

## Unveiling Teachers' Personal Responses to Innovation

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### Abstract

*When awareness of the current plurality of English and of its implications for teaching is raised in teacher education courses, this perspective will afterwards emerge in teachers' classrooms. Teachers' ELF awareness was enhanced in the ENRICH course through reflective activities and in the forum where teachers shared personal views and beliefs about language learning and teaching within an ELF aware approach. In order to investigate the changes occurring during the course, a specific lens was used to analyze a group of participant teachers' shift in perspective through their interventions when responding to reflective activities. A corpus-based discourse analysis of teachers' language unveiled their positioning in terms of both their agency and their sense-making in a process of change.*

**Keywords:** ELF awareness, discourse analysis, Corpus-based, Corpus-driven, reflection

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### Introduction

As a result of increasing global mobility, the sociolinguistic reality of English, and its different realisations, the growing diffusion of World Englishes (WEs) and of English as a Lingua Franca (ELF) have become - in the last two decades - much more complex and controversial than those of other languages in the world (Graddol, 2006; Pennycook, 2006; Lopriore, 2016). Issues of identity, standards, proficiency levels, intercultural communication and language awareness of English language learners and teachers, demand for a paradigmatic orientation and a reconsideration of English language education and classroom practice (Bayyurt & Sifakis, 2015; Bayyurt & Dewey, 2020; Gimenez et al., 2017; Jenkins et al., 2011; Llorca, 2004, 2018; Llorca & Mocanu, 2018;

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Lopriore, 2016, Lopriore, 2017; Mauranen, 2012; Seidlhofer, 2009, 2011; Sifakis, 2019). Influenced by these emerging global realities, EFL practitioners are thus required to consider their learners' current needs, interests and language use, usually transcending classroom boundaries, and to eventually revisit their instructional practices in order to sustain their learners helping them to cope with their individual lingua-cultural requirements.

This process of individual change cannot be left to teachers' personal initiatives only, rather it requires a joint collaborative action through specifically designed teacher education courses based upon a reflective approach, as it emerges in the existing literature (Freeman, 2016; Freeman & Johnson, 1998; Ketelaar, 2012; Maughan et al., 2012; Schön, 1983), and, hopefully, sustained by specific language policies. If awareness of the current plurality of English is raised in teacher education courses, there are good chances that this perspective will be adopted afterwards in the classroom, when teachers work with their students.

### **The ENRICH Project**

The first teacher education course devised and implemented within the emerging plurilingual landscapes and current English language teaching and learning realities, in five different countries in Europe and in the Mediterranean area, was the Erasmus+ "English as a Lingua Franca Practices for Inclusive Multilingual Classrooms" (ENRICH, 2020). The on-line 5-month course was meant to develop participants' own understanding of the role of English as a lingua franca in multilingual classrooms through an innovative ELF-aware pedagogy (Sifakis, 2019; Sifakis & Bayyurt, 2018).

The Professional Development Course "ENRICH"<sup>e</sup> had been conceived on the basis of the findings of an extensive Needs Analysis carried out in five countries (Greece, Italy, Norway, Portugal and Turkey) and investigating EL teachers' (over 600) as well as learners' (over 500), current habits and perceived needs. The PDC was mainly geared at empowering English language teachers to integrate the current role of English as a Lingua Franca in their multilingual classrooms, thus to fundamentally rethink and revisit their teaching as well as its object, that is ENGLISH, thanks to activities and peer exchanges. Teachers' ELF awareness was enhanced through reflective activities and within the ENRICH course forum where, all along the course duration, the participant teachers were offered opportunities to share their views and personal beliefs as for English language learning and teaching within an ELF aware approach.

The ELF-aware teacher education approach adopted within the ENRICH professional development course was aimed at sustaining English language teachers (ELTs) to fundamentally rethink their own teaching and challenge their personal beliefs about English language teaching; this would have helped them develop a meaningful cognitive and attitudinal change in view of recent developments in ELF research. But

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<sup>e</sup> <http://enrichproject.eu/moodle/>

bringing about a personal change inevitably includes a re-appreciation of one's beliefs, attitudes, and assumptions about language and language teaching. The existing literature about teachers' and learners' beliefs unveils several challenges, mainly because beliefs are not directly observable, because we cannot just walk into the classroom and 'observe' beliefs; we can indirectly observe beliefs or shifts in perspective only through questionnaires or reflective activities (Borg, 2012, as cited in Birello, 2012, p. 89). In recent years the topic of language teachers' beliefs has attracted considerable research interest, mostly on the relationship between teachers' beliefs and practices that is generally considered as a complex one. A number of such studies focus in part on the relationship between beliefs and practices (Basturkmen, 2012; Birello, 2012), but there are still very few studies that examine practicing teacher beliefs of ELF (Dewey & Pineda, 2020; Llurda & Mocanu, 2018) and on ELF assessment, but a small sample of studies focusing on Turkey, Poland, Portugal and China shows us that teachers are already exploring and learning about ELF.

The ENRICH course was thus chosen as the most suitable inset course for investigating whether a collaborative action through specifically designed reflective activities would facilitate a transition from traditional teaching habits as well as sustain changes in teachers' attitudes and beliefs.

### **The Research Study<sup>f</sup>**

The initial hypotheses behind this study, proposed by the Italian partners<sup>g</sup> in the ENRICH Project, claimed that:

- a) the participant teachers' responses to a course leading to a profoundly innovative change in their practice all along the course duration, were going to challenge teachers' initial resistance to innovations, thus unveiling deeply held beliefs and daily routines;
- b) the reflective approach adopted in the course activities and stimulated by the course forum discussions, would have enhanced participant teachers' language awareness and would have gradually led to a change in teachers' attitudes and classroom practice;
- c) changes, or absence of change, would have been revealed in the discourse and in the language used by participant teachers in their responses within the activities and in the comments in the course forum.

### **Research Questions**

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<sup>f</sup>The first findings of the study were presented - on 27/02/2021 - by the Roma Tre ENRICH team, at the "ELF Day 5: ENRICHing Pedagogical Issues and Concerns in ELF Research" organized by Boğaziçi University ENRICH Erasmus+ project team.

