



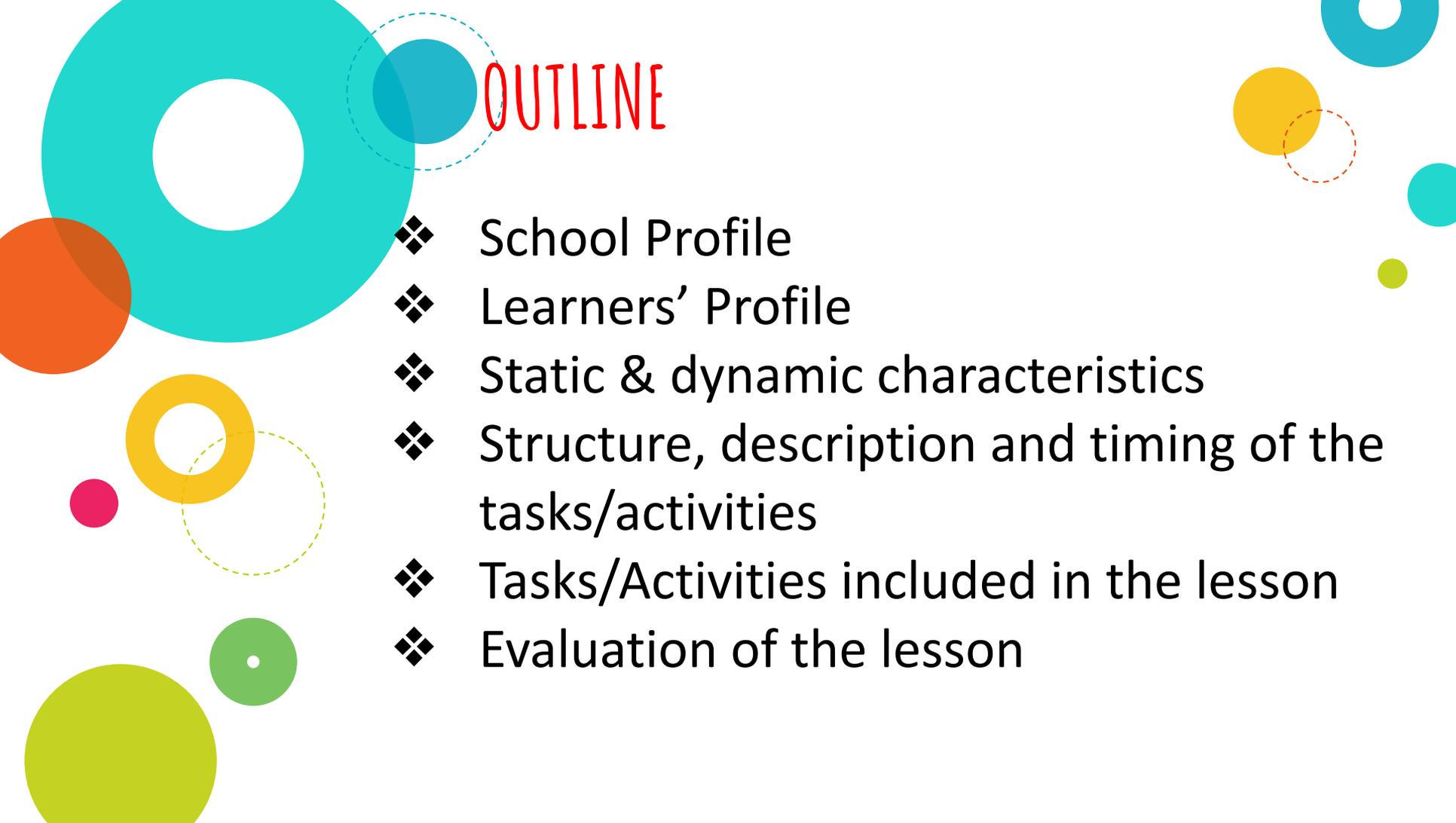
"ENGLISH AS A LINGUA FRANCA PRACTICES FOR INCLUSIVE MULTILINGUAL CLASSROOMS (ENRICH)"  
AN ELF AWARE TEACHING PRACTICE

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1ST EXPERIMENTAL PRIMARY SCHOOL-GREECE



**ENRICH-2021**  
1<sup>st</sup> International Conference on  
ELF-Aware Practices  
for Inclusive Multilingual Classrooms



# OUTLINE

- ❖ School Profile
- ❖ Learners' Profile
- ❖ Static & dynamic characteristics
- ❖ Structure, description and timing of the tasks/activities
- ❖ Tasks/Activities included in the lesson
- ❖ Evaluation of the lesson

## ENGLISH NOWADAYS HAS BEEN DEVELOPED INTO A NEW REALITY.

- It is no longer considered to be a “foreign” language
- It is a tool of communication for non-native speakers all over the world
- Grammatical correctness seems to give way to communicative effectiveness
- It is a lingua franca whose excessive use leads to the need to rethink the way we teach it in our classrooms.



## SCHOOL PROFILE

**School name:** 1st Experimental Primary School-AUTH

**No of Students:** 220

**No of teachers:** 27

Our school is committed to academic excellence and encourages personal initiative, creativity and curiosity.

The following lesson was designed to increase my learners' performance during the implementation phase of the "ENRICH Continuous Professional Development Course" which helped me raise awareness on ELF pedagogy.



