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## TEACHERS AND ENGLISHES Using Do-it-yourself Concordancing to Raise Teachers' Awareness of Linguistic Diversity

*When teachers undertake reflection on their own practice, they think of themselves as explorers, researchers, ethnographers and reflective practitioners. They experiment with students themselves, viewing them in the context of their families and neighborhoods, and the ever wider circles embracing larger and larger communities. The classroom is a natural research site, as teachers regularly implement pedagogical innovation through multiple data collection techniques: observations, field notes, collected samples, and informal interviews with students in order to inform their decisions about curriculum implementation.*

Teachers' language awareness is regarded as a necessary component of successful language teaching. Numerous studies have been conducted in the field of teacher research, focusing mainly on how language instructors experiment with their methodologies, and on how they vary methods, activities or techniques to respond to the needs of learners. The proponents of action research regard language teachers to be experimenters and reflective practitioners, encouraging them to plan and implement small-scale research to improve their pedagogical practices. However, much less attention has been devoted to encouraging teachers to reflect on the very nature of the language to be taught and on how it changes according to the specific needs of learners, in order to gain greater awareness of non-standard varieties of English and skillfully expose students to them.

With most interactions in English nowadays happening online between non-natives in professional settings, the concept of standard English is no longer as firmly established as it used to be. On the contrary, since learners are more than likely to encounter non-standard Englishes (either geographical, professional or social varieties), they need to become aware of how the English language changes across the world so that they might develop attitudes of tolerance towards, sensitivity to, and appreciation of other cultures and accents.

The purpose of the paper is to report upon a study building prospective teachers' awareness of the diversity of English necessary to respond to the specific needs of learners. A case study described in the paper aimed at introducing student teachers to New Englishes, through an overview of theoretical concepts, exposure to existing corpora, and finally, to involvement in do-it-yourself concordancing. The paper aimed at checking how feasible for raising learners' awareness of New

Englishes two selected instructional methods proved to be: (1) mini-corpus self-compilation and (2) New Englishes lesson plan development.

## LITERATURE REVIEW

### WORLD ENGLISHES IN THE MODERN PHILOLOGY CURRICULUM

English has become increasingly used for communication as an international Lingua Franca (EILF) between non-native speakers who do not share a first language, as well as with native speakers. The extent to which non-native speaker teachers are identified with the target culture varies, depending on their linguistic and non-linguistic experiences, levels of education, social backgrounds, and the like. At the same time, the linguistic characteristics and associated communication strategies used in Lingua Franca contexts will surely differ from native speaker norms. Especially non-native teachers might be confused about what the norm for language teaching at which they are targeting should actually be. The well-established assumption that Received Pronunciation or Standard American English are the ‘natural’ varieties for English language teachers and learners to focus upon has been firmly established throughout course books and teacher education establishments. However, it might be questioned by increased exposure to World Englishes,<sup>1</sup> diverse individual linguistic experiences, and personal needs for language use students more and more often bring to the language classroom. Aya Matsuda shows quite sharply that the prevailing pattern for language use in course books is that of Inner Circle (traditionally, native speaker) users, as well as between native speakers and non-native speakers<sup>2</sup>. However, even though interactions between non-native speakers account for a greater majority of language use,<sup>3</sup> they are given too little attention in language teaching materials. As Rachel Lindner advocates, in traditional view language teaching was about the transfer of a particular (standard British English) language variety from the inner circle to the expanding circle of an EFL country such as Germany or Poland.<sup>4</sup>

<sup>1</sup> See Braj Kachru, *The Other Tongue—English Across Cultures* (Urbana, Illinois: University of Illinois Press, 1982).

<sup>2</sup> See Aya Matsuda, “Representation of Users and Uses of English in Beginning Japanese EFL Textbooks,” *JALT Journal* 24, no. 2 (2002): 182–201.

<sup>3</sup> See David Crystal, *English as a Global Language* (Oxford: Oxford University Press, 2003), 69.

<sup>4</sup> See Rachel Lindner, “Introducing a Micro-skills Approach to Intercultural Learning to an English for Specific Purposes Course for Students of Sociology,” *Scripta Manent* 5, nos. 1–2 (2010), [http://www.sdutsj.edus.si/ScriptaManent/2010\\_5\\_1,2/lindner.html](http://www.sdutsj.edus.si/ScriptaManent/2010_5_1,2/lindner.html).

When reflecting upon characteristics of communication in English in the contemporary world, Sandra L. McKay evokes the concept of English as an International Lingua Franca and gives its major characteristics as follows:

(1) EILF is used for global communication between countries and also for wider communication within multilingual societies;

(2) as EILF functions as an international means of communication, it has lost its ethnicity, thus, it does not belong to the countries where it is used as the native language;

(3) consequently, EILF is used by people representing different cultural backgrounds;

(4) EILF is connected with the culture of the country of its users;

(5) one of the main functions of EILF is to make its users able to present the ideas connected with their culture to other people.<sup>5</sup>

In the process of EILF teaching and learning, the English language is becoming a more neutral system of communication, while its users represent multicultural identities<sup>6</sup>. However, this does not mean that communicative competence, as determined by internal rules of each language, is separated from a given culture and a given language. Developing one's communicative competence in reference to British English or American English standards can be more difficult and will not be sufficient in the current linguistic landscape. This is due to the fact that the system of EILF is connected with many cultures.

