

heteroglossia



QUADERNI DI LINGUAGGI E INTERDISCIPLINARITÀ.
DIPARTIMENTO DI SCIENZE POLITICHE, DELLA
COMUNICAZIONE E DELLE RELAZIONI INTERNAZIONALI.



Heteroglossia n. 16

Langues et cultures dans l'internationalisation
de l'enseignement supérieur au XXI^e siècle

Volume II. Analyser les politiques linguistiques:
études de cas sur le plurilinguisme et l'anglais

Françoise Le Lièvre, Mathilde Anquetil, Martine Derivry-Plard,
Christiane Fäcke, Lisbeth Verstraete-Hansen (eds.)

eum

Università degli Studi di Macerata

Heteroglossia n. 16

Quaderni di Linguaggi e Interdisciplinarietà. Dipartimento di Scienze Politiche, della Comunicazione e delle Relazioni Internazionali.

Direttore:

Hans-Georg Grüning

Comitato di redazione:

Mathilde Anquetil (segreteria di redazione), Alessia Bertolazzi, Ramona Bongelli, Ronald Car, Giorgio Cipolletta, Lucia D'Ambrosi, Armando Francesconi, Hans-Georg Grüning, Danielle Lévy, Natascia Mattucci, Andrea Rondini, Marcello Verdenelli, Francesca Vitrone, Maria Letizia Zanier.

Comitato Scientifico

Mathilde Anquetil (Università di Macerata), Alessia Bertolazzi (Università di Macerata), Ramona Bongelli (Università di Macerata), Giorgio Cipolletta (Università di Macerata), Edith Cognigni (Università di Macerata), Lucia D'Ambrosi (Università di Macerata), Lisa Block de Behar (Universidad de la Republica, Montevideo, Uruguay), Madalina Florescu (Universidade do Porto, Portogallo), Armando Francesconi (Università di Macerata), Aline Gohard-Radenkovic (Université de Fribourg, Suisse), Karl Alfons Knauth (Ruhr-Universität Bochum), Claire Kramsch (University of California Berkeley), Hans-Georg Grüning (Università di Macerata), Danielle Lévy (Università di Macerata), Natascia Mattucci (Università di Macerata), Graciela N. Ricci (Università di Macerata), Ilaria Riccioni (Università di Macerata), Andrea Rondini (Università di Macerata), Hans-Günther Schwarz (Dalhousie University Halifax), Manuel Angel Vasquez Medel (Universidad de Sevilla), Marcello Verdenelli (Università di Macerata), Silvia Vecchi (Università di Macerata), Geneviève Zarate (INALCO-Paris), Andrzej Zuczkowski (Università di Macerata), Maria Letizia Zanier (Università di Macerata).

isbn 978-88-6056-562-4

Prima edizione: aprile 2018

©2018 eum edizioni università di macerata

Centro Direzionale, Via Carducci snc – 62100 Macerata

info.ceum@unimc.it

<http://eum.unimc.it>

Indice

- 9 Mathilde Anquetil, Martine Derivry-Plard, Christiane Fäcke, Françoise Le Lièvre, Lisbeth Verstraete-Hansen
Introduction
- III. L'anglais dans les contextes plurilingues franco-phones
- Françoise Le Lièvre, May Mingle
- 25 L'anglais et les langues ghanéennes: entre concurrence et complémentarité. Une étude à l'Université du Ghana, Legon
Hugues Carlos Gueche Fotso
- 65 Politiques linguistiques universitaires au Cameroun: le cas de l'université de Bamenda à travers une étude de la cohabitation du français et de l'anglais dans les classes
Jean Chrysostome Nkejabahizi
- 85 La Mondialisation linguistique, pourquoi l'Afrique reste muette?
Dorothée Ayer
- 101 La tentation de l'anglais dans un contexte officiellement bilingue (allemand/français)
- IV. Internationalisations plurilingues
- Cristina Brancaglione
- 125 Internationalisation des études: l'expérience du master franco-italien «Langues, Traduction et Culture»
Angela Erazo Muñoz, Cristiana Vieira
- 143 Le plurilinguisme dans le cadre académique et de mobilité MERCOSUR: le cas de l'Université Fédérale d'Intégration Latino-Américaine

V. L'anglais comme langue-pont vers le plurilinguisme

- Teresa Maria Wlosowicz
 163 L'acquisition du français, de l'allemand et du russe comme L3 après l'anglais comme L2 par les étudiants polonais: les interactions interlinguales et le rôle de la conscience linguistique
- Eftychia Bélia
 183 Une compétence métalinguistique plurilingue au confluent des représentations et savoirs langagiers. Le rôle de l'anglais L2 pour le développement d'une compétence métalinguistique plurilingue dans un contexte d'apprentissage du français L3
- Claudia Elena Dinu, Ioana Cretu, Rodica Gardikiotis, Anca Colibaba
 199 Les projets européens INTEGRA, GLOTTODRAMA et TAKE CARE à l'Université médicale de Iași, Roumanie, ou comment articuler l'anglais au plurilinguisme dans des projets multilingues