This original lesson was designed and taught in my classroom at the end of the school year

## LEARNERS' PROFILE



- No of learners in class: 21**
  - Age(s): 11
  - Mother tongue(s): Greek
  - Nationality(-ies): Greek
  - Level of proficiency in English: A1-A2
  - Other languages they use: English, Albanian, Russian, French, German
  
- Learners' current use of English:** The students use English mostly at school but also during classes in private institutions, playing computer games, etc. I have made a [padlet](#) for them to write down the instances in which they use the English language

padlet

Athina + 26 + 10mo

## Where and how do you use English outside the classroom?

Think about the situations you use English in your everyday life

DOOKS.

**John Ts.**  
I play video games and read books in English. I also watch TV in English.

**Anonymous 2yr**  
Books

**John Ak**  
I use English for my homework. I listen to music in English. I read a

**Στέλλα**  
I use english in the e-learning, I read some things in english or in order to make a joke.

**Anonymous 2yr**  
Αστέριος X.  
  
I play lot of games. I read lot of books.

**Anonymous 2yr**  
Anastasia

when I listen to music.

**Anonymous 2yr**  
Aggelos  
I use English when I travel

**Anonymous 2yr**  
Μαρια Στελλα  
  
I use English when I'm listening to a radio station music or internet music.

**Anonymous 2yr**  
Playing video games!🎮

**NickR**

**Anonymous 2yr**  
ναταλια  
I use English at my games and when I travel

**Elena Kappa 2yr**  
Δημήτρης X.  
I use English when I play with foreign kids.

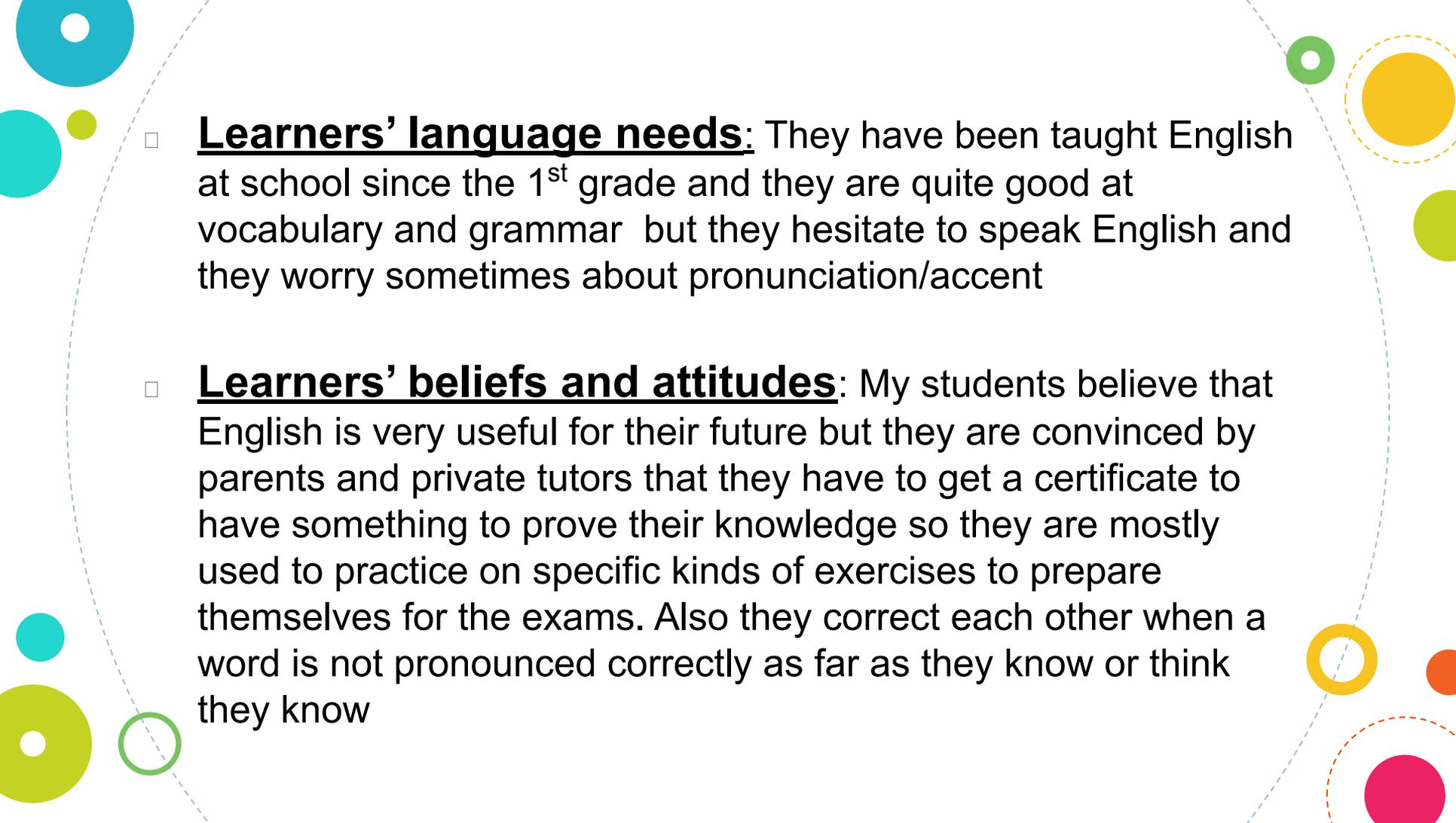
**Anonymous 2yr**  
POLYXENI  


**Anonymous 2yr**  
Theo  
  
I use english to communicate with my friend that is bored to write greek. I use it in computer games too.