Rather than dealing with the way the English language should be reduced to fit the role of the lingua franca (Jenkins' reduced code<sup>7</sup>), Hall recommends looking for ways to encompass both local language ecology and the target language environment in the language teaching program.<sup>8</sup> One can conclude that language teachers need to be trained in terms of attitudes (appreciating the diversity of the varieties of English, bringing relevance to the local linguistic ecology), skills (exemplifying non-native speaker interactions, carefully selecting examples of non-standard Englishes for in-class use), and the knowledge about the highly complicated linguistic landscape of today brought about by developments in the modern world. On the linguistic level, however, this is the matter of decision as to the extent to which the teacher should follow

<sup>5</sup> See Sandra L. McKay, "English as an International Lingua Franca Pedagogy," in *Handbook of Research in Second Language Teaching and Learning*, ed. Eli Hinkel (New York and London: Routledge, 2002), 122–39.

<sup>6</sup> See Barbara Seidlhofer, "Conceptualising 'English' for a Multilingual Europe," in *English in Europe Today: Sociocultural and Educational Perspectives*, ed. Annick de Houwer and Antje Wilton (Amsterdam: John Benjamins, 2000), 134.

<sup>7</sup> See Jennifer Jenkins, *The Phonology of English as an International Language* (Oxford: Oxford University Press, 2000), 124.

<sup>8</sup> See Graham Hall, *Exploring English Language Teaching—Language in Action* (London: Routledge, 2011), 197.

the traditional monocentric view, with the British English variety exclusively used in the language classroom, or encompass the pluricentric approach, with diverse Englishes reconciled mainly in the receptive skills instruction, while maintaining the established standard of English for production, error correction, and assessment.

Both teachers' knowledge of the place and role of English as an international language and their skills of including the diversity of Englishes in foreign language education require training. Unfortunately, teacher training programs only rarely encompass investigation of the linguistic character of New Englishes and building skills of organizing and delivering culturally-sensitive language pedagogy. Hence, attempts to do that are worth investigating and drawing conclusions from.

#### LANGUAGE TEACHERS AS RESEARCHERS OF WORLD ENGLISHES

The contemporary EFL classroom assumes the language teacher performs a multitude of roles.<sup>9</sup> At different moments of instruction, they adopt different roles, at some moments strengthening while at others loosening control over learners and allowing them greater or lesser autonomy, as needed. The most crucial roles given the nature of foreign language teaching are those of: manager, organizer, evaluator, facilitator, controller, prompter, assessor, stimulator, source of language input, tutor, resource/teaching aid, performer, language model, observer, expert, and researcher. Such roles are adopted and changed, in accordance with the pedagogical purposes, learners' needs, lesson topics but also cultural contexts in which the teaching/learning process is taking place. Out of this plethora of roles, the ones of reflective practitioner and expert/researcher are of particular interest to the current study.

The role of reflective practitioner<sup>10</sup> presupposes awareness of and ability to choose the most suitable instructional style, critical observation of classroom incidents, and proposing remedial action.<sup>11</sup> This is similar to the role of teacher

<sup>9</sup> See Jeremy Harmer, *The Practice of English Language Teaching* (Harlow: Longman, 2001), 57–67; Hanna Komorowska and Jarosław Krąk, *The Culture of Language Education* (Berlin: Peter Lang, 2020), 188–90; Elżbieta Zaważka, *Nauczyciele języków obcych w dobie przemian* (Kraków: Oficyna Wydawnicza Impuls, 2004), chapters 4–9.

<sup>10</sup> See Marion Williams and Robert L. Burden, *Psychology for Language Teachers: A Social Constructivist Approach* (Cambridge: Cambridge University Press, 1997), 53–55.

<sup>11</sup> See Maria Wysocka, "Teaching English as an International Language: Problems and Research Questions," in *Psycholinguistic and Sociolinguistic Perspectives on Second Language Learning and Teaching*, ed. Krystyna Drożdżal-Szelest and Mirosław Pawlak (Berlin and Heidelberg: Springer, 2013), 41–55.

as researcher, which, according to Franciszek Grucza,<sup>12</sup> might involve both executing empirical research in the classroom according to all rigors of particular methods and exhibiting the skills of independent thinking, critical evaluation of theoretical frameworks, seeking own solutions to practical problems and preparing learners for independent intellectual activity.

When teachers undertake reflection on their own practice, they think of themselves as explorers, researchers, ethnographers and reflective practitioners.<sup>13</sup> They experiment with students themselves, viewing them in the context of their families and neighborhoods, and the ever wider circles embracing larger and larger communities.<sup>14</sup> The classroom is a natural research site, as teachers regularly implement pedagogical innovation through multiple data collection techniques: observations, field notes, collected samples, and informal interviews with students in order to inform their decisions about curriculum implementation. As Marilyn Cochran-Smith and Susan L. Lytle state, teachers become empowered through engaging and being engaged in research.<sup>15</sup> Such inquiry can be viewed as knowledge-based, outcome-centered, and resulting in learning opportunities for students. Teacher research also allows educators to contribute to construction of local and public knowledge through ongoing learning,<sup>16</sup> emerging from their own curiosity and reflective inquiry on their individual practices.<sup>17</sup> Teacher research has been defined as “systematic self-study by teachers (individually or collaboratively) which seeks to achieve real-world impact of some kind and is made public.”<sup>18</sup> It may include different approaches, such as action research,<sup>19</sup>

<sup>12</sup> See Franciszek G r u c z a, “O potrzebie tworzenia naukowych podstaw kształcenia nauczycieli języków obcych i tłumaczy (zamiast wstępu),” in *Przyczynki do teorii i metodyki kształcenia nauczycieli języków obcych i tłumaczy w perspektywie wspólnej Europy*, ed. Franciszek Grucza (Warszawa: Wydawnictwa Uniwersytetu Warszawskiego, 1993), 5–10.

