BOĞAZİÇİ ÜNİVERSİTESİ EĞİTİM DERGİSİ
2022, VOL. 39-1, SPECIAL ISSUE
https://doi.org/10.52597/buje.1227219

Transforming into an ELF-Aware Reflective Practitioner Through the ENRICH CPD Course: Insights from Greece (and Beyond)

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Abstract

This article aims at offering an insight into the ways in which ELF awareness was promoted through the Continuous Professional Development (CPD) Course which has been developed in the framework of the ENRICH Project. After describing the construct of ELF awareness, the content and structure of the Course is presented, highlighting the role of reflection and constructive dialogue in transforming into an ELF-aware teacher. Afterwards, indicative data coming from participants from Greece and other countries are discussed, with reference to the impact that the Course has had on them in terms of their professional development.

Article info

Received: 26.07.2021
Revised: 02.11.2021
Accepted: 19.12.2021
Published online: 31.12.2022

Keywords: ELF awareness, ENRICH Project, reflection, reflective practice

Introduction

A lot of emphasis has recently been placed on the need for a paradigm shift in English language teaching, in view of the role of English as a Lingua Franca (henceforth, ELF). In this regard, the construct of ELF awareness (Sifakis, 2019) has been put forward as a comprehensive framework for empowering English language teachers to integrate ELF in their classrooms, to the extent that the characteristics of their local context make this task necessary, possible and feasible (Sifakis & Bayyurt, 2018).

This paper presents an online Continuous Professional Development (CPD) Course with an explicit intent to help English teachers raise their ELF awareness. The Course has been developed in the framework of the EU-funded ENRICH Project ("English as a Lingua Franca Practices for Inclusive Multilingual Classrooms") and, in 2020, it was implemented by the ENRICH Partners with 249 participants from various countries. These participants were allocated to different groups, according to their nationality.

The paper is divided in two parts. In the first part, after briefly presenting recent research work in the field of ELF, the theoretical background of the Course is described in relation to the construct of ELF awareness. It is argued that the promotion of ELF awareness essentially involves engaging in reflection on one's experience, as well as in constructive dialogue with others, about using, teaching and learning English

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nowadays. The ways in which the principles and processes of ELF awareness were integrated in the Course are afterwards described. Special emphasis is placed on the content and structure of the Course, as well as on the reflective activities that the participants were involved in.

On this basis, the second part of the paper focuses on a study exploring the journey that the participants coming from Greece (as well as participants from other countries who joined the Greek group) went through towards raising their ELF awareness. The profile of the participants and the methodology that was employed are first described, followed by the findings of the study. The discussion focuses on the content of the reflection that the participants engaged in throughout the Course concerning the role of ELF in their own classroom, as well as on the impact that, according to their own evaluation, the Course has had on them. The paper ends with a range of suggestions concerning future research on ELF awareness.

Literature Review

English as a Lingua Franca

Broadly defined as a contact language which speakers with different linguacultural backgrounds choose to resort to in order to communicate with each other (Seidlhofer, 2018), ELF has been the subject of increasingly active scholarly debate for more than two decades. Although it constitutes a relative new field of study, ELF has already brought about a "revolution" (Jenkins, 2015, p. 50) in the way that a number of issues have traditionally been perceived. As Seidlhofer and Widdowson (2020, p. 324) note, two main trajectories can be identified in ELF research, namely the sociolinguistic one and the pedagogic one, both of which call for a reconceptualization of respective views and practices, from perpetuating a predominantly native-speaker-oriented perspective towards adopting a perspective that embraces the plurilithic nature of English.

Concerning sociolinguistics, empirical research has developed into various directions, enriching our understanding of how ELF works and why (for an overview of sociolinguistic studies on ELF, see contributions in Jenkins et al., 2018). Valuable insights have been provided, for instance, as regards phonology (e.g., Matsumoto, 2011), lexico-grammar (e.g., Hall et al., 2017), and pragmatics (e.g., Cogo & Pitzl, 2016), as well as the role of ELF in intercultural communication (e.g., Baker, 2015) and multilingual exchanges (e.g., Cogo, 2018). What this research has principally pointed out is that, as an inherently flexible means of communication, ELF is "beyond description" (Jenkins, 2015, p. 15) and that the competent interlocutor in ELF is "no longer someone who has 'mastered' the forms of a particular native variety" (Jenkins, 2011, p. 931). Instead, it is someone who is able to appropriate or even 'transform' the language *in situ*, according to the demands of each particular interaction he or she is participating in (Cogo & Dewey, 2012). The significance of communicative strategies (e.g., Björkman, 2014), accommodation (e.g., Cogo & House, 2018), translanguaging

(e.g., Jenkins, 2015) and linguistic creativity (e.g., Widdowson, 2019) has, in this respect, been emphasized.

