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LEVERAGING AUTHENTIC MATERIALS FOR PROFESSIONAL LEXICAL DEVELOPMENT OF MASTER'S STUDENTS IN PEDAGOGICAL SPECIALTIES

The study investigates the role of authentic materials in the English professional vocabulary acquisition by Master's students in the field of education. It considers the problem of the correspondence of authentic specialized texts to modern international educational achievements in order to prepare future specialists for communication and cooperation with the professionals in the global educational community. The essence and prospects of authentic materials in terms of learning professional terminology are analyzed. Special attention is given to selection criteria of authentic educational texts, relevant to the learners' specific context, in order to cover both their terminological competence and pedagogical awareness. The types of authentic specialized texts as well as their sources have been analyzed in detail. The texts in focus include official documents in the domain, academic journals, publications on educational web-sites and blogs. They all show sufficient terminological saturation and noticeable communicative value. By means of Text Inspector the outlined texts have been inspected to identify their Reading level. Most of the texts turned out to be C1 due to CEFR Level. On account of three popular methods used by Text Inspector to calculate the readability of the text, Flesch Reading Ease, Flesch-Kincaid Grade, Gunning Fog Index, they have been found to suit the level of Master's students. The study showcases the diverse techniques for solidifying specialized vocabulary acquisition. The integration of interactive tools like Quizlet and the implementation of mind mapping are highlighted as particularly beneficial.

Keywords: *authentic materials, specialized text, professional vocabulary development, professionally-oriented language teaching, text readability level, mind mapping.*

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ВИКОРИСТАННЯ АВТЕНТИЧНИХ МАТЕРІАЛІВ ДЛЯ РОЗВИТКУ ФАХОВОЇ ЛЕКСИКИ В СТУДЕНТІВ-МАГІСТРІВ ПЕДАГОГІЧНИХ СПЕЦІАЛЬНОСТЕЙ

Дослідження присвячене вивченню ролі автентичних матеріалів у засвоєнні англійської професійної лексики магістрантами освітньої галузі. Розглянуто проблему відповідності автентичних фахових текстів сучасним міжнародним освітнім досягненням з метою підготовки майбутніх фахівців до комунікації та співпраці з професіоналами світової освітньої спільноти. Проаналізовано сутність та перспективи автентичних матеріалів з точки зору вивчення фахової термінології. Особливу увагу приділено критеріям відбору автентичних навчальних текстів, релевантних контексту навчання, з метою формування термінологічної компетентності та педагогічної свідомості студентів. Детально проаналізовано типи та джерела відбору автентичних спеціалізованих текстів. Серед розглянутих текстів – офіційні галузеві документи, статті в фахових збірниках, публікації на освітніх сайтах та блогах. Усі вони демонструють достатню термінологічну насиченість і важливу комунікативну цінність. За допомогою програми Text Inspector зазначені тексти було перевірено для визначення рівня читабельності. Більшість текстів виявилися на рівні C1 за шкалою Загальноєвропейських рекомендацій з мовної освіти. Завдяки трьом популярним методам, які використовує Text Inspector для розрахунку читабельності тексту, Flesch Reading Ease, Flesch-Kincaid Grade, Gunning Fog Index, було встановлено, що окреслені тексти відповідають рівню студентів магістратури. Дослідження демонструє різноманітні методики для закріплення засвоєння спеціалізованої лексики. Особливо корисною є інтеграція інтерактивних інструментів, таких як Quizlet, та використання ментальних карт.

Ключові слова: *автентичні матеріали, фаховий текст, розвиток фахової лексики, професійно-орієнтоване викладання мови, рівень читабельності тексту, ментальна карта.*

Introduction. Ukraine's integration into the global scientific and educational community requires modern specialists to be proficient in a foreign professional language in order to overcome communication barriers and keep up with the latest international educational achievements.

All innovations in the field of education find their expression in the relevant professional texts. The latter are generally regarded as a channel for the transmission of new ideas, theories, projects, etc. in the specific domain. The level of English professional texts comprehension largely depends on the degree of professionally marked vocabulary acquisition. Therefore, it sounds natural that English professional terminology and language for special purposes itself have become an inseparable part of the curriculum in higher educational establishments, that undoubtedly enables Master's students acquire deeper knowledge in their field. Having strong and diverse professional English vocabulary skills will promote future specialists to excel in their professional lives in today's globalized and highly competitive job market.

