

## Call for contributions

### *English Teacher Training in a 21st Century, Globalized World*

Following the first International ARDAA conference titled “Teaching and Learning English as a Foreign Language in Education Settings: Issues and Specificities”, ARDAA will gather chosen presentations in a collection of chapters revolving around **English teacher training** and published by Peter Lang in a new series about *Language Teacher Training in a 21<sup>st</sup> Century, Globalized World*.

The idea that inspired the conference itself originated from a competition between two hegemonies in France: the teaching of French as a Foreign Language (FFL) and the teaching of English as a Foreign Language (EFL). This rivalry has resulted in the development of teaching practices and traditions in France that are not fully oriented towards the specificities of English, and there within, do not always account for the instruction of EFL.

According to Sarré & Whyte, “didactics is knowledge-oriented, a science which aims to understand how teaching leads to learning, whereas pedagogy is practice-oriented, concerned more with applied aspects of language teaching” (2016: § 9), but as Tardieu (2021) mentions it, “didactics” is a notion used in France while the term is not shared around the world, where it is often seen that the phrase “Second Language Teaching and Learning” (SLTL) is preferred. The conference was, therefore, the occasion to clarify the meaning of “English didactics”, as well as its place in a 21st century, globalized world.

Building upon the success of the conference, this collection of chapters aims to meet a few designated goals. One of the goals of this collection is to establish what we mean when we say “English” today, and more particularly how that applies to the didactics thereof. When we use the expression, “English didactics”, one immediately wonders about the purposes of English Teaching/Learning in English studies and Anglophone studies, notably because the word “English” could refer to English as a Second Language (ESL), English as a Foreign Language (EFL), English as an Academic Language (EAP), English for Specific Purposes (ESP), English as a Lingua Franca or English as a Medium of Instruction (EMI). Additionally, the methodological difference between *teaching English* and *teaching through English* (intensive courses, Content and Language Integrated Learning- CLIL- programs, the internationalization of some degree programs, etc.) should also be made. All these scopes of English Learning/Teaching naturally have an impact on the didactics that are explored in each case.

English didactics could be interpreted as belonging to the field of the didactics of languages and cultures (Galissou & Puren, 1999; Galissou, 2002), a discipline centered around observation, analysis, interpretation and intervention in the interconnected environments, practices and processes involved in teaching and learning. One may also consider English didactics as a unique branch within the field of language didactics, that can be divided into several sub-fields: linguistics (Bailly, 1998), history (Puren, 1988), praxeology (Galissou &

Puren, 1999; Bailly, 1998; Narcy-Combes, 2005), among others. It may also fall within the field of the didactics of plurilingualism (Huver & Macaire, 2021; Candelier, 2008; Moore, 2006; Macaire *et al.*, 2003), which focuses on the language user's linguistic and communicative repertoire when exchanging with the "other", and considers the intercultural dimension, in which the native speaker is not the only point of reference.

English didactics, therefore, appears as a complex domain, requiring further reflection on what English teachers should know before they teach this discipline, what they should/could be taught, and how all the formers should/could be taught. **To this end, this first volume will focus on English teacher training.** It will present an opportunity to analyze the epistemology of the field, in relation to its historical evolution, as well as in relation to other types of didactics (French and other foreign languages, plurilingualism). Also, it will offer a chance to study common objects of research (the most salient ones, those which require further development, and those which have become obsolete), the teaching-learning environments including tools and resources (pedagogical practices, classroom contexts, etc.), and lastly, methodological questions and the relationship between research, fieldwork, and training.

For this book, four topics could be tackled:

### **Topic 1 - Epistemology and English teacher education**

This first topic may allow us to establish a new epistemological anchor, clarify the position of English teacher training in the global landscape and/ or put forward the epistemological perceptions of the teaching and learning of English as a Foreign Language (EFL) (Bonilla-Mora & López-Urbina, 2021).

How does the didactics of EFL today relate to the didactics of FSL, the didactics of languages, the didactics of languages-cultures, the didactics of plurilingualism, etc.? What are their foundations? How have they evolved since EFL became a field of research? This topic calls for a genealogical approach that will allow us to complete the history of English didactics up to the present day, considering how its role has evolved in educational settings (Sarré & Whyte, 2016; Smith & McLelland, 2018; Tardieu, 2021, 2023). This topic also calls for reflections on, the predominance of English over other languages in France and Europe as a whole, and how this "hegemony" is addressed in the world in terms of language policy? This approach will also attempt to situate English didactics in relation to other didactics and the other research disciplines that contribute to didactics (linguistics, psycholinguistics, sociolinguistics, cognitive sciences, neurosciences, etc.) and/or disciplines (linguistics, literature, civilization, translatology), as well as to consider the influence of these different disciplines on the evolution of English teacher training. Reflections could also focus on the geographical evolution of didactics, in parallel with the historical evolution (France, Great Britain, USA, Europe, Asia, world...) or its evolution in institutions (primary, secondary, higher education).

