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Ortak Dil Olarak İngilizce'de Dil Analizleri: Yanlış Anlamalar ve İletişim

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YÜKSEK LİSANS TEZİ

**DANIŞMAN
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INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF WESTERN LANGUAGES AND LITERATURE

**Analysis of Language Used in English as a Lingua Franca:
Misunderstandings and Communication**

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Doktora tezi olarak sunduğum “Ortak Dil Olarak İngilizce’de Dil Analizleri: Yanlış Anlamalar ve İletişim” adlı çalışmanın, tezin proje safhasından sonuçlanmasına kadar ki bütün süreçlerde bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurulmaksızın yazıldığını ve yararlandığım eserlerin Bibliyografya’da gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve onurumla beyan ederim.

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ÖZET

İngilizce LinguaFranca (ortak dil) olarak kullanılan küresel bir dildir, yani İngilizce birçok farklı dili konuşan insanın iletişimini sağlayan bir araçtır. Farklı ana dillere sahip kişiler iletişim kurduğunda yapılan hatalar iletişimi olumsuz olarak etkiler. Hatalar da yanlış anlamalara yol açabilir. Bununla birlikte bu hatalar iletişimin önünde bir engel olmamalıdır. Yanlış anlamalara neden olabilecek hata türlerine yönelik bir açıklama LinguaFrancaCore (LFC) eserinde Jenkins (2000) tarafından yapılmıştır. Bu çalışma telaffuz, dil bilgisi, kelime bilgisi ve kültürlerarası bilgi alanlarındaki dil hatalarına ve bu hataların iletişimi nasıl engellediğine yönelik bir bakış açısını içerir. Çalışma bakılan kategorilerde çok fazla miktarda dil hataları olmasına rağmen bunların yanlış anlamalara yol açtığına dair çok az kanıt bulmuştur. Data analizleri tanımlanan dil hatalarından çok azının LFC’de yer aldığını göstermiştir. Bu nedenle bu çalışma LFC’nin yanlış anlamalardan kaçınmak için düzgün biçimde kullanılması gereken dil özelliklerinin tespit edilmesinde yardımcı olacağı sonucuna varmıştır.

Anahtar Kelimeler

LinguaFranca olarak İngilizce, LinguaFrancacore, yanlış anlamalar, anlaşılabilirlik

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ABSTRACT

English as a lingua franca (ELF) is widely used as a global language, in other words English is used to enable speakers of many different languages to communicate with each other. When speakers of different languages communicate language errors may affect communication. Mistakes may lead to misunderstandings. However, language errors may not prevent successful communication. One possible explanation of the types of error that can cause misunderstandings is provided by Jenkins (2000) in the lingua franca core (LFC). This thesis describes a study that looked at language errors in pronunciation, grammar, vocabulary and intercultural knowledge, and how these errors affected communication. The study found very little evidence of misunderstandings, even though there were many language errors in all the categories investigated. Three Iraqi and one Turkish postgraduate student participated in these interviews as non-native speakers of English as lingua franca. The Iraqis' first language is Arabic, and Turkish first language is Turkish. Data analysis showed that very few language errors identified are in the LFC. This thesis therefore concludes that the LFC may help to identify the language features that must be used correctly in order to avoid misunderstandings.

Keywords

English as a lingua franca, lingua franca core, misunderstandings, intelligibility.

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CHAPTER ONE

INTRODUCTORY CHAPTER

1.1. Introduction

English as a lingua franca is currently used as a global language. English is widely used for communication between speakers of other languages and has been described as a lingua franca (LF).

When speakers of the same first language communicate, they generally use standard language forms. The accuracy of language forms is therefore not an issue. Misunderstandings may occur because certain sounds are not audible, or because the grammar or vocabulary is not clear.

When speakers of different first languages, communicate in English, they may use language forms which are not standard and which would be described as errors. Such inaccurate language may lead to misunderstandings in addition to misunderstandings that have similar causes when first language speakers communicate. However, the use of incorrect language does not always cause misunderstandings. Successful communication can occur even when errors are made. Some errors cause misunderstandings but others do not.

Jenkins (2000) has attempted to identify language forms which are more likely to cause misunderstandings. Jenkins investigated language errors in pronunciation, grammar, and vocabulary. Jenkins found that errors in some pronunciation features caused misunderstandings, but others did not. Jenkins also found that misunderstandings caused by vocabulary errors were rare, and those caused by grammar errors even rarer.

Jenkins identified certain language forms that had to be used correctly for successful communication to take place. She called these forms the LFC.

The purpose of this thesis is to investigate the use of English in a lingua franca context. The thesis looks at oral communication in English between speakers of other first languages. Using the LFC as an analytical framework, the thesis considers whether the LFC explains the presence or absence of misunderstandings.

The thesis analyses the accuracy of language forms in pronunciation, grammar and vocabulary. The study also looks for possible misunderstandings caused by lack of intercultural knowledge.

1.2. Aims of The Study

English as a lingua franca is everywhere now. This study therefore aims to investigate English language in use and analyze the misunderstandings and communication. This research tries to examine the errors in:

1. Pronunciation during the use of ELF.
2. Grammar during the use of ELF.
3. Vocabulary during the use of ELF.
4. Culture during the use of ELF.

1.3. Limitations of the study

The study makes a detailed analysis of a small number of students. Those students are three from Iraq and one from Turkey. This analysis is according to lingua franca core pronunciation features designed by Jenkins, grammar, vocabulary and intercultural factors. The study involves a small number of students, and validity is achieved by close, detailed analysis of the data.

1.4. Value of The Study

The value of this study is that analyzing the use of English as a lingua franca (what it is and how it works), will lead to a better understanding of how English is used by Iraqi students in international contexts. This study helps to improve educational systems by preparing learners and teachers for such interaction. This study contributes to the debate on the future role of English in Iraq and how the language can best be developed.

1.5. Method

This study will focus on transcribed interviews of four non-native postgraduate English speakers as data for analysis. These transcribed interviews show the use of English as a lingua franca between non-native speakers in international communication.

The study applies Jenkins LFC in analyzing English as a lingua franca in order to examine the main factors regarding ,misunderstandings and communication in ELF contexts.



CHAPTER TWO

LITERATURE REVIEW

The aim of this chapter is to provide a theoretical background to the present study. This chapter is of one part. This part establishes the notions of communication, misunderstandings, English as a lingua franca, misunderstandings in ELF, the lingua franca core and intelligibility and misunderstandings in ELF contexts.

2.1. Communication

Communication can be described and defined in many different ways. It is thought of as 'the primary function of human language' (Yule, 2010: 24) and is the action of transferring meaning with the intention of achieving mutual understanding. It is something people practice daily. The term communication comes from the Latin "communis", that means "to share", and includes verbal, non-verbal and electronic methods of human communication. When people communicate they have a shared language and a "a shared knowledge of the world (Europe, 2001: 12). It can be said that communication involves one or more people sharing meaning.

There are many different types of communication. Communication can be spoken or written, face-to-face, by telephone, radio, television or other media. Non-verbal communication can involve body language, hand movements or clothing. Written communication can be by e-mails, letters, books, journals, the internet or other media). Written communication can be in the form of visualizations such as symbols, graphs or charts.

Communication consists of language. Language involves phonology, grammar, syntax, word formation, morphology, semantics, pragmatics, and discourse (Yule, 2010) to name but a few. The relationship between communication, sounds and words is strong. Successful oral communication depends on clear sounds and pronunciation. Words are also very important. Through words people establish the same idea in both the sender and the receiver. Word formation, making new words, is also part of communication, as is morphology, the study of the forms of words. Grammar is also important for communication, because grammatical competence is part of communicative competence (Lock 1996, 266). Syntax, the arrangement of words in

sentences, is also important in communication. Semantics and communication are connected as well. The semantic use of language needs to be clear for sender and receiver to have a shared understanding of any message that might be sent. Pragmatics also contributes to intelligibility in communication. Pragmatics explains how speakers can overcome ambiguity in language, as meaning relies on the manner, place and time of an utterance. Discourse is part of communication too. Discourse is "the use of language in speech and writing to achieve pragmatic meaning" (Widdowson, 1996: 127). As noted by the Council of Europe (Europe 2001, : 188) the relationship between language and communication is extremely complex and does not lend itself to "atomisation" because language is always "greater than the sum of (its) parts". There are many aspects of successful communication.

Communication through language is not always easy or simple. Successful communication is "a process of interpreting not just what speakers say, but what they intend to mean" (Yule 2010 : 136). Successful communication therefore requires a clear and comprehensible message from the sender, understanding on the part of the receiver, and it requires the message that is passed by sounds and words to be transmitted clearly. Miscommunication or misunderstandings can occur in several different ways.

2.2. Misunderstandings

A misunderstanding is "a situation in which a comment, an instruction, etc. is not understood correctly" (Oxford Advanced learner's dictionary, 2000: 817). When a listener fails to understand what is said, the failure to understand is a misunderstanding.

Misunderstandings can occur in all types of communication. Some misunderstandings are caused by language, but many misunderstandings come from ambiguity in the speaker's utterances (Kaur, 2011). A speaker and a receiver are always parts of any oral communication. Communication consists of sender, receiver and the medium. This applies to all kinds of communication. An error on one side of communication may lead to a misunderstanding.

In one-to-one communication, misunderstandings can occur for many different reasons. One reason could be that the speaker is unable to express the desirable thought clearly enough. Another reason is the speaker speaking in a low voice, pronouncing unclearly (mumbles, swallows part of speech; etc.) or making a slip of the tongue. There

may be disturbances in the situation of communication (a loud noise in the street, at a reception etc.). The recipient may mishear the message (a slip of the ear). The recipient may understand the message in a different way from that intended by the speaker.

Misunderstandings can occur when both participants share the same first languages, and they can also arise between speakers of different first languages. First language misunderstandings can result because of regional accents or dialects, using unclear speech, using jargon or slang, word choice, literacy and linguistic ability or the use of grammar. When first language misunderstandings occur participants respond in different ways. The participants either try to use common ideas to communicate what they want, or they give up communicating.

Second language misunderstandings can also occur and are likely to be more frequent than first language misunderstandings because in addition to the causes of misunderstandings between L1 users there may also be other language barriers such as direct translation, differences in appropriateness, grammatical rules or patterns or because of cultural differences. This situation can be named "cultural distance" which occurs between people using a language who do not share the same cultural knowledge. Misunderstandings can occur in second language communication because there are many speakers of English who have different accents and use vocabulary in an interesting or sometimes very new ways that there is a possibility for meaning to breakdown and lose intelligibility between those speakers (Walker 2015).

In order to avoid misunderstandings, second language communication aims for intelligibility. Intelligibility has been defined as "the extent to which the speaker's intended utterance is culturally understood by a listener" (Munro and Derwing 1995). "intelligible production and felicitous interpretation of English" (Nelson 1995: 274), the ability of the listener to recognize individual words or utterances (Smith and Nelson 1985), as "an objective measure of the degree to which an utterance was understood" (Nicolisi, Harryman & Kresheck 1996: 72) and "intelligibility is not speaker or listener-centered but is interactional between speaker and hearer" (Smith and Nelson 1985, : 333). Intelligibility occurs when misunderstandings do not, or when misunderstandings are repaired. Misunderstandings are likely to occur for different reasons in written and spoken language because of the important differences between the two genres.