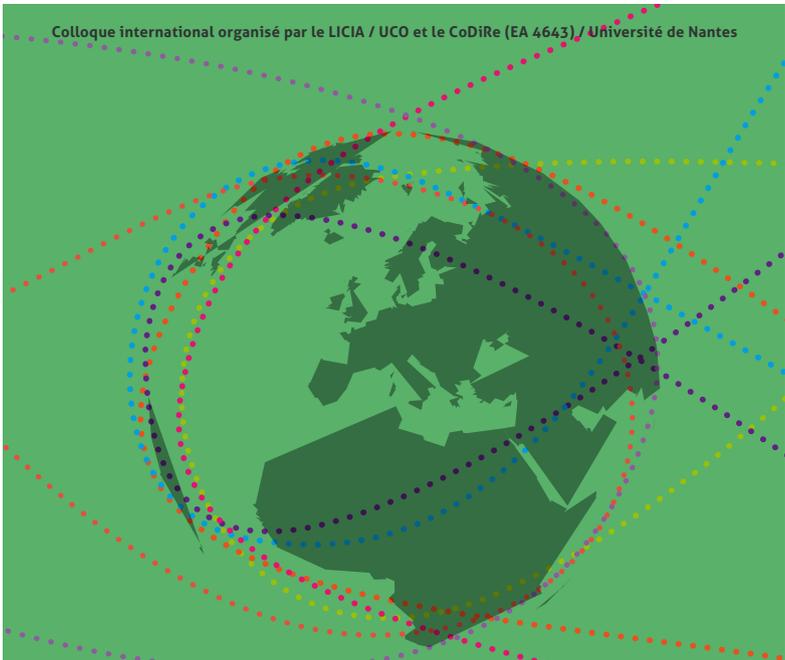
VI. Promotion et outils de l'intercompréhension

- José Manuel Arias Botero
 217 L'intercompréhension comme dispositif de préparation pluri-lingue à la mobilité. Une alternative au "tout anglais"?
- Fabrice Gilles
 233 Analogies interlinguistiques dans le domaine de la santé. Méthodologie d'élaboration d'un interlexique anglaise-spagnol-français-italien portugais
- Jean-Michel Robert
 247 Anglais, intercompréhension et plurilinguisme. Enseignement / apprentissage de la compréhension écrite du français langue étrangère à un public anglophone par l'intercompréhension

VII. Formation des enseignants en anglais international

- Norah Leroy
 265 Recent policy in modern foreign language teacher training-provision in primary education in France: linguistic opportunity or linguistic inequality?
- Lucielen Porfirio
 287 Teachers' education and the concept of ELF: a contribution to the reflection of pre service teacher

Colloque international organisé par le LICIA / UCO et le CoDiRe (EA 4643) / Université de Nantes



LE PLURILINGUISME, LE PLURICULTURALISME ET L'ANGLAIS DANS LA MONDIALISATION

Dispositifs, pratiques et problématiques de l'internationalisation de l'enseignement supérieur européen

7-10 OCTOBRE 2015

UNIVERSITÉ CATHOLIQUE DE L'OUEST, ANGERS, FRANCE

WWW.UCO.FR/EVENEMENTS/ANGLAISUP

Contact : organisation.colloqueanglaissup@uco.fr | 02 41 81 66 00



CoDiRe

AGENCE
UNIVERSITAIRE
DE LA PARTICIPATION

AFFOI
Association des
Francophones
Fondateurs de l'Organisation
Internationale



Langues et cultures dans l'internationalisation de l'enseignement supérieur au XXI^e siècle

Françoise Le Lièvre, Mathilde Anquetil,
Martine Derivry-Plard, Christiane Fäcke, Lisbeth Verstraete-Hansen (éds.)

Volume I

(Re)penser les politiques linguistiques : anglais et plurilinguisme

Berne : Peter Lang, Editions scientifiques internationales, Collection *Transversales*, n°46

ISBN: 978-3-0343-3016-9

coord. Françoise Le Lièvre

Introduction : Mathilde Anquetil, Martine Derivry-Plard, Christiane Fäcke, Françoise Le Lièvre,
Lisbeth Verstraete-Hansen

I. L'internationalisation et l'anglais

Christophe Charle : *L'internationalisation des universités XIXe-XXIe siècles*

Claude Truchot : *Internationalisation, anglicisation et politiques publiques de l'enseignement
supérieur*

Rosemary Salomone : *The rise of global English. Challenges for English-medium instruction and
language rights*

Gilles Forlot : *English in the Educational Expanding Circle: Power, Pride, and Prejudice*

Pierre Frath : *L'anglicisation comme phénomène anthropologique*

Michele Gazzola : *Les classements des universités et les indicateurs bibliométriques: quels effets
sur le multilinguisme dans l'enseignement et la recherche ?*

II. Relever le défi du plurilinguisme

Konrad Schröder : *Trying to Reconcile European Language Politics and Linguistic Realities in a
World of Globalization*

Marie-Françoise Narcy-Combes, Jean-Paul Narcy-Combes : *De la didactique des langues à la
didactique du plurilinguisme*

Franz-Joseph Meissner : *Eurocomprehension – the possible impacts on European democracy*

Postface : Olga Galatanu

Lucielen Porfirio

UNEB – Universidade do Estado da Bahia, Brasil

Teachers' education and the concept of ELF: a contribution to the reflection of pre service teachers

