Programme and Abstracts

ELF14 2024 Conference,
Prague, Czech Republic
From Global Englishes to bot-English.
Language use in the era of AI.
11—14/09/24
pcu.cz/elf

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Organising Committee

PhDr. Veronika Quinn Novotná, Ph.D.

English Program Leader, School of Education, Prague City University

Veronika Quinn Novotná holds an MA in English and German Philology and a Ph.D. in English Linguistics from the Faculty of Arts at Charles University in Prague. She has taught (applied) linguistics, presentation skills, and academic and creative writing at Charles University, the University of West Bohemia, the Czech Academy of Sciences, and most recently at Prague City University. Veronika regularly publishes on English as a Lingua Franca (ELF) & Global Englishes (GEs). In 2024, together with Jiřina Dunková, she organised the fourteenth international conference on English as a Lingua Franca: ELF14 2024 in Prague, Czech Republic.

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Jiřina holds an MA in English Philology from Charles University in Prague and a complete Cambridge DELTA Diploma certification. She has taught English and English Methodology in the private sector. Jiřina regularly publishes on English as a Lingua Franca (ELF) & other Englishes. In 2024, together with Veronika Quinn Novotná, she organised the fourteenth international conference on English as a Lingua Franca: ELF14 2024 in Prague, Czech Republic.

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ELF14 2024 Conference Venues Locations

1. Prague City University, City Centre Campus
   Hybernská 1009/24, 110 00 Prague

2. Faculty of Arts, Charles University
   nám. J. Palacha 1/2, 116 38 Prague

3. Gala Dinner boarding location*
   GPS: 50°05'35.3"N 14°25'15.1"E
   Google Maps: 3CVC+785 Prague

*Please, do not forget to bring your conference badge with a symbol that confirms your dinner payment/participation.

Conference Information

The most important information, links and addresses can be also found on our conference website: www.pcu.cz/elf/portal

Venues and Maps

City Centre Campus, Prague City University

Address: Hybernská 1009/24, 110 00 Prague, CZ (Google Maps →)

How to get there:

Metro – line B (yellow), stop Náměstí Republiky (follow signs for E1 - E4 Praha Masarykovo nádraží)

Tram – stop Masarykovo nádraží, lines 2, 15, 25, 17, 29, 34, 90, 95

Bus – stop Náměstí Republiky

Faculty of Arts, Charles University

Address: nám. J. Palacha 1/2, 116 38 Prague, CZ (Google Maps →)

How to get there:

Metro – line A (green), stop Staroměstská (Follow signs for E1 - E3, Staroměstské nám., ul. Kaprova, ul. Křižovnická, nám. Jana Palacha – Exit via E1 náměstí Jana Palacha, Rudolfinum)

Tram – stop Staroměstská, lines 1, 2, 13, 17, 18, 27, 91, 94, 95, 96

Bus – stop Staroměstská, line 207 (goes to Náměstí Republiky, a short walk from PCU)

Please note: After the lunch break at Charles University, one student ambassador will guide participants to Prague City University on foot and one will go with them by bus 207 (departure approx. at 14:10 on Thursday, and at 11:10 on Friday).

Gala Dinner

We are delighted to invite you and your +1s to our Gala Dinner that will take place on Friday, 13th September, aboard a boat cruising the Vltava River. This event promises a memorable evening filled with hot and cold buffet items, alcoholic and non-alcoholic beverages, live music, a commentary guide, and scenic views of Prague from the water.

Event Details

Date & Time: Friday, 13 September. The boat will sail off at 20:00, so please ensure you arrive on time. Once the boat departs, latecomers will unfortunately miss the event.

Duration: 3-hour cruise

Boarding location: 50.093075572573724, 14.42086448044499; https://maps.app.goo.gl/GXWEETt4Qp9dHP8SA

Registration: If you wish to join this evening, please sign up (and your +1) through this link: https://forms.gle/gTEiA99CLABeEYRw6 and make sure you have included the social event in your registration (also for your +1) here: https://events.amca.cz/elf14/

If you you

Price: €72.60 - includes a spectacular cruise on the Vltava River, a hot buffet (suitable also for vegetarians), (non-)alcoholic drinks, live music, views of the Prague Castle and other famous sights, as well as commentary by a guide.

How to get there

Option 1: From Prague City University, the boat is approximately a 1.5 km walk (about 25 minutes).

Option 2: From "Masarykovo nádraží" take tram 15 (or walk) to "Náměstí Republiky", then transfer to bus 207 and go to "Nemocnice Na Františku". The boarding stop number 10 is on the riverbank below the bus stop.

Option 3: From "Masarykovo nádraží" take tram 29 to "Bílá Labuť", then take bus 207 to go to "Nemocnice Na Františku". The boarding stop number 10 is on the riverbank below the bus stop.

Option 4: From "Masarykovo nádraží", take tram 15 to "Čechův most", then cross back over the bridge and walk down to the riverbank to boarding stop number 10.

We look forward to welcoming you aboard!

Please, do not forget to bring your conference badge with a symbol that confirms your dinner payment/participation. Your badges will be checked upon boarding the boat.

We recommend that you wear warm clothes in case temperatures drop. Umbrellas may be handy too. Better to have them and not use them than the other way round.

Stream & Recordings

Some of the sessions will be streamed and recorded via MS Teams.

We recommend downloading the MS Teams app for smooth operation here: Download MS Teams.

The full manual is available here: Teams Support Manual.

There are two links for streaming, that were sent to you prior to the conference:

ALPHA: for Faculty of Arts, Charles University & Prague City University, room 103;

BETA: for Prague City University, rooms 105 and 108.

See the conference program for sessions labelled either streamed ALPHA or BETA. Once you join the session, you'll enter the lobby. Please kindly wait until you are admitted to the main room.

Please remain muted at all times unless you are presenting or asking a question during the discussion. You are also welcome to drop your questions in the chat box.

We would like to inform you that all streamed sessions will be recorded and made available to all registered participants.

Presenters Information

MS TEAMS Visual Tutorial

At the top of your screen, you will see several icons. This is what they do.

Please pay attention to the SHARE settings.

URL Link and Recordings

Streaming links were sent to each conference participant in a separate email the week of the conference, so please check your spam folder if you haven't received it!

Recordings of the sessions will be shared after the conference.

Taking Photographs and Video Recordings

By attending the English as a Lingua Franca 14 Conference (hereinafter referred to as the "Event"), visitors agree to the free use of their image or likeness as part of any image recording, transmission or production of the Event for commercial or promotional purposes within the meaning of Section 84 of Act No. 89/2012 Coll., the Civil Code (hereinafter referred to as the "Civil Code"). to the use of the image or likeness pursuant to this provision is granted by the visitors to the organiser and its contractual partners for an indefinite period of time, and the visitor is entitled to revoke this consent, and unless such revocation is justified by a substantial change in circumstances or other reasonable cause, the visitor shall be liable to the organiser within the meaning of Section 87(2) of the Civil Code for any damage incurred as a result of the revocation of consent.

Visitors to the ELF 14 2024 Conference further acknowledge that audio and/or visual recordings may be made at the event for the purposes of press, radio, television or similar coverage. Visitors acknowledge that their consent is not required to make such recordings within the meaning of Section 89 of the Civil Code, provided that such recordings are used in a reasonable manner and that such use is not contrary to their legitimate interests.

Organiser:

Prague City Vysoká Škola s.r.o., Kolbenova 923/34a, 190 00 Praha 9 - Vysočany,

ID No.: 27259439, registered with the Municipal Court in Prague, file number C 108257

Wi-Fi

WiFi is available on both venues as follows:

City Centre Campus, Prague City University

Network: PCU-WiFi

Password: NoTimeToWaste

Faculty of Arts, Charles University

Wi-Fi Network: FF-VISITORS

The FF-VISITORS network is intended for visitors attending events (conferences, seminars) held at the Faculty of Arts, Charles University, in the main building at Jan Palach Square.

On your phone or device that you want to connect to the internet, find the "FF-VISITORS" network among the available Wi-Fi connections. After connecting, you will be automatically redirected to the login page (see image), where you can enter the access credentials provided to you.
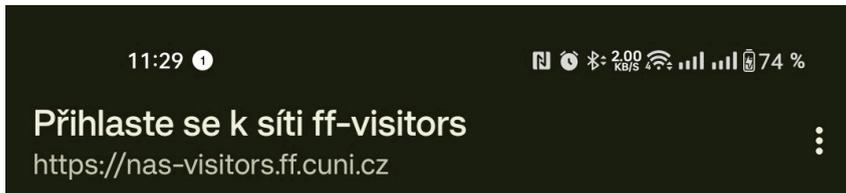
Your login credentials for FF UK are on the other side of your name badge.

Questions & Answers

Please, go to slido.com or use this QR code or go to https://www.slido.com/ and use this code: **#3755717** to ask an ELF/GEs-related question that has been bugging you for a while or that has cropped up during ELF14. Best questions will be selected by Henry Widdowson and answered by our final panellists.

Scan or go to slido.com and enter the code #3755717.

Disclaimer

The abstracts have not been edited; authors are responsible for both content and their own English.

Plenary Speeches

AI Technologies and present-day English

Speakers: Jakub Bareš, Kerstin Cable

Whether we like it or not, we live in the age of AI. It has already had a massive impact on how people use English worldwide and is still going strong. The research into AI and language is ongoing, and many people have embraced the approach of simply jumping into it and swimming. Are you on their side? Or are you somewhat afraid of what AI could do to us and our language? Whether it is one or the other, we invite you to come and listen to a unique fireside chat with two AI evangelists, intelligence strategist & LLM architect Jakub Bares, PhD. and AI Language Club co-founder Kerstin Cable, who quickly adopted the new technology and incorporated it into their English usage and teaching. They will openly share their practical experience and insights into why AI is becoming inseparable in language and thought production.

Current and Future Directions for Global Englishes/ELF Intervention Research in Language Curricula

Speaker: Heath Rose, University of Oxford, GB

This presentation explores current and future directions of curriculum intervention research in the fields of Global Englishes and ELF. It first provides an overview of the current research landscape of World Englishes, Global Englishses, ELF and EIL research, as it intersects with language education. I will then highlight specific needs for future research to investigate the implementation of ELF (and Global Englishes more broadly) within language classroom curricula and teacher education programs. To illustrate good research practices, I will showcase some robust examples of ELF intervention research in 2024 by scholars working across diverse global contexts, who address current gaps in research via carefully planned and implemented longitudinal research designs. When calling for future research, the presentation will emphasise the value of practitioner research in language education in general, before exploring specific calls for more practitioner-research in the field of ELF. I will outline appropriate methodologies to improve the robustness of classroom research, and to encourage working methods that foster collaboration between university-based researchers and classroom-based teachers. I highlight the importance of researcher-practitioner collaboration for the bidirectional development of both teacher and researcher in improving the implementation of ELF in language curricula.

ELF and ELF Communication from a Psycholinguistic SPEAKER Perspective

Speaker: Kurt Kohn, University of Tübingen, DE

For more than 20 years, ELF research has been devoted to the study of output manifestations of ELF communication. The aims and interests changed from identifying lexico-grammatical features of possible ELF varieties to analysing pragmatic and strategic characteristics of ELF use to studying intercultural translanguaging within an "English as a multilingua franca" space.

The debates around the pedagogical implications of ELF for ELT reform are solidly embedded in this use and output-oriented paradigm. The current emphasis on the need to raise teachers' and students' awareness of the nature of ELF is the natural culmination of this trend. A similar focus on communicative output manifestations and awareness-raising can be observed for research on Global Englishes and Global Englishes language teaching (GELT).

It's high time we changed track, however. Beyond use and output, we urgently need to acknowledge the "elephant in the room" — that is, the ELF speaker as the prime mover of it all.

In my talk, I will argue for a psycholinguistic SPEAKER model. It addresses how speakers manage to convey their meaning intentions and understand the utterances of others, despite unexpected disturbances and regardless of whether they communicate under ELF conditions or in seemingly safer contexts.

Key elements include speakers' emerging MY English repertoires and natural communicative capability, as well as their personal requirements of communicative and communal success as beacons of orientation in their quest for speaker satisfaction. This psycholinguistic speaker perspective sheds fresh light on what constitutes ELF competence, emancipation and justice, and the nature of English as a multilingua franca. The model also provides a conceptual common ground for comparing communicative interactions in both ELF and ELT contexts. Instead of setting ELF up against ELT, it opens new venues for reconciliation and pedagogical change.

ELF14 Exchange of Views

Speaker: Henry Widdowson, University of Vienna, AT

As an ELF veteran, having been in on its study from the very beginnings in Vienna a quarter century ago, I have been witness to how it has proliferated since to become a mainstream area of enquiry, as globally extensive as the phenomenon of ELF itself. In the process, quite naturally, researchers have taken different views from the perspective of their own interests on how ELF is to be conceptualized and what its theoretical and pedagogic implications might be for the discipline of linguistics and the subject of English language teaching. I too, of course, also have my own, necessarily partial, take on these matters, which I will sketch out. The purpose of this session is to invite colleagues to come along for an informal and convivial exchange of views, to raise issues of particular concern for themselves so that we can discuss how our views relate, how far they correspond or complement each other, or how far disagreements might be reconciled.

"ELF14 Matters Arising"

Chair: H. Widdowson

Panellists: B. Seidlhofer, K. Kohn, N. Sifakis, A. Kirkpatrick, N. Galloway

The purpose of this session is to provide a forum for prominent ELF researchers to have their say on their particular take on ELF and for the audience to engage in open discussion not only of the issues the panelists have raised, but also of written questions that conference participants will have been asked to submit beforehand.

The session consists of four phases:

1. Each panellist will make a brief prepared position statement in response to the question: *How would you define your perspective on ELF and why it is significant?*

2. Each panellist will then be invited to give a spontaneous response to an ELF-related question that they will have had no advance notice of.

3. Open discussion: spontaneous and prepared comments and questions from the audience.

4. Concluding remarks.

ESP Professional Development Design: A Disciplinary Literacy Approach

Speaker: Wenli Tsou, Dept.of Foreign Languages & Literature, National Cheng Kung University, TW

This presentation reports on Taiwan's experience as we develop a collaborative model aligning English medium instruction (EMI) professional development (PD) and English for Specific Purposes (ESP) PD through a disciplinary literacy (DL) approach. The design recognizes that ESP-EMI collaboration is crucial because the nature of disciplinary literacy training transcends the limits of traditional subject matter boundaries. We propose that instruction in DL should be a shared responsibility as university students develop DL skills for their specialised disciplines. Taiwan's ESP PD design is a response to the EMI efforts. Since the Ministry of Education in Taiwan announced the bilingual education policy in 2018, many universities have introduced EMI programs. To support the implementation, the Ministry has commissioned National Cheng Kung University (NCKU) to develop and conduct EMI PD for content specialists since 2022. In 2024, to support EMI, an ESP PD was launched to prepare language specialists to collaborate with EMI lecturers. For this purpose, we developed an DL-ESAP approach to highlight the role of disciplinary literacy development in university language education. Unlike the traditional ESP approach, where learning needs are determined through surveys, interviews, and observations of academic and career contexts, the DL-ESAP model highlights the vital role of ESP-EMI collaboration in preparing students for academic success.

Finding ELF in Critical Language Pedagogy

Speaker: Alessia Cogo, ELT Journal, GB

Critical Language Pedagogy (CLP), which involves teaching languages with a focus on social justice, represents the application of Critical Pedagogy principles to the teaching of additional languages, including English. Initially linked to Paulo Freire's critical literacy work, CLP's impact and implementation in second language education and English Language Teaching emerged subsequently (cf. Pennycook 1990; Crookes 2013; 2021). This presentation will concentrate on the linguistic dimension of CLP as it pertains to English, particularly highlighting the role of ELF in CLP, an area that has been relatively underexplored until recently. The discussion will start from the premise that language cannot be depoliticized and is inherently subject to various positions, influenced by power dynamics, tensions, and ideological stances. It will thus highlight the contribution of ELF in challenging these positions through more fluid understandings of language and resistance to normative impositions. The discussion will then continue to examine the contribution of CLP, emphasizing its values-based, participatory, dialogic, and action-oriented approach (Cogo, Crookes, and Siqueira, 2023; Cogo and Siqueira, 2024).

References:

Cogo, A., Crookes, G. V., and Siqueira, S. (2023). English for a critical mind - Language pedagogy for social justice. Stuttgart: Delta Publishing.

Cogo, A. and S. Siqueira (2024) Empowerment through ELF and critical language pedagogy: notes from a Brazilian study. In Maritza M. Martínez-Sánchez, Sonia Morán Panero and Gloria Ronzón Montiel (eds) English as a Lingua Franca in Latin America: Educational Perspectives. De Gruyter Mouton.

Crookes, G. V. (2013). Critical ELT in action - Foundations, Promises, Praxis. New York/London: Routledge.

Crookes, G. V. (2021). Critical language pedagogy: an introduction to principles and values. ELT Journal, 75(3), 247-255.

Pennycook, A. (1990). Critical language pedagogy and second language education. System, 18/3, 303-311.

Global Englishes – an Umbrella Term to Address Silo Mentality or a Misunderstood Paradigm Reinforcing Silos?

Speaker: Nicola Galloway, School of Education, University of Glasgow, GB

The acceptance of a new paradigm is based on how it attracts converts, being open to being tested and the potential of having a more successful approach to examining, or explaining a phenomenon or field of study (Kuhn, 1962, 1970). In this talk, I respond to criticisms that the introduction of the Global Englishes paradigm represents "a crude takeover bid of an existing academic discipline" (Bolton, 2019, p.752) and to suggestions that it is separate to translanguaging (García, 2022) and synonymous to WE (Widdowson, 2022).

I will explore the development of the paradigm, defined as an inclusive umbrella paradigm introduced to unite scholarship that share a perceptual orientation towards English as a global language – World Englishes, English as an International Language, English as a Lingua Franca, translanguaging and multilingualism. Despite their differences in how they view the global phenomenon of English (and other language use) and how they approach their research, they share a perceptual orientation in how they view English. Each of these 'sub-paradigms' provide insights into the use of English and other languages in our globalised world and each has implications for English Language Teaching (ELT). As sets of assumptions that guide research and thinking, paradigms illustrate similar occurrences. In the Global Englishes paradigm, this similar occurrence is the global use of English, a language with a global ownership and one which necessitates a paradigm shift in ELT. Global Englishes aimed to unite such research and interconnected assumptions to provide a strong evidence base for the need for change in ELT.

I will raise a number of questions for us to consider at the conference and beyond - are academic boundaries necessary to drive scholarly conversations and drive research? Are they perhaps less relevant in terms of practice? Is this umbrella paradigm helpful to structure our research? Has Global Englishes and the associated Global Englishes Language Teaching (GELT) paradigm helped address the intellectualisation of the field of Applied Linguistics and SLA? Will we see the inclusion of more sub-fields, or has the naming of the paradigm been misleading? Can, and should, we reach an agreement in academia to help teachers implement our proposals?

"Polarity thinking, liminal spaces, and ELF: Moving from 'either; or' to 'both; and'"

Speakers: Eowyn Crisfield, Crisfield Educational Consulting, NL

Discourse around language varieties is often polarised around notions of 'right' and 'wrong' or 'correct' and 'incorrect'. Perpetuating ideologies of standard/non-standard language leads to language policing in language classes and mainstream education.Teachers and students are pushed to choose 'native speaker' varieties and non 'native speaker' usage is still commonly problematised. Against the pressure of the industry developing classroom materials for ELT, proponents of ELF are left to defend the value of teaching and learning a less-recognised, non-native speaker variety. Putting aside these debates, in this talk we will frame the discussion through a lens of 'both' 'and', where we work within a framework of complementarity and collaboration, raising students' awareness of different varieties of English (and other languages) and how they can exist in the 'in between', with no allegiance to any one variety. Shifting the discourse from

'either' 'or' allows us to work with students to develop their linguistic repertoire to fit their unique needs, and to understand and adapt to individual situations rather than to adhere to one set of 'rules' or 'standards'.

Resistance, Awareness, and Change: What does it Take for ELF to Become Part of Mainstream ELT?

Speakers: Nicos Sifakis, National and Kapodistrian University of Athens, GR

Integrating ELF practices in ELT offers significant advantages. It empowers learners by fostering their identity as ELF users with ownership of "their English" (Kohn, 2018). Additionally, ELF provides a reality check for test-driven ELT environments and challenges nativespeakerist ideologies. However, fully exploiting these benefits in different ELT contexts hinges on stakeholders' (especially teachers' and learners') attitudes and strategic incorporation of metalinguistic and metacognitive activities to prompt learner reflection (Sifakis 2019). The ELF awareness framework (Sifakis, 2014; Sifakis & Bayyurt 2018) offers a roadmap for achieving this. This framework encourages teachers to incorporate noticing mechanisms that leverage learners' own day-to-day ELF interactions and discourses, not just external materials. This not only sheds light on their existing ELF competence but also validates their identity as ELF users.

Despite growing interest and numerous attempts at teacher education, integrating ELF practices seems to face resistance from mainstream ELT. This keynote presentation delves into the reasons behind this by addressing three key questions:

1. Defining Mainstream ELT: What constitutes mainstream ELT? Is it a specific methodology, a curriculum standard, or a set of widely-held beliefs about language learning and teaching? A clear understanding of this concept is crucial to identifying potential points of friction between traditional ELT and the innovative ideas proposed by ELF.

2. Understanding Resistance: What does "resistance" to ELF integration mean? Who resists and how? Is it resistance from teachers who feel threatened by a perceived challenge to their expertise? Or is it resistance from curriculum developers and policymakers who struggle to adapt existing frameworks to accommodate ELF-based approaches? Exploring these questions will help us understand the nature of the resistance and develop strategies to address it.

3. Disrupting the Status Quo: How do ELF-aware practices challenge established ELT notions of language learning and teaching? Many traditional approaches prioritize native-speaker norms and a focus on accuracy over fluency. However, ELF celebrates the dynamic, negotiated nature of communication in globalized contexts. Understanding how ELF disrupts the status quo can help us anticipate potential resistance and frame the benefits of ELF integration in a way that resonates with established ELT practices.

This presentation will not only identify specific causes of resistance within ELT but also highlight the importance of raising teacher awareness about both ELF and current ELT concerns. By fostering a deeper understanding of both perspectives, the presentation will propose strategies to transform resistance into positive change, ultimately paving the way for a more inclusive and effective approach to ELT that reflects the realities of English use in today's globalized world.

References:

Kohn, K. (). MY English: a social constructivist perspective on ELF. Journal of English as a Lingua Franca, 7(1), 1-24.

Sifakis, N. (2014). ELF awareness as an opportunity for change: A transformative perspective for ESOL teacher education. Journal of English as a Lingua Franca, 3(2), 317-335.

Sifakis, N. (2019). ELF awareness in English language teaching: Principles and processes. Applied Linguistics, 40(2), 288–306.

Sifakis, N., & Bayyurt, Y. (2018). ELF-aware teaching, learning and teacher development. In J. Jenkins, W. Baker, & M. Dewey (Eds.), The Routledge handbook of English as a lingua franca (pp. 456–467). Abington: Routledge.

The Intersection between English as a Lingua Franca and Disciplinary Literacies in Higher Education

Speaker: Yasemin Bayyurt, Boğaziçi (Bogazici) University, Istanbul, TR

Over the last two to three decades, English as a Medium of Instruction (EMI) and English as a Lingua Franca (ELF) have emerged as areas of investigation in the global landscape of higher education. When we examine the relationship between EMI and ELF, we observe that EMI provides evidence for the presence of ELF in higher education settings. Hence, it is crucial to acknowledge that the role of EMI instructors in the classroom goes beyond simply facilitating the acquisition of subject information. They are also responsible for effectively communicating the discipline in diverse classroom settings. Understanding the connection between ELF and Disciplinary Literacies (DL) in EMI contexts manifests the important role of language in the creation and exchange of knowledge. Through a disciplinary literacies lens, this study explores strategies employed by educators to develop discipline-specific language and literacy practices for multilingual students within inclusive learning environments. It emphasises the imperative for students to master subject-specific language conventions, irrespective of their linguistic backgrounds, thus aligning with the principles of ELF. The study focuses on language use in EMI classrooms, recognizing its importance beyond mere communication in shaping disciplinary discourse and understanding. Practical recommendations derived from the study's findings offer insights for educators, administrators, and policymakers navigating the complexities of the ELF and DL intersection. By acknowledging linguistic diversity, promoting cross-cultural communication, and equipping stakeholders with pedagogical tools, institutions can enhance the efficacy and inclusivity of EMI.

Keywords:

English as a Medium of Instruction (EMI), English as a Lingua Franca (ELF), disciplinary literacies, language proficiency, linguistic diversity

Where are we? Where are we going? Perspectives on the past, present, and future of ELF study

Convenor: Barbara Seidlhofer, University of Vienna, AT;

with: Martin Dewey, King's College London, UK; Marie-Luise Pitzl, Johannes Kepler University, AT

This panel is intended to provide a stimulating way into the conference as we get together on-site after a long pandemic and virtual-only phase. Taking the title of this session, provided by the ELF14 organizers, as our brief, we will aim to address these large-scale questions in a way that offers for both newcomers to ELF research and ELF veterans some stock-taking of the state of the art in ELF study and perspectives on future prospects.

We will pass under brief review some staging posts of development in the 25-odd year history of ELF study and home in on some aspects of its research that seem particularly significant from our various vantage points.

In the process, we will provide an overview of empirical work on spoken ELF interactions that has been carried out over the past two decades. In doing so, particular emphasis will be put on group characteristics of ELF interactions that might in the future help us gain a more detailed understanding of how ELF use develops situationally across different domains and settings.

We shall also consider the crucial issue of the applied linguistic relevance of ELF research to 'real-world' problems brought about by globalization and its implications for language education, particularly the pedagogy of ELT.

We hope that this short tour d'horizon will stimulate Vorfreude in anticipation of the great variety of ELF14 presentations and discussions to come.

Colloquia

Decoloniality and ELF Studies: Challenges, Complementarities and Ways Forward

Convened by: Dr Sonia Moran Panero

Panellists: Ana Paula Duboc, Norbella Miranda, Sávio Siqueira, Sonia Morán Panero (Chair), Will Baker

In recent years Decoloniality Theory and different forms of decolonial activism have gained centrality across several academic fields, including Applied Linguistics and ELF research. Drawing from seminal work of Latin American authors in this area (e.g. Quijano, Mignolo, Walsh), colleagues have begun to explore how the concept of decoloniality adds to, walks along with, and challenges our own theories of (English) language and ELF communication, but also what it means for critical agendas in language education (e.g. Duboc, 2019; Gimenez et al., 2018; Jordão, 2023). When undertaking research through a decolonial gaze, we are called to identify and revert unequal relations of colonial power that still linger today, reproducing material and symbolic hierarchies and defining (il)legitimate ways of knowing and being in the world (Maldonado-Torres 2007; Mignolo, 2007; 2018). A decolonial perspective therefore urges us to de-naturalise totalizing academic explanations that unfairly benefit already-privileged groups, and promotes deep reflexive states over the processes of socialisation and locality from which we speak (e.g. Diniz de Figueiredo and Martinez, 2019). While researchers have started to articulate how ELF theorising contributes to such aims (e.g. Baker et al., 2024; Gimenez, forthcoming; Jordão, 2019; Sah and Fang 2024) more reflection is also needed over how we may still be 'products of coloniality' ourselves (Rosa and Duboc 2022: 843), over the possible dimensions of ELF scholarship that may continue to reproduce colonialising patterns (Duboc and Siqueira 2020), and how we can avoid old and new forms of 'epistemic injustice' in our work (Selvi, 2024). In this colloquium we consider how ELF and Decoloniality scholarship may contest, inform and/or complement each other, as we explore what it means to approach 'English', translingual ELF communication, English language education and ELF studies otherwise.

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From Decolonising English to Decolonising ELF?

Sonia Morán Panero, University of Southampton, UK

Introduction to the Colloquium and the speakers.

Decolonising English in Higher Education: English as Opportunity or Barrier

Will Baker, Centre for Global Englishes, University of Southampton, UK

Both HE (higher education) and English are positioned as routes to opportunity and levellers of inequalities for students. However, access to HE and English is unequal and colonial ideologies still associate English with Anglophone settings. Much of the research on English in HE has focused on elite institutions and students, however, the role of English for the majority of the world's HE students remains comparatively under-researched. This presentation reports on a project that investigated ELT in HE with five mixed-method case studies of linguistically and culturally diverse students from potentially marginalised backgrounds in Colombia, Mexico, Iraq, Thailand, and Vietnam. We present findings that reveal socio-economic status, ethnicity, and rurality as particularly salient factors that resulted in unequal access to both English education and limited experiences of 'prestigious' varieties of the language. Furthermore, policy, practices and participants' perceptions of English still maintained an orientation to potentially disempowering Anglophone norms. Yet, participants were overwhelmingly positive about the perceived benefits and potential English offered them. Furthermore, there was some evidence of 'bottom-up' decolonial teaching practices. Nonetheless, the extent to which English delivers on its promised rewards remains unclear.

