

**GRETA**

**ASOCIACION DE PROFESORES DE INGLÉS**



**ACTAS**

**IX JORNADAS PEDAGÓGICAS  
PARA LA ENSEÑANZA DEL INGLÉS**

**EDITOR: José Antonio Martínez López**

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## MAKING GRAMMAR EASIER TO LEARN

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"Grammar is boring", "I like English but I hate grammar", That's what we usually hear from most of our students, but we all know how important grammar is, the trouble is to get it across. Why not make it more enjoyable and motivating by using songs and jokes to illustrate rules and structures?.

The aim of this article is to expose readers to a variety of songs and jokes to make grammatical structures more palatable and grammar teaching more accessible and tangible.

Around us we have very valuable material for teaching English to our students, which in most cases we scorn, either because of negligence, or because of the fact that we don't take into account that, although we are not teenagers, our classes, in most cases, are addressed to people who are young and pop-loving.

We all know that most students love pop songs and pop-loving students are highly motivated. Most of these songs are in English and that is the language our students learn. Why not exploit their motivation by using well-known brand-new songs in the classroom?

Even grammar can be learnt and consolidated with songs.

1.- One technique to make grammar more accessible to our students consists of setting the rule and then consolidating it with a song.

Imagine that the teacher has to explain the grammatical structure:the double comparative: "the more...the more" or "the -er ..... the -er" as in "the more you study, the more you learn" or "the sooner the better". We all know that this structure is very difficult for our students as the Spanish counterpart is completely different. There is a song very

## What's ESPECIAL about ESP?

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To be sure of success when teaching ESP you have to stop teaching ESP content as a product, and start teaching your learners through their subject-matter processes. This is a practical demonstration of activities that work with businessmen and professionals.

"Are business people, real people?" That's a serious question. Anyone who has been involved in EFL over the last fifteen or so years will be well aware of the major changes and developments which have taken place in both teaching theory and practice, changes which in many cases have been brought about as much by the influence of non-linguistic, non-language teaching sources such as Management Training, as by the developments of the General English research industry itself.

Despite these changes, a contradiction exists in the fact that the teaching of English to Business and Professional people sometimes involves the most traditional of EFL teaching techniques; albeit employed for the best of motives. The pressures of dealing with learners who have clear professional objectives, whose experience of language learning is often limited to their recollections of schooldays, whose average age is somewhat above that of General English learners, and who have often been sent on courses by training managers who are primarily interested in cost-effectiveness, have all contrived to direct teachers working on such courses towards sound, generally grammar-based, tried and tested, traditional methods. In the same way, teaching of ESP at tertiary level is often dominated by the content of the subject matter in hand - learning the right

vocabulary - rather than centred on the kinds of activities that the learners will have to undertake in the future.

So the question arises: "How can language learning be made more motivating and more "real", given the constraints which these characteristics impose on the teacher.?" A worthy standard by which to measure this learning could be:

*"Nothing should happen in a language learning classroom that isn't worth doing in its own right - the fact that it's in a foreign language should be an incidental bonus"*  
(GRUNDY, 1989)<sup>2</sup>

It is a high target to achieve, but if - in the case of business learners, for example - we treat the learners as themselves and use approaches to language learning derived from their management training, we are likely to get closer to achieving our target.

Establishing professional validity for language learning activities, and boosting learners' motivation towards the learning process, are our two most important targets. However, they do undoubtedly have their disadvantages, too: we must explain very carefully the learning, language and training objectives; we must take extra care over preparing ourselves and our learners for any activities which have an interpersonal dimension, or which could provoke cross-cultural comparisons; and we must be wary of learners who expect professional feedback on aspects of their learning which are not solely language-based, and which we may not be competent to give. These points aside, the extra dimensions which fluency activities of this type offer are, I believe, well worth exploring.

Here, now, are a number of activities which have proved successful in work with students of business studies, business and professional people, and which can also be adapted to General

English classes.

All of the activities can be used with learners from Threshold level on, and none of them requires any great amount of preparation or resources.

### 1. The "NOW" Line.

Focus: Group-forming.

Timing: 20 minutes.

Preparation: Make a drawing of a "Now" line to introduce yourself to the group.

