

T.C.

GAZİ UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING



**A CASE STUDY ON
ORAL COMMUNICATIVE SKILLS WHILE TEACHING ENGLISH ON THE
BASIS OF LINGUA FRANCA TERM AT UNIVERSITY PREPARATORY
SCHOOLS**

MA THESIS

By

Fatma DEMİRAY

ANKARA-2009

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SUPERVISOR

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ANKARA-2009

To my beloved father...

Eğitim Bilimleri Enstitüsü Müdürlüğü'ne

FATMA DEMİRAY'a ait **A CASE STUDY ON ORAL COMMUNICATIVE SKILLS WHILE TEACHING ENGLISH ON THE BASIS OF LINGUA FRANCA TERM AT UNIVERSITY PREPARATORY SCHOOLS** adlı çalışma jürimiz tarafından **İNGİLİZ DİLİ VE EĞİTİMİ** Anabilim Dalında DOKTORA / **YÜKSEK LİSANS TEZİ** olarak kabul edilmiştir.

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ÖZET

ÜNİVERSİTE HAZIRLIK SINIFLARINDA, İNGİLİZCE'DEKİ SÖZLÜ İLETİŞİMSEL BECERİLERİN 'LİNGUA FRANCA' KAPSAMINDA ÖĞRETİLMESİ AŞAMASINDA YAŞANAN PROBLEMLERİN İNCELENMESİ

Demiray, Fatma

Yüksek Lisans, İngiliz Dili Eğitimi ABD

Tez Danışmanı: Yrd. Doç. Dr. İskender Hakkı SARIGÖZ

Kasım, 2009

İngilizcenin uluslararası iletişim dili olarak tüm dünyada hızlı bir şekilde yayılması İngilizce öğretimi alanında yeni yönelişler doğurmuştur.

Küresel bir dilin öğretiminin diğer yabancı dil öğretim süreçlerinden farklı olması gerekliliği bu çalışmanın çıkış noktasını oluşturmaktadır.

Özellikle yerli olmayan konuşmacıları da kapsayan İngilizcedeki lingua franca etkileşimleri her gün dünya çapında yaygın olarak ortaya çıkmaktadır, fakat konuşma araştırmacıları tarafından henüz üzerinde çalışılmamıştır. Lingua franca İngilizcesi'ndeki idari kişisel iletişimin çalışma odaklı konuşma becerisini doğal gelişimi içerisinde inceleyen bu çalışma lingua franca konuşma verisine analitik konuşma metodunun uygulanabilirliğini kapsayan bir dizi sorunları ele almaktadır. Bu çalışma lingua franca İngilizcesinin sorunlarını, anadili İngilizce olan konuşmacıların olmayanlara karşı olan durumunu, İngilizce öğretiminin kültürel yapısını ve Türk öğrenciler için geliştirilmiş metot ve materyallerin uygunluğunu analiz etmektedir. Bu çalışma aynı zamanda Türkiye'deki İngilizce öğretiminin öğretme ortamını ve dilbilimsel ve kültürel alanlarını incelemektedir.

Bu çalışma İngilizcenin kullanışlı küresel bir lingua franca kavramı yaratan en muhtemel dil olduğunu (ticaret dili) ve bu nedenle öğretiminin küresel olarak tek mantıklı dil öğretimi olduğunu tartışmaktadır. Diğer taraftan, bu çalışma İngilizceyi ikincil küresel lingua franca dili olarak öğretirken ana dilin ve kültürün değerlerinin de

vurgulandığı iki dilli bir program çerçevesinde İngilizcenin öğretilmesi gerektiği genç öğrencilerle de ilgilidir.

Konuşma ihmal edilmemesi gereken becerilerden biridir. Aksi takdirde, dilin gelişimi tamamlanmayacaktır. Vurgu ve önem özellikle konuşma üzerindedir. Çünkü bu alan çoğu durumda en stratejik dil becerisi olmasına rağmen araştırma edebiyatında oldukça sınırlı bir yere sahiptir. Bu çalışma hazırlık sınıflarında konuşma becerisine gereken önemin verilip verilmediğini göstermek üzere hizmet etmektedir. Bu durum hazırlık okullarındaki öğrencilere ve öğretim elemanlarına verilen anketler yoluyla araştırılmaktadır.

Bu çalışma Marmara Üniversitesi, Başkent Üniversitesi, Osmangazi Üniversitesi, ODTÜ, Abant İzzet Baysal Üniversitesi ve Pamukkale Üniversitesi hazırlık okullarındaki öğrencilere ve öğretim elemanlarına uygulanmıştır. Katılımcılar 138 hazırlık sınıfı öğrencisi ve 43 öğretim elemanından oluşmaktadır. Öğrenci grubu, bir adet dilbilgisi hatalarının olduğu cümlelerden oluşan dilbilgisi testi, bir adet hazırlık okullarındaki konuşma sınıflarını analiz eden anket ve bir adet tutum ölçek anketini cevaplandırmışlardır. Öğretim elemanı grubuna ise gramer testi hariç, öğrenci anketiyle paralel şekilde oluşturulmuş diğer iki anket cevaplandırmaları için sunulmuştur. Her iki grubun da anket sonuçları karşılaştırılmış ve bulgular istatistik olarak ve sözlü olarak yorumlanmıştır.

Veri analizleri öğrencilerin sözlü iletişimsel beceriler içerisinde Lingua Franca İngilizcesinden fayda sağladıklarını göstermiştir. Öğrencilerin gelişimsel süreçlerinin derecesi İngilizcedeki seviyelerine ve doğrudan motivasyonlarına bağlı olarak farklılık göstermiştir.

ABSTRACT

A CASE STUDY ON
ORAL COMMUNICATIVE SKILLS WHILE TEACHING ENGLISH ON THE
BASIS OF LINGUA FRANCA TERM AT UNIVERSITY PREPARATORY
SCHOOLS

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The high spread of English around the world as an international means of communication has brought about the need to explore the current orientations in the field of English Language Teaching (ELT).

The assumption that the teaching of a global language should be different from that any other second language serves as the main point of departure of this study.

Lingua Franca interactions in English- those exclusively involving non-native speakers- are mostly common, everyday occurrences worldwide, yet have not been studied by conversation analysts. By examining the naturally-occurring, work-related talk of management personnel communicating in “lingua franca” English, this paper explores a range of issues surrounding the applicability of conversation analytic methodology to lingua franca talk-data. This study analyses the issues English as a Lingua Franca, the status of the native speaker as opposed to that of non-native speaker of English, cultural content of ELT, appropriateness of methods and materials developed for Turkish students. It also refers to linguistics, cultural aspects and teaching environment of English language teaching in Turkey.

This paper argues that English is the most likely of all languages to create a useful global lingua franca term (language of trade); therefore, teaching English globally is only logical. On the other hand, the paper relates that young students should

be taught English in a bilingual program which stresses the values of the native language and culture, while teaching English as a useful second global lingua franca.

Speaking is one of the components which shouldn't be neglected. Otherwise, the process of language will not be complete. The stress is especially on speaking because this area is received such limited attention in the research literature although it is many cases the most strategic language skill of all. This study serves to demonstrate whether speaking is given the necessary emphasis at universities prep schools. This is realized through questionnaires given to both the instructors and students at prep schools.

This study is conducted at preparatory school students and instructors in different universities such as; Marmara University, Başkent University, Osmangazi University, METU, Abant İzzet Baysal University, Pamukkale University. The participants consist of 138 preparatory class students and 43 instructors working at these schools. Students' group fill out A Grammar Test consisting of grammatically wrong sentences, A questionnaire analyzing of speaking classes at preparatory classes, and A Likert Type Attitude Questionnaire. Instructors' group is also given the questionnaires except from grammar test which were prepared in a parallel way to the students' questionnaires. The results of both groups were compared and the findings are interpreted statistically and verbally.

Analyses of data indicated that students benefit from lingua franca English in oral communicative skills. The degree of their developmental progress differed depending upon their level of English and motivation respectively.

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1

INTRODUCTION**1.1 General Aspects of the Study**

The ever growing need for good communication skills in English has created a huge demand for English teaching around the world. Millions of people want to improve their command of English or to learn English which is provided in many different ways such as through formal instruction, travel, and study abroad, as well as through the media and the internet. “The world-wide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources” (Richards, 2000: 3). Learners set themselves demanding goals. They want to be able to master English to a high level of accuracy and fluency. Students’ motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics. Margie S. Berns, writes explaining Firth’s view that “language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak)” (Berns, 1984: 5). These roles are coming together with English as a Lingua Franca and the aspect of global language. This study focuses on observing communicative skills by highlighting lingua franca English in an effectively. The aim is trying to find out effective ways to teach speaking without any emphasis on grammar or accuracy but fluency.

1.2 Background of the Study

Language teaching has seen many changes in ideas about syllabus and methodology in the last 50 years and TESL prompted a rethinking of approaches to methodology. We may conveniently group trends in language teaching in the last 50 years in three phases in the light of Richard's (2000) study:

Phase 1: traditional approaches (up to the late 1960s)

Phase 2: classic communicative language teaching (1970s to 1990s)

Phase 3: current language teaching strategies (late 1990s to the present)

In the first phase, traditional approaches to language teaching gave priority to grammatical competence as the basis of language proficiency. They were based on the belief that grammar could be learned through direct instruction and through a methodology that made much use of repetitive practice and drilling (Richards & Rodgers, 2001). The approach to teaching grammar was a deductive one: students are presented with grammar rules and then given opportunities to practice using them, as opposed to an inductive approach in which students are given examples of sentences containing a grammar rule and asked to work out the rule for themselves (Larsen & Freeman, 2000). It was assumed that language learning meant building up a large repertoire of sentences and grammatical patterns and learning to produce these accurately and quickly in the appropriate situation.

In the second phase, in which communicative language teaching is emphasized, the centrality of grammar in language teaching and learning was questioned, since it was argued that language ability involved much more than grammatical competence. "While grammatical competence was needed to produce grammatically correct sentences, attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different communicative purposes such as making requests, giving advice, making suggestions, describing wishes and needs so

on” (Howatt, 1991: 270). In planning language courses within a communicative approach, grammar was no longer the starting point.

In the late of this phase, the importance of purposes “for which the learner wishes to acquire the target language; for instance, using English for business purposes, in the hotel industry, or for travel” (Richards, 2000: 10) was emphasized. Today, many learners need English in order to use it in specific occupational or educational settings. For them it will be more efficient to teach them the specific kinds of language and communicative skills needed for particular roles, (e.g. that of nurse, engineer, flight attendant, pilot, biologist etc.) rather than just to concentrate on more and more general English (Basturkmen, 2006). As well as rethinking the nature of communicative approach, there is a tendency for less emphasis on grammar but more emphasis on fluency. It was argued that learners learn a language through the process of communicating in it, and that communication that is meaningful to the learner provides a better opportunity for learning than through a grammar-based approach. In the light of these perspectives as Richards (2000) and Jenkins (2006) emphasized that,

- making real communication environment through different materials,
- providing opportunities for learners to experiment and try out what they know,
- being tolerant of learners’ errors on grammar as they indicate that the learner is building up his or her communicative competence
- providing opportunities for learners to develop fluency before accuracy
- linking the different skills such as speaking, reading and listening, together, since they usually occur together in the real world
- using global English as a lingua franca
- building a relaxed atmosphere in this communicative environment using code-switching or code-mixing and transferring their own language to the second language.

In this way, a speaking syllabus designed on the basis of lingua franca English and fluency in a real world may be useful for these communicative phases and helpful for students to improve their communication skills.

1.3 Statement of the Problem

In applying English language teaching, new classroom techniques and activities are needed, and as we see, new roles for teachers and learners in the classroom. Instead of making use of activities that demanded accurate repetition and memorization of sentences and grammatical patterns, activities required learners to negotiate meaning and to interact meaningfully (Rodgers, 2000). One of the goals of language learning is to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. “Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings and work to avoid communication breakdowns” (Leech & Startvik, 1985).

Main points of learning communicative English are as following;

- Reflecting natural use of language,
- Focusing on achieving communication
- Requiring meaningful use of language
- Requiring the use of communication strategies
- Producing language that may not be predictable

However, all approaches which have been taught until now emphasized the teaching of grammar in speaking. Because of this reason, students especially university students think that grammar cannot be isolated from speaking and so the first primary source to use language is learning grammar deductively or inductively. Since the late of 1990s the lingua franca English has been widely implemented. Because it describes a set of very general principles grounded in the notion of communicative competence as the goal of second and foreign language teaching, and methodology as the way of achieving this goal, learning English as a lingua franca continuing to evolve as our understanding of

the processes of second language learning has developed. Current communicative language teaching theory and practice draws on a number of different communicative breakdowns because there are a few native speaker teachers in Turkey. This one is the reason of students' inefficiency in that they do not have a chance to practice the language in a natural environment and the speaking or communication course hours are limited.

On the other hand, another reason of having difficulty in using a new language is that students do not have any idea about the culture of target language so the communication is easily broken down by students or teachers because limited knowledge about a new culture. Linguists and anthropologists have long recognized that the forms and uses of a given language reflect the cultural values of the society in which the language is spoken. Linguistic competence alone is not enough for learners of a language to be competent in that language (Krasner, 1999). Language learners need to be aware, for example, of the culturally appropriate ways to address people, express gratitude, make requests, and agree or disagree with someone. They should know that behaviours and intonation patterns that are appropriate in their own speech community may be perceived differently by members of the target language speech community. They have to understand that, in order for communication to be successful, language use must be associated with other culturally appropriate behaviour.

Culture must be fully incorporated as a vital component of language learning. Second language teachers should identify key cultural items in every aspect of the language that they teach. On the other hand language teachers should be guiding the students only when they are needed. After this observation, the results are noted and expressed the students and instructors tendency through lingua franca English and fluent speaking in the speaking classes.

1.4 Research Questions

This study is guided by some research questions as following:

- 1- What is the tendency of students and instructors through speaking classes at University Preparatory Schools?

- a) Is there any importance of grammar mistakes in speaking to understand the main idea?
- b) Is there any importance of pronunciation mistakes in speaking to understand the main idea?
- c) Is accuracy more important than fluency while speaking?
- 2- What are the approaches to improve communicative skills of University Preparatory School students?
- 3- What are the needs of University Preparatory School students to acquire communicative skills in and out of the classes?
- 4- What is the tendency of students for English as a Foreign Language and English as a Lingua Franca?
- 5- What do the students and instructors know about the term “English as a Lingua Franca”?

1.5 Significance of the Study

This study proposes to investigate the importance of acquiring speaking ability of students. The findings of the study may inform teachers speaking classes about the degree to which lingua franca English can help students produce the target language and interact with each other during activities.

The results of this research will provide data and propose hypotheses about speaking activities using English as a lingua franca, target language production of the students in these activities.

Another significance of the study is that observation of students and teachers in speaking classes will be effective for further studies in this area.

1.6 Limitations

This research is limited to

- 1- preparatory school students at some universities in Turkey
- 2- the time allocated to review of literature, collect data and to present it
- 3- a survey consisting of different sections and items whose aims are to learn the opinions about English as a lingua franca.

1.7 Assumptions

In this study, it was assumed that;

- 1- the participants of the study responded to the questions willingly,
- 2- the sample grammar activity test and questionnaires chosen for this study are suitable to collect needed data,
- 3- the research design in relation with the research questions is appropriate.

1.8. Definitions of Terms

The following terms are central to the study:

English as a Lingua Franca: A **lingua Franca** is a language systematically used to communicate between persons not sharing a mother tongue, in particular when it is a third language, distinct from both persons' mother tongues. “**English as a lingua franca** or **ELF** refers to the use of English between speakers of different varieties of English. The term is used to describe communication that involves people who do not consider English their first language” (Jenkins, 2006).

English as a Foreign Language: **ESL** (English as a second language), **ESOL** (English for speakers of other languages), and **EFL** (English as a foreign language) all refer to the use or study of English by speakers with a different native language.

Communicative Language Teaching: **Communicative Language Teaching** (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language.

English for Specific Purposes: **English for Specific Purposes** (ESP) is a sphere of teaching English language including Technical English, Scientific English, and English for medical professionals, English for waiters, and English for Tourism. Aviation English as ESP is taught to pilots, air traffic controllers and civil aviation cadets who are going to use it in radio communications. ESP can be also considered as an avatar of language for specific purposes.

Standard English: “**Standard English** (often shortened to *S.E.* within linguistic circles) is a term generally applied to a form of the English language that is thought to be normative for educated native speakers. It encompasses grammar, vocabulary, spelling, and to some degree pronunciation” (Wilkinson, 1995: 29).

Code-switching: **Code-switching** is a term in linguistics referring to the use of more than one language or variety concurrently in conversation. Multi-linguals, people who speak more than one language, can use elements of multiple languages when conversing with other multilinguals. Code-switching is the syntactically and phonologically appropriate use of multiple linguistic varieties. Code-switching can be related to and indicative of group membership in particular types of bilingual speech communities, such that the regularities of the alternating use of two or more languages within one conversation may vary to a considerable degree between speech communities.

Code-mixing: **Code-mixing** refers to the mixture of two or more languages or language varieties in speech.

Bilingualism: **Bilingualism** is the ability to use two languages. However, defining bilingualism can be problematic since there may be variation in proficiency across the four language dimensions (listening, speaking, reading and writing) and differences in proficiency between the two languages. People may become bilingual either by acquiring two languages at the same time in childhood or by learning a second language sometime after acquiring their first language.

Multilingualism: The term **multilingual** can refer to an individual speaker who uses two or more languages, a community of speakers in which two or more languages are used, or speakers of different languages.

LIST OF ABBREVIATIONS

ELF: English as a Lingua Franca

ESL: English as a Second Language

EFL: English as a Foreign Language

CLL: Communicative Language Learning

CLT: Communicative Language Teaching

MI: Multiple Intelligences

SE: Standard English

ENL: English as a Native Language

EIL: English as an International Language

L1: Language 1, Native Language

L2: Language 2, Second Language

TEFL: Teaching English as a Foreign Language

NS: Native Speaker

NNS: Non-Native Speaker

WEs: World Englishes

ESP: English for Specific Purposes

REVIEW OF LITERATURE

2.0. Introduction

This chapter constitutes of three main topics. The first part consists of the terms such as globalisation and language teaching history. The second part is about the term of English as a Lingua Franca in intercultural environment. The last part reviews English Language Teaching in terms of Lingua Franca English in Turkey.

2.1. Globalisation and Language Teaching

Globalisation is a process by which the people of the world are unified into a single society and functioning together. This process is a combination of economic, technological, sociocultural and political forces. English is increasingly often referred to as a 'global language', a 'world language' or an 'international language'. Most people learn English not because English is their native language, but because English is the language they could share. These days, English plays a dominant role in foreign language teaching and learning. University students who major in English not only face the challenges on English proficiency but also the type of knowledge to be equipped for future globalised markets and advance skills. Language teaching is more than the simple teaching of grammatical rules or vocabulary items. Learners need to be put into a position where they can develop a deeper understanding of cultural specifics underlying the target language.

English is now the language most widely taught as a foreign language- in over 100 countries, such as China, Russia, Germany, Spain, Egypt and Brazil – and in most of these countries it is emerging as the chief foreign language to be encountered in schools, often displacing another language in the process. (Crystal, 1998: 3-4)

More and more people use English not because it is the native language of United States or any other English speaking countries but because it is the most powerful language belonging to the whole world.

“There is great variation in the reasons for choosing a particular language as a favoured foreign language: they include historical tradition, political expediency, and the desire for commercial, cultural or technological contact”. (Crystal, 1998: 4) “The commodification of language affects both people’s motivations for learning languages and their choices about which languages to learn. It also affects the choices made by institutions (local and national, public and private) as they collocate resources for language education” (Block & Cameron, 2002: 5)

Political conditions, changing technology, economic development, cultural development are conflicting views among which languages should be learnt today. Behind these changes, English has taken up an important position in many educational systems around the world and it has become one of the most powerful means of inclusion into or exclusion from further education, employment or social positions. (Pennycook, 2001: 14)

Current position of English in the world is an accidental or natural result of world forces. As Block & Cameron (2002: 1) Point out, the term globalisation now features prominently in contemporary political discussions and is also widely used in both popular and academic discourse in economics, society, technology and culture; the word exists in cognate form in languages as diverse as Spanish and Japanese.

Pauwels (2000) points to the increasing number of interactions between people of various cultural and linguistic backgrounds, but also highlights the fact that many such encounters involve a lingua-franca (often English), and often take place in a cultural setting which has no immediate link to the language which is the medium of communication. (pp.20-21)

Regardless of whether or not the language of communication is the native language of one of the speakers, interlingual and cross-cultural encounters require a fundamental understanding of the relationship between language and culture.

The phenomenon of globalisation has led to the dramatic rise of English as ‘the global language’. It is well known that many millions of people in countries all over the world are learning the language. In China, alone, it is estimated that in 2005, over 176 million Chinese were learning English through formal education (Graddol, 2006: 95). What is less well known or understood, however, is that many of the developing economies are also embracing the learning of other languages, as English more and more comes to be seen as a ‘universal basic skill’.

“We are now nearing the end of the period where native speakers can bask in their privileged knowledge of the global lingua-franca”(Graddol, 2006: 118). “The reality is that there are much wider and more complex changes in the world language system now taking place. English is not the only ‘big’ language in the world, and its position as a global language is now in the care of multilingual speakers” (Graddol, 2006: 57). Graddol (2006) also estimates the rise of other languages including Mandarin, Russian and Spanish, and predicts that, with the end of the economic dominance of the US and the European superpowers, there will be enormous changes in perceptions of the relative importance of world languages (p. 118). As Crystal (1998) stated, a language does not become a global language because of its intrinsic structural properties, or because of the size of its vocabulary, or because it has been a vehicle of a great literature in the past or because it was once associated with a great culture or religion. – These are all factors which can motivate someone to learn a language, of course, but none of them alone, or in combination, can ensure a language’s world spread (p.7). then he also added that a language becomes an international language for one chief reason: the political power of its people- especially their military power (ibid.).

“ ‘I am no good at languages’ is probably the most widely heard apology for not making any effort at all to acquire even a basic knowledge of a new language”(Crystal, 1998: 15). This speaker may be remembers a poor result in school examinations, unsuccessful teaching approach or not usual breakdown in teacher-adolescent relationships.

When we look at the globalisation process of language from a different perspective, for example business, we can say that globalisation increased international

trade and advanced technological systems. “International trade is a complex, cross-border business: goods are taken from one country, refined or given added value by a second, sold to a third, repackaged, resold and so on” (Graddol, 2002: 28). Unity of the world in one hand is inevitable and also teaching a world-wide language.

Crystal (1997: 12) states that;

There are no precedents in human history for what happens to languages in such circumstances of rapid change..... And never has there been a more urgent need for a global language.

This is related to another consequence of globalization, the tendency to treat languages as economic commodities. “In the linguistic commodity market, English has the higher value than Korean or Portuguese: it is observed in Japan that, the phrase ‘foreign language’ or ‘language teaching’ is frequently used as if it meant ‘English’” (Block & Cameron, 2002: 7).

2.1.1. Global Language

Twenty first century shows the importance of learning a second language which requires the needs of the new world, new trade and a new culture. A language is often used as a tool to unify the nations and to improve the communication between different cultures.

As Kahru (1990:127) indicated; various attempts have been made toward developing a common language since the 1880’s. Two different viewpoints were put forward for the development of a world language which shares some of the features of a human language and the selection of one of the existing national languages of the world (Boadi, 1994: 13-14). There have been a number of attempts to construct an international language and Esperanto has been the most successful and lasting. The language was constructed by Ludwig Zamenhof in 1887 and now has several million speakers. The success of Esperanto was due not just to the simplicity and flexibility of the language, but to its aim at fostering global peace. Zamenhof thought that if people could at least talk to one another in a neutral language, it would eliminate one barrier to

world peace. Another reason for its success was that Zamenhof created a language both simple and elegant. The beauty of the language makes it fun to learn.

After the Second World War, a new development referred to as Globalisation began. This process was accompanied by an increasing consciously brought about permeability of national borders. The world's leading economic powers in particular opened their borders in favour of free trade in addition to deregulation and liberalization of the financial markets (McMahon, 1994: 391-307). Economic as well as cultural goods are being exchanged along with the current process of globalisation. This implies that not only the economy (i.e. production, transportation, trade), but also cultural products such as arts, music, fashion, lifestyle, communication (World Wide Web) and language are being globalised.

2.1.1.1. English as a Global Language

The changing nature of English speakers is regarded as a good point to understand the pattern of English worldwide. At the inception of the first global century, most speakers of English are non-native or second language speakers. (Crystal,1997; Graddol, 2000). Today the majority of the world's speakers of English are no longer monolingual speakers living in the centre countries (Derbel & Richards, 2007). Graddol estimates that, there are 375 million inner circle, 375 million outer circle and 750 million expanding circle speakers of English (Graddol, 1997: 10). He has also added that those who speak English alongside other languages will outnumber first language speakers and increasingly, will decide the global future of the languages (ibid.).

The economic and political power of Britain and the United States in the last two centuries has enabled the English language to take on a dominating role in today's world. Its global use in fields such as publishing science, technology, commerce, diplomacy, air traffic control and popular music make it necessary to define it as a World Language (Barber, 2000: 58). According to Startvik and Leech (2006), : "English benefited from three overlapping eras of world history. The first era was the imperial expansion of European powers which spread the use of English as well as of other languages like Spanish, French and Portuguese around the world. The second is the era

of technological revolution, beginning with the industrial revolution in which the English-speaking nation of Britain and United States took a leading part, and the later electronic revolution, led above all by the USA. This is the era of globalisation” (p.227).

Linguists such as David Crystal recognize that one impact of this massive growth of English, in common with other global languages, has been to reduce native linguistic diversity in many parts of the world historically, most particularly in Australia and North America, and its huge influence continues to play an important role in language attrition.

As Crystal (1997) pointed that,

The last point.....use of a single language by a community is no guarantee of social harmony or mutual understanding, as has been repeatedly seen in world history (e.g. the American Civil War, the Spanish Civil War, the Vietnam War,...) nor does the presence of more than one language within a community....as seen in several successful examples of peaceful multilingual coexistence (e.g. Finland, Singapore, Switzerland) (p.13).

Crystal (1997) also supposes that if English were not the international language there would certainly be another language to become the international language. He has also added the following;

Why did Greek become a language of international communication in the Middle East over 2000 years ago? Not because of Plato and Aristotle but because the swords wielded by the armies. Why did Latin become known throughout Europe? Because the legions of the Roman Empire. Why did Arabic come to be spoken so widely? Is it because of the spread of Islam? (p.14)

We can easily understand from this part that the reason of a language becoming a world language or global language is because of the political power of its people or the military power. Finally, as a result of Industrial Revolution, the British economic predominance and- more importantly, the strong political and military power of the U.S,

English is spoken widely around the world and it is often being referred to as a ‘Global Language’ or ‘the lingua franca’ of the modern era.

2.1.2. History of English Language Teaching

The world is learning English for business, development, collaboration and diplomacy. Obviously there is much more necessity for English as a Second Language (ESL) and English as a Foreign Language (EFL) than ever before. According to the historical evidence, English was being taught as a second or foreign language as far back as the 15th century (Braine, 2005: xi). He has also added that “for almost six centuries it has been gathering momentum, and now it is flourishing and is almost in a lingua franca position” (ibid.). At this point, two central questions we must ask ourselves are: How is it that English has its present day status of a world language? And why is English and not for example German, French or Chinese being globalised? To find answers to these questions, as Braine stated, we need to go back in time to the 15th century. One main reason for this development is the expansion of British colonial power. Another explanation, which some how seems to supersede colonialism, is the emergence of the United States as the leading economic power in the 20th century (Braine, 2005: 17-18). Still, one could argue that with the downfall of the British Empire the power and the spread of English language should have ended. There are two theories which try to explain why this did not happen.

Exploitation Theory (Mair, 2002: 160-163-165) Its supporters claim that English was systematically spread by the British and Americans with the help of language planning policies, in order to maintain a certain indirect control over post-colonial countries. They also point out that the English language, being imposed on developing countries, prevents these nations from independent political and cultural development making it impossible for the indigenous populace to participate in this process.

Grassroots Theory (Mair, 2002: 163-165) In opposition to the theory, it claims that the English of today cannot be seen as an imperialist language, controlled and spread solely by the economically powerful. The advocates of grassroots theory

rather believe English to be an ideologically neutral language that stands for globalisation and modernisation. They also call attention to the fact that English is voluntarily used as a means of (cross-border) communication by individuals and groups each contributing to “the continuing spread of English for many different and sometimes limited and mutually incompatible reasons” (Mair, 2002: 168). As a consequence, the English language is the subject to constant change which results in the continual production of new varieties of English.

In the western world back in the 17th, 18th and 19th centuries, foreign language learning and teaching was associated with the learning of Latin and Greek, both supposed to promote their speakers’ intellectuality.

British colonialism is considered one of the most important factors that provided the world spread of English language. A multitude of languages existed in pre-colonial Papua New Guinea, but their status toward each other was egalitarian. “Each group was ethnocentric about its own speech variety. Groups were small anyway and everyone knows that each group thought that its own language was best, and the situation was egalitarian” (Romaine, 1992: 56). Therefore, linguistically conditioned social stratification and the idea of nationalistic consciousness did not exist. There was no writing system as their culture was oral-based and thus no standard variety could develop. Due to contact with other groups through war face, intermarriage or trade there must have been people who spoke more than one language. They were predominantly chiefs and trade people (Romaine, 1992: 56).

The linguistic situation within Papua New Guinea was radically changed with the invasion of European colonists. In 1884, the British and later the Australians took command of the south-eastern part of the island. In order to be able to communicate with the indigenous people, who were mistreated as cheap plantation workers by the colonists a contact language was needed and TOK PISIN developed. English served as SUPERSTRATE and the various local tongues as SUBSTRATE. Tok Pisin continued to gain importance, developing from a JARGON to a PIDGIN. Furthermore, it became increasingly prestigious, as the indigenous populace realised that the knowledge of this language was crucial to gain access to the white men’s world, which included better jobs and European goods (Romaine, 1992: 84-85).

As a consequence, the populace's language usage shifted more and more from local languages to Tok Pisin and parents passed it on to their children. "Villagers who do not speak Tok Pisin are regarded as pagan and uncivilized"(Romaine, 1992: 95). The children recognize that their parents see this language as a symbol of modernity and prestige and consequently, gradually stop talking the local language. This mirrors the typical process of language death; people became ashamed of their own language and abandon it in favour of a more prestigious one. Eventually, the minority language is then effectively deserted by its speakers, becoming appropriate for use in fewer contexts, until it is entirely supplanted by the incoming language (McMahon, 1994: 285).

Several other points in history were crucial for the language development and distribution of this language. In the 19th century, England acquired the leading role in Europe thanks to the Industrial Revolution. As a result, many English loan words from the technical area were incorporated into the German language. According to the study of Ammon (2002: 139-141) "Britain's influence was expanded even further through the colonisation of different countries.

World War I was the end of German Colonisation and after the Second World War Germany was temporarily left with limited resources for further developments in science and technology. Consequently, English took over as the principal language in this field.

2.1.3. The Origins and Methods of English Language

Teaching

English we know is derived from the language of the Anglos, Saxons and Jutes. Until the early 1600s only a few million people spoke English. They lived on a small island in the North Sea. Towards the end of the sixteenth century, Crystal (1997) explains that; the number of mother tongue English speakers in the world has increased almost fifty fold, to some 250 million people, between 1603 and 1952 (p.25).

The needed for learning English has come with these improvisation and in the late sixties, associations, information centres and the like were set up in the late sixties. According to Howatt (1984), “ The Association of Teachers of English as a Foreign Language (ATEFL), was founded in 1967, and internationalized as IATEFL in 1971, with W.R.Lee, then Editor of ELT, as Chairman” (p.224). After that, in 1966, the independent Centre for Information on Language Teaching (and Research) with their important source journal Language Teaching and Linguistics have been developed (ibid.).

A number of studies from the 1970s onwards have provided empirical evidence for this phenomenon from a range of educational contexts, beginning to identify and ‘unpack’ the component skills which are enhanced through the language learning process.

In Canada, immersion programs were introduced in the mid-1960s and until now lots of different education programmes for teaching a foreign language have been developed.

First studies have started with metalinguistic approach, nature and functions. Writing in the 1930s, Lev Vygotsky, whose have had a significant impact on current educational theorising, commented on the heightened understanding of one’s own language gained by studying another:

It has been shown that a child’s understanding of his native language is enhanced by learning a foreign one. The child becomes more abstract and generalized.....The acquisition of foreign language- in its own peculiar way liberates him from the dependence on concrete linguistic forms and expressions (Vygotsky, 1986: 160).

1 [Pidgin and creoles are mixed languages. The vocabulary tends to be taken from the superstrate (dominant language) and the grammar from the substrate (subordinate indigenous languages) (Romaine, 1994: 169).]

Improving metalinguistic approach has lead to different methods in language teaching since the last decades. Pennycook (2002) was persuasive in his argument that the concept of method “reflects a particular view of the world and is articulated in the interests of unequal power relationships” (pp. 589-590) and that it “has diminished rather than enhanced our understanding of language teaching” (p.597).

Throughout the history language teaching methods used by teachers has changed. From a historical perspective the improvement of different methods and approaches can be seen as following:

1. Grammar Translation Method

“By the nineteenth century, this approach based on the study of Latin had become the standard way of studying foreign languages, in schools..... Each grammar point was listed, rules on its use were explained, and it was illustrated by sample sentences” (Richards & Rodgers, 2002: 4)

Grammar Translation dominated European and foreign language teaching from the 1840s to the 1940s, and in modified form it continues to be widely used in some parts of the world today (p.6). No importance was given to speaking or listening activities at all but only reading and writing.

2. Direct Method

The Direct Method and Situational Language Teaching emphasize Teacher Talking Time and no translation into L1. “Meaning is to be conveyed directly in the target language through the use of demonstration and usual aids, with no resource to the students’ native language” (Diller, 1978 cited in Larsen & Freeman, 2000). Since the Grammar Translation Method was not very effective in teaching a foreign language, the Direct Method became popular in those years.

3. Audio-lingual Method

According to Richards and Rodgers (2002), the focus of instruction is emphasized on speech and there is little provision for grammatical rules and talking about the language (p.64). After the 1960s this method resulted from changes in American linguistic theory and it gave its place to the other alternative approaches.

4. Total Physical Response

James Asher's Total Physical Response shows that students rarely spoke but "meaning in the target language can often be conveyed through actions" (Larsen & Freeman, 2000: 111). Asher stressed that TPR should be used in association with other methods and techniques. "After that, practitioners of TPR followed this recommendation and suggested that TPR should be compatible with other approaches" (Richards & Rodgers, 2002: 79).

