



Exploring Breath Control as a Supportive Learning Strategy in English for Specific Purposes: A Case study

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ABSTRACT

This case study explores the role of breath control techniques as a supportive learning strategy for pharmaceutical student studying English for Specific Purposes. The research investigates how student apply breath regulation during his English learning process and examines its influence on key aspects such as concentration, anxiety reduction, pronunciation, and vocabulary retention. Grounded in educational psychology, emotion regulation theory, psycholinguistics, and cognitive load theory, the study employs written questionnaires and semi-structured interviews with a sample of pharmacy students. Results indicate that breath control positively impacts learner' sfocus and helps reduce language learning anxiety, which in turn enhances pronunciation clarity and memory retention of specialized vocabulary. Participant reports that practicing breath regulation before and during study sessions fosters a calmer mental state and better engagement with learning materials. While acknowledging potential limitations such as individual differences in technique effectiveness, the findings suggest breath control is a valuable, low-cost strategy that can be integrated into English for Specific Purposes instruction to improve learning outcomes. This research offers practical implications for educators seeking to support student well-being and academic performance in English language learning, and it encourages further investigation into physiological techniques in language education.

AIMS

The purpose of this study is to explore in details the personal experience of a first-year pharmacy student in applying breath control (Patterson, 1927) techniques as a supportive learning strategy for English for Specific Purposes (ESP). The research aims to shed light on the perceived benefits of breath control on key aspects of language learning, including concentration, emotional state (anxiety reduction) (Tasan et al., 2021), and vocabulary retention (Önem, 2015) within an ESP context. By using a qualitative approach, this study provides insights into the practical application and perceived effectiveness of breath control for academic performance, particularly in high-pressure situations such as exams. Finally, the research seeks to explore student suggestions for integrating such physiological techniques into formal language education, based on direct learner experience.

METHODOLOGY

This study details a personal account of a student's self-directed application of breath control. The student discovered the technique incidentally through the "Balance" meditation app. The qualitative data was primarily collected through a written feedback questionnaire (PHIẾU PHẢN HỒI), which included sections on General Information, Practical Experience with Breath Control Techniques as Meditation, and Remarks and Suggestions.

The student consistently practiced breath regulation with specific routines:

Student Background and Practice:

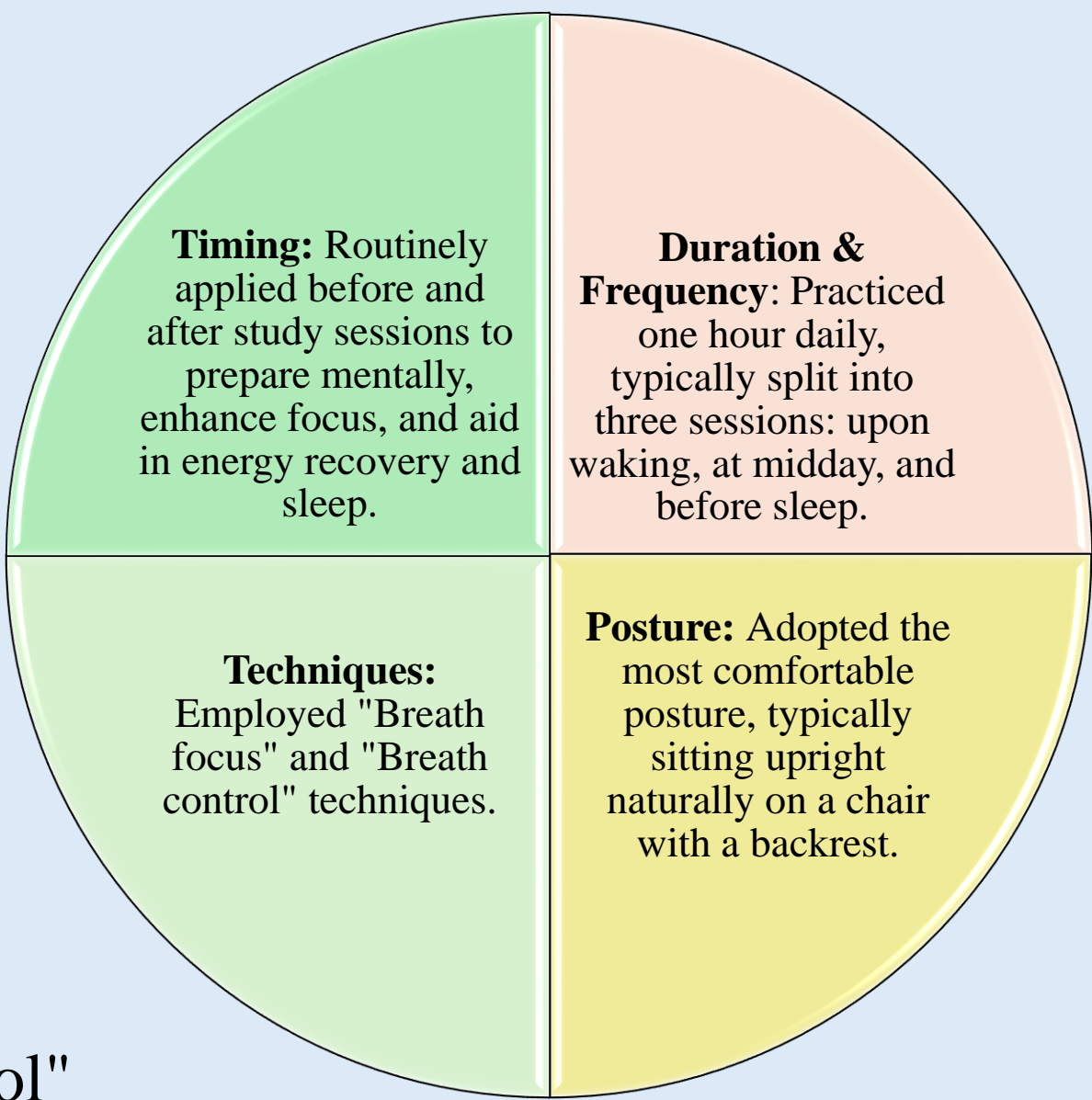
Breath control techniques were discovered incidentally through the "Balance" learning app while seeking effective study tools.

