

ELF AWARENESS IN ELT

Emerging challenges & new paradigms in teacher education

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Abstract – This contribution aims at presenting the underlying construct and the research design of a study carried out by the Roma Tre University unit of a 3-year national research project (PRIN), as well as the findings about English language (EL) teachers’ attitudes towards English as a Lingua Franca (ELF) as they emerge from the study and from the in-service teacher education course designed and implemented during the project. The study investigated native and non-native teachers’ understandings, beliefs and attitudes towards ELF and the challenges brought about by the notion of ELF awareness in English Language Teaching (ELT). This investigation was carried out through the online administration of two questionnaires, one for Italian non-native teachers of English teaching in the Italian school system, and one for native English language assistants working at university level. The survey findings informed the design of a post-graduate blended EL teacher education course, with a special focus on developing English language teachers’ awareness of the emerging realities of English, while providing an ELF-aware reflective approach to revisit the EL teachers’ syllabus design, lesson planning and implementation. Course participants’ feedback is presented and pedagogical implications for EL teacher education are illustrated and discussed.

Keywords: ELF-awareness; reflective approach; attitudes; pedagogy; teacher education.

1. Introduction

The Roma Tre Unit (R3U) started its research work from the assumption, underlying the national PRIN Project, that ELF is not “some defective version of the L1 but a use of linguistic resources in its own right, challenging the pedagogic belief that since ELF users do not conform to ENL rules and usage conventions, it is really only learner English at various stages of interlanguage”.¹

¹ The Roma Tre Unit is part of the PRIN 2015 - Prot. 2015REZ4EZ National Project: *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 R3U research project *ELF PEDAGOGY: ELF in teacher education and teaching materials* jointly developed by the research team, was originally organized with the aim of devising an ELF-aware pedagogical model for ELT education in the Italian educational context, 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 (Lopriore, Grazzi 2019, p. 401).

The main aim of the R3U was to provide evidence that ELF users are capable of achieving appropriate communicative outcomes on their own terms if innovative language teaching and ELT education, are accordingly developed. The notion of ELF is here considered as ‘language authentication’, appropriated by non-native speakers according to their L1 parameters (Widdowson 1979), while including ELF variability, thus challenging the notions of English Native Language (ENL) as the only ‘authentic variety of English’, and ELF as a shared ‘international variety’ of English for efficient and economical communication. The notion of communicative competence based until 2018² upon the native-speaker model conveyed by the *Common European Framework of Reference*, was thus to be revisited within novel EL teacher education programs, course-books, curriculum and syllabi design.

The sociolinguistic landscapes of most European countries have been modified by the unstoppable flow of migration that has, as a consequence, changed also the school population because of the diverse multilingual and multicultural identities of the new learners and of their families. These social and linguistic changes due to the new migration flows have been accompanied and favoured by the rise and wide diffusion of mobile technologies, a global phenomenon that has caused changes in communication patterns as well as English-language use. Broadband connections and wi-fi are used for work, leisure, and shopping, but, as Sockett (2014) underlines, these activities are almost always conducted in English, so that, for many young people, the classroom setting is only one amongst numerous and diverse opportunities for contact with the target language.

Research studies on ELT (Hall 2016; Lopriore 2016; Sockett 2014; Stevens 2009; Tomlinson, Masuhara 2013; Wolf 2013), most recent research findings on ELF (Björkman, 2018; Guido 2018; Jenkins 2015; Jenkins *et al.* 2011) and recent publications on ELF within EL classrooms (Kiczkowiak, Lowe 2019), and in teacher education (Dewey 2012; Dewey, Patsko 2018;

² 2018, Publication of the *CEFR Companion*, where the notion of the ‘native speaker model’ was not used anymore.

Llurda 2018) have revealed how language teaching and language teacher education scenarios have inevitably been transformed over the past 20 years.

The development of a new framework for the knowledge-base of language education to meet the needs of an increasingly diverse, mobile, and globalized world where learning seems to take place more and more outside the classroom and mainly through online communication, is thus needed. If awareness of the current plurality of English is raised in teacher education courses, there are good chances that this perspective is taken into consideration, hence the importance of theoretical concepts linked with hands-on activities in teacher-training courses, to provide chances to experience implications of ELF in a plurilithic perspective. The teaching of English should thus be oriented at fostering language, cultural and inter- and multi-cultural awareness, as well as the use of effective mediation strategies in the classroom.

