



Universidad
Zaragoza

Trabajo Fin de Máster

The English as a Lingua Franca Paradigm and
Multiculturality in the EFL Secondary Education
Classroom: An Innovation Proposal

El paradigma del Inglés como Lengua Franca y la
competencia intercultural en la educación secundaria:
propuesta de innovación

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Facultad de Educación
Curso 2019/2020

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Abstract

English as a Lingua Franca (ELF) is a linguistic paradigm that has been deeply researched for the last decades and that should be contemplated in the English as a Foreign Language (EFL) classroom. This necessary change is defended by scholars such as Björkman, Grazzi, Jenkins and Seidlhofer among others.

ELF as a key element in today's context of globalisation since English is considered the global language par excellence, then people need to learn it in order to achieve effective communication with both native and non-native speakers. People also need to leave their own culture aside and keep an open-minded cultural perspective while communicating with other users of English, acquiring multicultural competence.

This dissertation contains a study of the concepts of ELF and multiculturality, and their implications in the Spanish secondary education EFL classroom. Research has been made through different methods, including observation, analysis of materials, a survey and an interview. After collecting both theoretical and contextual information using these methods, the innovation proposal composed by a didactic unit aimed to 4th ESO has been designed trying to adapt the activities both to the paradigm and to students' necessities. This proposal attempted to provide secondary education students with tools and background knowledge that they may need in the future to communicate with other speakers of English in the international context. The case study represents an example of research on this field and, at the same time, contributes to the introduction of this new paradigm in the EFL classroom.

Key words: English as a Lingua Franca (ELF), English as a Foreign Language (EFL) classroom, multiculturality, English varieties, communicative competence, secondary education (ESO)

Resumen

El Inglés como Lingua Franca (ELF) es un paradigma lingüístico que lleva varias décadas siendo estudiado y que debería introducirse en el aula del inglés como lengua extranjera (EFL), un cambio necesario según expertos como Björkman, Grazzi, Jenkins y Seidlhofer entre otros.

El ELF es un elemento clave en el contexto actual de globalización, donde el inglés se ha convertido en el idioma internacional por excelencia ya que la gente debe aprenderlo para lograr una buena comunicación tanto con personas nativas como no nativas. Para ello es necesario dejar la propia cultura a un lado y mantener una actitud abierta hacia las culturas de otros hablantes del inglés, es decir, adquirir la llamada competencia multicultural o multiculturalidad.

Este trabajo de fin de máster presenta un estudio de los conceptos de ELF y multiculturalidad junto con sus implicaciones en el aula de inglés lengua extranjera en la educación secundaria española o ESO. Dicho estudio se ha llevado a cabo mediante métodos de observación, análisis de materiales, una encuesta y una entrevista. Una vez recopilada información tanto del marco teórico como del contexto gracias a dichos métodos, se ha elaborado la propuesta de innovación en forma de unidad didáctica para 4º ESO que pretende proporcionar a los alumnos herramientas y conocimiento para futuros encuentros comunicativos con hablantes del inglés en un contexto internacional. El presente estudio se concibe como una muestra de investigación en este campo y, del mismo modo, contribuye a introducir este paradigma en el aula de lengua extranjera.

Palabras clave: Inglés como Lengua Franca (ELF), clase de Inglés Lengua Extranjera (EFL), multiculturalidad, variedades del inglés, competencia comunicativa, educación secundaria (ESO)

Introduction

English is spoken by 1268 million people all over the world, being the language with the largest number of speakers (Duffin, 2020). However, a high percentage of these users are not native speakers, but learners of English – according to House (2003: 557), there are four non-native speakers for each native speaker. The main reasons behind these figures are historical, economic and political, but there are also pragmatical reasons such as the simple grammar of the English language and the fact that it is spoken in powerful countries such as the United Kingdom or the United States.

Considering this situation, it is not surprising that more and more people are interested on learning English for different purposes. In the last decade, a new movement was developed which regarded English as the global lingua franca (ELF), this is, a language that allows people with different mother tongues to communicate and that is accepted worldwide (House, 2003, 557). The ELF perspective became a paradigm in which scholars such as Björkman (2013), Jenkins (2006) and Seidlhofer (2008) among others became interested, especially in its methodologies so to apply them to the teaching and learning of the English language.

In the EFL classroom, more attention is usually given to certain varieties of English, normally British and American, while learning outcomes and assessment criteria are defined by the norms of these varieties. Nevertheless, the notion of English has changed to a more practical one in these last years, then many scholars assure that teachers should prepare learners for encountering all types of Englishes during their lives, both from native and from non-native speakers. Students should learn to respect, understand and, if possible, produce these types of variations of the “official” English language too.

The implementation of the English as a Lingua Franca paradigm in the English as a Foreign Language classroom is a current issue that researchers on the field (Seidlhofer, 2004; Jenkins, 2006; Mauranen, 2012; Hahl, 2016; Grazzi, 2017) consider not only advisable, but necessary. The traditional view of teaching a sole variety of English, rarely outside the scope of either British or American Englishes, is changing.

The appearance of these new views on the English language, known as English as an International Language (EIL) and English as a Lingua Franca (ELF), triggers that many EFL teachers start including this paradigm in their classrooms. The decision is mainly based upon the current necessity for lots of people to learn English so to communicate with other non-native speakers for a wide variety of purposes. These non-native speakers interested on learning the language for specific purposes (ESP) do not intend to master the language, nor to sound like natives, but just to get their messages across in multicultural and international contexts (Archibald et al., 2011). After considering this situation, the necessity of further research and further implementation of the ELF paradigm in the EFL classroom seems clear, and guaranteeing it is one of the main goals of the present study.

This dissertation is composed of an educational study that leads to the creation of a didactic unit based on the results of different research methods and datasets. The main purpose of the study is to reveal the knowledge that students have on the issue known as the ELF (English as a Lingua Franca) paradigm, its implications in today's context of globalisation and their awareness on multiculturalism. The didactic unit has been implemented in an EFL (English as a Foreign Language) classroom, aiming to analyse the impact of introducing the paradigm on the Spanish secondary education system. The students to whom the didactic unit is aimed belong to 4th year of Secondary Education (ESO), in the secondary and Bachillerato school or IES Goya (Zaragoza, Spain). They are between 15 and 17

years old, and approximately have a B1 level of English according to the Common European Framework of Reference (CEFR).

In order to carry out this study, the dissertation is divided into different sections that represent the steps followed to complete it. The *Introduction* sets the context, the purpose of the study and some background information about the main topic, which is ELF and its relationship with the EFL classroom. The *Theoretical framework* deepens on this topic and exposes the main principles of the ELF paradigm, regarding the importance of English in today's world, the idea of multiculturalism, the treatment of errors and the competences related with communication. The methods employed to gather the information for the analysis are explained in the section entitled *Methodology*: a survey aimed to the students, an interview aimed to their English teacher and a close observation of classroom management, including an analysis of materials. The *Results* section shows a collection of the findings extracted after the implementation of the didactic unit, which is deeply covered in the *Innovation proposal*, analysing its impact and whether it was successful or not. Finally, in the *Conclusion* the main outcomes, strengths and weaknesses of the study are summed up and there is a reflection on the possible considerations of the study in the EFL classroom.

Aims and justification

The main aim of this research project is to design a proposal of a didactic unit considering classroom observation and two ethnographic tools – a survey and an interview. Research may prove whether students are familiarised with the ELF view or, on the contrary, need to be more exposed to this phenomenon in the EFL classroom. The proposal is based on the ELF paradigm adapted to the circumstances of a specific secondary education classroom, focusing mainly on the improvement of linguistic competence (communication in foreign languages) and cultural competence (cultural awareness and expressions) proposed in the Curriculum. Other aims of this project are:

- Researching and collecting data on the awareness of the ELF paradigm that Spanish students and teachers have.
- Improving the students' knowledge on ELF and the intercultural competence to prepare them for a multicultural world.
- Analysing students' attitudes and motivation towards the topic of international English.

This proposal is justified by the Aragonese Curriculum from the first sentence of the section “First Foreign Language: English”, in which the didactic unit is built. Here, the document highlights the importance of intercultural abilities by confirming the need of a “global, intercultural and multilingual education”¹ (p. 1).

Two of the key competences appearing in the Curriculum are deeply covered in this proposal. Firstly, communication in a foreign language is a priority in the EFL classroom: “the subject of

¹ Quotations from the Aragonese Curriculum are translated from Spanish.

Foreign Language (English) directly contributes to the development of the linguistic competence” (p. 2). Nevertheless, the Curriculum does not contemplate teaching any particular variety of English, but instead it concludes that “[linguistic competence] requires a functional and contextualized use” of the foreign language (p. 2). This statement proves that the ELF paradigm is completely acceptable within the Spanish foreign language classroom.

Secondly, social and civic competences demand a major focus on interculturality and intercultural communication, by respecting and understanding other cultures. This competence is usually treated as a subsidiary aim, then not particularly addressed to in most classes, including English class – despite the fact that the Curriculum describes foreign languages as a key tool for this competence and also for multicultural competence to be developed (p. 2). In a globalised world, students should be able to effectively communicate with people from other cultures, providing them with benefits such as international awareness and spreading their work or research in other countries. Other key competences are also dealt with through the didactic unit more indirectly, such as digital competence, learning to learn, and cultural awareness and expression.

The word *interculturality* also appears in stage aim number 7, which establishes a correlation between language and multiculturalism, then foregrounds the ability to communicate with people from other cultures as a crucial issue:

To value the use of a foreign language as a means to access information, and acknowledge its importance as an instrument of communication and understanding among people from different backgrounds and cultures, with the aim of developing an intercultural mentality without any prejudices or stereotypes (Aragonese Curriculum, First Foreign Language: English for ESO, p. 3).

Finally, some of the contents of the last year of Secondary Education are “leisure activities and culture (music, books, cinema, television)”, “travel and vacation”, “language and communication” (p. 38). These topics can be easily related with ELF and interculturality.

Theoretical framework

Definition and features of ELF

The concept of English as a Lingua Franca (ELF) has widely changed throughout these last years. A currently accepted definition for ELF could be “a ‘contact language’ between persons who share neither a common native tongue nor a common (national) culture” (Seidlhofer et al., 2008, 27; Firth, 1996, 240). The existence of this new phenomenon implies a different view of the English language as a means of communication among people independently from their first language and culture.

The ELF paradigm defends that English should be used with the purpose of transferring messages among all kinds of speakers, therefore, attention should be put on content instead of on form (Archibald et al., 2011, 3). Considering this, some features such as native pronunciation, perfect grammar usage and complex lexicon would be backgrounded, if not ignored, by ELF users. Furthermore, English would lose its cultural component and become a mere instrument for communication (Jenkins, 2006). Intercultural communication should be favoured, and ELF users would employ a variety of comprehension strategies in order to achieve mutual understanding with other speakers (Seidlhofer et al., 2008).

Interculturality and the ‘third space’

ELF has traditionally been regarded as a deviation of ENL (English as a Native Language), and even nowadays this view is commonly found within many Second Language Acquisition (SLA) theories (Jenkins, 2006, 138; Seidlhofer, 2004). This means that the usage of English as a lingua franca tends to be regarded as illegitimate and incorrect in many contexts, for example, in the Foreign Language classroom. As it will be discussed later, ENL is still prioritised over ELF in education, then the use of the latter in the classroom is not accepted by many teachers.

One of the main concerns of ELF is that it escapes the usual norms of the English language by presenting a wide number of ‘errors’ when compared with standard varieties (Seidlhofer, 2004, 213). Jenkins (2006: 139) assured that still many scholars and teachers think of the deviations in ELF as linguistics errors that should be corrected before they become fossilized, one of the main ones being code-switching and code-mixing. However, new perspectives emerged defended by other scholars such as Cook (2002) and Donato (2000), who contemplated these deviations as “linguistically interesting (but otherwise neutral) ‘differences’ rather than ‘deficits’” (Jenkins, 2006, 140). These new views supporting ELF and other deviations from the standard may also see these ‘errors’ as culturally interesting because they contribute to the internationalisation of English and its adaptation to different cultures and languages.

According to this new perspective on ELF, most of the traditional errors would not be considered as such as long as they do not affect comprehensibility. This is one of the main ideas behind the Intercultural Communicative Competence (ICC), which attempts to improve the communicative quality among people belonging to different cultures or speaking different languages.

Regarding the idea that meaning should be foregrounded over form in order to favour communication on international contexts, intercultural communication should no longer depend on native norms but more on the negotiation of meaning between the users of English (Seidlhofer et al., 2008, 25). Consequently, given the fact that English is the international language par excellence (Seidlhofer et al., 2008, 26), the usage of ELF should equally imply the denial of a particular culture associated with the English language:

World English is turning into an increasingly international language and it is therefore rapidly losing its national cultural base while becoming associated with a global culture (Jenkins, 2006, 150; Dörnyei and Csizér, 2002).

More scholars accept ELF as the best choice for intercultural and international communication today, and also as a paradigm that is placed between ENL (English as a Native Language) and EFL (English as a Foreign Language), thus it has become a ‘third space’ or even a ‘third culture’ (Jenkins, 2006, 155; Bhabha, 1994 & Kramsch, 1993). Accepting this idea would imply that ELF deviations from standard forms of English should be tolerated as part of that third space (ibid.), and that the consideration of errors should be revised. These views offer a completely new perspective on ELF, seen as an opportunity for intercultural communication without necessarily following a native-like model.

