

English As A Lingua Franca In Intercultural Communication

This edited book examines the phenomenon of English as a Lingua Franca (ELF) in the Japanese context, using multilingualism as a lens through which to explore language practices and attitudes in what is traditionally viewed as a monolingual, monocultural setting. The authors cover a broad spectrum of topics within this theme, including language education policies, the nature of ELF communication in both academic and business settings, users' and learners' perceptions of ELF, and the pedagogy to foster ELF-oriented attitudes. Teaching and learning practices are reconsidered from ELF and multilingual perspectives, shifting the focus from the conformity to native-speaker norms to ELF users' creative use of multilingual resources. This book is a key resource for advancing ELF study and research in Japan, and it will also be of interest to students and scholars studying multilingualism and World Englishes in other global contexts.

This book examines the relationship between language, culture and identity in intercultural communication. This book outlines how we might conceive of this relationship in the fluid communicative practices of ELF, which leads to a reevaluation of notions of intercultural competence and related pedagogic practices.

Using a corpus of data drawn from naturally-occurring second language conversations, this book explores the role of idiomacity in English as a native language, and its comparative role in English as a lingua franca. Through examining how idiomacity enables first language learners to achieve a greater degree of fluency, the book explores why idiomatic language poses such a challenge for users of English as a lingua franca. The book puts forward a new definition of competence and fluency within the context of English as a lingua franca, concluding with an analysis of practical implications for the lingua franca classroom. This in-depth study of English language learning using corpus data will be of interest to researchers in applied linguistics and corpus linguistics and to teachers of English as an international lingua franca.

English as a lingua franca has become a hot topic in Applied Linguistics and English Studies. While it has been a subject of controversy for some time, linguistic observations on actual use have largely been missing out of the debate. This is now changing fast, and the study of English as a lingua franca has become a vibrant research field. This book reflects achievements in the growing field; it presents a good selection of empirical findings, thus providing substance to arguments. It comprises contributions from pioneers and established scholars in the field, along with reports from substantial ongoing research projects. The papers offer insights into the workings of English as a lingua franca in different contexts—conversational, academic, professional, and business situations. They tackle essential theoretical issues, analyse linguistic and interactional features of ELF, and discuss attitudes towards ELF. The studies are firmly anchored in analyses of authentic language in social interaction, some also using survey and interview data. Many papers also touch upon debates on language policy and linguistic ideologies. This collection of papers from the key areas of current ELF research will be of interest to English linguists and applied linguists, graduate and undergraduate students of English, educational and language planners, and teachers of English.

Through integrating different perspectives on language change, this book explores the enormous on-going linguistic upheavals in the wake of the global dominance of English. Combining empirical research with theoretical approaches, it will appeal to researchers and graduate students of English, and also of other languages studying language change.

English-Medium Instruction from an English as a Lingua Franca Perspective

English as a Lingua Franca in Wider Networking

English as a Lingua Franca in Higher Education

A Corpus-based Analysis

English as a Lingua Franca

Language Change

Perspectives from Indonesia

From the perspective of the speakers themselves, this is the first book to explore attitudes towards ELF in general and ELF accents in particular, their effects on ELF speakers' identities, and ways in which the problems can be addressed in teacher education, English language testing, and ELTmaterials.

In a constantly interconnected world communication takes place beyond territorial boundaries, in networks where English works as a lingua franca. The volume explores how ELF is employed in internationally-oriented personal blogs; findings show how bloggers deploy an array of resources to their expressive and interactional aims, combining global and local communicative practices. Implications of findings in ELF and ELT terms are also discussed.

Gives a clear explanation of the theories and principles underlying ELF studies and how they relate to other areas of research, such as second language acquisition, sociolinguistic variation, and World Englishes Accessible and relevant to a wide range of readers: applied linguists (especially sociolinguists), master's students, teacher trainers and teachers, and anybody with an interest in the English language and how it is used worldwide. The author is a leading authority in ELF and the book addresses and brings up to date many aspects of her thinking and research in this field. The book is grounded in practical research. The author is founding director of the Vienna-Oxford International Corpus of English (VOICE), the first freely-accessible computer-corpus of interactions in English as a lingua franca. Reference is made to this data throughout. Includes a final chapter addressing the potential practical implications of work on ELF for English language teaching.