<sup>13</sup> See Donald A. S c h ö n, *The Reflective Practitioner: How Professionals Think in Action* (New York: Basic Books, 1983).

<sup>14</sup> See W. A y e r s, *To Teach: The Journey of a Teacher* (New York: Teachers College Press, 2010).

<sup>15</sup> See Marilyn C o c h r a n - S m i t h and Susan L. L y t l e, *Inside/Outside: Teacher Research and Knowledge* (New York: Teachers College Press, 1993), 43.

<sup>16</sup> See Marilyn C o c h r a n - S m i t h, “Constructing Outcomes in Teacher Education: Policy, Practice, and Pitfalls,” *Educational Policy Analysis Archives* 9, no. 11 (2001): 1–56, <https://epaa.asu.edu/index.php/epaa/article/view/340>.

<sup>17</sup> See Thomas S. C. F a r r e l l, *Research on Reflective Practice in TESOL* (New York and Abingdon: Routledge, 2018); Steve M a n n and Steve W a l s h, *Reflective Practice in English Language Teaching: Research-based Principles and Practices* (New York and Abingdon: Routledge, 2017).

<sup>18</sup> Simon B o r g and Hugo Santiago S a n c h e z. “Key Issues in Doing and Supporting Language Teacher Research,” in *International Perspectives on Teacher Research*, ed. Simon Borg and Hugo Santiago Sanchez (Basingstoke: Palgrave, 2015), 1.

<sup>19</sup> See Dario Luis B a n e g a s and Luis S. V i l l a c a ñ a s d e C a s t r o, “Action Research,” in *Routledge Handbook of English Language Teacher Education*, ed. Steve Walsh and Steve Mann (London and New York: Routledge, 2019), 570–82; Simon B o r g, *Teacher Research in Language*

exploratory practice,<sup>20</sup> exploratory action research,<sup>21</sup> self-study, lesson study, design-based research, and scholarship of teaching and learning.<sup>22</sup>

However, for teachers to become researchers is a challenging process—they need to become critical consumers of target language and culture, learning to understand and blend quantitative and qualitative approaches.<sup>23</sup> Moreover, they need to develop the ability to understand and interpret the existing situation, set up and conduct their own investigations, as well as apply their research knowledge to the daily practices and routines of the classroom.<sup>24</sup> Sometimes they face up to a professional culture that might not value teacher research<sup>25</sup> and might appreciate immediate, unreflective and routine action much more. According to Sue Nair,<sup>26</sup> when they feel helpless and unable to change the system, they may become reluctant to be involved in research.

Research into the nature of the language to be taught is possible thanks to the use of corpus-based procedures. There are numerous studies in the field of Data-Driven Learning, reporting upon the viability of corpus-based procedures in foreign language instruction. These range from the use of small corpora tailored to students' needs<sup>27</sup> to promoting large corpus concordancing<sup>28</sup>, as well

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*Teaching: A Critical Analysis* (Cambridge: Cambridge University Press, 2013); Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners* (New York: Routledge, 2010); Donald Freeman, *Doing Teacher Research* (Boston: Heinle and Heinle, 1998).

<sup>20</sup> See Judith Hanks, "Integrating Research and Pedagogy: An Exploratory Practice Approach," *System* 68 (2017): 38–49; Judith Hanks, *Exploratory Practice in Language Teaching: Puzzling about Principles and Practices* (Basingstoke: Palgrave, 2017).

<sup>21</sup> See Richard Smith and Paula Rebolledo, *A Handbook for Exploratory Action Research* (London: British Council, 2018); Richard Smith, "Exploratory Action Research: Why, What, and Where From?" in *Teacher-researchers in Action*, ed. Kennan Dikilitas, Richard Smith, and Wayne Trotman (Faversham: IATEFL, 2017), 37–45.

<sup>22</sup> See Wilfried Admiraal, Ben Smith, and Rosanne Zwart, "Models and Design Principles for Teacher Research," *IB Journal of Teaching Practice* 2, no. 1 (2014): 1–7.

<sup>23</sup> See Moira A. Fallon and Dixie D. Massey, "Strategies for Dealing with Other Research Issues," in *Handbook of Teacher Research*, ed. Cynthia A. Lassonde and Susan E. Israel (Mahwah, New Jersey: Lawrence Erlbaum, 2008), 112–22.

<sup>24</sup> See Dixie D. Massey, Melissa Allred, Penny Baber, Jackie Lowe, Allison Ormond, and Jennifer Weatherly, "Teacher Research: Who Is It For and What Is the Point?" *Journal of Curriculum and Instruction* 3, no. 2 (2009): 47–61.

<sup>25</sup> See Margaret Kitchen and Maree Jeurissen, "Teacher Research as TESOL Professional Development: A Case Study," *New Zealand Journal of Teachers' Work* 3, no. 1 (2006): 33–41.

