

# An ELF-Aware Teaching Prototype for Pre-Service English Language Teachers

*Protótipo de ensino baseado em ILF para professores de inglês em pré-serviço*

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## Abstract

This paper presents a discussion on the development and analysis of an educational prototype focused on teaching English as a Lingua Franca (ELF) at a teacher education program at a university in southern Brazil. The prototype was developed as part of a collaborative research project that aims to integrate theoretical concepts such as language as a social practice (Johnson, 2009; Leffa; Irala, 2014; Zavala, 2018), ELF (Duboc, 2019; Duboc; Siqueira, 2020; Gimenez, 2009; Jenkins, 2015; Seidlhofer, 2001; 2005), and the Multiliteracies Pedagogy (Cope; Kalantzis, 2015; Marson; Jordão, 2022; Zapata, 2022) into the teaching-learning process. The study explores how these guiding principles materialized in the prototype and their pedagogical implications for English teacher education. Data collection included questionnaires, classroom activities, the prototype, support material developed for teacher use, and field notes. The results suggest that the prototype meets its objectives by providing a space for discussing ELF, developing language skills, and implementing teaching strategies. The study suggests that, although some adaptations are necessary, the prototype is a valuable tool for teacher education, fostering critical reflection and ELF-oriented pedagogical practice.

## Palavras-chave

Language as a Social Practice. English as a Lingua Franca. Multiliteracies Pedagogy. Teacher Education. Educational Prototype.

## Resumo


Este artigo aborda o desenvolvimento e a análise de um protótipo educacional focado no ensino de inglês como língua franca (ILF) em um programa de formação de professores de uma universidade no sul do Brasil. O protótipo foi desenvolvido como parte de um projeto de pesquisa colaborativo que busca integrar conceitos teóricos como língua como prática social (Johnson, 2009; Leffa; Irala, 2014; Zavala, 2018), ILF (Duboc, 2019; Duboc; Siqueira, 2020; Gimenez, 2009; Jenkins, 2015; Seidlhofer, 2001; 2005), e a Pedagogia dos Multiletramentos (Cope; Kalantzis, 2015; Marson; Jordão, 2022; Zapata, 2022) no processo de ensino-aprendizagem de inglês. O estudo explora como esses princípios norteadores foram materializados no protótipo e suas implicações pedagógicas para a formação de professores de inglês. A coleta de da-

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dos incluiu questionários, atividades de sala de aula, o protótipo, material de apoio para o professor, e observações de campo. Os resultados sugerem que o protótipo cumpre seus objetivos, oferecendo um espaço para discussão sobre ILF, desenvolvimento de habilidades linguísticas e aplicação de estratégias de ensino. Conclui-se que, apesar de necessitar de algumas adaptações, o protótipo se mostrou uma ferramenta valiosa para a formação de professores, promovendo reflexão crítica e prática pedagógica orientada pelo ILF.

**Keywords**

Língua como Prática Social. Inglês como Língua Franca. Pedagogia dos Multiletramentos. Formação de Professores. Protótipo Educacional.

## Introduction

The global spread of the English language is indisputable. English is spoken not only by those living in English-speaking countries but also by people worldwide. According to the Ethnologue website (Eberhard; Simons; Fenig, 2022), nearly 1.5 billion people speak English, comprising approximately 373 million native speakers and over 1 billion non-native speakers. This widespread use has elevated English to the status of a *lingua franca*, serving as a common language for communication among non-native speakers for various purposes, such as work, trade, travel, education, and entertainment (Salles; Gimenez, 2010).

Using English as a *lingua franca* (ELF) involves its application in intercultural contexts by individuals from diverse linguistic backgrounds (Jenkins, 2015). Unlike a traditional language variety, ELF is a functional aspect of English that emerges only through use (Friedrich; Matsuda, 2010; Seidlhofer, 2011). Due to its intercultural nature, ELF fosters creative and hybrid language use, making it a fluid means of communication. ELF researchers assert that ELF is not bound by native speaker rules, as it belongs to every individual who uses the language, not just a specific group.

The adoption of ELF has significant pedagogical implications, raising questions that English language teachers must address as they contribute to its spread. Research has highlighted the need for teacher education programs that critically engage with English's status as a *lingua franca* (Azuaga; Cavalheiro, 2015; Bayyurt; Sifakis, 2017; Sifakis; Bayyurt, 2017; Duboc, 2019; Duboc; Siqueira, 2020; Figueiredo, 2017; Jenkins, 2015; Jenkins; Cogo; Dewey, 2011; Jordão; Marques, 2018; Seidlhofer; Widdowson, 2018; Siqueira, 2020; 2021). These programs empower users and promote respect for the identities and cultures of English speakers worldwide rather than privileging native speakers. In recent years, Brazil's National Common Core Curriculum (BNCC) has emphasized the importance of incorporating ELF into English language teaching (Brasil, 2018).

