

2.1 ELF-aware teaching

Transcript

Slide 1

In this Course, we have highlighted time and again the importance of **awareness**. Awareness is important because it helps us realize what we do, when we do it and for what reason we do it, and this is really important when we're dealing with using, teaching, and learning English in today's globalized world.

In this section, we are going to focus on how awareness will help us become better teachers and respond to our learners' communicative needs.

Slide 2

Let's begin with Activity 1. Please take your time to carry out this activity before you go on with the rest of this video. It will help you clarify certain things that we have raised before in this Course and prepare you for opening up to becoming more aware and more critical of different aspects of English language using, learning and teaching.

Please think about and provide your response to the following questions:

1. Do you believe that your EFL learners **use** English outside your EFL classroom? If so, **where**? Can you offer some examples?
2. Do you believe that ELF is **useful** in your EFL context? Why? Why not?
3. If so, do you think that ELF should **replace** or become **integrated** within EFL? Replace ELF or become integrated within it?
4. Do you believe that it is possible to **teach** ELF?

I realize that these are not simple questions to tackle, but give it a go. If you haven't done so already, click the link under the video to do this Activity.

Slide 3

Let's begin by setting the record straight. There are a number of prerequisites to understanding the concept of **ELF awareness**, and most of them we have alluded to before in this Course. Let's refresh our memories:

1. Many EFL learners are **ELF users** (to some extent) outside the EFL classroom. Our learners use English, to some extent, and this is something we should highly respect and take advantage of in our teaching.
2. As far as linking ELF with EFL is concerned, ELF should **not replace** EFL—it should become **integrated** within it. Although not every ELF scholar agrees with this tenet, EFL has many positive things to offer, not least of all a long tradition of practice on syllabus design, instructional methodology and assessment.
3. **ELF is not a linguistic variety that can be taught**, in the same way that EFL (i.e. Standard English) is. If ELF has a defining characteristic, it is its fluidity and variability. Different non-native users of English use ELF differently and, while the strategies and skills they use during their interactions can be researched and analysed, this is not always the case with the language they produce, at least for the time being.
4. And this is precisely why we're claiming that ELF is not a thing (i.e. a language) but a **way** (i.e. skills and strategies). For this very reason, ELF is far more interesting and far more attractive to us as teachers and, since it adds an extra dimension to EFL practices, which centre around a standard language, it can be used as an additional set of skills for learners of English that will help them not only communicate better but also become more realistic, more critical and more open-minded.

Slide 4

But what is **ELF awareness**? This is how we have defined it:

It is "...the process of engaging with ELF research and developing one's own understanding of the ways in which it can be integrated in one's classroom context, through a continuous process of critical reflection, design, implementation and evaluation of instructional activities that reflect and localize one's interpretation of the ELF construct."

(Sifakis & Bayyurt, 2018: 459)

This definition implies that ELF-aware teachers are responsible for integrating the skills, strategies and critical response to communication in English, and the only way to achieve this is by judging for themselves to what extent they can experiment with activities that promote this perspective (we will see how further down in this video), and keep evaluating the impact of these experiments.

Slide 5

Let us look a little deeper into what actually makes up ELF awareness. Don't get fooled by the term "ELF awareness", it **does NOT only mean "awareness of the existence of ELF"**. There are three sides to ELF awareness.

- Awareness of language and language use
- Awareness of instructional practice
- Awareness of learning

Slide 6

The first component of ELF awareness, **awareness of language and language use**, is what I've just referred to as "awareness of ELF". This implies being exposed to different examples of ELF communication and noticing how ELF works, both at the "surface" (or observable) level of syntax, morphology, lexis, and phonology, and at the deeper (or hidden) level of pragmatics and sociocultural characteristics.

Becoming aware of language and language use means becoming sensitive to it, it means noticing its various detailed (obvious and less obvious) features, being alert to any deviations from what is expected, and trying to understand *why* this type of discourse is produced in this specific interactional context. And, as communicating in any language (and all the more so for English) is a very complicated array of processes, you need to understand *what* we do when we communicate, we need to understand processes like languaging and translanguaging.

