

Linguistic terminology at sechondary schools: what is taught, what is learnt and needed

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Los cambios que se están llevando a cabo en la Educación Secundaria y Superior en toda Europa, la implantación del sistema de créditos Europeo, y la ausencia de estudios específicos sobre la terminología enseñada en los institutos hacen necesario un análisis sobre qué vocabulario especializado necesitan los alumnos para comenzar sus estudios superiores y cuál es el que realmente aprenden en la etapa anterior. Este artículo identifica la terminología lingüística que se incluye en los materiales y en el currículo del último curso de la Educación Secundaria, y comprueba cómo se evalúa dicho conocimiento y cuáles son los resultados. Estos datos nos permiten extraer conclusiones acerca de la continuidad entre los distintos niveles educativos y su repercusión en el proceso de aprendizaje de los alumnos.

Palabras clave: lingüística, terminología, educación secundaria, educación superior.

The recent and future changes affecting both Secondary and Higher Education across Europe, the implementation of the European university credit system, and the lack of specific studies on the terminology taught at schools give grounds for this piece of research on the specialised vocabulary which Secondary School students know and are expected to know in order to access Higher studies. This paper identifies the linguistic terminology included in the textbooks and the curriculum issued for the last year of Secondary Education and checks how this is assessed in the university entry exam. Conclusions are drawn on the continuity between educational levels and its effects on the students' learning process.

Key words: linguistics, terminology, secondary education, higher education.

Les changements qui sont en train de se développer à l'éducation secondaire et supérieure en Europe, l'implantation du système de crédits européen et la manque d'études concrets sur la terminologie aux lycées, provoquent une recherche sur quelle est la terminologie que les élèves doivent connaître à l'heure de commencer leurs études supérieures et sur celle qu'ils apprennent réellement. Cet article montre la terminologie incluse dans les livres de texte et dans le curriculum du dernier cours de l'éducation secondaire, et essaie de vérifier la façon de évaluer ces connaissances et quels sont les résultats obtenus. Ces données vont nous permettre de tirer des conclusions sur la continuité des différents niveaux éducatifs et de son incidence sur le processus d'apprentissage des élèves.

Mots clé: linguistique, terminologie, éducation secondaire, éducation supérieure.

1. Introduction

1.1. Objectives

Over 30 years ago, since Evans' (1974: 809-810) claim that research was needed on the terminology taught at school and included in elementary textbooks, both the absence of strong theorists in the field of terminology and the lack of interest in this discipline by linguists (Cabr , 2003: 169) have meant little improvement on the issue, if any at all. This, together with the tide of change in the European educational system that affects both Higher and Secondary studies call for reflections on the teaching of specialised vocabulary at school prior to education at university.

This paper aims at the identification of the linguistic terminology taught and learnt by students in the last years of Secondary Education.¹ The curriculum issued by a sample of Spanish educational authorities and some of the most frequently used teaching materials are analysed and scanned for use of linguistic terms. The results are compared to the specialised vocabulary used by students in a sample of university entry exams, and conclusions are drawn in the light of the terminology taught through Primary Education and demanded in university courses in English linguistics. This will show students' knowledge of linguistic terminology and its influence on their progress at university.

1.2. Methodology

The curriculum issued by the educational authorities for the last course on language and linguistics taught at High Schools was analysed, as

¹ While this paper focuses on linguistic terminology, the course within which this area is taught, *Lengua y Literatura Castellana II* and, therefore, the textbooks used and the exam, include both linguistic and literary contents.

published in the *Boletín Oficial de la Junta de Andalucía (BOJA)*, hereafter) 97. This analysis allowed to confirm the official aims, contents and evaluation criteria of the course and the role of terminology as part of it.

The most widely used textbooks for the course were then selected. They were Ruiz Campos *et al.* (2003), Arroyo *et al.* (2003) and Lázaro Carreter (2003), hereafter referred to as *Algaida*, *Oxford* and *Lázaro*, respectively. This selection was made on the basis of the number of students who use each particular textbook, that is, based on the percentages of use of the different teaching materials. These figures were provided by the corresponding publishing houses and mean a coverage of the 67.86% of the High Schools of the area sampled. This means that this paper considers the linguistic knowledge which more than 50% of students of the area are exposed to.

The sections devoted to language and linguistics in each textbook were identified throughout the 3 textbooks considered. All the specialised terms within the field of linguistics were listed for a checklist of the linguistic terminology used in each case. In this way, a list was designed per textbook, so we had 3 lists which shared some of the terms but differed in others. The comparison of the 3 lists showed which terms were repeated in the 3 textbooks, which occurred in 2 of them, and which in only 1. This is shown by figures 1 to 4 and, together with the specialised terms, in tables 2 to 5.

