



Angličtina jako Lingua Franca ve výuce na střední škole

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English as a Lingua Franca in Upper Secondary Classes

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- Charakteristika angličtiny v pojetí "English as a Lingua Franca" se zaměřením na fonologické problémy španělských mluvčích anglického jazyka
- Zpracování audio-nahrávek španělských mluvčích anglického jazyka, sestavení a pilotáž doprovodného didaktického materiálu pro české středoškolské studenty s cílem přiblížit fonologické problémy španělských mluvčích anglického jazyka
- Vyhodnocení materiálů a zpětné vazby z pilotáže a případná úprava materiálů

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sine quibus non.

Anotace

Tato bakalářská práce zkoumá téma angličtiny jako lingua franca a její případný přínos do hodin angličtiny jako cizího jazyka na vyšším stupni všeobecného středního vzdělávání. Teoretická část popisuje dostupný stav zkoumání v oblasti angličtina jako lingua franca (ELF) a okrajově zmiňuje současnou jazykovou politiku EU a České republiky. Praktická část obsahuje navržené učební plány a pracovní listy, které byly pilotovány v hodinách na všeobecném gymnáziu. Dotazníkové šetření bylo použito k získání dat týkajících se vnímání tématu ELF studenty.

Klíčová slova: ELF, angličtina jako lingua franca, výuka, angličtina

Annotation

This bachelor thesis explores the topic of English as a lingua franca (ELF) and its eventual benefits to EFL classes in upper-secondary education. The theoretical part analyses the available research in ELF and seeks to gain insight into current language policies in the EU and the Czech Republic. The practical part includes a proposed lesson plan and a worksheet that were piloted as a part of the research in lessons at a general secondary education institution. A feedback questionnaire sought to gather data to evaluate pupils' perception of the ELF topic.

Keywords: ELF, English as a lingua franca, teaching, English,

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1 Introduction

In the Czech Republic English is taught as a foreign language, intended mainly for communication with a native speaker. But since the total number of English speakers exceeds that of native speakers, there is a greater probability that English will be used for the purpose of communicating with another non-native speaker at some point. This situation, the use of English for interactions between speakers with different language background in absence of a native speaker, has become an area of research referred to as English as a lingua franca (ELF).

English as a lingua franca seeks to gain insight into the way non-native speakers interact with each other in situations where no native speaker is present and through research systematically work towards proposing changes to conventional approaches in English language teaching (ELT).

This paper aims to explore the current English lingua franca research and propose a lesson plan for an upper-secondary class, which will draw on ELF and demonstrate how a Spanish speaker of English uses the language. A questionnaire will retrieve feedback from students and evaluate whether the chosen perspective of ELF is of interest.

2 Theoretical Part

2.1 Glossary

| | |
|--------|--|
| WEs | World Englishes |
| EIL | English as an International Language |
| ELF | English as Lingua Franca |
| ENL | English as a native language |
| ESL | English as a second language |
| EFL | English as a foreign language |
| NS(E) | Native speaker (of English) |
| NNS(E) | Non-native speaker (of English) |
| L1 | First language |
| L2 | Second language |
| RP | Received Pronunciation |
| ELT | English language teaching |
| TESOL | Teaching English as a Second Language |
| TEFL | Teaching English as a Foreign Language |
| FEP | Framework Education Programme |
| RVP | Rámcový vzdělávací program |
| SEP | School Education Programme |
| ŠVP | Školní vzdělávací program |
| S, SS | Student, Students |
| T | Teacher |

2.2 Spread of the English language in the World

English is considered to have reached the status of a global language (Graddol 1997, 2) that is used, according to some estimates, by over one-third of the total world's population (Ethnologue 2014a). As Jenkins (2009, 2) notes, over the past four centuries 'the number of speakers of English increased from a mere five to seven million to possibly as many as two billion'. The latter figure incorporates speakers from countries where English is 'the first language (L1) and second, or institutionalized, language (L2) in fields of government, law and education' and raises the question of what forces have contributed to this unprecedented expansion.

Historically, the language had proliferated with the rise of the British Empire. Britain's colonies in America and Australia account for what is known as the First Diaspora. Later, driven by emerging global commerce, the language had been extending its reach into the South Asian sub-continent including India, Bangladesh, Pakistan and Sri Lanka since as early as the 16th century. An important role of institutionalizing the English language in India, for instance, was the year 1835 in which the English Education Act was passed, making it the language of Indian education (Jenkins 2009, 8). Finally, with the end of World War II in 1945 and the subsequent rise of national states around the world, former colonies have 'become independent states, with English often being retained in order to provide various internal functions and/or to serve as a neutral lingua franca' (9).

After 1945 the world has witnessed a rise of new power – the United States of America. Their strong influence has since been manifesting economically, culturally and also technologically (Graddol 1997, 7) – all fuelling the use of the English language internationally. With the twilling of the Internet and globalization of commerce in the late 20th and early 21st century English has entered a new era.

A significant contributing factor in spreading the English language could be considered the pioneering role of the USA in developing the modern computational technology. As the newly emerged industry was primarily a US export article, so were the operating software and programming languages primarily English-based (Crystal 2003, 121). The Internet started as an English-only medium (ARPANET) and in 1980's was opened to private and commercial organisations that had already been using English as a medium of communication (115-116). Graddol argues there has been a steady decline of English use on the Internet given the increase of both non-English content and users. While in 1998 studies found that 85% of web pages were in English, the estimate dropped to 62% in 2000. Still, '8-15% of web content in English presents lingua franca usage' (2006, 45).

Globalisation of commerce has also been a factor in the rise of English. The globalized economy demands provision of services, BPO and IT services outsourcing. Many companies achieve decrease in costs by subcontracting in lower-wage English-speaking countries, like India (34-35). As the global economy demands towards services, more flexible and highly skilled workers will be needed to satisfy the growing demand.

2.3 World Englishes

The proliferation of English has affected the way the language is being used by its speakers. Changes in sociocultural composition of speakers have ushered in a need for a paradigm that would describe them, which has given way "world Englishes". The term "world Englishes" can be used in a number of contexts (see Kachru et al. 2006, 240) and for the purpose of this study it will be used to represent the so-called Kachruvian approach. Kachru (1985) outlined a typology of an English speaker based on socio-cultural features of Englishes and argued for a more inclusive

and pluricentric approach to studying them (Kachru, et al. 2006, 241) The model focused on describing the types of spread, patterns of acquisition and functional domains (context) in which the language was used (292).

In his view, there are three concentric circles of English speakers, each having a specific relationship to the English language. In the first, Inner circle, there are predominantly L1 (ENL) speakers to whom English is not only the first, but frequently also the only language. These speakers live in countries where English is the most prominent cultural force. Countries that have a colonial history such as India, Bangladesh and Sri Lanka form the second group. Belonging to the Outer circle, these are second-language (L2, ESL) speakers for whom English has taken a place in their language repertoire and is used depending on the social context (family vs. school). As an example could serve India, where English has the status of the statutory national language, yet coexists in a continuum of hundreds of other languages (Ethnologue 2014c). The third group, or Expanding circle, comprises of users for whom the English is a foreign language (EFL)(Graddol 1997, 10). Among these users belong most European countries, Russia, Brazil and China.

2.4 Deficit vs. difference linguistics

As the number of all English speakers grows, so do the differences between varieties of English speakers use. Kachru's liberal approach towards Outer circle varieties has met with criticism from scholars. These view non-standard (other than Inner circle) forms as somewhat inferior and unfit for learning purposes. Randolph Quirk (1990) argued strongly against teaching non-standard forms claiming they are manifestations of interlanguage (in imperfectly learned target) and fossilisation (ceasing to learn before reaching the target) and are in effect wrongly internalised.

