**Promoting critical engagement with normativity and perception bias in language teacher education**

The extensive globalization of English and English language teaching requires us to engage in some critical rethinking of established practices in language pedagogy, most especially with regard to the way we conceptualize language competence among learners and knowledge about language among practising teachers. The global reach of the English language and its role as a lingua franca have led to some well researched developments in the way English is used to communicate in language contact situations. In this paper I re-examine the impact of these developments for English language teachers and teacher educators. My objective is to explore how we might move beyond current conceptualizations to implement change in practice, in my view only achievable through promoting greater critical awareness so that we may challenge the normativity and biases that underpin language (in) education.

In this light, I see language teacher education as central in exposing language teachers to the changing nature of English, and in promoting critical reflection on existing beliefs and norms in language pedagogy. My paper examines the value of incorporating a Global Englishes/transcultural perspective by means of developing critical thinking practitioners, by directing criticality towards the language syllabus, current materials, and conceptualizations of professional knowledge in the language classroom. Through analysis of online surveys, semi-structured interviews and focus groups conducted with language teachers and language teacher trainers, I will discuss how conceptions of English are developing as the English language and professional practices evolve. Ultimately, I aim to answer the following question: As English changes, how do ELT practitioners’ awareness of language and knowledge about language (need to) change?

Martin Dewey, King’s College London