Critical Language Pedagogy, ELF and Teacher Education: Some Decolonial Winds from Brazil

Sávio Siqueira Bahia Federal University, Salvador, BR

Critical Language Pedagogy (CLP) is broadly defined as "teaching [languages] for social justice, in ways that support the development of active, engaged citizens" (Crookes, 2013: 8). Within the realm of CLP, language is to embrace an alternative worldview, and serve, above all, as a potential site of resistance. Under such a perspective, ELF, i.e., the way multilingual people use English in their real life, outside the classroom and for their own purposes (Cogo, Crookes & Siqueira, 2023), holds great potential to occupy a centre stage as a prime means of communication that puts in contact people from different and diverse linguacultural backgrounds. Taking ELF as an arena of struggle and resistance, with emphasis on its critical and political nature (Duboc & Siqueira, 2020), we are to envision the concept in close connection with CLP, especially in global South contexts. In an exercise of epistemic disobedience, we set to engage in an attempt to reinterpret ELF itself and potentially imprint a decolonial facet to its developments and implications, delinking it, for

instance, from hegemonic premises which normally orient ELT practices and English teacher education. This work, which draws on partial results of a broader research project about 'ELF and teacher education' locally-situated, discusses how two groups of teachers (in-service and pre-service), working in different educational contexts in Brazil, conceive and welcome (or not) a dialogue between CLP and ELF, taking into consideration the implications for their everyday practice and career development. Preliminary findings that are to be shared in this presentation show that younger teachers (pre-service) feel more comfortable with the CLP-ELF interplay, while the more experienced (in-service), although aware of previous obstacles due to deep-rooted ELT orientations they are used to and also an admittedly precarious previous education concerning such issues, begin to consider changes of route in their everyday practice, while seeking to understand the political implications of ELF, assuming that CLP and ELF do have great potential as an important element for decolonizing ELT and reframe teacher education as a whole.

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Decolonizing ELT Materials: Reverting Content and Language Hierarchies

Norbella Miranda, Universidad del Valle, Colombia, CO

Language policies for internationalization in higher education focusing mostly on English have fostered a monolithic view of language (Miranda & Valencia Giraldo, 2019), perpetuating Anglo and Eurocentric hegemony in knowledge, while neglecting the rich and diverse cultural and linguistic contexts unique to Colombia. Thus, borrowed benchmarks, stereotype content and homogenized methodologies as well as established testing practices have contributed to the coloniality of power, being, knowledge (Maldonado-Torres, 2007, Walsh, 2009) and language (Veronelli, 2015). While most English textbooks used in universities for language teaching maintain a monolingual cultural approach (Soto-Molina & Mendez, 2020; Núñez-Pardo, 2022), at Universidad del Valle the flexibility to create in-house materials (Baker et al., in press) opens a space to challenge the invisibility and subalternization of local people, their knowledges, and cultural and linguistic practices in and through teaching materials. In this panel, I will depart from findings of a research project on decolonising English at Universidad del Valle, focusing on the role of English and traces of decolonial practices in ELT. I will then showcase designs of teaching materials created by pre-service and in-service teachers to analyze the way in which the ontological, epistemological and power dimensions of coloniality are challenged through the portrayal of historically invisible groups and the incorporation of different varieties of English and students' diverse linguistic repertoires.

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Challenges towards Decolonial ELF-oriented Discourses and Practices in Times of Platformization of Education

Ana Paula Duboc, University of Sao Paulo, BR

This talk aims at exploring the intertwined relation between platformization, neoliberalism and coloniality (Duboc, forthcoming) so as to reflect how this pervasive relation might negatively impact ELF-oriented discourses and practices. My main argument lies in the fact that digital platforms, when used at the service of neoliberal educational agendas, turn to be a window for new market opportunities in which Edtech companies provide universal and standardized "solutions" for schools through content-based instruction materials. This seems to go in opposite directions to what ELF scholarship has advocated in the past years, that is, the acknowledgment of counter-hegemonic, local English language uses. When one assumes a decolonial oriented agenda towards ELF (Duboc, Siqueira, 2020), the scenario seems even more complex as school actors are deprived from one of the most important elements to any decolonial agenda, that is, relationality, imbued in the notion of "bringing back the body" (Menezes de Souza, 2019; Menezes de Souza, Duboc, 2021). To put it differently, I wonder to what extent this content-based platformization of education provides students with opportunities to creatively navigate through language practices and, mainly, to critically engage in socially-just and culturally-sensitive English activities. In order to illustrate my argument, data analysis of digital English instructional materials recently implemented in more than five thousand public schools in the state of Sao Paulo (that is, 3.5 million students) will be discussed along with English student teachers' accounts concerning their practicum in some of these schools. Partial results demonstrate that English classes under the logic of platformization have become more content-based giving room to the revival of mainstream hegemonic English along with conventional ELT methodologies. The talk wishes to call all participants to share their thoughts on this new global phenomenon so as to collectively address alternatives towards the reimagination of ELF theory and practice.

ELF and ELT: Facing the Challenges Ahead

Convened by: Enrico Grazzi

Panellists: Yasemin Bayyurt, Andrew Blair, Lili Cavalheiro, Enrico Grazzi, Martin Dewey, Sávio Siqueira (online)

Ever since the process of globalisation has turned English into the primary international language, research into the impact of English as a lingua franca (ELF) on English language teaching (ELT) has gained momentum. To date, a steadily growing number of academic publications, applied projects, seminars and international conferences has been focussed on the controversial role of ELF in second language development, showing that this thriving area of study is likely to yield interesting results.

Therefore, the main aim of this colloquium, which comes after the dark years of the Covid-19 pandemic, is to engage in the current scientific debate on second language teacher education (SLTE) to stimulate an improved understanding of some of the most relevant, and to some extent unresolved, aspects to take into consideration, like a) the emergent nature of ELF in the English classroom; b) the transcultural and multilingual dimension of ELF in web-mediated learning projects; c) ELF deviations from standard norms, errors, and the assessment of learners' competencies; d) profiling the ELF-informed teacher of English.

Our distinguished international panellists are here to bring their expertise and share the achievements of their recent work. This should provide the audience with more theoretical insight into the role of ELF in ELT, and welcome constructive

criticism to face a challenging future. As Johnson and Golombek (2011: 2) suggest: "The responsibility of SLTE then is to present relevant scientific concepts to teachers but to do so in ways that bring these concepts to bear on concrete practical activity, connecting them to their everyday knowledge and the goal-directed activity of teaching."

The following are the abstracts of the panellists' contribution to the colloquium, in alphabetical order.

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Critical Cultural Awareness Through the Lenses of ELF

Yasemin Bayyurt, Boğaziçi University

This paper explores the connection between critical cultural awareness and English as a Lingua Franca (ELF) awareness within the context of multilingual education. Based on Byram's foundational work, the conceptualization of critical cultural awareness is examined, emphasizing its significance in supporting positive attitudes towards diversity and enhancing intercultural competence. Byram's (2012) earlier definition of cultural awareness as an understanding of diversity within societies serves as a framework for understanding how learners can develop a deeper understanding of others' perspectives. This abstract positions "critical cultural awareness" in the broader context of intercultural communication from a critical perspective. It further develops connections between research subjects such as intercultural communicative competence and language education (e.g., McConachy, 2022), intercultural citizenship education (e.g., Fang and Baker, 2021), interculturality (e.g., Holliday, 2018), and English as a Lingua Franca. Through the lenses of ELF-awareness, this abstract aims to explore how learners can relate to cultural nuances they come across during their journey in learning English and effectively communicate in diverse linguistic contexts, thereby promoting inclusive and effective communication practices in multilingual education settings.

Keywords:

ELF-awareness; critical cultural awareness; interculturality; multilingual education

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Walls and Bridges: ELF, Global Englishes, and the Impact of Teacher Education

Andrew Blair, University of Sussex

This paper addresses particular aspects of the colloquium: profiling the ELF-informed teacher of English, and questions of ELF deviations from 'standard' norms and the implications for learner competencies. There are long-established walls, or barriers, blocking the way to developing the 'ELF-aware' teacher, as there are for teachers attempting to apply new ideas in practice. However, there may also be bridges, or context-appropriate proposals for change, which are often built from teacher education in various forms (see e.g. Dewey & Pineda, 2020; East, 2022; Selvi & Yazan, 2021).

Brief examples will be presented from a continuing study of experienced, multinational teachers on a Postgraduate course in the UK, following exposure to key ELF/Global Englishes concepts. As one of them put it: "it is the ambiguity that challenges teachers to embrace new ideas"; and another: "being ELF-aware offers immediate benefits but can be demanding and challenging". There are signs of awareness, too: on ensuring learners are aware that they may speak "better ELF" than NSs; that "authentic materials should be redefined"; and resistance: "ELF should be our collective weapon and we all must see it from the same perspective".

Johnson and Golombek (2011) are right to call this work the 'responsibility' of language teacher educators, and this study aims to contribute to that project. We can be viewed as mediators between researchers and teachers; as agents of change and pedagogical innovation (Wright, 2010); or arguably as gatekeepers and guardians of Standard Language ideology. We need to decide if we are building walls or bridges.

Keywords:

ELF, Global Englishes, ELF-awareness, Second Language Teacher Education.

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Intercultural Citizenship Education Through ELF: Preparing Teacher Trainees for the EFL Classroom

Lili Cavalheiro, NOVA University of Lisbon / ULICES / CETAPS

As global migration increases, communities are becoming more culturally diverse, a reality that is reflected in schools. Teachers thus encounter new challenges in the classroom, particularly in EFL settings. In these contexts, English often serves as the sole shared language, functioning as a lingua franca (ELF) both within and beyond the school environment. ELF can thus play a pivotal role in fostering effective intercultural communication, which may contribute to the development of more broadminded learners who are willing to build relationships with others. To facilitate this, EFL teachers must be equipped not only with an understanding of ELF and how to adopt an ELF-aware approach in the classroom (Bayyurt & Sifakis, 2017; Sifakis et al., 2018) but also with insights into how this approach aligns with intercultural/global citizenship education (Grazzi, 2020). As de Costa (2022, p. 118) emphasizes, the goal is for ELF users to "navigate between and across local, national, and global contexts in dynamic ways." In this sense, pre-service teacher

education programs play a central role in preparing teacher trainees to face these challenges and guide learners for our society's needs. This paper will focus on how this is done within a pre-service teacher education program, by providing some examples of how teacher trainees have implemented these concepts.

Keywords:

ELF, Intercultural Citizenship Education, EFL classroom, Teacher trainees

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Independent Professionalism Through Engagement with Diversity, Multilingualism and Translanguaging

Martin Dewey, King's College London

While engaging with research developments in language pedagogy can bring substantial challenges for practitioners, it is also true that doing so can present valuable opportunities for advancing their independent professionalism. This paper examines the value of promoting greater reflexive awareness of multilingualism and explores the transformative potential of adopting translanguaging pedagogy for academic support in HE settings. Drawing on findings from classroom observations and interviews with EAP tutors on pre-sessional university courses in the UK, I will examine perceptions and practices regarding the complexities involved in providing academic support in the increasingly diverse, multilingual university campus.

The objectives of the study are to investigate the challenges facing tutors on pre-sessional and foundation courses, reflecting on the implications these may present, both to EAP specialists in their provision of academic writing support as well as to subject specialists as they focus on discipline-based content with international students. The research will also address to what extent tutors feel their practices have changed since first beginning to teach in their context, exploring this particularly in light of the growing linguistic and cultural diversity and premised on the understanding that universities have increasingly become multilingual, multicultural spaces.

Finally, I will consider the nature of professional autonomy in current HE policy and practice. In doing so, I position educators as free-thinking practitioners at the interface between research and practice who have much to gain from developing independent critiques and reflections, especially in terms of the changing HE landscape, including but not limited to the advent of generative AI.

Keywords:

Diversity, EAP, Multilingualism, Professional autonomy, Translanguaging

A Vygotskyan Approach to ELF in the English Classroom

Enrico Grazzi, University of Roma Tre

Bridging the gap between ELF academic research and the universe of English language teaching (ELT) has become a major challenge ever since the English of the classroom has been investigated as a source of relevant information to understand complex phenomena, like the process of learning a second language and the occurrence of deviations from standard norms in learners' use of English.

In this perspective, a considerable number of teacher education projects have been carried out, the aim of which was above all to raise teachers and learners' ELF awareness. Nevertheless, although these programmes have shown that recipients normally develop a more open attitude toward the emergence of ELF in authentic intercultural discourse, they tend to resist changes regarding the legitimacy of learners' deviations from standard norms, within educational contexts. Typically, most teachers wonder how possible it is to make a clear distinction between acceptable ELF deviant forms, and errors that are part of the learning process. Moreover, they normally argue that the use of ELF in the language classroom poses a real challenge to current assessment criteria.

My contention is that thanks to an integrated approach that combines Vygotsky's (1986) sociocultural theory (SCT), Gal'perin's (in Engeness, 2021) concept-based language instruction (C-BLI), and Lantolf & Poehner (2014) dynamic assessment (DA) teachers can help learners conceptualise linguistic notions (e.g., lexicogrammatical categories such as case, number, gender, tense, mood, and aspect) scientifically, rather than intuitively. This leads them towards a deeper insight into language that goes beyond the superficial knowledge of rules of thumb. From this point of view, language awareness entails that students should understand how cognitive concepts are verbalised in similar or different ways through the lexicogrammar structures of the L1 and of the L2.

This approach, it is believed, should allow teachers to a) make informed decisions to select deviations that need corrective feedback; and b) guide students in their process of languaging (Swain, 2013) to reflect on "how language forms create possibilities for expressing meaning." (Lantolf & Poehner, 2014, p. 223). This last point should also include a reflection on the use of legitimate ELF forms that naturally emerge in the English classroom, whenever students carry out communicative tasks within authentic international environments (e.g., web-mediated telecollaboration projects).

Keywords:

ELF; Sociocultural Theory; Concept-based Language Instruction; Dynamic Assessment

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ELF and the Brazilian Core Curriculum: The Crucial Role of Teacher Education in the Construction and Implementation of this Dialogue

Sávio Siqueira, Bahia Federal University, BR

The 2018 Brazilian National Core Curriculum adopts ELF as the concept to guide ELT practices throughout the country's basic education structure. Despite controversies and heated debates over various issues and implications of the measure, the ELF presence in the document has been taken as an innovation. As expected, several challenges arose, especially for

teachers who, as we know, do not yet have a clear vision of the concept or how to implement an ELF-aware practice in their daily routine. This has shown us that a crucial element in the process of implementing ELF in ELT in our local contexts necessarily involves teacher education. And so has been much of our effort in recent years. This work, which draws on a broader research project entitled "BNCC, ELF and teacher education from a critical and decolonial perspective" (Siqueira, 2023), discusses how two groups of teachers (in-service and pre-service) working in different educational contexts, face such challenges based on the implementation of the Core Curriculum, and how they believe such a dialogue is to take place over time, adding to this a critical and decolonial instance. Preliminary findings show that younger teachers (pre-service) feel more comfortable with ELF and its practicalities, while the more experienced (in-service), although facing previous obstacles due to deep-rooted ELT orientations, begin to envision changes of route in their everyday practice, while seeking to understand the pedagogical implications of ELF, and thus believing that ELF holds a great potential as an important element for decolonizing ELT.

Keywords:

ELF; Brazilian Common Core; Teacher Education; ELT decolonization

ELF and Trans/Intercultural Communication

Convened by: Will Baker

Discussant: Justin Quinn

Panellists: Will Baker (Chair), Tomokazu Ishikawa, Nattida Pattaraworathum

It has long been recognised that ELF is a form of intercultural communication. Combined insights from current research in ELF and intercultural communication have important implications for how we study and teach language and communication. In particular, the trans turn in applied linguistics (Li, 2018) and intercultural communication (Baker, 2022) has significance for our understanding of concepts such as language and culture. Furthermore, the rising influence of decolonial perspectives question the methodological nationalism which is deeply embedded in both research and pedagogy. Decolonial perspectives also underscore the continued power imbalances that result from Anglocentric approaches to English and ELT. In this colloquium we will explore both the theoretical and pedagogical consequences of inter, trans, and decolonial perspectives on 'English'. We will consider the concept of transcultural awareness as a way to understand intercultural and transcultural interactions and as an approach to structuring and documenting transcultural language education. We will examine how intercultural and transcultural awareness can be integrated into teacher education and the potential influences this may have on future teaching practices. We will also problematise the notion of idealised English as a global design (Mignolo, 2012) and discuss 'trans-Englishes as local designs' (Ishikawa, in prep) and the relationships to transcultural communication. The colloquium will consist of short presentations followed by panel and audience discussion.

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Evolving Concepts of Intercultural and Transcultural Awareness

Will Baker

The notion of intercultural awareness (ICA) was proposed over a decade ago (Baker 2011) in an attempt to adequately account for the knowledge, skills and attitudes needed to successfully engage in the fluid and diverse scenarios of ELF communication. During that time an increasing body of theoretical and empirical research has further examined, developed, and refined the concept of ICA. This presentation will offer a brief overview of some of the key findings to come out of this research, the limitations of the model, and how ICA has evolved. This includes an evaluation of both the affordances and limitations of classroom instruction in developing ICA and the key role of ELF exchanges and experiences outside of the classroom in higher levels of ICA. The talk will also explore more recent theoretical developments, particularly insights from trans theories such as transcultural communication and translanguaging, as well as English as a multilingua franca awareness (Ishikawa 2020). Transcultural awareness (TCA) (Baker 2022; 2025) will be presented as the most recent development which more fully incorporates critical perspectives on culture, identity, and language. Finally, synergies with decolonial theory will be considered around shared perspectives that transcend 'methodological nationalism' (i.e., national frameworks of language and culture as the primary scale) and incorporate other ways of thinking about and researching language, culture, and communication.

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Deconstructing English as a 'Global Design'

Tomokazu Ishikawa

English is the most prominent lingua franca of our day. It permeates diverse linguistic and cultural environments and communicative scenarios across the globe. A lingua franca is, by definition, characterised by linguistic hybridity (Ostler, 2006). While modern English itself resulted from the contact of different languages (e.g., French, Greek, Latin), what we experience today seems to be post-modern or ad hoc hybridity in the guise of English and in response to situated cultural practice. Then, it is questionable whether we could continue to research English communication solely from the perspective of one named language and in relation to a specific 'target' culture. The recent trans turn in applied linguistics, especially translanguaging and transcultural communication (Li, 2018; Baker, 2022), has begun to question the very notion of language and culture and the links between languages, cultures, nations, and identities. Against this backdrop, the present paper problematises idealised English as a 'global design' (Mignolo, 2012), which embodies the Western ideologies of monolingualism, nationalism, and Standard English, as well as associated cultural boundaries of language. It also proposes '(trans-)English as local designs' (Ishikawa, in prep) as a way for globally connected English speakers to express their linguistic and cultural identities. With English embedded in wider meaning-making possibilities, they will create a locally contingent space for communication. This emergent space has the potential to 'talk back' to the ideological assumptions of English as a 'global design'. Drawing on empirical data, the paper illustrates how the intricate, context-sensitive processes of 'designing' English enable multilingual English users to continue developing insights into language and communication, resisting established preconceptions, and transforming their understanding of named languages and cultures.

The Development of Pre-service Teachers' Intercultural Awareness and the Future Possibility of Culture Teaching Practices in ELT

Nattida Pattaraworathum

Regardless of the function of English as a lingua franca, 'English' is often treated as a foreign language in ELT, particularly in 'non-native' English speaking countries (Galloway and Rose, 2015). In similar to Thailand, although there are several attempts to reform the country's education in order to improve Thai people's English communicative skills, there is still the conceptual mismatch between the basic core education curriculum and the national assessment. The progress of educational development is also slow and inconsistent (Hayes, 2017). The conflict in Thailand's educational policies and practices results in a vacuum in cultural teaching, and ELT teachers have to strike a balance between stakeholders' needs for the standard and native English and their teaching freedom (Pattaraworathum, 2021). Since the extent of culture teaching practices depends on ELT teachers' knowledge of intercultural education, their learning and teaching experiences, and their awareness of own instructions, ELT teachers are the linchpin of the intercultural education (Pattaraworathum, 2024). In this regard, it is necessary to enhance the ELT teachers' intercultural awareness, especially in pre-service teacher education in order to increase the possibility of culture teaching practices in ELT. Therefore, Baker's (2022) model of intercultural awareness is integrated into one of student teachers' compulsory courses–English for Intercultural Communication. This short presentation will show how students' intercultural awareness is developed, and then highlight the role of teacher education in developing ELT teachers' intercultural awareness and boosting intercultural education.

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ELF, Language and Race: Voices and Perspectives from the Global South

Convened by: Stephanie Rudwick

Panellists: Zameka Sijadu, Samuel Umoh

Race in English Lingua Franca Research

Stephanie Rudwick, University of Hradec Králové, CZ

Race, racialisation and racism has not been extensively studied in the context of ELF. However, the multiple ways in which English is spoken as a lingua franca is linked to constructions of race and ethnicity and this often creates sociolinguistic injustices. We argue that English lingua franca studies ought to consider to a greater extent how ELF encounters are

entangled in processes of racialization, racial positioning, and racism. Linguistic racism manifests itself in diverse ways in English lingua franca communication and while research in the educational domain already offers many insights into how this is operationalized, it is also the quotidian English lingua franca racism experienced by people of colour in various domains which has not received much attention. In this panel, we explore racial ambiguities in English lingua franca communication from the global South, specifically in reference to the African continent and by focusing on identity politics and contestations. There are several reasons why ELF is relevant for Africa, and Africa is relevant to ELF in particular when it comes to the polarity between the so-called 'native speaker' and 'non-native speakers' which ELF scholars have quite successfully worked on disrupting. But we also believe that it is necessary that applied linguists in the global North also learn to see from the South so that frameworks for understanding can be bridged (Pennycook & Makoni 2020: 137). ELF is approached as a permanent process rather than a bound entity (Gal 2013) and within a linguistic anthropological understanding that aims to disrupt Eurocentric epistemological paradigms. The ways of speaking English as a lingua franca among African people (who arguably speak diverse ELF varieties) construct multifaceted identities which raise critical questions around power and ideology. We aim to challenge long-held concepts underpinning existing research from the global North by highlighting how they often do not transfer and apply to the global South. By discussing how and where the lingua franca status of English might be questioned, contested or disrupted, there are some broader epistemological issues which emerge for the study of English lingua franca communication more broadly. We aim to offer a lens through which global scholarship on English as a lingua franca can be further decolonized in terms of disciplinary limitations, geopolitical orientations, and a focus on the politics of race that characterise the use of English as a lingua franca all over the world.

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Disruptions to English as a Lingua Franca in South African Politics

Zameka Sijadu, Stellenbosch University, ZA

This paper contributes to the research field of English as a Lingua Franca with reference to South Africa, where English is arguably no longer the predominant lingua franca in political discourse. Translanguaging facilitates clear meaning, sociocultural connections, and fosters identity among speakers. South Africa has twelve official languages, creating a diverse linguistic landscape that requires a more inclusive language implementation. Increasingly translanguaging practices which allow for the flexible and creative use of language are employed to express political ideologies. In recent years, there has been a noticeable increase in the use of African languages during parliamentary debates, as seen in the State of the Nation Address (SONA) debates of 2024. I draw from Wei's (2011) concept of a Translanguaging Space, where participants use language to dismantle ideologically loaded dichotomies such as macro versus micro, societal versus individual, and social versus psychological, within their discourse. Translanguaging Space is transformative, as it is in a state of constant change, combining and nurturing new identities, values, and practices. Regarding the speeches of Parliament members observed at SONA 2024, which incorporated both English and African languages, it is clear that the reliance on English lingua franca communication alone is on the decrease in South Africa.

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English Language as a Lingua Franca in Nigeria Education

Samuel Umoh, Charles University, CZ

English Medium Instruction (EMI) is becoming increasingly common in multilingual nations like Nigeria, and millions of Nigerian children have English as the language of instruction in school. This situation, however, has long been debated as the benefits and value of mother tongue instruction, at primary and secondary level is well known. But there are 350 ethnolinguistic groups in Nigeria. Given this context, the paper examines some of the sociolinguistic issues that arise from the academic lingua franca status of English. It also provides insight into the driving forces behind Nigerian students' use of English outside of the classroom and discusses the impact of English medium instruction policies on children's learning outcomes in Nigeria and identity related issues. I generated data through participant observation, International Corpus of English (ice), and interviews. Preliminary findings suggest that one of the standard procedures in many Nigerian secondary schools is to remind students permanently to speak 'standard' English and to threaten to take disciplinary action against those who fail to do so. The paper argues that there seems to be an overarching idea of some accents and ways of speaking English as unacceptable and inappropriate in the school context. In other words, the multiple Nigerian ELF ways of speaking are not accepted by the majority of educators. Learners are ironically referred to speaking the "Queen's English". In addition, there is also a misconception, as is the case all over Africa, that children who speak 'standard' English are 'the smart ones'.

(In)Justice and English as a Lingua Franca

Convened by: Mario Saraceni, University of Portsmouth, GB & Christine Belanger, University of Augsburg, DE

In theory, the fundamental goal in conceptualising English as a Lingua Franca (ELF) is the attainment of linguistic justice, where individuals are not discriminated against based on the ways they use English. However, in reality the very existence of a global lingua franca comes with its own set of underlying linguistic injustices.

First of all, ELF is neither equitably distributed nor uniformly available. Most people in the world do not speak English, and the prospect of the language becoming truly global, as auspicated by van Parijs (2011), seems utopian. Thus, if ELF brings equality, then some people are more equal than others. Secondly, inequalities persist even among those who do speak English: not only discrimination between "native speakers" and "non-native speakers", but also between people with high-prestige accents and those with low-prestige accents. Thirdly, it is undeniable that as English expands, other languages retreat, especially in the Global South, where many local languages are increasingly considered as valueless by their own speakers. It could be argued, therefore, that English itself is actually a main force behind linguistic injustice. This view underpins the theory of linguistic imperialism (Phillipson, 1992, 2008) and sees linguistic inequality as "a producer and reproducer of wider social, economic, and cultural inequalities" (Bonnin 2013, p. 502).

The position we take in this colloquium, however, is that such linguistic injustice is merely a symptom, rather than a cause, of larger social and geopolitical issues. As Saarinen and Ennser-Kananenwe (2020, p. 116) observe, "we should take our eyes off the language and look at the societal, cultural, political, economic, and knowledge structures that all too often remain invisible when our focus is primarily on language." Our aim is to stimulate discussion on the place of language and English specifically in relation to larger issues of (in)justice. We hope to achieve this in our colloquium by asking attendees to actively participate in group discussions on questions related to linguistic (in)justice and English as a lingua franca.

So in this colloquium we aim to stimulate discussion about these questions:

- Where do we direct our gaze in ELF if we take our eyes off the language?

- Should ELF research be concerned with social (in)justice at all?

- What roles does ELF-informed language teaching have?

Please note: Participants will be invited to read a short text prior to the colloquium - *Appendix: Reading for (In)justice and English as a Lingua Franca Colloquium*

Is bot-English a variety?

Convened by: Jakub Bareš

Discussants: Jakub Bareš (Metamatics), Kerstin Cable (AI Language Club), Veronika Quinn Novotná (PCU), Ondřej Bojar (MFF, Charles University)

Moderator: Jiřina Dunková (freelance ELF researcher)

Both AI evangelists and AI skeptics/realists are welcome to a thought-provoking and friendly discussion. During this moderated sharing session the discussants will present their viewpoints on the questions listed below. There will be space for the audience to join in with their opinions, expectations and fears regarding AI and English/language change/language education in general. You can expect a very informal environment and safe space to share.

Abstract:

In this round-table discussion, we will touch upon two key questions:

1. What is bot-English?

2. What are the ways that AI tools help us with daily (educational) tasks?

3. What is the most optimistic / pessimistic scenario for the future with AI?

Professional Identities of Pragmatic ELF-aware Teachers

Convened by: Nicos Sifakis

Discussants: Henry Widdowson, Barbara Seidlhofer

Participants: Nur Hafiz Abdurahman, Salma Abedi, Jean Antunes, Kubra Yagar Besen, María Doblas Cárdenas, Maria Glava, Camila Haus, Eva Knechtelsdorfer, Paula Marro, Stefania Kordia, Elissavet Pramateftaki, Matina Tsiapali

The Colloquium aims to contribute to thinking about the competences, capabilities, expertise, in a nutshell the skillset that pragmatic ELF-aware teachers should have to successfully integrate ELF-related concerns and principles in their own teaching practice. By "pragmatic" we mean the ELF-aware teachers that are determined to apply the ELF awareness framework in their teaching context on a consistent or permanent basis, rather than as a fleeting result of a teacher education programme or seminar that will likely wither away with the passing of time.

More than a decade after the first teacher education courses focusing on raising ELF awareness and following the EU-funded ENRICH project (which has been awarded as a best practice Erasmus project), we believe that the ELF14 conference is an excellent opportunity for us to take stock, reach some confident conclusions and begin the conversation on profiling the skillsets, competences and toolkit of the pragmatic ELF-aware teacher.

