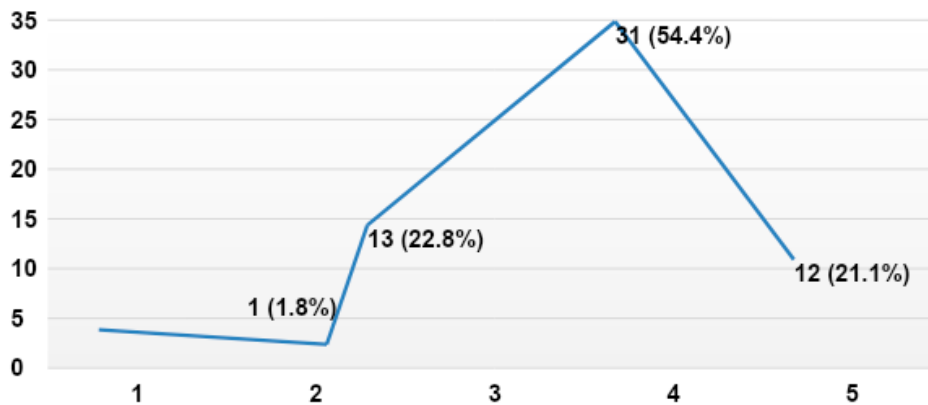

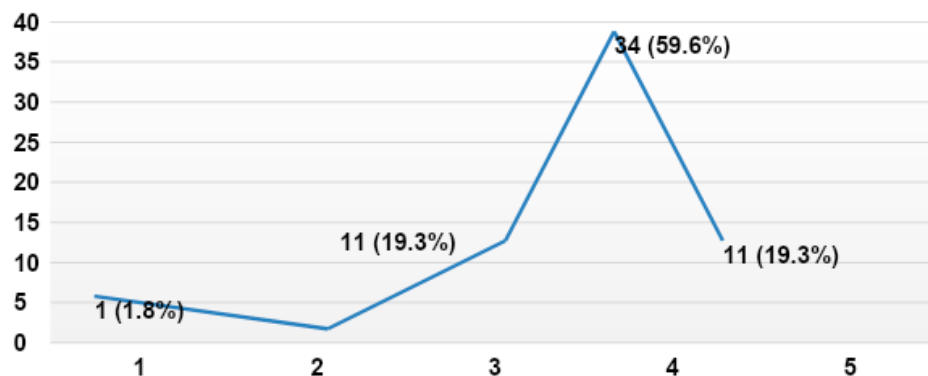**Figure 9.** Level of engagement with the Cybertask proposed: Linguistics.

Figure 10. Level of engagement with the Cybertask proposed: Legal English.

5.2. Quantitative results: Level of engagement and academic achievement

The third research question (RQ3) aimed to analyse whether there is a correlation between (a) students' level of engagement in relation to the acquisition of theoretical content and vocabulary, and (b) students' academic achievement (i.e. students' final exam results) in Linguistics and Legal English, after Cybertask completion. Although correlation is not expected to denote causality, current studies (Appleton et al., 2008; Kim et al., 2019) suggest that the use of relevant e-learning activities and an engaging pedagogical design can increase students' engagement and promote their academic achievement. Accordingly, as the use of Cybertasks could support students in the learning process and final exam preparation this may forecast a possible relationship between students' engagement level towards Cybertasks and their final exam results.

In order to examine the relationship between the variables under study Pearson correlation coefficient statistics was used, with SPSS 22 statistical software. Moreover, a two-tailed test of significance (p-value) for the correlation coefficient was carried out and four hypotheses were formulated, specifically, two in Linguistics and two in Legal English. In order to perform the statistical analysis, the data collected were coded and the items of the 5-point Likert scale were correlated with the final exam marks according to the criteria in Table 1. Then, to interpret the 5-point Likert scale in the questionnaire, each response was assigned a numeric value, from 1 to 5, as shown in Table 1. The marking system used for the final exam was a scale of 0-10 with one decimal and only marks within the range 3-9 were taken into account for the study as there were no other results below or above those values (Table 1).

Table 1. Data interpretation criteria.

Likert Items	Range of Marks
(1) Not satisfied	3-5
(2) Slightly satisfied	5-6
(3) Satisfied	6-7
(4) Quite satisfied	7-8
(5) Very satisfied	8-9

Accordingly, in order to answer RQ3, the following hypotheses were tested:

The null hypothesis for all the comparisons performed is that there is no correlation between the variables analysed.

First hypothesis

There is correlation between students' level of engagement in relation to the acquisition of theoretical content and their academic achievement (i.e. final exam marks) in Linguistics.

Hypothesis test: Taking into account the variables and the data distribution, the results are described in the table below (Table 2).

Table 2. Results of Pearson test in Linguistics.

