Strategies of approaching the English lexicon in technical specialties

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Abstract

The cognitive-communicative aspect in studying the vocabulary of the English language towards students with technical specialty appears as the necessity of the advance and fluent communication. The cognitive orientation of students with technical specialty is to develop a lot of skills in making associations in thematic. Not to lose the communicative ground, students with technical specialty need to accumulate that volume of vocabulary, which will help them in technical communication.

Keywords: semantic ties, lexical units, cognitive orientation, cognitive perceive, thematic associations, the ground of expression, the stage of training, the semantic aspect of the words, codification of the vocabulary, forecast of the vocabulary information.

Introduction

The importance and the updating of the cognitive-communicative aspect in studying the English language lexicon by the technical students is explained by the fact that through such an approach the lexicon appears as a necessity of adequate concentration of the entire lexical system with different communication orientations. The importance of the word in the teaching-assimilation process of the lexicon does not invariably remain, but improves through different communication models and leads to the cognitive understanding of this word, sustains the researcher Scepiłowa A.V. The cognitive orientation in studying the aspects of speech activity, the researcher Scepiłowa A.V. continues, “has the ability to assign the communicative methodology a new impetus in the evolution of this orientation”.

The traditional work on the lexicon at the moment of speech has no positive results: the students do not possess the lexical functional and long-lasting information, they possess a low level of development of the differential hearing sensitivity, the researcher Ionescu M. E. states, it is necessary to continuously cultivate this skill, so as not to distort the sound perception of words.

A serious shortcoming in the study of the lexicon is also “the inability of students to predict lexical matter”, said the methodologist Solso R., the loss of the skill to opine, to understand the messages around him, to highlight the synthesis of the lexicon, to make thematic association with different words, to encode and decode the lexical minimum.

As a result of such motivation the student loses his field of examination and skill, finds Ixari A.:
1. to reflect a certain amount of opinions based on the lexical units’ acts currently available to him;
2. to convincingly argue their reflection;
3. to assess “justified opinions” on the already known lexical units;
4. to saturate his opinions using the lexical units studied at the moment;
5. to carry out “lexical rectification”.

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We would like to mention that the cognitive approach of the lexicon in the teaching-studying-evaluating in English language, first of all promotes the demand for the value image of the foreign word, both for the development of memory and for the active participation in twinning. Methodist Solso R., rightfully, argues that “the valuable images of the word matter both for memory development and for active participation in training”.

The research of cognitive image of the word can be achieved at the conceptualization stage, Ixari A. argues. At this stage the student feels the need to know the word as an integral unit of the lexicon, “the usefulness of enormous and varied information” about the word.

The awareness of the word’s inclusion in various semantic ties, according to Gogu T. with a certain “informational load”, directs us towards an important and responsible stage called the stage of the interiorization of the word. This stage has as a goal the “gradual” evolution of the skill to use the new lexicon, memorizing it for a long period (the student gets information about the word, “in a special form”, passes through the “conscious” line of assimilation, then to plan it through different associations specific to the word, in various forms that are related to the structure of this word). This activity includes both the first and the most important cognitive processes. In this situation “the image category becomes for the student a concrete model of the knowledge activity”.

For the current stage, which we have called the training stage, we need to prepare the ground for the application of the “semantic ties of the word” already created. Thus the evolution of the image of the word towards the “notion of use” becomes more durable, preparing a considerable field of communication. The researcher Cook V. believes that this stage actually “participates in increasing the capacity to actively achieve the word”, on the other hand, the word “continues to accompany” the student’s speech activity, thus establishes a “crystallization” of the image of the words already formed in different lexical models and their high frequency supports the assimilation process of the lexicon.

The awareness and explanation of the significance of this stage is the main problem in the methodology of using the “crystallization” process, only if the present conditions are met:

a) high level of motivation;
b) authentic proofs of communication;
c) “affection” to the spoken language;
d) combining capabilities;
e) heuristic elements in the student communication activity;
f) of the elements of creativity in the students’ speaking activity, the student may have all the possibilities to verbally express the lexical meaning of the words in a proper communication.

The conditions highlighted by the Methodist Pruteanu St. have served as a benchmark to highlight language and thought issues, language and communication at the level of activities and at the level of “motivated” participation of the students in carrying out extracurricular activities, the subject of which is the quantitative and qualitative evaluation of the lexicon in the teaching-learning-assessment of English.

Different researches have attempted to develop strict methodological requirements regarding the “lexicon’s capacity in learning/assimilation”, ignoring the cognitive aspects of this process.

