Lucilla Lopriore

ELF PEDAGOGY
A research study on ELT practices

Contents

Introduction

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This book is the result of a three-year research study of the current ELT practices within a scenario where English has become the lingua franca spoken by most non-native speakers of English. Part of the national research project *"Uses of English as a lingua franca in domain-specific contexts of intercultural communication"*[1] intended to develop a cognitive-functional model for the analysis of variations and registers of English as a Lingua Franca (ELF) in intercultural communication; the study aimed to develop a pedagogical approach to ELF aware teaching to be applied to the training of teachers, mediators and digital media specialists operating in multi-cultural environments.

The book presents the research design devised to investigate current teaching and learning ELT practices in multilingual classrooms; the investigation was carried out through an online questionnaire on English language teachers' awareness of the current status of World Englishes and of ELF and if this awareness emerged in their teaching and learning practices. An area of interest was the whole field of Information and Communication Technology (ICT) and of eTwinning experiences and projects, as used in teachers' daily classroom routine, as well as their assessment and evaluation traditional practices.

Over 200 teachers from different regions in Italy responded to the survey and provided data relevant for the research team to devise the teacher education course *"New English/es landscapes"* that was implemented at the Department of foreign languages, literatures, and cultures at Roma Tre University in the academic year 2018/19[2], during the third year of the research study. Parallel to the Italian English teachers' survey, another survey was administered to a sample of English native speaker assistants (CEL) aimed at investigating their teaching practices at university

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1 PRIN 2015-2018_Prot. REZ4EZ

2 See Appendix 3

level. Over 70 CEL responded, and their responses were analyzed comparatively with the EL Italian teachers' responses, thus providing further information on the EL teachers' current practices and on their personal attitudes and beliefs.

The results of the survey administered to EL teachers allowed the research team to plan and implement the course *"New English/es landscapes"* where an ELF aware approach was adopted, and an innovative syllabus developed. The book, through the contributions of all the research team participants[3], reports the rationale of the research and the diverse phases of the study, it describes the construct adopted, the design of the research, the tools used and analyzes all the data emerging from the two surveys. The second and last part of the book is devoted to the teacher education course that was devised and implemented by the research team. The contents and the approach of the course are explained in detail and the voices from the course participants are used to highlight the responses to a new form of teacher education and to suggest the future implications for language teaching, training and material development.

This is the first research study on Italian English language teachers' and University Native Language Assistants' language teaching traditions and routines and on their attitudes and beliefs towards emerging innovations in English language teaching due to the diffusion of English as a Lingua Franca and of World Englishes.

The findings of this research study will hopefully provide teachers, learners, stakeholders, publishers and policy makers, new perspectives in ELT and possible scenarios for enhancing English language teaching and English language education.

We are very pleased to have as our guest author, Prof. Kurt Kohn from the University of Tübingen, Germany, one of the most outstanding scholars in the field of language teacher education and of English as a Lingua Franca, who kindly offered his contribution *The art of ELF communication and how to get there* as a special present and guide to all of us. Thank you, Prof. Kohn!

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The art of ELF communication and how to get there

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Abstract
Complementary to raising awareness of authentic ELF communication, this article emphasizes the need to actually involve *learners* in their own pedagogically mediated ELF communication practices as *speakers*. Guided by a social constructivist understanding of language learning and communication, special attention is given to enabling learners of different linguacultural backgrounds to interact and communicate with each other using their common target language as a pedagogical lingua franca. In the Erasmus+ project TeCoLa (http://www.tecola.eu), such a pedagogical lingua franca approach was implemented in foreign language classes in secondary schools through intercultural virtual exchange and telecollaboration activities. The insights gained from case study explorations support the pedagogical validity of the approach in particular with regard to communicative authentication and the emergence of speaker-learner emancipation. Pedagogical mediation and student mentoring concerning self and partner-oriented monitoring for communicative and communal success emerge as essential instruments for helping students improve their ELF-related communicative competence.

Keywords
Communicative success, Communicative ELF competence, Pedagogical lingua franca approach, Speaker satisfaction and emancipation, Intercultural virtual exchange

Setting the scene

The use of English as an international and transcultural lingua franca in a widening range of interactions from commerce, business and technology to culture, education and leisure has led to a pedagogical sea change. Against the backdrop of a general and traditional preference in ELT for an orientation toward Standard Native Speaker English (SNSE), ELF communication is described as being "usually characterized by a high degree of linguacultural diversity, routinely resulting in highly

variable and creative use of linguistic resources" (Dewey, 2012:166). Obvious and frequent deviations from conventions of SNSE are considered an asset rather than a disadvantage, as in Seidlhofer & Widdowson's (2017:32-33) observation that users who are incompetent with reference to the standard model and its usual criteria "can be capable communicators and indeed their capability in many ways depends on their incompetence". ELF communication thus emerges as an *art* requiring speakers to deploy their multilingual resources creatively and boldly, strategically guided by their intention to communicate successfully.

Currently, the pedagogical conclusions drawn from this discrepancy between ELT compliance with SNSE and successful ELF communication mainly focus on the need to raise teachers' awareness of how speaker-learners actually communicate when interacting under ELF conditions:

> "[F]indings from the extensive studies of what ELF users know and how they interact should inform lesson plans, teacher training curricula, textbooks, policies, and assessment procedures in ways that will render the ELT experience richer and deeper, and closer to a realistic experience of what has come to be global communication via English". (Sifakis, 2019:293)

Acceptance of the nature and characteristics of genuine ELF performance as a key source of pedagogical inspiration is also reflected in Kirkpatrick's (2014:30) lingua franca approach with its focus on the ASEAN context: "lingua franca environments provide excellent learning environments for lingua franca speakers". In a similar vein, Kiczkowiak & Lowe (2018:23) argue for moving from teaching EFL to teaching ELF emphasizing the importance of "exposing our learners to a wide range of language models, so that they are adequately prepared for the diversity of Englishes they will encounter outside the class". This argument in favour of adopting ELF communication as a model for ELF speakers generally goes hand in hand with the rejection of SNSE: according to Kirkpatrick (2014:25) "the native speaker of English is not the linguistic target. Mutual intelligibility is the goal". Kiczkowiak & Lowe (2018:23) emphasise the need for "raising our students' awareness that conformity with 'native speaker' norms is not always the most desirable goal".

This conceptualisation of SNSE and ELF as impossible allies is deeply entrenched in ELF research. It goes back to the early years that were marked by the David-Goliath fight, still continuing today, to liberate ELF from its reputation as poor English and to constitute it as a legitimate object of descriptive English linguistics. Regarding Global English, Seidlhofer (2001) identifies a gap in linguistic description:

> "whenever we talk about 'English', the default referent remains English as a native language (ENL). ELF usage, then, is consequently regarded as a deviation from ENL, and ELF speakers not as language users in their own right, but as deficient". (p. 44)

From early on, this call for legitimising the description of ELF was closely linked to a change in pedagogical perspective. With regard to phonology, for instance, Jenkins (2000:160) argues against "doggedly persisting in referring to an item as 'an error' if the vast majority of the world's L2 English speakers produce and understand it"; and she emphasises the pedagogical advantage of "removing from the syllabus many time-consuming items which are either unteachable or irrelevant for EIL".
In Seidlhofer's (2001:46) opinion, the pedagogical relevance of descriptions of ELF is less direct and

> "needs to be decided with reference to locally established pedagogic criteria: I would obviously not wish to claim that just because a description is available it should determine what is taught in specific settings or for specific purposes".

The relationship between ELF and ELT is more complex and more challenging to unravel. Rather than providing simple solutions,

> "probing into the nature of ELF for pedagogical purposes holds the exciting, and uncomfortable, prospect of bringing up for reappraisal just about every issue and tenet in language teaching which the profession has been traditionally concerned with".

For an extensive critical discussion of the possibilities and challenges of ELF pedagogy beyond the application of descriptive findings see Seidlhofer (2011). At the same time, promises of quick and easy solutions based on observed ELF performance as a target and model for teaching and learning continue to find resonance (e.g. Kiczkowiak & Lowe, 2018).
As a result, many teachers feel adrift between the Scylla of SNSE and the Charybdis of ELF. While the high pedagogical appreciation of ELF communication offers them a liberating perspective on the kind of English taught and learned, they tend to perceive it mainly as a critique and rejection of their own ELT practices. Torn between SNSE as a teaching objective on the one side and communicative authenticity on the other, they feel in doubt of their sense of pedagogical direction and orientation. This conflict, often reinforced by the allegation of native-speakerism, arguably results from a misunderstanding of the pedagogical nature of SNSE and its relationship with successful ELF communication.

In the following chapters, I will discuss some of the issues involved from a social constructivist perspective on language learning and communication (Kohn, 2018a). My aim is to resolve the alleged incompatibility between ELT and ELF (Kohn, 2018b) and to clear the way for pedagogically mediated ELF encounters designed to enable speaker-learners to develop their ELF-related communicative competence.

Target language code and pedagogical approach

An important issue to address concerns the pedagogical status of SNSE and whether accepting some version of it as the language taught in the ELT classroom constitutes a fundamental problem for speaker-learners wishing to be successful in ELF communication.

To begin with, we should remind ourselves that most ELF researchers and pedagogues who argue against the pedagogical feasibility of SNSE are highly competent speakers of this kind of English themselves. Is this sufficient reason for doubting their ability to communicate successfully under ELF conditions? Obviously not. Then there is the objection of standard English and native speaker English being poorly defined concepts of dubious descriptive-linguistic validity. This criticism misses the point since, in our context, SNSE is not an object of linguistic descriptive study. Rather, it is a pedagogical construct set down and mediated in many ways by, e.g., globally spread text and grammar book traditions, locally adapted teaching material, individual native or non-native teacher preferences and performance manifestations, and last but not least, the learners' own linguacultural transformations of English, many of which their teachers tolerate and let pass.

When assessing the pedagogical validity of SNSE, the 'speaking cramp' evidence deserves attention as well. It is in particular linked to more traditional ELT practices and concerns the silencing effect many speaker-learners experience when after several years of seemingly successful SNSE-oriented classroom learning they try to use their acquired repertoire for the first time in a natural English speaking environment. They eventually overcome their inhibition and manage to communicate more fluently. But how does this happen? Is it that they drop the kind of SNSE they grew up with in school? Or isn't it rather through extended and diversified communicative involvement that they learn to use their SNSE means of expression more routinely and to extend them creatively to meet their own needs?

Does this mean to say that the SNSE orientation in our ELT classrooms is unproblematic? Not at all. For a more differentiated discussion of the issues involved, it is helpful to distinguish between the *target language code* this orientation refers to

and the *teaching-learning approach* adopted to get there. In terms of code, deciding on some kind of SNSE involves a mix of global and local forces. Global forces include internationally operating ELT publishers, course book authors and teacher educators, many of them with 'inner circle' identities. The more powerful these forces are and the more natural and universally accepted they seem to be, the more important it is to be aware of the ever-present seduction of native-speakerism and to strengthen the mediating influence of local educational traditions, preferences and needs. Finding a balance of global and local forces is of utmost importance when trying to negotiate and implement a target language code that enjoys sufficient linguacultural acceptability within the local community and is suitable for intercultural exchange at the same time.

Choosing and shaping the appropriate target language code is a challenge and task for locally informed educational language planning; it does not follow from requirements related to communicative ELF competence. As Seidlhofer (2011:198) emphasises,

> "[w]hat really matters is that the language [taught] should engage the learners' reality and activate the learning process. Any kind of language that is taught in order to achieve this effect is appropriate, and this will always be a local decision".

As far as the target code is concerned, a SNSE orientation is thus neutral with regard to the kind of competence required for successful ELF communication. Rather, it is the teaching-learning approach of this orientation that makes the crucial difference. How do teachers help their students acquire the chosen SNSE target code? What do they allow them to do with it?

To better understand the pedagogical implications of these questions, I suggest adopting a social constructivist perspective on language learning and communication. It shifts the focus from the input target language to the speaker-learners involved in social and communicative interaction and to their inalienable capability to acquire their target language by actually *creating* their *own* version of it – their MY English (Kohn, 2018a) – in their minds, hearts, and behaviour. In doing so, they engage in a number of closely interrelated individual and social processes of creative construction drawing on a diverse range of individual and social *shaping forces*. Key forces include previously learned languages, the language taught, the learning environment, teaching and learning principles and methods, motivation and attitudes, and the effort invested. These forces do not operate as fixed and invariable factors; rather, they are mediated and orchestrated by the personal *requirements* speaker-learners entertain regarding *communicative and communal success*. This concerns a lot more than intelligibility, a criterion usually referred to in the ELF literature. Speaker-learners' requirements

may, in particular, involve expressing one's intended meanings, being understood and understanding others, establishing and ensuring empathetic and cooperative rapport with one's communication partners, or being recognised and accepted as a member of a certain speech fellowship or community of practice – all significantly contributing to conveying one's personality and identity as an authentic speaker of English.

Requirement profiles emerge from an on-going process of trying to find a balance between, on the one hand, the demands imposed by the curriculum and the teaching-assessment approach and, on the other, speaker-learners' own preferences, needs and limitations. The resulting profiles tend to be sensitive to the respective communicative situations, which explains differences in performance and speaker satisfaction between interacting, e.g., in a classroom task or in an ELF exchange in the real world. In addition, pedagogical requirements set by the teacher can only have a learning impact to the extent that they are embraced by the speaker-learners and incorporated in their personal requirement profile. It should be noted though that learning engagement and effect are likely to be different depending on whether externally given requirements are accepted willingly or reluctantly.

When considering a suitable teaching and learning approach by which a certain SNSE orientation should be pursued, speaker-learners' personal requirement profiles thus need to be taken into account. From a social constructivist point of view, it is essential for language teaching in general and ELT in particular to move speaker-learners to the fore and respect them as principal agents of learning (Kohn & Hoffstaedter, 2017). This implies making sure that externally determined pedagogical objectives and criteria are rendered acceptable to the respective speaker-learners and that their own preferences, needs and dispositions are acknowledged and evaluated for incorporation. The decisions involved require pedagogical theory and design. More specifically, they require examining the adopted ELT approach for any traces of a strict and quasi behaviouristic target language orientation that would expect speaker-learners, for achieving good marks, to stay as close to the given code model as possible. The pedagogical alternative to a strict orientation is not to abandon the SNSE code altogether (unless for local socio-educational reasons). Rather, what is called for is an open, social constructivist target language orientation that leaves sufficient room for an emancipatory MY English development (Kohn, 2011, 2020). Speaker-learners need to be granted a pedagogical space, including awareness raising, communicative opportunities and pedagogical guidance, for making English truly their own. The principal impediment to this goal is not the choice of the SNSE target language code but an orthodox pedagogical approach that requires speaker-learners "to conform to competence" instead of "help[ing] them to develop a capability for the adaptive use of English as a communicative resource" (Seidlhofer & Widdowson, 2020:329).

The art of ELF communication

In the previous chapter, I have offered a social constructivist argument for the pedagogical status of a SNSE target code and its neutrality with regard to pursuing ELF-related learning objectives. I now turn to ELF communication itself, including conditions of success and the kind of communicative competence required.

The first question we need to address concerns whether ELF communication is generally successful. Well, it isn't, although the way it is often characterised in the literature seems to suggest so. The simple truth is that ELF communication can be successful or not. It can be successful despite deviations from SNSE, with deviations, or because of deviations. And it can be successful without any deviations. So, what is the relationship between deviations and success? To answer this question, it is important to emphasise right from the start that the creative force of successful ELF communication is not in the code used regardless of whether it is a variant of SNSE, a learner's language with all its deviations, or some ELF-inspired modification. Rather, the creative force of successful ELF communication, and of successful communication in general, is in the speakers' ability to understand and mean more than what is 'encoded' by the words and structures used. It is this ability that accounts for the miracle of successful communication:

    A: That's the telephone.
    B: I'm in the bath.
    A: O.K.

In this example (Widdowson, 1978:29), we can easily picture the communicative situation and understand the intended utterance meanings speakers A and B are trying to convey, and which are not directly given with the linguistic means of expression they employ. Going beyond the code is also exploited for achieving humorous effects, as in this notice:

    Toilet out of order.
    Please use floor below.

Again, only for someone who is able to understand more than what is lexically and grammatically encoded may find this funny. And to illustrate how easy it can be to cope with deviations from the familiar standard code, here is a short text whose many twisted words do not prevent us from making sense of it:

Aoccdrnig to rscheearch at an Elingsh uinervtisy, it deosn't mttaer in waht oredr the ltteers in a wrod are, the olny iprmoatnt tihng is taht the frist and lsat ltteer is in the rghit pclae. It rllaey wroks!

All these manifestations of the fundamental gap between what is *said* and what is actually *meant* concern the essentially inferential nature of human communication, which has been thoroughly studied in pragmatics and discourse analysis. With a focus on utterances in conversation, Grice (1975) formulated the Cooperative Principle, which aims to explain the difference between *saying* and *meaning* with reference to conversational explicatures speakers infer by observing or flouting the maxims of quantity, quality, relation (or relevance), and manner. By positing the Principle of Relevance as the key driving force, Sperber & Wilson (1995) take the pragmatic enterprise a significant step further. According to their Relevance Theory, listeners assume that the linguistic means of expression speakers use in their utterances are relevant for grasping the meaning they intend to convey. Guided by this assumption, they manage to draw inferences of two kinds, explicatures and implicatures as illustrated by this example (Blakemore, 1992:chap.4):

A: Did you enjoy your holiday?
B: The beaches were crowded and the hotel was full of bugs.

While explicatures contribute to fleshing out the propositional skeleton ("The beaches at the holiday resort that the speaker went to were crowded with people and the hotel where he stayed was full of insects."), implicatures evoke additional meanings outside the fully fleshed out proposition ("The speaker did not like enjoy his holiday.").

From the perspective of discourse analysis, Widdowson (2004:chap.1) further enriches our understanding of the gap between *saying* and *meaning* by making a terminological distinction between *text* and *discourse*. According to his conceptualisation, discourse is an event we engage in with all our background knowledge, our communicative interests and purposes, and our strategically creative capabilities. The linguistic means of expression used as contextual pointers in a discourse event constitute a text. A text on its own is dead; it only comes to life through discourse; and the same text may activate and support different and ever new discourses.

Success or failure of ELF communication is decided on the level of discourse; it depends on a variety of speaker-related factors including in particular the following:
‣ overlap of language resources,
‣ cognitive, attitudinal, and behavioural divergences,

▸ strategic creativity,
▸ cooperative spirit and attention.

When looking at ELF speakers who fail in their communicative endeavours, we observe that they may fail because

▸ the overlap of their language resources is too small,
▸ the cognitive-attitudinal-behavioural divergences between them are too wide,
▸ their strategic capabilities are too weak,
▸ their cooperative spirit and attention is too low.

For the interacting speakers to successfully address and overcome their weaknesses or any divergences existing between them, cooperativity is of utmost importance. Being cooperative oneself and assuming cooperativity of one's communication partner(s) is at the very heart of communicative success. This is quite evident from everyday experience. If something goes wrong emotionally between two interlocutors, this may easily prevent them from communicating successfully about the most innocent things of the day. An emotional conflict tends to reduce people's cooperative spirit and increases the likelihood of a mismatch between intended and actually conveyed inferences. As soon as the conflict is resolved, the clouds of miscommunication tend to disappear. Cooperativity in combination with the strategically creative capability of reaching out beyond the linguistic surface of utterances is key to communicative success.

Whether and to what extent a particular manifestation of ELF communication is considered successful depends on the criteria adopted. These may involve, for instance, intelligibility, strategic accommodation, negotiation of meaning, creative deployment of one's multilingual resources, or handling misunderstandings. But there is something else that enters the picture and significantly influences our understanding of ELF success. Judgments are usually made by ELF researchers who are observers and thus external to the communicative interaction they are judging. But what about the speakers themselves and their internal perspective? It is a common experience, in particular of ELF speakers whose English is more advanced, that they receive positive comments on their performance and they themselves are not satisfied at all. Is this an indication of exaggerated ambition? No, when observing from the outside, we can only judge on the basis of what the speakers *do*. However, only they themselves know what they *wanted* to achieve, and they judge their performance in this light. Their speaker satisfaction is not a simple function of their performance. Rather, it depends on the degree to which their performance complies with their own requirements of success.

Trying to achieve compliance with one's own requirements is anything but trivial, in particular not in ELF communication. More often than not, ELF speakers are

faced with challenges resulting from a mismatch between their communicative goals and ambitions on the one hand and the availability of adequate means of expression on the other. Since ELF interactions are part of real-life activities, ELF speakers entertain communicative needs and purposes from a diverse range of private and work-related contexts and are often required to leave their linguistic comfort zone. What is it then they need in terms of ELF-related competence to get along in varying and sometimes unexpected situations of everyday communication – and be satisfied with what they manage to achieve? The following competence qualities should be taken into account:

‣ being aware of the richness and strategic creativity of ELF communication and of the challenges arising from possible linguistic, cognitive, attitudinal and behavioural divergences between oneself and one's interlocutor(s),
‣ being able to cope with comprehension problems arising from, e.g., unfamiliar pronunciation and structures, unclear utterances, or weak discourse coherence,
‣ being able to cope with production problems by using and adapting one's MY English repertoire of means of expression in strategically creative and bold ways in order to meet one's communicative and communal requirements of success,
‣ being able to cope with interaction problems in connection with creating common ground ('third space') and negotiating meaning by engaging in empathetic, open and flexible communicative cooperation,
‣ being confident to trust one's responsibility and creativity as an emancipated owner of English by individual and social construction.

From awareness to comprehension, production and cooperative interaction to embracing ownership and emancipation, both the development and the strategic deployment of these qualities of ELF competence is guided by the speaker-learners' requirements of communicative and communal success. It is thus crucially important that they are aware of their requirements and are also able to use them in continuous self and partner-oriented monitoring and to adapt them to the immediate communicative situation as deemed necessary. Another point that should be emphasised concerns the essentially intercultural nature of ELF. It is not surprising that the qualities identified as constitutive for communicative ELF competence comprise ingredients that are also generally considered relevant for handling communicative challenges in intercultural encounters. This concerns, in particular, speaker-learners' readiness to cooperatively work on creating their very own intercultural *third space* (Kramsch, 2009), while relying on attitudinal skills such as tolerance for ambiguity, knowledge discovery, openness, empathy, and flexibility of behaviour (Byram, 1997).

It should be noted that the qualities making up communicative ELF competence are not ELF-specific, nor are they specific to intercultural communicative competence.

Rather, they have their deep roots in ordinary, everyday communication. They are part and parcel of the communicative competence speaker-learners have developed in ordinary communicative interactions in their first and second languages. More often than not, however, intercultural ELF communication comes with special and specifically demanding challenges that require an additional effort and a further adaptation and specialisation of the attitudes and skills acquired through ordinary communication. Successful ELF communication thus draws on the communicative competence available from ordinary communication practice and, at the same time, provides an opportunity for further refining one's communicative abilities in general.

…and how to get there

Competence development for successful ELF communication requires more than teaching speaker-learners which features of SNSE they can neglect or should better keep if they want to achieve intelligibility. And it requires more than making them aware of the diversity and strategically creative richness of communicative ELF performance. What we observe out there is a heterogenous surface resulting from overlapping and interacting processes drawing on multilingual and cultural knowledge resources and skills, attitudes and behaviours, preferences and routines, and personal requirements of success. This surface reflects the speaker-learners' underlying ELF competence – but not without reductions and distortions. It also reflects an array of factors that influence and shape how speaker-learners activate and use their ELF competence when engaging in communicative and communal exchange. First to be mentioned are personal requirements of success, which tend to be highly variable because of their individual and social genesis and their sensitivity to the respective communicative situation. In addition, there are factors such as degree of attention, concentration and monitoring, cognitive and emotional load, contextual familiarity, previous practice, or amount and type of partner support. The influence of these facilitating or constraining factors explains why observing surface manifestations of ELF communication does not provide a convenient shortcut for the acquisition of the ELF competence qualities underlying them.

At the same time, it needs to be emphasised that critical ELF awareness of the surface complexities of communicative ELF performance has its distinct pedagogical value and relevance. It invites and enables speaker-learners to see what is possible in terms of linguistic-communicative choices and strategic moves, to form positive or negative personal judgments regarding what is useful, attractive, or desirable, and to develop a more realistic and tolerant view of their own and their partners' manifestations

of English. Exposure to externally available ELF communication may also be used to provide speaker-learners with advanced and specialised comprehension practice. Last but not least, it may serve as a source of inspiration for the further development of their MY English repertoire. All these pedagogical options do not justify, however, choosing and promoting observed ELF output as a general pedagogical input model and beacon of orientation (as e.g. in Kiczkowiak & Lowe, 2018). Such a decision only reinforces the misconceptions (discussed above) concerning the alleged incompatibility between SNSE as a pedagogical target code and successful ELF communication. It also overemphasises the pedagogical value of input data and, what is more, ignores the social constructivist nature of language acquisition and the inevitable creative transformation any input language undergoes in this process.

What are the pedagogical options for ELF competence development beyond critical ELF awareness? The answer lies in shifting focus from the pedagogical observation of ELF communication of others to speaker-learners' pedagogically mediated involvement in their own ELF encounters. As Musthafa, Hamied, & Zein (2019:180) emphasize, it is "important to empower students to become independent, strategic learners", "to encourage every individual learner to take ownership of their own learning", and "to create opportunities for students to use English for communicative purposes in lingua franca situations, such as when they talk with peers from Vietnam or Malaysia". This idea is at the centre of the pedagogical lingua franca (PLF) approach (Kohn, 2016, 2020), according to which *learners* of different linguacultural backgrounds meet in authentic intercultural exchanges as *speakers* using their common target language as a lingua franca in a pedagogical context and with pedagogical mediation and guidance. Facilitating authenticated communication, collaboration, and guided autonomy, it offers a lingua franca revision and enhancement of communicative language teaching and can be applied to any target language.

First supporting evidence was drawn from the European project TILA (http://www.tilaproject.eu) implementing and exploring pedagogical lingua franca communication through intercultural telecollaboration among foreign language learners in secondary schools. Case studies showed the students' readiness to embrace agency regarding communicative participation, topic development, languaging for communicative success and rapport building as well as an increasing confidence in their own strategically creative resourcefulness and speaker satisfaction (Kohn & Hoffstaedter 2017). Building on these encouraging results, the Erasmus+ project TeCoLa (http://www.tecola.eu) developed the pedagogical lingua franca approach further and explored it in intercultural virtual exchanges among secondary and vocational school classes across Europe as part of their regular foreign language programmes. Driven by demand, English was the most frequently implemented target language; other target

languages included French, German and Spanish. The virtual exchanges focused on communicative collaboration between pairs or small groups of students from the partner classes. The telecollaboration activities were supported by various tools and environments including, in particular, the TeCoLa virtual world, BigBlueButton videoconferencing, and digital Padlet walls. Moodle courses served to provide the student teams and their teachers with organisational, pedagogical and technological support. The Teacher Resources section of the TeCoLa website offers information about relevant tools, model tasks for adaptation and inspiration, pedagogical guides, case study reports, and participant voices. The participating teachers and students were accompanied throughout their exchanges by TeCoLa coaches, who provided on-site assistance instead of separate training sessions. For both teachers and students, an immersive approach was considered important to gradually gain experience and develop their own autonomy as they went along. Engaging in telecollaboration activities and adopting a pedagogical lingua franca orientation thus became a normalised part of their overall foreign language learning activities. Regarding intercultural load, the tasks and activities favoured moderate topics such as *school*, *fashion* or *social media*. The primary pedagogical focus was not on training intercultural experts but rather on creating conditions for foreign language students to develop their ELF-related intercultural communicative competence as an extension and specialisation of their ordinary communicative competence. It is assumed that more demanding intercultural incidents are within the range of this kind of intercultural communicative competence when combined with more specialised intercultural knowledge and skills as required.

The characterisation of the students' lingua franca exchanges as *pedagogical* was initially used to indicate that the interactions took place in a pedagogical environment and for a pedagogical purpose and were thus different from lingua franca communication in everyday contexts. In the course of our case studies in the TILA and TeCoLa projects, it became clear that there is a lot more to it. Three partially overlapping and interacting pedagogical forces can be identified. First, the lingua franca interactions are inevitably affected by the conditions of learning and teaching under which they take place. Either intentionally or not, they are thus pedagogically *mediated* by the overall curriculum and pedagogical approach, available partners and tools, restrictions regarding time, duration and location, or pedagogical routines of, e.g., solution instead of communication-oriented task processing. Second, the students' lingua franca interactions are pedagogical since their teachers are involved as *moderators* in so far as they, e.g., organise the exchanges, initiate tasks, and provide access to tools. Third, and most importantly, it becomes clear that teachers are also needed as pedagogical *mentors* who guide their students to get best communication

and learning results out of their pedagogical lingua franca experience. Special mentoring attention (also see O'Dowd, Sauro, & Spector-Cohen, 2020) should be given to help students

▸ develop a more autonomous and emancipated attitude and behaviour as both foreign language learners and lingua franca speakers,
▸ identify their strengths and weaknesses in their ELF-related communicative competence,
▸ clarify their requirements of communicative and communal success and negotiate a satisfying balance taking into account their partners, the curriculum, and the actual situation,
▸ explore and trust their own creative intuition when trying to make strategic
▸ use of their comprehension, production and interaction competences,
▸ use their requirements as beacons of orientation to monitor their own and their partners' communicative performance with regard to their own speaker-learner satisfaction.

In this ensemble of mentoring objectives and activities, the students' self and partner-oriented communication monitoring plays a key role in so far as it not only facilitates successful communication but also provides opportunities for situated and self-regulated language and communication learning. First insights are available from a recent case study (Hoffstaedter & Kohn, 2019) carried out in the TeCoLa project and involving 16 Dutch and German secondary school students (17-18 years old, CEFR level B2-C1). Represented by their avatars, the students accessed the TeCoLa virtual world, moved around in Pairs and communicated with each other through speaking and writing. Their task was to collaborate to complete the learning path "What happens to the things we throw away" consisting of eight multimedia boards and requiring them to discuss issues of waste and waste avoidance (see English Tasks in the Teacher Resources section on the TeCoLa website).

Performance recordings and semi-structured retrospective interviews with the students show that the success of a pedagogical lingua franca exchange and whether the students profit from it for the further development and refinement of their communicative lingua franca competence significantly depend on the diversity and intensity of their monitoring activities. Particularly noteworthy is that the students tend to focus on their own communication problems especially in connection with production and by activating their own resources and capabilities. Monitoring moves concerning comprehension fall short of the number of problems actually encountered. Partner-orientated monitoring is rather weak, both in terms of eliciting and providing support. Monitoring regarding empathy and rapport does not occur at all. These observations suggest that the students prefer to resort to the kind of

monitoring behaviour they are familiar with from ordinary everyday communication shaped by conventions of politeness and face concerns and are generally characterised by strategies such as let-it-pass and wait-and-see. Keeping one's monitoring activities at a more moderate level certainly helps avoid unwelcome disruptions in the flow of communication. At the same time, however, it significantly reduces the opportunities for speaker-learners to address their comprehension, production or rapport-related communication problems and, in consequence, to further refine and expand their communicative ELF competence. Pedagogical mentoring is an effective instrument for shifting the balance of preference from smooth communication to improved learning. This involves, in particular, raising the students' awareness of the implications of communication monitoring for learning, their readiness to engage in more extensive monitoring than is conventional in ordinary communication, and their tolerance for their partners' more extensive monitoring outside the trodden paths.

Conclusion

ELF researchers and pedagogues generally agree that awareness of and exposure to the realities of ELF communication provide relevant insights and opportunities for pedagogical interventions. In this connection, it is important to note that the heterogeneous diversity and often oscillating communicative quality of the linguistic means of expression used in ELF interactions cast doubt on their suitability as a general pedagogical model. In addition, a social constructivist understanding of language learning and communication draws attention to the speaker-learners involved as principal actors and beneficiaries and thus to the need to reconceptualise communicative success from their inside perspective. Which requirements of success do speaker-learners use as beacons of orientation when engaging in ELF communication and learning? Which qualities of communicative ELF competence do they have available and are they able to muster? And how do they monitor their activities so as to ensure that they are satisfied with their own and their partners' achievements? A pedagogical lingua franca approach is proposed to address these issues. Its overall purpose and advantage is to enable students to engage in their own lingua franca communication and thereby to learn from their own experiences and develop their competence for ELF communication through pedagogically guided reflective practice. A key element is the distinction between the target language code and the pedagogical approach by which students are allowed to make it their own. This distinction sheds a reconciliatory light on SNSE, the persistent bone of contention between ELT and ELF. It opens a window for an emancipatory social

constructivist turn in ELT and thereby creates a space for speaker-learners to develop their own English voice based on, but also modifying, the input model they are confronted with.

What with the online tools and environments for virtual exchange and communicative collaboration available today, it has never been easier to implement a pedagogical lingua franca approach involving students across countries, educational institutions and linguacultural boundaries. Virtual exchange and telecollaboration are an essential element for increasing the students' sense of authenticity; and, what is more, they help create a bridge from school to real life. This is particularly evident when the international students decide to continue their interaction outside and beyond the pedagogical context in, e.g., Facebook, WhatsApp or Zoom, or whatever environment they prefer for their ordinary, everyday communication. With this, they merge into the final stage of their pedagogically guided journey towards increasing autonomy and begin to walk on their own feet.

