



# ENRICH-2021

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

**3 - 4 - 5** | Athens, Greece  
(Fully Virtual)  
**December 2021**

<https://enrich2021.eap.gr/>

# Book of Abstracts



Erasmus+



[www.enrichproject.eu](http://www.enrichproject.eu)



HELLENIC  
OPEN  
UNIVERSITY

## Preface

The Coordinator of the Erasmus+ “English as a Lingua Franca Practices for Inclusive Multilingual Classrooms – ENRICH” Project (2018-2021; <http://enrichproject.eu>) and the Hellenic Open University, as the Coordinating Organisation of the Project, welcome you to the **1st International Conference on ELF-Aware Practices for Inclusive Multilingual Classrooms (ENRICH-2021)**.

The conference is held on 3-4-5 December 2021 fully online, via the Zoom video conference platform, to ensure public health security and safety from the COVID-19 pandemic.

We are delighted to have received a great number of high-quality and original submissions related to ELF awareness and the intricate relationship between English as a (multi-)lingua franca and English language teaching and learning, and we have done everything in our power to accommodate most of them. We would like, therefore, to sincerely thank all scholars, researchers and teachers who have chosen ENRICH-2021 to share their work, experiences and insights. We would also like to express our gratitude to the abstract reviewers, whose invaluable feedback has helped us put together what we hope will prove to be a very successful conference, with five Plenaries, three Round Tables, two Colloquia and ninety paper and poster presentations, in total.

We are deeply honoured to host a number of leading figures in their respective research fields as invited speakers in our conference. ENRICH-2021 proudly welcomes Henry Widdowson and Barbara Seidlhofer, as *Guest Discussants*; Alessia Cogo, Martin Dewey, Telma Gimenez, Kurt Kohn and Alexis Kokkos, as *Plenary Speakers*; and Fan (Gabriel) Fang, Enric Llurda, Sávio Siqueira, Tomokazu Ishikawa and the lead ENRICH Partners, namely Yasemin Bayyurt, Lili Cavalheiro, Maria Fountana, Lucilla Lopriore and Dina Tsagari, as *Round Table* participants. We would like to thank all of them for accepting our invitation with such enthusiasm and for enriching our conference with their perspectives.

ENRICH-2021 has been a collaborative endeavour. We would like to thank our colleagues, Vasilios Zorbas, Athanasios Karasimos, Natasha Tsantila, Katerina Vourdanou and Georgia Kreonidou, for their help as members of the Organising Committee, as well as Spyridoula Kouna, Dimitrios Kontargiris, Alexandros Spournias and the IT department of the Hellenic Open University for their much-appreciated technical assistance and support.

Last but not least, we would like to personally thank all of the ENRICH-2021 attendees. We hope you will enjoy this conference and find it stimulating and enlightening!

**Nicos Sifakis**  
ENRICH-2021 Conference Chair  
**Stefania Kordia**  
ENRICH-2021 Conference Manager

<https://enrich2021.eap.gr/>

## Contents

Conference information .....	4
Programme overview .....	6
Complete programme .....	7
<b>Plenaries .....</b>	<b>12</b>
Kurt Kohn .....	12
Telma Gimenez .....	13
Alessia Cogo .....	14
Alexis Kokkos.....	15
Martin Dewey .....	16
<b>Round Tables.....</b>	<b>17</b>
Round Table 1.....	17
Round Table 2 .....	18
Round Table 3 .....	19
<b>Colloquia .....</b>	<b>21</b>
Colloquium 1.....	21
Colloquium 2.....	22
<b>Abstracts of papers .....</b>	<b>23</b>
<b>Abstracts of posters.....</b>	<b>63</b>
<b>List of participants.....</b>	<b>66</b>

## Conference information

### Main purposes

ENRICH-2021 aims at celebrating, disseminating and building upon the processes and research outcomes of the ENRICH Project. Based on a comprehensive study of teachers' and learners' needs, ENRICH has developed and implemented a high-quality online Continuous Professional Development (CPD) Course that systematically guided teachers in understanding the principles and challenges of raising their learners' ELF awareness (see below), and prompted them to design, teach and reflect upon original lessons for their teaching context that incorporated the principles and processes of ELF-awareness. In 2022, the CPD Course will be freely available online and will be accompanied by a Handbook, with key information for interested parties.

### Main topics

ENRICH-2021 mainly includes presentations which discuss theoretical and/or empirical perspectives on the concept of ELF-awareness in relation to English Language Teaching (ELT). Drawing on current thinking about English as a (multi-)lingua franca, ELF awareness has been put forward as a comprehensive framework for integrating the observations, concerns and issues that arise in the research of ELF in different English language teaching and teacher education contexts. As a concept, it includes three essential components related to: (a) language use, including languaging and translanguaging (the process of using multiple linguistic and non-linguistic resources to ensure efficient communication between multilingual interlocutors), (b) instructional practice, including perceptions about normativity and the notion of error, and (c) the major impact ELF use has on language learning. On this basis, ELF awareness may refer to all areas surrounding teaching and learning, including classroom practices, curriculum and syllabus design, courseware and instructional materials development, language assessment and teacher education. ENRICH-2021 also includes ELT-related insights from research in the areas of English as an international language, World Englishes, multilingualism, plurilingualism, translingualism, interculturalism, pluriculturalism and transculturalism, which are particularly relevant to ELF.

### Registration and Participation

ENRICH-2021 is held fully online, via the [Zoom](#) video conference platform. Presentation and/or participation in it is free of charge. To register yourself, please visit <https://enrich2021.eap.gr/>

In order to join the sessions, all you need to do is click on the button which says “[Click to join](#)” in the Conference Programme (see below). The Zoom window will then automatically open. You may need to download Zoom in case you have not used it before.

At the end of the conference, [Certificates of Attendance and/or Presentation](#) will be provided to those people who have registered and appear as participants in at least one of the Zoom sessions.

## Organising Committee

Sifakis, Nicos (Conference Chair; National and Kapodistrian University of Athens)  
Kordia, Stefania (Conference Manager; Hellenic Open University)  
Zorbas, Vasilios (Hellenic Open University)  
Karasimos, Athanasios (Aristotle University of Thessaloniki, Hellenic Open University)  
Kouna, Spyridoula (Hellenic Open University, University of the Peloponnese)  
Tsantila, Natasha (Hellenic Open University, Deree – The American College of Greece)  
Vourdanou, Katerina (National and Kapodistrian University of Athens)  
Georgia Kreonidou (National and Kapodistrian University of Athens)

## Abstract Reviewers

Baker, Will	Kouvdu, Androniki
Bayyurt, Yasemin	Kreonidou, Georgia
Bektaş, Sezen	Llurda, Enric
Cannelli, Alessandra	Lopriore, Lucilla
Cavalheiro, Lili	Oliveira, Daniel Vasconcelos B.
Dolidze, Tamari	Pereira, Ricardo
Erduyan, Işıl	Pineda, Inmaculada
Fang, Fan	Porfirio, Lucielen
Fiasco, Valeria	Reed, Kirstin
Flognfeldt, Mona Evelyn	Şentürk, Hakan
Gimenez, Telma	Siqueira, Sávio
Fountana, Maria	Sperti, Silvia
Guerra, Luis	Tsagari, Dina
Ishikawa, Tomokazu	Tsantila, Natasha
Kordia, Stefania	Vourdanou, Katerina

## Funding

ENRICH-2021 is funded with the support of the Erasmus+ Programme of the European Union.

Project No: 2018-1-EL01-KA201-047894

*The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*

## Programme overview

Day 1: Friday 3 December 2021	
13:00 - 13:30	Welcoming to Day 1
13:30 - 14:15	<b>Plenary 1: Kurt Kohn</b> Normalizing ELF competence: Perspectives and challenges for teacher education
14:15 - 15:30	<b>Round Table 1</b> ELF awareness in ELT: The vision and key principles of the ENRICH Project
15:30 - 16:00	Coffee break
16:00 - 18:30	<b>Colloquium 1</b> ELF awareness in ELT: The processes, outputs and outcomes of the ENRICH Project
Day 2: Saturday 4 December 2021	
09:00 - 09:15	Welcoming to Day 2
09:15 - 10:00	<b>Plenary 2: Telma Gimenez</b> Introducing ELF in the school curriculum: Thinking beyond syllabus design
10:00 - 11:30	Parallel sessions <b>Colloquium 2</b> Revisiting ELT practices and beliefs in an ELF-aware perspective: teachers' voices from a teacher education course
11:30 - 12:00	Coffee break
12:00 - 14:00	Parallel sessions
14:00 - 15:00	Lunch break
15:00 - 15:45	<b>Plenary 3: Alessia Cogo</b> Adopting a translanguaging lens for ELF-aware pedagogy
15:45 - 17:00	<b>Round Table 2</b> ELF awareness in EFL pedagogy: How does ELF change EFL?
17:00 - 17:15	Coffee break
17:15 - 19:15	Parallel sessions
Day 3: Sunday 5 December 2021	
09:00 - 09:15	Welcoming to Day 3
09:15 - 10:00	<b>Plenary 4: Alexis Kokkos</b> Challenging stereotypical assumptions: The contribution of Transformation Theory
10:00 - 11:30	Parallel sessions
11:30 - 12:00	Coffee break
12:00 - 14:00	Parallel sessions
14:00 - 15:00	Lunch break
15:00 - 15:45	<b>Plenary 5: Martin Dewey</b> Rethinking perceptions of language and communication in teacher education
15:45 - 16:45	Parallel sessions
16:45 - 17:00	Coffee break
17:00 - 18:00	Parallel sessions
18:00 - 19:15	<b>Round Table 3</b> The ENRICH Project: Lessons learned and the road ahead

## Complete programme

To **join each Room**, please click on the button which says “**Click to join**”.

Alternatively, you can use the following links:

**Room 1:** <https://us02web.zoom.us/j/83354741301> | **Room 3:** <https://us02web.zoom.us/j/86188181027>

**Room 2:** <https://us02web.zoom.us/j/88393025321> | **Room 4:** <https://us02web.zoom.us/j/85271506207>

If you have never used Zoom before, please click [here](#) to **download and install Zoom**. You can also check the **Zoom guidelines** [here](#).

All times refer to local time in **Athens, Greece (+2 GMT)**. Check your current local time [here](#).

### DAY 1: FRIDAY 3 DECEMBER 2021

DAY 1: FRIDAY 3 DECEMBER 2021		
<b>Time</b>	<b>Room 1</b>	<a href="#">Click to join</a>
13:00 - 13:30	<b>Welcoming to ENRICH-2021</b> Nicos Sifakis	
13:30 - 14:15	<i>Moderator: Lucilla Lopriore</i> <b>Plenary 1: Kurt Kohn</b> <b>Normalizing ELF competence: Perspectives and challenges for teacher education</b>	
14:15 - 15:30	<i>Moderator: Nicos Sifakis</i> <b>Round Table 1</b> <b>ELF awareness in ELT: The vision and key principles of the ENRICH Project</b> Nicos Sifakis, Yasemin Bayyurt, Lucilla Lopriore, Lili Cavalheiro, Dina Tsagari, Maria Fountana <i>Guest Discussant: Barbara Seidlhofer</i>	
15:30 - 16:00	Coffee break	
	<b>Room 1</b>	<a href="#">Click to join</a>
	<i>Moderator: Stefania Kordia</i> <b>Colloquium 1</b> <b>ELF awareness in ELT: The processes, outputs and outcomes of the ENRICH Project</b>	
16:00 - 16:30	<b>Lucilla Lopriore</b> Unveiling teachers' and learners' practices & beliefs: The Needs Analysis (N.A.) surprising findings	
16:30 - 17:00	<b>Nicos Sifakis and Maria Fountana</b> Raising teachers' ELF awareness in practice: The ENRICH CPD Course and its innovative e-learning environment	
17:00 - 17:30	<b>Lili Cavalheiro</b> <i>The Handbook to English as a Lingua Franca Practices for Inclusive Multilingual Classrooms</i>	
17:30 - 18:00	<b>Dina Tsagari</b> Evaluation and quality assurance in the ENRICH Project	
18:00 - 18:30	<b>Yasemin Bayyurt</b> Spreading the word: ENRICH dissemination in Europe and Beyond	

## DAY 2: SATURDAY 4 DECEMBER 2021

DAY 2: SATURDAY 4 DECEMBER 2021								
	Room 1							Click to join
09:00 - 09:15	Welcoming to Day 2							
09:15 - 10:00	<i>Moderator: Dina Tsagari</i>		<b>Plenary 2: Telma Gimenez</b> <b>Introducing ELF in the school curriculum: Thinking beyond syllabus design</b>					
	Room 1	Click to join	Room 2	Click to join	Room 3	Click to join	Room 4	Click to join
	ELF-aware instructional practice		Colloquium 2		ELF and language assessment		ELF and language curricula	
	<i>Chair: Yasemin Bayyurt</i>		<i>Moderator: Lucilla Lopriore</i>		<i>Chair: Therese Tishakov</i>		<i>Chair: Luis Guerra</i>	
10:00 - 10:30	<b>Stefania Kordia and Maria Kouleli</b> Good practices in ELF-aware pedagogy: Transforming exam-prep teaching contexts		<b>Lucilla Lopriore, Silvia Sperti, Alessandra Cannelli, Valeria Fiasco</b> Revisiting ELT practices and beliefs in an ELF-aware perspective: Teachers' voices from a teacher education course		<b>Androniki Kouvdou</b> Oral assessment tasks and criteria within an ELF-aware framework of assessment		<b>Sávio Siqueira</b> ELF and the Brazilian National Core Curriculum for Basic Education: Challenges and possibilities	
10:30 - 11:00	<b>Athina Malea</b> "Holidays in Greece": An ELF-aware teaching practice		<b>ENRICH CPD participants invited to take part in the Colloquium:</b> <ul style="list-style-type: none"> <li>Emma Abbate (Italy)</li> <li>Saima Abedi (Pakistan)</li> <li>Maria Angela Ceruti (Italy)</li> <li>Francesca De Porzi (Italy)</li> <li>Emanuela Tenca (Italy)</li> <li>Milly Nuñez (USA)</li> </ul>		<b>Thais Mena Orduña, Josep Maria Cots Caimons and Àngels Llanes Baró</b> Monolingual and plurilingual assessment of productive tasks: Students' uses and perceptions		<b>Gabriela Rosa</b> A comparative analysis of the ELF concept in three Brazilian curricular guidelines	
11:00 - 11:30	<b>Iren Hovhannisyan</b> Mind your language: Implications from ELF-aware material design and instruction				<b>Eva Knechtelsdorfer</b> Learning to language: Communicative capability and formative assessment		<b>Xiaowen Serina Xie and Chuan Riona Chen</b> ELF-awareness in Global Englishes language teaching: Need and feasibility of curriculum innovation in Macau's tertiary education from teachers' perspectives	
11:30 - 12:00	Coffee break							
	Room 1	Click to join	Room 2	Click to join	Room 3	Click to join	Room 4	Click to join
	ENRICH research		ELF and ELT materials		ELF and Intercultural awareness		Multilingualism and translanguaging	
	<i>Chair: Silvia Sperti</i>		<i>Chair: Sezen Bektas</i>		<i>Chair: Alessandra Cannelli</i>		<i>Chair: Hakan Şentürk</i>	
12:00 - 12:30	<b>Lili Cavalheiro, Luís Guerra and Ricardo Pereira</b> (Re)assessing teachers' attitudes and practices for the multilingual ELF-aware classroom		<b>Lucielen Porfirio and Ana Beatriz Almeida</b> The importance of using authentic audio materials to build ELF-awareness in online classes with public school students from Brazil		<b>Will Baker and Tomokazu Ishikawa</b> English as a multilingual franca and transcultural ELT		<b>Satomi Kuroshima, Blagoja Dimoski, Tricia Okada, Yuri Jody Yujobo and Rasami Chaikul</b> 'Translanguaging' gestures and onomatopoeia as a resource for repairing the problem with speaking	
12:30 - 13:00	<b>Işıl Erdüyan and Yasemin Bayyurt</b> Responding to multilingualism and identity on an online CPD Course: A scalar approach		<b>Natasha Tsantila and Maria Glava</b> Adapting ELT class material within the ELF-aware perspective: Voices from the classroom		<b>Juliana Souza da Silva</b> Lingua franca negotiations of cultural understandings: The first steps towards intercultural awareness through (teachable) pragmatic strategies		<b>Eleni Meletiadou</b> Using English as a lingua franca in terms of online language coaching to improve undergraduate students' oral fluency: A case study in a HEI in the UK	
13:00 - 13:30	<b>Dina Tsagari, Kirstin Reed and Lucilla Lopriore</b> Assessment practices and challenges in the context of ELF		<b>Cihat Atar</b> ELF-awareness in English textbooks: A focus on Turkey		<b>Sultan Atalay and Burcu Gökgöz-Kurt</b> The relationship between Turkish EFL Instructors' intercultural awareness and perceptions of ELF		<b>Samaa Watad and Hadar Netz</b> On the use of translanguaging by Arab-Israeli teachers teaching EFL in Jewish schools	

13:30 - 14:00	<b>Lynell Chvala and Mona Flognfeldt</b> Teacher perceptions of spaces for English as a lingua franca in instructional contexts	<b>Burcu Kayarkaya</b> Designing materials for teaching English as a lingua franca: An attempt to raise learners' awareness	<b>Judith Borràs and Zeynep Köylü</b> "I came as a visitor, but I stayed": Changes in learners' intercultural awareness as a result of an ELFSA experience	<b>Vasiliki Lismani</b> Adopting translanguaging practices to activate content schemata in EFL reading				
14:00 - 15:00	<b>Lunch break</b>							
	<b>Room 1</b>			<a href="#">Click to join</a>				
15:00 - 15:45	<b>Moderator: Lili Cavaleiro</b> <b>Plenary 3: Alessia Cogo</b> <b>Adopting a translanguaging lens for ELF-aware pedagogy</b>							
	<b>Room 1</b>			<a href="#">Click to join</a>				
15:45 - 17:00	<b>Moderator: Nicos Sifakis</b> <b>Round Table 2</b> <b>ELF awareness in EFL pedagogy: How does ELF change EFL?</b> <b>Savio Siqueira, Fan Fang, Enric Llurda, Tomokazu Ishikawa, Stefania Kordia</b> <b>Guest Discussant: Henry Widdowson</b>							
17:00 - 17:15	<b>Coffee break</b>							
	<b>Room 1</b>	<a href="#">Click to join</a>	<b>Room 2</b>	<a href="#">Click to join</a>	<b>Room 3</b>	<a href="#">Click to join</a>	<b>Room 4</b>	<a href="#">Click to join</a>
	<b>ELF-aware instructional practice</b>		<b>ELF and teacher education</b>		<b>ELF and teacher education</b>		<b>Multilingualism and translanguaging</b>	
	<i>Chair: Mona Flognfeldt</i>		<i>Chair: Areti-Maria Sougari</i>		<i>Chair: Ricardo Pereira</i>		<i>Chair: Isil Erduyan</i>	
17:15 - 17:45	<b>Katerina Vourdanou</b> The synergy of ELF-aware pedagogy and Differentiated Instruction: A pedagogical perspective	<b>Ayako Suzuki</b> What's wrong with ELF? Students' difficulties in understanding ELF	<b>Marilice Marson and Telma Gimenez</b> Teacher education for ELF-awareness in English Medium postgraduate teaching in Brazil	<b>Giulia Ciaramita and Inmaculada Fortanet-Gómez</b> Teachers' attitude towards the use and teaching of mediation				
17:45 - 18:15	<b>Monica Antonello</b> Building ELF-awareness in the classroom: The use of communication strategies to negotiate meaning in ELF transcultural contexts	<b>Inmaculada Pineda</b> Computer mediated exposure of ELT trainees to native-speakerism following an ELF-aware approach	<b>Anastasia Gkaintartzi, Achilleas Kostoulas and Magda Vitsou</b> The design, implementation and evaluation of a teachers' training programme for English in the Kindergarten towards multilingual education	<b>Milena Paula de Oliveira Alonso</b> Internationalization and English from a lingua franca perspective: Representations of the participants of the Program "Paraná Speaks English" from a Brazilian university				
18:15 - 18:45	<b>Kelly Santos</b> ELF teaching and social justice, how come? Come into transformative practices	<b>Polyanna Castro Rocha Alves and Jacyara Nô dos Santos</b> ELF in pre-service teacher education: Moving beyond theory	<b>Luciana Cabrini Simões Calvo and Bruna Sampaio Silgueiro Mardegan</b> English as a lingua franca in a Brazilian teacher education course: An analysis of a local experience	<b>Daniele Franceschi</b> Business English as a Lingua Franca (BELF): E-mail communication in tourism				
18:45 - 19:15	<b>Ioanna Pechlivani</b> ELF-awareness in a Vocational High School in Greece: The 'Hydra Island' lesson	<b>Gabrieli Rombaldi and Michele El Kadri</b> Teaching and learning English as a lingua franca: A didactic experiment in a teacher education program	<b>Kosmas Vlachos</b> Microteaching in teachers' education in an ELF context	<b>Melinda Fürész-Mayernik</b> Questionnaire and interview studies among Hungarian teachers on their experiences with bilingual pupils in public schools				

## DAY 3: SUNDAY 5 DECEMBER 2021

DAY 3: SUNDAY 5 DECEMBER 2021								
	Room 1						<a href="#">Click to join</a>	
09:00 - 09:15	Welcoming to Day 3							
09:15 - 10:00	<b>Moderator: Nicos Sifakis</b>		<b>Plenary 4: Alexis Kokkos</b>					
	<b>Challenging stereotypical assumptions: The contribution of Transformation Theory</b>							
	Room 1	<a href="#">Click to join</a>	Room 2	<a href="#">Click to join</a>	Room 3	<a href="#">Click to join</a>	Room 4	<a href="#">Click to join</a>
	ENRICH Research		ELF-aware instructional practice		ELF and language assessment		Multilingualism, BELF and migration	
	<i>Chair: Kirstin Reed</i>		<i>Chair: Natasha Tsantila</i>		<i>Chair: Lynell Chvala</i>		<i>Chair: Maria Fountana</i>	
10:00 - 10:30	Nicos Sifakis, Stefania Kordia and Katerina Vourdanou The ENRICH CPD: An exploration of the transformative journey of teachers from Greece (and beyond)		Caroline Ribeiro and Lucielen Porfirio Integrating ELF while teaching a public school ELT context in Brazil: Using "My English" to raise ELF awareness		Eduardo Diniz de Figueiredo Global Englishes and writing assessment: A teaching unit		Annarita Taronna and Lorena Carbonara Teaching narratives of migration, citizenship and inclusion to Prospective Primary English Teachers as a (S)ELF-awareness practice: Multilingual children's picture books as a case-study	
10:30 - 11:00	Lucilla Lopriore and Silvia Sperti EL teaching transformative practices and material development through an ELF aware reflective approach: Emerging evidence from the ENRICH course		Jean Antunes ELF aware teaching and learning: Report of a teacher's development through participation in the ENRICH CPD course		Androniki Kouvdou Implementing systematic classroom observation for the assessment of oral performance in the multicultural EFL class		Virginia López Grisolia and Katrin Lichterfeld From perfection to connection: Demystifying English at the international workplace through (B)ELF awareness activities	
11:00 - 11:30	Sezen Bektaş and Yasemin Bayyurt Turkish ELTs' insights into Continuous Professional Development		Arzu Ekoç Fostering ELF-awareness in language classes through scenes from famous TV series		Kaveh Jalilzadeh and Nasibeh Bagherpour Probing into the writing assessment literacy beliefs and practices of Turkish ELF instructors		Francesca Ripamonti Raising learners' ELF awareness debating on migration: A communicative and intercultural project	
11:30 - 12:00	Coffee break							
	Room 1	<a href="#">Click to join</a>	Room 2	<a href="#">Click to join</a>	Room 3	<a href="#">Click to join</a>	Room 4	<a href="#">Click to join</a>
	ELF and language skills		ELF and teacher education		ELF, ELT materials and teacher education		Poster session	
	<i>Chair: Katerina Vourdanou</i>		<i>Chair: Savio Siqueira</i>		<i>Chair: Daniel Vasconcelos B. Oliveira</i>		<i>Chair: Vasilios Zorbas</i>	
12:00 - 12:30	Anastasia Georgountzou and Natasha Tsantila Enhancing phonological competence in the Greek multicultural context through ELF-aware instructional practices		Luciana Cabrini Simoes Calvo, Telma Gimenez, Alessia Cogo and Michele Salles El Kadri English as a lingua franca in Brazilian higher education: Insights from a qualitative study with university lecturers		Tingting Sun and Adcharawan Buripakdi Scrutiny of Global Citizenship in Chinese elementary school English textbooks: Bridging the gap between policy and practice		Arnon Rocha The absence of ELF in English teacher education: Reflections from a study of a Brazilian state university's curriculum <b>Carmelina Maurizio and Carmela Giordano</b> Languages and cultures: Teaching English in a multicultural context, critical points <b>María Buendía and Beatriz Cortina-Pérez</b> Phonemic awareness for EFL young learners. A systematic literature review <b>Hilal Şahin</b> Future English teachers' professional identity development in a course on multilingualism <b>Varvara Vorylla</b> International educational programmes as a context for ELF: A practical application within Eco Schools	
12:30 - 13:00	Christine Calfoglou 'ELF-ing' in L2 writing: Mindmap-based instruction		Denchai Prabjandee and Fan Fang Global Englishes teacher professional development: Insights from Thailand		Hernan Talero and Jorge Pineda Hoyos Using World Englishes-aware instructional material in online environments to disrupt the concept of native speakerism and to analyze the effects on listening comprehension in a Colombian high school			
13:00 - 13:30	Ignacio Martinez Buffa Fostering multilingual learners' pragmatic awareness through collaborative writing		Lucielen Porfirio and Camilla Pontes The creation of a local corpus as a way for raising lingua franca awareness in pre-teachers undergraduate students in Brazil: The proposal of BraCE		Tamari Dolidze and George Raptopoulos Importance of ELF awareness during COVID-19 Pandemic and Beyond			