**Anonymous 2yr**  
I use English when I want to travel in the other countries  


**Anonymous 2yr**  
Anna D.  
I use English outside the class when I talk with my mum, when I search information on internet, when I talk with my English teacher, when I play computer games and when I travel to another country.

**Σοφία Δεβλιώτη 1yr**  
Odysseas  


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- **Learners' language needs:** They have been taught English at school since the 1<sup>st</sup> grade and they are quite good at vocabulary and grammar but they hesitate to speak English and they worry sometimes about pronunciation/accent
  - **Learners' beliefs and attitudes:** My students believe that English is very useful for their future but they are convinced by parents and private tutors that they have to get a certificate to have something to prove their knowledge so they are mostly used to practice on specific kinds of exercises to prepare themselves for the exams. Also they correct each other when a word is not pronounced correctly as far as they know or think they know

## Materials and resources used in the lesson:

In each classroom there is either a computer or a laptop available connected to the internet and an overhead projector to display the screen on the board. What is more there is a set of speakers and a camera too. And finally there is a whiteboard in each class.

The students bring their coursebooks and workbooks in class and we also use the online interactive books for extra online material. ([UNIT 10 coursebook](#)). For a real life listening we will use a video from You-tube in which a Greek woman asks tourists their opinion about Greek people and what do they love most about Greek people.

## **Class geography:**

The children are seated one in each desk and keep a distance due to coronavirus rules we have to apply in class

## PART A: MY LESSON PLAN

### 1) Static & dynamic characteristics

- **Title of the lesson:** Holidays in Greece
  - **Teaching situation**

- **Purpose of teaching and learning:** To teach English as a foreign language and apply this knowledge in EU projects
- **Curricular specifications:** The curriculum for EFL teaching in Greece is a specific one designed by the Ministry of Education in 2003 and there is a complementary one prepared in 2011 which tries to include new technologies in class, specifies the communicative goals more explicitly.. However, the coursebooks were written some time in 2004 so we need to use extra material in our lessons to be consistent to the new school unified curriculum.

## **Coursebook specifications:**

The coursebook is written for the Ministry of Education in 2004 and is used in all state schools for the 5<sup>th</sup> grade students. It is accompanied by a workbook with extra activities.

## **Overall purpose(s) of the lesson:**

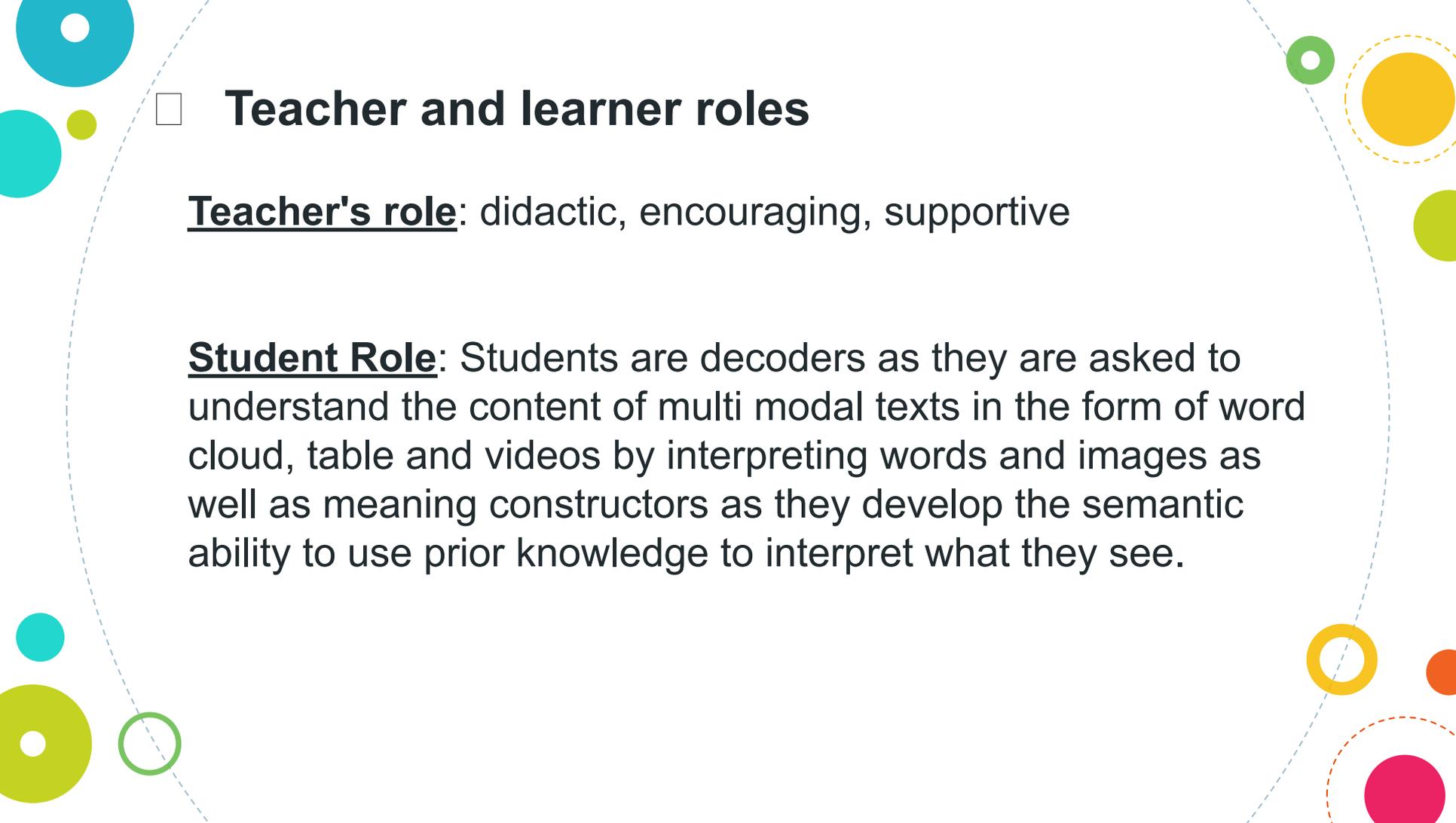
- To raise students' awareness of ELF usage
- To extend their vocabulary
- To develop listening and speaking skills