5. Silent Way

In the time of 'Silent Way', Teacher Talking Time is limited and students' interaction to the teaching is emphasized. "The learner must constantly test his powers to abstract, analyze, synthesize and integrate" (Scott & Page, 1982: 273 cited in Richards and Rodgers, 2002). The teacher silently monitors learners' interactions with each other and only uses gestures, charts and manipulative to elicit student responses (p.86).

6. Community Language Learner

CLL developed by Charles A. Curran and his associates makes learners a member of community and they learn through interacting with the community (Richards & Rodgers, 2002: 94). Not speaking, but translation was emphasized. "Translation is an intricate and complex process that is often 'easier said than before'; if subtle aspects of language are mistranslated, there can be a less than effective understanding of the target language" (Brown, 2001: 26).

7. Suggestopedia

When we look at the suggestopedia, controlled speaking activities and conversational competence are emphasized directly. According to Richards and Rodgers (2002), materials consist of direct support materials, the text is organized around the units described earlier, language problems are introduced in a relaxed atmosphere and environment is important for learning (p.104). The goal in this approach is to understand not memorisation.

8. Lexical Approach

In 'lexical approach', students' "input in demonstrating how lexical phrases are used for different functional purposes" and "teachers need to understand and manage a classroom methodology based on stages composed of Task, Planning and Report (Richards & Rodgers, 2002: 135). Lexically based language teaching is described and teachers "represent the most ambitious attempt to realize a syllabus and accompanying materials based on lexical rather than grammatical principles"(ibid.).

9. Whole Language

In 1980s, Whole Language was created by a group of U.S educators and now it is argued that if language can be taught as a 'whole' or not. "Whole Language movement is strongly opposed to these approaches to teaching reading and writing and argues that language should be taught as a whole" (Richards & Rodgers, 2002: 108). This approach basically emphasizes the importance of learning to read and write with a focus on real communication. As Rigg (1991) stated, "If language is not kept whole, it is not language anymore" (p.522 cited in Richards and Rodgers, 2002, ibid.).

10. Competency-based Language Teaching

This approach is mainly interested in "improving syllabuses, materials and activities or by changing the role of the learners and teachers" to have an effective language learning place (Richards & Rodgers, 2002: 141). In contrast to the other approaches mentioned before, Competency-based Language Teaching has focused on

outputs not inputs to learning which is central to the competencies perspective. “Competencies consist of a description of the essential skills, knowledge attitudes and behaviours required for effective performance of a real-world task or activity” (p.144).

11. Multiple Intelligences

“When discussing the Cognitive Approach, that beginning in the early 1970s, language learners were seen to be more actively responsible for their own learning. In 1975, it was investigated what “good language learners did to facilitate their learning” (Larsen & Freeman, 2000: 159). Good learners needed training and recognizing the language. As Gardner stated, there are different kinds of learning , such as; logical, spatial, musical, kinaesthetic, interpersonal, intrapersonal or naturalist learning. The literature on MI provides a rich source of classroom ideas and can help teachers think about instruction in their classes in unique ways.

12. Communicative Language Teaching

In the late 1960s, CLT was introduced as learner-centred approach and it emphasized communication and real-life situations. It is also clear that “communication required that students perform certain functions as well, such as promising, inviting and declining invitations within a social context. (Wilkins, 1976 cited in Larsen&Freeman, 2000: 121). Communicative interaction, speaking activities, real-life (authentic) materials, social context and the teacher as a facilitator are all significant elements in this approach.

Expect from these approaches, since 1960s when the English language began to the part of globalisation, different methods have been developed such as, the Natural Approach, Cooperative Language Learning, Content-based Instruction, Task-based Instruction etc... An individual teacher may draw on different principles at different times, depending on the type of the class he or she is teaching.

From 16th century to the 21st century, English has changed step by step and been a global language which is used as a first or second language all over the world.

2.1.3.1. Standard English

Standardised language is a language one of whose varieties has undergone standardisation. It consists of the processes of language determination, codification and stabilisation. Language determination “refers to decisions which have to be taken concerning the selection of particular languages or varieties of language for particular purposes in the society or nation in question” (Trudgill, 1992: 71). Codification is the process whereby a language variety “acquires a publicly recognised and fixed form” the results of codification “are usually enshrined in dictionaries and grammar books”(p.17). Stabilisation, on the other hand, is a process whereby a formerly diffuse variety “undergoes focussing and takes on a more fixed and stable form” (p.70).

People who invoke the term “Standard English” rarely make clear what they have in mind by it, and tend to slur over the inconvenient ambiguities that are inherent in the term. It is therefore somewhat surprising that there seems to be considerable confusion in the English-speaking world, even amongst linguists, about what Standard English is. Sometimes it is used to denote the variety of English prescribed by traditional prescriptive norms and in this sense it includes rules and usages that many educated speakers do not systematically conform to their speech or writing, such as the rule for use of who and whom. However, it is difficult to define it exactly. Crystal (1997: 110) attempts to define the idea summarising five essential characteristics: “that SE is a variety of English, like a dialect; that the linguistic features of SE are chiefly matters of grammar, vocabulary and orthography, not a matter of pronunciation; that SE is the variety of English which carries most prestige within a country; that the prestige attached to SE is recognised by adult members of the community and it is the norm of leading institutions such as; the government, law courts and the media; and that although SE is widely understood, it is not widely produced”. No matter how it is interpreted, however; SE in this sense should not be regarded as being necessarily correct or unexceptionable, since it will include many kinds of language that could be faulted on various grounds, like the language of corporate memos and television advertisements or the conversations of middle-class high-school students.

Standard English is often referred to as “the standard language”. According to some linguists such as; Chambers & Trudgill, 1997 and Crystal, 1997, Standard English is not a language in many meaningful sense of this term. SE may be the most important variety of English, in all sorts of ways: it is the variety of English normally used in writing, especially printing; it is the variety associated with the education system in all the English-speaking countries of the world, and is therefore the variety spoken by those who are often referred to as “educated people” ; and it is the variety taught to non-native speakers.

In English speaking world as a whole, Standard English comes in a number of different forms such as; Scottish Standard English or American Standard English, or English Standard English. Two linguists, however; have found it controversial. Hudson and Holmes (1995) argue that Standard English is not a social class dialect because the Sun, a British newspaper with a largely-working class readership, is written in Standard English. This argument would appear to be a total non-sequitur, since all newspapers that are written in English are written in SE, by middle-class journalists, regardless of their readership.

Standard English, on the other hand; is a social dialect which is distinguished from other dialects of the language by its grammatical forms SE is not a set of prescriptive rules. It has most of its grammatical features in common with the other dialects. According to Trudgill (1992: 47), “Standard English can be seemed to have idiosyncrasies which include the following:

1. Standard English fails to distinguish between the forms of the auxiliary forms of the verb ‘do’ and its main verb forms. This is true both of present tense forms, where many other dialects distinguish between auxiliary “I do, he do” and the main verb “I does, he does” or similar, and the past tense, where most other dialects distinguish between auxiliary ‘did’ and main verb ‘done’, as in “ You done it, did you?”.
2. Standard English has an unusual and irregular present tense verb morphology in that only the third person singular receives morphological marking: “he goes versus I go”. Many other dialects use either ‘zero’ for all persons or ‘-s’ for all persons.
3. Standard English lacks multiple negations, so that no choice is available between “I don’t want none”, which is not possible, and “I don’t want any”. Most nonstandard dialects of English around the world permit multiple negations.

4. Standard English has an irregular formation of reflexive pronouns with some forms based on the possessive pronouns e.g. myself, and others on the objective pronouns e.g. himself. Most non-standard dialects have a regular system employing possessive forms throughout i.e. hisself, theirselves...
5. Standard English fails to distinguish between second person singular and second person plural pronouns, having 'you' in both cases. Many non-standard dialects maintain the older English distinction between 'thou' and 'you', or have developed newer distinctions such as 'you' versus 'youse'.
6. Standard English has irregular forms of the verb 'to be' both in the present tense (am, is, are) and in the past (was, were). Many nonstandard dialects have the same form for all persons, such as "I be, you be, he be, we be, they be" and "I were, you were, he were, we were, they were".
7. In the case of many irregular verbs, SE redundantly distinguishes between preterit and perfect verb forms both by the use of the auxiliary 'have' and by the use of distinct preterit and past participle forms: "I have seen" versus "I saw". Many other dialects have "I have seen" versus "I seen".
8. Standard English has only a two way contrast in its demonstrative system with 'this' (near to the speaker) opposed to 'that' (away from the speaker). Many other dialects have a three-way system involving a further distinction between, for example, 'that' (near to the listener) and 'yon' (away from both speaker and listener).

The position of SE can be obtained by saying what it is not as well as by saying what it is. From an educational point of view, as far as spoken Standard English is concerned, we could conclude that the teaching of SE to speakers of other dialects may be commendable.

2.1.3.2. Changing English

Language is always changing, evolving and adapting to the needs of its users. Language changes for several reasons. First of all, it changes because the needs of its speakers change. New technologies, new products, and new experiences require new words to refer to them clearly and efficiently.

English today is one of the most hybrid and rapidly changing languages in the world. New users of the language are not just passively absorbing, but actively shaping it, breeding variety of regional Englishes, as well as pidgins and English-lexified creoles.

Academics such as Peter Lowenberg (1993,2000), who highlights numerous examples of items in commercially produced language tests which give a clear handicap to speakers of a specific internationally accepted standard while disadvantaging other candidate groups, have been taking the view that the natural and inevitable process of language evaluation which has always affected English as a Native Language (ENL), is currently shaping English as a Lingua Franca (ELF)- or English as an International Language (EIL)- and that the resulting changes and divergences cannot be dismissed as ‘errors’ and deplored as a deterioration in the ‘standard’. According to Smith (1983: 1), “English belongs to any country which uses it, and may have as wide or as limited use (either as an international or auxiliary language) as is felt desirable”.

The fact that language is always changing does not mean it is getting worse; it is just becoming different. In old English, a small winged creature with feathers was known as a ‘brid’ . Over time, the pronunciation changed to ‘bird’. Different dialects have different rules. For example;

- (1) I didn’t read any books.
- (2) I didn’t read no books.

Sentence (1) follows the rules of Standard English; sentence (2) follows a set of rules present in several other dialects. But neither is sloppier than the other; they just differ in the rule for making a negative sentence. In (1), ‘book’ is marked as negative with ‘any’; in (2) it is marked as negative with ‘no’. The rules are different, but neither is more logical or elegant than the other. In fact, “old English regularly used ‘double negatives’”, parallel to what we see in (2), “many modern languages; including Italian and Spanish, either allow or require more than one negative word in a sentence” (Bryson, 1991: 42).

Stevens has pointed out the question ‘whose language is it?’ implies that some merit accrues to us [NNs] because we possess in some unique sense, the English language. As we have seen this is not true. But it is undoubtedly true that we acquire

great benefits from being as it were co-possessors, with seven hundred million others of the English language. Whose language is it? It is ours and everyone's: the English is truly a world possession (1982: 427f). As it is stated, "there's never before been a language that's been spoken by more people as a second than a first" (Hogg & Denison, 2006: 425). We all –as a world- have this changing and different language and we have learnt to live with it in our lives.

The spread of language change is basically a social phenomenon, as can be seen from lots of sociolinguistic studies, which have shown that changes associated with people and their needs. (Sound change, grammatical change, lexical change, and other changes in different areas or dialects resulted from the needs of language users and they will also continue to change). As Crystal (1996: 15) stated that "the reason why linguistic change is so unpredictable is that it is in the hands of so many people in their minds, rather."

In vocabulary, in pronunciation, in grammar, in meaning and to some extent in spelling, change is a constant and unavoidable fact of life. Language has been changing since it first appeared on earth; it is changing now; it will surely continue to change for as long as human beings survive (Trask, 1995: 78).

2.1.4. The Present Status of English Language

"As we look at older and older samples of English, the language becomes increasingly difficult and stung, and the earliest English is an utterly foreign language to us. In a thousand years English has changed beyond recognition" (Trask, 1995: 7). He has also added that "throughout history, older and more conservative speakers have objected to changes in the language whenever they have noticed them. These attitudes are still with us today, but they rarely have much effect on the development of the language" (Trask, 1995: 72). From the late of 1600s to the present language has changed and reached its present status. "The present day world status of English is primarily the result of two factors" (Crystal, 1998: 53). One of them is "the expansion

of British colonial power, which peaked towards the end of the nineteenth century” and the other is “the emergence of the United States as the leading economic power of the twentieth century”. “The USA has nearly 70 per cent of all English mother-tongue speakers in the world”. According to Kachru (1990:127), the total number of languages in the world is approximately 4500. If we divide the total world population, which is 4 billion and 19 million, by 4500 languages, we have approximately one language for every 893.111 people; nonetheless, this is not the exact distribution of human languages. Of these languages, only English, although it is a young language compared to Chinese or Greek, can claim to have attained the position of a global language on account of the economic, political and military success of its users on the international stage, and, thus, their wide demographic distribution as well.

According to the US linguist Kachru, there is a model, in which the spread of English in the global context is viewed in terms of three concentric circles,

- “The inner circle refers to the traditional bases of English, where it is the primary language: it includes the USA, UK, Ireland, Canada, Australia and New Zealand
- The outer or extended circle involves the earlier phases of the spread of English in non-native settings, institutions and plays an important ‘second language’ role in a multilingual setting: it includes Singapore, India, Malawi and over fifty other territories.
- The expanding circle involves those nations which recognise the importance of English as an international language; though they do not have history of colonization by members of the inner circle, nor have they given English any special administrative status. It includes China, Japan, Greece, Poland and a steadily increasing number of other states. In these areas English is taught as a foreign language” (cited in Crystal, 1998: 53-54).

In the sense of this model, we can say that there are three kinds of English speakers, those who speak it as their first language, those who speak it as a second language and those who learn it as a foreign language. “Today about 400 million people speak English as their mother tongue or first language. Over 50 million children study English as an additional language at primary level and over 80 million study it at secondary level” (Hook, 1976: 88). In this respect, a model was introduced by McArthur (1996: 11-14),

- The ENL Territories: Most of the people in these parts use English as their first language. They can be divided into two groups:

1. Those in which English is the sole language. The total of these territories is 30.
2. Those in which appear with one or more other major languages. The total number of these territories is 6.

- The ESL Territories: Most of the people in these places use English as an official or educational language. The total number of them is 51.

- The EFL Territories: The majority of people in these areas use English formally for occupational reasons, others may learn or acquire it casually. They can be divided into two groups:

1. Virtually a second language: The total number is 20.
2. Learned as the global language: The total number is 121.

English is present on every continent and as Crystal (1998) expressed that “in some shape or form, English will find itself in the service of the world community forever” (p.140).

2.1.4.1. Why English is Learned

Today, English is sweeping the planet as physical, economic, cultural and cyber space. Hollywood, Microsoft, Coca-Cola, the hegemony of the American empire in the world battered by two global wars English is the language of pop-culture, of tourism, of markets and trade, of the Internet. English is an increasingly classless language.

In Graddol's (1997: 10) estimate, and as I mentioned before, there are 375 million inner circle, 375 million outer circle and 750 million expanding circle speakers of English. Graddol also indicates that this model, however, will not be the most useful for describing English usage in the 21st century.

Education can be regarded as the tool by which persons and groups gain skills and extend their knowledge, receiving impulses. The purposes of learning may vary from person to person. People may have different goals and aims on learning but the trends of education are to meet the needs beyond a changing society.

“English is now emerging as a medium of communication in growth areas which would gradually shape the character of twentieth century domestic and professional life” (Crystal, 1998: 78).

If you are a student, you would have to learn English for the benefit of your career. If you are an employee you would have to learn English for the benefit of your career. Even if you are just a street walker you will want to learn English to understand what is going on in the world. No matter who you are, learning English is very important. You can not avoid it and do not avoid it before you getting too far behind.

To the questions of “Why do we teach foreign languages in schools?, Why, for, that matter, teach Maths or Physics?”, Broughton at all answers that, “clearly not simply for the learner to be able to write to a foreign pen friend, to be able to calculate his income tax or understand his domestic fuse box, though these are all practical by-products of the learning process. The major areas of the school curriculum are the instruments by which the individual grows into a more secure, more contributory, more total member of society” (p.10).

By learning a foreign language we see our own in perspective, we recognise that there are other ways of saying things, other ways of thinking, and other patterns of emphasis.

English, by its composition, embodies certain ways of thinking about time, space and quantity; embodies attitudes towards animals, sport, the sea, relations between the sexes; embodies a generalised English speakers’ world view (Broughton et al, 2002: 10).

2.1.4.1.1. Travelling

In the light of the advances in transportation industry, the speed and efficiency of transportation increased, and people have gained an incredible mobility. There is no doubt that the English is the language of communication between people with different cultures. There are some reasons of travelling which includes business, vacation,

international conventions, educations and academic conferences. As Crystal (1998) stated that “each journey has immediate linguistic consequences- a language has to be interpreted, learned, imposed- and over time a travelling trend can develop into a major influence” (p.95).

Industrial Revolution and after that improving stages of each country with roads, canals and above all, trains increased the number of the people who travelled for geographic and social reasons. When we look at the history of travelling, we can easily see the early 20th century with the outbreak of the two world wars. People from other parts of the world exchanged the structure of economic life in the post-war era. As Lieberman (1982), stated “the importance of world trade rose and there has been an inconceivable expansion in international banking” (pp.45-6). After the World Wars and Industrial Revolution, socio-economic situations of different countries have changed the travel industry and especially air travel. Since the Second World War, air travel has become cheaper and has streamlined international travel at all events. “Particularly, the important thing is the way that such transportation changes and their widespread use have brought the massive numbers of English speakers from the United States into the communication network” (Lieberman, 1982: 55).

The dominance of English is apparent and it has been the common language of wider education. In international trade or in tourism, it is also clear why English is learned and in this field Crystal (1997: 95) illustrates as follows:

World wide international arrivals passed 500 million in 1993. the leading tourism earner and spender in the USA in 1992, according to the World Tourism Organisation, the USA earned over \$ 50.000 million from tourism- twice as much as its nearest rival France.

In the wake of the advances in transportation industry, international flights are in English; in the tourism centres of the world; name of the restaurants, the menu and major locations are in English. These random examples about English in our lives prove the necessity of learning English while travelling.

2.1.4.1.2. International Communities

Crystal (1997) estimates that 85% of international organisations now use English as one of their working languages, 49% use French and fewer than 10% use Arabic, Spanish or German (p. 44). English qualifications may become an entry necessity, or have perceived value in access to jobs- even if the job itself does not require English (Graddol, 2000: 32).

North America, the European Union and Japan represent the three largest trading blocks in world where possess the most of the world's economic power. They are also the countries that own the world's management, technological expertise, scientific knowledge and advanced industrial skills. In Europe there is growing evidence that English has become the major business lingua franca is recommended as the sole language for 64 countries (Graddol, 2000: 29). Maybe we cannot prove that economic capacity may attract the interest in languages, but as we know that English is still the common language that is widely used amongst these countries as a trade language.

The League of Nations had forty-two members and "it was the first of many modern international alliances to allocate a special place to English in its proceedings: English was one of the two official languages (the other was French)" (Crystal, 1998: 78-9). The language, especially English, plays a working role in most communities around the world. As Crystal stated that "even the restricted membership meetings recognize the value of English: although their proceedings may not be expressed in English, the reports they issue for the wider public at the end of their meeting, and the statements which their officials make to the world media, usually are" (p.79). Some of the organizations use English as politically or financially, for instance; World Health Organisation (WHO), United Nations (UN), World Bank and International Monetary Fund (IMF). Several international sporting organisations such as; African Hockey Federation, the Asian Amateur Athletic Association and the Association of Oceania National Olympic Committees work only in English and the language automatically becomes the lingua franca of the gathering (Crystal, 1998: 80).

International Relations and communities and their academic work and political process were characterised by the dominant institutions of institutions. Such multilingual organizations required a common language and it has been English. These communities and organizations also show the importance of English and the necessity to learn it.

2.1.4.1.3. Media

Mass media has increasingly become a dominant means to learn English and to convey dominant ideologies and discourses that demand critical analyses. In recognizing the identities and values being promoted through rhetorical techniques, people use critical strategies to achieve greater agency and consciousness to learn English.

Non-print literature such as press, advertising, broadcasting, motion pictures and popular music makes a progress to hear English language all the time.

English language has been an important medium of the process for the last four decades. As Crystal stated that The Weekley Newes (1622), the London Gazzette (1666), Lloyd's News (1696), Boston News Letter (1704), The New York Gazzette (1725), New York City Daily Advertiser (1785), The Times (1788) has made a greater progress in developing and spreading of English in press (1997: 83). People from all over the world always wanted to read one of these newspapers to get the information about Britain and the USA which is becoming a global country day by day. Besides, literary reviews, hobby journals, comics, fanzines, technical reviews, scholar journals helped the improvement of English.

After the World War II. , social and economic factors led to increase of the advertisements in publications. According to Crystal (1998), "English in advertising began very early on, when the weekly newspapers began to carry items about books, medicines, tea and other domestic products" (pp. 85-6). The official language of international advertisements such as; Ford, Coca-Cola, Kodak and Kellogg and international advertising bodies, such as the European Association of Advertising Agencies, is English.

When we talk about broadcasting, first language transmitted by radio was English, when US physicist Reginal A. Fessenden broadcast music, poetry and a short talk to Atlantic shipping from Brant Rock, Massachusetts, USA, on Christmas Eve 1906 (Crystal, 1998: 87). Currently as McCrum, Cran and MacNeil (1992:10) stated; CBS, NBC, ABC, BBC and CBC, as the largest broadcasting companies in the world, “transmit in English to audiences that can exceed one hundred million”.

The new technologies following the discovery of electrical power fundamentally altered the nature of home and entertainment. “Despite the growth of the film industry in other countries in later decades, English-language movies still dominate the medium, with Hollywood coming to rely increasingly on a small number of annual productions aimed at huge audiences- such as Jurassic Park, Aladdin and Forrest Gump” (Crystal, 1998: 91). People always use, wear, eat and buy what they see in the movies and in the light of this, most movies are made in English and so English language will last to be a dominant language and people need to learn it in the long term.

When modern popular music, jazz, rock and different kinds of music arrived, English speaking nations were soon to dominate the recording world. For instance, “Bill Haley and the Comets and Elvis Presley in the USA; the Beatles and the Rolling Stones in the UK” became a routine feature of the world and people wanted to understand them all the time (ibid.).

International mass media has eagerly and globally spread English and the influence of media on English language increased the importance of English language to learn.

2.1.4.1.4. Internet and Computers

Computer has been closely related to English in the past decades. The invention of computer and the software were largely the creation of English speaking countries. Also computer technicians and programmers heavily rely on English. It is amazing that learning just one language gives you access to almost all knowledge on the Internet.

“The development of the computer has enabled people to correspond through email immediately across the world”, and thus, has turned the world into what is referred to global village (Blake, 1996: 305). Thanks to these inventions, a movement of communication has been facilitated and death of time and space has been disappeared. According to the statistics given by Crystal (1998),” three-quarters of the world’s email is in English. 80 per cent of the world’s electronically stored information is currently in English” (p.105).

Moreover, according to the survey of Graddol (2000) “English and computers have seemed, for decades, to go together. Computers and the programmes which make them useful were largely the invention of English speaking countries” (p.30).

Therefore, according to the survey of languages of home pages on the Web, held by the Internet Society; although other languages are being used on the Internet, of these languages, English has the biggest portion with approximately 332.778 servers (Graddol, 2000: 51). Another important point to be highlighted this respect, then, is the reasons that ensured the dominant position of English on the Internet. Crystal (op.cit: 106) summarises two primary reasons:

- *The ARPANET* (The Advances Research Projects Agency Network) was conceived as a decentralized national network and its aim being to link important American academic and government institutions in a way which would survive local damage in the event of a major war. It was opened in the 1980s to private and commercial organizations which were already in English.
- The other one, technical reason, was the first protocols devised to carry data on the Net and they were developed for the English alphabet. Although other protocols were devised with multilingualism in mind, such major problems as data representation and manipulation, data display, and data input have hindered their international implementation.

Global communication via Internet has created a bridge across space and time bringing nations and comities into real time interaction. With the light of information given, it is certainly difficult to communicate via Internet without learning English.

2.1.4.1.5. Education

Learning a foreign language at the earliest age, and by that between 4 and 5 years old, that is, at nursery and primary school- opens up a whole new dimension for children: it greatly benefits their reading and writing in their own language, there is evidence that, like musical education, it contributes significantly to the development of individual intelligence; and concretely it improves overall results at school.

“Education served the purpose of preparing the different group of people to perform their socially ascribed roles, and the choice of language to be taught was the one needed for those roles” (Lin & Martin, 2005: 29). In this sense, learning English is a high cost both intellectually and economically. According to Lin and Martin (2005), “most of English cram schools, bilingual schools (both at primary and secondary levels) could possibly attract students from the top levels of social hierarchy. Students who are from working class or other disadvantaged groups may not be able to gain an equal footing compared with their counterparts in terms of educational opportunities” (ibid.). Being an educator in universities, we are not only providing the type of language training for advanced English proficiency but also cultures and ideology outside of our society.

On the other hand, there is a great market for ELT including language courses, course books, dictionaries, tape cassettes and video programmes and computer-based instruction.

English in most countries has been used as an official language or the medium of education. “The vast number of people who either speak or try to learn English has created an enormous market for English language publications” (Blake, 1996: 306). English has become the one foreign language that much of the world wants to learn on account of the increasing level of international interaction.

2.2. English as a Lingua Franca

Most common language to communicate related to scientific, technological and academic information is English. As I mentioned before, in order to make contacts with people from other different countries many different field of work need a common language to communicate. This common language is referred to as a “lingua franca”. Richards et al (1996: 214) explains that “the term lingua franca originated in the Mediterranean region in the Middle Ages among crusaders and traders of different language backgrounds”. According to the definition in Wikipedia, Free Encyclopaedia, the lingua franca has become common for any language used by speakers of different languages to communicate with one another. The lingua franca of the Mediterranean or Sabir was a pidgin language used as a Lingua Franca in the Mediterranean Basin from the 11th to the 19th century and is the original basis for the word ‘lingua franca’. The name ‘lingua franca’ in Italian means “language of the Franks”. Holmes (1997: 86) writes that “the term lingua franca describes a language serving as a regular means of communication between different linguistic groups in a multilingual speech community”. The author also states that “when academics and experts meet at international conferences...a world language such as; English, French or Spanish is often used” (ibid.).

English as Lingua Franca of Elf refers to the use of English between speakers of different varieties of English. The term is used to describe communication that involves people who do not consider English their first language. According to Mauranen (2003), “the English language has established itself as the global lingua franca, that is, a vehicular language spoken by people who do not share a native language” (p.513). Firth (1990) has made an analysis in his paper that “there is a distinction between English as an international lingua franca and as an international lingua franca. The former refers to English used as a ‘contact language’ within national groups whose first languages are mutually incomprehensible (e.g. in India and Nigeria), whilst the latter refers to English used amongst different nationality groups (e.g. the native Danish speaker interacting with a native speaker of Greek, a native speaker of Dutch and Japanese native speaker) (pp.270-1).

English for native speakers or English for non-native speakers' concept has always been argued by different linguistics. They have expressed their ideas about the differences between 'E' s in 'EMT' (English as a Mother Tongue) and 'ELF' (English as a Lingua Franca). In this concept, Widdowson (1997) explained that,

.....I would argue that English as an international language is not distributed as a set of established encoded forms, unchanged into different domains of use, but it is spread s a virtual language.....when we talk about the spread of English, then, it is not that the conventionally coded forms and meanings are transmitted into different environments and different surroundings, and taken up and used by different groups of people. It is not a matter of the actual language being distributed but of the virtual language being spread and in the process being variously actualized.....and they are likely to be in conflict. Distribution denies spread. So you can think of English as an adopted language and then you will conceive of it as a stabilized and standardized code leased out on a global scale, and controlled by the inventors, not entirely unlike the franchise of Pizza Hut and Kentucky Fried Chicken. Distribution of essentially is the some produce for consumer worldwide (Widdowson, 1997: 139f).

It seems clear that we need to think of this process in terms of spread not distribution. That's why, ELF should not be recognized as a global distribution, franchised copy of EMT, but it should be conceived as a language that is spreading or developing independently.

In this new global era, English is taught and learned; however, at this point we should ask a question how much English we know, or non-native speakers know. When we look at Medgyes and Crystal's comments about this point, we can see the relevance for the subject taught in the classroom all over the world.

.....we suffer from an inferiority complex caused by glaring defects in our knowledge of English. We are in constant distress as we realize how little we know about the language we are supposed to teach. (Medgyes, 1994: 40, emphasis added)

I believe in the fundamental value of a common language, as an amazing world resource which presents us with unprecented possibilities for mutual understanding cooperation. My ideal world, everyone would have fluent command of a single world language. I am already in the fortunate position of being a fluent user of the language which is most in

contention for this role and have cause to reflect everyday on the benefits of having it at my disposal. (Crystal, 1998: x)

Taking all these observations into account, it seemed desirable to embark on the compilation of a corpus of English as a Lingua Franca. For the purposes of this corpus the term ‘lingua franca’ is understood in the strict sense of the word, i.e. an additionally acquired language system that serves as a means of communication between speakers of different first languages, or a (pidgin) language by means of which the members of different speech communities can communicate with each other but which is not the native language of either- a language which has no native speakers.

2.2.1. EFL: Part of Modern Foreign Language

English as a second language or foreign language all refer to the use or study of English by speakers with a different native language. There is a table to show the different terms of L1 and L2.

Table 1. Different Terms of L1 and L2

L1	L2
First language	Second language
Native language	Non-native language
Mother tongue	Foreign language
Primary language	Secondary language
Stronger language	Weaker language

These terms are most commonly used in relation to teaching and learning English. As I mentioned before, English language has been the most widely used language in the light of term ‘modern foreign language’ for the last two decades.

“The concept of L2 implies the prior availability to the individual of an L1, in other words some form of bilingualism” (Stern, 1990: 11). In the concept of teaching

and learning a foreign language, individuals growing and living in given societies require, to varying degrees new languages (second languages) after they have learnt their first languages. In our modern life, a good language teaching theory would meet the needs and conditions of learners in the best possible ways.

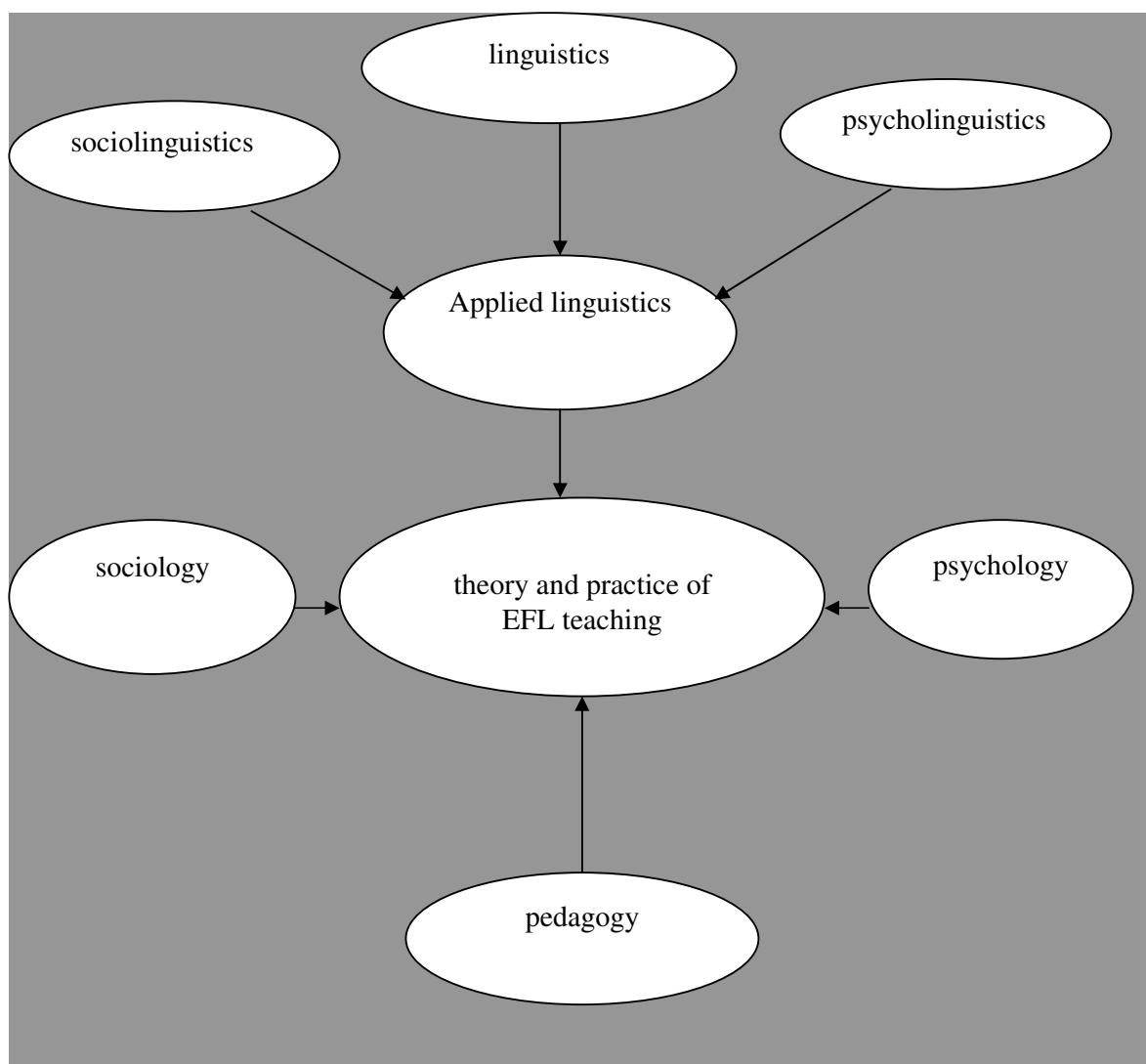


Figure 1. Applied Linguistics (Stern,1990:12)

Today, linguistics draws attention to the importance of TEFL and possible ways of it. There is a chart which shows the theory and practice of EFL teaching. In this chart, Broughton ET all emphasizes that linguistics in the study of language itself and it has drawn ideas from sociology to establish the place and the role of language in the sociology of human behaviour and from psychology to investigate among other things how language is learned. There are two new disciplines, sociolinguistics and psycholinguistics, from the central area of applied linguistics. This field involves many language activities. The conjunction of sociology and psychology shows the fields quite

apart from language considerations: group interaction, the status of the teacher and the school in the local culture, the social role of education as a whole. The field of pedagogy is concerned with class management, questioning techniques, lesson planning, and teaching strategies and approaches (p. 38).

