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Qualifying paper

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INTRODUCTION

English as a Lingua Franca (ELF) is a topic, which involves both language, culture, and power and is a major factor in our increasingly interconnected and globalized world. English serves as a tool for communication globally, but it is also a marker of identity, and a tool for the exchange of ideas and information. The phenomenon of ELF (in a way or another) has garnered significant attention from linguists, educators, politicians and policymakers alike, raising questions about its implications for language learning, pedagogy, and cross-cultural communication.

This thesis aims to explore the complex interplay between English as a lingua franca and recent geopolitical changes. In an era characterised by rapid globalisation, technological development and changing power dynamics, the role of English as a global lingua franca has undergone profound transformations. In order to understand how recent geopolitical developments have affected the dynamics of ELF, it is essential to consider how these developments have impacted on individuals, societies and international relations.

The object of the thesis is ELF in the context of recent geopolitics, and the subject is the role of ELF in various scenarios, such as in higher education or institutions relating to current geopolitical tensions.

In the first chapter, we provide a clear definition of the term ELF and provide a synthesis of the current state of research on ELF. We also examine how it fits into the phenomenon of World Englishes. After that, we lay down the theoretical framework, which also serves as a way of understanding contrasting ideas regarding the field. Additionally, we explore the pedagogical implications of ELF, and question the native standard of English teaching that is widespread in most school curricula.

The subsequent parts of this thesis delve into the dynamics between recent geopolitics and ELF. Chapter 2 starts with the historical description of how and why English emerged as the global lingua franca in the nineteenth century, tracing its historical trajectory and examining the socio-political forces that propelled its ascendancy. We explore the role of globalization, the economic factors regarding ELF, and English in higher education, highlighting the ways in which English proficiency has become increasingly intertwined with academic success and mobility. We also highlight a considerable number of issues, such as the notion of linguistic hegemony and elitism.

Furthermore, we analyse the effects of recent shifts on ELF, looking at how changing power dynamics, and cultural encounters shape the use and perception of English as a lingua franca. We focus on the particular case of Ukraine, examining how recent developments in the region have influenced language policies and linguistic identities both from the viewpoint of the government and the population.

Finally, we conclude the thesis by speculating on the probable future trajectory of ELF.

The methodology of the thesis consisted of literature review, where relevant articles, books and internet sources were evaluated, as well as case studies of certain countries, where data was collected by document analysis.

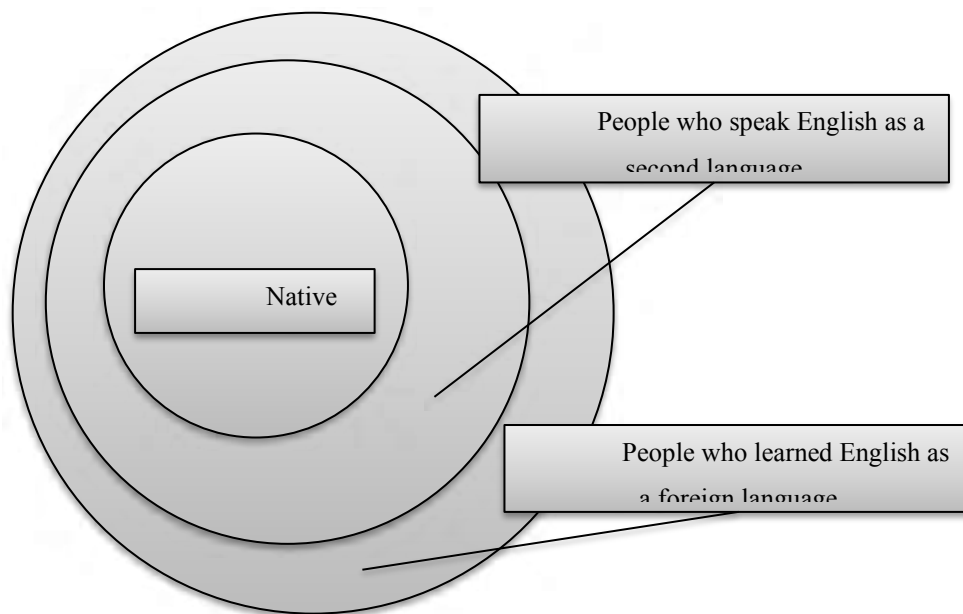
By exploring the intricate interplay between English as a Lingua Franca and our world, this thesis aims to contribute to a deeper understanding of the role of language in shaping our globalized world.