## Specific objective(s) of the lesson:

- recall pre-taught but also learn new vocabulary related to holidays
- practice listening for gist
- realize how understanding is achieved between non native speakers
- answer simple questions in English
- use the target language to transfer information found in a text written in their mother tongue

- Assessment and/or correction policy:

I do not intend to assess my students but I will let them correct each other after listening and comment on the video extracts



## □ **Teacher and learner roles**

**Teacher's role**: didactic, encouraging, supportive

**Student Role**: Students are decoders as they are asked to understand the content of multi modal texts in the form of word cloud, table and videos by interpreting words and images as well as meaning constructors as they develop the semantic ability to use prior knowledge to interpret what they see.

## **Anticipated problems and ways to overcome them:**

I expect some specific students who feel really confident about using English to speak more. Also I expect my students to use their mother tongue a lot.

## **2) Structure, description and timing of the tasks/activities**

\* Interaction within the classroom; pair work, discussion between the teacher and the learners

\*\* Time allocated to each step (in minutes)

## Lesson Plan

|                | Procedure                                      | Objectives   | Interaction<br>*    | Time<br>** |
|----------------|--|--|---------------------|------------|
| <b>Phase 1</b> | Step 1:<br>Vocabulary<br>revision              | To activate background knowledge and teach new vocabulary on holidays                                    | T-Ss<br>interaction | 10         |
|                | Step 2:<br>Understanding a<br>multi modal text | To read a table with info and use background knowledge, prepare them for the next task                   | T-Ss<br>interaction | 10         |
| <b>Phase 2</b> | Step 3: Listening<br>for gist                  | To listen for gist<br>expose Ls to conversation between non native speakers and promote their confidence | T-Ss<br>interaction | 10         |
| <b>Phase 3</b> | Step 4: Speaking                               | Mediation  | Pairs               | 10         |

### 3) Tasks/Activities included in the lesson

1a. Look the following pictures. What do you believe we are going to deal with in this lesson?