In the light of this knowledge, it can be organized what English to teach, how to give practice in a meaningful way, and how to prepare and execute a progression of enjoyable, well-organised lessons.

In this EFL aspect, language teaching and learning can be seen as using different methods, approaches, learning styles, pedagogic formation and the roles of teachers and students are really important in the classroom. From the other aspect, language teaching and learning can be seen as acquisition of a foreign language like mother tongue. According to Larsen and Freeman (2000) “language, learning, teaching are dynamic, fluid, mutable processes. There is nothing fixed about them” (p. 186). Also the following chart shows the situational dimensions on which EFL and ELF encounters differ.

Table 2. Situational Differences between EFL and ELF (Freeman, 2000: 187)

EFL	ELF
The cultural values and background of at least one party (that of the ENS) can be regarded as known	The cultural values and background of the interactants are most probably unknown to each other
One hypothetical point of convergence: ENS norms	Unknown point of convergence
One or more competent speaker(s) interacting with one or more less competent speaker(s)	Competence levels may be entirely different
One or more monolingual speaker(s) interacting with one or more bilingual speaker(s)	All interactants are bilingual from the perspective of the situation
Out-group: “the ENS and I”	In-group: “we, NNS of English”

2.2.2. ELF: In a Globalized Framework

English, today, is taught as though the primary need of learners is to be able to communicate with its native speakers. At this point, it is necessary to investigate what happens linguistically when English is used as a lingua franca.

“The whole orientation of TEFL seems to have fundamentally shifted: from correctness to appropriateness, from parochial domesticity and exclusive native speaker norms to global inclusiveness and egalitarian licence to speak in ways that meet diverse local needs” (Seidlhofer, 2000: 52). However, a question in urgent need of exploration is what the English is that is being taught and learnt in this new global era, how it squares with the socio-political and socioeconomic concerns discussed in the profession, and what its relevance is for the subject taught in classrooms all over the world (*ibid.*). An important point, in this era, is that English does not only transfer intact from one context to another. ELF should be recognized as a globally distributed, and it is developing independently with a great deal of variation but enough stability to be viable for lingua franca communication. The fact is that English is an international or global language however it cannot be explained as the use of English by its largest group of speakers who learn English as a lingua franca to communicate with other lingua-franca speakers. Holliday (1994), Kramuch & Sullivan (1996) states that changes in the perception of the role of English in the world have influenced current thinking about approaches to teaching (p. 57) but in this century, there are no approaches or methods about the actual language taught. On the one hand, in a research of Seidlhofer (2000), there is “a very lively and prolific field of research producing extra linguistic treatments of how English is -depending on the specific researcher’s domain of interest and ideological orientation- being variously spread, used, forced upon, or withheld from the world at large, coupled with assertions of local values and the importance of intercultural communication in pedagogy” (p.56). In this aspect, according to Jenkins (2006), anyone participating in international communication needs to be familiar within and have in their linguistic repertoire for use, as and when appropriate, certain forms

(phonological, lexicogrammatical etc...) that are widely used and widely intelligible across groups of English speakers from different first language backgrounds” (p.161).

Phonological and lexicogrammatical rules are the main points to emphasize while learning lingua franca English. Mair (2003) explains that, “the work on phonology, culminating in the ‘lingua franca core’, takes as its starting point the need for empirical data drawn from interactions between L2 speakers of English in order to assess which phonological features are (and which are not) essential for intelligible pronunciation when English is spoken in lingua franca contexts” (p. 146). Afterward, she explains the work on lexicogrammar in ELF saying, “few initial hypotheses can already be formulated” and there is a research initiative which aims at the compilation of sizeable corpus exclusively dedicated to capturing the use of English as a lingua franca (p. 147).

2.2.2.1. International ELF and Intercultural Communication

ELF is not a standard or institutionalised language but stands for a special type of communication. The investigation of ‘international English’ as a lingua franca is a very young field of research with no theoretical and methodological approach behind it. According to Anderson (1993), “there is no consistency in form that goes beyond the participant level, i.e. each combination of interactants seem to negotiate and govern their own variety of lingua franca use in terms of proficiency level, use of code-mixing, degree of pidginization, etc” (p. 108). As I mentioned before, Firth (1990) differentiates between English as an international and as an international lingua franca. Former English is used as a contact language; the latter English is used by members of different nationality groups.

English as an interlanguage in intercultural communication context cannot be fitted into a theoretical tradition. The four areas of inquiry mapped onto the combination of communication is presented by Lesznyak (2004) such as following;

1. ‘Intercultural Communication’: interpersonal communication between members of different cultures, races or ethnic groups.

2. 'Cross-Cultural Communication': a comparison of patterns of interpersonal communication across cultures
3. 'International Communication': mediated communication from one culture to another.
4. 'Comparative Mass Communication': a comparison of media systems across cultures (Lesznyak, 2004: 47).

In this aspect, there are some controversial ideas about these areas, for instance, Helmolt (1997) claims that the process of intercultural communication is problematic because these studies,

- involve strong generalisations about communication conventions ignoring individual and social variables
- suggest a deterministic concept of culture in assuming that interactants are dependent on their culture in their communicative behaviour
- explain intercultural misunderstandings purely linguistically and ignore the social context that may account for the participants' use or non-use of means to ensure communication success (p.74).

There is also, an analyzing of communicative process between representatives of different cultures. The starting and basic point is real communicative situations. International and intercultural communication need to enhance the communication of ELF and cultural aspect in discussing lingua franca conversation as a reflection of 'inter'-culture is emphasized.

English is used for intercultural communication though sharing many features of a naturally developed contact language like the Lingua Franca, will have important differences. These centre around the reasons for standardization and prescriptivism. Part of the reason for the continued preoccupation with these issues is to do with the legacy of eighteenth century insecurity due to the loss of Latin as 'common currency', so that European languages had to have this common currency of a prescribed, standard variety" (Rubdy & Saraceni, 2006: 87).

2.2.3. Approaches to ELF in World Englishes

‘World Englishes’, ‘International English’, ‘Global English’ terms cover all varieties of English worldwide and there are different approaches used to describe and analyse them. According to Jenkins (2006) “speakers of European Englishes are typically also speakers of ELF to the extent that they learn and use English more for inter-lingua-cultural communication than to communicate with speakers who share their first linguaculture (or, for that matter, with native English speakers)” (p.164). She has also stated that “although people using English primarily as a lingua franca are thought to constitute the world’s largest group of English speaker, research in ELF only began around 1990” (ibid.).

When we think of the origin of lingua franca, what we know is that lingua franca was used in Levant and was a mixed language with vocabulary from Italian and other Romance languages as well as Arabic, but lacked their inflections. It was seen as a common language and, as a pidgin, no one’s language. In the concept of World English, proponents of ELF refer to the fact that it is no one’s language and not being subject to the forces of standardization (Rubdy & Saraceni, 2006: 86).

On the other hand, the present interest in the original Lingua Franca, standardization would have been an issue of concern. ELF can also be seen as a manifestation of a change which is socially acceptable in the English-speaking world. Rubdy and Saraceni (2006) states that “the promotion of ELF will make for a higher degree of intelligibility between different communities using English” (p. 89).

2.2.4. Perspectives to English in Intercultural Environment

Intercultural communication requires some understanding of the concepts of communication, culture, process and environment. The desire of the participants to successfully move from a state of independence to a state of interdependence; is one of the critical variables in any communication. We must keep in mind that between nations and its individuals, the characteristics may differ resulting in different perceptions and

interpretations in the communicative efforts. Sarbaugh (1988) characterizes the differences among participants in a communicative act as following;

1. “Language or code systems
2. The beliefs they have about the world, the people in it and appropriate beliefs and behaviours
3. The perceived relationship between or among the participants
4. The perceived intent of the other(s) in the transaction” (p. 13).

These differences are emphasized by Scallon (2001) that, “where any two people differ in group membership because they are of different genders, different ages, different ethnic or cultural groups, different educations, different parts of the same country or even city, different income or occupational groups, or with very different personal histories each will find it more difficult to draw inferences about what the other person means” (p.22). In the contemporary world of intercultural communication, the differences between people are considerable. Successful communication is based on sharing as much as possible the assumptions we make about what others mean. If we communicate with different people, it is very difficult to know how to draw inferences about what they mean (ibid.). However, there is a rising question about if it is possible to build a successful communication between different people from different countries. For better communication, Firth (1996) explains that naturally occurring talk in interaction produced by non-native speakers of English is called as *Lingua Franca*. This contact language between persons who share neither a common native tongue nor a common (national) culture and for whom English is chosen as foreign language of communication (p.240). At the same time, Firth (1996) has added that “an attempt is made to show that addressing *lingua franca* interactions from conversation analytic perspective will contribute to an improved general understanding of (1) the nature of conversational competence, (2) the linguistic and interactional resources deployed and required in order to conduct meaningful, orderly and indeed ‘ordinary’ discursive practices”(ibid.).

Lingua franca communication in intercultural aspect can be “seen in terms of the participants orientations to their own concerted activities and the dominant impression

is that lingua franca talk is not only meaningful, it is also ‘normal’ and, indeed, ‘ordinary’ (Firth, 1996: 242).

In this aspect, the meaning of the sentence “language is ambiguous” can never be certain in the context of intercultural communication. Of course, it is not surprising that there are lots of researches about how language can be interact to another language. In the process of interacting, “reassessments occur among effective communicator so that more accurate judgments of and responses to the other person become possible. This assumes a dynamic, changing belief system, i.e., a process view of reality” (Sarbaugh, 1988: 17). Realisation of the reality in the context where the communication occurs is the process of exploring the environment and transforming language into new forms. In the first chapter, as I mentioned, the media became important to develop our communication because as Sarbaugh (1988) stated that;

With the extension of television and other mass media, the potential for vicariously shared experiences becomes much greater for those persons who have access to the media.....thus, it has contributed to increasing the similarity of the beliefs” (p.19).

On the other hand, high-speed transportation, more rapid travelling and more extensive communication, made being understandable easier.

2.2.4.1. Perspectives on English in Native Speaker / Non-Native Speaker Communication

The status of English as a lingua franca raises important questions about ownership and authority which in turn have implications for translation as a profession. There are now many different kinds of English and so the traditional dividing line between native speakers and non-native speakers of English is becoming increasingly blurred. In the content of English as international language, Jenkins (2003), express her idea that, “among speakers from a wide range of international settings, English in international communication cannot have ‘non-native speakers’. While native speaker / non-native speaker distinction hold good for EFL and for other modern foreign languages, since these are largely learnt as L2s for use in interaction with their L1

speakers, EIL is used mainly among L2 speakers of English, often with no NS present at all” (p.81).

From the communicative aspect, as Hamers & Blanc (1989) started that “the conversational context of L2 plays an important role in L2 acquisition. Native speakers of L2, when in interaction with a non-native speaker, simplify the language and make use of foreigner talk” (p. 71). This aspect also includes ‘a mother tongue speaker’, ‘a first language speaker’ vs. ‘a second language speaker’ vs. ‘a foreign language speaker’. Some scholars according to Kirkpatrick (2007) have argued that it is impossible to provide workable and rational distinctions between these two terms however many others have attempted over many years to provide workable and rational distinction between these speakers (p.8). White and Genesee (1996) have provided evidence to show that the linguistic ability of the near native speaker is indistinguishable from the linguistic ability of the native speaker. Medgyes, on the other hand, insists that the native English speaker teacher and the non-native English speaker are two different species (1994: 27). When it is addresses to the speech, of native speakers with non-native speakers, it can be seen as a modified about well-formed version of the L2: it is structurally more simple, more redundant and repetitive. Hamers&Blanc (1989), suppose that native-like input seems to be important, as witnessed by the data on children who went through immersion programs and who never reached native-like L2 productions (p.71).

2.2.4.2. Perspectives on Language Transfer

Language contact situations arise whenever there is a meeting of speakers who do not all share the same language and who need to communicate. The languages learned in contact situations may or may not show same kind of language mixing. If mixing occurs, native language influence is only one of the possible forms it can take. As Odlin (1989) states that “another kind of mixing is in the form of borrowings from a second language into the native language” (p. 13).

Language transfer is an important characteristic of second language acquisition. Odlin (1989) divides language transfer into two groups as “borrowing transfer and

substratum transfer” and then he explains the differences between them in social as well as linguistic factors.

Borrowing Transfer, normally begins at the lexical level, since the attrition of the language absorbing the foreign vocabulary normally begins with the onset of strong cultural influences from speakers of another language..., the phonetics and phonology of the native language are less likely to be affected by borrowing transfer.

Substratum Transfer, will normally show a different weighting of cross-linguistic influences... and this type will be more evident in pronunciation than in the lexicon (p.13).

L1 , L2 transfer was first discussed in Selinker (1969) and other follow-up studies either provided but further evidences of transfer or its role in understanding the learner’s error in particular an interlanguage as a whole. Jain (1974) reported that transfer was but one of the sources of error. It was considered responsible for error occurrences in cross-linguistic and cross-cultural studies (p. 189).

The relationship between transfer and interlanguage was always at core concern. Although there is no characterization of the learner’s interlanguage, transfer was one of the factors associated with the unique system of the learner language.

Proponents of new methods of language teaching, there was a wide spread acceptance of the idea that native language influences could greatly affect second language acquisition (Odlin, 1989: 15). Lado (1957) also stated:

Learning a second language constitutes a very different task from learning the first language. The basic problems arise not out of any essential difficulty in the features of the new language themselves but primarily out of the special ‘set’ created by the first language habits.

Native language habits was thus the influence of old habits, some potentially helpful, some potentially harmful. The second claim was that the difficulties of second language acquisition could be determined through contrastive analyses:

We assume that the students who come in contact with a foreign language will find some features of it quite easy and others extremely difficult. Those elements that

are similar to his native language will be simple for him, and those elements that are different will be difficult. The teacher who has made a comparison of the foreign language with the native language of the students will know better what the real learning problems are and can better provide for teaching them (Lado, 1957: 2).

Further questioning of the worth of contrastive analysis come from classifications of learners' errors in studies that become known generally as error analyses. While some influences from teaching are beneficial, others can induce errors. For instance, Felix notes that Question-and-answer drills can produce errors such as following;

Teacher: Am I your teacher?

Student: Yes, I am your teacher.

As in this example, transfer is not simply a consequence of habit formation. Odlin (1989) states that, "the behaviourist notion of transfer is quite different from the notion of native language influence. For one thing, the behaviourist notion of transfer often implies the extinction of earlier habits, whereas the acquisition of a second language need not lead to any replacement of the learners' primary language" (p.25). From another aspect, Odlin (1989) claims, "transfer is not always native language influence" (p. 27). "Transfer is the influence resulting from similarities and differences between the target language and any other language that has been previously acquired" (ibid.).

Expect from this classification, some linguists divide language transfer into two groups as: positive transfer and negative transfer.

Positive transfer: when the relevant unit or structure of both languages is the same, linguistic interference can result in correct language production called positive transfer- 'correct' meaning in line with most native speakers' notions of acceptability.

Negative Transfer: when speakers and writers transfer items and structures that are not the same in both languages. The greater the differences between the two languages, the more negative transfer can be expected (Coetsem, 1988: 42).

In another aspect, "transfer may be conscious or unconscious. Consciously, learners or unskilled translators may sometimes guess when producing speech or text in a second language because they have not learnt or have forgotten its proper usage. Unconsciously, they may not realize that the structures and internal rules of the

languages in question are different. Such users could also be aware of both the structures and internal rules, yet be insufficiently skilled to put them into practice and consequently often fall back on their first language” (Jain, 1974: 88).

In the basis of lingua franca English, these errors caused by language transfer can be seen in globalisation of the language use and as natural in this modernisation context.

2.2.4.2.1. Bilingualism and Multilingualism

The twentieth century was the highest growth period in the history of humanity, almost quadrupling in the world population. One should keep in mind as well that the distribution of the population and its languages around the world is uneven, have changed over time, and are expected to continue such changes, at least into the near future.

The sources of estimating the number of languages in the world vary in the quality of their data and methods, not the least of which is their varying definitions of language and using more than one language.

In the light of these changes, learning more than one language is compulsory in this century and there are some definitions about bilingualism. Bilingual is defined as “having or using two languages especially as spoken with the fluency characteristic of a native speaker; a person using two languages especially habitually and with control like that of a native speaker” and bilingualism as “the constant oral use of two languages” by Hamers and Blanc (1989: 6).

Bilingualism is a major fact of life in the world today. The world’s estimated 5000 languages are spoken in the world’s 200 sovereign states, so that communication among the citizens of many of the world’s countries clearly requires bilingualism. Crystal (1998) estimates that two thirds of the world’s children grow up in a bilingual environment (p. 14). He has also added that there is a naturalness with which they assimilate another language, once they are regularly exposed to it (ibid.). Considering only bilingualism involving English, the statistics that, “of the approximately 570

million people world-wide who speak English, over 41 per cent or 235 million are bilingual in English and some other language” (Bhatia & Ritchie, 2004:1 citing Crystal, 1997). Current estimates are that between 50 per cent and 70 per cent of the world’s population are bilingual, of course, depending on how a bilingual is defined.

Thinking of the definition of bilingualism, linguists asks some basic questions such as; “at what point does a second language learner become a bilingual?” and “if someone has the ability in a language but does not use it, is s/he a bilingual?”, “How do the four language skills (understanding, speaking, reading and writing) relate to classification of who is bilingual or not?” (Malmkjaer, 2002: 64). In this book, Malmkjaer (2002) puts forward a theory which is likely to separate the bilinguals into two parts: passive bilingual and active bilingual. Malmkjaer (2002) points out that few bilinguals are equally competent in both languages, with one language often the dominant language. Degree and function are not separate but not different. Passive bilinguals understand a second language well but they are not good at speaking and writing abilities. Active bilinguals speak or write and use language professionally (p.64).

The word ‘bilingual’ also serves as an umbrella term for many people who have varying degrees of proficiency in three or more languages which is called as ‘multilingual’s.

This approach is clearly identified by Malmkjaer (2002) stating in many parts of Indian, African and Asian continents, several languages co-exist, and large sections of th population speak two or more languages. In such countries, multilingualism is the natural result of industrial development, political unification and greater contact between different local communities. Cenoz and Genesee (1998) discuss the term multilingualism that;

It is not exceptional but more frequent that might be commonly thought.....community bilingualism can be the result of historical, political or economic movements such as imperialism, colonialism or immigration. There is a growing need for individual multilingualism as a result of increasing communications among different parts of the world (p.viii).

On the other hand, “multilingualism also occurs among individuals who do not live in a multilingual community. Families can be trilingual when the husband and wife each speak different languages to their children, which are themselves different from the majority language of the country of residence. A person can also learn multiple languages at school or university, at work, or in leisure hours” (Malmkjaer, 2002: 67).

In many parts of the world, bilingualism or multilingualism and innovative approaches to education which involve the use of two or more languages constitute the normal everyday experience. In a globalized perspective and educational approach, bilingualism and multilingualism can be seen as part of *lingua franca*. Bilinguals and multilinguals from different communities “may switch languages to express a concept without an equivalent in the culture of the other language” (Malmkjaer, 2002: 70). They can also use some words and phrases which are called ‘loans’ or ‘borrowing’ when they become established and in frequent use in the other language. To build a common environment in the communication, bilinguals and multilinguals use World Englishes and *lingua franca* English.

2.2.4.2.2. Code-switching

During the last twenty years, a sharp rise of scientific interest in phenomena of bilingual speech, and in particular, in code-switching. Code-switching is a term in linguistics referring to “the use of more than one language or variety concurrently in conversation” (Nilep, 2006: 1). Code-switching may be distinguished from other language contact phenomena such as loan translation, borrowing, pidgins and creoles, and transfer or interference. Auer (1999) explains that code switching has and creates communicative and social meaning, serves a conversational function, indexes extra-conversational knowledge and results in more or less persistent of divergent language choices.

Nilep (2006) defines code-switching as “the practice of selecting or altering linguistic elements so as to contextualize talk in interaction. This contextualization may relate to local discourse practices such as turn selection or various forms of bracketing, or it may make relevant information beyond the current exchange, including knowledge

of society and diverse identities” (p.1). The term code-switching “is broadly discussed and used in linguistics and a variety of related fields” (p.9). Alternately, as Romaine (1989) stated, “studies of language acquisition, second language acquisition and language learning use the term code-switching to describe either bilingual speakers or language learners cognitive linguistic abilities, or to describe classroom or learner practices involving the use of more than one language” (p. 79). Alvarez-Caccamo (2000) argues that,

Practically all work on ‘code-switching’ or changing codes has been based on a strict identification between notions of ‘code’ and ‘linguistic variety’, be that a language, dialect, style, or prosodic register. However, this structural focus fails to convincingly explain certain conversational phenomena relative to the relevance or significance (or lack of relevance) of alternations between contrasting varieties (p.112, Nilep’s translation).

In a lingua franca perspective, Y. Kachru (2005: 157) categorises Wes research interests as follows: “the historical background to the spread of English; the linguistic processes responsible for features among varieties; the sociocultural contexts of English use; intelligibility both across varieties and within indigenized varieties in their local settings, together with the role of code-mixing and code-switching” (cited in Jenkins, 2006: 163). From a different perspective, Auer (1999) stated that, “research on grammar of code-switching as a specific phenomenon shows a certain circularity of design. Where two or more languages are assumed to pre-exist in a bilingual’s speech, it is not surprising that the data are explained as a result of ‘switching’ in rather circumvolved ways from one system to another” (p. 36). Internationally, appearance of code-switching in communication shows that NNSs use a lingua franca English with other speakers in a meaningful and intercultural context without worrying about the structures of the language.

Zentella (1997) offers the following example of code-switching from her work with Spanish speakers in New York City. In this example, Marta and her younger sister Lolita speak both Spanish and English with Zentella outside of their apartment building.

Lolita: Oh, I could stay with Ana?

Marta: But you could ask ‘papi’ and ‘mami’ to see if you could come down.

Lolita: OK.

Marta: Ana, if I leave her here would you send her upstairs when you leave?

ACZ: I will tell you exactly when I have to leave, at ten o'clock. Y. Son las nueve y cuarta. ("And it's nine fifteen").

Marta: Lolita, te voy a dejar con Ana ("I am going to leave you with Ana")

Kroskrity (2000: 340-1) gives another example of code-switching by three older male Arizona Tewa speakers, who are trilingual in Tewa, Hopi and English. The topic concerns the selection of a site for a new high school on the eastern Hopi Reservation:

Speaker A: Tututoaykit qanaanawakna. ("Schools were not wanted" spoken in Hopi)

Speaker B: Wedit'okank'egena'adi imbi akhonidi. ("They didn't want a school on their land" spoken in Tewa)

Speaker C: Naembi eeyae naela emo dibit' o 'ammi kaayi'i wedimu::di. ("It's better if our children go to school right here rather than far away" spoken in Tewa)

In this conversation, these men had been speaking primarily in Tewa. However, when speaker A makes a statement that considers the Hopi Reservation, he switches to Hopi.

2.2.4.2.3. Code-Mixing

A related term to code-switching is code-mixing. Although some scholars use the terms code-switching and code-mixing to refer to the same practices, others use the term code-mixing to refer to actual language use by multilingual speakers. To differentiate them from each other, Muysken (2000) claims that, "approaches departing from alternation view the constraints on mixing in terms of the compatibility or equivalence of the languages involved at the switch point. In this perspective code-mixing is akin to the switching of codes between turns or utterances. This is the reason I avoid using the term code-switching for the general process of mixing" (p. 4). As stated, switching is an appropriate term for the alternational type of mixing.

Hamers and Blanc (1989) defines the term code-mixing as “a process characterized by the transfer of elements from a language L_y to the base language L_x ; in the mixed utterance which results we can distinguish monolingual chunks of L_x alternating with chunks of L_y which refer to the rules of two codes” (p. 152). He also separates two terms ‘code-mixing and code-switching’ from each other. There is a similarity between them. Like code-switching, code-mixing is the strategy of bilingual speaker, whereas borrowing is not, in the sense that monolinguals can practise it in language contact situations. There is also a difference between them. Code-mixing can express a lack of competence in the base language, such as; lexical items, and in this case code-mixing can compensate for this lack. However, as for code-switching, code-mixing can be a bilingual’s specific code which enables him to express attitudes, intentions, and roles and to identify with a particular group (Hamers & Blanc, 1989: 153).

While the term code-switching emphasizes a multilingual speaker’s movement from one grammatical system to another, the term code-mixing suggests a hybrid from, drawing from distinct grammars. In other words, code-mixing emphasizes the formal aspects of language structures or linguistic competence, while code switching emphasizes linguistic performance.

Muysken (2000) suggests that there are three main code-mixing patterns which may be found in bilingual speech communities: insertion, alternation and congruent lexicalization.

a) In the *insertion pattern*, one language determines the overall structure into which constituents from the other language are inserted: this is illustrated in (1) by a Swahili- English example from Myers- Scotton (1993: 86):

- (1) A-na-ku-l-a plate m-bili z-a murrām
 “He eats two plates of maize”

In this example, the word order is as in Swahili, including the phrase plate m-bili ‘two plates’, and all the inflectional morphology is from Swahili.

b) In the *alternation pattern*, both languages occur alternately, each with their own structure, Poplack (1980) gives an example of this type of code-mixing as following;

(2) Why make Carol sentarse atras pa' que everybody has to move pa' que se salga?

“Why make Carol sit in the back so that everybody has to move for her to get out?”

In this example, each language stretch, whether English or Spanish, has its own language-specific syntax and morphology, with neither language providing an overall structural frame for the utterance.

c) In the third type of code-mixing, congruent lexicalization, “the grammatical structure is shared by languages A and B, and words from both languages A and B are inserted more or less randomly” (Muysken, 2000: 8). Muysken proposes this type with reference mainly to standard/dialect mixing.

This type can be illustrated by example (3) from the Ottersum dialect (in bold) and standard Dutch:

(3) **ja maar bij** ouwe mensen **komt dat** gauwer tot stilstand als **bij jonge mense wa.**

Yet but with / older people / comes that /more quickly to a halt than/with younger people eh (Muysken 2000:130, citing Giesbers 1989:147)

In this example the fragments from each variety apparently have no internal grammatical cohesion as is expected in this type of mixing.

2.3. ELT Through Lingua Franca in Turkey

In the last century, the term English as a Lingua Franca (ELF) has emerged as a way of referring to communication in English between speakers with different first languages. As Crystal (1998) stated, only one out of every four users of English in the world is a native speaker of the language. In the light of this statement, most ELF interactions occur among ‘non-native’ speakers of English. At this point, to be define ELF, it ca be said that, ELF is 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” (Firth, 1990: 240). If we define ELF in this way, we can say that, it is a part of the more general phenomenon of English as an international language (EIL) or World Englishes.

“Despite being welcomed by some and deplored by others it cannot be defined that English functions as a global lingua franca” and it is shaped at least as much by its non-native speakers as by its native speakers (Seidlhofer, 2005: 339).

ELF as medium of learning is rooted in long standing research traditions. To begin with, the history of education shows us that our present day understanding of the learners’ L1 as default option for the medium of learning is misplaced in many settings. Teaching and learning has quite often taken place in second or foreign languages, such as French and English in colonial Africa, or in lingua francas, such as Latin in medieval Europe.

When we look at ELF as a new model in education, it is clear that “ELF sees knowledge as emerging from classroom communication with the active participation of teacher and students alike and with their focus on interaction, classroom discourse analyses generally adopt a constructivist approach (Johnson, 1995: 1). According to Barnes’ (1976) framework of classroom communication constructing educational knowledge, the process of communication is seen as the discursal interplay of what students bring to the classroom and what teachers offer them. The group develops into a discourse community with its own communicative practices (p. 44). At the same time, though, the individuals interact from the viewpoint of their own frames of reference, which differ with regard to experience, world knowledge and linguistic knowledge. This point of Johnson’s model is particularly relevant to the RLF educational setting.

The current researches on cross-cultural issues are undoubtedly one outcome of the globalisation of the world and of English. In many respects, taking a critical stance helps one understand the micro structures in ELT within the broader socio-political context it takes place.

In accordance with the world-wide spread of English, English is also the first foreign language in Turkey. Learning and teaching English has reached its peak in Turkey when compared to other foreign languages. Turkish educational system unsurprisingly could not avoid its effects. As a consequence of the mentioned developments, the project of the reconstruction of the educational system in Turkey was executed in 1997, and eight-year compulsory education was introduced. To start

learning/ teaching English language at an early age has been one of the most eminent results of this innovation.

According to the principles of the reconstruction process, the Ministry of Education (MEB, 1997: 608) determined the general objectives of ELT as to enable students:

- to be aware of other languages than Turkish
- to be willing to learn English language
- to be willing to communicate in English language
- to comprehend different sound system of English language from that of Turkish language
- to notice the intonation patterns and pronunciation of English
- to use English language patterns suitably for relevant rules
- to communicate in English language in daily life
- to read dialogues appropriate to their language level
- to comprehend the dialogues appropriate to their language level
- to spell vocabulary and to build up sentences in English language

It is specified that the reason for teaching English language from fourth grade of primary education is the changing conditions of the world and the rapid speed of the progress in communication technologies. Moreover, it is suggested to integrate grammar with intercultural understanding particularly at the stage of assessment. (see MEB, 1997: 606). The mentioned rationale on which the educational innovation in Turkey has been based displays the current status of English in a way and seems to be appropriate to current tendencies in foreign language teaching.

Historically speaking, the development of Communicative Language Teaching (CLT) shifted the focus from English as a structural linguistic system absolutely devoid of socio-cultural elements towards English as means of communication situated in a socio-cultural system. The perception of culture, however, has connoted native-speaker norms in an explicit or implicit manner. For instance, as Berns (1990) exemplified; “explicit attention to culture includes examination of what it means for native speakers to make an apology, the form the apology is to take”, and ultimately “how this

compares and contrasts with what it means for native-speakers to make an apology and the form it would take” (p. 108).

The goal of CLT to enable EFL learners to communicate with native speakers assuming a common background of American and British culture is insufficient to satisfy the demands of EFL learners’ international communicative needs. As Alptekin (2002: 61) illustrated, for instance, the conventions of British politeness or American informality are not relevant to the Japanese doing business in English, or the significance of Anglo-American eye-contact for conversation is trivial to Finnish academicians.

Responding to the communicative needs of EFL learners produces a challenge for both researchers and teachers who recognize English as a means of lingua franca communication. One must be aware that the most advocated communication strategies are not only strongly ethnocentric in essence but also problematic in cultures which differ from Anglo-American cultural values. As Grutzman (1999: 162-3) implies that lingua franca communication via English is not based on any specific cultural frame of reference; and relying on native speaker cultural norms does not guarantee successful communication but on the contrary may be harmful. According to Kramsch and Sullivan (1996: 199), in a general sense, refers to the materials “spoken or written by native speakers for native speakers to communicate real-life messages for real-life purposes according to the socially sanctioned conventions of real-life language use”.

In this light, various studies have provided valuable information on ELF as regards nature of interaction, cooperativeness and communicative success. In other words, despite the continuously changing norms, participants usually accept ELF interactions as ‘normal’ and reflect their own needs to learn a foreign language.

2.3.1. English for Specific Purposes (ESP) vs. English as a Lingua Franca (ELF)

Generally seen, lingua francas are used amongst second and foreign language speakers for a range of communicative purposes (Meierkord & Knapp, 2002: 9-10) such as, for instance, air traffic control, international business negotiations, and also in international educational settings and service encounters. For the students and lecturers of English is thus not only the lingua franca of the school setting, but also of their professional careers in general. As with most international professional training courses, English functions both as intergroup and an in group language (Robinson ed. 1996, Tajfel, 1981); the former refers to the intercultural setting in terms of students' and lecturers', cultural backgrounds and frames of reference. The latter works in two ways: as the language of two years of classroom discourse.

As Widdowson (1998) stated, “what is special about ESP is not the purpose (P) – after all, all language use is purposeful- but the fact that it defines and shapes a specific (S) group of people as experts in a specific field. Communication between such experts can take place successfully because of their schematic knowledge, which forms one aspect of culture (Firth, 1990). From a language perspective, ESP cannot simply be reduced to specific terminology, but stands for the way a specific community conceptualise their reality and so, ESP research has moved away from register analysis to genre analysis (Bhatia, 1993) with its focus on “how [the linguistic forms] realize, make real, the conceptual and rhetorical structures, modes of thought and action, which are established as conventional for certain discourse communities” (Widdowson, 1998: 8).

Besides the shared aim of gaining access to the same discourse community, the participants of the study represent diverse cultural backgrounds. Their classroom discourse could therefore show signs of intercultural communication; at least, the lecturers interviewed in the pilot phase speculated on the influence of cultural differences, especially with regard to amount and kind of class participation. As understanding the other is an active process that involves all participants, interviews with students will aim to reveal their intercultural understanding in terms of “how they

make use of information about other cultures and connect it with their own cultural knowledge” (Firth, 1990: 63).

Participants in ELF interactions also take place in intercultural encounters. The first question to be considered is, therefore, what this intercultural looks like. While communication studies suggest the creation of a third culture, ELF research paints a more fragmented picture of the situated cultural diversity. In a growing number of them, the participants, lecturers and students make use of English as *Lingua Franca* (ELF), i.e., they speak various first languages (L1s), come together in a non-L1 environment, and use English as their only shared medium of communication (Meierkord & Knapp, 2002). As in any other ELF setting, “participants manage to communicate, thus discursively creating their own culture or new inter-culture” (Meierkord, 2002: 120) which is constantly changing; at least, this is true of most ELF situations. From educational part, “the classroom is the meeting place of more than two people, one of whom is the teacher, who have gathered for the purpose of learning” (Tsui, 1995: 1). While learning happens in different semiotic systems, language is “the principal resource with which to achieve educational goals” (Christie, 2001: 184).

The nature of ‘ESP’ starts with the question “Why do the learners need to learn English?”. Focusing on this important ‘wh’ question which highlights important aspects of any initial analysis, Pique and Vieara (1997), offer a new, more effective perspective on ESP course planning and syllabus design that caters to special needs (p. 96).

It may seem a great leap from sentence grammars, text linguistics and ethonopoetics to English language teaching, but the various practices of linguists from all schools have had a profound influence on one branch of the field, which is now called “English for Specific Purposes (ESP). As English has become the major international lingua franca for science and technology greater and greater numbers of scientists use it for their scientific communications, both written and spoken” (Dubois, 1997: 2). ESP has developed as a response to the well-defined needs of international students, most often in science or technology, to read textbooks and articles, to comprehend lectures, and to accomplish various types of writing. From a learner perspective, Basturkmen (2006) stated that, “learners are cast into a situation where they need to use English in order to perform, a situation in which they have to use English in

order to perform a situation in which they have to communicate using whatever English they have at their disposal” (p. 4).