What makes this Colloquium unique is that it is entirely based on teachers' actual, authentic experience with ELF-aware practice, i.e., it is entirely bottom-up, as it were. We aim to raise issues regarding the actual application of ELF awareness in different ELT contexts, to discuss problems that may occur, or other technicalities, if necessary. In this way, the aim of this Colloquium is not simply to reiterate previous theoretical or wishful thinking about what ELF awareness might require, but to establish, with confidence, exactly what it takes for teachers to integrate it consistently or permanently in their practice (to the extent that this is possible, of course – different contexts, different specifications, different needs, and, inevitably, different mixes of ELF awareness).

Presenters at the Colloquium will be invited to address and respond to specific questions about the above issues and concerns.

Adopting an ELF-aware approach to teaching oracy in an Expanding Circle country: Outcomes and Challenges

Stamatia Tsiapali, National and Kapodistrian University of Athens

This presentation describes an attempt to integrate an ELF-aware approach into an EFL classroom on a more consistent basis than in previous studies (Rose et al., 2021). Valuable observations from a 3-month implementation period in a Greek junior high school, a typical Expanding Circle context (Kachru, 1992), are shared.

The study involved two groups of 13-year-old learners. The control group (n=14) received typical EFL instruction as the textbook material was used without any alterations, whereas for the experimental group (n=12) an additional syllabus focused on speaking was created. This involved adapting the textbook activities or creating new ones aimed at raising learners' ELF-awareness.

Throughout the intervention period, challenges such as limited access to technology, low learner engagement and difficulty in finding relevant material or generating novel activity ideas were encountered. Additionally, unruly behaviour and escalating violence among students disrupted lessons daily. All these issues highlight potential pragmatic considerations and obstacles associated with the adoption of an ELF-aware approach in real-world classroom settings.

Data gathered through focus group discussions, reflective journal entries written by the learners, student work samples and the researcher's fieldnotes shows that, despite the adverse conditions in which instruction was delivered, ELF-aware lessons were welcomed by most of the students, who, unlike the control group members, reported an increase in their confidence when speaking English. This was attributed to the activities they did and the metacognitive and metalinguistic questions they were invited to answer. These activities served as a mirror allowing learners to look at their ELF-user reflection and improve their weaknesses. However, the extent to which learners would scratch beneath the surface, find the reasons behind, reconsider and possibly transform their previously held native-speakerist beliefs was shown to depend on the degree of resistance exhibited by each individual person, which presents a significant challenge when enriching EFL classes with ELF-aware elements.

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Becoming a pragmatic ELF-aware teacher: reflections on teacher development and classroom practices

Jean Antunes, University of Évora

The contemporary role of English as a global language and the findings from studies on English as a Lingua Franca (ELF) and ELF-aware teaching and learning highlight enormous implications for English language teaching (ELT). These implications indicate the need for rethinking ELT practices, and a necessary shift of focus on form to function, native-speakerism to multilingualism, and monocultural to multi/intercultural views in English language teaching classrooms. In this scenario, English language teachers are key stakeholders, and the ELF-aware perspective has focused on teacher education and prompted discussions about teachers' development. This has paved the way for initiatives and opportunities for teachers' professional development and the implementation of ELF-aware teaching and learning in actual practices in some contexts. The aim of this presentation is to describe and reflect on an English teachers' journey of becoming more ELF aware and implementing activities that help students consider the current role of English as a global language and foster an understanding of the implications for learners' own language and communication development, especially in terms of increasing the levels of confidence in using English. First, a description of this teacher's recent and current contexts of teaching experiences that include courses taught in higher education institutions in Tanzania and Portugal will be presented, as well as considerations on how these contexts allow for the integration of ELF-aware lessons and activities. Second, some strategies adopted in the classes such as ELF-aware focus questions for speaking activities, use of reading materials about the current sociolinguistic reality of English, and the inclusion of ELF awareness in project-based tasks and class work will be discussed. Finally, based on the presenter's teaching experiences mentioned above, and the experience of participating in an ELF awareness CPD course, some reflections on the necessary skills and characteristics of the ELF-aware teacher will be discussed.

Keywords:

ELF awareness; ELF-aware teaching; teacher development; classroom practices

Creativity in context: raising ELF-awareness in Italian middle-school classes

Maria Angela Ceruti, Istituto Comprensivo "Cardinale A. Casaroli"

The Italian context I teach in is characterised by a high number of learners with different language backgrounds, which they bring with them during our English lessons. This presentation will suggest how valuing young learners' language and

cultural background and promoting creativity can enhance learners' awareness and motivation. Examples of students' works and reflections on desirable characteristics of ELF-aware teachers will be provided.

ELF dispositions in the classroom: changing ELT assessment in Brazil

Camila Haus, Federal University of Paraná (UFPR)

When analyzing possibilities for ELF-oriented teaching in Brazil, it is possible to observe that we still face many challenges and tensions. One of the most difficult to address are assessment practices and policies, considering how they are not only founded on positivist, modern and colonial orientations, but also on principles of systematization and standardization. Yet, it is also one of the most urgent to change, since criteria, test formats and evaluation systems often serve as a parameter and guidance for teachers, influencing not only their teaching but also language concepts (SHOHAMY, 2018). Given this significant washback effect in ELT, it is necessary to envision competences, capabilities, and alternatives for teachers to assess language learners based on ELF-related principles. In this presentation, I share my experiences of assessment in my educational context of a language center for adults in Brazil. Taking into consideration mainly the recent understandings of ELF made in Brazil (DUBOC; SIQUEIRA, 2020) and the idea of ELF dispositions, the reflections presented will point to possibilities and limitations for reframing ELT assessment in Brazil.

Keywords:

ELF dispositions; ELT assessment; Brazil.

Haltung? Taking a stance. ELF-informed language teaching in institutional learning settings

Eva Knechtelsdorfer, University of Vienna, Wiedner Gymnasium

Haltung? Taking a stance. ELF-informed language teaching in institutional learning settings

Teachers of English in institutional settings are confronted with a basic disparity. Institutionally, language is defined as a set of rules. However, in ELF contexts and in the learning process language is used as a resource. Even though teachers are aware of this disparity, it appears that institutional limitations render true ELF-informed teaching impossible. Learners are ultimately tested on their ability to use language within the confines of its rules. And the growing importance of standardized English language tests over the past decades has intensified the pressure to learn proper English. This talk examines the constraints faced by teachers and learners in institutional settings. However, it also aims to illuminate the room for maneuvre that exists within these constraints. Adopting an ELF-informed approach to language teaching is a matter of adopting an ELF-informed Haltung, a distinct stance on the roles of learners and teachers in the learning process. An ELF-informed Haltung acknowledges the legitimacy of language learners as language users. It supports learners in exploring their agency in the learning process. An ELF-informed Haltung acknowledges institutional limitations and the importance of standardized, summative language testing for learners and teachers. However, rather than teaching learners only how to use a language, teachers in an ELF-informed classroom accompany learners in the process of learning to language, making use of their linguistic resources within and beyond the boundaries of accurate English. Rather than focusing on the product of learning, ELF-informed language teaching focuses on the process of developing communicative capability to make use of language as a resource. Examples from teaching in diverse public middle and high schools in Austria illustrate how an ELF-informed Haltung has impacted my work with language learners.

Keywords:

Teaching, assessment, communicative capability

Integrating ELF Awareness in the EFL Classroom

Elissavet Pramateftaki, 2nd Artemis Middle School

Classrooms have been significantly affected by world-wide population mobility and the integration of students of various ethnic, lingua-cultural backgrounds. EFL teachers, therefore, faced with the challenges of changing realities, need to adapt their teaching practices and materialsso as to address the diverse educational needs and interests of their learners within their specific local contexts. It is mandatory that this be materialised in a way that will enhance their students' awareness of how language is used in real life and promote their learners' intercultural experience and world knowledge regarding cultural differences.

In view of the above, I engaged in the design and implementation of two innovative ELF-aware lessons for third Junior High School graders. These lessons were based on a culturally focused theme- that of the festival of colours. Learners were exposed to real, spontaneous and authentically produced discourse of non-native English language speakers and engaged into follow-up tasks and discussions which focused on: a) an appreciation of the newly designed and taught lessons, b) the use of English as the shared "communicative medium among speakers of diverse lingua-cultural backgrounds" (Seidlhofer, 2011, p. 7), c) issues of intelligibility and comprehensibility, and d) cultural differences and similarities. The two lessons, attempting to raise learners' language and intercultural awareness, were well-received by the specific group of learners and could have prompted a more consistent engagement with the design and implementation of ELF-aware lessons and activities. However, that was not

the case due to several teaching, contextual, discouraging and demotivating hindrances coming from ministerial and curricula restrictions as well as social, mainly parental, demands and norm-bound beliefs. It is, therefore, suggested that conventional EFL and bookish teaching of English needs to be challenged and approached anew so as to break through past mentalities and construct a new landscape of good practices.

Introducing ELF-informed Pedagogy to Third-year English Education in Indonesia

Nur Hafiz Abdurahman, King's College London, Universitas Pendidikan Indonesia

In English language teaching, Indonesians – and probably others who learn English as a second language – have often been taught with English as a Native language (ENL) model. However, it is becoming increasingly apparent that this model is limited in its scope and is not suitably equipped to help English learners navigate various socio-linguistic landscapes that use English in our globalised world.

Scholars working in this field have proposed that an "ELF-informed pedagogy" (Dewey & Pineda, 2020; Seidlhofer & Widdowson, 2020) would be better suited to teaching English in multilingual contexts. Having access to more than one model of English, drawing on various linguistic resources and being proficient in multiple communicative strategies would make an English language learner far more successful when communicating, provided they had the ability to "shift to the correct gear" in the right context. My research tries to address the issue of whether it is time to challenge the monolingual English model of ELT, with the focus on Indonesia.

In my research, I used mixed-methods to investigate a possible ELF-informed application focusing on English teachers in Indonesia. My findings from both survey and FGDs found that ENL is indeed a prevalent model in the English teachers' curriculum. I, then, introduced ELF to pre-service teachers in intervention sessions. The interviews and ethnographic observations, that followed, suggest participants' increased confidence in teaching and the need to introduce ELF earlier in the education programme so that teachers are more equipped to apply an ELF perspective in their teaching. Another important finding is the need for practical demonstrations of ELF in the classroom as well as a need for readily available ELF-informed material for teachers.

Keywords:

ELF-informed pedagogy, Global Englishes Language Teaching, Indonesia, Mixed-method research

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Strategies and Insights from an ELF Teacher's Journey

Saima Abedi, Gpex Central

The talk highlights the experiences and insights gained by an ELF (English as a Lingua Franca) teacher in a local school in Pakistan and later in Hong Kong. The teacher initially taught teenagers from low-income communities with diverse regional language backgrounds and later transitioned to teaching very young children from various nationalities and language backgrounds. It discusses the strategies employed, such as incorporating music and songs, simplifying vocabulary, utilising paraphrasing, and actions, and exhibiting tolerance for errors. The significant impact of accommodation strategies on building confidence and promoting clarity in speaking is underlined. The journey of the ELF teacher reveals the importance of focusing on communication, fostering intercultural sensitivity, employing accommodation strategies, exercising patience, and maintaining tolerance for errors. The talk concludes by emphasizing the teacher's commitment to further explore ELF practices and engage in reflective practices that align with their teaching philosophy, ensuring the effective implementation of ELF principles.

Keywords:

intercultural sensitivity, accommodation strategies, tolerance for errors

Teachers' multiple identities related to ELF: From an instrumental and a socialized way of knowing to an ELF-aware self-authoring sense of identity

Stefania Kordia, Hellenic Open University

Drawing on identity theory (Burke & Stets, 2009) and constructive developmental psychology (Kegan, 1994), it is argued, in this presentation, that one of the major factors related to teachers' resistance to ELF refers to their individual socially induced sense of their multiple identities (e.g., as language users, instructors, examiners, etc.). Indicative data from the ELF-GATE course are presented, illustrating how that sense may evolve towards an ELF-aware self-authoring interpretation of their professional role.

Keywords:

ELF awareness, multiple identities, constructive developmental theory

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The ELF-aware perspective in practice

Maria Glava, High School of Kompoti, Arta, Greece (Greek Ministry of Education and Religious Affairs)

Amidst shifting societal dynamics due to global population mobility English has emerged as the primary mode of global communication among speakers of different L1s. This pervasive and complex global phenomenon has notably impacted EFL classrooms, prompting practitioners to reflect on and challenge the traditionally norm-bound status of English in EFL classrooms in order to accommodate learners' evolving educational needs and interests. In view of the above, I designed and implemented two original ELF-aware lessons on coffee cultures to supplement and adapt a listening activity of the second grade coursebook currently taught in Greek state high schools. Specifically, students were exposed to original, authentic input featuring spontaneous interactions among non-native English language speakers and engaged in activities and discussions focusing on: a) exploring their attitudes towards the use of English as the purposefully selected medium of communication in multilingual and multicultural settings, b) issues of intelligibility and comprehensibility, c) socio-cultural divergences and convergences among different cultural groups and d) critical reflection related to linguistic normativity and cultural diversity. It is to be noted that my critical self-reflection upon my teaching practices and the subsequent revision of my deeply rooted beliefs favouring native speakerism in EFL teaching constitute the most important outcome of the implementation of the two ELF-aware lessons. Although the latter appears promising for a consistent integration of ELF-aware pedagogies in ELT, practitioners are challenged by societal pressures, stemming from the economic crisis, for foreign language (FL) certification through a time- and cost-efficient process often to the detriment of the development of learners' FL communication skills. It could, therefore, be suggested that ELT prioritise ELF-awareness in intercultural communication through the implementation of transnational projects under the auspices of European and global educational initiatives as well as the exchange of good ELF-aware teaching practices within professional learning communities.

Keywords:

ELF-aware lessons, pragmatic ELF aware teaching, reflective practices

Virtual English as a Lingua Franca (VELF)

Convened by: Inma Pineda

Panellists: Marc Xu, Francisco Javier González, Lucielen Porfirio (online), Eduardo Henrique Diniz de Figueiredo (online), Sávio Siqueira (online), Begoña Clavel-Arroitia, Barry Pennock-Speck

This colloquium explores the dynamic processes of pragmatic meaning-making in today's interconnected, ELF-dominated, and technology-driven global landscape. It investigates how individuals navigate online interactions using translingual trans-semiotic and transcultural strategies. Through examining the communicative practices employed in virtual contexts, the colloquium aims to uncover valuable insights from real-life digital interactions. Drawing contributions from researchers worldwide, the colloquium explores the four basic VELF strategies digital interactions contain (Pineda & Bosso 2023): translingual, transcultural, transmodal and trans-epistemic. Audience members are invited to consider and connect these discoveries with the pragmatic strategies they use in their personal VELF exchanges. Our findings can help ELF researchers and ELF educators identify and tackle the complexities of online intercultural communication today. We also aim to provide educators and teacher trainers with indispensable analytical instruments to link (traditionally face-to-face) formal and (traditionally virtual) informal learning environments effectively.

VELF in Pre-service Teacher Education - Insights from Brazil

Eduardo Diniz de Figueiredo, Universidade Federal do Paraná

Lucielen Porfirio, Universidade Federal do Sul e Sudeste do Pará

Sávio Siqueira, Universidade Federal da Bahia

For decades, Brazil has elected English as the main foreign language (FL) taught and learned in its basic education system, reaching later, by force of law, the status of the only mandatory FL in this context. This same law has given birth to a national core curriculum (Brasil, 2017) that surprisingly adopted the ELF concept as theoretical basis. Such an innovative move has brought to surface several hurdles concerning the implementation of the curriculum. On the other hand, it has been serving as an opportunity to expose and implement local ELF research results and developments conducted by Brazilian ELF researchers who have recently advocated for understandings of ELF that place critical and political discussions of English at the center of ELT (Duboc & Siqueira, 2020). More specifically, these scholars have stressed the importance of relying on decolonial studies (Mignolo, 2000) and epistemologies of the South (Santos, 2019) for reconceptualizing English teaching and learning in ways that localize what is generally understood to be global. One of the main ways in which such reconceptualizations can take place is through online resources, which may serve as affordances for understanding how English has been transformed locally. With that in mind and having as backdrop pre-service English teacher education, in this presentation, we discuss ELF-aware activities using as sources authentic materials from the virtual world (social media posts, memes, YouTube videos, real life signs, etc.) through which we can explore aspects like idiomaticity, intercultural awareness, criticality, intelligibility, the disconnect from native speaker models, and political/ideological views towards social action. By conceiving different ELF-aware activities, we aim at localizing practices of language use in our territory and promoting discussions for developments in pedagogy, teacher education, and critical approaches to be implemented in our ELT contexts.

Virtual Exchange EFL Interactions from Primary to University Level

Begoña Clavel-Arroitia, Universitat de València

Barry Pennock-Speck, Universitat de València

In this communication, we will focus on our experiences coaching EFL interactions in

Virtual Exchange (VE) in primary, secondary and tertiary education. VE involves geographically different language learners in institutionalised settings, i.e., schools learning a foreign language and, at the same time, acquiring intercultural communicative competence (Belz, 2003). Several studies have looked at EFL interactions in VE (Kohn & Hoffstaedter, 2017; Pineda & Bosso, 2023; Andrejczuk, 2024). We will focus exclusively on synchronous video conferences and virtual worlds in three European projects, TILA, TeCoLa and E-LIVE and one Spanish national project, VELCOME.

In the TILA project, numerous tandem and EFL constellations were set up. One of these involved a hybrid tandem/ELF exchange between Spanish and German secondary school students. During the "Getting to know you"/"Conociéndose" video conference task, swathes of pragmatically sophisticated discourse (Pennock-Speck & Clavel-Arroitia, 2019) were generated. We will look at reasons why this may have happened.

In our first primary school VE exchange, Spanish and French pupils completed a "Getting to know you" task. Here we will take the opportunity to compare our experiences with primary and secondary school participants and highlight the importance of language proficiency and teacher styles in the outcome of the exchange.

During the E-LIVE project Spanish and Dutch university students moved through an

English, a Spanish and a Dutch virtual village completing tasks created by the Spanish and Dutch coaches and themselves. Some of the tasks in the virtual world involved 2D mode while others required the use of 3D headsets. We will report on the students' perceptions of these two modes during their interactions.

Finally, we will also report on an exchange between Spanish and Japanese university students during the VELCOME project. During this exchange, differences in language proficiency were also evident and we will offer results from the post-task student feedback.

Developing Meta-ELF Competence in Online Discussion Forums Using Virtual English as a Lingua Franca

Marc Xu

In this presentation, I explore the use of English by university students in online discussion forums for a Linguistics and English Language unit titled 'Writing across Cultures' at Monash University in Australia. One of the topics for this unit is 'exploring creativity and competence for writing across cultures'. Since the topic involves specific examples with embedded multilingual and transcultural references, students draw upon their linguistic repertoires with English as the matrix language when they unpack 'creativity' and 'competence' for writing across cultures, and interact with one another via VELF in the online discussion forums. A discourse analysis of the VELF exchanges data shows that students are not only well capable of decoding the embedded translingual and transcultural references in relation to creativity, but they also develop their meta-ELF competence involving their multilingual mindset and meta-cultural competence for effective communication in English as a lingua franca. The focus of the presentation is on using VELF for developing multilingual mindset and meta-cultural competence of domestic and international students in the Australian university context.

Pedagogical Implications of Using Twitter/X in the Promotion of (V)ELF-Awareness in EMI Tourism Programs

Francisco Javier González Ruiz

In recent years, the growing use of social media has transformed human interaction. Platforms, like Twitter/X, foster intercultural VELF interactions in which users fulfil their communication needs, using English along with other linguistic and non-verbal resources (Bosso, 2023; Pineda & Bosso, 2023).

The present research explores the pedagogical implications of using social media, specifically Twitter/X, to promote Virtual English as Lingua Franca (VELF) awareness within EMI tourism programs. Some scholars (O'Dowd et al., 2020; Gruber et al.,2023) highlight the potential of VEs in promoting positive attitudes towards English as a Lingua Franca (ELF) and the diversity in its usage (Galloway & Rose, 2021). However, the specific focus of VELF-awareness, requires further investigation.

For this purpose, a set of tweets (1549 posts) written by four tourism agencies (@brasil, @koreantravel, @magicalkenya and @spain) was retrieved during 2023, using a software platform (Apify). Subsequently, the tweets were analysed by combining a VELF approach with Multimodal Discourse Analysis (Cope & Kalantzis, 2020) and Translingual practice theory (Canagarajah, 2012). The preliminary findings indicate that social media can be a catalyst for students to reflect on the diverse ELF usage, facilitating intercultural communication. Eventually, further studies regarding the social media and VEs potential to (trans)form ELF identities will be used to give advice for ELF practitioners.

Strands

The impact of AI on the theory and usage of English

Integrating Generative AI for the empowerment of ELF Users in a BELF Context

Miyuki Takino, Keio University, JP

This paper explores the opportunities and challenges of Generative AI (gAI) to support communication among users of English as a Lingua Franca (ELF), focusing on Business English as a Lingua Franca (BELF). Since its emergence in 2022, gAI has significantly improved efficiency and quality in various professional tasks, including writing, editing, and idea generation (Cardon, Fleischmann, Aritz, et al., 2023; Korinek, 2023). Despite its widespread use, research has predominantly focused on native English speakers within English-speaking countries, highlighting a critical gap in gAI applications for ELF users who often engage in multilingual contexts and have relatively limited experience with English.

This study investigates the integration of gAI tools by ELF users in an experimental course attended by MBA students from Japanese, Chinese, and French backgrounds. Participants utilized gAI to enhance their English communication, particularly for writing nuanced emails in BELF contexts. The analysis draws on logs of students' crafting emails, their interactions with AI tools, and feedback from both individual and group interviews post-course. Results show that students unanimously appreciated gAI for enhancing their English writing capabilities, expressing increased confidence in composing emails independently without relying on proofreading by more proficient English speakers. However, they also noted challenges, such as dealing with complex, AI-generated texts containing unfamiliar terms, indicating a tendency of gAI models to reflect the writing styles of native English speakers.

In conclusion, while ELF users face unique challenges with AI-generated complex English, gAI offers a transformative impact for ELF writing practices. It not only supports a more inclusive BELF environment but also serves as a potential equalizer in BELF settings.

Keywords:

Generative AI, BELF, Writing, ELF users

Machines against Lingua Franca

Ondřej Bojar, CZ

Machine translation and automatic speech translation are rapidly evolving technologies. In text form, we reached "professional" human translation quality of news texts in 2018 and we have a working system for live translation of lectures from 99 to 42 languages. We also collaborate and benefit from human interpreting in such settings. With reliable interpreting, there would be no need for any lingua franca. But can we push the technologies to break the language barrier even in spontaneous and informal discussions? Come and find out about our current project on interactive cross-lingual meetings.

Quality perception in AI-assisted text correction

Christina Egger, University of Graz, AT

Vida Bicman, University of Applied Sciences CAMPUS 02, AT

The integration of artificial intelligence (AI) marks a transformative shift in language education. This necessitates the thoughtful integration of AI technologies in the training of both future language educators and their students. A crucial aspect is the examination of AI's role in text correction, with a particular emphasis on the perceived accuracy of correction.

We investigated the perceptions of student teachers regarding the quality of AI-generated feedback on a learner-produced text. Student teachers were asked to judge the relevance and precision of the corrections and comments made by AI. One dimension of our study explored whether student teachers harbored any biases towards AI-facilitated text correction. Participants were divided into two groups; one believed they were evaluating AI-generated feedback on a student's text, while the other thought they were reviewing feedback from a human. Both groups, in fact, were evaluating the same set of comments.

Results showed an inherent trust in AI-generated text correction among both groups of student teachers. However, it's crucial to recognize that AI-generated feedback may not fully capture the diverse linguistic landscapes and the ethical considerations crucial for language teaching. This concern is partly due to the limitations of the datasets used to train Large Language Models.

It is imperative student teachers be made aware of the potential limitations and biases inherent in using Large Language Models for language teaching. This is especially critical when considering the evolving nature of Englishes, their acceptability, and the perceptions of quality and standards in English usage.

Keywords:

ChatGPT, AI-assisted correction, writing assessment, ELT

Rethinking voice and literacy development in the age of AI

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Camilla Falk Rønne Nissen, University of Copenhagen, DK

As artificial intelligence (AI) continues to transform the educational landscape in higher education, there is a growing need to understand how these technologies become part of and change student practices. While a number of survey studies have provided useful insights into student attitudes to and use of AI (e.g., Malmström et al. 2023, Chan et al. 2023), we lack studies that allow us to understand how students appropriate and repurpose AI as part of their literacy practices (Beetham 2024). This paper explores individual student engagement with AI from the perspective of ELF and sociolinguistic change (Mortensen 2020), tracing student responses to the advent of generative AI and how they incorporate these technologies in their literacy practices over time. We draw on data from an ongoing study exploring individual students' literacy development over the course of their undergraduate studies, with data collection starting from their first semester of studies in Autumn 2021 on to introduction of generative AI and culminating in the writing of their bachelor project in Spring 2024. Data consists of a combination of video diaries, process interviews, and learning materials such as notes and texts in various stages towards completion. From the data, we see that the students engage with AI in very different ways with the preliminary findings giving rise to the need to rethink key concepts such as literacy and voice in the age of AI.

Keywords:

AI, sociolinguistic change, literacy, voice

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Unleashing the Potential: Optimistic Future of Artificial Intelligence in Language Learning

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Hanieh Shafiee Rad, Shahrekord University, IR

Artificial Intelligence (AI) is a rapidly evolving technological field that holds considerable promise in the education sector, particularly in L2 learning and teaching. However, it is crucial to acknowledge the ethical implications and potential negative consequences that may arise from the utilization of these emerging and relatively unexplored AI tools. The impact of any new technological advancement is inherently dependent on how users choose to implement and utilize it. This article adopts an optimistic viewpoint on the future of higher education, while simultaneously emphasizing the need for caution and thoughtful engagement when employing AI applications. The article provides a comprehensive overview of AI technologies, with a specific focus on the application of Generated AI (GenAI) in higher education. Prominent examples of GenAI include ChatGPT, MidJourney, Codex, and "AI-driven learning." Various AI technologies, such as Natural Language Processing (NLP), automated performance enhancement (APE), intelligent tutoring systems (ITSs), personalized learning systems (PLS), virtual reality (VR) and augmented reality (AR), sentiment analysis, and others, have the potential to be employed across multiple domains of teaching, learning, research, and societal service. Immediate applications of AI in L2 learning encompass a wide range of areas, including student support, personalized tutoring, automated grading and assessment (both qualitative and quantitative), education data analytics, course planning, content development, educational administration, and academic performance enhancement. These applications serve as examples of how AI can facilitate diverse educational processes and contribute to improved overall educational outcomes.

Keywords:

AI, Future of Technology, Second Language, Learning

ELF & ELT (examples of good practice)

Adapting ELT class material within the ELF-awareness perspective: Voices from multilingual classrooms

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Maria Glava, Imerisio Geniko Lykeio Kompotiou "Nikolaos Skoufas", GR

Elissavet Pramateftaki, 2nd Artemis Middle school, GR

English has been used "on a daily basis, successfully" (VOICE, 2021) in all possible socio-cultural contexts as the purposefully selected medium of communication among speakers of diverse lingua-cultural backgrounds. This reality has affected EFL classroom settings (Sifakis et al, 2020) as ELT practitioners are called upon to see it as a positive "stimulus for reflection" (Seidlhofer, 2011, p. 191), and reconsideration of their hitherto, usually norm-bound, instructional practices which should aim at redesigning class materials in a contextually relevant manner, and engage their learners in authentic, multilingual, and intercultural communication. It is this direction that ELF-aware pedagogy (Sifakis, 2019; Sifakis & Bayyurt, 2018) can contribute to.

This presentation, part of a larger research, aims at addressing the above need by showcasing instructional interventions performed by two practitioners working in multilingual state schools in Greece. Closely collaborating with the researcher throughout the process, the two practitioners were initially initiated to the principles and processes of ELF-awareness (Sifakis, 2019), and relevant "practices for inclusive multilingual classrooms" (ENRICH, 2018-2021). Subsequently, based on the criteria of authenticity and relevance, and taking into consideration their multilingual learners' background, they designed and taught original ELF-aware lessons focusing on the teaching of speaking and listening. These interventions aimed at assisting learners to: a) "raise their awareness of language and language use" (Sifakis & Bayyurt, 2018), including languaging and translanguaging (Garcia, 2012), and b) encourage them to bring their world knowledge and experiences into the classroom.

In this presentation, we provide a detailed description of the implemented ELF-aware lessons and present findings which were qualitatively analysed and came from practitioner's interviews and learners' reflective writing on the taught lessons. We conclude with pedagogical implications connected with teacher education programmes and materials development emphasizing the importance of incorporating ELF-awareness into language teaching practices to support diverse learners effectively.

