USING WEB-BASED TECHNOLOGY IN ELF CONTEXTS

Lili Cavalheiro, Luis Guerra, Ricardo Pereira and Tímea Tiboldi

Introduction: English as a lingua franca

Unlike other international or pluricentric languages of the 21st century such as French, Spanish, Portuguese, Arabic, Russian, to name just a few, English has achieved the status of a global lingua franca due to manifold historical, political and cultural reasons (Crystal, 1997; Schneider, 2011; Seargeant & Swann, 2012; Seidlhofer, 2011). In essence, what distinguishes English from other international languages is its diverse contexts of language users and uses, in other words, its role as a lingua franca.

Since the mid-20th century, various models of the global spread of the English language have been provided. While some models attempted to differentiate between different language user groups based on language ownership – English as a Native Language (ENL), English as a Second Language (ESL), English as a Foreign Language (EFL) – others concentrated on the geographical and historical circumstances of language usage (Kachru, 1985) or on various regional standard and non-standard varieties of the language (McArthur, 1987; Strevens, 1980). Other models were put forth at the turn of the century that place a greater emphasis on the uses and users of international English, underlining the characteristics of English that are shared by native and non-native varieties, and constitute the core of the international uses of English, that is, which are understandable to most native and competent non-native users (Modiano, 1999a, 1999b). Moreover, such models also challenge the conventional idea of the prominent role of the native speaker (NS) by giving priority to successful English users and the international reach of the various settings of language

use. Significantly, recent efforts have been made to include the diversity of contexts of language use and users' competence, as well as the full range of native and non-native varieties and norms in descriptions of the spread of English rather than placing the NS and native varieties at the centre (Jenkins, 2003; Kirkpatrick, 2007; Melchers & Shaw, 2003; Mesthrie & Bhatt, 2008).

Consequently, it is crucial to reevaluate the pedagogy of English in language classrooms once there appears to be agreement among applied linguists regarding the global reach and effect of the English language. Studies have provided proof that teachers, as well as students, are familiar with the status of English as a global language of communication (Bayyurt et al., 2019; Cavalheiro et al., 2022; Illés, 2020; Lopriore & Vettorel, 2015; Sifakis, 2014). They also acknowledge that English is used as a lingua franca in several communicative contexts by people from various language and cultural origins. However, despite the growing awareness of the diversity of communicative contexts of the English language, it appears that these perceptions of present-day language uses have not been effectively incorporated into teaching. In view of this, this chapter aims at providing a critical analysis of some web-based learning materials through an English as a lingua franca (ELF)-aware paradigm as well as assisting English language teachers with pedagogical alternatives based on innovative technological tools that foster learners' skills for language use inside and outside the classroom. The web-based tools identified and analysed are suitable for an ELF-aware pedagogy to the extent that they allow learners to be exposed to ELF-discourse through interaction with non-native (NNS) and native speakers (NS) in classroom-based and/or outside-the-classroom activities. Moreover, these materials and activities may be implemented in diverse international settings and educational contexts, thus enhancing learners' reflection and awareness of ELF communication and their own use of English. This chapter ends with a case study exemplifying the use of web-based tools where students engage in ELF interactions.

Theoretical framework

In today's globalised world, there are two major linguistic and social issues that have become especially relevant and interconnected. On the one hand, English has spread as the preferred means of communication among NSs and NNSs in a variety of different domains, and, on the other hand, there is the extensive use of technology in everyday life, especially since the beginning of the COVID-19 pandemic. As a result, these matters have had a clear impact not only on communication in general, but also in the case of education. In fact, the critical transfer to online teaching and learning

is known as the Great Online Transition (Howard et al., 2022) due to the exponential increase of internet users and, along with it, the proliferation of digital tools, ranging from online learning software to video conferencing tools, language apps and websites.