This article aims to present and analyze a prototype developed with a focus on ELF. It was developed as a requirement for the completion of a professional master's program and as part of the research project "*Trans(forming) english language teachers: a collaborative proposal for digital teaching material aimed at pre-service teacher education*"<sup>1</sup>. The project's goal was to create teaching materials that address the needs of pre-service teachers, recognizing that language teaching issues should extend beyond theoretical classes or the teaching practicum. Instead, student-teachers benefit from experiencing language classes rooted in theoretical concepts they will later employ as educators.

Professors in the English Language Undergraduate Education Program<sup>2</sup> collaborated on the project, selecting the syllabus and developing the units alongside students from the Master's and Doctoral programs at the university. The guiding principles behind the prototype's design include language as a social practice (Johnson, 2009; Leffa; Irala, 2014; Zavala, 2018), ELF (Duboc, 2019; Duboc; Siqueira, 2020; Gimenez, 2009; Jenkins, 2015; Seidlhofer, 2001; 2005), the Pedagogy of Multiliteracies (Cope; Kalantzis, 2015; Marson; Jordão, 2022; Zapata, 2022), and prototypes (Rojo, 2017; Moura; Rojo, 2012).

Our research was guided by the question, "How are the guiding principles materialized in the prototype?". Data collection included (1) a research questionnaire created using Google Forms, (2) classroom activities completed by students, (3) the prototype, (4) support material developed for teacher use, and (5) field notes by the researchers.

The prototype was piloted with a third-year class in an English language teacher education program at a public university in southern Brazil from February 7th to March 14th, 2022. Its objectives were to (1) create space for discussing the concept of ELF and its implications for language teaching, (2) develop strategies, concepts, and tools—both practical and theoretical—that might help student-teachers teach English from an ELF perspective in their work contexts, and (3) offer language input to help them develop their language skills, enabling them to use English Language Teaching (ELT) jargon and discuss the learning/teaching process through an ELF lens.

This brief introduction has set the stage for our research. Coming up, we will explore the fundamental principles underpinning our approach. Following

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1 The project was designed and coordinated by Dr. Michele Salles El Kadri (UEL).

2 The Undergraduate Program is based at the Center for Human Sciences of a public university in the state of Paraná, southern Brazil.

that, we will outline the methodology employed in developing the prototype, discuss our findings in data analysis and present our final considerations.

## 2 Literature Review

### 2.1 *Language as a Social Practice*

In our educational systems, language does the educating, language organizes the educational activities, and language supervises, controls and evaluates the educational process. And language, in a significant sense, creates education, perpetuates it, and reproduces it (Van Lier, 2004, p. 1).

The perspective of ELF is closely linked to the concept of language as a social practice, as both embrace critical pedagogy, hybridity, and language production as tools for meaning-making rather than as systems to be learned. ELF theorists such as Jenkins (2015), Hall (2017), and Sifakis and Bayyurt (2017) emphasize the importance of intelligibility and creative language use over accuracy concerning standard language forms, viewing this as a means of resistance and national identity expression. Similarly, theorists who see language as a social practice, such as Leffa and Irala (2014), argue that language and its users are intertwined, shaping each other in the meaning-making process. Thus, both constructs view language as a tool for interaction and change, not as a system to be learned in isolation from real life.

Teaching in a foreign language requires teachers to examine their perceptions of language teaching critically. Johnson (2009, p. 44) emphasizes that meaning in language emerges not through grammar or vocabulary or even individual cognition, but through the practical activities people participate in their daily lives. Acknowledging this, the educational approach should move beyond viewing language merely as a fixed system and instead broaden students' abilities to create meaning, engage in actions, and interact within their environments (Zavala, 2018).

### 2.2 *English as a Lingua Franca and ELF Awareness*

Over time, the understanding of ELF has evolved significantly. Jenkins (2015) outlines three developmental phases of ELF. Initially, research focused on identifying the characteristics of ELF usage. Tools like the Lingua Franca Core (LFC) and the *Vienna-Oxford International Corpus of English (VOICE)*<sup>3</sup> were de-

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3 The language collection compilation took place between 2001 and 2009. In 2009, the first version of

veloped to guide educators on which elements of English to emphasize. The focus later shifted towards recognizing ELF's role within communities of practice and its reliance on intelligibility and accommodation skills among speakers. The current phase encourages viewing English usage within the framework of social practice and leveraging bilingualism and multilingualism as assets rather than obstacles to language and learning (Jenkins, 2015, p. 60).

