USING POST-TEACHING INPUTS IN EFL LEARNING PROCESS: A TWO-MONTH EXPERIMENT WITH BEGINNER LEARNERS

Thely Innocent Bossé OPI
Université Peleforo GON COULIBALY (UPGC)
opithely@upgc.edu.ci
ORCID ID: 0009-0005-9802-3423

Abstract

The perspectives of increasing EFL learners' vocabulary and helping these learners build up meaningful EFL sentences have motivated the experiment of post-teaching inputs as an additional strategy of learning to be implemented outside the classroom. This experimentation within two months was done with twenty beginner learners of English language whose experience started by a pre-test to end up with a post-test. At the end of this experiment, two significant results are acknowledged. First, the use of post-teaching inputs helped the beginner learners increase significantly their EFL vocabulary level. Secondly, through this experimental case study most of the learners succeeded in building up a lot of meaningful sentences in English. Both findings highlight the relevance of the post-teaching materials put at the learners' disposal to account for the positive impact of the use of post-teaching inputs upon EFL beginner learners' learning process.

Key words*: increase, vocabulary, post-teaching, inputs, sentences*

Résumé

L'idée d'accroitre le vocabulaire des apprenants de la langue anglaise, langue étrangère, ainsi que les aider à construire des phrases correctes pourvues de sens a motivé l'expérimentation d'intrants post-enseignements employée comme une stratégie complémentaire d'apprentissage en dehors de la classe. Cette expérimentation a été effectuée pendant 2 mois avec vingt apprenants débutants de l'anglais dont l'expérience a démarré par un prétest pour s'achever avec un post-test. A la fin de l'expérimentation, nous admettons deux résultats probants. Premièrement, l'utilisation des intrants post-enseignements a aidé les apprenants débutants à accroitre significativement leur niveau de vocabulaire en anglais, langue étrangère. Deuxièmement, les apprenants ont réussi à construire plusieurs phrases pleines de sens en anglais au moyen de cette étude expérimentale. Les deux résultats mettent donc en exergue la pertinence des matériels post-enseignements disposés à cet effet pour faire valoir l'impact positif de l'utilisation des intrants post-enseignements sur le processus d'apprentissage des apprenants débutants de la langue anglaise, langue étrangère.

Mots clés *: augmentation, vocabulaire, post-enseignement, intrants, phrases*

Introduction

Since more a decade, the achievement of EFL teaching and learning in secondary schools remains a special matter. This more and more incentivize specialists' reflections and suggestions. In this perspective, the shift to innovative teaching methods and the quest for efficient learning strategies occur in many school education policies around the world on the basis of the principles of the communicative language teaching approach (Richards & Rodgers, 2001). In Ivorian classrooms for example, the Competence Based Language Teaching (CBLT) which substituted the objective-based pedagogy is supported by new EFL curricula and adapted materials, both learner-centred and communication skills-oriented. The implied teaching methods and techniques are significantly efficacious to better teaching and learning within the classroom indeed. However, it can be noticed that "the exposure to L2 input is often limited to the classroom context" (Takač, 2008:9). This is the case of Ivorian beginner learners of English facing with the challenge of vocabulary learning and use for meaningful sentence construction and communication. To compensate this insufficiency, this work signs in the dynamism of providing the Ivorian learners of English with adapted learning strategies and ready-made conditions or opportunities for their language skills development reachable through the use of post-teaching inputs, viewed as an additional strategy for EFL learning beyond the school setting. Considering the scope of the present study, we then propose to carry out an advanced reflexion about it through the analysis of the following question: to what extent can the use of post-teaching inputs help Ivorian beginner learners acquire new EFL vocabulary and train themselves to make easily meaningful sentences ready for EFL communication? By answering this main question, this study intends to reach two specific objectives. This experimental study first purports to help beginner learners acquire new EFL vocabulary. Secondly, on the basis of EFL vocabulary learning and use, this work aims at training the beginner learners to build up a lot of meaningful sentences ready for communication in English. By means of this experimentation, we think that Ivorian learners can significantly grow up their chunk of EFL vocabulary. Moreover, we posit that the construction of an infinite number of meaningful EFL sentences getting beginner learners ready for

communication is achievable through using a specific post-teaching material. Thus, the achievement of this study includes three sections such as a methodology, an analysis of the results and a series of discussions.

