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

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12-14 April 2019

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Agenda

- Introduction
- Literature review
- Methodology
- Results and Discussion
- Conclusion
- Recommendations
- Reference List
Source: https://orexca.com/uzbekistan_map.shtml
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

<table>
<thead>
<tr>
<th>Knowledge of the academic vocabulary will help me to...</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Slightly disagree</th>
<th>Slightly agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>understand better, when I read materials (textbooks, journal articles and publications).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>be more confident in my ability to read materials.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>read more effectively.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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**

- First-year students:
  - Using words in writing: 5.4
  - Writing effective sentences: 5.3
  - Producing better writing: 5.2

- Third-year students:
  - Using words in writing: 5.0
  - Writing effective sentences: 5.1
  - Producing better writing: 5.0

**Reading**

- First-year students:
  - Understanding reading material: 5.3
  - Being confident in reading: 5.2
  - Reading effectively: 5.1

- Third-year students:
  - Understanding reading material: 5.2
  - Being confident in reading: 5.1
  - Reading effectively: 5.0
Results and Discussion (cont.)

### Speaking

- **First-year students**
  - Using words in speaking: 5.2
  - Being confident in speaking: 4.8
  - Communicating effectively: 4.2

- **Third-year students**
  - Using words in speaking: 5.0
  - Being confident in speaking: 4.6
  - Communicating effectively: 4.4

### Listening

- **First-year students**
  - Understanding lectures: 5.3
  - Being engaged in lectures: 4.8

- **Third-year students**
  - Understanding lectures: 4.8
  - Being engaged in lectures: 4.4
Results and Discussion (cont.)

Students' Beliefs

- Speaking
- Reading
- Writing
- Listening

First-year students vs. Third-year students
Results and Discussion (cont.)

Students’ knowledge (gender differences)

<table>
<thead>
<tr>
<th></th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>172</td>
<td>266</td>
</tr>
<tr>
<td>First 1000</td>
<td>8.92</td>
<td>8.77</td>
</tr>
<tr>
<td>Second 1000</td>
<td>7.40</td>
<td>6.88</td>
</tr>
<tr>
<td>Academic words</td>
<td>23.12</td>
<td>21.34</td>
</tr>
<tr>
<td>Total score</td>
<td>39.45</td>
<td>36.99</td>
</tr>
</tbody>
</table>
Results and Discussion (cont.)

Students’ knowledge

<table>
<thead>
<tr>
<th></th>
<th>First 1000</th>
<th>Second 1000</th>
<th>Academic Vocabulary</th>
<th>Total score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First-year students</strong></td>
<td>8.90</td>
<td>7.20</td>
<td>22.19</td>
<td>38.29</td>
</tr>
<tr>
<td><strong>Third-year students</strong></td>
<td>8.72</td>
<td>6.92</td>
<td>21.82</td>
<td>37.47</td>
</tr>
<tr>
<td><strong>Maximum</strong></td>
<td>10</td>
<td>10</td>
<td>30</td>
<td>50</td>
</tr>
</tbody>
</table>
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
Reference List


Thank you for your attention