ELF-Aware In-Service Teacher Education: A Transformative Perspective

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Teacher Assessment Literacy Enhancement View project

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Abstract

We present the findings from a teacher education project involving in-service teachers from Turkey and Greece, organized by the authors at Bogazici University, Istanbul. The project aims at educating teachers about ELF concerns and prompting them to develop and teach original ELF-aware lessons for their own classrooms. The project is distance-oriented, it does not involve teachers attending face-to-face seminars in which they are told about ELF; instead, teachers are invited to read selections from the published literature on global English, ELF and EIL, and respond to reflective questions on issues that link what they read with their own teaching experience and context. In the second phase of the project, teachers develop, teach and evaluate original lessons based on their own working understanding of ELF.

Introduction

Recent work in the field of English as a Lingua Franca (henceforth ELF) has been focused on defining, delineating, and clarifying the nature of ELF. While some work has addressed issues of teacher education and training (see below for a review), we have yet to see a comprehensive proposal that aims both to educate English as a Foreign Language (henceforth EFL) or English as a Second Language (henceforth ESL) teachers about ELF and to engage them in developing, teaching, and evaluating ELF-aware lessons in their own teaching context.

In this chapter we will present the findings from a teacher education project that attempts to do just that. This project, based on a proposal of Sifakis (2007) and located at Bogazici University in Istanbul, aims (a) to educate in-service teachers from Turkey and Greece about ELF concerns and (b) to urge them to develop and teach ELF-aware lessons. One of the project's original features is that it is entirely distance-oriented. It does not require teachers to attend face-to-face seminars in which they are told about ELF; instead, they read selections from the literature on global English, ELF, and English as an International Language (henceforth EIL), and respond to questions that prompt them to reflect on issues linking what they have

read with their own teaching experience. Their responses are collected online for sharing and discussion in a Forum specially designed for the project. In the second phase of the project, the teachers develop, teach, and evaluate newly created lessons based on their understanding of ELF. We will summarise the theoretical background of the project, present some key findings, and discuss implications for ELF-aware teacher development programmes.

ELF implications for the EFL classroom and for teacher education

A powerful message coming from ELF research is that we live in a world that can be described as increasingly post-EFL insofar as EFL is native-speaker-oriented in its norms (Standard English), curricula, testing orientations, and attitudes resulting from the desire to emulate native speakers of English. This post-EFL paradigm is oriented to the processes and practices found in non-native-speaker interactions. What also becomes clear from the literature is that the post-EFL world is dauntingly complex, both in interactional contexts and teaching-learning contexts.

It is probably for reasons closely linked to post-EFL complexity that early ELF research shied away from any extended examination of the implications that ELF-related research has for English for Speakers of Other Languages (henceforth ESOL) classrooms. Seidlhofer characterised an attempt to link ELF research with the EFL/ESL classroom as 'premature […] before certain prerequisites have been met' (Seidlhofer 2004: 209). Since then , however, some major descriptions of ELF include at least some references to the EFL/ESL classroom (see, for example, Jenkins, 2007: 241; Seidlhofer 2011: 196-8) and more recent ELF research has continued to suggest implications for pedagogy. For example, in

a paper on pronunciation negotiation strategies in an ELF context, Matsumoto (2011) concludes by prompting teachers to familiarise learners with successful ELF interactions and goes on to suggest that learners should be provided 'with opportunities for discussion of the differences between NS-NNS interaction and ELF interaction, and on differences in ELF speakers' accents' (Matsumoto 2011: 110). Potential learner awareness of successful ELF interaction is one result of ELF research conducted in specific contexts. Mauranen mentions the benefits for learners and users engaged in academic ELF interactions, as well as for interpreters, translators, and text editors, of an understanding of processes enhancing explicitness (2012: 235). Fernández-Polo (in print) discusses the use of the phrase 'I mean' in conference presentations given by ELF speakers and points out the benefits of making ESP learners' aware of the processes behind successful and problematic explicitation strategies in ELF interactions. Seidlhofer (2009) discusses the way ELF users co-construct idiomatic expressions as a means of both communicating effectively and establishing a shared affective space.

Other implications for pedagogy have been suggested from studies of ELF corpora, such as the VOICE corpus (Pitzl 2012; Hülmbauer 2010) and the ELFA corpus (Carey, 2013; Mauranen & Ranta, 2009; Metsä-Ketelä, 2012). Further suggested implications may be found in studies that do not have an overt ELF orientation, but nevertheless address issues worth considering in interactions between non-native

users—see Lindemann & Subtirelu (2013), for example, for a discussion of the effect that social factors have on perceptions of L2 speech.

