

Students as Experts and the End Result of SSR Performance in an ESP Course for Psychology

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1. Management of SSR during ESP. Theoretical Background

- ❑ Sustained Silent Reading Programme (SSR) → 15 minutes during classroom time, **reading for pleasure**, the materials selected by the learners/language instructor
- ❑ **Aim** = improve students' reading habits, performance + interests.
- ❑ **SSR during the English for Psychology course (ESP)**: specialised literature in English => L2 language development and implicit acquisition of specialised content, a process of discovery of new terminology and ongoing negotiation.
- ❑ **Speed reading** versus **SSR**



2. Educational Context and Target Group

- ❑ SSR during the ESP classes at the Faculty of Psychology and Educational Sciences, Babeş-Bolyai University, Cluj-Napoca, Romania.
- ❑ a compulsory course of language for specific purposes in the first year, for two semesters, for a teaching load of 2 hours every week.
- ❑ TLC (test of linguistic competence): B1 (Bachelor) and B2 (master programme)
- ❑ English
- ❑ Specialised literature in English



3. Presentation of the SSR Project

- 2017-2019
 - 1) the 1st semester of 2017-2018: a collaborative pilot project with students in Psychology, Early Education Study, Pedagogy and the students at the Faculty of European Studies (see Cotoc and Nistor, 2018) + the second semester (during ESP)
 - 2) the 2nd semester of 2018: during the French for Specific Purposes course at the Faculty of Psychology and Educational Sciences (all fields) (see Cotoc, 2019a)
 - 3) the academic year 2018-2019 (for details about the first semester, see the case study in Cotoc, 2019b) (ESP)
- It continues in 2019-2020 => 3 year project



3. Presentation of the SSR Project

- the students' performance and feedback in the second semester of 2019:
 - the students' engagement in reading activities (**stative activity**)
 - +
 - the results of the follow-up activities (**dynamic projects**) = information extracted from the SSR texts during the entire academic year.



3. Presentation of the SSR Project

3.1 Digital learning community and group sourcing

- **Facebook group**: EAP_English for Psychology: **learning community**, ESP learners and Psychology experts, informal communication, useful information, hyperconnection with a google drive folder.
- 2018-2019: **SSR + an online survey** < students' feedback on the SSR activity, 6 specialised concepts + a definition, example and translation in Romanian).
 - => **group sourcing**, “a social learning transmission model that integrates peers' production and feedback” (see Moccozet and Tardy, 2014)
 - => collection of Psychology-related concepts and ongoing work on the creation of **an open-source database**.



3. Presentation of the SSR Project

- 3.2 The end result of SSR programme: collection of specialised terms
- ❑ **a valuable resource for the ESP class:** prevalent concepts, frequent mistakes, teaching material (debates, useful feedback and reinforcement exercise)
 - ❑ **Content for further projects:** data cleaning, eliminating overlaps, choosing the best definitions and translations => an online database of concepts useful in Psychology.
 - ❑ a group of 4 students, 357 concepts + the concepts from the second semester (next step).



3. Presentation of the SSR Project

3.2 The end result of SSR programme: collection of specialised terms

- entry submitted by an advanced student:

“Self-serving bias. It refers to the tendency to attribute dispositional causes for successes, and situational causes for failure, particularly when self-esteem is threatened. Example: Overall, research on the self-serving bias and depression suggests that the bias isn't completely flipped in people with depression, but the magnitude of the bias is less than in the general population - it's smaller. Translation: egocentrism biasat.”



4. SSR Results and Discussion

The SSR survey at the end of the academic year 2018-2019:

- ❑ applied to 64 respondents, 51 females and 13 males, 57 intermediate level and 7 advanced level, age 19-20.
- ❑ two-folded: feedback and information extraction
- ❑ the results obtained in the 2nd semester were similar to the results obtained in the 1st semester and they were congruent with our previous studies (see Cotoc and Nistor, 2018, Cotoc 2019a).