This book explores the interfaces of English as a Lingua Franca (ELF) and English as a Foreign Language (EFL) pedagogy. It presents the theoretical aspects of ELF, discusses issues and challenges that ELF raises for the EFL classroom, and demonstrates how EFL practitioners can make use of ELF theorizing for classroom instruction, teacher education, developing language learning materials, policymaking and testing and assessment. Accounts of innovative and practical pedagogical practices and researchers' insights from diverse geographical, cultural and institutional contexts will inform and inspire EFL practitioners to reconsider their practices and adopt new techniques in order to meet their learners' diverse communicative needs in international contexts.

Open publication As a result of globalization, higher education institutions throughout the world are adopting English for parts of their education. Higher education is becoming increasingly international and thus linguistically diverse, for educational, idealistic and financial reasons. This book presents a much-needed description of English as a lingua franca (ELF) from an international university setting and focuses on form and pragmatic issues, using authentic spoken data. It provides useful insights into how communicative effectiveness can be achieved in spoken lingua franca communication.

An Investigation of Form and Communicative Effectiveness

An Analysis of ELF Interactions in South-East Asia

A Corpus-driven Investigation

Contributions in Honour of Barbara Seidlhofer

Idiom and Metaphor

English as a Lingua Franca: Attitude and Identity

Interactions across Englishes

Investigates the changes undergone by written communication in our globalized world as English as a Lingua Franca. This title takes into account different web-genres: from the replication of existing genres in other media to cybergenres, whose key evolutionary force is the progressive exploitation of the functionalities afforded by the medium

Language regulation has often been approached from a top-down policy perspective, whereas this book examines regulatory practices employed by speakers in interaction. With its ethnographically informed focus on language regulation in academic English as a lingua franca (ELF), the book is a timely contribution to debates about what counts as acceptable English in ELF contexts, who can act as language expert, and when regulation is needed.

Review text: This book is an important contribution to research on multilingualism: the author does not only discuss theoretical aspects of this research field but also attempts to verify theoretical premises with respect to their empirical validity.(Dieter Wolff, Bergische Universität Wuppertal).

Lingua francas are languages used for communication between individuals for whom they are not the first language. Based on empirical work throughout, the individual contributions to this volume address lingua franca communication from sociolinguistic as well as from conversation analytic perspectives, or place this form of communication within the wider context of foreign language teaching. The volume as a whole attempts to broaden the traditional view of lingua francas as languages employed by non-native speakers to serve specific, and communicative purposes only. Instead, it is demonstrated that lingua francas have gained a number of varied functions, and that they are employed by a heterogeneous group of speakers for whom they do not always have the same status of a second or foreign language. The papers reveal intriguing similarities in form across different lingua francas, but also point at significant differences. As a result, it is proposed that approaches to teach lingua francas as such need to be developed on the basis of empirical evidence. Contents: C. Meierkord: 'Language stripped bare' or 'linguistic masala'? - Culture in lingua franca communication - P. Haegeman: Foreigner talk in lingua franca business telephone calls - A. Lesznyak: From chaos to smallest common denominator - Topic management in English lingua franca communication - J. Hee Bac: Discourse strategies solving trouble in German lingua franca communication - K. Knapp: The fading out of the non-native speaker. Native speaker dominance in lingua-franca-situations - J. House: Developing pragmatic competence in English as a lingua franca - B. Seidlhofer: The shape of things to come? Some basic question about English as a lingua franca

This edited volume addresses perspectives and prospects of English as a lingua franca (ELF) in connection with other areas of linguistics. It is the first volume that brings together ELF scholars and experts from a wide range of areas in linguistics (such as corpus linguistics, sociolinguistics, historical linguistics, language pedagogy, language policy, intercultural communication) in order to explore how ELF relates to these fields.

