

Teaching the Specialized Language

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Abstract:

Language teaching is provided according to a curriculum which includes basic subjects and courses which correspond to the learner's mental, psychological and physical capacities. This program concerns the teaching of the national language and the foreign language, but what about the teaching of a specialty language? The aim of this study is to present an appropriate program for teaching a specialized language and to give an appropriate definition.

Keywords: Specialized Language; Teaching; Program; Vocabulary; Discourse; Translation; Transition; Psychopedagogy; Common Language; Learner.

ملخص:

إن تعليم اللغة يتم وفق برنامج مسطر يتضمن مواد أساسية وفصولا تنمائي و القدرات العقلية والنفسية والفيزيائية للمتعلم. هذا البرنامج يخص تعليم اللغة الوطنية واللغة الأجنبية، لكن ماذا عن تعليم اللغة المتخصصة؟ إن هدف هذه الدراسة هو عرض برنامج مناسب لتدريس اللغة المتخصصة وتقديم تعريف مناسب لها.

الكلمات المفتاحية: لغة متخصصة؛ تعليم؛ برنامج؛ مصطلحات؛ خطاب؛ ترجمة؛ مرحلة انتقال؛ سيكولوجية التعليم؛ لغة مشتركة؛ متعلم.

Language is a system of communication that ensures social relationships between people within the same speech community and between people of different languages and modes of living. The

systematic aspect of language involves an interrelation between linguistic elements that mark the basic constituents of language which are fundamental disciplines regularly taught at educational institutions; these like grammar, phonetics, vocabulary, morphology, syntacs, etc.

However, the teaching of language follows a gradual program that corresponds to the age, the sociolinguistic, and sometimes the socioeconomic background of the learner; these envelop the psychopedagogical management of the teaching process. These elements of language are practised through activities on receptive and productive skills in order to provide a transitional space between learning/teaching things to doing things. That is, both the teachers and the learners tend to understand the linguistic mechanism in language by the aim of constructing messages via the systematic interrelation between elements of language. Thus, the teaching of the four skills (writing, reading, speaking and listening) tends primarily to prepare the learners for using language rather than on simply teaching them the language.

In this respect, the use of language becomes a rather pecialized task when dealing with different situations in different contexts. In other words, there are two forms of language ; one which is common and the other specialized.

The common language is according to Cabré (1998 :112) « *unmarked* » ; when she compares it with the specialized language which is « *marked* » (Cabré : 115), she says : '*... common language units are used in situations that can qualify them as unmarked*'. That is, the difference between the two forms lies on the the specificity or not of the situation when they may occur.

In this sense, the barrier that delimits the specificity of language from its common character can depend on the ground that determines the specific belonging of words, expressions and language use in general. This situation offers the teacher of a specialized language an academic orientation towards the teaching of elements that serve the learner in translation as a future objective. Accordingly, the teaching program should propose the linguistic infrastructure that may encounter the basics for the specialized language in different fields. In this sense, it is possible to show the difference between informative language, expressive language, directive language, ceremonial language, performative language, phatic language, etc. which at the same time represent the functions of language in daily life situations. Each function is shaped within a special syntactic structure ; for instance, if one needs to give information, there is a certain belief of a truth value that can be understood from the sentence form and the choice of words. While, in the use of directive statements, there is a certain meaning of

public involvement between the items in the syntactic structure. Generally, a definite person or group of persons are concerned with a command or a request, though request is often a 'hidden' form of command but with a specific linguistic representation.

In the same token, teachers of language should focus on what is known as the basics of language learning which involve practice, psychopedagogical survey and motivation. Practice is an important part of the program which incites the use of language in its written, spoken and reading forms. Hence, in the aim of expressing can be assessing ideas, the teaching of writing can be appealed to as one of the fundamental tasks in language teaching, correspondingly, Graham and Harris, (1989) define « *expressive writing* » as « *writing for the purpose of displaying knowledge or supporting self-expression* ». In other words, teaching learners to write can help them organize their ideas following a process that requires a certain hierarchy in their distribution with a particular attention assigned to space and time. The situation exhibits a coherent grammatical interplay between intralinguistic and extralinguistic elements conditioning language use.