Once the curriculum and the teaching materials had been analysed, a sample of university entry exams was taken at random.² This sample included 768 out of 2,550 exams, which ensured a reliability coefficient (Brown, 1988: 98-100) of 0.97.³ The exams offered 2 different options for the students to choose, but both had the same structure (see Appendix). The use of specialised vocabulary is only necessary for the last 2 questions: question 4 (which also has 2 options, namely morphological or syntactic analysis) and question 5 (again giving a double choice between 2 theoretical questions). Although there were 2 different options, 90% of the students chose option A (see Appendix), seemingly because the prose text in this option was easier for them than the poem in option B. This tendency is present in our sample, unified by the students' choice. Question 5 in this exam focused either on the features of newspaper language, or on subgenres within journalism. Questions 4 and 5 (see table 1), the only ones which prompted the use of specific linguistic terminology, were scanned in the 768 exams of the sample, and the terms found were compared to those identified in the teaching materials.

² The 2,550 exams were kept in 4 envelopes which contained around 600 exams each, of several High Schools and, obviously, to different sorts of students. Two of the envelopes were emptied and up to 768 exams were scanned for linguistic terms, included or not in the textbooks previously analysed.

³ Gila González (1996: 90-4) carried out a similar study on English exams using a sample of 323 out of 1,475 university entry exams (June and September 1996). This is 21.89% of the total, versus 30.11% considered in our sample.

TABLE 1. DISTRIBUTION OF THE OPTIONS CHOSEN BY THE STUDENTS

<i>Total</i>	768	<i>Total</i>	768
4.a. (syntax)	520	5.a. (newspaper language)	300
4.b. (morphology)	248	5.b. (journalism subgenres)	468

Section 7 of this paper shows the result of all the searches and the comparison of the different lists. This comparison provides necessary information about the relationship that exists among the contents issued by the educational authorities, the contents included in the teaching materials and the contents learnt by students and used in their university entry exam, with special attention to the role that linguistic terminology plays in these 3 spheres.

2. Specialized languages

The development of terminology as a discipline concerned with the study and compilation of specialized terms is not new (Rodríguez Adrados 1973: 298; Cabré 1993: 21-9; Gutiérrez Rodilla 1998: 315 *et passim*; Judge & Thomas 1988: 525). However, its current emergence is understood in the light of the development of science and new technologies (Rondeau, 1983: 13; Cabré, 1993: 25-7) and the effect of massmedia on their spread.

A specialized language is a group of subcodes, which coincide to some extent with the subcode of common language, and which are characterized by peculiarities inherent to each subcode such as the topic, the communicative situation, the communication channel, etc. (Vendryes 1929: 276; Sager *et al.* 1980: 69; Rodríguez Díez 1981: 110 *et passim*; Koucourek 1982: 16-8; Cabré 1993: 128-9; Schifko 2001: 26). The group of specialized terms of a particular discipline represents the terminology of that discipline (see Budin 2001; Myking 2001; Cabré 2003; or L'Homme *et al.* 2003 for a review of different theories on terminology). Terms are the basic units of terminology, and they name the concepts of each specific field. Words are units defined by a number of systematic linguistic features, and they refer to the elements of reality. Terms are similar to words, but they are used within the domain of a specific discipline (Judge & Thomas 1988: 525; Le Guern 1989: 341; Faulstich 1996: 237-9; Bouveret 1998: 2-3; Depecker 2005: 9). From this perspective, a word which belongs to a specific field will be a term.

Our lists try to be as comprehensive as possible in order to include most of the potential lists of terms which different linguists and teachers would compile. The elements selected are considered terms in the light of their specific use within the particular subject field of language description, following Condamines (1995), Kageura (1995), Pearson (1998), Estopà (2001) and Cabré (2003).

3. Teaching and terminology

The teaching of new concepts is gradual and goes from general to specialized knowledge (Evans 1974: 808; *BOJA* 97: 16333). This involves the acquisition of more and more specialized vocabulary, that is, the teaching of terminology. Thus, as Forgas (2001: 359-360) suggests, the number of specialized terms that the speakers of a language know is part of their linguistic competence and of their intellectual development. In fact, there is general agreement on the direct relationship between vocabulary and intelligence, as explicitly expressed in the numerous intelligence tests based on questions about vocabulary and word definitions (Alonso Tapia 2000: 397-9).

According to Vygotsky (1983: 79), children learn new concepts by combining the object features with the verbal definitions provided by adults, but scientific concepts involve a more complex process by means of which the child relates the scientific concepts taught to the spontaneous concepts the child already has in relation to that phenomenon. This process makes teacher intervention essential, since students should be helped to establish that relationship. It is necessary to take into account the concepts that the students know in order to take them as a solid basis for the new knowledge to be taught. (Vygotsky 1983: 154-5; White 1993: 107; Cabré 2003: 192). But even taking known concepts as the basis for further teaching, sometimes, students do not really understand the technical terms that they study and, consequently, do not use them or use them wrong (see Pushkin 1995: 48 and Pushkin 1997: 666 for the definition and difference between "misconceptions" and "pseudoconceptions").

