

Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
ПИИИ (Russia) = 3.939
ESJI (KZ) = 8.771
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2022 Issue: 04 Volume: 108

Published: 18.04.2022 <http://T-Science.org>

Issue

Article



Mavjuda Ergashevna Suyarova

Karshi Engineering-Economic institute
English Language teacher, Senior Lecturer,
Department of Foreign languages
Karshi, Uzbekistan

LEARNING ENGLISH THROUGH ELECTRONIC DATABASE

Abstract: In the period of learning English learners often feel difficulty in acquisition vocabulary (words) of specialty such as engineering because its relevant terminology only characterizes the features of engineering in one area of learning. Therefore, students studying at this area of expertise have to know how to master English in technical world. ESP (English for Specific Purposes) covers subject matter and language acquisition and the ways of interpretation. Besides, adult learners need to perceive the meaning of each words occurring in the written contexts accordingly. What's more, Electronic database is very essential to provide learners with sufficient knowledge to carry out their performance in listening, reading, writing and even speaking.

Key words: ESP learning, ESP learners, electronic database, video supplies.

Language: English

Citation: Suyarova, M. E. (2022). Learning English through Electronic Database. *ISJ Theoretical & Applied Science*, 04 (108), 388-390.

Soi: <http://s-o-i.org/1.1/TAS-04-108-51> **Doi:**  <https://dx.doi.org/10.15863/TAS.2022.04.108.51>

Scopus ASCC: 3304.

Introduction

ESP is now being essential course to enhance initial knowledge of learners, increasing their language potential in subject matter. Furthermore, ESP courses are being important not only in the local areas but also in the international one. It gives learners a stimulus to be motivated in learning specialty with new data in English. What's more, ESP courses are mainly based on content data such as reading because adult learners start interpreting the specialty in other language with their initial knowledge in L1 as it may increase their indent of interaction in this sphere which is not usually used in daily life. Furthermore, the era we live in digitalized in all sphere which we cannot live without, and our work performance focused on computer programs those ease our job to calculate, type write in all languages, having access to internet resources, consequently, gives us to use multifunction in excel, power-point, and Microsoft word. Excessive working at the computer leads to development of cognitive skills of learners, but on the other hand, it may impair their interpersonal skills as well. The visual screen we use in every day is TV set which involves us watching and listening movies, documentaries, broadcasting, news around the globe,

those all strengthen our knowledge in acquiring English language. Moreover, this paper indicates the advantages of electronic data supplies and ideas of scholars according to it.

The main features of electronic database

Nowadays, it is universally acknowledged that teaching and learning a foreign language cannot be reduced to the direct teaching of linguistic skills like phonology, morphology, vocabulary, and syntax. According to the scholars such as Facione, 2013, Halpern, 2003 statement, English teachers face an unequalled challenge: bridging the gap between traditional teaching aimed at developing all kinds of students' listening, reading, speaking and writing, skills, and communicative teaching focused on contextualizing. Furthermore, media literate students are supposed to have a better understanding of the information that they receive and are more likely to consider its quality and assumptions). They are capable of making judgments and grounding them in good reasons. They are flexible in their thinking and capable of revising their own judgments when confronted with new ideas and information. As a result, they are better able to succeed when faced with

Impact Factor:

ISRA (India) = 6.317
ISI (Dubai, UAE) = 1.582
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
ПИИИ (Russia) = 3.939
ESJI (KZ) = 8.771
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

problems that have complex causes or debatable solutions

However, Widodo (2015) stated that acquisition of sufficient vocabulary is one of the major goals in learning English as an additional language. Nunan, (1991), Schmitt (2000), Wilkins (1972) indicated that vocabulary plays an important role in second or foreign language learning because it covers all the words students must know to access their background knowledge, express their ideas and communicate effectively, and learn about new concepts. In addition, Widodo (2016, p. 121) pointed out that “vocabulary plays a crucial role in language fluency development and knowledge building.” He added that there are three crucial components of students’ success in EFL learning: productivity, meaning making, and word quantity. In a content-based EFL instruction context, students should be provided with a range of general academic and content-based words, which in turn assist them in developing language proficiency. Furthermore, some scholars such as Folse (2010), Nagi (1998) made a statement that vocabulary is essential for the success of language learners’ comprehension. This implies that acquiring proficient vocabulary contributes to learners’ acquisition and creation of knowledge.