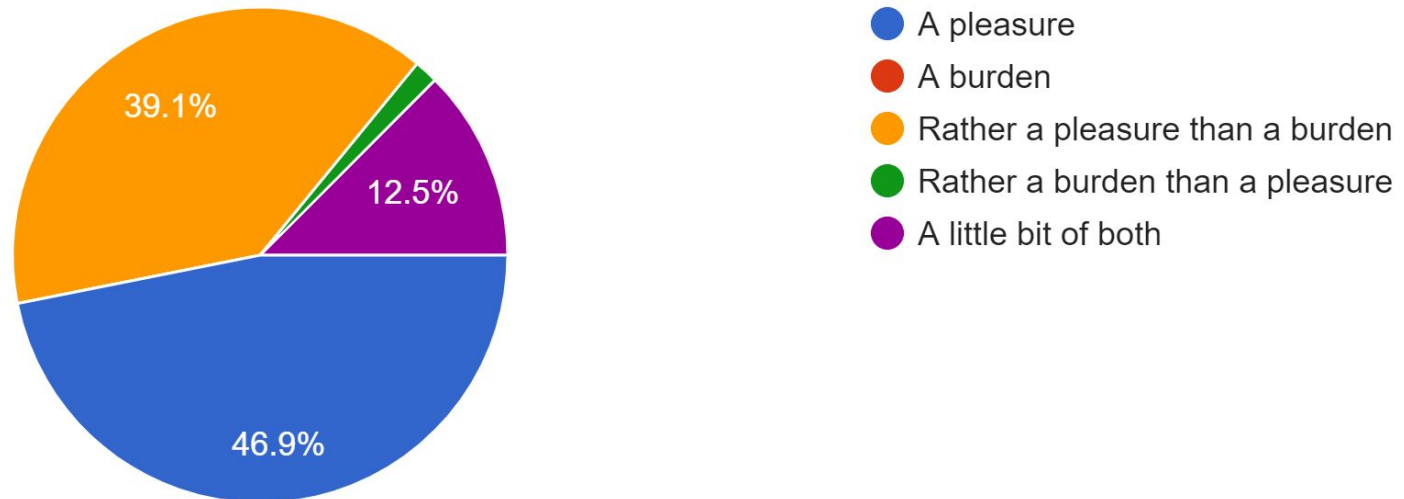
- ❑ Section I: SSR; Section II: Feedback on the ESP Course and Facebook



Survey: Section I

1. Overall, in the second semester, was SSR a pleasure or a burden for you ?

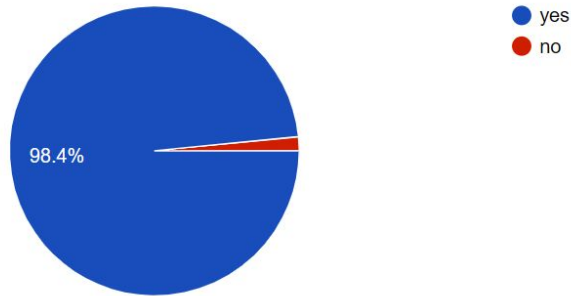
64 responses



Students' Perception in terms of Acquisition of Specialised Vocabulary and Content

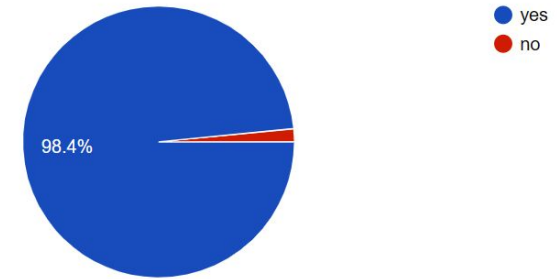
5. Have you learned any new vocabulary through this activity?

64 responses



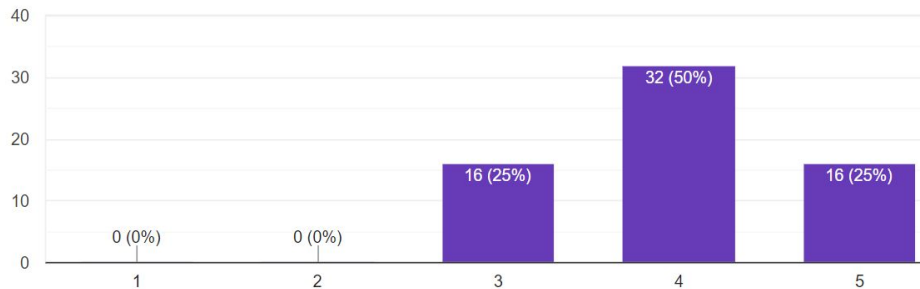
10. Have you learnt new ideas from the texts you read in terms of content?

64 responses



8. Was the activity useful for vocabulary acquisition?

64 responses



Until now I did not know that ...; I was fascinated about ...; I learned ...; An idea that I found quite interesting was ...; Another piece of information that took me by surprise was that



- ❑ Questions 14-15 = the collection of concepts < ongoing project of group sourcing with the final aim of making available an online database of useful concepts in Psychology:

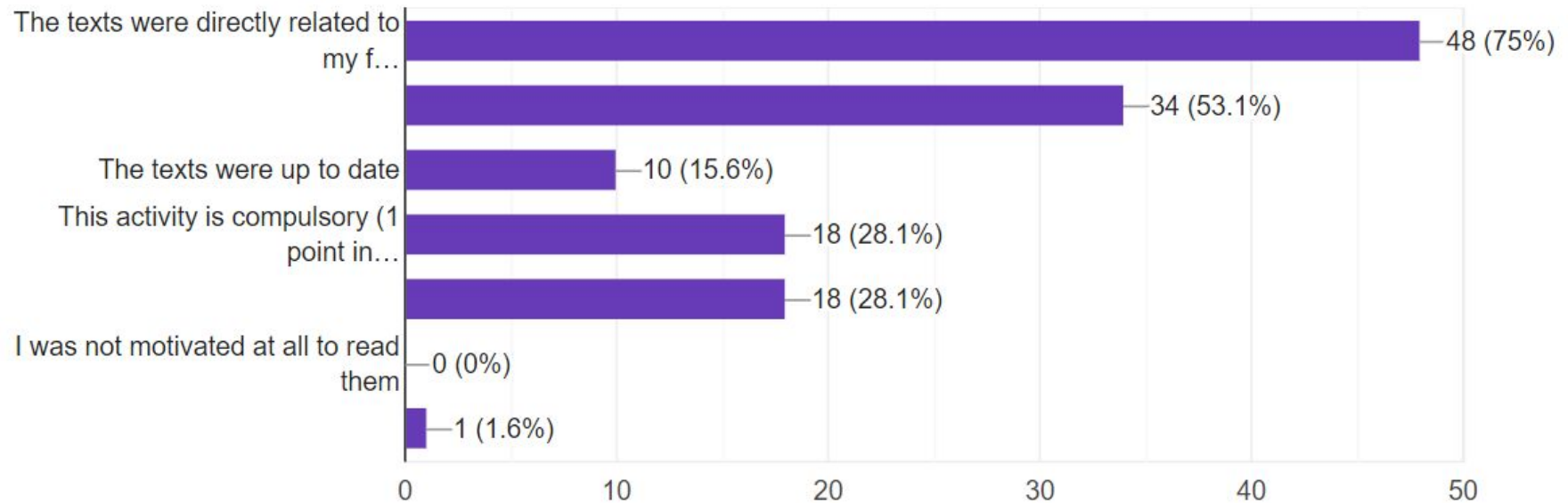
[Sustained Silent Reading Psychology S1 2018-2019 \(Responses\)](#)



Students' motivation to engage in SSR

19. What motivated you to read the texts?

64 responses

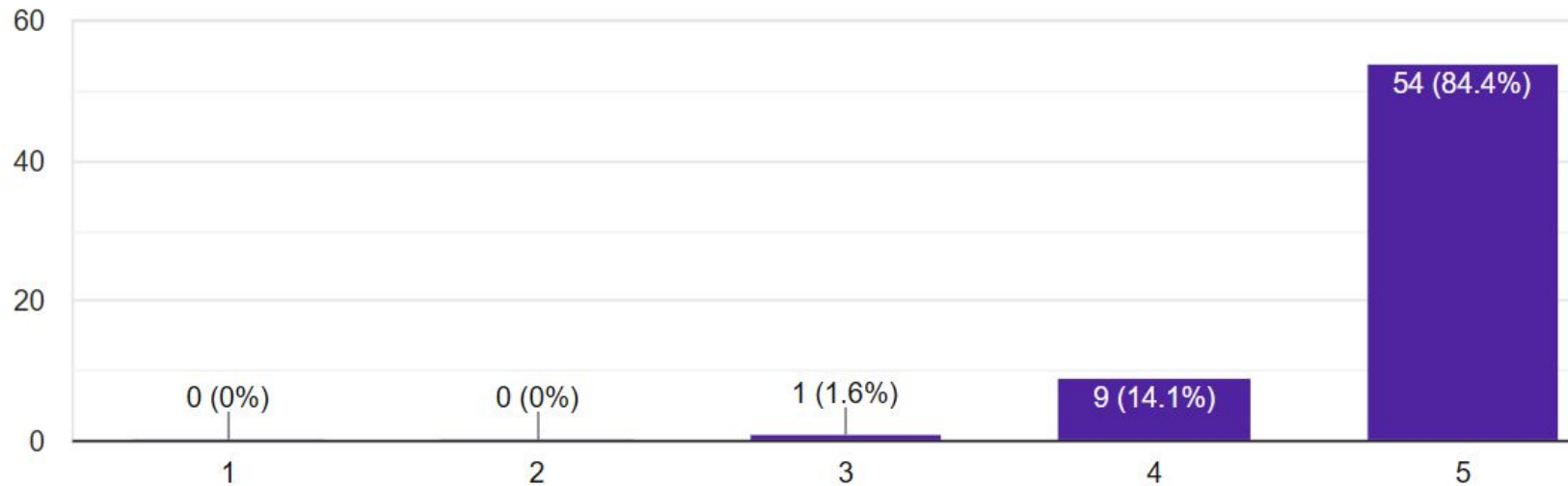


Survey: Section II

Students' Perception of Using Facebook for Classroom Purposes

4. Was Facebook communication useful for our course?

64 responses



5. Conclusions

The SSR programme + the follow-up mini-projects of contributing to and building an online database of specialized terms for Psychology = valuable for the ESP class as they develop our students' critical thinking and language skills.

the SSR texts + the database = reusable content, subject to change and improvement

the digital environment of a social network site = useful in building and maintaining a community of ESP learners and (future) content-experts and in promoting peer collaboration for various projects.



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