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ENGLISH AS A LINGUA FRANCA IN HIGHER EDUCATION OF AZERBAIJAN

Abstract

The thesis deals with the issue of the study of English as a Lingua Franca in higher education of Azerbaijan. The integrative role of English as Lingua Franca and its implication constitute the basis of the study in this field.

Originally Lingua Franca was the name of a specific language based on French vocabulary that originated in the middle ages for Arab and Turkish talks merchants with Europeans. Leading position among modern many languages that do this function today certainly belongs to English. "Historical past" label of Lingua Franca, used to denote special language form, can not be considered fully repressed its modern representation.

The research methodology includes the methods of survey and questionnaire in the study of English as a Lingua Franca in higher education of Azerbaijan, as well as description, comparison; experimental material was obtained by the method of continuous sampling of the sources from Internet and libraries using a cognitive approach.

Key words:

English, Lingua Franca, higher education, Azerbaijan

CONTENTS

INTRODUCTION

The actuality of the subject. Intercultural communication in the history of linguistics, as well as the study of English as a Lingua Franca, always attracts attention with its actuality in modern times. Therefore, scientific research, scientific-theoretical research and analysis of this field help us to address the communicative issues of the English language as a Lingua Franca. After obtaining the state independence of the Republic of Azerbaijan, the spiritual and cultural values of our people have been revitalized and restored. One of the main tasks facing the states during today's globalization is intercultural globalization.

The recent years, we live in, are now called the epoch of postmodernism, which is related to the processes taking place in the field of intercultural communication. The concept of postmodernism is almost new in Azerbaijan. A number of events dedicated to English are being held at the republican level. A number of research works and articles have been published abroad.

The diversity of scientific views once again proves that the study of English as a Lingua Franca is rather complicated. English as a Lingua Franca plays an unreplacable place both in oral and written speech, as wellas in spoken language. In this relation we agree with the views of the authors who regard English as an international language of communication.

In the world of linguistics comparative study of English as a Lingua Franca and related problems are considered one of the crutial issues that attracts the attention of the scientists. At present English both as a Lingua Franca and thelanguage of international communication still remains one of the disputable issues in lingusitics. That's the very reason of its analysis on the basis of evindences from the point of view of science.

The subject of the reserach. The subject of the research constitutes the view of English as a Lingua Franca as an integral part of globalization in intercultural communication in the World.

The object of the research. The object of the reseach constitutes the study of English as a Lingua Franca in higher education system of Azerbaijan.

The aim and tasks of the research. The aim of the research is the complex analysis of English both as a Lingua Franca and as one of the elements of intercultural communication. It mainly includes the study of linguistic features, forms and functions of English as a Lingua Franca. In order to achieve this goal, the following tasks should be implemented:

- to review scientific literature on the issue discussed;

- to describe the main features, forms and functions of English as a Lingua Franca;

- to analyze the methodology of the study in English as a Lingua Franca in higher education of Azerbaijan;

- to give the results and discuss the obtained results of the study according to the methodology.

The novelty of the research. The study is dedicated to the study of English as a Lingua Franca in higher education of Azerbaijan. It also includes the following issues discussed in the research: the literature review on the discussed topic, forms and functions, linguistic and extra-lingusitic features of English as a Lingua Franca that are studied and analyzed for the first time in Azerbaijanain lingusitics.

The theoretical and ptactical significance of the study. It has developed and scientifically based on the implication of English as a Lingua Franca in teaching in higher education of Azerbaijan.

The practical significance of the study lies in the fact that a methodology has been developed for the study of English as a Lingua Franca in teaching in higher education of Azerbaijan, contributing to the intensification of student training; the system of psychological and pedagogical diagnostics of the quality of the educational process has been determined; in the process of studying, the subject introduced multimedia tutorials

and the Internet. The dissertation materials can be used in the process of teaching the English language in higher educational institutions of the country.

The recommendations of this thesis can serve as a good help to improve the quality of teaching English in the universities of the Republic of Azerbaijan.

Reliability of the research. It is ensured by the methodological and theoretical validity of its initial positions, the use of a set of interrelated research methods that are adequate to its purpose, object, subject and tasks, personal experimental work of the author; step-by-step qualitative and quantitative statistical analysis of the data obtained and the representativeness of the materials under study.

Methodological basis of the study. The theoretical and methodological basis of the research is the pedagogical provisions on the study of English as a Lingua Franca. To solve the set tasks, the following research methods were used:

- analysis of educational and methodical literature;

- synthesis of theoretical and empirical materials;

- modeling;

- generalization of advanced and foreign pedagogical experience of introducing English as a Lingua Franca in higher education of Azerbaijan;

- surveying, questionnairing and observing students and teachers;

- pedagogical experiment (stating, forming);

- observation;

-mathematical processing of research results.

The basis of the research served Azerbaijan University of Languages, School of Teaching English as a Foreign Language and "SABAH" groups.

The main stages of the study.The study was conducted during 2016-2018 and included three interrelated stages:

1.   At the first stage (2016-2017), the state of knowledge of the problem was revealed; developed scientific research apparatus; clarified the concepts of "English as a Lingua Franca"; revealed psychological and pedagogical conditions for the study of

English as a Lingua Franca in the learning process in higher education of Azerbaijan as a model; criteria, indicators, possible levels of formation of the studied components were developed; studied the initial state of the study of English as a Lingua Franca by adult learners in the process of learning the English language at Azerbaijan University of Languages; revealed the forms and functions of English as Lingua Francaas a communication competence of English teachers; developed employment plans using information and communication technology tools; determined the content of experimental work.

2. At the second stage (2017–2018), experimental work was carried out to verify the study of English as a Lingua Franca and identify its effectiveness, the data were processed and interpreted based on analysis and synthesis.

3. At the third stage (2018), the results of experimental work were systematized and summarized, recommendations were made, general conclusions of the research were formulated, and presented in the form of a dissertation work.

The structure of the work. The thesis is compiled of "INTRODUCTION", four chapters, "CONCLUSION", and a list of references. The dissertation included several tables describing the statistical results of the survey obtained from the students of Azerbaijan University of Languages.

The first chapter of the research describes the theoretical principles of investigation of English as a Lingua Franca. This chapter gives a full description of the English language as a global language, as well as describes a brief overview of the history of the English language. Another important issue discussed here if an integrative role of English as an international language and English as a Lingua Franca. The author also gives specifities of English as a Lingua Franca.

The second chapter studies the forms and functions of English as a lingua franca. The author revealed several forms of this type of English, such as IVE (Institutionalized Variant of English), IEL (International English Language), Globish, SE (Standard English) and so on. In addition to the forms several functions of this language are

described in the study. English as a lingua franca can function in various social and everyday lifa of people. One can come across with Business English, Political English, Basic English, Globish and others.

The third chapter describes the methodological basis of the research. The case study was conducted at Azerbaijan University of Language, School of Teaching English as a Foreign Languae and "SABAH" groups. All the respondents were Azerbaijanians, as foreign students do not study in these groups. The respondents were administered a survey and a questionnaire according to the qualitative and quantitative methods of study. As well as observations were made in these groups with the permission of the teachers. Some notes were taken during the observations.

The forth chapter states the results of the study and gives the discussed of the obtained results. According to the results of the survey, the relevant knowledge was obtained from students about their awareness of English as a lingua franca. The qualitative result of the questionnair proved that most students are not satisfied with their pronunciation and speech. They feel themselves awkward among native speakers of English.

In conclusion the author summarizes the main pints of the study and comes to a conclusion that English as a lingua franca should be included in the programs or taught in high education institutes of Azerbaijan.

Finally, a list of references includes the resources mainly obtained from the internet and scientific journal of Azerbaijan University of Lnaguages and libraries.

I CHAPTER
THEORETICAL PRINCIPLES OF THE STUDY IN ENGLISH AS A LINGUA FRANCA

1.1. On the Emergence and Spread of Global English.

In sicentific literature after the mid of the XX century for the explanation of the signigicant processes occurring in the world, the term "globalization" (fr. qlobal – general, common, lat. qlobus – circle) was first known to be used in 1967. In modern notion, "globalization" as a term was put forward to circulation in 1980 and accepted by intellectual elite (layer).

The emergence of the term "globalization" is connected with professor Theodore Levit. He first mentioned this term in his article "Market globalization" published in the journal Harvard Business review 1983 where he wrote about the phenomenon of correleation of different products produced by transnational cooperations. After gaining academic notion, the term "globalization", American sosiologist R.Robertson played a great role in its spread all over the world [102].

Being a mutual impact on people, cooperations and firms and integrative process, it is rapidly spreading due to international trade, investing and information technologies. This process also affects the environment, economic development and prosperity, as well as political systems, as well as culture, education and the well-being of the individual in society. The constant contact with the world creates the need to be aware of the culture, language and religion of other nations. The followings are an indication of the effectiveness of the world's immediate impact on globalization:

- First of all, it should be noted that the number of participants in international seminars and conferences grows substantially.

-The Internet is another means of influencing the world of changing languages.

-New information world also requires new skills in people.

-In the globalizing world, one of the key qualities required by foreign language carriers is their high rhetorical abilities.

Thus, we would like to conclude that globalization has an impact not only on the environment, economy, political systems, but also on culture, language, and education. Globalization has gone through three main stages. The first stage began in the second half of the 19th century. At that time, the UK made a decision on free trade and resulted in geographical diversification of markets. The second phase was related to the liberation of financial and human movements after the Second World War. The third stage, the true globalization stage, was the result of the global product development and information network formation through the revolutionary invention of the computer in the 1980s [2, p. 134-135].

Some sources provide information about the different languages of the various European languages at different times. In antiquity, Ancient Greek has been a long-standing international language. The Latin language, which everyone now considers dead, has been the language of major trade, politics and cultural relations for thousands of years. Apparently, the weakening of these states has led to certain changes in recognition of their language as an international language, and over time, these languages have given their place to the native state of a more powerful state. Thus, the Spanish language in the XV-XVII centuries, the French language in the XVIII century, in the XIX century the leading language was the German language, distinguished by the work of its scientists in the development of science and technology. However, since the end of the 20th century, English has become more important as an international language. But what is the development of English in Azerbaijan in the context of globalization?

