

Methodological Typology of Interferences in Professionally-oriented Teaching Economic Vocabulary at ESP Classes

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Abstract: The main purpose of this article is to consider language material selection and methodological typology of interferences and peculiarities that must be taken into account while teaching the lexical aspect of economic English. Therefore, this goal determines the following main objectives, disclosed in this section of our research work: consideration of typology, specifics, functions of economic vocabulary in formation of lexical skills and organization of economic discourse in ESP teaching process. Thus, having analyzed the existing approaches to teaching professional vocabulary, we considered the implementation of the operational approach to acquisition of economic terms by using analytical-synthetic operations in receptive activity and synthetic-combinatorial operations for reproductive acquisition. As a result, in the framework of this article we modified the principles of teaching professional vocabulary, presented a recommended sequence for preparing ESP materials, distinguished separately typology of potential words of lexical resource and singled out the most significant types of term difficulties in the active vocabulary.

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1. Introduction

At present more general approaches to the typology of interferences have been outlined, covering the whole system of teaching, starting with selection of professional vocabulary, establishing units of study and their functioning in different types of language activity.

So, considerable attention is paid in this period to various issues of teaching professional vocabulary. I. Rakhmanov (1980) recognizes the crucial importance of exercises, both for acquisition of linguistic material, and for development of language skills. Therefore, while professionally-oriented teaching economics students, acquisition of economic vocabulary becomes one of the ways of formation of language activity. Special lexical exercises are being developed: differential lexical exercises in grouping of selected material, filling in gaps, in sentences or in the sentence supplement, related to the work on synonyms, antonyms and homonyms, polysemy of a term, aimed at learning word formation, in translation using definite lexical material. Professional vocabulary for the first time ceases to be secondary to grammar, its leading role is recognized in selection of language material.

To assist in this process, R. Barnard and D. Zemach (2003) offer a "recommended sequence" for the preparation of language learning materials for

specific purposes, starting with the needs analysis. So, adapting their suggestions, the following can be presented as a recommended sequence for identifying and preparing ESP materials:

- Determine the needs and preferences of the students and institutions/corporation.
- Determine what sort of language contexts the course will focus on (e.g., lectures, business meetings).
- Decide how to present the language in the course (e.g., topic, function, situation, grammar).
- Determine what language skills and sub-skills to focus on, based on needs analysis.
- Decide if the syllabus should have stand-alone lessons/units, or ones that build on each other.
- Based on the needs analysis, determine the types of activities that will be used in the course (e.g., individual, pair, group, whole class).
- Decide on material design.
- Prepare materials.
- Pilot the materials; collect and collate feedback.
- Revise the materials based on classroom experience and feedback.

Typically, having identified the context, student needs, and language expectations for the course, most teachers turn first to published textbooks and other materials (such as resources on the internet) to try to

find something that will address the language needs that have been identified. Unfortunately, the more “specific” and targeted the language teaching context is, the less likely that there will be any published materials that are appropriate for the ESP class, especially compiled into one textbook, since textbook authors and publishers write material and activities designed for broad, general audiences. The consequence is that ESP teachers either have to create or adapt much of the material they use. Since creating materials from scratch is very challenging and time consuming, most teachers become skilled at adapting materials originally designed for other purposes. Several options that teachers have when they want to adapt published materials for their particular teaching contexts include the following:

- Deleting material that is inappropriate, irrelevant, etc.
- Adding material or activities to better target language expectations of the ESP context.
- Reducing or simplifying language material or activities to make them more appropriate or less difficult or to give them less emphasis.
- Modifying materials or activities to make them more demanding or accessible to students.

This also can include:

- Extending activities to emphasize the lesson focus.
- Replacing texts or activities with more suitable material.
- Branching – providing options to students for working through existing readings or activities.
- Reorganizing material to better fit teaching context or course goals.

Thus, the typology of interferences for a particular language depends not only on the characteristics of the language, but also on the native language of students, since the word interferes in the process of language activity. Therefore, creation of specific methodological typologies of interferences while teaching ESP remains an urgent problem in accordance with the characteristics of target and native languages and in dependence on the stage of teaching. The objective of methodological typology in terms of the specific methodology is to show ways to identify the difficulties of specific words, in our case economic terms, on the basis of those operations that students must perform with a lexical unit while using certain types of language activity.