Our research aligns with this contemporary view and seeks to incorporate insights from non-traditional perspectives, particularly from the Global South<sup>4</sup>, as noted by Duboc (2019). Duboc and Siqueira (2020) and Kumaravadivelu (2016) argue that non-native English teachers often face marginalization due to their backgrounds and are encouraged to adopt more autonomous and localized approaches in their teaching, moving away from colonial ELT narratives.

By departing from standard English norms, ELF facilitates more inclusive and adaptable communication, turning English into a multicultural tool where power is negotiated among all users (Siqueira, 2018). This requires a critical approach in ELT to address how cultural aspects are integrated and confronted with global English usage (Baker, 2015). Teachers play a crucial role in selecting materials that reflect these dynamics, making these choices significant acts of curricular and ideological importance (Gimenez, 2009; Figueiredo, 2017).

Gimenez, El Kadri, and Calvo (2017, p. 180) point out that while the notion of ELF has started to influence ELT perspectives in Brazil, integrating it into practical teaching strategies remains challenging. The concept of ELF Awareness, as introduced by Sifakis (2014), helps bridge this gap by providing a framework for incorporating ELF into classroom settings. Sifakis (2017, p. 8) argues that the integration of ELF into traditional English as a Foreign Language (EFL) contexts should be considered in terms of extent ('how much') and syllabus ('what aspects') rather than as a complete replacement.

The acknowledgment of ELF in Brazilian education is not just about adopting new teaching methods but also involves challenging the prevalent Eurocen-

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the corpus was launched. Voice 3.0 version of the corpus was released in September 2021. See: VOICE: Vienna-Oxford International Corpus of English (2021).

4 In his book "Epistemologies of the South: Justice against Epistemicide", Boaventura Souza Santos (2015) claims that the Eurocentric view of producing knowledge, due to colonialism, is dominant. That means the "Global South" hasn't been able to express its knowledge through its own perspective once it was beyond the "Abyssal line" (an imaginary line which divides the superior, educated human on the one side and the barbarian, inferior, uneducated on the other side of such line). Souza Santos's intent is to help the voices of the South to be heard.

tric views and embracing a more localized and critical perspective of English teaching (Duboc; Siqueira, 2020; Jordão, 2022). This approach is crucial in a country like Brazil, where English is neither a second language nor an official language yet rather plays a significant role in education and communication.

In this context, teachers' development in understanding and applying ELF principles is pivotal. Sifakis and Bayyurt (2017) and Bayyurt and Sifakis (2017) propose a structured development program for teachers that includes stages of exposure, critical awareness, and action planning, enabling them to create and evaluate ELF-aligned teaching content effectively. This approach not only enhances teachers' abilities to address the linguistic and cultural diversity of their students but also empowers them to challenge the traditional narratives and practices in ELT, fostering a more inclusive and critical educational environment.

Considering that education is influenced by historical and sociocultural factors, and acknowledging that English is used by individuals from various cultural and linguistic backgrounds, a fundamental concept in our prototype is the Pedagogy of Multiliteracies (Cope; Kalantzis, 2015). This concept will be further explored in the subsequent section of the article.

### **2.3 The Multiliteracies Pedagogy**

The Multiliteracies Pedagogy emphasizes the need to consider students' cultural backgrounds and contexts, asserting that "language and other modes of meaning are dynamic representational resources, constantly being remade by their users as they work to achieve various cultural purposes" (Cope; Kalantzis, 2000, p. 5). Marson and Jordão (2022, p. 6) argue that multiliteracies and ELF help us "value practical knowledges, construct from and within our experience of the world," enabling a diversification of teaching resources in order to "produce knowledge collaboratively and relationally" (Marson; Jordão, 2022, p. 6). In their work *Learning by Design*, Cope and Kalantzis (2015) propose four pedagogical processes: experiencing, conceptualizing, analyzing, and applying, through which students navigate the learning process.

Bull and Anstey (2019, p. 7, *apud* Zapata, 2022, p. 3) argue that teaching based on multiliteracies should equip students not only to master traditional and modern communication technologies but also to become critical thinkers who can devise strategies and use creativity to engage with various texts and audiences. They also emphasize the importance of critical literacy, where learners recognize the discourse, purpose, origin, and power dynamics in texts, and understand

how social and cultural diversity shapes literate practices.

Incorporating the Multiliteracies Pedagogy into teaching and material design involves more than just helping students master different modes of meaning-making; it also includes aiding them in positioning themselves within their realities and engaging with cultural differences in a critical and respectful manner. According to Moura and Rojo (2012), multiliteracies are collaborative, hybrid (combining different language styles, cultures, modes, and media), and challenge established power and ownership dynamics (related to knowledge, tools, ideas, texts). To create educational materials consistent with this pedagogy, Rojo (2017) and Moura and Rojo (2012) suggest developing prototypes, such as Interactive Digital Didactic Materials, which are primarily designed for online use on smartphones and tablets.

