THE FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE IN THE CONTEXT OF THE ENGLISH PERCEPTION AS A GLOBAL LINGUA FRANCA
ФОРМУВАННЯ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНЦІЇ В КОНТЕКСТІ СПРИЙНЯТТЯ АНГЛІЙСЬКОЇ МОВИ ЯК ГЛОБАЛЬНОЇ LINGUA FRANCA (МОВИ МІЖЕТНІЧНОГО СПІЛКУВАННЯ)

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Abstract. *The current research is aimed at analyzing modern problematicity of forming foreign language communicative competence in the context of the English perception as a global lingua franca. It considers foreign language communicative competence of university students as an ability to communicate and exchange views in various situations while interacting with other communicators, properly using the system of linguistic and speech norms, choosing communicative behavior adequate to the authentic communication situation. English as a Lingua Franca is perceived as the most common contact language for interethnic communication, which implies a global use of English linguistic data by speakers with different linguistic and cultural characteristics; it can be defined as a dynamic resource experiencing constant change, a modifiable means of communication rather than an established model; it is widely described as an adaptive, contingent, creative, changing, dynamic, flexible, fluid, fragmented, fuzzy, heterogeneous, hybrid, unpredictable, but self-regulating system, and a particularly ad hoc and emergent form of everyday communication involving a virtual speech community, or different constellations of speakers of diverse individual Englishes in every single interaction. The study highlights that ELF is monolithic and monocentric, a 'monomodel' in which intercultural communication and cultural identity are to be made a necessary casualty; it operates at local, national, regional and international levels. The spread of English is viewed in terms of three concentric circles (inner, outer, expanding), representing the spread types, the acquisition patterns and functional domains.*

Key words: *Lingua Franca, global language, foreign language communicative competence, non-native speaker, distinguishing features, linguistic.*

Introduction. In terms of globalization and advances in modern information, transportation and communication technologies, English has conquered the world in a way that no language in the history of mankind has ever managed to do. The 20th century ICT technologies provided the circumstances needed for a global language to grow. According to D. Crystal, "there are no precedents in human history for what happens to languages, in such circumstances of rapid change; there has never been a time when so many nations needed to talk to each other so much; there has never been a time when so many people wished to travel to so many places; there has never been such a strain placed on the conventional resources of translating and interpreting; never has the need for more widespread bilingualism been greater, to ease the burden placed on the professional; and never has there been a more urgent need for a global language" [5].

Experts claim that about one and a half billion people belong to the English-speaking world. The largest English-speaking country is the USA; it is about 20% of the English-speaking population on the globe. American companies are the most influential and technologically advanced in the world, almost all of the most common programming languages are based on English vocabulary. English is already the second language for citizens of the European Union with a population of about 500 million people; it prevails in global economy, global business environment, business correspondence, intercultural communication, tourism, politics, international law, diplomacy, media as well as science.

English, together with Internet resources, gives people access to global, advanced knowledge and technology, allows them to do business around the world, and to share their ideas with a wider audience. More

than 90% of scientific journals of international prestige are published in English, the most multicultural language. Researchers prove that 80% of world information is stored in English too, and its volume doubles every 18 months. At the same time, it ceases to be tied to native speakers and begins to exist separately from them, no longer being American or British, but more and more becoming precisely global English as an unprecedented phenomenon of widespread language contacts, language change as well as language spread across cultures. It already has its own name, 'globish', or 'Word Standard Spoken English'. Thus, analyzing English as a Lingua Franca (hereinafter – ELF) – the phenomenon of linguistic study, we should notice the fact that, without doubts, nowadays, English is considered the most powerful, influential language for intercultural communication and due to this fact it has attracted a great deal of attention from many linguistic research areas.

It is important to stress that ELF is to be distinguished from the pedagogic subject EFL – English as a Foreign Language. Hülmbauer C., Böhringer H., Seidlhofer B. proves that "it can be assumed that the ELF speaker's main aim is to communicate with other non-native speakers whereas EFL takes the native speaker as a target and encompasses components of English native-speaker culture". According to this conceptualization (C. Hülmbauer, H. Böhringer, B. Seidlhofer, 2008), it is possible for one person to be in the position of an ELF user at one moment and of an EFL user at another moment, depending on who he or she is speaking to and for what purpose [8].