Keywords:

ELF-awareness, ELF-aware lessons, ELT materials adaptations

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Addressing learners' extramural use of lingua franca English (ELF) and leveraging it in classroom learning

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Research in many European countries points to the potential of learners' extramural use of English as a lingua franca for the learning of English in school (Lamb & Arisandy, 2020; Reinders et al., 2022; Schurz & Sundqvist, 2022; Sundqvist, 2009; Sundqvist & Sylvén, 2016). However, learner voices are less often included in studies on these changing conditions for English language teaching (ELT). In Norway, research indicates connections of learners' extramural practices and English language learning (Brevik, 2019; Rød & Calafato, 2023). This study contributes to evolving understanding by mapping learners' beliefs about speakers of English, uses of English, and meaningful learning in and outside the classroom.

Data for this study was collected as part of the Erasmus+ project "English as a Lingua Franca Practices for Inclusive Multilingual Classrooms (ENRICH)" and targets Norwegian learners only. Analysis consisted of descriptive statistical analysis of selected survey items for learners aged 14-18 (n=131) and thematic analysis of focus group interviews for learners aged 10-13 (n=15). Results reveal learner uncertainty about proficient English speakers. Learners report high levels of confidence in their English abilities but are uncertain about accuracy. Learners rank extramural practices as more beneficial for learning than in-school instruction, though classroom instruction was ranked the 4th most preferred form of meaningful learning. They were also positive to classrooms that acknowledge existing abilities and allow a variety of accents. Learners perceive classrooms as responsive to themselves as current ELF users. However, they also report a dominance of native-speakerist practices that reflect a narrow range of interactional contexts and interlocutors in classroom instruction and materials. We consider the complexity of learner beliefs and the implications of these beliefs for classroom practices that could better bridge learners' current and future uses of ELF.

Keywords:

Extramural English, learner beliefs, English as a lingua franca, English language teaching

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Becoming BELF users - informal language learning in the workplace

Evan Frendo, DE

Informal language learning, which "includes all activities undertaken by learners outside a formally organized program of language instruction (Dressman, 2020, p. 4). is becoming increasingly common in the workplace, and has been discussed by BELF researchers over the years. Ehrenreich (2010), for example, argued that "learning ... seems to happen most effectively in business "communities of practice" rather than in traditional English training." (p. 408). More recently, Takino (2019) showed how BELF users' learning "was sourced from their own experience of using English at work, rather than from a systematic study of English." (p. 260).

In this session I would like to consider such findings within my own training context, and describe a diverse group of learners in the maritime industry who needed to improve their workplace communication skills. The only formal training they received from me focused on communication strategies. The rest happened outside the classroom (learning on-the-job, microlearning, peer mentoring), and did not require my presence or my input. What I observed was a rich language learning environment where learners of all language levels were able to adapt and learn from each other in a way which would be difficult to replicate in a more formal training environment. Feedback from the learners showed that they considered this way of learning far more effective than traditional classroom training. The implication is that learners in such workplace contexts may benefit from a trainer who acts as a coach on the side, helping individuals develop the communication strategies they might find useful, rather than a trainer who has the more traditional role of teaching language in a classroom setting.

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Can ELF-aware lessons build learners' sELF-confidence and sELF-awareness in speaking English? A Greek case study

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The ELF-awareness framework constitutes the prominent and comprehensive approach to integrating ELF within ELT contexts (Sifakis et al., 2022). However, there is a dearth of research, particularly longitudinal studies, investigating the impact of ELF-aware teaching practices on EFL learners (Rose et al., 2021).

Unlike previous classroom-based action research projects integrating ELF-awareness, which were characterized by their brevity, this study lasted longer, spanning a 3.5-month period of intervention and providing valuable insights into the effectiveness of ELF-aware lessons in building learners' confidence when speaking English. The study involved two groups of learners, who were second-grade students in a Greek junior high school, a typical Expanding Circle context (Kachru, 1992). The control group (n=14) received typical EFL instruction as the textbook material was used without any alterations, whereas for the experimental group (n=12) an additional syllabus focused on speaking was created. This involved adapting the textbook activities or creating new ones aimed at raising learners' ELF-awareness.

Data was gathered through focus group discussions with a subset of students from both groups, reflective journal entries written by the learners, student work samples and the researcher's fieldnotes. Findings showed most learners' favourable attitude towards ELF-aware lessons despite the challenges they involved. Unlike the control group members, they reported an increase in confidence as the intervention progressed. This was mainly attributed to the lesson's activities and the metacognitive and metalinguistic questions they were invited to answer, which increased their awareness of their own qualities as ELF users and allowed them to further improve them. Significantly, these changes were reflected in the results of a pre- and post-intervention speaking test, which indicated improvement in the performance of experimental group learners, notably among those with lower initial scores but high lesson engagement and willingness to challenge native-speakerist views they possibly held. This suggests the effectiveness of an ELF-aware approach in improving speaking skills and reducing speaking anxiety.

Keywords:

ELF-awareness, confidence, metacognitive / metalinguistic questions

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"Corporate Adventure" an entrepreneurial project

Ridha Mejri, Worms University of Applied Sciences, DE

"Corporate Adventure" is a business project where students create their own company. This project consists of four units: company profile, market profile, elective subject & recruitment day. The students create a company and decide whether they will offer a service or sell a product. They also think about the company structure, its mission statement and its organigram. They also identify their target market and create a consumer profile by conducting a telephone survey to gather consumer data. Moreover the students create a job advertisement including a description of the ideal candidate and they prepare an interview questionnaire. Finally the various teams present their company to a big audience pursuing venture capital. They show their self-created video commercials and their flyers. They should highlight their USP (unique selling proposition) to convince venture capitalists to invest in their companies. On balance the students improve their 4 C s skills: communication, creativity, collaboration & critical thinking. They also develop their presentation, digital, marketing, intercultural, conflict management and decision making skills.

Relevance for BELF:

    A.   Professional Relevance:

           a.   Real Business Scenarios: Projects can be designed around actual business tasks (e.g., marketing plans, financial reports, HR etc.), making language use directly relevant to professional settings.

           b.   Industry-Specific Language: Learners get to practice and master industry-specific terminology and conventions.

    B.   Communication Skills:

    a.   Effective Communication: Emphasis on clarity, conciseness, and appropriateness in business communication.

    b.   Cross-Cultural Competence: Projects can involve international collaboration, helping learners to navigate and manage cross-cultural communication effectively.

C.   Teamwork and Collaboration:

    a.   International Teams (with incoming students from different countries): Simulating global business environments where English is the common language.

    b.   Project Management Skills: Learners develop skills in organizing, planning, and executing projects, which are crucial in the business world.

D.   Technology Integration:

    a.   Digital Literacy: Use of business tools (e.g., email, video conferencing, collaborative platforms) as part of the project enhances digital communication skills.

    b.   Resource Utilization: Encourages the use of various resources (e.g., online databases, company websites) for research and presentation purposes.

E.   Practical Outcomes:

    a.   Portfolio Development: Projects can result in tangible outcomes (e.g. reports, presentations) that learners can add to their professional portfolios.

    b.   Networking Opportunities: Projects involving external stakeholders (e.g. companies, industry experts) can provide valuable networking opportunities for learners.

Delineating resistance to ELF aware practices: The synergy of identity, agency, professionalism and moral motivation

Dimitra Koufopoulou, National & Kapodistrian University of Athens, GR

This presentation aims at presenting a preliminary study which focuses on exploring professional ethics in ELT by shedding light on the influence of moral motivation on teacher reluctance to apply ELF-aware innovations in their teaching practice as well as on the exercise of English language teacher professional identity (Calvet-Terrè & Llurda, 2023).

The first part of this presentation includes the delineation of the theoretical construct upon which the foundations of the present study are laid. It is therefore theoretically argued that ELT teachers' deeply rooted assumptions and beliefs about normativity which seem to prevent them from adopting ELF-aware practices in their teaching practice, could be linked to the moral dimension of their professional identity (Miller, 2009).Language teachers' identities are considered to be an amalgam shaped in the interaction among personal biographies, prior educational experiences, the interaction with significant others and the social and professional context (Martel & Wang, 2015; Yazan, 2018). Identities have an interdependent relationship to agency, as agency includes the notion of action in certain contexts and is guided by identity (Tao & Gao, 2021).

Considering the fact that both professionalism and moral motivation are formed under the confluence of social and professional contexts (Bebeau & Thoma, 2013), it is theoretically supported that both professionalism and moral motivation seem to be intertwined within the realization of language teacher identity and the exercise of agency and influence the decision-making processes regarding English language teachers' teaching practices.

After presenting the theoretical background and the research hypothesis, the last part of the presentation includes the outline of the structure of the intended research as well as the possible implications in the field of teacher education.

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ELF and Sociocultural Theory: An Integrated Approach

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The main focus of this presentation is on the critical issue of integrating English as a Lingua Franca (ELF) into the English classroom, given the multilingual nature of ELF (Jenkins, 2015) and the fact that it is a highly variable second-order contact language (Mauranen, 2012) that challenges mainstream pedagogic principles in teaching English as a foreign language (EFL).

Particularly, the plurilithic (Pennycook, 2009) nature of English as an international language in the age of Globalization has called into question the long sedimented native-speakerism in the English curriculum. Nevertheless, in spite of the extensive academic literature in the area of applied ELF research, whereby most scholars have mainly focused on ways to raise teachers' and learners' ELF-awareness (e.g., Cavalheiro, 2018; Sifakis, 2017; Sifakis, N., & Bayyurt, Y., 2018) it seems that a balanced pedagogical approach to bridge the gap between EFL and ELF in the English classroom has not yet been developed. Therefore, even language teachers who consider ELF with an open mind are normally left with unresolved questions regarding some problematic areas, for instance a) how to distinguish between learners' acceptable deviations from encoded norms (i.e, ELF features) and learners' 'errors' that are part of the learning process; and b) how to assess students' performance when the use of ELF is considered a viable option in the English classroom, and at the same time comply with expected proficiency levels.

The purpose of this talk, therefore, is to show how Vygotsky's (Vygotsky, 1986; Lantolf, 2000; Lantolf & Thorne, 2006; Poehner & Infante, 2017) sociocultural theory (SCT) and Gal'perin's (Engeness, 2021; Esteve et al., 2021; Gal'perin, 1967, 1970, 1979, 1989, 1992) Systemic Theoretical Instruction (STI) (which informed the L2 teaching approach called Concept-based Language Instruction, C-BLI) (Lantolf & Poehner, 2014; Lantolf et al., 2020; Poehner & Lantolf, 2005) may provide the appropriate scientific framework to bridge the gap between the EFL syllabus, that is essentially based on the native-speaker Standard English model, and the emergent use of non-native-speaker ELF, which results from the contact of learners' L1 and English.

In conclusion, this presentation intends to propose an integrated approach to teaching English that combines ELF, SCT and C-BLI (Grazzi 2023). This is expected to give language teachers a conceptual framework and theoretical orientation to carry out the paradigm shift in English language teaching (ELT) that most ELF scholars advocate.

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Translanguaging Practices in an English classroom: A case in Indonesia'

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In English language teaching, Indonesians – and probably others who learn English as a second language – have often been taught with English as a Native language (ENL) model. However, it is becoming increasingly apparent that this model is limited in its scope and is not suitably equipped to help English learners navigate various socio-linguistic landscapes that use English in our globalised world.

Scholars working in this field have proposed that an "ELF-informed pedagogy" (Dewey & Pineda, 2020; Seidlhofer & Widdowson, 2020) would be better suited to teaching English in multilingual contexts. Having access to more than one model of English, drawing on various linguistic resources and being proficient in multiple communicative strategies would make an English language learner far more successful when communicating, provided they had the ability to "shift to the correct gear" in the right context. My research tries to address the issue of whether it is time to challenge the monolingual English model of ELT, with the focus on Indonesia.

In my research, I used mixed-methods to investigate a possible ELF-informed application focusing on English teachers in Indonesia. My findings from both survey and FGDs found that ENL is indeed a prevalent model in the English teachers' curriculum. I, then, introduced ELF to pre-service teachers in intervention sessions. The interviews and ethnographic observations, that followed, suggest participants' increased confidence in teaching and the need to introduce ELF earlier in the education programme so that teachers are more equipped to apply an ELF perspective in their teaching. Another important finding is the need for practical demonstrations of ELF in the classroom as well as a need for readily available ELF-informed material for teachers.

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English as a Lingua Franca in German Secondary Schools – Implementing and Assessing ELF-aware Teaching Materials

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English as a Lingua Franca in German Secondary Schools – Implementing and Assessing ELF-aware Teaching Materials

English as a lingua franca (ELF) has gained importance over the past decades as the language is being used predominantly by speakers from different lingua-cultural backgrounds for various communicative purposes. Nevertheless, in the field of language pedagogy, a gap between these linguistic realities and pedagogical practices is still visible. Several studies (e.g., Galloway and Rose 2015, Kordia 2015) have demonstrated that integrating an ELF-aware teaching approach (see e.g., Sifakis 2019) can help raise students' motivation and self-confidence. However, in Germany, most English language teaching classes and textbooks still focus on standard varieties of English and portray native speakers as role models rather than incorporating non-native speakers and authentic language use (e.g., Syrbe & Rose 2018).

In this paper, teaching material is presented that has been designed with the aim of introducing an ELF-perspective into the German English classroom to raise students' awareness of the diverse ways in which English is used globally and to improve students' communicative skills. The material is designed to serve as an addition to the German 10th-grade textbook Lighthouse 6. The interactive e-book focuses on enhancing listening, audio-visual, speaking, and mediation skills. The speakers featured in the material come from various countries including France, Poland, and South Korea. Non-native and native speakers are positioned as role models to help students become confident in their own use of English. The material is currently implemented in several 10th-grades and its impact on students and teachers will be evaluated using a multi-method design. Preliminary results from the implementation study will be presented. Key questions guiding this analysis are: How are ELF-aware materials perceived by students and teachers? Which general guidelines for materials can be developed based on the study?

Keywords:

ELF in the classroom, teaching materials, communicative tasks

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Evaluating change in transformative ELF-aware teacher education: Processes and outcomes of the ELF-GATE course

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This presentation aims at contributing to the current conceptualisation of ELF awareness as a transformative process whereby, through critical reflection and action research, teachers could mitigate their dependence on native-speakerism and integrate ELF in their classrooms in a way that is relevant to their learners (Sifakis, 2019). To that end, it describes a longitudinal study on the experiences of forty teachers in a four-month-long teacher education course titled Growing Awareness through ELF, in short, ELF-GATE, that has taken place in Greece. Seeking to investigate whether and how the participants' perceptions and teaching practices changed in view of ELF, that study, in essence, directly responded to the growing calls for more robust evaluative research, to disambiguate the process and outcomes of transformative change in ELF awareness (e.g., Rose et al., 2021; Sifakis & Kordia, 2024).

After briefly discussing the ELF awareness principles, the ELF-GATE is presented, including the techniques used to collect quantitative and qualitative data before, during and after its implementation. The presentation focuses afterwards on the study's major findings, accompanied by indicative data. It is argued that, while all participants' perspectives were initially highly native-speakerist, a significant change seemed to have occurred in most cases after the course. That change appeared to be dependent not simply on what they reflected on during the course (e.g., strategies ELF users employ), but, most importantly, on how deeply they reflected, as evaluated based on Mezirow's (2000) seminal Transformation Theory, which describes four gradually deeper levels of reflection. In turn, that affected how they tried to integrate ELF in their classes, with the lessons of participants who had systematically reflected more deeply sharing ten distinct elements that indicated change from their previous native-speakerist practices. That change was also observed eight months after the course, illustrating the enduring impact of the ELF awareness process.

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Exploring ELF in Portuguese EFL textbooks: pre-service teachers' perceptions

Silene Cardoso, University of Lisbon Centre for English Studies, PT

The use of English as a lingua franca (ELF) has been widely recognized and discussed (Seidlhofer, 2011; Baker, 2015; Mauranen, 2018) in several settings. However, despite the cultural and linguistic heterogeneity among English speakers globally, Standard British and American English, along with their respective cultural groups, persist as the predominant representations in EFL textbooks (Leung & Lewkowicz, 2018; Guerra & Cavalheiro, 2019). The increasing migratory flows have contributed to an escalation of ELF classrooms worldwide, and Portugal is no exception. Given the diverse linguacultural backgrounds of students in Portuguese state schools (Oliveira, 2023), the need to communicate across cultures is becoming increasingly crucial. The multicultural/multilingual classrooms where English is used as a lingua franca are thus the ideal setting to promote Intercultural Communication (IC) and Intercultural Awareness (ICA; Baker & Ishikawa, 2021; Sifakis & Bayyurt, 2018). Despite this, only some studies have addressed ELF and IC in EFL textbooks within the Portuguese context (e.g., Guerra & Cavalheiro, 2019; Guerra et al., 2022). Therefore, I present and discuss the perceptions of pre-service EFL teachers regarding cultural and accent representations in Portuguese EFL textbooks. These pre-service teachers were also asked to suggest adaptations for textbook exercises to address IC and ICA, which are also presented and discussed. The teachers' ideas were collected through a closed-ended questionnaire. Based on the concepts of IC and ICA, they were prompted to suggest the adaptation of pre-selected exercises from two Portuguese textbooks (Years 7 and 10). This discussion aims to offer valuable insights for other EFL teachers (pre- and in-service) in developing and adjusting their materials to address IC and ICA in the classroom.

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Exploring the Connection between ELF-aware Pedagogy and Differentiated Instruction in a Greek Secondary Public School

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This paper aims at presenting a groundbreaking research conducted in a Greek Secondary Public School during 2022-2023. Engaging with Action Research (AR) which focuses on addressing specific problems and includes systematic reflection (Burns, 2009), the researcher/teacher devises an AR protocol and experiments in this ELT context, which traditionally follows the NS-oriented TEFL paradigm, with the innovative synergy of ELF-aware pedagogy, which involves awareness of language use in both instruction and learning (Sifakis, 2019) and DI (Differentiated Instruction), a pedagogical perspective, which refers to the adaptation of teaching methods and curricula so that the diverse needs of students are met (Tomlinson, 2014). Drawing from the concept of ELF (English as a Lingua Franca) "a globalized and globalizing phenomenon" (Jenkins, Cogo & Dewey, 2011, p.303) which promotes the use of the English language in variable ways (Seidlhofer, 2013) and acknowledging that the learners are already emancipated users of English in intranational/ international, in cyber and/or in-person interactions who become ELF users inevitably once they step out of the classroom (Siqueira, 2020), the findings highlight whether this synergy enables the researcher/teacher to address the learners'/users' different needs and various interests and stimulate their metalinguistic, metacognitive and metapragmatic awareness. Since "what is really important in ELF interactions is not exactly what interlocutors already have in common but what they can do and co-construct in the course of interaction" (Kecskes, 2021, p.6), this research places the emphasis on function and on facilitating the learners/ users to develop ELF interactional competence. The emerging significance is twofold as the findings demonstrate the impact on both the learners/users and the researcher/teacher who has embraced that being ELF-aware "implies an open system where teachers are autonomous in co-constructing appropriate ELF-related methodologies with and for their learners and are therefore better suited to ELF practices" (Sifakis, 2019, p. 12).

Keywords:

ELF-aware pedagogy, Differentiated Instruction, Classroom Action Research

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Exploring the Feasibility of Incorporating ELFA Awareness into the Development of EAP Pedagogy and Teacher Education

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English as a lingua franca in academic settings (ELFA) has been demonstrated to be a highly complex social phenomenon due to its hybridity, fluidity and the variability of its speakers and contexts of use. The inherent complexity poses numerous challenges for incorporating an ELFA-aware perspective into English for academic purposes (EAP) teaching and teacher education (TEd). For this reason, my PhD research specifically explores the challenges faced by EAP pre-sessional tutors in shifting towards ELFA-aware pedagogy at a UK university. As my research findings reveal, most of these challenges stem from a lack of deep understanding of the ELFA construct and the difficulties in embracing the variability and unboundedness of ELFA itself. This stands in contrast to traditional EAP teaching routines, which consist of relatively stable and easily teachable sets of norms. To address these challenges, TEd plays an essential role in raising EAP teachers' awareness of the necessity to respond to the global spread of ELFA today. Instigating any change from current EAP pedagogy, underpinned by the English as a 'foreign' language (EFL) framework to an ELFA-aware approach should also involve developing EAP TEd as an essential step. Given this point, this talk will present how aspects including multilingual practices, metalingual awareness and meaning negotiation through pragmatic strategies can be interrelated with the three components in Sifakis's (2019) English ELF awareness model and reflected within a TEd program. These aspects could facilitate EAP practitioners in moving beyond awareness to the implementation of an ELFA-aware perspective in language pedagogy. Additionally, this talk exemplifies activities that could be employed in TEd to develop ELFA-aware pedagogical practices among EAP teachers. The incorporation of an ELFA-aware approach into teacher education contributes to developing a new construct of EAP pedagogy.

Keywords:

EAP Pedagogy; EAP Teacher Education; ELFA-aware Pedagogical Practices;

Reference:

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Making space for Global Englishes in a course for non-English majors

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Despite the great progress made in decentring "native-speaker" models of English among language educators in recent years, many students in Japanese classrooms are still exposed only to American (or possibly sometimes British) models of English. They often accept the dominance of this model without question, despite the fact that the 21st century workplace is likely to require them to interact with people from a variety of countries, often with multilingual backgrounds. This can result in students lacking confidence in their own English skills. They may compare themselves unfavourably to a "native-speaker" model, rather than accepting that their own Japanese English is a comprehensible variety which can facilitate successful communication in international environments (Hino, 2010). This state of affairs has led to a call to action to change English language education to better reflect principles of Global Englishes (Galloway & Rose, 2015).

In this presentation I will describe how I personally have responded to this call by raising awareness of Global Englishes, including different varieties of English, in a standard communication course for non-English majors of low proficiency at a

Japanese university. Despite very limited time in the curriculum, it has been possible to introduce basic listening and awareness-raising activities. Through exposure to different varieties of English, both so-called "native" and "non-native", and actual models of language in use, students are encouraged to challenge their assumptions and expand their understanding of how English is currently used around the world. Through pre- and post-course questionnaires and students' written reflections, I investigate the effect these activities have had on their attitudes towards the English(es) they are learning, Japanese English, and the "native-speaker" model in particular.

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Multilingual and translingual awareness in language teaching

Tomokazu Ishikawa, Otaru University of Commerce, Hokkaido Higher Education and Research System, JP

We have been experiencing globalisation accelerated by the spread of English into linguistically and culturally diverse areas as well as the advancement of communication technology. So long as English is taught for intercultural and transcultural communication, it should be understood in the context of present-day supraterritorial mobility and networks. Drawing on the author's series of research in the Japanese context, the present paper outlines how monolingually and nationally oriented discourses on English relate to students' negative attitudes towards their use of English, and then considers how the experience and awareness of inherent multilingualism in global encounters motivate them to use English as part of their communicative repertoires. Specifically, based on a reanalysis of data from his earlier open-ended questionnaire and conversational interview studies, this paper first illustrates the impact of Eurocentric evolutionary and homogenising conceptions of language on their language attitudes. The paper then focuses on the empirically researched pedagogic intervention of multilingual and translingual awareness in university English courses. At its simplest, this intervention introduces students to decolonial and trans theories (Mignolo, 2021; Li, 2018) and invites them to analyse their own digital communication experiences with classmates from these newly learned perspectives. Featuring the most recent open-ended questionnaire data obtained towards the end of the semester from Japanese undergraduates (n = 20) in the author's English Communication module, the paper indicates that everyday digital interactions and critical reflections on them will open a way to decolonise the descriptions and conceptualisations of English. The findings from the above data illustrate that students' positive attitudes towards their English derive from moments when they explore and exercise the miscellaneous manifestations of 'English' dynamically and locally among multilinguals in shared spaces for communication.

Navigating Linguistic and Pedagogical Identities: Insights from the ELFING Research Project

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This paper presents findings from the ELFING research project, a 3-year funded investigation into the evolution of linguistic ideologies and practices among pre-service English-Language teachers from an ELF perspective. Drawing on

data from 322 survey participants enrolled in English Studies degree programs at two universities (UdL & UMA), as well as 20 interviews (10 from each university). The research incorporates Criticality in ELT and Teacher education (Dewey, 2014). This approach views contradictions and conflicts in ELT settings as opportunities for meaningful engagement and pedagogical innovation, highlighting the transformative potential of ELF in language teaching and learning (Cogo et al., 2021; Jordão & Marques, 2018).

Our study explores the complexities of language learning and teaching within the context of ELF, examining how pre-service teachers navigate their linguistic and pedagogical identities in these two settings. Mezirow's (1991) transformative learning theory is used to identify key moments that make pre-service teachers reconsider the teaching of English and even their own relationship with the English language by constructing new frames of reference.

Key preliminary findings highlight the significant role of self-identification as a multilingual individual in shaping teachers' pedagogical beliefs and practices. Participants who self-identify as multilingual users tend to approach language teaching from a different perspective compared to those who view themselves primarily as language learners. This nuanced understanding of pedagogical identity influences classroom dynamics and instructional strategies, ultimately impacting students' language learning experiences. Our presentation will focus on sharing our participants' voices from the interviews to better identify and analyze their self-identifications and their pedagogical preferences.

The study contributes to the growing body of literature on ELF pedagogy (Caprario, 2024; Soruç & Griffiths, 2023) by providing insights into the complex interplay between language trajectories, pedagogical identities, and classroom practices, with important implications for the ELT curriculum. It emphasizes the need for teacher educators to adopt a reflexive approach to language teacher training, fostering awareness of diverse linguistic ideologies and practices among future ELT professionals.

Keywords:

English as a lingua franca, teachers' identities, English language teaching, language teacher training.

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Promoting socio-phonological sensitivity in multicultural ELT through an ELF-Aware Teacher Education course

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The field of English Language Teaching (ELT) has been profoundly impacted by the unprecedented use of English as the deliberately chosen medium of communication (VOICE, 2021) in diverse sociocultural settings. This reality has prompted some ELT stakeholders to critically reflect, re-evaluate, and challenge traditional, norm-bound practices and inauthentic materials (Jenkins, 2015; Seidlhofer, 2011) in order to promote multilingual and multicultural learners' socio-cultural awareness. However, practitioners need to be assisted, through appropriate teacher education courses, to develop competences necessary for the selection, redesign and adaptation of teaching materials, reflecting the socio-cultural diversity and multiplicity of Englishes used worldwide.

Responding to the above need, this presentation outlines a three-phase teacher education course which drew upon ELF-awareness (Sifakis, 2019; Sifakis & Bayyurt, 2018), moved from theory to practice and involved 20 EFL teachers from different teaching contexts in Greece. Participating practitioners were, initially, familiarized with English as a Lingua Franca (ELF) and ELF-awareness by exploring pertinent materials and discussing them in weekly sessions led by the educators/researchers. Next, participants were introduced to specific, ELF-aware-related, criteria, those of authenticity, contextual relevance, phonological variation, and critical reflection, for evaluating and modifying their EFL teaching materials. Finally, guided by the educators/researchers and considering their induction to ELF/ELF-awareness as well as their learners' diverse linguistic backgrounds, practitioners designed and implemented innovative listening and pronunciation lessons informed by the criteria discussed in stage two. Their lessons were designed to: a) include practices and material that addressed the criteria discussed earlier, and thus b) promote learners' socio-cultural and phonological awareness advocated through ELF and ELF-awareness introduced during the course. This presentation details each phase of the education program and shares feedback from practitioners on their training experience. It also discusses implications for teacher education programs as well as the adaptation of teaching practices and materials which promote learners' socio-cultural and linguistic awareness.

Keywords:

ELF-awareness, teacher education, ELF-aware lessons

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Raising In-Service Teachers' Awareness of the Global Englishes and ELF Paradigms: Reflections from a Global Englishes-Based MA Course

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Despite the growing prominence of the Global Englishes (GE) and English as a Lingua Franca (ELF) paradigms in English language teaching (ELT), research indicates many English teachers in Turkey lack comprehensive awareness of these paradigms and their pedagogical implications (Bayyurt & Sifakis, 2015; Biricik-Deniz et al., 2020; Karakaş, 2019). This study investigates how a GE-based MA course aimed to raise ELF/GE awareness among 17 in-service English teachers in Turkey through reflective engagement with relevant scholarly readings over 14 weeks. Situating this work within the extensive literature on ELF-awareness in the Turkish context (e.g., Bayyurt & Sifakis, 2015; Kaçar & Bayyurt, 2018; Kemaloğlu-Er & Bayyurt, 2019), the study evaluates the effectiveness of the course in transforming teachers' language

ideologies and instructional approaches, particularly their reflection for action, i.e. teaching practices. Data collected with the mixed-methods analysis of pre-course questionnaire and reflective report data revealed participants' initial GE/ELF awareness ranged from low to moderate levels dominated by monolithic, native-speakerist perspectives. However, critical reflection was found to foster substantial ideological shifts, including adopting dynamic views of English as a pluricentric, translingual resource; reconceptualizing cultural models as fluid; repositioning communicative competence over narrow accuracy priorities; and embracing multilingual practices as identity-affirming pedagogical tools (Fang & Widodo, 2019; Rose & Galloway, 2019). Findings suggest that while discrete awareness-raising efforts stimulate conceptual change, enacting GE/ELF principles requires explicit connections to curricular and assessment reforms emphasizing real-world English usage over idealized native-speaker targets (Galloway & Rose, 2015; Jenkins, 2011). Building on previous Turkish GE/ELF-informed ELT research (e.g., Bayyurt & Sifakis, 2015; Karakaş, 2021; Kaçar & Bayyurt, 2018), this study offers a theoretically-grounded investigation into how purposefully structured teacher education can advance the complementary GE/ELF paradigms. The implications of the findings highlight needs for parallel top-down initiatives integrating GE/ELF principles across programs, redesigning teaching materials to represent global English diversity (Boonsuk et al., 2022; Kiczkowiak, 2020), incorporating communication strategy instruction (Baker & Ishikawa, 2021; Murray, 2012), and positioning multilingual competence as the pedagogical target. The study portrays reflective practice (Mann & Walsh, 2017) as a powerful catalyst for reconceptualizing language, culture, identity and communication in GE-aware ELT.