Consideration of typology from the point of view of those operations that are passed by a term in the process of functioning, meets significant difficulties, since the lexical operations have not yet been developed.

2. Material and Methods

An attempt has already been made to apply an operational approach to methodical studies concerning teaching of foreign language vocabulary (Thurstun, 1998).

While considering the types of economic terms in the passive vocabulary, it is expedient at once to start from two categories of terms: motivated and unmotivated. With such a division, not only the linguistic nature of a term is taken into account, but also its functioning in speech activity. Separation of motivated and unmotivated words is due to different operations in their perception.

In motivated terms, there are more supports in perception – the root and affirm morphemes are distinguished in them, whereas in perception of unmotivated terms, only graphic complexes (letters and letter combinations) can be distinguished.

If we take such an indicator as the length of a term, then it presents a difficulty for unmotivated terms. As for the motivated terms, then the length of a term is not so significant, because at the time of perception, there already occurs activity on allocation of morphemes, and this contributes to better perception and memorization.

While perceiving unmotivated terms, there also selection of their signs occurs, however, in the presence of similar symbols, false motivation may take place.

The term length indicator (monosyllabic, polysyllabic) manifests at the stage of memorizing a term as an isolated unit, however, this does not limit the process of acquiring a term, and, therefore it is necessary to analyze the importance of this indicator in receptive activity - reading and listening. Operations that occur during reading and listening will have much in common, since receptive activity is based on perception.

Perception is a system of perceptual actions. Each perceptual action may be carried out by means of various operations. To acquire an economic term with the purpose of using it in receptive activity, it is necessary to consolidate the operations of automated selection of graphic and acoustic supports for understanding. The difference is only in how perception occurs - in a graphic or sound code.

There is a general provision according to which operations in receptive activity are defined as analytical-synthetic ones, proceeding from the main kind of mental activity. We shall consider the operations that constitute the act of perceiving an economic term first in a graphic code.

The first operation: The perception of a lexical unit by graphic symbols. For this operation, such characteristics of an economic term as its length will be significant (a short word will be easier to perceive);

familiarity with graphemes; similarity of a term in the form with a term of the native language. The presence of signs that mark the term is very important for this operation, since it is enough to distinguish only certain characteristic features for comparison and identification. At this stage, obviously, there will be no significant difference in perception of motivated and unmotivated terms. It will manifest in the course of the subsequent operations.

The second operation: The identification of signs in a lexical unit and the signs can be of a different plan: formal-graphic complexes (augh/kn - in English, sch- in German, qu- in French), structural-semantic (presence of root, affixed morphemes).

For perception the unity of the whole and its parts are essential, as well as, the unity of analysis and synthesis. The perception of the whole is in fact determined by the perception of the main parts. For this operation motivation of a term is of great importance: the presence of familiar morphemes removes the difficulty that can arise while perceiving a polysyllabic (long) word, for example: *commencement*, *diversification*. The presence of characteristic features in an unmotivated word promotes to perception.

In motivated terms selection of features is mainly at the structural level (root, affixing morphemes), in the unmotivated terms - at the formal level (letter combinations, letters).

The third operation: differentiation and identification of lexical units. In motivated terms, identification occurs when the morpheme (root, affix) is well known and students easily recognize it. Differentiation of words occurs in which the given root morpheme meets with another affix or the familiar affix is combined with another morpheme. Identification of motivated terms is easier at direct derivability of term meanings from the composition of their components, as, for example, in words *liberalization*, *inflation*. Identification and differentiation of an unmotivated term is facilitated by presence of graphic symbols that are familiar or similar in the native language (*bank*, *credit*).

The fourth operation: correlation of a perceived form with the meaning (comprehension, understanding), inextricably intertwined in the act of understanding with general meaning of the context of an utterance (sentence). In the case of polysemy this operation causes additional difficulties. The motivation of an economic term to some extent helps to comprehend and correctly understand the meaning of a term, although it is not decisive, as it was in the previous operation. Difficulties in determining the meaning of an economic term will result from that in what meaning the term is used - direct or allegoric, primary or secondary meaning. If there is a similarity

to the native language (in the case of coincidence of meanings), this operation will not cause difficulties. With the similarity of words in a form, but with the discrepancy in the meaning the difficulties persist.

