



Introducing and Practicing New Vocabulary in ESP class

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Abstract

ESP students face difficulties when they learn specific vocabulary, especially if it is a foreign professional vocabulary, the task of ESP teachers should create several strategies and techniques to facilitate learning vocabulary. In this article given general information about ESP, ESP vocabulary types and its teaching strategies. Researcher suggesting some ideas regarding to vocabulary teaching and learning strategies and steps of teaching vocabulary. Each step, technique and exercise to be used in ESP classes. Also, the researcher determines Who is ESP students? and his needs, etc. The researcher emphasizes the importance of using activities such as games, watching YouTube channels, role play, reading in language class. The purpose of this article on methodology is the content of ESP class to law students in order to expand their Legal English vocabulary and, thus, allow them to communicate correctly. Having a large Legal English vocabulary is a very important part of communication, negotiation in court, in legal cases, and so on. Along with strategies of teaching, it provides the exercises for enhancing speaking, reading and listening skills.

Keywords: Legal English vocabulary, ESP, methodology, teaching, learning, activities

Introduction

Kazakhstan has a significant place in Central Asia and on the world stage. Kazakhstan is a member of the World Trade Organization (WTO), United Nations (UN), The International Atomic Energy Agency (IAEA), The International Bank for Reconstruction and Development (IBRD), Organization for Security and Co-operation in Europe (OSCE), The International Monetary Fund (IMF), The Shanghai Cooperation Organisation (SCO) and so on. Despite the young age of the country, has proved contribution to the achievement of stability and peace throughout the world.

Partnership with is becoming more and more important and relevant. Nevertheless, English Specific for Purposes (ESP) in Kazakhstan universities

is developing at a slow. It's connected with paying more attention to the mastering of general English. But, the Ministry of Education and Sciences is developing ESP considering the background foreign language proficiency level of students.

To begin with, the researcher wants to give a short description of ESP and ESP vocabulary. ESP is a branch of English language teaching (ELT). It originated in the 1960s, driven by an accelerated world economy, the increase of international cooperation in all fields. English is the language of international communication. This global challenge led to an increase in international students at universities in English speaking countries.

It is known to all that, vocabulary is essential in any area of language teaching and learning. ESP

vocabulary is reflecting the degree of specialization. ESP vocabulary may be classified into three main types. The 1st type is technical vocabulary, also called specialist, or specialized vocabulary; this refers to vocabulary specific to the discipline and not widely used or understood outside this area. The 2nd type is semi-technical vocabulary, also called sub-technical vocabulary; this refers to terms commonly used in the discipline which may have a specific usage or meaning. The 3rd type is general vocabulary: common everyday vocabulary necessary for any communication in the language.

Vocabulary competence alongside with pronunciation and structure/grammar provides the foundation for fluency and comprehension abilities and skills which are further combined to ensure proficiency in communication. Legal language demands proficiency in accuracy, range, and speed of access to the vocabulary required in the situation. In professional communication lack of necessary lexical skills leads to miscommunication or interaction breakdown. It is difficult to have successful communication without knowing grammar or having correct pronunciation, but one can hardly ever do it without appropriate professional vocabulary skills. Thus, acquiring lexical competence and thorough vocabulary teaching in ESP is an obvious need. For a long time, one of the dominant ways of teaching vocabulary used to be learning lists of professional vocabulary items, reading and translating texts. Nowadays, with the overall advance around us and the change in the direction of personal and professional ways of development, there has appeared a big need to encourage student's autonomy, develop lexical proficiency as a complex skill set and revise vocabulary teaching methods respectively. The general idea and objective of this methodological article is to develop an effectively arranged method of teaching vocabulary for Law students.

Literature Review

According to Scrivener J. (Scrivener, 2011:310) ESP stands for Specific Purposes. Those specific purposes are often jobs: English for hotel receptionists, English for pharmaceutical salesman, English for call centre operators, English for

architects or many others. There are some general widely studied specific purposes: English for Academic Purposes and Business English.