For the above mentioned reasons, they should be considered deviations and errors. He voiced strongly his concern about non-native teachers' need to be in constant touch with native-like usage and raised the issue of transferring deviations from teachers onto pupils. He conclusively rejects such 'tolerant pluralism' and himself 'would be annoyed at the equivocations over English since it seemed to be unparalleled in teaching of French, German, Russian, or Chinese' (Quirk 1990,10 in Jenkins 2009,68).

As a response, Kachru (1991) describes Quirk's view as 'deficit linguistics'. Kachru rejects the idea of interlanguage and fossilisation by proposing that speakers of the institutionalised varieties (i.e. those Outer Circle) are expected to abide by local norms and strategies and use the language primarily for intranational communication. As such, internalizations of these users are tied to their multilingual realities that differ greatly from those of mono-lingual speakers. Further, Kachru advances that strategies created within communication among non-native speakers are 'more effective and culturally significant' than the native ones. Lastly, viewing institutionalised varieties as Englishes 'in their own right', he calls for a 'paradigm shift' for native speakers involved in global teaching of English (Kachru 1991,5-10 in Jenkins (2009,69).

It seems that both the opposing views share an interest in English(es) being a global language yet they diverge greatly on how this is to be achieved in terms of teaching. On one hand the proponents of 'native' forms make a valid point by accentuating the need for a standard to be upheld. They assume learners' motivation is primarily to integrate with the target community, which in turn would make the learners part of a distinct social group. An ideal successful learner could be seen as

someone who has integrated into the paradigm of the target community, in this case the community of Inner Circle speakers.

The others put forward the notion that placing ‘native’, or Inner Circle, forms in the centre of the global use of English implies these forms as ‘source of models of correctness’ (Graddol 1997,10), which is not always the best choice in teaching, given the contexts in which English is used are distinct from those of Inner circle countries. Jenkins (2009,87) argues that in the World Englishes research the dichotomy of a native and a non-native speaker is increasingly called into question. In respect to the use of English in Expanding Circle, the former distinction ‘holds good’ for interactions of a foreign language learner with a native speaker, however falls short in describing intercultural communication where there is no NS present. The author argues that the concept of a native speaker is troublesome for several reasons. One of the reasons, the author claims, is that the concept ‘perpetuates monolingualism as a norm’ in a world, where multilingualism is more commonplace. Secondly, drawing on the example of India, Jenkins claims it ‘difficult’ making distinction among all the languages in speakers’ repertoire to identify which language is their first. Additionally, the level of proficiency may not be directly related to the order of acquisition. The author the notion of native speaker may influence prospects of those perceived as NNSE in access to ‘English language teacher training and jobs as teachers’, forcing them to aspire to ‘often irrelevant “native” (Anglo) standard’ (88).

The debate concerning deficit versus difference perspective on English is bound to continue to divide researchers and policy makers. While it seems reasonable to argue for a ‘golden’ standard, the usage of English appears to be more in hands of its speakers rather than academia.

2.5 English in education

According to Graddol, one of the trends fuelling the global use of English is the globalisation of tertiary education. Universities, formerly competing with each other at the national level, are now finding themselves under pressure to attract staff and students from other countries in order to increase their competitive advantage. Since ‘around two-thirds of world’s top 100 universities are in English speaking countries’ (2006, 74), there is a significant motivation for any potential students to be able to use English and so gain access to higher quality education. While the obvious linguistic advantage rests with the speakers of Inner and Outer Circle countries, the experience for speakers of Expanding Circle countries and namely those of European Union differs.

English language has been holding a strong position at foreign language teaching in European countries. According to a survey, there has been ‘an increasing percentage of primary pupils learning English during the years 1998-2002’ and this trend continues (Graddol 2006, 89). The two most prominent models for teaching English, English as a Foreign Language (EFL) and English as a Second Language (ESL) that ‘position the learner as an outside learning somebody else’s mother tongue’, are now challenged by upcoming models.

The first example is the CLIL, Content and Language Integrated Learning, which proposes learning of a specific school subject through the medium of a foreign language. This way, students learn two subjects simultaneously and take support from either of them. On the other hand, as stated in Graddol (2006:86), employing this approach requires a close cooperation among teaching staff and may result in the

language teacher serving as a support for specialized learning rather than having their own subject.

The second example is the EYL, English for Young Learners, which proposes an early start in language learning. The advantage of earlier and hence longer exposure to English is on the other hand challenged by young children's distinct needs. Due to their rapid mental and physical development, teaching young children may require a specialist teacher with sufficient knowledge of both English and child development issues capable of motivating young learners (89).

The third approach and also the one of particular interest to this research is English as lingua franca (ELF).

2.6 English as a lingua franca (ELF)

A new approach focused on studying interactions between NNSE has been emerging. As the total number of users of English exceeds that of native speakers of the language, understanding how NNSEs use language could bring fresh insights into improving methods of ELT (Graddol, 2006, 87).

English as a lingua franca (ELF) has become the term to describe 'exchanges taking place among 'non-native' speakers of English' (NNSEs) (Seidlhofer 2005, 339). Even though native speakers of English (NSEs) are not by definition excluded from ELF, the term is used as an umbrella term for a use as 'a 'contact language' between persons who share neither a common native tongue nor a common (national culture), and for whom English is the chosen foreign language of communication' (Firth 1996,240 in Seidlhofer 2005,339). ELF has been subject to investigation on a number of levels, yet considerable advances are being made in the field of phonology. In a 2002 article, Jenkins introduces some insights as to what a

pronunciation syllabus for English as an international language would include. The proposed ‘Lingua Franca Core’ (LFC) aims at ensuring intelligibility when observed by all potential speakers, including the NSs. As one of the ways of achieving intelligibility, Seidlhofer (2005) argued that in international communication, the focus could shift away from language features not pivotal to intelligibility. An example could be seen in the “‘th’ sounds /θ/ and /ð/ and the ‘dark l’ allophone [ɫ], which have been found redundant in intercultural talk through ELF” (340).

Furthermore and with relevance to this research, Jenkins argues that a relevant part of ELF be the development of accommodation skills. In author’s view, ‘learners need practice to enable them to develop their accommodation skills in relation to a wide range L1 interlocutors’ (Jenkins 2002, 98). Another interesting point raised by the author is that exposing learners to other NNSEs’ accents is helpful at the receptive level (Jenkins 2002,100). Learners become more aware of their own accent and develop strategies allowing them to engage more effectively in discourse.

ELF approach suggests a significant alternative to ‘proven’ models such as EFL. An important question is whether ELF will gain acceptance amongst learners. Research indicated that while some have positive attitudes towards L2 regional accents, others might perceive it as a negative (Andreasson 1994, 402 in Jenkins 2002, 101).

Euro-English

As early as 2001 Jenkins, Modiano and Seidlhofer (2001) indicated there may be a new variety of English emerging in Europe. Modiano argues there are lexical features augmenting the register of European speakers of English that are ‘peculiar to the European experience’ (13). Terms such as ‘euro’, ‘member state’ or abbreviations denoting the names of European institutions or movements (EMU –

European monetary union; Bologna, Schengen, etc...) are making their way into everyday use of English through the process of discursal nativisation and as such are gradually becoming “acceptable” (13). Seidlhofer proposes that ‘if ‘Euro-English’ is indeed an emerging variety as a European lingua franca, then it should be possible to describe it systematically and ... be taught with appropriate teaching materials to support this teaching.’(14) It is further argued that norms of correctness will come from the usage by the speaker rather than ‘that of the UK or the US ...’(15) Some examples of such use include dropping final –s in third person singular verbs in present simple tense, omission of articles, interchangeable use of relative pronouns ‘who’ and ‘which’ and a preference for a universal question tag ‘isn’t?’ (16.)

