Evolving a post-native, multilingual model for ELF-aware teacher education.
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**Abstract from Chapter in *Current Perspectives on Pedagogy for English as
a Lingua Franca* (De Gruyter Mouton, forthcoming)**

If we conceive of language as social practice, and language change as natural and continuous (Aitchison, 2001), we also need to consider how best to teach a language such as English, used locally and globally for lingua franca purposes. An English as a Lingua Franca (ELF) perspective on pedagogy necessitates a better understanding by teachers and learners of inherent language variability and diversity (Jenkins et al, 2011). This suggests a greater focus on process than product, involving central roles for accommodation strategies, intercultural and pragmatic competence, flexibility and tolerance of variation. These conceptions should be reflected within ELT teacher education programmes, moving beyond the 'native'/'non-native' distinction, traditional notions of speech community, proficiency and method towards a model based on principles of multilingualism and 'meta-cultural competence' (Sharifian, 2009).

Redefinition of 'effective pedagogy' (James & Pollard, 2011) and the 'ideal' language teacher embraces multicompetence (Cook, 2002) and an understanding of 'ELF-aware teaching' relevant for a 'post-native' era. Therefore, the education of such teachers must also be reimagined, as the seed bed for future change in practice. If preparing their students to be ELF users in a wide range of fluid communicative contexts (Alptekin, 2010), how should teachers themselves be prepared? This chapter reviews these issues and presents proposals for

change, drawing on a recent study of teachers who have taught and received part of their professional training in the UK. These individuals have 'crossed borders', and represent many aspects of a redefined paradigm for ELT, though they also express paradoxes and uncertainties in their own positions regarding linguistic and pedagogical goals. They are successful L2 users, role models for learners, and form the next generation of practitioners and teacher educators. The long-term future of effective ELF pedagogy rests with them, and it is the responsibility of current teacher educators and researchers to inspire them and this evolution in attitudes and practice.

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What are the motivations and reasons behind second language students' attempts to plagiarise, and what (classroom) solutions can be found to help with this at a pre-sessional stage?

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This Scholarly Piece is centred on the issues of plagiarism, and specifically on plagiarism as it occurs within the context of international students who are studying at Sussex University prior to embarking on an academic degree. It attempts to find out the reasons why such international students have a greater likelihood to plagiarise than other sectors of the student body, being what is termed most 'at risk' in this area. There is a complex array of factors that can be seen to impact on students in general in terms of plagiarism. These concern issues such as students' understanding and knowledge of plagiarism and associated policy statements in Higher Education (Brown & Howell 2001), factors related to personal learning styles and aspects of time management (Park 2003), correlations between the levels of student engagement and plagiarism (Pennycook 1996, Park 2003), the impact of technology and the way this has changed how texts and their ownership are perceived (Wilks 2004), and the influence of peer and assessment pressure (Wilhoit 1994), with the latter including the effects that 'low stakes' versus 'high stakes' assessment can have on students temptation to plagiarise (MacDonald & Carroll 2006). Moreover, notions relating to the 'theft of ideas' are complex in themselves, especially academic ideas which often do not derive from anyone source but will occur through an accumulation of shared knowledge (Scollon 1995, Pennycook 1996, Park 2003, Sowden 2005).

Factors that impact more specifically on international students who plagiarise are those connected with the English language and with culture. Language factors can cause

considerable problems for international students studying for the first time in a second language, especially those of reading and writing (Chao et al 2012). Furthermore, the skills which second language students often use to successfully acquire English as a second language, the imitative skills of chunking lexis and identifying common collocations, are the same skills which can lead to accusations of 'theft of language' when paraphrasing and summarising from academic texts (Hirvela & Du 2013). The term, 'patchwriting' (Howard 1993) has been coined to describe the cognitive stages students pass through on the way to becoming proficient in academic writing, and this links with the distinction that can be made between 'knowledge telling' and 'knowledge transforming' writing (Bereiter & Scardamalia 1987) and the procedural knowledge required of second language students when writing academic essays.

Cultural factors have been found to play a large role in instances of unintentional plagiarism where misunderstanding and differences exist, such as those between western and oriental academic cultural practices, as well as differences in social roles and attitudes to authority between different countries and cultures (Scollon 1995, Pennycook 1996, Sowden 2005, Valentine 2006). However, such cultural aspects are difficult to disentangle from language related issues (Liu 2005, Sowden 2005, Phan 2006). Theories surrounding the notion of discourse communities (Ivanic 1998, Leask 2006, Valentine 2006) and the need for international students to start constructing their own academic identity through the values and practices of their academic disciplines is a key element in aligning disparate cultural perspectives, and one of the main suggestions proposed for pre-sessional courses aimed at accommodating international students into UK based academic practice.

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Mobile devices and learner interaction inside and outside the classroom.

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In the last decade, mobile technology has proliferated in the hands of language learners. Most have a mobile phone and many also bring to the classroom other portable devices, discretely using them as dictionaries, messaging systems and search tools. An observer might wonder why, despite having quite powerful mini-versions of the classroom PC and interactive whiteboard in front of them, the learners are not working with their devices more openly and collectively. Is it because their incorporation would be at odds with the here-and-now activity of many language classrooms? There seem to be tensions between mediated interaction and group language learning and I want to suggest that learner interaction may take place *around* rather than *through* the devices and applications.