I should like to finish with a word of caution. The main responsibility and burden of introducing an emancipatory quality to ELT, and to foreign language learning in general, is on the teachers' attitudes and the learning activities the students are encouraged and supported to engage in. It needs to be emphasised, however, that assessment plays a crucial role as well. The daunting challenge is to design "tasks that are loyal to the principles behind the ELF approach to language teaching" (Kirkpatrick, 2019:199). From a social constructivist point of view, this implies accounting for speaker-learners' own requirements and satisfaction. Otherwise, assessment with its crushing backwash potential may easily tip the balance against the desired emancipatory effects of the teaching and learning approach.

Acknowledgements

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Part 1 | The Research Study

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Part 1 | *Chapter 1*
The research design and the tools

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Roma Tre University

Abstract
This contribution presents the main features of the research study set up to investigate English language teachers' current teaching practices and their positioning in terms of the emerging diffusion of English as a global language, of its world varieties and of English as a Lingua Franca. The construct of the research design and of the tools used, are here defined and justified, while part of the initial findings from the responses of the Italian teachers of English are presented and discussed.

Keywords
Key Words: ELF; construct; research tools; survey

> […] today research on teacher cognition, or the unobservable or hidden side of language teaching, has helped to capture the complexities of who language teachers are, what they know and believe, how they learn to teach, and how they carry out their work in diverse contexts throughout their careers.
> […] findings remind us that all language teaching takes place in particular social, cultural, and institutional contexts and the conflicting priorities and inevitable contradictions that exist in these contexts matter.
> (K. Johnson, 2018:259; 260)[1]

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1 Johnson, K.E. (2018). Studying language teacher cognition: Understanding and enacting theoretically consistent instructional practices. *Language Teaching Research*, 22(3) 259-263.

Introduction

The research study developed by Roma Tre University team, was part of the three units composing the national research study (PRIN 2015) on "*English as a Lingua Franca in domain-specific contexts of intercultural communication: a Cognitive-functional Model for the analysis of ELF accommodation strategies in unequal migration contexts, digital-media virtual environments, and multicultural ELF classrooms*". The national study was led by the University of Salento and carried out with two other research units, the University of Verona and the University of Roma Tre, each led by their associated investigators[2].

The aims of the National Research Project[3], as described by its principal investigator, Professor Maria Grazia Guido, University of Salento, in the research project introductory abstract were:

> […] to develop a cognitive-functional model for the analysis of variations and registers of English as a Lingua Franca (ELF) in intercultural communication. In particular, it will enquire into the use of ELF in professional discourses that, more than others, provide evidence of an appropriation of the English language by non-native speakers who no longer perceive it as a 'foreign' language, but rather as a 'lingua franca' through which they can express their own native linguacultural uses and rhetorical repertoires, experiential schemata and, ultimately, socio-cultural identities. Such professional discourses regard ELF used in: (a) unequal migration encounters in institutional settings; (b) digital media for global communication; (c) the multilingual classroom in today's western societies. The research group (composed of internationally recognized ELF scholars), starting from the assumption that non-native speakers appropriate ELF by exploiting its virtual meaning potential without conforming to native speakers' norms of usage, will seek to examine specifically how ELF users interact among themselves, how they understand each other's ELF variations, and what kind of problems naturally arise when one set of L1 usage and register conventions – transferred by users to their ELF variations – comes into contact, and often indeed into conflict, with another. This research proposes to explore the relevance of such questions to spoken, written and multimodal domain-specific communication which is of relevance particularly to Italian multicultural settings. (Guido, 2015)

Because of standard ideology, the new varieties of English, as well as English as a Lingua franca, are still treated as illegitimate derivations of English, while native

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2 Professor Roberta Facchinetti, University of Verona, Prof. Lucilla Lopriore, Roma Tre University.
3 PRIN: Progetti di ricerca di rilevante interesse nazionale – Bando 2015 Prot. 2015REZ4EZ.

varieties are considered as the only legitimate ones. English – at school first and later on at university – has traditionally been presented as a standard variety whose possible and acceptable variety are those officially adopted in former English colonies (e.g., American, Australian); learners have studied to adhere to standard models of English, conforming to the native speakers' one.

The main aims of the research unit were to:
▸ investigate current perspectives in the teaching of English and in the education of future English teachers within the changes occurring since the rapid spread of WE and the emergence of ELF in an era of widespread multimedia use;
▸ explore and analyze the use of English in multilingual classrooms and in on-line teaching and training contexts;
▸ investigate how WE and, specifically, ELF awareness, may become part of teaching and learning practices in national and European contexts;
▸ develop an ELF awareness perspective as well as an ELF pedagogy in teacher education, in classroom practices, syllabi and material, assessment and evaluation development.

The main areas of research established by the team were:
▸ Current teaching practices inclusive of a view for WE or ELF in English language multilingual classrooms and teacher education courses in face-to-face and on-line contexts.
▸ English teaching materials, language corpora and assessment tools that are currently used in language teaching.
▸ The emergence of ELF in classroom-based communicative interactions including learners from different cultural and linguistic backgrounds, particularly through on-line encounters (e-twinning and telecollaboration).
▸ Approaches to an ELF aware perspective in pre- and in-service teacher education contexts, also in on-line encounters with teachers from other countries (e-twinning teacher education projects).

The **research design** adopted in this study implied the use of a mixed method research (MMR) approach (Cresswell, 2009).
The project had been designed bearing in mind the emerging needs of learners and teachers of English in a complex plurilingual and multicultural society where English is becoming one of the main tools for effective communication.
The Roma Tre Unit aim, stated in the original project proposal, was to develop a pedagogical approach to ELF teaching to be applied to the training of teachers,

mediators and digital-media specialists operating in multicultural environments to achieve an awareness of ELF pragmatic failure and possible accommodation strategies. To this purpose, the foreseen research implementation stages were developed in three years, each year devoted to specific research actions carried out by the unit team.

■ 1st Year
– Investigation of current practices in ELT classrooms and teacher training to enhance ELF awareness as part of teaching and learning practices and supervision of data collection and analysis.
– Data analysis concerning assessment and evaluation.
– Development and administration of the main tools.

■ 2nd Year
– Development and implementation of samples of ELF teaching, and of training.
– Assessment of materials, through ICT and multimedia.
– Guidelines for face-to face and on-line classes and training courses.
– Data analysis.

■ 3rd Year
– Guidelines for an ELF aware pedagogy in teacher education.
– Classroom tasks, syllabi and material, assessment and evaluation development.
– Validation of tools and tests in the final revision.

The foreseen final product included:
– A teacher education course for pre-and in-service EL teachers developed with an ELF aware approach.
– The course development and implementation.
– The course final evaluation.
The table below summarizes the unit main aims and actions.

Roma Tre Research study: main aims & actions 2017-2019
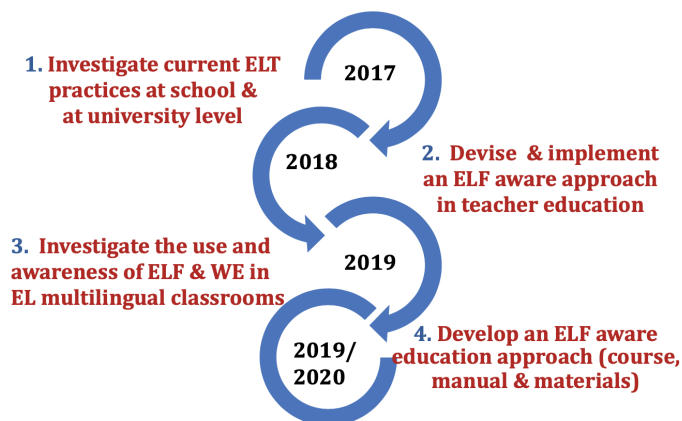
Table 1 – The Roma Tre Unit three-year plan (2017-19)

The research construct

The construct guiding this specific research study was based upon the need to understand the state of the art of English language teaching in Italian education as well as the degree of teachers' awareness of the current status of English, a global language that has dramatically changed its features, its mode of communication and its users, in a context where ELF has become the most common used form of communication among non-native speakers. Thus, the importance of investigating the discourses that regard ELF use in the multilingual classrooms in today's western societies, was the starting point of the Roma Tre Research unit.

The unit had to devise a research design and identify the most appropriate tools that would have allowed to better understand the English language teaching and language education contexts in Italy as well as to identify teachers' current practices and their understandings of what teaching English implies, as well as if they had any knowledge or experience of World Englishes and of English as a Lingua Franca.

The tools

This was the preliminary procedure that led to the research design of this study with the three-year plan, and to the development of the tools, i.e., the questionnaires. The

questionnaires were meant to investigate teachers' practice, as well as their attitudes and beliefs in a time of change where English is no longer a 'foreign' language, but it is largely the result of several linguacultural exchanges while being more and more used as 'lingua franca'.

There are different ways for investigating habits, attitudes and beliefs and questionnaires are among the most appropriate tools to gather information when the sample to be investigated is large, as it is the case with national surveys. For small samples, focus groups can easily be used and, in some contexts, they are much more useful than questionnaires, but as we wanted to reach out as many teachers as possible and in diverse parts of Italy, the questionnaires were preferred. The Focus Group mode was used with a smaller group of people among those who had responded to the initial survey.

The samples

When investigating the English teaching contexts within the Italian education context, we wanted to understand how EL teachers develop their understanding of English and of its teaching, we had to take into consideration that most of our investigation was geared at Italian teachers of English who had learnt English at school and at university. These teachers usually develop their knowledge of English language teaching methodology first by having been themselves learners of English at school and then at university, particularly if they want to become schoolteachers. At university, besides studying the language, usually learnt in language centres, they study English linguistics and main notions regarding English history, grammar, syntax and lexicon, in formal university courses[4].

The team had to consider the fact that English language teaching is carried out differently not only in terms of school levels – English is being taught at primary, middle and high school level, by diverse types of teachers to different age groups – and these teachers are almost always Italian speakers who had studied English at university; English language courses are also led at university level but by language teachers who are almost always native speakers of English.

This posed a preliminary problem because each of these two groups of teachers had had different educational backgrounds and different language teaching experience, besides the fact that school language teachers are non-native speakers and most language assistants in university courses are native speakers, thus they have quite

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4 Lopriore, L. (2021). More than meets the eye: research and practice in Italian foreign language policies and education. *EuJAL* 2021; 9(1):69-88

different previous study experiences, language teaching approaches, and diverse attitudes and beliefs towards native speakerism.

It was thus decided to gather a convenient sample of Italian teachers of English, particularly high school ones, and another sample of Italian University English language assistants, since our aim was to gather information about what guided their current teaching practice and about their stance in terms of the status of English as global language. The questionnaires were specifically devised for each of these two groups.

In order to reach out as many teachers as possible and gather a convenient sample of English language teachers in Italian schools, we used lists of teachers who had attended previous training courses, to send them the survey, and sent to the main professional associations of language teachers, and to their local groups, an email asking them to participate to the survey and a copy of the questionnaire with an accompanying letter for the teachers and the link to Survey Monkey in order to facilitate the teachers' online responses. The University language assistants were approached directly through their university centres and they received the survey with the response link through Survey Monkey.

The Italian teachers' survey reached over 200 teachers of English while the survey to the university assistants was addressed to approximately 80 English Language Assistants (CEL) working in Italian universities.

Roma Tre Research study main aims & actions 2017-2019

RESEARCH DESIGN

Approach: mixed method for qualitative & quantitative analyses
Tools: questionnaires & focus groups
Sample: 1. Italian high school teachers
         2. ENS language teachers at university

PRIN_ELF_SURVEY_2017

AIMS: to investigate beliefs, views, perceptions on the new status of English as a global language and the teaching practice of :
1.   **Italian EL Teachers**, mostly non-native Italian speakers,
2.   **University English language teachers** (CEL), mostly native English speakers

•   Administered twice with the help of professional associations and to teachers from previous pre- and in-service ELT courses

SURVEYS: 1-EL Italian school teachers (**199**); 2-CEL (**74**)
PART 1: DEMOGRAPHICS (
PART 2: ENGLISH AND BEYOND
PART 3: ENGLISH LANGUAGE TEACHING: CURRENT PRACTICES
Questions about: professional experience, familiarity with ELT notions, professional development, ELT practice, new status of English, international experience

2018/19   POST-GRADUATE BLENDED TEACHER EDUCATION COURSE
NEW ENGLISH/ES LANDSCAPES:
• **English as a Lingua Franca**
• **World Englishes**
• **Digital Technologies**
• **Mediation skills & strategies**
• **Literature &, ELF and New Englishes**
• **ELF: New perspectives on assessment**
Practicum component: classroom-based research

Powered by SurveyMonkey

Table 2 – Overview of the Roma Tre Unit research study (2017-2019)

The questionnaire[5]

The questionnaire was introduced by a message to the respondents in order to establish a direct contact with them and involve them as co-researchers in this project. 199 Italian teachers of English working in high schools, and 74 non-native English language assistants working in Italian universities, responded to the questionnaire. Teachers' beliefs, practices and attitudes were regarded important for understanding and improving educational processes, because they are closely linked to teachers' strategies for coping with challenges in their daily professional life, they shape students' learning environment and influence student motivation and achievement. It was thus decided to include in the questionnaire items that would elicit teachers' personal response in terms of their practices and that would unveil their self-concept as well as their attitudes and beliefs.

The questionnaires were thus organized in three parts:
1. Demographics (respondents' profiles & professional experience).
2. English and beyond (questions regarding familiarity with ELT notions, new status of English, familiarity with World Englishes and with ELF, and their stance etc.).
3. English language teaching and current practices (their ELT practices, international experiences etc.).

It was thus decided to include in the questionnaire items that would elicit teachers' personal response in terms of their practices and that would unveil their self-concept as well as their attitudes and beliefs.

Italian English language teachers' responses[6]

Teachers' responses to 10 central notions in language teaching, i.e., Standard English, World Englishes, English as a Lingua franca, English as an International language, English as a native language, English as a Second language, English as a foreign language, Communicative competence, Intercultural competence, Language and cultural mediation, clearly reveal an overall awareness of most well-known terms with a lower percentage of familiarity with the last two notions.

While, when they were asked to define notions teachers feel are part of their professional profile, i.e., their identity, as it emerges from their answers to the request

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5 The Questionnaire is available in the Appendixes.

6 Responses of the University language assistants can be found in Chapter 4.

of choosing 3 of the notions they feel most comfortable with and define them in their own words. It was interesting, as well as revealing of their personal relationship with concepts, what they chose and how the teachers explained in writing, what those notions meant for them. Putting into words your understanding of a notion that characterizes your own job, is a challenge to go beyond formulas and reveals your own beliefs.

Teachers' mental lives represent the 'hidden side' of teaching, as teacher learning and teacher knowledge are central attributes of teachers' mental lives (Freeman, Johnson 1998; Freeman 2002). It was thus important to devote a substantial part of our survey to the investigation of teachers' personal understanding of their job and of what they regarded as a successful achievement, since success in teaching is often related to success in life, and, in the teaching job, success is closely related to learners' achievement.

The statements preferred by teachers were mostly those related to aspects of general teaching practice through personal and professional commitment and flexibility, for example: Q. 17.8 – on the teachers' ability to adapt their teaching to learners' needs was chosen by 72,14%–, and the statement of Q.17.6 – on having a good rapport with students – was chosen by 70% of the respondents; Q.17.2 – relevance of regularly attending in-service courses – was chosen by 52,86% of the respondents. Those questions directly related to English language teaching as Q.11 – ability to select and use materials from the web including non-standard varieties – had a surprisingly high response: 53,57%, showing both an eagerness to explore non-standard English to be used in teaching, but also to learn how to select and use authentic and non-standard materials. (Lopriore, 2019:32).

The 21 statements about teachers' degree of agreement on English language teaching and explicitly related to their own teaching context, were meant to both explore teachers' attitudes and openness to including new forms of English in their teaching as well as their awareness of the potential value of exposing learners to authentic language exposure. Most responses clearly indicate that teachers are not only aware of this potential but are already moving ahead beyond traditional ELT. Some statements unveiled teachers' eagerness to change their teaching while engaging their learners, as for example in some of the teachers' responses where a high percentage of teachers agrees:

- 21.5 Teachers should encourage students to experiment with new language forms to communicate meaning (over 70% agreement);
- 21.6 English language teachers should aim at promoting a "successful user of english" model for their learners (70% agreement);

- 21.8 English language learners should also be exposed to varieties of english including english spoken by non-native Speakers (over 81% agreement);
- 21.10 Language learners' communicative competence should include their ability to negotiate meaning with both native and nonnative interlocutors (84,29% agreement).

Most statements above were clearly aimed at triggering teachers' positioning on what is usually regarded as a different way of conceiving English language teaching and the clearcut responses highlight a transformative process that has already prepared teachers for what might be regarded as a challenging process. Teachers' high degree of agreement in their responses also reveals a recognition on their part of the procedures and actions needed to open their teaching to new Englishes and to English as a Lingua franca.

If awareness of the current plurality of English is raised in teacher education courses, there are good chances that this perspective is taken into account, hence the importance of theoretical concepts linked with hands-on activities in teacher training courses, to provide chances to experience implications of We and ELF in a plurilithic perspective. The teaching of English should be oriented at fostering language, cultural and intercultural awareness, as well as the use of effective communicative strategies in the classroom.

LECCE Lopriore.pdf (pagina 3 di 11)

Exploring Italian EL teachers' beliefs & current practices: relevant findings (**199** respondents)

SURVEY

- **Part 1** Demographics (1-11)
- **Part 2** Familiarity with terms & notions (12-14)
- **Part 3 ELT Current Practices** (15-24)

-Even Likert Scale

-Agreement on Statements

-M/C

Q.aire - PART 3: ENGLISH LANGUAGE TEACHING: CURRENT PRACTICES
Q.21 : 15 statements

21.3 The **students' L1 and sociocultural identity** are **resources** that can enrich English language teaching (over 70% agreement)
21.5 Teachers should encourage students to **experiment** with **new language forms to communicate meaning** (over 70%)
21.6 English language **teachers** should aim at **promoting** a "**successful user of English**" model for their learners (70%)
21.8 English language **learners** should also be **exposed to varieties of English including English spoken by non-native Speakers** (over 81%)
21.10 Language **learners'** communicative competence should include their **ability to negotiate meaning** with both native **and nonnative interlocutors** (84,29%)
21.11 English language **teachers** should include in their teaching **video or audio recordings/multimedia of a variety of non native English speakers** (70%)

PRIN 2015 Prot. 2015REZ4EZ   3

Table 3 – English language teachers in Italian schools responses on current practices

Teachers' responses on their current practices, as those represented in Table 3, show that teachers are already moving ahead, beyond traditional ELT; their answers highlight a transformative process that is already taking place in their local practice. Teachers' responses reveal a recognition of the need to open their learners to new instantiations of English, to English as a Lingua Franca (ELF).

Author's Bionote

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ELF in ELT:
Investigating and unveiling ELT practices in an ELF aware perspective

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Abstract
This contribution is meant to present and discuss some of the research findings that emerged from the English language teachers' questionnaire, specifically the teachers' responses in terms of attitudes and current ELT practices have highlighted most of the decisions that informed the development of the teacher education course.

Keywords
language awareness; stance; ELT practice; ELF

Introduction

As already highlighted in the previous chapter, the PRIN project was based upon several considerations regarding the current transformative processes that English is undergoing; the sociolinguistic reality of English has become today much more complex and controversial than those of other languages in the world; this is predominantly due to its global spread, its emergent role as the mostly used language in international communication and on the web, as well as to the ongoing nativization of non-native Englishes in various parts of the world. English globalisation processes – particularly the ones occurred in the last three decades – are mostly associated with aspects such as the role English plays in facilitating international political relations and business, internet-based communication, air-traffic control, access to scientific knowledge, films, music and literature, and in improving social exchanges across linguistic communities.

In his second report on the status of English, *English Next*, David Graddol had claimed that the relationship between English and globalisation is a complex and reciprocal process since "economic globalisation encouraged the spread of English but the spread of English also encouraged globalisation" (Graddol 2006,: 9). English has grown all over the countries in addition to the autochtonous languages, but without actually threatening their existence, rather 'with the advantage of being ethnically neutral' (Knapp 2015:174) and English as a Lingua Franca (ELF) has become the main medium of the process of globalization, as it was very clearly described by Jenkins *et al.*, who point at the globalizing function of ELF.

> ELF is simultaneously the consequence and the principal language medium of GLOBALIZING PROCESSES. The English language has become a lingua franca on such a scale worldwide partly in response to globalization; but also, large-scale globalization is in part incumbent on the emergence of a globally diffuse lingua franca. Therefore, close consideration of theoretical accounts of globalization given in the (typically interdisciplinary) literature is directly relevant to furthering our understanding of ELF. If globalization is the means by which the world has become more INTERCONNECTED, with our economic, cultural, political, professional and social spaces ever more entwined, then lingua franca interactions in English are the primary means by which those connections are made, by which human relations are maintained across conventional boundaries. In other words, ELF is at once a GLOBALIZED and GLOBALIZING phenomenon. (Jenkins, Cogo, Dewey 2011, p. 303)

The social fragmentation processes partly ascribable to the recent migration flows and to the policies enacted by most countries, together with the diffusion of technologies and social networks, have created new sociolinguistic environments where numerous languages are undergoing a transformative process. The sociolinguistic reality of English, and its different realizations, because of the increasing global mobility, have become much more complex and controversial than those of other languages in the world. Issues of identity, standards, proficiency levels, intercultural communication and language relevance for English language learners and teachers, demand for a paradigmatic orientation and a reconsideration of the English curriculum, teacher education, research and classroom practice (Lopriore, 2017:7).
Language teacher education is a field where, according to local contexts and to pedagogical traditions, different theoretical frameworks are being used, specific approaches adopted, course components differently combined, and teachers' and trainers' espoused theories and beliefs about the language we studied and currently teach are often challenged.

Unveiling ELT practices

The project was designed bearing in mind the emerging needs of learners and of native and non-native teachers of English in a complex plurilingual and multicultural society. The research design had envisaged a series of actions to respond to the unit research theme. Preliminary to these actions was the need to investigate the current conditions of English Language teaching & teacher education in Italy as well as to identify ELT teachers' beliefs and assumptions towards the emerging reality of English/es. The team regarded teachers' beliefs, practices and attitudes important for understanding and improving educational processes, because they are closely linked to teachers' strategies for coping with challenges in their daily professional life, they shape students' learning environment and influence student motivation and achievement. It was thus decided to include in the questionnaire items that would elicit teachers' personal response in terms of their practices and that would unveil their self-concept as well as their attitudes and beliefs. A questionnaire was thus devised and administered to almost 200 non-native teachers of English in Italian high schools and to 75 native language assistants in Italian universities[1]. The findings subsequently informed the design of a post-graduate EL teacher education course offered at Roma Tre University, with a special focus on developing teachers' awareness of the emerging reality of English and the corresponding pedagogical implications.

Familiarity with notions

Our investigation started from those ELT terms we expected English language teachers would be familiar with as, for example, the main ELT definitions of types of English, as it was the case of:

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1   See Ch.1 on the research design and the tools development.

Question 12 - *How familiar are you with the following terms?*

	NOT AT ALL	NOT VERY FAMILIAR	SOMEHOW FAMILIAR	VERY FAMILIAR	TOTALE	MEDIA PONDERATA
12.1. Standard English (SE)	0,63% 1	1,89% 3	10,69% 17	86,79% 138	159	3,84
12.2. World Englishes (WE)	5,66% 9	6,29% 10	32,70% 52	55,35% 88	159	3,38
12.3. English as a Lingua Franca (ELF)	1,26% 2	7,55% 12	26,42% 42	64,78% 103	159	3,55
12.4. English as an International Language (EIL)	1,89% 3	11,95% 19	27,04% 43	59,12% 94	159	3,43
12.5. English as a Native Language (ENL)	1,26% 2	8,81% 14	27,67% 44	62,26% 99	159	3,51
12.6. English as a Second Language (ESL)	0,63% 1	0,63% 1	16,35% 26	82,39% 131	159	3,81
12.7. English as a Foreign Language (EFL)	0,00% 0	1,89% 3	13,21% 21	84,91% 135	159	3,83
12.8. Communicative competence	0,00% 0	2,52% 4	16,98% 27	80,50% 128	159	3,78
12.9. Intercultural competence	0,00% 0	10,06% 16	31,45% 50	58,49% 93	159	3,48
12.10. Language & Cultural Mediation	2,52% 4	13,21% 21	38,99% 62	45,28% 72	159	3,27

Table 1 – Familiarity with notions

The question was worded to elicit teachers' responses in terms of their familiarity rather than their knowledge of what those terms specifically meant, and their responses reveal that, besides the notions of World Englishes and of language and cultural mediation, terms diffused more recently among teachers, teachers are quite familiar with most notions., also probably due to the fact that over 79% declared they had attended a teacher education course. So, a good starting point for establishing a link with the rest of the questionnaire themes.

As a matter of fact, the following question was meant to further explore their degree of familiarity and the answers to:

Question 13 - *Choose 2 or 3 of the following terms you feel you are 'very familiar with'*:

showed that notions such as Standard English (68,55%) and Communicative competence (69,18%) are clear ones for the respondents, but also proved that they are more familiar with English as a Lingua Franca (44,65%), than with World Englishes (32,08%), thus revealing that ELF is gaining more attention as an emerging notion among teachers.

Language teachers' positioning

Respondents' positioning, in Q.21, emerged within the set of statements on language teaching where besides traditional issues such as their attitude towards learners' errors[2], we had introduced quite a few hints to explore their personal stance as for their views of native and non-native speakers or of learners' sociocultural identities. The 21 statements about teachers' degree of agreement on English language teaching and explicitly related to their own teaching context, were meant to both explore teachers' attitudes and openness to including new forms of English in their teaching as well as their awareness of the potential value of exposing learners to authentic language exposure.

The majority of responses indicate that teachers are not only aware of this potential but are already moving ahead beyond traditional ELT. Some statements unveil teachers' eagerness to change their teaching while engaging their learners, as for example, the responses to question 21, fully described in the previous chapter.

Conclusion

The responses to the questionnaire have unveiled teachers' current transition phase from their traditional English language studies and their personal teaching background to a new positioning inclusive of a wider perspective provided by the plurilingual landscapes they work in and by current changes in their own as well as their learners' use of social media, of international exchanges and of ICT as well as their involvement in small scale research studies within teacher education courses.

The perspectives emerging from most research studies on ELF communication demand for a view of English as a social practice and for a better understanding by teachers and learners of the inherent language variability and diversity of English.

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2 Refer to Ch. 3 in this volume.

These conceptions should now inform ELT teacher education programs, moving beyond the 'native'/'non-native' distinction.

The process is slow, but it is moving ahead, and English and subject matter teachers are increasingly being involved in bottom up processes leading to a shift in perspective in terms of both contents and approach and in favour of an ELF-informed and an ELF-aware perspective in language education. Research studies on ELF have recently highlighted aspects of the communicative processes, such as the accommodation process in ELF interactions in terms of pragmatic strategies use (negotiation, repetition, rephrasing or paraphrasing strategies) that unveils speakers' willingness to accept differences and adjust to the interlocutors' linguacultural practices during, for example, instances of miscommunication, and whose implications have too often been disregarded in language education.

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Part 1 | *Chapter 3*

Teachers' attitudes: learner's errors and standard norms

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Abstract
The aim of this chapter is to focus on the pedagogical implications of English as a Lingua Franca (ELF) as regards the reconceptualization of learners' deviations from native-speaker standard norms, traditionally referred to as *errors*. The author provides a preliminary historical overview of approaches to English language teaching (ELT) to highlight the evolution of psycholinguistic notions in the area of cognitive processes and second language acquisition. The phenomenon of language variation is seen through the lens of Vygotsky's (1978) sociocultural theory, which leads to a different understanding of the learner's personal voice and of their identity in multicultural global communication. Finally, the author presents some of the results of a teacher's survey on the attitudes of a group of Italian teachers of English about the emergence of ELF in the English classroom.

Keywords
ELF; language variation; learners' errors; cognitive processes; teachers' attitudes

> *A good teacher understands the learners*
> *and this means taking the differences into account.*
> (van Lier, 2004: 7)

Introduction

Second-language learners' errors have constituted a typical controversial issue within the wider framework of applied linguistics ever since foreign language teaching has been informed by different, if not antithetic, linguistic and psychological theories. As a consequence, methods and approaches have taken up alternative positions as

regards the phenomena connected to the production of phonological, lexicogrammar and discoursal deviations from standard norms that usually characterize the students' output.

In the first section of this chapter it may be helpful, therefore, to give a brief preliminary overview of the main ideas that have emerged in scholarly debates about second language development and learners' errors, which have formed the intellectual background of several generations of foreign language teachers.

The second section expands on cognitivism, with a focus on second language acquisition, the phenomena connected to the learners' errors and the reconceptualization of variation from standard norms by way of the multilingual and multicultural dimension of English as a lingua franca.

The third section presents the main results of the teacher's survey that was administered during the field study that was part of the national interest research project discussed in this book.

Finally, in the concluding remarks I will summarise what appear to be typical teachers' attitudes and approaches to English as a lingua franca (ELF) and learners' non-standard use of English.

Second language teaching and learners' errors: From behaviourism to cognitivism

The audiolingual method (Richards & Rogers, 1986: 44-63), which was based on the structural view of language and on behaviourist psychology (Skinner, 1957), marked the beginning of scientific research into L2 pedagogy and became very popular in the 1950s. Students' errors where considered manifestations of inappropriate language behaviours that had to be replaced by correct ones through *overlearning*, that is by means of intensive drill and pattern-practice exercise. The mechanic repetition and memorization of correct utterances and dialogues was supposed to lead to the development of automatic language skills and to the inductive learning of underlying grammar structures. As this method was essentially teacher-centred, the occurrence of errors was attributed either to insufficient teacher's input, or to the interference of L1 habits during the learning process. Hence, learners' *bad habits* and deviant language behaviours where expected to be eradicated by means of negative reinforcement, whereby the students' native tongue was considered a main hindrance to second language learning. Incidentally, it was in this period that contrastive analysis (CA) (Lado, 1957) showed the pedagogic potential of comparing two languages and cultures and their different systems (namely, the sound systems, the

grammatical structures, and the vocabulary systems). Structural differences between the L1 and the L2 were considered more complex and difficult areas in foreign language learning, hence it seemed possible to either predict what errors learners were expected to make (strong version of the CA hypothesis), or at least explain learners' errors a posteriori, by contrasting the L1 and L2 systems (weak version of the CA hypothesis). This assumption, however appealing and promising it may sound, did not prove entirely reliable, though. As data from applied research (e.g., Corder, 1981; Dulay & Burt, 1974; Dulay, Burt, & Krashen, 1974) later showed: a) learners do not necessarily make syntactic mistakes when the L1 and the L2 systems differ; b) interference structures (i.e. *positive* and *negative transfer*) do not seem to occur in children's output when they are learning a second language, while the incidence of these deviations is comparatively very low in adult learners; c) children who study a foreign language tend to commit the same *developmental errors* as L1 native children; d) *intralanguage errors* (e.g. overgeneralization, overextension, and underextension) appear to be necessary steps along the cognitive process of language acquisition, rather than the outcome of inadequate habit formation; and finally e) learners tend to use *interlanguage transfer* as a learning strategy, as well as a communicative strategy. Notably, Chomsky's (1959: 26-58) review of Skinner's (1957) book *Verbal Behavior* took an overall critical stance towards

> […] the general framework of behaviorist or neobehaviorist, or, more generally, empiricist ideas that has dominated much of modern linguistics, psychology, and philosophy. The conclusion that I hoped to establish in the review, by discussing these speculations in their most explicit and detailed form, was that the general point of view was largely mythology, and that its widespread acceptance is not the result of empirical support, persuasive reasoning, or the absence of a plausible *alternative* [emphasis added]. (Chomsky, 1959: 26)

This *alternative*, we may assume, was represented by Chomsky's (1965) seminal theory of transformational generative grammar (TGG) and by the hypothesis of the so-called *language acquisition device* (LAD), i.e. children's genetic endowment that provides them with innate linguistic abilities and with the principles of universal grammar (UG). The LAD, according to Chomsky, allows the child to discover and acquire the rules of a natural language in a relatively short time, even when they are exposed to a limited amount of adult language data. Although Chomsky's theories became the object of dispute in the 1970s (e.g., Hymes, 1972), for they mainly focused on the speaker's abstract abilities to produce grammatically correct sentences (*competence*) rather than on the functions of language and the speaker's pragmatic use of language

(*performance*), it should be observed that they had a significant impact even on applied linguistics, particularly because they supplied a general theory of language that was focused on cognitive processes, and because it informed research in a crucial area like error analysis, the aim of which was not only to classify learners' errors, but rather to elicit the psycholinguistic phenomena connected to second language learning and acquisition.