PART 1: SYNTHESIS ON THE CURRENT STATE OF RESEARCH ABOUT ENGLISH AS A LINGUA FRANCA (ELF)

1.1. Introduction to ELF

The term ‘English as a lingua franca’ refers to communication in English between speakers of different first languages. [Seidlhofer 2005:339] The distinctive feature of ELF is that it is mainly a ‘contact language’ between people who share neither a common language nor a common national culture.

Three main groups of speakers speak English, according to Braj Kachru: [Kachru



1990:4]

A visualization of Kachru's (1990) circles

1. Native speakers (inner circle) – the English, Irish, Australians etc. – 320-380 million people [Graddol 1997:10]
2. People who speak it as a second language (outer circle) – Indians, Nigerians, South Africans etc. – 150-300 million people [Graddol 1997:10]
3. People who learned it as a foreign language (expanding circle) – China, Japan, Poland etc. – 100 million – 1 billion people [Graddol 1997:10]

The third group of speakers represent the largest group in the twenty-first century.

[Björkman 2013:4]

The two most prominently used terms to describe the spreading of English are: World Englishes (WE) and English as a Lingua Franca (ELF) [Dunlap 2012:4]. The main difference between ELF and WE is that when English is used as a lingua franca it is primarily used in an international medium. So, the context in which ELF is used does not fit into the circles of Kachru (1990). ELF and WE share certain similarities, including a focus on English's pluricentric nature and the concept that language evolves and adjusts to new contexts. However, according to some researchers (like [Cogo 2012:97]) WE specifically deals with the study of identifying and localizing English varieties that have become native to particular regions.

Through globalization, the distinctions between the inner and outer circles have become more fluid over time. Thus, it was revised in 1996 by Kachru and Nelson, introducing the new term: *functional nativeness*. This means that a native speaker can exist outside of the geographical boundaries of English-speaking countries [Dunlap 2012:6].

Canagarajah (2006) relates how geopolitical changes have affected Kachru's (1990) circles:

- The outer circle boundary is more fluid.
- There is no need to distinguish the outer circle from the expanding circle.
- No longer do the expanding circle norms depend on inner circle norms.
- The ownership of English and the native speaker model are being questioned.

So, while it can be useful, recent research [such as Dunlap 2012:7] suggests that there is a clear need to reconceptualize this model, to describe the more fluid relationship English has between different communities.

ELF is a part of the phenomenon of 'English as an international language (EIL)' or 'World Englishes'. The traditional meaning of EIL comprises uses of English within and across Kachru's 'Circles' [Kachru 1990:4], for intranational as well as international communication. However, when English is chosen as the means of communication among people from different first language backgrounds, across linguacultural boundaries, the preferred term is 'English as a Lingua Franca' [House 1999:73].

There are four principles of which to define ELF, according to Dunlap (2012):

1. Through its speakers – they are the users of ELF.
2. Through settings, where English is occurring in different contexts.
3. Through function, where ELF is used for communication between different non-native English speakers.
4. Through research, where ELF is flourishing as a field of study.

Speakers – There is a common misconception that they are still the learners of English, while in reality, they are the users of it. Their main concern is not to conform to the standards of the natives, but to communicate effectively.

Settings – Any place where English is the primary form of communication. ELF is not tied to any geographic location. The settings where ELF occurs can include native English speakers as well.

Function – ELF is functioning as the preferred primary language among speakers who do not share another language.

Research – the data of many ELF corpora include members of all three circles. ELF is being studied empirically to examine innovative uses and patterns of English through naturally occurring speech and writings. The aim of reviewing the empirical research on ELF is to highlight and characterize ELF as a hybrid and fluid language. [Dunlap 2012:8-10]

It cannot be denied that, as a consequence of its international use, ‘English is being shaped at least as much by its non-native speakers as by its native speakers’ [Seidlhofer 2005:339]. This is the reason why it is a bit paradoxical that the native speakers are regarded as custodians over what is the acceptable usage of English, even though the vast majority of verbal exchanges in English do not involve any native speakers of the language at all.

