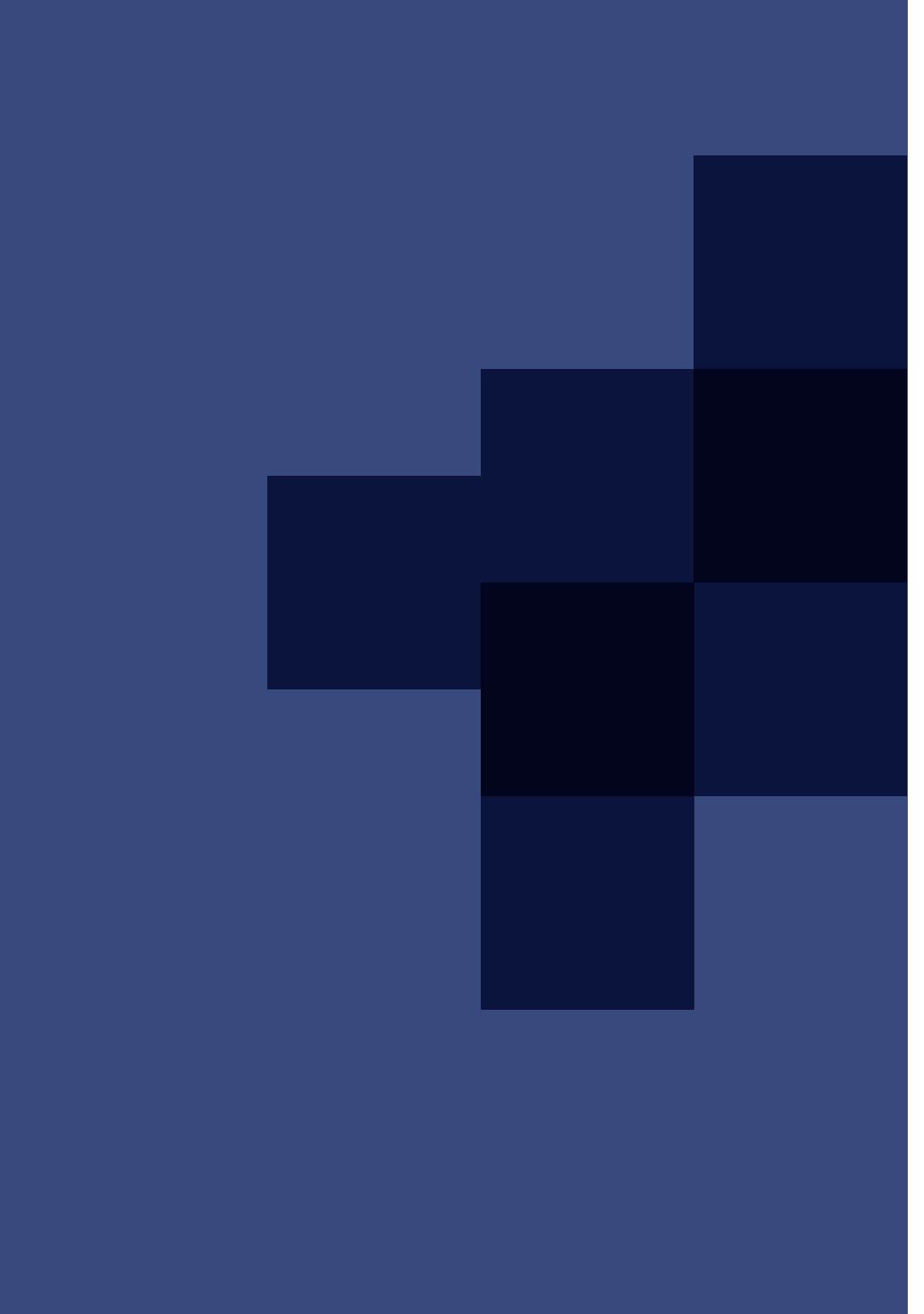


THE HANDBOOK TO ENGLISH AS A LINGUA FRANCA PRACTICES FOR INCLUSIVE MULTILINGUAL CLASSROOMS

EDITED BY
LILI CAVALHEIRO
LUÍS GUERRA
RICARDO PEREIRA





THE HANDBOOK TO ENGLISH AS A LINGUA FRANCA PRACTICES FOR INCLUSIVE MULTILINGUAL CLASSROOMS

EDITED BY
LILI CAVALHEIRO
LUÍS GUERRA
RICARDO PEREIRA



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

Edited by: Lili Cavalheiro, Luís Guerra, Ricardo Pereira

Cover and page setting: Margarida Baldaia

Edições Húmus, Lda., 2021

Apartado 7081

4764-908 Ribeirão – V.N. Famalicão

Telef. 926 375 305

humus@humus.com.pt | <https://edicoeshumus.pt/>

Printing: Papelmunde

1st edition: October 2021

ISBN: 978-989-755-676-0

Legal Deposit: 490391/21



This work is licensed under the Creative Commons
Attribution International License. (CC BY 4.0)



Erasmus+



Erasmus+ Programme,
KA2 Strategic Partnership
Project number: 2018-1-EL01-KA201-047894

This project has been funded with support from the European Commission.

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.



Erasmus+



CONTENTS

The ENRICH Project team	9
Introduction	11
LILI CAVALHEIRO LUÍS GUERRA RICARDO PEREIRA	
CHAPTER 1. THE ENRICH PROJECT	15
NICOS SIFAKIS STEFANIA KORDIA	
1. Overview of the ENRICH Project	15
2. Priorities of the Project	16
3. Context and key objectives	18
4. Innovative features	21
5. Target audiences and expected impact	23
References	25
CHAPTER 2. NEEDS ANALYSIS	29
LUCILLA LOPRIORE	
Introduction	29
1. The Needs Analysis research design	30
2. The Needs Analysis development and implementation	31
2.1. The main assets and constraints of the NA	32
2.2. The development of the NA design	33
3. Preliminary findings	38
3.1. Teachers' questionnaire responses	38
3.2. Adolescents' questionnaire responses	38
3.3. Young learners' focus groups responses	39
4. Conclusions	40
References	40

CHAPTER 3. INDUCTION **43**

YASEMIN BAYYURT | LILI CAVALHEIRO | LUÍS GUERRA | RICARDO PEREIRA | STEFANIA KORDIA

Introduction **43**

1. Teachers **43**

2. Teacher educators **46**

3. Academics and researchers **49**

4. Educational policy makers **51**

References **54**

CHAPTER 4. CPD COURSE SECTIONS **57**

Introduction **58**

NICOS SIFAKIS | STEFANIA KORDIA

1. Using English **63**

NICOS SIFAKIS

1.1. ELF **67**

LUÍS GUERRA | LILI CAVALHEIRO | RICARDO PEREIRA

1.1.1. Defining ELF **73**

RICARDO PEREIRA | LILI CAVALHEIRO | LUÍS GUERRA

1.1.2. Key issues in using ELF **79**

LILI CAVALHEIRO | LUÍS GUERRA | RICARDO PEREIRA

1.1.3. The ELF discourse **86**

YASEMIN BAYYURT | HAKAN ŞENTÜRK

1.1.4. Using communication strategies in English as a Lingua Franca interactions **94**

SILVIA SPERTI

1.2. Linguistic diversity **100**

IŞIL ERDUYAN

1.2.1. Migration contexts **107**

SILVIA SPERTI

1.2.2. Multilingualism	114
IŞIL ERDUYAN	
1.2.3. Translanguaging	121
YASEMIN BAYYURT SEZEN BEKTAŞ	
2. Teaching English	128
NICOS SIFAKIS	
2.1. ELF-aware teaching	133
NICOS SIFAKIS	
2.2. The content of ELF-aware teaching	141
STEFANIA KORDIA	
2.2.1. Language skills: Oracy and literacy	147
LUCILLA LOPRIORE	
2.2.2. Large and small cultures in ELT	158
STEFANIA KORDIA	
2.3. Methods, approaches, and beyond	166
LUCILLA LOPRIORE	
2.3.1. Employing Task-Based Learning	172
LUCILLA LOPRIORE	
2.3.2. Employing Content and Language Integrated Learning	179
LUCILLA LOPRIORE	
2.3.3. Employing Information and Communication Technologies	187
ALESSANDRA CANNELLI	
2.3.4. Employing corpora for language learning	192
LUCILLA LOPRIORE VALERIA FIASCO	
2.4. Language assessment	201
KIRSTIN REED THERESE TISHAKOV	
2.5. Lesson planning and evaluation	208
NICOS SIFAKIS STEFANIA KORDIA	
3. Learning English	214
NICOS SIFAKIS	

3.1. Establishing context	218
LYNELL CHVALA	
3.1.1. Instructional context	224
LYNELL CHVALA	
3.1.2. Learners	230
MONA EVELYN FLOGNFELDT	
4. Useful videos and other materials	237
STEFANIA KORDIA NATASHA TSANTILA	
5. Final Assignment	239
NICOS SIFAKIS STEFANIA KORDIA	
 CHAPTER 5. EVALUATION AND LESSONS LEARNT	 245
DINA TSAGARI MONA EVELYN FLOGNFELDT LYNELL CHVALA THERESE TISHAKOV KIRSTIN REED	
Introduction	245
1. Piloting Phase of the CPD course	245
1.1. Overall impressions of the CPD course	247
1.2. The sections	249
1.3. The videos	249
1.4. The activities	250
1.5. Supplementary materials	250
2. Partner reflections	251
2.1. Synergy of ELF theory and ELF-aware practice	252
2.2. Enhanced interaction and global contact	252
2.3. Online learning environment for CPD	253
3. Lessons learnt and future directions	256
References	258
 Glossary	 259

The ENRICH Project team

Hellenic Open University (Coordinating institution)

Nicos Sifakis (lead ENRICH partner)
Stefania Kordia
Natasha Tsantila
Athanasios Karasimos
Vasilios Zorbas

Bogazici University

Yasemin Bayyurt (lead ENRICH partner)
Feza Kerestecioğlu
Hakan Şentürk
İşıl Erduyan
Sezen Bektaş

Roma Tre University

Lucilla Lopriore (lead ENRICH partner)
Alessandra Cannelli
Silvia Sperti
Valeria Fiasco

University of Lisbon/ULICES

Lili Cavalheiro (lead ENRICH partner)
Luís Guerra
Ricardo Pereira
Silene Cardoso (junior researcher)

Oslo Metropolitan University

Dina Tsagari (lead ENRICH partner)
Lynell Chvala
Mona Evelyn Flognfeldt
Therese Tishakov
Kirstin Reed

Computer and Technology Institute and Press 'Diophantus'

Demetra Egarchou (lead ENRICH partner)
Maria Fountana
Giorgos Zagouras

Introduction

Research has shown that there is an urgent need to fundamentally rethink English language teaching in multilingual classrooms, so as to help learners to meet the demands of the current increasingly globalised world (European Commission, 2017). This primarily involves helping English language teachers, first, raise their awareness of the current role of English as a Lingua Franca (ELF), that is, as the most frequently employed means of international and intercultural communication, which is inherently multilingual (Mauranen, 2018), and then try to integrate this role in their teaching practices according to the particular demands of their own local context (Sifakis *et al.*, 2018). ELF-related issues, however, are, by and large, not sufficiently covered in most teacher education courses across Europe (Dewey & Patsko, 2018; Sifakis & Bayyurt, 2018), therefore the importance of a transnational project focusing precisely on developing teacher competences that are necessary for bringing the ELF world into multilingual classrooms.

In the light of the above, the 'English as a Lingua Franca Practices for Inclusive Multilingual Classrooms (ENRICH)' Project aims at serving as a catalyst for change in Europe and beyond. Consisting of a network of researchers from Greece, Italy, Norway, Portugal and Turkey, ENRICH has developed and implemented an innovative and free-of-charge online Continuous Professional Development (CPD) Course, which empowers teachers to adapt their teaching practices in view of the role of ELF in today's multilingual environments. The ENRICH CPD Course is based on multi-level, cross-country exploration of teachers' and learners' needs in multilingual classrooms and is available on the official website of the Project, at: <http://enrichproject.eu/>.

The Course consists of 30 online sections, in total. It starts with an 'Introduction' and then the rest of the sections are grouped in three categories referring, respectively, to 'Using English', 'Teaching English' and 'Learning English'. Each of them includes a video lecture which has been prepared specifically for the purposes of this Course and discusses a particular ELF-related topic. All of these sections include, as well, a range of activities and other useful multimodal materials and resources. In the

end, the participants are engaged in designing, teaching and evaluating lesson plans for their classrooms within the framework of their 'Final Assignment'. The Course also includes a separate section containing links to useful online videos, as well as a section devoted to the evaluation of the whole Course. The implementation of the Course during the lifetime of the ENRICH Project lasted for five months, from February 2020 until June 2020, with the participation of 249 teachers in total, coming from 18 countries.

The present Handbook constitutes an important companion for future users of the ENRICH CPD Course, including, but not limited to: (a) pre- or in-service English language teachers who may wish to engage with the CPD materials and activities at their own pace; (b) teacher educators who would like to employ the CPD materials and activities with their own trainees; (c) researchers in the fields which ENRICH revolves around (e.g., English as a Lingua Franca, multilingualism, English language pedagogy) who may be interested in finding out whether, and how, information gathered through ENRICH could inform their research studies; and (d) members of educational policy-making organisations and institutions who may want to explore the relevance of ENRICH to their own professional endeavours.

The Handbook consists of five main chapters. Chapter 1 provides an introduction to the ENRICH Project, highlighting its aims and objectives with regard to the CPD, its innovative elements and the various phases it has included towards the fulfilment of its intended purposes. Chapter 2 focuses on the findings of the Needs Analysis study in the partner countries, which has significantly contributed to the development of the CPD Course. Chapter 3 provides crucial background information for potential users of the CPD Course including, as previously noted, teachers, teacher educators, researchers and members of educational policy-making organisations and institutions. Chapter 4 contains a range of short sub-sections based on the sections of the online CPD Course, as appearing on the website of the ENRICH Project. Each Section includes the link to the respective video lecture, a summary of the content of the lecture, useful information about the activities that participants are encouraged to carry out and, finally, indicative responses provided by participants of the Course, during its implementation phase within the framework of the ENRICH Project. Lastly, Chapter 5 focuses on presenting the monitoring and evaluation activities that lead to the quality assurance of the CPD Course, namely its Piloting Phase, the ENRICH consortium partner reflections that led to a compilation of the lessons learnt as well as recommendations for future improvements.

References

- DEWEY, M. & Patsko, L. (2018). "ELF and teacher education." In J. Jenkins, W. Baker & M. Dewey (Eds.), 441-455.
- EUROPEAN COMMISSION. (2017). *Rethinking Language Education in Schools*. Luxembourg: Publications Office of the European Union.
- JENKINS, J., Baker, W. & Dewey, M. (Eds.) (2018). *The Routledge Handbook of English as a Lingua Franca*. London: Routledge.
- MAURANEN, A. (2018). "Conceptualising ELF." In J. Jenkins, W. Baker & M. Dewey (Eds.), 7-24.
- SIFAKIS, N.C. & Bayyurt, Y. (2018). "ELF-aware teaching, learning and teacher development." In J. Jenkins, W. Baker & M. Dewey (Eds.), 456-467.
- SIFAKIS, N.C., Lopriore, L., Dewey, M., Bayyurt, Y., Vettorel, P., Cavalheiro, L., Siqueira D.S.P. & Kordia, S. (2018). "ELF-awareness in ELT: Bringing together theory and practice." *Journal of English as a Lingua Franca*, 7/1: 155-207.

Chapter 1. The ENRICH Project

NICOS SIFAKIS | STEFANIA KORDIA

1. OVERVIEW OF THE ENRICH PROJECT

According to European Union (EU) educational policy studies (e.g., European Commission, 2017a, 2017c; Saville & Gutierrez Eugenio, 2016), there is an urgent need to support teachers in addressing and building upon the linguistic diversity found in today's classrooms across Europe. In this respect, special emphasis is placed on the role of Continuous Professional Development (CPD) in empowering teachers to integrate languages of international communication in multilingual classrooms, so as to help their learners, including learners from migrant backgrounds, develop skills which are crucial for social inclusion and employability in the current globalised and highly demanding world. As it is highlighted, English language teachers (ELTs), in particular, should acknowledge the role of English as a lingua franca (ELF), namely as the most frequently employed means of international and intercultural communication in Europe and beyond (Mauranen, 2018; Seidlhofer, 2018). Integrating ELF in multilingual classrooms necessarily requires the development of a new set of competences for ELTs, who, as research shows (e.g., Sifakis *et al.*, 2018), have not yet incorporated in their teaching an awareness of this role of English, let alone an awareness of the relevance of ELF to multilingualism or to social inclusion and employability. A key reason for this is that ELF-related issues are not sufficiently covered in Initial Teacher Education (ITE) or CPD programmes across Europe (Dewey & Patsko, 2018; Sifakis & Bayyurt, 2018).

Consisting of a network of researchers from five increasingly multilingual European countries (Greece, Turkey, Italy, Portugal, Norway) who specialize in teacher education, online education and ELF, the 'English as a Lingua Franca Practices for Inclusive Multilingual Classrooms (ENRICH)' Project has developed an innovative, effective, efficient and sustainable CPD infrastructure which aims at equipping ELTs with the necessary competences for integrating ELF in multilingual classrooms.

The ENRICH CPD endeavour has been carried out within a time period of 40 months as follows. At first, a Needs Analysis research study was carried

out to identify: a) the professional development needs of in-service ELTs with respect to multilingualism, ELF and teaching young and adolescent learners in multilingual classrooms, including migrants, and b) the needs and wants of these learners, as regards learning and using English. Based on the findings, as well as on a comprehensive literature review on relevant issues, a CPD Course was developed, piloted and implemented across the partner countries. Free access to the Course is provided via the Project's website (<http://enrichproject.eu/>). During its implementation phase (February 2020 – June 2020), the ENRICH partners acted as mentors of the participating ELTs, who, as part of the course, were also engaged in designing, teaching and evaluating original lessons in their own classrooms.

More information is provided in the following sub-sections.

2. PRIORITIES OF THE PROJECT

As already highlighted, the ENRICH Project puts high priority on the promotion of teacher competences which are necessary for responding to and building upon the diversity found in today's multilingual classrooms across Europe. To this end, it has developed a high-quality CPD infrastructure aiming at empowering English language teachers to integrate in multilingual classrooms the current role of ELF, that is, as the most frequently employed means of international and intercultural communication. Along these lines, ENRICH places strong emphasis on supporting ELTs in:

- exploiting the benefits of ELF in adopting an inclusive pedagogical approach in multilingual classrooms, that is, classrooms with learners having more than one language at their disposal (irrespective of level of competence), including learners from migrant backgrounds, such as first- and second-generation and newly-arrived immigrants, refugees and asylum seekers (European Commission, 2015),
- using innovative teaching practices, such as translanguaging, and appropriate cultural content to develop the learners' ELF-related communicative competences and other transversal skills crucial for employability and social inclusion in today's increasingly multilingual and demanding world.

The priorities of ENRICH are grounded in a variety of studies and reports carried out under the auspices of EU Institutions, including the

European Commission (EC) and the European Parliament (EP). Indeed, the significance of supporting multilingualism is nowadays emphasised within the EU (Council of the EU, 2014) as, due to globalisation, intra-European mobility and international migration, multilingual classrooms have become the norm rather than an exception in Europe (Eurostat, 2017; OECD, 2016). Even though much progress has been made in the framework of the European Strategy for Multilingualism (for an EP study, see Saville & Gutierrez Eugenio, 2016), however, research shows that, still, "current attitudes and practices in schools are not conducive to equal treatment of multilingual children" (European Commission, 2017c, p. 3).

This is especially true as regards children from migrant backgrounds. Research shows, for instance, that due to "limited access to adequate learner support" for overcoming "language and/or cultural barriers", immigrant children tend to leave school early (European Commission/EACEA/Eurydice, 2015, p. 4), while, despite attempts to foster integration in schools and the host communities in general, children from refugee and asylum seeking families remain largely disadvantaged, due to "the lack of established networks and opportunities" enabling them to connect with each other and the host communities through "dialogue [and] exchange" in a 'shared' language (Lewis & Martin, 2017, p. 21). The fact that teaching multilingual classes, especially classes with learners from migrant backgrounds, is "not sufficiently covered by CPD" (European Commission, 2017d, p. 15), when, in fact, this area is particularly high among teachers' training needs (European Commission, 2014), plays a major role in this respect.

To truly support learners in multilingual classrooms, including migrants, such as refugees, reach their educational and professional potential, EU educational policy reports highlight the urgent need to "fundamentally rethink" foreign language teaching in view of the demands of the current "increasingly globalised world" (European Commission, 2017c, pp. 1-5). This involves helping the learners to develop communicative and other transversal skills (e.g., cultural awareness) which are necessary for employability and social inclusion, "through languages of international communication", which "increase mutual understanding and provide access to other countries and cultures" (*ibid.*). This, of course, requires a "new set of competences for teachers" (European Commission, 2012, p. 10). ELTs, in particular, "should acknowledge the new role of English as the lingua franca" in Europe and beyond (Saville & Gutierrez Eugenio, 2016, p. 37), i.e., as an inherently multilingual means of English-medium

communication among people from different linguacultural backgrounds (Mauranen, 2018) and as a *sine qua non* for professional success (Araújo et al., 2015). CPD is, therefore, crucial so that ELTs raise their awareness of the importance of English in connecting learners with each other, the local communities and the world, and are empowered to use innovative language teaching practices, such as translanguaging and cultural elements that are particularly appropriate to this end (European Commission, 2017c).

3. CONTEXT AND KEY OBJECTIVES

The main target group of the Project is English language teachers in countries where English is taught as a foreign language. ENRICH is built on the premise that, “for children who grow up in a multilingual environment”, other languages they use except their mother tongue, no matter how well, are “not considered as ‘foreign’ but a tool to communicate with people around the world” (European Commission, 2017e, p. 12). This primarily refers to English, which, due to its widespread use as a lingua franca (ELF), i.e., a ‘common’ language, in various domains of social and professional life (e.g., in business settings), “has been deforeignized to become common property”, even for children themselves (Widdowson, 2013, p. 193). Indeed, as research shows, despite their age, children nowadays use English to interact with people all over the world, even with those sharing their mother tongue (e.g., in social networks where English is “a symbol of modernity”; European Commission, 2011, p. 25), thereby embracing it as ‘theirs’ (cf. Ehrenreich, 2018; Vettorel, 2014). The same holds true for migrant and refugee children, for whom English is also a ‘bridge’ to host communities and a means for projecting their own socio-cultural values (Guido, 2018).

However, English is still taught as a predominantly ‘foreign’ language, i.e., as “owned by its native speakers” (Widdowson, 2013, p. 193), rather than as a ‘shared’ language, which prevents learners from achieving their potential as efficient users of English (Sifakis, 2019). Research shows, in fact, that ELTs prioritise areas which are found to be much less important nowadays, such as, native-like accuracy and native-speaker culture (Seidlhofer, 2018) and largely ignore: a) the ways that the nature of English itself has changed, enabling mutual understanding, access to other cultures and self-expression (for detailed research-based analyses, see Jenkins et al., 2018), and b) communicative competences, such as, mediation and negotiation (Council of Europe, 2018), and other transversal

skills, like cultural awareness (European Commission, 2017b) the learners, including migrant ones, need to develop for their current and future interactions in ELF (e.g., Jenkins *et al.*, 2018; Kohn, 2015; Llurda *et al.*, 2018). A key reason for this is that ELF-related issues are not sufficiently covered neither in teaching courseware (e.g., Galloway, 2018; Lopriore & Vettorel, 2015) nor in large-scale Teacher Education across Europe (e.g., Dewey & Patsko, 2018; Sifakis & Bayyurt, 2018), which highlights the urgent need for a transnational project focusing on developing relevant teacher competences.

On this basis, the ENRICH CPD infrastructure aims at serving as ‘a catalyst for change’ (Widdowson, 2012, p. 5) in the partner countries and beyond. Taking into account current thinking about ‘teacher competence’ as a complex set of knowledge, skills and dispositions (e.g., Sifakis & Tsantila, 2019; Sifakis *et al.*, 2018), the objectives of ENRICH concerning CPD refer to the following areas:

- **ELF (E of ENRICH):** promotion of up-to-date knowledge and awareness of ELF, with particular focus on the practical relevance of ELF to multilingualism, social inclusion and the communicative and other transversal skills required nowadays.
- **Networking (N):** promotion of collaboration and critical thinking skills through constructive sharing of the diversity of ideas and experiences of ELTs from different countries and contexts, whereby they can both identify common issues and see their own concerns from different perspectives. In this way, the Project has both particular regional and general European dimensions of relevance.
- **Refugees and other migrants (R):** promotion of skills for planning, managing and coordinating teaching which integrates ELF in multilingual classrooms involving especially this disadvantaged group of learners.
- **Innovative language teaching practices (I):** promotion of skills for using translanguaging, Content and Language Integrated Learning (CLIL), Task- based Learning (TBL) and Information and Communication Technologies (ICT) to foster the learners’ communicative and other transversal skills by integrating ELF in ELT.
- **Culture (C):** promotion of an awareness of the social and pedagogical value of European Cultural Heritage and of skills for using it as the content for translanguaging, CLIL, TBL and ICT integration to help learners, especially those from migrant backgrounds, gain a sense of

belonging to the local and the wider European community through ELF.

- **High-quality CPD (H):** modernisation of CPD by employing competence- oriented tasks, mentoring, collaborative, reflective and ICT-based learning, and, when appropriate, by linking CPD to Initial Teacher Education (ITE), as regards ELF-related issues.

More specifically, ENRICH aims at promoting what has been termed as ‘ELF awareness’ (Sifakis, 2019; Sifakis & Bayyurt, 2018). In short, this concept draws on current thinking about ELF as a “multilingual franca” (Jenkins, 2015, p. 73) which, for the time being at least, is “beyond description” (*ibid.*, p. 55). ELF awareness broadly refers to the appropriate integration of insights gained from ELF research to all areas surrounding teaching and learning, including curriculum and syllabus design, instructional materials development, language assessment and teacher education. ELF-aware pedagogy, which is what ENRICH focuses on, refers to “the process of engaging with ELF research and developing one’s own understanding of the ways in which it can be integrated in one’s classroom context, through a continuous process of critical reflection, design, implementation and evaluation of instructional activities that reflect and localize one’s interpretation of the ELF construct” (Sifakis & Bayyurt, 2018, p. 459).

ELF awareness encompasses three interrelated components (Sifakis, 2019, p. 291) which are particularly relevant to the CPD objectives specified above:

1. **Awareness of language and language use**, referring to awareness of “ELF discourse, of the elements that differentiate it from native-speaker English and of the reasons underlying this differentiation” (*ibid.*). This includes issues pertaining, for instance, to the phonology and pragmatics of ELF discourse, the use of ELF in multilingual and in migration contexts, the role of translanguaging and meaning-negotiation strategies and so forth.
2. **Awareness of instructional practice**, referring to awareness of all parameters related to classroom teaching, from lesson planning to lesson evaluation, including one’s own views, perceptions and underlying assumptions, as well as of the ways in which, and the reasons why, these could be modified and/or enriched in view of ELF. This component pertains to the relevance of ELF, for example, to the development of the learners’ language and communicative skills

and the integration of appropriate cultural content (e.g., European Cultural Heritage) and innovative ELT practices, such as CLIL, TBL, language corpora and ICT, according to the learners' needs and the requirements of the local context.

- 3. Awareness of learning**, referring to awareness of "the major impact ELF use has for learning" (*ibid.*), with particular reference to the ways in which the learners themselves use ELF and the ways in which their own experiences and attitudes may influence their development. This includes an awareness of the significant role of the immediate classroom context and the broader socio-cultural environment in the learners' self-perceptions and competences as learners and users of English.

4. INNOVATIVE FEATURES

The development of competences for teaching multilingual classes, including learners from migrant backgrounds, through languages of international communication has not received enough attention, even though there is a pressing need for it, which is precisely why so much emphasis is now placed on it at a language policy level (e.g., European Commission, 2017c; Saville & Gutierrez Eugenio, 2016). Indeed, as regards EU-funded projects (for a complete list, see the Erasmus+ Project Results Platform at <https://ec.europa.eu/programmes/erasmus-plus/projects/eplplus-projects-compendium/>), even though several of them focus, e.g., on strengthening social inclusion, supporting teachers of multilingual classes or improving English teaching and learning, based on their official summaries, surprisingly few of them acknowledge the role of English as a lingua franca in multilingual contexts, let alone the need to develop teacher competences in this regard. Notable exceptions include the 'BACKBONE' project (2009-2011), which produced an ELF corpus for CLIL, and PALM ('Promoting authentic language acquisition in multilingual contexts', 2015-2018), which produced learning materials drawing on ELF. ENRICH integrates key practices from these projects in the CPD course.

As regards non-EU-funded projects as well, to date, there have been only a few insights from teacher education programmes focusing on issues relevant to ENRICH. Such programmes include the course by Hall *et al.* (2013), which aimed at making teachers (e.g., in China) aware of the plurilithic nature of English, and the programmes by ENRICH partners themselves, e.g., the 'ELF-TED' by Sifakis and Bayyurt (Bayyurt & Sifakis,

2015; Sifakis & Bayyurt, 2018), which focused on raising the awareness of pre- and in-service ELTs (in Turkey, Greece, Spain and Poland) of ELF, and the programmes by Lopriore (2016) and Kordia (2016) in Italy and Greece, respectively. The knowledge and experience gained in them, which feeds into this Project to a high degree, indicates the urgent need for a transnational project consistent with the priorities and objectives of ENRICH.

In light of the above, ENRICH fosters innovation in the following fields:

- **Language teacher education.** ENRICH not only acknowledges the significance of international languages in the current increasingly multilingual world (e.g., for social inclusion and employability), but also aims at helping teachers develop particular competences necessary for preparing learners to use effectively the most widely employed language in Europe and beyond, i.e., English as it is used among people with diverse mother tongues (i.e., ELF; see EU Skills Panorama, 2014). This includes experimenting in one's classroom with innovative methods (e.g., translanguaging, CLIL) and content (e.g., European Cultural Heritage), with a view to developing the learners' communicative and other transversal skills crucial in ELF communication. This has not been attempted before, meaning that ENRICH breaks new ground in the field.
- **English language teaching and learning.** Drawing on current thinking about multilingualism and ELF (e.g., Garcia & Wei, 2014; Mauranen, 2018), ENRICH defies the traditional approach to English as a monolithic entity, i.e., as a 'property' of native speakers which is devoid of any relevance to other languages and cultures (e.g., Widdowson, 2013). Instead, it promotes the innovative, research-based, view of the English classroom as an inherently multilingual 'contact zone' (Jenkins, 2015), embracing and enriching the linguistic repertoire of all learners through a dynamic, variable and mutually shared language (e.g., Seidlhofer, 2018). The vast majority of ELTs in Europe lack an awareness of what such issues involve, especially as regards teaching migrant learners, such as refugees (Sifakis *et al.*, 2018). ENRICH fills this major gap by acting as a 'catalyst for change' in the field.
- **CPD for ELTs.** Considering that nowadays renewed forms of CPD are required (European Commission/Public Policy and Management Institute, 2017), ENRICH fosters innovation by combining

appropriately key aspects of various CPD models to increase ELTs' professional autonomy (Kennedy, 2014). The ENRICH CPD Course integrates: a) face-to-face and ICT-based tasks through a blended learning approach, b) competence-oriented and mentoring activities fostering experiential learning and critical thinking, c) tasks promoting collaborative professional enquiry and peer-learning through networking and d) content-specific links to ITE and Induction. To this end, it is compatible with the structure of credit-bearing units (ECTS).

5. TARGET AUDIENCES AND EXPECTED IMPACT

The audiences that the ENRICH Project has already reached and/or will reach in the future, as well as the impact that the Project may have on them, can be described on different levels. More specifically, it is estimated that ENRICH has had and/or will have a significant impact on:

- The **ELTs** who have participated in the CPD Course during the lifetime of ENRICH and those who will be engaged in it in the future. The impact on them primarily lies on their essential empowerment as effective and autonomous professionals, capable of exploiting the benefits of the role of English as an international lingua franca, so as to adopt an inclusive pedagogical approach in their multilingual classrooms. This is expected to have a direct impact on their everyday classroom teaching, which will be enriched with innovative teaching practices (translanguaging, CLIL, TBL, ICT) and appropriate cultural content (including the European Cultural Heritage). Their involvement in the CPD Course is also expected to have a highly positive impact on their sense of themselves as teachers and as individuals in general, in terms of their self-image and self-esteem, on the one hand, as innovators and 'agents of change' (rather than as passive consumers of traditional ideologies), and, on the other, as active members of an educational community fostering collaboration and peer-learning. According to research, all the above also lead to an increased sense of self-efficacy and job satisfaction (European Commission, 2014).
- The **learners**, including learners from migrant backgrounds, such as refugees, whose teachers have participated in the CPD course. The impact on them primarily lies on their essential empowerment

as learners and users of English in the current globalised world. This involves the acquisition not just of “skills that are easiest to teach and easiest to test” (European Commission, 2013, p. 7), as is typically the case, but, most importantly, of communicative and other transversal skills necessary for facing the challenges of the increasingly multilingual economic and social landscape (Council of Europe 2018; European Commission, 2017c). In this respect, the course is also expected to have a major impact on their sense of themselves as: a) valuable members of local communities and the wider European community, where a ‘shared language’ (ELF) connects everyone together, and b) valuable educational stakeholders, whose opinions, experiences, needs and wants constitute the central points of concern in the educational process.

- **ELTs, teacher educators, decision- and policy-makers and researchers** in the fields that ENRICH revolves around who may engage creatively and critically with the present Handbook. The reader of the Handbook will hopefully increase one’s awareness of the urgent need to focus on the promotion of teacher competences necessary for integrating international languages, most importantly ELF, in multilingual classrooms, so as to develop the learners’ relevant communicative and other transversal skills. Accordingly, this may hopefully have a positive impact on one’s own future professional ventures. Specifically, engaging with the materials included in this Handbook may help ELTs feel the need to reconsider their own practices (e.g., their attitudes to migrant learners). The same holds true for teacher educators, who may develop an understanding of the value of the Course and of the reasons why they could use it with their own trainees. Decision- and policy-makers as well as researchers may gain an awareness of the serious implications of ENRICH about, respectively, educational policy, e.g., in terms of modernising all phases of the Teacher Education continuum, including ITE, along the lines of multilingualism and ELF, and research in the fields which ENRICH addresses, e.g., in terms of the need to investigate learners’, including migrants’, actual needs and wants alongside teachers’ training needs.

References

- ARAÚJO, L., Dinis da Costa, P., Flisi, S. & Soto Calvo, E. (2015). *Languages and Employability. European Commission, Joint Research Centre Science and Policy Report*. Luxembourg: Publications Office of the European Union.
- BAYYURT, Y. & Sifakis, N. C. (2015). "Developing an ELF-aware pedagogy: Insights from a self-education programme." In P. Vettorel (Ed.), *New Frontiers in Teaching and Learning English*. Newcastle upon Tyne: Cambridge Scholars Publishing, 55-76.
- COUNCIL OF EUROPE. (2018). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume with New Descriptors*. Strasbourg: Council of Europe.
- COUNCIL OF THE EUROPEAN UNION. (2014). "Conclusions on multilingualism and the development of language competences." *Education, Youth, Culture and Sport Council meeting*, Brussels, 20 May 2014, at http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/142692.pdf, accessed 8 February 2018.
- DEWEY, M. & Patsko, L. (2018). "ELF and teacher education." In J. Jenkins, W. Baker & M. Dewey (Eds.), 441-455.
- EHRENREICH, S. (2018). "Communities of practice and English as a lingua franca." In J. Jenkins, W. Baker & M. Dewey (Eds.), 37-50.
- EU SKILLS PANORAMA. (2014). "Foreign languages analytical highlight", prepared by ICF GHK and Cedefop for the European Commission, at <https://www.scilt.org.uk/Portals/24/Library/promotinglanguages/EU%20Skills%20Panorama.pdf>, accessed 8 February 2018.
- EUROPEAN COMMISSION. (2011). *Lingua Franca: Chimera or reality? Studies on translation and multilingualism*. Luxembourg: Publications Office of the European Union.
- EUROPEAN COMMISSION. (2012). "Rethinking education: Investing in skills for better socio-economic outcomes." Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. Strasbourg: European Commission, at <http://ec.europa.eu/transparency/regdoc/rep/1/2012/EN/1-2012-669-EN-F1-1.pdf>, accessed 8 February 2018.
- EUROPEAN COMMISSION. (2013). *Study on Policy Measures to Improve the Attractiveness of the Teaching Profession in Europe. Final report. Volume 1 / Volume 2*. Luxembourg: Publications Office of the European Union.
- EUROPEAN COMMISSION. (2013). *Supporting Teacher Competence Development for Better Learning Outcomes*. Brussels: European Commission.
- EUROPEAN COMMISSION. (2014). *The Teaching and Learning International Survey (TALIS) 2013. Main findings from the survey and implications for education and training policies in Europe*. Brussels: European Commission.

- EUROPEAN COMMISSION. (2015). *Language Teaching and Learning in Multilingual Classrooms*. Luxembourg: Publications Office of the European Union.
- EUROPEAN COMMISSION. (2016). "Improving and Modernising Education." Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. Brussels: European Commission, at <http://ec.europa.eu/transparency/regdoc/rep/1/2016/EN/COM-2016-941-F1-EN-MAIN.PDF>, accessed 8 February 2018.
- EUROPEAN COMMISSION. (2017a). *Erasmus+ Programme Guide*, Version 2 (2018) at https://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus2/files/erasmus-plus-programme-guide2_en.pdf, accessed 8 February 2018.
- EUROPEAN COMMISSION. (2017b). *ESCO Handbook. European Skills, Competences, Qualifications and Occupations*. Brussels: European Commission, at <https://ec.europa.eu/esco/portal/home?resetLanguage=true&newLanguage=en>, accessed 8 February 2018.
- EUROPEAN COMMISSION. (2017c). *Rethinking Language Education in Schools*. Luxembourg: Publications Office of the European Union.
- EUROPEAN COMMISSION. (2017d). "School development and excellent teaching for a great start in life". Commission staff working document accompanying the document "Communication on school development and excellent teaching for a great start in life." Brussels: European Commission, at <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52017SC0165&from=IT>, accessed 8 February 2018.
- EUROPEAN COMMISSION. (2017e). *Support of the Stakeholder Consultation in the Context of the Key Competences Review*. Conference Report. Luxembourg: Publications Office of the European Union.
- EUROPEAN COMMISSION/EACEA/EURYDICE. (2015). *Eurydice Brief. Tackling Early Leaving from Education and Training*. Brussels: European Commission.
- EUROPEAN COMMISSION, PUBLIC POLICY AND MANAGEMENT INSTITUTE. (2013). *Study on Educational Support for Newly Arrived Migrant Children. Final report*. Luxembourg: Publications Office of the European Union.
- EUROPEAN COMMISSION, PUBLIC POLICY AND MANAGEMENT INSTITUTE. (2017). *Preparing Teachers for Diversity*. Luxembourg: Publications Office of the European Union.
- EUROSTAT. (2017). *Eurostat Regional Yearbook, 2017 edition*. Luxembourg: Publications Office of the European Union.
- GALLOWAY, N. (2018). "ELF and ELT teaching materials." In J. Jenkins, W. Baker & M. Dewey (Eds.), 468-480.
- GARCIA, O. and L. Wei. (2014). *Translanguaging: Language, bilingualism and education*. London: Palgrave.
- GUIDO, M.G. (2018). "ELF in migration." In J. Jenkins, W. Baker & M. Dewey (Eds.), 544-555.

- HALL, C. J., Wicaksono, R., Liu, S., Qian, Y. & Xiaoqing, X. (2013). "English Reconceived: Raising Teachers' Awareness of English as a 'plurilithic' resource through an online course". British Council. https://www.teachingenglish.org.uk/sites/teacheng/files/D053%20Raising%20teachers%20awareness%20of%20English_ONLINE%20FINAL.pdf, Accessed 8 February 2018.
- JENKINS, J. (2015). "Repositioning English and multilingualism in English as a lingua franca." *Englishes in Practice*, 2/3: 49-85.
- JENKINS, J., Baker, W. & Dewey, M. (Eds.) (2018). *The Routledge Handbook of English as a Lingua Franca*. London: Routledge.
- KENNEDY, A. (2014). "Understanding continuing professional development: The need for theory to impact on policy and practice." *Professional Development in Education*, 40/5: 688-697.
- KOHN, K. (2015). "A pedagogical space for ELF in the English in the classroom." In Y. Bayyurt & S. Akcan (Eds.), *Current Perspectives on Pedagogy for ELF*. Berlin: De Gruyter Mouton, 51-67.
- KORDIA, S. (2016). "Reflective practices in transformative ELF-aware teacher education: Insights from the ELF-GATE project." Paper presented at the ELF9 International Conference, Lleida, Catalonia.
- LAOURIS, Y. (2012). "The ABCs of the science of structured dialogic design." *International Journal of Applied Systemic Studies*, 4/4: 239-257.
- LAOURIS, Y. & Christakis, A. (2007) "Harnessing collective wisdom at a fraction of the time using structured design process embedded within a virtual communication context." *International Journal of Applied Systemic Studies*, 1/2: 131-153.
- LEWIS, R. & Martin, P. (2017). *Research for CULT Committee – EU Funding for Cultural Work with Refugees: Towards the next programme generation*. Brussels: European Parliament, Policy Department for Structural and Cohesion Policies.
- LOPRIORE L. (2016). "ELF in teacher education: A way and ways." In L. Lopriore & E. Grazi (Eds), *Intercultural Communication: New perspectives from ELF*. Rome: RomaTre Press, 167-187.
- LOPRIORE, L. & Vettorel, P. (2015). "Promoting awareness of Englishes and ELF in the English language classroom." In H. Bowles & A. Cogo (Eds), *International Perspectives on English as a Lingua Franca*. Basingstoke: Palgrave Macmillan, 13-34.
- LLURDA, E., Bayyurt, Y. & Sifakis, N. (2018). "Raising teachers' awareness about English and English as a lingua franca." In P. Garrett & J. M. Cots (Eds.), *The Routledge Handbook of Language Awareness*. London: Routledge, 155-169.
- MAURANEN, A. (2018). "Conceptualising ELF." In J. Jenkins, W. Baker & M. Dewey (Eds.), 7-24.
- OECD. (2016). *PISA 2015 Results (Volume I): Excellence and equity in education*. Paris: PISA, OECD Publishing.

- SAVILLE, N. & Gutierrez Eugenio, E. (2016). *Research for CULT Committee – European Strategy on Multilingualism – Policy and Implementation at the EU level*. Brussels: European Parliament.
- SEIDLHOFER, B. (2018). "Standard English and the dynamics of ELF variation." In J. Jenkins, W. Baker & M. Dewey (Eds.), 85-100.
- SIFAKIS, N.C. (2019). "ELF awareness in English language teaching: Principles and processes." *Applied Linguistics*, 40/2: 288-306.
- SIFAKIS, N.C. & Bayyurt, Y. (2018). "ELF-aware teaching, learning and teacher development." In J. Jenkins, W. Baker & M. Dewey (Eds.), 456-467.
- SIFAKIS, N.C. & Tsantila, N. (Eds.). (2019). *English as a Lingua Franca for EFL Contexts*. Bristol: Multilingual Matters.
- SIFAKIS, N.C, Lopriore, L. Dewey, M., Bayyurt, Y., Vettorel, P., Cavalheiro, L., Siqueira D.S.P. & Kordia, S. (2018). "ELF-awareness in ELT: Bringing together theory and practice." *Journal of English as a Lingua Franca*, 7/1: 155-207.
- VETTOREL, P. (2014). *English as a Lingua Franca in Wider Networking: Blogging practices*. Berlin: De Gruyter Mouton.
- WIDDOWSON, H.G. (2012). "ELF and the inconvenience of established concepts." *Journal of English as a Lingua Franca*, 1/1: 5-26.
- WIDDOWSON, H.G. (2013). "ELF and EFL: What's the difference? Comments on Michael Swan." *Journal of English as a Lingua Franca*, 2/1: 187-193.

Chapter 2. Needs Analysis

LUCILLA LOPRIORE

INTRODUCTION

The great flow of migration as well as the growing diffusion of the use of English as a Lingua Franca (ELF) among non-native speakers from different linguistic and cultural backgrounds has generated a new school population that is predominantly multilingual and multicultural, particularly in European contexts.

The 'English as a Lingua Franca Practices for Inclusive Multilingual Classrooms' (ENRICH) Project aims at developing and implementing a professional development infrastructure which will enhance English language teachers' (ELTs) understanding of the current role of ELF and its integration in multilingual English Language Teaching (ELT) classrooms.

Learning to teach multilingual classes, especially classes with students from migrant backgrounds, is emerging as one of the major necessities felt by teachers, but not yet regarded as a priority by European educational authorities (European Commission, 2017a), even if this is often stated by principals and teachers as one of the emerging teachers' training needs, despite several attempts to foster integration in schools (cf. European Commission, 2014).

European Union (EU) educational policy reports also highlight the urgent need to "fundamentally rethink" foreign language teaching in view of the demands of the current "increasingly globalized world" (European Commission, 2017b). This involves helping learners develop communicative and other transversal skills (e.g., cultural awareness and mediation) which are necessary for employability and social inclusion, through languages of international communication, which "increase mutual understanding and provide access to other countries and cultures" (*ibid.*) and require a "new set of competences for teachers" (European Commission, 2012).

Since ELF-related issues have not yet been sufficiently covered neither in teaching courseware (Galloway, 2018; Lopriore & Vettorel, 2016) nor in large-scale teacher education across Europe (Dewey & Patsko, 2018; Sifakis & Bayyurt, 2018), the ENRICH Project seeks to respond to the urgent

need for a transnational project focusing on developing relevant teacher competences. All of this requires a change in traditional teacher education, and demands for a new construct in ELT (Lopriore, 2016).

The ENRICH Project's major priorities highlight the importance of carefully investigating those educational contexts where ELTs teach English to pupils from different migrant backgrounds. An investigation of teachers' and learners' current needs, of their awareness and understanding of new forms of communication and learning through English was thus crucial for the ENRICH Continuous Professional Development (CPD) design and implementation. The project priorities required the design of a Needs Analysis (NA) aimed at gathering information about the current status and opinions about ELT, particularly in multilingual classrooms. This NA was devised and carried out through questionnaires and focus groups involving teachers of English as well as their learners – across different school levels – within the five countries where the project was implemented.

Bearing this in mind, this chapter begins by presenting the NA research design, followed by its development and implementation, and lastly, its preliminary findings and conclusions.

1. THE NEEDS ANALYSIS RESEARCH DESIGN

In order to devise and implement the CPD Course, the initial step in the Project was to develop a research methodology, inclusive of a NA, that would 1) investigate current English language teaching and learning practices, routines, attitudes and beliefs in the five partner countries that have similar but different education systems, curriculum organization, teacher education traditions and language policies, and, at the same time, 2) carry out an accurate analysis of both teachers' and learners' current teaching and learning needs in the diverse ELT educational contexts.

NA has had a long-standing tradition in language teaching. It began over thirty years ago (Nunan, 1988), and originally mainly meant to identify learners' language needs for designing specific language courses or coursebooks, but only more recently has it widened its scope, and become a relevant tool in fields such as English for Academic Purposes, as well as in research studies investigating teachers' and learners' practices, attitudes and beliefs in language learning and teaching (Long, 2005). It is within this tradition that the ENRICH NA was devised and carried out during the first part of the Project between September 2018 and February 2020.

Considering the aim of the Project, the NA design was based upon an initial comprehensive literature review related to:

- a) multilingualism and ELF, in order to identify the competences of successful users of English in multilingual settings,
- b) teacher effectiveness, in order to identify the teacher competences which teachers of English need to develop to fulfil their new tasks in the increasingly multilingual world (including reviews of existing teacher competence frameworks) and,
- c) language teaching and learning, in order to identify the skills which learners (including migrants) need to develop nowadays.

The NA research design of the Project was thus aimed at providing a framework to collect all the information needed to inform and develop the Course components as well as to ensure that it would take into account several factors and country variables, while collecting information through a questionnaire about ELTs' current practices as well as their personal beliefs and attitudes regarding ELT and new instantiations of English.

Similar information was also needed from the English language learners, namely their individual language learning habits and preferences, as well as their educational history and their belonging to special groups of migrants or refugees. The learners' group was subdivided into two groups: young learners (11-13 years) and adolescents (14-17 years) so to meet their diverse needs and conditions. While the ENRICH research team decided that questionnaires in the learners' local language could be used with the adolescents, focus groups were chosen as the most appropriate tool to be used with young learners in order to facilitate their spontaneous responses.

2. THE NEEDS ANALYSIS DEVELOPMENT AND IMPLEMENTATION

The NA design and procedures presented below are related to the main phases of the process, such as the main assets and constraints of the NA and the development of the NA design, namely the definition and creation of the most appropriate tools, the identification of the population involved in the NA, as well as the survey format – two questionnaires and focus groups.

2.1. The main assets and constraints of the NA

With the aim of establishing the research design process, specific attention was paid to the type of approach chosen to face the challenge of conducting a transnational study across five countries with different school systems, language policies, foreign language curricula and teacher education models. Here, it was important to ensure that identical collection and analysis procedures were conducted across all contexts; in view of this, the three-year Project duration required the design of a longitudinal model that would take into account the drawbacks and the assets of this type of project (Enever & Lopriore, 2014; Ortega & Iberry-Shea, 2005; Neale, 2019).

The main target groups of the Project were not only ELTs in countries where English is officially taught as a foreign language, but also a growing multilingual population that makes English a *de facto* lingua franca.

The ENRICH Project is built on the premise that the additional languages used by children who grow up in a multilingual environment should not be considered 'foreign', but rather a tool to communicate with people around the world. It is within this scenario that devising and carrying out a NA as well as introducing the notion of ELF (Jenkins *et al.*, 2018), represented itself an innovation with diverse challenges. This was the reason why a NA had to be carefully devised paying the utmost attention to all the variables that characterise each partner country's society and educational system.

In order to develop the NA survey¹ and take into account the diverse educational systems as well as the societal conditions of each of the five partner countries, the ENRICH research team needed to gather relevant background information about the content and documents needed for the questionnaires, such as:

1. The definition of young learners and their status in the EU;
2. Foreign languages and English teaching offered in the five partner countries' school curricula;
3. Definition and status of refugees and migrants in the EU;
4. Migrant population in European schools;

1 Survey research is a research methodology in which the researcher does not attempt to manipulate or control the setting or environment; the goal is a systematic gathering of information, often from a large sample or even an entire population. In applied linguistics, 'survey research' is commonly used to investigate psychological constructs such as learner beliefs, attitudes, motivation, and strategy use (Gillespie *et al.*, 2016).

5. Current educational integration system of refugees/migrants in each of the partners' countries.

Thorough research was, therefore, carried out among official EU documents which were collected and referred to by the ENRICH research team upon developing the survey.

2.2. The development of the NA design

The NA tools design was carried out during the first ENRICH research team meeting (Athens, 21-22 October 2018) as a collaborative activity, drawing on the different partners' extensive experience and expertise on the issues aimed to investigate. Background information about each country's educational contexts and multilingual school population was also collected and taken into consideration for the NA design. Detailed information about multilingual classrooms in each country's local schools as well as the presence of migrants and refugees was, therefore, central for a survey administration that would be valid and reliable.

In order to design the NA, the ENRICH research team established a convenient sample size of the survey population, composed by teachers and pupils from multilingual classrooms, as follows: 600 ELTs (120 per country), 500 adolescents (100 per country), and 100 young learners (20 per country).

As for the survey tools available, since the beginning of the Project, a multiple choice (MC) questionnaire was considered the most appropriate tool to carry out a multinational survey, as it could be geared at tackling specific research areas and it would provide the opportunity to analyse partly comparable results, i.e., those coming from teachers and those coming from learners. This decision was made in accordance with the ENRICH team members as well as with a specialized psychometrician with extensive experience in this field. It was agreed to use an online questionnaire in English for the teachers and a paper questionnaire in the country's language for the adolescents (ages 14-17), this one to be administered within local schools. The MC questionnaire was not regarded, however, by the ENRICH research team as an appropriate and reliable tool to collect information from young learners (ages 11-13); instead, the team chose to use focus groups with a limited number of participants, as the most reliable way to collect information about younger learners' opinions and perceptions.

In order to apply each of the individual tools, the following accompanying documentation and protocols were drawn:

- Cover letters and consent forms for ELTs, adolescents and their parents as well as young learners' parents;
- Investigation areas for each questionnaire;
- Focus group format and protocol for the young learners' group;
- Translation protocol for each of the tools that needed to be translated;
- Piloting of the tools and deadline for both piloting feedback (end of November 2018) and for questionnaires and focus group administration (end of January 2019) as well as for the submission of the tools to the partner in charge of the analyses (Roma Tre University).

Taking a look at each one of the individual tools, firstly, upon drawing the **ELTs' questionnaire**, it was important that the questions had to be developed taking into consideration the particular characteristics of the target group, the differences and idiosyncrasies of each partner country's educational environment, and the experience and expertise of the partners in the issues the questionnaires revolve around. In order to grant a wider diffusion, the questionnaire was delivered online via each partner country's professional associations and local educational authorities. It was also established that the ELTs to be selected had to be in-service state/private school teachers in partner countries, currently teaching young and/or adolescent learners, and currently teaching multilingual classes.

The main purpose of this questionnaire was to specifically record teachers' training needs and beliefs regarding:

- a) the current role of linguistic diversity, social inclusion and ELF,
- b) teaching multilingual classes of young and adolescent learners, including learners from migrant backgrounds, such as refugees or asylum seekers,
- c) the competences needed to meet learners' current and future language needs,
- d) integrating multilingualism and ELF in classroom practices in line with the demands of current societies, and
- e) using innovative language teaching practices (e.g., translanguaging, CLIL, TBL, ICT) and cultural content (European Cultural Heritage) in multilingual classrooms to improve the learning outcomes for their learners, including learners from migrant backgrounds.