2.7 Teaching English in the EU and the Czech Republic

This section examines the language policies on supranational (European) and national (Czech Republic) level. The majority of EU member states could be considered as Expanding Circle countries. A notable exception is Great Britain, which belongs to the Inner Circle. Belgium, Netherlands, Denmark, Norway, Sweden and Switzerland are countries where English is making transition from a foreign language towards second language and could be viewed as Outer Circle countries. With that in mind, the use of English in Europe could be viewed mostly as lingua franca.

In Europe there are 286 languages in total, 73 of which are classified as institutional (Ethnologue 2014b). The EU’s interest in creating a multilingual community is projected into its central language policy (Action plan 2004-2006) and policies of the Union’s member states.

At the supranational level, European Commission's *Action plan 2004 –2006*, states that “learning languages contributes to the goal of becoming a competitive, knowledge-based economy by the end of the decade (2004, 3) The document further states that “learning one lingua franca is not enough” and that “[E]very European citizen should have meaningful communicative competence in at least two other languages in addition to his or her mother tongue” (4). In secondary education, ‘Native speaker’ fluency is not the objective, but appropriate levels of skill in reading, listening, writing and speaking in two foreign languages are required,’ together with intercultural competencies and the ability to learn languages whether with a teacher or alone. (8) The *Action plan 2004- 2006* marks it of interest to capitalise on its multilingual citizens as ‘monolingual citizens have much to learn from them’(12). Their contribution is seen mainly in education and culture of the Union.

The Czech Republic's strategy for education, also called the *White Paper* (2001), emphasizes the ability to speak two foreign languages upon leaving the upper-secondary education. The plan also sets out the objective for upper-secondary school leavers to achieve level of proficiency B2 of the CEFR. Curricular programmes employed in the Czech Republic are defined in Framework Educational Programmes (FEP) that are legally binding documents for creation of School Education Programmes (SEP) which in turn guide the content of education.

According to the FEP SEG (secondary general education) (RVP–G), in the Educational Area Language and Language Communication the students are expected to accomplish a number of outcomes in the domains of receptive, productive and interactive language skills, thematic areas and communication situations, communicative functions of language and realia of the countries of the language

studied. However, in the domain of interactive language skills it is stated, that the pupil shall “begin, carry on and end conversations with *native* speakers and join in active discussion on various topics concerning more specialized interests” (FEP SGE 2007, 17).

2.8 Purpose of the study

The purpose of this study is firstly to review the current situation of the English language from available academic sources. Secondly, the study intends to summarise the implications the above may have on the English language teaching and these findings then introduce into an upper-secondary classroom. It is of great importance to seek topics that may be relevant for the learners using English in lingua franca situations. Once these topics have been identified and processed into a lesson plan, two trial lessons will take place. The lessons will aim to introduce students to use of English among NNSEs while narrowing the focus to a Spanish speaker. Discussion and conclusions will be drawn from a questionnaire that seeks to answer the research questions: Will introducing the perspective of ELF via the scrutiny of specifics of Spanish speaker be an interesting and potentially useful addition to EFL classes? Are the upper-secondary students able to understand NNSE? Are they keen on learning about other NNSE?

3 Methodological Part

Firstly, a comprehensive comparison of English and Spanish will be presented in order to analyse the differences between the languages and provide input that will serve for creating a lesson material. Secondly, a lesson was devised to deliver information gathered from the comparative analysis of English and Spanish. Thirdly, a questionnaire designed to collect feedback from lesson participants will be designed and its results used to evaluate the suitability of the chosen approach to presenting English as a lingua franca using the example of a Spanish speaker.

3.1 Specifics of a Spanish speaker of English

The comparison of the English and Spanish language was compiled with the intention to indicate features, which could be encountered in an interaction with a Spanish speaker of English in a lingua franca situation and could have an impact on intelligibility. These features, combined with an introduction into current situation of the English language would then serve as the basis for devising a lesson plan and a worksheet.

3.2 Lesson planning

The research proposed a lesson plan (Appendix 1 and Appendix 2) for a trial lesson with duration of 90 minutes. Drawing on methodological literature *How to teach English* (Harmer, 2007) the researcher has attempted to create a well-rounded lesson. The lesson was aimed at upper-secondary students who, it is assumed, will continue to tertiary education in the Czech Republic or abroad.

3.3 Questionnaire

As a part of the study, an online questionnaire (**Appendix 3**) was designed in order to gather feedback from the students who attended the trial lessons. All who

attended have received an e-mail that included both the invitation to the questionnaire and an electronic copy of the material they worked with during the trial. The questionnaire was differentiated according to the worksheet version used in the lesson. The reasons for choosing an online form are following: it allows for easier processing, participants gain time for reflection and writing their own opinion and it is more environmentally friendly than its printed counterpart. On the other hand, disadvantages include a risk of lower response rate and participants' individual online habits that may affect the sincerity of responses.

3.3.1 Purpose

The purpose of the questionnaire was three-fold: first, it sought to collect information regarding students' language repertoire and their intentions for continuing education upon leaving secondary education. Secondly, students' opinions regarding the teaching and worksheet quality were gathered. Lastly, the overall lesson feedback and attitudes towards learning about NNSEs were elicited from the participants.

3.3.2 Design

In order to extract feedback the questionnaire made use of open and closed-ended questions as described in Chráska (2007). These included open questions, filter questions, single choice, multiple choice, Yes/No, rating scale questions. The total of 26 questions for VAK2 and 32 questions for VAK3 was asked. The first part gathered data regarding foreign languages students study, their plans upon graduation and likelihood of spending time aboard in order to gain insight in whether they could be motivated to learn English for intercultural communication. The second part prompted for a feedback regarding students' perception of the material

taught. The third part elicited students' own definition of English as a lingua franca and their attitude towards learning more about NNSE in lessons of EFL. An online questionnaire was deployed for easier data analysis and correlation. As a motivation, students were offered a small compensation in the form of a coffee voucher.

4 Practical part

4.1 Spanish Speaker of English

According to the data available from the Ethnologue (2014b), the number of native Spanish speakers approaches 400 million while another 90 million use Spanish as their L2. As Coe in Swan and Smith (2001) points out, the Spanish language is spoken widely across the globe; in the whole of South America (with the exception of Brazil and the Guianas), in Central America, Mexico, Cuba, Puerto Rico and the Dominican Republic, in Western Sahara, some urban centres in North Morocco, Equatorial Guinea, some parts of the USA and Spain (90). Spaniards account for almost 39 million native Spanish speakers live in Europe; however, it is important to note some of Spain's speakers are multi-lingual, mostly those in the Basque country and Catalonia. A situation not dissimilar to the one described above can be found across the Latin America, where a number of indigenous languages coexist alongside Spanish. In the United States the number of native Spanish speakers has increased by 61% since 1970 to over 34 million to date. At the same time, L2 speakers remain a sizeable 15 million minority of US population (Ethnologue 2014d).

