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GLOBAL ENGLISHES: WE, EIL, ELF AND ENGLISH LANGUAGE TEACHING. AN OVERVIEW OF REASERCH LITERATURE

1. Introduction

This article aims at providing an overview of recent studies that have looked into the implications of Global Englishes – World Englishes and ELF – for English Language Teaching (ELT). This research area has seen a great development over the last few years, with the publication of a significant number of papers and volumes dealing with several aspects connected to ELT, both from a theoretical and an empirical point of view (for an overview, Lopriore and Vettorel 2015).

The article is structured into two main parts. The first includes a table (Table 1) including the main literature dealing with WE, EIL and ELF in terms of pedagogic practices. Relevant studies have been categorised into the following five main areas (see Table 1), each representing a focal relevant point in the potential pedagogic implications of WE and EIL/ELF in the English language classroom:

1. Sociolinguistic awareness of the plurality of English; exemplifications of the diversity and plurality of Englishes and of ELF;

2. Englishes and ELF in ELT – materials implementation and examples of materials/activities;

3. Use of English in the out-of-school environment; appropriation of English: language creativity in EIL/ELF settings;

4. Accommodation and communication strategies for effective and cooperative interaction; strategic competence; focus on intelligibility;

5. intercultural communication and cross-cultural sensitivity.

Although in some cases areas and activities overlap, the table is aimed at providing an overall bird-view of existing literature dealing with pedagogic implications of WE/EIL/ELF research. In the first column on the right, we find the five main areas above; references to literature are indicated in Column 2, and Column 3 summarises the main pedagogic aims tackled in these works; activities and materials for each area are briefly summarised in the last column.

It should be noticed that the suggestions that are set forward in these studies are not always overtly related to ELF, but more often to the plurality of English varieties (WE), or EIL. Even recent publications, such as the papers in Alsagoff et al. and in Matsuda (2012b), refer from the very title to English as an International Language (EIL), rather than to ELF, although including essays specifically dealing with the latter as a field of study. However, the definition given by Matsuda and Friedrich seems to overlap with the way in which ELF is conceptualised; EIL is referred to as "a *function* that English performs in multilingual contexts" (Friedrich and Matsuda 2010, 20), and not as a particular "linguistic variety" (Friedrich and Matsuda). It has indeed been argued by several scholars that ELF is not to be (and cannot be) considered as a "formal" variety of English, but rather as "a variable way of using it," or "any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option" (Seidlhofer 2011, 7).

The literature taken into consideration here can therefore be considered in line with the promotion of plurilithic (vs. monolithic) ELT practices, oriented by an Englishes/ELF informed guiding approach. This pluralistic perspective aims at making learners aware of the plurality of English – also in terms of functions, contexts and users – so that they can be guided to be(come) competent communicators in the current

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sociolinguistic complexity of English. In general, a common preoccupation emerging from WE/EIL/ELF studies related to pedagogic practices is "to prepare learners to use English to become part of the globalised world, which is linguistically and culturally diverse," incorporating this diversity in pedagogic practices in order to "represent English as a pluralistic and dynamic entity rather than a monolithic and static one" (Matsuda 2012a, 169). As Alptekin words it, "EIL pedagogy should be one of global appropriacy and local appropriation, in that it 'should prepare learners to be both global and local speakers of English and to feel at home in both international and national cultures'" (Alptekin 63).

The second part of the article consists in an annotated bibliography of research works that have taken into consideration aspects connecting WE and EIL/ELF with pedagogic practices, from textbook evaluation to projects dealing with classroom activities and proposals; the bibliography also includes a specific section on teacher education, another area that has seen a significant development over the last five years. While the literature included in Table 1 spans over a longer period of time, the annotated bibliography focuses works published from 2013 to 2016, highlighting the most recent developments in this research field.

The works included in both sections are by no means meant to be fully comprehensive, not least since the number of publications in these areas is in continuous development. However, we believe that both the first section and the annotated bibliography can represent a starting point for researchers, students, teachers and teacher educators interested in looking into recent findings for a plurilithic, WE- and ELF-aware pedagogic perspective.

2. Research into WE, EIL/ELF and pedagogic practices

As mentioned above, the following table is meant to provide a bird-view of research studies[1] focusing upon pedagogic implications of findings in the areas of WE, EIL and/or ELF, that in the great majority of cases include references to, or examples of, activities and materials that could be developed in class.

Area	Literature	Pedagogic aims	Pedagogic reflections, activities and materials
1.Sociolinguistic awareness of the plurality of English. Exemplifications of the diversity and plurality of Englishes and of ELF	Barrat 2013 Bayyurt and Altinmakas 2012 Bayyurt 2013 Burns 2013 Flowerdew 2012, 2015 Hino and Setsuko 2015 Jenkins 2006 Kachru 1992 Lee 2012 Lopriore and Vettorel 2015, 2016 Matsuda 2003, 2012a Matsuda and Friedrich 2011 McKay 2002,	- Foster awareness of sociolinguistic plurality (WE, EIL, ELF). - Include exemplifications of WE and ELF in international contexts - Foster successful interactions in L2-L2 / EIL /ELF contexts	- Inclusion of teaching activities aimed at raising awareness of the plurality of English today - Inclusion of students' experience of varieties and ELF - Exposure to different varieties and accents (also in terms of awareness) - Elicited reflection on learners' experiences as L2 / ELF users; - Collaborative projects in the territory/local community; - Interaction with speakers of different varieties and in ELF contexts (school exchanges, digital settings); - Exemplifications from the media and digital settings (e.g. YouTube, podcasting, news, etc.) and corpora

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[1] Listed in alphabetical order.

	2003, 2012a, 2012b Matsuda and Duran 2012 Takagaki 2005 Tomlinson 2006 Vettorel 2010a, 2014 Ware, Liaw and Warschauer 2012 Wen 2012 Wolfram 2014		
2. *Englishes and ELF in ELT – materials implementation and examples of materials/activities/tasks*	D'Angelo 2012 Gimenez, Calvo and El Kadri 2015 Hino 2012 Hino and Setsuko 2015 Lopriore and Vettorel 2015, 2016 Matsuda 2003 Matsuda and Friedrich 2011 McKay 2002, 2012a, 2012b Vettorel 2015, 2016a	- Exploit coursebooks in a reflective way - Supplement the coursebook with materials related to WE / EIL /ELF	- Exposure to different varieties (textual and video samples, YouTube and other web resources) - Inclusion of speakers from different linguacultures, in a variety of communicative settings
3. *Use of English in the out-of-school environment ("real world"); appropriation of English; language creativity in WE / EIL / ELF settings*	Alsagoff 2012 Bokhorst-Heng 2012 Burns 2013 Farrel and Martin 2009 Galloway and Heath 2014 Lee 2012 Lopriore and	- Exploit opportunities for reflection on variation, linguistic creativity, appropriation, language use in out-of-school environments - Observe and reflect on creative, localised uses of	- Awareness of the presence of English in the environment - Observation of varieties of English and uses of ELF in the environment (the linguistic landscape, the media, digital settings, etc.) - Collaborative projects on English in the environment (the media, digital environments, telecollaboration, Social Networking websites, blogs, etc.)

