

## Curriculum

This three-day training will consist of a three-hour morning session with a midway break, a 1–2-hour lunch, and a three-hour afternoon session with a midway break. The midway breaks should be 20-30 minutes for coffee, tea, and chat. Those breaks are opportunities for participants to recharge and let the previous session settle in their mind before moving to the next one, but also to discuss material more casually and form professional networks that can be helpful in ELF settings and foster collaboration across schools and classrooms.

Example daily schedule:

|             |                |
|-------------|----------------|
| 9:00-10:00  | First session  |
| 10:00-10:30 | Coffee break   |
| 10:30-12:00 | Second session |
| 12:00-1:30  | Lunch break    |
| 1:30-3:00   | Third session  |
| 3:00-3:30   | Coffee break   |
| 3:30-4:30   | Fourth session |

Required materials:

- Writing utensils (pens, markers)
- Paper
- Sticky notes
- Poster board for “parking lot”
- All materials listed in individual lessons
- Copies of resources in the appendix
- Refreshments for coffee breaks
- Projector and a screen or blank wall to project onto
- Participants need to bring an internet-capable device (laptop, tablet, smart phone), and some way to take notes

Optional materials:

- If possible, participants are encouraged to bring:
  - Materials they routinely use for their EFL classes (textbook, exercise books, etc.)
  - Sample lesson plans
- Participants will adapt these to work for ELF lessons in the workshop, but if they do not bring them sample materials will be provided.

Day 1:

| <b>Session 1: Introductions and What to Expect</b><br>Objective: This session will set ground rules and clarify learning outcomes<br>Materials: projector for PowerPoint, poster board and sticky notes for Parking Lot, writing utensils for Parking Lot, name tags, markers and poster board for writing down ground rules<br>Time: 1 hour |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                        |
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| Time                                                                                                                                                                                                                                                                                                                                         | Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Notes                                                                                                                                                  |
| 15 min                                                                                                                                                                                                                                                                                                                                       | Facilitators and students introduce themselves <ul style="list-style-type: none"> <li>Depending on size of the group, this can be simple introductions of name and where you work, or it can be in an ice breaker game</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | If the class is larger than ~20 participants, have them break into small groups of 4-5 and only have group members introduce themselves                |
| 10 min                                                                                                                                                                                                                                                                                                                                       | Participants should take ten minutes to complete the pre-workshop survey. (Appendix 1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | This is to help establish how attitudes/confidence changes over the course of the workshop. This can be on paper or through Google or Microsoft Forms. |
| 5 min                                                                                                                                                                                                                                                                                                                                        | Project PowerPoint that describes course aims and learning outcomes<br>This course aims to: <ul style="list-style-type: none"> <li>Increase ELF-awareness in EFL classrooms by training teachers on what ELF is, how existing materials can be adapted to be more ELF-aware, and how to design ELF activities.</li> <li>By the end of the course participants will generate at least one ELF-aware lesson plan, have a choice menu of ELF-aware activities, and have experience collaborating in a professional learning community to develop ELF resources.</li> <li>This course is not to replace existing curriculums, but to supplement them with ELF-aware lessons and activities</li> </ul> | Create PowerPoint as facilitators see fit                                                                                                              |
| 5 min                                                                                                                                                                                                                                                                                                                                        | Use a PowerPoint to give an outline of the course. The outline should be a schedule for the full course that includes the titles and times of each course and when breaks will happen. Take a bit of time to give a brief overview of what each of the courses are: <ul style="list-style-type: none"> <li>Introductions to ELF: basic linguistic background of what ELF is</li> <li>Pronunciation: Presentation and activity about ELF-aware pronunciation</li> </ul>                                                                                                                                                                                                                            | This should be part of the PowerPoint used in the previous section for course aims                                                                     |