The native language means the existence of every nation. At present, every nation is trying to protect its mother tongue from alien influences, assimilation, as one of the

main conditions for protecting ethnicity, national identity and national heritage. Prominent Russian writer K. Ushinski said: "If you take away the wealth of the nation, the people, the nation will die away. But if you take away your mother tongue, that nation will perish, and nothing will be left to it. "Although our people have been subjected to various influences throughout history, they have protected and enriched their identity, wealth and purity, although the English language, which is the main requirement of the time, is affecting our culture of speech. The technological advances and technical development have a strong impact on the formation of the new generation.

Why is there so much interest in English? Because English is the key to the treasury of world science in our time. Today, Azerbaijani youth learn English and lead to future generations. Indeed, many linguists of Azerbaijan have already opened this page for us.

The English language serves the development of foreign relations in our country, the steps to advance in the field of culture and economy, in particular, the development of the education system. Today, we find more commonly spoken English words. If the use of Russian words in our language was normally met during the rule of the 70-year Russian empire, today the English language has somewhat aggravated the Russian language by compressing it. The main reason for any language being transformed into the international language is not how many people speak that language, but on how economically, politically and militarily they are. As we have noted above, the language of countries with strong statehood and strong policy can transform into an international language. English is the official language of the Great Britain, America as a giant state that has been loyal to its customs and traditions for many years. In addition, in colonies that England occupied in the world in different years, they regarded English as the second official language after their mother tongue, and some of them even declared English as their official language.

Indeed, the extent to which English is transformed into the global language today is surprising. We are often faced with advertisements and newspapers in English,

regardless of where we all are. The presence of television broadcasts in English is not surprising. Many countries prefer English as their foreign language in their educational systems. The most famous films are shot in English and are watched by the whole world.

Speaking about the future of English, half of the world's population speaks English by 2015. It is likely that in the next decade, two billion people will begin to study English, and about three billion will be able to speak freely in this language. It should be noted that the spread of language at such a speed can lead to the destruction of other languages. Because native speakers of this language know English better than those who learn it as a second language, and the adoption of some English as the language of globalization creates the basis for Britain to be in the upper layer of the political, economic, educational and cultural areas compared to other countries. But nothing in life is everlasting, and everything that begins is ending one day. How will the fate of English be in the near future? It is difficult for us to answer this question specifically.

According to David Greddol's "Future of English Language", rapid development of the English language will be ahead of 2050. D.Greddol, who has worked in this area for over 25 years, notes that he compiled this calculation in accordance with a special computing model based on the results of the English language teaching survey. According to this model, "it was possible to calculate the number of students learning English until 2050. It is reported that the number of English speakers in 2050 will drop from 3 billion to 500 million" [57, 45].

Thus, the spread of this language throughout the world will lead to the future of the majority of the world's population being bilingual and even multilingual. However, it should be noted that English is weaker in studying foreign languages than other nationalities. Hopefully, in the future, our native tongue Azerbaijani language will be included in the list of international languages, preserving its ancient history, preserving its history, as well as the further recognition of our nation, our language and culture among the countries of the world.

1.2. A Brief Overview ontheHistory of the English Language.

In modern times the English language has been transformed into the language of political negotiations and business. The main scientific and medical investigations are also conducted in English. According to international agreements, the guides working on the aircraft should know English. The most widely spoken language in South American and European schools is English. In the Philippines and Japan, children start learning English from their youngest age. English is the official language of more than seventy-five countries, including Britain, Canada, the United States, Australia, and South Africa.

In countries, where different languages are spoken, often English is the official state language to interact with one another. India is a good example. English is a common language for everyone, for over a million people speaking 24 different languages.

Where do the roots of English come from? What makes this language so widely spread? To answer these questions, we must tour from the Black Sea to the northern regions five thousand years ago in the south-eastern part of Europe. Experts say that people in this region speak proto-indo-european language. This language does not exist anymore and therefore, experts do not know how it sounds. But on the basis of most European languages, it is precisely the Proto-Indian-European language. This includes ancient Greek, German and Latin. Latin is no longer available as spoken language. However, modern Spanish, French and Italian originate from Latin. Ancient German is the basis of one of the languages that led to Dutch, Danish, German, Norwegian, Swedish and English languages [56. 59].

English originated several hundred years ago as a result of invasion of the British Isles. The occupants settled in the area along the northern coast of Europe. The first occupation was carried out by the Angles thousand five hundred years ago. Angles were

members of the German tribes who passed the English Channel (La Manche). Later, two other members of the tribe moved to Britain. They were eighty and sixty. These groups met war in the UK for several thousand years. The war between the Celts and the invaders began. In these wars, the vast majority of the Celts died, and most of them turned into slaves. Some of them later moved to Wales. For many years, the Anglo-Saxon, or Old English, has been formed as a result of the mix of languages spoken by the Saxons, Angles, and Yuts.

It is difficult to understand Old English. Only some experts can read samples of the oldest form of English. There are few examples of this period. This is a heroic poem "Beowulf" dedicated to the king. The researchers say that poem belongs to the VII-VIII centuries. The author of the poem is unknown.

About a thousand years ago, Britain was again invaded by the Vikings from north. The Vikings from Denmark, Norway and other northern countries wanted to expand their trade routes and find slave markets. They were strengthened in some areas and created temporary bases. But later, some of these bases were reinforced and turned into permanent settlements. The Vikings also settled in Britain. A number of words in English today are taken from the Vikings. For example, words like "sky", "leg", "egg", "crawl", "lift" and "take" come from the ancient languages of the northern peoples.

In 1066, Britain was subjected to another invasion. In the history it is called Norman occupation. William the Conqueror was leading these occupations. Normans left Normandy in northern France and they were British rulers and spoke French for several hundred years. At that time, educated men spoke French, one of the most important languages. The language of ordinary people, as before, was Old English. There are many words in Old English borrowed from French. For example, words like "damage", "prison" and "marriage" have come from French into English. In English, a number of laws and government-related words came from French. These words can be cited as "jury", "parliament" and "justice".

The French language used by Norman kings had a great impact on the English

language spoken by people eight hundred years ago. In the history of language, experts call this period Middle English. Over time, the normal people could no longer speak the actual French language. Their language was a mixture of French and Middle English.

The average English language resembles modern English, but it is difficult to understand now. There were many written monuments of that period. However, the most prominent work of the English literary language at that time was written by poet Jeffrey Chosser, who lived in London in the 1400s and wrote "Kenterberry Stories". The work was written in the form of a collection of poetry from different folks while traveling the cities of Kenterberry.

English experts consider Jeffrey Chosser is the first great poet of English. They say that Chosser's "Kenterberry Stories" can create a true picture of the lives of people in Britain at that time. The subsequent periods are translated into modern English by developing Middle English which led to New English that's spoken now all over the world.

1.3. The Integrative Role of English as a Lingua Franca.Specificity of its Study.

The globalization process of the modern world covers all aspects of our lives: politics, economy, culture and education. For some reasons, these processes have become a global tool for English communication. According to well-known British linguist David Christal, "there are currently around 1.5 billion English-speaking people all over the world. English is the official language of such international organizations as UN, UNESCO, NATO, WTO and others. English language scholars have become a tool for this. 2/3 of the world's English-language scientific publications and 28% of books are

published worldwide; 3⁄4 of English world-wide correspondence is conducted in English" [41, 112].

English as the language of international communication, in its turn, replaced the Latin language, and then replaced the French language. In Asian countries, as we know earlier, Chinese and Arabic were used as international languages, and now they have replaced the English language.

There are several reasons why the English language has become an international communication language: historical, political, economic, informational, cultural, lingual and educational. Its history belongs to the British colonial past (from the 15th century), which spreads its influence in the world. Political-economic reasons are related to the strength and influence of the United States and Britain. According to Christal David, English takes a second place in the world after the American dollar [41, 124], and this is a case of preference, modernity and high pay. Information has turned English into a connecting language, and now it is possible to talk about the events as information changes. All events, such as academic stability, scientific information exchange, the Internet require the only communication language, English.

Cultural causes establish acquaintance with other cultures and the spread of their culture and development of tourism. When contacted with literature, namely the creation of non-native literary literature, the English language has become a means of ethnic identity, because if you want to talk about yourself and your culture, you should speak in a language that is understandable to many. The linguistic causes of the spread of English in the world are controversial, not every linguist accepts it. Speaking about the linguistic causes of the globalization of the English language, its etymological tendency and its relatively simple grammatical structure are considered. Today, it is striking that the number of people who speak English is quite high, though it is not their native language. So, we are stepping into the epilogue of "linguistic revolution" or "global bilingualism" [18, 37].

This is the ability to communicate in two languages where the individual can not have the same level (native - many, but not in all areas of activity). According to David Gredol (2006), "only 4% of world communication in English is carried out among its carriers, 12% of the communication is transformed from English to other languages, 10% from English to English and 74% is used as the language of communication" [57, 60].

It should be noted that "the number of Chinese-speaking people today exceeds the number of English speakers in the United States and Britain. Taking into account the population size and the tendency of Asian countries to study it, linguists have strongly pointed out that the future of English depends on the development of Chinese and Indian versions of English" [57, 35].

"In Manila, the International Conference (Fillipin) was announced in English in 1996 (English is an Asian Language), because 90% of international organizations in the Asia-Pacific region have their own documentation in English" [47, 85]. Thus, the English language has been interpreted as a communicating language that is used as a mediator language for communication in Asia, and especially in economically developing Asia. Currently, the dissemination and development of the English language has become a prelude to the research of many linguists, and their efforts have led to the emergence of the theory called the World Englishes, which has identified most of the same English versions of different peoples used in different cultures.

"Several schemes are propagated for the convenience of the taxonomy of these variants, and most well-known Indian-American scientist V.V. Kabak considers the theory of concentric rings" [57, 37]. There are three options: English as a native language (UK, USA, Canada, Australia, New Zealand): English as the second official state language (India, Singapore, South Africa, etc.) and English as a foreign language (Russia, China, Japan, Korea, etc.), which are taught in educational institutions and widely used as a foreign language. The countries of the first rings (internal, according to Kachruya) dictate their norms, though they differ slightly from each other and the

countries of the third (expanding) ring; in each case, the countries of the second (foreign) state tend to create their own norms. Although the countries of the third ring are based on foreign norms, especially British and American versions of English, but their variants have certain characteristics that consider the communication of cultures and languages. This feature refers to all layers of language: phonetics, grammar, lexical semantics, discourse, and verbal and written communication [27, 216].

