Language teacher education in an English as a Lingua Franca (ELF) aware perspective: challenges and responses in emerging communities of practice

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Today’s presentation

✓ Emerging new realities of English: English as a Lingua Franca (ELF)
✓ Multilingual classrooms and the need of plurilingual education
✓ Native speakers (NS) and Non-Native speakers (NNS)
✓ The ENRICH Erasmus+ research study and the ENRICH language teacher education Project
✓ Teachers’ and learners’ attitudes & beliefs: the Needs Analysis
✓ The ENRICH Project: components and approach
✓ The ELF awareness approach
✓ Monitoring teachers’ changes occurring during the course
✓ Questions?
ELF (English as a Lingua Franca) - multilingual means of communication

• “[English is no longer] English as we have known it, and have taught it in the past as a foreign language,” but “a new phenomenon” now recognized as English as a Lingua Franca. (Graddol 2006: 11)

• ELF: English as a ‘shared’ language; English as an inherently multilingual means of English-medium communication among people from different linguacultural backgrounds (e.g. Jenkins, 2015; Mauranen, 2018; Seidlhofer, 2018) and as a sine qua non for professional success and social inclusion.

• English classroom: an inherently multilingual ‘contact zone’ (Jenkins, 2015)

• ELF: a gradual shift from the notion of correctness to appropriateness and intelligibility
Exploring ELT in multilingual Euro-Mediterranean contexts

Emerging linguistic landscapes: societal changes

• *Migration flows*: translingual and transcultural orientations & repertoires
• First and second generation children of migrant families, usually *multilingual speakers*
• *Superdiversity, translanugaging, codemeshing* .... (Bauman, 2014; Blommaert, 2019; Canagarajah, 2013; Pennycook, 2007, 2010; Vertovec, 2007)
• Multimedia literacies & ‘mutant’ learners
• School population multilingual & multicultural profile
Emerging linguistic landscapes: changes in education

• Europe: plurilingualism and multilingualism
• Plurilingual and intercultural education across the curriculum: the language of schooling
• New language policies: Intercultural competencies, ITC literacy, European exchanges, eTwinning projects
• Content and Language Integrated Learning (CLIL) at school level
• English Mediated Instruction (EMI) at university level
• Mediation and new teaching approaches
• The CEFR 2020 Companion volume
• Native speakers (NS) and Non-Native speakers (NNS)
Implications for teacher education: reshaping teaching and learning practices

The needs analysis highlighted

- **teachers’** overall understanding and awareness of:
  - multilingual classes’ new communicative needs
  - English different instantiations (ELF) and their NNS role;
  - the need to prepare learners as successful communicators accepting forms of translanguaging in communication;
  - the need for authenticity of input and tasks;
  - the relevance of out-of-school experience, of ICT use and of social media.

- **learners’** awareness of their learning processes, of their communicative competence and of the most appropriate communicative and mediating strategies.

**What is needed?**

Reflective teacher education where WE& ELF are embedded throughout the course components and learners’ language experiences are valued in classroom life.
Implications for teacher education: the ENRICH CPDresponse
The ENRICH On-line course

ENRICH

http://150.140.28.114/enrich/index.php
Aims:

- To promote teacher competences that are crucial for responding to and building upon the diversity found in today’s multilingual classrooms across Europe.

- To develop a high-quality Continuous Professional Development (CPD) infrastructure which will empower English language teachers (ELTs) to integrate the current role of English as a Lingua Franca in multilingual classrooms.
RESEARCH DESIGN

1. Needs Analysis
2. On-line course development based upon the N.A.
3. Handbook development
4. Dissemination
5. Evaluation

NEEDS ANALYSIS

- Mixed-method research (Dörnyei, 2007)
- Quantitative (q.aires) & Qualitative (F.G.)
- ELTeachers’ on-line q.aire (620 teachers)
- Adolescents’ paper q.aire (505 learners)
- Young learners’ Focus Groups (approx. 100 learners)
- Data Analysis (mixed)
- Specific data analysis per country
# Teachers' Questionnaire: 620 teachers in 5 countries

## Teachers' age

<table>
<thead>
<tr>
<th>Teachers' age</th>
<th>Frequency</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>25 or under</td>
<td>80</td>
<td>12.9</td>
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<tr>
<td>26-35</td>
<td>105</td>
<td>16.9</td>
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<tr>
<td>36-45</td>
<td>183</td>
<td>29.5</td>
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<tr>
<td>46-55</td>
<td>178</td>
<td>28.7</td>
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<tr>
<td>56+</td>
<td>74</td>
<td>11.9</td>
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## Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Female</td>
<td>532</td>
<td>85.8%</td>
</tr>
<tr>
<td>Male</td>
<td>88</td>
<td>14.2%</td>
</tr>
</tbody>
</table>

