overSEAS 2020

This thesis was submitted by its author to the School of English and American Studies, Eötvös Loránd University, in partial fulfilment of the requirements for the degree of Master of Arts. It was found to be among the best theses submitted in 2020, therefore it was decorated with the School's Outstanding Thesis Award. As such it is published in the form it was submitted in **overSEAS 2020** (http://seas3.elte.hu/overseas/2020.html)

Szakdolgozat

Dancsó Virág

angol nyelv és kultúra tanára – orosz nyelv és kultúra tanára
osztatlan tanári mesterszak

2020

Szakdolgozat

A magyar középiskolások nehézségei az angol, mint világnyelv tanulása során

The Hungarian secondary school student's difficulties when learning English as a global language.

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tanára

osztatlan tanári mesterszak

2020

Eredetiségi nyilatkozat

Alulírott Dancsó Virág, YFCAV9 kijelentem és aláírásommal megerősítem, hogy az ELTE angol és orosz osztatlan tanári mesterszakján írt jelen diplomamunkám saját szellemi termékem, melyet korábban más szakon még nem nyújtottam be szakdolgozatként és amelybe mások munkáját (könyv, tanulmány, kézirat, internetes forrás, személyes közlés stb.) idézőjel és pontos hivatkozások nélkül nem építettem be.

Budapest, 2020. 05. 17.

Dancsó Virág *s.k.*

a hallgató aláírása

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Abstract

This paper is about a study which aims at investigating Hungarian secondary school students' difficulties when learning English as a lingua franca (ELF) in respect of the phonological and lexicogrammar features of ELF. Moreover, the communication strategies students use in lingua franca interactions and the students' general attitude towards ELF were also investigated. The research was conducted in one of the secondary schools in Budapest. This study uses qualitative methods to analyze the data which is collected from a semi-structured interview and classroom experiment. The classroom experiment, where content-based teaching materials were tested, was carried out in two classes (altogether 34 participants). The study finds that the students' general attitude towards English as lingua franca is positive, although they prefer native varieties of English such as Standard British and General American. Another key finding is that raising ELF-awareness is considered as beneficial and the students would devote more time to practicing communication strategies in order to prevent breakdowns in understanding. Due to the limited scope of this study, to be able to draw general conclusions concerning Hungarian secondary school student's difficulties when learning English as a global language, more data would be needed.

1. Introduction

Knowing the fact that English is spoken by more non-native speakers, speakers whose mother tongue is not English, than native speakers, the ownership of the English language is now shared by the native speakers of English (L1) and those who speak English as a second language (L2) (Widdowson, 1994). English has become a global language among people with different mother tongues and cultural backgrounds. This is the reason why the global use of English is causing changes in English language teaching (ELT) since students are more likely to participate in ELF situations, which means they interact with non-native speakers of English, and they encounter difficulties which mostly originate from the participants' different cultural and linguistic backgrounds (Llurda, 2009). As Böhringer, Hülmbauer and Seidlhofer (2008) suggest, the main point of teaching ELF is to raise students' awareness of the "intercultural phenomena in communication and the importance of strategies like linguistic accommodation and negotiation of meaning" (p. 33). Illés and Csizér (2010) also indicate that the classroom can be the place where students are exposed to the features of ELF and tasks designed specifically for teaching English as a Lingua Franca can help raise students' awareness.

The aim of this study is to investigate what difficulties Hungarian secondary school students might face when they learn English as a Lingua Franca (ELF). When it comes to English language teaching (ELT) in Hungary, there is still a tendency to consider Standard English (British and American) to be the major source of teaching and learning the language (Illés & Csizér, 2010). However, there is no doubt that outside the classroom students probably have more encounters with non-native speakers of English, for instance, when they travel, go on holiday or participate in educational programs abroad, they are likely to use English with non-native speakers. On the grounds of this, some transformations are needed regarding English teaching, which can have an impact on the way students learn ELF.

This paper seeks to identify the difficulties which can occur in the process of learning English as a lingua franca. The review of literature, in which the theoretical background of the topic this paper discusses is set out, is followed by the research design and methodology section. The research is divided into two parts. In the first part, the main goal is to learn what students' attitude towards ELF is. To investigate students' attitude, a focus group interview is conducted before the classroom-based experiment. In the second part, the research focuses

on a classroom-based experiment and student feedback; in the experiment some activities concerning the phonological, lexicogrammatical and pragmatic features of ELF were used as teaching material. The activities are from the book called *Teaching English as a Lingua Franca The journey from EFL to ELF* (Kiczkowiak & Lowe, 2019). Following the data analysis and the discussion section, this paper points out some pedagogical implications and the limitations of the study.

The aim of the experiment was to find answers to the following research questions:

1. What is the Hungarian secondary school student's general attitude towards English as a Lingua Franca?
2. What are the difficulties for Hungarian secondary school students when learning the pronunciation features of ELF?
3. What are the difficulties for Hungarian secondary school students when learning the lexicogrammatical features of ELF?
4. What kind of communication strategies do Hungarian secondary school students use in an ELF situation?
5. How to raise Hungarian secondary school student's awareness of English as Lingua Franca?

Gaining a deeper insight into the Hungarian secondary school students' attitude towards ELF and the difficulties they might face in connection with learning ELF can contribute to creating a more ELF-aware ELT curriculum. Understanding our students' needs and interests concerning the way they will use English in the future will facilitate language teaching and learning so students will have the skillset to perform in global communication successfully.

2. The review of literature

In the review of literature, various aspects of English as a lingua franca are presented in respect of the origins of ELF, and how English became a global language and the current global status of English is described. As a relevance to the aim of this paper, the characteristics of ELF concerning its phonological and lexicogrammatical features are elucidated. Furthermore, as one of the aims of this study is to explore what communication strategies Hungarian secondary school students use in ELF situations, a detailed description

of communication strategies is also provided in the review of literature. Since this piece of research investigates Hungarian secondary school student's attitude towards ELF, previous studies and findings concerning students' attitude towards ELF are also described. In the last section of the literature review, implications for teaching ELF including raising ELF-awareness are introduced.

2.1 The origins of ELF

Crystal (2003) raises the question of the need of a global language which can serve as a lingua franca since the appearance of international bodies such as "the United Nations (1945), the World Bank (1945), UNESCO and UNICEF (1946), the World Health Organization (1948) or the International Atomic Energy Agency (1957)" (p. 12) requires a common language which the attendees of the international meetings can use as a means of communication. As Crystal (2003) puts it the current position of English in the world can be explained with two reasons: the British played a dominant role in colonization in the 19th century and the fact that the United States became a leader of the global economy in the 20th century. Sharifian (2009) also shares the fact that English is used all around the world and it has had positive and negative effects on "global and local forces" (p. 1). There is no doubt that English now serves as an international language in various fields such as politics, science, media, press, and economics.

Kachru (1986, 1992) characterized the status of English around the world and illustrated it with three concentric circles: inner circle, outer circle and expanding circle. The inner circle represents the countries where English is the primary language, these countries for instance the UK, the USA, Canada, Australia. The outer circle includes countries which are multilingual and where English has a significant role as a second language, such as India and Singapore. The expanding circle refers to those countries where English is taught and learnt as a foreign language for example Japan, China, Russia, or Hungary (as noted in Sharifian, 2009).

When it comes to global communication, in situations where the speakers do not share the same mother tongue, they prefer using English as a common language. This is the reason why English is called as an international language (EIL in short) or English as a global language. Seidlhofer (2004) notes that English as an International Language is used in:

two different linguacultural situations: on the one hand, there are Kachru's Outer Circle countries, where English can be said to be localized to meet domestic and intranational purposes. On the other hand, there is English as a globalized means for international communication (p. 210).

At the same time, it is important to mention that speakers from the Inner, Outer and Expanding Circle also take part in global communication so the distinction between localized and globalized use of English in the different parts of the Kachruvian circles is not so obvious anymore.

While in EIL communication native speakers of English also participate, in ELF (English as a Lingua Franca) communication only speakers with different native language participate, typically speakers from the Expanding Circle, where English is employed as a common language for communication. As Jenkins (2009) states, it does not necessarily mean that speakers from the Inner or Outer Circle are eliminated from ELF situations. However, it is important to note that "no matter which circle of use we come from, from an ELF perspective we all need to make adjustments to our local English variety for the benefit of our interlocutors when we take part in lingua franca English communication" (Jenkins 2009, p. 201). Cogo (2012) also agrees with the fact that ELF communication "is not monolithic or a single variety because cultural and linguistic resources are inevitably transformed as they are locally appropriated" (p. 98).

Cogo and Dewey (2006) describes the fact that the English language has been experiencing a situation, which has never happened before with any languages. This situation is related to the tendency of using English continuously more in international contexts rather than in native speaker environments. Graddol (1997; 2006) suggests that we should realise that there are more users of English in the expanding circle than in the inner and outer circles altogether so one cannot deny that this phenomenon causes changes in the way we use the language; however, a great number of linguists do not accept the fact that ELF users have their own rights to form the language (as noted in Cogo & Dewey, 2006).

2.2 Characteristics of ELF

In her paper Jenkins (2002) highlights the importance of a phonological description for EIL. Looking at any foreign language, the learners' main goal is to acquire the target

language, including its phonological features and pronunciation, as much as possible to be able to communicate with native speakers. In the case of English, this is the so-called Received Pronunciation (RP) which is spoken by very few per cent of the British since they "have either a regional modified RP or a regional accent" (p. 84-85) or General American (GA) which also has its regional accents. Macaulay (1988) also mentions the fact that Received Pronunciation is used by a small proportion of the British. Supporting this view, Daniels (1995) points out that due to the fact that there is a small chance that non-native speakers communicate with a native speaker who has Received Pronunciation, Received Pronunciation should not be the model for ELT. Furthermore, acquiring RP is considered to be challenging for most non-native speakers of English. Another reason against RP is that the number of native speaker English teachers who do not speak with an RP accent is growing, and they refuse to adopt an RP accent; they would rather keep and speak their own variety of English.

In contrast with other foreign languages, English is learnt not for using it with its native speakers but for using it in global communication. This is the reason why Jenkins (2002) calls it an "international community" (p. 85) where each user of the language has the right to keep their accent and identity.

