

Pedagogic Techniques of Dental Terminology to Non-native English Learners

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Abstract

The current paper deals with the teaching techniques of dental standardized terminologies in dental faculty learners. The hypothesis was sought on the basis of developing the linguistic skills of academic learners in dentistry field. The pedagogic point of view was depended. The hypothesis sparkled when the first year Dentistry College learners, who are non native speakers of English, were suffering difficulties of understanding English dental terminologies. As a result, the current research has been motivated by the drive to uncover some of the mechanisms involved in one aspect of terminologies and second language (L2) acquisition. The processing of new vocabulary by L2 learners were also managed, as it has proved to be a difficult teaching task; predominantly the non-native learners, rather than by a wish to fulfill some immediate classroom needs of a more general understanding for non – native learners. Thus, the standards of teaching strategies of terminology in dentistry have been dedicated in analysis and discussion. The required analysis of techniques was typified in the discussion to involve strategies of teaching the terminology perceived as the major structures of textual material. The taxonomy of dental terminologies and definitions were then viewed as the basis of new pedagogic techniques of English for special purposes in general. The study concluded the importance of the teaching dental terminologies according to the technical standards of communicative and cognitive abilities based on the morphological changes of linguistic structures of dental terms and the methodologies followed by scholars. The paper sees that the language for special purposes should prove the quality of information to the learners in the academies.