JOILSE PRESTES DE PÁDUA SCALASSARA

THE ENGLISH WE SPEAK:
AFFORDANCES OF AN ELF-AWARE TEACHING
PROTOTYPE IN A TEACHER EDUCATION PROGRAM

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requirements for a Professional Master's
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Londrina, 27 de abril de 2023.

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Mom and dad, thank you very much for always having had a very clear objective while bringing us up. It is clear that you did everything within your power to make us decent, hardworking people. I love you both.

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RESUMO

SCALASSARA, Joilse Prestes de Pádua. **The English we speak**: affordances of an elf-aware teaching prototype in initial teacher education. 2023. 70 f. Trabalho de Conclusão de Curso (Mestrado Profissional em Letras Estrangeiras Modernas) – Universidade Estadual de Londrina, Londrina, 2023.

É inegável que a língua inglesa é usada globalmente, o que significa que é falada não só por pessoas que vivem em países de língua inglesa, mas também por pessoas ao redor do mundo todo. Sendo assim, a língua inglesa alcançou um status de língua franca, sendo usada por falantes nativos e não nativos para diversos fins, como trabalho, viagens, educação, entretenimento, entre outros (SALLES; GIMENEZ, 2010). O presente estudo tem como objetivo apresentar e analisar um protótipo de ensino concebido sob os princípios orientadores de *língua como prática social* (JOHNSON, 2009; LEFFA; IRALA 2014; ZAVALA, 2018), *Inglês como língua franca* (DUBOC, 2019; DUBOC; SIQUEIRA, 2020; EL KADRI, 2010; GIMENEZ, 2009; HÜLMBAUER; BÖHRINGER; SEIDLHOFER, 2008; JENKINS, 2015; SEIDLHOFER, 2001, 2004, 2005), *a pedagogia dos multiletramentos* (COPE; KALANTZIS, 2015; MARSON; JORDÃO, 2022; CAZDEN *et al.*, 1996; ZAPATA, 2022), *e dos protótipos* (PAVAN, 2020; ROJO, 2017; MOURA; ROJO, 2012), a serem implementados no programa de formação inicial de professores de uma universidade no sul do Brasil. Trata-se de um estudo qualitativo interpretativista cujo objetivo é avaliar a unidade produzida respondendo a duas perguntas de pesquisa: 1) "Como se materializam os princípios orientadores na unidade?" e 2) "Quais são as *affordances* (VAN LIER, 2000, 2004) do produto educacional percebidas pela pesquisadora e alunos-professores participantes do estudo?". O conjunto de dados coletados é constituído de: (1) questionário de pesquisa elaborado na plataforma Formulários do Google, (2) atividades realizadas pelos alunos em sala, (3) protótipo, (4) material de apoio para o professor e (5) observações de campo feitas pela pesquisadora. Os resultados apontam que (1) os princípios orientadores foram incorporados com sucesso na estrutura do protótipo e foram concretizados pelos professores em formação participantes no estudo à medida que realizavam as tarefas propostas e avançavam para os trabalhos finais; e (2) as *affordances* percebidas estão relacionadas a três esferas diferentes: a) interação com e entendimento da teoria de Inglês como Língua Franca, b) implicações práticas para o ensino e c) autoconsciência como usuários e professores de inglês.

Palavras-chave: inglês como língua franca; protótipos; pedagogia dos multiletramentos; formação de professores.

ABSTRACT

SCALASSARA, Joilse Prestes de Pádua. **The English we speak**: affordances of an elf-aware teaching prototype in initial teacher education. 2023. 70 f. Final paper (Professional Master Degree in Modern Foreign Languages) – State University of Londrina, Londrina, 2023.

It is undeniable that the English language has spread globally, which means it is now spoken not only by people who live in English-speaking countries but also by people all over the world. As a result, the English language has reached the status of a Lingua Franca, being used by non-native speakers for varied purposes such as work, trade, travel, education, entertainment, and so on (SALLES, GIMENEZ, 2010). The present study aims to present and analyze a teaching prototype designed under the guiding principles of *language as a social practice* (JOHNSON, 2009; LEFFA; IRALA 2014; ZAVALA, 2018), *English as a Lingua Franca* (DUBOC, 2019; DUBOC; SIQUEIRA, 2020; EL KADRI, 2010; GIMENEZ, 2009; HÜLMBAUER; BÖHRINGER; SEIDLHOFER, 2008; JENKINS, 2015; SEIDLHOFER, 2001, 2004, 2005), *the multiliteracy pedagogy* (COPE; KALANTZIS, 2015; MARSON; JORDÃO, 2022; CAZDEN *et al.*, 1996; ZAPATA, 2022), *and prototypes* (PAVAN, 2020; ROJO, 2017; MOURA; ROJO, 2012) to be used in an initial teacher education program in a University in the South of Brazil. This is a qualitative interpretive study which aims at answering the following research questions: 1) "How are the guiding principles materialized in the prototype?" and 2) "What are the affordances (VAN LIER, 2000, 2004) of the educational product as perceived by the researcher and student-teachers participating in the study?". Our data collection set consists of: (1) research form made on Google forms, (2) activities carried out by students in the classroom, (3) prototype, (4) the support material developed for teacher use and (5) field observations made by the researcher. The results point out that (1) the guiding principles have been successfully incorporated in the prototype's structure and were materialized by the student-teachers participating in the study as they worked on the proposed tasks and progressed towards the final assignments; (2) the perceived affordances related to three different domains: a) interaction with and understanding of the theory of English as a lingua franca, b) practical implications for teaching and c) self-awareness as users and teachers of English.

Keywords: English as a lingua franca; prototypes; multiliteracy pedagogy; teacher education.

1. INTRODUCTION

It is undeniable that the English language has spread globally, which means it is now spoken not only by people who live in English-speaking countries but also by people all over the world. According to the Ethnologue website (EBERHARD; SIMONS; FENNIG, 2022), there are almost 1.5 billion English speakers divided into approximately 373 million native speakers and a little over 1 billion non-native speakers[1]. As a result, this language has reached the status of a Lingua Franca, being used by non-native speakers for varied purposes such as work, trade, travel, education, entertainment, and so on (SALLES; GIMENEZ, 2010).

Using English as a Lingua Franca (henceforth, ELF) means using it in intercultural contexts by people from different language backgrounds (JENKINS, 2015). ELF is not an English language variety, but a function of the English language (FRIEDRICH; MATSUDA, 2010; SEIDLHOFER, 2011), which means that ELF only comes into existence while being used. Because of this intercultural use, ELF embraces creative language use, becoming a hybrid, fluid means of communication. ELF researchers state that ELF does not abide by the rules of native speakers as it is not owned by one specific group of speakers, but by all of those who use it.

The use of ELF yields pedagogical implications and questions that must be appraised as we, English language teachers, promote its spread. Research in the area has shown the need for teacher education courses that problematize this Lingua Franca status the language has acquired (AZUAGA; CAVALHEIRO, 2015; BAYYURT; SIFAKIS, 2015, 2017; DUBOC, 2019; DUBOC; SIQUEIRA, 2020; FIGUEIREDO, 2017; GIMENEZ; EL KADRI; CALVO, 2015; JENKINS, 2015; JENKINS; COGO; DEWEY, 2011; JORDÃO; MARQUES, 2018; KICZKOWIAK, 2020; SEIDLHOFER; WIDDOWSON, 2018; SIQUEIRA, 2020, 2021) once it empowers its users and promotes respect for users' identities and cultures worldwide, rather than privileging English native speakers. More recently, the Brazilian National Common Core Curriculum (BNCC - Portuguese acronym) gave prominence to this need by appointing

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[1] *Total speakers in all countries: 1,452,471,410 (as L1: 372,862,090; as L2: 1,079,609,320). See: Eberhard, Simons, and Fennig (2022).*

the concept of ELF as a central perspective for English language teaching in Brazil (BRASIL, 2018).

This article[2] aims (1) to present and analyze a prototype developed on English as a Lingua franca as well as (2) to identify its perceived affordances. It was designed as one of the actions within the research Project[3] TRANS(FORMING[4]) ENGLISH TEACHERS: A COLLABORATIVE PROPOSAL FOR DIGITAL TEACHING MATERIAL AIMED AT PRE-SERVICE TEACHER EDUCATION. The project's goal is designing teaching materials focusing on the needs of pre-service teachers taking into account that issues related to language teaching do not need to be restricted to theoretical classes or the teaching practicum. On the contrary, student-teachers benefit from experiencing language classes based on theoretical constructs they will use/discuss later on as teachers.

Professors of the English Language Education Program collaborate on the project choosing the syllabus and working together on the development of the units along with students from the Master and Doctoral programs of the University. The guiding principles behind the design of our prototype are: *language as a social practice* (JOHNSON, 2009; LEFFA; IRALA, 2014; ZAVALA, 2018), *English as a Lingua Franca* (DUBOC, 2019; DUBOC; SIQUEIRA, 2020; EL KADRI, 2010; GIMENEZ, 2009; HÜLMBAUER; BÖHRINGER; SEIDLHOFER, 2008; JENKINS, 2015; SEIDLHOFER, 2001, 2004, 2005), *the Pedagogy of Multiliteracies* (COPE; KALANTZIS, 2015; MARSON; JORDÃO, 2022; CAZDEN *et al.*, 1996; ZAPATA, 2022), and *prototypes* (PAVAN, 2020; ROJO, 2017; MOURA; ROJO, 2012). We used the following questions to conduct our research: 1) "How are the guiding principles materialized in the prototype?" and 2) "What are the affordances (VAN LIER, 2000; 2004) of the educational product as perceived by the researcher and student-teachers participating in the study?". Based on Van Lier (2000; 2004), we understand that *affordances* are perceived by the researcher and teacher-students as the possibilities of action the

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[2] *We understand that this article is longer than it should be for publication. However, we believe it would be interesting for the examination board panel to see the two parts of the study. After the study is finished, we intend to submit two articles for publication, one presenting the prototype and the other one, its affordances.*

[3] *The project is supervised by Dr. Michele Salles El Kadri*

[4] *"TRANS(FORMANDO) PROFESSORES DE INGLÊS: UMA PROPOSTA COLABORATIVA DE MATERIAL DIDÁTICO DIGITAL PARA A FORMAÇÃO INICIAL DE PROFESSORES"*

prototype provides the participants of the study with while being used to mediate learning. Our data collection set consists of: (1) a research questionnaire form made on Google forms, (2) activities carried out by students in the classroom, (3) the prototype, (4) the support material developed for teacher use, and (5) field observations made by the researcher.

The aforementioned prototype[5] was piloted to the third-year class of a teacher education undergraduate program in English language teaching at a public university in the South of Brazil from February 7th to March 14th 2022. It aims to (1) provide space for the discussion of the concept of ELF and its implications for language teaching, (2) develop strategies, concepts, and tools, both practical and theoretical, which might help the student-teachers to teach English under the ELF perspective in their own work contexts, and (3) offer language input to help them develop their language skills, enabling them to use English Language Teaching (henceforth, ELT) related jargon in addition to discussing the learning/teaching process through an ELF perspective.

The introduction above has briefly delineated the context of our study. In the next section, we will discuss the core principles supporting our work. After that, we will describe the methodology used for both the research and the development of the prototype. Next, we will discuss the analysis of the data. Lastly, we will present our conclusions.

2. LITERATURE REVIEW

2.1 LANGUAGE AS 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).

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[5] *The complete prototype can be accessed through the Google Classroom (**Cópia de JOILSE:** The English We Speak - Banca. [S. l.]: Google Classroom, [2022]. Available in: https://classroom.google.com/c/NTQwMDE5MjQwMzk3?cjc=63re2rh and the Teacher's Support material through The English We Speak (**The English we speak**: examining committee's version. [S. l.: s. n.], 2022. Available in: https://docs.google.com/document/d/141VUvykkN95Ka9PKUDxoCrHOrO_LcBqgfN6vdfZ6ps4/copy).*

Working with the perspective of ELF is closely linked with the idea of language as a social practice as, among other things, both concepts embrace a *critical pedagogy*[6] *(CP)*, *hybridity*[7], and language production as meaning making tools, rather than as a system to be learned. On the one hand, ELF theorists such as Jenkins (2015), Hall (2017), Sifakis and Bayyurt (2017) discuss the importance of intelligibility and creative language use over accuracy in terms of standard language forms as a way of resistance and national identity expression. On the other hand, theorists who view *language as a social practice* such as Leffa and Irala (2014) point out that language and user are intertwined and shape each other in the meaning making process. Thus, both constructs see language as a tool of interaction/ change, not a system to be learned apart from "real life".

