

**Changing Patterns of Motivation in Learning English:
Perspectives on English as a Lingua Franca in a Globalized
World**

**Az angol nyelvtanulás motivációs mintáinak változása: Az angol
mint lingua franca perspektívái a globalizált világban**

OTDK-dolgozat

2024

Bártfai Kristóf Sándor

osztatlan tanárképzés

angol nyelv és kultúra tanára -- magyartanár

Bölcsészet- és Társadalomtudományi Kar

Miskolci Egyetem

Konzulens: Magnuczné Dr. Godó Ágnes

intézeti tanszékvezető, egyetemi docens

Table of Contents

1. Introduction	2
2. Changes in the foreign language learning environment of high school students	4
3. Conceptual frameworks of motivation and recent studies on this topic	5
4. The motivations of global language learning and the connections of ELF	7
5. The Intersection of global citizenship, English as a lingua franca, and integrative motivation	12
6. ELF-based pedagogy	14
7. Teachers' attitudes to introducing the ELF approach into their instruction	16
8. A survey of teacher practices in relation to English as a lingua franca	18
8.1. Aims and research questions	18
8.2. Data collection	18
8.3. Participants	20
8.4 Results and discussion	22
8.4.1 How familiar are English teachers with the concept of English as a Lingua Franca?	22
8.4.2 What are teachers' attitudes to including the ELF approach in ELT?	25
8.4.3 To what extent do English teachers incorporate ELF-based teaching strategies into their instruction, and what factors influence their decision to involve or avoid these practices?	27
8.4.4 What challenges do English teachers face when preparing students for international communication in English, and how do these challenges affect their approach to teaching ELF in the classroom?	30
8.4.5 In what ways do English teachers believe ELF-based teaching can impact students' motivation to learn English, particularly in terms of fostering a global identity rather than cultural integration?	34
9. Conclusion	37
10. Magyar nyelvű összefoglaló	38
References	42
Appendix	47

1. Introduction

In recent decades, there has been significant growth and interest in researching English learning motivation among English language learners (Kormos & Csizér, 2008; Ushioda, 2011; Kormos & Csizér, 2012; Dörnyei & Cha, 2013; Ushioda & Dörnyei, 2017). This is understandable, as language, like our world, is constantly evolving, and these changes can greatly influence students' motivation to learn a language. Motivation is considered a key factor for success in language learning (Al-Hoorie & MacIntyre, 2020). This is particularly relevant for English, which has become the world's leading language.

Today, most students are likely to communicate with non-native speakers (NNSs) from around the globe. As early as 1991, Beneke estimated that around 80% of conversations in which English is used as a second language (ESL) or foreign language (EFL) occur without any native speakers (NSs) (Beneke, 1991 cited in Muyan & Tunaz, 2017). The latest [Ethnologue \(2024\)](#) survey also supports this claim (see Appendix): in 2024, the number of NNSs of English far exceeds that of NSs. Globally, approximately 1.14 billion NNSs speak English, while only around 380 million are NSs. With the rise of globalization, it has become essential to recognize English as a lingua franca (ELF), serving as a common language for international communication (Seidlhofer, 2005). Researching English learning motivation among high school students is particularly important, as the global use of English might change the pattern of traditional motivations rooted in the admiration of the target language cultures or the desire for cultural identification.

My broader research will focus on understanding what motivates high school students to learn English today, when learners of English have increasing opportunities to use English as a lingua franca to communicate with or consume online content produced by speakers of varied linguistic backgrounds. I intend to investigate this phenomenon from the learners' standpoint and, by aligning it with teachers' feedback, construct a thorough understanding of how ELF pedagogy could influence language learning motivation and what new perspectives may there be.

In the past, the main source of motivation was often about integrating into English-speaking cultures. Now, it seems more about wanting to be part of a global community, where people from different backgrounds use English to communicate (Cavanagh, 2020). This shift is particularly interesting to study among language learners, as it reflects broader changes in society, such as the increasing globalization of communication, the rise of digital and social media platforms, and the growing prevalence of international collaboration in education and the workplace.

Enhancing students' motivation is crucial for successful language learning, and the ELF concept offers a unique opportunity to present language learning not merely as a tool to achieve career aims or integrate into a target language culture, but also as a means of belonging to a global community, embracing international relationships, communication, and cultural diversity. This allows students to achieve not only traditional goals, such as passing language exams, but also to build global connections and engage in authentic language use (Ryan, 2006; Ke, 2012; Lenkaitis & Loranc-Paszykl, 2021; Kohn, 2024). On the teachers' side, ELF pedagogy creates opportunities for differentiated teaching, enabling students to expand their vocabulary based on their personal interests, making language learning a more personal and relevant experience. Learner autonomy is one of the key features and

objectives of ELF-based teaching. This approach can strengthen intrinsic motivation, as students connect language use with their own future roles and goals, while becoming part of global communities (Bagni, 2024; Kohn, 2020).

The motivating potential of ELF-based pedagogy can be examined from the students' and teachers' perspectives as well. The teachers' insight is valuable as they are in direct interaction with students, which allows them to observe and experience the dynamics of student motivation on a daily basis. As they deliver education and shape the learning environment, teachers serve as reliable informants in understanding how students engage with their subjects, what drives their motivation, how they respond to various teaching methods and how changing patterns of motivation influence their commitment and achievement. Their observations provide valuable insights into the motivational mechanisms at play, often revealing factors that students might not articulate openly. Combining teachers' perceptions of students' motivation with students' reports on their English language learning motivations and attitudes might provide a more complex picture of the factors that motivate today's learners. By understanding what motivates students, teachers can better adapt their methods to support them in learning English in this rapidly changing world.

Based on literature on this topic I hypothesise that teaching ELF is could have a strong motivational potential in the English language classroom. This phase of my research will explore teachers' awareness of and attitudes towards ELF, focusing on how their teaching practices reflect and influence shifts in students' motivation. The research focuses on two main objectives. The first objective is to explore English teachers' knowledge and attitudes regarding the ELF approach, as well as to examine how they integrate ELF pedagogical elements into language teaching and the pedagogical challenges they face. The second objective is to understand teachers' perspectives on students' motivations, particularly how they evaluate learners' goals in studying English and how these goals relate to adapting to the global linguistic environment.

2. Changes in the foreign language learning environment of high school students

Foreign language teaching has played an important role at all levels of education in Hungary. Until 2023, a complex B2-level language exam was a prerequisite for obtaining a university degree and meant a reasonable number of extra points for further studies when entering higher education.

It is not hard to misunderstand the recent law (Act LIX of 2022 on the amendment of the National Higher Education Act, 2022) that exempts university graduates from having to take a compulsory B2 level language exam to receive their degrees in Hungary thus seemingly eliminating the need for foreign language learning. However, it is not about exempting students from acquiring language proficiency; universities are responsible for providing free language courses within their scope, supporting students to reach the required language level. The focus, therefore, is not on the language exam but on acquiring useful language skills in accordance with the personal and professional needs of students. With the removal of the compulsory language exam requirement, the motivation to learn a language for professional or academic purposes, which was driven by external factors, may start decreasing. Scholars suggest that Hungarian students' motivations for learning English have often been tied to external goals like achieving certificates or passing exams (Kormos et al, 2008). The elimination of such extrinsic motivators could lead to a noticeable change in academic or professional language learning motivation giving more room for internal instrumental motivation – when language learners admit that they need the language. Knowing a language is useful for accessing foreign literature for a thesis, or for being employed at an international company. Thus, even if it is for practical reasons, the learners might want to study the language out of their own motivation. However, the extra points that can be earned from language exams still exist so external motivation has not fully disappeared among secondary school students. In secondary schools, this change might make students less eager to reach a certain level of language proficiency for their academic success only, which does not support long-term commitment to language learning. The world is speeding up in unimaginable ways, and we live in an age of a digital revolution, which deeply impacts education and everyday life. Today, it is no longer difficult to look up information, as the world unfolds with just one click. English remains the dominant language of the cyber world and social media, significantly increasing the likelihood of English language communication.

The opportunities that come with the digital world can also be utilized in education. The input of various digital materials, such as videos, makes learning English more fluid and real life-like. The role of the Internet has brought distant cultures and communities closer together, and it is now common for people to consume media from foreign creators or engage in English while playing video games with participants from different nationalities.

Moreover, digital platforms like Instagram or Twitter (known as X from 2023) allow users to connect with people from other countries. In this globalized media landscape, English facilitates interactions between individuals with similar interests, creating new opportunities for natural language use.

3. Conceptual frameworks of motivation and recent studies on this topic

Motivation is a psychological process that cannot actually be observed on the surface but its operation is expressed in our actions (Tranquillo & Stecker, 2016). Motivation in language learning can be internal or external. Internal motivation refers to the desire to learn driven by personal satisfaction, where knowing the language itself is both the goal and the source of joy or a recognised personal benefit the learner wishes to achieve through language learning. External motivation, on the other hand, comes from outside pressures or rewards, such as career advancement or meeting certain requirements (Deci, 1971). Science separates two dimensions of motivation, and within those, two types each. We can talk about instrumental and integrative orientations, both of which can be combined with internal or external motivation.

Dörnyei and Ushioda (2012)—relying on Gardner’s theory—write that in the case of instrumental orientation, there is a desired thing, a state, and language serves as a tool to achieve this, and this provides the motivation for learning. This goal is usually related to work, profession, or studies, such as a language exam required for promotion, or even admission to university (Dörnyei & Ushioda, 2011). Instrumental motivation is traditionally the determining factor in school environments and working contexts (Saragih & Subekti, 2024). In a 2023 study, Suliman et al. (2023) refer to earlier studies (Charles, 2021; Charles & Alzamil, 2023) that indicate students often attend English classes merely for the sake of passing compulsory exams rather than obtaining proficiency. While instrumental motivation can be either external or internal, it does not usually support long-term commitment to language learning (Gardner & MacIntyre, 1991), which aligns with the observations of Suliman et al. (2023).

There is a type of motivational dimension linked to society and culture, the so-called integrative orientation. In this case, students’ intention to learn a language is rooted in their desire to integrate into the culture of those who speak the language they are learning (Gardner & Lambert, 1972; Dörnyei, 1997; Ai et al., 2021). The concept of internal integrative orientation leads us back to Gardner (2001, cited in Dörnyei & Csizér, 2002: 423), who suggests that this type of orientation “*involves emotional identification with another cultural group*” of the target language speaking country. However, integrative motivation can also be external in a way that some external circumstance forces the learner to integrate into another culture, for example, when people need to leave their homeland because of religious or political persecution, or poverty and political instability.

While both instrumental and integrative orientation are important for language learning, I think integrative orientation needs more focus. Research shows that students who want to connect with the culture and people of the language they are learning often engage more deeply in the process (Dörnyei & Schmidt, 2002). In my view, this kind of motivation is changing as English is becoming less culture-bound and more global. This shift creates new ways for learners to think about the language. As recent research (Ryan, 2006) suggests, integrative orientation now goes beyond wanting to fit into one of the target language cultures and instead creates a desire to be part of a global community, where people of different socio-cultural and linguistic backgrounds meet.

Dörnyei’s (2009) motivational self-system is also a key framework used to explain EFL learners’ motivation for learning a second language. This theory breaks down motivation into three parts. The first is the ideal L2 self, which represents the learner’s ideal image of themselves, including the goals and aspirations they hope to reach

in the future. The second part is the ought-to L2 self, which involves the characteristics and abilities that learners believe others expect them to have. The third component relates to language learning experiences and their outcomes, focusing on EFL lessons and the learner's attitude and opinions about these lessons, rather than being tied to the self directly (Dörnyei, 2009). Fajt and Bánhegyi (2023) suggest that the ideal L2 self is the most significant predictor of motivated language learning behaviour, and the ought-to L2 self does not play as important role in describing EFL learners' L2 learning motivation. So, it can be concluded that the ideal L2 self is what learners actually want to achieve. This goal feels more attainable and realistic for them if their aim is to learn to communicate effectively in multinational global contexts rather than become native-like speakers. Dörnyei (2009) explains that traditional integrative and internalized instrumental motives usually fit within the ideal L2 self-concept, which reflects how learners see themselves as successful language users. This makes it important to explore whether the traditional integrative orientation—such as wanting to connect with the culture or community of the language—is still relevant today. Additionally, it's worth considering if the desire to work abroad is truly an instrumental motivation or if it reflects a more personal goal linked to the learner's ideal self.

4. The motivations of global language learning and the connections of ELF

In my study, I wish to define the concept of English as a lingua franca and summarize its pedagogical relevance. ELF is a rather controversial phenomenon: while its existence and evolution are widely recognized, some critics argue against its classification as a distinct variety of English and question whether it should be included in educational curricula. Jenkins (2009) highlights views of scholars who see ELF as a degraded form of language, such as Sobkowiak (2005, cited in Jenkins, 2009a), who claims it drags Received Pronunciation “into the gutter,” and Prodromou (2006, cited in Jenkins, 2009a), who calls ELF “a broken weapon.” Roy Harris (2007, cited in Jenkins, 2009a) similarly dismisses concerns about intelligibility, stating he “couldn’t care less” what kind of English Korean Airlines use. This controversy arises from the fact that ELF is spoken by NNSs, and it differs from standard English language usage, since the culture and language usage habits of the speakers of the language mix with the standardized linguistic forms of the English language (Jenkins, 2009a). Although ELF is more of a way of communication that is born in a specific context where people from different linguistic backgrounds use English to communicate, it is also a form of language use that sets a new direction for the development of the English language and in many cases the only way to communicate. I think it is important to be aware of this since students must be aware of it, too, and be prepared for the fact that as soon as they leave the classroom and enter a multicultural environment, they will be much less likely to meet native English speakers than speakers of other languages, who use English as a mediating language. Part of the reason for this is that nowadays the number of non-native language users has exceeded the number of native English speakers. ELF can be imagined as it “comes into action” when someone starts using the language “outside the classroom”, there is no one to correct possible mistakes, and then the individual’s own culture and identity enter the language used; think, for example, of the so-called ELFE, which is a European continental hybrid version of English (Seidlhofer & Jenkins, 2001). It is essential that the speakers of ELF dare to include their own selves in their language use, and that they feel comfortable in an environment where they speak the language as NNS among NSs. In the context of ELF, the challenge lies in the fact that, while it may appear as though we are speaking the same language, the linguistic forms may be identical, yet the underlying meanings and implicit nuances are shaped by our distinct cultural backgrounds. Jenkins (2009b) reveals that while many non-native English speakers still view Inner Circle NS models as the standard for “good English,” they increasingly express a desire to reflect their own local identities through English. Some even see themselves as part of a global community of ELF speakers, finding confidence in using English without striving for native-like pronunciation, which can be a lifelong struggle. This shift highlights the liberating potential of ELF, supporting Seidlhofer’s (2007) point about the rise of global discourse communities using English as a shared code.

Thus, it is important to recognise that ELF is, in fact, not a dialect of English but rather a context of language use that requires different communication strategies and competences than those reinforced by school instruction. The term ‘variety’ has also been problematised in relation to ELF from several perspectives. First and foremost, ELF does not meet the necessary criteria to qualify as a distinct variety. Furthermore, scholars like Seidlhofer (2007) and Jenkins (2015) have questioned the appropriateness of the term because it suggests a stable, unified language

form, complete with a well-defined speech community, which is not characteristic of ELF and its dynamic, fluid nature (Jenkins et al, 2018).

As for English teachers, it is important to know and accept that the preparation of students for ELF can be integrated pedagogically, by which I do not mean that we teach a simplified language (relating to the reputation of ELF), but rather that we as English teachers should be open to allowing the variety and diversity of ELF into the classroom. Jenkins, Baker, and Dewey argue that the established Communicative Language Teaching (CLT) paradigm may no longer be sufficient for teaching English in such a fluid, global context, as emphasized by ELF scholars. They suggest that teaching approaches and materials need to be reconsidered to better account for the ever-changing and diverse norms of English use in various educational, professional, and social settings (Jenkins et al, 2018). The openness of L2 speech communities towards diverse speakers is quite important (Csizér & Illés, 2020). Learning cultural strategies, therefore, is an essential aspect to be added to English language teaching, as it is clear that beyond the linguistic form, there lays the cultural embeddedness which makes the communication of the English language speaker of another culture different. In the past, this meant preparing students to interact with native English speakers. However, in today's globalized world, most communication in English happens between NNSs from different cultural backgrounds, so this traditional focus is no longer realistic (Chen, 2023). Byram and Golubeva (2020) support the idea that facilitating learners to build intercultural communication skills is considered one of the duties of language teachers. Chen and her colleagues developed a project which aimed to improve learners' intercultural communication skills and awareness of ELF by engaging them in activities with experienced ELF users. The results showed that the project was generally successful in enhancing both cultural understanding and language attitudes (Chen, 2023).

