

"English as an International Language in Teacher Education in Germany" is a teaching and research project at the interface of World Englishes, ELT pedagogy and teaching practice.

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Zentrum für  
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Spotlights  
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Do you work in teacher education and are you interested in receiving more information? Are you an English teacher and interested in deepening your knowledge about World Englishes? Are you interested in attending workshops and/or learning about teaching materials dealing with World Englishes? If so, or if you would like to sign up your school and work with us in our project please contact:

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Visit our website as well:



<https://blogs.uni-bremen.de/varieties/>

## English as an International Language in Teacher Education in Germany

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The massive spread and diversification of the English language, its dominance as a second/foreign language and its use as a global lingua franca has brought about a change in the foundations of how English should be taught and learned. However, in English Language Teaching (ELT) in Germany there is still an exclusive exonymic orientation towards "Standard English", i.e. British and/or American English.



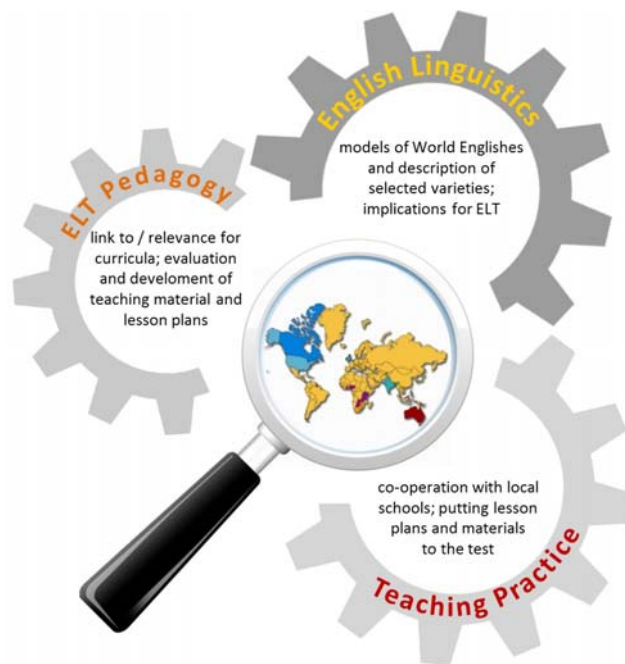
But setting a monolingual, inner-circle native-speaker benchmark for today's learners, including the corresponding cultural norms, does not correspond to the linguistic reality and is therefore no longer considered appropriate in many contexts.

Our project thus aims to innovate English language teacher education at German universities along two parameters:

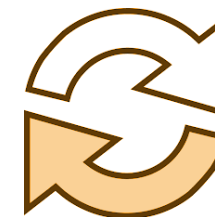
- to introduce and integrate elements of English as an International Language (EIL) into the curriculum, e.g. by increasing exposure to the diversity of Englishes;
- to resolve the fragmentation of discipline-specific content knowledge and ELT pedagogy, and to bridge the gap between theory and practice in university teacher education.

Future teachers of English will develop an awareness of the sociolinguistic and pedagogical implications of the global spread of English, also beyond school curricula. The project helps them sharpen their self-image as professional experts and strengthen their identification with the subject of study by means of reflecting on their own language learning biographies.

Our one-semester teaching model links content knowledge about linguistic variation and World Englishes with ELT pedagogy and teaching practice. Component 1 consists of a linguistics seminar on World Englishes and the sociolinguistic and pedagogical implications of the global spread of English. Component 2 is a seminar on World Englishes and ELT pedagogy that shifts the focus to questions of material evaluation and design, curricular implementation and the preparation of students' teaching projects.



The knowledge acquired in these two paired seminars is then brought together in component 3, a practical phase at the end of the term in which the students take their lesson plans and teaching material dealing with selected varieties of English to the classroom by co-operating with local partner schools and experienced in-service teachers.



The concepts and materials that are developed in this project are transferred to various areas within and outside the university by:

- offering workshops for in-service teachers and other parties involved in English teacher education in which they acquire additional knowledge about World Englishes and explore in which ways this can be connected to their teaching goals, learn how to find and evaluate material as well as how to integrate aspects of World Englishes into their lessons despite little to no explicit mention of it in the curricula and textbooks;
- compiling a multimedia database with teaching materials which will be made available online;
- transferring and applying our teaching concept to other pluricentric foreign languages taught at school, e.g. Spanish or French;
- transferring our concept of linking scientific content knowledge, teaching pedagogy and teaching practice to other school subjects.