

Trabajo Fin de Máster

A Lingua Franca approach as a motivation booster for students of English as a Foreign Language. A quasi-experiment with Aragonese High School students.

El enfoque de *lingua franca* como incentivo motivacional para los estudiantes de inglés como lengua extranjera. Un cuasi experimento con estudiantes de un instituto aragonés.

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ABSTRACT

In the current context of worldwide globalisation, English has become the *lingua franca* for international communication. Such role of the language encompasses most of the interaction in English in which students of it as a Foreign Language (EFL) will participate in the real world but, on the contrary, that phenomenon is underrepresented (if at all considered) in the English Language Teaching materials used in Aragon at Bachillerato level. With the aim of providing further arguments to support an approach based on English as a Lingua Franca (ELF) as the basis for EFL syllabi, the hereby described research has investigated on how it affects students' motivation towards learning English. After analysing the used materials used in two 1st of Bachillerato classes in a high-school in Zaragoza, and confirming their incompatibility with the ELF phenomenon, a compatible learning unit was designed and implemented. Before and after the implementation, respective questionnaires were run, where students were asked on diverse motivational components. The results showed a consistent improvement both in general and in specific aspects of students' motivation. Despite the impossibility of generalising those findings fully, they confirm the need of including ELF-oriented materials in the EFL syllabi, which could in addition fit perfectly in the curricular framework involved.

Keywords: *English as a Lingua Franca (ELF), English Language Teaching (ELT), motivation, non-native speakers, intelligibility.*

INTRODUCTION

Nowadays, English is no longer just a language spoken within native speech communities. Instead, it has additionally become a global *lingua franca*, the context which encompasses most of the interaction in English, predominantly by non-native speakers. It is therefore the most dominant foreign language among the world's languages, used as an international means for communication for different purposes and in several domains—including those known as élite domains—a status that is likely to be maintained (Björkman, 2013).

However, there is not concordance between real world's English and how it is approached in the context of English Language Teaching—or ELT—(Caleffi, 2016). This idea aligns with results from further research, and especially relevant is such by former Master's student Mascuñano (2020), who focused her investigation in a closer context to such of the research presented hereby, and concluded that “the materials used in the course of 1st year of Bachillerato [in a high school in Zaragoza (Spain)] do not provide a realistic picture of the use of English in today's world[, since they] present the English language in a narrow way and fail to represent the features of authentic and ELF [(English as a Lingua Franca)] interactions”. From her point of view, this “can lead to the students' disconnaissance of the international role of English[,] their misinterpretation of this language as belonging solely to its native speakers”, their distancing from the language, and their “lack of motivation and unwillingness to participate in the class activities”.

The current research aims consequently to continue with and to complement Mascuñano's work, in order to check whether her suspicions are right and whether the use of teaching materials designed following an ELF-approach boosts students' motivation towards learning English, as a paramount determinant of their performance. The hypothesis to be tested is therefore the following:

The use of materials based on an ELF-approach increases the motivation of students of English as a Foreign Language (EFL) in comparison with the mainstream ELT materials used within the current Spanish Secondary Education System.

The research intended to test this hypothesis has been carried out in the form of a quasi-experiment during my school placement period in April 2021. A group of EFL

students from two different classes of 1st year of Bachillerato, in Pablo Gargallo High School in Zaragoza, responded to a questionnaire on motivation both before and after being taught a learning unit designed following some ELF-oriented criteria.

As it goes along, this paper presents the theoretical and curricular framework supporting this research; the methodology followed, in a section which includes a detailed description of the participants, instruments and criteria used to establish the starting point through the textbook analysis, and to design both the ELF-oriented learning unit and the motivation questionnaires; and the description and discussion of the results obtained with the students' answers to the questionnaires. Finally, some personal conclusions are to be found.

THEORETICAL FRAMEWORK

The current worldwide picture of English is totally unprecedented, since it “has reached truly global dimensions no other language has come near before” (Björkman, 2013). Despite the impossibility of offering exact figures (Seidlhofer, 2011), it is estimated that “one in four of the world’s population are now capable of communicating to a useful level in English’ (Crystal 2006a: 425) and in turn, that roughly only one out of every four users of English in the world is a ‘native speaker’ of the language” (Seidlhofer, 2011), which, as Beneke (1991, in Seidlhofer, 2011) estimated in the last decade of the past Century, “80 per cent of all communication involving the use of English as a second or foreign language [did] not involve any ‘native speakers’ of English [, a percentage] likely to be even higher now” due to the expanding number of English users in international domains (Björkman, 2013).

If we look at it from the perspective of Kachru’s World Englishes paradigm (1985), we must first take into consideration the groups or ‘circles’ into which countries are categorised: the ‘inner circle’, which gathers the countries where English is the native and first language (USA, the UK, Canada, Australia and New Zealand); the ‘outer circle’ countries (mostly former British or US colonies), where English is one of the languages in multilingual contexts, and its use has an official role in the institutions (India, Kenya, Singapore and South Africa are examples of ‘outer circle’ countries); and the ‘expanding circle’, including the countries where English is not used locally but globally as a foreign language (such as China, Russia or Poland). These categories have been used by many authors to give further approximate numbers of English speakers. For instance, Crystal (2003b, in Seidlhofer, 2011) calculated that the ‘inner circle’ countries only account for 320 to 380 million English speakers, clearly outnumbered by speakers from the ‘outer’ (300 to 500 million) and the ‘expanding’ circles (500 to 1000 million).

Therefore, and although Kachru’s model has become very enlightening to describe the different types of English users, it seems no longer accurate to stand by his mention to the ‘inner circle’ countries as the ‘norm-providing’, since “[t]he very fact that English is an international language means that no nation can have custody over it” (Widdowson, 1994).

Instead, English is now “being shaped, in its international uses, at least as much by its nonnative speakers as its native speakers” (Seidlhofer, 2004), which “implies equal

communicative rights for all its users” (Hülmbauer, Böhringer, & Seidlhofer, 2008) and establishes what Firth (1996) calls “a ‘contact language’ between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication” (Seidlhofer, 2004). This is a widespread definition of English as a Lingua Franca (ELF), but there are also other authors who place greater emphasis on ELF as “a context or purpose of use” (Ur, 2010), such as House (1999), who defines ELF interactions as those “between members of two or more different linguacultures in English, for none of whom English is the mother tongue” (Seidlhofer, 2004) or Seidlhofer (2011), who thinks of ELF as “any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option”.

In this global scenario, and although “ELF interactions often also include interlocutors from the Inner and Outer Circles” (Seidlhofer, 2004) —which supports the use of Jenkins’ and Seidlhofer’s extended definition referring to ELF as “communication in English between participants who have different ‘linguacultures’¹ (Jenkins, 2006, p. 164), whether they are categorised as native speakers, second language users, or foreign language users” (Baker, 2009)— it is fair to consider endorsed Ur’s (2010) statement below:

most, if not all, of the students learning English in schools in non-English-speaking countries will need that language not in order to interact within a specific English speech community, but rather to communicate with other English speakers (some native but probably most non-native), both intra- and internationally (p. 85).

Nonetheless, many of those future users of English as a lingua franca are learning it as a foreign language (Jenkins, 2006), which happens to create “a divergence between what is happening to English in the real world and how English is thought of as language-subject in the context of ELT” (Caleffi, 2016).

This divergence has also been evinced by Mascuñano (2020), who studied the materials used in the 1st of Bachillerato classes of a high school in Zaragoza, under the same curricular framework as the one in the present research (Aragonese Curriculum for

¹ It is beyond the scope of this paper to discuss or offer a definition of this term, so the focus here should be in the consideration as ELF interactions of all types of communication in relation to their speakers.

the Bachillerato Stage - DGA, 2016), and whose conclusions encouraged me to take the baton and design and implement materials adopting an approach compatible with the ELF phenomenon.

As part of her investigation, she established nine criteria, based on those designed by various authors in previous research studies, to test her hypotheses that (1) “The materials used in the current Spanish education system in high-schools are not suitable for nor represent appropriately the ELF approach of ELT”, and (2) “The English language presented in the materials gives learners an unauthentic view of the English language and sets unrealistic expectations”. Those criteria by Mascuñano (2020), which will be considered all along the action plan of the present research, can be found below:

- Crit. 1- Nationality and location of the people in the dialogues prepared for the speaking comprehension activities.
- Crit. 2- Types of communication in relation to their speakers: from the same country, between native speakers and non-native speakers or between non-native speakers.
- Crit. 3- Exposure to non-standard accents.
- Crit. 4- Samples of negotiation of meaning and communication strategies.
- Crit. 5- Students’ engagement in ELF real-life interactions and experiences.
- Crit. 6- Promotion of the use of English and exposure to it outside the school environment in authentic contexts.
- Crit. 7- Exposure to authentic interaction in international contexts in the classroom.
- Crit. 8- Promotion of the use of communication strategies and special attention to mutual intelligibility rather than to correctness during the speaking activities.
- Crit. 9- Awareness raising activities of ELF and/or World Englishes or inclusion of topics and contents related to these phenomena.

By checking them through different research instruments, Mascuñano (2020) found out that the use of English represented in those materials was far from realistic, “largely monolithic and traditional”, the students themselves were “not represented in the materials and might not be able to understand the purpose of learning this language”, and the set goals were “unattainable and unrealistic”.

In this same sense of unattainable and unrealistic goals, “virtually all SLA research operates with a native-speaker model and tends to construct nonnative speakers as defective communicators” (Seidlhofer, 2004). However, as pointed out by (Ur, 2010), nowadays the idea of the native speaker-model as the ideal for EFL learners is being rejected mainly for pragmatic reasons, including the already mentioned perception of being unachievable for many learners, but also because native speakers do not speak all the same variety of English and some specific usages may be incomprehensible outside the local community.

This and the findings by Macuñano mentioned above, may be influential aspects on foreign language learning motivation, as explained by Dörnyei (1994) and considering, as mentioned by him, that “motivation is one of the main determinants of second/foreign language (L2) learning achievement”, this research focuses on measuring how teaching an ELF-oriented learning unit can affect students’ motivation in terms of some different components associated to the three levels described by Dörnyei (1994): the ‘Language Level’, the ‘Learner Level’ and the ‘Learning Situation Level’.

At the ‘Language Level’, this research has just focused on the ‘Instrumentality’, in terms of a pragmatic perspective, since the ‘Integrativeness’ factor, associated to the target culture (ibid.) has no place in an ELF approach, where “English is not seen as the property of one culture or community” (Baker, 2009). At the ‘Learner Level’, both the affective aspect and the cognitive aspect of the ‘Self-Confidence’ component have been considered, by checking on the students’ ‘Language Use Anxiety’ and ‘Perceived L2 Competence’/‘Self-efficacy’. At the ‘Learning Situation Level’, course-specific and teacher-specific motivational components have been taken into account. The former encompasses aspects such as ‘Interest’ and ‘Relevance’, which “at a macrolevel coincides with instrumentality [but,] at the level of the learning situation, it refers to the extent to which the classroom instruction and course content are seen to be conducive to achieving the goal” (Dörnyei, 1994). Regarding the teacher-specific components, there is a focus on the given feedback.

Considering that “there are no official guidelines for ELF teaching methods and materials” (Takahashi, 2010), the design of the learning unit implemented as part of this research, in an attempt to be “suitable for the current context of internationalisation” (Mascuñano, 2020), has adhered to the nine criteria by Mascuñano mentioned before,

which are fully relevant in the curricular framework under which this research study has been performed.