Engagement Level: Theoretical Content Acquisition	Academic Achievement
Pearson correlation coefficient (R-value)	0.572
Regression analysis (p-value<0.01) – significance level	0.000*
Number of students	57

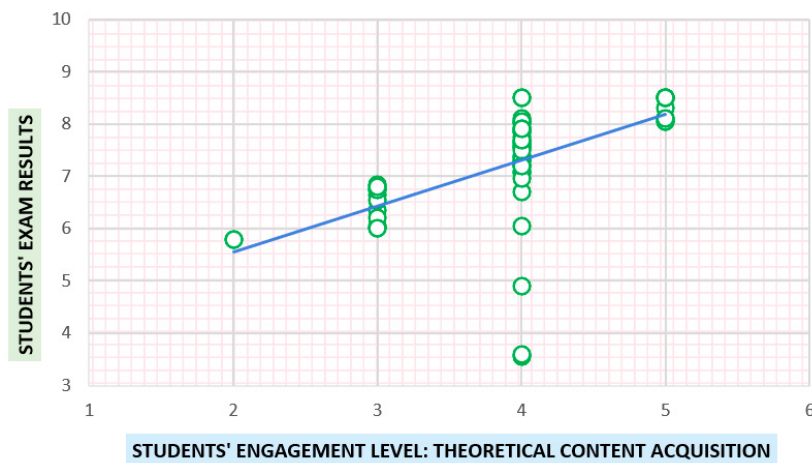*Correlation is significant at the 0.01 level (two-tailed).

Figure 11. Correlational results (Engagement level regarding theoretical content acquisition and Academic achievement): Linguistics.

According to the data shown in Table 2 and in Figure 11, the Pearson correlation coefficient for students' level of engagement in relation to theoretical content acquisition and the academic achievement in Linguistics is 0.572 and is significant below 0.01 with a confidence level of 99%. Considering that the Pearson correlation coefficient is positive, it can be stated that there is a direct and increasing correlation between the two variables analysed, which means that the hypothesis stated is confirmed and the null hypothesis is rejected.

Second hypothesis

There is correlation between students' level of engagement in relation to the acquisition of theoretical content and their academic achievement (i.e. final exam marks) in Legal English.

Hypothesis test: Considering the variables analysed and the data distribution, the results are described in the table below (Table 3).

Table 3. *Results of the Pearson test in Legal English.*

Engagement Level: Theoretical Content Acquisition	Academic Achievement
Pearson correlation coefficient (R-value)	0.704
Regression analysis (p-value<0.01) – significance level	0.000*
Number of students	58

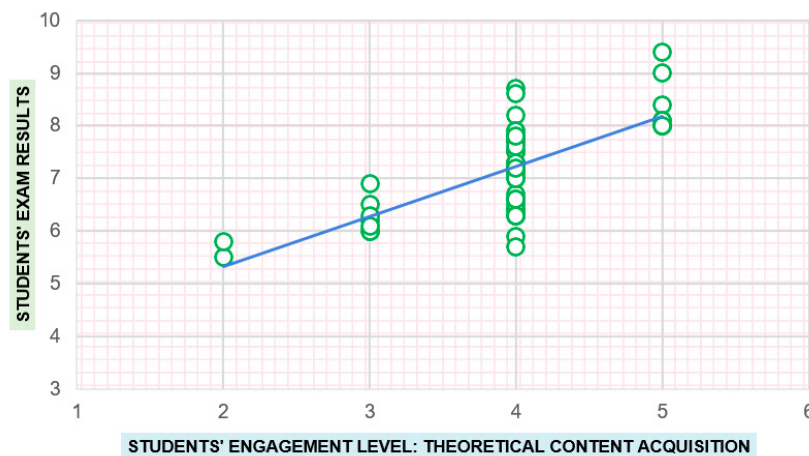*Correlation is significant at the 0.01 level (two-tailed).

Figure 12. Correlational results (Level of engagement regarding theoretical content acquisition and Academic achievement): Legal English.

As can be seen in Table 3 and in Figure 12, the Pearson correlation coefficient for students' level of engagement in relation to theoretical content acquisition and the academic achievement in Legal English is 0.704 and is significant below 0.01 with a confidence level of 99%. Taking into account that the Pearson correlation coefficient is positive, it can be said that there is a direct and increasing correlation between the two variables analysed, which means that the hypothesis presented is confirmed and the null hypothesis is rejected.

Third hypothesis

There is correlation between students' level of engagement in relation to the acquisition of vocabulary and their academic achievement (i.e. final exam marks) in Linguistics.

Hypothesis test: Taking into consideration the variables studied and the data distribution, the results are described in the table below (Table 4).

