

# **Curriculum and materials development in Language Teacher Education in contemporary times: Are we ready for change?**

**S.Aswini selvakumari 1, K.Selvi 2, R.Udhayanila 3, C.Esthar Rani 4**

**ASSISTANT PROFESSORS**

**DEPARTMENT OF ENGLISH**

**DHANALAKSHMI SRINIVASAN COLLEGE OF ARTS AND SCIENCE FOR WOMEN (AUTONOMOUS)**

**PERAMBALUR**

## **Abstract**

The current worldwide sociolinguistic scene has consistently produced significant effects on various territories in Education, including that of language educator schooling. Regardless of the setting where educators get their standard preparing (pre-/in-administration), such effects, from numerous points of view, have been squeezing for change in courses and projects to react to the requests of language homerooms that are getting progressively multilingual and multicultural. Zeroing in on the subareas of educational plan and materials improvement, the section moves toward the contemporary reality, raising and talking about issues identified with the worldwide spread of English, research patterns in educational plans, ELF-mindful instructor preparing encounters, other than pointing out educators' the significance of their continually take part in cycles of decolonization of language materials, particularly in ELT. The entirety of this moored in the viewpoint of an epistemic break (Kumaravadivelu 2012) which would, among different perspectives, engage experts in various pieces of the world, principally in fringe nations, to fundamentally address, relativize, and deconstruct the middle based information frameworks they have for quite a long time as a rule followed and depended on.

**Keywords:** Language teacher education; curriculum; materials; decolonization; epistemic break.

## **1. Introduction**

Because of the current wonder of globalization, which is significantly not quite the same as its prior stages, the contemporary world has been experiencing unfathomably quick and eccentric changes at the most various levels, including those of language and culture. As fought by Kumaravadivelu (2006: 131), "the effect of globalization on the sociocultural existences of individuals everywhere on the world is amazing." Global versatility and relocation (constrained or willful) have been adding to reveal and uncover the complexities

which, to an ever increasing extent, have singularized the sociolinguistic networks we as a whole occupy on this planet. As Blommaert (2010: 4) would declare, "the versatility of individuals [...] includes the portability of phonetic and sociolinguistic assets." In such a situation, he supplements, "'inactive' or 'territorialized' examples of language use are supplemented by 'translocal' and 'deterritorialized' types of language use, and [...] the mix of both frequently represents sudden sociolinguistic impacts" (p. 5). All in all, socially and etymologically, there are immense and energizing roads to be considered and investigated.

Harking back to the 1980s, B. B. Kachru, the author of the present notable exploration field World English, would point out our the way that significant information around then previously demonstrated that discourse networks – monolingual or multilingual – were never homogenous clients of single codes. As indicated by him, "a discourse network will in general utilize an organization of codes which are practically assigned regarding their social uses, [and] the sort and scope of such codes would shift starting with one network then onto the next" (Kachru 1986: 78). Without a doubt, when Kachru composed those words, the world was starting to encounter the 'blast' of "the most particular component of the current period of globalization," that is, the worldwide electronic correspondence alongside its significant motor, the Internet (Kumaravadivelu 2006: 131). This interesting and amazing source that interfaces a huge number of individuals promptly has normally offered ascend to a worldwide network which, for reasons broadly examined and discussed, expected English as its principle methods for correspondence, yet in no way, shape or form the one and only one.

Notwithstanding the power of English as the language of globalization, this authoritative job has been gradually tested by other worldwide dialects, particularly in the internet, which is to be available to all (and any) dialects. As the supposed worldwide most widely used language, English keeps 'breaking into' an ever increasing number of multilingual and multicultural spaces, and effectively turning out to be essential for the regular daily existence of individuals from altogether different linguacultural foundations (Cogo and Dewey 2012). As an outcome, this entire cycle has brought to surface sociolinguistic marvels like trans languaging, for example, the "new dialect rehearses that make obvious the intricacy of language trades among individuals with various accounts, and deliveries chronicles and understandings that had been covered inside fixed language personalities obliged by country states" (García and Wei 2014: 21) (*italics in unique*). In this sense, as Blommaert (2010: 5) would call attention to, in such settings, "the structure of individuals' collections and the examples of multilingual language utilize [have] become less unsurprising and altogether more unpredictable," and, like never before, to interface with their worldwide/worldwide partners, people depend on their multimodal and multilingual proficiency aptitudes. Insinuating Kachru's words composed over thirty years back to allude to what he named "The speculative chemistry of English," we can say that the image we quickly acquaint here likewise focuses with "an indication of new mindfulness and another course" (1986: 79).