The questionnaire was structured into 43 items, subdivided into the following sections with questions (Qs) alternated with statements (Ss) – some under the form of control statements – so to elicit teachers' reflective response:

- Biodata and professional & language background (Qs);
- Current teaching levels (Qs);
- Statements regarding teachers' awareness of: social context; school integration; language policies; and presence and integration of migrant learners (Ss);
- Statements regarding: teachers' use and views of professional materials and coursebooks; teaching of language and culture, and of standard and non-standard norms; use of the Internet and of audiovisual materials; forms of assessment; use of authentic materials; awareness of learners' exposure to English outside the classroom; views of native and non-native ELTs; awareness of current status of English; areas of needed training (Ss).

The organization of the questionnaire was meant to trigger ELTs' responses in order to compare their responses to the learners' views, understand the degree of awareness of the current changing status of English, understand the degree of awareness of their role and function as non-native speakers of English, understand their daily teaching practice, and focus on perceived training needs, thus informing the CPD syllabus and approach.

As for the **adolescents' questionnaire**, it was specifically designed for language learners of this age group (14-17 years), including learners from migrant backgrounds. It was delivered locally in paper (with the exception of Norway that used Nettskjema, an online tool) via professional associations, local educational authorities and school principals identified in each of the partner country cities and towns. Members from each ENRICH partner country had to afterwards collect the questionnaires and transcribe the responses in specifically set Excel files, and once these were completed, the Excel files were centrally collected for the final comparative analysis.

This questionnaire aimed at investigating:

- a) what learners actually want to learn in the English classroom (e.g., tangible and intangible aspects of the European Cultural Heritage,

- native-like pronunciation, meaning-negotiation strategies) and how (e.g., through collaborative tasks, authentic videos),
- b) the way they use English (alongside other languages) as well as ICT in the classroom to communicate with their teacher and classmates and outside the classroom for real-life communicative purposes, and
- c) the way they expect they may use English to communicate in the future (e.g., for social, academic or professional purposes).

The questionnaire was structured into five different sections in a total of 46 questions. With the exception of the first section, which was mainly composed by questions, all other sections comprised statements where learners had to express their degree of agreement. Some of those statements were parallel to those in the teachers' questionnaire, so to establish some sort of comparison of learning experiences and responses to ELT practices, even if the learners were not the respondent teachers' learners.

Taking a look at each of the sections, the first section (Qs) focused on the learner's biodata, their family language, their previous learning experiences, as well as other languages learnt and/or practised. The second section (Ss) was aimed at investigating the learners' personal rapport with English and their attitudes towards English learning experiences. The third section (Ss) was meant to investigate current learning practices, classroom activities, the use of the Internet, of ICT and of social media as well as their relationship with their teachers. The fourth section (Ss) was aimed at unveiling learners' awareness and understanding of what they regarded the most effective ways for learning English in their experience. Finally, the last section (Ss) was meant to elicit their learning preferences of a foreign language.

Lastly, the **young learners' focus groups** (years 11-13) took place as face-to-face meetings in local schools in a conversation mode that would allow them to respond personally while interacting with their classmates. These meetings were carried out locally by the different partner country members. The focus group organization was guided by a specifically devised protocol to be closely followed by those who would administer them. The number of young learners per focus group was limited to five participants, chosen by the classroom teacher, so to facilitate and enhance communication on a topic (English), that would otherwise be perceived as a detached subject. The total duration for each session was 20 minutes and two trained observers used a specially devised grid (with special codes) to observe the interaction between the interviewer and the children. The

interactions were not recorded, due to privacy issues, but main responses were taken note of and later reported through a common format to be centrally collected and analysed.

The main aims of the focus groups were the following:

- a) to elicit young learners' personal views of and responses to English,
- b) to gather information about learners' perception of English as a subject matter in comparison to other subjects,
- c) to elicit learners' favourite app/website or game that would involve the use of English,
- d) to find out whether the learners had ever been exposed to diverse Englishes or only to British English.

The interviewer had the task of eliciting an open discussion on different topics and by using stimulus questions, allowing learners to interact with their mates. The interviewer asked young learners to think back to their experiences as learners and users of English, based on a set of questions that were used as starting points of discussion. These questions triggered personal responses and enhanced reflections on students' learning experiences. They were the following:

- 1. What is the first image/sound that comes to your mind when you think of English?
- 2. Is English your favourite subject? If no, which one is it?
- 3. What is your favourite website/app or game?
- 4. During your English lessons have you ever been exposed to forms of English other than British/American or Australian?

Upon collecting the responses from the different NA tools, the data analysis was conducted by a psychometrician from La Sapienza University, Rome, Italy, bearing in mind his extensive experience in (inter)national educational and foreign language research projects. The results of the two questionnaires for each country, and in correlation with the countries, were statistically elaborated through SPSS software, while the focus groups were analysed via a qualitative data analysis based on the learners' responses. The analysis was conducted in February 2019 and presented to the ENRICH research team at the second ENRICH meeting in Rome on 28 February 2019, where they were discussed with the aim of defining the ENRICH CPD Course components.

3. PRELIMINARY FINDINGS

The number of responses to the two questionnaires and to the focus groups were overall well beyond expectations in all five countries, and provided the information needed to inform the research team's decisions concerning the development of the CPD Course.

3.1. Teachers' questionnaire responses

The total number of respondents for the questionnaire was of 620 teachers (532 female and 88 male), of which the majority were non-native speakers (there were only three native speakers and eight bilinguals). Overall, there were over 100 participants per country, which is fairly representative of the five countries. Most teachers taught in secondary schools, a smaller percentage in lower secondary, and the majority have taught or are teaching in multilingual classrooms. The responses, in terms of time and administration constraints, were definitely beyond expectations, both for the number of responses and for the awareness of the relevance of exposing their learners to authentic uses of English in their teaching practice and of multilingual learners' needs.

Responses in terms of teaching practice reveal that over 50% of teachers provide their learners with several opportunities to interact in English, and that a great majority (over 70%) use learning tasks that involve the use of the Internet, particularly interactive applications and social media. Over 55% declare that they expose their learners to uses of English similar to those they may be exposed to outside the classroom, while almost 90 % teach Standard English pronunciation. Almost 80% of teachers develop their own teaching materials in order to address their multilingual learners' needs.

Answers to the questions on attitudes show an overall understanding and awareness on the part of the teachers of the relevance of their role and function as non-native speakers, even if they do not integrate examples of non-native speakers in their lessons.

3.2. Adolescents' questionnaire responses

The adolescents' questionnaire was answered by 505 students in total, an average of 100 in each country. Given the extensive number of questions/statements in the questionnaire, only some of the most interesting results are discussed in this section.

In terms of students' view of learning, their responses show that while coursebooks are often (38%) regarded useful for learning, and that learners often (37%) appreciate teachers when they use authentic materials, their responses about their teachers' use of authentic materials reveal that teachers use authentic materials sometimes (28%), rarely (33%) and never (23%). This is one of the examples in the learners' questionnaire that show how learners' perceptions are often different from the teachers' statements, and they reveal that learners are often more aware than their teachers of those teaching choices that are more effective for their learning. The relevance of asking both teachers' and learners' habits, perceptions and beliefs about their teaching and learning reveals how useful in research studies is listening to both voices. This emerged very well when teachers were asked whether their learners used English outside the classroom; 10% responded 'often', and 45% 'sometimes'. Learners, meanwhile had a totally different response, as they stated that they learn English using it outside the classroom, namely 28% by using YouTube, 26% social media, 17% playing online games, and 55% watching movies in English. This was one of the several findings of the NA that was used to plan the ENRICH CPD Course.

3.3. Young learners' focus groups responses

The focus groups organised in each country proved to be very successful, as the overall structure stimulated learners' interventions and spontaneous conversation. Approximately 100 learners, 20 from each of the five countries, responded.

The analysis of the outcome highlighted specific aspects related to learners' awareness of ELT, their experiences, and their knowledge of the role of English and about multilingualism, were much deeper than what could be expected.

The freedom of the focus group format allowed learners' responses to be quite varied and provided a good insight into learners' perception of their language learning experience. When, for example, asked what the first thing, image or sound came to their mind when they thought of English, the young learners' responses were classified in terms of the learners' use of imagination, their expectations and their use of English outside the school. The responses were all extremely interesting, as, for example, "The sound of a violin: at the beginning it is complicated then it is pleasant, you need practice" or "The world".

In terms of their attitudes towards English, young learners responded to questions such as, "Do you think English will be useful to you in the future? Who do you think you are going to use it with mostly? Why will English be useful to you?". Responses were quite similar to what one would expect, as in: "If you can speak English you can communicate with everyone." When asked if they use English outside school, almost all of them declare that they use it frequently, as in: "Sometimes I use some English expressions or words to make funny jokes with my friends or my parents. English gives the idea", thus showing their awareness of the potential of using another language and their self-confidence in using the language.

4. CONCLUSIONS

The overall NA research design was highly structured in order to meet the challenges of an organization across five countries, and to ensure the reliability and validity of the design and of the tools construct, production and administration. The subsequent data analysis required careful consideration in order to design a course consistent with the emerging needs of both teachers and learners, specifically in multilingual contexts. The analysis of the responses to the questionnaires and to the focus groups provided an overall picture that allowed to compare internal country responses as related to the teachers, the adolescents and the young learners. Afterwards, the ENRICH team took into consideration the NA findings to devise and plan the ENRICH CPD Course modules and activities that responded to the teachers' and learners' needs. The NA provided quite a few unexpected findings, mainly regarding the number of similarities across the five countries and the degree of awareness teachers of English already have of the changes occurring in English and of the necessity to provide learners with real life exposure to and the use of authentic English.

References

- DEWEY, M. & Patsko, L. (2018). "ELF and teacher education." In J. Jenkins, W. Baker & M. Dewey (Eds.), *The Routledge Handbook on English as a Lingua Franca*. London: Routledge, 441-455.
- ENEVER, J. & Lopriore, L. (2014). "Language learning across borders and across time: A critical appraisal of a transnational, longitudinal model for research investigation." *SYSTEM*, 45: 187-197.

- EUROPEAN COMMISSION. (2014). *The Teaching and Learning International Survey (TALIS) 2013. Main findings from the survey and implications for education and training policies in Europe*. Brussels: European Commission.
- EUROPEAN COMMISSION. (2017a). "School development and excellent teaching for a great start in life." Commission staff working document accompanying the document "Communication on school development and excellent teaching for a great start in life." Brussels: European Commission, at <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52017SC0165&from=IT>, accessed 8 February 2018.
- EUROPEAN COMMISSION. (2017b). *Rethinking Language Education in Schools*. Luxembourg: Publications Office of the European Union.
- GALLOWAY, N. (2018). "ELF and ELT teaching materials." In J. Jenkins, W. Baker & M. Dewey (Eds.), *The Routledge Handbook on English as a Lingua Franca*. London: Routledge, 468-480.
- GILLESPIE, B., Ruel, E. & Wagner, W. (2016). *The Practice of Survey Research*. Thousand Oaks: SAGE.
- LONG, M. (2005). *Second Language Needs Analysis*. Cambridge: Cambridge University Press.
- LI, J. (2014). "Literature Review of the Classifications of 'Needs' in Needs Analysis Theory." *International Journal of Education and Literacy Studies*, 2/3: 12-16.
- LOPRIORE, L. (2016). "ELF in teacher education: A way and ways." In L. Lopriore & Grazi, E. (Eds.), *Intercultural Communication: New perspectives from ELF*. Rome: Roma Tre Press, 167-187.
- LOPRIORE, L. & Vettorel, P. (2015). "Promoting awareness of Englishes and ELF in the English language classroom." In H. Bowles & A. Cogo (Eds.), *International Perspectives on English as a Lingua Franca*. Basingstoke: Palgrave Macmillan, 13-34.
- NEALE, B. (2019). *What is Qualitative Longitudinal Research?* London: Bloomsbury.
- NUNAN, D. (1988). *Syllabus Design*. Oxford: Oxford University Press.
- ORTEGA, L. & Ibberry-Shea, D. (2005). "Longitudinal research in second language acquisition: recent trends and future directions." *Annual Review of Applied Linguistics*, 25: 26-45.
- SIFAKIS, N.C. & Bayyurt, Y. (2018). "ELF-aware teaching, learning and teacher development." In J. Jenkins, W. Baker & M. Dewey (Eds.), *The Routledge Handbook on English as a Lingua Franca*, London: Routledge, 456-467.

Chapter 3. Induction

YASEMIN BAYYURT | LILI CAVALHEIRO | LUÍS GUERRA
| RICARDO PEREIRA | STEFANIA KORDIA

INTRODUCTION

Considering the increasingly multilingual and multicultural nature of today's language classrooms across Europe, it is crucial that all stakeholders in the field of English Language Teaching (ELT) be made aware of this diversity and be prepared to meet the emerging needs brought about. To this end, the ENRICH Project aims to provide opportunities for the stakeholders who wish to take steps towards a more inclusive language teaching environment where multilingual repertoires and identities of today's learners are considered important and respected. Based on its major premises, ENRICH problematizes beliefs and practices in ELT that ignore the changing nature of English and language classrooms. Furthermore, it focuses on the current role of English as a Lingua Franca (ELF) and promotes the integration of an ELF-aware approach in multilingual contexts. Without doubt, such fundamental changes in the understanding of English and its teaching can be made only through a determined and collaborative effort of all the parties involved. Therefore, ENRICH targets four groups as chief stakeholders in ELT, namely English language teachers (ELTs), teacher educators, academics/researchers, and educational policy makers. This chapter seeks to provide insights into the way the ENRICH Project concerns these key stakeholders as well as present how each of them could benefit from the Project during and on its completion.

1. TEACHERS

Teachers play an essential role in education, most especially in the lives of the students they teach in the classroom, which is why they are one of the key targets of the ENRICH Project in general, and of this handbook in particular. Given that multilingual classrooms are becoming increasingly more common in Europe due to globalization, intra-European mobility, and international migration (Eurostat, 2017; OECD, 2016), it is crucial that

teachers be adequately prepared to support their learners in multilingual classrooms. Consequently, this calls for a “new set of competences for teachers” (European Commission, 2012, p. 10).

EU educational policy reports have urged that foreign language teaching be reconsidered to cater for the needs of learners who have more than one language at their disposal, such as learners from migrant backgrounds, first- and second-generation and newly-arrived immigrants, as well as refugees and asylum seekers (Baïdak *et al.*, 2017). The current role of ELF is most notably highlighted as an inclusive pedagogical approach at hand for ELTs (Vettorel, 2018) for it may help learners develop communicative and other transversal skills (e.g., intercultural awareness) which are vital for employability and social inclusion (Baker, 2012).

However, studies indicate that ELTs still prioritize strategies which are found to be much less important nowadays, such as focusing largely on native-speaker culture or native-like accuracy (Seidlhofer, 2007). Considering the diversity found in today’s multilingual classrooms, there should be increased emphasis on the ways that the nature of English has changed, enabling mutual understanding, access to other cultures and self-expression (Jenkins, 2015). In addition to this, the development of communicative competences and other transversal skills should be encouraged to support learners in interacting adeptly through ELF (Kohn, 2016; Llurda *et al.*, 2018). The reason why ELF-related issues are not conveniently exploited by teachers is that the former are not sufficiently covered neither in teaching courseware (e.g., Galloway, 2018; Lopriore & Vettorel, 2016) nor in large-scale Teacher Education across Europe (e.g., Dewey & Patsko, 2017; Sifakis & Bayyurt, 2017). This shortcoming highlighted the urgent need for a transnational project focusing on developing relevant teacher competences.

In an attempt to fill this void, ENRICH has developed a Continuous Professional Development (CPD) infrastructure which hopes to serve as ‘a catalyst for change’ (Widdowson, 2012, p. 5) in the partner countries and beyond. As this handbook explains, the first step was to ascertain the training needs of ELTs as regards multilingualism and ELF. Seeing that the ENRICH consortium is associated with a large number of ELTs in the respective countries, the partners requested their participation in a Needs Analysis survey, providing they met a set of minimum criteria (e.g., they were in-service state or private school teachers of English who were teaching or planning to teach multilingual classes, including migrant learners, such as refugees – for more information on the Needs Analysis

see chapter 2). A CPD Course was then developed by the partners and piloted by ELTs from each country.

One of the chief concerns of this ENRICH CPD Course is the promotion of teacher competences which are necessary for responding to and building upon the diversity found in today's multilingual classrooms across Europe. This will consequently empower ELTs to integrate ELF in these settings. These professionals are provided with up-to-date knowledge and awareness of ELF and encouraged to develop collaboration and critical thinking skills through constructive sharing of the diversity of ideas and experiences of other ELTs. ENRICH also places strong emphasis on supporting ELTs in using innovative teaching practices, such as the promotion of skills for using translanguaging, Content and Language Integrated Learning (CLIL), Task-based Learning (TBL) and Information and Communication Technologies (ICT) to foster the learners' communicative and other transversal skills through ELF. These skills help ELTs gain an awareness of the social and pedagogical value of European Cultural Heritage, which in turn facilitates the integration of learners, especially those from migrant backgrounds. Furthermore, this high-quality CPD provides teachers with competence-oriented tasks, mentoring, collaborative, reflective and ICT-based learning, thus contributing to the modernization of the ENRICH infrastructure.

It is expected that the CPD Course will have a significant impact on the teaching practices of the ELT participants. To begin with, teachers attain a sense of empowerment as effective ELTs and autonomous professionals, capable of exploiting the benefits of the role of ELF so as to adopt an inclusive pedagogical approach in their multilingual classrooms. Their everyday classroom teaching will be supplemented by not only innovative teaching practices but also appropriate cultural content. Their involvement in the CPD Course is also expected to have a highly positive impact on their self-image and self-esteem, on the one hand, as innovators and 'agents of change' and, on the other, as active members of an educational community fostering collaboration and peer-learning. In addition to these outcomes, research shows that the abovementioned factors lead to an increased sense of self-efficacy and job satisfaction (European Commission, 2014).

Multilingual learners are likewise expected to benefit from this CPD Course and their teachers' development. To begin with, they develop key communicative and other transversal skills through practices which relate to ELF and expand their linguistic repertoire; they enhance their sense of belonging to a community of users of a mutually shared and 'owned' language, which is particularly significant for learners from migrant

backgrounds; accordingly, they regard themselves as valuable stakeholders in the educational process.

Besides the intangible outcomes of ENRICH during and on its completion, it is equally noteworthy to focus on how this Project fosters innovation in the area of ELT. Firstly, as Sifakis *et al.* (2018) point out, the vast majority of ELTs in Europe lack an awareness of issues that regard teaching migrant learners, such as refugees. ENRICH proposes to fill this major gap by proposing a different and much welcomed approach in the field. Secondly, this CPD infrastructure fosters innovation by combining key aspects of various CPD models to increase ELTs' professional autonomy (Kennedy, 2014).

Although in-service ELTs are at the core of this CPD course, pre-service ELTs, namely students attending Initial Teacher Education (ITE) programmes, may also be taken into account. This is because issues covered in the CPD Course are, according to research, not sufficiently covered in ITE. In this respect, Course activities aim at helping these students draw parallels between the knowledge they gain both through ITE and ENRICH.

In the end, teachers and students as well as their friends and family are expected to act as disseminators of this experience, largely brought about by ENRICH, and it is estimated that, in total, approximately 100,000-120,000 people will benefit from the Project, directly or indirectly. Above all, the development of this high-quality CPD Course empowers ELTs to integrate the current role of ELF – the most frequently employed means of international and intercultural communication – in their multilingual classrooms.

2. TEACHER EDUCATORS²

Teacher education is a vital component of ELF-aware language education. The implications of ELF concern every aspect of ELT, including materials use and adaptation, lesson planning, assessment, to name a few; and as Jenkins *et al.* (2011) put it, all of these naturally have “far reaching implications for language teacher education” (p. 305). This means that teacher educators have responsibilities in the professional development of ELTs in terms of their ELF competencies and ELF-aware pedagogy. Given

2 This section was written in collaboration with Yavuz Kurt (PhD candidate from Boğaziçi University).

the increasingly multilingual and multicultural composition of language classrooms of today, such competencies are crucial.

Teacher education, of course, is not usually carried out solely by teacher educators. Institutional bodies of administration and policy makers are also involved in the process. However, teacher educators usually have the opportunity to make decisions regarding what and how to present certain information in a given teacher training course. As a result, there is a lot they can achieve in both pre-service and in-service training.

The ENRICH Project aims at promoting ELF awareness (Sifakis, 2019; Sifakis & Bayyurt, 2018) and as stated on the Project website (<http://enrichproject.eu/>), "ELF awareness broadly refers to the appropriate integration of insights gained from ELF research to all areas surrounding teaching and learning, including curriculum and syllabus design, instructional materials development, language assessment and teacher education". ELF-aware pedagogy is defined by Sifakis and Bayyurt (2018, p. 459) as "the process of engaging with ELF research and developing one's own understanding of the ways in which it can be integrated in one's classroom context, through a continuous process of critical reflection, design, implementation and evaluation of instructional activities that reflect and localize one's interpretation of the ELF construct." Therefore, the components and the processes delineated in Bayyurt and Sifakis (2015) and Sifakis and Bayyurt (2018) are, therefore, directly relevant to teacher educators. These processes basically involve self-awareness, critical reflection and taking action (Bayyurt & Sifakis, 2015).

It is crucial, however, that the aim for teacher educators is not prescribing teachers what to do. As Jenkins (2012, p. 492) indicates, "ELF researchers have always been careful to point out that we do not believe it is our place to tell teachers what to do, but that it is for ELT practitioners to decide whether/to what extent ELF is relevant to their learners in their context." Therefore, teachers can only be made aware of multilingual and multicultural realities of classrooms and use of ELF in global contexts, and they can be informed about or even equipped with ELF skills (as opposed to native speaker skills). However, decisions should be made based on particular teaching contexts. Bayyurt and Sifakis (2015) clearly state in their implementation of ELF-aware teacher education, that "We did not require teachers to accept the ELF 'gospel', nor did we merely inform them about ELF and related issues. Instead, we exposed them to those issues, prompted them to think about them, and asked them to connect what they were learning to their own context for teaching. For this reason, it

was essential that they design, teach, and evaluate lessons that embodied their engagement with the issues" (Bayyurt & Sifakis, 2015, pp. 120-121). This means an ELF-aware perspective should be adopted by teachers and teacher educators alike.

Raising awareness is not a simple and easy task, and without doubt, it requires more than adding another component to teacher training curriculum. Dewey (2015a) notes that teacher educators may look for ways that are more suitable to handle education programs from an ELF standpoint, which could pave the way for a deeper engagement with ELF in terms of teaching practice and teaching materials. Dewey (2015b) also emphasizes that what teachers believe and practice need to be taken into account in the course of restructuring teacher education programs in line with ELF.

Teacher training from an ELF perspective, therefore, requires critical reconsideration of the existing curriculum and practices, and possibly some redesigning in the light of ELF research. Lopriore and Vettorel (2015) identify three key areas regarding how teacher education could be informed about ELF. These are, i) "the importance of exposure and observation"; ii) "the need to redefine communicative competence"; and iii) "teacher reflection on suitable activities" (Lopriore & Vettorel, 2015, p. 18). They also add that raising learners' awareness of ELF should be a primary focus of teacher training programs and ELT materials, which entails teacher educators to consider the existing beliefs of students and teachers. The point is that any ideological or political change in teacher education practices cannot happen abruptly overnight and careful consideration is needed when suggesting any changes. In particular, the existing mainstream beliefs and attitudes in ELT should be considered, and these should be carefully connected to ELF perspectives. The re-evaluation of programmes from ELF lenses take place gradually in a process, which start by raising awareness and informing key stakeholders, including policy makers and teacher education boards. As stakeholders become more aware of the global reality of the English language, they will become more accepting of the changes suggested by ELF researchers who actively investigate the implications of ELF on ELT.

The discussion here mostly concerns teacher educators; however, this should not give the impression that changes in practices towards more ELF-aware policies are expected to appear in a top-down fashion. Teacher educators are surely a very important part of any potential change in the course of creating more ELF-aware teacher training programs, but only with vigorous and joint effort of teachers, teacher educators and policy

makers will it become possible to create fundamental changes in the way we understand and teach English. The ENRICH Project has created the opportunity for all stakeholders in ELT to gain insights into what it takes to teach and learn English in multilingual settings, and further opportunities to improve competencies as teachers or teacher educators to operate in such settings.

3. ACADEMICS AND RESEARCHERS

The ENRICH Project was conceived and structured based on several up-to-date reports and studies which were commissioned by major European institutions, such as the European Commission (EC) and the European Parliament (EP). Therefore, this Project aims at catering for the needs and demands of academics and researchers in the areas of multilingualism, ELF, English pedagogy and teacher education by providing valuable information regarding key areas of research within the field of English language teaching and learning.

The Council of the European Union (EU) (2014) emphasized the relevance of multilingualism within the EU and, more specifically, priority was put on the investigation into the growth of multilingual classrooms in Europe due to international migration and mobility. However, the EC (2017a) called attention to the lack of equal treatment of multilingual children, especially children of migrant background, in current school practices. Another EC study (2014) referred that immigrant children tended to drop out of school early because of limited support to overcome language and cultural barriers. In the same way, children from refugee and asylum-seeking families have also faced unfavourable situations, having limited opportunities to connect with each other, as well as the host communities, due to the lack of a shared language (Nejadmehr, 2017) despite some efforts to integrate them in schools and in the host communities. Predictably, teaching multilingual and multicultural classes, especially those with learners from migrant backgrounds, has become a central topic for all stakeholders involved, of which academics and researchers are a pivotal part.

Taking into consideration the contexts examined by the ENRICH Project (Greece, Turkey, Italy, Portugal and Norway), it is indisputable that the recent flow of refugees, asylum seekers and other migrant groups from a variety of countries of origin has brought about extraordinary linguistic diversity in these countries. For instance, 62,300 refugees were reported in Greece in 2017, of whom 20,300 were children (Ziomas *et al.*, 2017). Also,

Portugal has witnessed an increase in its foreign population (from 1.3% in 1991 to 8.3% in 2015, according to 2016 Eurostat data). Similarly, the immigrant children population in Italy has almost doubled over the past 10 years, corresponding to 11.7% of the country's overall children population (Essomba *et al.*, 2017). Finally, nearly 9.7% of students aged 15 attended schools where over 25% of students spoke at home a different language from the language of schooling (e.g., Serbian, Albanian, Bulgarian, and Croatian among others; European Commission, 2017). Certainly, researchers and academics in several other countries all over the world will come across resembling characteristics in their educational contexts as the phenomenon of globalization, in general, and mobility and migration, in specific, have permeated most areas of international relations.

Besides ENRICH, several other projects involving researchers and academics have pointed out to key areas when dealing with multilingualism such as strengthening social inclusion ("Heritage interpretation for migrants' inclusion in schools", 2016-2018), supporting teachers of multilingual classes ("Innovative training for managing multicultural schools", 2016-2018) or improving English teaching and learning ("CLIL as a bridge to real life English", 2016-2019) (see <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-projects-compendium/> for a comprehensive list of Erasmus+ projects). Furthermore, a few teacher education programmes and courses have also focused on similar areas such as the plurilithic nature of English (Hall *et al.*, 2013), and pre-/in-service English language teachers' awareness of ELF (Sifakis & Bayyurt, 2015, 2018). However, what sets ENRICH apart is its focus on English as a Lingua Franca (ELF) in multilingual contexts and the development of teacher competences to deal with the complexity of such contexts, especially through the development of a CPD course.

By involving researchers and academics in its outputs, events and activities, such as in the piloting of this handbook and their participation in multiplier events and several other dissemination activities, the ENRICH Project hopes to increase academics' and researchers' awareness of the importance of the promotion of teacher competences which are essential for the integration of an ELF-aware approach in multilingual classrooms aiming at developing the learners' necessary communicative skills. Fundamentally, ENRICH intends to achieve significant impact upon researchers' and academics' prospective investigation and professional projects and aspirations by increasing awareness of the fundamental issues examined in this Project and their direct and far-reaching implications for

research and academic practices such as the urgency and significance of inquiring into multilingual learners' needs as well as the needs of teachers in multilingual contexts.

In particular, academics and researchers may find specific information in this handbook which will influence and inform future national, European and international studies, reports and projects, namely those integrating the European Strategy for Multilingualism framework, through the identification of empirical evidence regarding the integration of ELF into teaching and learning practices. Moreover, the CPD Course may be used as a reference and example of good practice within the Erasmus+ programme, helping other EU-funded projects aiming at the incorporation of ELF in classroom practices and a focus on multilingualism. Finally, the CPD Course may also become an integral part of current academic programmes, not only in the project partner institutions but also in other international organizations.

For all intents and purposes, researchers and academics comprise one of the most relevant target groups in this Project as ENRICH aims at enhancing research in the fields of ELF and multilingualism through pointing out directions for future research projects involving the partner countries as well as other international institutions, in the fields of didactics and pedagogy, teaching materials development, syllabus design and curriculum development, and teacher education, to name a few.

Finally, this handbook provides references and further reading references targeted at researchers which will prove valuable for more in-depth empirical research in the central areas of the Project.

4. EDUCATIONAL POLICY MAKERS³

A policy maker in the educational area should be understood as anyone who is in charge of creating teaching plans and has the authority to make decisions and put them into practice. In addition to governmental ministries of education, anyone who has a word in establishing and pursuing pedagogic plans at an institutional level, such as administrative boards of schools or departments, can be conceived as a policy maker. Due to their critical position and span of authority, the ideas and attitudes of educational policy makers are very important. Therefore, policy makers need to be well aware of and informed about all possibilities, along with

³ This section was written in collaboration with Yavuz Kurt (PhD candidate from Boğaziçi University).

their pros and cons, when making educational policies. All decisions should consider the needs of learners, as well as teachers, and every step should be taken to cater for their needs in the best possible way.

Effective educational policies cannot be developed without being aware of the global developments and the changing needs in a globalized world. Therefore, ELT cannot be planned without an awareness of how English is used globally and what the communication needs of learners are in global contexts and in their local environments. ELF research over the years has provided deep insights into how English as a lingua franca translates into practice. The first and most obvious implication is that the traditional English as a foreign language approach no longer responds to the communicative needs of learners. The communicative needs of learners, of course, are context dependent and should be locally evaluated. Kirkpatrick (2012), for example, draws attention to how local languages are overlooked for the sake of English in Southeast Asian context, and how an ELF approach could better respond to the needs of learners, rather than native speaker models. A similar evaluation is made by Cogo and Jenkins (2010) in their evaluation of ELT in Europe. They, as well, suggest an ELF-aware language policy in Europe that fosters multilingualism and communicative competence.

ELF is a complex construct and its pedagogical implications are contextually decided. This is obviously not a straightforward task. As Canagarajah (2006, p. 202) indicates, "it is difficult for states to form policies that accommodate ELF in a manner that would facilitate the local interests of all the communities in a nation." He also states that "[p]olicy discourses on ELF are further complicated by philosophical changes in the way communities and cultures are perceived. Postmodern thinking prevents us from thinking of identities in essentialist terms (as belonging exclusively to one language or culture), languages and cultures as pure (separated from everything foreign), and communities as homogeneous (closed for contact with others)" (Canagarajah, 2006, p. 203). On the other hand, ELF users can successfully communicate in global contexts with their own sociolinguistic and pragmatic competences which allow them to successfully function in multilingual and multicultural environments (Canagarajah, 2006). As rightfully put forth by Canagarajah (2006, p. 211), "[w]e have to consider, therefore, how effective communication may be based not on a uniform grammar or formal competence, but pragmatics and performance." This means policy makers' awareness of ELF and their understanding of what it means to be communicatively competent are vital in changing what is prioritized in curriculums and educational plans.

Blair (2015) suggests that educational targets for languages evolve over time as the linguistic needs of speakers change. He adds that “[i]t is important, if we believe that change is necessary – in attitudes, practice, policy or other aspects of our field – that we first attend to those areas where we have real influence, however limited that may be” (Blair, 2015, p. 99). The extent of influence might greatly change depending on what kind of decisions an individual is responsible to make. However, it is obvious that as policy makers become more aware of the global realities and the current international uses of English, they can make more informed decisions based on learners’ local and international needs.

The critical evaluations of language policies should, of course, not solely focus on teaching practices. Assessment of a language in a given context has far reaching influences on how it is taught and learnt. The washback effect of testing tools used in the assessment of English language skills of learners, therefore, is usually tremendous. Although there has been some concern on the side of test producers lately regarding making tests more suited to international consumer needs and some recent attempts of more informed and needs-based testing practices (e.g., Newbold, 2015), major changes in the approach to English language testing is needed (Jenkins, 2006). Jenkins (2006) proposes that testing boards, as a step forward, can “base EIL [English as an international language] testing criteria on empirical evidence from EIL interactions as it becomes available, and avoid setting criteria for which there is no such evidence” (Jenkins, 2006, p. 48). Therefore, the policies of what should be tested need to be reconsidered under the light of recent developments in the area of ELF. The steps taken by local and international testing boards can potentially create positive washback on how English language is presented at schools.

A closely connected issue is the development of teaching materials for learners of English. Textbooks and other kinds of materials play an important role in the way how English language is presented to learners. Recently, an international study on ELT textbooks used in Portugal and Turkey has documented how ELT materials are still largely based on native varieties of English (i.e., American and British varieties) and their culture (Guerra *et al.*, 2020). This situation calls for a critical re-evaluation of ELT materials used in language classrooms, especially in contexts where textbooks and other pedagogic materials constitute an important part of learners’ exposition to English. Overlooking local cultures and international uses of English in ELT materials is a faulty representation of how English is globally used

today. Therefore, decision makers in the area of materials development have certain responsibilities too.

The ENRICH Project problematizes beliefs and practices in ELT that ignore the lingua franca status of English and multilingual classroom environments. Therefore, it aims to create opportunities for all stakeholders who wish to take steps towards a more ELF-aware language teaching environment where multilingual and multicultural identities of learners are respected because such environments are the reality of today's world.

References

- BAÏDAK, N., Balcon, M.-P. & Motiejunaite, A. (2017). *Eurydice Brief Key Data on Teaching Languages at School in Europe – 2017*. Brussels: European Commission.
- BAKER, W. (2012). "From cultural awareness to intercultural awareness: culture in ELT". *ELT Journal*, 66/1: 62–70.
- BAYYURT, Y. & Sifakis, N.C. (2015). "Transforming into an ELF-aware teacher: an EFL teacher's reflective journey." In H. Bowles & A. Cogo (Eds.), *International Perspectives on Teaching English as a Lingua Franca: Pedagogical insights*. London: Palgrave MacMillan, 117-135.
- BLAIR, A. (2015). "Evolving a post-native, multilingual model for ELF-aware teacher education." In Y. Bayyurt & S. Akcan (Eds.), *Current Perspectives on Pedagogy for English as a Lingua Franca*. Berlin: Mouton de Gruyter, 89-102.
- CANAGARAJAH, A. S. (2006). "Negotiating the local in English as a lingua franca." *Annual Review of Applied Linguistics*, 26: 197-218.
- COGO, A. & Jenkins, J. (2010). "English as a lingua franca in Europe: A mismatch between policy and practice." *European Journal of Language Policy*, 2/2: 271-294.
- COUNCIL OF THE EUROPEAN UNION. (2014). *Conclusions on multilingualism and the development of language competences*. Education, Youth, Culture and Sport Council meeting. Brussels, 20 May 2014, at https://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/142692.pdf, accessed 20 June 2021.
- DEWEY, M. (2015a). "ELF, teacher knowledge and professional development." In Y. Bayyurt & S. Akcan (Eds.), *International Perspectives on English as a Lingua Franca*. Basingstoke: Palgrave Macmillan, 176-193.
- DEWEY, M. (2015b). "Time to wake up some dogs! Shifting the culture of language in ELT." In Y. Bayyurt & S. Akcan (Eds.), *Current Perspectives on Pedagogy for ELF*. Berlin: De Gruyter Mouton, 121-134.
- DEWEY, M. & Patsko, L. (2017). "ELF and teacher education". In J. Jenkins, W. Baker & M. Dewey (Eds.), *The Routledge Handbook of English as a Lingua Franca*. London & New York: Routledge, 441-455.

- ESSOMBA, M., À., Tarrés A. & Franco-Guillén N. (2017). *Research for Cult Committee – Migrant Education: Monitoring and Assessment*. Directorate-General for Internal Policies. Policy Department B: Structural and Cohesion Policies. IP/B/ CULT/IC/2015-163.
- EUROPEAN COMMISSION. (2012). *Rethinking Education: Investing in skills for better socio-economic outcomes*. Luxembourg: Publications Office of the European Union.
- EUROPEAN COMMISSION. (2014). *Tackling Early Leaving from Education and Training in Europe: Strategies, policies and measures*. Luxembourg: Publications Office of the European Union.
- EUROPEAN COMMISSION. (2017a). *Rethinking Language Education in Schools*. Luxembourg: Publications Office of the European Union.
- EUROPEAN COMMISSION. (2017b). *Key Data on Teaching Languages at School in Europe – 2017 Edition. Eurydice Report*. Luxembourg: Publications Office of the European Union.
- EUROSTAT. (2017). *Key Figures on Europe – 2017 edition*. Luxembourg: Publications Office of the European Union.
- GALLOWAY, N. (2018). "Global Englishes language teaching and curricular innovation." In *EDULEARN18 Proceedings*: 10999.
- GUERRA, L., Cavalheiro, L., Pereira, R., Kurt, Y., Oztekin, E., Candan, E. & Bayyurt, Y. (2020). "Representations of the English as a Lingua Franca framework: Identifying ELF-aware activities in Portuguese and Turkish coursebooks." *RELC Journal*, 1-17.
- JENKINS, J. (2006). "The spread of EIL: A testing time for testers." *ELT Journal*, 60/1: 42-50.
- JENKINS, J. (2012). "English as a lingua franca from the classroom to the classroom." *ELT Journal*, 66/4: 486-494.
- JENKINS, J. (2015). "Repositioning English and multilingualism in English as a Lingua Franca." *Englishes in Practice*, 2/3: 49-85.
- JENKINS, J., Cogo, A. & Dewey, M. (2011). "Review of developments in research into English as a lingua franca." *Language Teaching Research*, 44/3: 281-315.
- KENNEDY, A. (2014). "Models of Continuing Professional Development: a framework for analysis." *Professional Development in Education*, 40/3: 336-35.
- KIRKPATRICK, A. (2012). "English as an Asian Lingua Franca: the 'Lingua Franca Approach' and implications for language education policy." *Journal of English as a Lingua Franca*, 1/1:121-139.
- KOHN, K. (2016). "From ELF communication to lingua franca pedagogy" In M.-L. Pitzl & R. Osimk-Teasdale (Eds.), *English as a Lingua Franca: Perspectives and prospects*. Berlin & Boston: De Gruyter Mouton, 87-96.
- LLURDA, E., Bayyurt, Y. & Sifakis, N. (2018). "Raising Teachers' Awareness about English and English as a Lingua Franca." In P. Garrett & J. M. Cots (Eds.), *The Routledge Handbook of Language Awareness*. Abingdon: Routledge, 155-169.

- LOPRIORE, L. & Vettorel, P. (2015). "Promoting awareness of Englishes and ELF in the English language classroom." In H. Bowles & A. Cogo (Eds.), *International Perspectives on English as a Lingua Franca: Pedagogical insights*. Basingstoke: Palgrave Macmillan, 13-34.
- LOPRIORE, L. & Vettorel, P. (2016). "A shift in ELT perspective: World Englishes and ELF in the EFL classroom." In N. Tsantila, J. Mandalios & M. Ilkos (Eds.), *ELF: Pedagogical and interdisciplinary perspectives*. Athens: Deree – The American College of Greece, 8-15.
- NEJADMEHR, R. (2017). *Research for CULT Committee – EU funding for cultural work with refugees: current practice and lessons learned*. Brussels: European Parliament, Policy Department for Structural and Cohesion Policies.
- NEWBOLD, D. (2015). "Engaging with ELF in an entrance test for European university students." In Y. Bayyurt & S. Akcan (Eds.), *Current Perspectives on Pedagogy for English as a Lingua Franca*. Berlin: Mouton de Gruyter, 205-222.
- OECD. (2016). *PISA 2015 RESULTS (VOLUME I): EXCELLENCE AND EQUITY IN EDUCATION*. PARIS: PISA, OECD Publishing.
- SEIDLHOFER, B. (2007). "Common property: English as a Lingua Franca in Europe." In J. Cummins & C. Davison (Eds.), *International Handbook of English Language Teaching*. New York: Springer, 123-136.
- SIFAKIS, N. C. (2019). "ELF awareness in English language teaching: Principles and processes." *Applied Linguistics*, 40/2: 288-306.
- SIFAKIS, N.C. & Bayyurt, Y. (2018). "ELF-aware teacher education and development." In J. Jenkins, W. Baker & M. Dewey (Eds.), *The Routledge Handbook on English as a Lingua Franca*. London: Routledge, 456-467.
- SIFAKIS, N. C., Loprior, L., Dewey, M., Bayyurt, Y., Vettorel, P., Cavalheiro, L., Siqueira, D. S. P. & Kordia, S. (2018). "ELF-awareness in ELT: Bringing together theory and practice." *Journal of English as a Lingua Franca*, 7/1:155-209.
- VETTOREL, P. (2018). "ELF and communication strategies: are they taken into account in ELT materials?" *RELC Journal*, 49/1: 58-73.
- WIDDOWSON, H. (2012). "ELF and the inconvenience of established concepts." *Journal of English as a Lingua Franca*, 1/1: 5-26.
- ZIOMAS, D., Capella, A. & Danai, K. (2017). *Integrating refugee and migrant children into the educational system in Greece – ESPN Flash Report 2017/67*. European Commission.

Chapter 4. CPD Course sections

Chapter 4 presents the online Continuous Professional Development (CPD) Course which has been developed in the framework of the ENRICH Project. It is directly addressed to pre- or in-service teachers who are engaging with the Course either on their own, that is, in a self-study mode, or in a group supported and/or mentored by a teacher educator. This chapter is intended to serve as a guide facilitating the journey that the Course invites you to embark upon.

The ENRICH CPD Course was implemented in 2020 using a specially designed Moodle platform. For robustness and sustainability purposes, the content of the Course has been transferred to a separate domain, this way enabling anyone who is interested in it to have quick, easy and free access to its content. The Course is currently available through the website of the ENRICH Project at: <http://enrichproject.eu/>.

Chapter 4 contains a number of Sections which correspond to the Sections of the online CPD Course and describe and, at times, enrich the content of each of them. All Sections include a summary of the issues discussed in the relevant Section of the online Course, accompanied by indicative responses, thoughts and insights provided by CPD participants in 2020.

INTRODUCTION

NICOS SIFAKIS | STEFANIA KORDIA

Orientation

The present introductory Section provides an overview of the Course. It describes the aims, overall layout and content of the Course, as well as the possible ways in which it can be navigated. Special emphasis is placed on the tasks that the participants are invited to carry out and on the role of the mentors in supporting each one's professional development. To this end, key information about the ways in which the CPD Course was implemented in 2020 by the ENRICH partners is provided.

Going through this Section of the Handbook and of the online CPD Course is highly important in order for you, the reader of the Handbook and prospective participant of the CPD Course, to understand what the Course is about and how you can get the most out of it. This Section also includes a brief Introductory Questionnaire which you are asked to complete before going through the rest of the Sections.

Link to the video

You can watch the video of this unit by clicking on the following YouTube link: <https://youtu.be/1pkhSYJRYfk>.

Summary of the transcript / video / key theoretical points discussed in the video

The video lecture welcomes you to the ENRICH CPD Course and explains the main aim that the Course aims to achieve, that is, to empower you to integrate in your multilingual and multicultural classroom the current role of English as a Lingua Franca (ELF), namely, English as it is employed among people with a different mother tongue.

The video lecture also describes the structure of the online CPD Course. The Course contains thirty Sections in total, each of which has been authored and then critically reviewed by different partners of the ENRICH Project. More specifically, it begins with an 'Introduction' (which is what this Section of the Handbook refers to). Then, it contains 26 separate, yet interconnected, Sections focusing on different issues each time. There is also an additional Section which includes links to videos that should be useful to you. At the end, it includes the development (and submission, in case this is required by your teacher educator) of a 'Final Assignment', as

well as an 'Evaluation' in terms of the impact that the Course has had on one's own professional development.

The 26 Sections, which essentially constitute the main body of the CPD Course, are divided into three parts:

1. Using English
2. Teaching English
3. Learning English

The titles of these parts reflect the actions we typically engage in when we are involved with English at any given moment, i.e., we use it, we teach it, and, of course, our learners learn it. Each of these parts has various sub-Sections focusing on specific topics and promoting relevant teacher competences. The image below illustrates the internal structure of the CPD Course.



Figure 1: Internal structure of the CPD Course.

The main input source in each Section is an original video lecture produced by one or more of the ENRICH partners specifically for the purposes of this CPD Course. Various supplementary materials accompany these videos, including transcripts of the video lectures, URLs and other useful resources that the author(s) deemed necessary and useful each time. Each Section includes, as well, a range of Activities based on the videos, fostering reflection and critical dialogue on relevant issues.

During the implementation of the CPD Course in 2020, the completion of one or two Activities in each Section was compulsory. Specific references have been included in the video lectures highlighting which of them were compulsory and which were optional. Of course, this does not imply that the Activities that were indicated as optional ones are less important. You are strongly recommended to work on all of the Activities included in the Sections of the Course, prioritizing those that have been originally considered to be compulsory.

Moreover, all these Activities were designed in 2020 in the Moodle platform in such a way so as to promote fruitful interaction among the participants. For example, a great number of Activities engaged the participants in thinking about a particular topic each time and then sharing their thoughts in a specially designed Forum. Other Activities involved completing interactive multiple-choice or multiple-matching questions, filling in cloze texts, selecting items from a list and comparing one's own answers to those of other participants. For safety reasons, open Forums and other interactive areas are not included in the domain where the Course is currently available. However, the content of the actual Activities that the participants were asked to engage in is indeed available. We would strongly recommend keeping a personal reflective journal where you could note down your own responses to the Activities of the CPD Course and, of course, sharing and discussing them with other colleagues, whether you take this Course on your own or in a group, as part of a teacher education programme.

In the light of the above, it becomes clear that the Course uses the blended learning methodology in that it incorporates an online and an offline experience: you can view the video lectures of each Section at your own pace (online), you go through the Activities in each Section (online) and note down your responses to your reflective journal (offline), and you are prompted to share your thoughts with other colleagues (offline; or online, of course, in case you communicate with them via the internet). At the same time, there are many other things to do offline. If you follow this Course

as part of a teacher education programme, then the teacher educator(s) or mentor(s) of the programme will be there to support you, offer advice and prompt dialogue. In this case, we would suggest arranging frequent (and hopefully face-to-face) meetings among the teacher educator(s) and the participants. More information about the role of mentors during the implementation of the Course in 2020 is provided in the file entitled “The role of mentors” which is included in the Introductory Section of the online Course.

The video lecture of the Introductory Section highlights as well that the whole Course has been estimated to run for a total of 20 weeks. The study load is estimated at roughly 15 hours per week, which makes the total amount of hours devoted to the Course 300. Provided that 1 ECTS (i.e., the European Union’s European Credit Transfer and Accumulation System) credit equals 25 hours of study, the credits allocated to the Course are 12.

That said, the Course has been developed and laid out so that it can be navigated in various ways to suit the needs and purposes of different contexts. This means that partial fulfilment of the Course is also possible, depending on the needs and priorities that you have if you are taking this Course on your own and/or the requirements set by your teacher educator or mentor in case you are engaging with the Course in the framework of a teacher education programme. We would strongly recommend that you engage with all the Sections of this Course, even those that discuss issues that you feel you are aware of, as they are likely to present at least some information that may be new to you or perhaps make you see things from a different perspective.

Moreover, the Course has been designed in such a way so as to make linear and non-linear completion of its Sections possible and feasible. This means that you and/or your teacher educator may choose not only how much of the content of the Course you can work on, but also in what order you can do so, depending on your own educational needs and priorities. To facilitate the learning process, a suggested ‘Study Schedule’ was provided to the participants of the CPD Course during its implementation in 2020. A similar “Study Schedule” has been incorporated in the Introductory Section of the online CPD Course for those of you who feel you may need it.

Navigational guidelines

Activity 1: Introductory questionnaire

This Activity aims at helping you (and your teacher educator or mentor if there is one) clarify your own educational needs, priorities and expectations from this Course in relation to the demands of your current teaching situation (or your prospective one if you are a pre-service teacher). It includes a range of reflective questions which you are encouraged to think about before going through the rest of the Sections of the Course. Here are some responses by participants of the Course in 2020:

I am currently teaching students of all levels and ages. The majority of them comes from Greece but there are some students who come from Albania [...]. I am really interested in the concept of English as a lingua franca. In the past I taught classes in which students came from different countries and did not speak Greek very well. I am looking forward to gaining knowledge and experience which will be useful to me in my teaching practice, reflecting on my practices, sharing experiences with my colleagues and having my assignment reviewed by them.

The classes I am teaching include mainly [local] students but one third of my students are immigrants [...]. I expect to find out more on how to use ELF in my teaching practice what kind of activities to use to encourage my students to realise that English is part of their everyday experience. I need to find out how to transform the material I already use to bring it closer to the needs and interests of my students.

I have taught in public schools and plan to return there soon. I expect to have many students from different backgrounds there and I believe that the content of the Course and the knowledge gained will prove to be very helpful for them. I expect to expand my knowledge on the topic of ELF. I hope that colleagues who already work with students from different backgrounds can bring in some of their hands-on experience. It is certainly difficult to combine work with studies, but I hope that good scheduling can help me cope with the workload.

1. USING ENGLISH

NICOS SIFAKIS

Orientation

This Section refers to the importance of looking at the real world and realizing how English is used, by whom, under what circumstances and with what competences. Emphasis is placed on the parameters that 'govern' language communication, especially in view of the current global character of English. This Section also provides an overview of the aims of the sub-Sections of 'English as a Lingua Franca' and 'Linguistic diversity', each of which focuses on specific aspects related to using English nowadays. This Section includes two Activities in total.

Link to the video

You can watch the video of this unit by clicking on the following YouTube link: <https://youtu.be/lx5vKyj6Epo> .

Summary of the transcript / video / key theoretical points discussed in the video

This video lecture asks you to think about your learners' use of English, both inside and outside the classroom. It also aims to prompt you to concentrate, for a little while, on your own perceptions and convictions about the wonderful world of using English and what it means for you as a teacher of English.

Using English refers to three parameters or essential ingredients: (a) the language user (who they are, what they know about this specific interaction and what they want to communicate, their broader linguistic and psychological profile, how they typically communicate under different circumstances, possible problems they may be facing with language, with communication, etc.); (b) the interaction itself (i.e., the immediate communicative context); and (c) the shared knowledge between the interlocutors (e.g., possible shared languages and dialects). To characterise a linguistic interaction as 'use of English', it must involve the generation of meaningful, spoken / written discourse produced for a communicative purpose and is comprehensible (understandable) to our audience, i.e., the other interlocutors can make some sense of it.

An important dimension of using English in the 'outside world' refers to the users' accommodation strategies, i.e., the ways that we use in order to make our speech intelligible and comprehensible.

In the English as a Foreign Language (EFL) classroom, teachers have to engage their learners in tasks that prompt them, motivate them, make them want to communicate. The objective is to replicate real-life communication by developing activities and tasks that are authentic, i.e., mimic real-life communicative situations. However, when talking about such situations, we have to realize the enormous complexity in describing them. For example, the notion of Standard English is geographically linked to the so-called 'Core', or Inner Circle, mainly the UK (Standard English) and the USA (General American). As we move away from the Core, the discourse produced is typically considered less and less Core and more and more Peripheral. In the EFL classroom (the Periphery), the English taught is typically that of the Core, and almost always, that of the Inner Circle.

However, real-life interactions are much more complicated and context-dependent. The above descriptions raise issues regarding not only the use of English in different contexts, but also our own perceptions, attitudes and convictions about that use, what we consider to be appropriate in different interactions with different people, and how we view ourselves not as users and as teachers.

The notion of awareness of the complexity involved in describing and understanding real-life interactions around the world is linked to our understanding of our role as users and teachers, of what we are doing in the classroom, to what extent what we are doing is relevant to the authentic uses of English in all its complexity in today's globalized world. Awareness means being in control of our classroom as teachers and gathering the means that will help us prepare our learners for these complicated and very diverse interactions and, in doing so, boost their confidence as skilful participants in these interactions.

Navigational guidelines

Overall, it is important that you consider this type of Activities with a really open mind. Refer to your own experience, as the rubric directs. It should be stressed that there are no right and wrong answers.

Activity 1: Differences in language use

The question in the first bullet highlights the importance of communicative context in making sense of the language form adopted. As one participant put it:

the language I have used in a university lecture hall as a student differs greatly from that I have employed in a courtroom, where I was the translator / interpreter in a murder case involving foreigners [...] the topic / content and environment / 'seriousness' / solemnity of the situation / context dictated a different 'variety' of English, so to speak.

Here is what another teacher wrote in response to the same question:

I have used English in a variety of ways and I still do. For example, while on a course in Dublin, I tried to use formal language, specific and advanced vocabulary and I worried all the time about my pronunciation. That was while I was with the trainers OF COURSE... (they were all local). After the course, I spent time with other teachers from Poland, the Czech Republic, Austria, etc. Then, my English was very simple- basic I might say-, I tried to speak more slowly than usual and of course, I used everyday vocabulary-especially when colleagues that were not that fluent were around. Furthermore, I use simple language when I teach my 8 year olds while I like to joke around and sometimes use inappropriate vocabulary with my Welsh friends...!!!! (jokes can be easily misunderstood if shared among people with inadequate competency of a language) In general, the use of English can be very flexible depending on the age, the background, the status of the speakers, etc. But, then again, isn't that so for language in general????

Another issue that comes up when thinking about this question has to do with the vast number of roles that each language user adopts while using the language in all these different contexts. Here is a further question to consider:

To what extent would you say that your *role* (in the different contexts where you use English, as you mention) determines the actual discourse that is produced? This raises a further key question: In what ways do these *roles* help shape your *attitudes* toward the discourse that you and your interlocutors produce?