Materials and methods of research. To achieve the stated objective, a system of the following theoretical, empirical and research methods was used: questionnaire design, questioning lecturers and students, graduate students in order to identify their attitude towards the ELF perception, formal conversations, objectivity, description, data analysis of scientific publications to determine the current status of the issue raised, data collection, hypothesis, statistical method, validity and reliability, classifications, generalization of modern teaching practices in higher education on the ELF perception, etc. They help to research the analyzed concept thoroughly, precisely and substantially. **The objective of the study** is

to outline basic characteristics of ELF as well as foreign language communicative competence, find both general and specific points, factors distinguishing between global English and English as a Foreign Language in the context of the ELF perception, their comprehensive analysis and scientific prognosis regarding their theoretical as well as practical significance.

Analysis of recent researches and publications. Studies of ELF as well as the formation of foreign language communicative competence in the context of the ELF perception have been conducted by both foreign and domestic researchers who have made a significant contribution to its study, have laid principle theoretical and practical backgrounds, interpretations and attitudes. Among them we may distinguish Block D., Brutt-Giffler J., Böhringer H., Cameron D., Crystal D., Canagarajah A. S., Graddol D., Howatt A., Hülmbauer C., Jenkins J., Kachru B., Kirkpatrick A., Mackenzie Ia., Marlina R., Maurais J., McKay S. L., Ostler N., Panasenko Ye., Parashchuk V., Phillipson R., Rubdy R., Saraceni M., Seidlhofer B., Xu Zh. and others. They provide various insights into the growth of global English and its educational significance, especially, particular attention has been paid to globalization and language teaching, teaching English as a language of international (intercultural) communication, a history of the English language teaching, the phonology of English as a global language, the development of World English, its implications for international communication, the future of English, linguistic imperialism, learning, teaching and assessing languages within European framework, English standards, codification and sociolinguistic realism, global rules as well as global roles of English in the world, etc.

Results of the research and their discussion. From a historical perspective (seven ages of English can be outlined, including Pre-English period (– C. AD 450), Early-Old English (C. 450 – C. 850), Later Old English (C.850 – 1100), Middle English (C. 1100 – 1450), Early Modern English (C. 1450 – 1750), Modern English (C. 1750 – 1950), Late Modern English (C. 1950 –)), globalization of the English language can be clearly explained. In essence, English, originating from the West Germanic dialect spoken by the English and Saxon tribes, spread to the south-east of Scotland through the

Anglo-Saxon Kingdom. Later, English in the UK colonial regime became a common language in the British Empire colonies. The newly formed peoples began speaking English to avoid political difficulties. All-in-all, as an aftermath of the British Empire rise, the language spread to North America, India, Africa, Australia and many regions. The English hegemony, which began in the mid-20th century in the United States, accelerated the spread of English globally. It appeared in America in the 17th century in the English-speaking British colonies, formed from immigrants who arrived to North America (Khrystiuk S. et al., 2021) [14].

David Crystal claims that "translation has played a central role in human interaction for thousands of years. When monarchs or ambassadors met internationally, there would invariably be interpreters present. The more a community is linguistically mixed, the less it can rely on individuals to ensure communication between different groups. The problem has traditionally been solved by finding a language to act as a lingua franca". He believes that "the language global status is determined by external factors relating only to the power of the people who are its bearers. Moreover, the concept of "power" is interpreted in political, economic, technological, educational and cultural contexts" [5].

Moreover, English continues to spread around the world, fragmenting into many local dialects called Englishes – English languages, containing a huge amount of linguistic variation and non-standard forms. But English is also (or has been) the state language in various parts of the world: in Europe (Gibraltar and Malta), in Africa (Cameroon, Kenya, Madagascar, etc.) in the Americas (Falkland Islands, Jamaica, Trinidad and Tobago etc.), in Asia (Bangladesh, Pakistan, Sri Lanka, Singapore, etc.). For example, Spanglish – a peculiar mix of Spanish and English – is spoken on the Mexico-USA border, Greekish – a mix of Greek and English – is spoken in Greece, Singlish is spoken in Singapore, and Tanglish – in the Philippines, its own dialect – European English – is also spoken in the EU and is characterized by limited vocabulary, simple and convenient structures, and no idioms. Accordingly, English has simplified at the phonetic, lexical, grammatical, and stylistic levels, and its linguistic norms have expanded. In general, more than half of

