ENGLISHES

TESTI E CONTESTI DELLE LINGUE INGLESI

17

Tra le lingue occidentali, l'inglese è quello che si è maggiormente evoluto, se non trasformato, fino a divenire la lingua della globalizzazione. Oggi, quindi, non si può più parlare di "English" bensì di "Englishes", ognuno dei quali si inserisce in un ben delineato contesto geografico e storico-politico dal quale ricava e afferma nuove e originali strutture grammaticali e lessicografiche. È il caso dell'anglo-americano, dell'anglo-canadese e dell'anglo-australiano, ormai realtà consolidate e codificate, così come è il caso dell'anglo-caraibico, dell'anglo-indiano e dell'anglo-africano (nelle sue diverse accezioni) che sono tuttora realtà "in progress" e, proprio in virtù di ciò, le più interessanti e innovative.

La Collana intende, pertanto, ospitare studi filologici e linguistici, testi grammaticali e lessicografici che possano coadiuvare l'insegnamento dell'inglese moderno e aiutare la comprensione e l'insegnamento delle letterature che di questi "Englishes" sono espressione.

ENRICA **ROSSI**

NEW PERSPECTIVES FOR LANGUAGE EDUCATION
FROM GLOBAL ENGLISH TO GLOBAL CITIZENSHIP

Foreword by

FLORA **SISTI**
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The future is ours:
as language educators we can make a difference
with the classes we teach and the students we inspire…

TABLE OF CONTENTS

LIST OF ABBREVIATIONS

CBI	Content-Based Instruction
CBLL	Community-Based Language Learning
CCPT	Content-Creation Project Technique
ESD	Education for Sustainable Development
GCED	Global Citizenship Education
ELE	English Language Education
FLL	Foreign Language Learning
FLT	Foreign Language Teaching
ILTM	Innovative Language Teaching Methodologies
IWBs	Interactive Whiteboards
HE	Higher Education
ProbBL	Problem-Based Learning
ProbBT	Problem-Based Teaching
ProjBL	Project-Based Learning
ProjBT	Project-Based Teaching
SD	Sustainable Development
SDG	Sustainable Development Goal

FOREWORD

Several books and scientific articles have recently focused on sustainability in a wide range of domains. Topics such as Sustainable Development, Global Citizenship Education, Sustainable Development Goals, Ethical Thinking, and P.E.A.C.E Pedagogy are gaining popularity, also due to the increasing number of conferences, research projects, and government funds devoted to this study area.

The present volume draws on the latest developments in this field, highlighting the connection between sustainability and the learning and teaching of the English language. Enrica Rossi maintains that foreign language educators may contribute to shaping their learners' values and behaviors by bringing real-world issues into the classroom and providing a variety of multimodal learning experiences through innovative teaching methodologies. The foreign language course, understood as the teaching and learning of communicative competence, can cover several different topics, including those pertaining to the 2030 Agenda, by employing methodologies such as Content-Creation Project Technique, Cooperative Learning, Gamification, Problem-Based Learning or Project-Based Learning. All of these aimed to foster the development of critical thinking and teamwork and create a safe and inclusive learning environment where everyone can feel free to express their opinions, thoughts, and personal beliefs. Ultimately, the author contends that the link between sustainable content and innovative

teaching can be highly motivating for foreign language learners, empowering them to actively affect social change.

The introductory part of the volume becomes particularly significant in rethinking the role of English as a Lingua Franca that is no longer imperialistically hinged but instead considered an indispensable tool for authentic communication between nations. Rossi's valuable insights are further enriched by a series of practical lesson plans designed for teaching English at the university level within the framework of Global Citizenship and Sustainable Development Goals.

Flora Sisti
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FOREWORD

In a multitude of aspects to consider in promoting sustainability-oriented models of behaviour, the linguistic one is among the most relevant and yet one of the most underrated. Despite the dramatic knock-on effect, due to the incessant overcoming of our planet's socioeconomic limits, our awareness in responding to the impact at every level is still a long way off. We fail to grasp the complexity of what is happening and persist in imagining short-term solutions that increasingly lower the chances of success in achieving the targets related to the SDGs of the UN 2030 Agenda. And, more generally, to save ourselves from collapse.

