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GLOBAL ENGLISH IN ITS CHANGING CONTEXTS OF USE: TOWARDS REWORKING PEDAGOGICAL PRACTICES

Abstract: The spread of English on a global scale is changing its contexts of use. The language is increasingly used as a lingua franca among speakers with diverse socio-cultural identities. The international contexts in which English is employed are becoming more and more complex, variable and unpredictable. They are characterized by differences in terms of linguistic codes, norms of use and cultural standpoints. These new realities are largely the reason why research into English as an international language has laid stress on the context-dependent nature of lingua franca use, by approaching English as a contextualized achievement which is the result of negotiation processes in specific communicative situations. The present investigation takes into account the view of English as a contextual construct as well as the increasingly complex situations it is used and discusses the implications they have for proficiency in the language. It argues for the need to redefine competence in English in such a way that attention is given to the sociolinguistic, strategic and intercultural aspects of communication. This study demonstrates possible ways in which students can be encouraged to develop such competence by presenting a course entitled "English as an International Language". The course has recently been developed at the Department of British and American Studies at Sofia University "St. Kliment Ohridski" as a means of preparing students to cope with the complexities of present-day communicative encounters in English.

Key words: English as an international language, lingua franca contexts of use, English pedagogy

1. The new contexts of English language use

The worldwide spread of English as a result of various processes of migration, colonization and globalization has changed the contexts of its acquisition and use significantly. Today, speakers of English employ the language in a wide variety of situations, which differ depending on the setting where the interaction takes place, the communicative functions which the language fulfills as well as the people who take part in the exchange process.

A major consequence of the worldwide dispersal of English is that it is increasingly used as a lingua franca across linguistic and cultural boundaries, that is, it is used increasingly more often as a communicative tool among speakers who do not share a mother tongue and a specific socio-cultural identity. This use of the language is particularly visible in the international arena where people from different

lingua-cultural backgrounds meet and need a link language in order to communicate. Such encounters in English tend to be characterized by fluidity and variability with respect to the participants who take part in the communicative exchanges, the linguistic forms they employ as well as the beliefs they hold about what constitutes appropriate language use. Indeed, the international communicative contexts of English are often marked by the employment of diverse linguistic codes and cultural standpoints. Speakers of English usually bring their own variety of the language to such exchanges, that is, they use English in a way which is influenced by their own communicative patterns and norms. The successful outcome of the interaction in such cases seems to be determined by the participants' ability to identify each other's linguistic and cultural differences, negotiate and overcome them, and then build a shared communicative code.

The use of English as a global lingua franca has been the focus of an increasing number of studies (e.g. Seidlhofer 2001, House 2003, Jenkins 2006, Mauranen 2010). Originally, researchers' efforts focused on identifying and describing the typical features of English as a lingua franca (ELF) on different linguistic levels: phonology, grammar, lexis, and pragmatics (for an overview, see Jenkins, Cogo and Dewey 2011). However, the fluidity and heterogeneity of lingua franca communicative encounters in English, as well as the fact that these contexts are becoming more and more variable and unpredictable call into question attempts to approach the form of English used in such situations as a bounded entity which displays stable features across contexts. Indeed, the diversity which lies at the core of lingua franca contexts poses a serious challenge to the descriptive endeavor. This observation has led scholars to emphasize even more the context-dependent nature of lingua franca English use. As a result, more recent research into the employment of English as a lingua franca communicative tool has brought the view of the language as a contextualized achievement to the fore (Canagarajah 2007, Friedrich and Matsuda 2010). As Canagarajah (2007: 925) points out:

> LFE [lingua franca English] is intersubjectively constructed in each specific context of interaction. The form of this English is negotiated by each set of speakers for their purposes. The speakers are able to monitor each other's language proficiency to determine mutually the appropriate grammar, phonology, lexical range, and pragmatic conventions that would ensure intelligibility.

He uses the term LFE (instead of the more commonly encountered one, ELF) to refer to the shape that English takes when employed as a lingua franca in specific communicative contexts. It is not a pre-determined, pre-existing form, but one which emerges in the process of interaction through negotiation. Indeed, it is contingent upon the situation in which an interaction takes place as well as the people who participate in the communicative exchange (Canagarajah 2007: 925–926). Likewise, Friedrich and Matsuda (2010) embrace the idea that lingua franca use in English is context-dependent. They define ELF as a function the language performs when it serves as a communicative tool among speakers of different mother tongues and underline the fact that this usage applies to international contexts (involving communication across national boundaries) and intranational contexts (involving communication within

countries). In both cases, speakers bring with them their own varieties of English and culturally shaped beliefs when they enter specific communicative contexts, then they use negotiation strategies to overcome any differences and arrive at common interpretations (Friedrich and Matsuda 2010: 22). Thus, in this new framework of thought English is approached as a locally occasioned construct which emerges in specific situations more often than not through negotiation processes.