1. Methodology

This paper involves an experimental study which aims at helping learners acquire new EFL vocabulary, build up meaningful and communicative EFL sentences. To reach the expectations of this experimental research, an opportunity sampling (Cohen, 2007) was initiated to select a group of 20 beginner-learners of English from form one at secondary schools. The sampling selection were also based on the learners' availability for an effective will-based participation without any contribution of a given control group. Considering the nature and relevance of this study, two important testing approaches such as a pre-test and a post-test (Cohen, 2007) were both administered to measure the impact of this two-month experiment. As a result, a set of data are collected from the pre-test to post-test, and are later on analysed and discussed in the light of the lexical approach in language teaching and learning which "refers to one derived from the belief that the building blocks of language learning and communication are not grammar, functions, notions, or some other unit of planning and teaching but lexis, that is, words and word combinations." (Richards and Rodgers, 2001: 132). Note that some specific aspects of this approach dealing with studies and perspectives about EFL vocabulary learning and use, and successful sentence construction for communication are taken into account.

1.1. Pre-test

Before the experimental phase, the 20 learners were first submitted to a pre-test which purports to assess the level of the beginner learners' existing EFL vocabulary. Secondly, the pre-test requires the learners' ability to make on their own a lot of meaningful sentences in English on the basis of their initial level of lexical knowledge. The pre-test implied a duration of one hour for free written and oral productions using the learners' class inputs, related particularly to "Theme 1: At School which is composed of lesson 1: Greetings; lesson 2: In the classroom; lesson 3: Numbers and school things; and Theme 2: At home consisted of lesson 1: My family; lesson 2: My house; lesson 3: In the kitchen" (DPFC, 2018).

By considering the fact that "beginners do not have enough linguistic knowledge, so they have to make deliberate attempts at learning lexical items often connected to a synonym, definition, translation into L1, or an illustration" (Takač, 2008: 16), the assignment of the pre-test also included the translation of the words listed and the sentences produced by the participants for checking their mastery.

1.2. Experiment

After the pre-test, a post-teaching material was put at the learners' entire disposal for learning and practicing English progressively being outside the classroom. The post-teaching material was exclusively designed in the shape of bilingual card games made up of an EFL vocabulary facet and a French one too. Five groups of four participants each were set to experiment the bilingual card games containing specifically several examples of the learners' existing vocabulary, their class inputs and other needful lexical items from the themes and lessons presented in the previous section in order to maximize their frequency of occurrence and use (Nation, 2001). The participants were asked to learn and practice English using each in turn the cards first for composing a lot of noun phrases, and secondly for building on their own an infinite number of meaningful sentences matching with school and family contexts. By referring to Macedonia (2005:140) who posits that "language games require players, and a minimum of monitoring and control on the part of the instructor", then we precise that along seven weeks this experimental step implied more participants' cooperation than competition for which the researcher observations and helps or feedbacks were provided when necessary.

1.3. Post-test

At the end of the experimentation, a post-test was organised to measure the proportion of EFL vocabulary acquisition and learners' aptitude to make a great number of meaningful EFL sentences. This stage also includes tests for assessing the effects of the post-teaching inputs experiment upon the beginner learners. During one hour the participants were given opportunities first to make a list of their new entries in terms of additional EFL vocabulary, and secondly to write on their own an infinite number of meaningful sentences composed either of those entries or from other necessary words and expressions. Other

dispositions of the pre-test were likewise implemented at this stage of the experiment.

2. Results

This section is about displaying through inventories two specific results related to the impact of the post-teaching inputs upon the beginner learners' learning process. The first result presents the enhancement of the participants' existing EFL vocabulary chunk by an English vocabulary gain. The second finding relates the learners' ability to produce meaningful sentences in English from the pre-test to the post-test.

2.1. Inventories of the learners' existing EFL vocabulary and new entries

The implementation of a pre-test and post-test was done for measuring the impact of the use of post-teaching inputs on the learners' acquisition and mastery of EFL vocabulary. Two tabulated results are next provided.