In this context, "*New Perspectives for Language Education - from Global English to Global Citizenship*" by colleague Enrica Rossi, provides valuable assistance in broadening the frame of reference, offering precious insights on possible paths for both in-depth study and action to build an inclusive, sustainable, and equitable language education acting as a catalyst for social and cultural transformation while ensuring the interests of future generations. The volume is, in fact, not only an example of how the value of sustainability is progressively influencing various university missions, but also an educational tool with a high capacity for cross-fertilization, which, by generating awareness, can initiate processes aimed at social justice, particularly by integrating the SDGs and Global Citizenship in the English classroom.

Clearly, the transition of English from a tool of colonization to a Lingua Franca, capable of uniting people with different backgrounds and histories to improve their well-being and ability to face current global challenges, requires not only adequate linguistic skills, it also needs respect for differences and a welcoming attitude towards the contributions of other languages and cultures, both publicly and privately. More generally, it requires open-mindedness, commitment, and determination in breaking down walls and borders and promoting the values of inter- and intragenerational equity, solidarity, and peace. But before all this, it requires the desire and willingness to get to know and understand each other reciprocally, actions for which knowledge of English remains an indispensable element.

English Language Education, in each of its multiple dimensions, should therefore be understood as an instrument for social and cultural change that influences and shapes worldviews, values, and identities. Enrica Rossi's work addresses the themes of sustainability and inclusivity with sensitivity and a clear desire to actively contribute to a process of continuous education, keeping in mind that to 'educate' means to transform, shape, and – hopefully – improve societies.

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INTRODUCTION

This volume examines the relationship between the global spread of the English language, the phenomenon of globalization, and the implications for sustainable and fair language education aimed at cultivating Global Citizenship.

By exploring historical contexts and trends, sociolinguistic dynamics, and geopolitical factors, the book analyses how the diffusion of English has shaped and at the same time has been shaped by globalization, and the implications for language education policies and practices worldwide, particularly in the light of the 2030 Agenda[1]. Utilizing the UNESCO Education for Sustainable Development (ESD) framework and starting from the Sustainable Development Goals (SDGs), this volume will also demonstrate how the integration of sustainable education and language education can be successfully integrated so as to promote effective intercultural and global citizenship.

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(1) The 2030 Agenda for Sustainable Development is "*a plan of action for people, planet and prosperity. It comprises 17 Sustainable Development Goals (SDGs) that are 'integrated and indivisible and balance the three dimensions of sustainable development: the economic, social and environmental'; and demonstrate the scale and ambition of the new universal Agenda. They result from what is arguably the most inclusive process of consultation in the history of the United Nations, reflecting substantive input from all sectors of society, all actors of the international community and all parts of the world. All Member States, the entire UN system, experts and a cross-section of civil society, business and, most importantly, millions of people from all corners of the globe, have committed themselves to this comprehensive agenda seeking to address globally-shared concerns and to promote the public good*", in UNESCO. (2016). Unpacking Sustainable Development Goal 4 – Education 2030, UNESCO Digital Library, at: https://unesdoc.unesco.org/ark:/48223/pf0000246300.

The Sustainable Development Goal Progress Report that was released in April 2023 showed that only 12% of the SDGs targets were being fulfilled: this inevitably means that it has become urgent to provide sustainability education within our university curricula and amongst foreign language educators who should also start considering a variety of different approaches to set a broad range of sustainability issues into their syllabi.

Drawing on multidisciplinary perspectives from linguistics, sociology, international relations, pedagogy and education, this work aims to provide insights into the complex interaction between language spread, globalization, and language teaching, and to offer recommendations for promoting equitable and inclusive language instruction in a globalized world.

The volume invites all those involved in teaching and learning English to take up new approaches, implement innovative practices and expand their objectives to include critical thinking and personal responsibility.

To meet these objectives, research was carried out in the following phases:

– Phase 1: Evaluating English language development;
– Phase 2: Analysing how global English has impacted language education;
– Phase 3: Building an engagement framework to pursue and support English language pedagogies, practice and education through co-generation of knowledge.

This volume will hopefully benefit researchers, scholars and all those involved in higher education interested in English language teaching and in language education in general.