	Vettorel 2015, 2016 Matsuda 2012a Matsuda and Duran 2012 McKay 2012a, 2012b Sifakis 2006 Vettorel 2010b, 2013, 2014, 2015, 2016b, forthcoming Ware, Liaw, Warschauer 2012 Grazzi 2013, 2015 Grazzi and Maranzana 2016 Hoffstaedter and Kohn 2015 Kohn 2015 Kohn and Warth 2011 Vettorel 2013, forthcoming Cenoz and Gorter 2008 Corbett 2010; Sayer 2010; Vettorel 2015	English - Foster language awareness bilingual /L2 users of English	- Telecollaboration - Awareness of and reflection upon the Linguistic Landscape
4.Accommodati on and communication strategies for effective and cooperative interaction; Strategic competence	Friedrich 2011 House 2012 Jenkins 2007 Kafle 2013 Kirkpatrick 2007 Lopriore and Vettorel 2015 Mariani 2010 Marlina and	- Foster the development of strategic competence and of strategies to prevent and solve potential miscommunication and promote co-construction of understanding/	- Activities encouraging the use of communicative strategies, strategic competence and negotiation of meaning; - Opportunities for interaction with and among users of different varieties of English and of different linguacultural backgrounds - Exposure to different varieties (also through digital media) - Supplement coursebooks, evaluate representations of uses and users of English in materials, focus on ELF phonological features

	Giri 2013 Matsuda and Friedrich 2012 Matsuda 2012a McKay 2002, 2009, 2012b Seidlhofer 2003, 2004, 2011 Tarone 2016 Walker 2010 Ware, Liaw, and Warschauer 2012	meaning in WE/ELF contexts - Intelligibility: phonological and lexicogrammatical elements that may /may not be problematic	that are relevant to intelligibility
5.Intercultural communication and cross-cultural sensitivity	Baker 2012, 2015 D'Angelo 2012 Friedrich 2012 House 2012 Honna and Takeshita 2014 Kirkpatrick 2007 Lee 2012 Lopriore and Vettorel 2015, 2016 Matsuda 2012a Matsuda and Duran 2012 Matsuda and Friedrich 2011 McKay 2002, 2012b Vettorel 2010b, 2013, forthcoming Wen 2012	- Enhance reflection on cultural differences and intercultural aspects - Enhance reflection on the students' own culture and other cultures	- Foster the development of intercultural communicative competence and skills - Locally and globally-oriented topics for reflection and discussion

Table 1: Research on *WE / EIL / ELF and pedagogic practices*

3. Annotated bibliography - EIL/ELF and English Language Teaching

This section is aimed at providing an overview of research dealing more broadly with ELF and ELT and is thus meant to be complementary to the table in the previous section. While the table above includes works

that are related to a plurilithic didactic approach in the English language classroom, this section reports on research studies that have looked into the implications of ELF, and EIL, also in the areas of ELT materials, teacher education, as well as testing. The section is organized into five main topics: EIL/ELF and pedagogic practices; WE, EIL/ELF in ELT textbooks and materials; ELF and Telecollaboration; EIL/ELF, Teacher Education and teachers' beliefs; ELF and testing. For each area works published between 2013 and 2016 have been included, and briefly summarised, with the aim of providing up-to-date references to the developments these fields of research have seen over the last few years.

3.1 EIL/ ELF and pedagogic practices

- Baker, Will. "Culture and complexity through English as a lingua franca: rethinking competences and pedagogy in ELT." *Journal of English as a Lingua Franca* 4/1 (2015): 9-30.

English as a lingua franca (ELF) research challenges traditional, nation-states representations of culture: in ELF, intercultural communicative contexts users "draw on, construct, and move between global, national, and local orientations towards cultural characterisations" (9). The author discusses the implications for ELT in teaching culture within a complexity theory framework, arguing for the need to go beyond simplistic representations, and provides suggestions for pedagogic practices.

- Bowles, Hugo. 2015. "ELF-Oriented Pedagogy: Conclusions." *International Perspectives on English as a Lingua Franca. Pedagogical Insights*. Basingstoke: Palgrave Macmillan, 2015. 13-34.

Giving an overview of the previous chapters in the book, Bowles points out the core aspects to be taken into consideration in an ELF-oriented pedagogy: a focus on pragmatics, intelligibility and cultural sensitivity are fundamental in raising students' awareness of the manifold communicative processes involved in English cross-cultural exchanges.

- Cogo, Alessia. "English as a Lingua Franca: Description, Domains and Applications." *International Perspectives on English as a Lingua Franca. Pedagogical Insights.* Basingstoke: Palgrave Macmillan, 2015. 1-12.

As international contexts in which English is used as a lingua franca become more and more frequent, the author highlights the importance of reflecting upon the implications that this has for ELT pedagogical practices, promoting a shift from a monolithic orientation to a multifaceted perspective that includes linguistic variation and a more localized approach, depending on the teaching context.

- Giri, Ram Ashish and Joseph M.S. Foo. "On teaching EIL in a Japanese context: The power within and power without." *The Pedagogy of English as an International Language. Perspectives from Scholars, Teachers and Students*. New York: Springer, 2014, 239-256.

Advocating the necessity for a locally-developed pedagogic model that would better suit learners' needs, the authors show how the native-speaker model is still widely present in Japanese educational contexts. The second part of the chapter describes the experience of Joe, a non-native English teacher, and several crucial issues connected to the teaching of English as an international means of communication in the Japanese context are highlighted.

- Honna, Nobuyuki and Yoko Takeshita. "English as an international language and three challenging issues in English language teaching in Japan." *The Pedagogy of English as an International Language. Perspectives from Scholars, Teachers and Students*. New York: Springer, 2014. 65-77.

The paper deals with issues related to an EIL perspective in teaching English in Japan, both in terms of language and culture. After discussing the need for a paradigm change in ELT in relation to the global spread of English, particularly for the Japanese context, the authors provide exemplifications from two projects. Both the ESSS (Extremely Short Stories Competition) and the E-mail Exchange Project, the latter involving communication between Japanese and Chinese students about cultural differences, are interesting examples of how learners can be encouraged to use English for international communication.

- Kirkpatrick, Andy. "Teaching English in Asia in non-Anglo cultural contexts: Principles of the 'Lingua Franca Approach.'" *The Pedagogy of English as an International Language. Perspectives from Scholars, Teachers and Students*. New York: Springer, 2014. 23-34.

