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**GLOBALISATION AND DISCRIMINATION: COMMUNICATIVE APPROACH  
AND THE TEACHING OF A SECOND LANGUAGE**

Trabalho de Conclusão de Curso apresentado ao Programa de Pós-Graduação do Curso Especialização em Inglês – CEI da Faculdade de Letras da Universidade Federal de Minas Gerais, FALE, sob orientação da Profa. Dra. Ana Larissa Adorno Marciotto Oliveira; como requisito parcial do processo de conclusão da Pós-Graduação *lato sensu*, nível especialização.

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**Dedico este trabalho a minha família,  
especialmente a minha amada avó, Iris Alves Nunes (*in memoriam*),  
pelo amor e apoio.**

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**“A educação é um ato de amor, por  
isso, um ato de coragem. Não pode  
temer o debate. A análise da  
realidade. Não pode fugir à discussão  
criadora, sob pena de ser uma farsa”.**

*Paulo Freire*

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## PART I

### UNIT 1 GLOBALISATION AND UNIT 2 THE CHALLENGES OF DISCRIMINATION – RATIONALE<sup>1</sup>

#### 1. Introduction

##### **Talking about motivation, methodology and approach**

According to Richards and Rogers (2001:254) “despite changes in status of approaches and methods, we can therefore expect the field of second and foreign language teaching in the twenty-first century to be no less a ferment of theories, ideas, and practices than it has been in the past.”

H. D. Brown (1994) points out principles of language learning and teaching such as cognitive principles, affective principles and linguistic principles. When he considers automaticity as control of a few language forms into automatic processing, for instance, he pinpoints that “overanalyzing language, thinking too much about its forms and rules, all tend to impede this graduation to automaticity.”

Brown also emphasises the importance of motivating learners suggesting that learners should be aware of some kind of anticipation of reward

Human beings are universally driven to act, or “behave”, by the anticipation of some sort of reward – tangible or intangible, short term or long term – that will ensue as a result of the behavior. (1994:29)

He also points out (op. cit.: 20) that “the most powerful rewards are those that are intrinsically motivated within the learner,” referring to it as his intrinsic motivation principle.

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<sup>1</sup> The two units concerning this material were based upon the theoretical studies, techniques and methodologies from scholars and researchers cited in this rationale. The first part of this work gives an overall view of the main theoretical assumptions used to support the development of the two units and shows no particular reference to their activities. The second part tries to connect the activities used in the units with the theoretical perspectives under discussion in this rationale.

There is not a particular method for the teaching of these two units. I would rather suggest some approaches which I believe might be the most appropriate to be working with. Richards and Rogers (2001) state that methods “tend to have a relatively short shelf life” since some practices “tend to become unfashionable and/or discredited.” However, according to the authors there is a relationship between methods and approaches, and I must add that they also mention language teaching techniques. Therefore, I find it necessary to define these three concepts according to Edward Anthony in Richards and Rogers (2001):

... an approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught ... Method is an overall plan for the orderly presentation of language material, no part of it contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach there can be many methods. A technique is implementational – that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well. (ANTHONY 1963: 63-7)

According to Richards and Rogers (2001) a method is “an umbrella term for the specification and interrelation of theory and practice” whereas an approach defines assumptions, beliefs, and theories about the nature of language and language learning.

When teaching these two units teachers will find activities concerning the four language skills: listening, speaking, reading and writing. Therefore, teachers will find tasks and activities which take into account both input (whatever sample of second language learners are exposed to) and output (the language that learners produce in speech/sign or in writing) development and production.

There is also a preoccupation with communicative language teaching. In accordance with Hymes (1971) being able to communicate requires “more than linguistic competence;” it requires “communicative competence – knowing when and how to say what to whom.”

According to Larsen-Freeman:

Communicative Language Teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication. (2000)

## **2. Units' Objectives: Developing fluency**

One of the objectives of the two units developed for the conclusion of this course is to encourage teachers to motivate their students by giving them a little push to be bolder, taking risks while speaking and discussing topics with other classmates as well as being criticising and raising questions about everything they hear or read. By doing this, teachers would be developing in their students other principles of language learning described by Brown (op. cit.) such as strategic investment, language ego, self-confidence and risk-taking.

