IMPORTANCE OF VOCABULARY IN ENGLISH FOR SPECIFIC PURPOSES (ESP) TEACHING AND LEARNING

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Abstract

Vocabulary plays a major role in any language acquisition. Language acquisition is commonly seen as an endless process.

Having an adequate English vocabulary is essential for ESL and EFL learners, as well as those aiming to learn English for Special Purposes (ESP).

This article gives information different types and categorizations of vocabulary as means to raise awareness of the significant role of vocabulary in ESP teaching. It also explores which types of vocabulary to teach and how the ESP teacher can facilitate a given topic in the learning process. The paper concludes by providing suggestions and specific considerations for how to work with vocabulary in EFL and ESP contexts.

Key words: Oral and written vocabulary, Technical, semi-technical and general vocabulary, Academic dictionary, Guessing the context, Memorizing, Brainstorming Activities**.**

Introduction

Most second language learners find that vocabulary acquisition is a key and effective component of their learning process. Good vocabulary acquisition is essential for ESL/EFL learners, especially advanced learners of English for specific purposes. According to Paul Nation: "Once students have mastered 2,000---3,000 words of general use in English, it is wise to focus vocabulary learning on more specialized areas (Nation, 2001: 187)."

To overcome difficulties in specific vocabulary use, students need to be taught about different types of vocabulary, their uses, and specific strategies to help them acquire vocabulary. At the same time, teachers should also know the types of dictionaries. Should important key concepts in the lesson be discussed during the lesson or should the student learn them as independent work? This is directly related to how the teacher should prepare the teaching content and classroom activities for the students. The article focuses on the following areas, namely, the types of vocabulary, the type of vocabulary that ESP teachers should teach, the importance of learning a foreign language using dictionaries, the vocabulary for ESP teachers to teach. How they should choose words and the specifics of teaching and learning vocabulary are explored. The article also examines several aspects that need to be considered in the context of ESP and non-ESP vocabulary.

Types of Vocabulary

Differentiating between different types of vocabulary is important in teaching and learning vocabulary because different types of vocabulary require different attention and treatment. Depending on the students' goals and the content of the lesson, certain types of vocabulary are given special priority and become more important than others in teaching and learning. The next section explores the various subtypes of vocabulary.

Oral and written vocabulary

Although most of the existing literature on vocabulary is generated from the study of written texts, recent corpus-based studies of written and spoken vocabulary allow comparative studies of spoken and written vocabulary in practice. They reveal the difference between the vocabulary of written texts and the vocabulary of everyday speech. According to the Cambridge International Corpus (CIC) (Schmitt and McCarthy, 1997: 24), written information consists mainly of lexical, non-lexical words, that is, elements that do not have content, including pronouns, consists of prepositions and conjunctions, the Verbal list seems to cover some lexical words such as know, think, good, get and right. Spoken In CIC data, spoken texts are less dense in terms of vocabulary than most written texts. This can be felt in linguistic dialogue texts in action, with repetition and lexical negotiation occurring more frequently in spoken than in written texts. Spoken texts tend to be uncertain and common words are used more in everyday speech than in written texts. These differences are important when considering what types of vocabulary are important to teach in writing and speaking. According to a comparative study, we can infer that spoken language is the central source of communication with communicative language, but written language remains the main source of access (Schmitt and McCarthy, 1997: 38).

As we can easily understand from the word "core", the core vocabulary refers to the words that appear and are used most often in speech and are at the center of the language compared to other words. According to McCarthy (1990), people prefer to use such words because they have underlying meaning-potential. These words are considered "basic" because it is easy to find antonyms for them. In addition, they are neutral in formality and can be used in various situations. In addition, these key words can be used to express or describe other words. For example, in Task 41 (McCarthy, 1990), the following instruction was given: "Determine which is the main word in the set of words: thin, thin, thin, thin, and thin." Considering the characteristics of the word "Uza", we can easily see that "subtle" is the key word. In teaching ESP, we also encounter subject-specific vocabulary that is not central to the language as a whole. Carter found that subject-specific vocabulary should be considered non-basic because of its neutrality and lack of connection to a specialized subject (Carter, 1988: 172). Students with specific or academic goals may need to study them in medical texts and

classes, such as placebo and dialysis. However, language learners who are not involved in such fields they do not need to learn these types of words.