ELF in education

Evolution to the CLT approach

Traditionally, language teaching has been based upon the repetition and imitation of pre-existing models and specific varieties of the language (Brown, 2007, 45), as imposed by SLA theories such as the grammar-translation method and Skinner's behaviourism. It was not until the 1970s and early 1980s when a new model of languages was imposed, the Communicative Language Teaching (CLT) movement (Murray, 2012, 319), that later on enabled to introduce some concepts such as ELF and International English in the teaching of languages.

These new approaches such as the eclectic method (Brown, 2007) are mainly based upon CLT, then defend that the purpose of learning English is to use it as a tool for effective communication regardless nationality, culture, accent or English variety. Being this language mainly employed by non-native speakers to communicate between them, more emphasis should be put on improving learners' cross-cultural discursive competence (Zhu, 2008), which takes place when people from different cultures attempt to communicate. This competence is closely related with the intercultural competence, seen in the previous section.

Implications of the CLT approach

The CLT approach is the most frequent one in the Spanish EFL classroom according to the Aragonese Curriculum, and combining it with the ELF paradigm would likely help learners to improve their communicative competence. According to Brandl (2008: 6), the CLT approach cannot be associated to a particular teaching method, but it combines features from different theories. This is the reason

why it is treated as a mere approach that, however, supposed a huge change in language teaching methods at the beginning of the 20th century (Richards & Rodgers, 2001, 81).

The CLT approach attempts to develop the communicative competence, composed by other sub-competences that learners should master in order to achieve a high-quality communication: linguistic, sociolinguistic, functional, discursive and strategic (Brown, 2007, 3). The approach is also composed by eight principles that should be contemplated while designing didactic units, enlisted and described by Brandl (2008: 6).

The first principle consists of the use of tasks. Long (1985: 89) defines a task as a “piece of work undertaken for oneself or for others, freely or for some reward”. Ellis (2003) established the features that a classroom activity should have to be considered a task, commented in depth later on. In relation with tasks, the second principle of CLT promotes learning by doing, thus students usually learn more effectively when carrying out meaningful tasks on the language classroom. The third principle is referred to the use of authentic materials and multimedia during the lesson, since Brandl (2008: 12) stipulates that input must be rich, and in the fourth one, he suggests that input should also be meaningful, comprehensible and elaborated. The fifth principle emphasises the importance of cooperative and collaborative learning in the EFL classroom (Kagan, 1989). The sixth expresses that the linguistic focus should be on Form, meaning that teachers must help students figure out language structures by themselves (Brandl, 2008, 19). The seventh principle points out the importance of providing error corrective feedback, and the last one focuses on affective factors.

Motivation is also a key element when learning a language, and intrinsic motivation – or the predisposition of students to learning and being interested by the topic – must be reinforced for more effective learning in the EFL classroom (Dörnyei, 1994, 275). To achieve this, Dörnyei stated that teachers should effectuate some changes during their lessons, and introducing ELF offers many possibilities. Some of these motivating changes are including sociocultural contents on the language

and the countries where it is spoken, presenting the topic as relevant for students' academic future but also for their daily life, using tasks with non-linguistic outcomes, including authentic materials or different types of input, and using cooperative learning and other similar group-cohesion techniques (281-282).

Frameworks of reference

Understanding the models of reference for English teaching in Spanish education is necessary to decide how the ELF paradigm would be introduced in the classroom. The first framework of reference in this context, an Aragonese secondary education school, is the previously mentioned Aragonese Curriculum. The Curriculum (Orden ECD/2016 de 26 de mayo) contains the educational principles for secondary compulsory education to be carried out in centres of this territory, stipulating the outcomes, contents, competences, standards and criteria that should be followed. This document also establishes a system based on the development of four skills: listening, reading, speaking and writing. The Curriculum can be combined with other models of reference such as the Common European Framework of Reference for Languages (CEFR), imposing the level of English that students should achieve by the end of the year.

The fact that the Curriculum does not specify which variety of English ought to be taught in the EFL classroom leads to the idea that the ELF paradigm is starting to get into the education system and the teaching of languages. Scholars such as Jenkins, Björkman and Seidlhofer struggle to implement this paradigm in the classroom, claiming that still nowadays EFL teaching tends to follow a native perspective (Seidlhofer et al., 2008, 28). They propose some teaching attitudes mostly focusing on two issues: comprehension strategies and error treatment.

Communicative and sociolinguistic competences: comprehension strategies

Previously, it has been mentioned that the communicative competence is composed by five elements (Brown, 2007, 3). The latter of these components, the strategic competence, consists of the ability to use different strategies in order to guarantee comprehension during interactions. Learners use several comprehension strategies while speaking and listening in order to achieve mutual understanding.

The most repeated strategies to be applied to the ELF paradigm are accommodation ones, which consist of negotiating meaning with the interlocutor (Archibald et al., 2011, 2). These strategies are based upon the Communication Accommodation Theory (CAT) proposed by Giles (2016), or the idea that people adjust their behaviour during social interaction in order to achieve effective communication with their interlocutors. There are plenty of accommodation strategies, such as code-switching, adapting speech, appealing to shared knowledge, signalling misunderstandings, making questions, reformulation or repetition, and mediation (Hahl, 2016, 22-23). Murray (2012: 321) added some other strategies related to pragmatics, based on empirical studies, inductive strategies (generalisations from particular cases) and deductive strategies (appreciation of the general aspects to be imposed over specific situations).

The sociolinguistic competence is meant to be a key factor for comprehensibility too, consisting in discourse adaptation to the social and cultural context. It includes the pragmatic competence, which attempts to convey meaning in an acceptable way worldwide (Murray, 2012, 318). Sociolinguistic competences should include intercultural and cross-cultural competences, due that learners need to be aware of the behaviours of people from different cultures in order to get their message across conversations with speakers having different mother tongues. Sociolinguistic and pragmatic competences are also part of the strategic competence to some extent.

Treatment of errors

On the reconsideration of errors, there is a lot of debate on which ones should be accepted and which should not. In terms of pronunciation, Jenkins (2002: 99) established some considerations on the phonetic and phonological features of English while teaching by differentiating those mistakes that were crucial or affected comprehension from those that were not so relevant. For example, according to Jenkins' classification, errors on stress-timing and word stress would not be important and may not be corrected by the teacher in the classroom. However, vowel length errors should always be corrected due that they can lead to mistaking words. Regarding grammar, Seidlhofer (2004: 220) highlighted some typical 'errors' to be accepted in the EFL context, such as dropping the third person -s in the present simple tense or using incorrect question tags.

Finally, the ELF paradigm includes some general implications in the way teachers should evaluate students and their errors. Grazzi (2017: 213-216) suggested that, in order to assess students' usage of ELF in the classroom, the teacher should consider their sociocultural context, level, learning outcomes of the session and pragmatics involved in the communicative event. Grazzi believed that teachers should be flexible and open-minded to the appearance of ELF on the EFL classroom, by focusing on assessing other aspects not involving English varieties:

... [teachers] should help learners identify relevant deviations from the norms and repair them in order to improve the comprehensibility and pragmatic effectiveness of their discourse (Grazzi, 2017, 216).

Methodology

The methodology employed to design the didactic unit proposal is a prototypical educational research based upon four pillars: an observation of the educational context, an analysis of the materials employed in the EFL classroom, a survey to students and an interview to the teacher. In this section, these four research methods are deeply discussed by explaining their relevance for the research and how they have been applied. After this discussion, the didactic methodology employed to implement the unit is widely commented.

Research methods

Classroom observation

The first method involved observing an English lesson aimed to 4th ESO group C in IES Goya, on 14th January 2020. This step is really useful for knowing the learners, the contents and methods they are exposed to. The teacher let me attend one of her lessons as an external observer in order to analyse her teaching techniques and students' behaviours.

The observation had a sole aim: identifying different features of the EFL classroom for future considerations within the instructional methods and the didactic unit. The aspects to be observed were, firstly, the use of English versus the use of the mother tongue, especially the purposes for which the teacher used Spanish in the EFL classroom. Then, the English variety employed by the teacher, later on confirmed by the interview, but that was expected to be British or American. Next, student participation and the kind of output they provided, their use of English and Spanish, their accent when talking in the foreign language and the situations in which they spoke each language. The correction strategies used by the teacher were also analysed, based on Ur's correction techniques (1996), which

were recasting, elicitation, clarification request, metalinguistic feedback, explicit correction and repetition. Finally, the use of the available materials and the organisation of the class as a whole, the usage of ICTs and other innovative methods, the amount of time devoted to each activity, the introduction of extra activities for further discovery and the type of tasks – in pairs or groups, individual, requiring interaction, etc.

Analysis of materials

The textbooks that 4th ESO students used during their lessons were *Wider World Students' Book 4* (Williams, 2017) and *Wider World Workbook 4* (Gaynor et al., 2017). The analysis of materials contemplated these two textbooks exclusively, forgetting about extra materials designed by the teacher that were already analysed during the observation phase.

The purpose of the analysis was to discover the weaknesses of the textbooks, which had to be supplied by the didactic proposal, and whether they followed or not some of the criteria of the ELF and CLT approaches. These criteria are based upon the principles proposed by Brandl in 2008 on Communicative Language Teaching, already commented in the theoretical framework. The first are the requirements that activities should have in order to be considered tasks proposed by Ellis (2003): a focus on meaning, an information gap, involving real-world and cognitive processes, including one or more of the four skills and other subskills, and having a non-linguistic outcome. The second criterium, based on Brandl's fifth principle, is related with Kagan's (1989) notions on cooperative and collaborative learning, defending that at least some tasks should include interaction or working in groups or pairs to share knowledge and to practise on negotiating meaning.

The third criterium are the features that classroom activities should have to improve intrinsic motivation and help students learn in a more effective way, inspired by Brandl's eight principle.

According to Dörnyei (1994), including authentic materials and different varieties in the EFL classroom raises students' interest on the course. Other aspects enhancing motivation could be the use of ICTs and different teaching methods, the introduction of tasks, encouraging students' participation or the teacher's attitude, especially when dealing with errors. Finally, the last criterium includes Brown's (2007: 46-47) requisites for aiming communicative competence, which are: focusing on all the components of communicative competence (linguistic, discourse, functional, sociolinguistic and strategic), using language with a purpose by relating form and function, focusing on both fluency and accuracy, establishing real-world contexts for communication, allowing students to reflect on their own learning, and regarding the importance of both teacher's and students' roles.

Survey to students

Apart from the materials and methodologies employed in the language classroom, students' opinions, notions and previous knowledge are key considerations when elaborating a didactic unit. As mentioned above, motivation is an important issue that allows students to learn faster and more efficiently, and the best way to keep their attention and interest in the classroom is by finding out what they like and what they desire to learn. For this reason, an opinion survey was passed through Google Forms to students belonging to 4th year ESO and 1st year Bachillerato, the two years to which the didactic unit could be aimed to.

The aims of the survey were, firstly, to learn on students' knowledge of International English, ELF and multiculturality, so to design the didactic unit according to their needs. Secondly, to find out which elements of the English language and culture they were more interested in and want to learn, so to adapt the unit to their taste and motivate them. Thirdly and lastly, to collect data for possible future research on the presence of ELF in the Spanish foreign language classroom nowadays.

The questions were to a big extent based upon Grazzi's (2017: 219) language and pedagogical implications of ELF. The survey was anonymous and consisted of ten questions (see Appendix 1), the participants could only choose one option and had to answer all of them. The first question was a multiple-choice in which students needed to choose the type of English-speaking culture they were more familiarised with in their daily life. The second question presented a Likert scale from 1 (not important) to 5 (very important) in which learners had to decide the relevance of speaking English like a native. The third question was a multiple-choice one where they had to expose their degree of agreement with a statement confronting effective communication with sounding native-like. The fourth one was a multiple-choice question on error correction and feedback, and the participants chose whether they thought that teachers were too strict while correcting them. In the fifth one, a dichotomous question, they had to decide whether they preferred to be fluent while speaking in English, following the ELF paradigm, or to speak correctly but slower.

The sixth multiple-choice question was about English varieties, and its purpose was finding out the accent that students were more exposed to. It included the option "I cannot distinguish English varieties very well" because this problem is common among learners and knowing this beforehand would help to adapt the didactic unit for teaching certain English varieties. Then, the seventh question was a dichotomous one: students had to declare what type of English they understood better, that of a native or of a non-native person, dealing with comprehension strategies. Question eight contained another Likert scale, again from 1 (totally disagree) to 5 (totally agree), where students had to choose whether they agreed that English should also be used with native speakers. Finally, questions 9 and 10 were open; students had to tell in which situations they encountered English daily and why they thought learning English was important.

The survey was passed individually via Google Classroom to more than fifty students. It was translated to Spanish in case learners had doubts about the meaning of a word or an entire question, however, students were offered the chance to answer the open questions in English.

Interview with the teacher

The last part composing the research methodology was the personal interview with the teacher of the groups the didactic unit was aimed to. It included up to seven open questions (See Appendix 2) that the teacher answered recording herself. It was a structured interview without any possibility of reformulating or adding new questions, then the answers provided would be straightforward and clear. On the way that the interview was carried out, having a personal interview was not possible due to external circumstances, then all of it was sent via email and answered in the same way.

As in the survey to students, questions were based upon Grazzi's proposals of implementation seen above, and mostly dealt with the treatment of errors, the varieties of English and some cultural aspects.

The aims of this interview were quite similar to those of the survey: first, it attempted to find out the teacher's knowledge on the ELF paradigm and its implications, and how these were reflected in her way of teaching, serving as a basis to include further contents on the didactic unit proposal. Secondly, the collected data may contribute to the general research on how this paradigm is affecting the EFL classroom in Spain.

