

Sonja D. Stanković¹
Ljiljana Ž. Stević
Anja M. Mudrenović
Bojana S. Pavlović
University of Banja Luka
Faculty of Philology
Sinology Department

ENGLISH AS LINGUA FRANCA IN CHINESE LANGUAGE TEACHING AT UNIVERSITY OF BANJA LUKA SINOLOGY DEPARTMENT

Abstract: With China's reform and opening-up policy, alongside its growing global influence, Chinese language education has gained significant international attention. This global interest has led to the establishment of specialised programs in universities worldwide. The Sinology Department at the University of Banja Luka, founded in 2022, is the youngest such program at the Faculty of Philology. This paper examines the role of English Language and the English department in influencing the teaching methods of Sinology. As one of the newest Sinology departments in Europe, the development of Sinology at the University of Banja Luka offers a unique opportunity to explore the linguistic influences that shape its identity. Since its inception, English has served as the primary medium of instruction between native Chinese-speaking teachers and Sinology students. This study aims to investigate students' attitudes toward the use of English as a lingua franca (ELF) in teaching Chinese at the University of Banja Luka Sinology Department, exploring its effectiveness and potential challenges in the learning process. By conducting a survey, the study will assess how ELF has facilitated communication and contributed to the development of Sinology teaching methods.

Keywords: English as a lingua franca (ELF), International Chinese Language Education (ICLE), Teaching Chinese as a Foreign Language (TCFL), medium of instruction (MoI), Chinese as a Second Language (CSL).

¹sonja.stankovic@flf.unibl.org

1. Introduction

With the implementation of China's reform and opening-up policy, along with its growing prominence on the global stage, the study of the Chinese language has gained significant international attention. According to the Ministry of Education of the People's Republic of China, by the end of 2021, over 25 million foreigners were learning Chinese, while the total number of people who have learned or used Chinese exceeded 200 million. Additionally, Chinese language education has been introduced in more than 180 countries and regions, with 76 countries incorporating it into their national education systems. The growing global status of Chinese has been further reinforced through standardised language proficiency assessments, such as the International Chinese Language Education Proficiency Standards and the HSK exam, as well as the establishment of Mandarin proficiency testing centers abroad (Ministry of Education of the People's Republic of China, 2022).

As a result of the growing global interest in Chinese language education, universities worldwide have recognised the need for specialised programs. In response to this trend, the Sinology Department at the University of Banja Luka was established in 2022 as the youngest program at the Faculty of Philology. Since its establishment, English as a lingua franca (ELF) has been widely used as a dynamic medium of instruction (MoI) between native Chinese teachers and Sinology students.

For many decades, Chinese language teaching has been guided by the principle that instructors should primarily use Chinese when teaching international students, resorting to students' first language only as a last option. However, for beginner learners, the use of a lingua franca plays a crucial role in the learning process, particularly when professors are native Chinese speakers. 'English as a lingua franca (ELF) has been applied in teaching Chinese to speakers of other languages (TC-SOL) as an implicit and covert language policy on textbooks and in classrooms as a dynamic medium of instruction' (Wang, 2010:p.257). Thus, English, as the most widely spoken international language, serves as a suitable lingua franca in the context of international Chinese language teaching. Wang further argues that the use of English to some extent facilitates communication between teachers and students, helping learners grasp complex linguistic structures more effectively (2010:p.269). Based on the study by Ivezović and Rončević (2024:p.264), one of the conclusions was that raising university instructors' awareness of multilingual pedagogy is essential to maximize learning in diverse educational contexts.

Given its significance, this study aims to investigate students' attitudes toward the use of ELF in teaching Chinese at University of Banja Luka Sinology Department, exploring its effectiveness and potential challenges in the learning process.

2. English as a lingua franca (ELF) in International Chinese Language Education

The development of International Chinese Language Education (ICLE) (汉语国际教育, pinyin: hànyǔ guójì jiàoyù) has evolved significantly over the past century, reflecting broader geopolitical, cultural, and pedagogical shifts. Initially shaped by missionary efforts and colonial encounters, it has grown into a well-structured academic discipline, incorporating diverse methodologies, pedagogical frameworks, and global educational policies. English, recognised as the international world lingua franca (Kirkpatrick, 2007:p.155), defined as a medium of communication by people who do not speak the same language, is commonly used in various foreign language-teaching settings, including in teaching Chinese.