Table 4. *Results of the Pearson test in Linguistics*

Level of Engagement: Vocabulary Acquisition	Academic Achievement
Pearson correlation coefficient (R-value)	0.794
Regression analysis (p-value<0.01) – significance level	0.000*
Number of students	57

*Correlation is significant at the 0.01 level (two-tailed).
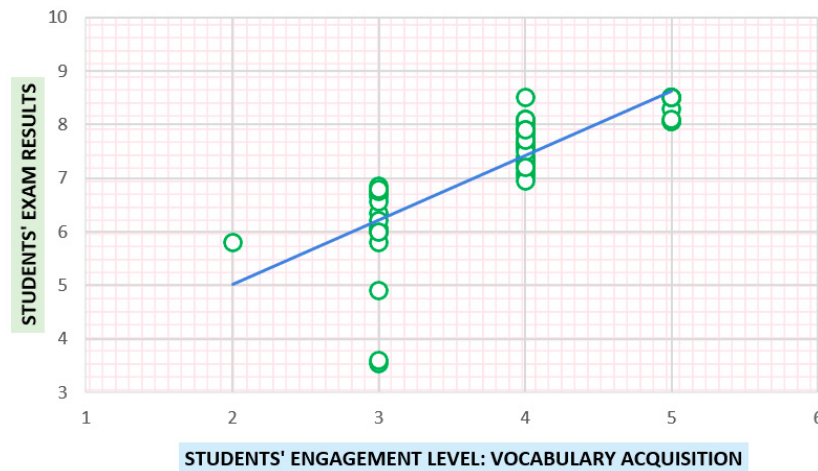
Figure 13. Correlational results (Level of engagement regarding vocabulary acquisition and Academic achievement): Linguistics.

As shown in Table 4 and in Figure 13, the Pearson correlation coefficient for students' level of engagement in relation to vocabulary acquisition and the academic achievement in Linguistics is 0.794 and is significant below 0.01 with a confidence level of 99%. Since the Pearson correlation coefficient is positive, it can be stated that there is a direct and linear relationship between the two variables examined, which means that the hypothesis proposed is confirmed and the null hypothesis is rejected.

Fourth hypothesis

There is correlation between students' level of engagement in relation to the acquisition of vocabulary and their academic achievement in Legal English.

Hypothesis test: In consideration of the variables analysed and the data distribution, the results are described in the table below (Table 5).

Table 5. Results of Pearson test in Legal English.

Level of Engagement: Vocabulary Acquisition	Academic Achievement
Pearson correlation coefficient (R-value)	0.792
Regression analysis (p-value<0.01) – significance level	0.000*
Number of students	58

*Correlation is significant at the 0.01 level (two-tailed)
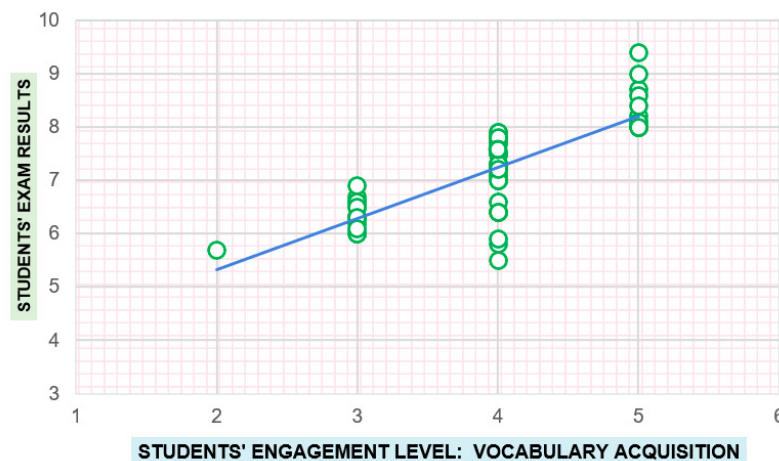

Figure 14. Correlational results (Level of engagement regarding vocabulary acquisition and Academic achievement): Legal English.

Finally, as can be seen in Table 5 and in Figure 14, the Pearson correlation coefficient for students' level of engagement in relation to vocabulary acquisition and their academic achievement (i.e. final exam marks) in Legal English is 0.792 and is significant below 0.01 with a confidence level of 99%. Considering that the Pearson correlation coefficient is positive, it can be claimed that there is a direct and linear correlation between the two variables measured, which means that the hypothesis suggested is confirmed and the null hypothesis is rejected.

6. DISCUSSION

The first phase of this study consisted in analysing students' level of knowledge regarding the subject matter included in the Cybertasks presented in Linguistics and in Legal English. The results indicate that in both courses most of the students claimed they were familiar with or had a good knowledge of the topic, which means that, overall, students did not find the activities problematic. This finding is significant and, together with the subsequent results of the present study, confirms the assumption that building upon prior knowledge can reinforce the understanding and acquisition of new concepts (Rovai et al., 2007).

The first research question examined students' perceptions about the level of theoretical content and vocabulary that they had acquired after Cybertask completion. According to the data obtained, a particularly meaningful result is that more than half of the students in both courses perceived that they had learned new theoretical content and improved the vocabulary in their field with the help of the Cybertasks. This result supports previous research, according to which the use of content-based materials and relevant online tasks can help students expand their knowledge and improve their learning of the course subject matter (Hinkelman, 2018).

