

ELT MATERIALS DESIGN FROM THE PERSPECTIVE OF ENGLISH AS A LINGUA FRANCA

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1.Introduction

Due to the current necessities of international communication, English has become a universal or global language. English is considered the lingua franca in the globalized world in which we live. This is the reason why it is so important to know this language in this interconnected world. Nowadays, English is needed for academic education, in order to be able to communicate with others in international contexts, etc. Today, English is used as a lingua franca, that is, as the main language for communication between those people who do not share a common first language. People communicate in English in several contexts such as tourism, aid work, science, business, etc.

There are lots of varieties of English and learners who visit nations in which English is spoken are amazed by the variation they encounter in local accents. There are many ways of using English in those nations and individuals can vary in the repertoires they employ taking into account several factors like for example: social class, occupation, sexuality, gender, social status, multilingualism, education, social context, etc.

In this project I assume that all varieties of English are good and acceptable and that English is spoken by people all around the world and therefore is not the property of native speakers. It is important to speak English to communicate with everybody belonging to any part of the world.

It is important to know that when speaking a foreign language, in this case English, what is really relevant is the fact of being understood so that communication is effective, so intelligibility is essential in any interaction. Intelligibility means being understood by the person you are talking to. Smith and Nelson (1985: 333-342) suggest that intelligibility is composed by:

1. “*intelligibility*, the ability of the listener to recognize individual words or utterances.”
2. “*comprehensibility*, the listener’s ability to understand the meaning of the word or utterance in its given context.”

3. “*interpretability*, the ability of the listener to understand the speaker’s intentions behind the word or utterance.”

Smith and Nelson’s model focuses on the nature of this term (intelligibility) by saying it is interactional between speaker and hearer. Being intelligible means being understood by a listener at a particular time and situation.

The purpose of this project is to discuss the implications that the concept of English as a lingua franca has for the teaching of English and design a learning unit where these implications have been taken into account. I will first provide a brief definition of English as a lingua franca (ELF). Then, I will focus on the concept of lingua franca and on its implications for teaching English and on the goals of teaching it from that perspective. I will finish this project with the design of a learning unit focused on English as a lingua franca, that is, designed from that perspective. In this learning unit, the communicative approach will be emphasized and the unit will be based on social interactions providing my students with real-context situations.

2. Definitions and attitudes

To explain the meaning of English as a lingua franca, Jennifer Jenkins (2009) makes reference to the concept of “world Englishes” (WE) defining it as all local varieties of English but regardless of Kachru’s (1992) three circles. Kachru’s (1992) three circles are: The inner circle, the outer circle and the expanding circle. **The inner circle** refers to the traditional bases of English, where it is the main language. This circle includes UK, USA, Canada, Australia, Ireland and New Zealand. These are considered “norm providing”. **The outer circle** concerns the earlier phases of the spread of English in settings that were not native and where the language has become part of the country’s chief institutions, where English is considered to be a second language in a multilingual setting. These varieties are called “norm developing” and include Singapore, India, Malawi, and over fifty territories. **The expanding circle** includes those nations that are aware of the importance of English as an International language. English is taught as a foreign language in these nations because it is considered a useful tool for international communication. These nations do not belong to the group of countries colonized by the members of the inner circle.

Jenkins (2009) has not taken into account whether the different varieties of English are considered standard and educated, that is, she does not distinguish among Canadian, Indian, etc. in the way prescriptive grammarians and others do. Jenkins points out that many WE scholars do not consider Expanding Englishes as legitimate varieties. For instance Yano (1991) argues that English is not used in Japan by the majority and it is not used enough to consider it as Japanese English. The Expanding Circle I have mentioned before refers to English as interlanguage or learner English, and also as of greater or lesser proficiency depending on their proximity to a variety of the Inner Circle.

According to Jenkins (2009), Lingua Franca is the language people having different mother tongues, i.e. the language that people who come from different linguacultural backgrounds, choose to communicate. Most ELF researchers include all the users of English within the definition of ELF without taking into account which circle of use they come from. Native speakers need to make adjustments to their local English variety so that their interlocutors can understand them when they take part in a lingua franca context.

ELF involves two aspects which are: the common ground and the local variation. The first one contains linguistic forms that shares with ENL (English as a native language) and also forms that differ from ENL and that have arisen through the contact among the speakers of ELF and through the influence of the L1 on the English of ELF speakers. Both ELF and ENL involve a good deal of local variation and potential to accommodation; the users' attempt to adjust their speech to make it more intelligible for their interlocutors by means of repetition, paraphrasing, code-switching, etc. (Cogo and Dewey, 2006; Kirkpatrick, 2008).

The concept of ELF is a complex one and there is no general agreement on its definition. Sometimes, ELF is discussed in relation to EIL (English as an international language), and both terms are used interchangeably. Seidlhofer (cited in Jenkins, 2006) suggests that international English is a unitary variety. Drawing on Bolton (2004), Jenkins (2006: 160) states that the term international English "is used to refer to the local Englishes of those non-mother tongue countries where it has an intranational institutionalized role, although some researchers also include the mother tongue English

countries in their definitions”. The term international English is also used to refer to the international communication across national and linguistic boundaries. ELF researchers prefer to use the term English as a lingua franca instead of English as an international language even though both terms are used.

The purpose of scholars researching on ELF is not to describe and codify a single ELF variety. When communicating and participating in an international communication, one should be familiar with certain forms and also have a linguistic repertoire that are used and intelligible across groups of English speakers who have different mother tongues. The key idea here is that accommodation is very important. (Jenkins, 2006).

ELF interactions take place in politics, science, business, media discourse, etc. so they should be paid more attention taking into account they are different from interactions between native speakers, and between native and non-native speakers. The fact is that there are many interactions in English between people who do not control grammar and lexis and pronunciation because they do not conform to the norms, so nonstandard English is becoming more and more visible.

There are also two provisos related to ELF research. ELF distinguishes between difference (from ENL) and deficiency (interlanguage) assuming that difference from ENL does not entail it is an error. Not all the ELF speakers are proficient so many of them are not fully competent and make some errors. There is the empirical question about which items are ELF variants and which are ELF errors. This depends on factors like systematicity, communicative effectiveness, etc.

The second proviso refers to the fact that “ELF researchers do not believe either pedagogic decisions about language teaching should follow on automatically from language descriptions or that the linguistic compiling the corpora should make those decisions” (Jenkins, 2009: 202), that is, when ELF features have been identified and codified, ELF researchers claim that these features should not necessarily be taught to learners of English.

Many people think that in order to communicate in an effective way in ELF contexts it is necessary and essential to imitate ENL speakers. We will study this later and we will see this is not necessarily true. In order for communication to be effective

we need to use some communication strategies rather than imitate the accents of native speakers. (Jenkins, 2009).

3. Describing ELF

Research on ELF has focused mainly on spoken data for two reasons: the language is removed from the standardizing influence of writing, and spoken interactions are reciprocal allowing the negotiation of meaning while producing and receiving different utterances, which facilitates the observation concerning intelligibility among those people who speak. (Seidlhofer, 2004: 215).

Most research on ELF has focused on pragmatics and phonology. According to Jenkins (2000), pronunciation is one of the causes of intelligibility problems in ELF interactions. She coined the term “Lingua Franca Core”, which refers to which phonological features are essential and which are not for intelligible pronunciation in the cases in which English is spoken in lingua franca contexts.

Several analyses were carried out by collecting data from speakers with a wide range of L1, by observing instances of communication and miscommunication breakdown in mixed-L1 classrooms and social settings. Through these analyses the main pronunciation errors that led to intelligibility problems, were discovered. Those that cause problems were incorporated into the LFC and only they were considered. The core areas are:

1. The consonant inventory with the exception of the dental fricatives (θ) and (ð), and of dark “l” [ɫ].
2. Aspiration of word-initial voiceless stop /p/, /t/, and /k/ which were heard as their lenis counterparts /b/, /d/, and /g/; shortening of vowels sounds before fortis consonants, the maintenance of length before those consonants that are lenis.
3. No omission of sounds in word-initial clusters, omission in word-medial and word-final clusters according to L1 English rules of syllable structure.
4. Contrast between long and short vowels.
5. Production and placement of the nuclear stress.

According to Jenkins the sounds /θ/, /ð/ and [ɪ] are considered non-core. These sounds are taught as particularly English. Some sounds such as: /f, v/ or /s, z/, or /t, d/ can substitute for /θ, ð/ because it is not crucial for intelligibility. The same is true with these features:

- The quality of vowels
- Weak forms
- Features related to connected speech like assimilation
- Grammatical meaning, pitch direction
- Placement of word stress
- Stress-timing

Although early ELF studies focused on phonology, currently ELF studies focus more on pragmatics. Some of the results of these studies, mentioned by Seidlhofer (2004) are the following:

- During ELF interactions, misunderstandings are not frequent. In case of they take place, they are resolved by using different communication strategies like repetition and rephrasing, or simply by changing the topic.
- Interference from L1 interactional norms is quite rare.

Interlocutors adopt what Firth called “let-it-pass principle” (1996) which refers to the fact that ELF talk is consensus-oriented, cooperative, and supportive.

One of the important factors in ELF conversations is the interlocutors’ cultural background and shared knowledge. Lexicogrammatical features are the most noticeable, accessible ones in ELF speech.

Most English teachers consider some errors in urgent need of correction but they are not really problematic and they are not an obstacle for successful communication. Some of these errors are:

- The third person present tense –s which we usually forget

- The confusion between the relatives who / which
- The insertion of definite and indefinite article where they are not necessary and also the omission of them when they are obligatory
- The insertion of redundant prepositions
- The overused of some verbs of high semantic generality (i.e. have, make, etc.)
- The use of correct forms in tag questions is a failure
- The use of that-clauses instead of infinitive-constructions
- Overdoing explicitness

4.ELF and English Language Teaching

According to Penny Ur (2009) the user of English as a lingua franca may be native or non-native so he/she is typically bi-lingual, multilingual, or bi-dialectal and the purpose of teaching English from the perspective of lingua franca is the use of communicative and comprehension strategies. A speaker needs a wide knowledge of vocabulary, accurate grammar and an easily understood accent to be considered a fully competent speaker.

There are different options when considering which English should be taught:

A) A native variety: The advantages are the following: it is considered to be prestigious, defined and codified, it is accepted by many teachers and learners, it presents a clear basis for materials. The disadvantages are: it is not the variety used by all fully competent speakers, it is not considered appropriate to be used in ELF contexts, it is difficult to choose one of the native varieties, and full competence is not usually achievable (Cook, 1999).

B) A common core syllabus: What is really important when teaching a language is the fact of teaching it for communication. Many users of English as a lingua franca communicate effectively using a limited grammar and without standard grammatical usages. Most times errors that are considered variant forms are commonly used by many users of English as a lingua franca but they do not need to be corrected because

they do not affect understanding. E.g. “He say” instead of “he says” (...), “the people is” instead of “the people are” (...), etc. Some advantages are: the inclusion of common unproblematic variants, learning a common core syllabus is “easy” to achieve, and it is comprehensible universally. Some disadvantages are: the ELF speakers that are fully competent do not accept or use it, there is no evidence that it represents the most acceptable forms worldwide, it is not acceptable by most teachers, learners, material writers and test designers.