Differences between Spanish and English languages

In the table below there is a comparison of both languages according to various criteria. Based on Swan and Smith (2001)

| | English (RP) | Spanish | potential issues |
|-----------------------------|---|---|---|
| Morphological language type | mostly analytic | synthetic | |
| vocalic system | 12 vowels, 8 diphthongs 5 triphthongs length not a distinctive feature | 5 vowels 5 diphthongs length is not a distinctive feature | difficulties making distinction between vocalic sounds, in both quality and length |
| consonant system | 24 consonant phonemes in most dialects | between 17 to 19 consonant sounds, depending on the dialect | difficulties in accurate production of consonant sounds |
| modes | indicative imperative negative | indicative imperative negative subjunctive | possible mistakes in using English conditionals resulting in change of meaning |
| word order | fixed | flexible | issues arise in use of auxiliary verbs in interrogative and negative clauses, functional sentence perspective |
| orthography | very irregular, difficult to correlate pronunciation and spelling | pronunciation closely follows spelling | tendency to read unknown words according to the Spanish pattern, promoting unintelligibility |

A notable difference between the languages is the vocalic system. Length does not carry phonological meaning, unlike in English. Spanish also does not have a schwa and tends to be replaced with a strong pronunciation of the written vowel. (Swan and Smith 2001, 91)

Concerning consonants, /p/, /t/, /k/ at the beginning of a word lose aspiration and end up sounding as their voiced counterparts /b/, /d/, /g/. Also the /z/ sounds is

missing entirely in the Spanish consonantal repertoire, resulting in pronunciation as /s/. Similar situation occurs with the /h/ sounds, which in turn is pronounced as /x/.

Spaniards have tendency to either devoice or drop final consonants or consonant groups. This may cause issues intelligibility issues with English past participles and progressive forms of verbs (kicked – kick). Another significant feature of a Spanish speaker is the use of prosthetic ‘e’ to ease pronunciation of consonant clusters /s/+C, resulting in words like ‘star’ being pronounced as ‘estar’.

Two- and more-part verbs with idiomatic meaning are fairly rare in Spanish and therefore the speakers will try avoid using them, opting for Latin-based lexical equivalents, for example *to look up to someone – admire* (Sp. *admirar*). The English structure *be + adjective* is provisioned in Spanish by the equivalent of *have + noun*. A simple phrase like *I have heat* can be produced instead of *I am warm/hot* and cause confusion in a conversation partner.

4.2 Lesson Plan and Worksheet

As a part of the research, a lesson focused on introducing concepts of World Englishes and the specifics of a Spanish speaker of English has been proposed. The lesson has been piloted in two elective English conversation classes (VAK2 and VAK3) at Gymnázium Omská in Prague, Czech Republic in June 2015. Each of the proposed lessons was designed for duration of 90 minutes and audience of 20 students with anticipated level of English at CEFR B1-B2. They aimed at improving students’ receptive skills while drawing on their productive skills in numerous discussions.

Harmer (2007, 156-164) deals extensively with lesson planning and based on the author’s suggestions, a lesson was designed to maximise ‘coherence and variety’

and allow for a “magic moments”– a scenario, where student say something interesting, thought-provoking and unplanned’ (but appropriate and enjoyable) (Harmer 2007, 157). The beginning of the lesson should include an icebreaker/ warmer, which is an activity for drawing students’ attention to the topic of a lesson and enticing them to partake. The end will, in similar fashion, provide room for reflection and discussion. Individual parts of the lesson, heterogeneous as they may be, should be smoothly transitioned. In the case of this research, the aim was to proceed from general to specific. That is from the topic of World Englishes to Spanish speaker of English.

4.2.1 Lesson Plan and Worksheet v.1

Overall Aims and Goals for VAK2 – Wednesday afternoon

The main aim of the lesson was to increase students’ knowledge regarding the varieties of English and specifics of a Spanish speaker of English. The worksheet can be found in **Appendix 1**.

| | |
|-------------------------|---|
| Class profile | 20, B1 –B2 |
| Materials and resources | Worksheet v.1, Audio material adopted from Swan and Smith (2001), Online video featuring Javier Bardem |
| Topic, context | World Englishes, NNSE – Spanish speaker |
| Time | 90 minutes |
| Aims | Students will become aware of different varieties of English and gain insight into specifics of a Spanish speaker of English |
| Objectives | Students will draw on their current knowledge to identify various speakers of English. Students will become aware of distinct varieties of English spoken around the world. Students will be able to critically evaluate the specifics of Spanish speaker of English. |
| Evaluation/ Assessment | Students will work as a class and in groups. Feedback will be given and discussed after each exercise. |
| Anticipated knowledge | Students should have some knowledge of English-speaking countries around the world. |
| Anticipated problems | SS may not have sufficient listening skills to appreciate differences between various speakers. Students may lack motivation to learn about non-standard forms of |

| | |
|---------------------|--|
| | English. Students might not find the lesson relevant. |
| Interaction pattern | Class work, pair work |
| Follow-up HW | Online questionnaire |

Activity 1, HAVE YOUR SAY, World Englishes

Timing: 10 minutes

Aim: Students discuss the possible meaning of World Englishes

Description: The teacher writes the phrase “ World Englishes” on the board and asks students to write down their ideas about the meaning of the phrase. After a minute, students take turns in answering, the teacher writes ideas on the board. Finally, teacher reveals the definition, “*World Englishes is a term for describing varieties of English used around the world*”. Then, T elicits more ideas about where in the world Englishes are used.

Activity 2, GRAPH, English in the Changing World

Timing: 15 minutes

Aim: SS choose which countries belong to which circle according to Kachru’s Three Circles.

Description: T explains the theory of Kachru’s Three Circles, giving one example for each circle. SS are then prompted for their questions. Then, SS are asked to form small groups of up to four SS and are given strips of paper with names of countries. T explains that their task is to identify which circle does each country belong to and allows 3 minutes for the first stage. T monitors SS, gives appraisal and hints. After 3 minutes, T pauses and waits for attention, then elicits their answers for the Inner

circle countries from students. Stages 2 and 3 follow the same pattern. T answers questions from SS regarding the exercise.

Activity 3, MAP, English All Over

Timing: 10 minutes

Aim: Drawing interdisciplinary knowledge, SS identify Outer Circle countries in a map.

Description: SS are instructed to work in pairs. Their task is to assign names of the countries from a box above to the numbers in the map. They are given 4 minutes. Feedback takes plenary form after time has elapsed. SS are prompted to discuss bonus questions. Discussion follows as SS give suggestions. Finally, T answers.

Q: Why do they use a variety of American English in (7 – Liberia)?

A: Because the country was founded by former slaves returning from the U.S.

Q: Why do they use a variety of British English in (13 – Hong Kong)?

A: Because Hong Kong was a British colony that was handed over to People's Republic of China in 1997.

Activity 4, LISTENING, Sounds like English, but ...

Timing: 5 minutes

Aim: SS distinguish among various speakers of English

Description: SS work in pairs. They will listen to extracts of newscasts, trying to decipher the origin of the speaker by contextual clues. Firstly, all excerpts are played consequentially, and then the T plays each excerpt twice allowing time for SS to write down solution. A plenary discussion follows at the end.

Activity 5, LISTENING, One Language, Many Speakers

Timing: 10 minutes

Aim: Using a sample text from Swan and Smith (2003), SS examine recordings of three various NNSE, drawing on SS's ability to estimate and/or former experience.

Description: SS will read the transcript and then listen to all three excerpts. SS will listen each individual excerpt and discuss with whole class their opinions to the origins of the speaker.

Activity 6, LISTENING, Javier Bardem

Timing: 10 minutes

Aim: SS will be able to compare NNS pronunciation to a standard RP. SS will transcribe a spoken language.

Description: SS will watch a video featuring actor Javier Bardem. Their task is to listen and identify instances, in which the speaker may have made a mistake. After the second listening and discussion, students will transcribe several sentences.