Writing is fixed and texts cannot usually be changed when printed or written out but speech is temporary and speakers can self-correct themselves and change what they are saying while it is in progress. A written text can move across different times and places, but speech is for immediate communication. Writing is usually more complicated than speech with sentences that are longer with numbers of subordinate clauses and in writing the punctuation and layout of texts have no equivalent in spoken language. Some types of writing like text messages or email may resemble speaking which often has many repetitions, unfinished sentences, self-corrections or interruptions, except for more formal speeches and scripted performances such as news reports or scripts for dramas. Writers do not usually receive immediate feedback from their readers and so the physical context is not available to help with explanations or ambiguity. Speech, on the other hand, is more often dynamic involving two or more people where the situation and shared knowledge have a major role, so more can be left unsaid or implied indirectly. Writers use punctuation, section headings, organization color or graphs or tables but they are not available in speech, where matters such as timing, tone of voice, loudness, stress or intonation can add emotion. Writing can be read again more closely and notes can be taken, but only formal speeches or recorded speech can be used in this way. Certain grammatical structures and vocabulary are used exclusively in writing, like complex scientific or legal terms whereas some words are used only or mainly in speech such as slang words and phrases or tags like y`know or like. For all these reasons speaking and writing are best considered separately for research purposes.

2.3. English as A Lingua Franca

At first the term lingua franca described languages used on the South-Eastern coast of the Mediterranean in the 15th to the 19th centuries (Jenkins, 2002). It is also "a contact language used among people who do not share a first language, and is commonly understood to mean a second (or subsequent) language of its speakers" (Jenkins, 2007: 1).

In history there have been many lingua franca which have risen and fallen for many different reasons. Such languages include Sumerian, Greek, Latin, Egyptian, Dutch, French, Portuguese and Arabic. The languages used in this way grow because

there is a "larger human community" and they are "not exclusively the creatures of world powers" (Ostler, 2005: 556). Not all languages used as a lingua franca are associated with one nation or geographical community, such as Polari.

The term ELF refers to "communication in English between speakers with different first languages" (Seidlhofer, 2005: 1). ELF is defined by Firth (1996: 240) as "a 'contact language' between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication". Other linguists like Mauranen (2003) define it as "a vehicular language" (513) or as "a language of international understanding" (Phillipson, 1992: 271-88). It is a way of communicating between people who do not speak the same first language.

ELF is used when speakers of different first languages communicate with each other. Those speakers of different languages can use this ELF in a number of situations like business, education, and leisure. Very large numbers of people in the world currently use ELF, and most of them are not English L1 speakers (Seidlhofer, 2005). According to Crystal (2003), approximately just one out of each four speakers of English is a native speaker of the language. The largest number of ELF communications are between one or more people who speak English as an additional language, not as a first language, in contexts such as business (House 2003) and in educational and diplomatic settings as well as in tourism, leisure, the arts and sport (Walker, 2015: 42). These contexts are many because of the rapid growth of globalization. Nelson (1995: 276) says "the native speaker is a rare sight in most international interactions in English and ... many speakers may never have had the dubious good fortune even to have met a native speaker". The fact that most users of English are not L1 users, whereas what counts as grammatical accuracy is still determined by a minority, the English L1 users, is seen as somewhat problematic by Seidlhofer (2005) who describes a "contradictory case" that for ELF the majority of speakers and interactions do not involve L1 users. These facts show the importance of ELF and its benefits in increased number of international encounters.

Achieving intelligibility in ELF involves a number of different features such as speech modification, code-switching and repetition. Modification means changes to speech "so the speakers and the hearers can understand each other, despite their

different English accents" (Jenkins, 2000). Code-switching, repetition echoing, local idiomatic language and paraphrasing might be seen as mistakes or cause misunderstandings for some L1 users (Jenkins, 2009: 201). Firth (1996) found that these features give ELF talk a 'fleeting' nature where flexible norms reflect participants' insecurity. In view of this situation, ELF users appear to adopt an attitude of 'Let it Pass' for interpreting each other's meaning which enables the style to tolerate variations or incorrect language and so ELF speaking is "explicitly consensual" (House 2003).

Other features used to achieve intelligibility were found by Meierkord (1996), who found that ELF users used a "minimized repertoire token, shorter turns and more non-verbal communication". Pickering (2006: 5) states that Jenkins found that ELF users "accommodated to each other, thereby increasing intelligibility, by converging on more target-like forms and reducing L1 transfer features when dealing with ... high risk core areas". In addition, Pickering (2006) states that Meierkord says that there is a high amount of "negotiation and cooperative accomplishment" as shown by pausing to change conversational subjects, choice of safe topics and politeness such as use of back-channels and "routine formulaic expressions". Seidlhofer (2001: 143) finds similar features that are "communicatively-oriented, cooperative and mutually supportive" with speakers passing over difficult utterances without clarifying them. Mauranen (2007: 257) also finds features that show "co-operation and clearness policies" become important for ELF conversation, as reformulations improve how clear the talk is and help to avoid misunderstandings. Mediation is also one of these features, "since mediation was found to increase explicitness, it thus seems to be a valuable strategy to be used in ELF encounters" (Hynninen, 2011: 976). Ke & Cahyani (2014: 35) found that ELF users "adjusted their English use by accommodating to the partner's linguistic levels and prioritizing intelligibility". These are some of the intelligibility features that are used in ELF communications.

The ELF concept can be seen to have a number of benefits for language learners and language users. These benefits assist international communication, business, sport, leisure and education. Tarone (2005) shows how non-native speakers can use ELF in education.

2.4. Misunderstandings in ELF

Misunderstandings in ELF may occur because of weaknesses in pronunciation, vocabulary, grammar, or cultural knowledge. Pronunciation is "possibly the greatest single barrier to successful communication" (Jenkins, 2000: 83) and Walker (2015) also puts pronunciation in first place as ELF users pronounce English in a new way. Phillipson (2008) notes that pronunciation has major adjustments in international contacts. Vocabulary has a relatively minor role in ELF misunderstandings compared to pronunciation. There are unique or original uses of vocabulary in ELF where informal vocabulary is used more widely than informal grammar, but communication can still be successful despite that, for example by creating new lexis like "an aprovement" (Walker, 2015). Grammar is also a factor that can cause misunderstandings. Regarding grammar, Walker (2015) describes as unexpected the finding of ELF research that grammar errors rarely lead to misunderstandings in ELF. Even though ELF speakers use grammar in different ways compared to native speaker norms: Regarding grammar it has been noticed that sometimes there is difference from native speaker norms in using 's' of the 3rd person singular without effecting negatively on international intelligibility. A study by Meierkord (2004) investigated the "syntactic forms produced in 22 hours of conversation between outer and expanding circle speakers" and even though there were "extreme divergences" from the rules of inner circle varieties, she found that these did not prevent comprehensibility. Jenkins (2000) also found that "grammatical miscues played a minor role in comprehensibility in ELF interaction".

The final possible reason for ELF misunderstandings is intercultural knowledge. According to Byram (1997), intercultural competence means to be able to interact efficiently with persons from various countries in a foreign language. These are the factors that affect ELF misunderstandings.

Research found that divergent pronunciation was the feature most likely to lead to misunderstandings between ELF speakers. The research also found that some pronunciation features were likely to cause misunderstandings but others were not. This idea led to the identification of features that must be understood for successful ELF communication, and these features are known as the Lingua Franca core (LFC).

2.5. The LFC

The purpose of the LFC is to identify which pronunciation features are essential for successful communication between English L2 users and which features do not appear to lead to misunderstandings. The LFC consists of seven pronunciation features that have been found in research to cause misunderstandings. There are more features that do not appear to be responsible for misunderstandings.

According to Pickering (2006), LFC is "a set of core phonological features that will result in maximum intelligibility in ELF interaction". The LFC aims to find solutions to the problem of miscommunication by identifying a unified and simplified variety which can be applied for both native and non-native speakers of English (Jenkins, 1998). The LFC has been designed because it does not seem reasonable that rules and requirements based on the language of English L1 users 'cannot be applied completely on non-native speaker interaction with non-native speakers in ELF contexts' (Jenkins, 1998). The core consists of consonant sounds (except for the voiced and voiceless 'th'), aspiration of initial /p/, /k/ and /t/, consonant clusters at the start and in the middle of words, vowel length and tonic stress placement (Dauer 2005).

Jenkins (1998) notes that three phonology-related topics (core sounds, nuclear stress, and articulatory setting) are relatively easy to be taught and learnt, they are systematic, and not ambiguous without large numbers of exceptions or being based on individual learners or specific contexts. On the contrary most other areas of pronunciation are relatively difficult to learn and are not essential in ELF situations. In view of that English used in international situations could include non-native norms and not native norms without damaging intelligibility for L2 user listeners. A solution for this problem, is to make a unified and simplified variety which can be applied for both native and non-native speakers of English: "Gimson reduced the phonemic inventory of English, i.e. 24 consonant sounds and 20 vowel sounds, to 14 and 15 respectively". (Jenkins, 1998: 120). The biggest difference between native speakers of English and non-native speakers is what concerns "core" sounds of English, like most consonant sounds and the difference between long and short vowel sounds and deletion of consonants (Jenkins, 1998: 122). Regarding sounds that are not core-sounds, it is acceptable to use sounds that are in the area of L2 local norms regarding ELF communication which are not standard but not deviant: "This applies generally to vowel

quality (provided it is consistent), which varies widely among native varieties and to the consonants /θ/ and /ð/, which do not occur in the majority of the world's languages, or even in some native English varieties" (Jenkins, 1998). This vowel quality is interested in lip position and tongue (Jenkins 2000). There is another reason to consider vowel quality as a difficult feature to master. This reason is that whereas vowel quantity is evenly constant across diversity of English, vowel quality is not. For instance, Received Pronunciation speakers articulate "bus" as /bʌs/ whereas speakers of numerous northern British diversities pronounce /bʊs/; RP speakers say "dog" as /dɒg/ while General American speakers are more possible to say /dæg/ (Jenkins 2000).

It is very important for learners to learn nuclear stress in ELF contexts, because many learners learn the nuclear stress in English native system for receptive reasons quicker than for productive reasons if at all. (Jenkins, 1998). This is true especially in contrastive stress, in which this kind of stress puts extra emphasis and meaning on certain words and this emphasis can be changed by changing the position of this stress in a sentence (Jenkins, 1998). For example in " 'My husband drinks a lot of wine', the most usual position for nuclear stress is on 'wine', whereas if this stress was shifted to 'husband', some other contrastive meaning, such as 'but I don't', would be established." (Jenkins, 1998: 122). Word stress however, depends very much on norms, beside that learners have troubles in gaining these norms, especially wherever the rules of the first language are unlike and less complex at the same time (Jenkins 2000). One of the small number of word stress errors that cause intelligibility issue were between me and first language speaker as a listener, in an interaction that was without any contextual input (Jenkins 2000).

Jenkins suggests that understanding this topic will make production of core sounds and using nuclear stress much easier, like making sounds longer, changing pitch, and pronounce them with bigger volume (Jenkins, 1998). To make this possible, "concentrating on this holistic aspect of pronunciation... makes it easier to allow suprasegmental and segmental aspects to work in unison" (Dalton and Seidlhofer 1994a: 142, Jenkins, 1998).

As far as stress and rhythm are concerned, although it is important to put stress on important words in a sentence to emphasize specific parts of a message (because

English is syntactically and morphology restricted), at the same time this does not mean that stress-timing is substantial at all. (Jenkins, 1998). Rigorous stress-timing is often a class activity tale, and if David Crystal (1996) is correct, the English language has the possibility to have stress-timed end features on account of the impact of world languages largely and of rap music especially (Jenkins, 1998).

