УДК 811.111:378.147
С 52

Smuhliakova M. K.
Senior Instructor of the Department of Modern Languages, Education and Research Institute of Humanities of Admiral Makarov National University of Shipbuilding (Ukraine, Mykolaiv), marina124553@gmail.com
Kiselyova T. V.
Instructor of the Department of Modern Languages, Education and Research Institute of Humanities of Admiral Makarov National University of Shipbuilding (Ukraine, Mykolaiv), tatusyakiseleva@gmail.com
Fateieva V. H.
Senior Instructor of the Department of Modern Languages, Education and Research Institute of Humanities of Admiral Makarov National University of Shipbuilding (Ukraine, Mykolaiv), vgfateeva@gmail.com

WAYS OF INTRODUCING NEW VOCABULARY IN ESP CLASSES

This article deals with the methods of teaching new vocabulary in ESP course. The research highlights the role of learning vocabulary and reveals the main ways of introducing new terms in ESP classes. This article also shows the significant role of systematic approach, the collaborative work of subject and ESP teachers as well as students' presentations in introducing new terminology in ESP classes. The results of the present research may be used to improve current methods of teaching ESP.

Key words: *ESP, vocabulary, context, technique, glossary, terminology.*

Recent research indicates that vocabulary knowledge is considered a crucial tool for ESP learners as limited vocabulary becomes a serious obstacle for successful communication in a second language. Therefore, when presenting new vocabulary in ESP classes, it is vital to know how to introduce it to students so that it is easy to understand and remember the meanings of new words. Learning long laundry lists of terms can be quite tiresome for students. On the other hand, presenting new words in Ukrainian and then translating them into English or vice versa is not very effective, either.

As introducing new vocabulary has always been one of the most discussed parts of ESP teaching process, researchers have increasingly been turning their attention to vocabulary learning and ways of presenting new lexis in ESP classes. Dudley-Evans, St. John (1998), Krashen, S. D. (1982), Wilkins, D. A. (1972), R. Gairns, S. Redman (1993), Georgieva V. (2015), Moras (2001).

However, as these are generally only theoretical descriptions which need practical implications, in our research we will present our point of view, stemming from our experience with ESP teaching to the university students. We also make an attempt to review the most popular techniques of introducing new vocabulary items used by ESP teachers.

Dudley-Evans, St. John (Dudley-Evans, St. John, p.81-82) point out some possible ways to introduce new vocabulary:

1. In some circumstances a term is cognate with the equivalent term in the students' native language and does not cause any difficulty (e.g. *nature, ecology, hurricane, carbon dioxide,* etc.) to be understood and memorized. So, it will be enough to translate the term into the students' native language after a brief explanation.

2. In the case when the term is unfamiliar, it may need to be introduced and explained before this word appears in the exercise. The best teaching situation will be when a new term is presented with its definition thus familiarizing the students with an accepted concept of the term, e.g. '*a leak is accidentally lose or admit contents, especially liquid or gas, through a hole or crack.*'

In most situations first-year students start an ESP course when they just begin learning subjects on their major and that are completely new for them. Therefore, the only way is for the ESP teacher and the subject expert to pick up and prepare a glossary of new terms with straightforward explanations of them.

In all of the above cases, introduction of the new vocabulary should be inseparable from explaining the word meaning in the context of the real life in a simple and interesting way. As a general rule, vocabulary can be taught inductively (through some process of discovery) or deductively, e.g. by providing an appropriate picture.

Verbal techniques of explanation can include:

1) **substitution,** the technique that can be used with students of all levels and works best with concepts when a new term is usually presented with its synonym or antonym, e.g. *to pollute – to contaminate, to preserve – to destroy.*

2) presenting the new term in a **scale**, e.g. if students know *friendly – hostile*, other steps could be to teach them *neutral, unknown, suspect*.

3) **matching/labelling** – when students match new terms to pictures or to their definition. This technique activates students' previous knowledge of English and initiates the work with the new vocabulary.

One of the easiest ways to introduce new vocabulary is by visualizing a new term whenever possible. It could be done with the help of a picture, photograph, flashcard, drawing, or diagram, poster or different types of computer software where illustrations are presented in electronic format.

