



HKAECT x AECT 2017 Summer International Research Symposium

Shenyang Normal University, P. R. China

Design of Resources and Activities for Postgraduates' Online Pre-Class Lexical Learning on ESP

Shu-Hao Liu, Kai-Li Wang, Han Li, Xue-Ying Feng

Content



Part1

Research Questions



Part2

Pre-Class Learning Resources Design



Part3

Pre-Class Learning Activities Design



Part4

Conclusion



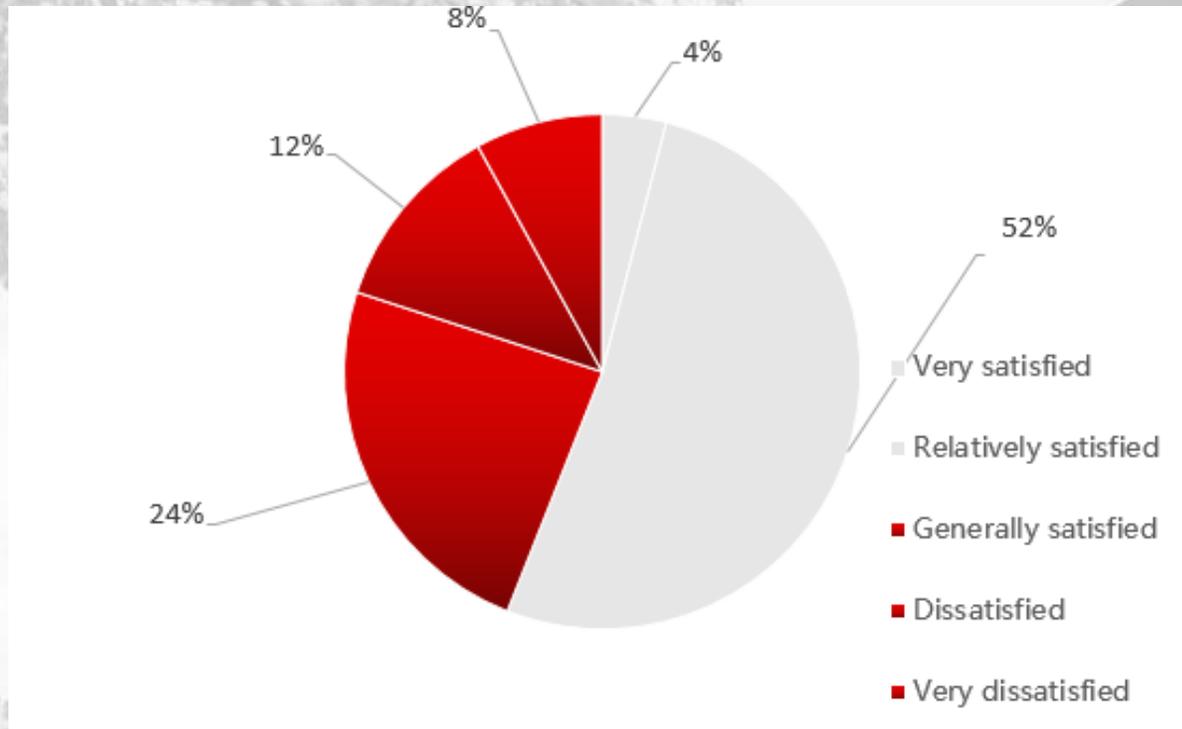
Part 1

Research Questions

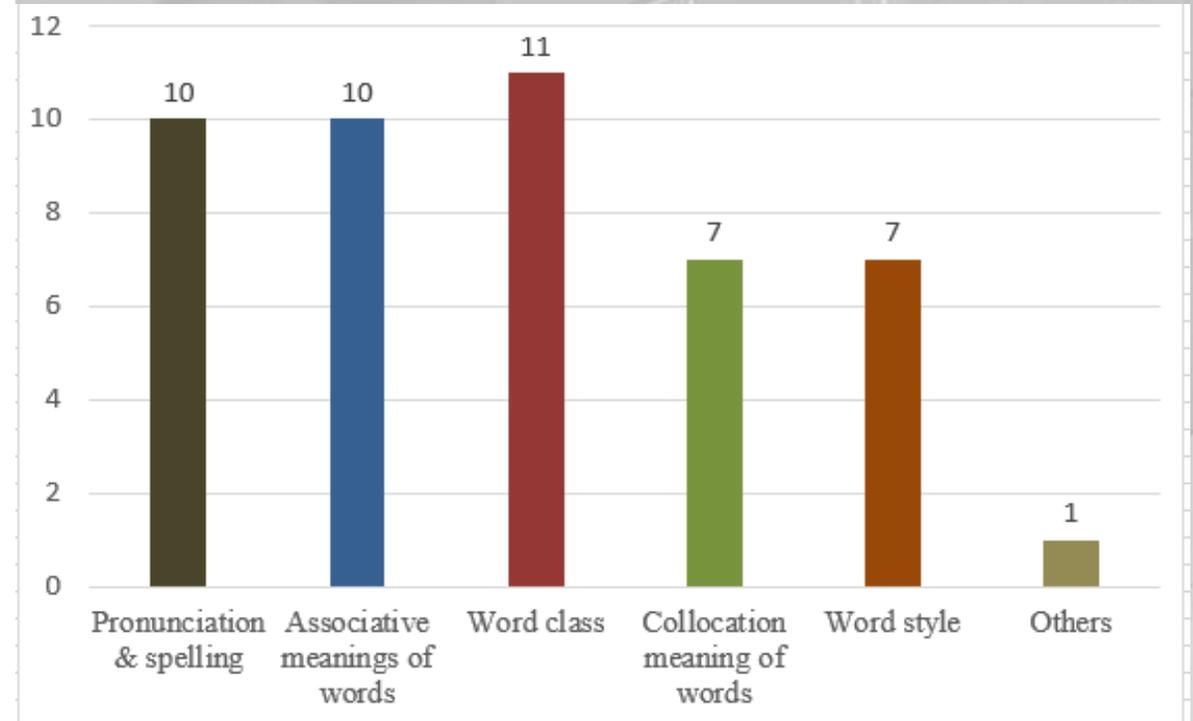
I . Documental Analysis

