

1 CBTecLE

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The Development of a Thematic Unit: integrating skills to focus on professionalism and proficiency

Thematic unit

Being a native and a non-native language teacher.
What difference does it make?

Intended users

University students in Brazil (future teachers)
at intermediate English proficiency level - Applied Linguistics course

Objectives

- Improve speaking (writing) skill using authentic texts
- Discuss professionalism and proficiency



Total time
* 6 hour classes – two days

Evaluation
*Oral presentation and journal writing

Source
<http://www.ericdigests.org/2003-4/teaching-profession.html>
<http://www-writing.berkeley.edu/tesl-ej/ej37/f1.html>
<https://drum.umd.edu/dspace/bitstream/1903/3127/1/umi-umd-2944.pdf>
<http://www-writing.berkeley.edu/tesl-ej/ej37/f1.html>

Overview of the unit- first day - 3 hour class

Types of interaction	Time spent (minutes)	Language skills	Types of activities
Whole group	20'	Speaking	Warm-up activity
Individual	10'	Free (writing)	Linking content and function words
Group work	15'	Pre-reading	Discussion about the theme
Individual	5'	Writing	Using key words
Group work	30'	Reading/writing	Jigsaw activity and note-taking
Group work	15'	Speaking/reading/writing	Collaborative dictation
Pair work	10'	Reading	Excerpts from websites
Pair work	25'	Speaking/writing	Charts
Whole class	5'	Speaking	Suggestion on further readings and activities
Whole class	10'	Speaking	Talking about homework and final task

Overview of the unit- second day - 3 hour class

Types of interaction	Time spent (minutes)	Language skills	Types of activities
Individual/whole class	10'	Free (writing)	Inkshedding
Whole class	10'	Speaking	Problem solving
Group work	15'	Reading	Language awareness
Individual/pair work	10'	Writing/speaking	Drawing a comic situation
Whole class	15'	Listening/writing	Table completion
Group work	10'	Speaking	Discussion on the theme
Group work	15'	Speaking	Five word game
Pair work	10'	Writing/speaking	Guided activity
Individual/whole class	90'	Speaking/writing	Oral presentation and note-taking

Excerpt – first day

**III. Reading using zigsaws, note-taking (30') and speaking (15')
Collaborative dictation (15')**

A note to the teacher

III.1.

In groups, read the selected parts (as shown below) of the following text and share information about what you read with your classmates. After that, move to another group in order to share information about what you read and you did not so you can all have a general idea of the text. Be sure to take notes about the main ideas and key words. The selected parts of the text are

- a) The Introduction and Status of the Nonnative-English-Speaking Teacher (NNESTs);
- b) Strengths of NNESTs;
- c) Challenges for NNESTs (Accent);
- d) Challenges for NNESTs (Credibility in the Workplace);
- e) Solutions and Conclusion.

Nonnative-English-Speaking Teachers in the English Teaching Profession

from <http://www.ericdigests.org/2003-4/teaching-profession.html>

Excerpt – second day
Inkshedding (freewriting before reading) - language awareness (10')
Speaking (25')
A note to the teacher

I.1.

Freewrite about the English phonemes that you recognize as the most difficult ones for Brazilians to pronounce. List them and give the correspondent examples. Leave at least one wide margin for comments. After that, circulate the writing around the group so that each piece is read by some of your classmates. In the margins, write your comments on your classmate's text (the writers). Return to the writers.

I.2

Read the following text and compare your pronunciation problems to the ones listed in the text.

Non-native pronunciations of English

From http://en.wikipedia.org/wiki/Non-native_pronunciations_of_English#Portuguese.

I.3.

Having fun - Drawing

Think of and draw a comic situation (a dialogue) caused by mispronunciation.
Share your ideas with your classmates and explain why it happened based on the text above.

I.4.

Listening/ note-taking

Listen to the following audio excerpts and complete the chart with information about the interviewed teachers' ideas or concepts about being a native and a non-native language teacher.
You may add other categories to the chart.

I.4.

Listening/ note-taking

	Native language teachers	Non-native language teachers
Proficiency		
Teaching qualifications		
Experience		
Other kinds of knowledge		

I.5.

In groups, based on the phonemes you have classified as the most difficult ones for Brazilians, think of the pronunciation of the teachers in the interviews and talk about it. Discuss and relate pronunciation to accent.

I.7.

In pairs, outline the key words you consider the most relevant ones in order to combine professionalism and proficiency. Think of the ways you can upgrade/improve your proficiency level. With the use of a transparency, present it to your classmates.

You can use the following clues ...

1.7.

As foreign teachers of English sometimes we lack ...

Sometimes we make mistakes, but ...

We can be good teachers despite our ...

Being native or non-native teacher is not a competition but a profession because they both focus on ...

It's not a matter of nativeness vs. nonnativeness. Professionalism, qualifications and experience are ...

The foreign accent may be a good way to...

It is important to have a realistic sense of ...

I believe that what makes us good English teachers has nothing to do with our...

I expect to become a better teacher who ...

... provides her students with an environment suitable for communication



... helps her students become more self-confident, fluent and accurate in the English language

... provides them with a meaningful learning process that encourages initiative and self-learning