

Vocabulary in esp

The importance of the teaching of vocabulary in ESP is now widely accepted. In discussing the teaching of vocabulary of ESP it has often been said that the teaching of technical vocabulary is not responsibility of the teacher and that priority should be given to the teaching of 'semi-technical' or 'core vocabulary'. We believe that the situation with regard to the teaching of technical vocabulary is rather more complicated than the simple notion that 'the ESP teacher should not touch it'. In general we agree that it should not be the responsibility of the ESP teacher to teach technical vocabulary, in certain specific contexts it may be the duty of the ESP teacher to check that learners have understood technical vocabulary appearing as carrier content for an exercise. It may also be necessary to ensure that learners have understood technical language presented by a subject specialist. In any ESP exercise which exploits a particular context, that context will use certain technical vocabulary. It is important that both the teacher and the learners appreciate that this vocabulary is acting as carrier content for an exercise, and is not the real content of the exercise. The teaching of vocabulary in ESP follows similar general principles to those in EGP. It is important to distinguish between vocabulary needed for comprehension and that needed for production. In comprehension, deducing the meaning of vocabulary from the context and from the structure of the actual word is the most important method of learning new vocabulary. For production purposes, storage and retrieval are significant. Various techniques have been suggested for storing vocabulary: the use of word association, mnemonic devices, that is, the use of visual images to help remember a word. Different learners favor different techniques, and it is important that teachers encourage learners to find out what works best for them.