ENGLISH AS A GLOBAL *LINGUA FRANCA*

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The aim of this article is to explore and highlight the phenomenon of Global English and its potential challenges to EFL teaching, such as rethinking EL teaching priorities, and its curricular status. The last few decades have witnesssed the growing trend towards globalization, and the growth in the role of English as a global language. The rise in the number of non-native speakers of English, and the use of new communication technologies, such as the Internet, has led to the significant changes taking place in the sociolinguistic context of English use. New international varieties of the language are emerging through these new contact situations, with the native standards becoming increasingly irrelevant to the majority of the new English-speaking community.

Key words: English as a global language, new ways of learning English, communication, lingua franca core.

1. INTRODUCTION

We as teachers are a profession bound up especially closely in what happens the English language, how the language is develpoing and changing. The last few decades have witnessed the growing trend towards globalisation. In times of globalisation and electronic communication, when the furthest corners of the world are just some mouseclicks away, we need a common language to communicate, and this need for a *lingua franca*, a global international language, grows more compelling. English has inarguably achieved some sort of global status, and the well-used claim is that is has gone beyond the control of its native speakers. Globalisation, the rise in the number of non-native speakers of English and the use of new communication technologies, such as the Internet, has led to the significant changes taking place in the sociolinguistic context of English use. New international varieties of the language emerging through these new contact situations, the native standards becoming increasingly irrelevant to the majority of the new English speaking community, along with a remarkable departure from the the traditional understanding that non-native speakers should always try to conform to native speakers' communication styles, stresses the need for rethinking goals and approaches in teaching English as an international language or global *lingua franca*.

2. THE PHENOMENON OF GLOBAL ENGLISH

2.1. CURRENT SPREAD AND STATUS

Euro-English, Global English, International English, English Global Lingua Franca, 'Elfish' (ELF), World English, these concepts have been floating around the world of English language teaching for several decades. English is moving around the world at the speed without linguistic precedent.With a rapid development of technology, when people are communicating across oceans and flying across continents, when the globe continues to'shrink', people are more easily brought together. A myriad of individual contacts are being made all over the globe. People have become more mobile, both physically and electronically and the world has become the'global village'. As people interact with more people in different ways, they need a language in common. The trend towards globalisation has led to an increasing emphasis on the use of English as a global *lingua franca* in different areas including, for example, business, tourism or general dissemination of information across national borders. Globalisation affects the ways we live and work, and more and more communication is required, and maybe John Donne's famous words (*Meditations XVII*):

No man is an island, entire of itself; every man
is a piece of the continent, a part of the main;

sound even truer today than when they were written down some 400 years ago.

There is a lot of available statistics (Crystal,1997, Graddol, 2000) about where, what for and by whom English is spoken these days, which shows that it has inarguably achieved some sort of global status. It is spoken more widely than any other language in the history of the world. One out of five of the world's population speaks English with some degree of competence. There are three kinds of English speakers: those who speak it as a first language, those for whom it is a second language and those who learn it as a foreign language. In other words, English has a special role in many countries around the world but with different status. In some countries it is spoken as a mother tongue, in some it has been made the official language (second language) used in most aspects of public life, such as government, media or education, and in some countries it is the language most widely taught as a foreign language, but with no official status. But the sheer number of speakers doesn't make a language a global language. It has much more to do with who those speakers are and what they use it for. What makes English the global language *par excelence*, are the facts that it is spread all around the world, that for the first time it is spoken by more non-native than native speakers, and that it has a great number of functional uses. According to the definition of *lingua franca:*' a language people use to communicate when they have different first languages' (Macmillan English Dictionary,2002), English alone among other widely spoken languages meets all criteria to be a *lingua franca* in a **global** sense.At different times in history, for example, Greek, Latin and French served as linguae francae in Europe (commerce,diplomacy). Some artificial languages such as Esperanto have also been proposed as a global *lingua franca*.Their supporters claim that English or other natural languages are not suitable because they give

automatic advantage to native speakers and are associated with political, economic, and cultural dominance of their nation.