2.1 The Term *International Chinese Language Education*: Definition and Scope

In order to maintain clarity in academic discussion it is important to use precise and consistent terminology, ensuring that key concepts are clearly defined and understood.

The term ICLE has evolved from Teaching Chinese as a Foreign Language to reflect the broader scope of Chinese language education outside of China. Teaching Chinese as a Foreign Language (TCFL) (对外汉语教学, pinyin: duìwài hànyǔ jiàoxué) literally means 'Chinese language teaching towards outside' (Li & Wang, 2016) and has long been the subject of debate, with its meaning having undergone significant changes over time. Initially, the term referred to teaching Chinese to foreigners, regardless of whether the instruction took place in China or abroad. In this sense, TCFL encompassed all forms of Chinese as a Second Language (CSL) instruction. Due to this broad definition, some scholars have suggested renaming the discipline to Teaching Chinese as a Second Language (TCSL) (汉语作为第二语言的教学, pinyin: hànyǔ zuòwéi dì'èr yǔyán de jiàoxué) or 'Teaching Chinese as a Foreign Language' (TCFL) (汉语作为外语的教学, pinyin: hànyǔ zuòwéi wài yǔ de jiàoxué) to better reflect its scope. TCSL is regarded as either teaching Chinese as a second language to minority groups in China, Taiwan, Singapore, and

Hong Kong, or as a 'heritage and community language in the diasporas across the world' (Wang, 2010:p.257–258). In recent years, however, as Chinese language learning continues to expand globally, the term TCFL has been increasingly used in a narrower sense, 'specifically referring to the teaching of Chinese to international students in China. In contrast, the term ICLE has emerged to describe the teaching of Chinese outside of China.' (Cui, 2010:p.3)

Today, a common distinction is made: TCFL refers to Chinese language teaching for international students in China, whereas ICLE refers to Chinese language education as a foreign language outside of China. In this paper, the term ICLE is used to clearly distinguish it from TCFL. This distinction is important as the paper focuses on the study of Chinese at the University of Banja Luka Sinology Department.

2.2 English as a lingua franca

The term lingua franca is now predominantly linked with English. Over the past two decades, a distinct research area known as English as a Lingua Franca (ELF) has emerged, resulting in a substantial body of scholarly work, including numerous books, articles and even a specific journal dedicated to the phenomena connected to the rapid expansion of English across the world in the 20th and 21st centuries.

Despite continuous progress in teaching methods, various approaches are employed with the ultimate goal of mastering the target language. In the context of our study, which focuses on teaching Chinese at the University of Banja Luka Faculty of Philology, Sinology Department, different strategies are used to facilitate language acquisition. Since the students' native language is Serbian, and native Chinese-speaking professors do not speak Serbian, English becomes the necessary medium of instruction (MoI) for overcoming difficulties in explaining complex linguistic concepts.

It is widely recognised that when learning a foreign language, students often rely on their native language to facilitate understanding, making it an essential bridge to acquiring Chinese. In English-speaking countries, English naturally serves as the default intermediary language. However, even in non-English-speaking environments, its status as a global lingua franca makes it the preferred choice for international Chinese language education. This is particularly evident in our teaching context, where English is not only used as a communicative bridge between professors and students but is also reinforced by the fact that most Chinese language learning materials are written in English. As a result, alongside Chinese as the target language,

both Serbian and English inevitably play a role in the learning process, making multilingual mediation an integral part of instruction.

2.3 The role of ELF in International Chinese Language Education

The roles of ELF have been mentioned on numerous occasions by researchers in the past, including functions such as checking for comprehension (e.g. Atkinson, 1987), giving instructions (e.g. Cook, 2001), and explaining culture and intercultural concepts (e.g. Tang, 2002). 'ELF bridges the gap between current level of ability in TL and the level needed for successful communication' (Ife, 2008:p.97). According to Ife (2008) case study findings, ELF is used in a number of different ways to assist comprehension and to facilitate activity in the classroom with ELF acting in a supporting role to the second language learning process. The use of ELF serves as a supportive tool, or scaffolding in socio-cultural terms (Antón & DiCamillo, 1998:p.318), allowing learners to navigate the challenging initial stages of language acquisition. This assistance provides protection against the psychological vulnerabilities often experienced by novice language learners, vulnerabilities that may exacerbate feelings of anxiety—a factor identified in studies on learner variables as potentially influencing the success of language learning (Ellis, 1994:p.479–483; Skehan, 1989:p.115–118). In addition, teachers can exert a 'tremendous influence over the emotional atmosphere of the classroom' (Oxford, 1990:p.140), further supporting learners and making ELF an effective tool for reducing learner anxiety.

