

Teaching Vocabulary For Esp Students

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Abstract In foreign language learning, vocabulary is one of the important language components that make its basis. Possessing worth vocabulary helps learners to well understand spoken and written discourse. One can not communicate a foreign language without having sufficient amount of words. However, learners may face various problems when encountering unfamiliar words, especially when it comes to remembering, they tend to forget almost new words if they are presented merely verbally and in non-motivated situations.

Keywords: vocabulary, motivate, communication, terminology, competence, spelling, approach, stimulate, curriculum, educational process.

Introduction

We can see that nowadays teaching English is important and it is evident from our first president's sayings that a great deal of attention paid to develop to this process. It is our task, to prepare teach professionally component and energetic personal real patriots to see them in the world depository of science and culture. In this plan the national program about training personal was worked out on the formation of new generation of specialists with the high common and professionally culture, creative and social activity, with the ability to orientate in the social and political life independently, capable to raise and solve the problems to the perspective. Education provides creative inspiration for the

spirituality of the people of Uzbekistan. It helps us discover the best abilities of the up and coming generation, while continuously improving the skills of professionals. Education helps elucidate and pass down the wisdom and experiences of the older generation to the younger .Young people, with their budding talents thirst for knowledge “ begin to understand spirituality through education “.

In foreign language learning, vocabulary is one of the important language components that make its basis. Possessing worth vocabulary helps learners to well understand spoken and written discourse. One can not communicate a foreign language without having sufficient amount of words. However, learners may face various problems when encountering unfamiliar words, especially when it comes to remembering, they tend to forget almost new words if they are presented merely verbally and in non-motivated situations. As a matter of a fact, teachers should be aware of this issue in the classroom and try to create a favourable classroom environment, so that learners feel interested and involved.

In this respect, the integration of audio-visual aids as a teaching technique proved its effectiveness in the context of foreign language learning. Learners need to study in a relaxed classroom atmosphere “to one which included interest in how the actions of learners might affect their acquisition of language”. Researches on the importance of educational audio-visual materials reveal that these devices are beneficial

to effectively achieve higher objectives. Besides their role in providing real life situations in classroom, audio-visual aids also meet all learners' styles and lower their affective variables. Eventually, these materials can minimize the amount of challenges that face both teachers and learners in the teaching/learning process.

When learners meet new words, they start getting to know their meanings, forms and uses, and then they try to memorize them. This process takes a considerable effort and time from the teachers' as well as learners' side. Throughout time, it becomes a bored task, and then, learners begin to lose interest in. As an educating and entertaining proposed solution, teachers should involve audio-visual equipment that drive the classroom activity to be more dynamic and motivated. Moreover, having the clear auditory and visual image of a new word facilitates the task of understanding and recalling it later on when necessary.

Types of Vocabulary

In teaching and learning vocabulary, it is essential to distinguish between different types of vocabulary because varying types of vocabulary need different focus and treatment. Depending on the learners' aims and course content some types of vocabulary will be given priority and more emphasis in teaching and learning than others. The following section will explore the varying sub-types of vocabulary.

Spoken and Written Vocabulary

Although most of the existing literature on vocabulary has grown out of the study of written texts, recent corpus-based investigations of written and spoken vocabulary have enabled us to comparatively study spoken and written vocabulary in actual use. They reveal the difference between the vocabulary of written

texts and the vocabulary of everyday spoken language. According to Cambridge International Corpus (CIC), (Schmitt and McCarthy, The Role of Vocabulary for ESP 155 1997: 24) the written data is mainly made up of lexical/ , non-lexical words, i.e., non-content items, including pronouns, prepositions and conjunctions, while the spoken list seems to embrace some lexical words like know, think, well, get and right. In spoken CIC data, spoken texts are less dense than most written texts in terms of vocabulary. This can be noticeable in language-in-action dialogue texts with repetition and lexical negotiation occurring much more often in spoken discourse than in written texts. Spoken texts tend to be vague and general words are more frequently used in everyday speech than in written texts. These differences are significant when we consider what kinds of vocabulary items are important to teach in both writing and speech. From the comparative study, we can deduce that spoken language is the central source of the contact to communicative language but written language continues to be a fundamental source for input (Schmitt and McCarthy, 1997:38)

Core and Non-core vocabulary

As the word 'core' suggests, core vocabulary refers to those words that occur frequently and are more central to the language than other words. According to McCarthy (1990), people favor using such words because they have core meaning-potential. These words are thought to be 'core' because they are easy to find an antonym for. In addition, they are neutral in formality and usable in a wide variety of situations. Furthermore, these core words can be used to paraphrase or give definitions of other words. For example, in Task 41, (McCarthy, 1990) the following instruction is given: "Decide which is the core word in the set of words: slim, slender,

thin, emaciated, and scrawny". Given the characteristics of a 'core' word, we can easily see that 'thin' is the core word. The Role of Vocabulary for ESP 156 In ESP teaching, we also come across subject-specific vocabulary, which is non-core as far as the language as a whole is concerned. Carter determined that subject-specific vocabulary should be considered non-core because of its lack of neutrality and association with a specialized topic (Carter, 1988:172). Learners with specific or academic purposes may need to acquire them in medical texts and lessons may need to learn subject-specific core vocabulary, e.g., placebo and dialysis. However, other learners unrelated to the specific field may not necessarily need to learn these words.