The answer to the question: "What does it mean to learn a language?" varies according to one's belief of what a language is. Leffa and Irala (2014) state that the concepts of language and of the teaching/learning process have changed through time. Regarding language, the authors describe three concepts, namely: 1) language seen as a system, 2) language seen as a function, and, lastly, 3) language seen as ideology. While describing the first of the three concepts, the authors explain that, in order to learn a language, one must learn its vocabulary and grammar, how the language "works"; linguistic competence is the goal. In the second one, language is seen as the tool that helps you to accomplish tasks such as greeting people, apologizing, buying things, and so on; communicative competence is the goal. In the third one, Leffa and Irala (2014) point out that language is seen not as a system that is independent of the speaker nor as a tool, which enables its user to do things; on the contrary, the speaker is shaped by language. Consequently, it is through language and interaction that s/he is able to position her/himself in her/his sociocultural context.

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[6] *Critical pedagogy, according to Siqueira (2021, p. 7), "is not a theory or a method, but a way of life, it is a form of doing teaching and learning, it is teaching with an attitude", which means that with critical pedagogy, the teacher is supposed to help his/her students understand who they are and what their reality is, so that they are able to transform their reality. Paulo Freire is one of the fathers of CP and emphasizes the importance of dialogue and co-construction of knowledge in the teaching/learning process*

[7] *In earlier ELF studies researchers such as Graddol (2006), Seidlhofer (2001) and Jenkins (2006) among others talked about how the speaker might transfer aspects of their own mother tongue into English. More recent research (MACIEL; ROCHA, 2020; WEI; GARCIA, 2016; OTISUJI; PENNYCOOK, 2010) uses terms such as "code switching" and "translanguaging" to talk about this entanglement between the languages that constitute the speaker's linguistic repertoire.*

Language itself is brought to the center of the process and it is through it that the speaker exists.

When teaching a foreign language, teachers must be aware of their own beliefs towards what it means to teach a language. Johnson (2009, p. 44, emphasis in the original) states that "From a *language as a social practice* perspective, meaning resides not in the grammar of the language, or in its vocabulary, or in the head of an individual, but in everyday activities that individuals engage in". Having that in mind, classroom focus will not be on the language as a closed system, but as an expansion of the students' repertoire for meaning making, action, and interaction with the world around them (ZAVALA, 2018).

2.2 ENGLISH AS A LINGUA FRANCA AND ELF AWARENESS

A Lingua Franca is a contact language used by people of different native languages for communication (MAURANEN, 2017b). Linguas francas might be pidgin[8] languages that emerge without prior intentional learning of a shared language or natural languages which are second or additional languages to, at least, one of the speakers involved in the communication process (MAURANEN, 2017a). According to Truggil and Hannah (2017), in the specific case of the English language, it has spread around the world for various reasons, the first of them being the British colonization process which took the colonizer's language to its colonies. This process gave birth to variations in the language which were later called English varieties such as Australian English, Indian English, Sri Lankan English, Hong Kong English and so on (TRUGILL; HANNAH, 2017).

The globalization process is another reason for the spread of English. The Internet, easier travel, the entertainment industry (movies, TV shows, music) are all media through which English reached further use and became available to more people (SALLES; GIMENEZ, 2010). As a consequence, English has acquired a Lingua Franca status working as the language of choice for communication (i.e, a contact language) by people from different native languages, being widely used for intercultural

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[8]*A pidgin language is a simplified form of a language, used for communication between people not sharing a common language. Pidgins have a limited vocabulary, some elements of which are taken from local languages, and are not native languages, but arise out of language contact between speakers of other languages. Source: https://languages.oup.com/google-dictionary-en/*

communication (SEIDLHOFER, 2005). Hülmbauer, Böhringer, and Seidlhofer (2008, p. 27) highlight that "ELF is emphatically not the English as a property of its native speakers, but is democratized and universalized in the 'exolingual' process of being appropriated for international use". Friedrich and Matsuda (2010) also call attention to the fact that ELF should be described not as an English variety, but as a function of the English language.

Throughout the years, the concept of ELF has evolved. Jenkins (2015) describes three phases of this evolution. In the first one, much effort was made to describe what the English being used as a Lingua Franca looked and sounded like. The *Lingua Franca Core* (LFC) tried to help teachers decide which aspects of the English language they should focus instruction time on while The *Vienna-Oxford International Corpus of English* (VOICE)[9], devised by Seidlhofer, aimed to collect samples of ELF and describe its lexico-grammatical features; to mention just two of the studies at the time. In the second phase, instead of trying to register what ELF looked and sounded like, the focus changed to the acknowledgment of communities of practice and to the major role played by the concepts of *intelligibility* and *accommodation skills* in English Language exchanges between non-native English language speakers. In the third phase, the author suggests focusing on the fact that most ELF speakers are either bilingual or multilingual and how that fact influences their use of English making it more fluid and hybrid. In her words, researchers should "focus on English as social practice" as well as "recognize bi/multilingualism as a resource rather than a problem" (JENKINS, 2015, p. 60).

Although our study is in accordance with the third view of ELF described above, we also attempt to align it with the ideas presented by Duboc (2019). The author points out it is time for researchers' voices from the *Global South*[10] to be heard in relation to

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[9] *The language collection compilation happened between 2001 and 2009. In 2009, the first version of 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).*

[10] *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. It's important to mention that although the geographical and Global south overlap sometimes, they are not exactly the same. The same way that the Global*

ELF. Duboc and Siqueira (2020) and Kumaravadivelu (2016) claim that non-native English teachers have oftentimes been considered subaltern for their non-nativeness and distance from the Eurocentric way of thinking. To the authors, those teachers should take an agentic stand in their teaching by detaching from the colonial discourse present in ELT and incorporating local matters into their praxis. It is through such reasoning that Duboc and Siqueira (2020) coin the term "ELF[11] feito no Brasil", through which they try to shed light on research that takes place outside the *Global North* (Europe and the USA, mostly).

Distancing English language use from "standard English" language norms and its "owners" provides room for English to be recognized as an intercultural communication tool, which can be modified and adapted to better serve its users' needs. As Siqueira (2018) claims, ELF does not turn English into a neutral zone; rather, it transforms the language into a multicultural zone in which all participants negotiate power. Consequently, a critical view regarding how culture will be worked with in ELT requires recognizing the dominant discourses and confronting them with other diverse settings and cultural backgrounds in which the English language is used for communication (BAKER, 2015), helping students develop their sense of identity and intercultural awareness.

As teachers, we are the ones who choose which material we will bring to class, or, at least, how we are going to implement the coursebooks that we are required to use in our workplace. Such choice is a subjective and political act once we are the ones to decide which content and ideologies will be dealt with in our classrooms (BAKER, 2015). Gimenez (2009) and Figueiredo (2017) also stress the fact that teaching English is a political act and as such, that both teachers and students should be aware of it to be able to perceive how these discourses are embedded in the materials as well as to analyze and interact with them in critical ways.

As stated by Gimenez, El Kadri, and Calvo (2017), although Brazilian researchers seem to believe that ELF provides the ELT field with a more critical perspective, they still struggle with "translating it into practical teacher education activities beyond reading and discussion what English means in today's world" (GIMENEZ; EL KADRI; CALVO, 2017, p. 180). While piloting the unit we developed,

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North overlaps with the geographical North in some instances (parts of Europe and The United States) but are not necessarily the same.
[11] *ELF made in Brazil.*

we too struggled to find a path in order to bring together the concept of ELF and a methodology for classroom use. That was when we came in contact with the concept of *ELF Awareness*, coined by Sifakis (2014), which involves providing teachers with the theoretical foundation to incorporate ELF in the ELT classroom. According to the author, "It is not a question of whether ELF will replace EFL but *how much* (and *what aspects*) *of ELF* will go *into EFL*" (SIFAKIS, 2017, p. 8 – emphasis in the original).

Even though we are from Brazil, a country where English is neither a second language nor an official one, we, English teachers and teacher educators, should be aware of ELF theory (and hopefully have a professional approach which considers it) as a way of incorporating a critical approach to our profession. As Jordão (2021) poses it, we have been teaching based on research methods and quality criteria set by the Global North, making us mimic teaching practices and beliefs that require no knowledge or take no account of our local interests. That is why Duboc and Siqueira (2020) stress the need for us, Brazilian teachers, to act in epistemic disobedience against the Eurocentric view of English teaching and take a stance; not only by deterritorializing English, but also by having a critical attitude towards our view of the English language, our teaching practices, and the discourse we are helping spread.

Gimenez (2006) argues that it is necessary to separate the teaching of English from specific territories because people who learn the language do not have to act like native speakers. She goes on to explain that those who do not need to be familiar with "facts" and "people's habits" (emphasis quotes in the original) related to nations where English is a native language in order to communicate in intercultural situations. She claims that fostering intercultural awareness is more important than attempting to pass on "the culture" (emphasis in the original) of a specific nation, which raises the issue of maintaining a monolithic view of culture, whereas it should better prepare language learners to handle potential cultural misunderstandings.

As Kordia and Sifakis (2018) state, teachers encounter a myriad of challenges while trying to understand the concept of ELF and its relevance to their own teaching contexts. In the process of becoming ELF-aware, teachers gradually come to understand how ELF works as well as the principles and practical implications that support it. Being aware of such a construct empowers teachers to design materials that are relevant to their practice, taking into consideration all of the aspects related to their context, rather than being subjected to general "pre-set notions about how ELF should be integrated within different settings" (SIFAKIS *et al.*, 2018, p. 3).

As Brazilians, one of the aspects that, in our view, is able to empower teacher educators and teachers-to-be is the action against linguistic prejudice. Native speakerism is still very strong among us. Evidence of that is the fact that, by the end of our unit, many of the student-teachers reported that they felt more confident both as users and teachers of the language. When in contact with ELF-theory, teachers will feel more confident and, probably, more enthusiastic to work with an intercultural approach. As proposed by Candau (2020), teachers who regard interculturality in education question the differences and inequalities built throughout history between different sociocultural, ethnic-racial, gender, sexual orientation, religious groups, among others. The author goes on to state that an intercultural approach points to the construction of societies that assume differences as constitutive of democracy and are capable of building new, egalitarian relationships between different sociocultural groups, which means empowering those who have historically been considered inferior.

Throughout one's career, teachers go through several development/education courses/processes both formal and informal ones. According to Sifakis and Bayyurt (2017), the difference between traditional ELT development and ELF teacher development is that the former offers teachers concepts and aspects that have been researched by other teachers/theorists, while in the latter teachers are encouraged to learn about ELF research as well as design, implement, and evaluate materials created/adapted by themselves.

For Sifakis and Bayyurt (2017) and Bayyurt and Sifakis (2017), teacher development programs should consist of three phases. In the first one, "Exposure", teachers should (a) consider English language roles in our globalized world as well as learn about research developed in the areas of ELF, *English as an International Language (EIL)* and *World Englishes (WE)* and (b) discuss/analyze what it means to use English in contact situations. According to them, teachers should also (c) examine the strengths, weaknesses, and challenges of teaching English as well as (d) experience English from a non-native-speaker perspective.

In the second phase, "Critical Awareness", the authors believe teachers should contrast what they have learned in the first phase to their own beliefs about the English language, that is, their attitude towards the native speaker being the ideal linguistic model, the importance of teaching the culture represented by the chosen native English variety, etc. The authors claim that more experienced teachers (i.e., those who

have been in a classroom for a long time) usually see themselves as protectors of the English language and its standard form. It might be a struggle for them to accept this new way of perceiving English. That is why, to the authors, it is so important for them to, first, be aware of their own convictions, to later be able to confront such convictions and make informed decisions (Internal Critical Awareness). After that, teachers compare what was worked with in the first phase to their teaching practice – in regard to which Englishes will be brought to class, the many situations in which English-mediated communication happens, how the teacher deals with error correction, what their role in the classroom is (External Critical Awareness) (SIFAKIS; BAYYURT, 2017).

In the third phase, "Action Plan", teachers should (a) develop activities that encompass both their beliefs about ELF, EIL, WE and their students' realities/needs, (b) implement and (c) critically evaluate them. The aim is to help teachers become *autonomous practitioners* who will take (and inspire) a much more critical and active role in English language education (SIFAKIS; BAYYURT, 2017, p. 460).

As Siqueira (2020) proposes, it is time to integrate the EFL approach to teaching with an ELF perspective of understanding the English language, by, for example, adapting or adding content to materials that are already established in the ELT world. Based on our studies on ELF and ELF awareness, we argue that there are two categories of practical implications that should be brought to action in the classroom for us to make our teaching more ELF-aware.

In the first category, we indicate three small changes. The first one is related to changes we could make while conducting our classes. For instance, exposing students to varied types of English, not only Anglophone ones, as a way of showing students diverse ways English is used and distancing the idea that only native speakers are ideal speaker models. We can also bring discussions about local issues along global ones, helping them learn to talk about their own reality and social context, as well as foster interest and respect for students' own culture and the cultures of all others; hence, not focusing on "target ones", aiming at helping students both value and practice intercultural respect and citizenship.

