

Building up vocabulary knowledge in speaking skill of physiotherapy students using Vocabulary.com

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Introduction

- Students with limited words;
 - need to arrange what they want to communicate in a longer period, and this would frustrate the listeners.
 - Achieve lesser in language and major subject classes
- Students who are exposed to independent learning using technology is found to be more proficient especially in speaking skill

Figure 1: Example of question in Vocabulary.com

enabling means:

- temporary
- challenging
- sanctioning
- automatic

Not sure? Get a hint: [50/50](#) [Word in the Wild](#) [Definition](#)

ASSESSMENT: 100 POINTS

Vocabulary.com

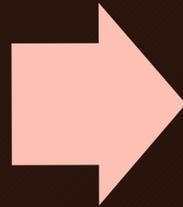
- Vocabulary.com is designed in improving one's academic vocabulary.
- Wide range of question types in Vocabulary.com enable the learners to learn words to understand all the meanings. The learners will be tested with 10 different question types on Vocabulary.com which are;
 - synonym
 - antonym
 - definition
 - image
 - fill in the blank
 - sentence definition
 - Sentence Synonym
 - Polysemous Sentence Synonym
 - Apply the Meaning
 - spelling

Literature Review

- Learners are being exposed to any particular word the more likely for the learners to learn and remember that word. They will then be able to apply them whenever necessary, be it in the spoken discourse or even written discourse. Milton (2009) mentions that **seven repetitions of a new word** is enough for learners to remember that word.
- Proficient language users who are confident enough to express their thoughts and opinions as he or she is likely to **create a favourable impression of oneself** and therefore interact with others effectively and confidently (Gorjian & Asaadinezhad, 2015).

Research Methodology

Structured and collaborative **two-week tutorial exercise** that provided students with practice. Students were **surveyed** after this exercise by recording their responses and the data is analysed by grouping each respond under the same theme



The research sample was chosen from physiotherapy class consist of **23 second semester diploma students** from Faculty of Health Science at UiTM Cawangan Pulau Pinang Kampus Bertam.

For this research, semi-structured **interviews are adapted, and the respondents (the whole class)** had to answer pre-set open-ended questions for **30 minutes** in total.

- the instructor has catered the study that geared towards their general situations as well as more specific situations related to physiotherapy context. Students learned English course twice a week, with 100 minutes of time allocated for each meeting. The following was the schedule of the course,
 1. Week 1 (1st meeting): **Briefing of the course as well as playing Vocabulary games** that include guessing and explanation about selected words. At the end of the course, the instructor assigned the students to sign up to Vocabulary.com before coming into the next class and to **answer the random questions** and to take note of their score.
 2. Week 1 (2nd meeting): Students came and answered the customised questions set by the instructor. They were then **briefed about their speaking assessment** which include individual presentation as well as group discussion.
 3. Week 2 (3rd meeting): Students were given **seven situations and discussed in class** their answers for each situation. The instructor had beforehand sought-after schema answers from Health Science lecturer for the situations related to physiotherapy field.
 4. Week 2 (4th meeting): For more focussed and extensive discussion, the students were given **14 sets of case study** and were required to discuss among themselves and the instructor picked randomly any of the group to present their ideas in answering the case study.

Findings and Discussions

- Part A: Getting familiar with Vocabulary.com
 - Question 1: What do you feel when your lecturer asked you to try answer questions at Vocabulary.com?
- Part B: Students' perceptions about their Vocabulary learning experience using Vocabulary.com
 - Question 2: What have you learned once you discovered and answered questions from Vocabulary.com?
 - Question 3: How much time did you spend to answer questions from Vocabulary.com?
 - Question 4: Do you try doing/answering questions every single day after you knew about it? Did you do it once every day or more than that?
 - Question 5: What are the best features that you like the most? Why?
- Part C: Students' readiness about their own way of learning vocabulary
 - Question 6: Add your suggestions onto how you want to enhance your Vocabulary learning

- The survey of students' opinions about Vocabulary.com has shown that it was **very well accepted** by this group of students where they portrayed **positive emotions** when the instructor explained and implemented as part of their learning process for the first two weeks of the class. They portrayed emotions like **excited, grateful, great, and interested in learning** new things in class.
- Students' level of Vocabulary knowledge improved when they reported to learn the most from the new words that they are being asked, besides learning from the **explanation and meanings** given after each question from Vocabulary.com.

Conclusion

- Language teachers need to work collaboratively with **clinical teachers** to support student learning by providing individual feedback and asking questions that induce students to reflect on their actions and learning.
- Learners and educators should endeavour to **explore and integrate new technology into teaching and learning.**

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