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*ELF in Teacher Education: A Way and Ways*¹

ABSTRACT:

English language teacher education has been challenged in the last two decades by new scenarios deriving from factors such as: the growing number of multilingual and multicultural classrooms, the widespread exposure through multimedia to varieties of Englishes, the emerging use of English as a Lingua Franca (ELF) in intercultural communication (Jenkins, 2007; Jenkins, Cogo, Dewey, 2011; Seildhofer, 2011) as well as the acknowledged new role of non-native teachers and teacher-trainers² in institutional contexts (Kamhi-Stein, 2004; Llurda, 2005; Mahboob, 2010; Snow, Kamhi-Stein, Brinton, 2006). Issues of identity, standards, proficiency levels, intercultural communication and language relevance for both learners and teachers demand for a paradigmatic orientation and for a serious reconsideration of the English curriculum, of language teacher education, of language policies as well as of research and practice (Sifakis, 2007; Sharifian, 2009; Pakir, 2009; Lopriore, 2010; Pedrazzini and Nava, 2010; Alsagoff *et al.*, 2012; Cogo and Dewey, 2012; Dewey, 2012; Canagarajah, 2006, 2014; Blair, 2015). New ways in devising patterns, models and actions in terms of educational aims and of language awareness activities require a closer investigation of language data in order to elicit teachers' reflection, unveil and challenge existing beliefs about language and about language communicative competence (Llurda and Huguet, 2003; Sifakis, 2007; Pedrazzini and Nava, 2010; Lopriore and Vettorel, 2015; Vettorel and Lopriore, in press; Bayyurt and Sifakis, 2015). This contribution illustrates how two groups of Italian English language teachers respectively participating in pre- and in-service teacher education courses led by a non-native teacher trainer have been introduced to ELF through exposure, analysis and use of ELF language samples in and outside the language classroom via language awareness and noticing activities (Schmidt, 2001; Bolitho, 2003). Teachers' implicit and explicit knowledge about English, inevitably challenged by the exposure to and reflection upon ELF, led to a shift in positioning themselves in terms of their role and function in an institutional context that demands for standards in language achievement. Preliminary findings and samples of activities will be discussed.

Introduction

Teacher education – whether targeted at pre- or at in-service teachers for their professional development – has always been an extremely

delicate field where, according to local contexts, to educational policies and to shared pedagogical principles, different theoretical frameworks are being adopted, specific approaches devised, course components differently combined, while teachers' and trainers' espoused theories and beliefs about teaching and learning are being challenged and differently shaped in accordance with diverse traditions. Any form of teacher education occurs in specific educational policy environments or in school cultures, some of which are more appropriate and conducive to learning than others. As Avalos (2011: 10) points out: «not every form of professional development, even those with the greatest evidence of positive impact, is of itself relevant to all teachers».

Foreign language teacher education on the other hand, is a very specific area where issues such as language education, teachers' proficiency in the target language, the status of the foreign language in the educational context and in the school curricula, the growing attention paid to standards and to learners' achievement, the notions of culture and of intercultural communication, the most recent findings of research into second language acquisition, bilingual and multilingual education, second language cognition, the use of technologies and the most effective teaching methods, inevitably underlie the choice of procedures to be adopted and of the competencies to be achieved. It is in this respect that the choice of cooperative as well as of language awareness approaches for effective language competence development has become a common feature in most training courses.

In the last three decades foreign language teacher education has been largely influenced by a vast and stimulating literature in terms of approaches and of teacher professional development. Numerous research studies and the publication of training manuals have widened the spectrum of traditional education including learners' and teachers' voices, reflective approaches as well as forms of classroom-based research (Nunan, 1991; Brown, 1994; Richards and Rogers, 2001; Kelly and Grenfell, 2004; De Carlo and Lopriore, 2007; Richards and Burns, 2012). In many contexts, an important role has been played by powerful international publishers who have sustained teachers' development constantly providing new teaching and learning materials, but also greatly influencing their ways of teaching (Pennycook, 1989; Tollefson, 1995). All of these factors make the organisational structure of foreign language education and its components an extremely complex system (Pickering and Gunashekar, 2014) worth observing in its multi-layered implications.