In one sense, every individual student has his or her 'specific purpose', even if it may seem a little vague in some cases—perhaps 'to improve job prospects' or 'to make my holidays more interesting'. ESP contrasts with the rather mischievous acronym TENOR (Teaching English for No Obvious Reason); it implies that we are going to take the client's needs and goals more seriously when planning the course, and rather than reach 'general English', we are going to tailor everything to his or her character and particular requirements.

Legal English in ESP class taught at colleges and universities can generally be regarded as English for Specific Purposes. Teaching Legal English vocabulary is crucial in ESP since the communicators may already have some knowledge of English, they may need a review of their grammar skills, but it is very likely that the lexicon that will appear in their professional field is unknown to them. They may be perfectly fluent in general English, but when it comes to ESP in particular, they may lack this domain specific vocabulary. In such a course of events they will use communicative strategies to avoid using specialized words, which can be disastrous for communication in the law field. The researcher consider paying particular attention to teaching professional vocabulary, especially devoting a great deal of attention to the issue of its productive use, to be the one of prime importance in law specialists' language training. Kirkgöz, Y. & Dikilitaş, K. (Kirkgöz, & Dikilitaş, 2018:1) point out that, ESP is a dynamic research discipline, underpinned by one fundamental question: how best to meet the needs of English learners, especially in our increasingly globalized and internationalized world.

Scrivener J. (Scrivener, 2011:310): Effective vocabulary instruction is a long-term proposition. Attention to vocabulary growth has to start early, in preschool, and continue throughout the school years. Although the exact nature of effective instruction changes across grade levels, the focus on and commitment to vocabulary instruction is a sustaining component of schooling. Effective

instruction must also be multifaceted, encompassing: teaching individual words; extensive exposure to rich language, both oral and written; and building generative word knowledge (Nagy, 2005:28). Nation, P (Nation, 2000: 650-651) proposes four strands to provide balanced vocabulary instruction:

1. Meaning-focused input (Extensive graded reading; Listening to stories; Working with familiar content);
2. Meaning-focused output (Communication activities; Research and write Language focused learning);
3. Learning from word cards; Grammar exercises; Read difficult text;
4. Fluency development (Repeated reading. Repeated speaking on familiar topics, Graded reading).

Learners should know what their vocabulary goals are and should choose what vocabulary to focus on in terms of these goals. Learners should have a clear strategy for deciding what vocabulary to focus on and where to find this vocabulary. Successful strategy users need a strategy for controlling their strategy use. This involves choosing the most appropriate strategy from a range of known options and deciding how to pursue the strategy and when to switch to another strategy Nation, P. (Nation, 2000:354). Planned vocabulary activities are likely to occupy more time than unplanned vocabulary teaching strategies because teachers normally would have prepared teaching materials in advance or have a list of the target words which would have most class teaching time. Nation, P (Nation, 2000:358) emphasized, that important to make training in strategy use a planned part of a vocabulary development programme. This planning involves:

1. deciding which strategies to give attention to
2. deciding how much time to spend on training the learners in strategy use
3. working out a syllabus for each strategy that covers the required knowledge and

provides plenty of opportunity for increasingly independent practice

4. monitoring and providing feedback on learners= control of the strategies.

For each of the strategies like guessing from context, using word parts, dictionary use, and direct learning, learners need to spend a total of at least four or five hours per strategy spread over several weeks.

Teacher can apply a vocabulary instruction or activity, catering for individual learning styles, considering time available or being just pertinent in that context or situation. It is of high importance to encourage students' eager participation in vocabulary learning, to support their own lexical discoveries, not to judge which single strategy will be the best for students, but to offer a range of options and activities, and also teach students to educate themselves in order to be able to deal with lexical units outside the classroom.

Some thoughts of Teaching and Learning Strategies Legal English Vocabulary

A critical analysis of scientists works on vocabulary teaching gave ground to distinguishing basic conceptual plans and ideas, which formed the following framework of our vocabulary teaching in ESP class, in our case Legal English:

1. Vocabulary acquisition cannot rely only on implicit incidental learning. It also requires explicit vocabulary teaching which should stick to a systematically elaborated and effectively arranged workflow of steps;
2. A word is a complex item involving meaning, form, collocations and discourse patterns. When presenting new lexical items, only conveying the meaning is not enough. Word form and collocations require deliberate attention and work;
3. Vocabulary recycling and practice are necessary to consolidate lexis in longterm memory, to stimulate students to retrieve words from it and use them for all language skills;
4. Naturally having a linear and systematic character, vocabulary teaching method does

not exclude possible dynamic changes within each stage;

5. A teaching method is not a technological algorithm which must surely lead to a certain predetermined result. Even a well-planned vocabulary teaching method based on contemporary pedagogical principles cannot guarantee every learner to acquire the vocabulary taught, since learning vocabulary through traditional instruction is influenced by a number of external factors.