5. Implications of ELF for the teaching of English

Language is considered to be changing in its forms and uses, Therefore, it is logical to assume that the teaching of English should also change.

An eventual reconceptualization of the subject of “English” in terms of ELF may be desirable. McKay (2002: 125) talks about the development of a comprehensive theory of teaching and learning English as an international language. This theory should take into account the questioning of native-speaker models, the crosscultural nature of the use of this language, the recognition of the equality of the varieties of English. McKay identifies the following priorities for actual teaching goals and approaches.

As goals:

- Intelligibility rather than correctness
- Develop interaction strategies that promote comity (friendly relations) by helping learners to achieve it
- Fostering textual competence

As approaches:

- Sensitivity when choosing cultural content in materials
- Reflexivity in pedagogical procedures
- Respect for the local culture of learning

The essential content of language teaching is language itself. As Seidlhofer (2004: 226) puts it, “The most radical changes in English teaching are likely to happen

once rethinking in pedagogy and reconceptualization in language description find expression in new curricula and materials”.

Seidlhofer (2004) claims that teaching English from the perspective of ELF involves abandoning those notions that are not realistic; i.e. achieving perfect communication through native-like proficiency in English. This would free resources for focusing on capabilities that are considered crucial in ELF talk. These capabilities refer to communication strategies and they include: supportive listening, adjusting to interlocutors' linguistic repertoires, signaling non-comprehension or a face-saving way, identifying and building on shared knowledge, asking for repetition, paraphrasing, etc. The fact of being exposed to a wide range of varieties of English facilitates the acquisition of these communicative abilities. The way in which English can or should be taught is by providing a basis that students can learn and use for fine-tuning to any native or non-native varieties and registers that are relevant for their individual requirements.

According to Kachru (1992) there exist some pedagogical implications. Kachru talks about the necessity of a paradigm shift of two types which are: one in teaching and the other one in the view of English.

1. The learners' old goal in pronunciation was to sound like a native as much as possible. From the perspective of English as a lingua franca, this is unrealistic and unattainable. What is really realistic and attainable today is intelligibility so the new goal is mutual intelligibility among NNSs rather than imitation to sound like a native of English.
2. English is used as a lingua franca by non-native users. Some of the deviations from NS norms should be seen as differences and innovations and not as errors or deficits.

Teachers have to pay more attention to accommodation skills and to items such as the lingua franca core. They should prioritize them because they appear to have a great influence on intelligibility in ELF over the non-native features which tend not to cause misunderstandings.

Researchers of ELF distinguish between what seems to be crucial and what is not crucial for mutual intelligibility.

Kachru (1992: 360-361) proposes some aspects to include in teaching English. These aspects are:

- Students should be provided with an overview of English in its world context, including the discussion of major varieties.
- Students should be exposed to major English varieties; both native as non-native.
- Students should have or develop neutral attitudes towards other varieties of English.

If changes in teaching take place, changes in assessment should also take place. Jenkins (2000) comes to the conclusion that instead of assessing the approximation of learners to a NS accent, what should be taken into account the ways in which learners (and people in general) adapt their pronunciation to facilitate one another's understanding. What is important is to achieve mutually intelligible pronunciation.

Lowenberg (2002) concludes that a change of attitude should take place arguing that indigenized Outer Circle varieties should be recognized. This means, all varieties of English are good.

Seidlhofer (2004: 228) states that nowadays, "the teaching of English is going through a truly postmodern phase in which old forms and assumptions are being rejected while no new orthodoxy can be offered in their place". Teachers need a more comprehensive education that allows them to judge the implications of the ELF phenomenon for their teaching contexts and to adapt their teaching to their students' requirements.

Jenkins (2002) finds several problems that have to be addressed for a successful implementation of her Lingua Franca Core, e.g. the tendency toward accommodation for phonological convergence in multilingual settings which can be counterproductive in monolingual classes, the problem of focusing on intelligibility rather than correctness because it will be difficult to find a way to measure communicative success defined as

the degree to which people understand each others' pronunciation as well as lexicogrammar and find it acceptable.

Up to now, the language teaching profession has been obsessed with the dichotomy of native speaker teacher- non-native speaker teacher. Native speakers of English were preferred as English teachers, but today what is really important is that the English teacher is fully competent in the language. It does not matter whether she is a native of English but a successful and competent user of the language.

Penny Ur (2009) says that teaching English from the perspective of lingua franca has some implications for the different aspects for the teaching of English.

The implications are the following:

1. Learner goals

If the object of teaching is a native variety of English:

- The main aim is to be as near as possible to a native speaker because it was considered that the native speaker was the role model.
- Only British or American English is studied because European English or SEA English usages were considered to be inferior.
- People try to think in English and to eliminate L1 from the classroom. Translations into the L1 and comparisons with L1 should be banished and this implies an inferiority of the mother tongue.
- People usually try to read native-speaker literature and to know about inner circle culture by trying to imitate it.

If English is taught from the perspective of ELF:

- One of the goals is to be an English-knowing bilingual, that is, any person who speaks any language different from English but who is competent speaking English.
- People have to learn an English that is considered to be internationally acceptable. They should not learn a particular native variety.

- People should accept the equal rights and worth of different varieties of English worldwide.
- People have to accept they are native of their own language and are going to try not to think in English. The mother tongue can be used where appropriate to help them learn English better.
- People should read any literature written in English and know about all sorts of different cultures that can find expression through English.

2. The teacher can be a fully competent non-native or a native speaker.

- People usually think it is better to have a native speaker model as a teacher but, this may not be the case. We have to take into account that native teachers are limited to their own variety (local dialect) and it is possible they are not aware of international usages. Many non-native English teachers are really fully competent today. Non-native English teachers are an appropriate role model and their language proficiency is achievable.
- Little by little, the argument about whether native or non-native teachers are better or not is becoming something irrelevant and it is giving place to the importance of the level of competence of the teacher in English. It does not matter where they have been brought up, but their ability in teaching, and their intercultural competence.

3. Culture and intercultural competence

- English seen from the perspective of lingua franca implies it is a culture-free language, that is, lingua franca involves all varieties of English, not only those belonging to the inner circle (Alptekin, 2005). It represents and communicates a diversity of identities and cultures and does not impose the identity or culture of the inner circle.
- English needs to be used as a vehicle to raise awareness of: the home culture, the international culture, and the culture of (native) English speakers.

4. Materials

As regards content, students have to work on different texts, characters, situations, etc. All kinds of materials should be combined and what concerns texts, more adaptations of international or local sources should be taken into account and should be used, e.g. an English text written by a Spanish people, translations into English, etc. Any speaker of English who is easily understandable is a full-competent speaker.

Also culture should be international, not only that of the English speakers but also that of the countries whose main language is not English, e.g. Germany, France, etc.

With regard to situations, they should be more international and involve people from all countries. Situations should be as authentic as possible.

The characters involved should be more international or home; from countries in which English is the main language and from countries whose mother tongue is not English but other, and language should involve international usages and not one particular native dialect, e.g. an Italian people speaking English. This means, any people speaking English for communication even though it is not his mother tongue.

Jenkins (2000: 209-210) also proposes other aspects to take into account for teaching ELF. She points out that there is a controversy between accent reduction and accent addition. As regards accent reduction, learners are forced to eradicate their L1 accents, but this is questioned by those working on the acquisition of ELF.

As regards accent addition, learners are encouraged to add L2 pronunciation features according to their needs and preferences. Learners are not required to cover the following stages while the teachers are:

- Stage 1: Core items should be added to the productive and receptive repertoire of the learner.
- Stage 2: Different L2 English accents and varieties should be added to the receptive repertoire of the learner.
- Stage 3: Addition of accommodation skills.

- Stage 4: Non-core items should be also added to this repertoire (receptive one).
- Stage 5: Also a range of L1 English accents and varieties should be added to the receptive repertoire.

Jenkins gives priority to the addition of L2 English accent and varieties rather than its L1 counterparts.

6. Teaching English from the perspective of ELF and Communicative strategies

Teaching English from the perspective of English as a lingua franca implies a communicative approach. Using language for communicative purposes not only means to use language forms in a correct way but the context in which language is used is extremely relevant to linguistic interactions between groups and individuals. In order to be able to communicate adequately, a competent language user has to use a rule system, that is, context has a rule system and is structured. According to Littlewood (1981: VIII) all the learners have to develop different strategies for relating these linguistic structures to their communicative functions in real situations and in real time.

CLT places emphasis on social interaction and is related to the concepts of negotiation, interpretation, and expression. When talking about oral communication, we should not forget about reading and writing because they are also important.

In order for communication to be effective, Kumaravadivelu (2006) proposes a strategic framework that consists of some macrostrategies through which the teacher can generate his own microstrategies. Some of these macrostrategies are especially relevant when teaching English from an ELF perspective:

Facilitate negotiated interaction: it refers to interaction between student-student and student-teacher. Students have to have freedom to initiate a conversation, to be involved in explanations, turn taking, confirmations, comprehension, etc. Students learning a second language should be given opportunities for negotiating interaction to accelerate their comprehension and their linguistic production. What is really important is to modify and restructure interactions with one's interlocutors until reaching mutual comprehension paying attention to form and meaning.

1. Non-native produce more negotiations of meaning more frequently. They tend to ask open questions etc. The best way to promote interactions and the negotiation of meaning is to make students work in groups.

2. Contextualize linguistic input: context must be meaningful and syntax is conditioned by pragmatics. What is really important is the structure of propositions, words, texts, etc. Semantic, pragmatic and syntactic features should not be isolated.

3. Promote learner autonomy: students should be aware of their learning and they should be equipped with necessary means. So that the students' learning is more effective, they have to use a great variety of strategies. The teacher should help the students to promote their autonomy.

4. Raise cultural consciousness: Teaching culture is very important, and according to Stern (cited in Kumaravadivelu, 2006) it serves to help students to increase comprehension from a native speaker's perspective. Both teachers and students are informants.

6.1 Communication strategies

When students learn a new language, they have to interact with others in the target language but as their knowledge about it is limited, they have to resort to different strategies of communication they usually use when communicating in their mother tongue. These strategies are very important to achieve intelligibility in interactions and this is the reason why they should be taught in the classroom when approaching the teaching of English from the perspective of ELF.

The notion of L2 communication strategies (CSs) was first raised at the beginning of the 1970s. Their main function is to handle difficulties or breakdowns in communication and when speakers have not an advanced level; (Gass and Varonis, 1991). There is not a universal definition for CSs but there exist several taxonomies, including different ranges of language devices such as paraphrase, filled pauses, code switching, interactional meaning-negotiation (clarification and requests).