Non-LFC features include word stress, features of connected speech and rhythm. Teachers often spend a great deal of time teaching these features, even though research has found that they do not lead to misunderstandings.

Word stress has variable rules and contains many exceptions, even in native English varieties and it depends on grammatical contexts. It is challenging also because some words like "ice-cream" and "controversy" have optional stress in Received Pronunciation (RP). Eventually it is difficult to make rules about word stress or to be learnt (Jenkins, 1998). However there are many teachers who are against excluding word stress and vowel quality from the LFC, and their opinion is that it will be unwelcoming by the teachers and learners alike (Deterding 2013).

Features of connected speech like linking, weak forms, elision, and assimilation often form part of pedagogical grammar. Emphasizing certain syllables without minimizing the others happens with native speakers and many fluent bilingual speakers. The notion of not using weak forms may worry some native listeners, but it is possibly not so for non-natives (Jenkins, 1998).

Rhythm does not appear to be an issue, because although English is comparatively syllable-timed, that is stress put on the important syllables on words at approximately similar periods, majority of the world's languages have different levels of world stress (Jenkins, 1998). Although it is important to put stress on important words in a sentence to emphasize specific parts of a message (because English is syntactically and morphology restricted), at the same time this does not mean that stress-timing is essential for comprehension (Jenkins, 1998).

However, there are different opinions regarding what is important for international intelligibility. Sewell (2016) states this by saying, different researchers have specified intelligibility- maintaining features that are not in the LFC. Tsuzuki and Nakamura's list contains word stress modification, and the significance of word stress for intelligibility.

The LFC, then, consists of a number of pronunciation features that have been found by research to lead to misunderstandings. This study will analyze interactions between English L2 users to see if LFC and non-LFC features are present.

2.6. Researching Intelligibility and Misunderstandings in ELF.

The increased global use of ELF across the world has led to more research regarding this topic. The issues raised by ELF and the LFC have been investigated in a number of different contexts. For Pickering (2006): "Recognition of incipient change in the status of English as an international language has yielded a small but growing area of research addressing NNS-NNS interaction". The results of these studies illustrate the gains that can come from the study of ELF.

Research into misunderstandings have established how they occur. Munro and Derwing (1998) studied the effects of speed of delivery by L2 speakers as well as L1 speakers. Anderson-Hsieh and Koehler (1988) investigated the role of accent.

Studies have also looked at issues concerning perceptions of ELF pronunciation and different accents around the world. Ren et al (2016) studied perceptions of ELF in China and Csizer and Kontra (2012) in Europe, whilst Kaypak and Ortaçtepe (2014) looked at effects on educational exchanges. Carlson and McHenry (2006) investigated effects of accent on employability, and Derwing et al (2014) reported on workplace pronunciation training. Sung (2016) investigate accent and identity.

These various studies indicate the wide interest and potential benefits of ELF. Researching intelligibility and misunderstandings in ELF can lead to a better use of English around the world. Intelligibility itself is an issue in communication between non-native speakers whichever accent approach is used. The analysis of this study will be presented in the next chapter. This next chapter will discussed the data and the participants in this study.

CHAPTER THREE

ANALYSIS

3.1. Introduction

This chapter is about the participants and the data that were analyzed. The chapter describes the participants in the study and the educational context. The chapter describes the data and data collection. The main part of the chapter is a report and discussion on data analysis and findings.

3.2. Participants and Data

The participants in the study were four postgraduate students in an English language and literature department at university in Turkey. Three of the participants were from Iraq and one participant was from Turkey. The participants were all involved in English language education as teachers in their home country. Two participants were female and two male.

The participants' study environment can be described as an ELF context because they used English as a medium of communication in class and outside class for interactions involving speakers of different first languages. The first language of the students was either Arabic or Turkish.

The data analyzed consist of three audio recordings of a conversation between the participants in pairs. The audio recordings were transcribed. The transcriptions are presented in appendix 1.

The task for the conversations was to find out about the role of English in the partners' home country. This task was chosen because it is an academic topic relevant to the participants' own professional interests.

In order to collect the data as a conversation between two people, no one else participated in the conversation. The researcher operated the recording equipment but did not speak.

At the end of the conversation the participants completed a short written questionnaire. The questionnaire asked about misunderstandings during the conversation. Informed consent was obtained from all participants.

Following the conversations, the researcher transcribed the recordings. The transcriptions show the words used by the participants. Phonological aspects of the recordings were not included in the transcriptions because they formed part of the analysis itself. Phonological features are identified and discussed in section 3.3.2.1.

3.3. Misunderstandings and Intelligibility

The purpose of the study is to investigate the presence or absence of misunderstandings between speakers of English in ELF context. Misunderstandings can occur in any context, including English L1 contexts and ELF contexts.

In ELF contexts, the intelligibility of utterances is important. A frequently used definition of intelligibility in applied linguistics is "the extent to which the speaker's utterance is actually understood by the listener" (Munroe & Derwing, 1995). For intelligibility to occur both the speaker and the listener are important. If intelligibility is wholly or partly absent, a misunderstanding has occurred.

A listener's understanding or misunderstanding in a conversation can be researched in at least three main ways. First, the listener can report misunderstandings. Second, a researcher can review the conversation and make a judgment about whether any misunderstandings occurred on the basis of what the speaker said and the reaction of the listener. Third, other listeners can be used by listening to the recording and checking their comprehension tested by means of questions or by asking them to write down the words they heard.

This study used the first two ways of assessing understanding by asking the participants and by using judgments about whether misunderstandings may have occurred in the conversation. The reason for this choice was because the conversation was an interaction between two participants, so the participants' own views on their understanding were valid. The participants' own views were checked by the researcher's judgments, which were in turn checked by an expert assessor, the researcher's supervisor. These views of understanding and misunderstanding in the conversation were later compared with the actual findings of the analysis.

Investigating understanding by using comprehension questions or dictation with additional listeners was not considered valid for this study. The reason for this choice was because additional listeners were not the intended audience for the utterances.

Misunderstandings may be caused by unclear utterances, ambiguous utterances, irrelevant or inappropriate utterances, or because of cultural references that the listener is not familiar with. Unclear utterances may be the result of pronunciation aspects, grammar aspects, or vocabulary aspects. In the analysis the researcher identified unclear utterances. Ambiguous utterances may be caused by the use of vocabulary and grammar that have more than one possible meaning. Misunderstandings may also be shown by irrelevant or inappropriate utterances from the listener.

According to the ELF literature most utterances are intelligible. This discovery lies in the heart of the research carried out by Jenkins. Intelligibility is achieved in ELF contexts in spite of differences in speaker's L1s, non-native English grammar and non-native English vocabulary choices.

The purpose of this research was to investigate whether intelligibility occurred in this ELF context. The researcher looked at the language quality of the participants to see how language that could be described as correct or incorrect affected intelligibility. Correct and incorrect language features were related to the LFC, to see whether ELF expectations concerning intelligibility are correct.

3.3.1. Language Quality

To determine the language quality and intelligibility in the conversations, the researcher examined four factors. Those factors were phonology, grammar, vocabulary, and cultural considerations.

3.3.1.1. Phonology

Phonology is one of the factors that can cause misunderstandings. Phonology is important to be examined in order to evaluate language quality.

In the late nineties, Jennifer Jenkins devised "a lingua franca core" (LFC) to establish important pronunciation features in international intelligibility. LFC takes an intelligibility approach in teaching pronunciation. It focuses on a limited number of pronunciation features to be understood in international communication. Jenkins explains that the biggest source of misunderstandings between native speakers of English and non-native speakers are "core" sounds, like most consonant sounds and the distinction between long and short vowel sounds. The features to be mastered in international contexts are listed below (Jenkins, 2000).

3.3.1.1.1 Consonant sounds

According to the LFC one of the features that is necessary to be mastered for international intelligibility is mastering consonant sounds. However, the phonemes /θ/ (think, through, three) and /ð/ (this, then, father) are not thought to be crucial for understanding. Many world languages, including native English varieties do not use /θ/ and /ð/ sounds, for example the Irish accent, which, pronounces thin like tin, and dare like there, and this is also true for African American English and Indian English (Walker, 2015: 44). Concerning /r/ sound, in General American pronunciation (it called trilled 'r') it should be pronounced wherever it occurs in spelling, but in British Received Pronunciation terminal /r/ is not pronounced. Similarly, /t/ with middle of words has different pronunciation varieties which are generally permissible (Jenkins, 2000: 159).

3.3.1.1.2 Initial /p, t, k/

The second LFC feature of pronunciation is the aspiration of the initial /p/, /t/, k/. They must be aspirated when occurring in the initial position in a stressed syllable (e.g. the first /p/ in 'paper'). (Jenkins, 2000: 159). Mastering this feature will lead to better intelligibility in ELF contexts.

3.3.1.1.3 Consonant clusters.

The correct pronunciation of word-initial and medial consonant groups (as in 'product' or 'breakfast') will lead to intelligible communication. These are also called consonant clusters. Adding sounds or simplifying consonant clusters at the start of

words can lead to misunderstandings for example dropping the /r/ at the beginning of 'product'. Some non-native speakers drop one of the consonant clusters, and this will lead to unintelligible speaking. Other non-native speakers put a weak vowel before or after the consonant in order to pronounce the word. (Jenkins, 2000).

3.3.1.1.4 Vowel length.

Vowel length needs be mastered for intelligible interactions, for example like in "live" and "leave", or "peace" and "peas". Also, when a vowel occurs before an unvoiced consonant, it should sound slightly shorter than when it occurs before a voiced consonant. For example, the vowel in "right" is slightly shorter than the vowel in "ride", and the vowel in "kit" is slightly shorter than the vowel in "kid". (Jenkins, 2000: 159).

3.3.1.1.5 Tonic stress.

Tonic stress or nuclear stress refers to the syllable in a word which receives the most stress in a sense unit: "Nuclear stress production and placement and division of speech stream into word groups" (Jenkins, 2000: 159). A sense unit has one tonic stress. It is important to remember that a sentence can have more than one intonation unit, and therefore have more than one tonic stress. (e.g. " He arrived YESTERDAY", and "He ARRIVED yesterday").

According to the LFC, the features listed above are the pronunciation features that may lead to misunderstandings when they are mispronounced. There are many other pronunciation features that may be incorrect. According to Jenkins however, these other features do not lead to misunderstandings. These are described as non-LFC pronunciation features.

3.2.1.1.6 Non-LFC pronunciation features

The non-LFC features of pronunciation are listed below.

The TH sounds /θ/ and /ð/.

Dark-L (as in 'milk').

Vowel quality (except for the vowel in 'her').

Final consonant clusters (as in 'asked').

Weak forms.

Word stress.

According to the LFC, these pronunciation features do not cause misunderstandings, even when pronounced incorrectly.

3.3.2.2. Vocabulary

Non-native speakers may use words incorrectly. They may use circumlocation, they may use a synonym or they may use incorrect collocation. Sometimes speakers may even create new words by incorrectly using suffixes, for example saying "an improvement" instead of "an approval". According to Jenkins these strategies rarely cause misunderstandings. (Jenkins, 2000).

Of course a speaker can be misunderstood if he chooses the wrong words or uses a word the interlocutor does not understand. However, in this sort of situation negotiation of meaning takes place in order to avoid misunderstandings.

3.3.2.3. Grammar

Grammar has been studied in order to find out how it is related to intelligibility in ELF contexts. Jennifer Jenkins recorded conversations of non-native speakers and then analyzed them.