Information and Communications Technology (ICT) has likewise greatly increased the opportunity for students to use English for both professional, academic and personal purposes. According to Cannelli (2021), most online communication takes place in English, especially among NNSs who use it as a lingua franca. In view of this, it is important to consider Mauranen's (2018) most recent definition of ELF, where several relevant issues are raised, namely that it is used by anyone from anywhere around the world, that it transcends formal contexts of use to include groups such as migrant workers and refugees, and that its use also takes place online through digital media:

> ELF is not just a contact language where English is a domestic language or otherwise especially salient in a given community, but a non-local lingua franca, the means of communicating between people from anywhere in the world. Neither is its global weight restricted to elite usages in politics, international business or academia, but it is also employed by tourists, migrant workers, asylum seekers and just anyone in their daily lives over digital media.
>
> *(Mauranen, 2018, p. 7)*

Regarding the latter issue, educators can take advantage of the international role of English to guide students towards becoming active participants in today's global digital community and to communicate effectively. Teachers, therefore, need to become familiar with the technical issues of ICT use as well as their pedagogical implications, in addition to their own digital competence and that of their students. By doing so, students can assume a more active role by (co-)creating their own digital products, ultimately leading to the development of their language skills as well as the opportunity for cross-cultural exchanges and awareness. This social dimension of ICT is, therefore, key to not only increasing collaboration but also expanding learners' opportunities to connect with places (inside and) outside classroom walls (European Commission, 2021). In view of this, technology, in general, and the internet, in particular, may help teachers develop students' ELF skills in terms of intelligibility standards, motivation and fluency (McKay & Brown, 2016), regardless of their educational context.

According to McKay and Brown (2016), online resources are essential for establishing intelligibility standards, as they can play a fundamental role in raising learners' awareness of alternative standards, in addition to

them contacting NSs and NNSs of English. By exploring, for instance, local websites, radio stations or interviews, EFL teachers are fomenting in students a greater awareness of the existing linguistic and cultural differences, which leads to a greater appreciation for local cultures as well as a sense of ownership. According to the authors, the use of technology may ultimately "provide positive models of behaviors, attitudes, and actions toward the local culture, local Englishes, and EIL generally" (McKay & Brown, 2016, p. 166).

As for motivation, when using internet-based tools, students can observe how the use of ELF is widespread and significant on a daily basis. An example may be to provide models of diverse speakers with different levels of proficiency and from a variety of backgrounds (e.g., athletes, artists, politicians).

Regarding fluency, technology also enhances students' opportunities for real communication, either by reading, listening, writing, or speaking (McKay & Brown, 2016). By participating in authentic communicative scenarios, students can produce and practise language, in addition to employing useful communicative strategies that can assist them in overcoming linguistic and cultural issues that may arise across ELF interactions. Some examples include listening to and commenting on videos, exchanging messages with students from other local or international contexts, among other issues that are exemplified in the technology-based tools presented in section three of this chapter.

Simply recognising the potential of technology for promoting ELF is not sufficient, though. Digital technology is only effective for teaching and learning if teachers can successfully include these tools in their teaching practices (European Commission, 2020). Therefore, it is important to contemplate how the proposed tasks may contribute to students' learning process. Moreover, it is crucial to become familiar with the existing technology. Bower and Torrington (2020) propose the *Typology of Free Web-based Learning Technologies* (an updated version of Bower's *A Typology of Web 2.0 Learning Technologies*, 2015), which provides teachers with an extensive list of 226 technologies organised into 40 types and 15 clusters that can be applied through a browser to stimulate more creative and collaborative learning experiences. The 15 clusters include: text-based; image-based; audio; video; multimodal production; digital storytelling; website creation; knowledge organisation and sharing; data analysis; 3D-modelling; coding; assessment; social networking systems; Learning Management Systems; and web-conferencing tools.

Considering that, in many cases, access to technological tools may be difficult due to financial issues, Bower and Torrington's typology is an essential asset, since those that are identified are not only freely available (or

at least offer a free version and not solely a free trial) and openly accessible through a standard web-browser, but they also allow users to participate and exchange content, and may be applied in any educational context, which is especially interesting for the foreign language classroom. By contributing and sharing their work, students can assume a more (inter)active role, thus enhancing the potential of their learning outcomes and experiences, while simultaneously communicating with other users of English through ELF interactions, regardless of their geographical location. Furthermore, this typology allows teachers to make more informed decisions concerning the tools implemented in the classroom in terms of modalities, synchronicity, structure of information, and sharing (Bower & Torrington, 2020). Essentially, what matters is how well these digital tools are applied to support learning and teaching, rather than the simple use of the digital tools themselves (European Commission, 2021).

