



LANGUAGE
CENTRE
Masaryk University

ESP vocabulary building strategies promoting autonomy

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Outline

- Masaryk University Language Centre
- ESP and vocabulary
- vocabulary learning and consolidation strategies
- Quizlet.com
- English Autonomously – vocabulary builder module
- English for Lawyers
- English for Mathematicians
- final thoughts

Masaryk University Language Centre

- university unit
- departments at 9 faculties
- 9,000 students per semester
- 100 employees
- English, German, French, Spanish, Russian, Czech for foreigners, Latin



Language courses

- faculty specific:
 - Language for Academic Purposes, e.g. EAP
 - Language for Specific Purposes, e.g.
 - English for Lawyers**, Business English, Medical English, IT English, **English for Mathematicians...**
- university courses:
 - skill-based – e.g. presentations, academic writing, ...
 - a special course entitled **English Autonomously**

ESP and vocabulary

- ESP: language + content ↔ students' professional needs
- “academic and discipline-specific vocabulary can be considered the most obvious aspect of ESP and the lack of this vocabulary is often identified as an obstacle to student success” (Nagy & Townsend, 2012)
- technical vocabulary range: 1000 – 5000 words → ESP learners face a large task to fully develop their understanding (Nation, 2008)

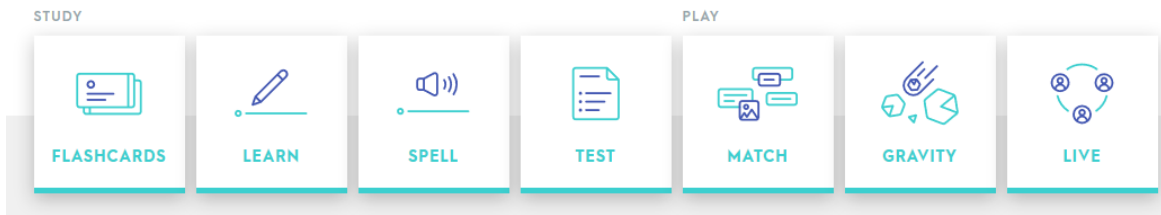
Vocabulary learning strategies – research

„vocabulary learning should be a good balance of incidental and intentional learning opportunities“ (Nation 2003)

being aware of strategies → active use → evaluation

- “successful vocabulary learners were found to be active strategy users who were conscious of their learning and took steps to regulate it” (Ahmed 1989)
- “successful learners intentionally select, consciously monitor and evaluate the strategy they for the fulfillment of their aim” (Gu 2005 + others)

Quizlet – individual work

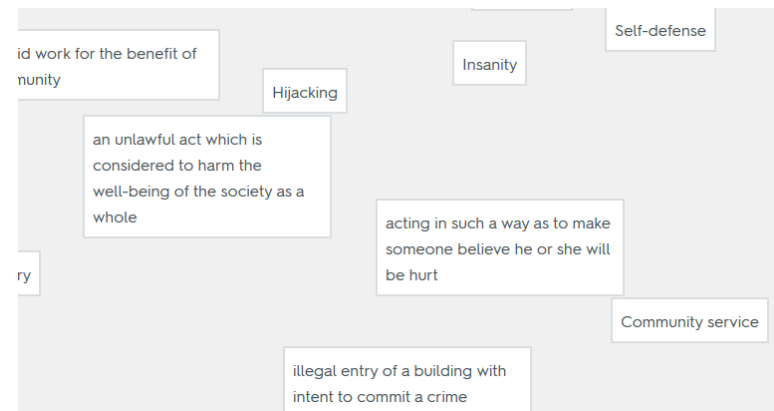


3. being forced to commit a crime because of threats that you or someone else will be harmed if you do not

- Fine
- Duress
- Parole
- Theft

4. defendant can avoid guilt for injuring someone if he can convince the court that the force he used was reasonable to protect himself