The numerous overlapping factors that occur in foreign language

education make it a more challenging form of education than those traditionally adopted to train teachers of other subject matters, even if in most recent years in those courses, there has been a shift to emphasise the role of language in teaching for learning subject matters. Factors such as teaching for inclusion, the fast diffusion of ICTs, of Web2.0 technology, and of forms of blended education as well as the adoption of learner-centred approaches, have gradually permeated different subject teacher education training courses, thus reframing assumptions and beliefs of both trainers and teachers (Beck and Kosnik, 2006; Forlin, 2010; Vieluf, 2012). This trend has been most recently favoured by the introduction of training courses for Content and Language Integrated Learning (CLIL) teachers that are very often led, and inevitably influenced, by foreign language trainers (Dalton-Puffer, 2007; Lyster, 2007; Llinares, Morton and Whittaker, 2012; Breeze *et al.*, 2014).

The main aim of this contribution is to illustrate how two groups of English language teachers – native and non-native – participating in pre- and in-service teacher education courses led by a non-native teacher trainer have been introduced to ELF through exposure, analysis and use of ELF language samples in and outside the language classroom. Teachers' implicit and explicit knowledge about English, inevitably challenged by the exposure to and reflection upon ELF, led to a shift in positioning themselves in terms of their role and function in an institutional context that demands for standards in language achievement.

1. English language teacher education: emerging perspectives

English language teaching and teacher education have been challenged in the last two decades by new scenarios triggered by a variety of factors such as the growing number of multilingual and multicultural contexts and classrooms, the widespread exposure of learners and teachers through multimedia to varieties of Englishes, the emerging use of English as a Lingua Franca (ELF) in intercultural exchanges among non-native speakers of English (Jenkins, 2007; Jenkins, Cogo, Dewey, 2011; Seildhofer, 2011) as well as the acknowledged new role of non-native teachers and teacher-trainers in institutional contexts (Kamhi-Stein, 2004; Llurda, 2005; Mahboob, 2010; Snow, Kamhi-Stein, Brinton, 2006).

As a consequence of the above mentioned factors, issues of identity, standards, proficiency levels, intercultural communication and language relevance for both learners and teachers demand for a paradigmatic orientation and

for a serious reconsideration of the English curriculum, of English language teacher education, of language policies as well as of research and practice (Sifakis, 2007; Sharifian, 2009; Pakir, 2009; Lopriore, 2010; Pedrazzini and Nava, 2010; Alsagoff *et al.*, 2012; Cogo and Dewey, 2012; Dewey, 2012; Canagarajah, 2006, 2014; Blair, 2015).

The emerging shift from monolingual to multilingual and multicultural learners, from native-like to non-native language teachers, from monolingual approaches to multilingual ones in language teacher education, demand for a different perspective as well as for a different teaching discourse in terms of language objectives, procedures, use of materials, long term competencies and language standards.

In order to widen and reshape the borders of traditional English language teaching and training in a profession where teachers' view of the language is still strongly linked to their own individual experience of learning and living that language, the shift in perspective cannot but start from the observation of language itself. That language is not anymore the language most teachers were taught and/or brought up with, it has 'grown' into something different that needs revisiting and new ways of looking at it. As Blair (2015: 91) highlights: «[...] what is required is a reformulation of 'effective pedagogy' (James and Pollard, 2011) for our field: one which embraces multicompetence and an understanding of 'ELF aware teaching' relevant for what can be seen as a 'post-native' era».

1.1 Awareness and identity in the ELF-aware classroom

In order to best sustain and monitor learners' and teachers' awareness of World Englishes and of ELF in a language classroom and to enhance effective ELF communication, it is important to find new ways to describe, present and use English (Jenkins, 2007; Seildhofer, 2011; Jenkins, Cogo, Dewey, 2011; Sifakis, 2007; Blair, 2015). This shift is particularly relevant and should start in both pre- and in-service teacher education courses. Educational aims should be revisited, language awareness activities should become embedded in the language teaching procedures and teachers would need to be sustained in their initial and in-service preparation. This would require a closer investigation of language data in order to elicit teachers' reflection, unveil and challenge existing beliefs about language and about language communicative competence (Llurda and Huguet, 2003; Sifakis, 2007; Pedrazzini and Nava, 2010; Lopriore and Vettorel, 2015; Vettorel and Lopriore, in press; Bayyurt and Sifakis, 2015).