13:30 - 14:00	<b>Ane Alonso Herrero</b> Student attitudes towards English pronunciation: Awareness raising through a pedagogical intervention		<b>Effrossyni Fragkou and Kosmas Vlachos</b> Mentoring during the COVID-19 pandemic: Mentors' and mentees' impressions of online mentorship practice	
14:00 - 15:00	<b>Lunch break</b>			
<b>Room 1</b>				<a href="#">Click to join</a>
15:00 - 15:45	<b>Moderator: Yasemin Bayyurt</b> <b>Plenary 5: Martin Dewey</b> <b>Rethinking perceptions of language and communication in teacher education</b>			
	<b>Room 1</b> <a href="#">Click to join</a>	<b>Room 2</b> <a href="#">Click to join</a>	<b>Room 3</b> <a href="#">Click to join</a>	<b>Room 4</b> <a href="#">Click to join</a>
	ELF-aware instructional practice	ELF and teacher education	ELF, multilingualism and translanguaging	ELF and intercultural awareness
	<i>Chair: Georgia Kreonidou</i>	<i>Chair: Telma Gimenez</i>	<i>Chair: Luis Guerra</i>	<i>Chair: Athanasios Karasimos</i>
15:45 - 16:15	<b>Natasha Tsantila and Elissavet Pramateftaki</b> Integrating ELF-awareness in EFL classroom	<b>Areti-Maria Sougari and Athina Malea</b> Unravelling the impact of teachers' self-efficacy on the application of ELF-aware strategies	<b>Daniel Vasconcelos B. Oliveira and Lucielen Porfirio</b> Translanguaging and ELF-awareness in teacher education - empowering Brazilian pre-service English teachers' multilingual identities	<b>Eric Hagley and Hülya Tuncer</b> Crossing borders without doing so using English as Lingua-Franca Virtual Exchange
16:15 - 16:45	<b>Kashif Raza</b> ELF in multilingual classrooms in Qatar: Lessons from the ENRICH Course	<b>Júlia Calvet-Terré and Enric Llorca</b> A survey on pre-service teachers' ideologies and attitudes towards English	<b>Christina Prentza</b> Towards a real integration of refugee students in Greece: The role of ELF and translanguaging	<b>Tricia Okada</b> English is our language, too: Raising intercultural awareness and Philippine English
16:45 - 17:00	<b>Coffee break</b>			
	<b>Room 1</b> <a href="#">Click to join</a>	<b>Room 2</b> <a href="#">Click to join</a>		<b>Room 4</b> <a href="#">Click to join</a>
	ELF-aware instructional practice	ELF and teacher education		ELF and intercultural awareness
	<i>Chair: Georgia Kreonidou</i>	<i>Chair: Telma Gimenez</i>		<i>Chair: Athanasios Karasimos</i>
17:00 - 17:30	<b>Irene Guzmán Alcón</b> Investigating teacher-student and peer interaction in CLIL classrooms	<b>Mili Saha</b> Student teachers' ELF-awareness: Impact on ELT practices in Bangladesh		<b>Afroditi Malisiova</b> Teaching English as a foreign language in a multicultural classroom by implementing intercultural teaching practices: challenges and suggestions
17:30 - 18:00	<b>Jose Belda-Medina</b> Raising intercultural competence and ELF-awareness through digital storytelling in a Task-based Language Learning and Teaching (TBLT) methodology	<b>Matthew Sung</b> The impact of ELF awareness on non-local student teachers' perspectives on their identities as learners and teachers of English		<b>Betty Beulah Dammu</b> Blending ubiquitous learning with multimodal literacy for intercultural communicative competence
<b>Room 1</b>				<a href="#">Click to join</a>
18:00 - 19:15	<b>Moderator: Nicos Sifakis</b> <b>Round Table 3</b> <b>The ENRICH Project: Lessons learned and the road ahead</b> <b>Nicos Sifakis, Yasemin Bayyurt, Lucilla Lopriore, Lili Cavalheiro, Dina Tzagari, Maria Fountana</b>			

Room 1: <https://us02web.zoom.us/j/83354741301> | Room 3: <https://us02web.zoom.us/j/86188181027>  
Room 2: <https://us02web.zoom.us/j/88393025321> | Room 4: <https://us02web.zoom.us/j/85271506207>

## Plenaries



*Normalizing ELF competence:  
Perspectives and challenges for teacher education*

Kurt Kohn

Over the past two decades, our understanding of English as a lingua franca (ELF) and Global Englishes (GE) has steadily grown and expanded. GE/ELF competence emerges as a multi-faceted array of qualities and skills from communicative to intercultural to translingual and transmodal, whose manifestations vary across different speaker-learner identities depending on the respective context or situation. The challenges for GE/ELF pedagogy outside and beyond standard English seem complex and daunting. Time for Ockham's Razor and a call for normalizing GE/ELF competence by tracing it back to its roots in 'ordinary' communicative competence. This particularly concerns speaker-learners' natural capability to make creative and cooperative use of all their multilingual and nonverbal resources in their strategic endeavour to mean and understand more than what is explicitly said. It is because of this capability that they manage to cope with utterances containing unfamiliar sounds and words and structures through the power of inferential processing. And what is more, the inferential surplus they generate enables them to 'unlock' and learn initially unknown means of expression. When faced with the challenges of heterogenous and plurilithic variations of English in multilingual GE/ELF interactions, it is this ordinary capability for communication and language learning that speaker-learners rely on. In this process, their personal requirements of communicative and communal success play a key role as beacons of orientation and guidance. Against this backdrop, I will introduce a pedagogical lingua franca approach designed to help speaker-learners practise and further develop their ordinary GE/ELF competence. Implications for GE/ELF-aware teacher education will be discussed with reference to case studies on intercultural virtual exchanges between secondary school students.

***Bionote:** Kurt Kohn is Professor Emeritus of English and Applied Linguistics at the University of Tübingen (Germany). His professional interests include foreign language learning and teaching, intercultural communication, English as a pedagogical lingua franca, intercultural virtual exchange and telecollaboration, and foreign language teacher education. Recent publications: "A pedagogical lingua franca approach: Emancipating the foreign language learner". LEARN Journal, 13(2), 2020: 1–14; "Foreign language teaching from a pedagogical lingua franca perspective". In E. Grazzi (Ed.), An interdisciplinary approach to English as a lingua franca. Status Quaestionis, 19, 2020: 55–72.*



*Introducing ELF in the school curriculum:  
Thinking beyond syllabus design*

Telma Gimenez

It is over a decade that the English as a Lingua Franca perspective has been addressed by researchers in Brazil, mainly with pedagogical concerns with the recontextualization of its principles into English language teaching. Therefore, its endorsement by the new national curriculum guidelines issued by the Ministry of Education in 2017 was well received, due to its potential to challenge beliefs about what counts as “good” English and the possibility of creating more opportunities for students to engage with learning that is meaningful and contextually relevant. However, the translation of ELF-awareness into syllabus design is not without problems, especially when so many interpretations of what ELF means abound. In this talk, I will illustrate these difficulties in the learning outcomes proposed by the National Curriculum Standards, which fall between innovation and tradition, despite framed within skills and competences for a multilingual world. I will argue that an ELF-awareness curriculum needs to go beyond syllabus design to conceptualize ELF within critical English language education in an increasingly unequal world.

***Bionote:** Telma Gimenez, Senior Professor at Universidade Estadual de Londrina (UEL), Brazil, holds a PhD from Lancaster University where she developed a study on teacher education. Her current research interests are in the area of English as a global language, internationalization of higher education and language policies. She is the co-editor of the book “ELF in teacher education- A Brazilian perspective”, published by De Gruyter in 2018.*



*Adopting a translanguaging lens for ELF-aware pedagogy*  
Alessia Cogo

Proposals for developing ELF-informed and ELF-aware pedagogies have been put forward and have had increasing impact in different contexts. This paper seeks to develop these further by combining ELF and translanguaging and arguing for adopting a translanguaging lens for ELF-aware pedagogy. The emphasis on the importance of multilingual resources in ELF is not new, especially since Jenkins' (2015) call to reposition English and multilingualism in ELF, but adopting a translanguaging lens means moving beyond this.

In this paper, I explore the concept of “adopting a translanguaging lens” as originally put forward by Garcia (2013) and then develop it to see how it can be adapted for ELF-aware pedagogy. I will start by challenging the English monolingual policies and practices that dominate ELT around the world today and show how adopting a translanguaging lens, even in English as a Foreign Language contexts, can not only provide the linguistic and cultural diversity approach towards today's language teaching, but can build foundations for action towards linguistic justice.

**Bionote:** *Alessia Cogo is senior lecturer in applied linguistics at Goldsmiths, University of London, where she is director of the MA in Multilingualism, Linguistics and Education. She supervises MA and PhD students in Global Englishes, ELF and implications for language teaching. Her current research concerns ELF multilingual practices in professional, academic and migration contexts. Her latest projects concern Critical Language Pedagogy and EMI policy and practices. She is also Editor-in-chief of ELT Journal <https://academic.oup.com/eltj>*



*Challenging stereotypical assumptions:  
The contribution of Transformation Theory*

Alexis Kokkos

The transformation of taken-for-granted dysfunctional assumptions in which we are embedded is of vital importance. One of the main causes of intolerance, discrimination, populism and repression is that we uncritically assume perspectives that we believe express us while, in reality, these perspectives work against us. However, in the field of educational theory and practice, the prevailing perception is that the exclusive purpose of education is the acquisition of new information and skills. Consequently, each educational program must provide learners with knowledge and skills that they do not yet have, so that they can adapt to the demands of professional and social life. However, this view hardly aims to question the learners' problematic frames of reference and consequent action. On the other hand, an alternative educational perspective has been developed which, without denying the importance of the acquisition of new tools of knowledge, pays great attention to the questioning of learners' problematic perspectives with the intent of challenging them. Jack Mezirow's Transformation Theory has served as the springboard for the development of the field of transformative learning- a form of learning that fosters critical reassessment and change of our dysfunctional assumptions in order to make sense and act in light of our real needs.

**Bionote:** Alexis Kokkos is Emeritus Professor in the Hellenic Open University. He has actively participated in the establishment of the institution of Popular Education in Greece as well as the national program of Training the Trainers of Adult Education. He is Chairperson of the Hellenic Adult Education Association. He is the creator of the method "Transformative Learning through of Aesthetic Experience", which explores works of fine arts, literature, theatre, ancient drama, music, movies and dance in order to encourage the development of critical and creative thinking of the learners. The method and its educational material have been implemented in various countries, as well as in the framework of the European Project "ARTiT" (2011-2013). Alexis was scientific director of the Program "Education through Art", which was addressed to 3.000 educators under the auspices of UNESCO. His books and articles on Adult Education, Transformative Learning and Art have been published in Jossey-Bass, Palgrave Macmillan, Brill/Sense, Routledge, Nova Science Publishers, Journal of Transformative Education, RELA, Convergence, LifeLong Learning in Europe, International Journal of Education and Ageing, Andragogical Studies, International Journal of Vocational and Technical Education. He is member of the Leadership Circle of the International Transformative Learning Association (ITLA) and co-convener of the European Network of ESREA Interrogating Transformative Processes in Learning and Education. He has been advisor on issues related to adult education of the Greek Prime Minister (2009-2012) and the General Secretary of Lifelong Learning (2019-). He has been awarded for his Exemplary Service and Leadership within the international transformative learning community.



*Rethinking perceptions of language and communication  
in teacher education*

Martin Dewey

The emergence of ELF as a research paradigm has given rise to considerable debate regarding long established principles and practices in Applied Linguistics and language education. The use of English as a globally diffuse lingua franca makes it crucial for teachers and teacher educators to reflect more critically on resources and practices than they were accustomed to in the past. This is particularly resonant for the professional preparation of English language teachers. Conventionally, language teacher education programmes have tended to make relatively little reference to linguistic diversity and give little account to the emergent nature of language in interaction.

In line with this convention, language competence has been largely conceptualized in relation to pre-ordained sets of norms, with learner and teacher knowledge determined by means of a predominantly deficit perspective, with the focus on ‘linguistic problems’ or ‘language gaps.’ As a consequence, a good deal of communicatively valuable language use is either completely overlooked or downplayed. In my paper, I aim to illustrate the extent to which, despite growing awareness of ELF research findings, approaches to language continue to be preoccupied with linguistic convention and a ‘target language’ orientation to norms. I will argue that adopting an ELF perspective in teacher education, means our perception of language and communication can be entirely rethought. We might thus focus less on linguistic gaps and more on how interaction and meaning can more successfully be achieved by acknowledging the linguacultural diversity of multilingual settings. As I have argued for some time, this requires critical re-examination of shared practices in language pedagogy, both in relation to concepts of competence among learners and in relation to professional knowledge among practising teachers.

A crucial goal in language teacher education ought to be to expose teachers (and teacher educators) to the emergent properties of language, to thereby promote systematic reflection on existing linguistic and methodological norms and explore a more dynamic, less static impression of language and communication. ELF research has enabled some very extensive developments in our understanding of the way language is used in multilingual contact settings. My work examines the relevance of these developments for English language teachers, undertaken in order to consider how teachers can become better equipped to adopt an ELF perspective in practice. This paper explores the value of incorporating ELF research in teacher education as a means of promoting critical thinking teachers and directing criticality towards the language syllabus and current recommendations for practice in the language classroom. In the paper, I will report on a combination of online survey data, semi-structured interviews and focus groups conducted with language teachers and language teacher trainers.

***Bionote:** Martin Dewey is Reader in Applied Linguistics at King’s College London. His research focuses on the globalization of English, and the role of English as a Lingua Franca (ELF). His research primarily entails exploring the relevance of ELF in language teacher education and the impact this has on how we conceptualize language and language knowledge in ELT. He has presented and published widely on this work. He is co-author, together with Alessia Cogo, of *Analyzing English as a Lingua Franca: A Corpus Driven Investigation* (Continuum 2012) and co-editor, together with Jennifer Jenkins and Will Baker, of *Routledge Handbook of English as a Lingua Franca* (Routledge 2018). He is editor of *Journal of English as a Lingua Franca*.*

## Round Tables

### Round Table 1

#### *ELF awareness in ELT: The vision and key principles of the ENRICH Project*

#### *The ENRICH Project Partners*



Nicos Sifakis



Yasemin Bayyurt



Lili Cavaleiro



Maria Fountana



Lucilla Lopriore



Dina Tsagari

#### *Guest Discussant*



Barbara Seidlhofer

The Round Table discussion focuses on the background of the ENRICH Project, with particular reference to its principles and processes, the reasons why we implemented it and what we hoped to achieve. The insights and comments by the ENRICH Partners and Barbara Seidlhofer, our Guest Discussant, provide a comprehensive picture of the conceptual framework within which the ENRICH-2021 is carried out and sets the basis for the discussions that are going to take place within the conference.

For more information about the contributions of the ENRICH Partners, please see the short abstracts below.

#### **Nicos Sifakis**

This presentation discusses four premises and two principles guiding the ENRICH Project. As research in ELF makes the link with the ELT/EFL context necessary (premise 1), and as ELF itself is not directly teachable (premise 2), we developed a CPD framework which needed to be theoretically sound and practically informative (premise 3), while incorporating insights from previous programmes (premise 4). On this basis, the ENRICH CPD framework focuses on teachers' attitudes (principle 1) and is essentially non-interventionist (principle 2).

#### **Yasemin Bayyurt**

Recent research on training ELF-aware teachers (e.g., ELFTed, ELF-GATE) reveals a strong connection between ELT and ELF-awareness. ENRICH as the most recent project on ELF-awareness in ELT contributes to seeing this vision of ELF-awareness in ELT via examples from different multilingual contexts across Europe and beyond. Teachers' realization of the sociocultural aspects of the use of English in multilingual contexts enables them to integrate this understanding in their language teaching practice.

### Lili Cavalheiro

Considering how EFL classrooms are becoming increasingly multilingual/multicultural worldwide, raising teachers' ELF-awareness has become ever more important. This presentation focuses on the importance of the ENRICH project and the implementation of its CPD course, so to respond to this need, taking into special consideration the Portuguese context.

### Maria Fountana

Based on the main principles of ELF awareness, specific decisions need to be made regarding the development of an online teacher education environment. This presentation focuses on key e-learning principles that were adopted in ENRICH, highlighting the significance of promoting active engagement with the course content and constructive collaboration among the participants.

### Lucilla Lopriore

The development and successful implementation of the ENRICH Project is the result of three factors: a shared understanding of the role of English as a Lingua Franca, the notion of awareness as a unique approach to language learning, and the challenging emergence of multilingual landscapes. These factors have helped us come to terms with a complex system: communication.

### Dina Tsagari

This short presentation will exemplify the premises and principles guiding the ENRICH project by using examples and experiences from local applications with a view to raising ELF-awareness in the Norwegian ELT context such as reflections of teachers' practices, specific pedagogical proposals, etc.

## Round Table 2

### *ELF awareness in EFL pedagogy: How does ELF change EFL?*

#### *Participants*



Fan (Gabriel) Fang



Tomokazu Ishikawa



Stefania Kordia



Enric Llurda



Savio Siqueira

#### *Guest Discussant*



Henry Widdowson

The Round Table discussion draws on current thinking about the pedagogical implications of ELF and focuses on a question which, in essence, determines the way(s) that the link between ELF and pedagogy can be conceptualized and achieved in practice: How exactly does ELF change EFL? The insights and comments

provided by the participants and Henry Widdowson, our Guest Discussant, provide a state-of-the-art perspective on this major issue and are expected to contribute significantly to the field.

For more information about the contributions of the participants, please see the short abstracts below.

### **Fan (Gabriel) Fang**

The importance of ELF has been initiated to re-address the landscape of English language education. Based on my knowledge, ELF awareness is slowly gaining recognition in classroom practices in various contexts. However, transformation of EFL to ELF needs endeavour between ELF scholars and ELT practitioners, particularly in Global South contexts.

### **Tomokazu Ishikawa**

The notion of EMF in the ELF field highlights the tension between the ideological fixity of multiple named languages and the pragmatic fluidity of English users' semiotic repertoires. EMF pedagogy recasts any linguistic norms as samples to be explored and encourages reflection on present-day translingual, transcultural, and transmodal communicative processes.

### **Stefania Kordia**

Drawing on the fact that ELF is not teachable the way that typical varieties can be, ELF awareness highlights the significance of integrating ELF *within* EFL. It is argued that this kind of integration essentially involves adopting a post-EFL critical transformative perspective of human development and change.

### **Enric Llorca**

The incorporation of an ELF-aware perspective into ELT necessarily brings in a critical vision of language as a plurilithic and de-centered entity, different from the standard monolithic vision found in established models of ELT. I will provide examples of how the different domains of language teaching may be affected.

### **Savio Siqueira**

ELF awareness can surely foster and maintain an important dialogical relationship with EFL pedagogy. It can challenge traditional ELT practices, proposing a more balanced approach (ELF with EFL), so as to enrich classroom practices with insights gained from ELF research. In our context, the challenge still lies in teacher education.

## **Round Table 3**

### *The ENRICH Project: Lessons learned and the road ahead*

#### *The ENRICH Project Partners*



**Nicos Sifakis**



**Yasemin Bayyurt**



**Lili Cavalheiro**



**Maria Fountana**



**Lucilla Lopriore**



**Dina Tsagari**

The Round Table discussion looks forward. What happens after the ENRICH Project? What have we learned from it? What are the next steps? In what ways could the field of English as a (multi-)lingua franca, as well as

the field of teacher education in general, including online education, be enriched taking into consideration the processes and outcomes of our project?

For more information about the contributions of the ENRICH Partners, please see the short abstracts below.

#### **Nicos Sifakis**

This presentation highlights the importance of ENRICH in terms of empowering teachers around the world to act as agents of change within their educational context and beyond. It also discusses various issues which, as the ENRICH experience has shown, require further research, such as the implementation of ELF-aware teacher education and pedagogy in online environments, especially in the COVID-19 era.

#### **Yasemin Bayyurt**

In this presentation, the contribution of the ENRICH Project to Turkish teachers' understanding of ELF and its connection to their ELT practice are problematized and discussed in relation to the findings of the previous project (ELFTeD) that was carried out with Turkish in-service teachers. Further suggestions will be given offered for designing and directing such large-scale international projects.

#### **Lili Cavalheiro**

This presentation will take into consideration the Portuguese context, namely the contribution of the local participants in the CPD course, some of the results obtained, the impact it had on the participants and feedback received. With these issues in mind, we can make informed decisions on paving the path for more ELF-aware teachers and learners.

#### **Maria Fountana**

This presentation focuses on how the e-learning environment of the ENRICH CPD Course can be exploited beyond the lifetime of the Project. Emphasis is placed on the ways in which its innovative features (e.g., the image map it contains) can be used in other educational programmes by the CTI and other institutions, as well as on how all interested parties may access the CPD Course and use it for their own educational endeavours.

#### **Lucilla Lopriore**

Implementing the ENRICH Project represented an important challenge for us teacher educators since the content and the approach had never been experienced before. The lesson learnt through continuous reflective activities with the participants and the team allowed us to revisit and refine the course. In the second edition of the course, some of the course activities were modified and new topics were added.

#### **Dina Tsagari**

In this presentation, we discuss the lessons learnt in terms of the raising awareness of the local expertise in ELF, the impact the ENRICH Course has had on a variety of stakeholders, such as English language teachers, students, etc. locally and internationally, creating multiple communities of mentoring practice etc. The presentation will finish by making reference to the dynamic nature of the CPD course which has the potential of generating new knowledge in the field of multilingualism and particularly in future ELF-aware projects and practices.

## Colloquia

### Colloquium 1

#### *ELF awareness in ELT: The processes, outputs and outcomes of the ENRICH Project*



Nicos Sifakis Yasemin Bayyurt Lili Cavalheiro Maria Fountana Lucilla Lopriore Dina Tsagari

This Colloquium draws on the discussion taking place during the Round Table 1 “ELF awareness in ELT: The vision and key principles of the ENRICH Project” and provides a comprehensive picture of the processes, outputs and outcomes of the ENRICH Project. It includes five presentations by the ENRICH Partners, each one of which offers useful information about different aspects of the project.

For more information about the presentations of the ENRICH Partners, please see the short abstracts below.

#### **Unveiling teachers’ and learners’ practices & beliefs: the Needs Analysis (N.A.) surprising findings**

Lucilla Lopriore

The ENRICH team Needs Analysis was meant to investigate English language teaching and learning practices, routines, attitudes and beliefs in five countries with similar yet different education systems, curricula, teacher education and language policies. The NA provided unexpected findings, mainly similarities across countries and the degree of awareness teachers and learners already have of the changes occurring in English.