In 1972, Selinker (cited in Dörnyei and Lee Scott, 1997) coined the term “communicative strategy” and proposed that the different strategies of L2 communication are one of the five processes involved in L2 learning. Savignon (1972) talked about the relevance of coping strategies (she refers to CSs) in communicative language teaching and testing. Canale and Swain in 1980 included CSs in their model of communicative competence. Faerch and Kasper (1983a) published a volume called “Strategies in Interlanguage Communication”. These two publications were focused primarily on identifying and classifying CSs, and on their teachability (cited in Dörnyei and Lee Scott, 1997). Researchers coincide that the principal purpose of CS use is to manage problems in communication, hence their importance in the teaching of English from the perspective of ELF. The following list provides examples CS (Dörnyei and Scott, 1997: 188).

6.2. Strategies for a good communication (table 1)

1. Message reduction (topic avoidance): the message is reduced by avoiding some structures of the language or topics that are considered to be problematic, or by leaving out some intended elements for a lack of linguistic resources.
2. Circumlocution (paraphrase): description, illustration or exemplification of the properties of the target object or action.
3. Approximation: using an alternative lexical item like a related term which shares semantic features with the target word.
4. Use of all-purpose words: extending a general lexical item that is empty to contexts where there is a lack of a specific word. (e.g. thing).
5. Code switching: inclusion of L1/L3 words with their respective pronunciations in L2 speech.
6. Self-repair: self-initiated corrections are made in one’s own speech.
7. Other-repair: correction of something in the speech of the interlocutor.
8. Self-rephrasing: repeating something by using paraphrase or by adding something.

9. Over-explicitness: for the achievement of a particular communicative goal, more words are used than what is considered normal in similar L1.
10. Mime (non-linguistic/paralinguistic strategies): description of whole concepts in a non-verbal way, or by accompanying a verbal strategy with a visual illustration.
11. Use of fillers: use of gambits to fill pauses, to gain time, etc. in order to keep communication channel open at times of difficulty.
12. Self-repetition: repetition of a word or words immediately after they have been said.
13. Other-repetition: repetition of something the interlocutor said to gain time.
14. Feigning understanding: attempt to carry on the conversation without understanding something by pretending to understand.
15. Direct appeal for help: asking the interlocutor an explicit question concerning a gap in one's L2 knowledge.
16. Asking for repetition: request of repetition in those cases in which we do not hear or understand something properly.
17. Asking for clarification: request of an explanation of a meaning structure that results unfamiliar.
18. Asking for confirmation: request of confirmation of something that has been heard or understood correctly.
19. Expressing non-understanding: expressing the fact that one did not understand something, either verbally and non-verbally.
20. Interpretive summary: extended paraphrase of the message of the interlocutor to make sure the speaker has understood correctly.
21. Comprehension check: ask questions with the purpose of checking if the interlocutor follows you.

22. Own-accuracy check: “checking that what you said was correct by asking a concrete question or repeating a word with a question intonation”.
23. Response: confirm: confirmation of what the interlocutor has said or suggested.

7. Design of a learning unit from the perspective of ELF

I have designed a learning unit from an ELF perspective but I am not going to include the whole learning unit in this project due to space constraints and because I want to focus on those aspects to which we have to pay special attention when a learning unit is designed from that perspective. These are the reasons why I only include objectives, contents, methodology and the activities designed for the different lessons.

I have deleted for my TFM some aspects such as the criteria for the organization of this learning unit and also evaluation and assessment because I want to focus more on the design of materials from the perspective of English as a Lingua Franca.

7.1. Learning unit: A trip around the world

The title of this didactic unit is “A trip around the world”. I have chosen this topic because I want to design this unit from the perspective of English as a Lingua Franca. As I have said before, what is really important from this perspective is the fact that students will be able to understand other people and to make themselves understood when speaking English. Lessons deal with different countries so there are two lessons for each country, except for three lessons, which are about different countries. The purpose is to use countries in which English is spoken as an official language, **as a lingua franca or international language**, etc. English as a lingua franca involves native and non-native speakers of English.

Each lesson plan is about a specific topic. For example lesson one and two are about how to choose a place to go on holidays and about making reservations in a hotel to enjoy these holidays. In fact, almost all the unit is related to accommodation since it has been designed for vocational education of accommodation (Grado superior de alojamiento), specifically for the group 1H32 at the high-school Miralbueno (Zaragoza). The main objective of vocational education of accommodation is to provide students with the necessary information so that they are able to develop their professional degree once they have obtained the respective professional qualification. Students have to learn how to be manager of area of accommodation, president of the reception, coordinator of quality, coordinator of events, etc. In this learning unit, I am going to focus on basic aspects related to the management of hotels, etc. This learning unit is important for this

vocational education because students will work at hotels, receptions, etc, and they will have to face different clients and customers speaking different languages. They will need a high level in English, since it is the lingua franca in tourism, to be able to communicate with people coming from any part of the world. Besides, they need to know how to make a reservation, how to give solutions when a customer is not satisfied with the hotel service, how to cope in a foreign country, etc. One of the main objectives is to communicate and I have tried to reflect in my learning unit all these aspects, and the most important goal of this learning unit is to help learners become more effective communicators in international contexts.

The course for which the unit has been designed is an ESP (English for specific purposes) course. According to Dudley-Evans (1997), ESP courses are designed to meet the learners' specific needs, they should use the methodology and the activities of the discipline it serves ESP, and they focus on the language appropriate for the different activities in terms of lexis, register, grammar, discourse, study skills, and genre. ESP can be designed for specific disciplines and may use a different methodology from that of General English, in specific teaching situations. Moreover, ESP is designed for adult learners; those at a tertiary level institution or in a professional work situation, even though it could be designed for those learners at a secondary school level as well. It is usually designed for intermediate or advanced students. According to Hutchinson et al. (1987:19) ESP is an approach to language teaching in which all the decisions as to content and method are based on the learner's reason for learning.

7.1.1 Objectives

As there is no specific Aragonese Curriculum for vocational education, I have taken into account the objectives of 4th grade secondary education established in the Aragonese Curriculum.

General objectives of the learning unit:

- To understand specific and general information from different oral and written descriptive texts about different cultures and topics related to their degree involving real-context situations. (*Stage objectives: 1, 3*).

- To write different kinds of texts (descriptive, narrative, argumentative) about diverse topics such as apologies, happenings, etc. related to their vocational education, trying to make them comprehensible. (*Stage objective: 4*).
- To communicate in an oral and written way effectively in everyday communicative situations such as complaints, happenings, etc. (*Stage objectives: 1, 4*).
- To develop communicative skills, both receptive and productive, with the purpose of exchanging information within and outside the classroom about different events, cultures, happenings, etc. (*Stage objectives: 2*).
- To transfer the communicative strategies acquired in the mother tongue to the foreign language or to the learning process of other languages, by interacting with others in real context situations. (*Stage objectives: 2*).
- To reflect on how the language operates, as an element which facilitates the learning process doing tasks and, as an instrument for the development of autonomy. (*Stage objectives: 6, 8*).
- To think about their own learning processes and to develop interest to be successful carrying out the established tasks. (*Stage objectives: 6, 10*).
- To access the cultural knowledge transferred by the foreign language, having concern for it and for their speakers, to achieve a better international understanding by reading different cultural texts, etc. (*Stage objectives: 9*).
- To appreciate the foreign language as a means of communication with people belonging to other cultures, and as a guide of social and interpersonal relationships. (*Stage objectives: 7,8*).
- To show a receptive attitude and a self-confident attitude towards the use of the target language; English. (*Stage objective: 10*).

7.1.2 Contents and activities

Teaching English from the perspective of Lingua Franca implies paying special attention to some of the competences established by the Aragonese Curriculum.

- Phonologic competence: it refers to the ability to identify and produce sonorous (resonant) sequences to facilitate the comprehension and the expression of meanings. We have to pay special attention to word stress, intonation and rhythm to avoid breakdowns in communication.

- Discursive competence: it refers to the ability to structure and control the discourse taking into account several aspects such as coherence, cohesion, style, topic, register, among others. What is really important here is the ability to respond adequately and spontaneously, to adapt the communication to the other speaker, to use different strategies that allow that communication, etc. Some of the most important strategies of communication are: the ability to deal with interruptions during communication by changing the topic, the ability to ask for repetitions, clarifications to overcome the different difficulties, breakdowns and misunderstandings in communication, the ability to compensate linguistic deficiencies by paraphrasing, using synonyms and antonyms, by pointing objects, by expressing through corporal language. Kirkpatrick (2007: 194) emphasizes that “students ... need to be taught the communicative strategies that aid successful cross-cultural communication [...]. These strategies include the accommodation of different linguistic and sociolinguistic norms and a range of repair strategies which can be used in the face of misunderstanding”.

- Intrapersonal competence: it refers to one’s attitudes, values, beliefs, motivation, cognitive styles that favour the learning process and the learner’s personal development. It includes the ability to deal with emotions such as frustration, stress, anger, etc.

- Interpersonal competence: It includes the ability to be connected to others, to cooperate with others, to negotiate and solve conflicts, etc.

These last two competences refer to the idea of conceiving English as a *lingua franca*; as a language used by native and non-native speakers and as a language in which all the varieties are acceptable and none is better than the others. They refer to the ability to allow partial comprehension within a communicative situation.

In order to determine the content for the unit, as there is no specific Aragonese Curriculum for Vocational Education, I have taken into account the four modules established by the Aragonese Curriculum for the 4th grade secondary education.

Module 1: listening, speaking and conversation

- Oral interaction to reach an agreement on where to go on holidays (Munich or Frankfurt).
- Comparison of different hotels and expression of different opinions based on this comparison, etc.
- Oral transaction: making a reservation in a hotel knowing both roles; the receptionist and the client roles.
- Comprehension of a video about how to book a room in a hotel.
- Discrimination among different sounds as regards minimal pairs and word and sentence stress.
- Comprehension of a video about minimal pairs.
- Comprehension of a video about word and sentence stress.
- Comprehension of a listening related to a complaint for a poor service at a hotel.
- Use of communication strategies to solve difficulties during communicative interaction with the purpose of initiating, keeping, and concluding communicative exchanges.

Module 2: Reading and writing

- Reading different online reviews of Munich and Frankfurt.
- Writing of an e-mail to one friend you made last year telling him about your decision related to holidays.
- Comprehension of a text about aspects to take into account when choosing a place to go on holidays.
- Writing sentences in which comparative and superlative forms are.
- Comprehension of relevant information to take into account when planning to book a room in a hotel.

- Comprehension of a text about how to make a reservation in a hotel.
- Comprehension of a text in which Irish habits and customs are explained.
- Comprehension of a text whose main topic is the Scottish food.
- Expression of opinions about the most important aspects involving pronunciation.
- Comprehension of a complaint letter at a hotel.
- Comprehension of an apology letter from a hotel.
- Performance of a situation in which a client is complaining for a poor service hotel and the hotel apologizes.