There is a wide range of functions, in different areas, English serves in communities around the world. It has penetrated into the domains of business, politics, education, media, entertainment and many others. Once a language has got the position of a global language, the position tends to be affirmed and extended by itself. Since 'everyone' uses English people are almost forced to learn English and used it. For many people learning English is not a choice but necessity, providing access to the world community (e.g. better job opportunities, participation in the world of entertainment and fashion) Crystal (1997) and Graddol (2000) offer a lot of evidence of the domination of English in international domains such as: international banking, economic affairs and trade, international tourism, scientific publications, working language of international organisations and conferences, international law, technology transfer, Internet communication, advertising for global brands, audio-visual cultural products, tertiary education and international safety. In international travel, for example, all issential information about transportation, accomodation, credit card facilities, safety instructions or emergency procedures is available in English. About 85% of international organisations now use English as one of their working languages (Crystal, 1997: 79), more books are published in English (28%) than in any other language (Graddol, 2000: 9), about 80% of the world's electronically stored information is in English (Crystal, 1997: 105). Virtually all scientific world uses English. Because of the significant role English plays today in storage and dissemination of information, academics around the world, when doing research, must publish in English, otherwise their work is not available to the international academic community. Any up-to-date text book or research article is obtainable much more easily in English than in any other widely spoken language, therefore accessing key information in a great variety of fields is often dependant on having at least the reading ability of English. In tertiary education we witness significant trends worldwide in teaching a number of courses through the medium of English which has permitted rapid internationalisation of education, namely mobility of students and teaching staff. All these figures and evidence clearly demonstrate that English is one of the most important means for acquiring access to the world community, world's intellectual and technical resources.

2.2. HISTORICAL REASONS

The primary reason for the present-day world status of English is that it has such a variety of functional uses, from international relations to popular culture. But there is no doubt that English language is the only one in this position of a global language because of some historical reasons. During the history of mankind there have been several more or less universal, international languages or languages of wider communication, such as Greek, Latin or French. But no language has been really global. The current position of English comes closest. Crystal (1997:5) claims that 'without a strong power-base, whether political, military or economic, no language can make progress as an international medium of communication.' The explanation is the same throughout the history, and English has

been no exception. According to Crystal (1997:53) there were several historical factors that led to the initial spread of English.' The present-day world status is primarily the result of two factors: the expansion of British colonial power, which peaked towards the end of the nineteenth century, and the emergence of the United States as the leading economic power of the twentieth century. It is the latter factor which continues to explain the world position of the English language today.' Britain was also the leader of the industrial revolution in the eighteenth and nineteenth century. The new technology, developed in English-speaking countries during the nineteenth and twentieth century, was also important to the initial spread of English. As Crystal puts it, all this resulted in the following:'...when new technologies brought new linguistic opportunities, English emerged as a first-rank language in industries which affected all aspects of society – the press, advertising, broadcasting, motion pictures, sound recording, transport and communications.' The development of computers in the twentieth century, largely the invention of English-speaking countries, has also greatly contributed to ensuring the global status of English. Summarizing, in a few words, the reasons for the spread of English, Crystal (1997:110) says:' ...it is a language which has repeatedly found itself in the right place at the right time.'

2.3. DANGER OR OPPORTUNITY

The spread of English has both positive and negative effects. Some are enthusiastic about, and some are fearful of English in equal measure. Both native and non-native speakers have mixed feelings about the way English is spreading around the world. Native speakers may, on the one hand, feel pride because their language is so widespread and popular around the world, but on the other hand, they also may be concerned about, and sensitive to the way non- native speakers are changing their language, and may fear that it is leading into too much permissiveness and a decline in standards. Non-native speakers may, on the one hand, be motivated to learn the global language because it facilitates communication with people around the world and enables them to have access to information and knowledge, but on the other hand, they may find themselves at a disadvantage compared with native speakers who can use the language more efficiently. But such feelings would arise no matter which natural language emerged as a global language, and only full recognition of the complexity of the spread of English allows a non-biased assessment of its positive and negative effects.