In both units students will be engaged in several conversation and discussions so that they can have a chance to maximise the content they are learning at that particular moment through conversation. It is then, appropriate to address what Brown (op. cit.) suggests as communicative competence:

Given that communicative competence is the goal of a language classroom, then instruction needs to point toward all of its components: organizational, pragmatic, strategic, and psychomotor. Communicative goals are best use and not just usage to fluency and not just accuracy, to authentic language and contexts, and to students' eventual need to apply classroom learning to heretofore unrehearsed contexts in the real world. (1994:29)

Nation and Newton (2009: 1) referring to teaching of oral skills introduce what they call the four strands model. Therefore, according to them, "a well-balanced language course should consist of four roughly equal strands:"

1. "Learning through meaning-focused input; that is, learning through listening and reading where the learner's attention is on the ideas and messages conveyed by the language."



2. “Learning through meaning-focused output; that is, learning through speaking and writing where the learner’s attention is on conveying ideas and messages to another person.”
3. “Learning through deliberate attention to language items and language features; that is, learning through direct vocabulary study, through grammar exercises and explanation, through attention to sounds and spelling of the language, through attention to discourse features, and through the deliberate learning and practice of language learning and language use strategies.”
4. “Developing fluent use of known language items and features over the four skills of listening, speaking, reading and writing; that is, becoming fluent with what is already known.”

One of the objectives of both units is to provide both students and teachers with a good range of material which will enhance both their teaching and learning skills when planning or learning a particular class and also to provide them material which they could resort to when reading about the topics under discussion on the internet, newspapers, magazines, business discussions, etc.

The second and main objective of this material is to help teachers develop fluency in their students by making the most out of the two units. Fluency needs to have particular characteristics in all of the four skills of listening, speaking, reading and writing. According to Schmidt (1992) fluent language use involves “the process of language in real world time.”

Nation and Newton (2009) state three characteristics of fluency:

1. Learners demonstrate fluency when they take part in meaning-focused activity and do it with speed and ease without holding up the flow of talk.
2. Fluent language use does not require a great deal of attention and effort from the learner.
3. Fluency is a skill. It involves making the best possible use of what is already known.

Nation and Newton (2009) address that “these three characteristics of fluency – message-focused activity, easy tasks, and performance at a high level – are also the main characteristics of activities designed to develop fluency.

These two authors (2009: 152-153) also raise the point that “fluency is likely to develop if the following conditions are met.”

1. *The activity is meaning-focused.* The learner’s interest is on the communication of a message and is subject to the “real time” pressures and demands of normal meaning-focused communication (Brumfit, 1984: 56-57)
2. *The learners take part in activities where all the language items are within their previous experience.* This means that the learners work with largely familiar topics and types of discourse making use of known vocabulary and structures. These kinds of activities are called “experience” tasks because the knowledge required to do the activity is already well within learners’ experience.
3. *There is support and encouragement for the learner to perform at a higher than normal level.* This means that in an activity with a fluency development goal, learners should be speaking and comprehending faster, hesitating less, and using larger planned chunks than they do in their normal use of language. A fluency development activity provides some deliberate push to the higher level of performance often by using time pressure.

It was also stated by these scholars that:

“having a clear outcome to an activity encourages a meaning focus because the learners use language to achieve the outcome. Commonly used outcomes in spoken activities include completion; distinguishing; matching; classifying; ranking, ordering, choosing; problem solving; listing implications, causes, and uses; data gathering; and providing directions.”(2009: 154)

Nation and Newton (op. cit.) also claim that “about a quarter of class time is given to fluency activities.” They also cite Brumfit since he suggests that:

Right from the beginning of the course, about a third of the total time could be spent on this sort of fluency activity, and the proportion will inevitably increase as time goes on. (1985)

Nation and Newton have also added that:

“many fluency techniques involve the linking of skills. For example, reading is followed by listening, discussion is followed by listening, writing is followed by speaking. The reason for linking skills in this way is so that the earlier activities can provide preparation and support for the later activity.” (2009)

Therefore, the authors have stated that “If fluency is the goal of a unit of work, it is useful to look at the unit to check the following points:

- Do the early parts of the unit usefully prepare for the later parts? One way to find the answer to this question is to regard the final part of the unit as an experience task. As fluency is a skill goal, the earlier parts of the unit should bring the language, ideas, and the text features within the experience of the learners.
- Does the final part of the unit represent the fluency learning goal of the unit?

