

Applicable Methods in Comprehending Written Contexts

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Abstract

At present time, it is urgent matter for the students to know subject-oriented terminology in order to broaden their scope of knowledge in oil and gas industry in English. The texts consist of terminology the students have to know. It is not easy to find out the meaning of the vocabulary or teach a professional terminology in the area of that industry. Teachers and the students need to have special education in that area of expertise. What's more, there are a lot of methods for reading comprehension, especially, technical texts which may improve the students' background knowledge in that area. This paper highlights some views of scholars on methods in understanding written contexts. Besides, we carried out a survey with the students on the issues of possible ways in comprehending authentic texts. Collected data from the survey indicated in the diagram.

Key words: ESP classes, ESP students, oil and gas industry, terminology.

Texnikaga Oid Matnlarni Tushunishda Qo'llaniladigan Usullar

Annotatsiya

Hozirgi kunda ko'plab talabalar ingliz tili neft va gaz sanoatida o'z bilimlarini kengaytirish maqsadida ushbu soha terminologiyasini egallashni zarur bo'lmoqda. Shu bilan birga, talabalarni sanoat terminologiyasini bilishi kerakdir, chunki soha matni terminlardan iboratdir. Neft va gaz sohasida terminlarni o'qitish yoki ma'nosini bilish oson ish emas. Ushbu soha haqida ma'lumot beradigan o'qituvchilar va taxsil olayotgan talabalar ma'lum bir ma'lumotga ega bo'lishlari kerak. Shu bilan bir qatorda, talablarni bilimini oshiradigan texnikaviy matnlarni o'qib tushunish uchun bir qancha metodlar mavjud.

Mazkur maqolada o'qib tushunish metodlari haqida o'z fikrlarini bildirgan olimlar yoritilgan. Undan tashqari, we talabalar bilan texnik matnlarni o'qib tushunish uchun bir qancha metodlar mavjudligi masalalari ustida ular bilan surovnomma o'tkazdik. Mazkur surovnomma natijalari diagrammada aks ettirildi.

Kalit so'zlar: Ingliz tili aniq sohalar uchun yo'naltirilgan darslar, mutaxassis talabalar, neft va gaz sanoati, terminologiya.

Применимые Методы Понимания Письменных Контекстов

Аннотация

В настоящее время многим студентам, чтобы расширить свои знания в нефтегазовой отрасли при изучении английского языка, необходимо овладеть терминологией в этой области. Вместе с тем студенты должны знать отраслевую терминологию, поскольку отраслевой текст состоит из терминов. В нефтегазовой области обучение или знание значения терминов-непростая задача. Преподаватели, которые предоставляют информацию в этой области, и студенты, проходящие обучение, должны иметь определённое образование. Кроме того, существует несколько методов понимания требований путем чтения технических текстов, которые улучшают их знания. В данной статье освещены высказанные мнения учёных, о методах понимания прочитанного. Кроме того, мы провели опрос со студентами по вопросам возможных способов понимания технических текстов. Результаты данного опроса отражены в диаграмме.

Ключевые слова: английский язык ориентированные уроки для конкретных областей, студенты-специалисты, нефтегазовая промышленность, терминология.

Introduction

Comprehending technical language, especially, authentic materials of oil and gas industry is long, complex process to acquire it fully, which require some methods of understanding terminology in that area of expertise. There are some reading comprehension methods in English language. They are skimming and scanning, quick reading, which are essential to realize main idea of the context during the class. However, we should use more strategies in order to generate expected aims in order to reflect the target needs of learners. One of the target needs of learners in language learning is to comprehend both spoken and written contexts. Particularly, authentic contexts complicate learners' comprehension of their specialty in FL. However, that may stimulate self-regulation, metacognition in reading, and the feasibility of improving strategy use through direct training and instruction. Dudley-Evans and John (1998) stated that reading strategy instruction has been found to be successful in reading. Besides, ESP courses mostly text-based and lexical. Therefore, reading authentic text, and comprehending technical and semi-technical vocabulary words are quite complicated, in such case, we, teachers of English language have to use different techniques (Kh.Abdinazarov. 2019:80). ESP learners may be able to improve their reading comprehension by applicable strategies, methods which reflect the needs of learners.

Literature Review

H.Basturkmen stated that ESP has functioned to help language learners cope with the features of language or to develop the competencies needed to function in a discipline, profession, or workplace (6:2006). English for specific courses are oriented and planned according to the needs of learners and their possible skills (speaking, reading, writing and listening). Those courses mostly oriented to reading books, different materials; video, audio having been documented about the subject matter in English, and which may be able to enhance background knowledge of learners. As a consequence, Kuhrt, B. L. & Farris, P. J. (1990) indicated that one way of undertaking this is to evaluate the methodology component of ESP courses to understand whether they actually match course aims and meet learners' needs. Additionally, Lapkin, S. & Swain, M. (1977) pointed out that strategies are the steps that learners take in order to facilitate the acquisition, storage, retrieval or use of information. Several researchers have investigated the possibility of FL transfer of reading skills but they maintain that transfer of strategies cannot be viewed without simultaneously considering language proficiency. For instance, Lapkin and Swain (1977) claimed that FL reading strategies differ at lower levels of proficiency, but as the proficiency level increases, the strategies approximate each other. Alderson J. C., Urquhart A.H. (1985) found that FL reading involves both language proficiency and reading strategies. What's more, a study research analysis made by Kh. Abdinazarov (2019:80-90) showed that reading strategy instruction was most beneficial for those students who have background knowledge in subject matter.