Table 1. Sample of EFL words already acquired by the participants before the experimentation

School	Father	Mother	Student	Pen	Pencil
Book	School Bag	Good Morning	Good Afternoon	*to* Be	Brother
Ruler	My	Boy	Board	Mosque	Exercise
Hello	Family	Name	From	Happy	Friend
Uncle	Teacher	Shop	Kitchen	Copybook	Doctor
Grandmother	I	Calculator	Eraser	Cousin	Monday
Neighbour	And	Too	Two	You	Always
Often	Never	Market	Church	Niece	Sister
Grand Father	Day	Bedroom	January	What	*to* Open

T-Shirt	She	Girl	Housewife	We	*to* Eat
Bathroom	Date	Hospital	Jeans	Your	Hand
Home	Classroom	*to* Cook	Today	*to* Go	Arm
Child	*to* Take out	*to* Touch	Water	Man	Woman
Foot	Head	Neck	*to* Play	Bread	Fish
Sunday	April	February	March	May	June
Year	Month	*to* Read	To Write	Vocabulary	November
Aunt	*to* Watch	Money	Week	October	December
September	Thursday	Friday	Saturday	Tuesday	Good Night
July	Fine	Also	August		

This table shows the finding of the pre-test. It first consists of about 113 EFL words of any categories that all the beginner learners have already known or acquired by means of the school lessons. Secondly, we notice that the table above depicts a list of participants' existing EFL vocabulary which nature specifically refers primarily to both school and family settings and to everyday life activities too. Third, this sample of the beginner learners' existing vocabulary is composed of about eleven (11) parts of speech. These parts of speech are analysed through the diagram below.

Fig.1. Learners' existing sample of EFL vocabulary during the pre-test
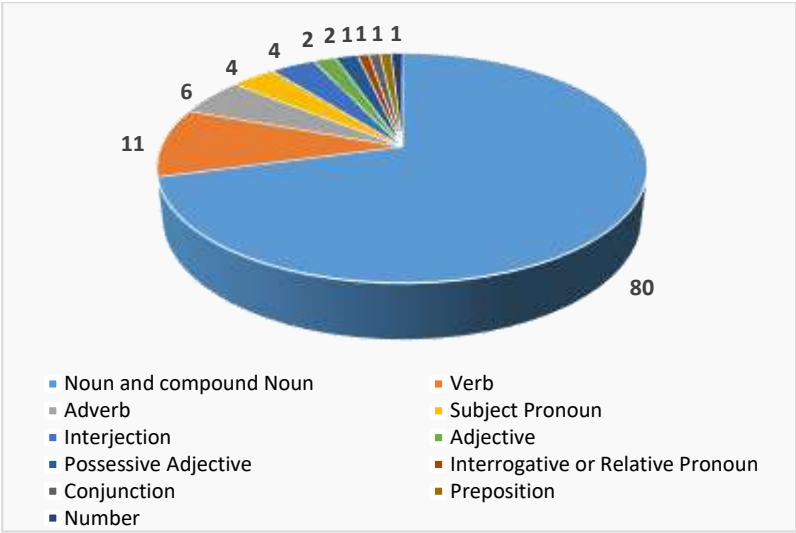
This inventory reveals about one hundred and thirteen (113) words particularly made up of 80 nouns and compound nouns, 11 verbs, 6 adverbs, 4 subject pronouns, 4 interjections, 2 adjectives, 2 possessive adjectives, 1 interrogative or relative pronoun, 1 conjunction, 1 preposition, and a number. On the basis of this distribution, one can acknowledge that the vocabulary chunk of the beginner learners of English is widely full of nouns and compound nouns followed by verbs and the other parts of speech with a considerate gap. This learners' initial stage taken from the pre-test is measured by considering the scope of the experiment of post-teaching inputs in the participants' learning process. As a result, the post-test generates increasing data which are presented on the next table.

