



IMPLEMENTING LEXICAL APPROACH IN ACHIEVING VOCABULARY GOALS IN ESP CLASSROOM

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ABSTRACT

This paper aims to provide information on and a way for teachers of ESP class to implement the lexical approach in achieving vocabulary goals. The Lexical approach is the most commonly used method by teachers, which makes it understandable for both, the teachers and students that how they can interact with English by consuming minimum effort and time. In the lexical approach, unique consideration is given to collocations and articulations that incorporate regulated expressions and sentence edges and heads. As the publisher of this approach Lewis states, rather than words, we deliberately attempt to consider collocations, and to show these in articulations. Instead of endeavoring to break things into ever littler pieces, there is a concise push to see things in bigger, more all encompassing ways. Additionally, in this paper a clear difference is given that elaborates the core purpose of traditional English language learning and learning by the lexical approach. With the help of tables, new teacher in this field can get a clear idea about how they can adopt the lexical approach.

INTRODUCTION

Knowing about an international language is one of the most important skills and abilities that every person should possess in order to deal people all over the world. Researchers and practitioners have argued that achieving vocabulary goals is a major part of teaching English for specific purpose (ESP) (Cowie, 1988). Similarly, there is a typical assumption that the more words a student knows, the bigger the student's vocabulary information is. In any case, there is another measurement to vocabulary information that ought to be considered and that is, the tendency of a student that how much he or she knows the different combinations of English words or potential outcomes of a word. as, it is very easy for a native English speaker to make a range of wordy expressions and combinations according to the situation but when it comes to a person who leans English as a secondary language then it takes a lot of time and effort to learn the language. This is a part of vocabulary information that has up to this point been to a great extent overlooked. Every person who wants to learn English or teach it to others, mainly focuses on grammar learning and spoken language. Howerer

learning vocabulary is often an ignored area of interest for many learners. Many theories, models, and methods on learning English have been presented by several researchers but here we will discuss the Lexical approach learning English. The Lexical pattern for teaching English has been used widely and this has proved during an English language test by computer analysis (Keller, 1979). These patterns have different names and every researcher uses them according to their need such as:

- Lexical phrases
- Lexical items
- Multi-word chunks
- Chunks
- Etc

Michael Lewis (1993) tested the standard perspective of isolating language educating into linguistic use and vocabulary by belligerence that a language comprises of lexical approaches. He regards these items as four noteworthy classifications. A moderately small bunch of lexical phrases is

the words and poly-words. They have as a rule, been considered as fundamental vocabulary for students to remember. Two major categories are used in lexical approach that helps to learn vocabulary effectively. The one is lexical chunk and the other is collocation (Lewis, 1993). Lexical chunk is known as an umbrella term which incorporates various other terms. Researchers characterize a lexical piece as any combine or bunch of words which are normally discovered together, or in close proximity. While collocation is likewise incorporated into the unit lexical chunk, researchers allude to it independently every once in a while, so we characterize it as a couple of lexical substance words usually discovered together.

DISCUSSION

The lexical approach is not a solitary, obviously characterized technique for language guideline. It is a usually a utilized phrase that is inadequately comprehended by most of the teachers and practitioners. Explorations of already published data regarding the matter frequently demonstrate that it is utilized as a part of opposing ways. It is to a great extent in view of the presumption that specific words will evoke a reaction with a particular arrangement of words. In this way, learners would have the capacity to realize which words are associated with each other. Learners are required to take in the sentence structure of language in view of perceiving patterns in words citation. In lexical approach, unique consideration is given to collocations and articulations that incorporate regulated expressions and sentence edges and heads. As the publisher of this approach Lewis states, rather than words, we deliberately attempt to consider collocations, and to show these in articulations. Instead of endeavoring to break things into ever littler pieces, there is a concise push to see things in bigger, more all encompassing ways. Moreover, the lexical approach makes a refinement between vocabulary customarily comprehended as a load of individual words with settled implications and lexis, which incorporates the single words as well as the word mixes that we keep in our mental vocabularies. The Lexical approach states contend that language comprises of important lumps that, when joined, deliver persistent lucid content, and just a minority of spoken sentences are totally novel manifestations.

Collocation is a promptly discernible item where few words co-happen in common content with more prominent than arbitrary recurrence. Besides, collocation is not controlled by rationale or recurrence, but rather is subjective, chosen just by grammar tradition. A few collocations are completely settled, for example, to catch a cold, two peas in a pod, and drug addict etc. while others are pretty much settled and can be finished in a generally modest number of routes, as in the accompanying illustrations: Learn by doing / by heart / by observation / with full attention / from experience etc (Schmitt, 2000). There are particular sorts of collocations in ESP class which cause learners' mistakes because of an absence of transnational identical between the primary language and the secondary language. Educators must enable the student to get comfortable with ESP collocations, and such nature will grow effectively when the student is intentionally mindful of this inclination to wards wordy combinations. Another important category that the teachers of ESP class should consider is fixed articulations. Besides the above mentioned categories, another unit of this approach is known as semi-fixed articulations. Collocations and expressions are believed to be the most essential sorts of lexical expressions. Local speakers hold

many pre-assembled lexical things in their minds. Language familiarity and precision is accomplished generally by recovering and consolidating instant pieces of English language. If a teacher of ESP class knows how to chunk the English language then it will be easier for him or her to know the working ability of the Lexical approach (Sysoyev, 2000).