Remembering the previously mentioned situation, what might be the effects and suggestions for language instructor education?1 Being more explicit, as our title declares, what role(s) are educational programs and instructional materials to play to react to the

progressions that have just been thumping on the entryways of our language study halls in basically all edges of the globe? To move toward these two significant angles inside language educator instruction, we will at first look to the past and ponder a portion of the originations that have along time situated language instructor preparing and educator schooling in this specific domain. In this manner, we are to painstakingly consider the outcomes a specific curricular viewpoint (from which the development of materials would infer) has brought to our social setting. These reflections can assist us with breaking down language educator training the world over and consequently add to potential changes around there of studies. As Duboc (2015: 15-16) contends, it is of essential significance to research and know how language instructors can depend on contemporary curricular speculations as a pre-condition to a "postmodern curricular update which better reacts to the requests of these new occasions."

Too known, the educational program by subject and control has consistently been at the focal point of the consideration of language educator instruction courses. Brazil, our unique circumstance, and numerous other extending circle nations, for instance, along the years, have followed and received (more often than not uncritically) viewpoints imported from the United States whose overall target would essentially go to advertise requests, and, therefore, the educational program should be described as specialized. Subsequently, most of language educators, particularly in English Language Teaching (hereafter ELT), gained normalized information, just as rules for showing dialects through strategies and procedures which typically established what we would call a 'specialized instructional method'. Its primary objective at that point was creating language skills. This custom has beaten time, and even in these postmodern occasions, we can in any case observe numerous language instructors confining their training to the educating of the four etymological capacities, i.e., tuning in, talking, perusing, and composing. Despite the fact that removed from punctuation and interpretation arranged curricular plans, the educational plan by subject doesn't advantage contemporary schooling in which

1. As expert English instructors and instructor teachers, we may move toward specific issues, allude to encounters, and achieve models from the ELT territory. Nonetheless, our proposal is that most everything, particularly the hypothetical conversation that we uncover in the content is material to language instructor schooling all in all. Information on language, culture, and different conditions to connect both locally and all around the world can be completely tended to. These days, an educational plan should be a social development. Even better, as Duboc (2018: 175) recommends, we are to talk about "a curricular demeanor instead of any fixed regularizing set of curricular rules."

With respect to materials, variations and changes in their originations and boundaries have unquestionably been happening in the most recent many years, however instructor training courses have not had the option to help and enable pre-administration and in-administration educators to practice their organization and self-sufficiency towards the pre-manufactured instructional assets that go to their hands. In numerous specific circumstances

and situations, for example, the course reading arrangement turns into "the showing technique," and for all intents and purposes directs the "what" and the "how" in the educating cycle. All in all, regardless of the way that educators are being set up to manage understudies who share different and heterogenous information, their drive and speediness to challenge "the universal intensity of the course reading" are as yet restricted. As Guerra and Cavalheiro (2019: 129) call attention to, "[language] training materials have customarily been confined to standard solid portrayals of language, zeroing in to a great extent on a standard [model] as the solitary legitimate model."

In light of that, what can instructor schooling do to prepare educators to challenge this and a few different fundamentals that are usually observed and taken as unnegotiable columns in homeroom rehearses? The responses to this and to several different inquiries identified with language educational program and materials advancement in the present globalized world, alongside the conversation of some exploration patterns and creative instructor preparing encounters in the zone, fundamentally contain the objective of our appearance in this section.

## **2. The possibility of educational plan in postmodernity**

As Duboc (2015: 20) fights, "to ponder language educator instruction in these current occasions implies writing it in postmodernity's inquiries and dilemmas."<sup>2</sup> Several writers safeguard that a meaning of term postmodernity consistently suggests a stylish and epistemologic break with the supposed innovation as it discredits the last's subject taken as supreme, focused, and independent. With regards to the postmodernity personality, for example, Kumaravadivelu (2012: 11) calls attention to that fracture is the catchword. As far as he might be concerned, "the divided character takes on an existence through a cycle of turning out to be – a cycle that is nonstop, non-direct, and precarious." That is, "it grasps that personality is liquid and formless, one that is continually and endlessly concocted and rethought" (p. 11).