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|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | <ul style="list-style-type: none"> <li>• Technology: Overview of some tools teachers can use in ELF activities</li> <li>• Adapting Textbooks: practice adapting textbooks to be more ELF-aware</li> <li>• Choice menu: learn about and practice some ELF activities, create ELF activities as a group, and then learn the newly created ELF activities</li> <li>• Lesson plan: Write, teach, and receive feedback on an ELF-aware lesson plan</li> <li>• Conclusion: Discuss potential difficulties, online PLC, and course evaluation.</li> </ul>                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                      |
| 25 min | <p>Establishing ground rules- elicit ground rules from participants, write them on a poster board and display them prominently in the room. These should be along the lines of “actively participate,” “Minimize distractions from phones,” “be punctual returning after breaks,” etc.</p> <p>Use a poster board to create a “parking lot” that will be displayed prominently in the room. Explain this is a space where participants can put comments/questions/concerns on a sticky note that the facilitators can address. Return to the parking lot as needed to address the notes. Usually at the end of a lesson, before beginning the next lesson, or if anything finishes early is a good time to address parking lot notes.</p> | <p>Rules can come from participants raising their hands to volunteer them or they can be split into groups and come up with ground rules that are then synthesized whole group.</p> <p>Occasionally remind participants of the parking lot as a space for non-urgent questions throughout the workshop sessions.</p> |

## Session 2: Introductions to ELF

Objective: By the end of the session teachers will have a basic linguistic understanding of ELF and have made a concept map about ELF.

Materials: 1 copy of Appendix 2 worksheet for every participant, 1 copy of ELF reading per participant, 1 piece of poster paper per group for making concept maps

Time: 1.5 hours

| Time   | Activity                                                                                                                                                                                                                | Notes                                                                                                                                                |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 min | <p>Define terms</p> <ul style="list-style-type: none"> <li>• Hand out Appendix 2</li> <li>• Participants read and ask any questions they have</li> <li>• Place questions there isn't time for on parking lot</li> </ul> | <p>Pass out worksheet with TESOL vocabulary terms on them (Appendix 2)</p> <p>Can also include a slideshow with a slide that defines these terms</p> |

|        |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                          |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 20 min | Hand out Appendix 3. Handout would ideally include pp. 42-25, 155-156 from <i>Global Englishes</i> by Jenkins<br>Introduce the following reading questions: <ul style="list-style-type: none"> <li>• What is ELF?</li> <li>• Why is ELF important for students?</li> <li>• How is ELF used in your classroom or how can it be used?</li> </ul> Give participants time to read article and think about the questions | Project slide with reading questions                                                                                                                     |
| 15 min | Discuss questions whole group (or in groups if the class is very large)                                                                                                                                                                                                                                                                                                                                             | If it does not come up organically, introduce the question of who English “belongs” to                                                                   |
| 25 min | Each group will create a concept map about ELF. When they are done, have them tape up their concept maps around the room to keep on display for the remainder of the workshop.                                                                                                                                                                                                                                      | Provide poster paper and markers                                                                                                                         |
| 10 min | Participants do a “gallery walk” of the different groups concept maps                                                                                                                                                                                                                                                                                                                                               | A “gallery walk” is where participants walk around to see the other groups’ posters. They are self-paced, and it is fine if they don’t see every poster. |
| 10 min | Whole group discuss the concept maps they saw during the gallery walk. Was there something another group included in their concept map that you found particularly interesting? Were there any common themes?                                                                                                                                                                                                       | Remind participants to use the parking lot if they have unanswered questions                                                                             |

### Session 3: Pronunciation

Objective: By the end of the lesson, participants will have planned a pronunciation activity

Materials: copy of Appendix 4 handout for everyone, projector and space to project

Time: 1 hour

| Time   | Activity                                                                                                                                                                                                 | Notes                                                                                                                                                                                                                                                             |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 min | Introduce pronunciation topic by playing a video of someone speaking ELF and asking these questions:<br>Did this person speak in an RP or Standard American accent?<br>Were you able to understand them? | Questions/videos/info in this lesson should be presented in a PowerPoint<br>Choose a video that is most relevant to the local context. Something like this YouTube video:<br><a href="#">YouTube</a><br>Not necessary to play the whole video, just a few minutes |

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                   |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15 min | <p>Introduce handout- This is a handout of some ways that pronunciation can be different from RP/SA and still be understood by most English speakers. This is not “what to teach for pronunciation instead,” it is a way to inform how you think about success in pronunciation activities.</p> <p>Pass out the handout from Appendix 4, give participants time to read it and take notes on: what they found interesting or surprising what aligns with what they see in their classes what, if any, questions they have</p> | <p>If they finish before time is up they should discuss what they read with their group</p> <p>Handout from Appendix 4</p>                                                        |
| 20 min | <p>Discussion:</p> <p>Think of this video, what we read in the last session about ELF, and this reading on pronunciation. If you can understand the speaker in the video, even though they aren’t using a British or American accent, what does this mean for how we teach pronunciation?</p> <p>What should our goals be for teaching pronunciation?</p> <p>What did you find interesting or surprising?</p> <p>What aligns with what you see in class?</p> <p>What questions do you have?</p>                               | <p>If the topic doesn’t come up organically, the facilitator should make sure that the idea that successful communication is the goal, not native speaker norms, is discussed</p> |
| 15 min | <p>With your group, plan a pronunciation activity</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>If time allows, have groups share their activity.</p>                                                                                                                          |