## First language

- 3 Native English speakers
- 8 Bilingual speakers

## Countries

<table>
<thead>
<tr>
<th>Countries</th>
<th>Frequency</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>GREECE</td>
<td>151</td>
<td>24.4%</td>
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<tr>
<td>ITALY</td>
<td>107</td>
<td>17.3%</td>
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<tr>
<td>NORWAY</td>
<td>110</td>
<td>17.7%</td>
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<tr>
<td>PORTUGAL</td>
<td>133</td>
<td>21.5%</td>
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<tr>
<td>TURKEY</td>
<td>119</td>
<td>19.2%</td>
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Erasmus+ project “English as a Lingua Franca Practices for Inclusive Multilingual Classrooms” (2018-1-EL01-KA201-047894)
**ADOLESCENT LEARNERS: 505 in 5 countries**

<table>
<thead>
<tr>
<th>Country</th>
<th>Count</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Greece</td>
<td>140</td>
<td>27.7%</td>
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<tr>
<td>Italy</td>
<td>137</td>
<td>27.1%</td>
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<tr>
<td>Norway</td>
<td>54</td>
<td>10.7%</td>
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<tr>
<td>Portugal</td>
<td>100</td>
<td>19.8%</td>
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<tr>
<td>Turkey</td>
<td>74</td>
<td>14.7%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>505</strong></td>
<td><strong>100.0%</strong></td>
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Erasmus+ project “English as a Lingua Franca Practices for Inclusive Multilingual Classrooms” (2018-1-EL01-KA201-047894)
Researching ELT in multilingual classrooms: the ENRICH project research findings in the 5 countries

- Investigating teachers’ and learners’ perceptions and expectations as for the current status of English
- Voices from the field: Young learners’, Adolescents’, Teachers’

Erasmus+ project “English as a Lingua Franca Practices for Inclusive Multilingual Classrooms” (2018-1-EL01-KA201-047894)
Voices from the field:
emerging EL young learners’ profiles (20/100; 11-13 yrs)

• How? 4 Focus groups, each with 5 learners (3 non-Italian, 2 Italian)
• Who? 20 (12 boys – 8 girls)
• Where? Different multilingual school contexts
• Protocol: 4 sets of questions, one moderator
Voices from the field (Italy): emerging EL learners’ profiles

Do you ever use English outside the school? If yes, tell me when, how, whom with.... In which situations outside school were you able to use English: Any examples?

“Yes, I often write English sentences and I have a penfriend who lives in England”

“Sometimes I use some English expressions or words to make funny jokes with my friends or my parents. English gives the idea”

“Yes, playing videogames”

What is your favourite website / app / game among those that use predominantly English? Why?

“I watch TV series in Spanish and English with subtitles. I improved a lot my pronunciation!”

“Yes, I use apps on my smartphone and videogames as well”

“I play in English because I find it useful, I understand better and people understand what I mean while playing”

“Playstation: I can speak with other people in English. My English becomes more fluid because I use terms that come from the game”

“I watch videos in English on YouTube”
Voices from the field (Italy): emerging EL learners’ profiles

What do you think is missing in your English lessons?

“I like group activity so I would like to do it more often to speak with other classmates”

“We study formal...issues and topics, well, we should get used to using English in practice...I mean, they teach grammar, verbs, formal expressions but I don’t know...”

“I don’t like exercises during the English lesson”

“I like the way teacher teaches, she makes it interesting, she uses Kahoot”

What do you do when you don’t understand something when talking to other people in English? How do you solve such problems?

“I was in Amsterdam and I was buying a sandwich and I didn’t know how to say it so I used gestures”

“If I don’t understand something I say “Can you repeat, please?”

“Yes, when I chat I usually ask them to repeat but sometimes it doesn’t work but finally they find other way to let me understand what they mean”

“During English oral tests if the teacher doesn’t understand me I explain the concept in Italian”
Adolescents’ Q.aire: 1. Classroom learning & learning awareness

**Statement 15.** My teacher uses authentic materials (TV series, films, songs, etc.) in the English classroom.

**Question 28.** I have learnt E. from:
- Attending English classes at school

**Statement 40.** I learn more English outside of school than in class.

Erasmus+ project “English as a Lingua Franca Practices for Inclusive Multilingual Classrooms” (2018-1-EL01-KA201-047894)
Adolescents’ Q.aire: 2. Language learning awareness

NA findings (505 from all 5 countries)

Question 20. I have learnt E. Using social media – Facebook, Instagram, Snapchat, Twitter etc.