### **3. Developing fluency in listening and speaking.**

Although fluency activities are aimed at the development of a skill, they inevitably affect knowledge of the language. The way that they affect this knowledge in turn relates to the development of fluency.

### **4. Techniques for Developing Fluency in Listening.**

1. Techniques should involve meaning-focused activity. They involve listening to interesting stories, puzzle and quiz activities, and activities with clear communication outcomes.
2. They place very limited demands on the learners in that they rely heavily on language items, topics and experiences with which the learners are already familiar.
3. The techniques encourage learners to reach a high level of performance through the use of meaning-focused repetition, increasing speed of input, and the opportunity for prediction and the use of previous background knowledge.

In listening and reading activities, a distinction is sometimes made between activities where the learner brings a lot of topic-related background knowledge to the task (top-down processing) and activities where the learner relies primarily on the language of the text to understand (bottom-up processing) (Richards, 1990). Most comprehension activities are a combination of these two approaches, but usually one is predominant. Fluency talks should be largely top-down processing because these are the ones that allow learners to perform at speed without having to puzzle over language forms.

Top-down processing is encouraged by getting learners to listen when the topic is very familiar to them, when the organisation and other genre conventions are familiar to them, when their attention is strongly focused on the message, and when there is not a concern for linguistic detail.

Bottom-up processing occurs when the main source of information is the text itself and the listener cannot draw on preparation and previous experience to assist in comprehension. Top-down and bottom-up processing tasks usually have different learning goals and set up conditions for different kinds of learning. (Nation and Newton, 2009: 158)

### **5. Listening while reading**

(Nation and Newton, 2009: 160) involves the learners listening to a text and looking at a copy of the text while they listen. Before listening to the passage, the learners time to read it or read something containing much the same ideas or vocabulary.

### **6. Listening in a controlled vocabulary**

It can be done using peer talks. Learners prepare talks to deliver to the whole class or to a small group. These talks help improve listening skills because the level of the language used is usually well suited to the listeners. For adult learners the topics can focus on the speaker's job or special skills.

One of the many techniques for developing fluency in speaking was also mentioned by Nation and Newton (2009) when they cited Simcock (1993) and his ask and answer technique, according to him this would be a follow-up to reading. The learners read a text to a high level

of comprehension and then they work in pairs with one learner questioning the other about the text from a list of teacher-prepared questions.

Nation and Newton (2009) also discourse about vocabulary and its relation with listening and speaking. They have pointed out that learning vocabulary through listening is one type of learning through meaning-focused input. Learners would need at least 95% coverage of the running words in the input in order to gain reasonable comprehension and to have reasonable success at guessing from context.

When it comes to provide vocabulary support for listening the authors also state that there are several ways of supporting listening by providing written input that is directly related to the listening task. These ways are very useful where learners have quite a large reading vocabulary but have little opportunity to improve their listening skills.

### **7. Learning vocabulary from listening to stories.**

According to the authors there is a growing body of evidence (Elley, 1989 et. al.) that learners can pick up new vocabulary as they are being read to. There are several conditions that make this learning more likely. The main conditions are: interest in the content of the story, comprehension of the story, understanding of the unknown words and retrieval of the meaning of those not yet strongly established, decontextualisation of the target words, and thoughtful generative processing of the target vocabulary.

### **8. Using teacher input to increase vocabulary knowledge.**

It's not easy to bring learners' receptive vocabulary knowledge into productive use. The knowledge required for production is greater than the knowledge required for reception. An important way of helping learners gain control of this knowledge is for the teacher to enter into a dialogue with the learners, encouraging them to produce vocabulary that the teacher models. One way of doing this is through semantic mapping<sup>2</sup>.

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<sup>2</sup> Semantic mapping involves the teacher and the learners working together to build up on the blackboard a visual framework of connections between ideas.

