**Preparing English Language Teachers for Today’s Globalized World**

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Chapter Title:**An ELF-based comparative analysis of teachers’ attitudes, classroom practices and materials in public and private schools in Portugal**

Although a significant amount of contemporary ELT research has increasingly given extensive consideration to the international role of English and how it is reflected in teachers’ perceptions and classroom practices (Bowles & Cogo, 2015; Matsuda, 2016; Sharifian, 2009; Yasemin & Akcan, 2015; Vettorel, 2015), little has changed within the classroom and in teachers’ beliefs and viewpoints due to the perceived maintenance of traditional ELT approaches which emphasize teaching standard varieties--usually British and/or American English--and their cultures, the use of the textbook as the main, and sometimes sole, source of language input and the lack of supplementary materials that present English as an international language (EIL) or English as a lingua franca (ELF). It is, thus, essential to investigate the reasons for such resistance and recommend practices and procedures to reverse this tendency.

Therefore, this article analyzes and compares the attitudes and practices of non-native English-speaking teachers in private and public schools, language centers and in tutorial classes. More specifically, it examines similarities and differences in terms of the school policies and the teachers’ individual perceptions and strategies, the choice and use of textbooks and supplementary materials, as far as a linguistic and cultural ELF/EIL-based perspective is concerned, in those different teaching contexts.

To accomplish that, it makes use of quantitative (questionnaires) and qualitative (interviews) data obtained from a group of Portuguese teachers who have taught in several levels of language competence (from young learners to advanced students) in different educational contexts and in tutorial sessions on a one-on-one basis or with small groups.

Generally speaking, this research aims at identifying similarities and/or differences in the approaches to teaching English in the diverse teaching environments and, consequently, suggest in what ways a more international and global perspective of English language and culture can be fostered.

In essence, this article aims at proposing that teacher trainers, cooperating teachers in teaching training programs, pre-service and in-service teacher trainees, practicing EFL teachers and material designers incorporate innovative approaches to teaching English which present the language as it is used nowadays by native and non-native speakers alike.

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