

УДК 378.147:811.111

DOI 10.37972/chgpu.2025.127.2.011

A. R. Ereemeeva^{1,2}

INTERACTIVE WAYS OF IMPROVING VOCABULARY IN THE CONTEXT OF ESP

¹*Patrice Lumumba Peoples' Friendship University of Russia, Moscow, Russia*

²*National University of Science and Technology MISIS, Moscow, Russia*

Abstract. The article is aimed at considering different ways and possibilities of expanding the vocabulary of technical university students when learning English. English for Specific Purposes (ESP) requires special attention when selecting certain exercises to improve vocabulary in students' speech. A sufficient number of words in speech will ensure that students of non-linguistic universities master the language perfectly in their field of work, allowing them to develop professional and communicative competence. The formation of interactive tasks concerning vocabulary in different formats (either online or offline) will permit students to memorize terminology and master the language perfectly. The textbook "ENGLISH FOR SPECIFIC PURPOSES (ESP) FOR IT SPECIALISTS AND ENGINEERS" developed by the author of the article is used as research material. The article analyzes several types of vocabulary exercises taken from texts as a means of interactive way of teaching ESP course in technical universities. During the experiment, the effectiveness of interactive tasks was justified, since they affected various aspects of words, phrasal verbs, terminology, such as meaning, use in context, phrases with signs of syntactic and semantic integrity (collocations), and the use of all lexical units in speech. All used interactive tasks can be completed both offline and virtually by using modern technological tools.

Keywords: *interactive tasks, English for specific purposes, vocabulary acquisition, professional and communicative competence, technical universities, ESP challenges*

A. P. Ereemeeva^{1,2}

ИНТЕРАКТИВНЫЕ СПОСОБЫ РАСШИРЕНИЯ СЛОВАРНОГО ЗАПАСА В КОНТЕКСТЕ ESP

¹*Российский университет дружбы народов имени Патриса Лумумбы, г. Москва, Россия*

²*Национальный исследовательский технологический университет «МИСИС»,
г. Москва, Россия*

Аннотация. Статья имеет целью рассмотрение разных путей и возможностей расширения словарного запаса студентов технического вуза при изучении английского языка. Английский язык для специальных целей (ESP) требует особого внимания к отбору определенных упражнений для улучшения лексики студентов. Достаточное количество слов позволит студентам неязыковых вузов владеть языком в совершенстве в сфере своей деятельности и развивать профессионально-коммуникативную компетенцию. Формирование интерактивных заданий в разных форматах (онлайн и офлайн) даст возможность студентам запомнить терминологию и освоить язык на высоком уровне. В качестве материала исследования берется учебное пособие "ESP (ENGLISH FOR SPECIFIC PURPOSES) FOR IT SPECIALISTS & ENGINEERS", разработанное автором статьи. В работе анализируются несколько видов лексических интерактивных упражнений, отобранных в качестве средства интерактивного обучения в технических вузах на основе ESP. В ходе эксперимента доказана эффективность интерактивных заданий, поскольку именно в них отчетливо проявлялись разные аспекты слов, фразовых глаголов, терминологии, такие как значение, употребление в контексте, словосочетания с признаками синтаксически-семантической целостности, т. е. коллокации, и их употребление в речи. Все использованные интерактивные задания можно выполнить как в офлайн-формате, так и виртуально с помощью современных технологических инструментов.

Ключевые слова: *интерактивные задания, английский для специальных целей, пополнение словарного запаса, профессионально-коммуникативная компетенция, технические вузы, проблемы ESP*

Introduction. Annually the Ministry of Education pays special attention to the quality of higher educational standards designed to prepare highly qualified specialists who are able to communicate in foreign language in various domains. The consequence of such phenomenon is the fact that the knowledge of any foreign language is in high demand in modern labor market. Along with information and communication technology (ICT) skills a foreign language is considered to be the right path to a successful future for young professionals in ever among competitive labor market. Furthermore, acquiring any foreign languages is not only mastering the language but also ameliorating social skills and learning to collaborate in any society. The subject-matter of the research is ESP (English for Specific Purposes) course in technical university focused on the development of professionally oriented English language communication and the students' communicative competence on the base of lexical approach.