Table 2. Sample of learners' vocabulary gain obtained during the post-test

Television	Radio	Football	Door	Window	House
Banana	Mummy	The	Parent	Secretary	Toilet
He	to Have	Good	A	to Listen	Chicken
Trader	Plate	to Do	Farmer	Car	to Sleep

Table	to Clean	Dog	to Wash	Chair	Her
Meat	Yam	to Drink	Dinner room	Shopkeeper	Cat
Daddy	to Speak	Goat	Seller	to live	to take
to Put	His	Charcoal	Rice	These	Cooker
Flat	Clothes	Bicycle	Cake	That	Taxi Driver
to sweep	to talk	to Close	stove	Well	This
They	Well	Sheep	With	Fridge	

Beyond the existing chunk of EFL vocabulary which was once more repeated by most of the participants during the post-test, one can acknowledge that the experiment of the post-teaching inputs helped all the learners increase the number of vocabulary via a noticeable gain of sixty-five (65) new entries they commonly share. These new entries are also concerned with parts of speech related to both school and family settings, and others about daily life activities too. Some details about those new entries are provided through the next diagram.
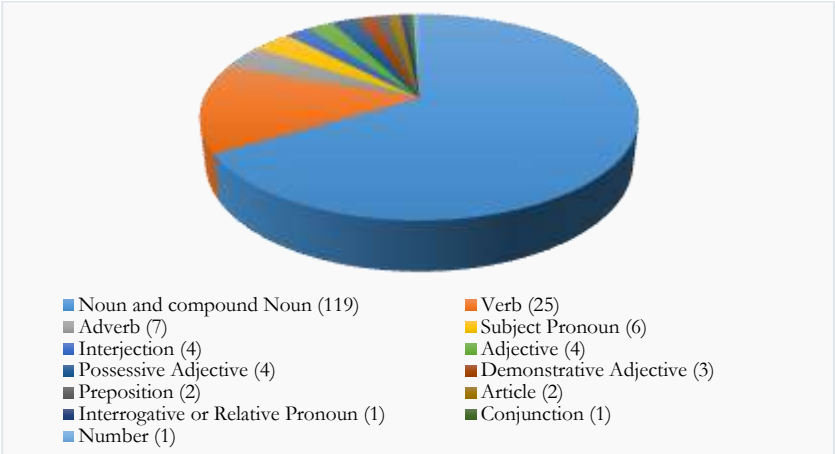
Fig.2. Beginner learners' vocabulary gain noticed during the post-test

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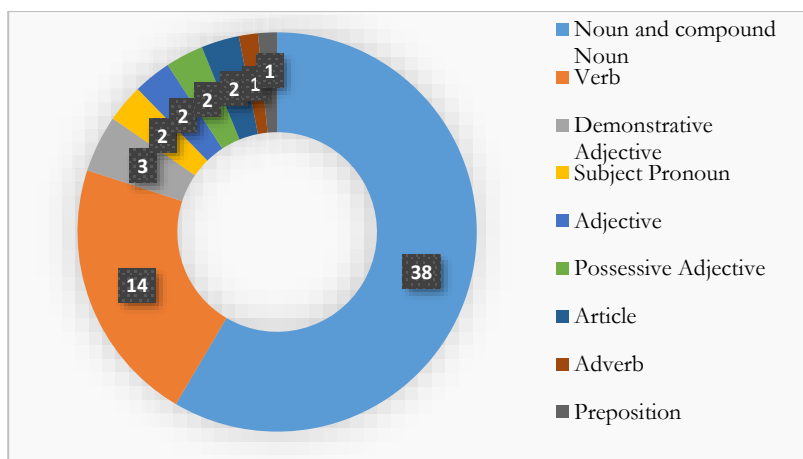
By analysing the diagram, we can see the beginner learners' significant gain of EFL vocabulary. Then, it comes out that the post-test enlisted sixty-five new entries composed of 38 nouns and compound nouns; 14 verbs; 3 demonstrative adjectives; 2 subject pronouns; 2 adjectives; 2 possessive adjectives; 2 articles; 1 adverb; and 1 preposition. In fact, these new entries of vocabulary reflect the impact of the use of post-teaching inputs upon the beginner learners' EFL learning process in which nouns and verbs are predominant indeed. In other words, that gain of EFL vocabulary stands for an additional value to the learners' existing EFL vocabulary chunk. As a result, the depiction of the learners' definite lexical knowledge at the end of the experiment takes into account both initial and additional EFL vocabulary obtained by means of the pre-test and the post-test. This learners' definite lexical knowledge is displayed underneath through a holistic diagram.

