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EFFECTIVE WAYS OF TEACHING CONSTRUCTION VOCABULARY IN FOREIGN LANGUAGE

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A B S T R A C T	K E Y W O R D S
Teaching a second language involves the elicitation and acquisition of the general expressions that may be useful for students in everyday situations in which the target language is spoken. However, in the present context of strong scientific development, many learners are also faced with the need to become acquainted with terminology.	general and specific vocabulary, classification, context, specificity, target language, methodology..

The development of technology and science has significantly influenced how modern society perceives the world. From a linguistic point of view, however, the steady growth of scientific research has led to a constant need for the lay community to understand academic discourse - predominantly in English, since they are required to be able to deal with a large part of it in a relatively short time.

The question arises of how terminological practice should be implemented in teaching a foreign language. Essentially, the goal is for them to learn how to assemble a set of scientific texts from selected sources, and then automatically extract specialized vocabulary from them using special software on the Internet.

A five-stage methodology is proposed. In Stage 1, the teacher introduces the academic language and technical vocabulary, paying special attention to its main characteristics, such as abstractness, concreteness, and completeness. The importance of this initial step is that students become aware of the difference between general and scientific discourse. To do this, the teacher must emphasize the importance of terminology regardless of differences in education and student goals.

In Step 2, students choose a topic for analysis, taking the core subjects of the curriculum as their starting point. The goal is for them, with the support of the teacher, to identify areas that may be of interest from a terminological point of view and then refine them with keywords. It is important to note that the teacher should draw on the knowledge of the student to identify topics of common interest to groups in the classroom and motivate them to participate more actively.

Phase 3 initiates the development of student activities. In this step, they go through the sources selected in the previous step and assemble a set of machine-readable texts on the topic in question. To find accurate information, they will need to use the keywords developed

in step 2 along with logical operators such as "AND" or "OR". The main problem is that they were able to reduce the initial number of results after a query by randomizing the texts that would make up an individual corpus.

Stage 4 includes working with SketchEngine, a tool for automatically extracting terminological units from texts 2. As shown in section 4, working with SketchEngine is carried out sequentially with: a) data loading (i.e. corpus), b) automatic term extraction, c) filtering out irrelevant units; and d) discussing the data. Thus, the goal is for students to load the corpus into the tool and work with it to obtain an intermediate list of "candidate terms", that is, lexical items identified by the machine as terminological, which users should eventually check as "winning" or otherwise "False" candidates. Most of the work at this stage is done automatically, and almost no effort is required on the part of the student. However, to avoid initial difficulties that may arise, the teacher may offer introductory tasks and demonstrations of the tool in the classroom using sample datasets. Another useful measure includes the use of surveys and pre-tests to assess students' ability to perform online procedures such as browsing the web, uploading files, filling out forms, or importing and exporting data that will be required throughout the process.

Finally, in Step 5, students work through the list of winning candidates, i.e. the 1-20 most important terms on the list, in order to complete any scheduled activities. As will be further discussed in Section 5, these activities can range from traditional vocabulary exercises such as gap filling and matching to complex collaborative speaking practice tasks.

Pedagogically, the tool has three main advantages. First, it is multilingual; thus, the learning model proposed here can be applied to any content and/or foreign language regardless of the subject area. However, it should be noted here that during data processing, the tool relies on language filters to increase the relevance of the results; although they can be conveniently adapted for different languages.

Second, candidate terms can be examined in context, as the tool allows users to check the joint text of the extracted elements so that their meaning can be easily identified. Moreover, to speed up the verification process, the extractor allows you to remove functional and common words, since both are terminologically irrelevant, as well as non-lexical elements, such as numbers or symbols.

Third, SketchEngine has a graphical user interface, which means users can easily interact with menus, making it especially suitable for inexperienced students.

The article considers three main pedagogical aspects. First, a five-stage methodology was proposed to help students find terminological units from various fields of knowledge. The teacher's role in this process is to promote student involvement by creating a supportive environment and introducing them to the main aspects of special languages. Secondly, an online tool called SketchEngine was introduced to implement the proposed methodology.

This tool can have two uses: as a student-centered tool for automatically searching for terms from text collections, or as a tool for teachers when developing didactic material. Computational approaches such as this one are particularly suitable for targeted students as they provide learning for autonomous decision making and reinforce digital competence. Thirdly, arguments are made in favor of specific methods that put terminology at the center of the study of content in the second language. In particular, it has been suggested that

activities based on the presentation of posters and infographics add a motivational factor to the direct use of word lists in a group. Another important benefit of combining terminology with weekend activities is that critical thinking and oral communication are encouraged with minimal teacher intervention, while traditional vocabulary exercises such as flashcards, closed tests, or gap filling play a supporting role.

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