Teachers should encourage students to understand that the language they encounter is diverse due to cultural influences. Students should be taught explicit communication strategies and techniques for negotiating meaning, allowing them to compensate for linguistic shortcomings and maintain smooth communication. Learners' ability to tolerate differences should be paired with a willingness to manage the unpredictability of ELF interactions. Speakers need to consider their conversation partner's perspective and adjust their speaking style, accordingly, organizing their communication to meet the needs of their listeners. Therefore, it is essential for English speakers to develop strong accommodation skills and negotiation skills, to prepare students for coping with interactions when it is difficult to understand the interlocutor. Today's interactions are no longer primarily with a well-defined group of NSs but are marked by the diversity of ELF users. As a result, language course activities should present challenges similar to those that ELF speakers commonly face (Csizér & Illés, 2020). Seidlhofer (2001) also highlights this and suggests that the strategies to be learned include elements such as back-channeling, repair strategies, and the explicit signalling of intent, structure, and the significance of contributions. To foster independent language learning, classrooms should create environments where learners are encouraged to solve the problems that arise during L2/L3 interactions (Öveges & Csizér, 2018, cited in Csizér & Illés, 2020).

However, in non-English speaking environments, non-native teachers often set native-like proficiency as a goal, which can be quite difficult for learners to achieve. It is important to take this challenge into account – especially, if the teachers themselves are ELF speakers. Vlková (2022) conducted a survey that assessed various language skills, including listening and reading, in alignment with the characteristics of ELF. Her thesis highlights that students struggle with listening comprehension due to unfamiliar accents, despite performing well in reading tasks,

indicating that their difficulties are not related to vocabulary limitations. This underscores the need for more diverse representations of accents in educational materials to better prepare students for real-world communication in ELF (Vlková, 2022). It draws our attention to an important condition: in language learning, on the production level, language learners should strive for the best possible output, which is why learning standard forms cannot be neglected. However, they also need to be prepared to use various coping strategies on the comprehension level. It is also important to recognize that not all students aim for native-like abilities (Kontra & Csizér, 2011). Due to its nature, ELF can actually enhance learners' motivation. In language classes, incorporating ELF while taking students' perspectives into account can be a significant source of motivation, as noted by Muyan and Tunaz (2017). If English teachers would like to reflect the reality of English language use in their classes, they need to accept that ELF belongs to the everyday appearance of English nowadays.

There have been various models to classify different types of speakers of English, the most influential being Kachru's Three-Circle Model (1985), which classifies speakers according to their country of origin by dividing countries into three main groups based on how they use the language:

1. **The Inner Circle:** This includes countries like the United States, United Kingdom, Canada, and Australia, where English is the main language. These countries are called norm-providing because they set the standard forms of English used worldwide.
2. **The Outer Circle:** This includes places like India, Singapore, and the Philippines, where English is widely used in multilingual societies, often as a second language. The Outer Circle is norm-developing, meaning English changes and adapts to local cultures and continues to develop in these countries.
3. **The Expanding Circle:** This circle group includes countries like China, Japan, and Korea, where English is studied mainly as a foreign language. These countries are norm-dependent, meaning they mostly follow the English standards set by Inner Circle countries and do not create their own versions of the language.

However, another important point to consider is that when discussing ELF speakers, we should not limit our focus to Kachru's traditional circles. While acknowledging the model's significant influence on understanding the global status of English, Jenkins (2003) and Bruthiaux (2003) point out important weaknesses in Kachru's Three Circles Model of English. They argue that the model relies more on historical and political factors instead of sociolinguistic ones, places too much emphasis on the Inner Circle, and does not consider the differences in language use among speakers or their proficiency levels. Both authors also mention that the model does a poor job of addressing English for Special Purposes (ESP), with Bruthiaux noting that ELF's limited domains do not create sufficient conditions for distinct varieties. Emmerson's more recent concept of L3 (= his interpretation of ELF, grouping language users into different circles according to intelligibility rather than country of origin) offers a more appropriate model to accommodate ELF speakers. Emmerson (2006) in his paper describes how NNSs who use ELF tend to exhibit a form of English he calls L3. He introduces two categories based on which ELF speakers' intelligibility can be evaluated: "RP/GA Minus" and "High-Frequency Lexis Plus." The term "RP/GA Minus" refers to a type of pronunciation that closely follows how words are presented in phonemic scripts of ELT dictionaries (either Received Pronunciation or General American). However, it includes slight accents based on

the speaker's country of origin. It also uses tone units and nuclear stress to create meaning, similar to NSs, but with less frequent use of features like assimilation, elision, and weak forms commonly found in native speech. "High-Frequency Lexis Plus" describes a person's spoken vocabulary that includes around 3,000 common English words and often-used phrases, like typical collocations and set expressions. It also features some less common words related to the speaker's interests or job, which are easy to understand from the context. However, this vocabulary avoids informal language, idioms, or references to popular culture, prioritizing clarity in communication (Emmersonm, 2006). NNSs demonstrate these features to varying degrees. Emmerson's description (2006) implies that mutual intelligibility is more important than native-like accuracy, resonating with his broader interpretation of ELF as practical and context-driven communication. Emmerson stresses that the ability to communicate in English is less about conforming to native norms and more about being intelligible to a global audience, which is the essence of ELF. According to Emmerson's criteria, he defines three new circles based on intelligibility in communication among diverse speakers:

1. **Inner Circle:** Individuals communicate using fully intelligible international English, requiring no effort for mutual understanding.
2. **Middle Circle:** Speakers use reasonably intelligible international English, necessitating some effort to ensure comprehension.
3. **Outer Circle:** Individuals speak partially intelligible international English, where significant effort is needed for mutual understanding (Emmerson, 2006).

Here, it becomes clear that in Emmerson's framework, NSs are included but no longer hold a central or dominant role in communication. The focus shifts from native-speaker norms to mutual intelligibility among all speakers. Connecting back to Jenkins (2003) and Bruthiaux (2003), they also suggest that the origin of the speaker (inner, outer, or expanding circle) is less important than the speaker's ability to communicate effectively in an international context.

While English increasingly functions as a lingua franca, the emphasis on perfect pronunciation and identification with NSs remains a core focus within educational systems, even though language use is evolving outside the classroom. The LF core encourages a realistic, functional use of English by focusing on mutual intelligibility and essential communication skills, reducing pressure on learners to attain native-like proficiency while empowering them to retain their linguistic identity. Crucially, it also promotes the development of intercultural communication skills, enabling learners to navigate diverse linguistic and cultural contexts. By prioritizing flexibility over rigid native-speaker norms, students become more adept at adapting to different accents, communication styles, and pragmatic conventions, making them better prepared for real-world, global interactions (Cogo & Dewey, 2012; Seidelhofer, 2011). Jenkins came up with the lingua franca core (LFC), which comprises the crucial characteristics of English for the sake of efficient communication. This framework highlights some parts of pronunciation that are required to be pronounced correctly. She mentions the following points:

1. Consonant sounds except voiced/voiceless *th* and dark *l*,
2. Vowel length contrasts (e.g. the difference between the vowels in 'pitch' and 'peach'),

3. Restrictions on consonant deletion (in particular, not omitting sounds at the beginning and in the middle of words),
4. Nuclear (or tonic) stress production/placement (Jenkins, 2009b).

Jenkins (2001), furthermore, highlights that most other aspects of pronunciation are considered non-essential, including many elements that teachers and learners often focus on extensively. These can involve details like the precise vowel sounds, word stress, or the “characteristic rhythm of British English,” where smaller words like articles and prepositions are spoken so softly that they are barely noticeable.

These conditions may involve new pedagogical motivations and represent a shift in emphasis toward strengthening linguistic elements and phonological phenomena that may have previously received little attention but are important from an educational perspective.

5. The Intersection of global citizenship, English as a lingua franca, and integrative motivation

Global citizenship can be understood in many different ways, depending on the field of study. Essentially, it means being part of a larger, global community where people have certain rights and responsibilities that go beyond just their local or national identity (Rhoad & Szlelenyi, 2011 cited in Cavanagh, 2020). As Cavanagh (2020) explains, global citizenship is about belonging to a community with privileges in exchange for taking on responsibilities. Although various definitions of global citizenship exist in the relevant literature, this study uses the definition used by Lenkaints and Loranc (2021) citing Snider, Reysen and Katzarska-Miller (2013), which describes global citizenship as “awareness, caring, and embracing cultural diversity while promoting social justice and sustainability, coupled with a sense of responsibility to act” (p. 1600). With English now being the main language used worldwide, it gives speakers the chance to be part of this global community. Speaking English allows people to connect with others across borders and cultures, but it also comes with the responsibility to cope with global issues. Global citizenship, therefore, emphasizes the interconnectedness of people worldwide and promotes active participation in solving global challenges, reinforcing the role of English as a lingua franca in fostering these connections.

By recognizing the bond that English fosters among people from diverse linguistic backgrounds, we can see how this connection serves as a powerful motivator for learners to study English. Rather than focusing solely on integrating into native English-speaking cultures, many learners are driven by the desire to join a diverse, global community—one that extends beyond their local or national contexts. This shift in motivation reflects a broader view of English as a bridge connecting people worldwide, not just a language of specific groups. As English increasingly facilitates global communication and shared experiences, learners may prioritize belonging to an international community over traditional goals of assimilating into native-speaking environments. The growing global presence of English, especially on social media, is shaping a new type of motivation that contrasts with traditional models focused on cultural integration. While classical theories, such as Gardner and Lambert’s (1959) integrative and instrumental motivation model, define language learning as a means of integrating into a target community or gaining career benefits, new motivational directions emphasize global communication and the development of a cosmopolitan identity. This approach may not seem like an immediately tangible goal for every language learner, as global thinking and a cosmopolitan identity can be quite abstract concepts. However, today’s youth grow up in a world where, through the internet and social media, they are constantly exposed to different cultures, making them increasingly feel like part of a global community. For them, language learning not only serves traditional purposes such as career advancement or cultural exploration but also opens the door to the world’s diversity. In this context, English, as a mediating language, breaks down communication barriers and facilitates the building of international connections. Ryan (2006) in his study seeks to explore language learners’ aspirations, suggesting that language learning motivation should be viewed as part of the learner’s effort to establish a self-identity within a global language community. Ryan’s study (2006) discusses how the idea of integrativeness in language learning, where learners aim to join a specific target language culture, is becoming outdated. Studies show that learners often see English as a tool for engaging with international culture, not just NSs. As a result, motivation is shifting from integrating into a foreign culture to forming a global identity. Ryan

(2006) suggests we need a new way to understand language learning motivation that reflects the global nature of English today.

A fundamental element of global language learning motivation is that learners see themselves as part of an international community, where English serves as a key tool for intercultural communication. This type of motivation for learners not only involves integrating into a particular culture but also forming a broader, cosmopolitan identity, where the English language facilitates global connections and international communication (De Costa, 2011). The digital world, especially social media platforms, also strongly influences language learning motivation. Participation in the online space, joining global communities, and consuming or creating content are activities that require knowledge of the English language. Thus, English appears not only as a means of professional advancement but also as a tool for shaping personal life and social relationships (Gangwar, 2022). Global language learning motivation also includes elements such as cultural understanding and multicultural awareness, which surpass the conventional goals of language acquisition. Learners recognize the benefits of multilingualism and are inspired by the chance to connect with different cultures through learning English. This drives them to perceive English not merely as a functional tool but as a vital aspect of their personal development and their role as global citizens. (Evans, 2018). Every English speaker has the responsibility to navigate ELF contexts effectively. By choosing to learn this global lingua franca, we commit to becoming proficient English communicators, capable of engaging smoothly in culturally diverse environments.

As globalization continues to shape the world, education has been significantly impacted. This has led to the realization that school curricula need to be more international, learning should extend beyond the usual classroom, and students need to develop skills for global citizenship, Lenkaitis and Loranc-Paszykl (2021) highlight these points, citing Dorner (2016), Lock (2015), Byram (2012), Leask (2015), and O'Dowd (2017).

6. ELF-based pedagogy

First of all, it is really important to note that when it comes to ELF, we do not consider it as a language variety or a dialect because it is defined by its use as a tool for communication between speakers from diverse linguistic backgrounds, rather than being a distinct form of the language. Unlike dialects or varieties, which are typically rooted in specific regions or communities with their own unique linguistic features, ELF is a context of communication that adapts to the needs of global interactions. It is shaped by the goal of mutual understanding, where speakers prioritize clear communication and featured by its diverse domains (Bowles et al, 2015; Albl-Mikasa, 2013). In this regard, ELF pedagogy is a contemporary approach to language learning that emphasizes using English for communication in global contexts, rather than striving to speak like a native English speaker. It focuses on understanding how English is used internationally and how it motivates learners. ELF is crucial in various domains, including business, education, and personal relationships, and involves both formal and informal communication across diverse contexts (Watterson, 2008; Firth, 1996 cited in Ollinger, 2012). Unlike English as a Native Language (ENL), ELF is not judged by native-speaker norms but by how effectively speakers achieve mutual understanding (Pitzl, 2011, cited in Ollinger, 2012). Seidlhofer (2001, cited in Ollinger, 2012) emphasizes that ELF is a fully developed, functional variety, shaped by speakers' linguistic and cultural knowledge. ELF norms emerge contextually and are negotiated by participants, with diversity being key to successful communication (Canagarajah, 2007 cited in Ollinger, 2012).

Communication breakdowns, such as mishearing or misinterpretation, are common and require negotiation to resolve. The key point is that negotiation itself is not problematic but natural, and contributes to rapport-building between interlocutors. In ELF communication, successful negotiation occurs when listeners can connect the speaker's words to shared perceptions of the world. This negotiation process is influenced by the interaction of internal and external contexts, cultural differences, and communication styles, which vary across individuals in (Ollinger, 2012). Effective communication strategies are crucial for message alignment described in the paragraph above, as they help improve explicitness, foster comprehension, and promote cooperative interaction between speakers. Understanding and incorporating these strategies into teaching practices can be highly beneficial for students, as they support effective communication and mitigate potential misunderstandings in diverse linguistic environments. The strategies mentioned collectively enhance communication by addressing misunderstandings, improving clarity, and fostering collaboration, which are essential for successful ELF interactions and valuable in teaching practices:

1. **Discourse reflexivity:** This strategy involves structuring discourse to enhance clarity, signaling expectations, and offering clarification when misunderstandings occur (Mauranen, 2010; Björkman, 2010 cited in Ollinger, 2012). It helps in making communication more explicit and comprehensible.
2. **'Make-it-normal' strategy:** This refers to adapting or normalizing non-standard expressions in ELF interactions to maintain smooth communication. It may involve ignoring or modifying unfamiliar language forms to ensure understanding (Rogerson-Revell, 2008; Cogo, 2009 cited in Ollinger, 2012).
3. **Clarification requests:** These are used when a listener doesn't understand something, signaling this by asking direct questions, alternative-type questions, or minimal queries. These requests initiate a negotiation sequence to re-establish understanding, often followed by repetitions, reformulations, or additional context (Nakatani & Goh, 2007; Vasseur et al., 1996 cited in Ollinger, 2012).
4. **Turn-sharing for collaborative meaning:** Participants co-construct meaning by sharing turns in conversation. This can involve overlapping speech or responding to comments, which helps clarify and reinforce mutual understanding (Seidlhofer & Pölzl, 2006; Gramkow Andersen, 2001 cited in Ollinger, 2012).
5. **Intonation for understanding:** Intonation patterns, such as rising or falling intonation, are important in signaling the flow of communication. Rising intonation invites further interaction, while falling

intonation often signals the conclusion of a topic, aiding comprehension and interaction in ELF contexts (Pickering, 1997; Gumperz, 1982 cited in Ollinger, 2012).

Pragmatic aspects of language use are crucial in ELF pedagogy, as they directly impact how speakers are perceived. Adapting to this involves emphasizing the use of language in socially appropriate ways, ensuring politeness and effective communication (Illés, 2013). In global interactions, individuals are judged not as learners but as users of the language. If their speech comes across as impolite, they risk being seen as rude communicators. Therefore, fostering pragmatic competence helps learners navigate diverse cultural contexts and maintain positive communication, which is vital for successful international interactions (Kaur, 2022). The uniqueness of the English language lies in its status as a global language, with speakers from diverse cultural backgrounds, making the cultural context of its users highly varied. Interactions using English as a global communication tool—known as ELF (English as a Lingua Franca)—are not tied to any specific native culture. The relevant culture or subculture in an ELF communication context always depends on the situation. This means the focus is more on the shared goal and context than on the dominance of any particular culture (Illés, 2013).

Although learners are taught according to a standard norm, often aiming to acquire a specific dialect like British or American English, native language influences will inevitably be present—as they should. A common ground in language learning provides uniformity and structure, ensuring that learners have a shared foundation. However, personal and cultural nuances will naturally emerge in one's language use, enriching communication and reflecting the diverse backgrounds of speakers.

Within this framework, it is essential to identify key linguistic elements to prioritize, such as (previously mentioned) Jenkins' Lingua Franca Core. These components emphasize the aspects of language that facilitate effective communication in international settings. This approach does not undermine the significance of grammar or traditional language instruction but advocates for giving equal importance to more flexible language use. In educational contexts like Hungary, where there is a strong emphasis on grammar, a balanced approach is needed—one that equally values grammatical accuracy and communicative competence.