## **Topic 2 - Objects of research and contexts for teaching/learning in English teacher training**

Research presented as part of this topic will contribute to establishing a more stable definition of English didactics and its signature research foci (specific objects, common points with language didactics, etc.), while also offering a critical viewpoint at its issues and limitations.

Authors could concentrate on their current research: foreign/second language learning, LANSOD (LANguages for Specialists of Other Disciplines), English for Specific Purposes (translation, literature, grammar, history, etc.), English for Academic Purposes, Specialized English, Content and Language Integrated Learning, inclusive & Special Needs Education, etc. These topics can be applied to different contexts: primary and secondary school, higher education, life-long learning, in-service teacher training and professional development. Different course setups, in formal and less formal learning contexts, can be studied: in-person, blended learning, flipped classrooms (Alsowat, 2016), distance learning, synchronous and asynchronous learning. This topic is meant to give a full view of current research in English teacher training and will show the most salient and frequently studied research objects, including those which have been abandoned and those which require further attention. For example, it will include contributions about didactic transposition (Chevallard, 1985) evaluations/assessments and certifications, autonomous learning, oral interactions in class, corpus-based learning, the integration of technology, the use of online translators, the impact of artificial intelligence, (e-) tandems (Jauregi & Melchor-Couto, 2017), remote tutoring, plurilingualism (Gabillon, 2022), and the link between formal and informal learning (Sockett, 2016; Toffoli & Sockett, 2015).

## **Topic 3 - Teaching aids, resources, tools, and educational materials for English teacher training**

Chapters within this topic will focus on research on teaching practices and experimenting with new concepts and approaches in English teacher training.

Research will cover teaching aids, resources, and pedagogical tools that result in reflective practices. Within a course, several tools are utilized: note sheets, logbooks, learner diaries, games (serious games, video games, board games, simulations, children's games, etc.), virtual reality (Ciekanski *et al.*, 2020) as well as many visual representations (Magnat & Ouvrard, 2023). They pertain to different fields: children's literature, the arts, drama, the professional world, the world of culture, academia, etc. What is the function of these educational links and tools? How are they used: in their original state or modified, transformed, and adapted? Do they facilitate English learning or add to reflections in this field? Can the use of these educational materials be guided by specific theories in teaching? Contributors can reflect on various types of resources and how teaching aids are selected in relation to concepts such as authenticity, creativity, or engagement. They could also consider their own use of teaching/learning materials to facilitate task completion, solve problems, or develop language skills, and question their relevance to the needs and interests of the learners.

#### **Topic 4 - Theory, methodological questions, and reflexivity in English teacher training**

Research in English teacher training is backed by scientific and learning theories. These theories could be explained, along with the pedagogies they inspire.

English didactics training courses are offered to students in universities via teacher preparation and continuing education, professional development, research training and research-based training (Wright, 2010). Authors contributing under this topic could discuss specific methodological practices within often restricted research contexts. Different approaches could be presented: comprehensive or experimental research, action-research and development, research and creation, replication research, etc. Researchers in English teacher training are often faced with institutional and ethical obstacles: difficulties in obtaining authorization to observe classrooms, lack of technical, financial and/or human means and support, personal data protection, data management plans, etc. The chapters linked with this topic could deal with research methodology (Gass *et al.* 2021) and field research, with a focus on the “practitioner-researcher” perspective (Narcy-Combes, 2005): experiential, participatory, and collaborative approaches; the creation of corpora; data collection procedures; analyzing qualitative, quantitative, and mixed data; data processing tools, etc.

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Editor’s note: ARDAA would also like to announce that this collection of chapters will forbye be a special homage to the career of former ARDAA president, Claire Tardieu; after a wealth of contributions to the research of English didactics, it is our honor to dedicate this collection to her.

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If you would like to contribute to this volume, please send your complete chapter (docx- or rtf-format) to this email address, [Englishteachertraining@hotmail.com](mailto:Englishteachertraining@hotmail.com), by **January 20, 2025**.

Your contribution should consist of **25,000 to 40,000 characters incl. spaces**.

Include an abstract preceding your chapter, which should consist of no more than **250 words** and provide **4-8 keywords**. Indicate the topic of your contribution.

Please also include a short author biography of 150 words.

The languages accepted are English, French, Spanish, German and Italian.

Please find attached a **stylesheet** and a formatting **template**. Kindly make sure you strictly adhere to the guidelines in those files when formatting your chapter.

Please also answer the following questions:

a) Will your contribution involve **color images**? If affirmative, how many colored pages do you anticipate including? If you would like to use color images, please consider bundling

them onto one, or consecutive page(s), as the price for color items is calculated per book page.

b) Will your contribution involve **black-and-white / greyscale images**? If affirmative, how many images do you anticipate including?

If you have any further questions, do not hesitate to contact us. We greatly look forward to reading your contributions.

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