Blogging Practices

Findings and Developments

English as a Lingua Franca. A new teaching paradigm?

Culture and Identity through English as a Lingua Franca

International Approaches to Bridging the Language Gap

The Last Lingua Franca

Pragmatics in English as a Lingua Franca

This volume addresses two current gaps in pragmatics research in English as a lingua franca (ELF): Firstly, the contexts, approaches and theories of pragmatics generally that remain under-explored in studies of ELF speakers; secondly, the paucity of ELF pragmatics studies investigating Asia, despite its economic and geo-political importance and the role of English as a region-wide lingua franca. The volume draws together a range of pragmatics-related chapters contributed by leading experts in pragmatics, both in English as a lingua franca and more broadly. These either present new research that extends the current state of the field, or introduce approaches and theories from other areas of pragmatics that translate readily to analysis of ELF interaction. Five of the chapters are Asia-focused, examining pragmatic aspects of communication among Asian ELF users. The volume therefore offers scope for ELF pragmatics researchers to further broaden the field's theoretical and analytical horizons, and adds to the quantity of knowledge about pragmatics in ELF communication in Asia. Its publication raises the visibility of this research area within the broader field of pragmatics.

A lingua franca perspective into English language teaching in Brazil has only recently take flight. As an emerging economy, the country faces enormous challenges when it comes to language education in schools, where English has traditionally been taught as a foreign language. This collection brings the perspectives of academics and language practitioners in their efforts to incorporate an ELF approach into teacher education, thus offering a voice sorely missed in the international community interested in developing new approaches to English in a global world.

This book explores the nature and causes of misunderstandings in ELF interactions. It is based on a corpus of conversations between English speakers from south and east Asia that helps us investigate what causes misunderstandings, particularly the pronunciation, grammar, word choice, and discourse. The book also considers how such misunderstandings may be signalled and repaired. Finally, it discusses the implications for teaching English around the world and offers guidance to teachers in enabling their students to become highly intelligible.

English is a language at the centre of research into language contact, because its global spread has resulted in contact with an enormous variety of different languages worldwide, leading to the creation of many new varieties of English, including second language varieties, and also pidgins and creoles. This book takes an original look at what happens when speakers of these different varieties interact with one another. Using her own rich fieldwork data from diverse international and South African contexts, Meierkord proposes an innovative approach to how Englishes merge and blend in such interactions, creating further new forms of English and further changes to the language. Through skillful analyses and descriptions, the book provides fascinating insights into where and who the users of English as a lingua franca are and what English then looks like at the levels of phonetics, morphosyntax, the lexicon and discourse.

This book investigates formal characteristics and discourse functions of linguistic creativity at the level of idioms in spoken ELF as represented in the Vienna-Oxford International Corpus of English (VOICE). Building on the findings of previous ELF research, the book proposes that creativity might serve as a fundamental concept in accounting for the variation that seems to be central to describing and understanding English as a lingua franca.

Linguistic Choices in Local and International Contact Situations

Communicating Strategically in English as a Lingua Franca

Analysing English as a Lingua Franca

Teaching the Pronunciation of English as a Lingua Franca

Teacher Education for English as a Lingua Franca

English as a Lingua Franca in Teacher Education

English in Europe:

Grounded in ethnography, this monograph explores the ambiguity of English as a lingua franca by focusing on identity politics of language and race in contemporary South Africa. The book adopts a multidisciplinary approach which highlights how ways of speaking English constructs identities in a multilingual context. Focusing primarily on isiZulu and Afrikaans speakers, it raises critical questions around power and ideology. The study draws from literature on English as a lingua franca, raciolinguistics, and the cultural politics of English and dialogues between these fields. It challenges long-held concepts underpinning existing research from the global North by highlighting how they do not transfer and apply to identity politics of language in South Africa. It sketches out how these struggles for belonging are reflected in marginalisation and empowerment and a vast range of local, global and glocal identity trajectories. Ultimately, it offers a first lens through which global scholarship on English as a lingua franca can be decolonised in terms of disciplinary limitations, geopolitical orientations and a focus on the politics of race that characterize the use of English as a lingua franca all over the world. This book will be of interest to students and researchers in linguistic anthropology, sociolinguistics, World Englishes, ELF and African studies.