A strong impulse to scientific research in this particular field came from Selinker's (1972) hypothesis of the *interlanguage*, i.e. the way the American scholar referred to the evolving second language spoken by adult learners. As Corder explains:

> The term *interlanguage* was coined by Selinker in the belief that the language learner's language was a sort of hybrid between his L1 and the target language. The evidence for this was the large number of errors which could be ascribed to the process of transfer. Corder (1981: 2)

Notwithstanding, as I have already pointed out, research in second language acquisition showed that the occurrence of transfer errors was indeed less frequent than expected, Selinker's hypothesis was bound to become one of the basic concepts in foreign language teaching, with a long-lasting impact on second language education. As we are going to see in section 3, a comprehensive reconceptualization and reconfiguration of the language learner's language was only developed at the beginning of the 21st century, thanks to studies in the new area of English as a lingua franca (ELF) (e.g., Jenkins, 2000; Mauranen, 2012; Seidlhofer, 2011; Widdowson, 2003). This shift in perspective was due to the fact that the theory of interlanguage proved to be unsuitable to explain the process of language change and variation brought about by the international spread of English in the age of globalisation. In particular, Selinker intends second language learning as a linear progression from the L1 to the L2 (the target language), where the final goal is ideally to acquire native-speaker (NS) competence. To the contrary, the nature of ELF as a contact language is characterized by a dynamic relationship between English and local linguacultures, as evidenced by the emergence of phonological and lexicogrammar variability in non-native speakers' (NNSs) discourse. In addition, according to the interlanguage paradigm the learner's native tongue is supposed to *interfere* with the acquisition of the L2 (i.e. negative transfer), and in the vast majority of cases (almost 95%) results in the *fossilization* of deviant forms, whereas according to ELF theory the non-standardness and plurality of English in intercultural contexts challenges the notion ownership of the language (Widdowson, 2003: 35-44) and questions the dominance of the NS model in English language teaching (ELT). In any case, even though today

ELF research has led to a critical understanding of the interlanguage hypothesis (e.g. Grazzi 2013; 2020), it should be pointed out that Selinker's purpose was to focus on the learner's pragmatic use of the foreign language in order to elicit

> […] behavioral events […] underlying 'attempted meaningful performance' in a second language. The term 'meaningful performance situation' [refers] to the situation where an 'adult' attempts to express meanings, which he may already have, in a language which he is in the process of learning". (Selinker, 1972: 210)

Here, the keywords "behavioral events" and "meaningful performance" are not seen through the lens of behaviourism, but rather through the lens of communicative language teaching (CLT) (Canale & Swain, 1980; Richards & Rogers, 1986: 64-86; Widdowson, 1978; Wilkins, 1976), which revolutionised the pedagogical approach to foreign languages in the 1970s and, as regards the subject of the present chapter, led to a radical redefinition of the concept of second language learner's errors. Within the general framework of CLT, deviations from standard norms are conceived of as indicators of the psycholinguistic phenomena and strategies entailed in learning to communicate in a second language, hence the analysis of students' errors becomes the key to access the mental processes involved in the learning continuum towards the TL. Following Corder:

> […] firstly, any spontaneous speech intended by the speaker to communicate is meaningful, in the sense that it is systematic, regular, and consequently is, in principle, describable in terms of a set of rules, i.e., it has a grammar. […] Secondly, since a number of sentences of that language are isomorphic first with some of the sentences of his target language and have the same interpretation, then some, at least, of the rules needed to account for the learner's language will be the same as those required to account for the target language. Therefore the learner's language is a dialect in the linguistic sense. […] I suggest it is misleading to refer to the idiosyncratic sentences of the second language learner as *deviant*. I also suggest that it is undesirable to call them *erroneous* […] because the rules of the target dialect are not yet known. […] Now, one of the principal reasons for studying the learner's language is precisely to discover why it is as it is, that is to explain it and ultimately say something about the learning process. (Corder, 1981: 14-19)

Interestingly, neither Selinker or Corder take a prescriptive attitude as regards learners' deviations from standard norms, for their intent is essentially descriptive. Besides, it is suggested that interlanguage, which Corder (1981: 66) defines "transitional competence", had better be studied in authentic communicative settings, where

learners generate L2 utterances spontaneously. Instead, what normally happens in the foreign language classroom is that students have less opportunities to participate in real communication, whereas they are often involved in more formal activities. As Corder observes,

> Learners typically produce a different set of errors in their spontaneously generated utterances, when attempting to communicate, than in their practice utterances. They appear to operate according to two differing sets of rules. Widdowson refers to these as 'rules of use' and 'rules of usage' respectively. Corder (1981: 69)

This, we may conclude, affects the data resulting from error analysis in the educational environment and, consequently, the information that teachers may get regarding how pupils progress in the interlanguage. In short, it seems advisable to prioritise research into second language learners' performance that is based on data collected through the implementation of communicative tasks, which are supposed to provide samples of L2 discourse that are more unconstrained and focused on the pragmatic use of language. Besides, as Swain points out,

> […] output serves at least three functions in second language learning beyond that of enhancing fluency. These are the noticing function, the hypothesis-testing function and the reflective (metalinguistic) function. [These] three functions of output […] have, I believe, the potential of promoting accuracy, an issue of concern to many second language educators. Research […] has shown quite clearly that a communicatively oriented input-rich environment does not provide all the necessary conditions for second language acquisition, and that a focus on form within these communicative settings can significantly enhance performance. Swain (1995: 140-141)

In other words, Swain suggests that communicative activities within the foreign language classroom not only allow learners to improve their fluency, but also stimulate their "conscious reflection about language" (Swain, 1995: 132). This entails that the more students become aware of "gaps in their knowledge" (Swain, 1995: 130) the more they are likely to activate the cognitive processes that allow their L2 to develop through higher levels of competence. More importantly, Swain (1995: 135) considers the connection between learners' dialogic activities and cognition from a Vygotskian point of view, whereby

> […] cognitive development, including presumably language development, originates on the inter-psychological plane. Through a process of appropriation, what originated in the social sphere comes to be represented intra-psychologically, that is, within the individual.

With Swain, we may then conclude that

> […] a close examination of dialogue as learners engage in problem-solving activity is directly revealing of mental processes. The unit of analysis of language learning and its associated processes may therefore more profitably be the dialogue, nor input or output alone. (Swain, 1995: 142)

Swain's cooperative, developmental approach to second language acquisition provides valuable insight into the study of interlanguage, which, we may add, could be the key to understanding the significance of learners' errors. As we have seen, mental processes are directly involved in this research, and therefore it is to the cognitive approach to language learning that we will turn in the following section.

Cognition and learners' errors

One of the fundamental questions arising from both Krashen's (1982) comprehensible input hypothesis and Swain's (2000) output hypothesis is if they can explain how communication may affect the second language learner's interlanguage and enhance its development towards the TL. Research has shown that even though communication tasks in the foreign language classroom indeed stimulate students' fluency, i.e. their ability to interact and negotiate meanings, this does not necessarily imply that accuracy increases accordingly. As Skehan (1998: 26) points out,

> Since it is meanings which are primary, as long as the speaker feels that communication is proceeding satisfactorily, the need for precise syntax is diminished. […] There is less need, for the older learner, to produce complete and well-formed utterances, because most interactions require collaborative construction of meaning rather than solipsistic party pieces. Further, when communicative problems occur, the strategies second language learners adopt are not likely to push forward underlying system change in any cumulative way. Finally, there is the issue that, even if conversation were by means of complete, well-formed utterances, *and* attempts to cope with communicative problems were useful, there is still the likelihood that attempts to cope with ongoing processing demands would not allow the learner to capitalize upon such a temporary break through, establish a memory trace of it, and use it in the future.

It should not go unnoticed that the mismatch of fluency and accuracy is a topical issue also in the field of ELF, although here the dominance of the standard NS model has long been challenged, and the notion of the plurality of English as an international

contact language has moved away from the monolithic concept of standard English (SE). Even if ELF is not (yet) an encoded variety of English, but rather a variable, emergent language system that is co-constructed in authentic communicative contexts by interlocutors who do not share the same L1 (e.g., see the definitions of ELF in Jenkins 2015; Mauranen 2012; Seidlhofer 2011), it seems that establishing an objective criterion to distinguish between acceptable and unacceptable (i.e. *erroneous*) lexicogrammar forms in ELF discourse is all the more difficult. Because non-conformity to standard norms is considered a distinctive feature of ELF, which is characterised by its multilingual and multicultural nature, it follows that the interlanguage paradigm does not apply to it. Therefore, if conformity to the TL system cannot be used as the sole criterion to assess the ELF-user's accuracy, decisions regarding the *correctness* of ELF discourse should necessarily be based on alternative assumptions, e.g. the degree of comprehensibility of ELF utterances (e.g., see Jenkins, 2000), their pragmatic effectiveness, the appropriateness of the language register (Halliday, 1978) to different sociolinguistic codes and contexts, etc. Nevertheless, it should be observed that while the study of variability in the phonology of English as an international language (Jenkins, 2000) has led to the definition of the so-called *Lingua Franca Core* (LFC), which indicates the English segmental and suprasegmental features that learners are expected to master in order to avoid misunderstandings in global communication, research into ELF lexicogrammar features (e.g., through the compilation of ELF-based corpora like ELFA[1], VOICE[2] and ACE[3]. See also Seidlhofer, 2004) has not (yet) developed a lexicogrammar LFC that indicates which structures deserve higher accuracy in the process of teaching/learning English, and which ELF variations are instead fairly acceptable. This poses a particular concern for English language teaching (ELT), especially as regards the way teachers should cope with learners' deviations from standard norms in today's changing scenario of ELF. As we shall see in section 3, this has important, practical implications for language teachers, whose daily routine includes making informed decisions about how learners' output should be tested, assessed and evaluated. The crux of the matter lies in the fact that while native-speakerism (Holliday, 2005) is still widely accepted as the dominant pedagogic principle in second language education – consider, for instance, the institutional role of the *European Framework of Reference for Languages:*

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1 ELFA corpus, 2008. Director: Anna Mauranen. <http://www.helsinki.fi/elfa/elfacorpus>

2 VOICE, 2009. Director: Barbara Seidlhofer. <www.univie.ac.at/voice/index.php>

3 ACE, 2014. Director: Andy Kirkpatrick; Researchers: Wang Lixun, John Patkin, Sophiann Subhan. <http://corpus.ied.edu.hk/ace/>

Leaning, Teaching, Assessment (CEFR)[4] within the European Union, and its use in the certification of learners' competencies[5] – the reality of English as the primary world language is that of an unstable, plurilithic, de-standardised language that, at least in the present situation, is not possible to teach as such[6]. In a nutshell, we may argue that a synchronic approach to ELT reveals the existence of two opposing tendencies in mainstream language education: on the one hand, the English of schooling is still the encoded NS variety that is commonly referred to as SE; on the other hand, the unprecedented global spread of English has accelerated the process of language transformation that is typical of language contact situations, and that should be the harbinger of a deep pedagogic renewal in second language education. It appears reasonable to conclude, therefore, that there has been no immediate correspondence between the results of scholarly research into ELF and the impact that these findings are expected to have on second language education. ELF studies are indeed giving a great contribution to enhance a deeper understanding of how natural languages tend to change in time and are co-constructed by their users in real contact situations. However, it seems inevitable that unless language changes develop and consolidate in the wider community of ELF speakers, divergent non-standard forms will still be considered to be part of a common, mutually intelligible dialect *continuum* that is unfit for the English classroom. It goes without saying that decisions regarding the acceptability of variant ELF forms are not exclusively based on a linguistic criterion (e.g. comprehensibility of utterances, pragmatic relevance of discourse, etc.), but rather depend, as it has always been the case, on sociolinguistic, sociopolitical and cultural factors. Taking the following comparison with due caution, and making all necessary distinctions, we may find a historical precedent of this situation when Latin became the official language of the vast Roman Empire, and the dominant lingua franca:

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4 https://www.coe.int/en/web/common-european-framework-reference-languages

5 Here in the list of certification boards officially recognized by the Italian ministry of education (MIUR, https://www.formamentisweb.it/certificazioni-linguistiche-riconosciute-dal-miur/).
All companies are located in the UK, Ireland and Malta:
• Cambridge Assessment English; • City and Guilds (Pitman); • Edexcel /Pearson Ltd; • Educational Testing Service (ETS); • English Speaking Board (ESB); • International English Language Testing System (IELTS); • Pearson – LCCI; • Pearson – EDI; • Trinity College London (TCL); • Department of English, Faculty of Arts – University of Malta; • National Qualifications Authority of Ireland – Accreditation and Coordination of English Language Services (NQAI – ACELS); • Ascentis; • AIM Awards; • Learning Resource Network (LRN); • British Institutes; • Gatehouse Awards Ltd; • LanguageCert.

6 Jenkins, J. Personal communication, GlobEng: International Conference on Global English, University of Verona, 14-16 February 2008.

As a contact language, Latin spread mostly orally. […] The majority of citizens where illiterate and uneducated, so they were not fluent in Latin, which was perceived as a foreign language, i.e. an L2. Consequently, they probably developed a local variety of Latin that suited their communicative needs, which resulted from the contact between the substrate and the superstrate languages. […] Besides, we should also consider that there was a situation of diglossia within the Roman Empire, whereby literary Latin was opposed to local vernaculars, and the latter were gradually prevailing. […] Vulgar Latin had begun its differentiation in the Mediterranean area, in a historical period that is difficult to determine precisely, but at some point between the late Imperial age and the High Middle Ages, giving rise to proto-Romance, and later on to Romance languages. (Grazzi, 2013: 28-29)

Today, English is spreading worldwide not only orally, but also in its different written genres and via a multiplicity of mass media, including the Internet. Moreover, it is taught in schools and universities as a compulsory subject and is used as a means of instruction for a growing international population of literate students. None the less, what we may observe is that even though NS varieties of English (particularly American English and British English) are normally considered *the real thing,* and SE is the dominant reference model in language education and academia, multiple forms of ELF are naturally emerging whenever English is used as a contact language in authentic multilingual and multicultural communicative contexts (e.g., on the Internet), or as the language learner's language. Because most ELF-users have been attending or attended institutional English courses, we may presume that the occurrence of deviations from standard norms may either be considered: a) developmental errors that are part of each student's idiosyncratic built-in syllabus (Corder, 1981); or b) the legitimate offspring of novel language forms that originate from the contact of interlocutors' different native tongues and English, in their attempt to negotiate meanings. Making a clearcut distinction between these two categories is a daunting task, first of all because, as it is often the case, the difference between ELF non-standard lexicogrammar forms and developmental errors is not superficially self-evident (i.e. they may look the same to an external observer, e.g. the language teacher), but may in fact be the outcome of different psycholinguistic processes or strategies[7]. In both cases, anyway, it should be observed that language variability should not be intended as evidence of deficient learning, but rather as a sign of ELF-users/students' *agency* (Bruner, 1990), that is their ability to interact

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7 An overview of a European project entitled *Intercultural Telecollaboration: Italy-Finland* is presented in Grazzi, 2018: 139-169. Here the author discusses different typologies of ELF features from a small corpus that was compiled during field research with a group of Italian and Finnish high school students.

within a multilingual and multicultural communicative context and use language as a cognitive tool to co-construct knowledge about language. Following Vygotsky's (1978) sociocultural theory of mind, Swain (http://www.celea.org.cn/2007/keynote/ppt/Merrill%20Swain.pdf) calls this process "languaging, i.e. using language to" mediate cognitively complex ideas.

Hence, it would be a logical assumption that the teacher's decisions regarding the acceptability of ELF forms within educational settings had rather be based on a compromise between two apparently incompatible purposes: a) maintain focus on NS English as a "target language orientation" (Kohn, 2011: 80); and b) allow learners to appropriate English and mediate the construction of their identity as successful L2-users by supporting their lingual "capability [i.e. their] strategic ability to make communicative use of linguistic resources, including those of the learners' own language" (Widdowson, 2013: 192) As Widdowson (2013: 191) points out,

> [Learners] are likely to conform to prescribed forms only to the extent that these are taken to be functionally relevant, trying to do with the "foreign" language what they do with their own. […] In this respect, the contexts of learning and use naturally converge. […] The conventional view of language pedagogy […] is that its purpose is to promote a conformist mode of learning that is teacher determined – in other words, not to relate learning to use but to conflate it with teaching. From this conventional point of view, any non-conformity is a learning failure, a mistake to be eventually corrected. But in the alternative view, it is evidence of learning as use, which is to be encouraged.

Essentially, we may assume that learners' language use becomes a unifying factor that shows the inconsistency of considering English as a foreign language (EFL) and ELF two entirely different concepts. In fact, we may argue that making a distinction between the identity of the second language student who attends a regular course and has to conform to the norms of SE, and the identity of the ELF-user who participates in authentic international communication and is not constrained by the same language paradigm is rather specious, as it would fragment the unity of the person. Instead, it would seem more appropriate to consider the contextual differences where L2 development takes place. Therefore, we could say that a focus on language use provides a common framework in applied linguistics, whereby it is the study of the learner/speaker's voice to be prioritised. As Grazzi (2013: 67) contends,

> From a sociocultural point of view EFL and ELF shared the same conception of language as social action, and this explains their tendency to converge and be complementary in the speaker/learner's performance inside and outside the learning environment.

By way of concluding this quick synopsis of how the concept of second language learners' errors has evolved in the history of applied linguistics, I would like to take into consideration two fundamental principles, namely the *idiom principle* and the *open choice principle* (Sinclair, 1991), which have contributed to a redefinition of the cognitive processes behind language acquisition in the post-Chomskian era. Because of space constraints, I will not provide a definition of Sinclair's principles here, so I will assume that the reader is already familiar with them. In particular, my intent is to consider how these two principles work in second language development from a cognitive point of view, because they can also shed light on the genesis of learners' non-conformity to standard lexicogrammar norms.

Skehan (1998: 37) points out that

> Producing speech seems to be much more a case of improvising on clause-by-clause basis, using lexical elements (localized sentence stems, or lexical phrases) whenever possible, to minimize the processing demands. Then, as ends-of-clauses are approached, improvisation skills allow us to tack one clause on to the next (usually, but not always) because we have a wide repertoire of lexicalized sentence stems which can 'fit' given syntactic constraints that have been set up by our previous lexically-based improvisations. And, in any case, as a last resort we can 'push down' to first-principled approaches and produce language generated from rules if we have to, because a satisfactory 'bespoke' ready-made lexicalized sentence stem has not presented itself. (Sinclair 1991)

This entails that fluency in natural speech depends on the accessibility of the speaker to a large, memorized repertoire of socially shared lexicalized sentence stems or lexical phrases (Nattinger & De Carrico, 1992), which are based on form-meaning relationships (usually referred to as *collocation* and *colligation*). The conventional meanings attached to language chunks is the prerequisite for mutual comprehension. In addition, "Such lexical elements are used, therefore, to pick one's way amongst agreed meanings, while minimizing the need for extensive ongoing speech planning." (Skehan, 1998: 37). Naturally, the individual speaker is able to either create brand new chunks or combine existing ones in new and non-conventional ways by generating new utterances that verbalize and negotiate new meanings. This allows their personal voice to be expressed. As regards language education, the idiom principle and the open choice principle have important pedagogic implications in second language learning/teaching. NS fluency and accuracy might in fact be defined as the NS's ability to select the appropriate memorized chunks, to produce accurate and pragmatically effective discourse. Consequently, when NS competence is the target model in ELT, they consider proficient learners those whose English may *sound idiomatic*, i.e., those

who say what a NS is expected to say. Hence, even though learners may produce accurate utterances, these would not be considered native-like if language chunks, and word collocations did not match the TL system. Such view, however, reinforces a conservative approach to ELT, that is based on native-speakerism rather than, as has already been said, on a plurilithic dimension of English (Pennycook, 2009; Graddol, 2006) which values the creative potential of NNS discourse. Thus, we may claim that because language and culture are intrinsically connected, the aim of a student/ speaker of English is not necessarily to sound native-like in order to be accepted within the community of NSs, but rather to be able to express their different identity in intercultural communication, which is indexed by the use and/or creation of non-canonical expressions (e.g., see Batsiakas, 2016; Cogo, 2016; Pitzl, 2009; 2012; 2016; Vettorel & Franceschi, 2016). It seems quite obvious that the repertoire of language chunks that a NS has internalized, and their level of accuracy do not compare to that of a NNS, first of all because the contact time of a NS and of a NNS with English is out of proportion. As Swan (2012: 383) observes,

> […] the linguistic breadth and accuracy which young mother-tongue speakers have acquired after, say, 50,000 hours of exposure cannot conceivably be approached in the few hundred hours that are generally available to secondary-school language learners.

So, it seems reasonable to believe that lexicogrammar differences between NS varieties of English and ELF may originate in the different implementation of the idiom principle and the open choice principle. For instance, whereas a NS may resort to the former to combine a number of ready-made language chunks when creating utterances, a NNS who has not internalized such lexical phrases may either resort to the open choice principle, and create utterances that could be correct, albeit not native-like, or resort to their L1 and transfer language chunks that carry a stronger linguacultural connotation.

Research, as has been previously pointed out, has approached the reality of ELF with an open attitude that rejects the idea that ELF features should be automatically classified as errors. Instead, what has been suggested is that such language variations should be accepted as optional uses of English, provided they do not affect comprehensibility. It should be made clear, in any case, that it is up to the language teacher to decide whether, in the local situation, it is better to: a) accept deviations from standard norms; b) provide learners with corrective feedback; or c) stimulate students' mutual scaffolding in a zone of proximal development (Vygotsky, 1978; Lantolf & Thorne, 2006).

In the next section, I am going to comment on some relevant findings of a teacher

survey on ELF that was carried out in Italy as part of the national interest research project (PRIN) that constitutes the main topic of this book. In particular, I am going to focus on how respondents have approached ELF and learners' non-standard use of English in the language classroom.

The teacher survey on ELF: teachers' attitudes towards language variation in the English classroom[8]

This section discusses the responses from the following sub questions of the teacher questionnaire referred to above: Q21.2, Q21.4, Q21.5 and Q21.12. Respondents were asked to state whether they agreed or disagreed with the statements contained in each item using a scale from 0 (strongly disagree) to 5 (strongly agree).

■ *Q21.2 Teachers should correct learners' errors in class because these tend to cause a breakdown in communication.*

This item is about a critical issue the research team wanted to explore in our questionnaire for teachers of English, that is their attitude towards learners' deviations from standard norms (i.e. errors). Data in Table 1 indicate that most respondents (57.86%) tend to avoid extreme forms of agreement or disagreement, and express a less radical stance, with values ranging mostly between 2 and 3. This could be interpreted as a form of teachers' flexibility when they have to decide if and when learners' errors should be corrected. This gives them broad discretion in setting priorities as regards learners' accuracy versus learners' fluency in English. We may argue that this is in line with the principle of intelligibility that is inherent to ELF theory. Therefore, even though respondents normally adopt SE as their reference model in ELT (as will be shown in the following point), they are prone to tolerate students' errors as part of the learning process and opt for a selective approach to correction, whereby learners' achievement of their pragmatic goals in communication takes priority over conformity to standard phonological and lexicogrammar norms. Data in Table 1 also show that the percentage of respondents who expressed a more marked disagreement with the statement in Q21.2 (columns 0 and 1), or a more marked agreement with it (columns 4 and 5) is essentially the same: 20.71% and

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8 This section contains material that has already been published in section 1 of Grazzi, E. & Lopriore, L. (2020). ELF awareness for teacher education in Italy: attitudes and actions. *Estudos Linguìsticos e Literàrios*, N. 65 (2020), 69-89.

21.42%, respectively. This indicates that more extreme positions regarding the correction of learners' errors should not be considered to be negligible.

Table 1

	0 (Strongly disagree)	1	2	3	4	5 (Strongly agree)	Total
Q21.2 Teachers should correct learners' errors in class because these tend to cause a breakdown in communication	3.57% 5	17.14% 24	27.86% 39	30.00% 42	15.71% 22	5.71% 8	140

■ *Q21.4 Non-native English language teachers should adopt standard English as their target model*

As we can see in Table 2, data show that most respondents expressed great appreciation for the traditional SE model in ELT. If we combine the figures of those who answered 3, 4 or 5, we have a total percentage of 71.43% of those who agree or strongly agree with the statement in Q21.4, against a minority of 28.57% of those who answered 0, 1 or 2 to express their disagreement. Provided that our sample is not representative of all teachers of English in Italy, these results suggest that native-speakerism is still heavily influencing the orientation of the target L2 pedagogical model in this country. This entails that it is still the monolithic conception of SE that inspires language teachers and permeates the Italian educational approach to ELT, notwithstanding the plurilithic dimension of English as the primary global lingua franca, and given the high variability factor that is intrinsic to World Englishes. Everything said, however, it would be misleading to portray language teachers as the committed gatekeepers of orthodoxy, for the teacher survey has revealed that in fact they tend to encourage learners' linguistic creativity (Pitzl, 2012) as part of the communication process, as we shall see in the next point.

Table 2

	0 (Strongly disagree)	1	2	3	4	5 (Strongly agree)	Total
Q21.4 Non-Native English language teachers should adopt standard English as their target model	7.14% 10	6.43% 9	15.00% 21	25.00% 35	27.86% 39	18.57% 26	140

■ *Q21.5 Teachers should encourage students to experiment with new language forms to communicate meaning*

Statements in Q21.4 and Q21.5 were sequenced together on purpose. They represent two opposite attitudes in language teaching: the former tends to reaffirm the exonormative role of SE, which is conceived of as the prototypical model of correct English; the latter, instead, emphasises teachers' open approach towards learners' natural tendency to resort to language creativity and communication strategies to carry out verbal interaction successfully. Consequently, one would expect answers to Q21.4 and Q21.5 to be diametrically opposed. Instead, data in Table 3 show that none of the respondents expressed their strong disagreement with the statement in Q21.5 (0% answered 0 o 1), a minority expressed a mild disagreement (2.14% answered 2), 13.57% answered 3, expressing a mild agreement, and finally a large majority (84.28%) expressed their strong agreement answering 4 or 5.

At a first glance, results in Table 2 and Table 3 might be considered totally contradictory and inconsistent: on the one hand, respondents are openly supportive of NS standards in ELT; while on the other, they do not disregard students' attempts to learn English even through deviations from traditional standard norms. None the less, the analysis of these apparently conflicting results reveals that the learning process that normally occurs within the English classroom depends on the dynamic interplay between the educational reference model (i.e., the idealised competent NS) and the linguacultural, contextual factors that characterise the learning environment. In this view, L2 language learning entails a transformative potential that leaves room for students' experimentation and creativity. Presumably, what the teacher survey has shown through Q21.5 is that respondents either have a clear understanding of, or sense the importance of learners' agency, i.e. their ability to transform target language forms and meanings and adapt them to their linguacultural identity. Therefore, it is reasonable to hold that non-conformity is a typical feature of second language development, regardless of the distinction between EFL and ELF.

Table 3

	0 (Strongly disagree)	1	2	3	4	5 (Strongly agree)	Total
Q21.5 Teachers should encourage students to experiment with new language forms to communicate meaning	0% 0	0% 0	2.14% 3	13.57% 19	40.71% 57	43.57% 61	140

■ *Q21.12 When it comes to English language learners' assessment and evaluation, teachers should only refer to standard English*

Table 4 shows that data are almost equally distributed between teachers who express a variable degree of disagreement with the statement in Q21.12 (47.86% answered 0, 1 or 2), and those who instead express a variable degree of agreement (52.14% answered 3, 4 or 5). This seems to indicate that although most respondents believe that SE is the appropriate reference model in ELT (see Table 2), the leading principle to assess and evaluate learners' competences should not exclusively be based on the students' conformity to the norms. These results are consistent with figures in Q21.2 (Table 1) and Q21.5 (Table 3), so we may assume that most respondents adopt a critical stance towards native-speakerism whenever learners' performance is at stake. This, we should observe, is not only an essential feature of ELT, that prioritises fluency over accuracy, but also of ELF theory, which legitimates variability in Global Englishes.

In conclusion, answers to item Q21.12 suggest that respondents do not have a clearcut, united position on learners' assessment and evaluation. This shows that perhaps language teachers are getting ready to make a "necessary conceptual shift" (Jenkins, 2007: 16) towards an ELF-aware approach to ELT.

Table 4

	0 (Strongly disagree)	1	2	3	4	5 (Strongly agree)	Total
Q21.12 When it comes to English language learners' assessment and evaluation, teachers should only refer to standard English	12.86% 18	15.71% 22	19.29% 27	22.14% 31	20.71% 29	9.29% 13	140

Conclusions

The teacher survey has shown that standard English is still considered the uncontested reference model in ELT by a large majority of respondents, thus revealing that language education is essentially centred, albeit theoretically, on the monolingual paradigm of EFL. Nevertheless, data also indicate that in terms of teaching practice the notion of English as a closed system is actually changing. Findings regarding: a) the correction of learners' errors; b) learners' creative power in language use; and c)

the assessment and evaluation of learners' competencies paint a far more complex picture of the way teachers cope with the current multicultural dimension of second language development.

It seems reasonable to conclude that respondents' tendency to stick to native-speakerism is gradually giving way to a more open-minded attitude towards language variability, which is inherent to the cognitive process of second language acquisition. Hence, it is advisable that in the future the topics investigated by the teacher survey on ELF may be coped with through large-scale teacher-development courses, in order to develop an ELF-aware approach to language education.

Author's bionote

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Part 1 | *Chapter 4*

"Collaboratori linguistici" in Italian universities: NEST practices, attitudes and beliefs

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Abstract

This chapter is aimed at illustrating the findings of the survey administered to almost 80 NESTs working as language assistants in Italian universities and language centres. A 32-question survey was administered in 2017 to investigate native teachers' ELF-awareness, attitudes and beliefs, especially, in English language teaching (ELT) current routines and concerns, models and lesson planning, material development and assessment criteria. The main results will highlight respondents' emerging identities as native teachers as well as their positions and views towards ELF-awareness and emerging New Englishes (NE). In the first part the main data from 75 completed surveys will be presented, highlighting convergences with – and divergences from – the non-native teacher respondents, and constructing a profile of the native English-speaking teacher working in Italian universities (*collaboratori esperti linguistici*, formerly known as *lettori*). In the second part the focus is on the awareness of the growing significance of the role of English as the world's lingua franca, as well as on the role of the native speaker teacher and how this may develop in a possible future framework of an 'ELF aware' English language curriculum. Implications for the need to go beyond the deep-rooted discriminatory dichotomy 'NESTs (native English-speaking teachers) vs. NNESTs' (non-native English-speaking teachers) and for the reconceptualization of the role of the native English-speaking teaches in response to the new societal trends will also be discussed.

Keywords
NESTs; NNESTs; ELF-awareness; teacher education; ELT

Introduction: the debate around native-speakerism and the role of NESTs in the ELT

The research study reported here sets out to explore the main findings from a nationwide survey administered online to native English-speaking teachers (NESTs) working in Italian universities (known as *collaboratori esperti linguistici* or *CEL*). More precisely, data presented in the following sections are part of the research carried out by the PRIN Roma Tre Research Unit, entitled "ELF pedagogy: ELF in teacher education and teaching materials". As said in the previous chapters, the unit members developed two questionnaires, addressed to teachers in charge of English Language Teaching (ELT) in Italy, in order to investigate current practices in English language classrooms, in high schools and at university level.

The research objectives at the basis of the survey (s. Appendix) design are:

a) to investigate native speaker teachers' awareness of the role of English as the world's *lingua franca*;
b) to explore current attitudes in English Language Teaching (ELT) pedagogy and methodology with the aim of developing English as a Lingua Franca (ELF)-aware language teacher education programs, course-books, materials and syllabus design.

In this research perspective, a first step back is required towards the long-standing discussion about 'native-speakerism' and the 'myth of the native speaker'. A range of researchers have worked on these aspects (Holliday, 2005; Kubota, 2009; Leung et al., 1997; Park, 2008; Pennycook, 1994; Phillipson, 1992; Seidlhofer, 1999; Widdowson, 1992; Creese et al., 2014) and fuelled a scientific debate on several issues, from ideological perspectives to the use of terms such as 'native speaker', which cannot accurately describe the nature of many English teachers. Indeed, Kramsch (1997: 363) completely disregarded the term, defining this concept as:

> "an imaginary construct – a canonically literate monolingual middle-class member of a largely fictional national community whose citizens share a belief in a common history and a common destiny."

However, as for language teaching, NESTs working in institutions in Inner, Outer and Expanding Circle countries are thousands and in every type of educational institution from pre-school contexts to universities. Some studies report that it is often believed preferable for NESTs to have either a British or American accent (Galloway, 2013), but preference also extends even to racial aspects of identity (Chen and Cheng, 2010).

In other words, as claimed by Holliday (2005; 2011), English language teaching and learning is still related to the belief that NESTs represent the Western white culture. The steady demand for NESTs is still related to what is termed 'inner circle dominance' (Kachru, 1985), where the Inner Circle represents the traditional countries where English is spoken as first language (i.e. the UK, USA, Australia, New Zealand). In language learning, the preference for a NS model of English, specifically American English and British English, and in particular their grammar, vocabulary and pronunciation, is still prevalent, high status and norm-providing (Hall, 2011). Furthermore, testing and materials in ELT remain oriented to a standard model of English (Jenkins, 2012) and there 'appears to be a firm and blind belief that norms and authentic models' should come from NESTs (No and Park 2008, p. 71).

In contrast to the 'Inner Circle' countries, in which English is a main language of communication amongst speakers, and 'Outer Circle' countries (such as Nigeria, India and the Philippines), in which English has an official function, English in 'Expanding Circle' countries (such as Japan, China and Korea) has no official status and there are no colonial links to Britain or the USA (Deterding, 2010). In this global linguistic landscape, UK and USA varieties of English continue to dominate the ELT practices (Galloway, 2013), and their testing systems (e.g. IELTS and TOEFL) continue to challenge English language learners with fossilized standard models (Jenkins, 2012). As a consequence, for the past thirty years, an insisting polarity between native speakers (NSs) and non-native speakers (NNSs) has developed in the Teaching English for Speakers of Other Language (TESOL) dimension – the so-called nativeness dichotomy. Scholars in the field and professionals have explored this discriminatory dimension and this controversial issue has been further problematized and discussed, in terms of professional equality and teaching quality in the TESOL context.