- **ESP will become the mainstream of English Teaching in China with the development of internationalization of higher education.**
- **English for Educational Technology is an advanced course recommended by the Instruction Steering Committee of Educational Technology, and its learning is related to certain subject matter and postgraduates' future vocation.**
- **However, complexity of the vocabulary of English for Educational Technology will lead to the decline of the students' interest and learning outcome.**

II. Questionnaire about ESP Learning



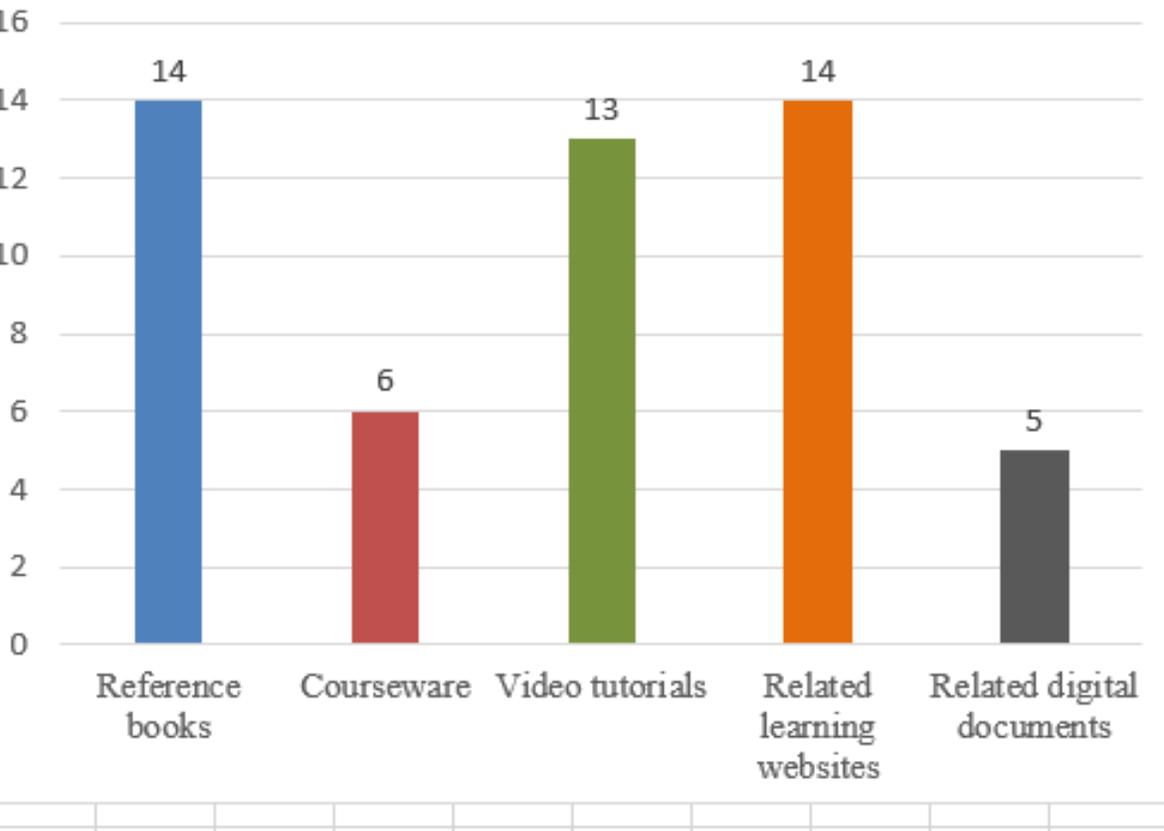
Students' satisfaction with learning materials