Europeans in the EU today can communicate in English – 51% (for comparison: in Ukraine, according to the Institute of Sociology of the National Academy of Sciences, this figure is only 1.3% of the population). It is systematically disseminated through EU language policy: 90% of students from primary school learn it. In addition, with international universities turning to English on their websites, English has also been regarded as the global academy's lingua franca in relation to the English language policies and practices in these universities [9]. The current ELF corpuses (Parashchuk V., 2015) are: "The ELF in Academic settings (ELFA) Corpus" and "The General Vienna-Oxford International Corpus of English (VOICE)", the Lingua Franca Core (J. Jenkins's term) phonetic system of English as an intermediary language has been described [3], obligatory for the use of phonetic means. Pronunciation specialist J. Jenkins believes that "the key criterion for evaluating the ELF speakers' pronunciation is mutual intelligibility of speech, rather than an attempt to accurately reproduce the features of the orthoepic pronunciation of English native speakers" [11].

Having analyzed the EF Standard English Test results of two million adults, who represented 112 countries and regions by English skills, there were investigated the main English Proficiency tendencies of 2021 all over the globe and outlined key findings [20]: "1) adult English proficiency continues to improve slowly; 2) men have embraced English; 3) adults over 30 are improving fastest; 4) English increases economic competitiveness; 5) English follows job function in the workplace; 6) people in cities have better English; 7) places with higher English proficiency are fairer and more open; 8) English proficiency is high and rising in Europe; 9) there are contradictory trends in Asia; 10) Latin America continues to improve, mostly; 11) English proficiency runs the gamut in Africa; 12) Progress is slow in the Middle East. We may distinguish between states with very high proficiency (13 states), high proficiency (17 states), moderate proficiency (26 states), low proficiency (27 states), very low proficiency (25 states)". These proficiency bands are illustrated in Table 1. Ukraine ranks 40th according to the English Proficiency Index with moderate proficiency band.

Table 1. English Proficiency Index (2021)

№	Proficiency bands	Main states
1.	Very High Proficiency	Netherlands (663), Austria (641), Denmark (636), Singapore (635), Norway (632), Belgium (629), Portugal (625), Sweden (623), Finland (618), Croatia (617), Germany (616), South Africa (606), Luxembourg (604);
2.	High Proficiency	Serbia (599), Romania (598), Poland (597), Hungary (593), Philippines (592), Greece (591), Slovakia (590), Kenya (587), Estonia (581), Bulgaria (580), Lithuania (579), Switzerland (575), Latvia (569), Czech Republic (563), Malaysia (562), Nigeria (560), Argentina (556), France (551);
3.	Moderate Proficiency	Hong Kong, China (545), Spain (540), Lebanon (536), Italy (535), Moldova (532), South Korea (529), Belarus (528), Albania (527), Ukraine (525), Bolivia (524), Ghana (523), Cuba (521), Costa Rica (520), Dominican Republic (520), Paraguay (520), Chile (516), India (515), China (513), Georgia (512), Russia (511), Tunisia (510), Uruguay (509), El Salvador (508), Honduras (506), Peru (505), Macau, China (504), Iran (501);
4.	Low Proficiency	Armenia (499), Brazil (497), Guatemala (493), Nepal (492), Ethiopia (491), Pakistan (491), Bangladesh (49), Vietnam (486), Tanzania (485), Mozambique (482), United Arab Emirates (480), Turkey (478), Morocco (477), Bahrain (476), Panama (475), Venezuela (475), Algeria (474), Nicaragua (470), Madagascar (469), Japan (468), Qatar (467), Indonesia (466), Colombia (465), Sri Lanka (464), Mongolia (461), Kuwait (458), Egypt (455), Azerbaijan (451);
5.	Very Low Proficiency	Afghanistan (448), Uzbekistan (447), Syria (445), Ecuador (440), Jordan (440), Mexico (436), Myanmar (429), Angola (428), Cameroon (428), Kazakhstan (426), Cambodia (423), Sudan (421), Ivory Coast (420), Thailand (419), Kyrgyzstan (418), Oman (417), Tajikistan (405), Saudi Arabia (404), Haiti (403), Somalia (401), Iraq (399), Libya (390), Rwanda (389), Democratic Republic of the Congo (386), South Sudan (363), Yemen (360).