The methodologist Solso R. was the one who established an important condition in knowing the lexical aspect of speech in a foreign language, namely, the creation of a branched correlation system (relation, connection) between words. The researcher considers that in the process of learning/assimilation of the lexicon it is necessary to have the branched system of correlation between words that would lead to the recognition of different activities related to the cognitive-communicative domain of assimilation of the lexical units and the analytical activities characterizing the lexical aspect of the speech must take into consideration the following:

- the classification of words;
- word distribution on “lexical units”;
- category distribution;
- arguments;
In order to achieve the purpose and tasks of assimilating the lexicon in teaching-learning-foreign language assessment by students, especially considering the cognitive requirements, a "special set" of exercises is proposed that could demonstrate substantial changes in the process of learning/assimilation of the lexicon, perfecting it. The researcher Salso R.I. points out that student encounter serious difficulties in selecting lexical units, which has a great influence on their assimilation. For this purpose, these exercises are proposed to improve the process of assimilation of words, but we must also take into account the fact that "automated assimilation" diminishes to some extent the functional dependence of lexical skills on cognitive processes.

Taking into account the current level of development of foreign language teaching methods for students, we want to highlight the basic tasks of these exercises, such as:

- creating the cognitive image of the word;
- creating stability on the relationship between words, themes, contexts, situation, to develop lexical memory;
- the development of lexical lexicon skills;
- developing skills for encoding lexical information;
- developing lexical creativity;
- updating the cognitive image of the word to express the "intentions" of communication.

In order to convince us once again of the effectiveness of these exercises, we propose a set of exercises, based on special training technologies in the teaching-learning-English language assessment for students:

1. Exercises for the development of lexical memory and for the creation of the cognitive image of the word
   - Remove the different word: bathroom, kitchen, pantry, map, bedroom.
   - Fill in the ads with one of the words in the lexicon box: racks, garage, box, orders, basement.
     a) There is in the room … .
     b) On this wall there are … with books.
     c) Every bed has a … .
     d) In the … we have a box.
     e) We need a … .

2. Exercises for the evolution of lingvocratic reason.
   - Fill in the blanks with the appropriate words in the thematic vocabulary.
   - Identify the verbs that can form word combinations with the: bank, account, services, coin, credit.
   - Make sentences with the following pairs of words: obtain-get; base-guard; quantity-quality.

3. Exercises related to the prediction of words and word combinations.
   - Find the right word for matching words: it's easy to …; is … to realize.
   - Name the lexical units that would describe a student's daily activity.
   - Read the article carefully; highlight the lexical units for a thematic vocabulary of an engineer.

4. Exercises for coding lexical material.
   - Read the words. Indicate the topic of discussion, using only the familiar vocabulary.
Study carefully the engineer's program of work, calling the engineer's main occupation areas.

5. Exercises for the development of creativity.
- Name the lexical units that could describe some moments in the life of an engineer;
- Select the word combinations necessary to the situation: "The key to success is you."
- It's your birthday. Do you want to spend with a famous singer at a restaurant? Indicates the lexical units required for this fun.

6. Exercises for updating the derivatives by the already assimilated models.
- With verbs: to produce, to combine, to satisfy, to search - to train lexical units to present the image of an engineer's activity.
- What are the activities of an engineer? Explain the difference that expresses these words: to refuse - to take, to fix - to replace.

The use of these exercises is directed to highlighting the particularities of acquiring all lexical units. Understanding the lexical significance of the word in the system of associations, semantic relations, reflects the particularities of cognitive thinking, says researcher Melenciuc D., and the specificity of these exercises could develop:

1. lexical memory;
2. memory of linguistic activity;
3. the mechanism of coding and predicting the word;
4. lexical creativity;
5. the ability to explore the meaning of new words;
6. developing the hypothesis of communication;
7. linguistic intuition.

The research on the cognitive-communicative approach of the lexicon in English-language teaching and learning for technical students improves the cognitive-communicative aspect of studying the lexicon, helps to adequately concentrate the entire lexical system so the student can be included "in the process synthesis of the lexicon "and the cognitive approach in studying the lexicon promotes the creation of the image of the word. It is important to mention that the cognitive image of the word can only be achieved through the conceptualization and training phase of English-language teaching and learning for technical students: in order to avoid serious difficulties in selecting the lexical units, a special set of extensions is required taking into account the cognitive requirements of this process with the correct application of English-language teaching and learning methods for technical students.

References

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