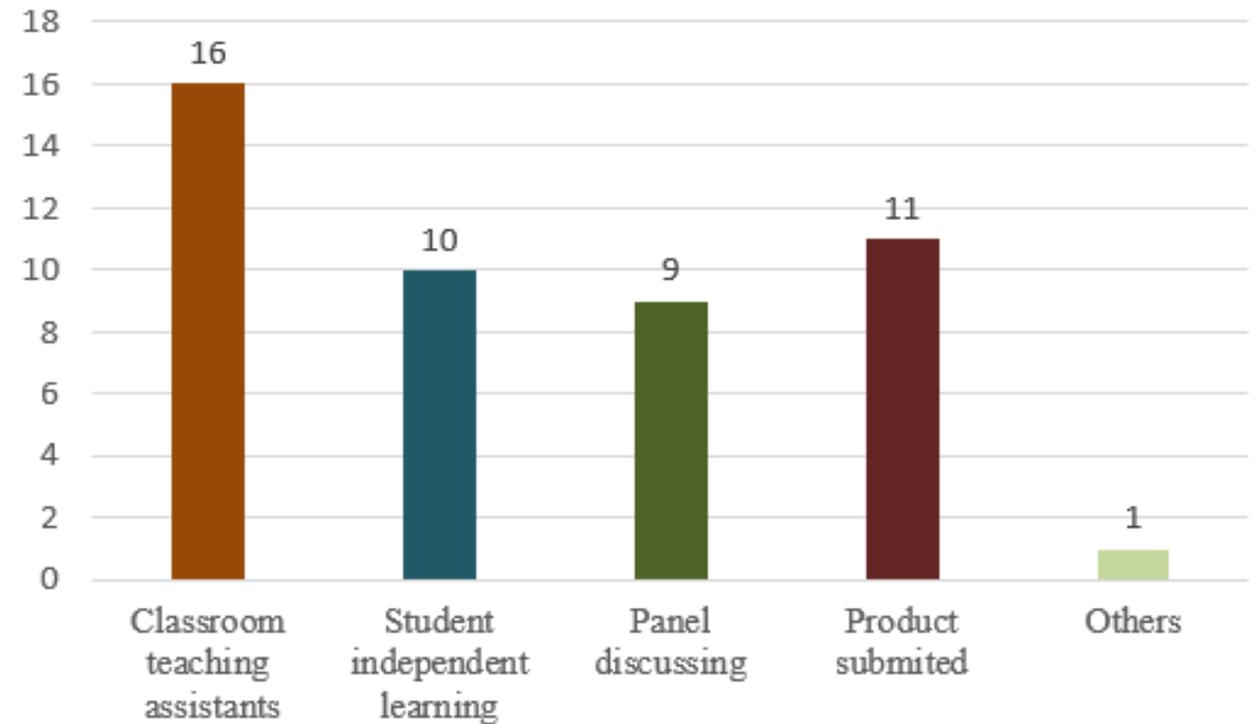
The ease of different part of vocabulary learning

