

Teacher: Shannon Pederson  
 Level: intermediate-low to advanced-high

Date/Time: 12/13/2022 10:00 am - 1:00 pm

*This activity is based on the debate activity conducted by Tanghe (2014) in an English classroom at a Korean University.*

### Goals:

1. Students will gain a new awareness of the flaws of the NS/NNS dichotomy.
2. Students will develop an increased appreciation for the value that varieties of English hold outside of a single unattainable 'standard.'
3. Students will walk away with more confidence in their English-speaking abilities as emerging bilinguals or multilinguals.

### Objectives:

Students Will Be Able To...

1. **Recall and Articulate** how they've experienced native-speakerism in their life/what effects it has (or hasn't) had on their English learning experience in a class discussion.
2. **Identify** words and pronunciation differences unique to World Englishes in a class listening activity.
3. **Defend** their opinion regarding native/non-native English speakers through a group debate activity.
4. **Develop** connections with non-native speakers through a pen-pal zoom activity with other emerging bilingual students of English in a different Emerging Circle country.
5. **Present** facts and new cultural vocabulary that they learned about their language partner in a class-sharing activity.
6. **Compose** a structured outline for a pen-pal letter as a homework assignment.

**Theme:** Reevaluating Native-speakerism in the context of World Englishes, and its effects on one's English language learning.

**Description & Justification:** This lesson plan was designed to introduce the concept of World Englishes, specifically through the utilization of Kachru's (1985) Three Concentric Circles model. Contemporary language-teaching theory has continuously emphasized the benefits of teaching many English varieties in a globalizing world, as it brings not only heightened awareness and respect for Englishes outside of the native 'ideal,' but can also increase learners' confidence as valid users of English (Tanghe, 2014). Strengthening my students' attitude of their *bilingualism as an asset* is an important part of my personal teaching philosophy, so this lesson plan was my attempt to connect my students with the idea of World Englishes and illuminate their part within this paradigm.

The lesson itself combines more traditional teacher-centered lectures (which would not be necessary in following lessons as students become more comfortable with the topic) with a range of communicative and task-based activities. The debate activity utilizes **Task-Based Language Teaching (TBLT)**, in which students are tasked to work together in the target language on some sort of task in order to reach a relevant, meaningful goal (Long, 2014). Specifically, learners navigate an opinion-gap task in English to reach a shared conclusion; in addition, a detailed Needs Analysis is conducted at the start and end of class, which is an important step in any TBLT lesson. An additional communicative task is introduced through the Zoom language partner activity, which is designed to help connect learners with other English users in Expanding Circle communities while hopefully utilizing **English as a Lingua Franca (ELF)** strategies such as repair requests, active listening, and supplementing their English with their first language (Jenkins, 2012).

| Aim/transition      | Activity/Procedure/Stage   | Time  |
|---------------------|--|---|
| <b>BEFORE CLASS</b> | <p>A day or two before this class (perhaps at the end of the previous lesson, assigned as homework), students will be provided with a <b>Google Form survey</b> to fill out. For students, this survey will kickstart their thinking about <b>what English means to them and how they use/plan to use it in their daily lives</b>. Survey questions will be written in both English and Korean to ensure understanding and thorough responses.</p> <p>For the instructor, this survey will provide insight into how their students actually view and use English, which can help the instructor anticipate and prepare for possible resistance or struggles with the lesson, and tailor the activities to her students' needs and experiences. It will likely take about 30 – 45 minutes to prepare this survey using a free site like Google Forms.</p> <p>(Survey question examples)</p> <ul style="list-style-type: none"> <li>- <i>When you imagine the 'average English speaker', what do they look like? Where are they from?</i></li> <li>- <i>What does it mean to be a 'native speaker' of a language?</i></li> <li>- <i>Have you ever used English to communicate with someone from another country outside of the US, Canada, or England? Where were they from, and how did that interaction go?</i></li> <li>- <i>Do you think it is important to correct an English learner's pronunciation? How do you feel when someone corrects your pronunciation?</i></li> <li>- <i>Do you think you will use English in your career? What kind of career do you plan on entering?</i></li> <li>- <i>How comfortable are you speaking English to someone from the US? What about with your friends? What about in front of the class?</i></li> <li>- <i>Have you heard of the phrase 'World Englishes?' If so, how would you define it?</i></li> </ul> | <p>~ 15-20 minutes</p> <p>~ 30-45 minutes</p> |

