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THE BOOK OF ABSTRACTS

Editors

Muntazar Mehdi
Dr. Mustafa Güleç
Dr. R Pushkala
Zhandos Alimgerey

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**EXPLOITING ELF IN THE ENGLISH CLASS TO FOSTER LEARNERS'
INTERCULTURAL COMMUNICATIVE COMPETENCE**

Antonio Taglialatela
Tuscia University, Italy

Abstract

Intercultural communicative competence (ICC) (Byram 1997) allows those engaged in interaction to accommodate cultural and language differences adequately to convey a message. ICC becomes, therefore, pivotal in today's globalized multicultural society, with English being used as the chosen *lingua franca* of communication (ELF). This foregrounds important implications for the traditional English teaching (and learning) paradigm where native speakers (NS) are still regarded as the custodians of linguistic correctness (Poppi 2010; Taglialatela *in press*). This presentation addresses the need to reconceptualize the traditional English teaching paradigm, exploiting an ELF-aware approach in the English class to foster learners' ICC. To this purpose, we draw on the main tenets of the domains of ICC and ELF pedagogy, including, among others, the co-construction of social relationships in communication (Jackson 2014), the overcoming of cultural bias in intercultural interaction (Bouchard 2017), the use of the most suitable type of English according to the situation (Seidlhofer 2011, 2020; Leung 2013; Kohn 2015, 2019) and the preparation of a competent intercultural communicator, and elucidate the interrelations underlying these tenets. The best practices for such a paradigmatic shift towards a more pragmatic ELF-aware approach (Di Scala 2018; Sifakis 2019; Taglialatela & Tardi 2020) are highlighted. The results point out that a dual teaching model, i.e., the NS model of a national variety of English for the specialist part of teaching/learning, and the competent communicator model in ELF situations for the intercultural part, is ideal for the English class as learners are equipped with the necessary tools to acquire and demonstrate their ICC in intercultural contexts. This presentation offers a novel perspective on the topic by clarifying the connections among and explicitly conjoining the tenets of ICC and ELF, and provides practical and theoretical implications for the training of English teachers and the use of English, globally.

Keywords: Dual teaching model, English as a lingua franca (ELF), English class, intercultural communicative competence.