Abstract

English has acquired a status for communication in a global context for political, economic and social reasons (Crystal 2003) and acquired a status of English as a Lingua Franca (ELF) (Jenkins 2012). The concept of ELF has been recognized as a way to deconstruct some concepts of English teaching education such as: the model of native speakers, communication in a foreign language, intelligibility, variation (Seidlhofer, 2011; Widdowson 2012; Jenkins 2011). The main goal of this paper is to present initial results of a project with pre service teachers in a Brazilian university which aims to promote discussions of these students based on readings about ELF, as well as constructing reflections about teaching reality. As a research method, volunteers pre service teachers (around 12 graduation students of the course of English teaching) from Alagoinhas, Bahia, Brazil get engaged in two kinds of activities: Reading and discussing texts about ELF and answering questions to build reflection over their own actions in classrooms. The analysis of the interactions and discussions performed during the project meetings are presented here focusing on:

- a) how pre service teachers connect the idea of ELF to their reality (Sifakis 2014);
- b) how the concept of ELF can contribute to their practice as future English teachers or researchers (Jenkins 2011; Widdowson, 2012);
- c) how the idea of promoting critical discussions over English teaching in the modern context can influence the participants education (Sifakis 2014; Baker 2012; Widdowson 2012; Siqueira 2011).

Resumo

A língua inglesa tem alcançado o status de língua de comunicação para um contexto global focando em motivos econômicos, sociais e políticos (Crystal 2003) e ainda alcançou o *status* de Língua Franca (ILF) (Jenkins 2012). O conceito de ILF tem sido reconhecido como uma forma de des-

construir alguns paradigmas no ensino de língua inglesa, tais como: o modelo do falante nativo, a comunicação em língua estrangeira, inteligibilidade e variação (Seidlhofer 2011; Widdowson 2012; Jenkins 2011). O principal objetivo desse trabalho é apresentar resultados iniciais de um projeto com professores em formação em uma Universidade Brasileira o qual prevê promover discussões entre os estudantes de Letras – Inglês, com base em leituras sobre ILF e construir reflexões sobre a sua realidade de ensino. Como metodologia para a pesquisa, cerca de 12 professores-estudantes voluntários do curso de graduação em língua inglesa de Alagoinhas, Bahia, Brasil se engajam em dois tipos de atividades: i) ler e discutir textos sobre ILF e ii) responder questões da pesquisadora com o intuito de construir reflexões sobre suas próprias ações em sala de aula. As análises das interações e discussões realizadas durante as reuniões do projeto são apresentadas aqui com foco em:

a) como os professores em formação (estudantes) ligam a ideia de ILF à sua realidade (Sifakis 2014);

b) como o conceito de ILF pode contribuir para sua prática como futuros professores de língua inglesa ou pesquisadores (Jenkins 2011; Widdowson 2012);

c) como a promoção de discussões críticas sobre ensino de Língua inglesa no contexto moderno pode influenciar a formação dos participantes (Sifakis 2014; Baker 2012; Widdowson 2012; Siqueira 2011).

Introduction

English as a Lingua Franca (ELF) is a concept that has been used to describe a “flexible and integrative mode of communication, able to include multilingual resources in order to expand meaning, enhance understanding and knowledge¹”. In other words, we could say that ELF embraces: a multilingual perspective (Cogo 2012), intercultural relations from real users of English (Siqueira 2011; Baker 2012), the deconstruction of specific native speaker (NS) speaking models (Widdowson 2012; Jenkins 2012), and also a space that considers variability and fluidity of the language which emerges from the context of interaction (Seidlhofer 2011; Jenkins 2011; Cogo 2012). We could say that language practice and co-construction built in the context of interaction is a very important characteristic while considering ELF.

¹ Cogo 2012, p. 292.

As a consequence, if we are worried about English pedagogical practices, it is important to think at what point the concept of ELF might help on teachers' perspective and education. According to Sifakis (2014) it is essential for in service and pre service teachers to (re)consider deeply their convictions about key concepts for ELF context such as normativity, the role of native speakers (NS) and non-native speakers (NNS), and the multicultural context involving ELF interactions. The intent of this paper is to raise reflections about ELF in the context of pre-service English teachers' education, motivated by the idea that it is crucial to build discussions about ELF, the role of English in the current globalization context, ideology and cultural identity in English Education course for teachers (Mott-Fernandez 2009).

In order to do so, a project for pre-service teachers was proposed in which volunteer participants from Bahia State University (Brazil) are exposed to theoretical texts readings and questions are raised during meetings with the researcher. Some excerpts from the students' answers and thoughts are brought here to analysis in order to show what their perspectives are and how their ideas might influence their professional education.

As a result, it is hoped to be enhancing further reflections for teachers in order to bring constant questions and discussions for their future practices. Also, it is expected to show how the participants' speech and points of view might be influencing on their own education and how the discussions raised during the project might be building their future practices, understandings and reflections of English teachers.

1. *English as a Lingua Franca*

It is known that nowadays English is a language for communication in many different areas of modern world: science, technology, travel, economy, among others. The main point is that English goes further than the borders of English speaking countries. It penetrates different domains – computers, air traffic, scientific colloquiums, interchange among multinational companies, – in order to become the official language for international relations (Ortiz 2003). So, it is possible to say that English as-

sumes the idea of enabling communication for specific purposes in interactions.