Many factors have played a crucial role in the affirmation of English as a global language, inter alia, global modernization, the great English literature, the US military might, and the world order reformation after both World War I and World War II resulted in creating new international organizations and alliances. This has entailed an unprecedented need for a global lingua franca (Ia. Mackenzie, 2014); the researcher states that " this concept comes from a contact language used in the Eastern Mediterranean from the 11th to the early 19th centuries and is widely described as an adaptive, contingent, creative, changing, diverse, dynamic, flexible, fluid, fragmented, fuzzy, heterogeneous, hybrid, mutable, open, shifting, unbounded, unpredictable, unstable, variable but self-regulating system, and a particularly ad hoc and emergent form of everyday communication involving a virtual speech community, or different constellations of speakers of diverse individual Englishes in every single interaction" [16].

Marlina R., Xu Zh. state that "in fact, ELF was initially identified and advocated in the early 1980s by two scholars from Germany, Werner Hüllen and Karlfried Knapp, who claimed the importance and relevance of ELF in teaching English and the need to conduct further research studies on the ELF formal and functional aspects that teachers could incorporate into their teaching. In the late 1990s, several scholars outside Germany, including Alan Firth, Juliane House, and Jennifer Jenkins attempted to "revitalize" ELF" [17].

British linguist Jennifer Jenkins points out that "English has served as a lingua franca in the past, and continues to do so nowadays, in many countries colonized by the British from the late 16th century such as India and Singapore. ..What is new about ELF, however, is the extent of its reach," [10]. The scholar claims that "ELF is seen as non-controversial and is taken for granted by many professionals working internationally (businesspeople, technicians, and suchlike), although their positive orientation is rarely verbalized, let alone published" [9].

According to Braj B. Kachru, [13] "the spread of English is viewed in terms of three concentric circles representing the types of spread, the patterns of acquisition and the functional domains in which English is used across cultures and languages: the inner circle (availability of traditional bases of English, the regions where it is the primary language, e.g., the USA, the UK, Canada, Australia, and New Zealand), the outer circle (the spread of English and its institutionalization in non-native contexts), and the expanding circle (English is recognized as an international language, and that it has already won the race with linguistic rivals such as French, Russian and Esperanto, to name just two natural languages and one artificial language)".

According to Rubdy and Saraceni, ELF is monolithic and monocentric, a 'monomodel' in which "intercultural communication and

cultural identity are to be made a necessary casualty" [19].

Kirkpatrick proves that "ELF operates at a number of different levels, including local, national, regional and international. Apparently paradoxically, the more localized the use of ELF, the more variation it is likely to display. This can be explained by reference to the 'identity – communication continuum.' When used in a local setting, ELF will display identity markers. Thus, code-switching and the explicit [use] of nativised norms can be expected. When used for international communication, on the other hand, speakers will consciously avoid the use of local and nativised norms and expressions" [16].

According to Ukrainian researcher I. Byk, "the British or American version of English can be considered only basic, but not "standard" for the global English language. The author emphasizes on the ELF lexico-semantic features, namely "deviation from the norms of standard English", i.e., de-standardization, internationalization, caused by both extra-linguistic and linguistic factors, reflecting general trends and patterns of development of different languages: analyticity, synthetism, linguistic economy, striving for unambiguity and certainty. The ELF rapid spread affects the local languages' functioning and development; therefore, linguists' calls for multilingualism go unanswered, especially given the increasingly pragmatic market-oriented nature of human relations. Thus, the mutual influence of the languages in contact is also multifaceted and its result is quantitative and qualitative changes in both languages' functioning and structure" [1].

David Graddol, prominent British applied linguist, who brought a number of unique insights into the English futurology study, emphasizes in his book "The Future of English" (1997) [7] on the following points: "1) the future development of English as a global language might be less straightforward than had been assumed; 2) the global spread of English raised not just linguistic, educational and economic issues but also cultural, political and ethical ones; 3) the key drivers of change were demographic, economic, technological and long-term trends in society; 4) the English-globalization relationship was a complex one: economic globalization encouraged the spread of English but the spread of English also encouraged globalization; 5) the growth of China would have a significant impact on the world in which English was used and learned; 6) countries like India in which English is spoken extensively as a second language will play a major role in the development of global English". In his second book "English Next" (2006) the author arises the question of why global English may mean the end of 'English as a Foreign Language', as well as he highlights the fact that one of the main challenges facing many countries is how to maintain their identity in the light of globalization and growing multilingualism. He adds that there is a case for regulating the status of English, but ways need to be found of reinventing national identity around a distinctive mix rather than a single language which is kept pure. According to D. Graddol, "the key to understanding the impact of global English probably lies in how well and how strategically its implementation is managed in each country" [6].