Such curricular framework is the Aragonese Curriculum for the Bachillerato Stage (DGA, 2016). Its Specific Provisions for the English as the First Foreign Language subject clearly state in their introduction that “all the elements in the curriculum must be at the service of the ultimate goal a student must achieve: being able to communicate in English in different communicative contexts, inside and outside the classroom, and with varied aims”, through learning opportunities that are “appropriate to the context, with varied and authentic input”. Considering the figures and data offered in the first couple of paragraphs in this section, the exposure by EFL students to non-standard accents and aural input with speakers from different nationalities and with examples of international communication, is duly justified.

The Specific Provisions in the Curriculum also place great emphasis on the students’ development of all the three components of the communicative competence — the linguistic, the sociolinguistic and the pragmatic—, through an approach integrating the four skills: listening, reading, writing and speaking.

Regarding the latter, and since the “syllabus must be structured around language activities focusing on the creation of communicative situations” (DGA, 2016), many interaction opportunities are to be offered to students, where primary focus will be on mutual intelligibility rather than on native-like accuracy (Graddol, 2006), forcing students to negotiate meaning to arrive at understanding, and helping them to develop communication strategies. This will prepare them for their future international communicative practices in English, where “communication breakdowns [between non-natives] are frequent” (Asakereh, Yousofi, & Weisi, 2019), but will also help make “the L2 speech more comprehensible, and thus increase[Ø] its usefulness for L2 acquisition” (Long, 1981 & 1983, in Mitchell, Myles, & Marsden, 2013). At this pragmatic level, opportunities for students “to express their ideas, justify their opinions, as well as their feelings and wishes” (DGA, 2016) have also been offered, as explicitly requested by the Curriculum.

Nevertheless, even with a secondary focus, the linguistic component must also be addressed. In terms of grammar and lexis, the implemented materials have focused on some of the curricular contents for 1st year of Bachillerato specified in the Contents section for such level, within the Specific Provisions of the Curriculum (DGA, 2016).

The selection of contents has also considered the Lingua Franca Core (Jenkins, 2000), a list of the pronunciation features which are identified as causing intelligibility problems if not produced accurately, and which includes four major areas: consonant sounds, groups of consonants (clusters), vowel length and nuclear stress placement.

As for the sociolinguistic component, “in one sense there is no culture of ELF”, or at least it is dynamic and variable, because no cultural community has property over the language (Baker, 2009). Nonetheless, “cultural references and practices will need to be negotiated in each individual instantiation of communication” (ibid.), so by offering students varied speaker models in terms of nationality, accent and relationship, the curricular requirement of developing the students’ sociolinguistic competence is fulfilled.

Finally, the methodological orientations included within the Specific Provisions insist on fostering students’ motivation, so the present research may result particularly relevant as a source of reliable data on the benefits of an ELF-approach within the current Aragonese Curriculum.

METHODOLOGY

Participants

The research hereby was carried out in 2021 in the context of the public high school IES Pablo Gargallo, in Zaragoza. With the aim of using a context as similar as possible to such in the precedent study by Mascuñano (2020), which is intended to be complemented by the present one, the selected level was the same used in her research: 1st year of Bachillerato. In the present case, the participants belonged to two classes (1^o A and 1^o B), with 27 students enrolled in each of them. Both classes together are considered as a joint experimental group.

The pre-questionnaire was ran on the 26th of March (1^o B) and on the 6th of April (1^o A), and 21 and 25 students, respectively, answered it. The learning unit was implemented in six sessions per group, from the 12th to the 26th of April in 1^o B, and from the 20th to the 29th of April in 1^o A. After that, 22 students of 1^o B answered the post-questionnaire on the 26th of April and 26 students of 1^o A on the 29th of April.

However, only the results of the questionnaires by 38 students have been considered valid and have been, therefore, analysed. The reason to be discarded was adhering to, at least, one of the following reasons: having answered only the initial questionnaire (3); having answered only the final questionnaire (8); and having missed 2 or more (≥ 33 per cent) of the six implemented lessons (6).

Instruments and procedure

The aim of the present research is to check whether Mascuñano's (2020) concerns are right, in terms of the motivational negative impact for students caused by the fact of providing a non-realistic picture, in the ELT materials, of the current use of English in the real world. Therefore, and before trying to make any comparison, it was essential to make sure that the participants in the research hereby were being taught with a methodology and materials which present similar problems to those described by Mascuñano (ibid.).

Hence, first step was **analysing the textbook unit** scheduled to be taught during my placement at the IES Pablo Gargallo high school. The textbook used in the participant groups was *Advantage 1 - Student's Book* (Grant, E. & Carter, S., published by Burlington

Books), and the specific unit was “Unit 3 – Live and Learn”². The nine criteria designed by Mascuñano (2020) were checked against the activities and exercises in the mentioned unit and the findings were very similar as hers: among others, underrepresentation of non-standard accents and non-native speakers, as well as lack of authentic input, real-life interactions in international contexts and scarce opportunities for negotiation of meaning and communication strategies.

The starting point was thus set to run the **pre-questionnaire**³ (see *Appendix I*). It was written in Spanish —language in which all the students are proficient, and which is the L1 of most of them—, so as to ensure that all the questions and instructions were correctly understood. Additionally, the questionnaire was anonymous, in order to try and avoid that students felt forced to give a specific answer (either because of being afraid of the consequences or to please their teacher) and were not truly sincere when answering.

The questionnaire consisted of 20 questions of different types, with the aim of addressing same aspects from different perspectives and in different formats, so as to collect data as close to the students’ real opinion and reality as possible. To that effect, the questionnaire included both open questions, which students had to answer with their own words, and closed questions, where the respondents were offered a limited number of options to choose from or to evaluate. This latter group included dichotomous questions, multiple-choice questions (in some of them students had to choose just one option, while in other they were free to select several options), ranking ordering questions, rating questions (both using the Likert-scale and the semantic differential scale), and constant sum questions.

The questions addressed different components of motivation, as considered by Dörnyei (1994), divided as follows: 2 on instrumentality (Q3 and Q14); 2 on language use anxiety (Q4 and Q6); 2 on self-efficacy (Q9 and Q12); 3 on interest (Q10, Q17 and Q20); 4 on relevance (Q5, Q7, Q16 and Q18); and 2 on teacher’s feedback (Q15 and Q19). From the remaining questions, Q13 directly asked students for their own perceived motivation, and Q1, Q2, Q8 and Q11 were used as control questions.

² The full analysis of this materials can be found in the *PORTAFOLIO DE PRACTICUM II* (Calavia, 2021).

³ A draft of this questionnaire was presented as an assignment for the *Innovation and Classroom Research in EFL* subject (Calavia, 2021).

Next step was the implementation of an **ELF-oriented learning unit**. The same unit was taught in the two groups, during six lessons of 50 minutes each (the lesson plans can be found in *Appendix II*). This learning unit was designed under the main premise of keeping the general structure, topic and contents of the aforementioned analysed textbook unit, while applying all nine criteria by Mascuñano (2020).

Regarding the resemblance with the textbook unit, the topic in the designed ELF-oriented unit was maintained (life and education), as well as the addressed genre (biographies), function (expressing opinions), curricular grammar feature (relative clauses: defining and non-defining; relative pronouns and adverbs; omission of the relative) and curricular vocabulary (on education and study; work and entrepreneurship; and leisure, entertainment and sport). No attention has been paid, though, to the pronunciation feature in the textbook unit (/ʌ/, /ɒ/ and /əʊ/) since the vowel quality is not identified in the Lingua Franca Core as causing intelligibility problems, in contrast to vowel length.

As for the ELF approach, all nine Mascuñano's (2020) criteria have been applied to some extent:

As for criterion no. 1 ("Nationality and location of the people in the dialogues prepared for the speaking comprehension activities"), the aural comprehension activities include speakers from Malawi, USA, Portugal, Georgia, Czech Republic, France, Lithuania, Denmark, Spain, Serbia and Greece; and the locations are also varied: Tanzania, Lisbon (Portugal), Opava (Czech Republic), Copenhagen (Denmark) and Barcelona (Spain).

The dialogues in that aural input also represent diverse types of communication, as requested by criterion no. 2 ("Types of communication in relation to their speakers: from the same country, between native speakers and non-native speakers or between non-native speakers"). Some examples are the Ted Talk offered by a Malawian young inventor and a US interviewer in activity 3.3, and the informal conversation between two basketball players from Spain and Serbia in activity 6.3.

With the examples provided in the two paragraphs above, it is thus clear that criterion no. 3 ("Exposure to non-standard accents") has also been applied to this learning unit.

Regarding criterion no. 4 (“Samples of negotiation of meaning and communication strategies”), from the very first lesson students have been encouraged to try and limit their L1 use and to opt for alternative strategies instead, such as the paraphrasing example provided with the *Futurama* clip in the introduction of lesson 1, and the teacher has also used strategies such as paraphrasing, body language or visual support in her communications. Additionally, students have been provided with many interaction opportunities, including activities with non-linguistic outcomes, such as activity 4.2, where students have to give a mark to non-standard answers to exam questions. The type of requested tasks further helps students to develop their communication strategies, since they do not always need to understand all the words from the input in order to successfully perform the task. For instance, in activity 5.2, students are explicitly told to spot keywords in order to, afterwards, guess the contexts from them.

As for criterion no. 5 (“Students’ engagement in ELF real-life interactions and experiences”), activities 4.3 and 6.2 contribute to it. Ideally, this could have been done as oral interaction in real time, either in-person or via video-call. But, unfortunately, and because of the limitations due to the COVID-19 situation, it had to be done as deferred interaction. Nevertheless, students were provided with the opportunity to pose their own questions about education in other countries and received the answers from both native and non-native speakers.

The “promotion of the use of English and exposure to it outside the school environment in authentic contexts” established in criterion no. 6, was approached by presenting the story of the protagonist of a novel book and the related film (*The boy who harnessed the wind*) and by offering them both the physical book and the film to encourage them to read and watch them at home.

With regard to criterion no. 7 (“Exposure to authentic interaction in international contexts in the classroom”), apart from the audios in activity 5.2, which have the specific function of illustrating ELF contexts such as Eurovision, the Nobel Prizes Ceremony or the Erasmus program, students watch an authentic video about basketballers from different countries, but all playing abroad in Europe, who use English as the means for communication.

Criterion no. 8 (“Promotion of the use of communication strategies and special attention to mutual intelligibility rather than to correctness during the speaking activities“) has not much to do with the design of the materials but with the type and

momentum of the feedback given. Therefore, the teacher tried to abide by this criterion while implementing this learning unit.

Finally, and according to criterion no. 9 (“Awareness raising activities of ELF and/or World Englishes or inclusion of topics and contents related to these phenomena”), both activities 5.1 and 5.2 were designed to this purpose, offering figures, data and examples of the ELF phenomenon.

After the implementation, the students completed the **post-questionnaire** (see *Appendix I*). It is basically the same as the pre-questionnaire except for one of the control questions and for the wording of some of the other questions, so as to guarantee that the answers refer to the methodology and materials employed in this research. Despite being anonymous, students were asked to use the same alias in both the pre- and the post-questionnaire, with the aim of only analysing those of the students who completed both of them (and who attended at least 5 out of the 6 sessions, as explained in the Participants section above).

Lastly, the validated participants’ answers, previous and subsequent to the implementation, were compared by carrying out both descriptive and inferential evaluations. For the former, the mostly used measure was the arithmetic average or mean. For the latter, the student-t-test was applied to the rating and constant sum questions, in order to check if we can generalize from our sample to the population. Each probability (p) value obtained with the mentioned test shows the probability that the results are due to chance. The statistic significance or reference value (α -level) set for this research is 0.05, meaning that there is a 5% of probability that the results are due to chance and, consequently, a 95% of them being representative of the population. Every item with a p-value below such α -level of 0.05 will be then considered as statistically significant and, therefore, could be generalized.