Again, even though Medgyes (2001: 429) argued that "the English language is no longer the privilege of native speakers", there is still a generalized prejudice against non-native English-speaking teachers (NNESTs). Especially in recruitment issues in ELT profession, employers still have a discriminatory bias in favour of NESTs. According to Selinker and Lakshmanan (1992), the monolingual bias is due to persistent beliefs that non-native speakers of English are life-long language learners. As opposed to this idea, Mahboob (2010) argues that NNESTs use and consider language as a functional entity where the proficiency of the speaker is more related to a successful use of the language for communicative purposes, giving space to NNESTs for the interpretation of ELT in new perspectives and shapes.

Maum (2002) underlined that differentiating among teachers according to their status as native or non-native speakers contributes to the dominance of the native speaker in the ELT market and to the discrimination in hiring practices. While Phillipson

(1992) explicitly denounced the unequal consequences on ELT deriving from the global supremacy and dominance of English worldwide. He aimed at investigating "the ways in which English rules, who makes the rules, and what role the English teaching profession plays in promoting the 'rules' of English" (Phillipson 1992, p. 1) criticizing the unethical treatment of qualified and competent NNESTs as a result of the 'native speaker fallacy', i.e. the prevailing assumption that 'the ideal teacher of English is a NS' (Phillipson 1992, p. 185).

However, at the basis of this terminological debate, there is the assumption, confirmed by several researchers, that defining native and non-native speakers is problematic (Chang, 2007; Liu, 2008; Medgyes, 1994). Being a monolingual speaker of a language and being born in a particular place does not properly adhere to the idea of the native speaker since many native speakers of a language have a multilingual background and monolinguals may be the exception rather than the norm, or even an idealization (Maum, 2002). And to conclude, as underlined by Lee and Canagarajah (2019, p. 354):

> in the context of globalization and transnational mobility, both "NES" and "NNES" teachers can develop translingual competence that shapes their identities. If what is essential for language teachers is to recognize students' language practice in their own right and leverage their entire semiotic repertoire […], we need to reflect such disposition and practices in theorizing language teacher identity.

Collaboratori linguistici as guardians of standards: NEST practices and perspectives in the Italian context

The NEST in Italian universities is generally the mother tongue language teacher who cooperates with the language Professor who (very often) is a non-native speaker. In Italy the general term that has traditionally referred to the L1 Language Assistant is *lettore* or, more precisely, *collaboratore esperto linguistico*, i.e. CEL. In Italy, language assistants may operate in language centres (i.e. CLA) or at university both in Foreign Languages Departments and in other Departments.

As a matter of fact, many language teachers have started their career as *collaboratori linguistici* or *lettori di lingua* at school or university. Some of them are employed in language centres; other NESTs work together with Italian teachers in faculties of foreign languages and cultures; others work in non-linguistic faculties or departments where foreign languages are not the main disciplines. In both cases, NESTs may have different roles: in language centres, once objectives of the language course have been

defined, CELs are essentially autonomous teachers. On the contrary, NESTs working in degree courses adapt their work on the Italian teachers' guidelines and demands. In revisiting their roles, it is also important to consider that working with language learners is often very different from working with learners who study engineering or physics. This means teaching to people who may have a totally different motivation in learning a new language and, as a consequence, CELs have to adapt their teaching methodologies and practices according to different contexts, competences and objectives.

As underlined by Balboni (2015a), a regulatory as well as terminological gap persists behind a clear-cut definition of the roles assumed by NESTs in Italian educational contexts.

In practice, the NESTs usually have very specific roles: they do not plan the syllabus, but can collaborate with NNESTs in doing it; they can select autonomously the authentic materials to be used in class but not the coursebooks; their relationship with their students is less formal compared to a NNES teacher or a professor and they can test on students, especially to evaluate their language level and proficiency, and give suggestions for their assessment, yet never without the support and the supervision of the language Professor. They facilitate and assist the acquisition of a second language but in defining their roles, especially in the academic context, no space is explicitly left to a direct and independent function concerning didactics and assessment. However, bibliographic references on previous studies specifically related to NESTs in Italy are very rare and this is confirmed by Balboni (2015b) who states that the literature on foreign mother tongue teachers is very poor if not totally absent in Italy.

In this sense, the present study proves to be doubly interesting since it draws attention on the importance of hearing both voices, namely the NNEST respondents' and the NEST ones', on the key-objectives of the research. This is also confirmed by the results coming from the survey, in terms of the size of NESTs reached and the quality and value of their response.

In the following sub-sections, relevant data about the interviewed NESTs and their current teaching practices and behaviours will be presented.

Participants and methodology

The data were collected by means of an online questionnaire, consisting of 32 questions. It was administered from November 2017 to April 2018; the respondents were recruited throughout Italian state and private universities, and University

Language Centres (*Centri Linguistici d'Ateneo*). The participants who completed the survey were 75 *collaboratori esperti linguistici* (72% female and 28% male). The majority of them were over 50 years of age and from Great Britain. Their pluri-linguistic background is quite dynamic: most of them claimed to speak three L2s with a good level of proficiency (B1-B2). As for their education, 30% of the respondents had completed a post-graduate course or a master's degree in English Studies or other disciplines (e.g. history, humanities, economics, and political science). As for ELT, most of them had obtained further qualifications, such as PGCE, Italian teaching certification, BA, CELTA, DELTA, TESOL, TEFL[1], and 83% had attended at least one English language pre- or in-service teacher-education course.

50% of the respondents work in the central regions of Italy in state or private universities, as well as CLAs and high schools, most of them have done so for less than five years and only 23% of them for more than thirty years. Over 60% had had other previous working experience as language teachers in different private and state institutions such as banks, hospitals, companies, public institutions, and above all private language schools.

After these demographic background questions, the survey focused on the respondents' attitudes and experiences concerning ELT, English as a lingua franca (ELF) and their teaching practice.

Results and discussion

The questions concerning ELF-awareness revealed interesting attitudes towards the issue: when asked about their 'nativeness' and their use of a standard variety of English in their teaching experience, almost 100% replied that they considered themselves native speakers and all of them claimed that they usually employ a standard variety of English during their lessons. On the other hand, when asked whether they also use a non-standard variety of English in class, 30% of the respondents answered 'yes'.

Teachers were asked to choose, from a list of well-known terms in ELT, the most familiar ones by giving a definition. The terms presented were: Standard English (SE), World Englishes (WE), English as a Lingua Franca (ELF), English as an International Language (EIL), English as a Native Language (ENL), English as a

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1 PGCE - Postgraduate Certificate in Education; TEFL - Teaching English as a Foreign Language; TESOL - Teachers of English to Speakers of Other Languages; CELTA - Certificate in English Language Teaching to Adults; Diploma in English Language Teaching to Adults.

Second Language (ESL), English as a Foreign Language (EFL), Communicative competence, Intercultural competence, and Language & Cultural Mediation.

Most of the teachers reported being familiar with 'Standard English', 'Communicative Competence', and interestingly, 'English as a lingua franca'. In addition, they were asked to find an appropriate definition for the selected terms. Among others, words used to define ELF confirmed the prevailing familiarity with the key-concepts of 'mutual intelligibility', 'cross-cultural communication' and 'accommodation strategies'; their comments included "ELF is English used as a vehicle for international communication", "across cultures", "among speakers of different foreign languages" or "Communicative efficiency is more important than accuracy. Cross-linguistic influences that do not impede communication are well-tolerated".

An awareness of and attention to the current debate on 'ELF in ELT' also emerge: "Debate still rages about whether it is a separate language form or not, and whether or not it should be taught as such".

Another set of questions was devoted to their perception of the professional profile of English Language Teachers. Respondents were asked what competences, skills or qualities they thought can contribute to making a successful English teacher today. The majority of them claimed that the most important aspects in ELT are engaging students and developing a good rapport with them, being able to adapt teaching plans, activities and materials according to learners' needs and context of use, and being a native speaker of English (65%).

One of the key questions in the present research concerns teachers' perception of their own teaching contexts:

> Q31: Think about your own teaching context. Please state whether you agree or disagree with the following statements about English Language Teaching:
> 31.1 English language learners prefer to have native speakers of English as their teachers;
> 31.2 Teachers should correct learners' errors in class because these tend to cause a breakdown in communication;
> 31.3 The students' L1 and sociocultural identity are resources that can enrich English language teaching/learning;
> 31.4 Native teachers of English should adopt only British or American standard English as their target model;
> 31.5 Native teachers of English should adopt their own mainstream variety of English as their target model;
> 31.6 Native teachers of English should encourage students to experiment with new language forms to communicate meaning
> 31.7 Native teachers of English should aim at promoting a "successful user of English" model for their learners;

31.8 Developing communicative strategies is more important than learning to use correct grammar;

31.9 English language learners should also be exposed to varieties of English including English spoken by non-native speakers;

31.10 Native language teachers of English should avoid using authentic materials which contain non-standard forms of English;

31.11 Language learners' communicative competence should include their ability to negotiate meaning with both native and non-native interlocutors;

31.12 Native teachers of English should include in their teaching video or audio recordings/multimedia of a variety of non-native English speakers;

31.13 When it comes to English language learners' assessment and evaluation, teachers should only refer to British or American standard English;

31.14 English language learners should preferably be exposed to and asked to notice and compare samples of both native and non-native speakers using English, through the use of authentic videos;

31.15 English language assessment criteria should include learners' use of communicative and mediation strategies;

31.16 English language learners should use correct language forms when speaking English.

Respondents replied by showing a clear-cut opinion about each issue, since questions required a 5-point Likert-scale[2] answer and most of the teachers positioned themselves on the extreme response categories (namely 'not at all' or 'strongly agree'). More specifically, the majority of them agreed that: (i) English language learners prefer to have native speakers of English as their teachers; (ii) the students' L1 and sociocultural identity are resources that can enrich English language teaching/learning; (iii) native teachers of English should aim at promoting a "successful user of English" model for their learners; (iv) English language learners should also be exposed to varieties of English including English spoken by non-native speakers; (v) language learners' communicative competence should include their ability to negotiate meaning with both native and non-native interlocutors; (vi) native language teachers of English should use *authentic* materials which contain non-standard forms of English.

Another important key question concerned current ELT practices. Teachers were explicitly asked whether they present any non-native varieties of English in their lessons. 69% replied 'yes' (88% of them specified 'World Englishes') while the remaining 31% claimed that they do not include non-native varieties in their teaching content because

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2 The 5-point Likert scale has been chosen for the present survey in order to cover degrees and nuances of opinion that may reveal respondents' significant positioning and help define feedback and responses in detail.

(i) their students' objectives and wishes are to learn SE (Standard English) and work in a native context; (ii) non-standard materials are incomprehensible, uninteresting or useless, if not counterproductive; (iii) International English examination boards do not tend to incorporate NNES variations of English in their exams.

On the other hand, 83% of respondents claimed that they mention today's use of ELF in their lessons. Therefore, they were asked to define the ELF contexts they take into consideration and most of them referred to the specialized discourse of business, advertising and tourism; other respondents stressed the importance of international and cross-cultural interactions in academic and professional settings, and of learners' intercultural competence; some respondents defined ELF contexts useful and effective mentioning ELF in order to present deviations from Standard English phonetics and phonology and non-native speakers' accommodation strategies.

In the final question, respondents were asked about the use of a course-book and the features that guide them in their choice. 83% of them replied that they use a course-book during their lessons. Apart from those who admitted that the course-book is not a free-choice option, others select the course-book according to the balance it offers between skills, topics and (only rarely) the presentations of varieties of English or different cultures. 17% of respondents prefer (or are free) to use online materials and authentic resources which are not available in traditional course-books.

NNESTs vs. NESTs: new perspectives?

As stated in the introduction, the survey administered to NESTs or *collaboratori linguistici* was planned and constructed within the framework of a nationwide research regarding current ELT teaching practices and ELF-awareness in Italian teaching contexts. The ultimate aim of the survey reported in the present study is to find possible helpful co-relations with a previous survey within the above mentioned research study, administered to Italian secondary school teachers.

First of all, an introductory demographic remark needs to be made: the two samples were quite different since Italian teachers outnumbered the English ones (197 vs. 75), they are considerably younger (47% under 49) and have taught English for less time than the NS respondents (42% less than 10 years).

Three key questions were selected for the contrastive analysis of data collected from the two surveys: (i) the definition of familiar ELT terms; (ii) the perception of ELT contexts and behaviours; (iii) the choice of course-books.

As for the selection of the three most familiar terms, NEST respondents sided with the Italian teachers: the majority of NNESTs chose 'Standard English', 'Communicative

Competence', and 'English as a lingua franca', as well.

ELF is mostly defined as the spoken variation of English used to connect speakers and users from different L1 backgrounds. All in all, the prevailing trend for Italian teachers in defining ELF appears more unidirectional and homogeneous than in the NEST survey.

Italian teachers were also asked to indicate which competences, skills or qualities they think can contribute to making a successful English teacher today. Most of them claimed that: (i) they regularly attend teacher education courses/seminars; (ii) engage students and developing a good rapport with them; (iii) are able to adapt teaching plans, activities and materials according to learner needs and context of use; and (iv) select materials from the Web and using authentic audio/video materials including texts in non-standard. This is consistent with the NESTs' responses, except that Italian teachers are more sensitive towards: (i) the advantages of professional development and the potential for authentic materials in ELT (79% of select and employ materials from the web and social media, including non-Standard English, and encourage students to watch TV series and films in English at home, vs. 69% of *collaboratori linguistici*); and (ii) the importance of preparing students for international English Language certificates (71% of NNESTs agree or strongly agree on that point, vs. 62% of NESTs). In contrast, NESTs consider more important the collaboration with colleagues of other subjects (8.3% vs. 64%) and the reference to CEFR descriptors in planning their teaching activities (64% vs. 51%).

As for the teaching context, NNESTs strongly believe that: (i) English language learners should also be exposed to varieties of English, including English spoken by non-native speakers, and that (ii) language learners' communicative competence should include their ability to negotiate meaning with both native and non-native interlocutors. Hence, Italian teachers seem to consider plurilingualism and intercultural competence as an asset in language education.

As for course-books, NNESTs claim that the balance among the skills and the supporting video/audio materials are the most influential criteria in their choice. Similarly to what has been seen with NESTs, only 11% of the Italian respondents maintained that they do not use a course-book but a personal syllabus consisting of activities, simulations, games, authentic texts downloaded from the internet, audiovisual materials, edited by both teachers and students, following a "situational approach".

ELF-awareness was further measured by means of an explicit question:

> Do you ever mention today's use of English as a lingua franca (ELF) in your lessons? (Q25)

83% of respondents claimed that they mention today's use of English as a lingua franca (ELF) in their lessons. Therefore, they were asked to define the ELF contexts they take into consideration and most of them referred to the specialized discourse of business, advertising and tourism; other respondents stressed the importance of international and cross-cultural interactions in academic and professional settings, and of learners' intercultural competence.

Some respondents defined ELF contexts useful and effective mentioning ELF in order to present deviations from Standard English phonetics and phonology and non-native speakers' accommodation strategies:

▸ "I teach business English at university level so often have to make students aware of the fact that they will be using English with other non-native speakers".
▸ "Advertising in particular, internet, tourism and travel".
▸ "There is a lot of input, we are surrounded by English as LF (lingua franca) - menus, manuals, settings, brand names".
▸ "Holidays and contact with international students".
▸ "In a global context -in every sphere from commerce to education, to tourism".

The responses to the final questions of the survey suggest that, if, as we noted above, NNESTs in Europe (reluctantly) focused on native speaker norms, native speaker *CEL* are unwilling to be shackled to the same norms. The statement (Q31:4)

Native teachers of English should adopt only British or American standard English as their target model

drew only a 5% response of 'strongly agree', while 22% of respondents strongly disagreed. This is followed by a series of statements targeting the attitude of NESTs in promoting non-native English(es), which produce a clear consensus in favour of non-native forms and varieties making an appearance in the classroom. The statement (Q31:9)

English language learners should also be exposed to varieties of English including English spoken by nonnative speakers.

has no respondent in disagreement, and a convincing majority (57%) who 'strongly agree', while an overwhelming majority (81%) disagree, or strongly disagree, that they should avoid using authentic materials which contain non-standard forms. Even assessment norms are dealt a blow, with only a minority (34%) of *CEL* believing that

test materials should refer 'only to a British or American standard'. In the analogous question in the NNEST survey, in keeping with previous research findings we have cited, 52% of teachers declared they were in favour of a single standard, showing themselves to be more deferent to native speaker norms than the CEL.

Conclusions: possible futures roles for NESTs

The previous outline stimulates further reflections on the new roles that NESTs may assume in the language classroom at school, in a language centre or in the Italian universities.

The picture of the CEL which emerges from the survey represents an experienced professional who is aware of the emerging "new Englishes" and the use of English as a Lingua Franca. At the same time, the role of the native speaker teacher as a "gatekeeper" for assessment and evaluation, in a shifting European academic context, seems to be inevitably dismissed.

NESTs are aware of the need to bring innovation and more attention on the new multilingual scenarios to the classroom, while at the same time an uneasy relationship with the notion of 'standard' emerges, which in part may be induced by the awareness of the changes in the teaching scenarios. In this perspective, CELs become central in preparing students for mobility periods abroad or in assisting teachers lecturing in English at university, as well as in training administrative staff to interact with an international audience.

Perhaps the most illuminating item in the survey – inasmuch as it elicited overwhelming agreement – was the statement (Q31:11):

Language learners' communicative competence should include the ability to negotiate meaning with both NS and NNS interlocutors.

Nobody disagreed with this; 58 out of 75 agreed or strongly agreed, providing further evidence that the *CEL* in our survey, with their long experience of working in Italian universities, have a clear idea that the future needs of Italian students for English are inevitably linked to its development as the world's lingua franca.

The outline of the NESTs which emerges from the survey is thus one of experienced instructors who are aware of the importance of emerging multilingual and multicultural landscapes. They are also conscious of the spread of New Englishes and ELF but are still faithful to traditional beliefs on native-speakerism and learners' perceptions.

What explicitly emerged is the need for a reappraisal of the role of the native speaker

teacher as a language assistant his/her traditional gatekeeping function. As argued by Newbold (2019), with the multilingual and multicultural evolution of classrooms, at school and at university, the function of NESTs may be relocated towards the promotion of initiatives useful for ELF communication, or in the training of students for study periods abroad, or in the active assistance to lecturers in English language and translation courses, or in the fostering of international institutional contacts and cooperative project design. In this sense the concept of 'being a native speaker' is completely revalued and called to action: NESTs may become language facilitators for NNESs because they are successful users of English in an international context, in addition to being experienced teachers.

The contribution that NESTs may also make to the development of courses and teacher education programs, to course-books, teaching materials, curriculum design and, of course, to assessment practices, gives new vital power to their nature and potential, often undermined by the label of 'native-speakerism'. And as established in the research objectives, new roles for both NESTs and NNESTs may be considered in the contribution they may have in the revisiting process of education policy and teacher training in the age of ELF, social media and ICTs to which learners are constantly exposed, especially as language users in their out-of-class experiences.

Data emerging from this study suggest the need for a scientific discussion on new roles that NESTs may interpret in Italian teaching contexts where a successful user of English in an international communication, as well as being a trained teacher, would be more appropriate than an idealistic qualification as a 'native speaker'.

In this respect, further investigation might aim at involving students in the exploration of attitudes and beliefs. Learners' perceptions of teaching models and practices they are offered, as well as their biases or prejudices towards NES and NNES instructors, would give interesting and essential evidence and suggestions. A successful and balanced reflective process, besides taking into account insights coming from teachers, should not ignore the other side of the second language educational process, that of learners and the amount of inputs it could provide.

Author's Bionote

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Appendix

The survey administered to NESTs working as language assistants in Italian universities and language centres:

Q1: Gender:
Q2: How old are you?
Q3: Nationality:
Q4: City where you work:
Q5: What other language/s do you know?
Q6: Please indicate your level of proficiency for each language:
Q7: What is the highest level of formal education that you have completed?
Q8: Please indicate the main area of your university curriculum:
Q9: Further qualifications in teaching English:
Q10: What type of institution(s) have you worked for so far?
Q11: How long have you taught English?
Q12: What country are you from?
Q13: Do you consider yourself to be a native speaker of English?
Q14: Do you normally use a standard variety of English in your teaching?
Q15: Do you ever use a non standard variety of English when you speak in class?
Q16: How familiar are you with the following terms?
16.1. Standard English (SE) Very familiar
16.2. World Englishes (WE) Very familiar
16.3. English as a Lingua Franca (ELF) Very familiar
16.4. English as an International Language (EIL) Very familiar
16.5. English as a Native Language (ENL) Very familiar
16.6. English as a Second Language (ESL) Very familiar
16.7. English as a Foreign Language (EFL) Very familiar
16.8. Communicative competence Very familiar
16.9. Intercultural competence Very familiar
16.10. Language & Cultural Mediation
Q17: Please choose 2 or 3 of the following terms you feel you are 'very familiar with'.
Q18: Please define the terms chosen in 17. in your own words:
Q19: Have you ever attended any English language pre- or in-service teacher-education courses?

Q20: If you answered YES, please indicate only the ones – maximum 3 – that you regard as the most influential on your teaching profession. List them in order of importance, specify the course © names, and briefly specify the reasons ® you regard them as influential.
Q21: Please indicate which competences, skills or qualities you think can contribute to making a successful English teacher today:
20.1. To be a native speaker of English
21.2. To regularly attend teacher education courses/seminars
21.3. To collaborate with their colleagues
21.4. To integrate the use of digital technology in English language teaching (ELT)
21.5. To encourage learners to use social media and to bring samples of authentic English into the classroom
21.6. To engage students and develop a good rapport with them
21.7. To be able to adapt teaching plans, activities and materials according to learner needs & context of use
21.8. To prepare students for international English certifications
21.9. To select different forms of assessment & self-assessment and evaluation criteria according to different learning tasks
21.10. To select materials from the Web & use authentic audio/video materials including texts in non-standard English
21.11 To be open to including varieties of English besides Standard English in the syllabus
21.12 To regularly watch TV series and films in English at home
21.13 To refer to and use the CEFR descriptors when planning activities and assessment tasks
Q22: Do you ever present any non-native varieties of English in your lessons?
Q23: If you answered YES, what varieties in particular?
Q24 If you answered NO, could you say why?
Q25: Do you ever mention today's use of English as a lingua franca (ELF) in your lessons?
Q26 If you answered YES, what contexts do you take into consideration?
Q27 If your answer is NO, could you say why?
Q28: Do you regularly use a course-book in your lessons?
Q29: If you answered YES, what guided you in your choice of the course-book? (only mark the two most important ones):
29.1 the balance among the skills
29.2 the supporting video/audio materials
29.3 the topics
29.4 the authenticity of the language learners are exposed to
29.5 the grading and sequencing of materials
29.6 the representation of different cultures

| 29.7 the approach used |
| 29.8 the varieties of English/es used |
| 29.9 the use of authentic audio/video input |
| 29.10 other: |
| Q30: If you answered NO, can you explain why? |
| Q31: Think about your own teaching context. Please state whether you agree or disagree with the following statements about English Language Teaching. (Please use the following scale from 0 - (strongly disagree) to 5 - (strongly agree): |
| 31.1 English language learners prefer to have native speakers of English as their teachers |
| 31.2 Teachers should correct learners' errors in class because these tend to cause a breakdown in communication |
| 31.3 The students' L1 and sociocultural identity are resources that can enrich English language teaching/learning |
| 31.4 Native teachers of English should adopt only British or American standard English as their target model |
| 31.5 Native teachers of English should adopt their own mainstream variety of English as their target model |
| 31.6 Native teachers of English should encourage students to experiment with new language forms to communicate meaning |
| 31.7 Native teachers of English should aim at promoting a "successful user of English" model for their learners |
| 31.8 Developing communicative strategies is more important than learning to use correct grammar |
| 31.9 English language learners should also be exposed to varieties of English including English spoken by non-native speakers |
| 31.10 Native language teachers of English should avoid using authentic materials which contain non-standard forms of English |
| 31.11 Language learners' communicative competence should include their ability to negotiate meaning with both native and non-native interlocutors |
| 31.12 Native teachers of English should include in their teaching video or audio recordings/ multimedia of a variety of non-native English speakers |
| 31.13 When it comes to English language learners' assessment and evaluation, teachers should only refer to British or American standard English |
| 31.14 English language learners should preferably be exposed to and asked to notice and compare samples of both native and non-native speakers using English, through the use of authentic videos |
| 31.15 English language assessment criteria should include learners' use of communicative and mediation strategies |
| 31.16 English language learners should use correct language forms when speaking English |

Part 1 | *Chapter 5*
Testing, the final frontier?
Teacher attitudes and implications for assessing ELF

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Abstract

Widdowson (2015) refers to the assessment of ELF as the "last frontier" because "only when that is crossed, or bypassed in some way, can there be any real advance in English teaching informed by an understanding of ELF". This chapter examines the conflict between allegiance to a standard, and awareness of ELF, which emerges in a comprehensive study of both native and non-native speaking teachers in Italy, at secondary and tertiary levels. After drawing attention to the problems associated with 'assessing ELF', and the relatively small amount of research which has been carried out in this direction, it highlights the close relationship of teaching with testing, as it emerges in the survey, and teachers' awareness of the need to engage with the phenomenon. The chapter concludes with a call for teachers who are confronting the realities of ELF on a daily basis in their classrooms to experiment with 'ELF aware' assessment, and for international testing organizations to rethink constructs which currently inform the contents of English language certification.

Keywords
ELF, testing, assessment, grids, certification

Testing and teaching: a problematic relationship

Testing and teaching are inextricably linked. In formal educational settings, such as the secondary school and university sectors in Italy, with which the survey presented in this volume is concerned, this is more true than ever. Tests are relentlessly imposed top down on schools to monitor the effectiveness of teaching programmes and identify areas for improvement, at both national (INVALSI) and international level (OCSE PISA); language certification is required for access to universities, and, increasingly, to exit them as well; and, within schools and universities, tests continue to be used

with a variety of traditional functions, to place students in groups according to level (placement), to verify where there is a need for remedial teaching, (diagnostic), or to testify that an objective has been achieved (achievement).

Inevitably, the amount of time teachers have to devote to testing and assessment has increased with the appearance of new demands made by their institutions. In the context of language learning, these arise from the perceived need to obtain and provide evidence, as Green 2014:5 puts it, "to inform inferences about a person's language related knowledge, skills or abilities." But the relationship between testing and teaching has never been comfortable. Tests can take away time from teaching; they can be demotivating for test takers, especially if they are perceived to be unfair, or if they reinforce a sense of failure, which in turn will have a negative effect on the role of the teacher; and they can come to dominate teaching programmes, reducing syllabi to mere courses in test preparation.

This last threat is particularly pernicious; 'teaching to the test' can derail the course objectives, and compromise the validity of the test itself, since 'it is changes in teaching which keep pace with changes in testing, and not vice versa' (Jenkins 2006a:49). A test is valid, in the classic definition (McCall 1922:196) if it "measures what it purports to measure". In this sense, for example, a test of listening which also requires test takers to read the questions (in the language being tested) would not be valid as solely a test of listening, and would need to be recognized as a test of reading as well as listening. Green (2014:75), aligning with more recent definitions of validity, points out that validity is not so much an inherent quality of a test or assessment in itself, but "a quality of the *interpretations* that users make of assessment results".

How test results are interpreted, of course, depends on who is doing the interpreting. Whereas teacher-produced tests may produce results which are interpretable to teachers, who are able to inform their teaching as a result, international certification may be less so. Certification is often used with a gatekeeping function, to indicate that a person applying for a job, or for university entrance, has a minimum level of competence; in Europe, this would be linked to the levels described in the Common European Framework of Reference. But in the absence of an assessment use argument – a 'conceptual framework for guiding the development and use of a particular language assessment' (Bachman and Palmer 2010:99) – the certification may turn out to be an inappropriate predictor of the kind of language behavior required by the potential employer or educational institution.

Teachers, we suggested, adapt their teaching to the tests they are required to administer, or prepare students for recommended certification, but tests which are administered on a large scale, such as INVALSI, or any of the well-known certifications, are less malleable, and are likely to fall behind changes in language teaching methodology

which reflect a development in research into second language acquisition. Thus Morrow (79), on the crest of the wave of communicative language teaching in the 1970s, speculated that 'blood was to be spilt' before communicative tests would emerge to reflect the change in approach and methodology. Although the encounter between proponents of a communicative approach and the testing organizations may not have resulted in actual bodily harm, it was not until the mid nineteen nineties before one of the more noticeable 'communicative' features of the Cambridge suite of exams appeared – the paired interaction for speaking assessment.

For teachers in Europe, at both secondary and tertiary level, required to produce in-house tests, the problems posed by 'communicative testing' were organizational as well as conceptual. The communicative approach had been developed in the UK, and was well suited to small classes typical of private language schools, intensive programmes, and daily immersion in the target language culture. Students' first languages were likely to be different, and not known by the (often monoglot) native speaker teacher. In mainstream education in Europe, in contrast, classes were likely to be more numerous, a focus on target language culture largely irrelevant, and a shared first language could be harnessed for learning purposes in the classroom. A diluted communicative approach became the norm, shored up by the appearance (in 2000) of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment, with its functional descriptions of language (any language), and its convenient (for testers) division of language competences into six levels.

The Framework brought with it a new testing culture. It was used to define teaching targets and to label tests. New certifications were introduced which were set at the different levels, or old certifications revised and fine-tuned to fit the levels. In short, it rapidly gained currency as the benchmark for assessment in schools across Europe. However, producing 'communicative tests' at school was much more of a challenge for teachers than to resort to traditional tests (for example, of grammar and vocabulary). This probably explains the ministerial decision in Italy (with the publication of *Progetto Lingue 2000*) to make it possible for schools to open their doors to international examining boards and offer, in many cases at zero cost to the test taker, an internationally valid 'certification'. Equally importantly, in a learning context, it was felt that this novelty would offer what Hughes (2003) refers to as 'beneficial backwash'[1] a positive effect on teaching and learning, since "communicative" assessment was meant to reflect real life language use, and could also be a motivating experience for test takers.

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[1] The term preferred in the literature is 'washback'.

Two decades down the line the emergence and recognition of ELF as a global phenomenon offers a similar opportunity for positive washback in European educational contexts. Indeed the reality of ELF today may have a stronger claim to a place in the European language curriculum than the "authenticity" of the communicative approach, premised as this was on interaction between native and non-native speakers, and bound up (in Hymes' 1972 definition of communication competence) with appropriate behaviours within a given speech community. ELF, in contrast, is the totality of English language use to which schoolchildren and students are exposed on a daily basis, in social media, on the streets, and, increasingly, in the classroom itself (to give just the most obvious contexts). This is why Seidlhofer and Widdowson (2016) feel it necessary to abandon the notion of "competence" in favour of a general language "capability", since "understanding ELF […] crucially depends on an understanding of the nature of communication in general". This understanding transcends the language-specific competences (grammatical, phonological, lexical etc) required in an L2 syllabus, and leads to the reflection that "incompetent users can be capable communicators and indeed their capability in many ways depends on their incompetence" (p 32).

This paradox will strike a chord with many teachers. They will recognize some of their own students who do badly in form-focused tests and yet turn out to be efficient communicators when interacting with non-Italian speakers in the street, on social media, or even at school, for example with exchange students. In doing so they display strategies which have been well documented in ELF research, such as accommodation, linguistic creativity, and linguistic hybridity. If the formal assessment procedures that these students have to undergo as part of their educational process were able to harness this capability, the notion of failure in language learning would need to be revisited, freed from the gatekeeping, form-related focus of many, probably most, language tests. The implications for positive washback in the classroom for 'capable communicators' are obvious. The teachers in the survey reported in this volume are well aware of the need to extend assessment parameters in this direction, given the special nature of English as a lingua franca. But so far they have been offered little in the way of guidance in ELF assessment from the field of testing and assessment research, as we shall now see.

ELF and assessment: a dearth of research

Research into the nature and role of English as a lingua franca began in earnest at the turn of the millennium, associated in particular with the work of Jenkins (2000)

and Seidlhofer (2001), both of whom were quick to see the relevance of their findings to an educational context (e.g. Seidlhofer 2004, Jenkins 2006b). In a reflection on the way the research has developed since then, Jenkins (2015) identifies three periods of ELF research: an initial focus on formal aspects of pronunciation and lexicogrammar (ELF 1), the shift to a focus on strategies employed by successful ELF users (ELF 2), and, more recently, the recognition of the hybrid linguistic background in which ELF communication takes places and the repertoire of (multi)lingual resources from which participants draw (ELF 3).

The ELF debate has progressed in parallel with massive global change, and an ever more interconnected world in which a global economy, the migratory movements of asylum seekers and economic migrants, and, at the time of writing, the unprecedented coronavirus pandemic, are just some of the more obvious features. The need for instant international communication has grown apace, and so has the technology to make it possible, consolidating the role of English as the world's lingua franca. In the teaching profession, however, this role has not easily been recognized or incorporated into language classes. Teachers, wedded to native speaker norms, constrained by timetables and teaching programmes, and using textbooks which focus mainly on the language and culture of native English speaking communities, have not found it easy to present or encourage the use of English as a global language.

This is partly due to the perceived need to present and represent a standard version of the language; numerous studies into teacher attitudes over the last decade have shown how non native teachers hang on to the life line of native speaker norms, even when well aware that the contexts of language use in which their pupils are most likely to find themselves outside the classroom are those relating to ELF. Groom (2012) on secondary school teachers in Europe, Vettorel (2015) on primary school teachers in Italy, and Mollin (2006) in a large-scale survey of European university teachers all highlight this paradox. Sifakis (2014, 2019), among others, has promoted the concept of "ELF awareness" in English Language teaching (ELT) which teachers can harness to inform their lessons, and it is within such a perspective of ELF awareness that the research reported in this volume is grounded.

