

SEMANTIC ANALYSIS OF ADVANCED VOCABULARY RELATED TO WORK AND TIME

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Abstract

This study investigates the lexical challenges faced by advanced English learners in Uzbekistan, focusing on a specific unit of a widely used textbook for professional and academic communication. The research examines over 500 lexical items, including phrasal verbs, idioms, collocations, and word formations, and categorizes them according to their semantic and functional characteristics. Findings indicate that many expressions are highly context-dependent and culturally nuanced, making translation or literal understanding difficult. The study highlights the need for context-rich teaching strategies, practical examples, and communicative activities to facilitate effective learning. Recommendations for educators and suggestions for future research are provided to enhance learners' competence and confidence in using complex English expressions in real-life and professional contexts.

Keywords. lexical challenges, idiomatic expressions, advanced learners, contextual learning, professional communication, language acquisition.

Introduction

Whether one learns a native or foreign language, the most crucial element is vocabulary. One cannot master any language without knowing its lexis, which can have various meanings depending on contextual features [1]. Vocabulary is one of the essential elements in learning a foreign language, along with phonetics/pronunciation and grammar [2]. It provides the very foundation upon which the other language skills-listening, speaking, reading, and writing-are built. Mastering a language is quite impossible without adequate knowledge of vocabulary. Hence, it was thought to be the very nucleus of second language acquisition. According to Rohmatillah (2017), communication in the target language becomes difficult for

the learner without adequate knowledge of the lexis [3]. Furthermore, the knowledge of vocabulary plays an important role in language and is considered the nucleus of communicative competence. A limited vocabulary leads to serious hindrances for a learner and is an obstacle to further progress in English learning [4]. Schmitt (2000) emphasizes in equal measure that vocabulary is crucial in second language teaching and learning, because lexical knowledge is at the root of all communication [5]. As much as human language depends on the words an individual knows, learners can become unenthusiastic about using the language if their words are insufficient [6].

Advanced learners need to master the vocabulary of work and time, since these two themes are central in both academic and professional purposes, including real-life communication. Work-related vocabulary helps learners participate in professional settings, describing different job roles, engaging in workplace discussions, and understanding formal documents. Time-related vocabulary is necessary for describing deadlines, schedules, processes, durations, and sequences of events, skills that are crucial for academic writing, project management, and daily organization.

Moreover, complex and proficient English requires accuracy. Work and time vocabulary enables learners to express elaborate propositions that describe such concepts as time management, productivity, efficiency, planning, and long-term goals. These lexical items further facilitate higher-order skills, such as critical thinking, problem-solving, and professional discourse. Without such vocabulary areas, learners would not be able to function in global workplaces and express subtle concepts about their personal and professional development.

Language learners have to continuously develop their vocabularies and strengthen their linguistic repertoire. However, vocabulary development is often challenging, especially for non-native users of the English language who struggle with grasping the meanings of new words, spelling, pronunciation, usage appropriateness, and inferring meaning from context. These challenges can emanate from many causes. In the Uzbekistan context, a number of studies have noted that traditional teaching methods are still dominant in English language classrooms. Most teachers still depend so much on the learner's mother tongue rather than the target language; this not only limits students' exposure to English but also contributes to weaker performance.

Other studies equally reported the particular difficulties of learners themselves: the scarcity of practice, insufficient reading, and inability to memorize new items. In spite of all these complications, the demand for English has started to increase noticeably. Today, for most of the jobs, high levels of English are required; second, in educational, technological, and socio-economic reformations, the part of the

language is indispensable. Therefore, building up a sound vocabulary is inevitable for learners to establish their proficiency in English.

On the other hand, teachers are obliged to undertake the demanding task of addressing the needs of learners and presenting vocabulary in memorable and effective ways. Thus, there is a vital need to identify some common work and time related vocabulary, recommend practical strategies, and provide opportunities for learners in acquiring these words. This paper insists that students in Uzbek universities urgently need greater mastery over vocabulary to cope with time management at workplace.

Literature Review and Methodology

The work and time vocabularies in this research were chosen from the book *Destination C1&C2*¹, which is widely used among Uzbek English learners to bring about an understanding of professional-level texts and to enable learners to conduct effective oral communication. This research focuses on the work and time sections because these contain both the most challenging and the most frequently used vocabulary. Concentrating on these areas, the book provides the learner with the necessary lexical knowledge to understand and handle such words confidently. The work and time sections present a wide range of lexical items, including common words, phrasal verbs, fixed expressions, collocations, idioms, and word-formation patterns, which can help learners be grounded in advanced English communication. The source of vocabulary in this study is *Destination C1&C2* and the paper will specifically focus on Unit 6, which deals with the language of work and time. This unit is widely taught among Uzbek learners of English, and for this reason, it represents an appropriate and practical data source in a practical fashion. Unit 6 consists of more than 500 lexical items: single words, phrasal verbs, idiomatic expressions, collocations, patterns, and word-formation examples.