However interesting and enlightening their insights, ELF researchers remain largely uninterested in the ways in which teachers can make use of them and pedagogical implications of their research, though hinted at, remain largely unexplored. The reasons may be summarised as follows: 'We do not believe it is our place to tell teachers what to do, but that it is for English Language Teaching (henceforth ELT) practitioners to decide whether/to what extent ELF is relevant to their learners in their context' (Jenkins 2011: 492).

Notwithstanding the reluctance of ELF researchers to explore pedagogical implications, there have been some attempts to link our growing understanding of ELF to teacher education. For example, Sifakis (2007) put forward a proposal for a transformative teacher education component that targets EFL teachers' convictions and established practices about teaching, learning, and language use through an action research roadmap. Blair (in print) outlines the basics of a pedagogy that prioritises the 'post-native' model of learner multicompetence and focuses on informing teachers and learners about the variability and diversity of English. Dewey (2012) offers an evaluation of teacher qualification programmes and finds them problematic in terms of the real impact of ELF on their claims about language accuracy, correctness, context, and teacher autonomy.

Central to any examination of the implications of ELF research for teacher education is a concern for teachers' perceptions and attitudes towards ELF and ELF-related issues. So far, a contrasting picture has emerged: on the one hand, there is a willingness to find out more about ELF and non-native speakers' successful interaction strategies; on the other hand, there is confusion about what needs to be done to integrate the teaching of such strategies into established, EFL-bound practices. For example, a study of Greek state school EFL teachers showed that their awareness of the need to prepare learners to communicate with other NNS did not deter them from the traditional EFL practice of teaching Standard, or native English (Sifakis and Sougari 2005). Other studies (Matsuda 2009; Sifakis 2009) have recorded teachers' resistance to a more pluralistic understanding of English. Bayyurt's (2006) study of Turkish EFL teachers' perceptions of culture revealed the predominance of traditional EFL practices while finding little awareness of the changing status of English. Llurda (2009) highlighted the function of non-native teachers as promoters of English as an international language in a pedagogical context that is still largely norm-dependent. As Jenkins has shown (Jenkins 2007, 2011: 307), implementation of an ELF-aware pedagogy is largely dependent on the shifting of teachers' and learners' attitudes.

For any radical changes in ELT pedagogy to occur, they must first be considered and reflected upon in the mind-sets of individual teachers. For Widdowson, the usefulness of ELF is in helping us 'to consider its effect as a catalyst for change in established ways of thinking' (2012: 5). Similarly, Seidlhofer argues for the need to replace a 'normative mind-set' with the recognition that norms are 'continually shifting and changing' (2008: 33-4). Dewey argues for the need for teachers 'to re-

examine current methodology and practice in context-relevant ways' (2012: 141). And, according to Park and Wee, teachers 'should proceed to question some of the more deeply rooted assumptions [they] hold about language' (2011: 368).

Towards an ELF-aware teacher education

In light of the above, what is needed is an approach that will help teachers to appreciate (a) principles that arise from ELF research and (b) how these principles might have a bearing on their own teaching context. Such an approach would start teachers on a reflective journey in which they think critically about established teaching practice and their convictions concerning English as a medium of communication.

In this chapter, we present insights from a teacher education project (called the English as a Lingua Franca - Teacher Education (ELF-TEd) project, http://teacherdevelopment.boun.edu.tr/) that attempted to do exactly that. The project was headed by the authors and its first phase was carried out during the 2012-2013 school year at Bogazici University in Istanbul, Turkey. It involved EFL teachers from Turkey and from Greece who were interested in finding out more about ELF and the impact their discoveries might have on their teaching. The project had two phases. In the first phase, we asked participants first to read excerpts from the published literature on ELF, EIL, and World Englishes (henceforth WE), and then to respond to questions aimed at helping them to reflect on implications for teaching. In the second phase, we asked them to design lessons or sets of activities that employed what they had learned about ELF. Subsequently, they were expected to teach and record these lessons, and then, as a final step, write their reflections on the whole experience.