#### **Raising teachers’ ELF awareness in practice: The ENRICH CPD Course and its innovative e-learning environment**

Nicos Sifakis and Maria Fountana

In this presentation, we offer a comprehensive picture of the ENRICH Continuous Professional Development (CPD) Course and the e-learning environment which hosts it. Special emphasis is placed on the topics which the participants are invited to engage with and the activities which they are urged to carry out, highlighting the role of reflection and constructive dialogue among the participants. On this basis, we present indicative data illustrating how the participants of the Course during its implementation in 2020 evaluated their educational experience and the impact that the Course had on them and their learners. The ENRICH CPD Course is freely available to everybody through <http://enrichproject.eu/>.

#### ***The Handbook to English as a Lingua Franca Practices for Inclusive Multilingual Classrooms***

Lili Cavalheiro

This presentation focuses on the ENRICH Handbook, an open-access digital and printed publication, which includes guidelines for the implementation of the ENRICH CPD Course. The several phases for the publication process will be explained, as well as the main purposes of the volume, its end-users, the main sections in which it is organized and its expected impact.

#### **Evaluation and quality assurance in the ENRICH Project**

Dina Tsagari

This short presentation will focus on the ‘Evaluation and Quality Assurance’ of ENRICH which Oslo Metropolitan University (OsloMet) and Hellenic Open University have supported throughout the life of the

project. We monitored the progress and effectiveness of the project activities and carried out the assessment of the impact of the ENRICH CPD Course among other things. This was facilitated through specific sets of criteria and indicators, as well as special evaluation instruments. The presentation will detail the processes and outcomes of this intellectual output and the lessons learnt.

### Spreading the word: ENRICH dissemination in Europe and beyond

Yasemin Bayyurt

In this presentation, the dissemination activities of the ENRICH project will be presented in a chronological order. The significance of developing a dissemination plan – e.g., social media presence, multiplier events, webinars – for such a large-scale international project will be discussed in relation to specific examples from partner’s dissemination preferences and activities.

### Colloquium 2

#### *Revisiting ELT practices and beliefs in an ELF aware perspective: Teachers’ voices from a teacher education course*



Lucilla Lopriore



Silvia Sperti



Alessandra Cannelli



Valeria Fiasco

Language teacher education is a field where, according to local contexts and pedagogical traditions, different theoretical frameworks are being used, specific approaches adopted, course components differently combined, and teachers’ and trainers’ espoused theories and beliefs about English are often challenged and revisited. The purpose of this Colloquium is to describe and discuss the English as a Lingua Franca (ELF)-aware approach (Sifakis, 2007, 2019; Sifakis & Bayyurt, 2018)) of the ENRICH professional development course as implemented in Italy in its first and main implementation in 2020 and in its second edition in 2021. The adoption of such an approach elicited teachers’ awareness of changes occurring in the current status of English and induced a reflective perspective on the implications of teaching it within a moveable scenario where English teaching traditions are often challenged. This reflective approach, embedded within all course components, sustained the participants’ appropriation of their own teaching process and triggered a more focused awareness and use of course-books and materials. The relevance of ELF awareness, the emerging dilemmas and shifts in perspective in ELT and in language teacher education will be discussed in the colloquium by both the ENRICH course teachers as well as by the trainers. Voices from those ENRICH teachers who have had a chance to implement an ELF aware approach in their classrooms during the past year and of those who have revisited their habits and beliefs, will be part of the colloquium exchange. ELF awareness triggered by the ENRICH approach, emerged both in teachers’ lesson plans and projects and in their group discussions during the course; also, a shift in perspective in terms of attitudes and identities emerged. Yet, awareness cannot be taught, it can only be enhanced through reflective approaches where teachers explore, discover and make decisions about the subject they teach or they use for teaching, i.e., English.

The following ENRICH CPD Course participants are invited to take part in the Colloquium: Emma Abbate, Liceo Scientifico "A.Diaz" (High School), Caserta, Italy; Saima Abedi, SPELT, Pakistan; Maria Angela Ceruti, I. C. "Card. A. Casaroli" (Lower high school), Castel San Giovanni (PC), Italy; Francesca De Porzi, I.C. Martin Luther King (Lower high school), Rome, Italy.

## Abstracts of papers

[In alphabetical order, based on the surname of the lead author]

### **Internationalization and English from a lingua franca perspective: Representations of the participants of the program "Paraná Speaks English" from a Brazilian university**

**Milena Paula de Oliveira Alonso**  
State University of Maringá, Brazil

The aim of this presentation is to share the results of a study that analysed the representations of the internalization of higher education (IHE) and English from participants of "Parana Speaks English" (Brazil) - a program aimed at fostering language learning for the IHE. A theoretical overview of IHE (KNIGHT, 2003; DE WIT, 2013; for example) and of English as a lingua franca (ELF) perspective (SEIDLHOFER, 2011; JENKINS, 2018; among others) will be considered. Data were collected through Interviews carried out with the professionals working in that context and questionnaires sent to the students enrolled from Aug 2018 to Dec 2019. Results show that students and professionals are mostly positive about the internationalization process and understand English as a means to it. Regarding English, the coordinators and teachers seem to consider English as a lingua franca, probably due to their work and studies context, mainly in the field of languages, whereas most students tend to see English as a foreign language, favoring a monolithic view. However, the fact that English is not a neutral choice or that it would be exclusionary when considering the internationalization process were also mentioned. Therefore, we understand that the program could provide room for discussions and reflections on the ELF perspective in the process of IHE.

#### References

- De Wit, H. (2013). Reconsidering the concept of internationalization. *International Higher Education*, 70: 6-7.
- Jenkins, J. (2018). English medium instruction in Higher Education: The role of ELF. In Gao, A., Davison, C. & Leung, C. (Ed.). (2018). *Second Handbook of English Language Teaching*. Springer International Handbooks of Education (pp. 91-108).
- Knight, J. (2003). Updating the definition of internationalization. *International Higher Education*, 33/6: 2-3.
- Seidlhofer, B. (2011). *Understanding English as a Lingua Franca*. Oxford: Oxford University Press.

### **Student attitudes towards English pronunciation: Awareness raising through a pedagogical intervention**

**Ane Alonso Herrero**  
University of the Basque Country (UPV/EHU), Spain

The English language has undergone such globalisation that it has fostered the establishment of a new society where English is conceived as an international means of communication and has become the main global lingua franca. For that reason, English has gradually gained ground in our daily lives and having a certain degree of fluency in the language is now a necessity in very diverse settings. Pronunciation is essential for intelligible speech and it is thus directly associated with successful language learning (Huensch & Thompson, 2017), yet it is still neglected in ELT. This study investigates Portuguese students' attitudes towards English pronunciation and native and non-native varieties, namely American English (AE), British English (BE) and English as a Lingua Franca (ELF). Moreover, it examines students' perceptions before and after an awareness-raising pedagogical intervention about the previously mentioned concerns. Participants consist of 170 students from a public school in Valadares, Portugal. They were aged 15-16 and attending 10th grade at the time of the experiment.

Data collection instruments include a questionnaire, the verbal-guise technique and a guided discussion. Although students are expected to initially display a strong preference for native varieties of English (Boonsuk & Fang, 2020; Tran & Tanemura, 2020), the intervention is hoped to have a significant impact on

students' attitudes (Lanvers, 2020). Thus, students are expected to reveal a more accepting stance towards ELF and other non-native varieties after having experienced an intervention aimed at improving their attitudes towards non-native varieties.

#### References

- Boonsuk, Y. & Fang, F. (2020). Boonsuk, Y., & Fang, F. (2020). Perennial language learners or competent language users: An investigation of international students' attitudes towards their own and native English accents. *RELC Journal*.
- Huensch, A. & Thompson, A. (2017). Contextualizing attitudes toward pronunciation: Foreign language learners in the United States. *Foreign Language Annals*, 50: 410-432.
- Lanvers, U. (2020). Changing language mindsets about modern languages: a school intervention. *The Language Learning Journal*, 48:5, 571-597.
- Tran, P. M. & Tanemura, K. (2020). English in Vietnam: A sociolinguistic profile. *World Englishes*, 39: 528-541.

### **ELF in pre-service teacher education: Moving beyond theory**

**Polyanna Castro Rocha Alves and Jacyara Nô dos Santos**

Federal University of Bahia, Brazil

The role of pre-service English Language Teacher Education is crucial to help the new generation of English teachers bridge the gap between theoretical discussions in the field of ELF and classroom practice. With this in mind, the aim of this paper is to present some findings from two ongoing PhD research studies on ELF-awareness in teacher education. The investigations were carried out in two different public universities in the state of Bahia, Brazil. They both aim at identifying the way future English teachers perceive the teaching of English under a lingua franca perspective. The literature used to support and direct both studies is based on works of researchers affiliated with recent studies about ELF such as Sifakis et al. (2018); Bayyurt; Sifakis (2017); Duboc; Siqueira (2020), among others. One investigation is an action research and the other one is an ethnographic study. Data came from both microteaching conducted by participants with their peers and presentation of teaching sequences in which participants had the opportunity to integrate their evolving understanding of ELF perspective into practical teaching activities. The way the participants translated ELF theories into teaching steps suggested signs of critical reorientation of their beliefs toward English language teaching and use, demonstrating they are open to integrate ELF into their future experiences in real-life contexts.

#### References

- Bayyurt, Y. and Sifakis, N. C. (2017). Foundations of an EIL-aware Teacher Education. In A. Matsuda (Ed.), *Preparing teachers to teach English as an International language*. Bristol: Multilingual Matters (pp. 3-18).
- Duboc, A.P.M. and Siqueira, S. (2020). ELF feito no Brasil: expanding theoretical notions, reframing educational policies. *Status Quaestionis*, 19, 297-331.
- Sifakis, N. C. et al. (2018). JELF Colloquium ELF-awareness in ELT: bringing together theory and practice. *Journal of English as a Lingua Franca*, 7 (1), 155-209.

### **Building ELF-awareness in the classroom:**

**The use of communication strategies to negotiate meaning in ELF transcultural contexts**

**Monica Antonello**

University of Verona, Italy

Since ELF speakers do not share the same linguistic and cultural backgrounds, the expression ELF Transcultural Communication is suggested to take into consideration both the linguistic and cultural dimensions of ELF, conceiving language and culture as emergent and complex systems (Baker & Sangiamchit,

2019). Against this backdrop, communication strategies acquire a central role since ELF speakers have been shown to pro-actively use different strategic moves to reach and jointly construct shared understanding. The study is based on my PhD dissertation and it focuses on the analysis of the use of backchannels, overt multilingual resources, reformulation, and repetition in informal conversations in the VOICE-Leisure sub-corpus and in the ViMELF corpus. After a theoretical introduction of ELF studies on the aforementioned communication strategies, the results of the CA-based qualitative analysis will be discussed. ELF speakers actively use (and co-use) these communication strategies to create and negotiate a common frame of reference in order to reach shared understanding. The data shows that backchannels are frequently performed to show active listenership, overt multilingual resources are particularly relevant in expressing cultural concepts, while repetitions and reformulations are often used to serve several functions in the meaning-making process. Finally, their relevance in ELF-aware pedagogy will be discussed and activities to be carried out in the English class will be suggested.

#### References

- Baker, W., & Sangiamchit, C. (2019). Transcultural communication: Language, communication and culture through English as a lingua franca in a social network community. *Language and Intercultural Communication*, 19/6: 471-48.
- Cogo, A. (2016). Conceptualizing ELF as a Translanguaging Phenomenon: Covert and Overt Resources in a Transnational Workplace. *Waseda Working Papers in ELF*, 5: 61–77.
- Kaur, J. (2009a). *English as a Lingua Franca: Co-constructing Understanding*. VDM Publishing.

#### **ELF-aware teaching and learning: Report of a teacher's development through participation in the ENRICH CPD course**

**Jean Antunes**

University of Évora, Portugal

The contemporary uses of English, from the perspective of globalisation, have implications that must be considered in the teaching and learning process of this language. These implications require from English teachers a deeper understanding of the possible multilingual/plurilingual background of learners and the contextualisation of the teaching practices adopted in the classrooms. A more ELF aware approach to teaching and learning has the potential to better address the needs of English learners in multilingual/plurilingual contexts, and promote classroom practices that are more contextually relevant and effective. This work reports on the author's development of ELF-aware teaching and learning knowledge and skills through participation in the ENRICH CPD course from Portugal. Based on a description of the engagement with the ELF-related literature and input from the course, and with a focus on the practical elements of designing and delivering a lesson to learners from the multilingual context of Tanzania, including the reflection and peer-review processes, this report will conclude that the ELF-aware reflective practice has much to contribute to teacher development.

#### **The relationship between Turkish EFL instructors' intercultural awareness and perceptions of ELF**

**Sultan Atalay and Burcu Gökgöz-Kurt**

Kütahya Dumlupınar University, Turkey

English as a Lingua Franca (ELF) has attracted increased attention as a research focus over the last two decades. While previous research has investigated ELF from a variety of "linguistic levels" (Jenkins, 2007), the inter/transculturality-ELF interface has gained relatively less attention (Baker, 2018; Ishikawa & Baker, 2021). This ongoing study aims to examine whether and how Turkish EFL Instructors' ELF perceptions and Intercultural Awareness are related. Such variables as age, gender, teaching experience, and abroad experience are also considered. Data from 56 Turkish EFL instructors were collected through two different, 5-

point Likert-type questionnaires using a correlational research design. The results of the statistical analyses indicate a positive moderate relationship between Turkish EFL instructors' ELF perceptions and Intercultural Awareness. Furthermore, the role of teaching & abroad experience, age, and gender as possible factors affecting ELF perception and Intercultural Awareness seems to vary. The findings of the study have various implications for making intercultural awareness and ELF a part of teacher education programs and school curricula. In the same vein, suggestions for teachers, teacher trainers, materials developers, and policy makers are also discussed.

#### References

- Jenkins, J., Cogo, A., & Dewey, M. (2011). State-of-the-art article: Review of developments in research into English as a lingua franca. *Language Teaching*, 43(3), 281-315.
- Ishikawa, T., & Baker, W. (2021). Multi-, inter-, and trans-? 'Confusing' terms for ELF researchers. *The Center for English as a Lingua Franca Forum*, 1: 21-30.
- Baker, W. (2018). English as a lingua franca and intercultural communication. In J. Jenkins, W. Baker, & M. Dewey (Eds.), *Routledge handbook of English as a lingua franca* (pp. 25-36). London: Taylor & Francis.

#### ELF-awareness in English textbooks: A focus on Turkey

Cihat Atar

Sakarya University, Turkey

The development and implementation of English language teaching programs should be taken as a whole curriculum development process. Out of the components of English language teaching curriculum, textbooks are indispensable parts of language classrooms. In line with the changes in approaches in ELT, textbooks have also been adapted according to the changes in the field, from GTM to more communicative ways. Some recent approaches in ELT are the ELF, World Englishes, and sociolinguistic approaches which suggest that ELT should align itself with the current realm of English in the 21st century. Accordingly, this presentation aims to investigate the English textbooks used in Turkey from an ELF-awareness perspective. Implications for ELT material development will be mentioned, and some suggestions to improve these textbooks will be made.

#### English as a multilingual franca and transcultural ELT

Will Baker<sup>1</sup> and Tomokazu Ishikawa<sup>2</sup>

<sup>1</sup>Centre for Global Englishes University of Southampton, UK; <sup>2</sup>CELF, Tamagawa University, Japan

If the aim of language teaching is to teach students to communicate through the language being learnt, then in ELT that communication is most likely to be intercultural and transcultural through English-within-multilingualism. We take transcultural communication to be an extension of intercultural communication in which linguistic and cultural boundaries are transcended and transformed rather than moved 'across' and 'between' (Baker & Ishikawa, 2021). We also conceive 'English' as a global multilingua franca or EMF (Jenkins, 2015). Both EMF and transcultural communication take notice of the ideological boundaries of language and culture, but appreciate translingual, transcultural, and transmodal accommodation in the process of effective global communication (Baker & Ishikawa, 2021). In this talk, we identify a number of strands in current approaches to ELF and ELT that are commensurable with this EMF and transcultural perspective on communication. This includes (1) taking a critical approach to language, culture, and identity that challenges dominant established discourses, typically essentialist and nationalist ones; (2) examining instances of linguistic usage and cultural interpretation as discrete samples rather than de-contextualised norms; (3) moving from communicative competence to intercultural and transcultural awareness, including pragmatic competence and fostering positive attitudes to difference and 'others'; (4) focusing on processes of communication as well as adaptable use of communicative resources and modes in an integrated manner; (5)

replacing the inappropriate native speaker model with the intercultural speaker and intercultural citizen as goals; and (6) recognising that how these aspects of teaching are implemented will be variable depending on their relevance to local contexts, cultures, and needs.

#### References

- Baker, W., & Ishikawa, T. (2021). *Transcultural communication through Global Englishes: An advanced textbook for students*. Routledge.
- Jenkins, J. (2015). Repositioning English and multilingualism in English as a Lingua Franca. *Englishes in Practice*, 2/3: 49-85.

### **Turkish ELTs' insights into continuous professional development**

**Sezen Bektaş and Yasemin Bayyurt**

Boğaziçi University, Turkey

Considering the increasingly multilingual realities of today's English language classrooms, the promotion of English language teachers' (ELTs) competences through professional development programmes emerges as an urgent necessity in meeting the changing needs of the students. Accordingly, exploring teachers' perceptions of such programmes could be a significant endeavor since teachers' further classroom practices are likely to be affected by their own take of these courses. To this end, the present study aimed to explore a group of ELTs' perceptions of a Continuous Professional Development (CPD) course developed within the framework of an EU-funded Erasmus+ Project, titled "English as a Lingua Franca Practices for Inclusive Multilingual Classrooms" to cater for in-service ELTs' current needs across five different countries. The sample in the study consisted of 15 ELTs working in multilingual classrooms in the context of Turkey. The data were collected through an evaluation questionnaire administered at the end of the course implementation as well as the recordings of the f-2-f and/or online group meetings throughout the course. Since it is well-accepted that teacher educators and mentoring play a chief role in teachers' professional development (e.g., Orland-Barak, 2016; Vazquez, 2016) and mentoring constituted an important aspect of the ENRICH CPD, particular emphasis was placed on the establishment of mentoring partnerships and holding group discussions in the participant teachers' responses and comments. The findings were discussed in light of the relevant literature and with reference to the project objectives. The study may have practical implications to be utilized in developing future teacher training courses.

#### References

- Orland-Barak, L. (2016). Mentoring. In J. Loughran and M.L. Hamilton (Eds.), *International handbook of teacher education*. Volume 2. (pp. 105-142). Singapore: Springer.
- Vázquez, B. M. (2016). Teacher development for autonomy: An exploratory review of language teacher education for learner and teacher autonomy. *Innovation in Language Learning and Teaching*, 12/4: 387-398.

### **Raising intercultural competence and ELF-awareness through digital storytelling in a task-based language learning and teaching (TBLT) methodology**

**Jose Belda-Medina**

University of Alicante, Spain

Digital storytelling (DST) has been widely used as a powerful tool with different educational purposes, but most of the stories adopted the form of first-person narration for self-reflection and advocacy in adult education (Wu & Chen, 2020). This study was based on a quasi-experimental research aimed at analyzing students' higher-order thinking skills and raising their intercultural competence through the adoption of a TBLT methodology in the language classroom over a three-month period. For this purpose, 78 pre-service teachers

utilized collaboratively several authoring tools to create intercultural DSTs aimed at teaching English to children from an inclusive perspective. The research procedure covered five different stages from pre-production to implementation in a real classroom setting. Quantitative and qualitative data were gathered through different instruments: a pre-post-test, including items partly adapted from two validated scales on multicultural competence (Hachfeld et al., 2011) and ELF-awareness (Curran & Cherne, 2017), the analysis of 21 digital stories, class observation and semi-structured discussions. The results about the participants' beliefs and attitudes towards intercultural competence and ELF-awareness were analyzed through the Wilcoxon signed-ranked test for non-parametric data. The findings revealed statistically significant differences before and after the experiment, the scores indicated higher awareness in intercultural competence and EFL-awareness among the teacher candidates, who showed more favorable positions towards inclusiveness but advocated for better intercultural education in the English language classroom.

#### References

- Curran, J. E., & Cherne, C. L. (2017). Pre-service English teachers' attitudes towards English as a lingua franca. *Teaching and Teacher Education*, 66, 137-146.
- Hachfeld, A., Hahn, A., Schroeder, S., Anders, Y., Stanat, P., & Kunter, M. (2011). Assessing teachers' multicultural and egalitarian beliefs: the teacher cultural beliefs scale. *Teaching and Teacher education*, 27(6), 986-996.
- Wu, J., & Chen, D. T. V. (2020). A systematic review of educational digital storytelling. *Computers & Education*, 147, 103786.

### “I came as a visitor, but I stayed”: Changes in learners' intercultural awareness as a result of an ELFSA experience

Judith Borràs<sup>1</sup> and Zeynep Köylü<sup>2</sup>

<sup>1</sup>Universitat Pompeu Fabra, Spain; <sup>2</sup>Universität Basel, Switzerland

The Study Abroad (SA) context has been repeatedly regarded as the most optimal one in terms of linguistic development. Moreover, other aspects such as intercultural competence (IC) also seem to take advantage from such stays (Heinzmann et al., 2015). The new role of English as the world's lingua franca (ELF) and the internationalization of the universities have fostered the emergence of a new SA context: English as a Lingua Franca SA (ELFSA, Köylü, 2016) which consists on performing a stay in a non-anglophone country where English is used for communication purposes. Previous research suggests that this ELFSA context fosters the learners' ownership of English and their transformation into ELF users (Köylü, 2016). The present study qualitatively explores intercultural competence (IC) development, and how this construct evolves after a semester-long ELFSA experience. Participants (n= 8) come from two L1 backgrounds (Spanish, n= 3; Turkish, n= 5) and English was their L2. Following a stimulated-recall protocol, semi-structured interviews were performed to elicit information from the participants. Interviews were coded and analysed drawing on grounded theory in light of conceptualizations of IC (Byram, 1997). Results suggest that participating in an ELFSA experience within the ERASMUS framework contributes to IC development in terms of cultural empathy and flexibility, among others.

#### References

- Byram, M. 1997. *Teaching and assessing intercultural communicative competence*. Philadelphia: Multilingual Matters.
- Heinzmann, S., Künzle, R., Schallhart, N., & Müller, M. 2015. The effect of study abroad on intercultural competence: Results from a longitudinal quasi-experimental study. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 26/1: 187-208.
- Köylü, Z. 2016. *The influence of context on L2 development: the case of Turkish undergraduates at home and abroad*. Unpublished doctoral dissertation. University of South Florida.

## 'ELF-ing' in L2 writing: Mindmap-based instruction

Christine Calfoglou

Hellenic Open University, Greece

Learners have been said to be capable of reproducing or transforming knowledge depending on the genre (Bereiter & Scardamalia, 1987) or the existence of a plan (Galbraith, 1999) but there is also evidence of knowledge generation in L2 writing in the pre-planned production of a knowledge-telling genre (Calfoglou, 2020). In this paper, I will argue that mindmap-based writing may possess the resilience required to accommodate differentiated monolingual or multilingual learner needs and levels of competence, while the knowledge generated might potentially find its way into the L2, in the ELF tradition (Seidholfer, 2015; Sifakis et al., 2018).

### REFERENCES

- Bereiter, C. & Scardamalia, M. (1987). *The psychology of written composition*. Hillsdale, NJ: Lawrence Erlbaum.
- Calfoglou, C. (2020). 'Knowledge-telling vs. knowledge-transforming in L2 writing: A bumpy continuum?' Paper presented at the 1st International Online Conference on E.S.P., E.A.P. and A.L., September 26-27, University of Thessaly.
- Galbraith, D. (1999). 'Writing as a knowledge-constituting process'. In Torrance, M. & D. Galbraith (Eds) *Knowing What to Write*. Amsterdam, NL: Amsterdam University Press, 139-160.
- Seidhofer, B. (2015). 'ELF-informed pedagogy: From code-fixation towards communicative awareness'. In Paola Vettorel (ed.), *New Frontiers in Teaching and Learning English*, 19–30. Newcastle-upon-Tyne: Cambridge Scholars.
- Sifakis, N.S, Lopriore, L., Dewey, M., Bayyurt, Y., Vettorel, P., Cavalheiro, L., Siqueira, S. & Kordia, K. (2018). 'ELF-awareness in ELT: Bringing together theory and practice.' *Journal of English as a Lingua Franca*, 7(1): 155-209.