RESULTS⁴

In this section, the results of the pre- and post-questionnaires are presented in terms of both descriptive and inferential statistics.

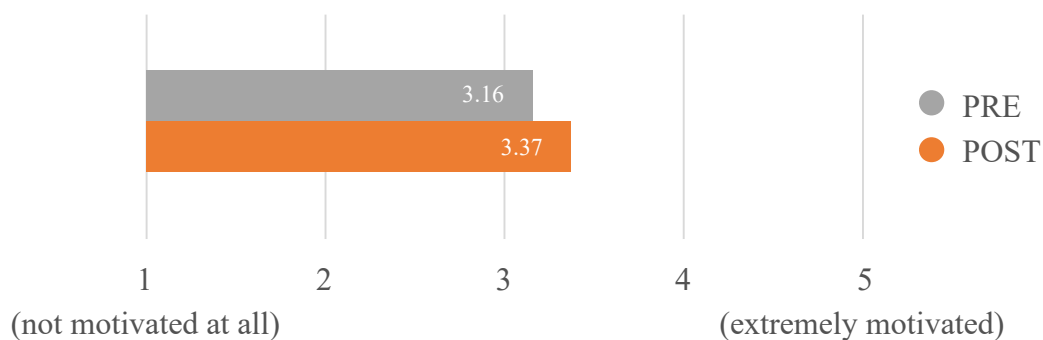
Descriptive evaluation

First, a comparative analysis of the pre- and post-questionnaires' quantitative data is provided by using descriptive statistics. Since no outliers have been identified, the most often measure used will be the mean, the arithmetic average. Due to the nature of the questions, sometimes the answers will be presented in terms of total number of answers per option.

Direct question on perceived own motivation

Question 13 – *How motivated are you towards learning English?*

In this rating question using a semantic differential scale, students were asked to choose a number from 1 (not motivated at all) to 5 (extremely motivated). The average (mean) answers of all the participants were:



⁴ A summary of these results, together with an outline of the whole research process, were included in the academic poster *English as a Lingua Franca: a motivation booster for students* (Calavia, 2021) presented in the “Jornadas del aula al master” on the 21st of May, 2021, and evaluated within the *Innovation and Classroom Research in EFL* subject.

Instrumentality

Question 3 – Do you think that learning English is useful for you? Why/Why not?

In the pre-questionnaire, 37 students answered “Yes”, arguing different reasons, while 1 student answered “No”, referring to her/his lack of interest to talk or learn a language different to such of the country where s/he lives, because s/he finds it arduous, which may be due to how it is taught.

In the post-questionnaire, all 38 students answered “Yes”, including the aforementioned student, who after the implementation argued that “money rules the world and money speaks English”⁵.

Question 14 – What do you think you may use English for?

In this question, where students were invited to select all the options that apply from the six options given, the total number of options selected were:

Pre-questionnaire = 129

Post-questionnaire = 139

Language Use Anxiety

Question 4 – When asked to orally intervene, ...

In this multiple-choice question, students had to select the most suitable ending for the statement above. The variation of the different options in the post-questionnaire, as compared to the pre-questionnaire, was:

(-10) ...you are/were afraid of making mistakes.

(+2) ...you feel/felt calm because your English level is good.

(-1) ...you become/became very nervous, as in any other subject.

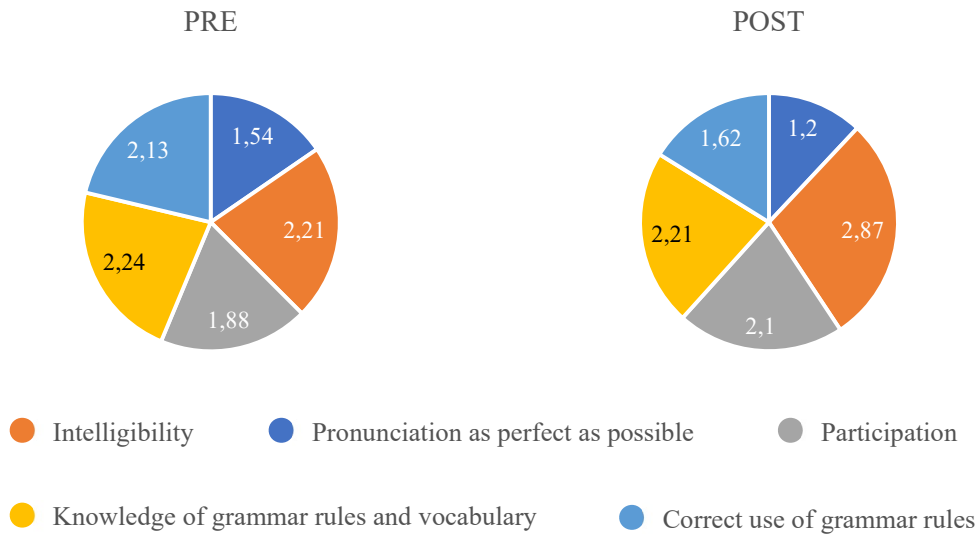
(+10) ...you have/had no problems; it is natural that you do not speak perfectly.

(-1) ...others (“I try not to get nervous”⁵).

⁵ My translation.

Question 6 – What do you think teachers mostly care about?

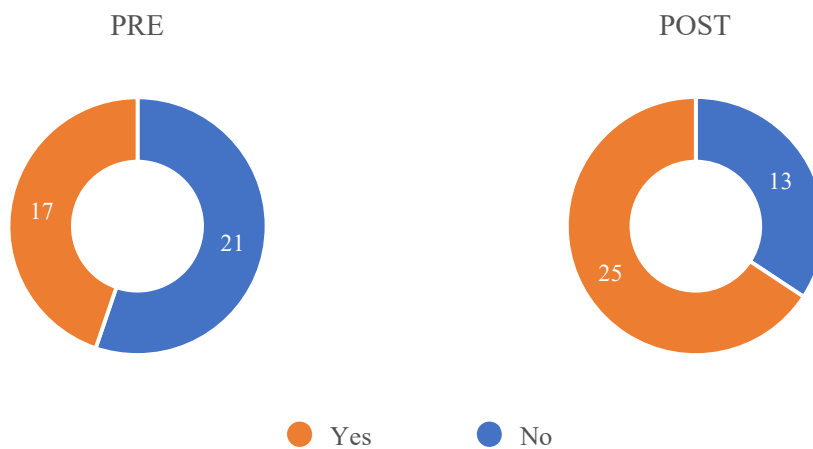
Students were given five aspects about their performance in the English classroom and they had to assign to each of them a number from 0 to 10, making sure that the sum of the five values was 10. Four students did not obey the instructions given, so the average (mean) results shown below correspond to the answers of the remaining 34 participants:



Perceived L2 Competence / Self-efficacy

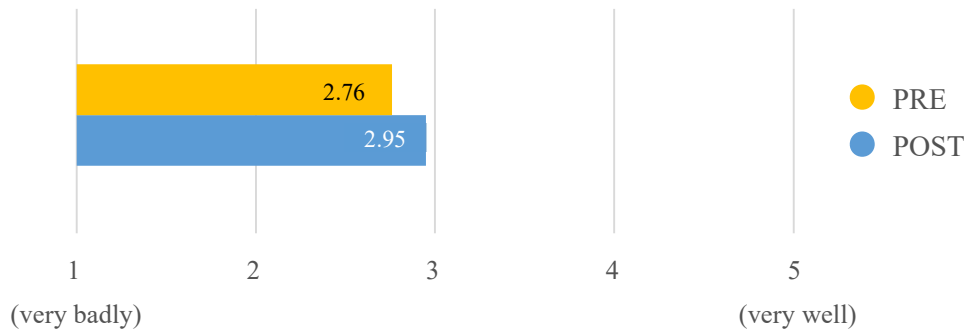
Question 9 – Do you feel able of achieving a similar English level to such of the people you listen(ed) to in the classroom’s listenings?

Below, the total number of answers to each of the options:



Question 12 – How well do you think you can communicate in English?

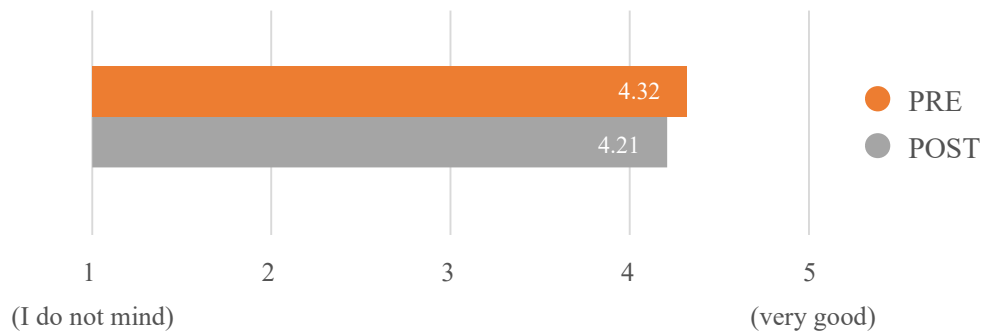
In this rating question using a semantic differential scale, students were asked to choose a number from 1 (very badly) to 5 (very well). The average (mean) answers of all the participants were:



Interest

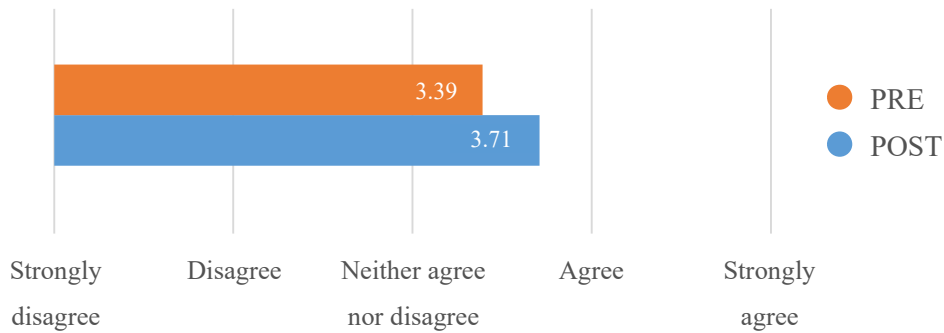
Question 10 – Which English level would you like to achieve?

In this rating question using a semantic differential scale, students were asked to choose a number from 1 (I do not mind) to 5 (very good). The average (mean) answers of all the participants were:



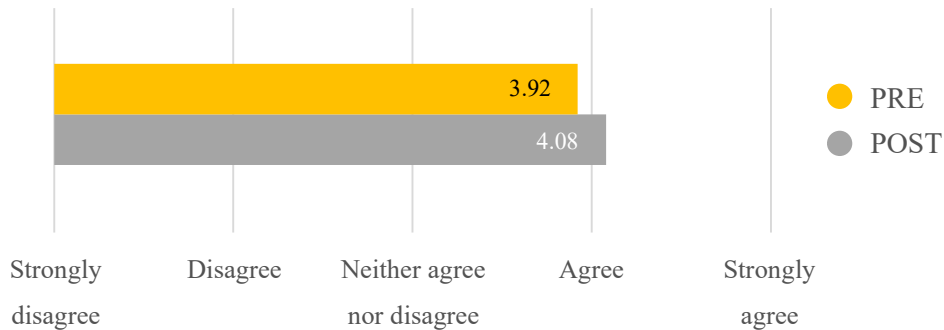
Question 17 – Your English teacher encourages/has encouraged you to interact in English outside the classroom context.

