

**LEBANESE AMERICAN UNIVERSITY**

Perspectives of Senior Pre-service English Teachers  
of a University toward English as a Lingua Franca (ELF)  
in Lebanon

By

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A thesis

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## Dedication Page

To all the English teachers and learners in the world

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Perspectives of Senior Pre-service English Teachers  
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Eunsil Lee

ABSTRACT

In the contemporary era of glocalization, the English language is being demanded to achieve the ‘unity’ through ‘diversity’ of the world as an international linguistic medium. For the newly emerged mission of the English language, English as a Lingua Franca (ELF) paradigm advocates the adaptations of English according to speakers’ local culture and language within the boundary of international intelligibility. This study rudimentarily scaled the awareness and opinions of senior pre-service teachers of a university about ELF in order to measure the feasibility of ELF as a potential provider of norms for ELT in Lebanon. The university and the students from Education and English departments were selected through convenience sampling. Self-constructed questionnaires were conducted on 43 students and 10 of them were also interviewed for the in-depth understanding of the opinions. The collected data were respectively analyzed through descriptive analysis in SPSS and through thematic analysis. Findings revealed that few in number were aware of ELF and that though the respondents agreed on ELF at a theoretical level, the agreement has not reached the practical level: The participants had a clear understanding of the instrumental purpose of teaching English and a keen understanding of the desire to preserve and express their culture and identity in communication in English. However, most of them gave in to the mono-centric and norm-bound ‘Standard English’ paradigm when it came to practical linguistic examples of ELF. Recommendations are suggested for conducting further research to replicate the study on a larger sample as well as to conduct empirical studies on the Lebanese variety of each feature of ELF which will contribute to and hasten the establishment of ELF common core.

*Keywords:* ELF, Glocalization of English, ELT paradigm, Adaptations of English, International intelligibility, English language education in Lebanon



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# List of Abbreviations

- ELT** English Language Teaching
- ENL** English as a Native Language
- ESL** English as a Second Language
- EFL** English as a Foreign Language
- ELF** English as a Lingua Franca
- L1** First Language
- NSE** Native Speaker of English
- NNSE** Non-Native Speaker of English
- LFC** Lingua Franca Core
- MSA** Modern Standard Arabic
- VOICE** Vienna Oxford International Corpus of English
- L2** Second Language
- RP** Received Pronunciation
- GA** General American Pronunciation
- ILT** Interlanguage Talk
- WEs** World Englishes
- TOEFL** Test of English as a Foreign Language
- SAT** Scholastic Achievement Test

# Chapter One

## Introduction

There are three kinds of English that are often encountered within the realm of the English Language Teaching (ELT) field: English as a Native Language (ENL), English as a Second Language (ESL) and English as a Foreign Language (EFL). Borrowing Kachru (1985)'s concentric circles, ENL indicates English in the inner circle where English is deployed as a native language at every level of life. ESL refers to the case where English is used for various functions as much as the local language in the region, which can be often found in the outer circle. As for the EFL in the expanding circle, English is not recognized as an official lingual tool within the society but its communicative function with foreigners is emphasized. The underlying paradigm of ESL and EFL is learners' acquisition of ENL or the approximation to the 'native-speaker model' (Jenkins, 2007; Pakir, 2009; Seidlhofer, 2003). Here the ENL or 'Standard English' denotes the English language variety of the 'origin' of the language, aka Britain, or, with little arguments, it also includes the varieties of the countries whose first language (L1) is English such as America, Canada, Australia, New Zealand, and South Africa (Ozturk, Cecen, & Altinmakas, 2009). 'Native speakers of English (NSEs)' is, therefore, a synonym for the British, Americans, Canadians, Australians, New Zealanders, and South Africans. Extensive research has been published to enlighten the ELT sector about techniques and

methodology to educate English language learners to listen, speak, read and write English 'like these NSEs'. The publishing companies have pressed an exponential number of teaching materials to meet the demands. Teachers enriched their teaching in their classrooms with those teaching materials. The ELT examination boards developed appropriate tools to evaluate the outcome of all these intertwined cooperative efforts (Jenkins, 2006). It is only to be affirmed that paradigm steers every detail of practices in the ELT field, and, therefore, the establishment and application of an apt paradigm are paramount.

