Reading Strategies in Acquisition of Vocabulary of Professions

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Abstract: In studying written contexts in a variety of professions, learners have to know and follow the strategies for reading comprehension. Reading comprehension requires learners a lot of fundamental knowledge such as grammar and vocabulary because without being familiar with terminology of any field it is impossible to perceive the meaning of the words as well as their functions in the sentence construction. Furthermore, we carried out deep-ended analysis in reading comprehension, stating some short-professionally-oriented contexts.

Keywords: terminology, grammar, professional vocabulary, strategies. Reading comprehension.

Introduction

In modern society life is changing due to vast using innovative technology in all human domains, especially in higher education system. Learning FL is a long, complex process, requires learners to work hard on acquisition linguistic skills (writing, reading, speaking and listening). In such case we have to use information technology in order to better involve learners learning a language with interest, going beyond traditional methods of teaching. Furthermore, in reading activities learners rely and spend much time on machine translation (GT) to perform tasks such as translating authentic texts on specialty from English into Uzbek or from English into Russian languages. The strategies of reading comprehension is through GT platform by knowing the meaning of the words in different contexts. However, there are some techniques as strategies considered by the IELTS and CEFR programs because those strategies provide learner with a great help in comprehending the whole meaning of the technical contexts. Moreover, we carried out deep-ended analysis in comprehending short-professionally-oriented contexts as examples.

Written contexts to make needs analysis. A language consists of a variety of branches of science, that include transportation, technology, and instrumentation and devices. In particular, in English system of petroleum engineering there are a lot of terminology denoting different means of objects, for instance, terms relating to transportation of oil and gas, terminology regarding technology, and tools, devices which engineers deploy in their workplaces. However, those terms were invented and nominated in the English and Uzbek languages differently (X. Abdinazarov. 2023). As X. Abdinazarov stated in his research, a written context consists of variety of terminology which refers to transportation, technology and instrumentation, and devices. By knowing those terms, a learner may be able to understand the whole written context as he/she reads.

Alderson tested several hypothesis about the role of language and skills and showed that poor reading in a foreign language is due to poor reading in L1, together with an inadequate knowledge of foreign language. He showed that learners need to reach a threshold level of language knowledge before they are able to transfer any L1 skills to their L1 reading tasks. Some features in reading technical written context in ESP classes:

- Identifying organizational patterns.
- Understanding relations within a sentence and between sentences.
Using cohesive and discourse markers.
Predicting, inferring and guessing.
Identifying main ideas, supporting ideas and examples.
Processing and evaluating the information during reading
Transferring or using the information while or after reading

Understanding the gist of a text (skimming)
Locating specific information (scanning).
Comprehending explicit and implicit information stated in a context.
Comprehending and acquiring new information from figures, pictures and visual aids.
Comprehending imperative and instructional language.
Recognizing synonyms in similar contexts.
Recognizing and understanding nominal compounds and other parts of speech.
Summarizing and drawing conclusions about a text.

While the ESP course was purposefully designed to help students develop all four-macro skills: listening, speaking, reading, and writing within the courses. However, ESP course based on mainly reading because students read technical texts relevant to their specialty, and through authentic written contexts, they acquire words and word-combinations. What is more, some reading skills such as skimming, scanning, close reading, and speed-reading is considered as important method in reading comprehension in ESP courses (Kh. Abdinazarov. 2019).

According to the techniques and strategies for reading comprehension, we stated some examples such as:

Platforms and pipelines, oil rig structures, and equipment used offshore are engineered by offshore engineers.

Gas gathering is where gas is captured and piped from the well head to the gathering center where it is prepared for transportation to its final distribution center.

Adult learners should know the terminology and may use such techniques; skimming and scanning in order to interpret the whole context.

Conclusion

Skimming is defined as quickly running one’s eyes over a text to get the gist of it, whereas scanning is going through a text quickly to find a particular piece of information (Carrell 1992; Grellet 1981; Daves 1995; Hosenfeld 1977). A skimmer browses over large areas of material rather than concentrating on words or sentences. Skimming is a twofold process: rapid reading to locate the desired piece of information and slower reading to assimilate it fully (Rubin.1982). The deep-ended analysis showed that skimming and scanning techniques are very essential for learners to comprehend the whole context.

References