Research on pedagogic matters draws heavily on the findings of sociolinguistic studies and focuses on the ways in which these findings may inform all areas surrounding teaching and learning (see Rose et al., 2021 for a recent review of ELF pedagogic research). A growing body of work explores the pertinence of ELF, for instance, for language curricula (e.g., Rose & Galloway, 2019), instructional materials (e.g., Vettorel, 2018), classroom practices (e.g., Kordia, 2020), language assessment (e.g., Kouvdou & Tsagari, 2018), and, of course, teacher education (e.g., Dewey & Patsko, 2018). Much research has also been conducted on the perceptions of various stakeholders towards ELF-related issues, including learners (e.g., Ishikawa, 2017) and teachers of English (e.g., Dewey & Pineda, 2020). Pedagogic research highlights, most importantly, that there is a "mismatch between what is taught in classrooms and how English functions outside of the classroom" (Rose et al., 2021, pp. 158-159). This very serious observation accentuates the urgent need for change in teachers' normative views and practices (e.g., Dewey, 2012) in order for them to be able to help their learners build their confidence and self-concept as users of English (Sifakis, 2019) and promote their communicative capability in ELF (Seidlhofer & Widdowson, 2018).

ELF Awareness

In the light of the above, the construct of ELF awareness (Sifakis, 2019) provides a comprehensive and coherent framework for integrating ELF in teaching and learning. Although it may refer to all stakeholders (such as, materials developers), this framework is of paramount interest to teachers and teacher educators. Taking into account the fact that ELF is 'beyond description' and, therefore, "not teachable" (Sifakis, 2019, p. 289) the way that typical linguistic varieties can be, the ELF-aware framework favours the integration of ELF within current teaching practices, to the extent that the local context demands it. Sifakis and Bayyurt (2018) note that this is a fundamentally developmental process which involves:

> 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. (p. 459)

Sifakis (2019) further clarifies this process by describing three interrelated components of ELF awareness. These components illustrate, on the one hand, what the main content areas of ELF-aware teacher education may be and, on the other, how teaching and learning inside the classroom could be enriched to cater for the learners' ELF-related needs. As Sifakis (2019, p. 291) argues, these components are the following:

a) Awareness of language and language use, which refers the eclectic features and functions of ELF discourse, including the underlying reasons

why ELF may relate to and/or differ from native-speaker English, as well as one's own assumptions about language and communication.

b) Awareness of instructional practice, which refers to what a teacher does (or does not do) inside the classroom to achieve one's goals, including how ELF has (or has not) been incorporated into one's teaching practices, and the underlying reasons why this is so, with reference to one's local context and one's convictions about effective teaching.

c) Awareness of learning, which refers to the potential significance of ELF usage for language learning, including the role of personal experience in employing English in various contexts, as well as one's concept of the image of the language learner (or self-concept, in the case of learners themselves).

The description of ELF awareness, as briefly provided above, suggests that this process goes far beyond awareness of ELF. Knowing, for example, about various communicative strategies and then showing the learners how they can use them is not enough. What is necessary is to adopt a critical approach towards all aspects related to using, teaching and learning English (Cogo et al., in press). For Sifakis (2019, p.296), ELF-aware teaching includes, therefore, an ecological perspective, meaning that a teacher needs to be critically aware of as many parameters shaping one's local context as possible in order to be able to discern the extent to which, and the ways in which, ELF should and/or could be integrated into it. Such parameters may refer, for instance, to school culture, curriculum specifications, expectations by other stakeholders (e.g., learners' parents) and, of course, the learners' actual needs and requirements, which, when viewed in connection with one's linguistic and metalinguistic knowledge of ELF, may indeed take new forms and meanings.

This brings us to another key aspect of ELF-aware teaching, that is, reflection, which is precisely what may empower an individual bring about change in one's views and practices (Mezirow, 2000). What the above-mentioned definition by Sifakis and Bayyurt essentially implies is that, for a teacher, raising one's ELF awareness involves engaging, on the one hand, in reflection on personal experience as a user and a teacher of English so as to identify and, if necessary, re-consider potentially normative assumptions that have been influencing one's way of thinking and acting, and, on that basis, to formulate a self-driven interpretation of ELF and its role in one's context. On the other hand, it involves engaging in reflective practice, that is, in applying insights generated through reflection, by developing, implementing and evaluating ELF-aware action plans in one's classroom. These action plans, in turn, need to foster the learners' reflection on their own experience as a basis for the promotion of their ELF-related communication skills, along the lines of the three components of ELF awareness. Reflective dialogue among teachers, and, accordingly, among learners, plays a crucial role; it is through our contact with beliefs, feelings and behaviours of others that we may begin to recognize and question our own (Mezirow, 2003). This multifaceted and ongoing reflective process is inherently transformative (Mezirow, 2000), in that, by

making the individual's inner world the centre of attention, it adds a preeminent metacognitive dimension to the ELF awareness construct (Sifakis & Kordia, 2019, 2020).