II. Questionnaire about ESP Learning

The ease of different part of vocabulary knowledge in students' view



Students' preference of different vocabulary learning materials



The role of learning platform

Results of the Questionnaire

- 1. Degree of satisfaction of teaching materials : 44% of the students are not satisfied.**
- 2. Learning resource : Students prefer to get proper reference books, video tutorials, etc., and tend to interact with learning resources.**
- 3. Learning strategy : The pronunciation, spelling and association meaning of words are difficult to grasp. Students prefer to learn these in context.**
- 4. Learning platform : The platform lacks the part of self-preview. The students suggested that the self-preview part with the functions of voice score, translation, automatic push, learning supervision and teacher-student / student -student communication should be added.**

III . Interview with Teachers

01



Learning Resources

The learning resources which teachers provide are mainly authoritative papers. Authoritative papers contains massive message and single form. What's more, they are always difficult to understand. Surveyed teachers think special glossary, courseware and micro-lecture are more advantageous for students to learn and master vocabulary .

02



Learning Strategies

The teachers think that the intrinsic motivation of students to learn vocabulary is not strong. Various learning strategies should be used to help students to learn vocabulary.

03



Learning Platform

The present learning platform, is mainly used for auxiliary teaching, submitting assignments. It lacks of students' autonomous preview materials. Which should build the bridge between pre-class and in-class learning and solve the problem of time limitation of traditional instruction.



