New Frontiers
in Teaching
and Learning English

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Edited by

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TABLE OF CONTENTS

Part I: Developments in elf research and pedagogic implications

Part II: ELF and Teacher Awareness

LIST OF CHARTS

LIST OF TABLES

Acknowledgements

Introduction

Paola Vettorel

English as a Lingua Franca has developed into one of the most vibrant fields of research over the last couple of decades. Since the early 2000s, when the first seminal works were published by ELF leading scholars (Jenkins 2000; Seidlhofer 2001; Mauranen 2003), many research projects have been undertaken, many articles and books published, and two main corpora completed (VOICE[1], ELFA[2] and WrELFA[3]) with another one, ACE[4], released very recently. An ELF-devoted International Conference is regularly held every year, the *Journal of English as a Lingua Franca* was founded in 2011, and the ELF-dedicated *DELF* series (Mouton de Gruyter) is growing in titles. The relatively young ELF research field is thus thriving, with continuous and growing contributions from several interconnected areas – linguistics, sociolinguistics and applied linguistics - in several parts of the world, across all three Kachru's Circles and in the Expanding one especially.

The body of research into ELF has thus become quite considerable and has made findings available in several areas of language use, from phonology to lexico-grammar, phraseology and code-switching, showing how ELF users can effectively communicate in their own ways (and terms), deploying language mechanisms and strategies that are many times sophisticated in their 'differences' from (native) Standard English norms. ELF research has also shown how issues related to globalization, language contact, multilingualism and plurilingualism, as well as linguistic superdiversity, are deeply interconnected in ELF and in its interpretations: ELF can certainly be seen as a post-modern 'phenomenon' of changing and changed times, linguistic processes and language use, where national, geographic and linguistic borders as traditionally conceived of are naturally trespassed in order for communication to take place.

Implications for the ELT world have been a matter of interest for ELF scholars since the early days of ELF (e.g. Jenkins 2000; Seidlhofer 1999, 2001), and it is probably the potential repercussions of ELF findings in ELT that have represented one of the most debated 'issues' (e.g. Maley 2010; Prodromou 2006; Swan 2012). An increasing number of studies have explored the implications of ELF research findings, and, more generally of

the pluralisation of English, in pedagogic practices. A range of perspectives have been looked into, from those of teachers (teacher education, teachers' opinions towards ELF, nativeness to English in the profession), to materials (e.g. is the current plurality of English, and ELF, taken into account? Is the NS model still predominant?), as well as pedagogic practices in areas such as curriculum design, classroom activities and assessment, to mention but a few. As to actual pedagogic practices, whether at a theoretical level or by setting forward more practical proposals of classroom activities, materials and tasks, what is generally called for and advocated is a more inclusive approach accounting for the current diversification of English, that cannot any longer be ignored in education if students are to be prepared for real (and effective) communication through English in today's world.

Teachers and students are two of the main agents involved in the complex processes of language teaching and learning, and it can certainly be argued that they are both in the front line in coping with the deep changes that the English language is going through. Language teachers in particular are nowadays faced with several challenges in this, as in other, pedagogic areas: increased mobility, both physical and virtual, means that the young people who are sitting in class every day, from primary school up to higher education, probably have in their ears and eyes 'bits and pieces' of English they have encountered along the streets, in films, cartoons and videogames, or chatting with their friends – old and new ones – either during an international school exchange or their Erasmus stay, but frequently also through a keyboard on their computers or mobile phones. 'New' generations live with English, and have manifold opportunities to use it outside the classroom walls as much as (and probably in many cases even more often than) in class, very differently from only a couple of decades ago, where music was about the only other regular occasion of exposure to 'real' English outside school. Very often, therefore, encounters with different varieties of English – native, non-native and nativised, Standard as well as non-standard - are a daily matter, alongside the active *use* of English in ELF, multicultural and multilingual contexts.

These fast-occurring, continuous and deep changes can hardly continue to be ignored in language teaching, as complex and destabilizing they may be. It has been made very clear by ELF researchers that an ELF-oriented approach is by no means to be intended as prescriptive; it is rather a shift in mindset, an awareness that the changes in the English language, in its contexts of use and users, are part of natural language change processes (cf. e.g. Franceschi and Corrizzato's interview with Mauranen and Seidlhofer[5]). The widespread use of English as a lingua franca, alongside and as a con-

sequence of globalization processes, have intensified and accelerated these changes, also in connection to language contact phenomena. In its role of a shared communication code across the world, English comes into contact with a multiplicity of L1s, as well as with the many "similects" of its speakers, in a complex second-order language-contact situation (Mauranen 2012, this volume).