Two other relevant small changes are (a) helping students focus on intelligibility instead of accuracy, regarding both pronunciation and structure/grammar. As well as (b) reminding them to be active listeners who take responsibility for their understanding of what their interlocutor is saying by using accommodation strategies. If you take an

ELF-oriented approach to the classroom, the "English only" policy will give way to both teachers and students understanding that, in our case, Portuguese is part of our linguistic repertoire and that it can actually help us understand/communicate in other languages. We do not see our students and ourselves as "monolinguals in two languages" but as bi/multilingual individuals who can use their entire repertoire to make/negotiate meaning.

The second category is a more ideological one. Besides being aware of the reasons for the spread of the English language and its colonial grounds, teachers should bring critical discussion on the discourses that are conveyed by teaching materials. Teachers ought to be aware of how teaching a language is a political act and, as such, they could be helping their students strengthen their sense of identity or else they might be making them more vulnerable to discourses of power.

Having in mind that education is historically and socioculturally situated and that the use of the English language happens among culturally and linguistically diverse subjects, another concept that acts as a backbone to our prototype is the *Pedagogy of Multiliteracies*, which is discussed in the next section of the article.

2.3 THE PEDAGOGY OF MULTILITERACIES

Being able to read and write the word on paper is no longer enough for anyone to fully participate in life as a citizen. "Meaning is made in ways that are increasingly multimodal" (COPE; KALANTZIS, 2000, p. 5), which means that the written text coexists with visual, audio, and spatial means of communication. Hence, people need to not only understand but also be able to produce meaning in this multimodal world. As language teachers, it is our job to present students with strategies and tools that will help them fulfill their role as "active designers – makers – of social futures" (COPE; KALANTZIS, 2000, p. 7).

The *Pedagogy of Multiliteracies* takes into consideration students' culture and context and claims 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) claim that concepts such as multiliteracies and ELF enable us to "value practical knowledges, construct from and within our experience of the world" allowing us to diversify our teaching resources in order to "produce knowledge

collaboratively and relationally" (MARSON; JORDÃO, 2022, p. 6). In their work *Learning by Design*, the authors suggest four pedagogical moves, namely: *experiencing*, *conceptualizing*, *analyzing*, and *applying*, through which students migrate back and forth within the learning process (COPE; KALANTZIS, 2015).

The first of these pedagogical moves is *experiencing*, in which the students are in contact with what is "real", concrete for them, and use it as a starting point that will take them to experience information and contexts. It takes into account that we, as teachers, must be aware of our students' realities and bring to class experiences that students are familiar with and use them in class. *Experiencing the known* is about students bringing to class their "real world" experiences, beliefs, and knowledge. *Experiencing the new*, on the other hand, refers to getting students in contact with things that are unfamiliar to them on a personal level, be them real such as new places, situations or virtual, such as texts, information. The authors (COPE; KALANTZIS, 2015) cite Vigotsky here as they claim that this "new" can be compared to the Zone of Proximal Development, as it must be somewhat familiar, and there should be scaffolding for learning to take place.

According to the authors (COPE; KALANTZIS, 2015), *Conceptualizing* puts the students in contact with abstract concepts, theories. *Conceptualizing by naming* helps students understand concepts and become able to compare and contrast, make distinctions among categories, and become concept developers. *Conceptualizing with theory* is the pedagogical move in which the students will formulate generalizations and make associations among different concepts as well as develop theories.

The third pedagogical move suggested is *Analyzing*, in which students are expected to examine events, situations, or pieces of information critically and systematically. While *analyzing functionally*, students are supposed to establish logical connections between text and meaning. *Analyzing critically* means that they are required to perceive the discourses and ideologies behind the text/situation. The last pedagogical move is *Applying*, in which students put the built knowledge into practice. They might do it in two ways: *applying* it *appropriately*, meaning that they apply the knowledge in a context similar to the one where it was learned and/or *applying* it *creatively*, i.e. they are able to apply the new knowledge in a different context from the one it was learned.

Bull and Anstey (2019, p. 7 apud ZAPATA, 2022, p. 3) state that teaching based on the concept of multiliteracies should enable students to not only master traditional

and new communication technologies, but also become critical thinkers who are able to develop strategies and use creativity to interact with diverse types of texts and audiences. The authors also claim that learners must be critically literate, which means they must be able to recognize the discourse, purposes, origin, and relations of power when reading a text as well as realize how social and cultural diversity influence literate practices.

Having the *Pedagogy of the Multiliteracies* in mind while designing materials and teaching involves not only helping students have access to and mastery of different means of meaning making, it also encompasses helping them situate themselves in relation to their realities and open themselves to those who are culturally different in a critical and respectful way. According to Moura and Rojo (2012), multiliteracies are collaborative, hybrid (in the sense that they are a mix of styles of language, cultures, modes and media), and transgressive of power and property relations (of knowledge, tools, ideas, texts). As a way of producing pedagogical materials that are coherent with this new pedagogy, Rojo (2017) and Moura and Rojo (2012) propose the development of prototypes, Interactive Digital Didactic Materials designed to be used online (preferably on smartphones and tablets).

2.4 PROTOTYPES

Prototypes (PAVAN, 2020; ROJO, 2017; MOURA; ROJO, 2012) are digital teaching materials designed to foster collaboration and interaction between teachers and students. Such materials should be easy to navigate and foster collaborative knowledge building among teachers and students by putting the former in a facilitator/guiding position while the latter actively discover and build knowledge by interacting with each other, the material, the internet and the teacher. Rojo (2017) also describes *prototypes* as having a flexible and hollow structure allowing other teachers to use and adapt them in accordance with their (i.e., teachers') wishes and needs, giving those who use the prototype a sense of authorship. Rojo (2020) explains that she calls such materials prototypes because they are only materialized when the user clicks on its links and navigates through it, differently from a regular coursebook which contains all of its texts and exercises in itself.

In her doctoral thesis, Pavan (2020) lists basic characteristics of teaching prototypes as follows: (1) large storage capability and accessibility (as a consequence

of being allocated in the cloud); (2) use of collaborative tools to facilitate interaction between teachers and students; (3) use of tools in conjunction with a database to aid the teachers in class preparation while also ensuring the materials' flexibility and adaptability; (4) presence of strong principles for teaching and learning; (5) dialogue between semiotics and media in the hypertextual, hypermedia, and multimodal structure; and lastly, (6) multicultural character that always combines different cultural collections. Rojo (2017b apud PAVAN, 2020), claims that a *prototype* aims at enabling its users to become critical consumers and producers of content, being designers of new meanings and discourses. It is important to mention that Rojo (2017b apud PAVAN, 2020) means both teachers and students when she claims that users of a *prototype* become consumers and producers of content, since this is a new kind of teaching material and teachers themselves are still learning how to work with this new technology/reality in the classroom.

The following section describes the methodology used both for the design of the *prototype* and the research.

3. METHODOLOGY

In this section of the article we will present both the methodology of the research and of the design of the prototype.

3.1 RESEARCH METHODOLOGY

We believe it is important for us and for this research to establish our *locus of enunciation*[12]. I, the student/researcher, am a Brazilian woman who has worked in a private English language school for over 20 years, got a degree in Portuguese and English Teacher Education from the State University of Londrina in 2005. I felt the need to get back to my studies in 2018, when I became a student of the Professional Master's Program in Foreign Languages (MEPLEM - Portuguese acronym) in the same university. I am married and have a daughter. Both of my advisors (Dr. Adriana Grade Fiori Souza and Dr. Michele Salles El Kadri) are married with children and

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[12] *We believe that, as research is done by people, it is important for the reader to know whose perspective they are getting as a way to help them make informed decisions to what extent this study might be helpful for them or not.*

professors at UEL. Adriana holds a PhD in Language Studies from UEL. Michele holds a PhD also in Language Studies (UEL) and a Post-Doctorate degree in Applied Linguistics from Campinas State University (UNICAMP - Portuguese acronym) and in Education from Espírito Santo Federal University (UFES - Portuguese acronym).

As mentioned earlier, this study "was born" as part of the project TRANS(FORING) ENGLISH TEACHERS[13]: A COLLABORATIVE PROPOSAL FOR THE DEVELOPMENT OF DIGITAL TEACHING MATERIAL FOR PRESERVICE TEACHER EDUCATION. The group who thought of the project believe that future teachers should study the English language experiencing theoretical views such as *ELF, language as a social practice,* the *Pedagogy of Multiliteracies,* and *prototype* design as a way of putting theory into practice and "having a taste" of the implications of adopting those constructs into their practice. A few of the *prototypes* generated in the project are: Santana's (2019) on teaching writing, Zancopé's (2020) on teaching English from a Social Justice perspective, and Aires'(2023) on literature literacy. As I became a MEPLEM student, I realized I shared the group's beliefs and joined them in order to develop a *prototype* on teaching English through a Lingua Franca perspective.

Our *prototype* 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 the classes with one of my advisors. There were ten students, five of whom were men and the other five, women. The other class was taught by a faculty member from the same Teacher Education Program. There were 11 students - four men and seven women. The classes were held from February 7th to March 14th, 2022, in a remote setting.

This study is classified as a *design research* (BORKO; LISTON; WHITCOMB, 2007). The authors state that in such a research, researchers "design and enact educational opportunities for student-teachers' development in the context of those opportunities" (BORKO; LISTON; WHITCOMB, 2007, p. 7). As stated before, our *prototype* was designed focusing on having the students experiment what it is like to be a student in a class where the ELF perspective is used. According to the authors, continuous cycles of design, enactment, analysis, and redesign are a key component

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[13] *TRANS(FORMANDO) PROFESSORES DE INGLÊS: UMA PROPOSTA COLABORATIVA DE MATERIAL DIDÁTICO DIGITAL PARA A FORMAÇÃO INICIAL DE PROFESSORES*

of *design research*. These cycles are theory-driven, with researchers starting with a basic set of hypotheses about how to encourage learning.

During our research, we were able to design, pilot and adapt the *prototype* focusing on our experience. If the *prototype* becomes part of the syllabus of the teacher education course, it might be adapted and redesigned by all future teachers who use it to mediate their teaching. Borko, Liston, and Whitcomb (2007) claim that the foundation of a *design research* is the idea that teacher educators are professionals who continuously tailor their plans based on ongoing evaluations of individual and group performance, which dialogues very well with the idea of teaching *prototypes*. One last characteristic of *design research* pointed out by the authors is that researchers and teachers work closely together so that they can go through the process of developing, piloting, and revising the educational intervention. In our study, that was done through the collaborative work with the professor of the second group who gave us feedback and suggestions on how to adapt the lessons.

As a qualitative interpretive study (COHEN; MANION; MORRISON, 2007) our purpose is to evaluate the *prototype* produced while answering the two research questions: 1) "How are the guiding principles materialized in the unit?" and 2) "What are the *affordances* (VAN LIER, 2000; 2004) of the educational product as perceived by the researcher and student teachers participating in the study?". Our analysis will be carried out based on the concepts described as the core principles of the study.

This investigation seeks to meet the ethical principles of research through the approval by the Ethics Committee[14]. Before joining the study, all of the participants signed an informed consent form[15] in which each participant, besides accepting to join the study, chose if they would like to be identified in the study or not or if they would like to choose a pseudonym or have one chosen for them. Another measure we took was to ask participants for their e-mail addresses so that they can receive a copy of the results of the study. With regard to teaching materials that we did not produce ourselves, we mentioned the source in the tasks so that the authorship was respected and student-teachers had access to the original materials.

Data collection took place at different periods of the study. In order to answer our first research question, we analyzed the *prototype* itself and our draft version,

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[14] *[14] CAAE (Certificate of presentation of ethical appreciation) number 47783321.2.0000.5231*
[15] *Here is a copy of the form students signed agreeing to participate in the study: https://forms.gle/JH5tWFGgLYojQc3H7*

which became a teacher support material, once, along the design and implementation of the *prototype*, it was used as a note-taking tool as source for the analysis. With reference to the second research question, we mobilized (1) the student-teachers' responses to the research form[16] applied via Google Forms on March 7th, in the eleventh class, (2) the listening activity student-teachers prepared and taught on March 9th, the twelfth class, and (3) the student-teachers' answers to the activity "Reflecting on your learning" done on March 14th, our fourteenth class, as sources of analysis.