Non-native speakers participate in international communication with a specific goal in mind, such as working, studying, or a hobby such as video gaming. Emmerson's Lexical Plus (2006) aspect about the ideal ELF competences emphasizes the importance of mastering the 3000 most common words, essential for everyday communication. In addition to this, language learners should be encouraged to build their vocabulary around their own personal interests, which calls for differentiated teaching. Allowing learners to bring their interest areas into the classroom enhances the effectiveness and experience of language learning. However, this approach is not currently reflected in the Hungarian education system. Although vocabulary development is one of the key activities of language education in Hungary according to previous research (Öveges & Csizér, 2018), it typically focuses on textbook materials and language exam topics, rather than the individual interests of students. I believe that ELF (English as a Lingua Franca) pedagogy could offer significant advantages in this area, as students often choose the target language for personal reasons. ELF contexts, whether they are conferences professional activities, or even everyday situations like video gaming, also arise from such reasons. By focusing on students' areas of interest and real-life situations, we can enhance their motivation and engagement.

Thus, these pedagogical approaches are interconnected. The fact that language learners build their vocabulary around their own interests provides them the opportunity to apply the language more effectively in specific situations and topics that interest them, while considering the global, diverse use of the language. This approach makes language learning more personalized and effective.

7. Teachers' attitudes to introducing the ELF approach into their instruction

Research has consistently highlighted the significant role teachers play in shaping language learners' motivation. Tanaka (2005) has identified teachers as pivotal in influencing L2 learners' motivation. Sakai and Kikuchi (2009) underscore the positive impact teachers have on student motivation, suggesting that L2 teachers fulfil crucial roles including initiator, facilitator, motivator, ideal model of the target language speaker, mentor, consultant, and mental supporter. These roles are central to engaging students and encouraging persistence in the long journey of second language acquisition. In ELF pedagogy, the facilitator role of teachers is crucial as they help students navigate and negotiate meaning in English, preparing them to move smoothly in diverse ELF contexts. Additionally, maintaining student motivation is essential, especially when English is used as a common language for communication rather than aiming for native-like proficiency. Mentoring students and supporting them in finding their own goals and setting targets to achieve their future English speaker self is also vital, as it fosters learning autonomy.

In the initial phase of this research, which focuses on teachers' opinions and experiences, it is essential to recognize that teachers' observations can help pinpoint what truly motivates students. By understanding teachers' perspectives, researchers can identify effective pedagogical practices that align with students' motivational needs. When teachers are aware that the research will subsequently include student feedback and that the findings will be used to enhance teaching methods, they are more likely to engage actively in the research process.

Positive feedback loops can significantly impact teachers' pedagogical practices, reinforcing the relevance and value of their work. When teachers see that research outcomes contribute to refining teaching strategies and enhancing student motivation, it fosters a greater willingness to participate and adapt their methods. Integrating research findings into practice not only supports teachers' professional growth but also enriches the understanding of motivational mechanisms, ultimately creating a more engaging and supportive learning environment for students.

Education initially focused on teachers knowing their subject well, but over time, language teacher training programs have started to include more skills for teaching. This change helps teachers not only understand the content, but also learn how to teach it effectively, especially when different teaching needs arise with the global spread of English (Kajos, 2023). McKay (2002, cited in Ceyhan-Bingöl & Özkan, 2019) points out that teaching an international language like English needs a different approach compared to traditional second language teaching, which often emphasizes NS standards and fluency. Although the ELF approach acknowledges the value of standard English, it prioritizes effective communication across diverse contexts (Kirkpatrick, 2012) and emphasizes essential sociolinguistic and cultural considerations (Seidlhofer, 2011). According to Magnuczné Godó (2014), ELF offers a potential alternative model for effective international communication. She argues that ELF facilitates communication among speakers of different native languages and cultures. The essence of these principles is that the primary goal of language learning is not to integrate into the target language cultures or to achieve native-level proficiency, but to mediate between different cultures, which requires advanced communication strategies and intercultural awareness. Setting native norms as goals can lead to disappointment for language learners, as they are unlikely to achieve native-like competence if they start learning a language after mastering their own. Therefore, new language norms are needed for teaching and testing English. This can be achieved by shifting from teaching English as a foreign language aimed at native proficiency to using the principles of ELF, which focus on international communication and intercultural skills. Magnuczné Godó (2014)

conducted research with English teachers in Hungary to explore their opinions on the ELF approach in ELT and the changing perspectives in English language teaching. The study shows that while Hungarian teachers theoretically agree with the principles of an ELF-based approach, they find it hard to adapt their teaching. This difficulty comes from lacking materials, limited intercultural experience, difficulty fostering multicultural classrooms, and conflicting expectations from students and schools. Non-native teachers may worry that lowering standards could harm their reputations. A key issue is misunderstanding the benefits of ELF since it offers much more than a limited perspective: it emphasizes integrating real-world language use into classroom activities, fostering international communication, and promoting collaboration among teachers of diverse backgrounds. It also encourages content-based language teaching and nurtures interest in cultural diversity and linguistic tolerance (Magnuczne Godó, 2014).

I believe this research can serve as an excellent comparison point for the findings of my current study. About ten years have passed between the two studies, so it will be interesting to see how the perception of the ELF approach has changed among language teachers in Hungary over this time.

8. A survey of teacher practices in relation to English as a lingua franca

8.1. Aims and research questions

My hypothesis is that ELF-based language teaching would be more profitable for students because it prepares them for the realities of global language use. In such an approach, teaching focuses on new skills necessary for understanding and coping with the complexities of English as it is used by diverse speakers worldwide. This shifts the focus in English language classrooms toward greater attention to the diversity of global English, equipping students for international communication rather than connecting them to a specific culture.

I believe this perspective facilitates a broader motivation, not tied to a particular cultural affiliation but to the appeal of international communication, which strongly influences students. This reinforces my belief in the importance of ELF awareness. When students encounter this reality—situations where English facilitates global connections—they find language learning more valuable, not for career goals or cultural integration, but because it opens doors to the world. Without English, potential connections would be lost.

The aim of this research phase is to explore teachers' perceptions of the relevance of ELF in ELT and their ELF-related practices in language classrooms. Specifically, I will investigate how teachers view the motivating force of ELF-based teaching approaches on high school students' language learning, particularly in relation to the shift from cultural integration to global community identification as a primary motivation.

The following research questions guide the examination of teachers' perspectives on ELF-based teaching:

1. How familiar are Hungarian high school English teachers with the concept of English as a Lingua Franca?
2. What are teachers' attitudes to including the ELF approach in ELT?
3. To what extent do English teachers incorporate ELF-based teaching strategies into their instruction, and what factors influence their decision to involve or avoid these practices?
4. What challenges do English teachers face when preparing students for international communication in English, and how do these challenges affect their approach to teaching ELF in the classroom?
5. In what ways do English teachers believe ELF-based teaching can impact students' motivation to learn English, particularly in terms of fostering a global identity rather than cultural integration?

8.2. Data collection

The data were collected through an online questionnaire as the goal was to reach a wide group of teachers. Participation was fully anonymous and voluntary, so it cannot be considered random sampling, as it is likely that those who felt strongly about the topic—either positively or negatively—were more inclined to respond. The questionnaire was in Hungarian, as I wanted to involve Hungarian English language teachers, and I believed they would be more willing to respond in their native language.

The questionnaire aligned with the research questions but I also collected demographic data at the beginning, such as how many years they have been teaching, the level they teach at, which county they work in, and their gender. There were multiple-choice questions, with both single-answer and multiple-answer options. To assess attitudes, I used Likert scales where respondents rated their agreement on a scale from 1 to 4. Additionally, I included open-ended questions aimed at gathering qualitative responses, allowing participants to provide personal interpretations of concepts, complementing the quantitative data. I expect to find answers to the posed research questions through the respondents' answers to the survey questions. The relationship between the research questions and the survey questions, which can be found in the Appendix, is presented below:

Table 1
Research questions and the survey questions linked to them

Research questions	Survey questions
How familiar are English teachers with the concept of English as a Lingua Franca?	5. How familiar are you with the concept of English as a Lingua Franca (ELF)? Please rate on a scale of 1 to 4, where 1 = not familiar at all, 4 = very familiar. 6. How do you interpret English as a Lingua Franca?
What are teachers' attitudes to including the ELF approach in ELT?	7. How important is it for you to consider the various aspects of global English usage in your teaching? Please rate on a scale of 1 to 4, where 1 = not important at all, 4 = very important. 8. Is the representation of cultural differences a topic in your English lessons? 12. What challenges do you see in preparing for the use of international English in your classroom? (Multiple answers possible.) 15. To what extent do you encourage your students to embrace their English accent and cultural identity shaped by their Hungarian linguistic and cultural background when speaking English? Please rate on a scale of 1 to 4, where 1 = I do not encourage at all, 4 = I fully encourage. 16. Do you think more emphasis should be placed on ELF (English as a Lingua Franca) in the curriculum or exam structures in your environment? Please rate on a scale of 1 to 4, where 1 = definitely not, 4 = definitely yes
To what extent do English teachers incorporate ELF-based teaching strategies into their instruction, and what factors influence their decision to involve or avoid these practices?	9. Do you apply the following strategies reflecting the ELF (English as a Lingua Franca) approach in your English lessons? (Multiple answers possible.) 14. Would you be open to receiving training or resources to incorporate ELF into your teaching?

What challenges do English teachers face when preparing students for international communication in English, and how do these challenges affect their approach to teaching ELF in the classroom?	12. What challenges do you see in preparing for the use of international English in your classroom? (Multiple answers possible.) 11. What do you think will be the role of the currently central British and standard American native language variants in future language education? 17. What advice would you give to other teachers considering incorporating international English usage into their lessons?
In what ways do English teachers believe ELF-based teaching can impact students' motivation to learn English, particularly in terms of fostering a global identity rather than cultural integration?	10. Based on your experiences, how motivating do students find the English as a Lingua Franca (ELF) based learning approach? Please rate on a scale of 1 to 4, where 1 = not at all motivating, 4 = very motivating 13. How would you describe your students' motivation for learning English?

8.3. Participants

In the research, responses were received from 18 out of Hungary's 19 counties, with Heves County being the only exception (see *Figure 1*). This allows for a comprehensive overview across different regions of the country. However, it is notable that the proportion of respondents from Borsod-Abaúj-Zemplén County (33%) and Pest County (16.5%) is significantly higher, which will be taken into account during the evaluation of the results. A total of 109 language teachers completed the survey, of whom 73% are women and 27% are men, indicating a predominance of female respondents (see *Figure 2*).

Figure 1
Which county do you teach in?

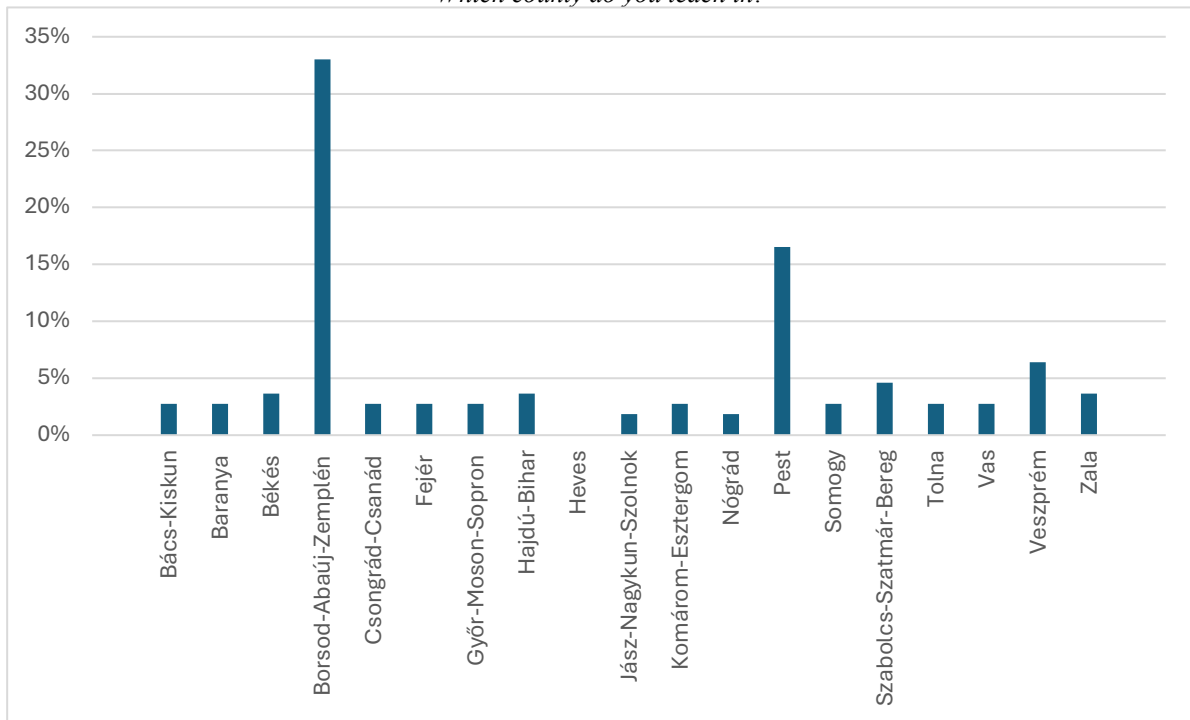
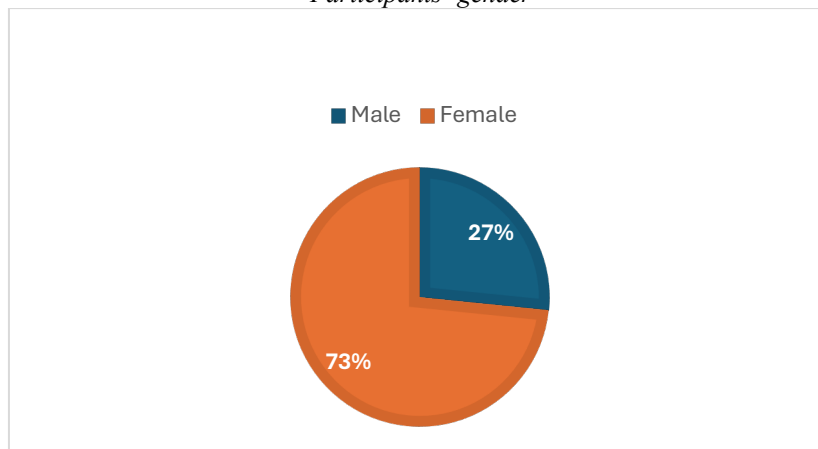


Figure 2
Participants' gender



The professional experience of the teachers varies widely: the majority of respondents, 62%, have been working as English teachers for more than 10 years, while 21% have 4-10 years, 10% have 1-3 years, and 7% have less than one year of experience, as *Figure 3* shows. Among the respondents, 75.2% (82 individuals) teach in high schools, so the findings predominantly reflect this level of education. Additionally, according to *Figure 4*, 41.3% of the respondents also teach in elementary schools. A smaller percentage, 25.7%, are involved in adult language education, while only 11% teach at the university level. It is worth noting that some respondents are active across multiple educational levels, as there are teachers who work for instance in both high schools and universities.

Figure 3
How long have you been teaching English?