With regard to the second bulleted question, another participant cites a number of variables:

Our age, gender, education, mood / state of mind, emotional state, time of the day, social status, the mode of communication (speaking or writing – my English right now, for example, is different from that which comes out of my mouth in casual conversation) and generally, the kind of relationship (formal,

intimate, distant, friendly, warm, cold, unfriendly, etc.) existing between me and the person I am speaking to / with.

Think of your own personal experiences with using English in very diverse circumstances. Note them down. How diverse are they? What makes them diverse?

Activity 2: Domains of language use

This Activity refers to other forms of variability between different types of texts. Respondents have raised issues such as the level of formality/informality, the amount of preparation that goes into the development of each type of text, the presence or absence of participants during the development of the actual communication event. A further observation to be made is that the relationship between written and spoken discourse is much more complicated than we might think. What are the differences and similarities? Which of the two would you consider more demanding: speaking or writing? Why?

Further reading materials

BROWN, G. & Yule, G. (1983). *Discourse Analysis*. Cambridge: Cambridge University press.

JOHNSTONE, B. (2018). *Discourse Analysis* (3rd ed.). Oxford: Wiley & Sons.

1.1. ELF

LUÍS GUERRA | LILI CAVALHEIRO | RICARDO PEREIRA

Orientation

This Section belongs to the 'Using English' Component of the ENRICH Course. In this segment, you will find out about some current models of World Englishes and International English, and the role of English as a global language and as an international lingua franca. This Section includes three Activities in total.

Link to the video

You can watch the video of this unit by clicking on the following YouTube link: <https://youtu.be/LO596WPhp5Q>.

Summary of the transcript / video / key theoretical points discussed in the video

This video segment deals with current models of World Englishes and International English, and the role of English as a global language and an international lingua franca.

Firstly, it introduces Braj Kachru's three-circle model of Englishes (1985), one of the most influential models that attempted to explain the spread of English around the world: the Inner Circle (e.g., UK, US, Australia), the Outer Circle (e.g., Ghana, India, Kenya) and the Expanding Circle (e.g., Greece, Italy, Portugal, Turkey, Norway). These three concentric circles represent the spread, acquisition and domains of English in different countries worldwide. This model also suggests that the English spoken in the Inner Circle is norm-providing and the countries in this circle use English as a native language. However, in the Outer Circle English is used as a second language and the varieties of English spoken there are in the process of developing their own norms. Finally, the English used in the Expanding Circle is dependent on the norms set by native speakers of the Inner Circle as English is used as a foreign language.

Next, it becomes imperative to look at the historical and social events that lead to the spread of English all over the world so as to understand the current role the English language plays in several domains of use such as international relations and organizations (e.g., the European Union and the United Nations), research, higher education, business, publicity, ads, shop names, entertainment, the Internet, travelling, just to name a few.

Then, another model to describe the spread of English as an international language is proposed (Modiano's centripetal circles, 1999a). This model is built based on the speaker's proficiency in the language rather than on the historical and geographical perceptions of other more traditional models. Consequently, the centre of this model is occupied by both native and non-native speakers proficient in international English where English is used as a lingua franca. In order to improve this model, Modiano reformulated it and proposed a new model (1999b) based on the features of English which are shared by most varieties of the language, which he called English as an International Language (EIL). This time the centre of this model is occupied by the features of the language which are understood by most natives and proficient non-native speakers. The surrounding circles present those features of English coming from different native and non-native varieties which may or may not be part of EIL.

Following the identification of some models of the spread of English, this Section focuses on the significant distinction between English as a Lingua Franca (ELF) and English as a Foreign Language (EFL). This is done through the identification of the essential features of each concept, mostly based on the communicative purposes of the learner/user, the role of standard English, native speaker target, language contact, language transfer, among others.

Finally, this Section ends with a definition of the notion of ELF as a new phenomenon to understand the current role of English. More specifically, it briefly introduces the consequences of approaching ELF in the language classroom.

Activity 1: Own experience as a user of English

The Section starts by providing you with the opportunity to think about your experience of using English as a global language. First of all, it is important to identify the contexts, purposes and users of the language all over the world. As suggested by one teacher,

A key concept concerning the purposes English is used for around the world is that of communication. The global nature of English is evident in many contexts, from education and research to the Internet and media, which has resulted in the spread of the language from the traditional bases of standard English to non-native settings.

In response to this issue, another teacher stated the following:

English is used in every context, from the more formal and professional domains (science, political, economic, educational, tourism, entertainment...) to the more informal, personal domains. As a form of communication, it is used as the common denominator when there are various cultures, thus it is used (by everyone) as a way to bring people together and bridge cultural, language barriers.

Another aspect that comes up when we think about the global use of English is to try and explain why English has become an international phenomenon. Moreover, it is also relevant to discuss the importance and necessity of a global language nowadays.

With regard to these issues, some participants referred to several reasons:

The need to interact with other people regardless of their origin or first language has resulted in the development of an international lingua franca.

English has become a global language due to the colonial history of the British Empire and the role of the USA as an economic power. Other reasons for its global status are the industrial revolution, the world wars and the USSR collapse, the international commerce, the rise of popular culture and information technology but it is also gaining more power as interactions among non-native speakers are increasing. In fact, more people speak English as a second or a foreign language than as a first one.

As for the need for a global language, a teacher remarked the following:

A global language is absolutely necessary especially in modern times when people can study, conduct business or travel all over the world, literally or online and successful interactions need to be performed among people with diverse mother tongues. We DO need a global language, to interact everywhere with everyone, to be confident in travelling around the world being sure to be able to communicate, at least at a "survival" level.

Now think about your own perceptions of why, when, and by whom English is used as a global language. Are they different from the quotations above?

Activity 2: English as a Global Language

In this Activity, teachers were asked to watch two videos ("How English became a global language" and "Global English with David Crystal") which emphasize the idea that English became a global language due to the power of those who speak it. Participants were then asked to comment on the importance of non-native speakers and their role in the spread of English internationally.

Commenting on these issues, one teacher proposed an informed and personal opinion:

I'm adamant non-natives were crucial in the global spread of English. If they didn't want to, no economic, bellic, or cultural power would have convinced them otherwise. I mean, it might not have been a conscient decision of adopting a language in many cases, but if there had been the opposite movement, it wouldn't have gone so far. British colonizers were very successful in allying with the church and convincing people they were superior, therefore these people should aim at being like them (Chimamanda Ngozi Adichie wrote sensitive and beautiful books explaining this power dynamic). But if Nigerians, for instance, had acknowledged their own culture is as rich as the British, they could probably have refused to adopt English language, customs and culture.

Another teacher highlighted similar ideas:

Nowadays this power does not refer only to native speakers of English. Of course, in the past Great Britain and America played a crucial role in spreading English across the world. However, non-native speakers' contribution to the global spread of English has been pivotal. Non-native speakers of English outnumber native ones and use this language in a variety of domains and for a variety of purposes as they have realised the benefits of a global language. (...) All these non-native speakers bring about changes to the language and determine the kind of English they use.

Do you agree with the above viewpoints on the roles and significance of native and non-native speakers in the spread of English internationally?

Activity 3: What do you most enjoy about English?

In the last Activity of this Section, teachers were again asked to watch a video ("David Crystal – What do you most enjoy about the English

language?”) and react to the belief that non-native speakers can change English as they use it as a lingua franca. As a result, several participants called attention to the inevitability of language variation, some areas prone to change as well as the agents of change:

I think the English as a Lingua Franca enriches itself with neologisms and contaminations from other languages, as it's quite normal that the first language of a non-native speaker would react and interact with the foreign language learnt. The spelling is going to be simplified, as in American English has already been happening.

I think that the more non-native speakers use English as lingua franca the more simplified it will become in terms of grammar. This change is inevitable since the main reason that non-native speakers use English is to communicate and make themselves understood, therefore there is no much space for accuracy.

The more English is used by non-native speakers the more it is subject to change. I am of the opinion that this change will derive mostly from the young people. The older you are the more prone you are to follow grammar rules. Young people have the tendency to break those rules and use a less complicated language. This is a deliberate change.

Finally, teachers referred to what they like most about the English language. The following are some of the responses:

As a non-native English speaker, not as an English teacher, I enjoy reading books, news from other parts of the world and watching movies in English which are originally not English.

English is a vehicle for me. It helps me get to places where I can communicate, get knowledge and information. I can find it all around me, from the song that I listen to in order to relax or the movie I watch to entertain myself.

I like the fact that English is such a visual language and that it can be so playful. Its ability to change and adopt new words, phrases, expressions, structures allow us to create so many new worlds all the time. This characteristic is, in my view, what makes it such an “alive” language and it is definitely what I most enjoy and like about the English language.

Considering the current role of English as a global language and the fact that non-native speakers outnumber native speakers, can you predict what the English language is going to be like in the near future and how its users, regardless of their origin, may influence the language?

References

- KACHRU, B. (1985). "Standards, codification and sociolinguistic realm: The English language in the outer circle." In R. Quirk & H. Widdowson (Eds.), *English in the World: Teaching and learning the language and literatures*. Cambridge: Cambridge University Press, 11-30.
- MODIANO, M. (1999a). "International English in the global village." *English Today*, 15/2: 22-34.
- MODIANO, M. (1999b). "Standard English(es) and the educational practices for the world's lingua franca." *English Today*, 15/4: 3-13.

Further reading materials

- MCKAY, S. L. (2002). *Teaching English as an International Language*. Oxford: Oxford University Press.
- SEARGEANT, P. & Swann, J. (2012). *English in the World: History, diversity, change*. Milton Keynes: Routledge/The Open University.

1.1.1. Defining ELF

RICARDO PEREIRA | LILI CAVALHEIRO | LUÍS GUERRA

Orientation

This Section addresses the different definitions of ELF since its inception in the early 1990s to present-day research. A special emphasis is placed on the changes in the way this concept has been construed, and central aspects of research into ELF are discussed, such as the notions of contact language and linguaculture. Close attention is also paid to the roles of native and non-native speakers of English as well as who uses ELF, where and for what purposes. In addition, there are three practical Activities conveniently included throughout this Section.

Link to the video

You can watch the video of this unit by clicking on the following YouTube link: <https://youtu.be/QVdaeb9z-hI>.

Summary of the transcript / video / key theoretical points discussed in the video

This video lecture considers the three distinct phases in the development of the ELF construct by providing and analysing distinct definitions put forth by researchers in the past.

The first definition examined is one provided by Alan Firth (1996). Emphasis is given to his ideas that ELF is not only a language of contact but also the language of choice among people who need to communicate. ELF is above all the language of choice for communication among people from different language and cultural backgrounds. This definition calls for a thorough explanation of the term 'contact language' which is then supplied: a simplified variety of a language that serves as a tool of communication between people who do not share a common language, maintaining characteristics of the languages of the speakers involved in the communicative exchanges.

The second definition of ELF is that of Juliane House (1999, p. 74) who states that "ELF interactions are defined as interactions between members of two or more different linguacultures in English, for none of whom English is the mother tongue." Similarly, House claims ELF is used by those who do not have English as their mother tongue but introduces the concept of 'linguaculture' for the reason that when considering ELF interactions,

participants need to be aware of how their interlocutors' linguistic and cultural backgrounds as well as their own can influence communication.

Subsequently, a definition proposed by Jennifer Jenkins (2013) likewise depicts ELF as a language of contact, and highlights that it is the most widespread use of English of our times. Jenkins also explicitly includes Native English Speakers in her definition which means ELF interactions can take place among anyone who chooses to use English as a medium of communication no matter what their mother tongue is. As a result, this calls for a reflection on the concepts of 'native' and 'non-native speakers', which concludes that it is contradictory and unreliable to categorize current users of English as an international language by their sense of belonging to one nation or one state.

A fourth and final definition of ELF is then examined. Anna Mauranen (2018) explains that it is a "non-local lingua franca" that can be used by anyone anywhere for any given purpose. She likewise refers to ELF use not only in established domains like politics, business, academia and tourism, but also among migrant workers and asylum seekers who use English as the common language of communication to interact with each other as well as the locals. Ultimately, and for the first time in a definition of ELF, reference is made to digital media. In comparison to previous definitions, this one is visibly more inclusive, focusing not only on person-to-person contact, but also on virtual communication through English.

To sum up, the changes in the way this concept has been understood leads Jenkins (2015) to state that there have been three distinct phases in research into ELF:

- Phase 1: focus on forms (pronunciation, lexicogrammar); possibility of identifying/codifying ELF varieties
- Phase 2: variability of ELF, ELF features, ELF transcends boundaries
- Phase 3: ELF within a framework of multilingualism, English as one among other languages, complex and emergent nature

Navigational guidelines

Activity 1: Defining ELF

Prior to revealing any definitions of ELF, an initial activity requires teachers to think about their own experience as a user of English, as well as the previous discussion in the 'English as a Lingua Franca' Section of the Course:

- Based on your own understanding of the term ‘English as a lingua franca’, what key words or phrases could be used to describe this role of English? Provide as many such key words or phrases as you can.

When confronted with this challenge, participants reacted by responding in such manner:

‘English as a lingua franca’ is a contact language is a simplified variety of a language that serves as a tool of communication between people who do not share a common language, maintaining characteristics of the languages of the speakers involved in the communicative exchanges.

I also like the new concept of language as ‘linguaculture’ Perhaps, with the widespread use of the English Language between non-native tongue, the term is more appropriate.

In my opinion, English is a medium of communication, a common language system people use to be able to understand each other in sciences, education or commerce, etc.

Also, and taking into account the number of NNES and NES, it is clear that the norm/form changes with its speakers as I’m pretty sure that there are a lot more NNES teaching English than NES and no matter how proficient we are in using English, we are always influenced by our own culture and background and we take those influences to our classrooms. I usually tell my students that if they know or remember a particular word, they need to “go around” its meaning and find a way to say what they want and get the message across. So, what am I teaching? I’m saying that even if they’re not proficient, as long as they get the message across, they will be able to live in a world where English is the medium people from different countries and backgrounds use to communicate.

Activity 2: The role of native and non-native speakers

Once again, this Activity requires participants’ reflection on personal experience as both a user and teacher of English. They were asked how they would describe a native and non-native speaker. Additionally, they were asked to detail the similarities and differences between both and to decide what role both have in teaching and learning English. This was a thought-provoking Activity which provided insightful reactions as the comments below can confirm:

In my opinion, the native person, speaking in his first language, will obviously feel more confident. As teachers, while they will be a good role model, they may be stricter with formal language issues. They will also be better fitted to share their own cultural reality with their students, providing meaningful context. In my experience, non-native speakers tend to be highly self-critical, therefore non-native teachers may in some way feel insecure about their own level of accuracy towards native teachers. On the other hand, as they have already gone through the process of learning the language, it can be an asset while teaching it.

A native speaker is someone who learnt a 1st language at home while growing up which may not necessarily be the language of the country where he/she was born (eg.: immigrants). A non-native speaker is someone who learnt a language, or more than one, different from the one he grew up with. I guess that the main differences are in how languages were/are learnt...while we learn our mother tongue in a natural way, by listening and speaking it 24/7, a 2nd or 3rd language usually is learnt at school 2 or 3 times a week, working on grammar and vocabulary and eventually becoming an independent user. The similarities are in the fact that all languages have a system and a form that needs to be learnt and practised to be able to communicate. Unfortunately, I believe that there is a stigma around NNS that they may not be as good teachers as a NS, which in my opinion is totally untrue, because only NS take "real English" (aka pronunciation and intonation) to the classroom, as if those were the core assets of a good English speaker. Take for example, António Guterres, the Secretary-General of the United Nations, one of the most influential persons in the world, who lived and studied in the US, clearly hasn't the greatest pronunciation nor intonation, but speaks English in a way that everyone understands him.

At this stage it would be worthwhile to think about your own experience as a user as well as a teacher of English. How would you describe a 'native speaker' and, in turn, a 'non-native speaker' of English? Are there similarities and/or differences between them? What role do the images of a 'native' and a 'non-native speaker' of English play in teaching and learning in your country?

Activity 3: ELF – perspectives as a user and teacher

A final Activity requires participants to state what ELF means to them by providing their own brief definition of this role of English. Next, they were asked to what extent, where and with whom they use ELF in their personal/

professional life. Finally, they were challenged to think about their learners and to what extent, where and with whom these learners use ELF in their own lives. Here is one contribution provided by a teacher:

1. ELF is a common code of communication among people where at least one does not have English as their mother tongue in virtual or physical reality situations.

2. I use ELF a lot in my professional life: to communicate with colleagues mainly from Europe but also from all over the world in international programmes (e.g., EcoSchools) in partnerships, educational programmes etc, to attend e-learning courses and webinars, to read scientific research and attend international conferences and workshops. In my personal life I use ELF to communicate with second generation relatives that live in other countries, when travelling abroad, when meeting tourists in my country and also to read or listen to the news from international e-press or TV channels. To read literature as well!

3. My students (mainly children and teenagers) use ELF to play computer games, communicate with fellow players online, communicate with peers from other countries on social media, listen to music, read about things that interest them on the internet, communicate with peers in European programmes (eTwinning and Erasmus+) and when travelling abroad with their family. The extent to which they are involved in such activities have to do with the financial and technological background of their families. There are also students with a refugee/immigrant background that use ELF to communicate in their everyday life, at school etc.

In the future it seems that my students will use ELF in the ways I do, but also to work abroad or communicate in their multicultural-multilingual family!

Many teachers will identify with the comment above but is this the case with you? Take some time to reflect upon your own experience as a user and a teacher of English. What does ELF mean to you? To what extent, where and with whom do you use ELF in your personal/professional life? And what about your learners?

References

- FIRTH, A. (1996). "The discursive accomplishment of normality. On 'lingua franca' English and conversation analysis." *Journal of Pragmatics*, 26: 237-259.
- HOUSE, J. (1999). "Misunderstanding in intercultural communication: Interactions in English as a lingua franca and the myth of mutual intelligibility." In C. Gnutzmann

- (Ed.), *Teaching and Learning English as a Global Language: Native and non-native perspectives*. Tübingen: Stauffenberg Verlag, 73-89.
- JENKINS, J. (2013). *English as a Lingua Franca in the International University: The politics of academic English language policy*. London & New York: Routledge.
- JENKINS, J. (2015). "Repositioning English and multilingualism in English as a Lingua Franca." *Englishes in Practice*, 2/3: 49-85.
- MAURANEN, A. (2018). "Conceptualising ELF." In J. Jenkins, W. Baker & M. Dewey (Eds.), *The Routledge Handbook of English as a Lingua Franca*. London & New York: Routledge, 7-24.

1.1.2. Key issues in using ELF

LILI CAVALHEIRO | LUÍS GUERRA | RICARDO PEREIRA

Orientation

This Section introduces the fundamental characteristics of ELF, i.e., what we talk about when we talk about ELF. Emphasis is, therefore, placed on: 1) the concept of identity construction of the user of English and the relationship between identity and ELF; 2) the idea of ownership of English and how the concepts of identity and ownership are interconnected; 3) the debate over Standard vs. Non-standard English; 4) the issue of mutual intelligibility and the use of communication strategies in linguaculturally diverse interactions in English; 5) the multilingual nature of ELF; and 6) the intercultural nature of ELF. This Section includes four Activities in total.

Link to the video

You can watch the video of this unit by clicking on the following YouTube link: <https://youtu.be/qa7fXwIFGsU> .

Summary of the transcript / video / key theoretical points discussed in the video

This video lecture focuses on key features associated with ELF. The first key issue is that of identity and how it is constantly changing according to individuals' social, cultural and political context, which influences how they understand and perceive the different ways they connect with the world around them. Language is one of the tools used by individuals to organise and reorganise who they are and how they interact with their social environment. It is therefore considered a tool to engage in identity construction and negotiation, even if it is a foreign language. When learning a foreign language, such as the case of English, many times learners adopt as well as adapt the language based on their needs and interests (Kramsch, 1998), making it a marker of their identity and/or affiliation to a linguacultural local or international community.

This leads us to the issue of ownership, which is closely interrelated with identity. When considering the issue of ownership of the English language, contrary to what is commonly believed, Widdowson (1994) recognises that Standard English is an international language, no longer property of England or other Inner Circle countries, as it "serves a whole range of different communities and their institutional purposes and these transcend

traditional communal and cultural boundaries" (Widdowson, 1994, p. 382). In a sense, these communities, as language creators, are owners of the language. In the case of EFL teachers, it is important that they too claim their bilingual/multilingual identity, so to take advantage of their wide range of linguistic skills, and consequently, also promote their learners' ownership of English.

Still regarding the concept of Standard English, it has undergone careful scrutiny and consequently has become an exceptionally controversial topic within linguistics, with several definitions. On the other side of the spectrum, there is the concept of Non-standard English, which is associated with deviations from Standard English norms. However, what is here emphasized is that these deviations do not necessarily interfere with intelligibility (another key issue of ELF), which leads us to distinguish between Good English and Correct English. When considering ELF interactions, in order to be intelligible, it does not mean that one has to necessarily conform to the norms of standard language; instead, it is more efficient if language is used effectively so that meaning is clearly and appropriately conveyed. In this sense, achieving mutual intelligibility is a key component in ELF interactions, where understanding is achieved by building a common ground through the signalling and negotiation of non-understanding to resolve instances of miscommunication.

This leads to another key issue of ELF, which is the use of a variety of communicative strategies (e.g., paraphrasing, self-repair, confirmation, code-switching) that will not only contribute to a broader situational, social and cultural awareness, but also lead to a more collaborative behaviour in interactions, helping solve potential misunderstandings. Bearing this in mind, communication strategies may be considered as well in teaching materials and pedagogical practices, so to raise awareness of their relevance with learners (Vettorel, 2018).

Given that English is learnt and used by bilingual and multilingual users, their other languages will always be present and influence their English (Canagarajah, 2011), hence contributing to the multilinguistic nature of ELF. To achieve successful ELF communication, participants should adapt their discourse to be as intelligible as possible, drawing on their diverse linguistic backgrounds to find a common ground and shared repertoire. ELF users are, therefore, viewed as multicompetent, relying on their multiple linguistic backgrounds to use and adapt language creatively to get their message across.

Lastly, in addition to the multilinguistic feature of ELF, it is also intercultural in nature. Since most ELF interactions are characterised as being fluid and dynamic, there is no single identity, or clearly distinguishable native, English-speaking culture that participants may identify with or refer to. Due to this, depending on each communicative situation, participants will construct, negotiate and adapt their discourse according to the person in front of them. In order for this to be achieved, not only is it necessary to have a certain linguistic awareness, but also develop one's Intercultural Communicative Competence (Byram, 1997) and Intercultural Awareness (Baker, 2015) when considering intercultural communication through ELF.

This video lecture introduces some of the main issues related to ELF to help participants gather a better understanding of what ELF is and what it entails.

Navigational guidelines

Activity 1: Your experience as a user and teacher of English

Before going into the key issues of ELF, the aim of this Activity is to get EFL teachers to think about their experience as both users and teachers of English, especially in terms of ownership.

- In general, how do you view yourself as a user of English? What characteristics would you say may describe who you are as a user of this language?
- Who would you say English 'belongs' to? Why?
- To what extent would you say that you and your learners have the 'right' to think that English 'belongs' to you as well? Why?

These questions allow teachers to reflect upon their own use of the language and the notion of ownership. Below are some of the participants' statements regarding these questions.

I'm an advanced user of English but unfortunately, in spite of tons of courses at a proficiency level, I'll never be really proficient as I would like, not having the opportunity to live for a long time in an English-speaking Country. Although my English is quite good for a primary teacher, I often think that it's never enough. For sure I'm a speaker of English as a Lingua Franca,

I think I am a competent and confident user of the English language when teaching and when using it in other aspects of my professional and personal life. I can realize that especially when interacting with other non-native speakers, peers or friends. Of course, features of my mother tongue as well of other foreign languages I speak may be included in my written or spoken English discourse. When it comes to interacting with native speakers though, I might find that I lack spontaneity if I haven't had the chance to spend time in a native speaking context.

Being a lingua franca, English belongs to the people who speak it, natives or non-natives, people of the core as well as of the periphery because they choose to employ this specific language to achieve a communicative goal, get to know another culture, study, travel, work etc. My students and myself belong to these people who use English as a lingua franca, therefore, I think we have the 'right' to perceive it belongs to us too.

I see myself as a proficient user. Although I'm not a NS, I believe that I have a good command of the language no matter the context and the target audience. I'm aware of my NNS condition, but I'm not too worried with having to correct myself whilst I'm speaking to either NS or NNS, because native speakers to any language also make mistakes. Nevertheless, I try to be careful and mind my English when in a classroom because I must be a role model as an English speaker to my learners.

I believe that English belongs to its speakers, because speaking a language gives the speakers the freedom to convey messages, address different topics and make the language evolve whilst playing with it.

Why shouldn't the language belong to me or my learners? If we are using it to communicate, to learn about other cultures, and to experiment, it surely belongs to us also.

I'm a teacher of English but I am also a permanent learner of the language. English belongs to the people who use it, whether they are native speakers or not.

Both I and my learners own a little bit of the language when we learn it. When we use a language we always give to that action a bit of ourselves and take it to another place. We as teachers maybe don't think how much we have already influenced students on how they perceive a language. I hope my influence is not negative

Activity 2: Defining terms

This Activity entails defining and describing the following concepts: Standard English, Non-standard English, Correct English and Good English. These are complex concepts difficult to fully grasp and differentiate at times, as verified in the participants' responses. By reflecting upon these notions, the aim of this Activity is for you to consider the nuances involved and hopefully come to understand that effective communication can be achieved even when Standard English is not applied, and that Non-standard English does not necessarily interfere with intelligibility. As for Correct English, it is normally associated with conformity to the norms of the standard language, whereas Good English is centred on the good use of the resources available in the language. Bearing in mind these issues, what is necessary then in order to achieve successful communication? What resources/strategies may we rely on in order to make ourselves understood?

Activity 3: Non-native speaker listening exercise

This Activity consists of a simple interaction between two non-native speakers in which you are asked 1) to identify which communication strategies are employed by the speakers, 2) how you feel about the way the women are using English, and 3) whether you would consider using a listening excerpt such as this one in your classroom. Even though this interaction does not follow Standard English norms, the conversation is successful, as both interlocutors signal and negotiate non-understanding with the intention of resolving any instances of miscommunication. It is interesting to note some of the participants' feedback when asked if they would use a listening excerpt similar to this one. The responses vary among them, and also according to the level they teach.

I wouldn't use this excerpt in my classroom. I prefer examples of more fluent English.

I would use such a listening excerpt in my classroom to show my students that

- a. communication is possible even when the language users are not fully proficient
- b. it is possible they may find themselves in situations like this where they will have to be able to understand non competent speakers and at the same time make themselves intelligible to them.

- c. to encourage them to use English despite feeling inadequate compared to native speakers
- d. to realise that they belong to a larger group that of users of non-standard English

Yes, I would use it to show examples of communication strategies, as well as to build my students' confidence by driving into their heads that communication may very well take place, regardless of whether they use "accurate or correct English" or not.

At an advanced level of English, quite possibly, because the students would be able, at some point, to discern what the women are talking about and that would, probably, be their task; it could be used as an exercise to show that English is not necessarily what the listening excerpts in the book CDs include but what the average speakers all over the world use. At an Intermediate level or even Upper Intermediate, I would not, as the students might have difficulty comprehending what the women are saying and this might be counter-productive, as it may have a negative effect on them regarding their ability in English.

In your case, what issues do you consider when choosing a listening file to apply in the classroom? Would you choose examples with non-native speakers? Does the level of English you teach affect your choice?

Activity 4: Non-native speaker Eurovision interview

To sum up all that has been discussed in this Section, this Activity consists in a video in which Sakis Rouvas, a Greek singer, is interviewed by a reporter from Malta before the 2009 Eurovision Song Contest. While watching, consider the following questions. First, in your opinion, are the speakers competent users of English? Why or why not? Second, considering your own understanding of what is 'Good English', to what extent is it illustrated in this video? Third, would you use a video similar to this one in your own class? Why or why not?

References

- BAKER, W. (Ed.) (2015). *Culture and Identity through English as a Lingua Franca*. Berlin: De Gruyter Mouton.
- BYRAM, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Clevedon: Multilingual Matters.

- CANAGARAJAH, S. (2011). "The plurilingual tradition and the English language in South Asia." *AILA Review*, 22/1: 5-22.
- KRAMSCH, C. (1998). *Language and Culture*. Oxford: Oxford University Press.
- VETTOREL, P. (2018). "ELF and communication strategies: are they taken into account in ELT materials?" *RELC Journal*, 49/1: 58-73.
- WIDDOWSON, H.G. (1994). "The ownership of English." *TESOL Quarterly*, 28/2: 377-389.

Further reading materials

- BERNS, M. (2008). "World Englishes, English as a lingua franca, and intelligibility." *World Englishes*, 27: 327-334.
- MAURANEN, A. (2006). "Signaling and preventing misunderstanding in ELF communication." *International Journal of the Sociology of Language*, 177: 123-150.
- NORTON, B. (2018). "Identity and the ownership of English." In J. I. Lontas (Ed.), *Non-native English-Speaking Teachers. The TESOL Encyclopedia of English Language Teaching*. Hoboken: Wiley Blackwell, 1-6.

1.1.3. The ELF discourse

YASEMIN BAYYURT | HAKAN ŞENTÜRK

Orientation

This Section aims at describing the discourse of English as a Lingua Franca (ELF) and delineating the features which are crucial in establishing effective communication in ELF contexts, most especially between non-native speakers. To this end, it focuses on issues related to variability, pragmatics, pronunciation and misunderstandings in ELF interactions, highlighting how these may facilitate or impede mutual understanding.

Link to the video

You can watch the video of this unit by clicking on the following YouTube link: <https://youtu.be/mKTOq0wPLig> .

Summary of the transcript / video / key theoretical points discussed in the video

The video begins by highlighting one of the most important aspects of ELF, which is its discourse. To understand how English came to be a lingua franca, it is important to recognise the spoken and written communication that is used in the ELF context. In this lecture, ELF discourse is examined in four parts:

1. Variability in ELF: In this part, we see how ELF discourse exhibits differences from Standard English or in the way native speakers use it.
2. Pragmatics in ELF: The pragmatic aspects of language within the ELF contexts are covered in this part.
3. Pronunciation in ELF: In this part, we study how pronunciation problems can be dealt with in ELF contexts.
4. Misunderstandings in ELF: Here, the issue of misunderstandings in ELF discourse is tackled.

As described above, the first part is about variability in ELF. Since ELF discourse mainly means the English used among non-native speakers, we can assume that certain variabilities will emerge. This is a natural outcome that is embraced. According to Seidlhofer (2011, as cited in Osimk-Teasdale, 2018) ELF is characterised for its “hybridity and dynamism, fluidity

and flexibility [...] heightened by variability and a premium on mutual accommodation" (p. 201). Hence, variability is actually a characteristic of ELF. It is using the forms and functions in language that are not in line with standard language or native speakers use of English. In other words, language features used among non-native speakers that are different from the standard use of English.

Variability exists in any language. However, in ELF, it is especially recognizable because, when speakers from different communities need to bridge certain language- and culture-related gaps, there is a specific linguistic flexibility required. In other words, sometimes, when there are cultural barriers, speakers need to bend some rules in the language to be able to communicate with others from different communities.

The second part of the ELF discourse lecture is related to pragmatics. Pragmatics in this segment is divided into three sub-sections: 1) Negotiation of meaning; 2) Use of interactional elements; and 3) Multilingual resources.

ELF speakers negotiate meaning in natural talk by using some strategies when meaning cannot be constructed, such as by employing pre-emption signals. Pre-empting means taking action in order to prevent an anticipated event, as these signals draw attention to specific points in the conversation before any obvious non-understanding happens, hence preventing comprehension problems. Strategies such as repetition and rephrasing are also widely used for interactional monitoring in intercultural communication. A variety of repetitions, ranging from word-by-word repetition to rephrasing are used for various functions in order to achieve successful communication. Another pre-emptive strategy of meaning negotiation is self-initiated repair, in which when recognizing a source of potential trouble, speakers often try to 'repair' their own talk. Another strategy of meaning negotiation in ELF interactions is the co-construction of utterances by participants, in which this strategy acts as a solidarity and consensus booster. In this case, participants' attempts to negotiate what one of them wants to say may lead to a feeling of community and group identity.

Another aspect of ELF pragmatics is the use of interactional elements. The management of the interaction consists of using discourse markers and backchanneling signals, which aim at managing successful discourse. Discourse markers, like other interaction managing items, express meanings of information management and also mark interpersonal relations between interlocutors. They range from very short, fixed expressions to longer units of more or less variable sequences. On the other hand, back-channeling

signals are brief verbal and non-verbal signals given to speakers to show that s/he can continue speaking.

The last aspect of pragmatics in ELF is using multilingual resources. ELF discourse does not only include English, but might also entail items from the speakers' native languages. This happens when interlocutors share their L1 and routinized parts, especially during small talk, opening and closing phrases, and topic boundaries. The reason why these multilingual strategies are used are to share a sense of non-nativeness, collaboratively construct meaning and creating a sense of intercultural community membership or identity, something that is very common among speakers who come from the same L1 background and are involved in ELF contexts.

The third part of this unit focuses on ELF pronunciation, which is a controversial and debated subject among the ELF community. When we consider written English, Standard English is taught all over the world. However, how about pronunciation? In almost every English teaching context this matter is discussed: Which English pronunciation should be taught? British or American English? What happens when the learners do not want to or cannot learn any of these accents?

Jenkins (2000) offered a solution to this debate when she introduced the Lingua Franca Core (LFC). According to her, teacher training courses reflect a "native speaker bias" (p. 1) in promoting unnecessary and unrealistic pronunciation targets for learners. Jenkins' LFC is a list of more teachable and learnable pronunciation points and is based on her intelligibility research on errors among non-native speakers. She studied the errors non-native speakers of English made and tried to figure out which errors did not cause problems in understanding the language, hence, its intelligibility. As a result, Jenkins proposes some guidelines when teaching (or learning) the pronunciation of English. This guide includes features of pronunciation mistakes that can be accepted and the ones that cannot, regarding the following: consonants; consonant cluster simplification; vowel length; and sentence stress.

As for the consonants, Jenkins (2000) states that all English consonants need to be produced accurately except for the 'th' in *think* and the 'th' in *then*. ELF speakers also need to correctly produce the /p/, /t/, and /k/ sounds at the beginning of stressed syllables like *pin*, *ten* and *kind*. Regarding consonant cluster simplification, ELF speakers' intelligibility is compromised when a consonant from a cluster at the beginning of a word is deleted, for example, deleting /s/ from *Spain* will produce *pain* or deleting /t/ from *train* will result in *rain*. For vowel length, ELF speakers

need to establish different vowel lengths. They also need to shorten the vowels when they are followed by a voiceless consonant like in *ice* and *eyes*. Finally, referring to sentence stress, Jenkins noticed that when we speak, we do so in small blocks of words which are called 'thought groups'; therefore, it is important to stress the one word in this thought group because listeners pay special attention to this word.

The last part of discourse in ELF mentioned in this lecture is misunderstandings in ELF. Since ELF is characterised by the communication between non-native speakers or non-native speakers and native speakers, the incident of misunderstandings is inevitable. How does ELF deal with these misunderstandings? According to the *Oxford Learner's Dictionary* (n.d.), misunderstanding is 'a situation in which a comment, an instruction, etc. is not understood correctly'. However, who should be blamed in situations of misunderstandings? Is it the speaker's fault, or the listener's? Both are possible, as there might be instances where the speaker was unsuccessful in communicating what s/he wanted to say or it is also possible that the context or situation may have caused the hearer to misunderstand what was said. According to Varonis and Gas (1985), non-native speakers and native speakers have serious problems in communicating with each other. Likewise, Beldad and Steehouder (2012) believe that communication problems among them is unavoidable. However, when communicating among themselves, ELF speakers use cooperative accommodation strategies to establish a shared ground and understanding. ELF speakers give great importance to understanding since their main aim is to communicate and, therefore, they work hard to achieve this goal. To avoid misunderstandings, ELF speakers try to detect potential problem sources in their speech, as they are about to happen and increase "their efforts at keeping mutual understanding" (Kaur, 2010) by being as explicit as possible. In addition, ELF speakers try to be creative in coming up with original expressions to deal with possible problems in communication. According to Bayyurt (2018), misunderstandings may occur for reasons that are beyond pronunciation during ELF interactions. Especially intelligibility issues in ELF contexts need to be taken into consideration in relation to cultural as well as linguistic factors. Of course, in spite of all of the mentioned factors, misunderstandings do happen. In ELF interaction, the main reasons for misunderstandings are based on lexical features like insufficient vocabulary and pronunciation issues. Other factors might be: interlocutors speaking 'past each other'; a lack of pragmatic competence; or speakers using the 'let it pass' strategy.

According to Gardiner and Deterding (2017), the following can cause misunderstanding, in order of frequency: pronunciation mistakes; lexis related items; grammatically based misunderstandings; and code-switching and other miscellaneous items.

Navigational guidelines

Activity 1: Variability in ELF

In this Activity, participants are expected to think about their own experience as users of English and answer the following questions based on the list of linguistic forms provided in the video and slides:

1. Are there any examples that you can give from your ELF interactions where such variability occurred?
2. Did they occur just for one time? If yes, why?
3. Do they happen all the time?
4. How and why do you think those variabilities happened?

One participant from Portugal provided an example from their own language:

There are examples of this variability in Portuguese.

We have word coinages such as using the word “outdoor” for “billboard”. I have no idea why we started using that word in the Portuguese language but we use it very often. And many people will think that’s the word used in English as well.

Third person singular difficulties are very common in our students.

Using “did” in questions along with the past form of the main verb.

Skipping the auxiliary “do/does” in questions “You like chocolate?”

This variability appears to ease the communication especially if someone is not very competent in using the language or if someone uses the language in speaking situations. I think people also get used to these variations because they proved to be useful.

Activity 2: What is Pragmatics?

In this Activity, participants watch a video entitled “Pragmatics” by David Crystal and answer the following questions:

1. According to David Crystal, what is pragmatics?
2. What is the most important question to be asked when studying pragmatics?
3. What aspects of the language will the answer to this question reveal?
4. How are all of the above related to ELF? Can you give examples from your own context?

While the first three questions are comprehension questions, the fourth one is based on their own context. Here are some of the answers given to the fourth question.

Latin people need to answer when said "Thank you", though I've been taught that it isn't so common in English/North American. In my experience, I prefer using one-word verbs than phrasal verbs.

Contextualising to my reality, if you ask my students, they'll tell you that I'm always asking them why and I don't accept that answer "because it is what the rule says".

When native Italian speakers use ELF they make mistakes and choose a structure because there is L1 interference: for example they tend to create long sentences, but English prefers short sentences. They make grammar mistakes related to the Italian language: "I stay at home for study" instead of "I stay at home to study". My experience with very young learners has been shown that they are learning the English language when they start making sentences with the Portuguese syntax. Examples given by XX show the Interference of mother tongue happens many times. However, do these interferences affect communication? I don't think so.

Activity 3: Negotiation of Meaning

In Activity 3, the participants watch a video to locate the strategies used between the speakers to negotiate meaning. This time the video is a scene taken from Monty Python's *Holy Grail*. Most of the participants answered correctly by mentioning several negotiation of meaning strategies, such as: repetition, paraphrasing, self-initiated repair, and co-construction of meaning.

Activity 4: Pronunciation teaching

Once again, participants are expected to watch a video and answer questions based on the video. The video is "How to Teach Pronunciation for English as a Lingua Franca Use" by Marek Kiczowski. In addition to

participants identifying examples of Jenkins' LFC and which aspects of English pronunciation do not pose intelligibility problems, they were also enquired into how they would teach these in their classes. Some examples provided from participants, include:

So, in order to teach these I would employ humor and present how a sentence would sound like if we replaced a short vowel with a long one. For example: The ship ate grass. By providing visual clues like a ship on the grass, the students would laugh but also understand the importance of pronunciation in order to create meaningful utterances.

This for older students. Fortunately enough, young students are very capable of "catching" pronunciation quickly and differentiate sounds very easily. Thus, I would use songs as well as simple drilling exercises, like pictures where the correct pronunciation of the word will be provided and then asked.

In my lesson (which I designed for this course), I use a video where a Greek man says I walk with sheep (background laughter), the British man asks if he is a shepherd, and the Greek answers no he is not, he walks with big sheep and then makes the sound that ships make. The British man immediately understands what the Greek man means. This was very useful as all the students participating in the lesson grasped the importance of using long or short vowels in a funny and easy manner. I then asked them if they can think of similar examples and the learners thought of some (e.g., cap and cape, tap and tape, cut and cart, etc.)

References

- BAYYURT, Y. (2018). "Issues of intelligibility in World Englishes and EIL contexts." *World Englishes*, 37/3: 407-415.
- BELDAD, A. & Steehouder, M. (2012). "Not that button but the other: Misunderstanding and non-understanding in helpdesk encounters involving nonnative English speakers." *Technical Communication*, 59/3: 179-194.
- GARDINER, I. A. & Deterding, D. (2018). "Pronunciation and miscommunication in ELF interactions." In J. Jenkins, W. Baker & M. Dewey (Eds.), *The Routledge Handbook of English as a Lingua Franca*. London & New York: Routledge, 224-232.
- COGO, A., & House, J. (2018). "The pragmatics of ELF." In J. Jenkins, W. Baker & M. Dewey (Eds.), *The Routledge Handbook of English as a Lingua Franca*. London & New York: Routledge, 210-223.

- JENKINS, J. (2000). *The Phonology of English as an International Language*. Oxford: Oxford University Press.
- KAUR, J. (2010). "Pre-empting problems of understanding in English as a Lingua Franca." In A. Mauranen & E. Ranta (Eds.), *English as a Lingua Franca: Studies and findings*. Newcastle Upon Tyne: Cambridge Scholars Publishing, 107-123.
- OSIMK-TEASDALE, R. (2018). "Analysing ELF variability." In J. Jenkins, W. Baker & M. Dewey (Eds.), *The Routledge Handbook of English as a Lingua Franca*. London & New York: Routledge, 201-209.
- OXFORD LEARNER'S DICTIONARY. (n.d.). *Misunderstanding*. In [oxfordlearnersdictionaries.com](https://www.oxfordlearnersdictionaries.com) dictionary, at <https://www.oxfordlearnersdictionaries.com/definition/english/misunderstanding>, accessed 2 February 2021.
- VARONIS, E. M. & Gass, S. (1985). "Non-native/ non-native conversations: A model for negotiation of meaning." *Applied Linguistics* 6/1: 71-90.

1.1.4. Using communication strategies in English as a Lingua Franca interactions

SILVIA SPERTI

Orientation

This video lecture refers to the importance of introducing the practice of communication strategies in an English as a Lingua Franca (ELF) aware perspective. Emphasis is placed on the pedagogical implications which may be derived for the development of oral skills, especially in view of the current use of English as a lingua franca in cross-cultural interactions. This Section also provides an overview of the new scales described in the *Common European Framework of Reference for Languages (CEFR)* (Council of Europe, 2001) for defining mediation strategies, each of which focuses on specific aspects of intercultural communication with reference to the current multilingual settings. A final focus will be given to the accommodative processes reported in the use of ELF both in formal and informal exchanges and encounters. This Section includes four Activities in total.

Link to the video

You can watch the video of this unit by clicking on the following YouTube link: <https://youtu.be/gVUFmXhvHts> .

Summary of the transcript / video / key theoretical points discussed in the video.

This video lecture sub-section of the 'ELF' section discusses the use of communication strategies and the importance of introducing them in language teaching.

Strategies are applied in communication to manage different kind of linguistic problems and interferences due to lexical, syntactical or phonological gaps, sociolinguistic, pragmatic or intercultural interferences. When applying communication strategies, speakers show a cooperative attitude, based on the exploitation of linguistic resources as well as paralinguistic and extralinguistic cues, such as intonation, non-verbal language, gestures and eye contact. The use of strategies in communication reveals the constant attempt to manage interactions by speakers, negotiating meaning and intentions.

Strategies have been studied since the 1970s. First scholars used the term 'communication strategies' in the scientific debate about interlanguage and

tried to provide a classification of strategies in cross-cultural communication; in this sense, strategies have been defined in several ways.

In introducing strategies, a special attention is needed for the new forms of interactions related to new technologies and the computer-mediated strategies applied by speakers who are shaping written interactions according to new forms of communication. The traditional offline correspondence by letter, fax and e-mail is now characterised by the use of online written interactions, such as chats, blogs and the so-called social networks, where speakers adopt new computer-mediated strategies to communicate and overcome communicative problems.

Communication strategies are particularly important in developing oral skills, especially in the English Language Teaching (ELT) classroom. Teaching and learning communication strategies promote learners' self-control and flexibility in the use of a language. Reflective activities on communication strategies may help to bridge the gap between the experiences that our learners can get inside and outside the classroom. Moreover, they develop learners' interlanguage skills and have an influence on the learning performance and satisfaction. In this sense, practising strategies, oral skills and linguistic and metalinguistic autonomy are enhanced with an impact on the active role and responsibility for what and how our learners communicate, especially in cross-cultural communication.

In the *Companion Volume of the CEFR* (Council of Europe, 2001), a strong emphasis is given to the idea that mediation strategies can create space and conditions for communicating and learning a language in plurilingual contexts. Speakers, learners as well as teachers act as social agents able to create bridges and help to construct meaning and negotiate sense and intentions throughout a cross-linguistic mediation. Mediation and its strategies are seen as processes and means to pass new information in the appropriate forms, be they written or oral. The new scales introduced in the 2018 Companion Volume are based on three main activities which are 'mediating a text', 'mediating concepts' and 'mediating communication'. Mediating a text involves passing on to another person the content of a text which otherwise they do not have access to because of linguistic, cultural, conceptual or semantic limits. Mediating concepts instead involves the construction and elaboration of meaning throughout a facilitating process which leads to a conceptual exchange and development. Mediating communication by contrast aims at facilitating understanding and shaping successful communication between speakers acting as mediators. In this sense, the mediator tries to have an influence on the sharing of content and

meaning especially in professional situations like diplomacy, negotiation, pedagogy and dispute resolution, but also in everyday interactions or workplace exchanges.

In using communication and mediation strategies, ELF users shape their ability to express and share mutual intelligibility more than their language proficiency. In ELF spoken interactions, meaning negotiation as well as communicative breakdowns are very frequent. In these cases, the strategies applied are related to the use of repetitions, L1 interferences, and transfers, backchannels, grammatical norm-deviations, and the creative use of language.

In this perspective, new tasks and activities could be introduced in the emerging multilingual and multicultural classrooms by means of role plays or simulations where learners can have the opportunity to practise, to put into practice strategies that they will use in their daily life, in their daily conversations and exchanges. It is important to invite learners to consider and reflect on their use of strategies in communication, in negotiation of meaning, in accommodation processes. This way, they will become aware of their personal use of strategies and, by doing so, learners will understand what strategies are and how they can be useful and when they have to be used and activated. This is particularly important in multilingual settings and multicultural dimensions in order to promote the construction of a cooperative cross-cultural communicative environment, at school and in their future professional dimensions.

Navigation guidelines

Activity 1: Defining communication strategies

This Activity highlights how much learners may benefit from strategy training in their classes. As two participants put it:

I think I use a lot of communication strategies in my classrooms, as I find some of them particularly effective with young learners. This is because they help reinforce the sharing or passing of information through other channels. The ones I most often use are probably topic control and repair. In my context they are also probably the ones that enhance cross-cultural communication among learners.

Of course my students may benefit from strategy training because I think it will help them to organise their thoughts and to be able to take time to listen to the others without interrupting and to improve their

communication skills. I think that in my classes the most effective actions to enhance communication could be the restriction and topic control as they are young learners and still need to be guided.

Activity 2: Practising communication strategies

This Activity refers to the practice of communication strategies. Considering the strategies introduced in the video lecture, teachers are asked to carry out this Activity by matching each strategy with the corresponding action.

Activity 3: Mediation in the CEFR

This task aims at thinking about mediation activities in the *CEFR* and the corresponding mediation scales. Here is what two other teachers wrote in response to the same question:

I didn't know the CEFR mentioned these descriptors, but I have always worked on some of these with my pupils, especially those concerned with mediating a text. I think these activities are quite important when evaluating the learners because they can reflect how autonomous and confident learners are in the use of language. Besides that, they seem essential for collaborative work.

I think that mediation is important in a global world for several reasons and sometimes it is the only way people can get messages (oral or written). Every school year I try to make students aware of the importance of mediation because I think it is always present. I use written texts in the area of interest of the students and try to draw their attention to the differences in language and cultures and also to the problems that may arise during translation. I also think it is important for their language learning.

Activity 4: ELF accommodation strategies

This Activity highlights the opportunity given to the classroom when written or spoken authentic materials, showing real-life ELF, are introduced in the classroom. As two participants put it:

If I taught upper levels I think it could be a good example to show real-life ELF interactions in my classrooms. Students could benefit with it, because they would be engaged with language, and could compare the desired product (correct and appropriate language in reference to native-speakers norms) to the process of communication. Learning language through language use would also allow a spontaneous interaction among learners.

I would use in my classroom such authentic materials showing real ELF interaction for a number of reasons: to familiarize my students with real life interactions in which meaning negotiation is necessary to achieve intelligibility; to show them the usefulness of various communication strategies; to show them that sometimes the knowledge of English as taught in the classroom is not enough in real life situations and that they can modify and adapt their speech to achieve mutual understanding; to help them become more flexible, autonomous, responsible, active users of the language.

References

COUNCIL OF EUROPE. (2018). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume with New Descriptors*. Strasbourg: Council of Europe.

Further reading materials

COGO, A. (2009). "Accommodating difference in ELF conversations: A study of pragmatic strategies." In A. Mauranen & E. Ranta (Eds.), *English as a Lingua Franca: Studies and findings*. Newcastle upon Tyne: Cambridge Scholars Publishing, 254-273.

COGO, A. & Dewey, M. (2012). *Analysing English as a Lingua Franca. A Corpus-driven investigation*. London: Continuum International Publishing Group.

COUNCIL OF EUROPE (2001). *The Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: Cambridge University Press.

DEWEY, M. (2007). "English as a lingua franca and globalization: An interconnected perspective." *International Journal of Applied Linguistics*, 17/3: 332-354.

DEWEY, M. & Jenkins, J. (2010). "English as a lingua franca in the global context: Interconnectedness, variation and change." In M. Saxena & T. Omoniyi (Eds.), *Contending with Globalization in World Englishes*. Bristol: Multilingual Matters, 72-92.

KAUR, J. (2010). "Achieving mutual understanding in World Englishes." *World Englishes*, 29/2: 192-208.

MARIANI, L. (2010). *Communication Strategies: Learning and teaching how to manage oral interaction*. lulu.com.

MAURANEN, A. (2003). "The corpus of English as lingua franca in academic settings." *TESOL Quarterly*, 37/3: 513-527.

MAURANEN A. (2006). "Signaling and preventing misunderstanding in English as a lingua franca communication." *International Journal of the Sociology of Language*, 177: 123-150.

- MAURANEN, A. (2009). "Chunking in ELF: Expressions for managing interaction." *Journal of Intercultural Pragmatics*, 6/2: 217-233.
- PITZL, M. L. (2005). "Non-understanding in English as a lingua franca: Examples from a business context." *Vienna English Working Papers*, 14/2: 50-71.
- SAVIGNON, S. (1972). *Communicative Competence: An experiment in foreign language teaching*. Philadelphia: Center for Curriculum Development.
- SEIDLHOFER, B. (2004). "Research perspectives on teaching English as a lingua franca." *Annual Review of Applied Linguistics*, 24: 209-239.
- SELINKER, L. (1972). "Interlanguage." *International Review of Applied Linguistics*, 10/3: 209-231.
- TARONE, E. (1983). "Some thoughts on the notion of 'communication strategy'." In C. Faerch & G. Kasper (Eds.), *Strategies in Interlanguage Communication*. London: Longman, 61-74.
- TARONE, E. & Yule, G. (1989). *Focus on the Language Learner*. Oxford: Oxford University Press.
- VETTOREL, P. & Lopriore, L. (2013). "Is there ELF in ELT course-books?" *Studies in Second Language Learning and Teaching*, 4/3: 483-504.

1.2. Linguistic diversity

IŞIL ERDUYAN

Orientation

The focus of this Section is on linguistic diversity around the world and what it means for English as a Foreign Language (EFL) teachers. Special emphasis is placed on situating linguistic diversity within the larger framework of the spread of English around the world. The Section also focuses on the notion of 'super-diversity', as it is an everyday reality for many of the students in multilingual classes. This Section includes a total of four Activities.

Link to the video

You can watch the video of this unit by clicking on the following YouTube link: <https://youtu.be/s0hGWiSvSes> .

Summary of the transcript / video / key theoretical points discussed in the video

As for the first Activity, this Section opens with the following questions for the teachers to think about:

- What does linguistic diversity mean to you? Can you provide a brief definition?
- To what extent is the country or area you live in linguistically diverse?
- What do you think about linguistic diversity in the classroom? Does it affect English learning in any way?

The purpose of these questions is to let English teachers reflect on the linguistic diversity in their surroundings and think about its effect on their classes.

After the first Activity is complete, the video begins by defining linguistic diversity and presenting the total number of languages spoken around the world, and the numbers of the most widely spoken languages (Chinese and Spanish). Including native and non-native speakers, English is the most widely spoken language in the world today. The video then moves on to the second Activity, which leads the teachers into thinking about their own immediate context and finding out about the languages spoken. The following prompt is presented:

- Regardless of level of language proficiency and whether the users are native or non-native, how many languages are used:
 - in the country where you live?
 - in your city/town/village?
 - in your workplace?

The video then emphasizes the link between linguistic diversity and human diversity around the world. The authors aim to draw attention to the distribution and mobility of languages that are connected to human mobility. This also brings attention to indigenous languages, and how they are different from the national languages that increase the linguistic diversity. Another factor behind linguistic diversity is the colonial history, which explains Kachru's outer circle countries in his model.

Finally, this Section mentions migration as another related reason behind linguistic diversity today. With this background, the aim is to raise teachers' awareness of linguistic diversity around the world today.