<sup>26</sup> See Sue Nair, "Teachers as Researchers: Researchers as Teachers? Towards Successful Educational Research," *Malaysian Journal of Educators and Education* 22 (2007): 25–44.

<sup>27</sup> See Guy Aston, "Small and Large Corpora in Language Learning," in *PALC '97 Proceedings: The First International Conference; Practical Applications in Language Corpora (1997)*, University of Łódź, Poland, ed. John Melia and Barbara Lewandowska-Tomaszczyk (Łódź: Łódź University Press, 1997), 51–62.

<sup>28</sup> See Susan Bernardini, "Systematising Serendipity: Proposals for Concordancing Large Corpora with Language Learners," in *Rethinking Language Pedagogy from a Corpus Perspec-*



as improving writing performance at lower<sup>29</sup> and advanced levels<sup>30</sup>, grammar presentation,<sup>31</sup> and inferring rules.<sup>32</sup> Many studies, quite naturally, are found in the area of vocabulary acquisition<sup>33</sup> and teaching foreign language reading.<sup>34</sup> Researchers have reported that there exists a relation between the effectiveness of corpus-consultation procedures and strategy training,<sup>35</sup> which justifies conscious and gradual introduction of concordancing in the classroom. A new area of classroom application of corpus linguistics investigated recently is assisting text comprehension through concordance-based glosses.<sup>36</sup>

Previous studies showed the applicability of corpus-based learning tasks for building language awareness and pedagogical literacy of future teachers.<sup>37</sup> However, a new perspective that becomes useful when thinking about raising student teachers' awareness of New Englishes as promoted in the present paper is that of mini-corpus self-compilation<sup>38</sup> and authored materials development.

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*tive*, ed. Lou Burnard and Tony McEnery (Frankfurt: Peter Lang, 2000), 225–34; Gilles-Maurice de Schryver, “Web for/as Corpus: A Perspective for the African Languages,” *Nordic Journal of African Studies* 11, no. 2 (2002): 266–82.

<sup>29</sup> See Delian Gaskell and Thomas Cobb, “Can Learners Use Concordance Feedback for Writing Errors?” *System* 32, no. 3 (2004): 301–19; Hyunsook Yoon and Alan Hirvela, “ESL Student Attitudes Towards Corpus Use in L2 Writing,” *Journal of Second Language Writing* 13 (2004): 257–83.

<sup>30</sup> See Angela Chambers and Ide O’Sullivan, “Corpus Consultation and Advanced Learners’ Writing Skills in French,” *ReCALL* 16, no. 1 (2004): 158–72.

<sup>31</sup> See Gregory Haldy, “Sensing the Winds of Change: An Introduction to Data-Driven Learning,” *REL C Journal* 33, no. 2 (2002): 99–124.

<sup>32</sup> See Elke St. John, “A Case for Using a Parallel Corpus and Concordancer for Beginners of a Foreign Language,” *Language Learning & Technology* 5, no. 3 (2001): 185–203.

<sup>33</sup> See Thomas Cobb, “Is There Any Measurable Learning from Hands-on Concordancing?” *System* 25 (1997): 301–15; Thomas Cobb, “Breadth and Depth of Lexical Acquisition with Hands-on Concordancing,” *Computer Assisted Language Learning* 12, no. 4 (1998): 345–60.

<sup>34</sup> See Thomas Cobb, Chris Greaves, and Marlise Horst, “Can the Rate of Lexical Acquisition from Reading Be Increased? An Experiment in Reading French with a Suite of On-line Resources,” in *Regards sur la didactique des langues secondes*, ed. Patricia Mary Raymond and Claudette Cornaire (Montréal: Éditions Logiques, 2001), 133–53.

<sup>35</sup> See Angela Chambers, “Integrating Corpus Consultation Procedures in Language Studies,” *Language Learning & Technology* 9, no. 2 (2005): 111–25; Claire Kennedy and Tiziana Miceli, “An Evaluation of Intermediate Students’ Approaches to Corpus Investigation,” *Language Learning & Technology* 5, no. 3 (2001): 77–90.

<sup>36</sup> See Hansol Lee, Mark Warschauer, and Jang Hoo Lee, “The Effects of Concordance-based Electronic Glosses on L2 Vocabulary Learning,” *Language Learning & Technology* 21, no. 2 (2017): 32–51.

<sup>37</sup> See Sanja Marinov, “Training ESP Students in Corpus Use—Challenges of Using Corpus-based Exercises with Students of Non-philological Studies,” *Teaching English with Technology* 13, no. 4 (2013): 49–76.

<sup>38</sup> See David Lee and John Swales, “A Corpus-based EAP Course for NNS Doctoral Students: Moving from Available Specialized Corpora to Self-compiled Corpora,” *English for Specific Purposes* 25 (2006): 56–75; Jang Hoo Lee, Hansol Lee, and Cetin Seret, “A Corpus Approach for

Self-made corpus compilation, also known as DIY concordancing or do-it-yourself corpora, has been selected in the current study as the instructional framework to examine to what extent prospective language teachers' awareness can be stimulated once they begin to compile their own text collections, observe the linguistic character of World Englishes, and draw conclusions to expand their learners' sensitivity to and appreciation of diversity of accents and cultures in the contemporary world. Thus, it will be interesting to see how independent preparation of self-compiled corpora and New Englishes materials development will lead not only to increased teachers' awareness, but also to a developed sense of the teacher's self.<sup>39</sup>

