

The Relationship between Students' Beliefs about and Knowledge of Academic Vocabulary

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Agenda

- ▶ Introduction
- ▶ Literature review
- ▶ Methodology
- ▶ Results and Discussion
- ▶ Conclusion
- ▶ Recommendations
- ▶ Reference List





Literature Review

- ▶ learners' knowledge of receptive vocabulary (Köse and Yuksel, 2013; El-Dakhs, 2015; Masrai and Milton, 2017)
- ▶ productive dimension of academic words (Köse and Yuksel, 2013; El-Dakhs, 2015; Brun-Mercer and Zimmerman, 2015; Masrai and Milton, 2017; Csomay and Prades, 2018)
- ▶ corpus analysis (Durrant, 2016; Malmström, Pecorari and Shaw, 2017)
- ▶ perception of academic vocabulary (Choo et al., 2017)



Research Question

What is the relationship between students' beliefs about and knowledge of academic vocabulary?



Methodology

Sample

- ▶ **Educational institutions:**
 - ▶ Uzbek State World Languages University
 - ▶ Westminster International University in Tashkent

- ▶ **Participants:**
 - ▶ 225 first-year students
 - ▶ 41.3% males and 58.7% females
 - ▶ 215 third-year students
 - ▶ 37.1% males and 62.9% females



Research tools

- ▶ **Beliefs questionnaire**
(adapted from Choo et al, 2017)

- ▶ **Knowledge test**
 - ▶ Vocabulary Size Test
(Nation and Beglar, 2007)

 - ▶ Academic Vocabulary Test
(Schmitt, Schmitt and Clapham, 2001)



Beliefs questionnaire

	Knowledge of the academic vocabulary will help me to...	Strongly Disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly Agree
	understand better, when I read materials (textbooks, journal articles and publications).						
	be more confident in my ability to read materials.						
	read more effectively.						



Test sample

Vocabulary Size Test (20 items)

soldier: He is a <**soldier**>.

- a. person in a business
- b. person who studies
- c. person who uses metal
- d. person in the army



Test sample

Academic Vocabulary (30 items)