Related to linguistic diversity, this Section also introduces the notion of super-diversity. For EFL teachers, knowing about these backgrounds is important in understanding the students' linguistic repertoires in class and what English might mean to them. This Section then introduces the notion of World Englishes.

Next is the third Activity, in which the teachers are supposed to watch the video "World Englishes: Implications for International Communication and English Language Teaching" by Andy Kirkpatrick (<https://youtu.be/BmzCEenoqOg>) and answer the following questions:

- To what extent do you agree with Kirkpatrick's view that there are often prejudices against some English varieties? Do you personally think some varieties have 'higher' status? Why or why not?
- How do you personally feel as regards variation in English language use? Do you welcome it or do view it perhaps as something undesired or even dangerous?

Following this Activity, the link between Kachru's three circles and human mobility is clarified. It is important for teachers to understand the sources and trajectories of development across different varieties of English. This Section also discusses the multilingual composition of schools and the internationalisation of higher education, both of which have direct consequences on the spread of ELF.

Somewhat relatedly, this Section also draws on the importance of multimodal language use in classrooms today that would make the use of multimodal resources possible. ELF has an important role to play in this spread worldwide.

This Section closes with the following Activity:

Think about your own context and your experience so far as a user and a teacher of English:

- In general, what would you say are the benefits and challenges of linguistic diversity around the world, especially as regards teaching multilingual classes?
- Among all English varieties that there are nowadays, which one(s) do you teach your own learners? Why?
- In your opinion, to what extent should learners be exposed to and aware of linguistic diversity? Why?

Navigational guidelines

Activity 1: Understanding linguistic diversity

This is the opening Activity of this Section. It is important that you think about this Activity before moving on to the following stages. It will allow you to reflect on your own insights about linguistic diversity and your thoughts on your awareness of the linguistic diversity in your area/country of residence. It will also let you think about the importance of acknowledging linguistic diversity and its effect on the academic performance of students in your classes. Some participants of this Course have given the following responses:

When discussing linguistic diversity, one needs to take into consideration different levels in which it may occur. For instance, having written my MSc thesis on perceptual dialectology, I am compelled to start by saying that, on a first level, linguistic diversity entails all possible varieties and variations within one language (for instance, different accents, different words for the same concept, regional variations, dialects, to name but a few). However, zooming out from a single language analysis, linguistic diversity then encompasses all different languages, be it within one single country or the entire world. That is, it refers to the variations that enable the existence of thousands of languages times the possible varieties within a single one.

Portugal is rather rich on all of the aforementioned levels: the Portuguese language has a considerable amount of regional varieties and it is possible to hear a myriad of different languages across Portuguese soil. I would argue that Portugal is linguistically diverse, specially due to tourism, but that it does not yet have the status that other countries have where there are more than two or three official languages.

Based on my experience as a user and as an English teacher, I define linguistic diversity as a variety of languages and dialects and these are connected to a cultural variety as well, so these two aspects-language and culture are connected and one cannot coexist without the other.

Well linguistic diversity in my classroom is a fact, a reality. I don't have to think too much about it, but deal with it. I think it's easier for us as English teachers because we are used to apply communication and mediation strategies with our students. They are all learning English as a foreign language, I'm not going to say as a second language, for some of them English is now their third language. I don't think that diversity affects English learning, I think it can help actually. Students see the need and importance to learn the language and appreciate it more. They can share experiences and situations when they had to use English and think about future ones. As an English teacher I can say that in our classes students are more open to embrace diversity and feel more united, feel more included.

Activity 2: Linguistic diversity around us

This hands-on Activity aims to lead teachers into searching for the actual numbers of languages spoken in their immediate context. The following are a few sample entries from the teachers who took the CPD course:

In my town, Estremoz, in the region of Alentejo, which is situated down south and fairly near Spain, we speak Portuguese and, whenever we go to Spain, Spanish as well.

In my workplace, the language used is Portuguese (unless we are language teachers of English, Spanish and residual French).

I live in a small town with a population of about 35,000 on the southern coast of Norway, and I would say the linguistic diversity in our town is reflective of the sizeable immigrant population we have. Many of my students are Arabic-speaking, but there are also Tigrina speakers, and a variety of others. At the school where I teach the language is mainly Norwegian, with a certain amount of

English mixed in, for both practical and professional purposes. I myself shift back and forth between Norwegian and English all day long, as I have done for much of my life. A byproduct of this essential fact is that I am used to a larger forum of expression than those who speak predominantly one language at a time.

What I find myself also doing when I teach is that I filter almost all English through Norwegian first, and when that fails I usually resort to acting in some form. There is a kind of universal language of gestures that I find at times very useful. But I also listen to them talk amongst themselves, and much of what they think I don't understand I in fact do, by their inflection, gestures, and repressed emotions therein.

Activity 3: Linguistic diversity with English

This Activity aims to lead teachers into reflecting on Kirkpatrick's video and thinking about their own views on different varieties of English. The following is a set of sample responses that were gathered:

According to Andy Kirkpatrick, variation in languages is natural and normal and the English language is characterised by the development of multiple varieties. Prejudices against varieties are never founded linguistically but usually stem from social causes. For this reason, people should be most concerned with understanding the nature of variation. Nevertheless, varieties other than the British or American English are likely to have low prestige among learners in Greece as students are mostly exposed to these varieties that dominate music, TV and cinema film industry and which are also applied in textbooks and formal examinations.

I totally agree with Kirkpatrick's view that there are often prejudices against some English varieties –because there are! Some English varieties are seen as poor, uneducated and just bad English and are also related to social issues and aspects. Yes, some varieties have higher status definitely. Standard British English and General American English are seen as the two strong, genuine forms of English. Many schools of English ask for a native English speaker as a requirement for a teaching position because they do value it more and this is only one example of employers that have prejudice against English varieties.

Activity 4: Linguistic diversity at school

This Activity aims to lead the teachers into reflecting on the linguistic diversity in their schools. Following are some examples posted by the users of the online module:

The obvious benefit is that students in multilingual classrooms learn to appreciate different cultures by exploring them, thus, they develop the notion that one need not be the same as the other (colour, gender, religion) in order to be respected and understood. Students can relate their lives to the lives of others, thus, resulting in a form of empathy. However, this diversity might pose some challenges for the teachers because they may need to adjust the curriculum and, maybe, deviate from the norm set by the Ministry or the school's regulations.

I teach British English, mainly because my students are part of the British Educational System and they need to abide by the rules and regulations of the language they use; however, because the students are exposed to a variety of Englishes, via YouTube or films, I usually use clips on YouTube to show them how English can be spoken in various contexts and try to see their level of understanding and their reactions when they realise that there are many varieties of English and variations within these varieties.

As multilingualism becomes an everyday reality, multimodal language use is equally widespread in classrooms. A great advantage when teaching multilingual classes compared to monolingual ones is the fact that English is the only common language between the learners, who are obliged to use it not only for their normal interactions but also as a medium of instruction. There are no opportunities for the learners to use their mother tongue as there is no common first language, which makes the target language the only medium of communication, thus providing great practice for students. As a result, students' multi-lingual skills are promoted. In addition, cultural diversity provides opportunities for stimulating discussion to learn and develop an understanding about other cultures through the use of English.

On the other hand, it is true that teaching multilingual classrooms can be a challenge for teachers on how to manage the classroom. Teachers need to be trained to foster multilingual approaches and techniques in their work. This requires designing classes that are more multimodal and relevant to learners' needs and wants. In addition, as students have different background experiences and prior knowledge it is likely that they will face different problems and each student will require personal attention from the teacher.

References

- ETHNOLOGUE LANGUAGES OF THE WORLD, at www.ethnologue.com, accessed 10 February 2021.
- KIRKPATRICK, A. (2007). *World Englishes Hardback with Audio CD: Implications for international communication and English language Teaching*. Cambridge: Cambridge University Press.
- STATISTICA, at www.statista.com, accessed 10 February 2021.
- VERTOVEC, S. (2007). "Super-diversity and its implications." *Ethnic and Racial Studies*, 30/6: 1024–1054.

Further reading materials

- BARNI, M. & Extra, G. (Eds.). (2008). *Mapping Linguistic Diversity in Multicultural Contexts*. Berlin & New York: Walter de Gruyter.
- JENKINS, J. & Mauranen, A. (Eds.). (2019). *Linguistic Diversity on the EMI Campus: Insider accounts of the use of English and other languages in universities within Asia, Australasia, and Europe*. London & New York: Routledge.
- PILLER, I. (2016). *Linguistic Diversity and Social Justice: An introduction to applied sociolinguistics*. Oxford: Oxford University Press.

1.2.1. Migration contexts

SILVIA SPERTI

Orientation

This Section deals with the main issues concerning migration flows in Europe nowadays so that you can reflect upon them and acquire a critical perspective about the current development of multicultural societies and new pedagogical implications. The Section refers to the definition of the relevant terms of migration, with reference to the situation in Europe. The video lecture also provides an overview of the main issues concerning linguistic diversity in ELT, each of which focuses on specific aspects related to using English in multilingual and multicultural contexts. This Section includes four Activities in total.

Link to the video

You can watch the video of this unit by clicking on the following YouTube link: <https://youtu.be/nZ4kluAy78w> .

Summary of the transcript / video / key theoretical points discussed in the video.

This video lecture focuses on the main issues concerning migration flows in Europe nowadays. Before considering the European migration context, world migration flows deserve our attention. We are now witnessing the highest levels of displacement on record; as shown by the latest data released by the United Nations High Commissioner for Refugees (UNHCR), 70 million people around the world have been forced from home. Among them are refugees, even under the age of 18, displaced people, and asylum-seekers. There are also millions of stateless people who have been denied a nationality and access to basic rights such as education, healthcare, employment and freedom of movement. Europe has been a crossroads of human mobility since ancient times. Throughout history, the region has been a central part of global migration systems which its States helped to establish and shape. Europe also played a crucial role in developing a set of rules and norms regulating human mobility in the region. Within the last decades, European states have witnessed the mobility of high- and low-skilled workers from Central and Eastern Europe to Western and Southern Europe as well as new waves of immigration from North and Central Africa, Latin America and Asia to Southern Europe. Meanwhile, the geopolitical

conflicts in the Middle East and North Africa prompted an increase in the numbers of arrivals in Southern Europe of asylum seekers trying to reach Northern European destinations.

In this perspective, the European Union (EU) has adopted various sets of rules and frameworks to manage legal migration flows for asylum seekers, highly skilled workers, students and researchers, seasonal workers, and family reunification. Regarding other migration flows, the EU has adopted common rules for processing asylum requests: first of all, the same procedure to relocate thousands of asylum seekers from Greece and Italy, and re-admission agreements for returning illegal migrants. Asylum is granted to people who are fleeing persecution, war or serious harm in their own country and, therefore, in need of international protection. Asylum is a fundamental right and granting it is an international obligation stemming from the 1951 Geneva Convention on the protection of refugees. Those who seek or have been granted protection do not have the right to choose in which Member State they want to settle, however. To this end, the Common European Asylum System provides common minimum standards for the treatment of all asylum seekers and applications.

In practice, anyway, the current system is still characterised by differing treatment of asylum-seekers and varying recognition rates amongst EU Member States. This divergence is what encourages secondary movements and is partly due to the fact that the current rules grant Member States a lot of discretion in how they apply the common EU rules. The EU now needs to put in place the tools to better manage migration flows. The overall objective is to move from a system which encourages uncontrolled or irregular migratory flows to one which provides safe pathways to the EU for third country nationals.

However, European reports highlight that even though, in the majority of education systems in Europe, access to education is provided for children with migrant backgrounds and intercultural education is integrated to some extent in the national curricula, policies and measures on learning support tend to focus on students' preparation rather than their social and emotional needs. Access to education and training for children with migrant background is not sufficient if it is not combined with quality education and learning which meets students' learning needs and aspirations.

In this Section you will explore the main challenges and issues concerning the social inclusion of migrant students in multilingual classrooms. It is important to underline that teachers need to help students dealing with the migration experience and post-traumatic stress disorders related to it.

Teachers need ideas and strategies that can be used to better understand their learners and to build inclusive classrooms where migrants or refugee learners are present. A new language policy should promote the quality of curriculum, teaching, and learning in state education, as well as the role of the multiple languages in a more positive and protected context. New language skills are needed for a multilingual society. Learners should be trained to develop the necessary sensitivity towards the cultural and linguistic needs of their community. The role of compulsory education is critical and crucial, and we need a language education policy which both respects mother tongue heritage and also prepares young people for a globalised world where a lingua franca, such as English or French, may be used for communication between people who do not share a native language. This has implications for teacher education, of course, and curriculum design for state education at both primary and secondary levels. It is obvious that more research is needed to accelerate the development of high-level language proficiency in young people.

Language could play an essential role through the use of specific methodologies that promote communication in mixed classes where migrants, refugees and host community members work together. Multilingual language classes could be used as safe spaces empowering learners and promoting learner autonomy. If teachers are able to raise students' awareness and celebrate their diversity, they should educate themselves about their students' cultures and backgrounds. Teachers should ensure that their classes are safe spaces rather than intimidating ones, and these professionals should be supported in developing language skills and intercultural competencies in terms of multilingualism, plurilingualism, and ELF-awareness. In this sense, ELF-aware teaching in an inclusive multicultural and multilingual classroom could be a good solution to introduce ELF uses which are very frequent in migration contexts where speakers reshape standard uses of the English language adapting them to fulfil communicative purposes and, then, creating new hybrid forms and linguistic innovations. In migration contexts, the use of ELF is very frequent and extensive, and interactions and exchanges may be defined in terms of narratives: speakers reformulate their own migration experience using ELF. English as a Lingua Franca is often used in daily interactions in intercultural encounters, where meaning is constantly negotiated among interactants. At the same time, mediation processes are frequently activated when ELF is used in the exchanges to bridge cross-cultural gaps and face possible misunderstandings, and above all to express speakers' intentionality.

That being said, the crucial role of migration in multicultural educational contexts, in general, and in language teaching, in particular, cannot be ignored or overlooked. Building inclusive classrooms nowadays is at the basis of European social cohesion where multilingual and multicultural components are respected and properly protected.

Navigational guidelines

Activity 1: Education and linguistic diversity

This Activity concerns the relation between education and linguistic diversity. After watching the video, teachers are asked to comment on it. Do you think that the video realistically represents the new landscapes in multilingual classrooms? What did you feel watching the video? Did you notice anything familiar with respect to your own experience as a teacher? Here are some insights from participants of this Course:

I think that nowadays every class has at least one student from a different culture both for political or economic reasons. Diversity is necessary and I am glad that it starts in the classroom when children are young and can experience society in "small size". Having people from different countries and as a consequence of a different culture can develop an open mind and promote inclusivity. The video shows an example that I had the chance to experience. I had met a lot of students with very different backgrounds and I have noticed that they tend to be an added value in the class.

In my case, the video is a faithful portrait of one of my classes. I am teaching a class with 28 students, half of the students are immigrants from Nepal, Bangladesh, Norway, Ukraine and Uzbekistan and the other half come from a little fisherman's village away from the city. The landscape and the motives the students and their families came to Portugal are very similar to the video. Most of students are here in Portugal less than a year and are all integrated in a normal class.

Activity 2: Working in multilingual classrooms

This Activity refers to the area where teachers live, as well as to their own teaching situation. What are the main challenges of teaching in a multilingual classroom? How could these challenges be overcome? Here are the responses from two teachers:

It's interesting what he said about local students feeling discriminated because they only speak one language, as this would be the language of instruction, of the other subjects at least, which would be an advantage anyway in other lessons. It could encourage them to engage more and learn other languages! Apart from what is mentioned in the video, I think the real challenge is bringing out every child's true potential, but this is not just for multilingual students. Also finding time and resources is a challenge in my context, as well as the general attitude towards migrants and refugees.

20% of my students are multilingual and I like the idea of working on similarities and differences between countries and cultures and when we talk about new vocabulary, idioms, collocations etc. I like comparing these aspects in the different languages. I think that the main challenge is in the fact that we still keep a very old system, we need to accept that our society is changing and as a consequence also the education system needs to stay on track, I would love to be trained to learn new tools to develop inclusivity.

Activity 3: Migration: Issues and representations

This Activity highlights the importance of approaching issues and representations of migration in the classroom. Think about the following speaking topics and consider which of them you find more useful and inspiring to trigger a discussion about migration with your learners:

- Everybody should be able to live where they want.
- People should stay in the country where they are born.
- Immigration makes communities livelier and helps people become more tolerant.
- Immigration is one of the biggest problems of our time.
- More needs to be done to promote inclusion of migrants in their new country.

Here are some comments from the participants:

The learners can be encouraged to come up with new ideas with which the school and the local community can promote the inclusion of the migrant students (they can organise an ethnic cuisine bazaar or a folklore dance performance of groups from different countries, or a poetry night where they can recite famous poems from their countries in English or even a karaoke night with popular songs from their native countries or from other countries).

As my students are young, I believe they won't be able to gauge all the consequences of free movement. Issues such as all citizens from poor countries immigrating to richer countries will come up and little by little students will start adding some prerequisites and limitations and they will reconsider their initial agreement. This discussion will also help them see the issue of population movement/refugees/immigrants from different perspectives.

Activity 4: Raising multicultural awareness

This Activity focuses on multicultural awareness in the classroom. After watching the videos, respondents comment and consider if they would use any of them in their own classroom. What kind of discussions would you have with your learners to raise their multilingual and multicultural awareness? Here is what two other teachers wrote in response to the same question:

I would definitely show it to my older students because it can help them feel empathy for the traumatic experiences of the refugees who abandon their countries not just for a better future but because their lives are threatened. I firmly believe that when my learners become aware of the reasons why those people were forced to leave their homes it will be easier for them to accept them as part of their community. The video is also an ideal opportunity to trigger a discussion about the human rights and their violation in the countries where the refugees come from.

The third video is an example of the use of English as a lingua franca because The Italian astronaut speaks English fluently and we can easily understand what she is saying. I would also point out that astronauts of different nationalities use English to communicate. This video could be used as part of a unit on food and nutrition. In a multilingual classroom, students could talk about eating habits in their countries. From my experience, I can say students like reading and talking about eating habits and foods they like (although, sadly, hunger is a critical issue in developing countries where many immigrants come from).

Further reading materials

- ARCHIBALD, A., Cogo, A. & Jenkins, J. (2011). *Latest Trends in ELF Research*. Newcastle upon Tyne: Cambridge Scholars Publishing.
- COUNCIL OF EUROPE (2007). *From Linguistic Diversity to Plurilingual Education: Guide for the development of Language Education Policies in Europe*. Strasbourg: Council of Europe.

- CUMMINS, J. (2013). "Language and identity in multilingual schools: Constructing evidence-based instructional policies." In D. Little, C. Leung & P. van Avermaet (Eds.), *Managing Diversity in Education: Languages, policies, pedagogies*. Bristol: Multilingual Matters, 3-26.
- EUROPEAN COMMISSION (2008). *A Rewarding Challenge: How language diversity could strengthen Europe* (Proposals from the Group of Intellectuals for Intercultural Dialogue). Brussels: European Commission.
- EUROPEAN COMMISSION (2019). *Integrating Students from Migrant Backgrounds Education and Training Eurydice Report into Schools in Europe National Policies and Measures*. Brussels: European Commission.
- THE 1951 REFUGEE CONVENTION, at <https://www.unhcr.org/1951-refugee-convention.html>, accessed 15 April 2021.

1.2.2. Multilingualism

İŞİL ERDUYAN

Orientation

This Section focuses on defining ‘Multilingualism’ and describing its scope as an everyday reality in many EFL classes and the World outside. The section introduces a range of terms and notions inherently related to multilingualism, and focuses on a range of contexts for multilingual language use. It also addresses forms of multilingual interaction, such as code-switching. Doing so, the Section draws on examples of multilingualism both as an individual capacity and a societal fact. This Section includes four Activities in total.

Link to the video

You can watch the video of this unit by clicking on the following YouTube link: https://youtu.be/_cC8stUr6n8 .

Summary of the transcript / video / key theoretical points discussed in the video

The video opens with an Activity that aims to allow teachers to think about themselves as teachers or users of English and answer the following two questions:

- What does multilingualism mean to you? What kind of characteristics would you say that multilingual communication may have?
- How do you think acknowledging your students’ multilingualism affects their academic performance?

The video continues by defining multilingualism starting with the difference between multilingualism and plurilingualism which are often used interchangeably. The distinction between the two is underlined so to avoid confusion, but at the same time to draw attention to the all-encompassing and much widespread definition of the European Commission. The video then emphasizes that multilingualism is understood to be both an individual and societal property. In closing, this first part underlines that rather than monolingualism, multilingualism is the norm across the world populations today. It is important to acknowledge this fact at the outset, so that teachers grasp the underlying reason behind the multilingualism component in the Project.

The lecture then goes on to explain 'multilingual repertoires.' One of the most well-known distinctions is that between the dominant and non-dominant or home languages. This distinction is important to realize in that EFL classrooms today might be composed of native speakers of both languages. Therefore, coming to class, the students already bring their multilingual repertoires with them. The most widespread example of this is the case of students coming from immigrant households. This fact is particularly emphasised in the module, as many of the EFL contexts today are multilingual classroom environments where students with immigrant background constitute the majority in some cases.

The lecture continues with the second Activity. This is a basic online search activity to answer the following questions:

- How many non-dominant languages can you list that are spoken across Europe?
- How many different home languages can you list that you know are spoken in your country/city?

The lecture resumes with a focus on multilingual interaction. The purpose of this Section is to underline the ordinariness of multilingual talk in daily interactions across a range of contexts around the World – unlike the commonsensical portrayal of multilingualism as an exception. As the default form of communication in these contexts, multilingualism helps speakers express their meaning in a way they would not be able to express themselves by solely using their monolingual means. An important point of consideration in this Section is that multilinguals switch between languages at meaningful junctures. Acknowledging this will help teachers understand the complexity behind switching patterns in their classrooms.

This Section also draws on the relationship between multilingualism and identity, a common theme for many teachers facing multilingualism in their classrooms. One remarkable thing to know about this conjunction is that multilingual students' identities are informed by a range of resources that are linguistic, semiotic, and multi-modal. Students construct these identities through interaction with their surroundings. EFL teachers, then, are instrumental in their students' construction of multilingual identities.

The video then proceeds with the third Activity. The following two questions are posed:

- Based on the information provided in the video of this Section and, of course, your own experience, can you think of other ways multilingual immigrants construct and enact their identities?
- Do you think this construction is stable? Why or why not?

This Section also focuses on transnational identities that multilingual students construct in the context of globalization, particularly students with immigrant backgrounds. Yet, it also draws attention to the range of identities that are available when they start living in new countries, as well, such as ethnic, racial, and gender identities. For EFL teachers, it is important to realize that some identities that their students construct might be more relevant than others in the classroom. Likewise, some might be more or less persistent. More importantly, it is important to realize that students' access to resources might be blocked based on their immigrant or racial/ethnic identities, which in turn affects their language learning and use.

Next, emphasis is placed on how Europe has been a multilingual continent for centuries. Multilingual students in European education systems might come from immigrant minorities or have a regional minority background. However, it is the increasing number of transnational migrants that make the classrooms in Europe much more diverse nowadays than in the past. It is important to acknowledge that the multilingual classrooms of today's schools require different pedagogies than in the past – it holds true both for foreign language and subject classes. The video then underlines that there are two sides to approaching multilingual pedagogies:

1. What to do with classrooms in which students come from twenty-something different linguistic backgrounds?
 2. What to do with schools in which most of the students are multilinguals?
- These are not easy to answer questions.

Following this, attention is given to the notion of multilingualism with English. The spread of English around the world also means the spread of English as learnt and used by multilingual people – this fact has led to the notion of multilingualism with English to develop. With this in hindsight, most multilinguals around the world are also English speakers, as English has become a regular school subject in many countries worldwide. Yet, depending on the context, multilinguals' exposure to English shows variations. What is important to acknowledge is the role of English in multilinguals' linguistic repertoires. Particularly in the case of immigrant

situations, students with immigrant backgrounds might perform better in English than in their heritage languages or the host society's language(s). This might stem from the positive attitudes they develop for English. In line with this, students nowadays access English as a lingua franca resource through digital, multilingual contexts, as well. As this handbook exemplifies, they become part of an international online community where they post multilingually and multimodally.

For the last activity, this Section poses the following two tasks:

- Find some real-life examples from your own classes that are evidence of students' awareness of their own multilingualism.
- Discuss how these examples can be understood with reference to the way you teach.

Navigational guidelines

Activity 1: Multilingualism

This is the opening Activity of this Section. It is important that you think about this Activity before moving on to the following stages. It will allow you reflect on your own insights about multilingualism and multilingual communication. It will also let you pause for a minute to think about the importance of acknowledging multilingualism and its effect on the academic performance of students in your classes. Some participants of this Course have given the following responses:

Multilingualism to me is the possibility to access different language systems and express concepts in different ways. Multilingual communication is the implementation of multilingualism for the purpose of communication among people speaking different first languages. It often implies negotiation and co-construction of meaning, as well as using strategies to compensate or complement what is not available in one system.

In my opinion, multilingualism is the diversity of linguistic or even cultural backgrounds. This "encounters" have greatly increased among pupils in our classrooms due to migration and globalization.

Acknowledging our students' multilingualism can expand their personal horizons and offer a new perspective to their lives. Multilinguals can promote cooperation,

communication and serve as mediators to overcome cultural differences and develop other people's understanding of different cultures. As far as their academic performance is concerned, it is true that more career prospects are available to multilinguals, while research has shown that multilingualism improves a person's working memory. Multilinguals can perceive the world in a different way and be more open-minded. Finally, there is a dominant perception that multilinguals are better at problem-solving, using higher-order thinking skills.

I have often found that students' multilingualism enhanced their performance, by making them more flexible and more willing to draw on different resources to solve problems for example.

Activity 2: Home languages

This hands-on Activity aims to lead teachers into searching for the actual numbers of multilingual speakers across Europe and raise their awareness of the diversity of home languages spoken in their cities/countries. We have posed the following two questions:

- How many non-dominant languages can you list that are spoken across Europe?
- How many different home languages can you list that you know are spoken in your country/city?

Following are a few sample entries from the teachers attending the CPD course:

"Within the European Union, there are 23 officially recognised languages. There are also more than 60 indigenous regional and minority languages, and many non-indigenous languages spoken by migrant communities" (The Guardian)

According to the official website of the European Union, the EU has 24 official languages and is home to over 60 indigenous regional or minority languages (non-dominant), spoken by some 40 million people.

In my country I can list, In addition to Portuguese, Creole (from Cape Verde, Guinea-Bissau or São Tomé), Chinese and Slavic languages (Slovenian, Romanian, Ukrainian...), among others.

In my city the communities of people from Eastern Europe, Chinese and from different African Countries are the most represented and so their mother tongues.

Activity 3: Multilingualism and identity

This Activity aims to lead teachers into thinking about ways multilingual immigrants construct and enact their identities and whether this construction is stable. In this way, we have aimed to draw attention to the multi-faceted, fluid nature of identity. Following is a set of sample responses that we gathered:

I don't know how "stable" such identity building can be considered. I suppose it's greatly depending on the kind of motivation each individual has. Some multilingual communities clearly live their migrant status as a drawback (they'd rather not be where they are) while often their children don't want to lose their multilingual status but at the same time are more interested in integrating in their host society and shape their identity accordingly.

I would say that the degree of stability of this construction might not be stable/ fixed; constructing a multilingual identity is a process and as such there is the possibility that in some aspects it may be subject to change. Our multilingual lexical choices can be affected by adaptation and movement-for a variety of reasons, e.g., professional, personal, educational etc. Therefore, we will always be characterised by our multilingual identity but the proficiency and the choices made in our linguistic repertoire may vary, thus, changing the dynamics of the aforementioned construction.

Activity 4: Multilingualism in the classroom

The following are some examples posted by the participants on the issue of multilingualism in the classroom:

All of my students are multilingual, and they are quite well-aware of it. They are immigrants mostly from Africa and the Middle East, but there are some Europeans and Latin Americans as well. Many complain that they have great difficulty learning two new languages at the same time (English and Norwegian, in addition to the language(s) they speak from before.) I see their point, and my heart goes out to them, because they have an incredible amount on their plates, even apart from language learning.

In my classes it has happened quite often that students with different language backgrounds could make lexical connections with new English vocabulary and their mother tongue ("oh, we use a similar word in ...") I always try to encourage such noticing activities and I also encourage sharing them with the rest of the class. This is just a simple example of how we try to value multilingualism.

References

EUROPEAN COMMUNITIES (2007). *Commission of the European Communities Final report – High Level Group on Multilingualism*, at <https://publications.europa.eu/en/publication-detail/-/publication/b0a1339f-f181-4de5-abd3-130180f177c7>, accessed 10 February 2021.

Further reading materials

ARONIN, L. & Singleton, D. (2012). *Multilingualism* (Vol. 30). Amsterdam & Philadelphia: John Benjamins Publishing.

BLACKLEDGE, A. & Creese, A. (2010). *Multilingualism: A critical perspective*. London & New York: Continuum.

CENOZ, J. (2013). "Defining Multilingualism." *Annual Review of Applied Linguistics*, 33: 3-18.

1.2.3. Translanguaging

YASEMIN BAYYURT | SEZEN BEKTAŞ

Orientation

The focus of this Section is on the concept of translanguaging. Initially presenting various definitions of translanguaging given by several scholars, the Section continues by comparing this concept with the long-known notion of code-switching. Furthermore, this Section puts special emphasis on three different approaches to translanguaging, 'translanguaging as an act of multilingual speakers', 'translanguaging as a social space for multilingual speakers', and 'translanguaging as a multilingual pedagogy for teaching and learning'. These approaches are also supported by real-life examples in order to provide a better understanding of the concept. This Section includes four Activities in total, which aim to help you reflect on the concept of translanguaging in relation to your own teaching context and experience.

Link to the video

You can watch the video of this unit by clicking on the following YouTube link: <https://youtu.be/KXpMpkWelZo> .

Summary of the transcript / video / key theoretical points discussed in the video

The lecture begins with a couple of reflective questions on language and language practices, which aim to prepare you for the upcoming content. That is, the first part of the lecture introduces the changing views of language and communication in today's world. It is noted that in today's societies characterised by globalization, technology, diversity, mixing, and mobility, communication is recently defined by means of such attributes as dynamic, complex, constantly changing, and fluid. Likewise, 'language' is no longer viewed as a discrete, bounded entity, or just a system of structures; it is rather defined as a dynamic, social practice in which users employ all linguistic resources at their disposal to achieve their communicative aims.

Following the introduction, the lecture presents definitions and conceptualizations of language by various prominent scholars in the field. For instance, it starts with Creese and Blackledge's (2015) definition of language: "a social resource without clear boundaries, which places the speaker at the heart of the interaction" (p. 21). Also, Canagarajah's (2007)

definition of languaging is cited: “a social process constantly reconstructed in sensitivity to environmental factors” (p. 94), thus highlighting language itself as an act rather than a sole system of structures. This part of the lecture closes with presenting some recent terms such as ‘flexible bilingualism’, ‘translingual practice’, and ‘translanguaging’ used to define language practices of today’s multilingual speakers. Among them, as previously mentioned, particular emphasis is placed on the notion of ‘translanguaging’ throughout this video lecture.

Therefore, the next part elaborates on translanguaging and provides further discussion regarding the origin and definition of this concept. First, a word cloud is presented as a visual prompt to let you work on your own definitions of translanguaging with the help of other words frequently associated with it. Then, the lecture moves on presenting the origin of the term ‘translanguaging’. It originally comes from the Welsh word *trawsieithu*, first used by Williams (1996) to address a pedagogical practice in which learners are asked to shift between languages for the purposes of receptive or productive use. However, for now, it can be said that the use of this term has been widely expanded, and it is mostly used to address complex language practices of multilingual speakers. In Canagarajah’s (2011) terms, translanguaging is “the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system” (Canagarajah, 2011, p. 401). In a similar vein, Garcia (2011) defines translanguaging as the multilingual speakers’ “flexible use of their linguistic resources to make meaning of their lives and their complex worlds” (Garcia, 2011, p. 1). A final definition of translanguaging presented in the lecture comes from Baker (2011); according to him, translanguaging is “[M]aking meaning, shaping experiences, gaining understanding and knowledge through the use of two [or more] languages” (Baker, 2011, p. 288).

In this section, it is also highlighted that translanguaging and code-switching are two distinct terms although they are used interchangeably at times. Differences between these two concepts are summarised in a table. First, it is argued that code-switching regards the languages of bilinguals as two separate monolingual codes that could be used without reference to each other. However, the notion of translanguaging suggests that bilinguals have a unified linguistic repertoire from which they can select features strategically to communicate. In addition, code-switching focuses on the language viewed as the code, whereas translanguaging emphasizes the language user or speaker. As for the last distinction, while code-switching is

conventionally considered marked or unusual, translanguaging is viewed as normal, a natural mode of communication. In brief, code-switching is seen as a linguistic movement from one separate language to another; however, translanguaging points to an ability to use any and all language resources for meaningful communication. That is, the concept of translanguaging, which suggests no hierarchical relationship between one's languages, rejects the monolingual paradigm of language and adopts a multilingual one.

After introducing the concept of translanguaging, the video lecture moves on to the second Activity which requires you to picture two classroom scenes involving language practices of students and reflect on them from a translanguaging perspective. Following the Activity, the Section presents different approaches to translanguaging. Among many, the following three approaches come to the fore: 1) "Translanguaging as an act of multilingual speakers", 2) "Translanguaging as a social space for multilingual speakers", and 3) "Translanguaging as a multilingual pedagogy for teaching and learning". Focusing on individual aspects of translanguaging, the first approach considers translanguaging an integral part of multilingual speakers' every day interactions. In other words, multilingual speakers have one integrated linguistic repertoire, and flexibly and naturally use a variety of resources to construct meaning. They are capable of adapting all their resources according to the demands of global and local situations.

Unlike the first approach, the second approach, "translanguaging as a social space for multilingual speakers" addresses its social functions in communication. As Wei (2011) states, the act of translanguaging is "transformative in nature; it creates a social space for the multilingual language user by bringing together different dimensions of their personal history, experience and environment" (Wei, 2011, p. 1223). Relatedly, the section draws on the importance of two main factors, context and audience, in determining which languages or language varieties will be used by a speaker each time. Furthermore, it is suggested that translanguaging as a social space for multilingual speakers can be characterised by two features: creativity and criticality. Garcia and Wei (2014) define creativity as the "ability to choose between obeying and breaking the rules and norms" (Garcia & Wei, 2014, p. 67). That is to say, the speakers may create new forms on the spot to make their interaction 'tick', without necessarily following the rules of Standard English or even the rules of the speakers' first languages. Similarly, it is highlighted that translanguaging social spaces trigger multilingual speakers to use the language in a critical way. Herein, criticality is defined as the "ability to use available evidence" to "inform",

“question” and “problematize” views “of cultural, social, political and linguistic phenomena” (Garcia & Wei, 2014, p. 67). That is, speakers may reflect on and decide on the spot what is appropriate and what is not in a given interaction.

The final approach mentioned in the lecture underlines the potential of translanguaging as a pedagogy and practice in educational contexts. Given that languages are today considered mobile and complex, it is crucial for teachers to develop pedagogy that appeals to their students’ multilingual repertoires (Creese & Blackledge, 2015). Garcia (2014) suggests that translanguaging as pedagogy enables students to deploy all their linguistic resources to achieve meaning-making and communication, thus helping to maximize their educational gains. In this part of the lecture, a third Activity is presented, and you are initially expected to picture four different classroom scenes and then reflect upon them from the perspective of translanguaging as a pedagogy. School contexts are known to have increasing numbers of multilingual learners, thus having the potential to provide examples of translanguaging. Therefore, this Activity aims to illustrate the theoretical points made so far regarding the final approach to translanguaging.

In what follows, the lecture discusses how translanguaging as a pedagogical tool can be successfully integrated into teaching contexts. At this point, the Section draws on the importance of engaging learners in real-life social interactions where they can use all of their linguistic resources, including their mother tongues and additional languages, as well as pointing to the importance of valuing linguistic equity (Wei, 2017). Prior to closing, the final activity of this part is introduced, and you are supposed to watch a video by Ofelia Garcia and give answers to the upcoming questions. Finally, the lecture ends with concluding remarks that provide a brief summary of the important points highlighted throughout the whole section.

Navigational guidelines

Activity 1: Introduction to translanguaging

This is the opening Activity of this Section which requires you to reflect on your own experience as a user of English. It is important that you take time to complete this Activity before you move on to the rest of the lecture since it aims to prepare you for the upcoming content. The following questions are raised in this Activity:

- What do the terms 'language' and 'multilingual speaker' mean to you? Could you provide a brief definition of each term?
- Sometimes people use other languages (e.g., their mother tongue) while using English. Why would you say they might do that?
- Have you ever done that or noticed anyone else do it? If so, what did you think then? Why?

Following are sample responses from the participants taking the course:

I think language is a tool used to communicate that changes over time as society changes, too. It is part of one's identity. A multilingual speaker is someone who makes use of all linguistic resources available to communicate.

In Portugal, I have noticed that a lot of emigrants usually do that with Portuguese and French, though. I don't think they do it because they have difficulty with one of the languages. They seem to do it because they are proficient in both languages and they use it without thinking that they are using two different languages.

Depending on the context, people may use two or more languages, including English, to communicate effectively. I live in a multilingual household, so I switch in and out of languages, mostly English and French, but with friends between English, Hungarian and Russian, too, as a norm. ... It is a natural act, and I do not need to think about it.

Activity 2: Sample translanguageing practices

The second Activity of this Section requires you to picture two classroom scenes which describe language practices of multilingual students and to reflect on them evaluating to what extent they illustrate translanguageing. This Activity aims to enable you to consider the concept of translanguageing through a practical lens based on the theoretical points mentioned so far.

Activity 3: Translanguageing in ELT classrooms

The third Activity is also important in illustrating theoretical points made in the lecture, particularly the approach of 'translanguageing as a multilingual pedagogy for teaching and learning'. To complete this Activity, you should read four different classroom scenes and reflect upon them through the lens of translanguageing as a pedagogical tool. This Activity goes beyond

the given examples by asking you to think about your classroom context in terms of having the potential to provide translanguaging. Some answers from the Course participants as follows:

I believe that all four scenes could provide opportunities for translanguaging to some extent. The first and fourth scenarios, however, would come close to what I would employ in my classroom. Particularly in scene 4, students can employ their full linguistic capacities during task preparation which they then use to speak English. ... I have experienced such scenes in my teaching practice a lot of times, but I must admit that I had never thought of them as opportunities for translanguaging.

Actually I tried similar activities in my context. I observe that some students who feel not as competent in English as the others opt for code-switching whenever they try telling a complex idea or a personal story. It gives me a signaling chance to gather data on what strategies and language resources they need to be able to communicate properly. Thus, I utilize their motivation to tell about themselves in such activities like the one in Scene 3, thereby engaging my students in real life situations where they can use all their linguistic resources including their mother tongue to communicate in a creative way. As long as they collaborate and use the languages flexibly, they see that it is easier to negotiate and mediate through the meaningful interaction.

Activity 4: Reflections on translanguaging

The final Activity of the lecture is a video activity in which you are supposed to watch a video by Ofelia Garcia in which she raises important issues about translanguaging, in particular its use as a pedagogical tool in educational contexts. It is important that you take time to watch the video and answer the reflective questions in this Activity:

- As a teacher, to what extent do you agree with the arguments which Ofelia Garcia makes? Why?
- To what extent would your own learners benefit from creating translanguaging spaces in the classroom? Why?

References

- BAKER, C. (2011) (5th Ed.). *Foundations of Bilingual Education and Bilingualism*. Clevedon: Multilingual Matters.
- CANAGARAJAH, S. (2007). "The ecology of global English." *International Multilingual Research Journal*, 1/2: 89-100.
- CANAGARAJAH, S. (2011). "Codemeshing in academic writing: Identifying teachable strategies of translanguaging." *The Modern Language Journal*, 95/3: 401–417.
- CREESE, A. & Blackledge, A. (2015). "Translanguaging and identity in educational settings." *Annual Review of Applied Linguistics*, 35: 20-35.
- GARCIA, O. (2011). "Theorizing translanguaging for educators." In C. Celic & K. Seltzer (Eds.), *Translanguaging: A CUNY-NYSIEB guide for educators*. New York, NY: CUNY-NYS Initiative on Emergent Bilinguals, 1-6.
- GARCIA, O. & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Basingstoke, Hampshire: Palgrave Macmillan.
- WEI, L. (2011). "Moment analysis and translanguaging space: Discursive construction of identities by multilingual Chinese youth in Britain." *Journal of Pragmatics*, 43/5: 1222-1235.
- WEI, L. (2017). "Translanguaging as a practical theory of language." *Applied Linguistics*, 39/1: 9-30.
- WILLIAMS, C. (1996). "Secondary education: Teaching in the bilingual situation." In C. Williams, G. Lewis & C. Baker (Eds.), *The Language Policy: Taking stock*. Llangefni, UK: CAI, 39-78.

2. TEACHING ENGLISH

NICOS SIFAKIS

Orientation

This Section focuses on defining the process of teaching, with particular reference to the various 'guises' and forms of this process. Special emphasis is placed on the importance of reflective and reflexive practice in teaching English. This Section also provides an overview of the aims of the sub-Sections 'ELF-aware teaching', 'The content of ELF-aware teaching', 'Methodology in ELF-aware teaching', 'Language assessment' and 'Lesson planning and evaluation', each of which focuses on specific aspects related to teaching English. This Section includes one Activity in total.

Link to the video

You can watch the video of this unit by clicking on the following YouTube link: <https://youtu.be/zBxjr1SlzOs> .

Summary of the transcript / video / key theoretical points discussed in the video

This video lecture raises four key points: (a) how teaching can be defined; (b) how English language teaching and learning can be linked to the fundamental types of education (formal, non-formal, informal); (c) the importance of reflective and reflexive awareness for teachers; and (d) key domains of language teaching.

(A) Teaching can be defined as the 'steering' of the process of learning by the teacher in a classroom setting. This means that, for teaching to happen, it is necessary to have learners, learning and some sort of context in which the three can co-exist and interact. In contexts where teaching is purpose- and goal-oriented, it is typically necessary to have some form of underlying plan (or syllabus) that (a) addresses a particular type of learner or learners, (b) runs for a specific time and (c) should lead to specific outcomes. For learning to be successful, teaching needs to be effective, and for teaching to be effective, the teachers need to be aware of the needs of their learners. There are different kinds of needs. Individual learners have their own individual cognitive and psychological needs that go to make their individual learning profiles.

There are different forms of teaching: direct (when the teacher explicitly instructs learners, in a classroom context, usually with reference to one or more textbook), indirect (when the teacher is less obviously involved and the learners are prompted to engage in authentic communicative interactions), theory-driven/top-down (with activities that prioritise linguistic structures and functions) or practice-driven/bottom-up (if teaching prioritises learners' exposure to specific uses of language).

(B) Our teaching is embedded within a specific type of education. The first type, formal education, is essentially the official educational and training system of a country. Formal educational settings are structured and organised, engage public organisations or recognised private institutions and provide formal certification and formal level of qualification that is recognised by relevant national and international educational authorities. The second type, non-formal education, offers structured and organised learning, with plans and goals, that is often provided by institutions, but it does not lead to any type of formal level of qualification that is recognised by the relevant national education authorities in the same way that a university degree or PhD diploma are recognised. Finally, the third type, informal education, is linked to learning that takes place outside and beyond any designated areas that are traditionally associated with teaching and learning. Interestingly, it could be argued that these informal learning occurrences that are without external support and not institutionalised are probably the most important ones for learning.

(C) On reflective/reflexive awareness. Good teachers are aware of how they teach (i.e., the way they employ different instructional sequences) and what impact their teaching has on different learners (i.e., how their teaching leads to successful learning). Awareness leads to improved teaching practice and increased learner performance. Awareness is particularly important for ESOL (English Speakers of Other Languages) teachers (a) in terms of *reflectivity*: Do I know my learners? The curriculum? How do I use the coursebook? How do I assess learners' performance? (b) in terms of *reflexivity*: What do I consider 'proper' English? What is my notion of 'language error'? How do I see myself/my role as a teacher? as a user of English? To what extent do I acknowledge the importance of informal learning in my learners?

(D) Key domains of language teaching. One of the central domains to think about and draw information from is our teaching context. The teaching contexts that belong to any type of formal or non-formal education use:

- curricula (broad framework or philosophy of a course),
- syllabi (specific items to be taught in sequence, specifying learning purpose and outcomes),
- teaching materials (resources used in formal settings, such as textbooks, dictionaries, grammar books, interactive whiteboards, worksheets, websites),
- means of instruction – specific ways of engaging learners, they generally break down to the following:
 - approach: general assumptions about what language is and how learning a language occurs,
 - method: overall plan for the orderly presentation of language material,
 - procedures: the step-by-step measures and ways to execute a method,
 - technique: the actual moment-to-moment classroom steps that lead to a specified outcome.

Lesson planning is an essential tool that can help us organise our teaching and also reflect on the impact of our teaching. Lesson planning involves the notion of a lesson (a unified set of activities that cover a period of classroom time, usually ranging from 40 to 90 minutes) and its planning (the organisation of the activities to be carried out during a particular lesson). There are various parameters to be considered in developing a lesson plan and these involve an awareness of the curricular situation, the resources available for that lesson, learners' current learning situation, learners' preferred strategies and learning styles and the means of guiding the learners from that particular point of their learning to the next milestone of their learning.

Navigational guidelines

Activity 1

In carrying out this Activity, what is interesting is to ask yourself this: if authentic communicative interactions are where we are most motivated to use English, and if when we use English in these situations we learn

best, then which of the three types of education mentioned above are more relevant for learning? Could it be that informal education holds secrets for successful learning of English that we may never have thought of or acknowledged before? It is worth thinking about this. Here are some excerpts from participants' responses to this Activity, that can help you understand the different types of education:

I rarely use workbooks (formal education), apart from some songs and hands-on works I mainly use a bottom-up approach, by CLIL methodology and eTwinning projects, which give the pupils the chance to use English as a mean of communication instead of perceiving as a subject to study (I think it should be an example of non formal education, as having taken part to a Comenius Partnership, although they are embedded in the school curriculum and lead to assessment). Some examples of informal education could be taking the pupils to study visits and to the theatre, organizing displays of a project and exhibitions for parents at the end of the School year, playing a sport, volunteering in an association.

BAs, MAs and PhDs in Language, English, Linguistics and related areas (formal education).

CELTA, DELTA, TESOL, TEFL, etc. Other kinds of courses, for example, I recently took a course on how to teach online (non-formal education).

YouTube channels, Spotify podcasts, sites such as British Council, seminars, lectures, events, talks, blogs, meeting fellow teachers (informal education).

Formal education: at school adopt the CLIL methodology, eTwinning projects, CEFR certifications.

Non-formal education: seminars, webinars, private courses at home or abroad.

Informal education: refers to experiences and contexts of daily life, at work, in travel, in online games, in temporary interactions between people who meet in their free time.

Formal education- our students in our classrooms, they have to be tested according to the Ministry of education and we have to follow the year syllabus. Final exams and even exams for those students in 'homeschooling'.

Non-formal education- exams taken in study centers like the starters exam for kids. Those I listed above in my experience are also valid here.

Informal education- the education our students are going to get from tomorrow via internet through educational platforms like 'Escola Virtual'; 'Leya'; 'Express publishing'; 'Google Classroom'; 'Go-lab'; 'Padlet'; 'Classdojo'; 'XSplit'; 'Educational blogs'; 'Storybird'; 'Virtual Libraries'; 'MilagreAprender+'; 'Microsoft teams' and so on.... besides songs they hear in English and gaming, which I'm sure they'll do a lot hopefully instead of going to malls.

Further reading materials

- ROGERS, A. (2014). *The Base of the Iceberg: Informal learning and its impact on formal and non-formal learning*. Berlin & Toronto: Budrich Publications.
- SOCKETT G. (2014). *The Online Informal Learning of English. New language learning and teaching environments*. London: Palgrave Macmillan.

2.1. ELF-aware teaching

NICOS SIFAKIS

Orientation

This Section focuses on defining the concept of 'ELF awareness' and, in particular, the concept of 'ELF-aware teaching', as a process whereby insights drawn from English as a Lingua Franca (ELF) are integrated in current English as a Foreign Language (EFL) practices to the extent that this is appropriate and relevant to the local context. Special emphasis is placed on the three components of the concept of ELF awareness, namely 'awareness of language and language use', 'awareness of instructional practice' and 'awareness of learning', and on what each of them involves in practice. Specific examples of the ways in which textbook input and activities can be enriched from an ELF-aware perspective are provided. This Section includes three Activities in total.

Link to the video

You can watch the video of this unit by clicking on the following YouTube link: <https://youtu.be/46NednPf5eQ> .

Summary of the transcript / video / key theoretical points discussed in the video.

The video lecture begins with underlining the importance of reflective awareness for all teachers. Awareness is important because it helps us realize what we do, when we do it and for what reason we do it, and this is really important when we are dealing with using, teaching, and learning English in today's globalized world. This Section focuses on how awareness will help us become better teachers and respond to our learners' communicative needs. The concept of ELF awareness aims to help teachers introduce the processes and practices observed in ELF interactions in their own teaching contexts.

ELF awareness is defined as:

(...) the process of engaging with ELF research and developing one's own understanding of the ways in which it can be integrated in one's classroom context, through a continuous process of critical reflection, design, implementation and evaluation of instructional activities that reflect and localize one's interpretation of the ELF construct. (Sifakis & Bayyurt, 2018, p. 459)

This definition implies that ELF-aware teachers are responsible for integrating the skills, strategies and critical response to communication in English, and the only way to achieve this is by judging for themselves to what extent they can experiment with activities that promote this perspective, and keep evaluating the impact of these experiments. Understanding the concept of ELF awareness means appreciating, first and foremost, that:

- many EFL learners are ELF users (to some extent) outside the EFL classroom;
- ELF is not a linguistic variety that can be taught, in the same way that EFL (i.e., Standard English) is;
- as far as linking ELF with EFL is concerned, ELF should not replace EFL—It should become integrated within it.

ELF awareness has three components (Sifakis, 2019). The first component is *awareness of language and language use*. This implies being exposed to different examples of ELF communication and noticing how ELF works, both at the ‘surface’ (or observable) level of syntax, morphology, lexis, and phonology, and at the deeper (or hidden) level of pragmatics and sociocultural characteristics. Becoming aware of language and language use means becoming sensitive to it, it means noticing its various detailed (obvious and less obvious) features, being alert to any deviations from what is expected, and trying to understand why this type of discourse is produced in this specific interactional context. As communicating in any language (and all the more so for English) is a very complicated array of processes, you need to understand what we do when we communicate, understand processes like languaging and translanguaging (see relevant Section in this Handbook). With regard to this first component of ELF awareness, we need to not only understand how ELF works in interactions, but what our own reactions, feelings, and convictions are regarding these processes. As teachers who want to know more about ELF, becoming ELF-aware means becoming conscious of our own preconceptions about key concerns surrounding ELF: concerns like normativity (is Standard English relevant when non-native users are involved? to what extent?), appropriateness, comprehensibility, ownership.

The second component of ELF awareness is *awareness of instructional practice*. As the objective is to integrate ELF within EFL, teachers have to be aware of their own teaching practice: what they do and do not do, the broader curricular situation (e.g., whether it is more testing-oriented,

whether there is room for experimentation, how the given textbook is structured, to what extent it is amenable to adaptation), as well as their own personal theories about instruction, corrective feedback, meeting learners' needs. Also, it is essential that teachers become aware of their own traits, and also their anxieties and concerns as language users.

The third component of ELF awareness is *awareness of learning*. This refers to recognizing the important and perhaps primary impact that language use has on language learning. It is, therefore, the responsibility of the ELF-aware teacher to prompt learners to realize that they use English outside the context of the language classroom, that they use it extensively and creatively, and that, since this is the case, perhaps English is not a foreign language to them (in the same way that, say, French or Arabic might be). There are two ways of developing this type of ELF awareness in practice: (a) by integrating authentic tasks with realistic communicational goals that ask learners to use English with the same motivation and creativity that they employ when they use it outside the classroom; and (b) by asking learners to reflect on their own convictions about what works in communication in English.

It is suggested in this video lecture that ELF awareness can be raised with recourse to two types of reflective questions: (a) *metalinguistic* questions, that ask learners to reflect about why ELF communication works the way it does (e.g., why there are deviations from the so-called "norm", what purpose they serve and how they help render interactions involving non-native users successful and effective) and (b) *metacognitive* questions, that ask learners to focus on the origin of their attitudes, beliefs, perceptions and convictions regarding English, prompting them to go to the root of these perceptions and asking why they hold these beliefs.

In the second half of the video lecture, the focus is on seeing how metalinguistic and metacognitive activities can work in practice. The examples provided are based on activities from an EFL textbook used in state junior high schools in Greece. You are invited to closely follow the presentation in the video lecture and the accompanying slides. On the whole, the points raised refer to the following issues:

- distinguishing between a *large culture* approach, which reduces culture to essential features of ethnic, national or international groups and equates large groups with homogenous ideas of culture (in this particular excerpt, having slanted eyes is identified as related to people who come from Asia); and a *small culture* approach,

which finds culture in all types of social groupings, wherever there is cohesive behaviour (for more on this issue, please see the Section titled *"Large and small cultures in ELT"*);

- metalinguistic and metacognitive questions shift the focus from understanding the content of the reading input to the readers, the learners themselves;
- metalinguistic and metacognitive questions do not have to dominate the entire lesson, they can be added as an additional ELF-awareness raising "touch";
- ELF-aware tasks do not teach ELF; ELF awareness aims to expose learners to different aspects of ELF and prompts them to (a) find and expand on their own ELF speaker persona, and gain confidence as non-native speakers while they do that, and (b) open up towards ELF and its concerns.

Navigational guidelines

Activity 1: Introduction to ELF-aware teaching

It is important that you take your time to carry out this Activity before you go on with the rest of this video lecture. It will help you clarify certain things raised in this Course and prepare you for opening up to becoming more aware and more critical of different aspects of English language using, learning and teaching. Here are a couple of insights from participants of this Course:

I think my students use a little English outside the EFL classroom, for example when they play games online or when they watch TV series in the original language. Sometimes they interact with peers, on the occasion of international projects. They certainly listen to a lot of English music and sometimes post small contributions to their favourite stars' blogs/social media accounts.