Successful communication in the transmitter's language and its twisted transformation to Larry Smith (Smith 1992), requires three conditions to be fulfilled: 1) the exact meaning of the form; 2) the meaning of words (understand) and (3) the essence of the situation, the speaker's outline, the essence of the cultural background and meaning.

The adoption of the Asian version of the English language is often a hindrance to translation, which has no connection with Korean, Japanese. Different typological structures and writing systems in English and eastern languages are both oral and written. The main issue is that the phonological features of the Chinese and Korean are the deaf and cynical wagons, and therefore, its variants of a phoneme, that is dependent on the position of deaf and cuneiform vowels in Korean and Chinese, often replace each other.

English as a lingua franca (ELF), that is, as a means of international communication, emphasizes content, not form. For example, They should be here, isn't it? There are a lot of such examples. English has become a global lingua franca in the 21st century. A quarter of Europeans for whom English is not native can speak, read, watch and listen to the news. We hope that the CIS countries statistics is not worse. What do you think? Share your opinion in the comments! Now in communication of non-carriers, many deviations from the norm of the language occur. Based on the concept of ELF (English as a lingua franca), in communication, the main thing is not form, but content. And the most important thing is to convey information and be understood. Moreover, no one will argue with the fact that the

language does not stand still, but is constantly changing. Changes are happening right now.

There are many guesses about what mistakes will become the norm in communication in the future. Here are some examples:

1. Incorrect use of articles. - She is good woman. // Did you like it?

2. Incorrect use of prepositions. - I like listening pop music. // I study in school.

3. Incorrect agreement between the subject and the predicate. - He don't mind waking up early. // I saw you yesterday, you were at the party!

4. Omission or misuse of the auxiliary verb. - You want a cup of tea? // Are you agree?

5. Wrong word order. - Who made this soup? This soup cooked my mum.

And something, alas, is the norm today. What do English learners do now? articles are often omitted; confuse the use of who and which; use the infinitive instead of the gerund; do not change the question tags: isn't it? or aren't you? for all faces and times: You did it, isn't it? do not attach great importance to correct pronunciation; abuse the words do, make, put, take and make up with them all sorts of phrases: take operation; lower the ending -s in the third person.

What will be the English language in 100 years? We have compiled a selection of the most interesting guesses. More so-called "language mixtures" will appear, such as: Spanglish, Singlish, Runglish, Denglisch, and so on. Online translators, such as Google Translate, will sooner or later replace live communication in international companies. American English will still become the dominant variation of English. Proper spelling of words will lose its meaning. A spelling mistake will even add a touch of humor or show belonging to a certain social circle or society. Punctuation marks will be dropped or even change their functions: an exclamation mark can mean both an apology, and gratitude or consent. Words written in small letters will convey discontent or anger.

More acronyms, abbreviations and, of course, emoticons will appear. Hooray! Give us more!What is "Globish"? What language do we use at the airport, supermarket, restaurant, hotel ... and all this in another country? We think the answer comes to mind almost instantly! English. Of course, if you spend your holidays in Italy and can speak Italian, there are no problems. However, most of the citizens of the CIS countries are more familiar with English, which we often call the language of planetary civilization.

Many people spend months and even years trying to learn English, which only at first glance may seem easy and understandable. Still, it is necessary to recognize that everyone has different abilities and the so-called "language predisposition".Many have heard about Globish, someone has no idea what it is. But despite this, "globish" has already managed to become a world language, which people speak all the time and everywhere. The conversation in the Globish language can be easily heard at the airport, where representatives from various countries are most often met. But native speakers of English will not understand what this conversation is about and, most importantly, in what language. It is curious that the inventor of the Globish himself, Jean-Paul Nerrier, does not recognize in him the real language and says that "language is a means of culture.

A "globish" is the only means of communication.Thus, we can safely say that "globish" is a light version of the English language, in which everyone is able to express. After all, it is much easier and faster to learn it than English. There are only one and a half thousand English words in it, various gestures and repetitions are actively used. But there is no grammar at all, or it is maximally simplified. it?

The main meaning of "Globish" is to achieve understanding. Actually, if you do not threaten to use a foreign language at work, what else do we need, if not just to be understood?

Another version of the Globish language was created by Madukar Gowgate, who also attempted to simplify English. This version of the language is simplified (but not exactly for an English speaker!) By spelling and pronunciation. For example, the saying

"A friend in need is a friend indeed" in "globishe" will be written like ... "e frend in need is e frend indeed".

The Globish has another very curious analogue, created by the Voice of America radio station in 1959 specifically for non-English-speaking listeners. It differs in about the same meager lexicon, as well as "Globish", using short sentences and slow speech speed.

It will not surprise anyone that Globish is vehemently criticized by linguists who consider it to be the same artificial language as, for example, Esperanto. Nerière claims the opposite, calling the Globish natural language. In addition, he is also accused of cultural imperialism, because only one English was taken as a basis. In modern interpretation, "Lingua Franca" is the most frequently used term to denote a special sociolinguistic category, a functional type of language, which is used as a means of communication by the speakers of different languages in certain areas of interaction. Leading position among modern languages that perform this function today, of course, belongs to English. [88, pp. 27-48.]

The most common controversial ideas about ELF (English as Lingua Franca) are that it is an imperfect or simplified language that generates errors" [64, 5] . In reality, it only has a form different from EMT (English as a Mother Tongue) and serves other functions. The studies of ELF, the contact language of international communication, are based on the fact that English is not owned by native speakers who constitute a minority among all its users. ELF is a more universal and democratic form of interethnic use [64, 15].

When using ELF in communication, including intercultural and inter-ethnic communication, the main goal is the effectiveness of communication, and not following the correct grammatical forms. Consequently, ELF is not an established model of communication, but a dynamic means of communication, experiencing constant changes that can be the subject of various linguistic studies. The concept of English as the language of Lingua Franca implies describing it from two points of view: it can be

viewed as a function and as a form. In the first case, the question is raised as to who, under modern conditions, can be considered a native speaker (who owns the language), and who is its only user. In the second case, it is very important to describe a genuine speech product, which is not always built according to the rules and regulations of the standard version of the English language. As you know, English has evolved such a process as globalization that could not but influence it. Firstly, this implies the expansion of anglo-american culture, and secondly, the impact on English, as the language of international communication, host languages and cultures.

It should be noted that since ELF is used by speakers of different languages, it is inevitably influenced by the native language and culture of the speaker't both the phonetic and lexico-grammatical level, each using ELF as a means of communication adapts it to their own needs, taking into account the structure of the native language and own culture. Speakers do not have a special need to adhere to the language and cultural norms of native English speakers, since communication often takes place without their participation. Researchers identify the following features of ELF: 1. Lexical and grammatical:

J. Jenkins distinguishes the lexico-grammatical characteristics of English as a Lingua Franca in a separate group, and they are as follows:

- the tendency to omit the ending -s in verbs in the 3rd person in the present tens

- he do it, she wish to see you;- interchangeability of the relative pronouns which and who for things and which for people;- the use of nouns that do not have a plural form in standard English, in the plural - knowledges, advices;- confusion in the use of definite and indefinite articles and omission of the article;- misuse of tag questions (for example, isn't it? Or no? Instead of shouldn't they?; You're very happy today, isn't it?) [63].

R. Smith in his work is based on the opinion of B. Seidelhofer [85, 209], who added the following characteristics to this group:

- use only the basis of the verb without adding the ending –ing in the following structures: -using subordinate clauses with that instead of infinitive constructions: "I want that you visit us";-excessive clarity (redundant explicitness): "black color" instead of "black" [87].

2. Lexical:One of the main characteristics of the English language is its ability to borrow lexical units from a huge number of languages.

B. Seidelhofer presented a list of the most frequently used verbs in the European variant of ELF, used as notion verbs: have, do, make, take and put [85, 209].

In many cases, the use of have verb in the European ELF is classically correct, but there are many examples of not quite appropriate use of this verb from the point of view of native speakers:I would like to follow your question.I think it's a good idea. Thus, it becomes clear that speakers of the European ELF prefer certain universal verbs, avoid complex structures and uncommon words.

2.   Phonetic:Phonetic features of the English language as Lingua Franca must be taken into account in such a way that to ensure intelligibility of speech. J. Jenkins in the book "A resource book for students" [65, 9]states that certain substitutions of sounds [θ], [ð], solid [l], as well as pronouncing sound [r], regardless of its position in a word (rhotic 'r') in English as Lingua Franca is quite acceptable, since it does not change the meaning of the word (do not interfere on intelligibility). The following examples show that regardless of whether the sound is pronounced [r] or not, the meaning of the word remains unchanged: department, party, pooper.

The adequacy of speech perception is not affected and, therefore, the following phonetic features of English in the function of Lingua Franca may be acceptable: - separation in the word consonants standing side by side with vowels ("product" as "peroducuto" in Japanese English), and also adding vowels to consonants at the end of the word ("luggage" as "luggagi" in Korean English) [65, 9];- features of coherent speech, such as assimilation (his daughter [hɪz], don't be silly [dom b sillə] [89], weak

forms; weak forms (but [bət], tell him to go [tel m tə gəʊ], I would like some fishand chips [a wəd laık səm fıʃ ən tʃıps] [89].

However, in order to ensure efficient and understandable communication, the following rules should be followed:

- take into account the difference between short and long vowels in words such as "live" (live) and "leave" (leave); "bit" (bit) and "beat" (to be); - "The dog bit the man" [87].

- use aspiration in sounds [p], [t] and [k] to distinguish these sounds from sounds [b], [d] and [g].- pronounce the sounds at the beginning and in the middle of the word: promise, string [87].

Perhaps a disturbing fact to the native speakers of English is that these days no one owns the English language anymore. It is possible to declare that every speaker creates his/her own variety of English. Based on this fact, determining linguistic features of ELF proves to be challenging, as each and every person transfers elements from their native language into English. There are, however, some frequently used forms that differ from the forms of the Inner Circle and that hold a high probability of appearing repeatedly among the ELF-speakers.