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Raising young learners' ELF-awareness: An intercultural telecollaboration between Italian and Kyrgyz students

Tatiana Kozlova, St. Philip School, IT

This research provides an overview of the strategies aimed at raising young learners' awareness of English as a lingua franca (ELF), in order to reflect, in language pedagogy, on the profound transformation that English has undergone in recent decades. The main purpose of our research is to explore the efficiency of innovative intercultural activities like telecollaboration in developing young learners' intercultural communicative competence (ICC) and ELF-awareness. For the purposes of this research, a project entitled Intercultural telecollaboration: Italy-Kyrgyzstan was conducted by the authors during the school year 2022-2023. This study involved the design and implementation of web-mediated collaborative tasks for an international community of practice (CoP) of young learners, which comprised twenty-six Italian and fourteen Kyrgyz same age pupils (10-11 years old). We concluded that a blended approach that combines ELF and sociocultural theory (SCT) should be integrated into young learners' English syllabus and should become an integral part of teacher education programmes.

Keywords:

ELF-awareness, young learners, telecollaboration

Teaching and Testing Research-based BELF Meeting Practices

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Conceptualising English as ELF should entail changes to both teaching and assessment practices. However, changing assessment practices has proved challenging (Harding & McNamara, 2018). The author teaches a course in business English where her own BELF research (author, 2019 & 2020) as well as extant research on (B)ELF (e.g. Kankaanrata et al. 2015) have inspired learning objectives, teaching practices and assessment criteria for exams. In this presentation I will focus on an oral exam format; what the exam is like, what the students are expected to demonstrate and how they are assessed.

Based on (B)ELF research, the students in this course learn business vocabulary, how to interact using BELF in oral and written business genres as well as to accommodate interlocutors to achieve clarity of meaning and rapport. Furthermore, practical exercises have been designed for the students to develop critical language awareness to encourage them to make informed choices about their language use (Koester, 2022).

To assess the oral (B)ELF skills taught, the students take a case-based group exam in which three students conduct a formal business meeting in English. They receive the case one day before the exam and plan their meeting. The assessment criteria require them to adapt to various interlocutors and contexts, while aspects such as accuracy and pronunciation are only stressed to a very limited degree. Approximately 600 students have successfully completed this exam between 2020 and 2024. Last, three of the external examiners have been interviewed about the exam format and assessment criteria, and I will share some of their thoughts with you at the end.

Strand:

Transferring theory into practice: An oral exam using English as a business lingua franca (BELF)

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The Development of ELF Materials for English Language Learners in Japan

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While there has been some recognition of English as a Lingua Franca (ELF) approaches for language pedagogy in Japan, (Suzuki, 2011; Yano, 2009), and admirable attempts to design syllabi based on ELF principles (such as the ELF program at the College of Humanities in Tamagawa University), it can be argued that such attempts are still somewhat rare, and that both teachers and students alike are still strongly attached to a Native Speaker Model (NSM) for learning English (Harris, 2013). This preference for the NSM is also often reflected in the attitudes and beliefs of teachers and learners throughout Asia, (Ahn 2014; He & Zhang, 2010). If, as Kirkpatrick (2006) has suggested, ELF can provide an ideal model for contexts like Japan, where many learners will need to interact with other ELF speakers, one important area to address is the development of suitable pedagogical materials.

This talk will outline a four-year project in which ELF principles informed the development of classroom materials that ultimately became part of an ELT textbook series. The presenter describes how the materials were developed, as well as some of the issues that arose during the piloting of the materials, and how the problems were resolved. Materials will be introduced, and the session will conclude with feedback from students who have used them in their regular English classes. The feedback highlights the positive impact that ELF materials can have on student motivation.

Towards an Intelligibility-oriented Approach to L2 Pronunciation Teaching: The Case of Hong Kong English and its Variation

Jim Yee Him Chan, Newcastle University, UK

Over the past decades, there has been a paradigm shift in second language (L2) pronunciation teaching research, moving away from a native-speaker ideology to a focus on intelligibility. ELF Intelligibility studies have identified L2 pronunciation features that are crucial for maintaining mutual understanding in international communication in contexts such as continental Europe and the Association of Southeast Asian Nations region (e.g., Jenkins, 2000; Deterding, 2013). It is argued that contemporary L2 pronunciation teaching should aim at mutual intelligibility, focusing on more teachable features and those that affect understanding in international communication (Walker & Zoghbor, 2015). Against this background, this paper illustrates how these intelligibility findings can be applied to develop a feature-based, intelligibility-oriented framework for L2 English pronunciation teaching based on a specific English variety, i.e., Hong Kong English (HKE). The development was via two stages: (1) identifying variations in pronunciation features within a local variety and (2) prioritising features based on existing ELF intelligibility findings and their prominence in the data.

The study drew upon recorded interactions of learners/speakers (secondary/university students, professionals) (n=120; 240 minutes) in Hong Kong, who participated in a group interaction task (3-5 people each). Our analysis categorised key HKE segmental features (consonants, initial/final consonant clusters, monophthongs/diphthongs) and arranged them

according to their frequencies of occurrences. These identified features were subsequently compared to those in the literature on international intelligibility for developing the teaching framework. The framework delineates HKE features deemed 'more' and 'less' important for international intelligibility and specifies which features should be the pedagogical focus. The paper concludes by discussing the advantages of this intelligibility-oriented approach, namely, its compatibleness with contemporary communicative language teaching, recognition of one's local cultural identity, the provision of concrete teaching guidelines for practitioners, a shifted attention to pronunciation features rather than specific native/local varieties, and implications for pronunciation assessment.

Keywords:

International intelligibility; Pronunciation teaching; Hong Kong English; Variation

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Understanding Asymmetric ELF Encounters through Speaker Perceptions

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Yuri Jody Yujobo, Tamagawa University, JP

Considering the diversity of linguistic backgrounds and levels of English proficiency underlying ELF interactions, asymmetries in communicative capabilities as a result of it can potentially be challenging for speakers. Yet, research on ELF users' perceptions of asymmetric interactions is limited. Investigating the nature of such interactions may provide useful insights for ELF-informed pedagogy. For this reason, the presenters and their colleagues created an online corpus (released in 2023) containing six hours and thirty-nine minutes of audio recordings and transcripts of conversations between 18 Japanese (predominantly low-proficiency level) university learners of English and 18 foreign (mostly advanced level) participants of eight different nationalities, for all of whom English was not their L1. Immediately following each conversation, semi-structured interviews were conducted (and audio recorded) with each participant separately to gain insights into their perceptions of their own communicative capabilities, those of their interlocutors, and the overall effectiveness of their interactions. In this talk, the presenters discuss their findings based on thematic analysis of participants' responses from the post-interviews. The results reveal that, by and large, the Japanese participants perceived their linguistic limitations as main hinderances in their ability to communicate effectively. The foreign participants, in contrast, reflected more on the effective use of language by highlighting various accommodations strategies they employed to help avert and overcome problems of nonunderstanding. Importantly, both the Japanese and foreign participants acknowledged each other's' efforts to keep the conversations flowing through mutual persistence and collaborative actions. The presenters will end their talk by (a) demonstrating key features of their corpus to help researchers further investigate asymmetric ELF interactions and (b) discussing implications of their findings for ELF-aware pedagogy.

Keywords:

asymmetries, communicative capabilities, communication strategies, speaker perceptions

University English Studies Degree Students and Instructors' Attitudes to Non-standard Forms and 'Error' Correction

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Xavier Martín-Rubió Universitat de Lleida, ES

The notion of error is inextricably linked to the idea of standard language and traditional language teaching methods in which error correction shapes learners' output. In the last 40 years, the idea of errors has disappeared from the central debates in applied linguistics. And yet, they are recurrent elements in 'conventional' language teaching as they are considered deviations from the desired norm that learners strive to achieve. Thus, how errors are addressed is a central concern when analyzing teachers' ELF-awareness: the more attention they pay to error correction and the promotion of standard forms, the less attention they will devote to an ELF-oriented pedagogy.

In the ELF paradigm, the concept of 'error' is severely questioned, since so-called 'errors' can be alternatively considered speakers' own innovations. In other words, ELF challenges the validity of 'good English' and standard language ideology in ELT, questioning the need to correct all forms that do not conform with Standard English norms. Hence, we consider the importance of investigating how pre-service teachers of English regard non-standard forms and how much tolerance they display towards them, aligning with previous research on this topic (Calvet-Terré & Llurda, 2023).

In this paper, we present the results of a study focusing on the consideration and treatment of errors involving students and instructors of English Studies degrees at two universities: UdL in Catalonia and UMA in Andalucía (Spain). The data draws on a series of classroom observations, interviews (n=28) and a questionnaire (n=322).

The results show that students' attitudes change as they advance in their studies revealing differences in the curriculum between the two institutions, regarding the presentation of ELF, standard English, and 'correct' English, thus pointing to the need for broader curriculum planning beyond instructors' individual efforts promoting ELF. We also discuss instructors' acceptance or resistance towards the ELF paradigm and the use or tolerance of non-standard forms across different courses (language, linguistics, and applied linguistics) in the two institutions.

Keywords:

'error' correction, 'error' gravity, 'good English', English Studies,

References:

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Unpacking Teacher Resistance to ELF-aware Pedagogy: The Ethical Dimensions of Professional Identity

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English as a Lingua Franca (ELF) has gained significant attention in the field of English Language Teaching (ELT) over the past two decades. Despite the growing interest in integrating ELF-aware practices in ELT classrooms (Sifakis 2019, Sifakis & Bayyurt 2018), many practitioners exhibit a strong tendency to revert to traditional instructional methods that prioritize standard English norms (Rose et al 2021).

This study aims to illuminate the reasons behind this resistance by examining the role of professional identities and ethical dimensions in shaping ELT practitioners' instructional choices. The research merges quantitative and qualitative instruments (i.e., questionnaires responded to by 330 pre-service and in-service teachers and 9 focus group interviews carried out with teachers and parents of learners in Greece) to investigate the perceptions and attitudes of various stakeholders, including preservice and in-service teachers, learners, parents, sponsors, and directors of study, regarding the professional roles and identities of English language teachers. Specifically, it explores how these perspectives influence teachers' instructional priorities, preferences, and behaviors concerning ELF in their immediate teaching contexts.

The study is guided by two primary research questions. First, it examines ELT practitioners' self perceptions and attitudes of the broader community towards ELT practitioners' professional identities, as users/speakers and teachers of English. Second, it investigates ELT teachers' ethical considerations that arise from these professional identities, in reference to what teachers are expected or "allowed" to do, and what they are not "allowed" to do in their immediate classroom contexts.

By delving into these areas, the research aims to provide insights into the reasons behind teachers' resistance to integrating ELF-aware practices, despite their expressed interest in ELF-related concerns. The findings of this study can contribute to a deeper understanding of the complex interplay between professional identities, ethical considerations, and instructional practices which need to be closely geared towards an ELF aware perspective in ELT contexts.

Keywords:

ELF-aware pedagogy, Teacher Professional Identity, Instructional Resistance, Ethical Dimensions in ELT

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ELF & the present and future of English(es)

Inspired by and Inspiring "ELF 14": Student Perspectives on the Nature and Use of English as a Global Lingua Franca Today

Susanne Ehrenreich & Julia Busch, TU Dortmund University, DE

At Technische Universität Dortmund, Germany, a course on "English as a Lingua Franca" is taught on a regular basis as part of a teacher education degree course for future teachers of English. Students' feedback over the years confirms how beneficial academic engagement with the topic of ELF – a reality in many students' personal lives – is considered. Course content is continuously updated, however, in 2024, the situation seemed to be a categorically different one since AI-assisted language tools may potentially be revolutionizing acquisitional and communicative practices across the globe.

In this presentation student representatives (along with their teacher) will report on how ELF 14 has been inspirational in two ways: First, several conference topics have been included in this semesters' course on ELF (taught May-July 2024) to be explored as part of student projects. Second, and partly emanating from these, students will bring their own questions to the conference hoping to find answers provided by the academic community, answers which they will then feedback to their fellow-students back home. Some of these questions are e.g. How does AI affect ELF practices in different contexts? How do AI tools affect the relevance of ELT in general? In this new context, will ELF research and ELF-aware pedagogy still be relevant? Our data (including a survey, qualitative interviews as well as (auto-)ethnographic observations of seminar discussions) shed light on the changing nature of todays' E(LF)-based communicative practices, and, equally important, on the mindsets of a group of future English teachers, who take on the challenges involved in these multi-faceted dynamics.

Keywords:

ELF, AI, student perspectives, conceptualizing ELF

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Getting the Message through, or Getting it Right? How the Tools of Language Management Theory may be Used to Show ELF in Spoken Academic Settings in a New Light.

Dunstan Clarke, Charles University, CZ

This presentation addresses the question of how English as a Lingua Franca is being used in academic contexts in Prague today, and how it may be used in the future. This presentation will posit a possible new characteristic of ELF in spoken academic contexts, and how it may be discovered through the application of certain tools that will be described in the following paragraph.

This presentation will make the case that by using some of the tools of Language Management Theory (Neustupný and Jernudd, 1987), we may be able to identify a characteristic common to ELF interactions in spoken academic settings. This proposed characteristic is the prevalence of presentational self-repairs whose purpose is to bring language in line with

Standard British or US English; in other words, incidents of exonormative presentational language management. A presentational incident may be defined as a self-repair whose purpose is to change the presentation of the utterance, rather than to alter it semantically in any way (Neustupný 1994). In contrast, a propositional self-repair is defined as one whose purpose is to change the semantic value of the utterance.

In order to investigate whether this prevalence may be found, 14 and a half hours of seminars were recorded from an Erasmus course on Ethics of the Hebrew Bible at the Protestant Theology Faculty of Charles University, and incidents of language management were classified according to whether they were presentational or propositional. Subsequently, the study's participants were asked to confirm some of these classifications during follow-up interviews.

A significant proportion (47%) of incidents of self-repairs discussed in the follow-up interviews were confirmed by the participants as having been presentational, suggesting that this approach may be used successfully in similar contexts. It may also be that subsequent research may find a similar prevalence in similar contexts.

Keywords:

ELF, Language Management Theory, Academic ELF, European-Variety ELF

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Japanese Student Attitudes towards Global Englishes

Shane Doyle, Fukuokajogakuin University, JP

This paper explores the relationship that Japanese students have with Global Englishes. Textbooks still promote British/American models of English while greater social media use, increased inbound tourism, greater employment of speakers of Global Englishes as Assistants Language Teachers (ALT's) are now mainstream. Also, the Labour shortage has forced a rethink of the much-maligned foreign trainee program whose participants predominantly come from South East Asian countries. As Japan transforms itself in order to tackle the multitude of challenges that it faces, the question should be asked are today's students more aware of and accepting of global Englishes? The impacts of these socio-economic changes are viewed through a student attitude survey towards Global Englishes.

Exploring learners' perceptions of accent discrimination and Global Englishes

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Luis Guerra, University of Evora/ULICES, PT

Lili Cavalheiro, NOVA University of Lisbon/CETAPS, PT

English is widely used around the world in many different fields, which has contributed to establishing it as an international language or lingua franca. The use of English is no longer limited to the inner circle context, which is centred around native language speakers. Instead, it has expanded to peripheral settings, which are fluid and feature interactions between native and non-native language users in a wide range of settings and, inevitably, in a diverse array of accents. As a result, certain ethnic, regional and non-native accents of Global Englishes can lead to accent discrimination and consequently unequal access to educational or professional opportunities. The term 'accentism' (Orelus, 2020; Roesell et al., 2020) refers to 'accent-based discrimination often connected to one's non-standard accent along with one's linguistic and social class background, nationality, and country of origin' (Orelus, 2016: 127).

Considering that accent discrimination is one of the most widespread and resistant forms of discrimination linked to the activation of prejudices based exclusively on how people sound, this paper introduces the ERASMUS+ Project CIRCE (Counteracting Accent Discrimination Practices in Education). This project aims at raising awareness of accent discrimination in educational settings as well as investigating how accent discrimination occurs in schools, and how it impacts students' lives.

In order to develop learners' increased awareness of this phenomenon and foster more tolerance towards accent variation, which are both key to safeguarding the pluralistic, multilingual and multicultural EFL classroom, students attending Portuguese secondary schools replied to a verbal guide test (VGT) which involved listening and reacting to nine different native and non-native English accents.

This paper presents the findings of the VGT and emphasises the need to promote the development of students' and teachers' respect of standard and non-standard accents of Global Englishes.

Keywords:

accentism, Global Englishes, learners, linguistic discrimination

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The significance of similect in Japanese linguacultural tradition

Nobuyuki Hino, Otemon Gakuin University, JP

Setsuko Oda, Kinjo Gakuin University, JP

This presentation discusses the significance of the concept of similect in the context of linguacultural tradition in Japan. Drawing on Mauranen (2012), Ishikawa (2017) defines an English similect as "an English lect shared by the speakers of the same non-English L1" (p.35). By examining the history of foreign language teaching in Japan, the present paper analyzes an aspect of the nature of similect, including its relevance to translanguaging (Garcia and Li, 2014) as another key concept of recent ELF studies.

For over a millennium in Japan, classical Chinese has been read as if it were Japanese despite the vast linguistic distance between the two, by translating it word-by-word into Japanese through a method that systematically employs a complex set of signs for reordering Chinese words to fit Japanese syntax. This approach, known as kundoku, was applied to the learning of Dutch by samurai scholars, and subsequently to English language teaching in Japan, as a linguacultural tradition which continues until today.

Kundoku is a traditional form of translanguaging in Japan (Sato, 2018). "Japanese English similect," the variation of English by L1 Japanese speakers, is to a great extent a product of the kundoku approach, where English is viewed as a surface manifestation of underlying Japanese. Fron this perspective, "Japanese English similect" cannot be depicted merely as a "performance variety," a concept employed by World Englishes researchers as a less established variety than "institutionalized varieties" (Kachru, 1980) of the Outer Circle. This traditional language attitude in Japan also partly explains why the quest for "Japanese English" has been exceptionally strong (e.g. Saito, 1928; Kunihiro, 1970; Suenobu, 2010) in spite of the Expanding Circle environment of Japan. It is hoped that the present paper will contribute to the understanding of the impact of linguacultural traditions on ELF.

Keywords:

similect, translanguaging, linguacultural tradition

An Ethnographic Study of Digital Translanguaging among Algerian ELF Users

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The use of English as a lingua franca (ELF) among speakers of different first languages in digital intercultural communication is a well-established phenomenon (Jenkins, 2015). However, research on the multilingual nature of ELF, especially in digital contexts where multiple communicative resources are utilized, is limited (Baker and Sangiamchit, 2019). Therefore, this paper examines the translingual practices of Algerian ELF users, highlighting how ELF operates not only in its multilingual nature but also as a translingual phenomenon.

Using a digital ethnographic approach, this study investigates the practices of Algerian international students in a private Facebook group over eleven months. The primary participants, five Algerian students in the UK, engaged in ELF communication with speakers of various languages and cultures online.

Data were collected through online communication observation and semi-structured ethnographic interviews. The findings reveal that participants use ELF in a translingual way through using a variety of techniques such as creative multi/transmodal features of digital media and overt translanguaging (Cogo, 2021) such as code switching. Furthermore, findings also reveal that the participants` communicative repertoires encompass resources from both online and offline contexts, seamlessly transitioning between these spheres and challenging the traditional online/offline dichotomy. This research contributes to the literature on ELF and translanguaging, providing synergetic insights into the fluid use of online and offline communicative practices.

Keywords:

English as a lingua franca (ELF), translingual practices, digital ethnography, online/offline dichotomy.

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Enabling a Paradigm Shift: Teachers' Uptake of Translanguaging through Arts-based Methods

Lavinia Hirsu, University of Glasgow, UK

Dobrochna Futro, University of Glasgow, UK

According to the Pupil Census (2023), in Scotland 180 languages are used at home while many of the schools describe themselves as multilingual spaces. In collaboration with 14 teachers from primary and complementary schools, in 2023 we developed a Career-long Professional Learning (CLPL) project entitled Multilingualism through Art to address the following challenges: 1. teachers' expressed needs to develop and implement creative resources that would support multilingual

pupils' learning, (Kennedy et all, 2023) 2. the inclusion of arts-based methods as a methodology for introducing teachers to abstract and difficult concepts such as translanguaging, and 3. to enable a shift from monolingual to multi(trans)lingual approaches in language teaching. While the focus of this project was particularly on creativity and innovation within the context of implementing a multilingual approach at the primary school level, this presentation will be of interest to language educators in a wide range of contexts as it explores how the innovative arts-based methods enable for learners to develop and use all their language resources (cf. Li, 2018; Jones, 2020). We will share the activity pack and the online toolkit developed collaboratively as part of our researcher-practitioner collaboration (Shepard-Carey & Tian, 2023, Lucero et all, 2022). The presentation will also be relevant to researchers exploring the future and sustainability of translingual and multilingual paradigms. We conclude our presentation with critical and reflective observations regarding the relevance and wider impact of research on multilingualism in the context of pressing and emergent needs (e.g., environmental sustainability, challenge of new technologies, enduring socio-economic inequalities).

Keywords:

Translanguaging, multilingualism, arts-based methods, sustainability

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Language Choice in Online Project Meetings – The Role of the Language Manager

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With the digitalization of modern businesses, work teams have become more geographically dispersed. In multinational corporations (MNCs), English is to an increasing degree chosen as the corporate language (e.g., Harzing & Pudelko, 2013), however, actual linguistic practices at MNCs are often much more polyglossic and sociolinguistically complex than this (e.g., Virkkula-Räisänen, 2010; Ehrenreich 2011; Cogo 2012).

Although online business meetings have received some attention in BELF research (e.g., Cogo 2012; Nielsen 2020), there is still little knowledge on how team members manage the choice between English and other available languages in synchronous and asynchronous virtual environments, and to what degree the role of a language manager – a person or a group who governs the language management process (Spolsky, 2009) – emerges in recurrent team interactions.

This paper analyzes online team meetings via Teams and parallel chat discussions on Slack from a team of project leaders. The data is collected from a multinational IT firm headquartered in Finland, where English is the official corporate language. Using a conversation analytic approach, I explore situations where changing the matrix language is negotiated

or oriented to as the relevant next action. Typically, such instances occur at sequence junctures, e.g., when moving from knowledge transfer talk to process talk, or when a non-Finnish speaker exits the meeting (cf., Markaki Lothe et al., 2014).

Preliminary findings indicate that the primus motor of the project is also oriented to as the main language manager of the meetings, and she also assumes this status to a degree. However, in managing language choice, she utilizes significant hedging and downgrading practices, which reveal that either she does not orient to this deontic status as conclusive (see Landmark et al. 2015), or she is especially concerned with building rapport (e.g., Planken, 2005; Kankaanranta & Louhiala-Salminen, 2018). Implications to BELF theorization are briefly discussed.

Keywords:

English as a business lingua franca (BELF), multilingualism, online meetings, language management

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Post Study Abroad Students' Reactions to an Education Intervention on ELF Communication

Ayako Suzuki, Tamagawa University, JP

Study Abroad (SA) is widely regarded as a valuable opportunity for students to immerse themselves in English as a lingua franca (ELF) environments and to develop intercultural communication skills (Baker & Fang 2019). However, it has been suggested that without focused reflection, students may not be able to articulate what they have learned from their experience and may simply file it away as a lifelong memory (Jackson 2020). Therefore, encouraging students to reflect carefully on, for example, the challenges of communicating with diverse English speakers they have experienced is essential for their intercultural development.

This paper investigates whether an educational intervention designed to encourage post-SA students to reflect on their communication experiences can help them to interpret and organise these experiences into reflective knowledge. The intervention consisted of four lectures delivered by the author on the changing nature of English/language, language attitudes, language ideology and the relationships between language forms and functions. Analysis of participants' written responses to each lecture forms the basis of this research.

Preliminary findings suggest that while the intervention helped many of the 47 participants to develop balanced and critical perspectives on intercultural communication through ELF, some interpreted the lectures in ways that reinforced, for example, pre-existing native-speaker-oriented ideas about English. This suggests that what is taught is of course important, but how it is taught can also be a crucial factor in whether it enables students to unlearn their long-held ideas. Based on these findings, this paper attempts to explore what would prevent them from unlearning their old ideas, and how these might need to be discussed in the classroom in order to encourage students' critical reflection.

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Translanguaging Practices in an ELF-informed module in Indonesia

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This study examines the effectiveness of translanguaging in teaching English to students with Autism Spectrum Disorder (ASD) in an Indonesian junior high school. Amidst the challenges presented by mandatory English language education, as per Indonesian Law, this research focuses on a pedagogical approach that integrates students' native languages to facilitate learning. Conducted through interviews and classroom observations, the case study investigates how a teacher's use of translanguaging strategies, including bilingual visual aids and the incorporation of students' first language, creates a more inclusive and engaging learning environment for ASD students. The findings reveal that such an approach not only aids in comprehension and vocabulary retention but also boosts students' motivation and participation. By adapting lessons to accommodate diverse learning needs, the teacher was able to improve outcomes in vocabulary mastery, reading comprehension, and oral communication skills among ASD students. This research underscores the potential of translanguaging as a valuable inclusive educational strategy, advocating for its broader application and further study. It highlights the importance of preparing teachers to employ these methods, emphasising translanguaging's role in promoting equitable learning opportunities and supporting a diverse student population.

Keywords:

Autism Spectrum Disorder, Inclusive Education, Translanguaging

ELF & Conversation analysis / Multimodal analysis / Interactional competence

Deaf Signers as a New Group of ELF Users?

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When deaf signers from different linguacultural backgrounds meet, they often resort to International Sign (IS), a mode of communication that is not based on any particular sign language, but that is negotiated in the interaction as signers use different semiotic resources (Kusters et al. 2017) to establish mutual understanding. These resources are predominantly manual; they may however also include non-manual resources from spoken languages, such as mouthing. Studies have shown that, in IS contexts, signers do not necessarily mouth words from their primary spoken language, but from English (Zeshan 2015; Byun et al. 2020). This raises the question of whether IS signers can also be regarded as English as a lingua franca (ELF) users, despite not using English as "the communicative medium of choice" (Seidlhofer 2011: 7), but as one out of many resources to communicate.

In this paper, I will first argue that English mouthing in IS can be considered a particular use of ELF, even though it differs from 'typical' spoken ELF. This is because signers, in accordance with the possibilities of the visual-gestural modality, use and adapt English as a global resource to suit their communicative needs, combining it also with other available (multilingual) resources. Based on this first theoretical considerations, I will empirically examine the use of mouthing in five dyadic initial interactions between Chinese and Dutch signers to see whether these particular IS signers can also be classified as ELF users. The findings reveal that, even if some signers indicated that they had no knowledge of English, all participants used English mouthing to a variable extent. These results provide interesting insights into how signers rely on ELF in various ways and prompt further investigation into the roles English mouthing plays in these signed interactions.

Keywords:

International Sign, deaf signers, mouthing, ELF in the visual-gestural modality

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Exploring Accommodation Strategies in English as a Lingua Franca (ELF) Task-Based Interactions: A Study of ELF Collaboration Using LEGO Blocks

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This paper investigates how ethnically minor speakers participate and manage to negotiate successfully for their goals in task-based group English as a Lingua Franca (ELF) interactions. Recent ELF studies have started to look at multimodal aspects such as facial expressions and eye gaze (Matsumoto & Canagarajah, 2020) and there is growing literature on English as a business lingua franca (BELF) (Birlik & Kaur, 2020), but few have analyzed interactions where people discuss while working/handling objects (e.g., determining the design of interiors or clothing). Furthermore, in internal BELF discussions within an Asian context such as Japan, there often tends to be a greater number of local participants (majority) compared to international participants (minority), which can influence the dynamics of interaction.

As part of a larger research project, eight 1-hour interactions among three to four people utilizing LEGO blocks were collected. These blocks are frequently used in business brainstorming sessions, offering a platform for group activities that encapsulate elements of BELF interactions. This study takes a closer look at three female groups, consisting of three Japanese speakers and one non-Japanese (Polish, Swiss, and Chinese in each group), and highlights accommodation strategies (Jenkins, 2022) employed by minority participants during 18 collaborative interactions, each lasting five minutes and centered around constructing abstract concepts using LEGO blocks (Bjørndahl, 2014, 2015).