The most surprising findings from her research was how small the role of grammar is in international intelligibility compared to vocabulary and in the first place pronunciation. These results therefore suggested that resources used on teaching grammar in the world would be better spent focusing on pronunciation. For example, the countable use of nouns are considered uncountable in standard grammar, but were not found to cause misunderstandings as with informations or advices.

3.3.2.4. Culture

Culture is another factor that determines communication quality. For example, in interactions, the participants can refer to things that are not necessarily understood by the participants of the other culture. Because interactions come from different cultures, they need to negotiate meaning in order to reach mutual understanding. The

participants in ELF interactions use cultural references between each other, and switch among local, national and international settings in active ways (Holmes & Dervin 2016).

3.4. Discussion

The first step in analysis after transcribing the recordings was to reflect on the overall impression of the data. The data consist of three conversations about the role of English in the students' home country. All of the participants were able to talk about the topic and exchange their ideas. The participants said that no misunderstandings occurred. This general, overall view was confirmed by the researcher. However, detailed analysis of the data was needed to identify possible misunderstood words.

The second step in the analysis was to form a general description of the data. The total number of words, the length of words, the number of turns and the duration of the interviews were counted.

The students used between 541 words to 2132 words. The total number of words used by all the participants is 6777. The mean was 1130. Student A used 1290 word in interview 1 and 995 words in interview 2. Student B used 1144 words in interview 2. Student C used 2123 words in interview 3. Student D used 541 words in interview 1 and 746 words in interview 3.

Table 1. Total Number of Words

Student	Interview	Number of words
Student A	Interview 1	1219
Student A	Interview 2	995
Student B	Interview 2	1144
Student C	Interview 3	2132
Student D	Interview 1	541
Student D	Interview 3	745
Total		6777
Mean		1129.5

The average length of the words used by all the participants was 4.5 words. The mean length of words used by student A was 4.58 in interview 1 and 4.66 in interview 2. The mean length of words used by student B 4.62 in interview 2. The mean length of

words used by student D was 4.52 in interview 1 and 4.52 in interview 3. The mean length of words used by student C was 9.136 in interview 3.

Table 2. Mean Length of Words

Student	Interview	Mean Length of words
Student A	Interview 1	4.58
Student A	Interview 2	4.66
Student B	Interview 2	4.62
Student C	Interview 3	9.136
Student D	Interview 1	4.52
Student D	Interview 3	4.52
Total		4.5
Mean		0.75

The total number of turns used by the students was 326. The mean number of turns used was 54. Student A used 37 turns in interview 1 and 46 turns in interview 2. Student B used 45 turns in interview 2. Student C used 81 turns in interview 3. Student D used 37 turns in interview 1 and 80 turns in interview 3.

Table 3. Number of Turns

Student	Interview	Number of Turns
Student A	Interview 1	37
Student A	Interview 2	46
Student B	Interview 2	45
Student C	Interview 3	81
Student D	Interview 1	37
Student D	Interview 3	80
Total		326
Mean		54

The duration of all the interviews was 62 minutes. Student A spoke for 14 minutes in interview 1 and 9 minutes in interview 2. Student B spoke for 13 minutes in interview 2. Student C spoke for 13 minutes in interview 3. Student D spoke for 4 minutes in interview 1 and 9 minutes in interview 3.

Table 4. Duration of the Speaking

Student	Interview	Duration of the Speaking
Student A	Interview 1	14
Student A	Interview 2	9
Student B	Interview 2	13
Student C	Interview 3	13
Student D	Interview 1	4
Student D	Interview 3	9
Total		62
Mean		10

3.4.1. Phonology

The next step in the analysis was to investigate the pronunciation of the students. The pronunciation features that were investigated were first LFC and second non-LFC. The LFC features were consonants, initial consonant clusters, initial /p, t, k/, vowel length and tonic stress. The non-LFC features were dark /L/, /θ/ and /ð/, weak forms, vowel quality, word stress, stress-timed rhythm and tones.

3.4.1.1. Initial consonant clusters

All occurrences of initial consonant clusters were identified and counted. The total number of initial consonant clusters occurring in the data are shown in table 5.

Table 5. Total Number of Initial Consonant Clusters Used By Each Student.

Student	Interview	Initial Consonant Clusters	Incorrect Consonant Clusters
Student A	Interview 1	75	8
Student A	Interview 2	62	0
Student B	Interview 2	49	0
Student C	Interview 3	95	0
Student D	Interview 1	24	0
Student D	Interview 3	34	0
Total		339	8

Table 5 shows that in the data there are 339 occurrences of initial consonant clusters. According to Jenkins, misunderstanding can occur when initial consonant clusters are pronounced incorrectly. The next stage in the process was therefore to decide how many of the occurrences were incorrectly pronounced.

In the data, there are many initial consonant clusters. They are very important in international communications. They are part of LFC designed by Jenkins to prevent misunderstandings.

Mistakes in consonant clusters were made only by student A. All the other students produced correct initial consonant clusters.

Student A made number of incorrect initial consonant clusters like:

"in classroom" /inəkla:sru:m/ (three occurrences)

"in future" /inəfju:tʃər/

"skill" /əsəkul/ (three occurrences)

"in speaking" /inəspi:kɪŋ/

Analysis shows that in the data there are just eight occurrences of incorrect initial consonant clusters all by the same student. These examples show that student A occasionally inserts a schwa before an initial consonant cluster when the preceding word ends in a consonant. This pronunciation error may lead to misunderstandings. However, the participants did not say there was a misunderstanding in this case. The misunderstanding may have been avoided because the context helped the listener understand, because the words were repeated (at times) or because negotiation of meaning took place. The most frequent mistake was the pronunciation of "skill".

In this example, there are very few incorrect initial consonant clusters. Most are from student (A). This suggests that there were no misunderstandings concerning initial consonant clusters.

3.4.1.2 Initial /p, t, k/

All occurrences of initial /p, t, k/ were identified and counted. The total number of initial /p, t, k/ occurring in the data are shown in table 6.

Table 6. Total Number of Initial /p, t, k/ Used By Each Student.

Student	Interview	Initial /p, t, k/	Incorrect Initial /p, t, k/
Student A	Interview 1	89	0
Student A	Interview 2	86	0
Student B	Interview 2	119	0
Student C	Interview 3	142	6
Student D	Interview 1	48	0
Student D	Interview 3	73	0
Total		557	6

If "skill" was said once, it may have been misunderstood. However, it was said three times, so repetition helped understanding. In addition the collocation with "listening", "reading" and "writing" also helped understanding.

Table 6 shows that in the data there are 557 occurrences of initial /p, t, k/. According to Jenkins, misunderstanding can occur when initial /p, t, k/ are pronounced incorrectly. The next stage in the process was therefore to decide how many of the occurrences were incorrectly pronounced.

In the example above, there are many uses of initial /p/, /t/, /k/. These consonant sounds are part of LFC that enable an intelligible international communication.

All the students produced correct initial consonant sounds except for student C.

Student C made six incorrect /p, t, k/ sounds. All the incorrect sounds were mispronunciations of the voiced or unvoiced /p/, /t/ or /k/ sounds.

"proverb" /brov3:rb/

"positive" /bozətɪv/

"primal" /braɪml/

"primary" /braɪməri/

"British" /prɪtɪʃ/

"perfect" /bɜ:rfɪkt/

These examples show that there are very few incorrect using of initial /p, t, k/. This can help to explain why misunderstandings did not occur.

In the previous example, few incorrect pronunciations of /p, t, k/ were found. Those incorrect pronunciations do not cause misunderstandings because of the context of the mistake.

3.4.1.3. Vowel length

All occurrences of vowel length were identified and counted. The total number of vowel length uses occurring in the data are shown in table 7.

Table 7. Total Number of Vowel Length Used By Each Student.

Student	Interview	Vowel length	Incorrect Vowel length
Student A	Interview 1	76	0
Student A	Interview 2	80	0
Student B	Interview 2	25	0
Student C	Interview 3	45	0
Student D	Interview 1	13	0
Student D	Interview 3	18	0
Total		257	0

There are uses of vowel length in the above example. These vowel uses are part of LFC that is important to be mastered in order to avoid misunderstandings.

All vowel length occurrences were correct ones. Examples like:

"from" /frʌm/

"troops" /tru:ps/

"same" /seɪm/

These examples show that vowel length mistakes were not present in the data. This may help to explain the absence of misunderstandings.

3.4.1.4. Tonic stress

Tonic stress is important to show the main idea that a speaker wants to convey. Tonic stress was many times different from native speaker norms, still it was comprehensible. Tonic stress is one of LFC pronunciation features. This feature is important to be mastered in order to have intelligible international communication. Examples like:

Student A: "A practice with yourself..."

"I advise them..."

Student B: "the goals behind choosing foreign language in a country..."

"I agree with you the role of English language..."

Student C: "what do you think about the role..."

"uh it is interesting question..."

Student D: "In order to communicate with..."

"An English teacher, ..."

Non-LFC pronunciation features

3.4.1.5. Dark /l/

All occurrences of dark /l/ were identified and counted and the total number of dark /l/ occurring in the data are shown in table 10.

Table 8: Total Number of Dark /l/ Used By Each Student.

Student	Interview	Total dark /l/	Incorrect Dark /l/	Correct Dark /l/
Student A	Interview 1	54	0	54
Student A	Interview 2	41	0	41
Student B	Interview 2	64	2	62
Student C	Interview 3	120	2	118
Student D	Interview 1	24	0	24
Student D	Interview 3	29	0	29
Total		332	4	328

Table 10 shows that in the data there are 332 total occurrences of dark /l/. The next stage in the process was to decide how many of the occurrences were incorrectly pronounced.

In the table above, there are occurrences of dark /l/ and these occurrences are not from LFC. Based on that, they have no effect on international intelligibility.

Incorrect use of dark /l/ by each student.

Examples of incorrect dark /l/ use"

Student B "individual". The terminal /l/ was pronounced in light /l/.

"Level" the last /l/ was uttered in light /l/.

"world" without pronouncing the dark /l/.

Analysis shows that in the data there are just four occurrences of dark /l/ by two students. These examples show that student B and C rarely pronounce dark /l/ as a light /l/. This pronunciation error do not lead to misunderstandings because it does not belong to LFC features.

In the previous table, few occurrences of incorrect dark /l/ have been found and these incorrect occurrences do not affect ELF communications.

3.4.1.6. /θ/ and /ð/

All occurrences of /θ/ and /ð/ were identified and counted. The total number of /θ/ and /ð/ occurring in the data are shown in table 9.

Table 9- Total Number of /θ/ and /ð/ Used By Each Student

Student	Interview	Total /θ/ & /ð/	Incorrect /θ/ & /ð/	Correct /θ/ & /ð/
Student A	Interview 1	138	4	138
Student A	Interview 2	101	0	101
Student B	Interview 2	136	7	136
Student C	Interview 3	247	1	247
Student D	Interview 1	66	14	66
Student D	Interview 3	78	13	76
Total		766	39	764

Table 9 shows that in the data there are 766 occurrences of /θ/ and /ð/. The next stage in the process was to decide how many of the occurrences were incorrectly pronounced.

In this example, there are many uses of /θ/ and /ð/. Those sounds are not part from LFC. They have no role in international communication misunderstandings.

Student D interview 3:

"with" /wɪð/, "think" /tɪŋk/

Here, the number of /θ/ and /ð/ uses is very limited. These sounds have no effect on misunderstandings.

