

## TEACHING ESP VOCABULARY

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Today we can witness an increasing demand for English for Specific Purposes caused by growing needs of modern engineering students in a highly competitive world. Modern technical engineers need courses that match their growing needs and requirements resulting from what the labour market demands. Many revolutionary changes happened in language teaching but the most important is the change from a teacher-centered approach to a learner-centered and learning-centered approach. According to the definition given by Hutchinson and Waters [2], ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning. The major purpose of teaching ESP is to facilitate communication within the professional environment.

ESP is considered as content-and-language integrated learning that requires two teachers: a language teacher and a subject matter teacher. In practice, however, the dominant teaching model at universities now is that with one teacher who teaches both subject matter and language [3]. Such changes increased teacher's responsibility for designing ESP courses, choosing teaching texts, developing linguistic and socio-linguistic competence. Some researchers claim that the teacher's role is to enable such learners to develop their language skills within an engineering context. They are responsible for choosing contexts for listening and reading texts and for choosing lexis in grammar and vocabulary exercises. Teaching professional vocabulary, specialized terminology is an important part of teaching professional language. ESP terminology is regarded as the most important factor that makes the difference between general English and English for Specific Purposes. Some scientists suggest choosing teaching material by means of two criteria: the quality of ESP terms and the quantity of ESP terms contained in teaching materials [3].

It was found that some learners used two or more different strategies for discovering the meaning of one unknown word. Among discovery strategies we should mention guessing from the context, asking the teacher, monolingual dictionary and analyzing parts of speech [4]. Vocabulary teaching in ESP can be divided into two stages - presenting and practicing. Ways to present the new vocabulary are as follows: presenting a new term with its synonym or antonym; presenting a new term in a scale; matching – when students match new terms to pictures or to their definitions. Also we can present vocabulary by visualizing [1].

In order to ensure not only learning but also remembering the new vocabulary and its productive usage, lots of various activities need to be incorporated in the studying process. The main types of activities, proved to be practical and useful, are as follows.

### **Matching** exercises:

- match the word to its definition or to its Ukrainian equivalent;
- match the term with opposites/synonyms;

- match the term to the picture/symbol/diagram/abbreviation;
- match collocations (two terms that go together).

**Categorization** of words (putting the lexical items into different categories), **multiple choice** (learners are proposed to choose the correct word), **completion tasks**, often called gap-filling exercises, used not only in practice but also in revision stages. They are open gap-fills or students can choose from the given words. In the **creation tasks** the students use the new terms in a sentence or a story, in writing, speaking or in both forms.

To conclude we should say that a great attention in teaching English for professional communication is paid to teaching specialized vocabulary. To create a productive learning process, vocabulary should be taught in a well defined context from the point of view of communicative perspective. The teaching material should be carefully chosen by a language teacher as well as by a subject teacher. The teacher's role is to facilitate learning process by means of creating favorable learning conditions, introducing specific vocabulary and language structures. Following such recommendations will help students to be integrated into a subject matter.

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