The hypotheses generated two main research questions:

R.Q.1. Does a PDC mainly geared at empowering EL teachers to integrate the current role of ELF in their multilingual classrooms and to fundamentally rethink the object of their teaching, enhance positive changes or trigger teachers' resistance?

R.Q.2. Would a change in teachers' attitude, awareness, agency and ownership emerge in teachers' responses to the course input and activities along the course duration? When and How?

### Sample

The sample of participant teachers that was chosen for this study was initially constituted by the entire group of those who had enrolled in the course led by the ENRICH Italian partners, but later on in the research only those who had completed the whole course were investigated in more detail. The final group was constituted by 21 teachers: 19 female and two male; 17 Italians, 4 non-Italian (1 from Ukraina, 2 from Pakistan, 1 from Qatar). Three participants had a PhD, 3 an MA, the majority, except for three, had a national teaching qualification. The participants' age range varied: the two thirds of the group was composed by teachers whose age range was between 36 and 55, definitively a group of mature teachers. The group had a very diverse composition in terms of teaching experience, seven teachers had been teaching between 11 and 15 yrs, four between 6 and 10 yrs, four between 21 and 25, two between 26 and 30, only one over 30 yrs and three had taught for less than 3 years. The types and levels of schools the participants taught in were almost equally distributed among primary, middle school, high school and university, except for three cases of teachers who were either just retired, one, or involved in temporary jobs on more than one school type, two; this equal distribution accounted for a genuine exchange of participants' diverse opinions during the activities that compensated some teachers' lack of specific experience in some school types and levels, and thus contributed to their sharing of ideas and experiences. Almost all the participants' schools had between 10 % and 25% multilingual population.

### Methodology

The main actions undertaken during the study were the following:

- To first identify most significant reflective activities along the course;
- To build up a corpus of teachers' responses within the selected activities;
- To look for language instantiations that would unveil teachers' positioning and agency, e.g. the use of: Modals; Verbs of Mental perception; Attitudes; Opinions; Words; Adverbs.

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- To interrogate the corpus through Sketch Engine<sup>h</sup>, using tools such as Word lists, Key words, Concordances, and N-grams;
- To identify features of changes in teachers' positioning, agency & ownership in a longitudinal perspective.

### Tools

In order to investigate whether participant teachers had undergone any significant change during the course and to identify what type of change had occurred, a specific lens was used to monitor and analyze in depth the participant teachers and their shift in perspective: a “corpus-based discourse analysis” (Flowerdew, 2012). The analysis of the corpus of participant teachers' interventions and responses - carried out through SketchEngine - could unveil participants' positioning in terms of their agency, their identity and their sense-making as taking place within a process of change (Keteelar et al., 2012).

The study was thus carried out through the analysis of teachers' discourse, as it emerged within their interventions when responding to the course activities, specifically those questioning their ELF awareness and the implications of introducing a diverse perspective in their English language courses.

### Corpus Design

For the purpose of investigating this change, a small corpus of approximately 18.000 words created from the sample of course participants' responses, was built and investigated. The corpus is made up of texts gathered from the ENRICH course forums in relation to teachers' interventions when responding to a set of selected activities, specifically those questioning their ELF awareness. On the whole, the corpus amounts to a total of 17,626 words and 19,540 tokens. The corpus is not large, but as de Haan (2011) maintains “the suitability of the sample depends on the specific study that is undertaken”. In this case, the study focuses on a sample of teachers' responses in the course activities and in the forum. This kind of short texts<sup>i</sup> is suitable for smaller corpora because they can still yield statistically reliable results on frequency and distribution despite the small size of the corpus (Bolasco, 2013). As for the inner structure that composes the corpus, seven reflective activities related to five crucial course sections – such as the role of ELF, the implications and challenges of ELF-aware teaching, for teachers and for learners - were selected and taken into consideration, as represented in Table 1.

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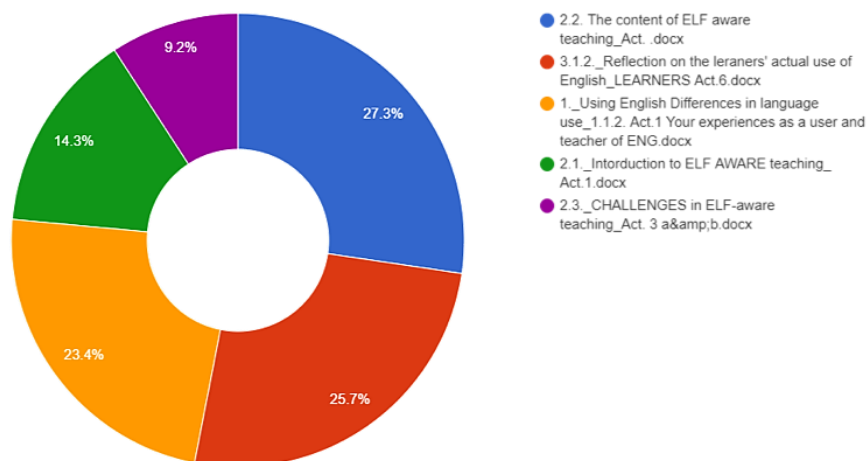
<sup>h</sup><https://www.sketchengine.eu/> Sketch Engine is the tool to explore how language works. Its algorithms analyze authentic texts of billions of words (text corpora) to identify instantly what is typical in language and what is rare, unusual or emerging usage.

<sup>i</sup>Collections of short texts are defined by Bolasco (2013:65) as fragment-texts, e.g. advertisements, surveys, tweets, sms, chats, e-mails.