If acknowledged, the underlying reasons and processes that are shaping ELF may also act as a springboard for reflection on the pedagogic aims of teaching English, such as the development of a "capability which would serve as an investment for subsequent learning", intended as a strategic ability and "knowledge of how meaning potential encoded in English can be realised as a communicative resource" (Widdowson 2003, 177), allowing to pedagogically explore "how the language can key into the learners' reality so that they can be induced to engaging with the language in their own terms, and learn from it" (ivi, 178). A focus on capability and the development of strategic competencies would thus possibly allow looking at *how*, rather than *how much*, learners know the language (Widdowson 2012, 23, emphasis in original), how they have learnt "how to mean in English" and "what they *make* of the language" (Widdowson 2012, 24, emphasis in original) in their communicative acts (cf. also Seidlhofer 2011, this volume).

In order to take into account what Englishes and ELF may involve for pedagogic practices, and of the importance to contemplate a pluralistic and ELF-aware perspective, teacher education plays a pivotal role. First of all, English teachers are most likely to be ELF users themselves, and they may thus have personally experienced communication via English in ELF multilingual and multicultural context. At the same time, they may not be familiar with the theoretical investigations related to World Englishes and ELF that have thrived in the last two decades; such knowledge appears fundamental to raise awareness of the core issues involved, as well as of its implications in the ELT world. As several of the papers in this volume show, and as testified by the many teachers who attended the Symposium "New Frontiers in Teaching and Learning English" held at the University of Verona in February 2013, attitudes of interest and curiosity towards the changing world of English and ELF ought to be sustained in teacher education, both pre- and in-service. Once teachers become familiar with the issues related to the spread of English and ELF, and are encouraged to devise and try out activities that acknowledge today's plurality of English and ELF, suiting them to their specific learning and teaching context and making them locally-meaningful both for them and their students, a realization that 'it can be done' may well follow.

First and foremost, ELF-aware classroom practices do not mean 'picking' which ELF features should (or should not) be included in the syllabus, or which 'variety' of English should be chosen; it rather entails taking into consideration the relevance of 'languaging' processes and communicative and intercultural communicative strategies in fostering effective interaction and language use oriented at meaning making. ELF findings can provide important insights into the ways through which the language is adapted in the complex variability of ELF communicative settings: in these international contexts, speakers of different linguacultural backgrounds cooperatively construct and negotiate meaning enacting strategies, both linguistic and non-linguistic, that are content- more than form-oriented. As Mauranen words it, the "future belongs to the good communicator, the flexible plurilingual individual who can adapt to ELF circumstances: accommodate and converge, and adapt to variability, to live with a more varied selection of English lects than has been customary for second-language users" (Mauranen 2012, 243). Fostering the development of a 'capability' for language use in these multilingual, multicultural and hybrid contexts can thus be seen as part of a move towards an ELF-informed pedagogy (Seidlhofer 2011, this volume).

As mentioned, ELF and ELF-related issues are still perceived as rather controversial in the ELT world, and attitudes towards its potential implications are still ambivalent, particularly for teachers. It has been pointed out that language changes as reflected in ELF may be too 'destabilizing' for teachers who feel they should move between their professional responsibility to teach Standard ENL and an orientation towards communicative effectiveness, between "English as a fixed set of codified norms versus English as a dynamic means of communication" (Dewey 2012, 161). It has also been argued that ELF is still too variable to find a place in classroom practices (Swan 2012), and that it is (still) essentially part of an academic debate rather than something teachers find of relevance for their everyday professional practices (Maley 2010). Significantly, we believe, this volume stems out of the Symposium "*New Frontiers in Teaching and Learning English*", which was held at the University of Verona in February 2013 and was addressed both to scholars and English language teachers[6]. The Symposium was part of the national-funded Research PRIN Project "Within and across the Borders: Usage and Norm in Western European Languages", and the tension between 'norm' and 'usage' is indeed central also in ELF research, and particularly relevant to its pedagogical implications, not least in terms of their (perceived) acceptability.

