

VOCABULARY BOOST AMONG TECHNICAL SPECIALTIES STUDENTS

Acquiring fluency in any foreign language requires motivation, time, resources and dedication. The central building block, communicative unit was primarily morpheme. However, we shall expand this element to a word as a component that carries a meaning and represents the concept.

Many scholars still struggle over the vital importance of complex approach to language learning which includes the learning and practice of grammar, pronunciation, spelling, writing, reading etc. At the same time, it goes without saying that knowledge of multiple words, collocations and idioms assists non-native speakers in delivering their viewpoints while communicating.

There is a whole range of techniques that provide effective word-learning process and facilitate students in better memorizing and further application of new units of speech.

Concerning that the majority of people are of visual learning type, efficient suggestion of organising vocabulary blocks includes setting up a word wall to some technical topics. For instance, learning electronic components through trivial word-by-word, dictionary equivalent translation might not be as exciting as demonstrating presentation slides with EC pictures. Students are expected to find the links between the wordlist given beforehand and in such a way a robust link between the word and the concept itself is constructed. For further practice a combination of all EC elements at one picture without any extra hint will be useful.

Another useful method requires activation of student's artistic activities since it requires a high level of imagination and brainstorming. Role play have always been effective in learning new words since they require usage of extra vocabulary related to specific subject matter. A teacher can come up with his/her own list of vocabulary necessary to solve the issues stated in the role-play task. The biggest advantage of this activity is that emotional component is involved in the learning process. This means that the students are more likely to memorise new words due to recalling the emotions and situations connected with them. Besides, students are learning to apply words directly wired with the topic and, thus, acquire full field.

Working with technical specialities students is specific in the sense that it often implies multi-levels in different skills development. On one hand, it is a challenge, on the other hand, that is a great opportunity to boost new vocabulary through brainstorming word families links. Basically, students do not need to know the translation of every single word from, let us say, technical text on transistor. However, an understanding of key sentence elements, usually, subject-predicate elements, is indisputable. Students may do the skim reading for 3 minutes to highlight supposedly 7-10 new language units (depends on the text volume). The following algorithm is based on the presenting new common wordlist on the board. Considering the fact that the students highlighted different words, we may suppose that some

'new' words are already known for other students. Assisting others, students with wider vocabulary could provide synonyms, antonyms or even definitions to represent exact, narrow meaning of that very word on a given context. In this way, teachers only act as process managers and organisers, students feel more responsible for provision of correct meaning. The approach described activates passive vocabulary of some students since they become the information source.

It should be mentioned that this method is applicable mostly for common words and terms due to wide interpretation. It is highly recommended to provide Ukrainian equivalents for English narrow-field terms and nomenclature since students will need use the terms in describing their scientific achievements, results of calculations and forecasts etc.

One of the most perplexed vocabulary boost techniques is the application of so-called 'banned word list'. The concept of this activity is concerned with an encouragement of students to expand their vocabularies by replacing simple words with more complex ones. These may be words related to the size/opinion (big – gigantic, enormous, huge, massive) and so on. Typically, it is easy for every teacher to specify which words should be replaced in each group and introduce a rule for all the students regardless their level: each practical seminar – new 'banned word list'. At first, it will seem odd and sometimes uncomfortable but within several lessons students will get used to it and will even control each other enthusiastically.

To summarize, we shall mention that expanding vocabulary and motivating students to learn more new units is vital element of every class. Consequently, teachers are recommended to apply full range of methods and their techniques to provide effective language acquisition process and receive satisfying results.

References:

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