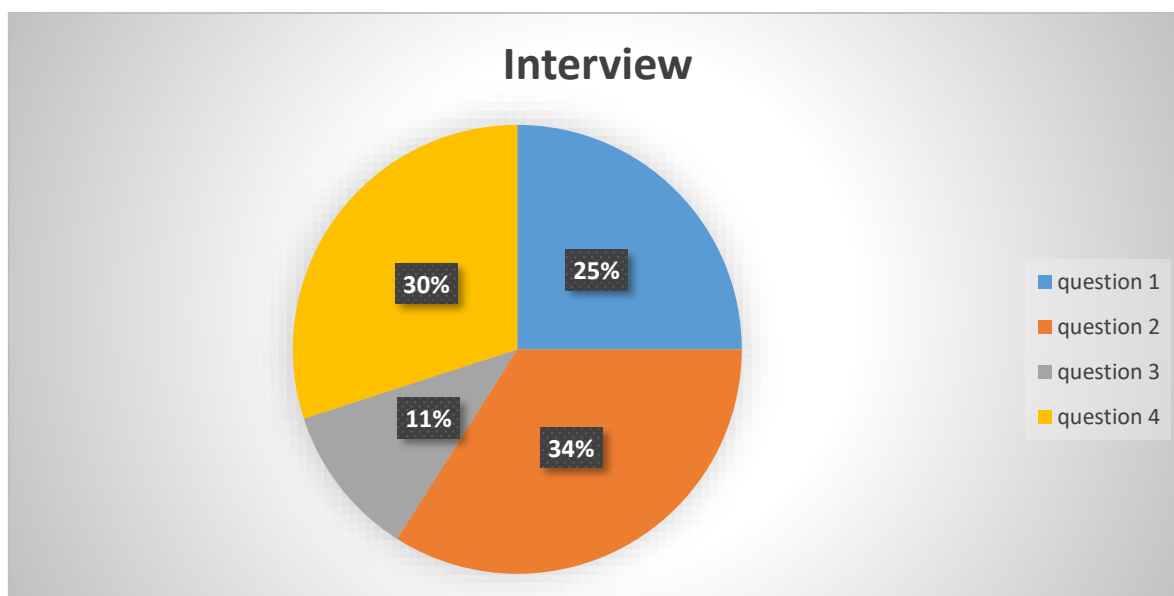
The acquisition of both academic vocabulary and technical or disciplinary English vocabulary is gradual in nature. With this in mind, words are not learned instantly, but they are learned over a period of time. Exposure to particular words influences the number of words learned. McCarthy (1990) points out that “no matter how well the students learn grammar, no matter

how successfully the sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way.” In other words, students’ word knowledge is connected to academic success as students who have rich vocabularies can comprehend new ideas and concepts more quickly than students with limited vocabularies. This argument leads to the goal of the study; that is, to help students develop their specialized vocabulary and engage with meaning making through VSS and video viewing.

Zimmerman (1997) stated that vocabulary is central to language and of critical importance to the typical language learner. According to the statement of Zhang (2008), using appropriate presentation methods enables learners to obtain a deeper impression of and richer information about the target words to make them enter the long-term memory more easily.

Research Methods

In conducting research, we may use a wide range of instruments in order to find out the issues concerning the needs of learners’ learning English through Electronic database. there are four possible options to apply for the issue such as learning English especially, via documentaries, via media supplies, via specific targeted videos, and appropriate listening materials. The interview was the main aim of the research to accomplish. Twenty engineering students were invited to respond for questions focused on the topic we set the goals to reach.