Some potentially negative effects of the global spread of English, as some authors argue (Crystal, 1997, Graddol, 2000, McKay, 2002) could involve: the threat to existing languages, in the way that English reduces the role of other languages or replaces them, which could lead to their extinction; or the influx of a large amount of English words into local languages, which could influence their structure and eventually lead to their decay. The latter suggests that the extensive use of English in the everyday communication, between non-native speakers who share the same native language, could result in more new kind of fusion between English and other languages. So far English has made some disguised appearance in hybrids, you may sometimes hear people call them: Franglais, Spanglish, Greeklish, Denglish. Denglish (combines *Deutsch* and *English*) is when, for example, Berlin's roadsweepers are promoted

under the slogan' *We Kehr For You'*, with German *kehr* meaning *to sweep*.There is also a potential influence on cultural identity when local traditions are being replaced by global culture which is largely English-speaking-countries-oriented (Halloween, St.Valentine's Day). It has also been argued that there is a strong relationship between economic wealth and proficiency in the language. In many countries around the world people cannot afford to learn the language because it is costly. Thus, English is associated with an economic elite, and is responsible for creating and promoting social inequalities. For many, the term globalisation and global English summarises a major threat like *global warming*. Some have dramatically called it the' international shark', because of the fear for the loss of smaller languages. The spread of English has its strong critics. Phillipson (1992), for example, who has coined the term *linguistic imperialism,*argues that the spread of English is a deliberate policy on the part of English-speaking countries to maintain the dominance over periphery countries. Others such as Crystal (1997), take a more balanced view, pointing out the advantages of global English but also expressing concern about linguistic diversity.Definitely, it would be naive to think that English is completely neutral tool without weight of its own.

Weighing the benefits of global English against the damage it can do to the linguistic rights and diversity, some authors (Crystal, 1997, Graddol, 2000) mention some of the following positive implications of its spread: English as a global language, the definition of which is,' a language that can be used as a medium of communication between most or all linguistic groups in the world' (Mcmillan English Dictionary, 2002), can contribute to the greater efficiency in the sharing of information and knowledge. As a neutral tool for international communication, whether to make peace or money, it can contribute to economic development. With a great potential for promoting international understanding it can help us avoid misunderstandings, contributing to cross cultural communication. Therefore English has the potential to bring people together or the power to divide them into classified groups.

Global English doesn't mean global monolingualism. To agree on a common language for business, trade, global communication, the language that provides access to the world community, is one thing, and this still leaves enough room for our mother tongue – at home, school, for our thoughts and feelings that express our origin and our roots, the language that we use with most facility and most corectness. We can always use our national language for identification because it remains the primary identity marker, but we can simultaneously benefit from using global language be it English or whatever. There is place for both of them because they respond to different needs and serve different functions. And here comes the important role of language policy, and that is to ensure that people learn and use global language in addition to native languages, not at their expense.

3. CHANGES IN THE LANGUAGE

3.1. LEXICAL, GRAMMATICAL AND PHONOLOGICAL LEVEL

" There can never be a moment of true standstill in language, just as little as in

the ceaselessly flaming thought of men. By nature it is a continuous process of development."