We should highlight the fact that English is not used only by people who have been born in English speaking countries. On the contrary, English is used by people from different languages as a way of communicating to others their ideas, objectives and purposes. We can say that “English is therefore used most commonly not by native speakers but as a contact language between interlocutors with different linguacultures (linguistic and cultural backgrounds)”².

English must be seen as an attempt to approximate speakers in interaction and not as a way of following specific patterns which are sometimes impossible to reach for non-native speakers. Understanding ELF means dissociating the language from one unique culture, or from the native speakers, and looking at it “as a common wealth for everyone who dominates it. It has no ownership and it is nobody’s mother tongue”³.

When we talk about a context of English teaching, it is important to visualize the idea of ELF, especially because it allows communication, understanding and adaptation to the new context of English speakers. And it is also important to say that one of the characteristics of ELF is that it considers the nature of interculturality allowed by the language (Siqueira 2008; Baker 2012). Working with such idea in a context of teacher’s education is even more important because we are talking about teachers who are in the process of learning how to improve different methodologies in English Language Teaching (ELT). So, teachers must construct awareness about the way the concept of English nowadays might affect their contexts and help on the reflection of classes based on different speakers’ realities.

2. *Teachers’ education*

Many researches in ELF have pointed to the need of considering important aspects in English education, such as inter-

² Baker 2012, p. 63.

³ Siqueira 2008, p. 338.

culturality (Baker 2012; Siqueira 2010), pragmatic relations in communication (Widdowson 2012), more sensibility to the context of the classroom communication and culture (Sifakis 2014), variability and intelligibility in ELF interactions (Jenkins 2012). However, we should think that, in spite of all the efforts of theoretical discussions, there is a lot to be done regarding teachers' education in order to change ELT practices and promote ideas for the deconstruction of the native speaker as the ideal model, increasing self confidence in teachers as ELF users as well as promoting self-reflection in their pedagogical practices.

Sifakis (2014) defends the need of a teachers' education based on questioning, reflecting, raising awareness through activities which evoke group discussions. The author proposes two phases for raising ELF awareness for in-service teachers: 1) reading research literature and promote discussions on these readings; 2) get engaged in projects catered for their own contexts, which they have the opportunity to prepare by themselves, as they become more aware of challenges and willing to change their teaching beliefs. The author proposes that such actions promote knowledge production from teachers while reflections are constantly (re)evaluated. By doing this, it is possible to raise a continuous awareness not only about ELF, but also about one's practices instigating critical ways of (re)thinking their teaching reality.

Promoting ELF awareness is the first step for teacher's education practices that take into consideration the status of English today (Sifakis 2014; Baker 2012; Widdowson 2012; El Kadri, Gimenez 2013). If teachers have an informed and constant awareness of the ELF construct, it is easier for them either to raise reflections about their deeper convictions about language, or promote continuous discussions to keep changing their every day practices (Sifakis 2014).

El Kadri and Gimenez (2013) show in their study that pre-service and in-service professionals are still confused about the idea of adopting the concept of ELF. We can say that there are advantages in the process of exploring the concept of ELF in teacher's education, because new options to the way they see their own job can be constructed: instead of seeing themselves

as non-native speakers who are inclined to make mistakes, they can look at themselves as competent users of ELF. Therefore, the first benefit in raising awareness about ELF in teachers' education would be promoting more self-confidence for these professionals as well as activating in them possibilities of teaching how to be competent in English instead of how to speak English as a native speaker.

In another work, El Kadri (2010) shows the need for researches and discussions with the objective of working with the ELF status implications in teacher's educational courses, creating space for the decentralization of the native speaker, promoting intercultural competences in English classrooms, and contributing to linguistic policies that consider ELF. Bringing up studies and awareness among teachers who are in the initial phase of their education might result in some acceptance of new ideas in ELT context. Baker and Leung (2010) say that:

What is most important here is the need to promote awareness among the teaching profession of the inherent variability of human language. This lack of awareness represents a substantial challenge to orthodox opinion in language education. An important initial consequence of this is the need in teacher education to raise awareness amongst teachers of English of the fluidity of language, of the complex relationship between the rather abstract level of language models and the more immediate level of language as enacted in communication. Recognizing this pluralistic and complex nature of language in use would be an important first step towards fundamentally reconsidering current beliefs and practices in language pedagogy⁴.

Many other scholars have been highlighting the need to make teachers aware of how language really works in the current world (Sifakis 2014; Baker 2010; Gimenez, El Kadri 2013; Poppi, Mansfield 2012). There is also an increasing need of making students acquainted with non-native speakers who use English as a means of communication and encourage them to have a positive attitude towards different kinds of English (Poppi, Mansfield 2012). EFL teachers should clear up in their minds, first for themselves, that they can be seen as ELF users. Some actions that should be promoted in teacher education would be:

⁴ Dewey, Leung 2010, p. 12.

acceptance and recognition of the transition from EFL speaker to ELF user (Poppi, Mansfield 2012); constant attention to language competence according to different varieties that are becoming more prominent in the world today (Jenkins 2012; Seidlhofer 2012); Awareness of the status of the ELF concept and its implications to ELT context (Sifakis 2014; Baker 2012); group discussions and reflection in teaching courses about how to promote ELF discussions in current and every day English teaching lessons (Gimenez, El Kadri 2013; Sifakis 2014).