The Symposium was endorsed by the MIUR (Ministry of Education,

University and Research) and the considerable number of English teachers, trainee teachers and students who attended the day testifies to a growing interest towards the 'new frontiers' in English language learning and teaching that ELF can help to explore. The problematizations brought to the fore by ELF research in relation to issues such as the "ownership" of the language, nativeness and non-nativeness, standard language norms, hybrid and fluid contexts of use, multicompetence and plurilingual repertoires rather than monolingual, fixed speech communities and languages, together with a functional communicative use of the code, do certainly give rise to challenging questions for teachers as for other stakeholders in ELT, at all levels of education, from policy makers to material writers and testing agencies. Indeed, many issues are still open, and the debate ongoing; the papers in this volume address several among these questions both from a theoretical and an empirical point of view, examining teacher education and teachers' views, the modified scenarios of multicultural (primary) classrooms, the opportunities offered by Telecollaboration, and the complex and highly debated areas of testing and assessment.

The main rationale underlying this volume is to provide an up-to-date perspective on issues, implications and repercussions that findings in ELF research can have for ELT practices. Papers include contributions from scholars and researchers who have long been engaged in ELF-related research, and who have undertaken operational and practical work in the field. The main aim of the volume is thus to examine some of the most salient (and currently most debated) areas in ELF-related pedagogical practices, that is, teacher education, ELF-oriented classroom practices, and assessment. The chapters throughout the volume aim to offer a broad picture, ranging from primary school to higher education, and to yield novel perspectives on the issues and implications brought about by ELF research in teaching and learning English - possibly raising further questions, too. Innovative projects in teacher education, involving pre- and in-service teachers, are also presented, providing exemplificative good practices of possible new routes into pluralistic, ELF-aware and ELF-oriented didactic perspectives.

This volume is organized into three main sections, each covering different but interrelated aspects of ELF and in close correlation with the pedagogic applications that can derive from ELF findings. The contributions in Part I – **Developments in ELF research and Pedagogic Implications – ** aim to provide an up-to-date view of recent research and of implications in broader educational terms.

In **Chapter one**, "ELF-informed pedagogy: from code-fixation towards communicative awareness", Barbara Seidlhofer examines conceptualiza-

tions of English as an international language from past to present, from
Ogden's Basic English (1930) to EIAL as developed by Smith (1984) and
Strevens (1980), in connection to both World Englishes and ELF, discussing
how concepts such as cultural identity, linguacultural norms and intercultur-
al negotiations (Knapp 1987) anticipated current views and issues in English
as a Lingua Franca. Today, ELF is largely employed as a global and de-ter-
ritorialized means of communication, by a diversity of speakers around the
world, and "when it is so used it can take forms which depart from Standard
English and the customary usage of its native speakers" (p. 24): whether
the status of ELF is recognized within natural language development, or
marked as deficient/learner language, can have significant implications in
pedagogic terms. ELF research has shown that effective communication is
not directly proportional to (grammatical) accuracy in ENL terms, but rather
involves a complex set of accommodation and communication strategies,
where the relationship between the criteria of 'complexity', 'accuracy' and
'fluency' may be differently interpreted. Hence, Seidlhofer argues, rather
than aiming at native-like competence, teaching English should take into
consideration how learners strategically "make do with the language" (p.
25). An ELF-informed teaching (and learning) would thus rest on a different
pedagogic use of resources, textbooks in the first place, one that takes into
account how communicative resources can be effectively and appropriately
put into use in *languaging* terms, fostering language and communication
awareness, too. Besides, focusing on 'how' rather than on 'how much' lan-
guage is learnt would "have a motivating effect and create a favourable
attitude to learning" (p. 27) English, in general and in attitudes to testing,
too, developing a capability for language use and further learning.