The reflective process is based on a proposal by Sifakis (2007). It is intended to make teachers conscious of their deep convictions about Standard English, the role of native speakers, the importance of mutual intelligibility in interactions involving non-native speakers, and their own role as feedback providers in the classroom. The suitability of the transformative framework (Mezirow 1991; Mezirow and Associates 2000) lies in the fact that it prompts participants to consider what Mezirow calls a 'disorienting dilemma', namely, a psychological situation triggered by a life experience or event on which they can build a critical mechanism that will help them, with input from colleagues, to confront and ultimately change their established 'frames of reference'. In the ELF-TEd project, the disorienting dilemmas were stimulated by the readings provided and the questions that were asked.

At the core of the ELF-TEd project is the notion of 'ELF-awareness'. 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. As a result, it was hoped, participants would take a step toward becoming 'ELF-aware' teachers, in the

sense that they would be fully aware of constraints on their teaching and autonomous about using their knowledge of ELF to the advantage of their learners.

Twelve teachers participated in the study (11 from Turkey and one from Greece). Four taught in primary schools, three in Turkey and one in Greece, four in secondary schools, and four in a university. In this paper, we analyse the perceptions of three non-native secondary school English language teachers throughout the different stages of the project in order to see how these perceptions relate to classroom practice. The three teachers worked in three different state schools – two in Istanbul and one in Sakarya. They taught English to 9th and 10th graders (14-16 years old). Perin taught in Sakarya, a one-and-a-half hour drive from Istanbul. Gamze taught at a highly competitive Anatolian High School in Istanbul and Sude taught at a less competitive high school, also in Istanbul. Gamze, with more than 20 years of teaching experience, was the most experienced of the three. Perin and Sude had been teaching for 5-10 years. Perin was in the process of completing an MA program, whereas Gamze and Sude already had MA degrees. None of the teachers had any prior knowledge of ELF. Perin responded to 55 questions, almost half of the questions on the project portal based on the readings on ELF and ELF related publications that were assigned weekly; Gamze and Sude responded to all 118 questions. All three teachers prepared, implemented, and evaluated lesson plans and participated in discussion sessions in which they shared their plans and evaluations.

The first phase of the ELF-TEd project lasted 8 months, from 1 October 2012, to 31 May 2013. Every two weeks we had face-to-face focus-group meetings with the teachers where we discussed issues arising from their reflections. Perin missed two of these meetings, but Gamze and Sude, besides contributing actively to the website, attended all of them.

Procedure

We used two methods of data collection: online and face-to-face. At the start of the project, teachers were asked to upload their brief autobiographies on the project's portal. They then uploaded their reflections-responses to the questions based on the readings on the project portal (www.teacherdevelopment.boun.edu.tr). Before face-to-face meetings, they would receive email prompts that prepared them for the meetings, to which they also responded via email. At the final stage of the project, they uploaded their lesson plans, together with reflections on how each lesson went. The data collected from the face-to-face meetings included focus-group interviews and group discussions that focused on prompting teachers to report their experience of their transformative process.

We used content analysis and thematic analysis to uncover meaning in the participants' responses to questions, their reflections after the trial lessons, and their self-evaluations. According to Braun and Clarke (2006), thematic analysis is a qualitative analytic enquiry used for 'identifying, analysing, and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail' (2006: 79). Mayring (2004) describes content analysis as 'systematic examination of communicative material. […] What is essential, however, is that the

communicative material should be fixed or recorded in some form' (2004: 266). In this study, thematic analysis was used for identifying categories found in the data, and content analysis was used for the examination of the written, spoken, and visual data in relation to the categories. Content analysis can be applied to recorded material, open-ended responses to interview questions, survey questions, and so on.

Two broad thematic categories emerged from the content analysis of portal entries, teachers' reflections, and focus group interviews: one involving issues concerning native/non-native speakers of English, and one regarding emerging topics in the pedagogy of ELF in secondary school classrooms. In the first category, teachers focused on the sub-themes of intelligibility, communities of practice and the ownership of English, whereas in the second category, their reflections focused on ELF-aware language teaching methodology and ELF-aware language teaching materials.

Teachers' Reflections

Although other data resources were also examined, due to space restrictions we will present only our analysis of the teachers' uploaded responses to questions. The data will be analysed in the light of the themes that are described above, that is, the components of nativeness/nonnativeness issues and ELF-aware pedagogy. The first category includes teachers' comments on the use of English in and out of their language classes, on the facilitating function of intelligibility in communications in and out of their language classes, and on the ownership of English, whether it belongs to native speakers only or to both native and non-native speakers. Focus group interview data includes teachers' reflections on answers shared on the web site and on their ELF-aware lesson plans.

