ACADEMIC RESEARCH IN EDUCATIONAL SCIENCES VOLUME 2 | ISSUE 5 | 2021
ISSN: 2181-1385
Scientific Journal Impact Factor (SJIF) 2021: 5.723
DOI: 10.24411/2181-1385-2021-01055

TYPES OF VOCABULARY EFFECTIVE IN TEACHING ESP

Yigitali Abdukodirovich Allamurodov
Termez State University

ABSTRACT

The major concern of the present article is to reveal the key features of ESP vocabulary and how it should be selected in order to make teaching effectively. Thus, this paper mainly focuses on the type of vocabulary instructed in ESP and what effective means of vocabulary forms there are in English language lessons. This is explained carefully through showing the reader with basic nuances of teaching ESP learners who definitely require special type of instruction in learning language.

Keywords: ESP, high availability, scientific words, semi-technical, sub-technical, non-academic vocabulary and etc.

INTRODUCTION

ESP teaching situations are often characterized by the use of English words that do not occur to a great extent in the overall use of English. Being neglected or even not known at all in the EGP realm, ESP words have "high *availability*" original emphasis in situations relevant for specified learners. As an example, the word *lignifying* may not be frequently used or even widely known by EGP speakers, but it is a basic, i.e. a highly available, term in the communication between members belonging to the botanical discipline. On the other hand, points out that ESP is also characterized by everyday words that are perfectly known in the general English use, but adopt a specialized meaning as soon as they enter a specific subject-area. For instance, the term *culture* receives a specialized meaning within the agricultural domain, in which a *culture* denotes a plantation. While genuine ESP words generally tend to challenge interlocutors outside the respective specific domain, ESP words stemming from general English use present a great challenge to ESP learners, who have to amplify their word knowledge in terms of meaning.

METHODOLOGY

It is distinguishable between "general vocabulary that has a higher frequency in a specific field" (e.g. *factor*, *function* in the academic field) and "general English words that have a specific meaning in certain disciplines" (e.g. *bug* in computer science or the above example of *culture*). ESP teaching should explicitly focus on the

ISSN: 2181-1385
Scientific Journal Impact Factor (SJIF) 2021: 5.723
DOI: 10.24411/2181-1385-2021-01055

former category, which they call “semi-technical” vocabulary. The second category is referred to as “technical vocabulary” and is considered as “not being the *responsibility* of the ESP educationalist to teach” original emphasis it. Instead, ESP instructors only have to check the learners’ understanding of technical terms that arise in teaching material in order to guarantee the comprehension of the carrier content. Such a view could be seen as being plausible since the learners might rely on their subject-matter knowledge to interpret the meaning of encountered technical terms and thus technical vocabulary does not appear to require particular attention in the teaching process.

RESULTS

This position is questionable by the emphasis that technical vocabulary should be taught by the ESP educationalist. Sometimes it is argued that due to the considerable extent of technical terms found in specialized texts, learners need to be prepared and supported to cope with these words. Apart from technical words such as *auricle* or *photosynthesis*, language learners also encounter “structural” vocabulary (e.g. *are*, *however*), “general” vocabulary (e.g. *table*, *weather*), and “sub-technical” vocabulary (e.g. *engine*, *acid*). The latter corresponds to the term “semi-technical vocabulary” and represents vocabulary that is not what is known as high frequency vocabulary and is not technical in that it is not typically associated with just one field. It is however more closely related to high frequency vocabulary than to technical vocabulary. Summarizing it can be of the different degrees of technicality as “specialist vocabulary” (= “technical vocabulary”), “sub-technical or general scientific/technical” (= “academic words”), and “general and non-academic” vocabulary (= “high-frequency words”). The group of technical vocabulary is a “major concern” for ESP learners. In order to determine the specificity of specialized texts and ESP teaching material, the degree of lexical technicality has to be identified. By analyzing a text of anatomy, it can be proposed that the use of a four-step rating scale that distinguishes between specialized and non-specialized word meanings in the following way:

• Step 1:

Words such as function words that have a meaning that has no particular relationship with the area of expertise, that is, words independent of the subject matter. Examples are: *the, is, between, it, by, 12, adjacent* […]

• Step 2:

ISSN: 2181-1385
Scientific Journal Impact Factor (SJIF) 2021: 5.723
DOI: 10.24411/2181-1385-2021-01055

Words that have a meaning that is minimally related to the area of expertise. Examples are: *superior, part, forms, pairs, structures* […]

• Step 3:

Words that have a meaning that is closely related to the area of expertise.

Such words are also used in general language. The words may have some restrictions of usage depending on the subject field. Examples are: *chest, trunk, neck, abdomen, ribs* […] Words in this category may be technical terms in a specific field like anatomy and yet may occur with the same meaning in other fields and not be technical terms in those fields.

• Step 4:

Words that have a meaning specific to the area of expertise and are not likely to be known in general language. […] These words have clear restrictions of usage depending on the subject field. Examples are: *thorax, sternum, costal, vertebrae* original emphasis. (Chung & Nation's (2004) rating scale)

DISCUSSION

According to other definitions, steps 3 and 4 can be regarded as the group of technical vocabulary, i.e. words that are "subject related, occur in a specialist domain, and are part of a system of subject knowledge". The above rating scale should be applied by researchers that possess profound subject knowledge of the carrier content of the text. In this way, these researchers can successfully conduct text analyses since they are highly likely to appropriately categorize individual words. The palpable facet of subjectivity can be countered by several analysts that investigate a text independently. In this way, inter-rater reliability is ensured, given that efficient rater training is provided beforehand and that construct validity is guaranteed by each rater asking him/herself "'How strongly related is the meaning of this word to the area of expertise?"".

CONCLUSION

To summarize, different types of vocabulary reflect the specificity of each communicative event or written text. This function of delicate adjustment with regard to conveying meaning makes vocabulary the essential bedrock of English for specific purposes, in which precision plays a vital role. The teaching of ESP has to consider the various nuances between general English words and specialized discipline-related vocabulary items. As it was shown, teaching techniques that embed the respective item in both analytic, i.e. language-driven, strategies and animated, i.e. illustrative,

ISSN: 2181-1385
Scientific Journal Impact Factor (SJIF) 2021: 5.723
DOI: 10.24411/2181-1385-2021-01055

modes facilitate the process of form recall and thus result in a greater vocabulary depth. This profound consolidation process can be further supported by addressing multiple aspects of word knowledge like form, meaning, and use of a word.

REFERENCES

1. Dudley-Evans, T., & St John, M. (1998). *Developments in English for Specific Purposes.* UK: Cambridge University Press.
2. Nation, I.S.P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
3. Schmitt, N. (2000). *Vocabulary in language teaching.* Cambridge: Cambridge University Press.
4. Sysoyev, P. V. (2000). Developing an English for Specific Purposes course using a learner centered approach: A Russian experience. *The Internet TESL Journal,* VI. Retrieved from the web on November 9, 2007: *http://iteslj.org/Techniques/Sysoyev-ESP.html.*