In **Chapter 2** "What is going on in Academic ELF? Findings and im-
plications" Anna Mauranen looks into the consequences, effects and im-
plications of the spread of English as a Lingua Franca for language profes-
sionals. After arguing how English in its global *lingua franca* role cannot
be seen as a threat to other languages, Mauranen discusses how language
contact phenomena naturally entail processes of language change. ELF is
no exception to this, since it is a site of language contact par excellence,
and of a very particular kind, where not only the varied L1s but also the dif-
ferent English "similects" of its speakers meet; ELF can thus be defined as
"unusually complex" and "second-order language contact" (p. 48). Further-
more, English – as other languages – has undergone major changes along
its history, most often through language contact, with consequent modifica-
tions in standards, and in how standard, or 'good', language is perceived.
Several language-change-related processes that can be found in ELF are

illustrated drawing on data from the ELFA corpus[7], exemplifying how processes of simplification in terms of regularization, approximation but also complexification are at work in spoken academic ELF at different language levels (and particularly in multi-word units), including the exploitation of the speakers' plurilingual repertoires. It is also shown how enhanced explicitness functions in discourse units, together with other communication strategies such as rephrasing and reformulation, all concurring to mutual intelligibility and effective communication. Rather than being simplistically regarded as a simplified form of language with 'lowered/ing' standards and 'not good English', the highly complex set of factors characterizing ELF and ELF use are thus to be seen as part of natural language change and evolution, which of course bears "enormous challenges to language pedagogy", too (p. 49).

Part II - **Raising teachers' awareness of ELF** - focuses on some recently developed projects aimed at fostering teachers' awareness of the current plurality of Englishes and ELF. As mentioned, teacher education has been identified as one of the key areas for an ELF-informed pedagogic orientation to be accounted for in ELT. Fostering awareness among experienced and trainee teachers alike of the actual contexts in which English is employed today, as well as of its increased variability and plurality, appears a fundamental step to reflect on how pedagogic practices can cater for language users' communicative needs in 'real' (ELF) contexts of use, and of the "relationship between language models (which are necessarily abstractions) and the variable nature of language in interaction" (Jenkins, Cogo and Dewey 2010, 17). Part II includes two chapters dealing with experiences from on-going teacher education projects involving Turkish, Greek (Y. Bayyurt and N. C. Sifakis) and Italian (L. Pedrazzini) teachers. These issues are further examined in the third chapter of this section (L. Bozzo), with reflections on the importance of aspects related to the pragmatic and cultural competence for teacher education. The last chapter (P. Vettorel) presents a case study investigating how primary teachers view a pluralistic perspective on Englishes and ELF in their classroom practices.

In **Chapter 3**, "Developing an ELF-aware pedagogy: insights from a self-education programme", Y. Bayyurt and N. C. Sifakis present a proposal for an ELF-aware EFL teacher education in Expanding circle contexts that "is intended not only to inform teachers but also to make them tangibly and critically aware of key ELF-related concerns" (p.55). The ELF-TEd programme, based on Mezirow's framework of transformative education (Mezirow, 1991; Mezirow and Associates, 2000), aims at actively involving

teachers in examining ELF-related concepts and issues, to then reflectively build on this knowledge in the development of localized ELF-aware materials and lessons. Preliminary findings from the implementation of this distance education project – coordinated by Bayyurt and Sifakis and organized at Boğaziçi University, Istanbul – are also presented and discussed. Teachers' voices from the portal entries and project evaluation clearly show that the readings from relevant literature on Global English, ELF and EIL, together with reflective activities, have a positive impact on the participants' views of ELF. Issues such as nativeness and non-nativeness and the NS model, their implications for English teachers and the teaching of English, intelligibility in terms of pronunciation, communication strategies and skills, as well as active reflection on classroom materials, were discussed at length by the project participants, fostering awareness of the repercussions the current spread and role of English should and can have in their didactic practices. Equally important, participants saw their involvement in the project and ELF as a significant opportunity for their own development as reflective teachers, that substantially contributed "to develop their self-awareness as non-native speakers of English" and boost "their self-confidence as teachers" (p. 70). Their engagement in the ELF-Ted project also prompted further awareness of the fundamental role that all stakeholders in education, from parents to school administration, have for the development of an ELF-related pedagogy.