There is another possible approach for introducing new terminology by presenting terms in a systematic way. This approach requires coordinated efforts of different specialists (both ESP teachers and subject specialists) in order to collect, present and analyze the system relations between the main concepts (terms) of the English terminology. One of the possible ways of applying systematic approach is by representing 'whole-part' relationships between terms and indicating the connections between them in a tree or a table.

The choice of one of the above mentioned methods of presenting terms will depend on the students' level and interests, as well as on the context in which the terms to be studied and memorized. With beginner-level students it is advisable to use as many visuals as possible, so that to reduce explanations. On the contrary, with intermediate to advance students it is more common to receive a more complete picture of a set of terms presented as a system with hierarchical relations between them. In both cases a glossary of the new terms should be included in the syllabus.

Context also plays a large role both in helping students learn new vocabulary and in establishing how words are actually used in speech and writing. Creating context or semantic maps is a way to activate deeper processing of vocabulary. As

semantic related items are stored together in the mental lexicon, it is useful to group items of vocabulary in semantic fields, such as in topics.

Moras argues that the goal of vocabulary teaching is more than simply covering a certain number of words on a word list, and students have to be given opportunities to use the items effectively. Meaningful tasks provide the best answers to the problems of vocabulary learning, as they rely on students' experiences and reality to facilitate learning.

Therefore, students' presentations on topics of their major are another option for adding specialized vocabulary in ESP classes. Dudley-Evans and St. John point out that "the advantage here is that learners' 'own' texts are involved and committed to them representing students' group or individual needs and interests."

Generally, students decide to present topics which are highly professional and loaded with specialized terminology. These presentations are usually accompanied by discussions when trainee-presenters not only develop their speaking skills, but also explain important professional issues to their groupmates introducing basic vocabulary that appears in their presentation. The discussion stage is when students together enhance their knowledge of specialized terminology by clarifying the meaning and practicing the terms in a less formal way, yet in a classroom situation and under an ESP teacher's guidance.

In conclusion, in this article we highlight the importance of vocabulary learning as an essential part in foreign language learning at the university. We made an attempt to review the trends in the area of introducing vocabulary through different methods and techniques that ESP teachers use while teaching. When presenting new vocabulary items in ESP classes, a teacher needs to consider the type of the vocabulary, the students' level as well as the value of the methods used. Also, the use of various techniques to introduce and present new vocabulary in ESP classes can encourage students to learn a foreign language whereas vocabulary items presented in attractive way are easier acquired and remembered for a longer time.

References

1. Dudley-Evans, T., John, M. St. 1998. Developments in ESP. A Multi-disciplinary Approach, 16-18. Cambridge: Cambridge University Press.

2. Grigorieva, V. 2007. «Systemazation of military terminology: mission (im)possible?» Foreign Language Competence as an Integral Component of a University Graduate Profile: conference. Available at: http://www.researchgate.net/publication/274711085.html. Accessed 23 June 2018.

3. Moras, S. «Teaching Vocabulary to Advanced Students: A Lexical Approach». *Tearchins Learning.* Available at: http://www.seasite.niu.edu/tagalog/teachers_page/language_learning_articles/teaching_vocabulary_to_advanced_.htm. Accessed 15 May 2018.

Смуглякова М. К., *старший викладач кафедри сучасних мов, Навчально-науковий гуманітарний інститут Національного університету кораблебудування імені адмірала Макарова (Україна, Миколаїв), marina124553@gmail.com*

Кисельова Т. В., *викладач кафедри сучасних мов, Навчально-науковий гуманітарний інститут Національного університету кораблебудування імені адмірала Макарова (Україна, Миколаїв), tatusyakiseleva@gmail.com*

Фатєєва В. Г., *старший викладач кафедри сучасних мов, Навчально-науковий гуманітарний інститут Національного університету кораблебудування імені адмірала Макарова (Україна, Миколаїв), vgfateeva@gmail.com*

Способи введення нової лексики на заняттях з англійської мови для спеціальних цілей

Стаття аналізує головні методи викладання нової лексики на заняттях з англійської мови для спеціальних цілей. Авторами розглянуті індуктивні і дедуктивні способи введення лексики з використанням вербальних і візуальних технік. Приділяється увага ролі вивчення нової лексики, систематизованому контролю і диференційованого підходу при підборі лексичних одиниць на заняттях з англійської мови для спеціальних цілей.

Ключові слова: *англійська мова для спеціальних цілей, контекст, техніка, глосарій, термінологія.*