Grammar vs. Lexis

An important aspect of the lexical approach is that it does not work in the same way as approach the traditional was to learning and teaching a language. The idea of lexical approach is different than the learning of grammar. Both of these structures happen decently every now and again in the language with various factors. However neither one of the ones would be found in a language structure book. Michael Lewis recommended in his book that instructors need to enable learners to become mindful of the lexical structures that normally happen in the language. The thought is that if the learners wind up plainly mindful of a portion of the numerous lexical structures, they will have significantly more data about how to join singular words to fabricate rational structures like expressions, articulations and entire sentences, which ought to at last imitate those utilized by local speakers. Numerous educators have seen that it is not utilization of sentence structure or the grammar which isolates learners from local speakers. It has been seen that most of the times the learner's grammar is superior to the local speakers. Yet the way words are consolidated into lexical pieces and this wordy expressions and vocabulary learning is the actual essence of lexical approach (Nation, 2001). Additionally, teachers or educators of ESP classes need to know the core difference between grammar teaching and lexis teaching. It is worth mentioning that in this modern era, learners of English for specific purpose do not need to learn accurate grammar but they need to learn maximum vocabulary in order to speak fluent English. Following is the difference that will help the teachers to understand the core purpose of grammar teaching and lexical approach teaching.

Incorrect Grammar	Correct Grammar
I drinks tea in the morning	I drank tea in the morning
I go to office tomorrow	I will go to office tomorrow
I wanted to sleep right now	I want to sleep right now
John bring chocolates for me yesterday	John brought chocolates for me yesterday.

In the above mentioned table, we can see that the left part of the table is grammatically incorrect but the right side is correct. However, a normal person can easily understand the meaning of incorrect grammar part because of the key words like drinks, tea, and morning. But in reality, when it comes to speaking English, it is not a compulsory to take care of each and every rule of English language. The compulsion is that the core meaning should be understandable, correct, and creatively spoken or written. The following is an example of the lexical approach for teachers of ESP class.

Incorrect Lexis	Correct Lexis
I drinks tea in the evening	I drinks tea in the morning
I go to office yesterday	I go to office tomorrow
I wanted to eat right now	I wanted to sleep right now
John bring sweets for me yesterday	John bring chocolates for me yesterday

In the lexical approach, we can see that the main focus of teacher should not be on teaching grammar, rather on teaching

the delivery of accurate information. For instance, if I drank tea in the morning, but I state that "I drinks tea in the evening" although it is grammatically incorrect but when a teacher who is focusing on Lexis makes it correct, he or she will not focus on grammar. That is why the correct lexis would be "I drinks tea in the morning". Now, although this statement is grammatically incorrect but in the lexical approach it would be considered as correct because accurate information is given. Similarly, in the third example. The speaker actually wants to "sleep" instead of "eat" thus the first sentence is incorrect because of wrong information and use of wrong vocabulary.

Implications for Teaching Lexical Approach for achieving vocabulary goals

Collocations must be procured both through direct investigation and huge sums of value input. Understudies typically experience issues with lexical and linguistic connections and, without a doubt, the most widely recognized issues they confront while attempting to think about collocations are in the ranges of acknowledgment, comprehension and generation, especially in the instances of those unpredictable and exceptionally complex units. In any case, classroom activities have demonstrated that once a student has got a handle on it, the lexical approach can give students' advantage and energy in the language. In order to minimize the impact of the challenges of the lexical approach that a teacher may face, it is suggested that teachers of ESP class should not only focus on the lexical approach, but also they need to combine it with the language awareness approach. This approach helps teachers to understand the behavior of students and to know the tendency of students' capability to learn a language.

Conclusion

After the detailed discussion and analysis of the lexical approach and its implementation in ESP class in order to achieve vocabulary goals, it has been concluded that in this globalized era, where the world has become a global village and every nation is interacting to other.

It is necessarily important for young students to learn an international language, as it will help them to make their future brighter. Moreover, for teachers or educators, it is important to learn first that how they will mitigate the challenges of teaching English for specific purpose class. In order to achieve this goal, the lexical approach is the most suitable method for teachers, as it provides a platform for new English learners to learn the language without many complexities, such as grammar and punctuations etc.

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