The view of English as a contextualized achievement highlights to a great extent the complicated situations in which it functions as a global lingua franca. This increasing complexity of the sociolinguistic reality of English is largely the reason why a number of scholars have stressed the need to rework traditional pedagogical approaches so as to make learners better prepared to cope with the new contexts in which the language is used (McKay 2002, Sharifian 2009, Alsagoff, McKay, Hu and Renandya 2012, Matsuda 2012, Zacharias and Manara 2013, Marlina and Giri 2014). These researchers have focused on identifying principles and practices that should guide the process of transforming English pedagogy. A recurrent claim in their studies is the necessity of teaching English as an international language. All this brings to the fore the emergence of a new pedagogical perspective, an English as an international language (EIL) approach, which gives priority to the current status of English as a world language. Sharifian (2009: 2) describes it as "a paradigm shift" in the pedagogy of English aimed at addressing the complex consequences brought about by the dispersal of the language on a global scale. It could be argued that the most salient feature of the EIL approach is its emphasis on the pluralistic nature of English, the importance of being open to linguistic diversity, and the ability to function well in lingua franca intercultural communicative contexts (for a more detailed account, see Sharifian 2009: 2–4).

The abovementioned shift in English pedagogy has led to the emergence of EIL-informed courses in different parts of the world. Scholars are starting to report on such courses in an attempt to illustrate the manner in which the principles of the EIL approach can work in practice (e.g. D'Angelo 2012, Sharifian and Marlina 2012). The current study aims to enrich this emerging body of literature by presenting a recently developed course which the author of this investigation teaches at the Department of British and American Studies at Sofia University "St. Kliment Ohridski". The course is entitled "English as an International Language" and its major objective is to provide students with the knowledge, skills and attitudes they need to approach with confidence the changing contexts and character of the English language.

To avoid any terminological ambiguities, it should be noted that in the present study the usage of the term 'English as an international language' (i.e. EIL) comes close to the stance taken by Sharifian (2009: 2), who regards it as "a paradigm for thinking, research and practice". Indeed, 'English as an international language' and 'English as a global language' are used interchangeably as broad cover terms to describe the current status of English as a world language, its plurality and widened scope. In sharp contrast, 'English as a lingua franca' (i.e. ELF) is employed in a narrower sense to refer to a specific type of function which English performs in international/

intranational contexts – a communicative tool among speakers of different lingua-cultural backgrounds.

In what follows, the implications of the increasingly more complex contexts of English for proficiency in the language are discussed first. Then, on the basis of this discussion, a redefined competence in English is suggested, laying stress on the sociolinguistic, strategic and intercultural aspects of communication. It is broken down into three key components: knowledge, skills and attitudes. Finally, the ways in which students can be urged to acquire these elements are illustrated through a presentation of the "English as an International Language" course offered at Sofia University.

2. Implications for language proficiency in English

The discussion up to this point indicates that the contexts of English language use are changing and becoming increasingly more complex and varied. An important question comes to the fore: what should the language proficiency of English users or learners be? More specifically, what knowledge, abilities/skills and attitudes should learners possess so as to deal with the changing contexts of English language use?

Traditionally, the popular Communicative Language Teaching (CLT) approach in the sphere of English pedagogy stresses the importance of developing communicative competence (CC) in students. As defined by Canale (1983), CC includes the following components:

1. Linguistic competence = knowledge of the linguistic code (vocabulary, phonetic and grammatical rules);
2. Sociolinguistic competence = knowledge of how to use the language appropriately in different situations;
3. Discourse competence = knowledge of how to combine linguistic forms in such a way as to produce meaningful spoken and written texts;
4. Strategic competence = knowledge of how to use strategies in the case of communication breakdowns.