After discussing the lingua franca role that English increasingly plays for multilingual speakers in Asia, and ASEAN organizations, the following six principles for a Lingua Franca Approach in ELT are set forward and

discussed: 1. the native speaker of English is not the linguistic target. Mutual intelligibility is the goal; 2. the native speaker's culture is not the cultural target. International competence in relevant cultures is the goal; 3. local multilinguals who are suitably trained provide the most appropriate English Language teachers; 4. lingua franca environments provide excellent learning environments for lingua franca speakers; 5. spoken is not the same as written; 6. assessment must be relevant to the ASEAN context. Although the author refers to the Asian context, these principles can have significant implications and prove valuable when adapted for other contexts, too.

- Kohn, Kurt. "A pedagogical space for ELF in the English classroom." *Current Perspectives on Pedagogy for English as a Lingua Franca*. Berlin: Mouton de Gruyter, 2015. 51-68.

The author questions the traditional Standard English model, widely present in European education contexts, suggesting the importance of alternative ELF-aware approaches in teaching English, such as CLIL and telecollaboration, to provide students with authenticated spaces for language use and interaction, which would allow them to "make English their own" (55).

- Kohn, Kurt. "From ELF communication to lingua franca pedagogy." *English as a Lingua Franca: perspectives and Prospects*. Berlin: Mouton de Gruyter, 2016a. 87-96.

After outlining how ELF can substantially contribute to develop a communicative orientation in language teaching, Kohn stresses the importance of ELF-aware teacher education to foster a change in perspective, one that takes account of ELF research and promotes a "capability for languaging" within a "social constructivist understanding of language learning" and "reconceptualization of SE" (90). It is shown how telecollaboration projects can provide excellent opportunities, also in terms of exposure to authentic ELF communication, for the development of communicative capability, "opening the windows of the foreign language classroom to the breeze of real life communication" (94).

- Kohn Kurt. "Teaching towards ELF competence." *ELF: Pedagogical and interdisciplinary perspectives*. Athens: Deree – The American College of Greece, 2016b. 25-32.

This article explores the development of ELF competence in communication through five dimensions: awareness, comprehension, production, strategic communicative interaction and non-native speaker creativity. It is argued that attention to, and consequently the development of, these dimensions in pedagogic practices can foster effective communication in ELF contexts, also in terms of speakers' satisfaction, not least through a social constructivist reconceptualization of Standard English. It is also shown how telecollaboration projects, in the first place as genuine context for ELF intercultural communication, represent a valuable tool and learning environment for the development of ELF competence.

- Lopriore, Lucilla. "Young Learners in ELF Classroom: a Shift in Perspective." *New Frontiers in Teaching and Learning* English. Newcastle-upon-Tyne: Cambridge Scholars Publishing, 2015. 159-178.

Assuming that English teachers in contemporary non-Anglophone educational contexts are generally non-native and that classrooms host students from several lingua-cultural backgrounds, this contribution presents findings from a transnational longitudinal study carried out with primary school students, exploring their way in which they use English as a lingua franca of communication. After highlighting how pupils unconsciously exploit some ELF characteristics, it is shown how EFL teachers can work towards the development of communicative and interactional skills, revising and/or modifying pedagogical practices in order to encourage young learners' effective communication.

- Lopriore, Lucilla, and Paola Vettorel. "Promoting awareness of Englishes and ELF in the English Language Classroom." *International Perspectives on English as a Lingua Franca. Pedagogical Insights*. Basingstoke: Palgrave Macmillan, 2015. 13-34.

After introducing core aspects regarding WE and ELF that ought to be included in course-books materials and in lesson plans, the chapter offers guidelines and suggestions for teacher educators and teachers towards the development of a WE- and ELF-aware approach in classroom practices; several examples of activities are also provided.

- Manara, Christine. "'So what do you want us to do?': A critical reflection of teaching English as an International Language in an Australian context." *The Pedagogy of English as an International Language. Perspectives from Scholars, Teachers and Students*. New York: Springer. 2014. 189-202.

The author describes her experience as an English teacher in the Australian context, focusing on the complex culturally and politically-bound issues connected to teaching English as a lingua franca of communication. In exploring these issues, critical reflections on traditional ELT pedagogy are discussed.

- Marlina, Roby. "The pedagogy of English as an International Language (EIL): more reflections and dialogues." *The Pedagogy of English as an International Language. Perspectives from Scholars, Teachers and Students*. New York: Springer, 2014. 1-22.

The introductory chapter of the book provides a detailed overview of recent literature and emerging issues as to EIL, World Englishes, and ELF, including a discussion on the implications for teaching.

- Mauranen, Anna. "What is Going on in Academic ELF? Findings and Implications." *New Frontiers in Teaching and Learning English*. Newcastle-upon-Tyne: Cambridge Scholars Publishing, 2015. 31-54.

In this chapter the author illustrates and comments on some of the prominent features of ELF in use with specific reference to the academic context. Mauranen also takes into consideration the inevitable changes that the ever growing use of ELF in academia has led to in recent decades from a pedagogical point of view.

- Seidlhofer, Barbara. "ELF-informed pedagogy: from Code-fixation towards Communicative Awareness." *New Frontiers in Teaching and Learning English.* Newcastle-upon-Tyne: Cambridge Scholars Publishing, 2015. 19-30.

The author offers an insightful account of conceptualizations related to the international spread of English from the 30s to the most recent research in the field, also in connection to World Englishes and ELF. She also points out the emergence of an ELF-informed approach both in teaching and learning, aimed at encouraging students and teachers to develop a greater sensitivity towards communicative processes in international contexts, as well as language awareness and languaging.

- Vettorel, Paola. "English, Englishes, ELF: implicazioni e riflessioni glottodidattiche." *Aspetti comunicativi e interculturali nell'insegnamento delle lingue. Cittadini europei dal nido all'università.* Atti del Convegno Firenze, 14 marzo 2013. Alessandria: Edizioni dell'Orso, 2013. 39-60.

The article focuses on the need to include a WE- and ELF-informative approach in English teaching and learning. After describing contexts and characteristics of ELF in Europe, proposals for a WE- and ELF aware approach in ELT are illustrated, particularly in terms of the development of intercultural awareness. It is also suggested that coursebooks materials and classroom activities can be fruitfully implemented with internationally-oriented educational projects, that can prepare learners to become effective communicators in English.

- Vettorel, Paola. "L'inglese come lingua di comunicazione globale. Quali implicazioni per la classe di lingue?" *LEND LINGUA e NUOVA DIDATTICA*. Anno XLIII/1 (2014): 53-40.

After briefly outlining the complex, multilingual and multicultural reality of English today, and the main characteristics of communication in ELF contexts, implications of WE and ELF for pedagogic practices are discussed. Some exemplifications of activities are also provided as to the inclusion of WE, ELF, the linguistic landscape and communication strategies in the EFL classroom.

- Vettorel, Paola. "Young learners' uses of ELF: Moving beyond the classroom walls." *Intercultural Communication. New Perspectives from ELF*. Rome: Roma TrE-Press, 2016. 79-103.