1 business

2 clock _____ part of a house

3 horse _____ animal with four legs

4 pencil _____ something used for writing

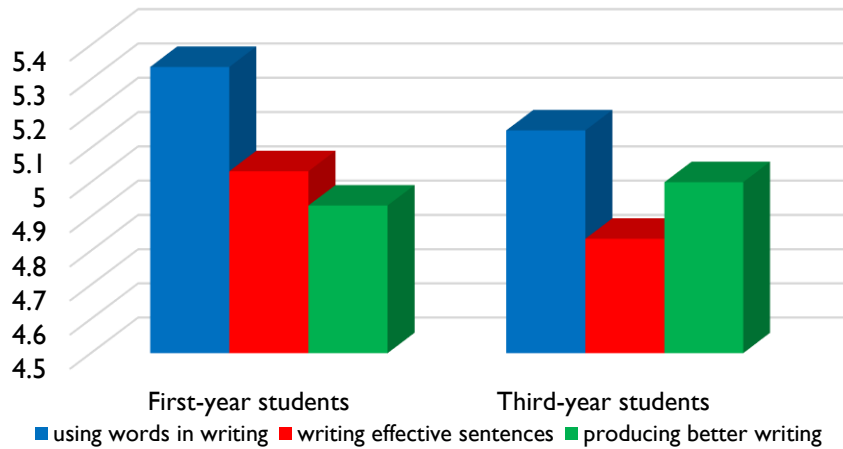
5 shoe

6 wall

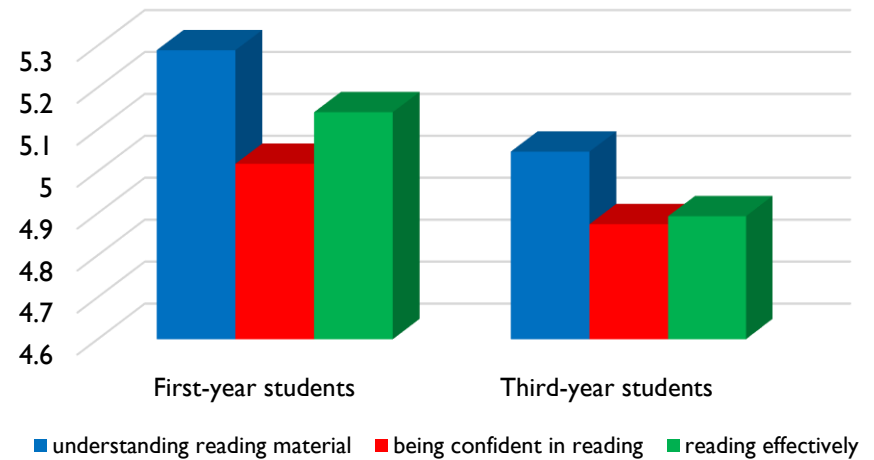


Results and Discussion

Writing

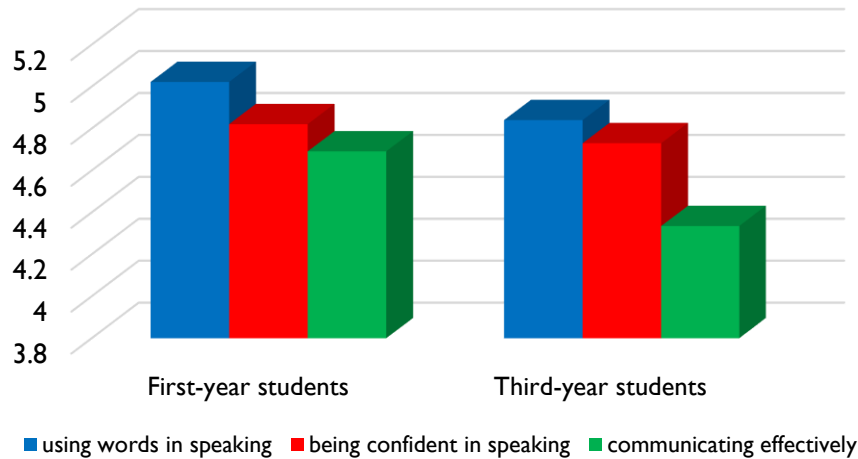


Reading

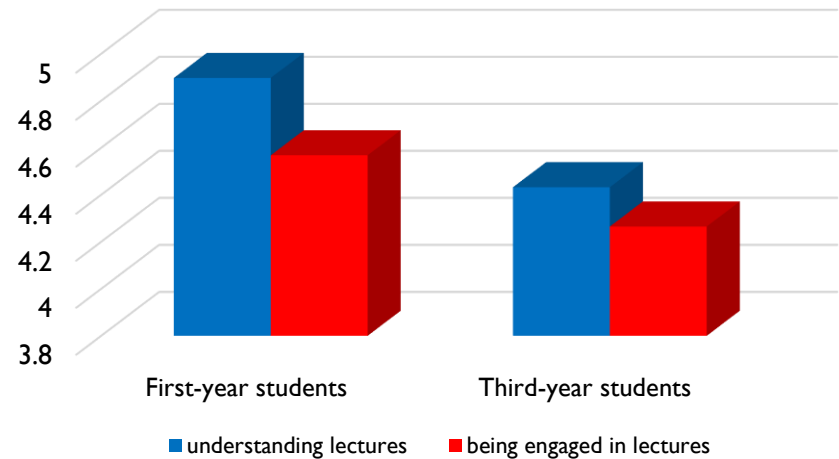


Results and Discussion(cont.)

