English as a Lingua Franca for EFL Contexts

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Edited by
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10 Changing Teachers' Attitudes Towards ELF

Enric Llurda and Vasi Mocanu

General aims of this chapter

This chapter will explore ways in which teachers can enhance their sense of efficacy in teaching English by deeply exploring the concept of ELF. After revising some basic concepts related to the empowerment of NNS teachers of English and the need to develop ELF awareness, it will be argued that current frameworks of teaching are constrained by limitations of two kinds: exogenous, which are due to what Phillipson (1992) labelled 'the native speaker fallacy'; and endogenous, which are set up by self-imposed barriers, and the ones that teacher training must aim to overcome. The chapter will emphasize the importance of a change of attitude by teachers regarding ELF and NNS uses of English, and a five-stage training proposal will be devised, through which teacher-trainees should gradually develop an understanding of English language diversity and become aware of NNS uses of English in the world. Thus, ELF will eventually appear a desirable goal rather than a poor version of an idealised NS model.

Expected outcomes

On completing this chapter, you should be able to:

- develop ELF awareness;
- deconstruct the idea of the NS as a model for English language teachers;
- evaluate your attitudes regarding ELF and NNS uses of English.

Key concepts

- ELF
- NNESTs
- Teacher awareness
- Teacher identity

Introduction

Teachers of English are currently facing a change in how English is described at the global level, from being a language that was established and developed in the centre (i.e. UK and USA) and exported to the periphery, to its current existence as a language that is constantly developed, expanded and transformed globally and locally in a variety of settings and contexts, and embracing a variety of specialized communities of practice. Teachers of English can no longer reduce the language to the standard variety established and promoted by the economic and cultural elites in the UK and the USA. They must reach beyond and contemplate the vast amount of variation existing in uses of the language, and consequently make pedagogic choices accordingly. Yet, the dominant discourses in ELT continue to be based on the idea of the NS as the ideal speaker, and SE as the only acceptable form of language use. This puts teachers of English, and especially non-native teachers, in a situation of conflict, whereby they are responsible for the teaching of a language that is not their own and consequently they may feel disempowered and may experience feelings of inadequacy. Such feelings are related to what Llurda (2009) has compared to the *Stockholm syndrome* and Bernat (2008) has labelled the *impostor syndrome*. This syndrome refers to a feeling of inauthenticity that comes along with a fear of being inadequate for their job. Non-native teachers experience constant reminders that point to NS as the authority and legitimate bearers of the language, thus being relegated to a secondary role, being denied the right to claim ownership over the language and to use their own intuitions over it. Instead, they have to follow the norm as provided by NS endowed with the aura of *legitimate owners* of the language.

Awareness, Empowerment and Ownership of English

RQA 1

In the next section we are going to discuss aspects related to the legitimacy of NNS as language teachers. Do you think native English language speakers are better teachers than non-natives? Please, think about the reasons that determine your perceptions on this matter.

After that, you may continue reading.

The reorientation in the description of the English language provoked by research on ELF and/or EIL has provided teachers with an excellent mechanism to overcome the limitations imposed by their non-native condition in a context of NS pre-eminence (Llurda, 2004). By claiming ownership over English (Widdowson, 1994), non-native teachers can cease to regard themselves as impostors and become assertive in their

contribution to the ELT profession and their own learners' language development. A process of empowerment is needed for teachers to become self-determined competent professionals. Such empowerment requires the development of awareness of ELF and of the global spread of English in connection to their own potentialities as competent users of English, regardless of the chronological order in which this language was acquired in their life trajectory.

Non-native teachers have been long accustomed to carrying out their professional duties with a feeling of inferiority, expressed by a fear of being caught as inadequately dealing with a language-related query in the classroom. This may affect their way of teaching, which is often based on heavy reliance on grammar, textbooks and pre-packaged materials (Medgyes, 1994). They have accepted professional discrimination as a natural aspect of their job. Such discrimination may have been made evident through salary differences or a preference for unqualified NS over qualified non-natives in job recruitment (Clark & Paran, 2007; Mahboob *et al.*, 2004; Selvi, 2010). Therefore, teachers' awareness of ELF and subsequent empowerment will transform them into active agents of change in ELT, thus improving their professional self-esteem and lowering the learners' level of anxiety, as they will not suffer the pressure to imitate NS models in their language learning process. Arbitrary separation of professionals between NS and NNS leading to discrimination of members of one group is what Holliday (2005) called *native-speakerism*, an ideology that is directly related to racism in that it makes a distinction between humans based on properties that are not part of their professional skills, and yet they are used to differentiate and categorise such humans into different categories and levels.