Drawing from data related to internationally-oriented school partnerships, part of a project carried out in three primary schools in Italy, it is shown how ELF-related elements such as code-switching to signal cultural identity and pragmatic communication strategies are effectively used. Findings from a follow-up project show that language teachers have very positive attitudes towards international school projects, in that they offer important opportunities to develop intercultural skills as well as promote language use in real communicative ELF settings.

- Widdowson Henry. "Afterword. Frontiers of English and the Challenge of Change." *New Frontiers in Teaching and Learning English*. Newcastle-upon-Tyne: Cambridge Scholars Publishing, 2015. 227-237.

In his afterward to the volume *New Frontiers in Teaching and Learning English,* Widdowson highlights the several challenges brought about by ELF in pedagogic terms. Since the development of ELF "necessarily calls into question traditional ways of thinking about languages and communities as distinct and self-enclosed entities" (228), as well as other well-established assumptions such as the native-speaker model, it represents a significant challenge for teachers. Teacher education can play a significant role towards the

development of an ELF-informed pedagogy, one that fosters learners' "capability for making communicative use of their linguistic resources" (231).

3.2 WE, EIL/ELF in ELT textbooks and materials

- Caleffi, Paola. "ELF in the speaking and listening activities of recently published English-language coursebooks." *Intercultural Communication. New Perspectives from ELF*. Roma: Roma TrE-Press, 2016. 63-81.

The study investigates whether ELT course-books addressed at Italian upper secondary school/adult learners take account of English in its lingua franca role. It is shown that only two out of four textbooks make explicit reference to the role of English as an international language in the teachers' guide, without however including in the listening sections material presenting interactions among NNSs/ELF users, with "language models and targets […] still predominantly, if not exclusively, linked to the Anglophone world" (76).

- Cavalheiro, Lili. "Language and teaching materials in ELT: an EIL approach." *E-Teals* 4 (2013). 71-82.

The article illustrates how an EIL approach can be enacted in adapting and creating ELT materials, and in taking advantage of opportunities offered by the Comenius European programme. Textbooks, it is argued, still represent an important pedagogic tool for teachers, and should include references to the current sociolinguistic reality of ELF and Englishes as to speakers, contexts, culture and cultural awareness.

- Naij Meidani, E., Pishghadam, Reza. "Analysis of English Language Textbooks in the Light of English as an International Language (EIL): A Comparative Study." *International Journal of Research Studies in Language Learning* 2/2 (2013). 83-96.

Comparing four English language textbooks published between 1994 and 2006, the authors investigate the presence of English as an international language in these materials in order to understand if, and to what extent, dialogues among non-native speakers in international contexts and the role that English plays as a lingua franca of communication are included.

- Siqueira, Domingos Sávio P. "English as a Lingua Franca and ELT materials: is the 'plastic world' really melting?" *Current Perspectives on Pedagogy for English as a Lingua Franca*. Berlin: Mouton de Gruyter. 2015. 239-258.

The analysis of some largely used ELT course-books shows that they are still largely based on Inner Circle language and culture models ̶ mainly Britain and the USA. It is argued, as shown in ELF literature, that a shift in perspective in critical evaluation of ELT materials, and in pedagogic approaches is needed, given the widespread role as a lingua franca of communication English has developed.

- Syrbe, Mona, and Rose Heath. "An evaluation of the global orientation of English textbooks in Germany." *Innovation in Language Learning and Teaching*. 2016.

The paper presents findings from a study dealing with three main ELT textbooks used in Germany from an EIL perspective, looking at how ownership, users, models and interlocutors are represented. Findings, in line with other studies, show that British English, both in terms of ENL and cultural representations, continues to be the main reference point; despite some inclusion of World Englishes, which can be seen as encouraging, ELF appears to be totally absent.

- Vettorel, Paola, and Lucilla Lopriore. "Is there ELF in ELT course-books?" *Studies in Second Language Learning and Teaching* 3/4, 2013. 483-504.

The authors investigate whether, and to what extent, recent studies on World Englishes and ELF have influenced ELT materials in the Italian education context. Ten coursebooks, published between 2008 and 2013, and adopted in Italian secondary schools, were analysed to understand if, and to what extent, issues connected to World Englishes and ELF have been taken into account. Findings show some positive results, particularly concerning the development of intercultural awareness.

- Takahashi Reiko. "The attitudes of learners and teachers towards ELF-oriented materials, with related implications." *ELF: Pedagogical and interdisciplinary perspectives*. Athens: Deree – The American College of Greece, 2016. 33-40.

The article examines the attitudes of Japanese learners and teachers towards ELF-oriented materials. Findings from course-books analysis with ELF-oriented criteria involving characters (nationality and words uttered), location of dialogues and types of communication are presented; attitudes of Japanese learners

and teachers of English towards these features are then investigated. Findings show that variation is seen as a concern both for students and teachers, even by those teachers who showed positive attitudes about the inclusion of different varieties. Pedagogical implications for use of ELF-oriented materials are also explored in terms of "contextual factors."

- Xu, Zhichang. "Globalization, culture and ELT materials: a focus on China." *Multilingual Education* 3/6 (2013): 1-19.

The paper presents findings from a research study on secondary school ELT course-books in China, that were examined from an EIL perspective as to cultural and cross-cultural representations, multiculturalism, awareness of World Englishes and local uses of English, as well as the inclusion of teachers' and students' experiences. After discussing issues related to globalization, culture and EIL, it is shown that a focus on "local functionalities" (17) is present in the materials that were examined, particularly from a cultural point of view.

- Yu, Melissa H. "Developing critical classroom practice for ELF communication: a Taiwanese case study of ELT materials evaluation." *International Perspectives on English as a Lingua Franca. Pedagogical Insights.* Basingstoke: Palgrave Macmillan, 2015. 35-54.

In order to encourage foreign language teachers to choose a more flexible and multifaceted approach in teaching English, the chapter reports a case study carried out in Taiwan. The project aimed at examining if, and how, ELF is included in ELT teaching materials and generally points to the need to adapt and/or integrate course-book activities in order to shed light on ELF and its role in international communication.

3.3 ELF and Telecollaboration

- Grazzi, Enrico. *The sociocultural dimension of ELF in the English classroom*. Rome: Anicia, 2013.

The volume discusses how web-mediated collaborative activities can be fruitfully explored and used in ELT, connecting learning English in the classroom with language use in ELF contexts. After examining the nature of ELF from a social constructionist perspective, activities that were carried out as part of a telecollaboration project dealing with English literature and fanfiction are illustrated, showing that the role and identity of L2 learner and ELF user are not opposed but complementary. Such projects, it is argued, constitute a valuable pedagogic resource, not least in the development of communicative competence.

- Grazzi, Enrico. "Linking ELF and ELT in Secondary School through Web-Mediation: The Case of Fanfiction." *International Perspectives on English as a Lingua Franca. Pedagogical Insights*. Basingstoke: Palgrave Macmillan, 2015a. 13-34.