The purpose of the study is to apply wide range of interactive tasks aiming at mastering lexical components and learning new words within ESP area for the development of technical university students' professional communicative competence.

Relevance. The lack of students' interest in the ESP course, as well as boring tutorials and insufficient academic hours for mastering curriculum materials in technical universities, led to the realization that it was necessary to overcome these obstacles and enhance their professional communication skills.

Materials and Methods. The material of the research work is vocabulary taken from academic texts (ESP for IT Specialists and Engineers). Various methods were implemented in the current study: theoretical, experimental, comparative, the statistical method of measuring results and the method of analyzing the results.

Results and Discussion. It is vital for the benefit of society to orient foreign language teaching be focused on communication skills concerning the majors of students. For meeting the requirements of modern world, it is necessary to develop young specialists' speaking skills concentrating on the vocabulary in the field of ESP training, since it may guarantee the development of communicative competence in professionally oriented teaching.

According to some scholars like Dudley and St. John, Hutchinson and Waters, ESP is a course particularly oriented to meet some young adults' needs, who are on their ways for mastering the English language professionally, as it contains specific topic related vocabulary, methodology, tasks related to a certain field, focusing on fixed language features [4], [6]. ESP is a course related to the development of both productive (speaking and writing) and receptive skills (reading and listening) of professionally oriented English language [5].

However, many scientists throughout the decades made attempts to break directions of professionally oriented English teaching into several branches for the purpose of discarding various misunderstandings. Eventually English for Academic Purposes (EAP) and English for Specific Purposes (ESP) emerged. In the works by R.C. Yorke, J.B. Heaton, and T.F. Johns, the term EAP appeared initially [6]. Not until 1980s, was ESP renowned and vital among ELT (English Language Teaching) and ESL (English as a Second Language) world. However, still the vocabulary acquisition in the spheres of ESP faces difficulties while teaching in non-linguistic universities. The knowledge of ESP does not only include the awareness of some grammar rules and words; however, it is a combination of wide range of language features. The volume of vocabulary varies from basic general words to professional terminology, specialized terms in the field of study and general scientific terms [8]. Most ESP oriented course books start with the level of B2 as it shows the readiness of the students for basic terms and switching to a specific field. Vocabulary in B2 level in ESP course ranges at about 4,000 and 5,000 words, which makes up the basic vocabulary (almost 3,000 words), and words related to specific terminology (1,000 – 2,000 words) [11].

It is widely known that vocabulary is one of the most important features of language learning in EFL (English as a Foreign Language). As Michael West ensures, the acquisition of vocabulary is one of the main things in learning a foreign language. Besides, D. P. Kirana and L. Amalia assert the fact that by improving students' vocabulary educators may enhance the level of English language as it is the most critical aspect of ELT [7]. Moreover, Laufer indicates the fact that a minimum of 3,000 words is required to know for applying to the university and being able to read at the university level, while the awareness of 5,000 words may indicate academic success [10]. Having a good command of the English language lexicon may provide the ability to comprehend and use a wide range of English words fluently [13]. According to Al Zahrani and Chaudhary, research on vocabulary learning strategies (VLSs) undoubtedly reveals the importance of vocabulary in ELT, as it may positively impact the language comprehension and use [3]. Knowing this terminology does not always guarantee the ability to use them in the professional context. It is obligatory for the benefits of all learners to be able to utilize and comprehend these words in various technical descriptions, documentations and negotiations. During ESP course many students of nonlinguistic universities may encounter the following lexical difficulties which are illustrated in Table 1.