Students they use English in communication with their online foreign friends, whether playing games or in student fora; also, you may see them writing text messages with each other, for instances they believe they can be more relaxed in, or, they want to differentiate informal with formal communication, which is in in Greek; also, when they are watching movies on cable networks and these are not subtitled or when they meet a foreigner and they need to give directions and answer other simple questions.

Activity 2: Metalinguistic and metacognitive awareness

This Activity aims at helping you explore how the learners' metalinguistic and metacognitive awareness could be promoted in ELF-aware teaching. Remember: metalinguistic questions prompt thinking about language and ask: What is going on? Why is it going on? Metacognitive questions prompt thinking about thinking and ask: Why do I hold these perceptions/convictions (about native speakers, corrective feedback, etc.)?

Activity 3: Adapting ELT activities

Here is what a participant of the Course commented on these textbook activities:

The activities provided do not fully exploit the topics while the tasks are mainly traditional, targeting understanding. As a result, reflective and metalinguistic questions are not favoured. On the contrary, activities need to incorporate certain features that encourage learners to become aware of the language and its use and how ELF works to be considered ELF-aware. Added to this, skills and strategies need to be integrated with activities that prompt the learner to notice those details, language features and deviations that help him/her understand the deeper reason a certain type of discourse is used in a specific context. Thus, metalinguistic and metacognitive tasks parallel with the activities provided can be developed to encourage the learner to reflect on the why. The main aim of the tasks is to be authentic, providing realistic communicational goals with questions that encourage learners to reflect on their own perceptions and beliefs about what works in communication in English with reference to their own experience."

Here are some of the additional metalinguistic and metacognitive activities suggested by participants of the Course:

Task 4:

What language do you use when you travel abroad?

Task 5:

Do you think Imani can speak English? If so, where do you think she has learnt it? Where do you think she uses English? Would you say that she could be using it the same way you do?

If you could meet her what would you ask her about her everyday life?

Do you think you would be able to understand her if you talked to her? Why? Do you think she would be able to understand you?

Imagine Imani would be visiting you; what do you think she would be asking you about your country and language? What would you like to know about her country and language?

Task 6:

What are the languages that Eva and Olga use to communicate with each other? What language do you think they use when Olga cannot understand something in Greek?

What do you think they talk about?

Do you think that when they use English they make errors? What role do these errors play in their communication? Are they serious?

Do you think that Olga uses words from her mother tongue when she does not know how to express herself in Greek?

What do you think when someone uses his mother tongue while speaking English?

Activity 4: ELF awareness in our own textbooks

Many really interesting ways of adapting existing courseware have been suggested by participants of the Course. Here are just two excerpts:

I use the Cambridge Italy coursebook MAKE IT with my lower secondary school. An activity which is usually well appreciated by my 3rd year students is called "From Comics to Films", in the Skills and Culture section of Book 3. The activity focuses on comics and graphic novels, and on films with stories built around original comic characters. There are two reading tasks (Matching pictures and captions; True/False), a listening task (a reporter interviewing 4 young people about their favourite heroes and books), a writing task (write about your favourite superhero. What would you do if you were him/her), and a speaking task (choose the film version of a comic/graphic novel and present it to the rest of the class. There are focus questions like "Who are the main characters?" "Where does the story take place?" "What is it about?" "Why do you like it?"). The activity is meant to give the students the possibility to practise their language skills also in view of their final exam and there is no evident ELF-aware component. However the topic of the activity can probably be exploited in a more ELF-friendly way. For example by providing pre-task questions like: "Do you like comics/graphic novels?" "Do you prefer watching films with superheroes or reading about them?" "In what language do you read/watch ...?" "Why?/Is it easy/difficult?" "Do you ever watch YouTube videos about ...?" "In what language?" "Do you understand them?" I know that a lot of my students are fond of Japanese Anime

and they often watch related YouTube videos with subtitles (often by somebody from the FanSub community) and this would certainly provide common ground for ELF-aware discussions and further exploitation. Another possibility to make the activity more ELF-aware would be that of using non-native speakers for the listening activity. This NEVER happens in coursebooks (non-natives are usually interpreted by natives, if at all) but I think it would be greatly beneficial to EFL learners, as well as being much closer to real life tasks.

The activity I have chosen can be found on page 82 of Access 1 (Express Publishing). There is a text whose title is Birthday treats. The text is divided into two small sections. In the first section, Jane, a 13-year-old girl from Britain, talks about her last birthday party. Another paragraph follows in which Lee, who is 12 and comes from China, also talks about his last birthday party. I can say that an attempt has been made to promote intercultural awareness as students can learn how birthdays are celebrated in these two different countries. To make it more ELF-aware I would firstly ask students in my class to discuss with their classmates how they celebrate their birthdays. In multilingual classrooms it would be extremely interesting to listen to what everyone has to say about how people celebrate birthdays in their countries. Then I would tell students that they are going to read a text in which two children, one from Britain and one from China, talk about their last birthday party. I would ask learners to guess what happened during these teenagers' birthday parties and after reading the text to confirm or disconfirm their guesses and compare the content of the text with their own experiences. Next, I would ask students to imagine that Jane meets Lee and have a class discussion: Which language would they use to communicate? Do they think that Lee speaks 'perfect' English? Could he communicate with Jane? How do they think that the teenager from China would overcome possible difficulties in order to be understood? What are the benefits of speaking English? (Think, for example, about Lee or about yourself as non-native speakers of English).

References

- SIFAKIS, N. (2019). "ELF Awareness in English Language Teaching: Processes and Practices." *Applied Linguistics*, 40/2: 288-306.
- SIFAKIS, N. & 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*. London & New York: Routledge, 456-467.

Further reading materials

- COGO, A. & Dewey, M. (2012). *Analysing English as a Lingua Franca*. London: Continuum.
- HOLLIDAY, A. (2005). *The Struggle to Teach English as an International Language*. Oxford: Oxford University Press.
- JENKINS, J., Baker, W. & Dewey, M. (Eds.). *The Routledge Handbook of English as a Lingua Franca*. London: Routledge.
- SEIDLHOFER, B. (2011). *Understanding English as a Lingua Franca*. Oxford: Oxford University Press.

2.2. The content of ELF-aware teaching

STEFANIA KORDIA

Orientation

This Section belongs to the 'Teaching English' component of the ENRICH Course and discusses the content of ELF-aware teaching, namely the kind of input that could be employed in English Language Teaching (ELT) activities which integrate insights gained from English as a Lingua Franca (ELF). Special emphasis is placed on the general competences and communicative language competences which ELT aims at developing and on the ways these could be viewed from an ELF-aware perspective. In this regard, this Section highlights the ways in which the content of typical English as a Foreign Language (EFL) teaching can be enriched to address more effectively the needs of the learners in today's multilingual and multicultural world. This Section includes three Activities in total.

Link to the video

You can watch the video of this unit by clicking on the following YouTube link: <https://youtu.be/PYQFLyM1X2g> .

Summary of the transcript / video / key theoretical points discussed in the video

The video lecture begins with engaging you in reflecting on what you usually teach in your classrooms and what exactly you want your learners to acquire or develop through your teaching. You are also prompted, in this regard, to reflect on the extent to which you agree with the argument that is frequently put forward by several people, including teachers, that teaching practices in EFL classrooms generally aim at helping learners acquire native-like competence (Activity 1).

On this basis, it is highlighted that the answer to the original question, 'what exactly do we teach in our classrooms?' is anything but straightforward, not least because of the complex situation in English language use around the world (for more information, see the sub-Sections referring to 'Using English'). More specifically, in contexts where English is not employed as an official language of the country, such as Greece, Turkey, Italy and Norway, English is taught as a foreign language and, by and large, the varieties that are taught are those that are employed by native speakers, usually British or American English. At the same time, however, people in these contexts,

including learners themselves, use English as a lingua franca (ELF) in their everyday lives, both for international and intranational communication, depending on the purposes they need to achieve each time.

Communication in ELF, though, is extremely unpredictable and variable, which implies that there are not always very specific 'rules' that can be easily transferred to language teaching. It is a way of communication in which, however, the learners can indeed be trained so as to be more effective in their interactions. ELF, in this sense, can be integrated in typical EFL teaching practices by enriching them in certain perspectives, to the extent of course, first, that one is willing and ready to do so and, second, that this is relevant to the local context. This is precisely what ELF-aware teaching is about.

Returning to the original question, it is argued in the video lecture that what we teach and why largely depends on what perspective one, as a teacher, adopts when answering three major questions:

1. Who is the 'ideal' model of language use?
2. What do we want the learners to develop?
3. Why is it going to be useful to them?

In this respect, it is clarified that moving from a traditional EFL to a post-EFL, ELF-aware perspective mainly involves viewing the competent ELF user as the 'ideal' target model of language use (rather than only the 'native speaker') and helping the learners develop the competences that are necessary in establishing successful communication in ELF interactions, which, of course, may involve both native and non-native speakers. Such competences may indeed be highly useful to the learners in order for them to be able to adjust their English according to the situation.

The video lecture then proceeds to describe the key competences specified in the Common European Framework of Reference for Languages (2001, 2018), as well as in the taxonomy of the European Skills/Competences, Qualifications and Occupations of the European Commission (ESCO, 2017), highlighting, at the same time, how they may be viewed from an ELF-aware perspective and how they could be promoted in the classroom. These include:

- General Competences
 - Socio-cultural knowledge and skills (e.g., knowledge of the community where the target language is spoken and being able to relate to and act according to its socio-cultural norms);

Language and communication awareness (e.g., understanding how language works and why in various real-life communicative situations);

Life-long learning skills (e.g., ability to learn, metacognitive skills, self-awareness);

Beliefs (e.g., ideological, philosophical), values (e.g., ethical, moral) and attitudes (e.g., open-mindedness, tolerance to linguistic and cultural diversity).

- **Communicative Language Competences**
Linguistic competences: effective usage of language structures (vocabulary, grammar, phonology);
Sociolinguistic competences: appropriate use of language depending on social context (e.g., politeness conventions, functions, idiomatic expressions, responding to socio-cultural differences);
Pragmatic competences: negotiating the meaning in communicative interactions (e.g., flexibility, creativity, accommodation);
Plurilingual/Pluricultural competence: exploiting one's plurilingual/pluricultural repertoire (e.g., drawing on multiple cultural affiliations, purposefully 'blending' languages).

On this basis, you are encouraged, at this point, to reflect on the main points that practically differentiate post-EFL, ELF-aware teaching from typical or traditional EFL teaching (Activity 2). These points are summarised as follows:

Table 1: Differences between typical EFL and Post-EFL/ELF-aware teaching

TYPICAL EFL		POST-EFL / ELF-AWARE
Communication mainly with NSs	<i>Learners' needs</i>	Communication with both NSs and NNSs
Exposure to language produced mainly by NSs	<i>Language input</i>	Exposure to language produced by both NSs and NNSs
Adaptation to the way NSs mainly use English	<i>Language output</i>	Accommodation to the way each speaker uses English

Drawing on the Section entitled 'ELF-aware teaching', the video lecture highlights that, when viewed from the ELF-aware perspective, the development of the above-mentioned general and communicative language competences entails, in essence, the promotion of:

- metalinguistic awareness, including noticing and reflecting on features of language and language use in real-life communication in ELF and learning how to employ them in various socio-cultural contexts,
- authenticity of purpose as regards the design of instructional tasks, involving engaging the learners in using the language with other non-native speakers in real-life in-class or out-of-class communicative situations and developing small-culture ELF communities of practice (also see the Section 2.2.2.), and
- metacognitive awareness, involving reflecting on and monitoring one's thinking and learning processes and identifying how attitudes and experiences may influence one's learning and future development.

Finally, after discussing useful tools and resources where one may find materials that could be employed in the classroom to foster the learners' ELF-aware competences, the video lecture encourages you to reflect on the possible advantages and/or disadvantages of enriching your own practices through an ELF-aware perspective, as well as on the potential challenges and the ways to overcome them (Activity 3).

Navigational guidelines

Activity 1: What do we teach and why?

This Activity aims at helping you clarify things raised before in the Course regarding using, teaching and learning English in today's highly demanding multilingual world and raising your awareness of your own teaching practices. Here are some insights from participants of this Course regarding what they teach in their classrooms and why:

In the state Junior High school classes that I teach, I try to keep a balance in developing both the linguistic and socio-cultural competence of my students. Thus, vocabulary, grammar and syntax, listening, speaking, reading and writing are taught as well as cultural awareness, co-existence and respect to diversity, world citizenship, critical thinking and strategies towards effective communication.

I usually focus on communication, addressing authentic situations, everyday tasks, using all four skills, authentic reasons to use the language. I give less importance to cultural aspects of the language but I don't focus on "correct" English but on sending the message across. For formal reasons, formal documents and exams that is, sometimes the native speaker use of English is useful but it is not the only input that should be taught as English is spoken by so many people around the world.

I don't believe my students should be as close as native speakers of English because native speakers can be far from 'ideal'! Using English in an 'ideal' way, to me, means to be able to use it successfully according to one's needs at a given situation and time. I try to meet my students' present and future needs which may include taking a certification as a future professional qualification, being able to communicate effectively and perform group work activities with peers when participating in twinning/Erasmus+ projects, watching videos/films without subtitles, reading literature in English, travelling/studying/working abroad or in multilingual contexts...

Activity 2: Typical EFL and ELF-aware teaching

This Activity aims at helping you explore key points that, in practice, may differentiate typical/traditional EFL teaching and post-EFL/ELF-aware teaching. It asks you to draw on your experience so far and try to see whether a range of statements focusing on teaching and learning refer to typical/traditional EFL teaching or post-EFL/ELF-aware teaching.

Activity 3: Advantages, disadvantages and challenges of ELF-aware teaching

This Activity is very important in terms of helping you take those first steps in ELF-aware teaching and also preparing you for your final Activities of this Course. Here are some insights from participants of this Course regarding the possible advantages, disadvantages and challenges of ELF-aware teaching:

I think it could really boost the learners' motivation and encourage them to make use of all of the linguistic resources available to them, in a less threatening environment. Once educators are aware of this perspective, it's not too hard to find authentic ELF-oriented materials. Dedicated platforms and teachers' communities could prove to be a good way to overcome obstacles in finding resources. The only serious challenge I can think of could come from families or students themselves who are expecting to get 'traditional native-like' language

instruction. Making ELF research available to as many people as possible could be a way to overcome that.

I think there are only numerous advantages in enriching teaching through an ELF-aware perspective. The most important ones have to do with strengthening and motivating students to use English, developing respect to diversity and other cultures and providing them with useful lifelong learning skills and strategies. Some challenges might be the curriculum and syllabus but teachers can adapt and enrich our lessons, share ideas, acquire training and combine it with EFL traditional teaching. Most importantly, we should be aware of the context we are teaching in, our students' profile and needs and modify our methodology and content accordingly.

I appreciate the idea to integrate an ELF-aware perspective into my teaching routine because it reflects my idea of inclusive teaching. Lesson plans and materials from textbooks can be expanded and implemented to enrich our teaching practice towards a multicultural scenario. This innovative approach represents, for our students, an added value because the English they will use outside the classroom is different from the English (or standard English) presented in traditional textbooks. This process is also positive for us, as teachers: it helps us to develop professionally and to orientate our teaching in a more holistic dimension, closer to the real world.

Further reading materials

- BAKER, W. (2015). "English as a Lingua Franca and Intercultural Communication." In J. Jenkins, W. Baker & M. Dewey (Eds.), *The Routledge Handbook of English as a Lingua Franca*. London & New York: Routledge, 25-36.
- COUNCIL OF EUROPE. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: Cambridge University Press.
- COUNCIL OF EUROPE. (2018). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment – Companion Volume with New Descriptors*. Strasbourg: Council of Europe Publishing.
- EUROPEAN COMMISSION. (2017). *ESCO Handbook. European Skills, Competences, Qualifications and Occupations*. Brussels: European Commission.
- SIFAKIS, N. C. (2019). "ELF awareness in English Language Teaching: Principles and Processes." *Applied Linguistics*, 40/2: 288-230.
- SIFAKIS, N. C. & Tsantila, N. (Eds.) (2019). *English as a Lingua franca for EFL Contexts*. Bristol: Multilingual Matters.

2.2.1. Language skills: Oracy and literacy

LUCILLA LOPRIORE

Orientation

This Section focuses on oracy and literacy, and defines the notion of language skills, both in its traditional receptive and productive components of listening, reading, speaking, and writing, and in its *Common European Framework of Reference (CEFR)* (Council of Europe, 2018) subdivision of communicative activities. A reflective introduction to the notions of spoken and written language as are traditionally presented in coursebooks and classroom practice and in its realizations in real life unveil how oracy and literacy are changing in new global societal contexts.

Specific attention is paid to how English language learners are increasingly exposed to a variety of Englishes and to English as a Lingua Franca (ELF). This perspective requires a change in oracy development in terms of aural and spoken comprehension and the introduction of the notion of intelligibility.

This Section includes three Activities in total.

Link to the video

You can watch the video of this unit by clicking on the following YouTube link: <https://youtu.be/Y11WHyhE9qQ>.

Summary of the transcript / video / key theoretical points discussed in the video.

This Section deals with the main language skills with a specific attention to oracy and literacy in order to revisit them, looking at English within an ELF-aware perspective. The first part is aimed at eliciting individual understanding of language skills, as both learners and teachers (Activity 1.1), through a few reflective questions about teachers' comprehension of the notions of reception and production in terms of communication. In the second part of the elicited reflection (Activity 1.2), teachers are presented with a visual representation of language skills. They are asked to think and identify in a puzzle the pattern they believe best represents the relationship among the four skills. In the third part of the reflection (Activity 1.3), another visual representation of language skills – a Venn diagram – is used to ask teachers if that shape best represents the relationship among the four skills. This diagram highlights the fact that language skills in real

life are almost always interconnected, thus it is difficult to separate them in order to teach them separately, and teachers are elicited to look at them as they occur in real life, that is, in their interconnection. Language skills are further explored by highlighting that they are related to and characterized by the features of spoken and written language, their functions and use in real life, and that they have always had a specific role in learning as well as in language learning.

After this preliminary part, participants are presented with the way language skills are introduced in the *CEFR* (Council of Europe, 2018), specifically within the definition of language learners' communicative competence that can be considered as comprising several components: linguistic, sociolinguistic and pragmatic. Teachers are invited to reflect upon the fact that learners' communicative competence is activated in the performance of the various language activities, involving reception, production, interaction or mediation – each of them possible in relation to texts in oral or written form, or both.

The *CEFR*, based upon the notion of plurilingual and pluricultural competence, has not included yet any explicit reference to ELF; however, in the most recent versions (Council of Europe, 2018), there are two relevant aspects: the exclusion of the notion of the native speaker as a target model, and the emphasis posed upon the notion of mediation, that is the type of communication between people who are unable, for whatever reason, to communicate to each other directly. The relevance of authenticity, where the focus is on language in use rather than on a standard mode to refer to when teaching and learning a language is highlighted to teachers.

The visual representation of the relationship in their interaction with mediation, the newly introduced communicative activity that involves language learners using different strategies and forms of interaction between reception, production, interaction and mediation is introduced to the teachers (Council of Europe, 2018, p. 32)

The following section is devoted to an accurate explanation of how the *CEFR* descriptors are developed and described in terms of what language learners can do in a specific context, in different situations, and with appropriate language resources.

Teachers are asked to think of the four skills as used in real life as well as in the English Language Teaching classroom through some activities where, after reading a few statements about language skills, how they are traditionally used by teachers (Activity 2.1), and how they are used in real life (Activity 2.2), teachers are asked to express their agreement or

disagreement and discuss them in the forum. Teachers are then introduced to what research studies have revealed concerning most of the statements they had expressed their opinions upon. This overlook of classroom-based research findings on language skills is an important way of getting teachers to reflect upon what happens in real life and what has been carefully observed, thus overcoming generalizations. This part is meant to elicit teachers' attention to aspects of spoken and written language, specifically in terms of genres and text-types.

The last part takes teachers back to reality, and they are asked to reflect upon what is happening to language skills in today's time of change, often related to the current societal conditions, to the migration flows, to the growing multilingual population, to the diffusion of Information Communication Technologies and to the ways they are affecting communication and its construct, and to the emerging widespread use of ELF.

Teachers are elicited to reflect upon aspects related to the multimodal nature of written and spoken texts, to their hybridity and to the way ELF is already characterising learning and teaching practices. They are likewise urged to consider how oracy and literacy are being revisited, and how in an ELF-aware approach the language skills mostly affected by these changes are aural comprehension and spoken interaction, since they are the skills most frequently involved in communication exchanges. This demands for a change in ways aural comprehension and spoken interaction should be developed as well as specific attention to types of activities and materials to be used to the language model to be presented, to the acceptability of spoken interactions, to the relevance of focusing upon pragmatics, of using approaches such as noticing and languaging tasks and of using a wide variety of spoken genres and text types.

The last part of this Section focuses upon the changes in aural comprehension and to the issue of intelligibility, a necessary concept linked to multilingual contexts. Receptive phonological accommodation would allow us to adjust our expectations as listeners, used to improve the ability to understand English spoken with different non-standard accents, so we need to expose learners to these accents by resorting to a variety of available resources. Aural comprehension, that is to say listening, is a central skill for communication awareness that demands a different approach in terms of resources (authentic) and activities (more learner-centred) in an ELF-aware approach.

Navigational guidelines

Activity 1: Language skills components & patterns

This Activity is organised in different steps to engage participants in a reflective process to elicit what their understanding of language skills is, both as learners and as teachers.

In the first part – *Activity 1.1* – participants are asked to answer the following questions: “What do we refer to when we talk of Language Skills? What are your first thoughts?” We usually associate the four skills with reception (listening and reading) and production (speaking and writing), all of which are a part of communication.

In the second part – *Activity 1.2* – participants are presented with a visual representation of language skills joined together as in a puzzle pattern. They are asked whether the puzzle pattern best represents the relationship among the four skills. Participants are encouraged to focus on the way the different pieces are connected one to the other, and check whether each piece connects with the other pieces. “Yes? No? Partly? If no, why? If partly, why?”

In the third part – *Activity 1.3* – participants are presented with yet another visual representation of language skills, as in a Venn diagram. They are asked whether that representation of the four skills represents the relationship among the four skills better than the previous pattern, the puzzle pattern. They are encouraged to focus by looking at the way the different pieces are connected one to the other. “Does each connect with the other pieces? Yes? No? If no, why? If partly, why?” As a matter of fact, this second representation takes into account the fact that the skills in real life are almost always interconnected, thus it is difficult to separate them in order to teach them. It is important to look at them as they occur in real life.

Language skills are related to and characterised by spoken and written language features. Spoken and written language function and use in real life, as well as their features, have always had a specific role in learning and in language learning. Our learners are quite familiar with spoken and written language, since they experience them in their first and second language, even if they might not be fully aware of their main features. It is thus important to elicit learners’ observation of and reflection upon their mother tongue as well.

Below some of the participants’ quite revealing responses of their beliefs and understanding of the four skills.

I believe that listening influences speaking, while reading influences writing, because I think that listening helps learners to remember and acquire structures that can be reproduced in speaking activities, while reading activities can help learners to memorize spelling, phrase, but also sentences that can be reproduced in writing activities.

I think that this pattern represents the main relationship the four skills have to one another. Speaking and listening is deeply connected, as is writing and reading and so on. However, in my opinion there is a link between the skills that are not connected in this pattern as well. One example being writing and speaking. When learning a new language or when planning a speech, we often go through writing – we plan, explore or focus on grammar when we engage in writing activities. Or vice versa – I have experienced that some students speak well, but do not manage to put anything down in writing. I have asked some students to record themselves speaking about a topic and then transcribing it. In the same ways, listening and reading could be connected.

Venn diagrams show that skills have something in common and something separate. It is true. Writing skill can help reading skill and also other skills. In puzzle-pattern if a part is missing the whole skill is missing, which is not true. In the Venn diagram every skill affects the others.

Participants are also introduced to the way the *CEFR* presents the language skills, specifically within the definition of communicative language competence that includes several components: linguistic, sociolinguistic and pragmatic. Communicative language competence is activated in the performance of the various language activities, involving reception, production, interaction or mediation—each of these types of activity is possible in relation to texts in oral or written form, or both. Reception and production are represented in their interaction while mediation, the newly introduced communicative activity that involves language learners using different strategies and forms of interaction, is closely interwoven with the four skills.

The *CEFR*, based upon the notion of plurilingual and pluricultural competence, has not yet included any explicit reference to ELF; however, in the most recent versions (2018), two relevant aspects are included:

- The notion of the native speaker as a target model is not mentioned

- The notion of mediation—communication between people who are unable, for whatever reason, to communicate to each other directly—is highlighted and fully described.

This highlights the relevance of authenticity of materials and language use, where the focus is on language in use rather than a standard model to refer to when learning a language.

Activity 2.1: Language skills in real life and in the classroom

In the first part of Activity 2, participants are asked to think of the four skills as used in real life and in the ELT classroom. Following this, they read some statements (see below) and express their agreement by choosing one of the options provided (from 0, strongly disagree, to 4, strongly agree), and then briefly justify their response for each of them:

1. The 4 skills are traditionally taught separately in the language classroom;
2. In real life people are not aware of the distinction between the 4 skills;
3. In real life people use all the 4 skills, often mixing them;
4. EL teachers devote to the 4 language skills the same time and attention;
5. In coursebooks and language tests skills are usually presented separately;
6. In real life, people feel more confident in speaking.

Below are some of the participants' responses:

The 4 skills are traditionally taught separately in the language classroom: I agree with this statement. In spite of the CEFR guidance on integration there is a tendency to teach skills separately. There is a very slow shift and move towards integration of skills as gradually course materials are starting to reflect this but change as we know takes decades ... especially when it's a paradigm shift.

In real life people are not aware of the distinction between the 4 skills. I agree with this statement. Most people are not aware of this distinction unless they are teachers but they use all 4 skills in a spontaneous and natural way.

In real life people use all the 4 skills, often mixing them. I strongly agree with this statement. It is the very nature of communication. It rarely happens in real

life to listen only unless you are watching a film or attending a webinar or talk. We usually listen and write often in note form (on the phone, in class) or speak and listen etc.

EL teachers devote to the 4 language skills the same time and attention. I **strongly disagree** with this statement. In the busy classroom it is very difficult to set up engaging interactive activities with students so there is a tendency to focus on more quiet activities at the sacrifice of speaking and listening. There is a tendency although this is changing, especially now with the use of more technology and blended learning, to focus on activities that allow only few students to interact with the teacher or others but rarely the whole class get to interact with teacher and each other.

In coursebooks and language tests skills are usually presented separately. I agree with this statement although as mentioned by the presenter this has changed also thanks to the CEFR. Still the integration is not as overt as it should be and until we have tests that continue to test skills separately in high stakes exams like school-leaving exams, etc. with very little integration I can't see this shift happening very soon.

In real life, people feel more confident in speaking. I strongly disagree with this statement. Because speaking receives much less attention in the school curriculum than other skills (listening has come to the forefront now thanks to the Invalsi test⁴ otherwise that was also a somewhat neglected skill). As reported by ESU (The English Speaking Union) a recent study estimated pupils contributed on average just four words per lesson, while another revealed that children with good communication skills are four times more likely to get five A*-Cs at GCSE and this is in a monolingual context!

Activity 2.2: Language skills in real life and in the classroom

Participants are asked to think again of the four skills as used in real life and in the ELT classroom, in relation to the six statements of the previous Activity. They then compare their responses with what research tells us and express their opinion in this respect:

4 <https://www.invalsi.it/invalsi/index.php> . The INVALSI is the Italian national evaluation institute of education.

1. The 4 skills are traditionally taught separately in the language classroom: Classroom-based research reveals that the majority of teachers do teach them separately, even if there is a tendency to associate more listening with speaking since Interaction was introduced in the *CEFR* descriptors.

2. In real life people are not aware of the distinction between the 4 skills: People do not consciously think of the skills when using them, but they are certainly more aware of the skills they need when they submit a request or ask for directions.

3. In real life people use all the 4 skills, often mixing them: This is most often the case, except in special events, like seminars, where speakers only use speaking, even if they use their notes to sustain their speech.

4. EL teachers devote the 4 language skills the same time and attention: Classroom-based research reveals that teachers tend to overlook listening and speaking.

5. In coursebooks and language tests, skills are usually presented separately: This is often the case, but in the last decade publishers have started integrating the skills in the activities and in the tasks. In language tests, spoken and written interaction have almost always been part of the tests.

6. In real life, people feel more confident in speaking: This might be partly true for L1 users, while surveys reveal that English language learners feel less confident in speaking.

Participants are then involved in a discussion about *ELT in a time of change*, due to diverse causes:

- Current societal changes are brought about by unstoppable migration flows that are modifying the school population profile, now more and more multilingual and multicultural
- Further changes are triggered by Information and Communication Technologies affecting the forms and the construct of communication
- In contexts mostly affected by migration, as the Mediterranean and the European countries—spoken communication is taking place in English, predominantly among non-native speakers, i.e., in ELF, thus ELF is already characterizing learning and ELT teaching practice.

New forms of oracy and of literacy are developing as one of the consequences of the societal changes and of the migration flows that are more and more characterizing communication and learning.

Activity 3: Listening and speaking

After participants have revisited traditional ways of conceiving language skills, they are then introduced to changes in the four skills traditional development, that needs to take into consideration a number of factors affecting aural comprehension and spoken interaction, and adapt or modify tools, activities, materials and expected outcomes. In an ELF-aware approach, effective procedures would imply:

- a close link between speaking and listening;
- spoken language and pragmatics awareness;
- use of noticing and of languaging tasks;
- authentic input sources from a variety of spoken genres & text types (e.g., TV series, chats, games, TV news, shows, TED talks, National Geographic documentaries, etc.), where both native and non-native speakers speak and interact in English.

In an ELF-aware approach listening is a central skill for communication awareness that demands a different approach in terms of resources (authentic) and activities (more learner-centred), bearing in mind that:

- listening input in coursebooks is usually based on native speakers' models;
- learners' out-of-school exposure is mainly to online communication – where learners are exposed to World Englishes and ELF.

Learners' awareness of language use and of communicative and mediation strategies are crucial in learners' interactions within real/authentic contexts. Learners are mostly exposed to a wide variety of non-native speakers (NNS), particularly outside the school, and will be mostly experiencing NNS-NNS interactions. The accents ELF users encounter as they communicate globally vary enormously and learners need to know how to deal with this variation (Walker, 2018). Jenkins (2000) investigated the features of pronunciation that caused misunderstandings between speakers from different countries. On the basis of this research, she

proposed those features of pronunciation that are important for *mutual intelligibility* for non-native speakers as opposed to intelligibility for some hypothetical native speaker of a so-called standard variety (Deterding, 2012).

Participants are then asked to revisit the notions previously presented, and identify:

- a) three aspects that they regard as innovative, because they had never thought of them before,
- b) two notions central to their own understanding of an ELF-aware approach,
- c) one activity (listening/speaking/spoken interaction) that they would use with their learners in an ELF-aware approach.

Their responses unveil their understanding and planning for the future. Below is the response of one participant:

- a) Multimodal spoken and written genres (text messaging, voice calls, twitch videos, etc.) that incorporate technology with the language user's personal involvement; non-standard language variations are comprehended and produced easier and better than the native language; using L1 in a way to complement all the linguistic repertoire of the speaker.
- b) Flexible ways of using English and accommodating one's own language use for the other interlocutors are central to my point of view for ELF-awareness.
- c) After listening to a local travel agent, Ss discuss some questions concerning the intelligibility and comprehensibility of the guy speaking in Turkish-English, and complete some concept-checking questions.
 - T creates small groups each of which should decide where they would like to travel and what they would use in a poster campaign to advertise that place.
 - Ss design their own poster campaigns, complete with text and images, which they bring to the next class and present to their classmates as part of a tourism initiative.
 - Ss vote on the best poster campaign on categories such as best use of visuals, best wording and most convincing.

References

- COUNCIL OF EUROPE. (2018). *Common European Framework of Reference for Languages: Learning, teaching, assessment. companion volume with new descriptors*. Strasbourg: Council of Europe.
- DETERDING, D. (2012). "Intelligibility in spoken ELF." *Journal of English as a Lingua Franca*, 1/1:185-190.
- JENKINS, J. (2000). *The Phonology of English as an International Language*. Oxford: Oxford University Press.
- WALKER, R. (2018). "ID2EAS for teaching pronunciation." *MET*, 27/1: 11-14.

Further reading materials

- BURNS, A. (2017). "Research and the teaching of speaking in the second language classroom." In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning*. London: Routledge, 242-256.
- COGO, A. & Dewey, M. (2012). *Analysing English as a Lingua Franca*. London: Continuum.
- FIELD, J. (2009). *Listening in the Language Classroom*. Cambridge: Cambridge University Press.
- JENKINS, J., Baker, W. & Dewey, M. (Eds.) (2018). *The Routledge Handbook of English as a Lingua Franca*. London: Routledge.
- SEIDLHOFER, B. & Widdowson, H. (2019). "ELF for EFL: a change of subject?". In N. Sifakis & N. Tsantila (Eds.), *English as a Lingua Franca for EFL Contexts*. Bristol: Multilingual Matters, 17-31.
- SIFAKIS, N. (2019). "ELF awareness in English language teaching: Processes and practices." *Applied Linguistics*, 40/2: 288-306.
- STATHOPOULOU, M. (2015). *Cross-language Mediation in Foreign Language Teaching and Testing*. Clevedon: Multilingual Matters.

2.2.2. Large and small cultures in ELT

STEFANIA KORDIA

Orientation

This Section belongs to the 'Teaching English' component of the ENRICH Course and is a sub-Section of 'The content of ELF-aware teaching'. It discusses the concept of 'culture' in English Language Teaching (ELT), placing emphasis on its relevance to the current role and function of English as a Lingua Franca (ELF). More specifically, it introduces the notion of European Cultural Heritage as a valuable source of inspiration for teachers and learners and it presents two perspectives—the large-culture and the small-culture ones—which ELT activities could illustrate. Various samples of ELT activities are discussed in this respect. This Section includes four Activities in total.

Link to the video

You can watch the video of this unit by clicking on the following YouTube link: <https://youtu.be/YYJleJ22r2o>.

Summary of the transcript / video / key theoretical points discussed in the video

The video lecture focuses on the cultural component of ELT and the ways in which it could be enriched by adopting an ELF-aware perspective. It begins by encouraging you to reflect on your own experience and try to identify topics related to culture that ELT usually revolves around (Activity 1).

On this basis, the first part of the video lecture highlights the highly elusive and complex nature of the concept of 'culture'. It is argued that it essentially refers to the bond not only between humans and society in general but also among people who belong to a particular social group. As such, it includes all kinds of features that those people may share and may bring them closer to one another on a spiritual, material, intellectual or emotional level. In this sense, it is highlighted that the term 'culture' may refer to the distinctive features of all kinds of social groups, no matter how large or small or how wide or narrow they may be. One may talk, for instance, about the culture of very large groups, like the Europeans or the Asians, or of substantially smaller groups, like a particular school community, a group of colleagues working on a project or a specific group of friends. That being said, it is argued that people, including teachers, usually tend

to associate the term 'culture' with large groups and the cultural features which make up the 'cultural heritage' of these groups, that is, what the members of that group may leave as a legacy for future generations. They often, for example, highlight visual and performance arts, such as painting, sculpting and dancing, the traditions, languages and customs of the group, the literary works that members of that group have produced and so forth.

Drawing on the work of Martyn Barrett, Michael Byram and their associates (2013), three distinctive aspects of the culture of (small or large) social groups are afterwards described: (a) 'Material culture', referring to physical objects created and employed by the members of a social group; (b) 'Social culture', referring to the shared social institutions, means and resources of a social group; (c) 'Subjective culture', referring to beliefs, collective memories, attitudes, values, practices of a social group.

In the light of the above, the video lecture engages you in reflecting on the European Cultural Heritage, that is, the large culture of the social group that Europeans, as a whole, make up (Activity 2). In this respect, the central role of ELF within the European Cultural Heritage (and, in fact, within the cultural heritage of any major social group, such as the Asians) is highlighted. Being a 'shared' language facilitating communication among people who belong to different large social groups, ELF is, in essence, not only a significant part of the 'social culture' of each group but also what may bring different groups together. Engaging the learners in cultural activities that underline the links between language and culture is, in this sense, essential in terms of promoting social cohesion, social equality and social interaction.

Against this backdrop, the second part of the video lecture focuses on intercultural communication and intercultural awareness. Intercultural communication is defined as the communication that takes place during an 'intercultural encounter', namely during an interaction between people with different cultures or different cultural affiliations (Barrett *et al.*, 2013). It is communication, in other words, between people who belong to different social groups, which, as already highlighted, may be of different 'sizes'. Drawing on Holliday (1999), one may talk about: (a) 'Large culture', referring to any broad ethnic, national or international social grouping, e.g., 'West', 'Europe', 'Great Britain', 'Greece' and (b) 'Small culture', referring to any cohesive social grouping, no matter how small or temporary, e.g., a class, a work team, a group of friends.

In this regard, it is argued that when we focus on 'large cultures' during communication, we sometimes tend to overgeneralize and judge people based on pre-determined and, by and large, stereotypical characteristics,

which, in fact, may affect our interaction with our interlocutors. Focusing on 'small cultures', on the other hand, is quite different in that it involves trying to determine the particular characteristics that make each social group cohesive, or else, the characteristics that make each specific intercultural interaction successful and harmonious. This aspect, which is generally missing from current ELT practices, is what ELF-aware teaching involves as regards the cultural component of ELT: engaging the learners in noticing, reflecting upon and effectively exploiting the emergent 'small culture' features of encounters in ELF, where the extent to which common ground is indeed achieved largely depends on how effectively one employs their own cultural resources and how effectively one can understand and respond to the cultural affiliations of their interlocutors. It largely depends, in other words, on the extent to which the interlocutors have developed their intercultural awareness (Baker, 2015).

At the third part of the video lecture, emphasis is placed on the ways in which typical ELT activities can be enriched to integrate a 'small culture' ELF-aware perspective in the classroom. To that end, a sample reading activity is discussed as an example, clarifying how, besides the development of reading skills, it also fosters the stereotypical and culturist image of a culturally (and linguistically) superior native speaker. A range of practical ideas are then discussed about how this particular activity could be enriched to promote the learners' metalinguistic awareness (referring, in this case, to noticing and reflecting on the interplay between language and culture in real-life ELF discourse communities and learning how to employ one's plurilingual and pluricultural repertoires in various socio-cultural contexts) and metacognitive awareness (which, in this case, involves reflecting, on the one hand, on one's attitudes and possibly stereotypical perceptions related to culture and, on the other, on one's experiences in real-life intercultural communication in ELF).

On this basis, you are then presented with three more sample ELT activities and are encouraged, first, to describe or evaluate them with regard to the ways in which culture is represented in them and, second, to think how you would improve them to integrate a 'small-culture' ELF-aware perspective in a way that is relevant to your own local context (Activity 3). Finally, after a brief discussion of these activities, you are asked to reflect on the extent to which you agree or disagree with the issues discussed in the video lecture, try to determine whether the courseware you currently use illustrates a typical 'large culture' or an ELF-aware 'small culture' perspective and think what modifications could be made, if necessary (Activity 4).

Navigational guidelines

Activity 1: Associations with 'culture'

This Activity aims at helping you identify topics related to culture that ELT activities could revolve around and then, it asks you to select, from a list, those topics that you think are most important to include in your teaching. Here are some insights from participants of this Course regarding the cultural content of ELT:

Topics related to culture that are usually used in ELT involve arts such as film, music, and festivals from certain cultures. Also, historic places such as monuments, palaces, cities, typical foods and languages are usually used.

1. The way language and culture are interconnected. 2. Comparing/contrasting native language and culture with the target language one. 3. Mutual understanding of each other's culture may facilitate communication.

Activity 2: European Cultural Heritage

This Activity focuses on European Cultural Heritage. At first, a range of statements referring to tangible and intangible forms of the European Cultural Heritage are presented, and you are asked to decide whether they relate to the 'material', 'social' or 'subjective' aspects of culture. Then, three sample ELT activities are presented, and you are asked to identify what aspect of culture each of them focuses on. Finally, a short cloze task is used to help you raise your awareness of the social and pedagogical value of the European Cultural Heritage.

Activity 3: Evaluation and improvement of ELT activities

This Activity presents three ELT activities that focus on cultural issues and asks you to evaluate them keeping in mind the arguments raised in the video lecture. Here are some insights from participants of this Course concerning these ELT activities:

ELT activity 1 (Figure 1)

It asks learners to overgeneralize in order to guess the origin of the people in the photo (we cannot define with certainty one's origin from the colour of their skin). I would try to improve it by adding some metalinguistic and metacognitive questions, like: What language do you think they use to communicate? What obstacles might they encounter? Has it ever happened to you? Would you feel

stressed to communicate in English with them? Where do you think that any potential fear derives from?

SPEAKING

Look at the people in the photos and discuss with your classmates.

- a) Where do they come from?
- b) Where are they?
- c) What are they doing?

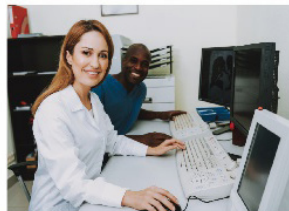


Figure 1: ELT activity 1

ELT activity 2 (Figure 2)

Here there is a Japanese girl writing in perfect English while she is presenting the Japanese way of living in a stereotypical way, focusing on large culture. It could be better if questions like the following were included: "What language would she use to communicate with her international friends?", "What problems could they have?", "How could they overcome them?"

I would ask my students to decide whether the text is painting a stereotypical picture about the Japanese. This could be followed up by further discussions about what stereotypes are and where they come from. They could think then about how their own countries are stereotyped by others and how they feel about it.

READING

Read what Hana is writing about her life and her country.
What aspects of her culture is she talking about?



Hello everyone! I'm Hana and I'm from Japan. I live in Tokyo, the capital city. It is a big city, with lots of gardens and parks. There are also numerous very tall buildings, such as the Tokyo Tower and the Tokyo Skytree, which is the tallest tower in Japan and the second tallest structure in the world, after Burj Khalifa in Dubai.

The customs of Japan are a bit different from those of the countries in the West. For instance, we eat on the floor, sitting on mats, and we use chopsticks. We also bow when we greet someone and we take off our shoes when we enter the house. Moreover, we often use body language to express our thoughts. For example, when we want to say 'no', we shake our hand from side to side. If you ever visit Japan, keep in mind as well that we don't like touching, or standing too close to each other!

As far as I am concerned, I like judo and kendo, which are very popular in Japan. I also have lots of friends around the world! Lucy from Manchester, Pablo from Malaga and Michelle from Paris are some of my best 'international' friends. We often chat on the Internet and play games together!

How about you? What different customs do you have in your country? Do you also have any 'international' friends?

Are the following statements True (T) or False (F)?

- a) Japanese people use special sticks instead of forks. ____
- b) Japanese people don't really like physical contact. ____
- c) Hana is not very keen on sports. ____
- d) Hana frequently spends time online. ____

Figure 2: ELT activity 2

ELT activity 3 (Figure 3)

It engages learners in authentic use of the language using a video that promotes real-life communication. It focuses on small-culture, illustrating an authentic interaction among ELF speakers. Several reflective questions are included in the task, while other metalinguistic and metacognitive questions could refer to translanguaging and accommodation strategies used to understand each other.

Video time!



You are going to watch a video where a reporter from the Eurovision Song Contest Malta web community interviews Sakis Rouvas, a Greek singer, before his participation in the Eurovision Song Contest in 2009.

➡ Before watching the video, discuss these questions with your classmates.

- 1) The interview takes place in **English**. Why do you think is that?
- 2) What **topics** do you think they may talk about? **Why**?
- 3) Based on your experience, what **features** do you think the language that the reporter and Rouvas use might have? **Why**?



➡ Watch the video and, in pairs, take notes on the following. Then, discuss your views with your classmates.



- 1) To what extent have your expectations been confirmed about the **topics** which they talk about and the **language** they use?
- 2) In what ways are their respective **cultures** expressed in the way they **communicate** with each other?
- 3) In general, how would you **evaluate** the interaction between the reporter from Malta and the Greek singer? **Why**?
- 4) In what ways could your observations be **useful** to you as regards **your own interactions** in English? **Why**?

Figure 3: ELT activity 3

Activity 4: Large and small cultures

This Activity is very important in terms of helping you see how you could implement ELF-aware teaching in your classroom. Here are some insights from participants of this Course concerning their own teaching practice and, in particular, the ways that culture is illustrated in their courseware:

Never before had I thought of the large and small-culture perspective. I have been using in my teaching practices elements of culture of individual countries but in the traditional way, focusing on differences, similarities, the material and the social culture, with a tendency to overgeneralize on cultural norms and national differences.

I agree with the fact that taking a small-culture perspective can really help boost our multilingual students' motivation and give value to everybody's personal identity. It's a matter of sharing, comparing and building together by mutually learning, rather than modelling on a given perspective.

In my experience textbooks are usually based on large culture perspective, [especially] the culture of the country or countries where English is spoken [as a first language]. It is the teachers' work to integrate this perspective with a small culture one and look for linking elements. European Projects, such as Erasmus partnerships and eTwinning, can support teachers with the real experience of this integration.

References

- BARRETT, M., Byram, M., Lázár, I., Mompoin-Gaillard, P. & Philippou, S. (2013). *Developing Intercultural Competence through Education*. Strasbourg: Council of Europe Publishing.
- HOLLIDAY, A. R. (1999). "Small cultures." *Applied Linguistics*, 20/2: 237-264.

Further reading materials

- BAKER, W. (2011). "Intercultural awareness: Modelling an understanding of cultures in intercultural communication through English as a lingua franca." *Language and Intercultural Communication*, 11/3: 197–214.
- BAKER, W. (2015a). *Culture and Identity through ELF*. Berlin: De Gruyter Mouton.
- BAKER, W. (2015b). "English as a lingua franca and intercultural communication." In J. Jenkins, W. Baker & M. Dewey (Eds.), *The Routledge Handbook of English as a Lingua Franca*. London & New York: Routledge, 25-36.
- HOLLIDAY, A. (2011). *Intercultural Communication and Ideology*. London: Sage.
- HOLLIDAY, A. (2016). "Revisiting intercultural competence: Small Culture formation on the go through threads of experience." *International Journal of Bias, Identity and Diversities in Education*, 1/2: 1-14.
- UNESCO. (2002). *Records of the General Conference. 31st Session. Volume 1. Resolutions*. 15 October-3 November 2001 in Paris, France. Paris: UNESCO.

2.3. Methods, approaches, and beyond

LUCILLA LOPRIORE

Orientation

This Section focuses on defining, describing and discussing the function and role of methods in second language teaching. It clarifies the use of specific terms such as method, approach, procedures, techniques, activities and tasks as commonly used in English Language Teaching (ELT). These terms are being revisited within an English as a Lingua Franca (ELF) aware perspective whereby teachers are 'informed practitioners' capable of choosing and adapting a teaching methodology that meets their learners' needs and takes into account current changes in the global use of English and challenges of an ELF perspective. This Section includes three Activities in total.

Link to the video

You can watch the video of this unit by clicking on the following YouTube link: <https://youtu.be/xZvz3RXv6nQ>.

Summary of the transcript / video / key theoretical points discussed in the video

This Section mainly deals with the notion of methods and approaches and with all that has been differently regarded as ways to organise and carry out foreign or second language teaching. The long history of teaching methods, primarily concerned with finding more effective methods of language teaching, has recently witnessed a shift from a preoccupation with 'methods' to a more complex view of language teaching which encompasses a multi-faceted understanding of the teaching and learning processes, a 'focus on pedagogy'. Originally, methods were considered 'top-down impositions' of experts' views of teaching and the role of the individual teacher was minimized. Now, things have changed and teachers' function seems to be valued more than in the past. Participants are invited to think about themselves as learners and teachers, about theory vs. practice implications and about their choice and use of methods and approaches within new linguistic landscapes and pedagogical approaches. They are asked to watch a video "The biggest challenges for teachers" (<https://www.youtube.com/watch?v=ItODnX5geCM&feature=youtu.be>), where David Crystal talks about some of the major changes occurring in ELT: fast changes in teaching as well as in the English language.

The Activities proposed are all meant to elicit course participants' reflections upon foreign language teaching methods and approaches, starting from what they know best: their own teaching and learning experience. That is the starting point to elicit their comments upon what adopting an ELF aware approach might involve and how they would put it into practice.

Navigational guidelines

Activity 1: Introduction to methods

The section starts with a reflective activity concerning one's own experience with learning. The starting point is participants' first learning experiences as, for example, riding a bicycle or learning to swim. Thinking of a learning experience we have had outside the traditional classroom ones helps people reflect upon what they did and how, this is more effective than just thinking of theoretical aspects. The activity requires participants to answer a few questions to understand whether their own learning was successful and identify the reasons for that success. As in most learning experiences, factors mostly influencing their success is how we learnt and who or what helped us in that experience. The following is one of the responses given by a teacher:

One of my first learning experiences was learning how to ride a bike and it was successful. I was 6 years old and my mother taught me. We were in a park and she told me that she would hold the back to help balance me. I got on the bike and startled peddling. When I reached the end of the lane I looked back to smile at my mom and realized that she was half way down the lane watching me. I hadn't realized that she had let go. She believed in my ability to ride by myself and showed me in the best possible way. I still know how to ride a bike because that first experience gave me the confidence I needed to carry out that activity. At the same time, I am still able to keep my balance on the bike.

Participants are then invited to post their responses in the Forum so that an effective sharing among teachers could be enhanced. They are then asked to think of their own experience as second language learners, and to reflect upon their success, asking them to describe who helped them and how, and to provide a reason for their answer. They are then invited to share their memories and thoughts with their colleagues in the Forum, and to find out whether they have anything in common. Exchanges among teachers in the forum is pivotal for triggering new forms of professional growth and

for building up a unique discourse based upon their own experiences. The following is one of the responses given by one of the teachers:

My second language is English. It was a successful experience as I studied in an English school where it was a strict rule to speak in English at all times. School practice became so instilled that I would practice speaking English at home to. (I come from an Urdu speaking family, in Karachi, Pakistan). I was of 6 years when I first encountered speaking English at all times. This went up to the time when I graduated from A levels at the age of 18. My institution helped me learn it. I was a part of the whole class, when learning English. What helped me learn the second language was that as I was being promoted to higher classes, my fellow pupils were on the same stage of English skills as I, our communication was in broken English, but since we had the same level of skills, we developed it together. I always recall my learning experience when I am teaching. That helps me to better understand the skills of the students and that helps me to plan useful class activities.

Think now of one of your successful learning experiences. Can you recall the method adopted by your instructor? Have you ever used that method for similar learning experiences where you acted as the instructor?

Participants are also elicited to reflect upon factors concerning learning to teach; they are presented with a number of factors that determine teachers' decisions, as for example:

- their own notion of learning and teaching as well as their own learning experiences;
- their learners' needs;
- their choice of the method(s) that may inform their teaching;
- the context where learning will take place;
- the language level to be achieved by the learners;
- the teaching resources available in the learning context, as books, videos, technologies;
- the overall results teachers wish to achieve.

Teaching is made up of a number of concurrent actions and ways of carrying them out, and these are usually referred to as 'approach', 'method', 'procedures' and 'techniques', but what lays behind these terms? Participants are presented with some of the notions and terms mostly used in language teaching when we refer to how teachers teach.

Approach: by this term we refer to the general assumptions about what language is and how learning a language occurs.

Method: it is the overall plan for the orderly presentation of language material.

Procedures: these are the step-by-step measures to implement a method.

Technique: this refers to the actual moment-to-moment classroom steps that lead to a specified outcome.

Activity: traditionally activities are meant to have learners practise language.

Task: it is an activity in which meaning is primary and it is closely related to real-world actions.

Activity 2: Methods and beyond

In the last 60 years, there have been several changes in the ways suggested to teach languages both in terms of methods and of approaches. In this activity teachers are first asked to recall approaches that are no longer used and if they have ever used an approach that is no longer used and why. They are asked to watch a video where Diane Larsen-Freeman discusses some issues related to the role of methods and to identify 3 issues raised on methods, and to express their own opinion in the Forum. The following is one of the responses given by one of the teachers:

I agree with Diane Larsen-Freeman when she states that there is no single recipe that satisfies all palates: the same teacher must be able to apply different methodologies according to his audience and target audience and the historical moment we are experiencing (and the need for online teaching due to the forced lockdown for the coronavirus is a prime example). I believe that a good teacher is multifaceted and does not cling to a single method but knows how to be versatile and adaptable.

Traditionally held theories and views on what to teach and how to teach in a language classroom have been recently revisited by scholars from different parts of the world who have addressed teaching issues on the bases of the observation of classroom activities and of the English language teachers' (ELTs) active contribution, e.g., in action-research, a form of research carried out by teachers and classroom-based. This emerging perspective has led to the development of different foci in the choice of methods and approaches and in the design and implementation of language teaching – for example: learners' roles, motivation and strategies, learners' difficulties in English language learning and learners' out-of-school.

They are the ‘informed practitioners’, aware of the language their learners are exposed to, capable of choosing among different methods, aware of the multilingual contexts where their teaching takes place, and aware of the potential of classroom-based research. If English is changing so fast, because of the Internet and of globalization, then teachers have to keep pace with this unstoppable change since their students are already ahead of them. We should thus revisit our overall plan (method) in terms of the language materials and the presentation order, the measures (procedures) to adopt, the steps (techniques) to use and the outcomes we foresee, as well as the role of activities and tasks.

There are several methods and approaches in ELT that are still valid, all of them are still adopted and can be implemented in an ELF aware approach, specifically: those that focus on learners’ active role as a successful language user and explorer, promote their autonomy and allow teachers to go beyond traditional ELT standards and normative prescriptions, with a focus on ‘language in use’.