3.4.1.7. Weak forms

All occurrences of weak forms were identified and counted. The total number of weak forms occurring in the data are shown below:

Student A: /səsaɪəti/ (society). Here it should be /səsaɪəti/ instead of /səsaɪəti/

In the example above, the speaker used the sound /o/ instead of /ə/.

/vɪzɪtərz/ (visitors). Here it should be /vɪzɪtərz/

Here the speaker used the sound /e/ instead of /ə/.

Student B: /metər/ (matter). Here it should be /matə(r)/ instead of /metər/.

In this example, the student used the sound /e/ instead of /ə/.

/ɪnstəns/ (instance). Here it should be /ɪnstəns/ instead of /ɪnstəns/.

Here the student used the sound /a/ instead of /ə/.

Student C: /devɪləbmənt/ (development). Here it should be /dɪvələpmənt/ instead of /devɪləbmənt/.

Here the student used the sounds /e/ and /ɪ/ instead of /i/ and /e/.

/kemju:nɪti/ (community). Here it should be /kəmju:nəti/ instead of /kemju:nɪti/.

In the example above, the student used the sounds /e/ instead of /ə/.

Student D: /opɪnjənz/ (opinions). Here it should be /əpɪnjənz/ instead of /opɪnjənz/.

Here the student used the sound /o/ instead of /ə/.

/kompju:tər/ (computer). Here it should be /kəmpju:tə(r)/ instead of /kompju:tər/.

In the example above, the student used the sound /o/ instead of /ə/.

Despite the many errors involving weak forms, these incorrect forms do not seem to have caused misunderstandings. This confirms the LFC claim that not using weak forms means clearer diction.

3.4.1.8. Vowel quality

There are a number of wrong pronunciations of vowel sounds like:

Student A: /ru:l/ (role). It should be /rəʊl/. (Oxford Advanced Learner's Dictionary)

In the example above, the student used the sound /u:/ instead of /əʊ/.

/fokəs/ (focus). Here it should be /fəʊkəs/. (Oxford Advanced Learner's Dictionary)

Here the student used the sound /o/ instead of /əʊ/.

Student B: /dɪtərmin/ (determine). Here it should be /dɪtɜːrmin/. (Oxford Advanced Learner's Dictionary)

In the example above, the student used the sound /e/ instead of /ɜː/.

/gɒlz/ (goals). Here it should be /gəʊlz/.

Here the student used the sound /o/ instead of /əʊ/.

Student C: /anerʃɪp/ (ownership). Here it should be /ounərʃɪp/. (Oxford Advanced Learner's Dictionary)

In the example above, the student used the sounds /a/ and /e/ instead of /ou/ and /ə/.

/prosi:dʒerz/ (procedures). Here it should be /prəsi: dʒ(r)z/.

Here the student used the sounds /o/ and /e/ instead of /ə/.

Student D: /ɪktʃʊli/ (actually). Here it should be /aktʃʊəli/. (Oxford Advanced Learner's Dictionary)

In the example above, the student used the sound /ɪ/ instead of /a/. And not using the sound /ə/.

/noz/ (knows). Here it should be /nəʊz/.

Here the student used the sound /o/ instead of /əʊ/.

Despite these incorrect pronunciations, the vowel sounds and communication were intelligible due to the context and the fact that the questions asked in the interview were scripted. So, that shows that vowel quality has no effect on international intelligibility.

3.4.2. Vocabulary

Analysis shows that in the data there are fifty eight occurrences of incorrect vocabulary by all students. According to Jenkins, vocabulary is not one of the major factors that affects misunderstandings.

These examples confirm that students can understand each other even if they use incorrect vocabulary. Intelligibility is achieved through negotiation of meaning.

The total number of incorrect vocabulary occurrences is 58:

Student A: "we use English language to make a good relationship..."

Here the word "to make" does not collocate with "relationship".

Better to use "to establish" or "to develop". (Oxford Collocations Dictionary)

"try to hear what the mistake you do..."

Here it should be "try to hear what the mistake you make...". (Oxford Collocations Dictionary)

Here the student A used vocabulary that do not collocate with each other.

Student B: "the educational policy is what determine the goals..."

Here it should be "the educational policy is what establishes the goals...".
(Oxford Collocations Dictionary)

"Turkish people adopt another goals...".

It should be "Turkish people work towards another goals...". (Oxford Collocations Dictionary)

Here the student B used vocabulary that do not collocate with each other.

Student C: "it is (the curriculum) put by the government...".

It should be " it is (the curriculum) designed by the government. (Oxford Collocations Dictionary)

"even their desire to learn...".

It should be "even their eagerness to learn...". (Oxford Collocations Dictionary)

Here the student C used vocabulary that do not collocate with each other.

Student D: "Can I talk about positive results?"

Here it should be "Can I talk about positive outcomes?". (Oxford Collocations Dictionary)

"Sometimes I hear difficulty understanding him...".

It should be "Sometimes I encounter/experience difficulty understanding them...". (Oxford Collocations Dictionary)

Here the student D used vocabulary that do not collocate with each other.

These examples show that despite using vocabulary that do not collocate with each other, misunderstandings do not occur. Which supports Jenkins's findings that vocabulary do not have a main role in international intelligibility.

3.4.3. Grammar

Analysis shows that in the data there are two hundred and sixty nine occurrences of incorrect grammar by all students.

According to Jenkins, grammar is not one of the important factors that affects misunderstandings.

These examples show that students can understand each other even if they use incorrect grammar.

Examples of incorrect grammar:

There are 40 examples of incorrect third person 's'.

Student A: "the system of education in Iraq depend..."

It should be "the system of education in Iraq depends..."

"maybe in political we use English language..."

It should be "maybe in politics we use English language..."

Student B: "another educational policy which balance..."

Here it should be "another educational policy which balances..."

"my people needs to have..."

It should be "my people need to have..."

There are 11 examples of incorrect countable and uncountable forms.

Student C: "in Iraq a private institutions..."

It should be "in Iraq private institutions..."

"Iraqi people who wants..."

It should be "Iraqi people who want..."

There are 30 examples of incorrect plural forms.

Student D: "other childrens?"

It should be "other children?"

"our students doesn't like..."

It should be "our students don't like..."

There are 44 examples of incorrect tenses.

Despite these grammar errors, they did not affect intelligibility. This supports Jenkins's findings about grammar not being a main factor in ELF communications.

3.4.4. Culture

The participants have a relatively different cultures. This difference did not affect intelligibility due to the context and using collocations between the participants and the fact that students were open to negotiation of meaning. Examples of negotiation of meaning:

Example 1:

Student D: "curriculum gives importance to the grammar side of English not speaking listening..."

Student C: "You mean the old fashioned way of teaching English..."

Student D: "Yes".

Student C: "Focus on the grammar not only communicative, I mean the teacher followed the commu - - the grammatical method for teaching English not the communicative method...".

Student D: "Yes, exactly...".

Here the participants were talking about English language teaching methods. They described those methods through negotiation of meaning, which is one of the ways to avoid misunderstandings that result from cultural differences.

3.5. Summary of findings and discussion

The results of this study correspond with Jenkins' findings regarding the role of pronunciation and other language features in international communication. Findings of this research show that few or no misunderstandings happened in the conversations that were analyzed. Nevertheless, many mistakes can be found in pronunciation, vocabulary and grammar if native speaker speech is used to determine correct and incorrect forms. The explanation for this paradox maybe found by looking at the ELF.

LFC pronunciation features were designed by Jennifer Jenkins in the late nineties to promote international intelligibility. This LFC focuses on intelligibility as a way to teach pronunciation. Based on that, it needs few features to establish an intelligible interaction. This LFC contains certain features to be mastered like mastering consonant sounds (except 'th' sounds), mastering aspiration o initial /p, t, k/, mastering the pronunciation of word-initial and medial consonant groups, vowel length and tonic stress.

Another approach to teaching pronunciation in English language is the native speaker one. It takes accent approach to be understood. This approach requires more features to be mastered in order to be understood. However, Jenkins believes that there are not necessary for successful international communication. These features are mastering the 'th' sounds, dark /l/, final consonant clusters, vowel quality, weak forms, word stress, stress-timed rhythm and tones.

Regarding vocabulary, researchers have found that it has bigger role than grammar in international communication. However, it is less important than pronunciation in ELF contexts. This vocabulary is used by non-native speakers in a

successful way. Despite using new vocabulary and even inventing new ones, still, most of these vocabulary uses are efficient.

Grammar use is the least important compared to pronunciation and vocabulary. This minor role raise questions concerning how many resources have been provided on teaching grammar instead of focusing on pronunciation. The use of grammar is sometimes different than native speaker norms. For example, using the countable and uncountable names and regarding using of third person singular 's'. In general these different uses do not effect international intelligibility.

Culture is one of the factors that can affect intelligibility. In this study cultural differences between the participants did not cause misunderstandings and that is because the context, using collocations and negotiation of meaning.

The results of this study corresponds with Jenkins findings regarding ELF intelligibility. In this research, it is clear that pronunciation is the main factor in international intelligibility. Also, it shows that LFC pronunciation features are more important than non-LFC pronunciation features to reach to an intelligible ELF interactions. Based on all that, it is important to reconsider the role of pronunciation and grammar respectively in ELT curriculums.

CHAPTER FOUR

CONCLUSIONS

4.1. Conclusions

The study investigated misunderstandings and intelligibility during the use of ELF. Three interviews were conducted in order to obtain the data for the analysis. Four students participated in these interviews. In these interviews, the data were analyzed according to pronunciation, grammar, vocabulary and culture. The research suggests that pronunciation is a major factor in ELF intelligibility. The study also indicated that grammar, vocabulary and culture have minimal effect on ELF intelligibility. The research proved that although the participants were non-native speakers, they were intelligible to each other. This is because the ELF interactions can be comprehensible if the interlocutors master the LFC.

The study looked into the role of pronunciation, grammar, vocabulary, and culture regarding ELF interaction. Concerning pronunciation, the research found out that despite the participants of ELF articulate English in new ways and that some pronunciation features were likely to cause misunderstandings, the participants are still intelligible to each other. This is because many ELF users use major adjustments into their speaking international context. This research shows that pronunciation has major effect on ELF in international communication. This research also proves the importance of mastering the LFC for successful communication.

The study also looks into the role of grammar concerning ELF communication. This research shows that grammar has a role on ELF intelligibility. The study shows that ELF speakers sometimes use grammar in different ways compared to native speakers norms like in using 's' of the 3rd person singular without effecting negatively on international intelligibility. The results of this study shows that there are errors in the grammar of ELF participants, but this did not cause misunderstandings. These results coincide with what Jenkins (2000) found out. Jenkins states clearly that grammar has just a minor role on ELF in international communication.

Another factor that can affect intelligibility in international communication is vocabulary. In international communication, vocabulary has a smaller role compared to

pronunciation according to Jenkins. Vocabulary is used in unique or original ways by ELF participants. Vocabulary is used also more widely than informal grammar.

This study shows that there are some errors in vocabulary usage. These errors did not prevent successful communication between the ELF participants. This conclusion agrees with Jenkins findings that vocabulary has less important role on ELF intelligibility than with pronunciation.

Finally language quality that has been looked into to see what effect it has on ELF in international communication is culture. Culture has also a role on ELF.

This research shows that although that the participants have some cultural differences, they still understood each other. This is because the participants negotiate meaning in order to reach mutual understanding and because they study use cultural references between each other and switch among local, national and international settings in active ways.