Activity 7, HAVE YOUR SAY, “It is better to be correct than understood”

Timing: 10 minutes

Aim: SS will argue and justify their opinion regarding the above statement.

Description: T reads out loud the statement and allows students to prepare their argumentative stand. Then volunteers are invited to give and justify their opinion. Finally, T allows for any other students' observations or experiences to be shared. This final exercise introduces a discussion and reflexion regarding the lesson.

4.2.2 Reflection

Prior to the beginning of the lesson, students were informed about the purpose of that day's lesson. As it was the first time students and the research had met, there was an initial hesitance on both sides. During the lesson students showed interest in the topic and asked questions. Some were struggling with grasping the concept of Three Circles by Kachru and therefore it was transposed onto an imaginary situation of Czech being a world language. Amused, students continued to take part in the lesson. An interesting finding was that the students had little issues understanding the speaker in activity 6: Javier Bardem. Their feedback was recorded in the questionnaire.

4.2.3 Re-design Proposal

Based on the first trial, the researcher decided to lead in with less restrictive term “Englishes”, that will allow students to contemplate more freely. Furthermore a decision was made to include more about Spanish speaker before listening to /watching Javier Bardem. Also, an exercise was created that would touch upon some of Spanish speakers’ pronunciation features prior to watching the video. It was thought to stimulate independent activity in students.

4.2.4 Lesson Plan and Worksheet v.2

Overall Aims and Goals for VAK3 – Friday morning

The aims and goals remain consistent with the previous version. However, more focus was given to the specifics of Spanish speaker of English. To this end, an exercise called A SPANISH SPEAKER was included in the lesson. The sheet is included in **Appendix 2**.

| | |
|-------------------------|---|
| Class profile | 20, B1 –B2 |
| Materials and resources | Worksheet v.1, Audio material adopted from Swan and Smith (2003), Online video featuring Javier Bardem |
| Topic, context | World Englishes, NNSE – Spanish speaker |
| Time | 90 minutes |
| Aims | Students will become aware of different varieties of English and gain insight into specifics of a Spanish speaker of English |
| Objectives | Students will draw on their current knowledge to identify various speakers of English. Students will become aware of distinct varieties of English spoken around the world. Students will be able to critically evaluate the specifics of Spanish speaker of English. |
| Evaluation/ Assessment | Students will work as a class and in groups. Feedback will be given and discussed after each exercise. |
| Anticipated knowledge | Students should have some knowledge of English-speaking countries around the world |
| Anticipated problems | SS might not have sufficient listening skills to appreciate differences between various speakers. |

| | |
|---------------------|--|
| | Students might lack motivation to learn about non-standard forms of English. Students might not find the lesson relevant. |
| Interaction pattern | Class work, pair work |
| Follow-up HW | Online questionnaire |

Activity 1: HAVE YOUR SAY, Englishes

Timing: 10 minutes

Aim: Students discuss the possible meaning of “Englishes”

Description: Teacher writes the phrase “Englishes” on the board and asks students to write down their ideas about the meaning of the phrase. After a minute, students take turns in answering, teacher writes ideas on the board. T points out that the word is in plural, suggesting there may be more than one English. Finally, teacher clarifies that there are a number of “versions” or so called varieties of English spoken around the globe and introduces the term “World Englishes” with a definition, “*World Englishes is a term for describing varieties of English used around the world*”. Then, T elicits more ideas about where in the world the Englishes is used. T prompts SS whether they have visited an English speaking country and if so, which.

Activity 2: LISTENING, Sounds like English, but ...

Timing: 5 minutes

Aim: SS distinguish among various speakers of English

Description: SS work in pairs. They will listen to extracts of newscasts, trying to decipher the origin of the speaker by contextual clues. This time, SS are explicitly made aware that there are clues in the tracks. Firstly, each excerpt is played twice. Then the T plays each excerpt once again allowing time for SS to write down

solutions. T then asks the class for their solution for each of the speaker and points out the contextual clue. A plenary discussion follows at the end.

Activity 3: A SPANISH SPEAKER

Timing: 20 minutes

Aim: SS will be able to select examples from a list that correspond with pronunciation features observed in a Spanish speaker of English

Description: T introduces the activity and explains that SS are expected to match each feature with an example. T monitors while SS work. SS are allowed to work with their partner and encouraged to ask questions. Feedback is given after each section in plenary form.

Activity 4: LISTENING, Javier Bardem

Timing: 10 minutes

Aim: SS will be able to compare NNS pronunciation to a standard RP. SS will transcribe a spoken language.

Description: SS will watch a video featuring actor Javier Bardem. T elicits whether SS recognize the name of the actor and asks about his nationality. Firstly, the T plays the whole interview at once. SS are encouraged to listen for gist. With the second listening SS are asked to identify instances, in which the speaker may have made a mistake. After the second listening and discussion, students will transcribe several sentences.

GRAPH, English in the Changing World

Timing: 15 minutes

Aim: SS choose which countries belong to which circle according to Kachru's Three Circles.

Description: T explains the theory of Kachru's Three Circles, giving 1 example for each circle. SS are then prompted for their questions. Then, SS are asked to form small groups of up to 4 SS and are given strips of paper with names of countries. T explains that their task is to identify which circle does each country belong and allows 3 minutes for the first stage. T monitors SS, gives appraisal and hints. After 3 minutes, T pauses and waits for attention, then elicits their answers for the Inner circle countries from students. Stages 2 and 3 follow the same pattern. T answers questions from SS regarding the exercise.

Activity 6: HAVE YOUR SAY, “In order to be understood, one has to speak correctly.”

Timing: 10 - 15 minutes

Aim: SS will argue and justify their opinion regarding the above statement.

Description: T reads out loud the statement and allows students to prepare their argumentative stand. Then volunteers are invited to give and justify their opinion. Finally, T allows for any other students' observations or experiences to be shared. This final exercise introduces a discussion and reflexion regarding the lesson.

4.3 Questionnaire

The total of 26 questions for VAK2 and 32 questions for VAK3 was asked. The first part gathered data regarding foreign languages students study, their plans upon graduation and likelihood of spending time abroad in order to gain insight in whether they could be motivated to learn English for intercultural communication. The second part prompted for a feedback regarding students' perception of the material taught. The third part elicited students' own definition of English as a lingua franca and their attitude towards learning more about NNSE in lessons of EFL. An online questionnaire was deployed for easier data analysis and correlation. As a motivation, students were offered a small compensation in the form of a coffee voucher.

4.3.1 Participants

All participants were students of Gymnázium Omská in Prague, Czech Republic, their age ranged between 17 and 18 years of age. As the lesson took place during elective seminars, where there was a risk of low attendance. There were a total of 22 (15+7) participants of the lessons.

4.3.2 Questionnaire Findings

Out of 22 eligible respondents, 10 (5+5) filled in the questionnaire online. The most widely studied languages were German and Spanish. In regards to the first part, all respondents indicated their intention to study at a tertiary education institution in the future and a 70% majority saw themselves very likely to spend time abroad. Further 70% of these would be likely to choose a course taught in English when studying at a university. 40% of respondents thought it neither likely nor unlikely

that they would use English with other NNSE. The other 60% declared they saw this kind of communication as probable.

Results from the second part are differentiated according to the lesson respondents attended. VAK2 respondents were overall very satisfied with the presentation of the material (80%). The same number of respondents found ideas presented clearly; however, instructions were perceived as less clear and understandable by 60% of respondents. In regards to individual exercises, respondents indicated mostly positive perception of all except “LISTENING, Sounds like English, but ...”.

