



Facultad de
Ciencias Sociales y Humanísticas

PROYECTO DE TITULACIÓN

“KNOWLEDGE OF ELF AND ECUADORIAN ENGLISH
LANGUAGE TEACHER ATTITUDES TOWARDS ENGLISH”

Previa la obtención del Título de:
**MASTER IN TEACHING ENGLISH AS A
FOREIGN LANGUAGE**

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Guayaquil – Ecuador

2022

DEDICATION

To my family. There is only one name at the beginning of this project, there should be five. I am nothing without you. This is for you.

Julio Alejandro Rodriguez Estéfano

ACKNOWLEDGMENTS

First, my family for being there in every moment of my life.

Second, to ESPOL for granting me the opportunity of being part of this program.
To all the teachers, my classmates, and friends that have been part of this process.

I would also like to acknowledge the help of Jessenia Nathaly Rodríguez for helping me with the participants in this project.

I would also like to give a special thank you to Ph.D. Jason Jon Litzenberg for giving me a chance and being my tutor. This would have not been possible without your help.

To every person who asked me “how’s the thesis going?” for making me feel bad for not working hard enough. Thank you for keeping me in check and keep working.

Thank you all from the bottom of my heart.

Julio Alejandro Rodriguez Estéfano

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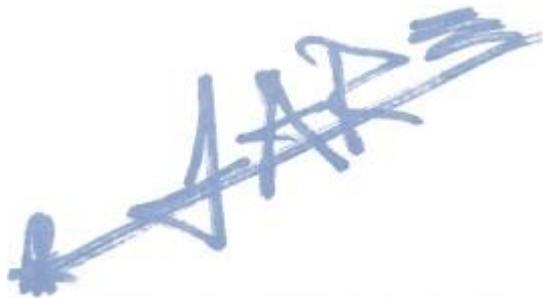
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Julio Alejandro Rodriguez Estéfano

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ABSTRACT

This thesis examines the effects of ELF knowledge on the attitudes towards the English language of English teachers in Ecuador. This was mixed research aimed to find the differences between the participants' attitudes towards learning English before and after an intervention. They had to answer a survey, and some participated in a focus group interview. Participants in this thesis ranged in age from 25-64 and were Ecuadorian English teachers from three schools in Puerto Francisco de Orellana (El Coca) with many different backgrounds. The analysis showed mixed results. However, the conclusion was that ELF does have a positive effect on the attitude of Ecuadorian teachers towards the English language.

Keywords: language attitude, Ecuadorian teachers, ELF, LFC

RESUMEN

Esta tesis examina los efectos del conocimiento de ELF en las actitudes hacia el idioma inglés de los profesores de inglés en Ecuador. Esta fue una investigación mixta destinada a encontrar las diferencias entre las actitudes de los participantes hacia el aprendizaje del inglés antes y después de una intervención. Tuvieron que responder una encuesta, y algunos participaron en una entrevista enfocada grupal. Los participantes en esta tesis tenían entre 25 y 64 años de edad, eran profesores de inglés ecuatorianos de Puerto Francisco de Orellana (El Coca) con diferentes antecedentes. El análisis mostró resultados mixtos. Sin embargo, la conclusión fue que ELF sí tiene un efecto positivo en la actitud del docente ecuatoriano hacia el idioma inglés.

Palabras clave: actitud lingüística, docentes ecuatorianos, ELF, LFC

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LIST OF ABBREVIATIONS

ELF	English as a Lingua Franca
RP	Received Pronunciation
GA	General American
NSs	Native speakers
NNSs	Non-native speakers
LFC	Lingua Franca Core
TESOL	Teaching English as a second language

CHAPTER I

1 INTRODUCTION.

1.1 AIMS AND RATIONALE.

English is the most commonly used language by people around the world to communicate when speakers do not share the same native language (Kaur, 2014; Seidlhofer, 2004), and there are very few people in the world who would argue against that (Dauer, 2005). This means that English can be found everywhere around the world in many different areas (Rahimi & Ruzrokh, 2016) and has gained a status no other language has accomplished so far (Zoghbor, 2018). Therefore, today, teaching and learning English is a very popular and important topic among researchers and teachers alike around the world.

One important detail in teaching any foreign or second language is choosing which “accent” (pronunciation model) teachers are going to use as a model for their learners to follow (Olea & Antonio, 2019). Among the many possible accents, the two most common are the Received Pronunciation (RP) from the UK and the General American (GA) from the USA (Olea & Antonio, 2019). These two belong to the Kachru’s Inner circle of “World Englishes” which classifies countries in three circles: The Inner circle (where English is the mother tongue), the Outer circle (where English is a second language), and the Expanding circle (where English is a foreign language) (Rahimi & Ruzrokh, 2016; Sung, 2019). However, research done by Jenkins (2007) has shown that perceptions of the majority of English teachers display a penchant for either of the two popular Inner circle models as the best to teach international communication. Nevertheless, according to this same research said assertion is bound to, in some cases, emotional and irrational attitudes.

Researching attitudes can help discover what is the disposition of people towards different characteristics of a language and communication conduct (Baird & Baird, 2018). Being that the case, Jenkins (Baird & Baird, 2018) suggested that research on English as a Lingua Franca (ELF) requires fostering attitudes that do not relate to old systems. Research on language attitude is important, therefore, since language is the tool people use to communicate, and the demystification of the native speaker’s accent can help change attitudes towards what is usually considered a “superior” model of speech (Baird & Baird, 2018).

Fairly recently, Sung (2019) conducted a project where they surveyed and interviewed Korean pre-service teachers about their attitudes towards English. In the data collected, teachers were aware of the importance of familiarizing their students with the plethora of World Englishes, even when they were inexperienced in that area. They admitted that during their formation as professionals, they were not exposed to more than one or two accents which now limits their ability to do the same for their students.

A reason for using an ELF model instead of an Inner circle model is that the latter might not be necessarily the best model to follow. This comes from the idea that the majority of interactions in English do not involve native speakers (NSs) and are often Non-native speakers (NNSs) interacting with one another. Using an ELF model should help change the views towards the variety of Englishes used in many different situations and propose an examination for a more suitable replacement than the current standard model (Kaur, 2014).

The current study was conducted with English teachers from three different schools in Puerto Francisco Orellana (El Coca) in Ecuador. The participants are between 25 and 64 years of age, and all are working as English teachers or in administrative roles in different institutions that teach English (one of the participants was in between jobs when the project took place). The participants have been mostly exposed to many different American English accents and the Ecuadorian accent of their teachers. Their English proficiency levels range from B1 to C1 (these levels are self-assessed). All of them have a higher education degree and have studied English formally for at least a year. Participants started learning the language from a very early age, and some started in the early thirties. Some have at least one year of learning the language, and some for more than 25 years. Some participants have never been to a predominantly English-speaking country or region, and some have been there for years. Some have worked as teachers for a year and some for more than 15 years. This group has a variety of teachers from different backgrounds, but all of them lived in the country and were working locally when the research was done.

The data was collected using surveys and an interview. The survey used an online link using a software program from Penn State university and the results were processed using IBM's SPSS software. The interview took place on Google's Meet and was recorded using a cellphone which was transcribed on a word document and then processed.

Due to the nature of having a quantitative section, a hypothesis was tested. The null hypothesis ELF knowledge has no effect on the attitudes towards the English language of English teachers in Ecuador. Conversely, the alternative hypothesis is ELF knowledge has effect on the attitudes towards the English language of English teachers in Ecuador.

The aim of this project is to check how much ELF knowledge influence the attitudes of Ecuadorian English teachers. This will in turn may affect how these teachers would teach their classes. When instructors understand a variety of accents, they are more likely to promote a more suitable model of speaking in international settings to their students. This might give them a better chance to communicate in a world where English has taken many forms and is a necessary tool to be successful.

1.2 RESEARCH QUESTION.

- What are the effects of ELF knowledge on the attitudes towards the English language of English teachers in Ecuador?

1.2.1 SUB-RESEARCH QUESTIONS:

- What are the current attitudes towards the English language of English teachers in Ecuador?
- What are the possible effects of ELF knowledge on the attitudes towards the English language of English teachers in Ecuador?
- Is there any difference between the attitudes of Ecuadorian teachers before and after an intervention using ELF knowledge?

1.3 RESEARCH OBJECTIVES.

1.3.1 GENERAL OBJECTIVE.

The general objective of this study is to explore the effects of ELF knowledge on the attitudes towards the English language of English teachers in Ecuador.

1.3.2 SPECIFIC OBJECTIVES.

- To identify the current level of the attitudes towards the English language of English teachers in Ecuador.
- To apply an ELF knowledge intervention.

- To identify the level of attitudes towards the English language of English teachers in Ecuador after the application of the ELF intervention.
- To know if there is a difference in attitudes towards the English language of English teachers in Ecuador from before and after the intervention.
- To contribute to the scientific community with information about the effects of ELF on the attitudes towards the English language of English teachers in Ecuador.

1.4 OVERVIEW OF THE INQUIRY.

Chapter 1 consists of the introduction of the study, aims, rationale, and the research questions and sub-questions.

Chapter 2 includes the context of the study, literature review, and previous studies on ELF and attitudes towards English.

Chapter 3 explains the methodology required for the process of this research. It also explains the rationale for the application of qualitative procedures and techniques along with this study.

Chapter 4 contains the data collected and displayed in various tables mentioning the themes and codes gathered from the instruments used. It also presents and discusses the findings obtained from the data collection of this research and contrasts them with previous studies.

Chapter 5 summarizes the findings concerning the questions and presents the study's limitations, future directions, and other research areas. It shows the conclusion of the project.

1.5 SIGNIFICANCE OF THE STUDY.

This study addresses an area that until now has received little research attention, namely, the attitudes toward the English language and ELF in the Ecuadorian context. Learning about the attitudes of the Ecuadorian teachers towards the acquisition of the English language will give an important insight into how teachers perceive the language. This will give a fresh look to the traditional knowledge that is part of today's classroom.

CHAPTER II

2 LITERATURE REVIEW

2.1 TEACHING ENGLISH – STANDARDS AND ACCENTS

At the beginning of any teaching practice, teachers need to address the topic of standards and accents. Which one should they teach? One particular accent can be said with many given accents (Jenkins, 2000). Standards are usually viewed as those that ensure communication and intelligibility (Widdowson, 1994). After having the standard topic debate, teachers are left with the task of choosing a pronunciation model for their students to imitate and follow in class (Dauer, 2005).

2.1.1 TRADITIONAL ENGLISH MODELS

Two of the most traditionally accepted accents in the teaching world are the Received Pronunciation (RP) and the General American (GA), which both belong to the inner circle in the Kachruvian Circles (Dauer, 2005). These accents are usually the ones that have the highest prestige in the long list of models for teaching.

The Kachruvian Circles, which classify the languages in three major groups, put these two traditional models in the inner circle. The inner circle usually comprises countries where English is the first language like Canada, Australia, and New Zealand. The outer circle is usually countries that were British colonies in the past. The last section, called the expanding circle, includes the rest of the English speakers.

These two traditional accents (sometimes even addressed as “no accent”) are usually promoted as the one teachers all over the world should teach in class (Jenkins, 2000). The idea that these traditional models are those teachers all over the planet should use as models for their students to follow is strange since in the UK less than 3% of its population speaks the Received Pronunciation (RP), and about 33% of the population of USA and Canada speak the GA (Jenkins, 2000).

Also, millions of non-native English speakers who want to communicate might not identify with the two choices that are often offered to them as pronunciation models. Teaching should address the needs of the speakers and cease encouraging, in some cases, unrealistic goals for non-native speakers. Jenkins for example offers a different choice of model for teachers and students, the lingua franca core which explores an alternative that might address this identity issue that some users have (Dauer, 2005).

2.2 ENGLISH AS A LINGUA FRANCA

For Firth (1996, as cited in Smit, 2010) English as a Lingua Franca (ELF) is “a ‘contact language’ between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication” (p. 49).

English as a Lingua Franca (ELF) is the term used to talk about the use of the English language as a means of communication when two or more speakers do not share the same mother tongue. This means that English is the language chosen by millions of people around the world to communicate with others. In ELF interactions, it has been suggested that 25% of the cases involve a native speaker, meaning that most cases only involve NNSs (Rahimi & Ruzrokh, 2016).

ELF interactions have some clear advantages, for example, misunderstandings in ELF interactions are not frequent and can be often solved with negotiation or communication strategies. ELF interactions tend to foster cooperation and understanding to achieve communication and if speakers can achieve a certain level of intelligibility, they usually omit non-standard variations from others and try to reach each other (Seidlhofer, 2004). The end game for ELF is to foster communication by overachieving some form of “correctness” and to help other speakers to communicate their ideas fostering friendly communication (Seidlhofer, 2004). To achieve this, Seidlhofer (2004) suggested the following: “Sensitivity in the choice of cultural content in materials - Reflexivity in pedagogical procedures - Respect for the local culture of learning” (p. 226).

ELF also exploits better the use of foreigners as teachers. Advantages of NNS teachers in working with pronunciation include knowledge of the phonological and phonetic systems of the speakers’ L1, the ability to prioritize teaching pronunciation features that are core in speaking, and a pronunciation model that can be achieved by the students (Jenkins, 2000).

2.2.1 ELF FOR NON-NATIVE CONTEXTS

One of the most common reasons why people usually use material from native-speaking countries is the sense of validity and authenticity. However, when the material is repurposed for pedagogical purposes, the original context is lost, and it loses its authenticity. This cannot be transferred to the context of the students in a non-native

speaking class (Widdowson, 1994). Moreover, fostering ELF knowledge in a non-native context is an important issue nowadays. According to Porfirio (2017) teachers (in and pre-service) are not clear on the idea of using ELF.

Shifting the importance of correctness and focusing more on the context of the students should help teachers engage with their realities better and improve the process for them. This also gives a more central role to non-native speaker teachers since they have a better understanding of the process that students will have to go through to acquire the language. In other words, a native speaker might indeed have a better understanding of the English rules in their country, but non-native teachers understand the context of their students better, therefore, will be better at helping them reach their goals of communicating in a foreign language (Widdowson, 1994).