## METHODOLOGY

### AIM OF THE RESEARCH

The purpose of the study was to examine the process of raising the awareness of linguistic diversity in prospective teachers through their involvement in two separate activities: mini-corpus self-compilation and authored lesson plan development. Both World Englishes and Data-Driven Learning are rarely used in the language teacher education programs (as opposed to lesson plan writing), hence, it was interesting to investigate how useful the procedure of awareness raising could be through exposure to World Englishes in ready-made tools followed by active corpus building. Another important aim of the study was to see how effective the designed training procedure of corpus self-compilation actually was, starting from putting teachers in the role of students (taking corpus-based tasks as learners), through their gradual gaining autonomy in the role of teachers (analyzing ready-made corpus-based language activities) to that of language researchers (compiling their own text collections and analyzing them to draw results based on keyword frequency, word cooccurrences, co-text and context).

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Autonomous Teachers and Learners: Implementing an On-line Concordancer on Teachers' Laptops," *Language Learning & Technology* 19, no. 2 (2015): 1–15; Agnieszka Leńko-Szymañska, "Training Teachers in Data-Driven Learning: Tackling the Challenge," *Language Learning & Technology* 21, no. 3 (2017): 217–41.

<sup>39</sup> See Brian Tomlinson, "Developing Materials to Develop Yourself," *Humanising Language Teaching* 5, no. 4, (2003), <http://old.hltmag.co.uk/jul03/index.htm>; Brian Tomlinson, "Materials Development for Language Learning and Teaching," *Language Teaching* 45, no. 2 (2012): 143–79.



## PARTICIPANTS AND THE RESEARCH CONTEXT

The study was conducted in the 2020/2021 academic year in the TEFL graduate MA program at The University of Social Sciences and Humanities in Warsaw, a middle-sized private university in Poland. The reason why the study was conducted at that university was the orientation of the teacher training module at the international students participating in it. Since around one third of the trainees in the TEFL MA program at the University were from abroad (from multiple countries, different in different years, such as Ukraine, Belarus, Georgia, Armenia, Turkey, Canada, the USA, Vietnam or Sri Lanka), it was more than justified to direct the EFL teacher preparation classes at a global perspective of the English language and the methods used to teach and assess it.

The twenty participants were selected on a convenience sampling basis, they were the students in the obligatory class “Teaching English as an International Language” (henceforth referred to as TEIL), which was part of a regular MA program leading to full teaching qualifications. The students were taking the TEIL class in the extramural and online modes (due to the COVID-19 lockdown). The syllabus of the course was focused on problems of World Englishes, English as a Lingua Franca, English as an International Language, Business English as a Lingua Franca, and English as a global language from two perspectives: linguistic and pedagogical. The former assumed studying linguistic characteristics of multiple Englishes both through theoretical studies and through practical investigations of text samples. The latter, on the other hand, was aimed at equipping student teachers with the skills of differentiating language instruction and adapting methodology to the cultural requirements of specific learners, with their cultures of learning in mind.

Due to this double focus of the TEIL course, it was more than justified to introduce Data-Driven Learning and do-it-yourself-concordancing within an instructional approach, making it possible to achieve the double aim: on the one hand, increase student teachers’ awareness of the diversity of Englishes in its various forms and, on the other, to build a non-native student teachers’ independence in retrieving texts and building text collections focused on specific themes, geographical variants, sociolects (language variants used by particular social classes) or professolects (languages typical of given professions).

Specifically, the Teaching English as an International Language course was aimed at equipping prospective teachers with the knowledge and skills necessary to teach English in the currently changing reality of New Englishes, World Englishes, English as a Lingua Franca (EFL), English as an International Language (EIL) and Business English as a Lingua Franca (BELF) contexts. The syllabus of the class can be seen in Table 1 below.

Table 1. Teaching English as an International Language course syllabus

| Topics   | Knowledge  | Skills  | Attitudes  |
|--|--|---|--|
| Sociocultural context of foreign language acquisition                              | Concepts of English as an International Language, Teaching English as an International Language, | Adapting materials  | Openness   |
| English as a global language   | English as a Lingua Franca, English as an International  | Differentiating instruction   | Tolerance  |
| Changing English, World Englishes, regional varieties                              | Lingua Franca  | Evaluating course books for culture-sensitive or culture-insensitive activities | Respect for linguistic and cultural diversity          |
| Diverse contexts for ELT – status of English in different countries                | Characteristics of Lingua Franca Core  | Developing materials  | Promotion of multiculturalism and plurilingualism      |
| EIL language teacher: skills, competences, training, materials                     | The linguistic character of World Englishes  | Assessing learners  | Sensitivity to contextual factors influencing teaching |
| ELF and culture  | Characteristics of diverse regional varieties of English (New Englishes)                         | Investigating the status of English in selected countries                       |  |
| Incorporating World Englishes and culture in curriculum design and lesson planning | Kachru's circles   |   |  |
| Materials and aids in ELF and TEIL   | Norms and standards for language teaching in the pluricentric approach to English                |   |  |
| Student presentations  |  |   |  |

The training module comprised four classes spread over the period of two months, which aimed at: gaining knowledge of what corpora and concordancing are, learning how to use ready-made corpus tools for researching language, assisting teaching of vocabulary and grammar and supplementing one's own language learning (class 1); using corpora in the language learn-

ing process, executing language learning tasks based on corpus data, e.g., error correction, matching, gap-fill, text comparison (class 2); operating two selected corpus compilation tools (TextSTAT and AntConc), retrieving texts, compiling texts into text collections, using TextSTAT/AntConc software tools to investigate linguistic aspects of the corpus (class 3); presentation of student projects, instructor and peer feedback, reflection on the learning experience (class 4).