After revisiting the cutting edge hypotheses of schooling, Libâneo (2010 as referred to in Duboc 2015: 21) points out the ramifications of postmodernity to instructional method, including the relativization of arranged information, accentuation on students' exhibition in disadvantage of information securing, the fall of human comprehensiveness and tyrannical societies, and the need of a joining of early divided information. In light of this and a few different premises characteristic to what she terms a postmodern instructive undertaking, Duboc (2015) proposes a resignification of curricular practices under a postmodern viewpoint which are to move away from the normal design secured in linearity and steadiness. In her view, we are to take part in the origination of "an educational plan established in the dialogic and transactive cooperation among educator and understudy – not any longer in advancement's one-sided and enlightening collaboration – when the categoric peculiarity among subject and article is revisited"<sup>3</sup> (Duboc 2015: 27-28).

Following that thought, in her elaborations, Duboc (2015: 28), drawing on Biesta (2010), focuses to "the obligation of an instructive venture in shaping residents that react

morally to the practices and customs wherein they embed themselves"4, and offers some key terms which are to include the ontologies and the epistemologies of two thoughts of educational program, the cutting edge and the postmodern educational program (See Table 1):

	<b>Modern Curriculum</b>	<b>Postmodern Curriculum</b>
<b>Ontologies</b>	acknowledgement acquisition transcendental	contestation response contingent
<b>Epistemologies</b>	representational verifying positivist	genealogic perspectivist interpretativist

**Table 1:** Ontologies and epistemologies in two ideas of curriculum (Duboc 2015: 29)

In any case, what it is intriguing about the creator's line of thought is that, partially, she isn't generally occupied with proposing a particular plan of a postmodern educational program, however, strangely, she advocates post-instructive practices without pre-set up models which go themselves to the encounters and the possibilities of a specific setting." (Duboc 2015: 29). Along these lines, her accentuation, as recently referenced, is on the resignification of instructive works on, raising our attention to what she terms a "curricular disposition," which she characterizes as "the instructor's organization between the breaks [or the gaps] of the educational program so any digressive practices in reading material, course designs, exercise plans, school strategies, understudies' and educators' methods of being, seeing, and acting may fill in as beginning stages for a basic mediation towards change" (italics in unique) (Duboc 2018: 175)

As far as we might be concerned, such stance shows up as amazingly appropriate and alluring for language instructional method, as in numerous settings the practices directions actually radiate from an advanced curricular custom that has not reexamined obsolete ideas of language and culture, for instance. Other than that, the "curricular mentality" proposed by Duboc (2015; 2018) epitomizes significant Freirean ideas like criticality, office, and liberation. It is Freire (1987: 48) who certifies that "when tested by a basic instructor, understudies start to comprehend that the more significant element of their opportunity lies in the acknowledgment of requirements that can be survived." Still considering Freire, this "curricular disposition," we accept, can trigger the decolonization of educators' mindset, particularly the individuals who accept that for them to become genuine speakers of the language they educate, they need to acclimatize qualities, convictions, and practices of the alleged "proprietors" of this language. For Freire (1987: 118), "the decolonization of attitude is substantially more hard to accomplish than the actual removal of the colonialist." "Here and there," he supplements, "the colonizers are tossed out yet they remain socially, in light of the fact that they have been acclimatized into the psyches of the individuals they abandon." In this day and age, where imperialism in various social orders has been supplanted by coloniality, this absorption, and consequently the psychological colonization Freire alludes to, is one of the principle difficulties to be overwhelmed by language instructors.

### 3. Contemporary types of curriculum

Curriculum hypothesis is a rich and hearty scholastic territory or control committed to looking at and organizing instructive educational plans. Youthful (2014: 192) proposes that for those associated with the field, a critical inquiry to answer is: "The thing that should all understudies know when they leave school?" For this creator, among a few significant issues, educational plan scholars should "focus their endeavors on the improvement of educational plans that recreate learning openings, but instead expand them" (p. 192). This implies, taking part in an epistemic movement to create information, and seeing learning in two detects, "truly, as over the long run learning has gotten progressively perplexing and separated; and regarding kinds of learning in the present [post]modern social orders" (Young 2014: 197).