## A survey on pre-service teachers' ideologies and attitudes towards English

Júlia Calvet-Terré and Enric Llurda

University of Lleida, Catalonia, Spain

With the emergence of English as a global lingua franca, teacher education becomes crucial not only for making the global status of the language visible within the classroom, but also for creating spaces in which students have opportunities to demystify assumptions based on native speakerist ideologies. Being critically engaged with the growing ELF literature as well as being exposed to a wide range of instances of ELF interactions is necessary but probably not sufficient to move beyond the reductionist British and American representations of English. To this end, teachers need to focus on the plurilithic reality of English by reflecting and acting upon the implications this may have on their own teaching contexts. Such reconsideration may involve revisiting established practices and ideas such as the preponderance of native speakers, the issue of ownership of the language and the extent to which the Standard English variety commonly presented in the teaching materials is relevant for their learners (Sifakis & Bayyurt 2018; Galloway 2018). It has previously been argued that extended stays in English-speaking countries have an effect on teachers attitudes (Llurda 2008), but no quantitative study has analyzed the impact of stays abroad on pre-service teachers' ideological stand regarding ELF and native speakerism. This study seeks to unearth the ideology and attitudes towards English as a lingua franca held by pre-service teachers through a survey addressed to students in Spanish English-related BA and MA degrees, which has so far been responded by over 500 students from all over Spain. The survey intends to explore the ways in which certain factors, such as the level of study, being exposed to topics sensitive to the role of ELF, or study-abroad experience, come into play in the construction of the pre-service teachers' views and attitudes toward ELF and the detachment from native speakerist ideology.

**English as a lingua franca in Brazilian higher education: Insights from  
a qualitative study with university lecturers**

**Luciana Cabrini Simoes Calvo<sup>1</sup>, Telma Gimenez<sup>2</sup>, Alessia Cogo<sup>3</sup> and Michele Salles El Kadri<sup>2</sup>**

<sup>1</sup>State University of Maringá, Brazil; <sup>2</sup>State University of Londrina, Brazil;

<sup>3</sup>Goldsmiths, University of London, UK

For some time, the teaching of English was carried out mainly in basic education as one of the potential foreign languages in the curriculum. This situation changed in 2017 when English became compulsory, following market-oriented educational policies. Since then, there has been an exponential growth in the so-called “bilingual schools”, in which English has been used as the medium of instruction. A similar trend has been found in higher education, with universities aspiring to become members of the global network and foster mobility through the teaching of courses in English (Gimenez et al., 2018; Macaro et al. 2018). However, what English means in this context, what benefits and challenges can result from an EMI strategy are far from clear. In order to investigate the perceptions about the receptivity to an ELF perspective, we conducted interviews with lecturers and collected answers to a questionnaire from lecturers and members of the administration at two state universities in Paraná-Brazil. The results suggest various ideological positions in relation to what counts as “good” English and the role of EMI in relation to “language mistakes” vs. knowledge appropriation. The use of Portuguese (the dominant language in those academic contexts) was admitted as a strategy to accommodate the lower proficiency in English and to privilege content over incidental language learning. These results suggest the existence of a receptive environment for ELF-awareness in EMI teacher education as a way to make English part of the academic socializing experiences of Brazilian researchers.

References

- Gimenez, T; Sarmiento, S., Archanjo, R., Zicman, R., Finardi, K. (2018). *Guide to English as a medium of instruction in Brazilian Higher Education institutions 2018-2019*. São Paulo: British Council.
- Macaro, E.; Curle, S.; Pun, J. (2018). A systematic review of English medium instruction in higher education. *Language Teaching*, 51(1): 36-76.

**English as a lingua franca in a Brazilian teacher education course: An analysis of a local experience**

**Luciana Cabrini Simões Calvo and Bruna Sampaio Silgueiro Mardegan**

State University of Maringá, Brazil

Given the current status of English as a Lingua Franca (ELF), many studies have defended the need to discuss ELF and its pedagogical implications in teacher education (Gimenez; El Kadri; Calvo, 2018; Santos; Siqueira, 2019; Sifakis, 2020). In this way, the aim of this presentation is to analyse a work focused on ELF in a teacher education course in the Languages Arts undergraduation program of a Brazilian public university in Paraná. Specifically, there is the purpose of reporting the experience and bringing data from this practice, whose synchronous interactions used Google Meet and asynchronous registrations were made in Google Classroom. The preliminary results indicate that the undergraduates were receptive to the conception and perspective of ELF and its implications for the teaching-learning of the language, which was evidenced not only in the discussions, but also in the lesson plans developed by them. Thus, the work developed during these classes enabled the students to be more aware of the ELF perspective for the English classroom.

References

- Gimenez, T., El Kadri, M. and Calvo, L. C. S. (Ed.). (2018). *English as a Lingua Franca in Teacher Education: A Brazilian perspective*. De Gruyter Mouton.
- Santos, J. N.; Siqueira, S. (2019). Desafios contemporâneos na formação de professores de inglês: algumas contribuições dos estudos de Inglês como Língua Franca. *Revista Letras Raras*, 8/3: 64-84.

Sifakis, N. C. (2020). Two obstacles to enabling change in ELF-Aware teacher education and how to overcome them. *Estudos linguísticos e literários*. 65: 104-117.

### **(Re)assessing teachers' attitudes and practices for the multilingual ELF-aware classroom**

**Lili Cavalheiro<sup>1</sup>, Luís Guerra<sup>2</sup> and Ricardo Pereira<sup>3</sup>**

<sup>1</sup>University of Lisbon Center for English Studies, Portugal; <sup>2</sup>University of Évora / University of Lisbon Center for English Studies, Portugal; <sup>3</sup>Polytechnic of Leiria / University of Lisbon Center for English Studies, Portugal

Following the trend that has emerged in most European educational contexts, Portugal has witnessed an increasing number of multilingual/multicultural classrooms. According to the Ministry of Education, students from over 180 nationalities were enrolled in Portuguese schools in 2020. Consequently, English language teachers have had to adapt to this reality by acknowledging a gradual shift from the notion of correctness to appropriateness and intelligibility, reassessing the traditional learning target that focuses on native speaker norms. Thus, the scope of this presentation is based on Kirkpatrick's work (2007:194), which advocates that "in aiming to teach and learn English in ways that would allow for effective communication across linguistic and cultural boundaries the focus of the classroom moves from the acquisition of the norms associated with a standard model to a focus on learning linguistic features, cultural information and communication strategies that will facilitate communication." This study stems from the Erasmus+ ENRICH project and reports the findings of a questionnaire applied to Basic and Secondary teachers (N=133), in order to ascertain their awareness of and attitudes towards English language teaching, learning and use in multilingual classrooms in Portugal. These findings indicate the need for the promotion of teacher competences that are crucial for reflecting, responding to and building upon the diversity found in today's multilingual/multicultural English language classrooms.

### **Teacher perceptions of spaces for English as a lingua franca in instructional contexts**

**Lynell Chvala and Mona Evelyn Flognfeldt**

OsloMet - Oslo Metropolitan University, Norway

Globalization processes challenge established understandings of the English language and pedagogical concerns in English language teaching (ELT) (Sifakis, 2017). For many teachers today, multiple Englishes in the classroom and learners' extensive extramural use of English is increasingly the reality. The frequent use of English as a lingua franca (ELF) in multilingual contexts calls for the integration of ELF-aware instruction into ELT practices (Sifakis & Bayyurt, 2018). The purpose of this presentation is to explore teacher perceptions of openings for ELF-aware thinking, approaches and practices across a range of instructional contexts. Empirical data consist of teacher contributions to an online discussion as part of enrollment in a free professional development course. The course, entitled "English as a Lingua Franca Practices for Inclusive Multilingual Classrooms" (ENRICH), enrolled teachers from across the globe. Discussions targeted local perceptions of English language teaching, opportunities for ELF-aware teaching, and attitudes of key stakeholders and in policy documents and instructional materials. Qualitative content analysis was used to analyse responses and revealed the following factors as conducive to increasing the integration of ELF-awareness: a) a holistic approach to language learning, b) accessibility to and use of technology, c) flexibility in materials selection, d) process-oriented assessment, e) support from educational authorities, and f) teacher collaboration. The implications for implementational spaces in instructional contexts, challenges and opportunities, are explored.

#### References

Sifakis, N. C. 2017. ELF awareness in English language teaching: principles and processes. *Applied Linguistics* 2017, 1-17.

Sifakis, N. C., & Bayyurt, Y. 2018. ELF-aware teacher education and development. In J. Jenkins, W. Baker & M. Dewey (Eds.) *The Routledge Handbook of English as a Lingua Franca* (pp. 456–67). Routledge.

### **Teachers' attitude towards the use and teaching of mediation**

**Giulia Ciaramita and Inmaculada Fortanet-Gómez**

UJI, Spain

In 2018, the CEFRCV introduced the concept of mediation: “In mediation, the user/learner acts as a social agent who creates bridges and helps to construct or convey meaning [...]” (Council of Europe 2018, 103). Therefore, mediation makes communication possible among people who are unable to communicate with each other. This paper investigates secondary and primary school language teachers' attitudes towards the concept of mediation. The analysis takes into account qualitative and quantitative data collected within the European project Template—TEchnology-Mediated PLurilingual Activities for (language) Teacher Education (<https://templateplurilingualism.eu/>). The aim of the project is to strengthen the competences of pre- and in-service language or CLIL teachers who want to implement the recommendations of the Council of Europe for the use of plurilingual approaches.

The objective of the paper is to answer the following research questions: Which is the teachers' attitude towards mediation? Are they aware of using mediation strategies when teaching? Do they teach students to use these strategies? Through which practices is mediation taught or used in class and to which extent? In order to do that, we will first analyse the data following a combined methodology using quantitative and qualitative methods. Quantitative data have been collected thanks to the analysis of a survey about plurilingual teaching practices, in which 212 teachers from Italy, Spain, Belgium, Germany, Lithuania participated. Additionally, a semi-guided interview on plurilingualism and language teaching was conducted in national and international focus groups. In this paper we will focus on the Spanish teachers' responses as compared to the international focus group.

#### References

Council of Europe. 2018. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), Companion Volume with New Descriptors*, <https://rm.coe.int/cefr-companion-volume-with-newdescriptors-2018/1680787989>

### **Blending ubiquitous learning with multimodal literacy for intercultural communicative competence**

**Betty Beulah Dammu**

The English and Foreign Languages University, Hyderabad, India

The 21st Century graduates need to work in an international scenario where they have to communicate with customers, suppliers, and partners, locally and globally. The dearth of intercultural communication may lead to misinterpretation, misunderstanding, and cultural conflicts among employees. Moreover, cross-cultural differences hinder collaboration, teamwork, joint ventures, and even international projects. Globalization has blurred the boundaries but could not create cultural tolerance and annihilate the cultural disparity. Hence there is a dire need to bridge the culture gap and to develop intercultural competence. Though language and culture are intertwined, most of the Indian ESL teachers miss the flavor of culture by giving predominance to linguistic proficiency. There is a conspicuous absence of cultural training and even the instructional materials are often developed with minimal regard for sensitizing students about the culture of the English language. Moreover, the accelerated status of English as a global language and the advent of digital technologies led to multi-modality in communication. Thus, teaching just in a linear print mode is not enough to prepare learners as global citizens. This qualitative study investigated to what extent merging ubiquitous learning with multimodal literacy fostered intercultural communicative competence. A sample of 30 students from Hyderabad was taken. Data was collected through questionnaires and semi-

structured interviews. During the intervention, deep culture elements were being nurtured. Following a demonstration, they were asked to concoct multimodal texts. The intervention has taken place for 12 weeks through synchronous and asynchronous online teaching. This study furnished a new equitable u-learning experience every week. The course content was disclosed week-wise in the form of videos, web pages, documents, blogs, etc. accommodating a multimodal approach. The results indicated that it ignited cultural awareness, amplified cultural sensitivity, and enhanced ambiguity tolerance. The research recommends that language teachers can adopt this methodology for building intercultural communicative competence.

### **Global Englishes and writing assessment: A teaching unit**

**Eduardo Diniz de Figueiredo**

Universidade Federal do Paraná, Brazil

In recent years, discussions on the pedagogical implications of the global spread of English have intensified, as scholars and practitioners look for practical ways in which they can implement theoretical understandings coming from paradigms such as world Englishes (WE), English as an international language (EIL), and English as a lingua franca (ELF). One aspect of language teaching and learning that seems to have received less attention in this regard is that of assessment – due to the standardized testing practices that are common in the field of English language teaching. In this presentation, I will introduce a teaching unit in which pre-service teachers taking a course on Global Englishes are required to use their readings on WE/EIL/ELF and related areas to perform two activities: a) decide on specific criteria to be used for assessing a number of different writing assignments; i.e., decide what aspects of each assignment (e.g., language conventions, organization, attention to specific language use) should (or should not) be taken into consideration for assessment and how; and b) give feedback to authors of a number of different writing pieces (in different genres), taking into consideration the criteria they choose. Selected genres in the teaching unit go beyond those that are typically assessed in the writing component of language tests. Reflections upon the potential and challenges of the unit will be discussed. In particular, I will highlight the need for pre-service teachers to reflect upon how readings and critical discussions on global Englishes-related literature can impact the choices they make when considering the teaching of writing and the assessment practices that are involved.

### **Importance of ELF awareness during Covid-19 pandemic and beyond**

**Tamari Dolidze<sup>1</sup> and George Raptopoulos<sup>2</sup>**

<sup>1</sup>BSMA, GRUNI, Pegaso International, Georgia; <sup>2</sup>ESL/EFL Teacher/Teacher Trainer, Greece

Covid-19 Pandemic has revolutionized not only our lifestyles but also the way we communicate globally and locally - via English as a Lingua Franca (ELF). Hence, our Paper will highlight the importance of ELF awareness in general and in particular during Covid-19 pandemic, will review the ways of developing communicative competences and transversal skills between ELF Learners and Instructors through applying ELF in practice, without being aware of its theoretical basis, and provide analysis of examples based on real-life situations necessitating integration of ELF in teaching and learning practice, their particular importance during Covid-19 for communicating key messages during crisis periods, as well as offer recommendations for its further “educated”, focused and if accepted by the majority, compulsory application once returning to ‘old normal’.

Kaur (2014) asserted that students should ideally be offered “opportunities to engage in meaningful tasks which promote the use of strategies such as repetition, paraphrasing, clarification checks and collaborative completion of utterances in their interactions as they negotiate meaning and co-construct understanding in English”. ELF is ideal in this context, as it allows people with various levels of proficiency in English to build a common understanding by using whatever English they have to communicate basic ideas initially, before moving on to more complex ones.

Keeping in mind that the main reason for using language, be it spoken or written, is to communicate, the goals of our paper are the promotion of teaching and learning from a global perspective and the development of effective ELF communication skills in students, as well as their adoption and use by educators of the 21st century.

#### References

Kaur, J. (2014). Teaching the effective use of ELF: Insights from research into ELF pragmatics, in K. Murata (Ed.), *WASEDA Working Papers in ELF* (Vol. 3, pp 58-59). Tokyo: Waseda University.

### **Fostering ELF-awareness in language classes through scenes from famous TV series**

**Arzu Ekoç**

Yildiz Technical University, Turkey

In today's world, there are more L2 speakers of English than L1 speakers of English. As Björkman (2011, p. 94) puts it, "it is important that speakers who will operate in ELF settings are exposed to variety of accents, since this precisely what they will need to do when they use ELF". Similarly, Siqueira (2015, p. 251) pinpoints, "the world consumes English, it appropriates English, provides English with new colors, new flavors, new forms and perspectives to exactly see the world. However, this very same world continues being weakly represented in all sorts of ELT materials". Yet, we can incorporate authentic materials for ELF pedagogy. In line with this thought, this presentation focuses on an ELF-aware learning activity to foster students' ELF-awareness in an English preparatory school at a university. There has been a rise in the popularity of video streaming services. For a month, some short scenes from famous TV series were shown to B1 level students in online classes, and the issues of intelligibility, language negotiations were introduced. The researcher tried to seek students' ideas with this action research. Whole class discussions and semi-interviews have underlined students' beliefs. They have recognized different Englishes, but some of them found those challenging to understand while some of them agreed that watching people with different accents helped them increase their confidence in their own speaking skills. Similar classroom activities can be optimized for raising awareness of English as a lingua franca.

#### References

Björkman, B. (2011). English as a lingua franca in higher education: Implications for EAP. *Ibérica*, 22, 79-100.  
Siqueira, D. S. P. (2015). English As A Lingua Franca And ELT Materials: Is The "Plastic World" Really Melting?. In Y. Bayyurt and S. Akcan (Eds.), *Current Perspectives on Pedagogy for English as a Lingua Franca* (pp. 239-259). De Gruyter.

### **Responding to multilingualism and identity on an online CPD Course: A scalar approach**

**Işıl Erduyan and Yasemin Bayyurt**

Boğaziçi University, Turkey

There has been a growing interest in recent years in the scalar analyses of learning and identity processes (e.g. Canagarajah and De Costa, 2015; Wortham, 2006). As Wortham (2006:4) defines it, scales refer to "the spatiotemporal envelope within which a process happens." Individuals situate themselves within multiple timescales in the course of speech that are products of "different sets of processes" and make way for "different instances of social identification" (Wortham, 2006: 43). To this end, discourse can be analyzed by depicting the construction of multiple scales within which the speakers situate themselves and through illuminating the link between identities nested within and across these scales. In this paper, we take a scalar approach to discourse produced by ELTs on an online CPD course platform. Titled "English as a Lingua Franca Practices for Inclusive Multilingual Classrooms" (ENRICH), the CPD is part of a multinational project that caters for teachers from Italy, Greece, Norway, Portugal, and Turkey. In our analyses, we particularly focus on teachers' perspectives on multilingualism and identity across two tasks that are part of the Multilingualism

and Translanguaging modules of the course. Taking a scalar perspective, we analyze the discourse produced by the teachers and depict the multiplicity and construction of these scales in relation to the identities constructed and enacted.

#### References

- Canagarajah, S., & De Costa, P. I. (2016). Introduction: Scales analysis, and its uses and prospects in educational linguistics [Special Issue]. *Linguistics and Education*, 34, 1-10.
- Wortham, S. (2006). *Learning identity. The Joint Emergence of Social Identification and Academic Learning*. New York: Cambridge University Press.

### **Mentoring during the COVID-19 pandemic: Mentors and mentees' impressions of online mentorship practices**

**Effrossyni Fragkou and Kosmas Vlachos**

National and Kapodistrian University of Athens, Greece

Pairing students with mentors is of vital importance in achieving optimal results in the Teaching Practicum context of 4<sup>th</sup>-year students in the Faculty of English Language and Literature of the National and Kapodistrian University of Athens. The success of this program depends largely on the mentor-mentee relationship.

This paper focuses on the mentor-mentee interaction. The corpus is based on data collected during the 2021 Teaching Practicum, because of its specificity as it was run solely online. Social distancing and mobility restrictions, due to the pandemic, resulted in the course's overhaul, thus modifying the mentor-mentee modus operandi. In view of these developments, it was important to gauge participants' perceptions of the new framework for mentorship and evaluate its efficacy.

For this research two sets of questionnaires were created. The first, which targeted Teaching Practicum students (mentees), was administered online in ways that ensured anonymity and confidentiality. The second was devised for a one-on-one interview (via Zoom and/or Webex) with mentors. Responses were analyzed using a mixed method approach aiming at a systematic integration of quantitative and qualitative data. Utilizing an explanatory sequential design, we considered the similarities and differences in our respondents' corpus and administered our questionnaires in two phases: the first (quantitative instrument phase) targeted students alone; the second (qualitative data collection phase) targeted mainly mentors. Preliminary results show that participants share an overall positive impression of their mentorship experience, which was realized in synchronous online teaching periods. It was observed that online collaboration further enhanced lesson planning preparation and improved digital skills in mentees as well as mentors. Finally, most participants agreed that online mentorship prepares student-teachers in dealing with the demands of ELF teaching in international, intercultural environments through online collaboration in the form of communities of practice where experienced tutors instruct and guide new members.

### **Business English as a Lingua Franca (BELF): E-mail communication in tourism**

**Daniele Franceschi**

Roma Tre University, Italy

The aim of this presentation is to illustrate the features of BELF e-mail writing in the context of tourism communication. The analysis is corpus-based and examines written exchanges between an Italian tour operator and some of its business partners abroad who need to book services and activities for their clients when visiting Italy. Although communication strategies in BELF e-mailing have been extensively investigated (Caleffi 2020; Facchinetti, Vettorel, Poppi, Franceschi & Caleffi 2020; Moninoor Roshid, Webb & Chowdhury 2018), less attention has been given to the features of e-mail messages exchanged for tourism purposes between people for whom English is the communicative medium of choice. This type of discourse is, to a

certain extent, similar to other versions of BELF, e.g., it is direct, simplified, stylistically hybrid, linguistically imperfect but unambiguous (Cogo & Yanaprasart 2018), but it also has an idiosyncratic nature resulting from the interplay of linguistic and cultural factors as well as from the specific business requirements that must be met.

While, on the one hand, the primary aim of these e-mail exchanges is to achieve a certain business goal, they also seem to have a potentially wider effect. Not only does the Italian tour operator provide information, make suggestions, organize events for its foreign partners' clients, but also often works as a sort of cultural mediator and facilitator for the understanding of local customs, traditions and practices. This is reflected, among other things, in the abundant use of languaging (Cortese & Hymes 2001), which has the function of adding authenticity and 'colour' to the messages, while also highlighting and, at the same time, reducing cultural gaps. In short, the influence of culture on business e-mail communication in the tourism sector appears as particularly significant, thus deserving closer examination.

### **Questionnaire and interview studies among Hungarian teachers on their experiences with bilingual pupils in public schools**

**Melinda Fűrész-Mayernik**

Pannon University Multilingualism Doctoral School, Hungary

As a result of globalization, children who are bilingual are enrolling in Hungarian public schools. On the other hand, the Hungarian educational system is monolingual (teachers give instructions in Hungarian) and not properly prepared for these students.

Bilingualism and multilingualism are widely researched topics. However, little research has so far been conducted in Hungary on teachers' attitudes and knowledge about bilingualism, although their knowledge and motivation may be essential to support the integration of multilingual children. I asked Hungarian preschool and primary school teachers about their knowledge of bilingual and multilingual children as part of my research. I chose a questionnaire and a focus group interview method for the study because I wanted to learn about the teachers' personal experiences. There are 32 items in the questionnaire, 25 of which are open-ended, therefore I relied on the teachers' personal experiences. The research's main concerns are the proportion of teachers who encounter bilingual and multilingual children, their knowledge of these children's language development, where this knowledge comes from, and the practical solutions they currently employ in the teaching and learning of bilingual and multilingual children. The purpose of the focus group interview was to learn more about teachers' perspectives, as well as their feelings, attitudes, and unconscious motivations toward multilingual students, in order to gain a better understanding of their thinking. The study was created as a foundational study to investigate and comprehend Hungarian teachers' knowledge of multilingual children and the pedagogical components of multilingual education.

In my presentation, I will discuss the situation in Hungary regarding bilingual and multilingual children, as well as the findings of a questionnaire and interview study conducted with teachers in Hungary, which can aid in the integration of bilingual and multilingual children. The findings will be useful in future research and teaching.

### **Enhancing phonological competence in the Greek multicultural context through ELF-aware instructional practices**

**Anastasia Georgountzou<sup>1</sup> and Natasha Tsantila<sup>2</sup>**

<sup>1</sup>National and Kapodistrian University of Athens; <sup>2</sup>DEREE – The American College of Greece

The shift of emphasis towards mutual intelligibility and comprehensibility than native L2 accent has been extensively and justifiably underlined by the ELF and EIL research given the unprecedented spread of English as a global, contact language. Under this spectrum, the interest in pronunciation has been reignited towards more realistic, intercultural teaching pathways while the unattainable native-like goal is regarded not

only unnecessary but also counter-productive (Jenkins, 2006; Seidlhofer, 2011). Drawing on the current Greek teaching context, rapidly changing from mono-cultural and mono-lingual to multicultural and multilingual (Greek Ministry of Education, Research and Religious Affairs, 2019), the present study attempts to give EFL teachers insights on how to assist EFL adolescents cope with miscommunication problems emanating from phonological variation. Firstly, a critical evaluation of several pronunciation tasks of two textbook series, 'Think Teen' and 'On Course 3' was conducted based on specific criteria. Findings, as observed in the listening and speaking components of the textbooks' units, indicate that: a) there is a scarcity of pronunciation tasks that will assist learners to cope with phonological variations, and b) most pronunciation tasks of the aforementioned textbooks demonstrate an over-reliance on 'speak-to learn' behaviorally oriented patterns (West, 2000) in which the British Standard accent is offered as the only valid pronunciation model to be followed. Secondly, recommendations are made of a potential adaptation of the specific pronunciation tasks of the two textbooks so that the global reality is represented by following a flexible, ELF-aware (Sifakis, 2019) pronunciation approach in order to raise learners' awareness on the context-related phonological features that cause intelligibility problems in English. Finally, implications of the study lead towards a reconsideration of hitherto norm-bound teaching practices concerning English pronunciation.