The second research question analysed students' level of engagement in relation to task process and task result. Regarding the task process, the results reveal that a high percentage of Linguistics and Legal English students felt really satisfied with their task performance, which means that their level of engagement was high in relation to (a) their work, (b) their use of EFL in order to understand and manage new information from the websites offered, and (c) their use of the Internet and the resources provided in the Cybertasks in order to improve their knowledge of theoretical content and vocabulary. Only a small percentage of students in both courses declared they were just satisfied. A particularly surprising result is that only one student in Legal English was not satisfied with the Cybertask completion process. With reference to the task result, the findings obtained in this study reflect that a notable percentage of the Linguistics and Legal English students felt really satisfied with the task proposed. In general, the results indicate that students' level of engagement with the task result was quite high, which means that students perceived the Cybertask as an adequate and engaging tool to improve their knowledge about basic content and vocabulary in Linguistics and Legal English. Therefore, the resources integrated into the Cybertasks helped students get engaged in the activities proposed. Consequently, the high level of satisfaction in terms of task process and task result reflects the high level of engagement towards the Cybertask completion process and the Cybertask proposed in both courses. These findings are consistent with data from other studies in the literature (González-Lloret, 2016; Martin & Bolliger, 2018; Girón-García & Silvestre-Lopez, 2019). Additionally, these results also coincide with the results of a previous study by Fincham (2013), which was implemented in a higher education setting and which found that, on the one hand, students were really engaged with the online learning activities provided and with the subject matter studied and, on the other hand, they perceived that the instructional design enhanced their learning experience.

The third research question sought to find out whether there is a relationship between students' engagement and their academic achievement (i.e. final exam marks). The results confirm the existence of a positive statistical correlation between students' perceptions on knowledge acquisition and their exam result. Accordingly, students with higher academic performance from both courses (Linguistics and Legal English) had more positive perceptions regarding knowledge acquisition, while students with low academic performance had more negative perceptions. Since the Pearson correlation coefficient (r^2) that was calculated is positive and the p-value is below the significance level, there is a positive and linear relationship between students' level of engagement and their academic achievement (i.e. final exam marks) and, therefore, all the null hypotheses were rejected in favour of their alternatives. Taking into account these findings, it should be noted that the Cybertasks could have supported students in preparing for the end-of-term exam. On the whole, these findings clearly correlate with other research studies, which found that meaningful e-learning activities and an appealing instructional design can enhance students' engagement and improve their academic achievement (Appleton et al., 2008; Kim et al., 2019). In line with that, it should be noted that these results also support an earlier study (Goh et al., 2017) which demonstrated that the course design, the instructional content and the relevance of the learning materials can really make an impact and influence students' satisfaction and their learning results. Moreover, as seen in the findings of the present study and in accordance with the study conducted by Kizilcec et al. (2013), the lack of engagement and satisfaction with the online tasks is a strong predictor of poor academic performance. Similarly, a significant finding obtained in the present study, which is in consonance with the meta-analysis carried out by Lei et al. (2018),

is that both student engagement and academic achievement are positively correlated and that higher levels of engagement forecast higher levels of academic performance.

7.   LIMITATIONS

In the present study, different limitations were identified. For example, a quasi-experimental, non-random, one-group pre-test/post-test design was used in both courses (Linguistics and Legal English), which means that the dependent variable was measured in each group of participants before and after implementation of the Cybertask. On that account, the lack of a control group might have affected the internal validity of the study, although to a lower extent due to the fact that a comparison of scores was performed before and after the treatment (pre-test/post-test) with the same participants.

Moreover, this type of design was adopted considering the fact that the Cybertask implementation process had to be carried out during regular classes and the observation of a single group during and after the intervention, in each course, was necessary in order to analyse the behaviour of the dependent variable in this context.

Another limitation of this research is students' moderate levels of digital literacy, which might have affected the quality of their work and their satisfaction and engagement with the task, although they were provided with some instructions on how to select, use and transform information related to the areas of knowledge required for the study. Furthermore, the results of the study only show correlation, which does not imply any causality. However, the results are consistent with the main aim of our study which is to establish a relationship between students' level of engagement towards learning theoretical content and vocabulary with the help of Cybertasks and their academic achievement (i.e. final exam marks).

Finally, the findings of this study cannot be applied to: (1) students in other courses, due to the small sample size and the type of design applied (quasi-experimental), and (2) students at other universities, since this research was performed at only one university.

8.   GENERAL CONCLUSIONS

Since the main goal of this research was to determine the effect of Cybertask completion with regard to students' degree of satisfaction with the task process and the task result, as well as the relationship between that satisfaction and students' academic achievement, the present study has been framed within the context of three main approaches (i.e. *CBI*, *ICTs* and *TBLT*) as the main basis on which to design online tasks (i.e. 'Cybertasks'). In this regard, the need to adapt materials to new generations of students by means of ICTs, and the students' demands to learn basic content in an engaging environment through CBI have given rise to considerable concern. Both ICTs and CBI are therefore necessary to promote students' motivation, reinforce their thinking and literacy skills, and encourage their interest in the subject matter. Besides, in the EFL classroom, at university level, students are required to manage different online resources in an efficient way in order to learn relevant content. In that case, the present work has described the implementation of two online activities based on the WebQuest model (Dodge, 2001) called 'Cybertasks' (Girón-García, 2013; Girón-García & Silvestre-López, 2019) carried out with two groups of students enrolled in the subjects *Linguistics* and *Legal English* at a Spanish university.

