Contents

Contributors vii

Introduction: Teaching English as an International Language
Aya Matsuda 1

Part 1: Principles in Teaching English as an International Language

1 Selecting an Instructional Variety for an EIL Curriculum
Aya Matsuda and Patricia Friedrich 17

2 Endonormative Models of EIL for the Expanding Circle
Nobuyuki Hino 28

3 ELF, Intercultural Communication and the Strategic Aspect of Communicative Competence
Patricia Friedrich 44

4 The Politics of EIL: Toward Border-crossing Communication in and beyond English
Ryuko Kubota 55

5 Teaching Materials for English as an International Language
Sandra Lee McKay 70

6 Assessing Proficiency in EIL
Peter Lowenberg 84

7 Teacher Education for EIL: Working toward a Situated Meta-praxis
Seran Dogancay-Aktuna and Joel Hardman 103
Part 2: Showcase of EIL Programs, Courses and Pedagogical Ideas

8 WE-Informed EIL Curriculum at Chukyo: Towards a Functional, Educated, Multilingual Outcome
James D’Angelo 121

9 English as an International Language (EIL): An Innovative Academic Program
Farzad Sharifian and Roby Marlina 140

10 World Englishes in a High School English Class: A Case from Japan
Hyewon Lee 154

11 A WE-based English Communication Skills Course at a Turkish University
Yasemin Bayyurt and Derya Altinmakas 169

12 Participating in the Community of EIL Users Through Real-Time News: Integrated Practice in Teaching English as an International Language (IPTEIL)
Nobuyuki Hino 183

13 EIL Activities and Tasks for Traditional English Classrooms
Aya Matsuda and Chatwara Suwannamai Duran 201

Epilogue
Cecil L. Nelson 239