#### **The design, implementation and evaluation of a teachers' training programme for English in the kindergarten towards multilingual education**

**Anastasia Gkaintartzi, Achilleas Kostoulas and Magda Vitsou**

University of Thessaly, Greece

This presentation outlines a certified, distance learning, professional development course, run by the University of Thessaly, for teachers who are involved with English language classes in preschool education (mostly kindergarten teachers and English language teachers) as part of the recent relative government policy in Greece. The course was designed based on a prior needs analysis among teachers who were already providing English language courses in kindergarten. Its main aim is the development of pedagogical and linguistic knowledge, skills and attitudes for the introduction and utilization of English in preschool education as a lingua franca, which functions as a bridge among languages and cultures in order to enhance multilingualism and inclusion. Its theoretical tenets are informed by a sociolinguistic approach toward languages, which emphasizes the importance of recognising and building upon the children's linguistic repertoires and identities in language teaching, including translanguaging and thus approaches English a language of contact, aiming at empowering multilingualism, diversity and inclusion. Emphasis is also placed on developing cooperation between pre-school teachers and language teaching specialists and on designing and implementing experiential and creative activities through arts, following a holistic approach to learning. In the presentation, we also share examples of good practices that were used in the course, as well as empirical data and insights from the participant teachers' learning outcomes. We conclude with data from the evaluation of the course, which give voice to the teachers' views and experiences, so as to discuss implications for professional development which promotes collaboration in communities of practice among teachers and approaches English as a tool for multilingualism among very young learners in diverse school classrooms.

#### **Investigating teacher-student and peer interaction in CLIL classrooms**

**Irene Guzmán Alcón**

Universitat Jaume I, Spain

It is widely accepted that CLIL classrooms provide conditions for teacher-student and peer interaction, which facilitates opportunities for language and content learning. In addition, the communicative language teaching approach is claimed to be followed in most CLIL classrooms. Following these two claims, the present study aims to explore the principles of communicative language teaching in primary-education CLIL classrooms. More specifically, in this paper, we address to what extent collaborative work, attention to

language and content and corrective feedback are observed during teacher-student and peer interaction in these educational settings. Following an action research approach, ten Spanish and ten Maths sessions were observed. The sample consisted of twenty-seven students: 37% female (n = 10) and 63% male (n = 17). All participants were six years old at the time of the study. As the participants were enrolled in a multilingual programme, they received instruction in Spanish for one half of the school week, and in English for the other half. Although all students spoke English at school, just over half of them (55.6%) did not have English as a mother tongue. Furthermore, whole group interaction and peer interaction were analysed in relation to the participants' attention to language and content. Results from the study show that communicative language teaching is the approach followed in CLIL classrooms, tasks being the organizing units. However, differences are observed in relation to attention to language and the use of correction strategies. Our findings suggest the need to use strategies to draw attention to language and content in CLIL settings, and the importance of using a more even range of correction strategies during teacher-student and peer and teacher interaction.

### **Crossing borders without doing so using English as Lingua-Franca Virtual Exchange**

**Eric Hagley<sup>1</sup> and Hülya Tuncer<sup>2</sup>**

<sup>1</sup>Hosei University, Japan; <sup>2</sup>Çukurova University, Turkey

The International Virtual Exchange Project (IVEProject) gives students an easy way to communicate internationally as the platform has students from over 20 countries (that number is increasing) interacting via text, video and audio in English as a Lingua-Franca (ELF). This borderless platform is changing students' and teachers' philosophy of communicative language learning. The relatively authentic means of communication ensures foreign language classes have a very "real" feel about them promoting intercultural communication that doesn't involve native speakers. Research is beginning to show ELF Virtual Exchange (VE) is better received by students of EFL and of more value to them. The IVEProject is free-of-charge and sponsored by a Japanese government grant. It runs for 8 weeks twice a year (though the number of times will increase.) Supported by both qualitative and quantitative data, this presentation will showcase both research and case studies on a number of different groups but focus on one particular group - Turkish pre-service EFL teachers. The research shows their intercultural competence development and VE experiences were positive. The outcome of the study demonstrates that students' intercultural sensitivity increased through participation in the IVEProject and they enjoyed this cross-border ELF communication. Other outcomes of the project will also be discussed. The presentation will finish with a brief outline of how teachers can join this or similar projects and ideas on how to incorporate ELF style VE into the foreign language curriculum.

### **Mind your language: implications from ELF-aware material design and instruction**

**Iren Hovhannisyan**

Mediterranean College, Greece

This paper reports on the findings of a small-scale study which was conducted within the framework of the ENRICH project which aimed at ELF-aware teacher development. As a part of the final assignment, the participant teachers were called to design an ELF-aware lesson plan and, if possible, to teach the lesson. Taking advantage of the given opportunity, pre-intervention and post-intervention questionnaires were designed in order to test the effectiveness of the designed ELF-aware lesson and to examine learners' reactions to the lesson as well as possible changes in their attitudes and motivation. The results of the study showed a drastic shift in learners' attitudes as well as a rise in their motivation. The learners' comments on their general impression of the lesson unraveled that a single lesson could change their perception of their own accent as well as understand the importance of focusing on the meaning and the effective communication. The study was conducted among learners (N=25) of the sixth grade of public primary school in Thessaloniki.

## Probing into the writing assessment literacy beliefs and practices of Turkish ELF instructors

Kaveh Jalilzadeh<sup>1</sup> and Nasibeh Bagherpour<sup>2</sup>

<sup>1</sup>IUC, Turkey; <sup>2</sup>IAU, Turkey

Reasoned action and planned behaviour theories have demonstrated that ELF teachers' attitudes toward assessment can be a good predictor of their performance and assessment-related behaviour. Thus, the purpose of this study is to examine male and female ELF instructors' assessment literacy beliefs and practices in a Turkish EFL context (n=306). The data were gathered using responses to a survey adapted from Crussan et al (2016). MANOVA revealed that EFL teachers' assessment beliefs can have a significant impact on their assessment behaviours. Additionally, it was determined that male and female teachers' beliefs about assessment did not differ significantly when analysed in a Turkish EFL/ELF context. The current study's findings can be applied to teacher education and professional development programs for both in-service and pre-service teachers.

## Designing materials for teaching English as a lingua franca: An attempt to raise learners' awareness

Burcu Kayarkaya

Yıldız Technical University, Turkey

Drawing upon the three components of ELF awareness (Bayyurt & Sifakis, 2015, Seidlhofer, 2011), an attempt has been made to integrate an ELF-aware instructional design into a tertiary level language class that could pave the way towards awareness of language and language use, instructional practice and learning. The design incorporates tasks of four skills that revolve around certain key concepts of ELF-aware pedagogy (Kirkpatrick, 2012): introducing ELF as a paradigm, informing learners about the paradigm, deconstructing the idealization of the NS, focusing on the importance of "intelligibility" in communication, establishing the learners' position as part of the ELF community, introducing the various ELF users and the intercultural aspect of communication, helping learners develop tolerance towards the variety of ELF users and accept differences as "differences", pointing at potential problems that may arise in ELF communication, and providing learners with examples showing how to deal with those problems. In one task, for example, learners are informed about the "Turkish" features evident when a Turkish speaks in English. Learners will probably relate to what the speaker in the video say about the Turkish features in the speech of Turkish speakers of English and how they sound in English may be reflecting some of the features mentioned. That is to create a realization in learners in terms of the naturalness of the effect of the mother tongue on one's additional languages. Learners need to understand that they naturally have the Turkish essence or features in how they sound in English, just like any other speaker from a different linguistic background. Developing tolerance towards what is different and showing respect is only possible when learners come to know that "different does not mean deficient". Cultivating those values in learners is of great value in ELF paradigm.

## Learning to language: Communicative capability and formative assessment

Eva Knechtelsdorfer

University of Vienna & KPH Vienna/Krems, Austria

As ELF research shows, people use English to communicate successfully even though, and often even because, they do not adhere to native speaker norms. Their nonconformist usage is generally seen as proof of a lack of competence, but what if it is interpreted positively as "the realization of available resources to get a message across" (Widdowson, 1990, p. 111), then what are the implications for assessment? Assessment in ELT is focused on how well learners can produce native-like language, in an increasingly complex, accurate and fluent manner. Yet, in ELF settings what is crucial is not whether users produce language 'accurately' but whether they can use it adaptively as appropriate to diverse multilingual and multicultural contexts of communication they encounter. In this talk, I discuss how formative assessment can serve to prepare learners

to engage in communication as ELF users. I argue that while summative assessment needs clear standards for learners to conform to so as to serve its institutional purpose of categorizing learner competence, formative assessment also has a crucial role to play in developing the learners' communicative capability (Widdowson, 2003) for exploiting the meaning-making resources of language beyond conformity to prescribed NS norms. As such, it provides for a continuing process of language learning through using after the end of teaching and testing. Discussing practical implications for assessment and teaching, this talk aims at contributing to ENRICH's goal to develop ideas for ELF-aware teaching.

#### References

- Seidlhofer, B. (2011). *Understanding English as a Lingua Franca*. Oxford University Press.  
Widdowson, H. G. (1990). *Aspects of teaching language*. Oxford University Press.  
Widdowson, H. G. (2003). *Defining Issues in English Language Teaching*. Oxford University Press.

### Good practices in ELF-aware pedagogy: Transforming exam-prep teaching contexts

Stefania Kordia<sup>1</sup> and Maria Kouleli<sup>2</sup>

<sup>1</sup>Hellenic Open University, Greece; <sup>2</sup>Freelance English language teacher, Greece

ELF awareness has been put forward as a comprehensive framework for integrating insights drawn from ELF research in ELT classrooms (Sifakis and Bayyurt, 2018). In this respect, a lot of emphasis has recently been placed on the need for teachers to engage in and report on empirical classroom-based research, which may deepen our understanding of what good ELF-aware pedagogical practices may look like in various contexts (Rose et al, 2021; Sifakis et al, 2018).

In light of the above, this paper discusses what ELF-aware teaching may involve in exam-prep classrooms. The paper is divided into two parts. At first, the nature of 'good ELF-aware teaching' is explored. Drawing on key principles of ELF awareness (Sifakis, 2019), it is argued that this essentially involves engaging the learners in a reflective dialogue to help them raise not only their linguistic and metalinguistic awareness of ELF (i.e., their awareness of how ELF works and why) but also their metacognitive awareness (i.e., their awareness of how they think, feel and act and how they may develop as learners and users of English). On this basis, the second author of the paper presents an ELF-aware lesson she designed and implemented in her exam-prep class during the ENRICH CPD Course. The class consisted of 11 14-year-old learners who frequently employed ELF in their personal lives (e.g., on the internet) but held strong NS-oriented attitudes, especially regarding pronunciation. Based on an authentic YouTube video, she used a range of linguistic, metalinguistic and metacognitive activities to help them reflect on their experience, identify their attitudes and their possible sources and consequences, notice the differences between real-life and exam-based interactions and, even, try to uncover the NS-oriented hidden agendas of exams. The learners' highly positive response is finally described, highlighting the need for more ELF-aware lessons in the future.

### Implementing systematic classroom observation for the assessment of oral performance in the multicultural EFL class

Androniki Kouvdou

Hellenic Open University, Greece

The current status of English as a lingua franca (ELF) in today's multilingual and multicultural society calls for a reorientation of English language assessment so that it reflects the interaction strategies employed by its numerous non-native learners and meets their needs for effective intercultural communication. Based predominantly on Standard English (SE) norms and structures, conventional EFL testing is by default inadequate to assess ELF communication (Canagarajah, 2006; Jenkins, 2006), which often deviates from SE norms, and hence it has to be supplemented with an alternative form of assessment that reflects the principles of ELF-aware pedagogy (Sifakis, 2019). Systematic classroom observation of learners' oral performance could

be an appropriate alternative to testing when it comes to the assessment of ELF communication. This paper presents the findings of two case studies conducted within the Greek multicultural EFL context, where an observation-based framework of assessment was implemented. It actually demonstrates the potential of systematic classroom observation as an alternative form of assessing ELF communicative skills and accommodation strategies. Focusing on the findings pertaining to accommodation strategies, the paper reports on their use, frequency, functionality and impact on communication and explains which elements of observation assessment can stimulate their employment and promote their development. In the light of these findings, subsequent pedagogical implications are also discussed.

#### References

- Canagarajah, S. (2006). Changing communicative needs, revised assessment objectives: Testing English as an International Language. *Language Assessment Quarterly*, 3/3: 229-242.
- Jenkins, J. (2006). The spread of EIL: a testing time for testers. *ELT Journal*, 60/1: 42-50.
- Sifakis, N. C. (2019). ELF awareness in English language teaching: Principles and processes. *Applied Linguistics* 40/2: 288-306.

### Oral assessment tasks and criteria within an ELF-aware framework of assessment

**Androniki Kouvdou**

Hellenic Open University, Greece

The use of English as an international language (EIL) or lingua franca (ELF) in today's multilingual and multicultural society calls for a reorientation of English language assessment so that it reflects the interaction strategies employed by its numerous non-native learners and meets their needs for intercultural communication. This is the language assessment challenge that EFL teachers working in multilingual and multicultural contexts are required to respond to. They actually need to think out of the box and redesign assessment practices, tasks and criteria, adopting the principles of ELF-aware pedagogy as these are put forward by ELF scholars and researchers (Canagarajah, 2006; Jenkins, 2006; Sifakis, 2019). In this light, the present paper is intended to propose a shift from traditional EFL assessment based predominantly on Standard English norms and structures towards a less conventional, ELF-oriented assessment of oral performance, which is deemed more appropriate for learners from diverse linguistic and cultural backgrounds. An outline of this kind of assessment is going to be provided in it. First, the need for a shift towards ELF-aware assessment will be justified and its basic principles will be presented. Then the paper will focus on the special features of the oral tasks that could be employed within an ELF-aware framework of assessment, highlighting their resemblance to real-life spoken ELF interactions. Finally, the criteria on which ELF-aware assessment of learners' oral performance should be based will be presented, demonstrating what the primary focus of oral assessment within a multicultural setting should be.

#### References

- Canagarajah, S. (2006). Changing communicative needs, revised assessment objectives: Testing English as an International Language. *Language Assessment Quarterly*, 3/3: 229-242.
- Jenkins, J. (2006). The spread of EIL: a testing time for testers. *ELT Journal*, 60/1: 42-50.
- Sifakis, N. C. (2019). ELF awareness in English language teaching: Principles and processes. *Applied Linguistics* 40/2: 288-306.

### **'Translanguaging' gestures and onomatopoeia as a resource for repairing the problem with speaking**

**Satomi Kuroshima, Blagoja Dimoski, Tricia Okada, Yuri Jody Yujobo and Rasami Chaikul**

Tamagawa University, Japan

This paper will elucidate the use of gestures and onomatopoeic expressions along with translanguaging practice by participants in English as a Lingua Franca (ELF) interactions. As traditional discussions of translanguaging have overly emphasized the linguistic code, recent studies of interactions from a multilingual setting have started to explore the use of various semiotic resources, such as gestures and/or tools, in addition to linguistic codes. However, many studies have overlooked how participants' displayed bodily orientations, along with translanguaging phenomena are indeed made observable and accountable for the purpose of their lived and coordinated course of actions. Therefore, in this paper, we draw on conversation analysis as a research framework to analyze data of online first-encounters between Japanese participants and their foreign interlocutors. While use of non-linguistic expressions are apparent in translanguaging practices, this paper will investigate and highlight the participants' use of gestures and onomatopoeic expressions with their first language in the face of difficulties arising in spoken ELF interactions. The results will demonstrate that such bodily and linguistic practices are resources for a speaker's action of repairing the problem as well as a means for the recipient to help resolve the interactional problem. In addition, the paper will argue that in so doing, the participants display their orientation to different epistemic statuses relative to one another and in relation to one's linguistic knowledge, while maintaining the speaker's rights and obligations to produce a relevant next action, and thus orienting to the progressivity of ongoing interaction.

### **Adopting translanguaging practices to activate content schemata in EFL reading**

**Vasiliki Lismani**

Hellenic American University, Greece

Reading comprehension is considered fundamental to develop second language (L2) literacy (Grabe, 2002). Concept-driven models of literacy support that textual understanding is related to readers' background knowledge (Williams, 2010) suggesting that content schemata activation should take place before reading maximizing students' interaction with the text (Hedgcock & Ferris, 2009). Drawing from relevant theories and empirical studies about the role of L1 in developing L2 reading comprehension, this presentation suggests that translanguaging can be implemented to develop learners' content schemata in EFL reading. To this end, specific translanguaging activities are presented. Finally, it is suggested that translanguaging can transform the way educators conceptualize EFL teaching in general (Nagy, 2018) as it contributes to students' development as emergent bilinguals against the native-speaker model (Kleyn & García, 2019).

#### References

- Grabe, W. (2002). Reading in a second language. In R. B. Kaplan (Ed.), *The Oxford handbook of applied linguistics* (pp. 49 – 59). Oxford University Press.
- Hedgcock, J. S., & Ferris, D. R. (2009). *Teaching readers of English. Students, texts, and contexts*. Routledge.
- Kleyn, T., García, O. (2019). Translanguaging as an act of transformation. Restructuring teaching and learning for emergent bilingual students. In L. D. de Oliveira (Ed.). *The handbook of TESOL in K – 12* (pp. 69 – 82). John Wiley & Sons Ltd.
- Nagy, T. (2018). On translanguaging and its role in foreign language teaching. *Acta Universitatis Sapientiae, Philologica*, 10/2: 41-53.
- Williams, E. (2010). Literacy studies. In A. Davies, & C. Elder (Eds.), *The handbook of applied linguistics* (pp. 576 – 603). Blackwell.

From perfection to connection:  
**De-mystifying English at the international workplace through (B)ELF awareness activities**

**Virginia López Grisolí<sup>1</sup> and Katrin Lichterfeld<sup>2</sup>**

<sup>1</sup>Interaction Language Studio, Universidad de Belgrano, Universidad Nacional de la Matanza, Argentina;

<sup>2</sup> Communications Lights, Germany

Business English course participants without job experience or those seasoned executives with little intercultural experience tend to think that managers in international business can easily switch between time zones, languages, and cultures. However, there does not really seem to be an awareness that business communication mostly does not have any room for static standard English norms, but rather that learners need to be trained to be “flexibly competent” (Kankaanranta/Louhiala-Salminen 2010) in order to get their jobs done - which is often underestimated - and to set up trustful relationships at the same time. A global employers' survey (Cambridge English/QS Global Employer 2016) confirms that 40% of employees at lower hierarchical levels do not have the required English skills in spite of a huge investment in educational and in-company programmes. Moreover, many employees are still haunted by the ghost of the native speaker, which is still deeply rooted in EFL learners' and teachers' beliefs and attitudes. It is predominantly assumed that perfect grammar, vocabulary, and pronunciation following the idealized “native speaker model” are still the desired competence. What activities could help to raise ELF awareness, to move from perfection to connection, to add their plurilingual and pluricultural repertoires to their linguistic resources (CEFR 2020), as “you never deal with cultures, always with individuals” (Camerer/Mader 2012)? The use of BELF will definitely increase their employability as self-directed learners and open-minded global citizens communicating across languages and cultures.

#### References

- Cambridge English Language Assessment and QS Global Employer Survey. (2016) English at work: a global analysis of language skills in the workplace, at: [http://englishatwork.cambridgeenglish.org/#page\\_q\\_skills](http://englishatwork.cambridgeenglish.org/#page_q_skills)
- Camerer, R. and Mader, J. (2012). *Intercultural Competence in Business English*. Cornelsen.
- Kankaanranta, A. and Louhiala-Salminen (2010) “English? Oh, it’s just working!”: A study of BELF users’ perceptions. *English for Specific Purposes*, 29/3: 204-209.

**EL teaching transformative practices and material development through an ELF aware reflective approach:  
Emerging evidence from the ENRICH course**

**Lucilla Lopriore and Silvia Sperti**

Roma Tre University, Italy

The reflective approach, originally developed in teacher education to elicit teachers’ reflection-on-action by asking them to voice their thoughts about their beliefs, their teaching and their understanding of the learning process (Schön,1983), has been regarded as one of the most appropriate teacher education approaches in a time of change, where teachers are required to thoroughly reconsider their beliefs and understandings of the language they teach in a transformative process (Mezirow, 2000). Revisiting English language teacher education courses in a time of social changes means focusing mainly on those aspects that the changes English is undergoing, specifically ELF, have highlighted as pivotal in learners’ language capability development, and have made the ELF-aware approach (Sifakis, 2007, 2019; Sifakis & Bayyurt, 2018) as the most powerful tool to enhance teachers’ reflection and to revisit their teaching practices as well as their use of coursebooks and materials. The perspectives emerging from most research studies on ELF communication demand for a view of English as a social practice and for a better understanding by teachers and learners of the inherent language variability and diversity of English. These conceptions should now inform ELT teacher education programs, moving beyond the ‘native’/‘non-native’ distinction. The process is slow, but it is moving ahead, and English teachers, as those attending the ENRICH course, have increasingly been involved in bottom-

up processes leading to a shift in perspective in terms of both contents and approach and in favour of an ELF-aware perspective in language education.

This presentation will illustrate how the ELF-aware reflective approach enhanced during the ENRICH course has provided participants with several opportunities, all through the course, to revisit their teaching practice. New paths in lesson planning and diverse ways of using and adapting authentic materials emerging from the lessons and activities proposed by participants during and at the end of the course, and from the forum discussions of the teachers attending the Italian group of the ENRICH course, will be presented and discussed as unique evidence of a transformative process EL teachers have undergone so far.

### **"Holidays in Greece": An ELF-aware teaching practice**

**Athina Malea**

Aristotle University of Thessaloniki, Greece

English nowadays has been developed into a new reality. It is no longer considered to be a “foreign” language since it is a tool of communication for non-native speakers all over the world. In that sense it is a lingua franca whose excessive use in our everyday activities leads to the need to rethink the way we teach it in our classrooms. Moreover, grammatical correctness seems to give way to communicative effectiveness. The intent of this paper is to show language educators how we can design and implement an ELF-aware lesson in our teaching context. This lesson was designed during the implementation phase of "ENRICH Continuous Professional Development Course" which helped me raise awareness on ELF pedagogy and design a lesson to increase my learners’ performance. This original lesson was designed and taught in my classroom at the end of the school year. I tried to guide them in a conversation on holidays and more specifically on tourists visiting Greece and the fact that they use English to communicate with Greeks and with each other while they are here on holidays. To achieve this I combined some exercises from the course book with a video. The result was very rewarding since my students were all involved in the conversation and improved their communicative competence.

### **Teaching English as a foreign language in a multicultural classroom by implementing intercultural teaching practices: challenges and suggestions**

**Afroditi Malisiova**

Aristotle University of Thessaloniki, Greece

Since the number of refugees and immigrants in Greek primary and secondary education is constantly increasing during the past few decades, the educational environment needs to be adjusted to the challenging needs of a multicultural classroom. Teaching English as a foreign language (FL) in such classrooms requires the adaptation of learning techniques not only to fulfill the learners’ needs, preferences and learning styles, but also to promote the interaction and collaboration among students of different religions, cultures, and nationalities. The implementation of intercultural teaching practices serves to address all issues caused due to learners’ cultural differences and allows students to seize opportunities that diversity offers (Carrasquillo, 1994; Lyons & Branston, 2006) Empathy, flexibility and inclusive education along with the use of alternative materials, content, and tasks promote active participation, understanding and respect for all. All the above are prerequisites for the creation of an efficient and constructive educational process that promotes FL learning by exposing students to intercultural communication (Coelho, 2004). The paper presented aims to focus on intercultural teaching practices in teaching English as a FL supported by a case study concerning a multicultural classroom. It attempts to highlight all the challenges the teacher and the learners encountered and the ways in which the teacher incorporated lessons to reflect the cultural diversity of the students in the particular class. The implementation of inclusive practices to address students’ cultural differences ensured educational equity and opportunities for students from various cultural backgrounds.