Speaking

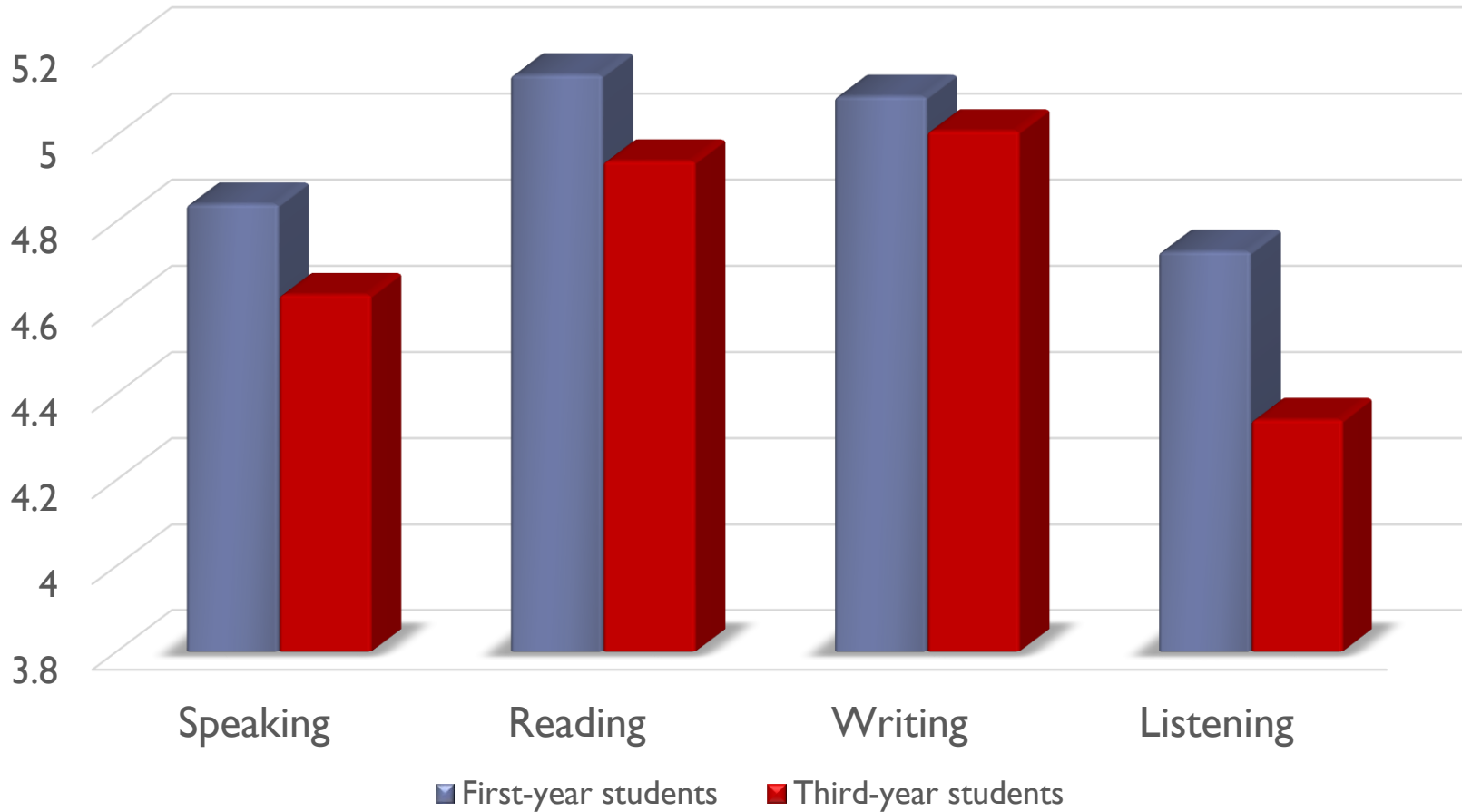


Listening



Results and Discussion (cont.)

Students' Beliefs



Results and Discussion(cont.)

Students' knowledge (gender differences)

	Males	Females
Number	172	266
First 1000	8.92	8.77
Second 1000	7.40	6.88
Academic words	23.12	21.34
Total score	39.45	36.99



Results and Discussion (cont.)

Students' knowledge

	First 1000	Second 1000	Academic Vocabulary	Total score
First-year students	8.90	7.20	22.19	38.29
Third-year students	8.72	6.92	21.82	37.47
Maximum	10	10	30	50



Results and Discussion (cont.)

▶ Beliefs

- ▶ reading
- ▶ writing
- ▶ speaking
- ▶ listening

▶ Knowledge

- ▶ low vs high score in GSL and AV
- ▶ junior vs senior level



Conclusion and Recommendations

▶ Conclusion

- ▶ importance of academic vocabulary
- ▶ scores on 1000/2000 GSL and AV
- ▶ influence of beliefs on the test results

▶ Recommendations

- ▶ to raise students' awareness of the importance of AV
- ▶ to investigate students' productive knowledge



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Thank you for your attention