The multimodal analysis revealed that non-Japanese speakers among all three groups exhibited differences in how they accommodated and negotiated, more specifically, positioned themselves, approached tasks, and engaged in conversations. In essence, the methods of accommodation and negotiation varied among non-Japanese individuals, showcasing the fluidity of ELF through data analysis. This study contributes to our comprehension of how ELF collaboration unfolds within task-oriented contexts and underscores the significance of considering socio-cultural factors in accommodation and negotiation within ELF research.

Keywords:

accommodation, Lego task-based interaction, BELF, multimodal analysis

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Small but Mighty: The Discourse Marker 'yeah' in ELF Interactions among German and Tanzanian School Students

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Fluency and connectivity in spoken interactions build on the use of discourse markers to a large degree. Pragmatic research has shown ELF interlocutors in intercultural interactions to employ and partly re-interpret items such as I mean, you know and so in accordance with their contextual communicative needs (see e.g. Fernández-Polo 2014, Collet et al. 2021). The item yeah, which has been shown to play a prominent role, is employed for agreeing, discourse structuring and backchannelling in ELF interactions, for example (see e.g. Wong 2008, Mauranen 2009, House 2013, Cogo & House 2018).

The study to be presented will explore how adolescents in particular employ the discourse marker yeah in their ELF interactions during a German-Tanzanian school exchange. It draws on the TeenELF corpus (see Beuter 2023), which comprises more than 190,000 words transcribed from 26h of recordings from spoken ELF interactions between 16- to 19-year-old students. In a mixed-methods approach, integrating qualitative conversation analytical and quantitative corpus methods, realisations and context-dependent functions of the discourse marker yeah will be investigated against the backdrop of previous research. A tentative look suggests a wide-spread employment of yeah in the present data as a turn-closing marker, for example, which has not received much attention so far.

The data also allow for a micro-diachronic analysis (see Pitzl 2022), through which potential changes in the students' interactional behaviour over the course of the week of their encounter can be tracked. The study will further suggest to partly conceptualise the use of yeah and its variants as a phenomenon of translanguaging in the given context, with clear evidence of influences from students' L1s. Implications from research on discourse markers in ELF interactions, here derived from a school setting, for further learning contexts will be addressed in the final part.

Keywords:

discourse marker, mixed methods, school setting, TeenELF

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Under the Influence: The Effects of Moderate Alcohol Consumption on Casual ELF Conversation

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This exploratory study from a PhD project investigates the impact of moderate alcohol consumption on the communicative behaviour of ELF users during casual conversation. The research aims to (1) explore how cohesion is established among ELF users in informal settings, and (2) compare communicative performance between casual conversations with and without alcohol consumption.

While conventional wisdom suggests that alcohol reduces stress, social inhibition, and facilitates social interaction (Dunbar et al., 2017), little to no research has been carried out on the manner in which moderate alcohol consumption affects social cohesion and how this is manifested in communicative behaviour. To address this gap, data was collected from 32 participants engaged in 19 ELF conversations, nine of which involved moderate alcohol consumption. All conversations were recorded and filmed, and ten-minute excerpts were transcribed using the Jeffersonian transcription method. Conversation analysis was employed to examine differences in topic maintenance and change. Additionally, discourse topics were categorized and coded to enable a comparison between the two types of conversations.

Several hypotheses are tested: (1) Discourse topics vary between alcohol and non-alcohol conversations. (2) Alcohol conversations exhibit smoother topic shifts and transitions, greater topic maintenance and fewer full-blown topic changes. (3) Moderate alcohol consumption enhances interpersonal alignment, reflected in shorter pauses, increased backchanneling, and greater cooperative overlap. Preliminary findings provide initial support for the proposed hypotheses.

Keywords:

Alcohol consumption, ELF communication, conversation analysis, discourse topic

Reference:

Dunbar, R.I.M., Jacques Launay, Rafael Wlodarski, Cole Robertson, Eiluned Pearce, James Carney & Pádraig MacCarron. 2017. "Functional Benefits of (Modest) Alcohol Consumption." Adaptive Human Behavior and Physiology, 3. 118-133.

ELF & Sociolinguistics

Balancing the Impact of Linguistic Profiling on Taking Business Decisions with a BELF-oriented Approach

Katrin Lichterfeld, Communication Lights, DE

Many people still think that sounding like a native speaker is crucial for successful international communication. Noticeable accent features are often considered as a low level of expertise by the conversation partner, and this could result into social, educational, and professional disadvantages or even discrimination. What impact does linguistic profiling, which often happens unconsciously, have during high-stake decision-making processes like job interviews, business meetings or negotiations?

Based on secondary analysis of research data in the areas of English as a (business) lingua franca, English language teaching, brain science, and sociolinguistics, this study illustrates the concept of linguistic profiling combined with social assessment (Wright 2023), and its impact on decision-making in business contexts.

Lippi-Green (2012), a socio-linguist, stresses frequent forms of accent discrimination in work-related contexts and that accentism is often used as a proxy for racism. Ramjattan (2024) also studies the intersection of language and race at work and highlights that "hearing accent means hearing race". Lippi-Green also draws attention to the close relationship

between accent, culture, and mindset. Although intercultural communication has increasingly been integrated in English language teaching, Baker (2024) highlights the importance of a deeper and more systematic incorporation.

Based on brain science, Nguyen-Phuong-Mai (2019) illustrates the idea of a dynamic paradigm: "Culture is not just socially learned, but geographically influenced,genetically inherited, and neurally enabled'. This approach shows many overlapping aspects with linguistic profiling. A BELF-oriented approach (Kakaanranta/Louhiala-Salminen 2018) with a flexible and open mindset will help to get the job done and to invest in trustful relationships without getting lost in linguistic perfection.

This study is crucial for ELF research because of the gate-keeping function of linguistic profiling in teaching and working contexts. Raising awareness of accentism at a personal and at a structural level is important for all the stakeholders in business English training.

Keywords:

BELF – linguistic racism – intercultural communication - inclusion

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Exploring the Feasibility of Incorporating ELFA Awareness into the Development of EAP Pedagogy and Teacher Education

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The inherent complexity of English as a lingua franca in academic settings poses numerous challenges for incorporating an ELFA-aware perspective into English for academic purposes (EAP) teaching and teacher education (TEd). For this reason, my PhD research specifically explores the challenges faced by EAP pre-sessional tutors in shifting towards ELFA-aware pedagogy at a UK university. After 30-hour pre-sessional class observation, my study conducted semi-structured interviews to investigate the four observed tutors' insights and evaluation on incorporating an ELFA-aware perspective into EAP pedagogical development. The research findings reveal that most of these challenges stem from a lack of deep understanding of the ELFA construct and the difficulties in embracing the variability and unboundedness of ELFA itself among pre-sessional tutors. This stands in contrast to traditional EAP teaching routines, which consist of relatively stable and easily teachable sets of norms. To address these challenges, TEd plays an essential role in raising EAP teachers' awareness of the necessity to respond to the global spread of ELFA today. Instigating any change from current EAP pedagogy, underpinned by the English as a 'foreign' language (EFL) framework to an ELFA-aware approach should also involve developing EAP TEd as an essential step. Given this point, this talk will present how aspects including multilingual practices, metalingual awareness and meaning negotiation through pragmatic strategies can be interrelated with the three components in Sifakis's (2019) English ELF awareness model. These aspects could facilitate EAP

pre-sessional practitioners in moving beyond awareness to the implementation of an ELFA-aware perspective in language pedagogy. Additionally, this talk exemplifies activities that could be employed in TEd to develop ELFA-aware pedagogical practices among EAP teachers. The incorporation of an ELFA-aware approach into teacher education contributes to developing a new construct of EAP pedagogy.

Keywords:

EAP Pedagogy; EAP Teacher Education; ELFA-aware Pedagogical Practices;

Reference:

Sifakis, N. C. (2019). ELF awareness in English language teaching: Principles and processes. Applied linguistics, 40(2), 288-306.

Exploring Variations in ELF Use and Attitudes across Japanese Industries in Singapore: A Focus on Shipping and Construction

Kumiko Murata, Waseda University, JP

Masakazu Iino, Waseda University, JP

The necessity and roles of English as a Lingua Franca (ELF) vary across industries, due, mainly, to the nature of specific industries, but also influenced by factors such as the role of Business Professionals (BPs) within a company, recruitment policies, employee demographics, and the evolving landscape of global business. This study delves into the complexities of managing and communicating with linguaculturally diverse workforces and competing in a globalized economy, such as, winning project bids through ELF communication. Specifically, it examines two industries, shipping and construction, through qualitative analysis of narrative data obtained from six onsite (in Singapore) and two online interviews (five in the shipping and three in the construction industry respectively).

Findings indicate qualitatively distinct characteristics within each industry regarding employees' ELF ability, use, and perceived roles at different career stages. Shipping industry professionals demonstrate a strong awareness of the need for ELF communication with clients and ship captains from diverse backgrounds throughout their careers. On the other hand, those in construction prioritize professional knowledge and skills in the field to complete a huge task of infrastructure building worldwide. This research, however, has also revealed that ELF ability is equally important for the latter in managing daily communication with increasingly diverse and multinational workforces, including migrant workers, and even more so when competing project bids with other global companies. Despite differing attitudes towards the role and nature of ELF, interviewees across both industries share common sentiments regarding language education. This in turn has significant implications for the necessity of language education in general from an (E)LF perspective. The presentation will also discuss educational implications for global business and professional communication from an ELF perspective. (275)

Keywords:

BELF (use & attitudes), shipping, construction, Japan & Singapore

Feeling Lonely? Considerations on the Chances and Limitations of ELF Communication (and bot-English) in Making us Feel Connected

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As the globally used lingua franca, ELF communication connects speakers across linguacultural boundaries in all domains of life (cf. Seidlhofer and Widdowson 2022: 445). But does this mean that they also feel connected in languaging? The assumption that ELF users feel respectively connected lies near, given that they are found to cooperatively and creatively negotiate form-meaning relationships, and allow each other to draw upon all linguistic resources available (e.g. Hülmbauer

2013; Cogo 2016; Pitzl 2018). The assumption also seems to inspire educational programmes drawing upon ELF research: ELF awareness is considered to foster inclusive multilingual classrooms (e.g. ENRICH) and "ELF agendas" are formulated to "achiev[e] intelligibility and conviviality in and through ELF interaction" (De Costa 2022: 122).

In the era of AI, however, a critical question emerges about connectedness: what does it mean for our languaging relations with others, when part of our personal languaging is assisted by bot-English?

Based on insights into languaging-related experiences of loneliness and connectedness, this contribution seeks to spark a discussion on the chances and limitations of ELF communication and reliance on bot-English with regard to connecting strangers. First, it presents empirical findings from a study on the lived languaging experience of speakers in situations of short- and long-term migration.

This study was part of a dissertational research project which enquired into the challenges of languaging in situations where linguistic resources are not easily available, and developed a theoretical model of what it means to existentially fail/be felicitous in relating with others and the world via languaging. Second, attention is drawn to the conditions under which ELF communication may unfold "power to connect to others, make friends around the globe, learn and understand other cultures and work in a company which operates worldwide", as one participant formulated it. The contribution points out that ELF research has so far neglected the more unfavourable conditions of communication and hence the question of what makes English "franca", i.e. serve the purposes of a free, opensource means of communication (cf. Seidlhofer 2011: 81). In relation to AI, it is highlighted that such insights are needed to help us assess whether and where AI can assist with connecting strangers.

Keywords:

loneliness, linguistic repertoire, availability, communicative conditions

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Intersectional Beings in ELF Research: From the Perspectives of Critical Applied Linguistics

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The present paper discusses the intersectional nature of language identities among Japanese youth. Drawing on the perspectives of critical applied linguistics (Kayı-Aydar, 2024), the paper aims to discuss how participants' language identities intersect with multiple power dispositions relative to colonialism, neoliberalism, and structuralism (see also Norton, 2013; Norton & De Costa, 2018). As a part of a larger study focusing on the language identities of Japanese youth, the presentation focuses on individuals in both secondary and higher education. Using a narrative and ethnographic approach, the study explores how the participants' identities intersect with various categorizations such as being ELF users, EFL learners, friends of peers at schools, students in classrooms, digital natives on online platforms, children at home, study abroad sojourners, test-takers, job applicants, and even research participants. In each communicative setting, these identities emerge in complex and often contradictory ways (see Darvin & Norton, 2015). The participants are embedded in sociological power such as native speakerism, English as a symbolic capital, and English prescriptivism, formed through their life experiences including ELT classrooms, influence from parents, university entrance examinations and job hunting. By exploring their narratives, the paper suggests how participants are positioned in social discourse influencing their language identities. This is also further discussed through researchers' self-reflections of their roles as teachers and young researchers and their relationships with the participants. Drawing from critical applied linguistics, the paper adopts "both/and frame rather than an either/or [sic]" (Kayı-Aydar, 2024, p. 8), and highlights engaging in criticality in exploring their multiple selves. This paper contributes to the theoretical and methodological development of the ELF paradigm by emphasizing the necessity of intersectional perspective in ELF research, underscoring the relationality and multiplicity of participants' identity categorizations in society.

Keywords:

identity, intersectionality, complexity, critical applied linguistics

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Negotiating Interpersonal Relationships in English as a Lingua Franca Service Encounters

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The aim of this paper is to examine how communication works and how people relate to each other in English as a Lingua Franca (ELF) service encounters. For this purpose, I examine data from the Vienna- Oxford International Corpus of English (VOICE), Professional Business domain, Service Encounters speech event type, comprising forty-seven minutes of reporting and six interactions with thirteen people that come from different nations. Because of the nature of ELF communication, the typically predetermined conventions in service encounters becomes rather unpredictable. Since the interactants in these ELF service encounters do not necessarily share the same linguacultural conventions, they must go above and beyond to achieve the pretext of the interaction that is the sole reason of this particular speech event type.

Service encounter interactions are focused on achieving the purpose, and interactants' sociolinguistics are used to this end. In service encounters, perlocutionary purpose should be central since people come together with a preset purpose to solve a real life problem. To achieve your purposes, you need to choose your words accordingly. If there was no purpose, there would be no interaction at all, especially in service encounters. In this regard, examining the ELF service encounter data can be quite helpful in observing how interactants employ their sociolinguistic repertoire to accomplish the purpose of the interaction.

Keywords:

ELF service encounters, negotiating interpersonal relationships

Virtual Language Versus ELF Use

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The aim of the talk is to revisit the notion of virtual language and propose a delineation which is more in line with the prevailing pragmatic conceptualization of ELF. It has been argued that it is the virtual rather than the coded language that has spread and has been actualized in different locations (Widdowson, 1997), also forming the basis of ELF (House, 2013). The various perceptions of virtual language include the notion as an "underlying abstract set of rules" (Seidlhofer, 2011, p. 112) and the encoding principles to which ELF users' non-conformities adhere (Seidlhofer and Widdowson, 2017). The concept has also been seen as a linguistic resource (Seidlhofer, 2011), "the inherent meaning making potential of the code" (Seidlhofer and Widdowson, 2017, p. 29) and as a virtual resource/potential (Knechtelsdorfer, 2023).

The main argument of the presentation is that since ELF is conceptualized in pragmatic terms, what has been referred to as virtual language needs to be redefined and termed pragmatically, that is, in relation to ELF use and ELF users. This then necessitates a rethink of virtual language and, rather than referring to it in conventional linguistic terms, it should be conceived as a resource of what is formally possible (Hymes, 1972), as part of multilingual ELF users' repertoire which interacts with ELF speakers' other languages in actual instances of communication. Given the linguacultural diversity of bi- and multilingual ELF speakers, English as a resource needs to include, among others, multilingualism, linguistic repertoire and translanguaging. English as ELF speakers' meaning making resource also implies that it is highly individual, complex and dynamic in nature, the implications of which for bot-English will also be addressed.

Keywords:

virtual language, meaning making resource, repertoire, multilingualism

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"You can't be President without ELF" in Spanish Politics

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ELF has increasingly become a tool for political legitimization of Spanish Presidents and opposition leaders, to the extent of being a condition sine qua non. This may seem an obvious description of facts. However, it crucially subverts the traditional distribution of wealth and symbolic power in Spain. Firstly, in this paper we shall delve into the public expression of such ideologies, using the tools of discourse analysis, through the exploration of a corpus of statements, classified according to three main categories: explicit criticism produced by politicians; columns published in Spanish newspapers and messages posted in X. We will then explore the glottopolitical implications of these attitudes (see, for instance, Del Valle 2013), suggesting that ELF, as any other powerful language, can be an "active force in society, used by individuals and groups [...] to change society or to prevent others from changing it" (Burke 1987: 13). The results show that the ownership of ELF can be a decisive argument to discredit a political leader. This trend has counter-intuitive political implications, with left-wing leaders, journalists and users of X making an appropriation of ELF as a (de)legitimation of leadership. Given that access to English in Spain is heavily mediated by age and social class, it is paradoxical that a sociolinguistic marker of younger age and higher social class is assumed to be left-wing. This leads us to reflect on how ELF use seems to defy the logic of traditional power ownership in Spanish politics, both material and symbolic. Ideologically, it poses an interesting conundrum for both left-wing politics, which would be expected to be hostile towards the neocolonial implications of ELF and right-wing politics, otherwise inclined to support hispanist views of the Spanish language.

Keywords:

Glottopolitics, ELF ideologies, discourse analysis.

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Alignment in English as a Lingua Franca Interactions: A Quantitative Corpus Study

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The extant literature on conversations between English as a lingua franca users suggests a high degree of linguistic accommodation (Giles 2016) between the interlocutors (Seidlhofer 2011: 99). While this phenomenon has been observed in multiple instances, it is usually based on examples of individual linguistic items which speakers take over from each other and repeat several times. This leaves open the question of whether ELF users only occasionally adopt words or structures used by their interaction partner, or whether the accommodation processes in ELF communication exhibit a more systematic, quantifiable pattern. In order to explore the latter possibility, the present study focusses on the extent to which ELF users align their preferences for syntactic structures and lexical items to their interlocutors over the course of multiple conversations recorded in the VOICE corpus (2008). Syntactic alignment (Pickering & Garrod 2004) is measured as a correlation between the use of two variants that constitute a syntactic alternation (see also Gries 2005), whereas changes in lexical similarity over time are used as a proxy for lexical alignment. For the former, it was hypothesized that the occurrence of one alternative would increase the likelihood of its repetition, and this hypothesis was corroborated for almost all variables under analysis. It was further shown that one of the main factors contributing to syntactic alignment is the lexical repetition of the headword, also known as lexical boost (Pickering & Branigan 2008). The latter measure, representing lexical alignment, has equally suggested an increase in lexical similarity over the course of interactions, although it does not reach statistical significance. The obtained results were interpreted in the light of hybrid models of syntactic alignment (Reitter, Keller & Moore 2011), as well as context-based interlocutor modelling in language production (Cai, Sun & Nan 2021: 9). From an ELF perspective, high levels of alignment can help decrease cognitive load, consequently enhancing communicative efficiency and mutual understanding.

Keywords:

syntactic alignment, syntactic alternations, lexical similarity, corpus, modelling

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Pragmatically Annotated VOICE Data for Function-based ELF Analyses: Reliability and Potentials of AI

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Form-to-function approaches have been influential methodologies in English as a lingua franca (ELF) research. They start from a certain set of linguistic forms to investigate the variety of communicative functions these fulfill (Rühlemann & Aijmer, 2015, p. 9). By contrast, function-based analyses taking the reverse order are less prominent. They require functional annotation of the pragmatic purposes that resources serve in communication but are ideal for studying variable and adaptive form-function relations as characteristic of ELF settings. This annotation is laborious and, according to Artstein and Poesio (2008, p. 555), often perceived to be less reliable than other forms of corpus annotation. At the same time, however, scholars deem pragmatic annotation highly desirable and useful for corpus-based pragmatic enquiries (cf. e.g. Clancy & O'Keeffe, 2015, p. 251).

The aim of this paper is to study the reliability of data from the Vienna-Oxford International Corpus of English (VOICE) (VOICE, 2021) annotated for pragmatic functions. For this purpose, the paper introduces the annotation system and provides examples of annotated VOICE data. The paper then discusses cases of agreement and disagreement between annotations assigned by three different human annotators. It reports Cohen's Kappa and Krippendorff's Alpha coefficients as statistical measurements indicating the reliability of the functionally annotated ELF data. The paper finally compares the human annotations to the way the same data samples have been annotated by the artificial intelligence (AI) system ChatGPT (OpenAI, 2023). The purpose is to give a brief outlook on the potentials and limitations of AI for pragmatically annotating ELF data.

Either way, be it human or AI-based, the annotation of pragmatic functions greatly enhances ELF data and paves the way for more function-based methodologies in ELF research. These methodological approaches are especially well suited for investigating the innovative form-function mappings characteristic of ELF communication.

Keywords:

Pragmatic annotation, Vienna-Oxford International Corpus of English (VOICE), reliability, artificial intelligence

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"Profiting" from ELF: Exploring Written ELF in Public Corporate Communication

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Although digitalization has allowed businesses to promote their products and services to an international and heterogeneous audience (cf. Luzón & Perez-Llantada, 2022), companies are only able to tap into this potential by drawing on the status of English as a global lingua franca. Despite this development, most studies pertaining to business-related ELF (i.e., BELF) have primarily been concerned with spoken or email interactions (e.g., Kankaanranta & Louhiala-Salminen,

2013; Nielsen, 2020; Roshid et al., 2022). This paper aims to address this gap by exploring which qualities characterize what may be termed English as a business lingua franca for written official communication (WOBELF).

The exploratory analysis of homepages of biomedical companies across different geographical regions investigated the use of personal pronouns, popular semantic domains, and visuals quantitatively and the context in which they are used qualitatively via thematic analysis. The study revealed the strategic combination of personal pronouns to project closeness, technical terminology to emphasize the company's expertise, and images of people to promote a people-oriented side of the company (cf. Davison, 2013), demonstrating the importance of techniques associated with persuasion and establishing credibility in this ELF context.

By combining these results with the results of a larger study on annual reports (Kaltenecker, 2024), this presentation will attempt a conceptualization of WOBELF as a specialized realization of ELF with the distinct objective of appealing to a professionally and linguaculturally diverse audience to turn a profit. Due to its prominence as a result of digitalization, WOBELF may not only be relevant for business English courses but could also serve as an effective lens in future research for analyzing written corporate genres.

Keywords:

English as a business lingua franca for written official communication (WOBELF), corporate discourse, credibility, persuasion

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The Use of the Present Subjunctive in the Context of Second Language Learning (Advanced Levels)

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It has been shown that the use of the present subjunctive has been increasing, predominantly in American English (Leech et al. 2009, Crawford 2009). Most studies dealing with this type of mood demonstrate that it is triggered mainly in the environments governed by suasive expressions (suggest, recommend, imperative, etc.) whose semantics involves a mandative component of meaning. In these contexts, verbal syntagms exhibit alternations with other variants – non-finite clauses, finite clauses with modals, and with verbs in the indicative mood. The distribution of individual alternants is determined by a wide repertoire of factors which have relevance to the choice of a particular complementation option on their own or when interacting with each other (Deshors, S. and Gries S. 2020).

While considerable attention has been paid to its use in native varieties of English, studies of this mood marking in the usage of L2 speakers are rather sparse (Hundt 2018). This paper attempts to address the gap by analysing two sets of

data from VESPA_CZ and BAWE corpora. The aim is to demonstrate preferences of native and non-native speakers of English in the choice of patterns governed by 25 suasive triggers (20 verbs and 5 adjectives). It will compare the share of finite and non-finite clauses complementing the triggers, the ratio of individual options appearing with the suasive expressions and potential motivations for their use.

The corpus research indicates that despite the complexity of patterns formed by suasive expressions, EFL speakers, having diverse linguistic backgrounds, exhibit preferences towards non-finite clauses, and lower frequencies in the use of the present subjunctive when compared to native-varieties of English.

By mapping the underexplored area of grammar within the ELF perspective, the presentation will attempt at offering a broader perspective on the evolving language phenomenon. Finally, it will pinpoint to which degree the current ongoing changes are (or are not) reflected on a more global level of language use and discuss the factors determining the patterning of complements of the analysed triggers.

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ZAEBUC-50: A Comprehensive Linguistic Analysis of Academic ELF in the UAE

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Comprehensive lexico-grammar analyses in the description of English as a lingua franca (ELF) are to date not very common, especially in the Gulf region, and the present paper attempts to remedy this lacuna. Following Parra-Guinaldo & Lantenigne's (2020) quantitative study of morpho-syntactic features of transactional ELF and their classification of linguistic variants into processes and categories, this study analyzes the lexis, morphology, and syntax of a selection of 50 writing samples produced by first-year students of English contained in the recently compiled Zayed Arabic-English Bilingual Undergraduate Corpus (ZAEBUC) (Habash & Palfreyman, 2022). The linguistic variants found in this type of academic setting are situated within the context of previous lexico-grammar studies. Based on novel uses of the language identified in the data, the paper posits the emergence of a new variety of ELF within the Gulf region (Gulf English) in that some of the linguistic variants found in the study seem a priori particular to this region. Important observations include the

sui generis use of generic forms, morphological reanalysis, anticipatory 3rd person singular -s, phantom pronouns, and intruding constituents. Not only have these processes been identified and classified within the corpus, but plausible motivations behind these have also been hypothesized.

Keywords:

English as a lingua franca, lexico-grammar, ZAEBUC, Gulf English

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ELF & EMI/CLIL/bilingual education

Dimensional Analysis of an EMI Course from the Perspective of Disciplinary Literacies and ELF

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This paper reports a study that is based on one of the authors' personal journey within English-medium instruction (EMI) institutions. It emphasizes his increasing awareness of language, specifically English as a Lingua Franca (ELF), and his involvement with Content and Language Integrated Learning (CLIL). A conceptualization of bi- and multilingual disciplinary literacies (DL) which was recently proposed by the COST Action CA21114, "CLIL Network for Languages in Education: Towards bi- and multilingual disciplinary literacies" (CLILNetLE) is introduced (Nikula et al., 2024). The objective of CLILNetLE is to observe the construction of knowledge and to promote bi- and multi-lingual DL in various educational settings. Subsequently, the paper discusses an exploratory case study that involved 245 second- and third-year undergraduate students enrolled in two distinct electrical engineering courses in consecutive semesters at an EMI university in Turkey (Bayyurt and Kerestecioğlu, 2018; Kerestecioğlu and Bayyurt, 2019). The study explores the effects of an ELF- and DL-oriented intervention thorough analysis of a variety of data sources, such as online and in-class instructional materials (e.g., lecture notes, PowerPoint presentations, lecture videos, and YouTube videos), evaluation questionnaires, and focus group interviews. The results suggest that the intervention not only enhanced students' ELF awareness and DL, but also improved their comprehension of electrical engineering content knowledge. The improvements observed are validated by the student feedback from focus-group discussions, which emphasizes the ways in which the course materials and activities supported various aspects of disciplinary literacies. The integration of ELF-awareness into disciplinary courses has a positive impact, as evidenced by the key results, which indicate that students in EMI contexts can benefit significantly from this approach.

Acknowledgement:

Keywords:

English as a medium of instruction (EMI), English as a lingua franca (ELF), content and language integrated learning (CLIL), disciplinary literacies (DL)

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ELF and EMI: Partial and (im)partial/(un)disciplinary Oracy

Iris Schaller-Schwaner, University of Fribourg-Freiburg, CH

My talk will focus on aspects of oracy and orality as dimensions both of EMI disciplinary literacy and English as a lingua franca in a Swiss university in which at least three academic languages are selected from, combined or used in predictable and less predictable ad-hoc ways. I will draw on qualitative data mainly derived from an EMI workshop designed and piloted to support junior lecturers with a view to their (future) teaching through the medium of English, also taking on board evidence and experiences from my reflective practice as an EAP teacher.

I will exemplify disciplinary, linguistic, and other factors, including issues of time, effort and technology, which contribute to the push-and-pull that users of English, students as well as teachers, have to navigate in EMI settings. These can lead to suspending or undermining characteristics of ELF which have been shown to be beneficial to content learning in EMI such as dynamic oral interaction and dialogic negotiation of meaning in English as a lingua franca teaching context.

I will conclude with suggestions for awareness raising and strategic answers to questions arising for practice and theorization.

ELF in ELT & CLIL: Reconsidering Teachers' and Teacher Educators' Identity and Agency Development.

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Teachers' and teacher educators' individual theories, attitudes and beliefs underlying their daily practice, are often challenged by sociolinguistic changes, curricular innovations, or new language policies that may trigger their resistance to change, particularly when they are required to adapt and revisit their teaching practices. Recent migration flows have modified European language landscapes and school population, now growingly plurilingual and with different learning and language needs. In their out-of-school experiences and through social media, learners are constantly exposed to non-native speakers' use of English (ELF), to translanguaging exchanges and to language features not integrated yet in local language curricula, nor in teacher education programs. English language teachers, content teachers using English in Content and Language Integrated Learning (CLIL) or English Medium of Instruction (EMI), as well as teacher educators, are thus reconsidering their personal assumptions and beliefs about language and disciplinary literacies, incorporating the powerful reflective framework provided by ELF-awareness. This approach encourages teachers', learners' and teacher

educators' identity development while enhancing their agency; it is thus important to sensitize them to these new scenarios, through reflective and transdisciplinary practice. An ELF-aware reflective approach was adopted in courses on ELF for English language teachers, as the ENRICH CPD course, and in CLIL methodology courses for content teachers. The aim of this contribution is to present and discuss findings of three research studies carried out within the above-mentioned courses on teachers' and teacher educators' responses, particularly in terms of their professional identity and agency development.