## References

- Carrasquillo, A. L. (1994). *Teaching English as a Second Language. A Resource Guide*. New York: Garland Publishing, Inc.
- Coelho, E. (2004). *Adding English. A Guide to Teaching in Multilingual Classrooms*. Toronto: Pippin Publishing.
- Lyons, A. & Branston, C. (2006). Cross cultural change, adjustment and culture shock: UK to USA. *Tourism: An International Interdisciplinary Journal*, 54/4: 355-365.

### Teacher education for ELF-awareness in English Medium postgraduate teaching in Brazil

**Marilice Marson and Telma Gimenez**

State University of Londrina, Brazil

Higher education institutions around the world have endorsed English as a medium of instruction (EMI) as a symbolic practice of their international outlook. With varying motivations, there has been a growth of such courses in many parts of the world (Galloway et al., 2020) and research in this area has pointed out the challenges of re-constructing the knowledge-base of lecturers who may not be familiar with language issues in the classroom. In Brazil, surveys carried out in the past few years have identified many EMI courses, especially at postgraduate level (Gimenez et al., 2018). Foreign language policies intertwined with higher education internationalization policies have received additional impetus with the so-called global knowledge economy. While some institutional initiatives are beginning to take shape, most of the EMI courses have been driven by postgraduate programs, fueled not only by the belief that EMI improves their attractiveness to international students and researchers, but also because it is seen as a proxy to quality education, according to funding agencies and international rankings. Although some of these initiatives are preceded by short preparatory courses offered by language professionals, they tend to vary in objectives, duration and approaches, depending on whether the focus is on pedagogical strategies or on language issues. An ELF-aware teacher education program has the potential to expand the meanings of EMI in these contexts, to question language ideologies and to favor a more critical stance toward its adoption. We will present a proposal for such course in this presentation. Its design was guided by an analysis of current EMI courses reported in the literature and data collected from university professors in a state university in Brazil.

### Fostering multilingual learners' pragmatic awareness through collaborative writing

**Ignacio Martinez Buffa**

Universitat Jaume I, Spain

The present study addresses the relevance of collaborative dialogue in collaborative writing to foster pragmatic awareness in multilingual learners. The analysis of language-related episodes has shown their positive effect on text quality. A following step in this line of study should concern the development of pragmatic knowledge and awareness. While most research on collaborative writing is focused on grammatical accuracy (Storch, 2013), little research has tackled pragmatic-related episodes (PREs) (Kim & Taguchi, 2015; 2016) or acknowledged the multilingual experience of learners (Payant & Kim, 2017). In an attempt to fill this research gap, 30 first-year university students learning English as a L3/L4 worked in pairs to write a request email to a faculty member. Their dialogue was recorded for subsequent transcription and identification of PREs. Results showed a positive correlation between the number and type of PREs and text quality. In addition, a qualitative analysis of participants' talk revealed that collaborative writing fostered translanguaging which, in turn, provided opportunities for the development of pragmatic awareness. Reported findings confirm that collaborative writing tasks with a focus on requests promoted pragmatic-related discussion at a pragmalinguistic and sociopragmatic level. Furthermore, the multilingual experience of participants enabled them to resort to Spanish, triggering both cognitive and social processes.

## References

- Kim, Y. & Taguchi, N. (2015). Promoting task-based pragmatics instruction in EFL classroom contexts: the role of task complexity. *The Modern Language Journal*, 99/4: 656–677.
- Kim, Y. & Taguchi, N. (2016). Learner-learner interaction during collaborative pragmatic tasks: the role of cognitive and pragmatic task demands. *Foreign Language Annals*, 49/1: 42–57.
- Payant, C. & Kim, Y. (2017). Impact of task modality on collaborative dialogue among plurilingual learners: a classroom-based study. *International Journal of Bilingual Education and Bilingualism*, 22/5: 614–627.
- Storch, N. (2013). Collaborative writing in L2 classrooms. Bristol: Multilingual Matters.

### **Using English as a Lingua Franca in terms of online language coaching to improve undergraduate students' oral fluency: a case study in a HEI in the UK**

**Eleni Meletiadou**

London Metropolitan University, UK

Online Language Coaching (OLC) has been used as a transformative tool that can unlock every student's natural ability (Bergmann & Sams, 2012). The aim of the current study was to allow students to gain a deeper understanding of themselves, find enjoyment in their everyday life as well as improve communication and collaboration by enhancing team dialogues (Sifakis, 2017) fostering positive, nurturing relationships that enhance language learning and the development of professional skills. The current study employed an OLC approach which used English as a Lingua Franca (ELF) for 4 months (13 sessions) at London South Bank University to enhance students' resilience, mindfulness, adaptability and EFL oral skills. Two experienced lecturers and coaches introduced 4 groups of 25 international students into OLC and engaged them in various authentic tasks with realistic communicational goals, promoted the use of ELF allowing translanguaging for two hours every week. Data were elicited from a survey at the end of the intervention. Findings indicated that students enjoyed the experience, felt more confident and developed their oral as well as professional skills considerably. Coachees seemed to have developed a stronger sense of self and thought and felt better equipped to deal with change and stress (also in Grant et al, 2009; Grant, Green & Rynsaardt, 2010). Overall, the combination of OLC and the use of ELF seemed to have a positive impact on the collective teaching efficacy, increase students' interaction and engagement since lecturers asked learners to reflect on their own convictions about what works in communication in EFL learning outcomes and support each other to achieve their learning goals. Today's curriculum needs to evolve to meet tomorrow's reality, and lecturers and students need to develop new skills and embrace the use of ELF to collaborate effectively, support each other and develop their EFL speaking skills.

### **Monolingual and plurilingual assessment of productive tasks: Students' uses and perceptions**

**Thais Mena Orduña, Josep Maria Cots Caimons and Àngels Llanes Baró**

University of Lleida, Catalonia, Spain

Although the 'multilingual turn' in foreign language teaching is gradually finding its way around English language teachers, in particular in the European context with the recent introduction of illustrative descriptor scales for plurilingual and pluricultural competence in the Common European Framework of Reference for Languages (Council of Europe, 2020), it is also true that this new perspective in teaching has experienced a limited implementation in language programmes, especially regarding assessment. Despite some studies having suggested specific techniques and criteria for plurilingual assessment (Stathopoulou, 2018), plurilingual competence is still perceived as a liability and measuring L2 students' proficiency is based on a native, monolingual perspective (Shohamy, 2017). Our study aims at examining students' plurilingual competence with regard to their productive skills and their perceptions concerning the use of monolingual and plurilingual approaches in assessment. Our participants were 35 undergraduates from a university in Catalonia (Spain), who were divided into 2 groups, depending on whether they were allowed or not to use their multilingual

repertoire in order to describe the actions taking place in a series of chronologically-ordered vignettes. Preliminary results suggest that participants do not have negative reactions towards the use of plurilingual assessment and their use and quality of English is not detrimentally affected by the task's plurilingual approach.

#### References

- Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment – Companion Volume*. Strasbourg: Council of Europe Publishing.
- Shohamy, E. (2017). Critical Language Testing. In E. Shohamy & N.H. Hornberger (Eds.), *Encyclopedia of Language and Education* (3rd ed., Vol. 7, pp. 441-454). Cham: Springer.
- Stathopoulou, M. (2018). Assessing Learners' Translingual Literacy: From Research to Practice. In N. Topintzi, N. Lavidas & M. Moumtzi (Eds.), *Selected Papers of the 23rd International Symposium on Theoretical and Applied Linguistics (ISTAL 23)* (pp. 440-449). Thessaloniki: HEAL-Link Library.

### English is our language, too: Raising intercultural awareness and Philippine English

Tricia Okada

Tamagawa University, Japan

While the awareness of English as a Lingua Franca becomes widespread in Asia, the Philippine English language continues to gain its recognition as one of the varieties of English. This development has contributed to the increase of Filipinos teaching English online or moving to countries, such as Japan, where there is a demand for English language teachers. This paper focuses on Filipinos whose teaching practices contribute to the diversity of English language teaching in Japan. Moreover, the participants' educational background is not related to English teaching and have more than a decade of English language teaching experience. The study uses a grounded theory approach to explore the Filipino teachers' narratives collected through surveys and interviews. Their pedagogical approaches to teaching English are based on how they learned the English language: content-based instruction, language teaching, direct method, student-centered, and interactive approach. The participants who recognize themselves as non-native English, bilingual, and multilingual speakers play a significant role in raising awareness of ELF and the Philippine English. Simultaneously, the participants' pedagogical approaches are used as a platform to raise intercultural awareness and indicate how the Filipino teachers subconsciously instill a sense of responsibility to create a positive image of their country and its people. The Filipino teachers exercise their agency while they bring with them social remittances that may be advantageous as they subconsciously break stereotypes of the Japanese' image of the Filipinos. The results and discussion consist of a narrative approach to the participants' teaching practices and strategies to raise intercultural awareness leading to the conclusion of how the pedagogical approaches of the Filipino English language teachers in Japan are codependent in raising awareness of Philippine English as well as using it as a platform to expand perceptions of the Philippines.

### Translanguaging and ELF-awareness in teacher education: Empowering Brazilian pre-service English teachers' multilingual identities

Daniel Vasconcelos B. Oliveira and Lucielen Porfirio

Federal University of Bahia, Brazil

In recent years, scholars worldwide have described the positive implications of translanguaging in English language teaching (ELT) (Garcia, Wei, 2014). English as a Lingua Franca (ELF), in its third phase, has recognized the importance of translanguaging as an instrument to empower and develop learners' and teacher's identities as users of English by adopting a multilingual approach (Jenkins, 2015; Sifakis, 2018). Therefore, it is essential to implement ELT strategies that encourage translanguaging (Hirsu; Zacharia; Futro, 2021). This presentation aims to raise theoretical discussions on the benefits of translanguaging to ELF-aware

teaching practices in Brazil and argues in favor of bringing such important discussions into teacher education courses. We also present some of the practices we, Brazilian English teacher educators, have been adopting to discuss translanguaging and ELF and to develop a multilingual approach for language teaching, one that raises pre-service English teachers awareness by showing that a) English should be taken off the pedestal and be put among all other languages, not above them; b) real English users communicate through multiple ways and not only with the English language (Sifakis, 2014, 2018); c) old ELT myths such as fossilization, interference (Jenkins, 2006), the monolingual fallacy, the native-speaker fallacy, and the subtractive fallacy (Phillipson, 1992) still need to be challenged; d) teachers of English must develop unique teaching practices in order to accommodate student's communicative repertoires by taking into consideration local realities, possibilities, and needs (Kumaravadivelu, 2003, 2006, 2012; Rocha, 2019).

### **ELF-awareness in a vocational high school in Greece: The 'Hydra Island' lesson**

**Ioanna Pechlivani**

2nd Evening School of Acharnes, Greece

A lot of emphasis has been placed on the immense need for change in English language teaching because of the emergence of English as a lingua franca (ELF). We live in a radically transforming world; therefore, it is essential that we, teachers of English, help our learners to meet the challenges of ELF communication. For example, we need to help them learn how to exploit communication strategies and establish mutual intelligibility rather than focusing on the accuracy and standard norms of native speakers. In this presentation, I discuss a lesson I taught in one of my classes at a Vocational High School in Greece during my participation at the ENRICH Continuous Professional Development Programme, which aimed at helping teachers find out how their teaching can be changed as far as ELF is concerned. At first, I describe the characteristics of my students. They are adults (18 to 55 years old) and, besides Greek, some of them also speak Russian as a mother tongue. They use English in various environments, for instance at work and while travelling. However, they feel awkward when it comes to communication and most of them worry too much about pronunciation and grammar. Then, I describe the lesson I designed and taught (online). The lesson's topic was Hydra, a popular Greek island. It included six activities aiming to create a motivating environment where the students could use the language freely, focus on mutual intelligibility, and negotiate the meaning using strategies such as paraphrasing, self-initiated repair, and repetition. The students were actively engaged and provided very positive feedback. Finally, I highlight how important and thought-provoking that lesson, and the whole experience in ENRICH, was for me as a teacher, regarding viewing my teaching process from a different perspective.

### **Computer mediated exposure of ELT trainees to native-speakerism following an ELF-aware approach**

**Inmaculada Pineda**

Universidad de Málaga, Spain

English has become a global language with growing numbers of users (international and otherwise) increasing every year (Eberhard et al 2021). This sociolinguistic reality has given rise to different responses in ELT to conceive paradigms that address this issue and detach themselves from traditional assumptions regarding linguistic ownership, linguacultural identity and native-speakerism. These new models range from Global English language teaching (Rose et al 2021) to the ELF-aware approach (e.g. Bayyurt & Sifakis 2015). The teacher training MA program at the University of Málaga was already introducing an ELF-aware approach in its compulsory Applied Linguistics module. Because of COVID-19 restrictions, this course had to be taught online during the 2020-21 academic year. As part of this digital transition, a number of computer mediated activities were designed to expose trainees to several ELF-related topics including native-speakerism (Holliday 2006). The current paper describes the process of increasing 75 pre-service teachers' exposure to and reflection about the concept of native-speakerism through several video resources and discussion prompts to

guide their reflection on the materials. The study also qualitatively traces how 53 of these trainees discuss the concept in different online forums in relation to their training, their practice and professional opportunities. Results show that the majority of trainees take a critical stance over native-speakerism and they offer personal and academic evidence to validate their views. Some opposing views, more in line with traditional assumptions on linguistic correctness, cultural propriety and ownership are also discussed. Something that was not anticipated is the fact that several trainees discussed the problem of native-speakerism in relation to the teaching of other languages as well, not just English. Furthermore, participants were observed to change their lesson plan design over time to include resources and activities that were more sensitive to ELF.

**ELF-awareness and the praxis of pre-service teachers at Brazilian public schools':  
Would that be a match?**

**Lucielen Porfirio**

Federal University of Bahia, Brazil

English as a Lingua Franca (ELF) is conceptualised as a flexible, integrative and multilingual mode of communication through which diverse linguacultural resources are deployed to expand meaning, understanding and knowledge among speakers (Cogo, 2012). In this process, ELF users display collaboration, cultural sensitivity, and situated accommodation strategies (Cogo, Dewey, 2012). As a response to its practical real world implications, research has been developed in ELT, including action-research in Teaching Practice Programs (Sifakis et Al., 2018). Scholars defend that pre-service teachers should be made aware of the multilingual world students will be exposed to, its linguistic diversity and the importance of intercultural awareness. Based on this idea, we consider of high relevance to work with ELF-theory in teachers' education courses preparing them to reflect over language, their own practices and also pragmatic relations that come up in the process of English Teaching. The main point of this research is to analyze how pre-service teachers, who are engaged in a process of tutored teaching in public schools in Salvador, react to ELF-theory discussions while preparing their classes and grappling with their own routine as teachers in training. This study was conducted by discussing ELF literature with pre-service teachers and analyzing some ELF-aware reflections they made during the process of writing final reports for the discipline. The results showed that the pre-service teachers: i) became more critical about the use of native speaker models in the classroom, ii) selected more local, social and cultural topics for their classes; iii) noticed a more reality-based use of English language by students in public schools, iv) increased their own self-esteem as teachers and their view of the students as real users of the language.

**The creation of a local corpus as a way for raising lingua franca awareness in pre-teachers undergraduate students in Brazil: The proposal of BraCES**

**Lucielen Porfirio<sup>1</sup> and Camilla Pontes<sup>2</sup>**

<sup>1</sup>Federal University of Bahia, Brazil; <sup>2</sup>Universidade Federal de Brasília (UnB), Brazil

Lingua Franca is broadly considered a language chosen for communication among speakers from different languacultures. Jenkins (2015) has advocated the idea of English as a Lingua Franca (ELF) under a multilingual perspective where many other languages may emerge during the speakers' interaction. She also arguments, in her study, that empirical studies based on corpus have proved the idea of multilingual perspectives that emerge in Lingua Franca interactions while all the linguistic background of speakers naturally come along for establishing communication. The purpose of this paper is to show a bit of the work being made in Brazil for raising a corpus of oral interactions in English and Spanish (BraCES – Brazil Corpus of English and Spanish) under the concept of Lingua Franca. We rely on the main and already established concept of ELF conceptions and theorization (JENKINS,2015; SEIDLHOFER, 2011) and argument in favor of recognizing interactions in Spanish in a context of Lingua Franca (LF) as it is a mother tongue in more than 21 countries and it allows communication among Spanish speakers from a very diversified languacultures. As BraCES is a

corpus under construction, we also show how we have been engaging language undergraduate students, pre-service teachers, in our research groups promoting discussions of Lingua Franca in a Brazilian context. Besides, we promote a debate over the importance of academic works that come up for undergraduate students during the corpus construction which helps on raising ELF-awareness in these teachers and promoting new and reborn reflections over the theme in a continuum teaching practice (SIFAKIS, 2018).

### **The importance of using authentic audio materials to build ELF-awareness in online classes with public school students from Brazil**

**Lucielen Porfirio and Ana Beatriz Almeida**

Federal University of Bahia, Brazil

The concept of ELF-awareness is relatively recent, and its goal is to integrate ELF principles into ELT practices, adapting the ELF research literature in classes, by developing instructional sequences, lesson adaptations, policies and evaluations, taking into account each local teaching and learning contexts (SIFAKIS et al, 2018). During the Pandemic of covid-19, the process of language learning became even more challenging, but it also allowed the teachers to use the technology in order to prepare new materials and bring new perspectives into the classroom and especially promote intercultural discussions by using different materials from the internet. With this in mind, this research aims to analyze the process of building ELF-awareness in online classes for students from public schools in Bahia - Brazil through the application of oral comprehension activities based on authentic materials. To do this, participants answered a questionnaire to understand how they see language and audio materials for English classes. After that, we composed comprehension activities with real interactions taken from YouTube, social media and the BraCE - Brazil Corpus of English platform (PORFIRIO, 2017). Activities were applied during the program of Teacher Training course for undergraduate language students and all classes were held online. During the classes, discussions on language, communication, native speaker demystification were promoted. Also, participants answered a second questionnaire in order to evaluate their own view on classes taught. Results point to possible changes in their opinion about language, raising their confidence as speakers and getting them more interested and less resistant to more authentic text extracts.

### **Global Englishes Teacher Professional Development: Insights from Thailand**

**Denchai Prabjandee<sup>1</sup> and Fan Fang<sup>2</sup>**

<sup>1</sup>Burapha University, Thailand, <sup>2</sup>Shantou University, China

The global spread of English presents a multitude of challenges not only for English language learners but also for teachers who should instruct learners differently to help them speak English with a variety of people in multiple contexts. This requires a need for an ELF-aware teacher professional development. However, prior research has largely ignored the question of how to support teachers to tackle these challenges. This study attempts to provide teacher professional development for implementing Global Englishes Language Teaching (GELT) in the Thai context. Using transformative learning theory, this study reported a professional development program helping teachers understand the global spread of English and its implications for English language teaching (ELT). An explanatory mixed-methods research design was used to document the effects of teacher professional development program, and to what extent certain aspects of the professional development contributed to change their instructional competence to implement GELT. The findings showed that teachers reported having increased knowledge of GELT, attitude changes toward GELT, and were able to be more skillfully at implement GELT. Four aspects of the professional development training contributed to these changes: practical, experiential, theoretical, and inspiration. This paper concluded with implications for providing GELT teacher professional development.

## **Towards a real integration of refugee students in Greece: The role of ELF and translanguaging**

**Christina Prentza**

University of Sussex, UK

The integration of refugee students into mainstream classrooms has been a reality in Greece since the Reception Classes for the Education of Refugees in 2016. Yet, little is known regarding the practices Greek teachers use to achieve a real integration of refugee students –an integration, which will extend beyond papers, an integration which will provide a sense of belonging and equality to refugee students. Successful school and teaching practices have shown that there are ways to enhance the learning of refugee students while acknowledging their prior experiences and the variety of linguistic and cultural elements they bring into classroom (Miller et al., 2014, Morrice et al., 2018). This paper examines the practice of ELF (English as a Lingua Franca) as an opportunity for equality for refugee students in the English classroom. Communication strategies, which regard English as a lingua franca, promote active learning while breaking down the barriers resulting from cultural differences (Nagy, 2016). Within the same scope, the paper also proposes multimedia and translanguaging as inclusive pedagogical tools which can be used by teachers of English in order to enhance learning and acknowledge linguistic and cultural diversity.

## **ELF in multilingual classrooms in Qatar: Lessons from the ENRICH Course**

**Kashif Raza**

Qatar University, Qatar

Although multilingualism is recognized as a reality, top-down policy enactment and monolingual ideologies keep valuing certain languages or varieties of them at the expense of others. This results in creating a competition between languages where some languages become more important than others (Raza et al., forthcoming 2021; Reynolds, 2019). A common case from academia is of English that is widely used for knowledge creation as well as dissemination and as medium of instruction; but often at the expense of local languages. Another challenge are the attempts to promote standardized form(s) of English that disregard how English is developing as a lingua franca in different contexts and emerging as a local variety. As today's classrooms are mostly diverse, especially in countries like Qatar where the local student population is trying to sustain Arabic in addition to mastering English, disregarding the local variety of English and not producing resources to support students in developing their English as a lingua franca (ELF) awareness as well as mastery contributes to further hegemony of native speakerism and coloniality of knowledge. As teachers, we have to make critical decisions about how to best support our students' learning processes while adhering to curriculum, school and governmental policies related to the medium of instruction or variety of English (Reynolds, 2019). To support teachers in thinking about different ways of supporting ELF practices of students, this session reflects upon my awareness of students' ELF practices after taking the ENRICH course. This will be followed by showcasing strategies and initiatives I employed as a teacher to promote ELF in an ESP law course at a higher education university and reporting students' motivation and confidence in using ELF as a strength and a resource. Teachers from other contexts may employ similar techniques to promote ELF in their classrooms.

## **Integrating ELF while teaching a public school ELT context in Brazil: Using "My English" to raise ELF awareness**

**Caroline Ribeiro and Lucielen Porfirio**

Federal University of Bahia, Brazil

English Language Teaching (ELT) has traditionally been centered on the idealized native speaker and the teacher as a guardian of the language. Opposite to that, holds the idea defended by English as a Lingua Franca (ELF) scholars, which looks at teachers as mediators and English as a language spoken by different users

with multilingual perspectives (Jenkins, 2015). Under this conception, the teacher's job is to help students develop strategies that will enable them to become autonomous users in a variety of contexts building effective communication with different speakers/users (Llurda, 2018). In this paper, it is intended to discuss ways of English Language Teaching in the city of Salvador-BA, for high school students from the public system, in Brazil, by considering the development of ELF awareness (Sifakis, 2014) and the socioconstructivist proposal of "My English" (Kohn, 2018). The proposed methodology follows action research procedures (Tripp, 2005), due to its investigative and transformational content. Through the application of questionnaires and the carrying out of activities in and outside the online classroom, in synchronous and asynchronous moments, it is aimed to verify the impacts of these activities on the English language teaching and learning, as well as the development of ELF awareness (Sifakis, 2014; 2018) and "My English" perspective (Kohn, 2018). It is argued that proposals which aim at actively engaging learners/users in critical reflection on the global status of English (Mauranen, 2018), empower non-native users and demystify the authority status of native speakers (Llurda, 2018; Sifakis & Bayyurt, 2018). It is expected that teachers and students realize that they are part of the "global arena" of English communication and focus on their own attitudes, as well as believe they also "own" the language (Sifakis & Bayyurt, 2018), as it demands individual and social construction (Kohn, 2018).

### **Raising learners' ELF awareness debating on migration: A communicative and intercultural project**

**Francesca Ripamonti**

University of Milan, Liceo Scientifico "Gandini", Italy

In the last few years, there has been a growing interest in the dynamic evolution of relationships between individuals and cultures, which has brought teachers and school stakeholders to re-conceptualize and reshape language education. This study fits into this dynamic trying to flash out such innovative notions as ELF awareness, mediation, and interculturalism by exploiting the approach of the classroom debate on a controversial class issue: migration. The project was carried out with a group of twenty-six 11th grade students with the pedagogical objectives not only of improving the students' communication skills but also of promoting those attitudes of respect and openness to other cultures that a topic such as migration might raise. Formative assessment was assured by constant monitoring and ongoing feedback, while the summative assessment was carried out at task completions with rubrics whose criteria were shared with students. Preliminary findings all point to a positive implementation of linguistic mediation, because moving through the various debating phases of the statement, refutation, and conclusion the students were also offered fertile inputs for the negotiations of meaning with languaging and translanguaging attempts. ICT skills also benefited along with ELF awareness.