In order to enhance their language competence, learners are required

to pay attention to and become aware of the language they are being exposed to in order to be able to use it later – and hopefully automatise it – for their own purposes. How far can the notion of attention in language acquisition, often taken as a synonym of consciousness (Ellis, 2008), play a crucial role in the learning process of English, since it helps raise awareness of the language in use? According to Bolitho (2003), language awareness «develops through paying motivated attention to language in use, and [...] enables language learners to gradually gain insights into how languages work. It is also a pedagogic approach that aims to help learners to gain such insights». How far would this apply in an ELF aware language classroom where the main focus is on effective communication through English? And how can teachers of English in teacher education courses be sustained in adopting an ELF aware teaching approach and sustain their learners' intercultural competence development?

As Jenkins suggests when she discusses ways of introducing it in language courses,

«[...] planned innovations are only likely to be implemented effectively if the need for change is acknowledged by teachers themselves [...] This is more likely to be the case if teachers have, themselves been involved in some way in the research that leads to the curriculum development. [...]...because learning about English is so important for teachers, a particularly good way to explore their beliefs and assumptions is through language awareness activities.» (Jenkins, 2007: 248-249)

The study presented in the following section will discuss implications for ELF-aware language classrooms in terms of approaches and materials that would enhance learners' and teachers' awareness through languaging and noticing activities (Schmidt, 2001; Bolitho, 2003; Swain, 2006).

2. Implementing a shift in perspective in language teacher education

Pre-service courses at university level for teachers of all subjects were first established in Italy in 1999. The two-year teacher training programs called *SSIS*³ first consisted of a face-to-face university course and of a practicum component supervised by expert school teachers (Freeman, 2003). This program was subsequently changed (2009) at national level and reduced to shorter six-month courses, one for novice teachers called *TEA*⁴, and another in-service course called *PAS*⁵ for teachers with temporary jobs

with a few years of teaching experience, but without any formal background preparation. Both courses now include two components, one on pedagogical approaches, and a disciplinary one on subject teaching. A practicum component is part of the novice teachers' courses. At the end of the course trainees take a teaching qualification exam.

2.1 The study

The study presented in this contribution is a follow up of a previous study – *The ELF Project Study* (Lopriore, 2010)⁶ – run between 2006 and 2008 at Roma Tre University⁷, in a two-year teacher training program (SSIS) for future teachers of English.

The present study was carried out between 2012 and 2015 within two new TFA and PAS blended courses and a PAS on-line course. The project aimed at introducing an ELF aware approach to sustain teacher professional development, whereby teachers were gradually involved in elicited reflective tasks on their perceptions of English language and its teaching. The present study partly replicated what had been done in the first study, but within a shorter program and with new groups of trainees inclusive of both native and non-native teachers. Changes in the new study concerned the main aims, the forms of intervention to stimulate trainees' awareness of ELF, the focus on professional identity issues and the direct involvement of teachers in course-book and material evaluation and development.

The new aims, besides the original ones of the first project concerned with the development of professional competencies comprehensive of teachers' awareness of World Englishes and ELF, included an ELF-aware perspective that was embedded all through the course, with a focus on aural and oral skills, on the development of specific ELF aware abilities and of a new professional profile whereby teachers would enhance learners' communicative capabilities in intercultural encounters, particularly in the emerging plurilingual Italian school context. In this respect the study widened the perspectives offered by the *European Teacher Profile* (Kelly and Grenfell, 2004) four main sections⁸, focussing particularly on the sections *Strategies and Skills*, and *Values*.

2.2 Research questions

In order to identify ways to introduce ELF awareness in training courses for English language teachers – mostly non-native speakers - and to

enhance teachers' ability to plan and develop interactive tasks and activities within a multilingual community and in an intercultural communicative perspective, the main research questions of this study were:

- Are non-native teachers of English ready to challenge their beliefs about English and to widen their view of English in order to include ELF? Is a reflective approach suitable in an ELF-aware approach?
- What aspects of English language teaching and learning would best sustain language teachers' awareness of current uses of English and capacity to plan and implement English-based syllabi and lessons?
- How far would a major focus on aural comprehension and oral interaction in English through the use of authentic multimedia materials favour future teachers' awareness and competencies?
- What tasks and activities would best enhance teachers' capacity to adapt and produce teaching materials in an ELF perspective?