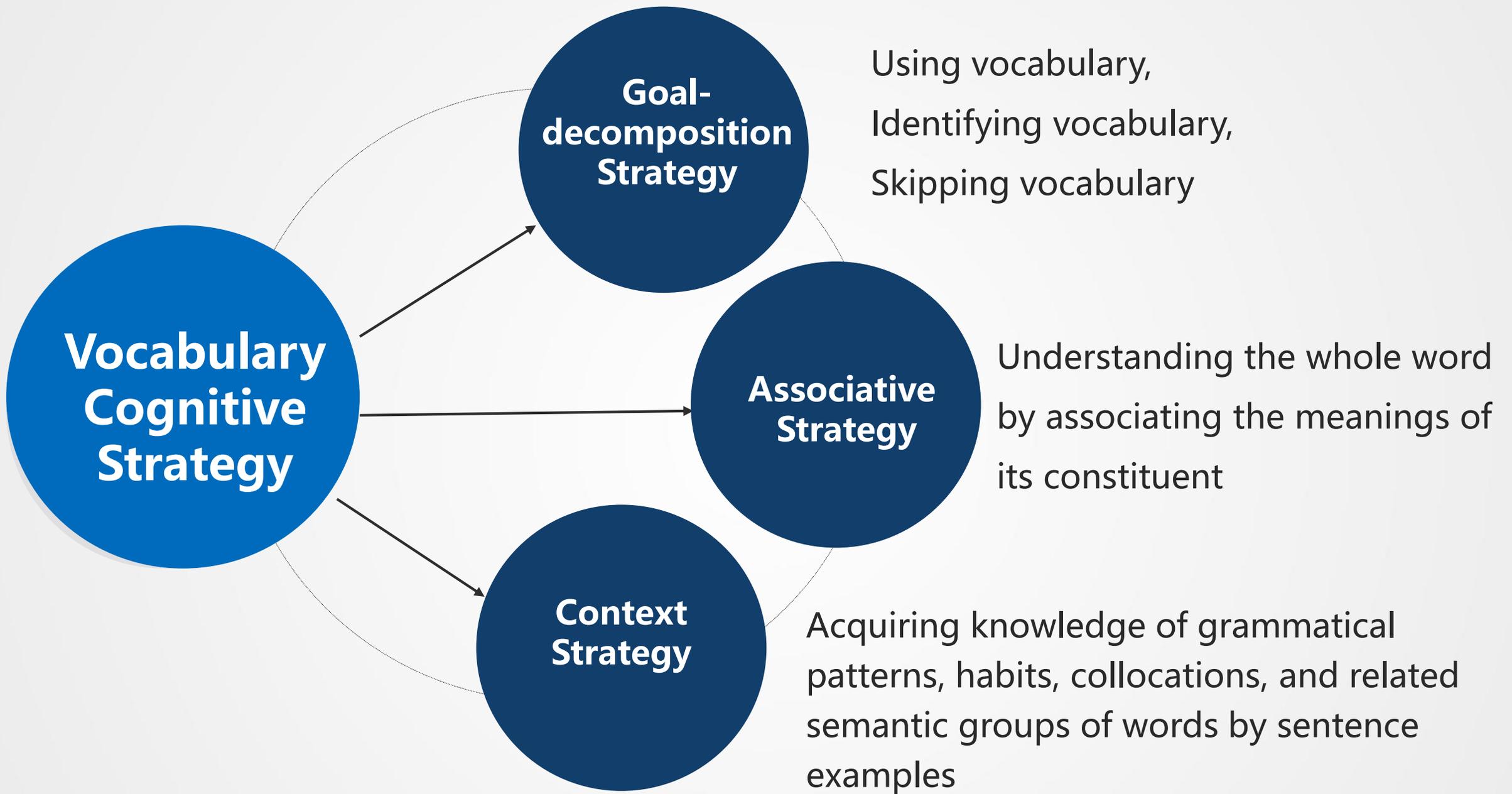
Summary

- **Questions** : the problems in ESP learning
- **Platform** : interactive online platform
- **Research content** : design of Learning Resources and Activities for Pre-Class Lexical Learning
- **Goal** : building the way leads to effective personalized classroom teaching strategies

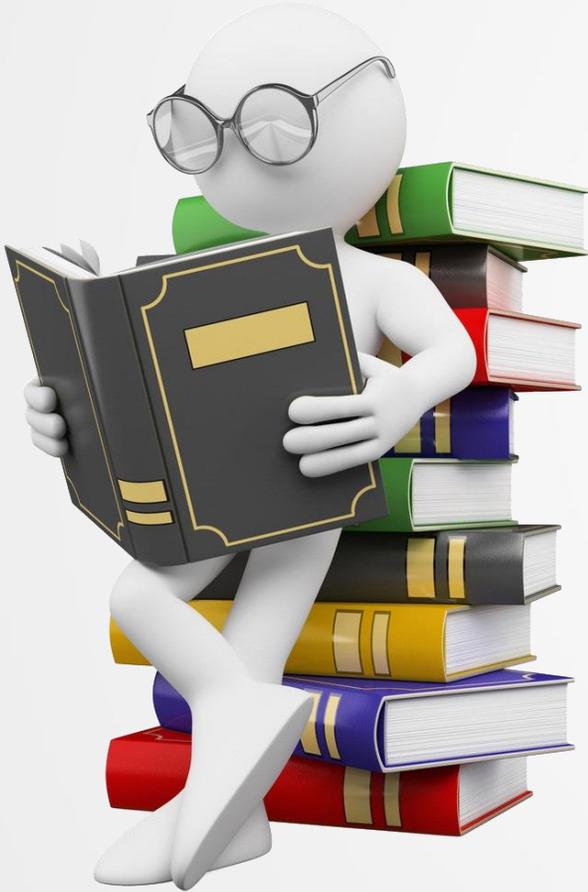


Part 2

**Pre-Class Learning
Resources Design**



Pre-Class Learning Resources Design



◀ Glossary design

Goal-decomposition Strategy

◀ Courseware design

Association Strategy
Context Strategy

◀ Micro-lecture

design design
Multimedia Design Strategy:
Proximity Learning Strategies

I . Glossary Design



Goal-decomposition Strategy

Using vocabulary

Assimilation 同化

Accommodation 顺应

Equilibration 平衡

Identifying vocabulary

Gestalt Psychology 格式塔心理学

Information Processing Approach 信息加工方法

Skipping vocabulary

occipital lobe 枕叶

temporal lobe 颞叶

parietal lobe 顶叶

II. Courseware Design

Association Strategy

Edutainment Game

英[,edju'teɪnmənt geɪm]

美[,ɛdzu'teɪnmənt ɡeɪm]

寓教于乐的游戏

edutainment (n.教育性娱乐)

+

game (n.游戏)