In International Chinese Language Education, the role of English as a Lingua Franca (ELF) is primarily reflected in its ability to facilitate communication and enhance teaching efficiency. However, its effectiveness depends on proper usage, as highlighted by the Wang (2014) study, which identified three key pedagogical functions of ELF in CSL classrooms. These include the '**explanatory function**' (2014:p.170) (used by teachers to clarify grammar or new vocabulary), the '**managerial function**' (2014:p.174) (employed by teachers to manage the classroom and build rapport with students), and the '**interactive function**' (2014:p.179) (initiated by students for peer meaning negotiation).

So far, the one relevant study on the use of English and code-switching in Chinese language instruction in the Western Balkans has been conducted by Mataruga K. at the Confucius Institute, University of Banja Luka (2024). Her research focused on students at HSK levels 1, 2, and 3, examining perceptions of code-switching in the classroom. The findings indicate that teachers, students, and the institute's leadership generally hold positive attitudes towards the use of multiple

languages in instruction. Code-switching was perceived as a pedagogically effective strategy that facilitates comprehension, reduces student anxiety, and enhances teacher-student rapport. It was particularly valued in beginner-level classes and in situations where other instructional methods had been exhausted. Classroom observations confirmed that teachers used a familiar intermediary language, often English, to ensure clarity, fill linguistic gaps, and maintain smooth communication flow. Students also reported benefiting from explanations given in a language they understood well (2024:pp.63,68).

In addition to its use in the classroom, the role of English has been influential in the development of CFL (Chinese as a Foreign Language) textbooks. Since the first CFL textbooks were published in the 1950s, many have been bilingual, primarily in English and Chinese. The proficiency in English has, in fact, become a prerequisite for most CFL learners, as it aids in understanding Chinese textbooks when their Chinese literacy remains limited (Wang, 2014:p.192). Although there is a substantial body of literature analyzing Chinese as a Foreign Language (CFL) textbooks, the use of English in these textbooks remains a subject of ongoing discussion. While some researchers advocate for its removal to preserve the integrity of the Chinese language (Wang, 2009; Zhao, 1998), others see its role as vital for aiding students, with proposals to improve its quality (Xu, 2010) or to use it selectively when necessary. As Wang stated 'There should be considerations of when to provide English, where English can be the most helpful medium, and how to gradually stop providing it as the student's proficiency in Chinese increases.' (2014:p.201). Despite numerous studies on the topic, the question of how and to what extent English should be used in Chinese language textbooks continues to be an open area for further research.

While ELF proves to be a valuable tool, its effectiveness depends on proper usage, furthermore its role must be carefully managed to optimize both communication and the learning process.

The other top functions for which English was employed in the JSL classroom have also been mentioned on numerous occasions by researchers in the past, for example, checking for comprehension (e.g. Atkinson 1987), giving instructions (e.g. Cook 2001), and explaining culture and intercultural concepts (e.g. Tang 2002). ELF bridges the gap between current level of ability in TL and the level needed for successful communication" (Ife 2008: 97)

3. Teaching Chinese at University of Banja Luka Faculty of Philology, Sinology Department

The Sinology Department at the University of Banja Luka, Faculty of Philology was established in 2022 and since then, three generations of students have been enrolled in the program. The Sinology study program, the first academic program focused on the language and culture of one of the Asian countries, holds exceptional significance for the Faculty of Philology, which has traditionally offered programs only in European languages. Although this is the first study program focused on Asian languages at the University of Banja Luka, it did not mark the beginning of Chinese language teaching at the University of Banja Luka. The Confucius Institute, founded in 2017, has been a key platform for learning about Chinese language and culture through numerous courses and workshops for elementary and secondary school students, as well as university students.

Chinese, as a character-based language, requires a distinct approach to both learning and comprehension. Consequently, it also provides a valuable scientific contribution to the existing linguistic community. Sinology has been taught at the University of Belgrade Faculty of Philology Department of Oriental Studies, Sub-Department for Chinese Language and Literature since 1974, and today, we have generations of successful sinologists who now have the opportunity to teach at the University of Banja Luka. Besides local teachers, courses are taught by professors and lectors from Chinese universities.