The systematic study of how ELF looks and sounds like, and how people use it is significant, so that ELF could gain acceptance alongside English as a native language. The empirical work regarding ELF has been accumulating from the 1990s and now it has led to a better understanding of the nature of ELF, which could lead to taking informed decisions in language policy and language teaching.

This way, the features of English, which are usually crucial for intelligibility can be distinguished from the ‘non-native’ features [Seidlhofer 2005:340], which do not need to constitute the focus for production teaching, as those features can cause misunderstandings and take up valuable teaching time.

1.2. Theoretical framework

ELF is not a monolithic or uniform entity, but a dynamic and diverse phenomenon that varies according to the communicative context, the participants' linguistic and cultural backgrounds, and the purpose of the communication [Cogo 2012:98]. Therefore, any theoretical framework of ELF must take into account its variability and complexity, as well as linguo-cultural resources that are inevitably appropriated on the regional level.

So far there have been three phases in ELF research, with the current science being in the third phase as of now.

Phase one of ELF (or ELF 1) was started by the empirical research of Jennifer Jenkins in the 1980s, however the term “English as a Lingua” had not emerged until after 1987. The precedent of ELF 1 research was the existing World Englishes literature, which argued for the acceptance of postcolonial Englishes.

Two particular areas were the focus of ELF 1 research: pronunciation and lexicogrammar. This has led to the creation of the ‘Lingua Franca Core’ [Jenkins 2000], which consisted of the segments of native English, whose absence led to potential intelligibility problems. In 2004 Seidlhofer produced a set of initial lexicogrammar ‘hypotheses’ items, which were used by English speakers with a wide range of first languages, that didn’t cause communication problems. They included the following: [Jenkins 2005:54; Björkman 2013:49]

- uncountable nouns to countable, e.g. *informations, fundings, softwares*
- zero marking of 3rd person –s in present simple tense e.g. *she suggest*
- merging of who and which, e.g. *a paper **who** will be published*
- use of an all-purpose question tag, e.g. ***isn’t it? is it? No?***
- use of greater explicitness, e.g. *how long **time** (will you stay here)?*
- new use of morphemes, e.g. ***forsify, boringdom, discriminization, levelized***
- non-standard use of articles
- redundant propositions, e.g. *study about*
- use of *that* clauses instead of infinitive clauses, e.g. *I want that...*

This list of features by Seidlhofer does not come from empirical research, however it does serve a purpose, that being the presentation of non-standard language usage as variations, not as deviations of the English language.

In the early 2000s ELF researchers aimed to codify ELF varieties, such as German English and Japanese English. The more recent scientific consensus however denies the notion that the aim of ELF research is about codifying English [Cogo 2012:98].

Phase two of ELF (or ELF 2) was characterized by the focus of research shifting to the processes underlying ELF speakers' variable use of forms, with variability soon being understood as a defining characteristic of ELF communication. This led to the perception of ELF being more and more different from World Englishes. ELF ceased to be understood as a combination of bounded varieties, but rather it became English, that transcended boundaries and 'that is therefore beyond description' [Jenkins 2004:55]. Jenkins names three definitions of ELF 2 in chronological order:

- English as it is used as a contact language among speakers from different first languages (Jenkins 2009).
- Any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option (Seidlhofer 2011).
- The use of English in a lingua franca language scenario (Mortensen 2013).

The third phase of ELF was proposed by Jenkins (2015), and she lists five main reasons why this shift is needed:

1. The multilingual nature of ELF communication is becoming increasingly diverse. She argues that ELF research needs to take a more nuanced account of this development in its orientation to the other languages of ELF users.
2. Recent findings and research into multilingualism. She argues that since English is only one of the languages present in any interaction, the multilingual nature of it needs to be given greater prominence.
3. The notion of shared repertoire needs further theorization.
4. The greater implications of multilingualism, which became the norm of ELF communication, have not been considered yet.