Dauer (2005) raises the question of which accent an EFL teacher should teach. There are several options from which English language teachers can choose such as British varieties (for instance Received Pronunciation), American varieties (for example General American), different local dialects or there is Jenkins's Lingua Franca Core (LFC) (2000), or in other words "a basis for a phonological syllabus for EIL learners" (Jenkins, 2002, p. 96). Dauer (2005) is against teaching LFC, and as she evaluates LFC it is only a collection of phonological features which Jenkins considers as more useful to teach and learn to prevent unintelligibility.

The LFC can be divided into two parts. The first part includes the core features of LFC, listing the phonological traits of English which cause misunderstandings in global communication. These are the following categories with some examples:

1. *Consonants*

- certain alternatives of / θ/ and /ð/ can be accepted (for example /f/ or /v/)
- rhotic 'r'
- British English /t/ between vowels just as in ('water')

2. *Additional phonetic requirements*

- aspiration following word-initial voiceless stops /p/ /t/ and /k/
- before voiceless consonants vowel sounds are shortened and before voiced consonants vowel length is maintained

3. *Consonant clusters*

- in word-initial clusters no sounds are omitted ('promise')
- British English /nt/ between vowles such as in 'winter' /wintar/

4. *Vowels*

- contrast between long and short vowels is maintained ('live' and 'leave')

5. *Production and placement of tonic stress*

- use of contrastive stress to emphasize meaning.

(adapted from Jenkins, 2002)

The second part describes some "non-core features" (p. 97), which means that these features do not count as problematic when it comes to intelligibility although Jenkins (2002) states that teachers should raise awareness of these features; for instance "vowel quality, the use of schwa, assimilation, pitch movement, word stress" (p. 98), so students may be able to recognize them in speech

Jenkins's Lingua Franca Core proposal opened a debate about whether the LFC should be taught or not. There are scholars who are against this proposal such as Dauer (2005), who criticizes some ideas of LFC concerning consonants. In the LFC only / θ/ and /ð/ are allowed to be substituted with other consonants but Dauer (2005) states that it is crucial to know and recognize all the consonants and she also mentions in her study that not only / θ/ and /ð are the difficult ones to produce but some students have difficulties with the consonant /v/ as well since they tend to mix it with /w/ and /b/. She suggests that /t/ and /d/ should be used as a learnable alternative for / θ/ and /ð/. She raises questions regarding other features of the LFC such as the consonant /ʒ/, which is not excluded from the inventory but also counts as a difficult one for students, or the case of vowel length is not clear either since Jenkins gives only one example for it (*live* and *leave)* but there are other difficult long-short vowel pairs such as /i:- ɪ /or /u:- ʊ/. She adds that although Jenkins recommends the use of rhotic final /r/ but the use of the British non rhotic *vowel system,* so it is not entirely clear on

which vowel system the LFC is built. Another questionable element of the LFC, according to Dauer, is word stress. Dauer states that Jenkins does not pay enough attention to word stress, but she believes that word stress can be learnt, and it is important to learn the basic rules.

Sobkowiak (2005) is another example, who is undoubtedly against teaching the LFC and states it in his work:

> LFC supporters 'forget' that pronunciation is not only a tool expediting communication in a foreign language. Questionnaire and experimental research clearly show that to most learners, at least in the European context, correct native(-like) pronunciation is not only a question of communicative pragmatics, but also of self-image. And listeners, both native and non-native, evaluate the speaker on the basis of his pronunciation. (p. 138-139)

Zoghbor (2011) mentions the fact that EFL coursebooks do not focus on teaching lingua franca English and refers to Brown (1992), Jenkins (2000) and Walker (2001) with regard to proposing to modify the content of textbooks concerning the phonological features of English and make it focus more on the characteristics of ELF and the LFC. The other crucial element regarding the LFC is the methodology to apply to teach its features. Zoghbor (2011) summarizes the implications for the methodology of teaching the LFC, which include raising students' awareness and creating a favourable position towards their own and other non-native varieties of English; introducing those non-native varieties which students might encounter in the future; focusing on students' *accommodation skills*; correcting students' pronunciation inaccuracies relating to the inventory of the LFC.

After having a look at the phonological features of ELF, lexicogrammar characteristics are also essential to be described here. The lexicogrammar features of ELF are being investigated with the help of the Vienna-Oxford International Corpus of English, henceforth VOICE, the aim of which is to gather information on how non-native speakers of English use English (Seidlhofer, 2004). VOICE contains a wide range of spoken interactions among ELF speakers in different settings such as work, school or even in less formal settings. The main purpose of VOICE is to explore the typical characteristics of ELF conversations. In 2004 Seidlhofer collected the most common "errors", as she called them (p. 220), which do not cause breakdowns in understanding although they are grammatically incorrect. Based on Seidlhofer's (2004) findings, these errors involve the tendency of not using the -s ending in the third person singular (in present simple), the misuse of *which* and

who, using the articles *a*, *an*, *the* when they are not needed and not using them when they are needed, using incorrect question tags such as , *no?* or *, right?*, confusing prepositions, and using *that*-clauses instead of *infinitive-constructions* (Seidlhofer, 2004 p. 220). Dewey (2007) conducted research in respect of ELF communication and he also found that the features collected in VOICE do occur in lingua franca interactions. He does not call dropping the third person -s an omission but *third person singular zero* (p. 82) and borrowing his words: "third person -s and third person zero are competing variants in ELF communication" (p. 83).

Another feature which Dewey (2007) examined is transitivity, when the object or component of the transitive verb is omitted. It turned out that this phenomenon occurs when the speaker has already mentioned the object or component of the verb and he does not want to repeat himself, but the speaker is aware of the fact that since he has mentioned the component earlier, omitting it in the following sentence will not cause misunderstandings as the interlocutor knows the context. There is no emerging theme concerning which transitive verb is likely to be used without a component, as Dewey (2007) wrote "the transitive verbs with which the feature can occur is potentially limitless" (p. 93). Along with transitivity, preposition misuse is also considered as a main feature of ELF interactions. The fact that there is a wide range of possibility to use prepositions makes it understandable why ELF speakers often change or leave out the preposition. One example for preposition variation is the word *different* with which *from*, *to* and *than* can be used depending on which English we use, Standard British or General American. So, it is understandable that preposition use can be challenging for speakers of English with different L1 backgrounds.

Kuo (2006) does not agree that the language used in international contexts, the aim of which is to be intelligible rather than following the standard features, should be a basis of a new teaching curriculum. When the speakers do not use certain forms such as the third person singular -s or question tags, it does not mean that these forms should be taught in the classroom since it results a "reduced repertoire" (p. 216) of the language. Kuo (2006) is of the opinion that "frequent occurrence of a common error does not constitute a strong case for standardization and popularization" (p. 217) and he sees ELF as non-native speakers trying to make their communication understandable in lingua franca situations with the use of their limited repertory of the language.

Alptekin (2002) highlights the significance of communicative competence and communicative language teaching in the classroom. One of the main purposes of the communicative approach is to teach students how to use the target language and different communication strategies in various situations based on cultural norms and customs in the target language culture. On the other hand, Alptekin (2002) raises the question regarding "the validity of the pedagogic model whose focus is on native speaker competence in the target language setting" (p. 59). Since English plays a paramount role in international communication, the language is used in international settings, so lingua franca English should become a basis of communicative competence.

In ELF interactions, misunderstanding and breakdowns in communication frequently occur owing to the fact that the speakers do not share the same linguistic background and they depend on their own native language. Cogo (2010) refers to scholars (Cogo & Dewey 2006; Mauranen 2006; Pitzl 2005) who proved that not sharing the same knowledge of the language does not necessarily cause misunderstanding as the participants can avoid these situations with different communicative strategies.

Mauranen (2006) points out that misunderstandings can occur in any conversation independently of the participants' linguistic backgrounds, but in lingua franca interactions the possibility that the participants misunderstand each other due to their diverse cultural and linguistic backgrounds is something one can anticipate and also prevent. On the other hand, ELF speakers' aim is to make themselves understood so "they tend to maximize simplicity in their expression" (Mauranen, 2006, p. 123); but when misunderstandings arise, the interlocutors must overcome the breakdown in communication. Mauranen (2006) investigated how ELF speakers signal misunderstanding. As she put it the most straightforward signal is *specific request for clarification*, which means that the interlocutor asks a direct question to find out the meaning of the unknown lexical item; another similar technique is to repeat the problematic word so the other interlocutor can explain what the problematic word means. There are also examples for *indirect signalling of misunderstanding* such as asking *hm?* or *what?* which is not a concrete signal of what exactly is not understandable, but only the fact that something is not understandable. As mentioned before, speakers participating in lingua franca interactions aim at clear and comprehensible communication, so they try to pre-empt misunderstanding. Techniques for pre-empting misunderstanding are, for instance, *confirmation checks* (such as asking *yeah?, no?* or *did I*

understand it right?), *interactive repair* (when the speaker is looking for the right expression or word) and *self-repair* (when the speaker corrects his own grammar mistakes).

Kaur (2011) also summarizes the possible sources of misunderstanding such as *performance-related misunderstanding* when the interlocutors mishear each other, which can happen owing to the participants' different phonological inventory. *Language-related misunderstanding* occurs due to the misuse of grammar or vocabulary. *Ambiguity* is another source of misunderstanding and borrowing Kaur's words (2011) "it is the lack of explicitness on the part of the speaker" (p. 105) and *gaps in world knowledge* cause difficulties because the participants do not have a shared knowledge of a certain topic.

Cogo and Dewey (2006) discuss that Seidlhofer's VOICE gives the chance to analyse and understand English as a lingua franca communication and its pragmatic and lexicogrammatical features. Cogo and Dewey (2006) conducted further investigation on interactions concerning the pragmatics of ELF. They represent different characteristics of ELF which typically occur in lingua franca interactions such as *utterance completion* (when the listener helps the speaker expressing himself), *backchanneling* (when the listener uses verbal or non-verbal gestures to show participation in the conversation), *latching* (when the conversation takes turns without intervals). All these features show that during ELF conversations paying attention, supporting, and helping the interlocutor play a significant role. Along with the prior features, *speech accommodation* should be highlighted as well since it regularly occurs in lingua franca English communications. The main goal of *accommodation* is to reach intelligibility, efficiency, and fluency.