Module 3: Language awareness and reflections on learning

- Recognition and production of the basic patterns as regards rhythm, intonation, and stress of different words and sentences in communication.
- Acceptance of errors as a part in the process of learning and positive attitude to overcome them.
- Development of attitudes, procedures and strategies that allow workgroup.
- Confidence and initiative to express both in a written way and orally (in public).
- Use of comparative and superlative forms when comparing places to go on holidays and when comparing different hotels to stay at.
- Use of too/enough when comparing different cultures (Spanish and Irish cultures).
- Vocabulary related to hotels (hotels facilities, etc.) and related to Irish customs and habits.
- Vocabulary related to Scottish food and breakfast.
- Discrimination among sounds (minimal pairs both vowels and consonants, and word stress).

- Vocabulary related to problems that can occur at a hotel.

Module 4: Sociocultural aspects and intercultural awareness

- Knowledge of Irish culture as regards its habits and customs.
- Knowledge of Scottish food and breakfast.
- Valuation of the importance of the foreign language in international relationships.
- Identification of the more relevant characteristics of the norms, costumes, attitudes and values of the society whose language is studied, and respect for the cultural patterns that differ from ours.

7.1.3 Methodology

Underlying principles

Following the Aragonese Curriculum (225-228) the methodological principles underlying the design of this unit are the following:

-The learning unit is based on the communicative approach (Hymes, 1972) because language is going to be used in real contexts. In this learning unit, lessons are about situations and functions both practical and authentic in real world; e.g. ask for information, complaining, giving solutions, apologizing, etc. The activities designed for this unit have relevance and purpose to real life situations and students are involved in useful and authentic language. Communicative competence is the desired goal; e.g. to be able to survive, converse and be understood when speaking.

- I have followed a task-based approach to language teaching. It is based on the use of tasks as units of planning and instruction. Most practitioners make reference to three main phases (Skehan, 1998) which are: (i) pre-task phase, to promote acquisition (Examples: motivating the learners, performing similar tasks, etc); (ii) task phase: using language as a tool; (iii) post-task phase: repeat performance, reflection on the task and focusing on form. (Examples: noticing activities, review of learners errors, etc).

Most of the tasks are focused on spoken production and spoken interaction always using real context situations in which students have to use different communication strategies to reach comprehension and understanding. This means, the activities are focused on communication offering opportunities for real interaction.

- Learning by doing: Students are expected to reach all the objectives by carrying out the different tasks. They have to perform real context situations and they reach awareness by carrying out the different tasks. Students are presented with real context situations related to their grade (how to make a reservation in a hotel, problem-solving, interactions, etc).

- Authentic materials are used, e.g. videos, texts, etc. (simple, but not simplified, and adequate for learner age). Through this kind of materials, students know other cultures, other aspects of the target language, etc. These materials are going to be used by learners in real life.

- A global perspective is adopted for both contents and the teaching and learning process (skills and competences are integrated as the Aragonese Curriculum establishes).

- Grammar is taught in an inductive way. There are not grammar tasks or exercises but students are going to practice them by carrying out speaking and written tasks.

- The intercultural and procedural competences are developed as a global process through reflection and interaction with the language and the foreign culture in the communicative situations in which students are involved, and with the rest of participants in the learning-teaching process.

- Learner responsibility for own learning process is promoted. Cooperative and collaborative work as a tool for developing learner personality. Most of the tasks are in groups or pairs, students will learn from their classmates and they will work together to learn better. But also there will be activities to work individually (writings).

- Evaluation is seen as a learning activity. It is expected students learn from their mistakes. Tolerance to error is prioritized and students should know one can learn from errors. Evaluation will be based on evidence of competence development (not on

knowledge of isolated elements), on how learners apply knowledge and skills in dealing with new communicative situations.

-Teacher as a guide for students, who controls the development of the different activities and helps students develop them. Teacher gives feedback to each student whenever possible.

7.1.4 Materials for the lesson plans

In this section I include (for each lesson) the objectives, the instructional sequence, all the materials I have designed, and also a brief description explaining why these materials are **appropriate to teach English from an ELF perspective**.

LESSON 1: GERMANY

Learning objectives:

- To express feelings and opinions about cities.
- To interact and discuss with a partner to plan the best holidays by choosing the better place through comparison.
- To communicate (their partners) what they think, what they prefer about going to any place in Germany arguing why.
- To share and to contrast different opinions when choosing where to go on holidays.

Sequencing of activities:

- T introduces topic by projecting some pictures of Frankfurt and Munich. SS have to read (online) authentic comments about the two cities. T asks SS different questions to trigger interaction (teacher-whole group interaction, whole class discussion and T-SS interaction). To do this task, SS will be provided with a handout. (READING AND WRITING).
- Students have to take into account the previous activity and they have to try and convince their partners to go on holiday to one of these places. They have to agree on the place and explain why they have chosen this place by comparing what they like and what they do not like. (SPEAKING).
- SS have to write an e-mail to one of the friends they made last year telling him/her where they are going to go on holidays this year, etc. They are provided with two models e-mail created by the teacher. (WRITING).

Task 1: Introduction of the topic by projecting some pictures of Frankfurt and Munich and also some (online) authentic comments about the two cities. Answer the following questions:

Have you ever been in any of these places?

Do you like any of these places (looking at the pictures)?

Which do you like the most? Why?

Would you like to live in any of these places? Why?

Do you like their landscapes?

What would you like to do if you went to Frankfurt or Munich?

How would you spend your holidays?

Task 2: Taking into account the previous activity, try and convince your partners to go on holiday to one of these places. You have to agree the place and explain why you have chosen this place by comparing what you like and what you do not like.

Task 3: Write an e-mail to one of the friends you made last year while enjoying a holidays informing him/her that you are going to go on holidays this year, telling him the place you have chosen and why you have chosen it, etc.

Projected pictures for task 1



Frankfurt



Munich



Frankfurt



Munich



Frankfurt Skyline



Munich

Handout for the students



Trusted Travel and Lifestyle Advice

City, hotel name, etc.

SEARCH

Home

Travel Destinations

Travel Interests

Videos

Readers' Choice Awards

Log in | Sign up

Things to See

Frankfurt has [attractions](#) that you will find in most cities. They have a zoo which is nice and a small botanical garden. The one thing they do have, and do well, is festivals. Almost every weekend throughout the summer and fall, you'll stumble on a festival in the downtown area on the Zeil. The Zeil is an outdoor walking mall filled with shopping and food venues. The Hauptwache train stop will drop you in the middle of all the action.

Caution: Festivals get very crowded as the day gets later.

Hot Tips: To avoid the crowds, go early in the afternoon.

Places to Party

Make sure to get to Old Sachsenhausen for [nightlife](#), which is on the south side of the Main River. It's about a 15-minute walk from the Hauptwache train station. For those who enjoy dancing in a disco atmosphere, make sure to check out the Cocoon Club. You'll need a taxi to get there since it's off the path for easy train travel. Look into an Opera at the Frankfurt Opera located on the Zeil; it's very European and everything you imagined an Opera should be.

Caution: Watch your wallet for pick-pockets.

<http://www.10best.com/destinations/germany/frankfurt/>



Munich anytime..... the Bavarians are much more friendly, and there is more to see and do.

Rate

Comments (0)



NVYUS7 answered 8 years ago

Munich, more history, more fun, more to do, more to see

Rate

Comments (0)



shremu answered 8 years ago

Munich ...anyday....Frankfurt is more commercialised ...although it has some historical buildings.....Munich is much more fun and better for tourists.... the culture in the city is vibrant and so is the nightlife....its much more beautiful than frankfurt....and also...if u have 3 daysyou can also spend 1 day to go to the Bavarian country side ...it'll be an experience you will not forget....dont miss the Allianz arena at night in Munichit looks fabulous when lit up.
Enjoy ur trip

Source(s):

Personal experience !

Rate

Comments (0)

<http://answers.yahoo.com/question/index?qid=20060722010618AAMxIHw>

Travel Guides
Hotels
Meet Members
Forums
Share Your Travels!

Re: frankfurt or munich

by Drghazi Sep 7, 2013 at 1:07 AM

IreneMcKay wrote:

I like both. They are very different. Munich is more touristy. It's got a big cathedral, town hall, churches, a palace, markets, lots of places to eat, interesting places to visit nearby.

Frankfurt is less touristy. It is a financial centre. It has got a stock exchange, the European Central Bank with its huge euro statue, a very pretty old part, a lovely river, It's got lots of museums, great places to eat, parks. You could travel from one to the other by train but with such a short stay i think you'd be better off choosing one and visiting places nearby.

hi i think i will choose munich according to ur advise ,what cities around munich i can c ,do we need car or public transport is ok can u advise budget good hotel thx

Be the first to rate this answer!

Was this helpful?

Quote & Answer
Answer

<http://forum.virtualtourist.com/Germany-11-2-10102403/frankfurt-or-munich.html>

E-mail (example)

Dear Chloë

I write you to tell you that next summer i am going to go on Holidays. I am so happy because after so much time I am going to enjoy my holidays. I will visit Germany, Munich concretely. I look forward to going there because people say it is a fantastic place.

The truth is that I did not mind where to go but people's comments about Munich make me think about taking advantage and going there. Besides, my partner also wants to go there and he has been trying to convince me. It is so great to visit a new place. I would like you to come with us. Wouldn't you? Please think about it, I am sure you will like the place a lot. I hope your answer, you cannot miss this opportunity.

Sincerely

Anna

E-mail (example)

Dear Pierre

First of all, I write to you to know how you are because we have not talked since two months. I also write you to ask for advice because I am very confused. I am thinking where to go on holidays next summer, I want to go to Germany but don't know exactly the city. I know you have ever been in Munich and in Frankfurt so which of these places do you like the most? Where are you going to go on holidays next summer? Please, tell me something about one of these cities you already know and advice me where to go. Moreover, you can think about visiting with me one of them. I hope your answer.

Sincerely

Brenda

Relevance of unit for teaching English from the perspective of the ELF

- Awareness on the part of the learner that despite making errors when speaking or writing, communication may prove understandable. (some errors do not imply misunderstandings and breakdowns in communication).
- Use of communication strategies
- Authentic materials because SS are provided with online reviews about hotels and with real pictures of Frankfurt and Munich.
- Real context situations because SS have to decide where to go on holidays by reading different reviews, etc. What is important is the non-linguistic outcome, e.g. reaching an agreement on where to go on holidays.

LESSON 2: GERMANY

Learning objectives:

- To discuss and reach an agreement on the most relevant aspects when making a hotel reservation.
- To understand and use new vocabulary needed to make a reservation in a hotel.
- To book a room in a hotel.
- To understand information on hotels, on travel websites.
- To use information on hotels to make a decision.

Sequencing of activities:

- SS have to look at the box (see handout below) and say which of these aspects they would take into account for making a reservation in a hotel. They have to explain which aspects apart from those of the box they would take into account and list all of them in order of preference or importance. In case SS do not know all the vocabulary, they have to ask their partners to explain the meaning to each other in English. SS will be provided with the box with the different aspects to take into account and later with the text about those aspects. SS have to work as a whole class and there will be T-SS interaction. (READING AND SPEAKING).