Teaching methodology: CLT and ELF

The didactic methodology employed during the implementation of the unit was based upon the principles of the Communicative Language Teaching approach combined with English as a Lingua Franca. As previously commented, the main aim of the didactic unit was to help students achieve effective communication, making them understand it as the main goal for learning English. These two didactic views, CLT and ELF, are similar in terms that they both consider communication with native and non-native speakers as the ultimate outcome of learning a language (Brandl, 2008, 5), and defend that meaning should be prioritised over form and correction.

The didactic unit is typically based upon the Aragonese Curriculum, then on the requisites of the CLT approach, including the sub-components of the communicative competence (Brown, 2007), the eight principles described by Brandl (2008) and motivational factors (Dörnyei, 1994).

Regarding the five components of the communicative competence, the unit plan proposal should mainly focus on improving the linguistic one – as every unit in the EFL class –, the sociolinguistic one when regarding multiculturalism and interaction, and finally the strategic one. Discursive and functional competences would not be purposely aimed, but taught implicitly. In the case of the strategic competence, being an aspect that is not usually directly addressed in the EFL classroom and giving its importance when communicating with non-native speakers, the unit plan should include at least one activity focusing specifically on the aspects of linguistic accommodation and paraphrasing.

The principles of the CLT approach would be the basis for the activities composing the didactic unit. The main consideration while carrying out this proposal would be that all activities, even though some of them were not tasks or did not involve interaction or effective communication, had to aim to let students communicate with other speakers of English. Grammar and lexis correctness,

although contemplated in the lesson plan, would be backgrounded as message and meaning should be prioritised.

The unit is highly inspired in the task-based approach and the features of tasks (Ellis, 2003), however, only a couple of sessions strictly follow this approach, including pre-tasks and post-tasks. Even though not all the activities would be tasks, most of them should prioritise message over form, involving real-world and cognitive processes such as selecting or retrieving information in order to achieve a goal. Some of these activities would have a non-linguistic outcome, and attempt to teach learners contents on multiculturalism. Finally, all the four skills and many subskills had to be directly addressed throughout the plan from an ELF perspective, this is, focusing on meaning by teaching learners several strategies.

As for the rest of the principles, the unit must attempt to promote learning-by-doing thanks to the presence of tasks and of the multiple chances for learning to learn. There should be plenty of authentic materials having three purposes: motivating students, offering a real sample of English language and showing several accents or English varieties for learners to explore. Input should be meaningful because it always provides students with important information, and apart from this, it should be comprehensible enough. Comprehensibility would be achieved thanks to scaffolding by providing students with tools and previous information to make contents more understandable.

Cooperative and collaborative learning would be reinforced thanks to activities in groups and pairs, again focusing on mutual discovery through effective communication with a purpose, such as correcting exercises. As already mentioned, there should be a clear focus on Form over forms throughout the unit plan, even while learning grammar and vocabulary contents are linked to their applications in real-world situations. Error and corrective feedback should be provided during the lessons, but newly teachers need to focus on correcting significant errors and not irrelevant mistakes that do not alter the meaning of statements at all.

The eighth principle from Brandl's is related with affective factors, then connected to motivation. Considering Dörnyei's requirements for achieving a motivating context (1994), the topic itself demands the inclusion of different types of input and authentic materials showing real samples of the language such as videos, testimonies or emails, together with references to other English-speaking cultures. Group-cohesion techniques would be employed, especially when asking students on their opinions or working in groups or pairs to achieve a common goal.

The unit plan must meet the demands of different kinds of learners. Even though this depends to a great extent from the teacher, the plan ought to include voluntary activities for further discovery addressed to high achievers. Finally, the use of ICTs and other types of activities using different techniques contribute to motivation because they let students change their learning routines.

Results

This section includes the results of the research methods or datasets that have been employed to collect the necessary data composing the didactic unit “English in the World”. The unit is deeply commented in the following section entitled *Innovation proposal*.

Classroom observation and analysis of materials

The analysis of the materials used in the EFL classroom together with some classroom observation are very useful tools allowing teachers to adopt different perspectives on teaching methodology.

The observation of the group revealed that the teacher spoke mainly in English and only used Spanish in very specific situations, like when explaining certain grammar aspects, providing the translation of a word or expression, or commenting on issues that are external from the EFL classroom. Student participation was frequent but usually in Spanish, then the teacher tended to keep the conversation going in English. She normally employed correction techniques like explicit correction or recasting, and from time to time, she added metalinguistic explanations in English or Spanish. The teacher used PowerPoint presentations to introduce grammar contents, devoting a similar amount of time to each activity (approximately 10-15 minutes), and group work was infrequent.

On the types of activities developed during the lesson, most of them involved the textbook, although the teacher introduced some materials designed by herself such as activities, schemes or summaries, aiming to expand the contents of the book. After my observation, I confirmed that the teacher’s materials successfully complemented the textbooks by adding a focus on real communication. Still, the amount of real communication tasks and authentic materials – especially output from non-native speakers – seemed insufficient. The proposal of a didactic unit in which these

types of materials were very abundant could supply this lack of communicative approach by introducing further teaching on ELF, multiculturality and other methods.

The analysis of materials revealed that the two textbooks, *Wider World 4: Student's Book* and *Wider World 4: Workbook*, were composed of 10 units divided into different parts that focused on all the four skills each, including a great variety of activities to practise on subskills. Some of them could be considered tasks according to Ellis' criteria (2003), having a non-linguistic purpose and involving real communication. However, the textbooks gave more importance to grammar and vocabulary contents than to communicative skills, and they included few if not none authentic materials since most of the input appearing in the activities was adapted to learners' level (See text in Appendix 3.1). As for Kagan's implications for cooperative and collaborative learning (1989), the only activities that may meet his expectations would be those in which students had conversations in pairs. There were almost none activities aiming to work in groups or with the class as a whole.

Both the actual usage of English for real purposes and of authentic output are crucial motivating elements in the EFL classroom according to Dörnyei (1994). Consequently, should students to improve different skills and achieve authentic communication, it would be advisable to include complementary materials providing learners with resources to raise their intrinsic motivation. The textbook primarily offered input by native speakers, particularly British, and conversations that did not resemble real communication, normally between natives with an RP accent.

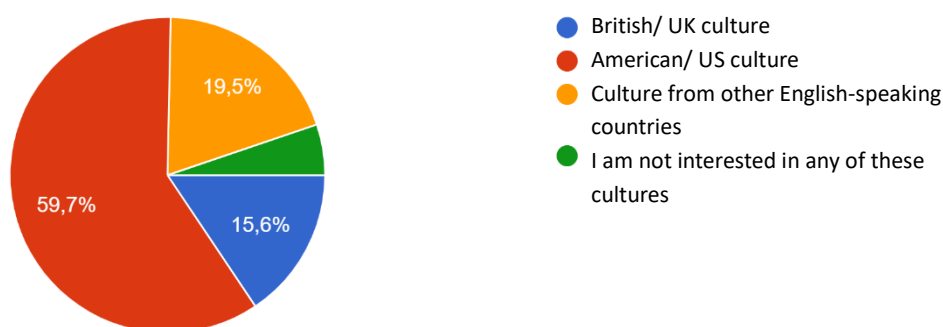
The communicative competence was not really considered on the textbooks either, yet most activities focused on form and not on meaning – for instance, grammar activities with gaps to complete with the correct tense, like activity 6 in Appendix 3.5. Besides, the components of the communicative competence exposed by Brown (2007) were not addressed directly, with the exception of the linguistic and discursive ones – this second competence appears in some activities providing students with tips to compose texts like emails, reviews or stories.

Survey to students

The initial survey was answered by 77 students in the period from 14th to 15th April 2020. These students belonging to 4th ESO and 1st Bachillerato received the link through Google Classroom (See Appendix 1 for questions and link). Below, there are the different results to each question in the form of graphics as ethnographical data, together with some comments on the implications that these data had for the design of the didactic unit.

The first question enquired students about the English-speaking culture they were more interested in.

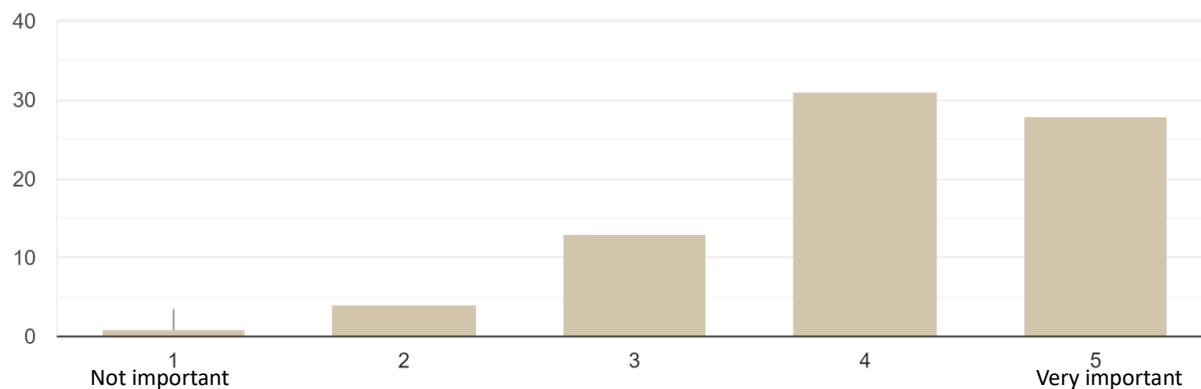
Figure 1. Results to question: "Which culture are you more interested in? Think about movies and books you like, or even music you listen to outside the class."



The answers to this question show some expected data: most of the students are more interested in American culture. However, the second most common answer is not British culture, as it could be deduced from the high exposure to this variety in EFL classes, but cultures of other English-speaking countries such as India, Canada or Australia. The culture from the United Kingdom occupies the third position. Although American is the main English-speaking culture for most students, probably due to films, series or videogames, there seems to be some presence of intercultural awareness as 19.5% of students are interested in other English-speaking countries different from Britain and USA.

The second question contained a Likert-scale in which students would indicate how they felt on speaking English like a native person.

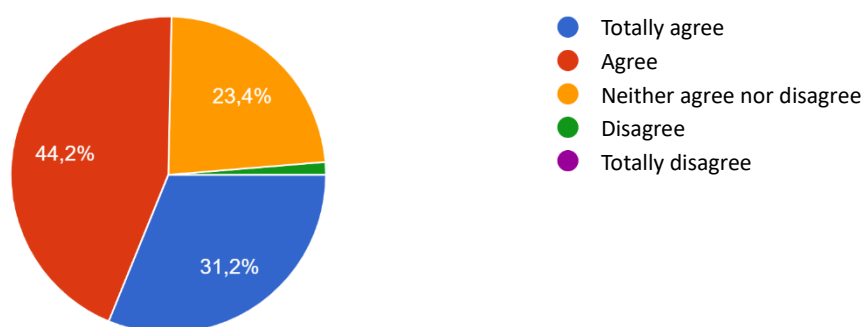
Figure 2. Results to question: "How important is for you to sound like a native speaker?"



In this case, results are more similar to the ones expected from a Spanish EFL class: almost all students consider that speaking like a native is crucial. What remains unclear is whether students prefer to have a native accent or to speak with the correctness of a native speaker.

Moving on to the third one, it was a multiple-choice question on the importance of sounding native-like versus achieving successful communication.

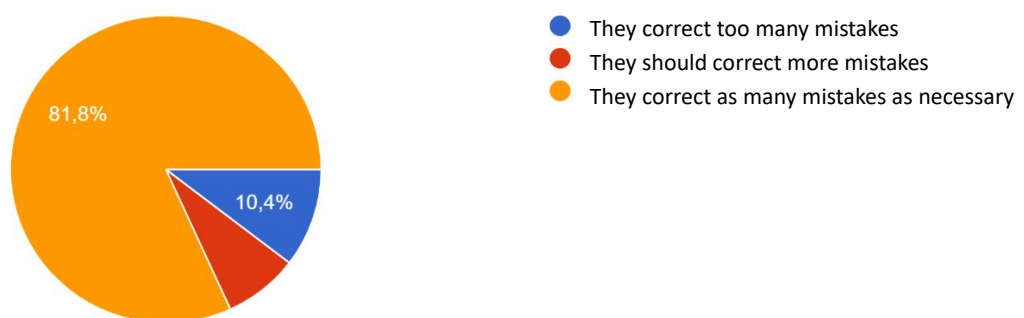
Figure 3. Results to question: "Do you agree with this statement: 'Communicating effectively in English should be prioritized over sounding like a native'?"



The answers contrast with the ones from the second question. The vast majority of students agree or totally agree with the statement, showing their support to the ELF paradigm. However, it is important to consider that the statement itself and the way it is composed may invite to choosing certain options.

Question number four directly aimed to reveal students' thoughts on the crucial issue of error correction.

Figure 4. Results to question: "According to your criteria, what is the attitude of English teachers when correcting mistakes in the classroom?"



Again, results are not surprising: only a minority of students agree that less mistakes should be corrected in the EFL classroom, and most of them would not change the teacher's correction criteria. As revealed during the observation phase, the teacher corrects mainly in English, and she does not make students notice every single mistake they commit because doing that may negatively affect their confidence. This question could also be influenced by a tendency towards non-criticism to English teachers, although being the survey anonymous and having the chance to complain on the amount of correction, students probably have told the truth.

The fifth question is probably the main one because it sets out a dichotomy between the ELF paradigm and the traditional approach towards foreign languages, this is, how learners should seek for perfection in terms of form, avoiding mistakes.