For all these reasons, the efficient teaching of general vocabulary must be one of the main aims of Primary and Secondary Education, without leaving aside the gradual presentation of the specialized vocabulary corresponding to each educational level in order to gain the knowledge established in the curriculum (Álvarez Castrillo & Díez-Itza 2000: 192). Educational institutions are responsible for the students' systematization of knowledge. The basis for this is the suitable teaching of new concepts and, consequently, new terms. Emphasis must be laid on the explicit teaching of terminology (Milligan & Orlich 1981: 34; Thurman & Wilbur 1984: 169), since the working knowledge of scientific terms is not only useful but essential for those preparing to enter professional fields, which is the case of the students sampled for this paper.

Undergraduates should possess a vocabulary of around 20,000 words (including high-frequency words, low-frequency words and specialized vocabulary) (Nation & Waring 1997: 7-8). Consequently, it is reckoned that "[...] first language learners add between 1,000 and 2,000 words per year to their vocabulary, or 3 to 7 words per day" (Nation 1990: 11). The analysis in section 7 will show that Nation's figures do not seem match Secondary School students, in spite of the paramount importance of the acquisition of new vocabulary in the learning process.

4. Terminology in the curriculum

This paper focuses on the course *Lengua Castellana y Literatura II*, which is the only one related to the study of language during the last year. The curriculum issued by the authorities refers to the fact that «[L]a educación lingüística ha de desarrollarse [...] como proceso de enriquecimiento de la competencia idiomática del alumnado en los distintos tipos de intercambios comunicativos en que se vea involucrado en la sociedad» (BOJA 97: 16332). Later on, the school is considered as the ideal place to work specifically on the study of scientific language (BOJA 97: 16333). However, there is no explicit mention to the importance of teaching terminology as an essential step to master that scientific discourse. As established in the curriculum, the only course on the study of language before Higher Studies does not give much relevance to terminology. Few objectives (3 out of 10) approach the topic, more or less explicitly, and only 1 evaluation criterion pays attention to this factor. There are few reasons to be optimistic about the quantity and quality of the specialized vocabulary which students may then learn, but what can be found in the textbooks used?

5. Terminology in language textbooks

As explained in 1.2., the 3 textbooks most widely used for the course were studied for this paper. This allowed us to survey a large amount of the terminology which students are exposed to throughout the course. Obviously, the teacher may introduce additional terms. In fact, the analysis of the exams in section 7 provides a number of terms which do not occur in any of the textbooks (figures 1 to 4) and which were likely learnt in earlier educational stages or taught by the teacher as supplementary information.

Each of the 3 textbooks organizes its contents in a different way. Whereas *Oxford* makes a clear division between linguistics and literature, devoting the first 8 units to the former and the rest of the book to the latter, *Algaida* intermingles units devoted to both fields. *Lázaro* provides the lowest number of specialized terms and *Oxford* uses more modern terminology including a wider range of vocabulary concerned with new technologies, mass media, etc.

The textbooks sampled only include a brief study of the origin of Spanish words and the formation of new vocabulary. In some cases, word-formation processes are explained in some detail as part of the grammar section of a unit, but this is usually restricted to a couple of paragraphs. *Lázaro* is the clearest example and illustrates the scarce relevance given to the subject. Neither of the textbooks approach terminology as a field of study, and specialized vocabulary is used in passing to explain the rest of the contents. The lists of terms were, thus, compiled by taking all the specialized terms found within the text of the materials,

even though they were not the main object of study in those sections. In most of the cases, their mere inclusion is the only chance that students have to learn them.

This means that variety here is not a synonym for quantity. The fact that textbooks choose different terms or subjects within linguistics does not mean that students are provided with a larger amount of terminology, since they do not use the 3 textbooks at the same time. In fact, it could be claimed that the lexical input of the course is minimum, considering that many of the terms have been studied in earlier courses and the new specialized terms are few. This supports the hypothesis that Nation's figures (section 3) are not met in this case, and the acquisition of vocabulary (general or specialized) is slower and poorer than it should be, compared with Nation's (1990: 11) proposal.

6. Terminology in the university entry exam (*Selectividad*)

The structure of current university entry exam is the same in the territory sampled and is established by the *Real Decreto* 1640/1999 and *Real Decreto* 1025/2002. This exam establishes the minimum knowledge considered by exam coordinators as essential to start a degree at university (Santana Lario, 1999: 82).

As described in section 1.2. (see Appendix), in the language exam only the last 2 questions refer to specific contents taught during the course and foster the use of specialized vocabulary. This structure has a direct effect on the relevance given to terminology in the syllabus of the course and so, on what students learn. As Thurman & Wilbur (1984: 169) warned 20 years ago, "unless students are specifically tested on the terminology, they pay little attention to it" and, as they also suggest and we mentioned in 3, such knowledge is crucial, particularly for students about to start Higher Education.

