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VOCABULARY ACQUISITION VIA DRAMA

Abstract: Teaching vocabulary to ESP students by using different approaches and methods of teaching is long, complex process. To clarify, students are unable to acquire subject-oriented vocabulary in ESP classes; therefore, they have to pursue word acquisition out of classes. In fact, vocabulary formulate their concise in comprehending language in all skills (speaking, reading, writing and listening) as it is fundamental base to extend horizons of knowledge in language abilities. Besides, it is not only useful to focus on language aspects but also it concerns subject matter spheres as doctoring, economics, engineering, and art. Moreover, we have carried out a survey regarding to how much vocabulary words are possible to obtain in classes. The participants were twenty students who were interviewed.

Key words: technical vocabulary, ESP classes, teaching methods, research method.
Language: English
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Introduction

In teaching and learning English for Specific Purposes, we use different techniques such as role-play, activities and drama. Drama motivates learners gaining language and subject matter faster than ever before. It involves them to think and do different speeches in the area of specialization, by using terminology, character traits. As a consequence, when most teachers think of drama, they envision students memorizing lines, painting sets, and acquiring costumes and props[4]. However, in creative drama students do not present plays in role but also they do give different views, new vocabulary to audience (students) to acquire. The teacher and the students can relax and enjoy their own creations. The success of the activity is not measured by the theatrical skills, but by the creative process the students have experienced as well as linguistic skills. By using drama in ESP classes, students could speak more in English, which results in increasing their communicative competence in FL. Furthermore, this kind of technique requires both teacher and students pay attention to more vocabulary using and acquisition, as it may enrich them to increase word learning because they describe feeling and thoughts. Hutchinson and waters argued that in such cases, ESP teaching needed to play a role in providing the students with background knowledge, termed underlying competency [9]. Moreover, we have made an experiment on the issues of how well drama involved students speaking English, as a result, findings were indicated in the diagram.

Advantages of Drama

Creating something and making needs analysis in it, not always gives us results which we expected beforehand but playing drama in class can give much result because it strengthens students' tolerance in learning a language in short time and enable them to think creatively, consequently, manage their attitude to it. One of the initial concerns in FL teaching is to find effective ways of creating for ESP students a more natural language learning environment. There has to be a reason, a context, the motivation or need to use the language. The relationship of collocation is fundamental in the study of vocabulary; it is a marriage contract between words, and some words are more firmly married to each other than others. Any

word in the language can be examined from the point of view of grammar, and vise-versa, any word, even words like articles and prepositions can be considered as vocabulary items. In addition , languages are full of strong collocation pairs and, therefore, it deserves to be a central aspect of vocabulary study [3]. In ESP classes, vocabulary is also central in acquiring all linguistic abilities.

Creative drama is a valuable addition to classroom instruction, as it gives a context for listening and meaningful language production, involving the learners to use their language resources and, improving their linguistic skills. It also provides situations for reading and writing. It is very useful in teaching engineering texts due to it could help in analyzing plot, character and style. Additionally, students with different profile are quick to learn vocabulary, slower to learn structures because words have tangible, immediate meanings whereas structures are less obviously useful. Duffelmeyer[4] point out that the way words are learned is important in that it affects how well they are really understood. It is often the case that the knowledge gained by the learner is only the surface meaning of the word and the essential meaning of the word is missing.

One way to avoid this difficulty is to use a method which ties the words to be learned directly to student experiences. Learners need to be actively involved in the learning of words. This may be difficult in the confines of the average classroom. An effective classroom method is creative drama, which provides psychological meaning as well as logical meaning. Motivation for vocabulary learning is simply to make working with words enjoyable.

Creating a classroom atmosphere in which words are fun, and playing with words is encouraged can be a powerful antidote to the very natural fear of making mistakes that can so easily inhibit learning [5].