This study argues that the new contexts of English language use and the view of English as a contextualized achievement described in the preceding section suggest additional emphasis should be laid on the sociolinguistic and strategic components of CC. Indeed, students should become more sensitive towards the pragmatic and sociolinguistic aspects of communication. They should know how to use language in a contextually appropriate manner, adjusting their communicative behavior to make it suit the specific aspects of the situation in which communication takes place: e.g. interlocutor, purpose, topic, etc. They should also be able to use a wide repertoire of communicative strategies to achieve their goals, establish and maintain interpersonal relationships and solve interaction problems.

In addition, the fact that more and more present-day communicative contexts in English involve people from diverse linguistic and cultural backgrounds means

that students should possess intercultural skills. This implies adding an intercultural component to the traditional list of competences that the term 'communicative competence' covers. Students should acquire intercultural communicative competence (ICC), that is, the ability to function effectively when interacting with people from diverse lingua-cultural backgrounds. A number of scholars have stressed the importance of this type of competence and have delved into exploring the knowledge, skills and attitudes it presupposes (e.g. Byram 1997, Georgieva 2002).

The stance taken in the current study is that the act of spelling out the components of ICC should be guided by the typical features of the changing contexts in which English is used. However, coming up with an exhaustive and definitive list of these features is a challenging endeavor, because, as already mentioned, the communicative encounters of English language use are becoming more and more varied and unpredictable, especially when it comes to interaction in the international sphere. Still, there seems to be a feature which cuts across the different contexts English is used – diversity. As already pointed out, the communicative contexts in which English is employed are marked by variability in users, linguistic codes, norms of language use and cultural beliefs. Indeed, as Friedrich observes, diversity is the only permanent element in lingua franca communicative contexts (2012: 50). Therefore, it makes sense for the model of ICC to be grounded in this diversity. The main argument of the present investigation is that students should be able to deal with the variability which lies at the heart of the English language today. More specifically, the pedagogical practice of the author of this article shows that learners should possess the knowledge, skills and attitudes summarized in Table 1 below.

Table 1: Knowledge, skills and attitudes associated with ICC in English

Knowledge	- Knowledge about the diverse character that English takes on today, i.e. about its multiple varieties/forms, functions and users; - Awareness of the wide variety of contexts in which English is used; - Familiarity with the hybrid and fluid nature of lingua franca communicative encounters in English.
Skills	- Ability to listen to/read and understand different varieties of English, i.e. receptive skills in listening and reading; - Ability to identify culturally shaped differences in communicative behavior, negotiate and cope with such differences; - Ability to construct a shared communicative code with the participants in a particular communicative exchange and come to common understandings.

Attitudes	- Appreciation of linguistic diversity; - Positive attitudes towards varieties of English; - A less hierarchical and more horizontal approach to the different forms of English; - Understanding, tolerance and respect in relation to cultural differences in communicative conduct.

3. Revising pedagogical practices

The redefined competence in English which the current study argues for brings with it the need to revise and rework traditional pedagogical practices. This section presents possible paths which the transformation of English pedagogy can take through a discussion about the "English as an International Language" course taught at Sofia University. It has been developed to serve as a means of encouraging students to acquire the competence they need to deal with the increasing complexities of English language use.

The "English as an International Language" (EIL) course is part of the BA degree program of English philology at the Department of British and American Studies. It is a fifteen-week elective course organized in the format of lectures and seminars. When students sign up for this course, their proficiency level in English is C1/C2 according to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment. They have attended obligatory courses in academic and general English, translation, linguistics (phonetics and phonology, morphology, syntax, semantics, text linguistics), English/American literature and cultural studies as well as elective courses in national varieties of English, Canadian and Australian cultural studies, and intercultural communication and skills. The EIL course has been designed in such a way that it complements and expands the perspective of the obligatory courses which focus mostly on the Anglo-American form of English and its cultural conventions. It goes beyond traditional native speaker contexts and traces the development of English as a global language. Indeed, it provides students with the opportunity to learn about the growth of English into an international language, all the factors lying behind its spread and the multiple shapes it takes in today's globalizing world. As already mentioned, the course lays emphasis on preparing students to encounter the complexity, fluidity and variability of the new contexts of English language use. As a result, it attaches considerable importance to the components of ICC specified in Table 1 above, that is, the knowledge, skills and attitudes it presupposes. All the classroom activities are designed in such a way as to urge students to develop EIL-informed abilities and mindsets.

