

Impact of Innovative Technology in Learning Engineering English

Abdinazarov Xasan Shaymanovich

*Associate professor, Department of Foreign Languages, Karshi State Technical University
Karshi, Uzbekistan*

Abstract. Today, we cannot imagine our life: private or work without innovative technics because they provide us endless opportunities to expand our horizons of knowledge in language teaching and learning. Consequently, it improves our experience and theoretical thoughts what we are willing to get from them. English is being foremost in all subjects of learning, educate lots of people. Moreover, lots of people are seeking ways to acquire engineering English at present.

This article highlights the features of innovative technology and its essence in education, especially in language learning.

Key words: English language, innovative technology, ESP learners, Engineering subjects.

Introduction

In recent years both teachers and students often used books in language learning but at present they are being provided with innovative technics and electrical equipment in teaching and learning the English language. As a consequence, we have a lot of opportunity to extend out background knowledge theoretically and practically. Additionally, internet may provide us with updated information we need to get for regular class environment. It is very essential to communicate in English language classes that's why, personal contacting through written or orally can be available through a lot of platforms such as telegram, facebook that connects a student with a teacher. Besides, Skype also is one of the means of communication. Furthermore, what's up provides learners more chances to practice their gained theoretical knowledge, let them to put their words into action. Consequently, imo application also allows the students communicate with each other in English for engineering. We conducted a research with the engineering students on the issues of impact of innovative technics in learning language. According to the data we observed and gained let us to make an experiment with context translation in two languages: English and Uzbek. As a result, the students could translate the terminology with innovative technics.

Literature Review

The learners at higher education, university or collage they try to acquire engineering English because of their future perspectives and needs. For example, a tourist wants to comprehend directions and instructions, a businessman's goal is take part in conferences and participate successfully in meetings. Furthermore, a technician is to understand the manuals and technical catalogues about the technical instruments and equipments in English. Therefore, there is a significant difference between English and English for engineering purposes;

To meet target needs of learners;

To adjust all activities, language learning, study skills and genre to professional specifications;

To be aimed for adult learners;

Generally designed for intermediate and advanced learners;

Even at the same workplace English knowledge needs is essential because of terminology. Thus, if some technicians of the company only need to know the English word of everyday parts, other technicians needs to understand more complex engineering English texts when reading original manuals. Different forms of technology have always been used both in general English and English for engineering. What's more, with a rapid development of innovative technology over the recent years, using IT in the classes of language becomes more urgent than ever before.

Some years ago, we had to book a computer-room to conduct lesson using IT but now it is easily accessible through using lap-tops, tablet PCs and mobile phones. Computers particularly have been replaced as a tool to accomplish certain tasks or to communicate. Therefore, Innovative technology has been found as the full integration of technology into language learning with three elements of theory, pedagogy, and technology playing essential role. Internet is also virtual platform and simulation software. With the use of internet external world comes into the classroom. Students can get access to videos which simulate their professional tasks (conferences and meetings) and learn a specific vocabulary, technical terminology in communication appropriately in different situations.

Widodo (2015) stated that the students at the education system often lacked specialized or disciplinary vocabulary; as a result, they encountered difficulties in understanding disciplinary textbooks and manuals in English. Besides, scholars (Akbarian, 2010; Fengxiang, 2013; Widodo, 2015) indicated that vocabulary is one of the contributing factors in text comprehension. Therefore, the students need to be shownen or motivated by more interactive methods such as integrating Internet based tools. Moreover, Widodo (2016, p. 122) and Nation (2001, pp.12-13) indicated that a term occurs in written text in four different categories: high frequency words, academic words, technical words, low-frequency words. However, the engineering students often encounter with technical terms because of their specialization. McCarthy (1990, p. viii) stated that “no matter how well the engineering students study grammar, no matter how successfully the sounds of FL are mastered, without words to express in a wider range of meanings, communication in an FL just cannot happen in any meaningful way.” McCarthy (1990) made a lot of contribution to linguistics in acquisition vocabulary, technical terminology. What's more, implementing technical tools along with video viewing allows the engineering students comprehend words and ability to put terms in a specific context (Dalton & Grisham, 2011). Martin & Ying (2002, p. 34) indicated that technical equipment such as electronic video is an after-reading strategy, which promotes a lively interest in words through students expression and participation in a social community in the industry that let them to use terms and emphasizes self-efficacy in word learning”.

Research Methods

In order to make an experiment with the engineering students at the faculty of oil and gas, Karshi State Technical University, Karshi, Uzbekistan, a group of students which consist of 25 students have been given a context that is full of terminology in the field of oil and gas industry:

They are told to translate following contexts from English into Uzbek with innovative technology and electronic dictionary and human mind:

In the English: *The important step in the process is the trap. Something needs to block or trap the petroleum so it will accumulate into a large enough deposit for geologists to be able to locate it. Petroleum traps come in several varieties, in various sizes and can be made through structural processes (like folds and faults), or by sedimentary processes (44)*

In the Uzbek: *neft va gaz sanoatida muhim qadamlardan biri bu neft va gaz mahsuloti zahira uchog‘ini topishdir. Uchoqda katta miqdorda tuplangan zahirani geologlar albatta topaolishadi. Neft uchog‘i albatta bir qancha hajmlarda uchraydi, ular chukindi jinslar natijasida paydo bo‘ladi.*

In the English: *Structural traps work by folding or breaking the reservoir rock and placing it adjacent to an impermeable rock layer, like shale. There are three types of structural traps. One of the most common is a trap from the folding of the rocks. Anticlines bend the reservoir rock and create a pocket at the apex of the fold where the petroleum cannot migrate. Normal and thrust faults can*

result in petroleum traps by breaking the reservoir rock and moving it so that it is against an impermeable rock layer.

In the Uzbek: *uchoqlarni qazish ishlari g'ovakli jinsli qatlamni teshish va parmalash orqali amalga oshiriladi. Neft va gaz zahirasini qazib olishda uch turdag'i uchoqlar mayjud: tog' toshli, g'ovakli va rezervuar.*

In the above-mentioned contexts are very technical, that consists of a lot terms which learners cannot find in the internet based dictionary. That's why they need to consult with the professor-teacher from the Technical department of university. Therefore, online dictionary is not always helpful to translate terminology from English into Uzbek. That's why, the engineering students sometimes relies on the experience and knowledge of experts who work in the industry and university.

Conclusion

There are endless information and ways in learning the languages in the internet but they cannot replace human performance in teaching. The internet abounds in authentic material (texts, audio, videos, etc) and information on many topics, the tools and possibilities for communication, and platforms that allow sharing of ideas and knowledge, which is particularly important in English language classes. It is very essential to complement course-book content with up-to-date materials from the internet. Besides, teachers often use simulations and role-plays in their teaching but sometimes it can be difficult to organize it as teachers are not specialists in this field of their learners. The engineering students prefer translating unknown words or terms they encounter in the subject-oriented contexts from English into Uzbek by using online electronic dictionary. They are sometimes helpful in defining the meaning of the terms but the learners often suffer from not finding exact meaning and cannot understand general meaning of the technical context.

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