VAK3 respondents were overall less satisfied with the presentation of the material and found instructions less clear and understandable (60%). Furthermore, there has been a large spread of perceiving the lesson content and a significantly low interest in the exercise “SPANISH SPEAKER”. On the other hand, the majority of respondents (60%) indicated the exercise ‘SPANISH SPEAKER, PROSTHETIC “E”’ is interesting.

In the final part, respondents were asked to define the term English as a lingua franca in their own words. The majority (60%) has provided answers that indicated understanding of the term. All respondents found the lesson relevant (60% more agreed than disagreed, 40% strongly agreed) and all indicated, that they had learnt something new. Only 40% strongly agreed with the appropriateness of the level of the lesson to their level of English and only 20% were inclined towards learning more about other NNSE (i.e. indicated ‘more agree than disagree’ with the statement “ I would like to learn more about how other non-native speakers of English use the language”).

4.4 Reflection of Practical Part

4.4.1 Analysis of a Spanish speaker of English

It has been indicated that Spaniards make errors in vocalic minimal pairs. Secondly, initial plosive consonant sounds lose aspiration and become pronounced as their voiced counterparts. Thirdly, there is a tendency towards strong devoicing and dropping of final consonant sounds and groups of sounds. And fourthly, in initial consonant groups featuring /s/ and a consonant, the Spanish speaker adds a vocal /e/ which eases the pronunciation of the following consonant group. These are only some of the features and their choice for the purposes of this research has shown relevant but somewhat incomplete.

4.4.2 Worksheet and a lesson discussion

The material was overall successful in presenting a different perspective on the use of English language in an EFL class. Both of the trial lessons had engaged students in discussion and exchanges with the teacher and among themselves in English, as was intended. On the other hand, the material paid more attention to World Englishes than presenting ELF perspective and had no contingency for the case of low attendance. This arose as a major flaw in the second lesson, which ended after about 60 minutes.

4.4.3 Questionnaire Discussion

As anticipated, there has been a lower response rate, less than 50%. Despite that, the design has allowed for some valuable information to be gathered.

5 Discussion

Literature review suggests that there is a multitude of opinions regarding the course along which the future of the language could develop. There are opinions that the position of English might weaken with time and increasing economic importance of countries where English is not a native tongue. The so-called ‘difference vs. deficiency’ debate regarding the English language brings valid arguments on both sides. While some argue for changing the paradigm of looking at speakers’ needs, others insist on the need for strengthening the role of standardized language varieties.

ELF remains an area of research in its pioneering stage. Applying the findings regarding phonological syllabus of ELF could redistribute teaching time to other areas such as receptive skills. Assuming this step would free teaching time and this time would then be perfectly utilised to increase the speakers’ abilities to communicate across cultures, there is still the question of social implications of ‘non-nativeness’ and possibly prestige. However, such speaker would be more equipped to compensate for varying degrees of proficiency in other NNSE.

That Spanish speakers of English struggle greatly with pronunciation features has been supported not only throughout the literature studied but also in the process of creating the lesson plan and choosing authentic material on the Internet. It has proven difficult to obtain a suitable sample of a Spanish speaker of English that would be both relevant and sufficiently ‘proficient’ in the use English language. Most of potentially interesting material encountered could be put in one of two categories. Either the speaker was highly proficient and thus irrelevant as a ELF speaker or the speaker was unintelligible to the point it rendered their communication unusable in a class. The chosen interview with Javier Bardem represents a

compromise in attempt to portray at least some of the specifics of a Spanish speaker of English.

In overall, there has been a great discrepancy between receptions of the two classes taught. The first class attended in greater numbers and was more cooperative in discussions. Their interest in the topic was evident from the very beginning, which manifested itself in the questionnaire. Particularly interesting and positive were the reactions from the students whose second foreign language was Spanish. Their cooperation was outstanding and responses indicated overall higher interest in the lesson. In a way, these students may have had an experience closer to a CLIL lesson.

The second lesson was attended by less than half of the number anticipated, affecting the timing of the lesson and making group activities less effective. The class took place on Friday morning, which may have been a factor influencing the attitude of the students. Students were reluctant to cooperate from the start, making the lesson focused mainly on receptive skills a difficult undertaking. The exercise A SPANISH SPEAKER polled as the least interesting one in perception of the students overall which underpinned the conclusion, that the lesson left them with more to be desired.

In summary, the material fell short on presenting ELF perspective for several reasons. Firstly, there are currently no methodological guidelines to follow when creating a lesson focused on ELF. Secondly, with a few exceptions there was low motivation to learn about Spanish speaker. Thirdly the researchers bias towards the topic may have taken priority over goal of achieving a relevant, captivating and generally pupil-centred lesson. Related to this is the researchers lack of experience in teaching at upper-secondary level. Fourthly, the authentic material used was sufficiently relevant to compensate for its complexity. Nonetheless, a major

contribution to the research was the finding that respondents who indicated willingness to study abroad also anticipated the use of English as lingua franca. Furthermore, all respondents indicated that the lesson was relevant and that they had learnt something new, even though their interest in exploring the topic of NNSEs could be described as low at its best.

6 Conclusion

ELF is currently not a dominant approach to ELT, however, it brings up important points about the changes that have been taking place and are expected to impact on the way English is spoken around the world. While curricular documents on supranational level favour multilingualism, focus of the Czech national curriculum remains in line with the paradigm of English as a foreign language and development of skills aimed primarily at communicating with a native speaker. The pilot of two lessons aimed at introducing the perspective of ELF and specifics of Spanish speaker has not stood to expectations. While this research has been unsuccessful in presenting all the aspects of ELF, it has been instrumental in bringing current topics concerning the use of English language to the students' attention.

It is questionable in which format should the ELF perspective be put forward in order to be used along current curricular structure in general upper-secondary education. Due to lacking methodology, the initiative will for now lie mainly with teachers and their consideration for their pupils' future needs. The Internet provides an opportunity to advance ELF, students should be encouraged to engage in extensive listening of NNSE and be motivated to create their own content in English.

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8 Appendices

8.1 Appendix 1, Teaching material v.1, VAK2

ENGLISH AS A LINGUA FRANCA – JUNE 2015

PART1

WARM-UP: Have your say

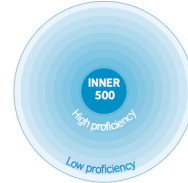
- What do you imagine under the term “World Englishes”

GRAPH: English in the Changing World

- Look at the graphs and give examples of countries for each category.



3.2 The 'three circles of English' as conceived by Kachru (1985).



3.3 Representing the community of English speakers including a wide range of proficiencies.

adopted from Graddol (2006)

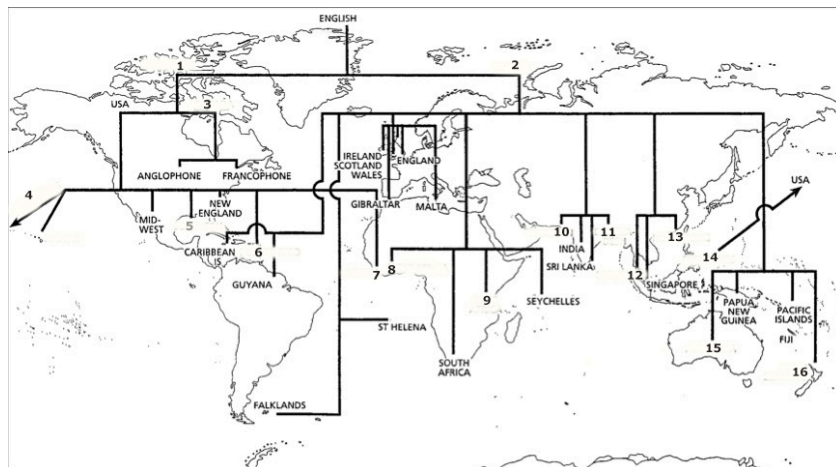
| Inner | Outer | Expanding |
|-------|-------|-----------|
| | | |

MAP: English All Over

Place the names of the countries into the correct part of the tree.