Murray (2012) demonstrates the importance of developing pragmatic competence and communicative strategies which can help students understand the different forms and functions of the language. He also highlights that most ELF conversations take place between non-native speakers so this phenomenon raises the question of which variety of English should be set as an example for pragmatics. Murray (2012) suggests three types of communicative strategies which might help in ELF interactions. These strategies are the following: "empirically based strategies" (using techniques which we learnt from ELF interaction research such as repeating the interlocutor or clarifying what has been said), "inductive strategies" (by observing the language, the speakers might be able to understand the rules) and "deductive strategies" (by understanding the basic rules and using, or repeating them can help the speakers express themselves) (p. 321). Murray (2012) concludes that

although these strategies help improve *pragmatic competence,* but teachers should devote more attention to preparing students for various situations and providing them with techniques from which they can choose.

Several studies have been carried out concerning the attitude and perception of English as a lingua franca (Cogo, 2010; Illés & Csizér, 2010; Feyér, 2012; Jenkins, 2007; Llurda, 2009; Ranta, 2010; Timmis, 2002). It is important to note that the changes in the English language due to the growing number of its non-native speakers who use the language mostly in international contexts, so they use it as a lingua franca, have an impact on the speakers' attitude as well. Cogo (2010) conducted a study among users of ELF to find out what the users think about the English they and their interlocutors use concerning correctness and effectiveness. In her study Cogo (2010) interviewed speakers who use ELF in Europe about their experience. She found out that the participants' attitude was rather positive, and they evaluated the ELF interactions as clear and confident even though the language used was not always correct. They also referred to the native speaker model as the most perfect English, but the point of lingua franca English is not to be perfect but to get the message across. Another crucial element was the accent the interlocutors used. Some participants found that "foreign accents are a sign of identity while others assumed them as a sign of failure" (p. 306). Ranta (2010) investigated Finish students' position towards ELF, how aware they are of the changing nature of English, what they know about the different varieties of English and which one they prefer to use. It became clear from the questionnaire that students' attitude towards non-native speakers is positive just as in Cogo's survey (2010). Most of the students do not want to sound like a native speaker, they would rather keep their own accent and identity. The majority of participants highlighted that speaking to a non-native speaker gives them more confidence since they do not have to pay attention to their errors while some of the students stated that they prefer using English with native speakers as they can learn more from them than from non-native speakers. Kuo (2006) in her research interviewed foreign students arriving in the United Kingdom about their perceptions of using English with students from different cultural and linguistic backgrounds. They experienced difficulties in communication because of accent and phonological issues, misuse of vocabulary and grammar. Kuo (2006) asked the participants whether they could learn anything from their partners during pair work or group work. It turned out that the participants did not find their partners pronunciation, grammar, and vocabulary useful and they did not think that they could learn from each other. It is also

notable that participants seemed to tolerate minor 'errors' concerning phonology or lexicogrammar, but their aim is to reach a native-like model of pronunciation and language proficiency. Feyér (2012) conducted a study where he investigated Hungarian students' position towards different speech varieties of English. He found out that the students participating in the research evaluated non-native accents negatively, and they associated native-like accents with intelligence and prestige. On the other hand, as he concluded: "while the comprehensibility of accents appeared to be a clear priority, it was not the most decisive factor when forming attitudes about the accents" (p. 34).

2.3 Implications for teaching ELF

When referring to English as a Lingua Franca, there are questions raised regarding the ownership of English, the role of native speakers, different varieties of English, and the fact that English is used as an international language for global communication along with its pedagogical implications.

The changing nature of the English language concerning its forms and uses is expected to result in urgent changes in English language teaching curricula (Nero, 2006; Seidlhofer, 2004). English language teaching (ELT) still focuses on the standard forms of English (British and American). As Jenkins (2012) puts it, in spite of the fact that the use of ELF is spreading around the globe, in ELT there is still a tendency to use materials which are based on native speaker standards, and only few examples of ELF can be seen in coursebooks. Jenkins (2002) states that "Learners are forced to adopt NS (native speaker) English assimilatory features of pronunciation such as elisions, contractions, assimilation and weak forms, regardless of their often negative effect on intelligibility for their NNS (non-native speaker) interlocutors" (p. 84). Therefore, the aim of English language teaching should be to move from the native speaker model towards teaching English as a means of global communication providing a description of the phonological features of EIL, based on non-native speaker English speech. Modiano (2009) characterizes ELT in Europe as "the utilization of eclectic methodologies" and "a good deal of uncertainty" (p. 59). On the other hand, it can be stated that in ELT in Europe there is a tendency to pay more attention to *communicative competence*, and language educators are aware of the fact that students learn English not to use the language with native speakers but because "English will be required of them in a wide range of work related, educational and social activities, many of which will not include native speakers" (Modiano, 2009, p. 59).

Fang (2017) points out that language assessment means the biggest challenge when it comes to applying ELF in English language teaching since English language assessment still relies on the native-speaker language model. Fang (2017) questions the relevance of assessment which is based on native norms as the vast majority of English language speakers use the language with non-native speakers of English, so he suggests that English testing should measure how students are able to use the language in different situations and what communication strategies they apply to make themselves understood.

Kachru (1992) suggests that English language teaching should take steps forward and consider the role of ELF in the classroom, which means, not only non-native varieties should be presented but the local variety as well (as noted in Illés & Csizér, 2010). Sharma (2008) also emphasizes the importance of acknowledging the different varieties of ELF and implementing them in the curriculum. Sung (2013) agrees that it is essential for learners to become familiar with ELF varieties, but he suggests that before introducing them in the classroom teachers should evaluate "which varieties of English and what kinds of variants should be selected" (p. 184). Baumgardner and Brown (2003) raise an important question to consider concerning the reason why learners learn the English language, what their goal is with English and how they would like to use it in the future. So, ELT should take students' plans and needs into account and include it in the curriculum.

McKay (2009) proposes that learners should be "flexibly competent" (p. 239) in international communication, that is the reason why the ELT curriculum should aim at improving intercultural communication skills such as "asking for clarification, repetition and rephrasing, allowing for wait time, initiating topics of conversation, negotiation strategies" (p. 239). It is important to note that the English language serves on various levels such as local, national, and international; as a consequence, the more people use English at a local level, the more varieties of English there are at an international level. This means that the local variety is connected to local identity (Sharma, 2008). Kirkpatrick (2007) also highlights the need for strategies in cross-cultural communication, along with the awareness of intercultural differences and the awareness of the problematic linguistic features, which lead to misunderstanding in cross-cultural communication (as noted in Sharma, 2008). Sharma (2008) refers to three terms by Zhang (2005) which might be useful to keep in mind when it comes to preparing students for ELF communication. These terms are "variability", "negotiability" and "adaptability" (p. 127). *Variability* means that students are familiar with different varieties of English and they are able to recognize the features of the varieties.

Negotiation is connected to communication strategies in a given situation, so students are capable of making themselves understood. And the last one is *adaptability* when the speakers adjust to each other's use of language.

Although the idea of teaching English as a lingua franca has many supporters among linguists, there are still scholars who do not promote ELF in the classroom. The reason for the unacceptance of teaching ELF is the fact that one cannot say that ELF is a variety of English and its users are a part of a heterogenous community so for this reason ELF cannot serve as a basis for language teaching (Sung, 2013). Sung (2013) reports that all the information related to the phonological or lexicogrammatical characteristics of ELF gathered with the help of empirical studies (LFC, VOICE) is not to provide a foundation for English language teaching but to help raise students' awareness of the language use in international interactions, but educators should not focus only on ELF when teaching English. A better option would be to combine lingua franca English and native speaker English in ELT, so the native speaker model would continue to provide the basis of the language and being aware of the features of ELF would contribute to the success of intercultural communication.

As mentioned before, the phenomenon of English as a lingua franca has implications for ELT curricula. Here, it is vital to describe the importance of raising students' awareness of ELF since it can be beneficial for students to use English in international situations. As Sifakis (2019) points out, "the focus of teaching the language should not be the language itself, but the context of interaction and the users of ELF" (p. 290). In his work, Sifakis (2019) summarises the main aspects of ELF awareness which are the following: *awareness of language and language use* which means that the learners of the English language are capable of distinguishing the characteristics of ELF from native-speaker norms. Also, the users of the language are able to use communication strategies effectively to overcome communication breakdowns caused by the interlocutors' diverse cultural and linguistic backgrounds (Cogo & Dewey, 2012; Mauranen, 2006). *Awareness of instructional practice* concerns the educators' own perceptions of English, their students' needs in connection with English learning, and also coursebooks and teaching materials. The main point is that teachers create a learning environment which aims at a specific goal by combining the above-mentioned components (exam preparation, job interview, using English in an international setting). *Awareness of learning,* according to which, English is not a foreign language which is used only for speaking it with its native speakers; English is a global language and a part of our daily routine, which means that students are exposed to the language not only inside

but outside the classroom as well. So, the main part of the language learning process does not necessarily happen in the classroom.

As Illés and Csizér (2010) suggest, in the classroom, teachers have the opportunity to expose students to English as a lingua franca by using materials which are specifically designed for teaching ELF, which can facilitate enculturation and ELF-awareness.

After describing the origins of ELF and how English has spread in the world; the status of English was presented with the help of the Kachruvian circles (inner, outer and expanding circles). This study investigates Hungarian secondary school students' language use, so due to the fact that Hungary belongs to the expanding circle, in this study the main focus is on the way how people use English in the expanding circle. To provide a theoretical background for the empirical part and support the findings of this piece of research, the characteristics of ELF were described. The phonological features of ELF were explained with the help of the Lingua Franca Core (Jenkins, 2002); Seidlhofer's VOICE (2004) provided the basis of the lexicogrammatical features of ELF. The nature of ELF interactions and various communication strategies were also demonstrated since the empirical part of this study also aims at exploring the Hungarian secondary school students' communication strategies in ELF situations. Based on previous findings, the attitude towards ELF is varied, so one of the aims of this study is to see what Hungarian secondary school students' attitude towards ELF is. Implications for teaching ELF and raising students' awareness play a key role in this study since one of the instruments of this research is a content-based teaching material in relation to ELF.

3. Research design and method

In this chapter of the study the research design and method are presented. First, to determine the aim of this research the research questions are listed with a brief explanation and relevant literature. Following the research questions, the procedure of the data collection is described, and the setting and participants are introduced. After the setting and participants section, the instruments (focus group interview and content-based teaching material) and procedure of the research are explained, and as the last part of the research design and method chapter the method of data analysis is summarized.