Finally, in this first component of ELF awareness, we need to not only understand **how ELF works** in interactions, but what our **own reactions, feelings, and convictions** are regarding these processes. As teachers who want to know more about ELF, becoming ELF aware means becoming conscious of our own preconceptions about key concerns surrounding ELF: concerns like normativity (is Standard English relevant when non-native users are involved? To what extent?), appropriateness, comprehensibility, ownership.

A lot in ELF awareness has two sides: one side is the external world, where ELF happens and where EFL teaching happens. One other side is the world inside of ourselves, our own deepest convictions, feelings and desires with regard to ELF and EFL teaching. The same is the case for our learners. So, in practice, awareness of language means develop **metalinguistic activities** in the Foreign Language classroom. These activities run in parallel with the ordinary activities and tasks of our EFL textbook but ask learners to reflect about the **why—why does ELF communication work as it does?** Metalinguistics means asking about a linguistic event, and later in this section we will see examples of such activities in practice.

Slide 7

The 2nd component of ELF awareness is **awareness of instructional practice**.

We tend to forget that, while teachers have the leading role in the classroom, this role is sometimes undermined by other elements, such as the textbook, or the syllabus used. For this reason, for ELF to be integrated within EFL, teachers should be fully aware of their own **teaching context**.

First of all, they have to be aware of their **own teaching practice**: what they do and do not do. How can this be done? Well, the best way to go about it is to record a random lesson, then listen to it and focus on yourself: what you say and what you do, how you're steering the whole process.

Then, teachers have to be aware of the **curricular situation** – what does it focus on, what does it prioritise, is it more testing-oriented, is there room for experimentation, how is the textbook structured, to what extent is it amenable to adaptation, and so on.

Another concern that teachers should become aware of is their **own personal theories** about instruction, corrective feedback, meeting learners' needs. Forget about what others say, what do *you* think is the right way to teach? Being conscious of your own convictions is a must in becoming ELF-aware.

And of course, we should not forget that teachers are also users of English. It is essential that they become aware of their own traits, and also their anxieties and concerns as language users. Why? Because, in the EFL classroom, teachers are role models, they personify, and exemplify, how ideal communication in English should be for their learners. This component of ELF awareness has the teacher think about their roles as users, role models and, ultimately, professionals.

For example, if you believe that *any* ELF interaction is fundamentally flawed, and if you are convinced beyond any shadow of a doubt that Standard English has *all* the answers to communicating in English with anyone at a global level, then you may believe that it is wrong, or even unethical, to even attempt to integrate ELF in your EFL teaching context, because it runs contrary to what you consider to be true. And this is why changing this perspective is essential in ELF awareness.

The same, of course, is also true for learners. They should *also* become aware of the origins of their convictions if they want to change them and become successful ELF users. The way to do this is by engaging them in **metacognitive activities**: metacognitive activities are questions that focus on the origin of these perceptions. They go to the root of the problem and ask directly: *Why?*

Again, as with metalinguistic questions, we will see examples of such activities in practice later in this section.

Slide 8

The third component of ELF awareness is **awareness of learning**. In the section on Learning, we explain why and in what ways language learning is hugely influenced by language use and by teaching. Being ELF aware means recognizing the important and perhaps primary impact of use on learning. So, it is the job of the ELF-aware teacher to prompt learners to realize that they use English outside the context of the language classroom, that they use it extensively and creatively, and that, since this is the case, perhaps English is *not* a foreign language to them (in the same way that, say, French or Arabic might be).

What is the definition of “foreign”? Something that is not part of our authentic, real life, something that we “visit” only when we go to school, something in which, ultimately, we will *never* be masters of! – because, who are the masters of English language use? The native speakers of course!

How can this type of awareness be developed in practice? In two ways:

- ✓ By **integrating authentic tasks** with realistic communicational goals, that ask learners to use English with the same motivation and creativity that they employ when they use it outside the classroom.
- ✓ And by asking learners to **reflect on their own convictions** about what works in communication in English – so, further metalinguistic and metacognitive questions!

