English As A Lingua Franca in Higher Education

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.

International Perspectives on English as a Lingua Franca

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.

Taking Stance in English as a Lingua Franca

Global English (Arbeitstitel)

This book investigates the cultural and intercultural aspects of English as a Lingua Franca (ELF). Authors discuss how เครื่องมือ第三 and the เครื่องมือINTERCULTURAL can be understood, theorised and operationalised in ELF, and how the concepts can be integrated into formats of ELF-oriented learning and teaching. The various cultural connotations are
also discussed (ideological, political, religious and historical) and whether it is possible to use and/or teach a lingua franca as if it were culturally neutral. The chapters consider the communication and pedagogical implications of the cultural and intercultural dimensions of ELF and offer suggestions for new directions in ELF research, pedagogy and curriculum development.

**English as a Lingua Franca**

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.

**The Routledge Handbook of English as a Lingua Franca**

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.

**Creativity in English as a Lingua Franca**

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.

**Communities of Practice and English as a Lingua Franca**

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.

**Contextualising English as a Lingua Franca**

The use of English as a lingua franca (ELF) on a global scale forces a reassessment of our understanding of the relationships 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 revaluation of notions of intercultural competence and related pedagogic practices.

**The Cultural and Intercultural Dimensions of English as a Lingua Franca**

This book examines how trauma is experienced and narrated differently across languages and cultures, drawing on rich ethnographic case studies and a novel cognitive-linguistic approach to analyse the variations of English as a Lingua Franca (ELF) used in the narratives of West-African migrants and refugees in the course of intercultural encounters with Italian experts from domain-specific fields of discourse (including legal, medical, religious and cultural professionals). It examines the ways in which such experts interpret the migrants’ trauma narratives by applying discourse conventions from within their communities of practice, as well as their own native linguacultural norms. It argues persuasively for the development of a ‘hybrid ELF mode’ of intercultural communication to be used by experts in charge of unequal encounters in specialized migration contexts that can accommodate different culture-bound categorizations of trauma. This timely and important work will appeal in particular to students and scholars of applied linguistics, discourse analysis, cognitive linguistics, intercultural communication, pragmalinguistics, migration studies and healthcare communication.

**Teaching the Pronunciation of English as a Lingua Franca**

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.

**Multilingual Europe**

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

**Misunderstandings in English as a Lingua Franca**

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 ELT materials.

**English as a Lingua Franca in Migrants’ Trauma Narratives**
This collection brings new insight into the relationship between English as a lingua franca and language teaching. It explores how the pedagogy of intelligibility, culture and language awareness, as well as materials analysis and classroom management, can be viewed from an ELF perspective in school and university contexts.

**English as a Lingua Franca**

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.

**English as a Lingua Franca in ASEAN**

As the most widely documented language in human history, English holds a unique key to unlocking some of the mysteries of the uniquely human endowment of language. Yet the field of World Englishes has remained somewhat marginal in linguistic theory. This collection heralds a more direct and mutually constructive engagement with current linguistic theories, questions, and methodologies. It achieves this through areal overviews, theoretical chapters, and case studies. The 36 articles are divided between four themes: Foundations, World Englishes and Linguistic Theory, Areal Profiles, and Case Studies. Part I sets out the complex history of the global spread of English. This is followed, in Part II, by chapters addressing the mutual relevance and importance of World Englishes and numerous theoretical subfields of Linguistics. Part III offers detailed accounts of the structure and social histories of specific varieties of English spoken across the globe, highlighting points of theoretical interest. The collection closes with a set of case studies that exemplify the type of analysis encouraged by the volume. As attention is focused on innovative work at the interface of dialect description and theoretical explanation, the book is more succinct in its treatment of applied themes, which are given complementary coverage in other works.

**English as an Academic 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.
Teacher Education for English as a Lingua Franca

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).

English as a Lingua Franca

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.

The Last Lingua Franca

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.

Fluency in L2 Learning and Use

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.

English as a Lingua Franca

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.

Understanding English as a Lingua Franca - Oxford Applied Linguistics

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,
comparing global and local communicative practices. Implications of findings in ELF and ELT terms are also discussed.

**English as a Lingua Franca in Wider Networking**

English as a Lingua Franca (ELF) research has become central in current debates in linguistics and is commonly referred to in conferences dealing with other sub-fields of sociolinguistics. This volume collects ten papers that testify to the great scope of ELF research currently being carried out through the analysis of different kinds of data in a variety of contexts and domains. The three chapters in the first part of the volume tackle computer-mediated communication, a medium that currently accounts for a great proportion of human communication. The four contributions in the second section differ with regards to the domains under investigation, and all touch upon social issues that have an impact on how language is used: from Vietnamese university students negotiating their identities in the UK to a Pakistani migrant making efforts to be understood by Italian officials. Finally, the three papers in the final part are an example of the many ELF-oriented pedagogical initiatives that have emerged in recent years across educational levels and all over the world. The introduction to the volume also situates ELF research in its current transition to a third phase in which more attention will be paid to the multilingual nature of ELF users. The proposal put forward in the introductory chapter holds that ELF has two well established fronts where more quality work will surely be carried out, and that ELF could benefit from establishing connections to other approaches to multilingualism and languaging, but without forgetting what the E in the acronym stands for. This collection of papers will be of interest to teachers and language practitioners who are curious about the ELF paradigm; researchers in ELF and in sociolinguistics and applied linguistics in general; internet linguists and computer-mediated communication experts; educational policymakers; and undergraduate and postgraduate students taking courses in areas such as applied linguistics, English studies, multilingualism and plurilingualism, and intercultural communication, amongst other fields.