What other information does the map give us? Think outside of the box!

| Country/ Variety |
|---|
| American, British Pakistan, Bangladesh West Africa, East Africa Liberia Malaysia, Hong Kong |
| Philippines Southern, Mid-West Puerto Rico, Hawaii Australia, New Zealand Canada |



adopted from: Crystal (1997)

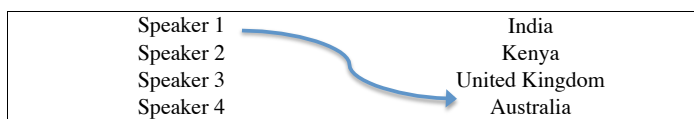
BONUS QUESTIONS:

Why do they use a variety of American English in (7)?

Why do they use a variety of British English in (13) ?

LISTENING: Sounds like English, but ...

Listen to all four speakers, and then guess the Speaker's nationality. Pay attention to pronunciation.



adopted from Swan and Smith (2003)

PART 2

LISTENING: One language, many speakers

- Before listening, read the following text.
- Listen and underline places in the text where speakers sounds Focus on pronunciation.
- Guess each speaker's mother tongue.

SPEAKER 1: _____

SPEAKER 2: _____

SPEAKER 3: _____

*“If you're going shopping John, could you get me these few things please?
3 kilos of beans, six fillets of fish, some bread and yellow peppers, a bag of apples, half
a kilo of large tomatoes, a coffee pot, some corned beef and a pork pie, a cookery book,
one tube of butter, 2 tubes of glue, the turkey for Thursday, eight paper plates, a Dover
sole, a light white wine, some brown flour, some pure olive oil, some beer - not too
dear, a pair of jeans to wear, six packets of crisps, a television magazine, some orange
juice and some Dutch cheese, cut thick or thin.
Thanks very much for your help John.”*

adopted from Swan and Smith (2003)

LISTENING: Javier Bardem

- Let's make a transcript of an interview with Javier Bardem!
- You will hear the segment several times, make subtitles for the clip.

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

video available at <https://youtu.be/V-ubOISgJR8>

CALM DOWN: Have your say

- Do you agree with the statement **“It is better to be correct than understood.”**?
- Present and justify your opinion, providing examples

8.2 Appendix 2, Teaching material v.2, VAK3

ENGLISH AS A LINGUA FRANCA – JUNE 2015

WARM-UP: Have your say

What do you imagine under the term “Englishes”

LISTENING 1: Sounds like English, but ...

Listen to all four speakers, and then guess the Speaker’s nationality. Pay attention to pronunciation.

| | |
|-----------|----------------|
| Speaker 1 | India |
| Speaker 2 | Kenya |
| Speaker 3 | United Kingdom |
| Speaker 4 | Australia |

adopted from Swan and Smith (2003)

LISTENING 2: One language, many speakers

Before listening, read the following text. Guess each speaker’s mother tongue.

SPEAKER 1: _____

“If you’re going shopping John, could you get me these few things please?

3 kilos of beans, six fillets of fish, some bread and yellow peppers, a bag of apples, half a kilo of large tomatoes, a coffee pot, some corned beef and a pork pie, a cookery book,

SPEAKER 2: _____

one tube of butter, 2 tubes of glue, the turkey for Thursday, eight paper plates, a Dover sole, a light white wine, some brown flour, some pure olive oil, some beer - not too

SPEAKER 3: _____

dear, a pair of jeans to wear, six packets of crisps, a television magazine, some orange juice and some Dutch cheese, cut thick or thin.

Thanks very much for your help John.”

adopted from Swan and Smith (2003)

A SPANISH SPEAKER:

VOWELS: While the Received Pronunciation has 12 vowels, Spanish uses only 5. This results in words that differ in meaning and spelling being pronounced the same. Choose from the options below:

pool X pull *cat X cut* *caught X cot* *sheet X sh*t* /abaut/ /b3: 0/

English /ɪ/ and /i:/ – correspond to Spanish /i/ >

Eng. /ɑ:/, /æ/, /ʌ/ correspond to Sp. /a/ >

Eng. /ɔ:/ and /ɒ/ correspond to Sp. /o/ >

Eng. /u/ and /ʊ/ correspond to Sp. /u/ >

Eng. /ɜ:/ and /ə/ have no correspondence in Spanish >

What happens with them?

/ə/ is replaced with a strong pronunciation of the written vowel >

/ɜ:/ is replaced with /i/ or /e/ + /r/ (trill) >

CONSONANTS: Among many others:

/p/, /t/, /k/ at the beginning of a word lose aspiration and end up sounding as /b/, /d/, /g/ >

/z/ doesn’t appear in Spanish, /s/ is used *s* and *z* > *lacy* for both *lazy* and *lacy*

/h/ doesn’t appear in Spanish, /x/ is pronounced instead > I /xæv/ a cat

DEVOICING/DROPPING OF FINAL CONSONANTS and CONSONANT GROUPS:

especially *-ed* ; *-ing*:

kicked > kick

I’m going > I’m goin

PROSTHETIC “e”: In Spanish, they add an /e/ before each /s/ + consonant at the beginning of a word. Which of the following words would the Spanish speaker adjust in such manner?

stop

speak

song

some

sound

star

stupid

Skype

TWO- AND THREE-PART VERBS: Rewrite to avoid a multi-part verb, you may alter the meaning:
I don't want to put up with them anymore.

Children look up to their parents.

If everybody chips in, we can be done before noon.

PHRASES: 'be'+ adjective in English are expressed in Spanish by 'have'+ noun. Transform into English:
I have fear.

You have reason.

I have heat.

based on Swan and Smith (2003)

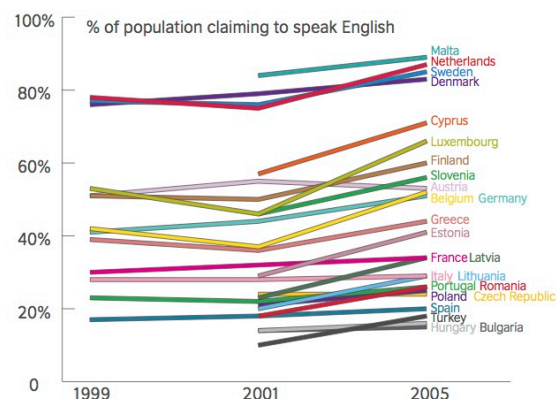
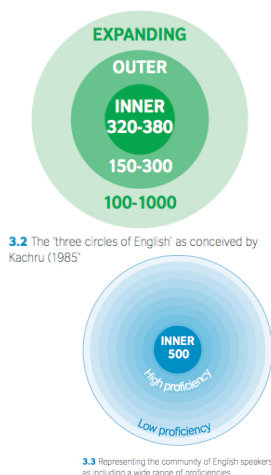
LISTENING 3: Javier Bardem

Listen to an interview with the actor Javier Bardem. Afterwards, note down his answer to the reporter's question. What can you say about his pronunciation?

video available at <https://youtu.be/V-ubOISgJR8>

GRAPH: English in the Changing World

Group the strips with the names of countries according to the Circle they belong to.



adopted from Graddol (2006)

CALM DOWN: Have your say

Do you agree with the statement "In order to be understood, one has to speak correctly.?"