We can say that there is a great amount of challenges for teachers in our context, such as: making reasonable pedagogical choices to their own context, being able to rationalize about teaching, and being aware of the political side of their choices (Gimenez, El Kadri 2013). El Kadri (2010) points out, as one of the results of her research, that changes in teachers' education might be widely promoted by inserting disciplines or contents in Applied Linguistics related to ELF, or by the development of extension projects. This paper works exactly on reporting an extension project in which the main idea is raising awareness to nurture critical thinking among future teachers about the relevance of the concept of ELF in their teaching contexts.

3. *Methodology*

As we have discussed in the previous section, promoting language awareness about ELF based on theoretical materials can get teachers involved to “overcome difficulties in adjusting to more theory-oriented investigative lessons that focus not on the form of the language but its particular meaning and function in the speech context”⁵. Based on this idea, what we analyze here are beginning results of an ongoing extension project developed at Bahia State University (UNEB) – Alagoinhas – Brazil. The project has been developed for its second year now and each year the objectives and plan are reset according to students (*ibidem*) needs. In the first year, some discussions about intercul-

⁵ Mansfield, Poppi 2012, p. 16.

turality in English classes were conducted (Porfirio 2014) with graduation students from the 5th semester of the English language course. Some activities were used to check how students would be able to negotiate meanings in interactions, which also contributed to their own education as future teachers.

In the second year (2015), the project was expanded to any student from any semester who was interested in engaging in having discussions in the project. Students who were just beginning their university education process to become English teachers also got engaged in the discussions. The main objective was to develop discussions about ELF and its concept, getting an effort to understand how this concept could help their own education and could motivate students to bring examples from their real context in which we could discuss and reflect on possible changes for their future.

Summing up, the participants of the project include about 15 students from the first to the last semester of English language graduation. The meetings happened every week, lasting approximately 60 minutes each, during 6 weeks.

Along the meetings, some texts about topics⁶ such as the concept of ELF, native speaker (NS) and non-native speaker (NNS), ELF and English teaching are recommended to be read previously. After the reading, some understanding on the author's point of view is discussed under the researcher's orientation. Also, some questions are asked to participants in order to check what their position and ideas are regarding the content of the text as well as to elicit examples from their context in which they might see some benefits or implications of the concept of ELF in the classrooms.

The analysis presented here includes 6 meetings which happened in the first semester of 2015. Even though the classes analyzed represent only part of the program, the objective here is not to present a final view of the project as a whole, but to consider observations made during the meetings, see how they might start helping the education of future teachers and how discussions based on the idea of ELF may influence their view on language education by raising awareness and reflections on the subject.

⁶ Check appendix 1 for all contents and texts.

It is important to admit here that these meetings are probably not enough to raise complete awareness of future teachers about ELF and its implications. However, the idea of the project is to start reflections which might be continued during all the graduation course and bring students to question some concepts they are going to go through during their education. We can say that based on the hypothesis that deconstructing ideas of a native speaker as a model (Schmitz 2013; Widdowson 2012) and understanding language inside all its ways of interaction (Jenkins 2012), is really important to motivate teachers since the first years of their education (El Kadri 2010; El Kadri, Gimenez 2013). Therefore, the idea was to provide participants with opportunities for promoting critical views of English teaching context which can be continued either during the course curriculum disciplines of observation and training classes, or even motivate possible researches these teachers might develop by the end of the course.

With the help of a monitor, who is a student that takes part in the research since 2014, a journal transcribing students' important considerations was kept. After each meeting, the monitor got together with researcher and notes were taken of all important aspects and transcribed into a field research journal. Analyses of these students' speech were observed and are exposed in this paper.

4. Results and discussions

For the analysis, focus is on three aspects of the discussions which were motivated during the meetings: a) how teachers connect the idea of ELF to their reality (Sifakis 2014); b) how the concept of ELF can contribute to their practice as future English teachers (Jenkins 2011; Widdowson 2012); c) how the idea of promoting critical discussions over English teaching in the modern context can influence the participants education (Sifakis 2014; Baker 2012; Widdowson 2012; Siqueira 2011).

Some excerpts from the dialogues and students⁷ considerations are exposed here for each one of these aspects.

a. How pre-service teachers connect the idea of ELF to their reality (Sifakis 2014)

It is really important to say here that some of the participants of the project already have contact with language classrooms as teachers in training programs. Others are just constructing their identity and idea as future English teachers.

During the meetings constant questions about how the perspective of ELF could be applied to their own context as learners or teachers were motivated once students should be able to connect their concept of language to their own local interests and needs (Canagarajah 2006). One of the ideas developed during the meetings was that there are many possibilities of using English according to speakers' objectives and contexts. By discussing how we could construct a speaker model for English classes, one of the students says:

John: Inside the hegemonic countries, there are also different possibilities of use.

According to this student point of view, it would be difficult to identify what really is the model of a native speaker, once there may be differences inside communities (Widdowson 2012). The student shows a beginning awareness for deconstruction of one single possibility to be followed in learning English. While reading the text, it was discussed how we could have a pattern for a speaking, once there are differences in the way people use language according to the context and region.

While discussing how English is seen in their context, some students said:

Alice: English is seen as an instrument of professional ascension and native speaker model is a target to reach.