Typically, “ESP has functioned to help language learners cope with the features of language or to develop the competencies needed to function in a discipline, profession or workplace” (Basturkmen, 2006: 6).

2.3.2. Approaches to English in NNS-NNS Discourse as Lingua Franca

NNS-NNS discourse as lingua franca regards communication as an autonomous form of discourse. “Taking an Ethno methodological perspective and working with CA methodology, researchers focus on the social processes that interactants create through using language in social interaction” (Lesznyak, 2004: 51). As Firth (1990) expressed that, the purpose of an interactional approach is not to examine language per se; neither is it to draw direct comparisons with native speaker performance; rather it is to investigate how language is used interactively to accomplish interpersonal goals (p. 269).

In the tenets of language acquisition and its role, Lesznyak (2004) expresses that “as the interactional approach to lingua franca communication is rooted in the social as opposed to the individual, and concentrates on use rather than on acquisition, its view of its research object- or, more precisely, its subjects- is very different from that of the interlanguage approach.

.....the term ‘lingua franca’ attempts to conceptualize the participant simply as a language user whose real-world interactions are deserving of unprejudiced [‘foreigner talk’, ‘interlanguage talk’, ‘learner interaction’]- than as a person conceived a priori to be the professor of incomplete or deficient communicative competence, putatively striving fro the ‘target’ competence of an idealized ‘native speaker’ (Firth, 1996: 241).

Lingua Franca communication is considered to be an analyst construct because, from a CA perspective, this feature of the interaction gains only significance if it is demonstrated in the discourse level (Lesznyak, 2004: 52). On the other hand, as talk reflects as well as produces social order, it also exhibits its own kind of order which is

reflected in its sequential organisation. The units of this order are identifiable in the unfolding conversation. The basic unit of analysis is the 'turn' (ibid.). In this part, we can say that the aim of CA is not to explicate some hidden meaning but to show how participants demonstrate their shared knowledge. Because of this principle, conversation analysts try to avoid the use of theoretical construct and intuitions.

Finally, Lesznyak (2004) states that, "the interactional approach makes no attempt to account for the different cultural backgrounds of the parties involved in the interaction, even if it may be made relevant by the speakers" (p. 56).

All in all, we can say that the interactional approach to NNS communication indicates a change of perspective long due in applied linguistics. Particular characteristics of NNS-NNS communication were found to feature in communication success rather than in communication breakdown: "-participants seem to make some allowances for certain pragmatic missteps or even mutually try to 'repair' them, so as to avoid direct interpersonal rancour" (Meeuwis, 1994: 64). It is the mutual recognition of nonnativeness that opens the way to conversational negotiation, which in turn, prevents communication conflict. "NNS communication as a discourse type shows both interlanguage as well as lingua franca traits and most participants in international lingua franca conversations need to be regarded as learners of a language they use for restricted purposes only" (Lesznyak, 2004: 58). Meierkord (2000) assumes that ELF is characterised by;

- learner language features
- interferences from the speakers' mother tongues, and
- strategies to simplify the target language

Meierkord (1998) endeavours to identify the features that differentiate NNS discourse both from NS discourse and NS-NNS discourse without making any valuable judgements about correctness. She assumes that NNS linguistic behaviour will show not only interlanguage characteristics, as it does in EFL communication, but also adaptation to the communication partner as a learner.

Meierkord's analysis has been expressed by Lesznyak (2004). This analysis shows that ELF discourse is in many respects similar to both NS and NS-NNS discourse,

but that it also displays some special features. Her findings restricted to lingua franca small talk- include the following:

- abrupt transition from the opening phase to the core phase and from the core phase to the closing phase of a conversation
- preference for a long pause to indicate the desire to end talk as opposed to certain illocutions preferred by NS
- very little variation in the realisation of ritual illocutions
- choice of situational and safe topics
- preference for short topics as well as for topic changes as opposed to topic shifts and complex topics
- shorter turns than those produced by NS
- less pause by more competent speakers, which suggests that the main cause of frequent and long pauses is production problems
- significantly shorter overlaps than in NS data
- an extremely high share of non-verbal supportive back channels, i.e. the use of laughter
- less starters but more appeasers and cajolers than NS.

(cited in Lesznyak, 2004: 59).

One crucial point in the interpretation of lingua franca data at the present state seems to be the necessity of allowing for multiple interpretations, i.e. to acknowledge that many factors of these complex situations influence communication simultaneously. “Methodological procedures are needed that allow the analyst to systematically account for as many factors as possible by suggesting alternative interpretations. Preference for ‘safe-topics’ also observable in NS communication may simply be a characteristic of lingua franca communication caused by cross-cultural awareness (Lesznyak, 2004: 60).

Lingua Franca model, finally, is the most sensible model in those common and varied contexts where the learners’ major reason for English is to communicate with other non-native speakers.

From a different perspective to the NNS is like following:

1. Successful users of English avoid using (native-like) 'colourful' idiomatic expressions
2. Successful users of English use fewer lexical phrases and collocations than native speakers.
3. Any 'idiosyncrasy' non-native users display compared to native speakers will be in the domain of idiomaticity.
4. Any 'errors' successful users make will tend to occur in the area of idiomaticity.

(Rubdy & Saraceni, 2006: 63)

In a detail form, successful non-native speakers;

1. have a well-high flawless command of grammar.
2. are rarely 'lost for words'.
3. hardly use and 'pure' idioms and very few catchphrases, metaphors and cultural allusions.
4. are rarely creative with idioms.
5. tend to make errors, if at all, in the context of idiom use and collocation, e.g.: 'making heads or tails', 'make your own mind', 'from my heart' (for my heart); waylay problems.
6. employ a wide variety of collocations and lexical phrases: 'this and that, commit suicide, deeply religious, have a good trip, and so on' (Rubdy & Saraceni, 2006: 64).

Hedging Devices: In native speaker discourse, hedging devices are very frequent (you know, I mean, I think, sort of, a bit, you see); this is true of NNS discourse, but to a less degree (Rubdy & Saraceni, 2006: 65).

Phrasal Verbs: Successful NNSs seem to use fewer phrasal verbs than NS.

Table 3. Phrasal Verbs used by NSs and NNSs (Rubdy & Saraceni, 2006: 65)

NS	NNSC
Come on	Come back
Go on	Go on
Get up	Go back
Get in	Pick up
Find out	Come up
Sit down	Go out
Get out	Sit down
Come over	Go through
Go off	Take out
Shut up	Come on
Sit up	Carry out
Pick up	Come up with
Put on	Come across
NS	NNSC
Get off	Put on
Come off	Get away
Run out	Come over
Stand up	Go into
Come along	Put in
Give up	Get up
Make up	Make up
Get back	Go (a)round

In conclusion, as Alptekin (2002) stated that, “....the conventional model of communicative competences with its strict adherence to native speaker”.

2.3.3. Lexicogrammatical Approach in Lingua Franca

The following are some of the potential salient features of ELF lexicogrammar that Seidlhofer (2004: 220) has identified in VOICE (cited in Jenkins, 2006: 170);

- Non-use of the third person present tense –s (“She look very sad”)
- Interchangeable use of the relative pronouns who and which (“a book ‘who’, a person ‘which’”)
- Omission of the definite and indefinite articles where they are obligatory in native speaker English and insertion where they do not occur in native speaker English.
- Use of an all purpose question tag such as ‘isn’t it?’ or no? Instead of shouldn’t they? (“They should arrive soon, isn’t it?)
- Increasing of redundancy by adding prepositions (“We have to study about....” and “can we discuss about....?”), or by increasing explicitness (“black colour” vs. “black” and “How long time?” vs. “How long?”)
- Heavy reliance on certain verbs of high semantic generality, such as “do, have, make, put, take”
- Pluralisation of nouns which are considered uncountable in native speaker English (“informations”, “staffs”, “advices”)
- Use of that clause instead of infinitive constructions (“I want that we discuss about my dissertation”).

Examples of a kind of coinage:

peelhead: Jamaican English ‘a bald-headed person’

bushmeat: West African Eng. ‘game’

dry coffee: East African Eng. ‘coffee without milk and sugar’

key-bunch: Indian Eng. ‘bunch of keys’

basket-woman: Lankan Eng. ‘coarsely behaved woman’

high hat: Phillipine Eng. ‘a snob’

(Jenkins, 2003: 27)

Verbs

- Morphology.: differences in past and participle endings;
e.g. EngEng ‘dived’, ‘sneaked’, ‘got’; USEng ‘dove’, ‘snuk’, ‘gotten’.

- Auxiliaries: use of epistemic 'must': EngEng uses 'can't' in the negative, e.g. 'He can't be in- his car has gone', whereas USEng uses (uncontracted) 'must not' (not to be confused with 'mustn't' meaning 'not be allowed').

Nouns

- greater use of certain noun endings in USEng, e.g. '-ee' ('retiree', 'draffee'), '-ster' (teamster, gamester)
- difference in derivational ending, e.g. EngEng 'candidature', 'contenary', USEng 'candidacy', 'centennial'.
- Greater tendency to use verbs as nouns in USEng, e.g. 'to run down', 'to be shut in', 'to try out' become 'the rundown', 'a shut in', 'a try out'.

Adjectives and Adverbs

- the comparative adjective 'different' is followed by 'than' in USEng and by 'from' in EngEng. For example, 'This one is different than / from (to) the last one'.
- The adverbs 'yet' and 'already' cannot occur with the simple past tense in EngEng, whereas they can do so in USEng. In such cases, EngEng uses the present perfect tense: USEng 'I didn't buy one yet', 'Did you read it already?', EngEng 'I haven't bought one yet', 'Have you read it already?'.

Prepositions

- A few prepositions differ in form in the two varieties, e.g. EngEng 'behind', USEng 'in back of' (I put it behind / in back of the shed)
- Differences in prepositions in specific contexts, particularly in expressions of time, e.g. EngEng 'I haven't seen him for ages / weeks', USEng 'I haven't seen him in ages / weeks'.
- Clock time: EngEng 'twenty to three', 'five past eight', USEng 'twenty of / till three', 'five after eight'.

- Different uses of 'in' and 'on': EngEng 'to live in a street', 'to be in a sale', USEng 'to be on a street', 'to be on sale'.
(Jenkins, 2003: 75).

1. Multiple Negation:

e.g. I didn't do nothing.

2. Ain't as a negative form of be or auxiliary verb 'have':

e.g. I ain't doing it

e.g. I ain't got one.

3. Never used to refer to a single occasion in the past:

e.g. I never done it. (SE: I didn't do it)

4. Extension of third person -s to first and second person verb forms:

e.g. I wants, you wants, he wants.

5. Regularisation of some irregular verbs:

e.g. I draw / I drew / I have drawn

e.g. I go / I went / I have went

6. Regularisation of 'be'

e.g. We was / you was / they was

7. Optional -ly on adverbs

e.g. He writes real quick.

8. Unmarked plurality on nouns of measurement after numerals:

e.g. twenty year, ten pound

9. Different forms of the relative pronoun

e.g. The man as / what lives here.

(Jenkins, 2003: 76)

Completive Done

The form 'done' shows a completed action or event in a different way from a simple past tense form in 'Southern Anglo and African American vernaculars.

e.g. I done forgot what you wanted.

Habitual be

In AAVE as well as in some rural Anglo varieties, the form 'be' in sentences such as

e.g. She usually be home in the evening.

Prefixing

In vernacular Appalachian English and some other rural dialects, an a-prefix may occur on -ing forms functioning as verbs or adverbs,

e.g. She was a-coming home

She starts a-laughing

This form cannot occur with -ing forms with function as nouns or adjectives, and is also restricted phonologically in that it can only occur on forms whose first syllable is accented. It is also preferred on items which begin with a consonant sound.

Double Modals

In some Southern states such as Carolinas, these combinations of two modal verbs are widespread and apparently not particularly stigmatised,

e.g. I might could go there.

You might oughta take it.

Adverbs (-ly absence)

In southern -based dialects, especially Upper southern varieties such as Appalachian and Ozark English, the -ly adverb ending is being lost,

e.g. They answered wrong.

She enjoyed life awful well.

I come from Virginia original.

Negation

Multiple Negations: Almost all vernacular varieties of American English participate in multiple negation of Type 1; most southern and restricted Northern vernaculars participate in Type 2; most Southern vernaculars participate in Type 4:

Type 1: marking of the negative on the auxiliary verb and the indefinite following the verb,

e.g. The man wasn't saying nothing.

Type 2: negative marking of an indefinite before the verb phrase and of the auxiliary verb,

e.g. Nobody didn't like the mess.

Type 3: inversion of the negativised auxiliary verb and the pre-verbal indefinite,

e.g. Didn't nobody like the mess?

Type 4: multiple negative marking across different clauses,

e.g. There wasn't much that I couldn't do (meaning ;' There wasn't much that I could do')

(Jenkins, 2003: 79)

Ain't

This item may be used instead of certain standard forms including forms of be+not

e.g. She ain't here now? ; forms of have+not

e.g. I ain't seen her in a long time ; and did+not

e.g. I ain't go to school yesterday.

Pronouns

The following types of pronominal difference are found in most vernacular dialects of American English:

- Regularisation of reflexive forms by analogy with other possessive pronouns,

e.g. He hit hissself on the head.

They shaved theirselves.

- extension of object forms to coordinate subjects,

e.g. Me and him will do it.

- Adoption of a second person plural form:

(a) Y'all won the game (Southern)

(b) Youse won the game. (Northern)

(c) You'uns won the game (specific regions such as Western, Pennsylvania, Southern Appalachia)

- Extension of object forms to demonstratives,

e.g. Them books are on the shelf

- A special personal dative use of the object pronoun form,

e.g. I got me a new car.

We had us a little dog ; is also a common feature of non-standard BrEng.
(Jenkins, 2003: 80).

2.3.4. Phonological Approach

“The dental fricative sounds as in the words thin and this when spoken with a British English Received Pronunciation (RP) accent, are pronounced in various ways by speakers of New Englishes. For example, speakers of Indian, and West Indian Englishes use instead the sounds / t / and / d /, so that these words are pronounced ‘tin’ and ‘dis’” (Jenkins, 2003: 23).

“The same is true of a host of other consonant sounds of which the following are among those most frequently described:

- / w / is pronounced as / v / in Lankan and some Indian Englishes so that ‘wet’ sounds like ‘vet’.
- The voiceless sounds / p /, / t /, and / k / are pronounced at the beginnings of words without aspiration by speakers of Indian, Philippine, Malaysian and other New Englishes, so that they sound to an outsider more like their voiced equivalents, / b /, / d /, and / g /, making words ‘pin’, ‘tin’ and ‘cap’ sound closer to ‘bin’, ‘din’ and ‘gap’.
- Consonants at the ends of words tend to be unreleased or replaced with glottal stops in Englishes such as Ghanaian, West Indian, and colloquial Singaporean, so that a word such as ‘cat’ may be pronounced either ca(t) with an unreleased final consonant, or ca’ with a final glottal stop.
- Several of the New Englishes, including Indian, West African and Papua New Guinean use voiceless word final consonants. Words such as ‘feed’, ‘gave’ and ‘rob’ may thus sound to an outsider as if they end in the consonants t, f and p that is as ‘feet’, ‘gate’ and ‘rop’.

Finally, two consonant features which occur less widely among the New Englishes,

- there is a lack of distinction between / r / and / l / in Hong Kong, Singapore (of Chinese origin) and some East African Englishes, so that words such as ‘red’ and ‘led’ are interchangeable.

- / s / is pronounced as / s / by speakers of some East African Englishes and some speakers of Hong Kong English, so that 'ship' sounds like 'sip'.

Vowel Sounds

Main differences in vowel sounds across the New Englishes are as follows

- the short and long vowels / ɪ / and / i: / as in RP pronunciation of the words 'sit' and 'seat' are tended to pronounce both as / ɪ /.
- Many new Englishes pronounce RP / a: / without its length, so that the word 'staff', for example, sounds closer to 'stuff' to an outsider.
- African Englishes tend to produce the schwa sound / ə / as the full vowel [a] at the ends of words, so that 'matter' is pronounced [mətə] instead of [mætə].

(Jenkins, 2003: 24).

METHODOLOGY

3.0 Introduction

In this chapter of the study, purpose of the study, the method of this study, the research design, and the participants in this research, instruments and procedures to collect data are described and explained.

3.1 Purpose of the Study

The purpose of the study is to explore how “English as a Lingua Franca” is applied in speaking classes at University Preparatory Schools. This research examined use of English communicatively in the classrooms without basis on grammar or pronunciation. The major research questions observed in this study are:

1. What is the tendency of students and instructors through speaking classes at University Preparatory Schools?
- d) Is there any importance of grammar mistakes in speaking to understand the main idea?
- e) Is there any importance of pronunciation mistakes in speaking to understand the main idea?
- f) Is accuracy more important than fluency while speaking?
2. What are the approaches to improve communicative skills of University Preparatory School students?
3. What are the needs of University Preparatory School students to acquire communicative skills in and out of the classes?
4. What is the tendency of students for English as a Foreign Language and English as a Lingua Franca?
5. What do the students and instructors know about the term “English as a Lingua Franca”?

3.2 Method

The instruments as method designed for collecting data include a) English as a Lingua Franca Communicative Test consisting on grammatical errors, b) Foreign Language Communicative Skills Inventory c) Beliefs about Language Learning Scale in Likert type to observe the feelings of participants about lingua franca term indirectly and d) Suggestions of students and academic staff about the term of “English as Lingua Franca”. The research is a “Case Study”. Validity and reliability of analysis of the questionnaires were calculated. After the evaluation they are applied to the sample group selected for this study from different universities

3.3 The Treatment

3.3.1 Research Design

This research is designed as a case study. Systematic data collection procedure is used according to the findings of SPSS 17 programme. A Case Study (also called Survey Research) presents a complete description of a phenomenon within its context (Yin, p.5). In this study the context “lingua franca” term and oral communicative skills of university prep class students have been used. A case study differentiates according to the data gathered such as; questionnaire survey, interview survey, email questionnaire survey and telephone survey. This study was designed as a questionnaire and email questionnaire type of survey research.

3.3.2 Group Size and Selection

In this study, two different study groups were selected; one of them is the group of students, the other one is the group of academic staff. Students group consists of 138 students from preparatory classes of different universities in Turkey. The students ranged in age from 17 to 21 ($\underline{M} = 21$), and the gender profile was 58 male, 80 female.

Academic staff's group consists of 43 instructors from preparatory classes of different universities in Turkey. This group were not given a lingua franca test which is given to the students. Instead of it, they were given a questionnaire and Likert type attitude questionnaire.

3.3.3 Instruments

In this study, three different instruments and interview question about their term of lingua franca were used: A Grammar Test consisting of grammatically wrong sentences, A questionnaire analyzing of speaking classes at preparatory classes, and A Likert Type Attitude Questionnaire stating both students' and instructors' attitudes and behaviour in speaking classes.

In the first part of questionnaire of students' there are 20 sentences grammatically wrong. However, in this study before giving these sentences, the students are explained how much importance is given to the grammar or pronunciation while they are speaking. For example, the question "what is the importance of grammar, accuracy or pronunciation to understand each other while speaking?" is asked. University preparatory class students have enough background information on English language teaching. In this test, they are asked to mark the appropriate column as this sentence is "acceptable, not acceptable or doubtful". For example; if they understand the main meaning of the first sentence "The dress very beautiful" (without using -am, is, are-) , they will mark the appropriate column as "acceptable", if not they will mark "not acceptable", if they are not sure, they will mark "doubtful".

In the second part of the questionnaire of students', there are 16 questions to understand their speaking classes' process, their needs, methods used in the class and their performance in oral, communicative abilities.

In the third part of the questionnaire of students, there are 20 items based on Likert type attitude scale questionnaire. These items show the attitudes and behaviour of students' in speaking classes.

Except from the first grammar test, the instructors were given two different type of questionnaires which are similar to the questionnaires of students'. The questions of both questionnaires are similar to each other to get the reliable and valid results of speaking classes.

In all of the instruments the term “lingua franca” is not used because according to the academicians in Educational Faculty of Abant Izzet Baysal University, this term is new and students may have no idea about this term, Instead of using this term, it has been used and mentioned indirectly and before giving the questionnaire to the students, a brief explanation was given to them about this term, the aim of this study and the benefits of it.

INTERPRETATION AND ANALYSIS OF THE DATA

4.0 Introduction

In this chapter the data obtained through some certain instruments will be interpreted and analyzed. The results of English as a Lingua Franca Communicative Test, the results of questionnaire and the results of attitude test will be analyzed and presented with interview question. Besides, possible significances among the results and the analysis of teachers and trainees questionnaires will be realized separately.

The data collected through the instrument have been analyzed by using the Statistical Package for Social Sciences (SPSS 17.0).

4.1 Pilot Study

The pilot study has been conducted to evaluate the validity and reliability of the instruments. They were informed about the importance of the study and the role of them in this study.

Before the actual administration of the test and the questionnaires of teacher trainees and the instructors, they were piloted with 32 students in order for the purposes of content and linguistic validity. 32 students have been selected randomly from Abant Izzet Baysal University Preparatory School. Two teachers one of whom is a specialist in ELT were consulted about whether the items in the questionnaires and the interviews were clear and the scales were appropriate. Based on the feedback obtained several modifications were done. One of these modifications was to change the term of “lingua franca” because the items including this term were misinterpreted by the participants. After the pilot study some of the instruments were altered and some of them were omitted.

Also, the items in the test and the questionnaires show parallelism with Jenkins' (2006) study, her permission and opinions about the test items were also taken from her (Appendix 5).

As far as the interview is concerned interrater, reliability was maintained by involving another experienced EFL teacher. After careful ranking of each participant by two interviewers, the data obtained was similar to each other.

4.1.1 Demography

Demographical features are same for both pilot group and the experimental group of this study. Demographical features are;

1. Gender
2. School type
3. The time when they have been to a foreign country

The tables 4, 5, and 6 given below are details of demographic features of the participants.

Table 4. Distribution of Gender of the Participants

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Male	15	46,9	46,9	46,9
Female	17	53,1	53,1	100,0
Total	32	100,0	100,0	

Table 5. The Distribution of the Participants in Terms of School Type

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Anatolian Lycee	12	37,5	37,5	37,5
	Private College	3	9,4	9,4	18,1
	State High School	9	28,1	28,1	32,4
	Super Lycee	5	15,6	15,6	22,7
	Science School	2	6,2	6,2	9,4
	Anatolian	1	3,2	3,2	100,0
	Teacher Lycee				
Total		32	100,0	100,0	

Table 6. The Number and Percentage of the Participants in Terms of Having Been to a Foreign Country

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	4	12,5	12,5	12,5
	No	28	87,5	87,5	100,0
Total		32	100,0	100,0	

4.2 Demography of Students

The table and the figure show the demographical features of the participants.

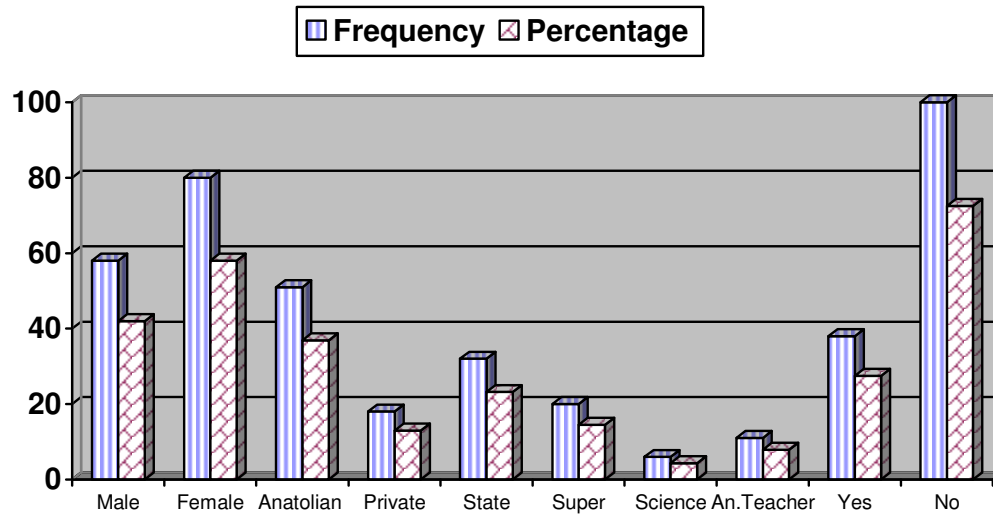


Figure 2. Demography of Students

Table 7. Frequency and Percentage Distribution of Demographical Variables

DEMOGRAPGHY		DISTRIBUTION	
		Frequency	Percentage
1. Gender	Male	58	42,0
	Female	80	58,0
2. School Type	Anatolian Lycee	51	36,9
	Private College	18	13,0
	State High School	32	23,2
	Super Lycee	20	14,5
	Science School	6	4,3
	Anatolian Teacher Lycee	11	7,9
3. Having Been to a Foreign Country	Yes	38	27,5
	No	100	72,5
	TOTAL	138	100

4.3. Analysis of English as a Lingua Franca Communicative Test

This test has been designed for this study to understand the importance of grammar while speaking in English. There is no specific test to evaluate the lingua franca English and students' knowledge about lingua franca English in ELT. That is the reason why this test has been prepared specifically for this study. After the feedback taken from Jennifer Jenkins via e-mail (Appendix 5), this test is conducted to 32 students as a pilot study. The results have been presented to a specialist in Faculty of Education. Some modifications have been done and it was presented to the study group and both results were similar to each other.

Table 8. The Frequency of the Students Involved In Marking the Best Alternative for the Questionnaire Statements

SENTENCES	Response Distribution		
	Acceptable	Not Acceptable	Doubtful
1. The dress very beautiful.	138	-	-
2. She don't teach English, right? - No, she teach English.	138	-	-
3. You are a accountant in this bank, isn't it?	138	-	-
4. She is living in Turkey for three months.	138	-	-
5. The skirt is too small that I can't wear.	138	-	-
6. I don't understand what do you mean?	138	-	-
7. I know the man which was arrested by the police.	138	-	-
8. Write in English is very difficult for me.	138	-	-
9. You are going to where?	138	-	-
* 10. I advised her send email at home.	31	59	47
* 11. It is unpolite to interrupt presenters when they are talking.	50	58	30
12. You like it? Yes, I like.	138	-	-
13. You should to stay here until he come.	138	-	-
14. can you give me some advices about my project?	138	-	-
15. We have a little chairs in the classroom.	138	-	-
16. Because I am ill, so I can't go to school.	138	-	-
17. They can finish the homework by themselves.	138	-	-
18. Don't think you are intelligent than any of us.	138	-	-
19. The letters typed by the secretary yesterday.	138	-	-
* 20. What time is it? - It is five after eight.	25	62	51

Table 9. The Percentage of the Students Involved In Marking the Best Alternative for the Questionnaire Statements

SENTENCES	Response Distribution		
	Acceptable	Not Acceptable	Doubtful
1. The dress very beautiful.	100,0	-	-
2. She don't teach English, right? - No, she teach English.	100,0	-	-
3. You are a accountant in this bank, isn't it?	100,0	-	-
4. She is living in Turkey for three months.	100,0	-	-
5. The skirt is too small that I can't wear.	100,0	-	-
6. I don't understand what do you mean?	100,0	-	-
7. I know the man which was arrested by the police.	100,0	-	-
8. Write in English is very difficult for me.	100,0	-	-
9. You are going to where?	100,0	-	-
* 10. I advised her send email at home.	23,2	42,8	34,0
* 11. It is unpolite to interrupt presenters when they are talking.	36,2	42,0	21,7
12. You like it? Yes, I like.	100,0	-	-
13. You should to stay here until he come.	100,0	-	-
14. can you give me some advices about my project?	100,0	-	-
15. We have a little chairs in the classroom.	100,0	-	-
16. Because I am ill, so I can't go to school.	100,0	-	-
17. They can finish the homework by theirselves.	100,0	-	-
18. Don't think you are intelligent than any of us.	100,0	-	-
19. The letters typed by the secretary yesterday.	100,0	-	-
* 20. What time is it? - It is five after eight.	18,1	44,9	36,9

<u>Questionnaire Statements</u>	<u>Percentage</u>
I advised her send email at home.	23,2 %
It is unpolite to interrupt presenters when they are talking.	36,2 %
What time is it?	
-It is five after eight.	18,1 %

As we can see from table 10th, 11th and 20th statements are seen as unacceptable. There must be some reasons about these results. However, in general, other 17 statement are seen as acceptable. We can understand that in English, we can analyze the sentences and realize the main idea especially in speaking.

For the 10th item, students may have been confused by the meaning of the sentence “I advised her send email at home” because of the use of word ‘at home’.

For the 11th item, 42% of the students answered as ‘unacceptable’. I think the problem is possibly that they don’t know the usage of prefixes such as ‘in’ or ‘un’ (unpolite) and the meaning of words (interrupt). That’s why; they thought that the meaning of this sentence was unacceptable or doubtful.

Finally, for the last sentence asking the time, 45% of the students answered as “unacceptable”. The reason is possibly that they haven’t seen or heard the usage of ‘after’ while telling the time.

4.4. Foreign Language Communicative Skills Inventory Administered to the Students

4.4.1 Subjects

The subjects were students at Preparatory School students from different universities in Turkey; for instance, Marmara University, Başkent University, Osmangazi University, Middle East Technical University, Abant İzzet Baysal University and Pamukkale University. This questionnaire administered to 138 students from these universities.

Marmara University: 20 students

Başkent University: 21 students

Osmangazi University: 27 students

METU: 18 students

Abant İzzet Baysal University: 30 students

Pamukkale University: 22 students

The questionnaire was administered to the students directly except from Marmara University and Pamukkale University. However, the questionnaire was administered by my friends who are instructors at these universities and they send me the results via e-mail. There were 58 male, 80 female students in this group. Among the participants, there were A Level (beginner), B Level (elementary) and C Level (intermediate) students. Their ages ranged between 17 and 21 ($M = 19$). Most of the students graduated from Anatolian High School and Super Lycee. The participants were mostly the students of Faculty of Architecture and Engineering, and Faculty of International Relations, Physics, Chemistry and Biology. According to the results, 91 % of the students answered the question “Is this your first English course?” as ‘No’; and only 9 % of the students answered as ‘Yes’. This shows that most of the students are familiar with English classes and they had been learning it for long. Almost all of the participants who stated that this was not their first English course answered that they had learnt English ‘at school’.

4.4.2 Data Collection Procedure

The questionnaires for students were administered 7 different groups from 6 different universities. Out of 138 students, 45 of them were A Level students, 38 of them were B Level students, and 55 of them were C Level students. Before the questionnaires were administered to the students unclear points were clarified and explained because the questionnaire was prepared in English. The questionnaire was conducted in two-hour-class session.

4.4.3 Questionnaire

Some questions in the questionnaire were adapted from Güllüoğlu’s (2004) master thesis, and then all of the questions were examined and analyzed by Instructors of Faculty of Education in Abant İzzet Baysal University. The questionnaire aims to gather data concerning about the importance of oral abilities in ELT and how much importance was given to the term of “English as a Lingua Franca” while teaching English. In the questionnaire, the term “lingua franca” was not mentioned because most of the students may not have any idea about this term. Instead of it, some different concepts which

emphasize or replace the same term were used in the questionnaire. The first questions are background questions providing demographical information about the students participated. The other questions were developed to reveal which skill is the most important one in their own departments or for their lives, which skill gets more emphasis in the class, whether they can use English in their lives fluently and whether the English classes are useful for them or not.

4.4.4 Data Analysis of the Questionnaire

The data analysis of this questionnaire is a descriptive one, which is done by analyzing each item. This questionnaire consists of a series of questions which require the subjects to tick or number them. The data was transferred to SPSS and the frequency of the questions that involve ticking only one item or more than one item was computed by means of this program. However, the questions requiring numbering the items from the most important to the least important were analyzed in a different way.

First of all, the frequency of all participants' order of the skills was computed with SPSS in this type of questions. Then, "each order was multiplied with its value" provided in Table10 and the sum was computed (Güllüoğlu, 2004).

5. Which of the following skills and language components do you think are the most important? Number them from 1 (the most important) to 6 (the least important).

1 ___Reading

4 ___Speaking

2 ___Writing

5 ___Grammar

3 ___Listening

6 ___Vocabulary

ORDER	VALUE
1	6
2	5
3	4
4	3
5	2
6	1

This formula is used in this type of questions according to the researchers in Abant Izzet Baysal University, Faculty of Education.

$N (= \text{frequency}) \times \text{Value}$

$\text{Score (sum)} = (N1 \times 6) + (N2 \times 5) + (N3 \times 4) + (N4 \times 3) + (N5 \times 2) + (N6 \times 1)$

For instance, 32 students have numbered the skills as below:

Table 10. Calculation of Skills ordered by the Participants

	Order	Frequency	Multiply	Value	Equal	Result
1 Reading	1	3	x	6	=	18
	2	4	x	5	=	20
	3	1	x	4	=	4
	4	6	x	3	=	18
	5	7	x	2	=	14
	6	11	x	1	=	11
sum						85

	Order	Frequency	Multiply	Value	Equal	Result
2 Writing	1	2	x	6	=	12
	2	6	x	5	=	30
	3	8	x	4	=	32
	4	10	x	3	=	30
	5	3	x	2	=	6
	6	3	x	1	=	3
sum						113

	Order	Frequency	Multiply	Value	Equal	Result
3 Listening	1	7	x	6	=	42
	2	7	x	5	=	35
	3	6	x	4	=	24
	4	5	x	3	=	15
	5	5	x	2	=	10
	6	2	x	1	=	2
sum						128

	Order	Frequency	Multiply	Value	Equal	Result
4 Speaking	1	15	x	6	=	90
	2	7	x	5	=	35
	3	5	x	4	=	20
	4	3	x	3	=	9
	5	1	x	2	=	2
	6	1	x	1	=	1
sum						157

	Order	Frequency	Multiply	Value	Equal	Result
5 Grammar	1	1	x	6	=	6
	2	5	x	5	=	25
	3	4	x	4	=	16
	4	4	x	3	=	12
	5	5	x	2	=	10
	6	13	x	1	=	13
sum						82

	Order	Frequency	Multiply	Value	Equal	Result
6Vocabulary	1	4	x	6	=	24
	2	5	x	5	=	25
	3	7	x	4	=	28
	4	9	x	3	=	27
	5	4	x	2	=	8
	6	3	x	1	=	3
sum						115

Table 11. The Result of the Order of the Skills

SKILLS	RESULTS	ORDER
Reading	85	5
Writing	113	4
Listening	128	2
Speaking	157	1
Grammar	82	6
Vocabulary	115	3

As we can see from the table, the most important skill for the pilot group is Speaking, and the least important skill is Grammar. When we ask the reason of this result, they say that they have learned all grammatical rules; however they still can not speak fluently.