3.1. Developing EIL-informed knowledge:

The lectures in the EIL course are aimed at stimulating students to acquire knowledge about the status of English as an international language. The topics discussed are carefully selected to familiarize learners with the worldwide spread of

English, the features it displays as a global means of communication, its dominance in various social domains of international importance (e.g. international relations, travel, tourism, the media, the Internet, advertising) and the reasons why it has become a world language (e.g. historical, political, socio-economic). Students are provided with a historical perspective tracing the story of English and how it spread around the world (see McCrum, Cran and MacNeil 1986, Crystal 1997). They are made aware of the fact that the globalization of English goes way back in time and involves several dispersals: the first dispersal (the spread of English to North America, Australia and New Zealand, which included migrations of mother tongue speakers and resulted in the emergence of new first language varieties: American, Canadian, Australian and New Zealand English), the second dispersal (the spread of English to Africa and Asia, which was based on colonization processes and led to the formation of second language varieties: Indian, Nigerian English, etc.) and the current dispersals of the language driven by the needs of communication in a quickly globalizing world. This historical perspective, introducing the spread of English to different territories around the world, is used to explain the diverse character that English assumes today.

A substantial number of the topics discussed during the lectures of the EIL course deal with variation in present-day English (see Trudgill and Hannah 2008). English is presented as a heterogeneous, pluralistic and pluricentric language rather than as a monolithic entity. The focus is on the different Englishes existing in the world. Indeed, emphasis is laid on how English becomes embedded in different cultural contexts getting a local flavor and developing new features. First, students learn about variation in native speaker English by comparing and contrasting varieties such as British, American, Australian, New Zealand and South African English. Then the focus shifts on variations of English as a second language: West African, East African, and Indian English. The presentation and analysis of different English varieties employ a framework working on different linguistic levels: pronunciation, grammar, and lexis. The discussion ends with exploring the typical features of foreign language varieties of English.

It is important to note that the discussion of the different forms of English tends to go hand in hand with presentation of the typical contexts in which the language is employed, the functions it usually serves and the users it has. The sociolinguistic model of the inner, outer and expanding circles is used to organize the discussion (Kachru 1985). Special emphasis is placed on the fact that various globalization processes are largely the reason why the number of contexts in which English functions as a communicative tool is increasing rapidly and as a result, the situations in which it is used, especially those belonging to the international sphere, are becoming more and more varied and difficult to predict.

Another topic highlighted in the lectures of the EIL course is the use of English as a global lingua franca across linguistic and cultural borders. The heterogeneous and dynamic nature of such communicative encounters in English, which tend to bring together speakers of diverse linguistic and cultural backgrounds, is brought to the fore. Research into the typical features of lingua franca use is discussed (e.g. Jenkins

2002, Seidlhofer 2004, McKay 2009, Mauranen 2010) and students are presented with the idea that English can be approached as a contextualized achievement which is the result of negotiation processes in specific communicative situations (Canagarajah 2007).

3.2. Developing EIL-informed skills

The seminars of the EIL course are organized in such a way that they provide students with the opportunity to acquire the skills they need to approach the diverse character of the English language, i.e. to deal with its multiple varieties, contexts of use, functions and users. Indeed, an emphasis on the necessity of developing abilities to cope with the diversity of present-day English has been a common thread in almost all studies on teaching English as an international language (see Matsuda 2003, 2018).

A major objective which the seminars of the EIL course aim to accomplish is encouraging students to develop receptive skills in listening and reading with respect to different forms of English, that is, abilities to comprehend different varieties of English. This is largely the reason why students are exposed to different Englishes, not only native, but also non-native. They do listening comprehension activities and engage in discussions of the accents they hear applying the knowledge they have acquired during the lectures in the course and searching online for extra information. They also read different genres of written texts (online and offline discourse) marked for example by lexical, grammatical and socio-cultural differences in the use of English.

Students are further stimulated to develop the ability to identify culturally shaped differences in communicative conduct and more specifically, in the use of English. For instance, they are often assigned tasks which involve doing ethnographic research of various online and offline socio-cultural groups, exploring their linguistic behavior in English and reporting the results in class. Students also engage in a project which focuses on investigating the use of English in their own socio-cultural environment (for a similar approach, see McKay 2012). They collect examples of phonetic, grammatical, lexical and pragmatic divergences in the use of English by speakers of Bulgarian and construct a common pool of data which they analyze together in class. Almost each and every year the EIL course is attended by Erasmus students who add to the discussion by providing examples of culturally marked usages in English from other countries (e.g. Italy, Hungary, Poland, Greece).