ELF-aware teachers develop a vision of ELF that will affect their attitude towards the English language and towards how to present the language to learners in pedagogical tasks and activities. A new vision of the language will evolve into a new way of teaching. Yet, changing teachers' attitudes to the point of embracing the idea of ELF and challenging established norms and beliefs about the value of a standard native variety of the language is a complex process that will not happen by just informing teachers of the existence of ELF and current research on this topic.

RQA 2

Think about your own experience at the teacher training courses and programmes you have attended. To what extent were those experiences in agreement or disagreement with the points mentioned above? Would you say the teacher training courses offered you the chance to reflect on your attitudes towards the English language and your role as a non-native teacher? Do you think that those courses should have placed more emphasis on empowering non-native teachers and on strengthening their sense

of being legitimate language teachers? Please reflect on whether the English teaching profession has traditionally disregarded the strengths of non-native teachers and if you conclude that non-native teachers' contributions have effectively been disregarded; think about why this may have happened.

Attitudes are composed of a combination of cognitive, affective and behavioural dimensions, and therefore they cannot be changed by simply informing the individual at the cognitive level of a certain type of information. The cognitive dimension needs to be complemented by experiences that penetrate the individual at the affective and behavioural levels. Too often, teacher training programmes rely exclusively on cognition, that is, theoretical knowledge, as though this was sufficient for teacher trainees to develop the necessary skills to become successful teachers. Unfortunately, the reality tends to be that teacher trainees, in order to inform their practices, turn to their previous experiences as learners, rather than to the concepts and theories they have been exposed to in their training. Experiential training is therefore fundamental to promote pedagogical change and gradually transform the teaching profession in any pedagogical area, and in particular in ELT since the establishment of English as an international lingua franca. In this way, training will promote attitudinal changes from a traditional view of ELT as EFL, and therefore external to the learning community, to a language teaching approach that embraces ELF as an internal language, that is a language that also belongs to the whole community of users.

But why is a change of attitude necessary? Let us start by considering how the ELT profession has traditionally imposed severe limitations on NNS teachers. Such limitations can be divided into two basic categories: exogenous and endogenous. By exogenous, we mean what more than two decades ago Phillipson (1992) labelled the 'native speaker fallacy', which can be described as the belief that NS are the only speakers who can speak the language properly and therefore are also the ones who can most adequately teach it. This belief carries with it the accompanying assumption that non-native teachers cannot properly teach the language. Such external pressure is commonly felt by non-native teachers when parents and learners demand native teachers in their schools and more so when they realise that their native colleagues are paid higher salaries for the same type of jobs, or when they are not hired for a job for not being a NS. So, they can feel the bias against them both from their employers and their potential clients.

Yet, another kind of limitation exists that does not come from outside, but from their own inner perceptions of inadequacy. This endogenous limitation originates in self-imposed barriers based on feelings of inferiority and inadequacy for the language teaching job. Exogenous limitations are difficult to tackle as they imply several external agents. Changes will