ELF linguistic features of grammatical kind can be a cause of grammatical rules of the speaker's native language, being transferred onto English or of a distinct grammatical rule of English being misused or omitted due to putting emphasis on the content and not as much on the form. If such features can be marked as mistakes, it is arguable. Nowadays these features would be rather interpreted as specific features of an independent variety of English occurring among the non-native speakers of English. In her "VOICE research" (Vienna-Oxford International Corpus of English) Seidelhofer focused on the lexicogrammatical features of ELF and discovered typical following features: 1. Omitting the 3rd person singular –s in the present tense, 2. confusing and incorrectly using the pronouns who and which in the relative clause, 3. Misuse of definite and indefinite articles (using a definite article where there should not be one in

Standard English and not using one where there should), 4. overusing prepositions where they are not needed (such as in We have to study about... instead of We have to study...), 5. Using incorrect forms in tag questions (such as in isn't it? instead of shouldn't you?), 6. Overusing certain verbs with a very general meaning (such as do, have, make, put, take), 7. Using that-clauses rather than infinitive constructions (as in I want that), 8. Putting too much stress on exactness (as in black colour instead of black)

Every non-native speaker carries a distinctive pronunciation that most probably differs from Standard English. To ensure an intelligible communication between non-native speakers, the speakers sometimes need to adjust their pronunciation in order to achieve mutual understanding. In what ways and to what extent the speakers adjust their pronunciation is known under the term "accomodation".

In the last years many linguists have been actively conducting research in order to identify phonological features of ELF. Every non-native speaker of English figuring in ELF has its own unique accent that might in some way portrait his/her mother tongue pronunciation. If this unique accent of the speaker often complicates the communication asked the author of this thesis in her research. As there is a huge number of these speakers having their own unique accent of English, it is impossible to establish a characteristic accent of ELF and for that reason no such accent has yet been codified.

Based on the above study, it is possible to make the following conclusion that these features, while not being mandatory, are considered acceptable, and not errors, if they do not interfere with speech perception. Those who speak European ELF prefer certain universal verbs, adapt English phonetics to the phonetics of the native language, avoid complex grammatical structures and uncommon words. The way to use English as a language of international communication largely depends on the specific situation of its use.

Currently, one of the most pressing and controversial issues in linguistics is the question of the international language of communication. On the one hand, the answer to this question seems to be unequivocal: of course, this is English, but, on the other hand,

it is unclear which of the varieties of English to be considered the most universal language of international communication. About 380 million people speak it as their own, and, perhaps, for two-thirds of them English is a second language. About a billion are studying it, and it can be foreseen that by 2050 about half of the world's population will more or less freely express themselves on it. It is the language of globalization, international business, diplomacy, politics, and it is the Lingua Franca of computers and the Internet.

Methodical science is now faced with big tasks that should develop the goals and means of teaching foreign languages under the new world order. The English educational process, which is often recommended to be considered as a model, is largely popular now, thanks largely to the tutorial system. Its core is the medieval tradition of disputes and the tutor acts rather as an adviser, helps to develop logical thinking and understanding of the information that the student receives during lectures or visiting the library. Quite naturally, many English terms from linguodidactics have entered the terminological base of many languages.

For example, co-teaching and team-teaching — when two teachers and assistants work simultaneously in a class, both teachers are responsible for the differentiation of educational planning and the implementation of the pedagogical process, for the assessment of student performance, and also for the guidance of the class. The study of a new topic usually ends with a project work. In the process of working on projects, knowledge, skills, and skills acquired in training sessions are activated, as well as some research skills are acquired, personal qualities are developed, in particular, methods of mental activity. Brainstorming - expressing spontaneous proposals, ideas, tips on a given topic, which are the basis, support for further more thorough discussion of the topic.

Brainstorming is best carried out in a group, since suggestions and ideas may conflict and cause new ideas. Credit-points (loans) - a pan-European system of accounting for students' academic work during the development of an educational program or course. In practice, the credit system is used when students move from one

educational institution to another throughout the European Union and other European countries that have adopted this system.

In the program documents of the European Commission on new multilingual development strategies (A new framework strategy for multilingualism), a set of effective new teaching methods that are consciously used by foreign language teachers is referred to as good practice (German term tracing paper - gute Praxis). Initially, this term was used in the English-language economic literature and called the production process proceeding as quickly as possible, with small energy consumption. The European Commission defines multilingualism as "a person's ability to use several languages and the coexistence of different language communities in the same geographical area. Speaking of multilingualism, the Commission's policy has three objectives:encourage language learning and the development of linguistic diversity in society; promote a multilingual economy; provide citizens with access to European Union legislation, information in their native languages" [44].

To be able to understand and communicate in more than one language has already become a reality for many people around the world and is a necessary life skill for European citizens. Knowledge of several languages contributes to a more open society and understanding of different cultures, improves cognitive abilities and strengthens as lingua franca language skills. Understanding the culture of another people is possible only through the study of a language that reflects this culture, which is why the European Commission is against the study of artificial languages, since there is no national cultural component in them.

In March 2002, at a meeting in Barcelona, the heads of state and government of the European Union determined that "at least two foreign languages should be learned from early childhood" [31, 27]. The Commission's long-term goal is to increase the multilingualism of each individual, so that every citizen has strong practical skills in at least two foreign languages in addition to his mother tongue. Of course, when we speak about learning a foreign language, we primarily think about English.

The two largest national varieties of English when viewed in the historical sense, by the number of speakers of this language, by the influence of this, of course, are the English language of the United Kingdom and the United States, that is, British English and American English. Together they recite over 400 million speakers. Obviously, there are variants of the English language, which are quite different - Canadian, Australian, New Zealand, Indian, English South Africa, etc. In addition, each of these options has a sufficient number of local dialects that are completely incomprehensible to native English speaking countries. But English is also (or was) the state language in various parts of the world: in Europe (Gibraltar and Malta), in Africa (Cameroon, Kenya, Madagascar, etc.), in America (Falkland Islands, Jamaica, Trinidad and Tobago and others), in Asia (Bangladesh, Pakistan, Sri Lanka, Singapore, etc.). This fact is often played up in the cinema when a translator is invited to translate what the Briton says to an American, for example from Newcastle, although both are native English speakers.

English also plays an important role in many other countries of the world as a language of commerce, culture, as a technical language, and this circle of English speakers is only expanding. But, despite its huge geographical coverage, English in all its main national variants remains surprisingly lexically and grammatically homogeneous. English, of course, is one language with two main national variants: British and American.

It is obvious that British English has long been known as the more prestigious. His authority is undoubtedly based partly on the fact that it was the language of the former British Empire, and partly on the unfading glory of great English literature, as well as on the fact that it is the language of one of the oldest monarchies. Even the Americans, who, on the one hand, with irritation perceive the ariacracratic accent, on the other hand, cannot but give them their due, recognizing that standard British English is somehow better than their native version. Such relations between the British and American versions are reflected in art, for example, it is worth recalling the journeys of

Jeeves and Worcester (characters of P.G. Wodehouse) to America. The main conclusions are the presence of contradictions in literature. It is recognized that most people learn languages for practical reasons.

The fact remains: there are many reasons for declining the choice of the English language, it is still the best means of communication. Today, from an international point of view, a person who cannot speak English is in a disadvantageous professional position, knowledge of the English language has already become a natural competence of specialists, and if they speak some other languages, this adds to them the need for labor market.

In contrast to the French invention of Globish, there is a professional approach to the English language as to the Lingua Franca, which the British Council adheres to. It proposes a methodology for learning ELF (English as a Lingua Franka), analyzing the needs of students, the necessary points for studying and the main difficulties that they will have to face. For example, English pronunciation - to what extent it is necessary to work on it. It is necessary to determine the purpose of studying English: if a student wants to study or work in an English-speaking country, then for successful integration, it is necessary for him to have a speech as close as possible to native speakers'. You can often hear the stories of Russian specialists who left for work in Canada, who in Azerbaijan attended English language courses. However, when they tried to speak with the residents of Canada, it turned out that no one understood them, and they had to attend language courses and work on pronunciation. Unfortunately, in our country, in teaching English, the focus is on fluency, and the phonetic component is forgotten.

If students are going to use English as a Lingua Franca (ELF), i.e. the language of communication between speakers who do not have the same mother tongue, then it is necessary to determine which cpesificities of pronunciation are most important for their speech clearly and comprehensibly.

J. Jenkins in his bookThe Phonology of English as an International Language collected data on the pronunciation features that caused the greatest difficulty in

communicating with her multilingual classes. In the study, she compiled a list of phonological priorities in ELF context and called this list Lingua Franc Core (further - LFC). There are four main fields that students should focus on in order to speak phonetically correctly and clearly:

1) most consonant sounds;

2) positional changes of consonants (assimilation, accommodation, reduction), simplification of the group of consonants (simplification refers to a situation when it is better to add an extra sound than to skip the necessary one, as in, for example, helped [helpt]. [ə] between p and t than skip one of these consonants.);

3) semantic distinctive vowel length;

4) phrasal stress [66, 45].

This does not mean that only these main points should be taken into account when teaching listening skills. It is obvious that students should also be aware of the features of coherent speech in English. But in the course of learning ELF from students do not expect this. A certain number of peculiarities of a pronunciation is an accent, and it is impossible to imagine in the synchronic description of phonetic changes occurring in the English language that a huge number of regional and social accents of the language could be described in relative isolation from each other. Suggestions for overcoming this problem are described in this chapter. Indeed, many people use English as a global medium of communication, and only a few of them are at a high level, given all the subtleties. This can cause the greatest harm to English, and not to the native language of those who use English as a means of international communication (because it will lead and already leads to a distorted version).

However, if a person makes an effort to learn to speak English correctly, it becomes a very convenient way to communicate - without English, it is impossible to contact with representatives of different countries. And if you learn English properly, it will not only distort the native language, but, on the contrary, will lead to an increase in respect for your own language, since people who are fluent in English (or any other

foreign language) are also a careful choice of words and grammatical constructions when they speak their native language.An intelligent person can decide himself when to use his native language correctly, and when it is better and more convenient to speak English. As for the movements of "protecting the language," they probably make sense only if linguists are engaged in this, and the goals of the movement do not serve extremist, political designs.