In this rating question using a Likert scale, students were asked to show their level of agreement with the statement above by choosing a number from 1 to 5, considering the following correspondence: 1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; and 5 = Strongly agree. The average (mean) answers of all the participants were:



Question 20 – You like learning English.

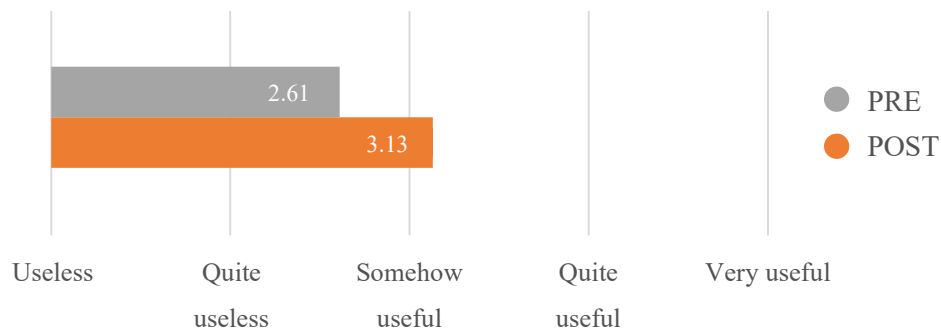
In this rating question using a Likert scale, students were asked to show their level of agreement with the statement above by choosing a number from 1 to 5, considering the following correspondence: 1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; and 5 = Strongly agree. The average (mean) answers of all the participants were:



Relevance

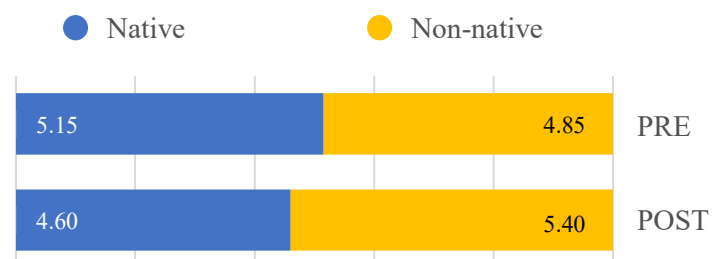
Question 5 – Your English teacher plays an audio of a conversation in English between a Chinese person and an Italian person. How useful is it for the improvement of your English level?

In this rating question using a Likert scale, students were asked to show how useful they think it is the case described above by choosing a number from 1 to 5, considering the following correspondence: 1 = Useless; 2 = Quite useless; 3 = Somehow useful; 4 = Quite useful; and 5 = Very useful. The average (mean) answers of all the participants were:



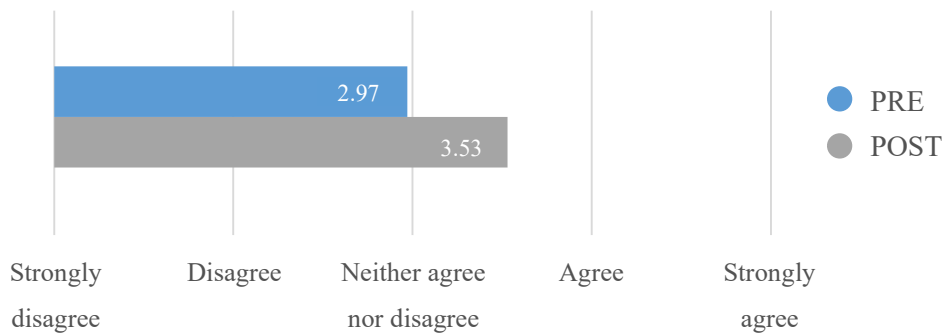
Question 7 – Which kind of teacher do you prefer to help you develop your English needs?

In this constant sum question, students had to choose between two types of English teachers by assigning to each of them a number from 0 to 10, making sure that the sum of both values was 10. Two students did not obey the instructions given, so the average (mean) results shown below correspond to the answers of the remaining 36 participants:



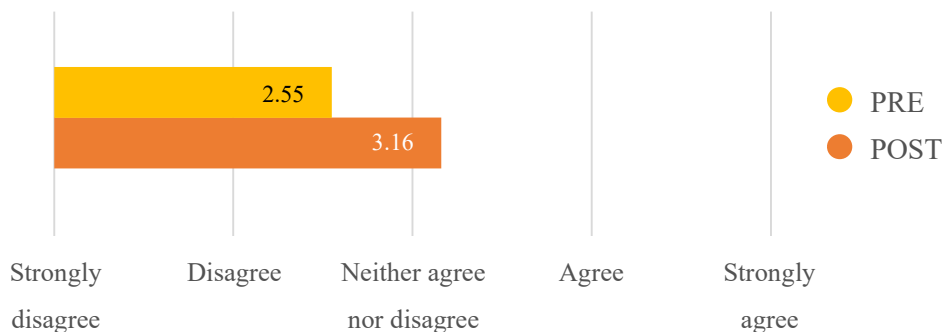
Question 16 – The topics addressed in the English classroom are related to my immediate or near-future needs.

In this rating question using a Likert scale, students were asked to show their level of agreement with the statement above by choosing a number from 1 to 5, considering the following correspondence: 1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; and 5 = Strongly agree. The average (mean) answers of all the participants were:



Question 18 – Your English teacher gives/has given you opportunities to interact in English outside the classroom context.

In this rating question using a Likert scale, students were asked to show their level of agreement with the statement above by choosing a number from 1 to 5, considering the following correspondence: 1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; and 5 = Strongly agree. The average (mean) answers of all the participants were:



Teacher's feedback

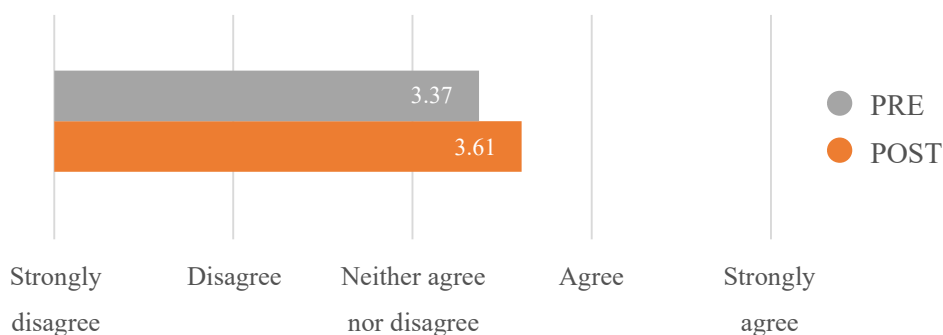
Question 15 – *When corrected how to say something in English, ...*

In this multiple-choice question, students had to select the most suitable ending for the statement above. The variation of the different options in the post-questionnaire, as compared to the pre-questionnaire, was:

- (+2) ...you feel/felt encouraged not to make mistakes next time.
- (+2) ...most likely will become more nervous next time you have to intervene.
- (-4) ...you always think: “I do not want to intervene anymore”.
- (=) ...you do not pay/have not paid attention; you do not care about English.

Question 19 – *The way your English teacher corrects you encourages you to participate despite mistakes.*

In this rating question using a Likert scale, students were asked to show their level of agreement with the statement above by choosing a number from 1 to 5, considering the following correspondence: 1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; and 5 = Strongly agree. The average (mean) answers of all the participants were:



Inferential evaluation

Apart from the descriptive analysis of the questionnaires results, some inferential evaluation of the collected answers has been carried out, so as to check their statistical significance, as a factor affecting external validity and the possibility of generalizing the obtained results.

It was done through a student-t-test applied to all the rating and constant sum questions (Q5, Q6, Q7, Q10, Q12, Q13, Q16, Q17, Q18, Q19 and Q20) which are not control questions. The statistic significance was set at α -level = 0.05 and the p-values obtained are listed in the table below:

Question/ answer option	p-value
5	0.001
6.1	0.013
6.2	0.075
6.3	0.077
6.4	0.451
6.5	0.007
7.1	0.038
7.2	0.038
10	0.176
12	0.025
13	0.059
16	0.002
17	0.083
18	0.008
19	0.071
20	0.028

Seven complete questions (out of the eleven analysed) have obtained a value below the α -level (0.05) and are therefore statistically significant. They are highlighted in bold in the table above. Same occurs with the results for two out of the five options in question 6, which are statistically significant due to their p-values below 0.05.

DISCUSSION

According to the results presented in the previous section, and considering the students' own perception measured through Q13, their motivation towards learning English after the implementation of an ELF-oriented learning unit has slightly increased from 3.16 to 3.37 points. This is corroborated by the variations happened in the values for the six analysed motivational components.

At the language level and in terms of **instrumentality**, one student changed his/her mind after the ELF-oriented implementation, and now all the 38 participants consider English useful (Q3). They have also widened their perspectives about the potential uses of such language, since the 129 total options selected in Q14 of the pre-questionnaire increased to 139 in the post-questionnaire.

Motivation at learner level has also improved. **Language use anxiety** has decreased significantly, since 11 students who at first stated fear or nervousness to participate orally in Q4, became calmer after the implementation, either because they considered to have a good level of English or because they realised that it is natural not to speak perfectly. In the same line, their perception about the teachers' priorities has also changed, as can be seen in Q6, with a lesser importance given to accuracy-related aspects, such as perfect pronunciation or knowledge and correct use of grammar and vocabulary. Instead, with an ELF-oriented method, students felt required to pay bigger attention to participation and to making themselves understood, which may further contribute to reduce their anxiety.

The ELF-oriented implementation increased students' **self-efficacy** too, as shown in Q9, where the number of students who feel that they can achieve a similar level to the offered models, increased by 21%. Similarly, students now have a better consideration of their own **L2 competence**, as suggested by the average increase of 0.19 points in Q12 where students are asked about their perception of their communication abilities in English.

Moving on to the motivational components at the learning situation level, Q10 has resulted inconclusive regarding **interest**, since the slight decrease in the students' aspirations may be provoked by the students responding this question in terms of accuracy and giving greater importance to intelligibility over correctness, in the light of the other results found in the questionnaires. Nevertheless, Q17 and Q20 show an increase in

interest, with more encouraged students to interact in English outside the classroom context (+0.32 points) and a greater liking to learn English (+0.16 points), respectively.

The greatest variations have though occurred in terms of **relevance**. The average increase of 0.52 points in Q5 evinces the students' raise in awareness of the ELF phenomenon and could provoke that they take greater advantage of ELF interactions as input for improving their English competence. The students' preference for a non-native English speaker approached in Q7 has also surpassed the native teacher, which taken into consideration my sensation that most of the English teachers under the Aragonese curricular framework are non-native, may have a considerable influence on the relevance perceived by the students and, consequently, in their motivation. Moreover, the topics and how they were addressed from an ELF-perspective allowed students to establish higher connections to their lives and immediate or near-future needs, as evinced by the 0.56 points increase in Q16. In this same sense, and with a considerable average increase of 0.61 points in Q18, students stated that they have been given more opportunities to interact in English outside the classroom context, establishing a stronger link with the real world.

Finally, the **teacher's feedback** has also influenced students' motivation. As can be seen in Q15, 4 students who stated in the pre-questionnaire that the given feedback discouraged them to keep on participating, changed their view to a less extreme option (2 students) or to a positive one (2 students). This is supported by the average increase in the answers to Q19 (+0.24 points) regarding participation encouragement despite mistakes.

CONCLUSIONS

The findings of the present research have turned out to validate the investigated hypothesis, confirming that the use of materials based on an English as a Lingua Franca approach increases the motivation of students of English as a Foreign Language in comparison with the mainstream English Language Teaching materials used within the current Spanish Secondary Education System.