One research area within the debate on ELF and ELT is, however, lacking: assessment. Not only is there currently no such thing as a 'test of ELF', nor do any of the major certification-awarding boards show much enthusiasm for engaging with ELF assessment, but there has been very little in the way of research to inform the development of pilot projects, and even less experimentation. This is hardly surprising, given the nature of ELF as variable, one-off, never to be repeated 'performance', and given the function of testing which is to identify and measure a stable 'competence' which can be used to make predictions about that performance.

For McNamara (2012), one of the few testing specialists to stress the need to develop ELF assessment, the problem initially is to identify a construct, or rather "to identify the construct of ELF communication in such a way that it can be formulated in standards and can act as a focus for assessment". To which he adds a reflection on the educational dimension of assessment that "while ELF research so far has tended to be principally linguistic and sociolinguistic in character, assessment requires the conceptualization of a learning dimension in ELF communication, that is the notion of degrees of competence and the possibility of improvement or progress in the ability to manage this form of communication." (p 201) This second imperative – to monitor progress – takes us straight into the classroom, and the challenges teachers will have to face if they intend to integrate an element of ELF assessment into their courses.

However, the form such assessment might take has received very little attention, either from the field of language testing research, or within ELF research. Elder and Harding (2008) suggest that the reluctance to engage is not so much due to testers and testing institutions being unwilling to relinquish a gatekeeping role, as is it is to their concern to develop fair and useful tests (p34.2). They conclude that there will not be a revolution in ELF assessment, since "changes to language testing policy must be evidence-based and may evolve slowly in response to changes in social mores." (p34.8)

Among the first to rethink tasks for ELF assessment were Elder and Davies (2006). Some of these appear to be problematic, for different reasons. Participating in a role play with a speaker from a different lingua-cultural background is likely to pose organizational problems, while assessing test takers for their avoidance (or glossing) of native speaker lexis which an ELF user is likely not to know requires raters to look for an absence of something, which is conceptually problematic. In any case, the authors recognize that their proposals are problematic, and that "it is very hard to envisage that tests for ELF users could ever have applications across rather than within particular domains." They conclude with a warning "against moving too quickly to assess ELF before it has been properly described".

An attempt to develop an ELF-informed university entrance test is described in Newbold (2015). Preceded by a university wide needs analysis at the University of Venice, which revealed that almost all students, irrespective of the course they were enrolled in, were likely to need English to successfully complete that course – for example, to carry out research on the Internet, or to listen to visiting international lecturers - the test featured online tasks reflecting those needs. Students who took the pilot test (set at levels B1 and B2 of the CEFR) described the tasks as "fairly" (47%) or "very" (53%) realistic, while a clear majority (64%) claimed that the NNS accents

in the listening tasks were 'neither easier nor more difficult to understand than NS accents; 25% claimed that they were easier.

Harding (2015) describes a pair assessment activity which involves participants from different lingua-cultural backgrounds (i.e. of the type envisaged by Elder and Davies above). The information-gap activity he chooses has been familiar since the communicative language testing revolution (the continuity with which is foregrounded in the title of the article: "Adaptability and ELF communication: the next steps for communicative language testing?"). One participant is an 'information provider', the other an 'information receiver'; the task involves the receiver completing the details on a map which the provider possesses. This collaborative task, intended to capture the co-construction of meaning typical of ELF interaction, allows Harding to develop an assessment framework with possible rating scales for accommodation, negotiation, and maintaining smooth interaction, which could be adapted to other ELF contexts. But empirical research projects of this kind are few and far between in the language testing literature. From mainstream ELF research the most consistent call for testers to engage with the reality of ELF has come from Jennifer Jenkins who lays the blame for inertia at least in part with the vested interests of the organisations behind major international tests, such as IELTS and TOEFL. In their introduction to the chapter on assessing ELF in the recent (2017) volume *Language Testing and Assessment* Jenkins and Leung (2017) begin with a disclaimer: "This chapter is […] different from the others in the volume to the extent that as tests of ELF do not currently exist, the discussion is primarily conceptual, exploring developments in thinking about assessing ELF rather than contributing to and critiquing specific test types, goals, and descriptors." They reach the conclusion that there can be no ELF assessment which does nor take into account local contexts, whereas native speaker norms should only be applied in contexts and for purposes where these can be justified – which is, presumably, not the case for an ever increasing number of tests: "The design and development of assessment criteria, procedures, and tasks should take full account of local practices and embrace a variety of assessment formats, activities and reporting instruments that can help sample and reflect learner/user performance adequately."

In substance, the globalization of English entails a sensitivity to local contexts in assessment practices, which in turn implies greater attention from individual institutions, such as schools, higher education institutes, and workplaces, to criteria, procedures and tasks. In this scenario, a bottom-up, teacher informed approach to ELF aware assessment seems a promising direction for assessment research, rather than the hunt for the holy grail of a catch-all construct. As such, it is to teacher awareness and teacher attitudes that we now turn.

Teachers' attitudes towards ELF assessment

The teacher survey that this volume reports on is concerned primarily with teacher awareness of ELF in Italian schools and universities. This awareness ranges from understanding of terminology, to the use of new technologies, participation in transnational projects using social media, and the choice of materials and course books. An interesting feature is the dual focus on secondary school teachers, and university *collaboratori esperti linguistici* (formerly known as *lettori*). The interest lies not only in the different teaching contexts (age of students, class sizes, lesson content, etc.) but also, and perhaps primarily, in the teachers' own language backgrounds. Most of the school teachers have Italian as their L1, while the CEL, by definition, and by recruitment, are mother tongue speakers of the language they teach. So the two strands make it possible to compare native and non native teacher attitudes towards ELF; an opposition which has fuelled a debate lasting at least three decades on the relative merits and demerits of native and non native speaker language teachers (Phillipson 1992, Mahboob 2010).

75 *collaboratori* participated in the survey, considerably fewer than the school teachers in the main strand (182), but they provide an important cross section of a relatively small group – the total number of English language CEL in Italian universities is probably not more than five hundred.[2] Furthermore, as far as we aware, there has been little or no research into the roles and attitudes of CEL, perhaps because of the ongoing legal battle concerning their status as (non) teachers in the university system. For example, in their overview of language teaching in Italian universities, Balboni and Deloiso (2012) devote only half a page to the CEL. Yet it would be difficult to deny that the bulk of language teaching and testing in universities is done by the *collaboratori linguistici*, making their insights into the theme of ELF, and the assessment of ELF, particularly valuable.

Although in the past CEL – or lettori as they then were – may have been recruited for a role as cultural informants as well as that of language teachers (and this may still be the case for most languages), in recent years they have found themselves, perhaps even more than in the past, as gatekeepers in CEFR-related tests. With the advent of English language requirements (usually B1 or B2) to access both undergraduate and graduate courses, university language centres have responded to the need to supply certification, or pseudo-certification, for students hoping to matriculate, and many

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2 *Corriere della Sera* retrieved 12.11.2018 https://www.corriere.it/scuola/universita/17_marzo_31/lettori-madrelingua-governo-li-equipara-ricercatori-universitari-47672d10-1629-11e7-b176-94ba31b8546a.shtml?refresh_ce-cp

CEL have ended up producing, administering and scoring these tests. How has this function impacted their attitude towards standards, and especially towards the need for tests to refer to a standard model of the language? And how does it compare with the attitude towards a standard shown by the school teachers in their own classes?

Both groups in the survey showed an ambivalent attitude towards standards. 100% of the CEL reported (Q 14) that they 'normally use a standard variety of English' in their teaching, and yet only 34% believe that they should adopt only standard British or American English as their target model. In addition, 29% say (Q 15) that they sometimes use a non-standard variety when they speak in class, although it is not clear how they do they this, whether by resorting to a dialect they are familiar with, or simply by introducing non-standard forms into their classroom discourse, The NNS teachers, in keeping with previous research findings, such as Sifakis and Sougari (2005), Groom (2009), Coskun (2011) Soruc (2015) are more deferent to standards. A substantial majority (71%) believe that "non-native English language teachers should adopt standard English as their target model" (Q 21.4). There may be more than one factor behind the difference between the two groups. The CEL in the survey, most of whom were over fifty, belong to a generation of teachers who trained in the heady days of the communicative approach, and were encouraged to see themselves as facilitators of communicative interaction rather than as guardians of standards; whereas the NNS teachers may feel the need to refer to a standard form for reasons of consistency and clarity, for example when addressing students' questions and doubts.

The difference is somewhat attenuated when it comes to assessment. Both surveys (TS Q 21:12 CELS Q31:13) contained the statement "When it comes to English language learners, assessment and evaluation, teachers should only refer to Standard English". The percentage of secondary teachers agreeing with this dropped to fifty two, whereas only a minority (forty per cent) of the CEL found themselves in agreement. In both responses, there appears to be a growing awareness that assessment which relates to a single prescribed standard, and consequently, a clear cut "correct" or "incorrect" approach to scoring, is no longer likely to be valid, at least as a default prescribed model, in many English language testing contexts.

There were three other assessment-related questions in the survey, and here the opinions of the two groups converged, confirming an 'ELF aware' approach. Both groups overwhelmingly agreed (86% of CEL and 95% of secondary school teachers) that assessment criteria should include use of communicative and mediation strategies (TS Q21:14 CELS Q31:15); a response which not only recognizes the changing realities of assessment needs at both secondary and tertiary levels, but also, perhaps, suggests a willingness to engage with far more complex issues than the testing of

knowledge of a standard form through objective tests which continue to be the staple diet for many teachers.

Participants were also asked to identify those competences, skills or qualities which can contribute to making a successful teacher of English today. One of these (TS Q17:10 CELS Q21:9) was willingness "to select different forms of assessment and self-assessment and evaluation criteria according to different learning tasks", with which 95% of secondary teachers and 96% of CEL agreed. Although there is no explicit reference to ELF here, the 'one off' nature of ELF interaction which any form of assessment would need to address seems to be catered for in the overwhelming recognition of the need for a flexible approach.

The related statement, that a successful teacher is someone who will "refer to and use the CEFR descriptors when planning activities and assessment tasks" (Q TS 17.14, LS) also shows a high degree of consensus. This suggests that the Framework has, to some extent at least, with its description of possible attainment targets in functional terms, rather than a list of grammatical structures specific to individual languages, replaced the need for a single standard variety as a default objective for teaching and assessment.

The recognition that self-assessment is a valid and useful form of assessment is also significant. In any future assessment scenario, which the surveys were intended to shed light upon, alternative forms of assessment (such as continuous assessment, portfolio, self-assessment, and especially peer assessment) are likely to figure prominently, given the difficulties of adapting traditional tests to ELF-oriented objectives. Kouvdou and Tsagari (2019), for example, outline the principles of alternative assessment in an ELF context, and propose an observation based framework for continuous assessment.

But whether or not alternative assessment is possible, or a traditional testing format required, perhaps for institutional reasons, the need for evaluation criteria to match the tasks is fundamental, and reiterates the need for a flexible approach. Given the responses by both school and university teachers, it would seem that both categories are ready to take up the challenge.

The final assessment-related question in the survey (TS17:9, CELS 21:8) takes us beyond the classroom to international certification. 86% of the schoolteachers, and 82% of the *collaboratori linguistici*, consider that part of their role as language teachers is to prepare their students for international certification. As well as highlighting the increasingly dominant gatekeeping function that certification has come to have in recent years, for access both to jobs and to higher education, this also raises the question of whether or not certification of English could, or should, have an 'ELF dimension', which would create a top down context and a powerful legitimization for an ELF aware approach to English language teaching in schools and universities.

We shall consider this possible future scenario in the next and concluding section. But first, in the light of the will of teachers to engage with ELF assessment that the survey has revealed, we will reflect on whether impetus for change is more likely to be imposed by the institutions, or come from classroom-based approaches, in the light of growing teacher awareness of the need for assessment to rid itself of a monolithic norm-based framework.

How to engage: Top down, bottom up?

Teaching and testing, we saw at the beginning of this chapter, are inextricably linked. Tests are the means by which teaching objectives are demonstrated, at least in theory, and consequently it is natural for teachers to be concerned about test outcomes. Thus, in the case of form-focused tests, ranging from relatively low stakes achievement tests in course-books, to tests imposed in schools for monitoring purposes by national and international agencies such as INVALSI and OCSE PISE, to high stakes certification, teachers are likely to find themselves "teaching to the test". This may mean preparing students for activities which seem removed from real life language use. Such tests may offer only a glimpse of the wider construct expressed in broad communicative terms in documents issued by the Italian Ministry of Education, such as the projected outcome of language teaching in professional, vocational, and technical schools: to be able to "interact in the language in a variety of work and study ambits"[3].

To judge by the response to TQ 17:10, cited above, teachers are well aware of the unsatisfactory nature of traditional tests, especially in the context of ELF; and their response confirms their willingness to engage in alternative forms of assessment. Where this is possible, technological resources provide fertile ground for experimentation in continuous, self and peer assessment, for example in e-twinning projects described elsewhere in this volume, or video portfolios, or writing forums. In contexts such as these the challenge will be not so much to choose appropriate activities as to draw up assessment grids, to be used by students, by peers, and, especially, by teachers. In the second part of this volume (chapter ....), I discuss ELF-informed grids in more detail, in the context of the training course to promote 'ELF awareness' which followed the survey. Suffice it to assert here that grids designed to capture the one-off nature of ELF performance are likely to raise numerous questions, such as:

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3 https://www.miur.gov.it/documents/20182/1306025/Allegato+B.pdf/be49ced1-4b8a-b019-9522-92beb4f ab76a?version=1.0&t=1570610619273

- what strategies are we interested in, and how are they assessed?
- does the absence of 'ELF strategies' imply a negative assessment? If not, why not?
- in spoken interaction, how do interlocutor strategies fit into the assessment framework?
- what importance should be given to non-verbal communication?
- how should errors which do not impede communication be treated?
- how does the language used relate to the descriptors in the CEFR?
- how many levels of performance is it possible or necessary to distinguish between?

and so on. Of course, the grid is itself likely to be a 'one-off' artefact, appropriate for a local need and not easily transferable to other contexts, at least without modifications. But it is also likely to provide a rich source of feedback to both students and teachers, and add to their understanding of language negotiation which is the essence of ELF. Grappling with grids will lie at the heart of a bottom-up approach to classroom assessment which is potentially a source of satisfaction, as well as the likely cause of some frustration.

But what of tests which are imposed top down? Standardized, form-based, summative tests, which are the stuff of norm-referenced monitoring processes, or international language certification for access to (and in some cases exit from) higher education, both of which loom largely in the professional lives of secondary school teachers of English and *collaboratori linguistici*? When Widdowson (2015) describes testing as the "final frontier", it is this kind of decontextualised assessment which comes to mind. Existing English language certification is based on the assumption that test takers will need to communicate with native speakers. This may have been an obvious and unchallenged target language use domain up until the end of the last century, but the (future) needs of students, as they emerge in both groups of teachers who participated in the survey, are likely to concern global communication. Typically, they will need to resort to using English as a lingua franca, with non-native speakers as well as (and probably more than) native speakers.

Can the outlook of international certification *for English* be extended to accommodate these needs? In the long term the organisations behind major tests such as TOEFL and IELTS cannot continue to ignore the fact that, in an international context, successful communication may be a result of appropriate strategies rather than faultless use of native speaker conventions. But how would this be reflected in their certification? An add-on component to an existing test? Or an "ELF version" (or "ELF assessment") of an entire existing test? Or a local revision or integration of an existing international version, which would bring home the local and unique context of any global interaction?

All of these possible scenarios for an ELF aware certification (and there could be others) present difficulties for test developers. A major overhaul to an international test requires a catalyst for change (such as the appearance of the CEFR in 2000), or may take years to implement (such as the paired assessment format which we referred to at the beginning of this chapter). In the case of ELF, there is another potential impediment: the certifications are products of the (native) English speaking world. They were well placed to implement the communicative approach, and its exploitation of corpora for authentic (native speaker) language use but find themselves further removed from the multiple realities of non-native speaker communication which is ELF.

If the organisations responsible for the certifications wish to continue to play a part in the assessment of English for international purposes – and their role has never been so significant in the Italian educational system as it is at present – then perhaps the time has come for greater collaboration between the testing agencies, curriculum and course designers, and the teachers themselves, who, as we have seen in this survey, are already engaging with ELF and are interested in more appropriate forms of assessment. Target language use domains could be identified and performance criteria established on the basis of local realities, and the "final frontier" breached. Of course, this is far easier said than done. But the alternative – to proceed with a monolithic native-speaker-informed construct – is to risk preparing students for certifications which have reduced validity in a context of ELF, and which are increasingly unreliable as a predictor of performance in real life international communication.

Author's Bionote

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Part 1 | *Chapter 6*
ICT and ELF: from apps to eTwinning

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Abstract
Everyday communication and interaction both online and in digital environments imply a wide range of competences in the use and making of auditory and visual meaning-making resources that involve more than language and take place in transnational environments, therefore requiring intercultural sensitivity and awareness. Language educators are important pillars in the widening of this new language acquisition perspective.

Keywords
ICT; Apps; life-skills; eTwinning; social media

Introduction

Digital tools and environments not only represent out-of-school life skills to become successful citizens but also enhance the process of learning by supporting autonomy and motivation. As these tools can be used by students to communicate with their peers, create, disseminate, store, and manage information, they become integral to the teaching-learning interaction and process.

These approaches can thus lead to higher order thinking skills, provide creative and individualized options for students to express their understandings, and leave students better prepared to deal with ongoing technological changes in society and in the workplace[1].

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1 https://learningportal.iiep.unesco.org/en/issue-briefs/improve learning/curriculum-and-materials/infor-mation-and-communication-technology-ict

The reflected use of digital tools and resources empowers, enriches and integrates ELT, stimulating participation and active learning, contributing to transversal skills' acquisition.
Digital technologies foster new cooperative methodologies in all language skills, they allow concept representation by means of simulation environments, educational games or apps.
Digital technologies reduce distances, opening new virtual spaces of communication – cloud, virtual worlds, Internet of things – connecting places geographically far away.

Teachers' awareness and use of ICT

As part of the Roma Tre University PRIN project, a specific research study on English language teachers within the focusing on teachers' Information and Communication Technology (ICT) knowledge and current practices and on implications for teacher education in an ELF aware perspective.
The survey results highlighted teachers' awareness of the fundamental role of digital technologies to be integrated in English Language Teaching, the relevance of social media use to bring authentic English into the classroom. Only a small percentage of the teachers had really taken part in transnational projects through media and eTwinning.
Participating in international projects, such as eTwinning, English language teachers can encounter non-native speaker teachers (NNSTs) and learners from other countries, they use ICTs and adjust to diverse cultural and linguistic environments, they use English in intercultural communication, all aspects very seldom included in their initial teacher education.
Most critical aspects in the use of new technologies in teaching and learning have been analyzed in many research studies, the most interesting and influential one was Howard Gardner's study who, in his *The App generation* (2014), describes how much digital natives have become app-dependent and underlines the importance of teachers' commitment in eliciting students' active role in the use of ICTs both at school and in real life. While, at its outset, the web was exploited only as a source of information, nowadays users are not only readers, but producers of content, and language teachers may take advantage of these new trends to further enhance learners' involvement and their communicative skills. One example is 'fanfiction' – fiction about characters or settings from an original work of fiction, created by fans of that work rather than by its creator – can motivate students to develop their writing competence also through blogging or storytelling.

The use of ICT in language learning involves a collaborative approach as in the case of crowd sourced learning, virtual and augmented reality, artificial intelligence and data analytics. All these new realities allow teachers to customize learning with adaptive and paced content, continuous assessment and feedback (Kohn & Hoffstaedter, 2017; Kohn 2018 a &b). The web reaches all the world, and we are offered opportunities never available before, such as reading ancient books now digitalized or visiting museums or places with Google Earth. As a result of using the Web, learners now come across new forms of English and start interacting with other non-native speakers through English as a Lingua Franca (ELF), something teachers are not yet equipped to face.

Teachers' awareness of ICT in the ELT classroom: findings from the survey

The Teachers' questionnairerevealed that most teachers, when asked specifically about what would make a successful teacher, are overall quite aware of the relevance of ICT and of using digital technologies, as the percentages resulting in the responses show.

Q. 18 *Indicate what you think would make a successful English teacher today.*

▸ to integrate the use of digital technology in English Language Teaching ……………… 72,86%

▸ to encourage learners to use social media and to bring samples of authentic English into the classroom …………… 80%

▸ to participate in European projects using digital media and tele-collaboration …………… 68,37%

Q. 22 *Have you ever taken part in transnational projects, such as eTwinning or other European projects?*

▸ Yes ……………… 34,29%

In most of the responses to the survey, teachers clearly expressed the need to be equipped and to equip their students with more adequate strategies to interact in English in a growingly multilingual context. English language teaching (ELT) is meant to respond to learners' new communicative needs largely related to learners' ability to communicate in English with the numerous speakers whose L1 is not English and enhance their countless opportunities for interacting with different cultures and encountering non-native English as well as a wide variety of accents and of World Englishes.

The teachers answering the survey are aware of these emerging needs and of the opportunities available to face these new challenges, even if they are not completely conscious of all the implications they may have in their teaching. They know that their learners should translate what they learn at school into every-day real life knowledge and that teachers should embed learning into more realistic contexts. The difference between what 'real life' is vs 'classroom reality' is disappearing with the introduction and use of digital resources in the classroom, while students experience both the difficulties and the success of communicating in multicultural contexts.

English language teachers¢ use of and attitudes to ICT

New technologies, particularly those related to collaborative on-line activities, offer a learning environment that involves learners in language as a social practice for authentic and meaningful communication as well as for a collaborative co-construction of discourse. Web tools can help stakeholders close a gap between the new challenges of teaching intercultural communication with short-time access to other learners of English from different linguistic and cultural backgrounds. Web-collaboration can provide the digital space for intercultural exchanges among learners and an opportunity for them to gain the knowledge and practice of the cultural and linguistic skills required by intercultural speakers. Not only education environments require an intercultural competence in communication but, above all, work environments where ELF has a permanent role in meaning making interactions. In the Italian educational context, both in schools and at university, although the use of ICT had initially been overlooked and considered disconnected to learning, its role for learning was recently acknowledged, even though, among a high percentage of more senior teachers, it is not fully integrated. Much has been done by national and European institutions to raise awareness among teachers of the significant use of technologies in language learning. Training courses for the use of the Interactive White Board (IWB) or the *National Plan for a Digital School*, which supplied schools with infrastructures and appointed coordinators (digital animators) in each school, are some of the aforementioned relevant attempts to integrate ICT in daily teaching. What's more, European institutions offer high quality MOOCs to innovate teaching on their websites, as for example the School Net Academy courses, but, unfortunately, as it partially emerges from the Teachers' survey, teachers still perceive ICT use as a separate skill to be acquired and not as a part of a series of fundamental resources to draw from, at least in terms of pedagogical principles.
Teachers feel "digital immigrants" and far from their students' digital competencies,

but the respondents to the survey seem to realize they need to update their ICT competencies as well as their teaching approaches. In most of the responses to the survey, teachers clearly expressed the need to be equipped and to equip their students with more adequate strategies to interact in English in a growingly multilingual context. English language teaching (ELT) is meant to respond to learners' new communicative needs largely related to learners' ability to communicate in English with the numerous speakers whose L1 is not English, while enhancing their countless opportunities for interacting with different cultural traditions.

As previously mentioned, the teachers answering the survey show awareness of these emerging needs and of the opportunities available to face these new challenges, even if they are not completely conscious of all the implications in their teaching, they know that their learners should translate what they learn at school into every-day real life knowledge and that teachers should embed learning into more realistic contexts. The difference between what 'real life' is vs 'the classroom' is disappearing with the introduction and use of digital resources in the classroom, while students experience both the difficulties and the success of communicating in multicultural contexts.

As the project EU-MADE4LL, *European Multimodal and Digital Education for Language Learning*[2], highlights, the integration among digital literacies and proficiency in English for international communication are essential requirements for graduates' access to today's European job market, but they are unfortunately held separate in higher education curricula. Consequently, teachers should be able to provide diverse learning opportunities to foster proficiency in digital communication in intercultural multilingual contexts, providing guidelines about what one can do to communicate with an international and intercultural audience, e.g., designing a blog, understanding how content is organized in a web page, interacting in a video interview, etc., or how to improve abilities in production, in mediation and in interaction.

EL teachers should be trained to acquire not only an ELF-aware perspective and pedagogy but also intercultural and multimodal digital literacies, aiming at increasing students' broader communication skills and at innovating teaching and learning processes in intercultural contexts where English is used as the language of international communication.

ELF-aware English Language teachers ought to widen three domains of knowledge that are rarely taught together but which are always integrated when communicating online today:

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2 https://www.eumade4ll.eu/

- Multimodality, in learning to combine multiple meaning-making resources, rather than only language.
- Digital skills, in learning to use the affordances of digital media and environments.
- Intercultural communication, in learning to interact with and understand (perceived) others.

According to this rationale, learning objectives should be to develop students' abilities in

(1) designing and producing, (2) interpreting and analysing, and (3) evaluating and assessing digital texts and online interactions.

As teachers need to provide training to their students in working in international teams, using their emotional intelligence, coping with unexpected situations and under pressure, handling difference and lack of common ground (including varied English language repertoires) and so on, it is essential to support them in this 'change of mind' in planning learning environments and activities for their students that include transversal skills and guide them towards intercultural digital literacy through the production, analysis and assessment of multimodal digital texts.

A first step was set up by the Council of Europe with "*The Autobiography of Intercultural Encounters (AIE)*"[3] whose aim is to develop a tool to help adults and young people reflect upon and learn from their intercultural experiences based on encounters with different social groups (religious, ethnic, linguistic, etc.). Guidelines and resources are provided to enhance reflection on intercultural education and materials to foster intercultural communication. Fundamental for teachers' professionaldevelopment is "*The Common Framework of Reference for Intercultural Digital Literacies*" (CFRIDiL) the outcome of the EU-MADE4LL, whose aim is to integrate digital literacies and proficiency in English for international communication, as it is the case in English as a Lingua Franca encounters. The CFRIDiL descriptors

"include consideration of visual and auditory resources afforded in digital environments in relation to their meaning-making potential for successful communication in international and intercultural contexts instead, hence including more comprehensive multimodal, socio-semiotic and critical skills that take into consideration the expectations of socio-culturally diverse audiences and contexts."

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3   https://www.coe.int/en/web/autobiography-intercultural-encounters

English language teachers cannot ignore the changing nature of the communicative landscape created by new technologies which is accentuating the need to broaden our definition of literacy.

The "multimodal turn" (Jewitt, 2019, 4) is a recognition that language is usually co-deployed with other semiotic resources and meaning is made multimodally a result of the orchestration of these resources. Language has come to be understood "not as some discreetly independent entity, but rather as part of complex sets of interconnecting forms of human semiosis" (Christie, 2002, p. 3). Communication, especially with multimedia and social media, involves not just language, but also the use of multimodal resources, such as images, videos, embodied action, and three-dimensional objects to make meanings in different contexts (Smith et al., 2014*)*"

New perspectives for teachers: the eTwinning project

A powerful digital educational environment for intercultural communication and for multimodal continuous training both for teachers and students is *eTwinning*, the European platform created by the European Commission for twinning schools from all over Europe. It has been realized to innovate teaching and learning approaches and to develop European citizenship awareness

One third of the teachers who responded to the survey had participated in international projects, such as eTwinning, this shows a positive response to new contexts of learning where ELTeachers are faced with teachers and learners from other countries, very often non-native speakers as they are and are required to use ICT and skills that were not included in their initial teacher education. Yet only a third of the teachers shows how much has to be done in this respect.

Collaboration in international projects such as those promoted by *eTwinning* has widened the perspective of both teachers and students. This project is a powerful learning environment or, better, a community of practice for teachers and students to develop skills and competencies while giving them the possibility to «stretch their communicative capability and use their multilingual and multicultural competence to communicate» (Lopriore, 2015:178). In *eTwinning,* as mentioned by teachers on one of the portals, teachers are aware that there is a change in the roles of students and teachers, since the former become more autonomous in their learning patterns, while the latter assume the role of guides or facilitators in the learning process.

Building thus a cooperative learning environment in an online community, expands

meaningful conversation time, reduces emotional filters, provides the opportunity to contribute to the success of the group with one's own level of abilities, enhances cooperation among all kinds of schools, through internet-based twinning links to develop joint projects using the tools and the secure internet spaces made available for them through the European *eTwinning* portal. Here teachers find other opportunities such as professional development workshops, seminars, webinars and communities of practice thus interacting with colleagues and students with different language backgrounds, who mainly use English to communicate. Teachers thus adjust to diverse cultural environments and start using English to enhance intercultural communication, one of the aspects often discarded in teacher initial and in-service education. It is through projects like *eTwinning* that changes in language education may start. They start from a key idea to be developed through cooperation in international teams who meet in videoconference and produce materials to be shared. Digital tools are used to get pedagogical objectives in a more attractive way and to enhance students' engagement and motivation.

This process is fully described in Kearney, C. and Gras-Velázquez, À., (2018) where *eTwinning* is in different ways connected to English as a Lingua Franca as it enhances collaborative intercultural work where English acts as a vehicle of mediation among cultures, bridging the gap among countries, enabling dialogue and communication, while fostering development in learning both for teachers and students.

Using ICT allows learners to go above and beyond as beautifully represented in *Above & Beyond*, a story about thinking outside the box (literally), celebrating the 4C's (communication, collaboration, critical thinking & creativity), created through collaboration between Partnership for 21st Century Learning and FableVision Studios[4].

This video shows how collaboration can help students develop higher order thinking and go beyond usual patterns, this may be more frequent in tele-collaboration with more tools and more people participating.

Here is an example of a project that may clarify the process. *LSVC - Learning by Sharing in Virtual Cafes*[5]. The project intends to raise students' general knowledge and their practical skills in different school subjects with a project-based approach by unearthing their potentials and helping them empower their sense of creativity. It is a prize-winner project for intercultural understanding, where students from Turkey, Norway, Spain, Greece and Poland collaborate through a project-based approach that fosters their potentials and helps them empower their sense of entrepreneurship

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4 https://www.youtube.com/watch?v=7KMM387HNQk
5 https://twinspace.etwinning.net/10085/home

and creativity. Being concentrated on these tasks, students give a meaningful context to their language learning, develop their cultural understanding and use English as a Lingua Franca to communicate.

Digital Literacies during COVID time

As stated by European education authorities, the school closures and the compulsory use of smart teaching and learning during Covid-time has accelerated in a few months what had not been done in thirty years' time. Since all schools and Universities closed down, teachers had to shift their lessons online. This created some problems, for those who used ICT in their lessons before and especially for those who didn't. Many platforms crashed for the number of users, many families had not enough devices for all family components and everybody contributed to help and support the teaching/learning community, not only in Italy but all over the world. Even platform owners and tools creators increased their offer opening to characteristics that are usually not free.

Communities of teachers all over the world created support blogs, webinars and chats to facilitate the use of digital tools to transform traditional lessons in new approaches to learning. Situational training and support has been provided by *eTwinning* to communicate, collaborate, develop projects, share and, in short, feel and be part of the most exciting learning community in Europe. *eTwinning* is co-funded by the Erasmus+, the European programme for Education, Training, Youth and Sport. What has the *eTwinning* community done to support distance learning? The following are some of the opportunities offered during the COVID 19 period.

eTwinning Italy has offered to all teachers and principals a series of webinars held by experts to provide support to distance learning and manage at their best the COVID19 emergency and the connected school lock down.
https://bit.ly/2VYm4hA

Registered eTwinners can be part of groups devoted to distance learning in Covid time. These groups are places where to meet, share and learn among peers in this time of crisis. The following is the link to join, but you need to be registered first, https://groups.etwinning.net/112169/home

There is also the opportunity to share ideas in a European environment, it is possible to join the European group where you can have information on how different countries

are dealing with this difficult situation and meet other teachers, share experiences and ask for support.
https://groups.etwinning.net/113665/home

On the Italian eTwinning website a lot of resources are available such as video tutorials or step by step guides. The Italian eTwinning community is one of the most active among Europe and has been contributing to create useful resources since the very first moments of the crisis.
https://bit.ly/3aDrpjB

To get the best from the eTwinning community there is a mini website with self-teaching materials. The self-teaching materials are at the disposal of the registered teachers and are connected to the progression system. Self-teaching materials were created to support the progression and motivate teachers to go deeper in all areas such as collaboration, communication and networking, for example.
https://stm.etwinning.net/en/pub/index.htm

European Schoolnet is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, it aims to bring innovation in teaching and learning. To help the school community provide support and continuity in this unprecedented situation, *European Schoolnet* has identified a range of resources from current projects – both internally and externally funded – to support collaboration and professional development.
http://www.eun.org/

The *Future Classroom Lab* offers:
‣ Free resources and activities for online teaching curated in a regularly-updated article.
‣ Special editions of webinars "Teaching in time of corona" including eleven real-life teacher stories about experiences of remote teaching and learning. The recordings and presentations are available online.
‣ Regular Twitter chats (#edremotechat) bring teachers together to share experiences and reinforce a sense of community and mutual support.
‣ In the European Schoolnet Academy teachers can find:
‣ A range of free Massive Open Online Courses (MOOCs) for primary and secondary teachers can be accessed for self-paced learning and cover topics ranging from online safety and the use of social media to project-based learning.
http://www.eun.org/news/detail?articleId=4993184

I strongly believe that this crisis has changed our perspectives and nothing will be the same as before, therefore it may be a great opportunity for a change towards a better education that is student-centered and competences-oriented, and e*Twinning* offers this unique opportunity.

