

NINE PARTS OF SPEECH IN TEACHING ENGLISH TO ELECTRICAL ENGINEERING STUDENTS

Naely Muchtar

Electrical Engineering Department
Politeknik Negeri Ujung Pandang
naelymuchtar@poliupg.ac.id

Abstract

Prior to the ASEAN Economic Community, one of the specific soft skills to be mastered for Indonesian engineers to be stand out from the other engineers of other ASEAN countries is mastering English language skills. Engineering students' backgrounds are mostly from Vocational High School with a variety of English skills. It is quite complicated for the lecturer in teaching English for Engineering as English for Specific Purpose (ESP) subject with students' various level of English skills. English is taught based on the Electrical Engineering content which made the lecturer's need to analyze the students' skill in basic words of English. This paper aims at presenting and offering the importance of teaching English through nine parts of speech which consists of noun, pronoun, adjective, verb, adverb, preposition, conjunction, and interjection, as the fundamental words of English. By mastering nine parts of speech, engineering students will easily conduct sentences into paragraph, reading English text, listening while watching tutorial video, and speaking for presenting their idea. Nine parts of speech are very practical for teaching ESP.

Keywords: Parts of speech, English for engineering

Introduction

ASEAN Economic Community era provides the real challenges and opportunities for lecturer in teaching ESP which is aimed at evolving students' professional skills in communication by using English which is depending on the area of professional field. It means that teaching and learning process must be interconnected to students' particular specialization. Hence, English for specific purpose includes specialized programmes which are designed to develop the communicative use of English in a specialized field of science, work or technology. Students learn English for specific purposes and the purpose of ESP is to prepare a specialist to be able to use English as the main communications means in communicating and cooperating with foreign partners in the professional field and real-life situations. Therefore, teaching/learning ESP is said to be specialty-oriented as it is submitted to specific (professional) needs of the students. Thus, it is difficult to determine where the language learning ends and where subject learning starts or vice versa.

As mentioned by Fiorito (2005) ESP students have special needs in studying English regarding with their specialty and are learning the language in order to be able to communicate a set of professional skills and to perform particular job related functions. An ESP program is therefore built on an assessment of purpose and needs and the functions for which English is required ESP concentrates more on language in context rather than on teaching grammar and language structures. It covers subjects varying from accounting or computer science to tourism and business management. The ESP focal point is that English is not taught as a subject separated from the

students' real world (or wishes); instead, it is integrated into a subject matter area important to the learners.

ESP has unique characteristics which differentiate itself from general English. Dudley-Evans and St. John (1998) offered a modified definition of absolute characteristics namely ESP is defined to meet specific needs of the learner, makes use of the underlying methodology and activities of the discipline it serves, and is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities and the other one is variable characteristics in this point ESP related to or designed for specific disciplines, may use in specific teaching situations a different methodology from that of general English, is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It is generally designed for intermediate or advanced students, and then most ESP courses assume some basic knowledge of the language system.

Polytechnic curriculum provides general English and ESP as compulsory subjects for the students. Even though, most of the students' educational backgrounds are from Vocational High School the lecturers still facing the challenges to teach students basic words of English. Miscellaneous level of students' proficiency in English made the subject must be taught from the basic needs. The purpose of this paper is to present the importance of teaching basic words of English in nine parts of speech to help engineering students in mastering English therefore they will be able to use four language skills in their daily life and future career.

Literature Review

Based on the research, there is no teaching methodology which is superior to the others methodology since the art of teaching is to conduct perfect environment and atmosphere for the students in studying actively. Many researchers recommended teaching nine parts of speech from elementary school level up to the higher level. One of them is Jordan (2015) which stated that understanding the usage of nine parts of speech is vital for students as they move toward more complex writing skills. When children learn to speak, they immediately begin using nine parts of speech without realizing it. Soon, children learn to identify each of the nine parts of speech. Learning does not have to be boring and active learning is excellent for engaging students and for memory retention therefore nine parts of speech can be taught through four skills of English it depends on the lecturers to create their own method in teaching interactively. Case (2012) in his articles about teaching English for engineers acknowledged that it is rather difficult to decide what English to teach to engineers since they need to master abundant things but it is obligatory to equip them with the basic understanding of English words therefore they can cope with reading technical text, giving presentation, listening to the working procedures, and writing job report.

Nine parts of speech are commonly referred to lexical categories, grammatical categories or word classes. The following terms comprise the most basic grammar terminology every English user must be familiar with in order to understand how language works to create meaning. Specific description of nine parts of speech based on Got Grammar book by Umstatter (2007) consist of:

1. Noun

Noun is the name of a person, place, thing, or idea such as in:

People farmer, mechanic, father, Professor Haskins, editors, Marcia

Places ocean, Canada, porch, Spain, classroom

Things scissors, giraffe, pen, smiles, tugboat, skateboard, braces, drill

Ideas love, inspiration, courage, anxiety, eagerness, happiness

All nouns are either common or proper nouns:

Common noun names any person, place, or thing. Examples are *basketball, video,*

wizard, coin, woman, and coach.