The final and most important conclusion of the study is that the participants were intelligible even though they made a number of errors in pronunciation, grammar and vocabulary. The intelligibility of the speaking can be explained by the facts that these pronunciation mistakes are not part of the LFC. The participants use the LFC correctly, which according to Jenkins explains their intelligibility. This suggests that the application of the native speaker norms in ELF are not necessary for speakers to achieve successful communication.

4.2. Summary

After discussing the results in conclusions, the following recommendations are suggested.

1. This study affords the reader opportunity to see how ELF is used in an educational context. This research tries to see if there are misunderstandings during its use.
2. This research examines factors in ELF intelligibility. These factors are pronunciation, vocabulary, grammar and culture.
3. The concepts of LFC proposed by Jenkins has been examined.

4.3 Suggestions for further study

The study suggested the following topics for further studies.

1. More studies regarding the role of pronunciation in ELF communication would be desirable.
2. Finding new ways of teaching ELF that minimize the role of grammar and which focus more on pronunciation would be desirable.
3. The findings can have benefits in teaching English in the researcher's home country.



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APPENDIX 1

INTERVIEW TRANSCRIPTIONS

Interview 1

Conversation about the role of English in your home country: Interview 1

A & D

A

The role of the English language in my country there is no a good rule (role) or agreed for the English language because Iraqi or the system of education in Iraq depend on English language as a foreign language not as the second language so the focus on English language is not important and there is no effective rule (role) for English language I think the rule (role) of English language in our society I think now it is very important because you know English language now is universal language so the most of people from the point of view the most of people should learn how to speak English language to communicate with other people and this will be effective on our society and the habits and...

D

Your culture (inaudible- 01. 33)

A

And our culture etc, so what is our opinion about the rule (role) of English language?

D

In our country English is taught as a second language not as a foreign language because you say it is a universal language and wherever you go in the world you can use English you can describe yourself you can define yourself in English so it is taught as a second language not as just a foreign language it is different from German or French it is given more important you're say it is not important as a second language I think in our country it is vice versa

A

You know...

D

It is important I mean as a second language

A

You know because many visitors come from Europe to visit Turkey so I think the rule (role) of English language is important in Turkey more than Iraq because we need English language only in classroom eh in Iraq deal with English language what I mentioned before as a foreign language not as a second language but I think this is negative because you know now people use language English language to communicate with other people in Turkey or in Nigeria or any other countries so English language from my point of view it is very important but the system in Iraq...

D

Is different...

A

Is different.

D

OK than

A

Than answer about other question...

D

Actually you already answered about your country you say use it in classrooms, right?

A

Right, I answered this question the second one I answered it we use English language in classrooms teachers only use English language in classroom maybe in political we use English language to make a good relationship with other countries so maybe we use English language in political system or political aspects.

D

Ok (inaudible- 04. 30) for my country English is used mostly at the seaside cities like Marmara Bodrum...

A

Antalya...

D

Antalya yes, because there are many tourists so the people living there knows better than those who are at east of the Turkey they know better I think but in classrooms I don't know how we can teach the students, students are not unfortunately cannot use English...

A

How do people learn English in your home country? I think this question is very important because this help people to follow a good strategies to learn English language like but there is a different things a different skill like writing skill writing skill speaking skill and listening skill I think everyone point of some strategies to improve like speaking for example if you want to improve your speaking in English language there is a many important ways to improve your speaking skill like practice speak in confident in confidently way don't worry about mistake only try to focus how to practice...

D

With yourself...

A

A practice with yourself maybe like take (inaudible- 06. 25) record and speak in English language and after that try to hear what is the mistake you do or what is the accent you use etc. Another things focus on how the native speaker use the mouth movement, the mouth movement is very important to improve speaking skill because you know in Arabic language we use mouth in different way from English language because we use many different movement so I should focus on this important point and then listening also it is very important...

D

Yes, sure...

A

Because because when you listening more and more you will learn more about English language and you will know the how the second is pronounce and etc...

D

Yes...

A

And writing skill if you want to improve writing skill you should writing every day make practice in writing and see what is your mistake where is your mistake and try to improve then in...

D

Do you believe your people in your country make so there are practicing in writing everyday...

A

When I...

D

Or they are listening...

A

When I deal with my classroom students I advise them to focus on this important point to learn English and to speak fluently to write in a good way and to reading in a good way etc.

D

Ok, I think in Turkey classrooms are unfortunately not efficient for teaching English or for students to learn English most of the people who knows English I think learns it by practicing with tourists by chatting with them or by watching English movies or listening English songs sing to English songs they are learning so I think not in the classrooms it outside with practicing I think...

A

I remember one important point we should focus on the difference sound in two language like Turkish language and English language what is the different sound on them to focus on this different to improve our ability in speaking...

D

Yes, (inaudible- 09. 45)...

A

Another question is there a best accent in English to learn to answer this question I think there is no there is no...

D

Is it the fourth question?

A

Fifth...

D

I think we...

A

Fifth fifth one the five one five number five...

D

(inaudible- 10. 08) the fourth one I couldn't answer the fourth...

A

Fourth one I'm sorry how can the learning of English in your country be improved? We speak about this point I think...

D

By reading listening...

A

Listening and...

D

Yes...

A

Speaking etc...

D

Yes, you are right...

A

The accent I think there is no important to for the accent because you know like Indian Indian when they speak English in different accent but it is clear for the hearer like...

D

But sometimes that can be misunderstandings because of the wrong accents I think...

A

But but when I come to Turkey from my experience in Turkey there is a different accent in using English language but I think this is not make a miscommunication or a misunderstanding because I can understand what the Turkish

person want from me because the different accent I think it is not important because I speak with Nigerian like Ahmed I can understand what he say...

D

Sometimes I cannot understand so I don't agree with you sometimes I hear difficulty understanding him unfortunately yes... What is the best way to improve a to get best accents?

A

To speak with native speaker I think this is important to improve your accent how how to speak what is the accent that the native speaker use so if I focus on this point I will learn the accent of native speaker how to use the words how to speak the different in intonation how to use it etc...

D

They cannot find any native speaker...

A

Yeah...

D

Than...

A

But in Turkey there are many native speaker but in Iraq unfortunately because you know the conditions in Iraq so we cannot find anyone only when...

D

I...

A

American come to Iraq occupation Iraq we found many of them to speak with them in English language so some of my friends learn more about the English language because they mix with with American army.

D

OK, I think the easiest way is computer from computer they can listen which words they want to hear and so they can learn easily the best accents I think...

A

The media the media is very important...

D

Yes...

A

I agree with you... We have question number six...

D

Yes, who in the world has ownership of the English language?

A

I think this question the ownership is we cannot we cannot say a good answer for this question because who is the ownership of English language we cannot...

D

It is very universal...

A

Determine...

D

It is a universal language so it's the (inaudible- 14. 12) of the world has the ownership of it I think.

A

I I think from my opinion everyone speak English language he he can own of this language, why not?

D

The next question.

A

I think when we use English language maybe happen misunderstanding when you speak with someone from Britain or American...

D

Yes...

A

Or etc. because you know the different in culture maybe use you you use words in your country to to express your respect and in English language, for example maybe it is not respect way if you lowed (lowered) your voice for example maybe it is not respect for the other people for the other cultures so maybe happen misunderstanding the habits and traditional way in other countries maybe maybe make a different things

like if I go to America and someone bring alcohol for example, in his birthday for example and give me and because I'm Muslim I refuse because it is forbidden for me but in American culture this mean I not respect him maybe maybe so maybe the different make misunderstanding for the people when deal with each other...

D

This are called examples, it is not related with language it is about culture...

A

About culture I think I think there is very important connect between language and culture, you know...

D

Yes.

A

Other question...

D

What do you think the role of English should be in the future in your country?

A

The role of English language in future in Iraq because some condition in Iraq I think the English language will be no improve in Iraq because you know if the political situation and conditions improve in Iraq maybe the English language will be improve because the people maybe need to improve their ability to communicate with other people etc. I think.

D

In my country I hope it will be better than now, but the results now shows this situation of the students are worst than the past I mean now students can answer forty questions from eighty out of eighty questions now but before our students was able to answer seventy questions out of eighty this means the success rate is decreased so I don't believe it will be better but I hope I hope it will be improved.

Interview 2

Conversation about the role of English in your home country: Interview 2

A & B

A

I think the role of English language in my country English language in my country doesn't have a good role in my society because we deal with English language as a foreign language not as a second language so in our society we don't need the English language only in classroom because we use English language in classroom to learn some information about English language we give some advice to our students and to make the student have some background information about English language but in Iraq you know the important role for English language is not a good role (inaudible- 01. 21) mentioned before because Iraq maybe focus on a different aspect or a different language so we we I think we can we can use English language for a great role to make a good relationship with our neighbors with Europe countries and etc. so what is your opinion in this point?

B

Regarding the role of English language in my country (inaudible- 02. 07) important I think that is big part of the matter relates to the educational policy of the state because the educational policy is what determine the goals behind choosing foreign language in a country and employing that policy to achieve specific goals the problem in my country is choosing a type of curriculum which focus on English in (inaudible- 02. 50) and neglect other languages which led to cut the ties between my country and other neighboring countries as Turkey or Iran... It is better for my country to have another education policy which balance between these points because my people needs to have communication with the surrounding...

A

But you know you know that English language now can be consider as universal language when we come to Turkey we can communicate with with Turkish people because some of them speaking English language, so the role of English language must be better now from other only focus on curriculum at our universities or at...

B

No no...

A

Schools...

B

I agree with you the role of English as universal language and the importance of English in this new world according to globalization that is taking place (inaudible- 04. 29) is very important but at the same time you know that there is no unified educational policy between for instance we are living in the Middle East there is no unified educational policy between for instance Iraq, Turkey, Iran, therefore the goals of teaching English differs from (inaudible- 04. 58) to another so when we came to Turkey we found Turkish people adopt another goals concerning teaching English language so I don't agree with you that big number of Turkish people speaks speak English the little of they, but I was talking about the balance educational policy because balanced educational policy (inaudible- 05. 28) the other cultures a place in the process of teaching the process of communication with other cultures.

A

So, to answer another question, who uses English language in your home country? In my country teachers in school use English language and also in university in English department no more I think but sometimes political or to make a good relationship between other countries so we should use English language and to learn how...

B

I agree with you, I agree with you but we need to have a balanced policy...

A

I know...

B

Because you you cannot convert all people to talk one language...

A

No, no...

B

This is impossible impossible at the same time I noticed that sometime for instance Turkey people understand Arabic better than Turkish and even when you come to the number of Turk people who speaks Arabic or speak Arabic and those who speak

English you find that the number of those who speak Arabic bigger than those who speak English but in the contrary you cannot find Iraqi people for instance in specific specific you don't want to talk about other Arabs, talk Turkce [sic] in the same, so this policy should be balanced I don't regarding the role of English language in my country (inaudible- 07. 49) is important many curriculum curriculums are used (inaudible- 07. 57) to English language, many colleges (inaudible- 08. 01) let English language teach teach to the students but the same time the biggest part or the biggest role of English language is just to be able to communicate with western world...

A

So, let to speak...

B

Let's move let's move to the to question two...

A

Three three...

B

Three? Yes.

A

How do people learn English in your home country?

B

People learn English from schools and (inaudible- 08. 38) internet phenomenon...

A

Media...

B

Increased the number...

A

Media (inaudible- 08. 45)

B

The media at at the the at the media increased the number of those who want to speak English language so the main role is for the school and the second is for media and internet.

A

I think the sources to learn English language in my country is limit because you know we we use only maybe two sources in Iraq like media and like in school the curriculum in school so there is two aspect or two sources to learn English language in my country which is which are media and in classroom no more, what is your opinion about this?