Fig.3. Sample of beginner learners' definite lexical knowledge at the end of the experiment

- ■ Noun and compound Noun (119)
- ■ Verb (25)
- ■ Adverb (7)
- ■ Subject Pronoun (6)
- ■ Interjection (4)
- ■ Adjective (4)
- ■ Possessive Adjective (4)
- ■ Demonstrative Adjective (3)
- ■ Preposition (2)
- ■ Article (2)
- ■ Interrogative or Relative Pronoun (1)
- ■ Conjunction (1)
- ■ Number (1)

The indications above highlight the increase of the learners' vocabulary knowledge in English. It is about 179 parts of speech the learners acquired from the pre-test to the post-test. The analysis of the given scores for each part of speech reveals the remarkable predominance of nouns, and thereafter verbs acquisition in the Ivorian beginner learners' process of EFL learning.

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2.2. Learners' initial ability to build meaningful sentences

Before the experiment of the post-teaching inputs, every beginner learner made use of his/her ability to build up meaningful sentences on the basis of their existing EFL vocabulary. These sentences are listed in the table below.

Table 3. List of learners' sentences produced during the pre-test

Good and meaningful sentences / utterances		Incomplete sentences
1. My name is john.	18. I am tired.	1. Not a student
2. Hello, my name is Yao.	19. HMF is a school.	2. I am from M
3. My father is a doctor.	20. Elisé is a boy.	3. My a pencil
4. Good morning!	21. I am hungry.	4. A am a student
5. What's your name?	22. I am thirsty.	5. She student
6. How are you?	23. What is the day today, my friend?	6. Elisée and Moctar a student
7. I'm eleven years old.	24. Mr Opi is my English teacher.	7. Does you mother worck ?
8. My father is a doctor.	25. We go to school at HMF.	8. My father
9. My name is Elisé.	26. My father is a doctor.	
10. She is a student.	27. My sister is a housewife.	
11. Good afternoon Mr Opi!	28. Gemima is my neighbour.	
12. Yusuf is a boy.	29. She is a doctor.	
13. You are happy.	30. My name is Konan.	
14. Soro is my friend.	31. I am late.	
15. I am from Burkina.	32. I'm fine, thanks.	

16. Good morning mother!	33. We are students.	
17. Hello Yao!	34. She is happy	

Looking at the contents of the table, three points can be analyzed. The first point refers to the total number of the sentences inside the table. In fact, only 42 simple sentences, including phrases, were built into an affirmative form by the learners during the pre-test. We notice that most of the sentence structures are mainly composed of subjects, verbs and complements. Such sentences or phrases are well-organized and meaning-oriented, whereas less than 10 sentences or phrases are incomplete. Next, we notice that most of the learners only make frequent use of the three basic forms of the auxiliary "be" in the present simple such as "am", "is" and "are" as their main verbs used for building their sentences. Thus, the data reveal that only "to be" and "to go" are the two principal verbs used by the learners at the present simple inside their sentences. Finally, the use of other sentence constituents like the possessive adjective "my" and the subject pronoun "I" is also noticeable throughout the participants' sentences and phrases. Beyond such considerations, we realize that the sentences and phrases produced by the learners during the pre-test look like the class inputs or examples used by the teachers and students during classes. Being aware of this kind of practices, the beginner learners were provided opportunities to highlight their skills for the construction of a lot of new meaningful sentences as a result of the post-teaching inputs experiment.

2.3. Learners' aptitude to build new meaningful sentences

Through the use of the post-teaching inputs, the beginner learners enhanced their aptitude for building many new meaningful sentences. A sample of learners' new sentences are tabulated below from the most correct and meaningful sentences to the least one.

Table 4. Beginner learners' list of new sentences in English

1.	The seller has a dog.	31. Daddy opens the door.
2.	. His father cleans the car.	32. The traders have a radio.
3.	Mummy has six goats.	33. My Sister talks.