#### **Session 4: Technology**

Objective: By the end of the lesson, participants will have at least three technology tools they can use in their classrooms.

Materials: Some way to access the internet (computers/tablets/phones, participants should bring these), projector and somewhere to project, handout Appendix 5

Time: 1.5 hour

| Time   | Activity                                                                                                                                                                                                                                                                                                          | Notes                                                                                                                                                                                                                                                          |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 25 min | <p>Introductory PowerPoint, pass out handout from Appendix 5</p> <p>Should include:</p> <ul style="list-style-type: none"> <li>• Why to use technology in ELF classrooms (technology is how many will encounter English, tools can help reflect on learning, etc.)</li> <li>• Goal of using technology</li> </ul> | <p>Participants can take notes on handout during presentation, but they should save room for notes from independently exploring the tools of their choosing. There is a blank box, if they know of additional tools, that is the space to write about them</p> |

|        |                                                                                                                                                                                                                                                                        |  |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|        | (increase student initiative/ownership of language learning, students can see their improvement over time, engage students) <ul style="list-style-type: none"> <li>Overview of the following tools: YouTube, Flipgrid, Padlet, Vocaroo, Mindmeister, Pixton</li> </ul> |  |
| 30 min | Each person should choose at least three tools they think will be helpful in their classroom. They will use this time to explore the tools online and make notes about ways they can use them in their classroom.                                                      |  |
| 10 min | Participants share what they learned with their groupmates                                                                                                                                                                                                             |  |
| 15 min | As a group, plan an activity that uses one of the tools they learned about                                                                                                                                                                                             |  |
| 5 min  | Quick wrap up discussion:<br>What tool do you think will be the most useful in your classroom? What ideas do you have for using that tool?                                                                                                                             |  |
| 5 min  | Address any parking lot questions                                                                                                                                                                                                                                      |  |

## Day 2

### Session 1: Adapting Textbooks

Objective: By the end of the lesson, participants will have a checklist for evaluating textbooks and experience adapting at least one activity to incorporate ELF

Materials: Textbook examples, projector, something to project on, copies of Appendix 6

Time: 1 hour

| Time   | Activity                                                                                                                                                                                                                                                                                                                                                | Notes                                                                                                                               |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 15 min | Introduction PowerPoint<br>Should include: <ul style="list-style-type: none"> <li>Rose and Galloway goals for GELT</li> <li>Checklist for textbooks</li> <li>Examples of where textbooks succeed in ELF</li> <li>Examples of where textbooks could improve in ELF</li> <li>A slide with an example activity that can be improved whole group</li> </ul> |                                                                                                                                     |
| 20 min | Explore a textbook unit with the Appendix 6 handout as a guide. Find where it succeeds and where it can improve                                                                                                                                                                                                                                         | Can use materials from <a href="#">Pearson</a> , unit 9 from <a href="#">Ethiopia Grade 9</a> , or that teachers brought themselves |
| 15 min | In groups, plan a way to improve one activity                                                                                                                                                                                                                                                                                                           |                                                                                                                                     |
| 10 min | Share improved activities                                                                                                                                                                                                                                                                                                                               |                                                                                                                                     |

**Session 2: Choice Menu Part 1**

Objective: By the end of the session, participants will have a choice menu with at least five activities.