The training module was preceded with a set of classes of theoretical and practical nature devoted to defining and characterizing EIL, ELF, BELF, Circles of English; studying the changing nature of English in the contemporary world; linguistic character of New Englishes; native vs. non-native teachers in the EIL classroom as well as the role of culture in the EIL instruction.

The nature of the study, the benefits of acquiring the skills of corpus compilation, and the requirements of the final tasks were explained to the participants. As the DDL procedures were made the foundation of the course, the participants could not withdraw from the study, however, they could choose their final assignment, i.e., either author New Englishes lesson plans or analyze selected course books for linguistic and cultural content. At the same time, the do-it-yourself corpus compilation was prepared in pairs, which eased the burden on the student teachers.

#### DESIGN AND PROCEDURE

Participants in the study produced mini-corpora and authored lesson plans highlighting the changing shape of English so as to meet the requirements of the course. The specific task the student teachers faced was to get into pairs, choose a common topic to study, collect texts, evaluate their suitability for the particular topic, use the TextSTAT concordancer to investigate the linguistic characteristics of the selected domain, and draw conclusions about the selected language domain.

For the present paper, their reports on the process, with a reflection on the corpora created, the hypotheses put forward, and the conclusions reached were taken under scrutiny. Apart from the participants' reports on the above-mentioned issues, an online questionnaire was applied to explore their attitudes towards the instructional procedure applied in the study and the possibility of using self-made corpus compilation in raising teachers' awareness of the diversity of English nowadays. Additionally, interesting supplementary findings can be drawn from an analysis of the lesson plans developed by the participants.

## RESULTS AND FINDINGS

As regards the applicability of Data-Driven Learning and do-it-yourself corpus compilation in the teacher training process, the participants were generally (almost two-thirds of them) in favor of, with 12.5% against the idea, and 25% not sure about it. The reason why some participants (around one-third of them) were not convinced of the benefits of adding the skills of World Englishes corpus compilation to their technopedagogical literacy was, most probably, their limited competence in corpus linguistics, as well as the fact that they found it difficult to formulate their own hypotheses and queries. This was evidenced in some comments expressed in participants' learning diaries: "To my mind, it is a useful tool in collecting texts, verifying particular words or frequency of these words, so I think the application of corpus linguistics and Data-Driven Learning favors dealing with the second language"; "I think it's interesting to find out more about corpus-based teaching, but in Polish schools it would be very difficult to apply such knowledge in practice"; "I've honestly found it very difficult in the beginning and wasn't sure what was expected of me, but when I was working on my own corpus, it turned out to be a lot of fun. I would definitely prefer to have a separate class on it instead of it being part of a bigger course. The knowledge gained will be definitely beneficial to my future teaching"; "As an English teacher (language investigator) and a learner, I can use it for learning as well as teaching purposes"; "It should be part of teacher training because it raises language awareness. It is a chance to get inspired and create useful materials."

Only one overtly negative comment ("I do not know how I can apply this knowledge in my teaching practice") appeared, in contrast to an overwhelming number of positive responses and remarks. This seems to indicate the perceived usefulness of do-it-yourself corpus compilation in future learners' World Englishes awareness raising. However, at the same time, the participants saw conceptual difficulties and problems that are likely to be encountered when exposing learners to World Englishes texts. While clearly developing tolerance for the diversity of language, such procedures will also disrupt learners' established language standard, which was also (explicitly and implicitly) perceived as a viable danger, as evidenced in teacher reports.

The post-study questionnaire did not show the technical aspects of the corpus compilation process to cause any greater trouble to teacher trainees. On the contrary, only a small number of participants (12.5%) reported that (despite intensive training, as described above) they could neither find relevant texts for their investigation purposes nor load them into their own corpora. The overwhelming majority (almost 90%) reported acquiring the skills of using different online lexical tools, knowledge of what a corpus and a concordancer are, looking up words in a ready-made corpus, and loading texts into their own corpora. Also finding relevant texts

for inclusion in one's personal World Englishes compilation was reported as very easy, or relatively easy, by an overwhelming number of participants. The computer procedures, i.e., finding corpora online, making simple queries, finding texts of interest, and preparing and uploading texts, did not cause any problems for half of the participants, while the other half opted for "I managed somehow." Thus, the training program did contribute, at least partially, to building their technical literacy. On the other hand, evaluation of the sources in terms of authority, relevance, representativeness, range, and currency was more troublesome for the trainees. The most crucial weakness of such an individual research compilation, though, turns out to be insufficient linguistic independence, putting teachers in the role of consumers rather than makers, which is one of the skills in the technopedagogical literacy of today.<sup>40</sup> Thus the issue of autonomy building procedures should be given greater significance in teacher competence requirements published by the Polish Ministry of Education and Science, as well as in the resultant teacher training programs offered by universities.