With the advent of the 'global village' era, however, English has begun to be perceived not just as a native language or a second language or a foreign language but as a lingua franca. The advancement of technology placed individuals from different parts of the globe in the 'global village' and the heterogeneous language contact became more frequent and inevitable. English has been dominantly opted for as a medium of communication among interlocutors of different languages (Cogo & Dewey, 2012). This English as a Lingua Franca (ELF) approach asks for the reexamination of the validity of the current paradigm of the teaching of Standard English in ELT. The current monolingual paradigm in ELT is considered incongruent with the newly obtained status of English language on a global scale, and it calls for a turnabout in the currently functioning ELT paradigm.

How would Lebanon react to this call for drastic change in the framework of English language education? With Lebanon's idiosyncrasy in its linguistic plurality prevailing in various facets of the society with English gaining its stand among other foreign languages (Esseili, 2014), this inquiry will be of significance to the



stakeholders in ELT in Lebanon. Therefore, this study will be a rudimentary endeavor to explore the perspectives of pre-service English teachers, one of the ELT stakeholders at forefront, toward the new paradigm, ELF.

For the rigorous understanding of the results of the study, the rest of the thesis is divided into five chapters: The second chapter touches upon the definition of ELF and upon the status of English language in Lebanon for the purpose of establishing a theoretical frame of the study. The third chapter introduces the research methodology for the duplication of the study in the future by other researchers. The results of the study and the discussion on the results are elaborated respectively in the fourth and fifth chapter, and the conclusion of the study follows in the last chapter.

As introduced above, before exploring the attitudes of Lebanese pre-service teachers toward ELF, the following chapter establishes the understanding of ELF and the status of English language in Lebanon.

# **Chapter Two**

## **Literature Review**

This chapter browses through the established understanding of the key concept of the study, ELF, and inspects the context of the study, which is the status of English in Lebanon. As for the understanding of ELF, the conceptualization from the linguistic, cultural, and sociolinguistic dimensions, introduction of features of ELF, comparison with World English will precede the concise definition of ELF. Concerning the status of English in Lebanon, the historical backdrop of establishment of English language education in Lebanon will be followed by the present status of English in Lebanon.

### **2.1 What is ELF?**

#### **2.1.1 Linguistic Dimension**

ELF researchers are taking the stance that the linguistic variations in English language are not fortuitous or erroneous but rather logical and natural phenomena in the era of globalization, which rebuts the unitary ideology of Standard English. ELF scholars claim that this discussion should start from the reexamination of the concept of language. The traditional notion of language as a determinable, homogeneous, and fixed set of rules was never a real portrait of language (Jenkins, 2007). Language has always been a dynamic ‘social action’ (Park & Wee, 2011): In the use of language, it

reflects the linguistic, cultural and social practices of the communicative interactions. The hybrid history of English itself evidently elucidates this point: During the series of invasions of various countries and tribes along with their respective cultures and languages, Latin, German dialect, Scandinavian, and Norman French had their feet in the formation of English. Then the British influenced American English and both British and American did Australian English. Moreover, Cornish, Glaswegian, Southern American varieties have been established in American English, and black varieties in both American and British English. It boils down to the realization that English language is also a product of nativization and influences of local cultures and languages over a period of time (Kirkpatrick, 2011).

In fact, the evolution of English will be even more intensified and diversified in the current era of globalization. Since the British Empire established the scaffold for the spread of English, the super socioeconomic power of the U.S. after the World War II along with the technological advancement and increased mobility rendered English as the chief lingual medium in a variety of settings and domains of economy, culture, and technology on a global scale (Cogo & Dewey, 2012; Coskun, 2010; Graddol, 1997; Jenkins, 2007; Ozturk, Cecen, & Altinmakas, 2009). As one seventh of the world population in over 75 territories is capitalizing on English as an official language in various domains (Clark & Para, 2007), English has become the first lingua franca, the lingual medium among speakers of other L1s, in a true sense, at a global level, contacting a numerous number of other languages that it has never encountered in its history (Seidlhofer, 2004). Global citizens are using English with varied norms and proficiency in different parts of the world now (Jenkins, 2007; Seidlhofer, 2004). ELF endorses the linguistic variations in English as a natural

phenomenon in the midst of globalization (Jenkins, 2006).