Instruments to know

One of the most important approaches to reading in ESP classes was the shift from text as a linguistic object to text as a vehicle of information. Hosenfeld (10) had shown that less successful foreign language learners had a fragmented approach to text, while successful learners went for overall meaning, guessing or skipping language and information. Alderson (1) tested several hypotheses about the role of language and skills and showed that poor reading in a foreign language is due to poor reading in L1, together with an inadequate knowledge of foreign language. He showed that learners need to reach a threshold level of language knowledge before they are able to transfer any L1 skills to their L1 reading tasks. Some features in reading technical written context in ESP classes:

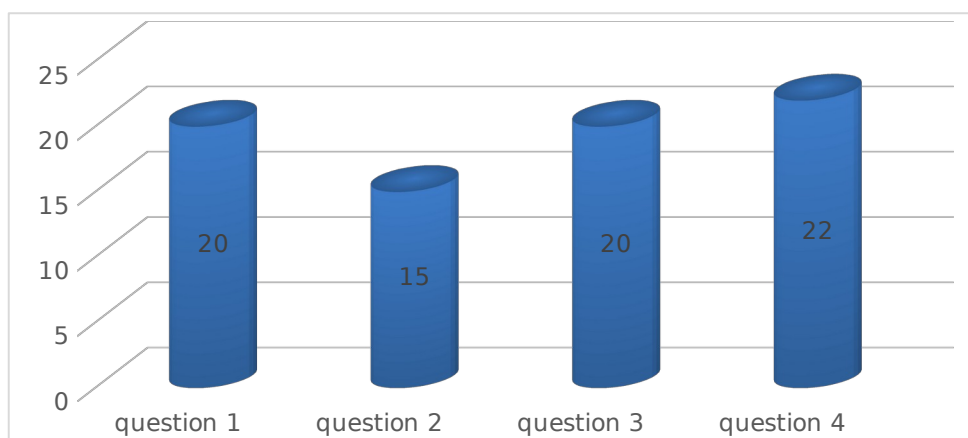
- Identifying organizational patterns.
- Understanding relations within a sentence and between sentences.
- Using cohesive and discourse markers.
- Predicting, inferring and guessing.
- Identifying main ideas, supporting ideas and examples.
- Processing and evaluating the information during reading.
- Transferring or using the information while or after reading.

Research methods

We decided to organize an interview with students from technical faculty. In survey, we made a needs analysis in finding out the needs of learners' reading comprehension. The research mainly focused on experiment carried out with twenty-five students at the faculty of oil and gas, Karshi Engineering-Economics institute. We invited those students in order to know their attitudes, beliefs according to the difficulties in reading authentic contexts. Furthermore, we used questionnaire consisted of variety of questions. The questionnaire was close-ended.

The questionnaire comprised of following questions:

1. Do you find authentic context difficulty in reading comprehension?
a. Yes, we do. B. No, we do not.
2. Why do you think you can acquire terminology from authentic contexts by reading?
a. Yes, we can. B. No, we cannot.
3. What was the main purpose in learning terminology in the area of oil and gas industry?
a. The main purpose is understanding the field.
b. The objective of learning terminology is to better communicate with experts in the field of oil and gas.
4. Do you realize main idea of the context by using skimming, scanning?
a. Yes, we do. B. No, we do not.



Findings

1. Twenty of learners responded that it is very difficult for them to understand the terminology and whole context while reading.
2. Fifteen of them often are able to acquire terminology in the context while reading it.
3. Twenty of respondents gave an interview that they often would like to learn terminology to communicate with experts in that expertise.

4. Twenty-two responders answered that they use skimming and scanning because they can help them to comprehend authentic context.

Authentic material gives ESP teachers, learners new data which enriches students with additional information on subject matter. Furthermore, it may give them experience, instruction, description of works what they will be accustomed to. Authentic material not only gives information about profession but also it prepares students for job-oriented purposes and develops their linguistic and professional skills in FL. As a result, they can be enhanced their initial knowledge in reading comprehend in FL.

An Authentic context to realize

The **driller** supervises and trains **the drilling crew**, and 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.

Burg'ilovchi muhandis burg'ilash jamosini boshqarib, kerakli ko'rsatmalarni berib, **burg'ilash asbob-uskunalarini, burg'ilash minorasini** ishlatadi. Masalan, **burg'ilovchi muhandisi** motorni boshqarib, **burg'ilash kolonnasini** ko'taradi. U **parmalsh ishlarini** bosharib turadi, asosan ularni meyorida ishlashini ta'minlaydi.

In the above mentioned context there are a lot of terminology used and it is difficult for students to realize if they do not know the meaning of the terms stated there. The students sometimes may be able to comprehend the context by the methods such as skimming and scanning.

Conclusion

In learning English for oil and gas industry, the students feel anxiety and confusion in comprehending authentic contexts because they are full of technical terminology which is only used in that field, not in everyday life context. There are some methods of reading comprehension which is able to help students to realize the main idea of the written text. They are skimming and scanning. Hutchinson and Waters (1998) stated that a skimmer browses over large areas of material rather than concentrating on words or sentences. Skimming is a twofold process: rapid reading to locate the desired piece of information and slower reading to assimilate. It may involve careful as well as expeditious reading and bottom-up as well as top down processing. In learning subject matter in English, they may be able to translate technical vocabulary by some methods such as transliteration, transcription. 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. A questionnaire was given to the students during the interview. As a result, they told

their ideas according to the authentic context and applicable methods to realize the whole text in the area of oil and gas industry.

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