### *2.3 The Multiliteracies Pedagogy*

As described by Rojo (2017) and Moura and Rojo (2012), prototypes are digital educational tools created to encourage collaboration and interaction between teachers and students. These materials are designed to be user-friendly and promote a collaborative learning environment, where teachers take on the role of facilitators or guides, and students actively engage in discovering and constructing knowledge through interactions with their peers, the materials, the internet, and the teacher. Rojo (2017) further characterizes prototypes as having a flexible and adaptable structure, which allows other teachers to modify them according to their specific needs and preferences, thereby giving users a sense of ownership. Rojo (2020) also explains that these materials are referred to as prototypes because they only come into being when a user engages with them by clicking on links and navigating through the content, unlike traditional textbooks that contain all their texts and exercises within the physical pages.

Rojo (2017) asserts that the goal of a prototype is to enable its users—both teachers and students—to become critical consumers and creators of content, serving as designers of new meanings and discourses. It is important to highlight that the author encompasses both teachers and students when referring to users of a prototype as content consumers and creators. As this is a new type of educational material, teachers are still in the process of learning how to effectively integrate this new technology and approach into their classrooms.

## **3 Methodology**

In this section, we will outline both the research methodology and the process used to design the prototype.

### *3.1 Research Methodology*

As mentioned before, this study originated as part of a project whose team believes that future teachers should engage with theoretical perspectives such as English as a Lingua Franca (ELF), language as a social practice, the Multiliteracies Pedagogy, and prototype design. These concepts are seen as essential for putting theory into practice and understanding their implications for teaching.

The prototype we developed was piloted in two third-year classes of the English Language Preservice Teacher Education Program at UEL, with a total of 21 students. I co-taught one of these classes with one of my advisors, which included ten students—five men and five women. The other class was taught by another faculty member from the same program, and it included 11 students—four men and seven women. These classes were conducted remotely from February 7th to March 14th, 2022.

This research is categorized as a design study, as described by Borko, Liston, and Whitcomb (2007). In this approach, researchers design and implement educational opportunities for student-teachers development within the context of those opportunities. As mentioned earlier, our prototype was designed to allow students to experience what it is like to be in a classroom where the ELF perspective is applied. Design research is characterized by continuous cycles of design, enactment, analysis, and redesign, driven by theoretical frameworks. Researchers begin with a set of hypotheses about how to promote learning, these hypotheses are refined through ongoing evaluation and adaptation.

As a qualitative interpretive study, following the framework of Cohen, Mannon, and Morrison (2007), our goal was to evaluate the prototype and address the research question “How are the guiding principles materialized in the unit?”. Our analysis was grounded in the core principles outlined in the literature review.

Data collection took place at various stages of the study. To address our research question, we analyzed the prototype itself along with our draft version, which served as a teacher support material and a source of field notes throughout the design and implementation process.

Drawing on the theoretical frameworks discussed in the literature review, we identified 13 basic principles to guide our analysis in answering our research



question: “How are the guiding principles materialized in the prototype?” It is important to note that, due to the interconnected nature of these theories, some principles could be associated with multiple constructs. The summary of the theoretical constructs is presented in Chart 1:

**Chart 1 - Summary of theoretical constructs guiding the data analysis**

Construct	Basic guiding principles
Language as a Social Practice	<ul style="list-style-type: none"> <li>• Language use is based on speakers' sociohistorical context (Johnson, 2009; Leffa; Irala, 2014).</li> <li>• Being bi/multilingual means having all those languages as your linguistic repertoire, not being monolingual in each of them (Jenkins, 2015; Zavala; 2018).</li> </ul>
English as a Lingua Franca	<ul style="list-style-type: none"> <li>• English belongs to the speaker, not to a group of people who are connected geographically (Jenkins, 2015; Seidlhofer, 2005, 2008; Siqueira, 2018).</li> <li>• It is a form of resistance against colonialism (Duboc, 2019; Duboc; Siqueira, 2020; Jordão, 2022; Jordão; Marques, 2018; Rosa; Duboc, 2022; Santos; Siqueira, 2019).</li> <li>• ELF is NOT a variety of English, it is a function (Friedrich; Matsuda, 2010).</li> </ul>
ELF Awareness	<ul style="list-style-type: none"> <li>• Becoming aware of how the English language became a global language is important in teacher education programs (Sifakis; Bayyurt, 2017, 2018).</li> <li>• Interacting with ELF theory should be part of teacher education programs (Kordia; Sifakis, 2018).</li> <li>• Being aware of the “whys”, “whos”, and “hows” in the classroom should be taken into consideration when planning a lesson (Sifakis; Bayyurt, 2017; Bayyurt; Sifakis, 2017).</li> </ul>
Multiliteracies Pedagogy	<ul style="list-style-type: none"> <li>• Interaction with different modes of making meaning is part of becoming literate nowadays (Cope; Kalantzis, 2000; Marson; Jordão, 2022)</li> <li>• The use of the pedagogical moves suggested by Cope and Kalantzis is a way of putting the Learn by Design approach into practice (Cope; Kalantzis, 2015; Zapata, 2022).</li> </ul>

