

The I-LanD Seminar Series

CENTRO DI RICERCA INTERUNIVERSITARIO I-LanD



Thursday, 30th October 2025

Teaching English in the Expanding Circle: Awareness of Language Variation, Language Policy, and Ideology

Microsoft Teams at 16:30-18:30 (CET time)

Meeting ID: 394 930 967 279 Passcode: Fm3tw7RN

Peter L. Patrick

University of Essex

Gaillynn D. Clements

Duke University

Martin Dewey

King's College London

Rob Drummond

Manchester Metropolitan University

in conversation with **Carmen Ciancia**

University of Foggia

For further information, visit:

The I-LanD Seminar Series

<https://i-land-researchcentre.eu/>

or email: passesposito@unisa.it



Join the meeting

The global importance of English is the reason why English is being introduced in schools earlier and earlier in many European countries (Durham, 2014). However, the role of English teachers in perpetuating the Standard Language Ideology (SLI) has been widely discussed and problematised (Guy, forthcoming; Matsuda, 2017; Trudgill & Hannah, 2002). Research in ELF (English as Lingua Franca) also suggests that established principles and sanctioned good practice in ELT (English Language Teaching) require substantial reassessment (Dewey, 2012). Trudgill and Hannah (2002) call for expanding teachers' professional development to include greater awareness of the diversity of English varieties around the world. Guy (forthcoming) argues that foreign language learners must become familiar with the orderly social patterns that native speakers internalise within their communities. Hence, the standard language myth, which typically dominates EFL (English as a Foreign Language) classes, is insufficient to provide learners with a thorough understanding of the English language. Standard languages are merely idealisations, intended to be invariant, but they are not entirely resistant to change (Milroy, 2007). One consequence of the existence of standard languages is that both native speakers and foreign language learners often subscribe to the notion of linguistic correctness (e.g., people mistakenly believe that some forms of language are 'correct', such as *I saw it*, whereas others are 'wrong', such as *I seen it*). Teaching and learning only Standard English (e.g., British or American English, or both) limits students' knowledge to the standard variety, excluding the forms of variation that are inherent in the language and commonly used by ordinary speakers. The exclusion of all levels of variation (i.e., phonological, grammatical, lexical) presents a serious issue when teaching and learning English as a foreign language, as the social stratification of English (i.e., how the language varies by social class, gender, age, ethnicity) must be taken into account. Hughes et al. (2012:1) note that when foreign learners of English visit the UK for the first time, they often struggle to understand the *real* English, particularly due to pronunciation differences. This panel brings a sociolinguistic lens to EFL teaching and delves into issues of language policy and ideology.



References

The I-LanD Research Centre is delighted to invite you to the seminar of “*The I-LanD Seminar Series – 4th Edition*”.

Innovative in nature, the I-LanD Seminar Series showcases convenors debating issues in their field(s) of expertise. The seminars aim to encourage speakers to reveal insights, introduce adopted methodologies, highlight pitfalls, and generally expand knowledge in a given area. Each co-host will briefly present their contribution to the theme of the seminar. At the end of each round, fellow convenors and audience members will ask questions on the topics presented, in order to foster an enriching and productive discussion.

The seminar ***Teaching English in the Expanding Circle: Awareness of Language Variation, Language Policy, and Ideology***, scheduled for **Thursday, October 30th, 2025, 16:30–18:30 (CET)**, will feature contributions from **Peter L. Patrick** (University of Essex), **Gaillynn Clements** (Duke University), **Martin Dewey** (King's College London), **Rob Drummond** (Manchester Metropolitan University) in conversation with **Carmen Cancia** (University of Foggia).

We look forward to welcoming you to this inspiring discussion.