Slide 9

So, we have established that ELF awareness can be prompted through the use of **reflective questions** that ask learners to think, critically, about things that go beyond the mere acting out of a part in a communicative activity or carrying out a grammar drill, or producing a summary of a text, or doing an activity that is exclusively language-based.

So far, we have referred to 2 types of such reflective questions:

- **metalinguistic questions**, that ask learners to reflect about **why ELF communication works the way it does** – for example, why there are deviations from the so-called “norm”, what purpose they serve and how they help render interactions involving non-native users successful and effective, and
- **metacognitive questions**, that ask learners to focus on **the origin of their attitudes, beliefs, perceptions and convictions** regarding English, prompting them to go to the root of these perceptions and asking **why**

they hold these beliefs – for example, why they may believe that native speakers are better communicators or users of English in *any* and *every* communicative situation.

Click the link under the video to do Activity 2. In this activity, you will see 10 sentences with reflective questions for learners. Can you say which of those are metalinguistic and which metacognitive?

Remember:

- Metalinguistic questions: prompt thinking about language—and ASK: What is going on? Why is it going on?
- Metacognitive questions: prompt thinking about thinking—and ASK: Why do I hold these perceptions / convictions (about native speakers or corrective feedback and so on)?

Stop the video NOW and go to the pdf with the 10 questions [-> **click the link under the video**].

Characterise each one of them as metalinguistic or metacognitive. Take your time. We are, right now, at a decisive moment, as we're looking at examples of the types of questions that will be embedded within the typical EFL activities and tasks, in order to render them more ELF-aware. So, please take this Activity seriously and take your time. When you're done assigning each question to one of the two types of reflective ELF-aware questions, and only then, continue with the video.

Slide10

OK then, let's see what we have here. The first metalinguistic question, on the top left-hand corner, is supposed to accompany a video of people speaking in English. The question focuses on identifying the "linguistic" identity of these people (are they native or non-native), and prompts learners to listen NOT only for the meaning of what they're saying (which is ALL that textbook activities care about) but also for the extent to which they are native or non-native. An interesting question that asks learners to focus on different aspects of language and think ABOUT language. As you notice, the second question asks them to think even further, about the reasons for identifying speakers as native or non-native.

The metacognitive equivalent of these questions shift the focus on the learners' OWN perceptions and judgments about the use of English by these particular speakers: "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")?" These questions HAVE to be asked, because we all have feelings and convictions about the people who

use English, and it is OK to talk about these feelings. In fact, in the world of ELF awareness, talk about feelings, reactions and convictions is a must!

The questions in the second row underneath “metalinguistic” focus on the notion of error and the reasons behind the occurrence of errors in interactions involving NNSs. Another question ABOUT language. The metacognitive question, again, shifts the focus on the learners and makes the matter personal – we HAVE to think about ourselves and our OWN perceptions about errors. Again, this is hardly ever done in the EFL classroom, in fact it could be argued that talking about these things is a big no-no, a taboo.

Finally, the last question: “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?”. This question, identified as “metalinguistic”, refers to code-switching or translanguaging, i.e. using words or phrases from other languages. The question asks learners first of all to NOTICE that something like that actually happens, appreciate that it is OK when it happens, and then to try to explain WHY it happens and HOW it can actually move forward interactions involving ELF speakers. As expected, the metacognitive question shifts attention to the learner’s own reaction to this phenomenon, it refers to feelings when the phenomenon of translanguaging occurs.

Slide 11

The next pair of questions refer to what you do and how you feel when others don’t understand what you’re saying. The first is metalinguistic, the second metacognitive. Both refer to the issue of intelligibility and comprehensibility, or being understood when communicating with non-native and native speakers.

And finally, the last pair of questions refer to your self-perception as a user and a teacher of English; the differences and pressures of using and teaching, of the culture of the classroom and the realities of genuine interaction, and, of course, of the roles we’re playing as teachers and the obligations we undertake.

Slide 12

So, in light of the above, let’s recap. What you should know when it comes to achieving ELF awareness:

First, know thy **teaching context**—

- Who you teach, why, when, to what purpose, and, most importantly, HOW. Each teaching situation is unique and every experience you’ve had with teaching is invaluable, it makes you richer as a teacher (provided you are reflective about your practices)

Secondly, know thy **learners**—

- Teaching SHOULD be about the learners, not about the teacher. In an ideal educational world, each lesson should end with the teacher thinking long and hard about what his/her learners have REALLY learned that day.