not happen until all those agents gradually change their attitude and this, in addition to needing a great deal of time, will depend on several other factors, including a very active advocacy by teachers and applied linguists, especially in their surrounding social environments. Endogenous ones are more subtle, but at the same time more accessible and easily approached through teacher training. One of the worst aspects of racist ideologies, such as native-speakerism, is how they may actually penetrate the mind of their victims to the point that they willingly accept discrimination as unavoidable, logical and necessary. Applied linguists, teachers and teacher trainers may feel rather powerless to change social perceptions, but it is actually in their hands to have an impact on how teachers perceive themselves and how they regard their role as legitimate actors in the teaching profession. The main difficulty lies in finding the way to effectively act on self-perceptions and change teachers' attitudes from self-deprecation to self-esteem, from acceptance of discrimination to rebelliousness and assertiveness of their own value as teachers of ELF. Llurda (2009) drafted three lines of action to increase non-native teachers' self-confidence and awareness of their role and status as English teaching professionals: increasing opportunities for using English in international contexts; developing critical awareness; and engaging in discussions regarding EIL/ELF. In this chapter, we are going beyond these basic lines and will attempt to provide a more detailed model for changing teachers' attitudes in training programmes. We propose a series of stages that aim at impacting teachers at the cognitive, affective and behavioural levels, thus creating the conditions for a change of attitude that will ultimately contribute to the development of new ways of teaching and an ELF-based perspective being adopted in an increasing number of ELT settings.

An Awareness-raising Model for Non-native English Teachers

The model we are proposing contains five stages, aimed at gradually contributing to a change of attitude among non-native teachers, from an NS oriented perspective to a global English approach that takes into account the central role of NNS in the use of ELF in international contexts.

Stage 1: Exposure to 'realistic' situations, with examples of cultural and linguistic diversity

RQA 3

Take some minutes to think about the linguistic and cultural diversity of our world. Which kind of communicative situations do you think your learners will encounter? How many possibilities are there to encounter NS of English? Which variety of English do you think will be more useful for communicating in a high diversity of communication situations?
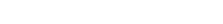
Spending some time abroad is an enriching linguistic and cultural experience, and the effects of studying abroad on English teachers have also been shown to be beneficial. There are, however, some issues to be considered, since not every period of study abroad comes out with the same results. For instance, Llurda (2008), in a study with 101 NNESTs, demonstrates that studying for a period of more than 3 months in an English-speaking country can have a positive effect on teachers' proficiency, their views and their perceptions of the NS-NNS dichotomy. If we think about the possible causes of these benefits, contact with cultural and linguistic diversity might come to mind. It is true that many of the studies on this topic are mostly conducted with subjects that have spent some time in an English-speaking country, which we would situate in Kachru's inner circle of English speakers (Kachru, 1982). However, even in this case, being exposed to the real situations where English is used can play an important role in realising that English usage takes many diverse forms and they are all valid and acceptable, and thus English does not belong exclusively to those who have it as a first language, but it belongs to all users, no matter their place of origin and chronological order in which the language was learned. In spite of this, and given the fact that most of the NNESTs receive their teaching training in their own countries, and not all of them have the chance to spend a period abroad, it is necessary to look for alternatives to explore the array of possibilities to use the language and the level of linguistic and cultural diversity of our world. Therefore, exposure to realistic situations, by means of which teacher trainees can enter into contact with daily life examples of cultural and linguistic diversity might be a stimulus for the development of a broader frame regarding which kind of English they should teach and for which purposes.

Widdowson (1994) stated that the current global situation does not contemplate English as an exclusive property of NS but as a language of global use. Therefore, contact with a variety of situations where ELF is used will contribute to the enhancement of their self-perceptions with regard to the language, resulting in an increase of the NNESTs' self-confidence and, consequently, strengthening the view that they are capable of being good language teachers.

For this purpose, recent technological developments offer an infinite assortment of possibilities, from films to written texts, which are definitely worth exploring. The World Wide Web provides us with the chance to discover worlds that are physically far away, and it makes us perceive them as nearer and more approachable. What we propose here is to browse through the web in search of videos that show the use of English in plurilingual and multicultural contexts, as a means to become exposed to the diversity of uses of the language with the goal of presenting a realistic vision of English in the world, as opposed to the idealised vision presented by materials that emphasize SE spoken with a very restricted accent, either

British RP or mid-west American English. For instance, the following video https://www.youtube.com/watch?v=Q0r0eUSqWVI shows a young man visiting New York and engaging in conversations in multiple languages with different residents in the city, which appears as a truly multilingual site where English is one language in addition to many others that co-exist in a less visible (but nonetheless real) way.