The author presents a project carried out between 2010 and 2012, reporting and examining how examples of fanfiction and creative writing tasks were successfully used from a pedagogical perspective. The role ELF can play in the creation of these texts by the students involved, and the connection between ELF and ELT, are discussed, too.

- Grazzi, Enrico. "ELF and the Development of Intercultural Communicative Competence: an Italian-American Telecollaboration Project." *New Frontiers in Teaching and Learning English*. Newcastle-upon-Tyne: Cambridge Scholars Publishing, 2015b. 179-204.

In the assumption that digital technologies have a great educational potential in learning a foreign language, this contribution gives a step-by-step explanation of an Italian-American telecollaboration project (carried out between Autumn 2012 and Spring 2013). As the examples included in the paper show, participants used English as a lingua franca as the most suitable vehicle for interacting with their American peers.

- Grazzi Enrico. "Network-based language teaching and ELF." ELF: Pedagogical and interdisciplinary perspectives. Athens: Deree – The American College of Greece, 2016. 16-24.

The chapter explores how telecollaboration represents an important field to link second language acquisition and ELF, in that authentic opportunities to communicate with peers of different linguacultures are provided, opening the language classroom to the world outside. The main steps and activities of a research project involving high-school students from Italy and Finland and aiming at the development of intercultural communicative competence are illustrated.

- Grazzi, Enrico, and Stefano Maranzana. "ELF in intercultural telecollaboration. A case study." *Intercultural Communication. New Perspectives from ELF*. Roma: Roma TrE-Press, 2016. 109-128.

The chapter presents findings from a telecollaboration project between Italian and American students, aimed at the development of intercultural competence through web-mediated activities. Communication and meaning negotiation were collaboratively and effectively carried out through the students' L2, respectively English and Italian, fostering their communicative competencies, cultural awareness and intercultural skills. Implications for Web2.0 tools for teacher education are also set forward.

- Hoffstaedter, Petra, and Kurt Kohn. "Cooperative lingua franca conversations in intercultural telecollaboration exchanges between pupils in secondary foreign language education. Research report on the EU Project TILA

('Telecollaboration for intercultural language acquisition')." (2015). https://uni-tuebingen.academia.edu/KurtKohn.

The paper discusses findings from the TILA research study, related to written and spoken interactions among students of different nationalities through telecollaboration. It is shown that these interactions are characterised by mutual cooperation, negotiation and support, and oriented at effective communication. It is argued that telecollaboration projects thus represent a valuable opportunity to communicate through ELF, in communicatively authentic contexts beyond the classroom.

- Vettorel, Paola. "ELF in international school exchanges: stepping into the role of ELF users." *Journal of English as a Lingua Franca* 2/1 (2013). 147-173.

International school partnerships can offer manifold opportunities for students to use English in "real" communicative ELF contexts. The article explores the way in which English is used in such contexts, presenting data collected from international school projects (2009-2011) carried out with pupils in two Italian primary schools located in the Verona area. Authentic spoken and written data gathered from interaction among peers during these experiences are examined within an ELF perspective, showing how communication was effectively carried out.

3.4 WE, EIL/ELF, Teacher Education and teachers' perceptions

- Azuaga, Luìsa, and Lili Cavalheiro. "Bringing new ELT policies and ELF to teacher training courses." *Current Perspectives on Pedagogy for English as a Lingua Franca*. Berlin: Mouton de Gruyter, 2015. 103-120.

The authors report on a project carried out with pre-service teachers in Portugal and aimed at investigating several aspects, from the evaluation of their own language skills, to teaching culture and language skills. Findings are used as a basis for suggestions and recommendations on how to implement awareness of WE, EIL and ELF and of their pedagogic implications in pre-service teacher education, not least through a practical approach.

- Bayyurt, Yasemin, and Nicos C. Sifakis. "Developing an ELF-Aware Pedagogy: Insights from a Self-Education Programme." *New Frontiers in Teaching and Learning English*. Newcastle-upon-Tyne: Cambridge Scholars Publishing, 2015a. 55-76.

After presenting a comprehensive proposal for in-service teacher education aimed at offering a valuable approach to ELF and its pedagogical implications, the authors present preliminary findings from the ELF-TEd course that was carried out in 2012-2013. Trainee teachers who took part in the project were guided to develop awareness of ELF and its characteristics through selected readings and by creating and evaluating ELF-aware lessons in their teaching experiences.

- Bayyurt, Yasemin, and Nicos C. Sifakis. "ELF-aware in-service teacher education: a transformative perspective." *International Perspectives on English as a Lingua Franca. Pedagogical Insights*. Basingstoke: Palgrave Macmillan, 2015b. 117-153

In this chapter the authors report on findings from a study which involved Turkish and Greek pre- and in-service trainee teachers. The teacher education project aimed at increasing the participants' awareness of ELF, its characteristics and its role in international settings. It also guided trainees towards reflecting upon issues related to an ELF-aware pedagogic approach, and encouraged them to create activities connected to ELF that could be included in their syllabi.

- Biricik Deniz Esma, Özkan Yonca and Yasemin Bayyurt. "Teaching English as a Lingua Franca: Reflections on ELF-related issues by pre-service English language teachers in Turkey." *ELF: Pedagogical and interdisciplinary perspectives*. Athens: Deree – The American College of Greece, 2016. 308-314.

The article illustrates preliminary findings from a study related to pre-service teachers' perceptions and reflections on ELF-related issues. The issues taken into examination include the dichotomy of native and non-native speaker teachers, EFL and ELF in teaching English, Standard English and World Englishes, cultural aspects in language teaching, and ownership of English. Implications of findings for teacher education are also set forward.

- Blair, Andrew. "Evolving a post-native, multilingual model for ELF-aware teachers." *Current Perspectives on Pedagogy for English as a Lingua Franca*. Berlin: Mouton de Gruyter, 2015. 89-102.

The key concept of the chapter is multi-competence, which the author describes as the most relevant objective of second language acquisition. His study examines teachers' perspectives as to the inclusion of an ELF-informed approach in ELT and the impact this could have on their future teaching practices.

- Bozzo, Luisa. "Which English(es) to Teach? Empowering EFL Trainee Teachers to Make their Choices." *New Frontiers in Teaching and Learning English.* Newcastle-upon-Tyne: Cambridge Scholars Publishing, 2015. 103-128.

With specific reference to Italy, the chapter focuses on reflections upon which English varieties should be taught in formal education contexts. After giving an overview of the most relevant issues that foreign language teachers have to deal with on a daily basis, such as the promotion of intercultural sensitivity and the development of communicative strategies, the author provides examples from a teacher education project aimed at fostering trainees' sensitivity towards their learners' needs in terms of English varieties and socio-cultural communication.

- Cavalheiro, Lili. "Developing intercultural awareness and communication in teacher education programmes." *Intercultural Communication. New Perspectives from ELF*. Roma: Roma TrE-Press, 2016. 149-165.

