

## 5. Final Assignment

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### Transcript

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#### Slides 1- 2

Congratulations! You have reached the end of the main body of the ENRICH Course. In this section, we will discuss what you need to do in the final assignment of this programme!

#### Slide 3

Let' s begin by reviewing what you have covered so far.

Among other things, you know about:

- ✓ English as a lingua franca (ELF) and its functions in interactions involving non-native users; you also know about the skills and strategies that are necessary for ensuring effective ELF interactions.
- ✓ We have discussed what is needed in order to deal with cultural issues, multilingualism, and linguistic diversity.
- ✓ We have discussed the issues and the challenges involved in applying ELF in the EFL classroom—through the practice that we have called “ELF-awareness.”
- ✓ We have incorporated sections about pedagogical areas that can contribute to raising ELF awareness (such as task-based learning, CLIL, ICT, corpora, and assessment).
- ✓ And finally, we have discussed the tools needed to develop lessons and use lesson plans as a means of evaluating these lessons.

#### Slide 4

What are you required to do now in the final assignment?

First, you have to **design** an ELF-aware lesson plan for your own teaching context, your own learners. In order to do that, you will need to go back to your notes on different sections of this Course (we'll see which ones a little further down in this video) and, needless to say, you will have to think in some detail about the specifications of your own teaching context.

Secondly, you have to **teach** that ELF-aware lesson. If you can, if you're allowed and if you want, please audio or video record that lesson.

Finally, you have to **write a report** of between 500 to 1000 words (or more, this is entirely up to you, there's no real limit, we REALLY want to have your experiences). The report should be a personal evaluation of your taught ELF-aware lesson. In order to complete the evaluation report, you will need to refer back to the Course input and use the same ELF awareness criteria that you used for designing the lesson.

## Slide 5

Let's have a more detailed look at each of these stages of the final assignment.

The first stage is that of **designing** the lesson plan. You need to select a classroom context that you know very well. Because, as expected, you have to provide:

- ✓ the **profile** of your learners (you will find information about this in section 3.1.2)
- ✓ the **target situation** (look at section 2.3.1 for more information)
- ✓ and a description of the **teaching methodologies** that you use with this specific class (have a look at section 2.3 for this).

Once the above information is collected, the next important step is to draw the features and criteria for **ELF awareness** that you believe to be relevant to your teaching context, from the Course sections. In order to do this, go to the section where ELF is introduced (section 1.1) and "extract" from it what you believe to be relevant. Also, go to the section that discusses linguistic diversity (1.2) to see how you can more comprehensively define your learners' linguistic and cultural background.

## Slide 6

OK, these are the first steps, approaching your teaching context and selecting the first ELF-related criteria.

What you need to do next is consider the **syllabus** and **textbook** that you typically use with this class of yours. Please remember that sometimes the syllabus is provided separately from the textbook, at other times, though, you may have no knowledge of the existence of a syllabus and you may be following the textbook's contents. So, with these in mind, try to locate how the syllabus and the textbook approach:

- ✓ the teaching of cultural issues (look at section 2.2.2)
- ✓ the extent to which it is possible to integrate an awareness of Task-based learning, CLIL, ICT or corpora (see sections 2.3.1, 2, 3 and 4 for this), and
- ✓ assessment (discussed in section 2.4).

These done, the next thing to do is make a decision about what your lesson is going to be about. We need specific information here:

- ✓ Which **skills** and **subskills** are going to be targeted? For example, if you choose to focus on the speaking skill, a subskill that might interest you, that would also have an ELF-related interest, might be participating in casual conversations.
- ✓ You also need to decide if you are going to design an **entirely original lesson** or **adapt an existing textbook lesson**, or perhaps use a number of activities taken from your textbook. We are really thrilled to see your original lesson plans, but attempting to render a textbook activity ELF aware is also awesome and very welcome – we have done it too, if you remember, in discussing ELF awareness, back in section 2.1!
- ✓ Ultimately, another decision you have to make is with regard to what you plan to do during teaching, in other words, what your policy is going to be regarding **your role** during the lesson, the **roles of your learners**—for example, in the example of the speaking activities mentioned above, to what extent will you be allowing them to “be themselves” as opposed to pretending to be someone else in a speaking activity? Also, what is your policy regarding correction and providing feedback going to be? For example, are you going to be the “gatekeeper of proper English” or a facilitator of interactions? How do you plan to provide feedback (if at all)?

Remember: everything, all aspects of the lesson, SHOULD be thought out meticulously and planned in advance. Don't leave anything to chance when designing your ELF-aware lesson plan!