Materials: All materials required for choice menu activities, internet devices, handouts for choice menu (Appendix 7)

Time: 1.5 hours

| Time   | Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Notes                                                |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| 5 min  | Address any parking lot questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Skip if there are none                               |
| 10 min | Give each participant a choice menu (Appendix 7) and give directions for activity: <ul style="list-style-type: none"><li>• Participants will be making a “Choice Menu” (a list of activities that teachers can pull from for lessons planning or that students can choose from as lesson extensions)</li><li>• There are five stations around the room and each has an activity</li><li>• With their groups, participants will spend 15 minutes at each station doing each activity and adding it to their choice menu (for example put a title and notes on each activity in a box)</li></ul> | Give an example of what the notes can look like      |
| 75 min | In their groups they will rotate through stations every 15 minutes that have different ELF communications strategy activities (see Appendix 8 for instructions for each task) <ol style="list-style-type: none"><li>1. Task based activity</li><li>2. Nonsense word activity</li><li>3. Guided journal activity response to EFL example</li><li>4. Flipgrid response to EFL example</li><li>5. Re-write a dialogue in as many different ways as possible</li></ol>                                                                                                                             | Projecting a visible timer can be helpful for pacing |

**Session 3: Choice Menu Part 2**

Objective: By the end of the session, each group will have created one ELF-aware activity to share with the other groups.

Materials: Poster paper, paper, markers, pens, devices with internet access

Time: 1 hour

| Time   | Activity                                                                                                                                                                                                  | Notes                                                                                                                   |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| 15 min | Whole group discuss previous activities <ul style="list-style-type: none"><li>• What did you think of the activities?</li><li>• Which activities do you think would best fit in your classroom?</li></ul> | These are example questions, but allow the discussion to move naturally and ask additional questions based on responses |

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                           |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | <ul style="list-style-type: none"> <li>• Do you do anything like these activities already?</li> <li>• What could make them clearer?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                           |
| 45 min | <p>Using activities from the previous session as a guide, each group will develop their own EFL activity that can be added to a choice menu.</p> <ul style="list-style-type: none"> <li>• These can be technology-based or not. They can use any of the materials provided by the course or their own materials (papers, markers, textbooks, flipgrid, etc).</li> <li>• Make sure the instructions are clear so other groups can learn the activity in the following session (they will have time at the beginning of the next session to prepare their station if they don't finish it during this session)</li> </ul> | Facilitators should walk around to help groups generate and grow their ideas. The goal is to have a fully formed activity that can become a "station" in the next session |

### Session 4: Choice Menu Part 3

Objective: By the end of the session, each group will have added (number of groups) activities to their choice menu.

Materials: Poster paper, paper, markers, pens, devices with internet access (materials will largely be determined by the activities created by groups in the previous session)

Time: 1.5 hours

| Time   | Activity                                                                                                                                                                                                                                                                                                                                                                                                                                           | Notes                                                                                                                                                                                                                                                                        |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 min | Groups can set up their station for other groups to do their practice activity                                                                                                                                                                                                                                                                                                                                                                     | Can be cut in favor of more time in the stations if groups have finished setting up in the previous session                                                                                                                                                                  |
| 60 min | <p>Groups will go through stations again, but this time they activity stations will be the activities designed by participants in the previous session</p> <ul style="list-style-type: none"> <li>• Each group should go to at least four stations and spend at least fifteen minutes at each station.</li> <li>• At the discretion of the facilitators, this section can be lengthened, and the discussion session shortened if needed</li> </ul> | Could be lengthened if, for example there are five groups. If the session has much more than five groups. it is fine if not every group gets to every station in this time, teachers can continue to share their ideas or gallery walk the unseen stations in coffee breaks. |
| 20 min | <p>Discussion</p> <ul style="list-style-type: none"> <li>• What did you think of the activities?</li> <li>• Which activities do you think would best fit in your classroom?</li> <li>• What struck you as a particularly creative idea?</li> </ul>                                                                                                                                                                                                 | These are example questions, but allow the discussion to move naturally and ask additional questions based on responses                                                                                                                                                      |

|  |                                                                                   |  |
|--|-----------------------------------------------------------------------------------|--|
|  | <ul style="list-style-type: none"> <li>• Address parking lot questions</li> </ul> |  |
|--|-----------------------------------------------------------------------------------|--|

### Day 3

#### Session 1: Lesson Plan Part 1

Objective: By the end of the session, each participant will have planned a lesson that incorporates ELF.