7. Analysis

Once the terms had been identified in both the textbooks and the sample of exams, the results were compared in order to check the relationship between what is taught, what is used and what is demanded. The comparison is not between what is found and what is missing, since the questions of the exam require the use of particular terminology and not other. Stating that semantic terminology does not occur could not lead to any valuable conclusions since there is no need to use it in the exam. We will focus then on the vocabulary likely to be used within the fields dealt with.⁴

⁴ Please note that quantity and frequency in this paper are used as synonyms. When identifying the terms in the exams, we do not add the times the same term occurs in each exam, but how many

The results will be also related to the linguistic vocabulary taught during Primary Education (Moreno Ruiz, 2004) so that we can check how many of the terms used in the exam and included in the textbooks are really new and which are repeated again and again over the whole educational process. Moreover, Viera's (2004) study on the linguistic knowledge of university students will be useful to confirm the effects of such results on their actual progress.

Out of the 768 exams analysed, 520 answered to section a) of exercise 4, that is, explained the syntactic relationships among the clauses and phrases in the excerpt given (see above). Although some of the answers were simply descriptions of the syntactic relationships among the clauses, most of the students also provided a detailed morphosyntactic analysis of the sentence using parsing or bracketing conventions. This fostered the use of a number of terms which, otherwise, would not have been used since they were not explicitly demanded in the instructions of the exercise.

The 10 terms most frequently used in the answers to question 4 a) (syntax) were: *sujeto*, *nexo*, *verbo*, *proposición principal*, *proposición subordinada adjetiva*, *complemento directo*, *complemento circunstancial de lugar*, *complemento circunstancial de tiempo*, *proposición subordinada adverbial*, y *complemento del nombre*. But even though they are the most frequent, they only occur in around 40% of the exams, or what is the same, they are only used by around the 40% of the students. This means that basic⁵ as they are, they are not as common within the students' vocabulary as they should at this educational level. The most frequent term, *sujeto*, occurs only in 322 out of the 520 given answers. This is probably understood by taking into account that mention to such function is not strictly necessary to do the exercise. Nevertheless, *proposición principal*, *proposición subordinada adjetiva* y *proposición subordinada adverbial*, which are essential for a correct answer, are even less frequent than *sujeto* (in 249, 238 y 175 out of the 520 exams, respectively).

The specialized terms which should be learnt in this last course of Secondary Education are rarely present in the exams (*segmento principal*, for instance, in 7 answers or *conjunción subordinante*, in only 1). This could be reasonable or, at least not surprising, with terms which are not included in the textbooks (such is the case of *modificador indirecto* o *segmento principal*), but it is not so easy to explain if the terms are in fact part of the contents of all the textbooks analysed (*subordinación*, *conjunción* o *conector*). Therefore there seems to be a problem in the learning of

exams include the term (independently of the number of repetitions within the same exam). That is, we are getting the number of students who use a particular term. If there were 520 students who had chosen question 4 a) about syntax, 322 of them used the term *sujeto* in their answers (see table 1).

⁵ By basic terms we refer to those already studied in previous courses. Particularly 6 out of the 10 terms mentioned (*sujeto*, *nexo*, *verbo*, *complemento directo*, *complemento circunstancial de lugar* y *complemento circunstancial de tiempo*) are part of the lexicon taught during Primary Education (Moreno Ruiz, 2004: 76, 124, 152, 160).

TABLE 2. LINGUISTICS TERMS USED IN QUESTION 4 A) (SYNTAX) (520 ANSWERS)

<i>Terms</i>	<i>Number of answers in which the term occurs</i>	<i>Textbooks</i>
<i>sujeto</i>	322	A/L/O
<i>nexo</i>	273	A/L/O
<i>verbo</i>	268	A/L/O
<i>proposición principal</i>	249	L/O
<i>proposición subordinada adjetiva</i>	238	A/L/O
<i>complemento directo</i>	208	A/L/O
<i>complemento circunstancial de lugar</i>	203	L/O
<i>complemento circunstancial de tiempo</i>	183	L/O
<i>proposición subordinada adverbial</i>	175	A/L/O
<i>complemento del nombre</i>	174	A/L
<i>núcleo</i>	174	A/L/O
<i>perífrasis verbal</i>	162	A/O
<i>oración compuesta</i>	147	A/L/O
<i>proposición</i>	143	A/L/O
<i>oración principal</i>	129	
<i>oración</i>	123	A/L/O
<i>determinante</i>	121	A/L/O
<i>sintagma nominal</i>	118	A/L/O
<i>antecedente</i>	102	A/L/O
<i>predicado</i>	101	A/L/O
<i>oración subordinada adjetiva de relativo</i>	96	
<i>sintagma verbal</i>	85	L/O
<i>oración compleja</i>	82	A/L
<i>sujeto omitido</i>	75	A/L/O
<i>predicado verbal</i>	72	L
<i>sintagma preposicional</i>	65	L
<i>oración subordinada adverbial</i>	59	
<i>complemento circunstancial</i>	57	A/L/O
<i>proposición adjetiva especificativa</i>	57	L
<i>yuxtaposición</i>	55	A/L/O
<i>aposición</i>	54	A/L/O
<i>adverbio</i>	52	A/L/O