5. ELF research had become too repetitive and has lost its cutting-edge.

According to Cogo (2010), it's commonly believed that when ELF speakers from diverse linguistic and cultural backgrounds interact, the absence of common knowledge and cultural context might result in miscommunication and difficulties. This is because individuals might interpret messages based on their native language and cultural norms. Such concerns about cross-cultural misunderstandings have prompted investigations in intercultural environments. In the realm of ELF, researchers have examined these claims within ELF communication scenarios. Studies in various ELF contexts have consistently found that misunderstandings are infrequent [Mauranen 2006; Pitzl 2005]. Moreover, when misunderstandings do happen and are significant for the conversation's success, they are usually addressed and resolved. Additionally, it has been observed that speakers have various strategies to clarify and negotiate meaning [Cogo 2010:296-297].

Björkman (2013) listed the following international domains where English is being used as the working language:

1. The working language of international organizations and conferences
2. Scientific publications
3. International banking, economic affairs, and trade
4. Advertising for global brands
5. Audio-visual cultural products, e.g. TV, popular music
6. International tourism
7. Tertiary education
8. International safety
9. International law
10. In interpretation and translation as a relay language
11. Technology transfer
12. Internet communication

Speakers of English as a Lingua Franca (ELF) utilize the *"open choice principle"* to collaboratively create idiomatic expressions during conversations. They construct these expressions dynamically, using the linguistic tools at their disposal, which can lead to innovative phrases that diverge from native speaker (NS) idiomatic usage. In addition to this spontaneous idiomatic construction, ELF speakers might also employ *"the idiom principle,"*

selecting established expressions to communicate more efficiently and with less effort [Cogo 2010:297].

ELF speakers often exhibit different degrees of English proficiency, which may affect the interaction's result and raise issues regarding pragmatic fluency. This necessitates a revised understanding of "fluency" within ELF scenarios. Considering this, House (1999) has further developed the notion of pragmatic fluency, as:

1. Proper employment of discourse strategies.
2. Competence in beginning and transitioning between topics.
3. Skill in showing suitable engagement and reaction, including seamless interjections and interruptions.
4. Suitable pace of speaking and use of various pauses, both silent and vocalized. [House 1999:81]

Cogo (2010) relies heavily on Hüttner's (2009) concept of "*dialogic fluency*", when he tries to define what fluency in the context of ELF exactly is. The concept emphasizes fluency as a joint effort between speakers and listeners to achieve mutual understanding. This approach considers all communicative elements, as outlined by House (1999), to be effective when used in the right context. Hüttner suggests that ELF fluency should not be judged against native-speaker norms or solely through psycholinguistic parameters, as conversational norms like turn-taking and pausing vary across cultures. Instead, fluency is seen as the ability of participants to adapt to each other, foster a cohesive conversation, and ensure the interaction's success [Cogo 2010:299].

1.3. Pedagogical implications of ELF

Traditional language teaching approaches have typically been based on the assumption that the goal of language learning is to achieve native-like proficiency in a single language variety. Recent research [Fang 2017:57-58] of English teaching tends to argue that English pedagogy and assessment does not fit the current functions of the language, and ELF tries to demonstrate, that effective communication can be achieved through a range of linguistic resources, and that the goal of language learning should be to develop communicative competence in diverse linguistic and cultural contexts.

A distinction should be drawn between ELF and English as a Foreign Language (EFL). [Fang 2017:62] Right now EFL is positioned in the theoretical framework in mainstream second language acquisition research. EFL is the traditional means of teaching and assessment, where native or near-native standard English norms are viewed as the goal of language learning. Teachers are expected to teach these norms, and students are expected to follow them, despite being unachievable and unnecessary for most students who will use English for pragmatic purposes. In contrast, the ELF perspective suggests that English should be seen as a tool for communication among speakers with different linguistic and cultural backgrounds. In the EFL setting, learners are expected to defer to native speaker norms and minimize the influence of their L1, which is viewed as interference or fossilized mistakes. However, in the ELF approach, the use of L1 is seen from a different perspective, emphasizing the value of multilingualism and the role of language diversity in communication.

We can use ELF to spread awareness among students about the variability of language. According to certain researchers [Cogo 2012:104], ELF should not be used exclusively by language teachers. but presented as a choice – the learners can either speak like native speakers, or if they see fit, they can use ELF in certain circumstances.