Materials: Textbooks, internet devices, paper, pencils

Time: 1 hour

| Time   | Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Notes                                                                                                                                                                                                                                                                                                                                                                                    |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 min | Introduce Activity: <ul style="list-style-type: none"> <li>• Using what they now know about ELF, technology, textbook adaptation, and ELF-aware activities, participants will plan an ELF-aware lesson with their groups</li> <li>• Groups should choose a topic or theme together</li> <li>• While the groups will work together on developing topics and general activities, each participant should work to adapt the lesson to their students—they know them best</li> <li>• You can reference your own curriculums and textbooks for this</li> <li>• Lesson format should be what your school requires, can be done on paper or on computer</li> </ul> | Having groups choose general topics/ themes to plan their individual lessons around is to make collaboration easier, but if participants would rather plan more individual lessons and feel they can still collaborate, then that is fine (this may be a better option if the groups have a wide mix of student levels or curriculums, for example).<br>Project directions on PowerPoint |
| 50 min | Collaboratively plan lessons                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                          |

#### Session 2: Lesson Plan Part 2

Objective: By the end of the session each participant will have received feedback on their lesson plan.

Materials: Determined by participants, all course materials should be made available to them, feedback forms (Appendix 9)

Time: 1.5 hours

| Time   | Activity                                                                                                                                                                                                                                                                                                                                         | Notes |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 10 min | Directions <ul style="list-style-type: none"> <li>• In this session participants will model their lessons</li> <li>• To get new feedback, we will form new groups</li> <li>• Each member of the new group will model their lesson for their group members and the group members will give feedback (see Appendix 9 for feedback form)</li> </ul> |       |
| 5 min  | Form new groups of four                                                                                                                                                                                                                                                                                                                          |       |

|        |                                                                                                                                                                                                                                                                                                                                                           |                                                                                       |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| 60 min | <b>Modeling and Feedback</b> <ul style="list-style-type: none"> <li>Each participant will model their lesson and the other group members will give them feedback. Each person has 15 minutes, so it doesn't have to be a full lesson, it can be a mini lesson and a description of the activities so there is time for modelling and feedback.</li> </ul> |                                                                                       |
| 15 min | <b>Discussion</b> <ul style="list-style-type: none"> <li>What were some interesting lesson ideas you saw?</li> <li>What was some particularly helpful feedback you received?</li> </ul>                                                                                                                                                                   | These are guiding questions, but ideally the discussion should be participant driven. |

### Session 3: Conclusion and Moving Forward

**Objective:** By the end of the session, participants will have brainstormed solutions to potential obstacles and completed the course evaluation and reflection.

**Materials:** Projector and somewhere to display projection, poster board, course evaluation and reflection worksheet (Appendix 10)

**Time:** 1.5 hour

| Time   | Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Notes                                                                                                                                                                                                                                                                                          |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15 min | <b>Introduce online PLC for continued collaboration</b> <ul style="list-style-type: none"> <li>This can be a Discord, a Facebook group, or a Whatsapp group, depending on what is most useful for the teachers you are working with</li> <li>Help participants join the group and make an introduction post</li> </ul>                                                                                                                                                                    | I would use Discord, which is a server host that allows members to join and can make specific channels based on topics. The organization makes moderating easier. Ideally this would be a pre-existing group so even people who attended the workshop at different times can still collaborate |
| 20 min | <b>Discussion:</b><br>In groups discuss the following questions: <ul style="list-style-type: none"> <li>What problems to you anticipate you will run into trying to incorporate ELF in your classroom?</li> <li>How can you overcome these problems?</li> <li>On poster board create a T chart with potential problems on one side and potential solutions on the other.</li> <li>When groups finish, they should hang their poster up on the walls to display to other groups</li> </ul> |                                                                                                                                                                                                                                                                                                |

|        |                                                                                                                                                                                                                    |                                                                                                                      |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| 15 min | Participants should do a self-paced gallery walk to look at the problem and solution posters.                                                                                                                      |                                                                                                                      |
| 20 min | Discuss problems and solutions from gallery walk <ul style="list-style-type: none"> <li>• Were there any themes in the problems and solutions you saw in the gallery walk and discussed in your groups?</li> </ul> | Ideally this is a participant-led discussion where they share anticipated problems and brainstorm solutions together |
| 15 min | Course reflection (Appendix 10)                                                                                                                                                                                    | (can be done through an online form)                                                                                 |

Appendix 1  
Pre-Course Survey

1. What is your name?
2. Are your students beginner, intermediate, or advanced English learners?
3. What does English as a Lingua Franca (ELF) mean to you?
4. How much freedom do you have in lesson planning?