<i>Terms</i>	<i>Number of answers in which the term occurs</i>	<i>Textbooks</i>
<i>oración subordinada</i>	49	A
<i>pronombre relativo</i>	48	A/L/O
<i>enlace</i>	44	A/O
<i>oración coordinada</i>	44	A
<i>proposición subordinada</i>	44	A/L/O
<i>proposición subordinada sustantiva</i>	44	L/O
<i>núcleo verbal</i>	43	L
<i>proposición subordinada adverbial</i>	43	L/O
<i>adyacente</i>	42	A/O
<i>oración simple</i>	42	A/L
<i>complemento indirecto</i>	37	A/L/O
<i>sujeto elíptico</i>	35	L/O
<i>oración subordinada adverbial</i>	33	
<i>subordinación</i>	33	A/L/O
<i>suplemento</i>	31	A/L
<i>objeto directo</i>	28	
<i>proposición coordinada</i>	24	L/O
<i>oración subordinada de relativo</i>	23	
<i>oración subordinada sustantiva</i>	21	L
<i>subordinada adverbial</i>	20	A/O
<i>sintagma adverbial</i>	18	L/O
<i>coordinación</i>	17	A/L/O
<i>proposición yuxtapuesta</i>	17	L/O
<i>complemento preposicional</i>	16	A/L/O
<i>conjunción</i>	16	A/L/O
<i>núcleo predicativo</i>	16	
<i>término</i>	14	A/L/O
<i>adverbio temporal</i>	13	O
<i>complemento circunstancial de modo</i>	12	L/O
<i>conector</i>	11	A/L/O
<i>relativo</i>	10	O
<i>nexo relativo</i>	9	A/O
<i>modificador indirecto</i>	8	



<i>Terms</i>	<i>Number of answers in which the term occurs</i>	<i>Textbooks</i>
<i>nexo temporal</i>	8	L
<i>subordinada sustantiva</i>	8	A/L/O
<i>segmento principal</i>	7	
<i>complemento de régimen</i>	5	O
<i>modificador directo</i>	5	
<i>oración coordinada adverbial</i>	5	A
<i>oración coordinada concesiva</i>	5	
<i>grupo oracional</i>	4	
<i>nexo adverbial de tiempo</i>	4	
<i>núcleo nominal</i>	4	
<i>proposición adverbial</i>	4	A
<i>perífrasis oracional compuesta</i>	3	
<i>verbo compuesto</i>	3	
<i>actualizador</i>	2	
<i>atributo</i>	2	A/L/O
<i>complemento de régimen</i>	2	O
<i>determinante posesivo</i>	2	O
<i>grupo nominal</i>	2	L
<i>grupo preposicional</i>	2	
<i>marcador discursivo</i>	2	L/O
<i>nexo adjetivo</i>	2	
<i>proposición coordinada yuxtapuesta</i>	2	
<i>segmento subordinado adjetivo</i>	2	
<i>conjunción subordinante</i>	1	L/O
<i>enlace coordinado adverbial</i>	1	
<i>predicativo</i>	1	
<i>segmento subordinado adverbial</i>	1	
<i>verbo copulativo</i>	1	L

terminology during compulsory education. Not only do students fail to use terms that have been learnt in previous educational stages, but also those contained in the textbooks which they have just studied that year. If we recall Nation's estimations (1990: 11) mentioned in 3, between 1,000 and 2,000 words should be learnt per year, that is, around 150 terms from each subject per year. The term extraction from the textbooks does sup-

port this hypothesis, but the students' use of terminology in their exams shows very different figures.

Figure 1 provides a clearer idea of which textbooks include more terms, and how many terms do not appear in any of the teaching materials. In the case of syntactic terminology, most of the terms do occur in the 3 textbooks. This confirms that syntax is usually dealt with in detail in most of the teaching materials corresponding to this educational stage, as foretold in section 5. It is also true that many other terms are not included in any of the textbooks. However, the terminological variety which characterizes the field of syntax (fostered by the many theoretical models from which it is approached) may well give grounds for the absence of specific terms in the textbooks. If compared with the terms in table 2, the terms included in the textbooks are the most frequently used by students, which leads to claim that the consistent inclusion of specialized vocabulary in teaching materials prompts their learning by students.

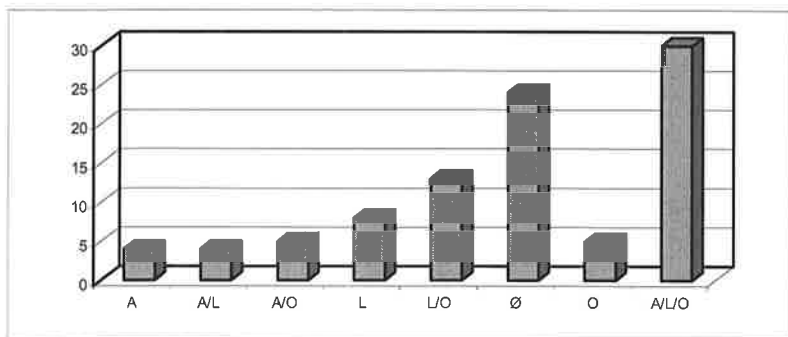


Figure 1. Number of terms for question 4 a) included in textbooks

Therefore, the fact that students do not use linguistic terminology in their university entry exam is mainly due to several factors. The first and the most obvious one is that very few questions require the use of specialised vocabulary and even those which require it, do it very loosely, being given the top mark those answers which describe the syntactic relationship or the wordformation process just approximately and by means of general vocabulary. Secondly, when linguistic terminology is demanded in the exam, students may have not found it when working with their textbooks and so they have not studied it. Finally, even when a term is demanded and it is included in the teaching materials, students seem not to have paid too much attention to them, since they do not use it in their answers.