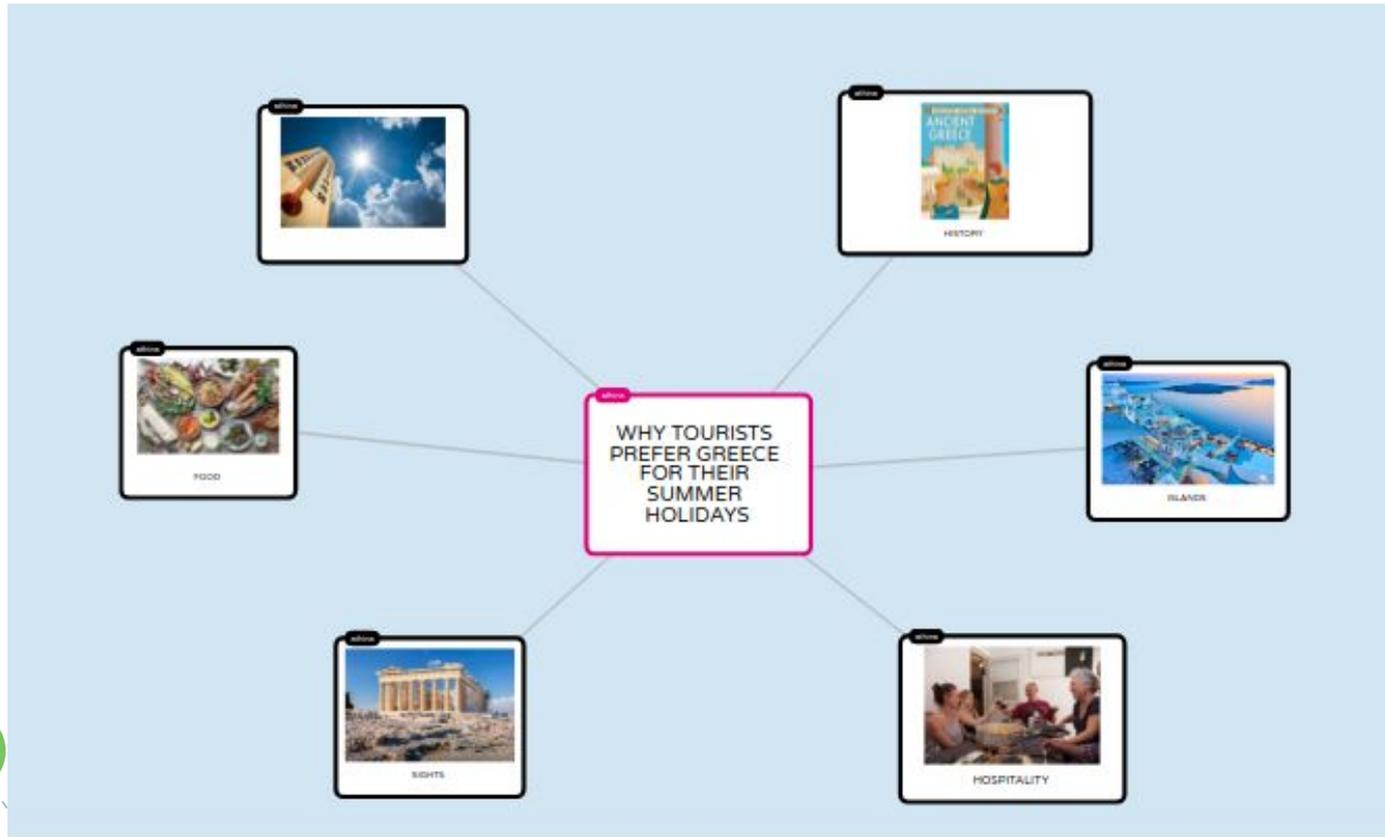


b. Let's make a word cloud with words we know and more.

(we use the online app."mentimeter.com)



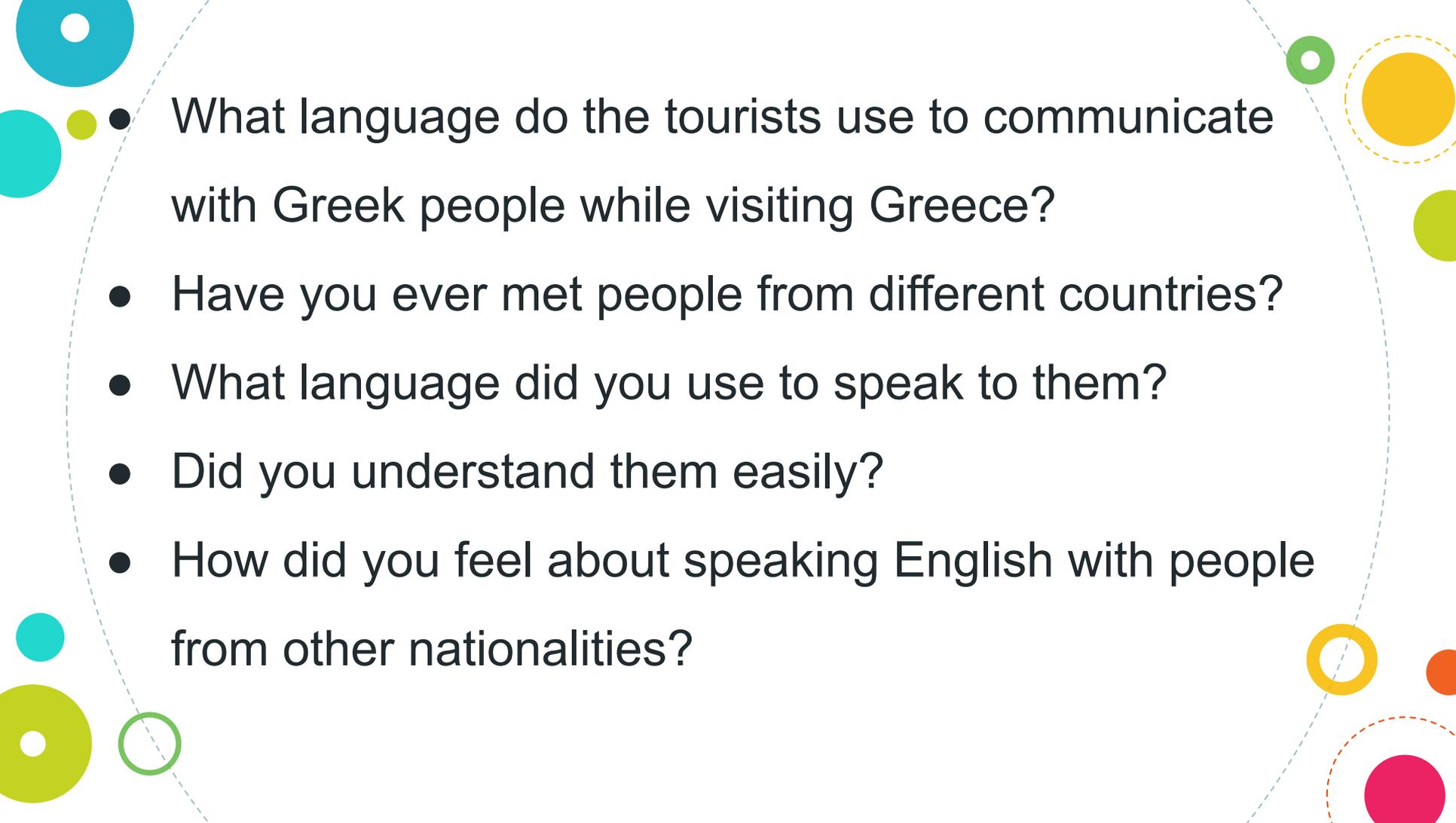
What do you think are the reasons tourists want to spend their summer holidays in Greece?