The following section provides some examples of online tools based on Bower and Torrington's typology and how they may contribute to promoting awareness of the international use and diversity of English as well as successful ELF interactions among users. In essence, the tools identified can be used to promote learners' exposure to ELF communication and foster learners' reflection on their learning and using English in intercultural contexts.

Examples of web-based tools based on Bower and Torrington's typology (2020) applied to the ELF-aware classroom

When preparing 21st-century citizens, educators take on a leading role in stimulating students to become active participants in today's global digital community and effective communicators at a national and international level. The use of ELF in digital media may, therefore, be a fundamental issue to consider when exploring the use of web-based technologies. Taking into account Bower and Torrington's typology (2020), this section contemplates nine of the clusters proposed: text-based; audio; video; multimodal production; digital storytelling; website creation; knowledge organisation and sharing; social networking; and web-conferencing tools. The examples provided within each cluster acknowledge the digital issues associated with them, the use of ELF, and how users/learners can effectively negotiate and conjointly construct meaning to achieve their communicative goals. Although the overall aim of this section is to identify, describe and critically analyse the features of each tool that can be employed in ELF-aware activities, the structure and planning of classroom applications will depend on several factors, including the contexts of instruction (national and international), the learners' language competence, the skills to be developed, and the suitability to the learners' ages.

Text-based tools

Text-based tools comprise both synchronous and asynchronous communication. In the first case, users can send and respond to text-based comments in real-time (e.g., Twitter) from any user, while discussion forums are used for asynchronous communication, where users can organise their discourse and have a more reflective discussion (e.g., forums on Moodle). Notetaking and document creation tools are likewise particularly interesting from an ELF perspective as they allow users to collaboratively work at the same time on a document and hence see each other's changes and ways of thinking.

Some examples of text-based tools that are in line with an ELF perspective in terms of use include ProBoards (https://proboards.com/), Microsoft Word Online (www.office.com/launch/word), and Google Docs (http://docs.google.com). Taking a look at each one individually, ProBoards comprises message boards that promote online discussions, and where YouTube clips and other files (e.g., documents, music, pictures) may likewise be shared. Like a forum, ProBoards allows users to interact with other users at a national and international level, coming into contact with other types of Englishes and ways of communicating, either through written posts or uploaded media (e.g., written documents, film clips, links to other websites).

As for Microsoft Word Online and Google Docs, both encompass co-authoring or real-time collaboration, hence allowing simultaneous input to a document by various users. This feature not only allows users to co-construct texts through a joint process, but they are also required to conjointly negotiate their ideas and how they may be expressed. These tools are interesting to be used not only within students of a single class, but also in (inter)national projects where participants from diverse backgrounds can create a written object together.

Audio tools

Audio tools may be of two dimensions: audio sharing, or audio creation and editing. While in the former instance, these types of sites let users upload and share their own audio recordings (e.g., podcasts), in the latter users can audio record directly on the website. Some examples include Chirbit (http://chirbit.com), Vocaroo (http://vocaroo.com), or Audacity (www.audacityteam.org/). Chirbit is social audio, allowing users to record themselves either by using a microphone or webcam, and afterwards share their clips on social media (e.g., Facebook, Twitter, blog) or via email. Furthermore, users can send audio messages to other Chirbit users or text to Chirbit, allowing for

interactive communication among users. Similarly, with Vocaroo, users can also directly record, send, and download voice messages they create. Going a step further, Audacity, an open-source digital audio editor and recording application software, lets users record audio from several sources and edit the recordings. These three tools have in common the possibility of allowing learners in the foreign language classroom to develop a wide range of activities, like creating their own podcasts/interviews and sharing them with others, broadcasting, digital storytelling, or providing feedback. In this sense, learners can create and share their content, as well as comment on and give feedback on others' works. By doing so, they can access and listen to a variety of different Englishes and communicate with other English users.