Question 22. I have learnt E. Watching movies and TV series.
Voices from the field:
What do adolescents in Italian schools say? (136/505; age 16-18)

Adolescents’ perceptions of their English learning experience

Adolescents’ new forms of learning

Adolescents’ emerging needs & out-of-school experiences

15. My teacher uses authentic materials (TV series, films, songs, etc.) in the English class.

8. In my class the number of multilingual students is:

- Never
- Rarely
- Sometimes
- Often
- Always

- between 1 and 2 students
- between 3 and 5 students
- between 6 and 10 students
- more than 10 students
Voices from the field: adolescents in **Italian schools** (136/505; age 16-18)

«I have learned English from......»

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<tbody>
<tr>
<td>19. I have learned English from Watching YouTube videos</td>
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<tr>
<td>20. I have learned English from using social media – Facebook, Instagram, Snapchat, Twitter etc.</td>
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<td>21. I have learned English from playing on-line games</td>
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<tr>
<td>22. I have learned English from watching movies and TV series</td>
<td><img src="image" alt="Graph showing responses" /></td>
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<td>27. I have learned English from listening to music</td>
<td><img src="image" alt="Graph showing responses" /></td>
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- **Strongly disagree**
- **Disagree**
- **Neither agree nor disagree**
- **Agree**
- **Strongly agree**
**Question 18.** I expose my learners to uses of English similar to those they may be exposed to outside the classroom.

| Always | 19,50% |
| Never  | 0,60%  |
| Often  | 45,20% |
| Rarely | 5,80%  |
| Sometimes | 28,90% |

**Question 19.** I develop my own additional teaching materials to address the needs and wants of my multilingual learners.

| Always | 26,60% |
| Never  | 4,50%  |
| Often  | 38,20% |
| Rarely | 6,30%  |
| Sometimes | 24,40% |

**Question 20.** I teach Standard (British or American) English pronunciation to my learners.

| Always | 42,10% |
| Never  | 1,30%  |
| Often  | 40,80% |
| Rarely | 4,00%  |
| Sometimes | 11,80% |
2. Teachers’ attitudes & beliefs

NA findings (620 from 5 countries)

Question 31. Non-native teachers can be good language models

Question 36 - It is important that I integrate examples of English used by non-native speakers in my teaching
Voices from the field: EL Italian teachers (107/620)

17. My learners use English outside my English class
   - Never: 6%
   - Rarely: 38%
   - Sometime: 45%
   - Often: 10%
   - Always: 1%

18. I expose my learners to uses of English similar to those they may be exposed to outside the...
   - Never: 1%
   - Rarely: 6%
   - Sometime: 29%
   - Often: 46%
   - Always: 19%

19. I develop my own additional teaching materials to address the needs and wants of my...
   - Never: 6%
   - Rarely: 6%
   - Sometime: 22%
   - Often: 45%
   - Always: 22%

20. I teach Standard (British or American) English pronunciation to my learners
   - Never: 11%
   - Rarely: 9%
   - Sometime: 48%
   - Often: 41%
   - Always: 41%

21. In my teaching, I use authentic materials (TV series, films, songs, etc.) involving...
   - Never: 13%
   - Rarely: 25%
   - Sometime: 41%
   - Often: 32%
   - Always: 38%
Implications for **teacher education**: reshaping teaching and learning practices

The needs analysis highlighted

- **teachers’** overall understanding and awareness of:
  - multilingual classes new communicative needs
  - English different instantiations (ELF) and their NNS role;
  - the need to prepare learners as successful communicators accepting forms of translanguaging in communication;
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- **learners’** awareness of their learning processes, of their communicative competence and of the most appropriate communicative and mediating strategies.

**What is needed?**

**Reflective teacher education** where WE& ELF are embedded throughout the course components and learners’ language experiences are valued in classroom life.
The ENRICH PDC is mainly geared at empowering English language teachers to integrate the current role of English as a Lingua Franca in their multilingual classrooms, thus to fundamentally rethink their teaching as well as its object, that is ENGLISH.
THANK YOU
for listening
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References


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