3.1 Research questions

3.1.1 The first research question

What is the Hungarian secondary school student's general attitude towards English as a Lingua Franca? The changing nature of the English language is changing students' attitudes toward the language as well. Outside the classroom, students use English mostly with non-native speakers and this phenomenon is likely to have an impact on their attitude. Based on earlier research the general attitude towards ELF is rather positive (Cogo, 2010; Ranta, 2010). This study aims at finding out what Hungarian secondary school students know about English as a lingua franca and what their prevailing attitude is toward ELF.

3.1.2 The second research question

What are the difficulties for Hungarian secondary school students when learning the pronunciation features of ELF? Jenkins (2000, 2002) created the Lingua Franca Core, which describes the phonological features of ELF. The Lingua Franca Core contains those phonological features which can lead to misunderstanding in ELF contexts. This study is trying to investigate students' difficulties which might occur during learning about ELF and the LFC.

3.1.3 The third research question

What are the difficulties for Hungarian secondary school students when learning the lexicogrammar features of ELF? ELF interactions have their own characteristics, which are presented in the Vienna-Oxford International Corpus of English (VOICE) (Seidlhofer, 2004). In lingua franca situation the main goal is to get the message across rather than be grammatically correct. During the research, the students were exposed to several features that Seidlhofer (2004) collected and the study intends to reveal which features means difficulties for students when learning ELF.

3.1.4 The fourth research question

What kind of communication strategies do Hungarian secondary school students use in an ELF situation? When it comes to using English as a contact language, the speakers might face barriers to understanding each other. To overcome these obstacles, speakers should know different communication strategies to make themselves understood (Cogo & Dewey, 2006; Murray, 2012). The study aims at examining the strategies of Hungarian secondary school students use in ELF interactions.

3.1.5 The fifth research question

How to raise Hungarian secondary school student's awareness of English as Lingua Franca? According to Kirkpatrick (2007), it is essential to raise student's awareness of intercultural communication and engage students in different linguistic features they might encounter in ELF situations (as noted in Sharma, 2008). The question is how it is possible to raise students' awareness and this question is highly related to English language teaching (ELT).

3.2 Description of the method of data collection

As for the nature of the data collection, qualitative research was carried out with a focus group interview and testing content-based teaching materials. This means that non-numerical data was collected from the interview and the teaching material; interpreting the data yielded in the research helped find the answers for the research questions of this study. The purpose of this section is twofold. As the first part of data collection, the aim was to find out what students know about English as a Lingua Franca or English as a global language phenomenon. To get a deeper insight into their attitude and knowledge, I collected interview questions from the book *Teaching English as a Lingua: The journey from EFL to ELF* (Kiczkowiak & Lowe, 2019) and from the article *The Lingua Franca Core: A New Model for Pronunciation Instruction?* (Dauer, 2005). Within the frame of the group interview, I asked the questions one after the other and the students shared their thoughts and experience (Appendix 2). First, the goal of the group interview was to get a picture of the way the participants use English, for example, with whom they communicate when they use English outside the class and with whom they think they will communicate in the future. There were also some questions in connection with the role of English in global communication, different varieties of English, different accents, the problematic areas of using English in a global context and the participants' personal experience with English as a global language.

Secondly, I adopted teaching materials from the beforementioned book *Teaching English as a Lingua Franca: The journey from EFL to ELF* concerning the phonological and lexicogrammar features of ELF, tasks in connection with communicative strategies in ELF situations and tasks regarding ELF-awareness. All the tasks intended to investigate students' difficulties related to the tasks. After each lesson, follow-up questions were given, and the students had the opportunity to express their impressions and opinion on a feedback sheet.

3.3 Setting and participants

The research was conducted in the secondary school where the researcher is presently doing her teaching practice. It is important to mention that this secondary school is a highly demanding school so getting good grades and participating in competitions are considered to be a general standard, which means that the students there are greatly motivated and take the subjects seriously. The expectations are also set high concerning English since based on the school data, it is common that students obtain C1-level language certificate by the end of the 11th grade; moreover, there are also students who obtain the C2-level language certificate by the end of the 12th grade.

The research was carried out in two of the classes where the researcher is teaching. The interview participants, eight students, were randomly selected from the two classes for the interview. The students were between 13-14 years old and they are currently 7th and 8th graders. The students have four English lessons on a weekly basis. It is important to mention that the lessons are held only in the target language, so the students are used to explaining the meaning of a word and asking for explanation when they are unfamiliar with a lexical item. During the lessons considerable attention is devoted to improving the four different language skills (reading, writing, speaking, listening), and practicing pronunciation (based on Standard British RP) also has a great importance. Regarding the participants' level of proficiency, they are at an intermediate level (B1), so it means that they can express themselves effectively.

3.4 Instruments and procedure

3.4.1 Focus group interview

The focus group interview questions were pilot tested in advance to ensure validity and reliability and to find out whether the questions are clear and understandable. Four students participated in the pilot test; these students were also from the two classes where the research was conducted. During the pilot testing the students were asked the interview questions and based on their reactions and answers it turned out that the focus group interview questions are clear and understandable.

In the first part of the research, data were collected employing a semi-structured focus group interview. Owing to the fact that the interview participants were underaged, ethical approval was obtained from a parental statement of consent and the participants were

ensured confidentiality and anonymity. The focus group interview was organized in the school where the participants study and it lasted 60 minutes. The whole interview was carried out in the respondents' native language, in Hungarian. First, the interviewees were informed that there were no right or wrong answers and the main point of the interview was that they could express their opinion, attitude, and experience regarding ELF. The participants were asked open-ended questions and follow-up questions as well (see Appendix 1-2). Since the conducted interview was semi-structured, the respondents were able to discuss any upcoming topics and issues. Thus when a new topic was raised the respondents discussed it as well. The researcher's role was to facilitate the process of the interview and to keep the participants focused and engaged. The researcher was taking notes (see Appendix 4) while the participants were discussing the different questions.

Question categories:

- general questions concerning the participants' English studies
- questions related to the global role of English
- questions in connection with varieties of English
- questions regarding accent
- questions concerning personal experience

3.4.2 Content-based teaching materials

In order to identify students' difficulties when learning English as a lingua franca, teaching materials were adopted from the book *Teaching English as a lingua franca: The journey from EFL to ELF* (Kiczkowiak & Lowe, 2019)

This study focused on phonological and lexicogrammar features of ELF, and communication strategies in ELF situations, so the teaching materials were selected accordingly (see Appendix 3). All tasks were tested in two classes and the research period took eight separate lessons. Each lesson consisted of a lead-in part, when the students became engaged in the lesson, a short reading part (either a monologue or a dialogue), a discussion and then a reflection part. Prior to teaching the tasks, the theoretical background of ELF was introduced to the students to raise their ELF-awareness. At the end of each task, students provided feedback concerning their difficulties, but they also had the opportunity to comment on the tasks as well. Their task sheets and feedback sheets were collected after each lesson. Also, the researcher was taking notes of her observations during and after the

lessons. The lessons were held in the target language, but the students were told to feel free to use their mother tongue any time they feel they cannot express themselves in English; also, they completed the feedback sheet in Hungarian.

Description of the teaching material:

- material related to phonological features of ELF: the overall aim was to introduce the Lingua Franca Core to the students and help them identify pronunciation features of LFC such as *vowel length*, *consonant sounds* and *consonant clusters*.
- material concerning lexicogrammar features of ELF: this part was divided into two sections, one which was connected to grammar, dealing with problematic areas such as the third person singular s, *which/who* misuse, question tags, complement ellipsis. The other section dealt with lexis regarding preposition use and idiomatic expressions
- material concerning communication strategies included asking for clarification, repetition, checking comprehension, guessing words from the context and pre-empting problems.
- material in connection with raising ELF-awareness

3.5 Method of data analysis

The data analysis was conducted with the constant comparative method (Glaser & Strauss, 1967) combined with the inductive approach (Guba & Lincoln, 1985) based on the step by step description in Maykut and Morehouse's guidebook for qualitative research (1994). Following the methodology of the constant comparative method and inductive approach, the procedure is transparent and dependable, and the results are credible. The aim was to find emerging elements concerning the students' attitudes towards English as a lingua franca and their difficulties in learning the phonological features and lexicogrammar characteristics of ELF and practising communication strategies in lingua franca situations. As the first step of the data analysis, the raw material was collected from the students' feedback sheets and the researcher's notes and observations. All the raw material was typed to prepare it for the analysis. After having typed the raw material, the pages were coded and then units of meaning (Marshall, 1981 as cited in Maykut & Morehouse, 1994) were created. Each smaller unit was identified and unitized. The unitizing step was followed by the process

of discovery to invent categories for the units. By the constant comparative method, the data was reconstructed to reveal the emerging themes in the data. Following the process of the inductive approach and the constant comparative method ensures trustworthiness and credibility for the research.

4. Results and discussion

4.1 The results of the focus group interview concerning students' attitude towards ELF

After analysing the group interview data concerning Hungarian students' attitudes towards English as a Lingua Franca, it turned out that the interview participants are well aware of the ELF phenomenon although they had not heard about the expression English as a Lingua Franca before. On the other hand, they knew the expression of English as a global language and English as an international language (EIL). The interviewees argued that the global role of English can be explained with the great economic influence of the United States, English is the language of Information Technology (IT) and science, along with the fact the English language is the language of the Internet and most of the sources can be found on the Internet in English. One of the participants stated that British colonization can be the reason why "English is everywhere". Owing to the fact that the English language is everywhere, it serves as a "contact language" and a common means of communication. Some of the participants said that another reason for the prevailing role of English is the fact that it is "easy to acquire the basics of the language" and that "English is easy to learn and easy to understand". So, acquiring the basics to get by and make oneself understood does not take years, speaking basic language is possible within a shorter period of time. However, one should bear in mind that the process of language learning and acquisition depends on several factors such as motivation or different learning styles and learners' needs. The case with English is the same, but comparing it with other languages, as the participants put it "it is easier than other languages such as Chinese".

One of the emerging themes of the group interview is the reason why people learn English these days and what the language might allow them to achieve. The keyword here is "requirement", this is what most of the participants referred to. Nowadays, one should know at least one foreign language, preferably English. When it comes to applying for a new

job, applying to universities, knowing English does not serve as an advantage anymore, it is now a requirement. This idea supports Modiano's (2009) words regarding the status of English in Europe. The interviewees asserted that the language allows them to study at universities in different countries, they have more opportunities to obtain good education. So, it is clear that the respondents are convinced that the English language plays a significant role in education, in the world of work and in their daily life as well.