Structure of speech vocabulary and procedural vocabulary

There are some nouns in English that do not have independent lexical content, such as hypothesis, multiplicity, solution, proposition, and factor. Their main function is to summarize or cover previously expressed ideas and connect sentences. These abstract nouns are also called "anaphoric" nouns and are part of the vocabulary that makes up speech. They can be found in academic prose and newspaper articles. Therefore, familiarity with these words is important and necessary for second language learners, especially those learning English for academic purposes. Procedural vocabulary is of great help in explaining and meaning more complex words, expressing them with other words, defining and organizing them in the process of communication. They are usually used to give definitions in dictionaries, so these types of dictionaries can be useful for students to develop their vocabulary and learn other words.

Technical, semi-technical and general vocabulary

From the point of view of teaching vocabulary in ESP contexts, it is important to distinguish between two categories of vocabulary: technical and semi-technical, as they are of great importance to students learning English for specific and academic purposes. Dudley-Evans and St. John (1998:83) suggest that the overlapping categories (Baker, 1988:91) be divided into two broad groups: a). vocabulary used in general language but more common in specific and technical descriptions and discussions. b). vocabulary that has a special and limited meaning in certain disciplines and may vary in meaning across disciplines. The first group should be called semi-technical vocabulary, and the second - technical vocabulary. To illustrate the difference between the two, we can look at the following text about a pharmaceutical trial: We report a double-blind, placebo-controlled, crossover trial of the angiotensin-converting enzyme inhibitor enalapril in dialysis patients with chronic fluid overload. We used a crossover study and performed procedures within the study according to the standard of the ethical committee of this hospital. Each patient received either enalapril or placebo in the first period of treatment and an alternative treatment in the second period; The treatment regimen was randomized, with 13 patients receiving enalapril first and 12 receiving placebo. Randomization was performed by the drug suppliers. (Ferguson. G. 2002) Technical vocabulary items include: angiotensin, enzyme, inhibitor, enalapril, chronic, dialysis, and placebo. Semi-technical vocabulary items include: report, double-blind, control, crossover, trial, conversion, fluid, overload, admission, study, implementation, procedure, standard-period treatment, randomize, randomization, supplier and drug.

Academic dictionary

So far,there have been few studies that have examined the vocabulary learners need for academic learning. The most widely used and recognized is the Academic Word List (Coxhead, 1998), which is compiled from 3.5 million word combinations of written academic text for words beyond the first 2,000 most frequent words. compiled by studying the frequency range of z. English, as described in the General Service List (GSL) by West (1953). It contains 570 vocabulary words from a wide range of academic texts and disciplines, useful for students studying the humanities, law, science and business. A number next to each word indicates in which sublist it appears, making it convenient for teachers and students.

What Vocabulary Types Should ESP Teachers Teach?

According to Hutchinson and Waters (1987), ESP should be seen as a method to language teaching focused on clear and specific reasons for learning. Today, many second language learners studying at UK or US universities are learning English not only for general purposes, but also for more specific purposes. Students who wish to study at a university in an English-speaking country learn English for academic purposes, and their academic education usually includes specializations in a variety of subjects, such as physical sciences and social sciences. The goal of their vocabulary familiarization will be to build an academic vocabulary.

Selecting the Appropriate Vocabulary for Teaching

When preparing the vocabulary component of a language course, teachers must have key words to refer to and assess whether a particular word is important enough to warrant attention. In teaching and learning English vocabulary, it is convenient to use word lists as the main source of vocabulary learning (Nation, 2001).

Knowing the selection criteria

Specialists recommend that teachers refer to word lists when preparing vocabulary teaching programs. However, mechanical use of word lists in the classroom may not be very effective and may even weaken the learner's knowledge. There are some criteria to consider when choosing words that are appropriate for the context and students. Word lists should contain words that represent the types of speech they are intended to represent. For example, if we want to teach spoken vocabulary, we must first trust that the list of words we choose to teach is based on a set of spoken data representing the words to be learned.

The selected words must be between different text types. The occurrence of the word in a wide range of text types will be useful for students specializing in academic or specific purposes in various fields of science. In addition, special attention should be paid to some vocabulary items whose meaning cannot be extracted from the meaning of individual words, for example, until now, good night, good, etc.