In **Chapter Four**, **"**Raising trainee teachers' awareness of language variation through data-based tasks", L. Pedrazzini argues that language awareness should represent an essential element in pre-service teacher education, not least in a World Englishes and ELF-related perspective. After an in-depth review of focal issues and of recent literature on teacher language awareness, (non)nativeness in the profession, and their correlation with the current spread of English as an international language, Pedrazzini focuses on a study carried out with a group of trainees attending a recently activated ELT teacher education programme run by Italian universities, the *Tirocinio Formativo Attivo* (TFA). Through a series of data related to different varieties of English and to ELF, with particular attention to sociolinguistic and pragmatic functions, trainees were guided to reflect upon language variation in terms of language awareness, and upon their beliefs concerning the inclusion of the plurality of Englishes in their teaching practices. Teacher trainees' experience as ELF users, and as non-native teachers of English, was also taken into account, and reflection on focal issues such as the native speaker model, accuracy/effectiveness in ELF communication, the inclusion of varieties other than British and American English in ELT practices

were discussed. The participants' views and the study findings have significant implications for teacher education and pedagogic practices in ELT, as discussed in the last part of the chapter. Particularly valuable proved the opportunity for response and (self) reflection based upon actual linguistic data from several perspectives, the participants' knowledge and experience included, and "their engagement in 'a process of inductive data analysis'" (p. 94). These aspects helped trainee teachers to reflect upon, and start to challenge, their previous beliefs, developing more open attitudes and "become gradually familiar with the type of data and skills required" (p. 95).

In **Chapter Five**, "Which English(*es*) to teach? Empowering EFL trainee teachers to make their choices", L. Bozzo first considers some underpinning issues in ELT in Europe and, more specifically, Italy, against the backdrop of prospective educational trends and teacher education needs. An overview of orientations in teacher training is then provided examining views on language variety, and focusing on Kachru's three Circles. While the Inner Circle, and Standard British English in particular, still constitute the main orientation in ELT, it is argued that the current diversification and pluralisation of English ought to be taken into account to expose learners to different World Englishes varieties, along with the hybridity of ELF, both linguistically an culturally-wise. The recently set-up pre-service teacher training courses in Italian universities is examined as an opportunity to redesign teacher education curricula in this light. It is suggested that trainees be involved with a reflective and transformative dimension in a cooperative and constructionist perspective. Such an approach would expand their linguistic competence to include pragmatic and cultural perspectives, as well as stimulate their language and intercultural awareness, so that they can be empowered to take decisions on the basis of the latest developments in World Englishes and ELF, and thus be enabled to better respond to their learners' actual needs. An example of blended courseware design is provided, including tasks, forum discussions and peer feedback procedures. It is finally suggested that in pre-service and in-service training, autonomous lifelong learning and teacher development programmes ought to be planned in close connection; this would enable (future) teachers to take into account the changes English is going through in its plurality, as well as participate in a knowledge-building community.

In **Chapter Six**, "Primary school teachers' perceptions: English*es*, ELF and classroom practices – between 'correctness' and 'communicative effectiveness'" P. Vettorel explores primary English teachers' awareness of the spread of English and of its current lingua franca role, particularly in relation to classroom practices. The issues tackled in the questionnaire sur-

vey, interviews, and the focus group encompassed the teachers' awareness of their and their students' contact with Englishes and ELF, their opinion regarding the inclusion of different varieties of English in classroom activities, as well as the value of international exchanges to foster (intercultural) communicative competence. Teachers were also asked to evaluate the acceptability of some language items produced within internationally-oriented school partnerships, each item being characterized by well-attested ELF-related linguistic elements. Findings show that respondents expressed ambivalent stances: on the one hand they are aware of their students' extended contact with different Englishes in the environment, not least as ELF users, and that their (future) needs include interaction with non-native speakers of English both face-to-face and online. On the other hand, the inclusion of different varieties in didactic practices is considered problematic. Similarly, while respondents seem to be familiar with the current plurality of English, language change phenomena and the role of lingua franca English plays in international communication, they seem reluctant to consider 'different' forms as 'acceptable', and tend rather to regard them as 'errors' in terms of deviation from normative, correct and 'good' Standard English. These teachers seem thus to be, as one informant words it, "torn between two points of view" (p. 147), feeling like "Dr Jekyll and Mr Hyde" (p. 148): while acknowledging the need to provide learners with effective communicative tools, they seem to find it problematic to reconcile this pedagogical perspective with their professional 'duty' to provide their students with 'good' and 'acceptable' English.