= Edutainment Game

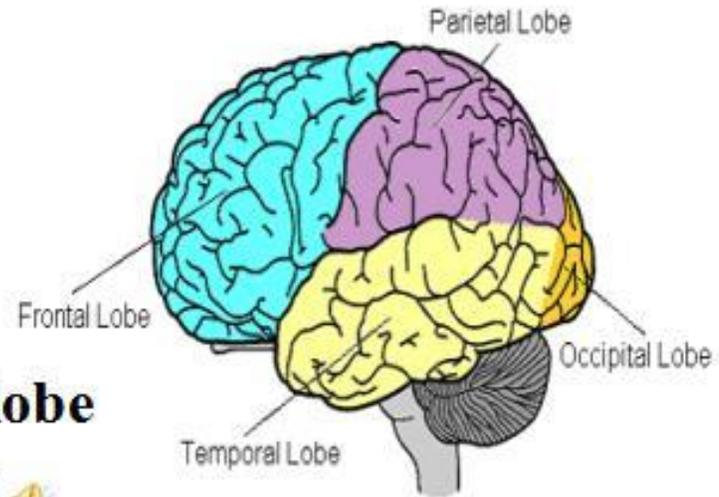
寓教于乐的游戏

Context Strategy

If there is no simulation the results are **edutainment games** (寓教于乐的游戏), often with a simplistic format.

III. Micro-Lecture design

Multimedia Design
Strategy:
Proximity Learning
Strategies



temporal lobe

英[ˈtempərəl ləʊb]
美[ˈtempərəl lɒb]

颞叶

parietal lobe

英[pəˈri:ətəl ləʊb]
美[pəˈrɪntəl lɒb]

顶叶

occipital lobe

英[ɒkˈsɪpɪtəl ləʊb]
美[akˈsɪptɪl lɒb]

枕叶

[可看例句>>](#)



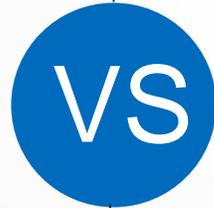
Part 3

Pre-Class Learning Activity Design

Pre-Class Learning Activity Design with Micro-Lecture

Procedural Task

Set up several stage problems in the micro-lecture. The students can only continue to watch the micro-lectures after they have answered the questions.



Preview Homework

After watching the video, students need to complete a small quiz about the words in this section.

Types of exercises in the quiz respectively investigate the mastery of the pronunciation, word meaning and collocation.

Only when the quiz is finished, the task of watching the micro-lecture is finished.



I. Process Task

章节/单元

第一章节

1. Do we need to get any experience from bottom to top?

单选题 5.0分

A.Yes

B.No

编辑时间点



0

分钟

10

秒

1. Do we need to get any experience from bottom to top?

单选题 5.0分

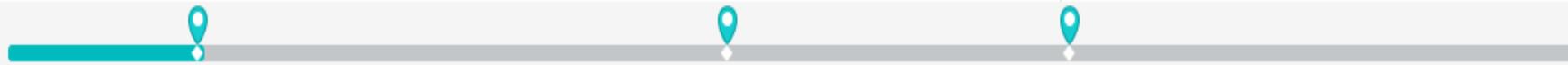


添加新题目

继续播放



0:10



1:22



标清

II. Preview Homework

返回题库 题库名称 新增题目 预览试题

题型 单选题

***题目**

B I U A

What do you think of "cognitive structure"?