In addition to these types of websites, online archives are another audio-based tool that may be explored to develop authentic listening activities with instances of real language use by NSs and NNSs of English (Cardoso et al., 2018; Guerra & Cavalheiro, 2019). Examples of archives include IDEA – International Dialects of English Archive (www.dialectsarchive. com), Speech Accent Archive (https://accent.gmu.edu), and VOICE – Vienna-Oxford International Corpus of English 3.0 (https://voice3.acdh. oeaw.ac.at/#/). These archives contain both transcripts and descriptions of the contexts, allowing learners to understand more easily what is being said and achieve a greater sense of the diversity associated with the English language.

Video tools

Video tools are used for sharing, creating and editing, as well as streaming. When sharing videos, users can upload them to public repositories, which allow learners and educators to source video content for the acquisition of knowledge or remixing functions, in addition to publishing their videos. As for editing tools, they let users not only create but also edit videos, and in the specific case of educational contexts, learners and educators can build videos for assessment and instructional objectives. Lastly, streaming videos can be used to disseminate videos live, enabling access to live events or designing student-guided television programmes.

YouTube (http://youtube.com), for example, is a versatile tool that can be used for all functions – sharing, editing (YouTube Video Editor, http:// youtube.com/editor), and streaming. Students' creativity may be stimulated by conceiving and disseminating their own videos (e.g., presentations, skits, role-plays, animation videos) with other classmates or students from other schools, through national or international projects. Besides sharing, they can also access available videos and encounter authentic language of NSs and NNSs of English, in addition to these videos being valuable resources,

as they may assume a multicultural approach where communicative instances depict the diversity of language and ELF use. Furthermore, users may also comment on videos as well as reply to comments left, generating discussion. These distinct functions allow for the reception of different varieties of English as well as the promotion of ELF interactions.

Another video tool is Flipgrid (https://info.flip.com/), an online remote platform for video discussion and learning where students can speak to a group. Teachers can create "posts" (videos with some text) and share them with students who are prompted to respond. The response can be made with the software's camera to create videos that are posted to the original topic and students can rerecord responses as many times as needed before uploading. Moreover, it allows multiple participants to share their created video, which can be viewed by all participants. Similarly to YouTube, students can hear different Englishes as well as communicate with other users of the language, thus engaging with various communication strategies to achieve successful communication.

Multimodal production tools

Multimodal production tools may be subdivided into digital pinboards or presentations. Padlet (https://padlet.com/), for example, takes the idea of the notice board and makes it digital (with sight, sound and touch). In this sense, teachers create single or multiple walls that can house all the posts they want to share (videos, images, documents and audio). As a collaborative platform, teachers may involve students, other teachers, parents, or even other groups of students. It is, therefore, a tool through which different participants can interact with one another. Its use is also valuable to explore a variety of multicultural issues, to post examples of different uses of English as well as to exchange different perspectives with other participants. Other digital pinboards with similar functions include Stormboard, Pearltrees, Lino, or Conceptboard.

As for presentations, both Microsoft PowerPoint Online (www.off ice.com/launch/powerpoint) and Google Slides (www.google.com/ slides/about), for instance, support real-time collaborative authoring of presentations. With these tools, students (near or far) can collaborate on creating joint presentations, negotiating meaning, and using different communicative strategies to afterwards present either in person or online.

Digital storytelling tools

Digital storytelling has come into being as an effective teaching and learning strategy that engages teachers and students alike. In its simplest form, it

combines a variety of digital elements, such as audio, videos and images to tell stories or present ideas. Thus, by using digital storytelling tools, learners benefit not only from receiving information through digital stories but also from making stories that feature their experiences and learnings. The fact that teachers can bring in students from different contexts to the same collaborative digital storytelling/making activities, who may then draw from their imagination, creativity and cultural experiences, demonstrates how instrumental this technology can be as an ELF-friendly tool.