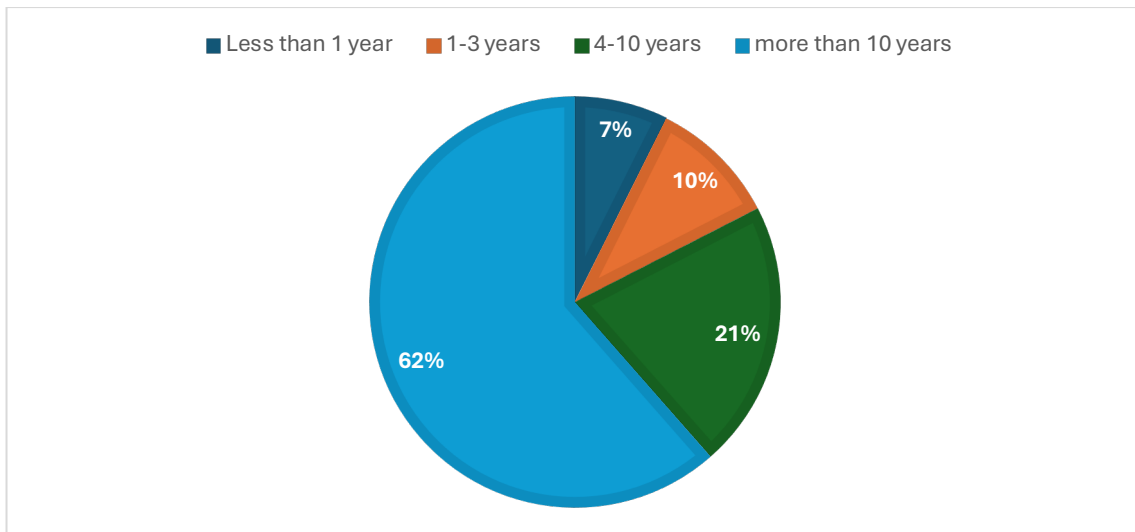
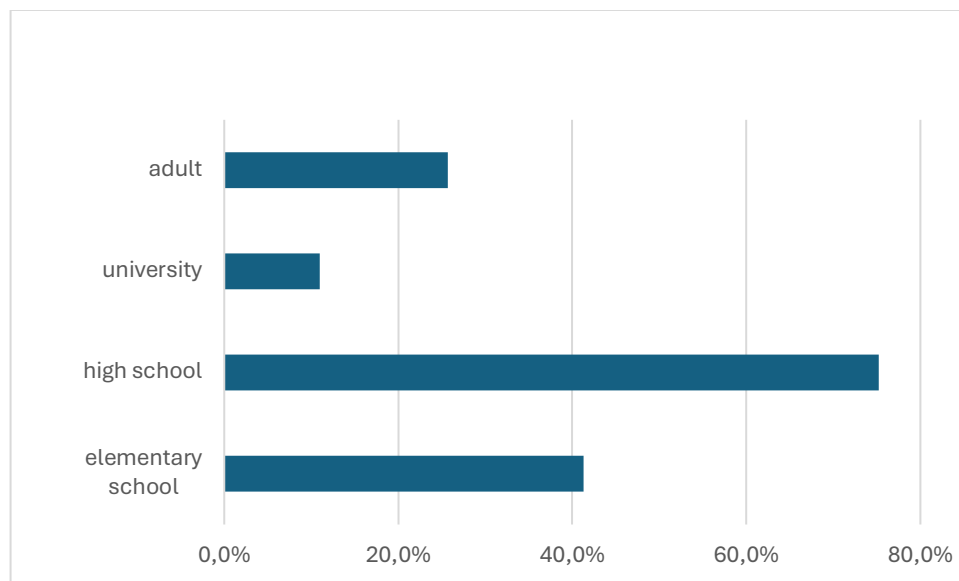


Figure 4
What levels do you teach? (Please select all relevant options)



8.4 Results and discussion

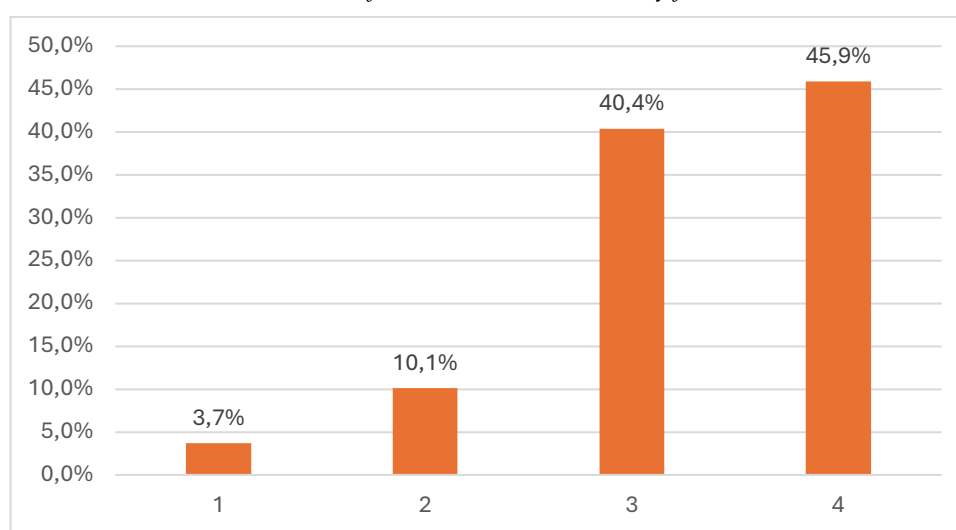
8.4.1 How familiar are English teachers with the concept of English as a Lingua Franca?

After some biodata, respondents were asked to rate their familiarity with the concept of ELF on a scale from one to four. Out of the 109 responses, 86.3% rated their knowledge in a generally positive direction (i.e., selecting 3

(40.4%) or 4 (45.9%)). Among the responses, 93% of male respondents answered this question positively, indicating that male teachers are generally aware of the term. A similarly positive tendency is seen among female respondents, at 88.7%. Negative evaluations were relatively less common, with 18.7% of female respondents feeling that they know the term only slightly or not at all, compared to 6.8% of male respondents expressing a similar view. While proportionally about a third as many men as women feel less familiar with the term, it is difficult to generalize this finding, as female respondents made up a significantly larger portion of the participants. This indicates that, in their view, the majority of respondents believe that they are familiar with the concept, as figure 5 demonstrates:

Figure 5

How familiar are you with the concept of English as a Lingua Franca (ELF)? Please rate on a scale of 1 to 4, where 1 = not familiar at all, and 4 = very familiar.



Next, respondents were asked to define the concept of ELF in their own words. I am going to highlight now the most important distinguishing features that the definitions mentioned. Some responses closely aligned with the interpretation of ELF as described in the literature used in my study. Others touched only certain aspects of the ELF phenomenon, while there were also some responses that lacked details. The responses can be grouped as follows:

a) Mediating language, shared communication

English is interpreted as a mediating language used by people for mutual understanding. This includes descriptions of English not only as a tool for communication but also as a bridge between speakers. I propose dividing this first group into two subcategories: one where the interlocutors are considered only NNSs of English, and another where the linguistic background of the speakers is not specified, so it might include NSs of English as well: „*A shared language between two language users, which is not their native language.*”¹, „*A version of English with a mediating role, used primarily among non-native English speakers.*”, „*It refers to its use as a common language for communication between speakers of different native languages.*”, „*English as a 'global language,' used for international communication not only by native English speakers but by people worldwide.*” This is interesting as

¹ Quoted responses are presented in my own English translations throughout this paper.

it does not refer to any specific contextual feature of English usage and basically refers quite generally to native norm-dependent Global English, not taking into account the varied representation of different Englishes and the challenges they present in international communication. These are just a few examples of typical responses in this category. It is important to highlight that there is a noticeable variation within the responses in this group. It is clear that English teachers touch upon one of the main aspects of ELF: it serves as a contact language all around the globe. However, the responses differ when it comes to the linguistic background of language users. Some respondents entirely excluded NSs, believing that ELF is solely the language of NNSs. On the other hand, many respondents noted that NSs can also be part of any conversation in an ELF context.

b) Global language, international role

Answers of this group emphasize the global and international significance of English. English is defined as a world language and global lingua franca, serving as the primary communication tool in international trade, science, and technology: *„English as a global language.“*, *„A mediating language between native speakers, primarily an important global language, key to the future.“*, *„A global language spoken at varying levels in both developed and developing countries.“*, *„The use of English as a common language for communication in an international context.“* I would like to highlight a common misunderstanding or misinterpretation I observed here: ELF is not equal with Global English. While Global English emphasizes the global influence and dominance of English across various domains, ELF specifically highlights its role as a means of mutual understanding among speakers of different native languages. In ELF, English is used as a bridge for communication, often adapting flexibly to the linguistic backgrounds and communication needs of its speakers (Jenkins, 2006).

c) Intercultural link

In this group, we can see that some respondents explored and highlighted the role of the English language in connecting cultures. English is described as a language that acts as a bridge between different cultures, facilitating cultural connection: *“The English language serves as a mediator, connecting cultures.”*

d) Simplified and erroneous language use

A key characteristic of the concept of ELF is its diversity and variability. ELF does not follow traditional NS norms but instead flexibly adapts to the needs and communication styles of speakers from various linguistic backgrounds. Among the responses, the view frequently appeared that ELF involves simplified or even ‘incorrect’ language use: *„The use of English as a ‘global language,’ not necessarily grammatically correct, often mixed with the speaker’s native language. It typically occurs in communication between people with different native languages.“* *„mediator language between non-native speakers, which includes grammatical and pronunciation errors, as well as vocabulary peculiarities.“*, *„English has evolved into a global language, becoming widely used as a result. This has led to it being spoken not only by native speakers but, in fact, by more non-native speakers today. This contributes to the linguistic diversity of the language, highlighting that it exists in multiple versions.“*

e) Diverse variety

„English has evolved into a global language, becoming widely used as a result. This has led to it being spoken not only by native speakers but, in fact, by more non-native speakers today. This contributes to the linguistic diversity of the language, highlighting that it exists in multiple versions.”

This statement shows that English has become a global language, shaped by the many NNSs who use it. As a result, English now exists in many local varieties, making it a flexible, ever-changing language that reflects the cultures of people around the world.

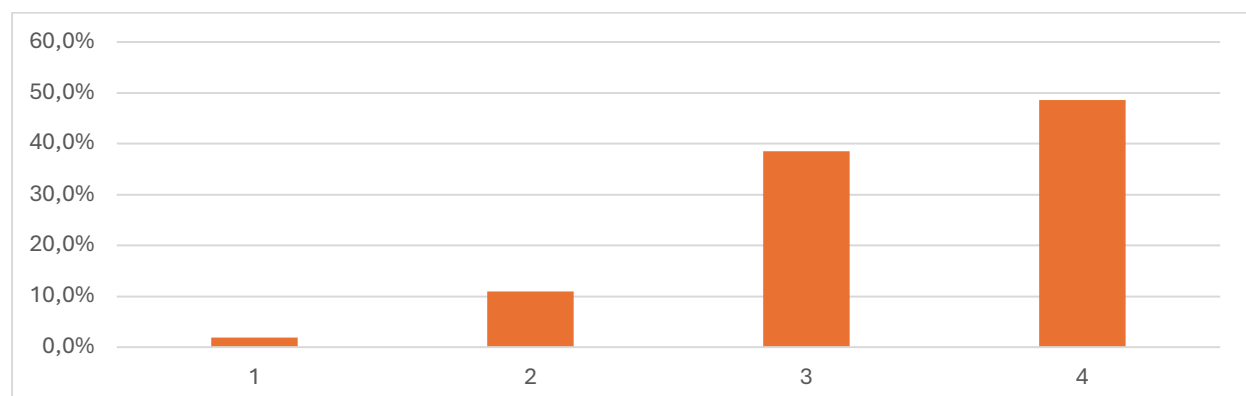
Some controversy and differences can be observed in teachers' definitions of ELF which made me realize the importance of having teachers read more about it, as in many cases, there are misinterpretations or misconceptions of the topic among language teachers. For example, ELF is often referred to as an English 'variety', which is problematic, as it suggests that it is a stabilized, official, and /or institutionalized version of the language spoken by many. However, this is clearly not the case.

8.4.2 What are teachers' attitudes to including the ELF approach in ELT?

The representation of ELF and its role in international communication received a positive response from English teachers: 48.6% of respondents believe it is highly beneficial to highlight the diversity that ELF brings to different contexts of international communication. A somewhat smaller portion, 38.5%, also expressed a positive view, though with less confidence, about introducing ELF characteristics into the language classroom. This data suggests that most responding English teachers are aware of the benefit of preparing students for real-life communication rather than focusing on exam preparation as shown by figure 6:

Figure 6

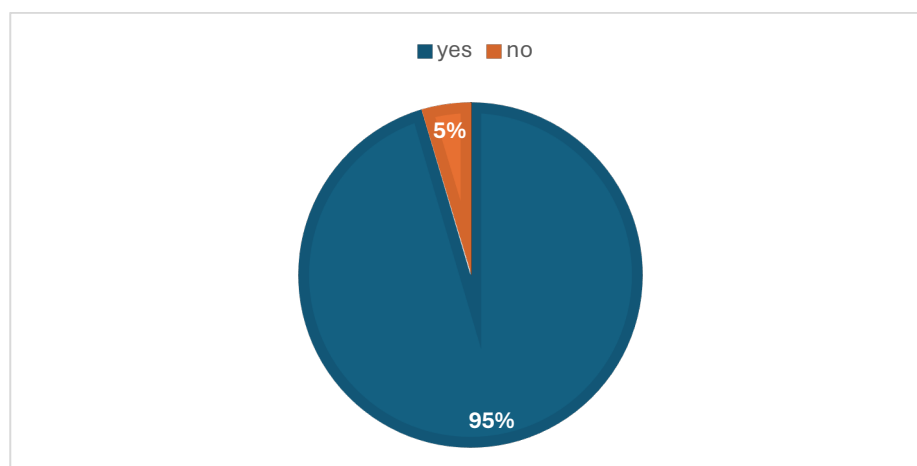
How important is it for you to represent the diversity characteristic of English as a lingua franca in international communication contexts in your teaching? Please rate on a scale of 1 to 4, where 1 = not important at all, and 4 = very important.



The vast majority of respondents, as figure 7 suggests, indicated that representing cultural diversity and differences is an important topic to address in language classes. This suggests an assumption that language learners benefit from learning about these cultural phenomena, which may, in turn, play a motivating role in their language learning.

Figure 7

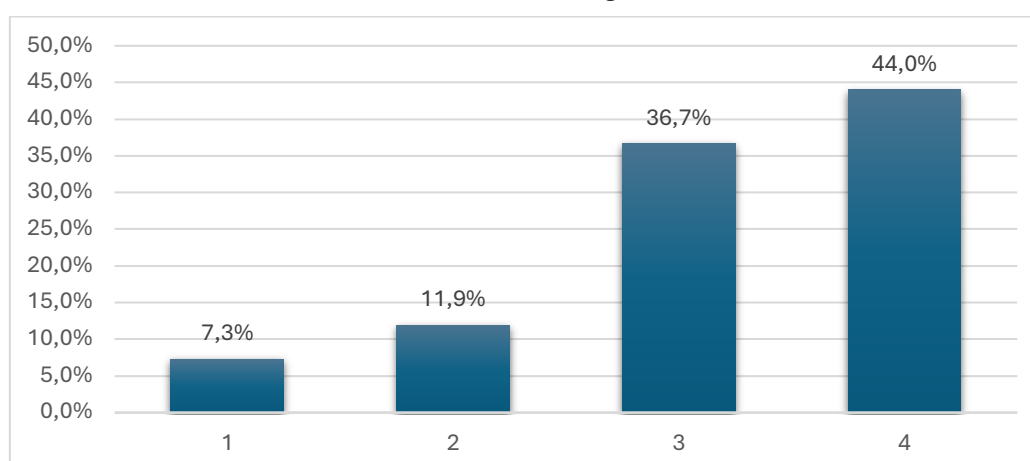
Is the representation of cultural differences a topic in your English lessons?



The focus of one of the survey questions was on how much language teachers encourage their students to accept their English accents and cultural NNS identities shaped by their Hungarian linguistic and cultural backgrounds. Among the respondents, 80.7% rated this rather positively, with 48 strongly advocating for encouraging learners in this regard. This suggests that among language teachers, there is a shift away from strict adherence to standard pronunciations. It is important for teachers to recognize that it is not problematic if learners are confident enough to display their own linguistic identity, as this can contribute significantly to their motivation. Teachers must be aware that not all learners aspire to speak in a standard variety, and many may have realized that meeting native-like expectations in English can be a real challenge for NNSs:

Figure 8

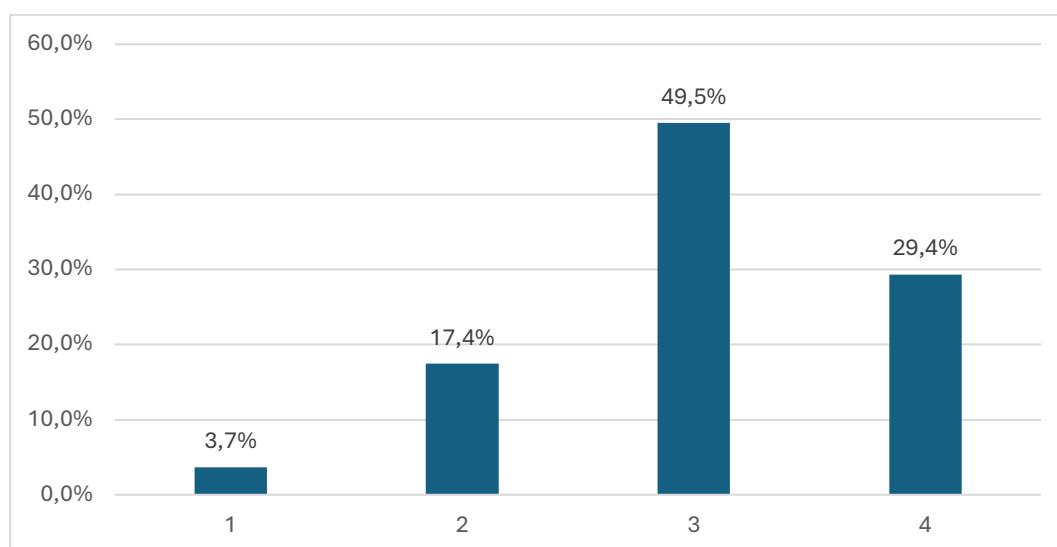
To what extent do you encourage your students to embrace their English accent and cultural identity shaped by their Hungarian linguistic and cultural background when speaking English? Please rate on a scale of 1 to 4, where 1 = I don't encourage them at a



The language teachers were asked to rate on a scale from 1 to 4, as figure 9 shows, whether they believe greater emphasis should be placed on ELF in language teaching, particularly in the curriculum and exam structures. The majority of respondents gave a rating of 3, which is encouraging, as it indicates a generally positive outlook on the issue and shows openness from the language teachers. However, there is still no fully developed and definite stance, as there is only a small difference between the rather negative responses (rated 2) and the strong agreement (rated 4). A hopeful aspect is that only 3.7% of the respondents completely distance themselves from the inclusion of ELF in the exam structure and curriculum.