Since the perception of speech by ear is also receptive activity, then the scheme of operations that a term passes when it is perceived at a sound code will be similar to reading, however, words will differ in specific mental content. The main differences, respectively, will be observed in the first operation, which, when listening, consists of perceiving lexical unit through an ensemble of sound symbols.

Therefore, the peculiarities of perception will be manifested in the phenomena of phonetic assimilation and reduction (assimilation is possible inside a term and borderline assimilation will take place under the influence of the words-neighbors).

Thus, the difficulties of perception in a sound code will result if there are similar sound complexes among the learned terms with newly perceived ones, for example: *seize payment* (*изъятие оплаты*), *cease payment* (*обанкротиться*). So, similarity with the terms of the native language facilitates perception. Short, unmotivated terms tend to mingle, since it is difficult to note the distinctive features in them. However, the use of a term in speech is impossible without connections with other words: each term is related to others, which are thematically (situationally) close; every term is in certain combination with other words with which it is used in speech as a neighbor in one sentence (*stock exchange – foreign exchange, cost price – retail price*).

So, it is necessary to see from what operations reproductive acquisition of a term is composed. For reproductive activity, it is obvious that operations will be based on combination of words (based on using). The main thing here is the ability to combine, which includes lexical compatibility and grammatical (syntactic) compatibility (formalization). All other operations are to some extent subject to the specified ones. Based on the characteristics of this activity, the operations are synthetic-combinatorial.

The first operation: actualization of a lexical unit (transfer from the long-term memory to the operative memory). It is expressed in selection of words that can be used with this term. Extracting a term from the memory means choosing a proper sound form. The difficulty of this operation depends to a certain extent on the size of the vocabulary. The more the size of the professional vocabulary being studied, the greater is the load on the long-term memory and the more possibilities for mixing words according to the form while transferring into the operative memory. The ease or difficulty of actualizing a term is influenced by whether a term changes, whether it has one or more grammatical forms. The difficulty of actualization of a

word is derived from the fact that while extracting a term from the memory it must be transposed from paradigmatic to syntagmatic relations.

The ease or difficulty of actualization an economic term in the case of polysemy depends on whether the semantic capacity of a term in the foreign and native languages corresponds, whether this term has synonymous forms.

The second operation: determination of levels of syntactic and lexical compatibility. Lexical compatibility is a combination of meanings, syntactic compatibility is possibility of using a term in certain constructions. Syntactic compatibility of a term is determined by its lexical-grammatical characteristics, lexical compatibility – by its individual meanings. Both types of compatibility determine the position of a term (entering into a complex interaction with each other). If a compatibility model in both languages is the same, then this operation will not be difficult. The use of terms in the target language in combinations similar to the native language should not also present difficulties for students. The more difficult case will occur when terms are combined in different ways in the native and target languages.

The level of speech usage manifests in the non-independent use of economic terms in the phraseological combination of the following type: *dump goods* (демпинг цен), *load prices* (раздувать цены). Such combinations should be entered into the memory in a finished form in the same way as stable combinations.

The third operation: replacement of free space in the statement. Substitution can be free (with respect to terms with comparatively unlimited compatibility) and conjugate (with respect to terms, the compatibility of which is structurally conditioned). The operation to replace a free space in the statement does not cause particular difficulties in the case of comparatively unlimited compatibility. While analyzing this operation, free and phraseologically related meanings of economic terms are distinguished, use of which is constructively conditioned, as well as independent use and use of the word in the service function. In accordance with this, we can distinguish two types of economic terms: with relatively unlimited combinability, which are quite freely combined with other words, and with limited, conditional compatibility. The latter appear in the vocabulary of students not only in general, but also in the additional specific meaning and do not require certain combinations. This type includes words with the constructively conditioned compatibility and words in which one of the meanings is phraseologically associated. Constructional terms also refer to this type, their use causes difficulties, as they have several meanings.

Thus, for speaking activity, the operations of combining lexical units with each other (at the level of word combinations) and inclusion of elements in speech patterns (at the level of sentences as part of a whole statement) are the defining ones.