And finally, know **thyself**—

- Be aware of your perceptions, beliefs, and convictions about your own role as a teacher: as a guardian or custodian of Standard English (or “proper English”) for your learners as opposed to your role as a facilitator and prompter of authentic interactions that motivate your learners to be themselves and gain confidence from everything they do in the language classroom.

Slide 13

ELF awareness is about embracing change—this will often mean putting our convictions under the microscope and be as open as possible about them, and perhaps consider changing them completely. Convictions concerning:

- The **true impact of teaching on learning**: What is taught is not always what is learned (or even what is learnable, as we have seen with the Lingua Franca Core of pronunciation in another section of this Course). In other words, our learners will NOT ALWAYS learn what we expose them to. This means we have to rethink the syllabus and we most certainly need to consider changing the ways we correct and provide feedback.
- The **link** between what **we do inside the EFL classroom** and **what learners do outside the classroom in the ELF world**. The latter should inform the former.
- Even if you disagree with some, most, or even ALL of the issues raised in this Course (about ELF awareness), you should at least appreciate that thinking about these fundamentals of EFL teaching offers unique opportunities for growth, both personally and professionally, it will help you expand your knowledge base significantly and become up to date with current concerns that have to do with using. Learning and teaching English.

After all, ELF awareness is so much MORE than a mere awareness of ELF.

Slide 14

So, with ALL the above in mind, let us now consider closely some examples of applying ELF awareness in the EFL language classroom. What would integrating metalinguistic and metacognitive reflective questions look like within the familiar EFL context?

We want these suggestions to be as realistic as possible, so we have chosen to work with a particular EFL textbook and see how the activities of an entire Unit can be made ELF-aware.

Slide 15

There are other reasons why we choose to work with an **EFL textbook**, apart from our familiarity with them. Now, these are typical characterisations that refer to courseware across the board, and it is certainly the case with the textbook we have selected as an example for this section—perhaps these features may sound familiar to you?

First, textbooks typically use topics that on the surface are culturally and interculturally sensitive but do not fully exploit them. They offer opportunities for further engagement and reflection and this is what we're going to be doing with them.

Then, they typically tend to integrate tasks that are traditional, in the sense that they focus on teaching learners the structures and functions of language while using tasks that are reminiscent of language tests (e.g., comprehension-checking activities, or other activities that are not all that authentic communicatively).

And finally, you will not find in textbooks reflective, metalinguistic and metacognitive questions—as already mentioned, textbook designers are interested in teaching the language, but the inputs and activities offer ample room for reflection!

Slide 16

Ok then, let's begin. For this example, we are going to use an entire Unit from a book series called "ThinkTeen", that is used in Greek state Junior High Schools. This particular Unit is taken from the book for the 2nd Grade of Junior High School and is targeted at advanced students. You will see the various inputs and tasks on the slides here in the video, but you should also check them out at your leisure in the pdf that accompanies this video. Let me also point out that we cannot show you the actual photos of the textbook excerpts here, but you can access them yourselves directly, if you wish, from the link to the actual textbook (which is openly available online) in the same pdf. So, be sure to download the pdf of this Unit before moving on with this discussion. I will be guiding you throughout this discussion and telling you at which points to study the different aspects of the textbook lesson in the pdf and at which points to continue with the video.

→ http://www.pi-schools.gr/books/gymnasio/aggl_b_prox/math/9-26.pdf

The Unit begins with a collection of photos of young teenagers of both sexes and from all over the world at the top. I would like you to carefully consider the two questions that accompany this photo, together with the examples. Stop the video now and look at these questions. What do you make of them?

Slide 17

The two questions present two interesting examples of two ways to look at culture: a large culture approach, which reduces culture to essential features of ethnic, national or international groups and equates large groups with homogenous ideas of culture (in this sense, having slanted eyes is identified as related to people who come from Asia); and a small culture approach, which finds culture in all types of social groupings, wherever there is cohesive behavior.