- T will give his SS a handout with two images (they will be projected as well) with their respective information corresponding to two rooms of different hotels in Munich and two images of two rooms corresponding to different hotels in Frankfurt. Depending on the place SS have chosen for going on holidays and also depending on which aspects they think are more important for making a reservation, they have to answer some questions and make a list against and for each hotel to decide where they want to make their reservation. Then, they have to make a list of at least ten adjectives that they would use or should use to compare them and they have to try to write a sentence with each one of them comparing both hotels. SS have to work in pairs. (SPEAKING).

- SS have to work in pairs. One student has to choose three words he/she does not know (see handout below, 'go to task three'). The other student has to explain these words to him/her. Then, T introduces the activity by showing a video in which a man is simulating how to make a reservation in a hotel. SS have to perform a role-play (client-receptionist) according to what they have chosen in the two previous activities. (LISTENING, READING AND SPEAKING).

Handout for students

Task 1: Look at the box and say which of these aspects you would take into account when making a reservation in a hotel. Would you have to take into account other aspects? Which ones? List them in order of preference or importance and say why you ordered them in that way.

If you do not know all the aspects written in the box, ask your partner to explain the meaning to you (in English). (see the text about aspects to take into account when making a reservation after doing this).

Price, purpose of the travel, location, complimentary breakfast, parking, number of stars, pet-friendliness, family-friendliness, reliability, extra-fees, location, onsite-facilities.

Less important	More important

ASPECTS TO TAKE INTO ACCOUNT WHEN MAKING A RESERVATION

1. **Location:** This has a lot to do with why you're traveling. If it's for business, for instance, you're going to want to be located in a convenient area, whereas if you're planning to sightsee, a hotel that's centrally located is probably your best bet. And if you just need to relax or get away from it all, you might want to look for something a little more remote or located in a scenic area.
2. **Parking:** If you're arriving by car at your hotel, you're going to need a place to park. Things to consider here are if the hotel offers parking, how much it charges for that parking, and how secure the parking lot is.
3. **Extra fees:** When choosing a hotel, you need to decide what amenities you're going to need and find out whether they're included in the rate. For instance, if you need access to Internet, then you may want to look for a hotel that offers complementary Wi-Fi.
4. **Number of stars:** The star rating is the most common way by which hotels are categorized. Essentially, the more stars, the better the quality of the facility is. This is a good way to compare hotels and also to determine whether you are looking at something that's more economical or more luxurious.
5. **Onsite facilities:** Depending on what you're looking for in a hotel, you definitely want to check into what's located onsite. You may want a pool or a restaurant, or you may be looking for other offerings, such as a spa or a golf course.
6. **Complimentary breakfast:** This can make a real difference in your budget and should be factored into the overall rate of the hotel. After all, buying breakfast for a family of four over a week's time can really add up. If the hotel doesn't offer this amenity, then see if you can request a refrigerator and microwave in the room, so you can make your own breakfast there.
7. **Family-friendliness:** If you're going to be traveling with small children, you want to be sure you choose a hotel that will accommodate them. Be sure to research basics, such as optional cribs, a pool or recreation area, and refrigerators in the room. Also look and see

what extras each particular hotel has to offer families, such as discounted kids' meals, onsite babysitting, and other perks.

8. **Pet-friendliness:** Likewise, if you're bringing the family dog, you want to be careful when choosing your hotel. Of course, the facility needs to accept dogs, but you should also look into whether there are any extra cleaning fees, if they provide a dog run, and if there's a place to walk the dog nearby.
9. **Reliability versus local flavor:** This is one of the bigger decisions you have to make when choosing a hotel. You may prefer to stay in bigger chain hotels, where you have a pretty good idea of what to expect. Or you might be a more adventuresome type, who wants to stay in a family-owned hotel or a bed-and-breakfast in order to experience more of the local flavor.
10. **Reviews:** Finally, when choosing a hotel, always consult the online reviews. There are websites that are solely dedicated to this purpose, and you can read recent experiences of real customers in order to get a feel for what you can expect.

<http://www.superpages.com/supertips/top-10-choosing-hotel.html>

Task 2: The first two images with their respective information correspond to two rooms of different hotels in Munich and the second two refer to two rooms of different hotels in Frankfurt. Depending on the place you have chosen to go on holidays and also depending on which aspects you think to be most important when making a reservation. Which hotel do you prefer? Why? Why do you like it the most? You can make a list against and for each hotel to decide where you want to make your reservation and make a list of at least ten adjectives that you are going to use or should use to compare them and try to write a sentence with each one of them comparing both hotels.

Le Meridien Munich ★★★★★ (Munich)



<http://www.hotelchatter.com/files/1425/lemeridienmunich.jpg>

Hotel Features

The Le Meridien Munich is located in the heart of Munich

General

Room Service, Restaurant, Bar / Lounge, Mini Bar, Cable / Satellite TV, Connecting Rooms, Hair Dryer, Complimentary Toiletries, TV, Bathrobes, Shower, En suite, Private Bathroom, Private Toilet

Activities

Bath / Hot Tub, Garden

Services

Conference Room(s), Multilingual Staff, Secretarial Service, Wake-up Service, Laundry service

Parking

Parking is available.

Check-in

From 3:00 PM

Check-out

Prior to 12:00 PM

http://offers-en.besthotelloffers.net/Hotel/Le_Meridien_Munich.htm

Hotelisssimo Habersstock ★★★ (Munich)



http://www.hoteller.com/images/traveling/hotels/1000000/1000000/992600/992512/992512_21_b.jpg?normal

Hotel Features

This hotel is conveniently situated in the city centre.

General

Pet Friendly, Mini Bar, Cable / Satellite TV, Hair Dryer, TV, Shower

Activities

Water Activities, Fishing

Services

Business Center, Elevator / Lift, 24-Hour Reception, Dry Cleaning, Multilingual Staff, Safe-Deposit Box, Laundry service, Designated Smoking Area

Internet

High-speed Internet is available at this hotel. Wireless internet on site.

Parking

Parking is available.

Check-in

From 2:00 PM

Check-out

Prior to 11:00 AM

http://offers-en.besthoteloffers.net/Hotel/Hotelisssimo_Haberstock.htm

Comfort Hotel Frankfurt City Center

http://www.hotelclub.com/hotels/Germany/Frankfurt/Comfort_Hotel_Frankfurt_City_Center.h15093/ ★★★★★

Hotel Facilities

Located in the heart of Frankfurt

- Baby Sitting Service
- Dining Room
- Internet Access - Wireless
- Lobby
- Reception
- Safe Deposit Box
- Bar / Lounge
- Faxing Facilities
- Laundry Facilities

- Pets Allowed
- Restaurant
- Tour Desk
- Currency Exchange Services
- Internet Access - High Speed
- Lift / Elevator
- Photocopying Facilities
- Room Service

Room Facilities

- Cable / Satellite TV
- Mini Bar
- Telephone
- Ensuite / Private Bathroom
- Safe
- Voicemail
- Hairdryer
- Tea and Coffee Making Facilities



<http://www.hotelclub.com/Comfort-Hotel-Frankfurt-City-Center/>

http://static.asiarooms.com/hotelphotos/laterooms/91034/gallery/comfort-hotel-frankfurt-city-center-frankfurt-am-main_030220100211374028.jpg

Colour Hotel Frankfurt

Hotel Facilities

- Bar / Lounge
- Non-Smoking Rooms
- Internet Access – Wireless
- Pets Allowed
- Lift / Elevator
- Safe Deposit Box

Room Facilities

- Alarm Clock
- Heating
- Writing Desk
- Cable / Satellite TV
- Shower
- Hairdryer
- Telephone
-



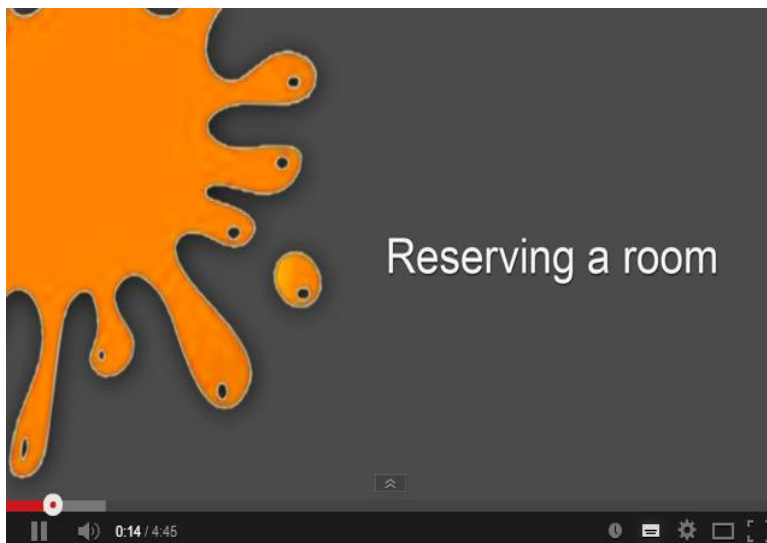
<http://www.hotelclub.com/Colour-Hotel-Frankfurt/>

<http://r-ec.bstatic.com/images/hotel/max300/360/360984.jpg>

TASK 3: To work in pairs; you have to choose three words and explain to your partner the meaning of those words they do not know (that are those they have chosen). Then, Introduction of the activity will take place by showing a video in which a man is simulating how to make a reservation in a hotel, try and play the role of the person who makes the reservation (client) and the receptionist but according to the

place and the hotel that you have chosen for going on holidays in the two previous activities..
(LISTENING, READING AND SPEAKING).

VIDEO: RESERVING A ROOM



<https://www.youtube.com/watch?v=ovrzq0QEJQg>

Interesting vocabulary to know (go to task 3):

Vacancies:	twin beds:
double bed:	be listed under:
cardholder:	Check-in :
receipt:	dime:
along the bottom:	ranging from:
bellboy:	On file:
check-out:	to settle: lounge area:
rebate:	safe:
shuttle:	checking account:

Making Reservations (examples)

Receptionist: Good morning. Welcome to The Grand Woodward Hotel.

Client: Hi, good morning. I'd like to make a reservation for the third weekend in September. Do you have any vacancies?

R: Yes sir, we have several rooms available for that particular weekend. And what is the exact date of your arrival?

C: The 24th.

R: How long will you be staying?

C: I'll be staying for two nights.

R: How many people is the reservation for?

C: There will be two of us.

R: And would you like a room with twin beds or a double bed?

C: A double bed, please.

R: Great. And would you prefer to have a room with a view of the ocean?

C: If that type of room is available, I would love to have an ocean view. What's the rate for the

room?

R: Your room is five hundred and ninety dollars per night. Now what name will the reservation be listed under?

C: Charles Hannighan.

R: Could you spell your last name for me, please?

C: Sure. H-A-N-N-I-G-H-A-N

R: And is there a phone number where you can be contacted?