There have been noticeable demographic changes recently in the use of English around the world. English as a medium of communication is now the contact language of native speakers from many diverse speech communities who interact with each other in multilingual contexts. The use of English as a lingua franca (ELF) and its implications has become a hot topic in applied linguistics and English studies. Communicating Strategically in English as a Lingua Franca reflects the growing interest in achieving communicative effectiveness in ELF situations and provides a comprehensive account of recent empirical findings in the field of ELF. It analyzes and interprets the author's own large corpus of naturally occurring spoken interactions and focuses on identifying innovative employments in the communicative strategies and pragmatics of speakers involved in ELF interactions. In doing so, this book makes a considerable contribution to the growing field of empirical studies in ELF. It explores the usage of pragmatic strategies and highlights their significant role in communicative effectiveness in ELF interactions. In showing the processes of classifying communication strategies involved in the identification of newly observed communication strategies, this book will be of great interest to English linguists, applied linguists, graduate and undergraduate students of English, English Language Teaching material developers and teachers of English.

The Routledge Handbook of English as a Lingua Franca (ELF) provides an accessible, authoritative and comprehensive introduction to the main theories, concepts, contexts and applications of this rapidly developing field of study. Including 47 state-of-the-art chapters from leading international scholars, the handbook covers key concepts, regional spread, linguistic features and communication processes, domains and functions, ELF in academia, ELF and pedagogy and future trends. This handbook is key reading for all those engaged in the study and research of English as a lingua franca and world/global Englishes more broadly, within English language, applied linguistics, and education.

A complete introduction to the theoretical nature and practical implications of English used as a lingua franca. Explore the theories and principles of English as a Lingua Franca with leading expert Barbara Seidlhofer

Explores the language behaviour of speakers of English as a Lingua Franca (ELF), through the lens of Gricean pragmatics. It will be of interest to a wide range of scholars across the fields of pragmatics, language contact, world Englishes, second language acquisition, and English as a second language.

Politics of Language and Race in South Africa

Global Interactions in English as a Lingua Franca

Theorizing and teaching English

English as a Lingua Franca in Japan

Communities of Practice and English as a Lingua Franca

English as a Lingua Franca in ASEAN

The Ambiguity of English as a Lingua Franca

English is increasingly used as a lingua franca (ELF) in communicative situations the world over with the acceleration of globalisation. This is in line with the increased introduction of English-medium instruction (EMI) to higher education institutions in many parts of the world to further promote both students' and faculty's mobility to make them competitive and employable in the globalised world, and to make their institutions more attractive and reputable. EMI and ELF, however, are rarely explicitly investigated together despite the fact that the spread of EMI cannot be separated from that of ELF. This volume tackles the issue head on by focusing on EMI in higher education from an ELF perspective. The volume includes contributions by Asian, European, Middle Eastern, South American and Anglo-American scholars. It discusses language policies, attitudes and identities, analyses of classroom EMI practices, case studies and finally, pedagogical implications from an ELF perspective, incorporating also theoretical and empirical issues in conducting EMI courses/programmes. The volume will be of great interest and use, not only to those who are conducting research on ELF, EMI, CLIL, language policy and related fields, but also to classroom teachers and policy makers who are conducting and/or planning to start EMI courses/programmes in their institutions or countries all over the world.

In this first book-length treatment of MELF, the authors assert that MELF represents an important contribution to our understanding of English as a Lingua Franca (ELF), in that existing ELF research has been limited to relatively low stakes communicative situations, such as interactions in business, academia, internet blogging or casual conversations. Medical contexts, in contrast, often represent situations calling for exceptional communicative precision and urgency. Providing both evidence from their own research and analysis from (the limited number of) existing studies, the authors offer a counterpoint to the optimism regarding communicative success prevalent in ELF. The book proposes a theoretical perspective on how the various features of healthcare communication serve as important variables in shaping interaction among speakers of ELF, further enlarging our understanding of this emerging sub-field.