2.3 Course participants

Each course lasted approximately 18 weeks and overall the courses were attended by an average of 60 to 80 participants (a total of about 250 trainees), mostly Italian native speakers holding a degree in foreign languages. Within the two PAS groups there were smaller groups (15%) of native English speakers with temporary teaching jobs for 'English conversation' classes in Italian schools.

2.4 Tools

Questionnaires aimed at identifying trainees' attitudes and understanding of English language teaching before and after the course, as well as their expectations from the course and implications for their teaching job after the course, were administered. During the course, in four different occasions, focus group interviews were carried out during or immediately after task discussions. Trainees were also asked to write, in the forms of short narratives, their immediate reactions and reflective responses to the training sessions and the training tasks.

2.5 Course organisation

Each of the language teaching training courses where the study was carried out, was structured in two main components: one on English culture and literature, one on English language teaching, with a sub-section on

using ICT for language teaching (Vettorel and Lopriore, in press).

The English language teaching component included the following sections:

- From English to English/es, norms, varieties and uses: grammar, lexis, phonology and phonetics, language skills, communicative activities, course-book evaluation;
- From language planning to assessment and evaluation.

The sections included different individual and group activities with a series of reflective tasks based on specific audiovisual and written input (see a sample in [Appendix 1](#)). The main focus of most course activities was geared at stimulating trainees' attention on current and different instantiations of English – inclusive of traditional varieties, international English (EIL) and ELF – as a cross-curricular notion to be referred to all across the course. This choice was meant to engage the course participants, all traditionally educated in standard English settings, in a reflective process since the beginning. While relying upon their own language learning experience and their individual response to a wide range of multimedia input, when asked to develop English teaching plans, the participants' beliefs about and views of English were thus challenged. Participants were asked since the beginning to reconsider their perspectives on English and its plurality, as multilingual speakers, as learners and as teachers of English, a language whose borders are increasingly becoming mobile and difficult to label (Pennycook, 2012; Canagarajah, 2013). The participants' understanding of the language they are bound to teach, i.e. English, and the implications of teaching it in a growingly multilingual society, were stimulated through their individual and group exploration of the English currently used in the media.

In the first section of the course the trainees were encouraged to explore – individually and in groups - features and changes of the language they are going to teach, particularly in samples within ELF corpora (VOICE) first, and then in extracts from TV series and social networks. In the second section, the tasks required them to select samples of authentic spoken and written English to be used in their activities, to identify the use of interactive communicative strategies and to use those samples in their English lesson planning with the aim of developing their learners' ability to 'language' (Cortes and Hymes, 2001; Swain, 2006)⁹ as well as their aural comprehension and interactive strategy use. They were since the beginning encouraged to focus on aural and oral skills because these are the skills whose development is most often neglected in course-books, but also because it is in spoken language that changes in English are more noticeable by learners (Lopriore and Vettorel, 2015).

3. Course preliminary findings

Almost all of trainees' first responses to the tasks were particularly meaningful in terms of their understanding of the complexity of English and of its implications as for language teaching. One of the unexpected responses was their discovery of unknown aspects of the language they supposedly know and will be using as well as teaching. And this came both from the native and the non-native teachers.

3.1 Unexpected discoveries about English

Among the participants' reactions to the first section tasks numerous trainees were very surprised, many of them had never actually realised how different the language they thought they were going to teach was from the language they and their students are currently exposed to. This surprise clearly emerges in the trainees' narrative responses to the tasks they had been assigned, as in some of the excerpts transcribed below that collect both native (2, 3, 7) and non-native (1, 4, 5, 6) teachers' voices.

«Before watching the videos I did not know of the several changes of the language in all the world and that English takes a lot of words from the country where it's spoken». (T1)

«Another thing I did not know before was that even a native speaker of English can consider himself a foreigner in a country where a new variety of English is spoken because of its culture». (T3)

«For me, personally, as a native speaker (teacher), ELF is the most interesting development as it calls into questions what I should be teaching. [...] Language is changing increasingly quickly. Students should be exposed to different varieties of English even when they are just beginning to learn». (T7)

3.2 Teaching materials: reflections in an ELF-aware perspective

The course participants' personal responses became more critical when, during the training sessions and in the on-line forum, they were asked to analyse currently available teaching materials, such as course-books, teachers' books and multimedia products. One of the tasks was to focus on what they thought was missing in the course-books currently used in English language teaching.