As teacher educators, it is important to provide opportunities for online teaching and innovative perspectives in a global English and ELF perspective taking advantage of all technologies available to facilitate teachers' reach out their educational objectives. However, not only European organizations are engaged to guide and support teachers and students. UNESCO has detected the problems aroused in this new teaching/learning situation and offers resources, suggestions and webinars to support more fragile communities and individuals, for example offering a sitography of tools that allow more individualized learning pathways with micro-lessons to address gaps in knowledge, challenge students and promote long-term memory retention; or learner-centered, skills-based learning platforms with offline options.

https://en.unesco.org/covid19/educationresponse/support

The use of Technologies in language learning has been encouraged and promoted by the European Commission, to improve the effectiveness and quality of foreign language teaching in European classrooms (European Commission, 2014). Instructional practices involving Technologies, such as web-based learning, computer-based learning, virtual education opportunities and digital collaboration are used to promote and facilitate language learning. These practices are referred to as computer-assisted language learning (European Commission, 2014, p. 19). Computer-assisted language learning tools offer diverse benefits for students from both the dominant and the non-dominant language community. The use of technologies in language teaching can improve the student motivation by integrating audio-visual elements such as videos and interviews in a chosen language into the learning process, as well as making learning more playful and engaging, e.g. through the use of game-based learning. Moreover, online sources offer additional authentic materials in various languages, such as news, articles and stories. They also offer various channels for communication, offering the opportunity to practice communication with speakers of different languages online (Herzog-Punzenberger et al., 2020). It is undoubtable that while taking part in international communities to create projects and learning pathways, students and teachers use English as a Lingua Franca, an international language that fosters intercultural communication and mediation.

https://nesetweb.eu/en/resources/library/the-future-of-language-education-in-europe-case-studies-of-innovative-practices

Conclusion

Teachers' responses have shown a clear understanding of the relevance of ICT in language learning and in teaching materials, and the growing role of international exchanges as well as of projects such as *eTwinning* that, for example,

‣ helps learners become more familiar with a range of non-native accents;
‣ raises students' awareness of how features of their own accent could cause difficulty for someone who is not so familiar with it;
‣ enhances the awareness of the multicultural dimension and of the European integration process in students and teachers;
‣ fosters students' deep understanding of globalization and consolidates mutual value of different identities.

While working with colleagues all over Europe, teachers experience pedagogical innovation in an international environment, being supported by a continuous and progressive feedback on the work done. This type of project represents one of the most important ICT settings for the integration of intercultural language learning approaches and for an authentic use of English for communication. As stated by Bayyurt (2013:69):

> "Communicative competence, including development of personal and social competences, forms pedagogical implication of contemporary language learning perspective regarding the status of English as a lingua franca or an international language".

Author's bionote

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Part 2 | Implementing ELF in a teacher education course

Contents

Part 2 | *Chapter 7*
ELF awareness in ELT: from theory to practice

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Abstract
This contribution is devoted to the teacher education course developed as the result of the research study and of the survey findings. The course was structured on a limited number of components usually addressed in language teacher education, and on a central notion in an ELF oriented approach: ELF awareness. The introductory part of the course, the supporting reflective tools as used by the participants and the materials provided are presented and discussed.

Keywords
language awareness; metalinguistic awareness; metacognitive awareness; ELF awareness

Introduction

During the third year of the study, the Roma Tre Team, once completed the analysis of the response to the teachers' questionnaire, planned the overall organization of the final research product, i.e., the first teacher education course at an Italian university, aimed at introducing the notion of ELF in English Language Teaching (ELT).
The planning and the implementation of the course *"New English/es landscapes"* where an ELF aware approach was adopted, and an innovative syllabus developed took place at the beginning of the schools and of the academic year.
The *NEW ENGLISH/ES LANDSCAPES: Revisiting English Language Teaching & Learning* was organized at the Department of foreign languages, literatures and cultures of Roma Tre University during the academic Year 2018-2019.
The course started on 9 November 2018 and the introductory meeting was meant to provide all participants with the information about the course components, the ten

meetings and the approach adopted. As most teacher education courses, participants were invited to participate in person to the face-to-face meetings, in order to have the opportunity to meet, interact and exchange experiences with the other participants and to start voicing their comments and reflections upon the contents presented while valuing their feasibility within their own school context.

The opportunity to have a Moodle platform where informative materials, tasks and activities were regularly loaded after each lesson and participants could also participate in small groups in online meetings, was one of the most appreciated aspects of the course.

The tasks and the activities were linked to the innovations introduced and participants were asked to devise lessons that would include these innovations, and at the same time consider how to plan ways to implement them in their own classes. They were encouraged to share their reflections in action with the rest of the group.

Each leacturer carried out his/her lesson by offering a general input and asking participants to discuss first in small groups and then in a plenary, the input provided, considering their classes and the school context. The daily task was to ask them to try and implement in the following lesson in their school part or all of what they had learnt.

Course Approach

Participants were presented the course approach and what we regarded an important innovation in ELT that took into consideration what happens in real contexts where most non-native speakers use English to communicate in a lingua franca. Participants were encouraged to reflect upon the fact that they had to think of their own context and to consider what can realistically be done in their own classes and inviting them to voice their doubts and comments.

They were encouraged to start investigating their own teaching through an Action-research approach, thus becoming researchers themselves, while involving their students to observe the lesson and provide regular feedback and opinions.

This could only be done through a humanistic approach, the adoption of cooperative learning in the course, an approach that could then be implemented in their own classes. Participants were also encouraged to research their own teaching using tools such as classroom observation, reflective diaries and Portfolios where they could collect their experiences and report their considerations.

The slides in Tables 1 and 2 were used in the first lesson.

Course approach

We will adopt a humanistic approach, encouraging the use of:

• Cooperative learning

• Action-Research

(ricerca-formazione)

• Reflective teaching

• Portfolio

• Classroom observation

https://www.aitsl.edu.au/lead-develop/develop-others/

classroom-observation/classroom-observation-strategies
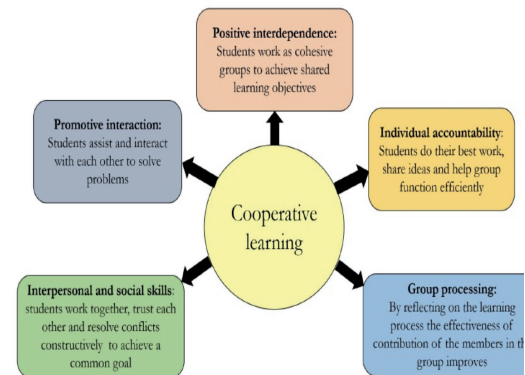
Table 1 – Course Approach main components (9.11.2018)

Action-Research

https://www.youtube.com/watch?v=Ov3F3pdhNkk

Action research is a disciplined process of inquiry conducted *by* and *for* those taking the action.
The primary reason for engaging in action research is to assist the "actor" in improving and/or refining his or her actions.
Practitioners who engage in action research inevitably find it to be an empowering experience.

https://www.youtube.com/watch?v=N9OSBpiwofk

La **Ricerca-Formazione** (R-F) è intesa come una caratterizzazione metodologica del fare ricerca nelle scuole e con gli insegnanti, principalmente ed esplicitamente orientata alla formazione/trasformazione dell'agire educativo e didattico e alla promozione della riflessività dell'insegnante.

The 'Action Research Spiral' (Kemmis & McTaggart, 1988:14)

Table 2 – Course Approach Action Research (9.11.2018)

The following is the overall organizational mode of the course that was posted on the website of the university and presented to the course participants.

Course organization mode
- ‣ Ten face-to-face lessons
- ‣ Each lesson is linked to materials & activities on the Moodle platform
- ‣ Each participant carries out specific tasks based upon the course input, at home and in their classrooms
- ‣ Each participant will carry out a research study of the task implementation via the use of Action-Research and reflective practice
- ‣ The activities and outcomes will be saved in an individual portfolio

Course components & lecturers
- ‣ English as a Lingua Franca & ELF awareness (L. Lopriore)
- ‣ World Englishes (E. Grazzi)
- ‣ Digital Technologies (A. Cannelli)
- ‣ Mediation (S. Sperti)
- ‣ New English/es & Literature (M. Morbiducci)
- ‣ ELF: New perspectives on assessment (D. Newbold)

Reflective Teaching
Course participants were introduced to the notion of reflective teaching right at the beginning of the course with the following brief text that was object of a brief exchange among participants. Reflective teaching represents part of teacher's competence, but needs to be developed within a community of teachers that would sustain reflection and support their colleagues. Reflection begins in a state of doubt or perplexity which, for teachers, is most likely to be encountered when working with learners, particularly new or unfamiliar learners. When we are faced with difficulties and uncertainties in practice, when things don't go according to plan or don't fit with the theory, we may feel powerless and unable to resolve the situation. For John Dewey (1933), however, these are key moments for learning; we can reflect on these problems to solve the perplexity and learn from it. Donald Schon (1983) developed the notions of 'reflection in action', 'reflecting while you're doing it' and reflection on action, 'reflecting after you've done it'.

Reflective teaching

Teaching and learning session
'Reflection in action'
Observing yourself
Monitoring
Writing notes immediately on
completion of the session

Planning the next session
What can I incorporate from my
reflections?
Shall I try something new?
What works with these learners
on this course?

Reflection on action
Time to ponder; mull over what happened; why things
happened; how does it relate to theory; what have I
learned; what can I use in future planning?

Teaching and learning session
'Reflection in action'
Observing yourself
Monitoring
Writing notes immediately on
completion of the session

Starting point

Table 3 – Reflective Teaching course of action

The first lesson
During the first lesson it was important to provide an opportunity to engage all participants in an activity that would have elicited their reflections upon English, the language they had learnt and were able to use and teach, the language that has undergone a radical change and it is more and more spoken and modified by non-native speakers, thus representing an issue they, as EL teachers, were going to face and address. It was important for all participants to be together and share their thoughts and reactions. The course participants were asked to watch a video with the following instructions:
‣ Watch and note down some of what is being said about English.
‣ Compare your notes
‣ Now, watch the video again and check your understanding
‣ Compare your understanding
‣ Now, read the script: anything you had not understood?
‣ Watch the video again and, together with your colleagues, identify 3 relevant notions that may be relevant for your English classes and discuss the pedagogic implications.

The video, available on YouTube, created by Dizraeli, a rapper, for MacMillan, was: **_The 21stCentury flux_**
https://www.youtube.com/watch?v=8Weg44O9c58

The following were the 'after viewing' elicited group reflections
▸ What notion/s of the rap by Dizraeli engaged you most? Why?
▸ What aspects can be taken into consideration for your work as an English teacher?
▸ What attracted you to come and attend this course?
▸ What does the -ES in the course title (New English/es) suggest you?

Participants were then asked to read the text and start considering in small groups how changes are occurring in English.
This was an activity where their language awareness was elicited as they were jointly watching a video and looked at and listened to a song about the nature of English.

The 21st Century Flux

English. The new disease?
It pours out of television speakers and computer screens
Disregarding Babel with its very cocky fluency
Sticking on its labellings at every opportunity.
Nothing's safe; it won't stop when it begins to spread
it dominates the airwaves and reigns/rains on the internet
leaving cultures altered and confused as to what's what
turns the dialecting of the youths to a hotch-potch
rag-tag scrabble bag; everyone's affected
the little languages will not survive unprotected.
So hold your own, but get a firm hold of English
and every last one of us shall be a multilinguist:
sing it!
Shampoo juggernaut moolah hullabaloo
ad infinitum, pow-wow, kudos, déjà vu
Won ton, billabong, beef, potato, hobo, dream
Wha gwan with the wigwam boogie
mr Chimpanzee?
Welcome to the twenty-first century flux
for now, English is the language of choice

And when it dies, as every tongue eventually must
let it be said you added your voice
The professor said, "Pif! What language is this?
Degenerate slang isn't standard English!
We at the top must establish limits."
I said "Prof! Language is the people that live it."
Get loose, give it some vision and foresight
and juice; we can fling the dictionary door wide.
I live in a city where it seems like
every single idiom is intermingling stream-like,
Like streams, that know no barriers
No matter what dams and channels are established –
they are irrelevant. What matters is the message that is put across,
and the passion that's invested in it. Nothing's lost
it merely mutates, and lets the people speaking it
tweak it in new ways.
Meaning that meaning is whatever you say
Jilly, Jack, Hussain, in Iraq to the UK …
to all corners; through all twists and bends
Six billion personal versions of events
It's thrilling when you think of all the tongues on a jostle
to express their puzzle in the best words possible.
The more words we have, the more ways we have
to express the world we have to co-exist in.
And if the English language is the lingua franca of this planet,
never say that it should be a closed system.
Welcome to the twenty-first century flux
for now, English is the language of choice for the performers
But when it dies, as every tongue eventually must
let it be said you added your voice to the chorus
Cos English isn't English; it's an elastic patchwork
A fantastically insane confederation
a very strange tapestry of foreign vernaculars
borrowed from Norse kings, and fettered slavemen
So if language is linked to the land which it springs from
English is linked to the globe in entirety
With fragments of every language you'll think of
Roots in every type of society:

Welsh, French, Jamaican, Indian, Italian
Dominican, Hispanic, Germanic, Norse, African,
Norman, Dutch, Latin, Greek, Japanese, Yiddish,
Native American, Antipodean and Finnish…
The list could continue till my tongue went blue;
what I'm saying is the owner is you.
It lives as it's spoken, and it mirrors the truth
And there isn't any owner but you…
Welcome to the twenty-first century flux
for now, English is the language of choice
But when it dies, as every tongue eventually must
let it be said you added your voice
    written by Dizraeli

ELF Awareness: a new perspective into English Language Teaching
After a general introduction to ELF, participants were presented with the notion
of ELF Awareness, that, according to Nicos Sifakis (2021:133) may help become
better teachers and respond to our learners' communicative needs. The concept of
ELF awareness helps teachers introduce the processes and practices observed in ELF
interactions in their own teaching contexts.
ELF awareness is defined as:

> (…) the process of engaging with ELF research and developing one's own understanding
> of the ways in which it can be integrated in one's classroom context, through a continuous
> process of critical reflection, design, implementation and evaluation of instructional
> activities that reflect and localize one's interpretation of the ELF construct. (Sifakis &
> Bayyurt, 2018, p. 459)

[1]"Understanding the concept of ELF awareness means appreciating, first and
foremost, that:
- many EFL learners are ELF users (to some extent) outside the EFL classroom;
- ELF is not a linguistic variety that can be taught, in the same way that EFL (i.e.,
  Standard English) is;
- as far as linking ELF with EFL is concerned, ELF should not replace EFL–It
  should become integrated within it.

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1 The following extract is an adaptation from N.Sifakis introduction to ELF awareness in the ENRICH
Handbook, by Guerra,L., Cavalheiro, L., Pereira, R. (Eds.) 2021. Pp.133-134.

ELF awareness has three components (Sifakis, 2019). The first component is *awareness of language and language use*. This implies being exposed to different examples of ELF communication and noticing how ELF works, both at the 'surface' (or observable) level of syntax, morphology, lexis, and phonology, and at the deeper (or hidden) level of pragmatics and sociocultural characteristics. Becoming aware of language and language use means becoming sensitive to it, it means noticing its various detailed (obvious and less obvious) features, being alert to any deviations from what is expected, and trying to understand why this type of discourse is produced in this specific interactional context. […] The second component of ELF awareness is *awareness of instructional practice*. As the objective is to integrate ELF within EFL, teachers have to be aware of their own teaching practice: what they do and do not do, the broader curricular situation […] The third component of ELF awareness is *awareness of learning*. This refers to recognizing the important and perhaps primary impact that language use has on language learning. It is, therefore, the responsibility of the ELF-aware teacher to prompt learners to realize that they use English outside the context of the language classroom, that they use it extensively and creatively, and that, since this is the case, perhaps English is not a foreign language to them (in the same way that, say, French or Arabic might be).

Conclusion

The group of participants were then engaged in a set of tasks where they were asked to listen to lessons by major scholars such as David Crystal, Henry Widdowson, Barbara Seidlhofer, Jennifer Jenkins and Anna Mauranen presented diverse perspectives on English as a Lingua Franca and current changes expected in ELT. Other tasks consisted of extracts from authentic materials in English – spoken or multimodal – almost always by non-native speakers of English, were analyzed in terms of their acceptability and intelligibility, and the participants were elicited to prepare activities for their students on similarities and differences between standard and non-standard forms.

The approach was well received by teachers, but as awareness is something that can't be taught, only elicited, it is important to focus on awareness raising activities for both teachers and learners.

Part 2 | *Chapter 8*
World English/es and ELT

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Abstract
The main aim of this chapter is to provide a general account of a teacher-development session dedicated to the integration World Englishes (WE) into the English syllabuses. This session was carried out during the course that is the object of the second part of this book. The Introduction explains the rationale behind a critical stance toward mainstream language education, which is based on the concept of ELF *awareness* in English language teaching (ELT), and on Dewey and Pineda's (in print) definition of ELF *informed pedagogy*. These notions are then extended to WE. Sections 1 and 2 describe the session plan, the content and the activities that where designed for this component of the teacher development course mentioned above. Finally, an overall assessment of this experience is provided in the Conclusions.

Introduction

This chapter presents the component called *World Englishes for the English Classroom*, which was carried out during the teacher development course that constitutes the object of the second part of this book, entitled *New English/es Landscapes*.

First of all, it should be pointed out that even though English as a Lingua Franca (ELF) is not an encoded variety of English as, for instance, postcolonial Englishes (also referred to as outer-circle Englishes, in Kachru's (1982) terms), it is usually included in academic manuals that deal with language change and variability in contemporary

English (e.g. Jenkins, 2003; Galloway & Rose, 2015; Schneider, 2011). This is due to the fact that the linguistic processes that have led to the consolidation of linguacultural variant forms of English in diverse historical, sociopolitical and economic contexts are essentially similar to the way several multilingual and multicultural forms of English are emerging in language contact situations, today. Here, ELF has become a major affordance of the process of globalization, nevertheless this has inevitably contributed to the raise of new forms of English even in international settings, where native speakers of English are not directly involved in communication (i.e. in the so-called *expanding circle* countries). We may, therefore, argue that a teacher-development course that is focused on today's plurilithic dimension of English (Pennycook, 2009; Graddol, 2006) should not only deal with ELF, but also stimulate the practitioners' reflection on the characteristics of World Englishes (WE) (e.g. their historical background, and the linguistic features) and the importance of integrating this topic into the English syllabuses. Indeed, it seems reasonable to assume that a wider perspective on the multifaceted reality of English should no more be neglected in second language education, now that the heyday of monocultural standard English (SE) is on the wane.

Over the last few years, one of the most recurrent expressions in ELF research is *ELF awareness*, which is referred to the growing need to reshape English language teaching (ELT) as a consequence of the changing nature of English as a global language (e.g., see Grazzi, 2018; Sifakis, 2014; 2018; Sifakis & Bayyurt, 2018). In this respect, teacher education has become a priority for the years to come, as mainstream ELT is still deeply ingrained in native-speakerism (Holliday), which does not represent today's plurality of English. Sifakis points out that

> […] The purpose of ELF awareness is not to replace or displace EFL in an either-or understanding of things, but to offer practitioners of valuable additional tool that they can use to help their learners come to terms with their own capabilities for using and learning English today. Sifakis (2018: 34)

Therefore, the pedagogical aim of ELF awareness is essentially learner-centred, for it holds an open attitude towards the emergence of variable forms of English in the classroom, i.e. towards the cognitive processes that allow students to progressively appropriate the L2, i.e. adapt it to their L1 linguacultural identity to respond to their immediate communicative needs. Sifakis goes on to explain that

> ELF awareness is helpful because it prompts teachers to (a) appreciate what they already do in their classroom, and (b) become cognizant of the immediate, and broader

context that defines to a large extent the 'culture of teaching' espoused in their context (by implementing the *ecological approach*). […] The concept of ELF awareness […] deviates from the so-called ELF *approach* in that it does not necessarily prescribe a new, original or unique approach to teaching. Sifakis (2018: 41)

Whereas the concept of ELF awareness represents a turning point in ELT, as it bridges the gap between the more conservative world of schooling and the world of global communication, Dewey and Pineda suggest that an additional definition is needed in ELF research in order to implement a pedagogic change in the English classroom, that is "ELF *informed* pedagogy" (Dewey & Pineda, in print). The authors contend that

Other scholars favour the term 'ELF-aware' pedagogy (see especially Bayyurt & Sifakis 2015); however, for our purposes we prefer 'informed' (Dewey 2015; and see also Chen, Kao & Tsou 2020) to emphasize the motive underlying our approach to ELF research: that we focus on promoting the application of an ELF way of thinking about language and communication. In short, while awareness of ELF is a fundamental starting point for a classroom response, awareness alone is not sufficient. This point is also made clear by proponents of ELF-awareness; indeed, while we describe our approach as ELF informed, the theoretical basis of our arguments are still very much in line with Bayyurt & Sifakis (2015).

In this chapter, both definitions, ELF aware and ELF informed pedagogy, are considered appropriate and complementary. Therefore, in section 1 I am going to refer to the concept of *awareness* to describe activities that were carried out during the first part of my session for the teacher-education course, the aim of which was to share fundamental notions about WE with participants.
On the other hand, in section 2 I'm going to use the expression WE informed pedagogy to refer to innovative teaching activities that participants were asked to design and experiment with their classes during the second part of the session.
In the Conclusions, I will briefly comment on the results of this component of the teacher-development course, and point out how this experience could be improved in the future.

Raising World English awareness

As a preliminary introduction to my session about WE, I uploaded a short video on YouTube that I linked to the Moodle platform connected to the teacher

development course[1]. In this clip, I briefly introduced myself and provided attendees with general information about the topics we were going to discuss in our four-hour session (i.e. the pedagogic impact of WE on ELT), and about the blended approach I had selected for our work, namely a combination of theoretical input regarding the fundamental tenets in WE, and practical activities to implement the teaching of English as a plurilithic language in the English classroom.

As warm up materials, I also provided participants with links to introductory videos on WE and education that they should watch before our meeting[2].

Moreover, I created a folder called *Virtual Library* on the Moodle platform, where I uploaded several academic papers to expand on the topic of WE and share basic notions about WE with the attendees[3].

I met the participants to the teacher development course on Dec. 7, 2018. The first part of my for-hour session plan included 8 steps:

1. A general introduction to language variability in English, from a synchronic and a diachronic perspective.
2. Essential theoretical tenets about WE through videos and online materials (Kachru's model of WE; Crystal's video on variability in English; Strevens's map of English; Prodromou's model of WE; Mahboob's language variation framework; Schneider's dynamic model of Postcolonial Englishes; Jenkins's 1st and 2nd dispersals of English).
3. Definitions and examples of pidgin and creole languages derived from English.
4. Open debate: WE and ELT today (negotiating views and ideas with attendees).

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1 Access to this Moodle platform was granted by the Dept. of Foreign Languages, Literatures and Cultures of the University of Roma Tre.

2 https://youtu.be/1b7hY8yrT0s
 https://youtu.be/wX78iKhInsc

3 Here is the full list of additional materials I included in the *Virtual Library*:
- Bhatt, R. M. (2001). World Englishes. *Annual Review of Anthropology*, Vol. 30 (2001), 527-550.
- Canagarajah, A. S. (2006). The Place of World Englishes in Composition: Pluralization Continued. *College Composition and Communication*, Vol. 57, No. 4 (Jun., 2006), 586-619.
- Grazzi, E. (2016). Double book review: Jenkins, J. (2015). *Global Englishes: A Resource Book for Students* (third edition). Abingdon: Routledge / Galloway, N. & Rose, H. (2015). *Introducing Global Englishes*. Abingdon: Routledge. ELTJournal, Volume 70/4 October 2016, 469-473. Doi: 10.1093/elt/ccw063.
- Huddart, D. (2014). Chapter 3: English in the Conversation of Mankind: World Englishes and Global Citizenship. In D. Huddart, *Involuntary associations: Postcolonial Studies and World Englishes*, pp. 52-74. Liverpool: Liverpool University Press.
- Lo Bianco, J. (2003). Making Language Education Policies: A Needed Response to Globalization. *The Modern Language Journal*, Vol. 87, No. 2 (Summer, 2003), 286-288.
- Schneider, E. W. (2003). The Dynamics of New Englishes: From Identity Construction to Dialect Birth. *Language*, Vol. 79, No. 2 (Jun., 2003), 233-281.

5. Language education and WE: a transformative perspective in ELT.
6. Additional videos from YouTube with examples of WE: focus on pronunciation and lexicogrammar variations[4].
7. *Show and Tell*: I presented three manuals for University students on WE (Jenkins, 2003; Galloway & Rose, 2015; Schneider, 2011), which participants could find useful in order to expand on the topic of WE from a pedagogical point of view.
8. Concluding remarks: a few minutes were dedicated to sum up the main points that had been presented in the first part of the session, and to answer participants' questions. Finally, attendees were invited to join a forum entitled *English vs. Englishes* that I was going to moderate on the Moodle platform, where we could continue our open discussion on a number of topics concerning, WE and ELT.

World English informed classroom activities

The second part of my session of the teacher development course was essentially dedicated to practical activities that were intended to pave the way for participants in designing and implementing new tasks for the English classroom, whereby learners would be able to develop the notion of English as a plurilithic language.
First of all, I organized a complex activity based on the principles of cooperative learning, which consisted in following a procedure that would allow all attendees to participate actively in a conversation with peers on the following theme: *English and Language Variability*. As a teacher trainer, my goal was also to show participants how possible it is to manage an open debate in the English classroom, where all pupils have a chance to express their point of view. I divided the class into groups of four and we started off with a brainstorming activity on the following points:
a) Why do languages change?
b) Is English a monolithic or plurilithic language?

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4 Here is the full list of additional videos that were shown during the first session:
- Different WE accents: https://youtu.be/LBYsuohdKs4
- D. Crystal on second language education: https://youtu.be/ItODnX5geCM
- MLE, or Multi-cultural London English: https://youtu.be/0KdVoSS_2PM
- British vs. American English pronunciation: https://youtu.be/2nAnT3PASak
- British slang vs. American slang: https://youtu.be/wYmrg3owTRE
- AAVE, or African-American Vernacular English: https://youtu.be/xX1-FgkfWo8
- Australian English: https://youtu.be/xuRrp83jCuQ
- Hiberno /Irish English: https://youtu.be/QJFayFOASMg
- Ngugi Wa Tiong'o: «English is not an African language»
https://youtu.be/0nGFSwXNXiY
- Jamaican English: https://youtu.be/nDSPtQrX4A8

c) Should the English of the subject incorporate the idea of variability?

Participants were asked to negotiate their positions, find agreement whenever possible, and disregard what was not negotiable. At the end of this first phase, all groups where reshuffled and every member was asked to report from their previous discussion. Again, groups where asked to negotiate their positions and take notes. Finally, a plenary session was organized. All participants were asked to sit down in a large circle and where giving the following instructions:

Go back to your notes:

a) Are your ideas in line with linguists' positions about World Englishes and ELT?

b) Have you changed your mind while you were discussing this topic with your colleagues?

c) Start a plenary discussion on the following theme: How would you raise your students' WE awareness?

d) Take notes. You are going to need them later on.

This activity was very successful. Everyone had a chance to express their opinions and contribute to harmonize and integrate their views.

When this activity was over, I introduced the next one, the aim of which was to make attendees design a project work on the integration of WE into the English syllabus. Participants were also asked to implement their project work with their classes, in the following weeks, and report their feedback on this activity through our forum, on the Moodle platform.

The title of the project work was: *Bringing WE to the English Classroom*. I divided attendees into groups of four. Each group was asked to design innovative activities for a class of high-school students, to introduce WE and enhance learners' WE awareness. Attendees were asked to plan a cycle of learners' tasks based on action research and dynamic assessment.

Here is the participants' assignment:

Bringing WE to the English Classroom

1. Focus on one problematic aspect in ELT related to WE (e.g. students' attitude towards standard English and language variability; students feeling ashamed of their non-native speaker accent; lack of intercultural competence; etc.).
2. Design a set of innovative learning activities to cope with the problematic area(s) you have selected.
3. Prepare a lesson plan on WE. Remember to specify:
   a) Main goal(s) (e.g. raising learners' awareness of WE; improve learners' intercultural competence, etc.)
   b) Specific aims (e.g. in terms of integrated skills, can-do statements, etc.)

      c) Expected results

      d) Innovative learning activities and cooperative work on WE.

      e) The teacher's role.

      f) Materials, media, technology devices, etc.

   4. Describe how you would implement classroom observation and action research to assess your project work and improve it.

At the end of this activity, all groups prepared a poster where they provided an outline description of the project work they had designed. Then, in turn, each group presented their poster to the others and a concluding question and answer session was carried out.

In the days that followed our meeting, I kept in touch with participants through our forum on WE, which was hosted on the Moodle platform. Moreover, I also started an open debate online on the topics of the supplementary readings I had uploaded to the *Virtual Library*. Meanwhile, participants had also attended a few other sessions, held by my colleagues. Therefore, I expected that all participants had had the possibility to reflect on the main topics that had been addressed during the course and had developed a deeper awareness of the pedagogic implications of ELF and WE. Nevertheless, I have to say that participants' involvement in web- mediated asynchronous discussions was well below expectations, partly due to teachers' lack of time to dedicate to these optional activities. Indeed, we have to say that Italian school teachers usually have a busy agenda especially between January and February, i.e. between the first and second term of the school year. In any case, it should not go unnoticed that most trainees did not prove to be highly motivated in participating to online forums.

Conclusions

All in all, I can say that the activities that were carried out during the session that I have described in sections 1 and 2 reached their goals, although they were not entirely satisfactory. In particular, while attendees participated very actively during our meeting, the same cannot be said about their commitment to the work they had been asked to carry out from home (e.g. participation to our forums on the Moodle platform; reading additional academic papers; etc.), and with their classes (e.g. the implementation of their project work on learners' WE awareness).

Presumably, among the causes of these partially successful results there may be a) attendees' lack of time to dedicate to teacher development at home; b) attendees'

poor ability to work online; c) the objective impossibility to go to the attendees' schools and support teachers while experimenting with innovative activities with their classes. These are major drawbacks to take into consideration, should this teacher development course be repeated.

Nevertheless, participants expressed their positive feedback about the experience of this teacher's development course and were ready to reconsider their ideas about today's plurality of WE and the importance to reshape the English syllabus in order to make learners ready to cope with language variability in authentic communication.

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Part 2 | *Chapter 9*
ELF and Mediation

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Abstract
The main aim of this chapter is to present a teacher-development module dedicated to the introduction of mediation activities in an ELF-aware perspective into the English classroom. This session was carried out during the course *New English/es Landscapes*, addressed to teachers of English. In the first part the rationale and the theoretical background underlying the opportunity given by the promotion of language mediation activities within different language learning contexts are presented. The following sections outline the session plan, the content and the activities that were designed for this module of the teacher development course presented in this second part of the book. In the last part the development and the practical implementation of hands-on activities and trainees' feedback are presented and findings on pedagogical implications discussed.

Keywords
mediation; ELF; ELF awareness; ELT; teacher training

Introduction

In the last decades mediation and the role of mediators have been redefined in different fields of scientific research, and first of all from a socio-cultural and anthropological perspective where:

"[The intercultural mediator is someone who could] operate their linguistic competence and their sociolinguistic awareness of the relationship between language and culture and the context in which it is used, in order to manage interaction across cultural boundaries, to anticipate misunderstandings caused by difference in values, meanings

and beliefs, and thirdly, to cope with the affective as well as cognitive demands of engagement with otherness". (Byram, 1995: 25)

In language teaching, mediation has acquired paramount importance not only in the CEFR latest edition (2020), but also in a wider pedagogical perspective, where mediation:

> "involves a constellation of teachers' conceptual frames, practices and ways of being that are at the play in any given moment and which are interwoven over time in the act of language teaching". (Kohler, 2015: 193)

At the same time, in the perspective suggested by Kohler (2015), the cultural aspects cannot be neglected when considering mediation and its relation to language. Communication (and mediation) has recently been more and more defined through the use of the adjectives 'intercultural' or 'transcultural' to highlight the bridging function of the cultural power in interactional contexts, especially in plurilinguistic ones (e.g. Meyer 1991; Fitzgerald 2002; Liddicoat & Scarino 2013; Liddicoat 2014). And as suggested by Beneke (2000:13), this frequently happens in English as a Lingua Franca (henceforth ELF) communicative settings:

> "to account for the relationship between language and culture in intercultural communication through ELF, it is necessary to view it from a more complex perspective than the culturally deterministic or culturally neutral perspective described above. [...] It is crucial that the connections between language and culture are explored as situated in the instances of communication investigated".

In European multilingual and multicultural teaching contexts, mediation has become an essential measure aimed at promoting the role of learners as social agents in the new societal scenarios. The notion of mediation between two (or more) poles of otherness has been officially introduced by the Council of Europe's *Common European Framework of Reference*, where mediation acquires a crucial role as a new form of managing the interaction in classroom activities as well as in daily communicative situations. Mediation is here presented as fundamental in problem-solving and recommended as indispensable in plurilingual educational contexts (e.g. Beacco & Byram 2007; Gromes & Hu 2014).

Moreover, mediation and mediation strategies are central in communication contexts where non-native speakers interact in environments where there is an increasing use of English as a lingua franca. As a matter of fact, mediation emerges as a process

activated in ELF communication, as it facilitates socialization and cooperation among participants who 'otherwise may not be able to participate'. (Hynninen, 2011: 965)

This is particularly relevant when insights from the new descriptors in the CEFR are taken into account: in the 2018 Companion Volume to the CEFR for Languages, new scales for mediation are introduced with the aim of promoting more integrated, cooperative and collaborative classroom tasks, the implementation of cross-linguistic mediation and the development of plurilingual/pluricultural competence among language learners.

