

Oh, the Places You'll Go (Part 1) **Gelarni Elacion and Emma Zink**

Source: Activities were adapted from Dörnyei & Thurrell (1992). Activity 12: Pardon? (pp. 47-50) and Activity 13: What do you mean? (pp. 51-54).

Teaching Context:

Location: Originally intended for the USA, but could be any location where students have mixed L1s.

Age Group: 15-17. (May work with other age groups, as well.)

Levels: Low-Intermediate-Intermediate (may be adapted to suit a range of levels)

Aims/Objectives: To raise students' awareness of paralinguistic/social etiquette with a global perspective, broaden students' knowledge of other countries, cultures, and social etiquette, promote ownership of English, encourage student use of/increase comfort in using strategies to negotiate meaning in a conversation (with an emphasis on giving/asking for clarification)

Outcomes: After completing this activity, students will be able to:

Ask for and give clarification when negotiating meaning for effective communication; take turns giving hints and reaching a conclusion based on hints that are given with different partners; describe a country and its social etiquette/pragmatics

Assumptions about what students already know:

This activity assumes that students will have had practice describing a country/culture from a previous lesson in which they presented information about their own country/culture, and that they will have been introduced to polite ways to ask for clarification (Dörnyei and Thurrell, 1992) Example: Pardon, What do you mean? Etc.

Class Time: 50 minute class:

Review content from last class (2-3 mins)

Part 1 (Pairwork) Flashcard Activity (15 mins)

1-2 mins to hand out, 1-2 mins to explain (3-5 mins)

5 mins per turn (10 mins)

Part 2 (Individual) Travel Plan Presentations (~30 mins)

Explaining directions for Part 2 (2-3 mins)

Travel plan research (15 mins)

Travel plan presentation (10 mins)

Reflection (2-3 mins)

Introduce skit activity/Closing (2-3 mins)

Teacher Preparation Time: Approximately 25 minutes of prep

10-15 minutes to make photocopies of and cut the flashcards, as well as printing out the peer review rubric

10 minutes to have google slides ready for students to put their travel plans on.

Resources Required: Country flashcards (sample attached), Computers or devices for each student (with internet access, access to Google Slides), Projector (recommended), Timer

How does this lesson incorporate a GE focus?

The activities in this lesson were designed to allow students to focus on asking for clarification and to raise students' awareness of paralinguistic/social etiquette with a global perspective, as well as aligning with GELT proposals (Galloway & Rose, 2019) such as "Emphasising respect for diverse culture and identity in ELT". When students are giving their flashcard hints, miscommunication can arise, so students will be asked to focus on giving and asking for clarification. The research for the travel plan incorporates the importance of social etiquette/paralinguistic aspects found in other countries, as there are often cases where speakers potentially disregard these factors due to the fact that the country may also be an English-speaking country (Matsuda & Friedrich, 2012). After researching their countries, students will briefly present their travel plans to their classmates, allowing for more exposure to the social etiquette that can be found in other cultures, even if they are also English-speaking countries.

Procedure:

Lesson 1 Activity 1: flashcard activity

1. Pass out flashcards (Appendix A).
 - Review with the class the names of the countries (possible answers) for this activity.
 - Briefly review the interactional strategies that have been covered in previous lessons and demonstrate how they may be used in this activity.
 - i. As an example, mumble or quickly say a hint in order to prompt students to ask for clarification or repetition (e.g., "My country is known for..." → "Pardon? Can you please repeat that?")
2. Put students into pairs for this activity and give them the directions:
 - Students will have 5 minutes per turn. Student A will share the hints on their flashcard without revealing the name of their country, and Student B will try to guess their partner's country.
 - After 5 minutes, students will switch roles; if Student A was giving hints the first round, they will be guessing this round while Student B gives hints from their flashcard.
 - If students know of other hints that can be applicable to the country on their flashcard, they may use those as well provided they do not mention the name of the country in any form (e.g. "Japanese is spoken in my country" is not an acceptable hint)
 - During this time, the teacher can walk around the room to observe the student conversations and provide assistance if needed.

Lesson 1 Activity 2: Making a Travel Plan - once students have completed the previous task, they will research their countries to create a brief presentation on a travel plan.

1. Give students the guidelines for their mini presentations (Appendix B) and explain the directions for the activity.
 - Students will be creating their own travel plan to the country on their flashcard.
 - They should include the information listed in the guidelines (locations to

- visit/activities to do, examples of social etiquette/paralinguistic aspects they need to be aware of when visiting.)
- If needed, elaborate for the students the meaning of social etiquette/paralinguistic aspects
 - i. Provide examples that students may be familiar with(importance of eye contact, shaking hands, bowing)
 - 2. Set a timer for 15 minutes for students to research the needed information on their country and prepare their mini travel plan presentation.
 - Give students access to a shared Google Slides. Slides should be formatted to include the information mentioned in the guidelines (See Appendix C for an example).
 - Students may add appropriate/relevant pictures to their slides if they finish researching and filling out the information on their slides before the 15 minutes are up.
 - 3. After the 15 minutes are up, students will present their travel plans
 - Go through each slide with the class.
 - These are brief presentations, so students should take 2-3 minutes to share their slide.
 - As students listen to the presentations, they are encouraged to ask questions for clarification (and may try using the examples of etiquette as presented by their peers).
 - 4. After each student has taken their turn, students will be given 2-3 minutes to complete an answer sheet (**Appendix D**) as a form of self-reflection before concluding the lesson. This reflection may be done as a class discussion.