The students were asked with whom they usually speak English outside the classroom and the aim of this question was to explore what causes difficulties for them when using English and what their future prediction is concerning using English. The vast majority of the interview subjects said that outside the classroom they use English when they travel, go on holiday and they speak mostly to non-native speakers of English. This result is not surprising since non-native speakers outnumber native speakers of English. The students' experience is that "the younger generations have better English proficiency than the older generations" (by older generation they meant those who were born before the change of regime in 1989). The participants of the interview were asked to describe the nature of the conversations they had with non-native speakers regarding their language difficulties and their level of understanding. These conversations were characterized by using a basic set of vocabulary and simple sentences. Most of the students claimed that understanding non-native speakers is easier than understanding native speakers; furthermore, some of the students said that non-native speakers understand them more easily than native speakers. The interview also revealed the fact that the participants feel frustrated when they talk to native speakers as they know that native speakers notice if they make a mistake, so they feel embarrassed, while there is a smaller chance that non-natives notice their mistakes; moreover, the participants feel more "equal'" when communicating with non-native speakers. This result is similar to Cogo's result (2010) according to which communicating with non-native speakers gives more confidence to the interlocutors as they focus on effectiveness and are not afraid of making errors.

The participants were asked what varieties of English they know, what the difference is between them and which variety of English they prefer. They listed different varieties of English such as British, American, Australian and New Zealand English, Canadian, Welsh, Scottish, and one student also mentioned African and Indian English; so it can be stated that the students know several varieties of English but none of them mentioned other Asian varieties or Caribbean varieties of English, not even the local varieties such as Hungarian

English (Hunglish). The interview subjects argued that the main difference between varieties is the different accents and vocabulary; each of them has its own regional dialect.

The students' attitude and opinion on accents was another emerging theme of the interview. Based on the interviewees' answers, non-native speakers' accents and pronunciation cause the most difficulties in understanding in ELF situations. Most of the participants claimed that they prefer General American accent to British Accent (Received Pronunciation), the same result as in Feyér's study (2012), where the participants of the study evaluated General American accent as more understandable and easier to pronounce; also, as the participants put it, they try to sound as a native speaker as much as possible since they connect native-like accent with being proficient and educated. While in Ranta's survey (2010) students stated that they do not want to sound like a native speaker, and they intend to preserve their cultural identity, so this interview shows different results. The respondents argued that their goal is to acquire native-like accent, similarly to Kuo's findings (2006). The interview subjects were asked to form an opinion on their accents whether they are satisfied with it or they would change it if they had the opportunity. The majority of the interviewees would change their accent to native accents, either British or American. Students commented the following: "I'm a bit sad that I'm not a native speaker"; "I would like to sound like a native" and "sometimes it really hurts when people say I have a strong Hungarian accent" so it can be said that the participants do not consider their accent as a "sign of identity" but rather a "sign of failure" (Cogo, 2010), but there was one student who claimed: "I'm proud to be Hungarian". It is also essential to say that the respondents all agreed on the fact that when it comes to lingua franca communication, being effective and getting the message across have greater importance than being correct or having native-like pronunciation. Regarding the respondents' future predictions, some of them think that they will use English with mostly non-native speakers so in ELF situations, and some students are convinced that they will use English with native speakers since their plan is to move either to the UK or the USA to apply to university, and there were also students who said: "I don't know" and "it depends".

Overall, it can be concluded from the result of the interview that the students participating in the interview are familiar with the English as a lingua franca phenomenon since they have experience in communicating with non-native speakers of English. Their general attitude towards ELF is positive as they have more confidence when speaking English in ELF situations.

4.2 Learning the pronunciation features of ELF

This paper focuses on the difficulties which arise when learning English as a lingua franca. This chapter describes the results of learning the phonological features of ELF, the Lingua Franca Core (Jenkins, 2002), and reveals the challenges students faced during the learning period and their opinion concerning the LFC.

To begin with, students were asked general questions about different accents of English, for example: "does a native speaker accent make you easier to understand?", "does having a foreign accent make you more difficult to understand?", and "when it comes to speaking clearly, which sounds or pronunciation features are important?". Based on the students' answers, American English is considered to be easier to understand than British English, which can be explained with the fact that even if Hungarian ELT relies on Standard British English and its Received Pronunciation, the participants spend ample time watching films and series as a spare time activity and while watching films and series they are exposed to mainly American English. Having a foreign accent does not always lead to unintelligibility, as students stated, it highly depends on the accent, for instance understanding a Chinese or Japanese accent is more challenging while a Swedish accent is clearer. According to the students, as far as sounds and pronunciation features are concerned, word stress and vowels are the elements which are essential for speaking clearly. It is interesting to note that Jenkins (2002) excluded word stress from the Lingua Franca Core as it does not cause difficulties in understanding.

The features of the Lingua Franca Core were introduced in the classroom, but the main limitation of this research was time, so it did not focus on all the features, only on vowel length, consonant sounds, consonant clusters, and nuclear stress. The students' task was to write down the words from the audio recording, in the second listening the words were projected so the students checked themselves and then they categorized the words into the aforementioned categories. Students were asked to decide whether understanding the words from the recording was easy or not. It turned out that when it comes to vowel length and consonant clusters, the students had difficulties understanding the difference between, for example, "sheep-ship" and understanding the following words was also challenging: "world, clothes, squirrel, sixth, thistle". Furthermore, categorizing the words was not an easy task either. According to the students, categorizing was much more difficult than they

thought. There were also words which they did not know the meaning of, so not knowing the word caused extra difficulties.

In respect of the students' opinion of the LFC, it can be stated that the opinions are varied. Based on the results, there were less supporters of learning about the LFC than opponents of learning about the LFC. Those who were for learning the LFC claimed that pronunciation is crucial for intelligibility, and when non-native speakers use English misinterpretations can occur owing to the interlocutors' different accents. It means that, if the Lingua Franca Core is introduced and taught, then unintelligibility might be reduced. One student said that "LFC has advantages only if it is in balance with the curriculum". Another student argued that "a little time should be devoted to the phonological features of ELF, because if we want to make ourselves understood, pronunciation plays a significant role, especially when we communicate with non-natives". Another interesting opinion was that it would be useful if there was a "common accent", which everybody speaks, but if we look at native speakers of English, they also have regional accents". This perspective agrees with Jenkins (2002) and Macaulay (1988) who stated that Received Pronunciation is spoken by a small percentage of the British.

The majority of the students argued that the phonetic rules of standard British English, which is taught in Hungary, are more important to know and use than relying on the phonological features of ELF. This opinion supports Sobkowiak's argument (2005) whereby speaking with native-like pronunciation is not only about speaking clearly, but it is a huge part of self-image. Other students said that "the Lingua Franca Core gives theoretical knowledge, but a language is not something we should know theoretically but practise it and speak it". Another point of view was that "one should not depend only on the LFC, for instance word stress might not cause misunderstandings in speaking, but it is essential to know how to pronounce a word correctly". Dauer (2005) argued the same that it is vital to know the basic rules of word stress. Others found that learning the LFC is "time wasting", because we can use communicative strategies to understand what the interlocutor says.

Overall, from the results it can be concluded that when it comes to learning the phonological features of English as a lingua franca, understanding the inventory of the LFC did not cause any difficulties since the students were exposed to several examples which represented the rules; on the other hand, noticing and categorizing the features was demanding for the students. In respect of the students' viewpoint, the Lingua Franca Core

can be a part of the curriculum and it is useful to raise awareness of the anticipated difficulties in lingua franca situations but paying too much attention to it is unnecessary.

4.3 Learning the lexicogrammatical features of ELF

This chapter analyses what caused difficulties in learning the lexicogrammatical features of lingua franca English concerning "correct or incorrect" English, transitivity, prepositions, and idioms. All teaching materials were adopted from *Teaching English as a lingua franca: The journey from EFL to ELF* (Kiczkowiak & Lowe, 2019)

4.3.1 Incorrect English? (see Appendix 3.1)

The participants were asked to define what correct English is. They stated that correct English follows grammar rules based on Standard British or American English. Native speakers of English know these rules subconsciously, but it does not mean that they always use them correctly. Deciding whether the given statements are correct or incorrect English was not a challenging exercise, but it is important to mention that the participants relied on Standard British English grammar and they did not keep other regional varieties in mind. Not keeping other varieties of English in mind is understandable since the students are not exposed to nonstandard varieties. As Illés and Csizér (2010) point out, Standard English is the main source of English language teaching in Hungary. On the other hand, deciding if the statements were said by a native or non-native speaker was the challenging part of the task. The participants were aware of the misuse of relative pronouns and dropping the third person singular "s" ending in present tense as a characteristic of non-native language use (Seidlhofer, 2004).

Example sentences from the task:

1. He speak very quickly and I have problems understanding him.
2. I live in the building who is opposite the supermarket.

On the other hand, looking at the following items caused difficulties to determine whether they were said by a native or non-native speaker:

3. It's a really nice day, no?
4. I would have went if I'd had the money.
5. I didn't go nowhere yesterday.

When the statement did not follow Standard British English rules, the students evaluated the sentences as if they were said by non-natives. Although item 3 in relation with question tags is common for non-native speakers, just as Seidlhofer (2004) included it in VOICE, the misuse of question tags is common for native speakers as well, such native speaker Englishes in the Caribbean region. Reflecting on the task, more students commented that it was surprising that some of the statements could have been said by native speakers as well since they thought that native speakers do not make grammar mistakes when they speak; but these are not real grammar mistakes, only different from the standard rules.

Answering the following question "when using English as a Lingua Franca, what is more important: being correct or getting the message across?" the students argued that when it comes to speaking English as a lingua franca, getting the message across is more important than being grammatically correct since when we use English in international context the most crucial thing is to make ourselves understood and understand each other. Yet some students also mentioned that when they use English with native speakers, being grammatically correct is more essential.

4.3.2 Complement ellipsis (see Appendix 3.2)

The students' task was to examine sentences from lingua franca interactions. Some example Sentences (1-3) from the task:

1. "I was a bad student, and I really regret (it)."
2. "If you don't have enough money, I can lend you (some)."
3. "Do you like this music? No, I don't like (it)"

Finding out what the complements in brackets refer to was not challenging for the students. They could explain that in Sentence 1 (it) refers to *being a bad student*, in Sentence 2 (some) refers to *money*, and in Sentence 3 (it) refers to *this music*.