All the lexical items in Unit 6 were manually extracted and combined into a single dataset. At the stage of extraction, every word or expression was assigned the type (such as noun, verb, adjective, phrasal verb, idiom, collocation). Items were also noted for their possible difficulty by the length, semantic complexity, and frequency of use in academic or professional contexts.

Although there are more than 500 items in this unit, all the lexical items were included in order to make sure that the vocabulary the learners encounter in this book is comprehensive and unbiased. No item was excluded since the purpose of

¹ Malcolm Man, Steve Taylore-Knowles. *Destination C1&C2 Grammar&Vocabulary with Answer Key*. First edition. Macmillan Education: Oxford; 2007 (reprinted 2012).

the study is to investigate the full range of vocabulary that learners are supposed to master.

Unit 6 is considered something worth paying attention to because it involves some of the most used and, at the same time, most confusing vocabulary about work and time. These aspects are crucial for learners who want to enhance academic comprehension and participate communicatively in professional contexts. Using the full set of over 500 words will definitely provide an accurate picture of the vocabulary load present for Uzbek learners.

Results

On analyzing Unit 6 of "Destination C1&2," it was found that there were over 500 vocabulary items related to work and time. These vocabulary items were in the form of individual words, phrasal verbs, idioms, collocations, fixed expressions, and word formation. These vocabulary items were categorized into different headings. These headings were related to work terminologies, terminologies related to time, phrasal verbs, idioms, and noun-verb collocations.

This data provides evidence that Uzbek learners are potentially confronted with difficulties in relation to those test items that are described as having multiple meanings, "idiomatic structure," or those with a form that deviates noticeably from their translation in Uzbek. To further support this, the ten most complex items are described in detail below:

1. Instantaneous- adj. happening immediately, without any delay [7].
2. Stint- a fixed or limited period of time spent doing a particular job or activity [8].
3. Headhunt- to persuade someone to leave their job by offering that person another job with more pay and a higher position [9].
4. Sack- to remove someone from their job, usually suddenly or because of poor performance or misconduct [10].
5. Knuckle down- to begin working seriously and with determination, especially after a period of delay or lack of focus [11].
6. Wind down- to gradually reduce activity or pressure until something comes to an end; or to relax after a period of hard work [12].
7. Run its course- to continue naturally until completion or until something ends on its own, without interference [13].
8. Course of events- the natural or expected sequence in which actions or situations develop over time [14].
9. Work a treat- to function extremely well or produce very successful, satisfying results [15].

10. Work your way- to progress gradually toward a goal by putting in consistent effort or moving step-by-step through tasks [16].

11. Expectancy- the state of anticipating something based on probability; often used to describe the predicted duration or likelihood of an event [17].

12. Eventuality- a possible outcome or situation—often one that is uncertain or undesirable but must be considered [18].

13. At the drop of a hat- immediately and without hesitation or preparation [19].

14. All in good time- used to say that something will happen when the right moment arrives, encouraging patience [20].

15. No end in sight- a situation that seems unlikely to improve or finish soon; there is no visible conclusion [21].

Discussion

From results section it can be observed that vocabulary related to work and time make up a large portion of English vocabulary. Understanding and using them in appropriate way leads to professional development as these words frequently appear in academic writings, business communication and in everyday fluent speech. Especially idioms, phrasal verbs and collocations can not be guessed from literal words individually and often can not be translated into Uzbek. However, they are mostly context-dependant and English learners can effectively enhance their vocabulary by learning them in context.

For appropriate usage of work and time related vocabulary, teachers should provide more context-rich examples, not isolated definitions. In classrooms different activities such as role-playing, short texts containing targeted words, matching tasks and sentence transformation should be involved to facilitate effective learning environment.

As for limitations of research paper, it only analyzed the 6th unit of the book, focusing only on vocabulary of work and time, which may not represent all challenges faced by English learners. It is advisable for future studies to compare different textbooks, include actual student testing or surveys and use corpus in order to show how these words appear in real life.

Conclusion

This research focused on the work- and time-related vocabulary of Unit 6 in "Destination C1&C2" and tried to establish the main difficulties this set of items poses for advanced Uzbek learners of English. The analysis has shown that many expressions from this unit are highly context-dependent, idiomatic in most cases, and thus very seldom have a word-for-word equivalent in Uzbek. Consequently, for the acquisition of such expressions, simple memorization is insufficient; what

is needed is exposure to real examples, illustrative contexts, and practice in communication. Although not more than a limited number of detailed analyses of vocabulary items were carried out, it can be stressed that advanced level teaching also requires systematic and context-based vocabulary instruction. Further studies could expand this research by analyzing more units or study how learners can actually use these expressions appropriately in real-life situations.

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