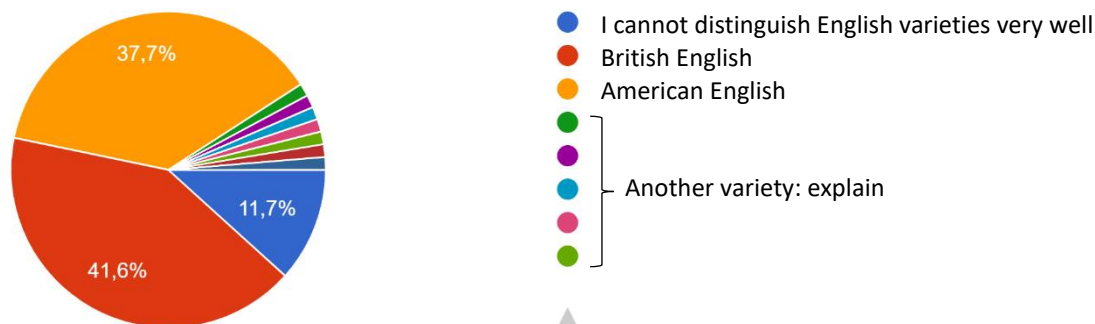
Figure 5. Results to question: "If you could only choose one option on speaking in English, which one would it be?"



Results show that only 39% of the surveyed students prefer the principles linked to the ELF paradigm, then consider that mistakes are unimportant while communicating. As for the 61% preferring a more traditional approach, this tendency may be due to the educational system that makes students get accustomed to reject mistakes and even feel ashamed when committing them.

Question 6 attempted to reveal the English accent or variety that students were more exposed to, especially in out-of-class situations.

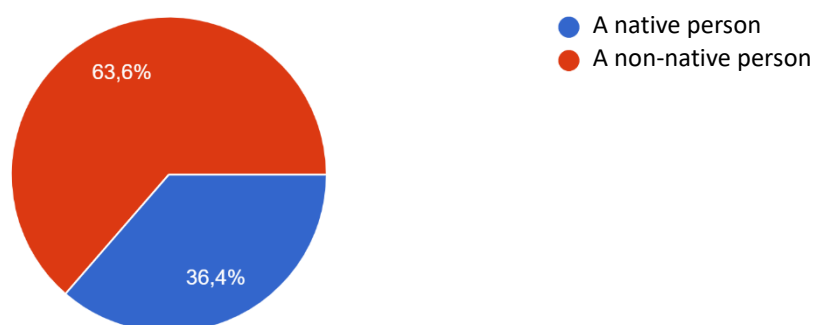
Figure 6. Results to question: "Which variety of English (accent) do you usually listen most frequently? In class, movies, series, YouTube videos, video games, etc."



The results were newly similar to expectations: students are more exposed to British and American varieties of English. Nevertheless, this question offered a fourth option in which students could add the variety they were usually more exposed to and that was not among the other options. Most students choosing this one explained that they listened to a mix of British and American accent, while a student affirmed to listen to Swedish, Australian and Scottish accents mostly. It is interesting how many students (11.7%) answered they do not really distinguish English varieties, evidencing that more emphasis should be put on teaching learners how to differentiate them.

Question 7 was a dichotomous one in which students had to choose the type of English they understood better, that of a native or of a non-native person.

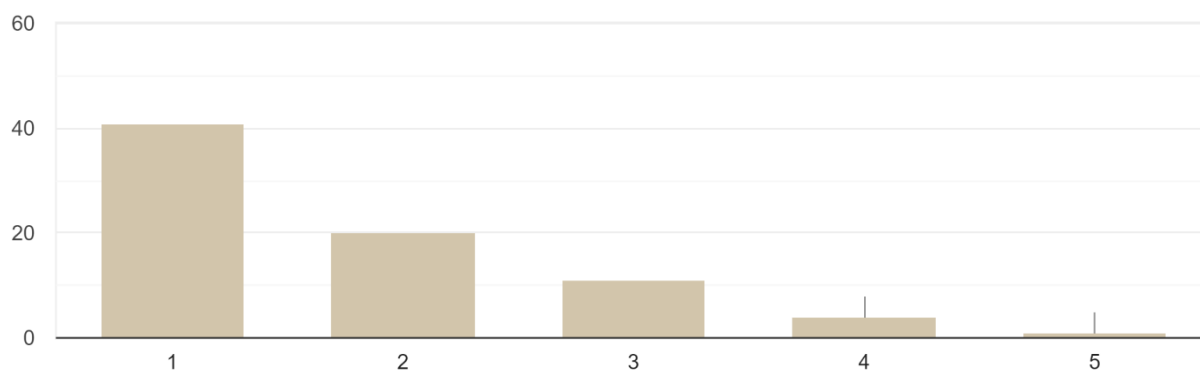
Figure 7. Results to question: "What type of English do you understand better?"



Students claim that they understand better the English spoken by non-natives. However, this type of answer is more logical considering that they probably are more exposed to their teacher's English, then find it easier to understand than native discourse from listening exercises. What seems to be more shocking is that there is some incongruence on their decisions: on the one hand, on question 2 learners declared that they prefer sounding like natives, but on the other hand, they understand better non-native discourse.

The eighth question was again a Likert-scale one, enquiring students on whether English should be used only to talk with natives or with speakers from any nationality as an international language.

Figure 8. Results to question: "From 1 (I totally disagree) to 5 (I totally agree), do you think that English is only useful to speak with English native speakers?"



This question reveals that students have certain notions on the internationalisation of English. They consider that English should not be exclusively employed while talking with natives, then they are conscious of its use as a lingua franca to communicate with other non-native speakers.

Questions 9 and 10 were open-ended, so they had not been included as graphics. Some of the most interesting answers have been commented instead.

In the ninth question, students were asked to list the situations in which they daily encountered English, the most repeated answers being when watching movies and series (31 people mentioned it), listening to music (19), playing videogames (18), watching videos or hearing podcasts (8) or surfing the Internet (8). However, the most frequent situation in which students use English out of class is when communicating with other speakers of English (34). These results clearly show a tendency towards a more pragmatical view of English and the awareness of the importance of using ELF. Besides, many participants assure they use English while communicating with friends and family from the United States, Australia and Ireland (natives), but also Poland and France (non-natives).

Regarding question 10, which is the last question of the survey, students were asked to explain why they considered English an important language. Many of their answers revealed that some students were quite aware of the internationality of English and its importance while communicating with people around the world. They seemed to comprehend that English is more than a foreign language, and with some exceptions, learners regarded it as a tool for communication. Here are four of the answers that support the international view of English:

Because it is the most spoken language worldwide and everyone communicates in English when being in a country where we don't know the language (Sp.)²

It is a very simple language and it is used as the main language around the world

Because it is an international language, and then you can communicate with more people (Sp.)

I think it's important because it's the main language, and that's what makes the difference from the others. It's a requirement (sic) to understand it, at least a bit, to function as a worker, student, teacher...

In sum, although answers to the survey have been diverse and some learners seem to be familiarised with the ELF paradigm and multiculturality, they need to learn more on these issues. Their answers have revealed that they still tend to support a more traditional view of English learning and teaching, and even though this is perfectly comprehensible and acceptable, they may need to learn other views too.

² The comments showing “Sp.” are literal translations from Spanish to English.

Interview with the teacher

The interview with the English teacher and tutor of one of the groups the didactic unit is aimed to was passed on the 1st April 2020 and answered on the 13th April. The teacher answered to the questions one by one through an audio file. This subsection contains a summary of the answers she gave to the seven questions of the interview (See Appendix 2).

The first question was about her familiarity with the ELF paradigm. The teacher stated that she was familiarised with it because she “grew up with the concept itself”, and considered it very relevant within the context of the European Union. To the second question on whether she attempted to implement this paradigm in her lessons, she defended that she tried to include it to some extent, for instance, by prioritising meaning over form. She even claimed that “nowadays we teach English as we teach structure”, meaning that form and meaning go hand in hand and should not be split up. The third question on whether she taught a specific variety of English received as answer that she normally attempted to teach “the great variety of English accents”, normally through extra activities. The teacher mentioned Scottish and American accents, however, she admitted having a well-defined British accent while teaching, with a tendency towards RP.

The fourth question dealt with error correction, then she claimed that she maintained positive attitudes towards mistakes in class: “I always tell my students that I love it when they make errors because then they give me the chance of correcting them”. The survey to students revealed that they feel error correction is neither excessive nor deficient, which could be related with the teacher showing a positive view of errors in class, then enhancing motivation. To question number five on culture, the teacher stated that she presented certain aspects of the cultures of English-speaking countries to her students, due that she considered that languages are extremely related with the culture of the countries they are spoken in. Question six was about the most repeated mistakes in class and she claimed that, although “it depends on the age and English level of the students”, mistakes were

usually related with the influence of their mother tongue. Learners tend to copy or literally translate from their L1 when not knowing an expression, what makes their output not comprehensible and demanding of correction.

To the last question, her opinion about why the English as a lingua franca paradigm is not usually implemented in the EFL classroom is that it is because of the system itself. She assured that, in order to decide whether to include this paradigm or not, “we need to be aware of [...] the classroom setting, what students are forced to do, that English is a compulsory subject” and other issues. However, she explained that she is optimistic about the future: “the transition from English as a Foreign Language to English as a Lingua Franca will be possible any time soon”.

As it can be deduced from the interview, the teacher supports the ELF paradigm and struggles to include it in her lessons. But she is also quite aware of the Spanish educational context and the treatment of foreign languages, a system that forces students to learn languages by using a specific method for well-defined purposes. Although the teacher claims to include this perspective on her lessons, some aspects should be introduced or deepened in order to teach students what the paradigm is about, so that they can reflect on their view of English.

The interview and the survey show quite different perspectives towards ELF and multiculturality. Even though the teacher assured she tries to introduce this paradigm and make students aware of the importance of English in the international context, many students did not seem to support it or were not conscious of its existence. A great number of students seemed to notice the necessity of giving more importance to ELF, in contrast with the results to some of the questions – especially to those dealing with sounding native-like. The teacher does not stress students out with the load of speaking like natives and committing no mistakes, but in general learners seem to have this as the main goal

when learning English instead of communicating. Their answers to some of the questions from the survey, unlike those of the interview with the teacher, are quite incongruent and show a need for further understanding of the paradigm.

While comparing the interview and the survey with what actually happens in the classroom, the methodology is still very traditional and does not contemplate ELF and multiculturality, but attempts to teach the contents by following the Curriculum. Even though the statements made by the teacher during the interview seemed truthful, there is not enough focus on communication effectiveness. Probably what some of the learners know about English being a global language and its features differentiating it from EFL come from outside the classroom. The incongruences between the interview, the survey and the actual lesson setting might be derived from not introducing these views of English in the EFL classroom. Clearly, a higher emphasis should be given to the ELF paradigm through activities, tasks, attitudes or even direct information on the current situation of English worldwide, which are part of the didactic unit proposal.

Innovation proposal: “English in the World”

The ultimate result of the research methods combined with the theoretical framework about the ELF paradigm is a didactic unit. This proposal, entitled “English in the World” (See Appendix 3), attempts to include the teaching principles of ELF and the multicultural view of the English language. It is composed of six lessons, and in each of them one of the four skills is particularly addressed, however, there is also an attempt of combining more than one skill per activity or task.

The aims of this didactic unit could be divided into two types: linguistic outcomes and those related with the understanding of the evolution of English as the international language it is today, including its implications. These last outcomes will mostly be regarded as subsidiary aims, and students will not be tested on either their knowledge of ELF notions or on multiculturalism. On the linguistic outcomes of the activities, they are divided according to skills and subskills, based upon the Aragonese curriculum standards from the section First Foreign Language (39-45):

- Students will deeply understand and identify texts or text fragments from non-native speakers (Est.IN.3.1.1 and Est.IN.3.2.1).
- Students will compose a text whose focus is more on meaning than on form aimed to a non-native speaker (Est.IN.4.1.1 and Est. IN.4.1.2).
- Students will be able to understand both general and specific information of a record and a video where the speaker is a non-native or a native speaker of any nationality (Est.IN.1.1.1 and Est.IN.1.2.1).
- Students will be able to talk about ELF, EFL, multiculturalism and other issues seen in class with certain fluency, focusing more on the flow of the conversation than on accuracy (Est.IN.2.1.1).
- Students will keep a conversation with other non-native speakers (i.e. their classmates), asking and answering questions and prioritizing meaning over form. (Est.IN.2.1.2 and 2.2.1)

Five considerations were taken into account while designing the didactic unit: classroom observation, analysis of materials, theoretical framework, the survey to students and the interview with the teacher. In this section, the focus will be on how these different considerations have been included in the didactic unit, justifying the election of activities.

The context highly influenced the didactic unit, which was specifically created to fit the demands of a particular educational situation, that of a 4th ESO class with a B1 or higher level of English.

Given that during the observation task a lack of authentic materials was noticed, the unit plan includes some activities with authentic texts and videos so that students can get used to foreign accents and different varieties of English (See Appendices 3.7 and 3.8: Listening and reading exercises). The unit includes a great exposure to different native and non-native accents of English for them to develop their multicultural competence. Considering the level and students' likely exposure to the language out of class, knowing different varieties could either help them deepen on the complexity of English or set a challenge for those having more facilities. Some students may need more scaffolding when dealing with English varieties, while others, normally those with a higher level, would not need it.

By adding activities such as the listening task, the teacher also prioritises meaning over form since students will not have to understand every single word, but just the general meaning, which is a good chance for them to practise top-down listening. As for the reading exercise where a girl from Puerto Rico tells her experience as a student abroad, learners will be able to notice the features of non-native English and also know the importance of knowing English to communicate in other countries through the experience of another non-native speaker.