Figure 9

Do you think more emphasis should be placed on ELF in the curriculum or exam structures in your environment? Please rate on a scale of 1 to 4, where 1 = definitely not, and 4 = definitely yes.



8.4.3 To what extent do English teachers incorporate ELF-based teaching strategies into their instruction, and what factors influence their decision to involve or avoid these practices?

English teachers participating in the survey were asked to mark the ELF approaches they frequently used in their language teaching practice

Based on the responses, the frequency of applying certain approaches in class can be categorized into three main groups: very popular, moderately popular, and less popular approaches. The first category includes approaches used by at least 80% or more of the respondents in their language classes. The second category comprises those used by 50% to 79% of respondents. In the third category, we find the least applied approaches, which received less than 50% of respondents' approval. The table below illustrates which responses fall into each category:

Table 2

Popularity of ELF-based teaching techniques according to respondents' answers

Very popular techniques (80% and above)	• I encourage students to use English flexibly and not to worry about achieving perfect grammatical accuracy as long as it doesn't hinder communication. (89%) • I teach students how to use various communication strategies (e.g., paraphrasing, using synonyms) when they don't know the exact word. (83.5%)
Moderately popular techniques (50%–79 %)	• During free speaking activities, I only correct pronunciation mistakes that I believe affect the understanding of the message. (73.4%) • I encourage students to ask for feedback or clarification if they're unsure whether they've understood a message correctly. (66.1%) • In written and spoken tasks, I specifically draw attention to elements of language behavior and cultural differences (e.g., English indirect communication compared to the more direct style of Hungarian and other languages). (62.4%) • I am aware of which grammar mistakes cause greater comprehension issues in international language use, and I specifically highlight these for students. (56%) • I help students recognize and handle misunderstandings (e.g., by rephrasing or asking questions) when communicating with people from different language backgrounds. (54.1%) • I make them listen to many different language varieties in class, including those of non-native speakers. (51.4%)

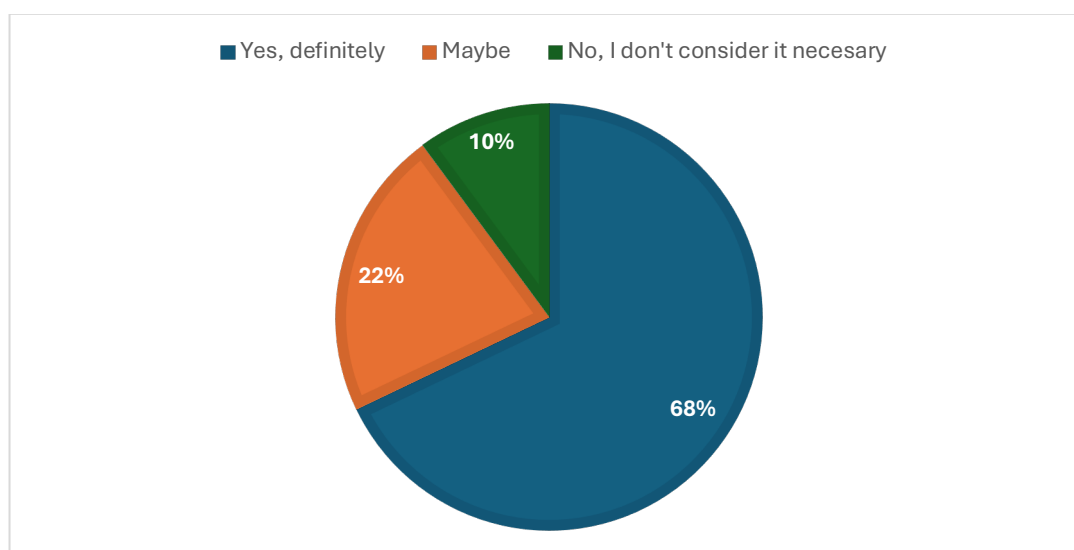
Less popular techniques (below 50%)	• I teach students how to use nonverbal communication (e.g., gestures, facial expressions) to enhance understanding when communicating with non-native speakers. (22%)
---	--

Teachers may prefer certain techniques over others based on factors like ease of use, effectiveness, and their approach to teaching. For instance, encouraging flexible use of English (89%) is often chosen because it prioritizes fluency over perfect grammar, allowing students to communicate confidently without the fear of making mistakes. Similarly, teaching communication strategies (83.5%), such as paraphrasing and using synonyms, is popular as it provides students with practical tools to overcome vocabulary gaps and keep conversations flowing. These techniques are valued for boosting student confidence, enhancing problem-solving skills, and promoting real-world communication.

As figure 10 indicates, the vast majority of respondents would be open to participating in some form of in-service training related to ELF. This demonstrates that most respondents are interested in hearing more about the phenomenon and its pedagogical integrational possibilities at various professional forums. This casts a positive light on the relevance of the ELF approach and could signal the beginning of something new, potentially steering English language teaching in Hungary in a new direction. 22% of the English teachers who participated in the survey were uncertain in their response, but only 10.1% felt that it was unnecessary or were completely uninterested in attending such professional events.

Figure 10

Would you be open to participating in in-service training or receiving resources to incorporate ELF into your teaching?



8.4.4 What challenges do English teachers face when preparing students for international communication in English, and how do these challenges affect their approach to teaching ELF in the classroom?

In the following question, four aspects were offered regarding what challenges respondents see in preparing students for international English usage in the classroom. Beyond these four aspects, the questionnaire also allowed respondents to share additional insights, which ten respondents chose to do. The two most popular responses indicated that a lack of training and teaching materials makes it difficult for language teachers to incorporate ELF into their lessons. This creates a positive impression, as it suggests that more teachers would likely be open to introducing preparation for international communication in their classes if they had the right resources. Another common response was that English teachers believe ELF does not align with exam requirements. The number of respondents who gave this answer was only slightly lower than those who pointed out the lack of teaching materials and the absence of relevant in-service training. 48.6% of respondents still favor exam-oriented language teaching, where the primary goal of teaching (and perhaps learning?) is to pass language exams or the high school graduation exam. This suggests that exam requirements still have a strong influence on education. As long as these requirements do not better align with real-life language use, implementing ELF-approaches is likely to face challenges. Regarding language learners' needs and goals, nearly 20% of respondents indicate that learners aim for native-like language proficiency; however, this is not a particularly dominant goal when considering the overall responses. This suggests that achieving native-like proficiency may not be a primary motivation for most learners according to teachers' observations. Instead, learners might prioritize practical or communicative skills that align more closely with their real-world needs in terms of language use.

Several respondents added to the initial options, offering commendable new perspectives. Some noted that incorporating international English presents no challenges in their teaching. I found these diverse viewpoints to be valuable. One of respondents says: *"It is difficult to define and separate what constitutes 'correct,' 'incorrect,' 'acceptable,' etc., in a student's language use when diversity is emphasized in the teaching process. Much like when grading with marks, students expect clear guidelines and categories to follow"*. This comment points to a key issue that understandably raises concerns among language teachers. However, this challenge could be eased if teachers were more familiar with the relevant literature. For example, Jenkins's work (2009b) on lingua franca core elements could serve as a helpful resource for those who find it challenging to distinguish what counts as „errors” and aspects affecting intelligibility.

Another interesting aspect was mentioned, this time reflecting to other colleagues' attitude: *„Many colleagues are inflexible and insist on the British RP or the standard American variety."* It points to a resistance to embracing the diversity of English accents and varieties. Additionally, another response related to this issue pointed out the generational gap and the challenges it brings in shifting perspectives on language teaching: *„Up until Generation Y, we teachers were not socialized to this approach, so the shift in mindset can be challenging."* This merely highlights that, according to the respondent's experience, the majority of English teachers belong to generations preceding Generation Y, which influences their approach to language teaching. However, these two highlighted issues may ultimately stem from teachers' limited experience with ELF communication in international contexts

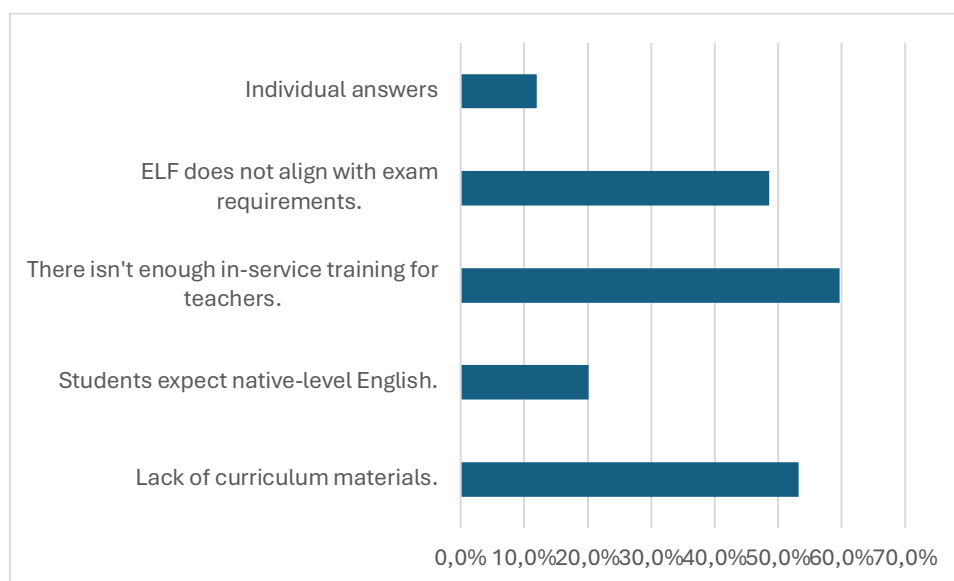
or their difficulty in managing the language's diversity, leading them to feel safer sticking to familiar language norms.

Another challenge that arises when preparing for international language use has been highlighted: „*Students are reluctant to go beyond expressions derived from the internet once they reach a certain level.*” It suggests that their language use may be limited to informal or trendy phrases from the Internet, possibly hindering the development of more advanced language skills. This could indeed be a key aspect of modern language learning. Students' tendency to rely on Internet-based language highlights how digital culture shapes their language use, potentially creating a gap between everyday, informal expressions and the broader language skills needed in diverse contexts. A balanced teaching approach should include practical, everyday language while also encouraging students to build a broader vocabulary.

One of the respondents highlighted a significant current obstacle facing not only language courses but education in general: „*The lack of classroom equipment (technical background!), the inability to bring in modern technology for lessons (morning lockdown!) – I don't understand, we can't make use of the school's equipment or the other available opportunities.*” In ELF teaching, modern technology would be particularly useful, as it would allow students, through access to devices and the internet, to encounter different varieties of English, authentic speakers, and intercultural communication situations. The lack of classroom technology, as well as the restriction on students using their own devices, significantly limits the methodological options for teaching. If schools had the means to provide adequate technical equipment, it could greatly enrich ELF-based teaching. Additionally, allowing students to use their own smart devices could encourage them to gain direct experience with the international use of English and its variations.

Figure 11

What challenges do you see in preparing students for international English use in your classroom? (Multiple answers may be selected.)



This study also aimed to explore how they view the role of standardized English varieties (such as RP and GA). Respondents were given three options for the quantitative part of this question, along with the opportunity to add

individual perspectives with open-ended responses. There was no significant variation among the responses received (see figure 12): 32% of respondents felt that the role of standardized versions of English is unlikely to change in language classrooms despite English's global role and its status as a lingua franca. Meanwhile, 40% suggested that there will be a shift in focus toward ELF varieties, moving RP and GA to a secondary position in English learning. Additionally, 22% anticipated that other native English varieties would increasingly appear in textbooks. This suggests to me that, while there is a noticeable shift from strictly upholding standardized forms, respondents are still not fully committed to promoting linguistic diversity and international English. This indicates a recognition that the language exists and evolves in multiple varieties and contexts, presenting new challenges for users who are not equipped with strategies for effective communication in an international English environment.

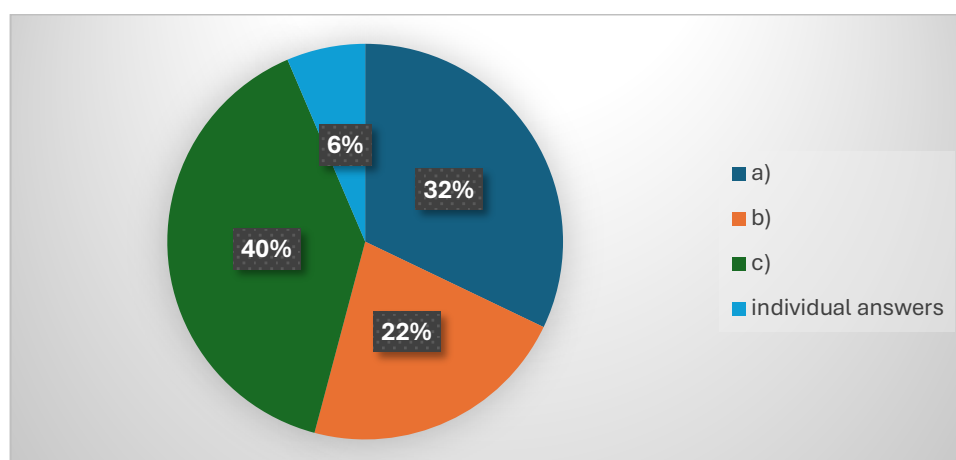
I found the individual responses (6%) genuinely valuable, as they offered a range of perspectives and covered the topic with more complexity and depth than the answer choices I provided. This suggests that the respondents have a more thoughtful understanding of the topic, possibly drawing from their own reflections, reading, or prior knowledge.: „In my opinion, their importance remains, only supplemented by the emergence of other variations reflecting the characteristics of English's global use.“, „I believe that as long as the USA and the United Kingdom remain as they are, these variations will continue to have their role. However, I also think it is possible that alongside them, 'general' English could emerge more prominently as a distinct factor.“, „I believe the standard versions will remain, as they have always been the norm setters in English language teaching. However, over time, there will likely be an increasing openness to the incorporation of ELF forms as well. ”

These responses suggest that, while the central role of standard varieties remains important, the unique characteristics stemming from the global use of English are increasingly coming to the forefront. This means that learners will get used to not only the traditional standards but also the real-life diversity of English, helping them prepare for practical communication.

However, some respondents still advocated the central role of standardized forms, while others took a more critical view of Hungary's educational system, somewhat cynically suggesting that any changes would arrive here much later than in other countries. However, I do not intend to address these comments in my paper, as it is not within its scope to discuss educational policy.

Figure 12

What do you think will be the role of British and standard American native-speaking variants, which currently represent the central norm, in the future of language education?



- a) Their central role will remain unchanged.
 - b) Other native English variants will also appear alongside them in textbooks and exam tasks.
 - c) Their role will diminish as the emphasis shifts to English as a Lingua Franca variants.
- And individual answers.

I was also curious about what advice language teachers would offer to those considering incorporating ELF into language teaching. I came across some interesting responses to this question. 30.3% of respondents completely distanced themselves from offering any encouraging advice: there are those who see this as outside their scope, having taught English for certain years, always following the British and/or American standard versions, and they will continue to do so. This type of resistance may be linked to the challenges some respondents mentioned regarding the integration of ELF into language teaching: generational differences, deeply ingrained teaching habits, and the comfort of established routines that teachers are unwilling to change, thereby ignoring the fact that language is always evolving. It was encouraging to see that there were quite a number of responses encouraging language teachers to explore the professional literature on this topic. Some highlighted that Illés Éva's writings offer very useful insights regarding ELF. This indicates that among language teachers, there are those who are well informed about the relevant literature, and this could be an important step toward achieving the goal of having language education acknowledge and recognize the pedagogical relevance of ELF. 20.1% respondents believe that language teaching should indeed focus on the needs of the learners. It is important for students to receive as authentic knowledge as possible, preparing them for real-life situations. Experience shows that focusing solely on standard-based worksheets and grammar tests is insufficient for students to confidently use English in real life and for its international use, thanks to its global reach. As a result, several responses pointed out that there is a wealth of useful material available on the Internet, especially YouTube videos, which are perfect for incorporating the ELF context into language lessons. 5% respondents, however, advocated for moderation, believing that ELF should not be given too much emphasis in language lessons. In their view, it is important to acknowledge that ELF exists in the world, but the standard form of English should remain the primary reference point, as it is the version that will be universally understood. In these responses, I noticed that there is often a lack of clarity between

the concepts, leading to misunderstandings. Based on the context of the answers, it seems that respondents interpret the ELF phenomenon as a simplified version of English that tolerates grammatical errors. It is important to reiterate that ELF is not an independent variant of English, as I have explained in detail earlier in this paper. This limiting perspective in the respondents' answers may stem from this misconception.

The survey concluded with an optional question, asking respondents to provide their official email addresses if they would be open to having an interview on the topic later. I was pleased to see that 10 respondents expressed their willingness to engage in a professional discussion on the subject. Conducting and analyzing these interviews will provide an excellent opportunity for further elaboration in the development of this paper.