Prototypes (Rojo, 2017; Moura; Rojo, 2012)	<ul style="list-style-type: none"><li>• A prototype is designed in a way which allows the teacher to focus on his/her students' needs while producing it.</li><li>• It has a hollow structure, meaning that it is easily adaptable by other teachers.</li><li>• It can be used online in its integrity.</li><li>• It fosters collaboration.</li></ul>
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Source: Scalassara 2023.

In this section, we will outline both the research methodology and the process used to design the prototype.

### 3.2 *Prototype Design Methodology*

The primary objectives of the prototype are threefold: (1) to create a platform for discussing the concept of English as a Lingua Franca (ELF) and its implications for language teaching, (2) to develop practical and theoretical strategies, concepts, and tools that student-teachers can apply in their own teaching contexts from an ELF perspective, and (3) to offer language input that aids in improving their language skills, enabling them to use English Language Teaching (ELT) terminology and engage in discussions about the teaching/learning process through an ELF lens. The prototype's design was based on an integration of diverse concepts that we believe complement each other and which guided us in defining the prototype's structure and content.

We adopted Leffa's (2008) four-step approach to initiate the prototype's development to designing language teaching materials. The first step involves analyzing students' needs. In our context, this analysis aligned with the principles of the overarching research project (of which the prototype is a part) and the existing literature in the ELT field. Gimenez (2015) noted that, while international researchers were already developing teacher training programs with an ELF perspective, Brazilian researchers had recognized the global spread and varied conceptualizations of English but had not yet proposed significant alternatives to the traditional ELT approach to teacher development. Supporting Gimenez's observation, several scholars, including Duboc (2019), Duboc and Siqueira (2020), Jordão (2022), Jordão and Marques (2018), Rosa and Duboc (2022), and Santos and Siqueira (2019), emphasize the need for a critical approach to teacher education. They advocate for moving beyond the native versus non-native English

model and exploring more critical and political aspects of ELT, such as the global spread of English, the narratives within traditional EFL materials, and issues of interculturality and identity.

Drawing from the project's prior research on students' needs, we moved on to Leffa's second step: designing the prototype. Due to the COVID-19 pandemic, it was adapted for remote delivery using Google Classroom, which was already in use institutionally. The prototype consisted of two synchronous and one asynchronous class per week. Alongside Google Classroom, we used Google Drive to store files, such as PowerPoint presentations, PDFs, and videos, and a Google Docs file was used for drafting and refining the prototype before tasks were uploaded to the platform. This Google Docs file evolved into a "teacher's version" of the material, incorporating reflections, notes, and communication between the researchers and the collaborating professor, whose feedback was instrumental in adjusting the tasks as needed. The final document now includes all prototype activities, suggested answers, digital resource links, and teacher notes to facilitate its use by other educators.

The prototype's production was guided by Sifakis and Bayyurt's (2017) and Bayyurt and Sifakis' (2017) structure for teacher development programs, which comprises three phases. In Phase A, Exposure, student-teachers were introduced to various perspectives on English, its global spread, and its role as a contact language. This phase involved engaging with different English varieties, discussing our beliefs as English language teachers and learners, and considering how these new concepts might influence our classroom practices.

In Phase B, Critical Awareness, we explored topics such as World Englishes, native/non-native speakers, language ownership, and native speakerism. We emphasized that students need strategies and intelligibility for effective communication rather than strict adherence to Standard English or native-like pronunciation. We also reflected on our own beliefs, particularly as Brazilian speakers, acknowledging that many of us have felt inadequate in our linguistic abilities and how such feelings are perpetuated by the ELT industry and native speakers themselves.

In Phase C, Action Plan, we examined and adapted lessons to be more ELF-aware. Students analyzed ELF-aware characteristics in existing lessons, adapted EFL lesson plans to align with ELF principles, and created videos explaining key concepts from the unit, as well as developed an ELF-aware listening activity.

Leffa's (2008) third step in designing teaching materials is piloting. We piloted the prototype with two classes of third-year English language teacher

education students, conducting the sessions remotely. We co-taught one group, while a fellow professor from the English language teacher education undergraduate program taught the other group. The piloting took place from February 7th to March 14th, with three weekly classes, each lasting one hour and forty minutes, totaling 10 synchronous and three asynchronous sessions. The final class on March 14th was held face-to-face.