Part 3 - **ELF and ELT practices** - includes viewpoints from and in relation to ELT practices in three different educational settings, from primary to secondary and tertiary education. The issues that are tackled range from a novel perspective on English teaching and learning in primary classrooms considering their increasingly multilingual and multicultural composition, to Telecollaboration as a means of enhancing communicative practices and fostering language awareness in L2 use, to the challenges brought about by the internationalisation of tertiary education in the area of testing and assessment.

In **Chapter Seven**, "Young learners in ELF classrooms: a shift in perspective", L. Lopriore deals with oral interaction in the primary school foreign language classroom. It is pointed out how over the last decade early language learning has been increasingly promoted in Europe - as elsewhere in the world. The increasingly multilingual and multicultural composition of primary classes in Europe entails that English often works as the lingua

franca for learners and teachers alike in this context, too. As Lopriore highlights, "this condition makes primary classrooms across Europe a unique context where multiple languages co-exist, and both the language of instruction and the foreign language taught represent for many students their second, third and, sometimes, even their fourth language" (p. 160). After contextualizing early language learning in Europe and ELF, the author focuses on the language of schooling in multilingual classrooms and second language acquisition and multicompetence. Findings on young learners' communication through English mostly deriving from the ELLiE transnational longitudinal research study (Enever 2011; Lopriore 2012) are then presented, and oral interaction in class and young learners' exposure to English in the outside-school environment are examined in their implications for SLA and educational stakeholders (teacher educators, syllabus and materials writers). Findings show that several ELF-related communication and pragmatic strategies are present in the data, such as "repetition, paraphrasing, use of the mother tongue, code-switching, lexical creativity". It is argued that "the young learners' desire to communicate is dominant in interactions" (p. 166) ought to be capitalised in fostering communicative capabilities and multilingual and multicultural competences. The chapter introduces thus a novel perspective on "emerging ELF" in the primary classroom: attention to young learners' both formal and informal exposure to English, as well as their oral production within an ELF perspective, has several important pedagogical implications both for teachers and (primary) teacher trainers.

In **Chapter Eight**, "ELF and the development of Intercultural Communicative Competence: an Italian-American Telecollaboration Project", E. Grazzi illustrates the implementation of a collaborative web-based project between Italian high-school and American university students. The main aim of the project was to develop intercultural communicative skills through the use of the participants' L2s, English and Italian respectively. The overall approach was blended in that it combined ELF and 'network-based language teaching', which, as the author points out, "are intrinsically connected to foreign language education and […] could contribute to each other to maximize the integration of web-mediated activities into the ordinary FL syllabus." (p. 182). New technologies can indeed be pedagogically exploited to foster communicative cooperative practices and promote constructivist language learning, as well as meaningful language use in ELF contexts. Web 2.0 environments increasingly represent contexts where English works as a lingua franca of communication. As Grazzi convincingly argues in the first part of the chapter, telecollaboration can constitute an extremely valuable

tool to foster communicative practices that integrate classroom work, particularly in foreign language teaching; indeed, cooperative practices can be developed through web-based activities within a socio-constructivist framework. The Project findings show how peer feedback can effectively contribute to the development of strategies aimed at meaning-negotiation, and at the same time develop language awareness and communicative skills. The collaborative learning environment and tasks allowed language learning to take place within the students' ZPD; furthermore, the focus on language use meant that participants focused primarily on meaning-making rather than formal correctness, moving "beyond the traditional exonormative model of the NS standard language" (p. 197). Post-survey data show the participants' favourable evaluation of the project both in language improvement and in learning about their partner's cultures, and confirm the positive implications of web-mediated pedagogical interactions.