There have been considerable recent demographic shifts in the use of English worldwide. English is now undoubtedly (and particularly) an international lingua franca, a lingua mundi. The sociolinguistic reality of English language use worldwide, and its implications, continue to be hotly contested. This is one of the first books to provide a detailed and comprehensive account of recent empirical findings in the field of English as a lingua franca (ELF). Cogo and Dewey analyze and interpret their own large corpus of naturally occurring spoken interactions and focus on identifying innovative developments in the pragmatics and lexicogrammar of speakers engaged in ELF talk. Cogo and Dewey's work makes a substantial contribution to the emerging field of empirical ELF studies. As well as this practical focus, this book looks at both pragmatic and lexicogrammatical issues and highlights their interrelationship. In showcasing the underlying processes involved in the emergence of innovative patterns of language use, this book will be of great interest to advanced students and academics working in applied linguistics, ELF, sociolinguistics, and corpus linguistics.

Seminar paper from the year 2011 in the subject English - Pedagogy, Didactics, Literature Studies, grade: 1,3, RWTH Aachen University (Institut für Anglistik und Amerikanistik), course: Variety in English, language: English, abstract: "If you stay in the mind-set of 15th-century Europe, the future of Latin is extremely bright," predicts Nicholas Ostler, the author of a language history called "Empires of the Word" who wrote a history of Latin. "If you stay in the mind-set of the 20th-century world, the future of English is extremely bright." Indeed, the high and wide distribution of the English language has been a most remarkable and unparalleled one. The language has developed into a global language which "[...] is dominant in a way that no language has ever been before." " [...] What makes English so important is its use as a lingua franca. Today, English is spoken by three times as many non-native speakers as native speakers. This phenomenon raises the question whether a standard should be established and how it should be taught at school. English as a lingua franca – a new teaching paradigm? This question will be discussed in this term paper. I will begin with a short presentation about the distribution of English and its development into a global language. Kachru's famous three-circle model describing the diversity of English speakers around the world will be examined with a critical eye. The chapter goes on by trying to define the term lingua franca. In chapter 3 the following current research projects will be presented: Lingua Franca Core (LFC) by Jennifer Jenkins, Basic Global English (BGE) by Joachim Grezga and Vienna-Oxford International Corpus of English (VOICE) developed by Barbara Seidlhofer. Chapter 3 deals with the question of teaching English as a lingua franca (ELF). " English has become the second language of everybody. [...] It's gotten to the point where almost in any part of the world to be educated means to know English." says Mark Warschauer, a professor at the University of California I will first of all focus on the status of English at school by looking at the curricula for teaching English in North-Rhine Westphalian grammar schools. Moreover, the difference between teaching English as a foreign language (EFL) vs. English as lingua franca (ELF) will be examined. Research has shown that native speakers and their Englishes have become relatively unimportant in international communication. Hence, does it still make sense to teach native-speaker norms? The concept of teaching Standard English will be critically analyzed. The last part of this chapter deals with objectives in teaching ELF as well its pedagogical implications...

The study of English as a Lingua Franca (ELF) has grown considerably in the last decades, and a wide number of issues related to this field have been addressed through a variety of lenses. These range from the changes occurring in spoken English, to the much-debated notion of the native-speaker; from the threat that English represents for minority languages, to the metadiscourse(s) contributing to the myth of English as a language equally accessible to speakers of all nationalities. Adopting different perspectives and positions, the articles in this special issue of The Interpreter and Translator Trainer all demonstrate that ELF poses many challenges to the teaching of translation and that, while there are no simple and ready-made solutions, such challenges need to be taken on board in light of the current gap between translation pedagogy and translation practice. The volume is intended as a starting point to encourage educators to rethink their approach to translation pedagogy by envisaging tools and practices that can contribute to preparing students to become professional translators of ELF and reflective practitioners of the craft of translation in the digital age.