Another video worth viewing is this interview in English with a South Korean music band composed of four young women, while in Singapore, https://www.youtube.com/watch?v=xTuUMVTwIcQ. This video could be complemented with another involving the same band https://www.youtube.com/watch?v=-a3UQNMWdpw in which they mainly use Korean but resort to English when performing their songs and addressing the audience at a concert in the Philippines. A different perspective can be offered by a commercial for a well-known Spanish beer, https://www.youtube.com/watch?v=6jlQiwcsV9Q, which shows how encounters between speakers of different languages can be perfectly successful, even if sometimes the participants have to rely on such communication strategies as code-switching and use of body language. Another example of communication in different languages appears in the film by Portuguese director Manoel de Oliveira *Um Filme Falado*, available here: https://www.youtube.com/watch?v=cnFs1s7M744. The particular sequence that is worth watching happens between minute 46 and minute 55, when three ladies, one from France, another from Italy and another from Greece sit at the captain's table on a pleasure boat around the Mediterranean Sea. The captain happens to be American and the conversation takes place by each speaking their own language, which means that French, Italian, Greek and English are used in the same conversation. Although the situation is probably more fictional than real, it is a good way to show how multilingual conversations are possible and how communication may go beyond convergence to a single language and a single variety. The particular irony in de Oliveira's film is that passengers use a diversity of European languages and yet the person who is running the boat and therefore has the power of taking critical decisions is an American, which somehow may bring the discussion to the political forces that drive the use of certain languages in the international sphere, and in particular how English is so important in Europe by virtue of the tremendous influence of America on European life and culture, rather than by the somewhat meagre influence that the UK may have on the continent, and more so in the current moment when the UK is on its way out of the EU.

Furthermore, the use of English in multilingual contexts as seen in these videos may be complemented by another video showing a NS of English from Glasgow who speaks in a variety rather difficult to understand by those who have not been extensively exposed to it https://www.youtube.com/watch?v=AXGP4Sez_Us. The overall goal by exposing teacher trainees to this kind of material is to help them become aware of

their own multilingual resources and the advantages the multilingual condition may carry. Also, besides that, future teachers will better understand how in our multicultural and multilingual world, different types of socio-cultural and linguistic resources are brought to the table and how speakers rely on different resources at different times in order to successfully participate in plurilingual conversations, which mostly implies more than one language at the same time. Finally, experimenting with situations where NS perform unintelligible speaking acts versus successful speaking encounters, in super-diverse societies where agreement and negotiation are more important than the linguistic repertoire, could also change their views on the role of English in our global world.

Stage 2: Analysis of data showing NNS professional performance

RQA 4

Often non-native teachers compare their performance in English with that of NS. However, it is more reasonable to compare it to people who have developed a successful professional life in international environments. Please think about such professionals. Can you name any famous person who, without being a NS, manages to carry out their professional life using English competently and efficiently? Is it possible to speak with a clearly non-native accent and yet be a successful English user?

In this stage, you will be exposed to examples of successful use of English by NNS users in different professional fields. Possible cases of successful professionals using ELF that can be discussed may include football coaches, political and financial authorities, top business people. Additionally, data showing specific advantages by NNS teachers of English over their NS counterparts will be used to show that professional competence does not require speaking English like a NS.

At the turn of the century, Norton (2000) developed the notion of investment and made a connection between how learners perceive themselves with regard to society, both in the present and in the future, and their own language learning process. Special attention was devoted to the idea of imagined identities influencing the language learning process. The way we imagine ourselves with regard both to our present and to our future circumstances can have an effect on our investment in learning a language. Among the many identities that a person can ascribe to himself or herself, the professional one is, probably, one of the most important. Therefore, the job that we imagine ourselves doing in the future and the circumstances surrounding our professional life, can deeply influence the kind of English we choose to invest in. When applied to the ELT profession, it is clear that the 21st century and the work of many scholars in the field (i.e. Canagarajah,