1.4. Conclusion

In this chapter, we synthesized the current state of research on the relatively new field of study known as English as a Lingua Franca (ELF). Our exploration reveals that while significant strides have been made, there remains a considerable amount of research yet to be conducted. The science of ELF is not yet set in stone, and ongoing inquiry is essential to further our understanding of this complex and evolving phenomenon.

We began by highlighting the principles through which we can define ELF. One of the key points emphasized is Barbara Seidlhofer's assertion that native English speakers should not be regarded as the custodians of the English language. This perspective challenges traditional notions of linguistic authority and underscores the importance of recognizing the diverse and global nature of English today.

Moreover, we stressed the importance of viewing ELF as a dynamic and diverse phenomenon. English as a Lingua Franca is not a monolithic entity but a flexible and adaptive means of communication that varies across different cultural and linguistic

contexts. This adaptability is a core strength of ELF, allowing it to serve as an effective tool for global communication.

Our discussion demonstrated how the paradigm of ELF research has shifted towards a more multicultural direction over the last three decades. Initially, ELF was often studied from a predominantly Western perspective, focusing on how non-native speakers approximate native English norms. However, recent research has increasingly recognized the legitimacy of diverse English usages around the world, reflecting the language's role as a global lingua franca. This shift acknowledges the multifaceted ways in which English is used by speakers from various linguistic and cultural backgrounds.

The chapter concluded with an examination of the pedagogical implications of ELF. We argued that English instruction should not necessarily aim to help students achieve a near-native standard, as this goal is both unachievable and unnecessary for most learners. Instead, teaching should focus on functional proficiency and effective communication in diverse contexts. This approach aligns with the realities of ELF, where mutual intelligibility and practical communication skills are more valuable than adherence to native-speaker norms.

PART 2: UNDERSTANDING ELF IN OUR GLOBALIZED WORLD

2.1. Introduction

In the previous chapter, we discussed the theoretical frameworks of ELF and their implications for language teaching and assessment. In this chapter, we will shift our focus to the impact of recent changes on the way we understand ELF today.

Globalization refers to the ways in which political, economic, and cultural factors intersect and shape global relationships and power dynamics. In the context of language and communication, globalization plays a significant role in the use and interpretation of English as a lingua franca. One of the most influential forces shaping ELF is globalization, which is particularly evident in the globalization of education, especially at the tertiary level. As Björkman (2013) notes, globalization has profoundly influenced the spread and adaptation of ELF in higher education institutions around the world.

Historically, the concept of a lingua franca is itself a product of globalization, emerging primarily through trade during the Middle Ages. The original Lingua Franca was a trade language used by various Mediterranean language communities to communicate when they did not share a common language. This pidgin language facilitated commerce and interaction across diverse linguistic groups. It had a limited vocabulary and simplified grammar, lacking verb tenses and case endings, and was never a native language. Lingua Franca served a practical purpose, primarily enabling merchants to sell their goods and negotiate prices.

The original Lingua Franca persisted from the Middle Ages until the 19th century, when it gradually disappeared, likely due to the rising influence of the French language. Today, only a few anecdotal quotations in the writings of travellers or observers remain, along with some other remnants, such as an imperfect French/Lingua Franca vocabulary. Despite its decline, some Lingua Franca-like dialects have survived. One of the few known oral survivals is the initial numerals of the language, which are still used by children in Jerusalem as a counting-out rhyme.

The historical Lingua Franca was rarely written and primarily served as a pragmatic tool for trade. This practical orientation mirrors the contemporary function of English as a

global lingua franca, used for communication in international business, diplomacy, and academia. However, unlike the original Lingua Franca, modern ELF is deeply embedded in written communication and is supported by a vast array of educational resources and institutional frameworks.

In the current landscape, the role of English as a lingua franca is further complicated by various political and economic factors. The dominance of English in global financial markets, driven by the economic power of English-speaking countries, reinforces its status as the preferred language for international commerce and communication. This dominance raises concerns about linguistic hegemony and the marginalization of non-English-speaking communities.

Additionally, cultural exchanges continue to influence the spread and adaptation of ELF. For example, the use of English in former colonial regions often carries historical and political connotations, impacting its acceptance and adaptation. In higher education, universities promote multilingual programs to attract international students, but English remains the common language for instruction and research, reflecting its entrenched position in global academia.