The R3U based its research design on the aim of developing a pedagogical approach to the integration of ELF into the teaching of EFL. The approach was meant to be applied to the education of EL teachers operating in multicultural environments. The ultimate aim was for teachers to achieve an overall awareness of ELF pragmatic failure and of appropriate accommodation strategies.

2. ELF pedagogy: The project design

The three-year R3U study was designed bearing in mind the emerging needs of English Language (EL) learners and native and non-native teachers of English in a complex plurilingual and multicultural society. The research design of the project envisaged a series of actions in order to respond to the unit main questions aimed at exploring English in a time of change, when English is no longer a 'foreign' language, but largely used as a 'lingua franca'(Phillipson, 2007). 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 and the challenges of new approaches determined by migration flows and the diffusion of information and communication technologies (ICT) in the language classroom.

A subsidiary aim was to explore the use of ELF variations in multilingual classrooms, in e-twinning projects and in telecollaboration classroom experiences, emerging in face-to-face and online learning and teaching interactions, and in pre- and in-service teacher education contexts. This was meant to develop an ELF awareness pedagogical approach informing English language teaching, assessment and evaluation processes.

This aim could only be achieved within a context, such as an in-service teacher education course, that was the main outcome of the R3U research in the last two years of the project.

The main actions of the study were carried out between 2017 and 2019 (Table 1); the first year actions included: the development and administration of two surveys investigating native and non-native EL teachers’ current understanding of English and of their current teaching practices. The design and implementation of an ELF aware teacher education pedagogical model that would take into consideration the results of the surveys were the main actions of the second and of the beginning of the third year. This model was meant to provide participants with both a theoretical and a practicum component informed by current research findings on ELF (Björkman 2018; Dewey 2012) and it was based upon observable English language uses managed by teachers themselves through embedded reflective practices on their daily practice. A third and conclusive action was the one regarding ELF-informed EL teaching & learning material development.

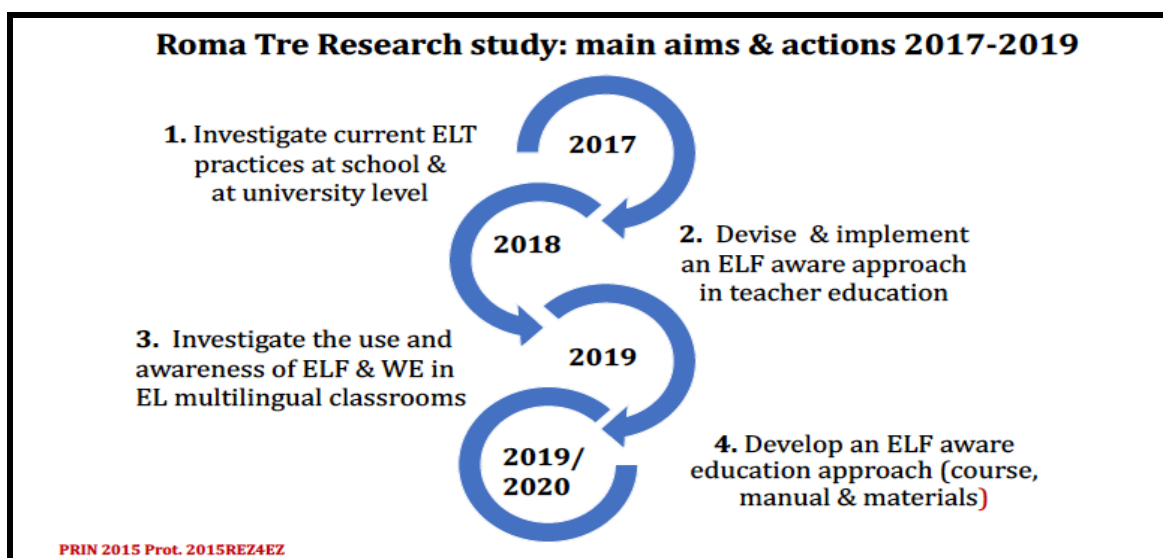


Table 1
Roma Tre Study: main actions.

2.1. The national survey: Investigating ELT current practices

A mixed method approach for qualitative & quantitative analyses (Creswell 2009; Dörney2007; Paltridge, Phakiti 2010) accounting for social, political & resource-oriented needs, was used to carry out the first part of the investigation of teachers’ attitudes and beliefs regarding English variations and ELF through the use of a questionnaire and of focus groups³. The first

³ The Focus groups organization was difficult to set up and thus eventually not used.

step for the UR3 team was thus to develop a questionnaire investigating EL current practices of Italian high school EL teachers, predominantly non-native Italian speakers, and of university EL teachers,⁴ mostly native English speakers, and their positioning towards a number of ELT related notions in terms of methodologies and approaches. The rationale for choosing these two categories of EL teachers was that they are the ones predominantly in charge of learners' EL competence and language awareness development in the Italian educational system. The two surveys only differentiated in terms of the context related questions.

