

Table of contents

Series preface — v

Contributors — xiii

Andrew Linn

1 Introduction — 1

1.1 English and Europe — 1

1.2 The *English in Europe* project — 4

1.3 Aims and contents of the book — 5

2 Historical context — 13

Andrew Linn

2.1 The study and teaching of English in the schools — 13

2.1.1 Research context — 13

2.1.2 Main historical developments — 14

2.1.3 The “procession-of-methods” — 16

2.1.4 New approaches to this history — 18

Andrew Linn

2.2 English as a university subject — 19

2.2.1 Research context — 19

2.2.2 Historical overview — 20

2.2.3 Three national case studies (Spain, Greece and Ukraine) — 24

Jeroen Darquennes

2.3 Lingua francas of Europe — 28

2.3.1 Classical Antiquity — 28

2.3.2 Middle Ages — 29

2.3.3 Early modern Europe — 30

2.3.4 Nineteenth century — 31

2.3.5 Early twentieth century — 33

Ulrich Ammon

- 2.4 English as a language of science — 34**
2.4.1 The status of English and competing languages in science in history and present times — 34
2.4.2 Linguistic justice, fairness and the challenges of a solution — 38

Nigel Holden

- 2.5 English in multilingual European economic space — 40**
2.5.1 Some general points about language and business — 40
2.5.2 English in European multilingual economic space — 44
2.5.3 Is ‘lingua franca’ a misdesignation? — 49

Andrew Linn

- 2.6 Summary: The importance of a historical approach — 50**

3 Standards, varieties and repertoires — 53

Josep Soler-Carbonell

- 3.1 English in the language ecology of Europe — 53**
3.1.1 Not a uniform picture — 53
3.1.2 An ecological and repertoire approach to knowing English — 54
3.1.3 Knowledge of English in Europe: three contexts — 55
3.1.4 Unity and diversity — 58

Heiko Motschenbacher

- 3.2 Early approaches to conceptualizing English in Europe — 59**
3.2.1 English in Europe and Linguistic Imperialism — 59
3.2.2 English in Europe and the World Englishes Paradigm — 62
3.2.3 Euro-English — 64

Gabriel Ozón

- 3.3 Native speaker English — 66**
3.3.1 A useful and elusive concept — 67
3.3.2 The problem with the native speaker — 68
3.3.3 Life and death of the English native speaker — 70
3.3.4 The future of the English native speaker: recent research trends — 72

Gabriel Ozón

- 3.4 European Englishes — 72**
 - 3.4.1 European varieties of English: the ‘other’ native speakers — 72**
 - 3.4.2 European varieties of English: closing a paradigm gap — 73**
 - 3.4.3 European varieties of English: case studies — 74**
 - 3.4.4 Prospectus — 78**

Alessia Cogo

- 3.5 English as a Lingua Franca in Europe — 79**
 - 3.5.1 What is ELF? — 79**
 - 3.5.2 Sociolinguistic studies of ELF in Europe — 80**
 - 3.5.3 Sociolinguistic studies of ELF and multilingualism in Europe — 84**
 - 3.5.4 Attitudes, ideologies and controversies around ELF — 86**
 - 3.5.5 Implications — 88**

Beyza Björkman

- 3.5.6 English as a Lingua Franca in the business domain (BELF) — 89**

Ulrikke Rindal

- 3.6 Pronunciation — 93**
 - 3.6.1 Investigating non-native pronunciation — 93**
 - 3.6.2 Avoiding native-speaker accents — 94**
 - 3.6.3 Being *neutral* — 95**
 - 3.6.4 Patterned L2 variation — 96**
 - 3.6.5 Suggestions for future research on pronunciation — 97**

David Lasagabaster

- 3.7 English-medium instruction (EMI) — 98**
 - 3.7.1 EMI at pre-university level — 100**
 - 3.7.2 EMI at university level — 102**
 - 3.7.3 The side-effects of the rapid expansion of EMI — 104**
 - 3.7.4 Challenges for EMI — 105**