3. Results

As a result, it was found that models with different abstract meanings are more difficult compared to structural and semantic models, the formants of which retained their original concrete (in particular, spatial) meaning in combination with a certain range of producing bases. Structural-semantic models have additional difficulties with unsteady emphasis and an abstract meaning (a species-temporary character). Structural-semantic models are difficult (in the class of nouns and adjectives) with the most abstract meaning.

For compound words, the following factors are of great importance:

- knowledge of the word formation model (the model is known - unknown to a student);
- availability of conversion; the influence of a grammatical form (built on the original forms: *bank-rate* or on non-original forms: *well-run*);
- character of the sequence of components (corresponds to the sequence of words in a free phrase: *investment bank*, or does not correspond: *bedrock* (минимальная цена));
- presence of additional difficulties (graphic ones is a connecting letter, merged writing of components);
- nature of equivalence of the roots in the native language (complete, partial coincidence, total discrepancy);
- nature of idiomatic (non-idiomatic meaning is easily deducible, idiomatic meaning - it is difficult to deduce, almost non-deductive);
- presence of transfer of a meaning in the constituent components (missing completely, partially available, fully present);
- nature of influence of the internal micro-context (a word causes unambiguously correct associations, ambiguous associations of different levels of correctness).

In addition to the above, it is necessary to say that to teach economic vocabulary means to teach a term. Lomb Kato (2011) believes that the term is a "brick" when constructing a building, where a building is a language, and construction is a study.

So, what does it mean to acquire a term? This means acquiring its meaning, form and use, word formation, accident. This can be represented graphically as follows:

Considering the problem of typology of potential lexical resource, it is necessary to take into account

both its sources and those operations that occur in perception of terms that were not encountered in the students' experience:

1 - perception of the ensemble of graphic symbols, which is characteristic for receptive activity (primary synthesis);

2 - correlation of the perceived with the known, as well as involvement of data in order to find the common with the learned words of the target language or with the words of the native language.

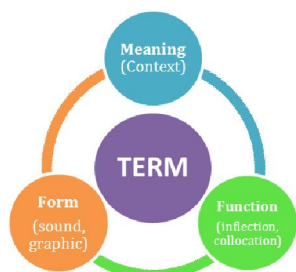


Figure 1. Structural components of a term

For potential lexical resource, along with identification of lexical units, comparison with the known in the target or native language is of great importance. The comparison will take place differently, depending on the category of terms: in derivatives and compound words - by the word-production and word-building model, in single-root words (international ones) - by the model of graphical-acoustic and structural relationships of single-root words.

Operations related to potential vocabulary are determined by the possibility of independent understanding, which, in turn, depends on the characteristics of a given lexical category. Thus, operations for this layer of economic vocabulary should be considered in relation to those word classes that make up the potential vocabulary sources.

In the case of grammatical homonyms and coincidence of semantic structures, comprehension while reading often occurs spontaneously as a result of spontaneous transfer of knowledge from the native language. The features of the language are also of significance. For example, in Economic English similarities in pronunciation of single-root words (similar to Russian ones) make it easier to understand them (*import, export*). There are also more opportunities for expanding vocabulary through derivatives and complex words.

In the case of derived terms, it matters:

- whether a term is constructed according to a model known or unknown to a student;
- number of affixes in a word;
- presence or absence of orthographic features, presence or absence of an affix of homonyms;

- polysemy;
- presence or absence of an equivalent in the native language (a structural-semantic analogue of a type);
- different structures at regular language correspondences of homogeneous bases;
- presence or absence of a value transfer in a derived term.

With respect to prefix derivatives there is possible to clarify the difficulties of terms related to a given subsystem, taking into account the interaction of a form and meaning. The increase in difficulty in this group of terms comes from the nature of the expression expressed by derivative, either concrete or abstract, taking into account structural features.

4. Discussions

Having analyzed the existing approaches to teaching professional vocabulary, Oxford and Scarcella (1994) proposed a new approach based on research. Compared to the traditional approaches, where a student remained one on one with a new vocabulary, this approach focused on teaching strategies for studying professional vocabulary. The available words were systematically grouped according to the analysis of the needs of the students. New words were introduced taking into account goals, tasks and opportunities of each student. The most useful strategy was guessing of words from the context. Teachers tried to reduce the number of "non-contextual" activities to a minimum, while at the same time introducing as many "partially contextual" or "fully contextual" ones as possible.