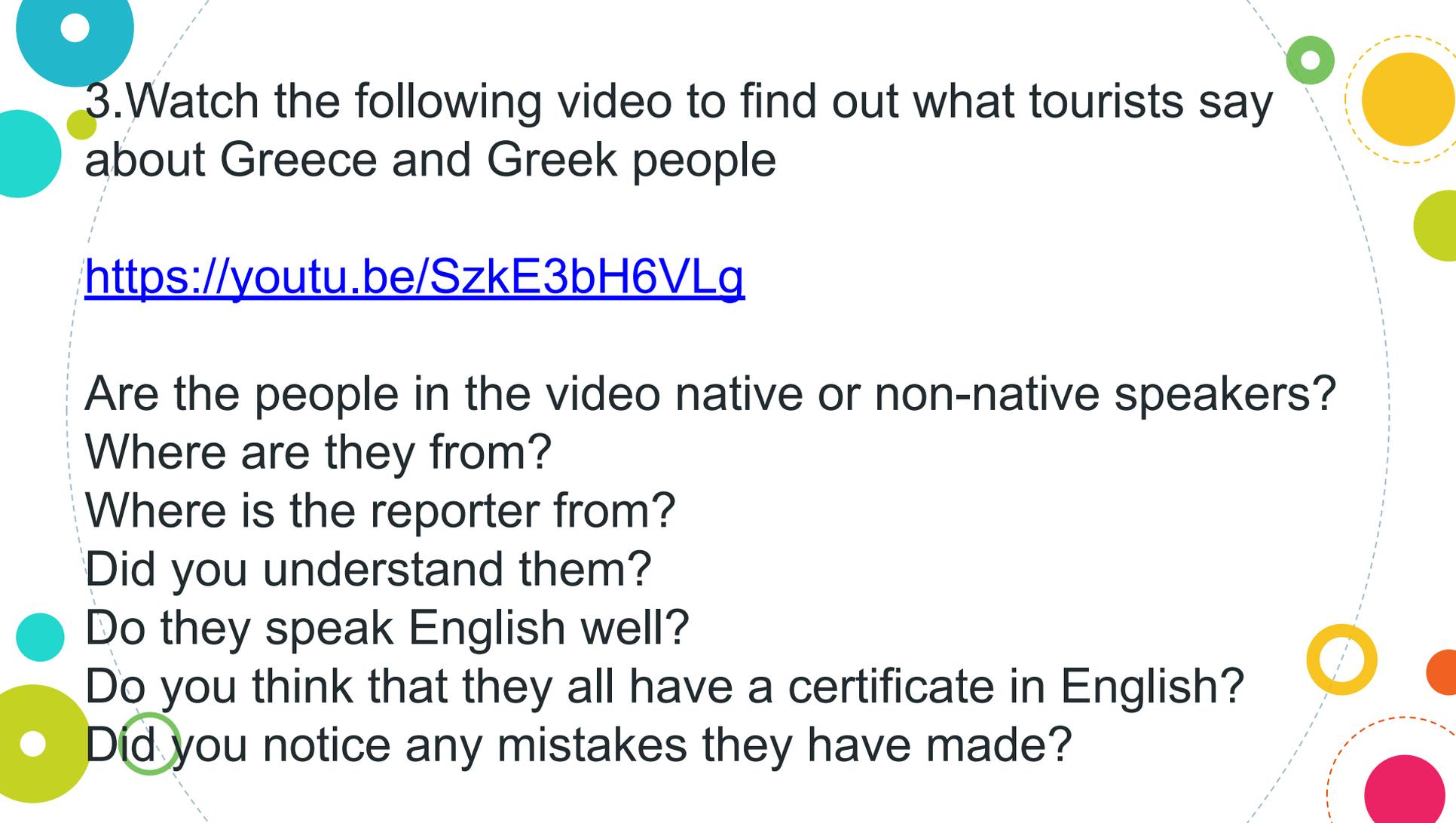


2. Greece seems to be a very popular destination for tourists.

Look at the following table and see how many tourists arrived in 2015 in Greece and which country they came from. Talk about their nationalities and mother tongue.

| Rank | Country   | Number    |
|------|---|-----------|
| 1    |  North Macedonia | 3,023,059 |
| 2    |  Germany         | 2,810,350 |
| 3    |  United Kingdom  | 2,397,169 |
| 4    |  Bulgaria        | 1,900,642 |
| 5    |  France          | 1,522,100 |
| 6    |  Italy           | 1,355,327 |
| 7    |  Turkey          | 1,153,046 |
| 8    |  Poland          | 754,402   |
| 9    |  United States   | 750,250   |
| 10   |  Serbia        | 727,831   |

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- A decorative graphic consisting of a large, light blue dashed circle that frames the text. Various colored circles (solid and hollow) in shades of teal, yellow, green, orange, and pink are scattered around the perimeter of the dashed circle.
- What language do the tourists use to communicate with Greek people while visiting Greece?
  - Have you ever met people from different countries?
  - What language did you use to speak to them?
  - Did you understand them easily?
  - How did you feel about speaking English with people from other nationalities?



3. Watch the following video to find out what tourists say about Greece and Greek people

<https://youtu.be/SzkE3bH6VLg>

Are the people in the video native or non-native speakers?

Where are they from?

Where is the reporter from?

Did you understand them?