2007; Seidlhofer, 2011) has brought to the scene the notion of ELF and how English is a language that is actively used in a diversity of manners and contexts by speakers with different language repertoires who share English as a common language, and this sharing enables them to belong to the same international spaceless community of practice (Seidlhofer, 2011). Non-native teachers do not need to imagine NS proficiency as a professional goal. We are constantly exposed to examples of professionals from other fields who embraced an ELF approach to the language and turned out to be very successful communicators. It is important for teachers to move beyond traditional models of language accuracy and visualize how language used in alternative ways is not an impediment for professional success at the international level. Therefore, it would be very enriching if teachers and teacher trainees could get to know about these people and their professional careers, and be able to analyse some of their public interventions using ELF in a successful way. We believe that if teacher trainees are exposed to examples of successful use of English by NNS users in different professional fields, their imagined professional identities could change towards the figure of a good professional who is sufficiently capable to do his or her job without any need to resemble a NS. Pep Guardiola, a very successful Catalan football coach who has trained top European teams such as FC Barcelona, Bayern München and Manchester City (as per Summer, 2017) could be a good example, as can be observed in the following video available on the internet at the time of writing: https://www.youtube.com/watch?v=WgWCqqg7wzA.

On the other hand, it would be very beneficial if we could contrast this with data showing specific advantages by NNS teachers of English over their NS counterparts. In this way, it will be possible for the teacher trainees to distinguish between what qualities they attribute to NS of English and which ones they actually possess, getting to discover, in this way, that 'nativeness' is, most of the time, more of a social symbol than an intelligibility marker.

Stage 3: Analysis of examples of academic uses of ELF

RQA 5

Have you ever participated in or witnessed a highly specialized academic discussion using ELF? Would you say it was successful? Do you think examples of successful use of academic non-native English can contribute to language teachers' professional development?

In the following section, you will be provided with a real classroom example showing the use of ELF and multilingual strategies in order to successfully achieve the communicative goals in an academic context.

After having experienced language diversity as a natural format in human communication, and having observed successful ELF-speaking professionals at the international level in different disciplines, it is time for teachers to be exposed to examples of academic uses of ELF. Mauranen (2012) has extensively described her work and that of her associates in the development of the ELFA corpus, which provides several examples of academic uses of English by speakers whose L1 is another language. Exposure to examples of ELF in academic contexts will contribute to demystify the notion of SE spoken by NS as the only valid form of educated academic language. The language of professors and learners engaging in highly specialised academic discussions should move the focus from formal aspects resembling the language of NS to detailed and accurate presentation of concepts and achievement of communicative goals.

In a class taught in English to first-year learners of a law degree by a comparative law professor at the University of Lleida, a particular interaction took place that is worth discussing here. Students had very different levels of English proficiency, but the university had decided that this particular course had to be offered in English as part of the plan to internationalise the studies at the university. The rationale behind this decision was that courses in English were needed by Erasmus mobility students and at the same time they contributed to increase the English proficiency of local students, a much-needed skill for contemporary university graduates. The class could be categorized as an example of English-medium instruction rather than CLIL (please, see Smit & Dafouz (2012) for further characterization of each), as the professor did not show any particular strategy for integrating content and language in his rather monological instructional style. At one particular point the teacher asked one student a question. The student tried to say something in English but immediately gave up and switched to Spanish to say that he could not speak English. The teacher did not give in and insisted on using English in class, but also assured the student that nobody would fail the course due to their poor English skills. The only requirement was that they tried to speak in English. The student tried again and for a second time stopped and switched to Spanish to vehemently say that he could not speak English (swear word in Spanish included). In spite of the teacher's insistence, he refused to try again and insisted that for him English is like German, meaning that he could not speak it and he would not. At this point, the professor said something in German, and immediately afterwards offered the student the opportunity to speak Italian ('Italian? Better?'), to which the student responded affirmatively ('Si') and the professor, still in English, conceded ('Fine. Do it in Italian.'). The student then provided an answer to the initial question in Italian and both engaged in a short conversation in this language. Finally, the teacher wrapped up the student's answer in Italian and switched back to English ('Ben capito. Ben capito. The problem is that your colleagues don't understand a word in Italian I'm afraid'),

and some learners reacted to this challenge by indicating they did actually understand ('Yes, yes. We understand.').