Furthermore, the reading skill on its side helps the learner to improve the knowledge of vocabulary in different languages and also in different specializations within the same language. This

knowledge is an important part of reading since it helps the learner in looking further in the word formation to understand the meaning via its morphological constitution, this strategy in the learning process permits the learner to build a larger vocabulary, and it is exceptionally very important in the teaching of the specialized language. Moreover, writing in context provides the learner the ability to make use of different styles. In an academic context, the learner should write in a formal style, while in a common daily speech context, learners make use of informal styles each with specific linguistic forms and words.

However, the characteristics of a specialized language can also distinguish a set of registers that determine different fields and domains.

The register is then a form of language used for a definite purpose in a particular social setting. It is a form of language whose use depends on the audience. For instance, the language of law is a specialized language characterized by the use of special words, a special grammar and special syntactic structures which convey the meaning of direct commands and prohibition. Its main target is the population with its particular identity, nationality, religion, culture, in addition to the humanistic character which influence the way language use is structured in constructing the legal message. The latter is then a legal register which is understood by

the members of law and justice, while it may stay sometimes unclear for the members of the community of lay persons.

In contrast, in the case of the medical register, the audience concerned by medical texts is the community of doctors, nurses and others in the domain. This language is mainly characterized by the frequent use of medical terminology, while grammar and syntax are generally the same forms characterizing the common basic language.

Accordingly, the difference between the two forms of specialized language depends on the functions they may want to achieve. Thus, the meaning of command and prohibition is shaped in its grammar, while the informative function lies mainly on the choice of words and verbs.

The teaching of the specialized language is then a complex task which needs a necessary backward movement towards the teaching of the basics of a common language, especially writing and reading. Moreover, in the aim of translating the specialized language, the teacher needs to draw a definite plan which follows a hierarchy in the teaching process. The common language is part of the elementary stage and the specialized language can be part of a higher education program for students preparing translation studies.

Then, the transitional transfer from common knowledge to a specialized one necessitates a whole program which makes the second part of the former. In this sense, Corina Sandiuc (2013 :225) says : *‘Most specialized languages are based on the common language. The scientific vocabulary is thought to attract the common items of vocabulary through specialization, and the concrete expressive images through transfer (metaphorical or metonymic); it borrows and it gives back, by means of expansion from and to other lexical areas, terms and technical specialized forms, which can be subject to other specialisation or to a new metaphorical transfer’*.

The teaching of the specialized language can in another sense widen the set of knowledge that learners possess. The approach towards proposing a theory or a program for this task does not necessarily mean the teaching of language in a specific field, rather it aims at establishing a common theory that matches the teaching of the specialized language in all its forms and domains. Therefore, the knowledge about teaching medical sciences would differ from the one about mathematics. In both cases there may be some reference to the common language, while the barrier of specificity distinguishes medical terms from symbols, and in other cases from acronyms and abbreviations.

To sum up, being the source of inspiration of the specialized language, common language comprises the basic skills of teaching language in

general, and more importantly it contains the most original words and meanings which can serve the production and the reproduction of specific terms in specific occasions and domains. Most of the vocabulary which is part of the common language finds its equivalent in the specialized language ; the case of economics, medical sciences, medecines, sociology, law, etc. However, not all specialized words find their equivalents in the common language. In other words, the specialized vocabulary is larger in quantity than the common vocabulary, and its teaching needs more attention to be paid to texts and discourse in order for the learner to ensure accuracy in shaping messages in a more pragmatic way which relates the microlinguistic aspects of the specialized language to the macrolinguistic ones. The former being restricted to the morphological and syntactic constructions and the latter to all the elements that govern the use of words, sentences and styles in a given text or discourse.

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