How do teachers perceive the nativeness/non-nativeness issue and implications that arise from it for their own teaching context? For our participants, the global character of English is a powerful mechanism of communication that should be appreciated by learners, as the following extracts from teacher responses show:

> "To me as a teacher, in class, power is the ideas that the students have. English is the medium to share the ideas all around the world, so my aim is to give importance to the comprehension side of this global language".

> P1: Gamze, question 2

> "When students do not be aware of the globalization of English, they have a tendency of criticizing their peers, even their teachers and regional English speaker teachers for not using standard English especially, their pronunciations. […] There are different varieties of English all over the world and teachers of English even the ones who are native speakers should have knowledge of different varieties of lexis, discourse, grammar and pronunciations […] students should be aware of all these variations".

P2: Sude, question 2

However, teachers are practical too, when thinking about the practical implications for their teaching context. It is important for learners to have an awareness of the powerful ways in which English can help them grow as citizens of the world, but they need to understand that what is important is the successful use of English in this global context. In other words, global English should not be equated with an "anything goes" attitude:

> "It is not possible to teach all the varieties of English, so we absolutely need some basic standard forms".

P5: Perin, question 2

What this quote also implies is that the global character of English needs an alternative pedagogical model, one that would not prioritise standard varieties of English, but one that would still integrate a rule-based system of English that would combine successful communication patterns across many different global settings involving non-native interlocutors. As the following teacher acknowledges, this is easier said than done:

> The idea of ELF is a really great change in pedagogy as well. […] This could be an encouraging thing for the people who cannot speak English in order not to make errors. I have a student in my class. She is a 10th grader. I cannot encourage her to speak. Her father is a judge. Finding correctness may take place in her family, but two weeks ago when the foreign students did an interactive lesson, she reacted them and answered some questions which I asked her to do. This helped her see that ELF is available in communication".

P1: Gamze, question 43

What this means, essentially, is that learners should first understand and then accept, in their hearts, that they are ELF speakers. This is difficult, as attitudes and deeper convictions about what is desirable and achievable (in the form of the native speaker model of standardness) will contradict reality. It is for this reason that learners' exposure to real, successful (not in the sense of "correct") interactions involving non-native interlocutors in different global contexts is of paramount importance. As the following excerpt shows, our participants understand this well:

> "I agree with the misconception of 'only NNS is accented'. There are some different accents in my own language (L1), too. Each language has some different accents. Speaking with accent does not mean lack of intelligibility. And, the misconception (NNS is responsible for communication problems) is especially important. Actually, most of the NNSs are fed with the same resources. And these are the books and other audio-lingual materials printed and published by the NS's

countries. Native speakers are the ones who fed themselves with different sources like, their families, friends, social environments, cultures, and so on. In this case: How could NNS be responsible for communication problems?"

P2: Sude, question 40

A powerful way of becoming aware of the perils of deeply held convictions about the importance of native speaker standard norms in the teaching of English is relating them to what teachers and learners know very well, i.e., their L1. The following quote was a reflection from a teacher in response to a question following the reading of two articles from the ELF literature on intelligibility. What it shows is that thinking about our own context can help unlock these convictions and, subsequently, unblock teachers and learners from realising the true potential of successful ELF communication:

> "What is interesting for me is that the monolingual norms are undesirable in some contexts such as pronouncing the words according to RP. To tell the truth, this is new for me, and proves me the power of ELF […] At this point, I consider my mother tongue. [...] Most of the people in Turkey do not use Istanbul Turkish even if they are educated, so different regions use different ways of speech. That can be quite possible in English as well. If this is the truth, we cannot insist on that merely the native speakers represent what is intelligible".

P5: Perin, question 40

What our findings show is that different teachers respond differently to the implications of ELF regarding the teaching of specific norms. For example, for the following teacher, exposure to the rich variety of Englishes in the world does not imply the need for a clear rule-based system that should be used in this alternative pedagogical mode mentioned above:

> "Quite the contrary to the custodians of the language, I believe, if there is, diversity, there is richness. While I am reading Widdowson's article I start to think about the reason why most Turkish teachers give importance to teaching grammar. Could it be the respect to the owners of the language, could it be a way to teach Standard English by 'showing symbolic of solidarity'. Could it be a way to introduce the culture of the owners? Maybe showing us that English is an international language may help us giving less importance to grammar. We may find ways to show that English serves the communicative and communal needs of us, the speakers".