ELF-oriented materials provide a realistic picture of the current use of English worldwide, and more specifically of the international scenarios where EFL learners will most likely make use of it, according to the figures and data provided by many researchers. This mainly affects extrinsic motivational components such as instrumentality and relevance, in line with students' actual needs.

But beyond that, it also fosters students' self-confidence by increasing their judgement of their possibilities to successfully carry out a certain task, by improving their self-perception of competence in L2, and by providing attainable models and realistic goals. In this way, students see themselves represented in the materials and feel able of achieving an English level that will allow them to deal with future situations requiring international communication. Such improved self-image additionally reduces their language use anxiety, a component further affected by the type of teacher's feedback, which focuses more on intelligibility and considers the non-native speaker as a legitimate language user.

Moreover, the improvement of all these components positively modifies the overall view that students have of English, since they like it better when taught following an ELF approach.

It is to be highlighted, however, that this is not incompatible with a more traditional approach that teaches English as the language of one or some specific cultures or communities, since both perspectives could be combined, as has been evinced by the ELF-oriented learning unit designed for this research, which was embedded into a standard syllabus. Nonetheless, in my opinion it is all a matter of coherence and proportionality. We could ask ourselves why it is that we teach English, and not any other foreign language, as the L2 in most parts of the world (or, to respect the current research's framework, in the Aragonese Curriculum, where it is referred to as "First' Foreign Language"). We cannot allege geographical reasons, so from my point of view the only

justified answer is related to the great number of English speakers worldwide. In such case, we must then unavoidably refer to the figures stating that at least in three quarters of the international interactions in English, such language is used as a *lingua franca*. Therefore, the ELT materials should ideally respect such proportion or, at the very least, give greater weight to the ELF phenomenon.

Considering that this research has additionally demonstrated the benefits of such an approach in terms of motivation, which consequently may improve students' performance, it is to me clear that the tendency must be towards including an ELF approach as the basis for the English as a First Foreign Language syllabi.

It must be noted, in any case, that the group of participants could not be tailored to include a maybe more representative sample of the researched population, and that the type of questions included in the questionnaires prevented the results from confirming its general applicability, but the external validity of most of the checked aspects has been confirmed with p-values below 0.05, obtained in the carried-out student-t-test. Furthermore, it seems clear that if all the motivational indicators improved by teaching only one ELF-oriented learning unit, the potential of this approach is enormous.

Hence, I hereby encourage for further research on English as a Lingua Franca as a way of improving EFL learners' motivation and performance.

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Appendix I – Questionnaires on motivation

Pre-questionnaire

[Own elaboration]

1. Por favor, invéntate un alias que vayas a recordar durante unas semanas (apúntalo en tu agenda si crees que lo vas a olvidar) y escríbelo a continuación: _____

2. ¿Tienes o has tenido contacto REGULAR con el inglés fuera del aula (clases particulares o academia, con tu familia, estancias en el extranjero en verano, etc.)? *Marca tu respuesta con una X*

Sí	<input type="checkbox"/>
No	<input type="checkbox"/>

Por favor, especifica: _____

3. ¿Crees que aprender inglés es útil para ti? ¿Por qué/¿Por qué no? *Responde con tus propias palabras*

4. Normalmente, cuando tu profesor/a de inglés te pide que hables en clase... *Marca con una X la respuesta que más se acerca a tu opinión*

te asusta cometer errores	<input type="checkbox"/>
estás tranquila/o porque tu nivel de inglés es bueno	<input type="checkbox"/>
te pones muy nerviosa/a, igual que cuando tienes que hablar en cualquier otra asignatura	<input type="checkbox"/>
no tienes problema, es normal que no hables perfectamente	<input type="checkbox"/>
otra (por favor, especifica):	<input type="checkbox"/>

5. Imagina que tu profesor/a de inglés pone en clase un *listening* con una conversación en inglés entre un japonés y una italiana. ¿Crees que sería útil para la mejora de tu inglés? *Marca tu respuesta con una X*

Muy poco útil	Poco útil	Algo útil	Bastante útil	Muy útil
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. ¿Qué crees que les preocupa más a las/los profesoras/es de inglés? *Puntúa cada opción del 0 al 10. La suma de todos los valores debe ser 10*

Que los estudiantes sean capaces de hacerse entender	
Que los estudiantes pronuncien lo más perfecto posible	
Que los estudiantes participen en clase	
Que los estudiantes se sepan las normas gramaticales y el vocabulario	
Que los estudiantes usen correctamente la gramática	
	10

7. ¿Qué tipo de profesor/a prefieres para ayudarte a mejorar tu inglés? *Puntúa cada opción del 0 al 10. La suma de ambos valores debe ser 10*

Nativo/a	
No nativo/a	
	10

8. ¿Si acabaras trabajando en un país extranjero en el futuro, en cuál es más probable que fuera? *Ordena las siguientes opciones del 1 (menos probable) al 5 (más probable)*

Estados Unidos, Canadá o Australia	
Reino Unido o Irlanda	
Otros países europeos	
Otros países donde el inglés es idioma oficial (como India, Nigeria, Jamaica...)	
Otros países	

9. ¿Te crees capaz de alcanzar un nivel de inglés similar al de los/las nativos/as a los/las que normalmente escuchas en los *listening* de clase? *Marca tu respuesta con una X*

Sí	
No	

10. ¿Qué nivel de inglés te gustaría alcanzar? *Rodea el número más cercano a tu opinión*

1	2	3	4	5
(Me da igual)				(Muy alto)

11. ¿Cuánto te gustaría vivir en un país de habla inglesa (como Reino Unido, Irlanda, Estados Unidos, Canadá o Australia)? *Rodea el número más cercano a tu opinión*

1	2	3	4	5
(no me interesa)				(me encantaría)

12. ¿Cómo consideras tu capacidad de comunicarte en inglés? *Rodea el número más cercano a tu opinión*

1	2	3	4	5
(muy mala)				(muy buena)

13. Respecto al aprendizaje del inglés, estás... *Rodea el número más cercano a tu opinión*

1	2	3	4	5
(nada motivada/o)				(muy motivada/o)

14. ¿Para qué crees que tú podrías usar el inglés? *Marca con una X todas las respuestas que se adaptan a tu opinión*

Turismo	<input type="checkbox"/>
Negocios	<input type="checkbox"/>
Estudiar en el extranjero	<input type="checkbox"/>
Aficiones	<input type="checkbox"/>
Acceso a información	<input type="checkbox"/>
Otras (por favor, especifica):	<input type="checkbox"/>

15. Cuando tu profesor/a de inglés te corrige cómo decir algo en inglés,... *Marca con una X la respuesta más cercana a tu opinión*

te motiva para tratar de no cometer errores la próxima vez.	<input type="checkbox"/>
es probable que te pongas más nerviosa/o la próxima vez que te toque hablar.	<input type="checkbox"/>
siempre piensas: "no quiero hablar más".	<input type="checkbox"/>
no le haces caso, el inglés te da igual.	<input type="checkbox"/>

Para las preguntas 16 a 20, por favor rodea el número correspondiente a cada afirmación según los valores siguientes:

<i>Muy en desacuerdo</i>	<i>En desacuerdo</i>	<i>Ni de acuerdo ni en desacuerdo</i>	<i>De acuerdo</i>	<i>Muy de acuerdo</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>

16. Los temas que tratáis en clase de inglés están relacionados con tus necesidades inmediatas o para un futuro cercano.	1	2	3	4	5
17. Tus profesoras/es de inglés te animan a interactuar en inglés fuera del contexto de clase.	1	2	3	4	5
18. Tus profesoras/es de inglés te dan opciones para interactuar en inglés fuera del contexto de clase.	1	2	3	4	5
19. La forma en que tu profesor/a de inglés te corrige te anima a participar a pesar de que puedas cometer errores.	1	2	3	4	5
20. Te gusta aprender inglés.	1	2	3	4	5

Post-questionnaire

[Own elaboration]

1. Por favor, escribe el alias que te inventaste para el primer cuestionario:

2. ¿Has asistido a las 6 sesiones de Ara como profesora? *Marca tu respuesta con una X*

Sí	
No	

Por favor, especifica: _____

3. ¿Crees que aprender inglés es útil para ti? ¿Por qué/¿Por qué no? *Responde con tus propias palabras*

4. Cuando Ara te ha pedido que hables en clase... *Marca con una X la respuesta que más se acerca a tu opinión*

te ha asustado cometer errores	
has estado tranquila/o porque tu nivel de inglés es bueno	
te has puesto muy nerviosa/a, igual que cuando tienes que hablar en cualquier otra asignatura	
no has tenido problema, es normal que no hables perfectamente	
otra (por favor, especifica):	

5. Imagina que tu profesor/a de inglés pone en clase un *listening* con una conversación en inglés entre un japonés y una italiana. ¿Crees que sería útil para la mejora de tu inglés? *Marca tu respuesta con una X*

Muy poco útil	Poco útil	Algo útil	Bastante útil	Muy útil

6. ¿Qué crees que les preocupa más a las/los profesoras/es de inglés? *Puntúa cada opción del 0 al 10. La suma de todos los valores debe ser 10*

Que los estudiantes sean capaces de hacerse entender	
Que los estudiantes pronuncien lo más perfecto posible	
Que los estudiantes participen en clase	
Que los estudiantes se sepan las normas gramaticales y el vocabulario	
Que los estudiantes usen correctamente la gramática	
	10

7. ¿Qué tipo de profesor/a prefieres para ayudarte a mejorar tu inglés? *Puntúa cada opción del 0 al 10. La suma de ambos valores debe ser 10*

Nativo/a	
No nativo/a	
	10

8. ¿Si acabaras trabajando en un país extranjero en el futuro, en cuál es más probable que fuera? *Ordena las siguientes opciones del 1 (menos probable) al 5 (más probable)*

Estados Unidos, Canadá o Australia	
Reino Unido o Irlanda	
Otros países europeos	
Otros países donde el inglés es idioma oficial (como India, Nigeria, Jamaica...)	
Otros países	

9. ¿Te crees capaz de alcanzar un nivel de inglés similar al de las personas a las que has escuchado en los *listening* de las clases de Ara? *Marca tu respuesta con una X*

Sí	
No	

10. ¿Qué nivel de inglés te gustaría alcanzar? *Rodea el número más cercano a tu opinión*

1	2	3	4	5
(Me da igual)				(Muy alto)

11. ¿Cuánto te gustaría vivir en un país de habla inglesa (como Reino Unido, Irlanda, Estados Unidos, Canadá o Australia)? *Rodea el número más cercano a tu opinión*

1	2	3	4	5
(no me interesa)				(me encantaría)

12. ¿Cómo consideras tu capacidad de comunicarte en inglés? *Rodea el número más cercano a tu opinión*

1	2	3	4	5
(muy mala)				(muy buena)

13. Respecto al aprendizaje del inglés, estás... *Rodea el número más cercano a tu opinión*

1	2	3	4	5
(nada motivada/o)				(muy motivada/o)

14. ¿Para qué crees que tú podrías usar el inglés? *Marca con una X todas las respuestas que se adaptan a tu opinión*

Turismo	<input type="checkbox"/>
Negocios	<input type="checkbox"/>
Estudiar en el extranjero	<input type="checkbox"/>
Aficiones	<input type="checkbox"/>
Acceso a información	<input type="checkbox"/>
Otras (por favor, especifica):	<input type="checkbox"/>