The results of this study have shown that Cybertask implementation in higher education settings is perceived by the students in both degree courses as a suitable and engaging tool in order to learn theoretical content and vocabulary. These findings will undoubtedly be closely scrutinized, but there are some immediately reliable conclusions on students' perceptions about working with Cybertasks in the classroom setting. In this context, this online tool could enhance their web-based study skills, support their learning process and draw their curiosity and interest towards the subject matter.

This work may encourage other professionals in the field of education to put technology-based language instruction into practice in order to reinforce students' knowledge of theoretical content and vocabulary in a more engaging way. Finally, bearing in mind the previous assumptions, there is still a need for more fine-grained research regarding the use of ICTs through CBI integration in the language classroom that can be helpful to adapt university curricula and meet the learning needs of the new generations of students.

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APPENDICES

APPENDIX A. 'PRE-TEST': PREVIOUS KNOWLEDGE

(IQ) Choose one of the following options to indicate your <u>previous knowledge</u> about the topic (i.e. Linguistics and/or Legal English) of the Cybertask: (a) No previous knowledge, (b) Partial knowledge, and (c) Full knowledge.

APPENDIX B. 'POST-TEST': TASK PROCESS AND TASK RESULT

Answer the following questions regarding your 'Task Process' and 'Task Result' by using a 5-point Likert scale:

- **TASK PROCESS: Acquired Knowledge**

(Q1) Select your level of *acquired knowledge* regarding the *theoretical content* related to the subject (i.e. Linguistics and/or Legal English) after Cybertask completion. Use the following grading scale: (1) None, (2) Low, (3) Regular, (4) High, and (5) Very high.

(Q2) Select your level of *acquired knowledge* regarding *linguistic content* (e.g. vocabulary, linguistic expressions, grammar, etc.). Use the following grading scale: (1) None, (2) Low, (3) Regular, (4) High, and (5) Very high.

- **TASK RESULT: Students' Engagement with the Cybertask**

(Q3) Select your level of *satisfaction* regarding your *Cybertask completion process*. Use the following grading scale: (1) Not satisfied, (2) Slightly satisfied, (3) Satisfied, (4) Quite satisfied, and (5) Very satisfied.

(Q4) Select your level of *satisfaction* regarding the *Cybertask proposed*. Use the following grading scale: (1) Not satisfied, (2) Slightly satisfied, (3) Satisfied, (4) Quite satisfied, and (5) Very satisfied.

APPENDIX C. ADDITIONAL NOTES ON CYBERTASK DESIGN

The course '**Linguistics**' was taught for the full academic year 2018-2019 for the Bachelor's Degree in English Studies at a Spanish university. However, only the content taught during the second semester was taken into account in this study. After completing the '*Linguistics Infographic*' Cybertask (Appendix D), students are expected to broaden their knowledge on the scientific study of human language. Additionally, they will be able to analyse basic information regarding the contents of the syllabus taking into account different linguistic viewpoints, identify and describe the key concepts of the syllabus in English, recognise and select suitable information related to the subject matter using different online resources and match definitions with simple key concepts of linguistics.

The course '**Legal English**' was taught during the first semester of the academic year 2018-2019 for the Bachelor's Degree in Law at a Spanish university. After the completion of the '*Legal English*' Cybertask (Appendix E), students are expected to widen their knowledge of the English Language in the legal field and to be able to understand legal documents and texts, to recognize and select relevant information, to manage different types of legal sources (e.g. legal, jurisprudential and doctrinal) and to compare specific linguistic features of legal information of the Anglo-American and Spanish legal systems.

Subsequently, these Cybertasks provide fundamental training in the basic content in Linguistics and Legal English. However, before doing the online tasks, students received some guidance on how to gather, examine, select, use and transform information related to these areas of knowledge through a hyperlinked resource list (written texts and videos) that they could use afterwards to complete different activities related to the subject matter. Both Cybertasks ('Linguistics Infographic' and 'Legal English') were designed to reinforce, in an engaging way, the contents of different units in each of the two courses taught.

The following paragraphs briefly outline the structure and design of the 'Linguistics Infographic' and 'Legal English' Cybertasks:

1. The 'Home' page leads to an introduction to the pedagogical framework, in which the basic guidelines of the Cybertask are explained.

2. The 'Introduction' page leads to a presentation of the requirements of the task, including an outline of expected learning objectives, the guiding questions and the supporting online resources.

3. The 'Process description' page provides students with more detailed instructions on what they should do to accomplish the task. This page is in turn broken down into a series of questions related to linguistics and law, respectively.

4. The provision of suitable 'resources' is crucial to be able to answer the questions successfully. This site hosts a hyperlinked resource list (i.e. text(s) and video(s)) offered to students in order to help them locate the information on those websites and which can be considered useful in order to develop their answers.