StoryJumper (www.storyjumper.com), for instance, enables students to create their own illustrated stories, and is an interactive, creative and fun way to practise different writing or pronunciation skills. This site may also pair teachers with other classrooms around the world for a story-making exchange, in which its collaborative feature allows students to work together to create a story. Alternatively, Book Creator (https://bookcreator.com) is another tool that enables educators and their students to create multimedia eBooks. These eBooks can take various forms, from comics to scrapbooks and digital portfolios to manuals and poetry collections.

The use of animated videos is an uprising trend as they can explain complex information or processes in a simple and entertaining way, which learners can easily engage with. Powtoon (http://powtoon.com) is a digital tool that creates animated videos, in which students can use ready-made templates or add their own visual content and voiceover, and elaborate on a Powtoon with peers located around the world. These videos can then be exported and shared on YouTube, Facebook, or Twitter, which serve the purpose of expanding learners' opportunities to connect with places beyond the classroom. Voki (www.voki.com) is another possibility that allows learners to create animated talking characters. A user can customise these Voki characters to resemble living people, animals or cartoons, as well as record voices via microphone or telephone, or upload them in an audio file, or choose a voice from a number of English varieties (e.g., American, British, Indian, Australian, South African). This feature may help make EFL classes become more aurally diverse spaces, seeing that exposing learners to many varieties of pronunciation, with both NSs and NNSs, will enrich their phonological and cultural repertoires.

Website-creating tools

Website-creating tools enable a user to create a website quickly and effortlessly with no coding knowledge or design skills needed. Having an individual website may not only help students to uphold a positive internet presence, but it can also be a suitable way of showcasing their work (e.g., digital stories, animated videos, writing) or establishing connections with

other users worldwide, while simultaneously making use of English as the preferred language of communication. Wix (http://wix.com), in particular, is a well-known, beginner-friendly, cloud-based website that provides users access to templates that are easily edited. Similar alternatives include Google Sites (https://sites.google.com/new), Jimdo (http://jimdo.com), and Weebly (http://weebly.com).

A wiki, on the other hand, is a collaborative website in nature and facilitates community-building within a class as it allows students to create and modify one or more web pages of content. In many classrooms, teachers provide most of the course content but, with a wiki, learners have an opportunity to create much of the course content together, making it a practical tool for project workspaces. PBworks (http://pbworks.com) is one of these collaboration platforms that lets team members capture knowledge and share files. While wikis are still one of the most popular ways to read, write and share information online, Bower and Torrington (2020) point out a decline in the number of freely available wiki tools. Besides PBworks, other wikis such as Confluence (www.atlassian.com/software/confluence), Nuclino (www.nuclino.com), and Wikidot (www.wikidot.com) can still be used without charge.

A blog is a regularly updated website that typically features articles written in an informal or conversational style with accompanying pictures or videos, making it a fun and flexible way for self-expression and social connection, as it often includes sections at the bottom of individual blog posts where readers can leave comments. From an ELF perspective, this interactive element is highly beneficial as it may lead learners to become more active participants of the global digital community.

WordPress (https://wordpress.com) is one such example of a powerful publishing platform that allows users with no coding experience to create and share content quickly and easily. As this hosting platform is quite limited when a user is on the free plan, it is best for hobby bloggers and those starting a blog. WordPress's popularity is partly due to the large library and themes specifically designed for the platform and, although it is commonly known as a blogging platform, it can be used for multiple different classroom projects. We return to this tool in the following section and demonstrate how it can be used in a classroom environment.

Similarly, Edublogs (http://edublogs.org) is an education-specific blogging service. This means it is intended for teachers, students and other people directly involved with education, and is designed to create a safe environment for students to start blogs that can be used for school purposes. Tumblr (http://tumblr.com) and Blogger (http://blogger.com) are also suitable choices for classroom bloggers as their features are all beginner-friendly and easy to work with right from the start.