**Table 1***Sampling Frame of the Corpus*

Number of the section	Name of the section	Activity chosen	Content of the activity
1. - 1.1.2.	Using English and the key issues in using ELF	1	Looking at the real world and realizing how English is used, by whom, under what circumstances and with what competences.
2.1.	ELF-aware teaching	1	Defining the concept of 'ELF awareness'.
2.1.	ELF-aware teaching	1	Defining the concept of 'ELF awareness'.
2.2.	The content of ELF-aware teaching	1 and 3	The kind and types of input that could be employed in English Language Teaching (ELT) activities which integrate insights gained from English as a Lingua Franca (ELF).
2.3.	The challenges in ELF-aware teaching	3 and 4	Participants are invited to think about themselves as learners and teachers, about their choice and use of methods and approaches within new linguistic landscapes and pedagogical approaches.
3.1.2.	Learners	6	A section devoted to raise teachers' awareness of central aspects of multilingualism and what it takes to help students develop into competent and confident users of English.

The distribution of data across the five corpus sections is uneven as it emerges in the following figure. In particular, section 2.2. - devoted to the types of input that could be employed in ELT activities integrating ELF - is the richest one including most of the words (27.3 %) of the corpus. The second most numerous section is 3.1.2. (25.7 %), the one concerning teacher's commitment in making students competent and confident users of English, followed by section 1. and section 1.1.2. (23.4 %) regarding the use of English and the key issues in using ELF. The distribution of data across the three largest sections is quite balanced, while the last two sections are definitely smaller because of a moderate degree of participation by Italian teachers in the forum of these two activities (especially the one about the challenges of ELF-aware teaching), therefore the amount of data for these sections was limited. At the same time, it was important to explore these two sections because it was here that teachers learn how to integrate ELF in their current EFL practice. In particular, section 2.1. (14.3 %) concerned the introduction to ELF-aware teaching and section 2.3. (9.2 %) regarded the challenges in ELF-aware teaching.

**Figure 1***Data Distribution Across the Five Corpus Sections*

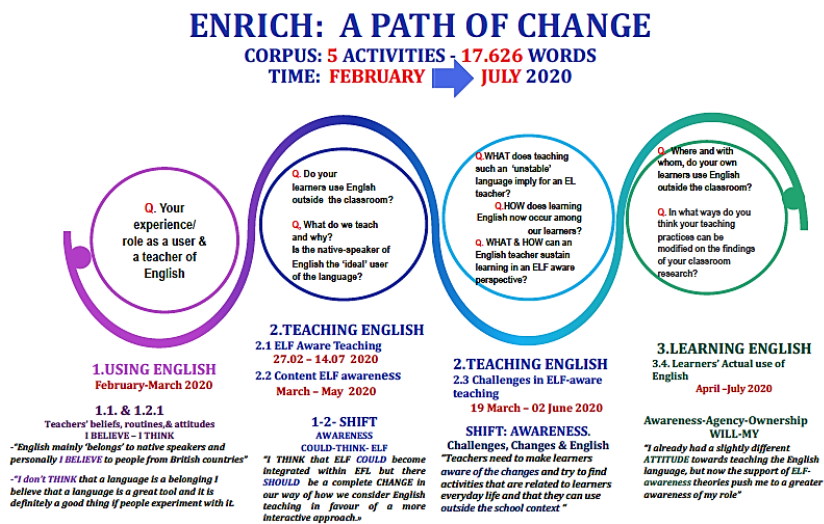
In constructing a representative corpus, the researcher should have a good “sampling frame” of the population or, in other words, “an operational distribution of the population, an itemized listing of population members from which a representative sample can be chosen” (Biber, 1993, p. 243). The five sections and the related activities were selected to build a representative corpus typifying teachers’ positioning and agency. In addition, this kind of data was consistent with our research hypothesis suggesting a possible positive change in teachers’ attitudes and opinions along the course.

As far as approaches to corpus work are concerned, in this piece of research both the corpus-based and the corpus-driven approach were employed. The former was used to analyze words and sentences of interest and to describe what emerged from the activities selected on the basis of our initial hypothesis, by using concordances, collocates and clusters. The latter was adopted to explore the corpus via the wordlist, the keyword lists and the n-grams in order to gain a broader perspective on the topics and the trends of the corpus.

## Analysing the Corpus: A Path of Change?

Figure 2

*A Path of Change*



The overall analysis, as portrayed in Figure 2, was meant to monitor and analyze teachers' responses to the course following the 'path of change' participant teachers had gone through in a longitudinal perspective, according to the order of the main course components: from the "Using English" to "Teaching English" and to the last one, "Learning English". In each of the three main components the activities chosen were the ones regarded as the most significant ones for activating changes, that is for example, the one on "Teachers' beliefs, routines and attitudes", carried out at the beginning of the course, where we expected to find participants using verbs such as: "I believe" "I think", "I don't think". The longitudinal analysis took then into consideration the most relevant component, the one on "Teaching English", where most activities and forum discussion – such as "ELF aware teaching", or "Challenges of ELF aware teaching" - were geared at eliciting teachers' positioning, and where we expected to identify traces of changes and of a shift in perspective taking place through the participants' use of modals and of ELF related lexis emerging in their discourse. In the last component "Learning English", participants were asked to consider their learners and possible practical implementations of an ELF-aware approach, through activities eliciting participants' agency, awareness and ownership, that would unveil shifts in their understanding and commitment to the innovation brought about by the course, through their use of "will" or of "my", for example. The corpus thus allowed to have a closer view at the language choices made by the participants and to relate them to the change they were undergoing during the 5-month course.



### **Unveiling Occurring Changes**

The corpus was explored and investigated by way of SketchEngine<sup>j</sup>, a valuable research tool that offers the chance to consult about 500 corpora and to build your own corpus taking advantage of the tools offered by the platform like the wordlist, the keywords, and the possibility to explore collocations and concordances.

As for corpus construction, SketchEngine enables the user to upload a corpus composed of a single file or a corpus made up of several files. The second option also offers the opportunity to carry out a user-friendly textual analysis through the help of metadata and it is the one chosen for the present study. The subdivision of corpus data into different files allowed to see how many documents, tokens or words there are in the corpus in texts downloaded from each CPD section. To sum up, each of the five CPD sections under investigation was included in a separate file which was then individually uploaded on SketchEngine in order to compile the corpus.