(Wilhelm von Humbolt)

That no language stands still is an undeniable fact, although how and why they change is not always clear. Changes happen within the groups of native speakers, and now there are more and more interactions in English among non-native speakers coming from a wide variety of first-language backgrounds. They all bring linguistic and non-linguistic experience from their languages and cultures. They are taking advantage of the global language but at the same time they are exploring new dimensions of the language usage structurally and pragmatically.English language as a vehicle that is used globally, is reflecting changing communication needs of people, patterns of contact with other languages and influence of modern communication technology. These give rise to new vocabularies, grammatical forms and ways of speaking and writing. It is very likely that on this market of global exchange, where the main criteria is mutual intelligibillity, English will be reduced to its very pragmatic communicative uses. The new international English-speaking community isn't looking to native speakers for their linguistic norms, they aim for a mutual intelligibillity among themselves. They are not interested in the cultural aspects of the language. They are interesed only in the features of English that are communicatively crucial, in *Lingua Franca Core* (Jenkins, 2000) that is enough to make English viable as a means of communication. The change in who is speaking the language (a great number of non-native speakers) is leading to a change in the type of the language being spoken (individuals communicate with each other in the way that they find the easiest). And here is all this new communication technology 'messing' things up as well.

Lexical and idiomatic transfer from indigenous languages is a very common example of such changes.Some of the examples recorded (by the author of the article) in the informal daily interaction between a Croatian and a German student, could illustrate how non-native speakers, when using English as a lingua franca, very often come up with an expression which is a direct translation from their native language. Thus, a Croatian idiomatic expression' gubi mi se s očiju', used by a Croatian student as an idiomatic transfer into English, became' get out of my eyes' (for English'get out of my face'). But the loan expression did not jeopardize mutual intelligibillity. Equally well accepted, in this Croatian-German interaction,were lexical transfers' green salad' for ' lettuce', and ' hometask' for' homework'. The speakers made use of the linguistic experience from their native languages without causing intelligibillity problems. Another type of lexical innovation, emerging through this new international contact situation, is the coining of new words. In the monitored interaction, the word'handy' was used for a'mobile phone' and the word'monkey' for the'@ sign' in email addresses.

As people and languages come into contact, they get mingled in many interesting ways. Here, the influence is visible in lexical transfer and loan translation. Non-native speakers bring their cultural and linguistic backgrounds, thereby a set of indigenous patterns develop, a kind of patterns people find easier to handle. If we accept the fact that English is the global *lingua franca*, the primary purpose of which is to provide a link across cultures and languages

(to enable mutual intelligibillity) it would be illogical to reject these expressions and use the error-correction approach, because these are non-native. In other words, we need to redefine error in the English language, when it is used as a global *lingua franca*.

Grammatical changes are also developing. In the monitored Croatian-German interaction, for instance, ending -ed was used with the majority of verbs as a sufficient sign for past tense, **much** and **many** were used as interchangeable, and some uncountable nouns were used as countable, resulting in the following sentences:

* I **buyed** this CD in Germany last month.

* I **spended** all my money.

* I **sended** him an email yesterday.

* Put the glasses on the table. – How **much** ?

* They gave us many **informations** about the entrance exam.

Developing simplified characteristics has become quite common among speakers who use English as a global *lingua franca*. They are simply not interested in spending time mastering features of the language which are not communicatively crucial. Successful communication is possible without some features of grammar such as, for example, the mentioned ones in the given sentences. As Widdowson (1994:381) puts it: " The mastery of a particular grammatical system, especially perhaps those features which are redundant, marks you as a member of the community which has developed that system for its own social purpose." The same could apply to particular phonological patterns as well. But in the context of global international communication in English, there is no need for acquiring such patterns on the part of non-native users who are not interested in demostrating group membership as such. In the monitored interaction, accent was not a barrier. The presence of a foreign accent on both sides, had its own charm, and had in a way enriched this interaction by creating some kind of relaxed, internationl atmosphere.

