

teaching approach have been identified. For instance, Marsh (2012) mentioned that the use of blended learning could provide many benefits to language learners over traditional teaching approaches. Some of these benefits include developing language learners' autonomy, providing more individualized language support, promoting collaborative learning, increasing students' interaction and engagement, providing opportunities to practice the language beyond the class settings, and improving the language skills of language learners.

All the participants included in this study were from the Faculty of Technology in the University of Colombo. Students in the Faculty of Technology are equipped with a better knowledge in computer applications and online learning tools compared to the students in the Faculties of Humanities and Management as their subjects are more related to the field of new technological advancement. However, the findings of this study show that even the learners in the Faculty of Technology do not benefit much in using online tools or technological advancements when learning English as a Second Language. Therefore, it is questionable whether the use of technology as was applied in this study and moving onto teaching ESL fully online or in virtual blended modes to the students in the Faculties of Arts and Management would bring about expected outcomes.

This study would be beneficial to the ESL learners and the teachers in the technological study field. It increases their awareness of academic vocabulary and motivates them towards using these words in their studies in an EAP context. This study explored which mode of delivery, either F2F or VBM, is more effective in developing receptive vocabulary amongst the tertiary level learners in the field of Technology. It also explored the effect of the receptive vocabulary improvement on the productive vocabulary improvement when the participants are with a limited prior knowledge and a higher level of prior knowledge in ESL. Future studies could pivot on different aspects of ESL learning and expand the research scopes related to vocabulary learning in different settings. More ESL components such as reading, writing, listening and speaking might also be examined in the two modes, VBM and F2F modes of delivery.

Acknowledgments

The author wishes to thank all the people who helped to carry on this study at the Faculty of Technology in the University of Colombo during the academic year 2018/2019.

References

- Abeyssekera, L, Dawson, P (2015) Motivation and cognitive load in the flipped classroom: Definition, rationale and a call for research. *Higher Education Research and Development* 34(1): 1–14.
- Adas, D., & Bakir, A. (2013). Writing difficulties and new solutions: Blended learning as an approach to improve writing abilities. *International Journal of Humanities and Social Science*, 3(9), 254-266.
- Akbarov, A., Gonen, K., and Aydogan, H. (2018). Students' attitudes toward blended learning in EFL context. *Acta Didactica Napocensia*, 11(1), 61-68. doi:10.24193/adn.11.1.5.
- Alharbi, A. M. (2015). Building vocabulary for language learning: Approach for ESL learners to study new vocabulary. *Journal of International Students*, 5(4), 501- 511.
- Allen, V. F. (1983). *Techniques in Teaching Vocabulary*. Oxford University Press, 200 Madison Ave., New York.
- Allwright, D. (1990). Autonomy in language pedagogy. *CRILE Working Paper*, 6.
- Anderson, R. C. (1977). Schema-directed processes in language comprehension. In *Cognitive psychology and instruction* (pp. 67-82). Springer, Boston, MA.
- Celce-Murcia, M. (2001). Language teaching approaches: An overview. *Teaching English as a Second or Foreign Language*, 2, 3-10.
- Celce-Murcia, M., & McIntosh, L. (1991). Teaching English as a second or foreign language.
- Chamot, A. U. (2007). Accelerating academic achievement of English language learners. In *International handbook of English language teaching* (pp. 317-331). Springer, Boston, MA.
- Coady, J. (1997). L2 vocabulary acquisition. *Second language vocabulary acquisition*, 273-290.

Coady, J., & Huckin, T. (1997). *Second language vocabulary acquisition: A rationale for pedagogy*. Cambridge University Press.

Coxhead, A. (2016). Reflecting on Coxhead (2000)," A New Academic Word List". *Tesol Quarterly*, 50(1), 181-185.

Coxhead, A., & Nation, P. (2001). The specialized vocabulary of English for academic purposes. *Research perspectives on English for academic purposes*, 252-267.

Cummins, J. (2002). Bilingualism and second language learning. *Annual Review of Applied Linguistics*, 13, 50-70.

Dima Ali Hijazi, Amal Shehadeh Al Natour. (2020) The Effect of Using Blended Learning Method on Students' Achievement in English and Their Motivation Towards Learning It. *International Journal of Virtual and Personal Learning Environments* 10:2, pages 83-96.

Eldridge, J. (2008). No, There Isn't an 'Academic Vocabulary, 'but...' A Reader Responds to K. Hyland and P. Tse's "Is There an 'Academic Vocabulary'?" *TESOL quarterly*, 42(1), 109-113.

Ellis, R., Tanaka, Y., & Yamazaki, A. (1994). Classroom interaction, comprehension, and the acquisition of L2 word meanings. *Language learning*, 44(3), 449-491.

Graves, K. (2008). The language curriculum: A social contextual perspective. *Language teaching*, 41(2), 147-181.

Huckin, T., & Bloch, J. (1993). Strategies for inferring word meaning from context: A cognitive model, *Second language reading and vocabulary learning* (pp. 153–178). Hymes, D. Competence and performance in linguistic theory. In R. Huxley & E. Ingram (Eds.), *Language acquisition: Models and methods*. New York: Academic Press, 1971.