ESP students: their needs and feedbacks

ESP classes students have a specific interest for learning, subject matter language knowledge, and well-built adult learning techniques and strategies. Students are duty for developing profession oriented English language skills to reflect their native-language knowledge and skills.

ESP classes are usually organized on the base based on the students' professional orientation. ESP teachers should pay attention to this when he/ she is selecting material for teaching strategies and to make steps for defining students' needs and feedbacks. Generally, ESP classes have a certain threshold of language proficiency.

ESP class students have highly motivation for learning specific terms, using them in writing and oral communications, therefore teachers often combining traditional teaching methods with fun activities such as role play, games, presentations and so on. The Students of ESP classes are generally aware of the focuses for which they will need to use English. Having already oriented their education toward a specific field, they see their English training as complementing this orientation. Knowing of the subject area enables the students to identify a real context for the specific vocabulary and structures of the ESP class. Accordingly, the students can take advantage of what they already know about the subject matter to learn English. In case of ESP should be presented not as a discipline to be learned in isolation from real use, nor as a mechanical skill or habit to be developed. English should be presented in authentic contexts to make the students acquainted with the particular ways in which the

language is used in functions that they will need to perform in their fields of specialty or jobs.

5. Steps of Teaching ESP Vocabulary

Theoretical framework of the ESP works and the findings of the study designed the base for developing methods of the teaching vocabulary in ESP classes. Researcher differentiate the following vocabulary teaching and learning steps, that can be applied for developing vocabulary skills in positive ambience:

1. Independent reading. Independent reading is activity that students do by themselves without support from the teacher. Reading impact on language learning, especially for ESP students, nowadays a huge number or specialized books, journals and magazines. Task of ESP teacher to encourage students to read in specific materials in English.
2. Presentation. Presentation is a very significant stage and one of effective ways of memorizing words. Through presentation students get acquainted with semantics of a new lexical units, its sound and graphic images, and its usage as well. All the steps are closely connected with each other. Conveying the meaning of new lexical items should always go along with two other elements of the first stage. Presentation includes introducing the new words, phrases, collocations; usage field of words. Teacher can ask students to prepare presentations about daily work lawyer, judges, through presentation they can demonstrate types of agreement, how to fill them, their features and intended use, etc.
3. Lexical games. Lexical games are a good strategy in teaching a new words and using them in the class not only for fun, but also for helping students to communicate, to discuss, to demonstrate team work environment. Explanation the game rules to in order to achieve the desired outcome and fulfill the goal behind its implementation. Teachers have a significant role in the classroom when implementing games because they have to

give clear, detailed explanations and instructions about them so that students understand how to play and practice. Language teaching and learning have a numerous types of vocabulary games, which [differentiate](#)ed by time length, by number of participants, by necessities materials (electronic devices, papers, colored pencil, etc.). Therefore for language teacher is important to choose more suitable type of games for target group of ESP group.

4. Role play. Role play is performance refers to public talk by applying different roles from real life such as talk of drugdiller and lawyer, witness and judge, traffic cop and jaywalker and so on, which means to convey information in front of the audience and it focuses on the audience and the message, through using the appropriate terms and collocations. Function of role play is valuable, because it to help develop public conversations and conducting debates. Role play dialogue among students, which including negotiations, meetings, discussions etc. that specialist do in real, daily duties.
5. YouTube channels, TV programs Social networks and Audio recordings. Watching in ESP class videos with length 10- 15 minutes to provide inputs such as emotions, facial expressions, sounds (intonations, stress), eye contacts, pictures from real life and so on. These tools to help develop skills like listening, critical thinking and evaluation. Students can use YouTube channels, TV programs and Audio recordings as incidental and intentional learning tools.