C: Yes, my cell phone number is 555-26386.

R: Great. Now I'll need your credit card information to reserve the room for you. What type of card is it?

C: Visa. The number is 987654321.

R: And what is the name of the cardholder?

C: Charles H. Hannighan.

R: Alright, Mr. Hannighan, your reservation has been made for the twenty-fourth of September for a room with a double bed and view of the ocean. Check-in is at 2 o'clock. If you have any other questions, please do not hesitate to call us.

C: Great, thank you so much.

R: My pleasure. We'll see you in September, Mr. Hannighan. Have a nice day.

Relevance of unit for teaching English from the perspective of the ELF

- Awareness of language because SS have to realize how language is used and they have to use it in the way they know to avoid misunderstandings.
- Use of communication strategies: SS have to use them during their performance to avoid breakdowns in communication. Students have to explain the meaning of words to their partners.
- Authentic materials: all the information related to these hotels is authentic (see references).
- Real context situations because people always look for the best hotel to stay during their holidays taking into account different aspects such as the purpose of the travel, onsite facilities, etc.

LESSON 3: INDIA

Learning objectives:

- To understand oral complaints (about a client who is not happy with a hotel service).
- To understand a written a complaint for a poor service at a hotel and to describe what is happening.
- To use appropriate vocabulary to write a complaint letter due to a dissatisfaction related to a poor hotel service.
- To express one's dissatisfaction with the service of a hotel.
- To describe possible solutions when dealing with dissatisfied people.

Sequencing of activities:

- SS have to listen a text where a customer is complaining and tick the correct answer (individually). They will be given a handout with all the information to do the task. Correction will be made as a whole-class discussion. Before doing this, they have to try to match the two columns to put together the synonyms for a better understanding of the text (whole-class discussion). (LISTENING).
- In pairs, they have to try and simulate a similar situation and imagine they are a loyal client of the Residency Hotel Fort in Mumbai. They are upset because the last time they were there, the lift was out of order. They have a problem in their hip and couldn't use the stairs therefore they were forced to stay in their room and weren't able to enjoy their stay. (SPEAKING).
- SS have to read individually a complaint about a hotel service and try to describe what is happening. They have to answer different questions and they have to Imagine they are part of the personnel of the hotel and offer the client possible solutions and advices to compensate his/her dissatisfaction. (READING, SPEAKING).

Handout for students

Task 1: Listen to a customer complaining at a hotel. (LISTENING).

Before doing this, try to match the two columns to put together the synonyms for a better understanding of the text. (READING, SPEAKING).

- | | |
|-----------------|--------------------------------|
| 1. disabled | a. terrace |
| 2. recipient | b. defective |
| 3. balcony | c. first floor |
| 4. faulty | d. top-class |
| 5. on behalf of | e. to exert, to make an effort |
| 6. top-notch | f. beneficiary |
| 7. unpleasant | g. in the name of |
| 8. strive | h. disagreeable |
| 9. ground floor | i. handicapped |

Now, listen to the customer and thick the correct answer. (LISTENING).

- 1.a. Personnel called Mrs White to complain.
- 1.b. Personnel called Mrs White about a complaint.
- 2.a. The hotel didn't have disabled access.
- 2.b. The hotel had good disabled access.
- 3.a. The first room wasn't on the ground floor.
- 3.b. The first room was on the ground floor.
- 4.a. It was too small.
- 4.b. It was too noisy.
- 5.a. The second room was quiet and near the garden.
- 5.b. The second room was quiet and had a balcony.
- 6.a. The manager sent flowers and fruit.
- 6.b. The manager sent flowers and champagne.

Stott, T. and Revell, R.(2004). *English for The Hotel and Catering Industry*: Oxford University Press.

Task 2: In pairs, try to simulate a similar situation. Imagine you are a loyal client of the Residency Hotel Fort in Mumbai and you are upset because the last time you were there, the lift was out of order. You have a problem in your hip and couldn't use the stairs therefore you were forced to stay in your room and you weren't able to enjoy your stay. (SPEAKING).

Task 3: Read this complaint letter about a hotel service and try to describe what is happening. Why is the client complaining? Imagine you are part of the personnel of the hotel. Offer the client possible solutions and advice to compensate for his/her dissatisfaction.

Your name
Address
Phone:
Email:

November 21, 2012

Recipient name
Title
Company name
Address

Dear Recipient name:

I have been a loyal customer of your hotel and have always appreciated the excellent customer service you offer. Yet a recent unpleasant experience at your hotel has shaken my belief in your ability to provide top notch customer care all the time.

I stayed in room 305 of your Mumbai hotel from November 3rd to November 8th. Throughout my stay I was served mediocre food. The bathroom fittings were faulty and the room service was pretty bad: they rarely changed my bed sheets or towels. Worse still, I had an extremely noisy neighbour who took great pleasure in entertaining visitors until 3 AM. I complained to the manager but that didn't improve the situation until the third day of my stay.

I am writing to encourage you to improve your customer service as I don't want this experience to ruin my positive impressions about your hotel. If this is the kind of service that loyal customers receive, I can only imagine how worse it can get in the case of others. I just hope that these problems will be solved prior to my next visit.

Sincerely,

Your name



Apology Letter from Hotel

Dear **{Receiver}**

On behalf of **{Hotel Name}**, please accept my apology for your unpleasant stay at the **{Hotel branch}** on **{date}**.

We strive to ensure our patrons experience the best visits possible during their travels and we fell short of our goal this time. To prove to you that we take every complaint seriously, we have enclosed an invitation in this letter offering a free two-night stay at any one of our **{#}** locations.

We hope you will see the improvement and enjoy your time with us in your next visit. Please feel free to contact me if you have any further questions or comments concerning your stay. Thank you.

Sincerely,
{Sender}

http://www.apologyletters.net/apology_letter_from_hotel.php

Relevance of unit for teaching English from the perspective of the ELF

- Use of communication strategies because SS have to give solutions to the client by expressing themselves in an understandable way and they have to perform a role-play using language as regards the main topic.
- Language awareness because SS have to be aware of how to use language in different situations and which words they should use and how use them.
- Authentic materials: SS are provided with authentic models of complaints.
- Real context situations because this kind of situation may happen in real life.

LESSON 4: IRELAND

Learning objectives:

- To know and analyze Irish culture in terms of habits and customs by reading a text about how to behave in Ireland.
- To collect the most relevant information about Irish customs and habits by reading a specific text about it (scanning).
- To compare Irish and Spanish cultures in terms of what the text provided is about.
- To identify and explain the main differences and similarities of both cultures.

Sequencing of activities:

- In groups of four people and once SS have read the text about Irish customs, they have to compare the Irish and the Spanish cultures. To do it, each group is in charge of one or two aspects (sections) of the text taking into account the length of it, and they have to list the differences and similarities of both cultures using too/enough. SS will be provided with a handout which will contain the text. (READING AND SPEAKING).
- Each group will chose a spokesperson so that he/she explains to their classmates the main ideas, the differences, and the similarities of both cultures expressed in the sections they have read. (SPEAKING).
- SS have to read a text about how to behave in Ireland and take into account all the aspects that the text is about to comment how to behave in Spain using the vocabulary of the text (whole-class discussion). For example: They have to comment on how to greet people, how to behave in a pub, how to order and pay, where to sit, etc. (SPEAKING).

Handout for students

Task 1: The classroom is divided into groups of four people, and once you have read the text, you have to compare the Irish culture and the Spanish one. To do it, each group is in charge of one or two aspects (sections) of the text taking into account the length of it. Remember that you can still understand a text even if you do not understand all the words. However, if there are words you need to know, ask your partners to explain them to you in English. Then you have to list the differences and similarities of both cultures. You can use too/enough. (READING AND SPEAKING).

DIFFERENCES	SIMILARITIES
	- A topic for conversation is the weather

Task 2: Each group will chose a spokesperson so that he/she explains to their classmates the main ideas, the differences, and the similarities of both cultures expressed in the section they have read. If any student in the class does not understand, they will have to ask for repetition or clarification. (READING, SPEAKING).

TASK 3: You are going to work on the reading about how to behave in Ireland (the same text as in task 1). The task consists of taking into account all the aspects that the text is about and commenting how to behave in Spain using the vocabulary of the text for guiding and the aspects appearing in the text. For example: You have to comment on how to greet people, how to behave in a pub, how to order and pay, where to sit, etc. (READING, SPEAKING).

How to Behave in Ireland!

GROUP 1

6

For the most part Irish people are relaxed and laid back and welcome all visitors warmly. But it's useful when visiting a foreign country to have some idea of how things are normally done – it helps to avoid misunderstandings and to smooth social interaction.

People on Dublin Street by Jody Art

Meeting & Greeting: Talking to People



Chatting with Oscar Wilde and James Joyce in Galway by sterte

Keep it casual is the best advice when meeting people in Ireland. Irish people are naturally gregarious and talkative and will happily chat with total strangers, falling easily into conversation while waiting for a bus, standing in line in a store or traveling on a train.

The preferred topic of conversation in such situations is often the weather – there is always plenty to discuss when it comes to Ireland's weather!

Unless you are prepared to be disagreed with and to engage in lively debate, it's probably best to avoid politics. This is especially true if you are American and want to talk US politics – Irish people not only have strong views about domestic politics but are generally well informed and up for a good argument about US politics too.

Avoid being overly critical of anything in the local area. People are very proud of their place and don't like to hear it criticised by 'outsiders' – even if they will happily moan about the very same things among themselves! The upside is that most people are pleased to be asked for recommendations about things to do and see in the locality, giving good advice about places to

eat or to find entertainment, and will often go out of their way to ensure you get the best from your visit to their home town.

People will frequently say “hello” or “nice day” or just nod and smile a greeting when passing a stranger on the street, though obviously not so much in more crowded places! This should ***not*** be seen as an attempt to start a conversation – just smile back, return the greeting and carry on.

GROUP 2

Handshake or Kiss?



Handshake by theperplexingparadox

When first meeting someone or on encountering an acquaintance, people may shake hands or not even do that on informal occasions – a friendly greeting is often enough.

Relatives and close friends often kiss each other on one or both cheeks, continental style, a habit that is becoming more widespread in recent years, but this would not be the norm when greeting strangers.

The Finger Twitch

When driving on narrow country roads, where cars are few and speeds are low, drivers meeting an oncoming vehicle will acknowledge the other motorist by raising a hand or a finger from the steering wheel in salutation. It doesn't necessarily mean they know the driver of the other car, they'll greet everyone this way and a response in kind is expected.

In the Pub: Observing Custom



Relaxing in Murphy's in Dingle by TMWeddle

The pub in Ireland is more than somewhere you go to drink, it's a meeting place and there will generally be regular customers present who know each other well, even if this isn't immediately evident to someone walking in for the first time.

This is particularly the case in rural pubs, less so in very large pubs in towns and cities. However people in pubs are there for the social occasion and are so are happy to talk to visitors and to include them in conversation.