«There is no attention to varieties of English, mentioning only some references to UK and USA». (T5)

«Language is changing increasingly quickly. Students should be exposed to different varieties of English even when they are just beginning to learn [...] Ideally, text books would include listening and reading materials that not only provide exposure to World Englishes, but also different cultural settings where English is used and not just the inevitable exchanges between native speakers in Anglo-Saxon countries [...]». (T7)

«[...] the themes (in the course-books) are all about English life in UK and the functions are all about situations of real life but students look like just visitors, tourists. I think that we need to revise every time vocabulary and pronunciation too and that we are not always tourists in UK, so we need to learn to deal with all life situations». (T6)

«Books should include more dialogues, listening and reading where the protagonists are not only native speakers but also people who have developed their own cultural English. The multimedia and internet can offer an almost endless possibility of material». (T9)

«In my opinion for older students even a famous TV series like LOST can give them and their non-native teachers exposure to World Englishes since the survivors of the air crash on a mysterious island come from both inner and outer circles of English. Intercultural experiences among schools and theatre projects for example, (I had a personal experience of this), could also be effective in developing and appreciating English as a Lingua franca». (T9)

3.3 Implications for English language teachers

Some of the trainees' comments revealed that a shift of perspective was already occurring in the trainees' perceptions and awareness, as it emerges in their answers when they were later on asked about the main implications of a WE and an ELF aware view in English language teaching.

«Traditionally communicative language teaching has been designed to help learners to interact with native speakers. So British and American English are considered "correct". But the use of English among speakers of different first languages put teachers to change strategies and consider other English varieties originate from non-native speakers. The ELF perspective is that the modified forms of the language which are actually in use should be recognized as a legitimate English,

as an international means of communication. In this perspective teacher can help their students to accommodate to whole range of cultural differences, not only those from Inner Circle native speakers but also from English speakers from Outer Circle. Because these two options co-exist and need to be negotiated.» (T4)

«It's not enough to understand what teaching materials and tools to be used, rather how teachers should use them». (T2)

«As a matter of fact, teachers with better awareness of the actual status of the English language will be more effective in finding out the linguistic needs of their students». (T8)

«Considering the evolving status of English, teachers can't insist on proposing static models; but they should, instead, expose their students to many varieties at the same time: educating, thus, to difference». (T4)

«I need to balance the changing nature of language and how my students will use it in the real world with the conservative demands of the educational system and examination boards». (T7)

3.4 Planning ELF aware lesson plans

Trainees had been asked to plan lesson plans and activities in an ELF aware perspective. Not all of them actually developed them considering such perspective, but most teaching plans included elements of World Englishes and/or references to ELF. In planning what is more rapidly understood and used in the plans is the reference to World Englishes, while incorporating an ELF perspective implying a major focus on interactive exchanges and the use of communicative negotiation strategies has proved more difficult to develop as the following sample – an extract of a lesson plan jointly developed by two trainees – shows.

- Lesson Plan: *English around the world* (T10 and T11)
- *Rationale*: The module is aimed at raising students' awareness of the different varieties of English spoken around the world, focusing on the different slang variations. Slang is an essential skill in today's society as it occurs in everyday social interactions. Therefore, being exposed to it, the students are provided with the tools to develop "real" foreign language interactions, getting in touch with the language of songs, films and the language spoken by their peers in English speaking countries. To

this purpose, the teacher provides the students with authentic materials like American videos, a film trailer (on Indian-English), an Australian song, etc.

- Class profile: CEFR level B2.

Main aims:

- To raise students' awareness about the differences of spelling, pronunciation, use and meaning of slang words in different parts of the English-speaking world (specifically UK/USA/Australia/India).
- To raise students' awareness that English is a living language, just like their native language.

Subsidiary aims:

- To increase students' listening skills on the different English accents around the world.
- To increase students' understanding of slang expressions and use in everyday language.

4. Conclusions

The preliminary findings presented in this contribution inevitably offer a partial view of what the study carried out in the training courses under consideration has so far highlighted. Some areas of the study, such as trainees' answers to the pre- and post-course questionnaires as well as the language activities and material adaptation developed by the course trainees in their final tasks are not presented here mainly for word limits. They will be part of another contribution that is soon forthcoming.