Background

I use the term Mobile Assisted Language Learning (MALL) to refer to mobile devices, applications and related activities. There is a small but growing body of research on mobile devices and learner interaction in the language classroom. In their survey, however, Kukulska-Hulme and Shield (2008) observe that 'the activities … rarely allow for collaborative learner interaction' (Kukulska-Hulme and Shield 2008). In fact, the vast majority of applications is text-based, product-oriented, and characterized by more formal contexts and one-way Teacher – Learner interaction. In contrast, uses that promote process-oriented communication and interaction are characterized by less formal contexts, and Teacher / Learner – Learner interaction in which learners define their own learning or provide materials to other learners.

The few exceptions identified in Kukulska-Hulme and Shield's (2008) survey illustrate the mobile affordances identified by JISC (2005), viz. the enabling of interactive learning and fieldwork evidence gathering. Mapping the various MALL activities onto Bowers' (1980) model of learner interaction and teacher involvement in the language classroom, it is clear that the majority of MALL activity, while offering feedback, offers no genuine interaction, while the scant process-oriented activities encourage unmonitored interaction. Devised long before portable digital devices became ubiquitous, Bowers' model seems to exclude the possibility of MALL: from direct to indirect teacher involvement on one axis to genuine interaction vs no genuine interaction on another, it offers no place for an intermediary. However, if mobile devices are seen rather as recording implements in much the same way as more conventional literacy tools, the picture is different.

Reflection

As an EAP teacher experimenting with MALL, I wanted to encourage my foundation-level students to socialise because they often worked alone, adopted passive learning styles, and seldom used English outside the classroom. Together, the MALL activities I tried tick all the boxes in Bowers' model and go beyond it. The activities could be categorised as student-

initiated or teacher-initiated, inside or outside the classroom. Inside, I asked learners to use their mobile phones (1) to photograph themselves in tableaux from four of Shakespeare's tragedies and to caption the resulting synopses in PowerPoint; (2) to tweet messages in character from Davis and Rinvolucri's running dictation 'The Messenger and the Scribe' (Davis and Rinvolucri 1988); (3) to access the University blackboard via the campus wireless network; and (4) to surf the web for answers to general knowledge questions posed in their course book, Headway Academic Skills (Philpot 2011: 42). The results suggested that MALL encouraged these learners' creativity, enabled social relationships and, by permitting repeat attempts, fostered self-confidence.

I asked new learners to go outside (1) to record audio interviews with local business people; (2) to photograph themselves in scenes from 'The Messenger and the Scribe'; (3) to explore the campus and photograph unusual architecture to accompany their own haiku; and (4) to record audio interviews with passers-by and upload the results to the application Woices. Despite occasioning a great deal of negotiation when uploading the results, in discussion afterwards it became clear that learners felt self-conscious about approaching strangers and using the TL: they did not want to use recording devices and they expected to face rejection.

On the other hand, learners' spontaneous use of mobile devices was both utilitarian and subversive. Inside the classroom, they (1) photographed board work for later upload to their web-based blackboard site; (2) checked the pronunciation of unfamiliar words; and (3) watched rolling news in their first language on web-based media channels. Outside, as we were walking between classrooms one day, one learner took a dramatic photograph of the felling of a healthy sycamore tree in the centre of campus, and back in the classroom it formed the basis for a lively discussion on ecology. It is these spontaneous learner uses that go beyond Bowers' model.

Comment

It is ironic that the unique strengths of MALL, its portability and enabling of social interactivity, are a disincentive for some learners. For these perhaps less socially confident learners, MALL in its more interactive forms can constitute a threat, while to the same learners, in some text-based modalities it provides a lifeline. In addition, MALL breaks the pattern of teacher-dominated classroom discourse, which to communicative language practitioners may seem a virtue. Yet learners from some cultures might find the same effect discomforting. The questions thrown up by these paradoxes will likely eventually be settled by the marketplace, with learners opting for language courses offering greater or lesser mobile input. In the meantime, at least in traditional institutions, it seems that only by encouraging the use of MALL on learners' own terms can the disincentives be neutralised, and learner-produced material gathered outside the classroom provide a resource for group-based learning inside.

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The Potential Impact of the Teacher on Student Identities within the Classroom in an English Language Teaching Context

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Abstract

This article explores the impact of the teacher on student identities within the English Language classroom. Based on an empirical study, the article posits that the teacher can play a significant role in the negotiation, co-construction and legitimisation of student identities in the language class in a number of ways: by focusing on students as intellectual and cultural resources, by giving primacy to students' 'transportable' (as opposed to 'discourse' or 'situated') identities (Richards, 2006), by giving students the communicative 'tools' (i.e. linguistic, pragmatic and intercultural competences) in order for them to assert identities as an expression of agency (Morita, 2004), and by facilitating student participation both inside and outside the language class (Morita, 2004; Norton Peirce 1995).

It is held that the increased motivation, or 'investment' in learning (Norton Peirce 1995), gained through the assertion and legitimisation of identities in the language class, can have a positive impact on language learning. Similarly, a recognition of students' need to exercise personal agency in their learning as an expression of their perceived identity (Pavlenko and Lantolf 2000), can have an impact on motivation.

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