A complete introduction to the theoretical nature and practical implications of English used as a lingua franca.

English Until the Return of Babel

Studies and Findings

Lingua Franca Communication

English as an Academic Lingua Franca

A Longitudinal Study of Classroom Discourse

English as a Lingua Franca: Perspectives and Prospects

The lingua franca role of English, coupled with its status as the official language of ASEAN, has important implications for language policy and language education. These include the relationship between English, the respective national languages of ASEAN and thousands of local languages. How can the demand for English be balanced against the need for people to acquire their national language and mother tongue? While many will also need a regional lingua franca, they are learning English as the first foreign language from primary school in all ASEAN countries. Might not this early introduction of English threaten local languages and children's ability to learn? Or can English be introduced and taught in such a way that it can complement local languages rather than replace them? The aim of this book is to explore questions such as these and then make recommendations on language policy and language education for regional policymakers. The book will be important for regional policymakers and language education professionals. It should also benefit language teachers, especially, but by no means exclusively, English language teachers. The book will be of interest to all who are interested in the development of English as an international language and the possible implications of this upon local languages and cultures. Andy Kirkpatrick chair professor of English as an international language at the Hong Kong Institute of Education and director of the Institute's Research Centre into Language Education and Acquisition in Multilingual Societies. His research interests include the development of regional varieties of English and the history of Chinese rhetoric. "Much research has been carried out on varieties of English used in Southeast Asia, but how intelligible these varieties are to others and whether a shift towards an international 'standard' variety occurs in interactions between people from the region, has been much less discussed. This volume, which provides a comprehensive account of the roles and functions of English in ASEAN, and gives a linguistic description of the English spoken in the region, followed by an approach to teaching English called the 'multilingual model', is therefore a welcome contribution to studies on English in Asia." - Azizah Hashim, Professor of English, University of Malaya

The aim of this edited volume is to examine how current theories and principles underlying English as a Lingua Franca studies contribute to research on present pedagogical practices in ELF contexts. The book provides useful insights into pedagogical practices in different ELF settings and knowledge on the pedagogy-policy relationship in terms of ELF.

English as a Lingua FrancaThe Pragmatic PerspectiveCambridge University Press

This is a timely book on one of the most widely debated issues in applied linguistics: what is the social and cultural significance of English as a lingua franca for the internationally mobile students of the 21st century in Central Europe? Through an in-depth analysis of social practices, the book develops an exciting, innovative multilingual approach to out-of-class language use and language learning that engages students in the co-construction of identities. Apart from scholars, the book will appeal to policy makers and educators who are concerned with the internationalization of universities in Central Europe.

Explores the benefits of an ELF approach to pronunciation Explains how to adopt, plan and assess an ELF approach to pronunciation Describes the materials and techniques for teaching ELF pronunciation Shows how to make use of the learner's first-language pronunciation Accompanying audio CD features samples of speech from 15 different ELF speakers which you can use for the analysis of variation in different aspects of ELT pronunciation, for listening practice in accent variation, or to stimulate debate on the issues behind an ELF approach to pronunciation.

English as a Lingua Franca in the International University

Language Regulation in English as a Lingua Franca

The Politics of Academic English Language Policy

Focus on Academic Spoken Discourse

A Multilingual Model

Misunderstandings in English as a Lingua Franca

The Routledge Handbook of English as a Lingua Franca

English as a Lingua Franca: Theorizing and Teaching English examines the English used among non-native speakers around the world today and its relation to English as a native language, as well as the implications for English language teaching. Challenging and incisive, this book analyses positive and negative accounts of English as a lingua franca, and its linguistic features, within the context of: native and World Englishes multilingualism and intercultural communication sociolinguistic issues including accent and identity classroom teaching and learning English as a Lingua Franca is a useful guide for teachers and trainee teachers, and will be essential reading for advanced students and linguists concerned with multilingualism, language contact, language learning, language change, and the place of English in the world today.