The second instructional solution employed in the current study, i.e., authoring a lesson plan, proved to be even more effective in the development of learners' attitudes of openness to diversity of Englishes, broadening their knowledge of how (native, bilingual, and non-native) users from different circles of English differ, and how appreciation is needed for English language usage, no matter what context or background the speakers come from. As was expected, due to their much greater familiarity with the technical aspects of lesson plan writing, the participants found it much easier and more convincing to produce authored lesson plans exposing learners to the selected non-standard variety of English. The designed usage of New Englishes materials was almost exclusively limited to receptive activities, which was in line with the methodological assumptions of teaching with World Englishes input, as explained in class before. The participants were very clear that while greater linguistic variety is acceptable in receptive activities, productive skills need to evoke the established standard that the student teachers are accustomed to or have established for themselves. The activities concerned reading/listening for gist and details, pre-reading/listening discussion tasks based on visual input from the selected English-speaking country or (also printed/subtitled) song/video completion tasks. The procedures of both materials selection and lesson

<sup>40</sup> See Carol A. Chappelle, and Volker Hegelheimer, "The Language Teacher in the 21st Century." In *New Perspectives on CALL for Second Language Classrooms*, ed. Sandra Fotos and Charles M. Browne (Mahwah, New Jersey, and London: Routledge, 2004), 299–316; Joy Lynn Egbert and Seyed Abdollah Shahrokni, "Balancing Old and New: Integrating Competency-based Learning into CALL Teacher Education," *The JALTCALL Journal* 15, no. 1 (2019): 3–18.; Robert Godwin-Jones, "The Evolving Roles of Language Teachers: Trained Coders, Local Researchers, Global Citizens," *Language Learning & Technology* 19, no. 1 (2015): 10–22.

plan development had been practiced a number of times at different stages of the teacher training program, hence, lesson plan writing and materials development did not cause major problems to the participants.

#### FINAL CONCLUSIONS AND LIMITATIONS OF THE PRESENT STUDY

Quite understandably, since only a small sample of student teachers was reached for the study through convenience sampling (due to a small number of English language teacher trainees at that particular university) and only qualitative and impressionistic data were collected, the methodology used lacked necessary rigor to ensure wider generalizability of study results. This was the reason why it was not possible to apply statistical processing and achieve a stronger generalization. In the future, experimental studies with random assignment of participants, experimental and control groups, and normal distribution would enable investigating whether the innovative instructional procedure does have a statistically significant effect on teacher language awareness. However, for the assigned purpose, namely reflection on the potential of two selected instructional procedures related to World Englishes (self-corpus compilation and New Englishes materials development) for raising teachers' language awareness, the study design, the sampling method, and the procedures seemed sufficient.

The results of the study show that while Data-Driven Learning opens interesting opportunities for raising teachers' awareness of World Englishes (either in ready-made or custom-prepared resources), its procedures (especially hypothesis posing and verification based on language data) are rather too demanding cognitively for teachers to be confidently used by them in the language classroom. On the other hand, awareness of World Englishes, of English as a lingua franca, and of non-native interactions prevailing over native speaker ones can (and should) be transferred to learners via designing teaching materials and preparing lesson plans.

Appendix. Online questionnaire investigating student teachers' perceptions of Data-Driven Learning in teacher training

The aim of the questionnaire is to investigate how student teachers subjected to Data-Driven Learning instruction in their Teaching English as an International Language course perceive the concept of corpus-based learning, what possible advantages and problems in its application they perceive, how useful the proposed procedures may be for their learning, teaching or translating, how effective the training program actually is. The survey is anonymous, its results are going to be used only for the purposes of wri-



ting a research paper and improving the future offerings of the Teaching EIL course, the data will not be quoted in such a way that would bring any harm to the respondents. We would kindly ask you to help us improve the quality of University teacher training and foreign language teaching by giving honest answers. Should you have any questions, do not hesitate to contact the researcher at [jarek.krajka@gmail.com](mailto:jarek.krajka@gmail.com) (Jarosław Krajka). Thank you for your cooperation!

MA topic area\*

English linguistics

English language teaching

Literary studies

Culture studies

Translation studies

Others:

Experience with corpus tools BEFORE the program. Mark how true the following sentences were about you BEFORE the corpus-based teaching module.\*

|   | Very true | Rather true | I don't know | Not true |
|---|-----------|-------------|--------------|----------|
| I could use different online dictionaries |           |             |              |          |
| I could use Glosbe or Reverso-context     |           |             |              |          |
| I knew what a corpus is                   |           |             |              |          |
| I knew what a concordancer is             |           |             |              |          |
| I could name at least one corpus          |           |             |              |          |

Experience with corpus tools AFTER the program – Mark how true the following sentences are about you AFTER the corpus-based teaching module.\*

|   | Very true | Rather true | I don't know | Not true |
|---|-----------|-------------|--------------|----------|
| I can use different online dictionaries     |           |             |              |          |
| I can use Glosbe or Reverso-context         |           |             |              |          |
| I know what a corpus is                     |           |             |              |          |
| I know what a concordancer is               |           |             |              |          |
| I can name at least one corpus              |           |             |              |          |
| I can look up selected words in a corpus    |           |             |              |          |
| I can find relevant texts for my own corpus |           |             |              |          |
| I can load my own texts to my own corpus    |           |             |              |          |

How sufficient do you find the corpus-based training you received in terms of the following factors? Mark one of the options.\*

|   | Just<br>enough | Could get<br>some more | I am not<br>sure | Was rather<br>insufficient | Was of no<br>use at all |
|---|----------------|------------------------|------------------|----------------------------|-------------------------|
| The time devoted to corpus-based training                     |                |                        |                  |                            |                         |
| The activities and forms of work during corpus-based training |                |                        |                  |                            |                         |
| The software (TextSTAT, AntConc, Compleat Lexical Tutor)      |                |                        |                  |                            |                         |
| The examples and sample text collections                      |                |                        |                  |                            |                         |
| The support materials (tutorials and videos)                  |                |                        |                  |                            |                         |