APPENDIX D. 'LINGUISTICS INFOGRAPHIC' CYBERTASK

Teacher Page

Top

Introduction

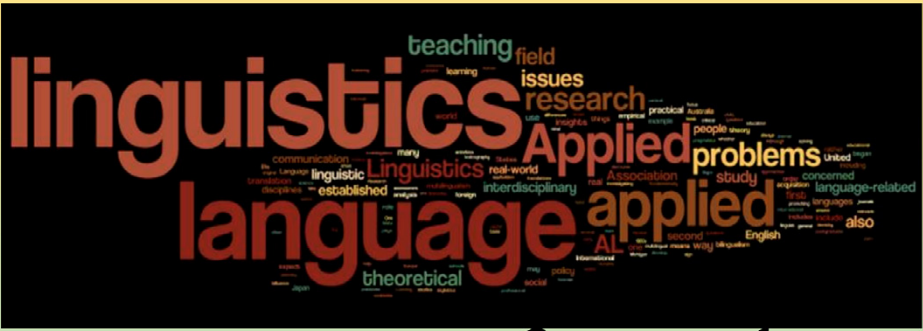**Learners**

Process

Resources

Evaluation

Conclusion

Linguistics Infographic Cybertask

Teacher Page

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Introduction

Learners

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Evaluation

Conclusion

INTRODUCTION

The activity **"Linguistics Infographic Cybertask"** provides a fun and comprehensive introductory training on key concepts of Linguistics and it can help you gain the skills and understanding needed to automatically transfer the knowledge acquired to real-world settings.

The **objective** of this **WebQuest-based model activity (Cybertask)** is to collect, use and transform information belonging to the field of Linguistics.

This Cybertask may help you to:

· Learn how to manage your own learning experience (i.e. become autonomous learners).

· Use the Internet as a tool for your personal learning plan and training needs.

· Develop your knowledge of the English Language in the field of Linguistics.

· Get actively involved in the study and practice of some of the most important aspects of Linguistics.

Teacher Page

THE TASK

(1) The **Cybertask** proposed deals with the field of Linguistics. In particular, you will learn about:

- **Pragmatics**

- **Discourse analysis**

- **Dialectology**

- **Sociolinguistics**

In this Cybertask you will find several activities and/or questions (see **PROCESS**) that you may solve using the information presented in the different Web links (see **RESOURCES**). Therefore, you are expected to work out the activities proposed.

(2) **TASK:** Create an Infographic with all the information gathered. In order to create the Infographic, you just need to:

- Access the webpage: **https://about.canva.com/es_es/** (CANVA)

- Create an account

- Answer the questions in the section **PROCESS** (write the answers directly in the Infographic).

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PROCESS

To accomplish the Cybertask:

You need to answer the questions recommended and complete the given task taking into account the following instructions:

1) In order to answer the questions, you need to:

- **Read** carefully the links provided in **RESOURCES**

- **Select** the suitable information

- **Process** the information considering the task and its objectives

Task: Create an Infographic with all the information gathered.

2) In order to complete the task, you need to follow the instructions provided in the **LEARNERS** section.

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RESOURCES

In this section, you will find a comprehensive list of resources. By browsing through them you will find information related to the field of 'Linguistics'. You will need to surf these links in order to answer the questions provided in the **PROCESS** section, and to create the Linguistic Infographic.

LIST OF RESOURCES

INFOGRAPHIC:

CANVA https://about.canva.com/es_es/

LINGUISTICS:

http://linguistics.ucla.edu/undergraduate/what-is-linguistics/

https://www.britannica.com/science/linguistics

http://linguistics.byu.edu/what-is-linguistics/

PRAGMATICS:

http://www.ello.uos.de/field.php/Pragmatics/ReadMoreonPragmatics

DEIXIS

https://glossary.sil.org/term/deixis

http://linguistics.oxfordre.com/view/10.1093/acrefore/9780199384655.001.0001/acrefore-9780199384655-e-213

http://www.ello.uos.de/field.php/Pragmatics/PragmaticsDeixis

REFERENCE AND INFERENCE

http://www.ello.uos.de/field.php/Pragmatics/PragmaticsReferenceandInference

http://linguistics.oxfordre.com/view/10.1093/acrefore/9780199384655.001.0001/acrefore-9780199384655-e-224

ANAPHORA

https://glossary.sil.org/term/anaphora

https://journals.linguisticsociety.org/elanguage/pragmatics/article/view/485.html (full text pdf. can be downloaded)

https://pdfs.semanticscholar.org/6aa0/1db4f53cf8e690d26a0708bd1636616106da.pdf

https://www.thoughtco.com/what-is-cataphora-grammar-1689829

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DISCOURSE ANALYSIS:

https://www.linguisticsociety.org/resource/discourse-analysis-what-speakers-do-conversation

COHESION AND COHERENCE

https://www.tandfonline.com/doi/pdf/10.1080/00437956.1999.11432482

http://wikis.sub.uni-hamburg.de/lhn/index.php/Coherence

http://www.glottopedia.org/index.php/Coherence

HEDGES

http://www.ello.uos.de/field.php/Pragmatics/PragmaticsHedges

https://dictionary.cambridge.org/es/gramatica/gramatica-britanica/emphasising-and-downtoning/hedges-just

https://www.academic-englishuk.com/hedging-cautious-language

DIALECTOLOGY:

DIALECT AND ACCENT

https://dictionary.cambridge.org/grammar/british-grammar/types-of-english-formal-informal-etc/dialect

https://en.oxforddictionaries.com/explore/what-is-the-difference-between-dialect-and-accent

http://www.ello.uos.de/field.php/Sociolinguistics/Dialectandaccent

https://www.youtube.com/watch?v=ji6vURnWfrk

https://www.britannica.com/topic/dialect

http://www.uleth.ca/voicequest/dialect/essentials.htm

ISOGLOSS

https://www.encyclopedia.com/humanities/encyclopedias-almanacs-transcripts-and-maps/isogloss

https://www.uni-due.de/SVE/SVE_Variety_Studies.htm

http://www.ello.uos.de/field.php/Sociolinguistics/Traditionalandmoderndialectology

SOCIOLINGUISTICS:

http://www.ello.uos.de/field.php/Sociolinguistics/Sociolinguistics

SOCIAL DIALECTS

https://www.britannica.com/topic/dialect/Social-dialects

http://www.ello.uos.de/field.php/Semantics/SemanticsDialectsandsociolects

JARGON AND SLANG

http://www.ello.uos.de/field.php/Sociolinguistics/Slangandjargon

http://pediaa.com/difference-between-jargon-and-slang/

https://www.collinsdictionary.com/dictionary/english/jargon

https://www.youtube.com/watch?v=5OtBxwLhc7w

VIRTUAL CLASSROOM

https://aulavirtual.uji.es/course/view.php?id=51972

ONLINE DICTIONARIES

Linguee: https://www.linguee.com/english-spanish
Cambridge Dictionaries Online: http://dictionary.cambridge.org/
Merriam-Webster: http://www.merriam-webster.com/
Oxford Dictionaries: http://www.oxforddictionaries.com/es
Longman of Contemporary English: http://www.ldoceonline.com/

APPENDIX E. 'LEGAL ENGLISH' CYBERTASK

'LEGAL ENGLISH' CYBERTASK

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INTRODUCTION

The activity **'Legal English Cybertask'** fosters the acquisition of an interdisciplinary education that goes beyond your specific field of study and which helps you to become part of the society you live in, both as citizens and as professionals.

The **goal** of this **WebQuest-based model activity (Cybertask)** is to collect, use and transform information concerning the field of Law.

This Cybertask may help you to:

• Learn how to guide your learning on your own (i.e. become autonomous learners).

• Use the Internet as a tool for your personal learning plan.

• Develop your knowledge of the English Language in the field of 'Law'.

• Engage actively in the study and practice of Law in an international context.

TASK

The proposed **Cybertask** deals with the field of 'Law'. More specifically, you will learn about:

(1) Legal Research

(2) A general overview of a Career in Law, including course descriptions

(3) European Union Law and Institutions

(4) International Law: Types and Sources

(5) Contract Law and elements of a Valid Contract

(6) Criminal Law and types of Crimes

(7) Company Law

(8) Commercial Law

In this Cybertask you will find several activities and/or questions (see **Process**) that you may solve using the information provided in the different Web links (see **Resources**). Accordingly, you are expected to answer the activities proposed.

In this **process of completing the Cybertask** you will:

- **Evaluate** your **previous knowledge** in the field of 'Law'.

- Make a **selection of online resources** according to your needs and objectives.

- **Follow a non-linear navigation** to create your own navigation path, thus, you may not follow the exact order of Web links proposed.

- **Build** your own **knowledge** in order to answer the activities proposed

PROCESS

To accomplish the Cybertask:

- **You do not need to surf all the resources proposed**, but only the ones that you think are going to be the most interesting ones to carry out the task.

- You may also **choose a different order of the resources** to answer the questions proposed.

In order to answer the questions, you will need to:

- **Read** carefully the links provided in **Resources**

- **Select** the appropriate information

- **Contextualize** the information with the task and its objectives; in other words, build the necessary knowledge adapting it to the situation.

LIST OF RESOURCES

A CAREER IN LAW

Q1: **What do you know about 'Legal English''? Use your own words and explain in 4-5 lines.**

http://www.british-legal-centre.com/en/what-is-legal-English.html

https://www.youtube.com/watch?v=WWOGdqxLw_k

LEGAL ENGLISH FOR 'TFG': FOCUS ON 'ABSTRACTS'

Q2.1: What is meant by the term 'Abstract'? Use your own words.