B

I agree with you I agree with you (inaudible- 09. 57)...

A

So so let`s go to to answer question number four how can the learning of English in your country be improved? There are many ways to improve English language what I mentioned before but you can divided the English language four skills like writing skills, speaking skill reading skill and...

B

Listening...

A

Listening skill etc. so when we come to first one how to improve your speaking, your speaking is the most important point to which I want to focus on, because the communication in speaking not in writing so when you come to speak with someone you not write a letter to him but I think you speak with him to get some information from him or to give him some information etc. So speaking I think in my country can be improve [sic] in many different way [sic] like make [sic] the student [sic] speak with each other in English language this practice will help them to speak confidently to be [sic] improve their speaking and maybe also to learn from the mistakes...

B

I think you are referring to the to developing skills of learning I agree with you this I agree with you at this point I wanna [sic] say something that the problem of teaching English in my country is that it is obligatory should be optional because when (inaudible- 12. 05) is obliged to do something it be rejected I think that is very important point but if you if it`s optional and I give [sic] you the choice whether to choose...

A

I agree with you.

B

Or to refuse or to apologize say this will give you the chance because this point you have the motivation another motivation but the biggest of big part of Iraq students Iraqi students in my country are feeling that they are obliged no they wished to learn English so this is very crucial point you know you can...

A

So...

B

You can (inaudible- 12. 56) between...

A

So the improve...

B

The two the two states.

A

You think you think that optional is help [sic] to improve English language in your country.

B

Yes no doubt.

A

But what about the the student (inaudible- 13. 20)...

B

Because if you want to force me to learn such a language I'll never learn it am telling you even if you force me even if I read it (inaudible- 13. 30) to do exam I [sic] forget it a while (inaudible-13. 35) doing the exam, so but if I have the motivation the internal motivation...

A

Like job, money etc.

B

Yeah, the, etc. any any any type of obligation, if you have the motivation you will (inaudible- 13. 49) yourself to choose [sic] you concentrated because you wanna [sic] learn it but if you are obliged you will not do it so for instance...

A

So so what...

B

If you have...

A

Is your suggest?

B

You have statistic number...

A

I cannot understand what is your suggest to improve English language in your country?

B

I suggest to make it optional, for school children because only those who like to learn have the motivation to learn (inaudible-14. 24) yes...

A

This is (inaudible- 14. 25)...

B

So as as as you are an English teacher Iraqi English teacher I know you and am quite sure that you agree with this point (inaudible- 14. 35) right?

A

Yeah right. So so let us let us...

B

So so you have you have a big quantity a quanta big a sizable number of of students whom teach English but the good students are very little [sic]

A

I agree with you, so...

B

Let`s...

A

Let's to [sic] see another question...

B

The other yes...

A

Is there a best accent in English to learn? What is the accent what is accent should learners in your home country try to use? Accent from my point of view the accent is not important because like one when we speak about with with Turkish people there is a different action [sic] like when I say ...

B

Different accents yes...

A

Speaking, speaking they say s-p-e-a-king like some some of them not all of them say s-p-e-a-king but this not [sic] important different [sic]...

B

You know...

A

Because the accent maybe maybe if you mix with the...

B

It's the goal of of (inaudible- 15. 55) language is to communicate to have a communicating role between you communicating role between you and the other culture or target culture so accent has no (inaudible- 16. 09) if you understand me what differ [sic] my accent is...

A

There is no different [sic]

B

Yes.

A

So so when we speak with Ahmed like Ahmed from Nigeria our friend from Nigeria we can communicate with him because the accent maybe different but we can understand...

B

Yes, let's let's move to the other question.

A

Message, so question number six how in the...

B

Who in the world has ownership of English language?

A

I think I answer [sic] this before because ownership of English language everyone speak [sic] English language I think he's owner of this language...

B

Owner of this language.

A

Because he have [sic] the ability to communicate, he have [sic] the ability to speak or the ability to write or to read etc. So, I think...

B

What you say this at individual level what about at state's level?

A

State [sic] level, I don't have idea about this topic state [sic] level, so what is your opinion about this?

B

Any language has what can I name as [**] aspects because language has power so I remember a statement for one who had said that language I I I don't want to mention I in fact I I think that he was was Mr. Deedat yes...

A

Deedat?

B

Yes, Mr. D...

A

I know know him.

B

Yes, yes, he was...

A

Ahmed Deedat.

B

Yes, Ahmed Deedat yes, he said that, "language is the way by which you can reach the hearts of people".

A

I agree with, because this is important point...

B

Yes, so at state [sic] level there should be a type of distribute distribute between for instance for balance to processing English language...

A

Let's go, do you have any idea other idea [sic]? Let's go to to...

B

Move to the to the other question.

A

What misunderstanding [sic] occur when people from your country use English with people from other countries?

B

What misunderstanding [sic] occur d- -d does this question mean that what type of miscommunication?

A

Mis - -misunderstanding.

B

Miscommunication.

A

Miscommunication maybe what do you think? So so I take it this question from the culture aspect because you know the different [sic] in culture maybe lead to misunderstanding, do you agree with me or not? Because I think the different culture maybe lead [sic] to misunderstanding so, when you use English language with people from other countries maybe cannot understand the message which you send to the hearer because they have different culture like our have different background information about specific topic.

B

Well, let`s say that miscommunication between any individual in my country and another for instance, native speaker is (inaudible- 20. 30) because me [sic] as Arab people, we don`t have boundaries with the western world and we have no realistic intercultural contact or communication between between our culture and theirs so...

A

So, you agree with me about culture aspect...

B

I agree, I move move to the other question please.



Interview 3

Conversation about the role of English in your home country: Interview 3

C & D

D

What do you think about the role of the English language in Iraq, what can you say?

C

Yes, uh it is interesting question in fact, as you know Miss. D, I'm from Iraq and Iraq as you know is sort of closed community so the main interesting [sic] of this society is in Arabic English not in other languages as- - the main purpose of the curriculum and the system - - educational system in Iraq, of course it is put by the government and it is a central system, the main concern is in Arabic language all the curriculum had been taught in Arabic language, but still we can notice that at the last twenty years there is development at giving importance to the use of English language in all the categories of Iraqi community in the primary schools, in intermediate schools, in high schools, even in universities, even within the groups of the ordinary people in street especially after the entering of the American troops to Iraq there was a revolution at the using old English and the Iraqi people start to notice and start to increase their awareness of the importance of English and I think this is the reason why there is a lot of what we called [sic] in Iraq a [sic] private institutions for teaching and learning English for all the categories of Iraqi community [sic].

D

It's really interesting C, thank you...

C

And what do you think about the role at your country, here in Turkey?

D

In Turkey we just use English in classrooms and at the seaside cities...

C

Yes...

D

Because...

C

The same problem...

D

Yes...

C

Of our...

D

In order to communicate with tourists, but our students are not very good at speaking, generally are curriculum gives importance to the grammar side of English not speaking listening...

C

Yes.

D

So, there is a real problem a big problem...

C

You mean the old fashioned...

D

For students yes...

C

You mean the old fashioned way of teaching English...

D

Yes.

C

Focus on the grammar not only communicative, I mean the teacher followed [sic] the commu - - the grammatical method for teaching English not the communicative method...

D

Yes, exactly...

C

And this is problem.

D

Yes, unfortunately. It is the case in Turkey.

C

I - - I notice an interesting question here, question number six, "who in the world has ownership of the English language?"

D

[laughing]

C

It is interesting question. [laughing]

D

Yes, we cannot say English or American has the ownership I think because it is universal language so, the universe has ownership I think, not only English or Americans.

C

I think it is related to the power, power and money, you know I - - I mean the word ownership here does English related to any person?

D

No.

C

No.

D

No.

C

Anyone can learn English anyone can speak English if he wants if he has the will and the - - the ability to learn English so he can I think there is no ownership of any language for any specific person.

D

Uh, this a different point of view.

C

Yes, so if you like to learn Arabic you will learn Arabic right? If you like and want you have the desire to learn German, you will do it.

D

Yes, of course, but in order to be able to communicate with people from other nations, you want to learn a language that they...

C

Sure sure.

D

Can understand and it is the [sic] English not Arabic or not...

C

Yes, I just give [sic] examples.

D

Chinese.

C

I just give [sic] examples, I mean you cannot say that the ownership of English as you have just mentioned related to Americans or to...

D

Yes...

C

English people no, I think we are living now at the time of globalization, the global world you know, and since we have globalization so, the English language is the key word here it is the most important English around all the world.

D

Yes, you are right, I agree. [pause] And how the people learn English in your home country? I wonder

C

I'll give you an example...

D

Question to you...

C

Yes...

D

I mean...

C

Important yes, interesting, I'll give an example it is practical example for example let's talk about my children and...

D

Do they know English?

C

Yes,

D

How old are they?

C

Uh, sixteen, fifteen, and seven.

D

Uh, teenagers (inaudible- 05. 36)

C

I have three yes, so uh uh, my kids learn English first of all, I was talking to them in English language from the very beginning and we - - and we uh stage- - stages...

D

But they are lucky because their mother...

C

Yes.

D

Is...

C

Yes...

D

An English teacher, what about others'...

C

The - - the others...

D

Other child other childrens [sic]?

C

Yes, you most of the Iraqi people who wants in fact learn how to speak English in a very good way, I going to private institutit- - institutions I mean, uh for example in Iraq we have a big institution in the center of Baghdad...

D

At which age do they start for this (inaudible- 06. 28)?

C

From fifteen - - from fifteen - - from fifteen to fifty.

D

From fifteen to fifty...

C

Yes, from fifteen to fifty, they have classes there but unfortunately they have to pay so much money for this classes in order to learn English besides, some of my students for example, told me that the all the time they are listening to English songs, they are watching English movies I mean English, American, and British English whatever they found [sic] they read a lot of books and [sic] magazines, articles written in English they tried [sic] to speak with their friends and police using English rather than their native s- - their native or their mother tongue language and so on they try to improve their selves, but from practical point of view, they cannot depend only about the curriculum they have to take during their study at the [sic] school or even at the university they always search about other sources...

D

(inaudible- 07. 35)...

C

Such as...

D

They are curious they are...

C

Yes, yes

D

They wonder...

C

Yes.

D

To understand to learn it, it's the main problem I think in Turkey because our students doesn't like English, they are saying why are we learning English why they don't learn Turkish, such small...

C

Yes, so I think it is...

D

Such opinions they have because of these opinions they don't even try to learn a word this is the main problem in Turkey I think.

C

We - - yes, really it is problem, but I think they should take what is called "An Introduction" to show them the importance of English in the world nowadays, as you know
business, in English is everywhere in technology, in teaching...

D

Yes.

C

Everywhere...

D

Yea, it is.

C

Even in our everyday giving and taking procedures, yea so...

D

Yes, it is so...

C

English is everywhere...

D

It is so, we are trying to...

C

Especially you I mean you in Turkey as I know Turkey is important destiny (destination) for tourism in...

D

Yes.

C

All the world, so I think it is important to learn English in order to...

D

Yes, I know but our students...

C

To deal with the tourists, you know.

D

Unfortunately they are not aware of these [sic] importance [pause] what do you think the role of English should be in the future in your country? Eight...

C

Uh...

D

Question eight.

C

Um, I think after...

D

Your.