2.1.1. *The survey design*

There are different ways for investigating habits, attitudes and beliefs, and questionnaires are frequently used in both qualitative and quantitative research, particularly in language studies, as they can yield three types of data about the respondents: factual, behavioural and attitudinal (Dörnyei 2007). Even Likert scales, multiple choice questions and elicited responses to statements on teaching and learning a foreign language were chosen as stimuli for the questionnaire

A decision was made to use an on-line survey system⁵ that would have allowed to better reach out the survey participants and to ensure and speed up the analysis of the responses to the survey as well as to investigate those two main contexts where EL learners are taught.

The construct of the survey was designed on the basis of the areas to investigate and of previous studies in the field, so questions regarding teachers' demographics, their professional experience and development, their familiarity with ELT notions, with ICT, with assessment and with international projects in their ELT practice, as well as their views about the new status of English, were included within the survey.

Teachers' beliefs and attitudes are relevant for understanding and for suggesting interventions within 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 students' motivation and their achievement. Being a teacher is a job where personal and professional life almost always overlap, mostly because of the commitment needed in the job itself. Items that would elicit teachers' personal response in terms of their practices and that would unveil their self-

⁴ *Collaboratori Esperti Linguistici (CEL)*, Language expert collaborators. For further information, see Sperti in this Special Issue.

⁵ *Survey Monkey*

concept as well as their attitudes and beliefs were thus included in the questionnaire (Sifakis *et al.* 2018).

The questionnaire was organised into three main parts and contained 24 questions. The eleven questions of the first part (Demographics) were devised to learn about the respondents' background experience in order to relate their responses to their own professional profile. The questions of the second part, 12 to 14, were meant to explore the respondents' degree of familiarity with 10 ELT terms and notions that were listed in the survey; respondents were also asked to define a few of those in their own terms, because putting into words one's own understanding of a notion that is deeply connected with one's own job, may represent a challenge to move beyond ready-made definitions and it helps unveil people's beliefs. The third, and longer, part – questions 15 to 24 – was mainly devised to understand EL teachers' current practices with questions specifically addressing teachers' most common teaching habits.

2.2. The survey main findings

The two surveys were administered twice – between 2017 and 2018 – in order to collect as many responses as possible. All together there were 74 responses to the university English language assistants' survey while 199 Italian EL teachers responded to the other survey. The survey distribution process was facilitated thanks to the collaboration of the main professional associations of foreign language teachers operating in Italy that helped the survey distribution via email and through the social media.⁶

The main findings in the second part of the survey revealed what concepts teachers feel are part of their professional profile, of their identity in daily classroom routines, as it emerged from their answers to the request of choosing 3 of the notions they felt most comfortable with and define them in their own words. It was revealing of their personal relationship with notions and concepts that are now embedded in their teaching.

It was in the third part of the questionnaire, where teachers' personal understanding of their job and of what they regarded as a successful achievement, that teachers provided the most meaningful answers. Teachers' success in teaching is indeed often related to success in life, and, in the teaching job, success is closely related to learners' achievement.

Among the several statements presented in the third part, the ones regarding possible actions that 'should' be taken by the teachers in order to open their EL teaching practice to non-standard forms, to varieties of English, to reflections on learners' L1, to new forms of communication and to

⁶ TESOL Italy, LEND and ANILS.

learners' ability to negotiate meaning & mediate in communication, were those statements that got the higher number of positive responses (Table 2). This reveals 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 clearly show a recognition of their readiness to open their learners to new instantiations of English and to English as a Lingua Franca (ELF). Several responses unveil teachers' eagerness to modify their teaching while adjusting to their local practice. If we observe their local practice, we may not actually see them yet exposing their learners to varieties of English, or enhancing their learners' strategies to negotiate meaning, or encouraging their learners' use of translanguaging, still the high percentage of agreement in their responses is a sign of a transformative process that is taking place.

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%)

Table 2

Teachers' responses on current practices and possible changes & innovations.

The R3U survey showed that EL teachers are ready to modify their practice to meet the emerging needs of learners of English in a complex plurilingual and multicultural society where English is becoming one of the main tools for effective communication.