In the following Sentences (4-5) the complement was not given in brackets, so the students needed to complete the sentences:

4. "I don't like spicy food. Actually, I really hate."
5. "I think criminals should be punished. I don't think we should forgive"

Again, this task was not complicated for the students, so they completed Sentence 4 with *it*, and Sentence 5 with *them*. It is also important to mention that the students stated that they sometimes forget to use the complements as well.

Omitting the complement or object is one of the characteristics of ELF communication. The participants were asked if they had any difficulties understanding the items. It turned out that the complement omission did not cause difficulties in understanding the sentences as enough information was provided in the first part of the items. The students had to make a list of situations when this construction would be suitable. Their answer was that this construction would be suitable in any informal situations, but enough information should be given beforehand. The students' reactions support Dewey's description of transitivity (2007), according to which, omitting the complement does not lead to misunderstandings if the information is provided in advance.

4.3.3 Towards a new use of prepositions

The aim of the task is to reveal whether the wrong use of preposition makes the message less understandable or not, and whether the students are able to recognize if somebody uses a wrong preposition.

The participants were asked whether they find preposition use in English easy or difficult. The majority of the students claimed that they find preposition use difficult and sometimes they worry about using the wrong preposition. They also stated that preposition use has greater significance in writing than in speaking since in speaking the interlocutor might not notice the wrong use of preposition or if they notice, they can ask for clarification. Another viewpoint was that in speaking fluency is more important than accuracy.

The students' task was to identify whether there is something strange in the following Sentences (1-5):

1. "I want to go holiday with my family."
2. "I think advertising is effective, because lots of people respond on it and buy the products."
3. "I'm not sure what good English means. It depends by who you speak to."
4. "My sister studies about history in University."
5. "My taste in music is different with all my friends."

The students noticed the incorrect preposition use in most of the sentences, and a small number of them said that using the wrong preposition made the Sentences (1-5) more difficult to understand, but the majority stated that in spite of using the wrong preposition, it does not make a sentence less understandable. The participants were also asked to what extent they agree that there are more important things to learn in English than the use of

prepositions. Just a few students answered that learning the use of prepositions in English is essential, but most of them argued that there are more principal elements to learn such as grammar or vocabulary.

4.3.4 Flexible use of idiomatic expressions (see Appendix 3.3)

This section intends to reveal the way the participants use idioms, and what happens when in a lingua franca situation, they are exposed to idioms in which some parts of the idiom might be changed. The question is whether this flexible use of idioms causes difficulties in understanding or not, and whether the participants notice the changed part in the idioms.

First, the students were asked if they use idioms when they speak English and how frequently they use idioms. It turned out that the students do not use idioms at all, but they are able to understand some, especially, when the idiom is in context. As they explained it, they are not confident enough to use idioms in their speech since they are not sure how to use idioms appropriately.

The students' task was to read three short dialogues and determine where the speakers are. The students understood that the first two situations were informal conversations at university, and the third one was a formal presentation in a university lecture. Understanding the situations were not challenging for the students but, they did not know whether the idioms were correct or not. Example idioms (1-3):

1. "I think, I'm in the right track."
2. "kill two birds with one rock"
3. "come to your head"

After looking the idioms up in a dictionary, the participants were asked to explain what changed in the idioms. Instead of "to be in the right track" one should say "to be on the right track"; "kill two birds with one rock" is "kill two birds with one stone", as the original idiom goes, and "come to your head" is "come to your mind". Having analysed the idioms the students came to a conclusion according to which, the idioms used in the situations were very similar to the original idioms, the speakers only change one part of the idiom, which was usually a preposition "in-on", or they mixed a word with its synonym "rock-stone", "head-mind". This phenomenon often occurs in ELF communication, and as Pitzl (2018) writes about it, this is the creative use of idioms.

Based on the students' opinion on the flexible use of idiomatic expressions, the majority stated that one should not use any idioms if they are not sure how to say them correctly. Another opinion was that one should avoid using idioms since the interlocutor might not understand the idiom and it can lead to misunderstanding. On the contrary of this, a few students asserted that using idioms makes our speech colourful and unique, and it is a part of self-image, so one should not be afraid of using idioms incorrectly, the main point would be to use them.

4.4 Communication strategies in ELF situations

This section focuses on what type of communication strategies Hungarian secondary school students use in ELF situations. Before the empirical part, students collected strategies to overcome communication breakdown based on their experience. Their list of strategies included asking for repetition, using gestures and miming, using the internet and translation applications. It is important to mention that this section has its own limitation since the lingua franca situations were not authentic and the participants were asked to imagine that they did not share the same mother tongue. All teaching materials were adopted from *Teaching English as a lingua franca: The journey from EFL to ELF* (Kiczkowiak & Lowe, 2019)

4.4.1 Negotiating meaning

The aim of the negotiating meaning task was to learn what techniques the students use to ask for clarification when they do not understand the message. First, the students were given a short dialogue to examine how the speakers negotiate meaning. The students could notice that the speaker who could not understand a word from the other speaker's sentence asked a *specific question* (Mauranen, 2006) to find out the meaning of the unknown word. Based on the micro dialogue the students' task was to copy the conversation and try to understand the message. The participants received sentences with one word they might not understand and the synonym of the unknown word such as in the example:

I think affluent people should give at least 50% of their money to charity. (Affluent = rich)	I believe that it is imperative we do something about climate change. (imperative = urgent)

(Adapted from *Teaching English as a lingua franca: The journey from EFL to ELF*)

It turned out the majority of the participants used *indirect signalling of misunderstanding* (Mauranen, 2006) which means that their first reaction was *hm?* and *what?*. It turned out that because of the fact that the participants were not familiar with the unknown word, they could not form a question to find out the meaning since they could not even repeat the word. Based on students' feedback, they did not ask a specific question because they felt ashamed of not knowing the given word and they felt embarrassed that their level of proficiency was not satisfactory. It is interesting to note that the students who read out the sentences were extremely helpful and patient with their interlocutor and their aim was to get the message across, so they used *utterance completion* (Cogo & Dewey, 2006). This attitude and behaviour can be seen in lingua franca situations where the goal is comprehensibility.

4.4.2 Guessing words from context (see Appendix 3.4)

The students' task was to read a text in which they had to define certain words in bold, but first they could only see the words in bold. The students had difficulties understanding words such as "takyuubin", which was one of the words in the text. When the students could see the words in context, even if they did not know the exact meaning of the word, they understood what the text was about. So, it turned out that "takyuubin" is a type of delivery service at a Japanese airport which sends the passengers' luggage from the airport to the hotel. As a consequence, if an unfamiliar word is in context, especially in a context which the participants are familiar with, the word does not necessarily lead to misunderstanding. But as Kirkpatrick (2007) suggests, local varieties should be avoided in cross-cultural communication since the possibility of misunderstanding is higher if the interlocutors are not aware of intercultural differences and local varieties (as noted in Sharma, 2008).

4.4.3 Pre-empting problems

The students analysed two situations in which the speakers used different discourse markers to prevent misunderstanding and help getting the message across. It was clear for the students that the markers were used to facilitate the success of the conversation. They stated that when it comes to using phrases or lexical items which the interlocutor might not understand, it is always advisable to pre-empt misunderstanding with the help of different techniques such as *interactive repair* or *confirmation check* (Mauranen, 2006). Following

this, the students had to produce a dialogue in which they had to implement difficult words; they were also required to use discourse markers to make the conversation go smoothly. As a result, they paid more attention to their speech and based on their feedback, their goal was to make the message as understandable as possible. As some students stated, there is always a possibility that the message is not intelligible that is the reason why speakers from different cultural and linguistic backgrounds should be extremely careful with their word choice. As the participants experienced, it is more unpleasant to be that person who does not understand what the other speaker talks about, so using strategies to prevent misunderstanding is vital.

Overall, it can be concluded from the tasks concerning communication strategies that the participants know and can use various techniques to overcome language barriers and communication breakdowns, but owing to the fact that they do not have ample experience with lingua franca interactions they faced difficulties in relation to certain strategies such as *backchanneling*, *latching* or *speech accommodation* (Cogo & Dewey, 2006).

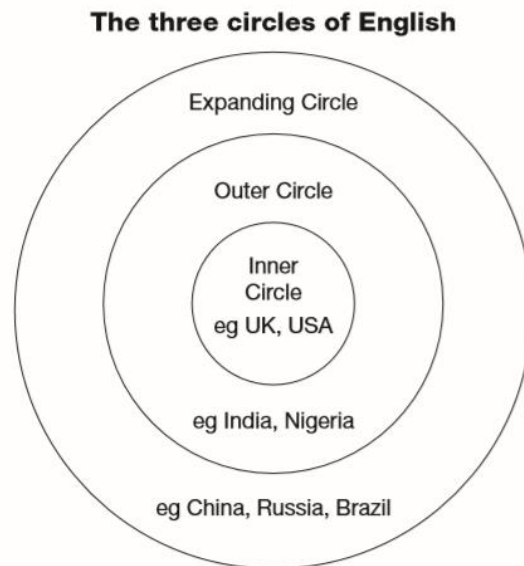## 4.5 Raising students' ELF-awareness

This section describes what materials were used to develop students' ELF mindset and how students reacted to the tasks in respect of the global role of English and English as a lingua franca. All teaching materials were adopted from *Teaching English as a lingua franca: The journey from EFL to ELF* (Kiczkowiak & Lowe, 2019).

4.5.1 Why is English a global language

First, a very short description of the history of English was given to the participants to get a deeper insight of the British Empire, British colonization, the countries where English is an official language, the United States as an economic power, the role of the media, tourism and science in the global use of English today. Within the frame of the focus group interview, the participants were also asked why English is a global language, but they were not given the description of the history of English. The interview participants listed the same reasons for the global role of English as in the description. It is not surprising that the students, who did not participate in the interview, also could list the same reasons for the global role of English. It can be explained with the fact that, as it is written in the participants and setting section, the students participating in the research attend one of the most high-demanding and prestigious schools in Hungary so due to the quality of their education and

their motivation to know more about what is happening in the world, they are aware of the history of English.

The following task was to analyse the Kachruvian circles (1983) in respect of what the circles represent, what the difference is between the Inner, Outer and Expanding circles, and how English came to be used in the countries in the different circles.