Procedure:

1. Draw your line on the board, and explain it.



### 2. The Marketing line.

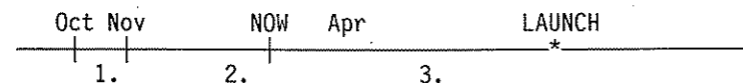
Focus: Presentations; fluency practice.

Timing: 20 minutes

Nature of group: Marketing, Sales or Product Managers.

Procedure:

1. Draw the partially-completed version of the "line" on the board.



1. ? ..... 2. ? ..... 3. ? .....

### 3. The Company Organigram.

Focus: Describing internal company organisation and relationships.

Target language items:

- ... is/are responsible for ...
- ... is/are responsible to ...
- ... has/have responsibility for ...
- ... is/are controlled by ...
- ... is/are under the control of ...
- At ... level there are ...
- ... are members of ...
- ... is/are represented by ...
- ... is delegated to ...
- ... deal(s) directly with ...
- ... deal(s) with ... through ...
- ... work(s) closely with ...
- ... is held by ...

Timing: 30 minutes

Procedure:

1. Elicit/teach the words and phrases needed to describe

### 4. Personal Organigrams

Focus: Describing the nature of interpersonal and professional relationships

Timing: 20 minutes

Preparation: Draw your own personal organigram

Procedure:

1. Learners write their own name and job title in the centre of a sheet of paper, and draw the company structure from their own work situation out.

organisational relationships.

2. Learners each prepare an organigram of the company they work for.

3. They describe their organigram to a partner.

4. They use five minutes of preparation time to rehearse a mini-presentation of their company's organigram. In pairs, they "talk themselves" through their presentations, helping each other.

5. In small groups they take turns to make their mini-presentations.

Rationale: Whether large or small, we nearly all work in one kind of network of relationships or another.

2. In small groups, they compare their personal organigrams, and explain the nature of the relationships.

3. They use the "standard" company organigrams, contrasting these with their own.

Rationale: This activity provides people with valuable insights into how each perceives their own role in relation to that of the others. It reveals much more about the people than does a "standard" organigram, based on Job Titles.

5. Pie-chart your working week<sup>3</sup>

**Focus:** Describing visually-presented information, presentations.

**Timing:** 20 minutes

**Preparation:** Prepare a pie chart of your typical working week.

**Procedure:**

1. Show the group your pie chart and teach/review the vocabulary needed to describe it.

2. Propose they consider the main activities which take up their working weeks and ask them to make a list of these.

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2. GRUNDY, P.; "Gone to teachers every one", in *The Teacher Trainer*, Vol. 3 Nº 2. Canterbury; Pilgrims English Language Courses, 1989.
3. Based on an idea I learned from Wojtek Krajewski.

3. They draw pie charts, naming each sector appropriately and including the approximate percentage of time the devote to them.

4. They pair, and cross-pair to practice their presentations, and then some make a full presentation to the whole group.

**Rationale:** Business and professional people use graphics in one way or another throughout their working lives. This activity provides a useful way of exploiting them.

## LEXICAL NOMINALIZATION

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## INTODUCCION

The purpose of this paper is to provide a general survey of word-formation both in English and Spanish, focusing on nominalization by suffixes.

Firstly, I shall approach in this introduction the theory of nominalization and different cases of suffixes in English and in Spanish, differences between both languages uses of suffixes in them.

Secondly, I will show a classification of suffixes.

Third and lastly, I will analyse two hundreds examples of nominalization by suffixes in English and in Spanish obtained by 3rd Course students in a Seminar on "Word-formation in English and in Spanish" in April and May of 1993.

In Transformational Syntactic Theory, the term nominalization is basically applied to the generation of nouns from verbs. Nevertheless, it can be taken as referring to all processes of noun formation, including additionally in this way the formation of nouns from adjectives and nouns from other nouns. The most productive formations of these three types are deverbal formations, followed by deadjectival formations.

Because of its syntactic role in converting verb-based sentence structure to noun-based structure, nominalization is that aspect of word formation that has received most attention in transformational-generative theory.

In my subject of Contrastive Grammar I have been teaching at the *Facultad de Traductores e Intérpretes*, I found word formation the most fascinating part to be studied for many