In this type of research, it is also important to ascertain what EL learners' current exposure to English is, as well as their perception of their language learning experience and their position towards new instantiations of English. An interesting reference were the results of a recent survey carried out within an international project⁷ – the *ENRICH Project* – investigating

⁷ Erasmus+ Project "English as a Lingua Franca Practices for Inclusive Multilingual Classrooms (ENRICH)" 2018-2021-1-EL01-KA201-047894. The 5 countries are: Greece, Italy, Norway, Portugal and Turkey. <http://enrichproject.eu/>

current EL teaching and learning in five different countries; one of the *ENRICH* surveys was meant to investigate adolescents' (age 16-18) opinion of their institutional learning in schools, their perception of how they learnt English, and of their out of the classroom exposure to English, e.g., online gaming, visual media, Skyping, chatting, etc..

The majority of over 500 adolescents from the five countries involved in the project stated that they had learnt more English outside the classroom than inside it. In the case of Italian adolescents (135/505), they declared that they had learnt English mostly by watching movies and TV series (84%), by watching You Tube (70%), by listening to music (94%) or by using social media, FB, Instagram, Snapchat or Twitter (70%).

What emerges from the findings of the *ENRICH Project* needs analysis confirms that also EL learners are already moving ahead, being exposed to English and learning it, beyond traditional language classrooms. EL teachers and learners are as of now undergoing a transformative process whereby their daily use of English is affected by their daily exposure without threatening their self-confidence, still adopting, as in the case of EL teachers, traditional teaching materials and relying upon standard English norms.

3. Teacher education and ELF awareness

We need to think about how teachers can be encouraged and enabled to disentangle current beliefs about competence from association with a definitive set of language forms. (Dewey, Leung 2010, p. 11)

EL teachers' responses to the R3U survey were used to define the overall construct of a teacher education course model aimed at responding to 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 survey findings highlighted EL teachers' overall understanding and awareness of the issues related to the new school population and of their diverse communicative needs. In multilingual classrooms, migrant learners may have one or two different mother tongues spoken at home while the country official language is used as the language of schooling, and they may have already used or learnt English with non-native speakers before settling in the new country.

All of the above demands for a different type of language teacher education approach that would sustain what is already happening in the EL

classrooms; an approach where EL teachers value and rely upon their non-nativeness as an asset for preparing learners as successful communicators, accepting their learners' use of forms of translanguaging in communication. It appears crucial to be able to offer teachers an ELF perspective embedded within a teacher education course, through awareness raising activities and an approach based upon individual and group experiences.

The notion of ELF awareness for EL teacher education was thoroughly and jointly developed by Sifakis and Bayyurt in 2018 when they emphasized the unique advantage of engaging teachers in critical reflection upon ELT and ELF, because in the end, it is the teachers themselves who know the context they work in and the exposure to language their learners may have, as it is suggested in the following paragraph..

...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)

In an ELF aware approach to teacher education, EL teachers should be encouraged to use authentic input and tasks and to present their learners with different instantiations of English by enhancing ELF awareness through languaging (Swain, 2006), and reflective tasks (Richards and Lockhart, 1994. Schön, 1983) EL teachers should be encouraged to take into consideration learners' out-of-school experience, their use of ICT and of social media, as well as learners' awareness of using communicative and mediating strategies.

3.1. ELF awareness and reflective teaching

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

In order to enhance ELF awareness and engage teachers in a process of personal commitment to innovation, it is fundamental to rely upon their expertise and involve them in piloting language awareness activities within their classrooms. The approach regarded as the most appropriate one to be adopted in the R3U course was the reflective approach, originally developed in teacher education to elicit teachers' reflection-on-action by asking them to voice their thoughts about their teaching (Richards, Lockhart, 1994; Schön

1983; Wallace 1991). Within this approach, teachers should be elicited to explore English through task-based activities, individually and in groups, in order to identify differences, to discuss norm deviations and their degree of acceptance of non-standard language usage.

In this respect, Seidlhofer (2011, pp. 192-193) had underlined that there is a special need for important shifts in teachers' perspectives: the need to ground their practices in descriptions of actual language usage and of viewing students as users rather than as learners of English, as well as the potential of focusing on practices that facilitate further acquisition of the language in different communicative settings. It was thus through the adoption of a reflective ELF aware approach that the teacher education course was planned and implemented and the notions of World Englishes and English as a Lingua Franca were embedded in it as a *fil rouge* all through the course contents.