4. A doctor eats on a table.	34. The housewife has twenty knifes
5. Mummy put the rice on a charcoal.	35. The famer eat the bread.
6. The housewife cooks this meat.	36. My sister sweep in the hut.
7. Eighteen brothers have their plates	47. A shopkeeper have light cooker.
8. Their uncle has five windows.	38. The teacher listen the shopkeepers
9. A daddy is a father.	39.. Aunt live with a cousin
10. My sister plays.	40. These toilets is clear.
11. Grandmother cooks a meal.	41. The cousin listens her radio.
12. Your family has fifteen cats.	42. Your mummy wash the plates
13. The secretary cleans the fans.	43. A grandfather close the toilets.
14. A farmer put this spoon on the chair.	44 Your daddy cook four sheep.
15. The traders close a fridge	45. A doctor watch the television
16. Thirteen mothers cut chicken.	46. Our taxi-driver to have ten sheep.
17. A doctor takes a sheep	47. A friend does.
18. My family washes the house.	48. Parents listens
19. His father eats the meat.	49. The housewife opens
20. The shopkeeper speaks with a farmer.	50. Ten brothers lives
21. His sister eats a cat.	51.. The nice to eat his meat.
22. Father sleeps.	52. The aunt to cook her cake.
23. These brother eat.	53. The goat eats her uncle.
24. Your mummy is well.	54. Seven teachers have heur tchere
25. Your nephew cooks in the kitchen.	55. The maveur washes his baffe room

26. Three sellers have this car	56. The tradeur drink water
27. Grandmother cook a meal.	57. The faamer are laqui.
28. Grandmother closes her door.	58. Frend to live with a seller
29. The taxi-driver closes the fridge	59. My annkol veux kline.
30. My mother is a seller.	60. The nefiousse teick a tchere

This table displays a list of 60 sentences built by the beginner learners just after the use of the post-teaching inputs during the post-test. These learners' 60 sentences are also related to both school and family settings, and to people's daily occupations too. However, these sentences show particular aspects that are actually distinct from the sentences listed during the pre-test. In fact, the analysis of the sentences first indicates the noticeable construction of various sentence structures that are mainly consisted of subjects, verbs and either objects or complements. All the sentences are built into an affirmative form. Secondly, it is quite relevant to stating that learners efficiently used their lexical knowledge, both existing and new EFL vocabulary for making a lot of meaningful sentences. Beyond such considerations, we can incontestably remark that even though some sentences contain some mistakes or are incomplete, the learners' overall selection of words does not really suffer from overmuch re-use indeed. We can consider that learners' distribution is then impressive in the sense that the learners attempt to vehicle meaning through well-structured sentences. As such, a diversity of parts of speech is selected by the learners to achieve their tasks. In the same trend, it is more than 20 new verbs the learners specifically used at the simple present for their new sentence constructions. These significant results highlight a part of the impact of the post-teaching inputs experiment upon the beginner learners' vocabulary gain and sentence building.

3. Discussion

This section implies advanced analyses about the impacts of the post-teaching inputs upon the beginner learners' learning process, particularly for EFL vocabulary gain and sentence construction.

3.1. From existing EFL vocabulary to vocabulary gain

The perspective of helping beginner learners increase their lexical knowledge in English implied the use of post-teaching inputs as an additional resource to classroom learning and practices. In fact, using post-teaching inputs as it has been done throughout this experiment entails a learning strategy for aiding the learners move successfully from minimal existing EFL vocabulary to much more vocabulary gain. On the basis of the results, we can admit that the increase and the mastery of EFL vocabulary are as a matter of fact reachable because of the learning and practice opportunities learners are provided by means of the post-teaching materials. In the same trend of thoughts (Opi, 2020) advocates that using post-teaching materials in EFL learning and practice supplies EFL learners with a set of fertilizing learning conditions and opportunities which make the class inputs grow fast and easily. That is likewise approved by Takač (2008:17) who postulates that "an important source of vocabulary in L2 learning is a wide range of contexts. Learners can learn lexical items if they are exposed to sufficient amounts of comprehensible input". In other words, the use of post-teaching inputs via a post-teaching material sets efficient conditions of EFL vocabulary learning, and prepare the learners to use that lexical knowledge during their communicative tasks (Opi, 2025). For such a consideration, "effective instruction must also be multifaceted, encompassing: teaching individual words; extensive exposure to rich language, both oral and written; and building generative word knowledge." (Nagy, 2005:28). That is a basic rationale which motivated Lewis (2000:184) in Richards and Rodgers (2001:134) to suggest the following assumptions about learning theory in the lexical approach:

> – Encountering new learning items on several occasions is a necessary but sufficient condition for learning to occur.
>
> – Noticing lexical chunks or collocations is a necessary but not sufficient condition for "input" to become "intake."
>
> – Noticing similarities, differences, restrictions, and examples contributes to turning input into intake, although formal description of rules probably does not help.