Susana: English should be seen as a language for global communication, as a lingua franca, but it is still viewed as a foreign language belonging to their native speakers.

⁷ Students are given fictitious names and as some of them answered their questions in Portuguese, I translated the excerpts to include in the analysis.

Alice shows in his consideration that there is a strong connection of English learning and professional success and in order to achieve success, students would need to follow the model of native speakers. On the other hand, Susana indicates that English “should be seen as a language for global communication” but in her context she cannot see this reality because the idea of a language belonging to those who are born in native speaking countries is still strong. Students on the project show that they still need to deconstruct the idea of native speaker as the model for learning English.

Widdowson (2012) discusses the importance of reviewing the idea of the native speaker model and says that language would not allow one single possibility because it is not stable:

The concept of a standard language or variety is already established by fiat and does not need to be inferred from an analysis of actually occurring language data. For what constitutes a standard is not the language produced by its native users, educated or not, but that which linguists have codified⁸.

After discussing with students how important it is to question the idea of a native speaker, some advances might be coming up for their future contexts as teachers. For example, right after a whole meeting talking about this, one student said that, in his point of view:

John: ELF is inside a multilingual context either in international or intranational context.

John shows that he has built some important characteristics for ELF context interactions: Multilingual perspective and different contexts for interaction. Considering a multilingual context for English practices is really important for learners/teachers because it leads to the understanding that there must be negotiation during English interactions of speakers from different mother tongues (Cogo 2012). The participants of the project may be still connected to the idea of the model of the native speaker in their teaching and learning contexts but they are be-

⁸ Widdowson 2012, p. 13.

ginning to question the need of this idea and start understanding that “English should be seen as a Lingua Franca” and it is “inside a multilingual context”.

b. How the concept of ELF can contribute to their practice as future English teachers (Jenkins 2011; Widdowson 2012)

Constructing ELF awareness is very important for future teachers because it leads to: reflection about alternative ways of thinking language and the objective of teaching (Widdowson 2012), understanding students as language users (instead of learners) and with the potential of promoting practices which facilitate language acquisition in different communities (Seidhofer 2011), constructing in students an awareness about the fluid, varied and emergent nature of English language (Sifakis 2014), reflecting about the role of English in globalized world (Mott-Fernandez, Fogaça 2009). During the discussions, students seemed to be constructing awareness about the importance of understanding ELF connected to pedagogical practices, as in the consideration:

John: the important is to have in mind that we are using a language for communication which reaches a global perspective and in our own context it is necessary to think about what we can do to motivate students’ communication and feel owners of the language.

By highlighting the importance of reflecting his own practice, this student already shows to be aware of his responsibility on using and teaching a real language for communication in a “global perspective”. When the participant includes himself in the context of teaching and in thinking about “what *we* can do”, he shows to be constructing reflections with possible practices which would enable him and his students to understand English as a communication device and a way to feel a real participant of the interaction.

This same participant (John) also shows to be constructing identity and self-esteem about his/her profession saying that thinking about ELF gives his/her the possibility of feeling as a real speaker of the language:

John: ELF brings us the opportunity to be speakers and not only mere learners of the language.

By focusing on the opportunity of being a real speaker, this student seems to be deconstructing the idea of having to reach a level in order to feel able to communicate with others. Participants start understanding that by focusing a central model only on the native speaker, pedagogical choices might not be so efficient, as this other participant points out:

Rafaela: If the central point of the teaching is the native model, it might harm communication, but if the pattern reaches other possibilities, other than the native ones, teaching and communication will be facilitated.

They feel that the idea of developing possibilities for language use and speaking might facilitate communication either for themselves as speakers, or for teaching. Also, students start feeling that language can be adapted to the context where it is used:

Rebeca: native speakers do not own the language anymore, once inside each community or culture, language gets suited to speakers' need who actually use it.

Rethinking models in English teaching practices is an important practice for future teachers because it leads to “question the implications of using the inner circle varieties of English as a yardstick to relegate speakers to the category of non-native”⁹.

According to this author, there are some main implications for deconstructing the native speaker model in teaching practices: empowering different possibilities of communicating in English, looking for ways of raising self-esteem of English learners and teachers and democratizing ownership. Schmitz also declares that:

The appearance of English as a Lingua Franca (ELF) on the international scenario may contribute to reducing anxiety and conflicts in identity with regard to striving for an inner circle accent. What is viewed as “correct” can be negotiated among users of ELF and not imposed by those outside that community of practice¹⁰.

In ELT practices, (re)visiting naturalized concepts through curriculum incorporation of ELF discussions to include aware-

⁹ Schmitz 2013, p. 139.

¹⁰ Ivi, p. 150.

ness raising may be a necessary challenge for future teachers because it would construct their own ways of believing and thinking on the language (Poppi, Mansfield 2012; El Kadri, Gimenez 2013; Sifakis 2014).

c. How the idea of promoting critical discussions over English teaching in the modern context can influence the participants education (Sifakis 2014; Baker 2012; Widdowson 2012; Siqueira 2011).