Krashen, S. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *The modern language journal*, 73(4), 440-464.

Laufer, B. (2011). The contribution of dictionary use to the production and retention of collocations in a second language. *International Journal of Lexicography*, 24(1), 29- 49.

Lessard-Clouston, M. (2008). Strategies and success in technical vocabulary learning: Students' approaches in one academic context. *Indian Journal of Applied Linguistics*, 34(1/2), 31.

Little, D. (1991). *Learner Autonomy 1: definitions, issues and problems*. Dublin: Authentik.

Liu, J., & Han, L. (2015). A corpus-based environmental academic word list building and its validity test. *English for Specific Purposes*, 39, 1-11.

Marzano, R. J., & Pickering, D. J. (2005). *Building academic vocabulary: Teacher's manual*. Association for Supervision and Curriculum Development. 1703 North Beauregard Street, Alexandria, VA 22311-1714.

Nation, I.S.P. (2001). *Learning Vocabulary in another Language*. Cambridge: Cambridge University Press.

Nation, P., & Newton, J. (1997). 19 teaching vocabulary. *Second language vocabulary acquisition: a rationale for pedagogy*, 238.

Nation, P., & Waring, R. (1997). Vocabulary size, text coverage and word lists. *Vocabulary: Description, acquisition and pedagogy*, 14, 6-19.

Nation, P., Waring, R., Schmitt, N., & McCarthy, M. (1997). Vocabulary: description, acquisition and pedagogy. *Japan: Notre Dame Seishin University*, 6.

National Governors Association. (2010). *Common core state standards*. Washington, DC.

Navathe, S. B., & Ahmed, R. (1989). A temporal relational model and a query language. *Information Sciences*, 49(1-3), 147-175.

Nayar, B. and Koul, S. (2020), Blended learning in higher education: a transition to experiential classrooms, *International Journal of Educational Management*, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/IJEM-08-2019-0295>

Nayar, B. and Koul, S. (2020), Blended learning in higher education: a transition to experiential classrooms, *International Journal of Educational*

Management, Vol. ahead-of-print No. ahead-of-print. [https://doi.org/ 10.1108/IJEM-08-2019-0295](https://doi.org/10.1108/IJEM-08-2019-0295)

Newton, J. (1995). Task-based interaction and incidental vocabulary learning: A case study. *Second Language Research*, 11(2), 159-176.

O'malley, J. M., O'Malley, M. J., Chamot, A. U., & O'Malley, J. M. (1990). *Learning strategies in second language acquisition*. Cambridge university press.

Oxford, R. (1990). *Language learning strategies*. New York, 3.

Paribakht, T. S., & Wesche, M. B. (1993). Reading comprehension and second language development in a comprehension-based ESL program. *TESL Canada journal*, 09-29.

Pearson, P. D., & Spiro, R. (1982). The new buzz word in reading is schema. *Instructor*, 91(9), 46-48.

Reed, N. C. (2004). The Specter of Wall Street: "Bartleby, the Scrivener" and the Language of Commodities. *American Literature*, 76(2), 247-273.

Richards, J.C. & Renandya, W.A. (2003). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.

Rumelhart, D. (1984). E., Ortony A., 1977. The representation of knowledge in memory. *Schooling and the acquisition of knowledge*, 99-135.

Sareen, S. K. (2009). Undergraduate English language teaching in Sri Lanka: policy, practice and perspectives.

Schmitt, N & McCarthy, M., (eds.) (2005). *Vocabulary: Description, Acquisition and Pedagogy*. Cambridge: Cambridge University Press.

Schmitt, N. (1995). A fresh approach to vocabulary using a word knowledge framework. *RELC Journal*, 26, 86– 94. Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge: Cambridge University Press.

Schmitt, N. (2002b). *Vocabulary in Language Teaching*. Cambridge: Cambridge University Press.

Schmitt, N. (ed.) (2002a). *An Introduction to Applied Linguistics*. New York: Oxford University Press.

Schmitt, N., & Redwood, S. (2011). Learner knowledge of phrasal verbs: A corpus-informed study. *A taste for corpora: In honour of Sylviane Granger*, 173-209.

Stahl, S. A., & Nagy, W. E. (2006). *The literacy teaching series. Teaching word meanings*. Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.

Wagoner, B. (2017). *The constructive mind: Bartlett's psychology in reconstruction*. Cambridge University Press.

Washburn, E. K., Joshi, R. M., & Binks-Cantrell, E. S. (2011). Teacher knowledge of basic language concepts and dyslexia. *Dyslexia*, 17(2), 165-183.

West, M. P. (Ed.). (1953). *A general service list of English words: with semantic frequencies and a supplementary wordlist for the writing of popular science and technology*. Longmans, Green.

Worthington, D., & Nation, I. S. P. (1996). Using texts to sequence the introduction of new vocabulary in an EAP course. *RELC Journal*, 27.

Xue, G., & Nation, I. S. P. (1984). A university word list. *Language learning and communication*, 3(2), 215-229.