The cases of high-achievers and students with a better level of English are also contemplated in the didactic unit by including some voluntary activities in order to avoid these learners to get bored while their classmates finish the exercises. Although there are many authentic materials and other out-of-norm activities, grammar presents both an inductive and deductive treatment for the different types of learners. Finally, the unit also presents some activities from the textbook, such as the first reading and grammar exercises (Appendices 3.1, 3.2 and 3.5), so that there is certain routine.

In relation with the analysis of materials, as already discussed in the Methodology section, the exposure to real English may be insufficient due that the textbooks mainly include adapted input, then the didactic unit aims to cover this necessity. The lesson plan offers higher chances for practising on speaking and conversation to improve effectiveness and real communication (See Introductory activity, Role play, and activities in which students share answers with their classmates), one of the basics of the ELF paradigm that is not contemplated in the textbooks.

The decisions of including introductory questions at the beginning of the unit and plenty of speaking activities and situations for discussion both in pairs and groups (See Post-task from lesson 5, Definition exercise, or Role play) contribute to a greater development of speaking skills and subskills. Speaking is normally backgrounded during the EFL classes because of the lack of time and means. This unit, however, attempts to foreground this skill by improving communicative competence, probably the most necessary skill when having a conversation with other speakers of English in the international and multicultural context.

The notions extracted from the theoretical framework are found throughout the whole unit proposal, whose teaching approach combines CLT (Brandl, 2008) with ELF and multiculturalism in the EFL classroom (Seidlhofer, 2004; Jenkins, 2006, and Grazzi, 2017).

Most of the activities from the unit have created awareness on the importance of learning English for worldwide communication. The introductory reading (Appendix 3.1) provides students with general information on International English by defining this concept and listing some countries where English is spoken officially or co-officially. The map activity (Appendix 3.3) gives students the chance to activate their background knowledge on the countries they know English is spoken in, and at the same time they practise the passive form. Eventually, the final interaction or role play lets them test their hypotheses on the usage of ELF and apply what they have learnt in order to achieve effective communication with their partners. Apart from these, there are more activities that aim to activate or amplify students' knowledge on ELF throughout the lesson plan, both implicitly and explicitly (See Appendix 3.6: Vocabulary).

Multiculturalism is again implied in most activities. Almost all the lessons include some focus on intercultural competence by presenting input from international speakers of English, most of them non-native. The tasks that mostly offer this type of input are the reading activity (Appendix 3.8) and the video task (Appendix 3.7); in both cases, the speakers are non-native and produce authentic and spontaneous input. Moreover, the map activity (Appendix 3.3) lets students test their knowledge on the cultural competence by distinguishing the countries where English is an official language from those in which it is used as a *lingua franca*.

On ELF and education, the communicative competence (Brown, 2007) and its subcomponents are addressed throughout the entire unit, yet one of its main aims is that learners develop their communication skills. From the five sub-competences, the learning unit mainly deals with the linguistic and the strategic ones, the latter being directly addressed on the Definition exercise in lesson

4. According to Hahl (2016: 22), defining or rephrasing is one of the main accommodation strategies for ELF communication, then it should receive more attention in the classroom. The discursive competence is practised in the Written production from lesson 5, while the sociolinguistic and functional competences implicitly appear during conversations. There, students are supposed to focus on the message they want to transmit while adapting the discourse to the circumstances of the interaction, like in the Role play activity.

The classroom methodology that the teacher should follow while implementing the didactic unit is a key element to fulfil the aims of the lesson plan. The educator ought to apply the ELF paradigm principles proposed by Seidlhofer (2004), Jenkins (2006) and Grazzi (2017). Error correction should be intended to achieving comprehensibility, then the number of mistakes corrected would be minimal but always seeking for understanding, especially when dealing with those errors related with the linguistic contents seen during the unit on vocabulary, pronunciation and grammar.

Lastly, it is important to remember that activities such as those from the textbook or those focused on form are less related with the paradigm and its aims, but still considered useful. This is due to the fact that, despite including ELF and multiculturality in the classroom, the didactic unit must adapt to the demands of the Aragonese Curriculum. For instance, the grammar point about the passive voice (Appendix 3.5) could be taught in a more communicative way, focusing on meaning and usage instead of only on form, but the Curriculum establishes some minimal standards to be completed by students. Another example is vocabulary (Appendix 3.6), which presents a more traditional approach because the unit has been partly inspired by the lexis from the textbook. Still, some focus on form is necessary because students need to understand the importance of syntax and grammar as elementary tools for achieving comprehension.

The last results considered in the unit plan are those obtained from the survey and the interview datasets. As both suggest, even though many students and their teacher know the ELF paradigm or what it implies for learning English, more emphasis would be necessary for learners to interiorise the concepts.

The didactic unit has been designed regarding the expectations and demands that students have exposed in their answers to the survey. For instance, texts in those varieties which learners were less familiar with have been included in activities such as the reading and the video tasks, especially in the last one showing up to 70 different varieties of English. As for their knowledge on the ELF paradigm, most of the answers to the survey revealed that students needed further information and familiarisation with this concept, plus the declaration of the teacher showed that she has not explicitly explained the paradigm to students. A proper explanation has been introduced at the beginning of the unit, which is also expected to motivate students by encouraging them to learn English by providing different reasons, in this case related with multicultural communication.

Newly, improving motivation is a key element in most didactic units, and in this case, it compounds one of the main aims of the proposal. In order to raise intrinsic motivation, the answers to the last two questions of the survey were carefully considered; this way, students would feel as part of the project. Both the contributions of the teacher during the interview and the comments of learners in the survey have revealed which aspects should be foregrounded and which ones avoided for being too reiterative. For instance, the countries in which English is officially and co-officially spoken or the different varieties of English would get more importance due that many students seemed interested on them or thought they needed more information about the topic, like in question 6 of the survey. On the contrary, insisting on students having more exposure to varieties they know pretty well or on the importance of English nowadays would be unnecessary since they are already quite informed.

The unit plan that students precise to improve their awareness of ELF ought to include new tools for learning such as ICTs, more exercises focused on interaction, activities reinforcing the communicative competence, accents that students are not so familiarised with, tasks involving some debate, and last but not least, a teacher with open attitudes towards error correction and varieties of English who prioritises meaning over form. Furthermore, the decision of combining the new paradigm with a more traditional methodology derived from the generalised answers to questions on error correction or the will of sounding like native speakers, which are more related with an EFL approach. The change towards a proper ELF paradigm in the classroom should be gradual.

Implementation results

When taking the didactic unit to the EFL classroom, the circumstances have not been the most appropriate for its implementation due to the emerging of a global sanitary crisis caused by the Covid-19, forcing schools to temporally end their presential classes. This new context has led to changes on both methodology and contents for schools to adapt to the situation. Lessons have been conducted online and the educational system has generally sought for teaching the minimal contents to the maximum number of students, sometimes forgetting about teaching quality and innovation.

Deciding how to adapt the lesson plan has been hard, and eventually those activities implying conversation and face-to-face contact among students have been removed. In their place, other activities have been conducted by using ICTs, especially Google Drive and Google Classroom, but also different websites such as Answer Garden or YouTube. The contact with students has been minimal and mainly for error correction or theoretical explanation. Finally, there has been the same focus on form than on meaning, due that real conversations were impossible to carry out.

The context has been inappropriate for this type of unit plan proposal, which originally involved much interaction and opinion-sharing. However, students did not seem to dislike the contents, nor the methods employed, and this was known thanks to their answers to a final opinion survey (See Appendix 4) on the activities of the unit plan. The survey was passed on the 1st May 2020, a week after finishing the didactic unit, and 22 students from the two 4th ESO classes where the unit was implemented answered it. It was composed by 8 questions, one per task or activity, including only the most relevant ones from the unit and three voluntary activities, which received a 45.5% of participation. Each question had two parts: firstly, students had to mark the activity from 1 to 10 using a Likert scale, then, they could optionally add some comments. In general, answers were positive and marks were quite good (See results on Appendix 4.1).

Conclusion

The aim of this dissertation was to research on the notions that teachers and students from the Spanish secondary education system had on ELF and multiculturality, then to create a didactic unit proposal according to their demands and necessities. Regarding the positive answers that students gave to the final opinion survey and their attitudes towards the didactic unit, including participation and interest on the topic, it can be assured that this goal has been achieved. Nevertheless, external factors related with the Covid-19 sanitary crisis have influenced the analysis and latter implementation of the unit, provoking unexpected changes on its development in order to adapt it to current circumstances.

Due to these changes that may have modified the results of the study, further research would be advisable in order to actually analyse the impact of introducing the ELF paradigm in an EFL classroom within different educational contexts. The only way that this study could be considered as universally valid would be by confirming that the outcomes remain similar after implementing the didactic unit or a similar proposal in different situations.

The study and the unit plan proposal present them both a great number of strengths and weaknesses. Starting with the improvable elements, further classroom observation and assessment through tests and surveys would have helped to obtain more valid figures and clearer results. The unit “English in the World” demanded a face-to-face teaching method because of the great amount of participation and interactional activities that were not implemented the way they were designed. Modifications have been made in order to let them fit in the circumstances of confinement, mainly by incrementing the use of ICTs, decreasing student interaction and chances to practise speaking – thus the focus of learning has been moved to the other three skills –, supressing certain activities like those implying speaking or working in groups and pairs, or introducing more activities from the textbook.

As for the weaknesses of the research, passing another survey dealing with the same aspects as the initial one – or even re-sending the initial survey after finishing the unit to analyse students' evolution – would have helped obtaining more valid results. Contrarily, what was passed to students was a final opinion survey on the activities of the unit, which did not contemplate the ELF paradigm directly. Then, the lack of human contact and interaction have been important problems while carrying out the study, both during the interview with the teacher and during the implementation of the unit. Having had the chance to maintain full conversations with the learners, or even just listen to them, would have let me know whether the type of English they employ coincided with the ideas expressed on the initial survey. This would have also allowed me notice whether there had been evolution after the implementation and which aspects had improved.

Despite having to adapt the unit and the important problems that the study has presented, there are still some strengths. One of them is that the focus on certain skills and subskills, the competences and the main topic of the didactic unit have been maintained. Therefore, students have likely improved their multicultural and communicative competences, as revealed by certain comments from the second survey.

Apart from the general information on the paradigm and the linguistic knowledge that students have acquired, analysing and raising motivation were one of the main aims of the study and the unit respectively. The final survey has clearly shown a tendency towards a rise in motivation, yet most students have declared they liked the activities and found them interesting and useful while those declaring they were difficult or unclear were a minority (See Appendix 4.1). Another strength of the research was that it seemed to perfectly fit the current circumstances by adapting the unit to the situation of both teachers and students. This success could be seen in the answers to the final survey and in learners' attitudes towards the activities and the topic itself, which were very positively valued.

In secondary schools, English tends to be treated as a foreign language, which usually implies teaching a particular accent and culture. Following this statement, it seems that in the Spanish system of education English will always be considered as another foreign language to be spoken with natives. But the attitudes shown by some teachers and students during this research offer a glance of hope, due that the ELF paradigm has been successfully introduced in the EFL classroom. Through the didactic unit proposal, the traditional system has been faced while at the same time the unit has respected the norms and standards of the Aragonese Curriculum.

Although the initial plan was to implement a didactic proposal totally based on the ELF paradigm, the unit finally became a hybrid of this approach and of the view of English as a foreign language, due to the circumstances of implementation already described. The introduction of this approach, half-way between ELF and EFL, is more than justified regarding the global context and also the demands of education. On the one hand, the current situation of internationalisation and globalisation demands that the population learn a universal tool for communicating with speakers of different languages, and that tool is the English language. This implies that more people need to learn English for professional reasons, but also for travelling or acquiring new knowledge. Educators should be able to inculcate in those people interested in learning English for these purposes that what matters is not to perfectly speak the language, but to know its basic notions and to use strategies for achieving successful communication with others. Students should also learn to distinguish between a more pragmatical English based on the lingua franca paradigm – with features such as avoidance of phrasal verbs, an imperfect pronunciation, a focus on fluency and the use of communication strategies – and English as a foreign language, currently the main approach found in Spanish secondary education.

On the other hand, this hybridity is justified by the educational system itself; learners and even educators do not seem to be prepared for dealing directly with this new approach in its entire

complexity. The introduction of this paradigm in the EFL classroom should be gradual. For instance, firstly it could be contemplated as a possible nature of the English language, serving for explaining its features and implications, just for learners to consider them while having a conversation with non-native speakers. Eventually, educators should introduce the paradigm in all its complexity by adapting the demands of the system to the actual necessities of learners. To achieve this, the paradigm should appear in official documents and be stipulated as an approach that ought to be taught in the secondary English classroom. ELF would be contemplated in official exams, corrections and courses of English for Specific Purposes (ESP).

This didactic unit proposal could be regarded as part of a course plan for 4th ESO, in which several units would deal with the ELF paradigm by introducing it, explaining its features and teaching students how to use it. The main aims of the course plan would be to make learners aware of the implications that knowing English has for international communication, and to prepare them for the current context of globalisation and multiculturalism since they will likely need to use English as a *lingua franca* in their near future.

“English in the World” would be one of the didactic units composing this whole plan, possibly among the first ones because it introduces the paradigm with the initial reading. Each unit could be focused on teaching particular theoretical content for students to know further information on ELF and on the importance of the English language worldwide, apart from teaching some specific comprehensions strategies from the ones listed by Hahl (2016) – in this case, the strategy would be paraphrasing or defining concepts.