Still, it is already possible to draw some preliminary conclusions and answer some of the research questions posed by the study. The first and most evident conclusion is that both native and non-native teachers of English are keen to explore new ways of teaching English inclusive of World Englishes and ELF. This readiness to investigate new instantiations of English besides the traditional standard forms is already an indicator of awareness of the linguistic landscapes and of the language issues emerging in a polylingual society. The approach used in the courses by which an ELF-aware perspective was embedded all through the course rather than being added as a further component as well as the use of reflective tasks based upon individual readings on research findings and exposure to different and authentic multimedia resources, all provide a useful and effective way of engaging teachers in personal professional development.

Dealing with research findings and samples of updated literature on current status of English offered teachers the opportunity to reflect on the implications for teaching in their own context, critically looking at existing materials in a 'new light' and planning locally relevant activities within a WE, EIL and ELF-informed viewpoint.

In numerous accounts of their responses to the tasks, the trainees were most engaged by the whole section devoted to spoken language awareness and aural comprehension. In many cases the activities that were created by trainees in the final lesson plan tasks were those that involved learners in viewing authentic videos with aural comprehension tasks aimed at making them notice features of different linguacultures in intercultural exchanges. The constant focus all through the course on aural comprehension and on oral interaction in English through the use of authentic multimedia materials, certainly enhanced future teachers' awareness of spoken language, an area too often disregarded by teachers and course-books.

Not all lesson plans were WE or ELF oriented. There were very traditional grammar oriented lessons, while some trainees designed either short discrete activities or lesson plans whereby learners would be exposed to varieties of English and ELF. What is still missing though, as previously mentioned, is trainees' attention to structured ways to develop learners' negotiating strategies by exposure to authentic tasks in non-native interactive exchanges. Even if capable of planning more flexible lesson plans and, in a few cases, languaging activities, most trainees still lack a capability for observing and using interactive strategies.

Most probably the course should have provided more exposure to samples of meaning negotiation among native and non-native speakers or between non-natives. The use of noticing activities through the VOICE corpus was most probably too limited and needed further development. Another objective that was only partly achieved through the course activities was the trainees' capacity to adapt and produce teaching materials in an ELF perspective. Trainees' teaching practice is still to be observed and evaluated because teachers are confronted with tasks and duties and they may not be able to incorporate aspects addressed during the course in their current classroom practices.

Adopting a reflective World Englishes and ELF aware approach in teacher education courses is not an easy task for trainers as well because they are not just introducing new techniques, rather they are revisiting traditional approaches while challenging teachers' beliefs and views of the language. The study highlighted how difficulties do not lie in teachers' resistance to changes or in their attitudes towards new ways of using and

teaching English, rather the difficulty is created by the limited time available to the trainees for practising new forms of teaching, selecting and adjusting materials, implementing activities and lessons in the practicum component and in the local contexts. In this respect it would be advisable to incorporate forms of action-research within the practicum component in order to trigger teachers' observation of their classroom practice.

In an ELF aware training course adopting a reflective approach, both native and non-native teachers:

- develop more flexible attitudes;
- stretch a norm-prescriptive approach towards a user's approach;
- are sustained in their perceived distance from the norm thus overcoming linguistic insecurity;
- appreciate the effects of transcultural flows;
- are able to widen their students' language choices and appreciation for differences;
- reinforce their own localised identity as members of a global community.

¹ The choice of this title is a homage to one of the most powerful thinkers in English Teacher Education, Earl Stevick (1923-2013). He was the Director of the Trainer Course I attended in 1989 at San Francisco State University.

Stevick, W.E. 1989, *Teaching Languages: A Way and Ways*. Rowley, Massachusetts: Newbury House.

² While the term teacher education is used here as the superordinate (Freeman, 1989), the terms 'teacher-trainer' and 'teacher-educator' throughout this contribution are used interchangeably, without significant difference in meaning (Lopriore, 1997).

³ SSIS: Scuola di Specializzazione all'Insegnamento Secondario/Specialization School for Secondary School Teaching.

⁴ TFA: Tirocinio Formativo Attivo/Active Training Practicum.