The three circles of English

Expanding Circle

Outer Circle

Inner
Circle
eg UK, USA

eg India, Nigeria

eg China, Russia, Brazil

(Adapted from *Teaching English as a lingua franca: The journey from EFL to ELF*)

Examining the circles was a bit challenging for the students, but they understood that the circles illustrate the status of English in the world. It was clear that the Inner circle represents the countries where English is the L1. The Outer and Expanding Circles were not straightforward to distinguish, but with the help of the description of the history of English the students were able to come to the conclusion that the outer circles countries are former British colonies and the English serves as an official language and taught as a second language, while in the expanding circle countries English is taught as a foreign language and it has come to these countries in consequence of the influence of English on the media, science, tourism or the Internet. As for the question regarding what the positive and negative influences of the dominance of English today, the participants could not name any negative influences only positive ones such as the fact that there are more available sources in English than in Hungarian on the Internet; there are more films available in English so there is no

need to wait for films to be dubbed; since English is a global language, one can make themselves understood almost anywhere in the world.

4.5.2 English: the global lingua franca (see Appendix 3.5)

Statements in terms of English as a lingua franca were given to the students to make them aware of the global role of English. The students' task was to decide whether the statements were true or false. There were statements which were "obvious" as the students stated, but there were statements which were surprising for instance "when non-native speakers communicate with one another, misunderstandings are not frequent". The participants were convinced that when they speak English with other non-native speakers, the chance of misunderstanding is higher than when they communicate with native speakers of English. As Mauranen (2006) points it out, misunderstanding can arise not only in lingua franca interactions but in any communication regardless of the interlocutors' L1, but in lingua franca situations the participants pay more attention to avoid communication breakdowns. Another statement, which the students found surprising, was that "making grammar mistakes and using non-standard vocabulary can frequently lead to misunderstandings". As the students argued, they believed that using non-standard vocabulary causes difficulties in understanding. Kaur (2011) refers to *language-related misunderstanding* as a source of misapprehension but as Deterding (2013) writes, in lingua franca communication the main source of misunderstanding is mispronunciation (as cited in Kiczkowiak & Lowe, 2019).

4.6 Students' general perceptions of the tasks regarding ELF

At the end of the research period the participants had the opportunity to express their opinion and general perceptions of the materials presented to them in the lessons. Overall, they found the tasks engaging, useful and sometimes surprising. They also implied that focusing on ELF and learning English only as it is used in international communication is impossible and "useless", because one should know how the language operates, what the grammar rules are. Using English as a means of communication in global settings is a phenomenon which one should be aware of and prepare for the anticipated difficulties as much as possible. This is the reason why the participants of this research stated that using materials concerning English as a lingua franca is useful when it comes to practising communication strategies. The participants enjoyed playing various roles as if they did not

share the same L1, so they had to imagine themselves in a lingua franca situation. On the other hand, based on some students' feedback, one cannot prepare for a lingua franca situation since the participants, the context, the topic of the conversation changes all the time, so the difficulties and language barriers are different in every situation for which it is not possible to prepare. Yet being aware of the fact that the English language is everywhere it is advisable to be informed about the ELF phenomenon. This is the reasoning why the participants enjoyed the tasks in respect of raising ELF awareness. As they suggested, the task, where they had to decide whether the statements concerning the global role of English were true or false, should be used to raise awareness of the current status of English.

5. Conclusion and pedagogical implications

5.1 Conclusion

Taking all the results of the focus group interview and the classroom experiment into account, it can be concluded that Hungarian secondary school students' overall attitude towards English as a global language is positive; it can be stated that the participants faced difficulties when learning different features of ELF; however, to define what causes general difficulties for Hungarian secondary school students when it comes to learning English as a lingua franca more data would be needed as the data collected in this piece of research is from a very small sample.

Consequently, to answer the first research question (What is the Hungarian secondary school student's general attitude towards English as a Lingua Franca?) it can be concluded that the students participating in the study are well informed about the ELF phenomenon and the global role of English and its importance as a common means of communication in international settings. They consider English as a requirement not only when one would like to participate in international platforms, but even in Hungary English is required in many workplaces and to obtain a university diploma. The research also revealed that the students are familiar with different varieties of English, but they prefer standard varieties such as Standard British and General American. At the same time, their attitude towards other varieties is positive and they accept different dialects and accents, although sometimes they have difficulties understanding them. Another finding was that outside the classroom the participants use English in informal settings, for instance, on holiday, but their future plan is to go to a native-speaker English country where they expect to use English with native

speakers of English, and not with non-native speakers. This can be explained with the fact that the participants have high expectations regarding their future career.

Based on the results of testing content-based teaching materials regarding ELF it can be deduced that the answer to the second research question (What are the difficulties for Hungarian secondary school students when learning the pronunciation features of ELF?) is that getting acquainted with the features of the Lingua Franca Core did not cause any problems, whilst in practice recognizing and categorizing the phonological features of ELF was challenging and distinguishing the difference between consonant sounds and consonant clusters was a demanding task. Answering the third research question (What are the difficulties for Hungarian secondary school students when learning the lexicogrammatical features of ELF?) it can be concluded that the main difficulty in respect of learning the lexicogrammatical features of ELF was to decide whether the "incorrect" sentences were said by a native or non-native speaker since the students were convinced that native speakers follow standard grammar rules, albeit it is important to highlight that neither of the statements caused difficulties in intelligibility. Determining the missing complements in the "complement ellipsis" task was not considered as problematic as leaving out the complement is a typical feature of the participants' language use. Similarly to complement ellipsis, no difficulties arose in relation to preposition use in lingua franca interactions, but as the students stated, they are sometimes unsure about the correct use of prepositions, but they do not think that the misuse of prepositions causes communication breakdowns. On the other hand, the flexible use of idiomatic expressions was the most demanding task which can be explained with the fact that the students do not use any idioms in their speech and they suggested that it is advisable to avoid idiomatic expressions if one is unsure about the proper use of idioms. Based on the data yielded in the research as far as the fourth research question is concerned (What kind of communication strategies do Hungarian secondary school students use in an ELF situation?) it can be concluded that the participants have some experience in ELF interactions, and they are equipped with various communicative strategies such as asking a *specific question*, *indirect signalling of misunderstanding* and *utterance completion*, but they did not know how to implement *interactive repair*, *confirmation check*, *backchanneling*, *latching* and *speech accommodation* to avoid or resolve communication breakdowns. Giving an answer to the fifth research question (How to raise Hungarian secondary school student's awareness of English as Lingua Franca?), it is crucial to highlight the importance of the English language in global communication and make students aware

of the changing nature of English. To make students aware of the ELF phenomenon various tasks can be used from the book *Teaching English as a lingua franca: The journey from EFL to ELF*. During the research period only two tasks were borrowed from the abovementioned book ("Why is English a global language" and "English: the global lingua franca"). Both exercises were considered as thought-provoking and effective to gain a deeper insight into the current role of the English language.

Overall, it can be concluded that Hungarian secondary school students faced certain difficulties concerning learning English as a global language, especially the phonological features of ELF and some lexicogrammatical characteristics of ELF; their attitude towards English as a global language is positive, their communication strategy' skillset is rich in techniques and they are open to enriching their knowledge of ELF. Despite the data collected, more data is needed to understand the general difficulties which occur when learning English as a global language. Future studies should focus on the topics discussed in this research separately (learning the phonological features of ELF, learning the lexicogrammatical features of ELF, communication strategies in ELF interactions, raising students' ELF- awareness) to be able to determine in more detail Hungarian secondary school students' difficulties in learning ELF.

5.2 Pedagogical implications

Owing to the fact that the scope of this paper is narrow, major pedagogical implications cannot be indicated. However, it can be noted that students' needs concerning which variety of English they would like to learn, and what their future goals with English are should be taken into account to prepare them better for a wide range of situations they might encounter in the future. Teachers should familiarize their students with different varieties of English and expose them to various non-native accents of English. As a consequence, students might benefit from such activities in lingua franca situations. Furthermore, it would be beneficial if teachers and language educators emphasize the importance of lingua franca English and the teaching of ELF would be combined with the current ELT curriculum.

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Appendices

1 Group interview questions in Hungarian

1. Amikor az angolt az osztálytermen kívül használod:
- kikkel használod a nyelvet leginkább?
- milyen nemzetiségűek ezek az emberek?
2. Véleményed szerinte, kikkel fogod használni az angolt leginkább, anyanyelvű angolokkal, vagy nem anyanyelvű angolokkal?
3. Mi az oka annak, hogy az emberek angolul tanulnak? Mit tesz lehetővé az angol nyelvtudás?
4. Véleményed szerint, azok, akik angolul tanulnak, anyanyelvű angolokkal, vagy nem anyanyelvűekkel fogják használni a nyelvet?
5. Az angol nyelv milyen változatairól hallottál már?
6. Mi a különbség a változatok között?
7. Mit lehet mondani a magyarokról, amikor angolul beszélnek, vannak bizonyos ismertetőjelei annak, hogy az illető magyar?
8. Mi okozhat kommunikációs nehézségeket az angol nyelv esetében, amikor összekötő nyelvként (lingua franca) használják?
9. Személyes tapasztalat:

   Okozott-e már nehézséget bizonyos angol nyelven beszélők megértése? (anyanyelvi, nem anyanyelvi beszélők megértése

   Mi történt?

   Hogy érezted magad?

10. Hogy éreznéd magad, ha valaki azt gondolná a kiejtésedről, hogy anyanyelvi angol?
11. Számodra rendben van az, ha az emberek felismerik, hogy a kiejtésed nem anyanyelvi angol? Esetleg felismerik, hogy magyar vagy?
12. Ha választhatnál bármelyik akcentus közül, beleértve a sajátodat, milyen akcentussal beszélnél a legszívesebben?
13. Volt-e már valaha rossz élményed amiatt, mert nem vagy anyanyelvi angol beszélő?

2 Group interview questions in English

1. When using English outside the class:

   who have you mostly communicated with?

   where were these people from?

2. In the future, who do you think you might be using English with?

3. What are some reasons why people study English these days? What might the language allow them to do?

4. Do you think most people who study English will use it with 'native' or 'non-native speakers'? Why?

5. What varieties of English have you heard of?

6. What are the differences between them?

7. Do people in your country speak English in a particular way?

8. What can cause problems with communication in English in international contexts?

9. Personal experience:

   Have you ever had problems understanding some English speakers?

