Activities

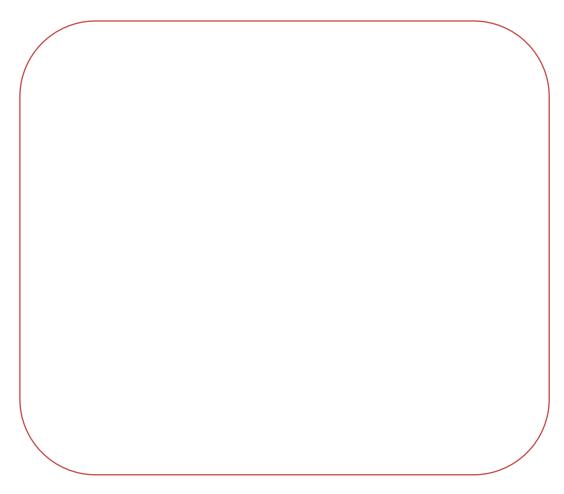## Activity 1: What do we teach and why?

Think about your own experience as a teacher of English, focusing on what exactly we usually teach in our classrooms, or else, what exactly we want our learners to acquire or develop through our teaching.

- What kinds of knowledge, skills, values and/or attitudes do you generally focus on promoting in your classroom(s)? Make a short list, starting from the items you feel are most important.

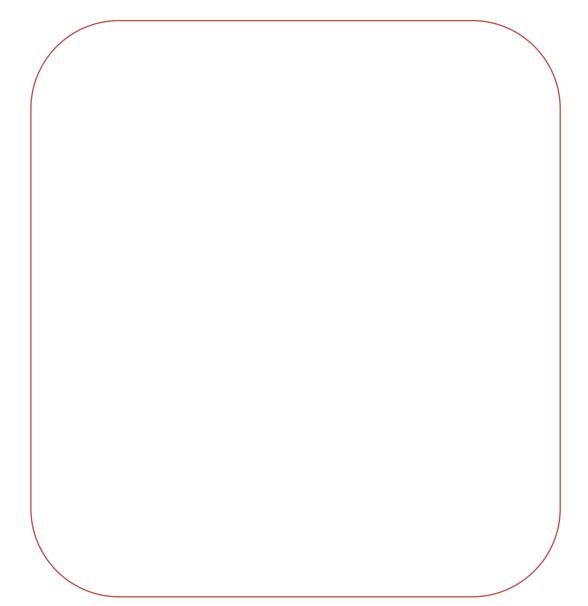Write your views in the text box below.

Activity 1: What do we teach and why? (Continued)

Several people, including teachers, argue that, in EFL classrooms, teaching practices generally aim at helping the learners acquire native-like competence. As they also argue, this is because the native speaker of English (e.g., a typical British person) represents an 'ideal' user of the language.

- Think about the list you have provided. To what extent would you say that your own teaching practices focus on the development of native-like competence?

- As a teacher and as a person, in general, to what extent do you agree with the argument that the native speaker of English is the 'ideal' user of the language? Why?

Write your views in the text box below.

Activity 2: Typical EFL and ELF-aware teaching

This Activity aims at helping you explore the ways in which typical EFL teaching practices could be enriched through an ELF-aware perspective.

Read the following statements. Do they refer to a typical EFL perspective or an ELF-aware perspective? Write "EFL" or "ELF-aware" in each cell.

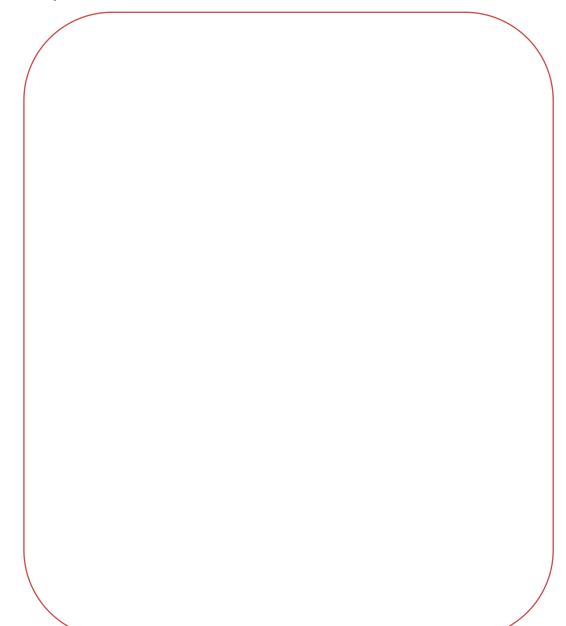|	
1. When this perspective is adopted, teaching practices focus on the development of communicative language competences that are necessary for effective communication with native speakers.	
2. When this perspective is adopted, teaching practices focus on the development of communicative language competences that are necessary for effective communication with native and non-native speakers.	
3. When this perspective is adopted, the learners are usually exposed to the ways that both native- and non-native speakers use the language (e.g., through authentic videos) so as to see how effective communication may be established among speakers from various linguistic and cultural backgrounds.	
4. When this perspective is adopted, the learners are mainly exposed to the ways that native speakers use the language (e.g. through authentic videos) so as to see how effective communication may be established among them.	
5. When this perspective is adopted, the learners are engaged in communication with each other and with other non-native speakers so as to see for themselves how they can co-operate to achieve mutual understanding.	
6. When this perspective is adopted, the learners are engaged in communication with each other and hopefully with native speakers so as to see for themselves how they can adapt their English to the way native speakers use it.	
7. When this perspective is adopted, emphasis is placed on grammatical accuracy, vocabulary acquisition and fluency, often overlooking the significance of intelligibility and the use of strategies (e.g., accommodation, translanguaging) in certain contexts.	
8. When this perspective is adopted, emphasis is placed on intelligibility and the use of strategies (e.g., accommodation, translanguaging), without overlooking the significance of grammatical accuracy, vocabulary acquisition and fluency in certain contexts.	
9. When this perspective is adopted, the promotion of the learners' self-awareness through reflection on various issues (e.g., the role of cultural diversity) is highlighted, often without placing much emphasis on their own views, attitudes and practices as non-native users of the language.	
10. When this perspective is adopted, the promotion of the learners' self-awareness through reflection on various issues (e.g., the role of cultural diversity) is highlighted, placing emphasis on their own views, attitudes and practices as non-native users of the language.	

Activity 3: Advantages, disadvantages and challenges of ELF-aware teaching

Think about the discussion provided at the video entitled "The content of ELF-aware teaching", as well as at the videos in other sections you have gone through (e.g., 'Using English', 'Teaching English').

Based on your own knowledge and experience as a teacher of English:

- What advantages and/or disadvantages can there be in enriching your own teaching through an ELF-aware perspective?
- What challenges or obstacles could there be and how could you overcome them?

Write your views in the text box below.

Answers

Activity 2

Typical EFL perspective: Sentences 1, 4, 6, 7, 9
ELF-aware perspective: Sentences 2, 3, 5, 8, 10