15. Cuando Ara te ha corregido cómo decir algo en inglés,... *Marca con una X la respuesta más cercana a tu opinión*

te ha motivado para tratar de no cometer errores la próxima vez.	<input type="checkbox"/>
es probable que te pongas más nerviosa/o la próxima vez que te toque hablar.	<input type="checkbox"/>
has pensado: “no quiero hablar más”.	<input type="checkbox"/>
no le has hecho caso, el inglés te da igual.	<input type="checkbox"/>

Para las preguntas 16 a 20, por favor rodea el número correspondiente a cada afirmación según los valores siguientes:

<i>Muy en desacuerdo</i>	<i>En desacuerdo</i>	<i>Ni de acuerdo ni en desacuerdo</i>	<i>De acuerdo</i>	<i>Muy de acuerdo</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>

16. Los temas que hemos tratado con Ara en clase de inglés están relacionados con tus necesidades inmediatas o para un futuro cercano.	1	2	3	4	5
17. Ara te ha animado a interactuar en inglés fuera del contexto de clase.	1	2	3	4	5
18. Ara te ha dado opciones para interactuar en inglés fuera del contexto de clase.	1	2	3	4	5
19. La forma en que Ara te ha corregido te anima a participar a pesar de que puedas cometer errores.	1	2	3	4	5
20. Te gusta aprender inglés.	1	2	3	4	5

Appendix II – Lesson plans for the ELF-oriented Learning Unit

[Own elaboration]

LESSON: 1		TITLE: Live, laugh, love!	LENGTH: 50 min
<p>Aims: to introduce the learning unit and how the class dynamic will be. to provide ss with opportunities to understand general and specific information from a written text. to help ss identify the main structure of a biography (genre).</p>			
Act. no	🕒	Description	Resources
1.0	5'	<p>Introduction The teacher introduces the topic of the leaning unit and how the class dynamic will be. The teacher plays a gag from <i>Futurama</i> to illustrate how she expects ss to use communication strategies instead the L1. Before explaining that, though, and in order that ss warm up and start interacting, T will ask the students to describe it and to discuss why they think the clip is played.</p>	Futurama gag
1.1	5'	<p>Fact or fiction? Teacher shows and reads out loud 4 statements about a famous person's life; 3 of them are true, one is false. In pairs, students discuss to try and find out which one does not correspond and justify their answer. To engage ss emotionally, the selected people were Pablo Gargallo, after whom the school is named, and María Moliner, after whom the closest primary school, which most of the ss attended, is named.</p>	Statements
1.2	16'	<p>Interesting lives Students read the biography of Maria Montessori and answer some questions (including multiple choice and true/false) about the text.</p>	Maria's bio Questions
	5'	<p>Biography Mindmap Ss, in pairs, give a title to each paragraph. Class share: Group mind map on the board about the sections in a biography.</p>	
1.3	15'	<p>What is a biography about? Ss are asked if they can think of other ways of telling about someone's life (maybe a short movie, a song...). Teacher asks them to explain what a biography is in an original format. They can get inspiration from the given examples and design an infographic or poem/rap, or they can come up with something different.</p>	Examples
1.4	4'	<p>Making learning visible Individually, students write down two things that they learnt today.</p>	
HOMEWORK		Finish biography explanation by next class	
TEXTBOOK EQUIVALENCE		Genre: <i>Biography</i> (p. 36-37) 1.4 – <i>Techno</i> task on page 36	
MASCUÑANO'S (2020) CRITERIA		Crit. 4 → Negotiation of meaning and communication strategies	

LESSON: 2		TITLE: Appearances are deceiving	LENGTH: 50 min
<p>Aims:</p> <p>to activate ss learning from the previous lesson.</p> <p>to give ss tools to guide them in the process of writing a structured biography.</p> <p>to help ss become aware of the risks of prejudices and biased information.</p>			
Act. no	🕒	Description	Resources
2.1	10'	<p>Who am I?</p> <p>Students pair up. Each of the students write the name of a famous person (or at least known by both of them) and sticks it to her/his partner's forehead. Her/his partner will ask yes/no questions to try and guess.</p> <p>Before starting, as a whole group, students will share which kind of questions are relevant in someone's biography (birthplace and date, family, job, successes, legacy, death?, etc.).</p>	Post-its
2.2	3'	<p>The mysterious character's life</p> <p>Teacher shows and reads some sentences about William Kamkwamba's life, in no chronological order and without revealing relevant information such as his name, gender, nationality or age.</p>	Facts
	10'	In pairs, students imagine the whole story of the character. They draw a timeline with important events his life.	
	22'	After that, individually, they write the biography of the character as they have imagined it.	
2.3	5'	<p>Matching pictures</p> <p>Teacher will show students several numbered pictures of different people's faces. They will need to choose the one that is the most similar to what they imagined.</p> <p>According to the results, draw conclusions as a class and talk about biased information, and values and prejudices (difficulty of drawing true conclusions from partial information, values associated to a certain gender or race, etc.)</p>	Pictures
TEXTBOOK EQUIVALENCE		2.3 – <i>CRITICAL THINKING</i> on p. 36	
MASCUÑANO'S (2020) CRITERIA		Crit. 4 → Negotiation of meaning and communication strategies	

LESSON: 3		TITLE: A wind of change	LENGTH: 50 min
<p>Aims:</p> <p>to guide students in the inference of the meaning of words through the context and using visual support.</p> <p>to provide ss with opportunities to gather general and specific information from aural texts.</p> <p>to allow ss apply their new knowledge to improve their first writing drafts.</p> <p>to create the need of a tool like the relative clauses so that ss better understand their function.</p>			
Act. no	⌚	Description	Resources
3.1	5'	<p>Word cloud</p> <p>Teacher presents a word cloud with important vocabulary for today's lesson. Students are asked to try and find groups or pairs of related words. Class share</p>	Word cloud
3.2	4'	<p>Introductory listening about William's life</p> <p>Students listen to a short audio about William's life and are asked to identify some of the words from the word cloud. Class share</p>	Intro Audio William
	5'	<p>Now with images</p> <p>Students listen again to the same audio, while they watch the associated video. They need to try and infer the meaning of the unknown words from the shown images. Class share</p>	Intro Video William
3.3	7'	<p>William's video-biography</p> <p>During the first display, Ss are asked to gather information about William's life regarding below aspects: Year of birth, home country/town, family, education, highlighted events, works/production/creations and death.</p>	Video William 1
	10'	<p>The video displayed for a second time includes some clues and embedded questions. T will stop the video for class share.</p>	Video William Clues Qs
3.4	7'	<p>Thinking routine – Compare and contrast/Venn-diagram</p> <p>Ss will individually fill a compare and contrast thinking routine, with similarities and differences between what they had imagined in their biography in lesson 2 and what they now know about the mysterious character.</p>	Venn-diagram
3.5	5'	<p>Relative clauses</p> <p>T will present William as <i>The boy who harnessed the wind</i> and will encourage ss to read the book and watch the film. Afterwards, ss in pairs have to create the longest possible (and sense-full) sentence about William.</p>	
	7'	<p>Class-share + teacher explains possible options using relative clauses. Additional/homework: Ex. 1-6 in pg. 129 of the textbook</p>	
HOMEWORK		Teacher gives ss their biographies drafts/first versions and asks them to finish or improve them at home.	
TEXTBOOK EQUIVALENCE		3.2 & 3.3 – Reading <i>Hope in a box</i> and <i>SCHOOLS FOR AFRICA</i> video on p. 37 Relative clauses on p. 38-39	
MASCUÑANO'S (2020) CRITERIA		<p>Crit. 1 → Nationality and location of the people in the dialogs prepared for speaking comprehension activities.</p> <p>Crit. 2 → Types of communication in relation to the speakers (between native speakers and non-native speakers, or between non-native speakers).</p> <p>Crit. 3 → Exposure to non-standard accents</p> <p>Crit. 6 → Promotion of the use of English and exposure to it outside the school environment in authentic contexts.</p>	

LESSON: 4		TITLE: Different learners, different schools	LENGTH: 50 min
<p>Aims:</p> <p>to provide ss with many interaction opportunities.</p> <p>to raise ss' awareness about the need of respecting diverse thinking schemas.</p> <p>to offer ss the opportunity to discover how education is in other countries.</p>			
Act. no	🕒	Description	Resources
4.1	10'	<p>Dices game - Education</p> <p>Students play against each other in groups of 4/5 people. First group to get to 5 points wins; 1 completed round = 1 point.</p> <p>Before each round, each group takes a card (where one question is written) and rules the dices to know how many answers they need to give to get 1 point.</p> <p>Each round, one group's member is responsible for writing down the answers.</p>	<p>Dices</p> <p>Cards</p>
4.2	5'	<p>Divergent thinking</p> <p>Individually, each student is given 1/2 images with non-expected answers to exams.</p> <p>They have to fill a See, think, wonder template according to what they see and infer.</p>	<p>Answers to exams</p> <p>S-T-W template</p>
	15'	<p>In the shoes of a teacher</p> <p>In groups of 3 or 4 students (each of them having received different pictures) ss have to explain to their partners what there was in the pictures they got (without showing them).</p> <p>After all of the group members explained their pictures, they have to say which mark they would give to each of the answers if they were the teacher, and justify why.</p>	
	5'	<p>Class share + values</p> <p>(People may think differently than me. This doesn't mean they are wrong.)</p>	
4.3	5'	<p>Brainstorming about education and schools</p> <p>Which things may be different about education in other countries?</p> <p>Guiding questions:</p> <p>What do they like most/least about school?</p> <p>Does the weather affect school calendars/daily schedules?</p>	
	10'	<p>Real international interaction</p> <p>In groups, students prepare questions about education in other countries which will be answered by foreigners and they write them down and hand them in to the teacher.</p>	
TEXTBOOK EQUIVALENCE		4.3 – <i>Education</i> around the world on p. 34-35	
MASCUÑANO'S (2020) CRITERIA		<p>Crit. 4 → Negotiation of meaning and communication strategies.</p> <p>Crit. 5 → Students' engagement in real-life interaction in international contexts in the classroom.</p> <p>Crit. 7 → Exposure to authentic interaction in international contexts in the classroom.</p>	

LESSON: 5		TITLE: The amazing world of ELF	LENGTH: 50 min
Aims: to develop ss' comprehension strategy of inferring the context with keywords. to raise awareness about the ELF phenomenon. to explain main features about relative clauses (pronouns, defining/non-defining, pronoun omission)			
Act. no	🕒	Description	Resources
5.1	7'	The Price Figure is Right! Quiz about ELF-related concepts. Students, in groups, discuss to find the right answer. The group who gives the closest figure to the right answer without going over it, wins. 1 point = closest figure 5 points = exact figure	Quiz Questions
	5'	Class discussion What do those figures mean?	
5.2	8'	Audios of ELF contexts Students will listen to short fragments of different ELF situations. They need to try and guess which the context is in each one of them by spotting keywords: [Eurovision, Nobel prizes, Erasmus, Olympic Games]	Audio ELF 1
	5'	Class reflection about ELF What do all contexts have in common? Which is the nationality of the participants and which is the location where the conversation/speech is happening? How do they find the accents of the participants? Can Ss think of other similar contexts?	
	10'	Relative clauses Students listen again to the audios and try to spot relative clauses. Which are defining/non-defining? Can the relative pronoun be omitted in any of those clauses?	Audio ELF 2
5.3	5'	I used to think... Now I think... Students reflect on their past and current views on ELF.	Exit ticket
TEXTBOOK EQUIVALENCE		5.2 – <i>Grammar</i> section on p. 38, Ex. 6, p.39	
MASCUÑANO'S (2020) CRITERIA		Crit. 9 → Awareness raising activities of ELF and/or World Englishes or inclusion of topics and contents related to these phenomena.	