The ENRICH CPD Course

Key Background Information

As mentioned in the Introduction, the ENRICH CPD Course has been developed in the framework of the "English as a Lingua Franca Practices for Inclusive Multilingual Classrooms – ENRICH" Project (2018-2021). The main aim of the Project was the establishment of a high-quality online educational infrastructure which would empower English teachers from around the world to integrate ELF in their teaching context, along the lines of the ELF awareness construct. To this end, ENRICH brought together the expertise and experience of various researchers and teacher educators from Greece, Italy, Norway, Portugal and Turkey, coordinated by the Hellenic Open University (Greece)[a].

The development of the CPD Course was based on a comprehensive literature review on sociolinguistic and pedagogic concerns of ELF, as briefly described earlier in this paper, as well as on the findings of a systematic study of the ELF-related views, practices and needs of English language teachers and learners (e.g., Lopriore et al., 2021), which was also conducted in the framework of ENRICH. 620 teachers, 505 adolescent learners (aged 14-17) and 90 young learners (aged 11-13) from the partner countries took part in that study. Two key conclusions were reached confirming and enriching previous research. First, it was revealed that the learners, including young ones, employed ELF quite frequently in their personal lives but felt that their out-of-class experience, although contributing to their learning to a considerable extent, was not incorporated in their in-class activities. Second, it was shown that teachers tended to prioritize native-speaker English, for instance, as regards pronunciation, culture and language assessment. However, they seemed to be fairly open-minded with regard to the inclusion of global issues in their teaching through innovative methods and practices, which indicated the need for raising their awareness of the value, for instance, of Content and Language Integrated Learning (CLIL) and Information and Communication Technologies (ICT) in integrating ELF in teaching and learning.

Content and Structure

On this basis, the ENRICH Partners aimed at creating a sound educational environment within which teachers could develop as ELF-aware reflective practitioners, capable of tailoring their teaching to their learners' needs and requirements. The ENRICH CPD Course lasts for 20 weeks (involving 300 hours of estimated workload) and it includes

[a] The Partner Organisations of the ENRICH Project include the Roma Tre University (Italy), the Boğaziçi University (Turkey), the University of Lisbon (Portugal), the Oslo Metropolitan University (Norway) and the Computer Technology Institute and Press "Diophantus" (Greece).

30 sections in total, aiming to promote the participants' ELF awareness in a way that is as systematic and inclusive as possible. It is hosted in a Moodle platform (http://enrichproject.eu/), which has been appropriately customized to suit the purposes of the Course.

As expected, it begins with an Introduction, where the key objectives and processes of the Course are described. This section also includes an Introductory Questionnaire, which focuses on exploring the participants' profile, including their demographic information. Then, there are twenty-six separate, albeit interrelated, sections, which constitute the main body of the Course. These are divided into three broad categories, namely Using English, Teaching English and Learning English, according to the three components of the construct of ELF awareness. Each section in these categories focuses on a different topic each time, such as the role of intelligibility and translanguaging in using English, the role of culture in teaching English and the role of the learners' needs and of other contextual parameters, as identified through the literature review of ELF research on sociolinguistic and pedagogic matters and, of course, the ENRICH study on the views, practices and needs of teachers and learners. The main input source in these sections is a video lecture prepared by the ENRICH Partners specifically for the purposes of this Course, with essential information about the topic addressed each time. Special emphasis is placed in every video lecture, of course, on fostering the participants' reflection on their experience as users and teachers of English. To this end, the sections also incorporate a range of reflective activities urging them to engage actively with the content of the Course (through, for example, multiple-matching activities) and, above all, to interact with one another by sharing views, experiences and ideas through special forums. Extra useful videos of authentic ELF discourse and supplementary resources and materials (such as, a glossary) are also provided, for the participants' reference.

On the basis of their engagement with the video lectures and the reflective activities, the participants are invited near the end to move towards reflective practice in their classrooms. Their Final Assignment, therefore, asks them to develop, implement and evaluate an ELF-aware lesson plan, in which they may put into practice their own understanding of the role of ELF in their teaching situation and gain a more comprehensive picture of the benefits, challenges and opportunities of ELF-aware teaching. Peer-reviewing each other's Final Assignment and providing constructive feedback is a crucial aspect of this process. The Course ends with an Evaluation questionnaire, where the participants discuss the benefits of their ENRICH experience in terms of their own professional development.

In the light of the above, a key dimension of the CPD Course needs to be highlighted, referring to its flexible design. Besides the Introduction, at the beginning of the Course, and the Final Assignment and the Evaluation at the end of it, the rest of the sections have been developed in the Moodle platform in such a way so that the participants may engage with them either in a linear or a non-linear manner. This implies that they may choose not only how much of the content of the Course they can work on, but also in what order they can do so, depending on their own educational

needs and priorities. Figure 1 illustrates the overall layout of the CPD Course as appearing on the home page of the Moodle platform, where each 'bubble' is clickable and re-directs the participants to the corresponding section. An overview of the syllabus of the Course in a linear order is provided in Table 1.