   What happened?

   How did you feel?

10. How would you feel if someone thought your accent was a native-speaker accent?

11. Is it okay with you if people recognise that you speak English with your non-native English accent?

12. If you could choose any accents including your own, what accent of English would you most like to have?

13. Have you ever had any bad experiences in English that you felt were because you are not a native speaker?

3 Content-based teaching material
3.1 Incorrect English?

Incorrect English?

Sample sentences

1 It's a really nice day, no?

2 He speak very quickly and I have problems understanding him.

3 Thanks for giving me so many informations. It was really helpful.

4 I didn't go nowhere yesterday.

5 I live in the building who is opposite the supermarket.

6 I would have went if I'd had the money.

7 Could we discuss about my exam next class?

Key

1 Common for many 'non-native speakers', but also certain 'native speaker' Englishes, eg in the Caribbean.

2 Common for 'non-native speakers'.

3 Common for many 'non-native speakers', but also certain 'native speaker' Englishes, eg Singaporean.

4 Typical of some 'non-native speakers', but also a feature of 'native speaker' Englishes, eg African American Vernacular English.

5 Common for 'non-native speakers'.

6 Typical of 'native speakers' from Belfast, Northern Ireland.

7 Typical of 'non-native speakers', but it also seems to be creeping into 'native speaker' use.

3.2 Complement ellipsis

Complement ellipsis

Sentence set A

'I was a bad student, and I really regret (it).'	Meaning of (it):
'I have to go to the dentist, but I don't want (to).'	Meaning of (to):
'If you don't have enough money, I can lend you (some).'	Meaning of (some):
'My children can't stay up late. I don't allow (it).'	Meaning of (it):
'Do you like this music?' 'No, I don't like (it).'	Meaning of (it)

Sentence set B

'I don't like spicy food. Actually, I really hate.'

'Have you been to the Middle East?' 'No, I've never!'

'I think criminals should be punished. I don't think we should forgive.'

'I don't have enough time to read. I wish I had.'

'The boss wants to see you in her office. You should go to.'

3.3 Flexible use of idiomatic expressions

Flexible use of idiomatic expressions

Dialogue 1

Johan: So are you guys ready for the exam tomorrow?

Miguel: Not sure. I think I need to study a bit more.

Sara: **I think I'm in the right track**, kind of OK.I was actually thinking maybe to relax, watch a film or something.

Johan: Well, why don't we try to … you know, **kill two birds with one rock**?

Sara: You mean like do both?

Miguel: Sure! That's a good idea. Let's first study a bit and then we can watch a film and relax.

Dialogue 2

Jan: [whispering] Man, this class is boring, no?

Karol: Yeah. The professor always wants to **sit in control of everything**.

Jan: True. We can never say what we think. Or discuss about anything.

Karol: Shhhhh, he's coming back. Let's keep quiet, take notes and not **step on his feet**.

Jan: Yeah, and try to survive the next hour, and not fall asleep …

Text

University lecturer: So to sum up, it is clear that the two phenomena, which might not seem related at the beginning, are actually two different sides of the same coin. If you're interested in further exploring this topic, I would recommend Smith's book, which is on the handout. He **goes into much detail** about this. Before we continue on to the second part of the lecture, are there any questions that **come to your head** at the moment?

Idiom	Meaning	Original idiom	What was changed?	Effect on communication

3.4 Guessing words from context

Guessing words from context

Services at Narita Airport

When you arrive at Narita airport in Tokyo, there are a few services that passengers need to be familiar with, particularly those who are travelling with their family, wish to take a short rest after their long flight, or are carrying a large amount of baggage.

■ Passengers who are travelling with lots of heavy luggage may wish to use the **takyuubin** service available in the airport to send their heavy luggage to their hotel. Confirmation of this popular service can take several days, so we advise passengers to book in advance. All staff speak English and the service is available 24 hours a day. The takyuubin service is located on the 3rd floor of the main building in Terminal 1, and the 4th floor of the main building in Terminal 2. The service is not expensive, but passengers should budget to spend about 30,000 yen. Money exchange counters can be found in all terminals.

■ Passengers who would like to rest after their flight may wish to take advantage of the **capsule hotel** service in the airport. The capsule hotel service has 24-hour check-in and reception services and rooms are quite inexpensive. This service is quite popular, so passengers are advised to make reservations in advance. The hotel can be used for a full night's sleep or just for a short nap, and shower services are also available to all passengers without booking a room.

■ Our airport is **barrier free**, so passengers with mobility problems should not have difficulties, but in case of a problem, our staff will be happy to help.

■ There are **dust boxes** available throughout the airport. We ask that passengers are careful to divide their trash up into burnable items, plastic items, **PET bottles**, cans and glass bottles before disposing of them.

More information about the services available at Tokyo Narita can be found on the airport website, and specific inquiries can be answered by our staff over the phone. Our staff are fluent in English, so please do not hesitate to get in touch.

Thank you for choosing Narita as your travel destination, and we hope you enjoy your journey.

3.5 English: the global lingua franca

English: the global lingua franca

Statements

1 Most people who use English around the world are 'non-native speakers'.

2 There are only seven countries where English is an official language.

3 There are no 'native speakers' of English in India.

4 The US is the country with the highest number of English users worldwide.

5 When 'non-native speakers' communicate with one another, misunderstandings are not frequent.

6 When you speak with a 'foreign' accent, people are less likely to understand you than if you speak with a standard 'native speaker' accent.

7 Monolingual 'native speakers' of English are often the most difficult to understand in international contexts.

8 Making grammar mistakes and using non-standard vocabulary can frequently lead to misunderstandings.

9 I should never use words from my first language when speaking in English, as this can confuse the listener.

4. Interview notes

<p style="text-align:center">RAW DATA</p>

Interview-> What do they know about ELF? What is their attitude?

Age: 13-14

who do you usually talk to? native or non-native?

non-natives: Italians, French -> it's impossible to communicate with them since they do not speak English, Check, Croatian, Montenegro

mostly non-natives!!!

Scotch-> different vocab-> words with different meaning

travelling

reason: poor ELT

simple vocab +sentences

difficulties:

It was difficult but we understood each other

Brussels-> good English skills

younger generations-> better E

same experience: elderly-> they do not really speak E

In most European countries we can find English everywhere-> Internet, advertisements, brands

"our generation " is kind of fluent in English

Why do people learn English?

because it's a global language-> global language-> international language -> world language -> each participant said it

If you go to a country where English is not a native language, you will still communicate in English (lingua franca???? -> contact language)

REQIREMENT (basic) ("I think")

for work, for life, at school -> entrance test, matura exam (school leaving exam -> érettségi)

You have to know at least 1 foreign language-> preferably E

Why English?

INTERNET

USA influence on the whole world

English colonies

A lot of people speak E in India

INTERNET

most sources on the internet are in E

England: Industrial revolution, sciences, literature (Shakespeare), lots of inventors

Good universities, education abroad -> you need English

Good universities-> USA, UK

What about other languages? Spanish? Chinese? isn't the English language threatened by other languages?

for our generation English will keep its leading position

Who speaks E??? more non-natives

BENEFITS pro E -> easy to acquire the basic level (A1-A2) (fast) (within a couple of weeks) ->to get by-> on the street, in the shop

logical???

IMPORTANT: easy to learn, easy to understand, easier than Chinese (different alphabet as well)

PRACTICAL

In the future? NS or NNS?

interesting: rather NS! I can see a bigger chance to move to the UK than to France

BUT: when travelling: of course NNS

difficult to know, they do not have clear image of the future.. highly depends on their future lifestyle

it depends!

it depends! depends on my future work

international job

moving to another country

What varieties of English do you know?

British, American, Aussie, Welsh, Scotch, New Zealand, Canadian

difference? -> pronunciation, some words, dialects, pronunciation

Hungarian English? -> not good

it depends… on education

there are jobs where you don't need to speak English

Just few people speak English fluently

compared to other countries

not many people speak E

Hungarians speak E: Hunglish

Hungarian accent -> it is terrible to listen to, problems with vowels (long), problems with 'th' phonetic rules

American (accent) is easier to learn-> most students in the group prefer AmE

not only Hungarians but Italians and the French also have accent

it is impossible to acquire another language with perfect pronunciation

There are also different dialects in English as well

ELT does not prepare you for perfect pronunciation

using communicative strategies when people do not understand

human nature: you want to make yourself understood

What do you do when somebody does not understand you? miming, google translate, describe the word, explain with other words

problem: if you do not understand a simple word, how can you understand its explanation???? -> impossible

theoretical E knowledge-> you know a lot-> learning E at school for a very long time

education ELT

I know a lot of grammar and words.. but I cannot say a sentence

typical mistakes: E/3 s, word order, singular- plural

Accents:

sometimes hurts-> when people say you have strong Hun accent

Which one would you choose: British, Aussie, British, American, American

I'm a bit sad that I am not a NS-> everything would be easier-> I would be more fluent > I wouldn't have to think about words -> I would be able to say more complex sentences (I have to think about it now)

you want to sound more native like? ->

I would like to sound like a NS

I'm proud to be Hungarian

I would like to have nice pronunciation

it can be improved

talking to NNSs-> it doesn't matter what accent you have if their E is not good, they will not understand you

If I speak Hunglish they tend to understand me more (NNS)

They have never heard ELF before,

they heard EIL before

outside the classroom-> they understand E everywhere

when travelling

NSs understand me the least!!! I cannot decide what to learn BrE or AmE

in the future: NNSs university: NS

it is frustrating to speak to NSs-> if I make a mistake, they will correct me -> they will notice my mistakes

NNSs do not notice my mistakes

Why do people learn English?

Global language

to make themselves understood

there is no place in the world where you cannot get by with E

ADVANTAGES: you can go anywhere/more places, international means of communication, feel safe, stability, confidence, universities abroad, science

leading language in IT

difficulties in international context: vocab, it is more difficult to understand NSs

Accent: I would feel very happy and amazed and shocked if I were thought to be a NS (rather positive)

What would you choose? -> AmE: 3 BrE:1

Have you ever felt bad because you are not NS? -> YES -> I couldn't express myself because I didn't know the word, when they use slang, I don't understand

asking for repetition

I feel awkward when I don't understand English and I don't dare ask for repetition because I know I won't understand it (-> low level of confidence)