We have presented this sequence in a detailed manner because it illustrates an example of a naturally occurring interaction in a classroom setting in which the instructor and learners manage to negotiate the use of languages by avoiding the easy resource of using the L1 shared by learners and the professor, and instead they construct a multilingual interaction that values one student's language expertise and at the same time presents the professor as a multilingual individual who can manage diversity and promote an international approach to the class, thus forcing the learners to move out of their comfort zone, but simultaneously allowing learners to negotiate ways of succeeding in the task even though their level of English is low. This is not a language class but a content class taught in the learners' L2. Yet, it is a good example of the importance of communicative goals over dogmatic monolingual principles.

A detailed analysis of short sequences like this one, or others happening in language classes, may bring to light issues that are worth discussing in order to contribute to the above-mentioned need to demystify standard language ideology. For instance, the question of accent may be brought to the discussion. It is likely that a professor speaks English with a clearly identifiable non-native accent, possibly strongly affected by their L1. Munro and Derwing (1995) and Derwing and Munro (2009) established the difference between three concepts that are interrelated and often subject to confusion: accent, intelligibility and comprehensibility. Whereas accent was defined as how a particular form of speech sounds different to a given (local) variety (Derwing & Munro, 2009), intelligibility was 'broadly defined as the extent to which a speaker's message is actually understood by a listener' (Munro & Derwing, 1995: 289) and comprehensibility incorporates the perceptual dimension, that is the perception the listener has of how easy or difficult it was to understand a speaker. Through a series of empirical studies, Munro and Derwing managed to establish the independent status of these three elements of speech perception. Thus, the existence of a clearly recognizable foreign accent does not affect the intelligibility and comprehensibility of a speaker's oral production. In other words, speaking with a foreign accent does not mean a speaker is not going to be understood, and speaking with no trace of a foreign accent does not necessarily mean that the speech will be totally intelligible and comprehensible. Teachers' attention may be brought to the amount of information they can obtain from a sequence of academic language use irrespective of an obvious or a subtle foreign accent that may be observable in that speech.

Another aspect that may be worth analysing is the use of interaction in the class to bring learners' attention to the key points. Effective discourses are those that dialogically engage the interlocutors and keep their attention focused on the points under discussion, whereas discourses that

monologically build an argument without leaving space for interaction tend to fall into boredom and disengagement, and consequently do little to contribute to the advancement of learning.

Examples of academic lingua franca uses of English should be instrumental in shifting teachers' attention from formal aspects based on educated NS resemblance to elements of communicative effectiveness in academic contexts, thus placing more value on content and clarity of exposition than on degree of similarity with the NS models.

Stage 4: Prospective scenarios for international English

RQA 6

In the previous sections, we approached the issues of diversity, multilingualism and multiculturalism in our world. Bearing in mind the points we made before, do you think that English will still be the main language used in international contexts? Is there any other language that may threaten to take the dominant role that is currently held by English?

In the next section, you will be asked to reflect on the hypothetical possibility of a future world dominated by a single leading country versus a world with multiple leaders. Arguments will be given for the latter option as the most likely to happen, with the probable outcome of English remaining as the international lingua franca in a world that will no longer have its centre in the USA but in multiple places. Thus, the world will be seen in the process of evolving into an ELF global setting, in which NNS speakers will have the upper hand.

The term globalization is most commonly used as shorthand for the intensified flows of capital, goods, people, images and discourses around the globe, driven by technological innovations mainly in the field of media and information and communication technology, and resulting in new patterns of global activity, community organization and culture (Appadurai, 1996; Castells, 1996). But flows have always happened throughout history, even if they have probably never been as evident as in our times. Not very long ago, both material and cultural goods circulated between colonies and empires, so we cannot claim that globalization is an innovation created in the 20th century. What is new, however, is the direction in which it goes and its implications. For instance, Hardt and Negri (2000) state that the USA does not, and indeed no nation state can today, form the centre of an imperialist project. Imperialism is over. Therefore, the future seems to foretell no leader, but leaders. In addition to the countries that have dominated the economy in the second half of the 20th century, namely the USA, Japan, Germany and other European Union countries, a group of new countries has emerged as main actors in the world economy. Four countries in particular, commonly referred to by the