The fear that English as a global language might sprout many new varieties in different parts of the world, which would differ from each other lexically, phonologically and gramatically to the point of jeopardizing mutual intelligibillity, has alarmed a number of linguists. Jennifer Jenkins and Barbara Seidelhofer, leading researchers into English as a lingua franca, have suggested the way to deal with the problem. Their argument is that learners of ELF (English Lingua Franca) need to concentrate on learning to be intelligible to other non-native speakers, not to native speakers. They claim it would be rather odd to insist that all learners adapt to a British or American model when non-native speakers increasingly use English to speak to other non-native, rather than to native-speakers of the language. A core of international intelligibillity, the **Lingua Franca Core** (Jenkins, 2000) is proposed as a replacement for native speaker models when English is used internationally. Jenkins

and Seidelhofer recorded interactions among non-native speakers of English from a wide variety of first-language backgrounds and investigated which aspects of pronunciation and grammar cause intelligibillity problems. This enabled them to draw up the Lingua Franca Core which consists of the features of pronunciation and grammar that were found to be crucial for intelligibillity.For pronunciation they include: vowel length contrasts (e.g. in the words 'stuff' and' staff',' live' and ' leave'); all consonants except ' th', consonant clusters at the beginning and in the middle of the words (e.g. the cluster in the word' string' cannot be simplified to' sting'), distinction between voiced and voiceless consonants (e.g.' pick' and' pig',' cap' and ' cab'); nuclear (or tonic) stress – the stress on the most important word in a group of words. Similar proposals for an ELF lexicogrammar have been put forward by Barbara Seidelhofer (2001), who suggests that ELF can do without tricky areas of English grammar such as: articles, third person' -s', the full range of question tags, gerunds versus infinitives, who versus which, much versus many. Lingua Franca Core leaves quite lot of ' non-core features', which, as well as being difficult to learn, are not essential for intelligibillity and seem redundant in much *lingua franca* communication. Such aspects of pronunciation and grammar, as Jenkins and Seidelhofer suggest, in ELF context could be dealt with on the level of perception rather than production.

3.2. MODERN TECHNOLOGY AND LANGUAGE CHANGE

Technology has always been important as a driver of linguistic change. For decades English has dominated the IT industry, from research and development, to the design of hardware and software. Today modern ICT (Information and communication technology) lies at the very heart of globalization process and has helped English become a global *lingua franca*. ICT has a great impact on how people interact, how they access and share information. Besides being a technical revolution, CMC (Computer mediated communication) and especially the Internet are bringing some radical changes to the way we use language, and they happen with unprecedented rapidity. Some people say Internet years are like' dog years', with one year on the Net being equivalent to seven years elsewhere, which also explains the rapidity of language change introduced by new technology. Computer and the Internet are now among the leading lexical growth areas. But it is not only the question of new words, but also the new ways of combining the elements of written language. New forms of CMC, as David Graddol (2000) explains this, are closing the gap between spoken and written English. David Crystal (2001:48) terms online communication a' third medium' that shares elements of speech,writing and electronically mediated properties. More informal and conversational language is encouraged or' relaxed standards', as described by David Crystal (2001:2)

Speakers of different native languages have the opportunity to meet in cyberspace and use English as a global *lingua franca*. The changes in English occuring on the Internet on a massive scale are changes that are typically going on in any multilingual community, but furthermore influenced by the intensity of use and the nature of electronic medium as such. In other words, the development and spread of information and communication technology underlines all these changes. Text-based facilities like email, IRC, newsgroups or SMS are

riddled with acronyms, short forms, emoticon and symbols. Another feature very common in many electronic text includes reduced use of capitalization and punctuation. We have new ways of using language and new styles of written expression. Some properties of new technology, like small screen size and small keypad of mobile phones, have motivated highly abbreviated communicative style known as messaging. A great deal of lexicon of the so called Netspeak has entered general vocabulary with, all its methods of word-creation like: compounding (e.g. mouseclick), affixation (e.g. e-commerce), blends (e.g. netizen) and conversion of word class (e.g. Google n. – to google v.). Some of its distinctive forms like the @ sign, can be encountered in a range of situations in the' real world'. Non-native speakers are often confused by the new conventions and tolerances that are permitted. It seems like it's all in the' melting pot' with all these new convention, tolerances, new varieties and new styles.Maybe once upon a time, we all knew where we were but today all this makes life more difficult both for teachers and learners.We have students using text messaging or distinctive Netspeak forms in their exam papers (recorded by the author), resulting in the following sentences:

- If **i** were **u**, i would buy a new monitor.