D. Crystal, British philologist, English linguist, officer of the British Empire Order, member of the British Academy predicts that "the place of English worldwide will be inextricably linked to the geopolitics and economic influence of the United States. Currently, there has been no questioning of the US power. In addition to the above-mentioned reason, the States are populated by citizens from different ethnic, linguistic and cultural centers from all over the world, so communication requires a common language. To maintain unity in a multicultural society, the U.S. language policy will be focused on supporting a common language, namely English. Immigrants coming to the United States are learning English for successful employment and full citizenship. English is the language of the U.S. government, the governments of several other nations, financial and economic transactions, and the conduct of business. [5, p. 123-131].

Ukrainian researcher Ye. Panasenko conclude that "in the era of globalization, English does not only play the role of communicative mediator relatively to some nations, ethnic groups, but also embraces the entire world community, becoming a global, multi-ethnic and multicultural conglomerate. While forming global languages, English has taken a leading place and is an influential factor in forming and implementing geopolitics, global socio-political, socio-

economic, cultural, informational, and educational processes. Despite the differing views of scholars on the weakening role of English in the international arena, its place and status will remain unchanged for a long time in the linguistic reconstruction of the language itself, which will facilitate its use among native speakers in the global communication" [2].

Thus, the most important determinants of successful ELF communication is the speakers' mutual interest in the information exchange as well as the information presentation taking into account the listener's ability to decode it, as well as external factors. To understand the statement content, the interlocutor must have a certain communicative competence and be able to adjust to certain communication situations, taking into account the listener's characteristics. The main objective of intercultural communication is to generate intercultural (foreign language) linguistic competence that can be interpreted as a set of social skills and abilities through which the individual successfully communicates with partners from other cultures within different communication contexts and situations. We may distinguish five main components in the structure of foreign language communicative competence: 1) linguistic competence; 2) pragmatic competence; 3) socio-cultural and linguocultural competence; 4) discursive competence; 5) paralinguistic competence.

The importance of foreign language communicative competence is stressed in the "Common European Framework of Reference for Languages: Learning, Teaching and Assessment", which is aimed at promoting teacher cooperation in Europe. It describes a comprehensive way what language learners have to learn in order to use a language for communication and what knowledge and skills they have to develop to act effectively. According to the Recommendations [4] to identify the theory, tradition or practice we distinguish between 1) lexical competence consisting of lexical and grammatical elements (fixed expressions, single word forms, articles, quantifiers, demonstratives, personal pronouns, question words and relatives, possessives, prepositions, auxiliary verbs, conjunctions, particles); 2) grammatical competence a) elements; b) categories; c) classes; d) structures; e) processes (descriptive); f) relations;

3) semantic competence (lexical semantics, grammatical semantics, pragmatic semantics); 4) phonological competence (the sound-units (phonemes), the phonetic features, the phonetic composition of words, sentence phonetics, phonetic reduction); 5) orthographic competence (the form of letters in printed and cursive forms in both upper and lower case, the proper spelling of words, punctuation marks and their conventions of use, typographical conventions and varieties of font, etc., logographic signs in common use (e.g. @, &, $, etc.)

It's also important to emphasize the conditions ensuring the development of foreign language communicative competence, in particular, the creation of a foreign language development setting and forms of organizing education, involving the use of interactive teaching methods. The communicative competence development is also actively promoted by the use of interactive learning methods, since foreign language communicative competence means not just knowledge of communication rules, but the real use of knowledge to solve problems. While learning a foreign language when modeling the classroom communication, it reproduces the basic communication parameters: the relationship of language partners, extralinguistic factors, and a variety of situations as forms of communication functioning, attention is paid to dialogic speech. Communicative turn-taking is the main characteristic that distinguishes dialogue from monological speech as well as an extremely important concept that is highly respected in an ELF communication.

