English for Specific Purposes

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ABSTRACT
English for architects is perhaps the most neglected kind of ESP (English for Specific Purposes). Architects need English for all kinds of reasons, and your first job as a teacher and/or course designer will be to work out what they are and which are priorities. The aims to find out the effectiveness of architectural drawings in teachingEnglish vocabulary . The media applied in the research worked in both improving Architecture-major students' ability to learn the target language and motivating them in the teaching-learning process. A questionnaires analysis was used to determine factors affecting students' lack ofEnglish vocabulary. The quasi-experimental method was applied to acquire the test data needed. Based on the analysis, the findings showed that there was a significant success on improving the students' vocabulary mastery. However, as the architectural drawings used in the research were limited on the presentation type of drawing, other kinds of architectural drawings may not result in the similar way.
Keywords: ESP; architectural drawings; vocabulary,construction, civil engineering, learning styles

INTRODUCTION
ESP, called as English for Specific Purposes is a quite new approach toteaching and learning English. The ESP's teaching materials are specialized to meet the needs of English language proficiency and professions of certain fields and studies Thinking about how you can use all the information above, in a rather idealised ESP approach you would design a needs analysis to find out what their priorities are (probably along with a placement testing system to test their level and strengths and weaknesses). You would then use that to design a syllabus based on those needs. If all those needs were in the future this could be a graded step-by-step syllabus similar to textbooks, but if they were already using English every day it would probably be based much more on doing the most important things first. In any case, the syllabus would change as the course progressed, based on feedback from the students, changing job roles, emerging weaknesses, etc.

I call that system "idealised" because in reality the HR department might demand a syllabus before you even see the students, there might be a very general Business English textbook already decided or started, the students might not want to spend all the time talking about their jobs, it might be impossible to find suitable materials with an architecture bent, etc. The two main approaches that help cope with these more realistic situations are:As the ESP teaching aims to enable students to master English in the field they are studying, students of Architectural Engineering are expected to know English in the field of Architecture. However, English for Architecture seems to be the most neglected areas in ESP. This is marked by the lack of English reading on ESP for Architecture that can be used as a reference in learning. In addition,

published studies on teaching ESP for Architecture both in national and international journals are still limited. In fact, both undergraduate and graduate students in architecture who later become architects require English mastery infinitely. Talking to clients, suppliers, partners, colleagues as well as delivering speech demands a good speaking ability. Reading and writing the rules and requirements, emails, proposals, reports, and papers are other skills which need to be mastered.Considering the importance of ESP for Architecture, teachers' preparation ofmaterials should become a concern. It has to be interestingly organized and well prepared. Teacher who teachesspeaking or reading can select interesting topics related to architecture subject such as; the celebrity architects, the most beautiful and ugliest buildings in one city, thepositive and negative impact of the protecting old buildings and towns, and other

interesting topics. For a general vocabulary teaching class, expert designers andresearchers have proposed some interesting options of learning materials. Demonstrates several media that can be used to supportteaching ESP, including games, flashcards, picture stories, and magic discs. Theselearning materials are applicative as needed. As architecture students' need fordrawings is enormous, it seems applicable for ESP learning especially in improvingvocabulary mastery and argue that the media are people materials, or anything that results in conditions that can assist students in acquiring knowledge, skills, and behavior. In regard to benefits of media images, Ernestova (1981) mentioned that the use of images in teaching foreign languages varies to attracting students and increasing motivation. The fact that ESP for Architecture is indispensable to the students' English proficiency and the benefits of drawings as alearning media is various, the theme of this research, therefore, is to improve the mastery of the vocabulary of architecture students through architectural drawings. The purpose of this study was to find out whether the use of architectural drawing improves students' vocabulary mastery, how effective the use of architectural drawings in improving the students' vocabulary mastery, and what factors causing the students' lack of vocabulary.

4. Less of personal effective way of learning Certain method, moreover, may fit to someone but may not fit to someone else. This shows that each person has his own way of learning. However, also found that applying a certain way without trying to combine and practice different ways of various effective approach may confront boredom. Creative learners usually find ways to memorize vocabulary depending on how they learn, either autonomously or in groups. A few are writing one day one vocabulary, finding certain game like puzzles, anagrams, scrabble, random words, and boggles, and many other effective means of vocabulary mastery. The above factors are antipodes to the idea of positioning the mastery ofEnglish vocabulary as a highly prominent aspect in which a variety of conceptemerges to promote easy, addictive, and interesting techniques in learningvocabulary. The ideas turn up either in the form of strategies for autonomous orpersonal scope or in groups mode. In addition, much research has been done in the realm of vocabulary learning that indicates a strong reason for implementing a systematic approach to teaching the vocabulary itself. A well-known definition of teaching is the process of transferring knowledge and other materials to students by using appropriate methods. Although traditionally language teaching often emphasizes mastery of other language aspects such as grammar, speaking, and reading, attention to vocabulary learning methods is increasingly prevalent.