During the course teachers were thus engaged in discussions upon their readiness and willingness to detach from traditional routines - particularly when they rely so much upon course-books - by taking the risk of exposing their learners to new instantiations of English and/or to accept and include deviations from the norm in the EL lesson (Lopriore 2016).

4. The course: Organization and components

The course *New English/es Landscapes: revisiting English Language Teaching & Learning* was a blended course offered by the University of Roma Tre Department of Foreign languages, literatures and cultures, as a post-graduate course⁸ for English language teachers and subject teachers using English for their CLIL courses.⁹

The online component was run on the Moodle platform of the Foreign Languages Department.¹⁰ It was held for twelve weeks, between 9 November 2018 and 8 March 2019, it was attended and completed by 15 non-native teachers: 14 EL Italian and one Columbian teacher. Each face-to-face (f2f) meeting lasted 4 hours and it was held at the University of Roma Tre. The course main themes and components were:

- English as a Lingua Franca

⁸ <https://www.uniroma3.it/corsi-post-lauream/2018-2019/new-english-es-landscapes-revisiting-english-language-teaching-learning-824/>.

⁹ The course was advertised through the Italian Ministry of Education training platform SOFIA <https://sofia.istruzione.it/> where courses are accessible to teachers who can benefit of particular discounts.

¹⁰ <http://moodle.llcs.uniroma3.it/login/index.php>.

- World Englishes
- Digital Technologies
- Mediation skills & strategies
- New Englishes, ELF & Literature
- New Perspectives on Assessment

The R3U team planned the themes of the course taking into consideration the traditional components of ELT pre-service courses and of the Italian foreign language curriculum, in order to allow teachers to relate to their own context and to ‘revisit their ELT job’ within an ELF-aware perspective. The themes chosen to be addressed in the course were all related to the specific context teachers work in, that is the Italian school system, and to the ELF aware perspective, an approach where learners are predominantly considered as “users” of English, and not just “learners” of English.

Teachers needed to become more familiar with new technologies and be able to use ICT and social media in order to ground their practices in descriptions of actual language usage, as well as to learn how to identify authentic materials most appropriate to their learners’ needs.

Notions such as “mediation” and “mediation strategies” were specifically addressed in the course as they are particularly meaningful and relevant in terms of their role in communication within multilingual and multicultural contexts where students are regarded as “users” rather than just learners of English, since “..in ELF, the native (NS)/non-native (NNS) dichotomy is differently addressed, different usage does not represent deficiency, some types of strategies are used more than others., (Björkman 2011), and “Mediation strategies” (North *et al.* 2018) trigger different pedagogical actions.

The module on literature in English was introduced because linked to the literary component of traditional foreign language curriculum in Italian schools where the English production of non-native authors are often presented to students. A module on assessment was also part of the course components, since revisiting the construct of assessment and evaluation in an ELF aware perspective is unavoidable within an ELF-aware perspective, and it was particularly appreciated by course participants. Teachers are *de facto* interested in identifying appropriate assessment criteria, such as the ability to negotiate & interact (Newbold 2018).

Participants’ involvement in activities had to be scaffolded via specific tasks in order to plan the lessons that had to be implemented in their practicum; this part of the course was meant to allow teachers to “try out” EL activities within a new perspective and then discuss their experience with the course participants and tutors in the f2f reflection-on-action sessions and reported in their course Portfolio.

The course challenges mainly laid in the participants' individual reactions to an experience that asked them to shift perspectives and revisit their traditional teaching practice as well as their personal beliefs in terms of second language teaching and learning processes. But, challenges were also faced by the R3U tutors and lecturers since everybody had very diverse professional background and experiences as teacher educators and as ELF scholars. Devising a course with such a new perspective was somehow overambitious also for the more motivated ones as it asked each of the lecturers to 'reposition' their practice with a new point of view.

4.1. Course participants' feedback

At the end of the course an evaluation questionnaire – 12 multiple choice questions – was administered to the participants and their feedback was very useful to the R3U team, as it helped the R3U team to critically revisit the course pedagogical model.

Course participants were asked questions about the relevance of each course component, their use and appreciation of the Moodle platform, the overall response to the course in terms of their professional development and their intention to implement what they had learnt in the course in their EL classes in the following year. Their responses to this last part of the questionnaire, in terms of their proposed changes in their teaching, are shown in Table 3 below, since this represented their proposed changes.

Key notions such as language authenticity, the use of technologies to "reach out the world", the relevance of ELF awareness to innovate their teaching as well as the value of reconsidering assessment and evaluation, were explicitly mentioned by the course participants. Participants' responses show an eagerness to implement new ideas in their classrooms and suggest the use of more frequent workshops to 'try out' their lesson planning within the group and of a more informed use of the Portfolio.

