

2.1 ELF-aware teaching

Activities

Activity 1: Introduction to ELF-aware teaching

Think about your own experience in using and teaching English, as well as the discussion provided in other sections of this course, including “Using English” and “Teaching English”.

- Do you believe that your EFL learners use English outside your EFL classroom? If so, where? Give some examples.
- Do you believe that English as a Lingua Franca (ELF) is useful in your EFL context? Why/Why not?
- If so, do you think that ELF should replace or become integrated within EFL?
- Do you believe that it is possible to teach ELF?

Write your views in the text box below.

Activity 2: Metalinguistic and metacognitive awareness

Based on the information provided so far in the video entitled “ELF-aware teaching”, as well as your own knowledge and experience as a teacher of English, what kind of activities could be employed to help the learners raise their metalinguistic and metacognitive awareness in ELF-aware teaching?

Read the following questions for learners after watching a video in class. Do they focus on promoting their metalinguistic awareness or their metacognitive awareness? Put a tick in the appropriate cell.

	Meta-linguistic	Meta-cognitive
1. While using English, a speaker in the video mentioned a popular expression in his mother tongue. Why did he do that? How did the other people react and why?		
2. What do you think about you as a user and a learner of English and why (e.g., why do you think that “your English is poor and you have to be more careful in class”)?		
3. What do you do when, while using English, you realise that other people don't understand what you want to express?		
4. What do you think when, while using English, other people don't understand what you want to express and why (e.g., why do you think that “it is your fault”)?		
5. What do you think about the way the people on the video use English and why (e.g. why do you think that “it was very good”)?		
6. Are the people on the video native or non-native speakers? What made you say they are native or non-native?		
7. What similarities/differences can you spot in the English you use when chatting with your friends and the English you use in the classroom?		
8. What do you think when someone uses his/her mother tongue when communicating in English and why (e.g. why do you think that “it is sometimes unavoidable”)?		
9. Did you notice any ‘errors’ in the English of the people in the video? What role did these ‘errors’ play in their communication?		
10. What do you think about ‘errors’ when using English and why (e.g., why do you think that “they must be avoided”)?		

Activity 3: Adapting ELT activities

Have a look at the ELT activities in pages 14 and 15 (Unit 1, Activities 4.1 to 6.3) of the textbook used in the 2nd Grade of Junior High Schools in Greece. You can find the link in the “Supplementary Materials” part of this Section.

On the basis of what has been discussed in the video of this Section, how would you go about integrating tasks in these ELT activities to render them more ELF-aware?

Write your views in the text box below.

Activity 4: ELF awareness in our own textbooks

Think about the discussion provided in the video of this Section and do the following:

- Select a random activity from your textbook
- Describe it: To what extent is ELF awareness integrated in it? Why? Provide two or three reasons supporting your opinion.
- How would you enrich it to make it more ELF-aware? Provide as many ideas as you can.

Write your views in the text box below.

Answers

Activity 2

Metalinguistic: Sentences 1, 3, 6, 7, 9

Metacognitive: Sentences 2, 4, 5, 8, 10