What we see in question 1.1, therefore, is that the focus on place is linked to the characteristics of people supposedly from that place. This is part of a LARGE CULTURE tendency, which links a place, a people, a culture, and language as a package which conflicts with the way much of the world is.

In question 1.2, we see an encouragement to spot commonalities across societal and other lines (e.g. ethnic), an encouragement helpful for the SMALL CULTURE interpersonal approach.

Be sure to check the section titled “Large vs. Small cultures in ELT” in this Course, where the notions of small and large culture are discussed more extensively.

Slide 18

Task 2.1 follows on from questions 1.1 and 1.2. Stop the video and consider them carefully either on your video monitor or the pdf. Look at the description of the context and then consider the questions. Again, see what strikes you as interesting from the point of view of the concerns discussed earlier. Stop the video now and take your time to think about these issues.

What can be noted here is a tendency to press on with the large culture approach, and we see this with the concrete linking of climatic conditions (the weather) with very specific cultural differences (such as clothing and hobbies).

Slide 19

How can these questions be made more ELF-aware? With the introduction of metalinguistic questions, of course! With regard to raising learners' metalinguistic awareness, we can invite them to first of all think about the English that Tiki and Nuru would use (What kind of English would Nuru and Tikki use to communicate with you?), and then focus on issues that are more related to our ELF concerns, such as the importance of Standard English in this context

(Do you think it would be British or American English?), intelligibility and comprehensibility (Do you think you may have a problem understanding them? What would you/they do in order to be understood?)

Slide 20

How can we incorporate a small culture approach in this task? Here are just two examples, that give a small culture flavor to the use of English used by Tiki and Nuru. The idea here is to have learners think about specific uses of English and their links to the identity of their users (In what ways would the English used by Nuru and Tikki help them understand and appreciate their cultural differences? In what ways would it help them “connect” and identify their cultural similarities? This can only be achieved through these metalinguistic questions.

These are very interesting questions that have probably never been asked before in the EFL classroom. However, such questions are entirely relevant to the Unit in question, they are directly linked to the topics raised in the Unit and require no more extra materials from the teacher other than learners’ imagination (based on their previous experiences, of course). All that we’re doing here is to prompt learners to think with reference to their own experiences of using English outside the classroom, but with reference to the SPECIFIC situation raised in this textbook Unit.

These questions can go even further. For example, if the classroom context allows it, we can ask learners to focus on similarities despite climatic conditions and prompt them to wonder about, say, Islamic ways of living distributed across the globe (from northern Sweden to South Africa etc.).

Slide 21

Let’s move on. Consider task 2.2, which asks learners to complete a table with information provided in an article that is given underneath.

Stop the video and look at the task and article description (you can also see it in the attached pdf).

Slide 22

Consider now tasks 2.3 and 3.1 (stop the video to do that—of course the tasks are also available in the pdf).

As you see these tasks and written input, think about what types of questions these tasks include, what they aim at and how they can be made more ELF-aware, with the introduction of metalinguistic and metacognitive questions.

Take your time to consider this question before moving on with the rest of the video.

As you can see, the three tasks provided here (2.2, 2.3 and 3.1) all focus on making sure that the learners have understood the information provided in the article, and do a bit of grammar training. 2.2 centres around a table that collects essential information about peoples' characteristics and the scientists' opinions. 2.3 also checks learners' comprehension of key points in the article. And 3.1 focuses on form, in this case, helping learners understand the function of the simple present and present continuous.

But there's so much MORE we can do with this input, this article. We can ask learners to think critically about the points raised in the article, instead of simply checking whether they understand its points.

Slide 23

Consider these three examples. As I hope you can appreciate, they immediately shift the focus from the article to the readers, the learners themselves. So, the first question, "This environment/physical characteristics represents an entrenched way of seeing the world—but is it really like that anymore?" openly invites learners to criticize the perspectives laid out in the article, with reference to their own experience—this is what a metacognitive question aims at.