#### ***Wordlist***

Afterwards, the main tools offered by the platform were used to perform the analysis. More specifically the wordlist, a tool that shows the frequency of various lexical items in a corpus, was used. Looking at the corpus wordlist, without any kind of sort, words like English, language, students, think, ELF, teaching, learning and the pronouns I, they and We clearly emerged. The wordlist was also sorted into grammatical categories, i.e., nouns, verbs and adjectives, and what emerged was the evidence of a positive attitude towards this new teaching perspective, especially in the adjective list where many positive adjectives could be observed, e.g., aware, possible, useful, necessary, new, good.

#### ***Key-words***

The second tool used to conduct the investigation was the keyword list, a tool that unveils what is typical of your own corpus if compared with another one and also reveals what the theme of your corpus is. The keywords showed the main topics of the corpus and confirmed what had already emerged from the analysis of the most frequent words. The most significant single keywords emerging from this investigation were ELF, ELF-aware, beliefs, changes, personal, whilst among the most relevant multi-word terms, the following are worth mentioning: native speaker, native-like competence, ELF perspective, different language, rich multilingual context. On the whole, the keywords seemed to reflect a trend indicating an increase in ELF-awareness of the course participants.

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<sup>j</sup> <https://www.sketchengine.eu/>

### Concordancer

On the basis of the findings reported in this contribution, the investigation of the corpus brought into focus participants' use of modal verbs. This fact suggested a possible change in teachers' attitudes towards English language learning and teaching within an ELF aware approach all along the course. In order to analyze the use and the function of modals the concordancer, a multi-purpose tool that shows all the occurrences of a word or a pattern in the context in which it occurs, was used. Each concordance line includes the node word, i.e., the word being studied, positioned in the middle of the line; the node word allows to observe the words which are used before and after it. In our investigation, the attention was posed upon *should* and *will*, carefully observing which pronouns preceded the modals and it was found that the main pronouns used were: *I* and *we* that reflect teachers' own position and beliefs and *they* that reflects what teachers say and think about their students. More specifically, we searched for *should* or *will* and then we sorted the results on the left-hand side of the sentence to identify the most frequent pronouns used, as shown in the two Concordance tables below.

**Figure 3**

*Concordance Table 1 – I + should*

7	<input type="checkbox"/>	doc#0	expressing myself in everyday life. </s><s> The English I learned was not the English I <b>should</b> have used if I wanted to keep it out of books and make it one of my real skills. </s><s> I
8	<input type="checkbox"/>	doc#4	conversation time and not with specific purposes which I found really inspiring. </s><s> I <b>should</b> include more activities that allow them to bring their extramural experiences with English
9	<input type="checkbox"/>	doc#4	me to class and ask for words and expressions they didn't understand. </s><s> I think I <b>should</b> make it a habit to explore my students multilanguage competence at the start of our co
10	<input type="checkbox"/>	doc#4	nce at the start of our course I've done it in the past but not with every class. </s><s> I <b>should</b> try to include activities that allow them to bring their outside experiences with English in
11	<input type="checkbox"/>	doc#4	rural experience of English it could inspire students who don't have it as well. </s><s> I <b>should</b> give those students who don't have as many changes to practice English outside the ck
12	<input type="checkbox"/>	doc#4	students write diaries and stories in English on social media such as Tumblr. </s><s> I <b>should</b> find ways to engage my students in speaking and writing activities, so that they can dev
13	<input type="checkbox"/>	doc#4	ial context I didn't expect their enthusiasm in using English in real life situations I think I <b>should</b> use more and more authentic tasks where they can feel motivated to achieve an outco

**Figure 4**

*Concordance Table 2 – I + will*

12	<input type="checkbox"/>	doc#0	ced user of English but unfortunately, in spite of tons of courses at a proficiency level, I <b>'ll</b> never be really proficient as I would like, not having the opportunity to live for a long tim
13	<input type="checkbox"/>	doc#2	nt, the language of the origins, even if it obviously changes itself as a living language, I <b>'ll</b> be always attracted by British native speakers, but the concept of English as a Lingua F
14	<input type="checkbox"/>	doc#2	st of EFL towards ELF-awareness in my teaching path. </s><s> Disadvantages: maybe I <b>'ll</b> have to search materials which will help me in class, because course and text books an
15	<input type="checkbox"/>	doc#2	S accent or pronunciation is the norm to which we should always aim at. </s><s> And I <b>'ll</b> be glad to show them that in 2020 English is something more than that. </s><s> I think one c
16	<input type="checkbox"/>	doc#4	hink of the word...lesson learned I was unable to get my students to do the survey but I <b>will</b> definitely do this as a first lesson when back to school in whatever shape or form. </s><s>
17	<input type="checkbox"/>	doc#4	ling and getting to grips with activity types but as they say, practice makes perfect, so I <b>will</b> start immediately Also, I will definitely include some sort of ELF-awareness activities in
18	<input type="checkbox"/>	doc#4	activity types but as they say, practice makes perfect, so I will start immediately Also, I <b>will</b> definitely include some sort of ELF-awareness activities in my teacher training program
19	<input type="checkbox"/>	doc#4	use they feel ashamed especially the weak students. </s><s> I think that in the future I <b>will</b> explore my students multi language competence at the start of the school year as a hat
20	<input type="checkbox"/>	doc#4	just five out of seventeen. </s><s> I've found this research very interesting, that's why I <b>'ll</b> complete it in September and all the families have agreed. </s><s> From the answers I

### WordSketch

Afterwards, based on what was found in the previous searches, the investigation followed focusing on some of the most significant verbs, looking particularly at their

collocates in order to explore which topics and concepts were linked to the actions reflected in the verbs, such as: foster, believe, become, develop, engage, integrate. This analysis was carried out using the WordSketch tool on SketchEngine which gives a clear instantiation of words' behaviour and their lexical preferences, as in the collocation table of integrate and of become below. The overall emerging results indicated change and a positive attitude towards teaching and learning English as the main concepts emerging from the CPD course.

