

Contents

Chapter 1.....	1
Introduction	1
1.1. English today.....	3
1.2. English as the language of science and technology	6
1.3. Globalization and English in higher education	13
1.3.1. Ideological responses to globalization	17
1.3.2. Globalization and multilingualism in continental Europe	18
1.3.3. Globalization and multilingualism in Sweden	23
1.3.4. The answer: English as a lingua franca.....	28
Chapter 2.....	31
Previous research on ELF	31
2.1. The relevance of normative elements in ELF research.....	32
2.2. Work without normative elements: Pragmatics	33
2.3. Work including normative elements: Form	43
2.4. When form and pragmatics meet	52
2.5. Attitude and irritation studies.....	54
Chapter 3.....	59
Exploring an academic ELF setting in Sweden: The site	59
3.1. An international university: Student and teacher body	60
3.2. Research questions and some important terms	62
3.3. Research methodology and design.....	65
Chapter 4.....	82
Operating in a Swedish ELF site.....	82
4.1. Dimension 1: Form	82
4.1.1. Commonalities of usage.....	82
4.1.2. Non-standard usage vs. standard usage.....	94
4.2. Dimension 2: Communicativeness.....	98
4.2.1. Investigating overt disturbance	98
4.2.2. Analyses at discourse level: Pragmatic strategies.....	123
4.3. Perceived communicativeness and attitudes: A survey of student attitudes	138
4.4. Summary of results	141
Chapter 5.....	147
Theoretical and practical implications	147
5.1. Discussion of the findings.....	147
5.2. Theoretical implications.....	160
5.2.1. The status of ELF	160
5.2.2. Norms and standards for speech	173

5.2.3. Good English.....	176
5.3. Practical implications	178
5.3.1. Comprehension-facilitating lecturing behavior.....	179
5.3.2. Support for lecturers and students who need to operate in ELF settings	185
5.3.3. Pedagogical applications: Issues for the language classroom	189
Chapter 6.....	197
Looking ahead	197
6.1. Summary	197
6.2. Notes for native speakers	201
6.3. The internationalization of higher education and language policy practices.....	205
6.4. ELF: Final remarks	210
Appendices	212
Appendix 1: Sample lecture transcription.....	212
Appendix 2: Sample group-work transcription.....	219
Appendix 3: Sentences used in the questionnaire	232
Appendix 4: The observation protocol.....	234
References	235
Index	261