Examines the rise and fall of English as the most widely spoken language in human history and discusses what language will overtake its dominance as English-speaking nations are challenged by the rising wealth of Brazil, Russia, India and China.

This volume examines the role of English as a Lingua Franca (ELF) in education in Europe. Following the implementation of the Bologna process, English has assumed a central role in European education offering institutions the opportunity to cater to the needs of an internationalized student body and increase their competitiveness. On the other hand, the increased use of ELF has become an issue of concern, often perceived as a threat to other languages, tilting the scale towards linguistic inequality and stressing the urgent need for the development of new language policies. Both aspects of ELF are at the center of discussion in the proposed volume, which consists of a variety of papers examining ELF in different parts of Europe (Eastern, Central and Western) and different levels of education. The volume makes a substantial contribution to the lively and controversial debate about what is recognized as a central topical concern of language education policy in Europe and beyond.

In the field of education, an essential priority in the context of international education is the development of language learning and its inconsistencies. The gap between language and education has intermittently grown through time, with mistaken assumptions about how linguistic shortcomings are being solved around the world. Research on comparative educational approaches to teaching verbage and the foundation of future language development are instrumental in positively impacting the global narrative of dialectal education. International Approaches to Bridging the Language Gap is a collection of innovative research on the methods and applications of second language teaching as well as social developments regarding intercultural learning. While highlighting topics including curricular approaches, digital competence, and linguistic disparities, this book is ideally designed for language instructors, linguists, teachers, researchers, public administrators, cultural centers, policymakers, government officials, academicians, researchers, and students seeking current research on the latest advancements of multilingual education.

This edited collection responds to a gap in the literature by presenting a much-needed examination of both the theoretical and practical aspects of teacher education for English as a lingua franca in Indonesia. Through a series of extended research-based and conceptual chapters written by experts in teaching English to speakers of other languages (TESOL) in and about Indonesia, this book offers an insight into Indonesia's unique cultural, social and institutional contexts. The content focuses on four interrelated themes: the transition of perspective from English as a foreign language (EFL) to English as a lingua franca (ELF); the knowledge base of ELF pedagogy; teacher agency and identity in ELF; and innovations in teacher education for ELF. This book is highly relevant to English teachers, teacher educators and scholars worldwide aspiring to broaden their horizon and professionalism in the teaching of ELF.

A user-friendly handbook which explores the benefits of an English as a Lingua Franca approach to pronunciation

Current Perspectives on Pedagogy for English as a Lingua Franca

Understanding English as a Lingua Franca

The Pragmatic Perspective

Implications for Translator and Interpreter Education

The Impact of English as a Lingua Franca

English as a Lingua Franca for EFL Contexts

In this book, Jennifer Jenkins, one of the leading proponents of English as a Lingua Franca, explores current academic English language policy in higher education around the world. Universities around the world are increasingly presenting themselves as "international" but their English language policies do not necessarily reflect this, even as the diversity of their student bodies grows. While there have been a number of attempts to explore the implications of this diversity from a cultural perspective, little has been said from the linguistic point of view, and in particular, about the implications for what kind(s) of English are appropriate for English lingua franca communication in international higher education. Throughout the book Jenkins considers the policies of English language universities in terms of the language attitudes and ideologies of university management and staff globally, and of international students in a UK setting. The book concludes by considering the implications for current policies and practices, and what is needed in order for universities to bring themselves in line linguistically with the international status they claim. English as a Lingua Franca in the International University is an essential read for researchers and postgraduate students working in the areas of Global Englishes, English as a Lingua Franca and English for Academic Purposes.

Medical English as a Lingua Franca

A Study of Students in a Central European Context

Exploring the Higher Education Context

A Brazilian Perspective

Creativity in English as a Lingua Franca

Towards Multilingual Practices

How Written Communication is Changing Under the Influence of Electronic Media and New Contexts of Use