> – Acquisition is based not on the application of formal rules but on an accumulation of examples from which learners make provisional generalizations. Language production is the product of previously met examples, not formal rules.

From another point of view, we realize that class inputs, teachers' sentences or class examples remain the primary sources from which learners draw and memorize the EFL vocabulary for given language practices. This is summarized by Pawley and Syder (1983) who illustrate that

> Whereas Chomsky's influential theory of language emphasized the capacity of speakers to create and interpret sentences that are unique and have never been produced or heard previously, in contrast, the lexical view holds that only a minority of spoken sentences are entirely novel creations and that multiword units functioning as "chunks" or memorized patterns form a high proportion of the fluent stretches of speech heard in everyday conversation. (Richards and Rodgers, 2001:133).

As result, the re-use of such inputs, sentences and examples supplemented with a great deal of additional vocabulary provide the learners with maximum exposure to comprehensible inputs which therefore result in much more vocabulary gain and easy vocabulary use. This gain is noticeable through the significant occurrence and use of two main word classes such as nouns and verbs, whereas adverbs, subject pronouns and adjectives stand at an intermediate level of occurrence and use. Similar observations are done by Schmitt (2005: 59) who states "there are a number of potential word classes, but the majority of language research has concentrated on the four major categories of noun, verb, adjective, and adverb. The results from a number of studies suggest that certain word classes are easier to learn than others." For the same rationale, Schmitt (2000: 4, 137) advocates that

> words are gradually learned over a period of time from numerous exposures […]

> Vocabulary is learned incrementally and this obviously means that lexical acquisition requires multiple exposures to a word. […] In addition, repeated exposure will help to consolidate the lexical aspects first learned.

For illustrations, the experiment of post-teaching inputs made use of bilingual cards especially designed for learning by playing in which the use of L1 meaning was somehow advantageous for the beginner learners' acquisition of EFL vocabulary (Takač, 2008). In such a case, Wright *et al.* (2006:94) require that "learning vocabulary must be based on attaching meaning to the word, rather than just remembering the form of the word. Meaning can be brought to the new word through translation", in a game for instance. By following this principle, Macedonia (2005:140) supports that "playful handling of vocabulary and grammar provides a good possibility. Although it is certainly not a panacea, practice of phrases and vocabulary learning can be pleasant and even fun moments in everyday instruction." Considering such a perception, Sadeghi and Sharifi (2013) further knowledge by attesting the significant impact of specific post-teaching activities such as role-play and game on EFL learners' vocabulary gain. Consequently, we can acknowledge that since using game or play is known as a countable strategy for motivating learners at learning and practicing the English language, game or play then becomes a promising edutainment device for significantly exposing the EFL learners to vocabulary learning and use.

3.2. Learners' improvement at building meaningful EFL sentences

Beginner learners' improvement at making good and meaningful sentences in English language is not a random result at all. Such a result derives from the implementation of either adapted teaching techniques or from suitable learning strategies. For this experimental case study, the latter highlights the relevance of the use of post-teaching inputs for the beginner learners' effective learning process. That is the case for learners' new abilities to make good and meaningful sentences in English as a result of the post-teaching inputs experiment. By analysing the findings of this experimentation, we can first acknowledge the significant contribution of the post-teaching material put at the learners' disposal for training them to build correct and meaningful sentences in English.

These learners' new sentences are significantly different from those their produced during the pretest. The experiment efficiently helped the beginner learners improve their sentence construction skills on the basis of a successful lexical selection. Consequently, it is worth indicating that a variety of word classes or parts of speech such as nouns, verbs, adverbs and adjectives are orderly used in sentences by most of the learners to convey beyond a structural meaning a contextual one countable for later communication. To corroborate an aspect of such an achievement, Cook (2006:27-28) presents some researchers' findings according to which for

> a basic grammar that all L2 learners shared, which had three simple rules; a sentence may consist of:
>
> - a noun phrase followed by a verb, optionally followed by another noun phrase 'girl take bread';
> - a noun phrase followed by a copula and another noun phrase or an adjective 'it's bread';
> - a verb followed by a noun phrase 'pinching its'.