C

Yes, I think after after the last events in Iraq I mean the political events and the economical events I think there is a hope, and the Iraqi street (inaudible- 09. 40) improve everything in life even the - - their language even their desire to learn more language [sic] even their desire to be just like the European people who are multilingual people I mean each one of your people now at least knows two languages, let`s say for example, German and French, English and Italian, and Spa- - English and Spanish whether it is British English or American English whatever is, the Iraqi people now - - Iraq in - - in general now it is open [sic] the door for the [sic] development at all the

[sic] level [sic] is - - and one of this [sic] levels is how to improve their education including the [sic] English language so I think there is a hope in improving the skills of - - by the way, Iraqi people are so clever people because if they want they have the will if they have the desire to learn something they will learn it so, I think there is a hope to be (inaudible- 10. 52) for the English language for Iraqi people to be the second language at their country and we uh, at last - - my my last visit to Iraq I noticed that even the ordinary man and woman at the [sic] street they use some of - - some words just little [sic] words for example, when I say to my aunt and my aunties and old women she [sic] couldn't read and write I said - - I visited her and I said, "good bye" she said, "see you"...

D

Oh.

C

In English and this is an English word so I think there is ah, there is a hope there is a hope and there is just let's say Ah, a will and a desire to improve the English and I think it will be a role...

D

Will and desire is [sic] the most important thing [sic] as I said five minutes ago our students doesn't [sic] want to learn it...

C

Sure.

D

They don't have any real desire so I'm not very hopeful unfortunately, but I hope it will be better I hope [pause] and question ten is interesting I think "What negative results does the use of English in your home country have for the people who live there?" what do you think about this question C? Is there any negative results do you believe?

C

Does language not only the question just came in [sic] my mind, does any language have a [sic] negative results, I mean what what source of negative results?

D

Sometimes ah, teenagers especially talks English by talking English they also use Turkish words or while talking Turkish they are using mixing English (inaudible- 12. 50) so they all languages can get danger [sic] ah, can change, I don't know how to, (inaudible- 13. 02)...

C

I never understand [sic] what does [sic] negative results mean here I mean let's talk in general not only about English language, does any any language have [sic] negative result? No, for example if I - - I'm talking Arabic, in a very good way and you talk Turkish in a very good way as a mother tongue for our [sic]...

D

Yes.

C

Yes? And we are trying to learn English right?

D

Yes.

C

So, if we talk in English for six or eight hours per a day or every day you and me what the negative results I think there is no negative results unless unless as you have mentioned maybe some - - there is a sort of exaggeration for teenagers you know, when they they are trying to learn another Engli - -another language let's say English so they they broke their mother tongue language they trying to neglect or ignore their mother...

D

Yes, yes...

C

Tongue language...

D

I mean it yes...

C

And this is of course, I think from my point of view - - personal point of view this is the only negative result, otherwise I don't think that any language Spanish, Turkish,

Kurdish, Arabic any language German any language at [sic] the world doesn't [sic] have negative results what's the point here I don't...

D

[laughing]

C

Understand all language [sic] are good to - - and interesting to be learned and useful at the same time...

D

Of course, understanding other peoples [sic] from other nations it is (inaudible- 14. 32)

C

Yes, and there is a proverb in Arabic by the way, saying that "if you want be in [sic] a safe side from your enemy you have to learn their language", you understand this proverb?

D

Yes, yes.

C

I mean if you want to be safe and achieve the [sic] victory on your enemies, you have to learn...

D

You have to learn yes, understand.

C

Their language.

D

It is a (inaudible- 14. 57) not proverb [pause] Can I talk about positive results?

C

The positive results?

D

Yes.

C

There is a lot.

D

(inaudible- 15. 11) there is any negative so, what are positive...

C

This is my point of view, I I mention [sic] only one negative result from...

D

Yes, I don't - - agree with you I agree with you only in teenagers there are [sic] problem that can [inaudible- 15. 23).

C

Ah, sure if we will talk about the positive results of using English or learning English in my country we have a lot, since as I have mentioned it's now the world of - - the global world, English in is technology for example, my seven years old son now is - - he's expert and professional in using the [sic] ipad, or the [sic] laptop, or other technologies and these ah, technologies all of them...

D

Yes.

C

Should be used in English, I think this is one of the most important ah, positive results [sic] the second one now English is the key language at [sic] the world I mean each one should at least know how to talk or at least how when - - for example ah, I will go abroad I shou - - at least should know how to deal with the ah, the situations in the airport, at the restaurant, at the hotel and so on it is so important at least I should ah, have (inaudible- 16. 38) um, intermediate level of knowledge about any language and about English as I have mentioned English is the - - it is the key for the for the world nowadays so it is important, this is one of...

D

Yes.

C

The most important positives...

D

I think...

C

Besides, if we talk [laughing] sorry for...

D

[laughing]No, (inaudible- 16. 59).

C

Interrupting you if we talk from a political point of view most of the the important and dominant ah, channels and media all over the world speaks [sic] English right?

D

Yes.

C

So if we want and you know the importance of media on the [sic] people if you want to understand what is going on...

D

Around us.

C

We should listen to these channels...

D

Yes.

C

This is my point of view.

D

Yes, I agree and I want to add that ah, the most important positive result of this, is to be able to understand other peoples [sic]...

C

Yes, (inaudible- 17. 45) right.

D

Now you are Iraqi I am Turkish and we can understand...

C

Right.

D

Each other.

C

Right right.

D

If we didn't know English then we will look at at each others [sic]

C

Yes, so...

D

Without saying anything.

C

Yes, so as you have mentioned English here is ah, English here blocks or close [sic] the gap fill [sic] the gap between you and me since we are from two different countries, from two different ah, education system [sic], from two different civilization [sic] so here I think English is the intermid - - or let`s say the bridge...

D

Bridge yes.

C

Between us, it is the way of communication very interesting.

D

Yes, exactly.

C

Is there a best accent in English to learn? What accent should learners in your home country try to use?

D

Ah, I think students or people who wants to learn English can ah use computer you can use technology you know there are online dictionaries and you can also listen to word ah, you want search you can listen [sic] it how it is pronounce [sic] stated, you can learn from the computer the best way or you can use films movies I think or you can listen [sic] English songs so, you can...

C

I mean...

D

(inaudible- 19. 16) your accent I think.

C

Is there is there best accent? Is there best accent?

D

(inaudible- 19. 21) there is not, but we have to try our best...

C

Yes, I'll give you practical example from my life know Mr. (inaudible- 19. 30) my primal [sic] school to high school ah I learn or I have been taught I have been taught Engl - - British English you know by the the government because the government ah put the curriculum for students for the primary school to the high school it is British you know so there is an idea (inaudible- 19. 55) at [sic] the mind of students that the best accent for any speaker of English is the British one but when we came to the university level for - - we studied English for four years we found something else we found the ah, the accent of (inaudible- 20. 14) the American accent we found another think so I think it depends there is no perfect accent...

D

Of course there is no perfect.

C

And there is no let say if the native teacher English man teaches English he is not the best it depends so we cannot say that there is perfect accent or there is one accent (inaudible- 20. 39) learn for English but nowadays...

Appendix 2: Example of analysis: consonant clusters

Conversation about the role of English in your home country: Interview 1

A&D

A:

1. The role of the English language in my country there is no a good rule (role) or agreed for the English language because Iraqi or the system of education in Iraq depend on English language as a foreign language not as the second language so the focus on English language is not important and there is no effective rule (role) for English language I think the rule (role) of English language in our society I think now it is very important because you know English language now is universal language so the most of people from the point of view the most of people should learn how to speak English language to communicate with other people and this will be effective on our society and the habits and...

A:

3. And our culture etc, so what is our opinion about the rule (role) of English language?

A:

5. You know...

A:

7. You know because many visitors come from Europe to visit Turkey so I think the rule (role) of English language is important in Turkey more than Iraq because we need English language only in classroom eh in Iraq deal with English language what I mentioned before as a foreign language not as a second language but I think this is negative because you know now people use language English language to communicate with other people in Turkey or in Nigeria or any other countries so English language from my point of view it is very important but the system in Iraq...

A:

9. Is different.

A:

11. Than answer about other question...

A:

Appendix 3: Example of analysis: grammatical errors

Grammar
Incorrect use (underlined)

Conversation about the role of English in your home country: Interview 1

A&D

A:

1. The role of the English language in my country there is no a good rule (role) or agreed for the English language because Iraqi or the system of education in Iraq depend on English language as a foreign language not as the second language so the focus on English language is not important and there is no effective rule (role) for English language I think the rule (role) of English language in our society I think now it is very important because you know English language now is universal language so the most of people from the point of view the most of people should learn how to speak English language to communicate with other people and this will be effective on our society and the habits and...

A:

3. And our culture etc, so what is our opinion about the rule (role) of English language?

A:

5. You know...

A:

7. You know because many visitors come from Europe to visit Turkey so I think the rule (role) of English language is important in Turkey more than Iraq because we need English language only in classroom eh in Iraq deal with English language what I mentioned before as a foreign language not as a second language but I think this is negative because you know now people use language English language to communicate with other people in Turkey or in Nigeria or any other countries so English language from my point of view it is very important but the system in Iraq...

A:

9. Is different.

A:

11. Than answer about other question...

A:

Appendix 4: informed consent form

INFORMED CONSENT TO PARTICIPATE IN RESEARCH

The title of this research is: "Misconceptions during the use of Direct and Indirect Speech Acts: pragmatic, syntactic, semantic and phonological analysis of speech in an ELF (English as a lingua franca) context involving Iraqi English speakers and speakers of other languages."

My name Is Azzam Muayad Abdul Wahhab and I would like to ask you to agree to participate in a research study for my Postgraduate Thesis. My supervisor Is Dr. Philip Glover from Suleyman Demirel University. Your participation in this study is entirely voluntary. Please read the information below and ask questions about anything you do not understand, before deciding whether or not to participate.

PURPOSE OF THE STUDY:

This piece of research studies misconceptions that occur when speakers of different first languages communicate In English.

PROCEDURES:

If you volunteer to participate in this study, you will be asked to do the following things:

1. You will take part in one or two conversations of about twenty minutes with another student. The topic of the conversation will be the role of the English language in your country.
2. After the conversation you will be asked some questions about what you understood during the interview.
3. What you say during the interview will be recorded and analysed.

POTENTIAL RISKS AND DISCOMFORTS:

These interviews will be managed so that they do not interfere with your personal time or cause any other inconvenience.

POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY:

You may not benefit directly from your participation in this study, but the study will contribute to the debate on the future role of English in Iraq and how the language can be best developed.

CONFIDENTIALITY:

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law.

PARTICIPATION AND WITHDRAWAL:

You can choose whether or not to be in this study. If you volunteer to be in this study, you may withdraw at any time. You may also refuse to answer any questions you do not want to answer.

Thank you for considering my request.

Yours sincerely,

Azzam Muayad Abdul Wahhab

I understand the procedures described above. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

Printed Name of Subject

Signature of subject

ÖZGEÇMİŞ

Kişisel Bilgiler:

Adı ve Soyadı: Azzam Muayad Abdulwahhab Al-Sammarraie

Doğum Yeri ve Yılı: Poland

Medeni Hali: Bekar

Milliyet: Irak

Eğitim Durumu: Lisans Öğrenimi: University of Tikrit/ College of Education.

Yüksek Lisans Öğrenimi: Süleyman Demirel Üniversitesi

CURRICULUM VITAE

Personal Information:

Name: Azzam Muayad Abdulwahhab Al-Sammarraie

Place of Birth: Poland

Date of Birth: 05/04/1983

Marital Status: Bachelor

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