The primary notice of "educational plan" dates from 1582, at the University of Leiden, The Netherlands. Nonetheless, educational program hypothesis as a field of study is thought to have started with the distribution of The Yale Report on the Defense of the Classics in 1828, which advanced the investigation of a traditional educational program, including dialects like Latin and Greek<sup>6</sup>. Time has cruised by, a few customs arose and vanished until we arrived at the times of imagining educational plans moored in points of view that, in addition to other things, looked to mirror the requests of the real factors of the occasions we were living.

As indicated by Sacristán (2000), the nature of instructing and schooling has a great deal to do with the way of life where such cycles create. For this creator, there should be a steady exchange between the educational plan, school, and society. Aside from the previously mentioned discipline-based educational program, seriously reprimanded for its instructional accentuation on explicit and real data and abilities, and an instructing practice that drives understudies into absorbing information in a divided manner, we can say that with regards to instructing instructors, different elective kinds of educational program have been considered. It is our conflict then that, albeit not broadly utilized in language instructor schooling programs, they appear to be the way to continue to have language specialists' schooling lined up with the complexities and quirks of the present world.

As Silva (2014: 517) contends, "multifaceted nature and postmodernity have filled in as rich figurative hotspots for contemplations identified with Education, and, all the more explicitly, to the, for example, in view of the elaborations by Doll Jr. (2002), talk about the possibility of educational plan as "currere" (run in Latin). Taken as a thing, the term alludes to a preplanned way to follow, and as an action word, it alludes to the demonstration of following the way, as an individual encounter. As indicated by these creators, since the start, we have considered educational plan solely as far as the direction, not regarding the sprinter's very own insight. The sprinter, for this situation, would be the future instructor who should be decidedly ready to effectively finish his/her long distance race. All in all, educational plans will in general overlook the assortment of sprinters that go to our courses, as Silva (2014: 521) would point out our:

Considering the sprinter's point of view infers a self-reflexive encounter of the entertainers of the cycle. This needs from instructor instructors a stance of impelling this self-appearance in educators to-be. It additionally acquaints the need with change courses all

through the cycle, thinking about explicit requests. As we decipher 'currere' as an action word, we place ourselves for the plan of customized educational programs which esteem the sprinter's experience and not generally the excellence of the way, as this magnificence can be confined uniquely to the eye of the individuals who arranged the solutions, not the educator's significantly less the understudy's eye.

Carrying the reflection to the setting of language instructor schooling, we have seen that even today there is a solid propensity for educator instructors to follow a certain and severe way of arrangement and guidance, frequently disregarding their understudy educators' encounters, being such a stance perhaps recreated when the last beginning their homeroom rehearses. We accept that such a thought of educational plan can doubtlessly have any kind of effect in language instructor schooling in these contemporary occasions as it can help the "sprinter" comprehend both in principle and practice that there is significantly more in his/her schooling than simply being prepared to follow a pre-decided academic arrangement.

Another point of view of educational plan that we see as very much lined up with the requests of postmodernity is the alleged multi-referential educational plan approach. At first presented by Jacques Ardoino, teacher at the University of Vincennes (Paris VIII), and his exploration gathering, the development of this methodology in Human Sciences, particularly in Education, is straightforwardly identified with the acknowledgment of the unpredictability and heterogeneity which contain social practices (Martins 2014). Basically, the multi-referential point of view looks for

"to move toward social wonders as to build up another and more plural "look,"[...] in light of a formation of a few hypothetical flows, unfurling in another epistemological viewpoint in the development of information" (Martins 2014: 468-469).

Based on the multi-referred to educational program, Macedo (2013: 78) would advise us, is "our condition to work with heterogeneity as a developmental cycle, our battle to beat hundreds of years of understanding that to be proficient in instructive and curricular terms, the ordinary way to follow is that of homogeneity." Considering the plural relationship among various familiarities, the multi-referential educational plan is imagined then as a space whose fundamental spotlight is on the student, his/her background, regarding each other's disparities, tastes, interests and needs, along these lines privileging the learning cycle and the gathering's heterogeneity. Inside this specific situation, the diverse non-disciplinary references destabilize scholastic certainties and challenge a clearly steady and independent information (Macedo 2013). As indicated by this creator, The educational program here is in a real sense set inside the center of the world. A commonplace educational program that since it proposes an instructive, moral and politically-dedicated to human nobility training, it draws in and carries the world's pollutants to the discussion.