The study program covers a broad range of subjects. Apart from core courses such as Contemporary Chinese Language and Chinese Grammar, this study program also includes courses related to both traditional and modern Chinese culture – including Development of Chinese characters, Chinese architecture, Belt and Road Initiative, International Relations and Security, Chinese History, Chinese Philosophy, Geography and Tourism, and also some general courses, such as, Psychology, Applied Linguistics, Pedagogy, Information Technologies etc. All these courses help students develop better understanding of modern concepts in education, critical thinking and an overall understanding of China.

One of the distinguishing features of the Sinology study program at the University of Banja Luka is the inclusion of English language as a compulsory course, taught by professors from the English Department. Additionally, the entrance exam for the Sinology Department consists of tests in Serbian and English Language. Until now, no prior knowledge of the Chinese language has been required and students get to learn Chinese language from the very beginning. Most of the

textbooks used in the program, such as *Contemporary Chinese* by Wu Zhongwei (Volumes 1 to 4) (2015), *A Practical Chinese Grammar for Foreigners* by Li Dejin and Cheng Meizhen (2008) etc. are written in both Chinese and English, making them suitable for learners and local teachers from all around the world. In addition, all professors and lecturers from China are initially required to use English as the medium of instruction. As the students' proficiency in Chinese increases, they are encouraged to use Chinese more frequently during classes.

English as a lingua franca (ELF) plays an essential role in Chinese language teaching. Since the beginning of sinology studies in different countries, English has been used as a medium of instruction. It is of a great significance for sinology students to be fluid in English as well. On the other hand, students who use English more can encounter certain problems along the way. For instance, students can encounter some psychological barriers when expected to hold a conversation in Chinese or ask questions in Chinese during lectures. Moreover, when it comes to translation exercises, they are willing to use English more than their mother tongue which could pose challenges in the future when translating between Chinese and Serbian. Additionally, there are certain words and phrases that cannot be translated accurately enough into the English language, therefore the role of local teachers and professors is crucial.

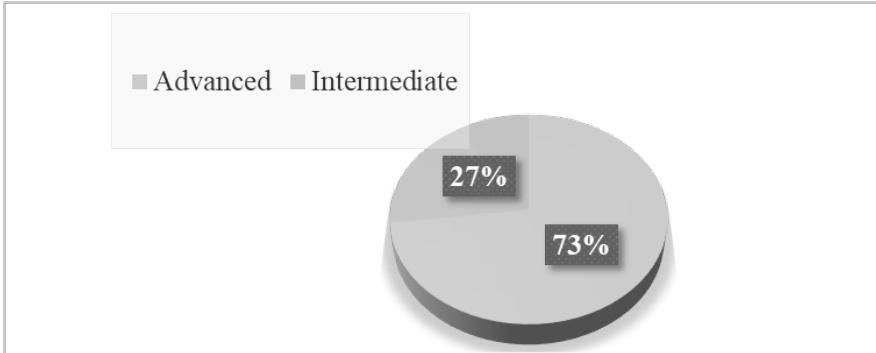
In order to enhance our understanding of ELF in Chinese language teaching, we have conducted a survey among Sinology student at the University of Banja Luka. The survey was carried out in October 2024 and included 36 students from all three generations of Sinology students. All respondents participated anonymously to questions regarding the role of ELF. The collected data was analysed using both qualitative and quantitative methods.

4. Survey findings

The survey consisted of both open-ended and closed-ended questions. The Closed-ended questions were multiple-choice and primarily aimed at gathering information about the students' proficiency in English and Chinese, their language learning experience and the frequency of using English when learning Chinese. In the open-ended questions sections, students were asked to share their opinions on the benefits of using English as a lingua franca and whether they believe the role of ELF would change in the future.

This section presents the findings of the survey based on selected questions. The charts and graphs below illustrate the number of respondents who provided specific answers.

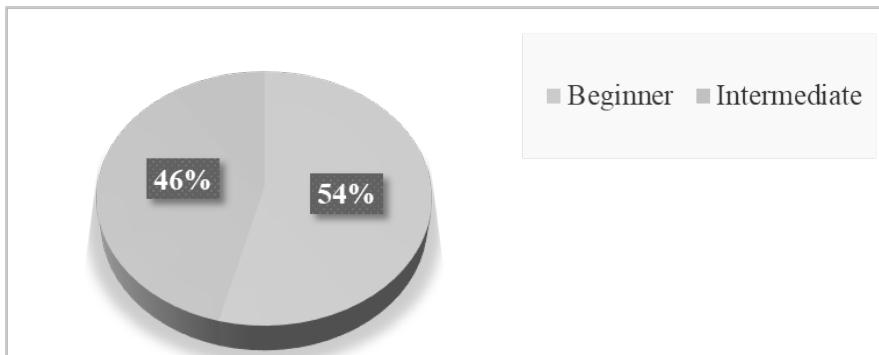
Chart 1, English level proficiency



As shown in Chart 1, 73% of respondents classified their English language proficiency as advanced, while the remaining 27% considered themselves at an intermediate level. These results are in line with expectations, considering that English has been taught as a compulsory subject since elementary school in the educational systems of the Republic of Srpska and Bosnia and Herzegovina. The widespread early exposure to English likely contributes to the high proportion of advanced learners.