***选项** 答案

B I U A

认知结构

保存 取消

已有题目：3道

1. What do you think of "cognitive structure"? (未保存)

单选题

A. 认知结构 B. 认知心理学家

2. What are the stages of cognitive development?

多选题

A. sensomotor B. pre-operational C. concrete operational D. formal operationa

3. Which of the following phonics is the pronunciation of the rehearsal strategy? (未保存)

判断题

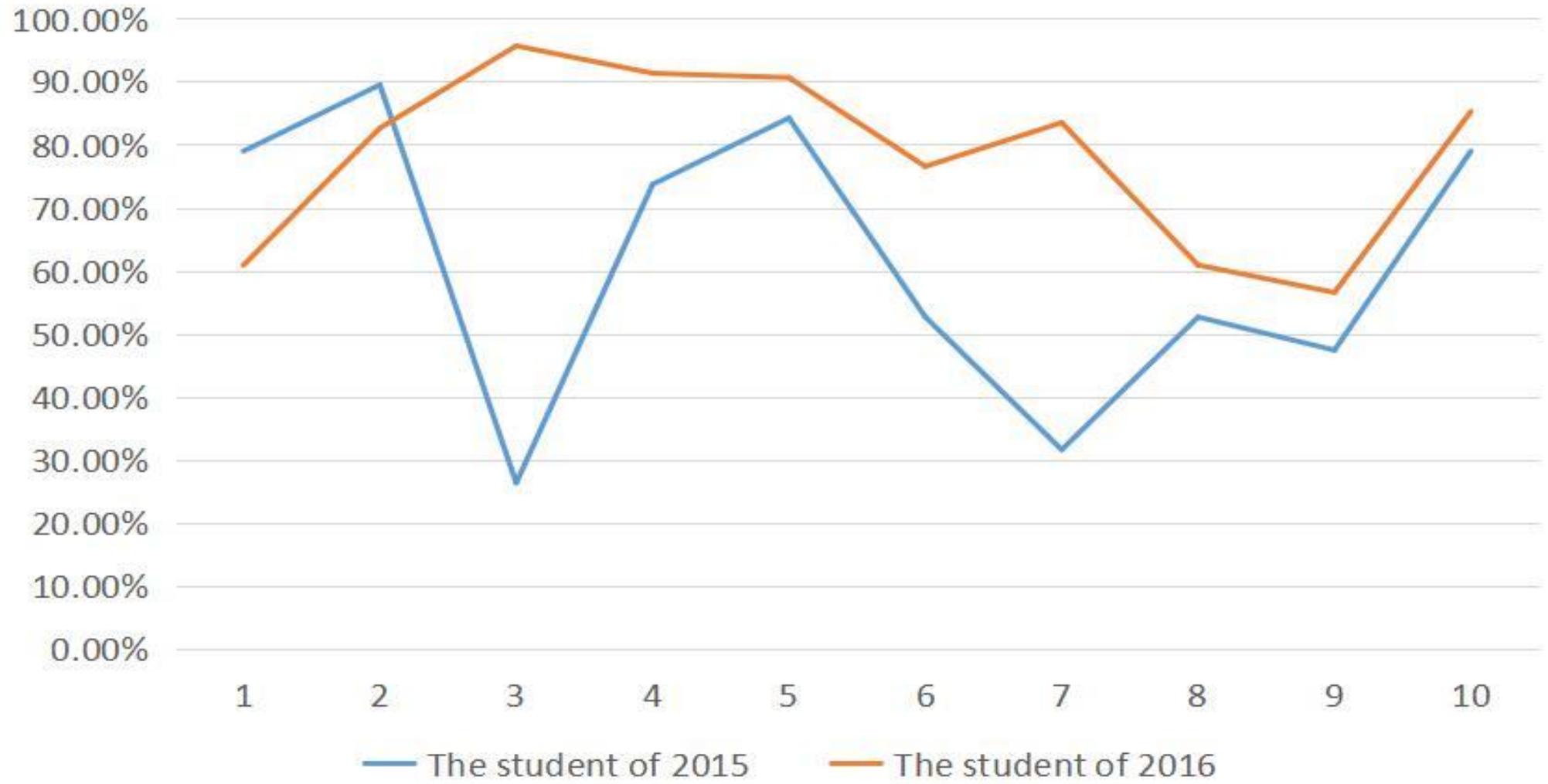
A. 英[rɪ'hɜ:sl 'stetədʒi] 美[rɪ'hɜ:rsl 'strætədʒi] B. 英[rɪ'hɜ:sl 'strætədʒi] 美[rɪ'hɜ:rsl 'strætədʒi]



Part 4

Conclusion

Reference Files Viewing/Downloading Rate





Conclusion

Facing the current situation of lexical learning for ESP of Educational Technology, the learning resources and learning activities for pre-class learning are designed to solve the problems in ESP learning via TronClass platform, ensure learning resources meet the needs of the students' independent learning strategies, with the expectation of providing ESP instructional strategies in blended-learning circumstances.

A dark blue background featuring a graduation cap (mortarboard) with a tassel on the left side, positioned above an open book. The book is open, showing its pages. Two horizontal dashed white lines are positioned above and below the text.

Thank you !