This happens on the grounds that individuals are taught to the world and its "regular" heterogeneity, not to the keep idolizing familiarities in the solace of certain facts and lies of the little and explicit scholastic world<sup>9</sup> (Macedo 2013: 89) (*italics in unique*). Along these

lines, rather than multi and between disciplinarity, multi-referentiality doesn't hypothesize that we accumulate information from various and unmistakable territories, yet that we can create what Macedo (2013) would call a state of admittance to the next's viewpoint. As such, it is an educational program that functions as an inviting system<sup>10</sup>, an open framework.

With regards to language instruction, we imagine that under quite a viewpoint, instructors can practice their self-rule to grow their insight past what curricular directions may direct. Multi-referentiality recommends an occasions educational program, that is, it considers the various kinds of information that don't really comprise the conventional educational program. In this sense, educators are to find and notice holes in their school arranging, and, thusly, feel engaged to go past the standards and the standardizing techniques recommended in the overall educational program lattice. This positively returns us to the previously mentioned curricular mentality as brought about by Duboc (2015; 2018). Exchange turns into a catchphrase, issues to be tended to rely on students' immediate support, and, coursebooks, for example, are to be seen not as the unapproachable main focus, as they can be sided by instructors' encounters, arranged extra materials, elective school arranging, various types of evaluation, among others.

Other than giving guest information and more profound sociocultural contribution, the multi-referential educational plan can be perceived as an issue of equity in view of the requirements that contemporary residents must be nearer to one another to share their perspectives, their lives in the family, and how educators can attempt to offer a superior training to their students. Through the multireferential educational plan, the advancement of things to come instructor can be extended past the controls and their comparing substance. Learning is to occur during all stages and in any spot, that is, in the instructive foundations, from the books, films, in the workplace, on the web, and so on It needs to do then with how the understanding of reality can be tended to by the school through various references, considering as focal mankind's heterogeneity in the entirety of its lavishness and possibility.

One final viewpoint of educational plan worth referencing to be available in language educator instruction is the intercultural educational plan. For Estermann (2010: 33), "interculturality depicts symmetric and level relations among two and more societies, with the target of commonly enhancing each other and adding to more noteworthy human plenitude."<sup>11</sup> As Mignolo (2000: 37) contends, "learning another dialect doesn't involve learning another code, yet another method of being on the planet." For this explanation, as language educators (particularly English instructors), in our view, are in the focal point of the conversations identified with the complexities of worldwide collaborations among individuals from varying backgrounds, it is a reality that we are needing intercultural language teachers for a world that is normally turning out to be astoundingly intercultural (Siqueira 2018). Intercultural language instructors are those language showing experts who expect and actualize their regular practice under an interculturalsensitive point of view; a direction which puts resources into building spans, longstanding associations.

- makes new relations of equity, annihilating the conventional relations of intensity;
- grows better approaches for being, new desires for what it is to take care of business or a lady;
- advances interest and a majority rule climate in which everybody can express their sentiments;
- is available to all and reacts to everybody's necessities;
- depends on the experience of the understudies;
- is applicable to life and work of the understudies on a territorial and entomb/public level;
- is valuable – with the instructor as facilitator, as opposed to the master;
- is comprehensive – gives admittance to all; everybody has a similar chance;
- regards singular contrasts;
- is spurring and gives impetuses to all;
- is multicultural and multilingual (Daniel 2001: 1).

Normally, these contemporary occasions are to make space to a wide range of reexamining and re-assessment of curricular viewpoints and academic practices. In any case, one perspective in the zone that we accept has been essentially defeated is considering educational plans as far as disciplinarity. Potentially, a couple customarily situated language instructor instructors actually direct their practices under such a crystal, yet at some point or another, they will get mindful of the distinctions and quirks of that the profile of the understudy educators that go to their classes today. Schooling, we figure, can not be built without the person's essence and dynamic interest. Along these lines, it doesn't bode well to have him/her, for instance, to gain from materials and circumstances which bring and examine substance that have nothing to do with their life accounts. At the end of the day, instructor schooling guided by educational plans, hypothetical methodologies, strategies, systems, and procedures will be completely powerful when we emphatically divulge what it is typically undetectable or covered up by the (bogus) premise that the language study hall is to be taken as an unbiased instructional setting segregated from what occurs, all things considered.