Table 1 – Lexical difficulties in the framework of ESP

Professional terminology	The need to remember a large number of specialized terms	The ambiguity of some professional terms	Difficulties in understanding the contextual meaning of terms
Technical expressions and abbreviations	A large number of abbreviations in the professional environment	The need to remember set phrases	Differences in the use of abbreviations in different professional fields
Stylistic features	The need to use formal and informal style in professional communication	Difficulties in choosing the right vocabulary for different business situations	Features of the use of professional jargon
Intercultural differences	Differences in professional vocabulary between countries	Specifics of the use of terminology in different cultural contexts	The need to understand the professional realities of other countries
Expanding vocabulary	Need to learn synonyms of professional vocabulary	Difficulties in understanding the nuances of meanings of similar terms	Need to constantly update vocabulary in accordance with the development of the professional field

The content of an ESP course or a lesson should be carefully designed with the focus on the development of the skills, abilities of students and by taking into account the difficulties above, otherwise the imbalance between the goals of the education and its content may lead to demotivation of technical students, and might inevitably impact on the further development of the foreign language.

The author of the article ponders that most students struggle in enhancing their language within ESP course owing to the following problems: First of all, students' gained knowledge before university exposes an insufficient number of words and inability to express ideas properly. Besides, most learners before applying to the university tend to use the words directly by translating them from their own (mother tongue) language, owing to this, students pay almost no attention to pragmatic factors. Despite knowing some words, learners are not capable of utilizing them adequately in their written works and oral speech.

Estimating the indicated factors above, it is necessary for educators of ELT in higher education to adopt some approaches and design new teaching techniques for evolving vocabulary in technical universities. Sufficient number of acquired words may remarkably develop all productive and receptive skills. Even C.A. Perfetti in his lexical quality hypothesis claims that the

knowledge of words is a key element in reading skill [12]. Regular vocabulary practice may facilitate students to successfully understand various texts, scientific articles just by skimming them, since most of the words will be recalled simultaneously in their minds. Even L.N. Kazakova, S.V. Nikitina indicate the cruciality of the improvement of methodological techniques aimed at not only developing linguistic skills, but also applying an integrative approach which could lead to the development of professional competencies [2].

Furthermore, P. Nation analyzes different lexical units which appear in texts: words with high and low frequency, academic and technical words. [10]. As P. Nation, other scientists and linguists (N. Schmitt, S. Webb and B. Laufer) have examined and calculated the utilization of low, high frequency and academic, technical words in academic texts. Judging by these scientists' estimations it can be noticed that almost 86% of the words in different texts consist of high frequency and academic words, while 6–7% of them are technical ones, whereas 5–6% include low frequency words [14, p. 26]. Despite determining the number of words in the content of ESP, it is crucial to analyze and measure the quantity of the acquired words. N. Schmitt, P. Nation and B. Laufer have designed the tests related to vocabulary assessment, which can measure different quantities: 1,000-word test, 2,000-word test, 5,000-word test, 10,000-word test and even Academic Vocabulary test [8]. These tests may inevitably help teachers and educators of higher education be aware of students' current capability and further changes which could be done for the extension of vocabulary acquisition [9].

As a matter of fact, while working on the ESP course most of the attention will be concentrated on the usage of technical and academic words, which do not appear everywhere and lead to various misunderstandings. The impediments while teaching these words mostly emerge on the issues related to:

- ways of increasing the understanding of specific words;
- techniques of memorizing them;
- variety interactive tasks for practicing vocabulary as well as engaging students in the course.

Students of English Studies in the Engineering Bachelor's Degree Programs in the Department of Modern Languages and Communication at the National University of Science and Technology MISIS (NUST MISIS) participated in the experiment held by the author. The vocabulary was taken from the syllabus course materials and from the textbook "ENGLISH FOR SPECIFIC PURPOSES (ESP) FOR IT SPECIALISTS AND ENGINEERS" [1]. Before the experiment the author decided to measure the quantity of words that students possess and provided them with the 5,000-word test.