## **9. Making decisions.**

According to Nation and Newton (2009: 131) this activity is representative of a range of similar problem solving activities where the teacher can provide vocabulary input and encourage reuse of the vocabulary during the activity and it has four stages:

1. The teacher presents the topic which is expressed as an alternative question, for example, ‘Should children continue to live with their parents after they finish school or should they leave home?’ The teacher gives an example reason for each of the alternatives: live with their parents because this saves money; leave home because this encourages independence.
2. The learners form groups of about four people. Each group has to list reasons to support one side of the question. While the learners do this, the teacher goes around the groups, providing needed vocabulary. The teacher gets the learner to note down the vocabulary so that it will be used.
3. (...) The learners must explain their reasons to each other and must reach a decision. They do not have to support their side of the question. They should try to use the vocabulary that the teacher provided for them during the activity.
4. The groups (...) now report their decisions and reasons to the rest of the class, once again using the provided vocabulary.

## **10. Using cooperative tasks to focus on vocabulary.**

Cooperating activities are particularly effective in getting learners to explore a range of meanings that a word has and the range of elements of meaning it contains.

## **11. Reading tasks**

Marcuschi (1996) has come up with a theory that takes into account five different horizons applied in the comprehension of a text. Part of it could be also found in the work of Dell’Isola (2005).

According to Marcuschi (1996)<sup>3</sup>, a text could be read from many different perspectives:

1. Lack of horizon – according to this perspective, the content from the text is just repeated or copied. Being at this level is just like acting as if the text had just objective information. (...) reader's activity would be restricted to repetition.
2. Minimum horizon – in this case we have what we call paraphrasing reading, that is, some kind of repetition with other words in which we could leave something behind, selecting what to say and choose the lexicon which interests us. Certainly we will place some new elements, but our interference will be kept to the minimum and the reading is still an activity of objective information identification which could be said with other words.
3. Maximum horizon – this is the perspective which considers the inferential activities in the comprehension process, that is, the activities of meaning generation by means of gathering many information from the text, or by means of the introduction of information and personal knowledge or others which are not in the text. It is a reading of what is 'between the lines'; it does not limit itself to paraphrasing or repetition.
4. Problematic horizon – although this particular horizon is not, at first, dismissible as inadequate, it goes beyond the information from the text.
5. Inadequate horizon – finally, we identify a rather nebulous zone which we qualify as inadequate or prohibited. It is the misunderstanding.

## **12. Reading (questioning)**

According to Nuttal (2005) “getting students to answer questions is one way for the teacher to get some access to what is going on in their minds. Wrong answers are often particularly illuminating, because they can suggest where the misunderstanding arises.

We need to show our learners, as Nuttal (2005) has already pointed, that “reading tasks are opportunities for learning.” No matter how challenging questions can be, if the teacher accepts the first answer and moves on he is not making the students work hard on answering them. So, the teacher must have every student try to answer the questions. Dealing with answers is also a key role of the teacher. Accepting an answer without even asking for the

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<sup>3</sup> The original text is in Portuguese. The translation to English was done by Leandro M. Nunes.

reason why it is acceptable, according to Nuttal (op.cit.) is the wrong way to deal with answers since the teacher does not explore other answers to see why they are not appropriate. The students' interpretation must be valid even though they are different from the teacher's.

The teacher should provide an encouraging classroom climate so that students will feel comfortable in taking risks to answer questions about any kind of subject even those which they are not familiar with. Nuttal also raises the point that "neither you nor your students must be afraid to be wrong." The teacher must help students to be bold, taking these moments in class as opportunities to learn even if they make mistakes.

### 13. Writing

White and Arndt (1991) have stated that "it is precisely this capacity of written language to transcend time and space that makes the teaching and learning of writing such an important experience." They have also supported the idea that "moreover, the process of composing is highly individualistic, and writers need to draw upon a variety of techniques which they find useful for themselves."

When it comes to address their assumptions about writing, these scholars emphasise that "writing is far from being a simple matter of transcribing language into written symbols; it is a thinking process in its own right." Teacher should never forget that this particular process requires intellectual effort from students.

These scholars have attempted to visualise their perception of writing processes. They have come up with the concept that the nature of writing is complex and recursive since there is a "highly intricate, dynamic and constantly fluctuating interplay of activities involved in writing."

There are also, according to White and Arndt (op. cit.), challenges in the writing process. They have stated that "writers are faced with a very complex management problem because they are darting back and forth from one process<sup>4</sup> to another in real time." Another challenge

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<sup>4</sup> White and Arndt (1991: 4) have provided a model of writing in which shows the complex and recursive nature of writing. In *Figure 1*, they have displayed a scheme which transmits a dynamic image of the writing process. This process is made of the constant interaction and movement of the following



would be that writers “have to organise an amorphous mass of ideas, information and associations into coherent, linear text.”