### **2.1.2 Cultural Dimension**

ELF pedagogy is also resulted from the attempts to ward off the rise of the neo-colonialism through current monolithic ELT pedagogy (Pishghadam & Saboori, 2011). In the late fifteenth century, the teaching of English language began with the advent of imperialism: the population of the colonies, traders, refugees and migrants learned English to be accepted into the mainstream and to communicate with the NSEs, leaving behind their native language and culture at the corner. Language is an implicit medium of ideological and cultural indoctrination (Pakir 2009; Shirazizadeh & Momenian 2009) and, for this reason, language transplant was often adopted as an effective agent of colonization by the empires (Jenkins 2000; Shirazizadeh & Momenian 2009). Many of the current practices in ELT reflect the legacy of this linguistic imperialism (Jenkins, 2006): It has become a part of the ELT curriculum that learners should develop an awareness of and sensitivity to the culture of the NSEs and be equipped with the worldview of NSEs in order to express themselves ‘correctly’ or ‘appropriately’. What is worse, in the process of the acquisition of English language, the marginalization of the local knowledge, languages, and cultures commonly takes place by prohibiting the use of local languages in classrooms and (Anwaruddin, 2011).

In the 20<sup>th</sup> century of decolonization, many national languages and varieties in English language came to the scene: Noah Webster proposed the reforms in American spelling system, and Singaporean English was supported by the national dictionaries (Graddol, 1997). The deliberate endeavor to express their culture and

identity among ELF speakers will continue to stimulate the creation of innovative patterns in English usage as a postcolonial construct (Shirazizadeh & Momenian, 2009). ELF pedagogy acknowledges the process of ‘glocalization’ (Cogo & Dewey, 2012) in the English language use.

### **2.1.3 Sociolinguistic Dimension**

ELF scholars also posit that ELF is an optimal approach to ELT even from the sociolinguistic perspective: the contemporary understanding of speech community and communicative competence is embedded in ELF (Jenkins, 2007). With the advent of the advanced communicative technology and mobility, the conventional notion of speech community derived from the geographic proximity and group cohesion has shifted to the engagement in socioculturally and linguistically dynamic communities of practice. In Crystal (2003)’s calculation of the number of English speakers about a decade ago, the number of EFL speakers not only outnumbered that of ESL and ENL speakers combined but also is the fastest growing (Ozturk, Cecen, & Altinmakas, 2009; Seidlhofer, 2003). More important, it has been estimated that 80% of the English-mediated communication is occurring solely between non-native speakers of English (NNSEs) in the absence of NSEs. English is no longer a foreign language for NSE-NNSE conversations, but it has become a key to open the door to and establish meaningful interactions with other parts of the world (Matsuda, 2003).

In these cross-cultural settings void of shared sociocultural or national contexts between interlocutors of different L1, a different communicative competence is called on. Simple mastery of linguistic features or conformity to one

cultural norm will simply not lubricate the multicultural communication (Murray, 2012). The mutual responsibility for understanding and tolerance for other varieties through the process of building common ground, joining knowledge and expanding one's multilingual repertoire will enhance the intelligibility in the contemporary patterns of communication (Jenkins, 2007). ELF paradigm prioritizes accommodation skills in the sociolinguistically heterogenic communicative world in the 21<sup>st</sup> century.

#### **2.1.4 Features of ELF**

The empirical exploration on ELF was initiated by Jenkins (2000)' study on Lingua Franca Core (LFC) in phonology and Seidlhofer (2004)'s study on lexicogrammatical core through the Vienna Oxford International Corpus of English (VOICE), the corpus of extensive contemporary use of ELF. Though the studies were at an infancy level, they both contributed to establishing basic features of ELF (Shirazizadeh & Momenian, 2009).

##### **2.1.4.1 LFC in phonology**

Current ELT practices endeavor to rid of the undesirable L1 accents of the NNSEs, 'the error', and to replace it with the 'native accent'. Multifaceted research have espoused that this 'accent reduction' approach is unrealistic. From the psycholinguistic perspective, adults experience the loss of ability to recognize the second language (L2) sounds and the loss of articulatory motor skills as aging. They heavily rely on previously acquired cognitive experience to process the new language information and use the already automatized motor skills to produce it. It appears absurd to ask the NNSEs to eradicate their L1 accent in this sense. Social

