SMALL RESEARCH FOR VOCABULARY INSTRUCTION ARTS

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Abstract:The outset of "knowledge society" concept (Drucker, 1969) opened way to the small research type of approach to develop local academic innovative instruction practices. Our article aims to add small research arguments to engage scholarship in English for Specific Purposes instruction arts with theoretical and practice support. We focus on the semantics of technical vocabulary as a means of language instruction for finance, banking, stock exchange and insurance.The account brings in language philosophy argument to support instrumentality and appropriateness to its domain of application.The conclusion of our article falls on the pragmatic potentiality of small research to develop theoretical and practical knowledge that can be integrated into pioneering insights of applied language instruction.

Keywords:English for specific purposes instruction, language philosophy, communicative and functional didactics, ESP contextualization, applied linguistics small research[1].

Motto: *"The limits of my language are the limits of my mind. All I know is what I have words for" (Ludwig Wittgenstein)*

The developing domain of *applied linguistics* has constantly grown in the late years in terms of the applied *language instruction* raising interest in the evenness that arises from the regulated structure of the language and its specific use that makes language philosophy work for the capacity of linguistic representation. The concern for making use of that set of grammatical rules that correspond to the inner specific meanings of the applied language, made me search not for the rigorous rules, but rather for other aspects beyond them which are specific for the ESP *contextualized practice* and *integrated discourse*.

The instruction of the ESP as a functional communication and knowledge instrument focuses on the match of the professional learner language acquisition with human resources specialized market.

The conclusion of our article falls on the pragmatic potentiality of applied linguistics small research to develop theoretical and practical knowledge and to find real-life contextual successful solutions for social, cross-cultural, economic, political, technical settlements. (Brumfit, 1983:46)

Contextualized practice and integrated discourse

[1] Qualitative type of research which is developed for limited local objectives

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The pragmatic approach to language teaching applied to a profession or science calls for specific knowledge and skills and implies effectiveness and close applicability. The contribution of the sub-system of sounds, morphology, syntax, and semantics of extralinguistic factors converge to a systemic synergy that makes it a complex endeavor. The applied language specificity developes functional rhetoric approaches that link *language form* to *language use* in terms of teaching and learning requirements (Dudley-Evans: 2001) which makes teaching focus on its *communicative values* and *learner's needs* that gave birth to the *learner centered approach* concept. Its immediate research interest focuses on the switch from theoretical regular grammar accounts to the relationship between grammar and the specific applied rhetoric which enable students to transfer language skills to their real life tasks. (Maleki, 2008)

The argument of language instrumentality and its appropriateness to its domain of application drew my study to the classical philosophical perspective on language functionality outlining the relationship between grammar rules complexity and distinctiveness of meaning levels. (Backer& Hacker: 2009) The first makes cultural meaning functional by atomic independent type of statements (ex. *Punctuality is essential for your job*.) whereas the plurality of meanings that applied language is able to compose, is a measure of its linguistic combinatory capacity as a result of its syntactic logic and philosophical mechanisms governing that specific language.

The syntactic logic is not revealed by the theoretical form of the language, but by its current, specific practices. Its complexity may be hidden to a non-native speaker who can develop his/her appropriate applied communication ability, but he/she may not be able to fully understand the details of lexical meanings in a similar way as a native speaker. (Wittgenstein, 1922) It is not the current theoretical grammar rule that makes the arbitrariness of meanings correspond to the logic of reality, but a specific one that corresponds to the culture of its application field which needs to be enforced by its inside meanings. (ex. *Charles Dickens once said, I never could have done what I have done without punctuality*.)

The following diagram, which articulates Wittgenstein's principles making sense of the *integrated discourse* and the *linguistic system* within the Satzsystem[2] was placed centrally to my approach to ESP instruction arts. My philosophical vision on language is ruled by specific grammar and semantics dimensions. The linguistic units comply with the formal grammar definitions and theories but they report to the operational linguistic symbols that give sense to contextualized meanings. The statement of the rule is distinct from its content, in the same way that its format is separate from its meaning, making grammar an applied issue.