The scholars also raise awareness concerning what readers expect from writers. It is good for teachers to warn their students in order to make them cautious about this particular issue, after all, “readers expect writers to use language which is clear, unambiguous, and appropriate to the context and type of the text concerned.

White and Arndt (op. cit.) have focused on process writing. According to how they see it, “the goal of this approach is to nurture the skills with which writers work out their own solutions to the problems they set themselves.”

It is important to address at this point that, according to these scholars, “such an approach views all writing – even the most mundane and routine – as creative.” The text will evolve from a raw material and the writer is the only one responsible for it.

According to White and Arndt:

What is important for us as teachers of writing is to engage our students in that creative process; to excite them about how their texts are coming into being; to give them insights into how they operate as they create their work; to alter their concepts of what writing involves. (1991: 5)

Although these scholars support the concept of process writing, they do not repudiate products derived from other writing perspectives. Here is exactly where the process writing approach is put in contrast with the product-centred approach. According to them, “writing in a process approach is divergent, with as many different outcomes as there are writers. In a typical product-centred approach, on the other hand, writing will converge towards a pre-defined goal, with a model text being presented to form the focus of comprehension and text manipulation activities.”

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activities: drafting, focusing, evaluating, generating ideas, structuring and re-viewing. It is an ongoing process.

So, what will process-focused activities do for our students? Well, White and Arndt make it clear that:

What process-focused activities will do is help students develop in ways which are appropriate to and fulfilling for their level of language proficiency. More that cannot be expected. (...) What we, as teachers, should be aiming at is creating an environment in which our students, rather than being intimidated and frustrated by the complexity of writing, are engaged in and enthused by it. (...) Our goal is to present writing as a stimulating process centred upon, as Lu Chi put it, the 'matching of matter and manner' such that it becomes 'the ferry' between the writer and the reader.

However, in these two units much attention was given to Kim's (2005) notion of genre approach. According to her in this writing perspective:

"The knowledge of language is intimately attached to a social purpose, and more focus is on the viewpoint of the reader than on that of the writer. Writing is mostly viewed as the student's reproduction of text based on the genre offered by the teacher."(page 35)

## PART II

### UNIT 1. GLOBALISATION

#### 1) THE CONCEPT OF GLOBALISATION (A, B, C)

**In A**, there is a Brainstorming ideas about the concept of globalisation; students get to read some sentences describing it; this starting point will probably introduce new vocabulary for students.

Students will be paraphrasing the sentences. This would be like a *retelling* activity. Nation (2001: 135) says that retelling activities can take many forms. What is common to all of them is that learners read a text and retell it. From a vocabulary learning point of view, the text provides new vocabulary, the retelling will give the students the chance to productively retrieve the vocabulary and ideally make generative use of it.

**In B**, students will consider the statements exposed in the previous activity which have defined globalisation; they will have the opportunity to discuss the concept of globalisation among each other; they will refer to the expression boxes to help them.

Nation and Newton (2009) state the importance of developing fluency. They have taken the concept of fluency suggested by Schmidt (1992) and its three characteristics:

1. Fluent language use involves “the processing of language in real time;”
2. It does not require a great deal of attention and effort from the learner;
3. It involves making the best possible use of what is already known.

So, for Schmidt (1992) these three characteristics of fluency – message-focused activity, easy tasks, and performance at a high level – are also the main characteristics of activities designed to develop fluency.

Nation and Newton (2009) also state that fluency is likely to develop if the following conditions are met:

1. The activity is meaning-focused;
2. The learners take part in activities where all the language items are within their previous experience;
3. There is a support and encouragement for the learner to perform at a higher than normal level.

It is believed that this particular activity provides fluency to students.

**In C**, students are requested to fill in the blanks with the words in bold from A in order to have them work on the correct meaning of the **vocabulary being introduced** in this unit. This activity prompts students' understanding of vocabulary.

Students can do this activity by trying first to infer the meaning of unknown vocabulary from the context it is being used in the text (even though they are just sentences) and also by resorting to their previous knowledge of the language.