A possible negative aspect of trying to approximate the students' pronunciation to inner circle models is the frustration of not being able to achieve those objectives. This frustration may stay with students for a long time making them believe that those models are unattainable goals. These objectives are also very hard on non-native teachers because to help their students succeed, they need to attain those goals themselves. Moreover, they would also have to put a lot of the time they have with their students into practicing and modeling their pronunciation when there are different processes to achieve intelligibility and accents that can be understood by their peers (Rahimi & Ruzrokh, 2016).

The importance of ELF awareness in the interactions in international English has been recognized by researchers (Sifakis et al., 2018). It is important to note that the link between these two advocates integration rather than a replacement. This means that ELF is not here to replace the way English has been taught all this time or to change the model that favors native speakers. ELF offers an alternative teaching model for teaching English as a foreign language, especially in circumstances where students do not interact with native speakers. The biggest advantage of the inclusion of ELF in the classroom comes from the authenticity of the elements use in non-native interactions (Sifakis et al., 2018).

2.3 LINGUA FRANCA CORE

The Lingua Franca Core (LFC) is an alternative model which focuses on characteristics of the language to be taught in class to improve mutual intelligibility among NNSs (Dauer, 2005; Olea & Antonio, 2019). This model includes segmental features,

sentence stress, and tonic placement. It also gives a set of non-essential characteristics of the language that does not impede communication. The use of this model might be more than just a better model for ELF classes but also help lessen the psychological hardships of teaching English (Olea & Antonio, 2019; Pickering, 2006). The response from the scientific community to LFC has been mixed. Some believe that this is the solution to the problems in non-native speaking classrooms and some have seen this as a temporary solution and nothing permanent (Sifakis et al., 2018).

One of the reasons why LFC might be a better alternative for ELF interactions than any other model is the fact that it is based on empirical data. The core's objective is to make the phonological features of the English language more accessible for people in the international setting by focusing on the features that have an impact on the intelligibility among NNSs and not on the ones that traditional models fixate that in most cases does not affect intelligibility; the goal is for NNSs communicate and not to obtain native-like pronunciation (Rahimi & Ruzrokh, 2016).

Jenkins (2000) suggested a method for people to learn LFC is using a 5-step program. The first one is mandatory for everyone but for teachers everything is mandatory. The first part would work the core items, the second a variety of L2 accents, the third accommodation skills, the fourth non-core items, and the last part a variety of L1 accents (Jenkins, 2000; Zoghbor, 2018).

In ELF interactions, "accommodation theory" argues that people try to accommodate the people they interact to facilitate communication. The things that motivate NNSs to use this are solidarity amongst speakers, communication efficiency, and identity. Out of the three, communication efficiency, is the main reason why interactions might involve accommodation. Moreover, the linguistic insecurities behind the use of accommodations are mainly due to the negative stereotypes promoted by the native speakers (Walker & Zoghbor, 2015). Furthermore, this attitude might not be directly responsible for the inability of native speakers to understand foreign accents but their lack of familiarity (Lindemann et al., 2016).

There is a lot of research on the many resources for helping develop ELF knowledge and LFC in the classroom. For example, there is research on how the segmental and not the suprasegmental parts of the pronunciation models are the focus of LFC (Dauer,

2005). Research also shows methods to teach ELF pronunciation in class (Walker & Zoghbor, 2015). It also fosters code-switching (Garrett, 2010; Murata & Jenkins, 2009) and it also offers resources for communication strategies (Seidlhofer, 2004).

2.4 ATTITUDES IN LANGUAGES

Many definitions of attitudes include the disposition of the person, the emotional connection, and how those ideas influence their behavior positively or negatively. Some problem that exists with the study of attitudes is that they cannot be directly observed but they have to be acknowledged by the person (Garrett, 2010).

Attitudes towards languages are governed by strong beliefs and ideals of “standard” languages. It is also associated with an assumption of correctness (where some forms are correct, and others are not) and authority (which is supported by dictionaries and books). Conversely, the true nature of a language goes against the idea of a standard since languages tend to change and vary over time, hence the attitudes most educators have towards language and native speaker models are promoted by fallacies and illusions (Garrett, 2010; Widdowson, 1994). Attitudes are present in the production and reception of the language, in how we perceived everyday language from others, and in how we expect others to react to our way to use the language (Garrett, 2010).

Negative attitudes towards an accent, for example, might make it more difficult to understand even when the characteristics of that accent would not impede communication otherwise (Pickering, 2006). Another study showed that in some cases the accent itself might not be responsible for the negative or positive attitudes but the social group that is connected to that accent. This supports the idea that research might need to change its focus from trying to use a native-like accent and move to study negative attitudes

In his book, Garret (2010) compiles much research that showed how attitudes towards languages (positive or negative) are strongly determined by the idea of standardization. Similarly, for many people, the idea of Standard British English comes from the belief that a standard form exists and that is the correct or proper way to use the language. This assumption (in any variety of English) has made immigrants in the USA and UK who are fluent in English seek speech therapists to help reduce their accent. This possible “improvement” in their pronunciation does not come without a cost which is in some cases their cultural identity. Some people experience embarrassment and mockery

because of their accent even when they are intelligible and fluent in the language (Garrett, 2010; Jenkins, 2000). Anne Pakir made it clear in 1998 that accents are linked to the identities of the speaker during the TESOL Convention in Seattle mentioning that having issues with her accent would mean having issues with her identity (Jenkins, 2000).

The same research also explains how attitudes can be things that people learn and are not innate. Attitudes then are things that can be learned by observation (Garrett, 2010). This is one key point for this research since if teachers have negative attitudes towards non-native speaking accents, then their students will also perpetuate those ideas in their future which will affect the way they perceived themselves as speakers.

2.4.1 ATTITUDES IN ELF

For some teachers, choosing their identities in their accents has been shaped by their negative past experiences which have made it difficult for them to choose an ELF identity over the traditional L1. Many of the reasons to keep an inner circle variant in place of ELF come from the irrational connection that most users have to the American and British variants. Moreover, attitudes towards ELF are deeply connected to the identity of the speakers. When a person starts learning a new language, they should be able to create an identity (Jenkins, 2007). Not allowing this would make learners conform to the idea of having to adopt an identity that might not fit their context.

Research in descriptive work in the different contexts English take place is crucial for moving forward and away from the traditional models (Seidlhofer, 2004). One crucial problem with this is the failure to educate teachers to make informed decisions instead of following old traditions. For this, it is important to provide teachers with information that allows them to educate themselves, which allows the adaptation of their teachings to the contexts. Teachers are then able to choose the appropriate pronunciation model for the context and they could help create a bridge to connect their students with the language (Jenkins, 2000).

Literature in recent years has shown that even when native-speakerism perspectives to teaching are still frequent in students, there are learners who are starting to recognize ELF as a justifiable tool in learning the language. Similarly, teachers are also acknowledging ELF, especially after being exposed to information that helps them know

the multifaceted aspects of ELF, even critically thinking about it and participating in action research (Sifakis et al., 2018).

2.4.2 RESEARCH ON LANGUAGE ATTITUDES

Research on language attitudes has two common topics, the first is that native English “standards” are not relevant for ELF communication and any possible mistakes regarding these rules do not impede communication in these interactions, and second the use of accommodation and consensus orientation are paramount and conspicuous in ELF interactions (Rahimi & Ruzrokh, 2016).

There is a lot of research about language attitudes that show how it influences teachers and students. For example, in Kang (2010), research showed that some learners feel the responsibility to acquire a native accent for them to be perceived as proficient speakers, even when the goal of a non-native speaker is not always to communicate with native speakers. It also talked about the frustration from the students when the expectations on the inner circle variant of English do not meet their expectations. Finally, it is very important (at least for this research) to point out that, as stated before, the teacher’s attitudes towards the many different accents may be crucial in the role of modeling learners and this makes it important to further investigate.

In Kaur (2014), a study on teachers at a public university put American and British accents as superior to any other non-native accent. One of the possible reasons for this might be the models that the books have. The material has a deep connection with this inner circle model. And, even when teachers have been exposed to ELF knowledge, they still favor native-speaking accents over non-native in Malaysia.

Jameson (2003, as cited in Zoghbor, 2018) states, as expressed numerous times, it was pointed out the detrimental effects that negative attitudes have on communication. In a study where the intelligibility of Standard English, a New York accent, and a “Black Accent” was compared, familiarity with the Black accent did not prove to help it be more intelligible than the other two. More research also suggested that ethnicity, as well as economic and political power influences certain groups' attitudes towards languages (even when in some cases they have similar linguistic features). It usually favored the powerful. There is also the expectation to understand someone. An experiment where two different

photos were shown using the same sound demonstrated the listener being biased towards the photo of the non-Caucasian individual.

In Kresta (2020), there were many studies compiled about attitudes towards English accents. One study at the University of Vienna showed that students have negative attitudes toward their accents and preferred native accents favoring the Received Pronunciation (RP) overall. On the other hand, a lot of them were not able to recognize the accent. In a different study in the same paper, at the University of the Basque Country, they rated British English as better than American English. Similarly, in a different study in the same paper at the British Council in Penang, although students recognize American and Scottish accents better than the Received Pronunciation (RP), they thought the Received Pronunciation (RP) was superior. It was also mentioned that there was a place for the Malaysian accent but with lower status. In addition, a lot of research that could not be reviewed pushes the same idea that in general, most users have pronunciation objectives that align with sounding like native speakers in the inner circle. At last, the research done at the Technische Hochschule Mittelhessen stated that while students were clear that accomplishing near-native pronunciation is a very difficult task, most still desired to reach that to be intelligible.

CHAPTER III

3 METHODOLOGY

The research design for this study was mixed, meaning it was qualitative as well as quantitative. The goal of this study was to find the difference (if there is any) between the participants' attitudes towards learning English before and after the intervention. To accomplish this, an online survey was issued at the beginning of the study. After that, the participants took part in a 10-hour intervention with an ELF knowledge workshop. At the end of this workshop, the same survey with some extra questions was issued. This is the quantitative part of the study. Also, after the workshop was completed, a focus group interview took place with three participants from the workshop. This is the qualitative part of the study.

This "attitudes towards English" survey was a modified survey from the works of Rahimi & Ruzrokh (2016) and Kang (2010). This survey had 14 closed-question in the pre-intervention survey and 17 closed-question (the same 14 questions from the pre-survey plus three more) in the post-intervention survey. The closed questions asked about the participants' attitudes towards learning, practicing, and using English, and their confidence and motivation levels speaking with different types of people around the world on an eleven-point Likert scale from zero (strongly disagree) to ten (strongly agree). After that, the researcher used a statistic tool called a two-tailed p-value to calculate the variability of the results before and after the intervention. Also, some of the results from the survey were grouped together according to some of the similarities in their characteristics and then the variability of the results was calculated using two-tailed p-value.

Another tool in this study was a focus group interview. This interview was done after the second survey with three volunteers from the participants. The interview was conducted in Spanish. The goal was to add more information about the attitudes of the participants of this study. The advantage of using an interview after the survey is that it allowed some of the participants to expand on their ideas about their attitudes, confidence, and motivation levels in more depth than only using a survey. The participants were invited to participate in a short online focus group interview. Only four accepted the invitation but ultimately only three showed up. They answered some questions about their attitudes towards English. The questions came from the same topics that Jenkins (2007)

used in her interview. This data was transcribed and studied to compare them with the results of the quantitative data and its analysis.

The intervention in this project consisted of five sessions of two hours (one each day, ten hours in total) in the afternoon. Each day had a different topic in regard to ELF. The first day discussed the myth of “standard” English. The second day covered language attitudes. On the third day talked about English as a lingua franca. On the fourth day talked about Lingua Franca Core. On the last day discussed the goal of learning a language and summarizes all the topics from the week. During the workshop, some surveys were optional, but most participants did not engage with those questions, so they were not taken into consideration for this study.

3.1.1 TOOLS

The tools used in this project were a survey software for the survey and the IBM SPSS software, and Google Meets for the focus interview. For the survey, the participants had to follow a link that takes them to a webpage hosted on Penn State university. Then, the data was transfer to a Spreadsheet on Excel. That data was process using IBM’s SPSS software and the results were used in this thesis.

For the interview, the participants were invited using an email and they had to follow a link to be part of a Google Meets call. That call was recorded on a cellphone and later transcribed. That transcription was used to analyze the answers the participants gave to the focus interview.

3.2 PARTICIPANT DEMOGRAPHICS

Participants in this study ranged in age from 25-64. They were divided into four groups of ten years each, namely 25-34 (N=3), 35-44 (N=7), 45-54 (N=3), and 55-64 (N=1). They started learning the language during different stages of their lives. More than half of the population started learning English when they were children, teenagers, or young adults (N=9).

It is interesting to note that some teachers might have less than five years of studying the language. A similar quantity has more than five and similarly more than 15 years. The experienced of learning the language is equally divided into the three different groups mentioned before. Only five participants have lived in a predominantly English-speaking country for more than a year and four have never done it. Most of the teachers in

this group seemed to be experienced in the field. Six participants did not have more than seven years of working in the field as teachers while the rest have more than twelve years.

To summarize, the majority of participants in this group are older than 35 and they all started learning the language at different ages. Similarly, their experience teaching English vary, having some with less than 7 years of experience and quite a few with more than twelve. Some of them have not yet experienced living in a predominantly English-speaking country and only 5 more than one year. Finally, only 5 of them have less than 5 years of learning the language formally, and notably, one participant claimed to have only one year formally learning it.

This gives this research several ways to approach the data, using time studying or teaching the language, experience living in a predominantly English-speaking country, and their ages as ways to compare the results and see if ELF is perceived by teachers as a valid way of teaching English. However, their exposure to different types of accents (especially to non-traditional/inner circle ones) might be limited regardless of the other factors.