[2] The work *"Philosophical investigations*", which was published in 1953, describes languages as a complex game which makes its components functional by integrating them into its context. He considers that any philosophical theory must take into consideration the context which makes language functional.
Backer, G.P. and Hacker, P.M.S. (2009) Wittgenstein: Understanding and Meaning, Volume 1 of An Analytical Commentary on the Philosophical Investigations: Part I: Essays, Blackwell Publishers Ltd

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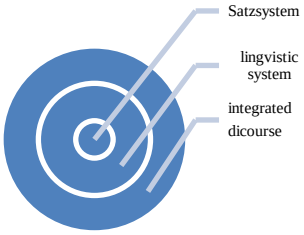


Figure 1. The three components of the language system promoted by Wittgenstein

This is a key understanding of applied language instruction that makes it a subject of observation and inclusion in real and contextualized settlements. The practice-based learning of ESP is carried out on grammar rules, that make correction possible, but its force is consistent with observation, repetitive language behavior, social and professional practices, etc. From language philosophy point of view, the distinction between *language learning* and *language learning settlement* is artificial, as applied language is consistent with the process of appropriate contents selection and the effectiveness of linguistic competence formation.

We attach *applied language* learning to the variant of the *Satzsystem* language theory that makes ESP instruction open to permanent and adaptable small scientific investigation. The grounding of language instruction theories on *language philosophy approach* grows into the experience of *communicative didactics* where rules are *statements* and *sentences* are their *real-life activities*.

The *functional approach* that I attach currently to the applied language instruction, makes the language for *finance, banking, stock exchange and insurance* a tool of effective communication and professional knowledge transfer which is oriented to the motivation and internal resources of the students and aimes the flexible integration of their vocational needs with teaching materials and activities. The *communicative didactics* advocated aimes the development of technical language proficiency of the students by the acquisition of specialized terminology and by practicing simulated specialized tasks.

Applied Language Contextualized Application and Applicability

The development of the Chomskyan cognitive code-learning theory produced the shift of language instruction from the development of accurate language habits to the learner's mental construction of the foreign language system. The new approach that advocated rule learning on the individual sentence level, shifted the interest in language usage from language as a code to language as an *instrument* in terms of social context. (Widdowson, 1978) The British linguist Michael Halliday (1977: 23–81) and the American socio-linguist Dell Hymes put forward the text as a basic unit of linguistic analysis and language learning, as a result of their conceptualization of *systemic functional linguistics*. (1975) The newly coined *communicative competence* deviated the focus of language teaching from grammatical well-formatedness to the social appropriateness. (Kern, 2000:19) The social communication and cognition process drive language instruction methodology to the replacement of the neutral content as an expression of observable language data to discourse, to the use of contextualized contents. The issue stimulates professionals to involve into cross-domain investigation and support knowledge-based contents. Technical

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vocabulary instruction is crucial for the professional integration of ESP students after their graduation. They learn not only language, but also new peofessional concepts that make them move between two different professional worlds through the development of their cognitive professional language proficiency.

The following graphic aims to frame the process of language development instruction into applied language competencies and its proffesional and social implications.

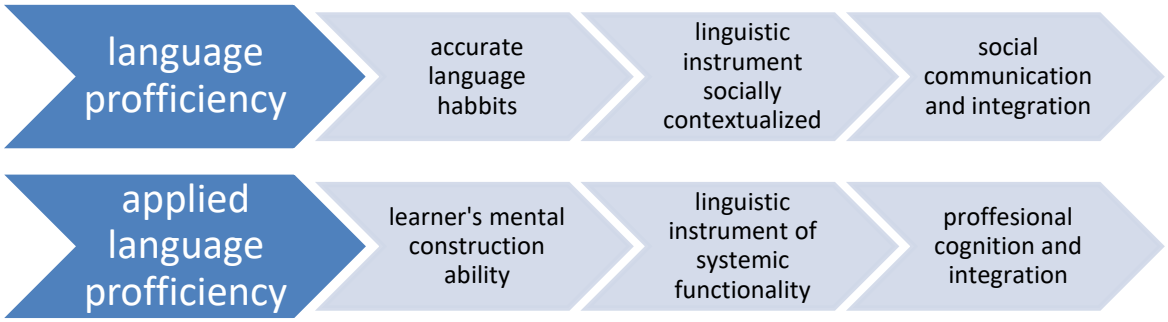


Figure 2. The process of language instrumentality

Technical vocabulary instruction is crucial for the proffesional cognition development and integration of the students after their graduation. They learn not only language but also new proffesional concepts that make them move between two different professional worlds. Applied vocabulary is often highly technical and less frequently used than conversational English used in the socially conversational English. The need to cover the gap between the acquisition of conversational English and sapplied English calls for effective current vocabulary instruction strategies as students are constantly required to use higher level language function such as analyzing, predicting, explaining and justification.