## **2) DIFFERENT OPINIONS ABOUT GLOBALISATION (LISTENING AND SPEAKING) (A, B, C, D, E)**

**In A**, students will listen to a studio discussion on the pros and cons of globalisation. They are required to answer questions concerning this listening and then check their answers with a partner.

**In B**, students are required to fill in the blanks with the missing words which are going to be perceived while they listen to the discussion one more time.

**In C**, students have to answer the following question "why do you think that these phrases were used by the speakers." They are therefore required to reflect about the use of expressions such as 'we're here to talk about;' 'I'd like to make it clear;' 'I believe strongly in.'

**In D**, categorising speakers' point of view by having students choose what would be the best choice of way to express opinion for each expression used by the speakers from the previous activities.

**In E**, students are required to agree with one of the speakers from the studio discussion. They are also required to support their opinion in order to have a class discussion afterwards.

Nation and Newton (2009) call attention to the importance of providing vocabulary support for listening so, it is important to familiarize students with what a studio discussion is and also to prepare them for the kind of language formality they will be exposed to, in this case, it will be very formal because students will be listening to a discussion between people who have expertise on a particular subject, in this case, globalisation.

When it comes to the comprehension of the vocabulary from this listening task, students will probably face difficulties. According to Elley (1989) “there are several sources of difficulty in learning vocabulary from listening: there is the vocabulary load on the one hand. On the other hand, there is the support provided by background knowledge.

It would be excellent if students listened to the recording several times since, taking into account what Nation and Newton (op.cit.) have stated “repeated retrieval can be achieved by hearing the same story several times, by listening to a serialised story where the same vocabulary returns again and again.”

It seems that the case here though, is not listening to vocabulary itself but, to what is asked by each of the four questions concerning the discussion.

This listening task was developed not based on the model of listening traditionally seen as a passive process i.e. by having students just receive the information.

Activities D and E from this listening task, for instance, require from students much more than just receive information. Therefore, taking into account Lynch and Mendelsohn’s (2002) considerations about a more ‘recent listening model’ this particular task is considered as a much more active and interpretive process.

### **3) GLOBALISATION: GOOD OR BAD? (READING) (A, B, C)**

**In A**, before engaging in the reading, comprehension and interpretation of the text, students are asked to brainstorm about the pros and cons of globalisation. They could take into account

everything that has been discussed up to this point with the listening discussion for instance and they can also speak their own minds if they feel like doing so.

Even though this material was produced for adult learners of English, it does not mean that all students will be able to speak much about the topic. This task considers Nation and Newton (2009) assumptions and thoughts about ‘learning through pushed output.’

According to these scholars learners are “pushed” when through encouragement or necessity, they have to produce spoken language in unfamiliar areas. These areas may be unfamiliar because the learners are more used to listening than speaking, or are not accustomed to speaking certain kinds of discourse.

For this particular activity the learner will bring a topic-related background knowledge to the task, so if we take into account Richards (1990) considerations, it is a top-down processing.

This top-down processing is highly encouraged by getting learners to read or listen to a topic familiar to them. It was assumed that students would enjoy this reading very much as well as discuss about it.

This activity, according to what Nation and Newton (op.cit.) have referred to as techniques for developing fluency, will be of great value to enhance students’ fluency since they rely heavily on language items, topics and experiences with which the learners are already familiar with.

**In B**, students read the text and then answer to a true/false exercise which also requires them to support their opinions with passages taken from the text.

According to Nuttal (2005) the true/false questioning “is in some respects the most limited, but it can be useful and is not necessarily trivial.” Hence, it was created a true/false activity which demands more from students since they will have to support all their answers whether they are true or false.

**In C**, even though we are faced with a group task, students are asked to give their personal opinions about the writer’s point of view and intention in his writing, therefore students will engage into discussions trying to convince and persuade one another, sharing ideas, point of views, etc.

Here, the reading activity is explored by questioning. According to Nuttal (2005) “the best questions make students aware of their difficulties.” So, teachers should do their best to raise students’ awareness towards their difficulties. Nuttal (2005) classifies questions according to their grammatical patterns, their presentation, types and questioner.

