

BTI (Bachelor of Translation and Interpretation)

Students' English Vocabulary Acquisition

in Chinese Mainland

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Assignment Title: Assignment 1

Module Code: HPEN7004

Module Name: Key Issues in Linguistics

Objectives

- 1. The necessity of sufficient English vocabulary size for BTI students;
- 2. Effective ways to enlarge English vocabulary individually;
- 3. Strategies for teaching English words.

The necessity of sufficient English vocabulary size for BTI students

- 1. Vocabulary knowledge has been shown to be a predictor of L2 proficiency.
- 2. The precondition of a competent translator or interpreter is that their L2 achieves almost the same proficiency as L1.
- 3. The English proficiency of BTI (Bachelor of Translation and Interpretation) students has always been the barrier to competent translating and interpreting.
- 4. Vocabulary gap between EFL learners and native speakers
EFL learners at Cambridge FCE (first certificate of English) proficiency level: 3000-3500 words
18-year-old native speakers: 18,000 words (Laufer, 1997)

The necessity of sufficient English vocabulary size for BTI students

- 5. 98% coverage of written texts requires a vocabulary size of 6000-8000 or 8000-9000 word families for EFL learners while 95% 4000-5000 word families (Laufer, 2015) ; 98% for readers of academic texts. (Schmitt, 2011)
- 6. For listening comprehension, 98% coverage needs a vocabulary size of 6000-7000 while 95% 2000-3000 word families. (Schmitt, 2017)

Effective ways to enlarge English vocabulary individually

■1. English words glossed in L1

Research shows words glossed in L1 are always better than those glossed in L2. (Laufer, 1997)

CAT(contrastive analysis and translation) >FFI(non-contrastive form-focused instruction)> MFI (meaning focused instruction)

■2. English words presented in word lists and sentences

Words presented in lists and sentences are remembered better than words presented in text and elaborated text. (Laufer, 1997)

Effective ways to enlarge English vocabulary individually

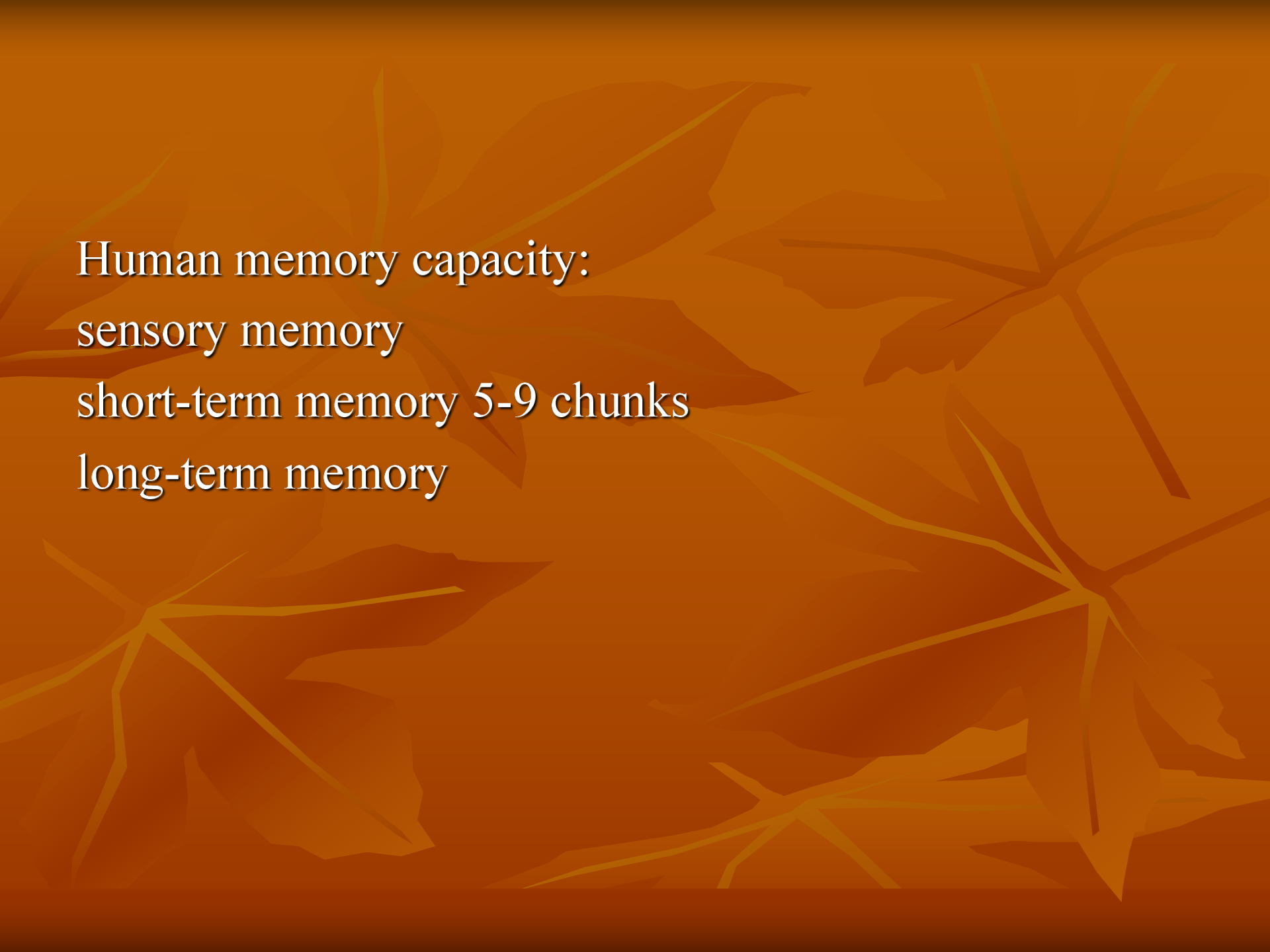
- 3. Recycling strategy: the number of times a word must be encountered in order to be learned.
- Frequency needs were found to be related to learner level. (Zahar, 2001)
- Learners need to review new words soon after the initial meeting, and then at gradually increasing interval, e.g. 5-10 minutes, 24 hours, 1 week, 1 month, 6 months later. (Schmitt, 1995)
- If learners encounter unknown words ten times in context, sizable learning gains may occur. (Webb, 2007) different effects of repetition (1, 3, 7 and 10 encounters)

