

Special Issue on English as a Lingua Franca Practices for Inclusive Multilingual Classrooms (ENRICH)

Recent research has highlighted an urgent need to support teachers in addressing and meeting the demands of today's increasingly multilingual classrooms in Europe and even beyond (European Commission, 2017). Considering the current role of English as a lingua franca (ELF), referred to as the most frequently employed means of communication in multilingual and multicultural contexts (Mauranen, 2018; Seidlhofer, 2018), it comes as no surprise that particular emphasis is put on the professional development of English language teachers (ELTs). However, despite being acknowledged, ELF-related issues have not been adequately addressed in most teacher education endeavours across Europe yet (Dewey & Patsko, 2018; Sifakis & Bayyurt, 2018). To this end, the 'English as a Lingua Franca Practices for Inclusive Multilingual Classrooms (ENRICH)' Project has set out first to raise what has been termed as "ELF awareness" (Sifakis, 2019; Sifakis & Bayyurt, 2018) of ELTs and also to help them develop competences essential for integrating ELF into their teaching. With the cooperation of five European partner countries (i.e., Greece, Turkey, Italy, Portugal, and Norway), the ENRICH Project has developed and implemented an innovative and sustainable online Continuous Professional Development (CPD) Course, which aims at equipping ELTs with competences required for adapting their teaching practices in view of the role of ELF in the current multilingual classrooms. The ENRICH CPD Course is based on multi-level, cross-country exploration of teachers' and learners' needs in today's multilingual classrooms and is available on the official website of the Project at: <http://enrichproject.eu/>. This special issue of BUJE brings together a series of papers presented, as either a plenary talk or an oral presentation, in the event entitled "ELF Day 5: ENRICHing Pedagogical Issues and Concerns in ELF Research". This event, held online on February 27, 2021, was organized by the Boğaziçi University ENRICH project team and dedicated to the ENRICH Project for dissemination purposes. It was indeed the 5th academic event taking place within the context of the ELF-Day seminar series organized by Boğaziçi University Sociolinguistics Research Group in collaboration with the Department of Foreign Language Education.

The special issue is organized in two complementary parts. While the first part is composed of the articles based on the plenary speeches of the ELF Day 5, the second consists mainly of the papers presented by the ENRICH partners based on the findings gathered through the ENRICH CPD Course. The first article is based on the plenary speech given by Prof. Nicos Sifakis on ELF Day 5. As the coordinator of the ENRICH project, Prof. Sifakis focuses on the fundamental premises and principles guiding the ENRICH Project, particularly its training programme, as well as discussing the concept of what he calls "the ELF state of mind", namely referred to as the outcome of developing teachers' and learners' ELF awareness. In the second article of this section, based on his ELF Day 5 plenary speech, Prof. Kurt Kohn reconsiders the ELT's standard native speaker orientation, suggesting to replace it with an open, social constructivist orientation which, he argues, provides a pedagogical room for learners of English to develop their own voice as free speakers of English. Kohn also argues that

adopting such a pedagogical lingua franca approach might help ELTs to integrate ELF communication as a “pedagogical game changer” within ELT but they need to be supported in doing so.

The second part, bringing together the ELF Day 5 presentations of the ENRICH partners based on their context-specific findings gathered through the implementation of the ENRICH CPD Course, starts with the article by Lopriore and her colleagues. In this article, the researchers investigate the emerging changes in their participant ELTs’ perspectives and practices throughout the course, by looking at their responses to a set of reflective activities in the training programme. Also, through their corpus-based analysis, the researchers explore the ELTs’ positioning with regard to their agency and sense-making during such a process of change. The next article by Erduyan, Bektaş, and Şentürk focuses on Turkish participant ELTs of the course, more specifically their responses to a set of activities regarding the multilingualism module in the course. Adopting a linguistic ideological perspective on discourse, the researchers analyze the participant ELTs’ observations of students’ awareness of multilingualism in their classrooms. Their findings highlight three different understandings of multilingualism of teachers, namely immigrant minority multilingualism, regional minority multilingualism, and multilingualism as a result of foreign language instruction at school. In the following article, Kordia presents data coming from the course participants from Greece and discusses how the course promotes ELF awareness of the participant ELTs through reflective activities and constructive dialogue within the course. She also addresses the impact of the course on the ELTs’ professional development. The final article in this part is by Lopriore and Tsantila. Although this paper is not included in the ELF Day 5 programme and does not provide data from the ENRICH CPD Course, what it discusses is well in line with the ELF Day 5 agenda and the scope of the articles in this special issue. In brief, based on the data collected through student lesson evaluations and teacher interviews, this article presents samples of ELT material adaptation according to the latest ELF and World Englishes (WEs) research focusing on the context of Italy and Greece. Furthermore, their findings highlight that such attempted modifications as in the study materials are successful in promoting the understanding of ELF-awareness integration in ELT.

To sum up, this special issue aims at introducing readers to recent developments in ELF research, including ELF-aware teaching and teacher development, along with informing them about the findings of the Erasmus+ Project of “ENRICH”, particularly those coming from the implementation of the CPD Course developed in its framework. Moreover, through its well-focused scope, the issue aims to give inspiration to further studies on ELF-related issues such as ELF-aware pedagogy and teacher education.

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