6. Exercises and activities for mastering Legal English Vocabulary

In this section researcher wants to suggest combination of exercises for mastering Legal vocabulary, which can be used with traditional methods of teaching ESP. Doubtless, nowadays learning language have a many opportunities and tools, considering it, researcher can say that following vocabulary exercises doesn't invented by researcher, they are taken from different open

access websites for ESP teachers and students, such as <https://www.usingenglish.com/>, <https://anglofon.com/>, <https://tefltastic.wordpress.com/> and so on.

Exercise 1. Crime discussion questions

***Choose interesting questions from below to ask your partner, then agree or disagree with what they say.**

What crimes are increasing in your country? What are the main reasons for that?

How does crime in this city compare to that in other cities and countries? Are there any areas of the city which are much better or worse?

Are there any places (in this city, this country or the world) which you would avoid due to fear of crime?

Are there any kinds of crimes which are more prevalent in your country than in other places? Why do you think that is so?

Do you think the media or politicians unnecessarily increase the fear of crime? What are their reasons for doing so?

What precautions have you taken/ do you take against crime? What is usual in your country?

How do people generally feel about the police? Are there any groups that feel differently? What are the reasons for those various people's feelings?

Should the police carry guns?

Talk to your partner about a crime story that was in the news recently. What do you think about how the media deal with such cases?

If minority groups turn to crime, is that generally the fault of discrimination or their own cultures?

Do you think this country is generally too hard on crime or too soft on crime? Why do you feel that way? Are there any crimes which that is particularly true for?

Are there any things which are crimes in this country but shouldn't be?

Exercise 2 . Not worthy of punishment?

Choose one of the things below which you think should not be punishable by law and explain why. Your partner will then give their opinion on what you said. Don't worry about any words which you don't know at this stage.

<ul style="list-style-type: none"> - Adultery - Advocating violence - Assisting in someone's suicide - Attempted suicide - Begging - Being a conscientious objector - Belonging to an organisation that advocates terrorism - Blasphemy/ Offending a religious group - Bribery abroad - Browsing a terrorist organisation's site - Building or farming on long-unoccupied land - Bullying/ Cyber-bullying - Crimes by diplomatic staff (= Diplomatic immunity) - Crimes by leaders of the country or MPs - Crimes by your children - Crimes committed on someone else's orders - Crimes that happened more than a certain amount of time ago (= The statute of limitations) - Crimes under a certain age - Disrespecting the national flag/ national anthem - Driving near but not within the speed limit (e.g. at a speed that many people do) - Driving without a seatbelt - Drunk and disorderly - Educational use of copyrighted materials - Excessive force in sports, e.g. fouls that cause major injuries - Failed attempt to immigrate illegally - Failed request for political asylum - Hacking that causes no damage - Holocaust denial - Illegal actions by a subordinate that you knew nothing about but should have done - Illegal busking/ street performance - Indecency in artistic works - Jaywalking - Keeping the confidentiality of a journalistic source, person confessing to a priest or patient who has committed a crime - Leaking of government secrets that is in the public interest 	<ul style="list-style-type: none"> - Lese majesty (insulting the head of state, e.g. monarch) - Libellous comment by another person on your blog or website - Linking to sites with illegal content - Not stopping other people committing crimes, e.g. seeing a mugging and just walking past - Offering file-sharing software - Persistent noise violations - Polygamy - Possession of small amounts of soft drugs for personal use - Prostitution - Public nudity - Publishing something about a celebrity that is true but has no public interest - Racist language/ Race hate/ Stirring up race hate - Refusing to give evidence against a friend, relative or colleague - Refusing to speak when questioned by police - Refusing to uncover your face for religious reasons - Shouting at, swearing at or insulting police officers - Slander or offensive content in an anonymous comment online - Something that is illegal in your country but legal in the country where you do it - Squatting in totally unused derelict buildings - Stalking a celebrity - Swearing on TV - Taking stuff from bins - Trespass - Unauthorised protest/ demonstration - Underage sex - Unlicensed selling on the street/ selling from street stalls - Vagrancy - Violence against people or property in order to save animals from suffering
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***Check any you don't understand and discuss them as a class. Try to agree on punishments for some of the others.**