### **Teaching and learning English as a lingua franca: A didactic experiment in a teacher education program**

**Gabrieli Rombaldi and Michele El Kadri**

State University of Londrina, Brazil

Although research on English as a lingua franca has been growing worldwide and the National guidelines for the teaching of English in Brazil support an ELF perspective, the pedagogical implications of ELF in teacher education programs have received little attention in Brazilian contexts (El Kadri, Calvo & Gimenez, 2016). Considering it, this paper aims at presenting a pedagogical intervention of ELF awareness (Bayyurt & Sifakis, 2017) in a teacher education course in Brazil. We resort to the formative experiment, based on the Sociocultural Theory (Davidov, 1988; Sforni, 2015), to organize the intervention and promote the development of the undergraduate students. This paper is part of a master's research in language studies in which focuses on analyzing the development of students regarding theoretical and pedagogical implications of ELF and promote awareness. The data is obtained from the recordings and transcripts of the intervention that is held online due to the COVID-19 pandemic crisis. In addition, the materials produced by the authors are sources of data. The analysis is performed through the lens of Developmental Teaching (Davidov, 1988) and the ELF and

ELF awareness frameworks. Thus, we aim at promoting the discussion regarding the organization of teaching in teacher education programs in order to promote ELF-aware teachers and discuss aspects related to the formation of ELF concept.

### **A comparative analysis of the ELF concept in three Brazilian curricular guidelines**

**Gabriela Rosa**

University of São Paulo, Brazil

The ELF perspective underlies the English language guidelines in three curricular policies in Brazil: the National Common Core Curriculum (Brasil, 2017), the Learning Rights, Authorship and Interdisciplinarity in Dialogue (São Paulo, 2016) and The City Curriculum (São Paulo, 2017). This presentation aims at comparing these policies, based on Libâneo (2016) and Silva's (2019) curricular theory, and analyzing the underlying concepts of language, interculturality, curriculum, subject, knowledge and society, in order to understand whether they reflect or refract the ELF perspective adopted in each guideline, according to Bourdieu's concept of field (2004). The analysis suggests the ELF concept can either serve an instrumental and marketing function, pointing to an epistemological conflict (Duboc, 2019), or a critical and political function, aligned with a decolonial perspective of 'ELF made in Brazil' (Duboc and Siqueira, 2020).

#### References

- Bourdieu, P. (2004). *Os usos sociais da ciência: por uma sociologia clínica do campo científico*. São Paulo: Editora UNESP.
- Brasil. (2017). *Ministério da Educação. Base Nacional Comum Curricular*. Brasília: MEC.
- Duboc, A. P. M. (2019). Frankly speaking: reading the concept of English as a Lingua Franca within the National Common Core Curriculum in light of a bakhtinian thought. *Revista da ANPOLL*, 1/48: 10-22.
- Duboc, A. P. M. & Siqueira, S. (2020). ELF feito no Brasil: expanding theoretical notions, reframing educational policies. *Status Quaestonis*, 19, 297-331.
- Libâneo, J. C. (2016). Políticas educacionais no Brasil: desfiguramento da escola e do conhecimento escolar. *Cadernos de Pesquisa*, v. 46, n. 159, p. 38-62, jan./mar.
- São Paulo. (2016). *Secretaria Municipal de Educação. Direitos de aprendizagem dos ciclos interdisciplinar e autorial: Língua Inglesa*. São Paulo: SME/COPED.
- São Paulo. (2017). *Secretaria Municipal de Educação. Currículo da Cidade Ensino Fundamental: Língua Inglesa*. São Paulo: SME/COPED.
- Silva, T. T. da. (2019). *Documentos de identidade: uma introdução às teorias do currículo*. Belo Horizonte: Autêntica Editora.

### **Student teachers' ELF-awareness: Impact on ELT practices in Bangladesh**

**Mili Saha**

Jagannath University, Bangladesh

English as lingua franca (ELF) awareness helps teachers gaining confidence (Aydın & Karakaş, 2021), accepting learners' linguistic rights, and avoiding the NS benchmark (Siqueira, 2020). Although Bangladeshi teachers' and students' perceptions of EIL were investigated (Saha, 2020), no researcher studied teacher perceptions about ELF and ELF-aware English classes or teacher education. The current research explores Bangladeshi English language teacher learners' ELF awareness and language ideologies, impacting their future teaching practices and pedagogical choices. In-depth data on the participants' perceptions about incorporating learners' L1 in instructions and knowledge about different ELF features were obtained using an online survey questionnaire and focus group discussions. The participants comprised 130 student teachers attending regular and professional Masters in ELT at a public university. Results expose the English teacher learners' language ideologies are contradictory and hegemonic. Also, their knowledge about ELF as a

pedagogic approach is extremely inadequate and affected by training curricula. Although they have learned about it, their awareness is limited to knowing the meaning of the term. Despite demonstrating a great demand for using learners' first language in instructional practices, teachers view it as a deficit. They believe in targeting standard British variety, although learners need comprehensive English for global communication. Gender, previous learning, and training obviously influence their beliefs about language use, error tolerance, teaching impact, etc. The research calls for integrating ELF-awareness into the teacher preparation curricula to decolonize it.

#### References

- Aydın, F., & Karakaş, A. (2021). Turkish EFL Teachers' Awareness about ELF and the Underlying Ideologies Behind Their (Non)-Awareness. *The Reading Matrix: An International Online Journal*, 21/1.
- Saha, M. (2020). Perceptions of Dominance in English as an International Language (EIL) Pedagogy. *Journal of Teaching and Teacher Education*, 8/1.
- Siqueira, S. (2020). ELF with EFL: what is still needed for this integration to happen? *ELT Journal*, 74/4: 377-386.

### ELF teaching and social justice, how come? Come into transformative practices

Kelly Santos

UFRB, Brazil

For some authors, the proposals of Brazilian educational documents from the 1990's, not only did not solve the problems related to the governmental negligence with the teaching of English language (elementary schools), but, moreover, reaffirmed the prejudices against the less favored classes, indicating that they were not able for other linguistic competences than reading. Some of the constraints with these documents were left behind with the implementation of the National Common Core Curriculum, which in turn sets off concepts for a more contemporary English language learning, such as the recognition of English status as a lingua franca. However, despite the changes, some researchers found that the document has a gap between its theoretical foundations and the methodologies suggested to teachers, regarding the development of skills and competencies (DUBOC, 2019). In this paper, the issue lies beyond the principles of these official documents, since the context of English classrooms in public schools and in the slums from Salvador city calls for the urgency of a learning process that fosters an interruption of a racialized teaching whose practices invisibilize black bodies, ignore gender diversity and disregard social class as a political element inherent to this process. Therefore, I intend to present actions developed from a University Extension Program, developed at Universidade Federal do Recôncavo da Bahia, whose objective is to promote ELF learning for social justice. In time, it is worth remembering that the transformative practices designed for the projects are conceived so that the learning of a foreign language can have some socio-political impact at some point.

#### References

- Duboc, A. P. M. (2019). Falando francamente: uma leitura bakhtiniana do conceito de "inglês como língua franca" no componente curricular língua inglesa da BNCC. *Revista Anpoll*, 10–22.

### The ENRICH CPD: An exploration of the transformative journey of teachers from Greece (and beyond)

Nicos Sifakis<sup>1</sup>, Stefania Kordia<sup>2</sup>, Katerina Vourdanou<sup>1</sup>

<sup>1</sup>National and Kapodistrian University of Athens, <sup>2</sup>Hellenic Open University

This paper aims at offering an insight into the journey that the ENRICH CPD Course participants of the Greek group (comprising Greek EFL teachers, as well as teachers from Germany, Brazil, Argentina and Scotland who wished to join this group) went through towards raising their ELF awareness. Indicative data provided by these participants are presented, illustrating how they made sense of the ELF world, its implications for their

own context and their future practices in their classrooms so as to help their learners become effective communicators in their interactions in ELF. More specifically, the data which are presented focus on the participants' perceptions about the following themes: a) Personal experience in using English; b) Ownership of English; c) Variability in ELF discourse; d) The learners as users of ELF; and e) Integration of ELF-awareness in the classroom. The paper ends with a discussion of the highly positive impact that ENRICH has had on the participants of this group in terms of their professional development, as revealed in the evaluation that they carried out at the end of the Course.

### **ELF and the Brazilian National Core Curriculum for Basic Education: Challenges and possibilities**

**Sávio Siqueira**

Federal University of Bahia, Brazil

This presentation, divided into two parts, aims to examine and analyze the impact caused by the introduction of the concept of ELF in the foreign language teaching guidelines of the recently adopted Brazilian National Core Curriculum (BNCC). First, I will approach the epistemological conflict (Duboc, 2019) present in the introductory part of the document which is in disagreement with the subsequent content frames, highlighting a collision between the very fluid and situated nature of ELF with the normative and standardized status of the core curriculum (Santana & Kupske, 2020; Duboc & Siqueira, 2020). Then, drawing on the results of a brief survey with Brazilian teachers of English from local public schools, I will share some of their responses concerning the challenges they are facing in implementing ELF into their ELT classrooms (Franco, 2021), and the possibilities they envision, especially when referring to teaching English under a decolonial, critical, and political 'ELF made in Brazil' perspective.

#### References

- Franco, C. (2021). Teaching English as a Lingua Franca in Brazil: insights into materials writing. *International Journal of English Linguistics*, 11/3: 62-72.
- Duboc, A. P. M. (2019). Frankly speaking: reading the concept of English as a Lingua Franca within the National Common Core Curriculum in light of a Bakhtinian thought. *Revista da ANPOLL*, 1(48), 10-22.
- Duboc, A. P. M. & Siqueira, S. (2020). ELF feito no Brasil: expanding theoretical notions, reframing educational policies. *Status Quaestonis*, 19, 297-331.
- Santana, J. S. & Kupske, F. F. (2020). From foreign language to lingua franca and the paradoxes in-between: (tensioning) ELT in light of the BNCC. *Revista X*, 15(5), 146-171.

### **Unravelling the impact of teachers' self-efficacy on the application of ELF-aware strategies**

**Areti-Maria Sougari and Athina Malea**

Aristotle University of Thessaloniki, Greece

The extended use of English as a Lingua Franca (ELF) reinforces the need for a transition from conventional way of teaching English as a foreign language (EFL) to ELF-aware lessons, which will encourage the promotion of mutual intelligibility and successful communication. Teachers play a crucial role in this transition. Their self-efficacy beliefs act as a filter when adopting new approaches in their teaching techniques and practices. In the educational context, their perceptions about teaching and their self efficacy beliefs are very important for the goals they set for themselves and their students and the way they decide to pursue these goals and reach the desired outcomes. In this paper, we present the findings that stem from an online survey that was conducted among English language teachers of Greek primary and secondary state schools. On the one hand, the questionnaire includes items that are used to measure teachers' self-efficacy on three dimensions: classroom management strategies, students' engagement strategies and instructional strategies. On the other hand, respondents are asked to indicate whether they use innovative teaching strategies to develop their students' transversal skills and what goals they set for their students. It seems that there are 10

items that construct a uni-dimensional scale, which is associated with ELF-aware teaching approaches. Our analysis shows that higher levels of teachers' self-efficacy are associated with higher ELF values. Based on these findings, several recommendations are put forward in an attempt to suggest ways in which the teachers can be empowered so as to become more willing to employ ELF-aware strategies.

**Lingua Franca negotiations of cultural understandings:  
The first steps towards intercultural awareness through (teachable) pragmatic strategies**

**Juliana Souza da Silva**

Goldsmiths University of London, UK

The inherent variability, adaptability and complexity of ELF has made teaching English for real life interactions a challenging endeavour. Even when expanding EFL with ELF-aware praxis, we are faced with the daunting question of what it looks like to prepare our learners for the endless variables of intercultural communication through ELF. Focusing on Negotiations of cultural understandings (Zhu, 2015), in my PhD study, I used Conversation Analysis (CA) and an adapted version of Baker's (2011, 2015, 2018) model of Intercultural Awareness (ICA) to investigate how pragmatic strategies could be related to displays of ICA. On this occasion, I will succinctly present fragments of that study, including the rationale of the proposed analytical model, a brief sample analysis and the discussion of the main findings that revealed relevant patterns in the data. This research had as its participants 15 speakers of English who were mostly multilingual and belonged to the same faith-based communities of practice (Wenger, 1998) in London - one of the most diverse contexts of ELF use in the world. Although this was an exploratory case study, the strategic patterns found in the communicative practices of the participants point to actionable information for ELF-aware teaching and are an exciting call for further research.

**Scrutiny of global citizenship in Chinese elementary school English textbooks:  
Bridging the gap between policy and practice**

**Tingting Sun and Adcharawan Buripakdi**

Suranaree University of Technology, Thailand

Sorts of problems arising under globalization have been exacerbated with the outbreak of Covid-19 pandemic which made us more aware of the interconnected nature of the world. To overcome the pandemic, both intra-national and inter-national collaboration and cooperation are urgently needed. Global pandemic requires global solutions, and the educational system should look beyond the confines of national borders to advocate for Global Citizenship Education (GCE) to provide such solutions. However, the discussions of integrating GCE into English education are mostly at the theoretical level, and the research in this area in Chinese contexts is underexplored. More significantly, there is little empirical evidence to show the representation of global citizenship values in ELT textbooks especially from a critical perspective, and the extent to which the global citizenship is recognized by teachers, as well as how it is practiced in teaching particularly during Covid-19 period. To address the gap, a mixed-method study was conducted to scrutinize two versions of Chinese elementary school English textbooks for the extent of GCE embedded, similarities and differences of GCE representation between two versions of English textbooks, as well as teachers' perceptions, aiming to arouse and enhance stakeholders' critical awareness toward GCE, as well as empowering students to better understand their "glocal" responsibilities. Content analysis and corpus analysis of textbooks, thematic analysis of teacher interviews were conducted by synthesizing two strands of qualitative data and quantitative data. Findings demonstrate that themes of GCE are embedded in two versions of textbooks to different extent and with unbalanced distribution. Some emergent themes and some elements that do not comply with the proposition of GCE have been discovered, which may impede full realization of global citizenship values. Interview results show that teacher training is urgently needed to raise teachers' critical consciousness to challenge the prevailing routines in ELT.

## The impact of ELF awareness on non-local student teachers' perspectives on their identities as learners and teachers of English

**Matthew Sung**

City University of Hong Kong, Hong Kong

In recent years, the growing recognition of the role of English as an international language in today's globalized world has led to calls for an increased awareness of English as a lingua franca (ELF) and an acceptance of different varieties of English among student teachers enrolled in Teaching English as a Second Language (TESL) programmes. Accordingly, the concepts of ELF and World Englishes have been incorporated into numerous TESL programmes around the world in order to prepare student teachers to teach English with ELF awareness. However, little is known about how ELF awareness has an impact on student teachers' perceptions of the English language, their identities as users, learners and teachers of English, and their future pedagogical practices. To fill the gap in the literature, this paper investigates the perspectives of a group of non-local student teachers enrolled in a master's programme in English Studies at a Hong Kong university, with a specialization in TESL. The concepts of ELF and World Englishes were introduced in a core course of the master's programme, with additional readings provided to the participants. Written reflections were collected from the participants as the main source of data. The findings revealed the participants' broadened conceptions of the English language in the global context, their acceptance of the existence of different Englishes in ELF communication, including China English, and their openness to linguistic variations from standard English. The findings also showed some changes in the participants' perceptions of their identities as learners and users of English, including their increased confidence in using English and their enhanced creativity in their use of English. The study also found that as future teachers, they were more willing to accept their students' non-standard linguistic features, with some even showing some readiness to introduce the idea of ELF to their future students.

## What's wrong with ELF? Students' difficulties in understanding ELF

**Ayako Suzuki**

Tamagawa University, Japan

This paper reports an ongoing project to uncover reasons why the concepts of ELF are difficult for university students to understand and accept, looking into mainly the data of the focus group interview with university students. As a university lecturer in Japan, I have run several linguistic modules for pre-service English teachers covering topics of the multifaceted nature of English and the practices of ELF for over a decade. What I always encounter in these modules is that whilst university students who intend to be English teachers well understand the diversity of English and the existence of individual differences between users, they tend to look confused when the modules start to cover ELF. Indeed, several students have told me that it was difficult to understand what ELF was. To understand what prevents university students from understanding what ELF is, I carried out one focus group interview with six Japanese graduate and undergraduate students who majored in English language education. They were relatively familiar with the concepts of ELF because their institution holds an English language programme that encourages understanding ELF. The focus group interview revealed that to understand what ELF is, both theoretical and experiential knowledge of ELF are indispensable as ELF is not a linguistic entity but discursive practices of communication. Also, the issues of English proficiency seem to be closely related to the students' difficulties in understanding it because proficiency is usually measured against first language users of English. Based on these preliminary findings, the paper tries to consider what aspects of ELF need to be discussed and how in university linguistic modules for teacher training, showing their actual voices.

## Using world Englishes-aware instructional material in online environments to disrupt the concept of native speakerism and to analyze the effects on listening comprehension in a Colombian high school

Hernan Talero and Jorge Pineda Hoyos  
Universidad de Antioquia, Colombia

The number of non-native speakers of English in the world outnumbers native speakers of the language. Hence, there is no need to sound like a native speaker when using that language since learners can choose whether to keep their accent as part of their identity. However, it is not common for English language learners to be exposed to other English varieties different from inner-circle countries. Nevertheless, the globalized world we live in today and the use of emerging technologies facilitate exposure to different English varieties and international communication without moving from home. Therefore, this investigation aimed to raise students' awareness of English varieties and disrupt the concept of native speakerism, which I identified as a problem among my students, causing them to lack communication skills. To try and solve this issue, I implemented a pedagogical intervention based on technology-mediated activities using video and audio. This intervention had different components such as a teaching objective with a World Englishes perspective to practice the listening skill of the language, pedagogical tasks, and technology to underpin the activities and make them more significant and real-world oriented. Case study framed the research methodology of this mix method investigation. Data was collected in a private high school in Colombia with 25 students. I gathered data using pre-and post-intervention surveys, listening tests in which learners had to identify propositions, in-depth interviews, and focus groups. Results from the surveys and interviews showed a change in students' perceptions and assumptions towards native speakerism and an awareness of World Englishes after the intervention. The listening tests showed that students scored differently when exposed to other English varieties, with a slight improvement with Latin American varieties.

## Teaching narratives of migration, citizenship and inclusion to prospective primary English teachers as a (S)ELF-awareness practice: Multilingual children's picture books as a case-study

Annarita Taronna<sup>1</sup> and Lorena Carbonara<sup>2</sup>

<sup>1</sup>University of Bari, Italy; <sup>2</sup>University of Calabria, Italy

Over the last fifteen years, our own experience of teaching English to undergraduate students of Primary Education has provided both the context and the content of our courses for prospective primary English teachers (PPETs), shaping but also shaped by theories, policy analysis and studies of practice circulating in the field of language teaching and learning. Our own experience has also been impacted by new and ongoing migration flows that have changed the composition of the national population, as well as the classroom from a mere educational setting into a very polychromatic place that can be considered a microcosm of society. On the basis of such premises, the present study is an attempt to understand why and how to train prospective primary English teachers (PPETs) in the use of multilingual children's picture books as new engaging pedagogical narratives that tell about migration, citizenship and inclusion in a plural Italy, but not limited to that. Specifically, the selection and analysis of recent children's picture books published in English and translated into Italian will help us to reflect on the role of ELF education for young children in many national settings, that is, to assist them as they develop into productive citizens in a global, pluralistic society. By pursuing such a theoretical goal, we maintain the need to prepare PPTs for cross-culturally responsive teaching as a national educational priority that will give them the opportunity to develop intercultural competence through the "decolonisation of ways of knowing" (Hooks 2003: 3) and systematic self-critical inquiry.

## Assessment practices and challenges in the context of English as a lingua franca

Dina Tsagari<sup>1</sup>, Kirstin Reed<sup>1</sup> and Lucilla Lopriore<sup>2</sup>

<sup>1</sup>Oslo Metropolitan University, Norway; <sup>2</sup>Roma Tre University

Standard English has been the dominant variety of English taught in the classroom and the standard by which English is assessed and tested. However, most English language teachers (ELTs) outside of inner-circle countries are non-native speakers who skillfully communicate and teach using English as a lingua franca (ELF) but seem to be challenged by the assessment mandates in their educational and school contexts. This is so because most ELTs are accustomed to creating discrete-item language tests that are easily quantifiable following established traditions of standardized testing systems. ELF researchers call for inclusion of ELF research into better understanding the challenges and factors that impact on ELF-informed assessment practices (Jenkins & Leung, 2017; Harding and McNamara, 2018). This study presents the reflections of ELTs with regard to their assessment practices in multilingual environments in Norway and Italy within the scope an EU- funded project, titled 'English as a Lingua Franca Practices for Inclusive Multilingual Classrooms' ENRICH Erasmus+ project. ELTs were invited to respond to reflection tasks on their assessment practices and to respond to a list of accommodation features as an ELF assessment framework for formative assessment. The results of the paper help illuminate the adaptability of ELF assessment in classroom settings according to teacher beliefs and makes important recommendations on how to balance teaching and assessment in today's ELF teaching and learning contexts and raise teachers' assessment literacy.

### References

- Harding, L. W. & McNamara, T. (2017). Language assessment: The challenge of ELF. In J. Jenkins, W. Baker & M. Dewey (Eds.), *Routledge Handbook of English as a Lingua Franca*. Routledge.
- Jenkins J., and Leung C. (2017). Assessing English as a lingua franca. In Shohamy E., Or I., May S. (eds.) *Language Testing and Assessment*. *Encyclopedia of Language and Education* (3rd ed.). Springer: Cham.

## Adapting ELT class material within the ELF-aware perspective: Voices from the classroom

Natasha Tsantila<sup>1</sup> and Maria Glava<sup>2</sup>

<sup>1</sup>DEREE - The American College of Greece; <sup>2</sup>Junior High School of Kompoti, Arta, Greece

English has now been unquestionably used "on a daily basis, successfully" (VOICE, 2013) in all socio-cultural, socio-economic and personal contexts as the chosen medium of communication among speakers of different L1s. This emerging reality has greatly influenced EFL classroom settings as ELT practitioners are called upon to see it as a positive "stimulus for [continuous and critical] reflection" (Seidlhofer, 2011, p. 191) regarding their hitherto, usually norm-bound, instructional practices. Hence, they could, hopefully, reflect upon those practices and proceed with the redesign and integration of new and contextually relevant activities which can engage their learners in real-life, authentic, and intercultural communication. It is this direction that ELF aware pedagogy (Sifakis, 2019; Sifakis & Bayyurt, 2018) can contribute to.

This presentation relates to the above need. It showcases ELF-aware instructional interventions performed by a practitioner working in the context of a state school in Greece. The practitioner had been initiated to principles and processes of ELF-awareness (Sifakis, 2019) through online meetings and was asked to develop ELF-aware activities. Based on the criteria of authenticity and relevance, she designed and taught original activities that focused on the teaching of speaking and listening. Specifically, these activities were linked to the listening inputs and tasks already present in the textbooks used in her current state-school context. With these interventions, she attempted to raise learners' awareness of how language is used in real life and eventually bring learners' world knowledge and experiences into the classroom.

In this presentation, we demonstrate and discuss the specific instructional interventions that were developed as well as the lessons taught. Special emphasis is placed on learners' reactions to the taught lessons and

practitioner's own reflections on their whole experience, from the initiation stage, to the actual design and implementation of the original ELF-aware lessons.

### **Integrating ELF-awareness in EFL classroom**

**Natasha Tsantila<sup>1</sup> and Elissavet Pramateftaki<sup>2</sup>**

<sup>1</sup>DEREE - The American College of Greece; <sup>2</sup>2nd Artemis Middle School, Greece

World-wide population mobility and the integration of multilingual and multicultural groups in the local populations have affected all aspects of life, including classrooms. EFL teachers, thus, need to seriously consider the changing realities and proceed with new teaching practices that will be relevant to their local contexts and specific learners' needs and interests. It deems, therefore, appropriate that EFL teachers adapt their existing materials in a way that will not only enhance their students' awareness of how language is used in real life but will also promote their learners' intercultural experience and foster their world knowledge regarding cultural differences.

In view of the above, we designed and conducted two lessons that were based on a culturally focused theme, that of the festival of colours. Our learners were exposed to real, spontaneous and authentically produced discourse of non-native English language speakers and engaged into follow-up tasks and discussions. These tasks and subsequent class discussions focused on an appreciation of the newly designed and taught lessons, the use of English as the shared "communicative medium among speakers of diverse lingua-cultural backgrounds" (Seidlhofer, 2011, p. 7), issues of intelligibility and comprehensibility, but above all focused on cultural differences and similarities. Through these innovative lessons, learners' language and intercultural awareness was attempted to be raised.