Activity 3: Challenges in ELF-aware teaching

Participants are asked to think of their own experience as a former English learner and now, as an English language teacher, to respond to what teaching such an unstable language such as English implies for an EL teacher, and how an English teacher can sustain learning in an ELF aware perspective. The following is one of the responses given by one of the teachers:

Teaching a dynamic, non-static language means that teachers should be always informed of changes and developments, adopt modern techniques and methods and reconsider materials used, activities, tasks etc. Nowadays, our learners can learn English almost anywhere: at school, in foreign language schools or in private tutoring, while watching films/documentaries etc., playing computer games, travelling, communicating with foreign friends/peers, surfing the Net, e-shopping, reading magazines/literature...An English teacher can sustain learning by engaging students in real life collaborative tasks, urging them to participate in twinning/Erasmus+ projects, assigning projects, employing technology, CLIL and TBL, asking them metalinguistic and metacognitive questions thus enriching textbook activities.

Further reading materials

- DOUGLAS BROWN, H. (2002). *Principles of Language Learning and Teaching*. White Plains: Addison Wesley Longman.
- JENKINS, J., Baker, W. & Dewey, M. (Eds.) (2018). *The Routledge Handbook on English as a Lingua Franca*. London: Routledge.
- KUMARAVADIVELU, B. (2006). *Understanding Language Teaching: From method to postmethod*. New York: Routledge.
- LARSEN-FREEMAN, D. & Anderson, M. (2011). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
- LARSEN-FREEMAN D. "Techniques and Principles in Language Teaching", at <https://www.youtube.com/watch?v=cNSmrbkYKx8>, accessed 15 January 2021.
- RICHARDS, J. & Renandya, W.A. (2002). *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- RICHARDS, J. & Rodgers, T. (1986). *Approaches and Methods in Language Teaching*, Cambridge: Cambridge University Press.
- SIFAKIS, N. (2019). "ELF awareness in English language teaching: processes and practices." *Applied Linguistics*, 40/2: 288-306.

2.3.1. Employing Task-Based Learning

LUCILLA LOPRIORE

Orientation

This is one of the sub-sections on 'Methods and approaches'. After the general introduction to language teaching methods, it is important to explore Task-based learning (TBL) since it is one of the most diffused and appreciated teaching approaches in foreign language teaching as it is clearly described by the Council of Europe. *The Common European Framework of Reference (CEFR)* (Council of Europe, 2018) adopts the notion of task as any action necessary to achieve a given result – a problem to be solved, for example. The number and types of tasks are numerous and diverse in most contexts where language is used for a purpose, to do something and not just to show how language is used. The action-oriented approach adopted by the *CEFR* considers language learners as social agents who use language to achieve a purpose, a result; they act as social agents using their specific competences.

This Section is meant to elicit participants' reflection upon the value of the use of TBL as one of the most appropriate approaches to be used in an English as a Lingua Franca (ELF) aware approach. This Section includes four Activities in total.

Link to the video

You can watch the video of this unit by clicking on the following YouTube link: <https://youtu.be/j9lfyVebCzE>.

Summary of the transcript / video / key theoretical points discussed in the video.

In second language teaching, tasks – as defined so far – are 'pedagogical tasks' since they are the result of processing or understanding language, as for example when learners draw a map while listening to a tape, and they make language teaching more communicative. The successful completion of a task does not consist of language use only, but of successful communication.

Tasks are not meant to have language learners practise language, rather they require learners to use language in order to achieve successful communication; learners thus carry out activities focusing mainly on meaningful communication.

Navigational Guidelines

Activity 1: Defining tasks

It is important to first clarify what is meant by 'task', in a pedagogical context.

Dictionaries define a task as: "a usually assigned piece of work often to be finished within a certain time", or as "something hard or unpleasant that has to be done", or also as a "duty, function". But, if we think of the word 'task', we often find that its most common collocates, that is, the words frequently associated with task, are either verbs, like 'assign', 'take on', 'undertake', 'carry out', 'accomplish', 'complete', or adjectives, like 'challenging', 'demanding', 'difficult', 'easy', 'repetitive', 'impossible', 'major'.

Teachers of English have come across the word 'task' usually associated with the terms: 'communicative tasks', 'language tasks', 'learning tasks', 'study tasks', 'routine tasks', 'pedagogic tasks', 'isolated tasks', 'real life tasks'. Course participants are also asked to reflect upon similar uses of the word 'task' in their own language.

In his video presentation included in this Activity, Professor Rod Ellis, a renowned scholar in Second Language Acquisition and language teaching methodology, introduces "Task-based Language Learning" (<https://youtu.be/5OLySXzZY-4>). He provides a brief yet complete introduction to task-based language teaching (TBLT) and task-based language learning (TBLL) where he extends the notion of task to the approach. He highlights the value of TBL, "as one approach to language teaching that is compatible with what we know about language learning. TBLL has a primary focus on meaning, the learner is predominantly concerned to try to communicate meaningfully; a task is different from an exercise because an exercise provides learners with the language they need, while a task requires the learners to try to use their own language, offers the opportunity for natural learning inside the classroom, and it is compatible with learner centeredness."

What Rod Ellis said about TBL shows its relevance for language learning. Tasks have become central in syllabus design, in classroom teaching and for learner assessment. The fact that the target language is used by the learner for a communicative purpose in order to achieve an outcome represents a significant shift in language learning.

Activity 2: Is this activity a task? Using the 6 criteria

Participants are asked what makes an activity an effective task, and they are encouraged to use six questions as criteria to decide whether an activity that we may find in a coursebook could be considered a task. The six questions are:

1. Will the activity engage learners' interest?
2. Is there a primary focus on meaning?
3. Is there a goal or an outcome?
4. Is success judged in terms of outcome?
5. Is completion a priority?
6. Does the activity relate to real world activities?

In order to propose these questions, participants are presented with an activity and asked to use the questions to decide whether that activity represents a real task. Participants are also stimulated to justify their conclusions reflecting upon what learners are asked to do in the activity and how they are asked. These questions help teachers better focus on the actions and the modes of a teaching activity and of how the learning process can be enhanced. The following are the responses given by two teachers:

I believe the activity is a task, all the criteria are used and I would use it as well, it is engaging because if students work on something of their own interest they'll learn better for sure. Sharing what they did and having to guess who did what is something they'll find meaningful and also memorable which is also very important in the learning process. Social skills and empathy are also present in this task as students can relate to each other or find something funny and get to know each other better. It's related to the real world activities of course and I think it will be a successful task as well. I'm getting great ideas from this course ;)

With regard to the activity presented, it can be inferred that it fulfills all the criteria provided. The aim of the task is to present information and make use of personalized language, which engages learners and is motivating. Students are engaged in effective communication, focusing on meaning and share information with unrestricted co-operation. It is a 'pair activity' with a specific goal in which students work together, brainstorm, exchange information, make lists, recall information and the task ends with a whole-class participation. There is a task procedure that divides the activity into steps and ensures that each learner participates. The task provides directions about the work that needs to

be done in order to complete it and it certainly relates to real-world activities as learners are actively involved in communication.

Activity 3: Exploring the TBL approach

TBL is closely connected to communicative language teaching, it focuses on learners' needs and on making learners interact through authentic tasks in the target language, in our case English as used among non-native speakers. Participants are thus introduced to the notion of authenticity as it is the case of ELF. Authenticity is pivotal in TBL because learners' personal experience in the classroom should be closely connected with what happens outside the classroom, in the real world, where they are often exposed to and use varieties of English and ELF. The notion of authenticity has been explored and discussed in diverse contexts mostly in terms of constructed vs. authentic language samples as used in coursebooks, and it is now once more brought under the magnifying glass of recent research on ELF, an area that challenges the very nature of authenticity and highlights the relevance of social context and the notion of localized language use.

TBL is based upon seven principles defined by Nunan (2007), specifically: 1. 'Scaffolding', 2. 'Task dependency', 3. 'Recycling', 4. 'Active learning', 5. 'Integration', 6. 'Reproduction to creation', 7. 'Reflection'.

Most of these principles highlight the central role of language in learning, as the first one, Scaffolding, that is meant to ensure that learning takes place, that students are exposed to and use the language to complete the tasks, authentic language inclusive also of non-native speakers', as for English is the case of ELF.

TBL can thus be used in an ELF-aware perspective, but how? Because if in adopting a TBL approach we aim at including all diverse instantiations of English as ELF, we need to look at learners' successful use of English in completing tasks with an 'acceptable' language use regardless of grammatical errors. In an ELF aware perspective TBLT emerges as one of the most appropriate approaches in foreign language learning, mainly because of the emphasis laid upon: learning to communicate through interaction; the use of authentic texts; the learning process; learners' own personal experiences; linking classroom language learning with language use outside the classroom; learners' involvement in authentic language search and use outside the traditional coursebook language input; the need to take the outside world into the classroom in order to involve learners in real life interactions.

Spoken language is central in the learning process activated by TBL in an ELF aware perspective.

TBL is one of the most popular approaches among language teachers. Can you explain the reasons why this approach is so appealing and how effective and appropriate would TBL be in an ELF aware approach?

In this activity participants are invited to go through a sample of pedagogical activities and decide if they are:

- not TBL tasks (no communication, no real life),
- traditional TBL tasks (real-life outcome, focus on meaning and on NS norms),
- ELF-aware TBL tasks (real-life outcome, focus on meaning and on interaction with NNS).

The sample activities are:

Sample 1: Read the conversation between a bus driver and a tourist, then rehearse the same conversation with your partner.

Sample 2: A partner class from another country will visit yours; together with a school-mate prepare an interview to be carried out on Skype with the visiting students. You want to find out more about their habits, preferences etc.

Sample 3: Listen to a telephone conversation between a client and a clerk in a Lost & Found office. Complete the dialogue script filling in the blanks with verbs and politeness formulas.

Sample 4: Try to find out three things that your grandparents' and your partner's grandparents' lives had in common.

Participants are also asked: "What was the biggest difference between them? Explain what made you provide your answer." Below is a response given by a teacher:

Sample 1: I think it is not a TBL task because there is just a reading practice. Students read a real life conversation but the speaker is not the student. So I am not sure if it is a real life situation.

Sample 2: Interview is a real life situation and needs interaction. Also student from another country means different speakers native or not. In my opinion, these elements make the sample ELF aware TBL task.

Sample 3: This one is a Traditional TBL because students need to focus on language norms and it is a real life situation which makes interaction necessary.

Sample 4: Students need to interact to decide the common things and the differences. But I cannot decide if it was EFL aware TBL task.

Activity 4: Integrating tasks in an ELF-aware approach

Participants at the end of this module are now much more aware of what TBL is and what tasks are. They are asked the following question: "Based on your own knowledge and experience as a teacher, as well as what has been discussed in this and other sections you have gone through:

- To what extent is integrating TBL from an ELF-aware perspective appropriate in your own teaching context? Why?
- If it is appropriate, what kind of ELF-aware tasks could you employ? Provide one or two brief examples."

Below some responses given by two teachers:

Q.1 ELF-Aware perspective allows teachers to modify lessons and tasks according to students' needs. For instance, ordering food in one country may be different from others. So, when focusing on cultural ways of doing things in tasks, it makes more sense.

Q.2 One example is of preparing a speaking activity where students become leaders and try to solve a local issue. For example, they act as ministers for different field and prepare a plan to fix some of the issues that are highlighted by the students.

Q.1 I think it is very appropriate and important, because most of my classes are multilingual, therefore I believe it is our duty as teachers reconsider our way of teaching implementing this new perspective. I also agree on the fact that the "English as norm" spoken by NSs is nowadays a very minimum percentage, because English is mostly spoken by people who are NNSs.

Q.2 I am involved in the Erasmus Plus program, I was thinking that working on that could be the ground to find some ideas. So, I might divide the class in four teams, each of them representing a European country involved in the project. Each team should invent and design a sort of welcome logo which should invite people to visit their country. The logo should have in it the main features which describe the countries from a cultural perspective. So before starting designing and drawing the logo, each team should find some information on the Net using authentic material. At the end, each group should present to the class the logo and the reason behind their choices. Of course, the task needs at least two/three weeks of work.

References

NUNAN, D. (2007). *What is This Thing Called Language?* London: Palgrave/Macmillan.

Further reading materials

BYGATE, M., Skehan, P. & Swain, M. (Eds.) (2001). *Researching Pedagogic Tasks: Second language learning, teaching and testing*. London: Longman.

ELLIS, R. (2003). *Task-based Language Learning and Teaching*. Oxford: Oxford University Press.

LITTLEWOOD, W. (2004). "The task-based approach: Some questions and suggestions." *ELT Journal*, 58/4: 319-326.

LONG, M., & Crookes, G. (1991). "Three approaches to task-based syllabus design." *TESOL Quarterly*, 26/1: 27-56.

MURPHY, J. (2003). "Task-based learning: the interaction between tasks and learners." *ELT Journal*, 57/4: 352-360.

NUNAN, D. (1987). "Communicative language teaching: Making it work." *ELT Journal*, 41/2: 136-145.

NUNAN, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.

NUNAN, D. (2004). *Task-based Language Teaching*. Cambridge: Cambridge University Press.

PRABHU, N. S. (1987). *Second Language Pedagogy: A perspective*. Oxford: Oxford University Press.

SKEHAN, P. (1996). "A framework for the implementation of task-based instruction." *Applied Linguistics*, 17/1: 38-62.

SKEHAN, P. (1998). *A Cognitive Approach to Language Learning*. Oxford: Oxford University Press.

WILLIS, D. (1996). *A Framework for Task-Based Learning*. London: Longman.

2.3.2. Employing Content and Language Integrated Learning

LUCILLA LOPRIORE

Orientation

This Section focuses on Content and Language Integrated Learning (CLIL). It first traces the history of its development in very diverse teaching contexts, from the first immersion programs in the USA and Canada, to the European introduction of CLIL in the Council of Europe language policies. The relevance of the role of language in CLIL highlights its close connection with language awareness and the need of language authenticity in an ELF aware approach. This Section includes four Activities in total.

Link to the video

You can watch the video of this unit by clicking on the following YouTube link: <https://youtu.be/D0Q1UcpUOmk>.

Summary of the transcript / video / key theoretical points discussed in the video

CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus on content and on language. Language and content are interwoven, even if the emphasis maybe greater on one or the other at a given time. Achieving this two-fold aim calls for the development of a special approach to teaching in that the non-language subject is not taught in a foreign language but with and through a foreign language.

CLIL is a European trans-national/-lingual approach, and it has been defined in different languages using diverse acronyms: CLIL – Content and Language Integrated Learning, in English; EMILE – Enseignement d’une Matière par l’Intégration d’une Langue Etrangère, in French; AICLE – Aprendizaje Integrado de Contenidos y Lenguas Extranjeras, in Spanish.

CLIL has established itself as an approach/method that has proved very successful for language and content learning. It can be particularly effective for an ELF-aware perspective language teaching approach since CLIL is mostly being used by non-native English language teachers as well as by non-native content teachers whose use of English is primarily aimed at achieving successful communication more than just performing good English.

The aim of this video is to provide a set of reflection points where teachers are prompted to identify the implications of the CLIL approach. Since language is central for learning in CLIL, we need to pay particular attention to some aspects. Teachers should be guided in the use of noticing and languaging tasks. These types of tasks are presented and discussed through the video activities.

Navigational Guidelines

Activity 1: Defining CLIL

This Activity has the aim of eliciting participants' awareness and understanding of CLIL by triggering their knowledge and experience of CLIL through specific questions such as:

- "Have you heard the term CLIL before? What about the words that compose its acronym? Content, Language, Integration and Learning; are you clear about their individual meaning as well as about their integration?"
- When you think of the term 'content', what do you believe it might refer to?
- What do you understand by the use of 'integrated'? Is CLIL adopted in your school system? Where? How? If it is not adopted, do you know why?"

Participants are then asked to read six definitions of CLIL and reorder them from 1 (the one that best matches your understanding of CLIL) to 6 (the one that is most distant). There is no correct answer because they are asked to express their own view on CLIL. However, all the definitions provided are worth exploring. They are also presented with the background of the origin of CLIL by means of an outline of the main events and trends that preceded this educational approach in the 60s, when there was the first attempt to combine content and language learning in the immersion programs in both Canada and the USA. Those approaches promoting the integration of language and cognition, such as the CBLT: *Content-Based Language Teaching* and the CALLA: *Cognitive Academic Language Learning Approach* (Chamot & O'Malley, 1996), contributed to establish the theories behind cognitive and language learning.

At the same time – on the European side of the pond – the fundamental movement in favour of the relevance of language for learning and of the

role of enhancing language across the curriculum spread out in the UK, as indicated in 1966 by the LAC: *Language Across the Curriculum*. However, it was in 1979 with the European Commission policy that a major focus on content and language learning was established and the acronym CLIL was coined by David Marsh (1994) to designate teaching subjects to students through a foreign language.

CLIL is based upon a sound theoretical background, because it is the result of research on:

- theories on learning and cognition,
- Bloom's Taxonomy,
- Humanistic approaches,
- Second Language Acquisition (SLA) theories, and
- the Communicative Approach.

CLIL is closely connected to Jim Cummins's (2008) Basic interpersonal communicative skills (BICS) and Cognitive academic language proficiency skills (CALPS). CLIL encourages learning through Project Work. Task-based Learning is central in CLIL implementation and it is based upon Authenticity theories; it encourages the use of communicative & mediation strategies; its forms of assessment and evaluation are based on authentic assessment theories. All these theories compose the backbone of CLIL, this is one of the reasons why it has been so successful. The theories on ELF match the CLIL approach, whereby the most relevant outcome is enhancing effective communication among non-native users of English.

Activity 2: CLIL's principle, advantages and challenges

Participants are presented with a video lesson on CLIL by Do Coyle, one of the most renowned scholars in CLIL. She explains the main principles and advantages of using this educational approach. Participants are asked to identify the main challenges of CLIL. Below is one participant's response:

In my opinion a great advantage for our students is reaching two goals at the same time: the learning both of the content and of the language (this last one through authentic usage). In our society many skills are required to be competent as citizens and this is not far from the 1994 political and educational vision. Besides this experience may be more motivating than traditional lessons.

As for the challenges, teachers should handle both the content and the language and the students should be supported when facing any difficulties, especially at the beginning of the adventure.

- Do the advantages and the challenges mentioned by Do Coyle match your ideas about CLIL advantages & challenges?

They are different, I fear. She goes deeper, she says the benefits are that students experience internationalization and the sense of outlook, CLIL approach ensures students are equipped with the proper skills for their needs.

As for the challenges, there would need a change in understanding what it is to teach and learn in higher education, teachers involved in EMILE have to accept this collective responsibility in order to ensure their students know what discourse is needed for the subject and a given task.

- If not, what did Do Coyle mention that you had not thought of?

Do Coyle highlights the collective responsibility of the people (teachers, but I think she meant even parents and each student too) involved in the CLIL project; my role at school is usually solitary, the teaching of English is not considered important in my context, and sharing responsibilities in English teaching is a new concept in my experience.

Participants are then presented with a grid on the differences in methodology between ELT and CLIL devised by Clegg (1999), and asked to reflect upon the highlighted issues and discuss on similarities and differences.

What has been presented so far shows how important language is in CLIL. Using language is the paradox of CLIL, because:

- language is a system which relates what is being talked about (content) and the means used to talk about it (expression);
- linguistic content is inseparable from linguistic expression;
- in subject matter learning we overlook the role of language as a medium of learning and in language learning we overlook the fact that content is being communicated (Mohan, 1986).

If language is central for learning in CLIL, we need to pay particular attention to some central aspects, such as teaching *through* and *in* the

Foreign Language/Second Language requires attention to *oracy & literacy* (Coyle, 2007).

It is important to reconceptualize issues in teacher education and devise new constructs for learning and assessment.

In CLIL teacher education courses, teachers should be guided in the use of noticing and languaging tasks, two fundamental actions to be enhanced in students' learning. This is particularly true when using English in multilingual classrooms.

Activity 3: CLIL in an ELF-aware approach

Participants are presented with a table by Mehisto (2012) that summarises the CLIL essentials. They are asked to identify two sections of this summary that would fit in a CLIL ELF-aware approach, and to explain why. The following are some of the participants' responses:

There are quite a few of these sections that could fit-in well in an ELF-aware approach. My favourite ones are probably:

- Taking time for making learning meaningful because that would increase learners' motivation, and help them mark their learning progress;
- Connecting with CLIL language speakers and their cultures which is in itself an essential element of ELF-aware approaches.

I also think Cooperative learning and Fostering critical thinking can find their right place within an ELF-aware approach.

I think more than two sections can fit in a CLIL ELF-aware approach. But the two sections I chose are creating a secure learning environment and connecting with speakers and their cultures. Since the first one contains no labelling students and no ridicule, this safe environment will help students feel free to learn and produce. For example, there will be no fear for pronunciation or using non-standard English variations. The second one contains real life situations. The focus is on interaction and culture transfer not on the perfect language, which helps learners to improve their language skills.

Indeed, I think they are more than two; anyway, the most ELF aware in my opinion are:

- Connecting with CLIL language speakers and their cultures: it's a task-based approach, connected with real life issues and matters;

- Asymmetry in classroom talk in favour of speakers: as it's related to the importance to put the students in a more active role in their learning.

Activity 4: How CLIL are you?

Participants are asked here to respond to a questionnaire – How CLIL are you (Dale & Tanner, 2012, p. 15) – where they are asked to reflect upon their degree of 'proximity' to a CLIL teacher with questions such as: "How much 'CLILness' is there in your classroom? To what extent is CLIL integration appropriate in your classroom? Why? If it is appropriate, what could you do towards that direction, based on your responses to the questionnaire?"

Their responses show how much they were challenged to reflect upon their beliefs and teaching habits, more than upon CLIL itself.

Below are some of their responses:

CLIL integration is appropriate in my classes, especially in ESAP classes. Students integrate their knowledge of the discipline to the English language and they 'feel' language less difficult, I am not an expert on the discipline but take advantage from my students' knowledge. Sometimes students acknowledge that they understand better the discipline when they study it in the English classes.

CLIL integration is appropriate in my classroom because it is a source of motivation and a way of engaging students in language learning. Many of my students feel more motivated in CLIL classes because they are given the opportunity to learn about other subjects, accomplish tasks through collaborative work and increase their intercultural awareness. They also feel more confident about their own linguistic skills and that's why they tend to interact/ use the target language more often in these classes.

If we take CLIL as simply "using English to teach other subjects", I do not think CLIL integration is appropriate in my classroom, for a number of reason: the relative percentage of foreign students is low; the official guidelines of the Ministry of Education are quite rigid and do not allow for that integration; the social-economic and economic status of most of my students' families is quite low, which means they would have little help, if not outright opposition, from their parents. However, going through the Checklist shows how many different little changes you can make on your teaching practices, even without changing the overall methodology. The lowest scores I got were for anything involving pair or group work; I believe that the reason for that is that pair work makes it

more difficult to control behaviour and manage a large group of teens, but I truly feel that there are more things to be gained than lost from such a change, so I would bet on that type of activities to give my classes some more CLILness.

To conclude, teachers usually declare they know what CLIL is about and what it implies, but through the activities in this subsection, they are forced to reflect upon what adopting such an approach really meant and they start connecting approaches to an ELF-aware perspective. How, in your own experience, would CLIL uniquely enrich the learning process in a way that other approaches can't? What issues, if any, do you foresee in teacher education and in developing teaching materials?

If CLIL can represent a useful method in an ELF-aware approach in ELT, there are some important implications for teacher education, because adopting a plurilithic perspective teachers would have to:

- resort to a variety of multimodal resources in multilingual contexts,
- use tasks and activities engaging learners in comprehending NNSs using English in 'authentic' exchange contexts,
- involve learners in 'noticing' similarities & differences in L1 & L2 and non- standard forms, and
- encourage out-of-school experiences, through a process of active mediation with and appropriation of non-standard English.

References

- CHAMOT, A., & O'Malley, J. (1996). "The cognitive academic language learning approach: A model for linguistically diverse classrooms." *The Elementary School Journal*, 96/3: 259-273.
- CLEGG, J. (1999). "Task design in the bilingual secondary school". In J. Masih (Ed.), *Learning through a Foreign Language: Models, methods, outcomes*. London: CILT, 117-132.
- COYLE, D. (2007). "Content and language integrated learning: towards a connected research agenda for CLIL pedagogies." *International Journal of Bilingual Education and Bilingualism*, 10: 543-562.
- CUMMINS, J. (2008). "BICS and CALP: Empirical and theoretical status of the distinction." In N. H. Hornberger (Ed.), *Encyclopedia of Language and Education*. Boston: Springer, 71-83.
- DALE, L. & Tanner, R. (2012). *CLIL Activities. A Resource for subject and language teachers*. Cambridge: Cambridge University Press.

- MARSH, D. (1994). *Bilingual Education and Content and Language Integrated Learning*. Paris: International Association for Cross-cultural Communication, Language Teaching in the Member States of the European Union (Lingua).
- MEHISTO, P. (2012). *Excellence in Bilingual Education: A guide for school principals*. Cambridge: Cambridge University Press.
- MOHAN, B. (1986). *Language and Content*. Reading: Addison Wesley.

Further reading materials

- BALL, P., Kelly, K. & Clegg, J. (2016). *Putting CLIL into Practice*. Oxford: Oxford University Press.
- COYLE, D., Hood, P. & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge: Cambridge University Press.
- DALTON-PUFFER, C., Nikula, T. & Smit, U. (Eds.) (2010). *Language Use and Language Learning in CLIL Classrooms*. Amsterdam & Philadelphia: John Benjamins.
- LASAGABASTER, D. & Sierra, J. M. (2010). "Immersion and CLIL in English: More differences than similarities." *ELT Journal*, 64: 367-374.
- LOPRIORE, L. (2020). "Reframing teaching knowledge in Content and Language Integrated Learning (CLIL): A European perspective." *Language Teaching Research*, 24/1: 94-104.
- MEYER, O., Coyle, D., Halbach, H., Schuckd, K. & Ting, T. (2015). "A pluriliteracies approach to content and language integrated learning– mapping learner progressions in knowledge construction and meaning-making." *Language, Culture and Curriculum*, 8/1: 41-57.

2.3.3. Employing Information and Communication Technologies

ALESSANDRA CANNELLI

Orientation

This Section deals with the use of digital tools in English Language Teaching (ELT) focusing on intercultural communication and the enhancement of an English as a Lingua Franca (ELF) perspective. Special emphasis is placed on the importance of reflective use of Information and Communication Technologies (ICT), integrated in the syllabus and in the lesson planning. This Section includes three Activities in total.

Link to the video

You can watch the video of this unit by clicking on the following YouTube link: <https://youtu.be/uSasb05WLCg>.

Summary of the transcript / video / key theoretical points discussed in the video

This session focuses on the reasons for using ICT in ELT in an ELF perspective and on possible procedures to be used and it takes into account students' different approaches to media. In particular, the lecture focuses on: the ICT tools available, the rationale for using them in ELT, the selection criteria and their role in arousing students' awareness of the new role of English in a globalized world.

The video presents suggestions on synchronous and asynchronous tools for enhancing oral interaction, game based-learning, virtual reality, telecollaboration and international e-partnerships.

The globalized world, the spreading of English as a medium of communication and the diffusion of technology in any field of daily life are strictly interwoven. ICT widens students' opportunities to communicate both for personal and professional reasons. Their communication is mostly in English, English mostly spoken by non-native speakers, that is, English as a Lingua Franca. Statistics show how the number of internet users have increased enormously and most of them are non-native speakers and use ELF. It is thus necessary to guide our students to be part of this global community and be able to communicate successfully. Teachers need to be aware of the technical aspects of ICT use and of their pedagogical implications as well as of their own digital competence and that of their

students in order to be more effective and plan scaffolding activities. Moreover, students ought to be guided to create digital products that may trigger a deeper language acquisition.

Tools proposed

- Padagogy Wheel ([https:// bit.ly/35tlucn](https://bit.ly/35tlucn));
- S.A.M.R. cycle (<https://bit.ly/3fphnbg>);
- Tools that foster interaction and cooperation, especially oral communication both synchronous and asynchronous (e.g., Flipgrid, Skype in the classroom);
- Tools that are based on games (e.g., Kahoot, Quizlet, Playposit, Minecraft, Fortnite);
- Virtual reality for language learning (e.g., Tecola);
- Digital storytelling (e.g., Spark, Storyjumper).
-

Navigational guidelines

Activity 1

In this Activity, teachers are invited to reflect on their own experience in the use of digital tools in their English language teaching experiences.

Teachers are then presented with the video on the Substitution Augmentation Modification Redefinition (SAMR) Model (figure 1). This model, developed by Dr. Ruben Puentedura, offers a method of seeing how computer technology might impact teaching and learning. It also shows a progression that adopters of educational technology often follow as they progress through teaching and learning with technology. While one might argue over whether an activity can be defined as one level or another, the important concept to grasp here is the level of student engagement. One might well measure progression along these levels by looking at who is asking the important questions. As one moves along the continuum, computer technology becomes more important in the classroom but at the same time becomes more invisibly woven into the demands of good teaching and learning.

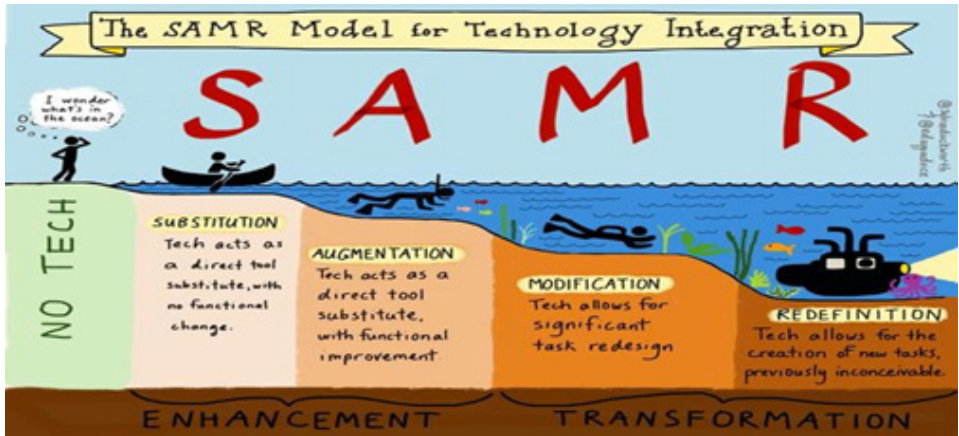


Figure 1: SAMR Model

(<https://sites.google.com/a/msad60.org/technology-is-learning/samr-model>)

Image credit: Sylvia Duckworth, via @DavidGuerin

After viewing the video on the SAMR model, the teachers are asked to share their way of using ICT by responding to a questionnaire.

Activity 2

This Activity aims at helping teachers identify the criteria used to select online materials in their classrooms and the types of ELT activities we could employ based on those materials. Teachers are presented with suggestions on how to create meaningful ELT activities in an ELF aware perspective and on those criteria needed to select online materials such as:

- Relevance: in terms of learners' needs, interests, age, and learning context;
- Level of difficulty: in terms of learners' proficiency level, of their familiarity with the topic and with the lexicon used, and of readability;
- Practicality: in terms of their accessibility and of the availability of their transcription;
- Authenticity: in terms of their representation of real-life communication, as well as of the presence of native and non-native speakers.

Activity 3

This Activity proposes that participants try an asynchronous tool, *Flipgrid*, that allows a video discussion among learners. In the activity, teachers are invited to identify and propose a discussion topic to be shared with their learning community with a code; learners would thus record their ideas and share short videos. This tool is motivating especially for shy students and in mixed ability classes, as learners would find themselves engaged in conversations and when they are involved in international e-partnerships.

Here are some excerpts from participants' responses to this Activity that can help you understand the different types of use:

I hadn't used Flipgrid before and I think it's very easy and motivating. It would be very interesting and useful especially in these times of school lockdown because of the Coronavirus pandemic. For example, my 15-year-old students prepared presentations on Google Drive and they presented them in class. Their classmates (and teacher) evaluated them, filling a form and discussing their performance in class. Now, they could add a 'voice-over' and 'face' using Flipgrid and send their work to their peers who could do the same with comments and feedback.

I was thinking about the sort of activities to use it and came up with the following:

1. as free homework (record yourself talking about your family, work, friends, etc.);
2. as controlled homework (record yourself answering questions such as: 'what did you understand about the video/text');
3. as a pronunciation tool (record yourself shadowing a specific speaker, reading a paragraph or a poem aloud, repeating problematic words).

I have used Flipgrid when teaching some online and blended courses. It worked really well in an online Academic Presentations Skills course where I had the opportunity to design and deliver to a class of nursing students in Kenya. As assignments and part of the formative assessment, course participants had to record videos giving an academic presentation divided into 3 parts; introduction, main body and conclusion (maximum 5 minutes for each part). Students were also invited to reply to their classmates' videos and comment on the structure, content and language used according to a guide/ rubric provided.

I would definitely use Flipgrid again as I had a good experience with it in courses for university students. However, as some colleagues pointed out there are considerations when using it with younger learners. But since it works as a private channel and has privacy options available such as password access, I believe it can be used with this target group as well.

Further reading materials

- MOTTERAM, G. (Ed.) (2013). *Innovations in Learning Technologies for English language Teaching*. London: British Council.
- YOUNG, S. S. C. (2003). "Integrating ICT into second language education in a vocational high school." *Journal of Computer Assisted Learning*, 19: 447-461.
- EUROPEAN COMMISSION. 2nd Survey of Schools: ICT in *Education I Shaping Europe's digital future*, at <https://bit.ly/3lW13zl>, accessed 9 March 2021.
- SABIRI, K.A. (2019). "ICT in EFL teaching and learning: A systematic literature review." *Contemporary Educational Technology*, 11/2:177-195.

2.3.4. Employing corpora for language learning

LUCILLA LOPRIORE | VALERIA FIASCO

Orientation

‘Employing corpora for language learning’ is part of the Section on ‘Methods and approaches’, since most recently corpora have been more and more used in second language teaching and are central in Data Driven Learning, a language teaching and learning approach that has recently been re-valued.

The aims of this subsection are to:

- a) introduce Language Corpora and its use in English Language Teaching (ELT);
- b) learn how to consult and use corpora in ELT;
- c) encourage teachers’ use of corpora as an approach to teaching, particularly in an English as a Lingua Franca (ELF) aware perspective in multilingual classrooms;
- d) observe uses of non-standard English in standard language corpora and to explore ELF in ELF corpora.

Corpora for language learning can act as a very useful tool for exploring authentic uses of English, help English language teachers (ELTs) to better scaffold their students’ learning, and enhance an ELF-aware approach in ELT. This Section includes four Activities in total, plus an additional one on ELF corpora.

Link to the video

You can watch the video of this unit by clicking on the following YouTube link: <https://youtu.be/zz3596IMh0w> .

Navigational guidelines

Activity 1: What are corpora?

This Activity is meant to elicit participants’ ideas about what corpora are, because very few people are not only aware of what they are, but also of their potential.

That is why the Activity begins by showing a picture where there are drawings of people walking into a personal computer (PC), as if they could all be contained inside. Real people whose thoughts, voices and

ideas are swallowed inside. Participants are surprised by how a tool as small as a PC can contain an apparently huge number of people's voices. This picture is meant to elicit their understanding of what corpora are: the largest possible collections of spoken and written language. Thus, it is those people's voices, what they wrote, their language that can be saved in the PC and retrieved as we wish to observe language in use and understand it.

In order to reinforce the participants' understanding of what corpora are and how they can be used, they are asked to watch the short video "Corpus linguistics: The basics" (<https://youtu.be/32RjJ-IA-8Q>) that provides an overview of language corpora. After viewing it, they are asked to check their original intuitions and share ideas about possible implications.

Below some of the participants' responses:

I have only vaguely heard of the term. In my opinion, the picture depicts internet's worldwide and easy access to data and information. Based on this picture, language corpora in language teaching/ learning might be related to the access and use of examples of authentic language via internet.

I heard the term before but I never thought too much about it. Language corpora are authentic resources like texts, videos, multimedia that contain real life use of language and so it can contain grammar mistakes that reflect the authenticity of the material. When I looked at the picture I had the word data coming to my mind, data that we keep on a computer. Seeing people walking towards the screen made me think of personal data.

Corpora are very descriptive, objective and useful for accessing linguistic data for specific learning purposes, contributing to the understanding of authentic language in use. Corpora also provide insight into processes of language change, they allow us to understand the underlying discourses, they are perfect for objective data, they are a highly descriptive research method, and provide high proficiency for language learning. The resources mentioned above are very useful and applicable in classes. They can arouse learners' curiosity about the target language and give a perfect opportunity to identify both normal uses and anomalies in written and spoken language.

To sum up, participants are told that a Corpus is:

- a collection of a large number of authentic texts, written, spoken or multimedia, stored in a computer;
 - a principled collection of texts – written or spoken – that can be analysed with specially designed software, and a corpus is ‘principled’ because texts are selected for inclusion according to pre-defined research purposes.
- But, what is most important, a corpus is ‘not a dictionary’.

Participants are then presented with Professor Michael McCarthy’s video “Reflections on Corpora and Spoken Language” (<https://www.youtube.com/watch?v=LUCTJ4hgdYs>), where he illustrates corpora and reflects upon spoken language. Michael McCarthy talks about corpora, describes their use in ELT, and illustrates how they can be a powerful tool for learners in order to understand spoken language. This video is particularly useful to understand corpora, but mostly to highlight their relevance for learning more about spoken language, too often overlooked in language classrooms and very rarely presented in terms of authentic language.

Participants are also introduced to Corpus Linguistics (CL), the research approach used for describing authentic language in use, but also a term used to indicate a collection of methods for studying language by using software packages (concordances). CL is a way to build a corpus using data well matched to a specific research question.

Activity 2: What can corpora reveal about English?

In this Activity participants are first asked what the most frequent words in written and spoken English are, as well as in their own mother tongue; they are then shown a table with the 50 most frequent written and spoken words in English, and whether they had made the right guesses, if they expected to see those words, what word class they belong to, and how that table could be used in language teaching to enhance language learning. They are also asked what they expect corpora may reveal about English.

Participants are asked to look carefully at the two columns of spoken and written English and to think of what they had first answered when asked whether they knew the most frequent words in English and in their language. The main questions were: Is there anything in the table that matches any of your original guesses? What do you notice that you did not expect to find? Would you use this table and this task with your students?

Below are two of the participants' responses:

It reveals that even the authentic text contains nonstandard English as it's real-life conversations so they focus more on intelligibility. In spoken language, the pauses and use of discourse markers are used that are often neglected while teaching speaking skills.

I thought 'of' is the most frequent one. In my language it could be 'nahi' means 'no' 'Of' is among the top frequent words in writing but to my surprise, it's '10' in spoken language.

It is quite interesting and can be easily used in English language classes. They can learn about the frequency of words, collocations, and cultural influences on the language.

Apart from tracing linguistic changes and various lexico-grammatical uses in English, corpora can help us get some benefits from lexical sets (sometimes student-produced for projects), or if the dictionary does not tell you enough. They introduce real usages and content-specific lexis, e.g., If a class is currently engaged with volcanoes, it would be nice for them to look at the English of volcanoes (volcanic eruption, active volcanoes)

Function words and fillers might prevail both in English and in my mother tongue. My guess was general enough to be right. I would use this list to facilitate the learners notice the differences and similarities between spoken and written languages in favor of their textual performance since they write like they speak. I remember using GSL (General Service List) to seed academic content words into adapted texts. Corpus of frequency words could be helpful for raising metalinguistic awareness of the students.

Learning about language corpora implies getting familiar with the notions and terms most frequently encountered in this field and being able to refer to them. For example, *Collocation* and *Colligation* are central in working with corpora, they are concepts associated with the distributional properties of linguistic items in actual language use. They refer to the likelihood of occurrence of: two or more lexical items = *collocation*, and of: grammatical categories = *colligation*

Other two notions often associated with corpora are those referred to tools used when consulting corpora, as the *Frequency List* of a corpus that includes its most frequent words with their numbers of occurrences (e.g., most frequent words in English) as the one in the previous Activity on most frequent written and spoken terms in English. The second notion is the

notion of *Concordances* that represent the shades of meaning of a word in real contexts and the syntactic and grammatical contexts where the words are used.

Activity 3: Extracts from English spoken corpora

This Activity is meant to stimulate participants' capacity for *noticing* from observing spoken corpora. The Activity is based upon the observation of concordance lines of authentic extracts of spoken language that could be used in a lesson to elicit learners noticing the main features of spoken language as well as on non-standard use of English. For example, they are invited to focus their learners' attention on the use of fillers, like '*erm*'; or short forms, as '*cos*'; or repetitions, as '*I...I.*'; slang forms, discourse markers as '*Well, yeah*', '*You know, I mean...*'; as well as non-standard forms of English, as '*What car they going in?*'.

Below are some responses from the participants:

It is obvious that in spoken language the grammar rules are not always adhered to (e.g., "what car they going in – lack of verb to be?"). In truth, the "are" may have been spoken, but it merges with the end of car into they. There are many fillers and the pauses are not always in the correct places.

The informal use of you – ya (slang).

Certain expressions like "got it", "come up with"

This is an excellent text to show learners that oral communication does not always follow the correct grammatical patterns. I have used other authentic texts (e.g., text messages) to bring my students' attention to the fact that language is a live entity and that it is used as such. Using texts like this is a great way for students to learn grammar as they learn to notice where the grammar rules are not being followed and correct them by themselves, and also come into contact with real English. They also understand how the language is used in real life.

These extracts can be used to point out certain features of real-time everyday spoken language in order to raise students' awareness on how speakers monitor, organise and manage their conversation when they interact with each other. They could also be used with students to compare written and spoken language and discuss about their differences. Learners can identify the use of fillers (*erm*), short forms (*cos*), repetitions, slang forms, and discourse markers (*Well*, *you know*, *I mean*) that are primarily used in the spoken form. Moreover, they can try to identify the most frequent words used in the examples. In addition,

apart from vocabulary, learners can focus on grammar to identify grammatical items and patterns which differ from the written corpora (e.g., use of ellipsis). Consequently, students can reflect on the different ways speakers interact and how vocabulary and grammar are exploited in different types of language and discuss about the rules they seem to violate but are still acceptable as authentic use of language.

Activity 4: Corpora for discovering authentic use of English

The Activity is meant to trigger participants' capacity to start observing and using corpora as samples of authentic use of English. The Activity asks very specific questions (see below), based upon the assumption that Corpora for language learning or Data Driven Learning can be a very useful tool for exploring authentic uses of English:

- How can language corpora help ELTs to better scaffold their students' learning?
- How can language corpora enhance an ELF-aware approach in ELT?
- What might be the pedagogical advantages of using Data Driven Learning?
- Make a list of what you foresee as pros and cons of using corpora in the ELT class.

Some of the participants' responses are as follows:

How can language corpora help EL teachers to better scaffold their students' learning?

By giving access to an incredibly big number of authentic texts to explore. Concordances and colligations provide very interesting insights of language use which can be exploited even by low level students (an example could be checking the way 'rather' and 'quite' are used by real speakers, or collocate). In the case of spoken corpora, this can provide encouragement to listen actively and to notice interactional chunks which scaffold not just listening strategies but also general understanding and communication.

How can language corpora enhance an ELF-aware approach in ELT?

Exploring ELF corpora can help identify the most common features of ELF users, which in turn could help language educators focus more on those features when designing activities and tasks.

What might be the pedagogical advantages of using Data Driven Learning?

One of the implications could be that of providing tools for learners to observe, explore and notice language beyond the classroom walls, as well as providing teachers with accessible data in a variety of different contexts.

Make a list of what you foresee as pros and cons of using corpora in the ELT class.

I can find a lot of pros in using corpora in the ELT class, even with young or low level students. However I believe that they should mostly be used to raise awareness, rather than to model one's language on them.

It can provide an insight into genuine language use. The students can learn how identify the frequencies and about word collocations. They can have access to real language data. They can know the difference between written and spoken language. It can help enhance ELF approach because they help the learners to know about the genuine language, real life language and spoken language. The pros can be that they can learn authentic language patterns. They can develop and can be conscious about the forms and pattern of language. They can learn the functions of language in more functional way.

It can be problem for the students with lower English language. Teachers don't have enough experience and knowledge of it.

The participants are then presented with the diverse types of existing corpora for almost every language, most of them created for research purposes but that can be used also for teaching purposes. For example:

- General English corpora, e.g., The *British National Corpus* (BNC) (100 million words of spoken and written British English); The *Collins COBUILD* is an analytical database of English (over 4.5 billion words).
- Specialised corpus, e.g., The *Michigan Corpus of Spoken English* (MICASE).
- Learner corpus – language use created by people learning a particular language, e.g., The *International Corpus of Learner English*.
- Comparable corpora – a corpus formed by two languages, e.g., English and Spanish (exactly the same texts translated).
- Parallel Corpora – two or more collections of texts in different languages.
- Corpora of English as a Lingua Franca, e.g., *VOICE*, *ELFA* and The *Asian Corpus of English* (ACE).

Software and platforms – such as the BYU and Sketch Engine – meant to facilitate corpora consultation are presented to the participants who are encouraged to learn how to use them by registering and using them for their research and activity preparation.

Additional Activity: Example from VOICE

Participants are asked to read and analyse an ELF exchange contained in the Vienna-Oxford International Corpus of English (VOICE) corpus. They are required to look at a conversation extract and notice how 'help' is being used by non-native speakers of English in the VOICE corpus.

- Is there any use that is not traditional? Which one?
- Is communication in any way affected? How?
- Do speakers use strategies to make themselves understood? Which ones?

Knowledge about corpora and awareness of their possible use for language learning is still quite low among teachers, mostly due to the lack of any specific references to corpora in university and teacher education courses, but also in coursebooks. Given what is presented in this module, 1) what is your reaction to the introduction of corpora in teacher preparation and in language learning? 2) would the use of corpora help sustain an ELF-aware approach?

Further reading materials

- BIBER, D., Conrad, S. & Reppen, R. (1998). *Corpus Linguistics*. Cambridge: Cambridge University Press.
- BURNARD L. & McEnery T. (Eds). (1999). *Rethinking Language Pedagogy from a Corpus Perspective*. Frankfurt am Main: Peter Lang.
- BRIGHAM YOUNG UNIVERSITY (BYU), at <https://www.english-corpora.org/>, accessed 15 March 2021.
- HUNSTON, S. (2002). *Corpora in Applied Linguistics*. Cambridge: Cambridge University Press.
- MCENERY, T. & Wilson, A. (1996). *Corpus Linguistics*. Edinburgh: Edinburgh University Press.
- MEYER, C. (2002). *English Corpus Linguistics. An introduction*. Cambridge: Cambridge University Press.
- O'KEEFE A., McCarthy, M. & Carter, R. (2007). *From Corpus to Classroom*. Cambridge: Cambridge University Press.

- REPPEN, R. (2010). *Using Corpora in the Language Classroom*. Cambridge: Cambridge University Press.
- SINCLAIR, J. (1991). *Corpus, Concordance, Collocation*. Oxford: Oxford University Press.
- SINCLAIR, J. (Ed.) (2004). *How to Use Corpora in Language Teaching*. Benjamins: Amsterdam.
- SCOTT, M. & Tribble, C., (2006). *Textual Patterns. Key words and corpus analysis in language education*. John Benjamins.
- SKETCH ENGINE, at <https://www.sketchengine.eu/>, accessed 15 March 2021.

2.4. Language assessment

KIRSTIN REED | THERESE TISHAKOV

Orientation

This Section focuses on language assessment and on the ways in which issues related to English as a Lingua Franca (ELF) may be integrated in assessment practices. To this end, different types of assessment are described, including summative, formative and alternative assessment. Emphasis is placed on how language assessment in the classroom can be culturally and linguistically sensitive and flexible by adopting an ELF-aware perspective. This Section includes four Activities in total.

Link to the video

You can watch the video of this unit by clicking on the following YouTube link: https://youtu.be/EX1lqtvDz_U .

Summary of the transcript / video / key theoretical points discussed in the video

The video lecture begins with Activity 1, an awareness reflection of some main points which influence ELF-informed assessment, including:

- Language forms that users employ in ELF are independent of native speaker norms;
- ELF is primarily used in oral communication between interlocutors;
- Formative classroom assessment and alternative assessment are student-centred approaches to building language competence and consistent with an ELF perspective.

An introduction to different types of assessments practices follows, including summative, formative, and alternative assessment and examples are provided for each, as a point of orientation for practitioners.

Activity 2 follows and invites participants to reflect on what informs assessment practices. This is designed for reflection on washback, or how tests influence learning. For example, use of authentic tasks leads to a positive washback in ELF-informed assessment, creating more fair assessment. Assessment should serve to inform and encourage a student in their learning process, and be part of an ecosystem that informs and leads to better learning, with the student at the centre (Seed & Holland,

2020). In this manner, students benefit from an integrated process of the learning/teaching/assessment cycle (Seed, 2020). ELF principles should inform L2 assessment, to increase fairness and positive washback (Tsagari & Cheng, 2017).

ELF-informed teaching involves effective communication as the focus of learning in the classroom, as most ELF interactions are spoken (Kouvoudou & Tsagari, 2018) and focus on mutual intelligibility. Research has, therefore, called for strategic competence and communicative effectiveness to take precedence over linguistic accuracy and native speaker norms (e.g., Canajarah, 2006; Jenkins, 2006, Elder & Davies, 2006). Clear and effective communication is the focus of interactions in ELF in a multilingual environment where speakers may only have English as their common language. Studies of communication of skilled multilingual speakers yields a number of strategies in order to effectively communicate, such as negotiating for meaning, translanguaging, and paralinguistic awareness. Therefore, effective oral communication is presented in this video module as the focus of an ELF-informed assessment.

ELF-informed assessment practices, therefore, should include assessing interaction (Brown, 2014) of communicative tasks (Elder & Davies, 2006). ELF assessment and alternative assessments share a great deal in common (Kouvoudou & Tsagari, 2019): mutual intelligibility, or a focus on successful communication rather than focusing on "errors." The very understanding of what errors are has also shifted. Errors are no longer viewed as fossilized impediments that keep a learner from ever becoming a monolingual native speaker, but rather just variant forms used by the majority of ELF speakers (Jenkins, 2006).

In Activity 3, participants are invited to consider how textbooks treat assessment and reflect on the extent that their learners' textbooks include ELF-informed assessment practices. Finally, in Activity 4, a set of accommodation strategies based on oral performance are proposed, and participants are invited to reflect on how this set of features could be used as a part of an ELF-informed teaching and assessment ecosystem of learning. Below, the four Activities are described in more detail and some key reflections from Course participants are listed for reflection regarding this topic.

Navigational guidelines

Activity 1: Your view on assessment

It is important to carry out this Activity before proceeding through the rest of the video lecture to help you reflect on some of the main themes raised in this Section. You are given several questions and comments to reflect on. Below are the questions and each is followed by insights from Course participants that may be useful for your reflection.

1a. Should learners sound like native speakers?

The primary aim of my classes, in speaking as well as in all kinds of other language tasks, are learners to be able to communicate effectively and be prepared for real life situations such as travelling, socializing, working or studying in multicultural settings.

1b. Tests and grades are important to evaluate success in the classroom.

I often have students who are great speakers, and really know how to engage with the language to get themselves out of difficult situations and save face, but they do not do well in tests, and I think that is not fair because the grades tend not to show the range of skills they might possess.

Tests are so mechanic that they only evaluate memory not usage of language.

1c. Written/oral feedback is an important part of the learning process.

This kind of feedback is more important than grades because it is personalised and students are helped by detailed comments on their performance.

1d. My learners use self-assessment in language tasks.

I have noticed that they like self-assessment because they feel that I trust them. Even younger students like the self-assessment process, especially now that they are taught online. Learner autonomy is also encouraged through self-assessment.

1.5. The primary goal of speaking tasks is communication

Language is used for communication purposes and students should be encouraged to express themselves despite the fact that they may make mistakes. The teacher should teach them various techniques that can facilitate interaction in authentic contexts.

Activity 2: Your assessment practices

In this Activity, you are asked to choose the top three items which affect your assessment practices: international high-stakes exams, national tests, local tests, formative assessment, curriculum aims, British English, native speaker English, clear English and communicative competency.

Course participants reported that they use ELF-informed assessment practices, such as assessing for communicative competency and formative assessment. Curriculum aims were the third most chosen influence on teaching. In terms of assessing language types, "clear English" was reported favoured over native speaker English. Having to meet the needs of international high stakes exams, national tests, and local tests play a role in teaching practices as well. Following are two comments from participants from the Course to help highlight these ideas.

The primary aim in my classes, in speaking as well as in all kinds of other language tasks, are (for) learners to be able to communicate effectively and be prepared for real life situations such as travelling, socializing, working or studying in multicultural settings.

In addition, they are learners getting ready for certification examinations so being taught and tested in accordance with British/American standards is equally important.

Activity 3: Review textbook and learning materials

In Activity 3, you are asked to review the types of assessment tasks in your textbooks and other learning materials and consider how linguistic accuracy and communicative competence are emphasized. Do you find ELF-informed assessment, focused on authentic, communicative language? Participants from the Course made the following comments, which may help you to reflect on your own textbooks.

Emphasis is laid on vocabulary, grammar, reading and writing, listening and speaking activities but only limited emphasis on communication among students engaging in authentic tasks.

The assessment activities suggested by the textbook mainly deal with reading and matching or completing. I and my colleagues have often discussed about this poor aspect of our textbook.

In the coursebook I use, there is both formative and alternative assessment practices such as projects, self-assessment forms at the end of every Unit, task-based activities but it encourages application of pre-taught structures.

Activity 4: Observation form

Would it be possible to observe your learners using this form (figure 1) and how would you want to adapt the form to suit your local context?

Figure 1: Observation form
(Adapted from Kouvdou & Tsgari, 2019)

Repeats or asks for repetition
Clarifies or asks for clarification
Self-repairs speech
Helps fill in gaps of interlocutor
Checks for comprehension
Paraphrases
Uses extralinguistic clues to convey meaning
Adapts vocabulary for interlocutor
Adapts grammar for interlocutor
Translanguages (uses full language repertoire to assist with meaning)

The teachers found the observation form a practical way to address communication competence, and also suggested how to create a grading framework for testing purposes.

The observation form would be very useful (in observing an interview activity), helping me to assess my learners’ oral skills and their language competence to communicate meaningfully in real life situations.

