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Article



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THE ROLE OF TEXTBOOK IN ACQUISITION OF TERMINOLOGY

Abstract: In the process of studying English, it is difficult to acquire technical terms because of their miscomprehension and misinterpretation. Consequently, ESP classes are mainly designed on introducing technical terms which we do not use in our everyday life. Besides, ESP is content based and consists of texts relating to learners' specialty and it requires them much knowledge and experience in order to understand the context they read and learn. Furthermore, ESP teacher should use variety of techniques for comprehending the whole context while reading. Vocabulary is fundamental in ESP classes in the process of realization of technical terms of petroleum engineering. This paper highlights some peculiarities about effectiveness of texts using in ESP classes claimed by linguists.

Key words: ESP classes, techniques, petroleum engineering, contexts.

Language: English

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Introduction

ESP is mainly constructed on texts which are full of technical terminology of that field learners are engaged in learning and acquiring, understanding. However, it is complicated to comprehend the contexts if learners have insufficient vocabulary words in that field of. Furthermore, ESP courses are life-learning process because they are focused on unknown words and terms which adult learners have no idea. As a consequence, learners may be able to understand whole context through reading. Besides, there are skimming and scanning techniques which may alleviate learners' reading comprehension. What's more, we should use more strategies in order to reach expected aims which may reflect the target needs of learners. One of the target needs of ESP learners in English language learning is to realize written contexts which complicate their understanding specialty in English. Particularly, reading material such as authentic context is strongly make them confuse while translating FL contexts into L1. This involves self-regulation, metacognition in reading, and the feasibility of improving strategy use through direct training and instruction. Although reading strategy instruction has been found to be successful in first language reading (Kh. Abdinazarov. 2019) such

claims of success in L1 environments need to be validated in FL contexts to determine them to generalize ability to FL readers. In addition to that, Linguist Kh. Abdinazarov (2019) conducted a research with group of students, having organized an interview with them, using well-designed questionnaires in order to find out whether reading techniques such as skimming and scanning is effective in reading comprehension, the result was unexpectedly successful.

Importance of strategies in understanding unknown context

Distinguished linguists Tony Dudley-Evans and Maggie Jo St John (1995:75) stated Where English is used as the medium of communication and students are expected to present written work and make oral presentations in accurate English, serious weaknesses in grammar require more specific help. This may mean allocating time to concentrate on the given difficulty, teaching both the form and its use in contexts relevant to learners' needs. Besides, a linguist Kh. Abdinazarov (2019) claimed that the ESP teacher is to know what kind of tasks and processing would be associated with particular texts or information. Additionally, reading technical texts and

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understanding them is difficult not only for English learners but also English language teachers who does not have any idea about learner's specialism. Experiences, knowledge gains not in a day, it takes some years, and surely, teachers who have wide knowledge on subject matter must help learners and English language teachers to comprehend the authentic texts and subject matter. Moreover, we should use all conveniences; such as techniques/methods in reading and comprehending the written context in FL. What's more, Duffelmeyer and Duffelmeyer (1979) 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. Lapkin and Swain (1977: 279-314) claimed that FL reading strategies differ at lower levels of proficiency, but as the proficiency level increases, the strategies approximate each other. Alderson (1985:192-2041) found that L2 reading involves both language proficiency and reading strategies.

Making Text Analysis

In order to carry out a research on ESP contexts, we briefly stated short text from the course book focusing on oil and gas engineering;

1) Seismic waves are sound waves, and they can travel through rock layers. Most oil companies use vibrator trucks to make seismic waves. These heavy trucks make vibrations on the surface, and the vibrations send waves down to the rock below.

2) The crew use hydrophones, not geophones, and they use an underwater gun to make seismic waves.

3) A typical production platform has four main areas above the water. One is the accommodation area, where the workers eat and sleep another. Another is the well head or drilling area. That contains the derrick, well head s, and drilling equipment.

4) Crude oil comes up to the well heads with gas and water in it. So it goes to the process area, which separates the oil from the other things. All the areas need electricity and other utilities. The utilities area provides these: a generator makes electricity, and there is equipment for heating, ventilation, air conditioning, and water distribution.

5) Routine maintenance is important for the generator's safe operation and long life. Routine maintenance is especially important in hot and dusty environments. The schedule at the right shows the procedures and frequency for basic maintenance. The generator's hour meter shows the number of hours that the generator has run.

6) Crude oil goes from the well to a **refinery**. Refineries **separate** crude oil into **light** and **heavy** products, such as petrol (light) and asphalt (heavy).

7) **Roustabouts** are often the youngest people in a drilling crew. They clean, maintain, and move equipment and help the other workers. Roustabouts want better jobs, so they work hard, listen carefully, and learn fast.

8) **Roughnecks** are like roustabouts, but they are more skilled. They work on the drilling floor. They connect the heavy drill pipes and put them into the hole, or they disconnect the pipes as they come up out of the hole.

9) The **derrickman** works high up on the monkey board about 25 meters above the floor. He guides the top part of the drill pipe. At other times, he helps the mud engineer (or 'mud man'): he checks the mud and maintains the pump. The mud must not be too thick or too thin, and the pump must keep working.

10) The **driller** supervises and trains the drilling crew, and he controls the drilling equipment. For example, he operates the motor that lifts the drill pipes. He controls the speed of the drill, which must not be too fast or too slow. On very modern rigs, the driller sits in a special driller's chair. The chair has joystick controls and display screens - like a computer game.

11) The **rig manager or tool pusher** is the most senior person in the drilling crew. He is usually the oldest and most experienced person too. He makes sure the crew has all the right equipment. He is responsible for their safety and for paperwork (Lewis Lansford and D'Arcy Vallance: 2011:29).

In the given text there are an increasing number of technical terms which learners need to understand and translate in L1 but if they have no ideas on those terms mentioned in the context, they are not able to comprehend anymore.

Unknown terms the students often face in this field of study are seismic waves, rock layers, vibrator trucks, heavy trucks, vibrations, hydrophones, geophones, underwater gun which are used for exploration oil and gas deposits in the sea and in the fields. It is known that students without background knowledge and experience or any thoughts on that field of study are not able to realize whole context any longer.

Table 1.

No	Terminology of oil and gas
1	<i>Seismic waves</i>
2	<i>rock layers</i>
3	<i>vibrator trucks</i>
4	the vibrations
5	Hydrophones
6	Geophones
7	Accommodation area
8	the well head
9	drilling area
10	the derrick
11	drilling equipment

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12	Crude oil
13	Tool pusher
14	Derrickman
15	Roustabouts
16	Rig manager
17	Rigs
18	Joystick control
19	Display screens
20	Drilling floor
21	Drilling mud
22	Drill pipes
23	Monkey board
24	Pump
25	Drilling tower

Conclusion

In learning English for engineering purposes, students often face using different techniques which are able to involve them better recognition the passage

of authentic context. Such techniques: skimming, scanning, and translating and defining the meaning of the words. Where English is used as an instrument of communication and adult students aim to present written work and make oral presentations in accurate FL, deficiency in grammar and phonetics require more specific help. The English language teacher has to know particular tasks and instruments to better leading to understanding the terms depicted in contexts. Furthermore, technical texts reading comprehension is complicated not only for adult students but also language teachers who are not experts in that field of expertise and sometimes ESP teachers feel needs for assistance from the staff at the Technical Department. Learners feel a failure in translating specific vocabulary (technical terminology), which complicates the comprehension of context in the process of reading since they could hardly find L1 translation, and those translated from English into Uzbek, that indicates the lexical deficiency in the field of oil and gas in L1(Kh. Abdinazarov. 2021:75).

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