A PRACTICAL PROCEDURE TO DEVELOP STUDENTS' AWARENESS
OF ENGLISH IMPORTS INTO LANGUAGE

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RESUMO:

O trabalho relata procedimento usado para despertar a atenção do aluno para palavras inglesas introduzidas no português. O objetivo é facilitar o processo de aprendizagem do vocabulário. A participação direta na coleta do material e o uso do universo do aluno são vistos como partes essenciais do procedimento. Incluem-se vários exemplos e uma amostra do material levantado.

One of the most common complaints among our students is that they do not know enough vocabulary to understand English texts. Likewise, the teaching of vocabulary has long been a problem to any foreign language teacher. This is also a problem faced by ESP teachers who attempt to develop their students' strategies which will help them to cope with English texts and with new words.

Although I have not found any new technique or any "magic formula" I have adopted a practical procedure with my ESP classes which I find to be effective. Right at the beginning of the course I ask the students to try to make a mental, later, a written note of any English loanword(s) which they might come across while
watching TV, reading a newspaper, talking to others or even at the supermarket. They should take note of words like: *Close-up* (the name of a toothpaste); *band-aid*; *freezer*; words found in sentences like: *o stress físi-co ou psíquico*; *o performance do Itau*; *o shiploader é té chegando*; *... necessário para dar sentido ao feedback*...; *circulando nas rodas sociais com um novo layout*.

The students then bring the words to class. Sometimes they come up with long lists where some of the words are neither English nor of English origin. At the beginning of each class I write about 10 of them on the blackboard for discussion. Then together with the students we discuss their meaning. Brief explanations are given of their origin (*freezer*, *jet-set*, *holiday*), relation to the object they refer (*taffmann*, *brown cow*), pronunciation (*blackout*, *blaser*), and grammatical implication (*best-seller*). Care is taken not to "overteach" each explanation. The main idea here is to call students' attention to English words which they come across. It is expected that they will associate them with other similar words in subsequent texts. In this way they will enrich their vocabulary, not through long lists of words, but from words actually taken out from their social and political world.

By the end of each month I provide the students with a typed list (in alphabetical order and with their meaning in Portuguese) of the words which were brought to class. This list is sometimes enlarged with suggestions from my other ESP classes. If new words appear they are discussed separately. From my experience I have found that such typed handouts are useful aids to those who did not learn the meaning of the words and who later want to recall the words or their meaning.

I have noticed that in each semester the list is slightly different in content. This is due to many factors such as: fashion, top hit songs, politics, economics and important events. A typical list usually
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covers various categories of words like: foodstuffs (bacon, cream-cracker, chips, corn-flakes); toilet articles (after shave, close-up, band-aid); cigarettes (Free, light, slim, Pall Mall); clothes (blazer, black-tie, shorts); music (blues, Purple Rain, Do you wanna dance?); electrical appliances (freezer, lady shave); car race (pole position, cook pit, grid); drinks (Royal Label, milk-shake, Old Eight); sports (game, match-point, set); places (Vip, Steak House, Candido's); data processing (software, bit, chips, output); and many others.

While using this procedure I have noticed that students in general, do not try to find out the meaning of words by themselves. They rarely bother to look up the meaning of the words in the dictionary. They rather wait for the teacher to discuss them in class. A discussion with the whole group seems to help them to retain the meaning of the words for a longer period of time.

It is important to call students' attention to words now used in Portuguese with a different meaning from its original connotation (e.g. lunch - lanche) or to words like taff (from Taffman, a drink) which has borrowed its pronunciation from the word tough. Words like refill (Portuguese: objeto para substituir o que gastou) from the English refill usually cause a "Ah-ah" reaction on the students.

I must confess that students are not so skilful at associating meaning to words they encounter in texts. In fact, they take a longer time than one expects but at least they know they have come across the word.

Here are some examples of words which have appeared in texts:

1. stress: ... but he stresses that more studies are required.
2. plot: ... for accurate scientific plotting of our routes ...
3. performance: ... by means of a high-performance laser ...
4. free: ... the blood to circulate freely and ...
5. shake: ... the program had a shaky start ...
6. rush: ... customers rushed back to ...
7. container: ... the use of containers were less expensive.
8. approach: ... the approach to bed described ...
9. shopping: ... a security device for banking and shopping by telephone.
10. freezer: ... blood banks able to freeze blood.

This is a motivating activity which calls students' attention to words they use and hear nearly everywhere, on television, in newspapers, at the supermarket, etc. It is intended to be used as a "warming up" section of the class. Nevertheless, care must be taken by the teacher not to transmit to his/her students a certain kind of admiration and workshop feeling to everything that is foreign. It is necessary that students see English as an international language for communication among people of various nationalities, in congresses, seminars, etc., not necessarily as the exclusive domain of native speakers. Thus the teaching approach should be an instrumental one rather than an integrative, enabling our students to preserve their Brazilian cultural identity.
**SAMPLE OF A LIST OF WORDS**

<table>
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<tbody>
<tr>
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<td>bacon</td>
<td>camping</td>
<td>cheese-burger</td>
<td>data</td>
<td>feedback</td>
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<td>chips</td>
<td>deck</td>
<td>feeling</td>
<td>grid</td>
<td>hamburger</td>
<td>jet set</td>
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<td>agreement</td>
<td>banana split</td>
<td>challenger</td>
<td>citizen</td>
<td>design (er)</td>
<td>ferry-boat</td>
<td>grip</td>
<td>hardware</td>
<td>jingle</td>
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<td>band-aid</td>
<td>charter</td>
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<td>flash</td>
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<td>head phone</td>
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<td>cockpit</td>
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K
kids
king size
know-how
knock out

L
lady shave
lay-out
leasing
leisure wear
lifting
living
lunch

M
magazine
manager
marketing
match point
milk shake
motocross
moustache

N
new wave
net weight

O
office boy
offset
open market
outdoor
output
overlap

P
over night

R
receiver

S
script
self-service
set
silk screen
sharp
shell
shiploader
shopping center
show business
skate
skin glow
skip

T
slim
snack-bar
software
spree
spot
spotlight
spray
staff
stand
steak house
stone washed
strawberry gum
stress
strip-tease
suite

U
taff man
tape
tape deck
tender leaf
tuner

V
up-to-date
ultra-light

W
video game
vip

work shop
walkie-talkie
waffle