Knowledge organisation and sharing tools

A knowledge-sharing platform is a centralised hub for sharing information such as documents, images, audio files, and videos over the web. Among the distinct categories Bower and Torrington (2020) identify, there is one interactive, ELF-friendly tool for students worth highlighting: file sharing platforms.

OneDrive (http://onedrive.live.com), Dropbox (http://dropbox.com), and Google Drive (http://google.com/drive) are popular file storage platforms that allow users to collaboratively store and access files anywhere on any device connected to the internet. This file-sharing solution is especially convenient for sharing data – text documents, videos, or images – among students or classes across the world. Most cloud storage providers also offer mobile applications and have collaboration programmes so that everyone can work on the files simultaneously.

Social networking systems

Integrating social networking systems in learning and teaching environments is a way to establish new forms of communication, collaboration, resource sharing, and, most importantly, intercultural language learning (Greenhow et al., 2019).

As expected, Facebook (http://facebook.com) is the most widespread social network where learners may interact with one another within an online space. Here, they can form groups and post questions to obtain feedback from peers. Additionally, they can share links, such as videos on the wall of the group page and in personal messages. Due to its nature, Facebook is ideal for older students who might have their professors share lectures or course materials. The global span of this network is an added benefit as it provides a space in which people of different cultures can freely express their opinions and establish relationships, making it an ideal environment for ELF interactions. However, not everyone is comfortable turning their students loose on Facebook, so safer education-centred alternatives include Twiducate (http://twiducate.com), which allows teachers to have total control over who is a member and what gets posted, Fakebook (www.classto ols.net/FB/home-page), where teachers and students can create imaginary profile pages for study purposes, or Class Dojo (www.classdojo.com), a well-known educational teacher/parent communication application that lets students showcase their work on their digital portfolio.

Web conferencing tools

Web conferencing enables a user to share web-based content and is commonly used as an umbrella term for different types of meeting solutions.

Video conferencing is one of these solutions, and it is simply technology that enables the sharing of video and audio in real time, making it possible for users to hold virtual meetings. These synchronous multimedia collaboration tools encourage interaction amongst the participants as they are allowed to share their documents, photos, or videos among themselves.

Because of the global COVID-19 pandemic, these platforms experienced significant increases, and nowadays the well-renowned Zoom (http://zoom.us) video conferencing solution is a household name. Other web conferencing tools offer similar features, such as Skype Online (https://web.skype.com), Google Meet (https://apps.google.com/meet), or Discord (https://discordapp.com). There are slight differences in the services they offer but, overall, by using them, students and teachers can join classes, small-group work sessions, tutorials, and other educational events, and watch, listen to and interact with their teacher and fellow classmates, as well as with other groups abroad. These features are particularly interesting to not only foster synchronous oral communication, but also to communicate with other users of English and apply different communication strategies, when necessary.

This list of free web-based applications is by no means comprehensive. Understandably, technology advancements, consumer demands, and a wide range of other factors have a direct impact on the tools at our disposal. While some technologies die out, others can last longer with new and updated features. However, at the time of writing, the applications presented above were running and cost-free. The section that follows demonstrates how one of these web-based tools can be used creatively in a classroom to support learning and teaching with an ELF-perspective always in mind.

Case study

This case study presents a Hungarian project whose outcome is an online journal in English, written and edited by undergraduate university students as a class assignment in their media specialisation track. *English for the media* specialisation is an optional specialisation offered at BA level at a prestigious Hungarian university. Students of the specialisation are generally English major non-native English speaking Hungarian and international students from all over the world. What these students have in common is that they are all ELF users who speak English with each other at every phase of the online journal project. In this sense, the course represents a genuine ELF context where a web-based tool is used to facilitate communication and the achievement of the main aim of the course, which is keeping the journal alive and kicking.

The purpose of the project is to provide students with hands-on experience of journalism in an ELF context and encourage them to learn from and about

each other and their experiences, to enhance ELF use both inside and outside the classroom, and, at the same time, produce and publish an online journal. The online journal was first launched in December 2011 to showcase the different articles, interviews, film reviews and other pieces written by students during their final course of the media specialisation. Ever since, the journal has been edited twice a year over 12 years and is freely available online.