Proper noun names a particular person, place, or thing and begins with a capital letter. Examples are *Winston Churchill, Babe Ruth, Mr. Richard Turner, and Chicago.*

There are some specific types of nouns:

Collective noun names a group of people or things. Examples of collective nouns are

jury, herd, flock, family, fleet, club, class, and group.

Compound noun is a noun consisting of more than a single word. It could be separate

words such as *social studies, physical education, and dining room.* It could be two words joined by a hyphen such as *merry-go-round, thirty-three, sister-in-law, and great-grandmother.* It could be a combined word such as *schoolteacher, bookkeeper, landlord, and headmaster.*

2. Pronoun

Pronoun is a word used in place of one or more nouns. Pronouns are used to refer to a noun (called its antecedent) that usually comes before the pronoun and make writing clearer, smoother, and less awkward

In the sentence, “Roberto feels that he can win the race,” *he* is the pronoun, and *Roberto* is the antecedent.

In the sentence, “Terry and Jim know that they are best friends,” *they* is the pronoun, and *Terry and Jim* are the noun antecedents.

There are several types of pronouns namely:

Personal pronouns refer to people and things. They are divided into three categories called *first person* (referring to the person who is speaking: *I* went to the mall), *second person* (referring to the person spoken to: Joey, can *you* see the bus?), and *third person* (referring to anyone or anything else: Bob saw *us* do this assignment). The pronouns in the two example sentences are personal

	Singular	Plural
First person (the person speaking)	I, my, mine, me	we, our, ours, us
Second person (the person spoken to)	you, your, yours	you, your, yours
Third person (some other person or thing)	he, his, him, she, her, hers, it, its	they, their, theirs, them

pronouns.

In addition to personal pronouns, there are several other types of pronouns:

Reflexive pronoun is formed by adding - *self* or - *selves* to certain personal pronouns.

Examples of reflexive pronouns are *myself, himself, herself, itself, ourselves, themselves, yourself, and yourselves.* The sentence, “I found it myself,” contains the personal pronoun *I* and the reflexive pronoun *myself*.

Interrogative pronoun is used to ask a question. These pronouns are *which, who, whom, and whose.*

Demonstrative pronoun is used to point out a specific person or thing. These pronouns include *this*, *that*, *these*, and *those*. In the sentence, “Theresa, is this yours?” *this* is the demonstrative pronoun, and *yours* is the personal pronoun. Indefinite pronoun often does not refer to a specific or definite person or thing. It usually does not have a definite or specific antecedent as a personal pronoun does. In the sentence, “*Everybody* will select *another* to help with *everything*” the three italicized words are all indefinite pronouns since they take the place of a noun and do not refer to a specific or definite person or thing.

These following words inside the tables are all indefinite pronouns:

all	each	more	one
another	either	most	other
any	everybody	much	several
anybody	everyone	neither	some
anyone	everything	nobody	somebody
anything	few	none	someone
both	many	no one	

3. Adjective

Adjective modifies (qualifies or limits the meaning of) a noun or a pronoun. It answers to the questions, *What kind? Which one(s)? How many? and How much?*

Carrie read an important story. (*What kind of story?*)

The recent article has that information. (*Which article?*)

Kent owns those surfboards. (*Which surfboards?*)

Wendy paid fourty dollars for the jacket. (*How many dollars?*)

Much space was devoted to her artwork. (*How much space?*)

An adjective can come before or after the noun or pronoun, and it describes:

Older cards are found on the table. (*Which cards?*)

Tall players and intelligent coaches were interviewed by the interested reporter. (*Which*

players? *Which coaches? Which reporter?*)

Tired and hungry , the campers reached the lodge. (*What kind of campers?*)

The campers, tired and hungry , reached the lodge. (*What kind of campers?*)

There are several types of adjectives:

Proper adjective is formed from a proper noun. Examples are Italian bread, Herculean strength, Midas touch, Canadian sunset

Compound adjective is a word composed of two or more words. Sometimes these words are hyphenated. Examples are landmark decision, black-and-blue mark, hometown hero

4. Verb

There are several types of verbs namely the action verb, the linking verb, and the helping verb.

Action Verb

Action verb tells what action (often a physical action) a subject is performing, has performed, or will perform.

My father *delivers* packages to department stores each day.

Louie *bowled* a perfect game last night.

Suzanne *skated* across the rink in Central Park.

Turn at the next corner, Noel.

