

# Contents

About the Contributors	1
Introduction	5
<i>Rani Rubdy and Mario Saraceni</i>	
<b>Part I: Conceptualizing EIL</b>	<b>17</b>
An Interview with Tom McArthur	21
<i>Rani Rubdy and Mario Saraceni</i>	
Global Intelligibility and Local Diversity: Possibility or Paradox?	32
<i>Jennifer Jenkins</i>	
English as a Lingua Franca in the Expanding Circle: What it Isn't	40
<i>Barbara Seidlhofer</i>	
Defining the 'Successful Bilingual Speaker' of English	51
<i>Luke Prodromou</i>	
Which Model of English: Native-speaker, Nativized or Lingua Franca?	71
<i>Andy Kirkpatrick</i>	
World Englishes or English as a Lingua Franca? A View from the Perspective of Non-Anglo Englishes	84
<i>Peter K. W. Tan, Vincent B. Y. Ooi and Andy K. L. Chiang</i>	
Standard English in the World	95
<i>Anthea Fraser Gupta</i>	
<b>Part II: Pedagogical Implications of EIL</b>	<b>110</b>
EIL Curriculum Development	114
<i>Sandra Lee McKay</i>	
A Multi-dimensional Approach to Teaching English for the World	130
<i>Brian Tomlinson</i>	

Teaching EIL – Teaching <i>International</i> or <i>Intercultural</i> English? What Teachers Should Know <i>Nicos Sifakis</i>	151
Standard Englishes, Pedagogical Paradigms and their Conditions of (Im)possibility <i>T. Ruanni F. Tupas</i>	169
English in the World does not mean English Everywhere: The Case for Multilingualism in the ELT/ESL Profession <i>Michael Joseph and Esther Ramani</i>	186
An Interview with Suresh Canagarajah <i>Rani Rubdy and Mario Saraceni</i>	200
Name Index	213
Subject Index	216