The final step in Leffa's (2008) framework is assessing the produced material. This was done through (i) a questionnaire administered via Google Forms, (ii) class discussions about the prototype, and (iii) a final task where students shared their personal insights on what they had learned during the month. We also evaluated the unit using our perceptions of what worked well, what needed improvement, our field notes, and the teacher-students' activities and responses. Finally, we conducted a final appraisal of the prototype before starting to make adaptations.

After detailing the methodology used for both the material development and the study, we now present the prototype and its analysis.

#### **4 Prototype Presentation and Analysis**

In this section, we introduce the prototype (Scalassara, 2023) and the results of our analysis. The prototype was designed so that in each class, student-teachers were tasked with analyzing and producing materials. In the Google Docs file, each task was labeled with the pedagogical move suggested by the *Learn by Design* project (Cope; Kalantzis, 2015) that we aimed to achieve.

Figures 1 - 4 are snapshots that illustrate the activities implemented in three of the 13 classes. These images provide visual examples of how the prototype's activities were carried out and demonstrate the practical application of the principles discussed in this study.

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5 Click here to have access to the Google Document used on the defense presentation (Scalassara, 2023): [https://docs.google.com/document/d/141VUvykkN95Ka9PKUDxoCrHOro\\_LcBqgfN6vdfZ6ps4/copy](https://docs.google.com/document/d/141VUvykkN95Ka9PKUDxoCrHOro_LcBqgfN6vdfZ6ps4/copy).

**Figure 1 – Class 1: Putting things together**

5. Putting things together (HW)


Instruções (opcional)  
In pairs, on the attached link, use at least FIVE of the words below (taken from the previous videos and exercises) and write a short text to illustrate **YOUR UNDERSTANDING of the spread of the English language**, based on the discussions we have had so far. Be brief, your text should have between 80 and 150 words. Remember to add both your names to the document.


You can use the guiding question below to help organize your ideas:


- Do the ideas presented in both videos make sense to you? Why/Why not?

mother tongue foreign language native speaker non-native speaker first language second language official language variety dialect standard language new Englishes language use colonization migration norm-providing norm-dependent norm-developing proficiency

**B I U** ☰ ✕

 Why has English developed as a world language?  
Video do YouTube 3 minutos ✕

 5-min definitions for teachers in a hurry: KACHRU'S CIRCLES  
Video do YouTube 5 minutos ✕

 Putting things together - Class 1  
Documentos Google Fazer uma cópia para cada aluno ✕

Source: Scalassara (2023).

By the end of the first class (Figure 1), student-teachers were expected to use and discuss key concepts and jargon related to Global English. They were then asked to write a short text demonstrating their understanding of the class discussion. To support them, we provided a few vocabulary items as scaffolding.

**Figure 2 – Class 2: Talking about native speakerism**

5. Talking about native speakerism

Instruções (opcional)  
Discuss the following questions in trios (get together with people who were assigned different texts than the one you read last Wednesday). You have 5 minutes. Be prepared to report your answers to the class.

A) What causes linguistic "problems" such as the ones the texts mention?  
B) Do you know what native speakerism is? Is it in any way related to the stories?  
C) How can we deal with it?

**B I U** ☰ ✕

Source: Scalassara (2023).

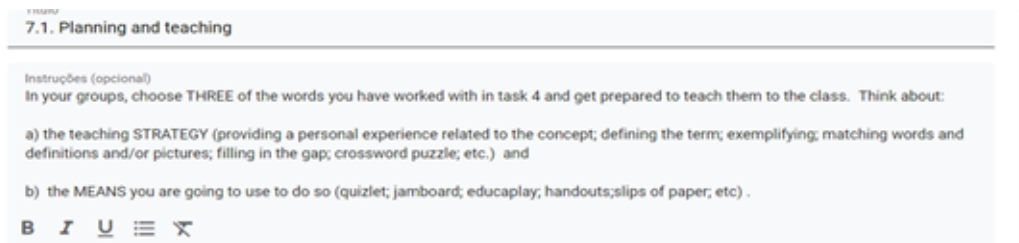
By the end of the second class, we aimed for the student-teachers to achieve two objectives: to discuss the concept of native speakerism and its impact on non-native English speakers, and to brainstorm and implement strategies for teaching vocabulary.

For the first objective (Figure 2), the student-teachers were divided into groups, with each group assigned to read one of three texts about individuals who had experienced linguistic prejudice due to not being native English speakers. After reading, they were reorganized into trios, with each trio consisting of

members from different original groups. In these new groups, they discussed the causes of the linguistic challenges presented in the texts, their understanding of native speakerism, and strategies for addressing it as non-native speakers.

For the second objective (Figure 3), the student-teachers returned to their original groups and selected three vocabulary items from the text they had read at the beginning of the class to teach to their classmates. This task was framed as an "as a teacher" activity, where they were also required to reflect on how they would teach these vocabulary items and which platform they would use for instruction.