Figure 1

The Homepage of the ENRICH CPD Course

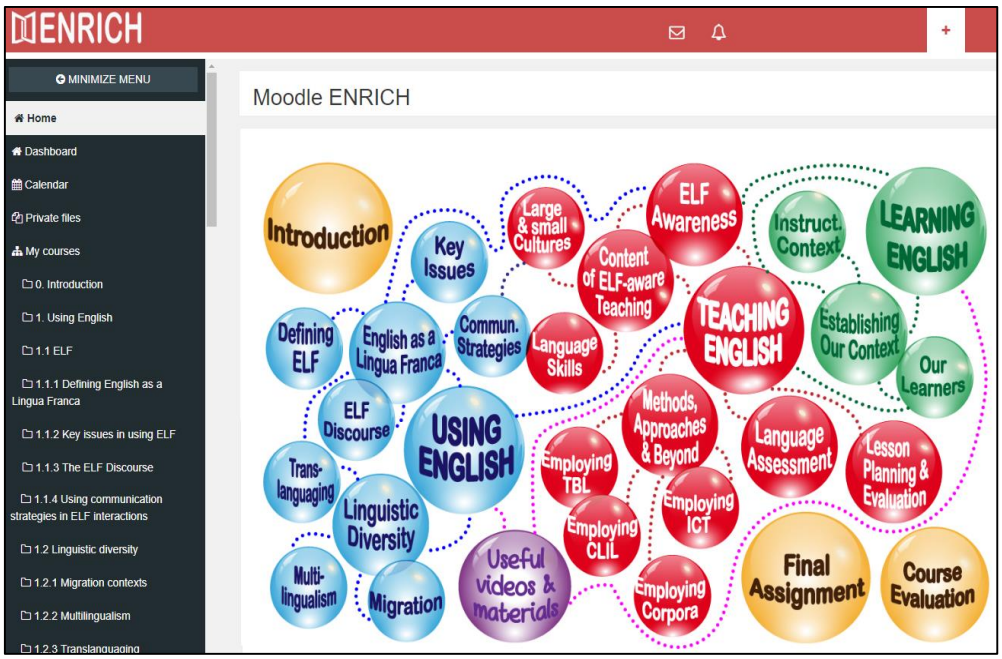

Table 1

The Syllabus of the ENRICH CPD Course

Category	Sections and sub-sections
0. Introduction	Introductory Questionnaire
1. Using English	1.1 ELF
	1.1.1 Defining English as a Lingua Franca
	1.1.2 Key issues in using ELF
	1.1.3 The ELF discourse
	1.1.4 Using communication strategies in ELF interactions
	1.2 Linguistic diversity
	1.2.1 Migration contexts
	1.2.2 Multilingualism
	1.2.3 Translanguaging
2. Teaching English	2.1 ELF-awareness / ELF-aware teaching
	2.2 The content of ELF-aware teaching
	2.2.1 Language skills: Oracy and literacy
	2.2.2 Large and small cultures in English language teaching (ELT)
	2.3 Methods, approaches and beyond
	2.3.1 Employing Task-Based Learning (TBL)
	2.3.2 Employing Content and Language Integrated Learning (CLIL)
	2.3.3 Employing Information and Communication Technologies (ICT)
	2.3.4 Employing corpora for language learning
	2.4 Language assessment
	2.5 Lesson planning & evaluation
3. Learning English	3.1 Establishing out context
	3.1.1 Our instructional context
	3.1.2 Our learners
4. Useful videos and other materials	Supplementary resources
5. Final Assignment	Development, implementation, evaluation of lesson plans
	Peer-reviewing of lesson plans
6. Evaluation	Evaluation Questionnaire

Methodology

Research Aims

The ENRICH CPD Course was implemented in 2020 (from February 2020 to June 2020) with 249 participants in total. These participants were allocated to different groups according to their nationality but, of course, they interacted with each other in the various forums of the Course. Each group was mentored by a different ENRICH Partner, whose role was mainly to encourage the participants to engage in reflective dialogue. The study presented hereafter focuses on the participants who belonged to the Greek group, which, besides teachers from Greece, also included teachers from countries outside the ENRICH consortium who wished to participate in the Course.

Being part of a larger research project exploring the participants' overall developmental experience, including, for example, the ELF-aware elements of the lesson plans which they designed, implemented and evaluated near the end of the Course, as well as the nature of their actual teaching practices in their classrooms after their participation in ENRICH, the present study aims at offering a concise account of their reflective journey during the Course towards raising their ELF awareness. To this end, the study is exploratory in nature and intends to provide preliminary answers to the following main questions:

a) How did the participants' perceptions about the role of ELF in using, teaching and learning English evolve throughout the Course?

b) How did the participants evaluate, in the end, the impact of the Course in terms of their professional development?