P1: Gamze, question 26

When prompted to think about their role as custodians of English for their learners (following their reading of Widdowson's 1994 article on the ownership of English), this teacher offers a very concise perspective regarding the ownership of English when non-native speakers are involved:

> "I'm not a 'custodian' of English, but I feel myself as a person who has privilege of ownership of English, because I have used and taught it for years. […] If this language has a right to invade everywhere in my country, I should have a right to own it. [...] Having this awareness is very important to adopt our changing role?"

> P2: Sude, question 26

In response to the same issues, the following teacher goes even further:

> "To begin with, I can state that the author's view about the 'ownership' of English is simply the fact that no nation owns it. That is, if it is an international, we cannot discuss the issue of who owns it? Instead, we can affirm that it is the language of the people all over the world".

> P5: Perin, question 26

For this teacher, since English is an international language, it is owned by the people who use it all around the world. What these perspectives show us is that, as English grows as a global language, it becomes a globally mobile language, occurring in various forms and blending with various languages in diverse contexts. As a result, the English that people use might have little similarity to its original form, whatever that might have been (Blommaert, 2012). As Gamze in the first quotation states, diversity is richness.

What also arises from these teachers' engagement with the ELF-TEd project is that their growing self-awareness as non-native speakers boosts their self-confidence as teachers (on the issue of non-native speaker teachers' self-confidence see (Bayyurt 2006, 2012; Llurda 2009; McKay and Bokhorst-Heng 2008) This is something that has not been previously documented in ELF studies of teachers. One way that this becomes evident is in that, as the following quote shows, teachers are described as having fewer limiting beliefs than their learners :

> "Teachers seem to be moving away from native-speaker norms faster than students are: It's something which I know from my own experience, because most of my students are still in the pursuit of having a British accent or an American accent".

> P2: Sude, question 71

Learners seem to find the ELF perspective less agreeable than teachers, even if they are aware of the global uses of English. This finding coincides with the expectations

of the parents of young learners in primary schools, as seen in the primary teachers' data from this same ELF-TEd project (Bayyurt and Sifakis 2013).

When non-native EFL teachers become ELF-aware, they realise that they do not only have a rightful claim to English, much like its many native speakers around the world, as we have seen; their knowledge of the local languacultural context renders them more capable teachers as well:

> "As for changing role of my own, all those readings gained me self-confidence. Put differently, I have always thought that native speaker teachers are better than non-native speakers even though I have read some articles related to global English. I have never questioned the issue of who is better. But, now I'm very confident of myself that I teach the English which is useful for my students. I may not teach perfect English to a Pakistani student because I do not have any idea about his/her cultural norms and life. However, I know my students and their life, their way of learning English, so I'm sure I can teach better than any other native speaker teacher or non-native speaker teacher who is not Turkish".P5: Perin, question 26

This is an important acknowledgement, especially as it draws from the Turkish EFL context. In Turkey, during the past decade, there has been a tendency to hire non-native English language teachers from other countries in Europe, Asia and elsewhere in the world to teach at private schools besides native English language teachers. What the above quote makes clear is the teacher's perspective regarding the advantages of hiring teachers who share the same L1 with the learners.

With regard to developing ELF-aware lessons for their own learners, our participants are specific about the need for a transformative perspective to established EFL practices:

> "When it comes to the need for transformation in ELT methodology, we can say that the current methodology does not suit to these aims and approaches to some extent. For instance, many course books do not exemplify any activity that may give the chance to practice interaction strategies. For my own teaching context, I can affirm that these goals are realistic because my students learn English in a foreign language context, and they need to communicate with people from all over the world. Henceforth, it is better for them to focus more on intelligibility rather than correctness".P5: Perin, question 38

However, the same teacher acknowledges that the ELF literature does not offer specific advice for teaching practice, which is something teachers need once they have become ELF-aware:

> "In my opinion, the teaching part is the most important for me as may be anticipated. First things first, there is not any clear explanation on

how to teach. The comments are too general, so they are not practical. I think we talk about theory of how to teach ELF rather than the practice of ELF teaching. As for the goals and approaches, I agree with them. We should focus on intelligibility, textual competence and interaction strategies".

P5: Perin, question 38

Similarly, for this teacher:

"It is my contention that teachers need some ELF AWARE activities to help them to overcome subjective hindrances to use in class. Our state high school yearly plan given by the ministry includes global issues. The plans are made based on CEFR Descriptors. A guidebook could be prepared for the teachers to help them understand how they adapt ELF to classroom teaching. This guidebook could be a website or a Moodle".