Keywords:

agency, CLIL, ELF-awareness, identity

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Enhancing English-Medium Instruction in Higher Education: Pedagogical Strategies and Class Structuring

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Wenli Tsou, National Cheng Kung University, TW

English-Medium Instruction (EMI) has emerged as a prominent approach in higher education, posing challenges and opportunities for instructors and students alike. This paper challenges the common notion that ineffective EMI results solely from insufficient English proficiency among instructors or students. This paper presents findings from two case studies conducted in Taiwan, exploring the implementation of EMI in undergraduate courses and examining its impact on student learning outcomes. The first study investigates the effectiveness of instructional strategies in an engineering course, while the second study explores EMI practices in a mechanics of materials course. Both studies utilize the Organize-Deliver-Interact-Recap (ODIR) looping structure as a framework for organizing classroom activities, supplemented by additional EMI strategies such as translanguaging, multimodalities, and interactive learning tasks. Results from the studies indicate that careful planning and implementation of EMI, including translanguaging support and student-centered learning tasks, can lead to improved comprehension and engagement among students from diverse linguistic and academic backgrounds. The findings highlight the importance of integrating pedagogical support and professional development for EMI instructors to enhance the quality of EMI instruction in higher education settings. Furthermore, the paper discusses implications for EMI teacher training and suggests avenues for future research,

emphasizing the need for continued exploration of effective pedagogical strategies and classroom practices to optimize the EMI learning experience for both instructors and students.

Keywords:

EMI Efficiency, Instructional Organization, Pedagogical Strategies, ODIR Looking Structure

Investigating ELF Task Interactions in a University EMI Class in Japan

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This paper investigates ELF discussion tasks in EMI classes in a Japanese university and reveals the impact of native-speakerism (Holliday, 2006) on these interactions. Like many countries around the world, Japan has experienced significant expansion of EMI within its tertiary institutions in recent years (Bradford & Brown, 2017). In some of these EMI contexts, domestic students are enrolled in the same classes as international exchange students, some of whom are English as a native language (ENL) speakers, thus fostering opportunities for interactions between ELF and ENL speakers (Macaro, 2018). A mixed-method approach was taken to investigate this topic. Initially, questionnaire responses were collected from both domestic (n=48) and international students (n=8) who were enrolled in an EMI lecture course. The questionnaire data indicated that despite some anxieties, both domestic and international students had a desire to communicate using ELF. In addition, thirteen participants from the class volunteered to take part in extracurricular data collection sessions. Utilizing 360-degree cameras, eight discussion task performances were recorded, enabling micro-analysis using the tools of conversation analysis. The data revealed that ENL students tended to dominate the interactions both in terms of talk time and the quantity of language produced. However, the true complexities and nuances of the interactions were revealed by the micro-analysis. The domestic students seemed to relinquish control of key stages of the task proceedings to the ENL speakers, often only contributing when directly asked. Additionally, they demonstrated reluctance to challenge factually inaccurate statements made by the ENL students. These findings demonstrate the detrimental impact that native-speakerism can have on student interactions in ELF settings and prompt reflection on the type of strategies practitioners can employ to ensure all students are given a platform to express themselves and perform to their full potential.

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Investigating the Role of Discipline-Specific Vocabulary in EXINTEX Episodes in EMI classes

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Recent extensive work on the use of English as a lingua franca in EMI university contexts around the world (Dafouz & Gray, 2022; Jenkins, 2019; Hüttner, Dalton-Puffer, & Nikula, 2024; Kuteeva, 2020) has re-examined and re-conceptualized the role of English in tertiary contexts, particularly in relation to knowledge building in specific disciplines. The construction of discipline-specific knowledge, whether explicit or implicit, deeply intertwines with disciplinary literacy (DL). Participants should engage with knowledge and perform DL realizations. The such pivotal realization of DL is the utilization of discipline-specific vocabulary (DSV) in oral and written discourse (Hüttner & Smit, 2018; Sahan, 2020). The current study aims to investigate to what extent university-level students use DSV while collaboratively constructing disciplinary knowledge within EMI universities in ELF contexts. The dataset comprises three 50-minute third-year chemistry lessons captured through audio and video recordings during an academic year. The data include recordings and transcriptions of

whole-class lectures and knowledge-building practices. We analyze the data using Komori-Glatz and Smit's (2021) Exploratory Interactive Explaining Framework (EXINTEX), which analyzes interactive processes where participants collectively explore, negotiate, and construct disciplinary knowledge. Then, we identify elements of EXINTEX, such as topicalization, explanation, and closure, and delineate the episodes of knowledge construction. Finally, we report the findings via examples from the instances of interplay between DL and DSV in meaning-making at an EMI university setting. This study contributes to the DL literature by providing a deeper understanding of the affordances of EMI implementation in higher education, specifically focusing on the details of knowledge construction within EMI settings. The findings have implications for pre- and in-service teacher training to better equip them with resources for successful knowledge building practices in EMI contexts.

Keywords:

English as a lingua franca, English-medium instruction, disciplinary literacy, discipline-specific vocabulary

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Reshaping English via EMI: A Study on the Role of English as a Lingua Franca at Universities in Taiwan

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The widespread adoption of English Medium Instruction (EMI) in educational settings worldwide has not only engendered significant effects and concerns on language and pedagogical practices but also reshaped the perception, acquisition, and utilization of the English language on a global scale. This transformation constitutes a complex sociolinguistic phenomenon influenced by various factors. Focusing on the sociolinguistic implications of EMI in university settings, this study investigates the transformative role of English as a Lingua Franca (ELF) in Taiwan's higher education. Drawing on Dafouz and Smit's (2016, 2020) ROADMAPPING framework and Rose and Galloway's (2019) GELT framework, the role of English is identified as a pivotal dimension that not only shapes but is also shaped by EMI practices. Through semi-structured and focus group interviews with stakeholders from Taiwanese universities, including teachers and students with EMI experiences, this study examines three interconnected dimensions pertaining to the role of English: contextual dimensions including internationalization, glocalization, and academic disciplines; implementational dimensions including language practice and management; and ideological dimensions such as target interlocutors, English ownership, cultural

representation, norms, and the role of the first language and culture. The findings from this research indicate a notable shift in English practices and perceptions, highlighting a complex interplay across these dimensions. Although the standard English ideology promoting the native English model persists and influences EMI implementation in Taiwan' higher education, the actual implementation of EMI offers tangible practice of ELF, challenging conventional perspectives and reshaping English ideologies. In essence, EMI practice, shaped by global trends yet tailored to local educational contexts, serves as a sociolinguistic site that redefines the role of English both globally and locally.

Keywords:

English-medium instruction, English as a lingua franca, higher education, Taiwan

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Revisiting ESP: Developing EMI Students' Disciplinary Literacy and ELF Awareness in Taiwan's Higher Education

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This presentation explores the intersection of English for Specific Purposes (ESP) and English as a Lingua Franca (ELF) by addressing two key inquiries: 1) How do ESP instructors facilitate the acquisition of disciplinary literacy skills among English medium instruction (EMI) students for academic success? And 2) What are the implications of ELF for EMI students' language awareness? Drawing upon our professional development experience with EMI and ESP teachers in Taiwan, an ELF context, we propose a re-orientation of ESP course design that is informed by EMI and ELF. Within the ESP context, needs analysis plays a crucial role in tailoring content and teaching approaches to ensure relevance for students. This presentation reexamines the needs analysis concept of ESP as higher education institutions in many parts of the world are encouraged to adopt EMI. With a growing number of EMI programs in universities, it is high time to explore how college English education can help students meet the literacy demands of EMI. Traditionally, ESP teachers rely on surveys, interviews, or observations to assess students' academic or workplace needs. However, within the context of EMI, we believe that the needs analysis of ESP should be guided by disciplinary literacy. This means that a primary aim of the ESP curriculum is to help students understand how each of the disciplines creates, communicates, and evaluates knowledge, thereby addressing a more immediate need for academic success in students' specialized fields. This alignment of ESP and EMI ensures that students develop mastery of the specialized forms of reading and writing needed to participate successfully in various disciplines. Moreover, addressing the second inquiry, we advocate for ESP instructors to extend their focus beyond enhancing students' linguistic competencies, to also cultivating EMI students' awareness of ELF. By situating ESP within the broader context of ELF, students are empowered to navigate and appreciate the nuances of English as a global lingua franca, fostering their confidence and competence in using English within multilingual academic environments.

Keywords:

English for Specific Purposes (ESP), English medium instruction (EMI), English as a lingua franca (ELF), higher education, Taiwan

University Instructors' and Students' Perspectives on Multilingual Questioning Practices in an EMI Setting

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Yasemin Bayyurt, Boğaziçi University, TR

The rise of English-medium Instruction (EMI) has been evident in many countries. This study investigates classroom interaction in an EMI foundation university. The data gathered from classroom observations (i.e., in electrics electronics and computer engineering courses), stimulated recall (SR) sessions with the content instructors, and semi-structured interviews with the undergraduate students revealed how the interaction unfolds in a multilingual EMI classroom setting in higher education (HE). The classroom data was transcribed using Conversation Analysis (CA), focusing on multimodality (Jefforsan, 2004; Mondada, 2018). The SR sessions and semi-structured interviews were transcribed and coded employing Strauss and Corbin's (1990, p. 61) coding scheme in MAXQDA (MAX Qualitative Data Analysis). The relationship among the question types of three categories, namely, form (i.e., closed and open-ended), content (i.e., facts, reason-explanation, opinion), and purpose (i.e., referential, display, rhetorical), was presented with visual and statistical data (Dalton-Puffer, 2006; Vivekmetakorn & Thamma, 2015). The findings revealed differences between the questioning practices of lecturers whose first languages differed. Both lecturers displayed translanguaging practices during classroom observations to achieve meaning-making and create content knowledge with the help of instructional strategies. Student-initiated questions and undergraduate students' insights about the EMI setting (i.e., reasons for favoring or not favoring) were also analyzed. The study's findings provide implications for a greater grasp of face-to-face EMI classroom interaction with a particular focus on translanguaging and questioning practices of instructors and undergraduate engineering students.

Keywords:

english medium instruction, multimodal conversation analysis, questioning practices, translanguaging

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PhD Projects

An Autoethnographic Research: An Efl Lecturer's Professional Identity Journey in Language Teaching Through Kards Model

Melek Çakircali, Adana Alparslan Türkeş Bilim Ve Teknik Universitesi, TR

This study aims the analysis based on the dynamics of language teacher identity (LTI) through the exploration of an EFL lecturer's professional identity in a globalized world, which are: limited focus on LTI, overemphasis on globalization, insufficient examination of technology's role and lack of pedagogical insights. The researcher focuses on the EFL instructor's teaching pedagogy impacted her professional identity, the insights gained from the experiences of the EFL lecturer shaping her language teaching practices during the Covid-19 regarding the challenges and opportunities of integrating online resources and language learning applications. In addition, the EFL instructor's beliefs in fostering a communicative and student-centered atmosphere influence teaching strategies in the classroom and the EFL lecturer's value. Data was conducted through self-reflection reports of module projects, teacher-learner interviews, discussions notes. As a result, enhancing more cooperative efforts with colleagues and students, advancing all opportunities to continue the EFL instructor's growth in teaching in a more proper way were explored in the study.

Keywords:

KARDS, teacher belief, language teaching, self-reflection, teacher identity,

English As A Lingua Franca: A Dialogical Discourse Analysis of Teacher Education in the State of Paraná, Brazil

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The perspective of English as a Lingua Franca (ELF) has been a topic of growing interest in research from all around the globe since the past two decades. Considering the importance of "glocal" studies, this research is situated in Brazilian ELF studies within the field of Applied Linguistics. The Brazilian English Language Teaching (ELT) academic scenario has been shedding light upon different emerging discourses and practices that impact local teachers' and students' view of the English Language. In face of that, this PhD study focuses on ELF in teacher education, seeking to investigate what discourses, ideologies and practices ground ELT undergraduate courses in the state of Paraná (South of Brazil). In order to do that, the corpus of the study is composed of official pedagogical and political documents, course programs and interview transcriptions with teacher educators from ELT undergraduate courses from 7 State Universities in Paraná. The main objective is to map what discourses and ideologies have been informing the practice of ELT teacher education and to understand to what extend do these discourses and practices reflect an ELF-aware pedagogy considering seminal and current studies from the ELF field (Jenkins, 2015; Cogo and Siqueira, 2017; Sifakis and Bayyurt, 2018; Vettorel and Antonello, 2023, among others). To analyze the corpus, parting from a qualitative-interpretativist methodology, the approach utilized is the Dialogical Discourse Analysis (ADD) developed by Brazilian scholars anchored in the Bakhtin's Circle Theory (Sobral and Giacomelli, 2006; Brait, 2017; Franco, Acosta Pereira and Costa-Hübes, 2019). The study is still in development and preliminary results point to two discursive forces: a centripetal force that acts on maintaining traditional ELT discourses, and simultaneously, a centrifugal force that seeks reformulation and development of new discourses and practices regarding the ELT teacher education in Paraná State towards a more ELF-informed approach.

Keywords:

English as a Lingua Franca; Teacher education; Dialogical Discourse Analysis.

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Instructional Scaffolding and its Influence on Classroom Interaction in EMI courses

Sezgin Doruk, Gebze Technical University, TR

In higher education institutions, most students whose first language is not English encounter many challenges In EMI classes (Mahan, 2022). According to a study conducted by Burgess et al. (2010), the absence of adequate support created a formidable obstacle when students transitioned from learning English as a foreign language to comprehending English content. Creating interactions in a classroom context might play a vital role in content comprehension (An & Thomas, 2021; Lasagabaster & Doiz, 2022), especially in EMI courses, as students try to direct their attention to both content and language. However, with limited interaction between the lecturer and students in the class, lecturers can risk content learning and even higher-order skills (Doiz & Lasagabaster, 2023). Therefore, promoting interaction in EMI courses through in-class practices emerges as a focal concern. One approach to supporting students in EMI programs is using scaffolding techniques, which refer to the use of various high support mechanisms to help learners understand new concepts and skills (Walqui, 2006). For this purpose, data from student questionnaires, student focus groups, instructor interviews and video recordings of the observed lessons in six EMI courses were utilized (Tsui, 2013). The results of the study suggest that EMI students are aware of the importance of in-class interaction and scaffolding practices in promoting interaction and participation in EMI courses. However, the detailed analysis of focus interviews and instructor interview indicate that classroom techniques, qualities of an EMI instructor and supportive and respectful environment can foster an interactive EMI classroom. After the discourse analysis on classroom recordings, EMI instructors tend to employ some supporting practices to help their students, but these practices do not usually comply by the requirements of the contingency requirement of effective scaffolding (Van de Pol et al., 2010).

Keywords:

EMI, interaction, scaffolding

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Poststructuralism: Re-examining the Dichotomy of Learner- and User-oriented Language Ideologies in ELF research

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ELF research has demonstrated that ELF communication is context-dependent, involving the negotiation of meanings within both communities of practice (e.g., House, 2003; Cogo, 2016) and even more transient groups (Pitzl, 2018), exploiting their linguistic resources (Seidlhofer & Widdowson, 2017). When examining language ideologies within the ELF paradigm, however, it becomes evident that ELF research has traditionally approached them from a binary perspective: either learner/NS-oriented or user/ELF-oriented (Jenks, 2022), suggesting individuals align with one or the other ideology.

Given the above, this presentation advocates for a re-examination of Japanese individuals' perception of language ideology within the ELF paradigm, focusing on Japanese secondary school students through a poststructuralist lens (Kayı-Aydar, 2024). Data were collected via individual interviews and analysed by adopting discourse analysis (Gee, 2014; Widdowson, 2007), aiming to understand how the participants navigate and reconcile language ideologies in their lives.

The primary finding of this study is that language ideologies that the participants accepted or resisted varied depending on their positioning within diverse contexts influenced by various power dynamics. Through an ELF-informed instruction course, the participants became aware of and acknowledged user/ELF-oriented ideology when engaging in international communication. That being said, it was also revealed that they simultaneously maintained learner/NS-oriented ideology in specific contexts, such as when discussing university entrance examinations.

This research is significant as it underscores that the participants' language ideological orientation is dynamic and situational. The study calls for a re-examination of how language ideology is conceptualised and investigated within ELF research. Furthermore, this research suggests the potential of poststructuralism as a theoretical framework within the ELF paradigm, considering its capacity for 'a re-framing of issues and of approaches to familiar topic' (McNamara, 2012, p. 479). This approach can provide deeper insights into the fluid and negotiated nature of language ideologies in an increasingly globalised and intersectional world.

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Investigating Teachers' Cognition in Incorporating Intercultural Telecollaboration Programmes: A Case Study of Three Senior High Schools in Indonesia

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The proposed study aims to investigate the roles of teachers in implementing an intercultural telecollaboration programme in English Language Teaching (ELT) classrooms for adolescent learners to promote intercultural and transcultural awareness. Intercultural awareness, in particular, has been recognised in English as a Lingua Franca (ELF) research as an "essential ingredient in ELF awareness" (Sifakis et al, 2018), and is deemed as an important element in an ELF-oriented classroom hence need to be developed through the teacher's involvement (Cavalheiro, 2018).

Drawing from existing literature on telecollaboration and intercultural and transcultural awareness, particularly Baker's (2021, 2022 in intercultural and transcultural awareness) and Kohn's (2021, 2022 in pedagogical mentoring in intercultural telecollaboration), the study underscores the importance of teachers' pedagogical support in designing and facilitating intercultural telecollaboration programmes to promote intercultural and transcultural awareness. By positioning teachers as co-participants rather than mere recipients of an intercultural programme, the research aims to address the gap in understanding how intercultural telecollaboration can be effectively integrated into secondary education in Indonesia in order to raise the learners' intercultural and transcultural awareness.

Through a combination of in-depth interviews and analysis of teachers' reflective journals and classroom documents, the study seeks to describe the strategies employed by teachers to implement intercultural telecollaboration programmes in their respective classrooms. The research objectives encompass both pedagogical and research dimensions, aiming to empower teachers in designing innovative learning experiences while promoting intercultural and transcultural awareness among learners.

The study's methodology involves action research, where three secondary ELT teachers undergo training in intercultural telecollaboration task design and subsequently implement and research the programme in their respective classrooms. Data analysis will employ qualitative and content analysis methods to identify patterns and insights into teachers' pedagogical strategies and perspectives. The study's outcomes hold significance at multiple levels, offering direct benefits to participating teachers and students while contributing to broader discussions on teacher empowerment, intercultural and transcultural awareness in education through the employment of digital technology, and the potential of reflective practice and classroom-based research in ELT contexts.

Keywords:

ELF in ELT, intercultural and transcultural awareness, intercultural telecollaboration, teachers' pedagogical mentoring

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Transforming English Teachers' Perceptions of Global Englishes Language Teaching: A Design-based Research Approach

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The global proliferation of English speakers from diverse linguistic backgrounds has transformed English from a national language to a lingua franca. The sociolinguistic intricacies of 'Englishes' underscore the imperative for teaching Global Englishes (GE) (Rose et al., 2021). Existing studies have endeavoured to promote GE teaching among English teachers, which revealed teachers' generally positive attitudes toward GE while, at the same time, reporting their hesitancy to incorporate GE into their teaching practice due to difficulties in rapid mindset shifts and contextual constraints (e.g., Bayyurt & Sifakis, 2015; Choi, 2023; Prabjandee & Fang, 2022). To address these obstacles, this study employs transformative learning (Jarvis, 2018; Mezirow, 2006) and identity investment (Darvin & Norton, 2015) theories to develop and refine a GE teacher education programme through design-based research. Three intervention iterations, each spanning two months, were conducted with 12, 16 and 19 teacher participants. Each intervention was delivered via multiple online seminars and self-reflective written tasks, focusing on GE-related theories, pedagogies (partially adapted from Matsuda, 2017; Sifakis & Bayyurt, 2015) and identity. Qualitative data were collected from the intervention sessions and in-depth interviews. Data from the former iteration were analysed to inform the refinement of the latter. A comparative analysis of English teachers' performance in all iterations identified the constructive intervention features. Findings yield four intervention features that played essential roles in transforming teachers' perceptions of GE teaching, encompassing enhancing teachers' awareness of the disjuncture and benefits brought forward by GE teaching, promoting GE teaching affordances and opportunities, encouraging reflections on previous GE-informed teaching and facilitating adaptation of GE teaching for real-world settings. This study underscores the significance of facilitating teachers' GE-related transformative learning, enriching their symbolic capitals associated with GE and promoting identity awareness and agency.

Keywords:

Global Englishes, teacher education, design-based research, transformative learning, investment, identity

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Interdisciplinary Section

From gamers' ELF to couples' ELF: interpersonal positioning in ELF interactions

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This paper extends the exploration of ELF discourse across two contrasting contexts: the large-scale network of MMORPGs (Massively Multiplayer Role-playing games), and small-scale private ELF couple interaction. For this purpose, the paper draws upon two data sets. One includes quantitative and qualitative data of ingame linguistic practices, which come from hundreds of gamers (Kramer 2014). Another comprises conversations of five ELF dyads and is of qualitative nature (Klötzl 2015).

By bringing together the two data sets, the paper goes through the similarities and differences between the two domains and looks at how the alignment of various discourse factors - such as message, channel, code, context and participants - affects the gamers and couples' ELF. Despite the obvious differences between the resources and the networks, the exploration raises the same question as for to how people make use of ELF and language in general to relate to each other and to negotiate interpersonal relationships. The findings show that in both domains ELF is only a particular example of how language is generally used for communicative purposes: both gamers and couples are engaged in the same process of interpersonal positioning (Klötzl and Swoboda 2020) and draw upon all the available linguistic resources to achieve effects upon others and to meet the needs of ever-changing conditions.

Keywords:

Interpersonal positioning, Massively Multiplayer Role-playing games, couple discourse

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"It's like unfassable" – A VELF pragmatic approach to audience design and identity construction on Instagram

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English is the lingua franca of the twenty-first century (cf. Seidlhofer 2011: 3) – in offline and in online settings (cf. Sangiamchit 2018: 345; Vettorel 2014: 27). Virtual English as a Lingua Franca (VELF; Bosso 2020; Pineda & Bosso 2023), however, is still a fairly recent research field, to which this paper contributes a case study on asymmetrical and asynchronous interaction in a social media setting. Taking a (V)ELF pragmatic perspective, it centers on the internationally successful German actor Matthias Schweighöfer and his use of ELF with regard to audience design and identity construction on Instagram. The analysis is based on all Instagram posts published by the actor up until June 2023 (n=422; including captions, transcribed video-material, and selected comments sections). Focusing on multilingual resources, a diachronic, quantitative analysis of Schweighöfer's captions was conducted by coding the posts for language choice and code-switching practices. This approach revealed three consecutive stages: a local, German phase catering to a national audience; a global phase, predominately realized in English to promote movies transnationally; and a glocal phase, which was further investigated qualitatively due to its idiosyncrasy. The glocal phase is characterized by the actor's localization of ELF, frequent intrasentential code-switching, and other (semi-) transparent translanguaging practices such as the

coining of formally hybrid protologisms like unfassable ('unbelievable'; cf. Beuter 2023: 161). During this stage, the actor also transplants German idioms into ELF to index his multilingual creativity (cf. Pitzl 2018a: 239; Pitzl 2018b: 211) and present himself as a glocal entertainer.

Additionally, Schweighöfer's pre-emptive use of pragmatic strategies, such as repair or repetition demonstrates how he enhances comprehension for and promotes rapport and solidarity with his linguaculturally diverse audience (cf. Kaur 2022). On a more general level, this study indicates how such strategies are employed on social media and how multimodal means such as videos, emojis, or hashtags enrich and change meaning-making processes.

Keywords:

Virtual English as a Lingua Franca, Social Media, Identity Construction, Audience Design

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The relevance of BELF to teaching practices: A mixed methods exploratory sequential study

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The prevalence of English as a business lingua franca (BELF) communication may require a shift in business English teaching practices. This poster explores the impact of the Conversations about BELF (C.A.B.) initiative, a group founded in 2022 to address this need. The group meets monthly to 1) encourage a conversation about BELF research and its implications in language teaching and learning in business contexts, 2) build a community of teachers interested in BELF, and 3) share resources about BELF. The current study aims to identify participants' perceptions of the group's activities, focusing on the relevance of raising business trainers' awareness of BELF and its potential impact on their teaching practices. Implementing a mixed methods explanatory sequential research design, data was first collected via a questionnaire completed by 32 business English trainers from 20 different countries, functioning in a variety of different

teaching contexts (freelance, private training centers, in-house). Preliminary results indicate that while the C.A.B. sessions seem to have improved business English trainers' knowledge and awareness of BELF as a linguistic phenomenon, it has not necessarily translated to classroom practice or directly benefited their students' communicative abilities or performance. Further, trainers who have attended C.A.B. sessions report much higher utility of the concept than those who have not. It should be noted that data collection is ongoing. Semi-structured interviews will be conducted based on the results of the questionnaire to gain deeper insight into why respondents answered as they did. This research is necessary given the increasing need for business trainers to be equipped with knowledge of BELF and its pedagogical implications. By understanding the impact of the C.A.B initiative, we can gain valuable insights into how to effectively support business educators in integrating BELF principles into their teaching practices to improve their students' transnational communicative abilities.

Keywords:

English as a business lingua franca; BELF; teaching practices; business English

Workshops

ELF & Literature

Facilitator: Justin Quinn, University of West Bohemia, CZ

Many English teachers at secondary level tend to avoid literature in their classes, as it's associated with historical surveys of classic works that they encountered at university, which are often written in older varieties that are difficult to understand. Scholars have explored ways to counter this, and our session is part of such an approach. We'll look at passages from three contemporary authors – Xiaolu Guo, Jhumpa Lahiri and Yiyun Li – which are written in what I call "the zero style". This is a type of writing that mostly employs shorter simple sentences. In comparison with older works it has a narrower range of vocabulary. Cultural references that depend on a traditional Euromerican education are either avoided or explained. Thus, it is often accessible to a greater number of people of different cultural, linguistic, historical, and geographic backgrounds, who speak English as a second language. Many of its finest writers (but not all) are exophonic, that is, English is for them a second, or even third language. Guo is especially interesting as the narrator is learning English throughout the course of one of her novels, A Concise Chinese-English Dictionary for Lovers (2007), and so what the narrator views as errors to be corrected are an integral part of the author's style.

Teaching Global Englishes through Literature: Developing Lesson Plans to Cultivate Intercultural/Multicultural (IC/MC) Communication

Facilitator: Šárka Císařová, Oxford TEFL Barcelona

Contemporary literature can be a highly motivating and rich source of authentic language for English students (Maley 2012, Kramsch 2000) while also presenting many difficulties. Teachers may find it hard to choose appropriate authentic texts but also craft lesson plans to assist learners in overcoming a wide range of linguistic and socio-cultural challenges of global communication in and through English. This workshop will explore sample activities for B1-C2 learners that our team created around poems, short stories, novel excerpts and theatre plays featuring (non)-standard varieties of English from across all three Kachruvian Circles. Going beyond common comprehension questions or linguistic exercises, our main focus is developing post-reading communicative activities that will spark enriching discussions about local values, exploring lingua franca communication features such as code-switching, translanguaging, accommodation and cultural & linguistic identities. We will discuss how literature can help learners of English embrace language as a dynamic medium for creativity and playfulness, while also developing their inter-/multi-/transcultural (IC/MC/TC) communicative skills (Quinn Novotná, Dunková 2021, 2022). Workshop participants will get free access to a toolkit of ready-to-use lesson plans, student handouts and teacher's notes, as well as the opportunity to engage in further collaborative research and material design project/process.

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Teaching ELF as/through literature. A demo lesson

Facilitator: Šárka Císařová, Oxford TEFL Barcelona

Join this demo lesson to see literature through the eyes of learners and take part in tasks promoting multi-lingual pedagogy and integration of L1 **(inspired by Dr Eowyn Crisfield: Inclusive approaches with multilingual learners.)**

For inspiration view ELF14 Worksheets under the name of the Facilitator – www.pcu.cz/elf/documents

If you are interested in cooperation in writing a teacher resource material filled with ELF-informed literature-based lesson plans with intercultural focus, get in touch with us: sharka.c@gmail.com, veronika.elt@gmail.com

Literature in High School English Lessons: Beyond Standard English

Facilitators: Marek Hovorka, Gymnázium Jana Keplera, CZ

In this workshop, we will look at selected literary texts written in, or dealing with, non-standard English.

The texts in question are "Disnae Matter" by Irvine Welsh, "Joebell and America" by Earl Lovelace, and "Mother Tongue" by Amy Tan.