Heiko Motschenbacher

- 3.8 English in Europe and the postmodernist paradigm — 106**
 - 3.8.1 ‘English’ in the postmodern age — 106**
 - 3.8.2 The identity dimension of English in Europe — 110**

Andrew Linn

- 3.9 Summary: No more standards? — 113**

4 **Changing practices and policies — 117**

Carmen Pérez-Llantada

4.1 **Globalization and the contribution of Applied Linguistics — 117**

4.1.1 **Applied Linguistics — 117**

4.1.2 **Globalization and English — 118**

4.1.3 **An Applied Linguistics agenda — 119**

David Block

4.2 **Language and social class in Europe — 125**

4.2.1 **What is class? — 126**

4.2.2 **Social class and English in Europe — 129**

4.3 **Language policy making — 132**

Dag Finn Simonsen

4.3.1 **Overview and key issues — 132**

Michele Gazzola

4.3.2 **EU Language Policy and English — 138**

Beyza Björkman

4.3.3 **Policies in the European Higher Education Arena — 145**

Anna Kristina Hultgren

4.4 **Domain Loss: the rise and demise of a concept — 153**

4.4.1 **The concept — 153**

4.4.2 **“Domain loss”: lexical borrowing or language shift? — 154**

4.4.3 **Demise — 157**

Anna Kristina Hultgren

4.5 **Parallel Language Use — 158**

4.5.1 **The policy of parallel language use — 158**

4.5.2 **Parallel language use in practice — 160**

4.5.3 **The future for parallel language use — 162**

Andrew Linn

4.6 **‘Top down’ and ‘bottom up’ influences and behaviours — 164**

5 Models, metaphors and methods—167

Stephen Ryan

- 5.1 Quantitative and qualitative approaches to the use of English in Europe—167
 - 5.1.1 Methodological origins—167
 - 5.1.2 Methodology in practice—168
 - 5.1.3 Future challenges—173

Anne-Line Graedler

- 5.2 Corpus analysis—174
 - 5.2.1 What is a language corpus?—174
 - 5.2.2 Choice of corpus material—175
 - 5.2.3 Compiling a new corpus—176
 - 5.2.4 Choosing sources—177
 - 5.2.5 Corpus analysis—179
 - 5.2.6 Word frequency and keywords—179
 - 5.2.7 Concordance—180
 - 5.2.8 Macro-level vs. micro-level analysis—181

Andrew Linn

- 5.3 Language policy and language planning [LPP]: the development of the discipline—182

Michele Gazzola

- 5.4 Economic research on English in Europe—185
 - 5.4.1 English in the economy: the labour market, added value and trade—186
 - 5.4.2 Efficiency and English in language policy and planning—188
 - 5.4.3 Linguistic inequalities and redistribution—191

Tamah Sherman

- 5.5 Language Management and Language Management Theory [LMT]—192
 - 5.5.1 What is LMT—192
 - 5.5.2 Scope of LMT in previous research—196
 - 5.5.3 Methodological aspects—197
 - 5.5.4 LMT and English in Europe—198

Andrew Linn

6 The Nordic experience — 201

- 6.1 Introduction — 201**
- 6.2 History — 206**
 - 6.2.1 The 18th century and earlier — 206**
 - 6.2.2 The 19th century — 208**
 - 6.2.3 Into the twentieth century — 213**
- 6.3 Planning English in the Nordic context — 214**
 - 6.3.1 Norway and the emergence of the 'English problem' — 214**
 - 6.3.2 Pan-Nordic language co-operation — 224**
 - 6.3.3 National responses — 229**
- 6.4 The influence of English — 235**
- 6.5 Attitudes to English — 239**
- 6.6 English in academic writing — 241**
- 6.7 English in higher education teaching and learning — 248**
- 6.8 Lessons from The North — 253**

Andrew Linn

7 The way ahead — 259

- 7.1 Lessons from the *English in Europe* project — 259**
- 7.2 New research agendas — 262**

References — 265

Index — 317