Oscar will *help* Petra with the project.

Linking Verb

Linking verb connects (or links) a subject to a noun or an adjective in the predicate. The most common linking verbs are the forms of the verb “to be” (*is, are, was, were, been, being, am*) and *appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste, and turn*.

My sister *is* a nurse. (The linking verb, *is*, connects the subject, *sister*, with the predicate nominative, *nurse*).

My sister *is* studying to become a nurse. (In this sentence the word *is* is a helping verb

for the main verb, *studying*. *Is* does not function as a linking verb.)

He *appeared* exhausted. (The linking verb, *appeared*, links the subject, *He*, with the predicate adjective, *exhausted*)

He *appeared* at the event. (In this sentence the verb, *appeared*, is an action verb, not a linking verb).

Helping Verbs

Helping verb assists the main verb in a sentence. There can be more than one helping verb in each sentence. In a questioning (interrogative) sentence, the helping verb is usually separated from the main verb.

The most common helping verbs are *am, is, are, was, were, be, been, being, has, had, have, do, does, did, may, might, must, can, could, shall, should, will, and would*.

The *italicized* word in each sentence below is the helping verb. The underlined word is the main verb.

The members *are* going to the city tomorrow morning.

Are the members going to the city tomorrow morning?

That joke *has been* heard around the campus.

Has that joke *been* heard around the campus?

Her brothers *are* leaving for the train.

Are her brothers leaving for the train?

5. Adverb

Adverb is a word that modifies or qualifies a verb, an adjective, or another adverb.

Many adverbs end in - *ly* .

Adverbs answer any of these four questions: *Where? When? How? To what extent?*

Adverbs make writing more specific and more exact.

Here are the following adverbs that do not end in-*ly* :

again	almost	alone	already	also
always	away	even	ever	here
just	later	never	not	now
nowhere	often	perhaps	quite	rather
seldom	so	sometimes	somewhat	somewhere
soon	then	there	today	too
very	yesterday	yet		

Adverbs modify verbs:

John ate *slowly*. (*How* did he eat?)

I walk *here*. (*Where* did I walk?)

Ashleigh will study *soon*. (*When* will Ashleigh study?)

Adverbs modify adjectives:

Rex is *very* sad. (*Very* modifies the adjective *sad* and answers the question, *to what extent?*)

The program was *too* unrealistic. (*Too* modifies the adjective *unrealistic* and answers the question, *to what extent?*)

Adverbs modify other adverbs:

Warren walks *too* quickly. (*Too* modifies the adverb *quickly* and answers the question,

How quickly?)

He moved *rather* recently. (*Rather* modifies the adverb *recently* and answers the question, *How recently?*)

Adjectives describe nouns and pronouns. Adverbs do not. Adverbs describe verbs, adjectives, and other adverbs. Adjectives do not.

Helen has a *yearly* membership at the local health club. (*Yearly* is an adjective since it modifies the noun *membership* and tells *which* membership)

Helen contributes *yearly*. (*Yearly* is an adverb since it modifies the verb *contributes* and answers the question, *When does Helen contribute?*)

Mike arrived *late*. (*Late* is an adverb since it tells *when* Mike arrived)

The *late* delivery cut down on sales in the supermarket. (*Late* is an adjective because it tells *which* delivery)

6. Preposition

Preposition is a word that shows the relationship between a noun or a pronoun and

another word in the sentence.

The man swam *under* the bridge. (*Under* connects the idea of *swam* and *bridge*)

She walked *down* the aisle. (*Down* connects *walked* and *aisle*)

Julie walked *around* the campus and *toward* town. (*Around* connects *walked* and *campus*. *Toward* connects *walked* and *town*)

The most commonly used prepositions:

aboard	about	above	across
after	against	along	among
around	as	at	before
behind	below	beneath	beside
besides	between	beyond	but
by	concerning	despite	down
during	except	for	from
in	inside	into	like
near	of	off	on
onto	opposite	out	outside
over	past	since	through
throughout	till	to	toward
under	underneath	until	up
upon	with	within	without

But is a preposition only when it can be replaced by the word *except*. Therefore in the sentence, “All *but* Teddy went inside,” *but* is a preposition since it connects *All* and *Teddy* and can be replaced by the word *except*.

Another type of preposition is the compound preposition. It does the same as a common

preposition but is composed of two or more words. The most common compound prepositions:

according to	ahead of	apart from	as of
aside from	because of	by means of	in addition to
in back of	in front of	in place of	in spite of
instead of	in view of	next to	on account of
out of	prior to		

The greatest differentiation between a preposition and an adverb is that an adverb directly answers the questions, *Where? When? How? To what extent?* by itself. Both of common and compound prepositions need more than just themselves to answer the same questions:

He fell *down* . (*Down* is an *adverb* because it takes only one word to tell where he fell.)