**Figure 5**

*Collocations 1 – Integrate and Become*

integrate as verb 19x	become as verb 29x				
<b>objects of "integrate"</b>	<b>modifiers of "become"</b>	<b>objects of "become"</b>	<b>subjects of "become"</b>	<b>pronominal subjects of "become"</b>	<b>adjectives after "become"</b>
<b>elf</b> ... integrating ELF	<b>definitely</b> ... definitely become	<b>chance</b> ... context that could become a winning chance. Teachers should	<b>fact</b> ... fact becoming	<b>it</b> ... it becomes	<b>aware</b> ... Nowadays teachers should become aware of their central
<b>topic</b> ... possible to integrate traditional topics with ELF thanks	<b>practice</b> ... become useful practices	<b>learner</b> ... accept them. Learners are becoming aware of the	<b>they</b> ... they become	<b>integrated</b> ... should become integrated within EFL	<b>self-confident</b> ... become self-confident
<b>technology</b> ... integrated educational technology	<b>excuse</b> ... become an excuse	<b>English</b> ... English became		<b>flexible</b> ... become more flexible	<b>sophisticated</b> ... becomes more sophisticated
<b>aspect</b> ... integrating this aspect	<b>tongue</b> ... becomes common. local mother tongues	<b>student</b> ... Students become		<b>common</b> ... becomes common	<b>fluent</b> ... become fluent
<b>lesson</b> ... integrate the lessons	<b>way</b> ... became the most natural way	<b>language</b> ... language becomes		<b>semi-formal</b> ... becomes semi-formal	<b>ready</b> ... become ready
<b>EFL</b> ... integrate EFL	<b>learner</b> ... become an independent learner				
<b>perspective</b> ... integrate an ELF-aware perspective					
<b>strategy</b> ... integrate ELF strategies					

***n-grams***

The investigation of teachers' attitudes and beliefs eventually focused on the analysis of the n-grams, i.e., multi-word expressions, to get a general overview of what came out of the corpus as a result of the path followed by the teachers during the course. This analysis was carried out using the n-gram tool on SketchEngine and selecting n-grams made up of 3, 4 or 5 words to explore the most significant sentences in the corpus in order to envisage teachers' main thoughts during the course, e.g. they (the students) use English outside the classroom, they (the students) are exposed to (English), (teaching through) an ELF-aware perspective, English belongs to (me, us, all citizens).

## **Analysing the Corpus: What is Unveiled by the Study**

### ***Words in the Wordlist***

The Wordlist tool in Sketch Engine generates frequency lists of various kinds. In this case the software has generated the list of the most frequent words in our corpus. Usually, this type of frequency list shows grammar words as the most frequent ones.

In our sample, instead, words such as English, language, use, students, think, namely not grammar words but some specific corpus words, already appear in this phase of the analysis.

The Wordlist shows that the most frequent content words are English, language, students, think, different, ELF, teaching, learning. This means that teachers are using many content words to express their opinions. Throughout the course they have received innovative inputs and materials which have triggered a reflective process in their mind. The frequent use of content words, referring to the teaching context, in their replies can be interpreted as a signal of awareness and of positioning towards the main issues raised during the course modules, as confirmed in the following examples from the first part of the corpus:

(1) I need to study everyday, to listen and to read, and I do it by myself reading books, following lessons on Youtube or on websites. I have friends from Australia, the U.K, The U.S.A., Malta, and we often interact thanks to social media. I'm definitely at home if I define myself as an *ELF speaker*.

(2) Other aspects that make the language I produce *different* include the country I find myself in, the place of the interaction, the culture of the people, the *different* home languages spoken within the group, and how *English* is spoken by most of the group I am talking to. Also, the use and 'interference' of other languages will impact on how I use *English* in both my professional and private life.

The following steps of the analysis, conducted by means of other Sketch Engine tools, have further shed light on this assumption.

### ***Words in Keywords List***

The "Keywords" list of Sketch Engine provides the list of words that appear more frequently in the focus corpus than in the reference corpus. They can be used to identify what is specific to our corpus in comparison with another corpus (a reference corpus, in this case English Web 2015/enTenTen15, a much larger general corpus). Hence, in a second step, it was decided to compare the corpus with a another one by identifying what is unique and significant in the first corpus.

This confirms the corpus specificity and the result of the investigation is divided into two lists: the keywords list containing single-word items and the terms list containing multiword items.

As shown in table below, the keywords list results are quite revealing. In the first 40 single-word keywords significant terms appear, such as: ELF, ELF-aware, lingua franca, non-native, ELF-awareness, metalinguistic, metacognitive, research-action, intelligibility, translanguaging, multilingual.

### **Keywords**

First features of changes are unveiled in the respondents and teachers' attitude, awareness and agency emerge in their responses to the course inputs and activities in a diachronic perspective.

On the other hand, the appearance of words like extramural, communicative, videogame, E-twinning, task-based, TikTok, Kahoot, gamify, competence, mindedness testify a growing consciousness of the most recent contributions to language teaching coming from outside the classroom. Teachers start considering new tools and inputs in building their teaching materials as well as in revisiting their lesson planning. This is also confirmed by the first ten multi-words terms detected in the corpus, like: native-like competence, ELF perspective, mother tongue, (rich) multilingual context, lingua franca, (authentic) life tool.

Once again, features of changes appear here: starting from the conformity to a standard model, to what is 'native', teachers talk about multilingualism, authenticity, lingua franca, social networks, moving towards ELF-awareness, as confirmed in the following examples from the corpus where key-terms are highlighted:

(3) I think that every *authentic experience* of English, with real motivation, enriches the lesson context. I think integration would be fine. They certainly use English on *social networks like TikTok, Instagram*. In my context it is very useful because it is affected by a strong migration flow strongly support the *integration of the ELF with the ELF*.

(4) I believe that teachers should use *ELF* when they teach English, and integration could be the good solution. Living in a *multilingual context* where English and Arabic are mostly used for interactions, students mainly use English in the classroom when interacting with teachers or while working on a task.