Based on the theoretical constructs discussed in the literature review section of this article, namely: *language as a social practice, ELF*, and *ELF awareness,* the *Pedagogy of the Multiliteracies*, and the *prototypes,* we have listed 13 basic principles which served as our guide while analyzing data to answer our first research question: "How are the guiding principles materialized in the prototype?". It is important to mention that, as the theories dialogue among themselves, some of the principles could have been listed under more than one construct. The summary of the theoretical constructs is presented below:

Chart 1: Summary of theoretical constructs guiding the data analyzes

Construct	Basic guiding principles
Language as a Social Practice	Language use is based on speakers' sociohistorical context. (JOHNSON, 2009; LEFFA; IRALA, 2014) Being bi/multilingual means having all those languages as your linguistic repertoire, not being monolingual in each of them (JENKINS, 2015; WEI; GARCIA, 2016; ZAVALA; 2018).
English as a Lingua Franca	English belongs to the speaker, not to a group of people who are connected geographically (JENKINS, 2015; SEIDLHOFER, 2005, 2008; SIQUEIRA, 2018). It is a form of resistance against colonialism (DUBOC, 2019; DUBOC; SIQUEIRA, 2020; JORDÃO, 2014, 2022; JORDÃO; MARQUES, 2018; ROSA; DUBOC, 2022; SANTOS; SIQUEIRA, 2019). ELF is NOT a variety of English, it is a function (FRIEDRICH; MATSUDA, 2010; JORDÃO, 2014).

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[16] *Here is a copy of the research form: https://forms.gle/H5g6N4Uxs5GJaSF99*

Construct	Basic guiding principles
ELF Awareness	Becoming aware of how the English language became a global language is important in teacher education programs (SIFAKIS; BAYYURT, 2017, 2018). Interacting with ELF theory should be part of teacher education programs (KORDIA; SIFAKIS, 2018). Being aware of the "whys", "whos", and "hows" in the classroom should be taken into consideration when planning a lesson (SIFAKIS *et al.*, 2018; SIFAKIS; BAYYURT, 2017; BAYYURT; SIFAKIS, 2017).
Pedagogy of Multiliteracies	Interaction with different modes of making meaning is part of becoming literate nowadays (COPE; KALANTZIS, 2000; MARSON; JORDÃO, 2022; CAZDEN *et al.*, 1996). 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, YELLAND; COPE; KALANTZIS, 2008; ZAPATA, 2022).
Prototypes (ROJO, 2017; MOURA; ROJO, 2012)	A prototype is designed in a way which allows the teacher to focus on his/her students' needs while producing it. It has a hollow structure, meaning that it is easily adaptable by other teachers. It can be used online in its integrity. It fosters collaboration.

Source: The author.

With regard to the second research question, "What are the *affordances* of the educational product as perceived by the researcher and student-teachers participating in the study?", we firstly need to define what *affordances* are. We use Van Lier's (2004) perspective, which aims to analyze the relations between people and the world around them as well as language learning as a way of interacting more effectively with the world. He defines *affordance* as a "relationship between an organism and the environment that signals an **opportunity for** or **inhibition** of action" (VAN LIER, 2004, p. 4, our emphasis). In other words, in a language learning context, *affordances* come about through the interaction of the learners with the environment (their classmates, the teachers, the materials) which promotes/inhibits action/learning. For instance, one of the *affordances* perceived by the researcher is that the *prototype* was able to promote a critical debate regarding what it means to teach English in a globalized world. Different people might regard affordances differently depending on their background as social historical conditions interfere with how people understand the world around them (ARONIN; SINGLETON, 2012; VAN LIER, 2004).

We have listed the *affordances* in two major categories: 1) affordances perceived by the students and 2) affordances perceived by the researcher. In the first category, we analyze the students' final activity in which they were supposed to state what they had learned with and from the *prototype* and their answers to the questionnaire in order to list the *affordances* they perceived. In the second category, besides the students' responses to the "Reflecting on your learning" activity (Figure 16) and their answers to the research form, we also use the researcher's field notes, the *prototype* itself, and students' activities done during the course to list the *affordances* perceived by the researcher.

The following chart presents a summary of the data collection and data analysis instruments.

Chart 1: Data collection and data analyzes instruments summary

Objective	Research question	Data source	Analysis tools
Present the prototype and verify if guiding principles were used in the production of the prototype	1) "How are the guiding principles materialized in the unit?"	✓ The prototype itself ✓ Teacher's guide	Researcher's table of principles based on literature review in the field.
Investigate the affordances of the prototype perceived by all the participants	2) "What are the affordances of the educational product as perceived by the researcher and student teachers participating in the study?"	✓ Students' responses on the questionnaire; ✓ Activities produced by the students; ✓ Researchers' field notes.	Affordances perspective (Van Lier, 2004)

Source: The author.

After describing the methodology of the research, we now present the methodology used in the development of the *prototype.*

3.2 PROTOTYPE DESIGN METHODOLOGY

The objectives of the *prototype* are (1) provide space for the discussion of the concept of ELF and its implications for language teaching, (2) develop strategies, concepts, and tools, both practical and theoretical, which might help the student-teachers to teach English under the ELF perspective in their own work contexts, and (3) offer language input to help them develop their language skills, enabling them to use ELT related jargon in addition to discussing the learning/teaching process through

an ELF perspective. The design of the *prototype* was grounded on the dialogue among diverse concepts which, in our view, complement each other and have helped us to set an objective as to what the *prototype* should look like and which contents should be worked with.

In order to start producing the *prototype*, we used Leffa's (2008) four steps on how to design language teaching materials. The first of Leffa's steps is the analysis of the students' needs. In our context, this analysis was made in consonance with the research project's (which the development of the unit is part of) principles and literature on the ELT field, due to the fact that the researcher was not in contact with the students in this first step. In 2015, Gimenez (2015) stated that, although international researchers were already looking for and planning teacher development courses which had an ELF perspective, Brazilian researchers recognized the spread of the English language use and its different conceptualizations but had not significantly suggested alternative practices to counteract the historical/traditional ELT approach to teacher development. In line with Gimenez's words, Duboc (2019), Duboc and Siqueira (2020), Jordão (2014; 2022), Jordão and Marques (2018), Rosa and Duboc (2022), Santos and Siqueira (2019) highlight the importance of a critical approach to teacher education where student-teachers go beyond the native versus non-native English model discussion and dive into more critical/political aspects of ELT, such as how and why the English language has spread, the discourses traditional EFL materials bring, interculturality, identity, among so many others.

After learning from the project's previous research on students' needs, we started designing the *prototype*, Leffa's second step. It is important to mention that, at first, our *prototype* was thought to be piloted in a face-to-face context. However, because of the COVID 19 pandemic, it was done so remotely. As a consequence of the need for remote teaching, we decided to use Google Classroom[17] as the platform for our *prototype* as professors had already been using it institutionally. There were two synchronous and one asynchronous classes per week. Besides Google Classroom, we used Google Drive to store the files (powerpoint presentations, PDF files, videos and so on) and a Google documents file.

This Google documents file was, at first, used to draft the *prototype* before uploading the tasks to the Google Classroom platform. As our *prototype* was being

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[17] *See: Google (https://classroom.google.com/c/NTQwMDE5MjQwMzk3?cjc=63re2rh [2022]).*

developed and piloted, this document became a "teacher's version" of the material as we added some of our reflections, notes for the teacher and, most importantly, it was our means of communication with the other professor whose feedback helped us change and adapt the tasks as needed. Now, it contains all of the activities of the *prototype*, suggested answers, links for digital resources, and "for the teacher" notes to help other teachers use the *prototype*.[18]

In order to produce the *prototype*, we used Sifakis and Bayyurt's (2017) structure for teacher development programs. As mentioned earlier in this text, they propose a three-phase program: Phase A, *Exposure*, in which student-teachers have contact with the different views of the English language, learn about its spread and the consequences of such spread, interact with different English varieties, and become conscious of the English language's global role as a contact language. In this "first phase", we put students in contact with different spoken English varieties, talked about the spread of the English language, discussed our own beliefs as English language teachers and learners as well as started thinking how these new concepts we were discussing might change the way we act in class.

In phase B, *Critical Awareness*, we commented on the concepts of World Englishes, native/non native speakers, language ownership, and native speakerism. Hence, we discussed how students need strategies and intelligibility in order to be successful communicators much more than using Standard English and having native-like pronunciation. We also reflected upon our own beliefs in relation to those topics, as Brazilian speakers, since most of us had used the "sorry for my English" expression at least once in our lives. Besides, all of us had also felt, at some point, that we were not good enough (in terms of our linguistic skills) to work as English teachers and shared how that feeling is passed down to us by the ELT industry and native speakers themselves.

In phase C, *Action Plan*, we analyzed ELF-aware[19] lessons as well as EFL focused lessons. We enumerated some of the ELF-aware characteristics in those lessons and adapted EFL lesson plans to make them more ELF friendly. Lastly,

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[18] *For the teacher's guide see "The English We Speak - Examining committee's version" by Scalassara (2022)*
https://docs.google.com/document/d/141VUvykkN95Ka9PKUDxoCrHOrO_LcBqgfN6vdfZ6ps4/copy
[19] [19] *When we started talking about designing classes from an ELF perspective, we used the expression "ELF friendly classes/activities". After we started interacting with the concept of ELF awareness, we adopted the expression "ELF-aware".*

students produced a video explaining one of the concepts they studied in the unit and prepared an ELF-aware listening activity. The following chart shows the structure of the *prototype*.

Chart 2: Structure of the prototype

ELF- AWARE course development phase (SIFAKIS; BAYYURT, 2017; BAYYURT; SIFAKIS, 2017)	Class objectives	Learning by design pedagogical moves (COPE; KALANTZIS, 2015)	Activity
Phase A – Exposure	Class 1. By the end of this class, students will be able to use and discuss some key concepts and corresponding jargon related to Global English.	Experiencing the known	Tasks:1 Introducing the Topic and 2. Going further
		Experiencing the new	Tasks: 1.1 Learning about the Expansion of the English Language and 3 Listening for details
		Conceptualizing with theory	Tasks: 2.2 - Reflecting on Kachru's circles and Task 4.1 Reviewing concepts
		Conceptualizing by naming	Task: 4. Working with vocabulary
		Applying appropriately	Task: 5. Putting things together
	Class 2. By the end of the class, students will be able to discuss the concept of native speakerism and its impact on non-native speakers of English as well as brainstorm and implement various strategies for teaching vocabulary.	Experiencing the known	Tasks: 1 Discussing a cartoon, 5 Talking about native speakerism
		Experiencing the new	Tasks: 2 Predicting what the story will be about, 5 Talking about native speakerism, 6 Working with vocabulary

ELF- AWARE course development phase (SIFAKIS; BAYYURT, 2017; BAYYURT; SIFAKIS, 2017)	Class objectives	Learning by design pedagogical moves (COPE; KALANTZIS, 2015)	Activity
		Analyzing functionally	Tasks: 3 Reading, 7 Working as teachers
		Applying appropriately	Tasks: 4 Presenting your group's conclusions, 7.1 Planning and teaching
	Class 3. By the end of the class, students will be able to engage in a flipgrid forum discussion on how native-speakerism might impact non-native English teachers personally and professionally.	Experiencing the known	Task: 1 Listening preparation: Getting acquainted with the speakers
		Analyzing functionally	Task: 2 Listening and reacting to the podcast
		Applying appropriately	Task: 2 Listening and reacting to the podcast
	Class 4. By the end of this class, students will be able to differentiate between the concepts of English as a Lingua Franca (ELF) and English as a Foreign Language (EFL); as well as identify teaching practices related to both concepts	Experiencing the known	Task: 1 Guessing ELT-related acronyms
		Conceptualizing with theory	Tasks: 4 Reading and ELF definition and 4.1 Reading about the differences between ELF and EFL
		Conceptualizing by naming	Task: 2 Learning ELT-related acronyms or Testing your memory
		Analyzing Critically	Task: 3 Wrapping up

ELF- AWARE course development phase (SIFAKIS; BAYYURT, 2017; BAYYURT; SIFAKIS, 2017)	Class objectives	Learning by design pedagogical moves (COPE; KALANTZIS, 2015)	Activity
Phase B - Critical Awareness	Class 5. By the end of the class, students will be able to list teaching practices related to ELF and EFL as well as present the differences and similarities of both concepts to the class.	Conceptualizing with theory	Task: 2 Analyzing a lesson
		Analyzing Critically	Tasks: 1 Reflecting on ELF teaching implications, 3 Putting things together
	Class 6. By the end of the class, students will be able to describe teaching practices related to ELF and EFL as well as adapt an EFL lesson so that it becomes more ELF friendly.	Conceptualizing with theory	Task: 1 Putting things together
		Applying appropriately	Task 2: Adapting a lesson
	Class 7. By the end of this class, students will be able to differentiate between the concepts of English as a Lingua Franca (ELF) and English as a Foreign Language (EFL); as well as discuss the concept of ELF-Awareness.	Experiencing the new	Tasks: 2 Predicting what Sifakis' video will be about and 3 Discussing ELF Awareness
		Conceptualizing by naming	Task: 1 Identifying ELF and EFL