**Culture and Identity through 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.

**Understanding English as a Lingua Franca**

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 is 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." - Azirah Hashim, Professor of English, University of Malaya

**Using English as a Lingua Franca in Education in Europe**

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.

**English as a Lingua Franca: Perspectives and Prospects**

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 to fill 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 who are aware of the centrality of translation in the digital age.

**English as a Lingua Franca for EFL 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.

**English as a Lingua Franca in the International University**

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.

**Aviation English**

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.

**English as a Lingua Franca in Teacher Education**

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.

**Language Regulation in English as a Lingua Franca**

English is undoubtedly the lingua franca of global communication today, and plays a major role in the internationalisation of universities, where it is increasingly being used as the medium of instruction. The use of English as a Lingua Franca (ELF) in higher education has spread at different speeds throughout Europe over recent decades, with Nordic and central-western countries leading the way and the regions of southern Europe lagging behind. In Italy, English-taught programmes are a rather new and emerging phenomenon which needs to be empirically investigated to uncover the complex mechanisms of classroom interaction in this foreign language. The present volume focuses on one aspect of ELF academic exchanges that is deemed crucial in the transmission of knowledge in the educational setting, namely the management of interpersonal relations and the expression of interpersonal stance in the classroom. To this end, a model has been developed along the four dimensions of formality, power, social distance and respect, and has been applied to the analysis of a corpus of ELF lectures recorded in an Italian university. The examination of naturally occurring ELF lectures reveals a complex combination of linguistic strategies that lecturers exploit at the macro-level of discourse (interpersonal episodes) and at the micro-level of lexis and morpho-syntax (direct questions, comprehension checks, imperatives, personal pronouns, and terms of address) to express interpersonal meanings and build rapport with their students, in response to specific expressive and communicative requirements brought about by ELF academic interaction.

**The Oxford Handbook of World Englishes**
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.

**English as a Lingua Franca in Japan**

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.

**English as a Lingua Franca: Attitude and Identity**

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.

**Analysing English as a Lingua Franca**

Aviation English investigates the key issues related to the use of English for the purpose of communication in aviation and analyses the current research on language training, testing and assessment in the area of Aviation English. Based on a series of recent empirical studies in aviation communication and taking an interdisciplinary approach, this book: provides a description of Aviation English from a linguistic perspective lays the foundation for increased focus in the area of Aviation English and its assessment in the form of English Language Proficiency (ELP) tests critically assesses recent empirical research in the domain. This book makes an important contribution to the development of the field of Aviation English and will be of interest to researchers in the areas of applied linguistics, TESOL and English for Specific Purposes.

**Language Change**

This book brings together theoretical and empirical approaches to second language (L2) fluency and provides a state-of-the-art overview of current research on the topic. The strength of the volume lies in its interdisciplinarity: the chapters approach fluency from non-traditional starting points and go beyond disciplinary boundaries in their contributions. The volume includes chapters investigating fluency from an L2 perspective and integrates perspectives from related fields, such as psycholinguistics, sign language studies and L2 assessment. The book extends the common foci and approaches of fluency studies and offers new perspectives that enable readers to evaluate
critically existing paradigms and models. This encourages the development of more comprehensive frameworks and directs future L2 fluency research into new areas of L2 learning and use.

**English as a Lingua Franca**

This book offers an inclusive perspective on the constellation of languages in Europe by taking into account official state languages, regional minority languages and immigrant minority languages. Although "celebrating linguistic diversity" is one of the key propositions in the European discourse on multilingualism and language policies, this device holds for these three types of languages in a decreasing order. All three types of languages, however, are constituent parts of a multilingual European identity and should be taken into account in any type of language policy. Both facts and policies on multilingualism and plurilingual education are addressed in case studies at the national and European level. The selection of case studies is based on a careful weighing of geographical spread of countries and languages across Europe on the one hand, and availability of established expert knowledge on the other. After an Introduction to the theme of the book (Guus Extra and Durk Gorter), Part I deals with official state languages with a focus on the spread of English as lingua franca across Europe (Juliane House), on French and France (Dennis Ager), on Polish in Poland and abroad (Justyna Lesniewska), and on language constellations in the Baltic States (Gabrielle Hogan-Brun). Part II deals with regional minority languages with a focus on Catalan in Spain (Francesc Xavier Vila i Moreno), Frisian in the Netherlands (Durk Gorter et al.), Hungarian as a minority language in Central Europe (Susan Gal), and Saami in the Nordic countries (Mikael Svonni). Part III deals with immigrant minority languages in the United Kingdom (Viv Edwards), Sweden (Lilian Nygren-Junkin), Italy (Monica Barni and Carla Bagna) and Europe at large (Guus Extra and Kutlay Yağmur).

**Teaching the Pronunciation of English as a Lingua Franca**

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.

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