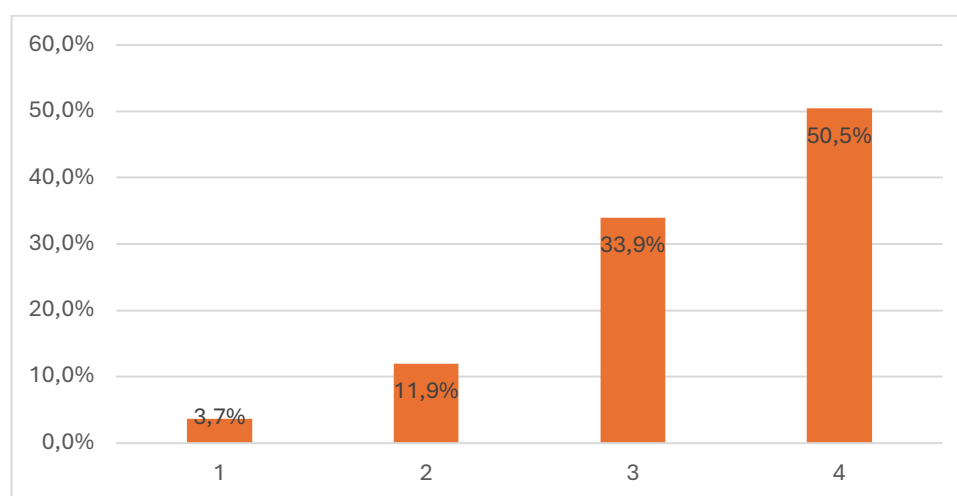
8.4.5 In what ways do English teachers believe ELF-based teaching can impact students' motivation to learn English, particularly in terms of fostering a global identity rather than cultural integration?

The ELF approach, as stated by the language teachers, appears in various forms in language teaching. This may encourage students to focus on effective communication. The application of ELF approaches thus plays an important role in increasing students' motivation, as English is seen not only as a grammatical system but as a globally used tool that facilitates mutual understanding.

Based on the data, the majority of respondents, 92 teachers, gave a positive evaluation of the ELF approach in terms of its impact on students' language learning motivation. 50.5%, believes that the application of ELF has a strong motivating effect on students and a further 33.9% claim that it is quite motivating for learners (see figure 13). This result will be interesting to examine further to see how students experience this effect in practice.

Figure 13

Based on your experience, how motivating do students find the English as a Lingua Franca (ELF) approach to learning? Please rate on a scale of 1 to 4, where 1 = not motivating at all, and 4 = very motivating



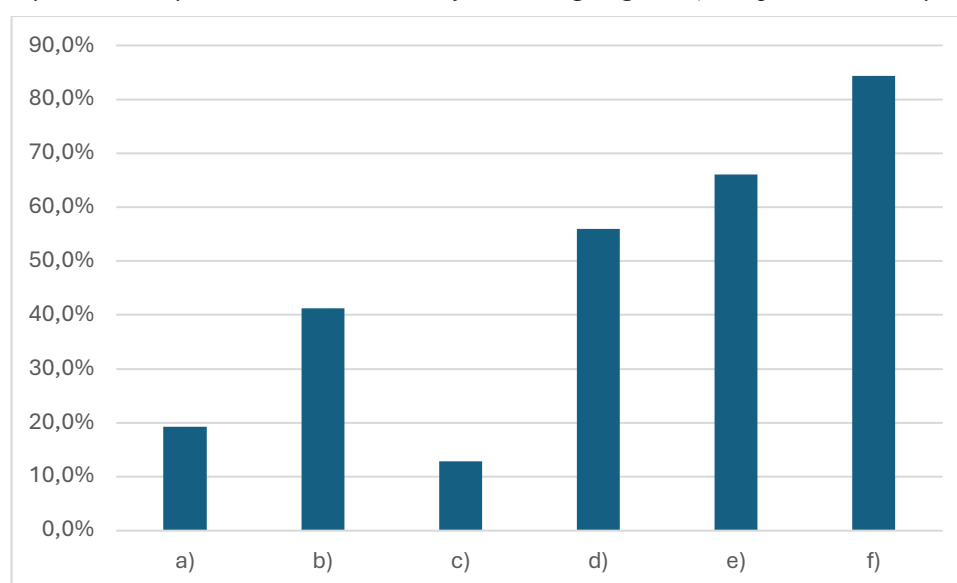
Next, my questionnaire aimed to explore language learners' motivation based on language teachers' perspectives. I asked respondents to select the options that they felt best represented learners' motivations. Essentially, I divided the questions into two groups: on the one hand, I examined motivations related to learners' alignment with native language norms, achieving native-like language proficiency, or working in target-language countries. On the other hand, the focus was more on practical goals, such as the usefulness of language learning for watching English-language films, gaining work experience in countries where English is not the official language, or communicating during travel. Figure 14 shows that the 3 most popular answers were those that refer to the international use of English:

- They aim to work at a multinational company or study in an English-language program in their home country or another non-native English-speaking country. (56%)
- They find English useful for travel. (66.1%)
- They enjoy watching movies, playing video games, etc., in English. (84.4%)

This suggests that learners are more motivated by perspectives that focus on the international role of English. They tend to view English as a bridge language, serving as a tool for mutual understanding, rather than exclusively as the language of native English-speaking populations, where the primary aim is to apply their language skills within those regions.

Figure 14

How would you describe your students' motivation for learning English? (Multiple answers may be selected.)



- a) They are enthusiastic about a native-speaking culture and want to identify with it.
- b) They would like to work or continue their studies in a native-speaking country.
- c) They adhere to native norms because they see it as the key to passing language exams.
- d) They aim to work at a multinational company or study in an English-language program in their home country or another non-native English-speaking country.
- e) They find English useful for travel.
- f) They enjoy watching movies, playing video games, etc., in English.

Furthermore, based on the responses from the language teachers, it is clearly evident that, in their view, language learners' motivation is only minimally characterized by enthusiasm for or the desire to identify with a native-speaking culture. The ELF-approach becomes particularly relevant in this context, as it treats English as a global communication tool, which meets learners' needs for global language use.

9. Conclusion

The research findings indicate a positive shift among language teachers regarding the ELF concept. The majority of teachers are aware of the concept and are open to incorporating it into language teaching. However, the research shows that some patterns have not changed significantly compared to previous studies (e.g., Magnuczné Godó, 2015) or have only decreased slightly. There is still uncertainty in defining the ELF concept and its pedagogical significance, along with a bias towards teaching only standard language forms, without addressing the potential conditions that may arise in an ELF context. These factors make it more difficult to incorporate ELF into language teaching. In their responses, teachers often mention external factors, such as a lack of teaching materials or the non-ELF-centric nature of exam requirements as obstacles to the integration of ELF pedagogy. Therefore, while there is an increasing openness, the implementation of the ELF concept in the classroom still presents various challenges for language teachers.

The research was limited by my choice of an online questionnaire method, aimed at reaching the widest possible audience with my questions. However, I was unable to control the geographical distribution of the respondents, particularly regarding the counties. As a result, the distribution of responses was closely tied to my social network and the everyday relevance of the topic. A significantly higher number of responses came from my local area, Borsod-Abaúj-Zemplén County, as well as from the capital and Pest County. This is likely due to these areas providing a more multicultural environment where the use of ELF is an integral part of everyday life, as opposed to the rural areas of the country where this phenomenon is less prevalent.

The teachers' responses confirm that ELF pedagogy is still in its early stages in English language teaching in Hungary and requires further development. It is essential for professionals to gain a deeper understanding of the ELF approach and integrate it into teaching practices to ensure that language education meets contemporary demands and provides learners with modern, relevant training. At the same time, the responses reflect a positive attitude and recognition of the approach. Notably, teachers report that English learners are often primarily motivated by goals such as travel, pursuing hobbies, finding employment abroad (not necessarily in native English-speaking environments), and engaging in multicultural and international work. Therefore, language education must place as much emphasis on ELF approaches that support these goals as it does on teaching standard linguistic elements, ensuring relevance for students aiming to succeed in a global community. Since learners usually start learning a language with specific goals in mind, developing vocabulary related to their interests can lead to significant progress in language education. ELF pedagogy supports this approach by emphasizing autonomous learning and effective communication. Furthermore, differentiated language teaching becomes increasingly important as it focuses on adapting to learners' needs.

One of the pillars of ELF-based education is making personal language use the main motivational element, thereby creating a relevant and goal-oriented learning environment for students. In the future, I aim to examine this phenomenon from the learners' perspective and, in alignment with teachers' responses, develop a comprehensive understanding of the potential perspectives of ELF pedagogy in terms of language learning motivation within language education.

10. Magyar nyelvű összefoglaló

Az angol nyelv globális vezető szerepe és elterjedése jelentős mértékben befolyásolja a nyelvtanulók motivációját, ami kulcsfontosságú a nyelvtanulás sikerében, így az angol mint lingua franca (ELF) kutatása az angol nyelvtanulás motivációjára vonatkozóan az elmúlt évtizedekben jelentős növekedést mutatott (Kormos & Csizér, 2008; Ushioda, 2011; Kormos & Csizér, 2012; Dörnyei & Cha, 2013; Ushioda & Dörnyei, 2017, Al-Hoorie & MacIntyre, 2020). Az ELF egy dinamikus kommunikációs forma, amelyet különböző nyelvi háttérrel rendelkező nem anyanyelvi beszélők használnak, és nem egy különálló angol nyelvi változat. Már 1991-ben Beneke úgy vélte, hogy az angol mint második nyelv vagy idegen nyelv használatakor a beszélgetések 80%-a nem anyanyelvi beszélők részvételével zajlik (Beneke, 1991, idézte Muyan & Tunaz, 2017). Az Ethnologue 2024-es adatai is megerősítik ezt: míg világszerte körülbelül 1,14 milliárd nem anyanyelvi beszélő használja az angol nyelvet, csak körülbelül 380 millióra tehető az anyanyelvi angol beszélők száma, ennek megfelelően növekszik a nem anyanyelvi beszélők közti interakciók száma is. Bár létezése széles körben elismert, egyes kritikusok, mint például Sobkowiak (2005) és Prodromou (2006), az ELF-et az angol nyelv leértékelődött változatának tartják. Jenkins (2009) azonban úgy érvel, hogy az ELF nem az anyanyelvi szintű angoltudás elsajátításáról szól, és nem is egy hibás nyelvhasználatot promotáló rendszerről, hanem egy olyan kommunikációs formáról, amely tükrözi a beszélők egyéni kulturális és nyelvi identitását. Az ELF egy olyan változást képvisel a nemzetközi kommunikációban, amelyben a beszélők az angolt a globális kapcsolatok eszközeként használják, elmozdulva a hagyományos anyanyelvi normáktól (Jenkins, 2009; Seidlhofer & Jenkins, 2001; Seidlhofer, 2007).

Ezzel párhuzamosan a motivációk is változnak: míg korábban az angol kultúrába történő integráció volt a központban, ma már a globális közösséghez való tartozás és a nyelvi sokszínűség iránti vágy kerül előtérbe, ami elősegítheti a belső motiváció erősödését és az autonóm tanulást (Cavanagh, 2020; Bagni, 2024; Kohn, 2020). A motiváció leginkább tanulói körben vizsgált jelenség, mivel tükrözi a társadalomban zajló szélesebb változásokat, mint a kommunikáció globalizációját, a digitális és közösségi média platformok terjedését, valamint az oktatásban és a munkahelyeken növekvő nemzetközi együttműködést. Az ELF lehetőséget biztosít a tanulók számára, hogy inkluzív és egyenlő platformon kommunikáljanak, anélkül, hogy az anyanyelvi szintű kiejtés elérésének nyomása alatt állnának. Ez a demokratikus szerep a kulturális asszimilációról a globális kapcsolódásra helyezi a hangsúlyt. A nyelvtanulók úgy érezhetik, hogy egy nemzetközi ELF közösség tagjaivá válnak, amelyben az ELF egy közös kód, ami összeköti az eltérő kultúrájú embereket (Seidlhofer, 2007). Jenkins (2009b) továbbá megjegyzi, hogy bár az anyanyelvi beszélők normái továbbra is meghatározóak, sok nem anyanyelvi beszélő egyre inkább saját helyi identitásának kifejezésére törekszik angolul, ami az ELF felszabadító potenciálját hangsúlyozza, ami kifejezetten motiváló erőként hat az angol nyelvtanulókra.

Ezen változások tükrében különösen fontos, hogy az angoltanárok képesek legyenek alkalmazkodni a globális kommunikációt támogató motivációs tényezőkhöz és tanítási gyakorlatokhoz (Tanaka, 2005; Sakai and Kikuchi, 2009; Kajos, 2023; McKay, 2002, idézi Ceyhan-Bingöl & Özkan, 2019). Az ELF-alapú tanítás ezen szempontból kulcsszerepet játszik, mivel lehetőséget ad arra, hogy a diákok globális kapcsolódásokat építsenek és felkészüljenek a valós nyelvhasználatra, nem csupán az anyanyelvi változatokra. Ez a tendencia ugyanakkor kihívást jelent a hagyományos nyelvoktatás számára, és új kommunikációs stratégiákat igényel. Az ELF pedagógia a hatékony kommunikációs stratégiákra helyezi a hangsúlyt a különböző nyelvi környezetekben, beleértve a diskurzus reflexivitást, a tisztázó kérdéseket, a szerepváltást és az intonációt a megértés érdekében, amelyek mind hozzájárulnak a világosabb, együttműködőbb interakciókhoz (Mauranen, 2010; Seidlhofer & Pölzl, 2006). A pragmatikai kompetencia, amely segít eligazodni a társadalmi normák és a udvariasság terén, szintén kulcsfontosságú az ELF-ben, mivel a beszélőket kommunikációs képességeik alapján ítélik meg, nem pedig nyelvtani helyességük szerint (Illés, 2013; Kaur, 2022). Az ELF-környezetekben a kulturális sokszínűség áll a középpontban, ahol a hangsúly a közös célokon és a hatékony kommunikáción van, nem pedig a kulturális dominancián (Illés, 2013). A tanításnak egyensúlyt kell teremtenie a nyelvtan és a kommunikációs kompetencia között, különös figyelmet fordítva a szókincsépítésre, amely a tanulók személyes érdeklődési területeire épít, hogy hatékonyabban vonja be őket és ösztönözze motivációjukat (Emmerson, 2006; Öveges & Csizér, 2018). Az ELF szerepe egyre fontosabbá válik, ami alátámasztja, hogy az ELF-alapú oktatásnak egyre nagyobb hangsúlyt kell kapnia (Seidlhofer, 2005).

Ez a kutatás hozzájárulhat annak feltárásához, hogy a magyarországi angol nyelvtanárok milyen mértékben ismerik fel az angol nyelv globális lingua franca szerepét. Mivel a tanárok szerepe meghatározó a tanulók nyelvtanulási motivációjában, fontos rávilágítani arra, hogy a magyar nyelvoktatás hogyan alkalmazkodik a globális angol nyelvi trendekhez. Az ELF pedagógiában a tanárok facilitátori szerepe kulcsfontosságú, mivel segítenek a diákoknak eligazodni és jelentést kialakítani angolul, felkészítve őket arra, hogy zökkenőmentesen mozogjanak a különböző ELF kontextusokban. Ezen kívül a diákok motivációjának fenntartása is elengedhetetlen, különösen akkor, amikor az angolt nem mint anyanyelvi szintű nyelvismeretet célozzák meg, hanem mint közös kommunikációs nyelvet használják. A diákok mentorálása és támogatása abban, hogy megtalálják saját céljaikat és kitűzzék a jövőbeli angol beszélői önképüket, szintén alapvető, mivel elősegíti a tanulói autonómiát (Sakai & Kikuchi, 2009).

A hipotézisem szerint az ELF-alapú nyelvoktatás előnyösebb lehet a diákok számára, mivel segíthet felkészíteni őket a globális nyelvhasználat kihívásaira, és a tanítás a globális angol sokszínűségére összpontosíthat, így elősegítve a nemzetközi kommunikációt. Ez a megközelítés esetleg szélesebb motivációt kínálhat, amely nemcsak a kulturális integrációhoz, hanem a globális közösséghez való tartozás vágyához is kapcsolódhat. Ha a diákok a nyelvtanulást lehetőségek megnyitásaként élik meg, akkor azt értékesebbnek találhatják, különösen, ha a tanulás saját érdeklődésükhöz is igazodik.

A kutatás célja két fő szempont köré összpontosul. Az első cél az angoltanárok ELF megközelítéssel kapcsolatos ismereteinek és attitűdjeinek feltárása, valamint annak vizsgálata, hogy hogyan építik be az ELF pedagógiai elemeit a nyelvoktatásba, és milyen pedagógiai kihívásokkal szembesülnek. A második cél, hogy megismerjük a tanárok véleményét a diákok motivációját illetően, különösen azt, hogyan értékeli a tanulók angol nyelvi tanulási céljait, és miként kapcsolódnak azok a globális nyelvi környezethez való alkalmazkodás szempontjából.