Probably the main contribution of this dissertation both to the educational system and to outgoing research on ELF and multiculturalism is the possibility of a didactic unit based on this paradigm which attempts to innovate the EFL classroom. It also seeks for partly changing the whole system itself by letting students and teachers reflect on the actual necessities for learning English, causing them to re-think the purposes of compulsory secondary education. Although my proposal is only a part of the huge jigsaw that is educational innovation and it has many improvable elements, my final consideration is that this project, together with other similar proposals by different researchers and educators, could be the beginning of a new view of English language in education. As educators, we should expect this view, that would prepare learners for the demands of the near future, to enter the system soon and then we should become a key part of this innovation process.

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Appendices

Appendix 1. Questions of the initial survey for students

Link to survey: <https://forms.gle/KqJkdUQXxC2K41yN7>

Hello! My name is Blanca and I need your help for a study I need to complete for my Master's degree. Please, answer the questions below, I promise it will take you less than 5 minutes, and it is anonymous. Thank you for participating!

1. Which culture are you more interested in? Think about movies and books you like, or even music you listen to outside the class.
 - a. British/ UK culture
 - b. American/ USA culture
 - c. Culture from other English-speaking countries – for example, India, Canada or Australia
 - d. I am not interested in any of these cultures

2. How important is for you to sound like a native speaker? (1=not important; 5=very important)

1	2	3	4	5
---	---	---	---	---

3. Do you agree with this statement: 'Communicating effectively in English should be prioritized over sounding like a native'?
 - a. Totally agree
 - b. Agree
 - c. Neither agree nor disagree
 - d. Disagree
 - e. Totally disagree

4. According to your criteria, what is the attitude of English teachers when correcting mistakes in the classroom?
- They correct too many mistakes
 - They should correct more mistakes
 - They correct as many mistakes as necessary
5. If you could only choose one option on speaking in English, which one would it be?
- I prefer to speak fluently, even if I make more mistakes
 - I prefer to speak slow but more correctly, with less mistakes (or paying attention to my mistakes)
6. Which variety of English (accent) do you usually listen most frequently? In class, movies, series, YouTube videos, video games, etc.
- British English
 - American English
 - Another variety: explain.....
 - I cannot distinguish English varieties very well
7. What type of English do you understand better?
- A native person (for example, someone from London)
 - A non-native person (for example, someone from Spain)
8. From 1 (I totally disagree) to 5 (I totally agree), do you think that English is only useful to speak with English native speakers?
- 1 2 3 4 5
9. In which other contexts do you speak English apart from class?
-
10. In your opinion, why is English important? Write as much as you want. You can answer in Spanish too.
-
-

Appendix 2. Questions of the interview with the teacher

Good morning and thank you for accepting to participate in my project. As we have agreed, I will ask you some questions regarding English as a lingua franca and which are your implementations in the foreign language classroom.

1. Are you familiar with the usage of English as the global lingua franca (ELF)?
2. Do you feel that you take into consideration the English as a Lingua Franca or ELF core and its implications while teaching?
3. Do you teach a specific variety of English: British, American or other? Do you present other English varieties to your students through, for example, audio files or videos?
4. What is your attitude towards your students' errors and mistakes? Do you think that your attitude is in some way related with the global consideration of English or to other reasons (e.g. it is time-saving)?
5. Do you teach your students some cultural aspects from English-speaking countries? If so, with what purpose?
6. Regarding all the previous questions, and considering your current students only, in which aspects do you think they encounter more trouble or need more emphasis: varieties of English, errors or cultural aspects? Why?
7. In your opinion, should teachers start focusing on ELF (English as a Lingua Franca) instead of on EFL (English as a Foreign Language) – this is, should they start accepting other forms of English and strategies that are non-native, or should they focus on official standards?

Thank you very much for your participation.

Appendix 3: Unit plan “English in the World”

Lesson	Activity	Outcomes	Description	Time
1	Introductory questions	<p>-Students will reflect on their perception of English as a global language for communication.</p> <p>-Students will use English as a means to express their opinions and to describe their experiences.</p>	<p>The teacher will explain what the unit will be about, including the grammatical and vocabulary contents that they will learn. Then, he/she will ask two or three opinion questions to know the students' views, such as:</p> <ul style="list-style-type: none"> • Why do you think we need to learn English? • What are the reasons why English is the most spoken language? • Have you ever used English to talk with a foreign friend? • When you talk in English with people, do you use any strategy to make yourself understood (for example, say a word in Spanish)? 	10'
	Reading: How languages evolve	<p>-Students will discover the role of English in the world and learn the meaning of International English.</p> <p>-Students will become familiarised with some vocabulary related with internationality and language.</p>	Students will read the text “How languages evolve” (See Appendix 3.1), about the role of English in the world and how languages adapt to modern times through the authentic cases of Singapore, Hong Kong and the Philippines.	7'
	Reading comprehension activities	<p>-Students will use some of the concepts they have learnt from the text.</p> <p>-They will construct coherent full sentences by using previous grammar and practise on paraphrasing.</p>	After reading the text, students will answer questions on page 93, exercise 1 (See Appendix 3.2). These questions are related with the text and also with the nature of English as a global language.	20'
	*Voluntary activity	<p>-Students will reflect on their own perception of their mother tongue in relation with English.</p> <p>-They will construct a short paragraph, being coherent and clear and using new vocabulary, to express their opinion.</p>	This activity is for high-achievers, or for those students who have finished the previous activities too early. Students will have to compare their mother tongue (probably Spanish) with English in the sense that the second one is perceived as an international language, then it is probably more flexible than other languages. They will write a short paragraph explaining in which elements both languages are differentiated and the reasons they think that are behind this differentiation. They will hand this out to the teacher if possible, or even do it as homework.	–
	Sharing answers	-Students will practise on oral interaction and express their opinions.	After everyone has ended, or when there are only 10 minutes of class left, students will share their answers to the previous questions. If the teacher considers this is too demanding for them, she can read the answers aloud herself or ask a random student to say his or her answer.	10'
2	Map	<p>-Students will activate their previous knowledge on the names of the countries, and also their general knowledge on the countries in which English is spoken</p> <p>-Students will interpret data on a map.</p> <p>-They will also learn on the wide expansion of English around the world.</p>	<p>The teacher will project a blank world map from this URL (See Appendix 3.3): https://www.cosmographics.co.uk/images/products/a4-map-of-the-world355_newcopy.jpg</p> <p>Then, she will ask students in which countries do they think they speak English as an official language, and she will start with an example, so students will imitate her: <i>I think English is spoken in Korea.</i></p> <p>After a while, the teacher will show the following map with the answers (See Appendix 3.4): http://chartsbin.com/view/k9n</p>	15'
	Grammar explanation: the passive voice	-Students will learn the use, structure and some examples of the passive voice in English (in present simple, past simple, present perfect; <i>will</i> , <i>can</i> and <i>must</i> forms).	Through the previous activity, the teacher will introduce and then explain the passive voice, preferably by using an inductive approach so that learners will have the chance to interiorize knowledge. The method is up to the teacher, but it should include the use, the form, the different tenses and some examples of the passive.	15'

	Grammar activities on the passive voice	<p>-Students will practise the use and form of the passive voice.</p> <p>-Students will create statements using the passive voice.</p>	<p>Students will make some activities to practise and create structures using the passive voice, concretely e, concretely exercises 4, 5 & 6 (See Appendix 3.5). Then, they will be corrected out loud or with their peers.</p> <p>Once the activities are corrected, students may be asked to repeat the exercise of the map in pairs, however this time they will have to try to explain why they think that English is spoken in some places and not in others, preferably (but not compulsorily) using the passive voice.</p>	20'
3	Vocabulary: how to identify where somebody is from	<p>-Students will retrieve vocabulary that they already know regarding human description.</p> <p>-They will reflect on stereotypes and the features of people belonging to certain nationalities.</p>	<p>The teacher will show a word cloud (See Appendix 3.6) with different expressions that people can use to tell which is someone's origin or nationality. Then, he/she will ask students in which ways, by using some of those words, they can tell that somebody is from their nationality or from other nationalities.</p>	10'
	Listening: "70 People Reveal How to Tell If Someone is From Their County"	<p>-Students will become familiarised with the way speakers from different nationalities express themselves.</p> <p>-They will select which information is more relevant and which one is not necessary to retain.</p> <p>-Students will practise on intensive listening.</p> <p>-Students will revise on the names of the countries and the vocabulary seen in the previous activity.</p>	<p>The teacher will ask students to match at least 10 countries that will appear in a video he/she will play to the way the speaker recognises that somebody is from the same country. Students will have to find at least 5 countries and make them correspond to any of the categories seen in the word cloud. He/she will advise students to retain a country with one of the features seen in the word cloud and write it down, then forget about the next one since the countries come out very fast to write many of them (See Appendix 3.7 for answers).</p> <p>The teacher will play the video twice, and if there is time, maybe a third time with subtitles after correcting the activity:</p> <p>https://www.youtube.com/watch?v=dJCKavW22PM</p>	15'
	Post-task: correction and reflection	<p>-Students will briefly express themselves giving the right answer.</p> <p>-They will practise on their pronunciation of country names.</p> <p>-They will reflect on their own learning by thinking of effective listening methods.</p>	<p>The teacher will ask to all the group to tell him/her the countries they got from each category. E.g. <i>Who can tell me a country that the person says he/she recognises the people thanks to their body language?</i> They can also justify it if they want, but it is not necessary. In any case, the teacher should provide more information on details the speakers say to widen students' vocabulary.</p> <p>After correcting the exercise, the teacher may tell the class to think and reflect on the methods they have used to understand the speakers and ask them whether they would use the same method if they were all native speakers or not.</p>	25'
4	Vocabulary: communication	<p>-Students use previous knowledge to define a word.</p> <p>-They employ communication strategies to make themselves understood.</p>	<p>Students will try to define some words about communication. Defining a word that does not come to your mind at a precise moment is a quite effective communicative strategy; e.g. <i>Define "language" with your own words.</i></p>	10'
	Text: "My Experiences as a Non-Native Speaker of English"	<p>-Students will understand the overall idea of the text.</p> <p>-Students will discover the situation of many non-native speakers living abroad.</p>	<p>Students will read individually the selected fragments about the following text about the experience of a Puerto Rican girl living abroad (See Appendix 3.8):</p> <p>https://www.ingeniosupr.com/vol-31/2016/8/29/my-experiences-as-a-non-native-speaker-of-english</p> <p>Voluntarily and for high achievers, some students can try to read the whole text from the link and not only the selected fragments.</p>	10'
	Questions	<p>-Students will look for more specific information in the text.</p> <p>-Students will paraphrase some fragments from the text.</p>	<p>Students will answer the following questions made by the teacher. They will preferably be corrected out loud and asking for volunteers to answer them (See Appendix 3.9).</p>	15'
	Definition exercise	<p>-Students will use communicative strategies to overcome a comprehension obstacle.</p> <p>-Students will maintain a conversation with their partners.</p>	<p>Then, students will work in couples and the teacher will ask them to, helping each other, discuss which could be the meaning of the words and expressions in bold. The teacher will tell them to use any communicative strategy they need</p>	15'

			but using the mother tongue, since students have to imagine they are speaking with a non-native person that is not Spanish.	
5	Pre-task: what would you improve from this email?	<ul style="list-style-type: none"> -Students will identify the parts and conventions of the informal email. -Students will also recognise some of the features of International English seen throughout the didactic unit. 	The teacher introduces the writing task by presenting an example of an informal email from an Indian girl (See Appendix 3.10). He/she will set the context, then ask students what they would change in order to improve the email: making the message clearer, paraphrase some sentences, add sections (e.g. farewell). The teacher will also explain some of the features of non-native discourse.	10'
	Written production: write an e-mail to your friend from a different nationality	<ul style="list-style-type: none"> -Students will use English as an International language for communication with other non-native speakers. -They will construct a proper structure from an email and respect the register. -They will talk about their culture considering multiculturalism. 	The teacher will ask students: <i>Imagine that you are participating in an exchange program with another student from a different country, who will come to Spain next year. Both of you know English, but none of you speak the same mother tongue. Now, write him/her an email introducing yourself and describing your country (you can explain some traditions, customs, Spanish expressions or a typical dish, if you want). Make sure that you include all of the parts that an informal email should have.</i>	40'
6	Interaction: role play	<ul style="list-style-type: none"> -Students will focus on fluency and meaning while talking. -Students will use the vocabulary on ELF and multiculturalism acquired throughout the unit. -Students will maintain a conversation with their classmates, respecting the turn to speak and accepting others' opinions and views. 	<p>Students will need the emails they wrote in the previous section for this activity. They will pair themselves (ideally in a random way) and will be asked to do the following: <i>Imagine that the person in front of you is the friend to whom you wrote the email. He/she has just arrived in Spain and you meet for the first time. Your friend and you have to plan the stay and then he/she will ask you some questions about your culture from the email he/she got.</i></p> <p>Students will perform the role play once, then they will change roles and do it again. The teacher should advise them to focus more on the message and be fluent, not worrying so much about mistakes.</p> <p>If there is still time left, they can talk on their opinions about native English and International English.</p>	40'
	Final test or assessment: what have you learnt?	-Students will reflect on all that they have learnt throughout the didactic unit, regarding language and also culture.	An opinion test will be passed to students on the unit, just for the teacher to know whether the aims were accomplished and the unit was successful.	10'

Appendix 3.1: Reading “Why do languages change?” from Wider World 4: Student’s Book

[illegible]

Appendix 3.2: Activities on “Why do languages change?” from Wider World 4: Student’s Book

EXPLORE

1 In pairs, discuss the questions.

- Does your language have different varieties or dialects?
- Do you use English words in your language? Which ones?