The same conclusions can be drawn from the analysis of the rest of the exercises, although with subtle differences. In exercise 4 b), students are asked to analyse some words morphologically. The 10 most frequent terms

TABLE 3. LINGUISTICS TERMS USED IN QUESTION 4 B)
(MORPHOLOGY) (248 ANSWERS)

<i>Terms</i>	<i>Number of answers in which the term occurs</i>	<i>Textbooks</i>
<i>prefijo</i>	208	A/O
<i>sufijo</i>	159	A/L/O
<i>lexema</i>	106	A/O
<i>adjetivo</i>	104	A/L/O
<i>derivación</i>	87	A/O
<i>palabra compuesta</i>	75	A/O
<i>palabra derivada</i>	58	A/O
<i>raíz</i>	57	O
<i>morfema</i>	43	A/L/O
<i>palabra parasintética</i>	26	
<i>parasíntesis</i>	22	A
<i>desinencia</i>	21	A/O
<i>morfema derivativo</i>	19	A
<i>verbo pronominal</i>	18	O
<i>morfema flexivo</i>	15	O
<i>interfijo</i>	12	
<i>palabra simple</i>	10	A/O
<i>verbo reflexivo</i>	8	
<i>vocal temática</i>	7	
<i>afijo</i>	6	
<i>infijo</i>	5	A
<i>derivada</i>	4	A/O
<i>morfema desinencial</i>	4	
<i>morfema léxico</i>	3	
<i>monema</i>	1	A
<i>morfema discontinuo</i>	1	
<i>morfema intersectado</i>	1	

used in the 248 answers (see table 3) are again those included in all the textbooks (figure 2). All of them, except for *derivación* and *palabra parasintética* are already taught during Primary Education (Moreno Ruiz, 2004: 57, 113, 121, 129, 137, 141 and 152). Figure 2 shows the inclusion of

some of these terms also in Secondary School textbooks. However, some other morphological terms used by students do not occur in any of the 3 materials analysed. In fact the highest bar in figure 2 corresponds to those terms not included in any textbook. In fact, only 3 of the terms mentioned above occur in Lázaro Carreter (2003) (*sufijo, adjetivo y morfema*), which constitutes the coverage given to the field of morphology in the book.

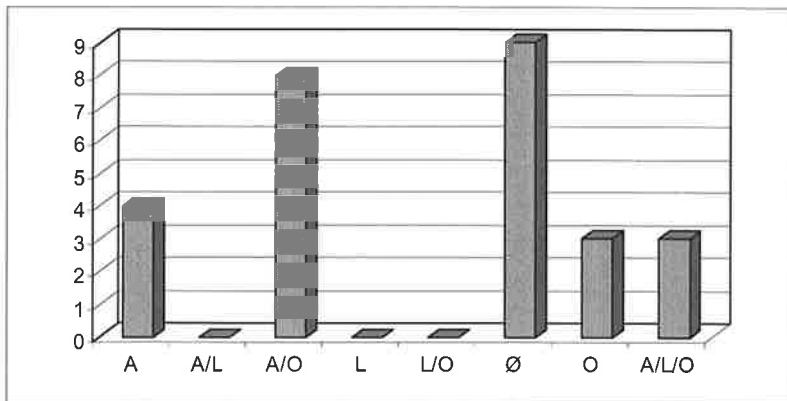


Figure 2. Number of terms for question 4 b) included in textbooks

Thus, it is important to point out that the attention paid by teaching materials to morphology and syntax is not balanced. Most of the grammatical content focuses on syntax, whereas morphology is relegated to a few paragraphs in the best case. This is even more striking if we take into account that the same pattern has been repeated throughout Primary Education. The result is that the students' specialised vocabulary referred to morphology when they enter university is the same as it was when they leave their Primary School. Their lexical competence in this respect has not been fostered and so improved.

In exercise 5, students were again offered 2 options. Option a) required to explain the most important features of the language used in newspapers. Option b) referred to classification of the different subgenres within journalism. As shown in table 1, out of the 768 students, 300 answered the former and 468 the latter. The specialised vocabulary used in the 300 answers to option a) is listed in table 4, where the top positions provide the most frequently used terms. The terminology used in this case does vary enormously from that taught during Primary Education, when only *receptor* and *emisor* were mentioned (Moreno Ruiz, 2004: 142, 88). Furthermore, just 5 terms out of all the specialised vocabulary used by students in this exercise do not occur in any of the teaching materials analysed (figure 3).