Analysis of recent studies and publications. Experts worldwide are engaged in ongoing discussions about the theoretical and practical aspects of professional language teaching. The question of ESP course design has been under consideration of Kardaleska L. and Nedelkoska G. (2018), Basturkman H., Hodzic E. (2010); content analysis of an ESP textbook has been studied by Darrin A. (2014), Hutchinson T. and Waters A. (1987), Lestari A.R., Martiarini E. (2021). Widely discussed is also the problem of developing of ESP learning materials, found in the works of Basturkman H. (2010), Garcia Mayo (1999), the use of authentic materials in professional language teaching is investigated in the works of Martinez R. and Kumar S. (2023), Wang L. (2023), Zhang Y. and Rodriguez M. (2024). The methods for acquiring professional terminology, including the issue of vocabulary learning strategies have been covered by Block N. (2020), Brown J. (2023), Crookall D. (1990), Zhang J. and Liu Z. (2024), Oxford R. (1989), Voronina H., Meleshko I. (2022); the emphasis on the difficulties in teaching terminology has been made by Alaviyya N. (2023).

Despite vast literature on the topic under review, this problem has to be more deeply studied from the perspective of teaching ESP vocabulary by means of authentic materials for Master's degree students as future educators.

The aim of our article is to analyze the effectiveness of leveraging authentic materials for professional lexical development of Master's students of pedagogical specialties. Here we need to look into the essence of authentic materials, their perspectives and benefits in terms of learning professional terminology, analyze the types of specialized texts used for this purpose in pedagogical educational institution, and also highlight the techniques of professional terminology acquisition by leveraging authentic stuff.

Results discussion. Due to Thomas Orr, English for Specific Purposes is a discipline encompassing specialized forms of English communication that most regular English speakers may not encounter in daily life. This includes both spoken and written language that serves particular professional or educational functions to carry out specific academic or workplace tasks (Orr, 2001: 207). The main difference of ESP from ESL relies in the fact that in the spotlight of learners is the content of the text rather than language phenomena themselves (Wegener, 2008), so, it is desirable for learners to have an appropriate level of language skills before starting the course.

Basic principles of professionally-oriented language teaching are considered to be authenticity, research-base, language/text, need, and learning / methodology. D. Carter believes that authentic material is the feature that is generally common to ESP courses (Carter, 1983).

Authentic materials are usually grounded on authentic language – real or natural language, as used by native speakers in real-life contexts. They are unscripted materials or those which have not been specially written for classroom use.

In terms of authentic materials used for ESP vocabulary development, we generally tend to focus on reading authentic texts. Not being written directly for language teaching purposes, still they are our primary focus in selecting teaching materials as they seem to be a favorable ground to design professionally-oriented exercises and authentic tasks. The latter encourage students to use specific terminology in situations that replicate those in the "real world".

Apart from general academic English language skills Master's students in pedagogical programs require also specialized vocabulary related to their professional activity, namely educational theory, psychology, pedagogical content knowledge, technological pedagogical content knowledge, classroom management, academic administration etc. Thus, while selecting authentic educational materials it is necessary to incorporate those texts that are relevant to the learners' specific context. Realization of this objective in the ESP course is sure to enhance both their terminological competence and pedagogical awareness.

Like many other researchers and practitioners, A. Gilmore believes that authenticity has proved its beneficial role in language teaching as well as professional language conduct (Gilmore, 2007). We should not omit mentioning the fact that authentic materials also help future educators understand the cultural aspects of English-speaking educational environments.

Among the benefits of leveraging authentic materials while teaching professional vocabulary we put emphasis on the following:
• they boost student motivation, especially when the materials are relevant to their professional interests and needs;
• they provide rich contextual information, that promotes better retention of new terms; the latter is also reached by encountering words repeatedly in meaningful contexts;
• they help learners develop fluency in reading professional texts and accuracy in specialized terminology implication.

