

THE IMPACT OF PARTICIPATING IN INTERNATIONAL PROJECTS ON THE DEVELOPMENT OF ENGLISH VOCABULARY

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Research purpose is to share the survey results on the impact of participating in international activities on the development of English vocabulary in a non-formal way.

Keywords: learner-centred approach, developing English vocabulary, incidental vocabulary learning, non-formal education

Research Methodology. Participation in different international projects involves activities like project-team meetings, researches, intellectual outputs, training sessions (applying learner-centred group work or workshop format instead of the traditional teacher-centred lecturing style) that requires one common foreign language to be used. Usually this language is English. Spoken language is used to express ideas, thoughts and results therefore listening to peers and the perception of speech in English become an integral component of the learning process. Thus, one of the benefits of implementing international projects and activities is the improvement of the English language skills and enrichment of English vocabulary in a non-formal way. The vocabulary is acquired incidentally that involves learning English words and phrases by engaging in various communicative activities. Learning happens through active participation in such activities as questioning, clarifying opinions, sharing ideas, making handouts and posters, giving a presentation of the group work that corresponds to the main features of non-formal education: learning by doing, which means acquiring different skills and abilities in the practical action, learning from experience. Participants are involved in three stages that account for a word in a foreign language being remembered: noticing, retrieval and generative use in the context of the given topic.

Findings. The analysis revealed that only 38.46% respondents were intentionally motivated to improve the English language vocabulary during international activities, approximately one fifth of respondents used such methods as looking for the meaning in the electronic dictionary and writing the unknown word in the notebook to find out the meaning later. More than 72% of respondents answered that classrooms were prepared for group work. Respondents also considered that in addition to the above-mentioned factors, socializing in informal situations after activities has made a significant impact on acquisition of new words in English. The research results show that half of respondents have enriched their English vocabulary, which, on the whole, is quite an optimistic result.

Practical implications. The report gives a summary of the research findings focusing on the respondents' personal experience, specific activities, the acquired general vocabulary and specific terms in the subject field, it only reflects the views of the respondents who participated in it. Therefore, results cannot be generalized but only used to identify problems / directions for in-depth research.