How to Order & Pay

Most pubs do not have table service. You go to the bar, order and pay for your drinks and can then choose to remain at the bar to drink them or take them to a table. In larger pubs, especially in cities and at busy times, and in pubs where food is served, table service may be available, but you can still choose to go to the bar and order yourself.

There is no tab system in Irish bars. You are expected to pay for your drinks as and when they are ordered. The exception is in a hotel where you are resident, where you can add them to your room bill.

GROUP 3

Where to sit?

As a general rule of thumb if you sit (or stand) at the counter other customers are likely to strike up a conversation with you, if you take your drinks to a quiet table in the corner they will leave you alone.

Standing Your Round



Round of pints, by Francesco Crippa

When in the company of a group of people in a pub, a system of 'rounds' is traditionally used, whereby each person in turn will buy, or offer to buy, a drink for all others in the company.

It is not the done thing to just buy yourself a drink without making the offer to buy one for everyone else – those who fail to do so risk being looked upon as mean and unsociable. Possibly the most damning thing an Irish person can say about someone is that they 'never stand their round'.

While it is quite acceptable to turn down the offer of a drink when someone else is buying a round – just say 'I'm alright, thanks' – you don't get to skip your turn just because you are not thirsty!

The best advice for dealing with the rounds system is to get in with your offer to buy as early as you possibly can – come in with your offer ("Can I get you a drink?") just before the fastest drinker in the party has emptied their glass. Otherwise you can end up drinking a *lot* more than

you intended to while waiting for your turn to come – and you daren't leave before it does unless you want to earn an instant reputation for meanness!

GROUP 4

Tipping in Ireland: When & How Much



Tipping is not as universal a practice in Ireland as it is elsewhere. Most restaurants apply a service charge which theoretically replaces the tip, but if service has been good an additional tip of about 10-15% is about right.

Some more casual restaurants have a plate or bowl at the cash desk where you can leave a tip to be distributed among all the staff. Unlike the situation in the USA, wait staff do not depend on tips for their income, though they certainly appreciate acknowledgment of a job well done.

Taxi drivers, hairdressers, spa staff and others are generally tipped about 10%. Hotel porters and room service staff will usually expect something round €2-€5 depending on the extent of the service provided.

Drivers/guides on tour buses are usually tipped at the end of a trip, sometimes with a communal tip collected from all of those on the tour. The amount is up to the individual, and will depend on the length of the tour and the quality of the service.

Owners of B&Bs do not expect to be tipped, nor do they expect gifts.

Tipping in Pubs

Tipping staff in pubs is a special case. While staff who bring drinks to a table may be given a small tip, those serving from behind the counter don't expect tips and if you leave money on the counter will probably assume you have forgotten to pick up your change and return it to you.

If you do want to give a tip to bar staff, the polite way is to hand over a sum of money approximately equal to the price of a pint of beer while saying something like "Have one for yourself later" – theoretically you are not giving a tip, you are buying a drink at some future time, which is far more acceptable.

Smoking in Public Places



Smoking outside the pub by Gryts

Since March 2004 it has been illegal to smoke in any enclosed public space, which includes bars, restaurants, shops, offices, public transport, cinemas – pretty much all indoor places except your home or a designated smoking bedroom in a hotel.

The ban on smoking brought with it a massive increase in sales of awnings and patio heaters as pubs made arrangements for their smoking customers to enjoy an outdoor cigarette in some level of comfort – many pubs, hotels and restaurants now have designated areas for this purpose.

Don't be tempted to try to beat the smoking ban by lighting up indoors and pleading ignorance, it will not be tolerated by those around you and there are hefty fines for transgressors.

<http://www.dochara.com/info/misc-info/how-to-behave-in-ireland/>

Relevance of unit for teaching English from the perspective of the ELF

- Intercultural knowledge: knowledge of the culture of other countries in which English is spoken. (plurilingualism and pluriculturalism). SS have to know about different cultures in countries of which English is spoken.
- Real context situations: comparing is an activity people usually do.
- Authentic materials: the text is written by non-native speakers of English. There are some mistakes in the text but this does not make difficult understand the text.
- Use of communication strategies, e.g. defining unknown words, asking for repetition, asking for clarification, expressing with other words, etc.

LESSON 5: IRELAND

Learning objectives:

- To express their opinions about the pronunciation of English and its implications by answering some questions.
- To recognize examples of minimal pairs within a text about how to behave in Ireland.
- To identify other different minimal pairs which do not appear in the text.
- To discriminate among sounds.

Sequencing of activities:

- SS; in a whole class discussion and T-SS discussion, have to answer some questions related to pronunciation. Before doing this, SS will be asked what aspects we have to take into account to learn a new language; in this case English. When they say one of them is pronunciation, they will have to answer all these questions (see handout below). (SPEAKING).

- SS; in a whole class discussion and T-SS discussion, have to look at different minimal pairs and answer some questions about them. T will pronounce them to facilitate this task. They have to transcribe the main sounds of each minimal pair. They will be also shown a video about minimal pairs before doing this task so that they can do it. (SS will have to see the other at their homes to know more about minimal pairs) (LISTENING, SPEAKING).

- T writes the minimal pairs on the board in a table, as in the example (see handout below). T drills the pronunciation around the class. Then, she dictates four of the words, but tells the students they only need to write the number, not the word. So, if I say "cut, but, ankle, fun" the students should write "1,1,2,1". Then the students work in pairs - one dictates the words, the other says which number. SS will work as a whole-class discussion and as T-SS discussion. (WRITING, SPEAKING).

- SS work in pairs. Each student has a different set of words which they must dictate to their partner. But, get them to stand on opposite sides of the room, so they must shout. Play background music to make it even more challenging. (SPEAKING).

- In groups of four or five, SS have to think about five minimal pairs and then, they have to share what they have thought with their classmates. (SPEAKING AND WRITING).

*NOTE: As it is possible there will not have enough time to do it, SS may do the last activity at their homes.

T probably will decide to show the video of minimal pairs about vowels because they are relevant in lingua franca core.

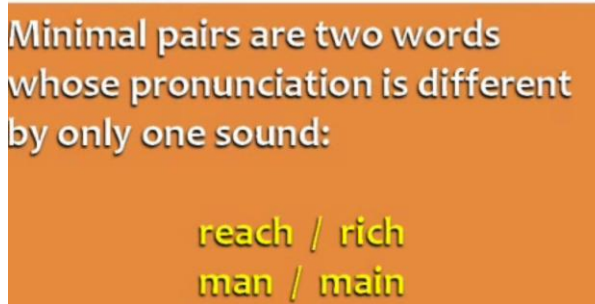
Handout for students

Task 1: Answer the following questions related to pronunciation due to pronunciation is a very important part of the English language. Do you think pronunciation is important when learning English? Why (not)? Do you think English pronunciation is difficult? Do you have difficulties in acknowledge some words when they are pronounced due to their similarity? Can you give me some example of these words? Have you ever heard about minimal pairs? Do you know what they are? Before doing this, students will be asked what aspects we have to take into account to learn a new language; in this case English. When they say one of them is pronunciation, they will have to answer all these questions. (SPEAKING).

Task 2: Look at the following minimal pairs and answer the following questions: What do most of these minimal pairs have in common? What is the difference within each minimal pair? Try to transcribe the main sounds of each minimal pair. You will be shown a video about minimal pairs before doing this task so that you can do it and T will read each pair for you. (you will have to see the other at your homes to know more about minimal pairs) (LISTENING, SPEAKING).

hurt-heart	hut-hat	ship-sheep	sill-seal	chick-cheek	bin-bean	burn-barn
fur-far	tail-tile					

Videos about minimal pairs



<http://www.youtube.com/watch?v=WcZ2kf1sy7Y>
<https://www.youtube.com/watch?v=y56fePbg7uk>

Task 3: Number dictation: T writes the minimal pairs on the board in a table, as in the example below. She drills the pronunciation around the class. Then, she dictates four of the words, but tells the students they only need to write the number, not the word. So, if I say "cut, but, ankle, fun" you should write "1,1,2,1". Then you have to work in pairs - one dictates the words, the other says which number. (WRITING, SPEAKING).

1	2
cut	cat
but	bat
uncle	ankle
fun	fan

<http://www.tinyteflteacher.co.uk/teacher/pronunciation/minimalpairs.html>

Task 4: Shouting Dictation: A bit noisy, but great to get students exaggerating the mouth shapes. Work in pairs, each student has a different set of words which must dictate to his partner. But, get them to stand on opposite sides of the room, so you must shout. Play background music to make it even more challenging. (SPEAKING).

<u>STUDENT A</u>	<u>STUDENT B</u>
Dabble	Long
List	Double
Look	Fly
Rich	Wrist
Fly	Grass
Flea	

<http://www.tinyteflteacher.co.uk/teacher/pronunciation/minimalpairs.html>

Task 5: Now you know about minimal pairs you are going to separate into groups of four or five. Each group has to think about five minimal pairs and then, you have to share what you have thought with your classmates. (SPEAKING AND WRITING).

Relevance of unit for teaching English from the perspective of the ELF

- Awareness of lingua franca core: SS will learn that differences among several sounds are relevant for an effective communication. Not distinguishing among sounds may lead to misunderstandings and breakdowns in communication.
- Importance of some pronunciation characteristics that affect an effective communication.

LESSON 6: SEVERAL COUNTRIES WHERE ENGLISH IS SPOKEN

Learning objectives:

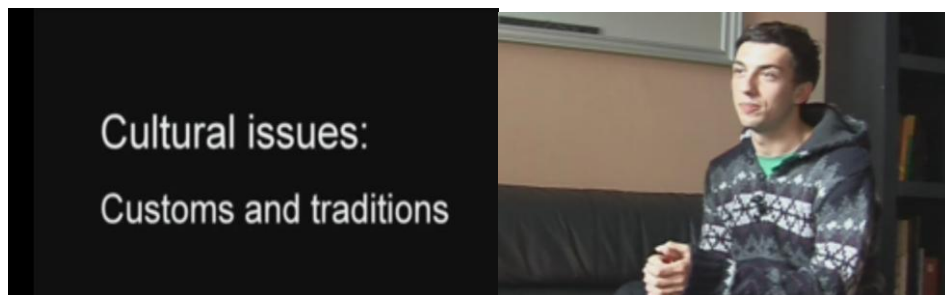
- To understand oral conversations between people using English as a lingua franca.
- To be aware of the importance of the implications of English as a lingua franca.

Sequencing of activities:

- SS are going to be shown a video; an interview, about the different traditions and customs in Britain and other countries. T checks SS' comprehension by asking different questions (whole class discussion): SS have to comment on any aspect they have heard t when watching the video. (LISTENING, SPEAKING).
- SS have to write down individually (the correction will be as a whole class discussion and as T-SS interaction) the most relevant aspects as regards language used in the video, the way in which speakers communicate between them, if communication strategies are used or not, etc. It is a personal reflection on language. (WRITING).
- This task is a debate among the whole classroom. SS have to agree on how language is used in the video. They have to take into account several aspects such as: if the speakers are native or not, if they are understandable when speaking English, if they like their accent. They have to reflect all together on whether all varieties of English are equally acceptable, whether people whose mother tongue is not English are able to speak it as if they were native, whether it is important to sound like a native when speaking English. (SPEAKING).