- We had to pay tuition fee @ enrolment.

- We checked the elective course duration **B4** signing up.

Such forms are appropriate for electronic communication, but should not be used in formal writing. What has become very important in this context is that teachers have the idea of what is happening with English out there in cyberspace, how English is changing and developing new styles and varieties. It is very important to get student develop a sense of what the different functions of language are, what this new Internet style is, and how it is to be coped with.They should know about'code' switching and situational decisions. After all they'code' switch in their own languages.

4. IMPLICATIONS FOR TEACHING

The pedagogical standard in FL teaching is officially spelled out by state guidelines issued by Ministries of Education, and the standard in EFL teaching is usually standard BE or standard AE. But native standards no longer apply to English in a global context. Anyone concerned with the EL teaching, especially EFL teaching, is now faced with the unique phenomenon of Global English. The increased global contact through international business, tourism, scientific exchange or media, requires the ability for communication in a *lingua franca*. The changing position of English as a language of international communication or global *lingua franca*, requires in teaching the emphasis on the communicative approach, rather than on acheiving native-like perfection. If we accept the fact that English is a global language, then as such it is no longer the preserve of its native speakers. Very often

native speakers are not where the'action' is. The most frequent use of English being to serve as a *lingua franca* in international settings, mainly among non-native speakers from different first-language backgrounds. Non-native speakers, coming from a wide variety of first-language backgrounds, bringing linguistic and non-linguistic experience from other languages, are also bringing changes into it. These changes have been so far described as destandardization and simplified forms of English. But this simplified variety (or varieties) of English fulfills its primary purpose, and that is a successful communication. It's very likely that on this market of global exchanges where most learners are not interested in the cultural aspects of English, the language will be reduced to its communicative uses, thus often silencing other forms of the language potential. This, in a way, laissez-faire attitude towards English developing simplified characteristics, marks the acceptance of a separation between standard native varieties of English and Global English. Global language does not mean that the whole world will become monolingual. It means a language that can be used as a medium of communication between most or all linguistic groups in the world. The new linguistic environment is very specific in terms of learners' needs. So we need to draw the distinction between a language for communication (global language), and a language of identification (different native languages of people around the world, which shape people's sense of identity and social inclusion).

In the international context, with so many people who do not speak English as a native language, and do not need to incorporate cultural norms of native speakers when communicating with other non-native speakers, it does not matter whether they are familiar with Standard American or Standard British and with all its idiomatic uses. Trying to get learners to sound like native speakers is unnecessary, often unattainable and involves a cosiderable time and effort at the expense of other areas of language, e.g. vocabulary, which is hugely more important for successful communication. In teaching English that somebody will use as a global language, the principal aim should be the facilitation of communication, so that the learner can speak and write English which is readily understood by anyone who speaks and reads English. Teachers need to find out what non-native speakers do, and need to be able to do when they speak English to each other in international context. When deciding on a syllabus teachers need to ask themselves questions such as: What is the purpose behind the wish to acquire a second language? (e.g. business, living in a foreign-language country); With whom are learners going to be communicating in English?; Do they really need to learn native language, its idiomatic uses and cultural traditions?

Teacher need to be flexible in their response to learners' requirements, because many of them just want to learn English as a tool or means to an end.

