

AN APPROACH OF IMPROVING ARCHITECTURE STUDENTS' ENGLISH VOCABULARY

G'ofurova Sarvara Madaminjonovna

Teacher of the Department of Interfaculty Foreign Languages

Andijan State University, Uzbekistan

sarvaragofurova85@gmail.com

Kuchkarova Ozodaxon Abakulovna

Teacher of the Department of Interfaculty Foreign Languages

Andijan State University, Uzbekistan

ANNOTATION

This article discusses an approach of improving architecture students' English vocabulary during teaching English in classroom. The importance of teaching English for professional uses and particularly in the field of architecture is undeniable. English proficiency is required in all professional areas but it becomes essential in the architecture because of its specific characteristics.

Keywords: English for specific purposes (ESP), architecture, architectural drawings, vocabulary mastery, proficiency, skills.

INTRODUCTION

English for specific purposes (ESP) teaching conducted to equip learners with a certain English proficiency level for a situation where the language is going to be used, termed target needs. Since it provides instructional objectives, materials and methods developed on the basis of learners' needs and potential of interests, from the early 1960s, ESP has grown to become one of the most prominent areas of English foreign language. Nowadays, ESP is not only applied for adults of English language learners who have mastered basic level of English proficiency or those with specific purposes of learning English, but also is adopted for English language learners learning general English. As the ESP teaching aims to enable students to master English in the field they are studying, students of Architectural Engineering are expected to know English in the field of Architecture. However, English for Architecture seems to be the most neglected areas in ESP. This is marked by the lack of English reading on ESP for Architecture that can be used as a reference in learning. In addition, published studies on teaching ESP for Architecture both in national and international journals are still limited. In fact, both undergraduate and graduate students in architecture who later become architects require English mastery infinitely. Talking to clients, suppliers, partners, colleagues as well as delivering speech demands a good speaking ability. Reading and writing the rules and requirements, emails, proposals, reports, and papers are other skills, which need to be mastered. Considering the importance of ESP for Architecture, teachers' preparation of materials should become a concern. It has to be interestingly organized and well prepared. For instance, Case A. (2013) in his book suggests that teacher who teaches speaking or reading can select interesting topics related to architecture subject such as; the celebrity architects, the most beautiful and ugliest buildings in one city, the positive and negative impact of the

protecting old buildings and towns, and other interesting topics [2.43]. For a general vocabulary teaching class, expert designers and researchers have proposed some interesting options of learning materials. For example, Taslim (2014) demonstrates several media that can be used to support teaching ESP, including games, flashcards, picture stories, and magic discs. These learning materials are applicative as needed [12.103]. As architecture students' need for drawings is enormous, it seems applicable for ESP learning especially in improving vocabulary mastery. Elly and Gerlach (2007) argue that the media are people, materials, or anything that results in conditions that can assist students in acquiring knowledge, skills, and behavior [9.47]. Concerning benefits of media images, Ernestova (1981) mentioned that the use of images in teaching foreign languages varies to attracting students and increasing motivation [3.72]. The fact that ESP for Architecture is indispensable to the students' English proficiency and the benefits of drawings as a learning media is various, the theme of this research, therefore, is to improve the mastery of the vocabulary of architecture students through architectural drawings. The purpose of this study was to find out whether the use of architectural drawing improves students' vocabulary mastery, how effective the use of architectural drawings in improving the students' vocabulary mastery, and what factors causing the students' lack of vocabulary. Case A. (2013) mention three ways a teacher can do to motivate students to master vocabulary, namely:

1. Prioritize active words.

Active and passive vocabulary have been introduced previously. This technique points out that is necessary to choose which vocabulary to be prioritized depending on teaching context. For a basic class, for example, active vocabulary can be taught by creating several sets of vocabulary that should be learned. However, for upper or higher level students, their active and passive vocabulary words need to be tailored to the needs or areas they are studying.