2.2. How English became the global Lingua Franca

The estimated number of English speakers has increased from 4 million in 1500 to between 116 and 123 million in 1900. By the end of the 20th century, the number of English speakers had increased almost tenfold; it was estimated that there were between 700 million and 1 billion English speakers by the end of the twentieth century. There is general agreement on the reasons for and implications of the spread of English. [Canagarajah 2013:9] Although people no longer argue that English is superior to other languages, English is seen as beneficial to the world and has been freely chosen. However, there is also an element of concern about the changes to the language as it spreads. Some perceive changes as instances of deterioration in standards, while others see the spread of English as something that is polluting and corrupting the language.

The difference between the original lingua franca, and today's English is that English is not a mix of languages, nor is it a language with limited grammar or vocabulary. The original lingua franca was not often used in written form - when it was written, it was

generally in early opera libretti and ballads, and this was done generally to include exotic elements in these works [Parkvall 2005] – whereas English is both spoken and written. The main difference is: original lingua franca was not the native language of any peoples, and English is the native language of multiple countries. [Parkvall 2005]

The first time English reached a strong global position was in the nineteenth century. [Björkman 2013:1] It was due to the fact of English speakers settling around the world, along with emerging trade. The main reason was the rising of the United States as a prominent world power in the early twentieth century.

2.3. Economic factors and ELF

As we have discussed in the prior subchapter, the English language rose to global prominence in the nineteenth century due to economic factors (the emerging trade) and remained the Lingua Franca, again, partly due to economic factors (the emergence of the United States as a prominent world power). Since the nineteenth and the twentieth centuries the balance of economic power of the world underwent significant change, yet one thing remained constant: the leading global economic powerhouse was an anglophone nation.

The biggest economy of the world right now belongs to the United States, having a little more than a quarter [World Bank 2023] of the world's GDP. Let's look at the implications of these facts for ELF, through the lens of *finance*, *technology*, and *innovation*.

The finance industry relies heavily on ELF scenarios. One of the main financial hubs of our world is New York. When dealing with cross-border financial operations, English serves as regulatory compliance, often with its own characteristics (see Cao and Luo 2021). It uses standardized financial terminology and reporting practices, predominantly in English. Emerging countries on the financial global scale could significantly shift the current norms of ELF in finance.

Historically, the technology sector, encompassing fields like software development, digital marketing and data analytics, has predominantly operated in English. As of writing, out of the top ten largest tech companies by market cap, all but two are from the United States (the remaining two are from Taiwan and the PRC). Aside from the obvious benefits, the dominance of English in tech could lead to the marginalization of non-English-speaking communities and by the creation of an ELF platform by English-speakers, the

misrepresentation of global cultural identities, thus the homogenization of the global tech ecosystem is very much an issue.

Multinational tech corporations implement language policies that reflect their global operations: their target markets and organizational culture. Most of these policies often prioritize the proficiency in the English language [Neely 2012] with varying degrees of linguistic diversity and accommodation. When recruiting talent for global positions, English language skills and proficiency is mostly a must-have [Meyer 2024].

The dominance of English in finance, technology and innovation presents both opportunities and challenges for ELF. While the English language facilitates global communication, collaboration and access to knowledge in these specialized fields, it also raises concerns about linguistic hegemony, cultural diversity and equitable participation in international markets and innovation ecosystems.

Multinational corporations, financial institutions and technology companies play a crucial role in shaping the dynamics of ELF through their language policies, recruitment practices and investment in language education and training initiatives. The challenge of balancing the benefits of English language skills with the need for linguistic diversity and inclusion remains a key issue in an increasingly connected and multilingual world.

2.4. Globalization and English in higher education

Universities today are promoting their multilingual programs and courses for several reasons. [Björkman 2013:15] Firstly, they aim to attract more students and compete in the education market. Secondly, it enhances their public image and contributes to idealistic goals such as promoting multilingualism, creating world citizens, and strengthening internationalisation. Thirdly, there may be educational reasons like offering new degrees. Institutions also seek to survive by generating substantial income from international students, especially if the local market is too small. As a result, many universities offer programs in English as the medium of instruction, and the number of students going abroad for education is increasing.