Apart from developing the ability to identify cultural differences in communicative behavior, students are also encouraged to acquire the skill of dealing with and overcoming such divergences, constructing a shared communicative code with the participants in a specific situation and arriving at common interpretations. One way in which students are urged to develop this ability is by analyzing authentic discourse containing examples of culturally marked use of language. For example, students often analyze real-life lingua franca encounters in English among speakers with different lingua-cultural identities: e.g. recordings of face-to-face conversations or online interactions. During the analysis learners' attention is directed towards

the pragmatic and sociolinguistic aspects of the communicative exchange (for a similar methodology, see House 2012). They explore issues such as the organization of the discourse in terms of conversational structures (turn-taking units, openings, closings, etc.), the interplay between various contextual parameters (interlocutor, goal of interaction, topic, etc.) and the effect this has on the language used, cross-cultural variation in communicative behavior (e.g. culturally specific ways of using speech acts or politeness elements). Students are asked to pay close attention to the strategies that the participants in the communicative exchange use to adjust their speech behavior to the specific aspects of the context in which the interaction takes place, accommodate to the speech of their interlocutor(s), negotiate any linguistic and/or cultural differences, repair potential problems in communication and then construct a shared communicative code. As a follow-up task learners make a list of the successful strategies which they have found in the analyzed discourse and discuss the extent to which they are transferable to other communicative contexts.

Another way in which students are stimulated to acquire the ability to cope with cross-cultural differences in communicative conduct is by urging them to analyze their own lingua franca encounters in English. They collect examples of online and offline interactions in which they participate and use English across linguistic and cultural boundaries. The analysis usually follows the steps outlined in the preceding paragraph. Students also explore their performance in the EIL course classroom. As already mentioned, Erasmus students from other cultural backgrounds frequently join the course, which turns the group itself into a community of practice whose communication is illustrative of lingua franca use in English. Learners observe their own communicative behavior and that of their classmates during group discussions or when completing specific tasks, take notes and write accounts of any strong or weak points that they notice. Students then discuss what strategies they can apply to repair the problematic points they found and improve the quality of the interaction in their community of practice.

3.3. Developing EIL-informed attitudes

A core belief underlying all teaching practices in the EIL course is that in order to be able to deal with the complexity and variability of the changing contexts of English language use, students need to adopt positive attitudes towards the diversity of the language, that is, they should come to terms with its multiple varieties, functions and users. This belief is to a great extent in line with a recurrent recommendation made in the literature on teaching English as an international language which is related to the need to make students open to linguistic diversity (see Matsuda 2002, Dimova 2018). Another central belief which guides all classroom activities in the EIL course is that the shortest way to encourage students to take positive attitudes towards the plurality of English is through raising their awareness of its heterogeneity and making them experience it even within the four walls of the classroom.

The pedagogical practices of providing students with knowledge about the existing variations within the English language and exposing them to its multiple

shapes, which were already discussed in the preceding sections, are clearly aimed at making learners appreciative of linguistic diversity in general and of the plurality of English in particular. In addition, the classroom activities involving identification and analysis of cross-cultural differences in communicative behavior, which were also examined in the foregoing discussion, turn out to be a powerful means of making students realize the importance of being open-minded, tolerant and respectful of culturally influenced variations in the use of English. Throughout the EIL course particular importance is attached to encouraging students to adopt a less hierarchical and more horizontal approach to the different forms of English. Some of the classroom activities, such as reading scholarly texts on the presence of English in different parts of the world (e.g. Foley 2006, Kirkpatrick 2007, Georgieva 2011), are specifically meant to engage students in a discussion about the idea that the different varieties of English, both native and non-native, are legitimate means of expression and interaction. Learners are also constantly reminded of the fact that the variety of English they employ as a point of reference when they learn and use English (in their case a form of Anglo-American English) is not the only valid one. There is a whole host of other acceptable Englishes existing in the world which students may hear out in the streets when they encounter the English-speaking world in real life.

