

Proposal for training courses for the teaching of English with specific purposes

Propuesta de cursos de formación para la enseñanza del inglés con fines específicos

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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 degree; for the preparation of teachers and professionals from different specialties of El Oro province. This proposal is aimed at training or providing the necessary tools to make oral presentations, abstracts, translations, writing articles in the English language to obtain academic, scientific degrees and fulfil their professional functions. Obtaining as the main result 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.*

Resumen

El presente trabajo constituye una propuesta para el diseño de cursos de formación propuestos por el grupo de profesores de la licenciatura en pedagogía de lenguas nacionales y extranjeras; para la preparación de docentes y profesionales de diferentes especialidades de la provincia de El Oro. Esta propuesta tiene como objetivo capacitar o brindar las herramientas necesarias para realizar presentaciones orales, resúmenes, traducciones, redacción de artículos en el idioma inglés para obtener títulos académicos, científicos y cumplir con sus funciones profesionales. Obtener como principal resultado contribuir e incidir en el desarrollo científico y técnico del territorio, formar profesionales competentes que interactúen en el ámbito nacional e internacional y mantener esta propuesta de cursos de formación como formación inicial y permanente para el desempeño profesional.

Palabras Claves: *propuesta; diseño; cursos de formación; profesionales competentes.*

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 main vehicle of the process of universal knowledge.

In academic training and professional development, it becomes an essential factor. Its acquisition is essential for access to these advances in an increasingly globalized world, in which the mobility of people, exchanges, joint investigations, among other actions, require oral and written communication. Therefore, training in that language in professionals and teachers of different specialties is a primary need, an essential means for internationalization and a fundamental component for 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 and it is an indispensable condition for a professional to keep updated. It is also considered as 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).

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, it is the concept of a more integrative teaching, more multidisciplinary in the approach of the teaching-learning process in Higher Education.

Importance of the Problema

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 includes the formation of the cloister, the pedagogical preparation in their specialties, 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 teachers' and professionals' specific needs in the territory for language learning for specific purposes. Regarding, making oral presentations at conferences, workshops, writing of 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 writing of scientific articles in English. Thus contribute to their training, in obtaining academic, scientific degrees and can fulfill their functions as competent professionals who 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; they feel the need to use the language as a working instrument in 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 specifically 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 and focus on the leading role of the student; turning this into the main point of the teaching-learning process. These have been several of the causes for the emergence of the English for Specific Purposes (ESP), just to mention a few. But everyone needed English and most importantly, they knew why.

That is why at present, it is extremely familiar to all, those related in one way or another with 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 specialty from another and take these aspects as a basis for the design of courses and among 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 still maintained at present: "Tell me what English do you need for and I will tell you what English you need.

That is why we determine the design of a series of training courses according to the

needs of our teachers and professionals in the territory. Taking the observation, interviews, and surveys carried out as a starting point, the shortcomings or main difficulties were determined. Therefore, the group of teachers from the Pedagogy of National and Foreign Language career in this first stage developed the design of three training courses: a first translation course, a second course of writing abstracts and/or scientific summary and the third Course of preparation of oral presentations in English.

The goals, purposes or achievements of the courses are:

To acquire skills in the domain of oral and written comprehension that allow for fluid communication.

To make an oral comment about what you read.

To translate scientific articles

To summarize oral and written articles

Translation of English articles

To know colloquial forms.

To reproduce colloquial forms.

Form a technical vocabulary in the contemporary English language and useful for the best work achievements, national and international.

Make oral presentations and presentations in English

Make abstracts of scientific articles.

Orientations, explanations, and exercises to the trainees:

Teachers and/or 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 specialty?

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

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 specialty.

Select the appropriate materials or bibliographies where the performance of the teacher and/or professional will be evaluated.

The teacher and/or professional should make consultations with experts; they are useful since it has the possibility of deepening some elements of the grammatical structures in the English language, 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, scientific dissertation, 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/or scientific summary in English) The courses will be taught with a minimum of 40 hours each, 8 meetings of 5 hours are proposed.

Results and Discusión

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

The professionals will write and compile information in English of the different specialties, useful for their scientific training, for the development and formation of their comprehensive general culture.

The trainees will use the English language as an instrument of study and work.

They will elaborate glossaries according to their specialty.

They will develop the skill of using the dictionary as a study skill.

They will develop the ability to speak and to write in the English language.

They will do abstracts in English and develop this skill.

They will go deeper into the language of the mother tongue and compare with the English language.

They will prepare bibliographic records of texts in English related to their specialty.

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

Currently, there is an urgent need for understanding and cooperation between nations and people, the enhancement of learning a foreign language in the training of university 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 is called for teachers and professionals from different territories to reach higher scientific and academic levels, which allow to meet the demands of all the substantive processes inserted in this new university, which not only is limited to it, should serve to other latitudes and regions.

The professional is determined by the fields and the spheres of action in which his work is carried out. The scope of its profile, it is tried to combine essentially in its work both its cognitive and practical transforming functions. Using the English language as an instrument of support, training and professional development is of great importance for your work performance.

This proposal is aimed at preparing and/or training teachers and professionals to obtain academic, scientific degrees and contribute to the training of competent professionals in the province.

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