LESSON: 6		TITLE: To each his own	LENGTH: 50 min
Aims: Gather information from aural texts. to encourage ss to give opinions orally.			
Act. no	🕒	Description	Resources
6.1	5'	Would you rather...? Students are asked a series of dichotomic questions on their opinion about different aspects. They answer putting their arm up or down. Teacher may ask why they think so.	Questions
6.2	15'	Receiving feedback on education around the world Students will listen/watch at the different audios/videos of people from around the world answering their questions about education in their countries. They will fill in a table about the different aspects in each country.	Video/Audio clips Information gathering table
	5'	Afterwards, they will rank the countries according to which they like best and worst.	
6.3	10'	Pros and Cons of living abroad Students watch (x2) an adapted video about basketball players overseas and note down the pros and cons of being abroad that are mentioned there.	Playing Overseas video
6.4	10'	Would you like to live abroad? Students reflect on their own feelings about being abroad and orally give their opinions.	
6.5	5'	Self-awareness What did I learn in this Learning Unit?	
TEXTBOOK EQUIVALENCE		6.2 – <i>CRITICAL THINKING</i> on p. 36 6.1, 6.3 and 6.4 – <i>Expressing Opinions</i> on p. 41	
MASCUÑANO'S (2020) CRITERIA		Crit. 1 → Nationality and location of the people in the dialogues prepared for the speaking comprehension activities. Crit. 2 → Types of communication in relation to their speakers: from the same country, between native speakers and non-native speakers or between non-native speakers. Crit. 3 → Exposure to non-standard accents. Crit. 5 → Students' engagement in real-life interaction in international contexts in the classroom. Crit. 7 → Exposure to authentic interaction in international contexts in the classroom.	

MATERIALS AND RESOURCES

Resource 1.0

Futurama gag

[Retrieved from: https://www.youtube.com/watch?v=VPky-9PCv8g&ab_channel=JoshR]

<https://drive.google.com/file/d/1pPdFMO2vN5zLEJRsBo87oOEGS5vaPmIM/view?usp=sharing>

<https://drive.google.com/file/d/1TqxMU1dDfSfmvzpRtcL4uzfG2pzijBpT/view?usp=sharing>
(with English subtitles)



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Resource 1.1

Statements about characters' lives

[Own elaboration]

PABLO GARGALLO

- In Barcelona, **where** he lived for a few years, he became good friends with Pablo Picasso.
- He was born in Maella (Zaragoza) in 1881, and died in 1934, **when** he was only 53 years old.
- He sculpted “*El quitasol*”, **which** is one of his most famous masterpieces. [X]
- He is considered to be one of the first sculptors **that** used iron in his works.

MARÍA MOLINER

- She was born in 1500 in Paniza, Zaragoza. [X]
- It took her more than 15 years to complete her *Spanish Usage Dictionary*, **which** has become a reference book.
- In 1924, she became the first female teacher at the University of Murcia, **where** she lived for 5 years.
- She never became a member of the RAE (the Spanish Royal Academy of Language) despite being twice nominated to join.

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Resource 1.2

Maria Montessori's Biography

[Adapted from: <https://montessori.org.au/biography-dr-maria-montessori>]

Maria Montessori was born on August 31, 1870 in the town of Chiaravalle, Italy. Her father, Alessandro, was an accountant in the civil service, and her mother, Renilde Stoppani, was well educated and had a passion for reading. The Montessori family moved to Rome in 1875 and the following year Maria enrolled in the local state school.

When Maria graduated secondary school, she became determined to enter medical school and become a doctor. Her parents' encouraged her to enter teaching, but Maria wanted to study the male dominated field of Medicine. After initially being refused, with the endorsement of Pope Leo XIII Maria was eventually entitled to study at the University of Rome in 1890, becoming one of the first women in medical school in Italy. Despite facing many obstacles due to her gender, Maria qualified as a doctor in July 1896.

Soon after her medical career began, Maria became involved in the Women's Rights movement and, in 1897, she also joined a research programme at the psychiatric clinic of the University of Rome, as a volunteer. This work initiated a deep interest in the needs of children with learning disabilities. Maria was appointed as co-director of a new institution called the Orthophrenic School. In 1898 Maria gave birth to Mario, following her relationship with Giuseppe Montesano, her codirector at the school, whom she never married, since she would have been expected to cease working professionally. Instead of marriage, Montessori decided to continue her work and studies.

At the age of twenty-eight Maria began to defend her controversial theory that the lack of support for mentally and developmentally disabled children was the cause of their delinquency. This motivated her to begin, in 1901, her own studies of educational philosophy and anthropology, lecturing and teaching students. In 1907, she opened the first *Casa dei Bambini* (Children's House) bringing some of the educational materials she had developed at the Orthophrenic School.

In 1909, her first book was published in Italy, appearing in translation in the United States in 1912 as *The Montessori Method*, and later translated into 20 other languages. A period of great expansion in the Montessori approach then followed. Montessori societies, training programmes and schools appeared all over the world, and a period of travel with lecturing occupied Maria, much of it in America, but also in the UK and throughout Europe. In 1929, while in Spain, Maria and her son established the Association Montessori Internationale (AMI) to perpetuate her work. The rise of fascism in Europe substantially impacted the progress of the Montessori movement. By 1933 the Nazis had closed all the Montessori schools in Germany, with Mussolini doing the same in Italy. Fleeing the Spanish civil war in 1936, Maria and Mario travelled to England, then to the Netherlands, and a three-month lecture tour of India in 1939 turned to a seven year stay there.

Maria Montessori passed away at age 81 on May 6, 1952 in the Netherlands, where she had returned in 1946. She bequeathed the legacy of her work to her son Mario.

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While-reading questions

[Own elaboration]

True or false? Justify it.

1. In 1933, all German Montessori schools started to get closed, due to the spread of fascism. [False. "By 1933..."]
2. Despite the University's initial reticence, being a woman helped Maria to graduate at medical school. [False. "Despite facing many obstacles due to her gender, Maria qualified as a doctor in July 1896"]

Choose the correct answer.

3. Pope Leo XIII...
 - a) supported Maria to achieve her wish. [X]
 - b) refused the idea of female becoming doctors.
 - c) worked at the University of Rome.
4. While travelling worldwide, Maria...
 - a) listened to many lecturers.
 - b) 's only book was published.
 - c) gave a lot of conferences in America. [X]

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Resource 1.3

Examples of infographics and other ideas

[Retrieved/adapted from:

<https://www.poetrydays.com/blog/a-recipe-for-writing-a-poem-a-phony-infographic>

<https://www.behance.net/gallery/13981925/Infographics-Hip-Hop>

<https://nategibson.net/the-unusual-habits-of-8-famous-and-successful-people-infographic/>]



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Resource 2.2

Facts about the mysterious character

[Own elaboration]

- They were seven children in the family.
- Graduated at Darmouth College in New Hampshire.
- Had a great idea to help people.
- The annual secondary school fees were equivalent to \$80.
- Got great inspiration from a library book.

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Resource 2.3

Mysterious character's matching pictures

[Retrieved from <https://www.istockphoto.com/es/fotograf%C3%ADas-de-stock/familia>]

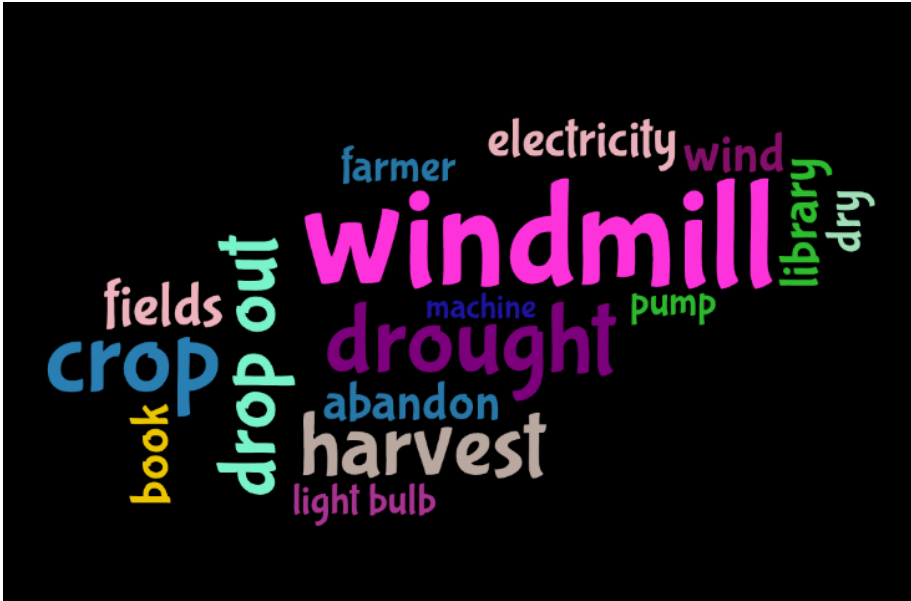


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Resource 3.1

Word cloud

[Own elaboration with wordart.com]



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Resource 3.2

Introductory Audio/Video about William's life

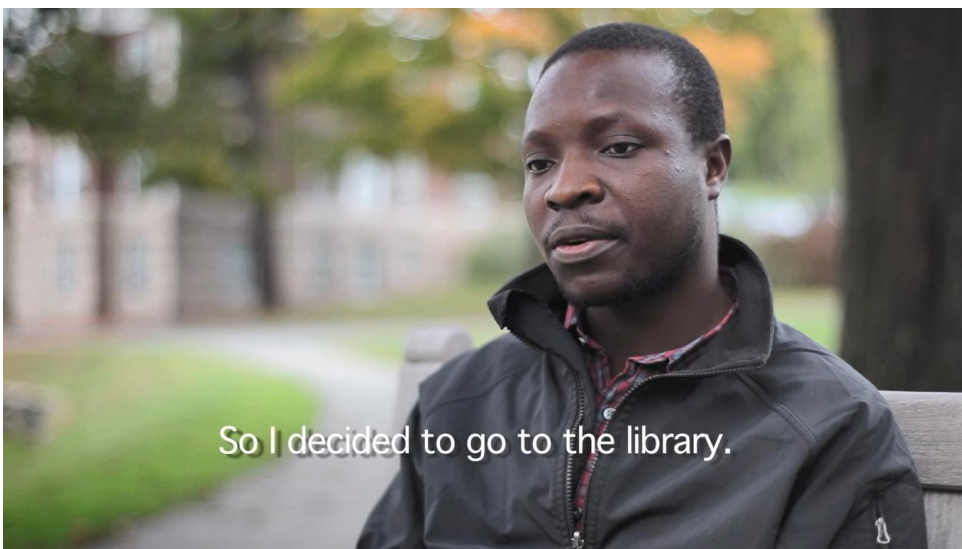
[Adapted from: https://www.youtube.com/watch?v=DIC7unlNh4c&ab_channel=ProjectConcern]

Audio: <https://drive.google.com/file/d/1LUaxyA-qSK2mEb3Y6Moxo1pEwftzJ5br/view?usp=sharing>

Video:

<https://drive.google.com/file/d/17HLks5DUkYxmZVfwShfoeOnUzSML0z2j/view?usp=sharing>

Video with subtitles: <https://drive.google.com/file/d/12kdV9QVfU3tnygvbLmGoYLa-ppCP2mlT/view?usp=sharing>



