

KARAKALPAK TEACHERS AND LEARNERS' ATTITUDE TO LEARNING ENGLISH VOCABULARY

Ismamutova Guldana,

*2-year master student of English language and
literature department, NSPI
Uzbekistan, Nukus*

Abstract. The presented thesis is devoted to identify what is the ESP learners' and also teachers' attitude to learning and teaching vocabulary, which vocabulary techniques and materials are being used during the lesson in order to develop lexical competence of English learners. The results of the observation is given in details.

Key words: vocabulary, lexical competence, observation, programme, technique, materials.

All languages contain words. Most learners acknowledge the importance of vocabulary acquisition. According to Thornbury, "the acquisition of new words is the process which never stops". To build a good storage of vocabulary is the first and one of the most important steps when starting to learn a new language. People learn new words permanently and identify their meaning. [2; 66]

Materials are the vital component concerning what happens inside the ESP classroom because they control the process of teaching and learning. In other words, materials should satisfy learners' needs; teachers have to follow the curriculum and select the relevant materials according to them, taking into account their students' interests and motivation. In order to help learners, the teacher may adapt, supplement, and elaborate those materials.

Our present thesis is devoted to identify what is the ESP learners' and also teachers' attitude to learning and teaching vocabulary, which vocabulary techniques and materials are being used during the lesson in order to develop lexical competence of English learners.

NSPI was selected to be the setting of the study. The Institute was selected purposively for the reason, that it was convenient for the researcher to get authentic, valid and reliable data. It is also preferred to get valuable and constructive comments from my advisors and the rationale behind choosing the grade level is the researcher's observation and experience that vocabulary is not

being taught using appropriate vocabulary teaching techniques and students are not as expected in their English language performance. In order to collect the required data for this study, four types of data collection tools had been used, namely; classroom observation, semi-structured interview, questionnaire and textbook analysis were used accordingly. But in this article I'd like to write about the results of observation.

Observation is a method which can be useful to discover whether people do what they say they do, or behave in the way claim" [1;156]. It is supposed to be "more reliable than what people say in many instances" [1;156] and therefore it was used as the key method to find out about the reality of what teaching English in ESP classes.

Bell distinguishes two main types of observation: participant and non-participant. The participant observation is defined as "the transfer of the whole person into an imaginative and emotional experience in which the fieldworker learned to live in and understand the new world" [1;157]. Participant observation is criticised for being subjective and as we wanted to find out what happens in the lesson in reality we decided for the non-participant observation. We observed eleven lessons which was the approximate number we agreed on with the head of the department: and from one to four lesson of each teacher depending on their consent. We did not want to interfere in the lesson or influence it in any other way by our presence therefore the students were not told before that say were being observed.

To note down what was going on in the lesson we prepared an observation sheet beforehand. The aim of this observation sheet was to show what vocabulary techniques were used and what strategies teachers employed and to identify the relevance of the vocabulary exercises from their text book Scale Up with the target ESP students' vocabulary acquisition.

Observation Sheet deals with the concepts of the lesson which we consider to be the key concepts. These are programme, techniques, and materials used to

help the learners to develop their vocabulary. The data obtained by observing the eleven lessons are presented according to the observation sheet which was described above. During the observations we realized that the lessons of individual teachers differed a lot. Therefore, we present both the data collected in the lessons of individual teachers and the general outcome of my research separately.

Programme. This part deals with the programme of the lessons. The aim was to find out if there was only one aspect which was emphasized in teaching ESP or whether all the aspects were in balance. Vocabulary, pronunciation, syntax, grammar, listening, speaking, reading, translation and writing were included in this part.

We found that in the lessons we observed the greatest emphasis was laid on *vocabulary* (37.8%). The second most frequent category was *speaking* (19.5%). *Writing* (1.8%) and *pronunciation* (1.7%) appeared only occasionally in the lessons. The remaining categories – *syntax* (8.1%), *grammar* (6%), *listening* (5.6%), *reading* (10.5%) and *translation* (9.5%) were balanced.

Techniques. This part aims at techniques which were used during the lesson for presentation, practice or revision. We divided the techniques into two groups: techniques for presenting new vocabulary and other techniques.

As far as techniques for presenting new vocabulary are concerned, the most frequently used techniques were *giving Karakalpak* (27%) or *English* (24%) *equivalents* and *definition* (23%). Numbers for other techniques for presenting new vocabulary were as follows: *synonyms* (11.5%), *opposites* (0%), *hyponyms* (8%), *demonstration* (0%) and *illustration* (6.5%). Taking into consideration 'other techniques' the most frequently used technique was *questioning* (42%), which is generally considered to be the usual technique in teaching at the Institute. Apart from questioning, there were also other techniques given in the book *Scale Up: true/false decision* (11%), *multiple choice* (3%), *gap filling* and

completion (15%), matching (13%), dictation (2%) transformation (2%), game (6%) and brainstorming (3%).

Materials. Another aim of observation was to find out what kind of materials were used by the teachers in order to teach and practice new vocabulary suggested by their textbooks. This section had two aims. First we wanted to investigate the portion of written texts in which new words are presented, speech which a teacher use to explain a new vocabulary and audio or video materials which the learners can acquire new vocabulary themselves. The other aim was to investigate whether the materials used in the lessons were authentic or adapted. In the lessons we observed the portion of *written texts* was 28.3%, *speech* 41.7%, *audio and video* created only 1.3%; video was used only complementarily. From the materials used in the lesson 26.1% were *authentic* and 73.9% were *adapted*.

Vocabulary learning does not officially belong to the language skills (listening, speaking, reading and writing) but there is no way of making advance in language without building vocabulary that can be applied into grammar structures and make meaningful utterances. It is difficult for students to communicate without creation and developing their own lexicon.

The choice of appropriate vocabulary techniques and materials is problematic since the words and expressions are restricted to use in specific contexts. It is essential to show the students what aspect of vocabulary item you introduce to them. Form is the first step you can present; for example, what part of speech is the word, and how it is spelled. The last step is to ask the students about the restricted use of the vocabulary items (does it belong to a particular style or register). Generally speaking, students want to increase their store of vocabulary and vocabulary knowledge is the most important area of a language competence.

References:

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