DIDACTIC-METHODIC INPUT FOR VOCABULARY

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Teaching vocabulary is inseparably connected with teaching speaking, listening and reading to develop communicative competence.

The **communicative competence model** recognizes that learning thematic vocabulary sections helps students acquire the language more efficiently as it incorporates vocabulary teaching and learning into the larger context of teaching students to use the language in order to accomplish defined communication tasks. The learning process often requires from students to connect form, meaning, and use because multiple correct responses are possible. In communicative drills, students respond to a prompt using the vocabulary item under consideration, but providing their own content.

What do we have to teach?

- specialized (medical) terminology
- acronyms and abbreviations
- (medical) and nursing jargon (used between colleagues) → hospital terms
- terms related to equipment and procedures (collocations)

The goal of teaching thematic (ESP) vocabulary is to enable students to carry out their communication purposes. It has two implications:

- Students need overt instruction that connects individual vocabulary units with larger communication contexts.

- Students do not need to master / memorize / understand every aspect of each thematic section, only those that are relevant to the immediate communication task.

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An important part of ESP vocabulary teaching is providing examples. Teachers need to plan their examples carefully around two basic principles:

- Be sure the examples are accurate and appropriate. They must present the language appropriately, be culturally appropriate for the setting in which they are used, and be to the point of the lesson.

- Use the examples as teaching tools. Focus examples on a particular theme or topic so that students have more contact with specific information and vocabulary.

References:

1. http://www.nclrc.org/