On the one hand, foreign language communicative competence of university students is considered as the ability to carry out foreign language communication, that is, to communicate and exchange views in various situations while interacting with other communicators, properly using the system of linguistic and speech norms, choosing communicative behavior adequate to the authentic communication situation, including students' readiness to communicate in a foreign language. Thus, foreign language communicative competence is not a personal characteristic; its formation is determined via communication. Proceeding from the fact that foreign language communicative competence is a complex systemic entity, some linguistic,

communicative-speech, socio-cultural and intercultural components can be distinguished in its structure.

Ukrainian researchers Kachmarchyk S., Khrystiuk S., & Shanaieva-Tsymbal L. outline that "The National University of Life and Environmental Sciences of Ukraine pays considerable attention to foreign languages, the formation of International Relations students' foreign language communicative competence, by means of blended learning technology. The mission of the NULES of Ukraine is to train qualified specialists in International Relations who will have skills of professional and personal communication in native and foreign languages. Nowadays, future experts' proficiency in foreign language is considered an attribute of intellectual development that a person with higher education possesses. Indeed, a specialist in International Relations should be professional and constructive while adhering to the norms of cultural and business ethics when in dialogue with foreign business partners" [12].

In order to form foreign language communicative competence the teacher should draw students' attention to the fact, that the language material is a means of implementing successful communication, achieving the set goal, solving the problem, because any linguistic utterance has an element that demonstrates the interlocutor's attitude toward the issue he is covering. Thus, semantic-pragmatic analysis of linguistic material will help teach students to take these factors into account when communicating. This approach contributes to the formation of foreign language communicative competence and is very relevant presently, when the speech is studied as a means of influence of one person on another in communication.

Conclusions and future perspectives. It's worth noting that, currently, ELF is the most common contact language for interethnic communication, which implies a global use of English linguistic data by speakers with different linguistic and cultural characteristics; it can be defined as a dynamic resource experiencing constant change and perceived as a modifiable means of communication rather than an established model. We believe that communicative competence contributes to personal success and will allow the individual to participate effectively in many social spheres. Nowadays, the humanity needs new paradigms and perspectives for linguistic and pedagogical research and for understanding the linguistic creativity as well as innovation in cross-cultural multilingual context. It is quite possible that English, in some way will forever find itself in the global service.

The foreign language teacher's main task is to acquire the student's readiness to interact with people in a variety of multicultural settings internationally. This ambitious goal of developing foreign language communicative competence requires a lot of effort, but its implementation opens up immense opportunities for students to communicate and enrich their cultural world.

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Анотація. Дане дослідження присвячено аналізу сучасної проблематики формування іншомовної комунікативної компетенції у контексті сприйняття англійської мови як глобальної лінгва франка (мови міжетнічного спілкування). Іншомовна комунікативна компетенція студентів університетів розглядається як здатність спілкуватися та обмінюватися думками в різних мовних ситуаціях під час взаємодії з іншими комунікаторами, правильно користуючись системою мовних і мовленнєвих норм, здатність обирати комунікативну поведінку, адекватну ситуації автентичного спілкування, включаючи готовність студентів. спілкуватися іноземною мовою. Англійська мова як Lingua Franca сприймається як найпоширеніша контактна мова для міжетнічного спілкування, що передбачає глобальне використання знання англійської мови носіями з різними мовними та культурними особливостями; її можна визначити як динамічний ресурс, що зазнає постійних змін, і сприймати як засіб комунікації, який можна модифікувати, а не як усталену модель; її можна описати як адаптивну, випадкову, креативну, мінливу, різноманітну, динамічну, гнучку, плинну, фрагментовану, гетерогенну, гібридну, змінну, відкриту, необмежену, непередбачувану, нестабільну, але саморегульовану систему, і, насамперед, як спеціальну і нову форму повсякденного спілкування, яка охоплює віртуальну мовленнєву спільноту або різні групи носіїв окремих різновидів англійської мови у кожній окремій взаємодії. В дослідженні наголошується, що англійська мова як Lingua Franca є монолітною та моноцентричною, «мономоделлю», яка діє на місцевому, національному, регіональному та міжнародному рівнях. Поширення англійської мови розглядається з точки зору трьох концентричних кіл (внутрішнє, зовнішнє, розширююче), що представляють типи поширення англійської мови, моделі її набуття та сфери функціонування, в яких англійська мова використовується в різних культурах і мовах.

Ключові слова: лінгва франка (мова міжетнічного спілкування), глобальна мова, іншомовна комунікативна компетенція, не носій мови, відмінні характерні риси, мовний (лінгвістичний).