(5) They (the learners) do it at home, usually in the evening after finishing their homework. They try their best to get the message across. They often use body language and *translanguaging*, especially face to face, and other *accommodation strategies*.

### *Modals Analysis*

Modal verbs are used for several reasons: to give a degree of probability, to express possibilities or to perform various social functions, such as expressing politeness or indirectness. Modality can be expressed with two different pragmalinguistic functions: a deontic modality conveying commissive and directive intentionality, expressing a use related to social interaction (Halliday, 1994); and an epistemic modality, communicating logical conclusion, possibility, expectation, giving an interpretation of reality.

For this reason, Sketch Engine was used to sample the use of the most frequent modals in the corpus. More precisely, in order to better define and contextualize the use of modal verbs in the corpus, we interrogated the software to explore the “Concordance” tool and examine examples of use in context. The concordance is the most powerful tool in this software with a variety of search options. It is used to find examples of a word, lemma, phrase, tag or even a complex grammatical or lexical structure. The results are displayed in the context of use, in the form of a concordance. The concordance can be sorted, filtered, counted and processed further to obtain the desired result. We decided to find modal verbs and display the results in context in the form of a concordance.

The analysis confirmed that modal verbs are frequently used in the reflective activities regarding:

- 1) Using English: teachers’ beliefs, routines, expectations & attitudes (Your experience/role as a user & a teacher of English);
- 2) Teaching English: ELF-aware teaching (Do your learners use English outside the classroom? What do we teach and why? Is the native speaker of English the ‘ideal’ user of the language?);
- 3) Teaching English: the challenges in ELF-aware teaching (What does teaching such an ‘unstable’ language imply for an EL teacher? How does learning English now occur among our learners? What and how can an English teacher sustain learning in an ELF aware perspective?);
- 4) Learning English: learners’ actual use of English (Where and with whom, do your own learners use English outside the classroom? In what ways do you think your teaching practices can be modified on the findings of your classroom research?).

In the figure below - a screenshot from Sketch Engine - the central column shows the most used modal verbs: can, could, would, should, mostly occurring in the second phase of the course, when a shift in teachers’ perspective was most probably occurring, signalled by the use of these modal verbs that highlight some sort of resistance and doubt at the beginning, but move towards a change in the last part of the course.

Figure 6

## Modals

	Left context	KWIC	Right context
1	doc#1 n be useful to create a positive climate, where students also speak different languages,	can	interact and collaborate. </s><s> EFL should be integrated within EFL.
2	doc#2 s lingua franca. </s><s> The ideal speaker is the one who can speak fluently, correctly,	can	communicate, can use it in different contexts and is aware of language use. </s><s> My
3	doc#2 ><s> The ideal speaker is the one who can speak fluently, correctly, can communicate,	can	use it in different contexts and is aware of language use. </s><s> My main aim is to raise
4	doc#2 and they are more open to multicultural issues. </s><s> The only disadvantage, I think,	could	be that students don't have an immediate understanding of English spoken by native sp
5	doc#2 erience in my school, some of my colleagues, that strictly follow our school curriculum,	can	try to obstruct the idea to work according to an ELF-aware perspective. </s><s> I try to
6	doc#4 r playing massively multiplayer online role-playing games, into the English classroom,	would	have affected positively learners motivation. </s><s> And this is what effectively happer
7	doc#3 ited to learners everyday life and that they can use outside the school context. </s><s>	Can	teach us to understand that even languages such as peoples, cultures and others are s
8	doc#2 .it believe in the notion of native speaker as an idea. </s><s> For example, what accent	would	you call Canadian where a big population comes from different contexts and backgroun
9	doc#2 .it to apply in classrooms with a huge number of students, so even useful and activities	can	become an excuse to be distracted and I believe that this is the biggest disadvantage. <
10	doc#2 syllabus, etc. Suggestions: Attempt to create a balance between things The advantage	can	be that students aim to become aware even of their mother language, that they will be r
11	doc#0 j more attention to accuracy than in an informal one. </s><s> Feelings and moods also	can	influence communication and interaction especially between among no mother-tongue :
12	doc#2 language to speak with teenagers, like they are, from all over the world. </s><s> It also	could	expand their skills when exposing them to different speakers from several places and it
13	doc#2 ews one often still finds in many coursebooks. </s><s> Accepting linguistic variety also	will	lead to acceptance of different cultural values and insights and this is probably the bigg
14	doc#1 le certainly suggests teachers should keep up with the pace of language changes, and	should	try to expose their learners to as many varieties of English as possible, compatibly with
15	doc#2 ween students, for the first time students should not embarce about their English and	will	feel free to express themselves even though their English is not a perfect one. : One di
16	doc#2 e learners learn a "wrong" language and they will never correct their own mistakes and	will	keep on repeating them when they speak with NNS. </s><s> What challenges or obsta
17	doc#2 sting perspective to EFL classrooms but at the same time it will be time consuming and	may	lead to some administrative issues. </s><s> Challenges. Time-management Course Me
18	doc#2 NS dichotomy and the inevitable resistance to change. </s><s> Both will take time and	will	require continual, coordinated and structured awareness-raising actions (including me
19	doc#4 t to make wise choices. </s><s> This can clash with institutional policies and norms and	can	affect home- school partnerships. </s><s> I would become more flexible, innovative, an

Modality is employed in teachers' comments especially in the first part of the course when teachers were stimulated to consider their personal experiences/role as a user & a teacher of English, e.g. the use of 'can' in deontic (expressing ability) as well in epistemic modality (expressing possibility) is particularly frequent:

(6) Sometimes I feel that something is missing, there are some aspect of the language: idioms, collocations, that are very complicated to acquire especially if you (like me) don't live in an English speaking country, but I am satisfied with my English I *can* communicate with everybody and I have no problem understanding native and non-native speakers and for this reason, I think English belongs mainly to native speakers who use it instinctively, but it is also a great tool for us, non-native speakers, that use it to communicate.

(7) I think I am a life-long learner so I *cannot* say my English is a certain level and I do not need to study it anymore, everyday I find a new word, a new idiom, a new structure I *can* learn and teach. English is a work-in-progress for me.