3.3 POPULATION AND SAMPLE

The population of this project was the English teachers of three schools in Puerto Francisco de Orellana (El Coca). This was chosen as the population due to the access to this teachers and the willingness that most of them had to participate in the workshop that was a requirement to complete the survey. The population was one teacher from school A, nine teachers from school B, and nine teachers from school C. Therefore, the population was 19 English teachers from schools A, B, and C.

This project used convenience sampling since it was necessary to use all the teachers who wanted to participate in the workshop as sample. Out of the 19 teachers from the three schools 14 were part of the project and therefore, those fourteen were the sample.

CHAPTER IV

4 PRESENTATION OF THE RESULTS, ANALYSIS & CONCLUSION

4.1 SURVEY RESULTS

4.1.1 THE INFORMAL SKILLS

At the beginning of the survey, the participants answered questions where they had to assess the four traditional skills, reading, writing, speaking, and listening. There were eight questions in total, four regarding their skills in an informal context and four in an academic context.

Listening: After averaging the results from all the participants in the pre and post-survey, the result in the post-survey showed an increment of 0.36 (pre = 6.64, post = 7.00) in the group average. However, the groups were almost divided perfectly into the ones who perceived an increase, a decrease, and those who thought it stayed the same.

Speaking: In this question, students reported an increase in their perception of their listening skills in informal situations more than in listening, but the increase as a group was lower, only 0.21 (pre = 6.93, post = 7.14).

Reading: There was also a similar situation in their reading skills to the one before. The number of participants who claimed an increase was higher, but the average showed only an increase of 0.29 (pre = 7.14, post = 7.43).

Writing: The increased in writing was similar to listening, 0.36 (pre = 6.79, post = 7.14). However, the number of participants who had this response was a bit higher than those listening.

The final averages showed a total increase of 0.30. This number albeit, relatively small, is still favorable. The skill where most people find themselves with a lower score at the end than at the beginning was listening.

The outliers for these questions were participants D, L, and M who had different results than the other participants. Most participants presented changes in one direction. All in all, the averages showed an increase in every skill overall.

Figure 4.1 – AVERAGES THE INFORMAL SKILLS

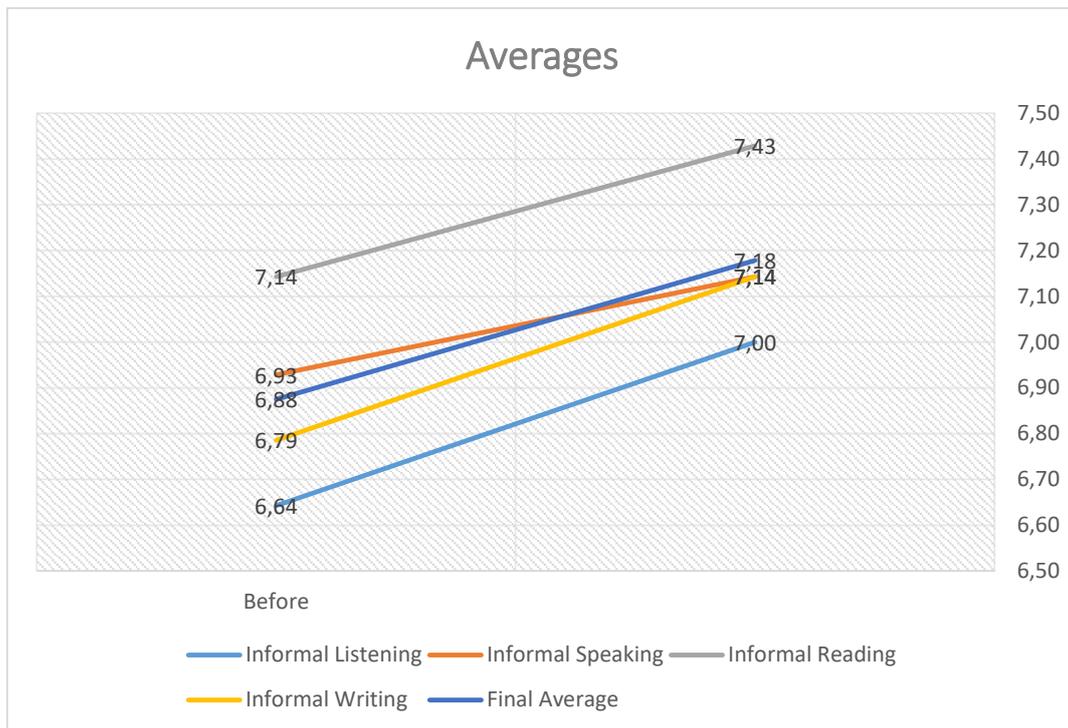


Figure 4. 1 Source: Made by the author.

4.1.2 THE ACADEMIC SKILLS

One participant was removed from this data set because they did not complete the survey before the intervention. This might have very little effect on the outcome of the interpretation of the data.

Listening: In comparison with the informal listening the increase in academic listening is greater, 0.53. The number of individuals who reported a positive change, a negative change, and no change is similar. This difference might be due to teachers being more self-aware of their Academic English than their informal English, meaning that for the participants the changes were more significant in their academic skills.

Speaking: Academic speaking had similar results in the number of students who reported changes and the average was also higher in comparison with informal speaking. Both skills, listening, and speaking had similar changes in informal and academic.

Reading: Academic Reading saw an increase in the final average of the group but did not see as many people increase their perception of their level as its informal counterpart. The numbers were similar to the other academic skills.

Writing: Academic writing was the skill that saw the smallest change of the four skills and was also closest to its informal counterpart. Still, some participants seemed to perceive their levels as the same.

The data showed an increase in their perception of their proficiency level in every skill. Every average was higher in every skill and the final average also showed a higher increase than the total in the informal skills.

The outliers for these questions were participants B (who did not answer this part of the survey), L, and M who had different results than the other participants. Most participants presented changes in one direction. Once again, the averages showed an increase in every skill overall.

Figure 4.2 – AVERAGES THE ACADEMIC SKILLS

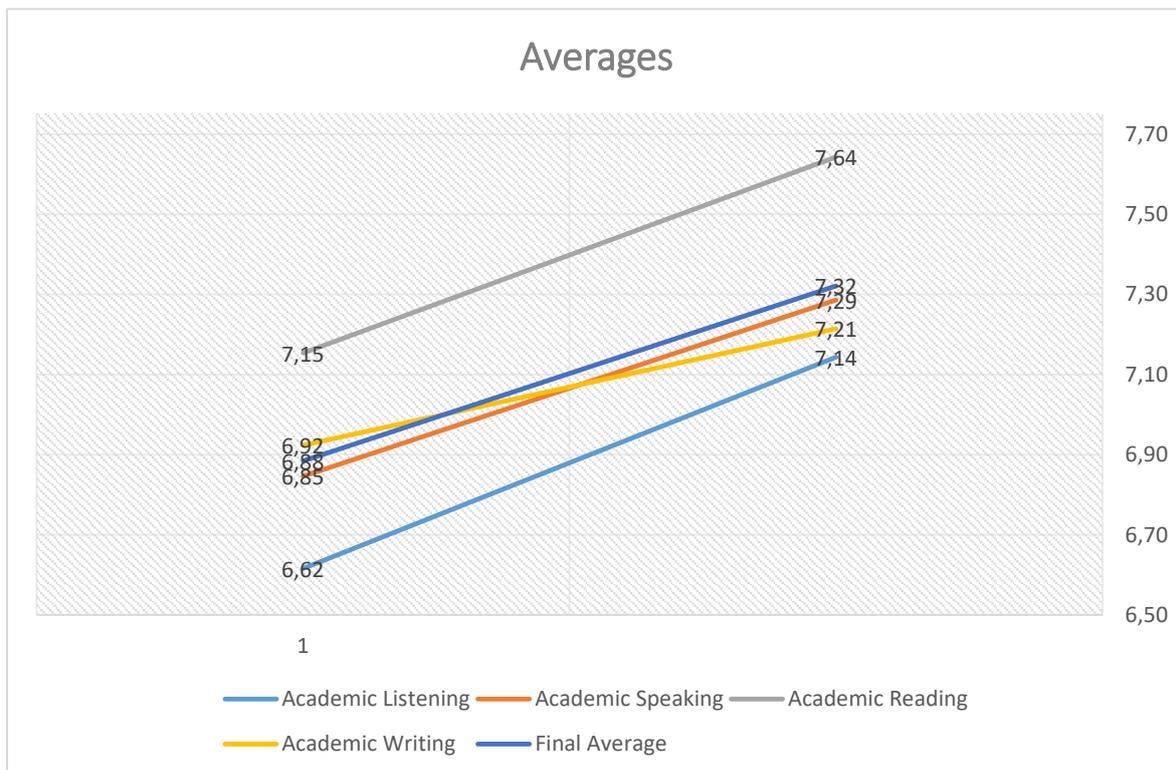


Figure 4. 2 Source: Made by the author

4.1.3 QUESTIONS FROM SURVEY - PRE- AND POST-INTERVENTION

The results from questions 1 – 14 were not significant ($P > 0.5$). There were many issues with the data collection process and the input some of the participants gave to some of the questions. However, playing with the data, meaning, grouping the data with some characteristics in mind, some of the groups yield meaningful results ($P < 0.5$). Those are going to be reviewed in a different section.

Figure 4.3 – QUESTIONS FROM SURVEY - PRE- AND POST-INTERVENTION

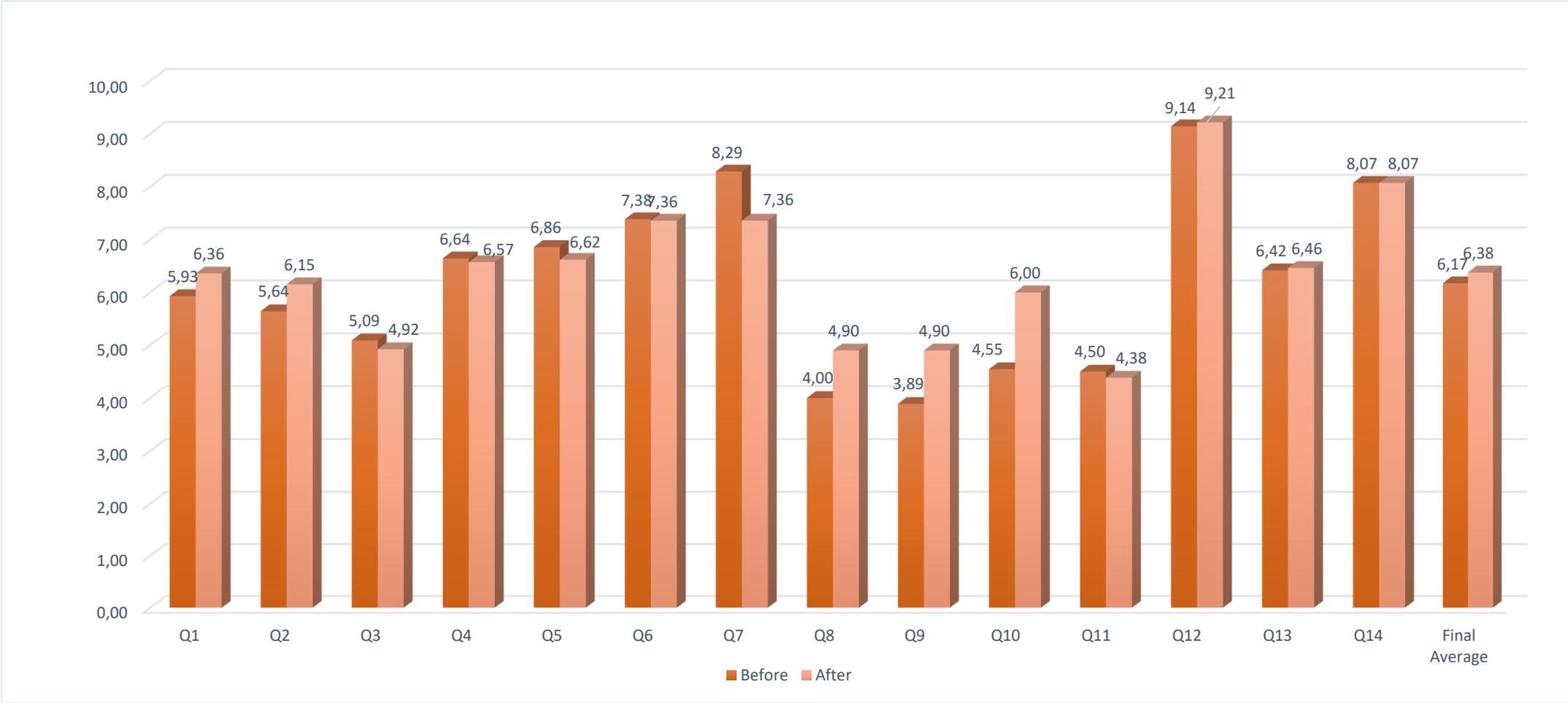


Figure 4. 3 Source: Made by the author

4.1.4 QUESTIONS FROM SURVEY – POST-INTERVENTION

Three questions were only asked during the exit survey. Q15 (The discussion sessions provided me with new perspectives on international English.) had an average of 8.43. This is an overwhelming result that is very clear in favor of the statement in this question.

Figure 4.4 – Q15 - The discussion sessions provided me with new perspectives on international English.

