

Arts, Linguistics, Literature and Language Research Journal

PROPOSAL FOR TRAINING COURSES FOR THE TEACHING OF ENGLISH WITH SPECIFIC PURPOSES

Kenia Santiesteban Leyva

ELT Teacher

Facultad de Ciencias Sociales

Universidad Técnica de Machala

Orcid: 0000-0003-0313-7451

<https://www.researchgate.net/profile/Kenia-Santiesteban-Leyva>

<https://ec.linkedin.com/in/kenia-santiesteban-leyva-536637106>

All content in this magazine is licensed under a Creative Commons Attribution License. Attribution-Non-Commercial-Non-Derivatives 4.0 International (CC BY-NC-ND 4.0).



Abstract: The present work constitutes a proposal for the design of training courses proposed by the group of teachers of national and foreign language pedagogy degrees to prepare teachers and professionals from different areas of specialization in El Oro province. This proposal is aimed at training or providing the necessary tools to make oral presentations, abstracts, translations, and writing articles in the English language to obtain academic and scientific degrees to fulfil professional functions as the main result is to contribute and influence the scientific and technical development of the territory, to train competent professionals that interact in the national and international scope and to maintain this proposal of training courses as initial and permanent training for professional performance.

Keywords: Proposal; design; training courses; competent professionals.

INTRODUCTION

One of the most used languages for the dissemination of scientific and technical knowledge is the English language, especially in the world of business, technology, and science. It constitutes a fundamental communication tool for the entire planet, and it's the vehicle of the process of universal knowledge.

In academic training and professional development, it becomes an essential factor. Its acquisition is fundamental to access these advances in an increasingly globalised world. The mobility of people, exchanges, and joint investigations, among other actions, require oral and written communication. Therefore, training in that language for professionals and teachers of different specialities is a primary need, an essential means for internationalization and a fundamental component of professional development.

The increase of information in English, as well as the exchange, both scientific and commercial, between the different countries, requires mastery of the language. It is an indispensable condition for a professional to keep updated. It is also considered one of the attributes of the university graduate student on the platform of the Union of Universities of Latin America: "the mastery of a foreign language that allows the student and the teacher access to knowledge and the possibility of communication" (UDUAL, 1999).

However, with the development of oral expression and reading comprehension skills, the professional requirements demanded are not satisfied. From this situation, the imperative need to achieve a linguistic enrichment environment in which the entire university community is determined to demonstrate a communicative capacity, at least in a foreign language, mainly in English.

The bibliography query in this foreign language is a growing need to achieve the updating and complementation of undergraduate and graduate studies. Teachers and professionals begin to feel that need as their own. Another aspect that influences decisively is the concept of more integrative teaching, a more multidisciplinary approach to the teaching-learning process in Higher Education.

IMPORTANCE OF THE PROBLEM

The development of English skills is a challenge for contemporary Higher Education. In this way, the processes already existing in the teaching of English as a foreign language need an improvement of the current styles to contribute efficiently and effectively to the training of future professionals. (Vázquez, 2005.)

The training courses attached to the Department of *Educación Continua* offer a variable, flexible and continuous offer of

training course programs, which include the formation of the teaching staff, the pedagogical preparation in their specialities, the research training, the use of information and communications technologies (ICT) in university processes; the knowledge of languages; the preparation in the social problems of science, technology and society; the management of university substantive processes and other relevant aspects for the improvement of teachers and professionals in the territory.

However, although the *Educación Continua Department* offers training courses in the language area, specifically English as a foreign language, these courses do not satisfy the professionals' specific needs in the territory for language learning for specific purposes, such as making oral presentations at conferences and workshops, writing abstracts, scientific articles and translations of papers in the English language.

Therefore, this paper proposes the design of a series of training courses aimed at teachers and professionals from different areas of specialization to train them or provide them with the necessary tools to make oral presentations, abstracts, academic translations and write scientific articles in English. It contributes to their training in obtaining academic and scientific degrees and can fulfil their functions as competent professionals that interact in national and international scope.

These courses are intended for all personnel linked to teaching at the university, their headquarters, and other instances. As well as private companies and public institutions in the province of El Oro; also feel the need to use the language as a working instrument on a national and international scope.

METHODOLOGY

Teaching English for Specific Purposes (ESP) has achieved a respectable place in the field of teaching English as a foreign language or as a second language. It has gained greater strength in the last 20 years since its official appearance at the end of the 60s, and several have been the causes of its emergence.

When English became the international language of commerce and technology, a new generation of people was created, who did know why and how they needed English. Among them were businessmen who needed to sell and buy, engineers who needed to read instruction manuals, doctors who needed to be aware of the latest advances in medicine, etc.

Besides, the new trends in the educational psychology of those years point to and focus on the leading role of the students, turning this into the main point of the teaching-learning process. There have been several causes for the emergence of the English for Specific Purposes (ESP), to mention a few. But everyone needed English, and most importantly, they knew why.

That is why, at present, it is familiar to all, those related in one way or another to the teaching of English as a second language, the concepts of English for engineers, English for tourism purposes, English for entrepreneurs, businessmen, doctors, nurses, stomatologists, etc.