The first diagram (Figure 1) shows the percentage of students' pretest results in relevance with the quantity of words that they are aware of. Although the test provided was concerning 5,000 words evaluation, the majority of the students from both (controlled and experimental) groups managed to complete their tests at about 61-80% which is estimated to have the knowledge of almost 4,000 words, where 57% of students were in controlled and 46% in experimental groups. The second biggest score was achieved by the category of 3,000 words (41-60% test completion), 45% of experimental and 34% of controlled group students managed to accomplish the test related to this quantity of words. However, 5% of experimental and 7% of controlled group students passed the test at 81-100% which shows the awareness of 5,000 words. Only 2% (controlled group) and 3% (experimental group) students completed the test at 21-40%, which indicates to the knowledge of 2,000 words.

For enhancing the vocabulary and achieving high results, the word list was given and studied in different forms during the experiment. Some words emerged in the reading texts given by the author, others were in listening tracks and some of them appeared in videos. Words differed in various ways, if some were terminology, others were phrasal verbs related to technical spheres, even suffixal and prefixal forms were studied thoroughly.

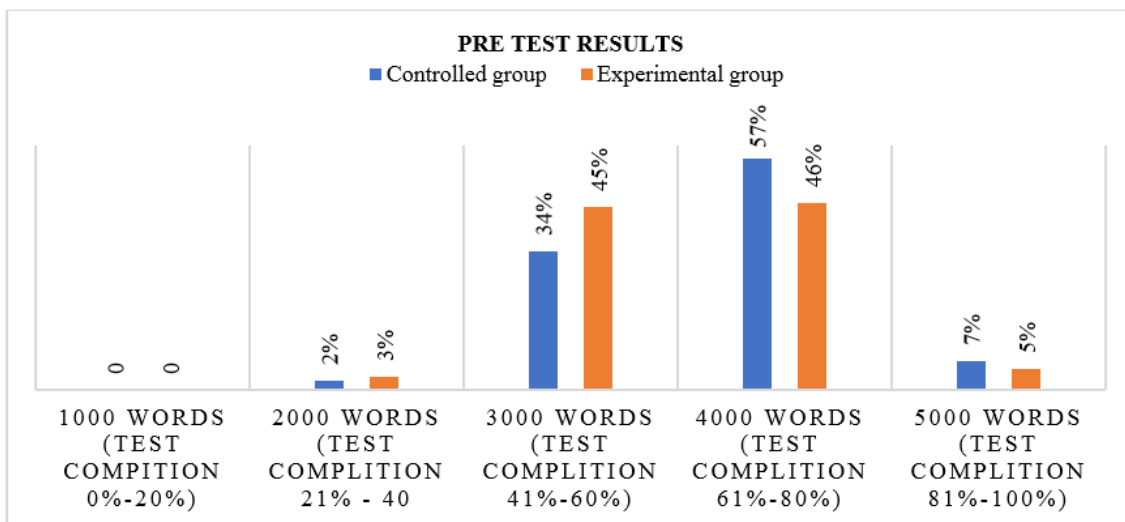


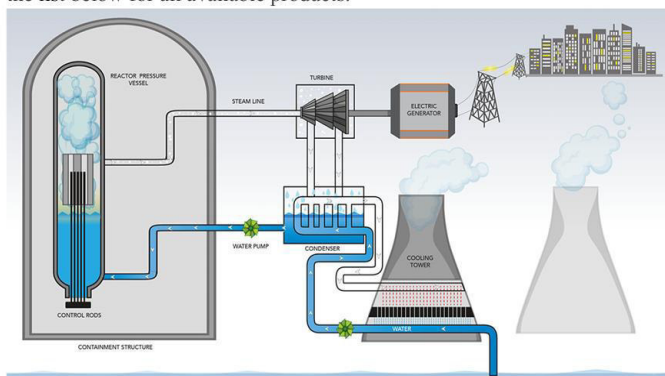
Figure 1 – The number of words awareness before the experiment

The author devised different interactive tasks for students’ engagement, where students practiced new words in interesting, playful ways. The study of the words was followed by the examining the usage of the words in the context of the texts (collocation with other words, usage in different grammar structures), their forms (as part of the speech, pronunciation), and the meaning (definition in terms of its collocation with other words, exceptional words). For instance, from a given text students study the production of reactors with special terminology. The procedure indicated in the photos gives clear guidance on how things work and what relates to what. After reading the texts, students were allowed to discuss the procedure altogether with the teacher as is depicted in Picture 1 below [1]:

Text C.