For the following statements, circle which answer choice best represents you now

1. I want to use ELF practices in my classroom.  
Strongly disagree      disagree      neither agree nor disagree      agree      strongly agree
2. I am confident I can use ELF practices in my classroom.  
Strongly disagree      disagree      neither agree nor disagree      agree      strongly agree
3. I am confident I can create ELF materials for my classroom.  
Strongly disagree      disagree      neither agree nor disagree      agree      strongly agree

## Appendix 2

### TESOL terms

- **TESOL-** Teaching English to Speakers of Other Languages
  - This is an umbrella term for teaching English that includes English as a foreign language, English as a second language, English as an additional language, etc.
- **EFL-** English as a Foreign Language
  - English as a Foreign Language classes are taught in countries where English is not an official language.
- **ELF-** English as a Lingua Franca
  - English as it is used between speakers of different non-English first languages
- **ELT-** English Language Teaching
- **GE-** Global Englishes
  - Global Englishes refers to the many varieties of English spoken around the world, such as Nigerian English, Indian English, Singapore English, Australian English, etc.
- **GELT-** Global Englishes Language Teaching
- **EIL-** English as an International Language
- **NES-** Native English Speaker(s)
- **NNES-** Non-Native English Speaker(s)
- **L1-** First language
- **L2-** Second or additional language

### Appendix 3

Ideally, the reading would be pages 42-45 and 155-156 from *Global Englishes: A Resource Book for Students* by Jennifer Jenkins. The follow excerpt is pulled from pages 44-45.

#### **Defining ELF**

We begin by considering how to define ELF. In the second edition of this book (p. 143), I defined it as “English as it is used as a contact language among speakers from different first languages”. A later and fuller working definition is that of Seidlhofer, according to whom ELF is “*any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option*” (2011: 7; her italics).

In the early days of ELF research, some scholars argued that ELF communication by definition did not include NESs. However, the majority do nowadays include NESs in their definitions of ELF, arguing simply that when NESs participate in ELF interactions, they should not be seen as experts because their expertise is in ENL rather than ELF communication. Having said that, because of the sheer numbers involved, it is likely that the majority of ELF interactions do in fact take place with no NESs present.

We have already considered the similarities and differences between ELF and World Englishes. Another term that requires distinguishing from ELF, although one entirely lacking in the scholarship that underpins World Englishes, is so-called **Globish**. Whereas ELF is empirically researched, Globish is an arbitrarily simplified version of English based on intuition (see, e.g., Nerrière and Hon, 2009), and not worthy of serious consideration. However, its catchy name means that it has inevitably caught the interest of some in the media (see e.g. McCrum 2010).

Finally, we need to clarify the differences between ELF and **traditional EFL** (English as a Foreign Language). In essence, these differences arise from one basic factor: that EFL communication assumes that NNEs learn English in order to use it with NESs, whereas ELF communication assumes that NNEs learn English in order to use it so as to communicate successfully in **intercultural communication** which may, but often does not, include NESs. Thus, for EFL, native English provides the yardstick against which NNEs’ use is measured, and wherever it differs from native use, it is considered to be deficient, the result of L1 ‘interference’ and ‘fossilization’. On the other hand, for ELF, successful intercultural communication is the goal, and differences from native English that achieve this are regarded not as deficiencies but as evidence of linguistic adaptability and creativity. In fact, **communication skills** such as the ability to accommodate (see B6) are considered far more relevant to successful ELF communication than the ability to mimic NESs. In this respect, research suggests that it is more often NESs than NNEs who lack such skills in intercultural communication (see C8).

## Appendix 4

### **Pronunciation features**

A number of pronunciation features were found in Jenkins's (2000) ELF research to contribute to mutual intelligibility in ELF communication. They were collectively labelled the 'Lingua Franca Core' ('LFC'), and are summarised as follows:

- ☐ all the consonant sounds except voiceless 'th' /θ/, voiced 'th' /ð/, and dark 'l' [ɫ]
- ☐ vowel length contrasts (e.g. the difference between the vowel sounds in 'pitch' and 'peach')
- ☐ avoidance of **consonant deletion** at the beginnings of words (e.g. the *cri-* in 'crisp'), and only certain deletions intelligible in word-medial and final position (e.g. 'factsheet' as 'facsheet' but not 'fatsheet' or 'facteet'; 'scripts' as 'scrips' but not 'scrits' or 'script'); on the other hand, the avoidance of consonant clusters by means of the addition of vowels, such as 'film' pronounced [filəm], seems not to be a problem in ELF
- ☐ production and placement of **nuclear (tonic) stress** (the major stress in a group of words). For example, in Ian McEwan's novel *Amsterdam*, one character sends a postcard to another, on which he has written 'You deserve to be sacked'. This can be interpreted either as 'You deserve to be **sacked**' (but you have not been) or 'You **deserve** to be sacked' (and you have been)