P1: Gamze, question 71

As already stated, in this project we were not focused on providing teachers with ready-made ideas or recipes for activities that could be used in their teaching context. We wanted to see how they would develop their own orientation of ELF-aware activities that would be appropriate for ther learners and broader teaching context. While certain teachers struggled to come up with original ideas for ELF-aware activities, others were more creative with delineating a precise pedagogical approach, based on their readings of the ELF literature:

"I will include different varieties of English to the curriculum and I will welcome when they produce new forms. I will not correct their mistakes immediately and I will inform all the students about the importance of it. The students also must be open-minded about their peers' different styles. I will prepare some extra materials for the quick learners".P2: Sude, Question 111

Discussion

Our aim in this project was to raise teachers' awareness of ELF and to research the extent to which such awareness could lead to ELF-related classroom practice. What our project has shown so far is that teachers found their experience of engaging with the ELF literature through the system of responding to reflective questions rewarding. Those questions helped to draw their attention to particular ELF-related concerns, such as the role of the use of standard varieties of English (for example, British English, American English and so on) in the foreign language classroom, the role of the native and non-native speakers in different communicative contexts, the issue of the ownership of English by its different users, the function of intelligibility in NNS-NNS interactions, or the role of the non-native speaker teacher in an Expanding Circle context like Turkey.

These issues are hard to deal with in the first place, but the progression of the articles teachers had to read, combined with the corresponding open-ended reflective questions, managed to not only facilitate them in their appreciation of those ELF issues but, more importantly, to help them make sense of those issues with reference to their own context. This is not a minor achievement considering the fuzziness of the ELF concept for many a researcher, let alone teacher. From this perspective, the project has succeeded in helping teachers appreciate the complexity of the ELF construct and, what is more, personalise it for their own teaching context.

Could it be argued that our participants showed a transformation in their perspectives about the roles and functions of the English language in today's world? To answer this, we have to consider the extent to which the teachers have shown a substantial change (a) in their established convictions about English and (b) in their habitual patterns of teaching.

What we have found so far from this study is that teachers showed change but that this change was slow and dependent on a series of constraints that had to do both with the individual teacher and with the broader context in which they work. Constraints that were related to individual teachers can be linked to their personality; for example, the extent to which they were more or less open to change as individuals, not merely as teachers. Constraints that were context-related also had a psychological impact to the extent that we were able to see teachers' self-perception of their professional roles as teachers and their corresponding willingness to bring about change in their teaching habits. Having said that, it must be stressed that the greatest change that we have documented in this project concerned teachers' own self-perceptions as non-native speakers of English. We have seen a transformation from a mentality of a speaker feeling "subordinate" to a "superior" native speaker to a mentality of a speaker feeling equal to, if not better equipped than, native speakers to deal with the needs of a communicative situation involving other non-native speakers (also see Park 2012). The point at which the transformation happened in the project was when the teachers realised the implications that the function of English as an international language has for millions, if not billions, of non-native speakers around the world.

With regard to implications for actual teaching practices, two distinct suggestions and two major problems seem to arise from the project participants' responses. The first suggestion concerns teachers' role as correctors of learners' speech. This is one of the roles that EFL teachers consider very highly, especially in Expanding Circle contexts, and it is clear from the ELF-TEd participants' responses that ELF-aware teachers should stop indiscriminately correcting all of their learners' "wrong" English. For our participants, there is a place and a time for correction, and it is not a practice that should be thoughtlessly extended throughout an entire lesson. On the contrary, it is important that teachers are very careful with providing corrective feedback and should find ways to make their feedback more relevant to the constraints of the different communicative situations that arise with each different activity. What our ELF-aware teachers have understood from their engagement with the ELF literature is that learners should be prompted to grow as ELF users. For this to happen, it is necessary for them to be allowed to express themselves freely, if not all the time, at

least some of the time. ELF-aware teachers should become conscious of the need to develop in their learners the capacity to communicate intelligibly with other speakers, despite the inevitable existence of errors.