Getting engaged in discussions involving reflections over attitudes for teaching that understand English reality in current international context is a very important action for English teaching curriculum (Sifakis 2014). Although there are many advances in ELF studies that indicate important ELF characteristics, such as multiculturalism, pragmatic relations in communication or the sensibility to cultural contexts inside the classroom, it is still important to promote reflections on how it might influence on real teachers' practices. Thinking about ELF requires a constant visit to new borders of reflection and gets students opened up to different perspectives of understanding English classroom and language learning (Siqueira 2011). During the discussions of the project, students seem to be raising points of view on how their condition of English speakers is affected:

John: native speakers, in ELF context, are also exposed to the condition of language learners once they have to impose an effort to communicate and adapt to other's speakers

For John, native speakers would also be exposed to adapting to communication interaction while talking to people from other languages and would also have to learn to use mechanisms of adaptability to get to communicate with those speakers. This idea would raise an important aspect on the students' perspective: all the English speakers are in the same level when we talk about adapting to the context of communication. Such a perspective shows that students might start to be overcoming the idea of inferiority of NNS facing to NS. In a dialogue, two of the participants show that all speakers are participants of the interaction and are not in a prestigious position:

Rebeca: So, should we not consider interactions with native speakers?

John: No, native speaker can also participate in the process of communication under the ELF concept. However, native speaker is not the target to be imitated and he is not in a prestigious level.

For this dialogue it is important to concentrate on two aspects: 1) students might start constructing a misconception that it is not necessary to have interactions with native speakers; 2) students might start raising a perspective in which the native speaker is not the focus anymore. Motivating constant reflections is crucial in order to avoid the idea that from now on the native speaker is not considered anymore. From the dialogue above, one of the students seems to be questioning himself about what the position of the NS speaker is from now on. Students interaction indicate that they start putting themselves in the same level of interaction as any other English speaker, which is really important for their own perspective of English speakers. Defending the idea of discussion groups among graduation students is essential because they can produce a knowledge, step by step, exchanging experiences and questions and also trying to adequate their own context to their future perspectives as teachers (Sifakis 2014).

Electing new priorities of reflection and teaching might help teachers on building teaching pedagogies more suitable to their own realities as well as motivating important challenging questions about models to be used in the classroom, the place for culture and intercultural relations (Siqueira 2011).

Summing up, promoting awareness and possibilities to question and discuss ideas related to ELF concept (such as ideology, interculturality, language policies, English teaching approaches) is desirable in the context of teachers' education because it might promote, at least, the consideration of different ways of understanding English currently (El Kadri, Gimenez 2014), bring up continuous discussions and possibly further researches from these teachers' practices that might help us understand future implications of ELF in language and culture teaching and learning.

Final considerations

The main objective of this paper was to observe how discussions about ELF performed during an extension project could contribute to the reflection about pedagogical practices from pre-service teachers. After analyzing extracts from students, some results may be highlighted here:

1. In English teaching practices, promoting some time to question naturalized concepts (for example, NS model), through the incorporation of ELF discussions actually contribute to promote awareness raising about the English status in modern context as well as understanding the challenge of teaching a language that visits many cultures and borders and is used by many diverse cultural speakers. Such reflections, in fact, may contribute to the understanding of a more fluid idea about language and also motivate deeper knowledge about language and teaching.
2. By raising awareness about ELF in pre-service teachers, it was possible to question and discuss ideas as the native speaker model, teaching approaches, and English users self-esteem. It is highly desirable to think about ELF in teachers' education context as it brings up considerations of different ways to understand English interactions. Also, it was possible to notice that participants involved in the project were highly motivated to raise other questions about their own contexts of English education and learning.

It is very important to say that these results are only primary ones, since other texts will be discussed and other concepts and ELF characteristics will be put under scrutiny. However, from the excerpts analyzed here, it is possible to highlight that such discussions about ELF in pre-service teachers graduation course might contribute to think about new ways of understanding language teaching and learning and (re)thinking about current pedagogical methodologies for ELT classes.

References

- Baker W. (2012), *From cultural awareness to intercultural awareness: culture in ELT*, «ELT Journal», 66(1), pp. 62-70. doi:10.1093/elt/ccr017.
- Bayurt Y., Sifakis N. (2014), *Towards Elf-aware teacher education: lessons from a transformative self-education programme*. Speech at 7th International Conference of English as a Lingua Franca, Atenas, Grécia, 04.09.2014.
- Calvo L.C., El Kadri M., Gimenez T., Porfirio L., Siqueira D.S. (2015), *Inglês como língua franca: desenvolvimentos recentes*, «RBLA», 15(3), pp. 593-619. doi. 10.1590/1984-639820157010.
- Cogo A. (2012), *ELF and super-diversity: a case study of ELF multilingual practices from a business context*, «Journal of English as a Lingua Franca», 1 (2), pp. 287-313.
- Crystal D. (1997), *English as a global Language*, Cambridge: Cambridge University press.
- Dewey M., Jenkins J. (2010), *English as a Lingua Franca in the Global Context: Interconnectedness, Variation and Change*, in *Contending with Globalization in World Englishes*, ed. M. Saxena, T. Omoniyi, Great Britain: Short Run Press, pp. 90-110.
- Dewey M., Leung C. (2010), *English in English Language Teaching: Shifting Values and Assumptions in Changing Circumstances*, «Working Papers in Educational Linguistics», 25 (01), pp. 1-15.
- El Kadri M.R. (2010), *Atitudes sobre o estatuto do inglês como Língua franca em um curso de formação inicial de professores*. Dissertação (Mestrado em Estudos da Linguagem) – Universidade Estadual de Londrina, Londrina.
- El Kadri M.S., Gimenez T. (2013), *Formando professores de inglês para o contexto do inglês como língua franca*. *Acta Scientiarum*. «Language and Culture», 35(2), pp. 125-133.
- Gimenez T., Passoni T.P. (2015), *Competing discourses between English as a Lingua Franca and the English without Borders program*. «ELF», 7, Proceedings, Athens.
- Graddol D. (1997), *The future of English? A guide to forecasting the popularity of the English language in the 21st century*, The British Council. London: The English Company (UK) Ltda.