#### **4. Language educational plan, materials, epistemic break**

Comprehensively, inside the setting of language instructing, the educational plan is a hypothetical report which manages the program of studies in an instructive framework or organization. As Candlin (1984 as referred to in Nunan 1988: 3) proposes, "educational programs are worried about offering general expressions about language picking up, learning reason and experience, assessment, and the job connections of instructors and students." Syllabuses, then again, supplements Nunan (1988: 3), "are more restricted and depend on the

records constantly of what really occurs at the study hall level as educators and understudies apply an educational plan to their own circumstance." Following a custom, particularly inside the territory of ELT, consistently, educator teachers became accustomed to manage these components, alongside others like methodology, strategy, plan, systems, procedures as a feature of the "designing" cycles of English instructing, be as a second (ESL) or an unknown dialect (EFL). A convention was universally introduced, and a whole industry prospered and spread everywhere on the world, uniting premises and practices which turned out to be (nearly) unapproachable ordinances all partners should acknowledge and submit to. With the appearance of zones of studies like World Englishes and ELF, (English as a Most widely used language), both intrigued by the scope and ramifications of the denationalization and deterritorialization of English shot by the current phenomenon of globalization, a lot of conversation has normally occurred all finished, remembering for the discussions the desires identified with educational program and materials advancement. As of now featured, these are the hours of complex sociolinguistic situations, and exploration contemplates have indicated that we are moving by a wide margin towards what Kumaravadivelu (2016) came to call "the decolonial alternative in English instructing". Alluding likewise to the need of an "epistemic break" in the region (Kumaravadivelu 2012), we would concur with the creator and contend then that ELF research discoveries, for example, have made and opened significant roads for such activities towards transformations and changes inside ELT practices and educator instruction to be done.

For Kumaravadivelu (2012: 14), this epistemic break would speak to "a careful reconceptualization and an exhaustive re-organization of information frameworks." In his view, such a move is critical to help ELT experts "address the difficulties of showing English which is set apart by globality just as coloniality" (p. 24). The principal suffering episteme which is in effect truly tested by these investigations is actually that of the local speaker and "its considerate twin, local speaker fitness" (p. 15). Notwithstanding, there is a long way to step, when the episteme represents West-situated, Center-based information frameworks that [... ] specialists in the fringe nations thoroughly rely upon. It is practically equivalent to a tap root from which all essential and optional roots and rootlets sprout along the side. It spreads itself to a great extent as far as the significance given to issues, for example, local speaker emphasize, local speaker instructors, local like objective fitness, encouraging strategies exuding from Western colleges, textbooks distributed by Western distributing houses, research plan set by Center-based researchers, proficient diaries altered and distributed from Center nations ... The rundown is long. (Kumaravadivelu 2012: 15). Other than this, the writer prompts us to consider breaking the epistemic reliance on a few viewpoints identified with ELT, including names and phrasings, Western information creation, Center-based strategies, Centerbased social fitness, and Center-based course book industry. Such a call, in our view, is very relevant, and despite the fact that the emphasis is on ELT and English training, the epistemic reliance is available in settings which include other worldwide dialects and all experts included. Yet, concerning English, we state that it is ELF and its present worries towards the suggestions to the

ELT homeroom that have progressed with a few activities that, as far as we might be concerned, should be made considerably more visible and in this manner extended. For example, regarding instructor training, two models merit referencing here. In the first, Kemaloglu-Er and Bayyurt (2019) depict an investigation with Turkish pre-administration instructors who partook in an ELF-mindful educator schooling preparing program, uncovering that subsequent to experiencing hypothetical, application and assessment stages, they started "[to integrate] ELF in their showing rehearses eagerly and inventively in unequivocal as well as verifiable manners" (p. 163). As should be obvious in

Table 2, the main teachers characterized two classes of ELF combination (understood and express), related with the various components that contain the normal ELT study hall:

	<b>Explicit ELF integration</b>	<b>Implicit ELF integration</b>
Teacher	ELF-aware; makes direct reference to ELF and makes use of overt explanations related to ELF.	ELF-aware; makes no direct reference to and explanations about ELF and employs covert ways related to ELF.
Learners	Informed about ELF; engaged in critical reflection on the ELF concept.	Not informed about ELF; no critical reflection on the ELF concept.
NNSs use of English	Introduced with different samples with direct reference to the concept of ELF.	Introduced with different samples by making no direct reference to the concept of ELF.
Communication	The teacher and the learners consciously focus on intelligibility in communications within the classroom. The students are informed about the concept of intelligibility.	The teacher consciously focuses on intelligibility in correcting the learners in communications within the classroom. The students are not informed about the concept of intelligibility.
Local cultures of NNS	Can be included with direct reference to the people's NNS identity.	Can be included with or without direct reference to the people's NNS identity.
Use of L1s and other languages	Allowed in the classroom as a resource to help to learn and improve English. The rationale behind this permission can be explained to the	Allowed in the classroom as a resource to help to learn and improve English. The rationale behind this permission is not explained to the

	learners.	learners.
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The second model inside the extent of ELF concentrates as an activity to break with the Center-based reliance concerning information creation is the work by Sifakis (2014) which proposes an extraordinary viewpoint for TESOL, having in the foundation ELF-mindfulness as an open door for change. As a component of the program, a few issues are discussed, for example, the social part of ELF and the informatively compelling of English by NNS that, for Sifakis (2014: 321), "present further open doors that incite receiving an alternate point of view to conventional ways to deal with educating and learning." As for curricular advancements, the creator specifies the significance of presenting

Mythical person related points in neighborhood school EFL educational plans (his nearby setting is Greece), alongside change in materials in light of the fact that "in any event, when new educational programs organize the capacity of English for worldwide and cosmopolitan citizenship, course books don't take action accordingly" (p. 322). In his elaborations to uncover principles of an ELF-mindful educator schooling, Sifakis (2014) doesn't neglect to point out our obstructions that should be looked to proceed onward with this and comparable enterprises. As indicated by him, [...] the significant obstruction to connecting ELF-situated standards and worries with the ESOL homeroom and, likewise, with ESOL educator training, notwithstanding the undeniable advantages of such a connection, is by all accounts the prevalence of (a) set up practices and (b) solid insights by key partners (going from strategy chiefs to course book fashioners to instructors), the two of which lead to an innate protection from change (Sifakis 2014: 322).

Indeed, when Sifakis (2014) contends that an extraordinary way to deal with instructor schooling and preparing can coordinate the numerous qualities of ELF research in educator training courses, imagining "change in instructors' outlooks and in their grounded academic practices" (p. 330), he is unconsciously taking the way of the epistemic break guarded by Kumaravadivelu (2012). Likewise, as a researcher situated in a fringe nation, with his elaborations, Sifakis (2014) is bringing to the frontal area new and non-Centered methods of building elective information frameworks alongside better approaches for applying them in nearby ELT homerooms. In this sense, for Kumaravadivelu (2012: 24), if the instructing of [English as a global language] as a calling is not kidding about aiding its experts produce maintainable information frameworks that are touchy to nearby recorded, political, social, and instructive exigencies, at that point, it should move away from an epistemic activity that keeps on organizing the coloniality of English language schooling.

It is this coloniality additionally that, to a huge degree, pervades language showing materials and, as effectively called attention to, should be tested through a genuine and continuous cycle of by and large decolonization inside ELT. Once more, taking Mythical being concentrates as a source of perspective, Lopriore and Vettorel (2015: 14) show us that, from late exploration concentrates on ELT coursebooks investigation, "apparently the propensity to present parts of worldwide Englishes is typically obvious in those areas pointed toward creating (inter)cultural mindfulness and CLIL." Despite this actually restricted degree,

the writers would contend that the expanding majority of structures and capacities that English has created throughout the most recent a very long time as a worldwide most widely used language "can't any more drawn out be overlooked in educator instruction as in materials and study hall rehearses" (p. 27). All in all, instructor training needs to prepare specialists (both pre-and in-administration) deliberately with the devices to advance ELF inside EFL, access pre-manufactured materials fundamentally, consolidate social substance from various sources (neighborhood, target, and global), and, particularly, feel enabled to deconstruct the "plastic universe of course books" (Prodromou 1988; Siqueira 2015).