(8) I *can* say together with my learners that we have the 'right' to think that English 'belongs' to us because it is the language we use to communicate in class during the lessons but also just to ask answer information. That's the only language they are required to use so English should belong to us.

In the section of the CPD about ELF awareness, teachers were encouraged to reflect on how the EFL teaching can be enriched to address more effectively the needs of the learners in an ELF-aware perspective. And here again, we can notice a shift in the language used by the teachers, as confirmed by the following examples where several modals are highlighted:

(9) The only disadvantage, I think, *could* be that students don't have an immediate understanding of English spoken by native speakers. But, they *need* some time and they *will* be able to understand and communicate with them! Integration is the best and challenging way to teach English.

(10) According to my personal experience in my school, some of my colleagues, that strictly follow our school curriculum, *can* try to obstacle the idea to work according to an ELF-aware perspective.

(11) So I think that there could be the possibility that the learners learn a "wrong" language and they *will* never correct their own mistakes and *will* keep on repeating them when they speak with NNS. What challenges or obstacles *could* there be and how *could* you overcome them? ELF is not included in the National Curriculum so there is no specific methodology for teachers if they want to teach it.

(12) The only disadvantage is that usually we instructors *have to* complete our courses within a certain limit of time. ELF *will* surely give an interesting perspective to EFL classrooms but at the same time it *will* be time consuming and *may* lead to some administrative issues.

(13) As I previously mentioned, teachers *need to* make learners aware of the changes and try to find activities that are related to learners' everyday life and that they *can* use outside the school context. *Can* teach us to understand that even languages such as peoples, cultures and others are susceptible to change and evolve. They are closely linked to the dynamic flows of human life. I think something is changing, but it is still too little.

(14) Teaching *must* be a flexible process and students *should* utilize it to its maximum. I think that my students use English outside our EFL classroom. Nowadays they have chances to use English outside schools, some of them play videogames and instructions, directions and all the nouns are in English, then when they organize competitions among them they are using English in a different context.

Modal verbs were therefore particularly used in the reflective activities about teaching English, in the middle of the course. Here and in the following examples "I" is always referred to the teacher and "they" always refers to the learners.

The concordance results show the use of "will" by teachers answering the reflective questions about their learners and here again we notice a shift in the language



used by the teachers, as confirmed by the following significant examples where “will” and other modals are highlighted and used with different degrees of modulation and modalization (Halliday, 1994):

(15) Learners enjoy using English as a tool of communication on these forums as they are learning something new in a friendly way. At the same time, they are not afraid to make mistakes. If my learners are comfortable in learning English this way, I *can* incorporate these forums in my teaching to grasp their attention and make learning in class meaningful.

(16) I *would* be more appreciative of cultural diversity and exploit multiculturalism in my teaching context. The change in my attitude *will* also influence learners' beliefs and convictions.

(17) I *will* keep into account how important it is to be ‘close’ to students and their extramural activities and how much they enjoy using ICT in class, such as Kahoot, Padlet, Moodle quiz, etc. I feel this *will* motivate students to be more active in class and effectively use ELF.

(18) I am already implementing a more ELF-aware perspective in my teaching practices ... my lessons are now more ELF inspired even if I am still struggling and getting to grips with activity types but as they say, practice makes perfect, so I *will* start immediately. Also, I *will* definitely include some sort of ELF-awareness activities in my teacher training programmes both CLIL and ELT and hopefully *will* be able to advocate ELF as a principled approach in language learning and teaching.

(19) I think that in the future I *will* explore my students multi language competence at the start of the school year as a habit I generally do it but like conversation time and not with specific purposes which I found really inspiring. I *should* include more activities that allow them to bring their extramural experiences with English inside the classroom and share these experiences with the other students.

(20) I *should* include more activities that allow them to bring their extramural experiences with English inside the classroom and share these experiences with the other students.

(21) If we talk about this in class and come up with ways to create a balance between English and local languages translanguaging, students *will* feel more comfortable and motivated to learn the language.

(22) My teaching practice *will* take into account the use my students do of English outside the classroom via different media such as music, television and gaming. I have understood that my students are more motivated to learn English via their extramural activities than via classroom English. Especially

gaming is, in my opinion, a great source for language learning. I *will* gamify my teaching in the future incorporating more extramural English in my lessons.

(23) I think I *should* make it a habit to explore my students multilanguage competence at the start of our course I've done it in the past but not with every class. I *should* try to include activities that allow them to bring their outside experiences with English inside the classroom as well as motivate those who already have an extramural experience of English it could inspire students who don't have it as well. I *should* give those students who don't have as many chances to practice English outside the classroom suggestions on how to make the most of the chances they *might* have to maximize their use of English.

(24) I expected by the fact that they mainly use English passively listening and reading, but I was surprised by the fact that some students write diaries and stories in English on social media such as Tumblr. I *should* find ways to engage my students in speaking and writing activities, so that they *can* develop their productive skills as well, because otherwise they *won't* be able to communicate, they need to experience real-life situations actively.

(25) I think I *should* use more and more authentic tasks where they *can* feel motivated to achieve an outcome. In this way they have the opportunity to feel more motivated in getting involved in genuine communication.

As confirmed by the previous quotations (1 to 25), modality is a perfect marker of the speaker's judgmental and attitudinal positioning. Intentionality, expectations, commitment, and propositions are signaled and highlighted by the use of both deontic and epistemic modality.

In the following section, modal verbs are further explored with the aim of detecting changes in teachers' attitudes, in terms of both their agency and their positioning in a process of transition, in a diachronic perspective.

### **Teachers and Learners: Changing Perspectives**

The analysis of teachers' responses to the course revealed signs of change particularly in their responses in the transition from the third section, where they were asked to identify the challenges of an ELF aware approach and how they could sustain learning using this approach, to the fourth and last section where they were asked how their teaching practices could be modified bearing in mind their learners.

