

Abstract

Despite the predominance of English used by non-native speakers in international communication, the approach to teaching this language is still centred on the notion of acquiring English for the purpose of communication with native speakers. This thesis argues for acknowledgement of English as a lingua franca in the approach to teaching English. It also stresses the necessity of further investigations into the global use of English to better understand this phenomenon. A questionnaire was conducted with ten English teachers to see their opinions about some of the key issues of English as a lingua franca (for instance the concept of nativeness, the role of a teacher and the understanding of an error). As a result, it was found that despite some slow changes in individual opinions, the traditional view on teaching English is still prevalent. Both the theoretical research and the analysis of the questionnaire stress the need of implementing the concept of English as a lingua franca into teaching English as it is necessary to prepare students for the reality of global use of this language.

Key words: English as a lingua franca, second language acquisition, nativeness, error, variation