The second implication for ELF-aware instruction is the primacy of the cultural component in foreign language teaching. By "culture" here we do not mean the major cultural distinctions between languages and ethnicities, but the "small cultures" or personality facets of each individual learner (Holliday 1999). Our participants understand that the function of English as a global language implies that every communicatively successful speaker (native or non-native) essentially owns the language and that, for this ownership to occur in speakers' minds, it is important that these speakers are allowed to exhibit their own personal cultural characteristics, instead of engaging in tasks that require them to be someone else (e.g., a stereotypically idealised native speaker). These characteristics can have many guises, e.g., through learners' own pronunciation or through their use of lexis from their mother tongue, or from languages that they happen to share with other speakers. In the ELF-aware instructional paradigm, the concept of "foreignness" is not helpful as it 'indicates distance' (Ehlich, 2009: 27) and should give way to the concept of "ownership": after all, learners use English all the time outside their EFL classroom, e.g., playing games online with co-players from all over the world. In this regard, it is useful to consider the pedagogical proposal for Expanding Circle contexts that Fay et al (2010) have put forward: they suggest ways of tailoring textbook activities to make the best of the individual cultural characteristics of learners in ways that make use of English not as an inter-national but as an intra-national language (i.e., as a vehicle of communication for learners of different cultural backgrounds in the same classroom), thereby raising learners' multicultural awareness through English (MATE).

This brings us to the two problems, or obstacles, that can potentially hinder ELF-aware lessons. The first problem is related to the perceptions of learners and other stakeholders (e.g., parents, directors of study, etc.) concerning the role of English language teaching in Expanding Circle contexts like Turkey. These perceptions are typically oriented towards the native speaker and Standard English norms. Teachers realise that they have to struggle with these mind-sets (provided their own mind-set is already transformed, of course), and this is something that must be seriously taken into consideration in developing ELF-aware lessons. Not everyone is equally open to this new perspective, which means that teachers should make the transition from conventional EFL to ELF-aware lessons as slowly and seamlessly as their context allows (also see Sifakis 2009).

The second problem is related to the lack of appropriately designed ELF-aware teaching materials. This has been documented before in the relevant literature (e.g., Jenkins 2007, Seidlhofer 2011, Sifakis 2009). The problem that our participants see with this is that they and their learners have been used to implementing commercially available courseware and that integrating ELF-aware activities in such a context would imply two things. First, that teachers would have to design original ELF-aware activities that would either extend existing textbook activities or function as stand-alone activities beyond the textbook, or both. Secondly, that teachers would

have to get used to experimenting more and more with practices that may seem entirely novel and at times even unwelcome to them and their learners, such as applying the less strict approach to correction suggested above. In the former case, going beyond the textbook might imply to learners and other stakeholders that the teacher is deviating from the established syllabus. In the latter case, a more rigorous and time-consuming training process is necessary that would make teachers more aware of the impact of their teaching and instill in them the necessary self-confidence to develop and evaluate appropriate ELF-aware activities for their context. This is another reason why the transformative process towards the ELF-aware classroom can be slow and painstaking.

It becomes increasingly clear from our experience in this project that ELF-aware instructional practices are entirely in line with current concerns about the importance of applying a post-method pedagogy (Kumaravadivelu 2001). This means that what is appropriate for local contexts is the development of locally developed instructional materials. It also means that teachers should not blindly endorse a particular teaching methodology but have an informed awareness of many different methodologies and work up the competence to select and fine-tune the instructional approach that best fits their local context.

It is very probably for this reason that our ELF-TEd participants have perceived their ELF-aware training as an opportunity to widen their scope and knowledge about new developments in ELT. This enabled them to think about their language teaching context and the place of foreign language teaching in the Turkish educational system. In other words, teachers found their engagement with ELF both an opportunity to receive new information about fascinating issues concerning the English language and a springboard for growing professionally as reflective teachers. Their involvement with ELF and the ELF-related literature led them to think about their own teaching in context, pertinent aspects of the curriculum, and their native-speaker-centred course books (also see Sifakis 2014, Sifakis and Bayyurt in print).

Conclusion

In this paper we have presented a pilot study of an in-service ELF-aware teacher education project that engaged teachers in reading excerpts from the ELF and WE literature, reflecting on their perceptions about related concerns, and developing, teaching and evaluating original ELF-aware lessons for their learners. The aim of the project was to make teachers "ELF-aware", i.e., prompt them to engage with the important issues raised in the ELF literature and allow them to draw their own conclusions regarding the nature of the ELF construct and the implications for their teaching context. We have described the findings of the project, based on the responses of participating Turkish ESOL teachers.