As with the lexicogrammatical features described above, this is not to suggest that the LFC features are needed *all the time*. Far from it: the LFC research demonstrated that use of these features depends critically on who is talking with whom. Thus, if conversation partners both come from L1s that have, for example, one sound for /r/ and /l/, or use /v/ where other speakers use /w/, it would be counter-productive for them to produce these sounds between themselves (and the empirical data demonstrates that they mostly do not). Rather, use of their shared variant not only enhances intelligibility but also signals solidarity between them. **Accommodation strategies** are crucial in this, and effective pronunciation (as with any other linguistic level) in lingua franca contexts will depend to a considerable extent on the speakers' ability to adjust their English for the mutual benefit of their conversation partners, rather than conforming to any predetermined notions of correctness based on the English of an often absent NES, as is the case with EFL.

The following features of ENL pronunciation were not found in the LFC data to contribute to intelligibility, and did not lead to communication problems when they

were substituted with a feature influenced by the speaker's L1 pronunciation. In some cases they even enhanced intelligibility:

- ☐ these three consonant sounds: voiceless 'th' /θ/, voiced 'th' /ð/, and dark 'l' [ɫ] (note that these sounds are also being replaced in some accents of ENL)
- ☐ vowel quality (e.g. in the conversation below, R pronounces the word 'front' as [frɒnt] using the vowel of that in RP 'song', and 'charity' as 'cherity')
- ☐ **weak forms** (e.g. the vowel sound in 'to', 'from' and 'of' when replaced with a schwa)
- ☐ other features of connected speech such as **assimilation** (adjusting one sound to become like the next, e.g. 'red paint' to 'reb paint') and **elision** (leaving sounds out, e.g. 'probably' as 'proibly', 'friendship' as 'frienship')
- ☐ the direction of pitch movements
- ☐ the placement of wordstress, which varies considerably even across L1 Englishes
- ☐ stress-timed rhythm.

(Jenkins, 2015, pp. 86-87)

## Appendix 5

### Technology

| Tool        | Ideas |
|-------------|-------|
| YouTube     |       |
| Flipgrid    |       |
| Padlet      |       |
| Vocaroo     |       |
| Mindmeister |       |
| Pixton      |       |
|             |       |

## Appendix 6

### Textbook adaptation

Checklist for textbook evaluation from Rose and Galloway's *Global English Language Teaching*:

- ☐ authentic texts and tasks (written texts by non-native speakers)
- ☐ Spoken interactions between non-native speakers
- ☐ Learner unstructured interaction
- ☐ Pragmatic awareness activities
- ☐ Strategies to achieve successful communication in a lingua franca
- ☐ Language items and features important for international communication
- ☐ Intercultural competence

Directions: Using the checklist above as a guide, find one unit from one of the provided textbooks, or one you brought with you. Evaluate the unit based on the above criteria and adapt one activity to include ELF.

|                                               |
|-----------------------------------------------|
| How does this chapter/unit succeed in ELF?    |
| Where could this chapter/unit improve in ELF? |
| Find one activity and adapt it to include ELF |