TABLE 4. LINGUISTICS TERMS USED IN QUESTION 5 A)
(NEWSPAPER LANGUAGE) (300 ANSWERS)

<i>Terms</i>	<i>Number of answers in which the term occurs</i>	<i>Textbooks</i>
<i>lenguaje periodístico</i>	249	O
<i>receptor</i>	103	A/L/O
<i>eufemismo</i>	100	A/O
<i>neologismo</i>	98	A/L/O
<i>sigla</i>	90	A/O
<i>tecnicismo</i>	78	A/O
<i>emisor</i>	77	A/L/O
<i>acrónimo</i>	72	A/O
<i>texto periodístico</i>	72	A/L/O
<i>función referencial</i>	67	A/O
<i>función representativa</i>	63	L
<i>tema</i>	57	A/L/O
<i>función apelativa</i>	56	A/L/O
<i>frase</i>	55	A/L
<i>calco semántico</i>	53	O
<i>léxico</i>	46	A/L/O
<i>metáfora</i>	44	A/L/O
<i>locución preposicional</i>	43	A/O
<i>función poética</i>	41	A/O
<i>canal</i>	40	A/O
<i>función expresiva</i>	37	A/L/O
<i>infinitivo</i>	32	A/L/O
<i>locución verbal</i>	32	O
<i>texto expositivo-argumentativo</i>	32	A
<i>código lingüístico</i>	29	A/O
<i>narración</i>	29	A/O
<i>hipérbole</i>	27	A/L/O
<i>función conativa</i>	21	L
<i>código</i>	20	O
<i>lenguaje denotativo</i>	19	A/O
<i>metonimia</i>	19	A/O

<i>Terms</i>	<i>Number of answers in which the term occurs</i>	<i>Textbooks</i>
<i>sinónimo</i>	14	A/L/O
<i>locución adverbial</i>	13	L/O
<i>texto narrativo-informativo</i>	11	L/O
<i>función emotiva</i>	9	
<i>lenguaje icónico</i>	8	
<i>pronombre personal</i>	8	L/O
<i>léxico especializado</i>	7	O
<i>hipérbaton</i>	6	A
<i>lenguaje lingüístico</i>	6	
<i>código iconográfico</i>	5	A/O
<i>pretérito perfecto compuesto</i>	5	O
<i>simil</i>	5	L/O
<i>función fática</i>	4	A/O
<i>pronombre posesivo</i>	4	
<i>registro lingüístico</i>	3	
<i>terminología</i>	2	A/L/O
<i>verbo dicendi</i>	2	A
<i>verbo transitivo</i>	2	L/O
<i>descripción</i>	2	A/L/O
<i>recurso fónico</i>	1	A
<i>recurso léxico-semántico</i>	1	A

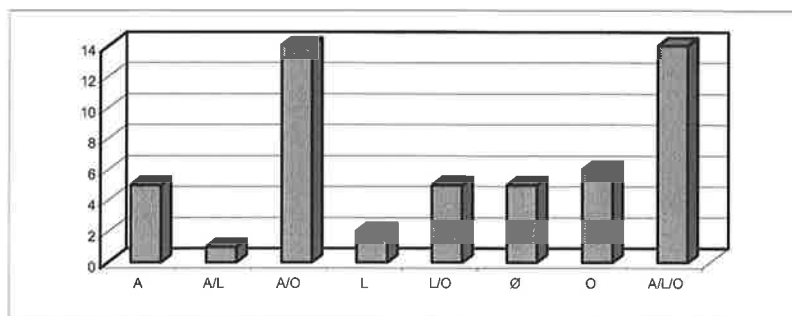


Figure 3. Number of terms for question 5 a) included in textbooks

It can be stated that the different types of texts and their linguistic features constitute one of the main topics of the course. It is in this subject that students are provided with more information, and their specialised vocabulary increases. The 468 answers to option 5 b) confirm it, as figure 5 and table 6 show. The most recurrent terminology is now headed by the terms *noticia*, *editorial*, *crónica*, *reportaje*, *columna*, *artículo*, *entrevista*, *cuerpo*, *subgénero periodístico* y *titular*. As expected, the term *noticia* is included in all the answers without exception. This is easily understood by considering the widespread use of such term in everyday life and, at the same time, is an example of that blurred line between words and terms due to the continuous interchange of units between specialised vocabulary and common language mentioned in 2.

Not only *noticia*, but also *editorial*, *crónica*, *reportaje* y *columna* were used in most of the answers. They are, in fact, well known by students since they had been already studied in previous educational stages (Moreno Ruiz, 2004: 125, 87, 80, and 89). Once more, the most frequently used terms are those which were learnt during Primary Education, but the specialised vocabulary which should characterize higher educational levels is much less frequent.