It is important to note that the advanced proficiency level reported by the majority suggests a solid foundation in English, which may facilitate the use of English as a lingua franca (ELF) in the context of learning Chinese.

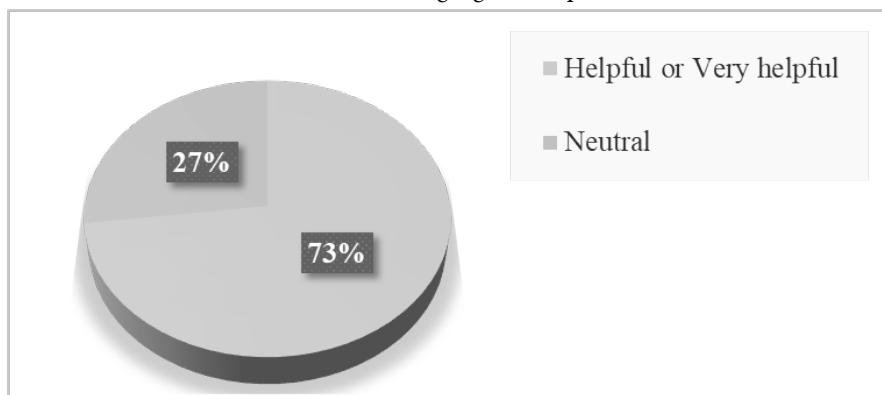
Chart 2, Chinese language proficiency



Since the establishment of the Sinology Department at the Faculty of Philology, University of Banja Luka, three generations of students have enrolled in the study program. The majority of students are currently in their first or second academic year, which is reflected in their self-assessed proficiency in the Chinese language.

Chart 2 displays the results of Question 3, which asked participants to indicate their current level of proficiency in Chinese by selecting one of the following options: Beginner, Intermediate, or Advanced. As shown in the chart, more than half of the respondents (54%) consider themselves beginners, while the remaining 46% assessed their level as intermediate. None of the respondents selected the “Advanced” option, which is consistent with the relatively early stage of their academic progress.

Chart 3, The Role of English in Facilitating Understanding of Chinese Language Concept



As can be seen in Chart 3, the biggest number of respondents (73%) find English helpful or very helpful in understanding Chinese language concepts. Due to some similar language concepts, English can be a good medium language for Chinese learners. On the other hand, lecturers from China sometimes cannot provide detailed explanations and the role of local sinologists is crucial.

Chart 4, Language of textbooks

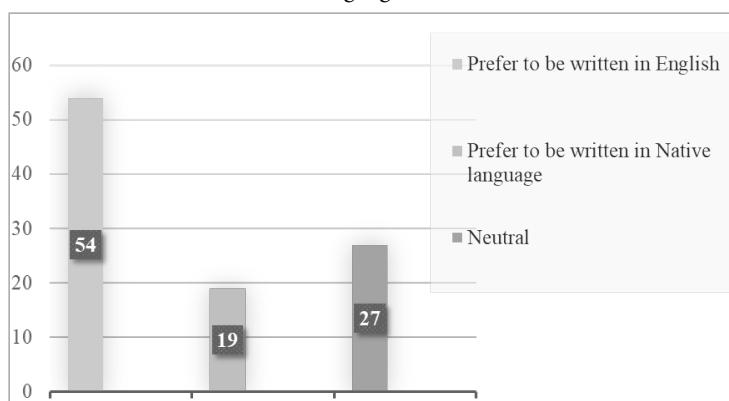


Chart 4 presents the participants' preferences regarding the language in which Chinese language textbooks should be written. The question asked whether learners find it useful that textbooks are written in English or whether they would prefer them to be in their native language.