⁵ PAS: Percorso Abilitante Speciale/Special Teaching Qualification Path.

⁶ *The ELF Project Study* (Lopriore, 2010: 70) was aimed at introducing future teachers of English to:

- the varieties of English and the implications of taking them into account in language courses both in terms of contents and of practice;
- the notion of English as a Lingua Franca and of its function and role in current English language teaching programs in a European context;
- the function and the role of non-natives engaged in teaching English as a foreign language in multilingual classrooms, in terms of authenticity and identity development;
- the use of Language Corpora as a resource for English language teachers and learners.

⁷ Teacher education courses at both pre- and in-service level are organised and run by Roma Tre University Teacher Education Centre – CAFIS (Centro di aggiornamento e formazione per gli insegnanti delle scuole secondarie/Centre for secondary school teachers pre- and in-service training) <<http://www.cafis.uniroma3.it/>> (last access 09.02.2016).

⁸ The 4 main sections of *The European Profile for Language Teacher Education: a Frame of Reference* (2004):

<p><i>Structure</i> This section contains items describing the different constituent parts of language teacher education and indicates how they could be organised.</p>	<p><i>Strategies and Skills</i> This section contains items relating to what trainee language teachers should <i>know how</i> to do in teaching and learning situations as teaching professionals as a result of their initial and inservice teacher education.</p>
<p><i>Knowledge and Understanding</i> This section contains items relating to <i>what</i> trainee language teachers should know and understand about teaching and learning languages as a result of their initial and in-service teacher education.</p>	<p><i>Values</i> This section contains items relating to the values that trainee language teachers should be taught to promote in and through their language teaching.</p>

⁹ *Languaging* is associated with ‘positioning oneself within the repertory of customary practices of a local culture’ and with acquiring a ‘linguistic sense of place’ (Cortese and Hymes, 2001: 194). Merrill Swain, stated: «our capacity for thinking is linked to our capacity for languaging» (2006: 95) that is when a person produces language he or she is engaging in a cognitive activity, an activity that goes beyond mere output. *Languaging* conveys the idea of an action, a continuous dynamic process whereby language is being used to make meaning. «Languaging about language is one of the ways we learn a second language in an advanced level» (Swain, 2006: 96).

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APPENDIX

Course section 1 tasks (sample)

From English to Englishes – Section 1.1 – From English to Englishes: norms, uses, varieties

Objectives:

- to learn about English, its varieties and its current state at global level (*Global English, World Englishes, English as an International Language, English as a Lingua Franca*);
- to discuss learning and teaching implications;
- to identify ways to take the current state of English into account when planning English teaching paths, lessons and forms of assessment.

English has definitely changed its role and function all over the world. Besides its world well known varieties, English has become a global language while its emerging and most diffused use is in interactions among non-native speakers. This poses several questions for teachers of English:

What English to teach? What varieties? What standards to bear in mind? How has the role of non-native teachers changed? Let's explore these issues through the following tasks.

TASKS

Read David Graddol's *English Next* and write a brief summary of main ideas highlighting what you think could be relevant for you as a teacher of English.

Watch David Crystal's videos

- <<https://www.youtube.com/watch?v=ItODnX5geCM>> (last access 09.02.2016) Challenges in teaching English;
- <https://www.youtube.com/watch?v=2_q9b9YqGRY> (last access 09.02.2016) World Englishes.

Jot down 2 things you did not know before watching these videos and write 4 main points relevant for you as a future teacher of English.

Choose three of the 4 articles listed below, read them and then answer the questions (max 500 words):

- Jennifer Jenkins (2006). "Current Perspectives on teaching World English and English as a Lingua Franca". *Tesol Quarterly*
- Aya Matsuda (2003). "Incorporating World English in Teaching English as an International Language". *Tesol Quarterly*
- Barbara Seidlhofer (2005). "English as a Lingua Franca". *ELTJ*

- Henry Widdowson (2012). “ELF and the inconvenience of established concepts”. *JELF*

Questions

- a. What are the main implications for English language teachers?
- b. Has the role of non-native speakers changed in the last two decades? How? What about that of native English teachers?
- c. How could World Englishes, EIL and English as a lingua franca be taken into consideration and/or included in English language manuals, materials, lessons or activities? Ideas?