This is a small scale sample demonstrating how this type of questions are calculated and analyzed. The biggest sum is considered as the most important and vice versa.

4.4.5 Interpretation and Discussion of the Results

In the third question, students are asked why they want to learn English and number them from the most important one to the least important one. The chart below shows the results of this question. According to the results, the students learn English because they want to have a good job after their education and to go abroad and meet people from other countries. They also state that they want to understand songs and films because today especially popular songs and films are in English as a global language. Some students think that they learn English because it is obligatory at schools or universities especially university preparatory schools. Another reason which is stated is that their own departments' language is English and they think that after preparatory classes, when they go to their departments they will have to read related books or articles in their fields. On the other hand, some students think that learning English is necessary for further education such as, M.A or PhD studies. Because of these reasons they want to learn English and improve themselves.

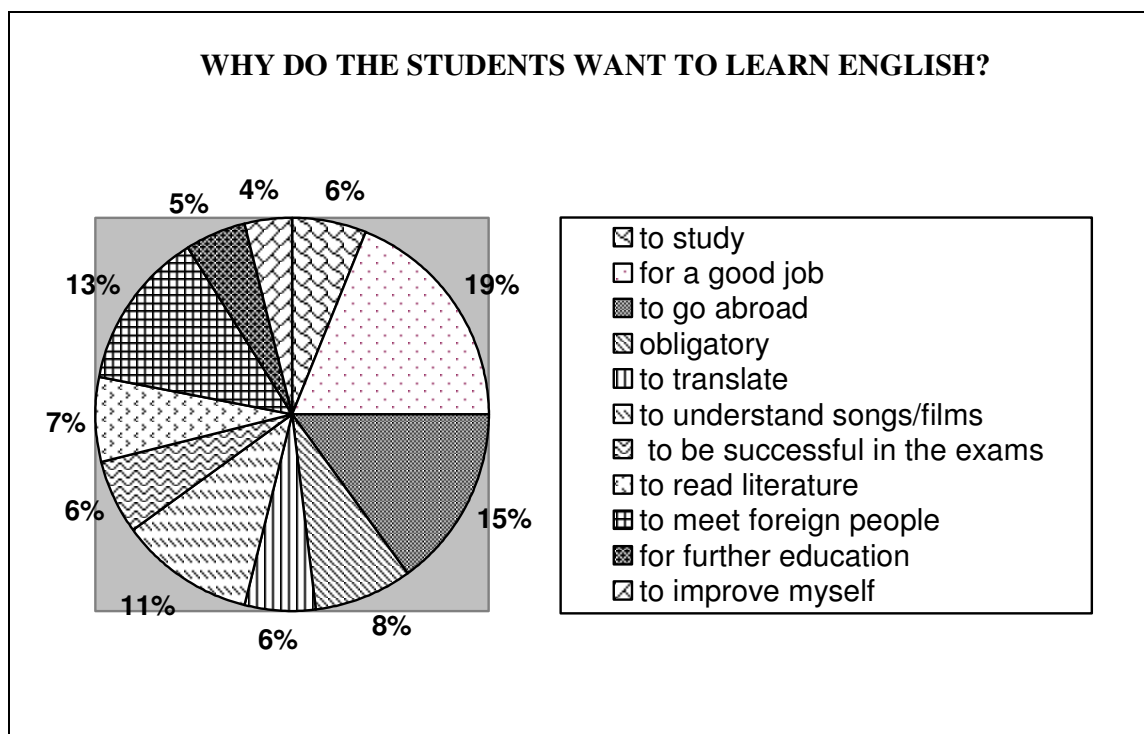


Chart 1.

In the fourth question, the students are asked a global English question about in which circumstances in their lives they use English. This question is asked to understand the importance of English today in a globalized framework. When we see the results below, we understand that students really want to improve their ability to learn English especially to talk to foreigners in Turkey. On the other hand, because of the importance of computer and the internet, they do research on the internet. For instance, they state that they use English websites and fill some application forms to apply for scholarships or bursaries programmes or Work and Travel programmes. The students also use English to send email, to talk on the phone and to write letter. Some of them state that they use English while translating papers Turkish to English or English to Turkish.

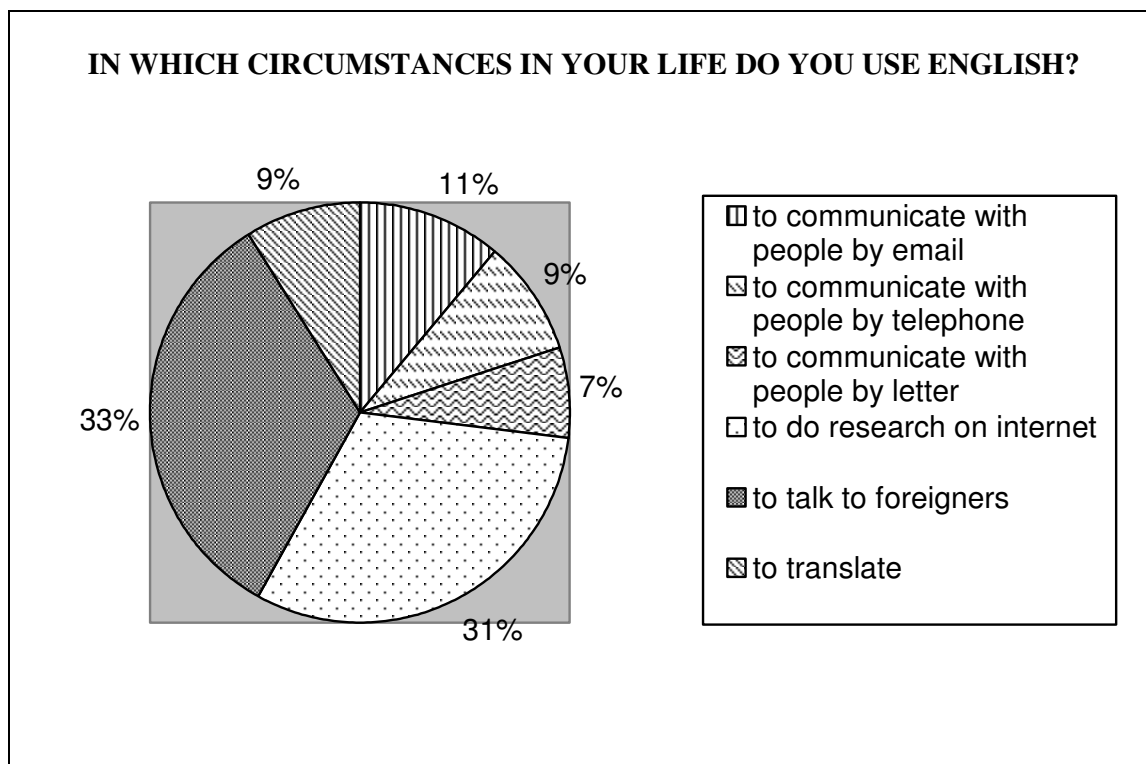


Chart 2.

In the fifth item, the students are asked which language components are the most important and number them from the most important one to the least important one. The students state that the most important skill is speaking. Listening, vocabulary, writing, reading and grammar come next. The surprising result is that grammar is the least

important one for university preparatory class students. When I ask the reason of this result they state that they have learned lots of grammar rules of English so far and now they want to learn how to speak in English fluently without any difficulty.

In the sixth item, the students state that they like the reading skill more when we compare the other components. Grammar, Vocabulary, Speaking, Listening and Writing come next. They think that they have difficulties to understand while speaking and listening in English. That's why they like the easiest component in the classroom such as reading and grammar.

47 % of the students have enough opportunities to speak in English in the class, however more than half of them do not use this opportunity. 53 % of the students state that they do not have enough opportunities to speak in English because their teachers do the same speaking activities only for a basic group who are good at speaking in English. Their teachers do not do motivating speaking activities and these speaking activities chart is shown below.

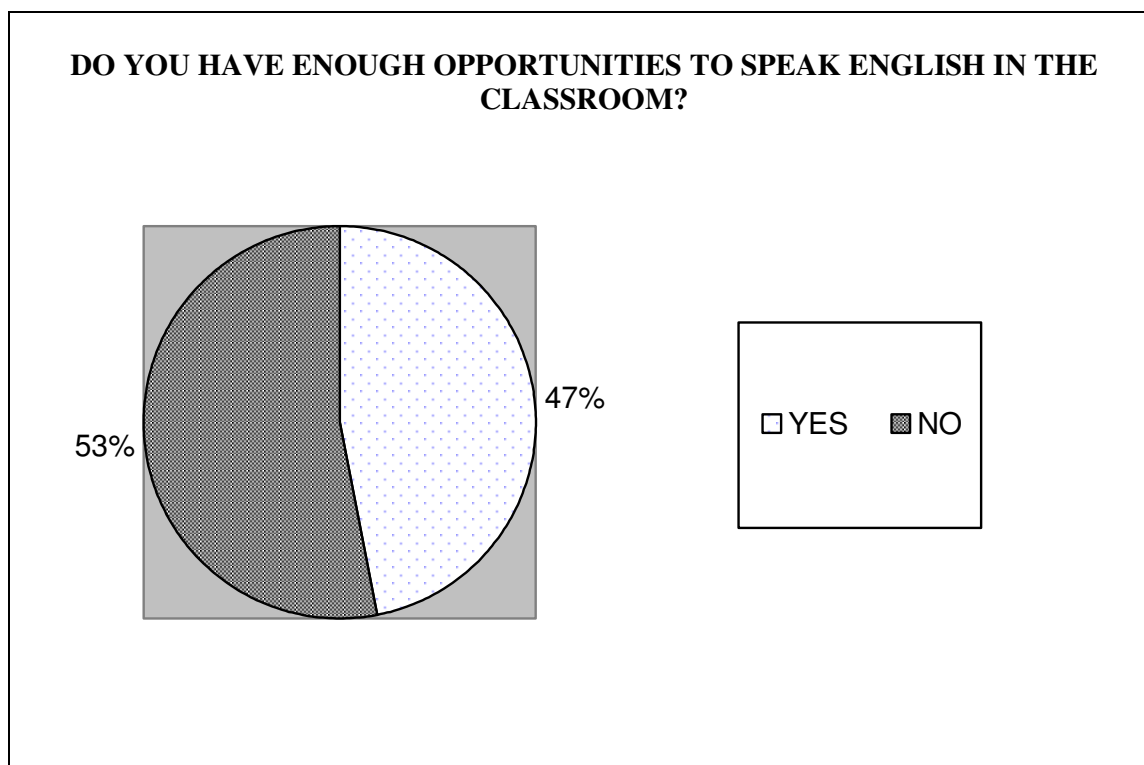


Chart 3.

As we can see from the speaking activities chart below, most of their teachers emphasize asking and answering questions technique in speaking class. Some of them state that their teachers sometimes give a presentation topic and make them speak in the classroom in front of the audiences. Having a conversation is another technique which is used in the classroom by their teachers to improve their speaking ability. On the other hand a few teachers do discussion, problem solving activity, role-playing and play games in the classroom.

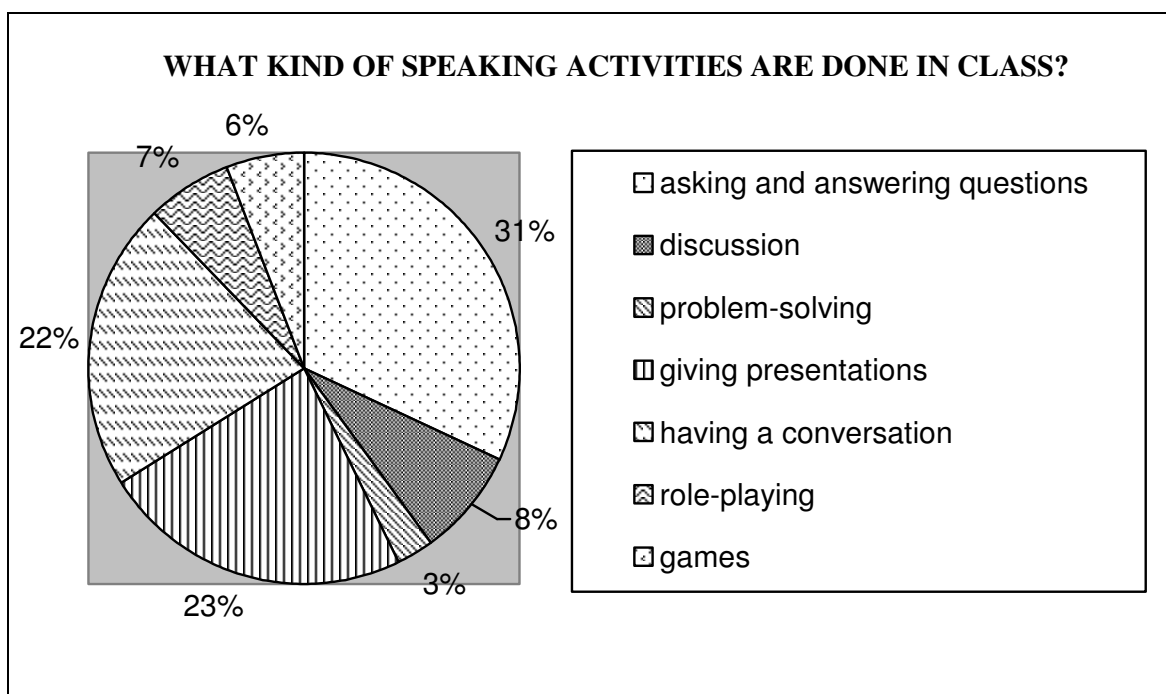


Chart 4.

In the ninth question, the students are asked which speaking activity they think more useful. They think that speaking activities such as; role playing and games are the most useful activities because more students participate in speaking classes. Having a conversation and problem solving activity are other speaking activities which students find useful. Asking and answering questions, discussion and giving presentations are in low percentages.

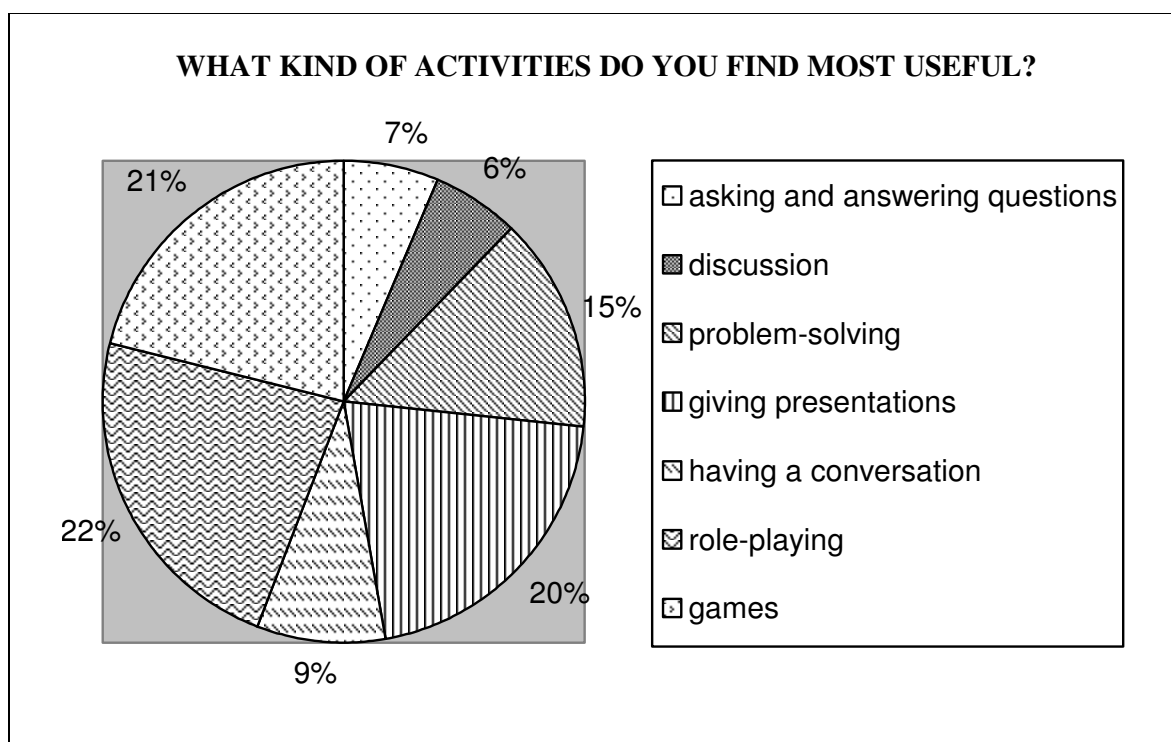


Chart 5.

The most three favoured solutions to make speaking activities more motivating and interesting are the following ones; the speaking activities can be prepared in line with their own department (22%), the speaking activities can be prepared according to their interests (18%), and teachers can ignore grammatical errors of them while they are speaking (17%).

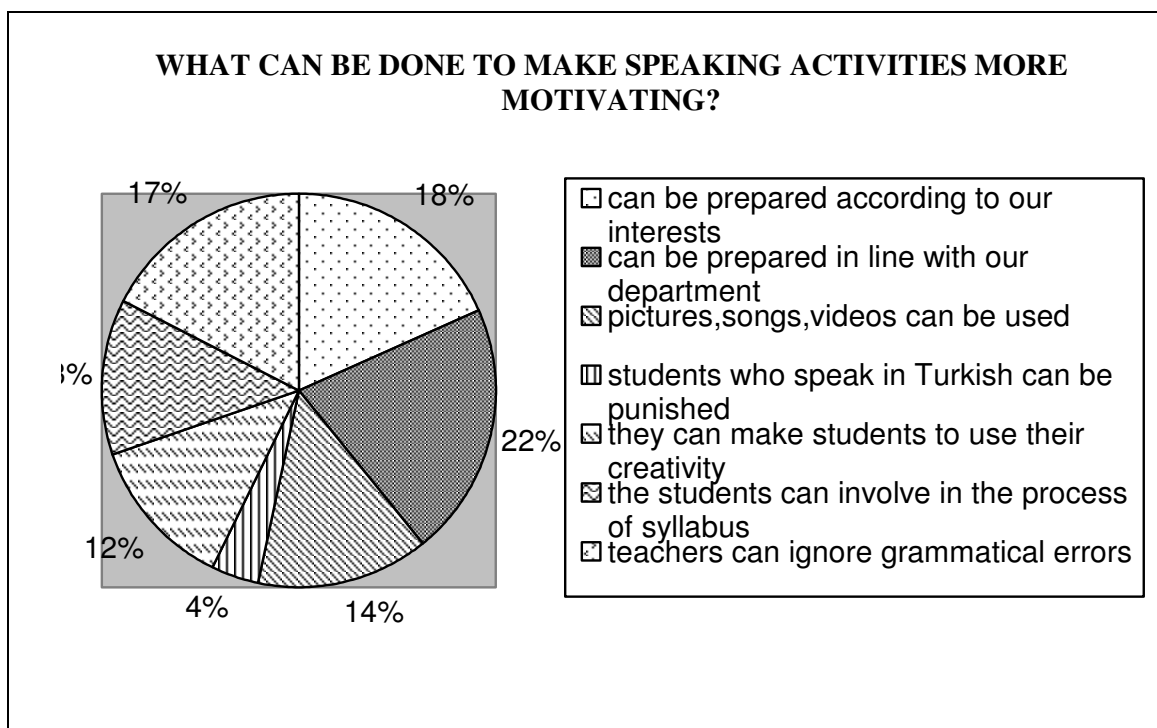


Chart 6.

As seen in the following chart only 1 % of the students can speak in English without any difficulty. However, 54 % of the students have difficulties while speaking in English. In order to get over this problem, more motivating speaking activities can be done in the classroom and the teachers should motivate the students while they are speaking in English for instance; by ignoring their grammatical mistakes.

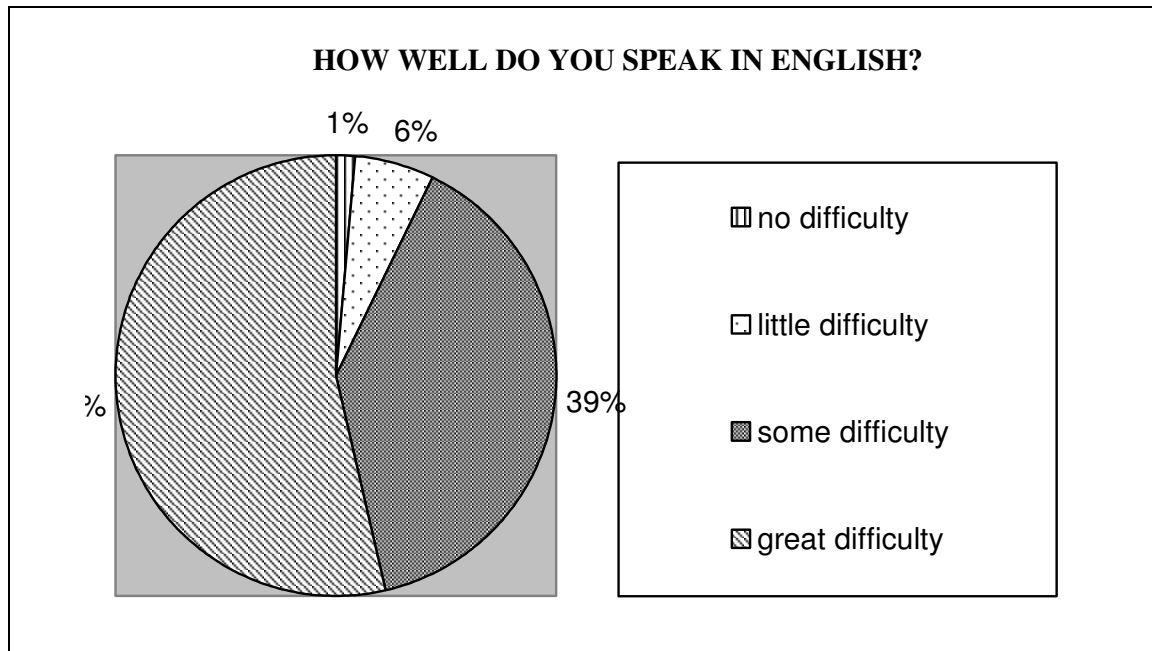


Chart 7.

The chart which demonstrates the difficulties of students while speaking in English is shown below. It suggests that speaking fluently, speaking grammatically and pronouncing the words correctly are their biggest problems. Fear for being ridiculed, using the needed vocabulary and having confidence themselves follow the problems mentioned above.

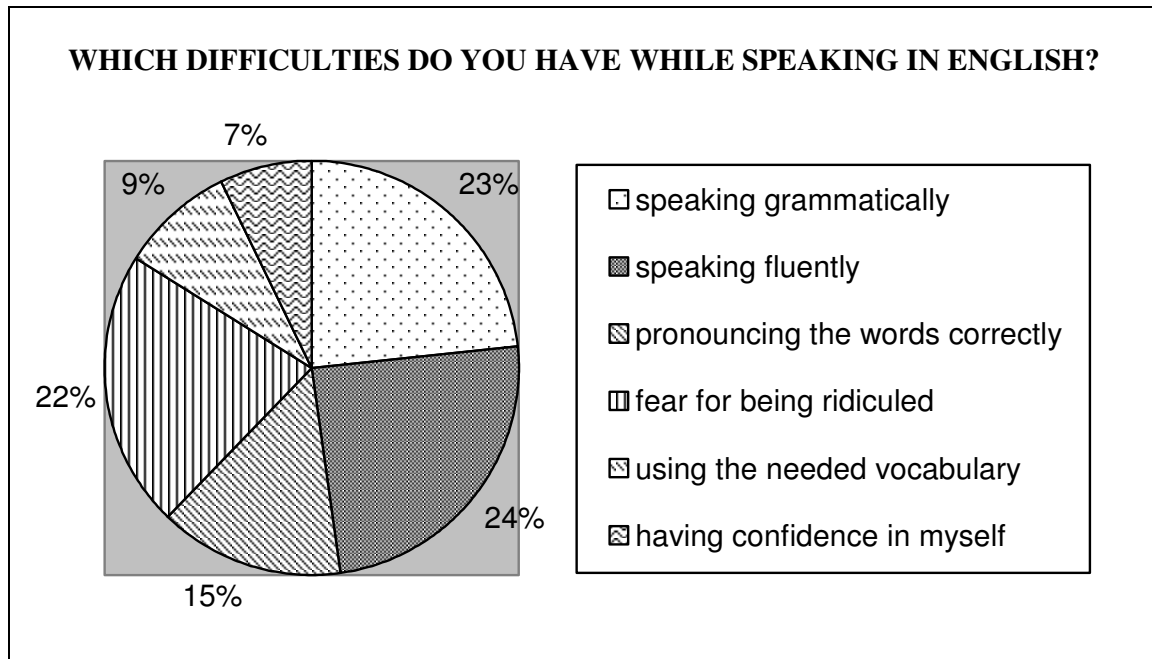


Chart 8.

61 % of students state that their teachers correct their mistakes while speaking in English. When these students are asked what kind of mistakes their teachers correct while they are speaking in English the other chart is seen.

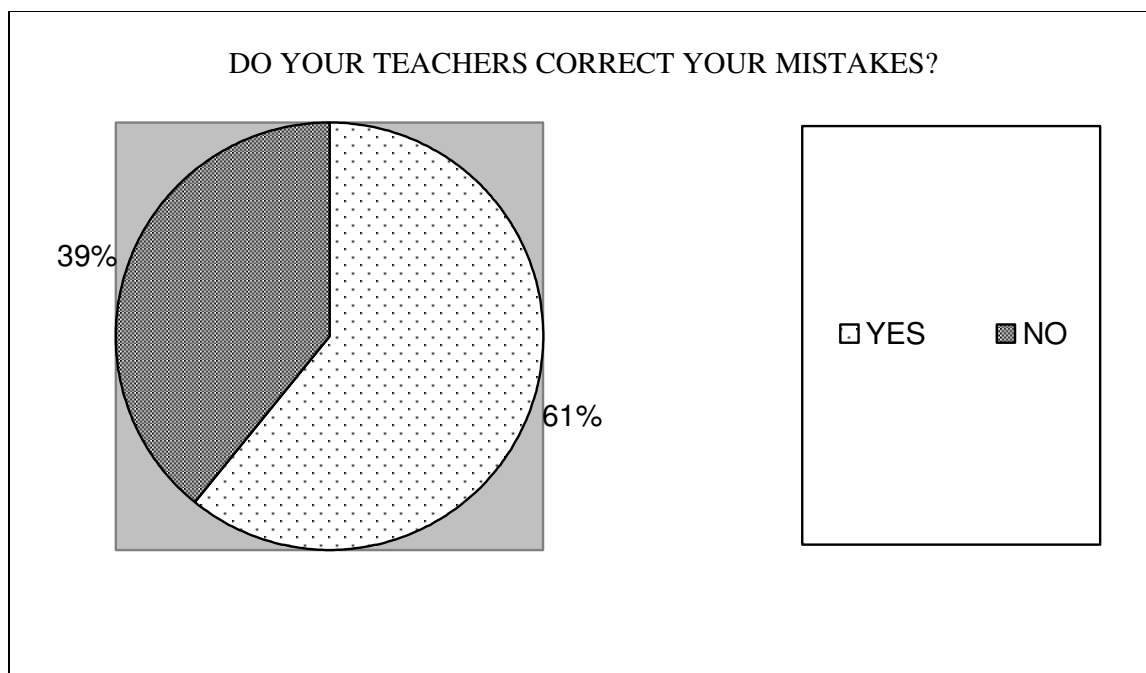


Chart 9.

According to the results, instructors mostly correct students' grammatical errors. On the other hand, pronunciation mistakes are another important kind of mistakes which teachers need to correct. However, word-order mistakes and wrong use of words do not have much more importance than mentioned mistakes before.

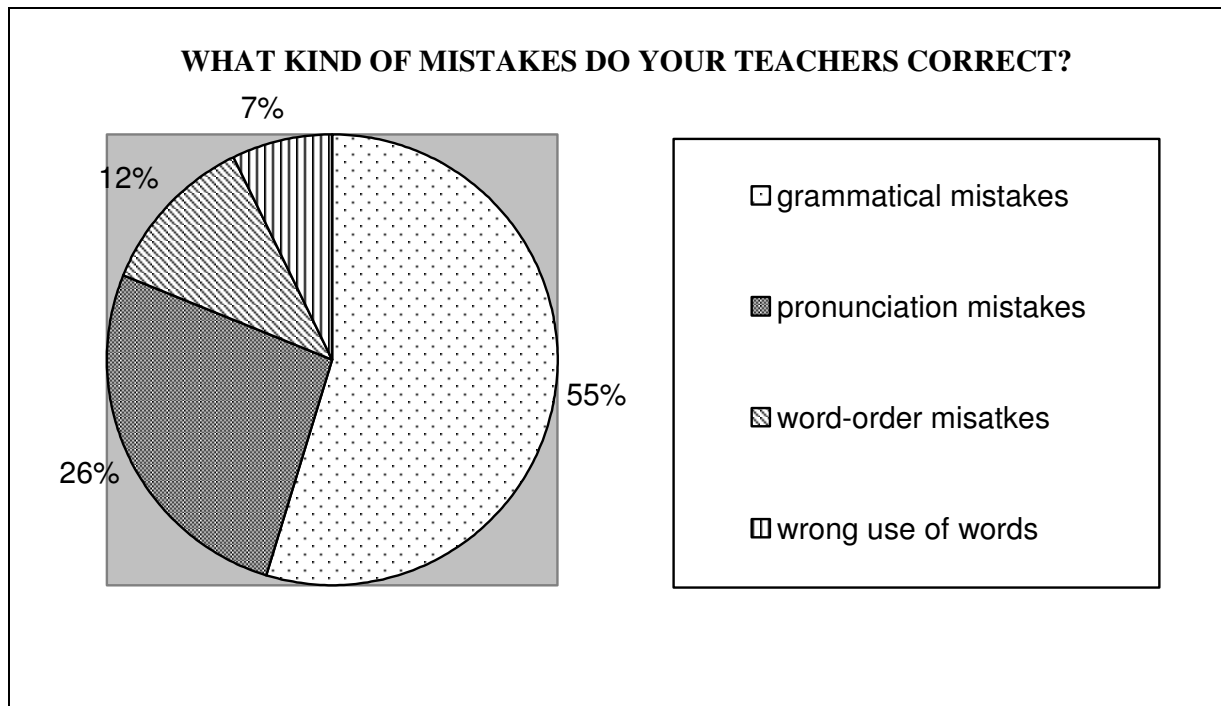


Chart 10.

60 % of the students think that they will not be able to speak English fluently after preparatory class. While 9 % of the students have no idea about this issue, only 31 % of the students think that they will be able to speak English fluently at the end of preparatory school. This result indicates that most of the students think that prep class is inadequate in teaching and promoting learning English.

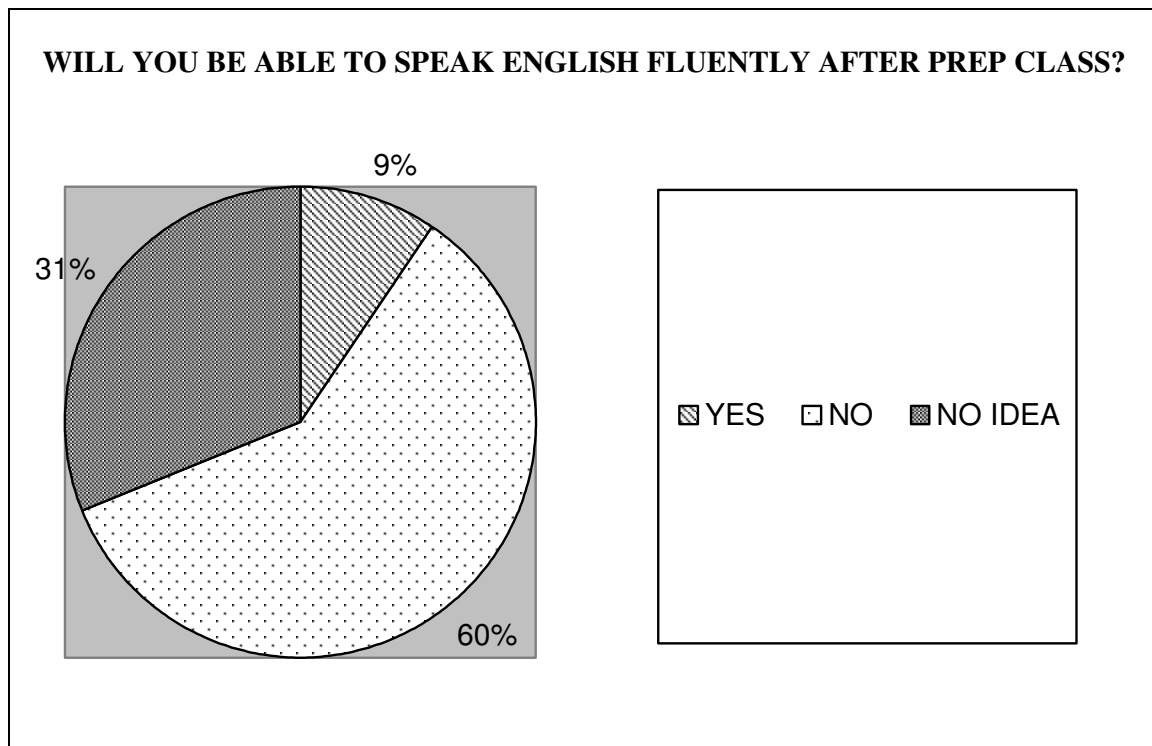


Chart 11.

In the following chart, the students are asked which speaking skills will be important in their own department. Students from different department of universities think that speaking to foreign instructors, participating in class discussions and speaking to foreign students will be more important than any other skills or components in English.