(Conclusion) Preview of Lesson 2: Introduce skit activity for next class - Next class students will get into groups and prepare a skit using the information they have researched.

Caveats and Options:

1. Student absence:
 - If there is an odd number of students, activities can be adapted into groups of three. Students would then have an additional 5 minute round so that all students may have a turn providing hints.
 - If there is an even number of students after counting absences, those students can then pair up.
2. Short on time
 - The introduction of the skit activity may be cut short or directions may be given for students to take home and think about in advance.
3. Extra time
 - If there is extra time following the mini-presentations of the travel plans, the teacher may facilitate class discussion.
 - i. Students may be asked if they found any of the new information from class was interesting, or if they were already familiar with anything presented by them or their classmates.
 - ii. Alternatively, the teacher may allow students time to begin planning for lesson 2's activity.

Suggestions for assessment, teacher feedback, student self-assessment, or further student reflection:

Following the presentations, students can be tasked with completing an answer sheet to reflect on what they had learned and used in their conversations with their partner. This will allow students to review what they have learned in asking for and being asked for clarification. In completing the lesson with the presentations, students will be able to expand the options that they have if they encounter a similar situation outside of the classroom and need to ask for (or be asked for) clarification, as well as learn about practices of etiquette that may be encountered while traveling in other countries. This reflection may also be done as a class discussion.

References and Further Reading:

- Dörnyei, Z. & Thurrell, S. (1992). *Conversations and dialogues in action*,. New York: Prentice Hall International)
- Matsuda, A. (2012). *Principles and Practices of Teaching English as an International Language*. Multilingual Matters (p.45-47). <https://doi.org/10.21832/9781847697042>
- Rose, H., & Galloway, N. (2019). Global Englishes Language Teaching. In *Global Englishes for Language Teaching* (pp. 3-27). Cambridge: Cambridge University Press.
doi:10.1017/9781316678343.002

Hints for flashcards may be adapted to suit various levels of English L2 learners. For low to intermediate, it is recommended that simple/famous facts are used, such as from the following - <https://kids.nationalgeographic.com/>

Appendix A

Country Flashcards

Places	Facts
Korea	- Seoul National Tower - Spicy rice cakes are a popular food here - Gangnam Style
Japan	- Karaoke originated here - Cherry Blossoms - Anime
Thailand	- Is known for having elephant rides - Has Floating Markets - Has many Temples
Canada	- Is known for Hockey - Is famous for maple syrup - Has moose
New Zealand	- Has a traditional dance - Maori haka - Is known for rugby - The Kiwi is the national bird
Ireland	- Leprechauns are a part of the folktales told here - Is also called the 'Emerald Isles' - Dublin is the capitol
Mexico	- Day of the dead is celebrated - Is the origin of chocolate - Known for Mariachi bands
England	- The largest ferris wheel in the world - Very well known for its tea - Cars drive on the left side of the road
France	- The Eiffel Tower - Most places you have to pay to use the bathroom - The largest museum in the world is here
Australia	- Known for having dangerous animals/insects - Sydney is a popular city - Also referred to as "Down Under"

Spain	- Bullfighting - Flamenco dance - Barcelona is a popular city
Italy	- Venice Canals - Known for many Fashion Designers - The people here are known for "talking with their hands"
Brazil	- Soccer (or Football) is very popular here - Largest country in South America - Known for large jungles(Amazon)

Appendix B

Travel Plan Guidelines

Directions: You will be creating a mini travel plan going to the country on your flashcard. After you research information as needed, you will briefly present your travel plans to your classmates. Be sure to include the information below when you present.

- Name of Country
- At least 2 locations or activities you can do in your country
- At least 2 examples of social etiquette and paralinguistic* aspects

(*Paralinguistic = relating to non lexical elements of speech when communicating, such as using body language)

Appendix C
Student Slide Format

Name:

Country:

When I travel to _____, I will go to:

- 1)
- 2)
- 3) (optional)

While traveling there, I have to be aware of social etiquette and paralinguistic aspects such as:

- 1)
- 2)
- 3) (optional)

Appendix D

Self-reflection

Name:

Directions: Answer the following questions.

1. What did you learn about the country you presented? Was anything surprising?
2. If you visit the country you presented, how can you ask for help or clarification? What can you say? How should you act?
3. What was surprising or interesting about your classmates' countries?
4. What is one example of social etiquette that you need to follow in another country?