Az adatokat online kérdőíves felméréssel gyűjtöttem, hogy széles tanári csoportot érjek el. A kérdőív anonim és önkéntes volt, nem véletlenszerű mintavétel, ezért valószínű, hogy azok válaszoltak, akik erősebb véleménynel rendelkeztek a témáról. Magyar nyelven készült, mivel magyar angoltanárokat céloztam. A kérdőív tartalmazott demográfiai adatokat, feleltválasztós kérdéseket és Likert-skálákat az attitűdök mérésére. Nyílt végű kérdésekkel is gyűjtöttem kvalitatív adatokat, hogy a válaszadók személyes értelmezéseket is megoszthassanak, ezzel újabb perspektívákat nyitva és formálva a kutatás tartalmát.

Korlátokat az szabott a kutatás során, hogy online kérdőíves megoldást választottam annak érdekében, hogy minél szélesebb közönséghez eljussanak a kérdéseim. Ugyanakkor nem tudtam kontrollálni a válaszadók földrajzi eloszlását, különösen a vármegyék tekintetében. Ennek következtében a válaszok eloszlása szoros összefüggést mutatott a szociális hálómmal, valamint a kérdéskör mindennapi relevanciájával. Szignifikánsan több válasz érkezett a lakóköznyezetemből, Borsod-Abaúj-Zemplén vármegyéből, valamint a fővárosból és Pest vármegyéből, ami valószínűleg annak köszönhető, hogy ezek a helyek multikulturálisabb környezetet biztosítanak, ahol az ELF használata a mindennapi élet szerves része, szemben az ország vidéki területeivel, ahol ez a jelenség kevésbé elterjedt.

A felmérésben Magyarország 19 megyéjéből 18 részt vett, Heves megye volt az egyetlen kivétel. Kiemelendő, hogy a válaszadók között jelentős arányban képviseltették magukat Borsod-Abaúj-Zemplén és Pest megyéből. A felmérésben részt vevő 109 nyelvtanár többsége nő, és szakmai tapasztalatuk széles skálán mozog, a legtöbben több mint tíz éve tanítanak. A válaszadók nagy része középiskolában oktat, de sokan általános iskolában, felnőttképzésben, illetve egyetemi szinten is dolgoznak, többen pedig több oktatási szinten is tevékenykednek. Bár a válaszok informatívak voltak és összetett képet mutattak a magyar angoltanárok ELF-hez fűződő attitűdjeiről és gyakorlatáról, a válaszadók száma és földrajzi elhelyezkedése nem teszi lehetővé olyan reprezentatív kép megalkotását, amely átfogóan tükrözné a magyarországi angol nyelvtanárok véleményét a témában.

A felmérés szerint a válaszadók többsége jól tájékozottnak bizonyult az ELF fogalmát illetően, amit a pozitív értékelések túlsúlya is megerősít. A férfiak körében valamivel magasabb arányban jelentek meg pozitív visszajelzések, ugyanakkor a nők többsége szintén ismeri a kifejezést. A negatív értékelések ritkábban fordultak elő, különösen a férfi válaszadók körében.

A felmérés különböző definíciókat tárt fel az ELF fogalmával kapcsolatban, amelyek az alábbiak szerint kategorizálhatók: **a) Mediációs nyelv, közös kommunikáció; b) Globális nyelv, nemzetközi szerep; c) Interkulturális kapcsolat; d) Egyszerűsített és hibás nyelvhasználat; e) Sokszínű változat.** A definíciók

közötti eltérések néhány téves elképzelést is tükröztek a tanárok között, különösen azt a félreértést, hogy az ELF egy hivatalos, szabványosított változata az angolnak, ami valójában nem igaz. Ez megerősíti annak fontosságát, hogy a nyelvtanároknak még hiányosak az ismeretei az ELF-ről, s szükséges továbbképzés ezen a fronton.

Az angoltanárok többsége fontosnak tartja az ELF megjelenítését a nyelvórákon, különösen a nemzetközi kommunikációra való felkészítés szempontjából. Sokan kiemelik az ELF által képviselt sokféleség hasznosságát a különböző kommunikációs helyzetekben. Bár néhányan kevésbé nyitottak az ELF elemeinek bevezetésére a pedagógiai gyakorlatukba, a válaszadók többsége egyetért abban, hogy a diákokat érdemes a valós életben jellemző kommunikációra is felkészíteni. Ezen túlmenően, a kulturális sokszínűség és különbségek bemutatását szintén lényegesnek tartják, ami arra utal, hogy a tanulók motivációját is erősítheti az ilyen témák feldolgozása.

A felmérés egyik kérdése arra irányult, hogy a nyelvtanárok mennyire ösztönzik diákjaikat, hogy fogadják el angol akcentusaikat és nem anyanyelvi beszélői identitásaikat, amelyeket a magyar nyelvi és kulturális háttér formál. A válaszadók 80,7%-a inkább pozitívan értékelte, 48%-uk pedig határozottan támogatja, hogy ösztönözzék a tanulókat ebben. Ez azt jelzi, hogy a nyelvtanárok körében elmozdulás tapasztalható a standard kiejtési normák szigorú betartásától. Fontos, hogy a tanárok felismerjék, nem probléma, ha a tanulók magabiztosak abban, hogy megjelenítik saját nyelvi identitásukat, mivel ez jelentős mértékben hozzájárulhat a motivációjukhoz. A tanároknak tisztában kell lenniük azzal, hogy nem minden tanuló törekszik a standard nyelvváltozat elsajátítására, és sokan felismerhetik, hogy az anyanyelvi szintű elvárásoknak való megfelelés komoly kihívást jelenthet a nem anyanyelvi beszélők számára.

A megkérdezett nyelvtanárok többsége általánosan pozitív hozzáállást mutatott az ELF nagyobb hangsúlyozásával kapcsolatban a nyelvoktatásban, különösen a tantervben és a vizsgaszervezetekben, mivel az ide kapcsolódó állítások kaptak pozitív értékelést. Azonban a válaszok nem mutattak egyértelmű tendenciát, mivel csak csekély különbség volt a negatív értékelések és az erős egyetértést mutató válaszok száma között.

A felmérésben részt vevő angoltanárokat arra kértem, hogy jelöljék meg azokat az ELF megközelítéseket, amelyeket gyakran alkalmaznak nyelvoktatási gyakorlatukban. A válaszok alapján az egyes megközelítések alkalmazásának gyakorisága három fő kategóriába sorolható: A felmérés eredményei szerint az angoltanárok körében **rendkívül népszerűek azok a technikák**, amelyek a diákokat a rugalmas nyelvhasználatra ösztönzik, elkerülve a tökéletes nyelvtani pontosság túlzott hangsúlyozását. Ezt a megközelítést a tanárok túlnyomó többsége támogatja, mivel elősegíti a folyékony beszédet. Emellett sokan fontosnak tartják a különböző kommunikációs stratégiák, például parafrázisok és szinonimák tanítását, amelyek szintén hozzájárulnak a hatékonyabb nyelvhasználatához. **Közepesen népszerű technikák** közé tartozik a kiejtési hibák javítása, különösen akkor, ha ezek befolyásolják a megértést, valamint a diákok ösztönzése arra, hogy visszajelzést kérjenek vagy tisztázást, ha nem biztosak egy üzenet helyes értelmezésében. Szintén figyelemre méltó a kulturális különbségek, például az angol nyelv indirekt kommunikációjának és más nyelvek közvetlenebb stílusának összehasonlítása, amelyet a tanárok szintén jelentős mértékben támogatnak. **Kevésbé népszerű** azonban a nonverbális kommunikációs eszközök tanítása, amelyet csak egy kisebb részüknél találunk fontosnak. Ez arra utal, hogy a tanárok inkább a verbális kommunikációs készségek fejlesztésére összpontosítanak. A válaszadók többsége nyitott lenne szakmai továbbképzésre az ELF témájában, ami azt mutatja, hogy növekszik az érdeklődés az ELF pedagógiai alkalmazása iránt Magyarországon. Ez pozitív jel arra, hogy az ELF egyre inkább elismerést nyer az angol nyelvoktatásban.

A felmérés több kihívást azonosított az angol nyelv nemzetközi használatára való felkészítés terén. A leggyakoribb problémák közé tartozik a tanárképzés és az oktatási anyagok hiánya, ami akadályozza az ELF integrálását az órákba. Ez arra utal, hogy megfelelő erőforrásokkal több tanár is szívesen alkalmazná az ELF megközelítést a tanításban. További kihívásként említették, hogy az ELF nem illeszkedik az érettségi követelményekhez, ami nehezíti az ELF-alapú oktatás megvalósítását, amíg a vizsgák nem tükrözik jobban a valós nyelvhasználatot. A tanárok egy része megjegyezte, hogy a tanulók nem feltétlenül célozzák meg az anyanyelvi szintű nyelvtudást, és a nyelvhasználat sokféleségének hangsúlyozása nehézségeket okozhat a "helyes" nyelv meghatározásában. Ezt az ELF szakirodalom, például Jenkins munkája, segíthetné. Egyes tanárok ellenállást tapasztalnak az ELF iránt, különösen az idősebb generációk körében, ami generációs különbségekre utal a nyelvoktatás szemléletében. Az osztálytermi technikai felszerelések hiánya is jelentős akadály, amely korlátozza

a diákok találkozását különböző angol nyelvi változatokkal és autentikus kommunikációval. Az iskolák jobb technikai eszközökkel és a diákok saját eszközeinek használatával gazdagíthatnák az ELF-alapú oktatást.

Az ELF megközelítést a nyelvtanárok pozitívan értékelik, sokan hangsúlyozzák annak hatékonyságát a diákok motiválásában. Az oktatók többsége szerint az ELF erősen vagy mérsékelten motiváló, mivel segíti a diákokat abban, hogy az angolt hatékony kommunikációs eszközként lássák, nem csupán nyelvtani rendszerként. További kutatás szükséges annak feltárására, hogyan tapasztalják meg a diákok ezt a motiváló hatást a gyakorlatban. Két fő motivációs csoportot vizsgáltam: az anyanyelvi normákhoz való igazodást és a gyakorlati célokat. A tanárok tapasztalat alapján a tanulók motivációját elsősorban az angol nemzetközi szerepe határozza meg, például munkavállalás multinacionális cégeknél, utazás, valamint angol nyelvű filmek és videójátékok élvezete. A tanárok szerint a tanulók motivációját kevésbé befolyásolja az anyanyelvi kultúrákhoz való azonosulás vágya, ami az ELF megközelítés jelentőségét emeli ki.

A tanári válaszok megerősítik, hogy az ELF pedagógia jelenleg még gyerekcipőben jár a magyarországi angol nyelvoktatásban, és további fejlődésre van szükség. Fontos, hogy a szakemberek jobban megismerjék és beépítsék az ELF megközelítést, hogy a nyelvoktatás megfeleljen a kor követelményeinek, és a nyelvtanulók számára korszerű, releváns képzést nyújtson. Ugyanakkor a válaszokból pozitív hozzáállás és elismerés is kitűnik, és megemlítendő, hogy a tanárok tapasztalatai szerint az angol nyelvtanulók elsődleges motivációját gyakran olyan célok vezérlik, mint az utazás, hobbik gyakorlása, külföldi elhelyezkedés (nem feltétlenül angol anyanyelvű környezetben), valamint a multikulturális és nemzetközi munkavállalás. Ezért a nyelvoktatásnak legalább akkora hangsúlyt kell helyeznie ezekre a célok elérését támogató ELF megközelítésekre, mint a standard nyelvi elemek oktatására, hogy a tanulók számára a globális közösségben való érvényesülés szempontjából is releváns legyen. Mivel a nyelvtanulók általában valamilyen konkrét célból kezdenek el nyelvet tanulni, a saját érdeklődési körükhöz kapcsolódó szókincs fejlesztése látványos eredményeket hozhat a nyelvoktatásban. Az ELF pedagógia támogatja ezt a megközelítést, hiszen kiemelt figyelmet fordít az autonóm tanulásra és a hatékony kommunikációra. Emellett a differenciált nyelvoktatás is kulcsfontosságúvá válik, mivel lényege a tanulók igényeihez való alkalmazkodás. Az ELF alapú oktatás egyik pillére éppen az, hogy a nyelv személyes célú használata legyen a fő motivációs elem, így a tanulók számára releváns és célorientált tanulási környezetet teremt. A jövőben a tanulói oldalról szeretném megvizsgálni a jelenséget, és a nyelvoktatók válaszaival összhangban egy komplex képet kialakítani arról, hogy az ELF pedagógiának milyen lehetséges perspektívái vannak a nyelvtanulási motiváció terén a nyelvpedagógiában.

A kutatás szerint a nyelvtanárok körében pozitív elmozdulás figyelhető meg az ELF-hez kapcsolódó attitűdök tekintetében, mivel egyre többen ismerik el az angol nyelv globális szerepét és nyitottak annak integrálására a tanításba. Ugyanakkor kihívások is fennállnak, mint az ELF fogalmának tisztázatlansága és a normáktól való eltérés mértékével kapcsolatos bizonytalanság, illetve külső tényezők, például a megfelelő oktatási anyagok és vizsgakövetelmények hiánya. A kutatás hangsúlyozza az oktatás megújításának szükségességét, amely az ELF alternatív tanulási csatornáinak integrálásával lehetővé tenné, hogy a tanulók a globális kommunikációs tapasztalatokat tudássá formálják.

References

- Act LIX of 2022 on the amendment of the National Higher Education Act], 51. § (1), 114/O. §.
- Ai, J., Pan, Y., & Zhong, W. (2021). The role of motivation in second language acquisition: A review. *Advances in Social Science, Education and Humanities Research*, 594, 623–625.
- Albl-Mikasa, M. (2013). Teaching Globish? The need for an ELF pedagogy in interpreter training. *International Journal of Interpreter Education*, 5(1), 3-16.
- Al-Hoorie, A. H., & MacIntyre, P. D. (Eds.). (2020). *Contemporary language motivation theory: 60 years since Gardner and Lambert (1959)*. Multilingual Matters.
- Bagni, M. (2024). What English is and does: A study of students' perceptions of English and English as a lingua franca (ELF). *IntechOpen*. <https://doi.org/10.5772/intechopen.1008201>
- Bowles, H. (2015). ELF-Oriented Pedagogy: Conclusions. In: Bowles, H., Cogo, A. (eds) *International Perspectives on English as a Lingua Franca. International Perspectives on English Language Teaching*. (pp. 194–208) Palgrave Macmillan, London. https://doi.org/10.1057/9781137398093_11
- Bruthiaux, P. (2003). Squaring the circles: Issues in modeling English worldwide. *International Journal of Applied Linguistics*, 13(2), 159–178.
- Byram, M., & Golubeva, I. (2020). Conceptualizing intercultural (communicative) competence and intercultural citizenship. In J. Jackson (Ed.), *The Routledge handbook of language and intercultural communication* (Chapter 4). Routledge. 85–97.
- Cavanagh, C. (2020). The role of English in global citizenship. *Journal of Global Citizenship & Equity Education*, 7, 1–23.
- Ceyhan-Bingöl, Z., & Özkan, Y. (2019). EFL instructors' perceptions and practices on English as a Lingua Franca (ELF). *The Reading Matrix: An International Online Journal*, 19(2), 86–102.
- Chen, R. T-H. (2023). Teaching intercultural communication in an English as a Lingua Franca context. *RELC Journal: A Journal of Language Teaching and Research*, 54(3), 839–847.
- Cogo, A., & Dewey, M. (2012). *Analysing English as a lingua franca: A corpus-driven investigation*. Bloomsbury Publishing Plc.
- Csizér, K., & Illés, É. (2020). Helping to maximize learners' motivation for second language learning. *Language Teaching Research Quarterly*, 19, 1-15.
- Deci, E. L. (1971). Effects of externally mediated rewards on intrinsic motivation. *Journal of Personality and Social Psychology*, 18, 105–115.