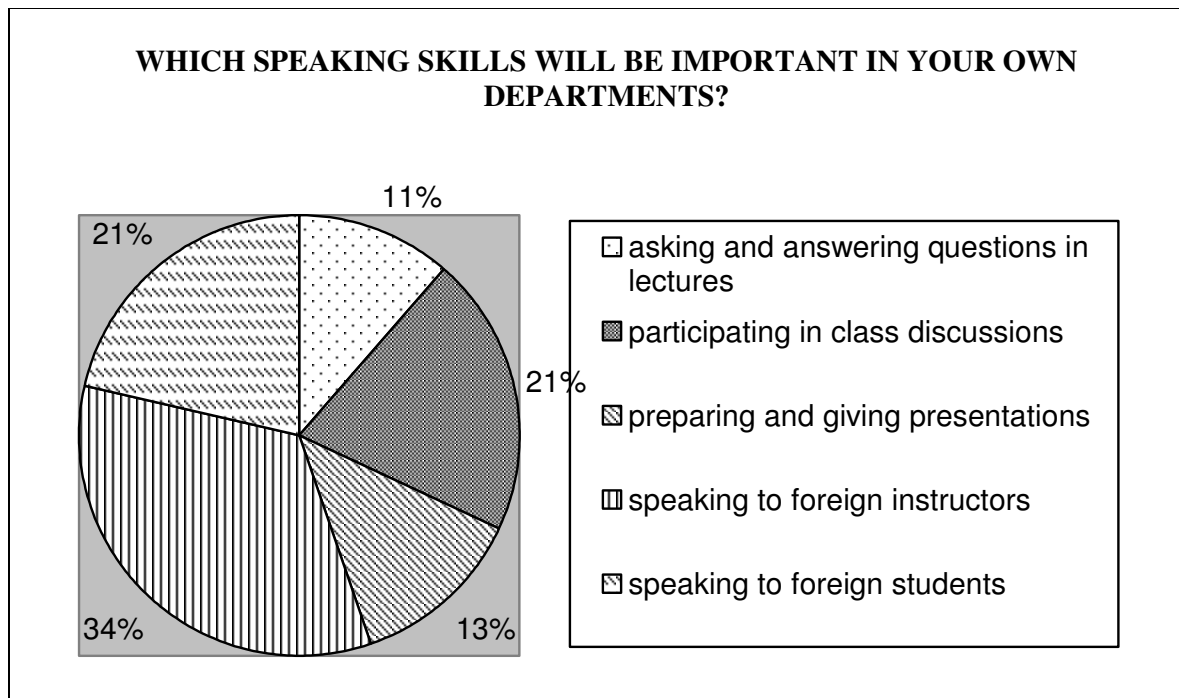


Chart 12.

4.5. Foreign Language Communicative Skills Inventory Administered to the Academic Staff

4.5.1 Subjects

43 instructors of English participated in this study. All of them teach at preparatory schools at the universities in different levels; A, B and C.

Marmara University: 7 instructors

Başkent University: 5 instructors

Osmangazi University: 9 instructors

METU: 8 instructors

Abant İzzet Baysal University: 9 instructors

Pamukkale University: 5 instructors

The questionnaire was administered to the instructors directly except from Marmara University and Pamukkale University. However, the questionnaire was answered by my friends and their friends who are instructors at these universities and they send me the questionnaires via e-mail.

As background information, they were asked how many years they had been working as an English teacher. The experience of the participants is given below:

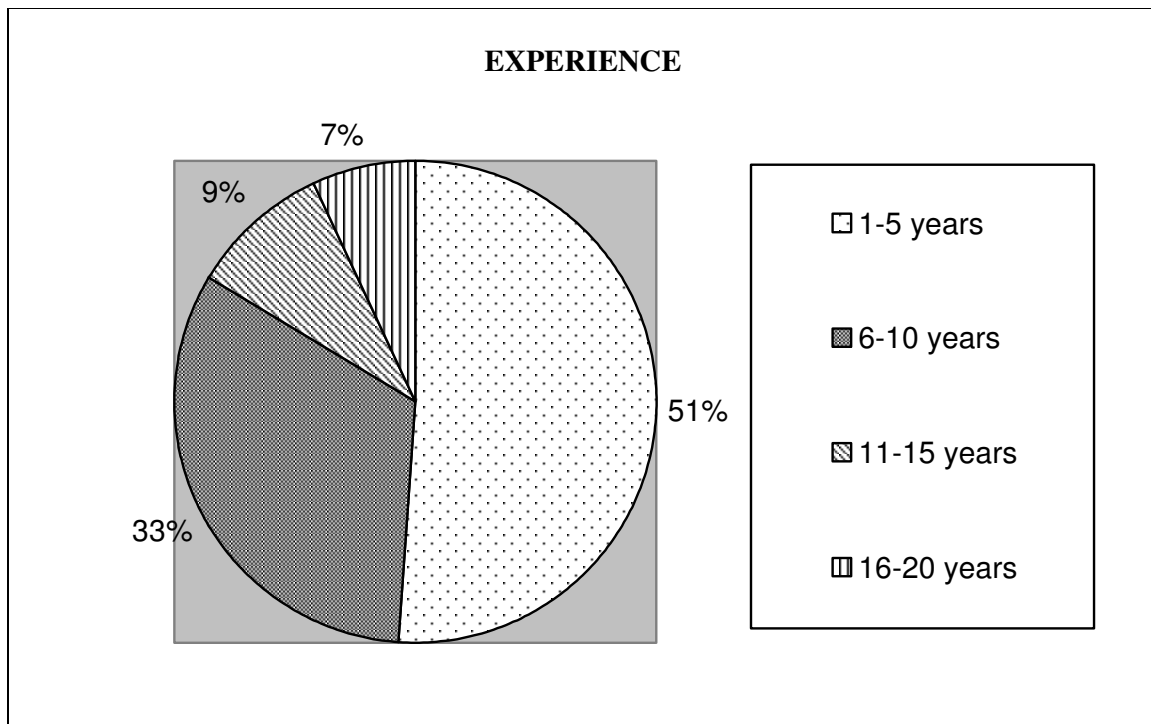


Chart 13.

As the chart shows, there are a few experienced teachers. The participants are mostly novice teachers.

4.5.2 Data Collection Procedure

The instructors who participated in this study were given questionnaires with a short explanation.

4.5.3 Questionnaire

The questionnaire for instructors was devised in line with the questionnaire for the students. Unlike the students' questionnaire, instructors' questionnaire does not include background questions except for their experience. The questions in the questionnaires of both students' and instructors' are prepared in a parallel way. There are a lot of similarities between them to find reliable results at the end of this study.

4.5.4 Data Analysis of the Questionnaire

The data analysis of this questionnaire is a descriptive one like the questionnaire of students. The questionnaire has the same type of questions. The instructors are supposed to answer the questions and mark the items. The options marked in the questionnaires were entered in Microsoft Excel programme by using the numbers of items. Data analysis is done via SPSS programme which is explained before.

4.5.5 Interpretation and Discussion of the Results

The second question aims to find out which teaching methods the instructors give more emphasis while teaching. These questions will be useful to understand how much importance the instructors give to oral communicative activities in the classroom while teaching English. According to the results, most of the instructors use eclectic approach in the class. Communicative approach and grammar translation method are given emphasis while teaching.

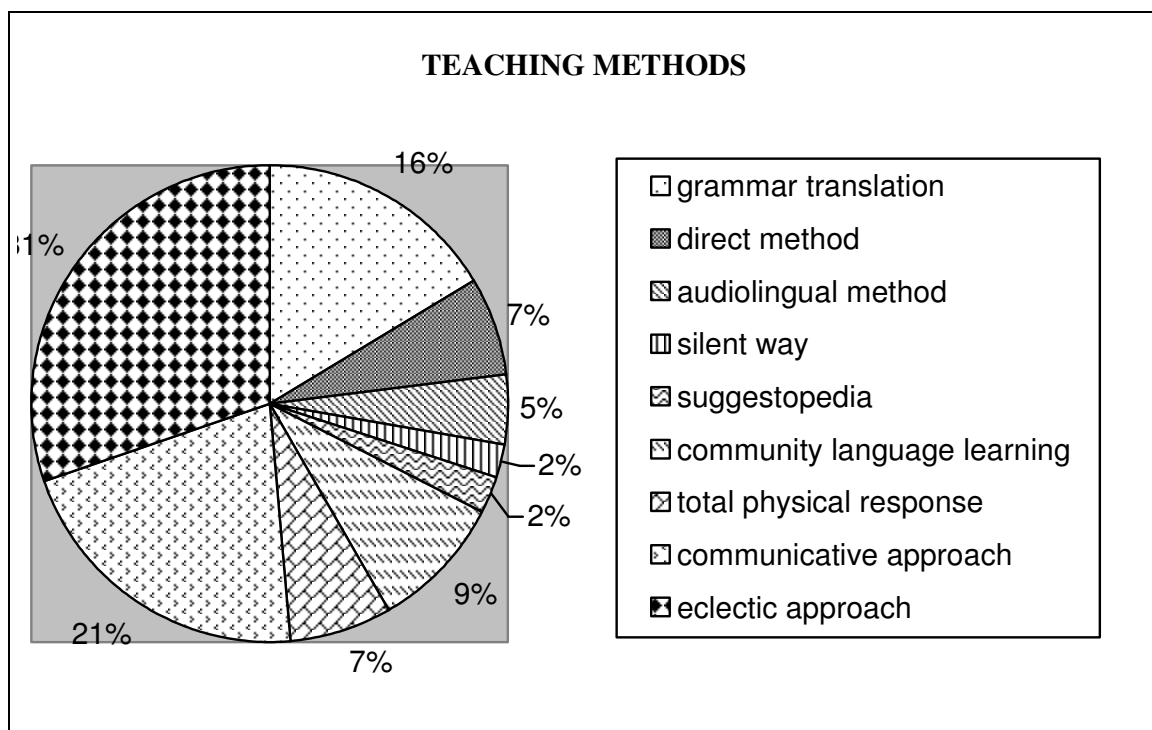


Chart 14.

In the third and fourth item show considerably the similar result. According to the instructors, speaking is the most important skill and that's why it should be given more emphasis than any other components. Listening, grammar, writing, vocabulary and reading follow speaking on the importance order and giving emphasis.

According to the results of fifth item the instructors mostly think that the skills the students will need in their own department are speaking, listening, grammar, vocabulary, writing and reading respectively. These results show that speaking and communicative ability of students is the most important part in their own department.

According to the instructors 72 % of students have enough opportunities in English classes however, some of the instructors (28 %) agree on this point that they do not have enough opportunities to speak English in class. While only 30% of instructors state that they use these opportunities, 70 % of the instructors state that they do not use these opportunities.

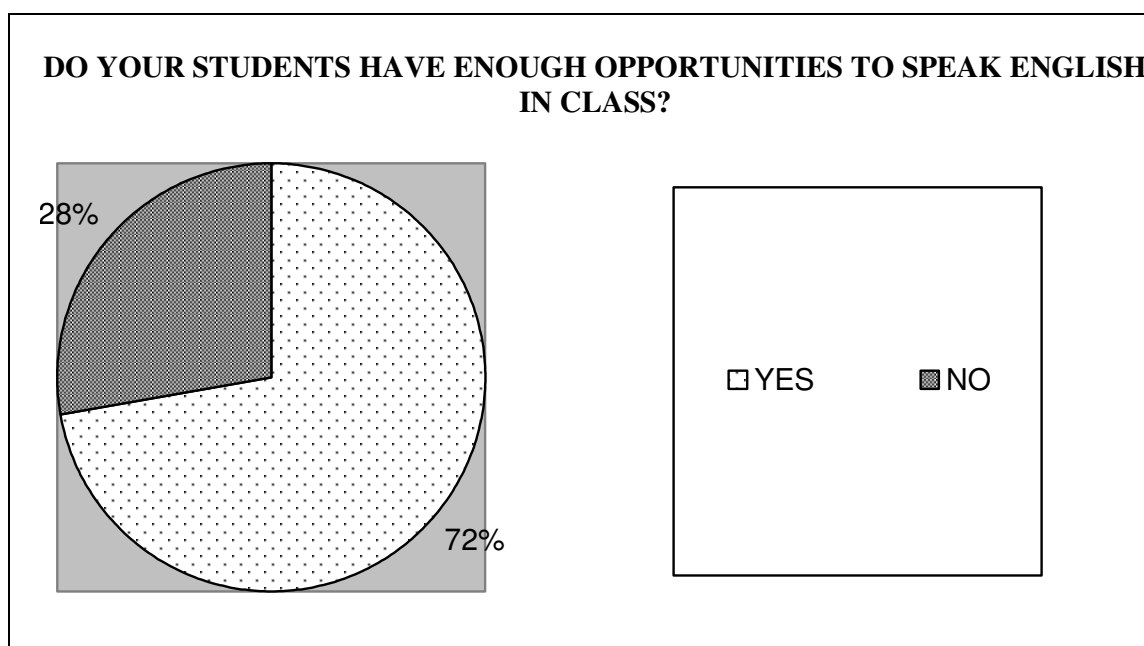


Chart 15.

The following chart surely explains why most of the students do not use the opportunities to speak in English in the class. According to the seventh item when the instructors are asked whether their students are able to speak English well, 65% of the instructors answered as “none of them”. Only 5% of the instructors answered as “most of them”. It shows that students are not willing to speak in English in the classroom because of they are not able to speak English well.

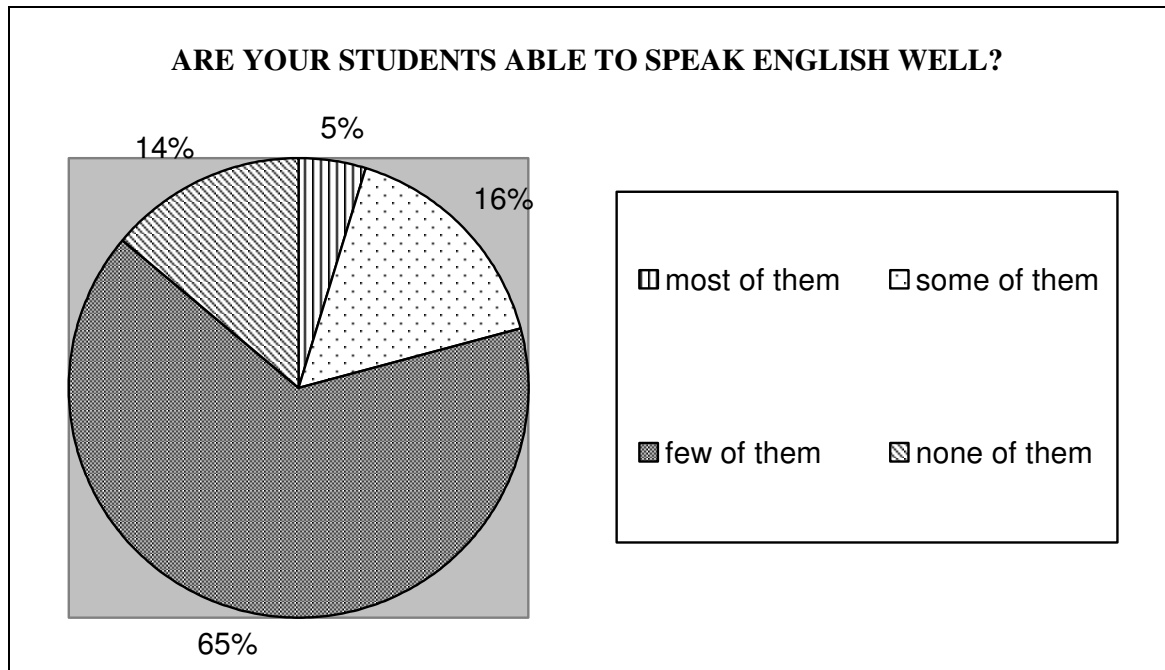


Chart 16.

In the next question, to understand the reason why students are not willing to use their oral English abilities, the instructors are asked which difficulties their students have while speaking in English. According to the results, most of students have difficulties in speaking fluently and grammatically.

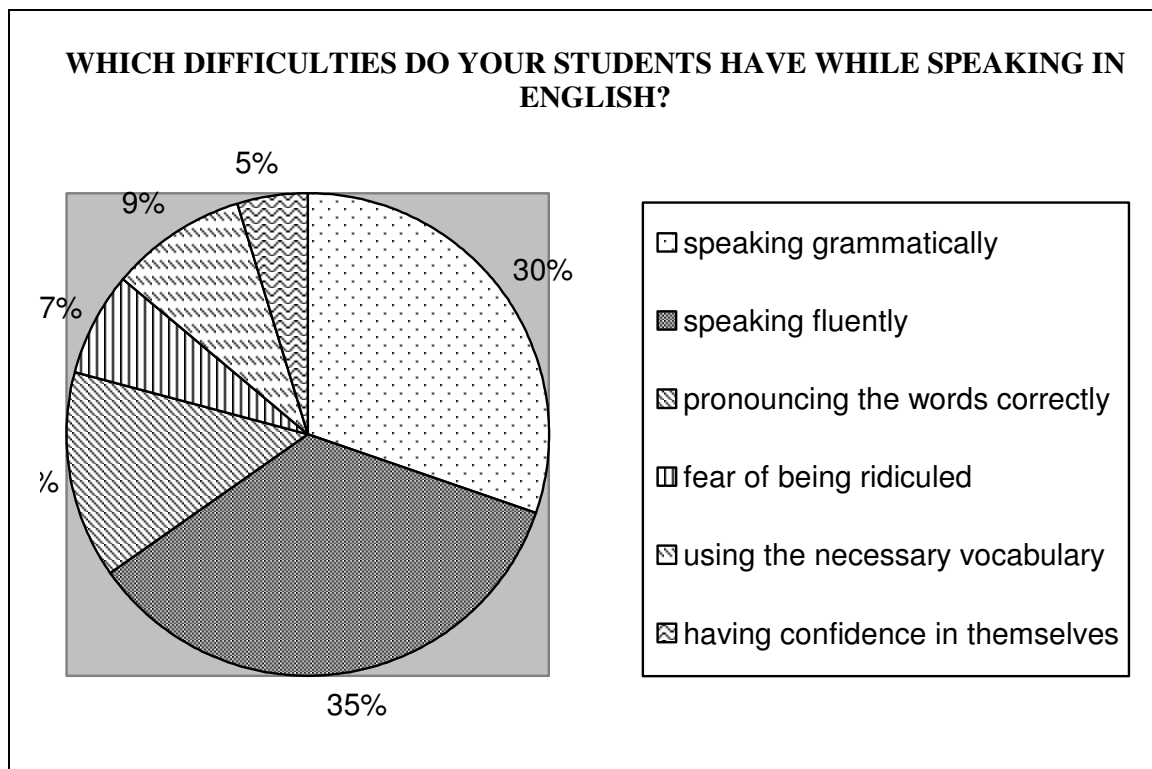


Chart 17.

Students are unwilling to use English in the classroom because they have difficulties to speak fluently and grammatically correct. In the following chart there is a similar question to understand the kind of mistakes their students do. Most of them agree on this point that their students do grammatical and pronunciation mistakes and that is the reason why they do not use the opportunities to use English in the classroom and that can not speak fluently and grammatically. We can easily understand that that's why they are unwilling to use oral communicative skills in the class.

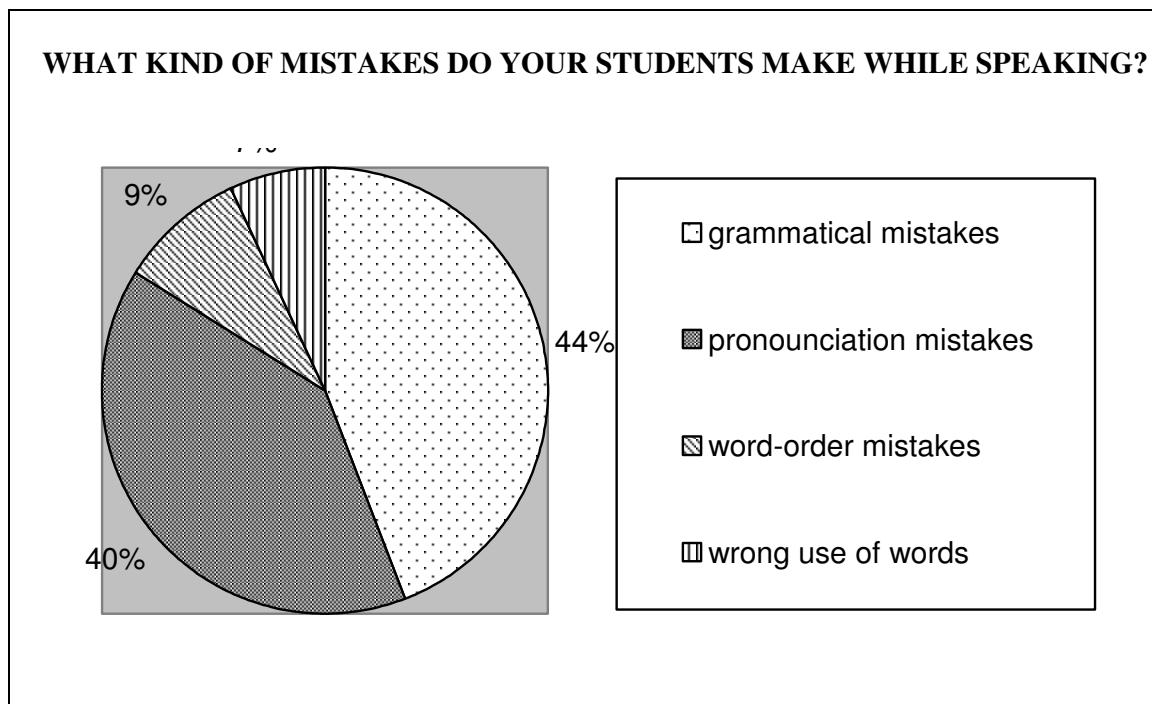


Chart 18.

Another important point is that the instructors correct their mistakes. When the question whether they correct students' mistakes or not, 77 % of the instructors answered as "yes" and the rest of them (23%) answered as "no". At this point, another problem can be seen that, students are afraid of using English in the class because of fear of making mistakes.

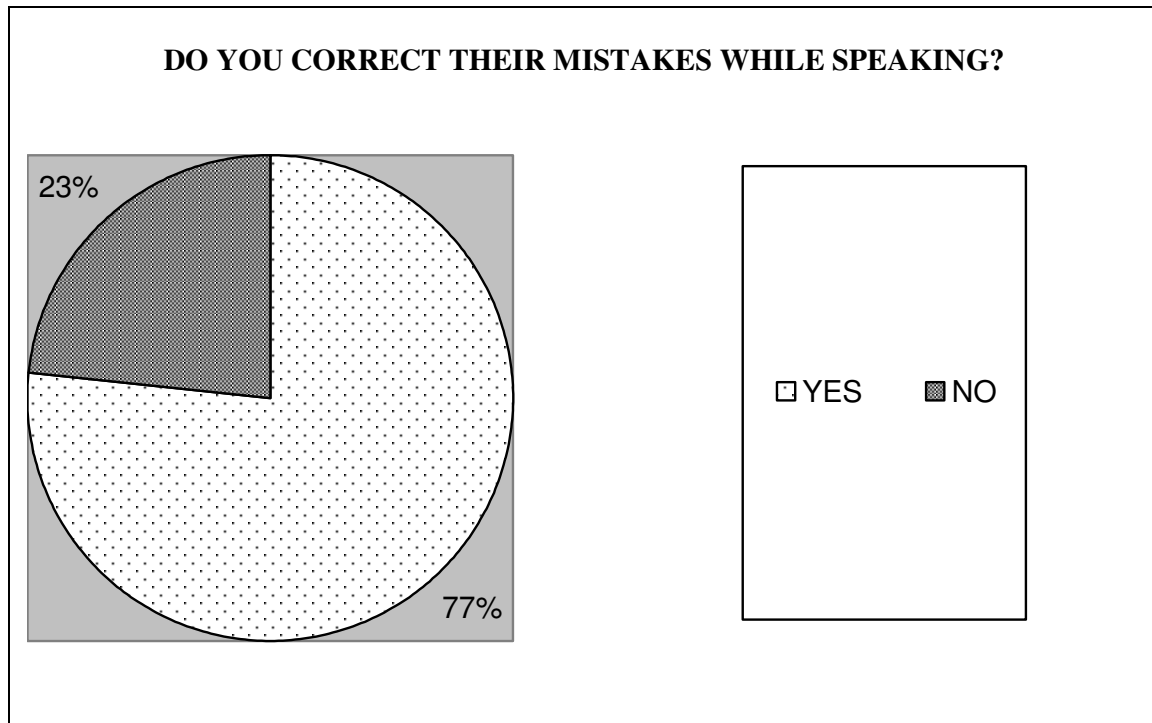


Chart 19.

Afterward, 77 % of the instructors are asked what kind of mistakes they correct. Most of them answered that they correct especially grammatical mistakes and then pronunciation mistakes. If they do not correct the mistakes of students it can be seen that the students will be willing to speak in English because they will not think that they will do any mistakes and it will be surely more motivating for them.

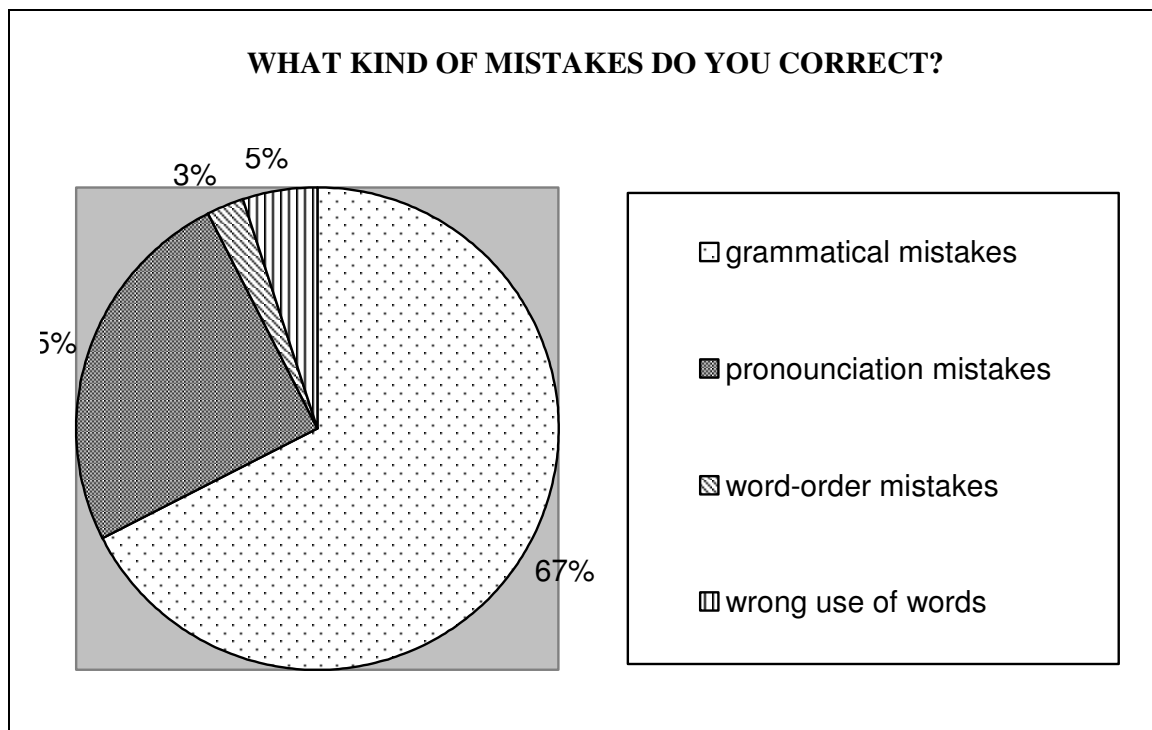


Chart 20.

In the next question the instructors are asked whether they do different speaking activities in class. As the following chart demonstrates, 95 % of the instructors answered this question as “yes”, only 5 % of the instructors answered it as “no”. When the instructors who do not do different speaking activities in class are asked the reason, all of them answered that they have little or no time.

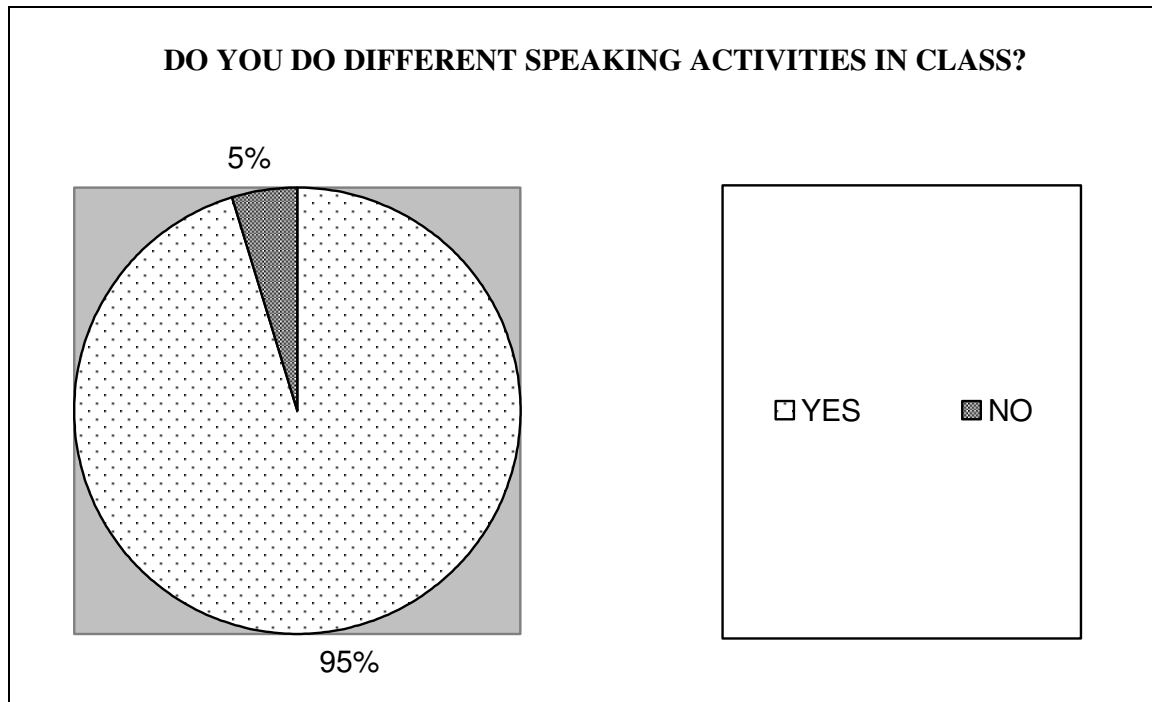


Chart 21.

The instructors' choice of speaking activities is demonstrated in the following chart. Though asking and answering questions cannot be regarded as an exact speaking activity, it involves interaction between students and teachers. Giving presentations and having conversation are other speaking activities which are given emphasis in class. Games, role playing, songs and videos, problem solving, discussion are also among their preferences.

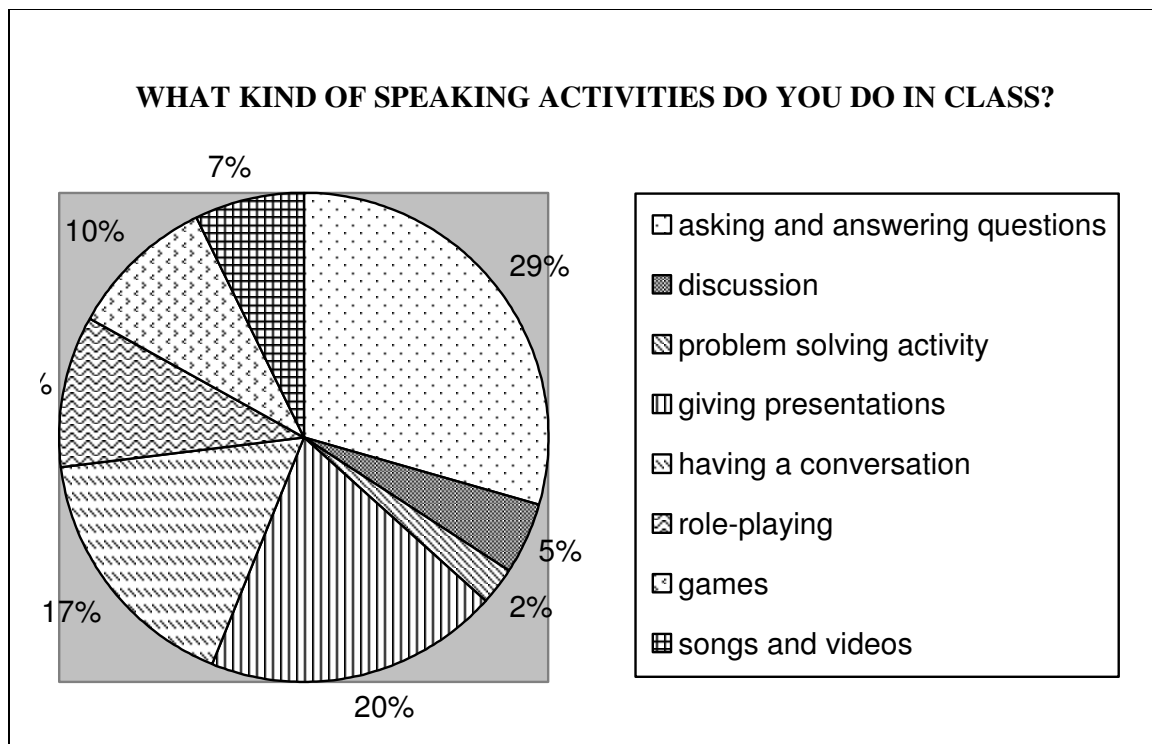


Chart 22.

What should be assessed in a speaking class according to the instructors is presented with the chart below. In fact all of the below should be assessed in a speaking class; however, the weight given to each criteria may change according to the aim. Fluency is the most favoured criteria among the others. In the second phase, accuracy and grammar are seen and then pronunciation should be assessed in the third order according to the instructors. According to these results if fluency is the first component to be assessed, we should see the importance of speaking abilities of students without giving emphasis on their grammatical or pronunciation mistakes while they are speaking.

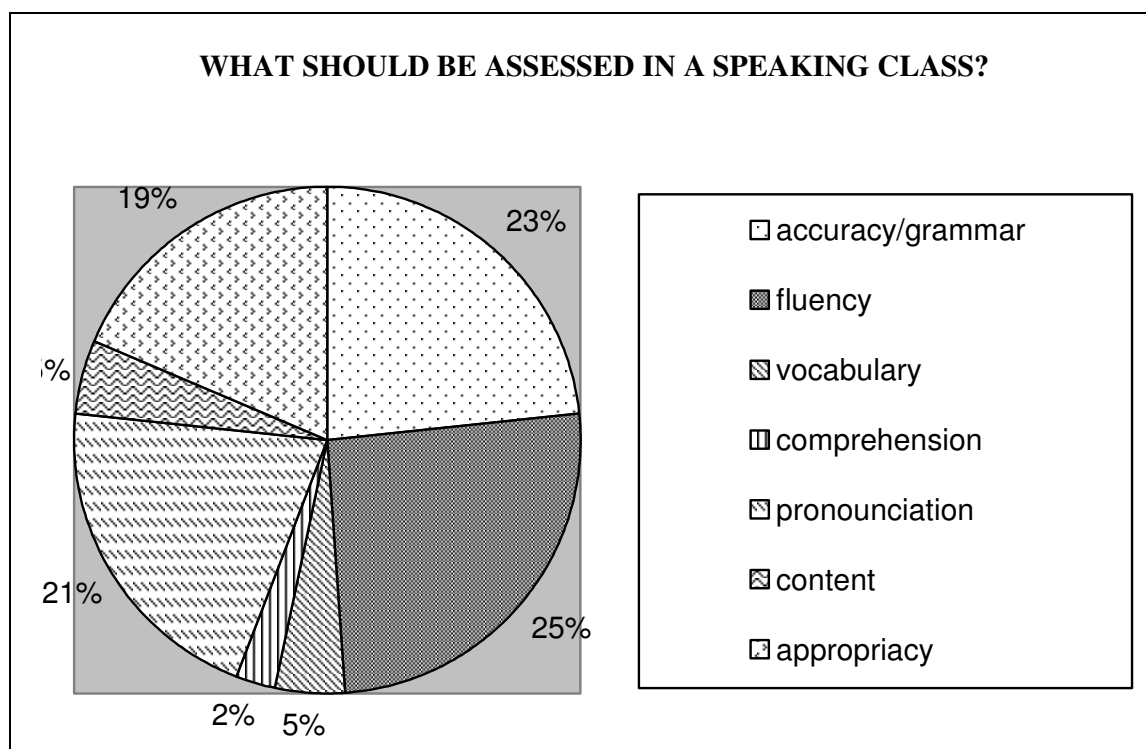


Chart 23.