The Participants' Profile

The group consisted of fifty-eight in-service teachers of English, in total. Taking advantage of the flexibility of the course design, they engaged with those sections of the CPD Course that, in their view, best matched their professional development needs, in the order that they wished. Twenty-eight participants chose to complete the whole Course, following the sequence suggested to them through the Moodle platform. Due to space constraints, the present study focuses only on those participants.

That group consisted of twenty-six women (92.86%) and two men (7.14%). Twenty-three of them (82.14%) came from various areas in Greece, such as, Athens, Thessaloniki, and Crete, and five participants (17.86%) came from other countries, namely Brazil, Argentina, Germany and the United Kingdom. That said, it was a rather diverse group in terms of age, teaching experience and educational background. According to their responses to the Introductory Questionnaire, four of them (14.29%) were between 26 and 35 years of age, eight (28.57%) between 36 and 45, thirteen (46.43%) between 46 and 55, and three participants (10.71%) were over 55. Accordingly, three participants (10.71%) had been teaching for 2 to 5 years, one participant (3.57 %) for 6 to 10 years, eleven (39.29%) for 11 to 20 years, and thirteen participants (46.43%) for more than 21 years. They also taught in a range of different settings, from state school classes with young learners to universities and other institutions with classes with adult learners. Regarding their typical qualifications, nine of the participants (32.14%) had a bachelor's degree in teaching English, seventeen (60.71%) held a master's degree and two of them (7.14%) had completed a doctorate. Finally, nineteen participants (67.86%) had not attended another programme or seminar on topics similar to those included in the ENRICH CPD Course before. Nine participants (32.14%) had previously heard about ELF, for example, in conferences, which, as they argued, motivated them to enroll in this Course, as well.

Data Collection and Analysis

Both qualitative and quantitative data have been gathered for the purposes of this study. In order to address the first research question, qualitative data have been employed coming from the responses to the reflective questions that the participants provided in the various forums of the CPD Course, in the sections belonging to the Using English, Teaching English and Learning English categories. Qualitative content analysis was conducted using the MAXQDA software, which involved coding the data to identify themes that the overall meaning of the data may refer to (Creswell, 2014). Five main themes have been generated through this process: a) Personal experience in using English; b) Ownership of English; c) Variability in ELF discourse; d) The learners as users of ELF; and e) Integration of ELF-awareness in the classroom. Addressing the second research question has involved analyzing the quantitative data that the participants provided in the Evaluation questionnaire at the end of the Course. Due to the small sample size, descriptive statistical analysis was conducted through Microsoft Excel 365. Qualitative data collected through the same questionnaire are also used in this paper to further clarify the findings.

Findings and Discussion

Perceptions About the Role of ELF in Using, Teaching and Learning English

As mentioned before, the group of the participants was quite diverse. This implies that, during their involvement with the CPD materials and activities, each of them had to draw on his or her own knowledge, work experience and educational background to make sense of ELF and its relevance to his or her particular local context. That said, the participants seem to have followed a fairly common path towards ELF awareness, irrespective, for example, of their nationality, years of teaching experience and, even, their typical qualifications.

As it was also identified in the ENRICH study on teachers' views, practices and needs, most of the participants began the CPD Course with a range of native-speaker-oriented assumptions but, at the same time, recognized the value of establishing effective communication in real-life interactions. These assumptions were particularly evident when discussing their personal experience in using English in various contexts and what they had come to believe about the essence of 'correct English' and 'good English'. The indicative dialogue between Julia[b] and Sara below illustrates that, while they placed emphasis on correctness in relation to native-speaker English, they drew a distinction between achieving one's communicative purposes and adhering to the 'idealized' normative usage of English:

[b] Pseudonyms have been used throughout the paper so as to ensure the participants' anonymity.

> Standard English [is] an idealization, it is almost non-existent [but] it is used as a benchmark against which to measure accuracy […]. Correct English and Good English: To me, they both refer to approximating as much as possible to Standard English. In other words, using English "like a native", even aiming at becoming a native. (Julia)

> Standard English is culture specific […]. Correct English is using the language without grammatical mistakes, following the Standard English norms, and good English means employing all resources available to achieve the communicative goal. (Sara)

As indicated in their reflections, that distinction, however, influenced their perceptions about their role as teachers of English to a great extent. While their personal interactions in ELF provided hints about what communication in such contexts involves, their aim inside the classroom was predominantly to teach native-speaker English and, in a way, to act as a custodian of the native speaker for their learners (Sifakis, 2009). Distinguishing between one's role as a teacher and one's role as a user of English, Manos summarises in a very interesting way the perceptions that he and his colleagues share about their English inside and outside the classroom and, on this basis, he makes another distinction, this time between using English to teach the learners how to be accurate and using English to communicate:

> English in the classroom […] is different from that with friends […], it is more 'technical' ('grammar-specific'), (more or less) formal/informal depending on the content of a lesson or an activity, while in the latter case it is more 'easy-going', vernacular/ colloquial and personal […]. The reasons for interacting/communicating are also hugely different - in the first case it is mostly for pedagogical reasons (for my learners to essentially/ultimately 'learn' […]), while in the second it is purely for communication reasons (to exchange personal news, feelings, attitudes, reactions etc.). (Manos)

The more the participants engaged with the CPD sections that discussed the use of ELF nowadays, the more evident it became that they started identifying and re-considering deep normative assumptions pertaining to the ownership of English. Raising one's awareness of how languages evolve and why was, in this respect, instrumental in terms of moving from the 'ideal' of the native speaker towards the image of the non-native speaker as a language user who is just as legitimate and valued. This movement also entailed an emergent appreciation of the new roles for teachers and learners that emerge from ELF. In their dialogue on this matter, Lisa and Artemis highlight that 'owing' English is a personal right and that non-native speakers, including teachers and learners, are entitled to feel that English 'belongs' to them as well, even if dominant ideologies may suggest otherwise:

> I'd like to quote Kramsch [who] says, the "foreign language is there for me to appropriate, but it will never be mine, because it has always already belonged to others" […]. I think that anybody has the right to think whatever they like

> regarding their relationship to a language, in this case English. It is a personal matter, even intimate, I would say. (Lisa)

> [Yes], but if one considers that it is spoken by more than 430 million people, no one can deny that all those people who use it develop it, reshape it and, in a way, own it. Teachers and learners belong to those people and, therefore, own the language. (Artemis)

As the participants progressively engaged with more demanding issues related to the variability in ELF discourse, the changes that the English language landscape is undergoing and the essence of 'owning' a language became clearer. Viewing the inherent unpredictability and creativity of communication in ELF as a liberating force, the participants managed to identify the serious implications not only for them but also for their learners. In the following quotes, Nora, for instance, underlines the intricate relationship between language appropriation and freedom from native-speaker-oriented constraints (Cogo & Dewey, 2012), while Eleni adds another crucial parameter to their reflective dialogue: the unconventional and innovative spirit that learners of English exhibit when they combine their linguistic resources to re-create both English and their mother tongue in a way that makes sense to them:

> ELF to me means freedom. It's empowering to be more concerned with the message, than with 'native' standards of the language. Considering that the language is alive, ELF means I can acknowledge my right to […] change it, to make it serve me, instead of me serving it. (Nora)

> [See] the word 'unpaictable' and 'unpaictability'; to a native speaker it means nothing but to the Greek learner of English it refers to a person being awesome and their awesomeness [by] combining a Greek idiomatic/slang word with English […]; [It] is a way for the learners to make the language their own, to render it more to their own liking and, also, to make it more 'personal' to them. (Eleni)

More systematic reflection on what may make ELF interactions 'tick', including, for instance, the use of translanguaging and meaning-negotiation strategies, in relation to their own local context helped the participants gain a more comprehensive picture of their learners as users of ELF. Specifying where, how, with whom and why their learners employ English in their personal or professional life brought about, on the one hand, a change in the way they view them, that is, from passive learners and mere recipients of the teaching content – or, else, as 'teachees', in Seidlhofer's and Widdowson's terms (2018) – to active users of a language which is anything but foreign to them. On the other hand, it suggested a re-consideration of their teaching practices in the classroom. Serious concerns were, in this regard, raised by the participants about the effectiveness of native-speaker-oriented aspects of their teaching, the different behaviours and attitudes of the learners inside and outside the classroom and, of course, the extent to which their own practices had to be modified to incorporate their new insights about their learners.

In the dialogue below, Anna shares her amazement about how the overall demeanour of her learners shifts when they do not feel the pressure of the native-speaker ideal, while Nora expresses her distress about her own learners' normative attitudes and their consequences in their psychology and their self-concept as users:

> [O]utside the classroom [they] feel free to use the language […]. They are more confident in expressing themselves without the fear of being reminded of errors or of being criticized for not sounding like a native speaker […]. I was amazed […]. [In] the classroom, [they] feel embarrassed or unwilling to participate while […] with their peers from other countries they become active users of the language. (Anna)

> [My learners] still seem to be haunted by the native stereotype. Four said they feel incompetent for not sounding native. Five said they feel embarrassed by their accent and five that they feel embarrassed by L1 influence in their [English]. I think I was very naive […], the answers […] showed me I still have to work more on it. (Nora)

Sharing Nora's feeling that things in the classroom needed to change in order to address the learners' needs as users of ELF and, this way, bridge the gap between in-class and out-of-class learning experiences, the participants started to explore options and possibilities concerning the integration of ELF-awareness in the classroom. Their engagement with the topics discussed in the CPD sections on Teaching English was indeed more than fruitful. As most of them highlighted, transforming a traditional native-speaker-oriented classroom into an ELF-aware teaching environment primarily involved enriching one's practices in two ways: first, by employing authentic materials, such as videos, which illustrate real-life communication in ELF contexts and, second, by involving the learners in a reflective dialogue among themselves.