The largest number of respondents, 54%, answered that they prefer textbooks to be written in English rather than their native language. This suggests that English is generally perceived as a helpful medium for understanding Chinese language content. Meanwhile, 27% of the respondents were neutral, expressing that they can equally use textbooks in both languages. A smaller portion, 19%, preferred the use of textbooks written in their native language.

The survey responses reveal a range of perceived benefits regarding the use of English as a lingua franca in Chinese language learning. Participants emphasised the pedagogical and practical advantages of incorporating English into the learning process. Several students noted that English facilitates more accurate translation and supports a better understanding of complex linguistic elements. One respondent highlighted that "*translating more accurately helps us get a better grasp on the meaning of the word/phrases/sentences*," further noting the abundance of English-language learning materials such as books, YouTube videos, and podcasts.

Another commonly mentioned benefit pertains to metalinguistic awareness. Learners expressed that comparing Chinese with English grammar structures, especially as both are often studied as second languages, enhances comprehension of Chinese. As one student explained, "*since both English and Chinese are widely studied as second languages, comparing grammar structures between two can help understand Chinese better*." This suggests that English can function as a cognitive bridge, enabling learners to better internalise Chinese grammar by referencing a familiar linguistic framework.

In addition, the role of English was viewed as valuable in contexts involving Chinese-speaking teachers, facilitating communication and clarification when direct comprehension in Chinese is not yet possible. Several students also remarked on the long-term advantages of developing multilingual skills, particularly in professional and translation-related contexts. As one participant stated, "*it can also help us in the future if we find a job that also require translating from Chinese to English*."

Overall, the data underscores the utility of English in supporting the learning of Chinese, especially at early stages, while also pointing to its broader role in cultivating intercultural competence and multilingual awareness.

The survey responses to the question number 10 "*How do you think the role of English in Chinese language education will change in the future?*" reflected a wide

spectrum of opinions, ranging from uncertainty and skepticism to optimism regarding the evolving function of English in this educational context. A notable portion of participants (approximately 54%) expressed the belief that the role of English will remain largely unchanged in the future. This view is grounded in the perception of English as the global lingua franca and its extensive integration into international education systems. As one respondent articulated, *“English is the most used language in the world, so I think it will always be the language with the most content.”* Another added, *“I don’t think it will change much, I think that it’s already fulfilling its purpose as is.”*

A smaller subset of students suggested that English might become less central in the future, particularly if more localised or native-language instruction becomes the norm. Some also indicated that the prominence of English could shift depending on factors such as migration patterns, geopolitical developments, or the increasing normalization of Chinese language learning across the globe.

Others maintained a cautious or agnostic stance, suggesting that the future role of English in Chinese language education is difficult to predict and may depend on broader educational policies or student performance outcomes. As one participant noted, *“I think it all depends on the results that students provide. I think the future role of English in Chinese language education is currently unpredictable.”*

Overall, while predictions varied, these results support the idea that English plays an important role as a mediating language in the process of learning Chinese, likely due to its accessibility and its role as a lingua franca in international Chinese language education.

5. Conclusion

The findings of this study highlight the significant role of English as a lingua franca (ELF) in the context of International Chinese Language Education (ICLE), particularly at the Sinology Department of the University of Banja Luka. As Chinese language education continues to expand globally, ELF serves as a practical and effective medium of instruction, especially in environments where neither teachers nor students share a common native language. At the University of Banja Luka, Chinese is taught by both local instructors and native Chinese speakers, while students are native Serbian speakers. In this context, English emerges as a natural bridge, particularly when lessons are conducted by native Chinese instructors, facilitating understanding, supporting classroom communication, and helping learners grasp complex linguistic structures. Survey results confirm that the ma-

jority of students possess a high level of English proficiency, which allows them to effectively engage with English-Chinese learning materials and benefit from instruction in English. While students are still at an early stage in their Chinese language acquisition, they overwhelmingly perceive English as a helpful tool in the learning process. Most respondents also prefer textbooks written in English, underscoring the language's accessibility and central role in the global dissemination of Chinese learning resources.

However, the study also identifies potential challenges. Overreliance on English may hinder students' willingness or ability to switch fully to Chinese as their proficiency increases. Additionally, it may interfere with the development of direct translation skills between Chinese and Serbian. These findings suggest that while ELF offers substantial pedagogical benefits, its use must be carefully managed. As students progress in their studies, a gradual shift toward more Chinese-medium instruction should be encouraged, supported by both local and Chinese instructors who can provide culturally and linguistically contextualised explanations. The role of teachers remains vital in addressing these challenges, ensuring that students not only achieve proficiency in Chinese but are also able to navigate between languages effectively. This support is particularly important during their study period in China, where students are expected to use Chinese in daily life.