Besides, movement and pantomime are excellent components to develop vocabulary since learners can experience the feeling and meaning of the words. "Nouns, verbs, adjectives, and adverbs are better understood when learners physically act them out in the sequential order found in basic sentences" [6]. Speech acts are a key concept in the field of pragmatics, the study of speaker intent and what speakers mean when they use a particular linguistic in context[7]. Thomas argued that we should try to understand how people communicate effectively with the linguistic resources available to them. concept type of description is concerned with word or structure choice, which words or structures are commonly chosen, and the meanings or uses they have in specific disciplines, professions, or workplace environments[2].

Research Method

The population consisted of twenty engineering students, Faculty of Technical Engineering, Karshi Engineering-Economic institute, majoring in transport engineering. The survey focused on questionnaire consisting of variety of questions dealing with effectiveness of drama in language acquisition among engineering students. They were invited to be interviewed with research instruments. Questionnaire they completed was close-ended. The respondents participating in this qualitative research expressed their ideas with more concerns towards to technique they have used in learning a language and subject matter. As a result, we made needs analysis and the findings were depicted in the diagram.
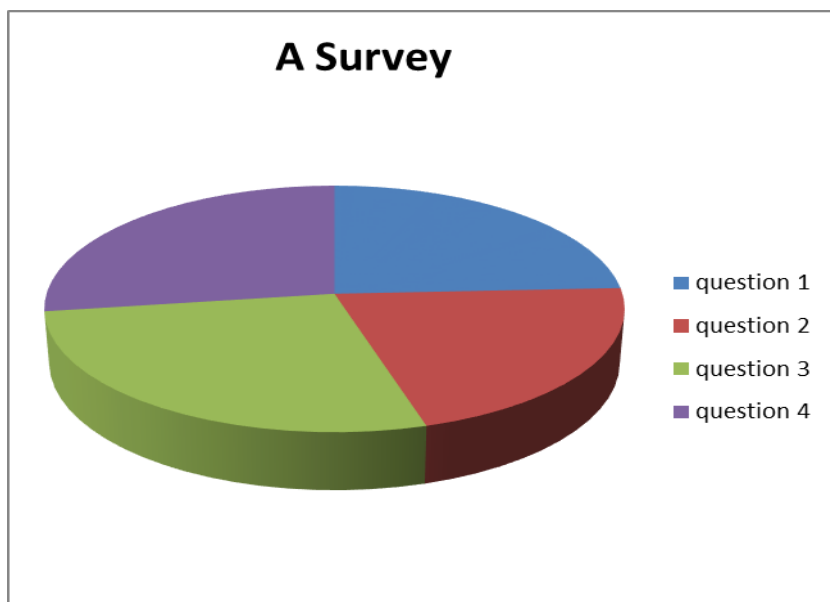
Picture 1.

Findings and Discussion

Five respondents have stated that they prefer drama as role-play more comparing to brainstorming as it increased their comprehension speeches: 80%

Five of participants in this research dialogue expressed their views that this method of learning a language motivated us to acquire more vocabulary words, especially technical which is very difficult to use in daily life:70%

Eight of engineering students randomly revealed that drama is a significant and necessary technique to demonstrate our imagination freely and precisely: 90%

Two of them could reach their aim of learning subject matter through studying English by having already gained new updated resource:90%

Conclusion

Language learning is lifelong process needs a lot of efforts to acquire vocabulary through some teaching methods but it enables learners to be familiar with other cultures. All communication has a structural level, a functional level, and a discoursal level. They are not mutually exclusive, but complementary, and each may have its place in the ESP course[9]. Consequently, drama as a teaching technique creates supportive intellectual and emotional environments which encourage students to consider. It gives them great opportunity to apply their communication skills and take risks to demonstrate their opinions in FL. Drama as a teaching technique promotes long-term retention of vocabulary, therefore, the students need to be actively involved in the learning of words. Engineering ones do not learn the language to represent their teacher, but to express themselves as individuals. We made further experiment on research issue and collected analysis showed high effective of drama on students' improvement and vocabulary acquisition, technical as well. The findings were shown in the above-mentioned diagram accordingly.

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