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| <p><b>IN CLASS</b><br/> <b>Warmup discussion and Preview of lesson</b></p>  | <p><i>Linking &amp; Transitioning to rest of lesson:</i> Students will have filled out a brief survey to gauge their opinions, perceptions, and real-life use of English(es) before class. The instructor will ask students to pull up their answers again and refresh their memories of what they wrote. The instructor will then go through each survey question and facilitate a class discussion in English among the students to share their own opinions, experiences, and expectations. Students are allowed and encouraged to use both English and Korean in the discussion to fully express their thoughts.</p> <p><u>Transition:</u> Briefly explain the day's lesson plan and learning objectives.<br/> <i>"Today, I want to introduce you all to the concept of native-speakerism and how it can affect your English learning; then, we will go through an activity that will get you more comfortable listening to and understanding Englishes from all around the world."</i></p>   | <p><i>Discussion:</i><br/> 15 min</p>   |
| <p><b>Part 1: Lecture and Sorting activity</b></p> <p><i>Transition to #2:<br/> "Now that we've learned about the different kinds of World Englishes let's think about what it means to be a 'native speaker' in a world with so much variety..."</i></p> | <p><b>1.1 Pre-Stage:</b> Instructor will set up the slide show on the board and introduce students to the lecture topic: <i>What are World Englishes?</i></p> <p>This lecture will first cover the definition(s) of World Englishes and introduce the "World Englishes" model proposed by Kachru (1985). While this model is not perfect, it acts as a very helpful introductory guide for students to help them begin understanding English outside of just the White, American 'standard' English speaker.</p> <p>The instructor will also tell students that we will have a listening activity coming up in this section and will hand out the corresponding transcript/activity sheet before beginning the lecture.</p> <p><b>1.2. During Stage - Lecture:</b> The instructor will go through the slides describing the origins, definitions, and real-world examples of World Englishes, and will work to help students understand the differences and similarities between Inner Circle, Outer Circle, and Expanding Circle Englishes.</p> <p><b>1.3 During State - Identification activity:</b> Each student will be given a paper activity sheet that contains transcripts of each of the clips, listed in order. For each clip, the transcript will contain blanks for vocabulary, grammar, or pronunciation that differ from what one might hear in spoken 'Standard American' English. Each transcript will also have a Korean translation with the target words blanked out. For example:</p> | <p><i>Lecture:</i><br/> 20 min</p> <p><i>Identification activity:</i><br/> 25 min</p> |

1. Italian English: "...but at the same time, as a person, as a woman, I like very much to say what I feel in comparation of my way of thinking and the sociality problem..."

[Translation] 이탈리아 영어: "하지만 동시에 인간으로서, 여성으로서, 제 사고방식과 사회 적 문제에 비교 하여 제 감정에 대해 말하는 것을 매우 좋아합니다."

Target answers are "comparation/comparison/ 비교하여" and "sociality/social/societal/사회적"

The instructor will play a corresponding compilation of Englishes from around the world on the screen, containing 4 clips from the video *Different nationalities speaking English*<sup>1</sup>, uploaded on YouTube in 2015 by the linguistics channel Manologyy (Italian English, Mexican English, Brazilian English, and Indian English), along with clips from Al Jazeera English's YouTube videos *Who will be Kenya's next leader?*<sup>2</sup> (Kenyan English, 2:47-3:17) and *Philippines election: Is democracy at stake?*<sup>3</sup> (Philippine English, 1:30-1:53), both posted in 2022.

The video compilation will be played three or more times, depending on the needs of the students and/or time constraints; during the first round, students are encouraged to just listen and try to see how much they can understand, and think about which speakers are harder or easier to understand, and why that is.

The video will then be played two more times, and the students will work individually to fill in the blanks with the words/phrases said in the video, in English or Korean. If the students are having a hard time, the compilation can be played one more time and the instructor can repeat the hard-to-understand words/phrases to the students for clarity.

The instructor will then pull up the transcript sheet on the board and go through the answers with the students. Students can raise their hands or shout out answers as the class works together to fill in each blank. With the sheet fully completed, the class will watch the video compilation one more time so students can practice their listening now that they know the answers. The instructor will emphasize that while their word choice or pronunciation may differ from what the students have studied in their textbooks, it does not mean that the speakers are wrong or poorly educated. The speakers are able to get their point across, and it is important for the listener to put in the effort to understand, and that practice listening to various forms of Inner, Outer, and Expanding Circles Englishes will help them improve their listening skills overall. In addition, this video compilation will expose the students to examples of people speaking about complex topics using various World Englishes in high-power domains such as politics, media & acting, international sports, etc.