Student exchange programs often aim to create a “common area” which in turn requires a common language. For that role English was (and is) the most suitable, as it is the

most widely studied language. Globalized higher education courses are often reluctant to acknowledge the *common language* status of English, yet it is still the most natural choice.

Major higher institutions have historically been dominant in the production and dissemination of knowledge, compared to smaller institutions with smaller budgets and fewer resources, which try to coexist with them. This dominance has resulted in important academic institutions being mainly located in richer countries, which have access to funding, libraries, networks, and qualified scholars. This, in turn, creates a disadvantage for developing countries in terms of globalization. [Björkman 2013:16]

However, as Björkman (2013) argues, globalisation does not necessarily create inequality and that countries like China, India, and Brazil have benefited considerably from globalisation financially. Nonetheless, major higher education institutions and leading international journals primarily operate in English-speaking countries, which affects higher education policy and the work atmosphere of scholars and students.

The emergence of a world language, such as English, is not a wholly new phenomenon in academia. Historically, universities have always been international, with students and scholars travelling to prestigious institutions to get the best education and provide expertise in their fields. The situation the English language is in today is not unique because it is the language of academia, it is unique, because it is the language of academia on a global scale.

It is also not new, that the English language is the lingua franca of scientific research and publication. English, however, is now increasingly becoming the language of instruction as well, which could be seen as the language gaining more institutional power. This has led to the questioning of the neutrality of English by some prominent scholars, even going as far as calling it lingua *frankensteinia* [Phillipson 2008:2] and supposing that the widespread use of the language is tied to the phenomenon of linguistic imperialism. There are concerns, that the sole use of English in academia could lead to elitism and diglossia [Mühleisen 2003:113] in the long run. Views like this are more common in countries with comparatively small populations, such as Norway (Mühleisen is also from there) and the loss of the national language in a considerable number of domains has also become a reality. In some countries, English became a high-status language in academia, leaving the national ones as low-status languages.

There are also substantiated concerns about the quality of learning when students are taught in a foreign language. There has been sufficient scientific research on this issue, and the conclusion seems to be that learning in a foreign language only has negative effects for less than a year. [Björkman 2013:22] As most higher education programs span at least two years, the usage of English as the language of instruction seems to carry no negative effects in the long term in this regard.

2.5. Conclusion

The term *lingua franca* did not always refer to the English language. In the Middle Ages, Lingua Franca was its own distinct language, functioning as a trade language among Mediterranean language communities. This original Lingua Franca operated as a pidgin and lacked a written form. It had a limited vocabulary and grammar, no verb tenses, and no case endings, and it was never a native language for anyone. Despite these significant differences from modern English, the term has evolved, and today, English serves as the global *lingua franca*, a status it has held since the nineteenth century.

The spread of English as a global *lingua franca* can be primarily attributed to its association with the economic strength of English-speaking nations, particularly those that emerged as world powers. The role of economic factors in the current use of English is substantial. For example, New York City, as a global financial hub, necessitates the use of English in most economic activities to establish a global presence. Furthermore, the technology sector, historically linked to the English language, continues to exhibit this dominance. Many of the largest technology companies are based in the United States, reinforcing English's pre-eminence in the tech industry. This dominance raises concerns about the marginalization of non-English-speaking communities and the potential emergence of English linguistic hegemony in these critical sectors.

Globalization exerts the most significant influence on ELF, particularly in higher education. Universities today promote multilingual programs for both financial and reputational reasons, with English often serving as the common language in these globalized courses. This widespread use of English in higher education raises concerns about the marginalization of developing and smaller countries. However, it is important to remember that historically, universities have always been international platforms for knowledge exchange and scholarship.

Globalization has also driven the adoption of English in various other domains, including business, science, and international diplomacy. The interconnectedness of the modern world necessitates a common language, and English, due to historical and economic factors, has filled that role. This ubiquitous presence of English facilitates communication and cooperation across borders, contributing to the advancement of global initiatives and understanding.