Drawing on findings from a pre-service teacher education MA programme in Portugal, it is shown how, despite "some awareness toward intercultural sensitivity […] there still continue to be strongly held beliefs typical of traditional EFL approaches, especially regarding culture" (160). The author argues that teacher education can foster teachers' reflection on the implications of the current role of English as a lingua franca in ELT, contributing to a shift in perspective in terms of language, culture, intercultural and communicative competence.

- Dewey, Martin. "Pedagogic criticality and English as a Lingua Franca." *Atlantis Journal of the Spanish Association of Anglo-American Studies* 36/2 (2014): 11-30.

Considering narrative enquiry as a valuable method for systematically enhancing and developing teachers' critical reflection on ELF and ELT, the author discusses current issues teachers and teacher educators have to face when promoting an ELF-aware approach. Two mainstream ELT coursebooks are also analysed in order to see whether, and to what extent, ELF is included.

- Dewey, Martin. "ELF, teacher knowledge and professional development." *International Perspectives on English as a Lingua Franca. Pedagogical Insights*. Basingstoke: Palgrave Macmillan, 2015a. 176-193.

The author presents a project related to Cambridge CELTA and DELTA qualification course participants, showing that, even if syllabus guidelines refer to the inclusion of ELF, an ELF-aware perspective is often excluded from teaching practices. Dewey also investigates trainee teachers' familiarity with language varieties and ELF after attending a training session on WE and ELF, stressing the importance and relevance of a shift in perspective for language pedagogy.

- Dewey, Martin. "Time to wake up some dogs! Shifting the culture of language in ELT." *Current Perspectives on Pedagogy for English as a Lingua Franca*. Berlin: Mouton de Gruyter, 2015b. 121-134.

Dewey's chapter reports on a project involving in-service teachers about their perceptions of English language knowledge and the plurilithic reality of this language today. The author highlights the importance of promoting trainee teachers' critical reflection on existing assumptions in ELT, for a critical reflection upon traditional, native-based models, in order to move towards more ELF-oriented teaching practices.

- Doan, Ngoe Ba. "Teaching the target culture in English teacher education programs: Issues of EIL in Vietnam." *The Pedagogy of English as an International Language. Perspectives from Scholars, Teachers and Students*. New York: Springer, 2014. 79-93.

Examining culture teaching from an EIL perspective, the article reports on findings from a study in which lecturers engaged in teacher education programs in Vietnam were interviewed as to the role of culture in these courses. It is argued that, rather than a monocentric perspective, a pluricentric EIL paradigm should be adopted, moving beyond the native speaker and target culture model towards the "authentication" of social and international communicative contexts and the promotion of multicultural communicative competence.

- El Kadri, et al. "ELF in Brazilian teacher education programs." *ELF: Pedagogical and interdisciplinary perspectives*. Athens: Deree – The American College of Greece, 2016. 278-282.

The paper presents findings from a study aimed at analyzing to what extent an ELF perspective informs the curriculum of English language teacher education programs in the state of Paraná, Brazil. Findings from a questionnaire survey addressed to educators from public universities show that most of them were familiar with the discussion about ELF, and that ELF was partially included in teacher education programme. Additionally, the need for teachers to be ELF-aware and the pedagogic implications of ELF were generally deemed important.

- Floris, Flora Debora. "A Study on Pre-Service Teachers' Beliefs of English as an International Language." *Thai Tesol Journal* 1/1 (2013): 46-75.

In this article, the author presents the results of a study conducted with 11 pre-service teachers about their beliefs regarding English as an international language (EIL) before and after attending a teacher education course on World Englishes and ELF. Findings show that after attending the course some changes were noticed as to "the best English variety" and "the best teacher of English," developing a higher level of confidence as to their "non-nativeness," that was no longer seen as a main feature.

- Gimenez, Telma, Luciana C. S. Calvo and Michele S. El Kadri. "Beyond Madonna: teaching materials as windows into pre-service teachers' understanding of ELF." *Current Perspectives on Pedagogy for English as a Lingua Franca*. Berlin: Mouton de Gruyter, 2015. 225-238.

The chapter provides an account of a pre-service teacher education course on ELF in Brazil. Besides fostering awareness of ELF, the course aimed at analysing ELT materials from an ELF-informed perspective, as well as produce ELF-aware teaching activities, that could be seen as an alternative to traditional ELT materials based mainly on a British English linguistic and socio-cultural background.

- Hall, Christopher J., Rachel Wikaksono, Shu Liu, Yuan Qian and Xu Xiaoqing. *English reconceived: Raising teachers' awareness of English as a 'plurilithic' resource through an online course*. London: The British Council. 2013.

The authors describe an online course for English language teachers aimed at developing participants' understanding and awareness of the plurilithic nature of English, focusing both on WE varieties and English as a Lingua Franca, and paying particular attention to their pedagogical implications in teaching programs.

- İnal, Dilek and Esra Özdemir. "Re/considering the English language teacher education programs in Turkey from an ELF standpoint: what do academia, pre-service and in-service teachers think?" *Current Perspectives on Pedagogy for English as a Lingua Franca*. Berlin: Mouton de Gruyter, 2015. 135-152.

The chapter presents findings from a study carried out in Turkey with the aim to investigate pre- and in-service teachers' perceptions of ELF in connection to teaching English, showing that pre-service trainee teachers seem to be more open towards ELF than in-service teachers. The necessity to include an ELF-aware approach in Turkish teacher education is seen as a fundamental step towards an ELF-aware approach in ELT.

- Kemaloglu-Er, Elif, and Yasemin Bayyurt. "ELF-aware teacher education with pre-service teachers: A transformative and technology enhanced case from Turkey." *ELF: Pedagogical and interdisciplinary perspectives*. Athens: Deree – The American College of Greece, 2016. 261-267.

The paper illustrates ELF-aware pre-service teacher education, based on the ELF-Ted model pioneered by Bayyurt and Sifakis and focused on practice, reflection and interaction, enriched and modified with technological enhancement. Some preliminary results show that, after attending the course, trainee teachers

conceptualized ELF in a multifaceted way, developed self-confidence as non-native teachers and adopted an ELF-informed pedagogy in their own teaching practices.

- Lopriore, Lucilla. "ELF and early language learning: Multiliteracies, language policies and teacher education." *Current Perspectives on Pedagogy for English as a Lingua Franca*. Berlin: Mouton de Gruyter. 2015. 69-86.

After outlining language policies and early language learning in Europe in the context of migration, Lopriore's contribution outlines the characteristics of foreign language learning – English in particular – at primary school level. Factors affecting foreign language learning within and out-of-school are then discusses, reporting data from the ELLiE longitudinal project. The author then looks into ELF in the primary classroom, and it is argued that, since pupils already use ELF in their interactions, an ELF-informed approach should be taken into account, also in teacher education.

- Lopriore, Lucilla. "ELF in teacher education. A way and ways." *Intercultural Communication. New Perspectives from ELF*. Rome: Roma TrE-Press, 2016. 167-187.