Pic.1.

Data Analysis

The options for learning English via documentaries, via media supplies, via specific targeted videos, and appropriate listening materials

were highly stated and the result of the interview was indicated in the above-mentioned diagram. As we can see that willing to get to know the specialty in English by documentaries stated 25%, via media was

| | | | |
|-----------------------|---------------------------------|-------------------------------|-----------------------------|
| Impact Factor: | ISRA (India) = 6.317 | SIS (USA) = 0.912 | ICV (Poland) = 6.630 |
| | ISI (Dubai, UAE) = 1.582 | ПИИИ (Russia) = 3.939 | PIF (India) = 1.940 |
| | GIF (Australia) = 0.564 | ESJI (KZ) = 8.771 | IBI (India) = 4.260 |
| | JIF = 1.500 | SJIF (Morocco) = 7.184 | OAJI (USA) = 0.350 |

demonstrated 34%, via specific target videos showed 30%, but via listening audio materials indicated 11%. As a result, learners prefer learning English, technical one via media supplies and via targeted videos more comparing to others.

Conclusion

In learning technical English through electronic databases is not easy task to accomplish or fulfill the intentions of learners. However, adult engineering students have to pursue education in order to master high result in science.

References:

1. Facione, P. A. (2013). *Critical Thinking: What it is and why it counts*. Millbrae, CA: Measured Reasons and the California Academic Press.
2. Folse, K. (2010). Is explicit vocabulary focus the reading teacher's job? *Reading in a Foreign Language*, 22, 139-160.
3. Halpern, D. F. (2003). *Thought and Knowledge: An introduction to critical thinking* (4th ed.). Mahwah, NJ: Erlbaum.
4. McCarthy, M. (1990). *Vocabulary*. Oxford: Oxford University Press.
5. Nagy, W. (1998). *Teaching vocabulary to improve reading comprehension*. Newark, DE: International Reading Association.
6. Nunan, D. (1991). *Language teaching methodology: A textbook for teachers*. London: Prentice Hall.
7. Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge: Cambridge University Press.
8. Widodo, H. P. (2015). *The development of vocational English materials from a social semiotic perspective: Participatory action research*. (Unpublished PhD thesis) University of Adelaide, Australia.
9. Widodo, H. P. (2016). The ESP vocabulary portfolio as a tool for sustained vocabulary learning. In M. Azarnoosh, M. Zeraatpishe, A. Faravani, & H. R Kargozari (Eds.), *Issues in materials development* (pp. 121-133). Rotterdam: Sense Publishers
10. Wilkins, D. A. (1972). *Linguistics in language teaching*. Cambridge, MA: MIT Press.

| | | | |
|-----------------------|---------------------------------|-------------------------------|-----------------------------|
| Impact Factor: | ISRA (India) = 6.317 | SIS (USA) = 0.912 | ICV (Poland) = 6.630 |
| | ISI (Dubai, UAE) = 1.582 | РИИЦ (Russia) = 3.939 | PIF (India) = 1.940 |
| | GIF (Australia) = 0.564 | ESJI (KZ) = 8.771 | IBI (India) = 4.260 |
| | JIF = 1.500 | SJIF (Morocco) = 7.184 | OAJI (USA) = 0.350 |
| | | | |

| | | | |
|-----------------------|---------------------------------|-------------------------------|-----------------------------|
| Impact Factor: | ISRA (India) = 6.317 | SIS (USA) = 0.912 | ICV (Poland) = 6.630 |
| | ISI (Dubai, UAE) = 1.582 | РИИЦ (Russia) = 3.939 | PIF (India) = 1.940 |
| | GIF (Australia) = 0.564 | ESJI (KZ) = 8.771 | IBI (India) = 4.260 |
| | JIF = 1.500 | SJIF (Morocco) = 7.184 | OAJI (USA) = 0.350 |
| | | | |