The course is a practical workshop, with 6–16 participating students on average, which is offered once a week for the duration of a semester that usually lasts 12–14 weeks. It is not necessarily the teacher who decides the course content as the students are encouraged to work as an independent editorial team throughout the semester. Although the students are expected to function autonomously as a team, the teacher is there acting as a facilitator who manages the project by setting the agenda and establishing the ground rules of the operation. The role played by the teacher also includes encouraging students' critical reflection, self-monitoring and self-regulation. In addition, the teacher can initiate discussion, actively engage in brainstorming, and give opinions on the topics chosen by the students. Despite the teacher functioning as an adviser, manager and motivator, emphasis is put on students' autonomy both as ELF users and members of the editorial team. The freedom and increased autonomy are a strong motivational force, especially when students realise that they can produce articles in an online journal available for a large audience of fellow ELF users.

The Hungarian project demonstrates how web-based technologies can be successfully employed in a particular media-related project run by ELF user university students. In the project, WordPress has been used for the purpose of publishing media-related content on an online platform for a worldwide ELF audience. While co-creating their own digital media product, students not only increase their media-related knowledge but also engage in ELF interactions in and on their own terms. Their involvement as individual language users is strengthened by not only the choice of English that they claim as their own but also by the topics and concerns that reflect university students' everyday life and interests (e.g., an article about a university student turned tattoo artist or the difficulties of finding student accommodation in the city where the university is). The project thus entails an ELF-informed pedagogical approach (see Chapter 2) where participants learn how to cope with the challenges of ELF communication through use (Seidlhofer, 2011), through being active participants of a particular local community of practice.

Planning the online journal project

The final product, the online journal, incorporates in a tangible format what the students on the media specialisation have learnt and done before

the online journal editing and publishing course of the programme. The knowledge and skills required for producing materials for the journal were acquired and developed in the courses studying digital media or how to write film and other reviews. Students of the specialisation have also learnt interviewing techniques as part of their *Fact-based Journalism* course. For producing new content for the online journal, members of the editorial team have to apply their media and ICT knowledge and skills as well as adopt a target ELF audience perspective that reaches well beyond the confines of the university course.

The tasks chosen by the teacher for the workshop have to be creative, motivating, and challenging for the students/ELF users, who are already aware of the new technological innovations, are confident and frequent users of online platforms and social media apps. They probably follow several young social media influencers and perhaps would like to become one of them later.

Before the course came into being, the technical and technological background had to be considered. Some of the necessary items included the internet and Wi-Fi access in the classroom, a projector and a laptop, a whiteboard or a smartboard, and a platform where materials were uploaded and could be edited by the students in real time. When deciding which ICT tool to select, the decision was limited to the resources that were available 12 years ago, at the launch of the journal project. In the end, the free basic version of WordPress, a publishing platform that allows users with no coding experience to create their own online journal, was chosen.

Implementation

In the first few sessions of the workshop, the students have to familiarise themselves with the online journal, its topics, format and language, and the specific features and uses of the WordPress platform. The participants also look at the theoretical aspects of online journal production, such as audience, genre, review and interviewing guidelines, and language use. In addition, the students are given assignments that require using various sources and writing their own piece – usually a review – that is then uploaded onto an online platform that everybody has access to. The feedback, regarding both content and language, is given by members of the group, who may comment, correct mistakes where they deem necessary, or suggest alternatives. Then, the revised and amended reviews can go online with the accompanying images.