TABLE 5. LINGUISTICS TERMS USED IN QUESTION 5 B)
(LITERARY SUBGENRES WITHIN JOURNALISM) (468 ANSWERS)

<i>Terms</i>	<i>Number of answers in which the term occurs</i>	<i>Textbooks</i>
<i>noticia</i>	468	A/L/O
<i>editorial</i>	398	A/L/O
<i>crónica</i>	389	A/O
<i>reportaje</i>	360	A
<i>columna</i>	341	A/O
<i>artículo</i>	296	A/L/O
<i>entrevista</i>	295	A/O
<i>cuerpo</i>	283	A
<i>subgénero periodístico</i>	249	A
<i>titular</i>	237	A/O
<i>entrada</i>	234	A
<i>género informativo</i>	207	A/O
<i>género de opinión</i>	206	A
<i>título</i>	182	A/O
<i>artículo de opinión</i>	145	
<i>subgénero de opinión</i>	133	A

<i>Terms</i>	<i>Number of answers in which the term occurs</i>	<i>Textbooks</i>
<i>subgénero de información</i>	131	A
<i>género híbrido</i>	128	
<i>subgénero</i>	126	
<i>género periodístico</i>	124	A/O
<i>texto periodístico</i>	118	A/L/O
<i>subtítulo</i>	117	A/O
<i>antetítulo</i>	103	A/O
<i>tema</i>	102	A/L/O
<i>lead</i>	72	L
<i>ensayo</i>	58	A/L/O
<i>texto de información</i>	55	O
<i>texto opinión</i>	55	
<i>artículo de fondo</i>	44	
<i>relato</i>	22	L/O
<i>descripción</i>	13	A/L/O
<i>publicidad</i>	11	A/L/O
<i>canción popular</i>	2	
<i>coloquio</i>	2	

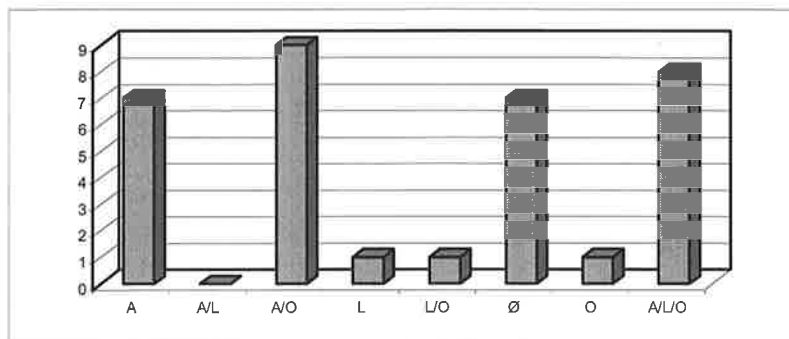


Figure 4. Number of terms for question 5 b) included in textbooks

8. Conclusions

The last 2 courses of Secondary Education are optional because they are specifically intended for the students' preparation of the university entry exams. This affects both the curriculum and the teaching materials designed for such courses. We have checked that, in the particular case that this paper is concerned with (the course on linguistics), there is a direct relationship between these 3 aspects. The different sections and the weight which they have in the overall result of the exam (section 6) reflect the importance given in the curriculum (section 4) to the need of improving students' ability to communicate, to express personal opinions, and to develop a scientific knowledge particularly of the main types of texts and their linguistic features, as well as the study of certain literary authors and works which are not object of this research.

As mentioned in 6, if students are not tested on particular aspects of the contents taught, they will hardly pay attention to them. This seems to have been considered if we compare the Decree in which the curriculum is issued and the structure of the exam. However, how can students improve their linguistic competence and their scientific discourse (as intended by the curriculum) if there is not an explicit teaching of specialised vocabulary? Even though specific terminology is included in the teaching materials used (sections 5 and 7), how will students pay attention to it if it is not explicitly demanded in the exam and so not explicitly included in the curriculum?

After the analysis, we can state that students answer the questions of the exam by making use of a reduced general vocabulary, and a much more limited amount of specific terminology. The most frequently used terms coincide with those previously learnt during Primary Education and the specialised lexicon expected at this educational level is absent in most of the exams. This means that students which start a degree at university possess the same scientific terminology as they did when they left their Primary School. This is so particularly in the case of morphology.

Nation's (1990: 11) figures are thus far from being reached in the actual learning process. He suggested that first language learners should "add between 1,000 and 2,000 words per year to their vocabulary, or 3 to 7 words per day", but as shown here, during Secondary Education, they are much more likely to add between 3 or 7 words per year. This may also explain the difficulty found by most students who start studying linguistics at university (Viera, 2004: 137-150). Although they are able to recognize some of the terms and concepts as previously studied, they consider the level too high at the same time as lecturers feel that their students are not prepared to follow their lessons.

We must then emphasize that the school (see section 4) is the ideal context to work on the study of specialised vocabulary. The explicit teaching and evaluation of terminology will foster its learning, and an appropriate treatment of new terms based on their relationship to known concepts will improve their understanding and acquisition. Terminology

is not only the basis for a particular scientific knowledge needed at higher educational levels, it is also the essential tool to reach a good communicative competence and intellectual maturity.

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