Introducing mediation activities along with authentic materials, derived from ELF speakers' cross-cultural exchanges, in the ELT classroom may have important pedagogical implications. Learners are prepared to overcome communication breakdown, to negotiate ideas or intentions, to take cultural diversity into account, and to properly translate from one language to another. To this end, they should be guided by the language teacher to: (i) select appropriate language forms with respect to the context and the interlocutors; (ii) take into account misunderstandings, anticipating or avoiding them; (iii) clarify problems of miscommunication; and (iv) investigate examples of real mediation.

At the same time, language learners – in secondary education as well as in undergraduate and postgraduate courses – become aware of the miscommunication and communication breakdown resulting from status asymmetries in unequal encounters during cross-cultural mediation processes as well as daily spoken interactions in a multilingual and multicultural communicative dimension.

The exploration of authentic data, derived from recent research studies on ELF and multilingualism, and its impact on the language use, in a teacher development course, aims at suggesting practices and strategies for the introduction of real ELF instantiations and the implementation of language activities in the training of mediation within the language classroom. In these situations, the "mediator" is prepared to bridge gaps and overcome misunderstandings, to meet Kramsch's (1993) "third space" in which a speaker/learner might take some distance from his/her cultural norms to think critically and act as a social agent in two-pole interactions.

Raising intercultural awareness: the role and impact of ELF and mediation in cross-cultural communication

With reference to the previous theoretical background, the session carried out during the course *New English/es Landscapes*, started from a series of aims and objectives, and more precisely in the attempt of:

▸ providing a novel approach to language and intercultural mediation with a special reference to cognitive and socio-cultural 'schemata', and pragmalinguistic uses derived from L1s and transferred onto the use of ELF;
▸ enhancing intercultural awareness through the exploration of semantic, syntactic and pragmatic dimensions employed by ELF speakers in spoken cross-cultural interactions in professional as well as educational settings;
▸ developing useful classroom practices and activities aimed at detecting and correcting miscommunication and misinterpretation derived from cultural inaccessibility and conceptual unavailability determining serious communicative breakdowns.

The module has been developed with a special link to the research project presented in the first part of this book and more specifically with a reference to the PRIN survey results.

In this sense, intercultural mediation processes have been introduced with the aim of inquiring into the use of ELF in professional and educational discourse where the appropriation of the English language by non-native speakers (NNS) is more evident, signalling native linguacultural uses, experiential schemata, and socio-cultural identities. This approach to mediation in the language classroom aims at raising teachers' ELF awareness by exploring their current practices in the language classrooms and with the objective of providing guidelines for teaching and learning practices, and promoting an ELF aware pedagogy in teacher education, where teachers are prompted to produce innovative classroom tasks and materials, assessment and evaluation frames.

Introducing mediation activities in the multilingual classroom

The main part of the session of the teacher development course was essentially dedicated to practical activities that were intended to boost teachers' skills in producing innovative teaching materials for their classrooms in an ELF-aware perspective.
The trainees have been stimulated in:
1. developing a personal productive awareness of intercultural communication and mediation through ELF;
2. acquiring a positive attitude towards the importance of socio-cultural and linguistic integration within a multilingual educational context;
3. producing materials, tasks and assessment tools adapted to their classroom setting in a mediating perspective.

In the preliminary step trainees had been exposed to specialized and technical discourse concerning language mediation and ELF/WE through reading materials, academic articles and multimedia provided on the Moodle platform of the course.

As warm-up materials, I also provided participants with links to introductory videos on intercultural awareness and language mediation that they should watch before our meeting.

One of the suggested videos[1] dealt with the challenges of teaching and supporting displaced students in the language classroom.

The trainees were asked to answer the following questions:

▸ Do you teach refugees and migrants?
▸ Are the challenges you and your students face similar to the ones described in the video?

Another video[2] referred on the delicate relationship between culture and inclusion. A teacher trainer from Lebanon reported about the importance of valuing the cultures and the home languages of the students in multilingual and multicultural contexts. In this case the focus was on the importance of creating supportive classrooms for learners who have experienced trauma during the migration experience. Teachers were asked to discuss in the forum the main issues emerging from the video and to share similar experiences with multilingual students.

A final video[3] concerned a talk by the cross-cultural expert and communication consultant Pellegrino Riccardi. He shared his personal and professional experience as cross-cultural agent, and more precisely about how very different cultures can successfully coexist next to each other. This video elicited some reactions about the perception of others' cultures and the challenges of cross-cultural communication.

In the first part of the session, teachers had been exposed to authentic materials derived from real case-studies and mediation processes involving the use of ELF variations and/or Italian 'lingua franca' in different communicative scenarios. This activity had been carried out in order to properly activate participants' awareness during the class activities. Exchanges from both professional discourse in unequal migration encounters in institutional settings (Sperti, 2017); and from multilingual classrooms and academic contexts in today's western societies were selected and presented to trainees.

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1 https://www.facebook.com/watch/?v=175052363429124 (TeachingEnglish - British Council)

2 https://www.facebook.com/watch/?v=752359035109433 (TeachingEnglish - British Council)

3 https://youtu.be/YMyofREc5Jk (Tedx Talks)

More precisely, course participants have been guided throughout the session to reflect and revise their teaching practice by means of guided brainstorming activities, interactive discussions, and role-plays on ELF and mediation.

First of all, they were invited to reflect on different definitions of the term 'mediation' and to share their experiences, by means of some eliciting questions such as:

‣ What notion/s engaged you most? Why?
‣ What aspects can be taken into consideration for your work as an English teacher?

This reflective activity was important and relevant since teachers had started the session bearing in mind inputs and reflections derived from materials and videos they had examined the days before our meeting. Moreover, they had started to exchange their views and opinions on the forum, opening a constructive dialogue among them. During the session, in presence, the trainees were then exposed to the practice of language mediation, by means of:

a) exercises aiming at testing their linguistic and intercultural abilities, as well as their professional background and experience;
b) role-plays and brainstorming tasks about the application of mediation strategies in plurilingual settings;
c) guided group activities focusing on the pedagogical implications and the educational impact of language mediation applied to other professional settings (e.g. migration, legal, medical, social, and institutional contexts).

In a second step, the trainees were specifically asked to talk about their classroom experience, by means of the following checklist:

"Do your lesson plan/teaching materials offer:
1. an innovative approach with a view to English language varieties and variations (ELF & WE)?
2. a reference to the multilingual learners?
3. a reference to learners' cultural and intercultural awareness and competences?
4. a reference to authenticity and to communicative tasks focused on cooperative and mediation interactions?
5. practices and tasks involving negotiation and accommodation strategies?"

This reflective activity was very relevant and appropriate to individual trainees' needs for innovation and for the introduction of mediation in their teaching practice. Everyone had a chance to exchange personal experiences and perspectives reflecting on their teaching practices and where mediation could be integrated.

This reflective activity was meant to prepare the trainees to the final assignment.

In the final part of the session, teachers have been asked to design a project work (described below) on the integration of mediation activities into the English syllabus. Participants were also asked to implement their project work with their classes, in the following weeks, and report their feedback on this activity at the end of the course. Through this project work, participating teachers have been stimulated in implementing their personal skills and abilities starting from classroom observation and then piloting novel ELT activities in a mediation-aware perspective, involving authentic ELF instantiations and hybridizations.

Participants' assignment at the end of the session:

a. What have you learnt that you did not know before?
b. What notions do you find relevant for your teaching?

Now try to project a tailored mediation language task based on the actual needs of your teaching context!
You will implement it in your classroom as a useful component of your course portfolio. Think about lesson plans, objectives, activities, tasks, materials…!

Once you have planned your mediation activity, implement it in your classroom and write down your report considering the following sections:

Part one: The "task plan", along with some background information, your rationale and a list of objectives.

Part two: A description of what happened in conducting the mediation task (When? Where? Who?).

Part three: A short analysis, using some of the key ideas from the course (How well did you feel the task went overall? What were the most successful aspects? What were the least successful aspects?).

In the days that followed our session, I kept in touch with trainees through our forum, which was hosted on the Moodle platform. Moreover, I also started an open forum debate on the topics of the session and the project work. Meanwhile, trainees attended the other sessions of the course, integrating thus new concepts and insights. Therefore, I noticed that all participants had the possibility to work on the core topics of the course (such as, ELF, World Englishes, ELF-awareness, assessment)

that had been addressed during the sessions and had developed a deeper awareness of the pedagogical implications of introducing ELF in their classrooms.

At the end of the course, all the attendees presented their project work where they provided an outline description of the lesson they had designed and implemented in their classes. Then, during a concluding plenary session, a question-and-answer session was carried out to exchange suggestions and ideas.
Here some of their final comments and feedback:

"I think that the task involved my student both linguistically and emotionally. Though at the beginning the choice of the sonnet 18 was not successful (they used dictionaries and websites to translate first the sonnet into Italian and then into English), they agreed in changing the text and carrying the task a second time without any mediation tools (dictionaries, online and in paper). They loved the fact they had to write to a special friend, they wanted to find rhymes and create a sound similar to the original in their new versions. I think I would definitely repeat this task the next year."

Another course participant claimed:

"I think that the task was quite successful. Most of the students worked well even if they found themselves in group of classmates they weren't used to working together with.
The most successful aspect was the involvement in a competition: this motivated the students to cooperate together.
The second lesson went well too, even if it was a bit more difficult because acting as a class the more competent students tended to exclude the others. So I found it more challenging because I had to mediate in order to convince them to work together involving everyone."

As for the reflective approach, a teacher stated:

"The course was very useful to reflect upon all the mediation actions we daily carry out without any awareness. After attending the course I feel more aware about the necessity to have a more systematic approach to all the relationships requiring mediation.

Other significant comments on mediation and its practice in the language classroom emerged:

In order to obtain a goal, the collaboration should start from teachers, but this is not always possible, because as any other human being, they need someone who is able to

mediate among them and in the class board. Therefore, mediation is not only between two students, or between a student and a teacher, but also between two teachers."

As well as interesting reflective attitudes:

"The focus on language mediation at school implies a shift in perspective, questioning some widespread practices in language teaching at school. Mediation, in fact, requires authentic tasks to be proposed to students, rather than general communicative-interactive activities. Meaningful tasks are also likely to include the cultural aspects that may be at the origin of the gap that mediation helps filling.
The new perspective gives a new status to learners' first (or other known) language, that has long been banned from language teaching classrooms. Especially in English teaching, where the focus has long been the target language modelled after native speakers of English, without taking into consideration the growing importance of English as a language spoken by non-native speakers, often as a mediation tool."
"I consider this task involved intercultural mediation, with a very unfamiliar being (the alien). The fact that there was an alien and not a person from another country was positive as the students could not assume what the alien knew and did not know, and it served as a good reflection at the end of the lesson. My school, as an IB school, is focused on the values of intercultural mindedness and cross-cultural communication, so it was not difficult for the students to find those connections. When they understand that bias affects us all, they are more sensible to intercultural mediation and are able to communicate better with the school community (which is composed of at least 20 different nationalities, between students and faculty). I was quite pleased with the winning group, as they actually followed the instructions provided and devised a creative conversation that left the alien satisfied with the explanations. The least successful aspect, I would say, is still how hard it is for some students, to leave their comfort zone, and dig deeper, hence, develop their critical thinking skills."
"If we take into consideration the term mediation in its wider meaning, I can't help observing it also implies an interaction among all the members of a group, whatever their distinguishing psychological characteristics are, and an interaction between the group, eventually perceiving itself as a whole, and the audience (families, schoolmates, other teachers). In this sense, the mediation process worked quite well."

Conclusions

To sum up, teachers got involved in the session and in the reflective activities carried out during both the preliminary online discussion and the in-class meetings. The objective of introducing mediation – in an ELF-oriented perspective – in the

language classroom was reached and trainees were made aware of the importance of providing a novel approach to language use, by developing useful classroom practices and activities, aimed at enhancing intercultural communication. In particular, attendees participated very actively during the main session, and the same can be said of their commitment to the project work they had been asked to carry out in their classrooms. They made use of ELF online resources, authentic materials and encouraged learners to work independently, devoting time to spoken communication and classroom collaboration.

Presumably, teachers could be involved more in the interactions on the Moodle platform in forum discussions (e.g. stimulating exchanges among them and sharing each other's experiences) or reading activities (e.g. providing them additional academic papers).

These aspects may be implemented for a future CPD course based on the same key-components. Trainees should be made aware of the importance of devoting time to teacher development and be assisted to detect their real leaners' needs, experimenting innovative activities with their classes.

Nevertheless, trainees showed their positive attitudes toward the new inputs conveyed during the training course: they got involved and were eager to revisit their ideas about the role of the English language and the importance to reshape the syllabus in order to introduce the notion of mediation and related activities, and to make learners ready to cope with intercultural communication and variability in their out-of-the-school language use.

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Part 2 | *Chapter 10*
The use of digital technologies

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Abstract
A course component on the use of digital technologies, inclusive of eTwinning and other online projects, was included in the syllabus of the post-graduate blended Teacher Education Course: *New English/es Landscapes: Revisiting English Language Teaching & Learning*, held at Roma Tre University, as part of the PRIN project 2015REZ4EZ. This chapter will describe the function of the Information and Communication Technologies (ICT) component of the course by focusing on the proposed use of digital technologies in a global context, and on diverse ways to develop intercultural communication in ELT within an ELF aware prospectiv.

Introduction

The aims of this component of the course were to guide teachers to create lessons and activities in which digital tools are integrated and used to promote an active role of learners in a global perspective, acquiring competences in setting up collaborations with other European teachers within *eTwinning* and *Erasmus+* projects to be implemented during a practicum in their classrooms.

Why a course module on digital technologies? The reasons behind

When the PRIN research team devised the *New English/es Landscapes: Revisiting English Language Teaching & Learning* course with the aim of developing English language teachers' awareness of ELF, the idea of including a course component on ICT was the result of the research findings that had highlighted teachers' need to be able to use new technologies to improve their teaching. The PRIN Project questionnaire had revealed that most teachers, when asked specifically about what would make a successful teacher, showed a clear understanding of the relevance of having ICT skills as part of their professional competences, as the answers in the table below show.

Question no. 18 Indicate what you think would make a successful English teacher today.
- ‣ to integrate the use of digital technology in English Language Teaching ……………… 72,86%
- ‣ to encourage learners to use social media and to bring samples of authentic English into the classroom ……………… 80%
- ‣ to participate in European projects using digital media and tele-collaboration …………… 68,37%

Question no. 22 Have you ever taken part in transnational projects, such as eTwinning or other European projects? Only 34,29% answered yes.

Table 1 – EL teachers' responses

In most of their responses to the survey, teachers clearly expressed their urgent need to be equipped and to equip their students with more adequate strategies as ELT should respond to learners' new communicative needs largely related to learners' ability to communicate in English with the numerous speakers whose L1 is not English and enhance their countless opportunities for 'meeting' different cultures and non-native English linguistic outputs such as accents. It is true that, the teachers answering the survey show awareness of these opportunities in general, even if they are not completely conscious of all the implications connected.

ELT should enable learners to translate school knowledge into every-day real life knowledge by embedding learning into more realistic contexts. The difference

between what 'real life' is vs 'the classroom' is disappearing with the introduction and use of digital resources in class while students experience both the difficulties and the success of communicating in multicultural contexts. The teachers in the survey express their need to innovate their methodologies and use ICT to enhance their learners' motivation and emotional involvement.

New technologies, particularly those related to collaborative on-line activities, provide a learning environment that engages learners in language as a social practice for authentic and meaningful communication as well as for a collaborative co-construction of discourse. Web tools can help ELT stakeholders close a gap between the new challenges of teaching intercultural communication with short-time access to other learners of English from different linguistic and cultural backgrounds. Web-collaboration can offer the digital space for intercultural exchanges among learners and an opportunity for them to gain the knowledge and practice of the cultural and linguistic skills required by intercultural speakers. (Cannelli, 2018:44)

Course implementation: aims and rationale

The course component on ICT, was devised in conformity with the teacher education principles shared by the team for devising the whole course, that implied the use of a reflective approach through the adoption of an action-research mode, the involvement of teachers in activities to be tried out in their classrooms during the practicum and the teachers' ICT skills development in the implementation of technologies and apps within their ELF oriented lessons. So, not just learning how to use technologies and apps, but also justifying the pedagogical principles for their use to enhance intercultural communication. Teachers had thus to be involved in small group discussions where they presented and justified what app or what technology was most feasible for their teaching purposes.

The following table was the initial template of the course component on digital competences.

PRIN PROT. 2015REZ4EZ

A.A. 2018/2019
Teacher education course
New English/es Landscapes:
Revisiting English Language Teaching & Learning

Course component:
The use of digital technologies in a global perspective: how to develop intercultural communication in ELT
Tutor: Alessandra Cannelli

Aims and Objectives: After examining the results of the PRIN survey about the use of ICT in an ELF aware perspective, the teachers will be guided to have a more reflective approach to technologies, within a pedagogical and global perspective.

Skills: The teachers will be able to:
- ‣ select tools according to context, pedagogical objectives and language skills to be enhanced
- ‣ plan activities by the use of tools that may develop learners' awareness of ELF and of intercultural communication
- ‣ interact with other teachers all over Europe in order to start partnerships among schools and improve their own professional development.

Activities: The teachers will be asked to plan class activities/lessons in which digital tools are integrated and specifically used to promote an active role of learners in a global perspective.

On-line activities: Teachers will be asked to take part in forum discussions and they will be assigned specific teaching tasks.

Assessment & Evaluation: Before the final evaluation, peer evaluation of tasks will be the object of forum discussion in order to share individual responses and classroom practices.

Practicum: Teachers will be asked to try out what planned and observe results in their own classes.

The course participants were initially encouraged and supported in identifying appropriate ICT tools for English language lessons and in learning to use them according to their school context and their classes' main pedagogical objectives. The preliminary activities teachers were engaged in were meant to enable them to use ICT tools as well as to identify ways to enhance learners' intercultural communication through the ICT use. They were then guided through specific tasks to identify the most suitable activities for their teaching context. The approach adopted was based upon the assumption that teachers have not received.

In some cases, digital tools are considered as detached from usual lesson activities, a part that must be used only with the aim of motivating students on language issues. On the contrary, they need to be integrated and strictly connected with pedagogical objectives, both in daily language lesson planning and in international collaboration partnerships.

Teachers need to start from their level of digital competence, from simple activities that trigger communication, especially aural/oral, but also cooperative activities to create a final product that enhance interaction and mediation.

The SAMR model, for example, can be used to apply and integrate technology in education, where technology integration is the use of technology tools to allow students to apply digital skills to learning and problem-solving, but the curriculum drives the use of technology and not vice versa.

The SAMR model is a framework created by Dr. Ruben Puentedura that categorizes four different degrees of classroom technology integration. The letters "SAMR" stand for Substitution, Augmentation, Modification, and Redefinition.

This model will help teachers in planning activities according to their own and their students' digital competence and will guide them towards improvement both in language and in digital skills.

The SAMR Model
enhancing technology integration

Ruben R Puentedura, Ph.D.

Redefinition	technology allows for the creation of new tasks, previously inconceivable	create a narrated Google Earth guided tour and share this online	Transformation
Modification	technology allows for significant task redesign	use Google Earth layers such as panoramio and 360 cities to research locations	
Augmentation	technology acts as direct tool substitute, with functional improvement	use Google Earth rulers to measure the distance between two places	Enhancement
Substitution	technology acts as a direct tool substitute, with no functional change	use Google Earth instead of an Atlas to locate a place	

examples added by the Digital Learning Team

http://www.hippasus.com/rrpweblog/

Table 2 – The SAMR model

As Kurt Kohn states ("My Language – My English. Perspectives of a Lingua Franca Pedagogy", Sprachen & Beruf Berlin, 25 Oct 2012) "language learning is both an individual and a social construction; therefore, it is necessary an adoption of weak Standard English orientation, the acceptance of non-native speakers' creativity and the attention to speaker satisfaction as a criterion for success. But how can ICT foster ELF awareness and improve English Language learning?

The most important opportunity comes from intercultural web-communication and learning through telecollaboration so to help learners to become more familiar with a range of non-native accents, raising students' awareness of how features of their own accent could cause difficulty for someone who is not so familiar with it and enhancing the awareness of the multicultural dimension and the European integration process in students and teachers.

Synchronous and Asynchronous Tools: From easy to more complex

Digital tools help us to involve students. Here I am suggesting some that fit my idea of collaboration that were used by the course participants in their teaching projects.

▸ Sharing ideas and brainstorming: *Padlet , Popplet, Coggle*
▸ Digital gamelike feedback: *Kahoot, Quizlet, Edpuzzle, Playposi*t
▸ Creating communities: *Edmodo, Flipgrid, Twinspace*
▸ Writing collaboratively an e-magazine: *Madmagz*
▸ Digital storytelling: *Storyjumper*
▸ Creating, editing and sharing videos and many kinds of digital content: *Biteable, Genially, easel.ly*
▸ Oral interaction with other teachers and students: The *SpeakApps* project focuses on creating a free and opensource online platform that gathers ICT-based applications and pedagogies to practice oral skill online; The *Mixxer* is a free virtual language exchange site using Skype.

Among these tools, during Covid time especially but not only, a very appreciated tool has been FLIPGRID, which allows the creation of video capsules, where students express their opinion on a topic selected by the teacher; every learner can asynchronously listen and reply, watching and creating videos in a line.

International Partnerships

eTwinning partnerships are a great source of innovative tools for English language learning, as it is the main language used as a Lingua Franca in interactions and it gives teachers the opportunity to exchange experiences with the support of international experts. An example of this took place with the participation of Tubingen University. A webinar dealing with virtual reality environments in ELT in an ELF aware perspective was held on the European eTwinning platform by Professor Kurt Kohn, supported by Alessandra Cannelli, eTwinning ambassador. He introduced his Erasmus+ project *Tecola*, involving European Universities and schools on online environments with the aim of helping foreign language students develop their intercultural communicative competence.

During the webinar Professor Kohn explained how ICT can foster autonomy in foreign language students in a global perspective with the use of synchronous and asynchronous tools such as *Tecola* virtual world, videoconferencing and co-costruction

of written communication on dedicated tools, offering scaffolding, differentiation and increased communicative production.

In *Tecola* virtual world, the Chatterdale English village offers the environment where students from different countries, using their avatars can interact, following their teachers' instructions.

The following link to the *Tecola* project website https://sites.google.com/site/tecolaproject/ allows teachers to find all materials, tools and resources for their lessons.

Table 3 – Tecola Project: Chatterdale

eTwinning

Among the European projects making use of IC T and apps, teachers in the course were introduced to *eTwinning*, the community for schools in Europe – an online community working on a safe internet platform that provides a range of activities including joint projects for schools at national and international level, collaborative spaces and professional development opportunities for teachers.

eTwinning has had a particularly positive impact on project-based teaching skills and foreign language skills development, as well as other teaching practices such as, multi-disciplinary teaching, students' competence development, student-centered

discussions, and the development of learning to learn skills. Development in these areas can be said to be particularly well catered for within *eTwinning*, representing skills and practices which teachers otherwise may have difficulty or less opportunity to develop.

Figure 6: Positive impact of eTwinning on teachers' skills
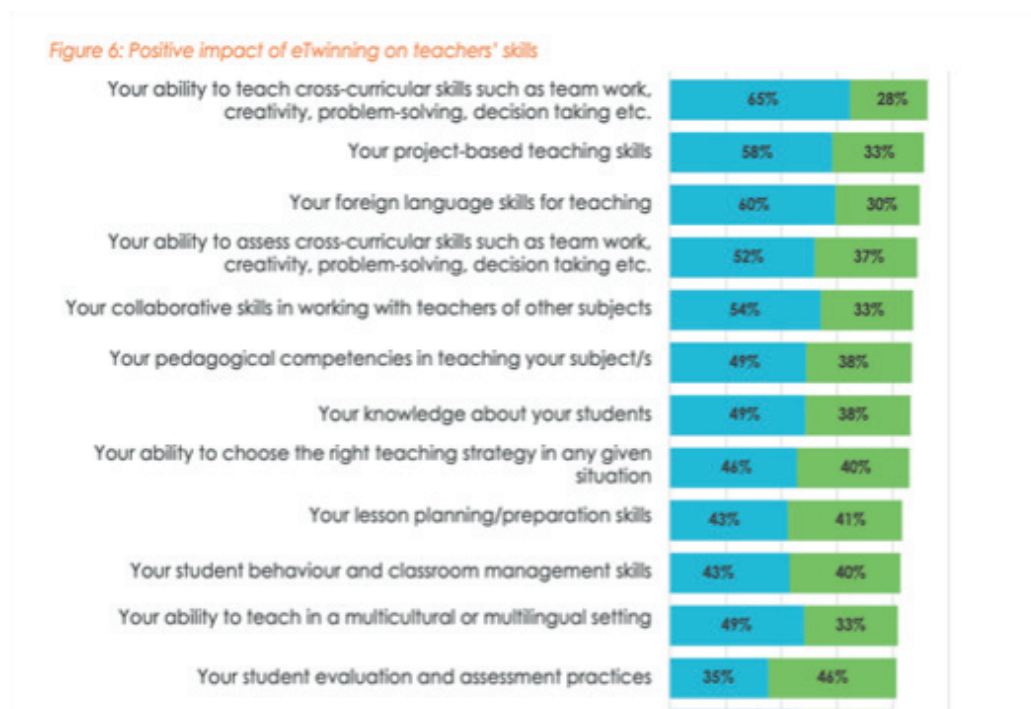
Table 4 – Positive impact of eTwinning on teachers' skills (EU *eTwinning in an era of change, 2020)* https://www.etwinning.net/en/pub/newsroom/research-monitoring/full-report--etwinning-in-an-e.htm

As far as our course main aim, that is developing English language learning and teaching in an ELF aware perspective, the last EU publication "*eTwinning in an era of change*", highlights the fact that teachers perceive that eTwinning has had a strong positive result both for them and their students particularly in their abilities to deal with multi-cultural situations, where they state that eTwinning helped them by:

▸ 83 % Promoting intercultural dialogue through collaborative work between colleagues and learners and with various stakeholders.

▸ 82% Ensuring they acquire social, civic and intercultural competence.
▸ 80% Ensuring their students acquire social, civic and intercultural competence.
▸ 79% Developing their competences to design and use a wide range of teaching strategies, to meet the specific learning needs of learners of all abilities with diverse linguistic, cultural, religious, and socio-economic backgrounds.

Figure 6: Perceived impact of involvement in eTwinning on students by area
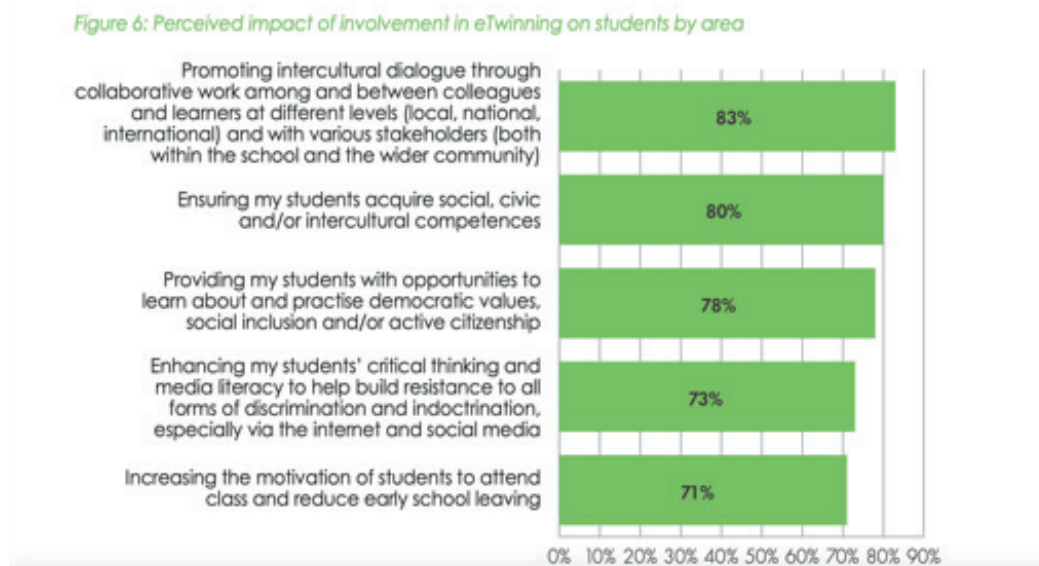
Table 5 – Positive impact of eTwinning on students' skills (EU, *eTwinning in an era of change, 2020*) https://www.etwinning.net/en/pub/newsroom/research-monitoring/full-report--etwinning-in-an-e.htm

Impact of international partnership on Teachers' competences

TALIS 2018, The OECD Teaching and Learning International Survey , pays particular attention to multicultural diversity, where the integration of world economies and large-scale migration contributed to forming more ethnically, culturally and linguistically diverse and rich learning environments, creating the need for high-quality learning experiences for diverse student bodies. The results of the 2018 Monitoring Survey show that *eTwinning* teachers use the *eTwinning* Community to:

‣ Ensure that they acquire social, civic and/or intercultural competences.
‣ Promote intercultural dialogue through collaborative work among and between colleagues and learners at different levels.
‣ Develop their competence to design and use a wide range of teaching strategies to meet the specific learning needs of learners of all abilities with diverse linguistic, cultural, religious and socio-economic backgrounds.
‣ Provide students with opportunities to learn about and practice democratic values, social inclusion and/or active citizenship." ("eTwinning in an era of change").

Conclusion

As a final result, the course component for teachers highlighted the importance of the opportunities given by the reflective pedagogical use of digital tools in teaching/learning in an ELF perspective. The teachers understood that by taking part in international projects, widening the physical space of the classroom, virtually meeting partners all these actions allow the concrete use of English Language as a Lingua Franca, a linguistic space where different cultures meet. Therefore, teaching towards an ELF aware competence means for teachers to aim at objectives such as enabling learners develop and use their English to communicate successfully under conditions of ELF communication with a focus on spoken (and written) communication.

Teachers should focus on awareness raising activities both as comprehension and production are concerned, making learners attentive to ELF manifestations, focusing on communication styles and cultural differences. They need to develop ELF-aware comprehension skills for coping with unfamiliar pronunciation, unclear meanings, making practice with pedagogically selected manifestations of genuine ELF communication, identifying, and analyzing comprehension problems with the support of comprehension strategies (e.g., asking for clarification).

As for production, teachers ought to privilege fluency towards correctness and offer opportunities of participation in authentic ELF interactions with a focus on communicative form and function and a weak SE orientation, as in telecollaboration, with collaborative output production.

The concept of learners'/speakers' satisfaction to be achieved exploiting non-native speaker creativity in a social constructivist orientation becomes fundamental. Learners need to be guided towards their autonomy in using their own linguistic resources in interactions among groups of non-native speakers of English from different lingua-cultural backgrounds.

In the classroom this is possible connecting with other schools from other countries

and working collaboratively on more complex partnerships or just for specific topics, developing intercultural communication in an ELF oriented environment.
Initial and in-service teacher education courses for language teachers should always include a component on ICT use for learning, thus enhancing a truly intercultural exchange within multilingual classrooms.

Useful links

Video "What Is the SAMR Model?":
https://youtu.be/9b5yvgKQdqE Screencast-o-matic: https://screencast-o-matic.com/home

Sample playlists:
https://www.ted.com/playlists/294/refugees_welcome https://centerforinterculturaldialogue.org/databases/podcasts/

PLAYPOSIT: https://www.playposit.com/share/1309226/1014314 YouTube: https://www.youtube.com

Flipgrid: https://info.flipgrid.com/
Flipgrid – Record yourself: https://flipgrid.com/ae7e8b66 Flipgrid etwinners: https://flipgrid.com/etwinners

SPARK: https://spark.adobe.com/

Sample of online games:
https://www.minecraft.net/ https://www.epicgames.com/fortnite/it/home

TeCoLa Project: https://sites.google.com/site/tecolaproject/home-1
Arcadia: https://www.youtube.com/watch?v=HFsXbqXwt8Q

eTwinning: www.etwinning.net
Sample eTwinning projects:
https://twinspace.etwinning.net/9984/home https://twinspace.etwinning.net/30463/home

Kahoot:
https://www.youtube.com/watch?time_continue=3&v=HP3UTuTt1JA https://www.youtube.com/watch?v=rZUew1wIQts

Part 2 | *Chapter 11*

The place of testing and assessment in an 'ELF-aware' ELT training course

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Abstract

This chapter describes the rationale behind a training session in assessment for teachers attending the updating course in ELF methodology, *New English Landscapes*, which followed the survey reported on in the first part of this volume. In particular, it outlines the input provided by the trainer, and the output produced by participants, as a take home task, for which participants were invited to adapt existing grids to make them more 'ELF aware'. The chapter concludes with a reflection on the shortcomings of the session (which was limited to four hours) and suggestions for a more complete course to prepare teachers for assessing ELF.

Keywords

testing, assessment, assessment grid

In the first part of this book we saw that both secondary school teachers and *collaboratori linguistici* working in universities are aware of the reality of ELF, and that they see the usefulness of engaging with ELF in the classroom. This awareness and readiness extend to evaluation, which, of course, is part of their job as teachers. They identify the need for a flexible approach to assessment criteria as well as to forms of assessment, and the importance of including communication and mediation strategies, while casting doubt on the gatekeeping role of a single standard form of the language.