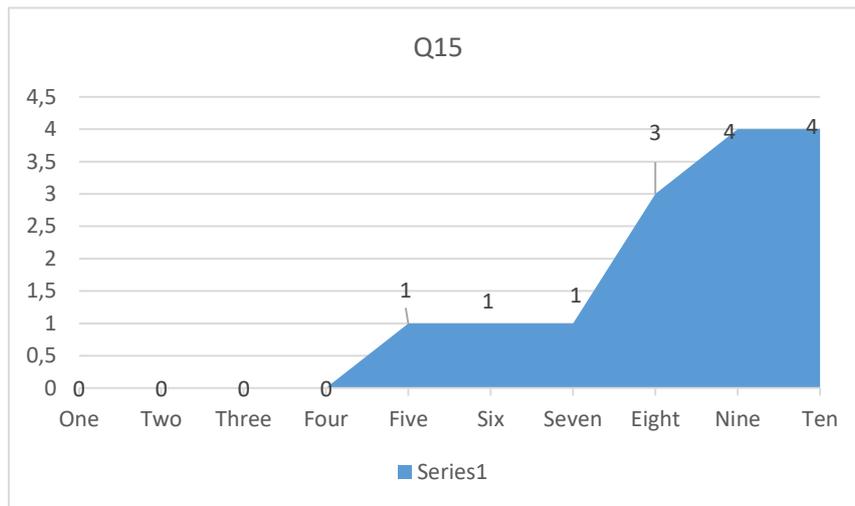


Figure 4. 4 Source: Made by the author

In Q16 (The discussion sessions gave me more confidence in using English.), the average was also 8.43 which also supports the idea that the intervention using ELF influenced the participants positively.

Figure 4.5 – Q16 - The discussion sessions gave me more confidence in using English.

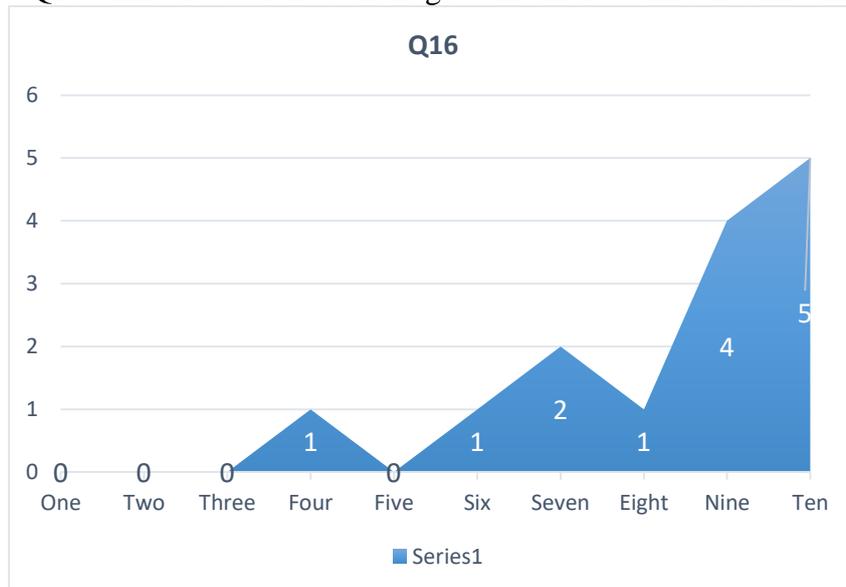


Figure 4. 5 Source: Made by the author

In Q17 (The content of the discussion sessions will impact how I teach English in the future.), the average was 8.14 which makes that all the three post-interview questions were in line with the same idea. This is also an overwhelming result that points in the same direction that the other two questions.

Figure 4.6 – Q17 (The content of the discussion sessions will impact how I teach English in the future).

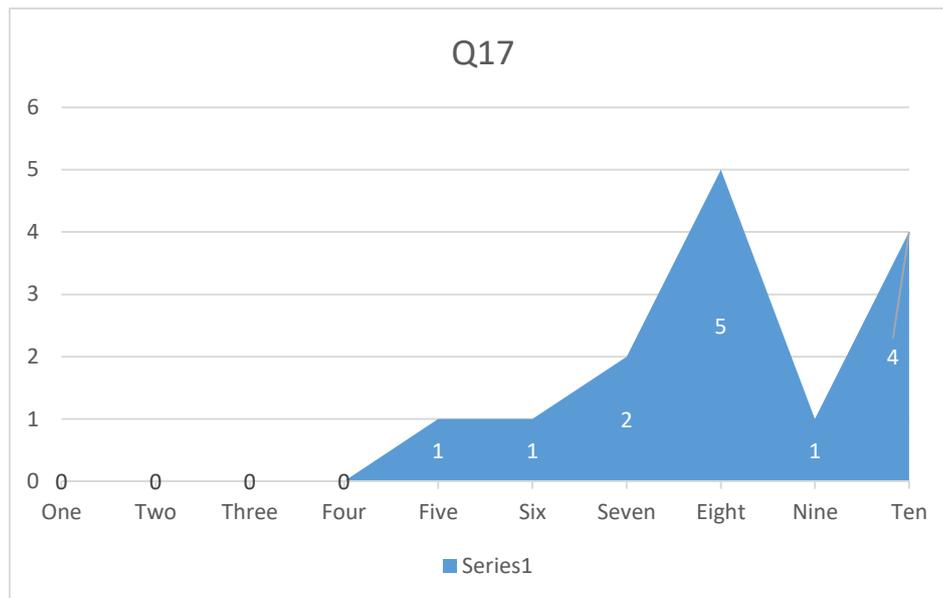


Figure 4. 6 Source: Made by the author

4.1.5 COMMENTS FROM THE PARTICIPANTS

At the end of the survey, participants had the opportunity to comment on whatever they felt like saying about the project, the results, or the people behind it. Some participants mentioned that they liked ELF. They also manifested their desire to further learn about this topic. Someone even mentioned that they preferred the idea of focusing on intelligibility rather than sounding “perfect.” They have changed the way they see accents in the language and how much they should impose those on their students. For them, now the idea should be to put more emphasis on communication. The motivation was also mentioned in the comments which opens also the possibility for more workshops like this to help change teachers’ perspectives on what an English teacher should be.

Table 4.1 - Comments from the participants

ID	Comments from the participants
Participant A	I really liked the new perspective that I got from what Julio shared and my peers. It was interesting to see the focus on this new "English". I would like to see further data as it becomes available.
Participant B	I would like to know the last conclusions about the studies in both groups.
Participant C	Simple. Congratulations! Thanks for your patience and share your ideas and previous knowledge.
Participant D	I knew something about English as a lingua franca, in fact I learned how to use this language not because I get academic feedback neither because I lived in an English-speaking country, but because I were in places where people not had more option to communicate each other but using English as a bridge to communicate what we wanted to convey. (Afghanistan and Lebanon to be more precise) I love English as a lingua Franca, where the focus is on intelligibility rather in perfectionism.
Participant E	
Participant F	
Participant G	
Participant H	
Participant I	En este taller he podido cambiar mi perspectiva de lo que es el dominio en ingles. Para mi el hecho de tener un acento "americanizado" era un aspecto importante que solia entrenar y enfatizaba a entrenar a mis alumnos. Pero ahora puedo observar que el acento no es importante más que el hecho de llevar una comunicacion efectiva cuando se es no nativo hablante.
Participant J	It was really interesting.
Participant K	I would like to know the conclusion of these research in order to learn more. I like a. Lot the session except the. Last one because of my job. I Could share the different people and teachers' opinions and the monitor knew a lot of the theme and. Motivate me to use and do not only pay attention in my accent. Also, if you do another research specially with the methods to teach and learn a foreign language in elementary levels I would like to help. Thanks
Participant L	I specially liked the discussion sessions because I had the opportunity to talk and know the other person's opinions about certain topics. Regarding the content, I can say it was very interesting for I had never researched about English as Lingua Franca; now I know what it refers to. I also want to say thak you for giving me this opportunity to enhance my knowledge about this topic.
Participant M	Muy agradecida por compartir sus conocimientos con nosotros. Exitos y Bendiciones. ☺💖
Participant N	Estas sesiones me ayudaron a despejar muchas dudas porque estaba confundida con varios terminos que creia tenian otra relevancia. Ojala existan mas sesiones en el futuro para seguir avanzando y asi nos ayudara mucho como aprendices que somos.

Table 4. 1 Source: Made by the author

4.2 SURVEY RESULTS WHERE THE P-VALUE WAS SIGNIFICANT (P<0.5)

The population that was part of this project had many individuals from different age ranges and backgrounds. This led to this project to play with the data and focus on specific groups to see if the effects on them were significant (meaning a P<0.5).

4.2.1.1 INFORMAL AND ACADEMIC SKILLS

Some results were interesting in some questions that are worth mentioning. Starting with the participants' perceptions of their informal skills, the participants who were in the 45-64 age range (N=4), thought their informal speaking and reading skills were higher after the intervention and the result was significant ($P<0.5$) for speaking and reading.

Table 4.2 - INFORMAL SKILLS I ($P<0.5$)

ID	Informal Speaking Before	Informal Speaking After	Informal Reading Before	Informal Reading After
C	7	8	7	8
E	10	10	10	10
L	7	8	7	8
N	5	6	5	6

Table 4. 2 Source: Made by the author

A similar result happened with the participants who had more than 15 years of teaching (N=6). These participants reported their informal speaking, reading, and writing skills were higher after the intervention and its result was significant ($P<0.5$) for speaking, reading, and writing.

Table 4.3 - INFORMAL SKILLS II ($P<0.5$)

ID	Informal Speaking Before	Informal Speaking After	Informal Reading Before	Informal Reading After	Informal Writing Before	Informal Writing After
A	8	9	8	9	8	9
C	7	8	7	8	7	8
E	10	10	10	10	10	10
G	6	7	6	7	6	7
L	7	8	7	8	7	7
N	5	6	5	6	5	6

Table 4. 3 Source: Made by the author

Alternatively, the only result that has a significant change in the academic skills was academic reading and was only for participants who had more than 15 years of teaching (N=6). Its result was significant ($P<0.5$)

Table 4.4 - ACADEMIC SKILLS (P<0.5)

ID	Academic Reading Before	Academic Reading After
A	8	8
C	9	9
E	9	10
G	6	7
L	7	7
N	3	4

Table 4. 4 Source: Made by the author

Changes in perception for the participants who were in the 45-64 age range may indicate that the idea that inner circle English should be the ideal for communicating may be something more important for older generations. Consequently, perceptions of their own abilities have increased after the realization that communicating does not always mean having a similar sound to a native speaker.

Similarly, participants who had more than 15 years of teaching might have been more exposed to traditional ideas of how they should communicate in English and the intervention could have changed that perception into something more positive, which may be helpful in the participants' self-value as teachers.

Despite the many possible issues in this project, there is reason to believe that having some understanding of English as a Lingua Franca knowledge may lead to an increase in confidence in the abilities of foreign teachers. A more confident teacher can have a bigger impact in their classrooms.

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4.2.1.2 SURVEY QUESTIONS

Meaningful results from question #1 (Standards are important for ensuring comprehensibility in communication) came from the data assorted according to the time spent living abroad. The statistically significant results came from the participants who have never been abroad (N=4) and for people who has being abroad for a year or more (N=5). These results were significant ($P < 0.5$).

Table 4.5 – QUESTION ONE I ($P < 0.5$)

ID	Q1 Before	Q1 After
D	3	5
H	1	5
J	7	7
M	6	9

Table 4. 5 Source: Made by the author

Table 4.6 – QUESTION ONE II ($P < 0.5$)

ID	Q1 Before	Q1 After
A	9	8
B	10	9
E	8	6
I	8	5
K	4	4

Table 4. 6 Source: Made by the author

These results were intriguing at the beginning since after reviewing the topics with the participants, the idea that standards are a crucial part of communication should be lower but in the first case it moves from low to high and the second from high to low, and both averages are similar in the end. In the first case. the average from before the intervention showed that they were not really agreeing with the statement, but their opinion went in the opposite direction after it. Conversely, the second result showed an apparent

agreement with the statement but after the intervention, they were not so sure about it and close to neutral.

Both cases are close to the center of the scale which means that is not a very strong opinion towards any direction. One justification for this might be that after reviewing the question more carefully, it is important to note that the statement says “standards” and not “standard.” Participants may interpret this as students do not need to learn English from one country or one group but multiple sources, making it important to have many different “standards” to communicate effectively.

It is important to stress that the first group was for people who have never lived abroad and the second from people who have for a year or more. This can lead to an assumption that this topic is more relevant for people who have not had that experience.

Question #2 (Accent is important for ensuring comprehensibility in communication) had two instances where the results were meaningful, the data of the participants from the 25-34 age range (N=3) and the 35-44 age range (N=7). Interestingly enough, if we put together both groups, the p-value becomes higher than 0.05. Reasons, why this happens, might be due to outliers in one of the two age groups.

Table 4.7 – QUESTION TWO I (P<0.5)

ID	Q2 Before	Q2 After
F	6	7
H	1	5
M	7	10

Table 4. 7 Source: Made by the author

Table 4.8 – QUESTION TWO II (P<0.5)

ID	Q2 Before	Q2 After
A	7	6
B	10	10
D	6	x
G	4	3
I	5	3
J	9	7
K	5	5

Table 4. 8 Source: Made by the author

Once again, the two groups move in opposite directions. Nonetheless, after removing outliers the group that consistently had significant results ($P < 0.5$) was in the 35-44 age range (even without participant D who has missing data).

The statement “Accent is important for ensuring comprehensibility in communication” can be perceived in two ways: having a foreign accent when speaking English (your mother tongue accent) or having an American/British (or any other inner circle variant) accent when speaking English. At this point, it would be impossible to determine how each individual perceived this question. However, it is possible to infer how this work by looking at the results from the other questions and seeing what the general idea from the other results is.

Question #6 (Students should learn multiple varieties of English) had three variations where the results were meaningful, the data of the participants from the 45-64 age range ($N=4$), the group that has been abroad for less than a year ($N=5$), and from the group that has more than 15 years of teaching the language ($N=6$).