After outlining the issues and challenges for teacher education brought about by new social and linguistic scenarios, the chapter discusses findings from a study involving pre- and in-service teachers in Italy. During the teacher education courses, trainees were presented with ELF language samples to foster language awareness and noticing, and with literature and reflections on the implications for teaching practices; teachers were also asked to plan ELF-aware lesson plans. Findings show positive attitudes towards a shift in perspective in this direction, although further collaborative work is needed both in the field of teacher education and classroom practice.

- Lopriore, Lucilla, and Paola Vettorel. "A shift in ELT perspective: World Englishes and ELF in the EFL classroom." *ELF: Pedagogical and interdisciplinary perspectives*. Athens: Deree – The American College of Greece, 2016. 8-15.

The chapter explores the implications and challenges that the developments in WE and ELF pose for English teaching practices and teacher education, where a shift in perspectives in language planning constructs, teaching approaches and learners' roles, tasks and classroom activities is called for. Exemplifications of WE- and ELF-aware lesson plans and activities devised by teachers during two teacher education courses in Italy are also set forward.

- Pedrazzini Luciana. "Raising Trainee Teachers' Awareness of Language Variation through Data-based Tasks." *New Frontiers in Teaching and Learning English.* Newcastle-upon-Tyne: Cambridge Scholars Publishing, 2015. 76-102.

The chapter presents a study carried out with a small group of TFA and PAS trainee teachers, part of a project aimed at investigating how participants could enhance their knowledge of WE and ELF through data-based tasks. Although findings show that trainee teachers developed a greater sensitivity towards WE and ELF, they were still uncertain of the inclusion of a WE- and ELF-informative approach in their teaching contexts.

- Pinar, Ersin, and Yasemin Bayyurt. "A data-based approach to teacher identity development in ELF contexts." Intercultural Communication. New Perspectives from ELF. Rome: Roma TrE-Press, 2016. 43-62.

The study investigates how Turkish pre- and in-service teachers of English "construct their identities in the realm of ELF" (57). The teacher education course dealing with ELF issues and data analysis helped teachers to raise awareness both of their role as ELF users, communicators (and teachers), and – particularly for pre-service teachers – of implications for language teaching within an ELF-aware approach.

- Sifakis, Nicos C. "ELF awareness as an opportunity for change: a transformative perspective for ESOL teacher education." *Journal of English as a Lingua Franca* 3/2 (2014): 317-335.

Starting from the assumption that some well-attested conceptual beliefs in SLA and ELT, such as normativity, the role of native/non-native speakers and the function of teacher feedback in the foreign language classroom, should be reconsidered – not least by English language teachers – the author calls for the need to encourage teachers, and trainee teachers, to critically reflect on their teaching practices and to support them develop a transformative and critical reflective approach towards ELF-aware classroom practices.

- Sifakis, Nicos C., and Yasemin Bayyurt. "Insights from ELF and WE in teacher training in Greece and Turkey." *World Englishes* 34/3 (2015): 471-484.

The authors discuss the framework for a WE- and ELF-aware teacher education course (ELF-TED), that was put into practice with Greek and Turkish teachers. It is argued that such framework, set within a transformative perspective, engages teachers of English in a critical evaluation of beliefs and encourages them to take an ELF-aware pedagogic approach, as the findings from the aforementioned project show.

- Siqueira, Sàvio. "English as a Lingua Franca: for a critical intercultural pedagogy." *Intercultural Communication. New Perspectives from ELF*. Rome: Roma TrE-Press, 2016. 189-209.

The paper investigates Brazilian English teacher's views about their professional role and the current spread of English, both in terms of beliefs and teaching practices. Through a four-points theoretical framework (English as an international language and pedagogical implications; language-culture relationship and its relevance in teaching ELF; teacher's intercultural competence; a critical intercultural perspective in ELT), it is shown that these Brazilian teachers' theoretical awareness and reflection on critical pedagogy and foreign language teaching does not always translate into pedagogic practice, and some suggestions are made for a shift in this direction.

- Siqueira Domingo Savio Pimentel, and da Silva Souza Juliana. "ELF and teacher schizophrenia." *ELF: Pedagogical and interdisciplinary perspectives.* Athens: Deree – The American College of Greece, 2016. 315-321.

The article illustrates a study conducted through a questionnaire with pre-service teachers in Bahia (Brazil) investigating how knowledge of "the ELF paradigm" affects teachers' views of the language and their classroom practices. Findings show the great potential of ELF in challenging, and reshaping, traditional beliefs and attitudes in ELT, and how this knowledge can contribute to a shift towards teaching English to communicate in transcultural encounters with other ELF users drawing on all their linguistic resources.

- Sougari, Areti-Maria and Faltzi Roxani. "Drawing upon Greek pre-service teachers' beliefs about ELF-related issues." *Current Perspectives on Pedagogy for English as a Lingua Franca*. Berlin: Mouton de Gruyter. 2015. 153-169.

The authors report on findings from a study investigating ELF-awareness in a pre-service teacher education programme in Greece. Trainees were asked to reflect on beliefs and perceptions of ELF in connection to their intercultural experience and English language teaching. While the first seems to have a positive impact on adopting more open attitudes, teachers were more reluctant to go beyond a focus on form in their pedagogic practices; ELF-informed and reflective teacher education appears thus to play a fundamental role, particularly for future generation of teachers.

- Van den Hoven, Melanie. "Teaching teachers to teach English as an international language: a Korean case." *The Pedagogy of English as an International Language. Perspectives from Scholars, Teachers and Students*. New York: Springer, 2014. 111-128.

The author discusses the positive impact of a teacher education EIL-based culture course, and the responses of "intercultural and bilingual users of English in a Korean contexts" (126). The course was based on the following core principles: 1. The teaching of EIL involves learning about the cultural dimensions of the language; 2. The teaching of EIL involves exploring the diverse forms and functions of English; 3. Teaching EIL involves promoting intercultural skill development in the classroom; teaching EIL involves assessing attitudinal responses to cultural differences; Byram's Intercultural Communicative Competence model (1997) was also part of the framework.

- Vettorel, Paola. "Primary school teachers' perceptions: Englishes, ELF and classroom practices – between 'correctness' and 'communicative effectiveness.'" *New Frontiers in Teaching and Learning English*. Newcastle-upon-Tyne: Cambridge Scholars Publishing, 2015. 129-150.

The chapter reports on a study investigating primary school teachers' perceptions of the current spread of English and its lingua franca role, and on implications for classroom practices. On the one hand the participants were aware of the widespread presence of English in the out-of-school environment and of language change and variation natural processes, showing positive stances towards the inclusion of a WE- and ELF- informed approach in their didactic practices; on the other hand, they seemed to highly value "correctness," normativity and standardness, thus expressing dichotomous positions.