acronym BRICs (standing for Brazil, Russia, India and China) grew rapidly by the turn of the century and are expected to have an increasingly strong presence in top world policies and decisions. In this 'decentred' world, characterized by a continuous flow of things, and especially, of people, there is already a need for a common lingua franca, and it is difficult to think of any other language that could perform this role, but English (Graddol, 2006). However, the English language has evolved to the point that it is spoken more as an additional language than as an L1. We can certainly affirm that, if the world goes in this direction, more and more people will be able to speak English, and the vast majority of them will adopt it in addition to previously known languages. In this scenario, where the USA may no longer be the centre of power, and with a considerable increment in the number of speakers of English as a second language, it will make no sense to stick to the NS as the ideal model in ELT.

Therefore, focusing on a NS of English when teaching the language can have a counterproductive effect, since there are many more possibilities for communicative situations in English to happen between NNS than between NNS and NS. Probably, the most attainable objective ELT can aim at is an expert command of the language that could serve its communicative purpose in the widest range of possible communicative situations. Furthermore, it would be very appropriate and highly recommended that if there is a perceived need for the learners to master the language for a specific type of communicative encounter, the teacher explores the possible ways in which he or she can give them the maximum number of skills and strategies in order to be able to convey their thoughts in the most effective way for the particular contexts they might find themselves in. Therefore, it might be highly beneficial if the actual instructor is a person with enough knowledge of the specific particularities of the situations his or her learners might encounter, and this is a key feature of people who have lived in that particular context for enough time to get to know well the communicative needs of the learners, something that most monolingual NS, regardless of the level of proficiency, do not possess.

In a decentred globalised world, one may wonder if English will still be the dominant language of international communication. However, there is no doubt that, if that is the case, English will have to adapt to the multiplicity of its speakers and their respective communities of practice.

Stage 5: Reflection on own teaching identity, context, condition and the ideal (yet realistic) L2-self

RQA 7

We have addressed so far the issues of attitudes, diversity of communication situations and learners' needs. Now, you may take some minutes to reflect on what kind of teacher you would want to be like in the future.

Do you imagine yourself speaking with a native accent or do you rather picture yourself as a foreign-accented speaker with extensive pedagogical resources and great teaching expertise? Think about those activities in which you would like to invest your time and resources? Does devoting time to the aim of becoming native-like speaker imitators contribute to achieving your goals? Additionally, think about what kind of qualities English teachers need to possess in order to enable learners to be successful in a wide array of communicative situations?

In the following text, we will try to drive you towards responding to the following questions: 'What is my realistic/ideal goal as a language teacher trainee?' and 'What do I want to be like in the future?', thus facilitating a critical reflection that should eventually lead to a transformational perspective co-constructed by trainers and trainees, which will be at the basis of teachers' professional empowerment (Sifakis, 2007).

We have already mentioned Norton's (2000) work on identity and language learning and how important the role of mental projection of imagined future potential realities is in the language learning process. Norton makes an unbreakable connection between imagined identities and investment in becoming well versed in a certain language. So, we need to establish goals, but it is better for these goals to be realistic rather than idealistic. We do not imply that someone cannot let their imagination run free and engender all kinds of realities and an infinite number of attainable goals. In fact, the array of identities that English language trainees can choose from is quite extended and these identities can be shaped according to one's own needs as well as to the resources we are ready to invest in achieving them. However, it has to be acknowledged that choosing one's own language-related identity is not an easy matter, especially in a world where ownership over a language is often claimed to depend on birth right. Yet, knowing a language and knowing how to teach it are separate things. Knowing a language, what Rampton (1990) would call 'expertise', is a first step needed in the process of becoming a language teacher, but we cannot equate knowing English with being able to teach it effectively. Although everybody with a good command of the language and a proper qualification in ELT is a potential effective English language instructor, it might be very beneficial for teachers in training to invest their resources in becoming effective educators instead of native-like speaker imitators. When teachers have to create a future image of themselves, they may be tempted to create an image of pseudo-native speakers and disregard the more adequate image of resourceful non-native educators who can share their expertise and their own learning experience with their learners.