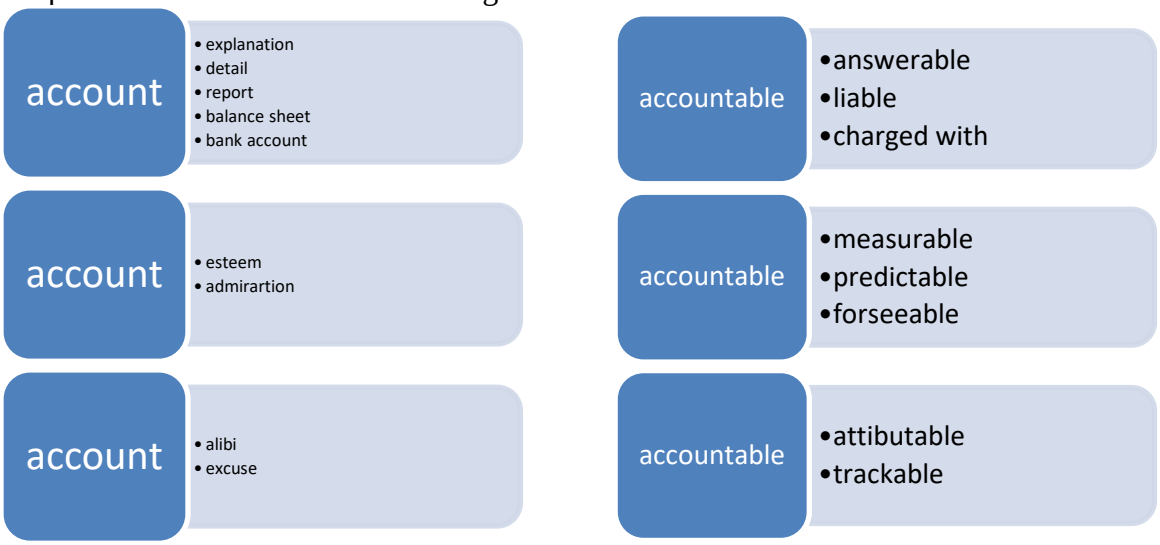
The following sample of applied language profficiency test outlines the divergent semantics developed by the *account* family which raise understandinhg and learning dificulties for students.

> ***Develop the relationship between* accounting *performance measurement of a business and its* accountability *within a 50 word account based on the following text.***
> Accounting, budgeting, performance measurement, and financial management systems plays a central role in improving public accountability, governance and management, equipping public managers and policy makers respond to the challenges of financial, social and environmental sustainability. An increasing body of empirical studies has shown that the adoption and use of performance measurement systems have produced positive effects on accountability, decision making and organizational performance. Indeed, accounting is socially, politically, culturally constructed and, in turn, implicated in the construction of public organizations and public value.

The small research carried out on applied language development viewed as a semiotic process determined by the evolution of the professional domain of application will add accomplishment to the artfulness of applied language instruction. The historical and socio-cultural frame ground the language conformity to its professional settlement and facilitates learner's language acquisition. It is also the grammar development grounding which helps student infer from the first-sight text and makes him labeling, packaging and building appropriate vocabulary networks. (Aitchinson: 1997; Ellis: 1995; Verhallen and Schoonen: 1998) Experience and small research shows that background

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knowledge plays an important role in the process of specific vocabulary acquisition and semantic comprehension. Word schema-building is recommended before learners read the text as shown:



Word schemas facilitate clear, relevant and concise language comprehension and use by improving cognitive capacities of learners.

Conclusions

As learning becomes increasingly valued for its instrumentality and technicality, we chose to emphasize applied language instruction in terms of *applied linguistics small research* as a key potent professional academic activity which is able to "undertake research and articulate a public voice" of academic work (Zeleza: 2007:79-107) to shape *knowledge economy* and *knowledge society* to face the fierce global competition.

Our committment to consider *applied language instruction arts* is consistent with the ways of using theoretical language conceptualizations for practical answers to language pedagogical problems (Corder, 1977: 2-10) which link *knowledge* to *behavior*. It is the distinction between *linguistics* and *applied linguistics* that makes applied language instruction down to earth, as its cross-field resourcefulness and solution-oriented efficiency drives it to the improvement of language acquisition, and language development where *improvement* is referred to as an evaluative dimension of language skills and use. (Krashen, 1981)

The industrial process perspective of applied language instruction, aiming the production of professional English for the development of industries and services calls for strengthening the application-oriented approach to comprehensive knowledge and global resourcefulness. (Mao, 2014:673-77)

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