Anderson-Park Power

As a top-rated manufacturer, Anderson-Park Power produces the most efficient **reactors**. Each of our products is regularly tested and maintained. Additionally, each reactor is designed to suit a particular purpose. Consult the list below for all available products.



Reactors

- **CSTR** - Our continuous motion reactor receives and discharges its contents.
- **Plug flow reactor / tubular reactor** - These reactors pump reactants through a tube. They are used by civil engineers to study pipelines and waterways.
- **Batch reactor** - Unlike a **tank or tubular reactor**, these reactions occur in an entirely closed vessel.

Picture 1 – The process of presenting and explaining new vocabulary

Afterwards, there comes the detailed examination of the words, the pronunciation of the words was explored: “*plug flow reactor*” is [pl'ʌg fl'əʊ .ɪ 'aktə]. Next students worked on the definition: *A plug flow reactor is a cylindrical shaped tank where chemical reactions occur between a catalyst coated in the sides of the wall of the reactor and an inlet reactant* [1]. In case someone struggled, the teacher showed the image of the device in detailed version and they scrutinized the meaning (for more complicated terminology) [1].

As for the other words there was a detailed analysis of parts of the speech and the forms (suffixes/prefixes):

1) *analyze/ analysis/ analyst / analyser/ analytically/* and synonyms related to the word *analyze* (*dissect= examine= assess= investigate= evaluate= diagnose= scrutinize*) antonyms (*forget, ignore, neglect*);

2) *amplifying/ amplifiable/ amplify/ amplification/ amplifier/ amplification/ amplified* with synonyms (*developing= expanding= supplementing= enlarging (on or upon)= complementing= elaborating (on)*) antonyms (*reduce= quiete= condense*); *and etc* [1].

Besides, the video tasks containing new words had a proper examination. Either terminology or phrasal verbs, after analyzing were used in various online and offline tasks, where students were involved in sentence completions during the listening/video watching or after, only for checking the answers [1].

After studying the words numerous controlled practice tasks were accomplished, afterwards the author provided students with online and offline interactive tasks as free practice exercises which contained:

– bingo games (*students read words, others give definitions or vice versa (online/offline tasks)*);

– word search (*one team gives the definitions, other teams search for the word (online/offline)*);

– matching game (*in pairs or teams match synonym and /or antonym words (online/offline)*);

– tic tac toe (*online opens the cells, reads the words answers the questions/gives definition*);

– unscrambling words (*in teams or groups put correct order of the words, give definitions/make questions/answer to the questions (online/offline)*);

– snowman/hangman game (*in teams or pairs guess the words, use in speech/answer the questions (online/offline)*);

– categorizer (*in teams select certain words and place them according to its category, first team wins (online/offline)*);

– board games (*questions related to new words, in pairs answer using the words (online/offline)*);

– flip up game (*words with definitions are in different cells, in pairs open/find and match (online/offline)*);

– sound story (*in pairs/teams listen to sounds, make up a story using new words (online/offline)*);

– cups and balls/shooting (*definitions/questions related to words within the cups, throw the balls, pick up and answer /give definition (online/offline)*);

– role plays with situations (*using the words*) etc.

These games and interactive tasks varied in each lesson, making students feel confident while working on particular words which seem to be hard. Additionally, as most ESP lessons seem to be monotonous, the teacher manages to implement various methods of teaching the vocabulary to motivate students and meet their needs. In this experiment two groups were selected with the same level of English, controlled and experimental. Experimental group students were

educated precisely according to the explained process above, each lesson was filled with new vocabulary, analyzing the words and practicing them in various interactive tasks. However, the lessons in the controlled group were carried out according to the syllabus course. After the monthly experiment, the author took a test to assess what students obtained and compare changes in their vocabulary acquisition.