From a pedagogical perspective, these findings suggest that future teacher training programs could benefit from incorporating ELF strategies, equipping both local and native Chinese instructors to provide clear and effective explanations of Chinese language structures. This can be illustrated by the way local instructors sometimes explain gender distinctions in Chinese vocabulary in English rather than Serbian. For example, 漂亮 (*piàoliang*) is translated as "beautiful" for females, and 帅 (*shuài*) as "handsome" for males. Using English here is pedagogically helpful because when considering only males and females, the adjective 漂亮 (*piàoliang*) in Serbian can refer to both (lijepa, lijep), whereas English clearly distinguishes the two, reflecting the distinctions present in Chinese.

In conclusion, this study highlights the importance of ELF as a practical teaching tool in the early stages of Chinese language learning and underscores the value of thoughtful, adaptive instructional strategies to enhance teaching effectiveness and students' linguistic development.

Appendix: Survey

**ENGLISH AS LINGUA FRANCA IN CHINESE LANGUAGE
TEACHING AT UNIVERSITY OF BANJA LUKA SINOLOGY
DEPARTMENT**

This survey contains questions about the role of English Language as a lingua franca in Chinese Language teaching at University of Banja Luka Sinology Department.

1. Experience in Chinese Language learning*

Less than a year

- 1-2 years
- 3-4 years
- 5+ years

2. Level of Proficiency in English*

- Beginner
- Intermediate
- Advanced

3. Level of Proficiency in Chinese

- Beginner
- Intermediate
- Advanced

4. How often is English used as a lingua franca in your Chinese Language classes?*

- Always
- Frequently
- Sometimes
- Rarely
- Never

5. Teachers' English is very good.

- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

6. To what extent do you believe using English helps in understanding Chinese Language concepts?*

- Very helpful
- Somewhat helpful
- Neutral
- Not helpful

7. Do you think that using too much English limits the exposure to the Chinese Language?*

- Yes
- Not
- Not sure

8. Do you find it useful that the Chinese learning books are written in English, or do you think it would be better if they were written in your native language? Please explain your preference.

- Yes
- Not
- Not sure

9. What benefits do you see in using English as a lingua franca while learning Chinese?

10. How do you think the role of English in Chinese language education will change in the future?

6. References

1. Antón, M. & DiCamilla, F (1998) Socio-cognitive functions of L1 collaborative interaction in the L2 classroom. *Canadian Modern Language Review*, 54(3), 314–342. DOI: 10.3138/cmlr.54.3.314.
2. Atkinson, D. (1987) The mother tongue in the classroom: A neglected resource? *ELT Journal*, 41(4), 241–247. DOI: 10.1093/elt/41.4.241.
3. Cook, V. (2001) Using the First Language in the Classroom. *Canadian Modern Language Review*, 57(3), 402–423. DOI: 10.3138/cmlr.57.3.402.
4. Cui, X. (2010) 对外汉语教学与汉语国际教育的发展与展望 [On the development and outlook of teaching Chinese as a foreign/second language and international education of Chinese]. *语言文字应用*, 2, 2–11. DOI: 10.16499/j.cnki.1003-5397.2010.02.001
5. Ellis, R. (1994) *The Study of Second Language Acquisition*. Oxford, Oxford University Press.
6. Ivezović, T. & Rončević, I. (2024) Capitalising on Multilingualism at University: Language Biography Case Studies of European Students. *PHILOLOGIST – Journal of Language, Literature, and Cultural Studies*, 15(29), 249–270. DOI: 10.21618/fil2429249i.
7. Ife, A. (2008) A role for English as Lingua Franca in the Foreign Language Classroom? In E. Alcón Soler & M. P. Safont Jordà (eds.) *Intercultural Language Use and Language Learning*, 79–100. Springer. DOI: 10.1007/978-1-4020-5639-0_5.
8. Kirkpatrick, A. (2007) *World Englishes: Implications for international communication and English language teaching*. Cambridge, Cambridge University Press.
9. Li, S. & Wang, J. (2016) Chinese Government Policies and Initiatives on the International Popularization of Chinese: An Economics of Language Perspective. In: Ruan, J., Zhang, J. & Leung, C. B. (eds.) *Chinese Language Education in the United States*, Multilingual Education, vol. 14, 29–45. Cham, Springer. DOI: 10.1007/978-3-319-21308-8_2.
10. Mataruga, K. (2024) *Prebacivanje kodova u nastavi kineskog kao stranog jezika*. Master rad, Univerzitet u Banjoj Luci, Filološki fakultet. Dostupno na: <http://phaidra.unibl.org/o:3178>. Pristupljeno: 29. 3. 2025.
11. Ministry of Education of the People's Republic of China. (2022). The Number of Foreigners Learning Chinese Exceeds 25 Million. http://www.moe.gov.cn/fbh/live/2022/54618/mtbd/202206/t20220628_641484.html Internet. 13 April 2025.
12. Oxford, R. L. (1990) *Language Learning Strategies*. Boston, Heinle and Heinle.
13. Skehan, P. (1989) *Individual Differences in Second-language Learning*. London, Edward Arnold.
14. Tang, J. (2002) Using L1 in the English classroom. *English Teaching Forum*, 40(1), 36–43.