#### ***Teachers' Commitment: I will***

Teachers discovered new ways of teaching through their learners' actions, outside the classroom. and admitted that they would like to start bringing it into their classrooms as it emerges in the statement below.

I find these activities for my upper secondary school students, a concrete way to progress in English. My teaching practice *will* take into account the use my students do of *English outside the classroom via different media* such as music, television and gaming. I have understood that my students are more motivated to learn English via their extramural activities than via classroom English.

Teachers' responses unveil teachers' awareness of the relevance of being close to their learners and to their extramural activities as well as of using apps students enjoy using. Their commitment emerges in the use of "I will keep into account", "I will take into account the use my students do of English outside the classroom".

Teachers' awareness of the changes induced - in their views and beliefs about the language they teach - by their participation to the course and their 'agency' in taking initiatives to change their practice, emerge in their statements as in the first one where the teacher describes his gradual transition.

I'll be always attracted by British native speakers, but the concept of English as a Lingua Franca gives the learner/speaker much more ease and tolerance toward him/herself while learning.

My lessons are now more ELF inspired even if I am still struggling and getting to grips with activity types but as they say, practice makes perfect, so I will start immediately.

The teacher suggests to create a balance between English and local languages, through translanguaging, so students will feel more comfortable and turn their 'passive' "tendency to listen to music or watching YouTube videos" into an active one.

I think that in the future I will explore my students multi language competence at the start of the school year as a habit I generally do it but like conversation time and not with specific purposes which I found really inspiring.

I find these activities for my upper secondary school students, a concrete way to progress in English. My teaching practice will take into account the use my students do of English outside the classroom via different media such as music, television and gaming. I have understood that my students are more motivated to learn English via their extramural activities than via classroom English.

Teachers speak about what an ELF aware approach would represent for their learners. Teachers' ownership of the "innovative" approach and their agency clearly emerge in their considerations about advantages for their learners if specific actions are taken in their teaching, as in the first statement where the teacher describes the ELF aware approach as an 'added value' and supports it by quoting the difference between coursebook standard English and the English learners will be mostly exposed to outside the classroom.

This innovative approach represents for our students an *added value* cause the English they *will talk out the classroom* and after the course is different from the English English or standard English presented in traditional textbooks.

The second statement where the teacher starts making suggestions, that is his agency, underlines the relevance for students who will become aware even of their mother language, and will be more flexible and keener to language modifications:

The *advantage* can be that students aim *to become aware even of their mother language*, that they *will be more flexible and keen to language modifications* and that they can better understand language variations.

In the third statement, where the teacher underlines learners' attitude changes, where they will have a go at using the language if they are alone or nobody else in the group speaks English, and they will use paralinguistic strategies and will also translanguage at times without being aware of it.

So, if we talk about this in class and come up with ways to create a balance between *English and local languages translanguaging*, *students will feel more comfortable and* motivated to learn the language. My students use English *passively* they tend to listen to music, watch films and younger students watch YouTube videos.

### Conclusions

The initial hypotheses of the study were mostly confirmed by the results of the corpus analysis, as the participant teachers' responses to a course aimed at inducing an innovative change in their practice all along the course duration, *de facto* challenged teachers' initial resistance to innovations. The discourse analysis of the participants unveiled deeply held beliefs about their daily routines. The reflective approach - adopted in the course activities and stimulated by the course forum discussions - enhanced participant teachers' language awareness and a progressive shift in their attitudes that led to a personal commitment for modifying their classroom practice, as the use of modals revealed. Changes in the language used by participant teachers in their responses within the activities and in the comments in the course forum were thus monitored and investigated.

The 'longitudinal' dimension of the analysis of the corpus unveiled how EL teachers not only actively position themselves in relation to an innovation as the integration of ELF in their classrooms, but they also undergo a change in terms of ownership of that innovation when asked to reflect on its integration into their routine.

Both the CPD reflective activities and the «innovative» innovation itself of ELF-awareness, triggered teachers' responses from an identity perspective and unveiled a degree of agency in their commitment.

Lastly, the choice of using a corpus-based discourse analysis proved as a powerful tool to investigate teachers' gradual appropriation and appreciation of the innovation. It offered an opportunity to actively engage in exploring how language choices can unveil participants' views and beliefs as well as openness to change; an opportunity to be shared with teachers as well as a tool in order to enhance the importance of language awareness.

The gradual shift in teachers' positioning might be ascribable both to the type of innovation, of the CPD construct, but also to the emerging linguistic landscapes where the current role of English is inevitably posing new challenges particularly in terms of teacher education and of language policies. Language policies should sustain the successful implementation of innovations, thus scaffolding and sustaining teachers' ownership, agency and in translating the innovations into their own practice.

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### **Öğretmenlerin Yeniliğe Yönelik Kişisel Yaklaşımlarını Ortaya Çıkarmak**

#### **Öz**

Öğretmen eğitimi derslerinde, İngilizcenin mevcut çeşitliliği ve bunun öğretim üzerindeki etkileri konusunda farkındalık oluşturulduğunda, bu bakış açısı daha sonra öğretmenlerin sınıflarında görülecektir. ENRICH eğitiminde düşündürücü etkinliklerle ve öğretmenlerin ortak dil olarak İngilizce (ODİ) farkındalığına sahip bir yaklaşım içinde dil öğrenimi ve öğretimi hakkında kişisel görüş ve inançlarını paylaştığı forumda, öğretmenlerin ODİ farkındalığı artıldı. Eğitim sırasında meydana gelen değişiklikleri araştırmak için, bir grup katılımcı öğretmenin düşündürücü etkinliklere yanıt verirkenki müdahaleleri yoluyla bakış açılarındaki değişimi analiz etmek için belirli bir merceğe kullanıldı. Öğretmenlerin diline ilişkin derlem temelli bir söylem analizi, öğretmenlerin değişim sürecinde hem faillik hem de anlam çıkarımı açısından konumlanmalarını ortaya çıkardı.

**Anahtar Kelimeler:** ODİ- farkındalığı, söylem analizi, derlem-tabanlı, derlem-odaklı, yansıtma