The second bar chart (Figure 2) enumerates post test results taken after the monthly experiment. As can be seen, results of the tests changed gradually, particularly the percentage of students who evolved their vocabulary comprehension increased remarkably. The number of students who possessed 5,000 words reached up to 23% compared to controlled group students 13%. Despite the fact that the knowledge of 4,000 words is still achieving high results among controlled (54%) and experimental group students (49%), the percentage of students who got 3,000 words relatively decreased to 33% in controlled and 28% in experimental groups.

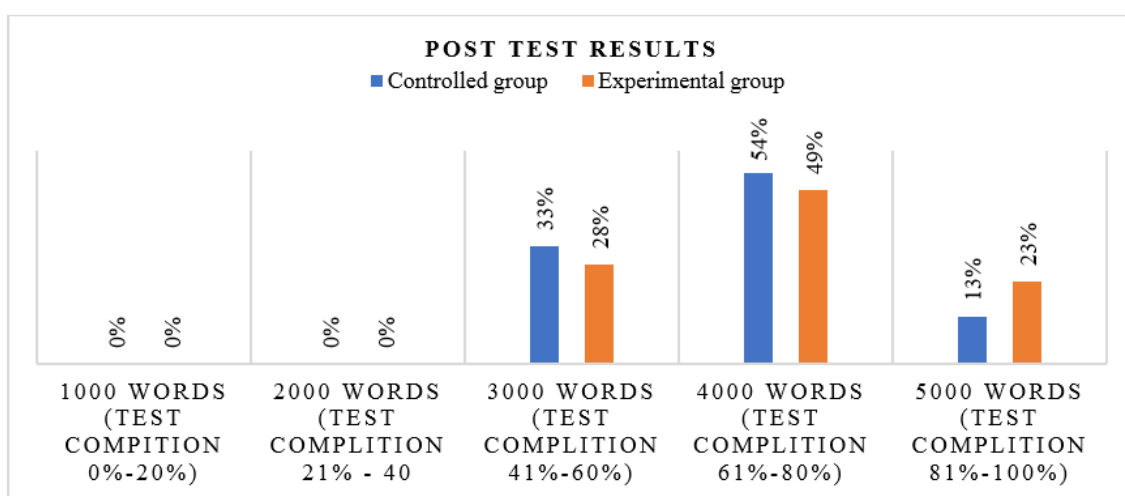


Figure 2 – The impact of the experiment on the students’ vocabulary acquisition

The study revealed some complex words for both groups of students. As can be seen in the table (Table 2) below, before the experiment a number of words were not familiar at all, but after the experiment some of them were successfully memorized owing to the provided interactive tasks. Even though, controlled group students were taught according to the course syllabus, they managed to obtain some of the words eventually.

Table 2. Troublesome words and the ones which were mastered

Experimental group		Controlled group	
Unfamiliar words (from pre-test results)	Learnt words (from post test results)	Unfamiliar words (from pre-test results)	Learnt words (from post test results)
stem cell	✓	pivot-irrigation	
renewable	✓	crops	
fossil fuel	✓	hydrology	✓
salinity	✓	insight	✓
pivot-irrigation		active matrix	✓
hydrology	✓	frame buffer	✓
active matrix		bitmap	
frame buffer	✓	LCD	
assist		impairment	
impairment		boil down to	✓
be on to	✓	botch up	

boil down to	✓	come up with	✓
botch up	✓	dumb down	✓
chew over	✓	renewable	✓
come up with	✓	fossil fuel	✓
dumb down		salinity	✓

Conclusions. The research work disclosed many crucial points in ameliorating vocabulary in ESP course with various interactive ways for engaging, motivating students and for overcoming numerous obstacles. First of all, expanding vocabulary in the field of ESP is vital in terms of the followings:

- facilitate the comprehension of different oral speech (with special terminology);
- improve understanding of written texts in academic or specific domains of ESP;
- increase the possibility of interaction with others in special spheres more freely and confidently;
- guarantee to find a well-paid job.