Next, interview techniques are discussed in class, particularly the five WH-questions (who, what, where, when, and why). The lead five questions regarding background research to be conducted before an interview and

verbal/non-verbal communication strategies are addressed. The assignment is to bring the students' favourite interviews to class. First, a brief discussion of theory is provided, then the students are asked to justify their choice of interview and analyse it. The interviews are evaluated during class with the help of the following questions: What makes a good interview? What are its unique selling points? How to ask questions, and what questions to ask (yes/no or open-ended). The next step is putting everything into practice and asking students to produce their own pieces. In fact, one of the most interesting weeks of the project is when students share and discuss their interview ideas with their peers. As a result, the interviewees are selected and the questions members of the group consider relevant and interesting are collected and explored in class. Illustrations and the role of pictures are also discussed, as well as the place where the interview takes place, which is normally a one-on-one interview outside the classroom. From this week on, students arrange and conduct their own interviews. They can turn to their teacher and group when they face difficulties during this phase, such as cancellations or no response from the interviewee. Since all this involves working together, by this stage the class already functions as an editorial team.

Students are expected to take pictures of the interviewee and record the interview for the sake of practice. The interviews are conducted in English, even if the interviewee and the person conducting the interview are Hungarian. The same applies to international students who use English as the common means of communication during the interview.

The rest of the course concentrates on the third compulsory task, which is usually a group assignment. Students are asked to shoot a short video or make their own short film. During the pandemic, this was optional since the course was online and students could not meet. Before the pandemic, however, this was the task they all seemed to enjoy the most, since they wrote the scripts and arranged the shooting together. Depending on the number of participants, some worked in smaller groups, and between three to five films of three minutes were shot. The last class of the course also brings in an ELF element, which is the time to write the editorial of the particular online journal together. It is always interesting to see how the students' different cultural backgrounds influence their editorial work. Finally, the editorial is uploaded onto the online journal and the course ends with an evaluation of the semester, by the teacher and the students alike.

Findings of the case study

The online journal project has proven to be highly motivating and successful in several respects. It has allowed students to apply the knowledge and skills they have acquired during the specialisation in the production of a publication,

which evinces their individual and group identity and interests, and engages them in the creative use of their linguistic, ICT and other resources. The online journal also promotes learner autonomy by encouraging students to generate their own ideas for classwork, which incorporates peer review and critical thinking. Apart from actively engaging in ELF use, participants become aware of specific issues relating to ELF-communication, which include, among others, increased audience-orientedness, identification of the linguistic and schematic common ground between the journalist and their audience, and questions of intelligibility.

This project also has a unique advantage in that it brings the students and staff of the media specialisation and the Department together into one single forum as the online journal has been used by other teachers as a platform where their students' best pieces can be uploaded. The journal has also been used to promote the media specialisation and attract potential students. Furthermore, the journal is freely available worldwide so ELF users from other educational contexts can access it anytime, both inside and outside the classroom.

Since the project provides students with the opportunity to step out of their comfort zones and try something new, creative, challenging and entertaining, the feedback received has been overall very positive. According to the participating students, this is one of the best courses offered by the university, with students highlighting interaction with ELF speakers and the cultural diversity of the course as the main selling points.

Pedagogical implications

This project has demonstrated how web-based technologies, in general, and a website creation tool, in particular, can be successfully used to promote both ELF-awareness and actual ELF use through a motivating classroom project. It must be noted, however, that the design of the project was developed to suit the purposes and circumstances of a particular educational context. Given the demand for facilities other than those of an average classroom, if teachers decide to set up a similar project, it will need to be localised and adapted accordingly. And, even though a media-related project was outlined in this particular case study, WordPress can be used in other classes or courses with projects aiming at developing learners' communicative skills for ELF use with the help of ICT tools.

Conclusion

This chapter hopes to assist ELT teachers with pedagogical alternatives regarding the use of innovative technological tools to promote ELF

interactions among native and non-native speakers. Additionally, the web-based tools identified may contribute to encouraging students' knowledge of the international scope of English and its diversity of users and uses. Moreover, the case study described demonstrates how a specific web-based tool may contribute to developing learners' communicative skills for language use inside and outside the classroom. The features of the project carried out may be further applied and adapted to other educational contexts across the world as it engages learners in intercultural communication. Considering the available resources of web-based technologies, further research should be carried out focusing on the use of technological tools aiming at developing learners' communicative skills for ELF communication and encouraging their reflection on how they are learning and using English in intercultural contexts with different speakers worldwide.

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