**1.4 Post-Stage:** The instructor will review the final results of the identification activity. The instructor will conclude by emphasizing how many varieties of English there are out there,

|   | and that in a rapidly globalizing world, it is important to recognize and be prepared for interacting with Englishes outside of the Inner Circle.   |   |                 |                    |                    |     |           |              |                      |                   |                   |   |   |  |
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| <p><b>Part 2: Lecture and Debate activity</b></p> <p><i>Transition to #3:<br/>“Great! Now that we’ve looked into native-speakerism and what it means to communicate and teach English effectively, let’s practice our speaking skills and have with other students learning English...”</i></p> | <p><b>2.1 Pre-Stage:</b> Instructor will set up the second lecture slides:<br/><i>What is native-speakerism?</i><br/>This lecture will cover the definition(s) of ‘native’ vs ‘non-native’ speakers, and of native-speakerism. This lecture will provide an introductory look at what native-speakerism is, its effects, and the benefits that come along with being a multilingual speaker with a diverse linguistic repertoire, compared to a perfect ‘native’ monolingual English speaker.</p> <p><b>2.2. During Stage - Lecture:</b> The instructor will go through the slides explaining the meaning, origin, and impacts of native-speakerism. Throughout the lecture, the instructor will bring up the question to students, “<i>when you meet someone who speaks ‘perfect’ English, how does that affect your opinion of them? Are all Inner Circle ‘native speakers’ experts in English? Do you feel the need to speak with a ‘native-like’ accent? How would you feel if your English teacher was from Estonia instead of the US?</i>”<br/>The instructor will also play a brief clip from Sneha Mandala’s TEDx Talk entitled <i>How to make work feel more effortless</i><sup>4</sup>, posted on YouTube by Tedx Talks in 2022. The instructor should ask students to think about <i>how/if the way she speaks English (Indian English) affects the overall weight and importance of her professional speech. What other factors outside of one’s pronunciation can affect the success of one’s speech? (tone, body language, pacing, knowledge of subject, etc.).</i></p> <p><b>2.3 During Stage - Debate activity:</b> This activity is based on the debate activity conducted by Tanghe (2014) in an English classroom at a Korean University. Students will be sorted into groups of 4–5. This table will be placed on the screen:</p> <p><i>“You are a principal looking to hire a new English teacher for your high school. Which person would you hire?”</i></p> <table border="1"> <thead> <tr> <th></th><th>Kelly Robertson</th><th>Taufiq Singarimbun</th></tr> </thead> <tbody> <tr> <td><b>Citizenship</b></td><td>USA</td><td>Indonesia</td></tr> <tr> <td><b>Major</b></td><td>Management/marketing</td><td>English Education</td></tr> <tr> <td><b>Experience</b></td><td>Worked on a global company’s marketing consultation team for 5 years and has been an online English tutor for 9</td><td>Taught English for 8 years at a university in Indonesia, then taught Arabic for 1</td></tr> </tbody> </table> |   | Kelly Robertson | Taufiq Singarimbun | <b>Citizenship</b> | USA | Indonesia | <b>Major</b> | Management/marketing | English Education | <b>Experience</b> | Worked on a global company’s marketing consultation team for 5 years and has been an online English tutor for 9 | Taught English for 8 years at a university in Indonesia, then taught Arabic for 1 | <p><i>Lecture:<br/>20 mins</i></p> <p><i>Small group debate:<br/>20 minutes</i></p> <p><i>Sharing to the class:<br/>10 minutes</i></p> |
|   | Kelly Robertson   | Taufiq Singarimbun  |                 |                    |                    |     |           |              |                      |                   |                   |   |   |  |
| <b>Citizenship</b>  | USA   | Indonesia   |                 |                    |                    |     |           |              |                      |                   |                   |   |   |  |
| <b>Major</b>  | Management/marketing  | English Education   |                 |                    |                    |     |           |              |                      |                   |                   |   |   |  |
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|--|---|---------------|---|--------------------------|
|  |   | months.       | year in the US.                                     |                          |
|  | <b>Languages Spoken</b>   | 1st - English | 1st - Indonesian, Javanese<br>2nd - English, Arabic |                          |
|  | <p>In each group, the students will spend 15 minutes discussing who they think should be hired as a new English teacher. A list of vocabulary from the video and useful expressions related to debate and opinion sharing, such as <i>I agree because... I disagree because... In my opinion... what about...?</i>, will also be displayed on the front board. All students should share their thoughts, and one person should act as the ‘scribe’ who will record everyone’s thoughts on paper. After 15 minutes, the group should select one representative who will present the group’s final decision and why they chose this person. The instructor will float around the room and make sure everyone is speaking. If a group looks like they are struggling to think of discussion points, or a student is quiet/being left out, she may float over to offer some questions to encourage discussion and participation.</p> <p>This activity, while encouraging discussion and reconsideration of the native-nonnative dichotomy, also assists in the development of speaking skills such as opinion sharing, persuasion, presentation, and analysis in English.</p> <p><b>2.4 Post-Stage:</b> The instructor will summarize the points made by each group and remind students that there is no right answer and that in situations like this, it is important to look past judging one’s value based on their accent or variety of English and work to understand a person’s entire linguistic repertoire and experiences. While many ‘native’ speakers may seem like experts in English, there is much more that goes into speaking and teaching English than simply being ‘fluent,’ and being able to communicate effectively is more important than having perfect pronunciation and intonation.</p> |               |   |                          |
| <b>쉬는 시간 Break (15 mins)</b>             |   |               |   |                          |
|  |   |               |   | <i>Break:</i><br>15 mins |
| <b>Part 3: Pen-pal activity</b>          | <p><b>3.1 Pre-Stage:</b> Each student will move to a school-provided computer with headphones in the classroom. The instructor will introduce her friend, an English high school teacher in Thailand, and her class of students. The Zoom application will be downloaded and set up on each computer before the class. The instructor will explain that the students will all be paired with a student in Thailand and will communicate over Zoom about different casual topics. The students are encouraged to use both English and Korean when it assists in explaining their life in Korea.</p> <p>Students will be provided a list of conversation starters such as <i>What is your name and where were you born? What is your favorite food? What is your school like? What is your favorite and</i></p>   |               |   |                          |
| <i>Transition to Wrap-Up: “Great job</i> |   |               |   |                          |