All this leads to the possibility of being able to determine which characteristics and linguistic elements distinguish one context, one situation and one speciality from another and take these aspects as a basis for the design of courses and other issues would be what differentiates an English course for doctors from one for engineers, to cite an example. This new linguistic thought gave rise to a maxim that is maintained at present: "Tell me what English you need, and I will tell you what English you need."

That is why a series of training courses were designed according to the needs of our teachers and professionals in the territory. The observation, interviews, and surveys were carried out as a starting point, where the main difficulties were found. Therefore, the group of teachers from the Pedagogy of National and Foreign Language degree in this first stage developed the design of three training courses: a first translation course, a second course for writing abstracts and scientific summaries and the third course for preparing oral presentations in English.

THE GOALS AND PURPOSES OF THE COURSES ARE:

- To develop oral and written comprehension skills that allow fluid communication.
- To comment on what you read.
- To translate scientific articles
- To summarize oral and written academic texts
- To know colloquial forms.
- To reproduce colloquial forms.
- To write a technical vocabulary based on the area of professionalization for the best work achievements in national and international contexts.
- To make oral presentations in English.
- To write abstracts of scientific articles.

ORIENTATIONS, EXPLANATIONS, AND EXERCISES FOR THE TRAINEES:

Teachers and professionals should keep in mind that their preparation and self-preparation will be completed based on their basic knowledge of the English language. To know what and how to do it to reach your goal, what are the ideal bibliographies according to their area of specialisation?

In self-preparation, among several actions that the teachers and professionals will need individually, it will also be to read the selected bibliography well (preferably technical scientist, in line with the profession of the trainee).

Work with the dictionary. Acquire the ability to search the dictionary for the meanings of the words (as necessary) with which you will prepare a glossary of technical terms according to your area of professionalisation.

Select the appropriate materials or bibliographies where the professional performance will be evaluated.

The trainees will consult experts about some elements of the grammatical structures in English, which are usually usual in scientific languages.

You will know the core elements of the translation and its Golden Rule.

The differences between literal translation, version, comments, oral and written summaries, and scientific dissertations, among others.

THE SECOND ACTION IS CARRIED OUT:

The application of a diagnostic test for each training course according to the objective and core content of each course (translation, oral presentations and writing of abstracts and scientific summary in English)

The courses will be taught for 40 hours each; eight meetings of five hours are proposed.

RESULTS AND DISCUSSION

With the implementation of these training courses, we contribute to and influence the scientific and technical development of the province, training competent professionals who interact in the national and international spheres. We hope to keep this proposal as initial and ongoing training for professional performance.

The professionals will write and compile information in English about the different areas of professionalisation important for their professional training and the development and formation of their integral general culture.

THE TRAINEES WILL:

- Use the English language as an instrument of study and work.
- Elaborate glossaries according to their area of professionalisation.
- Develop the skill of using the dictionary as a study skill.
- Develop the ability to speak and write in the English language.
- Do abstracts in English and develop this skill.
- Go deeper into the language of the mother tongue and compare it with the English language.
- Prepare bibliographic records of texts in English related to their area of professionalisation.

We offer these courses to the university community, teachers, professionals, private companies or public institutions of the territory in correspondence with their levels and cognitive needs.

CONCLUSIONS

At present, there is an urgent need for understanding and cooperation between nations and people, and the enhancement of learning a foreign language in the training of professionals becomes a growing challenge.

English is essential at the undergraduate and graduate levels. Also, in its teaching-learning demands, profound changes are needed not only as part of the broad transformations that give rise to Higher Education and face the increase of social expectations concerning better results in terms of competence in the four basic skills, not only in reading skills.

The university called for teachers and professionals from different territories to reach higher scientific and academic levels, which allows for meeting the demands of all the substantive processes inserted in this new university, which not only is limited to it but should serve other latitudes and regions.

The professional is determined by the fields and spheres of action where he works. Within the scope of his professional profile, he tries to combine both cognitive and practical transformative functions in his work. The use of the English language as an instrument of support, training and professional development is of great importance for his work.

This proposal is aimed at training teachers and professionals to obtain academic and scientific degrees that contribute to the preparation of competent professionals in the province.

REFERENCES

Corona, D., 1985. El idioma extranjero en la educación superior: disciplina e instrumento de trabajo y cultura. RCES. III (2-3).

Corona, D., 1986. El programa director: una necesidad para el desarrollo de las habilidades y hábitos del idioma extranjero. RCES VI (1).

Corona, D., 1992. La enseñanza del idioma inglés en la Universidad de La Habana a partir de la Reforma Universitaria. RCES 12 (2)

Corona, D., 1988 El perfeccionamiento de la enseñanza de lenguas extranjeras a estudiantes no filólogos en la educación superior cubana. Tesis doctoral. Instituto Central de Ciencias Pedagógicas. Cuba.

Corona, D. 2002. La enseñanza del idioma inglés en la universidad cubana a inicios del siglo XXI. Reflexiones en el 40 aniversario de la reforma universitaria.

Hernández, Herminia. 2004. Programa Director de Idioma. En: Diseño de planes y programas de estudio. Capítulo VI. Revista Pedagogía Universitaria. 9 (2) 115- 121.

MES, 2005. Programa de la disciplina idioma inglés. Plan D. Resolución Nª 128 / 2006 del Ministerio de Educación Superior en relación a las categorías docentes en la educación superior.