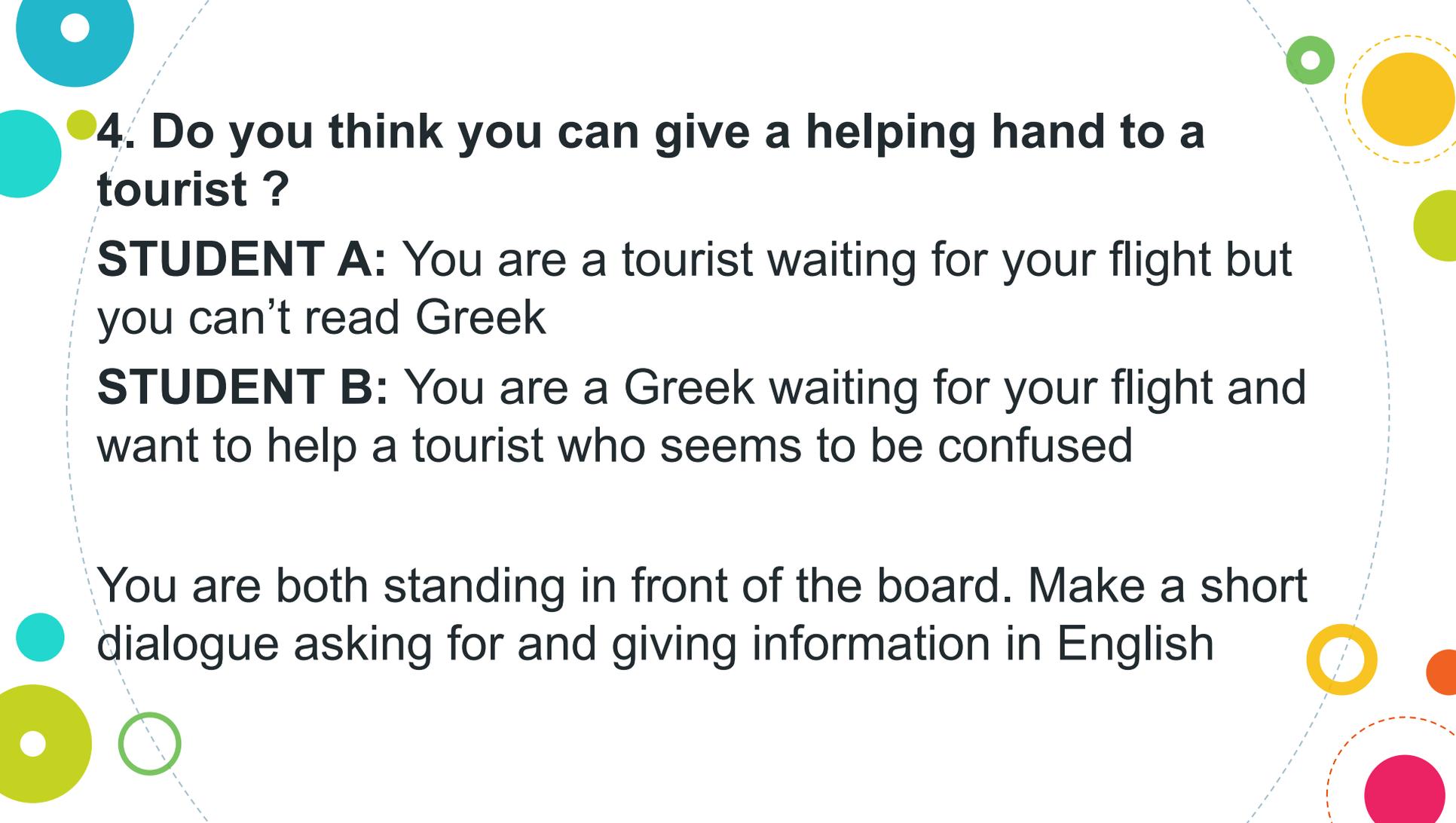
Do they speak English well?

Do you think that they all have a certificate in English?

Did you notice any mistakes they have made?



Nicholas Σουηδία



4. Do you think you can give a helping hand to a tourist ?

**STUDENT A:** You are a tourist waiting for your flight but you can't read Greek

**STUDENT B:** You are a Greek waiting for your flight and want to help a tourist who seems to be confused

You are both standing in front of the board. Make a short dialogue asking for and giving information in English

# Ε ΜΕΔΙΑΤΙΟΝ: SOMEONE WHO DOESN'T SPEAK GREEK

*You are at the Athens International Airport waiting for a friend. A Canadian tourist who cannot read Greek is asking you if Flight OA661 from Mykonos has arrived. Look at the announcement board and explain to him what has happened to the flight.*

| ΑΦΙΞΗ ΑΠΟ    | ΑΕΡΟΠΟΡΙΚΗ ΕΤΑΙΡΕΙΑ    | ΠΤΗΣΗ         | ΜΕΣΩ        | ΑΝΑΜΕΝΟΜΕΝΗ ΑΦΙΞΗ | ΠΡΟΓΡΑΜ/ΝΗ ΑΦΙΞΗ | ΠΑΡΑΤΗΡΗΣΕΙΣ       |
|--------------|------------------------|---------------|-------------|-------------------|------------------|--------------------|
| ΜΙΛΑΝΟ ΜΧΡ   | ALITALIA               | <b>AZ 728</b> |             | 03/02/07 18:15    | 03/02/07 18:25   | Αφίχθη             |
| ΝΤΥΣΣΕΛΝΤΟΡΦ | ΟΛΥΜΠΙΑΚΕΣ ΑΕΡΟΓΡΑΜΜΕΣ | <b>ΟΑ 182</b> | ΘΕΣΣΑΛΟΝΙΚΗ | 03/02/07 18:10    | 03/02/07 18:30   | Αφίχθη             |
| ΜΥΚΟΝΟΣ      | ΟΛΥΜΠΙΑΚΕΣ ΑΕΡΟΓΡΑΜΜΕΣ | <b>ΟΑ 661</b> |             | 03/02/07 19:00    | 03/02/07 18:30   | <b>Καθυστέρηση</b> |
| ΝΤΥΣΣΕΛΝΤΟΡΦ | AEGEAN AIRLINES        | <b>A3 541</b> | ΘΕΣΣΑΛΟΝΙΚΗ | 03/02/07 18:50    | 03/02/07 18:50   | Αναμενόμενη        |
| ΣΑΝΤΟΡΙΝΗ    | ΟΛΥΜΠΙΑΚΕΣ ΑΕΡΟΓΡΑΜΜΕΣ | <b>ΟΑ 559</b> |             | 03/02/07 19:05    | 03/02/07 19:05   | Αναμενόμενη        |