- Hymes D.H. (1995), *Acerca de la competencia comunicativa*, in *Competencia comunicativa: documentos básicos em la enseñanza de lenguas extranjeras*, ed. M. Llobera, Madrid: Didascalía.
- Jenkins J. (2006), *Points of view and blind spots: ELF and SLA*, «International Journal of Applied linguistics», 16 (2), pp. 137-161.
- , (2011), *Accommodating (to) ELF in the international university*, «Journal of Pragmatics», 43 (4), pp. 926–936.
- Jordão C. (2014), *ILA – ILF – ILE – ILG: Quem dá conta?*, «RBLA», 14 (1), pp. 13-40.
- Kachru B.B. (1990), *The Alchemy of English: the spread, models and functions of non-native Englishes*, Oxford: Pergamon Press.
- Kramsch C. (1993), *Context and culture in language teaching*, New York: Oxford University Press.
- , (1998), *Language and culture*, New York: Oxford University press.
- Mansfield G., Poppi F. (2012), *The English as a Foreign Language/Lingua Franca Debate: Sensitizing teachers of English as a Foreign Language into teaching English as a Lingua Franca*, «Profile», 14 (01), pp. 159-172.
- Fogaça F. C., Mott-Fernandez C. (2009), *Inglês como língua internacional na universidade: rejeição e objeto de desejo*, «Linguagem & Ensino», 12 (1), pp. 195-225.
- Porfírio L. (2014), *Intercultural activities in ELT: a contribution to understand ELF*, «ELF», 7 Presentation. Athens.
- Sifakis N. (2014), *ELF awareness as an opportunity for change: a transformative perspective for ESOL teacher education*, «JELF», 3 (2), pp. 317- 335.
- Schmitz J. R. (2012), *To ELF or not to ELF? (English as a Lingua Franca): That's the question for Applied Linguistics in a globalized world*, «RBLA», 12 (2), pp. 249-284.
- , (2013), *The native speaker and nonnative speaker debate: what are the issues and what are the outcomes?*, «Calidoscópio», 11 (2), pp. 135-152.
- Seidlhofer B. (2011), *Understanding English as a Lingua Franca*, Oxford: Oxford University Press.
- Siqueira D.S.P. (2008), *Inglês como língua internacional: por uma pedagogia intercultural crítica*, Tese de doutorado, UFBA, Instituto de Letras.
- , (2010), *Inglês como língua internacional: por uma pedagogia intercultural crítica*. in *Ensinar e aprender línguas na contemporaneidade: linhas e entrelinhas*, ed. K.A. Silva, Campinas, SP: Pontes Editores, pp. 25-52.

Sung C.M. (2013), 'I would like to sound like Heidi Klum': What do non-native speakers say about who they want to sound like?, «English Today», 29 (02), pp. 17-21.

Widdowson H.G. (2012), *ELF and the inconvenience of established concepts*, «Journal of English as a Lingua Franca- JELF», 1 (1), pp. 5-26.

Appendix 1.

Tab. 1. Description of the contents and texts discussed during the classes.

WEEK	Topic / goal	Supporting Text
1-2	Conceptualisations of ELF (Understanding ELF and other terms for Global Englishes: differences and concepts)	“EAL – ELF – EFL – EGL: Same Difference?” JORDÃO, C. (2014) <i>ILA – ILF – ILE – ILG: Quem dá conta?</i> <i>RBLA</i> , 14 (1), 13-40.
2 -3	ELF in the context of English teaching. (Defining ELF (English as a Lingua Franca) and understanding differences with EFL (English as a Foreign language).	“Points of view and blind spots: ELF and SLA” JENKINS, J. (2006) <i>Points of view and blind spots: ELF and SLA. International Journal of Applied linguistics</i> . 16 (2) 137-161.
5-6	ELF and native and non-native speakers (Understanding the non-native speaker as an important participant in English interactions)	“Native Speaker and Non Native Speaker of English” SCHMITZ, J. R. (2013) <i>The native speaker and nonnative speaker debate: what are the issues and what are the outcomes?</i> <i>Calidoscópio</i> , 11 (2), 135-152.

eum x quaderni

Heteroglossia

n. 16 | 2018

Langues et cultures dans l'internationalisation
de l'enseignement supérieur au XXIe siècle

Volume II. Analyser les politiques linguistiques:
études de cas sur le plurilinguisme et l'anglais

Françoise Le Lièvre, Mathilde Anquetil, Martine Derivry-Plard,
Christiane Fäcke, Lisbeth Verstraete-Hansen (eds.)



mi° eum edizioni università di macerata >

ISBN 978-88-6056-562-4