I'd like to include "how well does learner" column A. can improve, B. good enough, C. excellent. (It) would be helpful for the teacher to see where to work more and for the students to realize ... how well they're performing.

Teachers also differ on how they feel about using or allowing translanguaging in their classrooms:

I'd let my pupils use both Italian and English to apply accommodation strategies, because some of them are a bit shy or insecure, so they would feel more at ease in participating.

I know it's something useful in everyday life, ... but I can't allow them to do so in class, otherwise, they won't speak English at all.

Some teachers were favourable towards peer and self-assessment, others are more sceptical.

It may be difficult to assess oral skills of each student one by one. I would use this form for peer correction or through self-assessment.

Yes, but self-assessment is hardly objective. I'm not sure that it is applicable for each student in over-populated classes. I would use it to check and assess my students, but only a group of 4 or 5 students in each lesson....

References

- BROWN, J. D. (2014). "The future of world English in language testing." *Assessment Quarterly*, 11/1: 5-26.
- CANAGARAJAH, S. (2006). "Changing communicative needs, revised assessment objectives: Testing English as an international language." *Language Assessment Quarterly*, 3/3: 229-242.
- ELDER, C. & Davies, A. (2006). "Assessing English as a lingua franca." *Annual Review of Applied Linguistics*, 26: 282-304.
- JENKINS, J. (2006). "The spread of EIL: A testing time for testers." *ELT Journal*, 6/1: 42-50.
- KOUVDOU, A. & Tzagari, D. (2019). "Towards an ELF-aware assessment paradigm in EFL contexts". In N. C. Sifakis & N. Tsantila (Eds.), *English as a Lingua Franca for EFL Contexts*. Bristol: Multilingual Matters, 227-246.
- SEED, G. (2020). "What is plurilingualism and what does it mean for language assessment?" *Cambridge Assessment English – Research Notes*, 78, at <https://>

www.cambridgeenglish.org/research-and-validation/published-research/research-notes/, accessed 30 September 2020.

SEED, G. & Holland, M. (2020). "Taking account of plurilingualism in Cambridge Assessment English products and services." *Cambridge Assessment English – Research Notes*, 78, at <https://www.cambridgeenglish.org/research-and-validation/published-research/research-notes/>, accessed 30 September 2020.

TSAGARI, D. & Cheng, L. (2017). "Washback, impact, and consequences revisited." In E. G. Shohamy, I. G. Or & S. May (Eds.), *Language Testing and Assessment. Encyclopedia of Language and Education* (3rd ed.). New York: Springer, 1-13.

Further reading materials

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*. London & New York: Routledge, 570-582.

NEWBOLD, D. (2019). "ELF in language tests." In N. C. Sifakis & N. Tsantila (Eds.), *English as a Lingua Franca for EFL Contexts*. Bristol: Multilingual Matters, 211-226.

2.5. Lesson planning and evaluation

NICOS SIFAKIS | STEFANIA KORDIA

Orientation

This Section belongs to the 'Teaching English' Component of the ENRICH Course. It discusses the importance of lesson planning and the ways in which a lesson plan can improve teaching and learning, and contribute to evaluating the impact of a lesson not only to the learners but the teacher as well. This Section is very hands-on and closely linked with the requirements of the Final Assignment of the Course. For this reason, a sample 'Lesson Plan Template' is also provided. This Section includes four Activities in total.

Link to the video

You can watch the video of this unit by clicking on the following YouTube link: <https://youtu.be/hTExViA9D6U> .

Summary of the transcript / video / key theoretical points discussed in the video

The video lecture begins by encouraging you to reflect on your experience as a teacher and think (a) how you would define a 'lesson plan', (b) how useful it may be in general and (c) whether you have designed a lesson plan before and, if so, what process you followed and what priorities you set in your lesson plan (Activity 1).

On this basis, it is argued that lesson planning is essential, because it helps a teacher think about the lessons that he or she conducts both before the actual lesson (in terms of taking into account the learning needs and styles of the learners vis-à-vis a particular syllabus and textbook, if there is one, and developing or adapting comprehensive instructional sequences that are appropriate for them) and after it (using the aims and expected outcomes laid out in the lesson plan to evaluate how the lesson that was just taught fared). In other words, planning and evaluation go hand-in-hand, as they use the same ingredients and processes.

The video lecture then proceeds to discuss the 'secret' to developing successful lesson plans, which, of course, is awareness, on the part of the teacher, of all the central elements that go to make up a lesson:

- the teaching context (the syllabus and the aims and objectives it specifies; the textbook(s) used, and the extent to which the activities

inside them can be adapted; the learners, their learning styles and strategies and the ways in which they respond to our teaching; and the actual teaching methodologies adopted by us during actual teaching);

- one's own aims and objectives;
- the impact of one's teaching on his/her learners' learning.

Returning to the original question regarding how a 'lesson plan' can be defined, it is clarified that, in general, lesson plans offer specific descriptions of lessons. In its simplest form, it refers to the implementation of a curriculum that is specifically determined. However, in some cases, when a curriculum is not present or available to the teacher, then he or she needs to develop his or her own teaching principles and aims, which means that designing lesson plans is of paramount importance so that one's teaching does not end up being disorganised and hazy. In other cases, the curriculum is simply the coursebook employed.

In the light of the above, it is argued that 'lesson planning', in short, refers to:

- the need to organise the activities to be carried out in a particular lesson.
- the corresponding awareness of very specific features of the particular lesson – in this case, ELF awareness.
- adapting, omitting, or creating activities to suit the purposes and the demands of each learning situation.

Moreover, it can be used prescriptively, when it refers to the preparation for a particular lesson ('lesson planning') and descriptively, when the lesson has finished and the teacher (or observer) reflects on what the learners have learnt or on the extent to which the lesson itself had a comprehensive structure ('evaluation'). In this regard, the parameters to consider when designing a lesson plan include the characteristics of the learners, the curricular situation, the current learning situation of the learners, the resources that may be available and the means of guiding the learners from that particular point of their learning to the next milestone of their learning.

You are afterwards encouraged to draw on your experience and try to determine the main components of a lesson plan (Activity 2). These components are discussed in detail in the video lecture with reference

to ELF-aware teaching and refer (a) to 'static' characteristics, that is, characteristics that do not change from day to day (e.g., regarding the teaching situation, the learners' profile, the materials and resources that can be employed, the class geography) and (b) to 'dynamic' characteristics, that is, characteristics that regard each separate lesson (e.g., the overall purpose of the lesson, its specific objectives, assessment and/or correction policy to be employed, teacher and learner roles, and anticipated problems). A sample table is also presented, as one of the main components of a lesson plan, illustrating the structure, brief description and timing of the various tasks that are integrated in the lesson.

The second half of the video lecture focuses on the significance of a lesson plan in terms of evaluating the effectiveness of lessons after they have been taught. You are prompted to reflect on your experience and think about possible advantages or disadvantages in designing a lesson plan, how it helps in evaluating a lesson and, in general, what aspects should be considered when evaluating a lesson (Activity 3).

The parameters to consider when evaluating lessons are then discussed in detail, particularly as regards ELF-aware teaching. These parameters refer to (a) the teaching situation (e.g., to what extent the coursebook specifications were followed and why), (b) the learners' profile (e.g., to what extent the lesson was appropriate and relevant as regards their age, needs, interests, beliefs and attitudes), (c) the purpose, objectives and overall procedure (e.g., what the strengths and weaknesses of the lesson were and why), and (d) the impact of the lesson (e.g., how the lesson contributed to each learners' development of skills and competences, as well as to one's own growth as a teacher, and why).

Finally, you are encouraged to draw on your knowledge and experience as a teacher, as well as on your participation so far in this Course, and discuss (a) what aspects you would prioritize in designing an ELF-aware lesson plan for your own class, for instance, what the purpose and objectives would be and why, and (b) what characteristics, in your opinion, a 'good ELF-aware lesson' could have and why (Activity 4).

Navigational guidelines

Activity 1: Introduction to lesson planning

This Activity aims at helping you explore what you already do in your own teaching practice and why. Here are some insights from participants of this

Course regarding what a 'lesson plan' is, how useful it may be and what process they follow when designing one for their classroom:

A lesson plan is a preview of what the teacher intended the students to learn, and how it will unfold. It allows you to predict some outcomes and possible problems and adapt the planning to the specificities and the context. The lesson plan includes the aims, a characterization of the students, the procedures for different steps/phases and activities, timings, the resources (material or other), the feedback and evaluation.

I often design lesson plans, because the lesson plans that are suggested by the coursebook we use at school are rarely a good fit to our students and our context. When doing so, I define my priorities (training a specific skill, teaching a grammar topic, teaching a cultural topic, assessing or evaluating performance) and plan an instructional sequence towards those goals. While planning, I keep asking myself: "If I do this, in this particular order, will my students be able to do what I need them to do at the end of the lesson?"

I have always designed a weekly lesson plan to have a sort of guide to follow in class. They are set according to my students' competences and skills, always trying to support to develop them. It is not strict but I change it according to my students' reactions. I change strategies and activities together with materials and tools. My main priorities are my students.

Activity 2: The components of a lesson plan

This Activity aims at helping you clarify the main components which a lesson plan usually has, based on your own knowledge and experience as a teacher. A range of statements taken from a sample lesson plan are provided and you are asked to match them with the corresponding component they may refer to (e.g., class geography).

Activity 3: From planning to evaluating a lesson

This Activity is very important in terms of helping you explore how you could ensure that the lessons you are teaching are indeed as effective as you wish them to be. Here are some insights from participants of this Course regarding the possible advantages or disadvantages in designing a lesson plan, how it may help in terms of the evaluation of a lesson and what aspects may be crucial in this respect:

Apart for the consumption of time needed to design a thorough plan for all lessons, I do not see any other disadvantages. On the other hand, the advantages are numerous: the lesson flows more easily, the students feel more confident in an organised environment, the faith in the teacher is strengthened, the evaluation is more accurate.

Lesson plans help teachers to think through activities carefully, what is relevant, and what can be cut, what meets the expected outcomes and the anticipated timing to achieve them. They are also highly useful when it comes to recycling lessons. A disadvantage would be they're time-consuming, but the alternative is a poorly-prepared class.

After the lesson, teachers are able to: (a) observe whether the intended objectives were achieved or not, (b) whether the timing of each task/activity was adhered and why or why not, (c) if the tasks/activities were level appropriate and whether they took into account the curriculum, objective, student's motivation and interests, etc. Lesson plans help teachers evaluate the efficacy/effectiveness of their aims and methods and whether or not they need to adapt/change certain parameters of said lesson (plan).

Activity 4: Planning and evaluating an ELF-aware lesson

This Activity is very important in terms of helping you see how you could implement ELF-aware teaching in your own classrooms. Here are some insights from participants of this Course regarding the aspects they would prioritize in designing an ELF-aware lesson plan and the characteristics that a 'good ELF-aware lesson' could have:

I would prioritize the needs of my students and teaching situation. My purpose would be bringing my students a level of confident users of English and show them how to use ELF in intercultural communication. Some of my objectives would be the role of L1 and L2 interactions in ELF and I would raise their awareness of their beliefs and attitudes as regards non-native and native speaker communication by using reflective questions.

For an ELF-aware lesson plan, firstly I would prioritize my learners' interests, needs, the objectives of the lesson, capabilities and background information of the learners. My ELF-aware lesson plan would be equipped with project-based learning, involving the 21st century skills, integrating technology as a vehicle,

not an end-point. I would consider ELF-aware lesson plan as a learning scenario rather than a mere lesson plan.

In my opinion, a 'good ELF-aware lesson' has characteristics of intercultural communication, interaction with non-native speakers besides native ones, developing metalinguistic and metacognitive activities, critical reflection, awareness of learning and language using authentic resources in order to fully understand the language in everyday life interactions because, in an ELF-aware lesson, the teacher is a guide and students are at the center of learning process.

A good ELF lesson plan should: a) be relevant to the learners' interests, language needs, nationality, attitudes and beliefs; b) promote collaboration; c) include interaction; d) set clear goals and objectives; e) use authentic material; f) involve technology; g) implement differentiation strategies; h) use multilingual resources; i) apply hands-on instruction.

Further reading materials

- FAUTLEY, M. & Savage, J. (2013). *Lesson Planning for Effective Learning*. Maidenhead: Open University. Press.
- GRIFFITH, A. & Burns, M. (2014). *Teaching Backwards*. Carmarthen: Crown House Publishing Limited.
- HAYNES, A. (2010). *The Complete Guide to Lesson Planning and Preparation*. London: Continuum International Publishing Group.
- HARMER, J. (2007). *The Practice of English Language Teaching*. (4th ed). Harlow: Longman.
- SAVAGE, J. (2014). *Lesson Planning: Key concepts and skills for teachers*. New York: Routledge.

3. LEARNING ENGLISH

NICOS SIFAKIS

Orientation

This Section focuses on defining the process of learning English, with particular reference to the links between learning and using the language outside the EFL classroom for authentic interactional purposes, as many learners do nowadays. Special emphasis is placed on the importance of the context in using and learning English, which is further explored in the sub-Sections referring to 'Establishing context', 'Instructional context' and 'Learners'. This Section includes two Activities in total.

Link to the video

You can watch the video of this unit by clicking on the following YouTube link: <https://youtu.be/gWa8AipaVaY>.

Summary of the transcript / video / key theoretical points discussed in the video

Language learning is the grasping, or acquiring, of the knowledge and skills necessary to produce discourse (i.e., written or spoken communication) that is meaningful. Anything we do with language is the product, in one way or another, of "learning the ropes" of communication. Knowing the rules, understanding the principles and, to some extent, experimenting with language and languaging, all these are part and parcel of the process of learning.

As we have seen in previous Sections in this Course, learning can take place everywhere and anywhere, at any time and any place. It can happen inside and outside the language classroom, it can happen in formal, non-formal or even informal education settings (in fact, as we have pointed out, we learn languages easier and better when we employ them within the informal settings).

Learning can be a conscious or a subconscious process, and this should be linked to the learning profiles of individual learners. For example, some learners prefer to be told specifically what the grammar rules are and would favour carrying out a grammar task or some other drill in the classroom. The important thing to take from this is that learning is, very much, a very personal thing.

We have had the opportunity to notice that using and learning are interconnected, but the ways in which this interconnection works are hard to pin down because they are extensive and intricate. In its most simplistic form, language learning is a prerequisite to using that language. In order to produce English, we first need to learn English, we need to learn the essentials of communicating. This is what teaching is traditionally supposed to aim for: to place learners in situations where they will experiment with language and its 'rules' (they will 'language'), do it a number of times and in different ways, practice, in other words, and then be ready for other situations, new and unexpected situations, where this learning and practice will prove useful.

That being said, we don't only need to learn language in order to use language. We very often learn by using (hence the verb 'to language'), as long as we care to notice what works and what does not work in our communication. In other words, the more we use language, the more we learn how to use it. And so, learning a language has a more lasting effect when it is intrinsically linked with using it. Furthermore, it is always important to remember the role of the third dimension to learning and using. And that is *context*, or where these processes (using and learning) take place.

Navigational guidelines

Activity 1: The importance of context

This Activity invites you to think about the reasons why context is important in using and learning English. In particular, think about your previous experiences as learners and users of English—were there any mismatches between the two? Were there any occasions where learning and using, or using and learning did not meet? What can you tell us about those occasions? Then, focus on your current experience as teachers—do you believe that the above mismatches still hold for your own learners? Why? What has changed? Here are just a couple of perspectives offered by participants of this Course for this Activity:

Being a learner and a user of English some decades ago was way more different than my learners' context today and there were certainly mismatches. I live in a country which belongs to the Kachruvian expanding circle where English is not the official language of instruction but is learned as a foreign language. Therefore, I was taught to conform to the rules and pronunciation of a (British) native speaker

and I used the language almost exclusively in a classroom setting at school and a private institution. Although the city is a favourite tourist destination, I didn't have the chance to practice the language in real life situations in the first years of my learning English. Likewise, travelling abroad, playing video games and communicating on the Internet were not an option. I was taught the English examined in school exams and certifications – not an authentic use of the language! So, I used the language I was taught and didn't have the chance to become an autonomous learner. On the contrary, nowadays, students learn English everywhere, mostly employing technology, inside and outside the classroom, listening to songs, watching films/videos, playing computer games, reading online, communicating with friends/peers all over the world, travelling and studying abroad or in multilingual settings. There is no mismatch between learning and using, in fact they learn more while using the language.

When I was a learner of English I studied the rules and vocabulary but I didn't have the opportunity to use English in class and outside the classroom we didn't use it either. I knew the language but it was difficult to be fluent. I used to think a lot before I spoke. I thought about every word and tried to put them in right order in the right tense, because I wanted to make sure that it was correct. Nowadays, I want my students to practise and use English. I want them to speak and write without being afraid of making mistakes. I think that they sometimes are still afraid of failing because they think that they have to be correct to get a good grade. That's one of the good things I've learnt in this Course. I have to be clear about the correctness the language and the importance of communication strategies. But comparing to my context as a learner, they use English more often outside the classroom in social media and video games.

Activity 2: Teachers and teachees

This Activity refers to a useful distinction made by Seidlhofer and Widdowson (2019) when referring to the impact of teaching on learning. They refer to a classroom context that has teachers and 'teachees'. Think about the term 'teachee'. What do you think it might mean? How would you define the two roles—think of them in the same way as 'employer/employee'. Once you've thought about that, draw your attention to the terms 'teachee' and 'learner'. Can you see a distinction between the two terms, which obviously refer to the same people (i.e., EFL students). How are the two different? Here are a couple of inputs from the participants in the Course:

The teachee is the learner when his/her role is reduced in compliance with and in accordance with the instruction given in the classroom. It implies a passive role within the learning process. A 'teachee' is an ironic term to mean someone who is taught (passive role) by someone who is the teacher. (active role). The term 'learner' is different from 'teachee' cause assumes an active role in the learning process, even if the predominant role is still 'teacher'. But if we overturn the roles in a lesson based on an informal learning model such as ELF aware lessons, teachers can become learners and vice versa learners can become teachers: this happens if we put ourselves in a position of curiosity and desire to know the English that our students speak, for example, in social networks with their peers around the world, which is absolutely not the English that we explain from textbooks and grammars. If, on the other hand, more initiative is given to the learner in the learning process by allowing students in the classroom to use their English as teachers, we will be able to focus on how our pupils actually use their English, and therefore as teachers, we will be more able to guide them in boosting their communication skills.

The learning in formal settings is generally based on the hierarchical mechanisms which hinders learners' involvement into their own processes of learning and its management. The scholars here try to redefine learner autonomy by coining the term 'teachee' with respect to more equalized roles for teachers and students. It might become a post-modernist idea to call the students as 'learning partners' in the future, just like employers naming the employees 'working partners, or colleagues'. The dichotomy reminds me of Hegel's term, Sublime (philosophy) or Michael Bakhtin's distinction between dialectic and dialogics, both of which underline the dominance of one social role over the others and the intersection of their hegemony (monolithic) and interactions (plurilithic).

Reference

- SEIDLHOFER, B. & Widdowson, H. (2019). "ELF for EFL: a change of subject?." In N. C. Sifakis & N. Tsantila (Eds.) *English as a Lingua Franca for EFL contexts*. Bristol: Multilingual Matters, 17-31.

3.1. Establishing context

LYNELL CHVALA

Orientation

This Section focuses on the significance of context in English language teaching and learning. It addresses taken-for-granted 'truths' related to our ways of understanding 'English' and our role as teachers, as well as how these can and do change over time. Emphasis is placed on: a) how English is used in society, b) how teachers and learners use English both in and outside of school, and c) how English education relates to these uses.

This Section asks you to step back and consider your context. In any context, 'common sense truths' develop over time. These 'truths' help us to understand each other and to perform as people and as teachers, because they allow us to assume a common understanding and experience of the world. In themselves, these 'truths' or assumptions are not necessarily negative. Common ways of understanding the world and our role in it, however, can and do change over time. For example, if you compare foreign language learning a century ago to foreign language learning today, you would most likely find many differences. Why is that? What causes these changes?

This Section includes two Activities that help you to explore these issues in your own context and to reflect over the certain taken-for-granted 'truths' that may exist in your context.

Link to the video

You can watch the video of this unit by clicking on the following YouTube link: <https://youtu.be/faOVfsBCxC0> .

Summary of the transcript / video / key theoretical points discussed in the video

This video is strategically named EstablishING context to highlight the process of exploring taken-for-granted or "common sense" ways of understanding English and how these "truths" may or may not match the use of English you see around you. This involves considering who uses English and how they use it. The goal of this Section is to shed light on your contextual positioning in order to place your understanding and experience of English and English language teaching (ELT) in place and time.

First, you are asked to consider the special characteristics of how English is used where you are (the place) and then how this use, as well as the teaching of English, has changed over time. Through exploring English both today and in the past, you explore your context through both a 'wide' as well as a 'retrospective' lens. You can then use these reflections to make predictions about the use of English in the future.

We begin with 'a wide lens' to explore: a) the purposes for using English, b) who may be using English more or less frequently and whether this use is more oral or written, and c) any other factors that might affect whether people use English or not in your context. Comparison is a useful way to make visible the unique characteristics of your own context. Therefore, the first Activity asks you to review what you have discovered and compare it to examples of how teachers in other contexts view the use of English where they are (see Activity 1 below).

We then ask you to look through a more narrow 'retrospective lens' and consider the goals of ELT and how they may have changed over time in your context. Guiding questions are used to shed light on different users and goals for English education by comparing your context post-World War II with your context in the early 21st century. As a result, you will sum up what you see as the three main changes and compare these with changes teachers from other contexts have seen (see Activity 2 below). Through comparing your reflections with those of teachers in other contexts, you will continue uncovering what is unique or special about the goals of teaching English where you are and/or what you might have in common with others. To conclude this Section, you will look forward and consider the future and changes you envision for 'English' and ELT in your context over the next 20 to 50 years.

As a whole, 'Establishing context' asks teachers to explore and become more aware of the local context for using and teaching English, in terms of both place and along a continuum of time that includes the past, the present, and the imagined future.

Navigational guidelines

Activity 1: A 'wide lens'

Using the guiding questions below, consider the users, teachers, and learners of English in your context. Briefly record your response to each question:

- (users) How would you describe the purposes for using English in society? Are there certain people who use English more or less than others? Are age, jobs, gender, interests, family background, etc. factors that may determine who is using English the most or least?
- (teachers) How would you describe your or your teaching colleagues' use of English outside the classroom?
- (learners) Based on your experience, how do learners use English outside the classroom? Are there certain learners who use English more or less than others? Is this affected by age, gender, interests, family background, etc.? How do you imagine learners will use English in the future, i.e., 20 years from now? If different, how do you think it will change?
- (for all groups) Is there more oral or written use of English?

Now summarise your most interesting findings and compare them to the excerpts of teachers in other contexts below:

For users

Without personal or professional interest, people may not remain in contact with English... especially in more rural areas. The bigger the cities, the more international (and) the higher the use of English.

The main purposes for using English is for international use, education (where it is the official language of higher education), businesses and the many diplomatic, development organizations, NGOs.

For teachers

A lot of teachers... 'resist' English: this is not England...we speak Portuguese...I would definitely say there is an age gap: ...I can only seem to get younger teachers (35 or less) to communicate with me using the foreign language.

I use English mostly to watch films, to read literature or academic writings, to shop online and occasionally to attend to seminars/conferences, to travel or to talk to English speaking people visiting or living in Turkey.

My teaching colleagues primarily use Norwegian outside of the classroom... I believe teachers are concerned about not being "good" enough or fluent enough.

For learners

Youngsters tend to use English more due to social media and games which require either listening and reading or writing and speaking.

13-15-year-olds use the language ... to interact with foreigners, communicate with friends abroad, travel, listen to songs, play online games, watch films and videos, read online, interact on social media or as part of the pop culture and as the language of technology. Oral English is more used, with the exception of written homework for school or when preparing for certifications.

Activity 2: A 'retrospective lens'

Now consider how purposes for learning English and learners' needs may have changed in your context. To do this, use your comparison of the years following World War II and the years of the early 21st century from the video presentation and consider:

- How would you define "English"?
- What are the main causes behind the changes you identified?
- How do you see the situation for English developing in the future?
- What realities and potential challenges you do predict for users, teachers and learners of English over the next 20 to 50 years?

Summarise your reflections and compare them to the reflections of teachers in other contexts below:

Years after World War II

English was not so widely spread in Greece. Only few people used to speak English, especially for business purposes and the level of their knowledge was not so high as it has to be nowadays... The learners were fewer as well and their learning was based mainly on textbooks and the teaching used to focus on grammatical rules and syntactic structures along with memorization of vocabulary and translation of literary texts.

In the past (1970s) the purposes [for learning English] were somewhat unclear

Early 21st century

We are much freer and more flexible in teaching English in our classrooms by using 21st century skills and technology when compared to the past... one of the big challenges... is that our students don't have the chance to use the language

outside the classroom in ...daily face to face interactions...internet and social media are powerful tools to practice...inside and outside the classroom.

Causes of change

I believe that migration has contributed a great deal to the evolution of English. Another reason is the popularity of internet slang. New words or abbreviations come from internet or texts conversations. Moreover, people from different countries speak English differently so there are variations regarding the speaker's age, gender, nationality and social and educational background.

Nowadays, in the globalised economy, English is considered a basic competency / skill of the 21st century. Our society is becoming multicultural, people travel more and come into contact with other cultures, while the Internet has made it possible to be active members of the world community. English has become the lingua franca of our times.

The future

Qatar is going to host FIFA World Cup 2022, ...which will increase the use of English in oral and written communication.

Non-native speakers outnumber the native ones...so I think that English as lingua franca will be the only option.

I suppose the use will increase and more English words will be used amidst Portuguese (an example of that would be everybody says 'crush' nowadays in Brazil). With the number of bilingual schools in the country, probably more and more people will use it interchangeably with Portuguese...But I also believe the language itself will change. The number of foreign words in use will grow, and the English spoken in each country might have big differences and need lots of meaning negotiation strategies; same as already is in England vs Australia or Ireland vs the USA. Some rules concerning verb conjugation (s), countable/uncountable nouns, verb patterns (to or -ing), etc. will probably be much looser. Translanguaging will probably be a common practice.

Studies will (eventually) take place in the virtual education system... (where learners) will take training...online courses...(with) students from many cultures and will use oral English for these trainings.

As a final Activity, briefly summarise what you have discovered about the taken-for-granted or 'common sense' ways of understanding English and

the purposes of English language teaching in your context. Then consider what this means in terms of ELF-awareness in your context.

References

GRADDOL, D. (2006). *English Next*. London: British Council.

Further reading materials

CHONG, C.S. (2018). "Ten trends and innovations in English language teaching for 2018." <https://www.britishcouncil.org/voices-magazine/ten-trends-innovations-english-language-teaching-2018>, accessed 27 November 2020.

SUN, Y. (2014). "8 Major Trends in the Global ELT Field." <http://blog.tesol.org/8-major-trends-in-the-global-elt-field/>, accessed 27 November 2020.

THORNBURY, S. (2010). "'E' is for Ecology." <https://scottthornbury.wordpress.com/2010/02/14/e-is-for-ecology/>, accessed 27 November 2020.

TUDOR, I. (2003). "Learning to live with complexity: towards an ecological perspective on language teaching." *System*. 13/1: 1-12.

ZAZULAK, S. (2016). "How the English language has changed over the decades." Pearson. <https://www.english.com/blog/english-language-has-changed/>, accessed 27 November 2020.

3.1.1. Instructional context

LYNELL CHVALA

Orientation

This Section takes a closer look at the context of English education and your own special situation for teaching English or your instructional context. It explores factors that influence teaching and learning in particular classrooms, including the ways: a) educational policies define 'English', b) community of teachers define 'good' teachers, c) school cultures, attitudes and beliefs define English teaching and learning and influence thinking, d) teaching materials influence ideas about English and English language learning, and e) the attitudes and beliefs of key stakeholders influence how teaching English is understood. Emphasis is placed on creating a 'map' of the landscape in which you teach English, in order to explore opportunities for incorporating ELF-aware thinking and teaching in your own context. This Section includes one Activity, which entails both the formation of and reflection over a map of your instructional context.

Link to the video

You can watch the video of this unit by clicking on the following YouTube link: <https://youtu.be/uR54E-Bv2Ig>.

Summary of the transcript / video / key theoretical points discussed in the video

The video in this Section guides you in creating a 'map' of your instructional 'landscape' or the context in which you teach English. The purpose of this map is to explore the openness of and opportunities for ELF-aware thinking and teaching in your instructional context. Instructional context is influenced by the attitudes and beliefs of different stakeholders. These could, for example, include government or private organizations, policy-makers, educational authorities, school administrators, test-makers, materials developers, teacher educators, teachers, parents, etc.

In this Section, you will explore the local educational policies, professional cultures, and classroom materials that influence your teaching of English. More specifically, you will collect and analyse relevant information to create a table or 'map' that reflects the attitudes and beliefs of these important stakeholders. This 'map' will help you consider your own teaching within your instructional context and assist you in developing

and formulating a context-appropriate plan for ELF-aware teaching in your classroom.

First, you will explore the beliefs and attitudes of policymakers through a closer look at policy documents that describe the purpose of English teaching in your classroom. These may include (but are not limited to): curricular documents, subject syllabi, program descriptions, proficiency descriptors or testing scales, etc. You should read through these documents and note key words and phrases about 'English' and the purpose(s) of learning English. In a self-generated table with three columns, keywords should now be noted in a column entitled 'Policymakers'. Then consider the following issues in relation to how these keywords and phrases may reflect 'foreign language' traditions of English:

- A 20th century connection between languages and nations (i.e., 'French' as spoken in 'France', 'Italian' as spoken in 'Italy', 'English' as spoken in 'England', etc.);
- English is owned by native speakers;
- Effective interaction with native speakers is a central goal of English education for non-native speakers and native-speaking nations as the source of standards for accuracy and appropriateness;
- The ability to use English like a native speaker or 'nativeness' is a central outcome of English language education;
- English speakers are all assumed to be very alike or the same;
- Language and cultural systems are separate from one another in a way that makes comparing the way of life and values of the local society and that of English-speaking societies a preferred practice.

These foreign language traditions and beliefs have been part of English education in non-native speaking contexts for much of its history and may be reflected in the attitudes and beliefs of those who form English education policy in your context. Drawing a line under the keywords already in the 'Policymakers' column, you should now write your reflections surrounding the following question: "To what degree does policy reflect a foreign language way of thinking about teaching English?" below.

Policy documents alone, however, do not determine the instructional context or affect central beliefs for the English classroom. Dominant attitudes amongst English-teaching professionals, including teacher educators, may also influence openness to ELF-aware teaching in your classroom. Holliday (2006), for example, coined the term 'nativespeakerism' to describe beliefs

amongst teachers, teacher educators, and educational authorities that present native-speaking English teachers as 'good' teachers and 'good' representatives of Western culture and English language ideals, as well as the bearers of appropriate English teaching methodologies for the classroom. Conversely, these ideas present non-native speaking teachers as a generally similar or homogeneous group, regardless of linguistic or cultural differences, and as teachers in need of monitoring and correction.

To explore some of these ideas in practice, view the video entitled "The Best English Teachers on YouTube" using the link in the Reference list below. As you watch, note down which characteristics are presented as optimal in a column in your table which you should title 'Teachers and Professional Cultures'. Then place a line under these characteristics. Finally, consider English teachers in your own context and list characteristics that you think describe 'the best' English teachers where you are below this line.

The final step in creating your contextual 'map' will be to look at the attitudes and beliefs reflected in the instructional materials you use. Much of the discussion about ELF-aware teaching has been about adopting a 'with/within' approach – where ELF-inspired materials are integrated into the teaching materials you currently have in the classroom. To proceed, gather either: a) the teaching resource you use most in your classroom (e.g., a textbook or a workbook), or b) an assortment of teaching resources that you use often. Then analyse the degree to which they include:

- English as a lingua franca as a way of describing English;
- a discussion of intelligibility in communication;
- intercultural encounters with people all over the world, including non-native speakers in interaction with one another;
- a balance of native speaker, as well as non-native speaker, cultural representations;
- global issues explored from different cultures through English;
- texts from English-language media not sourced from English-speaking countries;
- texts from well-known non-native speakers who are successful internationally;
- learning activities encouraging learners to explore the use and practices of speakers and users of English in non-native English-speaking contexts.

In the final column of your table, use the title “Instructional Materials” and record what you have found.

You should now have a fully completed table with three columns entitled ‘Policymakers’, ‘Teachers and Professional Cultures’ and ‘Instructional Materials’. The time has now come ‘to take stock’ or to think carefully about the situation you now see represented in your table and how you can use this to inform your decisions about what to do in the classroom. The table illustrates a ‘map’ of your instructional context and reflects some of the key or predominant attitudes and beliefs of policymakers, the professional community, and creators of instructional materials where you are. You should use this map to think carefully about the extent to which you find a ‘with/within’ approach to ELF-awareness and what openings you see for introducing ELF-aware teaching in your context.

Navigational guidelines

Activity 1: Reflecting on your contextual map

Using the table that you have created or the ‘map’ of your instructional context, consider:

- To what degree do you find a balance between foreign language thinking and ELF-awareness?
- What was surprising about your instructional context or something you had not considered before?
- Did you find that thinking across ELT policy, the ELT profession, and ELT instructional materials aligned, or not? What disagreements or tensions did you find, if any?
- Finally, what space or possibilities do you see for integrating ELF-aware teaching and learning in your instructional context?

Review your reflections and compare them to examples from teachers working in different contexts below:

FL and ELF thinking

In my opinion there is no balance between foreign language thinking and ELF awareness in my instructional context. Expecting large numbers of EFL teachers to become ELF-aware can be a hard thing to get. When I consider my local context, to be honest, I think it’s amazing not to see non-native speakers in our textbooks.

Surprising

When I watch the video of “The Best English Teachers” on YouTube, I have found it surprising that the video only recommends British teachers as best teachers in teaching English at the end of the video and when I examine these suggested websites or Instagrams, I have realized these best teachers only introduce British culture while teaching. It seems to me a very similar approach which we have in our local context. Small cultures and variety of English spoken cultures are generally ignored.

Alignment of ELT policy, the profession and instructional materials

In my teaching context these three components are not aligned at all. We can see, as stated, a trend to insert the ELF concept in official documents, but most of the teachers are not familiar with the term yet, and when they have an idea of what it is, they do not know how to do the link between ELF and their teaching practices. The textbooks used in my teaching context are still centered around British and American standard norms.

Possibilities

I can see a lot of space for integrating ELF-aware teaching in my own instructional context, especially because of the openness of the official documents for this perspective. In my opinion, what will really make this integration happen is the incorporation of such reflections into teacher education, both at pre- and in-service levels.

Finally, consider the ‘map’ you have created of the local instructional context and what it means in terms of opportunities for integrating ELF-aware thinking into your teaching.

References

- HOLLIDAY, A. (2006). “Native-speakerism”, *ELT Journal*, 60/4: 385-387.
- LOWE, R. (Host). (2015, April 20). “Adrian Holliday on Appropriate Methodology and Social Context.” *The TEFLology Podcast*, at <https://teflology.libsyn.com/tefl-interviews-9-adrian-holliday-on-appropriate-methodology-and-social-context>, accessed 10 March 2021.
- EAT SLEEP DREAM ENGLISH. (20 JUNE, 2017). “The Best English Teachers on YouTube”, at <https://www.youtube.com/watch?v=zGKLAP3i2XE>, 10 March 2021.

Further reading

- LEVINE, G. (2020). "Introduction: Why a Human Ecological Language Pedagogy?". *Modern Language Journal*: 9-14.
- LORIMER, C. "Challenges in ELT: ELT in the 21st century." *One Stop English*, at <https://www.onestopenglish.com/professional-development/challenges-in-elt-elt-in-the-21st-century/555943.article>, accessed 27 November 2020.
- MCKAY, S. (2003). "Towards an EIL pedagogy: re-examining common ELT assumptions." *International Journal of Applied Linguistics*, 13/1: 1-22.
- TEFL EQUITY ADVOCATES & ACADEMY. (2019, October 23). *How to Tackle Native Speakerism: The Four Levels of Change*, at <https://teflequityadvocates.com/2019/10/23/how-to-tackle-native-speakerism-the-four-levels-of-change/>, accessed 27 November 2020.

3.1.2. Learners

MONA EVELYN FLOGNFELDT

Orientation

Welcome to the Section entitled 'Learners'. This part belongs to the 'Establishing context' component of the ENRICH CPD Course. Its purpose is to enhance teachers' professional knowledge base when it comes to knowing their students both as *learners* of English inside the classroom (EFL) and as *users* of English as a Lingua Franca (ELF) in and outside the classroom. It aims to raise teachers' awareness of central aspects of multilingualism and what it takes to help students develop into competent and confident users of English. This Section includes six Activities in total, two of which involve tasks that need to be carried out in the classroom.

Link to the video

You can watch the video of this unit by clicking on the following YouTube link: https://youtu.be/eXPb5nJ_5Ws .

Summary of the transcript / video / key theoretical points discussed in the video

This video provides theoretical input about English language teaching (ELT) and ELF use among learners. Teachers of English are not always aware of how much English their students actually use. In fact, many of them are already users of English when they meet the language as a school subject. In this section, various exploratory Activities are introduced to help teachers build their knowledge base about their students as learner-users of English and to enhance their ELF awareness. The video offers a progression from eliciting teachers' assumptions to asking learners about their use of English. Teachers can then use this information when preparing relevant English lessons. This process will also help teachers build a powerful relationship with their learners, which will have a positive effect on their identity construction as confident users of English.

In addition to Activities and reflective tasks, four key terms or basic concepts are introduced to do with English language learners and multilingualism: (1) EFL learners and ELF users, (2) Extramural English, i.e., voluntary use of the language outside the school walls, (3) emergent multilinguals, and (4) learner multicompetence, i.e., linguistic repertoire consisting of various named languages.

- *Key term 1: Learner-users.* Students in your classroom are naturally *learners* of English, an additional language they meet as a school subject. However, many of them are already *users* of English in their out-of-school contexts. For this reason, it makes sense to view them as *learner-users*.
- *Key term 2: Extramural English.* Students' use of English outside of the school context is characterised by their willingness to interact in English. In contrast to homework, this use of English is often voluntary and prompted by personal interest and motivation. English is used as a practical contact language for communication and interaction.
- *Key term 3: Emergent multilinguals.* When the learner-users in your classroom are acquiring English as an additional language, their multilingual competence is growing. One of the benefits of being familiar with more languages is that once you have learnt one additional language, you can build on your experience as a language learner. You are also likely to have a more developed awareness of language (metalinguistic awareness).
- *Key term 4: Learner multicompetence.* It is now generally recognised that the languages we know are not stored as separate compartments in our brains, but that the linguistic resources we call on in different communication situations are parts of one multicompetence. This overall language competence is dynamic, as new elements are added, and is, therefore, changing all the time.

In order to enhance your awareness of your students' multilingualism and their own understanding of this aspect of their multilingual identity, Activity 2 encourages you to get your students to make their own language portrait. A human body template is downloadable from the Internet. The task is for the learners to visualise their multilingual identity by colouring the various parts of the body to show which languages they know and relate to. At the end, they get to present their portraits and display them in the classroom.

Based on your learners' language portraits, Activity 3 asks you to reflect on what your students have shared, whether there was anything that surprised you, whether you saw any common patterns, and how you as their teacher may benefit from your new insights.

Returning to the distinction between *EFL learners* in the classroom and *ELF users* in real life encounters, you are now asked to consider what are the success criteria when you assess the knowledge, skills, and strategies

of these learner-users. Central criteria in the assessment of EFL proficiency are *accuracy*, *fluency*, and *complexity*. The question is whether these are equally relevant from the point of view of the use of ELF. Building on a definition by Widdowson (2018), ELF has to do with contextually appropriate use of English resources. The success of ELF interactions has more to do with how you manage to ensure mutual understanding. This can be achieved by accommodating your language to your interlocutor's communicative needs. Simplification and translanguaging are possible communicative strategies. Before you read on, two important questions you might like to consider are the following: Do learners need to choose a particular target model of English? Do you see a difference between writing and speaking English in this respect?

Another important issue when it comes to the use of an additional language is your own *confidence* as a language user. If you are constantly reminded that your English is very different from the way a native speaker would say things, and that it is full of mistakes – this will affect your confidence and you may even end up feeling embarrassed. Teachers' principal aim for their learners is their development into confident and effective users of English. In order to reach this goal, a deficit orientation must be avoided, ELF-communicative abilities need to be celebrated, and a safe learning environment should be ensured. Learners should be allowed to use English the way that best meets their needs. Taking this into account, in your view, what are the most important characteristics of a safe, inclusive, and supportive learning environment?

In order to find out what characterises a *strategic* learner of EFL and a user of ELF, Activity 4 asks you to respond to some salient questions. Teachers need to consider how ELF usage can be integrated in EFL lessons. Some ideas are given in this Section: (a) allowing learners to bridge their roles as ELF users and EFL learners, (b) letting students experience your interest in their actual language use, (c) inviting them to take an active part in assessment work, (d) encouraging critical engagement with language, and (e) offering tasks that facilitate authentic communication.

At the end of the Section, it is time for you to *really* establish your learners' profiles as learner-users of English. Your work comes full circle: You started by sharing your own thoughts about this, and now you may conduct a short survey in your classroom to find out what your learners have to say themselves. The questionnaire you may use elicits learners' ELF practices outside the classroom, and their attitudes to their own ELF

usage. This brings us to our final Activity, inviting you to share and discuss your reflections based on the survey.

Language learning has to do with identity construction, and our aim is to ensure that learners develop into confident and engaged users of English. Attitudes, not just cognitive and social skills, are vital factors in this enterprise. The importance of establishing a safe, inclusive, and supportive learning environment in your classroom is undeniable. Instead of focusing on what learners cannot do, the mistakes they make with reference to a specific target norm, a deficit orientation, this Course recommends an orientation where teachers celebrate and see multilingualism and flexibility as resources for language learning and development. This may imply a significant change in the way you perceive your role as an English teacher. One final question for reflection: Now that you know you can be a language-pedagogical *change agent*, what effect will that have on your work with English in the classroom, do you think?

Navigational guidelines

The summary above has provided a frame for the progression through the six Activities that call on you to engage with the content. A brief overview of each Activity is offered below. You will find some interesting responses from participants in connection with some of the Activities.

Activity 1: What I think about my learners' practices

This Activity builds up towards the teachers' new knowledge about their students, both as learners and users of English. You are asked to tick the statements you think are true about your learners' use of English. This is a reflection task involving *your* assumptions about your learners' extramural use of English. There are altogether 25 statements about possible situations in which they encounter and use English.

Activity 2: View/download the language portrait template – Print it out and distribute it to your students

This Activity gives learners an opportunity to visualise how they perceive their own language identities. There are many templates available on the Internet if you search for "language portrait".

Activity 3: Reflection on the learners' language portraits

In this Activity, you are asked to respond to the following questions:

- Was there anything in their language portraits that surprised you?
- Were you able to discern any common patterns?
- To what extent was this Activity useful to you as a teacher of English?

Here are two responses from the Course participants to the first question:

The surprising thing was how carefully they illustrated their learning and using of languages, allowing more space for L1. There were various illustrations (...): different parts of the body as if languages are not mixed and a complete mixture with small spaces of colours interrelated, indicating how diverse our students may be. This Activity can be very useful as it can offer an insight to how students perceive themselves as learners and users of their language repertoire and offer the teacher a chance to adapt their methodology accordingly.

What surprised me the most about the answers I got was a common pattern. Not only did my students cover a fairly similar space of Portuguese and English (few students speak a third language), but also painted most of Portuguese in the torso area whilst English was in the head and limbs. Perhaps, they attach L1 to the heart and L2 to the brain. L1 more intuitive, L2 more conscious. The most interesting aspect of this Activity was realising how my students perceive themselves language-wise. I have never thought of doing it.

Activity 4: The good English learner

This Activity makes you reflect on what the concept of 'learner-user' implies as a teacher of English. The Activity has three parts:

- Part A addresses the characteristics of a "good English language learner". From a list of statements, you select those you believe illustrate what a strategic learner needs to do inside the EFL classroom. Further points may be added.
- Part B addresses the characteristics of a "competent user of English". The focus here is on what competent users do in real-life interactions to ensure effective communication.
- Part C invites you to consider to what extent the characteristics you have recognised in Parts A and B are compatible and relevant to each other, and why. The last question challenges you to consider

how teachers can ensure that their learners become competent users of English.

Activity 5: View/download the model classroom survey – Print it out and distribute it to your students

The aim here is to elicit the learners' own account of their *actual use* of English and their *attitudes* to their own ELF usage. The Activity mirrors Activity 1, but in this case, it is the learners themselves who respond to a survey.

Activity 6: Reflection on the learners' actual use of English

This is the final Activity in the Section about learners. It is a forum discussion: Teachers are asked to reflect on their learners' actual use of English. The following questions are raised to prompt their reflection:

- a) How, that is, where and with whom, do your own learners use English outside the classroom (extramural English)?
- b) What are your own learners' attitudes to the way they use English outside the classroom?
- c) Which of your learners' responses did you expect?
- d) Which of your learners' responses did you not expect?
- e) In what ways do you think your teaching practices can be changed or modified based on the findings of your classroom research? Why is that the case, do you think?

Here are three teachers' responses saying how they intend to build on their new insights:

My teaching practice will take into account the use my students do of English outside the classroom via different media such as music, television and gaming. I have understood that my students are more motivated to learn English via their extramural activities than via classroom English. Especially gaming is, in my opinion, a great source for language learning. I will gamify my teaching in the future incorporating more extramural English in my lessons.

I have already changed some of my teaching practices with different methods and techniques in language teaching according to my learners' needs and preferences. I integrated interactive books, rather than traditional textbooks, gamification, teaching through art, project-based learning etc into classroom.

There are still more that I would like to modify in terms of extramural English because I strongly believe that we, as teachers, need to support our learners' learning environment with a wide range of teaching resources which increase their general language awareness, make their learning richer, develop into confident and effective users of English as well as boost their motivation in learning a targeted language.

I have come to the conclusion that what is definitely at stake is the need to open the classroom to language practices that are different and not "schoolish" and to bridge the two (or more?) worlds that our young students inhabit. Simply acknowledging everybody's use of English in different arenas is meaningful and a way to heighten and maintain their motivation.

References

WIDDOWSON, H. (2018). TEFL Interviews 4: Henry Widdowson & Barbara Seidlhofer on English as a Lingua Franca. TEFLology podcast, at https://www.youtube.com/watch?v=wo4FNTb_ZsU, accessed 10 March 2020.

Further reading materials

BURKE, A. (2009). "Checkmarks on the screen: Questions of assessment and new literacies in the digital age." In A. Burke & R. Hammett (Eds.) *Assessing New Literacies: Perspectives from the Classroom*. New York: Peter Lang Publishing, 35-54.

COOK, V. (2016). *Working definition of multi-competence*, at <http://www.viviancook.uk/Writings/Papers/MCentry.htm>, accessed 20 January 2021.

CUMMINS, J. (2000). *Language, Power and Pedagogy*. Clevedon, Buffalo, Toronto, Sydney: Multilingual Matters.

KRULATZ, A., Dahl, A. & Flognfeldt, M. E. (2016). *Enacting Multilingualism: From research to teaching practice in the English classroom*. Oslo: Cappelen Damm Akademisk.

RINDAL, U. E. (2013). *Meaning in English: L2 Attitudes, choices and pronunciation in Norway*. Unpublished PhD thesis. University of Oslo: Norway.

SUNDQVIST, P. & Sylvén, L. K. (2016). *Extramural English in Teaching and Learning: From theory and research to practice*. London: Palgrave Macmillan.

THORNE, S. L. & Reinhardt, J. (2008). "Bridging Activities. New Media Literacies, and Advanced Foreign Language Proficiency." *CALICO Journal*, 25/3: 558-572.

4. USEFUL VIDEOS AND OTHER MATERIALS

STEFANIA KORDIA | NATASHA TSANTILA

Orientation

This Section contains a list of useful videos and other materials and resources that may be useful to you while participating in the ENRICH CPD Course, either on your own, that is, in a self-study mode, or in a group supported by a teacher educator and/or a mentor. This Section does not contain a separate video lecture or Activities as is the case with the rest of the Sections of the CPD Course.

Summary of the contents

First of all, this Section contains a file with a list of videos which may elucidate various issues discussed in the CPD Course. Some of them have also been integrated in key points throughout the Sections of the Course in order to support the arguments raised therein and/or provide opportunities for further reflection. Each video is accompanied by a short description and the link where it is freely available. The videos are divided into two categories:

- a) Videos which discuss the role of Global English (GE) and English as an International Language (EIL) and as a Lingua Franca (ELF) and the implications that this role may have as regards using, teaching and learning English nowadays;
- b) Videos which illustrate authentic communication in English as a Lingua Franca.

In this Section, you can also find a Glossary containing the definitions of a range of key terms discussed in the CPD Course. These definitions have been developed by the ENRICH partners especially for the purposes of this particular Course. For your own convenience, the Glossary has also been incorporated in the following pages of this Handbook.

What is more, you can find a file with the full references of all of the works cited in the CPD Course. These may be highly useful to you in case you wish to expand your knowledge on the topics that the Course revolves around.

Finally, it should be noted that, during the implementation of the Course in 2020 in the framework of the ENRICH Project, this Section

also contained a Tutorial with specific guidelines referring to navigation throughout the Moodle platform that was being used, as well as separate Forums facilitating the communication among mentors and participants coming from each individual country.

5. FINAL ASSIGNMENT

NICOS SIFAKIS | STEFANIA KORDIA

Orientation

This Section provides a comprehensive description of the Final Assignment of the ENRICH CPD Course. It begins with an overview of the content of the Course and then the components of the Final Assignment are described in detail. These are:

1. Designing an ELF-aware lesson plan.
2. Teaching that ELF-aware lesson plan and, ideally, recording it.
3. Evaluating the ELF-aware lesson based on principles discussed in the Sections of the Course.

Link to the video

You can watch the video of this unit by clicking on the following YouTube link: https://youtu.be/j_jNOoRS9AA .

Summary of the transcript / video / key theoretical points discussed in the video

This video lecture presents the details of the Final Assignment that was administered during the implementation of the ENRICH CPD Course in 2020. Teacher educators or mentors employing this Course with their own groups of teachers are free to follow along the lines of this assignment or can develop their own one, depending on the orientation and educational needs of those involved in the different implementations of the Course. Teachers taking this Course on their own (in a self-study mode) are encouraged to follow our suggestions to the extent, of course, that they are relevant to their own situation.

It should be highlighted as well that, during the implementation of the Course in 2020, a peer-review process was adopted to foster collaboration, peer-learning and reflective dialogue through the exchange of knowledge and experience. The Final Assignment that each participant had developed was forwarded (anonymously) to other participants of the Course, who provided feedback and shared their perspective of it in relation to their own background and teaching context. This proved to be an extremely constructive process for the participants and, therefore, following it in your own situation, to the extent that it is possible, is highly recommended.

The Final Assignment has the following requirements:

1. The design of an ELF-aware lesson plan for one's own teaching context and for the particular learners one teaches (or expects to teach in the case of pre-service teachers). In order to do that, you will need to go back to your notes on different Sections of this Course and will have to think in some detail about the specifications of your own teaching context.
2. The actual teaching of that ELF-aware lesson, which *ideally* would have to be audio- or video-recorded.
3. The write-up of a report of between 500 to 1000 words. The report should be a personal evaluation of your taught ELF-aware lesson. In order to complete the evaluation report, you will need to refer back to the Course input and use the ELF-awareness criteria that have been highlighted in a way that it is relevant to the aims and processes of your lesson.

For the purposes of your Final Assignment, you are prompted to go back to Section 2.5 entitled 'Lesson planning and evaluation'. On that basis, when designing the lesson and drawing out your lessons plan, try to think about the following questions:

- What is the lesson going to be about?
- Which skills and subskills are going to be targeted?
- Are you going to design an entirely original lesson, adapt an existing textbook lesson, or perhaps use a number of activities taken from your textbook?
- What is your policy going to be regarding your role during the lesson and the roles of your learners?
- What is your policy going to be regarding correction and providing feedback?

In teaching the actual lesson, try to follow your lesson plan as closely as possible. As with all lesson plans, no one expects that everything will go exactly as planned. There are always things that go amiss or issues that cannot be anticipated. For this reason, it is always useful to have your lesson audio or video recorded—if this is allowed, of course, in your teaching context. Don't do anything without first informing your learners, the headmaster, or the learners' parents, as the case may be. But you will

see that having a record of your lesson will significantly help you provide a much more comprehensive and detailed evaluation.

After the lesson is over, have the lesson recording (if available) and your notes from the lesson handy and try to notice any discrepancies between the lesson plan and the lesson itself. Write down your immediate reaction and focus on what went according to plan and, specifically, what went wrong. Pay attention to those elements in the lesson plan that were not planned that well (for whatever reason). Try to discern those elements that were properly planned but did not come out as you wished in the actual lesson. And say what you would do differently, if you were to teach the same lesson again. As a final step, go back to your notes of the ELF-aware principles and criteria that you used to design the lesson in the first place. Use those criteria to evaluate the extent to which the lesson taught met the principles of ELF awareness. More particularly, focus on the criteria found in the Sections of ELF awareness (2.1 and 2.2), large/small cultures (2.2.2) and teaching methodology (2.3).

Now, you are ready to produce the final evaluation report. Here are some questions to use as a springboard for your report:

- a) What were your initial intentions while designing the lesson?
- b) What did you do differently than previously as the teacher of this specific class?
- c) How did your learners react to the lesson? Were they favourable to the new approach?
- d) Did your learners produce ELF discourse? How would you describe that discourse?
- e) Overall, what have you learnt from this experience – developing and teaching and ELF-aware lesson?
- f) Write down the single-most important challenge that you encountered from this assignment – it can be anything, from getting to know your teaching context specifications to providing feedback to a particular task, it is entirely up to you.
- g) And finally, write down what you learnt from this assignment.

In case a peer-reviewing process is possible in your situation, here are some reflective questions that could be useful to you:

- Were the teacher's initial intentions while designing the lesson clear?