Exercise 3. Crimes What should the (range of) punishments be for these crimes?

accepting bribes arson assault attempted murder blackmail bomb hoax burglary buying drugs digital piracy drug trafficking false advertising forgery fraud fund raising for terrorism hacking handling stolen goods	hijacking human trafficking incitement of terrorism insider trading kidnapping manslaughter money laundering mugging offering bribes perjury pimping (= living off the proceeds of prostitution) Ponzi schemes rape resisting arrest slander tax dodging/ false accounting
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***Rank the crimes above from the most to the least serious.**

Exercise 4 . Tricky vocabulary

What are the similarities between these words and expressions connected to crime?

- attorney/ district attorney (= DA) - capital punishment/ corporal punishment - civil case/ criminal case - crime/ misdemeanor - drug trafficking/ drug dealing - graffiti/ vandalism/ arson - judge/ magistrate - libel/ slander	- mugging/ assault - murder/ manslaughter - pick pocketing/ bag snatching/ mugging - piracy/ forgery - reckless driving/ drunk driving/ joy riding - shoplifting/ burglary - smuggling/ drug trafficking - solicitor/ barrister
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***What are the differences between them?**

Exercise 5. Differences Between Legal Terms

Ask your partner about the differences between any of the things below which you aren't sure about.

- accepting bribes/ bribery - tax avoidance/ tax evasion - arrest/ prosecute - arrest/ take in for questioning - assault/ attempted murder - assault/ mugging - asylum seeker/ refugee - attorney/ district attorney (= DA) - bag snatching/ mugging/ pick pocketing - barrister/ solicitor - black hat hackers/ white hat hackers - bomb hoax/ terrorism - bullying/ cyber-bullying - burglary/ shoplifting - buying drugs/ drug dealing - capital punishment/ corporal punishment - civil case/ criminal case - community service/ hard labour	- five-year jail sentence/ suspended five-year sentence - forgery/ piracy - fraud/ scam - graffiti/ vandalism - hard drugs/ soft drugs - hijacking/ kidnapping - human trafficking/ trafficking - illegal drugs/ misuse of prescription drugs - imprisonment/ rehabilitation - Japanese prisons/ prisons in other countries - judge/ juror - judge/ magistrate - libel/ slander - life sentence/ "life means life" - manslaughter/ murder
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- compensation/ fine
- corporal punishment/ "an eye for an eye"
- crime/ misdemeanor
- criminal record/ permanent criminal record
- criminal/ suspect
- detective/ private detective
- drug dealing/ drug trafficking
- drug trafficking/ smuggling
- drunk driving/ reckless driving
- file sharing/ illegal file sharing

- offender/ reoffender
- official warning/ warning
- open prison/ other kinds of prison
- police station cell/ prison cell
- profiting from prostitution/ prostitution
- prosecute/ sue
- the Japanese legal system/ the legal system in other countries.

Vocabulary mastering is increasingly viewed as crucial to language acquisition. Modern world full of opportunities for effective learning any foreign language with different approaches and methods. However, learning vocabulary, using words in appropriate way is always a laborious process, therefore needs a many efforts and practices.

Conclusion

This article on methodology studied strategies and methods for teaching vocabulary for professional purposes. Despite distinctive characteristics, teaching professional vocabulary may follow the same logical procedure as teaching plain English. Given the basic challenges and general logic of vocabulary teaching process, professional vocabulary teaching steps have been defined. Each steps hasn't been completely described, because it needs further theoretical and practical studies. Presenting model exercises have been shown, which retrieved from English teaching and learning websites. The techniques and exercises we have described in this article give only an idea on how teaching new methods of teaching vocabulary can be organized independently by teacher (even by students), whose teaching connected with English for occupational, professional purposes. This topic have importance to future ESP teachers. Considering the less number of training aids and workbooks aimed to developing of Legal vocabulary, researcher made an effort to find appropriate strategies for teaching ESP. Researcher of this article hope that other future teachers can use this methodological article as additional resource for their work and will find it inspiring in terms of creativity in teaching and learning process.

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