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Resource 3.3

William's video-biography

[Self-assembled audio with fragments from below videos:

https://www.ted.com/talks/william_kamkwamba_how_i_harnessed_the_wind?language=es#t-229936

https://www.ted.com/talks/william_kamkwamba_how_i_built_a_windmill/transcript?language=es#t-231564

https://www.youtube.com/watch?v=BzlgYDAMupw&t=11s&ab_channel=TorontoStar

<https://www.youtube.com/watch?v=5KMfunb5Klk&t=2s>

First display:

<https://drive.google.com/file/d/14BdLAWcS7bsnsjvNY9nKrE1mzq38eHXe/view?usp=sharing>

Second display (with questions):

<https://drive.google.com/file/d/17tKUM9nOGDNb89DtH3C262gCGDr5RR-n/view?usp=sharing>

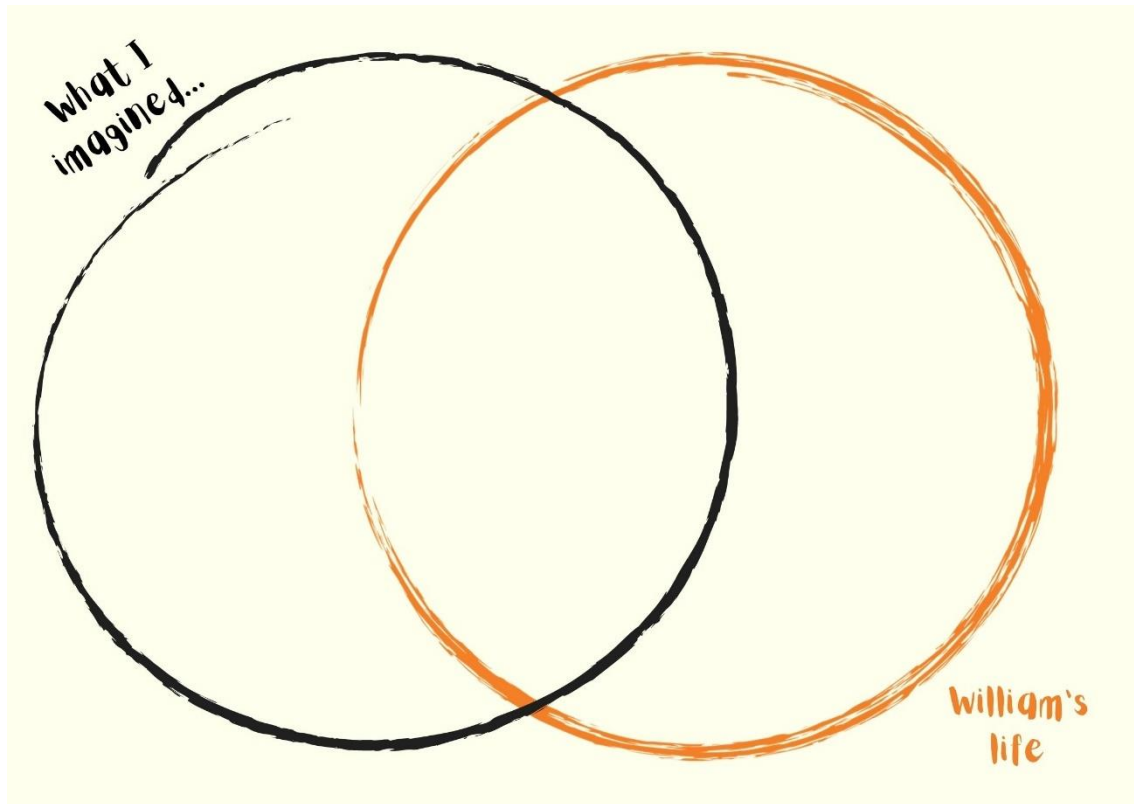


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Resource 3.4

Venn-diagram

[Own elaboration with canva.com]



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Resource 4.1

Dices game's cards

[Own elaboration]

- Excuses **which** you can tell your teacher when you haven't done your homework.
- Subjects **that** you would never include in a 1st of Bachillerato curriculum.
- Reasons **why** you may not get good marks in English.
- Uses **that** you could give to a dictionary.
- Advantages of online learning.
- Currently non-existing subjects **which** students will learn at school in the 30th Century.
- Imagine that you have to make a video or powerpoint presentation in class and the projector is not working. What could you do?

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Resource 4.2

Non-standard answers to exams

[Retrieved/adapted from:

<https://www.pinterest.es/pin/110760472075318300/>

<https://gradecalculator.mes.fm/memes/the-first-cells-were-probably-lonely->

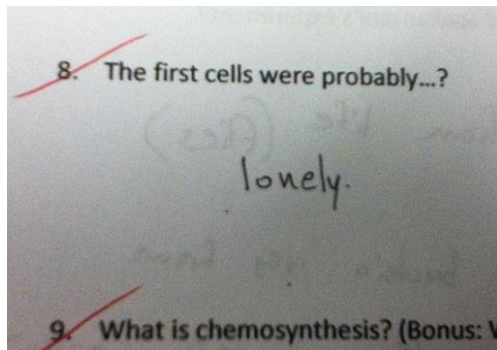
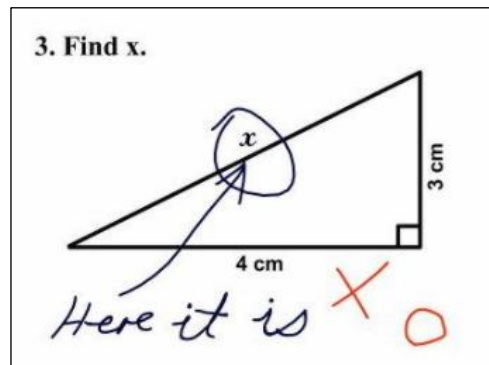
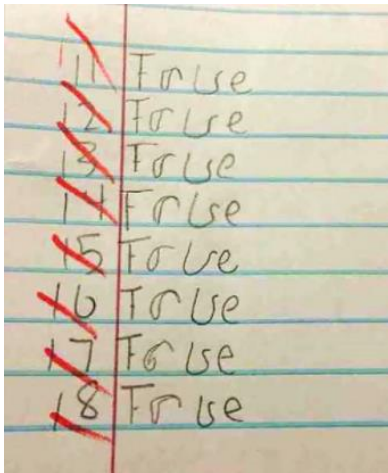
https://www.reddit.com/r/technicallythetruth/comments/ct3kw6/yes_that_definitely_ended_in_1896/

<https://9gag.com/gag/1803672>

<https://www.elmundo.es/f5/comparte/2017/10/18/59e72efde5fdea8c288b4583.html>

https://www.huffingtonpost.es/entry/la-respuesta-a-un-simple-ejercicio-para-ninos-de-8-anos-divide-a-todo-twitter-que-hariais_es_5fdb18b8c5b610200987c8c6

<https://sp.depositphotos.com/vector-images/ni%C3%B1os-sosteniendo-carteles.html>]



2. Write in digits the following numbers:

Ten: 11

Ninety-eight: 99

Eighty-one: 82

Sixty-six: 67

Thirty: 31

Exercise. Arrange below names in alphabetical order:



alorty, hjos, adnwu, achelrs

What ended in 1896?




1895

What was significant about...

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S-T-W template

[Own elaboration]

	 SEE	THINK 	WONDER 
	<i>Describe what you can see</i>	<i>What do you think those images are?</i>	<i>What does it make you ask yourself?</i>
Image 1			
Image 2			

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Resource 5.1

ELF Quiz Questions

[Own elaboration]

- Which is the current rounded world's population? Use up to one decimal [Clue: a number between 1 and 12 billion people] [Solution: 7.9 billion people]
- How many people worldwide speak English? (they can communicate in English) [Solution: around 1.5 billion people]
- Out of those 1.5 billion people, how many are native English speakers as their first language? [Solution: 360 million] Therefore, percentage of non-native=76% (Non-native=1.14 billion)
- According to research, of all the conversations you may have in English with other people, how many will involve native speakers? [Solution: 20%]
- What percentage of English conversations involve ONLY native speakers? [Solution: 4%]

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Resource 5.2

Audios related to ELF contexts

[Self-assembled audio with fragments from below videos:

Eurovision: https://www.youtube.com/watch?v=mi26FVqx87g&ab_channel=EurovisionSongContest

Nobel Prizes: https://www.youtube.com/watch?v=PgekkKn7zmU&t=1991s&ab_channel=NobelPrize

Erasmus:

https://www.youtube.com/watch?v=11tQrEe8Xj4&ab_channel=Slezsk%C3%A1univerzitaOpav%C4%9B-Obchodn%C4%9Bpodnikatelsk%C3%A1fakultavKarvin%C3%A9

Olympic Games: https://www.youtube.com/watch?v=XG16YPfrEjc&ab_channel=TRTWorld

Audio ELF 1: https://drive.google.com/file/d/1nCQRHRTEFjuGyFoO3x216zE6_WLWbIr/view?usp=sharing

Audio ELF 2:

https://drive.google.com/file/d/1tmESM2_gieALHW7AgyjDrSdxTzdVJw0S/view?usp=sharing

[Solutions to the relative clauses exercise]

*“Now we go to Georgia, and we have Tamara, **who** represented Georgia last year in Kiev” (non-defining)*

*“And next we head to the Czech Republic, **where** we have model and TV host Radka” (non-defining)*

*“Welcome to the Nobel Prize Ceremony 2020, a year **that** will go down in Nobel history as an exception, due to COVID, of course” (defining)*

*“Stockholm city hall, **which** is normally the venue for the Nobel banquet, is now the stage for this year’s slightly different prize ceremony” (non-defining)*

*“There are, though, some ingredients **that** always are present at the ceremony” (defining)*

*“So, can you introduce your city **where** you are studying” (defining*, because of intonation)*

*“And I see that with students on exchange, **who** come from different countries” (defining)*


“Paris 2024 will most likely be the first time we’ll see the street dance in the Olympics” (defining–omitted pronoun)

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Resource 5.3

Exit ticket about ELF

[Own elaboration]

	
[Write around 40-60 words]	
I USED TO THINK...	NOW I THINK...

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Resource 6.1

Would you rather...? Questions

[Own elaboration]

- Would you rather go 7 hours per day to school, but only 4 days during the week or 4,5 hours per day, but 6 days a week?
- Would you rather live abroad forever or never again be able to leave your country?
- Would you rather have a week off school every two months but only one month of summer holidays, or 4 months summer holidays but no holidays during the year?
- Would you rather be at school from noon to 6 pm or from 6 am to noon?
- Would you rather never again be able to communicate on the phone, or the phone to be your only means of communication?

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Resource 6.2

Video/Audio-clips

[Own elaboration]

Video 1:

<https://drive.google.com/file/d/1vKt5prEW6g9fyAaTDjeqZXjszB9WeYUP/view?usp=sharing>

Audio 2: https://drive.google.com/file/d/1D5VGQ-sUVIxExNFOto8_UFhjRoWNCy3z/view?usp=sharing

Audio 3:

<https://drive.google.com/file/d/1tx2m4rDrcQX9eDjEz6igr8zWj7BoObeZ/view?usp=sharing>

Information gathering table

[Own elaboration]

	COUNTRY 1	COUNTRY 2	COUNTRY 3
Where does the speaker come from?			
School day times			
Class length			
Breaks length			
Holidays			
Languages			
Marks rating			
End of school party			

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Resource 6.3

Playing Overseas Video

[Adapted from

https://www.youtube.com/watch?v=zTOqMBnPwjI&ab_channel=EUROLEAGUEBASKETBALL]

<https://drive.google.com/file/d/1y5IdV93OQq2faVfHOgVEfMr-1Vlc9YIG/view?usp=sharing>



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