Furthermore, to raise students' awareness of the powerful impact that attitudes towards English and its varieties can have on the processes of language acquisition and use, the EIL course relies on specially designed seminars which make this topic an explicit lesson focus. Students discuss the relationship between positive/negative attitudes and language acquisition/use and more specifically, how such attitudes can facilitate or hamper language acquisition as well as improve or worsen the quality of language use. Using the heterogeneity and fluidity of the present-day contexts of English language use as a starting point in their analysis, they examine the way in which a view of English as a monolithic entity characterized by negative attitudes towards diversity is likely to leave a learner/user with a wrong impression of the scope of the language and incomplete knowledge, thus making him/her unprepared for functioning effectively in real-life communicative encounters in English. As a result, what is usually brought to the fore in the classroom discussion is the importance of embracing a pluralistic view of English and taking positive attitudes towards its multiple varieties, functions and users. To get hands-on experience with respect to how attitudes work as well as to uncover their own hidden beliefs or possible bias, students engage in different activities. For instance, they read and discuss academic articles which report the findings of surveys focusing on attitudes about English and its various forms (e.g. Lindemann 2005, Dimova, Grebeshkova and Walker 2015, Dimova 2017). Learners also conduct similar attitude studies themselves – they design questionnaires which they circulate among their colleagues and peers or outside of the university context.

4. Conclusion

The present investigation has examined the changing present-day contexts in which English is used and has highlighted the fact that they are becoming more and more complex, variable and unpredictable. It has explored an emerging theoretical view which approaches English as a contextualized construct built in specific communicative situations through negotiation processes. The current study has also looked at what the implications of these new realities are with respect to the process of learning the language and has argued for the need to redefine proficiency in such a way that stress is laid on equipping students with knowledge, skills and attitudes to deal with the increasing complexities of English language use. It has been suggested that students should become more aware of and knowledgeable about the sociolinguistic and strategic parameters of communication as well as able to use language in a contextually appropriate manner. In addition, they should develop intercultural skills and mindsets so as to be able to use English effectively in the increasingly complex contexts which tend to bring together speakers of diverse linguistic and cultural backgrounds. This study has discussed an EIL course taught at Sofia University as a means of presenting several revised pedagogical practices which could be used to help students acquire such proficiency. First, learners can be provided with knowledge about the spread of English on a global scale, the diversity it displays in terms of forms, speakers, functions and contexts of use as well as its employment as an international lingua franca. Second, students can be exposed to different varieties of English to develop receptive skills in listening and reading. They can also be encouraged to do ethnographic research of various socio-cultural communities and analyze authentic discourse with cross-cultural differences in language use so as to acquire the ability to identify and cope with culturally marked types of linguistic behavior. Third, raising students' awareness of the heterogeneity of English can be used to urge them to develop positive attitudes towards its diversity, become open-minded with respect to cultural variations in the use of the language and start placing its various forms on a horizontal line. In addition, attitudes towards English and its varieties can be turned into the explicit focus of a lesson so as to make students realize the powerful role they can play in shaping language acquisition and use. Taken together, the abovementioned strategies should make students better prepared to approach the complexity, variability and fluidity of new English contexts.

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GLOBALNI ENGLESKI I PROMENLJIVI KONTEKSTI U KOJIMA SE KORISTI: KA IZMENJENOJ PEDAGOŠKOJ PRAKSI

Rezime

U ovom radu ispituju se promenljivi konteksti u kojima se danas koristi engleski jezik i ističe se činjenica da oni postaju sve složeniji, promenljiviji i napredvidljivi. Ispituje se teorijsko stanovište koje engleskom jeziku pristupa kao kontekstualizovanom konstruktu koji nastaje u specifičnim komunikativnim situacijama kroz procese usagalašavanja značenja. U radu se takođe razmatraju implikacije ovih novih realnosti u odnosu na proces učenja jezika i ističe se potreba da se redefiniše znanje jezika na takav način da naglasak bude na tome da se studentima pruže znanja, veštine i stavovi sa kojima će moći da se nose sa složenijim načinima upotrebe engleskoj jezika. Potrebno je da studenti postanu osetljiviji za sociolingvističke i strategijske parametre komunikacije kao i da budu u stanju da koriste jezik na kontekstualno adekvatan način. Osim toga, studenti bi trebalo da razviju interkulturalne veštine i mentalni sklop kako bi bili u stanju da koriste engleski efikasno u sve složenijim kontekstima, gde se sve više sreću govornici čiji se maternji jezici i kulturno poreklo razlikuju. U ovom radu je predstavljen jedan kurs engleskog jezika sa Univerziteta u Sofiji, gde su ilustrovane revidirane pedagoške prakse, koje mogu pomoći studentima da steknu znanja i veštine o kojima je bilo reči.

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