How easy or difficult did you find the following operations? Mark one of the options.\*

|   | I found it<br>no<br>problem<br>at all | I managed<br>somehow<br>this is | I do not<br>know what | I had quite<br>a lot of<br>problems | I did not<br>even try |
|---|---------------------------------------|---------------------------------|-----------------------|-------------------------------------|-----------------------|
| Finding corpora online                                      |                                       |                                 |                       |                                     |                       |
| Making simple queries (1-2 words) in online corpora         |                                       |                                 |                       |                                     |                       |
| Using wildcards in corpus queries                           |                                       |                                 |                       |                                     |                       |
| Using Part-of-Speech tags in Corpus queries                 |                                       |                                 |                       |                                     |                       |
| Finding texts of interest for my own corpus                 |                                       |                                 |                       |                                     |                       |
| Preparing and uploading texts to TextStat or AntConc        |                                       |                                 |                       |                                     |                       |
| Making hypotheses for verification in my own corpus         |                                       |                                 |                       |                                     |                       |
| Reaching conclusions based on data retrieved from my corpus |                                       |                                 |                       |                                     |                       |

Should corpus linguistics and Data-Driven Learning be a part of teacher training?

Yes

No

I am not sure

Corpus-based teaching in your practice. How likely is it that you will use corpus linguistics and Data-Driven Learning procedures in the future?\*

|  | Very likely | Could be<br>the case | I am not<br>sure | I don't<br>think so | I see<br>absolutely<br>no reason<br>to do that |
|--|-------------|----------------------|------------------|---------------------|--|
| As an advanced learner<br>of English       |             |                      |                  |                     |  |
| As a teacher of English                    |             |                      |                  |                     |  |
| As a specialist using<br>English in my job | .           | .                    |                  |                     |  |
| As a translator<br>or interpreter          |             |                      |                  |                     |  |

That is the end of the survey. Thank you for your cooperation. We hope thanks to the survey we will be able to help you spread innovative teaching. Good luck!

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## ABSTRACT / ABSTRACT

Jarosław KRAJKA, Teachers and Englishes: Using Do-it-yourself Concordancing to Raise Teachers' Awareness of Linguistic Diversity

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Since insufficient attention has been devoted to putting teachers in the role of language investigators, introducing non-standard varieties of English to the classroom and skillfully exposing students to them becomes of primary importance in teacher training nowadays. With most interactions in English happening online between non-natives, the concept of standard English is no longer as essential as it used to be. On the contrary, learners are more than likely to encounter non-standard Englishes, consequently, they need to be exposed to these in the classroom to become aware of how English changes across the world and to develop attitudes of tolerance towards, sensitivity to and appreciation of other cultures and accents.

The purpose of the paper is to reflect upon the process of raising teacher awareness of New Englishes in the graduate teacher training program. A case study will show how student teachers may be gradually introduced to New Englishes through existing corpora, text retrieval and compilation, and, finally, to do-it-yourself concordancing. The paper aims at checking how feasible for raising learners' awareness of New Englishes two selected instructional methods: mini-corpus self-compilation and New Englishes lesson plan development, proved to be.

Keywords: Data-Driven Learning, corpus linguistics, teacher training, materials development

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Jarosław KRAJKA – Nauczyciele wobec różnych odmian języka angielskiego. Minikorpusy językowe samodzielnie przygotowywane przez nauczycieli jako sposób podnoszenia świadomości zróżnicowania współczesnego języka angielskiego

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Metodyka nauczania języków obcych poświęca wiele uwagi umiejętnościom nauczycielskim w wielu obszarach, jednak dopiero w ostatnich latach dużo większy nacisk zaczęto kłaść na autonomię nauczyciela w wielu sferach nauczania. Między innymi, wraz ze zmianą roli języka angielskiego i rozpowszechn-

nieniem jego odmian regionalnych (tzw. World Englishes lub New Englishes), wyzwaniem dla nauczyciela okazało się wprowadzanie tych elementów do procesu nauczania w sposób niezaburzający ugruntowanego w uczniach standardu językowego. Do zadań nauczyciela należy, między innymi, budowanie wśród uczniów postaw tolerancji, otwartości i wrażliwości na różnorodność kulturową i dialektalną języka angielskiego, zarówno wśród rodzimych, jak i nienatywnych jego użytkowników.

Celem artykułu jest zaprezentowanie badania mającego na celu stworzenie środowiska służącego autonomizacji studentów-przyszłych nauczycieli języków obcych w procesie poznawania specyfiki języka angielskiego jako języka globalnego. W szczególności ewaluacji poddane zostały dwie wybrane metody rozwijania świadomości językowo-kulturowej przyszłych nauczycieli, a mianowicie opracowywanie autorskich planów lekcji i tworzenie własnego minikorpusu językowego – obie w oparciu o wybraną niestandardową odmianę języka angielskiego.

Słowa kluczowe: uczenie się w oparciu o dane językowe, językoznawstwo korpusowe, kształcenie nauczycieli języków obcych, przygotowanie materiałów dydaktycznych

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