We realize this can be a moderate cycle as it infers change in mindset, and, most importantly, strengthening. Yet, it is in face of the imposition of materials delivered and advanced by focus based distributing businesses that Kumaravadivelu (2016) likewise raises the possibility of "disruption of the peripheral larger part," or gruffly, the revolt of the inferior ELT proficient who more than talk, requirements to act. Proposing a system of decoloniality in ELT, he would advise us that we need to consider [preparing] materials that are not just fit to the objectives and goals of learning and educating in a particular setting, yet additionally receptive to the instructional systems desgined by nearby experts. This involves an acknowledgment that center-delivered ESL/EFL textbooks are the instruments that engender the standards of centerbased techniques. [...] Many instructors as of now get ready advantageous materials. They should simply to figure out how to do it all the more deliberately and for a bigger reason (Kumaravadivelu 2016: 81).

In light of this entire conversation, we close the part insisting that language instructor schooling, particularly the readiness of future English educators, is to experience numerous progressions pushed by the breezes of this new and opposing worldwide scene. Inside the specificities of educational plan and materials improvement, it is critical that instructor teachers and different partners go about as those experts who can propose and deliver information completely equipped by the powers of decoloniality. In all viewpoints, etymological, social, political, philosophical, philosophical, and so on, we as of now have the information and apparatuses to decolonize our psyches, plans, thoughts, viewpoints, and practices. A few of them, both hypothetically and basically, have been quickly uncovered here, and conceivably may effectively help language experts in their quest for new skylines in the profession.

## **5. In pretense of end**

We began the section with a concise portrayal of the world scene we have today because of the difficulties presented by globalization and a portion of its feeder marvels, including the web and the enormous worldwide spread of English. Having zeroed in on the two perspectives inside language instructor training, curricular and materials advancement, we called attention to options that, in our view, could be taken as fitting as indicated by relevant necessities, trusting that educator instructors, particularly those working in outskirts nations, would participate in this development of language showing decolonization, ELT particularly included.

Inside this general clarification and conversation, reflecting the effects and suggestions brought about by globalization, we offered a conversation starter we need to address here: Are we prepared for change? In light of discoveries and results coming from fields like ELF, World Englishes, Critical Pedagogy, Curricular Studies, Interculturality, among others, we accept that, regardless of certain influxes of obstruction, "Indeed, WE ARE." And the opposition here, we believe, isn't against the new, yet the extraordinary.

At the point when we envision that the world is getting increasingly multilingual and multicultural, we are to consider a thought of language as social development with all the suggestions it incorporates. Under this viewpoint, we at long last forsake the obsolete idea of language as structure, i.e., a shut arrangement of fixed implications, and grasp the thought of language as a social result of different, non-general and arranged implications in a particular setting of utilization (Duboc 2015).

In a book part about worldwide course readings, Gray (2002) contends that in the work distributors do there is a socially reformist and moral measurement that, by and by, is generally ignored when they ordinarily produce their materials under the "one size fits all" theory. As far as he might be concerned, this measurement "is over and over again subverted by the apparent require to clean substance, [limiting it] to a tight scope of insipid themes, [...] overwhelmingly optimistic" (p. 166). Going all the more profoundly into the inquiry, Gray (2002: 166) confirms that this "one size fits all" signifies the rejection of the nearby," and because of this, it normally dismisses a key factor that, like never before today, we will consistently experience in our study halls: variety. Variety in all detects, at all levels, in all limits.

All things considered, acquiring that thought from Gray's appearance, we might want to close this section implying precisely to the point of abandoning this "one size fits all" chance, in educational program and materials improvement, yet in all viewpoints and components that include crafted by expertly getting ready language educators for their expert undertakings. The early referenced term "speculative chemistry," out of numerous definitions, alludes to the antiquated protoscientific custom that meant to purge, develop, and wonderful certain articles. Obviously that the complexities of the present world are forcing on language training the test to manage a tremendous variety of "objects." Due to this, it is then in educator instruction that we ought to truly practice our gifts of contemporary "chemists" to locally "decontaminate, develop and great" ways of thinking, approaches, techniques, practices, and cycles that are to definitively furnish language instructors with the information, devices, and capacities they will unquestionably have to have any kind of effect in their understudies' lives in homerooms around the planet.

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