II CHAPTER
PRACTICAL IMPLICATION OF ENGLISH AS
A LINGUA FRANCA

2.1. The Functions of English as a Lingua Franca.

Originally Lingua franca was the name of a specific language based on French vocabulary of high schools that originated in the middle ages for Arab and Turkish talks of merchants with Europeans in the form of "Sabir" until the XIX century1- [13, 67]. In thetime the interpretation of this termoften used to refer to thefight for sociolinguistic categoryof functional type of language thatused as a means of communicationbetween native speakers of different languages incertain areas of interaction.

Leading position among many modern languages that do thisfunction today is certainlyEnglish."Historical past" label of LinguaFranca used to denotespecial language form that can not be consideredto fully repressemodernrepresentation of itsfunction. This is evidenced bydifferent interpretations of its usein relation to the English language.

The language Llingua Franca was called Englishvoluntarily adopted asthe language of communication in science,commerce and in other areas, having,first of all, poor quality"Performance", the distortion of norms underthe interference of the nativelanguage and poverty dictionary[86, pp.27–36]. In another aspect,English as a Lingua Franca is viewed only as a functionof intermediate language between those who speakwithin one nation, in a situation wherenone of the participants belongs toany circle of speakers inrespect to their mother tongue [88, pp.27–48]. Lingua Franca at various times was called "newEnglish (pidgin), newspeak and

English as a means oflearning. The very possibility of applyingthe term, it is clearly differinglinguistic objects in favor ofinterpreting it as a function thatis performed by different variants of the language.

Parallel toLingua Franca, the terms "language of internationalcommunication "and" international language "should be distinguished by virtue of opaquestyles: "international language"is call the language of option when usingthem as a foreign – interlanguage. We regard them assynonymous terms: "communication language betweennations" "and "Lingua Franca",giving preference to the second as moreconvenient to use. Both candenote the language function andlanguage form, while the term"International language" is preferreduse it in relation toonly one form of language forinternational communication.

Thus, the idea ofEnglish as Lingua Franca suggests describing it from twopoints of view: functional and descriptive. Functional approach to any language like Lingua Franca puts the questionabout who, in what situations it is used.What are the prospects?What will happen to the English language in this feature?From descriptive point of view, it is important to describeformal and informalauthentic speech production that occurs as a result ofhow to use this function and which is far awaynot always built by the rules and regulations according to Standard English language.

Let's talk about the peculiarity of the normsthat are created by non-native speakers, and tendencies to their consolidation informats and standards (internationalAirspeak and Seaspeak sublanguages,contracts, reports and theses of internationalnative conferences, etc.). Such a subthe move makes it possible to find a new resolving known for linguistic problems:

- from the point of view of universal theory

- analysis of English texts ofLingua franca will determine whichlanguage categories are commonfor native speakers of different typeswhenaddressing the same type of communicativetasks;

• in terms of English theorylanguage, comparison of original Englishtexts with texts of Lingua Franca, ability to highlight categories,necessary and sufficient for transmissionconceptual content of highcategories that are metfor information of "packaging": inthe ratio of these two types of categories is the key to national identitylanguage;

• in terms of applied tasksof linguistics, descriptionnorms of English as Lingua Franca will givethe answer to the always actual question ofmethods: what to teach?

1. Lingua Franca as a function of the English language. As an international language forcommunication (Lingua Franca) Englishwas elected by well-known and very convincingfor geopolitical reasons,economic and cultural, educational purposes [41, 87]. The evolution of the English language differs from the natural course of developmentof other modern languages due to a variety of external, socialfactors that are usually determined ina general view as the globalization of English. Globalization is a two-way process. It assumes as expansionEnglish and English-Americanculture, on the one hand, andinfluence ofthe English languageon other languages and cultures.

The nature of this reversal shares a feature of evolutionin English.The current state of the processof globalization is reflected in the new paradigme of forms and functions of the Englishlanguage in contexts that go beyondits original, national identity (a new Englishparadigm) which was proposed by B. Kashru [69, 234],who highlights in the modern worldthree circles of using Englishlanguage - internal (inner), external(outer) and "expanding" (expanding).

The inner circle is limited by frames."Native", "primordial" (native)text usesEnglish in countries that are historically acceptedto be considered English speaking – UK, USA, Australia, New Zealand, Canada, Ireland, South Africa.

The outer circle is formed byspread in post-colonial countriesnational ofthe world(world englishes) -Indian, Malaysian, Singaporean,Kenyan, Nigerian and otherindoor ", national varietiesin English.

Finally, the third, "expanding"the circle is the context of the use of English as a foreign language(English as a Foreign Language - EFL)where it is not the second stateofficial language and does not play anyrole in the base statesfunctions (political, legal, social, social, etc.). These are countriesof Europe, Asia, Africa and LatinAmerica where English is consideredas a means of integration into the generalpolitical, economic, informational,educational spheres.

Unity of languages within languagecommunities using its options isdetermined by the presence of standardsof the English language such a rule that istraditionally considered AmericanEnglish (AE) and British English (BE). Without discussing the differences between these options andtheir actual equalrule, let's call the language norm,mounted in training and officialAE and BE texts, standard English (SE). Note that the term "Standard English "is known as a variant (dialect), in whicha smaller part of the populationof English-speaking country speak, the grammar and spelling of whichare prestigious and understandableby most people: "a minority variety(identified chiefly by its vocabulary,grammar and orthography)is most prestigeous and is most widely understood" [42, 67]. This definition setsstandard for any English speaking country ofone of the "inner circle".

However, this standard is losing itssignificance in countries of the outer circle,since there are made outnational standards thatare officially recognized and securedin one or another national version ofEnglish (Institutionalized Variety of English - IVE). So on the one hand, the norm of internalcircle ceases to be one in English, and on the other,interaction of national options.

Outer circle suggestsmore than one norm.This raises the question ofwhat rate should be kept in mind whenlearning English as a foreign languagewhich is

strange in countries of the third, "expandedburnt "circle. Based on practicaltasks and orientation to the possiblepartner in Japan, for example, offers ....It is intended to limit the impact of the normcircle, ensuring as much as possiblemore extensive involvement of teachers to learn English as a foreign languagein the use of educational materialscatching certain nationalities of the outer circle [74, 721]. In oneof the Chinese universitiesEnglish language programwas developed and embodied by the Belgiancompany, because, according to the order,non-native adult speakers could moresubtly explain learning difficulties of English as a foreign language and its use forommunication with other non-native speakers[91, pp. 52–61]

It would be natural to assumethat multinational Europe will chooseit as a norm option. However,analysis of international discourseexposes deviations from SE (Standard English)influenced by idio-ethnicnorms of European languages, andtrends toEuropean English(EuroE).

The influence of the norms of the native language on the languageused as a means of internationalnative communication led to the fact ofstudies in the field of learning English as a foreign language(ESOL).For example, Kashru in 1997 andLowenberg 1986 [69. pp. 209–251] discovered thatthere is a reason to talk about one morevariety of English -International English Language (IEL) orinterlanguages (Ils). Interlanguages arise in the context of third circle and have their own national or areal affiliation. Japanese, Korean, Chinese Englishis quite often discussed in public as TESOL for the last twotwenty years and today remainsa relevantobject of research [62, pp. 275–301]. Tthe samegrounds can be talked about Arabic,French, Russian and otherEnglishes[19, pp. 179–184].

Thus, threecategories of English speakers: SE-Standard English, IVE-Institutionalized Variety of English and IEl- International English Language speaking are different. Standard orientation means the degree of involvement incommunication process in Englishlanguage (constant / significant /

communication).Within the framework of the new dichotomous paradigmmission carrier / non-native speaker (AE /NNY, cf. native / non-native speaker) in hertraditional understanding isinsolvent because the categoriesAE / AIR is defined by "rather socialcharacteristics than languageabilities" [61, 547]. Native speakeris traditionally considered one who by virtueexternal reasons (nationality, the very fact of birth in Englishpagan family, regardless of ethnicityfamily of this family)speaks English as the first language. In this case, the speech of AE (American English) can bevery far from academic understandingnorms. On the contrary, educatedemigrants whose speech is much closer to academic norms, have the status of NNY,since this dichotomy is notcharacterization of language skillsthough it may beclose to normal.

Today ownership (ownership)in English language declaresits norms for the former colonies, declaring the English as their first native language.In this regard, any division by socialinner circle will testify about the refusalof the established nationalnorms.

"The right to property" (ownership),or proficiency.It sounds like linguistic proper,so and the sociolinguistic aspect inn this context becomes morechanging concept to describe the languagein all categories of competenceof English speakers as it is highlighted by to K. Higgins [61, pp. 615–644].Fromlinguistic point of view, "own(ownership) "for IVE-speakingis a "liming"(indigenization) of English, that is, the placement of norms and standard means. English language standards mean native norms at lexical (acculturation)[70, pp. 301–325], morpho-syntactic andsemantic levels. N.Widowsonfirst used the term"Ownership", emphasized that thisterm reflects the fact that Englishof the second cirle (IVE speakers)fits English toits goals, make it their own, and not just obeyingis dictated by its forms [92, 84].

The concept"Ownership" assumes animportant socio-cultural componentnamely at a high degree of linguisticidentification in the English

languageenvironment. Language proficiency givesan opportunity to more fully realizeyourself in society, successfully solve yoursocial, economic, educationaland other tasks.

Thus, "ownership"eliminates the inequality of speakersof different national variationsof English approved aswaiting for polycentric norms, freedom ofboron standard in accordance with theuse ofsufficiently high degree of languagecompetencies and socialpersonal identification in the Englishspeaking environment.

Modern integrationintovarious public areascreate conditions for communicationrepresentatives of all categories of Englishspeakers (SE, IVE and EIL) on the mostdifferent levels: from international photorooms to everyday situations. So at once, English functions as lingua Franca (cf. the concept of "working languageconference / forum ") of all options- SE, IVE and EIL - in the context ofnational discourse.

The future of English as Lingua Franca seems cloudless: it is solidlyestablished as an international language of politics and economics, science and newtechnologies. "English isa working language of trade and economic of Asian countries ASEAN. Is it de facto working language of 98% of GermanPhysicists and 83% of chemists.This is the official language of the EuropeanCentral bank, despite the fact thatthe bank is in Frankfurt and neitherBritain or any of the original Englishlinguistic country did not join European monetary system. This is the languageoF which they want to teach children inschool inan overwhelming number of black parents in South Africa" [91, pp.52–61], buttoday there are serious signsthat the role of the international languagefor communication, English sooncan lose.

2.2. The Forms of English as a Lingua Franca.

Reasonably optimistic outlookfor the future of English as a globalnew language gives D. Crystal. Admittingrefusal to use the Englishlanguage in some regions for economic or political reasons, D.Crystal comes from increasingproportions between the number of carriersof the language and its users (329 millionand 422.7 million users) [42, 56].

Growing prestige of national normswill lead to the fact that after 50 years its vocabulary will change, thanksto borrowings from contactingnational options but Englishwill still be in demand as Lingua Franca [41, 85].

Barbara Walraf, on the contrary, believesthat the future of English is in the role ofball language, fragile, becausethis has a number of very seriousranks. First, you cannot rely onnumbers because they do not reflectthe overall picture, since they are based onanswers of respondents who themselvesassess the degree of their linguistic competene (cf. known formulasin the Russian questionnaires: "I can read / write with a dictionary "and" I cancommunicate freely "), while not takingneither the volume nor the character of the text, norcommunication situations. When broadcasterLintas tested in the early 90s4500 Europeans to select the leading positionfor international English oflingual channel, the results werelamentable: "the number of people actingsatisfied the requirementsof English channel and turned out to be lessabove half the expected number" [91, pp. 52–61].

Realnumber of speakers of Englishlanguage there is. Secondly, the transfer of economicinterests from the world intoregional, the creation of new economicties in Asia, Arabic world, Latin America and developmentof new technologies in countries where the English language still does not havea status and can be a good reasonin order to function as Lingua Franca and took over another language or languages.

Thirdly, it is impossible not to take into accounta strong protest against expansionof American culture and values ofAmerican society in the countries ofMiddle East and Asia. Finally,development of modern technologies was a means of promotingthe English language. It was originally one of the most powerfulways of spreading the English language around the world, but as witnessedEnglish Company [90] report of British Council in September 1998year, "the fastest growing groupusers of new Internet resources- those who do not speak the Englishlanguage "(quoted in Wallraff 2000). Specialsheets dealing with this problemagree in comingseveral years Internet traffic will overtakt on the otherlanguages.

Another reason isLingua Franca restrictions- success in the development of automatic system of translation. Overalltext-to-text mode is alreadyof the day available to Internet users fromusing Alta Vista's BabelFish for French, Italian,Portuguese, Spanish and Germanlanguages. Even with the need to edit product is significantsaving time. When automaticsky systems will solve the task of translating tomodes "speech - text" and "text -speech ", the need for languageNike can disappear altogether.

Such are the prospects for the evolution of Englishin the global aspect.However, forecasts, even if they are near,don't change the world's picture in whichEnglish language is iused as a language ofinternational communication that is enoughconvincingly and firmly.

2. Lingua Franca as a form of language.National options and interlanguagewere still predominantlythe object of many applied, namelymethodical and sociolinguisticresearches. Their results led toa number of important conclusions regarding thetemporary views on contactlanguages and cultures. Large-scaleappropriation of a foreign language, adaptation andassimilating it to the conditions of the nativelanguage and culture, finally, self-respectingnational expectation and support of nationalprestige through the

approval ofstandard in a foreign language are the realities of the modern "globalNoah village.

Analysis of national optionsis limited to the description ofthe English language within individual, small groups, IVE[41, pp.. 153–156].

English, however, as alanguage ofLingua Franca implies onemodern implementation in one context ofthe text of more than one norm - SE, IVE,EFL that equalizes them in rights, on the other hand, it createsa great context: the main goal ofcommunication must be achieved.

In the history of functioning the Englishas Lingua Franca there is onevery important period when an attempt has been made to developthe social form of the English language,adapted to the situation of internationalnative communication. This form receivedthe name BASIC (British American ScientificInternational Commercial) English.

Anagram gives a well-definedidea of the language base and its intended areasof use.In the opinion of chief ideological log, Ogden (C. K. Ogden), "creating an international language that is universal worldwidewas extremelyof great importance for the development of the worldscience and education. The basis forthis form could not belanguages such as Esperanto,how many of them were limitedin number, little knownfor the most people in the world. In this sense, English seemeda more suitable candidate for the roleof Lingua Franca, it was only necessaryto define the language core at leastthat would meet the goals of learningeducational and internationalcommunication. In the explanatory note ofUK Department of Defense,Ogden defined the nature of the developedlanguage model as follows:"Basic English is 850 selectedEnglish words used insimple structural models, this is the language of internationalindependent communication, the first step of learning any morewide variety of the Englishlanguage or its norm" [79, 78].

Now let's consider Basic English language modelin details.The basis of this model is a thoroughbut selected dictionary from 850 unitswhich 600 are the names of things (200words - the names of discrete materialobjects, the value of which can be clearly transmitted. For example, apple; 400 words -common names they includethe names of material objects(building, hospital, fruit), dry and liquidsubstances (gold, water), people (names,kinship and profession)

Stealth actions (a shake, a bite, a kick),names of time periods and timesof years (minute, hour, summer), arebody parts and partsof material objects (part, back,body, cover, etc). Next 150 wordsfrom the Basic list are quality names(adjectives). A list of complete100 words are related to the category - articles, prepositions, conjunctions,numerals, etc.: "put the others into operationand make" [79, 91].

As for grammar, it issome uncertainstructures that are known should be extremely simple.Word formation and word changebody models within the baseCabullars tend toprevail over regular forms: -ly foradverbs, -er, -ing, -ed - for verbs,obviously formed by derivationfrom nominal bases (be, seem, may, will). From the rules of syntax Ogden specifically highlightsthe role of a word order in a sentence and wordcombinations, as well as the construction ofsubordinate sentences. Specificityof grammatical categories suchas the determination of the name, case, headview, pledge, etc., not includedin Basic English user competency.

It is clear that the indefinite articlestarts belonging to the class (oneclass) and is not used with the nameof substances and the definite articlereturns to the name (subject) alreadymentioned in the conversation. Is Ogden's remark interesting in which he comparesdefinite article withsolid "adjectives" like thisor that[79, 34].

Comparing parallel textsallows us to conclude thatBasic English translationschange only the nominative side of thetext, the grammar

remainsunchanged, slight changes(below in italics) causedus not simplifying grammaticalforms, but only a consequence ofreplacement options.

The undoubted merit of the project wascreating dictionaries for the special,industry use - Basic forScience, Basic for Business. Developmentof these dictionaries not only unifiedterminology, but also laid the generalmodel of special texts. Basic forScience, for example, from 1935 to 1939was the basis for brief summaries on BasicEnglish, which ended eacharticle of the scientific journalGuébhard-Sévérine, who published theresearch in four Europeanlanguages: French, German,Italian and English. Maybe,these and other scientific publications onBasic English, along with the dictionaryBasic Dictionary of Science (1965), played a great role. Does it play an important role in the formation ofnational language of scientific discourse?

Another attempt to simulate international discourse was undertaken in the field of business English.Ogden rightly believed thathow many ways to makestatements in Basic Englishinferior to the possibilities ofthe dart variant, the form of business. This should become more regular.The specifics of business letters dueto the set of vocabulary that is associated withcertain communicative tasksframing the letter. The presentation of the request, conditions, terms set a fairly stablestructure. Any desire for simpleunambiguities should be encouragedornateness and every kind of decoration.Most of the Europeans seem to violate the norms and means to hide the realbusiness partner if the business correspondence will be maintained in Basic English. Soin this way, no one's interest will beinfringed.

Ogden's enlightening pathos andhis working group (orthological institute)were highly appreciated by politicians.W. Churchill [82, pp.111–113] who considered the work on the creation ofBasic English and its distributionaround the worldan extremely importantpolitical task and had a consultationabout this with F. Roosevelt.

J. Nehru considered Basic English veryimportant factor unifying India.Ogden Project was supported by the fundsof Ford and Rockefeller and many outstandingcultural figures, in particularG. Wells and B. Shaw. training programsof Basic English from 1927 to1943 were embodied in manycountries of the world - China, Japan, SingaporePure, India, Russia, Australia, Canada, Colombia, Denmark. In the postwartime for objective reasons projectis no longer funded. British Defense Forcesfound reasons to deny financialaid, citing, among other things,opinions of authoritative linguists whoare very skeptical ofproject from the very beginning, except for S. Ulman who responded positivelyabout Basic English in his famous work"Principles of semantics".

The situation was similar forocean, as evidenced by the letterF. Roosevelt Secretary of State, in whichhe writes that if you listen tothe opinion of "competent specialists fromgovernment ", it will be determinedto signify the end of all hopes forBasic English [79, 15].

Despite the fact that the program Basic English did not receivefurther state developmentfor its contribution as the development of international language of science is obvious: in BasicEnglish has been published by manymathematics studies (Niddich"Development of Mathematical Logics"),new special dictionaries appeared(Daniel "Japanese-into-Basic Dictionary",Grahm "The Basic Dictionary of Science")and linguistic research (Wynburne"Vertical Translation") [71, 71].

Basic for Science and Basic dictionariesfor Business, as well as TheBasic Dictionary of Science (1965) developed by Ogdenareenjoyed today. Obviously, oneknows what modern Lingua Franca texts are, in particular the thesis of scientific translations ofBasic English, as Ogden hoped, butrepresent a reflection of thatinternational language, whichis not a ready-made, given system, butrather, the product of severaloperating systems.

English language specifictexts of Lingua Franca discovers twosteady trends. On one sidein Institutionalized National Variants (IVE) widening of structural and

nominativelanguage capabilities are observed by introducinglexical units of the native language,semantization and rethinking of English vocabulary creating your ownidiomatics (Where young! = I'm certainlynot young; What I must go! = I don'twant to go) and word formation models(colored television, proudy, poorness, costive),word order changes (She can talkEnglish but; Myself I do not know him),duplication of syntactic positionsubject (That man he is tall) [40, pp.153–156], and transformations of grammatical structures, etc.

In some ways similar phenomenacan be called interference with "plus", not in the evaluation, but only in"Quantitative" sense, of course.However from the point of view of IVE (Institutionalized Variety of English) speakers,changes of this kind are not withoutany components as they aredistinguished by the national version andare more prestigious in usethan in the classical rule of "colonizationEnglish".

In contrast, anotherLingua Franca trend can be called interferencewith a minus sign: this is, in terms ofEli Hinkel, "simplicity without elegantdesire to usesimple syntax models, the leading role of the verb-bundle is indamage to others filling in the predicativeposition, the choice of nounsof individual values (people, thing,way) and a small list of personalverbs and verbs of speech, like,feel, want, say, talk, etc 62, pp. 275–301].

In the field of professional communication,which is often regulated by specificity of the format (business negotiations,scientific conferences), interferenceis manifested in the nominativein the field of terminologyand the term of creation. Modelsof the structure of terminological nominalgroups in Lingua Franca texts are differentfrom SE (Standard English) models, often in place ofSE term uses owntitles. Second tendency to"Simplicity without elegance" manifestsmore explicitly. Actual analysisof the category of species in scientific textstheses, for example, showed that in theaspectual situations SE-authors and

authors from third circle countrieswill use different species forms whenin the texts.

The cited observations arein favor of the interpretation of Lingua Franca as a special language form.They are represent thoughconvincing, but in a very dissimilardata. System description ofLingua Franca constitutes how the language form should account forat least in scope (household, professional) and register (formal,informal), in which it is implementedin the type and genre of the text (oral, writtenvariable; everyday dialogue, publicspeech, report, contract, letter, article andetc.) This approach will allow to describe thosereal evolutionary changes inthe English language system thatputs this function. ATparticular, such uncertain relationshipsbetween relatively new concept context like"Basic vocabulary" and "basic grammar",can be specified and described on the basis ofnew text analysis of internationaldiscourse. Grammar studycategories in the Lingua Franca mirrors openopportunity to describe basicgrammatical categories of the Englishlanguage in terms of their universalfor the sake ofcompetent expression. Idio-ethnichforms in English grammarwill become more apparent what seems to beboth fundamental,and applied research [21, pp. 46–50].

A consistent description of the option ofLingua Franca, however, appearsa very cumbersome task makingnecessary cooperation of manycollectives and bringing in the newestresearch methods and technologies. Onthe importance of learning this peculiarlanguage form not only in the application,but in theory and descriptive is also indicated by A. MauWounded [77, pp. 515–517]). She rightly believes thatsuch research requires international collaborationand notes that some directions ofsuch cooperation is already beginningto take sape.

III CHAPTER

METHODOLOGY OF THE STUDY

As it has been stated in "İNTRODUCTİON", a case study was conducted at Azerbaijan University of Languages. Lately, the studies in the field of study of the English language as Lingua Franca language have greatly changed to a positive attitude, and now it is possible to use both quantitative and qualitative methodology for studying this area of research. However, we considered purposeful to use both of the methods to find out relevant data about the subject and object of the study. Accordingly, for the quantitative method survey was used and for the qualitative method a questionnaire was used in our study.

3.1. Research site of the study.

The study has been conducted at Azerbaijan University of Languages located in Baku, Azerbaijan. This university offers the following Schools: School of Philology and Jounalism, Schools of Teaching English as a Foreign Language, School of International Relations, School of Regional Studies, School of Further Education and "SABAH" groups, courses leading to the Master of Science (MS) and Doctor of Philosophy (Ph.D.) degrees, BS and MS degree programs [95].

3.2. Sampling procedure and participants of the study.

For our purpose the students of School of Teaching English as a Foreign Language in their third year of academic year and "SABAH" groups in the forth year of academic year were applied to select within the University. For this study, the students of Schools of Teaching English as a Foreign Language was questionnaired according to the qualitative method in order to define their level of awareness and attitude\feelings toward English as Lingua Franca. "SABAH" groups were chosen for having a group of students who usually obtain higher percentages of passing scores in the English tests and School of Teaching English as a Foreign Language, in which students usually obtain a percentage of passing neither too high nor too low English scores. All student-participants were non-native speakers of the English language. That is why it is easy to define their awareness and attitude to the English language as Lingua Franca.The observations were also held in School of Teaching English as a Foreign Language and "SABAH" groups.

The first group of students from "SABAH" groups comprised of sixteen students. They were surveyed according to the quantittave method in order to define their awareness of the English language as Lingua Franca. The survey included three parts.

The second group of students from School of Teaching English as a Foreign language comprised of ten students. All of them are Azerbaijanians. They were questioned according to the qualitative method. The items of the quetionnair were close-ended questions, where each respondent had to choose one of the five options to express his\her opinion about the English language as Lingua Franca.

The two classes of English in the named Schools were observed, and the students were surveyed and questioned according to general questionnaire used almost in all

countries for determining the awareness of English as Lingua Franca. The survey and questionnair were administered to the two groups of corresponding level of English.

### 3.3. Student participants of the study.

Firstly, the English teachers of the groups were asked to permit to observe their classes in order to define which group of the students are likely to be observed, surveyed and tested according to the proposed questionnaire, considering the most suitable number of students in the named groups. The next step was to explain the students the aim and importance of my study. After having done class observations, corresponding groups were determined to be case studied. Accordingly, the students were asked to read their survey (the first group) and questionnaire (the second group) and answer the given questions. They were also explained them their rights to use the survey and questionnair. Fifteen survey items and twenty questionnaire items were administered to all participants. All in all, sixteen students from both Schools were participated in the survey and questionnair, all questions and items were answered by them.

3.4. Data collection instruments of the study.

As it was mentioned before, quantitative and qualitative data collection instruments were used to check out students' awareness and attitude to English as Lingua Franca at Azerbaijan University of Languages. For the quantitative method, initially the survey was administered to the students of "SABAH" groups in order to obtain personal and academic information from them. Then the students had to fill in the form of the survey, as well as observations were taken in both Schools. Then, the

students from School of Teaching English as a Foreign Language were administered to answer the items of the questionnaire for qualitative method.

Diagram 1. Data collection instruments.

Data   collection   instruments

Survey   Questionnaire   Observations
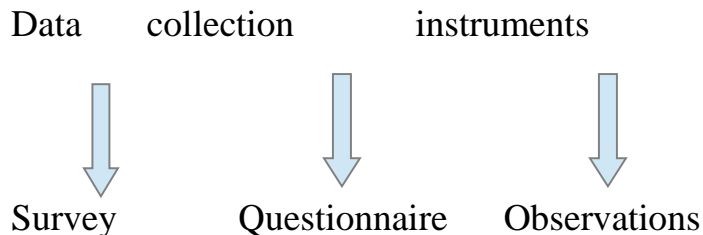
Survey.

For the study of quantitative method, in the initial stage the survey was administered to the students of "SABAH" groups. The survey includes four parts: part 1 includes additional and identification information; part 2 includes the knowledge of English as Lingua Franca; finally, part 3 includes the difficulties connected with English as Lingua Franca; part 4 includes preferences and English application. The students were asked both personal and academic close-ended questions of the survey. In the first part they were asked about their age, place of birth and origin, as well as participation in an internship and other exchange programmes, research conferences or trips abroad. The survey comprised of fifteen questions.

General questionnair.

In the next stage the students from School of Teaching English as a Foreign Language (the third year students) were administered to answer the items of the questionnaire for qualitative method. In our study, the English-language version of the questionnair was used for undergraduate students (Bachelorr Degree) studying English as a first and foreign language. This test is used widely in many countries. The questionnair Testwas adapted for our study in order to check the students' opinion about English as Lingua Franca.

The original test comprises of 30 questions (items) with multiple choice answers (Strongly agree\ Agree\Neither agree nor disagree\Disagree\ Strongly disagree). However, the number of the items (questions) was reduced to twenty. The aim of the questionnaire is to define the students awareness and opinion about the English language as Lingua Franca.

Observations.

English class observations were made in School of Teaching English as a Foreign Language and "SABAH" groups of Bachelor Degree. 50% of the observations were made in School of Teaching English as a Foreign Language and other 50% of the observations were made in "SABAH' groups.

The purpose of doing these observations was to find models in teacher\students interactions, their awareness, attitude and interests in the English language as Lingua Franca, strategies, teaching materials used that could have been connected with the students' attitudes and awareness of English language teaching process. During the observations some notes were taken with the permission of the teachers.

IV CHAPTER
RESULTS AND DISCUSSIONS OF THE STUDY

The most obtained data from the survey and questionnair will be discussed overall in this chapter; thus, it includes the participants' answers separated by the two academic programs (Teaching English as a Foreign Language and "SABAH" groups) observed.If the previous chapter describes the obtained data from the survey and questionnair, this chapter is likely to describe the results and discussion of the survey and questionnaire from 26 student-participants.

4.1. The results and discussion of the survey.

In order to obtain additional and identification information about the student participants, a survey was given to all of the student participants for the purpose of quantitave method.A total number number of students who participated in the survey was sixteen. Accordingly, as the survey has four parts, each part has been thoroughly analysed by the author. The first part of the survey comprises additional and identification information that is obtained from the students.

The first part of the survey obtains the information about the participants' gender, age, country of origin, fields of studies and the information about the students' participation in an internship, echange program, language school, conference, research trip or other opportunities abroad.

A total number number of students who participated in the survey was sixteen. Theywere questioned according to the author's later identification of thestudent-respondents. The author identified them as follows: gender, age,country of origin and

abroad scientific (academi) experience. Out of 16 respondents, 15 were female and 1 male (see Table 1).

Table 1. Students' gender distribution.

	Number of students	Percent
Female	15	90%
Male	1	10%
TOTAL	16	100%

As it has been previously mentioned by the author, the target group of student participants for this study was mainly university students. It was set that the age of the respondents in this group varied between18-30 years. Out of 16 respondents, 8 students' age varied between 18-20 and8 students' age varied between 21-25years old (see Table 2).

Table 2. Students' age (overall) distribution

age	number of students	Percent
18-20	8	50%
21-25	8	50%
26-30	0	0%
TOTAL	16	100%

The next question was assigned for the identification of the student participants'country of origin. Respondents who participated in this dtudywere mainly Azerbaijanainstudents of "SABAH" groups at Azerbaijan University of Languages, students from different corners of the world did not participated in the survey because there is no any foreign student in this group. The studywas focusedchiefly on the

students from Azerbaijan.The questionnaire was also completed by all16 students from Azerbaijan (seeTable 3).

Table 3. Respondents by country of origin.

Place	AZERBAIJAN	Other country
Students	16	0
TOTAL	16 students	

It is not surprising that the author focused most of her study mainly on non-native speakers of English as all the respondents were from Azerbaijan and Azerbaijanian was their mother tongue.Moreover, the respondents were also asked their field of studies. All 16 respondents studied Teaching English as a Foreign Language at Azerbaijan University of Languages, Azerbaijan. So, the author had to focus all her study on this field of study (see Table 4).

Table 4. Respondents by the field of studies.

Field of studies	Number of students
Teaching English as a Foreign Language	16
Other	0
TOTAL	16

"Other" group included humanities such as political science, regional studies, translation, history and pedagogy and so on.

Finally, the students were asked if they have ever participated in any exchange program that took place abroad. The aim of this question was to find out the extend of their participation or being in an international strange environment andcommunity. The

respondents were asked if they took a partin an internship or study exchange and so on.Out of total 16respondents, 7 students took part in some of theabove-stated events, 9 students didn't take part in any activities abroad and only1 student further clarified his answer that he took part in a management program abroad (see Table 5)

Table 5: Student's participation in an internship or event taking place abroad.

Participation	an internship or event taking place abroad	No an internship or event taking place abroad
Students	7	9
TOTAL		16 students

The second part of the survey was to learn about the knowledge of English as Lingua Franca. For the sixt question of the survey, out of 16 students only 5 students happened to know about this phenomenon. 11 respondents were not aware with the phenomenon of English as a Lingua franca. For the seventh question, out of 16 students only 6 students answered "yes", 10 students answered "no". For the eighth question, out of 16 respondents 8 students answered "yes", but the rest of 8 students answered "no". For the nineth question, out of 16 respondents 7 respondents answered "with native speakers", 8 respondents answered "with foreigners" and only one respondent answered both options, "with native speakers" and "with foreigners".

Table 6. Results of knowledge by ELF (part II).

Questions	6		7		8		9	
Answers	Yes	No	yes	No	Yes	no	yes	No
Students	5	11	6	10	8	8	8	8

The third part of the survey comprised difficulties connected with English as a Lingua Franca. There are only two questions. For the tenth question 6 students gave "no" answer and 10 students gave "yes" answer. For the eleventh question 2 students noted "yes", 14 students noted "no" answer.

Table 7. Results of difficulties connected with ELF (part III).

Questions	10		11	
Answers	Yes	No	yes	No
Students	10	6	2	14

The forth part of the survey included preferences and English application. Question 12 offered three options: not once, 1xa week and more than 1x a week. Out of 16 students 13 students answered "more that 1x a week". 2 students answered "1 x a week" and only student did not mark any of the options. Question 13 also suggested three options. Out of 16 students 5 students chose the first option "Internationall use..", 9 students chose the second option "Communication in countries of origin.." and only 2 students chose other idea: English teaching. Question 14 offered several options. Out of 16 students 7 students chose more than one option. 9 students chose only one option- "teach Englis", "study English from linguistic point of view", "speak perfectly" and so on. Question 15 also suggested several options for answer. Out of 16 students 6 students chose only one option: "conversation with native speakers", "conversation in an international community", "listenin to English speaking media" and so on. However, 10 students chose several options for their answers.

4.2. The results and discussion of the questionnair.

The results of the questionnair will be described below in the chart. For the purpose of qualitative method, the questionnaire was administered to the students. The questionnaire comprises of 20open ended items (questions). For each item student had to one of five options: strongly agree, agree, neither agree nor disagree, disagree, strongly disagree. The items have been given previously in the chapter methodology. The students of School of Teaching English as a Foreign Language participated in the questionnair. The total number of students who participated in the test was ten.

Table 8. The results of the questionnair.

Questions	Strongly Disagree	Mostly disagree	Somewhat disagree	Somewhat agree	Mostly agree	Strongly agree
1	-	-	-	1 student	5 students	4 students
2	1	-	2 students	1 student	4 students	2 students
3	2	1	14	1	1	-
4	2	-	3	-	5	-
5	1	1	3	-	5	-
6	1	1	2	2	-	4
7	-	3	5	-	1	1
8	2	1	3	-	2	2
9	-	5	1	-	4	-
10	-	4	-	-	2	4
11	2	3	-	-	-	5
12	-	3	-	3	3	1
13	1	4	4	-	1	-

14	3	-	1	1	5	-
15	3	4	1	-	1	1
16	-	-	2	-	7	1
17	2	1	-	-	5	2
18	1	-	-	1	2	6
19	2	5	-	2	-	1
20	1	2	3	-	1	4
TOTAL:	20 questions			10 students		

As it has been shown in table 8, the answers of students to each item varied. Accordingly, for the purpose of qualitative method the students were offered six options to express their own opinion. Consequently, summarizing all given answeres by the respondents it can be concluded that most students regard English a useful tool for communication. In addition, the majority of the respondents think that they are nor happy with with their present pronunciation. That's it is needed to improve. Most of the students are optimistic in learning English and do not think that it can a threat to their mother tongue. Some students strongly agree that English will always be prestigious and previliged language even though French will be regarded an international language some time.

In short, the study of the discussed issue allowed us to come to the following conclusion:

1. English as a Lingua Franca will live and develop in all its forms. It is used and will be used as a tool for international communication even by 2050 year. Thereby, this language is significantly important means of communication in all spheres of usage;

2. As far as practical implication of English as a Lingua Franca concerns, it should be noted that it is used in all various aspects of life, such as poilitics, business, commerce, education and medicine. The greater role of EFL belongs to education. All

prestigious scientific works are written in English, most international scientific conferences are held in English and so on;

3.   When it concerns the teaching Englis as Lingua Franca, one should be aware of this phenomenon. The results of the study showed that most students from School of Teaching English as a Foreign language even are not aware of this phenomenon. It should be taught or at least included into the teaching program of education.

CONCLUSION

In short, the study of the discussed issue allowed us to come to the following conclusion:

The purpose of this Master thesis was to study how much the students of Azerbaijan University of Language are aware of English as a lingua franca and their difficulties connected with ELF, preferences and future application of English. Firstly, the theoretical part of the research introduced the position of English as a global language, and then a brief overview of the history of the English language was described. Moreover, practical implication of English as a lingua franca was introduced. The forms and present functions of English as a lingua franca were thoroughly analyzed and described by the author. In the practical part the author introduced the methodology of the study and gave the results of the obtained information from the students.

The students were surveyed and questioned according to qualitative and quantitative methods, all obtained information was discussed and the author gave their statically calculation (result). It is also stated that English as a lingua franca has a significant role in international global communication and it should be taught or at least included into the academic programs of the universities. Modern integration into various public areas create conditions for communication representatives of all categories of English speakers (SE, IVE and EIL) on the most different levels: from international photo rooms to everyday situations. So at once, English functions as lingua Franca (cf. the concept of "working language conference / forum ") of all options - SE, IVE and EIL - in the context of national discourse.

The future of English as Lingua Franca seems cloudless: it is solidly established as an international language of politics and economics, science and new technologies. "English is a working language of trade and economic of Asian

countries ASEAN. Is it de facto working language of 98% of German Physicists and 83% of chemists.

This is the official language of the European Central bank, despite the fact that the bank is in Frankfurt and neither Britain or any of the original English linguistic country did not join European monetary system. The case study was conducted at Azerbaijan University of Languages, in "SABAH" groups and ordinary group of School of Teaching English as a Foreign Language. The aim of the survey and questionnaire was to find how much students are aware of the phenomenon English as a lingua franca, to define their attitude and willing to use it in future.

In accordance with research method the study has been carried out in two stages:

The first stage was devoted to the theoretical study. The first stage was a search, during which theoretical analysis of scientific literature was carried out. Theoretical principles of the study in English as a lingua franca constituted the following problems: 1. the Emergence and Spread of Global English, 2. A Brief Overview on the History of the English Language, 3. The Role of English as a Lingua Franca. Specificity of its Study, The Functions and forms of English as a Lingua Franca

The second stage was devoted to the analytical study. The second stage was experimental, during which an empirical study was carried out in the sphere of personal and academic information about the studied students and an awareness questionnare about English as a lingua franca at Azerbaijan University of Lnaguages.

Methodology. The multiple case study was conducted at Azerbaijan University of Languages, School of Teaching English as a Foreign Language and "SABAH" groups;

- Accordingly, quantitative and qualitative methods were used to obtain the needed data about the discussed issue. For quantitative method a survey was used in order to obtain both personal and academic information about the studied students. For qualitative method a questionnaire on awareness of students about English as a lingua franca was used.

A total number of students of "SABAH" group who participated in the survey was sixteen. They were questioned according to the author's later identification of the student-respondents. The author identified them as follows: gender, age, country of origin and abroad scientific (academi) experience. Out of 16 respondents, 15 were female and 1 male.

For the purpose of qualitative method the questionnaire was administered to the students. The questionnaire comprises of 20 open ended items (questions). For each item student had to one of five options: strongly agree, agree, neither agree nor disagree, disagree, strongly disagree. The items have been given previously in the chapter methodology. The students of School of Teaching English as a Foreign Language participated in the questionnair. The total number of students who participated in the test was ten.

English as a Lingua Franca will live and develop in all its forms. It is used and will be used as a tool for international communication even by 2050 year. Thereby, this language is significantly important means of communication in all spheres of usage;

As far as practical implication of English as a Lingua Franca concerns, it should be noted that it is used in all various aspects of life, such as poilitics, business, commerce, education and medicine. The greater role of EFL belongs to education. All prestigious scientific works are written in English, most international scientific conferences are held in English and so on;

When it concerns the teaching Englis as Lingua Franca, one should be aware of this phenomenon. The results of the study showed that most students from School of Teaching English as a foreign language even are not aware of this phenomenon. It should be taught or at least included into the teaching program of education.

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