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|  | <i>topic for you? Do you think this will be useful for you in the future? What feedback, dislikes, or suggestions do you have for the instructor regarding this course? Students can answer in either English or Korean.</i> |  |
|--|--|--|

**Homework:** In future classes, students will continue their contact with the EFL students in Thailand, with the next activity involving a classic handwritten letter to practice writing skills. Thus, students should prepare an outline of topics they would like to write about in their letter to bring to the next class, and think about how they would like to format and decorate their letter. Their outline should include an introduction/greeting section, and two paragraphs of information they would like to include regarding their interests, daily life, future plans, etc. They should also include at least one detail about their pen-pal that was brought up during their Zoom conversation. Finally, a short conclusion asking one question for their pen-pal to answer should be included.

- Students should also complete the feedback Google Form at home before the next class.

#### **Materials:**

- School-provided desktop computers, headphones with microphone
- Instructor's personal computer
- Projector and canvas on wall
- Whiteboard and markers
- YouTube clips, Tedx Talk clip
- Handout with transcripts for identification activity
- Video files download in the case of Internet difficulties
- Intro/exit survey - Google Form
- Students should bring a notebook and writing utensils for notes

#### **Further reading:**

- Jenkins, J. (2012). English as a Lingua Franca from the classroom to the classroom. *ELT journal*, 66(4), 486-494.
- Kachru, B. (1985). Standards, codification and sociolinguistic realism: English language in the outer circle. In R. Quirk and H. Widowson (Eds.), *English in the world: Teaching and learning the language and literatures* (p. 11-36). <https://doi.org/10.1017/S027226310000677X>.
- Long, M. (2014). *Second language acquisition and task-based language teaching*. John Wiley & Sons.
- Tanghe, S. (2014). Integrating World Englishes into a university conversation class in South Korea: Practical suggestions and theoretical reflections for bringing World Englishes into EFL classrooms. *English Today*, 30(2), 18-23. <https://doi.org/10.1017/S026607841400008X>.