**Figure 3 – Class 2: Planning and teaching**



Source: Scalassara (2023).

By the end of the third class (Figure 4), we aimed for student-teachers to participate in a Flipgrid forum discussion on the personal and professional impacts of native-speakerism on non-native English teachers. To facilitate this, students were asked to listen to a podcast interview with PhD Marek Kiczowski, an ELF advocate who supports equity between native and non-native English teachers. After listening to the podcast, student-teachers were instructed to choose one of the provided topics and express their opinions on it by creating a video on Flipgrid. Following their video submissions, they were encouraged to comment on their classmates' videos to stimulate further discussion on the topics.

**Figure 4 – Class 3: Listening and reacting to the podcast**


2. Listening and reacting to the podcast


Instruções (opcional)  
Listen to the podcast by clicking on the link below and do the activities that follow.

**A) First, go over the six topics listed below to gather IDEAS for your own participation in the flipgrid discussion forum;**  
**B) Next, access the forum and record a video expressing your impressions of the podcast. You are supposed to react to ONE of the topics provided;**  
**C) Finally, record a personal comment on TWO videos made by your peers.**

1. Marek Kiczowski says that native speakerism is a way of discriminating against foreign English teachers who aren't perceived as native speakers. Why does he emphasize the word "perceived"? Have you ever been in a situation where you suffered this kind of prejudice? Have you seen it happen to other people?
2. Kiczowski also states that native speakers might have the upper hand in hiring processes. Why is that? Do you believe that happens here in Brazil as well? Which advantages do native speakers have in relation to Brazilian teachers in selection processes?
3. Kiczowski says that it is sad to see people trying to make their accent closer to the American or British accents. What do you think about that? How do you feel about your own accent?
4. "As a native speaker you are assumed to be completely proficient and you don't have to ever produce any proof of your proficiency, whereas as a nonnative speaker you always have to produce a proof of proficiency." a) Is that fair? b) Is English proficiency the only ability an English Language teacher needs? If you don't think so, what else is needed?
5. What point is Kiczowski trying to make when he says that "it's impossible to identify what native speaker culture even means..."? Do you agree with him? Why/Why not?
6. Are there any other relevant issues raised by the podcast that you would like to comment on?

**B** *I* U ☰ ✕

 **Flip**  
<https://flipgrid.com/fc11995b> ✕

 **Stream episode Native Speakerism by Pearson English podcast podcast | Listen online for free ...**  
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Source: Scalassara (2023).

The following chart addresses the research question: "How are the guiding principles materialized in the unit?". The analysis was based on the table of principles developed by Scalassara (2023), informed by the literature review discussed earlier in the article.

**Chart 2 - Summary of how the guiding principles are materialized in the prototype**

<b>Construct</b>	<b>Principle</b>	<b>How the principles are materialized in the prototype</b>
Language as a Social Practice	<p>Language use is based on speakers' sociohistorical context (Johnson, 2009; Leffa; Irala, 2014).</p> <p>Being bi/multilingual means having all those languages as your linguistic repertoire, not being monolingual in each of them (Jenkins, 2015; Zavala, 2018).</p>	<ul style="list-style-type: none"><li>- Teacher and students work together through discussion, group work and pair work;</li><li>- Students wear a teacher's hat while doing the "as a teacher" tasks;</li><li>- The unit is focused on students being teachers in initial education therefore it discusses teaching theories and practices as well as fosters the ability to talk about teaching-learning a language;</li><li>- Critical discussions about what it means to speak English and to be an English teacher;</li><li>- Discussions about how the meaning-making process does not depend on accuracy, but on attitude and intelligibility.</li></ul> <p>Click here for evidence: <a href="https://docs.google.com/">https://docs.google.com/</a></p>