- Life sentence
- Self-defense
- Fine
- Duress





Quizlet – team work

STUDENTS, GO TO:

quizlet.live

JOIN CODE:

8 5 5 – 1 4 9

Quizlet application – studies (undergraduates)

- Barr 2016: learners using Quizlet performed better than non-users on tests recycling content
- Stroud 2014: Quizlet can increase the behavioural, cognitive and emotional engagement and has the potential of creating effective vocabulary learning environment
- Phi et al 2015, business English: participants are quite motivated to learn the English vocabulary on Quizlet.com as they consider it essential and beneficial

English Autonomously requirements

- two compulsory **introductory sessions**
 - learning about yourself and about learning
 - setting goals for the course
- writing a **log** - monitoring the progress
- 3 individual **counselling sessions**
- **modules** (2 or more)
- **showers** (optional one-off events)
- students' own clubs and modules
- any other English activities within or outside this course

English Autonomously – Vocabulary Builder Module

- sharing: association methods + technology
- SMART goals for the semester

English for Lawyers

- 1st and 2nd year undergraduates („long“ Master’s)
- 4-semester compulsory course, B2 level, topic based syllabus
- interactive seminars:
 - topics
 - skills
 - vocab in the context + some vocab consolidation (Quizlet Live)
- out-of-class: dealing with vocabulary, searching for key terms, collocations, ...
 - recycling students work:
 - summary of the topic + word lists (Year 1)
 - summary of the topic, word lists + Quizlet (Year 2)
 - Quizlet + example sentences (Year 3)

English for mathematicians

- 2- semester optional course, B1+ (Bachelor's)
- 2-semester optional course, B2 (Master's)
- topic based syllabus
- interactive seminars: topics, vocabulary building (Quizlet Live), explanations (tutorials), presentations, ...
- out-of-class: intentional vocabulary building, video task, ...



English for mathematicians

IN OCTOBER 2017

8 terms | sbilova | English for Mathematicians 1st semester

Irregular plurals - maths (students)



IN SEPTEMBER 2017

53 terms | sbilova | English for Mathematicians 1st semester

Mathematical terms - definitions (students)



23 terms | sbilova | English for Mathematicians 1st semester

Reading aloud mathematical operations (students)



114 terms | sbilova | English for Mathematicians 1st semester

Mathematical vocabulary I - translation (students)



52 terms | sbilova | English for Mathematicians 1st semester

Mathematical symbols (students)



English for mathematicians

- video task

<p>youtube.com/watch?v=s9mKcJ5iZbw</p>	<p>study mathematics for education and one lovely day I hope I will be able to teach children. It took my attention immediately when I saw the title because I am always curious when it comes to new ideas about teaching something.</p>	<ul style="list-style-type: none"> -percentages -decimals -same value -converting from decimals to fractions to percentages -examples -percent symbol -reduced form of fraction -divide by -multiple by -decimal point
<p>https://www.ted.com/talks/roger_antonsen_math_is_the_hidden_secret_to_understanding_the_world#t-13614</p>	<p>This video talks about understanding. Speaker's claim is that the understanding has to do with the ability to change your perspective. He talks about how mathematics has to do with patterns, that mathematics is about what happens, about that</p>	<ul style="list-style-type: none"> - binary system - straight line - algebra - patterns - curve/ Have a look at the curve. - extend the lines - parabola - equation



Štěpánka
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It's great you've
find helpful not c
English but also

Experience in line with research

- **self-direction** is essential in the active development of adults' abilities in learning (Cohen, 1996)
- learners should be provided with the whole **array** of strategies = with **autonomy** in learning the relevant vocabulary (Atay & Ozbulgan, 2007)

X

- just making students aware of the existence of strategies would not bring about effective strategy use (Maraco, 2001)
teachers still need to **guide** students on the structure of practice (Stroud 2014)
- more **motivation** needed (Barr, 2016)



**Thank you for listening
and maybe sharing your
experience ...**

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