ELF- AWARE course development phase (SIFAKIS; BAYYURT, 2017; BAYYURT; SIFAKIS, 2017)	Class objectives	Learning by design pedagogical moves (COPE; KALANTZIS, 2015)	Activity
Phase C - Action Plan	Class 8. By the end of the class, students will be able to identify the characteristics of a "5-minute video for teachers in a hurry" genre (which they will produce later on).	Experiencing the new	Tasks: 1 Learning the genre, 4, 4.1, 4.2 Playing with grammar
		Experiencing the known	Tasks: 4, 4.1, 4.2 Playing with grammar
		Analyzing functionally	Tasks: 2 Analyzing the language used in the videos, 3 Analyzing language, 3.1 Analyzing language (part 2)
		Applying appropriately	Task: 5 Writing definitions
	Class 9. By the end of the class, students will be able to produce the first version/script of their own "5-minute video for teachers in a hurry".	Applying appropriately	Task 1: Producing a preliminary version of your 5-minute video
	Class 10. By the end of the class, students will be able to analyze a lesson plan and label it ELF-aware or EFL-like supporting their decision with theoretical evidence.	Analyzing critically	Tasks: 1 Reviewing ELF awareness, 3 Analyzing ELF-aware activities, 4 Analyzing critically
		Conceptualizing by naming	Task: 2 Conceptualizing by naming

ELF- AWARE course development phase (SIFAKIS; BAYYURT, 2017; BAYYURT; SIFAKIS, 2017)	Class objectives	Learning by design pedagogical moves (COPE; KALANTZIS, 2015)	Activity
		Applying appropriately	Task: 5 Preparing an ELF-aware listening activity
	Class 11. By the end of the class, students will be able to improve their own production through their peers' feedback as well as help them improve theirs by giving them feedback. They will also assess the unit.	Analyzing critically	Tasks: 1 Peer editing, 2 Commenting on your experience and 3 Responding to the research form
		Applying appropriately	Task: 1 Peer editing
	Class 12. By the end of the class, students will be able to teach their class to their classmates and produce a final evaluation of the course.	Analyzing critically	Tasks: 1.2 Discussing the listening task and 2 Reflecting on your learning
		Applying appropriately	Task: 1A - Teaching your activity
	Class 13. By the end of the class, students will be able to present/teach concepts studied in the unit in a video format.	Applying appropriately	Task 1 - Producing the official version of your 5-minute activity

Source: The Author

Leffa's (2008) third step for designing teachers' materials is piloting. We piloted the *prototype* in two classes of third-year students of the English language teacher education remotely. I was responsible for co-teaching one group alongside one of my advisors. The other group was taught by a fellow professor from the English language teacher education undergraduate program. From February 7th to March 14th, there were three weekly classes of one hour and forty minutes each, totaling 10 synchronous and three asynchronous classes. Our last class, on March 14th was held face-to-face.

The final step, according to Leffa (2008), is the assessment of the produced material. This was accomplished by the teacher-students through (i) a questionnaire they responded to on Google forms, (ii) discussions about the *prototype* we had during lessons, and (iii) their final task in which they were asked to share their personal insights about what they had learned in the month we had worked together. My advisor who accompanied me through the piloting stage and I also assessed the unit using our own perceptions of what was appropriate and what had to be changed, our field notes and teacher-students' activities and responses to the aforementioned tools. Lastly, we, the researcher and her two advisors, had a final appraisal of the *prototype* before we started adapting it.

After presenting the methodology used for the development of the material and the study itself, we go on to present the prototype and its analysis.

4. PROTOTYPE PRESENTATION AND ANALYSIS

In this section of the article, we present the prototype and the results of the analysis carried out in our study.

We designed the *prototype* so that, in each class, student-teachers were supposed to analyze and produce materials. In the Google documents file, we labeled each task with the pedagogical move suggested by the *Learn by Design* project (COPE; KALANTZIS, 2015) we intended to achieve. Snapshots were taken to illustrate each activity described below.

By the end of the first class (Figure 1), we expected the student-teachers to be able to use and discuss some key concepts and corresponding jargon related to Global English. Then, we asked them to write a short text to illustrate their understanding of what had been discussed in this class. We provided them with a few vocabulary items as a way to assist as scaffolding for them.

Figure 1: Class 1 – Putting things together

Source: The author.

By the end of the second class, we expected the student-teachers to be able to discuss the concept of native speakerism and its impact on non-native speakers of English as well as to brainstorm and implement various strategies for teaching vocabulary. For the first objective (Figure 2), in groups, they read three texts about people who went through linguistic prejudice for not being native speakers of the language; each group was in charge of reading a different text.

After that, they got divided again in trios, each student coming from one of the previous groups, and talked about what the causes for the linguistic problems were, what they understood as native speakerism, and how to deal with it as speakers of the language. For the second objective (Figure 3), back with their previous groups, they were supposed to choose three vocabulary items from the text they had read in the beginning of the class to teach their classmates. This was an "as a teacher" activity in which they were supposed to also reflect on how they would teach such items and which platform they would use to teach them.

Figure 2: Class 2 – Talking about native speakerism

Titulo
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 ≡ X̄

Source: The author.

Figure 3: Class 2 – Planning and teaching

Titulo
7.1. Planning and teaching

Instruções (opcional)
In your groups, choose THREE of the words you have worked with in task 4 and get prepared to teach them to the class. Think about:

a) the teaching STRATEGY (providing a personal experience related to the concept; defining the term; exemplifying; matching words and definitions and/or pictures; filling in the gap; crossword puzzle; etc.) and

b) the MEANS you are going to use to do so (quizlet; jamboard; educaplay; handouts;slips of paper; etc) .

B *I* U ≡ X̄

Source: The author.

By the end of the third class (Figure 4), we expected student-teachers to be able to engage in a flipgrid forum discussion on how native-speakerism might impact non-native English teachers personally and professionally. To this end, we asked students to listen to a podcast interview with PhD Marek Kiczkowiak who is an ELF enthusiast and defends equity among native and non-native English teachers. After listening to the podcast, student-teachers were supposed to choose one of the topics provided by us and express their opinions on it in a video format on Flipgrid[20]. After that, they were supposed to comment on their classmates' videos in order to foster discussion on the topics.

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[20] *Flipgrid is a free online platform in which people can have discussion forums using videos to communicate. See: FLIP (2022).*

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 Kiczkowiak 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. Kiczkowiak 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. Kiczkowiak 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 Kiczkowiak 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>U</u> ≔ ✕

Flip
https://flipgrid.com/fc11995b   ✕

Stream episode Native Speakerism by Pearson English podcast podcast | Listen online for free …   ✕
https://soundcloud.com/pearson-english-podcast/native-speakerism

Source: The author.

By the end of the fourth class (Figure 5), we expected student-teachers to be able to differentiate between the concepts of ELF and English as a Foreign Language (EFL); as well as to identify teaching practices related to both concepts. They were supposed to read a table about the differences between teaching English from an ELF and an EFL perspective and complete the missing information phrases provided below the table. Then, they were asked to reflect upon their experience as students and/or as teachers and identify which of the two teaching approaches they have been in contact with the most.

Figure 5: Class 4 – Reading about the differences between EFL and ELF

Source: The author.

By the end of the fifth class (Figure 6), we aimed that the student-teachers would be able to list teaching practices related to ELF and EFL as well as present the differences and similarities of both concepts to their classmates. This class has already been adapted in this second version of the *prototype*. The student-teachers did not have to build this mind map in our classes due to time constraints, but we believe this will give future students the opportunity to organize their ideas.

Figure 6: Class 5 – Putting things together

Source: The author.

By the end of the sixth class (Figure 7), we planned that student-teachers would describe teaching practices related to ELF and EFL as well as adapt an EFL lesson so that it became more ELF friendly. For time constraints, we did not do this activity, but

we kept it in the *prototype* because we believe it is a way for student-teachers to realize that we can make lessons more ELF friendly through small adaptations to materials which have been designed by other teachers.

Figure 7: Class 6 – Adapting a lesson

By the end of the seventh class, we expected the student-teachers to be able to differentiate between the concepts of ELF and EFL, and discuss the concept of ELF-awareness. For the first objective (Figure 8), we played a game in which the student-teachers had to write in the chat box if the teaching beliefs presented by the teacher had an ELF-friendly or an EFL-oriented approach. For the second objective (Figure 9), we started our studies on ELF-awareness. They watched a video (5-min definitions[21] for teachers in a hurry – ELF AWARENESS) from professor Sifakis; then, they had a discussion about it and shared whether they had been convinced by it.

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[21] *https://www.youtube.com/watch?v=jrlyxV_PTpo&list=PLru1_3sWC4qBA-ytnn1vrvwYMxwxJDhsE&index=2*

Figure 8: Class 7 – Identifying ELF and EFL

1. Identifying ELF and EFL - game

Instruções (opcional)
You are going to play a game to tell the difference between EFL and ELF. You must identify if the sentences read/projected by the teacher refer to ELF or EFL. Write your answers on the chat box as fast as you can.

1) Native-like pronunciation is a goal.
2) Exposure to different English varieties is a must.
3) Idioms and culturally-bound expressions are studied as vocabulary.
4) Intelligibility is one of the main speaking goals.
5) Listening is considered an active skill.
6) Following grammatical rules of standard English is important.
7) Idiosyncrasies (non-standard language forms) are welcome in communication.
8) Teacher/School chooses one English language variety for students to be exposed to.

Source: The author.

Figure 9: Class 7 – Discussing ELF-awareness

3. Discussing ELF-awareness

Instruções (opcional)
In the same groups, watch the video and try to answer the questions you made in the previous exercise. Were both your questions answered? Be prepared to share one of them and its answer with the whole class - in case it was mentioned by Sifakis.

a) What does it mean to be an ELF aware teacher?
b) Which arguments does Professor Sifakis use to show us that it is a relevant concept?
c) Has he managed to convince you? Why/Why not?

5-min definitions for teachers in a hurry: ELF AWARENESS
Vídeo do YouTube 4 minutos

Source: The author.

By the end of the eighth class (Figure 10), we expected the student-teachers to be able to identify the characteristics of a "5-minute video for teachers in a hurry" genre (which they will produce later on). We will use two prints here. One of the activities in which they first have contact with the 5-minute video genre and the other in which they start writing definitions as a way of practicing for a task to be done in a later class. In order to become acquainted with the genre, the student-teachers were divided into three groups. Each group watched a video and completed a table describing its features. We corrected the exercise as a whole group so that we could talk about the similarities in the videos.

Figure 10: Class 8 – Learning the genre

Source: The author.

In the second activity (Figure 11), the student-teachers were supposed to write a definition of one of the jargon items listed from the videos in order to practice defining an item in a more academic way.

Figure 11: Class 8 – Writing definitions

Source: The author.

By the end of the ninth class (Figure 12), we expected them to be able to produce the first version/script of their "5-minute videos for teachers in a hurry". This was actually done as a result of the other professor's feedback who alerted us we had not given students enough practice before asking them to produce the final video. We believe her input was fundamental for the completion of the task. Here, the student-teachers had to prepare a script of their videos and record audios as rehearsal for the videos. The final version of the videos was to be posted on a YouTube channel to be available for use by other professors in the courses taught to second-year students.

Figure 12: Class 9 – Producing a preliminary version of your 5-minute video

Source: The author.

By the end of the tenth class (Figure 13), we expected them to be able to analyze a lesson plan and label it ELF-aware or EFL-like, supporting their decision with theoretical evidence. We gave the student-teachers an ELF-aware lesson plan to analyze and had a discussion in class on which features (of the lesson plan) made it ELF-aware.

Figure 13: Class 10 – Talking about your analysis

Título
4.Talking about your analysis

Instruções (opcional)
As a whole class, discuss the following questions, having in mind that Kordia prepared the activities you have just analyzed as an assignment for an ELF-awareness course that she attended:

A) In your opinion, why did Kordia choose listening comprehension exercises for her activity?
B) Do you agree that her activities are ELF-aware? Why, why not?
C) Was the checklist we used complete? Do you believe it could be better if we added another item to it? Which one?

B I U ≔ ✕

Source: The author.

By the end of the eleventh class (Figure 14), we expected the student-teachers to be able to improve their own production of the 5-minute videos through their peers' feedback as well as help their peers improve theirs by giving them feedback. They also assessed the prototype through a questionnaire on Google forms[22]. The student-teachers got together with classmates who had prepared different materials and made a short presentation as if they were recording the videos. They then got feedback from the peers who were listening to them. We also gave them written feedback on their production.

Figure 14: Class 11 – Peer editing

Título
1. Peer editing

Instruções (opcional)
Now that you have done a preliminary version of your videos, you are going to get together with another pair and have a "previewing" moment of your productions. You are supposed to present your material as if you were recording your video.

Both pairs are expected to listen carefully to their peers and give them feedback at the end of their respective presentations. Consider the following items while listening to your peers:

a) Are all of the features of the video (introduction of the topic and of the speaker/program, definition of the concept, practical applications of the concept in ELT, closing remarks) present in the speech?
B) Is the speech clear and at an appropriate pace (not too fast or too slow?)
C) Can you understand the concept? Do you believe that people who haven't taken our class would have a good idea of what it is about?
D) Does the content cover the topic well or is it missing out on any important information?
E) Is the presentation length close to what was assigned to you (from 4 to 5 minutes)?
F) Is there anything else you notice that might help your classmate, for example: tone of voice and eye contact?