Table 4.9 – QUESTION SIX I ($P < 0.5$)

ID	Q6 Before	Q6 After
C	x	8
E	7	5
L	5	4
N	10	8

Table 4.9 Source: Made by the author

Table 4.10 – QUESTION SIX II ($P < 0.5$)

ID	Q6 Before	Q6 After
A	9	8
B	8	10
E	7	5
I	5	8
K	8	10

Table 4.10 Source: Made by the author

Table 4.11 – QUESTION SIX III (P<0.5)

ID	Q6 Before	Q6 After
A	9	8
C	x	8
E	7	5
G	7	5
L	5	4
N	10	8

Table 4. 11 Source: Made by the author

Every result in this question was consistent. Every participant involved in the groups mentioned has moved towards the idea that students should have multiple sources (different varieties of English) when studying the language. Once again, participants in the oldest group were more susceptible to the idea that students should broaden their view of English after the intervention. This was also the case for experienced teachers and for participants who have been abroad but for less than a year. The first two groups are somehow related since an older generation of teachers are usually more experienced but the group that has been abroad for a short time might have different reasons for their change in opinion. It is important to note that, although the change is meaningful (P<0.5), the mean is close to 5. It can be argued that the change was there but there is room for improvement if some of the possible issues in the intervention are improved.

In Question #7 (Teachers should model pronunciation for their students), there were two variations where the results were meaningful, the data of the participants from the 45-64 age range (N=4), and from the group that has more than 15 years of teaching the language (N=6).

Table 4.12 – QUESTION SEVEN I (P<0.5)

ID	Q7 Before	Q7 After
C	9	8
E	10	10
L	9	8
N	10	9

Table 4. 12 Source: Made by the author

Table 4.13 – QUESTION SEVEN II (P<0.5)

ID	Q7 Before	Q7 After
A	7	6
C	9	8
E	10	10
G	8	5
L	9	8
N	10	9

Table 4. 13 Source: Made by the author

Although both results moved in the same direction, it was not the results expected. Having teachers being valid models for their students was one of the topics of the intervention which should have increased or at least have similar results from the teachers, however, results went in the opposite direction. One possible reason why this happened is that teachers might have problems putting together this idea with the one that mentions that students should have multiple models to learn speaking. Still, this result gives a reason why in future interventions, these two statements should be made aware as both important and not one that invalidates the other.

Question #8 (My accent in English is a problem when I communicate with native speakers of the language) had two outcomes where the results were meaningful, the data of the participants from the 35-44 age range (N=7), and from the group that began learning English when they were 15-24 years old (N=5).

Table 4.14 – QUESTION EIGHT I (P<0.5)

ID	Q8 Before	Q8 After
A	x	8
B	2	1
D	x	x
G	6	3
I	x	x
J	8	6
K	7	2

Table 4. 14 Source: Made by the author

Table 4.15 – QUESTION EIGHT II (P<0.5)

ID	Q8 Before	Q8 After
B	10	10
C	9	8
G	8	5
J	10	9
K	9	10

Table 4. 15 Source: Made by the author

These two groups presented problems when analyzing the data, but it was not an issue in the end. In both cases, there was missing data from the participants. This could have happened due to several reasons, two of them being that in some situations participants wanted to answer “zero” and left the question blank for that reason, or because they were too embarrassed to actually answer and thought the questions were optional. Nevertheless, doing the calculations without those participants [(N=4) in both cases] was also significant (P<0.5), and the averages didn’t change in different directions.

These results have major repercussions for this study. Participants in this study do not agree with the idea that having a foreign accent was an issue when speaking with native speakers. The original results were higher than the middle range and after the intervention, they went down. It is important to note that this was one of the questions that had missing data. If these results are an indication of anything, the intervention might have some positive effects on middle-aged participants and participants who started their learning road when they were teenagers. It would be interesting to know the full scope of this question and if it can be redone in more stable circumstances. Finally, the reasons why these two particular groups were the only ones who gave meaningful results are not clear, but it would be interesting to see the results where the shortcomings of this project are corrected.

In Question #9 (My accent in English is a problem when I communicate with non-native speakers of the language), there were three variations where the results were meaningful, the data of the participants from the 25-34 age range (N=3), the group that began learning English when they were 0-14 years old (N=7), and from the group that has 0-7 years of teaching the language (N=6).

Table 4.16 – QUESTION NINE I (P<0.5)

ID	Q9 Before	Q9 After
F	1	4
H	1	5
M	5	7

Table 4. 16 Source: Made by the author

Table 4.17 – QUESTION NINE II (P<0.5)

ID	Q9 Before	Q9 After
A	x	8
B	10	1
C	x	x
D	x	x
E	x	x
F	1	4
H	1	5
J	5	5
M	5	7

Table 4. 17 Source: Made by the author

Table 4.18 – QUESTION NINE III (P<0.5)

ID	Q9 Before	Q9 After
D	x	x
F	1	4
H	1	5
I	x	x
J	5	5
M	5	7

Table 4. 18 Source: Made by the author

The last two groups presented problems when analyzing the data, but it was not an issue in the end. There were missing data from the participants in these cases. This could have happened due to the same reasons stated in question 8. However, similar to the previous question, the results without those participants [(N=4) in every case] were also significant (P<0.5), and the averages didn't change in different directions.

These results moved in the opposite direction than the previous question and stayed in a neutral area. Participants in this study do not agree or disagree with the idea that

having a foreign accent was an issue when speaking with non-native speakers. The original results were lower than the middle range and after the intervention, they plateaued close to 5. It is important to note that, once again, this was one of the questions that had missing data. Reasons, why this question behaved like this, may be due to the idea that although it might be easier for native speakers to understand to these teachers who train under that type of accent might have, the intervention highlighted that it might not be the same for the international community, but this is assuming that the participants see themselves as having or trying to emulate a native accent. This is also something that can indicate that the participants now deem the idea of being able to communicate with different groups of non-native speakers as more important and something they might need to work on.

Question #10 (It is difficult to understand native speakers of English when they talk) had three outcomes where the results were meaningful, the data of the participants from the 25-34 age range (N=3), the group that began learning English when they were 0-14 years old (N=7) and when they were 0-20 (N=9).

Table 4.19 – QUESTION TEN I (P<0.5)

ID	Q10 Before	Q10 After
F	3	5
H	1	5
M	5	9

Table 4. 19 Source: Made by the author

Table 4.20 – QUESTION TEN II (P<0.5)

ID	Q10 Before	Q10 After
A	x	8
E	3	x
F	3	5
H	1	5
I	0	x
L	4	7
M	5	9

Table 4. 20 Source: Made by the author

Table 4.21 – QUESTION TEN III (P<0.5)

ID	Q10 Before	Q10 After
A	x	8
B	5	6
E	3	x
F	3	5
G	3	3
H	1	5
I	0	x
L	4	7
M	5	9

Table 4. 21 Source: Made by the author

The last two groups presented problems when analyzing the data, but it was not an issue in the end. In these two cases, there was missing data from the participants. This could have happened due to the same reasons stated in question 8. However, similar to the previous question, the results without those participants [(N=4) and (N=6)] were also significant (P<0.5), and the averages didn't change in different directions.

This question was created so the participants might change their perceptions that they should only use native speakers in the listening exercise. The idea is that if native speakers are not the only type of people the students are going to interact then why should all the listening exercises use a native speaker model? Having this said, most participants did not agree with this before the intervention but after that, they were somewhat agreeable with this statement. This shows that the intervention might have had a positive impact on the teachers toward using English from different sources. The reason for this change can also mean that teachers were more honest with themselves about their abilities with native speakers.

For Question #11 (It is difficult to understand non-native speakers of English when they talk), there was only one outcome where the result was meaningful (P<0.5), the group that had 12-15 years of teaching the language (N=2). This group, albeit small, showed a meaningful difference according to the t-test (P<0.5).

Table 4.22 – QUESTION ELEVEN I (P<0.5)

ID	Q11 Before	Q11 After
B	10	5
K	7	1

Table 4. 22 Source: Made by the author

This group (who has experienced teachers) went from very high scores to mid-low ones. These two participants changed their minds from the idea that understanding non-native speakers are more challenging and now are more welcoming to the idea that it is not that difficult to understand them. This opens the possibility that teachers to use non-native speakers for listening exercises and speaking models.

For Question #13 (Native-like English is important for global communication), there was only one outcome where the result was meaningful (P<0.5), the group that began learning English when they were +20 years old (N=5).

Table 4.23 – QUESTION THIRTEEN I (P<0.5)

ID	Q13 Before	Q13 After
C	x	8
D	x	x
J	10	9
K	8	4
N	10	7

Table 4. 23 Source: Made by the author

This group presented problems when analyzing the data, but it was not an issue in the end. In this case, there was missing data from the participants. This could have happened due to a plethora the reasons, however, similar to the previous question, the results without those participants (N=3) were also significant (P<0.5), and the average didn't change in different directions.

This group moved from being almost completely sure that native-like English was necessary for international community communication to something more mid-range. The group, participants who started learning the language when they were adults, might have had a different impression that people who want to communicate in English can only do it with a native accent. This change after the intervention is very important since it is still a

little high and in favor of native-like English, it gives hope that a change in attitude can be made.

Question #14 (For international communication, multilingual users of English are more successful than monolingual users of English) had only one outcome where the results were significant, the group that has 4-7 years of teaching the language (N=3).

Table 4.24 – QUESTION FOURTEEN I (P<0.5)

ID	Q14 Before	Q14 After
F	10	7
J	10	9
M	9	7

Table 4. 24 Source: Made by the author

This question (the topic) was not talked about during the intervention except for maybe a short video that briefly mentioned how some people might be smart regardless of their shortcomings in using the language. Nevertheless, it is interesting to see this change. Participants in this particular group might perceive that someone does not need to speak several languages to be able to communicate in English.

4.3 FOCUS GROUP DISCUSSION

During this interview, the participants talked about some interesting ideas. This focus group discussion was voluntary and was offered after the intervention. Although some participants wanted to participate, only three people made it to the interview. This interview was conducted mainly in Spanish.

During this interview, these three individuals answered the questions on a questionnaire taken from Jenkins (2007) but were adapted to this particular context (Appendix D). The interview had 4 sections.

4.3.1 ACCENT ATTITUDES

In this question, two of the participants were adamant about the importance of having an inner circle accent and their pursuit of it. The other participant mentioned that their goal now is intelligibility (something he learned during the intervention) and not a specific accent. However, they all mentioned that they have practiced with native speakers from inner-circle countries and their wishes towards having those experiences. This shows

that even when the notion of having an inner circle accent is strong in some people (even after the intervention) new ideas are starting to be accepted.

4.3.2 ACCENT BELIEFS

One of the participants mentioned that was not very clear on what should be a good accent and was also hesitant about a bad accent and end up saying that the British were a bad accent. They might have felt pressured to answer. The other participants were open to the accent that people should have. They claimed that each person might need to find what suits them better. At the same time, when they mentioned the accents people could have, the only accents mentioned were inner circle ones. After being questioned about the nature of the accent, one of them said that it was not an issue but at the same time failed to give examples of different accents. The idea of having accents outside the inner circle is clearly accepted to some degree by all the individuals but old habits remained and when they talk about accents, they usually keep mentioning traditional ones.

4.3.3 (PERCEIVED) EFFECTS OF ACCENT-RELATED EXPERIENCES (SPECIFIC AND GENERAL)

During the intervention, some participants shared bad experiences with others and themselves in private but during the session with all the participants, they failed to repeat the same information. This shows that, for some, bad experiences with language accents are a delicate subject. In the interview, only one referred to problems in accents in a listening test with British accents. The other two made comments about anecdotes of people speaking different accents in Spanish. This could mean that some of the answers from the survey (or lack of answers) are due to shame or embarrassment. This makes it a little harder to assess. Regardless, there is enough information to believe that teachers in Ecuador are not happy with their accents even if their accents do not influence their communication abilities.

4.3.4 TEACHING ELF ACCENTS

In this question, one of the participants mentioned using ELF as a variety of English to use in their practice. They mentioned that they liked this English. This might have sparked their curiosity about ELF. The other two manifested that teaching all possible varieties of English was important since a student might find them in a quiz or certification

test or even in their lives. They showed a positive attitude towards the idea, and one of them mentioned that they might be some disadvantages.

It is important to mention that in the last question, they all mentioned that they would confront parents to show them that English is important in their many shapes and that ELF is an interesting tool they would like to try.

4.3.5 THOUGHTS POST INTERVIEW

After finishing the questions (also at the end of the intervention), the participants showed a lot of interest in ELF. Some mentioned that they were going to keep researching the topic and many that they wanted to know if there was going to be a continuation of the intervention. They also wanted to read more about the topic and even read the results of this research to find out more about ELF. Finally, some of the comments during the last minutes of the intervention stated that they wanted more information about ELF, meaning that their ideas about ELF are not set. This should be taken into consideration in further research.

4.4 ANALYSIS & DISCUSSION

Some of the statistically significant results came from different groups in different age ranges in specific questions. This gives the impression that this same project could yield more impactful results if it were done with more targeted groups.

It is interesting to note that some teachers might have less than five years of studying the language. On the other hand, a similar quantity has more than five and similarly more than 15 years. The experienced of learning the language is equally divided into the three different groups mentioned before. This may help observe if there are any differences in answers from the students to the time, they have learned the language.

Only five participants have lived in a predominantly English-speaking country for more than a year and four have never done it. This also allows for checking the difference in answers from people who have had the opportunity to live in those countries versus people who have only visited them for a short period versus people who have not had that opportunity yet.

Most of the teachers in this group seemed to be experienced in the field. Six participants did not have more than seven years of working in the field as teachers while

the rest have more than twelve years. This gap in teaching experience may offer some insights into how experienced teachers perceived ELF versus less experienced teachers. Like it was mentioned before, a more homogenous group could be clearer on how ELF might affect people.

This gives this research several ways to approach the data, using time studying or teaching the language, experience living in a predominantly English-speaking country, and their ages as ways to compare the results and see if ELF is perceived by teachers as a valid way of teaching English. However, their exposure to different types of accents (especially to non-traditional/inner circle ones) might be limited regardless of the other factors.

4.4.1 ACADEMIC AND INFORMAL SKILLS - COMPARISON

Taking into consideration both skills and how the participants perceived themselves before and after the intervention, some insights should be highlighted.

The numbers averages in informal and academic in listening, speaking, and reading showed a small difference. As stated before, the changes are similar in both cases but the academic one showed a greater increase in all three cases. Writing, on the other hand, was the only one that showed a lower increase in the academic skill than the informal one. However, there was still an increase in both lines following the same as the previous skills.