Subsequently, however, it turned out that guessing by context takes quite a long time, and a word memorized in this way is held in memory for less time than learned by other exercises. Therefore, foreign researchers have rested on a compromise option - explicit and implicit teaching of economic vocabulary (Sökmen, 1997; Schmitt and McCarthy, 2000).

Thus, I.S.P. Nation (2003) distinguishes four principles of teaching professional vocabulary:

1. principle of language minimization;
2. principle of a differentiated approach, depending on the purpose of acquisition of professional vocabulary;
3. principle of interrelated teaching of professional vocabulary and types of language activity;
4. principle of consciousness, which includes reflection.

Agreeing with the classification by I.S.P. Nation in general, we think that it is necessary to add a few more important principles to this list:

1. principle of visibility;

2. principle of consideration of the native language;
3. principle of concentration;
4. principle of staged formation of lexical skills and abilities;
5. principle of interdisciplinary coordination;
6. principle of professional orientation of teaching.

Taking into account the above-mentioned principles, extraction of operations and analysis of how different vocabulary layers function in language activity while organizing economic discourse will allow further development of methodological typologies of interferences.

Having accepted the peculiarities and difficulties of terms functioning in language activity while organizing economic discourse as original, at the same time, it is vital to take into account the nature of the selected language material - qualitative characteristics of a term, since the operations depend on the language material quality.

So, to conclude it can be said that implementation of the operational approach provides practical use of typology in the exercises. Thus, methodological typology turns from a theoretical problem into a practically applied category. As functioning of specific lexical units is related to performance of certain operations, and the latter are different in perception and reproduction, so typology of the passive and active vocabulary should be considered separately.

In addition, it is necessary to distinguish separately typology of potential words of lexical resource, since, in contrast to the passive potential lexical resource (PLR), we are talking about the operations of perception of terms that were not encountered in the students' experience.

If the real vocabulary should be in principle the same for students at this stage of language instruction, then the potential vocabulary can be different: a student can expand his vocabulary in the process of self-reading.

In perception of speech, other operations are distinguished: allocation of graphic and acoustic supports on the basis of worked out graphical-acoustic-motor connections that provide recognition of the lexical units in the process of perception through the visual or auditory image and correlation of the image with the corresponding meaning.

The mentioned operations show a general correct approach to teaching economic terms. However, in order to use them in exercises, it is necessary to dismember them into smaller ones.

In the methodology, the most significant types of term difficulties in the active vocabulary have been

defined, taking into account the different sides of a term:

- use of terms both independently and in a structural function;
- free and non-free use of a term;
- similarity of terms by sound (by meaning);
- incongruity of the way of formation of a grammatical form in the target and native languages;
- similarity in meaning, but difference in the form of foreign terms and terms of the native language;
- incongruity of the volume of meanings and compatibility of terms.

The mentioned types of difficulties take into account in general the different aspects of a term and, in particular, the feature of functioning. For functioning in oral speech it is important to know how a term is used in speech, in what combinations, whether it coincides in meaning with a term of the native language, which of the synonyms is appropriate in this case.

As it is known, the learned words are stored in the long-term memory, speech is performed with participation of the operative memory. Word usage is provided by extracting words from the long-term memory and transforming them into the operative memory.

Summarizing the above, it should be noted that professional vocabulary is an extremely important aspect of ESP (Johns and Dudley-Evans, 1991), and the level of lexical skills and abilities depends on the ability to communicate in a foreign language. Studying economic vocabulary is a huge and long-term task, and the correct application of the principles of language instruction to it guarantees a positive result.

Thus, for a more effective teaching of economic vocabulary, the combination of didactic (consciousness, visibility, interdisciplinary coordination), linguistic (minimization of language, centrism), psychological (step-by-step formation of lexical skills) and methodological (taking into account mother tongue, interdependent teaching of vocabulary and types of language activity, the differentiated approach in dependence on the purpose of acquisition of economic vocabulary, professional orientation) principles acting in close connection with each other.

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