B I U ≔ ✕

Source: The author.

By the end of the twelfth class, we expected the student-teachers to be able to teach their class to their classmates (Figure 15) and produce a final evaluation of the course (Figure 16). As one of their final projects, they had to prepare an ELF-aware

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[22] https://forms.gle/GNAx6CPtc8dEKjzR7 - link for a copy of the google form used with students.

listening activity to use with their classmates. Although English being used as a Lingua Franca can be found authentically in any mode of meaning making, we agree with Gimenez, El Kadri, and Calvo (2015, p. 234) who state that "an ELF perspective can be more easily introduced in activities that privilege oral comprehension and production". We believed that, through a listening activity, student-teachers would not only have contact with more varieties of English, but also encounter ideal speaking models who are not native speakers of English. To our surprise, most of them prepared activities in which Brazilians were speaking English. After all of the students had taught their activities, we asked them to write about their insights while using the prototype.

Figure 15: Class 12 –Teaching your activity

1. Teaching your activity

Instruções (opcional)
A) It's time to teach your activity to your class! Your teachers and classmates are going to be your students.
B) After the activity is over, comment on your choices (why you have chosen to use that specific material and activity type to illustrate an ELF-aware teaching proposal).

B *I* U ≔ ✗

Source: The author.

Figure 16: Class 12 – Reflecting on your learning

Título
2. Reflecting on your learning

Instruções (opcional)
On a piece of paper, let us know what YOU, individually, have learned in this unit. Please, **do not tell us what the unit is about**. Rather, share with us your PERSONAL insights about what you have learned in this past month. We will be thrilled to read about your meaning-making process.

We expect you to tell us how ideas and concepts fell into place as the unit progressed:
a) has the unit made you rethink how you see language somehow?
b) has it made you rethink how you plan your lessons?
c) has it changed how you "listen to" different accents and norm deviations?
d) has it changed how you perceive your role as an English language teacher in this connected world?
e) would you like to comment on any other aspects that might have contributed to changing your views on English Language Teaching and Learning?

NOTE: You don't need to write one answer per item. Feel free to write a short text on your experience as a whole.

Thank you!!!

B *I* U ≔ ✗

Source: The author.

By the end of the thirteenth class (Figure 17), we expected the student-teachers to be able to present/teach concepts studied in the unit in a video format. This was the last

asynchronous class in which they were supposed to produce the final version of their videos[23].

Figure 17: Class 13 – Producing the official version of your 5-minute video

Source: The author.

The following chart attempts to answer the first research question: "How are the guiding principles materialized in the unit?". The researcher grounded her analysis on the table of principles she devised based on the literature review presented earlier in the article.

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[23] *See (https://www.youtube.com/@elf-awareteachersinthemaki9375/featured) for the YouTube page with the student-teachers' videos and students' productions.*

Chart 3: Summary of how the guiding principles are materialized in the prototype

Construct	Principle	How the principles are materialized in the prototype
Language as a Social Practice	Language use is based on speakers' sociohistorical context (JOHNSON, 2009; LEFFA; IRALA, 2014). Being bi/multilingual means having all those languages as your linguistic repertoire, not being monolingual in each of them (JENKINS, 2015; WEI; GARCIA, 2016; ZAVALA, 2018).	Teacher and students work together through discussion, group work and pair work; Students wear a teacher's hat while doing the "as a teacher" tasks; 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; Critical discussions about what it means to speak English and to be an English teacher; Discussions about how the meaning-making process does not depend on accuracy, but on attitude and intelligibility. Click here for evidence: https://docs.google.com/document/d/15amEiUiIektNUSRVPSbJtOV7wzR7b-zuQyujQxbaZJ4/edit?usp=sharing

Construct	Principle	How the principles are materialized in the prototype
English as a Lingua Franca	English belongs to the speaker, not to a group of people who are connected geographically (SEIDLHOFER, 2005, 2008; JENKINS, 2015; SIQUEIRA,2018). Resistance against colonialism (DUBOC, 2019; DUBOC; SIQUEIRA, 2020; JORDÃO 2014, 2022; JORDÃO; MARQUES 2018; ROSA; DUBOC, 2022; SANTOS; SIQUEIRA, 2019). ELF is NOT a variety of English, it is a function (FRIEDRICH; MATSUDA, 2010; JORDÃO, 2014).	Studies/discussion on the spread of English and its colonial ties; The use of authentic materials produced both in native and non-native English varieties; Discussions on native speakerism; discussions on speaker identity and confidence; Discussion on WE and how such construct helped to further studies on ELF; adoption of a critical view on English teaching; 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; Adoption of a critical approach, aiming at bringing forth to students how political it is to be a language teacher; Discussion on the importance of teachers understanding which discourses they will adopt in the classroom; Discussion on how each ELF interaction is unique and that we should prepare English language learners to use accommodation strategies in order to make meaning. Click here for evidence for both ELF and ELF awareness: https://docs.google.com/document/d/1bA7J4hl4kuzGywAl8Fg3ZRDgNr-Y8WISQ2q4E5-qkv8/edit?usp=sharing

Construct	Principle	How the principles are materialized in the prototype
ELF Awareness	Becoming aware of how the English language became a global language (SIFAKIS; BAYYURT, 2017; BAYYURT SIFAKIS, 2017). Interacting with ELF theory (KORDIA; SIFAKIS, 2018). Being aware of the "whys", "whos", and "hows" in the classroom (SIFAKIS *et al.*, 2018; SIFAKIS; BAYYURT, 2017; BAYYURT; SIFAKIS, 2017).	Reading and discussion on ELF theory; discussion of implications of having an ELF-aware perspective; Analysis of both EFL-based and ELF-aware lessons; Preparation and teaching of ELF-aware activities.
Pedagogy of Multiliteracies	Interaction with different modes of making meaning (COPE; KALANTZIS, 2000; MARSON; JORDÃO, 2022; CAZDEN *et al.*, 1996). The use of the pedagogical moves suggested by Cope and Kalantzis as a way of implementing the Learn by Design approach (COPE; KALANTZIS, 2015; YELLAND; COPE; KALANTZIS, 2008; ZAPATA, 2022).	Discussions about the importance of context and taking into consideration who our students and their needs are; The use of a range of modes of making meaning (video, audio, text, cartoon, games, etc); Attempt to start discussions using students' own experiences and from that change to novel concepts; Prototype designed took the weaving of the pedagogical moves proposed by Learning by Design into consideration; Discussion of the importance of cultural respect and empathy with those who speak a different version of "your" English. Click here: https://docs.google.com/document/d/1R8-wwrfbwfnRpOpoNCagvll1vp_20oVyc9IVqWP8cQw/edit?usp=sharing

Construct	Principle	How the principles are materialized in the prototype
Teaching Prototypes	A prototype is designed in a way which allows the teacher to focus on his/her students' needs while producing it. It has a hollow structure, meaning that it is easily adaptable by other teachers. It can be used online in its integrity. It fosters collaboration.	Through the use of Google Classroom as a platform for the prototype so that: teachers can reproduce the unit easily; each teacher is able to take on authorship and change the prototype the way they seem fit; it is easy to navigate through the material; students are encouraged to use the Internet as a resource for their projects; it might be used synchronously and asynchronously; it is a reliable repository; it is easy to embed hyperlinks to other resources; it has all of the characteristics of Digital Learning Objects (DLO) - accessibility, interoperability, adaptability, reusability, durability, and granularity.

Source: The author.

4.1 ANALYSIS OF PERCEIVED AFFORDANCES

In order to answer the second research question: "What are the *affordances* of the educational product as perceived by the researcher and student-teachers participating in the study?" we grounded our analysis on the concept of affordances by Van Lier (2000; 2004). We have listed the affordances in two major categories: 1) those perceived by the student-teachers and 2) those perceived by the researcher. In the first category, we analyzed the student-teachers' final activity in which they are supposed to state what they learned with and from the *prototype* and their answers [24] to the research questionnaire on Google Forms in order to list the affordances they perceived. In the second category, besides the student-teachers' final activity and their answers to the questionnaire, we also use the researcher's field notes, the *prototype* itself, and student-teachers' activities that done during the course to list the affordances perceived by the researcher.

With the intent of having the student-teachers think of possible *affordances* of the *prototype*, they were asked what they had learned with the material in two different activities: the Google form questionnaire and the final assignment (Figure 16) in class.

We were able to recognize a number of *affordances* based on their answers. In order to help with organization, we list them using their answers as evidence of our reasoning. Their Google forms' answers are going to be presented first, as they were written in Portuguese and require translation. After that, we transcribe parts of their final assignment (Figure 18) answers [25] as most of them were written in English originally. The verbs that show the affordances perceived are written in bold to help the reader visualize them.

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[24] *As mentioned before, the student-teachers chose between having their names mentioned, picking a pseudonym or having a pseudonym selected for them in case we decided to use their answers in this article.*

[25] *Students did this activity in a face-to-face class. As they did the activity on paper, they could choose to identify themselves or not. Those comments in activities that were not identified by the student-teacher were transcribed as anonymous.*

When asked[26] about the potentials/strengths of the *prototype*, the student-teachers mentioned that the material **allowed the learning of ELF, language concepts and terminologies** (Bruno[27]/Lucas[28]/Amanda[29]/Gabriel[30]), mainly the distinction between ELF and EFL (Caio) [31] and also **offered good examples** that allowed them to see themselves using the perspective as a teacher (Barbara[32] and Isabella[33]), with a focus on **analyzing lesson plans** (Thalita[34]). They also pointed out, as an affordance of the *prototype*, **the methodology and strategies used**, such as games, pair work, videos and activities (Barbara and Thaís[35]), mainly regarding its interactive way (Luiz[36], Rebeca[37], and Marina[38]) and the multimodality aspect (Maria Fernanda[39]). Another affordance perceived was **the awareness raised on the topic**

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[26] *Quais são as potencialidades/pontos fortes do material?/ What are the potentials/strong aspects of the unit?* - The questionnaire made on Google Forms was done in Portuguese as a way of helping the student-teachers feel less pressure while answering it. They could choose if they wanted to answer it in Portuguese or English.

[27] *Os conceitos de língua (acronyms) foram muito bem trabalhados.* (Bruno)

[28] *A quantidade de conceitos e definições abordadas e a metodologia usada para ensiná-los.* (Lucas)

[29] *O conteúdo trabalhado, muito importante e aqui vi mais terminologias que ainda não conhecia.* (Amanda)

[30] *Ele nos leva a entender muito bem o que é ELF e sua importância na sociedade.* (Gabriel)

[31] *Acho que a ordem em que as coisas foram apresentadas, foi muito importante pra gente se situar sobre o que de fato é ELF e o que é EFL, eu fiquei bem perdido no começo pra ter claro em minha cabeça a diferença das duas, mas com o andamento do material as duas se tornaram muito claras e também a importância dessa perspectiva.* (Caio)

[32] *O material é explicado detalhadamente, com uma linguagem fácil de entender e vários exemplos práticos, além de exercícios para checar nossos conhecimentos após explicação do conteúdo. As aulas foram bem explicativas, os vídeos para ajudar no entendimento dos conteúdos foram muito úteis e os slides apresentados também auxiliaram bastante.* (Bárbara)

[33] *Bons exemplos, exercícios que eu me vejo usando em sala de aula.* (Isabella)

[34] *Trazer lesson plans com foco em ELF, o que norteia a nós professores como também planejar uma aula voltado a isso, bem como trabalhar habilidades da língua em variadas atividades.* (Thalita)

[35] *Gostei da forma que os termos foram apresentados, tanto em jogos e atividades tanto com base na teoria; me ajudou a compreender os conceitos de maneira mais eficiente.* (Thaís)

[36] *Input dos alunos, foco na interatividade e debate, material relevante para contexto atual.* (Luiz)

[37] *Achei que as atividades proporcionaram uma maior compreensão sobre o tema de maneira interativa e dinâmica. Também foram aplicadas num ritmo muito bom, onde pude acompanhar tudo e não me senti sobrecarregada.* (Rebeca)

[38] *O material é bastante interativo, onde pode-se discutir ideias em grupo e as atividades não são apenas perguntas e respostas, por exemplo (pois havia jogos, vídeos, work in pairs).* (Marina)

[39] *As atividades criativas usando da multimodalidade para ensinar e aprender.* (Maria Fernanda)

(Ingrid[40] and Gabriel) and the **possibility of using English without being tied to the culture and normativity of American and British English** (Erick[41]).