Despite the benefits of having a global lingua franca, the dominance of English also presents challenges. The reliance on English can lead to the erosion of linguistic diversity and the marginalization of other languages and cultures. It is crucial to balance the practical advantages of a common language with efforts to preserve and promote linguistic and cultural diversity. Encouraging multilingualism and recognizing the value of other languages can help mitigate the potential negative impacts of English's dominance.

SUMMARY

This work focuses on the subject of *English as a Lingua Franca (ELF)*, providing an extensive overview of the empirical research conducted to date, alongside an exploration of its historical development and the most recent advancements in the field.

The first chapter synthesizes the current research on ELF, offering a detailed introduction. It establishes the theoretical framework essential for understanding ELF and delves into the pedagogical implications, highlighting how the recognition of ELF influences teaching practices and language policies. This chapter sets the stage by defining key terms and concepts, framing ELF as a significant phenomenon in contemporary linguistics and education.

The second chapter examines the role of ELF within the context of globalization. It traces the historical trajectory of the rise of English to global prominence, analyzing economic factors that have propelled its spread. The chapter also discusses the pervasive influence of English in higher education, underscoring its importance as the medium of instruction and research in universities worldwide. This section illustrates how globalization has cemented English's status as the global Lingua Franca, driven by economic imperatives and the demands of international communication.

The concluding part of the chapter speculates on the future of ELF, addressing potential challenges and opportunities. It discusses the possible emergence of regional variations, or *World Englishes*, which reflect local linguistic and cultural contexts. This evolution suggests that while English will likely remain a global Lingua Franca, its standardized form may diversify, accommodating a broader spectrum of regional identities and linguistic practices.

This examination of English as a Lingua Franca offers readers a well-rounded understanding of its history, status, and future prospects. The paper integrates various viewpoints, from globalization and economic factors to academic contexts and geopolitical influences, providing a holistic view of ELF. By situating ELF within these multifaceted contexts, the work underscores its significance as a linguistic phenomenon that transcends national boundaries and adapts to diverse global realities.

This thesis presents ELF as a dynamic and evolving entity, shaped by historical trajectories and contemporary forces. Through this exploration, the reader gains insights into the past developments, present dynamics, and future directions of English as a Lingua Franca.

РЕЗЮМЕ

Ця робота зосереджена на темі *англійської мови як лінгва франка (ELF)*, надаючи широкий огляд емпіричних досліджень, проведених на сьогоднішній день, разом із вивченням її історичного розвитку та останніх досягнень у цій галузі.

Перший розділ узагальнює сучасні дослідження з англійської мови, пропонуючи детальний вступ. Він встановлює теоретичні рамки, необхідні для розуміння англійської мови професійного спрямування, і заглиблюється в педагогічні наслідки, підкреслюючи, як визнання англійської мови професійного спрямування впливає на практику викладання та мовну політику. Цей розділ встановлює рамки, визначаючи ключові терміни і поняття, розглядаючи англійську мову професійного спрямування як важливе явище в сучасній лінгвістиці та освіті.

У другому розділі розглядається роль англійської мови професійного спрямування в контексті глобалізації. У ньому простежується історична траєкторія піднесення англійської мови до світової популярності, аналізуються економічні чинники, які сприяли її поширенню. У розділі також обговорюється всепроникний вплив англійської мови у вищій освіті, підкреслюється її важливість як засобу викладання та досліджень в університетах по всьому світу. Цей розділ ілюструє, як глобалізація закріпила статус англійської мови як глобальної лінгва франка, зумовлений економічними імперативами та потребами міжнародної комунікації.

Це дослідження англійської мови як лінгва франка пропонує читачам всебічне розуміння її історії, статусу та майбутніх перспектив. Робота інтегрує різні точки зору, від глобалізації та економічних чинників до академічних контекстів, забезпечуючи цілісний погляд на ELF. Розглядаючи ELF у цих багатогранних контекстах, робота підкреслює його значення як лінгвістичного явища, що виходить за межі національних кордонів і адаптується до різноманітних глобальних реалій.

У цій роботі представлено ELF як динамічну та еволюціонуючу сутність, сформовану історичними траєкторіями та сучасними силами. Завдяки цьому дослідженню читач отримує уявлення про минулий розвиток, теперішню динаміку та майбутні напрямки розвитку англійської мови як лінгва франка.

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