Along with the obvious advantages of authentic materials used in professional language teaching, they also exact a toll on the instructor. First, searching, analyzing as well as preparing such materials to be presented to students can be time-consuming. Moreover, authentic teaching materials must be constantly revised and updated to be in line with the field innovations, be current and reflecting modern educational practices (Benavent & Peñamaría, 2011: 90). It is also important for an ESP instructor to mind the fact that authentic learning materials should be as appropriate as possible to the language level of learners.

The next point concerned is what types of professional texts should be involved into learning process, as they are commonly distinguished between texts of internal professional communication and those of external professional communication. On account of our goal to provide students with sufficient bulk of professional lexicon we naturally give preference to the texts that show higher terminological saturation, that is texts of internal professional communication. We interpret the term "terminological saturation", following E. Kosa, O. Dobosevych and V. Yermolaiev, as a phenomenon that occurs in domain-limited collections of professional texts (Kosa & Dobosevych & Yermolaiev, 2023). As to the term "saturation", in the Collins Dictionary it is defined as "the process or state that occurs when a place or thing is filled completely with people or things, so that no more can be added" (Collins Dictionary).

Speculating on which authentic texts prove to be most effective for developing professional lexical competence, we should also take into account their communicative value. In regard to this matter, R. Gläser points out such specific criteria of specialised texts as 1) being a source of information for specialists in the field; 2) being a means of popularising professional knowledge among interested members of society; 3) being a transfer of professional knowledge in the educational process in educational institutions (Glaser, 1990: 4-5).

Regarding the selection of specialized texts, N. Carbajosa Palmero emphasises some conditions that should be observed, that is, "they must be credible (simulation of real situations)" and "must be used with flexibility and evolve according to context changes, both in terms of topic and transmission vehicle" (Carbajosa Palmero, 2003).

Before we proceed with our analysis of specific techniques in developing professionally oriented English vocabulary skills, it is essential to go over the bulk of texts given as teaching materials. The sources of professional texts aimed to develop professional vocabulary proficiency of Master's students in the field of education and which we often refer to are the following: European Commission's official website, namely the European Education Area, European School Education platform, NESET website (a Network of Experts on Social Dimension of Education and Training), educational articles from professional journals (Education 3-13: International Journal of Primary, Elementary and Early Years Education, ELT Journal etc.), Conference proceedings (e.g. Proceedings of the 14th International Conference "The Future of Education" (19 June 2024, online event; 20-21 June 2024, in Florence – Italy)), academic blogs by experienced primary school and ESL educators (Claire Sealy, Kat Howard and Christopher Such etc.) and others.

On the website of European Commission, namely on the European Education Area section, such official educational documents as Council recommendation on key competences for lifelong learning (22 May, 2018), Key competences for lifelong learning (2019), Supporting key competence development: learning approaches and environments in school education (Input paper for conference participants 12-13 November 2019, Brussels) are attached and successfully integrated into the course. They provide extensive text material for acquiring terminological vocabulary necessary for Master's students to maintain communication with their foreign professionals concerning various aspects of key competence development.

The European School Education platform offers a wide range of latest expert articles on urgent issues in the field of education, that can be used both for analytical and synthetic reading.

Topics dealing with the equity and social aspects of all types and levels of education and training, namely education curricula, the gender aspect in education, parental involvement, vocational training, etc. are taken into consideration in the experts' articles on the website of NESET.

It is worth mentioning that education blogs texts as learning materials may also have a motivation effect on learners and foster the development of professional vocabulary skills. For instance, Claire Sealy covers a range of topics related to primary education, including curriculum design, assessment and teaching strategies (Claire Sealy). Kat Howard's blog contains posts about classroom management, lesson planning, student behavior, professional development, teacher well-being and more (Kat Hovard).

It is worth mentioning that within the course of study Master's students handle with texts of different genres and it helps them to build confidence to navigate professional communication in English in various contexts.

By means of Text Inspector, the web-based language analysis tool, the texts, selected for teaching professional language and vocabulary in particular, have been inspected in order to identify their Lexical profile and determine their Reading level. Most of the texts turned out to be C1 due to CEFR Level (Common European Framework of Reference for Languages). A great proportion of words used in the outlined texts belong to Academic Word List (AWL), the latter encompasses words most needed for tertiary level study.