However, there are also things that teachers should consider in relation to thelearner. It is also suggested that a language teacher has to consider about thelanguage, culture and knows the students, who they are, and what to do to helpthem learn. The further contend that it is important for a teacher to be aware of all those aspects in order to guide their steps in the classroom. This shows that the approaches and teaching methods not only need to be interesting but also must be in accordance with the needs of the students. For example, a student majoring in Economics requires knowledge of English related to Economics. Likewise with Architecture students who expect to master English related to their own field of mention three ways a teachercan do to motivate students to master vocabulary, namely:

1. Prioritize active words

Active and passive vocabulary have been introduced previously. Thistechnique points out that it is necessary to choose which vocabulary to be prioritized depending on teaching context. For a basic class, for example, active vocabulary can be taught by creating several sets of vocabulary that should be learned. However, for upper or higher level students, their active and passive vocabulary words need to be tailored to the needs or areas they are studying. 2. Interact with words Associating a vocabulary with something that will be easy to remember and hard to forget is one way of interacting with words. Other forms of interaction can be done by searching for synonyms or antonyms, changing the word class from noun to adjective or verb, and so forth. At the end, the more vocabularies can be connected in the mind of the learner, the longer the words are attached and remembered.

3. Search techniques This technique has more emphasis on the students' own efforts to find meaning and other rules such as why and how the vocabulary is used. Teachers can assume that students already have enough vocabulary, so that learning vocabulary is not by introducing new vocabulary words but by giving new material reading, and asking the students to interpret new vocabulary words by connecting them with the knowledge they have already had.Drawings and architectural drawings in teaching vocabularies Webster defines drawings as divided the types ofdrawing based on its functions to a language teaching including drawing oneperson or single object, pictures of people involved in certain activities, images ofthe environment (roads, buildings, factories, etc.), and a series of drawings that refer to a theme of conversation (food, work activities, etc.).Images, a part of the drawing, can be used to give students a chance topractice the language in a real context or situation where they can communicatetheir ideas (Larsen, 2000). Kemp, an associate professor of education and mediaproduction coordinator also emphasizes some of the drawing functions in teaching, namely to improve the subject's topics, to increase interest in learning, to extend memories of information, and to teach skills effectively.Recent studies,interestingly, also show the contribution of drawings in the English learning process. James (2010) argues that drawings, which include photos, graphics, images, maps, models, and artifacts can create a visual impression of students, attract attention and help concentration; so that students can describe the meaning directly and quickly into a verbal explanation also demonstrates that the use of drawings has increased students' learning motivation. In short, visual effects of drawings can allow the language to be seen more impressive. The color and shapeof drawings can also stimulate students' quick response and avoid boredom.As learning media, drawings usage vary widely depending on needs. Theselection of drawings as a medium in this research is because drawings can be acommunication medium in the field of architecture argues that the role of the drawing in

understanding the architecture is very important. According to its function and purpose, it divides drawings into two types, the presentation drawing and engineering drawing. The first type of drawing refers to an informative and exquisite architectural drawing that gets a dramatic effect to make it look more impressive and fascinating as it aims to showcase. The second type of drawing is called a construction drawing which contains detailed technical information about a building, such as the material used, connection construction, column-beam position, plumbing (piping), and electricity. The difference between the two is that if the presentation drawings put the beauty, the engineering drawings strongly emphasize the accuracy and completeness of the picture. Considering the importance of the role of drawings in Architecture, this is one of the reasons for the use of drawings in the teaching of ESP for Architecture students. All above considerations are due to the Architecture students unarguably need of mastery of English, especially vocabulary. Case study describes several reasons why architects require English language proficiency in general, including talking with candidates or clients, suppliers, partners and colleagues, reading the rules and requirements, catalogs, journals and books, writing emails, proposals, reports, and papers, attending or deliver material at conference, and presenting, both oral and written. In another research project, also adds a number of necessary vocabulary in the field of Architecture, such as building types, building parts, building materials, and building decoration materials. Some others include what an architect does and what tools architects need to work. Those vocabularies may be delivered by general teaching approaches as well as other interactive and innovative approaches. In fact, the approach through the use of drawings will give a perfect effect states that "being able to use the vocabulary and grammar they (ESP learners) learn in meaningful contexts will improve learning outcomes and increase motivation."

METHOD

To obtain the data on the use of drawings media in improving vocabularymastery of the students of Architecture, an experimental research was conducted. It used quantitative method by applying test (pre-test and post-test) and questionnaires data. The four-week-implementation procedure with 4 meetings in each control class and experimental class were arranged. Both classes were given the similar type of test for pre-test and post-test. The difference was that the teaching treatment was only conducted to the experimental class, not to the control class. Treatment was in the form of vocabulary teaching through the use of architectural drawing media. Meanwhile, the teaching process in the control class used conventional technique. To find the answers to research problem on what factors cause the students' lack of vocabulary, the use of collection of Likert Scale questionnaires was adopted. As mentioned earlier, the purpose of this study is to prove the hypothesis if the use of drawings media can improve vocabulary mastery of the students of Samarkand State Architectural and Civil Engineering Institute

CONCLUSION

Variety of techniques and approaches reveals in teaching vocabulary. In thefield of ESP for Architecture, this study proved that one of them can be accomplished via architectural drawings. Through a successive process of pre-test, teaching treatment of drawings application, post-test, the data were obtained and analysed.
The findings show that the students improve their ability in mastering new vocabulary words. Questionnaires analysis results also show that this practical technique helps students improve

their interest and motivation in learning English vocabulary. The small percentage of student's response to their mastery of Architecture-related vocabulary further shows that the highly-influenced factor is the students' limited time repeating new vocabulary words.

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