In this presentation, we offer a description of the designed lessons and report observations made during their implementation. The significance of these lessons is that teachers integrated in their hitherto practices new material produced by NNS and students engaged in: i) discussions on features of native and non-native accents among the interactants, and ii) critical reflection regarding issues associated with cultural diversity.

### **Microteaching in teachers' education in an ELF context**

**Kosmas Vlachos**

National and Kapodistrian University of Athens, Greece

The proposed paper will present a small-scale research, which explored undergraduate teacher students' attitudes after a microteaching component was included in the Teaching Practicum course of the Department of English Language and Literature of the National and Kapodistrian University of Athens in the COVID era. Working in groups of five and on rotation, student teachers taught complete activities to their fellow students, who adopted the role of learners and later provided feedback on the success and learning benefits of the activity. The design of the activities was premised on the descriptors of the European Portfolio for Student Teachers of Languages (EPOSTL) that include distinct categories for the development of language skills as well as descriptors for improving one's intercultural competence and proficiency in employing educational technology. The philosophy behind the Teaching Practicum is to offer first experience in teaching and promote principles of good practice for educators who will work in diverse contexts and where English is taught as a means for intercultural and international collaboration in the ELF context. The proposed paper will describe how microteaching was embedded in the course, present the research that used a mixed method and discuss findings. The participants felt positively about their microteaching experience, which they portrayed as contributing to their public speaking skills and creating a sense of belonging to a community of practice that shares common educational goals and perceptions. Among others, it was stressed that positive reinforcement from the instructor as well as the clarity, lucidity and precision in guidelines and criteria for evaluation contribute to the successful completion of the microteaching meeting and the operative

management of the group. It was highlighted that the exchange of constructive feedback encourages student teachers to make plans for future action, more elaborated activities, better developed lesson plans and more extended lesson scenarios.

### **The synergy of ELF-aware pedagogy and differentiated instruction: A pedagogical perspective**

**Aikaterini Vourdanou**

National and Kapodistrian University of Athens, Greece

This paper introduces the possibility of the ELF-aware pedagogy - Differentiated Instruction synergy in the Greek ELT context, in which the traditional NS-oriented TEFL paradigm, where NNS are regarded as “permanent learners” (Hülmbauer, 2007, p.6), traditionally prevails. There will be a discussion on the issues of the globalization of English and ELF and the current perspectives of ELF-aware pedagogy and Differentiated Instruction. In view of the ELT context in Greek Secondary State Schools, the rationale and applicability of this synergy will be discussed in terms of relevance and appropriacy in the particular local context but also in conjunction with the current global ELT status. It is evident that ELF has become “at once a globalized and globalizing phenomenon” (Jenkins, Cogo & Dewey, 2011, p.303) which promotes the use of the English language in variable ways (Seidlhofer, 2011). Within this context, ELF awareness consists of an awareness of language and language use, an awareness of instructional practice, an awareness of learning (Sifakis, 2019). Meanwhile, Differentiated Instruction constitutes a pedagogical perspective which “requires teachers to enter into solidarity with their students through an understanding of students’ academic abilities and cultural backgrounds” (Latz & Adams, 2011, p. 782). In light of the social and economic changes that permeate our globalized cyber society, English is vastly used by both NS and NNS for communication in international and intranational interactions. In this respect, our L2 learners are already participants, in their out-of-the-classroom life, in these ELF encounters during which they “often gain new resources for identity building... which help them to construct a new identity as users of ELF rather than as unsuccessful learners of English” (Virkkula & Nikula, 2010, p.268-270). This proposed synergy intends to address the multidimensional, non-linear and complex pedagogical needs of adolescent students as ELF users.

### **On the Use of translanguaging by Arab-Israeli teachers teaching EFL in Jewish schools**

**Samaa Watad and Hadar Netz**

Tel-Aviv University, Israel

Arabs in Israel constitute around 20% of Israel’s total population. As a minority they are affected by economic, cultural and political injustice. In addition, Arab-Israeli citizens constantly find themselves in challenging situations because their country is in conflict with Palestinians of the occupied territories, whom they consider their people (Abu-Asba et al., 2011). In Israel, Arabs and Jews learn in separate educational sectors. Occasionally, however, Arab-Israeli teachers teach in Jewish schools. As minority teachers, they encounter a complex situation on both an interpersonal as well as an intergroup level (Sa'ada & Gross, 2019). This research examines EFL classes in Jewish schools taught by Arab-Israeli teachers. This is not only a multicultural but also a multilingual encounter as the students are native speakers of Hebrew, the teachers are native speakers of Arabic, while English is the target language. This multilingual context constitutes a fertile ground for translanguaging to emerge.

We ask: How do Arab-Israeli EFL teachers utilize translanguaging within the asymmetrical context of the EFL classroom, and specifically within the socially complex situation of being minority teachers in majority schools?

We draw on a corpus of 20 hours of classroom interactions, recorded and fully transcribed. Micro-analysis of classroom data was further triangulated by interviews with teachers and students. Preliminary results suggest that translanguaging challenges power relations. Teachers' use of English-Hebrew

translanguaging was a means to both gain authority and build solidarity, in this politically complex situation. Arabic was also occasionally present, contributing to solidarity between teacher and students.

#### References

- Abu-Asba, K., Jayusi, W. & Sabar-Ben Yehoshua, N. (2011). The identity of Palestinian-Israeli youth: Their identification with the state of Israel and with the Jewish culture. *Dapim*, 52: 1-45.
- Sa'ada, N., & Gross, Zehavit. (2019). The experiences of Arab teachers in Jewish schools in Israel. *Teaching and Teacher Education*, 79: 198-207.

### ELF-awareness in Global Englishes language teaching: Need and feasibility of curriculum innovation in Macau's tertiary education from teachers' perspectives

Xiaowen Serina Xie<sup>1</sup> and Chuan Riona Chen<sup>2</sup>

<sup>1</sup>Moray House School of Education and Sport, University of Edinburgh, UK;

<sup>2</sup>University International College, Macau University of Science and Technology, Macao

English as the lingua franca (ELF) has informed ELT curricula, especially in Macau's nearby contexts, such as Mainland China, Hong Kong, Japan and Korea. Similarly, the Macau government hopes to benefit from internationalisation, which requires the development of ELF speakers. Macau universities also claim to develop students as future ELF speakers. Given the current situation of Covid-19, Macau's tertiary student group has become more diverse, and they take the same English courses, though differences among students persist. However, Macau tertiary ELT's one-size-fits-all curricula remain unchanged and exam-oriented, regardless of students' diverse needs in the global world. Thus, Macau's tertiary ELT serves as the potential research context for ELF-aware curriculum innovation.

Furthermore, although researchers have strongly proposed theoretical proposals for ELF-awareness development in teacher education and Global Englishes Language Teaching (GELT) curriculum innovation, Macau has not responded to these calls yet. Previous quantitative studies mainly showcased Macau students' perspectives on pedagogy and language use. As called by researchers to understand teachers' perspectives, this case study, therefore, explored Macau's in-service teachers' views on the needs and feasibility of GELT curriculum innovation in Macau's tertiary ELT. It answered the following research questions:

1. How is the need to transform Macau's tertiary ELT curricula into GELT-informed ones?
2. How is the feasibility to implement GELT-informed curriculum innovation in Macau's tertiary ELT?

Through purposive sampling at a Macau University where students are from diverse backgrounds, 18 in-service ELT teachers joined the semi-structured interviews, and 7 of their ELT course syllabi were critically reviewed. Given the NVivo analysis results, this research strongly highlighted the necessity for policymakers to revisit Macau's tertiary ELT curricula, proposed changes for administrators and teachers to address the diverse student needs in ELF-aware curricula and suggested ways for the teacher educators to raise in-service teachers' ELF-awareness when contextualising teacher education.

## Abstracts of posters

### Phonemic awareness for EFL young learners. A systematic literature review

**María Buendía and Beatriz Cortina-Pérez**

University of Granada, Spain

Language awareness has a long-standing tradition in the ELT research. Fostered in the 80s and 90s as a middle position between structuralist and communicative language teaching models (Carter, 2003), language awareness is still a prevalent key term in language pedagogies, specifically at early years. Within this concept of language consciousness, phonemic awareness has played a relevant position in the process of making young learners proficient readers of English (Yopp, & Yopp, 2000), basically due to the lack of correspondence between phonemes and graphemes in the English language. The literacy method known as Phonics has traditionally been used to initiate English native speakers in the reading in their L1, making use of phonemic awareness activities. However, the European educational systems have been immersed in a policy of promotion of multilingualism, and more and more Phonics is implemented in non-native contexts. The aim of this paper is to analyze the research published in recent years on phonemic awareness in early foreign language learning contexts, using the systematic literature review (SLR) methodology. A total of 22 documents were analyzed based on the following categories: context, methodology and instruments, research objectives, phonic results, limitations and future implications. The information was analyzed using the MAXQDA software. Conclusions seem to favor the introduction of phonemic awareness in early foreign language classrooms, although there is still a strong need for further research and discussion on the topic.

### Languages and cultures: teaching English in a multicultural context, critical points

**Carmelina Maurizio and Carmela Giordano**

University of Turin - Italian Ministry of Education, Italy

Italy has been a destination country for migratory flows from many areas of the world for over 50 years. The didactic experience dealt with in this presentation took place in a class of an evening course for adults, where more than ten different nationalities are concentrated. The teaching of English took place throughout the last school year, using exclusively digital materials and Open Educational Resources, giving priority to the prior skills (linguistic and digital) of learners aged between 20 and 58, according to the indications of the national syllabus. The analysis and observation of the context focused on the strengths and weaknesses of the teaching action. The learners consistently used English as a language of communication, lingua franca, language of study and language for special purposes (business). Each learner prepared and presented to the rest of the class, both when it was possible in presence and also at a distance, as the final product of the teaching and learning activities, a series of slides illustrating their country of origin, focusing on economic and political aspects. The research was carried out according to precise guidelines given by the teacher and both in Flipped Classroom mode and in cooperative groups in the classroom. The restitution phase took place in plenary sharing, enhancing the fluency and communication skills implemented by each student. This proposal intends to illustrate the critical moments of the process implemented, in order to enhance the value of good operational practices, with a view to sharing them with those who find themselves in similar educational conditions. The presentation will focus in particular on the period of activity carried out in collaboration between the class teacher and the English language teacher, who participated in the University of Roma Tre's course, as part of the European ENRICH project.

**The absence of ELF in English teacher education:  
Reflections from a study of a Brazilian state university's curriculum**

**Arnon Rocha**

Federal University of Bahia, Brazil

This presentation aims to discuss and reflect on the need to include ELF (English as Lingua Franca) in the formal curricula of English language teacher education in Brazil as a possibility to update and enrich the qualification of novice teachers who will teach the global language basically to non-native speakers of English. The basis for this study is the Curriculum of the course on English Language and Literature of the State University of Bahia – UNEB – Brazil, which consists of some subjects whose ELT principles are guided by an EFL orientation that, among other issues, privileges dominant native speaker models, mostly from the United States and United Kingdom across disciplines (Siqueira, 2008; 2018). As a methodology for this work, there is a description and a brief analysis of how these disciplines are carried out during the training of teachers. The justification for this study is that the proposal of inclusion of ELF studies in the education of English teachers is more than necessary, not only in light of globalization and new technologies, but also due to migratory movements around the world. The results of this research study so far have shown that the syllabus, the English teaching materials and the corresponding bibliography are still oriented by an EFL perspective, based on native speaker models (Sifakis, 2017; Bayyurt, 2016), but as an expected outcome, this study can make educational authorities be more aware of the possibility of including in their teacher education curricula subjects aimed at the ELF proposal, in order to emancipate the teaching and learning English with the aim of giving each speaker the right to express himself in his own way.

**Future English teachers' professional identity development in a course on multilingualism**

**Hilal Şahin**

University of Education Schwäbisch Gmünd, Germany

The multilingual turn is calling for the inclusion of linguistic and cultural diversity for the benefit of all learners. Special attention is directed towards English as a Foreign Language classes, since English commonly represents the first institutionally taught foreign language and forms part of students' lives throughout their educational careers (Melo-Pfeifer, 2018). However, opening the doors of English classrooms to different languages and cultures poses a challenge as it entails a change in the aims of the subject: The goal is no longer to only develop English language skills, but also to promote plurilingual and pluricultural competence, defined as the ability to use one's complex, interrelated repertoire of linguistic and cultural resources for communication and interaction (Coste et al., 2009). This requires a shift in teachers' professional identities from "one-language-teacher" (Ziegler, 2013, p. 3) towards "language councillor" (Hu, 2018, p. 167). Changes in teacher education are thus essential to provide both the tools for implementation and opportunities for reflection.

In this poster presentation, I will outline my PhD project that focuses on pre-service English teachers' professional identities and how they are negotiated in a course on multilingualism.

**References**

- Coste, D., Moore, D., & Zarate, G. (2009). *Plurilingual and pluricultural competence. Studies towards a common European framework of reference for language learning and teaching*. Council of Europe.
- Hu, A. (2018). Plurilingual identities. On the way to an integrative view on language education? In A. Bonnet & P. Siemund (Eds.), *Foreign language education in multilingual classrooms* (pp. 151–172). John Benjamins.
- Melo-Pfeifer, S. (2018). The multilingual turn in foreign language education: Facts and fallacies. In A. Bonnet & P. Siemund (Eds.), *Foreign language education in multilingual classrooms* (pp. 191–212). John Benjamins.
- Ziegler, G. (2013). Multilingualism and the language education landscape: Challenges for teacher training in Europe. *Multilingual Education*, 3/1: 1-23.

**International educational programmes as a context for ELF:  
A practical application within Eco Schools**

**Varvara Vorylla**

Primary Education Directorate of East Attica, Greece

Global networks of schools such as Eco Schools, UNESCO Associated Schools Network (AspNet), Young Reporters for the Environment and European programmes like eTwinning and Erasmus+ present an excellent opportunity for real-life and purposeful use of English as a Lingua Franca since it is used as a common code of communication among students who are speakers of other languages to serve the purposes of other educational goals, e.g. Education for Sustainable Development. ESD deals with problems that have global features such as climate change but require action at a local level. That is the reason why it can function as the content of ELT with ELF characteristics (probably in a CLIL approach) and help students get aware of the diversion of English language forms, uses and users.

In this particular case, Eco Schools network (operated in 67 countries worldwide by the Foundation for Environmental Education) was used as a framework to create a lesson plan with task-based methodology and authentic material (listening and reading input) presenting a variety of speakers from various countries, and also with opportunities for students' interaction through output addressing a real audience by taking part in the global campaign with a video featuring ideas for the protection of the planet.

The learning goals of the lesson plan are:

- ESD: To raise awareness about global/local environmental issues.
- ELT: To raise awareness about EFL, to promote intercultural communication.

Specific objectives:

- To develop metalinguistic/metacognitive awareness and build on students' self-confidence as speakers,
- To appreciate the use of English as a common code of communication,
- To cultivate students' global awareness,
- To develop students' fluency in speaking,
- To expand vocabulary on environmental issues.

Due to Covid-19 situation a remote learning version was also set up using Web 2.0 tools and enhancing students' autonomy:

<https://drive.google.com/file/d/1Tw2tKkfgkanQmHdSN7fj1awsexvWZzEC/view?usp=sharing>

## List of participants

Abbate Emma	Liceo Scientifico "A.Diaz", Caserta, Italy
Abedi Saima	SPELT, Pakistan
Almeida Ana Beatriz	Federal University of Bahia, Brazil
Alonso Milena Paula de Oliveira State	University of Maringá, Brazil
Alonso Herrero Ane	University of the Basque Country (UPV/EHU), Spain
Alves Polyanna Castro Rocha	Federal University of Bahia, Brazil
Antonello Monica	University of Verona, Italy
Antunes Jean	University of Évora, Portugal
Atalay Sultan	Kütahya Dumlupınar University, Turkey
Atar Cihat	Sakarya University, Turkey
Bagherpour Nasibeh	IAU, Turkey
Baker Will	Centre for Global Englishes University of Southampton, UK
Bayyurt Yasemin	Boğaziçi University, Turkey
Bektaş Sezen	Boğaziçi University, Turkey
Belda-Medina Jose	University of Alicante, Spain
Borràs Judith	Universitat Pompeu Fabra, Spain
Buendía María	University of Granada, Spain
Buripakdi Adcharawan	Suranaree University of Technology, Thailand
Calfoglou Christine	Hellenic Open University, Greece
Calvet-Terré Júlia	Universitat de Lleida, Spain
Calvo Luciana Cabrini Simoes	State University of Maringá, Brazil
Cannelli Alessandra	Roma Tre University, Italy
Carbonara Lorena	University of Calabria, Italy
Cavalheiro Lili	University of Lisbon Center for English Studies, Portugal
Ceruti Maria Angela	I. C. "Card. A. Casaroli", Castel San Giovanni (PC), Italy
Chaikul Rasami	Tamagawa University, Japan
Chen Chuan Riona	University International College, Macau University of Science and Technology, Macao
Chvala Lynell	OsloMet - Oslo Metropolitan University, Norway
Ciaramita Giulia	UJI, Spain
Cogo Alessia	Goldsmiths, University of London, UK
Cortina-Pérez Beatriz	University of Granada, Spain
Cots Caimons Josep Maria	Universitat de Lleida, Spain
Dammu Betty Beulah	The English and Foreign Languages University, Hyderabad, India
De Porzi Francesca	I.C. Martin Luther King, Rome, Italy
Dewey Martin	King's College London, UK
Dimoski Blagoja	Tamagawa University, Japan
Diniz de Figueiredo Eduardo	Universidade Federal do Paraná, Brazil
Dolidze Tamari	BSMA; GRUNI; Pegaso International, Georgia
Ekoç Arzu Yildiz	Technical University, Turkey
El Kadri Michele Salles	State University of Londrina, Brazil
Erduyan Işıl	Boğaziçi University, Turkey
Fang Fan	Shantou University, China
Flognfeldt Mona Evelyn	OsloMet - Oslo Metropolitan University, Norway
Fortanet-Gómez Inmaculada	UJI, Spain
Fountana Maria	Computer Technology Institute and Press "Diophantus", Greece
Fragkou Effrossyni	National and Kapodistrian University of Athens, Greece

Franceschi Daniele	Roma Tre University, Italy
Fürész-Mayernik Melinda	Pannon University Multilingualism Doctoral School, Hungary
Georgountzou Anastasia	National and Kapodistrian University of Athens, Greece
Gimenez Telma	State University of Londrina, Brazil
Giordano Carmela	University of Turin - Italian Ministry of Education, Italy
Gkaintartzi Anastasia	University of Thessaly, Greece
Glava Maria	Junior High School of Kompoti, Arta, Greece
Gökgöz-Kurt Burcu	Kütahya Dumlupınar University, Turkey
Guerra Luís	University of Évora / University of Lisbon Center for English Studies, Portugal
Guzmán Alcón Irene	Universitat Jaume I, Spain
Hagley Eric	Hosei University, Japan
Hovhannisyán Iren	Mediterranean College, Greece
Ishikawa Tomokazu	CELF, Tamagawa University, Japan
Jalilzadeh Kaveh	IUC, Turkey
Karasimos Athanasios	Aristotle University of Thessaloniki; Hellenic Open University
Kayarkaya Burcu	Yıldız Technical University, Turkey
Knechtelsdorfer Eva	University of Vienna & KPH Vienna/Krems, Austria
Kohn Kurt	University of Tübingen, Germany
Kokkos Alexis	Hellenic Open University; Hellenic Adult Education Association, Greece
Kordia Stefania	Hellenic Open University, Greece
Kostoulas Achilleas	University of Thessaly, Greece
Kouleli Maria	Freelance English language teacher, Greece
Kouvdou Androniki	EFL teacher, Ministry of Education and Religious Affairs, Greece, Hellenic Open University, Greece
Köylü Zeynep	Universität Basel, Switzerland
Kreonidou Georgia	National and Kapodistrian University of Athens
Kuroshima Satomi	Tamagawa University, Japan
Lichterfeld Katrin	Communications Lights, Germany
Lismani Vasiliki	Hellenic American University, Greece
Llanes Baró Àngels	Universitat de Lleida, Spain
Llurda Enric	Universitat de Lleida, Spain
López Grisolí Virginia	Interaction Language Studio, Universidad de Belgrano, Universidad Nacional de la Matanza Argentina
Lopriore Lucilla	Roma Tre University, Italy
Malea Athina	Aristotle University of Thessaloniki, Greece
Malisiova Afroditi	EFL teacher, Ministry of Education & Religious Affairs Greece
Mardegan Bruna Sampaio Silgueiro	State University of Maringá, Brazil
Marson Marilice	Universidade Estadual de Londrina (UEL), Brazil
Martinez Buffa Ignacio	Universitat Jaume I, Spain
Maurizio Carmelina	University of Turin - Italian Ministry of Education, Italy
Meletiadou Eleni	London Metropolitan University, UK
Mena Orduña Thais	Universitat de Lleida Spain
Netz Hadar	Tel-Aviv university, Israel
Nuñez Milly	BS, MBA, AAS, TEFL Level 3 Certified, CA, USA
Okada Tricia	Tamagawa University, Japan
Oliveira Daniel Vasconcelos B.	Federal University of Bahia, Brazil
Pechlivani Ioanna	2nd Evening School of Acharnes, Greece

Pereira Ricardo	Polytechnic of Leiria / University of Lisbon Center for English Studies, Portugal
Pineda Inmaculada	Universidad de Málaga, Spain
Pineda Hoyos Jorge	Universidad de Antioquia, Colombia
Pontes Camilla	Universidade Federal de Brasília (UnB), Brazil
Porfirio Lucielen	Federal University of Bahia, Brazil
Prabjandee Denchai	Burapha University, Thailand
Pramateftaki Elissavet	2nd Artemis Middle School, Greece
Prentza Christina	University of Sussex, Greece
Raptopoulos George	ESL/EFL Teacher/Teacher Trainer, Greece
Raza Kashif	Qatar University, Qatar
Reed Kirsteen	OsloMet - Oslo Metropolitan University, Norway
Ribeiro Caroline	Federal University of Bahia, Brazil
Ripamonti Francesca	University of Milan; Liceo Scientifico "Gandini", Italy
Rocha Arnon	Federal University of Bahia, Brazil
Rombaldi Gabrieli	State University of Londrina, Brazil
Rosa Gabriela	University of São Paulo, Brazil
Saha Mili	Jagannath University, Bangladesh
Şahin Hilal	University of Education Schwäbisch Gmünd, Germany
Santos Jacyara Nô dos	Federal Institute of Bahia, Brazil
Santos Kelly	UFRB, Brazil
Seidlhofer Barbara	University of Vienna, Austria
Şentürk Hakan	Bogazici University, Turkey
Sifakis Nicos	National and Kapodistrian University of Athens, Greece
Siqueira Sávio	Federal University of Bahia, Brazil
Sougari Areti-Maria	Aristotle University of Thessaloniki, Greece
Souza da Silva Juliana	Goldsmiths University of London, Brazil
Sperti Silvia	Roma Tre University, Italy
Sun Tingting Suranaree	University of Technology, Thailand
Sung Matthew	City University of Hong Kong, Hong Kong
Suzuki Ayako	Tamagawa University, Japan
Talero Hernan	Universidad de Antioquia, Colombia
Taronna Annarita	University of Bari, Italy
Tenca Emanuela	University of Padova, Italy
Tishakov Therese	OsloMet - Oslo Metropolitan University, Norway
Tsagari Dina	OsloMet - Oslo Metropolitan University, Norway
Tsantila Natasha	DEREE - The American College of Greece, Greece
Tuncer Hülya	Çukurova University, Turkey
Vitsou Magda	University of Thessaly, Greece
Vlachos Kosmas	National & Kapodistrian University of Athens, Greece
Vorylla Varvara	Primary Education Directorate of East Attica, Ministry of Education and Religious Affairs, Greece
Vourdanou Katerina	National and Kapodistrian University of Athens, Greece
Watah Samaa	Tel-Aviv university, Israel
Widdowson Henry	University of Vienna, Austria
Xie Xiaowen Serina	Moray House School of Education and Sport, University of Edinburgh, UK
Yujobo Yuri Jody	Tamagawa University, Japan
Zorbas Vasilios	Hellenic Open University