When asked on the Google forms questionnaire what they had learned in our classes, the student-teachers stated that they **are now able to understand what ELF is (**Caio[42], Bárbara[43] and Erik[44]**), identify and plan ELF-oriented activities** (Luiz[45], Rebeca[46], Lucas[47], Marina[48], Thalita[49], and Maria Fernanda[50]) and, **distinguish between ELF-oriented teaching materials and EFL-based teaching materials** (Rebeca and Lucas). The student-teachers also stated that **they could better understand concepts which they had already seen and/or that support the idea of ELF-oriented classes** (Thaís[51], Thalita, and Bárbara), **realize how powerful ELF can be** (Caio and Thaís), **and reflect on the role of the English language and its teaching in the world** (Maria Fernanda and Bárbara). Lastly, a student mentioned she **learned how to make activities more interactive** (Marina).

While answering the final assignment (Figure 18), the student-teachers were encouraged to write a paragraph instead of answering the questions.

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[40] *A conscientização em relação aos tópicos discutidos.* (Ingrid)

[41] *A possibilidade de usar o Inglês sem estar amarrado á cultura e normatividade do Inglês americano e britânico, tendo como inovar o Inglês dependendo da cultura de cada um e comunicação multilíngue.* (Erik)

[42] *Acho que como aluno do terceiro ano eu já sabia um pouco sobre ELF mas talvez não dava tanta importância pra isso em sala de aula. É fato que a grande maioria dos alunos de inglês no Brasil, não precisa de EFL mas sim ELF, onde a língua vai ser fato significativo na trajetória dele como pessoa, então poder focar mais nisso e assim fazer com que meus alunos se desenvolvam mais é muito bom.* (Caio)

[43] *Embora eu já tivesse estudado um pouco sobre EFL, ELF, World Englishes, entre outros, eu não sabia a fundo sobre esses temas. As aulas me possibilitaram parar para estudar e entender realmente o que significam esses termos, além do papel da língua inglesa no ensino.* (Bárbara)

[44] *Pude ter uma noção muito melhor sobre o que é ELF e a sua importância nas aulas de língua inglesa.* (Erik)

[45] *Também aprendi sobre como identificar material com foco em ELF e os benefícios dessa abordagem.* (Luiz)

[46] *Em maior parte, as diferenças entre ELF e EFL, bem como o que cada uma destas perspectivas representa e acarreta na prática docente.* (Rebeca)

[47] *Aprendi um pouco mais sobre inglês como língua franca, o seu ensino e também a diferença de tratar o inglês como ELF e EFL.* (Lucas)

[48] *As diferenças entre ELF e EFL, possíveis maneiras de ensinar ELF para alunos, como tornar as atividades mais interativas.* (Marina)

[49] *Como montar uma aula voltada a ELF, além de saber outros conceitos teóricos como world englishes, nativespeakerism,* etc. (Thalita)

[50] *Aprendi a refletir sobre o papel do inglês no mundo. Relembrei os termos densos que o inglês como língua franca questiona. Aprendi a planejar uma aula com o uso da abordagem do inglês como língua franca.* (Maria Fernanda)

[51] *Aprendi sobre os conceitos que antes estavam vagos e sobre a importância de mostrar aos meus alunos o poder da ELF.* (Thaís)

*Yes, actually not only **how I plan them but also on how I teach my classes, thinking and considering my students' goals in English** and then, **applying concepts of ELF when needed**.* (Caio)

*Yes, it did, I really think it's important to **teach your students under an ELF perspective so that they can be more confident**. Also, it **offers deep understanding of how English is used globally and how diverse it is**.* (Luiz)

*Even though I kept preaching about ELF (pronunciation not being that important) to my students, **I didn't put it into practice**. My private classes are all about EFL and I am glad to have noticed. That way **I can start to change and better myself, as well as my classes and my students**.* (Gabriel)

*The unit made me **realize how much ELF is important in the classroom and how much it can impact our teaching practice and our students**. I also was really aware of my own accent and other people's accents. But deviations and variety is normal in everything. It wouldn't be any different with language.*
*Having ELF activities in the classroom **makes it possible for students to be empowered in their own linguistic performance and to understand how it is okay to be different from the norm**.* (Rebeca)

*This class really helped me to **understand concepts which might help me in the future**. Most importantly **it has changed the way I see English, being more open-minded to different accents, valuing intelligibility over accuracy, not focusing too much on pronunciation and being less judgmental over aspects that don't hurt intelligibility**.* (Anonymous)

*b) Yes, **I've never used other materials with different accents and never explored that with my students**. I think it is really important for them to know about ELF, in a short way, because it can make them more comfortable and confident when speaking English.* (Anonymous)

*In this unit I could **understand better the relationship between ELF**, ELF awareness and it's importance with education and our daily lives. Just like I said in some of the activities, before entering college **I still believed that English spoken by the natives was the "right" one, so ELF acted as a process of emancipation for me**. That being said, I consider the unit something essential in the process of forming a teacher and also as students*. (Coelho)

*The unit made **me rethink how I see language even if I had learned a little bit about ELF**. Now, **I feel comfortable in planning lessons so I can pick these aspects to raise awareness on my students**. I always has been very attemptive on listening, when I listen to ELF speakers I realise that I'm more careful so I can get the message correctly. In a nutshell this experience has contributed for my teaching education*. (Anonymous)

*The unit really helped me to **understand English varieties around the world**, and even closer to us, in our classroom there are different Englishes.*

One of the most important concepts, in my opinion, is World Englishes.

*ELF concepts will help me a lot during my time as a teacher, especially to understand what my students say, also **in an increasingly globalized world, understanding English varieties is essential***. (Anonymous)

When asked about the limitations of the *prototype*, four student-teachers stated that they saw no gaps/limitations in the material (Caio[52], Maria[53], Rebeca[54], Talita[55]) and one of them left that question blank; three of them said there were too many activities to be done in a short time (Ingrid[56],not-identified[57]google[58] forms) ; two of them mentioned remote learning, saying that they believe the *prototype* would have

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[52] *Não sei, mesmo. (Caio)*
[53] *Eu não tenho nenhuma observação quanto os pontos fracos.*
[54] *Até o presente momento não vi pontos fracos. (Rebeca)*
[55] *Não consigo pensar em nenhum, acho o material bem completo.*
[56] *O material pilotado é de extrema importância, porém, um fator a ser levado em consideração, é que foram aplicadas muitas atividades com pouco prazo.*
[57] *Acredito que muitas atividades em pouco tempo, deveria ser melhor discutido o conteúdo com os alunos.*
[58] *Muitas atividades em um curto período de tempo.*

been better used in a face-to-face environment (Jessica[59], Luiz[60]); two of them would have liked to discuss some of the concepts further (Gabriel[61], Marina[62]); one of them indicated that one of the activities online did not work (not[63]-identified google form), and lastly, one of the students[64] believes that, despite being an important subject, the norm of what is "standard and correct" English is still widely followed around the world, which somewhat obscures the possibilities of using English in innovative ways and as a possibility of use in communication between people from different non-native English countries, and not something mandatory (Erik); one student mentioned we could have worked more on grammar (Bruno[65]).

The *affordances* listed above have been sorted into three major categories: (1) interaction with and understanding of ELF theory; (2) practical classroom implications for teaching; and (3) self-awareness as users and teachers of the language in order to better organize our analysis.

Aiming attention at the first category, interaction with and understanding of ELF theory, we can start by how Duboc (2019), Duboc and Siqueira (2020), Jordão (2014; 2022), Jordão and Marques (2018), Rosa and Doboc (2022), Santos and Siqueira (2019), Kordia and Sifakis (2018) emphasize that interacting with ELF theory empowers English language teachers to confront and resist dominant discourses by being aware that English does not belong to specific countries. Therefore, teachers should work with contents brought by course books and the ELT industry critically as a way of helping their students become able to recognize such discourses, many times stated implicitly, so that they are able to understand and make decisions about their own learning in an informed way. We can see that happening when students mention that the *prototype* helped them understand what ELF is and its importance for society.

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[59] Acho que somente o fato de termos utilizado o material nas aulas remotas ainda.. na minha opinião, as discussões teriam sido mais aproveitadas se estivéssemos no presencial.

[60] Somente a modalidade remota.

[61] Creio que faltou explorar mais os conceitos relacionados ao ELF, como por exemplo ELF awareness e equity.

[62] O material poderia explorar um pouco mais os ELT-related acronyms

[63] Os jogos não de Passive Voice não funcionaram para mim;

[64] *Acredito que apesar de ser um assunto importante, o normativo do que é o Inglês "padrão e correto" ainda é muito seguido no mundo todo, o que ofusca um pouco as possibilidades de usar o Inglês de formas inovadoras e como uma possibilidade de uso na comunicação entre pessoas de diferentes países não nativos do Inglês, e não algo obrigatório.* (Erik)

[65] Gostei muito das atividades propostas. Talvez adicionar algo relacionado a gramatica, mas não observei nenhuma lacuna no material.

Another response in the same line of thought was that they feel free to use the language without it being tied to the culture and stand forms of American and/or British English, so they can now focus on intercultural communication instead of having to sound like a native. One of the students stated that he had already had contact with ELF theory but did not consider it while planning his classes. However, he now believes that most Brazilian students would benefit more from an ELF-friendly approach rather than an EFL one. Another student mentioned that the *prototype* helped her better understand concepts that were not concrete for her as well as the importance of sharing how powerful ELF is with her students. Gimenez, El Kadri, and Calvo (2015) articulate that, through an ELF-friendly perspective, teachers can propose activities in which students are exposed to global issues and critical awareness raising activities. The fact that we were able to interact with and debate ELF as a topic of a language class *prototype* proves their point considering that the student-teachers not only experienced English classes under an ELF perspective but were also put in teacher's shoes in which they took on the role of analyzing and planning activities. Lastly, the student-teachers mentioned that they understand the concept of English varieties around the world now and that it is essential to have that understanding.

Regarding our second category, practical implications for teaching, they perceived both theoretical and methodological *affordances.* As for the methodological one, the student-teachers were able to realize that we designed our *prototype* having the *Pedagogy of Multiliteracies* in mind. As Cope and Kalantizis (2000) claim, reading the word on paper is not enough for students to practice their citizenship. With the advance of technology, texts have become more and more multimodal requiring from readers the ability to navigate among different modes of meaning making in order to comprehend such texts. Quoting Marson and Jordão (2022), our *prototype* was able to "do what it preaches" as some of the student-teachers mentioned that they would be able to use the same activities/resources in their own teaching contexts. One of them even mentioned that she liked the use of "creative multimodal activities" in the teaching/learning process while another one said she could see herself using our activities with her students.

Regarding interactions during class, the student-teachers mentioned that they liked the classes because we conducted them in a way that they worked in pairs and in groups, played games and input was not delivered in a lecture format, which might be linked to our attempt of working with language as a social practice. As a result, the

student-teachers had to use language to build on their learning, doing it in the center of the process, not as receivers of information. One last pedagogical move the student-teachers perceived is that we tried to scaffold learning by following Cope and Kalantzis (2015) *Learn by Design* pedagogical moves. According to them, there are moments when the student-teachers experience what they already know before building into it and experiencing the new, conceptualizing, analyzing, and applying knowledge.

With respect to theoretical classroom implications, our classes were grounded on the ELF awareness concept (SIFAKIS; BAYYURT, 2017; BAYYURT; SIFAKIS, 2017; KORDIA SIFAKIS, 2018) which gives teachers more practical and tangible ways of incorporating ELF theory in the classroom. As mentioned before, the authors claim that, in a teacher education program, teachers should have contact with ELF theory, have some time to digest that theory and contrast it to their own beliefs and, lastly, have the chance to analyze, adapt, and produce teaching materials/activities. It is also essential to highlight that adopting an ELF-friendly approach to English teaching does not mean leaving behind all that has been done before. As both Siqueira (2020) and Sifakis (2017) pose it, ELF should be incorporated into the ELT industry so that more critical, decentered, and intercultural approach to English language teaching gets to the classroom.

Both authors propose that adaptations made by teachers to existing materials might result in more aware and confident speakers. The student-teachers pointed out that the *prototype* helped them identify ELF-friendly and EFL-based lesson plans as well as adapt EFL lesson plans so that they became more ELF-friendly as well as provided several opportunities for them to analyze and adapt lessons before they had to design their own activity. Sifakis (2014) stresses the importance of teachers taking their students necessities and realities into consideration when planning their lessons. We can see that happening when the student-teachers indicate that they have started considering their students' goals when planning a lesson. The author also highlights the benefit of teachers talking about and sharing their knowledge of ELF with students (as a way of making them feel confident about their English distancing themselves from the native speaker ideal model). We can see that happening when our student-teacher said that s/he can pick aspects of ELF that help her/him raise her/his student's awareness towards ELF.