What our study has conclusively shown is that ELF teacher education is worthy of investigation because it draws teachers' attention to a reality they may not have been previously aware of. Our ELF-TEd project aimed to move a step forward in relation to Jenkins's detachment of ELF research from teaching (Jenkins, 2011 - see

Introduction), by linking the two through the creation of a "safe" environment, where teachers can make sense of the ELF literature and enter the transformative process of becoming ELF-aware speakers, teachers and materials designers. This process can be quite powerful for teachers and learners alike, as the following quote shows:

> "For me ELF-aware teacher is giving importance to communication and respect to other cultures. […] In my classroom practice, ELF-awareness has changed my students' attitude towards using a foreign language. As a nonnative English speaking teacher I feel much better and relaxed in using the language".

> Gamze, e-mail interview, 7 April 2013

In the next decade, ELF teacher education will become an important issue not only for ELF theoreticians and educational practitioners but for ESOL practitioners as well. As we have seen, the strength of ELF research, together with the broader World Englishes literature, lies in its potential to challenge deep-seated convictions about the functions of the English language, the roles of its users and the pedagogical implications that this phenomenon can have (Bayyurt and Sifakis, 2013).

We will continue with the ELF-TEd project for the next few years to see how teachers from different parts of the world perceive and respond to this ELF-aware teacher education approach. Learner reactions to these ELF-aware applications present yet another issue which needs further investigation. It would be interesting to see how learners who live in countries of the Expanding Circle and use a lot of English in their everyday life (while online-gaming, Skyping etc. with other people around the world) respond to their teachers' ELF-aware interventions in the EFL classroom.

Engagement priorities

In this chapter we have described a teacher training project that attempts to introduce in-service teachers working in the EFL field in the so-called ELF construct. We have used the term "ELF-aware teaching" to refer to teachers' involvement in understanding ELF-related concerns and their trying out and evaluating activities with their learners that implement such an understanding. What we have also shown in this chapter is that ELF-aware teacher education has had transformative effects in the teachers involved in the project. What follows is a series of points to consider when engaging in ELF-aware teaching and teacher education.

1. As a first step, read as much as you can about ELF, seeking published books, peer-reviewed journal papers and chapters. As you read, make notes of your reflections. What are your attitudes toward ELF discourse? To what extent do you consider such discourse helpful and/or problematic? It is vital that you offer reasons for your perspectives. There are no right

or wrong answers here, as long as you are fully aware of your own attitudes towards ELF and potential shortcomings of current EFL pedagogical practices (e.g., over-correction of learners' errors, too much emphasis on teaching to a test, etc.). In what ways would an ELF-aware pedagogy be helpful for your learners?

2. As a second step, you need to find out as much as you can about your learners' beliefs and attitudes about English and its function in the world today. Enquire the extent to which they use English outside of the EFL class (e.g., playing online videogames and engaging with co-players). Find out about whether they are happy with the EFL perspective of the class and ask them if they would not mind you integrating elements of ELF (e.g., examples of successful non-native discourse) in the lessons. Do similar surveys of every other stakeholder (parents, sponsors, headmasters etc).

3. If your teaching context allows it and you are confident about the strengths introducing your learners to ELF-aware input and pedagogy have, start experimenting with activities or entire lessons that are ELF-aware. These lessons would be very different from context to context, but they are likely to have, among other things, a focus on spoken discourse, a teaching perspective that favours differentiated instruction and a pedagogical orientation that is not correction-centred. Continue to experiment and reflect on the efficacy of these lessons and activities and always poll your learners about their efficacy. We would like to stress that ELF-aware instruction does not imply a downright rejection of EFL practices but attempts to give the EFL class (and its typically Standard English orientation) a much more authentic sense of real world English usage. Whether you will be transformed or not, as a result of these experimentations is, again, something that will depend on many things, your learners, the target situation, parents, sponsors, available teaching materials, and, most importantly of all, your own predisposition.

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Abbreviations
CEFR: Common European Framework of Reference for Languages
EFL: English as a Foreign Language
EIL: English as an International Language
ELF: English as a Lingua Franca
ELF-TED: English as a Lingua Franca Teacher Education
ELFA: English as a Lingua Franca in Academic Settings
ELT: English Language Teaching
ESL: English as a Second Language
ESOL: English for Speakers of Other Languages
ESP: English for Specific Purposes
L1: First Language
NS: Native Speaker
NNS: Non-native speaker
VOICE: Vienna Oxford International Corpus of English

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