The data obtained from the analysis of the sample text "Competence and Professionalism" are presented in the following figure (Fig.1).

Readability Scores

Flesch Reading Ease	12.90
Flesch-Kincaid Grade	17.41
Gunning Fog index	20.02

Fig. 1. Readability scores of the text "Competence and Professionalism"

As is it seen above, Text Inspector uses three popular methods to calculate the readability of a text. The Flesch Reading Ease score is between 1-100, the hire the reading score, the easier the text is. In our case the score 12.90 is intrinsic to texts that are appropriate for teaching college/university graduates. Flesch-Kincaid Grade level is a widely used readability formula that assesses the approximate reading grade level of a text based on average sentence length and word complexity. The obtained score 17.41 corresponds to such variables: reading level – advanced, school level – postgraduates, age level – 20+, example book – academic papers. Gunning Fog formula generates a grade level between 0-20, a text above a 17 has a graduate level. So we may conclude, that professional authentic texts selected to be used as teaching materials for terminology acquisition suit the level of Master's students (Text Inspector).

The knowledge of terminological vocabulary obtained from reading special texts is the basis for developing professional language competence. Among the terms pertaining to education domain their different structural types can be distinguished: simple words, derivatives, abbreviations, compound words, word combinations. It is necessary to point out that terminological word combinations

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prevail over other structural types of terms within outlined terminology. Their meanings are sooner identified in the text, as semantic or syntactic relationship between such terms can be more easily found by students.

V. Ligara believes that for the effective study of foreign terminology it is appropriate to apply not only onomasiological approach, but also textological one. The researcher notes that the word combinations surrounding the term are not the result of personal choice, but a reflection of the norms of specific professional discourse. Furthermore, it is emphasized that the study of typical syntagmatic connections exposed by terms helps to reveal their meaning in the specific field context (Ligara & Szupelak, 2012: 81).

Being initially introduced to a specific special text, students come across a range of new terminological units, essential for qualitative comprehension of its content. Highlighting professional terminology, fixing right pronunciation, matching terms with definitions extracted from relevant glossaries is the first step in their acquisition.

Professional terminology retention activities aim at developing both receptive and productive vocabulary skills. They generally incorporate: term-in-context analysis to present how the surrounding words and phrases clarify the term's meaning, multiple-choice questions focusing on definitions or usage, filling in missing terms in context to solidify their understanding and usage, summarizing texts using target terminology, grouping professional vocabulary by categories, searching for possible synonyms or antonyms etc.

Learning new terminological lexicon can be well supported by Quizlet's interactive flashcards, practice tests, and study activities, which are highly appreciated by students.

One of the most effective techniques to learn, retain and then accurately use professional vocabulary is creating mind maps on the text basis to show relationships between different concepts actualized in terms. Caroline Hopper defines "mind map" as "a diagram used to visually organize information into a hierarchy, showing relationships among pieces of the whole" (Hopper, 2007). Mind mapping process has proved to noticeably activate and foster students' brain and support memory function. Besides, students showcase their own reflection of the given specialized text while performing personalized, visually structured note-taking.

Mind mapping is undoubtedly a reliable tool for students when they, for instance, need to learn, compare and present in class a set of teacher and teaching competences, or when in groups create a profile of the "ideal teacher" on the basis of professional authentic texts previously studied.

Conclusion. This study has demonstrated the efficacy of leveraging authentic materials for the development of professional vocabulary among Master's students in pedagogical specialties. It gives the ground to conclude that carefully graded authentic professional texts combined with diverse vocabulary learning techniques significantly improve students' ability to comprehension and terminology retention, preparing them for successful engagement in the global educational community.

The analysis of various authentic texts, including those from the European Education Area and European School Education platforms, NESET website, professional journals and blogs revealed their sufficient level of terminological saturation. The application of such a tool as Text Inspector confirmed the advanced readability level of outlined authentic materials, that aligns with the needs and language proficiency of Master's students.

Future research implies the study of authentic materials in terms of enhancing writing skills of Master's students.

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