The second question asks learners to go BEYOND the physical differences between people and focus on the much more interesting cultural and communicational differences, which will also give rise to discussions about ELF-related concerns. In this way, adding this perspective to an otherwise very "traditional" and testing-oriented lesson (one that asks learners to check whether they have understood the text they read), the lesson comes to life, the learners refer to their own experiences and the whole activity now becomes motivating and, well, ELF-aware.

This brings us to the third question. The introduction of an anthropologist in this article opens the door to asking students to be ethnographers of their own world and to describe its patterns. This is also motivating and ELF-aware. The idea of language learners as ethnographers is a well-established one and this seems a more useful starting point than linking anthropology simply to physical characteristics, something that does not really lead anywhere.

Take a moment to think about this.

How can we ACTUALLY make our learners **ethnographers** of their own world? And how can this activity be language-related, and ELF-aware at that?

Slide 24

Well, it is not very difficult at all! ALL we need is to focus on one of their more favourite activities, or hobbies. In this case, video games!! As you can see, the first two questions focus rather “innocently” on video games as activities both in themselves and in terms of communicating with other teammates. But the third question draws the focus on the communication itself. What do we expect our learners to talk about? Well, we expect that they will talk about ENGLISH, since English is the global lingua franca of video games. More interestingly, though, they will talk about the English that THEY use, their OWN ENGLISH. And, through these questions, and other similar ones, of course, learners will have the opportunity to become aware of the fact that ELF exists, that THEY use ELF in their interactions, that this ELF that they use is meaningful and purposeful, and that, while using ELF, they ALSO develop certain SKILLS that they perhaps were not aware of.

And this is how we can take a rather average activity and make it ELF-aware! These metalinguistic and metacognitive questions do NOT have to dominate the entire lesson (they can, of course, if the teaching context allows it). They can be added as an additional FLAVOUR, as a “touch” of ELF-awareness that will take no longer than 5 minutes. You do NOT have to use ALL of these questions. What we are offering here is just an example. Even ONE single metalinguistic and/or metacognitive question would do, if, for example, you happen to be teaching in a very strict, testing-centred context. What I wanted to show you is what these ELF-aware questions look like.

Slide 25

I also want to underline that we should not be afraid of incorporating such metalinguistic and metacognitive questions in our lessons, as much as possible. Let’s do a bit of practice with Activity 3.

Click the link under the video to do this Activity 3. Have a look at these ELT activities. The activities follow on from the ones that we have been looking at. To ease your task, we’ve included these ELT activities in the next two slides of this video, i.e., slide 26 and slide 27, you can view them from there if you wish.

On the basis of what we have been discussing so far, how would you go about integrating tasks to render them more ELF-aware? You know the way to do it: Try to think of metalinguistic and metacognitive questions that can be linked to the topics of the activities!

Write down your ideas and suggestions. Stop the video now and do take your time to consider this Activity. Carrying it out will help you significantly towards completing the Final Assignment for this Course.

When you finish, and ONLY then, continue viewing the video.

Slide 26




4. Talking about us

4.1 Describe someone from your class. Can your classmates guess who it is? *E.g. She wears glasses. She's holding a pencil case. She likes sports.*

4.2 Work in pairs. Ask each other questions to find out about your habits. You can use the ideas below.
travel abroad / go to festivals / go to the cinema...

5. A child's life in...




5.1 Imani lives in Sungo, a village near Lake Malawi in Africa. She is taking part in a documentary about the lives of children around the world. Listen to her talk about her daily routine and complete the chart below.
(1) [7:00] get up, prepare breakfast, (2) (3), sweep school. (4)[10:30] classes begin.

   26

Slide 27

5.2 Complete the clock diagram with your daily habits. Use your notes to compare your daily routine with Imani's. What do you have in common? Are there any aspects of her life that you like / don't like? What are they?

Let us see how we could make these ELT activities **more ELF-aware** by **integrating** some **metalinguistic** and **metacognitive** questions!

   27

Slide 28

Have a look at the questions we suggest here. As you can see, they relate to the topic of the textbook activities but make them more personal to the learners, they aim to have the learners IMAGINE certain things, associations, communications, identities, and, in this way, make the ordinary and rather

stereotypical textbook activities extraordinary and motivating, even potentially exciting.