There are two questions in this activity. The first question ‘*In your opinion, is Steve Schifferes trying to convince his readers that the so called phenomenon globalisation is improving the world’s economies? And you? Do you agree or disagree with him? Why?*’ according to Nuttal could be categorized as

- It is, at the same time, concerning its form, a yes/no question; an alternative question; and a *how* and *why* question.
- Concerning its form, it is written and open-ended (they offer the greatest scope for the responder).
- Concerning its type, it is a question of evaluation, it is asking for a considered judgment about the text, according to Marcuschi’s (1996) horizon theory, this would be the case where a ‘problematizing’ horizon could take place since students could answer something that is actually not in the text.

#### **4) GRAMMAR POINT. (A, B, C, D)**

**In A**, students need to figure out what is the tense in question. After doing that they are asked to reflect about the reason why the writer of the article has chosen to use the tense in question. It is believed that in this particular task students would be monitored by means of what Levinson (1983) and Stubbs (1983) call a macropragmatic approach. There is a written genre, in this case, a newspaper article, where students will be able to characterize the macrostructure relating its features to microstructure textual elements such as reference conventions, tense and aspect patterns. This would motivate students to analyse grammar through a discourse analytic approach (top-down language processing).

**In B**, students will study the two excerpts. Since it is assumed that students are already familiar with the present perfect, considering that these units were designed to upper

intermediate or advanced adult learners of English, this task is just refreshing activity to have students infer the two different meanings that the present perfect tense could have in a sentence i.e. ongoing situations or completed actions that reflect at the present.

**In C**, students are asked to study the five examples which are written in the present perfect tense and they should discuss whether these examples bear an ongoing or completed meaning.

**In D**, students will create five sentences using the verb tense discussed in the unit i.e. the present perfect. Students should come up with different sentences in meaning: ongoing and completed.

## **5) WRITING AND SPEAKING (A, B)**

**In A**, students write a personal conclusion about the globalisation phenomenon thinking about its pros and cons

This writing activity is a great opportunity for the teacher to work on this kind of genre (newspaper article) by having students pretend, for instance, to be columnists of an important newspaper. According to Kim (2005) in the genre approach “the knowledge of language is intimately attached to a social purpose and more focus is on the viewpoint of the reader than on the writer. However, for this particular task, students should also pay close attention to how they will by supporting their opinion.

**In B**, students will read their opinions out loud so that other classmates will be able to take notes while listening. Classmates should take notes about the topics they agree or disagree with. After that, a class discussion should be held.

Once again Nation and Newton’s (2009) ‘learning through pushed output’ is taken into account. Students have to produce spoken language. They will discuss and criticise each other’s works. Great fluency practice opportunity is provided.

## **6) EXTRA CLASS ACTIVITY: THE GLOBALISATION *WEBQUEST***

In order to provide students with online-electronic-learning tasks, a *webquest* activity has been introduced at this final point of the unit. Teachers instruct their class to go online



following the provided web link. The final product of this activity is a Power Point Presentation and a position paper about globalisation.

## **UNIT 2. THE CHALLENGES OF DISCRIMINATION**

### **1) PERSONALITY SURVEY: UNDERSTANDING DISCRIMINATION**

**In A**, students will brainstorm about how similar and different people are. It is a warm up activity.

**In B**, students read and discuss some question taken from the United Nations' webpage. Those questions were developed by the UN so that people could assess themselves on how prejudiced they are. This particular topic might bring deep discussions in class among students and that is exactly the task objective. Teacher might act as a monitor rather than taking any kind of personal approach towards the discussion considering that it is a very sensitive subject.

This is a mainly a speaking activity since a discussion will be carried out in class. Before discussing the questions from the box, students are allowed some time to brainstorm about the questions in A. This task provides the class with a message-focused activity and performance. Therefore, according to Nation and Newton (2009) learners will be taking part in activities where all the language items are within their previous experience.

This task also provides great opportunity for doing what Nation and Newton (op.cit.) have called a *semantic mapping*. That is so because it can involve the teacher and the learners working together in order to build up on the board a visual framework of connections between ideas. Considering that, a mind map activity is suggested in the Teacher's Guide.

**In C**, students will complete a survey. By answering to the survey students will be working on vocabulary and will also be tacitly introduced to the next grammar structure to be studied – verbs followed by gerunds.