2. Interact with words.

Associating a vocabulary with something that will be easy to remember and hard to forget is one way of interacting with words. Other forms of interaction can be done by searching for synonyms or antonyms, changing the word class from noun to adjective or verb, and so forth. At the end, the more vocabularies can be connected in the mind of the learner, the longer the words are attached and remembered.

3. Search Techniques

This technique has more emphasis on the students' own efforts to find meaning and other rules such as why and how the vocabulary is used. Teachers can assume that students already have enough vocabulary, so that learning vocabulary is not by introducing new vocabulary words but by giving new material reading, and asking the students to interpret new vocabulary words by connecting them with the knowledge they have already had [2.48]. Drawings and architectural drawings in teaching vocabularies Webster (2017) defines drawings as "Ernestova (1981) divided the types of drawing based on its functions to a language teaching including drawing one person or single object, pictures of people involved in certain activities, images of the environment (roads, buildings, factories, etc.), and a series of drawings that refer to a theme of conversation (food, work activities, etc.) [3.64]. Images, a part of the drawing, can be used to give students a chance to practice the language in a real context or situation where they can communicate their ideas [8.57]. Kemp, an associate professor of education and media

production coordinator also emphasizes some of the drawing functions in teaching, namely to improve the subject's topics, to increase interest in learning, to extend memories of information, and to teach skills effectively [7.18]. Looking at all years of publications of the previous references (Ernestova, 1981) and Kemp (1994)), it shows that the media images have begun to have a major effect in language learning classes from last decades. Recent studies, interestingly, also show the contribution of drawings in the English learning process [3.64]. James (2010) argues that drawings, which include photos, graphics, images, maps, models, and artifacts can create a visual impression of students, attract attention and help concentration; so that students can describe the meaning directly and quickly into a verbal explanation [6.93]. A classroom action research conducted by Nurlaili et al (2012) also asserts that drawings can improve the process of enriching the vocabulary of 6th graders in Bogor [10.12]. Sari (2013) also demonstrates that the use of drawings has increased students' learning motivation. In short, visual effects of drawings can allow the language to be seen more impressive [11.42]. The color and shape of drawings can also stimulate students' quick response and avoid boredom. As learning media, drawings usage varies widely depending on needs. The selection of drawings as a medium in this research is because drawings can be a communication medium in the field of architecture. Fauzi (2014) argues that the role of the drawing in understanding the architecture is very important. According to its function and purpose, he divides drawings into two types, the presentation drawing and engineering drawing. The first type of drawing refers to an informative and exquisite architectural drawing that gets a dramatic effect to make it look more impressive and fascinating as it aims to showcase [4.8]. The second type of drawing is called a construction drawing which contains detailed technical information about a building, such as the material used, connection construction, column-beam position, plumbing (piping), and electricity. The difference between the two is that if the presentation drawings put the beauty, the engineering drawings strongly emphasize the accuracy and completeness of the picture. Considering the importance of the role of drawings in Architecture, this is one of the reasons for the use of drawings in the teaching of ESP for Architecture students.

All above considerations are due to the Architecture students unarguably need of mastery of English, especially vocabulary. Case (2002) describes several reasons why architects require English language proficiency in general, including talking with candidates or clients, suppliers, partners and colleagues, reading the rules and requirements, catalogs, journals and books, writing emails, proposals, reports, and papers, attending or deliver material at conference, and presenting, both oral and written [1.15].

He also adds a number of necessary vocabulary in the field of Architecture, such as building types, building parts, building materials, and building decoration materials. Some others include what an architect does and what tools architects need to work.

Those vocabularies may be delivered by general teaching approaches as well as other interactive and innovative approaches. In fact, the approach through the use of drawings will give a perfect effect. In conclusion, we can say that architectural drawings have increased interest and motivation in improving English vocabulary.

Variety of techniques and approaches reveals in teaching vocabulary. In the field of ESP for Architecture, this article proved that one of them can be accomplished via architectural drawings. The studying shows that the students improve their ability in mastering new

vocabulary words. Above-mentioned practical technique ways also show that students improve their interest and motivation in learning English vocabulary.

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