It is important to highlight that these changes are how the participants perceived themselves and their proficiency in those areas. Having these changes has multiple reasons. There was not a preparation course or skill development exercises in the intervention. The idea behind this increase is that now that the participants can assess their abilities without having to compare themselves with the native speaker, they perceived themselves as better proficiency users and this was after a very short intervention about ELF. Having teachers removed the stigma of not being native speakers from the table is an important issue that must be dealt with in future research.

4.4.2 QUESTIONS FROM SURVEY - PRE- AND POST-INTERVENTION COMPARISON

None of the results in the following 14 questions showed meaningful p-values ($P < 0.5$). Also, in general, participants A, C, D, I, and E might have omitted answering some questions.

After the intervention, questions that changed favorably for this research were about the foreign accent of the students, the variety of English they should learn, the difficulty understanding different speakers, and English importance for global communication. However, the questions that talked about the importance of standards and accent were on the side that they were somewhat important but not too high on that scale. Also, the question about teachers modeling pronunciation for the students did not increase post-intervention. This might be due to being at the correct level of importance before the intervention which may it clear that there was no need to increase. The questions about their accent against other speakers did not move too much but stayed at a low number which gives the impression that the participants do not feel their accent is a problem.

In Q1 (Standards are important for ensuring comprehensibility in the communication), most participants change their minds about the original opinions on this topic. The decision is almost 50/50 on both sides. Also, the numbers in the pre-survey were more extreme and the ones in the post-survey moved to the middle. The final average showed that most teachers were moving towards agreeing with the statement. This could mean that now they can look above the need for a standard and focus more on other aspects of communication since the numbers are moving towards the middle. Also, the word standards might be interpreted as more than “one” standard.

In Q2 (Accent is important for ensuring comprehensibility in communication.), most participants change their minds about the original opinions on this topic, almost half on each side. Similar to the other question, the average showed a slightly increased agreement with the statement. This shows an interesting point that might go against the nature of English as a lingua Franca. Something that can be noted in this question is that participants can have different ideas about what is an "accent." This question can be left to interpretation being having an inner circle accent or any other type of accent and its impact on communication. Participant D did not answer the survey post-intervention. However, removing their answers from the question only changed the pre-survey number by 0.03, which can be neglected since the p-values did not give were not statistically significant ($P > 0.5$).

In Q3 (Good language learners do not have a foreign accent in their second language), the results had more people agreeing with the statement post-workshop, meaning the numbers went up in almost half of the answers. However, the averages move

toward disagreeing with the idea, meaning that the participants, in general, are moving towards the idea of having a “foreign” accent in their second language might not be necessary for good learners. This result, however, might not be precise because of the lack of answers in some participants. Also, the word foreign can be left to interpretation too since they can perceive it as foreign to them or foreign to English speakers (regardless of their origin). The original idea still stands, regardless of the answers, the word foreign might not have been clear in the question and even then, the numbers are still right in the middle. The participants seem to be neutral to the idea of a foreign accent in their second language.

In Q4 (Students should learn clear pronunciation), it shows a total average of slightly disagreeing with the statement. However, the number of people who changed their minds on the topic was higher. This could mean that the participants' minds might agree with a clear pronunciation but not on what is "clear." This term was left to interpretation on purpose, so the participants challenge the notion of what is clear in this context. Overall, the idea of having a "clear" pronunciation still moving slightly on the positive side. What constitutes a "clear" pronunciation can be inferred from the answers to other questions.

In Q5, (Students should learn a national variety of English from the U.S. or the U.K.) most participants change their minds and disagree with the idea of using an inner circle variant as the one taught in class. This might mean that the workshop gave them a broader scope of valid possibilities for their classroom. The changes were not that high, but the majority moved away from the idea that an inner circle variety was necessary for students.

In Q6 (Students should learn multiple varieties of English.), the majority of participants believed that multiple varieties of English were not a good idea or at least moved in that direction. However, the difference between the pre-and post-survey is very small which can also be neglected. This might mean that they don't see it necessary to learn a specific variety of English to communicate in a specific context. Checking the results overall, having a result over 7 before and after the intervention can mean that participants in most cases are aware of the importance of the variety of English for the success of their students. However, the p-values were not meaningful ($P > 0.5$) regardless of the changes.

In Q7 (Teachers should model pronunciation for their students.), an almost overwhelming majority moved to the side disagreeing with the idea of giving the teacher a central role in modeling the student's pronunciation. This might have happened due to the lack of exposure of teachers to English of different varieties or some of the old ideas of using an inner circle accent prevails. It is important to note that a lot of the participants manifest their ideas of using inner circle accents as their only valid model for their students during the intervention. However, the very low numbers made a drastic change towards the positive and the final average still was over 7 which still agrees with the idea of giving the teacher a center role for pronunciation. One idea that might be helping change the numbers to seven from the previous 8.29 is that the teacher is one valid model, but students should have several from different sources since they will encounter a myriad of accents and pronunciations when they go out to the real world.

In Q8 (My accent in English is a problem when I communicate with native speakers of the language.), something to point out in this question is that a lot of participants might have not answered the question. There is a small chance that in some of the questions where there is missing data, participants wanted to answer "zero" and left it blank on purpose. There is also the possibility that they feel ashamed or because they thought it didn't apply to them. This can be inferred due to what happened in the interview and during the intervention when the participants shared some difficulties with their accent in private but in public did not. Regardless, the needle points to the idea that their accent is not getting in the way of communication and the problems in communication might be due to other issues. If we assume the results are accurate, it means that after the intervention they were more aware of their problems as speakers and the possibility of miscommunications with native speakers. These results in the end give the same general idea that for the participants their accent is not something that gets in the way when they communicate with native speakers.

In Q9 (My accent in English is a problem when I communicate with non-native speakers of the language), the answers for these questions were similar to the ones in the previous one, although the average is a little higher in this question. The idea might have similar repercussions and also points toward the notion that it does not matter if the person who listens to me is a native speaker or not. Almost every point said about the question before is also applicable to this question. Even the number of participants who did not

answer was the same, creating the idea that this was on purpose due to embarrassment or not wanting to assess themselves in fear to face their realities. The needle points to the idea that their accent is not getting in the way of communicating in general. If we assume, once again, the results are accurate, it means that after the intervention they were more aware of their problems as speakers and the possibility of miscommunications with non-native speakers. These results in the end give the same general idea that for the participants their accent is not something that gets in the way when they communicate with native speakers.

In Q10 (It is difficult to understand native speakers of English when they talk), similar to some questions, some participants might have not answered this in both surveys. The increase in the total average might indicate that using a native speaker as a role to practice listening is not necessarily the ideal role for some students, since the numbers are a little over the middle of the line. The results, in the end, give the same general idea that the participants are somehow neutral when it comes to deciding if the native speaker's accent is difficult to understand.

In Q11 (It is difficult to understand non-native speakers of English when they talk.) the average of the answer in the previous and the one in this one move in opposite directions, although the number of people is almost the same. This also pushes the idea that using the non-native speaker as role models for listening and speaking in Ecuador might be easier on the students than the traditional ones. It is important that the results also reflect that the participants understand that this is not a situation where they should choose one or another but to move inner circle accents from the pedestal they are now and share the spotlight with the variety of accents that are present in the world at the moment.

In Q12 (English is important for global communication.), the numbers were mostly in favor although 4 participants were less agreeable with this idea after the workshop. This might be due that English is not necessarily in every aspect of communication, the best choice. The idea that identity is important for every person in this world might have resonated with them so that is why they are not giving English the same level of importance as before. In the end, every participant understands the importance of English to interact in the international community.

In Q13 (Native-like English is important for global communication.), even though most people moved towards the negative side of the question, the average increased. This

can mean that most teachers are less likely to think that native-like English is necessary or important for international. Checking the results overall, having numbers over 6 in both cases shows a clear understanding of the importance of English and its role in global communication.

In Q14 (For international communication, multilingual users of English are more successful than monolingual users of English.), the average stayed the same even though most people disagreed with the statement slightly at the end. However, the biggest changes were positive. Something interesting is that this topic was not part of the curriculum. There was one video during the intervention that might have touched on this a little. However, this might be something worth exploring in further research.

4.4.3 QUESTIONS FROM THE SURVEY – POST-INTERVENTION QUESTIONS

In Q15 (The discussion sessions provided me with new perspectives on international English.), most of the participants felt the workshop gave them new ideas on the language. This means that most of them were interested in the idea of maybe learning or even trying to teach English as a lingua franca to move away from the traditional inner circle. Again, this gives also boosts the idea that educating teachers in ELF might give them a valuable tool for their students. This question and the next two help bridge the idea that some of the previous results move for reasons that favor the intervention using ELF knowledge.

In Q16 (The discussion sessions gave me more confidence in using English.), this question shows again the majority of participants showing more confidence in their abilities to use the language and this might affect also the way they teach the language. How much more confident are they with the language? That is hard to say, however, this can in some way be seen in the increase of averages of the participants' skill perception.

In Q17 (The content of the discussion sessions will impact how I teach English in the future.), having the majority of the teachers on the positive side of this question shows not only that they want to know more about this topic but also that they have deemed what was reviewed in the workshop as useful and relevant for their classes.

Every result from these three questions was positive and very high on the scale. This is what pushes the idea that the other results that might contradict the idea that ELF

could have a positive effect on the attitudes teacher have towards English and this could boost their confidence.

4.4.4 HYPOTHESIS

Checking back the hypothesis, the results from the t-test of the 14 questions would indicate that the alternative hypothesis is not accepted. However, this contradicts the results obtained from the academic and informal skills perception and the results in questions 15, 16, and 17. The reason why it is not out of the scope of the imagination accepting the hypothesis is because during the focus interview the participants were able to explain how they thought using ELF have had influence in their attitude towards learning the language (specifically how inner circle accents are not necessarily the best choice for every NNS student).

4.5 CAVEATS AND CONSIDERATIONS

During the design of this project, many things could not be foreseen. Those things were noticeable during the application of some of the instruments. An example of this was the final informal skill averages which showed a total increase of 0.30. This number albeit, relatively small, is still favorable. The intervention can be tweaked a bit to give a better understanding of ELF as a valid teaching model and see if the response increases or changes more or less favorably. This difference might be due to teachers being more self-aware of their Academic English than their informal English, meaning that for the participants the changes were more significant in their academic skills.

The p-values of every question in the survey, regardless of the number of participants, were not meaningful ($P > 0.5$). Some participants did not answer all the questions in the survey pre and/or post-intervention. The p-values of the results from their perceptions of their informal or academic skills, and the 14 questions in the surveys before and after the intervention did not result in any major changes. One of the possible reasons behind this lack of variation might be due to: 1) the intervention might have been too short or too intensive (many hours cramped in a short time frame) for it to be assimilated by the participants, 2) language barriers in the intervention and surveys, 3) the intervention was not clear, 4) missing data, and 5) participants did not have enough interest in the topic.

There are at least three things that might have affected the answers to this survey.

1) Since some of the questions were left blank and some of the numbers are similar in all

the questions, I think some of the participants were not 100% honest during the process of the pre-survey. This is somehow expected but it might be affecting the results a little bit. The surveys must make the participants answer all the questions. The honesty part is unavoidable.

2) There is also something that it is important to note for some questions and it is that in some questions participants might have wanted to say that they disagree with the statements and that is why they left it blank. Going back to the survey, it is verifiable that one can leave a question blank or click on the 0 to give an answer that does not look different to the person taking the survey. It has been stated before what would be the results if we removed those participants for those questions and every question. The results would not change too much.

3) The fact that the survey was in English could have confused some of the participants. Also, some questions might have a different interpretation for the participants before and after the survey which again can make it difficult to assess the results accurately. Additionally, we are relying on their ability to understand the question in a foreign language and to answer them properly, this means that they conveyed their ideas accurately. Some of their opinions might move in the opposite direction if the questions were to be in Spanish.

4) We are not 100% sure how much of the workshop they did understand. This is similar to the previous point, teaching the workshop in English gives validation to the participants. However, since there were no requirements for the level of proficiency for this project, some of the information might have been lost in translation or even the facilitator did not use an appropriate way to convey the message. There is always the chance the message was not delivered properly. It is important to remember that there was not an English level requirement and most of the participants claimed to be B1 or higher but a certification to prove this was not necessary. Language issues could also fall in the hand of the person writing the questions and doing the intervention.

In the end, certainly, it can be said that ELF knowledge does affect the way teachers perceive the language teaching and the accent, but it is not certain in what direction. There is an interest in this topic that can be evidenced in the answers to some questions and the comments at the end of the surveys (and in the focus group).

Nevertheless, there is a lot of room for improvement and to answer the question "in what direction does ELF affect the attitude of Ecuadorian teachers?" it is necessary to avoid the issues stated before.

4.6 RECOMMENDATIONS

This research has mentioned in the "caveats and recommendations" section that the many different backgrounds of the teachers might have skewer the results on some of the questions towards different results. Following this idea, it would be beneficial for the teaching community in Ecuador to continue researching this idea of using ELF knowledge to broaden the ideas of their English teachers.

Research like this can be done in a different part of the country, with teachers from different schools and with a bigger population/sample. It can also take into consideration just using teachers from similar backgrounds and/or similar characteristics.

Finally, one very interesting idea should be to do this same project using pre-service teachers which was the original intention of this research but could not be done due to the lack of access to this population.

4.7 CONCLUSIONS

Before starting this long journey, there were many things this researcher did not know. Moreover, the results were something are something that was not expected. When researching the effect of ELF on the attitudes of teachers, the literature tends to move toward the idea that having a language that does not use inner circle accents. They also see the idea of using these accents as unobtainable goals for many users around the world that wants to communicate but has nonsensical barriers in the way.

If only the results from the post-interview, the comments from the participants in the survey, and the focus interview are taken into consideration for a conclusion, offering Ecuadorian teachers ELF knowledge likely has a positive effect on their attitudes towards learning the language.

