

Strategy for the teaching of technical vocabulary in the english language

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Abstract

When speaking of learning English for a specific purpose the first barrier to overcome is the acquisition of specialized vocabulary, which is why this document has a proposal for the solution to this problem is the development of a manual that integrates this knowledge to the English classes. It consists of technical readings corresponding to the weeks of the class period. This tool aims to help the acquisition of technical vocabulary by translating, repeating and recycling words. Serving as support to the subjects described in the program of the subject complementing in an integral way the student's education. The case study was carried out in groups of the Technological University of Altamira within the career of Industrial Maintenance. The objective is to expand the technical vocabulary of the student taking the vocabulary of being receptive to a productive one. It also describes the elaboration, use and results of the same manual based on a qualitative survey.

Vocabulary, Manual, Recaptive, Productive

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Introduction

In the classroom, the practice of reading is a daily activity from which we hope to gain experience on the language for its proper use. The use of texts, the reading process and the learning of vocabulary consider more processes than those we use frequently for the acquisition of a language since vocabulary is an angular part of the teaching - learning of the language.

With the practice of reading, he is faced with the understanding of new meanings of vocabulary. To determine this, it is necessary to investigate the theory of teaching and acquisition of technical vocabulary and design an instrument or didactic proposal.

The proposal, the manual, consists of simple exercises for the easy learning of technical vocabulary as well as building an atmosphere of trust between the teacher and the student, motivating the latter to enrich his vocabulary. The application of this instrument involves monitoring within the classroom for further evaluation and analysis.

Justification

The importance of this work arises in the urgency of implementing the study of English at a technical level in the student community.

This research aims to raise awareness about the convenience and need to study technical English as an academic subject because of its importance in different areas of society and the labor market in general.

The social relevance lies in promoting the importance of the student having a better training in their studies and as a consequence being able to function efficiently in the labor market, in any part of the world thus increasing their labor supply.

Problem

To what extent is the acquisition of the vocabulary achieved through the implementation of a manual of technical readings in a university environment?

Objectives**General Objective**

Design an academic instrument that facilitates the learning of technical vocabulary.

Specific objectives

- Define the technical areas under collegial work with the academic bodies according to the specialty of the program.
- Design a technical reading format that is easy to understand, apply and evaluate.
- Establish evaluation rubrics according to professional competencies.
- Design an evaluation instrument to validate the relevance and operation of the manual.

Theoretical framework

The importance of the teaching of written composition proposed by Romero and Romero (1988) to transport the vocabulary of being passive to be active is retaken.

The importance of proposing strategies for obtaining vocabulary proposed by Nagy (1988) which Ayala (2000) cited later besides adding incidental learning during reading.

Theories such as that of Krashen in Treville and Duquette (1996) where we talk about the ways of learning the direct and indirect language and how to "take advantage of" the recycling of words to pass from a vocabulary of a receptive to a productive one.

Research Methodology

After the observation and after the identification of the problem, the different topics with which our tool for technical vocabulary acquisition would be gathered through fieldwork were verified, contents were verified through the curriculum as well as interviews with the different teachers they teach the subjects related to the speciality in the career, the subjects were compiled for the later elaboration of the manual.

After the elaboration of the manual of technical readings pertaining to the topics, it was delivered to the students who in the comprehension stage of the material were exposed to the tool, they were explained about the information that this manual included.

The subjects of study within a session of 50 minutes per week would translate a technical reading using the necessary resources (physical or electronic dictionary) and perform a series of activities related to this reading as they are localization of answers to previous questions in the instructions or the elaboration of conceptual maps of the subject, among others, besides being able to make an interpretation through the context comparing and / or contrasting their ideas with prior knowledge within the subjects.

After the application of the activity, the results of the manual are analyzed, ordered, compared in a group manner.

A general reading of the topic is given to dispel any doubts in the students due to the order of the words or the order of ideas connecting them to each other in a logical and coherent way, meanings are inferred to words that are not known and that do not find the meaning, it is verified if there is a pattern with another previous reading as it could be a subtopic of it or look for some hierarchical relationship.

Finally, the efficiency of the manual of technical readings is evaluated with a group of students which represents a sample of the population at the end of the period through a survey, in addition to the observation and an informal interview. It is worth mentioning that the survey, the observation and the interview yield qualitative results, in addition to which the results are treated with the greatest possible objectivity. In the evaluation tools, certain features of the manual are compared and discriminated, the student is asked to value, select and decide between the parts of the same which were of better use. In addition to evaluating and judging its components. For the end argue and recognize subjectively the use in the acquisition of technical vocabulary which is substantiated by the observation that is constantly carried out by the teacher.

Pedagogical diagnosis

This stage defines the process to reach a specific knowledge based on research techniques and this was divided into the contextual dimension, which aims to respond as regards the historical aspect of the installation where this research was applied, the career in addition to the group that was taken as a sample.

The second division of our pedagogical diagnosis refers to the practical dimension which describes the interrelation of the participants of the teaching-learning process as well as the description of my teaching practice to finalize this diagnosis, the theoretical dimension was taken into account which will take us hand in hand to analyze and interpret the information of data found in the research and that trace us back to first-hand data or theory by calling it another way.

Results

In this research work, the acquisition of technical or specialized vocabulary was studied, content was verified through the curriculum, as well as interviews with the different professors who teach the subjects related to the specialty of the career, the subjects were collected for the subsequent preparation of the manual.

Students being exposed to these types of tools will be responsible for their own learning. It is true that a written text provides an advantage as is the context.

Certain theories such as that of Stephen Krashen (1982, in Trévillie and Duquette, 1996: 68) distinguish two forms of direct (implicit) and indirect (explicit) learning. The implicit is automatically given from the elements around the language; while the explicit (or acquisition as Krashen calls it) is given unconsciously. Through the elaboration of the readings, it was intended to stimulate both forms of learning.

So you could say that any text gives us information and that readers have that ability to extract the necessary information as efficiently as possible (Grellet, 1981: 3-5). This is not entirely true, by teaching a lesson as the only occasion, we hope that students acquire everything that involves the knowledge of a new word: recognize its function, meaning and appropriate use for future application in new readings and subsequent acquisition.

Conclusions

The acquisition of technical vocabulary is a process that takes time and also passes through several stages to consolidate as knowledge, before being able to secure it as acquired. In this case, reading is a practice in search of meaning through the written language. This search for meaning is reflected in approaches to new knowledge that later becomes acquired knowledge. The reading and in our case, the technical reading, is a field of infinite possibilities and interpretations, it is a very useful tool in the formation of any individual within the career. Therefore, a text is an excellent source of practice for the learner in the classroom. In this study specialized reading (technique) is the stage, and the objective is the words that we could find in the texts. This monitoring would help to clearly understand what happens in the traditional way of teaching vocabulary with lists or translations, as an example of activities most used by language teachers.

If we talk about the approaches and practices that a foreign language teacher normally uses in the teaching of vocabulary, we would find that they are not the most advisable to achieve the learning of the foreign language. It would be believed that the learning process is merely of the student, however the benefits are seen in terms of saving time to explain the concept, others definitely think that this task is a mandatory part of the student to achieve learning in the classroom. Some methods such as the Inductive Approach (Ellis, 1992) promote giving students language information and letting them derive the grammar rule from an inductive learning mode Schmith (2000) says that the same approach can be used with vocabulary.

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