Present and justify your opinion, provide examples.

8.3 Appendix 3, Questionnaire

ELF: A case study

Section 1 of 4: This is about you!

*Required

1. What other languages besides English and Czech do you study/speak? *

Tick all that apply.

- German
- Spanish
- French
- Russian
- Vietnamese
- Italian
- Other:

2. After graduation, do you intend to study at a university or other institution of tertiary education? *

Mark only one oval.

- Yes
- No

3. How likely do you see yourself studying and/or spending time abroad? *

This can include studying a university abroad, Erasmus scholarships, European Volunteering Service, Work and Travel Programmes, Au-Pair, etc.

Mark only one oval.

| | | | | | | |
|---------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Very unlikely | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very likely |

4. If so, would you prefer a course taught in the English language? *

Mark only one oval.

| | | | | | | |
|---------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Very unlikely | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very likely |

5. How likely do you see yourself using English with other non-native speakers? *

This could be for example at work, during holidays or studies, in your extracurricular activities, or when asked on the street and so on.

Mark only one oval.

1 2 3 4 5

Very unlikely Very likely

6. Which class you did attend? *

Mark only one oval.

- VAK2 – Wednesday afternoon *Skip to question 7.*
- VAK3 – Friday morning *Skip to question 20.*

VAK2 – teaching and lesson quality

Section 2 of 4: This is what we did together.

Please indicate your attitude towards the following statements regarding the quality of teaching material and the lesson itself.

7. The teaching material was well presented. *

Please indicate the extent to which you agree with the statement.

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

8. The instructions were clear and understandable *

Please indicate the extent to which you agree with the statement.

Mark only one oval.

1 2 3 4 5

Strongly Disagree Strongly Agree

9. The teacher presented ideas clearly *

Please indicate the extent to which you agree with the statement.

Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

10. **The teacher spoke with a pace I could understand. ***

Please indicate the extent to which you agree with the statement.
Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

11. **The teacher answered my questions well ***

Please indicate the extent to which you agree with the statement.
Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

12. **The teacher was prepared and organized for the lesson. ***

Please indicate the extent to which you agree with the statement.
Mark only one oval.

1 2 3 4 5

Strongly disagree Strongly agree

13. **WARM-UP: Have your say "World Englishes" ***

Please indicate how interesting you found the activity
Mark only one oval.

1 2 3 4 5

Not at all interesting Very interesting

14. **GRAPH: English in the Changing World ***

Please indicate how interesting you found the activity
Mark only one oval.

1 2 3 4 5

Not at all interesting Very interesting

15. **MAP: English All Over ***

Please indicate how interesting you found the activity
Mark only one oval.

1 2 3 4 5

Not at all interesting Very interesting

16. **LISTENING: Sounds like English, but ... ***

Please indicate how interesting you found the activity
Mark only one oval.

| | | | | | | |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all interesting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very interesting |

17. **LISTENING: One language, many speakers ***

Please indicate how interesting you found the activity
Mark only one oval.

| | | | | | | |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all interesting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very interesting |

18. **LISTENING: Javier Bardem ***

Please indicate how interesting you found the activity
Mark only one oval.

| | | | | | | |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all interesting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very interesting |

19. **CALM DOWN: "It is better to be correct than understood." ***

Please indicate how interesting you found the activity
Mark only one oval.

| | | | | | | |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all interesting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very interesting |

Skip to question 40.

VAK3 – teaching and lesson quality

Section 2 of 4: This is what we did together.

Please indicate your attitude towards the following statements regarding the quality of teaching material and the lesson itself.

20. **The teaching material was well presented. ***

Please indicate the extent to which you agree with the statement.
Mark only one oval.

| | | | | | | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Strongly Disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Strongly Agree |

21. The instructions were clear and understandable *

Please indicate the extent to which you agree with the statement.
Mark only one oval.

| | | | | | | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Strongly Disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Strongly Agree |

22. The teacher presented ideas clearly *

Please indicate the extent to which you agree with the statement.
Mark only one oval.

| | | | | | | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Strongly disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Strongly agree |

23. The teacher spoke with a pace I could understand. *

Please indicate the extent to which you agree with the statement.
Mark only one oval.

| | | | | | | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Strongly disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Strongly agree |

24. The teacher answered my questions well *

Please indicate the extent to which you agree with the statement.
Mark only one oval.

| | | | | | | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Strongly disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Strongly agree |

25. The teacher was prepared and organized for the lesson. *

Please indicate the extent to which you agree with the statement.
Mark only one oval.

| | | | | | | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Strongly disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Strongly agree |

26. WARM-UP: Have your say "Englises" *

Please indicate how interesting you found the activity.
Mark only one oval.

| | | | | | | |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all interesting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very interesting |

27. **LISTENING1: Sounds like English, but ... ***

Please indicate how interesting you found the activity.
Mark only one oval.

| | | | | | | |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all interesting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very interesting |

28. **LISTENING2: One language, many speakers ***

Please indicate how interesting you found the activity.
Mark only one oval.

| | | | | | | |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all interesting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very interesting |

29. **A SPANISH SPEAKER: ***

Please indicate how interesting you found the activity.
Mark only one oval.

| | | | | | | |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all interesting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very interesting |

30. **A SPANISH SPEAKER: overall ***

Please indicate how interesting you found the activity.
Mark only one oval.

| | | | | | | |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all interesting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very interesting |

31. **A SPANISH SPEAKER: VOWELS ***

Please indicate how interesting you found the activity.
Mark only one oval.

| | | | | | | |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all interesting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very interesting |

32. **A SPANISH SPEAKER: CONSONANTS ***

Please indicate how interesting you found the activity.
Mark only one oval.

| | | | | | | |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all interesting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very interesting |

33. A SPANISH SPEAKER: DEVOICING *

Please indicate how interesting you found the activity.
Mark only one oval.

| | | | | | | |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all interesting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very interesting |

34. A SPANISH SPEAKER: PROSTHETIC "e" *

Please indicate how interesting you found the activity.
Mark only one oval.

| | | | | | | |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all interesting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very interesting |

35. A SPANISH SPEAKER: TWO- AND THREE-PART VERBS *

Please indicate how interesting you found the activity.
Mark only one oval.

| | | | | | | |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all interesting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very interesting |

36. A SPANISH SPEAKER: PHRASES *

Please indicate how interesting you found the activity.
Mark only one oval.

| | | | | | | |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all interesting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very interesting |

37. LISTENING: Javier Bardem *

Please indicate how interesting you found the activity.
Mark only one oval.

| | | | | | | |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all interesting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very interesting |

38. GRAPH: English in the Changing World *

Please indicate how interesting you found the activity.
Mark only one oval.

| | | | | | | |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all interesting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very interesting |

39. **CALM DOWN: Have your say "In order to be understood, one has to speak correctly." ***

Please indicate how interesting you found the activity.
Mark only one oval.

| | | | | | | |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Not at all interesting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very interesting |

Skip to question 40.

ELF - Conclusion

The final section seeks to find out more about your attitudes towards ELF and its eventual incorporation into a teaching English in upper-secondary level classes.

40. **In your own words, what is English as a lingua franca? ***

.....

.....

.....

.....

.....

41. **I found the topic of ELF (English as a lingua franca) interesting. ***

Mark only one oval.

| | | | | | | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Strongly Disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Strongly Agree |

42. **I found the lesson relevant. ***

Mark only one oval.

| | | | | | | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Strongly Disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Strongly Agree |

43. **I have learnt something new. ***

Mark only one oval.

| | | | | | | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | |
| Strongly Disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Strongly Agree |