Right now, even when teachers are not openly honest about it, they still believe that their accents, even when they do not get in the way of communication or intelligibility, are not up to the challenge of teaching English or are good enough to be the model their students need to learn.

Still, it is not correct to not take into consideration the answer to the other questions in the survey, especially when they do not support the same idea the other tools did. It has been established already that those questions and issues with the survey need to be improved before drawing any conclusion.

It is not out of the realm of the imagination to say that there is a positive effect on the attitude of the Ecuadorian teachers when ELF is offered in a workshop and that this knowledge is something that could benefit the Ecuadorian context. It is important to continue research in this area to have a larger impact on the teachers of the Ecuadorian region. Improving this will ultimately help students reach better levels of communication without the hindrance of aiming for something that for some of them might be unreachable.

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APPENDIX

Appendix A - Information from the survey.

ID	Age	At approximately what age did you begin learning English?	Approximately how long have you formally studied English?	Approximately how much time have you spent in a predominantly English-speaking country or region? - Years ("0" if none)	Approximately how much time have you spent in a predominantly English-speaking country or region? - Months ("0" if none)
Participant A	35-44	5 to 9	5-9 years	8	0
Participant B	35-44	15 to 19	5-9 years	1	0
Participant C	45-54	20 to 24	1-4 years	0	3
Participant D	35-44	30 to 34	5-9 years	0	0
Participant E	45-54	0 to 4	less than one year	10	0
Participant F	25-34	10 to 14	5-9 years	0	6
Participant G	35-44	15 to 19	20-24 years	0	9
Participant H	25-34	5 to 9	1-4 years	0	0
Participant I	35-44	5 to 9	15-19 years	3	0
Participant J	35-44	20 to 24	1-4 years	0	0
Participant K	35-44	20 to 24	20-24 years	3	4
Participant L	55-64	10 to 14	more than 25 years	0	1
Participant M	25-34	0 to 4	5-9 years	0	0
Participant N	45-54	30 to 34	15-19 years	0	6

Appendix A - Information from the survey.

ID	Approximately how much time have you spent in a predominantly English-speaking country or region? – Years + Months in months ("0" if none)	Approximately how long have you worked as an English language teacher?	Informal Listening Before Workshop	Informal Speaking Before Workshop	Informal Reading Before Workshop	Informal Writing Before Workshop
Participant A	96	15+ years	8	8	8	8
Participant B	12	12-15 years	9	9	9	9
Participant C	3	15+ years	5	7	7	7
Participant D	0	0-3 years	7	7	7	8
Participant E	120	15+ years	10	10	10	10
Participant F	6	4-7 years	8	8	8	8
Participant G	9	15+ years	5	6	6	6
Participant H	0	0-3 years	2	2	2	2
Participant I	36	0-3 years	9	7	8	6
Participant J	0	4-7 years	7	7	8	7
Participant K	40	12-15 years	7	8	7	6
Participant L	1	15+ years	6	7	7	7
Participant M	0	4-7 years	5	6	8	6
Participant N	6	15+ years	5	5	5	5

Appendix A - Information from the survey.

ID	Academic Listening Before Workshop	Academic Speaking Before Workshop	Academic Reading Before Workshop	Academic Writing Before Workshop	Informal Listening Post Workshop	Informal Speaking Post Workshop
Participant A	8	8	8	8	9	9
Participant B					9	10
Participant C	8	9	9	9	7	8
Participant D	8	8	9	9	5	7
Participant E	7	10	9	9	10	10
Participant F	8	8	8	8	5	6
Participant G	6	6	6	7	8	7
Participant H	1	1	2	2	6	5
Participant I	9	8	8	8	9	7
Participant J	7	7	8	7	7	7
Participant K	8	8	8	7	6	4
Participant L	7	7	7	7	5	8
Participant M	6	6	8	6	7	6
Participant N	3	3	3	3	5	6

Appendix A - Information from the survey.

ID	Informal Reading Post Workshop	Informal Writing Post Workshop	Academic Listening Post Workshop	Academic Speaking Post Workshop	Academic Reading Post Workshop	Academic Writing Post Workshop
Participant A	9	9	8	8	8	8
Participant B	9	9	9	10	9	9
Participant C	8	8	8	8	9	9
Participant D	8	9	6	8	8	9
Participant E	10	10	10	10	10	10
Participant F	6	6	6	7	8	8
Participant G	7	7	7	7	7	7
Participant H	6	6	5	5	6	5
Participant I	8	6	9	7	8	7
Participant J	8	7	7	7	9	7
Participant K	4	4	7	6	7	5
Participant L	8	7	6	8	7	6
Participant M	7	6	8	7	7	7
Participant N	6	6	4	4	4	4

Appendix A - Information from the survey.

ID	Q1 Standards are important for ensuring comprehensibility in communication. Before	Q2 Accent is important for ensuring comprehensibility in communication. Before	Q3 Good language learners do not have a foreign accent in their second language. Before	Q4 Students should learn clear pronunciation. Before	Q5 Students should learn a national variety of English from the U.S. or the U.K. Before	Q6 Students should learn multiple varieties of English. Before
Participant A	9	7	5	5	6	9
Participant B	10	10	5	10	7	8
Participant C	0	0		8	5	
Participant D	3	6		5	10	10
Participant E	8	10	5	10	10	7
Participant F	10	6	6	5	10	9
Participant G	4	4	6	3	7	7
Participant H	1	1	1	1	1	1
Participant I	8	5	1	10	5	5
Participant J	7	9	7	10	8	8
Participant K	4	5	4	8	8	8
Participant L	5	1		5	5	5
Participant M	6	7	8	8	9	9
Participant N	8	8	8	5	5	10

Appendix A - Information from the survey.

ID	Q7 Teachers should model pronunciation for their students. Before	Q8 My accent in English is a problem when I communicate with native speakers of the language. Before	Q9 My accent in English is a problem when I communicate with non-native speakers of the language. Before	Q10 It is difficult to understand native speakers of English when they talk. Before	Q11 It is difficult to understand non-native speakers of English when they talk. Before	Q12 English is important for global communication. Before
Participant A	7					9
Participant B	10	2	10	5	10	10
Participant C	9					8
Participant D	9					10
Participant E	10			3	3	10
Participant F	5	6	1	3	6	10
Participant G	8	6	5	3	3	10
Participant H	1	1	1	1	1	1
Participant I	10			0		10
Participant J	10	8	5	10	5	10
Participant K	9	7	6	8	7	10
Participant L	9	0	2	4	6	10
Participant M	9	6	5	5	4	10
Participant N	10	0	0	8	0	10

Appendix A - Information from the survey.

ID	Q13 Native-like English is important for global communication. Before	Q14 For international communication, multilingual users of English are more successful than monolingual users of English. Before	Q1 Standards are important for ensuring comprehensibility in communication. After	Q2 Accent is important for ensuring comprehensibility in communication. After	Q3 Good language learners do not have a foreign accent in their second language. After	Q4 Students should learn clear pronunciation. After
Participant A	5	9	8	6	5	5
Participant B	8	10	9	10	5	10
Participant C		10	8	8	5	9
Participant D		10	5			1
Participant E	5	7	6	7	5	7
Participant F	7	10	6	7	7	7
Participant G	3	6	4	3	2	3
Participant H	1	1	5	5	5	4
Participant I	7	5	5	3	2	6
Participant J	10	10	7	7	5	10
Participant K	8	9	4	5	5	10
Participant L	4	7	8	2	2	8
Participant M	9	9	9	10	9	7
Participant N	10	10	5	7	7	5

Appendix A - Information from the survey.

ID	Q5 Students should learn a national variety of English from the U.S. or the U.K. After	Q6 Students should learn multiple varieties of English. After	Q7 Teachers should model pronunciation for their students. After	Q8 My accent in English is a problem when I communicate with native speakers of the language. After	Q9 My accent in English is a problem when I communicate with non-native speakers of the language. After	Q10 It is difficult to understand native speakers of English when they talk. After
Participant A	5	8	6	8	8	8
Participant B	7	10	10	1	1	6
Participant C	8	8	8			2
Participant D		10	1			10
Participant E	7	5	10			
Participant F	7	7	7	5	4	5
Participant G	5	5	5	3	3	3
Participant H	5	5	5	4	5	5
Participant I	4	8	8			
Participant J	9	8	9	6	5	9
Participant K	10	10	10	2	2	2
Participant L	6	4	8	9	8	7
Participant M	8	7	7	9	7	9
Participant N	5	8	9	2	6	6

Appendix A - Information from the survey.

ID	Q11 It is difficult to understand non-native speakers of English when they talk. After	Q12 English is important for global communication. After	Q13 Native-like English is important for global communication. After	Q14 For international communication, multilingual users of English are more successful than monolingual users of English. After	Q15 The discussions sessions provided me with new perspectives toward international English.	Q16 The discussion sessions gave me more confidence in using English.
Participant A	8	10	5	8	9	8
Participant B	5	10	10	9	10	10
Participant C	1	10	8	10	10	10
Participant D		10		10	10	10
Participant E	4	10	4	7	6	4
Participant F	4	10	7	7	7	7
Participant G	3	8	8	6	9	9
Participant H	5	6	6	6	5	6
Participant I	2	10	3	8	9	10
Participant J	5	9	9	9	8	9
Participant K	1	7	4	10	9	7
Participant L	6	10	3	9	8	9
Participant M	7	10	10	7	10	10
Participant N	6	9	7	7	8	9

Appendix A - Information from the survey.

ID	Q17 The content of the discussion sessions will impact how I teach English in the future.	Comments from the participants
Participant A	7	I really liked the new perspective that I got from what Julio shared and my peers. It was interesting to see the focus on this new "English". I would like to see further data as it becomes available.
Participant B	8	I would like to know the last conclusions about the studies in both groups.
Participant C	8	Simple. Congratulations! Thanks for your patience and share your ideas and previous knowledge.
Participant D	10	I knew something about English as a lingua franca, in fact I learned how to use this language not because I get academic feedback neither because I lived in an English-speaking country, but because I were in places where people not had more option to communicate each other but using English as a bridge to communicate what we wanted to convey. (Afghanistan and Lebanon to be more precise) I love English as a lingua Franca, where the focus is on intelligibility rather in perfectionism.
Participant E	5	
Participant F	7	
Participant G	10	
Participant H	6	
Participant I	8	En este taller he podido cambiar mi perspectiva de lo que es el dominio en ingles. Para mi el hecho de tener un acento "americanizado" era un aspecto importante que solia entrenar y enfatizaba a entrenar a mis alumnos. Pero ahora puedo observar que el acento no es importante más que el hecho de llevar una comunicacion efectiva cuando se es no nativo hablante.
Participant J	8	It was really interesting.
Participant K	10	I would like to know the conclusion of these research in order to learn more. I like a. Lot the session except the. Last one because of my job. I Could share the different people and teachers' opinions and the monitor knew a lot of the theme and. Motivate me to use and do not only pay attention in my accent. Also, if you do another research specially with the methods to teach and learn a foreign language in elementary levels I would like to help. Thanks
Participant L	8	I specially liked the discussion sessions because I had the opportunity to talk and know the other person's opinions about certain topics. Regarding the content, I can say it was very interesting for I had never researched about English as Lingua Franca; now I know what it refers to. I also want to say thak you for giving me this opportunity to enhance my knowledge about this topic.
Participant M	10	Muy agradecida por compartir sus conocimientos con nosotros. Exitos y Bendiciones. ☺❤
Participant N	9	Estas sesiones me ayudaron a despejar muchas dudas porque estaba confundida con varios terminos que creia tenian otra relevancia. Ojala existan mas sesiones en el futuro para seguir avanzando y asi nos ayudara mucho como aprendices que somos.

Appendix B - Intervention Program

DAY ONE

Introduction

Intro: 10 minutes

Short presentation introducing the program.

Introduction of the lecturer and the topics in this workshop.

Certification at the end of the program requirements.

Short explanation of the survey and the privacy rules of the program.

“Standard” and “Accent”

Word cloud activity with key words “Standard” and “Accent”: 5 minutes

Mentimeter - <https://www.menti.com/8preotzjis>

The idea is that the participants write what ideas/words come to mind when they face those words.

Introduction of “Standard” and “Accent” – definition from audience: 5 minutes

In this part, we read the word cloud and comment on the words/definitions.

Widdowson’s definition and other definitions: 5 minutes

Share some definitions with participants. No comments just sharing. Maybe ask a participant to read it aloud.

Game – Spot the American and the British Standard Accents: 5 minutes

The participants listen to different accents saying the same paragraph and choose the closest to American and British accents.

BREAK 5 minutes

Kachru Circles of English: 5 minutes

The participants will be made familiar with the definition of Kachru Circles of English. Maps of the world – Accents - Kachru Circles of English. Charts - native vs non-native speakers. Number of speakers.

Why should SAE or SBE be the standard? – discussion: 10 minutes

The participants will read listen claims from these three subtopics and will discuss and voice their opinions.

- Here we will give arguments for having standards outside the inner circle.
- What are the actual repercussions from using standards as goals for students?
- Teachers’ aims (Pedagogical implications of standards & accents)

- Foreigner teacher's accent and the effect in their practice.

Group activity

The participants will form groups and will listen an audio (**SOPIA VERGARA – MODERN FAMILY**). Then, they will discuss and answer the following questions:
15 minutes

Level the agreement from 0 to 10 - 0 = disagree

Closed questions

- Is the accent ideal for an English class in Ecuador (A1 students)?
- Is the accent ideal for an English class in Ecuador (A2 students)?
- Is the accent ideal for an English class in Ecuador (B1 students)?
- In a listening exercise, is this accent difficult to understand for students who are used to an American English accent?
- In a listening exercise, is this accent difficult to understand for students who are used to a British English accent?
- Is this a “good” accent for the students to imitate (speaking/pronunciation)?

Open questions: realistically speaking, would you use this audio in your class to teach pronunciation? Why/Why not?

Which do you think causes communication problems in the video, her accent or her pronunciation?