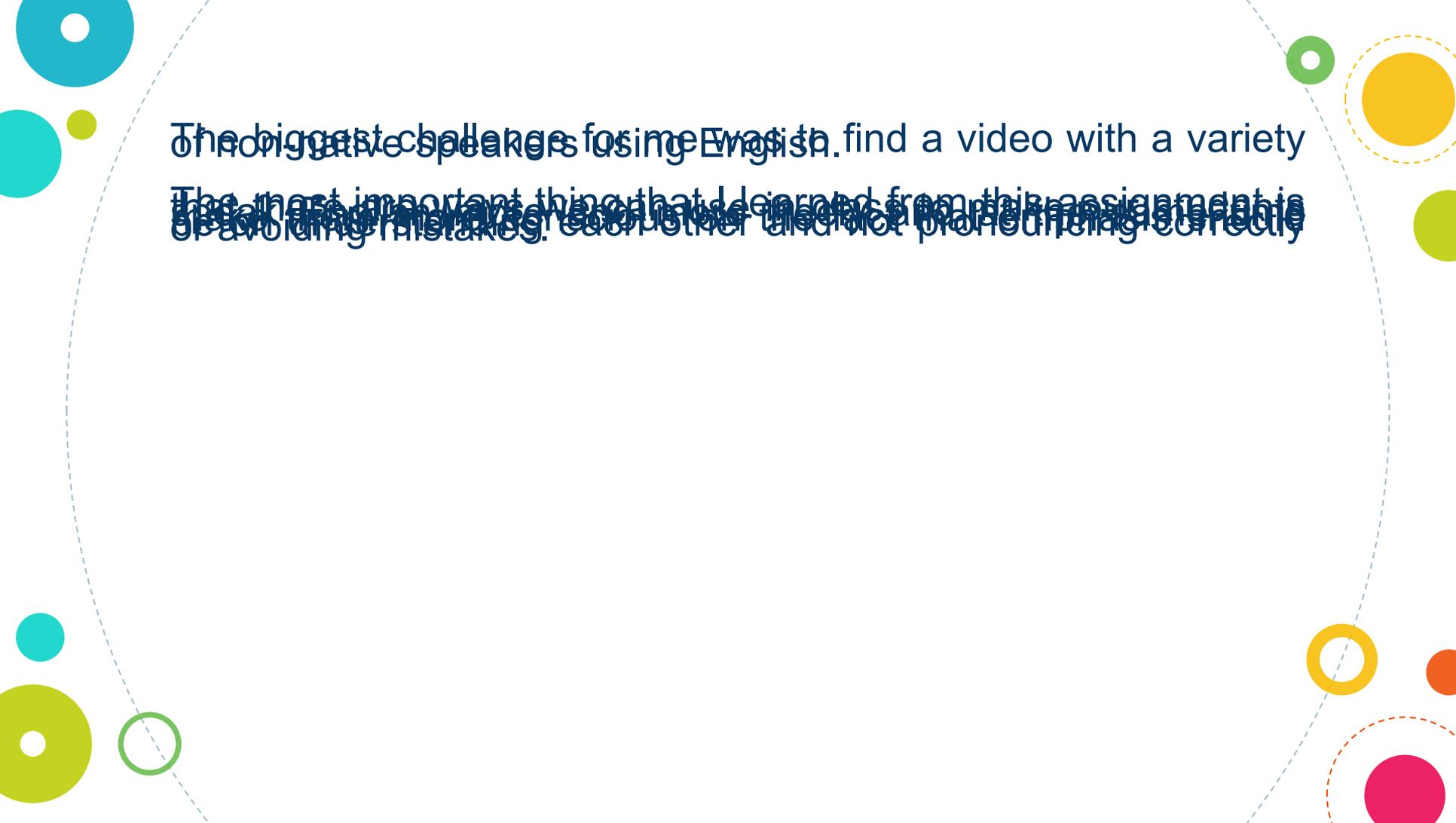
## EVALUATION OF THE LESSON

My students enjoyed the whole lesson and the video judging by their reactions and comments but also their participation and response.

They had a lot of vocabulary to recall and a lot to share about previous holidays and people they have met

They were surprised by the amount of tourists visiting Greece each year and the reasons they choose it. The video came to confirm their beliefs and some of them noticed the comments foreigners make about Greek habits and how they comment them.

had to explain the actions of native and non-native speakers  
before asking the questions of native and non-native speakers  
realised that most of them had already used the language  
English better than their students from abroad that they speak  
to as surprised by that because in class they seem to hesitate  
to speak English in front of their classmates. they seem to hesitate  
they were very willing to help a tourist and the produced  
dialogues were quite good.



The biggest challenge for me was to find a video with a variety of non-native speakers using English.

The most important thing that I learned from this assignment is to avoid any mistakes, each other and not pronouncing correctly.

A decorative border surrounds the central text, consisting of a dashed light blue line and several colorful circles in shades of teal, yellow, green, orange, and pink.

**THANK YOU  
FOR YOUR  
ATTENTION**

[maleaathina@enl.auth.gr](mailto:maleaathina@enl.auth.gr)