15. Wang, D. (2010) A Study of English as a Lingua Franca in Teaching Chinese to Speakers of Other Languages. *The International Journal of Learning*, 17(6), 257–272. DOI: 10.18848/1447-9494/CGP/v17i06/47104.
16. Wang, D. (2014) *English in the Chinese foreign language classroom*. Frankfurt am Main, Peter Lang. DOI: 10.3726/978-3-0351-0656-5.
17. Wang, H. (2009) The Definitions of New Words in TCSL Textbooks [Lun duiwai hanyu jiaocai shengci shiyi moshi]. *Applied Linguistics [Yuyan Wenzi Yingyong]*, 1, 124–133.
18. Xu, P. (2010). Solutions to the Negative Effects of English Translation of New Vocabulary in Textbooks: A Perspective from Vocabulary Teaching [Jiaocai shengci yingyi wenti fumian yingxiang de jiejue duice: Cong cihui jiaoxue de jiaodu tanqi]. *Journal of South China Normal University (Social Science Edition) [Huinan Shifan Daxue Xuebao (Shehui Kexue ban)]*, 3, 53–57
19. Zhao, J. (1998). Evaluation on the Chinese Language Teaching Materials [Lun duiwai hanyu jiaocai pinggu]. *Yuyan Jiaoxue yu Yanjiu*, 3, 4–19.

Sonja D. Stanković

Ljiljana Ž. Stević

Anja M. Mudrenović

Bojana S. Pavlović

Univerzitet u Banjoj Luci

Filološki fakultet

Katedra za sinologiju

**ENGLESKI KAO LINGUA FRANCA U NASTAVI KINESKOG
JEZIKA NA KATEDRI ZA SINOLOGIJU UNIVERZITETA U
BANJOJ LUCI**

Rezime

Učenje kineskog jezika steklo je značajnu međunarodnu pažnju zahvaljujući politici reformi i otvaranja Kine, uz njen rastući globalni uticaj. Ovaj globalni interes doveo je do osnivanja specijalizovanih programa na univerzitetima širom svijeta.

Katedra za sinologiju na Univerzitetu u Banjoj Luci, osnovana 2022. godine, najmlađi je takav program na Filološkom fakultetu. Ovaj rad proučava ulogu engleskog jezika i Katedre za anglistiku u oblikovanju metoda u nastavi sinologije. Kao jedna od najmlađih katedri za sinologiju u Evropi, pruža jedinstvenu priliku za istraživanje jezičkih uticaja koji oblikuju njen identitet. Od osnivanja studijskog programa, engleski jezik služio je kao primarni jezik nastave između profesora koji govore kineski jezik i studenata sinologije.

Cilj ovog istraživanja jeste da ispita stavove studenata prema upotrebi engleskog jezika kao *lingua franca* (ELF) u nastavi kineskog jezika na Katedri za sinologiju Univerziteta u Banjoj Luci, te efikasnost njegove upotrebe kao i potencijalne izazove u procesu učenja. Istraživanje će procijeniti kako je ELF olakšao komunikaciju i doprinio razvoju metoda nastave sinologije.

► ***Ključne riječi:*** Engleski kao *lingua franca* (ELF), Međunarodno obrazovanje iz kineskog jezika (ICLE), Nastava kineskog jezika kao stranog jezika (TCFL), Jezik nastave (MoI), Kineski kao drugi jezik (CSL).

Preuzeto: 17. 7. 2025.

Korekcije: 22. 8. 2025.

Prihvaćeno: 29. 9. 2025.