Teachers' feedback to the course as it emerged in the questionnaire and in the last course meeting, revealed:

- their overall understanding and awareness of the new communicative needs of multilingual classrooms;
- the emergence of English different instantiations (ELF) and their NNS role;
- the need to prepare learners as successful communicators accepting forms of translanguaging in communication;
- the role of authenticity of input and tasks;
- the relevance of out-of-school experience, of ICT use and of social media;
- the value of learners' out-of-school language experiences.

Course participants' end of course evaluation

Q.11. Do you think you are going to use what you learnt in the course in your next year classes?

- Yes, ... because of **my learners' enthusiasm**.
- Yes, mainly ELF oriented activities (videos, audio, literature...) quite **motivating for learning**.
- Yes, mainly to show the **authenticity of the language** my learners will use in real world in the future.
- Yes, because of new ideas from the course I have started introducing innovation in my **teaching and in my assessment**.
- Yes, mainly **ICT because they help us and learners reach out the world**.
- Yes, because I teach in a **vocational school**
- **I have already designed my own "New English/es Unit"** and it was a very interesting experience for me and my students. I consider I can easily **apply EFL awareness in my lessons**. However, I would like to know more about how **EFL and Academic Writing** can work simultaneously, especially in contexts where teachers are preparing students to get into university.

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Table 3
Participants' course evaluation.

5. Conclusions

The emerging notions and issues mentioned so far, highlight the urgency of critically reconsidering language studies and English language teachers' pre- and in-service education. The project and the course represented an attempt to revisit ELT teacher education and a challenge for both the EL teachers and for the teacher educators involved. This last one is a challenge worth considering since it is the one faced by the teacher educators who were involved in designing and running the course. Each of them, as already mentioned, with a very diverse professional background, but all sharing the willingness to engage participants in researching different instantiations of English and sustaining them in revisiting their classroom practice.

This did not just mean adding a new component in the course syllabus, rather reconsidering their own traditional beliefs as teacher educators, because,

Instigating any kind of change in pedagogy is a complex process that must involve close consideration of teachers' contexts and experiences. [...]

We feel strongly that there should ideally be an early focus on ELF in the teacher education curriculum for this to have a lasting impact on teachers' professional learning. It is our hope that by raising awareness of ELF and linguistic diversity early in the trajectory of a teacher's professional development, the practical relevance of ELF in teachers' perceptions of

expertise will feature more prominently in their approach to language learning materials and tasks. (Dewey, Patsko 2018, p. 455).

Language teacher education has recently been researched and revisited within a mindful sociocultural perspective aimed at enhancing a systematic practice in a context of responsive mediation that can bring about transformation in teachers' professional development, most probably this is a path worth considering within an ELF aware approach (Johnson, Golombek 2011, 2016).

5.1. Planning ahead

Both assets and limitations of the course have been taken into consideration in order to plan and launch a new language teacher education course that will take place next academic year. Among the points emerging from the course and from the existing literature in the field, the following are the notions and issues that should be further explored and enhanced within the course, and, hopefully, introduced and discussed by English language courses at university level where most future EL teachers start their studies to become EL teachers.

Learners' 'socio-cultural identities', for example, should be taken into consideration within a diverse perspective, valuing their potential in the course sessions when teachers plan their classroom activities, because,

Learners make a foreign language and culture their own by adopting and adapting it to their own needs and interests (Kramsch 1998, p. 81)

[...] they (learners) are constantly organizing and reorganizing a sense of who they are and how they relate to the social world. They are, in other words, engaging in identity construction and negotiation (Norton 1997, p. 410)

Another relevant notion is that of 'authenticity' in ELF since it is the one that challenges the very nature of authentic materials and highlights the relevance of social context and the notion of localized language use (Pinner 2016).

'Languaging' should be consistently embedded in the course activities, because "...languaging refers to the process of making meaning and shaping knowledge and experience through language. It is part of what constitutes learning" (Swain 2006, p. 98), not to forget that language is used to mediate problem solutions.

Last, but not least it is the need to introduce more pragmatics in the course with a focus on the listening processes and on the notion of intelligibility, that is mostly needed, because,

Intelligibility in lingua franca settings has more to do with awareness of linguistic and cultural difference, and a speaker's ability to accommodate towards an interlocutor than knowledge of a single set of linguistic and

pragmatic norms. (Dewey, Leung 2010, p. 10)

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