Q2.2: What basic components can you find in an abstract? Describe what each element is concerned with.

https://www.youtube.com/watch?v=_2cDJRF9GoY

https://writingcenter.unc.edu/tips-and-tools/abstracts/

https://owl.english.purdue.edu

https://www.youtube.com/watch?v=H739OPuWwV0

EUROPEAN UNION LAW AND INSTITUTIONS

Q3: Choose one of the six issues that will shape the EU in 2017 and describe what opportunities and/or risks the challenge you have chosen may encounter. Explain with your own words in 4-5 lines.

https://www.weforum.org/agenda/2017/01/the-six-issues-that-will-shape-the-eu-in-2017/

INTERNATIONAL LAW

Q4: What sources of International Law can you think of? Explain them using your own words in 5-6 lines approx.

https://www.youtube.com/watch?v=0ViSYjt-wGw

https://www.youtube.com/watch?v=8Zeein83DdU

https://www.britannica.com/topic/international-law/Historical-development

Q5: What is the main difference between Public and Private International Law? Explain very briefly.

https://www.youtube.com/watch?v=jkfrW12NbBo

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CONTRACT LAW

Q6: You are a legal assistant sending an email to an attorney regarding a contract-related question and you have to design the requisite elements you need to demonstrate the formation of a legally binding contract.
What elements of a Valid Contract would you take into account before writing that email?
Justify the design and structure of your email considering the addressee.

https://www.lawteacher.net/free-law-essays/contract-law/main-elements-constituting-a-valid-contract-contract-law-essay.php

https://quizlet.com/21432427/6-elements-of-a-valid-contract-flash-cards/

CRIMINAL LAW

Q7.1: What is your vision of crimes? Explain using your own words in 4-5 lines.

https://www.youtube.com/watch?v=QkPh4vGNpQk

https://singularityhub.com/2015/02/12/the-future-of-crime-smartphone-tracking-neurohacking-and-ai-assisted-murder/

Q7.2: What do you think about Cybercrime? Explain using your own words in 4-5 lines.

https://www.youtube.com/watch?v=Q2PqqzBr7go

https://ec.europa.eu/home-affairs/what-we-do/policies/organized-crime-and-human-trafficking/cybercrime_en

COMPANY LAW

Q8: Employees can take leave for many reasons, including to go on a holiday, because they are sick or to take care of sick family members, etc. If you were about to take a leave entitlement for any of these reasons or others, what circumstances should you learn beforehand in order to know whether you are suitable or not suitable to take that leave?
Make a PowerPoint presentation explaining those circumstances.

https://www.fairwork.gov.au/leave

https://www.australianunions.org.au/types_of_leave_factsheet

COMMERCIAL LAW

Q9: Why is commercial law important and how is it related to your degree? Explain very briefly.

https://www.youtube.com/watch?v=FmqYLM-c2s4

https://www.allaboutlaw.co.uk/stage/areas-of-law/commercial-law

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FINAL ACTIVITY

Q10: Write a short report about the following questions:

    Q10.1: How long have you been working on this activity?

    Q10.2: Do you think this kind of online activities should be promoted among university students studying a Law Degree? Justify your answer.

    Q10.3: Did you find it interesting, and/or useful for your academic development? Justify your answer.

    Q10.4: How do you think this task is related to the objectives of the program?

    Q10.5: Do you think this task has helped you to face the final exam? Why?

VIRTUAL CLASSROOM

https://aulavirtual.uji.es/course/view.php?id=57149

ONLINE DICTIONARIES

Linguee: https://www.linguee.com/english-spanish
Cambridge Dictionaries Online: http://dictionary.cambridge.org/
Merriam-Webster: http://www.merriam-webster.com/
Oxford Dictionaries: http://www.oxforddictionaries.com/es
Longman of Contemporary English: http://www.ldoceonline.com/
The Free Dictionary: https://encyclopedia.thefreedictionary.com/

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APPENDIX F. ADDITIONAL NOTES ON THE IMPLEMENTATION PROCEDURE

Session 1

The lecturers provided guided instructions regarding the development of the study and only those students willing to participate in it gave their permission. Furthermore, the participants were required to identify their previous knowledge concerning the topic of the Cybertask. To obtain relevant data, they completed a Pre-test questionnaire created in a 'Google Forms' tool, which was added to a 'Moodle' platform called 'Aula Virtual' (i.e. Virtual Classroom), using their institutional email address and password.

Session 2

This session took place in the English Department Lab, which is equipped with headphones and computers that have Internet access. The participants devoted this session to completing the activities proposed in the Cybertask(s) individually. To answer the activities, they were provided with a wide range of hyperlinked resources (e.g. text(s) and video(s)). Finally, all the students' responses to the Cybertask questions were submitted to the 'Moodle' platform as a Virtual Classroom task assignment in order to be collected and examined by the researchers involved in the study.

Session 3

In the last session, the participants had to complete a Post-test questionnaire concerning the knowledge they had acquired about theoretical content and vocabulary, on the one hand, and their engagement with the Cybertask proposed and its completion process, on the other. All participants' answers were submitted to the same 'Moodle' platform. To collect significant data, the Post-test questionnaire was also designed in a 'Google Forms' tool, which was added to the 'Moodle' platform called 'Aula Virtual' (i.e. Virtual Classroom), using their institutional email address and password.

Session 4

This session was dedicated to the final written exam in both courses (Linguistics and Legal English) and students had to answer a series of multiple-choice questions related to the theoretical content and the vocabulary studied throughout the course.