4.6. Beliefs about Language Learning Scale Administered to the Students and Instructors

4.6.1. Subjects

138 students and 43 instructors participated in this study.

4.6.2. Data Collection Procedure

After they have finished the questionnaire administered to get information about speaking classes, both students and instructors filled BALLS.

4.6.3. Questionnaire

The questionnaire aims to gather data on what students and instructors think about the speaking classes and/or their students' communicative skills. There are 20 statements in the questionnaire. The statements in the questionnaire are about how they feel while speaking in English, how well the students speak English, what they think and believe about the speaking classes and students' communicative skills in the classroom. The questionnaire is provided in Appendix 1 and 2.

4.6.4. Data Analysis of the Questionnaire

Data analysis is a descriptive one. This questionnaire is devised to collect data about attitudes and beliefs of the students towards speaking classes. The scale used in this questionnaire is the Likert Scale which is an Attitude Scale. Individuals respond to a series of statements as 'Strongly Agree' (SA), 'Agree' (A), 'Neutral' (N), and 'Disagree' (D), 'Strongly Disagree' (SD). 'Strongly agree' shows 5 points, 'Agree' is 4 points, 'Neutral' is 3 points, 'Disagree' is 2 points and 'Strongly Agree' is 1 point to enter and analyze the data in the computer. The data is entered in SPSS. A sample of Likert Scale used in this questionnaire is provided below.

I like speaking in English.				
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

The table below is formulated according to Ünsal, 2001. The frequency and the mean of each statement were calculated by SPSS programme. Afterwards the mean of each statement is characterized as given below. Afterwards, the mean of each statement is characterized as given below. If the overall mean of a statement is 3.50, it means that most of the students agree on that statement. If the mean is 1.75, it shows that the students strongly disagree with that statement.

Table 12. Mean

1.00 – 1.80	Strongly Disagree
1.81 – 2.60	Disagree
2.61 – 3.40	Neutral
3.41 – 4.20	Agree
4.21 – 5.00	Strongly Agree

4.6.5. Interpretation and Discussion of Beliefs about Language Learning Scale

Results - Students' Case

The frequency of the answers to the statements and the mean of each statement are indicated in the following table. (f = frequency, x = mean)

Table 13. The Frequency and the Mean of the Participants Answered to the Statements

STATEMENTS	<i>f</i>					<i>- x</i>
	SA	A	N	D	SD	
COMMUNICATIVE SKILLS						
1. I like speaking in English.	66	52	10	10	0	4.32
2. I generally speak in English well.	7	11	67	53	0	2.84
3. I feel confident when I am speaking in English.	12	22	42	55	7	2.47
4. I think speaking is the most difficult skill in learning English.	65	48	4	11	10	4.31
5. I feel relaxed when I am taking a spoken test.	4	12	20	47	55	1.69
6. I feel uneasy when I have to speak in English.	40	69	8	15	6	3.45
7. I feel more worried in speaking tests than in written tests.	48	58	12	13	7	3.42
8. Speaking in English is not difficult as far as my teacher doesn't correct my all grammatical mistakes.	84	38	4	7	5	4.45
9. I feel relaxed because my teacher doesn't correct my all pronunciation mistakes.	82	30	17	5	4	4.42
10. I feel relaxed while I am answering questions about myself or introducing myself.	65	62	4	7	0	4.37
11. It is not difficult for me to express my ideas in a relaxed atmosphere.	64	60	37	7	0	4.32
12. I perform better than I expect while I am doing speaking activities with my partner.	52	67	9	8	2	4.08
13. The teachers guide and help me whenever I need.	42	48	33	14	1	3.82
14. I will practice my speaking skills more if speaking class is given more effectively.	63	65	9	0	1	3.74
15. I like working with a friend during speaking class such as role-playing, information gap activities because it provides self confidence.	59	48	21	8	2	4.27
16. It is useful to use real and interesting materials to improve my oral abilities in English.	57	59	13	9	0	3.70

17. I feel there is a lack of speaking activities which include my own department I will study.	51	42	27	15	3	4.27
18. It is useful to speak English when the topic is about one of my interest areas.	58	54	14	12	0	4.29
19. I feel there is a lack of speaking activities which should be done outside class.	74	53	10	1	0	4.42
20. I feel that I should study English harder.	66	69	3	0	0	3.47

It is found out that the students like speaking in English. Statement 3 and 6 are parallel situations which show the reactions of students to speaking in English in the classroom. They feel uneasy and do not feel confident when they have to speak in English. Statements 5 and 7 ask the same thing and the students disagree with the statements “I feel relaxed when I am taking a spoken test” and “I feel more worried in speaking tests than in written tests.” In a parallel way to these results, the students think that speaking is the most difficult skill to get or to improve and only 18% of the students think that they generally speak in English well (statement 2). What the students feel about error correction is asked in statements 8 and 9. Students feel relaxed when their teachers do not correct their pronunciation and grammar errors. English as a Lingua Franca is a new aspect for students and teachers to improve their communicative abilities without emphasizing their errors. The most important thing in this term is to understand or being understandable in a different language. That’s the reason why the result of this question is expected so. Not surprisingly, students feel relaxed while they are answering the questions about themselves and their ideas (statements 10 and 11). As long as pair- work activities are done in speaking classes and the teachers guide and help them whenever they need, students perform better speaking in English (statements 12 and 13). Among these pair-work activities students prefer role-play and information-gap activities because they provide self-confidence (statement 15). By the help of these speaking activities and using real and interesting materials speaking classes will be given more effectively and they will take more benefits than before (statements 14 and 16) because they think that there is lack of speaking activities which include their own departments and interest areas (statements 17 and 18). Besides, these activities are limited to basic subjects however they need to learn English in a content-based structure

because of their different departments they will study after preparatory school (statement 19). At this point, especially the emphasis is given to English as a Lingua Franca term, because in this term students are not limited to grammar rules and pronunciation procedure but their abilities is tried to expand to their own departments, interest and objectives for the future. In the last statement, all of the students agree on studying English harder to speak and use it.

4.6.6. Interpretation and Discussion of Beliefs about Language Learning

Scale Results - Academic Staff's Case

The frequency of the answers to the statements and the mean of each statement are indicated in the following table. (f = frequency, x = mean)

Table 14. Frequency and the Mean of the Participants Answered to the Statements

STATEMENTS	f					$\bar{x}$
	SA	A	N	D	SD	
COMMUNICATIVE SKILLS						
1. My students like speaking in English.	0	1	13	17	12	2.61
2. They generally speak in English well.	2	3	7	27	4	2.71
3. They feel confident when they are speaking in English.	0	3	8	23	9	2.67
4. I think speaking is the most difficult skill in teaching English.	20	14	5	2	2	4.27
5. My students feel relaxed when they are taking a spoken test.	0	1	2	21	19	2.60
6. They feel uneasy when they have to speak in English.	20	18	3	2	0	4.31
7. They feel more worried in speaking tests than in written tests.	19	21	3	1	0	3.49

8. Speaking in English is not difficult as far as I don't correct their all grammatical mistakes.	27	13	2	1	0	4.41
9. They feel relaxed because I don't correct their all pronunciation mistakes.	25	16	1	1	0	3.47
10. They feel relaxed while they are answering questions about themselves or introducing myself.	20	20	2	1	0	4.21
11. It is not difficult for them to express their ideas in a relaxed atmosphere.	21	20	2	0	0	4.24
12. They perform better than they expect while they are doing speaking activities with their partner.	17	16	6	4	0	4.27
13. I guide and help them whenever they need.	24	16	3	0	0	4.32
14. They will practice their speaking skills more if speaking class is given more effectively.	0	3	9	21	10	1.89
15. They like working with a friend during speaking class such as role-playing, information gap activities because it provides self confidence.	23	17	3	0	0	4.32
16. It is useful to use real and interesting materials to improve their oral abilities in English.	17	22	4	0	0	4.17
17. I feel there is a lack of speaking activities which include their own department they will study.	0	15	8	20	0	2.47
18. It is useful to speak English when the topic is about one of their interest areas.	25	17	1	0	0	4.31
19. I feel there is a lack of speaking activities which should be done outside class.	12	15	4	12	0	3.60
20. I feel that they should study English harder.	37	6	0	0	0	4.47

According to the instructors, students do not like speaking in English and they don't generally speak in English well. There are some reasons why students do not like speaking in English. First of all, they do not feel confident and relaxed when they are taking a spoken test or speaking in English, besides; they feel uneasy when they have to speak in English (statements 3, 5, 6 and 7). In the 4th statement, the most difficult skill while teaching English is speaking according to the results. At the time of interview, the instructors who stated as neutral to the statement "I think speaking is the most difficult skill in teaching English" were asked the reason of their answers and it was found out that speaking is not a skill to teach but it is an ability to get inductively (statement 4). The questions about error correction show the results of that as far as instructors don't correct students' grammatical or pronunciation errors, students feel more relaxed and confident (statement 8 and 9). In a parallel way, the reason for previous statement "students don't like speaking in English" may be explained with instructors' positive response to the statements "they feel confident while they are answering questions about themselves or introducing themselves in a relaxed atmosphere" (statements 10 and 11) and also "they perform better than they expect while they are doing speaking activities with their partners" (statement 12). All of the instructors agree on helping and guiding them whenever they need (statement 13). According to the results of the instructors' answers to the statement 14, whether speaking classes are given more effectively or not they will not practice their speaking skills. There may be the reason for giving this answer that the instructors think that their speaking classes are given effectively enough for students however no matter how it is given effectively the reaction to the speaking classes would be the same. The importance of pair-work activities such as role-playing, information-gap or using authentic and interesting materials to improve their oral abilities is given in the statements 15 and 16. Instructors believe that if the materials and pair-work activities are interesting enough for students and these materials and activities include students' interest areas and their own departments they will study after preparatory school, students will perform better in speaking classes. At this point, the importance of English as Specific Purposes (ESP) and English as a Lingua Franca (ELF) terms are emphasized for university students (statements 17 and 18). Also, the instructors believe that there is a lack of speaking activities which should be done outside class, that's the reason it is impossible to create a real world to improve students' oral-communicative abilities. Finally, they all believe and agree that the students should study English harder and harder.

4.6.7. The Relationship between Students' and Academic Staff's

Questionnaire Case

Only items 1, 13, 14, 17, 18, 20 showed significant difference ($p > 0,05$) between students and teachers. Only these items will be analyzed and interpreted in this part.

Table 15. The Relationship between the Students' and Academic Staffs' Questionnaire Case

* 1		ACADEMIC PER	TRAINEE PER
VALID	Strongly Agree	-	47,8
	Agree	2,3	37,6
	Neutral	30,2	7,2
	Disagree	39,5	7,2
	Strongly Disagree	27,9	-
	Total	100,0	100,0
2		ACADEMIC PER	TRAINEE PER
VALID	Strongly Agree	4,6	5,0
	Agree	6,9	7,9
	Neutral	16,2	48,5
	Disagree	62,8	38,4
	Strongly Disagree	9,3	-
	Total	100,0	100,0
3		ACADEMIC PER	TRAINEE PER
VALID	Strongly Agree	-	8,6
	Agree	6,9	15,9
	Neutral	18,6	30,4
	Disagree	53,5	39,8
	Strongly Disagree	21,0	5,0
	Total	100,0	100,0
4		ACADEMIC PER	TRAINEE PER
VALID	Strongly Agree	46,5	47,1
	Agree	32,5	34,7
	Neutral	11,6	2,8
	Disagree	4,6	7,9
	Strongly Disagree	4,6	7,2
	Total	100,0	100,0

5		ACADEMIC PER	TRAINEE PER
VALID	Strongly Agree	-	2,8
	Agree	2,3	8,6
	Neutral	4,6	14,4
	Disagree	48,8	34,0
	Strongly Disagree	44,2	39,8
	Total	100,0	100,0
6		ACADEMIC PER	TRAINEE PER
VALID	Strongly Agree	46,5	28,9
	Agree	41,9	50,0
	Neutral	6,9	5,7
	Disagree	4,6	10,8
	Strongly Disagree	-	4,3
	Total	100,0	100,0
7		ACADEMIC PER	TRAINEE PER
VALID	Strongly Agree	44,2	34,7
	Agree	48,8	42,0
	Neutral	6,9	8,6
	Disagree	2,3	9,4
	Strongly Disagree	-	5,0
	Total	100,0	100,0
8		ACADEMIC PER	TRAINEE PER
VALID	Strongly Agree	62,8	60,8
	Agree	30,2	27,5
	Neutral	4,6	2,8
	Disagree	2,3	5,0
	Strongly Disagree	-	3,6
	Total	100,0	100,0
9		ACADEMIC PER	TRAINEE PER
VALID	Strongly Agree	58,1	59,4
	Agree	37,2	21,7
	Neutral	2,3	12,3
	Disagree	2,3	3,6
	Strongly Disagree	-	2,8
	Total	100,0	100,0
10		ACADEMIC PER	TRAINEE PER
VALID	Strongly Agree	46,5	47,1
	Agree	46,5	44,9
	Neutral	4,6	2,8
	Disagree	2,3	5,0
	Strongly Disagree	-	-
	Total	100,0	100,0

11		ACADEMIC PER	TRAINEE PER
VALID	Strongly Agree	48,8	46,3
	Agree	46,5	43,4
	Neutral	4,6	5,0
	Disagree	-	5,0
	Strongly Disagree	-	-
	Total	100,0	100,0
12		ACADEMIC PER	TRAINEE PER
VALID	Strongly Agree	39,5	37,6
	Agree	37,2	48,5
	Neutral	13,9	6,5
	Disagree	9,3	5,7
	Strongly Disagree	-	1,4
	Total	100,0	100,0
* 13		ACADEMIC PER	TRAINEE PER
VALID	Strongly Agree	55,8	30,4
	Agree	37,2	34,7
	Neutral	6,9	23,9
	Disagree	-	10,1
	Strongly Disagree	-	0,7
	Total	100,0	100,0
* 14		ACADEMIC PER	TRAINEE PER
VALID	Strongly Agree	-	45,6
	Agree	6,9	47,1
	Neutral	21,0	6,5
	Disagree	48,8	-
	Strongly Disagree	23,2	0,7
	Total	100,0	100,0
15		ACADEMIC PER	TRAINEE PER
VALID	Strongly Agree	53,5	42,7
	Agree	39,5	34,7
	Neutral	6,9	15,2
	Disagree	-	5,7
	Strongly Disagree	-	1,4
	Total	100,0	100,0
16		ACADEMIC PER	TRAINEE PER
VALID	Strongly Agree	39,5	41,3
	Agree	51,2	42,7
	Neutral	9,3	9,4
	Disagree	-	6,5
	Strongly Disagree	-	-
	Total	100,0	100,0
* 17		ACADEMIC PER	TRAINEE PER

VALID	Strongly Agree	46,5	36,9
	Agree	53,5	30,4
	Neutral	-	19,5
	Disagree	-	10,8
	Strongly Disagree	-	2,1
	Total	100,0	100,0
* 18		ACADEMIC PER	TRAINEE PER
VALID	Strongly Agree	58,1	42,0
	Agree	39,5	39,1
	Neutral	2,3	10,1
	Disagree	-	8,6
	Strongly Disagree	-	-
	Total	100,0	100,0
19		ACADEMIC PER	TRAINEE PER
VALID	Strongly Agree	27,9	53,6
	Agree	34,9	38,4
	Neutral	9,3	7,2
	Disagree	27,9	0,7
	Strongly Disagree	-	-
	Total	100,0	100,0
* 20		ACADEMIC PER	TRAINEE PER
VALID	Strongly Agree	86,0	47,8
	Agree	13,9	50,0
	Neutral	-	2,1
	Disagree	-	-
	Strongly Disagree	-	-
	Total	100,0	100,0

Statement 1:

“I like speaking in English”

“My students like speaking in English”

For the first item, it is found out that students like speaking in English however; when the same statement is given to the instructors they think that students do not like speaking in English. From this statement it is easy to get the idea that students like speaking in English but they have some difficulties in English; that’s why they are afraid of using it in the classroom. According to the instructors, students do not speak in English because they do not like speaking in English.

Statement 13:

“The teachers guide and help me whenever I need.”

“I guide and help them whenever they need.”

In the 13th item, all of the students agree or neutral about the item “the teachers guide and help them whenever they need”. In this concept they think that the instructors help them when they make an error in English or they have difficulties in speaking in English. That’s why all of them are pleased with the guidance and model of their instructors. The same item’s result for the instructors shows that nearly %34 percent of the instructors answered as ‘disagree or neutral’. They think that they cannot guide and help them whenever they need. When the reason of this item is asked, it is obvious that instructors are complaining about the unmotivated atmosphere and the crowded classes of their university prep classes.

Statement 14:

“I will practice my speaking skills more if speaking class is given more effectively.”

“They will practice their speaking skills more if speaking class is given more effectively.”

For the 14th item, there is a considerable difference between the results of students and instructors. Students think that speaking class is not given effectively because of the syllabus or the lack of teacher’s effectiveness. However, the instructors think that speaking classes are effective enough for the students.

Statement 17:

“I feel there is a lack of speaking activities which include my own department I will study.”

“I feel there is a lack of speaking activities which include their own department they will study.”

In the 17th item which considers a difference between the results of two questionnaires, it is found out that all of the students feel there is a lack of speaking activities which include their own departments they will study. They either “strongly agree or agree” for this statement. The reason is obvious that the students would like to learn English in content based structure because they are from different departments. On the other hand, nearly %31 percent of the instructors feel that there is not a lack of speaking activities including their own departments they will study.

Statement 18:

“It is useful to speak English when the topic is about one of my interest areas.”

“It is useful to speak English when the topic is about one of their interest areas.”

The result of 18th item is similar to the result of 17th item. Nearly all of the students think that it would be useful to speak in English when the topic is about one of their interest areas. However some instructors (nearly %20 of the instructors) think that it is not useful to speak in English when the topic is about one of students’ interest areas

because whether the topic is about their interest areas or not, they are unwilling to speak in English.

Statement 20:

“I feel that I should study English harder.”

“I feel that they should study English harder.”

The last item is given to show the similarity between the results of both questionnaires given to the students and the instructors. All of the students and the instructors think that studying English is surely necessary for students.

CONCLUSION AND SUGGESTIONS

5.0 Introduction

This chapter consists of four parts. The first part provides the review of this study, in the second part, the interpretation of the results of the questionnaires for the instructors and the students are compared and contrasted. The third part introduces the summary of the study and the last part deals with the suggestions for class along with what can be done in further research.

5.1 Review of the Study

This thesis aims to explore recent research into English as a Lingua Franca focusing on its implications for English as a foreign language and English Language Teaching. This study, then, follows an overview of relevant developments of students' oral communicative abilities in speaking classes at university preparatory schools.

In the twentieth century, English as a global language is used all over the world as a communication language. However, the question "which English is used in non-native countries" arises and the answer is investigated when we look at the programmes of university preparatory classes. English is taught as a second language; however there is a slight similarity between them.

According to the findings of this thesis, students at preparatory classes take this course only for one year and then they go on their own departments such as, engineering, international relations, physics, biology or chemistry. They all learn English only to use it in their own lives and departments. That's why, how much importance is given to the grammar, accuracy, or pronunciation at these classes is investigated in this study. In the light of findings of this research, grammar is less important than speaking or fluency. Students have enough background information to

use English. They have difficulties in using English in their daily lives and speaking fluently. If instructors give less importance to the grammar but more importance to speaking skills and activities, students will get more benefits than before.

5.2 Assessment of the Study

The sample of this study consisted of universities preparatory school students, the findings have validity only for the participants in the sample of this study, in 2008-2009 academic years. A sample group of 138 (58 male, 80 female) participants were chosen and they were applied three different instruments, namely; a test consisting of twenty sentences grammatically wrong, a questionnaire investigating the current speaking classes and Likert scale type attitude questionnaire searching their attitudes and behaviours towards speaking classes. After the administration of these instruments, the results were processed in SPSS 17 statistics programme; the necessary data were analyzed and interpreted.

Academic staff group consisting of 43 participants was not applied test since these data are out of scope of the study. The second and third part of the questionnaires was applied to the academic staff group. The questions in these questionnaires of academic staffs' are similar to the students' questionnaires to get a reliable result at the end of the study. The results of these data are also given in some tables and charts.

Both groups were also in accord with the idea that the key issue to make students speak fluently is not based on grammar teaching or pronunciation. If they are given a relaxed atmosphere and their mistakes are ignored students can speak in English fluently without giving emphasis on grammar. At this point, the importance of the new term "English as a Lingua Franca" is given. According to the results of the test, students can understand easily each other without some grammatical points such as; am-is-are, gerund-infinitive, present perfect continuous, or if clauses etc... The important thing is not to speak grammatically but to understand each other.

5.3 Summary of the Study

As stated before, two different types of questionnaires, except from the test, are used in this study. The results of the first questionnaire illustrate that the most important skill for the students and the instructors is speaking. Consistently, other skills such as; grammar, reading, writing and vocabulary are given priority in class by the instructors even though the students want their teachers to give more importance to speaking. It is clear from the results that the students have not the opportunity to speak in English, while instructors state that they have the opportunity however they do not use this, which indicates that the students avoid speaking English in class because they cannot speak English fluently. Their teachers also state that the students do not have confidence in themselves.

In the light of the results, students surely want to learn English for a good job and to go abroad. After their education, they likely want to get a degree on Master or Philosophy. They surely would like to use English as a Lingua Franca in whichever country they are. It is known that usually the accent of the person impedes communication and that most of the time they understand what the other person is saying. The students also state that they use English to talk to foreigners who are possibly exchange students or visitors from different countries and to communicate with people by email. At this point, they can have a good conversation by face to face or email via English as a Lingua Franca.

Both the instructors and the students agree on that speaking activities are done in class. However, the most favoured speaking activities are asking and answering questions and having a conversation. The reason is likely to be that the less favoured activities such as; discussion, role-playing, problem solving activities require more preparation and organization of the class during the activity.

22% of the students state in other question that speaking activities can be prepared in line with their departments. They think that English is for specific purposes and

English as a Lingua Franca are related terms and if English is taught according to their interests and departments they will get more benefits from these classes.

Moreover, the majority of the students express that they will not be able to speak English well or fluently as far as their teachers correct their all grammatical mistakes. That is the reason why students are unwilling to speak in English because they state that they have some difficulties in speaking fluently and grammatically.

In the second questionnaire which is attitude questionnaire applied to the students is in the parallel way to the academic staff's questionnaire. According to this questionnaire the majority of student like speaking in English however they do not feel confident while they are speaking. When we look at the results of another item, it can be seen that they feel relaxed if their teachers don't correct their all grammatical or pronunciation mistakes. Most of them also like working with a friend during speaking activities because it provides self confidence. If the topics in speaking classes are related with their own departments or interests they believe that it will be useful to learn English for them. In the last question, nearly all of the students feel that they should study harder and the instructors also completely agree with this result.

Finally, both the students and the instructors state that they need to do more speaking in class without emphasis on grammar or pronunciation and it should be integrated in the assessment system at prep school. It is obvious that they all have positive attitudes towards English as a Lingua Franca.

5.4 Pedagogic Implications and Recommendation for Further Research

In this study, the questions stated in part 1.4 are answered. This thesis aimed to investigate how effective English speaking classes and the role of English as a Lingua Franca term in it. The attitudes of the instructors and the students towards the speaking classes turn out to be positive according to the analysis of the questionnaires. That speaking is not attached enough weight at prep class is proved by this study. This study demonstrates the lack of emphasis on speaking skills and instead of it more emphasis on grammar is proved.

Firstly, the syllabus of the prep school could be revised in line with the needs' and departments' of the students. Need analysis should be done and objectives of it can be identified. The aims of speaking classes at prep schools have to be determined. In accordance with the objectives and aims, the materials should be selected according to the students' needs.

Second, teacher training courses and seminars should be given at prep schools. Error correction area can be identified by experts to the instructors. More emphasizing should be given to the importance of relaxed atmosphere in speaking classes. When it is needed, students should be allowed to use their mother tongue while they are speaking. The instructors should not correct all grammatical or pronunciation mistakes of students as far as their sentences are clear enough to understand. What is more, the students will have confidence in themselves and not avoid speaking English. To sum up, the students will be able to speak English after they leave preparatory school and they will feel component in English and they will use English communicatively when necessary.

Finally, most of the time, speaking is neglected by instructors. They think that grammar is more important than speaking to make students active in communication. However, when we look at the results of the study, it is clear that speaking classes, materials and tests should be given more emphasis. It requires much more effort, time and money and expertise than the other skills do. However, if the ready ones are adapted, simplified and revised according to the needs speaking classes can be focused on, as well.

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APPENDIX 1**QUESTIONNAIRE AND TEST OF ENGLISH AS A LINGUA FRANCA
2008-2009**

Please read the following instructions carefully.

This questionnaire has been designed in order to determine the role of English as a lingua franca and teaching it in the basis of improving speaking fluency in communication. The major interest is speaking skills and fluency of students at University Preparatory Schools. The aim of this test is to assess communicative skills in speaking classes, to observe the tendency of speaking without emphasis on grammar or pronunciation.

This test consists of three main parts. **In Part A**, a grammar test is given to see whether grammatical errors affect your understanding of the main idea or not. **Part B** is prepared to see general idea about speaking classes, and finally **Part C** desires the responds to the statements to observe what you think and feel about speaking classes.

Please read each item in the questionnaire carefully and make the appropriate choice for you since all your answers will affect the findings of the study. The duration for this test is 30 minutes. **You are not supposed to write your names** on the questionnaire. Your answers will be kept confidential.

Thank you for your contribution.

Instructor Fatma DEMİRAY

1. Age:

2. Gender: 1 ___ Male

2 ___ Female

3. The type of high school you graduated from

___ Anatolian High School

___ Super Lycee

___ Private College

___ Science School

___ State High School

___ Other ___

4. Have you ever been to the country where English is spoken as a native language?

___ Yes ___ No

If yes, how long?

5. Have you ever been to the country where English is spoken as a non-native language?

___ Yes ___ No

If yes, how long?

PART A**Directions**

Please read through the given list of sentences. Indicate the responses to these by using one of the following signs in the margin.

(+) = This sentence is acceptable. (-) = This sentence is not acceptable. (?) = I am doubtful.

SENTENCES	Response Distribution		
	+	-	?
1. The dress very beautiful.			
2. She don't teach English, right? - No, she teach English.			
3. You are a accountant in this bank, isn't it?			
4. She is living in Turkey for three months.			
5. The skirt is too small that I can't wear.			
6. I don't understand what do you mean?			
7. I know the man which was arrested by the police.			
8. Write in English is very difficult for me.			
9. You are going to where?			
10. I advised her send email at home.			
11. It is unpolite to interrupt presenters when they are talking.			
12. You like it? -Yes, I like.			
13. You should to stay here until he come.			
14. Can you give me some advices about my project?			
15. We have a little chairs in the classroom.			
16. Because I am ill, so I can't go to school.			
17. They can finish the homework by theirselves.			

18. Don't think you are intelligent than any of us.			
19. The letters typed by the secretary yesterday.			
20. What time is it? - It is five after eight.			

PART B

Directions

Please read each item in the questionnaire carefully and make an appropriate choice for you.

Please, be assured that your responses certainly will not be graded and your identity will be kept confidential.

1. Is this your first English course?

___Yes

___No

2. If your answer is 'No' to the question 1, where did you learn English?

1 At school (Name of the school: _____)

2 In a language course (Name of the course: _____)

3 In a foreign country (Name of the country: _____)

4 From my parents

5 Other (_____)

3. Why do you want to learn English? Number them from 1 (the most important) to 11 (the least important).

1 ___to study

7 ___to be successful in the exams

2 ___to get a good job
field

8 ___to read the related books or articles in my

3 ___to go abroad

9 ___to meet people from other countries

4 ___because it is obligatory

10 ___for further education (M.A., Ph.D.)

5 ___to translate

11 ___to improve myself

6 ___to understand songs/films

12 ___Other(_____)

4. In which of the following circumstances in your life do you use English? You can mark more than one choice.

1 ___to communicate with people around the world by e-mail

2 ___to communicate with people around the world by telephone

3 ___to communicate with people around the world by letter

4 ___to do research on the internet

5 ___to talk to English speaking visitors who visit Turkey

6 ___to translate papers Turkish to English or English to Turkish

7 ___other (_____)

5. Which of the following skills and language components do you think are the most important? Number them from 1 (the most important) to 6 (the least important).

- | | |
|-----------------|------------------|
| 1 ___ Reading | 4 ___ Speaking |
| 2 ___ Writing | 5 ___ Grammar |
| 3 ___ Listening | 6 ___ Vocabulary |

6. Which one do you like more in your English class? Number them from 1 (the most important) to 6 (the least important).

- | | |
|-----------------|------------------|
| 1 ___ Reading | 4 ___ Speaking |
| 2 ___ Writing | 5 ___ Grammar |
| 3 ___ Listening | 6 ___ Vocabulary |

7. Do you have enough opportunities to speak in English in classroom?

- 1 ___ Yes ___ and I use this opportunity. ___ but I don't use this opportunity.
2 ___ No

8. What kind of speaking activities do your teachers do in class?

- | | |
|--------------------------------------|-----------------------------|
| 1 ___ Asking and answering questions | 5 ___ Having a conversation |
| 2 ___ Discussion | 6 ___ Role-playing |
| 3 ___ Problem-solving activity | 7 ___ Games |
| 4 ___ Giving presentations | 8 ___ Other (_____) |

9. What kind of speaking activities do you find most useful? You can mark more than one choice.

- | | |
|--------------------------------------|-----------------------------|
| 1 ___ Asking and answering questions | 5 ___ Having a conversation |
| 2 ___ Discussion | 6 ___ Role-playing |
| 3 ___ Problem-solving activity | 7 ___ Games |
| 4 ___ Giving presentations | 8 ___ Other (_____) |

10. What can your teachers do to make these speaking activities more motivating and interesting? You can mark more than one choice.

- 1 ___ They can be prepared according to our interests.
2 ___ They can be prepared in line with my own department.
3 ___ Pictures, songs or videos can be used.
4 ___ Students who speak (during the activities) in Turkish can be punished.
5 ___ They can make the students use their creativity.
6 ___ The students can involve in the decision process of the syllabus.
7 ___ The teachers can ignore grammatical errors of students' while they are speaking.
8 ___ Other (_____)

11. How well do you speak in English?

- | | |
|------------------------------|-----------------------------|
| 1 ___ With no difficulty | 3 ___ With some difficulty |
| 2 ___ With little difficulty | 4 ___ With great difficulty |

12. Which of the following difficulties do you have while speaking in English?

- | | |
|---------------------------------------|-----------------------------------|
| 1 ___ Speaking grammatically | 5 ___ Using the needed vocabulary |
| 2 ___ Speaking fluently | 6 ___ Having confidence in myself |
| 3 ___ Pronouncing the words correctly | 7 ___ Other (_____) |
| 4 ___ Fear for being ridiculed | |

13. Do your teachers correct your mistakes while speaking in English?

- | | |
|-----------|----------|
| 1 ___ Yes | 2 ___ No |
|-----------|----------|

14. If your answer is “Yes” to question 13, what kind of mistakes do your teachers correct?

- 1 ___ Grammatical mistakes
- 2 ___ Pronunciation mistakes
- 3 ___ Word-order mistakes
- 4 ___ Wrong use of words

15. Do you think you will be able to speak English well/fluently when you finish prep class?

- | | | |
|-----------|----------|---------------|
| 1 ___ Yes | 2 ___ No | 3 ___ No idea |
|-----------|----------|---------------|

16. Which of the following speaking skills do you think will be important in your own department? Number them from 1 (the most important) to 5 (the least important).

- 1 ___ Asking and answering questions in lectures
- 2 ___ Participating in classroom discussions
- 3 ___ Preparing and giving presentations
- 4 ___ Speaking to foreign instructors
- 5 ___ Speaking to foreign students
- 6 ___ Other (_____)

PART C

Directions

Read each statement on the following pages. Please respond to the statements **as what you think and feel about the speaking class you took**. Decide whether you **agree** or **disagree** with each statement. For example, if you **strongly agree**, mark on your answer sheet:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
(X)				

COMMUNICATIVE SKILLS	SA	A	N	D	SD
1. I like speaking in English.					
2. I generally speak in English well.					
3. I feel confident when I am speaking in English.					
4. I think speaking is the most difficult skill in learning English.					
5. I feel relaxed when I am taking a spoken test.					
6. I feel uneasy when I have to speak in English.					
7. I feel more worried in speaking tests than in written tests.					
8. Speaking in English is not difficult as far as my teacher doesn't correct my all grammatical mistakes.					
9. I feel relaxed because my teacher doesn't correct my all pronunciation mistakes.					
10. I feel relaxed while I am answering questions about myself or introducing myself.					
11. It is not difficult for me to express my ideas in a relaxed atmosphere.					
12. I perform better than I expect while I am doing speaking activities with my partner.					
13. The teachers guide and help me whenever I need.					
14. I will practice my speaking skills more if speaking class is given more effectively.					

15. I like working with a friend during speaking class such as role-playing, information gap activities because it provides self confidence.					
16. It is useful to use real and interesting materials to improve my oral abilities in English.					
17. I feel there is a lack of speaking activities which include my own department I will study.					
18. It is useful to speak English when the topic is about one of my interest areas.					
19. I feel there is a lack of speaking activities which should be done outside class.					
20. I feel that I should study English harder.					

PART D

Could you please give me some suggestions about the best ways to improve your oral communicative skills?