- Vettorel, Paola. "WE- and ELF-informed classroom practices: proposals from a pre-service teacher education programme in Italy." *Journal of English as a Lingua Franca* 5/1 (2016): 107-133.
After reviewing recent developments (and challenges) in WE- and ELF-informed teacher education, findings from a research study related to participants in teacher education courses in Italy (PAS and TFA) are presented. Trainee teachers' beliefs as to a WE- and ELF-informed approach are discussed, and their reflections and didactic proposals after attending a Module on WE, ELF and teaching implications during the teacher education courses are illustrated.

- Vettorel, Paola. "World Englishes and English as a Lingua Franca: implications for teacher education and ELT." *Iperstoria* 6 (2015): 229-244.
The article first illustrates a teacher education model dealing with WE, ELF and their implications in ELT that was put into practice in PAS and TFA courses run at the University of Verona from 2012 to 2015, focusing in particular on WE- and ELF-aware lesson plans that were developed by the trainees as part of the course. A project realised in some primary schools is then presented, together with examples of activities aimed at raising awareness of WE and ELF that were developed during this collaborative Action Research project.

- Vettorel, Paola and Sara Corrizzato. "Fostering awareness of the pedagogical implications of World Englishes and ELF in teacher education in Italy." *Studies in Second Language Learning and Teaching* 6/3 (2016): 487-511.
The article explores issues in ELF and teacher education, and presents findings from a research project set in PAS and TFA teacher education courses in Italy. Teachers' beliefs and pedagogical knowledge towards a WE- and ELF informed approach after attending a module, part of the course, on WE, ELF and implications for ELT are investigated. Trainee teachers' awareness of the sociolinguistic changes in the English language, as well as the importance of including these topics in teacher education for a WE- and ELF-aware didactic perspective, are illustrated and discussed.

- Vettorel, Paola, and Lucilla Lopriore. "WE, EIL/ELF and awareness of their pedagogical implications in teacher education courses in Italy." *Preparing Teachers to Teach English as an International Language (EIL).* Bristol: Multilingual Matters. 2017.
The chapter illustrates how a WE- and ELF-informed approach was introduced in two teacher education courses in Italy (University of Verona, University of Roma Tre), leading to an increased awareness of the current sociolinguistic developments of English and active reflection on their implications in teaching practices, from evaluation of ELT coursebooks to WE- and ELF-aware lesson planning.

- Vettorel Paola, and Sara Corrizzato. "Formazione insegnanti, World Englishes e English as a Lingua Franca: verso un approccio glottodidattico WE- e ELF-informed." *Iperstoria* 7 (2016): 142-157.
The article illustrates findings from a research project related to the impact that the Module on WE, ELF and their implications in ELT, realised during PAS and TFA teacher education courses for English Language teachers at the University of Verona, had on trainees' knowledge of concepts and issues related to Global English, World Englishes e English as a Lingua Franca. The way in which this knowledge can translate into teaching practices is also explored, with some exemplifications of activities and materials developed by trainees as part of the course.

- Ziegler, Gudrun. "Multilingualism and the language education landscape: challenges for teacher training in Europe." *Multilingual Education* 3/1 (2013): 1-23.
The article presents findings from a critical evaluation study on English language teacher education in Europe, based on the "European Profile of language teacher education" document and involving 100 decision-makers and teacher trainers. Key problematic issues are highlighted, particularly concerning awareness and acknowledgement of multilingualism and diversity, also in teacher identity and teacher education.

3.5 ELF and Testing
- Chopin, Kimberly. "Reconceptualizing norms for language testing: Assessing English language proficiency from within an ELF framework." *Current Perspectives on Pedagogy for English as a Lingua Franca*. Berlin: Mouton de Gruyter, 2015. 193-204.

The author focuses on two major issues in testing, "the norms upon which tests are based,"that are traditionally native-speaker ones, and the "factors that are taken into account when assessing language proficiency" (194), particularly in tertiary education and EMI. The author calls for testing that moves away from focus on native-based structural form (and accuracy) towards communication. This would entail focusing on intelligibility and comprehensibility factors, as well as accommodation and meaning negotiation.

- Jenkins, Jennifer and Constant Leung. "Assessing English as a Lingua Franca." *Teaching and Assessment. Encyclopedia of Language and Education*, 2nd edition. Vol.7. New York: Springer. Forthcoming.

The chapter focuses on assessment from an ELF-oriented perspective, first illustrating developments in World Englishes and early ELF research, then moving to recent conceptualizations of ELF in its "variable and emergent" (4), as well as its inherent multilingual nature. Up-to-date contributions to the debate on assessment and ELF are then presented and discussed, highlighting major emerging issues, among which critiques to the native-speaker orientation of the CEFR. Main lines of development for present and future research are discussed, together with issues and potential difficulties.

- Hall, Christopher J. "Moving beyond accuracy: from tests of English to tests of 'Englishing.'" *ELT Journal* 68/4 (2014): 376-385.

In this article the author affirms the necessity to take varieties of English other than British and American English into consideration as legitimate spoken variations. According to the author, this legitimacy should also be taken into account in testing, Hall's proposal is for a shift in perspective in testing, focusing on "Englishing," that is, on what people can do with language rather than on how the language is used.

- McNamara, Tom, and Elana Shohamy. "Language testing and ELF; making the connection." *English as a Lingua Franca: Perspectives and Prospects. Studies in honour of Barbara Seidlhofer*. Berlin: Mouton de Gruyter, 2016. 227-234.

The authors critically examine the challenges that ELF – and 'real' language use - raise for assessment and testing, highlighting several questions that need to be addressed, such as ELF and translanguaging, bi- and multilingual/multimodal communication, their manifestations as to competences, ELF and the overt use of comprehension and communication strategies, as well as the actual impact these issues and ELF can have on testing practices.

- Newbold, David. "Assessing ELF in European universities: the challenges ahead." *New Frontiers in Teaching and Learning English*. Newcastle-upon-Tyne: Cambridge Scholars Publishing, 2015a. 205-226.

After dealing with issues in ELF and assessment, the author illustrates a research project to develop a receptive entry test of English for European university students (TEEUS). Taking a bottom-up approach based on needs analysis, target language use (TLU) domains in which students would most likely need to use English to successfully complete their university courses were identified, and then taken into account in the task-based test design. Possible areas as to ELF-oriented assessment of spoken production and interaction are also discussed, and proposals set forward.

- Newbold, David. "Engaging with ELF in an entrance test for European university students." *Current Perspectives on Pedagogy for English as a Lingua Franca*. Berlin: Mouton de Gruyter, 2015b. 205-222.

The paper illustrates an ELF-informed test that was developed by researchers at the University of Venice, setting it against the background of the increasing demand for language assessment in internationalized universities and EMI. After a detailed needs analysis phase, and parallel research into how ELF is used in academic contexts, a test construct comprising relevant areas in language knowledge was devised. The prototype test for receptive that was designed and trialled, and the students' feedback was positive.

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