Effective ways to enlarge English vocabulary individually

- 4. Word-focused task strategy
 - completing given sentences
 - writing original sentences
 - incorporating words in a composition.
- Research shows that more words were acquired through tasks than through reading. (Laufer, 2003)

Effective ways to enlarge English vocabulary individually

- 5. Memorizing a lexical phrase as a short-term memory unit/chunk
 - Lexical phrases are a key element of fluent language production and they play an important role in vocabulary learning.
 - A lexical phrase exists in the brain as a single unit.
 - Native speakers are shown to be unable to process a clause of more than 8-10 words at a time. (Schmitt, 2000)

The background of the slide features a pattern of stylized, overlapping leaves in various shades of orange and brown, creating a textured, autumnal effect.

Human memory capacity:

sensory memory

short-term memory 5-9 chunks

long-term memory

Tips for interpreters' memory training

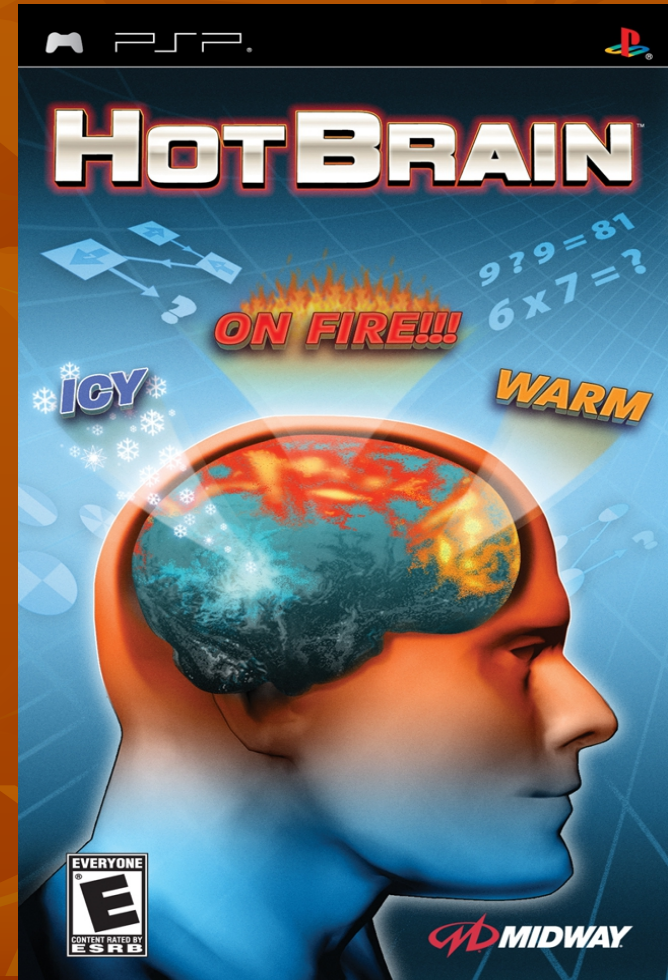
Organization

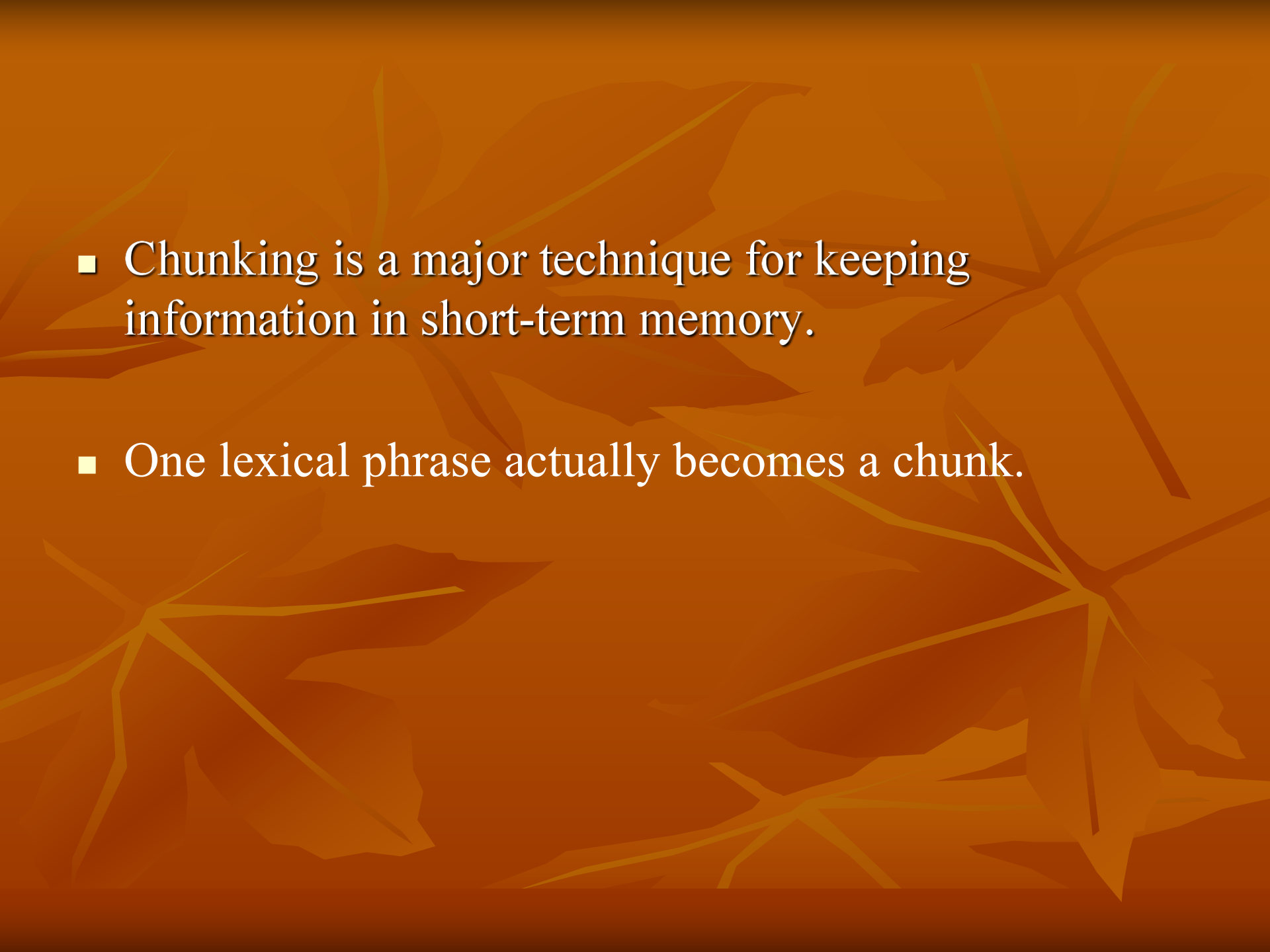
Mental repetition

Visualization

Chunking

Association



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- Chunking is a major technique for keeping information in short-term memory.
 - One lexical phrase actually becomes a chunk.

Vocabulary teaching

- 1. Teaching the complexity of words in intensive reading;
- 2. Fitting with the students' strategies;
- 3. How the word is practised. (Cook, 2008)
- ...

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