English as a Lingua Franca	<p>English belongs to the speaker, not to a group of people who are connected geographically (Seidlhofer, 2005, 2008; Jenkins, 2015; Siqueira, 2018).</p> <p>Resistance against colonialism (Duboc, 2019; Duboc; Siqueira, 2020; Jordão 2022; Jordão; Marques 2018; Rosa; Duboc, 2022; Santos; Siqueira, 2019).</p> <p>ELF is NOT a variety of English, it is a function (Friedrich; Matsuda, 2010).</p>	<ul style="list-style-type: none"> <li>- Studies/discussion on the spread of English and its colonial ties;</li> <li>- The use of authentic materials produced both in native and non-native English varieties;</li> <li>- Discussions on native speakerism;</li> <li>- Discussions on speaker identity and confidence;</li> <li>- Discussion on WE and how such construct helped to further studies on ELF;</li> <li>- Adoption of a critical view on English teaching;</li> <li>- Adoption of the “epistemologies of the south” perspective on the prototype by founding our studies on works done by researchers from the Global South instead of privileging the “renowned” researchers from the Global North;</li> <li>- Adoption of a critical approach, aiming at bringing forth to students how political it is to be a language teacher;</li> <li>- Discussions on the importance of teachers understanding which discourses they will adopt in the classroom;</li> <li>- Discussions on how each ELF interaction is unique and that we should prepare English language learners to use accommodation strategies in order to make meaning.</li> </ul> <p>Click here for evidence for both ELF and ELF awareness: <a href="https://docs.google.com/">https://docs.google.com/</a></p>
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<p>ELF Awareness</p>	<p>Becoming aware of how the English language became a global language (Sifakis; Bayyurt, 2017; Bayyurt; Sifakis, 2017).</p> <p>Interacting with ELF theory (Kordia; Sifakis, 2018).</p> <p>Being aware of the “whys”, “whos”, and “hows” in the classroom (Sifakis; Bayyurt, 2017; Bayyurt; Sifakis, 2017).</p>	<ul style="list-style-type: none"> <li>- Reading and discussion on ELF theory;</li> <li>- Discussion of implications of having an ELF-aware perspective;</li> <li>- Analysis of both EFL-based and ELF-aware lessons;</li> <li>- Preparation and teaching of ELF-aware activities.</li> </ul>
<p><b>Construct</b></p>	<p><b>Principle</b></p>	<p><b>How the principles are materialized in the prototype</b></p>
<p>Multiliteracies Pedagogy</p>	<p>Interaction with different modes of meaning making (Cope; Kalantzis, 2000; Marson; Jordão, 2022).</p> <p>The use of the pedagogical moves suggested by Cope and Kalantzis as a way of implementing the Learn by Design approach (Cope; Kalantzis, 2015; Zapata, 2022).</p>	<ul style="list-style-type: none"> <li>- Discussions about the importance of context and taking into consideration who our students and their needs are;</li> <li>- The use of a range of modes of making meaning (video, audio, text, cartoon, games, etc);</li> <li>- Attempt to start discussions using students’ own experiences and from that change to novel concepts;</li> <li>- Prototype designed took the weaving of the pedagogical moves proposed by Learning by Design into consideration;</li> <li>- Discussions of the importance of cultural respect and empathy with those who speak a different version of “your” English.</li> </ul> <p>Click here: <a href="https://docs.google.com/">https://docs.google.com/</a></p>

Teaching Prototypes	A prototype is designed in a way which allows the teacher to focus on their students' needs while producing it.	Through the use of Google Classroom as a platform for the prototype so that:
	It has a hollow structure, meaning that it is easily adaptable by other teachers.	<ul style="list-style-type: none"> <li>- teachers can reproduce the unit easily;</li> <li>- each teacher is able to take on authorship and change the prototype the way they seem fit;</li> </ul>
	It can be used online in its integrity.	<ul style="list-style-type: none"> <li>- it is easy to navigate through the material;</li> <li>- students are encouraged to use the Internet as a resource for their projects;</li> </ul>
	It fosters collaboration.	<ul style="list-style-type: none"> <li>- it might be used synchronously and asynchronously;</li> <li>- it is a reliable repository;</li> <li>- it is easy to embed hyperlinks to other resources;</li> <li>- it has all of the characteristics of Digital Learning Objects (DLO) - accessibility, interoperability, adaptability, reusability, durability, and granularity.</li> </ul>

Source: Scalassara (2023).

## Final Remarks

The goal of this study was to present the prototype developed for a pre-service teacher education program at a university in Southern Brazil, guided by the principles of language as a social practice, English as a Lingua Franca (ELF), and the Multiliteracies Pedagogy. The prototype aimed to demonstrate how these core principles are embodied within its framework. Through our analysis and from the responses given by the student-teachers, we verified that the prototype effectively aligns with its objectives, helping student-teachers learn and use English through interaction with peers, the professor, and the prototype itself. Moreover, it placed student-teachers in the role of educators, encouraging them to discuss concepts, reflect on their teaching practices, adapt materials, and prepare teaching activities—all while engaging with authentic materials produced by both native and non-native English speakers.

In conclusion, while the prototype requires some adaptations, it has proven to be a valuable resource for English teachers in pre-service education. It fa-

cilitated reflection, challenged existing beliefs, provided experience with ELF-oriented teaching materials, and offered practical "as a teacher" practice.

As Gimenez, El Kadri, and Calvo (2017) note, while Brazilian researchers acknowledge that ELF offers a more critical perspective for the ELT field, they often struggle with translating these insights into practical teacher education activities beyond reading and discussing the role of English in today's world. We hope that this study will help English teachers and student-teachers approach the adaptation and preparation of ELF-oriented classes more practically.

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