Assessment is the focus of the last contribution in this section, **Chapter Nine**. Testing certainly represents a central issue in ELT on two grounds: the relationship between standard norms and gateway-keeping measures, and actual language use. In "Assessing ELF in European universities: the challenges ahead" D. Newbold delves into problematic aspects of assessment in relation to ELF and ELF-related issues, examining focal constructs such as language standards, validity, reliability and fairness. After an in-depth illustration of the role of English and internationalization in European universities, and of university (international certification) entry tests, the author focuses in particular on oral skills, setting forward a proposal based on an ongoing research project at Ca' Foscari University, Venice. The successful development of a receptive skills test for international students from different academic disciplines at Venice International University (VIU) – where recordings were carried out with non-native speakers of English - is illustrated; as Newbold points out, the entry test was aimed at identifying "those receptive skills which were needed by students to successfully complete their courses", particularly in relation to digital literacies (p. 212). Productive skills are examined in the last part of the chapter; after taking into account the complexities inherent in both academic written and oral production, a proposal is made to fully integrate *spoken production* and *spoken interaction* in ELF-oriented testing. It is argued that students' spoken presentations in English, which are increasingly part of academic requirements, can be assessed in terms of communicative effectiveness with the development of an ad-hoc, common assessment grid. In *spoken interaction*, the focus can be set on pragmatic strategies in meaning co-construction (such as accommodation and code-switching), as shown in the data. This shift in perspective

poses several challenges, as Newbold highlights, and calls for the development of suitable tasks, as well as of appropriate checklists, with examiner(s) being part of meaning co-construction in the ELF context, rather than an external 'observer'.

Two additional sections complement the volume: a glossary covering items that are particularly significant in an ELF-related perspective, and a thematic annotated bibliography of mostly recently-published literature related to ELF and to educational issues and contexts. The annotated thematic bibliography in particular covers several theoretical and empirical areas that are relevant for the diversification and pluralisation of English and ELF, their implications for teaching, teachers and teacher education, as well as other important fields like socio-cultural perspectives, plurilingual users, early language learning and English in higher education, assessment and testing. Both the glossary and the thematic annotated bibliography are meant to constitute a working tool for researchers and practitioners interested in engaging with ELF research and TESOL-related practice, particularly in educational settings.

The most recent developments and findings in ELF research, as Seidlhofer and Mauranen discuss in Part I of the volume, pose major challenges for several areas in linguistics, and in particular for Applied Linguistics, Second Language Acquisition as well as English Language Teaching. The current spread and diversification of English, together with growing mobility - both in terms of immigration flows and at an educational level - entail that encounters with English may increasingly take place beyond the classroom walls. Besides the growing presence of English in the outside-school environment, Web 2.0 settings have come to constitute significant spaces for communication among participants of different linguacultures, where English is most often employed as a shared lingua franca, and can be fruitfully exploited in educational terms, too. Furthermore, formal instruction contexts increasingly include a diversity of languages and cultures, from primary classrooms to (internationalized) universities. English, therefore, cannot be said to represent any more a school subject *only*: its use is no longer confined to the classroom, or solely (and mainly) projected onto communication in native speaker settings. It is more and more consistently heard and seen in the media, in the linguistic landscape, used to communicate with people 'on mobility', whether for work, study or tourism, as well as in 'wider networking' throughout the web. And, as the contributions in this volume show, this is bound to have significant repercussions in educational terms, where a shift in perspective is called for, one that includes these significant and fast changes.

As H. Widdowson highlights in his Afterword to this Volume, despite these deep and ongoing reality of change concerning English first and foremost, languages continue to be described, and perceived in terms of beliefs, within traditionally and conventionally-set boundaries. However, and nevertheless, in their communicative practices ELF users continuously move beyond and across such traditionally conceived (linguistic) frontiers of English. The way(s) in which this can be recognized and acknowledged for in pedagogic practices, as Widdowson argues, is not only a complex, but also an unsettling matter, since it runs counter to well-settled and long-established principles and practices in ELT. Gradual changes are more likely to take place 'from below', alongside awareness-raising teacher education, and may constitute the space where the "frontiers of English and the challenge of change" meet, or where "it is a new frontier in learning that determines the new frontier of teaching and not the other way round" (p. 231).

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Notes

1.   https://www.univie.ac.at/voice/

2.   http://www.helsinki.fi/elfa/elfacorpus

3.   http://www.helsinki.fi/englanti/elfa/wrelfa.html

4.   The Asian Corpus of English, http://corpus.ied.edu.hk/ace/

5.   http://www.iperstoria.it/joomla/component/content/article/16-interviste/88-interview-elf

6.   Cf. the Symposium website http://prin-confs-2013.dlls.univr.it/prin/newFrontiers.html

7.   www.helsinki.fi/elfa

Part I

DEVELOPMENTS IN ELF RESEARCH
AND PEDAGOGIC IMPLICATIONS