2 Read the text and answer the questions.

- Why is English considered to be a ‘global language’?
- What is International English?
- How many people speak English as a second language?
- How has digital technology changed language?
- Why are some words not considered to be ‘real’ words?

3 Read the article again. In pairs, discuss the questions.

- What information in the text surprised you?
- Do you think your language is changing as much as English? If so, in what way?
- Do you agree that terms like *to google* are real words? Why? / Why not?

EXPLORE MORE

4 **7.5** Watch Part 1 of a video about the English language. Choose the correct option.

- People study English in the Philippines because *the teaching is better / it is cheaper*.
- One hundred / Ten* million people live in the Philippines.
- Taglish is *difficult / easy* for foreigners to understand.
- The number of foreign students in the Philippines is *stabilising / increasing*.
- Elizaveta also considered studying in *Australia and New Zealand / Russia*.

5 **7.6** Watch Part 2 of the video. Choose the words you hear.

- chav / chap*
- ain't / innit*
- LOL / IMO*

6 Match words 1–6 to their definitions a–f.

- LOL
- IMO
- ain't
- innit
- chav
- chap

- isn't it
- in my opinion
- an offensive word to describe a young person who is aggressive and often wears sportswear
- am not / aren't / isn't
- a man, especially one you like
- laugh out loud

7 **7.6** Watch the video again and answer the questions.

- Why are some words written in black?
- Why are some words written in red?
- How many words are there in the *Oxford English Dictionary*?
- When does a word become a word?

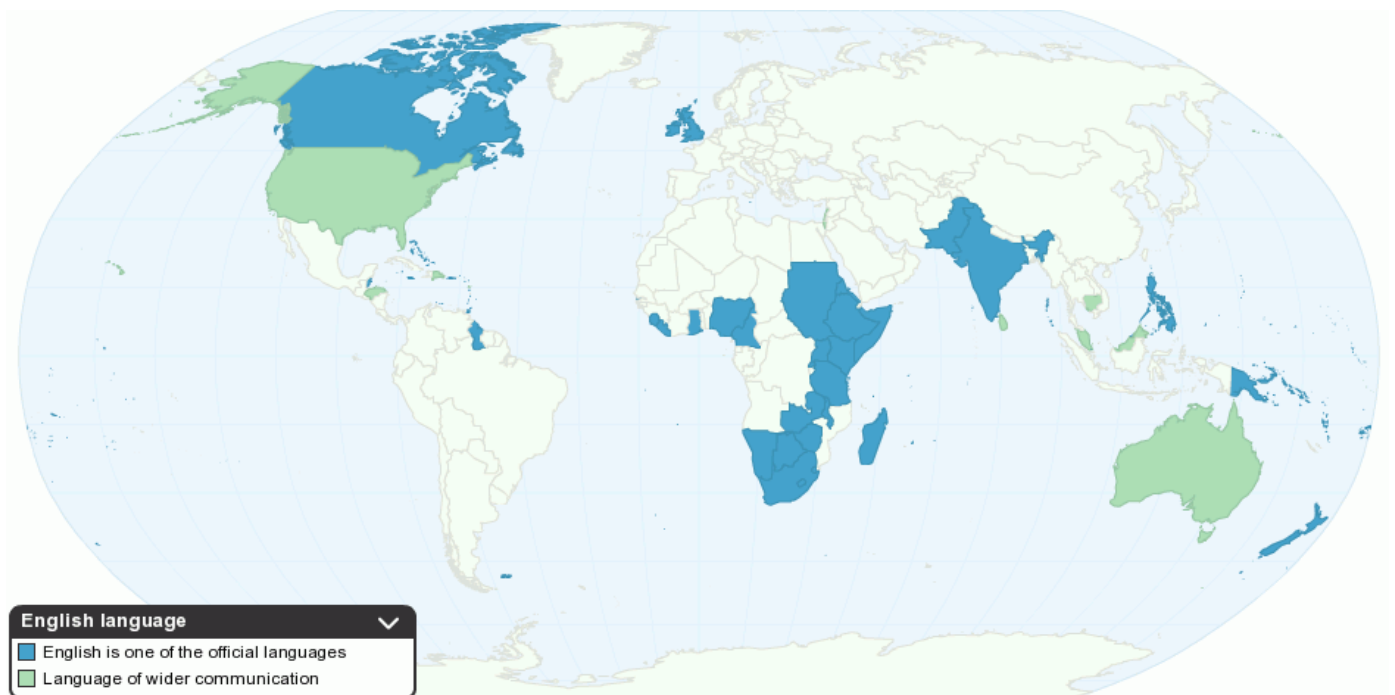
8 What did you learn about English in these videos? Would you go and study English in the Philippines? Why? / Why not? Discuss in pairs or small groups.

YOU EXPLORE

9 **CULTURE PROJECT** In groups, prepare a digital presentation about different words in your language.

- Discuss these questions:
 - What new words are currently used?
 - What kind of people use them?
 - Which words come from other languages?
 - How many English words are used?
 - What do you think of these words?
- Write a short script based on your discussion.
- Share your presentation with the class.

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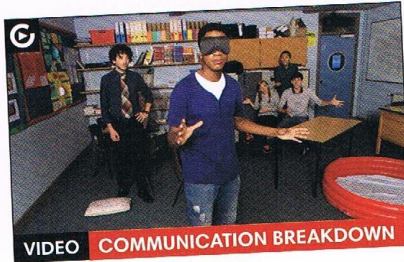
Appendix 3.3: Blank world map*Appendix 3.4: Map showing the countries with English as a (co)-official language*

Appendix 3.5: Grammar exercise on the passive voice from Wider World 4: Student's Book

7.2

GRAMMAR The Passive

I can use verbs in the Passive.



VIDEO COMMUNICATION BREAKDOWN

- Jay: You're in a rush!
- Skye: We're going to a workshop.
The last one was organised by the Drama teacher.
- Jay: What workshop?
- Nina: We were sent an email last week.
Look at the poster: 'Improve your communication skills and have fun. All equipment is provided.'
- Skye: Come on. It'll be a laugh.
- Teacher: Hi, guys. OK, today's game has been designed to help you communicate better with each other. In this game obstacles are placed around the room. The obstacles are chairs, a table, cushions and some water. One person is blindfolded and has to get to the other side of the room.
- Jay: Cushions ... cool. Can I be blindfolded?
- Teacher: Sure. Now, when the instructions are given, listen carefully. OK. Dan, Nina and Skye, decide where you want the obstacles. ... I think we're ready. Remember: clear instructions must be given.
- Dan: Jay! I said turn right.
- Jay: Clear instructions weren't given.
- Nina: They were! You weren't listening!
- Teacher: Guys, this should be fun!

You're in a rush!
It'll be a laugh.

OUT of class

- 1 **CLASS VOTE** Look at the photo. Do you think this type of activity helps your communication skills? Why? / Why not?

- 2 **7.2 3.25** Watch or listen and answer the questions.
- 1 How did Nina, Dan and Skye hear about the workshop?
 - 2 What obstacles does the teacher mention?
- 3 Study the Grammar box. Find more examples of the Passive in the dialogue.

Grammar The Passive

Present Simple and Past Simple

Special equipment **is used**.
The message **wasn't sent**.

Present Perfect

The poster **has been printed**.
The obstacles **haven't been moved**.

can and must

The game **can't be played** in groups.
More information **must be given**.

by

The workshop was organised **by** the students.

GRAMMAR TIME > PAGE 124

- 4 **3.26** Write questions and short answers for these sentences from the Grammar box. Listen and check.

- 1 Is special equipment **used**? (✓) **Yes, it is.**
- 2 Was the message _____? (X) _____
- 3 Has the poster _____? (✓) _____
- 4 Have the obstacles _____? (X) _____
- 5 Can the game _____? (X) _____

- 5 Write the past participle form of the verbs below.

find keep lose make say see show speak
teach write

- 6 Rewrite the sentences in the Passive.

- 1 A schoolboy has found a message in a bottle.
A message in a bottle **has been found by** a schoolboy.
- 2 Most people don't write letters now.
Letters _____ most people now.
- 3 We can make some food for the workshop.
Some food _____ for the workshop.
- 4 They didn't keep their letters for the grandchildren.
Their letters _____ for the grandchildren.
- 5 This teaches students to work in a team.
Students _____ to work in a team.
- 6 The students must speak English in this class.
English _____ the students in this class.

Appendix 3.6: Word cloud with vocabulary on how to identify where somebody is from



Appendix 3.7: Answers to the YouTube video “70 People Reveal How to Tell If Someone Is From

Their Country” (<https://www.youtube.com/watch?v=dJCKavW22PM>)

COUNTRY	RECOGNISED BY...	EXTRA DATA THEY MENTION
Poland	Undefined	“Polish radar”, you just know it
Peru	Posture	Slouch (encorvado)
Pakistan	Posture	Appropriate, manners too
Italy	Posture	The way they stand
Georgia	Posture	They are laidback, just the way they walk
Norway	Walking	They walk slower
Brazil	Walking	Chilling, bouncing hands
Canada	Attitude	Apologize for everything
UK	Attitude	Always apologizing
Croatia	Voice	They are usually loud
Vietnam	Voice	Very loud voice and they are Asian
USA	Voice	Loudest people, although not as much as Scottish
Scottish	Undefined	You can tell, it’s a sixth sense or something
Russia	Face form	Face, you can sense it
Kenya	Gestures	Mannerism
Côte d’ Ivoire	Undefined	You just recognise them
Belgium	Face form	See it in their face, mouth and facial structure
Romania	Face form	Facial features
Uzbekistan	Face form	Strong eyebrows
Ethiopia	Body traits	Big hair or curly hair
Poland (again)	Face form	Face like a potato

Czech Republic	Body traits	Blue eyes and blond
Belarus	Body traits	Blond with green eyes
Kazakhstan	Body traits	Shape of the eyes
Iran	Body traits	Eyes, stare
Senegal	Body traits	Round face, black skin, Asian eyes and lips
Tanzania	Dressing	How they dress
Latvia	Dressing	Certain style
Finland	Dressing	Sensible clothing
China	Dressing	They dress more formal
Jamaica	Dressing	Skinny pants, cloak, white belts, white shoes
Switzerland	Dressing	They wear mountain boots and huge backpacks
Netherlands	Dressing	They wear matching raincoats
Turkey	Body language	Hand gestures, mimics, excitement
India	Body language	Expressive with the hands
Japan	Undefined	If they are Asian, there are many chances
South Korea	Speaking	You know when you hear them speak
Philippines	Speaking	Accent
Thailand	Speaking	By the way they talk
Ecuador	Undefined/ Speaking	A little "thing"
Israel	Speaking	Accent
Greece	Speaking	Straightforward language, they speak the way it sounds
Australia	Speaking	Twang (66ounse)
Dominic Republic	Speaking	Spanglish
Singapore	Speaking	Singlish
Nigeria	Expressions	By one thing you hear from them, even though they have been abroad for a long time
New Zealand	Expressions	Choice, sweethearts, mate
Chile	Expressions	Cachái
Belize	Speaking	Say "ike" instead of "like"
Panama	Expressions	They call you "panna"
Guyana	Speaking	They say "hey buddy" (with accent)
Mexico	Expressions	Expressions: Wey, "cabrón"
South Africa	Expressions	Expressions: Ja
Ghana	Speaking	Greetings, "Charlie"
Spain	Attitude	When hearing someone like thinking: "Mmmm", you can tell
Germany	Attitude	They ask precise, specific questions
Sweden	Attitude	They are very excited about everything, they want to learn
Trinidad & Tobago	Attitude	Especially on women, femininity with a softer or stronger way
Ukraine	Behaviour	You can tell it when they can drink a lot of vodka
Austria	Behaviour	Drink a lot of beer, smoke many cigarettes and complain a lot
Egypt	Speaking /Attitude	They talk very loud on the phone
Lebanon	Behaviour	They check people out (los miran de arriba abajo)
France	Behaviour	If they are in New York eating a pizza with knife and fork, they are probably French
Taiwan	Behaviour	They fight for the bill, like if they were in a show

Appendix 3.8: Text from a Puerto Rican girl (<https://www.ingeniosupr.com/vol-31/2016/8/29/my-experiences-as-a-non-native-speaker-of-english>)

My Experiences as a (Non)-Native Speaker of English

The English language is close to my heart. I use it every day to communicate with close friends, to understand technology and **get through** my college career. I have gone through many experiences where I have needed to speak English. There are thoughts I could only be able to express in English... If anything, it has served me as a tool. English has helped me bond with people I otherwise would not have met, in places I never would have dreamed of visiting.

Living in Puerto Rico, I have been studying English my whole life, but I have not always spoken it. It wasn't until I moved abroad for the first time that I experienced speaking the language **first hand**. This is where I consider my journey as a (non)-native speaker began. [...]

On my first day at Lake Stevens Middle School there seemed to be something wrong with my paperwork, so I had been called out to the **67ounselor's** office. Being that I was by myself and had no one to translate for me, I told the lady, "I don't speak English". She responded with a "You certainly do. You just spoke it." She was not wrong, I did, but I did not entirely agree with her. I do not remember there being a Spanish translator, but somehow I managed to solve the problem. As time passed, I realized I had gained a standard American accent, influenced by my peers, siblings and the media. Thanks to this, my vocabulary had definitely expanded, and I was beginning to feel part of the community.

[...] Despite being treated equally, I still felt like my English was not good enough. I did not sound like everyone else. I was different and I discovered I was not **letting myself in**, as it occurred to me one day in my Biology class. During a group oral presentation, I was too afraid to speak, in fear that my classmates would not understand me because of my accent. When the teacher called me out during the oral report for remaining quiet, I explained to her my dilemma. Worried that this would affect my grade, I participated in the presentation. When I finished reading, the teacher asked the class if they were able to successfully understand my English, to what they replied with a collective "yes". This small step meant a big achievement for me. It led me to being more confident and self-accepting, at least in that class.