- Was the teacher's own justification/evaluation of his/her own lesson persuasive? How convincing was the application of the ELF-aware principles in your opinion?
- What have you learnt from this Final Assignment that is relevant to and useful for your own teaching context?
- Which aspects of the lesson presented in this Final Assignment would you improve upon or change and why?

Navigational guidelines

Activity 1: Final Assignment and peer-review

In what follows, you can see a brief description of the Final Assignment that an in-service teacher from Greece submitted during the implementation of the Course in 2020. This includes an overview of the teaching situation and the ELF-aware activities that this teacher designed and taught in her class.

While going through the description, try to act as a reviewer of this Final Assignment. Think about the feedback you would give to that teacher. As mentioned earlier, the following reflective questions could be useful to you:

- To what extent do you think this teacher has integrated ELF-aware principles in her lesson?
- To what extent is this lesson relevant to and useful for your own teaching context?
- Which aspects of the lesson would you improve upon or change and why?

Title of the lesson: Holidays in Greece

Teaching situation: The lesson takes place in a state primary school where English is taught as a foreign language. There are twenty-one 11-year-old learners whose level of proficiency in English corresponds to A1+/A2-, according to the *CEFR* (Council of Europe, 2001). The mother tongue of most learners is Greek. Some learners are bilingual in Albanian and Greek or Russian and Greek, while, besides English, all of the learners also learn French and/or German at school. They use English at school as well as in their personal lives while, for example, playing computer games online, and they also believe that English will be very useful to them in the future. However, they hesitate to speak English and they sometimes worry about their pronunciation.

Main aims of the lesson: To raise the learners' awareness of ELF usage and help them develop their listening and speaking skills while, at the same time, enhancing their motivation and confidence as non-native ELF speakers.

Procedure: The ELF-aware lesson that the teacher designed and taught in her class revolved around travelling and summer holidays, which is a topic that was very popular among the particular learners. The lesson included four activities following a pre-/while-/post-listening sequence.

The pre-listening stage included two short activities aiming at motivating the learners, activating their background knowledge on the topic and helping them expand their vocabulary pertaining to summer holidays and travelling. At first, she presented three photos illustrating the concepts of 'travelling' and 'summer holidays' and asked the learners to try to guess the topic of the lesson. After they had done so, she urged them to brainstorm vocabulary related to the topic and, all together, create a digital 'word cloud' with all the words they could think of, such as 'island', 'swimming', 'tourist', 'sightseeing' and 'hotel booking'.

The second pre-listening activity involved presenting the learners with an authentic table she had found online showing information about tourism in Greece in 2015, including the number of tourists that arrived in Greece that year and the countries they had come from. Discussion then followed among the learners concerning the information on the table, the factors that may have made those people choose Greece for their summer holidays and their possible experiences in Greece. To engage the learners in a reflective dialogue related to the role of English as a lingua franca in communication among non-native speakers, the teacher asked her learners to think about the following questions and share their views with the class:

- What language do tourists use to communicate with Greek people while visiting Greece?
- Have you ever met people from different countries?
- What language did you use to speak to them?

During the while-listening stage, the teacher employed an authentic YouTube video entitled "What do tourists love about Greeks?" (original title in Greek; available at: <https://youtu.be/SzkE3bH6VLg>). In that video, a Greek reporter asked various tourists on the streets of Athens what they

loved the most about Greece and Greek people. In this activity, therefore, the teacher asked her learners to watch the video and then, drawing on their background knowledge, to share their thoughts not only on what the people on the video talked about but also on the ways in which they tried to communicate with each other. The questions she used in order to trigger a reflective dialogue included the following:

- Are the people in the video native or non-native speakers?
- Where are they from?
- Where is the reporter from?
- Did you understand them?
- Do they speak English well?

Finally, for the post-listening stage, the teacher modified a mediation activity that was included in the coursebook she typically used in her classroom. That activity presented the picture of an announcement board, such as those found at the Athens International Airport, containing information in Greek about the arrival and departure of flights. Based on that picture, the teacher created a role-playing activity for her learners. The learners worked in pairs and the instructions were as follows:

- Student A: You are a tourist waiting for your flight to be announced but you can't read Greek.
- Student B: You are a Greek waiting for your flight and want to help the tourist who seems to be confused.
- You are both standing in front of the board. Make a short dialogue asking for and giving information in English.

Chapter 5. Evaluation and Lessons Learnt

DINA TSAGARI | MONA EVELYN FLOGNFELDT | LYNELL CHVALA
| THERESE TISHAKOV | KIRSTIN REED

INTRODUCTION

ENRICH has placed special emphasis on Evaluation and Quality Assurance (E&QA) aiming at monitoring the progress and evaluating the quality and impact of the project's activities. In this chapter, E&QA focuses on presenting the monitoring and evaluation activities that lead to the quality assurance of the Continuous Professional Development (CPD) Course. The chapter consists of three parts: the Piloting Phase of the CPD Course, the ENRICH consortium partner reflections that led to a compilation of the lessons learnt and the generation of specific recommendations for future improvements.

1. PILOTING PHASE OF THE CPD COURSE

Before the blended-learning CPD Course could be implemented, the online materials and services had to be piloted. The purpose of the piloting phase was to obtain valuable feedback and insights from practising teachers which would in turn be analysed and taken as a basis for improvements and useful ideas to inform the design of guidelines for the actual implementation phase of the project, the subsequent running of the CPD Course itself.

The piloting phase was completed with the help of 3-5 English Language Teaching (ELT) practitioners recruited by each of the participating countries. In each country, teachers were selected from a pool of volunteers based on the following criteria: teachers were to a) be experienced with teaching young and adolescent multilingual learners, including students with various kinds of migrant background and b) have participated in CPD courses of different types.

Altogether 21 teachers took part in the piloting phase of the CPD course: 5 teachers from Greece, 5 from Italy, 4 from Norway, 4 from Portugal, and 3 from Turkey. Three of the teachers were male, and 18 female. Their ages

ranged from 26 to 57, and their experience as practising teachers covered a span from 2 to 27 years. As regards their professional qualifications, the majority of teachers had their MA degrees in education or English, while four teachers had their BA degrees as part of an integrated teacher education programme and two had their PhDs in language and literature. Many of the teachers supplemented their education through various postgraduate courses or *blended* ELT CPD courses as part of their in-service professional development and were hence eligible for the piloting team.

In most cases, the teachers had been contacted via e-mail or social media, based on the national consortium groups' professional experience with eligible candidates. The teachers were then afforded usernames and passwords to enable their access to the Moodle hosting the CPD course. After the agreed period of piloting, the teachers gave their feedback through different channels: WhatsApp messaging, e-mail, phone, Skype, or by means of Google docs.

The piloting teachers were asked to study a selection of features and parts of the materials produced by the various authors and designers and specifically consider the introduction to the course, the overall layout structure of the Moodle, and its navigational service. They were also asked to critically review the content of a minimum number of central Sections, the videos and activities integrated in these, as well as the provision of supplementary material. Furthermore, particular focus was to be given to feedback about the forum discussion parts in each Section and the final assignment. Questions about the general feasibility of taking this kind of CPD Course in each national context and with respect to the teachers' individual teaching situation specifically were also raised.

A template report form was developed on the basis of what the piloting teachers focused their feedback on. This report, submitted by all ENRICH consortium members, comprised three obligatory parts:

Part A included data about how the teachers matched the selection criteria given above,

Part B contained ethnographical information about the teachers and their professional status and experience, and

Part C was a collection of the teachers' feedback on various aspects of the materials, the structure and the services offered by the CPD course.

1.1. Overall impressions of the CPD course

In the following, a summary of the main points offered by the respondents is presented:

- Starting with an overall impression, the piloting teachers said that the online CPD Course came across as very useful and user-friendly. On the whole, the teachers found it rewarding that the Course is flexible, giving participants an opportunity to choose their own path through sections that address various aspects of English as a Lingua Franca (ELF), aspects of learning, teaching, awareness of what ELF really is, and both theoretical and practical components. It was felt to be open, allowing for reflection, not just knowledge acquisition. Cultural characteristics became evident at this point; some respondents admitted that this reflective orientation was new to them, and more challenging, partly to do with varying degrees of English proficiency.
- Teachers were happy about the opportunities to interact internationally. Different needs surfaced among the piloting teachers. Some would prefer a more theoretical orientation, with more references to research literature, while others missed a more practical approach with useful methodological tips along the way. Both teacher students and practising, in-service teachers were among the respondents. A point was raised by one teacher who missed the inclusion of affective factors, holding that the unique situation of refugees, for instance, had not been sufficiently addressed. Another comment was voiced about the absence of a stronger contextual awareness.
- The introduction to the Course was found to not specify a target group. In fact, respondents varied in the extent to which they would prefer more practical tips for teachers, on the one hand, and more references to relevant theoretical literature, on the other. Similarly, the fact that many activities in the sections were *reflective*, asking participants to share their thinking about different aspects of working with English, was felt as a challenge to some, whereas to others, this was seen as a welcome change from having to respond to less authentic questions in other contexts and courses. It is clear that responses reflect different cultural educational backgrounds. This CPD was designed to be innovative, incorporating more game-like

features such as a non-linear structure making it possible for users to flexibly choose their own learning path. It is only to be expected that some users will need more time to adjust to this new way of organising a course.

- Many respondents reacted favourably to some of the innovative and perhaps game-like features like the image-map overview of components in the shape of colourful bubbles as well as the non-linear structure of the course. However, being used to courses with a different and more pre-determined progression, users were not all at ease with the flexibility involved. Some of the teachers raised questions about the coherence of the Course and the connections between sections (represented by the bubbles). They wanted to know what the dotted lines around the bubbles meant, and whether the relative size of the bubbles implied differences in importance. For this reason, some users preferred to navigate by means of the left-hand menu rather than the bubbles, and their testing of this feature led to suggestions for minor adjustments.
- The piloting teachers felt there was useful introductory information at the start, but that navigation paths could have been clearer. This was an interesting result, since the organisation of the Course as a non-linear collection of units (the "Sections") was intentional and a part of the basic conceptualisation of a CPD Course devoted to the theme of ELF practices in multilingual and inclusive classrooms.
- Some of the comments about structure were of a technical nature: Would it be possible to open files in more than one window? The reason for this query was that users felt a need to be able to keep track of different pages simultaneously so as to ease navigation and progression.
- Apart from the reactions referred to so far, questions about the duration of the course, the amount of work required, the extent to which taking or running a course like this was feasible in the various national contexts and at their local school were asked. There were quite a few queries, too, about the role and function of the mentor during the Course and whether there would be progress checks or record tracking along the way. More than one piloting teacher had questions about the assessment of the final assignment and the kind of feedback that could be expected during the course.

1.2. The sections

In addition to the introduction to the Course and the final assignment, the piloting teachers were asked to review a specified number of sections. These sections are central to the aims of the course:

- Using English
- Teaching English
- ELF-awareness
- Learning English

Only the teachers recruited by the Italian partners included targeted feedback on these sections. The piloting teachers were invited to study other sections, too, primarily according to their own interests. However, this was not a requirement, and with very tight schedules for some respondents, they had not had time to consider more than the obligatory parts; in the Greek group, however, one teacher had in fact gone through all the sections in the course. That meant that some of the proposed innovative practices (e.g., translanguaging, CLIL, TBL, ICT), and the inclusion of cultural aspects, had been addressed.

1.3. The videos

The videos were on the whole considered very informative. Some piloting teachers felt they were too theoretical and missed the supply of more visual material and more interaction with listener-viewers. More than one respondent wished to be able to see the speaker, not just listen to a voice, but they were satisfied with the quality of the audio material. Others were worried about the length of some of the videos. There were suggestions about splitting the videos up, preferably in alignment with the activities in those sections.

Some technical issues were highlighted, for instance, the fact that when you got back to the video you were watching and listening to, you would always be taken back to the beginning of the video. Some even questioned why they were asked to stop the video in particular cases. The idea was that reflective tasks or more practical experiential points were raised in the process in order to illustrate or support and contextualise the more theoretical considerations discussed in the videos. Shorter video segments would have addressed both of these issues.

1.4. The activities

Many of the piloting teachers found the activities interesting and relevant and in line with the overall aims of the course. Some expressed a wish for more quiz-like types of activities, reflecting a preference for more variety in the types of activities presented. The multifaceted orientation of the CPD Course was designed to enhance participant knowledge about ELF, multilingualism and inclusivity. It was designed as a channel for reflection and building awareness with the aim to play a transformative role in language instruction. Other types of activities, such as quizzes and polls, serve to solidify knowledge in preparation for deeper reflection in an upcoming activity. More quizzes would have helped ground participants through the learning modules, according to some teachers.

Some of the activities were designed as forum discussions. These would give participants an opportunity to share their opinions and thoughts about various relevant questions. Piloting teachers contributed reactions in two directions: for some, there were too many forum discussions. Others wished for more mentor interaction in forum discussions. Another point worth making is that some teachers pointed out that they were not familiar with a culture of encouraging explicit reflection in their educational setting. For this reason, forum contributions were felt to be a challenge for some of the respondents.

In the final activity, the final assignment, prospective users are asked to design an original lesson plan and evaluate its outcome. This kind of lesson plan would demonstrate their application of the knowledge constructed in the course of their engagement with the CPD materials. Piloting teachers were asked to specifically give feedback on this last and culminating assignment in the course. The most prominent reactions had to do with the question about assessment: How would the final assignment be assessed? Would this be done by the mentors? They found the assignment demanding, but positive and a good blend of theory and practice.

1.5. Supplementary materials

There was general agreement across the group of piloting teachers that having access to videos (audio information), the original PowerPoint presentations (used as a basis for the recording of the videos) as well the transcript of the monologue that accompanied the videos were highly valuable. One interesting reaction, which was voiced by several

respondents, was that there was not always an exact correspondence between these three modes of communication. This may in fact have been intentional, as the different forms of representation do call for different wordings. However, this part was perceived by some as a lack of coherence.

The other supplementary material that was emphasised as very useful was the glossary. Some respondents would have liked the glossary to be linkable from every page. This is understandable, since the different sections introduce a number of concepts that are probably new to a lot of participants. A more principled reaction was that users had expected more practically relevant supplementary materials instead of more theoretical contributions.

The piloting phase produced interesting, relevant, and very useful feedback to the materials authors and developers as well as to the CTI partners responsible for quality assurance in connection with the developed e-learning environment.

The information gleaned from all the piloting reports gave the partners valuable insights for their work with the implementation of the amended CPD Course with teachers from many different educational settings. Raising awareness about ELF and giving participants opportunities for reflection, collaboration, and peer learning has been made possible, and working with the ENRICH Moodle with international co-students encourages ELT practitioners to open up to new perspectives, thereby developing their critical thinking skills. Their work with the culminating final assignment would also give them a chance to develop and demonstrate their problem-solving capacity in the domain of ELF and multilingualism in inclusive classrooms.

2. PARTNER REFLECTIONS

This part of the chapter reports on partners' evaluation and reflections from an online survey where partners were asked to reflect on the impact of developing the online CPD course, on conceptualizations of ELF and ELF-aware teaching. They were also asked to reflect on the potential of online CPD for raising ELF-awareness amongst key stakeholders, as well as to propose suggestions for similar projects in the future. Partner responses clustered around: a) the contributions of the Project to the field of ELT and the theory and practice connections in considering ELF and ELF-aware teaching, b) benefits of broader interaction and contact, and finally, d) the potential of online CPD learning environments for raising ELF-awareness amongst key stakeholders.

2.1. Synergy of ELF theory and ELF-aware practice

Several partners described the theoretical discussion of ELF and its pedagogical implications as a central contribution of the Project to the field. The exchange of differing views across partners and national teams within different disciplines and areas of specializations was viewed as constructive in developing a deeper understanding of ELF and an ELF state of mind and implications for ELT. The broad approach to the topic is described as problematizing and extending partners' conceptions of ELF, as well as making visible their own and others' underlying attitudes and beliefs. For some partners, developing the CPD Course led them to engage with issues of ELF-awareness and reflect over underlying attitudes and beliefs in some of the same ways Course participants were asked to do. While for other partners, exploring ELF and ELF-aware teaching led to reconsidering their own teaching practices. As a whole, the broad and interdisciplinary approach to ELF and ELF-aware teaching resulted in a unique and comprehensive CPD that is viewed as both an important contribution to the field of ELT and to the professional development of teachers.

The most significant benefits to partners were more dependent upon how they positioned themselves (i.e., as researchers, teacher educators, academics). For partners heavily engaged in ELF-research, the development of the CPD Course provides the opportunity to apply theoretical knowledge about ELF and ELF-awareness into practice. For partners more engaged in teacher education, the development of the CPD Course contributed more heavily to the consideration of research perspectives on the professional development of English language teachers (ELTs) today. With a solid anchoring in pedagogical implications, partners describe the benefits of careful and considered discussions connecting English classrooms, English language learning and assessment in ELF in developing the CPD course.

As a general contribution to the field as a whole, locally adapted ELF-aware lesson plans delivered by Course participants as the final assignment represent, as one of the pilot teachers said, "original ideas and lesson plans based on the ELF-awareness framework" and tied to a range of local teaching contexts.

2.2. Enhanced interaction and global contact

Enhanced international and global contact was also highlighted as creating opportunities to build knowledge across local, institutional,

national, regional and global contexts. Partners reported on the specific benefits of:

- The “cross-pollination of education leaders and key stakeholders across countries and universities” both within the fields of ELF and ELT, as well as in the periphery;
- The “involvement of a large number of teachers from Europe and other parts of the world” engaged in the discussion of English and ELT in the world today;
- The possibilities for “connecting with a large ELF community of practice” and “reaching a much wider audience”. The sharing of ideas and experience was considered especially useful in expanding teachers’ community of practice through online CPD, especially during the COVID-19 pandemic;
- The interaction of Course participants and ENRICH partners as Course “mentors” was seen as beneficial for both parties in considering “ELF from an international perspective...[and] hear[ing] teachers’ voices from different international contexts”. Partners reported the benefits of online contact sessions and online discussions with teachers as particularly beneficial.

More generally, partners reported on a greater awareness of their own use of ELF as part of the creation of online recordings and Course materials, as well as interaction with a wide range of Course participants.

2.3. Online learning environment for CPD

This section summarises partner reflections on both pedagogical and technological innovations involved in developing the course, as well as the challenges they posed.

Pedagogical innovation

Partners acknowledge that developing teachers’ ELF-awareness is “a highly demanding task” that requires high levels of interactivity for exploring attitudes and beliefs as well as appropriate support. This section will report on the issues partners identified as relevant in forming online CPD for this purpose.

Sustained engagement of Course participants was an issue identified by several partners. In sum, partners identified the following areas as

positively or negatively impacting participants' engagement: Course length, frequency of online contact, selection of a variety of activities to prompt engagement and reflection in creating locally responsive lesson plans, and the possibility of supporting teacher motivation through official recognition. Some suggestions offered by partners were the possibility of weekly forums or discussion rooms where smaller groups of teachers could interact, bi-weekly workshops on materials development, and the possible use of portfolio assessment.

In terms of the Course design, partners identified the following areas as worthy of further consideration:

- Integration of the Needs Analysis. It was suggested that more time could have been allotted in developing the internal structure of the Course in light of the findings of the Needs Analysis.
- Length. It was suggested that a length of 28 Course sections could be reduced. Partners did, however, agree that the organization of these sections into three overarching themes of *Using, Teaching and Learning English* created clear structure and transparency in how the different sections related to one another.
- Sequence. A central issue throughout the Project has been the sequence or order of the sections. Originally, the Course was planned with an innovative and non-linear design which would allow teachers the freedom to determine their own "path" through the different sections of the course. Ultimately, the need to ensure interaction between Course mentors and Course participants led to a predetermined and linear sequence in order to ensure that participants and mentors were engaged in the same section at the same time. Despite these restrictions, partners were still positive to the flexibility the Course offered in terms of availability of instructional videos and activities in all sections from the start and throughout.
- Uniformity/variation. Some partners reacted to variation across the different Course segments, as they tended to vary in terms of content (weighing theory or practice more heavily) and length. Partners were very positive to the range of activities available in the online learning environment but reported some struggles in matching the content of the segment with the choice of activity and lack of familiarity with participants' previous experience or background. In terms of pedagogical design, partners suggest a greater diversity of activities for participant interaction which could include but is not limited

to mixed group project-based learning opportunities and more opportunities to implement and reflect on new practices.

- The role of mentors. Partner evaluations highlighted the central role of mentors in providing support and challenges adapted to individual needs in the course. Partners acknowledged the need for more discussion about the role of the mentors in the course, in particular in providing timely feedback, predicting possible misunderstandings, and supporting teachers in relating and responding to the local instructional context. The role of the mentors is particularly salient in achieving the delicate and sensitive exploration of teachers' deeply held attitudes and beliefs in an asynchronous online learning environment.

Technological innovation

An online learning environment allowed for Course participation from a much wider audience than traditional CPD, and the online environment created a context that enhanced the exploration of ELF and ELF awareness.

The original plan to provide a non-linear and self-driven structure for online CPD is innovative and involved the use of an image map to navigate through the different sections of the course. JQuery Libraries was the technical application used to adapt to the Course to different screen resolutions, increasing user-friendliness and adaptability across devices and operating platforms and systems. It is only through the technological design that the Course was able to successfully enrol and maintain teacher participation across a range of global and technological settings. Though the partners eventually had to abandon a non-linear and self-determined structure, this is still seen as innovative and worthy of further consideration for online CPD in the future.

Ultimately, a number of partners concluded that the ideal structure for the CPD Course would be a "blended course", combining the online component for contact and experience-sharing with colleagues in other countries with in-person teaching and workshops for the member countries. Partners describe the added benefit of being able to follow up and more deeply explore responses from online activities and discussions as part of in-person teaching in a blended course.

In terms of the impact of the Course and future directions, free CPD in an online learning environment is described by partners as one of the "cheapest and quickest way[s] to spread knowledge on an important topic" in the short term. With the Course in place for short-term impact, the

partners feel the way forward should focus on “long-term dissemination” addressing the needs and concerns of different stakeholders.

3. LESSONS LEARNT AND FUTURE DIRECTIONS

Overall, on the basis of the results of the various E&QA, ENRICH has produced an online CPD Course which is flexible enough to accommodate and be adapted to different contexts, including the use as a stand-alone, self-access online course, a blended learning course or a face-to-face course. The focus, however, is to be on the online component to make the training accessible to a large number of participants. The modular nature of the Course allows participants to work on parts of the Course or study the complete Course contents depending on time resources available as well as their training needs. The aim has been to adapt the training materials as much as possible to individual needs and wants of the participants. The Course is relevant for teachers from a variety of school contexts. The training materials are designed in such a way that teachers can directly apply the procedures and principles of the Course contents to their respective teaching environment. Materials are hands-on for the training and thus worthwhile for busy teachers. The training materials are freely accessible on the Project website, with the simplest registration procedure possible in order to attract a large number of participants.

Future involvement in the ENRICH Course can have a significant impact on a range of stakeholders, specifically:

- ELTs participating in the CPD Course can be empowered as effective and autonomous professionals, capable of exploiting the benefits of the role of English as an international lingua franca so as to adopt an inclusive pedagogical approach in their multilingual classrooms. This can have a direct impact on their everyday classroom teaching, which can be enriched with innovative teaching practices (e.g., translanguaging, CLIL, TBL, ICT) and appropriate cultural content (e.g., European Cultural Heritage). Engaging with the Project is also expected to help ELTs feel the need to reconsider their own practices (e.g., their attitudes to migrant learners) and attend the course, after the Project's life. Their involvement in the CPD Course can also have a highly positive impact on their sense of themselves as teachers and as individuals in general, in terms of their self-image and self-esteem (European Commission, 2014).

- Learners, with migrant backgrounds, such as refugees, whose teachers participate in the CPD course, can be empowered as learners and users of English in the current globalised world. This way they can develop communicative and other transversal skills necessary for facing the challenges of the increasingly multilingual economic and social landscape (Council of Europe, 2001, 2018; European Commission, 2018). In this respect, the Course will also have a major impact on their sense of themselves as: a) valuable members of local communities and the wider European – and global – community, where a ‘shared language’ (ELF) connects everyone together, and b) valuable educational stakeholders, whose opinions, experiences, needs and wants constitute the central points of concern in the educational process.
- Teacher educators, decision- and policy-makers and researchers who engage themselves in the Course increase their awareness of the urgent need to focus on the promotion of teacher competences necessary for integrating international languages, most importantly ELF, in multilingual classrooms, so as to develop the learners’ relevant communicative and other transversal skills. Accordingly, this is expected to have a positive impact on their own future professional ventures. Teacher educators in particular are expected to develop an understanding of the value of the Course and of the reasons why they should use it with their own prospective teachers. Decision- and policy-makers will gain awareness of the serious implications of ENRICH about educational policy (e.g., in terms of modernising all phases of the Teacher Education continuum, including Initial Teacher Education, along the lines of multilingualism and ELF). Finally, researchers can engage in furthering research in the fields which ENRICH addresses (e.g., in terms of the need to investigate learners’, including migrants’, actual needs and wants alongside teachers’ educational needs).

Given its high potential in generating new knowledge, ENRICH is expected to lead to future, possibly even more challenging, projects in the fields of multilingualism and ELF, thereby generating new knowledge in the field of multilingualism while at the same time promoting the visibility, reputation and vision of the participating organisations and individuals.

References

- COUNCIL OF EUROPE (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge: Cambridge University Press.
- COUNCIL OF EUROPE (2018). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment – Companion Volume with New Descriptors*. Strasbourg: Council of Europe, at <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>, accessed 15 January 2021.
- EUROPEAN COMMISSION (2018). *European Skills/Competences, Qualifications and Occupations – ESCO*, at <https://ec.europa.eu/social/main.jsp?catId=1326&langId=en>, accessed 17 January 2021.
- EUROPEAN COMMISSION (2014). *The Teaching and Learning International Survey (TALIS) 2013 Main findings from the survey and implications for education and training policies in Europe*, at https://ec.europa.eu/assets/eac/education/library/reports/2014/talis_en.pdf, accessed 12 January 2021.

Glossary

Accommodation. Strategies and skills of adjustment typical of English as a Lingua Franca (ELF) interactions among non-native English speakers. Processes of adaptation occurring at a range of different linguistic levels, including pronunciation, lexis, grammar and semantics in order to promote mutual intelligibility among ELF users from different lingua-cultural backgrounds. With the ELF-awareness perspective, teachers may include in their teaching practice authentic materials related to accommodative processes as a reference for developing oral skills in intercultural communication.

Activity. In general, an activity is any distinctive phase in the course of a language lesson, more specifically a particular type of classroom procedure. It is something that learners do that involves them using or working with language to achieve some specific outcome. It is a procedure that induces the learner to engage with the target language items in a meaningful way; in communicative language teaching, for example, activities involve students in communication. An activity can involve any or all of the four skills, as well as language areas like grammar and vocabulary.

Approach. A set of principles and of assumptions, a theory of the nature of language, learning and teaching; underlying any language teaching

approach there is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn. The communicative approach, for example, is the best-known current approach to language teaching. Task-based teaching is a methodology associated with it.

Assessment. *Formative assessment* takes place throughout the lesson, unit, or period. The intention is to give the learner feedback during the course of the assignment to help guide them forward. *Alternative assessment* is a form of formative assessment and the terms are often interchangeably used. *Alternative assessment* refers to the tasks that are utilized to assess student progress in lieu of the traditional test or quiz. Examples include projects, portfolios, group work or creative assignments. *Oral assessment* is the evaluation of a learner's production, which can include not only structure and pronunciation, but also ways of facilitating communication such as negotiating for meaning, asking for clarification, paraphrasing, or re-stating for better communication.

Attitudes. Tendencies to think, feel and act positively, negatively or neutrally to something, for instance people, ideas, values, tasks, based on previous experience, beliefs and acquired knowledge.

Attitudes are learnt and can be unlearned. Learners' attitudes to learning another language may be affected by the distance they feel there is between their current level of proficiency and what is presented as the preferred outcome. Teachers have an important role to play in creating an inclusive learning environment where all learners are recognised as competent language users.

Authenticity (of tasks and inputs).

The term relates to the real communication value of language learning tasks and inputs. Authentic tasks are activities that pose real-life communicative demands on learners. Authentic inputs are spoken or written inputs (texts, articles, audio-visual materials) that reflect real-life interactions. In traditional EFL settings, authentic tasks and inputs typically reflect native speakers' communication activities and language production and perception.

Awareness. A process whereby we become conscious of the underlying features of language communication, including our own conscious or sub-conscious evaluation of those features. *Metalinguistic awareness* is achieved through the involvement in activities that prompt learners to objectify language, i.e., discuss the ways (and reasons behind them) in which we use language in different communicative settings (e.g., why they may believe that certain languaging behaviours from so-called non-native speakers may be considered erroneous). Metacognitive awareness is achieved through activities

that ask learners to discuss their attitudes towards a particular communicative event and identify the deeper sources of these attitudes (e.g., why they may believe that the BBC accent serves communication better and, therefore, it should be a model for pronunciation teaching).

CLIL. Content and Language Integrated Learning (CLIL) takes place when a subject is taught in another language – almost always English – rather than the first language of the learners. In CLIL classes, tasks are designed to allow students to focus on and learn to use the new language as they learn the new subject content. In a CLIL classroom, the curricular subject and new language skills are taught together; thinking and learning skills are integrated too. The main focus is not achieving standard language use, rather completing tasks and using the language to achieve non-linguistic objectives. CLIL teachers can be subject teachers, language teachers or classroom assistants. Students have a central role in CLIL lessons: their activities should be based on a peer cooperative work and they should help set content, language and learning skills outcomes.

Communicative strategies. In ELF communicative contexts speakers tend to use strategies to convey their intended meaning or to overcome communicative problems. Strategies are also used to fill semantic or lexical gaps and to avoid or repair communicative

breakdowns. They may include paraphrasing, substitution, code-switching, and asking for clarification. This practice is also common in second language acquisition and strategies are often used by learners at different stages of L2 development.

Comprehensibility. Comprehensibility refers to the recognition of a meaning attached to a word, or understanding of possible meanings in utterances. It is also used to address how difficult or easy an utterance is to understand by the addressee. Since it involves a mental processing (grasping the potential meanings of utterances), comprehensibility is regarded as a higher level of understanding than intelligibility.

Corpus/corpora in ELT. A corpus (corpora is the plural form) is a collection of naturally occurring language, language used every day and not artificially constructed. It consists of spoken and/or written texts collected in machine-readable forms, they are electronic texts which can be automatically analysed with software packages. Corpora can be used to inform English language teaching, dictionaries and grammar and ELT materials. The direct use of corpora in the classroom is known as Data Driven Learning (DDL). In DDL learners are directly involved in observing language in use and in discovering language to the extent that it may challenge the beliefs of both learners and teachers.

Cultural Heritage. It refers to all tangible (e.g., monuments, artifacts and

works of art) and intangible (e.g., values, practices, languages and traditions) forms and representations of the culture of a social group which the members of that group consider to be valuable and essential to be preserved as a 'legacy' for future generations. For more information about the European Cultural Heritage, see the relevant European Union website here: https://europa.eu/cultural-heritage/european-year-cultural-heritage_en.html.

Curriculum. In ELT, a curriculum is defined as a set of broad principles governing language teaching. Also see *Syllabus*.

ECTS. Acronym of the term *European Credit Transfer System*. The term refers to the amount of workload required by the participants of a training programme to complete a particular training unit, in terms of study hours. In ENRICH, one credit equals 25 hours of trainee involvement. This includes everything the trainee does within the Course, i.e., viewing the videos, reading articles, book chapters, etc., carrying out the activities incorporated in each video, preparing for the main assignment, designing lesson plans, teaching, recording, and writing the final assignment. The ENRICH Course lasts for 20 weeks and offers 12 ECTS. This refers to 15 study hours per week (300 hours in total). In order for the participants to be able to recognise ECTS in their context, particular national regulations need to be taken into account. As an

Erasmus+ project, ENRICH can only offer the tools for that: a very strong and coherent rationale underlying its CPD Course, which justifies the number of ECTS being offered and the corresponding amount of workload required. This rationale should be employed in order for ECTS to be officially recognised at a national level. More general information on ECTS can be accessed here: https://ec.europa.eu/education/resources-and-tools/european-credit-transfer-and-accumulation-systems-ects_en.

EFL. The acronym for English as a Foreign Language; it refers to learning and using English as an additional language in a non-English speaking country, while ESL and ESOL refer mainly to learning English as a new resident in an English-speaking country. EFL materials tend to be written for learners either studying English in their own country or on a short course in an English-speaking country. In the last two decades the clear-cut distinction between EFL and ESL has been overcome by the widespread number of non-native speakers using English as a *Lingua Franca*.

EIL. This term is generally used to refer to the use of English in multilingual international settings that involve a diversified range of users, native as well as non-native speakers, in a variety of situations reflecting the users' distinct beliefs, practices and cultural values. Therefore, EIL is concerned with language contact and language interaction as it acknowledges the existence

of different varieties of English around the world and how language is used depending on the aims of communication and the speakers involved in the interaction.

ELF. ELF is a language of contact that allows different users of English, both native and non-native, to communicate across a variety of domains at both a national and international level. Because ELF users are generally bilingual/multilingual, ELF interactions are known for their collaborative nature where participants may draw on their diverse linguistic backgrounds to adapt their discourse to be as intelligible as possible, so to negotiate meaning and find a common ground.

ELF user. Any user of English involved in spoken and/or written interactions with so-called non-native users of English.

ELF awareness. In *EFL* teaching contexts (see term), ELF awareness refers to the process of critically reflecting on one's deep-rooted convictions regarding the usefulness of native-speaker-oriented, Standard-English-related instruction, its effects on task design, and correction and feedback techniques. ELF awareness has three components, awareness of language and language use, awareness of instruction, and awareness of what constitutes essential language learning concerning EFL learners. Also see *Transformative learning*.

Expanding Circle > see Kachru's Circles.

ICT. Acronym for Information and Communication Technologies. These are technologies that utilize communication and exchange information through telecommunication. Such communication technologies include Internet-based systems that can be accessed through wireless networks, mobile phones, and other communication mediums. In the domain of English language teaching, ICT networks refer to online platforms and applications that prompt or enable language learning.

Informed practitioner. Teachers should be knowledgeable of the theories, practices, methods and approaches in language teaching and learning. They should also be tangibly aware of their own teaching context, their learners and their learning profiles and the target situation. Teachers use the above knowledge and reach specific decisions regarding their teaching practice that is always contextualised and subject to evaluation.

Inner Circle > see Kachru's Circles.

Intelligibility. Intelligibility refers to the extent to which a hearer can correctly identify the words he/she hears, or the extent to which the speaker's intended message is correctly understood by the hearer. It is used to address the initial word/utterance recognition before any further interaction takes place between the speaker and hearer. In any spoken or written interaction, it is crucial that the interlocutors are at least able to understand what each other is saying. In order to develop mutual understanding

and achieve further communication, the speaker's message should be first intelligible to the hearer in any human interaction.

Intercultural Awareness. It refers to a deep and conscious understanding of the role of culture in intercultural communication and the ability to put this understanding into practice so as to communicate in a flexible and context-specific manner (Baker, 2015). It includes *Intercultural Communicative Competence*, and, at the same time, an awareness of the ways in which culture may be illustrated in and influence interactions in *English as a Lingua Franca* and the ability to participate in such interactions effectively and appropriately.

Intercultural Communicative Competence. It refers to the ability to interact effectively and appropriately with people with a different culture or sets of cultures in a so-called "foreign" language (Byram, 1997). It includes *linguistic competence* (referring to the effective usage of language structures, including grammatical, lexical and phonological forms), *socio-linguistic competence* (referring to the appropriate use of language depending on the social context), *discourse competence* (referring to the use of appropriate strategies in constructing written or spoken texts), *strategic competence* (referring to the use of appropriate strategies to overcome potential communication barriers) and, finally, *intercultural competence* (referring to the knowledge, skills and attitudes enabling one to interact effectively across cultures).

Kachru's Circles. The three concentric circles, originally proposed by Braj Kachru in 1985, depict "the type of spread, the patterns of acquisition and the functional domains in which English is used across cultures and languages" (Kachru, 1985: 12). They have been used ever since to describe the complexities in using, teaching and learning English in different contexts. The so-called *Inner Circle* refers to those countries where English is used as a mother tongue or L1: the USA, the UK, Canada, Australia, New Zealand and possibly South Africa. Inner Circle countries are traditionally associated with the so-called "native speakers" of English and, therefore, the standard or norm that is the traditionally basis of teaching and learning English as a foreign language. The *Outer Circle* involves countries that are former colonies of the UK or the USA, e.g., Nigeria, Malaysia, Singapore, India, Ghana, Kenya, etc. In these countries English is legally recognised as an official language, but other local languages may also be recognised. The *Expanding Circle* refers to territories that do not have a history of colonization by Inner Circle countries and therefore English does not have an officially recognised institutional or social role. In these territories English is learnt as a foreign language. The countries in the Expanding Circle include the vast majority of European countries, Brazil, Russia, China, Japan, etc.

Language teaching materials. Teaching resources used in formal teaching settings. They may include textbooks, dictionaries, grammar books, interactive whiteboards, worksheets, or websites. They may also include materials that are developed and/or selected and introduced by the teacher and/or the learners themselves (e.g., newspaper articles, any online material, audio-visual or otherwise, etc.).

Languaging. Coined by Swain (1985), the term refers to the cognitive process of negotiating and producing meaningful, comprehensible output as part of language communication.

Large culture. It refers to the culture of ethnic, national and/or international social groupings (e.g., 'the Great Britain', 'Europe' and 'West') when viewed as a unified whole (Holliday, 1999). Adopting this perspective of culture often involves over-generalizing and stereotyping, for instance, judging people based on predetermined characteristics and commonly held beliefs or presuppositions which may not be true. In turn, this may foster an ideology of 'culturism' and 'otherism', through the promotion of the assumption that certain cultures are in a way superior to others and that there are qualitative differences between 'us' and 'other' people. Also see *Small culture*.

Lesson planning. The organisation of the activities to be carried out during a particular lesson, including their aims and particular objectives. Lesson plans should ideally include as much information about the teaching context, the

learner profile, materials and resources used and projected lesson as possible, so that teachers may use them as a basis of and a reference for the evaluation of the actual lesson.

Lesson evaluation. The process whereby the efficiency or 'success' of a particular lesson is assessed against a specific number of criteria. These criteria can be taken from a broad array of theoretical and practice-laden areas, such as the teaching of the four language skills (and their sub-skills), specific instructional methodologies (such as task-based learning), learner needs analysis and so on.

Lingua Franca Core. The Lingua Franca Cores is an inventory of pronunciation features suggested by Jennifer Jenkins in 2000 to achieve mutual intelligibility among ELF (English as a Lingua Franca) speakers. According to Jenkins, English learners should not try to imitate British or American speakers; however, keep their own legitimate regional accents, which should not be regarded as an error just because it is different from the native speaker norm. In her LFC, Jenkins proposes awareness in the following areas: consonant sounds and the preservation of most consonant clusters, vowel lengths, word groupings and placement of nuclear stress. Outside this core, teaching is done perceptively rather than productively, so that ELF speaker still can understand other accents while maintaining aspects of their own L1 accents, which is seen as a part of their own personal identity.

Linguistic diversity. A term used to define the diversity of languages spoken in a particular region or country. Linguistic diversity is higher in some areas than others due to factors such as history, geographical location, political or economic structure. Given that there are about 7000 languages spoken across a few hundred officially recognised countries in the world today, linguistic diversity is not an exception but a norm.

Literacy. The term literacy implies that an individual can show at least a minimal ability both to read and write, it is used to define the ability of an individual to make sense of the printed material. Literacy is understanding, evaluating, using and engaging with written text to participate in the society, to achieve one's goals and to develop one's knowledge and potential. Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. One more broad interpretation sees literacy as knowledge and competence in a specific area. Literacy skills help students gain knowledge through reading as well as using media and technology. These skills also help students create knowledge through writing as well as developing media and technology particularly in second language learning.

Materials > See Language learning materials.

Mediation. The *Common European Framework of References (CEFR)* introduced the notion of mediation in language teaching and learning to describe a fourth category for communicative language activities in addition to reception, interaction and production. The written and/or oral activities of mediation make communication possible between people who are unable to communicate with each other directly generally because of linguistic, cultural, semantic or technical barriers. Mediation language activities, by processing – summarising and/or explaining – an existing oral or written text, are important in the linguistic functioning of our societies. Mediation integrates and goes further than the co-construction of meaning by underlining the constant link between the social and individual dimensions in language use and language learning.

Mentors. In the context of the ENRICH Course, mentors are teacher educators who are engaged with the training programme by providing prompts, clarifications and support to trainees. In the ENRICH Course there are two kinds of mentors: 'Moodle mentors' are subject specialists and experts in the various sections (or 'bubbles') of the Course; they follow activity in the Moodle Forums and provide online support in the form of clarifications, prompts and suggestions, clarifications to tasks, etc. Then, 'local mentors' are educators

who are responsible for organising the three online and/or offline meetings with ENRICH Course participants, at the beginning of the Course (clarifying its aims and objectives and helping to form a bond between the participants), at the middle of the Course (boosting motivation, answering questions), and at the end of the Course (advising participants on preparations for the final assignment).

Metacognitive awareness > See Awareness.

Metalinguistic awareness > See Awareness.

Method. A method is an overall plan or design to present language material based upon a selected approach. Method is the level at which theory is put into practice and choices are made about content to be taught, the skills to be used. A method is when an instructional design includes a specific level of application in terms of objectives, teacher and learner roles and classroom activities. With a method, there are prescribed objectives, roles for teacher and learners and guidelines for activities. The teacher's role is to implement the method.

Migration contexts. European countries have always been important migration routes but there has been a significant increase in the number of people seeking refuge in Europe in the past few years. The majority of migrants use the Central Mediterranean or the Balkan route to reach Europe. For the time being, Germany reports the largest

total number of immigrants in Europe, followed by the United Kingdom, Italy, France, and Spain. Multilingual and multicultural classrooms are the current educational settings where teachers may experience challenging situations in promoting an inclusive space for learners from different migrant backgrounds, refugees and asylum-seekers. Teachers, being aware of their learners' previous migratory experience, may develop an inclusive pedagogy taking into account the importance of building a classroom community to support learning, and the implications of working with learners and families who have experienced traumatic situations.

Multilingualism. A phenomenon used to describe both individuals and societies. Multilingualism as a human capacity is understood as proficiency in more than two languages, although it does not necessarily mean equally high proficiency in these languages. Societal multilingualism, meanwhile, refers to the use of multiple languages in a given society by its members who come from different national, ethnic, or linguistic backgrounds. Thus, both an individual and a country can be defined as multilingual.

Nativespeakerism. Attitudes and beliefs that preference the native speaker as the owner of English and native speaker norms of accuracy and appropriateness as valid for non-native speaking contexts. These attitudes promote native-speaking teachers as the

best teachers of English, as they represent Western cultural ideals in teaching and using English.

Oracy. The ability to use the oral skills of speaking and listening. Oracy refers to the skills involved in using talk to communicate effectively across a range of social contexts. Oracy education means the direct, explicit teaching of those skills. Speaking and listening are key to learning. A focus on oracy in education is important because language shapes our individual thinking, we do not just use language to interact.

Outer Circle > See Kachru's Circles.

Plurilingual/Pluricultural competence.

The communicative competence of social actors who are capable of functioning in different languages and cultures, of acting as linguistic and cultural intermediaries and mediators, and of managing and adapting this multiple competence as they proceed in their lives. Plurilingualism does not describe fixed competences, because individuals develop competences in a number of languages mainly from necessity, in order to meet the need to communicate with others. The possession of skills in more than one linguistic code means that one can switch from one language to another according to the situation. Plurilinguals may also switch from one language to another in the same conversation; the transition from one language to another in the same discourse is not an indication of the

speakers' weaknesses or inability to distinguish languages clearly. In fact, the ability to switch from one language to another implies a mastery of all the systems in contact.

Pragmatics. Pragmatics is a branch of linguistics and semiotics that deals with the way individuals understand and create meaning through the use of language especially in social context. It studies the connection between linguistic structures and the people who use these structures. According to pragmatics, meaning does not only depend on grammatical or lexical knowledge but also on the context of the situation, the background knowledge and intent of the speakers as well as other factors. Therefore, pragmatics shows how language users solve conflicts of ambiguity by looking at the place, time, context, manner, etc. of an utterance.

Reflective teaching. The application of an ongoing critical appraisal of an educator's instructional practices. It involves a self-assessment of the various teaching practices, which include an examination of the pedagogy, the impact of instruction on learning, learner motivation and engagement, strategies regarding feedback provision and correction, assessment and testing of learning, as well as syllabus design and courseware adaptation. A useful tool in reflective teaching is *lesson planning* (see term). Reflective teaching aims at the improvement of teaching on the basis of current theorizing, and

this necessitates the development of the instructor who is an *informed practitioner* (see term).

Small Culture. It refers to the culture of any social grouping (such as a group of friends, a work team, a family and a school class), no matter how small or temporary that may be, and includes all features which may make that particular grouping cohesive (Holliday, 1999). Adopting this perspective of culture involves focusing on what contributes to the harmonious co-existence and successful dialogue among the members of that grouping, thereby avoiding judging them based on pre-determined characteristics that may not be relevant in their case. In turn, this also entails focusing on the role of culturally-based features that may emerge while people engage in intercultural communication in *English as a Lingua Franca*. Also see *Large Culture*.

Spoken language/discourse > See Oracy.

Standard English. The form (structures and functions) of a dialect of the English language that has, for various historical reasons, been accepted as the national norm. Standard English is widely described in the form of dictionaries and grammar books and is considered as the default norm used in EFL (*English as a foreign language*—see term) instructional settings.

Strategies > See Communicative strategies.

Syllabus. A document that specifies in some detail the aims, detailed objectives and activities that are to be carried out in a course. Syllabi provide information about the order and rationale of instructional activities, assessment and testing principles and techniques and, in essence, everything an instructor should know to be able to steer the teaching and learning process of a specific teaching context in the right direction in view of the goals set by the curriculum. (Also see *Curriculum*)

Task-based Learning (TBL). A teaching and learning approach in which learning takes place through the completion of meaningful tasks. In the TBL approach, the main focus is the authentic use of language for genuine communication. The emphasis is on interacting in the target language because this is the precondition for learning to communicate in a second language.

Teacher competences. They refer to a complex combination of knowledge, skills, values and dispositions which a teacher needs to possess in order to bring about the desired learning outcomes in his/her class. In general, they may include: a) knowledge of the subject matter (including recent developments, such as, in our case, issues relevant to *English as a Lingua Franca* and *Linguistic diversity*) and other relevant areas (e.g., knowledge of the *Curriculum* and of *Assessment* processes); b) teaching skills (e.g., using various methods and approaches, such as

TBLT, and skills related to *Lesson planning* and *Lesson evaluation*) and other important capacities (e.g., for engaging in *Reflective teaching* and *Transformative learning*); c) a range of values and dispositions facilitating the teaching and learning process (e.g., flexibility, open-mindedness, interest in networking and collaboration and inclination towards lifelong learning, for instance, by viewing critically one's own *Attitudes* and developing one's *Awareness*). For more information, see a relevant publication of the European Commission here: https://ec.europa.eu/assets/eac/education/experts-groups/2011-2013/teacher/teachercomp_en.pdf.

Teaching context. The English language teaching special teaching-learning situation that is unique to a specific classroom. Teaching context is defined by many dimensions, such as the number, age, gender, motivational and learning profiles of individual learners, the courseware used (if any), the target situation (e.g., a high-stakes exam), the broader institutional context and the even broader cultural and/or national specifications surrounding it. It also refers to the values, beliefs and attitudes of key stakeholders and how they influence what is considered 'correct', 'good' or 'useful' English language teaching and how open this is to ELF-aware teaching.

Transformative learning. In the context of English language teaching, transformative learning refers to the practice and process of deep, constructive and

meaningful assessment of an instructor's deeper convictions about concerns that are generally considered as given, such as the role and usefulness of the native speaker and the Standard English norm in English language teaching, the impact of correction on learning, etc. This practice will often inform (or transform) the instructor's future decisions and practices which will continue to be critically assessed and fine-tuned through targeted experimentation throughout the instructor's lifetime.

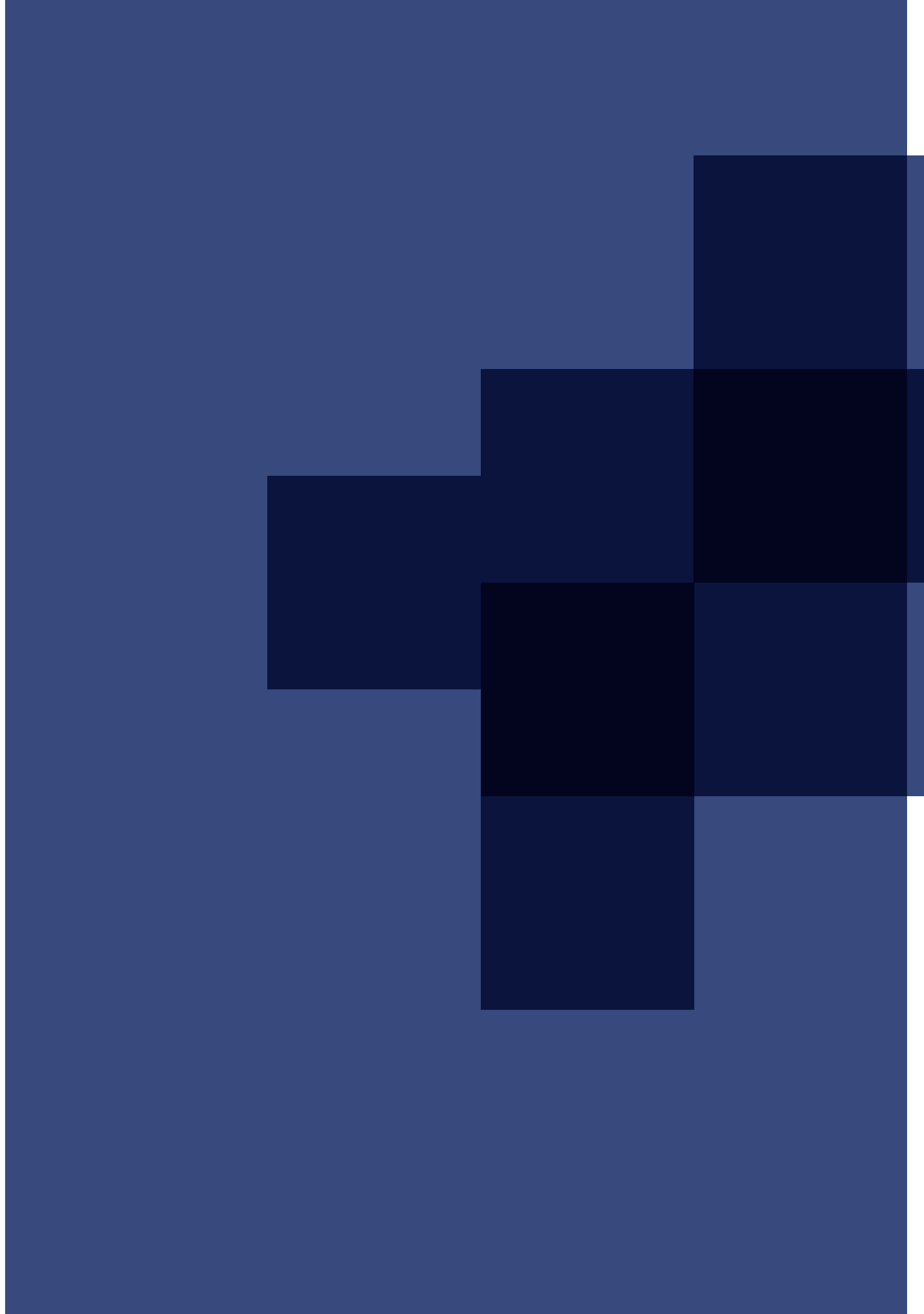
Translanguaging. A term used to define the ability of multilingual speakers to use all their linguistic resources flexibly for meaningful communication. The notion of translanguaging suggests that bilinguals have a unified linguistic repertoire from which they can select features strategically to make meaning and communicate. According to the concept of translanguaging, languages reinforce each other and there is no hierarchical relationship between them. Viewed as normal, natural mode of communication, translanguaging offers a new approach to language teaching which allows for students' diverse and dynamic language practices.


Techniques. A technique takes place in a classroom; it is the level at which classroom procedures are described. In terms of procedure, technique explains how tasks and activities are integrated into lessons. Teachers use techniques as a tool for teaching. Using techniques that appeal to the interests of students can promote the success of the class.

There are controlled techniques that are mostly teacher-centred. Both the teacher and students know what they will do during the activities, while in semi-controlled techniques, the teacher interferes only when necessary.

World Englishes. A general term referring to the different forms and varieties of English used in various sociolinguistic contexts in different regions of the world. The plural form 'Englishes' emphasizes that the language belongs not only to those who use it as their mother tongue but also to those who use English as an additional language for intranational as well as international communication. World Englishes (not to be confused with the term World English) includes not only American and British English, but such varieties as Indian, Pakistani, Australian, and New Zealand English, as well as the English spoken in various African and Asian countries.

Written language/discourse > See Literacy.





This handbook is an important companion for future users of the ENRICH CPD Course, including, but not limited to: (a) pre- or in-service English language teachers who may wish to engage with the CPD materials and activities at their own pace; (b) teacher educators who would like to employ the CPD materials and activities with their own trainees; (c) researchers in the fields which ENRICH revolves around (e.g., English as a Lingua Franca, multilingualism, English language pedagogy) who may be interested in finding out whether, and how, information gathered through ENRICH could inform their research studies; and (d) members of educational policy-making organisations and institutions which may want to explore the relevance of ENRICH to their own professional endeavours. It is divided into five main chapters where the ENRICH project is firstly introduced, followed by an explanation of the needs analysis for the development of the CPD Course, a rationale for the target audience, a detailed description of each of the CPD Course sections, and a final reflection on the evaluation of the Course and lessons learnt.