Discourse Structuring Vocabulary and Procedural Vocabulary

The English language possesses a number of abstract nouns that have little independent lexical content, such as assumption, variety, solution, proposal and factor. Their main function is to structure discourse, that is, to summarize or encapsulate previously mentioned ideas and link one sentence to the next. These abstract nouns are also called 'anaphoric' nouns and belong to discourse structuring vocabulary. They are quite commonly used in expository academic prose and in newspaper articles. Therefore, it is important and necessary for second language learners, particularly those who learn English for academic purposes to be familiar with these words. Procedural vocabulary is characteristically used to explain and make sense of more complicated words, paraphrase them, define them and organize them during communication. They are commonly used in dictionaries to give definitions so learners may

find them useful when learning other words when building their vocabulary.

Technical, Semi-Technical and General Vocabulary

In terms of teaching vocabulary in ESP contexts, it is important to make a distinction between two categories of vocabulary: technical and The Role of Vocabulary for ESP 157 semi-technical because they are of great importance to learners studying English for specific and academic purposes. Dudley-Evans and St John (1998:83) suggest resolving overlapping categories (Baker, 1988:91) into two broader groupings: a). vocabulary that is used in general language but has a higher frequency of occurrence in specific and technical descriptions and discussions. b). vocabulary that has specialized and restricted meanings in certain disciplines and which may vary in meaning across disciplines. The first group should be referred to as semi-technical vocabulary and the second area would be regarded as technical vocabulary. We can examine the following text about a pharmaceutical experiment to illustrate the difference between the two: We report a double blind, placebo controlled, crossover trial of an angiotensin converting enzyme inhibitor, enalapril, in patients with chronic fluid overload receiving dialysis. We used a crossover study and carried out procedures within the study according to the standard of ethics committee of this hospital, Each patient was given either enalapril or placebo in the first period of treatment and the alternative treatment in the second period; the order in which treatment was given was randomized, 13 patients receiving enalapril and 12 placebos first. Randomization was carried out by suppliers of the drug. (Ferguson. G. 2002) The technical vocabulary items are as follows: angiotensin, enzyme,

inhibitor, enalapril, chronic, dialysis, and placebo. The semi-technical vocabulary items are as follows: report, double The Role of Vocabulary for ESP 158 blind, control, crossover, trial, convert, fluid, overload, receive, study, carry out, procedure, standard period treatment, randomize, randomization, supplier and drug.

Academic Vocabulary

So far, there have been several studies that have investigated the vocabulary that learners need for academic study. The most widely used and recognized one is the Academic Word List (Coxhead, 1998), which was compiled from a corpus of 3.5 million running words of the written academic text by examining the range of frequency of words outside the first 2000 most frequent words of English, as described in the General Service List (GSL) by West (1953). It contains 570 word families that occur frequently in a wide range of academic texts and from a wide range of disciplines, which means that the words are useful for learners studying humanities, law, science, and commerce. A number beside each word indicates which sub-list it appears in, making it convenient for both teachers and students to use.

Which Vocabulary Types Should ESP Instructors Teach?

According to Hutchinson and Waters, (1987) ESP should be seen as an approach to language teaching directed by specific and apparent reasons for learning. Nowadays, many second language learners attending UK or US universities learn English not only for general purposes but for more specific uses. Students who want to study at a university in an English-speaking country will be learning English for academic purposes and their academic study will usually involve specialized areas across different disciplines in physical sciences as well as in social

sciences. The aim of their vocabulary acquisition will be to build academic vocabulary.

Selecting the Appropriate Vocabulary for Teaching

The Role of Vocabulary for ESP 162 In preparing the vocabulary component of a language course, it is vital that teachers should have the basic words to refer to and they should evaluate whether a specific word is important enough to be given attention to. The use of word lists as the main source of vocabulary learning is favorable in the teaching and learning of the English vocabulary (Nation, 2001).

Memorizing

Memory strategies involve relating the word to be retained with some previously learned knowledge—that is facilitating the storage and retrieval of words. Visualization is one particularly powerful memorization strategy. As Nattinger (1988) observes, “words in our mental lexicon are tied to each other not only by meaning form and sound but also by sight.”

Repetition and Recycling Words

Due to the fact that there are many aspects to learn about a word, a single encounter with it makes it highly improbable it will be learned or retained. Following Richard’s ‘knowing a word statement’ (1976), and Nation’s (2001) concept of receptive and productive knowledge of words as a The Role of Vocabulary for ESP 166 continuum, knowing a word covers the recognition of occurrence, spelling, derivation, appropriateness in different situations and word associations. Only through multiple encounters with the word, can a learner develop a full understand of its use and meaning.

Brainstorming Activities

Doing brainstorming activities is another way to help increase a learner’s vocabulary. This

process generally refers to brainstorming associations that a word has with others words and then diagramming the results. For example, when asked to give words learners thought of when they hear the word 'bank', most learners would generate a number of words and phrases: money, invest, loan, deposit, debit, account, etc. Subsequently, learners can cluster these words together in ways they think are linked and receive feedback from peers or the teacher.

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