In order to extend the conversation on this topic a little bit more, we can even bring into the scene the question of empathy, which can be sometimes detrimental to monolingual English NS, since they have not experienced the actual process of learning the language as an L2. It takes a long

time to understand how we learn languages, which materials are more suitable for certain purposes, when learners are demotivated and how to motivate them. All in all, we can say that probably the best language teachers are people who, at some point in their lives, have been language learners, and rather successful ones. Of course, NS may have also been through the process of learning an L2, and many have indeed, and we might also argue that an NS can use a broad range of idiomatic expressions, and he or she may know a lot about their own culture and share it with their students, which is something learners might enjoy. It is true that apparently these are advantages over non-native teachers. However, most of the time, this cultural knowledge can be deeply rooted in one's own individual experience, and idiomatic expressions are usually used by NS in a rather automatic way, so they might have difficulties in transforming this knowledge into teaching expertise that can be used for the learners' advantage and progress.

Participating in discussions about non-ideal visions of their future as teachers will engage teacher trainees in realistic perspectives of what kind of teacher they want to be and how they can better help their learners. Teacher training has to allow trainees to voice their concerns and fears regarding their future and thus help them overcome self-imposed barriers to empowerment. Sifakis' (2007) transformational perspective as well as Sifakis and Bayyurt's (2015) ELF-aware teacher training proposal point to the need to engage teachers in discussions that will transform their visions of English and ELT to the point of incorporating an ELF dimension in their teaching. It might be worth thinking about the reasons that determine whether non-native teachers imagine themselves as ideal NS of English or as NNS with a good command of the language and a considerable amount of teaching resources. And, most importantly, where are these reasons actually rooted? A critical consideration of how established frameworks of English have been perpetuated through imposition on both teachers and learners may open teachers' minds to a new way of teaching the language that places communicative goals as the top priority and diminishes the predominance of imitation of externally established *standard* models.

Synopsis

The proposal developed in this chapter is intended to provide a set of stages that will contribute to the increase of non-native teacher's self-esteem as a necessary condition for improving English teaching practice. Teachers who suffer from low professional self-esteem will be handicapped and will miss the opportunity to take responsibility for helping learners develop the capacity to use English as an additional language in a diversity of communicative settings and functions. Instead, they will rather hide behind the mask of the NS, a mask that is apparently validated

by the standard language ideology but which does not fit well on their face, and which will therefore make it very difficult for them to abandon the feeling of being impostors teaching a language that does only belong to NS. Engaging in critical thinking and discussions in the way developed above will provide teachers with a sense of identity rooted in their own reality as ELF users who have developed a competent knowledge of the language and who have the pedagogical skills to share their knowledge and facilitate acquisition to potential new speakers of the language.

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Further reading

Bayyurt, Y. and Akcan, S. (eds) (2015) *Current Perspectives on Pedagogy for English as a Lingua Franca*. De Gruyter Mouton.

This is a recent collection of studies looking into pedagogical aspects involved in the teaching of English as a lingua franca. It has a section on teacher education as well as others on teaching and assessment.

Llurda, E. (2004) NNS teachers and English as an international language. *International Journal of Applied Linguistics* 14 (3), 314–323.

This article establishes the link between ELF and non-native teachers of English and claims the need for NNESTs to support the idea of ELF.

Moussu, L. and Llurda, E. (2008) Non-native English-speaking English language teachers: History and research. *Language Teaching* 41 (3), 315–348.

This review article provides a comprehensive view of research done thus far on non-native teachers. In addition to the detailed account of the different topics researched, it also includes an introductory discussion of the concept of nativeness, and an overview of methods of research with indications of possible future directions.

Sifakis, N. and Bayyurt, Y. (2015) Insights from ELF and WE in teacher training in Greece and Turkey. *World Englishes* 34 (3), 471–484.

This article presents a framework for training teachers within the parameters of ELF and WEs by implementing what the authors call an ELF-aware teacher education component.