Lastly, the student-teachers identified *affordances* related to their self-awareness as users and teachers of the English language. In accordance with Marson

and Jordão (2022), Sifakis and Bayyurt (2017), and Bayyurt and Sifakis (2017), we also believe that, when teachers start engaging with ELF theory, they have to rethink their teaching practices and beliefs, what they understand of the concept of language, the role the English language plays in society, the discourses it may carry/spread and how they position themselves in relation to that. In our study, the student-teachers showed they went through this critical reflection about themselves as users and as teachers of the language when they said that they were able to reflect on the role of English and its teaching in the world as well as how much ELF theory can impact their teaching practice and consequently their students. Some of them claimed that they changed the way they see English becoming more respectful of other people's use of English leaving nativespeakerism behind. Several student-teachers mentioned that they have become more confident both as users and as teachers now that they are aware that English does not belong to the inner circle. A summary of the *affordances* perceived by the student-teachers is presented in the chart below.

Chart 4: Summary of affordances perceived by the student-teachers – first category

(1) interaction with and understanding of ELF theory
fostered understanding of English as a lingua franca.
promoted the perception of the characteristics of ELF-aware and EFL based lessons as well as the pedagogical consequences of choosing either of them.
caused problematization of the role of English as a global language.
provided awareness of how powerful speaking a language is.
provided awareness of the discourses of power.
allowed for discussion of issues such as interculturality and identity.
provided awareness of the political aspects of teaching English.
provided work with language related to ELT.
raised awareness about the topics discussed.
reinforced previously studied concepts.
allowed for discussion on how English language use can be detached from native varieties.
allowed for discussion of topics that are relevant in our current teaching context.

Source: The author.

Chart 6: Summary of affordances perceived by the student-teachers – second category

(2) practical classroom implications for teaching
provided input in an organized way, promoting scaffolding of the contents.
provided focus on interactivity and debate.
provided examples of activities that might be used by student-teachers in their own teaching practice.
"As a teacher" activities provided practice analyzing and planning classes under an ELF perspective.
provided exposure to different English varieties.
provided the use of multimodality for teaching and learning.

Source: The author.

Chart 7: Summary of affordances perceived by the student-teachers – third category

(3) self-awareness as users and teachers of the language
provided reflection about their role as teachers.
provided reflection about and change on how student-teachers view language.
provided reflection about their own teaching practice.
promoted raise in confidence as speakers.
promoted raise in confidence as teachers.

Source: The author.

When we take Van Lier's (2000; 2004) view of *affordances* to analyze our *prototype*, we look for the ways in which the *prototype*, as a tool of mediation, was able to offer the student-teachers opportunities for action while interacting with it. As a result, the perception of the limitations is also part of the same construct (i.e., *affordances*). In order to learn about the limitations perceived by the student-teachers, we asked them the question: "What[66] are the limitations/weaknesses of the teaching material?".

Five student-teachers stated they had not perceived limitations/weaknesses in the *prototype*. Two student-teachers said that the remote setting was a limitation/weakness. Four student-teachers mentioned the lack of time considering the

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[66] *4) Quais são as limitações/pontos fracos do material pilotado?*

amount of work expected from them. Two students indicated that we could have worked further with a few concepts (one of them mentioned the ELT-related acronyms and the other one mentioned the concepts of "TEFL Equity" and "ELF awareness"). One student commented that s/he could not find limitations/weaknesses in the *prototype* but suggested that we could have added a little more grammar. Lastly, a student-teacher said that, despite the fact that the topic is relevant, the normative standard of English is still the one considered correct in many places around the world, which overshadows the possibility of a speaker feeling confident about using innovative ways of speaking English in intercultural communication situations.

We agree with the student-teachers that the remote setting was a setback. The university was still teaching in a remote setting due to the COVID 19 pandemic. Both the student-teachers and professors were already tired of this setting. We believe that, if possible, the *prototype* should be used once more in a remote setting now that other COVID 19 restrictions, such as social distancing, have been lifted. We might have a better acceptance of the remote setting considering that students and teachers lives' are "back to normal". Here is a summary of the limitations of the *prototype* perceived by student-teachers:

Chart 9: Summary of the limitations of the prototype perceived by student-teachers

There weren't enough grammar exercises.
The remote setting was a weakness of the unit.
There was not enough time to do all of the activities
Some of the concepts related to ELF were not discussed in depth
The discourse of having to sound like a native demotivates student-teachers to pursue ELF- oriented approaches to teaching English.

Source: The author.

When asked whether the *prototype* should be used in teacher education programs[67], all of the students said yes. In their feedback, they mentioned how important it is for student-teachers to discuss the topics presented in the *prototype*, and how it might help both teachers and users to become more confident when

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[67] *The proposed question was: Você vê justificativa para inserção deste material nas aulas de línguas? Justifique.*

supported by the knowledge that they do not have to mimic native speakers in order to be able to express themselves.

Van Lier (2004), Volkoff and Strong (2017), Belli (2021) state that one way of identifying *affordances* is through observation of actors interacting with the artifact/tool object of the study. Belli (2021) and Strauss and Hoppen (2019) mention that another way of identifying affordances is by talking to actors about the potentialities and limitations of the artifact. With the intent of identifying the *affordances* of the *prototype*, the researcher did both. Throughout the piloting stage, the researcher was able to observe how the student-teachers became more open to the idea of having an ELF-friendly approach to English language teaching.

As Sifakis (2017) proposes, ELF awareness is constituted of three main elements: (1) Awareness of language and language use, that is: "it is essential that ELT stakeholders also develop an awareness of their own perceptions about normativity, appropriateness, comprehensibility and ownership of English by native and non-native users alike" (SIFAKIS, 2017, p. 5); (2) Awareness of instructional practice which means that teachers make decisions related to their practice consciously; and (3) Awareness of learning, in this element, the author claims that, in a world in which English is being used is so many different areas and by so many nonnative speakers, even students in EFL classes actually use it as ELF to some extent.

Considering all the above, the *affordances* listed below were perceived by the researcher through her observations in class, the activities done by the students, their answers to the questionnaire, and the *prototype* itself. The *prototype* provided room for discussion of ELF theory that led to the student-teachers' reflection on their own beliefs regarding what it means to be an speaker of the English language, the role of non-native EL teachers in provoking critical thinking and perception of the discourses of power embedded in the ELT industry, and the intercultural aspect of adopting an ELF-friendly approach to teaching. The *affordances* listed above show that the student-teachers have engaged in ELF theory and are able to make conscious decisions in their praxis.

In more pragmatic terms, the *prototype* exposed students to different varieties of English thus helping the student-teachers experience what it means to be in a language class in which the native/standard form is not the only possible ideal

language production model. In our debates, the student-teachers mentioned how freeing the idea of not having to mimic a certain English variety is for them.

Chart 10: Summary of the affordances of the prototype perceived by the researcher

The prototype:
fosters development of a critical view on language teaching
enables discussion about changing how English language teaching is traditionally done
provides room for raising awareness of student-teachers' own beliefs
provides room for student-teachers to question their beliefs in an informed way
fosters awareness of the importance of cultural respect and diversity
problematizes issues related to the native x nonnative speaker accent as well as common expressions such as: "I am sorry for my English"
is organized in a cyclical way, providing opportunity for student-teachers to discuss concepts more than once consequently giving them time to mature/digest information
provides student-teachers with exposure to different English varieties
puts student-teachers in a teacher's position
puts student-teachers in contact with jargon related to the ELT field

Source: The author.

As we designed the *prototype* attempting to have a cyclical exposure of input, the student-teachers seemed to, during conversations and debates, be able to solve their questions and better build on their understanding. When put in teacher's shoes, the student-teachers accomplished their tasks and were able to explain their reasoning behind their choices. Lastly, by the end of the unit, they were using ELT related jargon more confidently than they did in the beginning.

Regarding the limitations of the *prototype*, by the end of the implementation, the researcher realized that the BNCC had not been worked with. She believes that was a considerable mistake as the student-teachers are being prepared to work in public schools and, as such, working on how official documents for public school teaching address the theme is something that might help them in their future careers.

Another weakness the researcher noticed in the implementation of the prototype was how the remote setting required adjustments to how classes were conducted. This might be a very personal issue, but, for her, part of being a teacher is being able to read students' reactions in order to make decisions while the class is happening.

Having students who did not have webcams or who did not want to turn them on caused a feeling of distress for not being able to notice whether the student-teachers needed changes to be made during class or if it was ok to "keep on going".

Chart 11: Summary of the limitations perceived by the researcher

The prototype didn't encompass discussion on the BNCC's view on ELF.
The remote setting caused unexpected issues.

Source: The author

5. FINAL REMARKS

This article aimed to present and analyze the teaching *prototype* developed to be used in a pre-service teacher education program of a university in the South of Brazil under the guiding principles of *language as a social practice, ELF*, the *Pedagogy of Multiliteracies*, and the *prototypes*.

Our first objective was to present the *prototype* developed highlighting how its core principles are materialized in it. Through our analysis and student-teachers' responses, we were able to verify that the *prototype* "walks the talk" as it helps student-teachers learn and use English by interacting among themselves, with the professor and the *prototype* itself. In addition, it puts student-teachers in "teachers' shoes", having them discuss concepts, reflect upon their teaching, adapt, and prepare teaching activities; all of that while interacting with authentic materials produced both by native and nonnative speakers of English.

Our second objective was to analyze the aforementioned *prototype* to identify the affordances it provides student-teachers with as well as its limitations. We used Van Lier's (2000; 2004) theoretical reference to ground our analysis. According to the participants, the *prototype* allowed them to learn about ELF and other theoretical concepts related to it. Also, it afforded an understanding on how powerful ELF can be, making them aware of their role as English teachers, and being more confident both as speakers and teachers of the language as well as to plan ELF-oriented activities.

The researcher perceived that the *prototype* allowed for discussion on important ELT-related issues, provoked reflection on and change of beliefs, served as an example of activities to be done in student-teachers' work environments, and provided

the participants with the experience of using an ELF-oriented teaching material as students.

As for limitations, student-teachers mentioned (i) the remote setting, (ii) the insufficiency of grammar exercises, (iii) the few technological problems as well as (iv) some demotivation to "fight the system". In sum, the major limitation she noticed was not mentioning and analyzing the BNCC in the unit as student-teachers will abide by it if/when they become public school teachers. We are going to solve this problem by adding the content to the second version of the prototype.

In conclusion, although the *prototype* needs adaptations, it proved itself relevant for English teachers in pre-service education once it provided reflection, change of beliefs, experience with an ELF-oriented teaching material, and "as a teacher" practice. Along the way of developing and implementing the *prototype*, I came across the decolonial studies. Had I known them before, they would have been part of this project as they also foster the understanding that teaching English might either mean the continuation of the propagation of social inequalities and reinforcement of hegemonic power or resistance by deconstructing the power relations among those who have had their voices and knowledges silenced and those who have silenced them (MIGNOLO, 2007; MIGNOLO; WALSH, 2018; QUIJANO, 2000; ROSA; DUBOC, 2022).

Even though we tried to make the *prototype* critical, having incorporated the decolonial studies, we could have had discussions on how Eurocentric our way of living and making science is. We could also have problematized the influence of colonizers guiding the way we think, act, and even dream. In the ELT field, we could have addressed Kumaravadivelu's (2016) article in which he describes his experience as a non-native author trying to publish his work and how the fact of being a nonnative prevented him from growing in the field. Rosa and Duboc (2022) problematize the fact that, even now, most keynote speakers and producers of ELF studies are still from the Global North. The authors highlight that, despite research is being carried out in other parts of the world, those who are in the margins are not always able to be heard.

As Gimenez, EL Kadri, and Calvo (2017) point out, although Brazilian researchers seem to believe that ELF provides the ELT field with a more critical perspective, they still struggle with "translating it into practical teacher education activities beyond reading and discussing what English means in today's world" (GIMENEZ; EL KADRI; CALVO, 2017, p. 180). We hope that this study might help

English teachers and student-teachers have a practical look at adapting and preparing ELF-oriented classes.

As for myself, being part of the project has changed who I am both professionally and personally. Being in contact with this critical view made me more aware of my surroundings, not only at school, but also in life; making me pay more attention to what is behind what is being said and done. During my studies to design the prototype, I read an article by Leffa, Costa, and Beviláquia (2019) in which they commented on the pleasure of authorship in designing teaching materials. In their piece, they addressed the positive and negative aspects of teachers designing their own materials.

Having finished the first version of my *prototype*, piloted it and being in the process of adapting it, I could see myself in their descriptions. Designing your own material really brings a sense of accomplishment for the teacher; at least it did for myself. In addition, having the expectation that our *prototype* might actually become part of the university's program and building it in a way that future teachers will be able to use and adapt it as they need gives the project a positive sense of openness, meaning that it might have started with us, but will belong to each person who decides to use and adapt it.

Another very personal accomplishment for me is that, before this experience, I had never prepared a whole unit from the beginning. The amount of study needed in order to produce it is almost immeasurable. The student-teachers said that the *prototype* was relevant to them and that makes me proud, but to me, both personally and professionally, it was life changing. I, myself, had to put my beliefs and practices in check while designing this *prototype*. Today, I am neither the teacher nor the person I was when I started as a student in the master's program.

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