Teaching and Learning Vocabulary

Given the complexity of the task of learning vocabulary, it is unreasonable to expect a teacher to accurately teach students all aspects of vocabulary and the entire set of words in a list. Instead, students can be encouraged to learn how to continue to acquire vocabulary on their own after developing a basic level of vocabulary. Gairns and Redman (1993) argue that individualized vocabulary learning not only places more responsibility on the student for their own learning, but also helps focus on the individual needs of the learner (76 -page). Because individualized vocabulary learning can be beneficial for students, teachers encourage students to develop their own vocabulary learning strategies that include guessing, vocabulary, and memory strategies. recommended (Gu and Johnson, 1996). Students can be guided and taught to develop these strategies during independent study. The following are vocabulary learning and teaching strategies that can be used:

Guessing the context

Contextual inference refers to making sense out of context clues. There are three ways to achieve this. First, readers need to have strategies behind their "guessing," in other words, they need to have ways to make guesses through random and aforethought reading that can be explained to them. Secondly, the percentage of unfamiliar words whose translation can be guessed in the text should not exceed 10%. Instructors should, whenever possible, provide understandable materials to students that are more than 90%. Finally, students need to be taught and practiced skills that help them determine what can be learned from context, develop their ability to identify parts of speech, and learn about collocations and different word forms.

Memorizing

Memory strategies involve associating the word to be memorized with previously learned knowledge - making word retention and retrieval easier. Visualization is a particularly powerful memorization strategy. As Nattinger (1988) notes, "Words in our mental lexicon are linked to each other not only by shape and sound meaning, but also by sight."

Learning of Affixes

Another popular strategy that students can develop is knowledge of affixes (Nation 1990; Bauer & Nation 1993). In English vocabulary, a relatively small group of affixes can be introduced to students that are useful and usable when students are at an appropriate level of language development. For example, lower intermediate students can start with affixes such as --able, --er, un--, --tion, etc. An important aspect of helping a learner become independent is recognizing the learner's own style. Finding unique ways to expand and organize learning and word stores. Regardless of the vocabulary strategies, students must find the right strategies for themselves. At the same time, teachers can help students develop an individualized plan that best suits their vocabulary learning. Independent vocabulary learning strategies are the most

fruitful and should be incorporated into teaching. However, we must be aware that individual learners have different styles of acquiring unfamiliar vocabulary, or that not all of them are at the same level of English proficiency. Therefore, it is appropriate for teachers to teach vocabulary with these factors in mind accurately. Exact learning can be done through teacher instruction or classroom activities. A teacher should pay attention to both competence and learning styles in the preparation of his lessons and classroom activities:

Repetition and processing of words

Since there are many ways to learn a word, encountering it once makes it unlikely that it will be learned or retained. Following Richard's (1976) and Nation's (2001) conceptualization of receptive and productive word knowledge as a continuum, word knowledge encompasses the recognition that word knowledge occurs, is written, derived, matched in different situations and word associations. Only by encountering a word several times can a reader fully understand its usage and meaning.

Brainstorming Activities

Brainstorming exercises greatly help to increase the student's vocabulary. This process is usually designed to brainstorm how a word is related to other words and then diagram the results. For example, when students are asked to name the words that come to mind when they hear the word "bank," most students generate several words and phrases: money, investment, credit, deposit, debit, account number, credit card, etc. Connects these words in a way that they think are connected and receives feedback from peers or their teacher.

Conclusion

Vocabulary is critical to a learner's success for these reasons: Vocabulary growth is directly related to school achievement. The size of a learner's vocabulary in kindergarten predicts the ability to learn to read. Vocabulary helps students to think and learn about the world.

The most important difference lies in the learners and their purposes for learning English. ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions. An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required.

By discussing the four parts of teaching and learning vocabulary, we can conclude that: teaching and learning vocabulary, although it is only one small part of a number of important goals in second language learning Although it has a purpose, it is important in learning a common language. The structure of any language teaching program, because of its main functions in language components. It is important for students, especially students with specific or academic goals, to distinguish between

all types of English vocabulary to help them achieve their goals. In addition, teachers should carefully and carefully choose the types of English vocabulary to teach students, whether it is for general purposes or for more specific purposes. To some extent, ESP teachers do not need to focus too much on technical vocabulary that is very specific to a particular subject or field. In addition, working with high-frequency words can be useful for general-purpose English and specific-purpose English courses. Encouraging and providing students with strategies and supports to become independent in second language acquisition should be the goal not only of individual teachers, but of the collective and ultimately the institution.

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