Handout for students

Task 1: SS are going to be shown a video in which there are two people talking about the different traditions and customs in countries in which English is spoken; one of the them is the interviewer and the other one the interviewee (A Polish man). To check if you have understood the conversation you have to answer different questions: What is the main topic of the video? What are the countries Viktor mentions? Do you remember some of the traditions he has talked about? Comment on any aspect you have heard about when watching the video. (LISTENING, SPEAKING).



<http://webapps.ael.uni-tuebingen.de/backbone-search/faces/search.jsp>

Task 2: For this task, pay special attention to the video. You have to write down the most relevant aspects as regards language used in the video, the way in which speakers communicate between them, if communication strategies are used or not, etc. It is a personal reflection on language. (WRITING).

Task 3: This task is a debate among the whole classroom. You have to agree on how language is used in the video. To do this, take into account several aspects such as: if the speakers are native or not, if they are understandable when speaking English, if they have a good accent. Reflect all together on whether all varieties of English are equally acceptable, whether people whose mother tongue is not English are able to speak it as if they were native, whether it is important to sound like a native when speaking English. (SPEAKING).

Relevance of unit for teaching English from the perspective of the ELF

- Real context situation.
- Authentic materials.
- Use of communication strategies: The boy who is talking in the video is not a native speaker of English and it is easy to realize this. However, it is also very easy to understand his speech. Even if he does not have a native pronunciation. Anybody who can speak English language understands what this boy is talking about and what he is saying. Moreover, while speaking, Viktor is constantly making stops in his speech and also repeating some utterances so he uses different communication strategies.
- Importance of the debate and of the group's reflection on whether it is important to speak like a native of English. Reflection on whether a non-native of English may be understood when speaking that language if he/she does not sound like a native. This is related to the intrapersonal competence since people are not able to speak another language; English in this case, when they feel frustrated. Attitude is very important when learning a language.

LESSON 7: SCOTLAND

Learning objectives:

- To pronounce different words accurately.
- To identify where the stress is in each word.
- To identify and locate words in a text according to the stress patterns.

Sequencing of activities:

- SS are given a list of words (they will be projected as well) and they have to try and pronounce them in the correct way trying to stress the correct syllable (whole class discussion and T-SS interaction). Previously, they will be shown a video about how to stress words and sentences. (LISTENING, SPEAKING).

- SS have to read a text about Scottish breakfast and they have to find words in the text according to the different stress patterns (whole class discussion and T-SS interaction), (SS will be given a handout with a model and also with information about how to stress words). (READING, WRITING, SPEAKING).

- SS have to practice in pairs the different words they have worked on and try to pronounce them to their classmates. Each person will tell his/her partner whether they are doing it well or not. (SPEAKING).

Theoretical part and model to be projected

What word stress is on

When we stress syllables in words, we use a combination of different features. Experiment now with the word 'computer'. Say it out loud. Listen to yourself. The second syllable of the three is stressed. What are you doing so that the listener can hear that stress?

- A stressed syllable combines five features:
 - **It is l-o-n-g-e-r** - com p-u-ter
 - **It is LOUDER** - comPUTer
 - **It has a change in pitch** from the syllables coming before and afterwards. The pitch of a stressed syllable is usually higher.
 - **It is said more clearly** -The vowel sound is purer. Compare the first and last vowel sounds with the stressed sound.
 - **It uses larger facial movements** - Look in the mirror when you say the word. Look at your jaw and lips in particular.

It is equally important to remember that the unstressed syllables of a word have the opposite features of a stressed syllable!

Some 'rules' of word stress

There are patterns in word stress in English but, as a rule (!), it is dangerous to say there are fixed rules. Exceptions can usually be found.

- Here are some general tendencies for word stress in English:

Word	Type of word	Tendency	Exceptions
apple table happy	two-syllable nouns and adjectives	stress on the first syllable O o apple	hotel lagoon
suspect import insult	words which can be used as both nouns and verbs	the noun has stress on the first syllable O o "You are the suspect !" the verb has stress on the second syllable o O "I suspect you."	respect witness
hairbrush football	compound nouns	fairly equally balanced but with stronger stress on the first part O o hairbrush	

<http://www.teachingenglish.org.uk/article/word-stress>

Stress patterns: Examples

O o	o O o	o O o o	O o o
person	example	advertisement	adjective
listen	reflection	political	property
witness	believer	communicate	symphony
aspects	important	ability	headteacher
something	banana	activity	violet

Video to be shown

VIDEO; HOW TO STRESS WORDS AND SENTENCES



<http://www.youtube.com/watch?v=UbcEiFTmkQo>

Handout for students

Task 1: Try and pronounce these words in the correct way trying to stress the correct syllable.
(LISTENING, SPEAKING).

Doctor	wonderful	positive	breakfast
Japan	fantastic	control	july
Success	important	tomorrow	controversy
Yesterday	obtain	cafeteria	advertisement
Commit	delightful	photography	emphasis

Bozman, T. (1997). *A Practice for Spanish Students of English Phonetics*. Sound barriers.

Task 2: Read the text about Scottish food and once you have done this, you have to find words in the text according to the different stress patterns (see examples for help). (READING, WRITING, SPEAKING).

TEXT: Scottish breakfast

Breakfast

You'll be surprised at what you don't get for breakfast in Scotland. There is everything from cold starters, including an assortment of juices, yoghurts, fresh fruits, preserves and cereals, to a steaming bowl of porridge, crispy toast, a full Scottish breakfast and a cup of tea or coffee. Impressive, isn't it?

Full Scottish breakfast

A full breakfast usually consists of a link sausage, bacon, eggs, tattie scone (potato scone), fried mushrooms, grilled tomatoes, baked beans, buttered toast and the Scottish favourite - black pudding. It certainly is a very complete meal, which will leave you feeling rather full when you finish your last bite. Served typically at breakfast time, but it is also common to feature on the menus as an 'all day' dish.

Porridge

No Scottish breakfast would be complete without the ubiquitous dish of porridge. Traditionally made with oatmeal and water and cooked with a touch of salt, it's stirred with a wooden spurtle, which prevents the porridge from congealing, and served hot in a bowl. It is also popular to add a little milk and toss in some dried fruits as well as sweeten it with a generous sprinkle of light brown sugar.

Kippers

You may also come across strongly flavoured kippers (cold smoked herring) served for breakfast. Once the quintessential British breakfast food in the Victorian and Edwardian eras,

kippers are now enjoying a revival. Split in butterfly fashion, from tail to head, they are salted in brine and smoked over smouldering woodchips, and with only 125 calories per fillet and packed with protein, they provide a healthy way to start a day.

<http://www.visitscotland.com/about/food-drink/traditional>

Stress patterns:

O o o	o O o	o O o o	O o

Task 3: Practice the different words you have worked on and try to pronounce them to their classmates. Each person will tell his/her partner whether they are doing it well or not. (SPEAKING).

Relevance of unit for teaching English from the perspective of the ELF

- Awareness of lingua franca core: Pronunciation is a key factor so that people understand you when speaking English. It does not consist of sounding like a native but to make people understand you. What is really important is that learners are aware of the fact of being a competent speaker and this is achieved when one is able to communicate without breakdowns in communication.

- Importance of some pronunciation characteristics that affect an effective communication: SS must be aware that not differing where the stress is in a word causes breakdowns in communication and misunderstandings. Word stress is really important to avoid these misunderstandings.

- Authentic materials

8. Conclusions

The term “lingua franca” is very difficult to define and it creates a lot of controversy. Many of the authors mentioned in this project think the meaning of lingua franca is communication between non-native speakers while others think it means communication between two speakers that do not share a mother tongue, including communication between a native speaker and a non-native speaker. Personally, I think the term “lingua franca” concerns all the speakers of English both native and non-native, who use it to communicate.

This term also has many implications. Pronunciation is really important, but also pragmatics and communication strategies. What is really relevant when thinking about English as a lingua franca is “intelligibility”. It does not matter whether speakers have native pronunciation or not. What is important here is to be understandable. This means being able to communicate and making people understand you when speaking English. Some of the implications of ‘lingua franca’ is that, nowadays, it is not important whether the teacher of English is native or not. What is important is that he/she is a competent user of the language. A teacher of English who is not native can be as good at teaching as a native one, or even better. The main objective is to develop the communicative competence for an international communication and not a native communicative competence.

All varieties of English are good and we should not despise any of them, but the problem that many people consider “English people” those who are American or British. However, from the perspective of ELF there is not an ideal variety, and the purpose is to help students become competent speakers of English, who make people understand them without problems.

As regards the design of materials from ELF perspective, some years ago, the teaching of English at schools was based on the teaching of grammar by using different methods such as the grammar-translation method, the direct method, the audio-lingual method, and many more. Many researchers such as Kumaravadivelu realized there was not a perfect method and we should look for an alternative to method rather than an alternative method. None of these methods can be applied in a pure way in a real classroom because they are far from the reality of the classroom. Today, in order to

teach a language we have to think about creating real contexts situations by doing different tasks like for example: problem-solving tasks, negotiating-meaning tasks, etc.

Teaching English should start from the fact that language is a tool for communication and therefore teaching should focus on developing communicative competence. For the design of the learning unit, I have tried to develop the cooperative and collaborative work to develop social interaction by providing my students with real contexts situations in the different tasks. I think this approach is quite successful for the developing of communication and of the communication strategies.

All the materials used have been adapted to my purpose. The reasons why I have used authentic materials is because they have many advantages which are: by using them, students are exposed to real discourse; they inform the students about what is happening in the world; reading the different texts students can practice sub-skills like scanning, skimming; the different videos and texts contain different language styles, text types and this can help the student to learn new vocabulary and help memorizing it in meaningful recycling; the texts can be about interesting topics to the learners; meaningful interaction increase students' motivation in the classroom, etc.

As paths for future research, research about secondary education teachers' attitude towards this approach, i.e., towards the fact of teaching English from the perspective of Lingua Franca, could be carried out. It still seems that teachers are opposed to teaching English from that perspective because of different reasons. One reason may be that it is more comfortable to teach English as it has been taught until now and students always have a negative attitude towards the fact of speaking English in the classroom because they feel fear of doing it and because they feel insecure. Maybe if teachers thought about putting into practice this approach, students would get used to speaking English and they would gain more fluency, would learn how to deal with real-context situations, and would lose their fear. Both teachers and students must be aware that what is really important today is to communicate with people coming from all around the world and to be effective communicators. Teaching English from an ELF perspective seems to be an appropriate approach to achieve this purpose.

To conclude, the main purpose of teaching English from an ELF perspective is to achieve students are effective communicators by using different communication strategies and to be fully competent speakers of English.

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