Those findings pinpoint the complexity of EFL learning process and EFL learners' progress at learning and practice. Moreover, such an experiment raises the relevance of learning and practicing the target language by playing bilingual cards which therefore implies a given learning process. Thereby,

> in the course of the game, the frequency of practice also increases the speed of performance. Forms that occur frequently are suddenly seen as natural and are produced correspondingly. Thus language learners are able to attain both accuracy and speed of retrieval for each minimal step in assimilating structure, which in turn at some point empowers the student with a certain fluency in conversation flow. Thus language games serve the function of redundant oral repetition of grammar structures (morphological, syntactic) and vocabulary in a

playful way. Students are not always aware
that they are practising grammar. The
ubiquitous play instinct redesigns the
interaction with the foreign language: practice
proves fun, repetition is not boring, and
declarative knowledge is converted into
procedural knowledge, that is, into spoken
language, and stored in procedural memory.
(Macedonia, 2005:139)

As a result, this achievement is relevantly accountable to recognizing the
effects of the post-teaching inputs on the beginner learners, even though
some mistakes or errors were noticed at the written form of words,
conjugations or sentence structures produced by the learners as usual for
most of foreign language learners. For illustration, Lewis (1993:173)
emphasises that

It is necessary to reiterate – error is intrinsic
to learning, and any strategy of error
avoidance will be counter-productive.
Anyone who learns a foreign language to
reasonable level of proficiency will inevitably
make thousands of mistakes on the way.
Correcting every one is an impossibility.
[Then], the real problem is a defect in the
student's vocabulary [generally provoked by]
many reasons such as tiredness, inattention,
or a lapse of memory, [or stemming from]
three possible linguistic sources of error:
interference; lexical deficiency; partial
mastery.

However, from a controversial analysis, Cook (2008) suggests that since
students' errors or mistakes are henceforth considered as parts of their
whole learning process, they should therefore be corrected smoothly on
the right way and at the right moment too.

Besides, we posit that sufficient mastery or gain of vocabulary facilitates
learners' attempt at writing and speaking or listening and reading easily
in the target language. For example, the maximization of EFL vocabulary
exposure first improves the learners' ability to write and speak, and

secondly helps them succeed progressively in reading and listening. By the same token, Schmitt (2000:4) considers that

> being able to understand a word is known as receptive knowledge and is normally connected with listening and reading. […] If we are able to produce a word of our own accord when speaking or writing, then that is considered productive knowledge (passive/active are alternative terms). The assumption is that people learn words receptively first and later achieve productive knowledge.

In this particular case study, the learners' ability to write and thereafter speak was in some extent reached through the post-teaching inputs experiment. Thus, both existing and new EFL vocabulary were at stake to reach the expectations of the post-teaching inputs experiment. On the basis of the results about that experiential learning, we realize that meaning matching of EFL vocabulary with L1 vocabulary can actually help beginner learners make easily meaningful and well-structured sentences for any given communication task depending on the context. Such an acknowledgement furthers reflections about the relevant impact of the post-teaching inputs in EFL learning process despite the possible limitations of the study.

Conclusion

The use of post-teaching inputs in this experimental case study refers to as a given learning strategy for increasing beginner learners' EFL vocabulary, and helping them easily build up meaningful sentences in English. This suggestive outside school strategy responds to the insufficiencies of the current teaching approach which is however much more centered on inside classroom practices. By means of post-teaching materials designed in the shape of bilingual card games, twenty beginner learners were involved into an experimentation of two months including the learning and use of EFL vocabulary for meaningful sentence constructions within a pretest and a post-test. At the end of this two-month experiment, the data treated in the light of the lexical approach allowed to acknowledge two main findings identified as the outcomes of

the post-teaching inputs experiment. These outcomes consist of the learners' significant EFL vocabulary gain and the improvement of the learners' ability to build easily a great number of meaningful EFL sentences although a deal of spelling and grammatical errors are still noticeable. This achievement then reveals the impact of the use of post-teaching inputs upon the beginner learners' EFL learning process. Analyzing once more the findings of this experiment, we can approve the usefulness of games in most learners' vocabulary gain and for their successful attempts at building correct and meaningful sentences. By considering such results, it is quite relevant to raise the perspective of experiencing a post-teaching approach in English language learning and practice as a needful outside school support for attaining the expectations of ELT methods or techniques implemented within the classroom.

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