- De Costa, P. (2011). Cosmopolitanism and Learning English: Perspectives from Hye Lan Alias. *Arizona Working Papers in Second Language Acquisition and Teaching*, 18, 55–76.
- Dörnyei, Z. (1997). Motivational factors in second language attainment: A review of research in Hungary. *Acta Linguistica Hungarica*, 44(1/2), 274–275. <http://www.jstor.org/stable/44306790>
- Dörnyei, Z. (2009). The L2 motivational self-system. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 9-42). Multilingual Matters. <https://doi.org/10.21832/9781847691293-003>
- Dörnyei, Z., & Cha, L. (2013). Motivation and vision: An analysis of future L2 self images, sensory styles, and imagery capacity across two target languages. *Language Learning*, 63(3), 437-462.
- Dörnyei, Z., & Csizér, K. (2002). Some dynamics of language attitudes and motivation: Results of a longitudinal nationwide survey." *Applied Linguistics*, 23(4), 421-462.
- Dörnyei, Z., & Schmidt, R. (Eds.). (2002). *Motivation and second language acquisition* (Tech. Rep. No. 23). University of Hawai'i, Second Language Teaching & Curriculum Center.
- Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Pearson.
- Emmerson, P. (2006). L3 and the new inner circle: Paul Emmerson suggests an alternative to Kachru's 'three circles'. *IATEFL Voices*, (189), 3–4.
- Ethnologue. (2024). *English language*. SIL International. Retrieved from <https://www.ethnologue.com/insights/most-spoken-language/>
- Evans, M. (2018). *Advantages of multilingualism: What is the impact on school learning?* Cambridge Education Research Reports. Cambridge University Press.
- Fajt, B., & Bánhegyi, M. (2023). Second language learning motivation, life-long learning and 21st-century skills in today's globalized world: A validation study. *Working Papers in Language Pedagogy*, 18, Article 16. <https://doi.org/10.61425/wplp.2023.18.1.16>
- Gangwar, R. (2022). The influence of social media on language learning: A study based on literature review. *International Journal of Creative Research Thoughts (IJCRT)*, 10(6), 642. <https://ijcrt.org/papers/IJCRT22A6947.pdf>
- Gardner, R. C., & Lambert, W. E. (1959). Motivational variables in second language acquisition. *Canadian Journal of Psychology*, 13, 266–272. <http://dx.doi.org/10.1037/h0083787>
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and Motivation in Second-Language Learning*. Newbury House.
- Gardner, R. C., & MacIntyre, P. D. (1991). An instrumental motivation in language study: Who says it isn't effective? *Studies in Second Language Acquisition*, 13(1), 57–72. <https://doi.org/10.1017/S0272263100009724>

- Illés, É. (2013). Az angol mint lingua franca – új nyelvpedagógiai kihívás. In H. Hattyár, E. H. Hugyecz, V. Krepsz, & Z. Vladár (Eds.), *A sokszínű alkalmazott nyelvészet: Tanulmányok az alkalmazott nyelvészet területeiről* (pp. xx-xx). Tinta Könyvkiadó.
- Jenkins, J. (2003). Who speaks English today? In J. Jenkins, *World Englishes: A resource book for students* (pp. 14–21). Psychology Press.
- Jenkins, J. (2006). Current perspectives on Teaching World Englishes and English as a Lingua Franca. *TESOL Quarterly*, 40(1), 157-181. Available: [\(PDF\) Current Perspectives on Teaching World Englishes and English as a Lingua Franca](#)
- Jenkins, J. (2009a). English as a lingua franca: Interpretations and attitudes. *World Englishes*, 28(2), 200–207.
- Jenkins, J. (2009b). (Un)pleasant? (In)correct? (Un)intelligible? ELF speakers' perceptions of their accents. In Mauranen, A. & Ranta, E. (Eds.), *English as a lingua franca: Studies and findings* (pp. 10-36). Cambridge Scholars Publishing.
- Jenkins, J. (2015). Repositioning English and multilingualism in English as a lingua franca. *Englishes in Practice*, 2(3), 49–85.
- Jenkins, J., Baker, W., & Dewey, M. (2018). *The Routledge handbook of English as a Lingua Franca*. Routledge.
- Kachru, B. (1985). Standards, codification and sociolinguistic realism: English language in the outer circle. In R. Quirk and H. Widowson (Eds.), *English in the world: Teaching and learning the language and literatures* (p. 11-36). Cambridge: Cambridge University Press.
- Kajos, G. (2023) Hungarian EFL teachers' experiences of CELTA. *Hillary Place Papers* (8). 23–39. <https://doi.org/10.48785/100/213>
- Kaur, J. (2022). Pragmatic strategies in ELF communication: Key findings and a way forward. In I. Walkinshaw (Ed.), *Pragmatics in English as a Lingua Franca: Findings and Developments* (pp. 35–54). <https://doi.org/10.1515/9781501512520-003>
- Ke, I.-C. (2012). English as a lingua franca (ELF) in intercultural communication: Findings from ELF online projects and implications for Taiwan's ELT. *Taiwan Journal of TESOL*, 9(2), 41-62.
- Kirkpatrick, A. (2012). English as an Asian lingua franca: The 'lingua franca approach' and implications for language education policy. *Journal of English as a Lingua Franca*, 1, 121-139. doi:10.1515/jelf-2012-0006
- Kohn, K. (2020). A pedagogical lingua franca approach: Emancipating the foreign language learner. *LEARN Journal: Language Education and Acquisition Research Network Journal*, 13(2), 1-14.
- Kohn, K. (2024). Developing competence for ELF communication through pedagogical lingua franca immersion. *Research Papers in Language Teaching and Learning*, 14(2), 12-29. Available from https://www.researchgate.net/publication/382360475_Developing_competence_for_ELF_communication_through_pedagogical_lingua_franca_immersion.

- Kontra, E. H., & Csizér, K. (2011): „They can achieve their aims without native skills in the field of work or studies”: Hungarian students’ views on English as a lingua franca. *Studies in Second Language Learning and Teaching*, 1, 133–150.
- Kormos, J., Csizér, K., Menyhárt, A. & Török, D. (2008). "Great expectations": The motivational profile of Hungarian English language students. *Arts and Humanities in Higher Education*, 7(1), 65–82. <https://doi.org/10.1177/1474022207084884>
- Kormos, J., & Csizér, K. (2008). Age-related differences in the motivation of learning English as a foreign language: Attitudes, selves, and motivated learning behavior. *Language Learning*, 58(2), 327–355.
- Kormos, J., & Csizér, K. (2012). A nyelvtanulási autonómia, az önszabályzó stratégiák és motiváció kapcsolatának vizsgálata. *Magyar Pedagógia*, 112(1), 3–17.
- Lenkaitis, C. A., & Loranc-Paszylk, B. (2021). Facilitating global citizenship development in lingua franca virtual exchanges. *Language Teaching Research*, 25(5), 711–728. <https://doi.org/10.1177/1362168821987737>
- Magnuczné Godó, Á. (2014). Lehet-e az angol mint lingua franca pedagógiai alternatíva? Tanári vélemények itthon és külföldön. *Modern Nyelvoktatás*, 20(4), 3-18.
- Muyan, E., & Tunaz, M. (2017). Teaching ELF as a motivation source for learners: An action research study. *Journal of Language and Linguistic Studies*, 13(2), 71-81.
- Ollinger, A. (2012). *The good ELF user: A qualitative meta-analysis of strategic language use behaviours in English as a lingua franca* [Master’s thesis, University of Vienna].
- Öveges, E., & Csizér, K. (Eds.). (2018). *Vizsgálat a köznevelésben folyó idegennyelv-oktatás kereteiről és hatékonyságáról: Kutatási jelentés*. Oktatási Hivatal.
- Ryan, S. (2006). Language learning motivation within the context of globalization: An L2 self within an imagined global community. *Critical Inquiry in Language Studies*, 3(1), 23–45. https://doi.org/10.1207/s15427595cils0301_2
- Sakai, H., & Kikuchi, K. (2009). An analysis of demotivators in the EFL classroom. *System*, 37, 57-69.
- Saragih, T. Y., & Subekti, A. S. (2024). Instrumental motivation and L2 speaking achievement of Indonesian L2 learners of English: A survey study. *Folios*, (60), 128-140, <https://doi.org/10.17227/folios.60-20073>
- Seidlhofer, B. (2001). Closing a gap; The case for a description of English as a lingua franca. *International Journal of Applied Linguistics*, 133, 133–158.
- Seidlhofer, B. (2005). English as a lingua franca. *ELT Journal*, 59(4), 339–34.

- Seidlhofer, B. (2007). Common property: English as a lingua franca in Europe. In J. Cummins & C. Davison (Eds.), *International handbook of English language teaching* (pp. 267–279). Springer. https://doi.org/10.1007/978-0-387-46301-8_11
- Seidlhofer, B. (2011). *Understanding English as a lingua franca*. Oxford University Press.
- Seidlhofer, B., & Jenkins, J. (2001, April 19). *Be proud of your lingua franca: As a hybrid European English takes shape, teachers must be ready to make it welcome in their classes*. The Guardian. <https://www.theguardian.com/education/2001/apr/19/tefl4>
- Suliman, W., Charles, T. & Sawalha, O. (2023). Students' integrative and instrumental motivation for learning English as a second language. *RGSA – Revista de Gestão Social e Ambiental*, 18(8). <https://doi.org/10.24857/rgsa.v18n8-040>
- Tanaka, T. (2005). Teacher influence on learner motivation. Osaka Female Junior College, Retrieved in the EFL classroom. System, 37, 57-69. Retrieved from http://www.wilmina.ac.jp/ojc/kiyo_2005/kiyo_35_PDF/2005_06.pdf.
- Tranquillo, J., & Stecker, M. (2016, March 22). Using intrinsic and extrinsic motivation in continuing professional education. *Surgical Neurology International*, 7, Article 197. <https://doi.org/10.4103/2152-7806.179231>
- Ushioda, E. (2011). Language learning motivation, self and identity: current theoretical perspectives. *Computer Assisted Language Learning*, 24(3), 199–210. <https://doi.org/10.1080/09588221.2010.538701>
- Ushioda, E., & Dörnyei, Z. (2017). Beyond global English: Motivation to learn languages in a multicultural world: Introduction to the special issue. *The Modern Language Journal*, 101(3), 451–454. <https://doi.org/10.1111/modl.12407>
- Ushioda, E., & Dörnyei, Z. (2012). Motivation. In S. Gass & A. Mackey (Eds.), *The Routledge handbook of second language acquisition* (pp. 396–409). Routledge. <https://doi.org/10.4324/9780203808184-30>
- Vlková, K. (2022). *The future of English as a lingua franca* [Bachelor's thesis, Palacky University, Faculty of Education, Institute of Foreign Languages].

Appendix

Tanári felmérés: English as a Lingua Franca (ELF) a nyelvórákon

- 1) Az ön neme:
 - a) Nő
 - b) Férfi
- 2) **Mióta tanít angolt?**
 - a) Kevesebb, mint 1 éve
 - b) 1-3 éve
 - c) 4-10 éve
 - d) Több mint 10 éve
- 3) **Milyen szinteken tanít jelenleg?** *(Jelöljön meg minden releváns választ)*
 - a) Általános iskola
 - b) Középiskola (gimnázium)
 - c) Egyetem
 - d) Felnőttek
- 4) **Melyik vármegyében tanít?**
 - a) Bács-Kiskun vármegye
 - b) Baranya vármegye
 - c) Békés vármegye
 - d) Borsod-Abaúj-Zemplén vármegye
 - e) Csongrád-Csanád vármegye
 - f) Fejér vármegye
 - g) Győr-Moson-Sopron vármegye
 - h) Hajdú-Bihar vármegye
 - i) Heves vármegye
 - j) Jász-Nagykun-Szolnok vármegye
 - k) Komárom-Esztergom vármegye
 - l) Nógrád vármegye
 - m) Pest vármegye
 - n) Somogy vármegye
 - o) Szabolcs-Szatmár-Bereg vármegye
 - p) Tolna vármegye
 - q) Vas vármegye
 - r) Veszprém vármegye
 - s) Zala vármegye
- 5) **Mennyire ismeri az English as a Lingua Franca (ELF) fogalmát? Kérem, értékelje 1-től 4-ig terjedő skálán, ahol 1 = egyáltalán nem ismerem, 4 = teljes mértékben ismerem.**
- 6) **Hogyan értelmezi az English as a Lingua Francát?**

- 7) **Mennyire fontos Önnek, hogy a tanítás során figyelembe vegye a globális angol használatának különböző aspektusait? Kérem, értékelje 1-től 4-ig terjedő skálán, ahol 1 = egyáltalán nem fontos, 4 = nagyon fontos.**
- 8) **Téma-e a kulturális különbségek megjelenítése az angolórán?**
- a) Igen
 - b) Nem
- 9) **Alkalmazza angolóráin az alábbi ELF megközelítést tükröző stratégiákat? (Több válasz jelölhető.):**
- a) Szabad beszéd feladatok során csak azokat a kiejtési hibákat javítom, amelyek véleményem szerint befolyásolják az üzenet megértését.
 - b) Írásos és szóbeli feladatok során külön felhívom a figyelmet a nyelvi viselkedés elemeire és kulturális különbségeire (pl. az angol indirekt kommunikáció a direktebb magyarral és más nyelvekkel szemben).
 - c) Sok különböző nyelvi változatot hallgattatok órán, beleértve nem anyanyelvű beszélőket is.
 - d) Tudom, mely nyelvtani hibák okoznak nagyobb megértési problémát nemzetközi nyelvhasználat során, és ezekre külön felhívom a tanulók figyelmét
 - e) Tanítom a diákoknak, hogyan használjanak különböző kommunikációs stratégiákat (pl. körülírás, szinonimák használata), ha nem ismerik a megfelelő szót.
 - f) Ösztönzőm a diákokat arra, hogy kérjenek visszajelzést vagy tisztázást, ha nem biztosak abban, hogy megfelelően értettek egy üzenetet.
 - g) Segítem a diákokat abban, hogy felismerjék és kezeljék a félreértéseket (pl. újrafogalmazás, kérdések feltevése), amikor különböző nyelvi háttérű emberekkel kommunikálnak.
 - h) Megtanítom a diákokat, hogyan alkalmazzák a nonverbális kommunikációt (pl. gesztusok, mimika) a hatékonyabb megértés érdekében nem anyanyelvi beszélők között.
 - i) Arra bátorítom a diákokat, hogy rugalmasan használják az angol nyelvet, és ne féljenek attól, hogy nem tökéletes nyelvtani pontossággal beszélnek, ha ez nem akadályozza a kommunikációt.
- 10) **Az Ön tapasztalatai alapján, mennyire találják a diákok motiválónak az angol mint lingua franca (ELF) alapú tanulási megközelítést? Kérem, értékelje 1-től 4-ig terjedő skálán, ahol 1 = egyáltalán nem találják motiválónak, 4 = nagyon motiválónak találják.**
- 11) **Ön szerint mi lesz a szerepe a jelenleg központi normát képviselő brit és sztenderd amerikai anyanyelvi változatoknak a jövő nyelvoktatásában?**
- a) Változatlan marad központi szerepük.
 - b) Más angol anyanyelvi változatok is megjelennek majd mellettük a tankönyvekben és vizsgafeladatokban.
 - c) Szerepük csökkenni fog, mert áthelyeződik a hangsúly az angol mint lingua franca változataira
 - d) Egyéb:

- 12) **Milyen kihívásokat lát a nemzetközi angol nyelvhasználatra való felkészítéssel kapcsolatban az osztálytermében? (Több válasz jelölhető.):**
- a) Tananyaghiány
 - b) A diákok anyanyelvi szintű angolt várnak el
 - c) Nincs elég képzés a tanárok számára
 - d) Az ELF nem illeszkedik a vizsgakövetelményekhez
 - e) Egyéb (Kérem, részletezze):
- 13) **Hogyan írná le a diákjai angoltanulási motivációját?**
- a) Lelkesednek valamelyik anyanyelvű kultúráért és szeretnék azzal azonosulni.
 - b) Munkát vállalnának vagy szeretnék továbbtanulni valamelyik anyanyelvű kultúrában.
 - c) Ragaszkodnak az anyanyelvi normákhoz, mert úgy látják, ez a nyelvvizsgasiker kulcsa.
 - d) Szeretnék munkát vállalni multicégnél vagy továbbtanulni angol oktatási nyelvű programban itthon vagy más, nem angol anyanyelvű országban.
 - e) Hasznosnak találják utazás esetében.
 - f) Szeretnek filmeket nézni, videójátékokat játszani, stb. angol nyelven.
- 14) **Nyitott lenne képzésre vagy források fogadására, hogy beépítse az ELF-et a tanításába?**
- a) Igen, mindenképpen
 - b) Talán
 - c) Nem, nem tartom szükségesnek
- 15) **Milyen mértékben ösztönzi a diákjait arra, hogy elfogadják saját, magyar nyelvi és kulturális hátterük által formált angol nyelvi akcentusukat és kulturális nem anyanyelvi beszélői identitásukat angolul beszélve? Kérem, értékelje 1-től 4-ig terjedő skálán, ahol 1 = egyáltalán nem ösztönzöm, 4 = teljes mértékben ösztönzöm.**
- 16) **Gondolja, hogy nagyobb hangsúlyt kellene fektetni az ELF-re a tantervben vagy a vizsgastruktúrákban az Ön környezetében? Kérem, értékelje 1-től 4-ig terjedő skálán, ahol 1 = határozottan nem, 4 = határozottan igen.**
- 17) **Milyen tanácsot adna más tanároknak, akik a nemzetközi angol nyelvhasználat beépítését fontolgatják az óráikba?**

- 18) Amennyiben szívesen részt venne egy interjún, ahol részletesebben beszélhetünk az ELF témáról, kérem, adja meg hivatalos email címét. Az email cím megadása teljesen önkéntes, és nem befolyásolja a kérdőív anonimitását. Az email cím csak az interjú megszervezéséhez lesz felhasználva.

The following two charts, along with numerical data, illustrate the number of English speakers in 2024 according to the Ethnologue survey, indicating the number of NNSs and NSs. The data clearly shows that the number of NNSs significantly exceeds that of NSs:

