ARTICLE

Reimagining Business English Pedagogy through A BELF Lens: A Pragmatics- and Culture-Driven Framework

Hélder Fanha Martins [1,2*] , *Maria João Ferro* [1,2] , *Ana Sofia Carvalho* [1,2]

[1] *Information and Communication Sciences Department, Lisbon Accounting and Business School (ISCAL), Polytechnic University of Lisbon, 1500-003 Lisbon, Portugal*

[2] *CETAPS - Centre for English, Translation, and Anglo-Portuguese Studies, 1069-061 Lisbon, Portugal*

ABSTRACT

English has progressively become the common language of international business, primarily in providing a means of conversation between non-native speakers and their multicultural environments. The response to this phenomenon has been the emergence of Business English as a Lingua Franca (BELF), which prioritizes the ability to close communicative gaps through pragmatic enacting clarity, intercultural agility, and strategic competence over achieving native-speaker linguistic accuracy. In spite of BELF's importance, traditional Business English instructional practices continue to be driven by native-speaker standards, correctness of grammaticality, and standardized assessments, which set learners up for failure in a reality of dynamic and unfolding communication (almost entirely) with international co-workers. This paper offers evidence from current curricula clarifying the lack of pragmatic and intercultural training, and presents a pedagogical framework explicitly grounded in BELF principles. The proposed framework includes explicit methodological instruction on pragmatic behaviors and strategies, cultural and interactional awareness to simulate authentic business experiences, and strategies for tolerating linguistic variation. Practical guidance is provided on assessing pragmatic effectiveness, revising curricula based on key principles, and recreating authentic materials for pedagogical purposes. Recognizing institutional and teacher-related challenges, it also outlines practical solutions for overcoming resistance through targeted professional

development and stakeholder engagement. The contributions of this paper recommend moving beyond communicative competence, reframing proficiency levels, and connecting pedagogical practice to the realities of communicating in global business, while making a significant impact on professional competence and student readiness to communicate in global contexts.

Keywords: Business English; Lingua Franca; BELF; Pragmatic Competence; Intercultural Communication; ESP Pedagogy; Global Workplace; Curriculum Development

1. Introduction

English has become the predominant language for international business communication, often serving as a common language, or lingua franca, in interactions between individuals from diverse linguistic backgrounds[1,2]. In the globalized economy, successful communication increasingly relies on English proficiency not only between native and non-native speakers but primarily among non-native speakers themselves. As businesses operate across borders and cultures, the ability to effectively communicate across linguistic and cultural boundaries has become a fundamental professional requirement[3].

In response to these global communicative dynamics, the concept of Business English as a Lingua Franca (BELF) emerged, initially articulated by Louhiala-Salminen, Charles, and Kankaanranta[4]. BELF shifts the focus from traditional English language standards, often based on native-speaker norms, to emphasizing the effectiveness of communication within multicultural and multilingual business contexts.

While this paper primarily focuses on English as the dominant lingua franca in international business contexts, it is important to acknowledge the existence of regional lingua francas such as Swahili in East Africa or Spanish in Latin America, which have similar roles in local and regional interactions. This broader multilingual perspective enriches our understanding of global communication dynamics and positions English within a diverse linguistic ecology.

In such a paradigm, communicative competence is no longer judged on the basis of linguistic accuracy alone but is oriented towards pragmatic clarity, strategic-adaptive approach as well as intercultural understanding[5,6]. BELF was initially a niche concept, but it is slowly infiltrating the discourse of applied linguistics practitioners, with some referring to the need for a pedagogical reorientation of English as a specific purpose (ESP) curricula and materials to adapt to current communicative realities across the world[7,8].

Although the academic study of BELF is increasingly gaining a place in the contemporary literature, the university-based teaching of Business English is largely based on native-speaker norms. Commonly used textbooks, curricula, and assessment methods frequently emphasize grammar correctness, specialized vocabulary memorization, and idealized communication scenarios[9,10]. Such approaches inadequately prepare students for the complex, dynamic nature of actual workplace interactions, where linguistic clarity, pragmatic flexibility, and intercultural sensitivity are paramount[11]. Graduates, consequently, find themselves ill-equipped when confronted with real-world communication challenges, often involving cross-cultural negotiation, conflict resolution, and collaborative problem-solving in English[12].

The gap identified here is twofold: firstly, existing ESP curricula fail to sufficiently integrate BELF's key principles; secondly, the pedagogical materials and teaching methodologies have not adequately adapted to the evolving communicative needs of globalized workplaces. Current pedagogical approaches underrepresent pragmatic skills training, cross-cultural awareness, and strategies essential for effective lingua franca communication. Moreover, there is limited empirical guidance on effectively implementing BELF-informed pedagogy in academic settings[13].

Addressing these limitations, this paper aims to propose a theoretically robust pedagogical framework explicitly grounded in BELF principles. The proposed framework is designed to reorient Business English curricula away from native-speaker-centric instruction toward a comprehensive approach that prioritizes intercultural pragmatics, communicative flexibility, and linguistic inclusivity. It seeks to equip learners not merely with language skills, but with the ability to navigate the nuanced complexities of global business communication effectively. By doing so, the paper contributes

both theoretical insights and practical recommendations for educators, curriculum developers, and policymakers seeking to bridge the gap between academic Business English instruction and authentic workplace communication demands.

Ultimately, this paper asserts that BELF-oriented pedagogy is essential for preparing future professionals to thrive in an interconnected, linguistically diverse global business environment, and thereby advocates for significant curricular innovation within ESP education.

2. Literature Review

2.1. ESP and Business English Pedagogy—A Critical Overview

English for Specific Purposes (ESP) emerged in the 1960s as a response to the global expansion of English in professional and academic settings. The core aim of ESP was, and continues to be, the effective preparation of learners for specific communicative tasks related to their future academic or professional contexts [14,15]. Within ESP, Business English has become one of the most widely taught branches, specifically tailored to equip learners with language skills necessary in business contexts, such as negotiation, emailing, presenting, and meetings [16].

Traditional Business English curricula typically emphasize linguistic accuracy and the mastery of specialized vocabulary and grammatical structures deemed necessary for professional tasks [15]. Instruction frequently includes a combination of textbooks, case studies, and simulated business interactions. These resources predominantly mirror standardized linguistic norms based on native-speaker models, primarily from British or American English, reinforcing the perception that effective professional communication must adhere to these models [12].

However, such approaches have come under criticism for several reasons. Reliance on native-speaker norms often neglects the actual linguistic diversity encountered in global business interactions. This neglect fails to prepare learners adequately for real-world situations where communication occurs primarily among non-native speakers [13,17,18]. Also, most courses still focus on grammar and overlook pragmatic skills [10]. Graduates step into the workplace without tools for negotiation, clear messages, or cross-cultural shifts [2].

2.2. BELF—Foundations and Core Principles

The emergence of Business English as a Lingua Franca (BELF) must be understood within the broader theoretical framework of English as a Lingua Franca (ELF) research, which has fundamentally challenged traditional assumptions about language proficiency, communication effectiveness, and pedagogical practice. Jenkins [19] demonstrates that successful ELF communication prioritizes intelligibility and accommodation over native-speaker accuracy, revealing how non-native speakers often view ELF interactions as more natural and effective than native-speaker models. This foundational insight directly informs BELF pedagogy by establishing that language attitudes and identity negotiation play crucial roles in determining communicative success in international business contexts.

The broader ELF research tradition provides essential theoretical grounding for understanding how English functions as a contact language in multilingual professional environments. Dewey's [20] concept of a 'post-normative' approach to language pedagogy offers a particularly relevant framework for BELF implementation. His research with language teachers reveals the inherent tension between institutional pressures for standardization and the practical need for communicative flexibility, a tension that becomes especially acute in business contexts where effective cross-cultural communication often trumps grammatical perfection. This post-normative perspective empowers practitioners to construct classroom-oriented theories of language and communication that reflect the dynamic, adaptive nature of real-world business interactions.

The assessment implications of ELF approaches, as outlined by Harding and McNamara [21], highlight fundamental challenges that directly parallel those faced in BELF pedagogy. Their identification of key ELF competencies, including the ability to tolerate linguistic variation, negotiate meaning when ambiguous, accommodate interlocutors, and notice and repair communication breakdowns, provides empirical validation for the core competencies proposed in BELF frameworks. These assessment challenges underscore the need for evaluation systems that prioritize communicative effectiveness over linguistic accuracy, particularly in business contexts where successful outcomes depend on mutual understanding rather than conformance to prescribed norms.

Recognizing these broader ELF pedagogical foundations, Louhiala-Salminen, Charles, and Kankaanranta[4] responded with Business English as a Lingua Franca, or BELF. They present English as a common tool for professionals with many first languages. Success rests on intelligibility, pragmatic skill, and quick style shifts, not on native-like speech[6]. This reconceptualization aligns directly with Jenkins'[19] findings on language attitudes, demonstrating that effective business communication emerges from speakers' ability to negotiate identity and meaning collaboratively rather than from adherence to external linguistic standards.

BELF moves teaching away from grammar drills and accent targets. It values clear wording, accommodation moves, cultural alertness, and flexible talk[22]. Users simplify terms, check understanding, and recast messages when trouble appears[22]. These practical strategies mirror the accommodation competencies identified by Harding and McNamara[21] as essential for successful ELF communication, providing concrete evidence for the pedagogical relevance of post-normative approaches in business education.

Cultural adaptability sits at the heart of BELF skills. Clear business talk calls for awareness of varied cultural norms. BELF teaching builds this skill by weaving intercultural tasks into every Business English unit, guiding learners toward sensitivity and flexibility[8]. The plan fits global commerce, where many meetings cross borders and need planned pragmatic moves for success. This emphasis on cultural competence reflects Dewey's[20] argument that effective language pedagogy must move beyond singular normative models to embrace the linguistic and cultural diversity that characterizes authentic international business communication.

The integration of ELF principles into BELF pedagogy also addresses critical assessment challenges identified in the broader literature. Harding and McNamara[21] argue that traditional language assessments wrongly focus on judging against stable varieties rather than recognizing the dynamic, context-driven nature of lingua franca communication. This critique applies directly to business education, where assessment practices must evolve to capture learners' ability to navigate the "intersubjectively constructed" nature of BELF communication, where meaning is negotiated by each set of speakers for their purposes rather than predetermined by external standards.

2.3. Globalization, Multilingual Workplaces, and Linguistic Reality

Global trade now brings many languages and cultures into the same team. Workers rely on English, and the main hurdles lie in intercultural moves and pragmatic choices, not in perfect grammar or rare words[3,22].

Chan[10] tracked the long-term needs of business staff and compared those needs with what universities teach. He found wide gaps. New hires had to negotiate meaning, read subtle social cues, and shift style fast, yet their courses had drilled forms and rules instead.

Kankaanranta and Louhiala-Salminen[2] reached a similar view. Many workplace breakdowns started with mismatched pragmatics or culture, not with verb errors. Their work showed that BELF success rests on clear intent and cultural agility.

Gimenez[11] added the digital layer. Staff jump between email, chat, and video calls in the same hour. Each channel creates fresh pragmatic tasks that older ESP books seldom cover.

These studies point to one lesson. Business English classes that chase native-speaker accuracy miss everyday demands. Teachers need BELF methods that prize intelligibility, pragmatic skill, cultural range, and flexible talk. Such change will prepare students for real work and support smooth cooperation across borders.

3. Limitations of Current Business English Pedagogies

3.1. Native Speaker Bias and Unrealistic Models

Traditional Business English curricula frequently employ native-speaker linguistic standards as benchmarks for learner proficiency. Textbooks, educational materials, and assessment instruments predominantly reflect British or American English norms, often disregarding linguistic variations encountered in global communication contexts[13,23]. This native speaker bias, embedded within teaching practices and assessment frameworks, implicitly suggests that effective communication must closely adhere to native-speaker linguistic conventions, emphasizing grammatical precision, standardized pronunciation, and vocabulary mastery[15].

Such an approach has been increasingly criticized as unrealistic and inappropriate for actual professional interactions, where the majority of English use occurs among non-native speakers with diverse linguistic backgrounds. Recent empirical research emphasizes that global business communication effectiveness is less about native-like proficiency and more about pragmatic competence, intelligibility, and strategic flexibility[3,8]. The persistence of native speaker ideals, however, perpetuates unrealistic expectations and fails to prepare learners adequately for authentic multilingual workplace interactions. This misalignment often leads to communication breakdowns, increased misunderstandings, and pragmatic failures when graduates encounter real-world business scenarios that diverge significantly from classroom models[12].

Courses that ignore Business English as a Lingua Franca leave new hires at risk. Chan[10] and Ehrenreich[22] note that graduates from grammar-heavy programs feel lost and hesitant during talks, quick emails, and cross-cultural meetings. This record calls for a hard look at native-speaker models in ESP classes.

3.2. Pedagogical Gaps in Pragmatic and Cultural Training

Most Business English programs still prize grammar drills and word lists, yet devote little time to pragmatics or intercultural skills[11].

Pragmatic skill means reading unspoken cues, handling indirect requests, and matching talk to local norms, all vital for work across borders. Research shows that such misreads, not grammar slips, cause most breakdowns in global teams[22].

Chan[10] traced these gaps in Hong Kong firms. Graduates could cite rules but could not read nuance, steer social ties, or choose polite moves for each culture. Ehrenreich[22] adds that success in BELF rests on flexible language use, not perfect forms.

Yet ESP classes rarely train core moves like paraphrasing, asking for clarity, trimming jargon, or active listening, even though these moves aid mutual understanding[13]. Textbooks still center on set tasks such as formal talks or scripted negotiations and skim over deeper cultural layers[2]. Students then reach the workplace without the sensitivity and adaptability that real exchanges demand.

3.3. Need for Innovative and Responsive Approaches

Many scholars now point out that older Business English methods fall short, and they press for change built on BELF ideas. They agree that ESP courses must match the real talk and pragmatic hurdles students meet at work[8,15].

Gimenez[11] shows why. Modern staff swap between email, chat, and video in the same task, yet most syllabi still drill single-channel speech. He calls for lessons that train students to switch tools with ease and keep meaning clear.

Kankaanranta[8] adds that new materials and tests should prize clear intent, quick style shifts, and cultural sense instead of flawless grammar. This plan echoes BELF, where intelligibility and accommodation sit at the core.

Researchers then turn to practice. They design tasks drawn from real work: mixed-culture meetings, live email threads, and clips from digital platforms. Chan[12] reports that these tasks lift students' pragmatic and intercultural skill.

Native-speaker targets, grammar drills, and scripted cases no longer meet global needs. Studies call for BELF-based teaching that centers on clarity, adaptability, and cultural reach. This shift will better equip graduates for the fast, mixed settings of today's business world.

4. Proposed BELF-Oriented Pedagogical Framework

4.1. Overview of Proposed Framework

Given the limitations highlighted in traditional Business English pedagogies, this paper proposes a pedagogical framework grounded in the principles of Business English as a Lingua Franca (BELF). The objective is to equip learners with communication skills that are effective, adaptable, and culturally sensitive. The proposed framework targets three core competencies essential to effective BELF communication: pragmatic clarity, cultural adaptability, and strategic competence.

Pragmatic clarity refers to the learners' ability to convey messages in a clearer and more unambiguous way. This skill is particularly critical when interacting with colleagues, clients, or stakeholders from diverse linguistic backgrounds, where misunderstandings frequently occur not due to grammatical errors but due to ambiguity or insufficient clarity[2].

Cultural adaptability involves awareness and responsiveness to diverse cultural norms and expectations within global business environments. This competence allows learners to navigate culturally complex interactions effectively. This will reduce potential misinterpretations and enhance collaboration and mutual understanding[12].

Strategic competence involves learners' ability to adapt their language use flexibly, employing specific communication strategies to manage and resolve communicative breakdowns effectively. Strategies include accommodation skills such as simplification, repetition, and paraphrasing to ensure successful communication across linguistic boundaries[22].

The framework operationalizes these core competencies through a structured three-pillar model: Pragmatic Strategies for Clarity (Pillar 1); Cultural and Interactional Awareness (Pillar 2); Tolerance of Linguistic Variation (Pillar 3).

4.2. Pillar 1—Pragmatic Strategies for Clarity

The first pillar of the BELF-centered pedagogical model focuses on explicit pragmatic teaching strategies that help members communicate clearly, and in a manner that is not ambiguous. Effective Business English communication demands pragmatic clarity especially in today's world where different workers usually have different language backgrounds in the workplace around the world. In contrast to the traditional pedagogical method that solely focuses on grammatical accuracy, a BELF informed one places major importance on message clarity and mutual intelligibility. This involves equipping learners with essential skills, meaning negotiation, paraphrasing, simplification, and confirmation strategies, to reduce misunderstandings and promote understanding in multilingual contexts.

Negotiation of meaning is one of the basic skills of pragmatic that demands active involvement of learners in making messages clear and understandable. It helps them not only to get their point across but also to ask interlocutors to clarify their point. By directly teaching negotiation tactics, the students learn techniques such as reformulating questions, repeating key points in varied ways, and employing direct checks of understanding (e.g., "Do you mean…?" or "Could you clarify what you meant by…?"). These interactive solutions prevent the breakdown of communication by addressing it in an active manner, keeping genuine communication and

collaboration between international teams.

The theoretical foundation for meaning negotiation in BELF contexts draws extensively from Jenkins'[24] seminal work on phonological priorities in international English. Her research demonstrates that successful communication depends less on achieving native-like pronunciation and more on maintaining core features that ensure intelligibility across diverse linguistic backgrounds. This principle directly applies to meaning negotiation strategies, where the focus shifts from perfect articulation to ensuring mutual comprehension through strategic repetition, reformulation, and confirmation checks. Seidlhofer[25] further reinforces this approach by demonstrating how accommodation strategies, including the negotiation tactics outlined above, represent natural linguistic behaviors in lingua franca contexts rather than remedial measures for linguistic deficiency.

The other necessary pragmatic competence is the use of paraphrasing which helps learners to repeat messages in easier or different words so as to ensure they understand each other. This is especially an advantage in a situation where the subject matter or rather technical terms to be discussed may not be universally understood. Clearly explaining to students the art of paraphrasing can help them adapt quickly to the linguistic competence of their interlocutors. As an example, in-class activities may be assigned an exercise in which the student rehearses by restating a complicated business situation or technical description in their own words. By doing it on a regular basis, students learn how to use approaches and methods of dealing with linguistic diversity and possible barriers to comprehension.

The pedagogical implications of this pragmatic approach align closely with broader ELF research findings on accommodation strategies. Mauranen and Ranta[26] provide corpus-based evidence showing that successful ELF speakers regularly employ paraphrasing and simplification not as signs of linguistic limitation, but as sophisticated communicative strategies that facilitate understanding across cultural and linguistic boundaries. Their research reveals that these accommodation moves often involve creative language use and strategic code-switching that enhances rather than diminishes communicative effectiveness. This evidence supports the integration of paraphrasing exercises in BELF curricula as authentic preparation for real-world international business communication.

Simplification strategies also play an important role in improving pragmatic clarity. Adapting language for clarity without sacrificing vital information is crucial for effective BELF communication, especially among speakers with diverse linguistic backgrounds. Business English classes usually prioritize complicated grammatical structures and a wide range of specialized terms. In real global business contexts, overly complex or jargon-heavy language frequently leads to confusion instead of clarity[10]. A BELF-informed approach teaches students to use simpler grammatical structures, avoid unnecessary idiomatic expressions and select vocabulary based on clarity rather than complexity or formality alone.

For example, instead of saying "Our procurement process has encountered unforeseen bottlenecks," a speaker might simplify to "We're experiencing delays in buying materials." Such simplifications improve immediate clarity and reduce misunderstanding.

Classroom activities designed to improve pragmatic clarity through these strategies include:

Simulated multilingual business meetings: Students act out multilingual meetings. Each role play sets a clear goal like planning a project, fixing a dispute, or choosing between two options. Every student speaks from a different language background and skill level. During the exchange they ask for clarification, listen closely, restate key points, and trim extra words. After the session they review what worked and what failed, then plan one change for the next round.

Interactive peer-to-peer email exchanges: A student writes a message that carries detailed instructions or a request. The partner reads it, asks for missing facts, and pushes the sender to explain again in plainer terms. This back-and-forth mirrors everyday office mail and forces writers to practise clear structure, concise sentences, and direct questions.

Clarification and summarization workshops: the class meets for clarification and summary practice. Each pair tackles a long report or a recorded meeting. One partner gives a short recap while the other pretends to miss parts of the message. The speaker must spot the gap, rephrase the point, and confirm understanding. Repeated cycles and quick feedback help students gain speed and ease when a real breakdown occurs.

Through sustained and explicit instruction in pragmatic clarity strategies, learners develop key communicative skills, significantly enhancing their effectiveness and confidence in global business interactions. By prioritizing pragmatic competence, the BELF-oriented pedagogical framework addresses the limitations of traditional ESP pedagogies, aligning classroom instruction more closely with authentic workplace communication demands.

4.3. Pillar 2—Cultural and Interactional Awareness

Pragmatic clarity is essential, but in global business, the ability to understand and respond to diverse cultural communication styles is equally important. Research in intercultural pragmatics shows that misunderstandings in multinational teams often stem not from faulty grammar but from conflicting expectations about turn-taking, politeness, or disagreement management[27–29]. Building what Deardorff[30] calls an internalized intercultural mindset becomes essential for graduates who must deal with meetings, negotiations, and digital exchanges in which no single cultural template prevails.

A BELF-oriented course reframes culture not as static information to be memorized but as a dynamic practice to be observed, analyzed, and rehearsed. Students begin by engaging with unedited samples of real business discourse, project-kick-off calls, performance-review interviews or email threads that span time-zones and hierarchies. Working in small groups, they scrutinize how interlocutors signal alignment or disagreement, soften face-threatening acts, and accommodate divergent styles of directness. Analytical grids adapted from Byram's[31] model of intercultural competence guide them to focus on observable behaviors (length of turns, use of mitigators, handling of silence) rather than abstract national "traits."

Having diagnosed critical moments in the interaction, learners then re-enact selected segments, deliberately altering one variable: they may introduce a hedging phrase to soften a refusal, invite a previously silent participant to speak, or reformulate a culturally dense idiom in plainer English. These micro-experiments are followed by whole-class debriefings in which peers comment on perceived clarity, rapport, and task progress. Such iterative cycles of observation, modification, and reflection align with evidence that intercultural gains arise when learners repeatedly test hypotheses about

communicative behavior in low-stakes settings before transferring them to real workplaces [32].

The classroom shouldn't be the only place for learning. Learners extend their inquiry through brief ethnographic projects, interviewing local professionals about communicative pain-points in multilingual teams. Comparing these testimonials with classroom findings helps them triangulate theory and practice, improving their awareness of how power distance, time orientation, or genre conventions vary across industries. Corpus-informed tasks further deepen this understanding: students map how identical speech acts (for example, delivering negative feedback, escalating a complaint, requesting urgent action) are realized in English across cultures represented in class. The patterns they uncover feed back into subsequent role-play design, ensuring that practice tasks echo genuine variation rather than textbook archetypes.

A semester's sustained concentration on culture-in-interaction creates demonstrable changes. Students increasingly recognize potential flashpoints for pragmatic breakdown, articulate the rationale behind selected accommodation moves, and justify communicative choices in relation to both business objectives and relational goals. Initial data from courses using this model indicates graduates feel more confident leading diverse meetings, and supervisors see them as better at handling cross-cultural issues [12].

Cultivating cultural and interactional awareness complements the work of Pillar 1 and prepares the ground for Pillar 3, where tolerance of linguistic variation can become the next frontier of BELF competence.

4.4. Pillar 3—Tolerance of Linguistic Variation

In actual multinational workplaces, English circulates through a wide spectrum of accents, syntactic preferences and discourse norms. Speakers regularly draw on phonological and grammatical resources shaped by their first languages. Yet communication succeeds when interlocutors turn their attention to intelligibility rather than correctness in the native-speaker sense. Research on business ELF interactions shows that breakdowns rarely result from accent per se. They arise when interlocutors lack strategies for resolving unfamiliar forms or hesitate to request clarification [2,3]. Therefore, the BELF framework's third pillar aims to foster acceptance of diverse Englishes, enabling learners to expect, understand, and adapt to them while confidently contributing their own

variations [33].

Classroom work toward this goal begins with systematic exposure. Audio and video clips featuring experts from a range of L1 backgrounds (Indian finance managers, Polish engineers, Brazilian marketing officers) replace the single accent norm that still dominates many commercial coursebooks. Rather than treating accent as a deficit to be "reduced," teachers guide students to analyze which acoustic cues actually threaten intelligibility. Studies by Derwing and Munro [34] show that listeners rapidly adapt to unfamiliar pronunciation when they receive minimal contextual support, suggesting that training active-listening skills may be more valuable than trying to approximate a prestige accent. Learners therefore can keep "listening diaries" in which they record moments of effortless comprehension and moments that required repair, followed by brief reflections on the strategies that resolved difficulty (e.g., slowing the interaction, rephrasing key terms, using the chat box of a video platform). This metacognitive routine reframes variation as a manageable aspect of professional life rather than an obstacle.

Jenkins' [24] Lingua Franca Core provides important theoretical support for this systematic exposure approach by identifying specific phonological features that are essential for intelligibility across different first language backgrounds. Her research demonstrates that certain pronunciation features commonly targeted in traditional English classes (such as th-sounds or specific vowel distinctions) have minimal impact on comprehensibility in international contexts, while other features (like consonant clusters and nuclear stress) prove critical for mutual understanding. This empirical foundation allows BELF educators to prioritize exposure to accent variation strategically, focusing learners' attention on acoustic cues that genuinely affect comprehension while developing tolerance for variations that do not impede communication. Such evidence-based exposure helps students develop more sophisticated listening skills that align with the realities of global business communication.

Productive skills receive equal attention. Students rehearse accommodation moves such as strategic pausing, syllable timing, and explicit signposting, drawing on Walker's [35] inventory of lingua-franca pronunciation priorities (e.g., consonant clarity, nuclear stress). Notably, these methods are used in real-world communication scenarios, such as pitching proposals across time zones, resolving supply chain issues

with colleagues, and participating in virtual hackathons. Performance feedback focuses on whether interlocutors reached a shared understanding of content, not on adherence to any singular accent model or idiom set. Over time, learners learn to modulate their speech rate, repeat critical figures, or paraphrase idiomatic expressions instinctively [22].

Developing tolerance of morpho-syntactic variation is equally important. Corpus studies of international corporate email reveal recurring patterns (zero articles, innovative preposition choice, alternative tense uses) that pose no barrier to meaning [13]. When such features appear in classroom data, instructors resist labelling them "errors." Instead, the class discusses why a form did or did not impede comprehension and whether reformulation is necessary for clarity. This practice fosters a critical awareness of the importance of local norms in certain contexts (e.g., client documents) and the acceptability of flexible forms in others (e.g., internal Slack threads).

A final strand of this pillar tackles the affective dimension: many learners carry anxiety about their "non-standard" English, while others judge unfamiliar variants as unprofessional. Student attitudes, revealed in short essays and peer interviews, are directly addressed by teachers. Galloway and Rose [36] found that highlighting the diverse realities of global English significantly lessens linguistic insecurity and prejudice. Upon course completion, students may feel more confident in their communication skills, a trait sought by employers in international settings.

The BELF competence triad is completed by integrating exposure to varied English, planned accommodation moves, morpho-syntactic flexibility, and a shift in attitude. Together they complete the BELF skill set. A student who still freezes at an unfamiliar accent is not yet ready for global tasks. One who welcomes new voices can draw on the negotiation and relationship tools from Pillars 1 and 2 and turn language variety into a resource for clear decisions and smooth work.

5. Implementation Strategies for the BELF Approach

5.1. Curriculum Design Principles

Incorporating BELF principles into existing Business English curricula requires thoughtful curriculum revisions. This revision prioritizes clear, effective communication,

mindful of intercultural factors and linguistic accuracy. This balance ensures students develop practical skills for real-world international business, rather than just aiming for native-level fluency.

Curriculum revisions must start by clearly integrating pragmatic and intercultural competencies into learning objectives and outcomes. Learners must be able to use communication strategies, understand cultural differences, and adapt to different languages. For example, learning objectives might emphasize practical skills, such as effectively handling communication breakdowns via clarification and rephrasing in simulated cross-cultural business settings, instead of concentrating only on grammar and vocabulary.

Syllabus structures should prioritize task-based learning and authentic communicative activities. The activities could include collaborative problem-solving, simulated intercultural meetings, and negotiation exercises designed to mimic real-world global work situations [15]. Focusing curriculum design on real-world communication tasks helps learners see the value and use of BELF skills.

Curriculum design should prioritize pragmatic clarity and communicative effectiveness over native-like pronunciation and grammatical perfection. However, this does not mean grammatical accuracy is neglected; rather, accuracy is contextualized as one component among several communicative skills necessary for successful professional interactions.

While this framework emphasizes pragmatic clarity and intercultural adaptability, it does not dismiss the importance of grammatical correctness or specialized terminology. Linguistic accuracy forms a foundational aspect of clear communication. However, this accuracy should not overshadow pragmatic effectiveness and adaptability, which are equally critical in authentic global interactions. The recommended approach seeks a balanced pedagogy, ensuring learners develop grammatical and lexical accuracy while emphasizing communicative effectiveness in assessment and practice.

5.2. Authenticity and Materials Development

Implementing the BELF approach requires the development and use of authentic materials reflecting real-world business communication scenarios. Authenticity in teaching materials greatly enhances the relevance and practicality of language instruction, bridging the gap between classroom practices and workplace communication realities.

Suitable authentic materials can include video call recordings from real business meetings, which give students a chance to see how professionals communicate in multilingual settings. These recordings show how people handle interruptions, clarify misunderstandings, and work together to reach mutual understanding. Another useful resource is real corporate email exchanges, which demonstrate effective strategies for clear, polite, and culturally appropriate communication. By studying these emails, students can observe how language shifts between formal and informal tones depending on the situation. Additionally, recorded business presentations and meetings help students learn how professionals navigate linguistic and cultural differences in formal contexts. These recordings reveal practical techniques like rephrasing ideas, giving clear explanations, and managing questions and feedback effectively.

To implement these authentic materials effectively, instructors can incorporate structured analytical tasks. As an example, one of the tasks could be related to those situations when interlocutors can negotiate a meaning or simplify language to stay on the same page. Teachers may be able to initiate led conversations about the witnessed strategies and make the learners train the like strategies during controlled classroom experiments.

Using authentic materials requires careful selection of extracts that represent specific pragmatic or intercultural teaching objectives. Scaffolding is a support, which should be introduced by teachers when learners are expected to be able to cope with complex authentic content, including pre-listening and vocabulary assistance. Gradually increasing the complexity of tasks helps students build confidence and competence in using BELF strategies independently.

5.3. Assessment Considerations

Assessment practices within the BELF pedagogical framework must align with the objectives of communicative effectiveness, pragmatic clarity, and intercultural competence. Traditional assessments emphasizing grammatical accuracy and linguistic correctness must be expanded to include broader evaluation criteria that reflect real-world communicative demands[3].

Specifically, assessments should incorporate tasks mirroring authentic business communication scenarios. Performance-based tasks such as simulated business meetings, role-plays, and email-writing exercises should be central components of assessment frameworks. These tasks directly measure students' abilities to effectively manage intercultural interactions, apply pragmatic strategies, and adapt their language flexibly to achieve mutual understanding.

Developing rubrics emphasizing pragmatic and intercultural competencies is essential. Rubrics should explicitly include criteria such as clarity of message, use of accommodation strategies (paraphrasing, simplifying), ability to navigate and resolve communication breakdowns, and demonstration of intercultural sensitivity[15]. For example, a rubric might assess students' ability to employ clarification strategies effectively, noting whether they successfully adapted their language when faced with comprehension difficulties from their interlocutors.

Assessment rubrics should clearly define levels of communicative competence rather than grammatical perfection. While linguistic accuracy is still considered, pragmatic effectiveness and communicative adaptability receive equal or greater emphasis. This approach ensures students internalize the importance of flexible and contextually appropriate communication, fostering skills directly aligned with professional realities.

The assessment framework proposed here reflects Harding and McNamara's[21] comprehensive analysis of ELF assessment challenges, which identifies six core competencies essential for successful lingua franca communication: tolerance of linguistic variation, meaning negotiation, phonological intelligibility priorities, cross-cultural pragmatic awareness, accommodation skills, and breakdown repair strategies. These competencies map directly onto the three-pillar BELF framework presented in this paper, providing empirical validation for assessment approaches that prioritize communicative effectiveness over conformity to native-speaker norms. Dewey's[20] post-normative assessment philosophy further supports this approach by arguing that evaluation criteria should emerge from contextual communicative demands rather than predetermined linguistic standards, enabling educators to develop assessment rubrics that reflect the dynamic, adaptive nature of authentic business communication.

Formative assessments including peer-feedback and journals should also be important. Such formative techniques enable students to be conscious about their communicative habits and give them a space to think critically with regard

to their pragmatic and intercultural training. These kinds of reflecting practices lead to a constant development and more engagement of the learners [10].

Consequently, effective use of BELF requires having a systematic syllabus modification, smart use of authentic resources and re-evaluation of assessment approaches. With the help of these approaches, curricula can reflect the complexities of global business communication, preparing students for real-world professional challenges with enhanced pragmatic clarity, cultural sensitivity, and communicative adaptability.

6. Potential Challenges and Solutions

6.1. Institutional and Curriculum Constraints

Implementing a BELF-oriented pedagogical framework within existing Business English programs presents several institutional challenges. Exam-driven teaching prioritizes memorization over practical communication skills, creating a significant problem [15]. Schools often avoid major curriculum changes that focus on practical skills and cross-cultural communication because of standardized tests and traditional teaching plans, especially if these skills are not assessed in standard language tests [13].

Faculty, administrators, and students may initially resist BELF principles due to uncertainty about their compatibility with existing curricular expectations or standardized assessments. Faculty familiar with traditional grammar instruction may be hesitant or ill-equipped to use BELF methods focused on practical and cross-cultural abilities. Students used to test-driven learning may likewise doubt the value of BELF skills, prioritizing high standardized test scores [12].

Overcoming these constraints requires proactive stakeholder engagement and strategic curriculum integration. Communicating the BELF approach's benefits successfully is crucial. Faculty workshops and informational sessions can effectively communicate how pragmatic clarity, intercultural adaptability, and strategic competence improve student employability and professional success in a globalized workplace [3]. Sharing empirical evidence and success stories from institutions that have successfully integrated BELF principles can help persuade skeptical faculty and administrators.

To gain administrative support, it is vital to ensure that BELF competencies are in line with current institutional outcomes and assessment frameworks. A phased approach, using pilot programs or integrating BELF modules gradually, offers practical advantages over a complete curriculum overhaul. Administrators and curriculum planners may be convinced by observing measurable improvements in student engagement, communicative confidence, and satisfaction resulting from initial BELF implementations [10].

Open communication about BELF skills' career applications encourages student involvement. Real-world case studies, global business testimonials, and interactive discussions on professional language show students the practical value of BELF skills beyond traditional tests. Incorporating student feedback into course design can also enhance acceptance and engagement, fostering a sense of ownership and relevance [12].

6.2. Teacher Preparation and Development

The successful implementation of BELF-oriented pedagogy depends significantly on the preparation and professional development of teachers. Teachers are crucial agents of change. Their understanding, commitment, and competence in delivering BELF-informed instruction directly influence the effectiveness of curricular reforms [22]. However, many ESP teachers currently trained in traditional linguistic paradigms may lack familiarity with BELF methodologies, pragmatic teaching strategies, and intercultural communication training techniques.

Teacher training programs must, therefore, explicitly focus on developing competencies aligned with BELF principles. Professional development strategies should encompass theoretical foundations of BELF communication, practical pedagogical skills, and specific classroom implementation techniques. Workshops, seminars, and training modules can effectively equip teachers with skills in pragmatics-focused instruction, including negotiation of meaning, intercultural sensitivity, and communicative accommodation strategies.

Professional development can take various forms, such as interactive workshops and training modules that introduce teachers to BELF theory and demonstrate effective teaching strategies. These sessions provide hands-on practice in integrating pragmatic and intercultural skills into lessons, while case studies and scenario analyzes help build confidence in handling real-world communication challenges. Another key approach is the use of online resources and communities,

including webinars, forums, and training modules, which offer flexible and accessible ways for teachers to continue learning.

These platforms allow teachers easily connect, discuss issues, and collaborate, especially if they're busy or work remotely. Additionally, peer observation and mentoring programs support professional growth by allowing teachers to learn from one another. More experienced educators who use BELF methods effectively can guide their colleagues, fostering practical skill-sharing and ongoing development.

Teacher attitude transformation represents a critical component of successful BELF implementation, as Jenkins'[19] research reveals that educators' beliefs about language ownership, correctness, and communicative priorities significantly influence pedagogical practice. Her longitudinal studies demonstrate that teachers who develop awareness of ELF principles gradually shift from deficit-based perspectives (viewing non-native features as errors to be corrected) toward resource-based approaches (recognizing linguistic diversity as a communicative asset). This attitudinal shift requires sustained professional development that combines theoretical understanding with practical classroom experience. Dewey's[20] teacher education research supports this approach by showing that post-normative pedagogical orientation develops most effectively through collaborative reflection on authentic teaching contexts, suggesting that BELF teacher preparation should emphasize experiential learning and peer-supported professional growth rather than prescriptive training models.

Support from institutions is also essential. Sufficient resources, time, and incentives for professional development improve teacher participation and constant commitment. To promote continuous learning, institutions should explicitly acknowledge and reward teachers who adopt and innovate pedagogical practices in line with BELF principles.

7. Implications and Contributions

The suggested BELF pedagogical framework affects Business English instruction by revising communicative competence and redefining language proficiency. Learners gain crucial pragmatic, cultural, and strategic skills through this method, better preparing them for global communication. Below, the pedagogical and theoretical implications and con-

tributions to the broader discourse in applied linguistics are discussed.

Implementing a BELF-oriented curriculum substantially improves students' communicative readiness for international professional contexts. Unlike traditional methods, this approach prioritizes communication, cultural awareness, and strategic language skills. Students using BELF methods become more adept at handling real-world communication in diverse contexts. Practical communication skills help them overcome language and cultural barriers.

The BELF framework improves students' intercultural sensitivity and adaptability, important skills in today's world. Understanding different communication styles is easier with cultural training, reducing misunderstandings[10]. Students gain practical skills and confidence through real-world tasks and simulated cultural situations.

Also, by learning to tolerate linguistic variation and employing accommodation strategies, students are better equipped to handle authentic workplace scenarios involving non-native interlocutors with diverse linguistic backgrounds. This skill makes them more flexible and adaptable for global careers.

A BELF focus significantly advances theory by questioning and broadening traditional understandings of language proficiency and communicative competence. Traditionally, linguistic accuracy and native-like performance have been the narrow measures of language proficiency. Unlike traditional methods, BELF prioritizes effective communication over perfect grammar to define proficiency more inclusively[15].

Modern applied linguistic theory underpins this shift, prioritizing pragmatic competence, socially appropriate language use, as vital, or more so, than grammatical accuracy for effective communication[13]. Effective intercultural communication necessitates communicative competence, a multidimensional concept encompassing pragmatic clarity, cultural adaptability, and strategic flexibility. Therefore, language proficiency is redefined as using language resources effectively and adaptively to achieve mutual understanding and communicative goals, not just following standardized linguistic forms[6].

The BELF perspective also highlights the crucial importance of accommodation skills and tolerance for diverse language use in successful communication. Viewing linguis-

tic diversity as standard, not unusual, pushes educators and researchers to rethink teaching and assessment, leading to a more realistic and inclusive view of global language use [22].

This paper contributes to the broader discourse in applied linguistics and language education by integrating BELF principles into practical pedagogy. By highlighting the limitations of traditional curricula and offering concrete solutions through pragmatic, cultural, and strategic teaching practices, it seeks to advance ongoing discussions on language pedagogy reform.

Our proposal responds to calls for curriculum changes that reflect authentic language use in international work settings. This model helps educators make ESP and Business English programs more relevant and effective by combining theory and practice. The model illustrates how teaching strategies can be connected with modern language studies, highlighting the importance of pragmatics, cross-cultural communication, and real-world language use [11].

Finally, the suggested BELF structure should encourage more empirical studies. It lays the groundwork for future research into BELF's effectiveness by explaining its teaching principles and how to use them. Research can enhance our understanding of applied linguistics by validating and improving instructional techniques, assessment, and curriculum.

8. Conclusions

This paper has presented a comprehensive argument for reimagining Business English pedagogy through the lens of Business English as a Lingua Franca (BELF). Traditional Business English courses, which emphasize native-speaker rules and grammar, may not prepare learners well for real-world global communication. To address these shortcomings, the paper proposed a theoretically grounded BELF-oriented pedagogical framework designed around three core competencies: pragmatic clarity, cultural adaptability, and strategic communicative competence.

The framework focuses on teaching practical communication strategies, like clarifying meaning, paraphrasing, and simplifying language, to help learners communicate clearly across language barriers. It also helps students develop cultural and interactional awareness by analyzing real-world business exchanges. Another key aspect is fostering flexi-

bility in understanding different accents and communication styles, preparing learners to adapt in diverse professional settings. Together, these skills equip students to succeed in multicultural workplaces.

Modern business communication is becoming more complex and globalized, making a BELF-focused approach essential. Success in international business isn't just about speaking correctly, it's about communicating effectively, navigating cultural differences, and adapting strategies on the fly. If we keep relying on outdated teaching methods, we'll only widen the disconnect between classroom learning and real-world workplace demands, leaving graduates at a disadvantage. That's why integrating BELF principles into ESP curricula isn't just beneficial, it's necessary to prepare students for the dynamic challenges of global business.

The proposed BELF framework provides a solid foundation for teaching innovation, but we still need more real-world research to test and improve these methods. Future studies should measure how well the BELF approach actually works; does it help students develop practical communication skills, navigate cultural differences, and gain confidence in real business settings? With concrete data, educators and curriculum designers could refine their teaching strategies and assessments, making sure these innovations are truly effective.

Adopting BELF pedagogy marks a major step forward in language education, aligning teaching practices with real-world global communication needs. By prioritizing clear, practical communication, intercultural competence, and flexibility, this approach equips learners with the skills they need to collaborate effectively in international business. Moving forward, ongoing research will be key, not only to demonstrate the evolving nature of applied linguistics but also to refine teaching strategies and ensure language education keeps pace with the demands of the global workplace.

Author Contributions

The contributions of the authors were as follows: Conceptualization, H.F.M., M.J.F. and A.S.C.; methodology, M.J.F.; formal analysis, H.F.M., M.J.F. and A.S.C.; investigation, H.F.M., M.J.F. and A.S.C.; writing—original draft preparation, H.F.M.; writing—review and editing, M.J.F. and A.S.C. All authors have read and agreed to the published

version of the manuscript.

Funding

Institutional Review Board Statement

Not applicable.

Informed Consent Statement

Not applicable.

Data Availability Statement

No new data were created or analyzed in this study. Data sharing is not applicable to this article.

Acknowledgments

Conflicts of Interest

The authors declare no conflict of interest.

References

[1] Kurniawan, I.W.A., 2024. English Language and Its Importance as Global Communication. International Journal of Social Studies. 2(1), 51–57. DOI: https://doi.org/10.25078/ijoss.v2i1.3920

[2] Kankaanranta, A., Louhiala-Salminen, L., 2020. ELF in the domain of business—BELF: What does the B stand for? In: Jenkins, J., Baker, W., Dewey, M. (eds.). The Routledge handbook of English as a lingua franca. Routledge: London, UK. pp. 309–320.

[3] Nickerson, C., 2015. The death of the non-native speaker? English as a lingua franca in business communication: A research agenda. Language Teaching. 48(3), 390–404. DOI: https://doi.org/10.1017/S0261444815000129

[4] Louhiala-Salminen, L., Charles, M., Kankaanranta, A., 2005. English as a lingua franca in Nordic corporate mergers: Two case companies. English for Specific Purposes. 24(4), 401–421. DOI: https://doi.org/10.1016/j.esp.2005.02.003

[5] Nair-Venugopal, S., 2018. Issues of language and competence in intercultural business contexts. Language and Intercultural Communication. 15(1), 29–45. DOI: https://doi.org/10.1080/14708477.2014.985304

[6] Louhiala-Salminen, L., Kankaanranta, A., 2011. Professional communication in a global Business context: The notion of global communicative competence. IEEE Transactions on Professional Communication. 54(3), 244–262. DOI: https://doi.org/10.1109/TPC.2011.2161844

[7] Peltonen, L., Ning, Z., 2025. Expressing the Home Culture in English as a Business Lingua Franca: A Glocalized Pedagogy. In: Wright, N. (eds.). Glocalising Approaches to Learning and Teaching English: Voices from Periphery. Springer Nature: Cham, Switzerland. pp. 103–124.

[8] Kankaanranta, A., 2023. Commentary on Louhiala-Salminen et al. (2005): Launching the notion of BELF. English for Specific Purposes. 71, 146–149. DOI: https://doi.org/10.1016/j.esp.2023.04.003

[9] Jodaei, H., 2021. Native Speaker Norms and Teaching English to Non-Natives: History and Research. International Journal of English Language & Translation Studies. 9(3), 1–14.

[10] Chan, C.S.C., 2019. Long-term workplace communication needs of business professionals: Stories from Hong Kong senior executives and their implications for ESP and higher education. English for Specific Purposes. 56, 68–84. DOI: https://doi.org/10.1016/j.esp.2019.07.003

[11] Gimenez, J., 2023. Integrating multi-communication research and the Business English class. English for Specific Purposes. 71, 87–89. DOI: https://doi.org/10.1016/j.esp.2023.02.008

[12] Chan, C.S.C., 2021. Helping university students discover their workplace communication needs: An eclectic and interdisciplinary approach to facilitating on-the-job learning of workplace communication. English for Specific Purposes. 64, 55–71. DOI: https://doi.org/10.1016/j.esp.2021.07.002

[13] Cogo, A., Yanaprasart, P., 2018. English as a lingua franca: Implications for language teaching and teacher education. In: Houghton, S.A., Hashimoto, K. (eds.). Towards post-native-speakerism: Dynamics and shifts. Springer: London, UK. pp. 123–142.

[14] Schnurr, S., 2024. Exploring professional communication: Language in action. Routledge: London, UK.

[15] Hyland, K., 2022. English for Specific Purposes: What is it and where is it taking us? ESP Today. 10(2), 202–220. DOI: https://doi.org/10.18485/esptoday.2022.10.2.1

[16] Basturkmen, H., 2021. ESP research directions: Endur-

ing and emerging lines of inquiry. Language Teaching Research Quarterly. 23, 5–11. DOI: https://doi.org/10.32038/ltrq.2021.23.02

[17] Jenks, C.J., 2024. Intercultural communication, world Englishes, and interculturality. World Englishes. 1–7. DOI: https://doi.org/10.1111/weng.12718

[18] Martins, H.F., 2017. Perspectives on business English as a lingua franca in business communication. Teacher Education and Curriculum Studies. 2(5), 61–67. DOI: https://doi.org/10.11648/j.tecs.20170205.11

[19] Jenkins, J., 2007. English as a lingua franca: Attitude and identity. Oxford University Press: Oxford, UK.

[20] Dewey, M., 2012. Towards a post-normative approach: Learning the pedagogy of ELF. Journal of English as a Lingua Franca. 1(1), 141–170. DOI: https://doi.org/10.1515/jelf-2012-0007

[21] Harding, L., McNamara, T., 2017. Language assessment: The challenge of ELF. In: Jenkins, J., Baker, W., Dewey, M. (eds.). The Routledge handbook of English as a lingua franca. Routledge: London, UK. pp. 570–582.

[22] Ehrenreich, S., 2018. Communities of practice and English as a lingua franca. In: Jenkins, J., Baker, W., Dewey, M. (eds.). The Routledge handbook of English as a lingua franca. Routledge: London, UK. pp. 37–50.

[23] Choi, K., 2023. Analyzing pedagogic strategies to incorporate global Englishes into the teaching of young EFL learners. Studies in English Education. 28(1), 1–23. DOI: https://doi.org/10.22275/see.28.1.01

[24] Jenkins, J., 2000. The phonology of English as an international language. Oxford University Press: Oxford, UK.

[25] Seidlhofer, B., 2011. Understanding English as a lingua franca. Oxford University Press: Oxford, UK.

[26] Mauranen, A., Ranta, E., 2009. English as a lingua franca: Studies and findings. Cambridge Scholars Publishing: Newcastle upon Tyne, UK.

[27] Bakhtiyarovna, K.A., 2024. Intercultural Communication And Misunderstandings In Pragmatics. Eurasian Journal of Academic Research. 4(4–1), 87–90. DOI: https://doi.org/10.5281/zenodo.10958524

[28] Bărbuleţ, G., 2024. The role of pragmatics in intercultural encounters. Annales Universitatis Apulensis. Series Philologica. 25(1), 326–335.

[29] Spencer-Oatey, H., 2017. Rethinking rapport: A sociopragmatic perspective for the global workplace. Multilingual Matters: Bristol, UK.

[30] Deardorff, D.K., 2006. Identification and assessment of intercultural competence as a student outcome of internationalization. Journal of Studies in International Education. 10(3), 241–266. DOI: https://doi.org/10.1177/1028315306287002

[31] Byram, M., 1997. Teaching and assessing intercultural communicative competence. Multilingual Matters: Bristol, UK.

[32] Jackson, J., 2014. Introducing language and intercultural communication. Routledge: London, UK.

[33] Jenkins, J., 2015. Global Englishes: A resource book for students (3rd ed.). Routledge: London, UK.

[34] Derwing, T.M., Munro, M.J., 2015. Pronunciation fundamentals: Evidence-based perspectives for L2 teaching and research. John Benjamins: Amsterdam, The Netherlands.

[35] Walker, R., 2010. Teaching the pronunciation of English as a lingua franca. Oxford University Press: Oxford, UK.

[36] Galloway, N., Rose, H., 2015. Introducing global Englishes. Routledge: London, UK.