Have a more careful look at these questions. Can you notice how they start and how they proceed? They are not randomly placed. Their place has a function. In order for ELF-aware activities to be captivating, they should start from the more general and go to the more specific; from the typical and expected to the more atypical and unexpected. As you will see, as with the previous examples, the first TWO questions (Would you like to get to know Imani? and What would you learn from Imani that you did not know before?) are “warm-up” questions, they serve to prepare the learners, they allow, in fact, they invite personal opinion and speak not to the logical mind of the EFL learner but to the sentiment and identity of the non-native ELF user. Even if the responses that you get are stereotypical or even xenophobic (i.e., “No, I would not like to get to know Imani” and the like), you, as the teacher, will have the chance to FRAME this LARGE CULTURE perspective (by asking further metacognitive questions) and make learners aware of the importance and reality of the SMALL CULTURE that Imani occupies and that both the learner and Imani might even share. That would be a positive lesson in intercultural competence in itself and, of course, an excellent first step towards ELF awareness.

You will then see that the next questions on this slide focus on English. These questions have both a metalinguistic and a metacognitive character, depending on how you would handle them. Even in this array of questions, we start from the easier and more obvious and work up to the harder and more personal. Thus, “Do you think that Imani speaks English?” is a very simple Yes/No question (to which we all expect the answer to be yes) and “What level would you say her English is?” is also straightforward. The questions that follow are ore demanding because they bring up the learners’ personal perspective—you can establish to what extent their response reflect a LARGE or SMALL CULTURE perspective and act accordingly.

I hope you can see by now what the pattern is: frequency of ELF use, opinions about intelligibility and concerns about the link between correctness and effectiveness in communication. The last question, “Do you think that Imani has/needs a B2/C2 formal certificate? Why?” is a shameless, tongue-in-cheek, reference to the importance, or lack of importance of the high-stakes certificates of proficiency, that are so valued in certain contexts.

As already mentioned, your job is to see what your teaching context allows and be as extensive, intensive or brief as necessary. You can allow brief responses and try to work some more detailed answers. You can also allow the use of the learners’ mother tongue, if the class is a monolingual one, or whatever language your learners feel at home with.

Slide 29

So, let's pause and take stock on what we have learnt so far with regard to designing ELF-aware activities.

We have pointed out, with examples, that it is in fact possible to **integrate ELF within EFL**. How do we achieve that?

First, we do not pretend to teach English (any type of English). We allow EFL to do that, EFL knows very well how to do that because EFL textbooks have been doing it, very successfully, for decades.

Secondly, ELF-aware tasks do NOT teach ELF. ELF awareness aims to expose learners to different aspects of ELF and prompts them to:

- ✓ Find and expand on their own **ELF speaker persona**, and gain **confidence** as NNSs while they do that, and
- ✓ **Open up towards ELF and its concerns**.

In other words, EFL learners carry out the various EFL activities and

- (a) **feel at home with their own discourse** (pronunciation, grammar, and so on) while they do it, as long as they do it **effectively** (see the points made earlier and in other sections about intelligibility and comprehensibility), and
- (b) **reflect** about key ELF-related concerns (through the metalinguistic and metacognitive questions set by the teacher), such as the ownership of English by themselves, the native speakers, anyone who uses it really, the usefulness of Standard English, and so on.

In doing both (a) and (b) the learners gain confidence as ELF speakers and ALSO develop an understanding of how the world around them works WITH English, and, in this process, may also change (or transform) their own deeply held convictions about all these issues.

And this is what the job of the ELF-aware teacher who works in an EFL environment is: to BOTH teach EFL and ALSO facilitate interactions, provide appropriate feedback, and boost her learners' confidence—ALL this to the extent that her teaching context allows!

Slide 30

Let's finish this Section with a final example. Have a look at this and the following slide (alternatively, you may wish to look at the pdf). These activities attempt to teach descriptive language. There is a "model" text (on the next slide) and two activities (on this slide). The information on both of these slides is on the same page of the textbook, which is divided in two columns. What you see here




appears on the left column. Now stop the video and read through activities 6.1 and 6.2. When you finish, continue with the next slide.