Secondly, providing a wide range of interactive tasks could be beneficial in learning and teaching ESP vocabulary, as it can give an assurance for educators that such teaching techniques will show high results. Since the majority of students are eager to interact and play with others simultaneously by learning something.

And last but not least, sufficient number of words might be learned inevitably by the teaching strategies described above. Due to the fact that giving the detailed explanation of the words can give clear guidance on how the words are constructed and formed, what units can be used, which patterns might be added and how the meaning of the particular words might change in the context. Hence, for the development of students' knowledge in the English language and improvement of ESP course in higher education, vocabulary tasks have to be designed and modified properly to suit learners and educators needs, as it can open up new facets to ELT.

REFERENCES

1. Ereemeeva A. R. *Anglijskij dlya special'nyh celej (ESP) dlya IT-specialistov i inzhenerov.* – M. : Sputnik +, 2024. – 248 s. – EDN NFDNRW.
2. Kazakova L. N., Nikitina S. V. *Formirovanie motivacii k rasshireniyu aktivnogo slovarnogo zapasa v processe prepodavaniya anglijskogo yazyka studentam ekonomicheskikh special'nostej // Samarskij nauchnyj vestnik.* – 2022. – T. 11, № 4. – C. 272–278. – DOI 10.55355/snv2022114307.
3. Al Zahrani S. M., Chaudhary A. *Vocabulary Learning Strategies in ESP Context: Knowledge and Implication // Arab World English Journal.* – 2022. – № 13(1). – P. 382–393. – DOI <https://dx.doi.org/10.24093/awej/vol13no1.25>.
4. Dudley-Evans T., St. John M. J. *Developments in ESP.* – Cambridge : Cambridge University Press, 1998. – P. 1–10.
5. Hutchinson T., Waters A. *English for Specific Purposes: A learner Centred Approach.* – Cambridge : Cambridge University Press. – 1987.
6. Jordan R. R. *English for Academic Purposes.* – Cambridge : Cambridge University Press, 1997. – 404 p.
7. Kirana D. P., Amalia L. *Vocabulary Exposure to Islamic Institute Students Through an EFL Coursebook.* – Cendekia : Journal Kependidikan Dan Kemasyarakatan. – 2022. – № 20(1). – P. 46–57. – DOI <https://doi.org/10.21154/cendekia.v1i1.3506>.
8. Laufer B. *Ease and difficulty in vocabulary learning: Some teaching implications // Foreign Language Annals.* – 1990. – № 23. – P. 147–156.
9. Laufer B. *The development of passive and active vocabulary in a second language: Same or different? // Applied Linguistics.* – 1998. – № 19. – P. 255–271.
10. Laufer B., Nation P. *Vocabulary size and use: Lexical richness in L2 written production // Applied Linguistics.* – 1995. – № 16. – P. 307–322.
11. Nation I. S. P. *Learning vocabulary in another language.* – Cambridge : Cambridge University Press, 2000. – 770 p.
12. Perfetti C., Stafura J. *Word knowledge in a theory of reading comprehension [Elektronnyj resurs] // Scientific Studies of Reading.* – 2014. – № 18(1). – P. 22–37. – URL : <https://lrdc.pitt.edu/perfettilab/pubpdfs/WordKnowledge.pdf> (data obrashcheniya: 10.03.2025).

13. Sari S. N., Aminatun D. Students' perception on the use of English movies to improve vocabulary mastery // Journal of English Language Teaching and Learning. – 2021. – № 2(1). – P. 16–22.

14. Schmitt N. Vocabulary: Principles and practice [Электронный ресурс] // English Teaching professional. – 2017. – № 109. – P. 4–6. – URL : https://www.norbertschmitt.co.uk/_files/ugd/5f2482_d919e633e68c4585abe3f6c6050f208d.pdf (дата обращения: 26.01.2025).

