

Contentious Issues Concerning the Methodology of Using the Lexical Approach in Teaching ESP

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Abstract : In tertiary settings expanding students' vocabulary and teaching discursive competence is seen as one of the chief goals of a professional development course. However, such a focus often is detrimental to students' cognitive competences, such as analysis, synthesis, and creative processing of information, and deprives students of motivation for self-improvement and self-development of language skills. The presentation is going to argue that in an ESP course special attention should be paid to reading/listening which can promote understanding and using the language as a tool for solving significant real world problems, including professional ones. It is claimed that in the learning process it is necessary to maintain a balance between the content and the linguistic aspect of the educational process as language acquisition is inextricably linked with mental activity and the need to express oneself is a primary stimulus for using a language. A study conducted among undergraduates indicates that they place a premium on quality materials that motivate them and stimulate their further linguistic and professional development. Thus, more demands are placed on study materials that should contain new information for students and serve not only as a source of new vocabulary but also prepare them for real tasks related to professional activities.

Keywords : critical reading, english for professional development, english for specific purposes, high order thinking skills, lexical approach, vocabulary acquisition

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