The student practices breath control for one hour daily, typically divided into three sessions: **upon waking, at noon, and before bed.**

The technique is consistently used before and after study sessions to prepare mentally, enhance focus, and aid in energy recovery and sleep.

The student focuses on "Breath focus" and "Breath control" techniques while sitting in a comfortable, natural upright position.

The student's perceptions and experiences were documented through self-report, detailing the observed impacts on various aspects of their learning journey.



PRELIMINARY FINDINGS

This study revealed several key findings regarding the application of breath control in ESP learning: **Perceived Impacts of Breath Control:**

- **Mental and Emotional State:** The student reported feeling lighter and less mentally burdened after meditating, which helped maintain a cheerful mood and reduced overall mental pressure.
- **Concentration and Attention:** Meditation significantly improved concentration and helped reduce distractions from sleepiness or other factors, sustaining attention during study.
- **Vocabulary and Content Retention:** The student directly correlated improved focus (due to meditation) with better retention of specialized English vocabulary and content, noting less "forgetting" compared to peers who did not meditate.
- **Anxiety Reduction and Exam Performance:** A specific and impactful situation involved using breath control before a final ESP exam (TACN). Approximately 15 minutes of meditation before the exam resulted in a calm and clear mind, enabling the student to complete the test accurately and on time, overcoming typical pre-exam anxiety and mistakes.
- **Overall Study Efficiency:** The practice contributed to a better overall study performance, especially when dealing with the heavy workload and pressure of pharmacy school, by emphasizing the importance of studying in a clear and comfortable mental state for optimal efficiency.

RECOMMENDATION

Breath control techniques should be officially introduced into the ESP curriculum as it demonstrably increases study productivity, particularly for memorizing complex specialized vocabulary.	Learners must adopt the technique willingly and not be forced for effective implementation.	To facilitate adoption, the student recommends that instructors and schools organize workshops and provide guide materials for interested students.	Not to overexert oneself when studying English but to learn when the mind is clear and comfortable, using meditation or rest to recover when feeling tired.
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CONCLUSION

- This individual case study demonstrates that breath control is a highly valuable, low-cost, and effective self-management strategy for pharmaceutical students learning English for Specific Purposes (ESP). The student's experience strongly suggests that these techniques positively contribute to concentration, reduce anxiety, enhance emotional stability, and significantly improve memory retention of specialized vocabulary, thereby directly improving academic performance, particularly under high pressure.
- While the direct perceived impact on pronunciation was less emphasized by this student, the benefits for overall well-being and study efficiency were significant. The student advocates for the official introduction of breath meditation into ESP curricula, citing its proven efficacy in boosting study productivity, especially for complex vocabulary. It is crucial, however, that learners are proactive and willing to adopt these techniques for optimal results, avoiding any feeling of being forced.
- To support widespread adoption, the student recommends that instructors and schools organize workshops and provide guide materials for interested students, offering flexible and non-compulsory activities. Ultimately, this experience underscores that optimal mental well-being is foundational to effective learning, urging students to avoid overexertion and utilize tools like breath control for recovery and sustained efficiency in their language acquisition journey.

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