## Slide 7

The final part of this first phase is, of course, the actual development of the **lesson plan**. So, you have collected ALL the information about your teaching context (everything mentioned above). In order to draft your plan, you need to consider the principles of **ELF awareness** and **ELF-aware teaching**, as presented in sections 2.1 and 2.2.

While actually building your lesson plan, please follow closely the criteria and the templates provided in the **Lesson Planning and Evaluation** section (2.5).

When your lesson plan is done, and you're sure that it has all the necessary elements that it needs to have, you are ready to go and teach it!

## Slide 8

In the teaching phase, please try to follow your lesson plan as closely as possible. As with all lesson plans, no one expects that everything will go exactly as planned, there are always things that go amiss or issues that we cannot predict. In this programme, we welcome these deviations (there is no perfect lesson plan

of course and no perfect lesson anyway!). BUT, we ARE interested in seeing what you believe caused these deviations to occur!

For this reason, for reasons of clarity, it is always useful to have your lesson audio or video recorded—if this is allowed, of course in your teaching context. Don't do anything without first informing your learners, the headmaster, or the learners' parents, as the case may be. But you will see that having a record of your lesson will help you VERY significantly provide a much more comprehensive and detailed evaluation.

### Slide 9

And this brings us to the third and final stage of the assignment, the **evaluation** of your ELF-aware lesson. This is what you need to do.

First of all, as soon as you finish teaching the lesson, have your notebook handy and jot down, in just a few lines, your overall evaluation of the lesson, your gut reaction to how the lesson went, was it, overall, a good lesson, was it a lesson that was entirely different, how would you characterise it as a whole, right after the end of the lesson. Then, write down ANY observation of ANY issue (however big or small) that attracted your attention while teaching—simply make a note of anything you would like to remember from the lesson, that you are likely to forget an hour later – for example, you might want to remember what a learner did, or how you handled a particular learner reaction, anything that you deem important, however trivial.

Once finished, it is always wise to allow a few days to pass before revisiting the data from this particular lesson. So, 2-3 days after the lesson, play back the recording of the lesson and make notes on its minute-by-minute development. Again, write down what you believe to be interesting, worth noticing.

### Slide 10

Now is the time to go back to your original lesson plan. Having the lesson recording (if available) and your notes from the lesson handy, try to notice any discrepancies between the lesson plan and the lesson itself. Write down your immediate reaction and focus on what went according to plan and, specifically, what went wrong. Pay attention to those elements in the lesson plan that were not planned that well (for whatever reason). Try to discern those elements that were properly planned but did not come out as you wished in the actual lesson. And say what you would do differently, if you were to teach the same lesson again.

As a final step, go back to your notes of the **ELF-aware principles and criteria** that you used to design the lesson in the first place. Use those criteria to evaluate the extent to which the lesson taught met the principles of ELF

awareness. More particularly, focus on the criteria found in the sections of ELF awareness (2.1 and 2.2), big/small cultures (2.2.2) and teaching methodology (2.3).

### Slide 11

Now, you are ready to produce the **final evaluation report**. Here are some questions to use as a springboard for your report:

- ① What were your initial intentions while designing the lesson?
- ② What did you do differently than previously as the teacher of this specific class?
- ③ How did your learners react to the lesson? Were they favourable to the new approach?
- ④ Did your learners produce ELF discourse? How would you describe that discourse?
- ⑤ Overall, what have you learned from this experience—developing and teaching and ELF-aware lesson?
- ⑥ Write down the single-most important challenge that you encountered from this assignment—it can be anything, from getting to know your teaching context specifications to providing feedback to a particular task, its entirely up to you.
- ⑦ And finally, write down what you learned from this assignment—again, it could be anything. We and your colleagues are very eager to hear your thoughts and reactions.

### Slide 12

This is what you need to upload on the ENRICH platform as regards the **final assignment**—there are things that are compulsory and things that are optional.

What you need to upload to complete the assignment are: the **lesson plan** and **your evaluation** of the taught lesson. What you are very welcome to upload, but you do not have to if you don't want to are: the (audio/video) recording of the lesson, the notes that you took during or after the lesson, and scanned copies from the textbook that the lesson was based on (if this this what you did).

This is the end of the assignment, which brings us to the end of the ENRICH Course. As we have discussed time and again in the Course, we believe that sharing your thoughts and experiences with your colleagues, generating a dialogue with them, giving and receiving feedback is by far the best way to improve as a teacher. So, please continue to use the ENRICH Forum as a way of communicating and helping the ELF aware teacher community grow.