The session will provide practical tips on how ELT teachers can utilize these works to expand their students' understanding of the diversity of the English language and the literature produced in it.

The focus of the individual activities will be on both language skills (e.g. reading) and systems (e.g. vocabulary).

This workshop is primarily intended for high school teachers working with upper-intermediate and advanced students. However, provision will also be made for lower-level students.

Integrating Corpus Linguistics in English as a Lingua Franca (ELF) Education: A Pedagogical Framework for ELT

Facilitator: Michelle Duruttya, Prague University of Economics and Business & University of West Bohemia, CZ

The necessity to be competent in understanding and interpreting both written and spoken English is vital in today's global society. Among various approaches to meeting this demand, corpus linguistics offers a highly efficient method by using corpora to demonstrate the purposes and circumstances in which words are used. This study explores the advantages of employing meticulously designed corpora, including parallel corpora, in teaching English as a lingua franca (ELF) and facilitating translation for better understanding, thereby promoting cross-cultural competency. The recent advancements in communication and the increasing need for intercultural cooperation necessitate effective communication skills. This work examines a pedagogical framework for integrating ELF corpora findings into English Language Teaching (ELT) curricula. Utilizing data from extensive ELF corpora and parallel corpora, including the British National Corpus, the study identifies key linguistic features characteristic of ELF communication. It proposes a shift from traditional native-speaker models to a more inclusive approach reflecting the global use of English. Strategies for implementing ELF findings in ELT, such as developing teaching materials, designing classroom activities, and assessing learner outcomes, are discussed. Potential challenges in adopting an ELF perspective and solutions to foster ELF awareness among educators and learners are also addressed. By aligning ELT with the realities of global English use and incorporating parallel corpora for enhanced translation and understanding, the study aims to equip learners with the skills necessary for effective communication in diverse international contexts.

Keywords:

Corpus linguistics, English as a lingua franca (ELF), English language teaching (ELT), Cross-Cultural competency, British National Corpus, Intercultural Communication, Parallel Corpora

ELF through the Lens of the Language Management Framework

Facilitator: Tamah Sherman, Czech Academy of Sciences, CZ

English as a lingua franca (ELF) has been understood in various ways – as a function, a variety or varieties, a set of practices or even a conscious strategy. For ordinary language users, these distinctions may be completely irrelevant. But language teachers are in a different position. Because they are viewed societally as language experts and norm authorities, they often find themselves facing a number of dilemmas, including the selection of varieties or variants and speaker models and the ongoing question of what, how and when to correct, both generally and in formal assessment processes. Language teaching thus comprises a diverse repertoire of metalinguistic practices, and the integration of the topic of ELF only adds to these. The Language Management Framework (LMF) is a sociolinguistic approach examining the multitude of ways in which people behave toward language, with a focus on the so-called language problem. The aim of the workshop is to become familiar with the framework, consider teachers as language managers, and explore avenues for teaching which apply it to real-life examples. These will include prompted teacher reflections of their own positions within local language policies on the macro-, mezo-, and micro levels, their experiences with language problems, and the context of

multilingualism, English and English teaching in the Czech Republic. Among others, we will touch upon questions of language for communication vs. language as the expression of identity, personal preferences for individual varieties, individual speaker variation and accommodations in interaction.

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ELF-aware Pedagogy for English Language Teachers

Facilitator: Elif Kemaloglu-Er, Adana Alparslan Turkes Science and Technology University, TR

The concept of English as a lingua franca (ELF) embodies the intricate tapestry of linguistic diversity and cultural richness that characterises our interconnected world. With English serving as the lingua franca of our global community, millions of individuals from diverse sociocultural backgrounds engage with the language daily, shaping it into a truly global phenomenon. Gone are the days of considering English solely with its native-speaking origins; today, it belongs to the world. This workshop invites English language teachers to delve into the multifaceted realm of ELF-aware pedagogy, which celebrates the myriad non-native varieties of English and embraces the unique sociolinguistic and sociocultural identities of its users. Through an egalitarian and humanistic lens, we will explore how ELF-aware pedagogy can be seamlessly integrated into English language classrooms, enriching the educational experience for both students and educators alike. Drawing from a fusion of rigorous research findings and practical classroom experiences, this workshop offers tangible strategies for incorporating ELF-aware principles into teaching practices. From adapting the given contextual features to fostering inclusive classroom environments, attendees will gain insights into the transformative potential of embracing linguistic diversity within English language teaching. Furthermore, we will navigate through the advantages and challenges inherent in adopting the ELF-aware paradigm, providing participants with valuable pedagogical recommendations to navigate this dynamic terrain effectively. Join me as we embark on a journey towards a more inclusive and culturally responsive approach to English language teaching, where the vibrant spectrum of ELF-awareness serves as a catalyst for meaningful learning experiences and intercultural understanding.

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ELF-aware Course Material Preparation and Evaluation for English Language Teachers

Facilitator: Elif Kemaloglu-Er, Adana Alparslan Turkes Science and Technology University, TR; Kubra Yagar-Besen, ZŠ Labyrinth - laboratorní škola & Masaryk University, CZ

This workshop is tailored to provide practical solutions for English language teachers seeking to integrate English as a Lingua Franca (ELF) into their teaching practices and course materials. Delving into insights from research conducted on widely used English coursebooks, participants will explore the implications of ELF awareness in English language teaching (ELT) and course material preparation and evaluation. Throughout interactive sessions, attendees will delve into discussions and activities geared towards identifying practical solutions for integrating ELF into their classes. Also, they will explore classroom materials in context-sensitive and real-life focused ways embracing varieties in English use as well as the diversity of sociolinguistic and sociocultural orientations. Emphasis will be placed on the ways to incorporate ELF into English classes, along with approaches for evaluating, selecting, adapting and/or creating course materials to reflect the dynamic and authentic nature of ELF communication marked with variability, flexibility and intense endeavours to maintain intelligibility. Empowered with newfound knowledge and through collaborative engagement and shared experiences, the participants will depart with a deeper understanding of how to adeptly navigate the complexities of ELF integration and foster more inclusive learning environments for their students.

References:

Kemaloglu-Er, E., Deniz, E.B., Ozkan, Y. (2024). Integrating ELF-aware pedagogy into English classes: Practical ideas and hands-on practices. In E. Illes & Y. Bayyurt (Eds.), English as a Lingua Franca in the language classroom: Applying theory to ELT practice (pp. 89-108). Routledge. https://doi.org/10.4324/9781003258698

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Speaker Emancipation through Pedagogical Lingua Franca Immersion

Facilitator: Kurt Kohn, University of Tübingen, DE

In this workshop, we will explore how teachers can help their students develop competence for authentic ELF communication. Instead of studying instances of observed ELF communication, we will focus on the ELT students themselves and on how they can activate and improve their own resources through pedagogical lingua franca immersion. We will discuss ways of implementing intercultural virtual exchanges in a blended learning environment. The aim is to enable students of different linguacultural backgrounds to communicate with each other using "their" Englishes as a pedagogical lingua franca. Key issues include the students' requirements of communicative and communal success, speaker satisfaction and emancipation, MY English repertoire and communicative capability development, and pedagogical mentoring. Case studies from the European Erasmus+ project TeCoLa (http://tecola.eu) will be used to illustrate and validate the approach.

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Comprehensibility as a Teaching and Learning Objective

Facilitators: Parvaneh Tavakoli, University of Reading, GB & Sheryl Cooke, British Council, GB

Comprehensibility, or to the extent to which a speaker can be easily understood, is a fundamental principle of successful communication, and a primary aim of language learning for many second language (L2) learners. Over the past decade, comprehensibility has gained prominence in the light of the rapid development of English as a lingua Franca (ELF) around the globe when speakers of different linguistic, cultural, and professional backgrounds use English to communicate. Despite its critical role in communication and significance in L2 teaching, learning and assessment, comprehensibility remains a less examined and rarely discussed topic in language curricula and L2 teaching material development. Even when comprehensibility is considered in pedagogic contexts, it is often discussed in terms of only the phonological aspects of speech (e.g., segmental features of pronunciation) and in reference to 'a native speaker norm'. In this workshop, we aim to present a new framework for understanding and analysing comprehensibility for communication and pedagogic purposes. We evaluate some current teaching and learning practices before using hands-on activities to introduce some instructional strategies teachers can use to encourage comprehensibility in language classrooms.

Developing Pragmatic Attitudes in BELF

Facilitator: Mira Liyanage, Soka University, JP

This workshop explores activities designed to be carried out in task cycles to teach BELF pragmatics. The activities are designed with three principles in mind: the need to include pragmatics instruction in English language teaching (ELT), re-address pragmatic competence in light of ELF, especially in business contexts, and the effectiveness of TBLT in

delivering pragmatic instruction. Activities are devised to reconceptualize pragmatics in business in light of ELF to showcase the current reality of the ability of multilingual speakers to adjust to the situations and the interlocutors. BELF pragmatic strategies such as preempting strategies, resolution strategies, and explicitness strategies, including self-clarification, self-correction, repetition, retelling, cooperative overlap, and collaborative completion, are scrutinized in the activities. Additionally, ELF assessment strategies, such as giving learners a say in assessing competence, to showcase the innovative directions that English language teaching and learning could take. The participants will switch between teacher and learner hats while participating in different segments of the workshop activities.

AI in preparation for foreign language classes

Facilitator: Kateřina Appelová, National Pedagogical Institute of the Czech Republic (NPI CR), CZ

The course focuses on the pedagogical use of AI tools in the preparation phase of the lesson. In three main 20-minute blocks, participants will learn in detail about three AI tools and methodological tips for working with them.

Each block will be complemented by 2 further tips, the blocks will be arranged according to the lesson structure following the Evocation-Awareness-Reflection model. Considerable time will be devoted to discussion so that participants can take away methodological tips useful for their classes.

Umělá inteligence ve výuce cizích jazyků

Facilitator: Danuše Kubová, National Pedagogical Institute of the Czech Republic (NPI CR), CZ

Kurz je zaměřen na představení a praktické vyzkoušení aplikací umělé inteligence (AI) ve výuce cizích jazyků. Účastníci se seznámí s nejnovějšími AI nástroji, které jsou přístupné bez nutnosti registrace, a naučí se, jak tyto aplikace efektivně začlenit do své výuky. Během workshopu si účastníci vyzkouší aktivity v roli žáků podle modelu E-U-R (evokace – uvědomění – reflexe), což jim umožní lépe pochopit možnosti a přínosy AI pro jazykové vzdělávání. Diskutovány budou také konkrétní digitální kompetence, které jsou prostřednictvím těchto aktivit rozvíjeny. Absolvováním tohoto workshopu získají účastníci nejen důležité znalosti o AI aplikacích, ale také praktické dovednosti pro jejich využití ve výuce.

Practical Ideas for Applying AI Tools in Language Learning

Facilitator: Kerstin Cable, AI Language Club

A live workshop presenting a selection of practical ideas for learning languages with AI.

Practicing a language with AI tools can take many forms, including conversation preparation, role play, games, media creation, grammar practice and drills, and cultural exploration.

In this practical workshop, Kerstin Cable from AI Language Club will invite participants to explore and experiment with various AI-driven language learning activities. We will demonstrate and test the diverse possibilities we have developed and shared with our students.

Participants will be given a tour of the AI Language Club tutorial library and shown how immersive practice can be implemented in a variety of learning scenarios like the Pronunciation Pro, Recipe Generator, or Travel Planner. Attendees are encouraged to bring their own devices to try the prompts and AI tutorials during the workshop.

Linguistic Landscapes for ELF Awareness

Facilitator: Osman Solmaz, Dicle University, TR

This workshop aims to demonstrate how linguistic landscape (LL) tasks—the language we observe in everyday settings—can be utilized to develop learners' awareness of English as a Lingua Franca (ELF). The goal is to provide English language teaching professionals with practical, LL-centered activities to enhance awareness of ELF and Global Englishes (GE) in educational settings. Participants will learn how to design and implement LL tasks that encourage students to critically engage with the English language in their immediate environments, thereby promoting a nuanced understanding of its global and local functions.

Through hands-on activities, participants will discover how to use LL as a pedagogical tool, fostering critical literacy and sociocultural awareness. The workshop will discuss the pedagogical implications of LL tasks, illustrating their potential to transform language teaching practices by integrating real-world linguistic observations into the classroom.

The session will conclude with discussions on how LL-oriented activities can be applied to develop inclusive, reality-based language teaching methodologies that reflect the pluralistic nature of English usage globally.

Keywords:

English as a Lingua Franca, Linguistic Landscapes, Global Englishes, Language Teacher Education

Keynote Speakers

listed by surname in alphabetical order

Will Baker

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Will Baker is an Associate Professor of Applied Linguistics and Director of the Centre for Global Englishes at the University of Southampton, UK. His research interests are Intercultural and Transcultural Communication, English as a Lingua Franca, English Medium Education, Intercultural Education and Citizenship, and Decolonial ELT. Recent publications include 'Intercultural and Transcultural Awareness in Language Teaching', 'Transcultural Communication through Global Englishes', 'English-medium instruction translanguaging practices in Asia', and co-editor of the 'Routledge Handbook of English as a Lingua Franca'. He is also co-editor of the book series 'Developments in English as a Lingua Franca' and 'Elements in Intercultural Communication'. His most recent research project is 'Decolonising English in higher education: Empowerment, access, and global citizenship in ELT' funded by a British Council Widening Participation Research Grant.

Jakub Bareš

Jakub is Head of Strategy at Metamatics and Chief Researcher at the Intelligence Strategy Institute, a think tank dedicated to the safe development of Artificial General Intelligence (AGI). He studied Computer Science at Masaryk University, Business Strategy at Copenhagen Business School, and is pursuing a PhD in Economics at CERGE-EI, focusing on AI-driven economic transformation and new business models. Jakub is the founder and former CEO of Quantizant, a startup focused on competitive intelligence in innovation, and has authored over 50 research articles. His work at Metamatics involves consulting and workshops that enhance innovation potential through AI platforms like ChatGPT, guiding businesses to integrate AI technologies effectively.

Yasemin Bayyurt

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Yasemin Bayyurt is professor of Applied Linguistics in the Department of Foreign Language Education at Boğaziçi University. Her current research focuses on pedagogy of English as a Lingua Franca (ELF), Disciplinary literacies in EMI and CLIL classrooms in K12 and beyond, academic writing and distance/blended learning. Her publications include articles in various indexed/refereed journals (i.e. Language, Culture and Curriculum, Journal of Multilingual and Multicultural Development, Journal of English for Academic Purposes), edited books, and book chapters published by renown national/international publishers. She edited/co-edited "Current Perspectives on Pedagogy for English as a Lingua Franca" (De Gruyter, 2015), "Bloomsbury World Englishes Volume 3: Pedagogies" (Bloomsbury, 2021), and "English as a Lingua Franca in the Language classroom: Applying Theory to ELT Practice" (Routledge, 2024).

Andrew Blair

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Andrew Blair is Director of the MA in Applied Linguistics and TESOL, and doctoral research supervisor at the University of Sussex, U.K. He also has Faculty roles as Convenor of Postgraduate courses and Director of Student Wellbeing. His main research interests include language teacher education, Global Englishes, English as a Lingua Franca and intercultural communication, and he has written and reviewed publications in these areas, in addition to contributing to numerous academic conferences and seminars.

Kerstin Cable

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Kerstin Cable is a language learning coach, speaker, and podcaster living in England, and one of the co-founders of AI Language Club. Kerstin is the creator of www.fluentlanguage.co.uk, author of 15 books and courses for language learners, co-organiser of the Women in Language conference, and creator of the Fluent Show podcast. She is a native German speaker who hails from the beautiful Moselle valley.Kerstin studied 6 languages in Germany and has added 4 more so far, including her language crush, Welsh. Kerstin is a popular speaker at universities and events, and has been featured on BBC World Service, in Süddeutsche Zeitung, Bloomberg Businessweek and The Cut.

Alessia Cogo

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Alessia Cogo is senior lecturer in Applied Linguistics and Editor-in-Chief of ELT Journal (academic.oup.com/eltj). Her research focuses on the diversity of English and translanguaging practices, both in a pragmatics / sociolinguistic perspective and in teacher education. She has worked on projects in English as a Lingua Franca (ELF) and multilingual aspects in Europe, Brazil and Thailand, where she has developed understandings of English diversity within a decolonizing perspective. Her current research concerns the interface between ELF, Critical Pedagogy and social justice. Her latest book is English for a Critical Mind: Language pedagogy for social justice (co-authored with Graham Crookes and Sávio Siqueira).

Eowyn Crisfield

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Dr. Eowyn Crisfield is a specialist in languages across the curriculum (LAC), including EAL/ELL, home languages, bilingual and immersion education, super-diverse schools and translanguaging. She has been an ELF/ESL/EAL teacher, department head, curriculum developer, and has worked in several universities in teacher development programmes. She currently runs her own consultancy focused on improving language teaching and learning in schools. Her research is focused on topics related to languages in education, and she speaks regularly at international conferences, both research and practice oriented. Her focus is on equal access to learning and language development for all students, and on appropriate and effective professional development for teachers working with language learners. She is author of 'Bilingual Families: A practical language planning guide (2021) and co-author of "Linguistic and Cultural Innovation in Schools: The Languages

Challenge" (2018 with Jane Spiro), as well as a wide variety of chapters/articles in both practitioner and academic publications.

Martin Dewey

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Martin Dewey is Reader/Associate Professor in Applied Linguistics at King's College London. Martin's work focuses on the globalisation of English, exploring the relevance of language diversity and multilingualism in teacher education and its impact on conceptualising professional knowledge in additional language pedagogy. He researches attitudes towards multilingualism, language ideologies and critical pedagogy in teacher education and professional development. He is co-author, with Alessia Cogo, of Analyzing English as a Lingua Franca: A Corpus Driven Investigation (Continuum 2012) and co-editor, with Jennifer Jenkins and Will Baker, of Routledge Handbook of English as a Lingua Franca (Routledge 2018). He is Co Deputy Director of Centre for Multilingualism with English. Martin is also Editor-in-chief of Journal of English as a Lingua Franca.

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Nicola Galloway is a Senior Lecturer and Publications Lead in The School of Education at The University of Glasgow, UK. She set up and directs the Education, Languages and Internationalisation (ELINET) network. She is author of Global Englishes and English Language Teaching: attitudes and impact (Routledge, 2017) and co-author of Introducing Global Englishes (2015, 2025), Teaching English as an International Language. Cambridge Elements (2023, Cambridge University Press), and Global Englishes for Language Teaching (2019, Cambridge University Press). She has recently co-edited the first Routledge Handbook of Teaching English as an International language (2024).

Elif Kemaloglu-Er

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Elif KEMALOGLU-ER is an Associate Professor in the Department of Translation and Interpreting at Adana Alparslan Türkeş Science and Technology University in Türkiye. She has over 20 years of teaching experience as an instructor of English for Academic Purposes at reputable Turkish universities. She received her BA in Translation and Interpreting at Bogazici University. She completed her MA in Teaching English as a Foreign Language at Bilkent University and she earned her PhD in English Language Education at Bogazici University with her dissertation on English as a lingua franca (ELF)-aware pre-service teacher education. She has also been an active participant in multifaceted ELF- and Global Englishes-related projects and has given ELF-related and Global Englishes-related seminars and workshops worldwide. Her research interests include English language teaching, English language teacher education, EMI, ELF, particularly ELF-aware pedagogy and ELF-aware teacher education, as well as Global Englishes.

Andy Kirkpatrick

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Andy Kirkpatrick is Professor Emeritus at Griffith University, Brisbane, Australia and a Fellow of the Australian Academy of the Humanities. His research involves the study of the development of Asian varieties of English and the role of English as a lingua franca in ASEAN, language education policy in Asia, and Chinese rhetoric. Recent publications include Is English an Asian Language? (CUP 2021), The Routledge Handbook of World Englishes (Routledge 2020, second edition, editor), The Routledge Handbook of Language Education Policy in Asia (Routledge 2019, co-editor with Anthony J Liddicoat) and the Wiley-Blackwell Handbook of Asian Varieties of English (Wiley-Blackwell 2020, co-editor with Kingsley Bolton and Werner Botha).

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Kurt Kohn is Professor Emeritus of English and Applied Linguistics at the University of Tübingen (Germany). His current professional interests include Global Englishes language teaching and English as a lingua franca pedagogy, intercultural communicative competence development, pedagogical lingua franca immersion, virtual exchange, and language teacher education.

Enric Llurda

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Enric Llurda is Professor of Applied Linguistics at the University of Lleida. His research has mainly focused on non-native language teachers, English as a lingua franca, language attitudes, and multilingualism and internationalisation in higher education institutions, and he is the leading researcher of the project Development of language ideologies in the training of pre-service English language teachers from an ELF perspective (ELFING). He has given plenary speeches at more than a dozen international conferences and has published in several international journals. His most recent articles have appeared in World Englishes, Language Teaching and Journal of English as a Lingua Franca, and he is currently working on an edited volume on 'Deconstructing the native speaker construct' (Routledge).

Sonia Moran Panero

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Sonia Morán Panero is a Senior Lecturer in Applied Linguistics at the University of Southampton. Her research draws from ELF and more recently Decoloniality studies to explore the symbolic, identitarian and social justice dimensions of the use of English as a global lingua franca. She has developed a particular interest in the sociolinguistic realities of English in Spanish-speaking contexts, having undertaken various funded projects and collaborations in Latin America and Spain. Through her work she also seeks to inform critical transformational approaches to English language education. She has published in international journals such as System, TESOL Quarterly or JELF, is co-author of a new edited volume on ELF in Latin America (in press, De Gruyter), and is also a co-editor for the CUP Elements series on 'Intercultural Communication'.

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Inmaculada Pineda is Assistant Professor at the University of Málaga (Spain). Applying ELF research implications into Teacher Training and ELT, she has published on multimedia resources in Teacher Education from an ELF perspective; pre-service teachers' metalinguistic attitudes; ELF Pedagogy and CLIL/EMI training programs. Her current research interests focus on ELF Pedagogy and teacher training, VELF (Virtual English as a lingua franca), and Transmodality and Translanguaging.

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Marie-Luise Pitzl-Hagin is Head of Department and Professor for Research on Teaching and Learning English and Director of the Center for Business Languages and Intercultural Communication at Johannes Kepler University Linz. She was part of the founding team of the Vienna-Oxford International Corpus of English (VOICE), principal investigator of the VOICE CLARIAH project and co-founder of the AILA research network on ELF. Marie-Luise has published on various aspects of ELF, including linguistic creativity, idioms and metaphors, resolving miscommunication, emergent multilingual practices, corpus building and long-term digital maintenance. Her current research focuses on the use of ELF in Transient International Groups (TIGs), which she investigates as principal investigator in the third-party funded research project 'ELF in TIGs' (2019-2025).

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Heath Rose is Professor of Applied Linguistics at the Department of Education, University of Oxford. He is the coordinator of the English Medium Instruction Research Group. Heath's research and teaching is situated within the field of language teaching and language learning. His main research centres on Global Englishes and EMI outcomes, particularly exploring the language needs of students learning in today's globalized world. He has published books on Global Englishes, research methods, and data collection. He is series co-editor of Cambridge Elements in Language Teaching.

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Stephanie Rudwick teaches African Studies at the University of Hradec Králové and is a senior researcher in Ethnology at the Czech Academy of Science, Czech Republic. Since 2018 she is also the editor-in-chief of the Journal Modern Africa: Politics, History and Society. As a linguistic anthropologist, she combines ethnographic and sociolinguistic techniques in her studies and she recently published the monograph The Ambiguity of English as a Lingua Franca; Politics of Language and Race in South Africa (Routledge).

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Appendix: Reading for: *(In)justice and English as a Lingua Franca* Colloquium

Textual stimuli

While our discussion will be guided by the three overarching questions above, the following short texts offer additional stimuli for reflection. These are mini 'case studies' illustrating different ways in which English is directly caught in mechanisms that (re-)produce inequality.

Stimulus 1

Adapted from Mario Saraceni (2024)

Nigel Ng, a London-based comedian originally from Malaysia, is best known for his alter-ego, Uncle Roger. Ng attributes much of Uncle Roger's humor to the character's distinctive way of speaking (Ng, 2022a). Ng himself speaks a cosmopolitan, trendy form of English with clear North American influences, the epitome of what we might call 'global' English. Uncle Roger, in stark and intentional contrast, uses a parodic (and slightly sanitized) version of Chinese-Malaysian English which is much more local and meant to appear somewhat flawed by phonological quirks and 'broken' grammar. It is the kind of English we are implicitly invited to associate with someone who has never left their village and who typically speaks another language.

Nigel Ng believes that accents from Africa, South Asia, or East Asia carry far less social status in the West. He contends that, as an Asian person, he needs to code-switch to a more prestigious variety in order to gain respect, both on a professional and a personal level (Ng, 2021).

[Source: Saraceni (2024) "Way forward: Down to earth with Unequal Englishes". In: Tupas, R. (Ed.) Investigating Unequal Englishes]

Stimulus 2

The following two vignettes, taken from Darvin (2017), are about two separate Filipino migrants in Vancouver, Canada.

Vignette 1

Sixteen-year-old Filipino Ayrton is a tenth-grade student at a private high school in the west side of Vancouver. His family immigrated through the Investor class [...] The language they speak at home is primarily English, which was also the case when they were living in a home with a swimming pool in a gated community in the Philippines. [Ayrton uses] English as a lingua franca in multicultural Vancouver, as he engages with multilingual others from a range of different geographical regions, online and offline. [...] Because of his privileged position, Ayrton is able to immediately claim a legitimate place in his country of settlement, and develop a greater sense of agency. Assigned to the English Honours program of his school, he maintains great confidence in speaking English. "I feel that I didn't need to adjust my English ... I'm just slowly being influenced in my speech." He expresses ownership of the language ("my English") and talks about how he now stresses his syllables in a different way, but that this did not require any kind of active learning on his part, and that he is just "influenced" by the environment.

Like Ayrton, John is also 16, but is a Grade 11 student in a public school in the east side of Vancouver. He moved to Canada when he was ten, after six years of being separated from his mother, who started working in the country as a Caregiver. They speak primarily Filipino at home, which was also the case when they lived in a rural area of the Philippines. [...] John sees English as a language that is foreign to him. When asked what language he prefers speaking, he says, "I prefer more Tagalog since I speak it. Like it's part of me." He does not view English as a natural part of his linguistic repertoire, much less a language that he owns. [...] Because of the less privileged conditions of his migration, he feels like a "stranger" in this country of settlement and thus needs to actively "adjust" the way he spoke to conform to what he regards as native standards and to overcome the accent which is a mark of his own Filipino identity.

[Source: Darvin, R. (2017). Social class and the inequality of English speakers in a globalized world. *Journal of English as a Lingua Franca*, 6(2), 287-311. DOI:10.1515/jelf-2017-0014]

Stimulus 3

The following two texts represent different illustrations of the ways in which English impacts on people's lived experiences, in this case in the context of South Africa. The first one is a short extract from Trevor Noah's autobiographical book *Born A Crime.* Here, Noah talks about language with reference to identity and racism. In the second one, a university student recounts their experience growing up without much English.

Extract 1

Language brings with it an identity and a culture, or at least the perception of it. A shared language says "We're the same." A language barrier says "We're different." The architects of apartheid understood this. Part of the effort to divide black people was to make sure we were separated not just physically but by language as well. In the Bantu schools, children were only taught in their home language. Zulu kids learned in Zulu. Tswana kids learned in Tswana. Because of this, we'd fall into the trap the government had set for us and fight among ourselves, believing that we were different.

The great thing about language is that you can just as easily use it to do the opposite: convince people that they are the same. Racism teaches us that we are different because of the color of our skin. But because racism is stupid, it's easily tricked. If you're racist and you meet someone who doesn't look like you, the fact that he can't speak like you reinforces your racist preconceptions: He's different, less intelligent. [...] However, if the person who doesn't look like you speaks like you, your brain short-circuits because your racism program has none of those instructions in the code. "Wait, wait," your mind says, "the racism code says if he doesn't look like me he isn't like me, but the language code says if he speaks like me he ... is like me? Something is off here. I can't figure this out."

[Source: Noah, T. (2017). Born A Crime. John Murray]

Extract 2

As a young boy, I grew up in poverty and attended a poor crèche, primary school and secondary school. My parents were poor and uneducated, so they did not see why they should spend the little money they made on books. Unfortunately for me, my schools did not have computers, and libraries that could assist me to read and write in English. At school, we were taught in our home language by teachers who were very serious about their job. When I went to high school, the medium of instruction was English and not knowing to read and write English well, I struggled with all my subjects because they were taught in English. Other learners laughed at those of us who could not speak English well especially when we were asked to answer a question in class. I also felt like I was discriminated against by the teachers because most of our teachers were whites and they did not really care about our education. So, throughout my life I have struggled to read and write in English and I am still struggling even here at the university.

[Source: Pineteh E. Angu (2019) Understanding voices from the margins: social injustice and agency in first-year students' literacy narratives, Journal of Further and Higher Education, 43:8, 1152-1162]