**In D**, students will compare their answers with a partner in order to see how similar or different they are.

Students will be practicing in pairs both the vocabulary and the grammar structure being introduced. Great opportunity to have students develop fluency with spoken vocabulary. The survey's objective is to provide students with written input that is directly related to the speaking activity.

## **2) HOW WOULD YOU DESCRIBE YOURSELF?**

**In A**, students will read about some personality traits and associate them with the statements from the previous activity. This activity will have students understand new vocabulary concerning personality traits related to the topic under discussion which is discrimination.

**In B**, pair work. Speaking activity where students are required to use new vocabulary. For this task, it is taken into account Nation and Newton's (2009) assumptions towards fluency. Students are provided with an activity which will give them the opportunity to develop fluency with spoken vocabulary.

## **3) VERBS FOLLOWED BY GERUNDS**

**In A**, students will refer to the personality survey again in order to look for other gerunds to fill in the table with.

**In B**, as a self-study, students will refer to the grammar box.

**In C**, students will have a pair discussion where they will be able to express their feelings using the grammar structure on focus which is 'verbs followed by gerunds.' Hence they will be practicing grammar through speaking.

Students are required to take a look at the grammar box in order to understand the structure being introduced, i.e. verbs followed by gerunds. This task also accounts for what Haiman and Thompson (1989) have called as a microanalytical approach to grammar. Students then, fill in the table with the appropriate structures. This activity aims to develop fluency concerning the grammar structure introduced.

#### 4) MANAGING DIVERSITY (LISTENING)

**In A**, students will listen to a business manager expert talking about the disadvantages companies have to deal with when do not take into account diversity-related risks. **Students will answer questions** which will be **checking their understanding**.

**In B**, students listen to Allan Griffin again and then they will read through some sentences and decide if they are true or false. Students should rewrite the false statements in order to correct them according to the listening.

Nation and Newton (2009) call attention to the importance of providing vocabulary support for listening so, it is important to familiarize students with the kinds of discrimination issues companies usually have to deal with and also to prepare them for the kind of language formality they will be exposed to, in this case, it will be very formal because students will be listening to an expert talking about a particular subject, in this case, how to manage diversity in a company.

Once again, as the previous listening task, when it comes to the comprehension of the vocabulary, students might face difficulties. According to Elley (1989) “there are several sources of difficulty in learning vocabulary from listening: there is the vocabulary load on the one hand and on the other hand, there is the support provided by background knowledge.

It is recommended that students listen to the recording several times since, taking into account what Nation and Newton (op.cit.) have stated “repeated retrieval can be achieved by hearing the same story several times, by listening to a serialised story where the same vocabulary returns again and again.”

#### 5) XENOPHOBIA (READING)

**In A**, students are required to read a text about xenophobia. It's a newspaper article by Graeme Paton. It is, therefore, an authentic text.

**In B**, they will answer a true/false exercise. Students have to support their answers using passages from the text.

For this particular reading activity the learner will bring a topic-related background knowledge about what he/she has heard about xenophobia to the task, so if we take into account Richards (1990) considerations, it is a top-down processing.

This top-down processing is highly encouraged by getting learners to read or listen to a topic familiar to them. It was assumed that students would enjoy this reading very much as well as discuss about it.

**In B**, students read the text and then answer to a true/false exercise which also requires them to support their opinions with passages taken from the text.

According to Nuttal (2005) the true/false questioning “is in some respects the most limited, but it can be useful and is not necessarily trivial.” Hence, it was created a true/false activity which demands more from students since they will have to support all their answers whether they are true or false.

## **6) WRITING**

**In A**, students will write a response to Graeme Paton’s article. They will take into account the guidelines provided in the task.

Once again, as previously mentioned in the last unit, a writing activity is a great opportunity for the teacher to work on genre (in this case a newspaper article), having students write an appropriate response to the article. It is good to restate that according to Kim (2005) in the genre approach “the knowledge of language is intimately attached to a social purpose and more focus is on the viewpoint of the reader than on the writer. However, for this particular task, students should also pay close attention to how they will be supporting their opinion.

**In B**, it is a pair or group work. Students will compare their responses and discuss about their differences and similarities. This activity is likely to be a pair discussion.

Once again Nation and Newton’s (2009) ‘learning through pushed output’ is taken into account. Students have to produce spoken language. They will discuss and compare each other’s works. Great fluency practice opportunity is provided

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