APPENDIX 2

QUESTIONNAIRE OF ENGLISH AS A LINGUA FRANCA 2008-2009

This questionnaire has been designed in order to determine the role of lingua franca English and teaching it in the basis of improving speaking fluency in communication. The major interest is the speaking skills and fluency of the students at University Preparatory Schools. The aim of this test is to observe your tendency through speaking classes without emphasis on grammar or pronunciation mistakes.

Part A consists of “15” indirect questions to understand your tendency through English as a lingua franca and your general ideas around it. **Part B** consists of 17 statments to observe your feeling about speaking classes you gave to assess your students’ speaking skills.

Thank you for your contribution.

Instructor: Fatma DEMİRAY

PART A

Dear Colleagues,

Please answer the questions carefully and frankly. You should bear in mind that the information in the questionnaires will be kept confidential.

1. Experience:

- | | |
|------------------|-------------------|
| 1 ___ 1-5 years | 3 ___ 11-15 years |
| 2 ___ 6-10 years | 4 ___ 16-20 years |

2. Which of the following teaching methods do you use most while teaching English? You can mark more than one choice.

- | | |
|---------------------------|-----------------------------------|
| 1 ___ Grammar-translation | 6 ___ Community Language Learning |
| 2 ___ Direct Method | 7 ___ Total Physical Response |
| 3 ___ Audiolingual Method | 8 ___ Communicative Approach |
| 4 ___ Silent Way | 9 ___ Eclectic |
| 5 ___ Suggestopedia | 10 ___ Other (_____) |

3. Which of the following skills and language components do you think are more important while teaching English? Number them from 1 (the most important) to 6 (the least important).

- | | | |
|---------------|-----------------|------------------|
| 1 ___ Reading | 3 ___ Listening | 5 ___ Grammar |
| 2 ___ Writing | 4 ___ Speaking | 6 ___ Vocabulary |

4. Which of the following skills and language components receive more emphasis in your classes? Number them from 1 (the most important) to 6 (the least important).

- 1 ___Reading 3 ___Listening 5 ___Grammar
2 ___Writing 4 ___Speaking 6 ___Vocabulary

5. Which of the following skills and language components do you think your students will need in their own department? Number them from 1 (the most important) to 6 (the least important).

- 1 ___Listening 3 ___Reading 5 ___Grammar
2 ___Speaking 4 ___Writing 6 ___Vocabulary

6. Do your students have enough opportunities to speak English in class?

- 1 ____Yes and 1 ____they use this opportunity 2 ____but they don't use this opportunity.
2 ____No

7. Are your students able to speak English well?

- 1 ___ Most of them 3 ___ Few of them
2 ___ Some of them 4 ___ None of them

8. Which of the following difficulties do your students have while speaking in English? You can mark more than one choice.

- 1 ___ Speaking grammatically 5 ___ Using the necessary vocabulary
2 ___ Speaking fluently 6 ___ Having confidence in themselves
3 ___ Pronouncing the words correctly 7 ___ Other (_____)
4 ___ Fear of being ridiculed

9. What kind of mistakes do your students make while speaking? You can mark more than one choice.

- 1 ___ Grammatical mistakes
- 2 ___ Pronunciation mistakes
- 3 ___ Word-order mistakes
- 4 ___ Wrong use of words

10. Do you correct their mistakes while speaking in English?

- 1 Yes 2 No

11. If your answer is Yes to the question 10, what kind of mistakes do you correct?

- 1 ___ Grammatical mistakes
- 2 ___ Pronunciation mistakes
- 3 ___ Word-order mistakes
- 4 ___ Wrong use of words

12. Do you do different speaking activities in class?

1 ___ Yes

2 ___ No

13. If your answer is 'Yes' to the question 12, what kind of speaking activities do you do in class? You can mark more than one choice.

1 ___ Asking and answering questions

6 ___ Role-playing

2 ___ Discussion

7 ___ Games

3 ___ Problem-solving activity

8 ___ Songs and Videos

4 ___ Giving presentations

9 Other (_____)

5 ___ Having a conversation

14. If your answer is 'No' to the question 12, why don't you do such activities in class? You can mark more than one choice.

1 ___ I have little/no time.

2 ___ The other skills are more important than speaking.

3 ___ Classroom management problems can occur during the activities.

4 ___ The coursebook we are using don't let us do such activities.

5 ___ Students don't like such activities.

6 ___ I have few/no materials.

7 ___ Speaking isn't tested. If it were tested, I would do.

8 ___ Students are unwilling to speak because they are afraid of making mistakes.

9 ___ Other (_____)

15. What do you think should be assessed in a speaking class?**You can mark more than one choice.**

1 ___ Accuracy/Grammar

5 ___ Pronunciation

2 ___ Fluency

6 ___ Content

3 ___ Vocabulary

7 ___ Appropriacy

4 ___ Comprehension

8 ___ Other (_____)

PART B**DIRECTIONS**

Read each statement on the following pages. Please respond to the statements **as what you think and feel about the speaking class you gave to assess your students' speaking skills**. Decide whether you **agree** or **disagree** with each statement. For example, if you **strongly agree**, mark on your answer sheet:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
(X)				

COMMUNICATIVE SKILLS	SA	A	N	D	SD
1. My students like speaking in English.					
2. They generally speak in English well.					
3. They feel confident when they are speaking in English.					
4. I think speaking is the most difficult skill in teaching English.					
5. My students feel relaxed when they are taking a spoken test.					
6. They feel uneasy when they have to speak in English.					
7. They feel more worried in speaking tests than in written tests.					
8. Speaking in English is not difficult as far as I don't correct their all grammatical mistakes.					
9. They feel relaxed because I don't correct their all pronunciation mistakes.					
10. They feel relaxed while they are answering questions about themselves or introducing myself.					
11. It is not difficult for them to express my ideas in a relaxed atmosphere.					
12. They perform better than they expect while they are doing speaking activities with their partner.					
13. I guide and help them whenever they need.					
14. They will practice their speaking skills more if speaking class is given more effectively.					

15. They like working with a friend during speaking class such as role-playing, information gap activities because it provides self confidence.					
16. It is useful to use real and interesting materials to improve their oral abilities in English.					
17. I feel there is a lack of speaking activities which include their own department they will study.					
18. It is useful to speak English when the topic is about one of their interest areas.					
19. I feel there is a lack of speaking activities which should be done outside class.					
20. I feel that they should study English harder.					

PART D

Could you please give me some suggestions about the best ways to improve students' oral communicative skills?

Thank you ☺

APPENDIX 3

SUGGESTIONS AND IDEAS OF STUDENTS FOR DEVELOPING ORAL COMMUNICATIVE SKILLS

26 of the 138 questionnaires constitute some suggestions. They are listed below. Most of the suggestions are listed in Turkish not to make any changes in meaning.

ÜNİVERSİTE HAZIRLIK SINIFLARINDA YAPILMASI İSTENEN DEĞİŞİKLİKLERE YÖNELİK ÖNERİLER

- Konuşma derslerinin kendini doğru ifade edebilme, kelime ve gramer bilgisi, telaffuz, akıcılık, vurgu, tonlama bunlarla birlikte özgüven kazanabilme gibi önemli birçok noktayı geliştirebilme fırsatı sunduğundan diğerlerinden daha önemli olduğunu düşünüyorum. ‘Role-play’ ya da belli bir konuya bağlı kalmaksızın daha çok güzel ve kişisel ilgilere yönelik konularda soru-cevap, tartışma şeklinde yapılan konuşmalar benim için çok daha öğreticidir.
- Yabancı dil öğrenirken onu geliştirmenin en iyi yolu konuşmaktır. Konuştukça kendime olan güvenimin arttığını hissediyorum. Konuşurken bir gramer hatası yaptığımda öğretmen bu hatayı düzeltmesi beni sıkıyor. Gramer tabii ki önemli ama eğer bir kural hatası yaptığımda bile karşımdaki beni anlıyorsa şimdilik bu yeter benim için. MA, Ph.D ne zaman bunları yapmak istesem o zaman daha çok lazım olacak kurallar. Gramerimi geliştiriyorum fakat konuşurken hata yaptığımda yetersiz olduğumu düşünmüyorum. Eğer yabancı bir ülkeye gittiğim zaman insanlarla anlaşabileceksem şimdilik ne mutlu bana...
- Şu anda her öğrencinin tek sorunu speaking. Bence herkes az çok gramer biliyor, ama bildiklerini anlatacak yetenek yok. Yani İngilizce düşünme hızımız çok yavaş, bunun hızlanması için de bu sistemin hiçbir faydası yok. Ben bu dili konuşamadıktan sonra bütün gramer konularını bilsem ne bilmesem ne. Gramer hemen unutulup gidecek, ama konuşsak unutmak pek mümkün olmayacak. Sonuç olarak, eğer konuşamıyorsak İngilizce’ de hiçbir şey bilmiyoruzdur.

- Speaking dersi çok gerekli bence çünkü sadece gramer öğrenmekle İngilizce öğrenilmiyor. Ama gramer üzerine o kadar düşünülüyor ki, konuşurken ister istemez neyin yanına ne gelecek, burada hangi tense kullanılmalı diye düşünüyoruz; bu da akıcı bir şekilde konuşmamızı engelliyor. Hocaların yanlışlarımızı düzeltmesi hem iyi, hem kötü. Düzeltilince insan kasılıyor ama proficiency sınavı için de gramer gerekli.
- Bence konuşmaya daha fazla önem vermek gerekiyor. Yazışma dili için gramer gerekli fakat bunu konuşmaya dökmek daha önemli. Kendi bölümümüzle ilgili olsa daha iyi olur. Çünkü bizim İngilizce öğrenmedeki en önemli sebep iş hayatımız ve kendi alanımız üzerinde yoğunlaşsak daha güzel olacak.
- Bu okulu seçmemin sebebi dilinin İngilizce olması. Yani buraya gelirken yıl sonunda İngilizce konuşabileceğimi düşünüyordum. Ama şimdi çok fazla kural bilirken İngilizce konuşamıyorum. Bazen hocalarla konuşurken kendi cümlelerimdeki hataları bile farkediyorum ama konuşma sırasında bunları düzeltemiyorum. Belki sorumlusu sistem belki de benden kaynaklanıyor ama bir yabancı gibi İngilizce konuşmak isterdim.
- Bence hazırlık sınıfları ilk dönem seviyelerine göre Beginner- Elementary- Intermediate olarak sınıflandırılıp, birinci dönemin sonuna kadar herkes bölüm ayrımı gözetmeksizin aynı seviyeye gelmeli. İkinci dönemde ise bütün öğrenciler bölümlerine göre sınıflara ayrılıp, bölümlerine yönelik teknik İngilizce öğrenmelidir. Mesela Kimya bölümüne geçince benim İngilizce Kimya sözlüğü edinip oradaki terimleri ezberlemem lazım. Hem yoğun ders temposu hem İngilizce olunca çok zorlanacağımı düşünüyorum. En azından İngilizce Kimya kelime dağarcığının hazırlıkta bir kısmını öğrensem bölüme geçince rahatlayacağımı düşünüyorum.
- Speaking derslerinde istediğimiz kitapta konuşmaya dayalı konular olması gerekirken çokça gramer alıştırmaları oluyor ve biz bu nedenle konuşma ya da dinleme yapmak yerine 4 saatlik dersimizin 2 saati gramer çözmekle geçiyor.

Daha fazla konuşmaya dayalı dersler işlenebilir. Çünkü grameri o hafta içerisinde yeterince görüyoruz. Bizim bu saatten sonra eksikliğimiz gramerde değil konuşmada oluyor. Hepimiz de biliyoruz ki, zaten yurtdışında kimse kuralları eksiksiz kullanma heveslisi değil.

- İngilizce öğrenmeyi ve konuşmayı seviyorum ama birçok gramer kuralı olması ve basmakalıpların bize sunulması beni daraltıyor☺ konuşma yeteneğimin olduğuna inanmama rağmen “grammar error” nedeniyle konuşamıyorum. Gramersiz birbirimizi anlayacak düzeyde writingler ve speakingler yapmak ümidiyle☺
- İngilizcenin genel açıdan speaking’den oluştuğunu düşünüyorum. Gramersiz çok iyi olmadığı halde karşı tarafa istediğimizi anlatabilmek için speaking yeteneğinin gramerden daha baskın ve önemli olması gerektiğini düşünüyorum. Bu açıdan derslerde speaking’e daha fazla önem verilmesi gerekiyor. Derslerin daha eğlenceli, dikkat çekici olması gerekiyor.
- Günlük hayatta kullanmadığımız ve ihtiyaç duymayacağımız gramer kurallarını öğrenmek sadece vakit kaybı. Karşımıza ana dili İngilizce olan bir insan geldiğinde hiçbir zorluk çekmeden anlaşabileceğimiz şekilde pratik İngilizce öğretilmeli ve dersler her öğretmen tarafından öğrenci açısından eğlenceli hale getirilmelidir. Yıl sonu geldiğinde sınava girince bu sınav bizim için bir zorunluluk ya da göz korkutan bir olay gibi gösterilmek yerine bir basamak olduğu öğretilmelidir.
- Bence konuşma esnasında mühim olan akıcı bir şekilde ve karşı tarafın anlayabileceği şekilde konuşmak. Gramer hataları çok fazla önemsenmemeli. Speaking derslerimizde konuşmadan daha çok kural öğreniyoruz; speak out gibi... halbuki speak out konuları güzel bir konuşma ortamı oluşturularak öğretilse daha faydalı olur diye düşünüyorum. Zaman zaman gramer derslerinde speaking dersinde olduğundan daha çok konuşuyoruz. Öğrencilerin daha aktif olduğu bir ders daha öğretici olur diye düşünüyorum.

- Hazırlıkta kendi bölümümle ilgili dersler görmeyi isterdim. Bu sayede bölümümüzde daha rahat olacağımızı düşünüyorum. Ayrıca, İngilizceyi güzel bir şekilde konuşmayı çok istiyorum. Umarım kendi çabam haricinde dışarıdan da böyle bir eğitim programıyla kendimizi tamamlayabiliriz.
- Speaking derslerinde eğer hocamız bizim gramer ve pronunciation hatalarımızı daha az düzeltirse speaking derslerimiz daha verimli geçebilir.
- Ülkemizde İngilizce hep gramer temel alınarak anlatıldığı için yıllardır İngilizce görmemize rağmen akıcı bir şekilde konuşamıyoruz. Oysa derslerde daha çok speaking yapılırsa öğrenci için daha faydalı ve kalıcı olur. Ama bu speaking yapılırken sadece öğretmen konuşup çıkmamalı, öğrenciye de söz vermeli.
- Speaking derslerinin sadece dinlemeye yönelik olması İngilizce konuşabilme yeteneğimizi kısıtlamakta. Speaking aktivitelerinin artması gerektiğini düşünüyorum. Yeterince speaking aktivitesi yapılırsa speaking vizelerinde zorlanmayacağımızı düşünüyorum.
- Ne söylemek istediğimizi karşımızdaki insana tam olarak aktarabildiğimiz sürece gramer hatalarının bir önemi olmamalıdır.
- Bence speaking dersi en gerekli ders İngilizceyi öğrenebilmek için. İnsan bir şeyleri ifade edebildikçe bir şeyleri öğrenebildiğini anlıyor. O yüzden speaking dersleri daha eğlenceli, daha öğretici, daha çok etkinlik yapılan bir ders haline getirilmeli.
- Öncelikle sistemde bir bozukluk olduğunu düşünüyorum. İlkokul 2. sınıftan başlanarak hep gramer öğretiliyor. Sistem değişmeyip speaking derslerine önem verilmediği sürece İngilizce öğrendim diyebilecek vatandaş olabileceğini düşünmüyorum.
- Konuşma derslerimiz iyi seviyede. Eğer bütün sınıf olaya katılır ve bütün sınıfın ilgisini çekebilecek materyaller kullanılırsa dersler daha çekici olur. Bu sayede

İngilizceye gerçekten ilgi duyanlar konuşma derslerinden tam manasıyla faydalanabilir. Sevmeyen, ilgi duymayan arkadaşlar için de yapılacak olan bence onlara bunun ne kadar önemli olduğunu lanse edebilmektir. Eklemek istediğim bir şey de hatalarımızın tam anında değil de, sözümüz ya da mevzuumuz bittiğinde söylenmesidir. Bu bazıları için kırıcı ve dikkat dağıtıcı bir durum olduğunu belirtmek isterim. Saygılar...

- Interactive kitaplarına bağlı kalınmadan yapılmasa daha iyi olur. Kendi bölümümüzle ilgili eğitim kesinlikle daha mantıklı.
- Speaking derslerimizde hiç Türkçe konuşulmaması gerektiğini düşünüyorum. Yabancılarla konuşabilecek ortamlar hazırlansa iyi olur. İngilizce, kurallarıyla sınavlarda işimize yarayacak bir dil olarak değil de, her zaman kullanabileceğimiz bir dil olarak benimsetilmelidir.
- Aslında ben İngilizceyi çok fazla sevmiyorum. Ama konuşmayı çok istiyorum. Kendimi geliştirmek için bilgilerime bilgi katmak için çok istedim fakat bir türlü olmuyor. İlkokul 4. sınıftan beri biz bu dili öğrenmeye çalışıyoruz. Ben inanmıyorum, bir insanın bu kadar uzun süre bir şeyi öğrenmeye çalışıp da öğrenemeyeceğini. Sistem sürekli yanlış işledi. Kendi kendime dedim ki belki üniversitede farklı olur fakat durum burada da aynı, bir hocamızın dışında bize gerçekten İngilizce öğretmek isteyen yani bizim öğrenmek istediğimiz İngilizceyi öğreten başka hocamız çıkmadı. Bu senemin de boşa geçmesinden çok üzgünüm. Böyle bir şey hazırladığınız için çok teşekkür ediyorum. İnşallah başarılı olursunuz. Bizim zamanımız boşa geçti başkalarının geçmesin.
- I think English language is more important than other languages. Because, it is second language all over the world so I should learn to speak English fluently, with no grammar rules. Finally I must study more myself to speak English.
- I think, grammar doesn't necessary for speaking. Because, we can't speak fluently because of grammar. Also, we can understand each other no grammar.

- I think, speaking course is most important in English. Because, we can learn grammar very well but if we don't practice, we won't use normal life. When I speak English, I make mistake too much. If our teacher corrects my entire mistake, I will lose my confidence, I probably lose my interest to English. Speaking course must be fun and we must talk to our daily act or behavior. We still use English normal life not only school.

APPENDIX 4

SUGGESTIONS AND IDEAS OF ACADEMIC STAFF FOR DEVELOPING ORAL COMMUNICATIVE SKILLS

7 of the 43 questionnaires constitute some suggestions. They are listed below. All of the suggestions are listed in Turkish not to make any changes in meaning.

- Hazırlık sınıfları üniversitelerin ilk yılında %100 İngilizce eğitimi veren kurumlardır. Ancak öğrencilerimize sağladığı yarar açısından düşünüldüğünde, verilen eğitimin son yıllarda amacından saptığı düşüncesi içerisindeyim. Sebeplerine gelecek olursak, bu yıla kadar üniversitelerin farklı bölümlerini kazanan öğrenciler %100 İngilizce ya da %30 İngilizce eğitimi veren ancak gene de hazırlık sınıfını zorunlu kılan bir sistem varken, bu yıl sistem değiştirilmiş ve yalnızca % 100 İngilizce şartını arayan bölümler için İngilizce hazırlık sınıfları zorunlu hale getirilmiştir. Bu durum ister istemez öğrencilerimizin motivasyonlarını sekmeye uğratmış ve önceki yıllardaki gibi verim almak güçleşmiştir. Bu durum dolaylı yünden derse giren hocalarımızı da etkilemiş ve İngilizce dersleri yalnızca sene sonunda yapılacak olan proficiency sınavına yönelik olarak önem kazanmış ve konuşma dersleri ikincil sırayı almıştır. Sistem olarak ortada bir eksikliğin olduğu açıktır ve bu eksiklik giderilene kadar hazırlık sınıflarından istenilen verimin alınması güçleşecektir.
- Konuşma dersleri ve öğrencilerin sınıf içerisindeki iletişim becerileri yıl sonuna kadar istenilen seviyeye ulaşamamaktadır. Altında yatan nedenlerden biri, dilbilgisi dersleri beginner gruplar için haftada 18 saat iken, dinleme ve konuşma dersleri yalnızca 4 saati içermektedir. Bu 4 saatlik süreç içerisinde bizlerin dinleme becerilerini geliştirmenin yanı sıra konuşma becerilerine yönelik aktivite sağlamak, sınıfları hazırlamak ve her bir öğrenciye ayrı ayrı söz vermek zorlaşmaktadır. Bu nedenle konuşma dersleri genel bakışla bir kısmı dinleme becerilerini geliştirmeye yönelik alıştırma yapmanın yanı sıra genellikle “teacher talking time” şeklinde devam etmektedir.

- Öğrencilere yıl boyunca yoğun olarak dilbilgisi dersi verilmekte, onlardan kuralları eksiksiz olarak öğrenmeleri istenmekte, hatta sınavlarda örneğin, non-defining relative clause konusunda virgül koymadıkları gerekçesiyle puan kırılmakta ve öğrenciler demotive edilmektedir. Genel bakış açısıyla baktığımız takdirde, hangi native speaker konuşurken relative clause'un virgüllü olup olmadığına dikkat etmekte veya must ya da have to arasındaki farklı düşünerek cümle içerisinde kullanmakta yahut past perfect continuous tense'i kullanması gereken yeri hesap etmekte. Maalesef bizler öğrencilerimizden bunları öğrenmelerini istemekle kalmayıp, bir de bunları test etmekteyiz. Neden öğrencilerimiz konuşma derslerinde yetersizler ya da derse katılmaktan çekiniyorlar sorusunun cevabı grammar derslerinde yatmaktadır.
- 2 yıldır konuşma derslerine giren bir öğretim elemanı olarak, uygulanan programdaki eksiklikten kaynaklanan bir sorun olduğu düşüncesindeyim. Çoğu öğrenci konuşurken istem dışı da olsa onların hatalarını düzeltmemizden yakınıyorlar. Aslında ciddi boyutlarda ele aldığımızda, her ne kadar grammar hataları yapsalar da öğrencilerin söylemek istediği şeyin ana fikrini anlıyoruz. Kendilerini rahat hissettikleri sürece, ilgileri ölçüsünde konular sunulduğunda veya farklı aktivite ve sunuşlarla konuşma dersleri renklendirildiğinde öğrencilerin motivasyonlarında müthiş bir artış gözlemlemekteyim. Ancak ben de dâhil olmak üzere çoğu hocamız, çalışmanızda da belirttiğiniz gibi İngilizce'nin Lingua Franca olarak öğretilmesi aşamasında önemli olan unsurun İngilizceyi günlük yaşamda da kullanmak olduğunun farkında değiliz. Derse girdiğimiz andan itibaren kendimizi öğrencilerin gireceği konuşma sınavları ya da proficiency sınavına odaklamaktayız. Belki de bu sınavların kaldırılması ve yalnızca İngilizce'nin kullanımının öğretilmesi çok daha büyük faydalar sağlayacaktır.
- 1 yıllık hazırlık eğitiminin ardından, prof sınavından sonra öğrenciler kendi bölümlerine geçecekler. Yaklaşık olarak 3 yıldır, bölüm hocalarımızdan yoğun bir şikâyet almaktayız. Sebebi ise öğrencilerin bölümlerde İngilizce açısından oldukça yetersiz oldukları yönünde. Sebebi oldukça net ve aşikâr. Bizler hazırlıkta öğrencileri yalnızca prof sınavında karşılarına çıkacak 13-14 grammar konusu üzerine hazırlamakta, geleceğe yönelik, ya da bölümlerinde kendilerine

fayda sağlaması açısından bir program ya da çalışma sergilememekteyiz. Bence en büyük eksiklik bundan kaynaklanıyor.

- Yurtdışı eğitim sistemine bakıldığı takdirde, İngilizcenin ikinci yabancı dil olarak öğretildiği ülkelerle bizim ülkemizi kıyasladığımızda, öğrenciler arasında oldukça derin bir fark olduğu ortaya çıkacaktır. % 3 oranında İngilizce öğretimi sağlandığı ve eğitim sisteminde bir eksiklik olduğu bilinmekte ancak üzerinde ciddi çalışmalar yapılmamaktadır. Yapılan çalışmalar da teorik düzeyde kalmaktadır. İşte asıl fark, yaptığınız bu çalışmayla ortaya çıkmış durumda. Öğrencilerimizin sözlü iletişimsel becerilerini geliştirmeye yönelik programlar sunamıyoruz, sunduğumuz programlarsa öğrencilerimize ezbere dayalı bir İngilizce çalışmasını ispatlamakla kalıyor. Yalnızca üniversitelerde değil, ilkokul 4. sınıftan itibaren verilen İngilizce eğitimi nasıl olur da bu kadar verimsiz geçebilir. Bu sorunun giderilmesi için tamamen İngilizce materyallerinin gözden geçirilmesi ve İngilizce hocalarına yoğun şekilde uzmanlar tarafından eğitim verilmesi düşüncesindeyim. Gerekirse her okula ve üniversite bölümlerine, özellikle de hazırlık sınıflarına speaking dersleri için native speakerlar sağlanması gerektiği kanısındayım. Öğrencilere %100 İngilizce sağlayan ortamın verimli olacağı ve pratikte de başarı sağlanacağı kanısındayım. Sizin çalışmanızın da teoride kalmayarak, pratikte başarılı olması temennisiyle. Saygılarımla...
- English as a Lingua Franca, son yıllarda araştırdığım ve gerçekten üzerinde durulması gereken önemli konulardan biri. English as an International Language ya da English as a Global Language terimleriyle sık sık karşılaşırken lingua franca İngilizcesinin de önemi ortaya çıkmaktadır. Eski yıllarda ticaret dili olarak kullanılan lingua franca terimi şuanda İngilizce içerisinde yerini almıştır. En önemli nedeni de dünya çapında İngilizcenin ortak iletişim dili olarak kullanılmasıdır. Ülkemizdeki İngilizce eğitim sistemine bakıldığı takdirde, tüm dünyada ortak kullanılan bir dilin eğitim programı neden diğer ülkelerden farklı olmaktadır? Bu sorunun cevabı içerisinde birçok çözüm yolu barındırmaktadır. İzlenimlerim ölçüsünde Avusturya, İtalya, İspanya, Polonya, Litvanya gibi birçok ülke ikinci yabancı dil olarak İngilizceyi öğretmekte ve bu dil üniversite öğrencileri tarafından başarılı bir şekilde kullanılmakta ve hatta MA ya da PhD

alışmalarında büyük ölçüde başarı sağlanmaktadır. Sisteme bakıldığında bu ülkelerde İngilizce eğitimi, yalnızca sınavlarda yüksek puan almak için değil günlük hayatta konuşmak için öğretilmekte ve öğrenilmektedir. Yabancı uyruklu öğrencilerle konuşulduğunda bu gerçek net bir şekilde ortaya çıkmaktadır. Ancak Türkiye’de özellikle de üniversite hazırlık sınıflarında İngilizce müfredatı konuşma ya da iletişim becerilerini geliştirmeye yönelik çalışmalarla hazırlanması gerekirken, grammar kurallarıyla doldurulmakta öğrenciler ezberci eğitime ısrarla sürüklenmektedir. Öğrencilerimizin “if clause’u, past perfect tense’i, relative clause’u, ya da past modalları öğrenmeleri onların konuşma becerilerini geliştirmelerini ne ölçüde etkilemektedir. Öğrencilerimiz istisnai durumlar haricinde zaten belirli bir grammar bilgisiyle donanımlı olarak buraya geldiklerine göre net belirli birtakım kurallarla bu dili nasıl kullanmaları gerektiğini öğretmek daha faydalı olacaktır. Diğer taraftan, isteklerine ve ihtiyaçlarına yönelik bir program hazırlamak ve buna uygun materyal ve ders kitapları belirlemek de önem arz eden ve göz ardı edilemeyecek diğer bir konudur. Böyle bir çalışma ile bizlere yol gösterici olduğunuz için teşekkür eder, çalışmalarınızda ve bundan sonraki sunumlarınızda başarılar dilerim.

APPENDIX 5

Suggestions about the study and questionnaires with the permission to use the questionnaire are given below.

Email-1:

Date: Mon, 30 Jun 2008 11:57:21 -0700 (PDT)

From: fatma demiray <demirayfatma@yahoo.com>

To: alptekic@boun.edu.tr

Hocam iyi günler.Rahatsız ediyorum kusura bakmayın. Ben Gazi Üniversitesi İngilizce Öğretmenliği bölümünde yüksek lisans yapıyorum aynı zamanda Abant İzzet Baysal Üniversitesinde okutmanlık yapıyorum..Yr.Doç.Dr. İskender Hakkı Sarıgöz danışmanlığında tez aşamasına geçtim.Çanakkale'de yaptığınız seminerde Lingua Franca konusunda bazı bilgiler edindim. Tez konum olarak bu konuyu araştırmak ve doktora aşamasında da bu konu üzerinde yoğunlaşmak istiyorum ancak yeterli bilgiye ulaşamadım. Bu konuyu İngilizce öğretim tekniği olarak ne şekilde araştırabilirim? Ulaşabileceğim herhangi bir adres ya da kaynak önerirseniz çok mutlu olurum.

Teşekkür ederim...

RE: Fatma Demiray

Tuesday, July 15, 2008 10:52:44 PM

From: "cem.alptekin@boun.edu.tr" <cem.alptekin@boun.edu.tr>

View Contact

To: demirayfatma@yahoo.com

Sevgili Fatma

ELF (English as a Lingua Franca) gelişen bir kavram ve olgu. Öğretim aşamasına pek gelinmiş değil. Buna karşın bu konuda bir takım ciddi çabalar var. Konuyla ilgili en ayrıntılı ve bilimsel yayınlar Jennifer Jenkins'in yazdığı iki kitap, Oxford University Press'den çıktı. Ayrıca 2000 yılından bu yana ELT Journal'ı

da karıştırırsan birkaç ilginç makale yakalayabilirsin. Başarılar dilerim.

Cem Alptekin

PS. İskender beye selam.

Email 2:

on 21/7/08 19:36, fatma demiray at demirayfatma@yahoo.com wrote:

Hello,

My name is Fatma Demiray from Turkiye. I graduated from Gazi University ELT department in ANKARA. Now I am studying on M.A programme in Ankara. and I am about to write a master thesis. I chose the topic 'Lingua Franca'. I read your books from Oxford University Press and I really admired.

Now I would like to know how I can develop this topic around ELT programmes. Could you give me some information or advise me to read some other books or articles? I would like to develop an interesting and important thesis for my academic life in the future.

Thanks for your help..

Thanks to your books...

Great respects....

Re: Fatma Demiray from Turkiye

Tuesday, July 22, 2008 12:16:23 AM

From: Jenkins J. <J.Jenkins@soton.ac.uk>

[View Contact](#)

To: fatma demiray <demirayfatma@yahoo.com>

4 Files [Download All](#)

ijal_111.pdf (398KB); Jenkins, TQ 40_1, pp157-181.pdf (221KB);

JenkinsELTJ60_1.pdf (74KB); English in the World article.pdf (174KB)

Dear Fatma

Thanks for your kind comments. I'm glad to hear you find my publications useful.

At the moment I'm on leave for a few weeks during which I have to write the 2nd edition of my book World Englishes and go abroad for conferences, so I won't have time to give you advice. But I'm attaching some of my articles as they may help you to decide on the focus of your masters thesis.

I'll be back in my office in mid-September, so contact me again after that if I can be any more help.

Best wishes

Jennifer

Prof Jennifer Jenkins

Modern Languages and Centre for Applied Language Research

School of Humanities

University of Southampton

SO17 1BJ

UK

Tel: +44 (0)23 8059 7046

Email: j.jenkins@soton.ac.uk

<http://www.soton.ac.uk/ml/profiles/jenkins2.html>

Email 3:

on 31/03/2009 15:28, fatma demiray at demirayfatma@yahoo.com wrote:

Hello from Turkey again. Your articles which you have sent really helped me in my review of literature part. Now I have to finish 'Methodology' part. However my thesis will be the first in Lingua Franca and ELT in Turkey so I cannot find any questionnaire about it to be a model for me. I have talked about it with my adviser and he said that I can find and use a questionnaire which is practised in a different place. If you have one like this, could you please send me and let me use it in Turkey ELT Programmes. The questionnaire and its results in any university will be enough for me. On the other hand, I have prepared three different kinds of questionnaires. Could you

please check them and give me a feedback about them because I would like to take your advice before the analysis of reliability and validity of the questionnaires.

By the way, I hope we can see you in Turkey in the near future...

Thanks for your help...

Fatma Demiray...

Re: Fatma Demiray from Turkiye

Tuesday, March 31, 2009 6:04:07 PM

From: Jenkins J. <J.Jenkins@soton.ac.uk>

[View Contact](#)

To: fatma demiray <demirayfatma@yahoo.com>

Dear Fatma

The only questionnaire I've used is the one in chapter 6 of my 2007 book, English as a Lingua Franca: Attitude and Identity (OUP). Do you have access to this book? If not, let me know and I'll see if I still have the questionnaire on my computer.

Best

Jennifer

Email 4:

From: Jenkins J. <J.Jenkins@soton.ac.uk>

[View Contact](#)

To: fatma demiray <demirayfatma@yahoo.com>

ELF Chapter 6 final.doc (364KB)

I found the chapter from my 2007 and thought I may as well send the whole chapter to you. The questionnaire is at the end of the chapter. There should be an outline map of the world on the second page of the questionnaire, but it doesn't appear in the draft. Obviously this is copyright material, so be sure not to pass it on to anyone else, and I'd be grateful if you could delete it from your computer when you've finished using it.

Best

Jennifer

Email 5:

On 27/9/09 19:31, "fatma demiray" <demirayfatma@yahoo.com> wrote:

Hi from Turkey again...

I have just finished my master thesis about "English as a Lingua Franca and ELT" and it was a great success in Turkey. I want to send a copy of it to your address as a small gift, if you accept.

Thank you so much again...Have a good day...

Sincerely...

Re: Fatma Demiray from Turkiye

Wednesday, September 30, 2009 7:08:48 PM

From: Jenkins J. <J.Jenkins@soton.ac.uk>

[View Contact](#)

To: fatma demiray <demirayfatma@yahoo.com>

Dear Fatma

Apologies for the delay - this is the start of our academic year and things are frantically busy. It's great news to hear about the success of your masters thesis, and also I think that you're planning to follow it up with a PhD. The same is true of Southampton. If you're interested in working with me as your supervisor, then there's a place on the application form where you can say so. Let me know if you decide to apply here and want to discuss your research proposal with me (though preferably not in the next couple of weeks, as all my new PhD and MA students have just arrived!).

Very good luck!

All best

Jennifer

Prof Jennifer Jenkins, PhD

Chair of English Language

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