[...]

My experience in Europe was totally different from the one in the United States. People are not obsessed with accents and do not try hard to sound like something, at least not American, which in turn, gave me a peace of mind when it came to my accent. When I studied abroad last semester in France, I had to adapt myself into speaking and practicing French. Once

again my English accent had drastically changed. It was now much **bolder** and I often found myself using advanced vocabulary, which their roots were closer to the French language. My English seems to be forever evolving with each change in my life, and French has helped me make these connections to the history of English.

If it was not for English, I would not know how I could have survived in unknown places, like Hungary or Czech Republic. English has opened many doors especially put me in contact with amazing people that I could not have gotten to know if it was not for our lingua franca. I have **befriended** people from different cultures and backgrounds, people whom I learned from and highly appreciate. In my travels, thanks to my knowledge of English, I have represented incredible relief for many people everywhere, from student aid to the new international students in high school, help desperately lost tourists with directions, and even serve as interpreter to an Australian couple in a Parisian police station. I have had incredible experiences and opportunities, and for this I am grateful to the English language.

Appendix 3.9: Questions from the text “My Experiences as a (Non)-Native Speaker of English”

Regarding the previous text, answer the following questions:

1. According to the writer, how useful was English during her life and career? Name one example of what she uses it for.
2. Did she speak English properly before going abroad? Why?
3. What is the speaker's mother tongue?
4. Has Máyori ever felt different from her classmates for being a non-native speaker? Justify your answer.
5. Explain the difference between the treatment she had in the USA and in Europe in terms of her English accent.

Appendix 3.10: Sample of an informal email from an Indian girl

(<https://brainly.in/question/6026009>)

██████████@gmail.com

Subject: Summer Vacation Blast

Hey Sushil,

I hope this mail finds you in great health and spirits. I am writing to you to invite you to come over to my place during the summer vacation. We will have a blast! We will go to Manali to get rid of the heat wave going on across the northern India. We will spend a week there of fun and frolic. I know how much you love in being mountains.

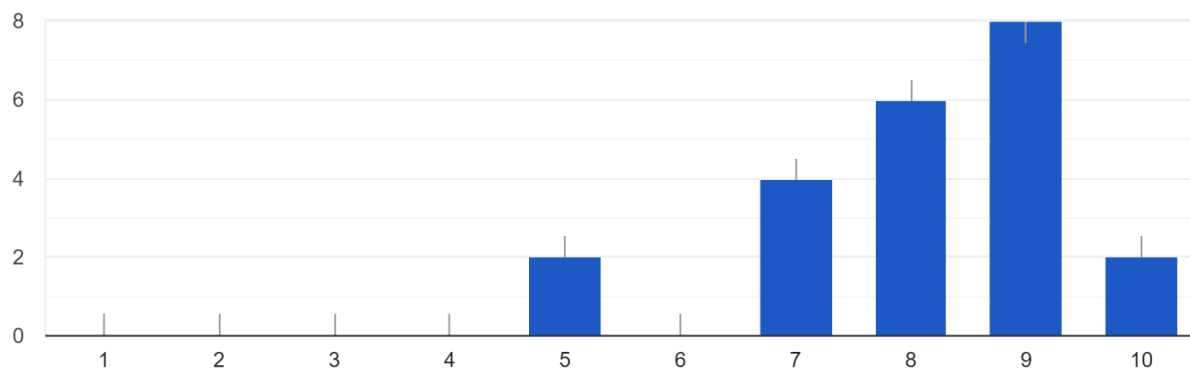
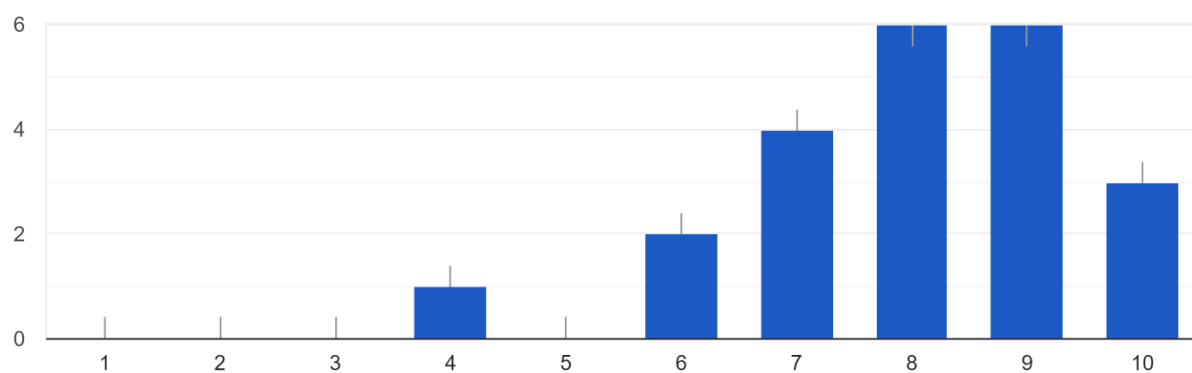
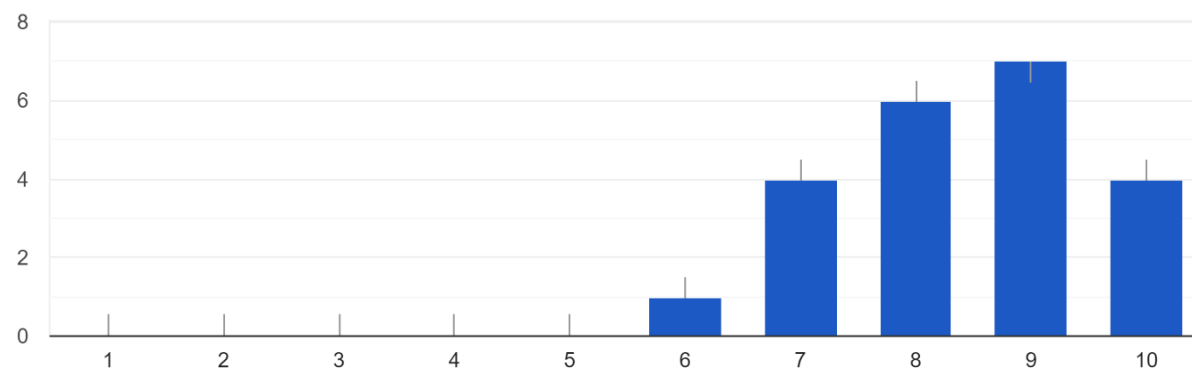
We will play the video games together after returning from the mountains. In the evening we will be going to malls; we will also be watching a few movies together. So do come over. Do let me know your plan. Looking forward to have a blast with you. Parnam to uncle and aunt.

Appendix 4: Final opinion survey for students

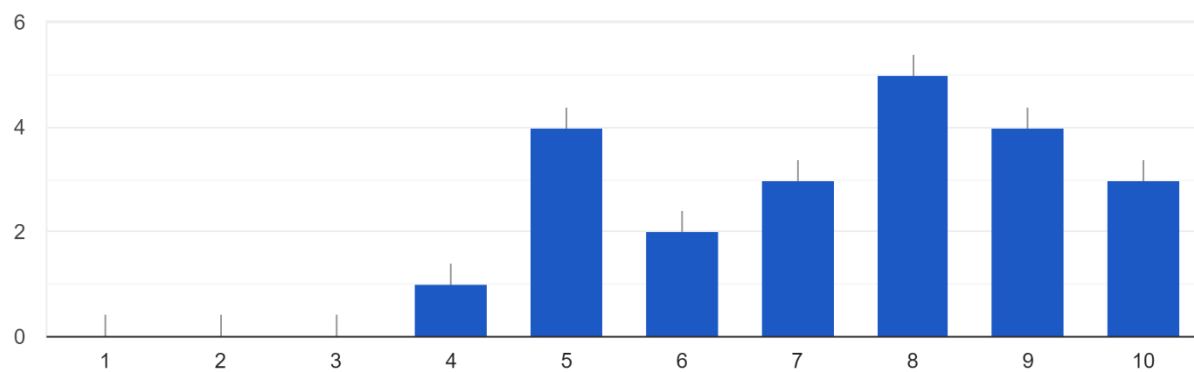
Link to survey: <https://forms.gle/cdPYp7nZHz8RfHbw8>

Activities that had to be analysed and marked by students from 1 to 10:

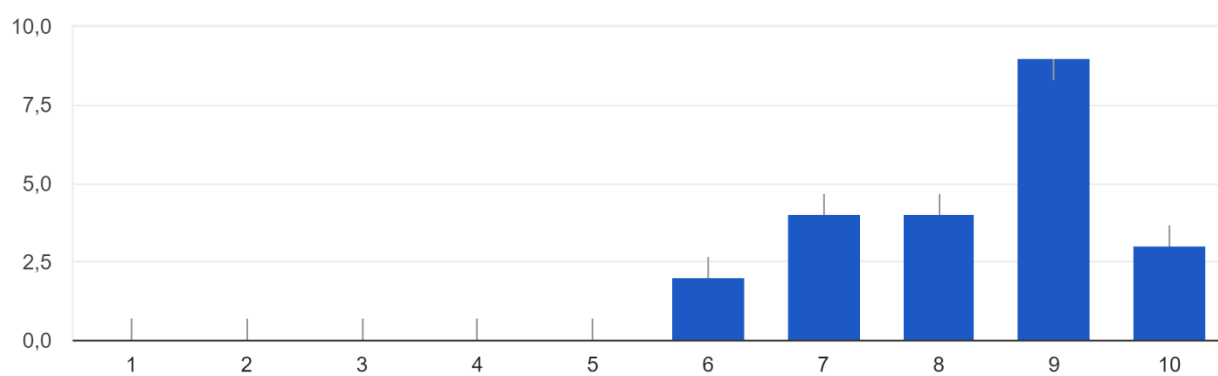
- Question 1: Passive voice PowerPoint
- Question 2: Reading activity from the textbook, page 92: “Why do languages change?”
- Question 3: Writing exercise from the textbook, page 93: “Why do languages change?”
- Question 4: Quiz on the passive voice
- Question 5: Quiz on Unit 7
- Question 6: Map voluntary activity
- Question 7: Listening voluntary activity “70 People Reveal How To Tell If Someone Is From Their Country”
- Question 8: Reading voluntary activity “My Experience as a (Non)-Native Speaker”

*Appendix 4.1. Results from final opinion survey***Question 1****Question 2****Question 3**

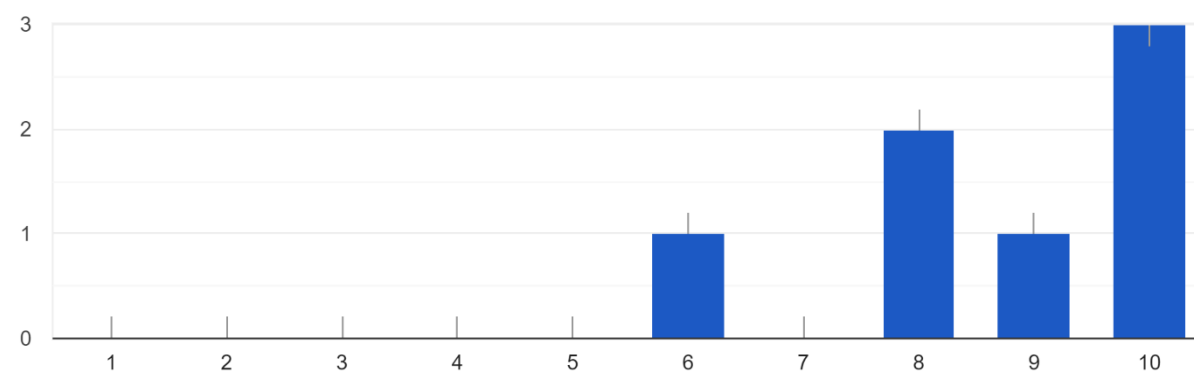
Question 4



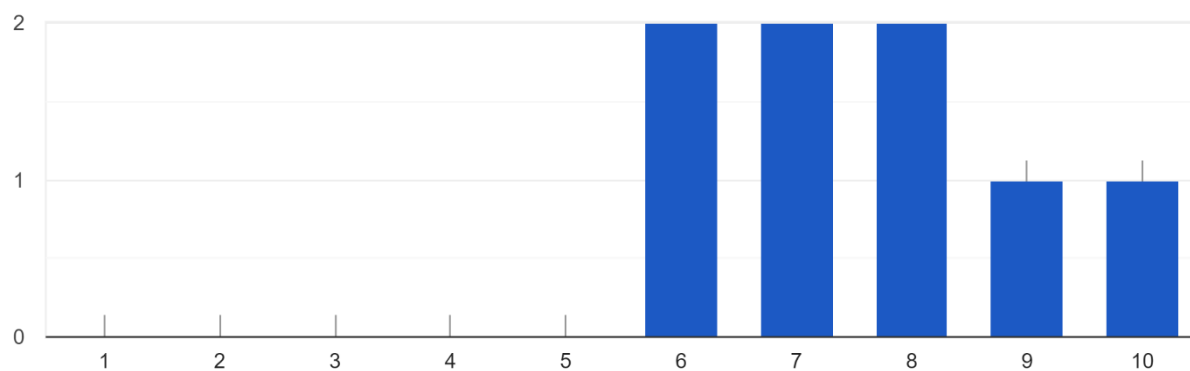
Question 5



Question 6



Question 7



Question 8

