

ENGLISH LANGUAGE TEACHING METHODS TO GEOLOGY STUDENTS

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Abstract: *The difficulties and prospects of teaching English to geology students are examined in this article. Geology students frequently encounter particular linguistic, cognitive, and cultural demands in their academic and professional pursuits. The examination of geology texts, the use of academic terminology and grammar, the development of critical thinking and scientific reasoning skills, and other related themes are the key subjects taught. The article concludes by emphasizing the value of incorporating student-centered, technology-enhanced learning methods as well as the importance of building a welcoming learning atmosphere that values diversity and encourages multidisciplinary collaboration.*

Keywords: *English, teaching vocabulary, student-centered approach, geology students, opportunities, difficulties*

Geology education strives to cultivate critical thinking and scientific reasoning abilities, such as evaluating hypotheses, interpreting data, and solving problems, in addition to imparting knowledge and skills linked to geological phenomena and processes. These abilities, which are crucial for success in geology-related occupations like exploration, mining, environmental assessment, and geological hazards management, need the integration of linguistic, cognitive, and sociocultural competencies. However, because it necessitates the acquisition and integration of discipline concepts, language, and reasoning processes, developing critical thinking and scientific reasoning skills in ESL/EFL situations can be particularly difficult. Therefore, when teaching English to geology students, it is important to use methods and exercises that encourage the growth of analytical and scientific reasoning abilities as well as the fusion of language and subject-matter learning. This can include the use of inquiry-based and problem-based learning approaches, that require students to formulate research questions, gather and analyze data, and present results and conclusions clearly and coherently. The use of authentic and diverse geology

materials, such as geological maps, field observations, and scientific articles, can also help students to relate to language and content learning, develop cognitive and linguistic flexibility, and scaffold their scientific discourse competence.

The use of technology-enhanced and student-centered learning approaches can also enhance the English learning and geology learning experiences of students, by providing opportunities for active and personalized learning, as well as access to a range of multimedia and interactive resources. Technology-enhanced learning can take different forms, such as online platforms, digital tools, and mobile applications, and can be used to support a variety of learning tasks, such as reading, writing, listening, and speaking. Truong Thi Thanh Thuy recommends using multimedia resources, such as virtual field trips, simulations, and 3D visualizations in flipped classroom model, which can provide students with access to geology learning experiences that are otherwise difficult or impossible to achieve [1]. These resources can also enhance the communicative competence and scientific reasoning skills of students, by providing opportunities for collaboration, feedback, and reflection.

Moreover, when it comes to using student-centered learning approaches, Avazmatova claimed that cooperative learning and task-based learning provide students with opportunities to take ownership of their learning, set their own learning goals, and develop self-regulated learning skills. Cooperative Language Learning is an approach that aims to boost students' communication skills. Collaborative Language Learning consists of pair or group learning and emphasizes learning language cooperatively [2]. By engaging in collaborative and interactive learning tasks, students can also enhance their communicative competence and intercultural competence, by learning to communicate effectively and respectfully with peers from diverse language and cultural backgrounds.

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