Sharing their thoughts (open questions)– **15 minutes**

Word cloud activity with key word “(Language) attitude”: **5 minutes**

Mentimeter - <https://www.menti.com/eodcg5cwgk>

Mini-survey: **5 minutes**

Open question – What is the goal of learning a language?

Questions from the audience (pending questions will be answered during the next session) - **5 minutes**

DAY TWO

Language Attitudes

Intro: **2 minutes**

Short recap of previous session/questions

How do standards and accents impact our teaching? – data analysis (group activity – closed questions): **10 minutes**

Discussion about the data gathered from the previous session.

Language attitudes – discussion from the word cloud and definitions: 15 minutes

Discussion about the data gathered from the previous session and definitions from the research.

Discussion: What are some attitudes that may interfere in our teaching? 20 minutes

We ask participants what possible attitudes a teacher and a student can have that may interfere with teachings and show research that also talks about this topic.

Speaker and listener biases when communicating in English: 10 minutes

We talk about research that shows that biases may interfere with communication.

BREAK 5 minutes

Research on language attitudes and results of experiments: 15 minutes

We show the participants results from different research done about language attitudes and explain the situations for the next activity.

There has been some research done by

On comprehension for L1 native speakers of English.

Group activity

The participants will form groups and will read one of the cases shown in the previous activity and discuss how they would proceed in a similar situation. Then, they will discuss and answer the following questions: **15 minutes**

Level the agreement from 0 to 10 - 0 = disagree

Closed questions

- Is your attitude similar to the one in the case you read?
- Is your approach similar to the one in the case you read?
- Do you agree with the approach in the case?
- Is the context similar to yours?
- Would you consider doing the same in a similar situation in your context?

Open questions: do you think your approach will have better results in the context of the case you read, better than the one mentioned in the case? Why/Why not?

Have you ever faced similar situations than the one in the case you read? How did you approach it?

Sharing their thoughts (open questions)– **15 minutes**

Word cloud activity with key words “ELF” and “Lingua Franca”: **5 minutes**

Mentimeter - <https://www.menti.com/rv5ph2b4pp>

Mini-survey: 5 minutes

Open question – What is the goal of learning a language?

Questions from the audience - **5 minutes**

DAY THREE

English as a Lingua Franca

Intro: 2 minutes

Short recap of previous two sessions and its connections with the topic of today.

How do attitudes change our approach on teaching languages? – data analysis (group activity – closed questions): 15 minutes

Discussion about the data gathered from the previous session.

Lingua Franca/ELF – discussion from the word cloud and definitions: 15 minutes

Discussion about the data gathered from the previous session and definitions from the research.

ELF definition, background, objectives 15 minutes

Share some definitions with participants about ELF, some of the background and the goals of ELF.

ELF in research, today 15 minutes

Share some of the most relevant research about ELF so far.

BREAK 5 minutes

ELF pros and cons 15 minutes

Share some of the research pro and against ELF

Group activity

The participants will form groups and will discuss the quote from Chinua Achebe (1975). This discussion is for the participants to share their thoughts after reading it. After this discussion each student will share their thoughts individually. An agreement among participants is not necessary. During this discussion the participants will answer the following questions. **15 minutes**

Level the agreement from 0 to 10 - 0 = disagree

Closed questions

- Do you agree with Chinua Achebe statement?
- Do you think a new English is necessary to convey the message of users of Ecuadorian surroundings?
- Do you think this new English is “real English” (real English = standard official English like American or British)?

- Would you consider teaching an Ecuadorian English (English adapted to convey better the reality of Ecuadorian people) in class?

Open question: What do you think about Chinua Achebe words?

Sharing their thoughts (open question) – **15 minutes**

Word cloud activity with key word “Lingua Franca Core”: **5 minutes**

Mentimeter - <https://www.menti.com/tixy41owpy>

Mini-survey: **5 minutes**

Open question – What is the goal of a language?

Questions from the audience - **5 minutes**

DAY FOUR

English as a Lingua Franca – Lingua Franca Core

Intro: **2 minutes**

Short recap of previous session.

How do new “Englishes” change our approach on teaching languages? – data analysis (group activity – closed questions): **15 minutes**

Discussion about the data gathered from the previous session.

Lingua Franca Core – discussion from the word cloud and definitions: **15 minutes**

Discussion about the data gathered from the previous session and definitions from the research.

Teaching speaking/pronunciation (differences) **15 minutes**

We explain the potential differences in teaching speaking and pronunciation.

(2015) Walker & Zoghbor - Teaching ELF pronunciation – classroom models

1. Existing native-speaker materials.

2. Competent ELF users.

3. The teacher.

Teaching ELF pronunciation – classroom techniques

LFC sound chart – explanation: **15 minutes**

We show and explain the contents of the LFC sound chart.

BREAK 5 minutes

LFC sound chart – teaching suggestions **15 minutes**

We show the LFC sound chart and tips for teaching speaking and pronunciation.

Group activity

The participants will form groups and will discuss how would they use the LFC sound chart. This discussion is for the participants to share their thoughts about actually using Lingua Franca Core as a tool for pronunciation. During this discussion the participants will answer the following questions. **15 minutes**

Level the agreement from 0 to 10 - 0 = disagree

Closed questions

- Do you think is LFC a better alternative than teaching standard American English?
- Do you think is LFC a better alternative than teaching standard British English?
- Is LFC easy to approach or adapt to your current practice?
- Is it a viable option to teach today?

Open questions: Is LFC a better alternative to what is currently use in your Ecuadorian context? Why/Why not?

Sharing their thoughts (open question) – **15 minutes**

Mini-survey: 5 minutes

Open question – What s the goal of a language?

Questions from the audience - **5 minutes**

DAY FIVE

SUMMARY

Intro: 2 minutes

Short recap of previous session.

What is the goal of learning a language? – data analysis (survey days one and two): 15 minutes

Discussion about the data gathered from the previous session.

What is the goal of a language? – data analysis (survey days three and four): 15 minutes

Discussion about the data gathered from the previous session.

Standard/Accents – Summary & Results: 10 minutes

We share and summarize the topic with the participants.

Attitudes – Summary & Results: 10 minutes

We share and summarize the topic with the participants.

ELF – Summary & Results: 10 minutes

We share and summarize the topic with the participants.

BREAK 5 minutes

Application of the exit survey: - 20 **minutes**

Final words and acknowledgments: - 5 **minutes**

Questions from the audience (any pending questions from the other days) - **20 minutes**

The remaining time will be to address any doubts or issues with the certificates or anything that the participants wish. We could also make further reading recommendations, watch funny videos, or talk about education.

Appendix C - Survey

https://pennstate.qualtrics.com/jfe/form/SV_5z4rmCpoMRIQCdU



PennState

The following survey has been adapted from the preliminary survey that you completed at the start of this research. Many questions are the same, with some minor changes as well as a few new questions.

Please note that once you submit your response to each question, you cannot go back.

As a reminder, upon completion of the research (ie, after the preliminary survey, the ten discussions (2x5), and the concluding survey), participants will be provided a **Certificate of Completion** issued by the IECP (Intensive English Communication Program) of The Pennsylvania State University. In order to receive a certificate, participants must complete *both the preliminary and concluding surveys* as well as participate in a *minimum of eight (8) of the ten (10) discussion sessions*.

By clicking "Next", you agree to volunteer as a participant in this study.





How would you describe your informal English language proficiency in the areas listed below? (The next question will ask about your academic English language proficiency).

The left side of the scale represents no knowledge and the right side of the scale represents your proficiency goal.



How would you describe your academic English language proficiency in the areas listed below?

The left side of the scale represents no knowledge and the right side of the scale represents your proficiency goal.





Indicate your level of agreement with the statements below. If you disagree, leave your response as "0".

0 1 2 3 4 5 6 7 8 9 10

Standards are important for ensuring comprehensibility in communication.

Accent is important for ensuring comprehensibility in communication.

Good language learners do not have a foreign accent in their second language.



Indicate your level of agreement with the statements below. If you disagree, leave your response as "0".

0 1 2 3 4 5 6 7 8 9 10

Students should learn clear pronunciation.

Students should learn a national variety of English from the U.S. or the U.K.

Students should learn multiple varieties of English.

Teachers should model pronunciation for their students.



Indicate your level of agreement with the statements below. If you disagree, leave your response as "0".

0 1 2 3 4 5 6 7 8 9 10

My accent in English is a problem when I communicate with native speakers of the language.

My accent in English is a problem when I communicate with non-native speakers of the language.

It is difficult to understand native speakers of English when they talk.

It is difficult to understand non-native speakers of English when they talk.



Indicate your level of agreement with the statements below. If you disagree, leave your response as "0".

0 1 2 3 4 5 6 7 8 9 10

English is important for global communication.

Native-like English is important for global communication.

For international communication, multilingual users of English are more successful than monolingual users of English.



The questions in this section are about the discussion sessions that you participated in.

Indicate your level of agreement with the statements below. If you disagree, leave your response as "0".

0 1 2 3 4 5 6 7 8 9 10

The discussions sessions provided me with new perspectives toward international English.

The discussion sessions gave me more confidence in using English.

The content of the discussion sessions will impact how I teach English in the future.

We are grateful for your time participating in this project.

Please let us know if you have any additional comments about any aspect of this research (eg, the surveys, the discussion sessions, the content, etc). *You may also respond in Spanish.*



These are the final two questions of the survey. Both questions are optional.

If you would like to receive a *Certificate of Completion* from the IECP at The Pennsylvania State University, **please use the space below write out your full name as it should appear on the certificate.** Digital *Certificates* will be emailed to the email address at which you received the invitation to this survey; hard-copy *Certificates* will be available from the discussion facilitator, Julio Alejandro Rodriguez Estefano, approximately 6 weeks after the completion of the survey.

(Reminder: The survey is anonymous. Your name will not be associated with any data analyzed or reported from this project).

Your full name as it should appear on the *Certificate of Completion* is:

Please indicate if you would like to be informed about the findings of this research.

If you indicate "Yes", your email address will be maintained on a general "contact list", but the email address and your name will be separated from the data.

- Yes, please keep my contact information on file and inform me of results of this study
- No, I do not wish to be informed of the results of this study.

If you have any questions or additional comments about this research, please contact the primary investigator, Dr. Jason Litzenberg, at jjl53@psu.edu, or the discussion facilitator, Julio Alejandro Rodriguez Estefano, at juroeste@espol.edu.ec.



PennState

We thank you for your time spent taking this survey.
Your response has been recorded.

Appendix D - Focused interview

Interview

1. Accent attitudes

- *How would you describe your personal goal for English pronunciation? Have you achieved this goal? Why or why not?*

2. Accent beliefs

- *How would you define a “good” and a “bad” accent in English? (Follow up - Are there better English accents than other?)*
- *What should be the English accent for a teacher?*

3. (Perceived) effects of accent-related experiences (specific and general)

- *Have you or anyone you know ever experienced problems in communication because of an accent?*
- *What variety of English – that is, what accent or accents – do you believe should be used in an English language classroom in Ecuador?*

4. Teaching ELF accents

- *In the workshop, we discussed English as a Lingua Franca (ELF), which decentralizes the importance of native speakers as a model for pronunciation. Do you think ELF offers a viable option for language education? Why or why not?*
- *Imagine that you teach in a school that uses an ELF model for English language teaching. What would you say to a parent who complains because they want their child to learn “American/British English”?*



CERTIFICATION OF PARTICIPATION

ENGLISH AS A LINGUA FRANCA AND PEDAGOGY

September 13 - 17, 2021

Completed a ten-hour specialized workshop entitled "English as a Lingua Franca and Pedagogy" for English language teaching professionals. The workshop was designed and supported in collaboration with the Intensive English Communication Program (IECP) at The Pennsylvania State University, University Park, Pennsylvania, U.S.A.




Jason Litzenberg, IECP Director


Julio R. Hriy vez Estéfano, Workshop Facilitator



Greetings!

My name is Julio Rodriguez. I am a graduate student in the Master in Teaching of English as a Foreign Language (MA TEFL) program from ESPOL University in Guayaquil. I am currently working on my thesis; conducting research together in collaboration with Dr. Jason Litzenberg (<https://aplng.la.psu.edu/people/jjl53@psu.edu>) at The Pennsylvania State University (USA - <https://www.psu.edu/>).

This email is a formal invitation to a workshop we are working on. Some of the details of the workshop that you **need** to know.

- 1) It is completely **voluntary**. You have no obligation to participate and there are no negative repercussions for non-participation.
- 2) It is completely **free**. There is no cost in any shape, way, or form.
- 3) It is completely **online**. This workshop will take place on Zoom

The topic of the workshop is: “**Teaching English as Lingua Franca**”

This workshop will take place from September 13th to September 17th September. It will consist of five sessions of two hours (one each day, ten hours in total) in the afternoon. Since this workshop had a better reception than we expected we are going to offer this workshop at two different times:

- 1) From 1 pm to 3 pm
- 2) From 4 pm to 6 pm

To participate in this project, you need to answer this email with the following information:

Full name:

Email address:

Phone number:

Level of English (estimate)*:

Time teaching English:

Level of Education:

Current teaching position:

Preferred schedule:**

**You don't need to show any certification for this. You can just give us an estimate of your English proficiency, B1, B2, etc.*

*** You can choose either from 1 to 3 or from 4 to 6. There are only 20 seats in each session so the first 20 people who pick a time will be allocated and the remaining will be moved to the other time.*

Before starting the project, you will receive an email with the confirmation of your participation, a survey you have to complete before starting, and the details on how to join the workshop via Zoom. This confirmation email will be sent as soon as every detail is arranged with every participant.

Participants of this project will gain important professional development, which will be evidenced via a **Certificate of Participation issued by the IECP** (Intensive English Communication Program) of The Pennsylvania State University at the end of the workshop. To be eligible to receive this certificate you need to be present in at least 8 of the 10 hours of the workshop.

I'm happy to answer any questions you may have about this project and look forward to working with you.

Lic. Julio Rodriguez Estéfano