6.1 Read what Eva wrote about her new friend, Olga, in a letter to her English penfriend and take down notes about Olga. Compare your notes with your partner's.

1. Size and body: 3. Family: 5. Interests:
2. Physical details: 4. Her past:

6.2 You have decided to enter a creative writing competition. The title of the competition entry is: "Describe an interesting person you know or a person who makes you happy". Consider the following:

1. What are some important details about this person's appearance and character? Make a list.
2. What order should you put your information in?
3. How will you make your beginning or ending information?

   30




Slide 31

This is the text that the previous activities refer to. Stop the video now and go through the text.

When you finish, think about the type of metalinguistic and metacognitive questions that you can design to render these activities ELF-aware. Any ideas? Stop the video and note them down.

6. Writing a description

I want to tell you about a new friend of mine. Her name is Olga, she is my age and we're in the same class. ... She's got long fair hair ... not very tall but slim and fit. // Before she moved to my town Olga lived in Kiev ... Her parents are very likeable and friendly. ... // Olga and I sit together in class. She's very good at maths – not like me! I help her with her Greek when she doesn't understand something. We make a very good team. ... We listen to the same kind of music. ... // When she first came to school, some boys in the class made fun of her, which was not so nice. But she talks to everyone – even to those horrible boys. She's a very friendly person and we really understand each other. ... // Olga may not be from Greece but I don't care because we have a lot of things in common and it's never boring when we're together. I like her very much. She's great! I'm really glad that I met her.

   31

Slide 32

Here are some examples of such activities. Go through them and think about the following: Can you see a progressive pattern in the order in which these questions appear? Can you spot which of these questions are more metalinguistic and which are more metacognitive? Stop the video now, have a careful look at the questions, then continue viewing.

The pattern here is to go from what we notice is the case with Olga and her classmate, to our own perceptions about English. The first three questions are metalinguistic; they aim to make our learners realize what is NOT mentioned in the text, the possibility that Olga and Eva use English as a lingua franca in their own interactions. This raises some interesting issues that can be discussed about the dominant language of the classroom (in this case, Greek)—for example, the fact that English may be used as a neutral, non-threatening way of interacting in this specific context (since English and ELF in particular, is the remit of every non-native speaker, whereas this is not the case with Greek, as the language of the majority of the classroom).

Then the questions that follow focus more on the learners in your own classroom context. What do they do with English themselves? Do they have similar experiences with classmates or other friends and acquaintances? There is a question about code-switching and translanguaging, on the function of Standard (or “perfect”) English in interactions involving non-native speakers, and on intelligibility and the importance of accommodation skills. These questions are also metalinguistic, but the one that talks about “perfect” English and the following one, “What would “perfect” English be for you?” raise metacognitive issues that the teacher can “stretch” as much as they like. The point here is to think about our own thinking processes, our own convictions about what we consider to be correct and true, and try to transform it if we believe it is dominated by a LARGE CULTURE orientation.

Slide 33

We have reached the point where you should now try to apply what you’ve learned in this section to your own teaching context. Do the following:

Begin by selecting a random activity from your textbook. It can be any activity, but better make sure that it has some sort of input (a reading or listening text, a set of pictures, or something that the learners can be exposed to). It can also be a set of activities around the same topic (as we’ve done with the textbook excerpts we have used here).

Once the activity has been selected, consider it carefully and note the extent to which it is ALREADY ELF aware. If so, to what extent? You don’t have to do any

kind of measuring here, this is not the point, but simply try to establish how ELF-aware (or not ELF aware) this set of activities is. Explain what makes them ELF aware or, alternatively, what is missing from these activities in order to become ELF aware. Try to give a few reasons either way, using the criteria we have adopted in the previous discussion.

Finally, say how you would integrate the element of ELF awareness in this set of activities. Be as imaginative as you can, but follow the ideas, suggestions and principles laid out in this Section, and look for questions that prompt learners to think metalinguistically and metacognitively.

It would be great if you could use these examples in your actual classroom and let us know in the Forum what happened. We really look forward to hearing from you! After all, this is the type of task you will be required to do in the Final assignment.