If we introduce Global English as a school subject, it should definitely be given a curricular status different from other foreign languages, because a native form of any language has a strong connection with a community, culture and identity, while global language, which is actually a *lingua franca*, is associated with communication and information. Thus we would have:

1. English as a foreign language with English culture and literature

2. Global English, *lingua franca*, nobody's cultural symbol, nothing more than a useful tool for communication

With Global English, models of the language we refer to, need to change. The concept of its standard should definitely be addressed from a perspective that is more appropriate for a world globally communicating, and that is, the one that cherishes rather than condemns diversity. Norms should be based on pragmatic appropriateness which means: as long as it is intelligible it is appropriate and acceptable. The concept of Global English forces a re-evaluation of the notion of authenticity which must be reflected both in the content of the teaching material (topics of international interest, less emphasis on embedding English in Anglo-American context) and wider range of accents.

5. CONCLUSION

People's lives are increasingly affected by changes brought about by globalization and technological developments. The increased global contact requires the ability for communication in a *lingua franca*. The last few decades have seen the growth in the role of English as the global *lingua franca,* and the growth in the number of non-native speakers, by some accounts outnumbering native speakers. Most of the non-native global speakers of English don't need to acquire native-like perfection to communicate effectively in international settings, since they increasingly use English for interaction with other non-native speakers rather than native speakers.As English expands in this century as a language of international communication, the number of learners who master basic skills will grow.They will use English less as an object of foreign study and more as an additional language for communication. As a consequence of its new life as a global language, English will surely change, reflecting the changing communication needs of its users and linguistic and nonlinguistic experience they bring from their native languages, and the use of new communication technologies. The growing role of different varieties of English will impact the way we think about lexical, phonetic and grammatical standards. All the mentioned changes are likely to impact English language teaching by posing new challenges to ELT profession in the coming years. Teaching should correspond to the imperatives of the changing linguistic environment which requires the shift towards more communicative approach in teaching ELF, respecting the new varieties of the language, but equally assuring the maintenance of the *lingua franca core.*

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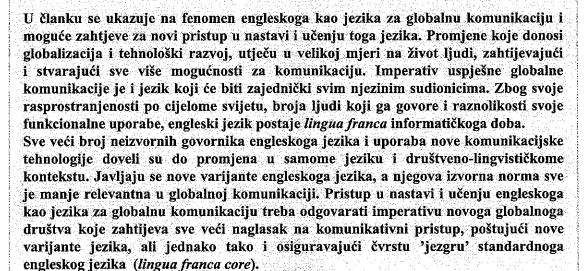- Crystal, D. (2001). *Language and the Internet*, Cambridge: CUP

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ENGLESKI JEZIK – JEZIK GLOBALNE KOMUNIKACIJE

Sažetak

U članku se ukazuje na fenomen engleskoga kao jezika za globalnu komunikaciju i moguće zahtjeve za novi pristup u nastavi i učenju toga jezika. Promjene koje donosi globalizacija i tehnološki razvoj, utječu u velikoj mjeri na život ljudi, zahtijevajući i stvarajući sve više mogućnosti za komunikaciju. Imperativ uspješne globalne komunikacije je i jezik koji će biti zajednički svim njezinim sudionicima. Zbog svoje rasprostranjenosti po cijelome svijetu, broja ljudi koji ga govore i raznolikosti svoje funkcionalne uporabe, engleski jezik postaje *lingua franca* informatičkoga doba.

Sve veći broj neizvornih govornika engleskoga jezika i uporaba nove komunikacijske tehnologije doveli su do promjena u samome jeziku i društveno-lingvističkome kontekstu. Javljaju se nove varijante engleskoga jezika, a njegova izvorna norma sve je manje relevantna u globalnoj komunikaciji. Pristup u nastavi i učenju engleskoga kao jezika za globalnu komunikaciju treba odgovarati imperativu novoga globalnoga društva koje zahtijeva sve veći naglasak na komunikativni pristup, poštujući nove varijante jezika, ali jednako tako i osiguravajući čvrstu ʼjezgruʼ standardnoga engleskog jezika (*lingua franca core*).

Ključne riječi: engleski kao globalni jezik, novi pristupi učenju engleskoga jezika, komunikacija, jezgra lingua franca.