Appendix 7

Choice Menu

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

## Appendix 8

### Choice Menu Activities

| Activity               | Instructions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Task-based activity    | <p>Tasks-based activities are for students to practice engaging in tasks relevant to real-life using ELF. It is a linguistic challenge that focuses more on process than product. Do not hold students to native-speaker norms in these activities.</p> <p>Example:<br/> Students will act out a scene. In the scene each character has a goal (or task) to accomplish. The students will act out the scene in English to the best of their ability, then answer some questions about it.<br/> Scene: A is a shop owner and B is a customer at the shop. The shop sells very fancy and expensive clothes.<br/> A: You want to sell an expensive, well-fitted outfit and accessories to the customer.<br/> B: You need a very nice outfit to wear to a wedding and you have \$500 to spend, but some of the clothes brought to you are the wrong size.</p> <p>Questions:<br/> What was easy in this task?<br/> What was difficult?<br/> What strategies did you use to communicate your ideas when you didn't know a word?<br/> What vocabulary would you like to know to make this task easier next time?</p> |
| Nonsense word activity | <p>The purpose of this activity is to use communication strategies to work through a communication breakdown. This should be done in pairs or small groups. One student has a nonsense word that they know the meaning of and a prompt to start the conversation. The goal is for the students to work together in English (as best they can) to help each other understand what the nonsense word means.</p> <p>Example:<br/> Nonsense word: beckram- dinner<br/> Prompt: When is beckram?</p> <p>Nonsense word: Clart- a goalkeeper in soccer/football<br/> Prompt: Who is the best clart?</p> <p>Nonsense word: Prin- a bad dream<br/> Prompt: I'm so tired. I hate prins.</p> <p>Nonsense word: Pilk- phone charger<br/> Prompt: Can I borrow your pilk?</p>                                                                                                                                                                                                                                                                                                                                              |

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Guided journal | <p>Guided journal response is a chance for students to reflect on a video or audio example of ELF in use. The teacher should provide the example (from YouTube, movies, news broadcasts, etc.) and give students a prompt to reflect on what they have heard and the communication strategies they saw. (The reflections do not have to be in English. The main idea is to think about how English is used)</p> <p>Example:<br/> Watch this video: <a href="https://youtu.be/JxOALic55H4">https://youtu.be/JxOALic55H4</a><br/> Write a journal response using the following to guide your writing:</p> <ol style="list-style-type: none"> <li>1. The FC Bayern football players in this video are Spanish, German, and Canadian. The team is in Germany, but the team uses English to communicate with each other. Why do you think they use English to communicate with each other? What do they do to make themselves understood in this video? Do you notice any creative uses of language?</li> </ol> |
| Flipgrid       | <p>Give students a prompt to speak about on Flipgrid, then have them make video responses to each other's videos. The prompt can be responding to an ELF example (like in the guided journal activity), a task-based activity, or a prompt that asks them to speak on something they are interested in.</p> <p>Example:<br/> Make a Flipgrid video where you explain either how to play your favorite game or the plot of your favorite movie. Then, make a video comment on a classmate's video. Your video comment should at least include something you liked in the original video, your opinion on the topic they spoke about, and one question you have about the topic, but you are encouraged to do more.</p>                                                                                                                                                                                                                                                                                      |
| Dialogue       | <p>In this activity the goal is to re-write a dialogue in as many different ways as possible. This is to practice finding multiple ways to say one idea, so students are better prepared to negotiate through communication breakdowns. If saying your idea one way doesn't work, try saying it a new way! Can be spoken or written.</p> <p>Example:<br/> Re-write this dialogue as many ways as you can in X minutes. Try to use different vocabulary or talk around ideas as many ways as you can think of. For example: "birthday," "day I was born," "today I am 19, tomorrow I am 20," "my birth anniversary," "the day I age one year," etc.</p> <p>A: I do not like my job.<br/> B: Why?<br/> A: It is difficult. Is your job difficult?<br/> B: My job is difficult, but I like it.<br/> A: What do you do?<br/> B: I teach math at the university. What do you do?<br/> A: I teach math at the university!</p>                                                                                    |

Appendix 9  
Lesson Feedback

|                        |
|------------------------|
| Objective:             |
| Lesson and activities: |
| Notes:                 |

|                        |
|------------------------|
| Objective:             |
| Lesson and activities: |
| Notes:                 |

Appendix 10  
Course Reflection

1. What is your name?
2. What does English as a Lingua Franca (ELF) mean to you?

For the following statements, circle which answer choice best represents you now

3. I want to use ELF practices in my classroom.  
Strongly disagree      disagree      neither agree nor disagree      agree      strongly agree
4. I am confident I can use ELF practices in my classroom.  
Strongly disagree      disagree      neither agree nor disagree      agree      strongly agree
5. I am confident I can create ELF materials for my classroom.  
Strongly disagree      disagree      neither agree nor disagree      agree      strongly agree

What are three things you learned in this course?

What did this course do well?

What can this course do better in the future?

What was the most helpful part of this course?

What was the least helpful part of this course?

What do you wish you had learned that wasn't covered in this course?

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