The article was contributed on April 16, 2025

ЛИТЕРАТУРА

1. Еремеева А. П. Английский для специальных целей (ESP) для ИТ-специалистов и инженеров. – М. : Спутник+, 2024. – 248 с. – EDN NFDNRW.

2. Казакова Л. Н., Никитина С. В. Формирование мотивации к расширению активного словарного запаса в процессе преподавания английского языка студентам экономических специальностей // Самарский научный вестник. – 2022. – Т. 11, № 4. – С. 272–278. – DOI 10.55355/sn2022114307.

3. Al Zahrani S. M., Chaudhary A. Vocabulary Learning Strategies in ESP Context: Knowledge and Implication // Arab World English Journal. – 2022. – № 13(1). – P. 382–393. – DOI <https://dx.doi.org/10.24093/awej/vol13no1.25>.

4. Dudley-Evans T., St. John M. J. Developments in ESP. – Cambridge : Cambridge University Press, 1998. – P. 1–10.

5. Hutchinson T., Waters A. English for Specific Purposes: A learner Centred Approach. – Cambridge : Cambridge University Press. – 1987.

6. Jordan R. R. English for Academic Purposes. – Cambridge : Cambridge University Press, 1997. – 404 p.

7. Kirana D. P., Amalia L. Vocabulary Exposure to Islamic Institute Students Through an EFL Coursebook. – Cendekia : Journal Kependidikan Dan Kemasyarakatan. – 2022. – № 20(1). – P. 46–57. – DOI <https://doi.org/10.21154/cendekia.v1i1.3506>.

8. Laufer B. Ease and difficulty in vocabulary learning: Some teaching implications // Foreign Language Annals. – 1990. – № 23. – P. 147–156.

9. Laufer B. The development of passive and active vocabulary in a second language: Same or different? // Applied Linguistics. – 1998. – № 19. – P. 255–271.

10. Laufer B., Nation P. Vocabulary size and use: Lexical richness in L2 written production // Applied Linguistics. – 1995. – № 16. – P. 307–322.

11. Nation I. S. P. Learning vocabulary in another language. – Cambridge : Cambridge University Press, 2000. – 770 p.

12. Perfetti C., Stafura J. Word knowledge in a theory of reading comprehension [Электронный ресурс] // Scientific Studies of Reading. – 2014. – № 18(1). – P. 22–37. – URL : <https://lrdc.pitt.edu/perfetttilab/pubpdfs/WordKnowledge.pdf> (дата обращения: 10.03.2025).

13. Sari S. N., Aminatun D. Students' perception on the use of English movies to improve vocabulary mastery // Journal of English Language Teaching and Learning. – 2021. – № 2(1). – P. 16–22.

14. Schmitt N. Vocabulary: Principles and practice [Электронный ресурс] // English Teaching professional. – 2017. – № 109. – P. 4–6. – URL : https://www.norbertschmitt.co.uk/_files/ugd/5f2482_d919e633e68c4585abe3f6c6050f208d.pdf (дата обращения: 26.01.2025).

Статья поступила в редакцию 16.04.2025

Сведения об авторе

Еремеева Азиза Рустамжоновна – старший преподаватель кафедры иностранных языков и коммуникативных технологий Национального исследовательского технологического университета «МИСИС», г. Москва, Россия; аспирант Института иностранных языков Российского университета дружбы народов имени Патриса Лумумбы, г. Москва, Россия, <https://orcid.org/0000-0003-4784-6575>, Azi-pushok@mail.ru

Author Information

Eremeeva, Aziza Rustamzhonovna – Senior Lecturer, Department of Foreign Languages and Communication Technologies, National University of Science and Technology MISIS, Moscow, Russia; Postgraduate Student, Institute of Foreign Languages, Patrice Lumumba Peoples' Friendship University of Russia, Moscow, Russia, <https://orcid.org/0000-0003-4784-6575>, Azi-pushok@mail.ru