This chapter reports on the testing and assessment component in the training course which followed the survey. Evaluation, usually articulated as *testing* and *assessment,* is likely to be an important component in any ELT training course. It will provide

insights into the entire course, which is one reason why it may often (but not inevitably) come towards the end of the course. By reflecting on questions such as *what* and *how* to evaluate – but also *why* – and applying these questions to the input in the rest of the course, participants come to grips with the core issue of what it means to know and to be able to use a language.

One four hour session was set aside for evaluation, which took the form of a presentation followed by a workshop. Teachers were then given a take-home task on which they were invited to work in pairs, and to report back on the course Moodle platform. Four hours are not many to tackle the challenge of assessing ELF; in spite of this, we hoped to be able to bridge the gap between simply raising awareness of ELF (which, we have seen, teachers already display) and implementing an ELF element into the kind of assessment procedures participants were already working with.

Fourteen teachers attended the workshop. They came from a range of school types (lower and upper secondary, state and private, vocational and academic) encompassing very different levels and teaching objectives. These ranged from special needs education to preparing students for employment in aviation and dentistry – a good start for a reflection on ELF oriented assessment, in which the management of diversity is paramount.

But four hours, we said, are not many, and we had to take decisions about the contents. A comprehensive training course intended to promote 'ELF awareness' and establish good practices in evaluation should find time for both assessment, in its wider sense, to include continuous assessment, self assessment, and (crucially) peer assessment, as well as for more formal testing procedures. Similarly, it would include assessment of productive and receptive skills.

In the single session set aside for evaluation, we decided to work on traditional forms of testing, with which teachers were familiar, and to concentrate on spoken interaction, as the most obvious, but also perhaps the most problematic, area for ELF assessment. This is virgin territory, and, from the trainer's point of view, deep-end strategy. There is, to date, no existing test of ELF, and no catch-all construct to provide a starting point for a test developer. There are no existing tests of ELF to hold up as examples (or life belts) for participants. So what can a training course in assessing ELF be concerned with?

The same dilemma faced the testing community in the early days of the 'communicative revolution' in ELT. If language planners and educational publishers embraced the idea of the communicative approach with enthusiasm – which does not yet appear to be the case for ELF – it took many years (as we saw in the first part of this volume) before activities such as peer interaction became an integral part of institutional tests. This

fact seems all the more relevant to an ELF training course, since, as both MacNamara (2012) and Harding are at pains to point out, ELF assessment is probably best seen as a continuation of the communicative approach, in which communicative success rather than native-like accuracy is the primary teaching and learning objective.

Translated to the context of assessing ELF communication skills, Merill Swain's (1984) axioms for communicative test developers are remarkably appropriate: *Start from somewhere, Concentrate on Content, Bias for Best* (to which was later added *Work for washback*). For our training course the best 'somewhere' to start from seemed to be the teachers' own (variegated) experiences, and we thus sent out the following brief description to all the teachers enrolled for the workshop:

> The title we have chosen is *ELF: new perspectives for assessment?* rather than, say, *Testing ELF* or *Assessing ELF* which seems to take for granted that 'testing ELF' is possible and inevitable!
>
> Our intention for this lesson is that we pool ideas and experiences with the aim of *modifying* existing communicative-type tests to make them more aware of the predominance of ELF in global communication today.

The workshop: input

This was an essentially bottom-up approach to developing an assessment, or an assessment procedure, which could grow out of teachers' own experiences, and which could somehow be seen as 'ELF aware'. But it needed a foundation on which to build. Before the course, participants were sent a list of links to freely downloadable background material on the Internet, and invited to browse and read them on the basis of their interest and relevance to their teaching situations. They included David Graddol's online book on the future of English, a practical introduction to testing for language teachers, Keith Morrow's seminal (1979) article on communicative language testing, and an article on rethinking errors in the context of ELF.

The structure of the workshop looked like this:

▸ Reflection: Why test? And why are so many tests bad?
▸ Presentation: What makes a good test?
▸ Reflection: Do we need to assess competence in ELF?
▸ Presentation: Towards a construct for ELF assessment
▸ Task: Adapting or developing an 'ELF' aware assessment

The first part of the workshop was thus an introduction to testing. It began with an exchange of ideas, based on participants' own experiences as teacher/testers, and raised questions such as

▸ Why do we need to assess learning?
▸ What are we teaching English for?
▸ What kind of tests/assessments do we use?
▸ Are they good, bad, or indifferent?

The small number of participants made for a flexible and interactive session, in which teachers could work in pairs or small groups, and report to the class as a whole. The rather different teaching backgrounds made for a range of ideas in the initial exchange, but led to a consensus that tests are more likely to be bad than good, for a raft of reasons: 'demotivating', 'time consuming for teachers who have to prepare them', 'difficult to implement', 'difficult to score', 'unrealistic', 'unfair' and (crucially, in the context of an ELF aware training course) they 'test the wrong things'.

The initial exchange of ideas was followed by a powerpoint presentation which addressed many of the problems raised by teachers by focussing on test qualities, such as validity, reliability and the overarching quality of fairness. These should be basic concerns for all test developers. But for classroom teachers who are strapped for time, practical issues such as the time taken up by test preparation and scoring are also important, as is the fact that – unlike external examiners working for an international certification who disappear immediately after the exam – they have to live with the after effects of the tests they administer, and bear the brunt of student dissatisfaction which may ensure, making washback a paramount test quality for teachers.

The second part of the workshop moved into ELF territory, and a discussion on whether or not an attempt to assess ELF at school is justifiable and feasible. Again, questions were raised, and a degree of consensus reached about the speed of development of ELF as a global means of communication, and the pervasiveness of ELF in the lives of pupils. All participants agreed that ELF is the 'real English' with which pupils contend on a daily basis, and this alone, for most participants, justified rethinking the kind of tests they were required to administer, and perhaps more so, the assessment criteria adopted.

At the same time, teachers had no difficulty identifying potential problems with developing an 'ELF aware' test of spoken interaction. Even assuming that an appropriate test format could be found, or indeed, was already being used, problems relating to assessment criteria ranged from agreeing which strategies could and should

be evaluated, to how to deal with formal errors, to the assessment of pronunciation, to the intrinsic 'one-off' nature of ELF interaction making predictions about the future performance of test takers problematic if not impossible.

This discussion took us into the main and final part of the workshop: by presenting different grids used to assess spoken interaction in well-known certifications (Cambridge ESOL, Trinity GESE, and an Edexcel self-assessment grid) we hoped to shed light on an underlying construct for ELF, and point the way to the take home task planned for participants. After a brief presentation of some of the main features of the grids, participants discussed them in some detail in small groups, and shared their observations with the class. Doubts about the efficiency of the grids studied ranged from the relativistic language employed ('very simple tasks'), to the usefulness of 'grammar and vocabulary' as an assessment criterion, to the interesting question of how many levels an 'ELF aware' assessment grid would be able to distinguish between.

The workshop concluded with brainstorming ideas for a task, which participants were invited to do in their own time, either individually, or, if they wished, with a partner from the group. Eight teachers decided to work in pairs; the remaining six worked on their own.

The instructions for the task, which made up the final slide in the Powerpoint presentation, were:

- ‣ Start from your current teaching situation.
- ‣ Think of a way in which you could make a test or form of assessment more 'ELF aware'.
- ‣ It could be content, test format, or criteria.
- ‣ Discuss it with your partner(s).
- ‣ Draw up a plan and post it on the course website.

A more complete guide to the task was then posted on the course website.

The workshop: output

A take home task in an in-service teacher training course is likely to be the most significant moment in the teacher development which the course aims to foster, since it involves adapting the input of the course to the teacher's own experiences and beliefs. In the instructions below, we made it clear that the 'output' could be minimalist, for example, through 'slightly modifying an existing grid'. The value of

the task lay – at least, as it was conceived in terms of the course objective – in the heightened teacher awareness of the (ELF) test construct.

Task: draw up a plan for an 'elf aware' assessment

Start from your current teaching situation.

Think of a test or assessment which you already use, or have used, and which would benefit from being made more 'ELF aware', in content, or modality of administration, or assessment criteria. I don't really want to give you examples, since they might condition you into thinking along certain lines, whereas, if left to your own imagination, you might be able to come up with some really interesting ideas. This is unchartered territory! But your plan does not have to be over-ambitious or impractical. It may just involve slightly modifying an existing grid, to make an existing test less norm referenced. Or it may mean making use of the Internet, which is an ELF context par excellence, for content or administration... Or it may involve an alternative form of assessment...

Draw up the plan.

Describe briefly the context: who are the students, what are the learning aims of the course?

Describe briefly the existing test/assessment. What is the test construct? What are the expected outcomes? Why are you not completely satisfied with it?

Suggest an alternative. Explain in what way(s) your adaptation makes for a more 'ELF aware' test/assessment.

Post your plan on this forum, for others to make any comments they wish.

Think of the plan as work in progress and feel free to change it or update it.

Think of it as a way into action research: when the time comes, implement your plan, and keep a record of what happens (test results, student feedback, etc.).

In actual fact, participants produced a variety of plans and materials, some of which seemed to engage only marginally, if at all, with the search for an ELF construct. What they had in common was the description of a speaking activity, usually a group speaking activity involving three or more students, and an assessment made by the teacher, or, perhaps more enlighteningly, by other students. Topics (such as discussing international food, or listening to and speaking about international sports stars for whom English is not their first language) may have come directly from course books being used in the classroom, with the assessment tasks or grids modified, usually minimally; or they may have been full blown projects which exploited the special circumstances of school teachers were working in. For example, one teacher drew

up a plan for students to tutor a newly arrived Arabic-speaking immigrant who knew some English, but no Italian, and who was in difficulty following the History course. In another school with international students, the project involved students recording brief interviews with English speaking students from different classes, and from different language backgrounds, and then showing the video to the class. This last project, however, was presented without assessment criteria, and came with the explanation that the course was ungraded, other than pass or fail. It also touched on the topic of World Englishes, as did several other tasks submitted by participants – legitimately, in terms of a course entitled 'New Englishes', but potentially problematic from an assessment point of view, as we shall note in the concluding section.

Most teachers, but not all, provided an assessment grid related to the activities they described. As well as adapting two of the grids for assessing speaking presented in the Workshop (Cambridge PET and Trinity GESE), usually by omitting part of the level descriptions, or producing their own grids, some also searched for existing grids more appropriate to purpose. One teacher documented a process by which she assessed video presentations made by students of a city they knew well. She identified the assessment criteria as the ability to transmit knowledge, achieved through fluency, grammar, coherence and ('why not', she adds in her account), self-confidence. The grid she initially used[1] turned out to penalize the shiest students, so she then worked with a simpler one[2] designed for oral presentations, and divided it into three major categories of preparation, organization, and presentation, which she found 'flexible enough to balance students' commitments and outcomes'.

Other grids provided the notion of respect for the listener, a feature which seems particularly relevant to the co-construction of meaning in ELF interaction. Indeed, for one teacher, this was the only aspect of listening catered for in the criterion 'listening, questioning and discussing', in the assessment of a discussion of 'food for festivals' at A2 level, in a *scuola* media class which contained non Italian children. Had there been a follow-up session to the workshop, it would have been useful to exchange ideas about this notion, and whether or not it is possible to evaluate 'respect'; other strategies (non linguistic, such as use of gesture, or linguistic, such as use of paraphrase) may be more observable, but not necessarily more useful in securing a successful communicative outcome.

However, it seemed apparent from the tasks submitted by participants that the more they attempted to adapt grids to their own aims, the more problematic the end result became. To take just one example, by a pair of teachers proposing an assessment

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1 Finch and Sampson, downloadable from http://www.finchpark.com/courses/mission.html

2 Golna Masdayasna, downloadable from http://shbu.ac.ir/efl/file-efl1/EFL1.pdf

for group discussion of a prepared topic. The grid is adapted from the one used for Cambridge PET (Grammar and Vocabulary, Discourse Management. Pronunciation, and Interactive Communication). In the pared-down adaptation for evaluating pronunciation proposed by the teachers, the three levels on which they are meant to distinguish are described as follows:

▸ Level 1   Individual sounds are articulated with a few mistakes
▸ Level 2   Intonation is quite appropriate
▸ Level 3   Pronunciation is intelligible

This looks like an unworkable grid, since the descriptors (isolat ed phonemes at level 1, supra-segmental manipulation at level 2, intelligibility at level 3) are unrelated and do not make allowance for a progression between levels. The teachers themselves expressed doubt about the grid. 'since we cannot understand how we can show it contains elements to evaluate students in an ELF context at school' – further evidence that a follow-up session to the workshop was needed.

A proposal for an ELF-aware ELT training course

At the end of the workshop participants were invited to work on their tasks in their own time and upload the completed tasks on the course platform for comment from colleagues. No deadline for this was set, because teachers were also busy in varying degrees with institutional commitments, and because it was felt that they should take the time they needed for the awareness raising which was the stated primary objective of the course. The finished tasks thus trickled in slowly, and did not attract a lot of critical comment from colleagues.

In retrospect, however, this made for an unsatisfactory completion of the workshop. Given that an awareness raising task was an appropriate objective, this could have been more focussed, a deadline should have been given for its completion, more interaction on the forum should have been encouraged, and above all, a follow up session was needed. In this session (which could have been done on line) the trainer would have been able to comment on the participants' work.

This, the management of output, was, we felt, the main shortcoming of the course. In contrast, to judge by the positive feedback of participants, the input – structure and contents of the workshop – was appropriate in terms of accessibility, quantity, and level of interest. However, here too, some critical self reflection would be in order. The unwieldy course title, *New English(es)* focused unequivocally on (varieties of) World

Englishes, whereas the intention behind the workshop on assessment was how to deal with the *non* variety which is ELF. As a result, WEs may have become assimilated in the minds of some participants as an aspect of the overarching phenomenon of ELF, and they proposed activities involving listening to international varieties of English and describing them in terms of varietal features. A future course in assessing ELF would do well to avoid the overlap, and deal with the assessment of WEs separately. As we made clear earlier, lack of time meant we had to make drastic choices, and we thus decided to confront the most problematic area in ELF assessment, the testing of spoken interaction. Had more time been available, with (say) three or four workshops, we would also have considered alternative assessment, as well as the assessment of receptive skills and, possibly, writing. These macro areas all pose challenges if we wish to make valid and reliable assessments of students' abilities to communicate successfully in ELF contexts.

However, the planned activity of developing a grid seems to us perhaps the most fruitful for all these assessment areas, since it generates useful discussion on *what* we are trying to test, the hypothetical construct, but at the same time it is immensely relevant to teachers' own professional circumstances. Assessment criteria and levels to distinguish between, as well as links to descriptors on the CEFR, recently updated and more relevant to EFL contexts, should be at the heart of any training course in ELF aware assessment. Grids can be discussed in the course, developed as a take home task, introduced into real classes, refined as needed, and reported on in a follow up session. This is the kind of activity, progressing from theory to practice and back again, which (we believe) is fundamental to the success of an in-service course in which teachers have the chance to experiment with new ideas, but in which they start from the real needs, and real linguistic make up, of their own classes. This kind of activity can promote bottom-up change for the best, and can bring home the usefulness of engaging with ELF to the wider community, including, over time, those responsible for language planning, curriculum design, and international certification.

Appendixes

Contents

PRIN_ELF_SURVEY_2017

ENGLISH LANGUAGE TEACHERS' SURVEY

Dear colleagues,

thank you for taking part in this survey. This is part of an investigation on current practices of English language teaching in Italian language classrooms and of teachers' understandings and representations of English.

This research is part of the Italian national research project (PRIN) *ENGLISH as a LINGUA FRANCA in domain-specific contexts of intercultural communication* jointly carried out by Università del Salento, Università di Verona, and Università Roma Tre.

We invite you to provide your opinions in the following questionnaire, not later than **September 8th**, please. It will take you approximately 15 minutes.

Participation in this survey is anonymous. By participating you consent to your answers being used in our research. In case you would like to take part in a brief follow up interview, please provide us with your e-mail address at the end of the survey and we will contact you.

We will share with you the results of the survey as soon as the first part of our study is completed. Thank you in advance for agreeing to take part.

PRIN_ELF_SURVEY_2017

PART 1: DEMOGRAPHICS

1. Gender:

◯ Female

◯ Male

1

2. How old are you?

○ Under 25   ○ 40-49

○ 25-29   ○ 50-59

○ 30-39   ○ Over 60

3. What is your first language?

○ Italian

○ English

○ Other (specify)

4. What other language/s do you know?

Language 1 | |

Language 2 | |

Language 3 | |

5. Please indicate your level of proficiency for each language:

	A1	A2	B1	B2	C1	C2
Language 1	○	○	○	○	○	○
Language 2	○	○	○	○	○	○
Language 3	○	○	○	○	○	○

6. What is the highest level of formal education that you have completed?

○ 3/4-year degree

○ Post-graduate (Laurea magistrale)

○ Master

○ PhD

2

7. What level are you currently teaching at?

◯ Primary

◯ Lower Secondary

◯ Upper Secondary

◯ University

◯ Other (specify)

[   ]

8. How long have you been teaching English?

◯ Less than 5 yrs   ◯ 21-25 yrs

◯ 6-10 yrs   ◯ 26-30 yrs

◯ 11-15 yrs   ◯ Over 30 yrs

◯ 16-20 yrs

9. What type of institution(s) do you work for?

◯ State school

◯ Private school

Other (specify)

[   ]

10. Please indicate the Italian region where you work:

[⬍]

11. Please indicate the Italian province where you work:

[⬍]

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PRIN_ELF_SURVEY_2017

PART 2: ENGLISH AND BEYOND

3

12. How familiar are you with the following terms?

	Not at all	Not very familiar	Somehow familiar	Very familiar
12.1. Standard English (SE)	◯	◯	◯	◯
12.2. World Englishes (WE)	◯	◯	◯	◯
12.3. English as a Lingua Franca (ELF)	◯	◯	◯	◯
12.4. English as an International Language (EIL)	◯	◯	◯	◯
12.5. English as a Native Language (ENL)	◯	◯	◯	◯
12.6. English as a Second Language (ESL)	◯	◯	◯	◯
12.7. English as a Foreign Language (EFL)	◯	◯	◯	◯
12.8. Communicative competence	◯	◯	◯	◯
12.9. Intercultural competence	◯	◯	◯	◯
12.10. Language & Cultural Mediation	◯	◯	◯	◯

13. Please choose 2 or 3 of the following terms you feel you are 'very familiar with':

☐ Standard English   ☐ Communicative competence

☐ World Englishes   ☐ Intercultural competence

☐ English as a Lingua Franca   ☐ Language & cultural mediation

14. Please define the terms chosen in 13. in your own words (either in English or in Italian):

1) _____

2) _____

3) _____

4

PART 3: ENGLISH LANGUAGE TEACHING: CURRENT PRACTICES

15. Have you ever attended any English language pre- or in-service teacher-education courses?

◯ YES

◯ NO

16. If you answered YES, please indicate only the ones – maximum 3 – that you regard as the most influential on your teaching profession. List them in order of importance, specify the course © names, and briefly specify the reasons ® you regard them as influential:

16.1 ©:

16.1 ®:

16.2 ©:

16.2 ®:

16.3 ©:

16.3 ®:

17. Please indicate what you think would make a successful English teacher today:

	0 Strongly disagree	1	2	3	4	5 Strongly agree
17.1. To have a native-like command of English	◯	◯	◯	◯	◯	◯
17.2. To regularly attend teacher education courses/seminars	◯	◯	◯	◯	◯	◯
17.3. To collaborate with colleagues of other subject matters	◯	◯	◯	◯	◯	◯

5

Appendixes

	0 Strongly disagree	1	2	3	4	5 Strongly agree
17.4. To integrate the use of digital technology in English language teaching (ELT)	◯	◯	◯	◯	◯	◯
17.5. To encourage learners to use social media and to bring samples of authentic English into the classroom	◯	◯	◯	◯	◯	◯
17.6. To engage students and develop a good rapport with them	◯	◯	◯	◯	◯	◯
17.7. To participate in European projects (e.g. e-Twinning, Erasmus, Tandem, etc.) using digital media & telecollaboration	◯	◯	◯	◯	◯	◯
17.8. To be able to adapt teaching plans, activities and materials according to learner needs & context of use	◯	◯	◯	◯	◯	◯
17.9. To prepare students for international English certifications	◯	◯	◯	◯	◯	◯
17.10. To select different forms of assessment & self-assessment and evaluation criteria according to different learning tasks	◯	◯	◯	◯	◯	◯
17.11. To select materials from the Web & use authentic audio/video materials including texts in non-standard English	◯	◯	◯	◯	◯	◯
17.12 To be open to including varieties of English besides Standard English in teaching	◯	◯	◯	◯	◯	◯
17.13 To regularly watch TV series and films in English at home	◯	◯	◯	◯	◯	◯
17.14 To refer to and use the CEFR descriptors when planning activities and assessment tasks	◯	◯	◯	◯	◯	◯

6

18. Do you regularly use a coursebook in your lessons?

◯ YES

◯ NO

19. If you answered YES, what guided you in your choice of the coursebo[ok] (please mark the two most important ones)

☐ 19.1 the balance among the skills

☐ 19.2 the supporting video/audio materials

☐ 19.3 the topics

☐ 19.4 the authenticity of the language learners are exposed to

☐ 19.5 the grading and sequencing of materials

☐ 19.6 the representation of different cultures

☐ 19.7 the approach used

☐ 19.8 the varieties of English/es used

☐ 19.9 the use of authentic audio/video input

Other (please specify)

_____

20. If you answered NO, can you explain why?

_____

21. Think about your own teaching context(s). Please state whether you agree or disagree with the following statements about English Language Teaching. (Please use the following scale from 0 - (strongly disagree) to 5 - (strongly agree)):

	0 (strongly disagree)	1	2	3	4	5 (strongly agree)
21.1 English language learners prefer to have native speakers of English as their teachers	◯	◯	◯	◯	◯	◯
21.2 Teachers should correct learners' errors in class because these tend to cause a breakdown in communication	◯	◯	◯	◯	◯	◯

7

Appendixes

	0 (strongly disagree)	1	2	3	4	5 (strongly agree)
21.3 The students' L1 and sociocultural identity are resources that can enrich English language teaching	○	○	○	○	○	○
21.4 Non-native English language teachers should adopt standard English as their target model	○	○	○	○	○	○
21.5 Teachers should encourage students to experiment with new language forms to communicate meaning	○	○	○	○	○	○
21.6 English language teachers should aim at promoting a "successful user of English" model for their learners	○	○	○	○	○	○
21.7 Developing communicative strategies is more important than learning to use correct grammar	○	○	○	○	○	○
21.8 English language learners should also be exposed to varieties of English including English spoken by non-native speakers	○	○	○	○	○	○
21.9 English language teachers should avoid using authentic materials which contain non-standard forms of English	○	○	○	○	○	○
21.10 Language learners' communicative competence should include their ability to negotiate meaning with both native and non-native interlocutors	○	○	○	○	○	○
21.11 English language teachers should include in their teaching video or audio recordings/multimedia of a variety of non native English speakers	○	○	○	○	○	○

8

	0 (strongly disagree)	1	2	3	4	5 (strongly agree)
21.12 When it comes to English language learners' assessment and evaluation, teachers should only refer to standard English	◯	◯	◯	◯	◯	◯
21.13 English language learners should preferably be exposed to and asked to notice and compare samples of both native and non-native speakers using English, through the use of authentic videos	◯	◯	◯	◯	◯	◯
21.14 English language assessment criteria should include learners' use of communicative and mediation strategies	◯	◯	◯	◯	◯	◯
21.15 English language learners should use correct language forms when speaking English	◯	◯	◯	◯	◯	◯

22. Have you ever taken part in transnational projects, such as eTwinning or other European projects?

◯ YES

◯ NO

23. If YES, please indicate which ones:

[   ]

24. Please identify the 2 most significant aspects deriving from participating in these projects:

1) [   ]

2) [   ]

25. Should you also be willing to take part in a brief follow up interview, please provide us with your e-mail address:

Email Address [   ]

9

Thank you for completing this questionnaire. Your participation in this study is highly appreciated.

10

PRIN_ELF_SURVEY_2017 (CEL)

SURVEY FOR University-based English Language Teachers (CEL)

Dear colleagues,

Thank you for taking part in this survey, which is part of an investigation into current practices of English language teaching at University and high-school level, and particularly of teachers' understandings and representations of English. The high-school survey was administered at national level, between July and October 2017.

This research is part of the Italian national research project (PRIN) *ENGLISH as a LINGUA FRANCA in domain-specific contexts of intercultural communication* **jointly carried out by Università del Salento, Università di Verona, and Università Roma Tre.**

We would like to have feedback from university English teaching contexts too, and would thus like to invite you to provide your opinions in the following questionnaire. It will take you about 15 minutes to complete, and we would be very grateful if you could send it to us by 6th November, 2017. <u>**For a successful submission of your answers we kindly ask you to fully complete the questionnaire before refreshing or closing your browser**</u>**.**

Participation in the survey is anonymous. By participating you consent to your answers being used in our research. In case you would like to take part in a brief follow-up interview, please provide us with your e-mail address at the end of the survey and we will contact you.

Thank you very much in advance for agreeing to take part and helping to provide us with a wider view of English language teaching in Italy today.

1

ROMA TRE UNIVERSITÀ DEGLI STUDI

PRIN_ELF_SURVEY_2017 (CEL)

PART 1: DEMOGRAPHICS

1. Gender:

◯ Female

◯ Male

2. How old are you?

◯ Under 25   ◯ 40-49

◯ 25-29   ◯ 50-59

◯ 30-39   ◯ Over 60

3. Nationality:

4. City where you work:

5. What other language/s do you know?

Language 1

Language 2

Language 3

6. Please indicate your level of proficiency for each language:

	A1	A2	B1	B2	C1	C2
Language 1	◯	◯	◯	◯	◯	◯
Language 2	◯	◯	◯	◯	◯	◯
Language 3	◯	◯	◯	◯	◯	◯

2

7. What is the highest level of formal education that you have completed?

○ 3/4-year degree

○ Post-graduate

○ Master

○ PhD

8. Please indicate the main area of your university curriculum:

○ English Studies

○ Linguistics

○ Literature

○ Education

○ Other

[   ]

9. Further qualifications in teaching English:

☐ MA

☐ TEFL/TESOL

☐ CELTA/DELTA

☐ Other (please specify):

[   ]

10. What type of institution(s) have you worked for so far?

☐ State University Department

☐ Private University Department

☐ CLA

☐ Other (please specify):

[   ]

3

11. How long have you taught English?

State University Department	▲▼
Private University Deparment	▲▼
CLA	▲▼
Other	▲▼

12. What country are you from?

13. Do you consider yourself to be a native speaker of English?

◯ YES

◯ NO

14. Do you normally use a standard variety of English in your teaching?

◯ YES

◯ NO

15. Do you ever use a non standard variety of English when you speak in class?

◯ YES

◯ NO

4

PRIN_ELF_SURVEY_2017 (CEL)

PART 2: ENGLISH AND BEYOND

16. How familiar are you with the following terms?

	Not at all	Not very familiar	Somehow familiar	Very familiar
12.1. Standard English (SE)	○	○	○	○
12.2. World Englishes (WE)	○	○	○	○
12.3. English as a Lingua Franca (ELF)	○	○	○	○
12.4. English as an International Language (EIL)	○	○	○	○
12.5. English as a Native Language (ENL)	○	○	○	○
12.6. English as a Second Language (ESL)	○	○	○	○
12.7. English as a Foreign Language (EFL)	○	○	○	○
12.8. Communicative competence	○	○	○	○
12.9. Intercultural competence	○	○	○	○
12.10. Language & Cultural Mediation	○	○	○	○

17. Please choose 2 or 3 of the following terms you feel you are 'very familiar with':

☐ Standard English   ☐ Communicative competence

☐ World Englishes   ☐ Intercultural competence

☐ English as a Lingua Franca   ☐ Language & cultural mediation

18. Please define the terms chosen in 17. in your own words:

1) [   ]

2) [   ]

3) [   ]

5

ROMA
TRE
UNIVERSITÀ DEGLI STUDI   PRIN_ELF_SURVEY_2017 (CEL)

PART 3: ENGLISH LANGUAGE TEACHING: CURRENT PRACTICES

19. Have you ever attended any English language pre- or in-service teacher-education courses?

◯ YES

◯ NO

20. If you answered YES, please indicate only the ones – maximum 3 – that you regard as the most influential on your teaching profession. List them in order of importance, specify the course © names, and briefly specify the reasons ® you regard them as influential:

20.1 ©:

20.1 ®:

20.2 ©:

20.2 ®:

20.3 ©:

20.3 ®:

21. Please indicate which competences, skills or qualities you think can contribute to making a successful English teacher today:

	0 Strongly disagree	1	2	3	4	5 Strongly agree
21.1. To be a native speaker of English	◯	◯	◯	◯	◯	◯
21.2. To regularly attend teacher education courses/seminars	◯	◯	◯	◯	◯	◯
21.3. To collaborate with colleagues	◯	◯	◯	◯	◯	◯
21.4. To integrate the use of digital technology in English language teaching (ELT)	◯	◯	◯	◯	◯	◯
21.5. To encourage learners to use social media and to bring samples of authentic English into the classroom	◯	◯	◯	◯	◯	◯

6

	0 Strongly disagree	1	2	3	4	5 Strongly agree
21.6. To engage students and develop a good rapport with them	◯	◯	◯	◯	◯	◯
21.7. To be able to adapt teaching plans, activities and materials according to learner needs & context of use	◯	◯	◯	◯	◯	◯
21.8. To prepare students for international English certifications	◯	◯	◯	◯	◯	◯
21.9. To select different forms of assessment & self-assessment and evaluation criteria according to different learning tasks	◯	◯	◯	◯	◯	◯
21.10. To select materials from the Web & use authentic audio/video materials including texts in non-standard English	◯	◯	◯	◯	◯	◯
21.11 To be open to including varieties of English besides Standard English in the syllabus	◯	◯	◯	◯	◯	◯
21.12 To regularly watch TV series and films in English at home	◯	◯	◯	◯	◯	◯
21.13. To refer to and use the CEFR descriptors when planning activities and assessment tasks	◯	◯	◯	◯	◯	◯

22. Do you ever present any non-native varieties of English in your lessons?

◯ YES

◯ NO

23. If you answered YES, what varieties in particular?

☐ 23.1 World Englishes (e.g. Indian English, Nigerian English, etc.)

☐ 23.2. Expanding circle Englishes (e.g. Chinese English, Russian English, etc.)

7

24. If you answered NO, could you say why?

25. Do you ever mention today's use of English as a lingua franca (ELF) in your lessons?

◯ YES

◯ NO

26. If you answered YES, what contexts do you take into consideration?

27. If your answer is NO, could you say why?

28. Do you regularly use a course-book in your lessons?

◯ YES

◯ NO

29. If you answered YES, what guided you in your choice of the course-book? (only mark the two most important ones)

☐ The balance among the skills

☐ The supporting video/audio materials

☐ The topics

☐ The authenticity of the language learners are exposed to

☐ The grading and sequencing of materials

☐ The representation of different cultures

☐ The approach used

☐ The varieties of English/es used

☐ The use of authentic audio/video input

☐ Other (please specify)

30. If you answered NO, can you explain why?

31. Think about your own teaching context. Please state whether you agree or disagree with the following statements about English Language Teaching. (Please use the following scale from 0 - (strongly disagree) to 5 - (strongly agree):

8

	0 (strongly disagree)	1	2	3	4	5 (strongly agree)
31.1 English language learners prefer to have native speakers of English as their teachers	○	○	○	○	○	○
31.2 Teachers should correct learners' errors in class because these tend to cause a breakdown in communication	○	○	○	○	○	○
31.3 The students' L1 and sociocultural identity are resources that can enrich English language teaching/learning	○	○	○	○	○	○
31.4 Native teachers of English should adopt only British or American standard English as their target model	○	○	○	○	○	○
31.5 Native teachers of English should adopt their own mainstream variety of English as their target model	○	○	○	○	○	○
31.6 Native teachers of English should encourage students to experiment with new language forms to communicate meaning	○	○	○	○	○	○
31.7 Native teachers of English should aim at promoting a "successful user of English" model for their learners	○	○	○	○	○	○
31.8 Developing communicative strategies is more important than learning to use correct grammar	○	○	○	○	○	○
31.9 English language learners should also be exposed to varieties of English including English spoken by non-native speakers	○	○	○	○	○	○

9

	0 (strongly disagree)	1	2	3	4	5 (strongly agree)
31.10 Native language teachers of English should avoid using authentic materials which contain non-standard forms of English	○	○	○	○	○	○
31.11 Language learners' communicative competence should include their ability to negotiate meaning with both native and non-native interlocutors	○	○	○	○	○	○
31.12 Native teachers of English should include in their teaching video or audio recordings/multimedia of a variety of non-native English speakers	○	○	○	○	○	○
31.13 When it comes to English language learners' assessment and evaluation, tearchers should only refer to British or American standard English	○	○	○	○	○	○
31.14 English language learners should preferably be exposed to and asked to notice and compare samples of both native and non-native speakers using English, through the use of authentic videos	○	○	○	○	○	○
31.15 English language assessment criteria should include learners' use of communicative and mediation strategies	○	○	○	○	○	○
31.16. English language learners should use correct language forms when speaking English	○	○	○	○	○	○

10

Thank you for completing this questionnaire. Your participation in this study is highly appreciated.

32. Should you also be willing to take part in a brief follow up interview, please provide us with your e-mail address:

Email Address

11

TRAINING COURSE

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Department of Foreign Languages, Literatures and Cultures, Roma Tre University
Course Director: Prof. Lucilla Lopriore