He fell *down* the stairs. (*Down* is a *preposition* because it takes more than a single word to tell where he fell)

Trey walked *aboard*. (*Aboard* is an *adverb* because it takes only one word needed to tell where Trey walked)

Trey walked *aboard* the ship. (*Aboard* is a *preposition* because it takes more than one word to tell where Trey walked)

7. Conjunction

Conjunction connects words or group of word.

Coordinating conjunction is a single connecting word. These seven words consists of *for, and, nor, but, or, yet, and so*.

The boys *and* girls worked at the fair. (*And* joins the names *boys* and *girls*)

Paula *or* Jeannine can go with you tonight. (*Or* joins the names *Paula* and *Jeannine*)

I would like to go to the concert with you, *but* I will be busy tonight. (*But* joins two sentences or complete ideas)

We must leave early *so* we can get to the wedding reception on time. (*So* joins two sentences or two complete ideas)

Correlative conjunctions are pairs of connecting words. These five pairs of words are

both/and, either/or, neither/nor, not only/but also, and whether/or.

Both Henry *and* Henrietta are leaving the dance now. (The correlative conjunctions join

two names)

Not only will they leave now, *but* they will *also* not be here to help clean up. (The correlative conjunctions join two sentences or complete ideas)

Either go with them *or* stay here and help. (The correlative conjunctions illustrate a choice)

He went *neither* to the stadium *nor* to the concert hall during this vacation. (The correlative conjunctions join two prepositional phrases)

8. Article

Articles help determine whether a word refers to something of a specific type (with definite articles) or something of a general type (with indefinite articles). There are only three kinds of articles (the, an, or a) in the English language, so it is very easy to find in a sentence. Sentences are incomplete without articles. The words *a*, *an*, and referred to as articles or noun markers, it is basic and simple. *A* is use before words that start with a consonant sound (*a* joking man or *a* lucky lottery player) and *an* before words that start with a vowel sound (*an* hour’s wait or *an* interesting story).

9. Interjection.

Interjection is a word that expresses strong feeling or emotion, usually comes at the beginning of the sentence, often followed by an exclamation point (!) when the emotion is strong or a comma (,) when the emotion is mild. Include one interjection in sentence when the point is need to be emphasized. Overuse of interjection made the writing loses its power and effectiveness. The following table is list of some common interjections:

Aw	Bravo	Darn	Dear me
Eek	Eh	Gee	Golly
Goodness gracious	Gosh	Hallelujah	Hey
Horrors	Hurrah	Hurray	Mmm
Oh	Oh no	Oops	Ouch
Phew	Rats	Really	Ugh
Well	Whoa	Whoops	Wow
Yea	Yeh	Yes	Yippee

Conclusion

Teaching ESP needs more creativity especially when dealing with various levels of students however, teaching basic words of English is very urgent since it will be very useful for students in mastering English. By applying nine parts of speech as teaching resources the lecturer will give the chance to every student to be actively takes parts in the classroom. Activities that can be done by students are varies namely giving presentation to describe technical objects, giving reports to write specific procedures in health and safety at works, listening standard operating procedures in doing specific kinds of job, and reading engineering text and answering the reading comprehension question. The activities emphasize the usage of nine parts of speech as drilling activities to memorize the basic words of English. It depends on lecturer creativity to combine words as alternative ways of teaching.

References

Albakrawi, Hussein Deeb M., and Fahad Moh'd Almutairi (2013). The Effect of ESP Program on the Engineering Students’ Proficiency at the University of Tabuk. *Journal of Education and Practice* Vol.4(3).

Case, Alex. 2012. How to teach English for Engineers: A Short Guide to the why, what, and how of Teaching Students Studying or Working in Technical Areas. Online. <http://www.usingenglish.com>. Accessed on 10 November 2016.

- Dudley-Evans, T., and M.J. St. John 1998. *Developments in ESP: A Multidisciplinary Approach*. Cambridge: Cambridge University Press.
- Fiorito, Lorenzo (2005). Teaching English for Specific Purposes. Online. <http://www.usingenglish.com>. Accessed on 10 November 2016.
- Harding, K, 2007. *English for Specific Purposes*. Oxford: Oxford University Press.
- Jordan, Brandi (2015). How to Teach Parts of Speech. Online. <http://www.reallygoodstuff.com>. Accessed on 4 November 2016.
- Mishra, Smrutisikta (2014). Role and Need of ESP in Engineering Education: A Case Study of Status in Odisha, India. *Asian Journal of Social Sciences & Humanities* Vol.3(3).
- Umstatter, Jack (2007). *Got Grammar: Ready to Use Lessons and Activities that Make Grammar fun!* New York: John Wiley & Sons. Inc.