As Kelly and Nora argue below, the benefits from this kind of enrichment, which they had not thought of before, would be enormous; the learners would be able to develop their communication skills while drawing on their own experience as users of ELF and, at the same time, free themselves from native-speaker-oriented assumptions promoted, for example, through their courseware:

> To be honest, I have never used such authentic materials […]. However, this would be a successful way to introduce accommodation strategies in our classes […]. Learners can have the opportunity to reflect […], become aware of their personal use of strategies [and] understand what they are and how they can be useful. (Kelly)

> Making students aware of ELF can both lower the pressure to resemble a 'native' speaker and make them more tolerant of other Englishes […]. To be honest, I had never thought about it […], how coursebooks could reinforce native-speaker bias. (Nora)

In what ways, though, could the learners' ELF awareness be promoted in practice? Drawing on the linguistic, metalinguistic and metacognitive aspects of this construct, as illustrated in its three components discussed earlier in this paper, Stella suggests a range of reflective questions that she would integrate in a typical listening and speaking lesson in order to engage her learners in a reflective dialogue in the light of a video of an authentic ELF interaction:

> What do you think about the English of the speakers in the video? Why? What similarities or differences can you find between you and them? Do you think people, including the teacher, expect you to sound like a native speaker? Why? Do you want to sound like a native speaker? Why or Why not? What does 'good English' mean to and why?

Undoubtedly, these are very demanding questions, even for adults. What matters the most, however, is creating a safe environment within the classroom within which the learners may feel free to share their views and experiences and engage in activities that contribute to their development both as users of English and as individuals. This is precisely what the ENRICH CPD Course aimed at empowering the participants to do in their local contexts and, as the discussion of their reflections may show, their journey towards ELF awareness was, in this regard, more than beneficial.

The Impact of the ENRICH CPD Course

Indeed, the participants' responses at the end of the Course confirm that their ENRICH experience had a highly positive impact on them in terms of their professional development. Table 2 provides an overview of the results of the participants' evaluation concerning the areas that, in their view, they developed through their participation in the Course. As all of them agreed or strongly agreed, the benefits included the promotion of their knowledge (100% in total), their teaching skills (96.4%), their critical thinking (96.4%), their self-confidence as teachers (92.4%), as well as their sense of belonging to a wider educational community sharing the same vison and the same concerns as regards teaching and learning English nowadays (85.7% in total). As this Table shows, none of them felt that the Course did not contribute to their development in any way, which further illustrates how educational and influential that experience was for the participants, including those who were quite experienced and well-educated.

That said, when urged to share their overall impression of the Course and what their participation in it meant for them, each of the participants focused on one or more of the areas above, according to what they felt was more important on a personal level. With regard to their knowledge, emphasis was placed on the usefulness of various sections, including those referring to the ELF discourse, the role of culture in teaching and learning and the contextual parameters, such as the learners' needs, that may affect teaching decisions. Broadening their knowledge on these issues was tightly related to the enhancement of their teaching skills, for instance, when it comes to employing translanguging and ICT so as to bring ELF into the classroom. As Nancy argues below,

gaining an enriched teaching perspective also implied in her case a re-consideration of previous teaching practices, which was exactly what she needed at that point in her professional life:

> The course has [helped me] expand my knowledge on various linguistic issues, view teaching from a more creative, dynamic perspective, improve my teaching skills in terms of the use of innovative teaching tools and, of course, […] re-think my teaching practices in order to enrich them, which was exactly what I was looking for at this point of my career. (Nancy)

Table 2

The Impact of the ENRICH CPD Course

	Development of knowledge		Development of teaching skills		Development of critical thinking		Development of self-confidence		Development of community	
	N	%	N	%	N	%	N	%	N	%
Strongly agree	22	78.6%	21	75.0%	22	78.6%	19	67.9%	15	53.6%
Agree	6	21.4%	6	21.4%	5	17.9%	7	25.0%	9	32.1%
Neutral	0	0.0%	1	3.6%	1	3.6%	2	7.1%	3	10.7%
Disagree	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	3.6%
Strongly disagree	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	28	100%	28	100%	28	100%	28	100%	28	100%

Along the same lines, various participants highlighted how important it was for them to develop their critical thinking skills in relation to ELF. They described, in this respect, the transformative dimension of their experience in the Course, which entailed a highly demanding process of self-criticism and personal re-construction of one's personal interpretation of his or her professional role (Sifakis & Kordia, 2019, 2020). For Christina, that process meant breaking out of her comfort zone and liberating herself from her normative assumptions, which, as she notes, is a collective, rather than a purely individual, endeavour:

> What impressed me was my effort to leave my comfort zone and break free from my prejudices regarding native-speakerism and conforming to norms. This goes to show that collective work along with sustained effort really pays off and is conducive to teachers' professional development. (Christina)

The promotion of their knowledge base, teaching skills and critical thinking contributed, as well, to the enhancement of their sense of efficacy, for instance, in creating ELF-aware activities for their learners that help them notice, reflect on and engage more effectively in communication in ELF contexts. According to several participants, raising

their self-confidence and self-esteem was one of the most important benefits for them in their attempt to improve themselves as teachers of English. As Dimitra points out, that is crucial in terms of the development of her learners:

> This Course really gave me a boost as a teacher. [It] helped me rethink my teaching practices [and] gave me awareness of all the issues concerning teaching and learning the language! It really helped me a lot, [it] gave me confidence to continue and become a better teacher […]. My learners will certainly gain a lot from [integrating] ELF in their lessons. (Dimitra)

Last but not least, the participants' responses indicated the significance of belonging to a professional network which provides a supporting environment within which you may not only openly express your ideas and worries as a teacher but also learn and improve yourself through constructive dialogue with others. The establishment of an active community of ELF-aware reflective practitioners has been one of the major goals of the ENRICH Project. In Evi's words, it is exactly through the pioneering spirit of the members of such a community that an ELF-aware educational reform may indeed take place:

> This Course has helped me meet […] so many colleagues who have the same passion for and openness to ELF, share our ideas, and learn from one another […]. This Course is pioneering, and, consequently, we are the pioneers in our kind of learning how to incorporate ELF into our teaching practices. (Evi)

Conclusion and Implications for Future Research

The present article has focused on the ways in which ELF awareness has been promoted through the CPD Course of the ENRICH Project. To that end, the content of the Course has been described in relation to the principles and processes of the construct of ELF awareness and indicative data that participants generated throughout and at the end of the Course have been presented. What these data mainly indicate is that transforming into an ELF-aware teacher is far from a straightforward task; it involves engaging in a demanding but extremely productive process of self-reflection and dialogue with others which eventually may lead to a re-definition of the role that you want to enact in the classroom and, in turn, a re-appreciation of the desired learning outcomes of your teaching practices.

In the light of the above, this paper seeks to further highlight the significance of empirical research in terms of deepening our understanding of what the development of ELF awareness may mean in practice. The longitudinal study that is being carried out in the framework of ENRICH, only a small part of which has been described in this paper, aims, in this respect, to respond to highly justified recent calls (e.g., Cogo et al., in press; Rose et al., 2021) for documenting, reporting on and, eventually, measuring the effects of ELF-aware teacher education programmes, on the one hand, on teachers'

perceptions in relation to ELF and, on the other, on their actual interventions in their classrooms. The findings of ENRICH and, needless to say, of relevant research projects which are or will be hopefully undertaken within different contexts by ELF researchers, including teacher educators and teachers themselves, will, above all, be crucial in the development of a framework for determining what 'good ELF-aware practices' imply, to be used not as a way for assessing teachers' (and learners') performance but, rather, as a valuable tool for fostering their development. Just like in the process of raising one's ELF awareness, it is through reflective and constructive dialogue on issues of common research interest that our understanding of this construct may advance.

Acknowledgments

This publication is funded by the Erasmus+ Programme of the European Union, "English as a Lingua Franca Practices for Inclusive Multilingual Classrooms (ENRICH)" Project (2018-1-EL01-KA201-047894).

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ENRICH Sürekli Mesleki Gelişim Kursu Aracılığıyla Ortak Dil Olarak İngilizce'nin Farkındalığına Sahip Bir Uygulayıcıya Dönüşmek: Yunanistan'dan (ve Ötesinden) İçgörüler

Öz

Bu makale, ENRICH (Ortak Dil Olarak İngilizce'nin Kapsayıcı Çokdilli Sınıflarda Kullanım Pratikleri) projesi kapsamında geliştirilen Sürekli Mesleki Gelişim (SMG) kursu aracılığıyla Ortak Dil Olarak İngilizce (ODİ) farkındalığının nasıl teşvik edildiğine ilişkin bir bakış açısı sunmayı amaçlamaktadır. ODİ farkındalığının yapısını tanımladıktan sonra, ODİ farkındalığına sahip bir öğretmene dönüşmede yansıma ve yapıcı diyaloğun rolünü vurgulayarak kursun içeriği ve yapısı sunulmaktadır. Daha sonra, Yunanistan ve diğer ülkelerden katılımcılardan gelen gösterge niteliğindeki veriler kursun mesleki gelişim açısından onlar üzerindeki etkisine atıfta bulunarak tartışılmaktadır.

Anahtar Kelimeler: Ortak Dil Olarak İngilizce (ODİ) Farkındalığı, ENRICH Projesi, aksetme, yansıtıcı uygulama