psychologists bolster this claim by shedding light on the development of identity attached to the L1 accent which grows with age. Linguists also find little value in approximating to the 'Standard accent' when few in number even among the NESs abide by it: Only 3% of the British population speaks with Received Pronunciation (RP) in a pure form and 33% of Americans and Canadians use the General American (GA) accent (Jenkins, 2000). Moreover, 'native accent' is not necessarily the easiest accent to understand by the NNSEs (Majanen, 2006). It is yet to jump to the conclusion that NNSEs can freely allow their L1 to influence their English accent. Jenkins (2000) discovered that the transfer of L1 in pronunciation during the English-mediated communication was the chief source of the communication breakdown from her 40 samples of Interlanguage talk (ILT). Jenkins (2000) attempted to bridge these two seemingly opposite demands, mutual intelligibility and preservation of L1 identity, by introducing LFC. Based on the collected data of miscommunication in the ELF settings over the years, Jenkins (2007) extracted the core phonological features that accounted for communication breakdowns. LFC is the following (Jenkins, 2004, p.23):

Table 1 Lingua Franca Core

<b>LFC</b>	<b>Details</b>
<b>1. The consonantal inventory</b>	- All sounds except for /θ/ and /ð/ - Approximation of all sounds are acceptable - Rhotic /r/ only - Intervocalic [t] only
<b>2. Phonetic requirements</b>	- Aspiration after /p/,/t/,/k/ - Appropriate vowel length before fortis/lenis consonants
<b>3. Consonant clusters</b>	- Word initially and medially
<b>4. Vowel quantity</b>	- Long-short contrast
<b>5. Nuclear stress</b>	- Critical

Instead of ‘reducing’ their L1 influences, the ELF speakers will now be required to simply ‘add’ LFC to their linguistic repertoire. LFC is, however, neither a pronunciation model nor a restricted core. LFC is the minimal requirements for the intelligibility in ILT: The non-core phonological features are widely open for the local influences of the interlocutors. LFC, therefore, optimally caters to the critical needs of securing mutual intelligibility and of preserving NNSEs’ identity in the cross-cultural interactions, and yet it needs to be modified as more L1 influences are discovered in the future empirical studies (Jenkins, 2000; Seidlhofer, 2004).

#### 2.1.4.2 Innovative patterns in ELF lexicogrammar

While much attention was shed upon phonology in ELF with Jenkin (2000)’s empirical achievements, Seidlhofer (2004) saw the positive prospect of extracting ‘adaptive’ patterns of lexical and grammatical forms occurring in ILT after the large-scale corpora were collected in VOICE. The spoken face-to-face interactions among ELF speakers for a myriad of functions, settings, roles and relationships drew salient



features of ELF use (Seidlhofer, 2004). The following is the summary of Seidlhofer (2004, p.220)'s findings that have been corroborated by the later corpus-driven investigation by Cogo and Dewey (2012):

Table 2 Lexicogrammatical Features of ELF

Adaptive Patterns	Examples
<b>1. 'Dropping' of the third person present tense –S</b>	“He look at her”
<b>2. 'Interchangeably using' the relative pronouns <i>who</i> and <i>which</i></b>	“a pencil who”, “a person which”
<b>3. 'Dropping' definite and indefinite articles where they are obligatory in English as a Native Language (ENL), and inserting them where they do not occur in ENL</b>	“My mom is at hospital” “I received the many roses”
<b>4. 'Failing' to use correct forms in tag questions</b>	“They should come to school, isn't it?”
<b>5. Adding 'redundant' prepositions</b>	“We will discuss about ...”
<b>6. 'Overusing' certain verbs of high semantic generality such as <i>do</i>, <i>have</i>, <i>make</i> <i>put</i>, <i>take</i></b>	
<b>7. 'Replacing' infinitive-constructions with <i>that</i>-clauses</b>	“I want that you study about history”
<b>8. 'Overdoing' explicitness</b>	“red color” vs. “red”, “How long time” vs. “How long?”

Though these features were presented as a hypothesis, Cogo and Dewey discerned that the features were compliant with the following criteria (Cogo & Dewey, 2012). First, the patterns were systematic that purposive motives were identified behind the ‘adaptations’: exploiting redundancy, regularizing, adding prominence, accommodating, and strengthening clarity. Second, they took place on numerous occasions by numerous speakers from different cultural and lingual backgrounds.

Third, the features were communicatively effective as in causing no breakdowns in communication: the main culprits of breakdowns were the unlearned vocabulary and idiomatic speech (Seidlhofer, 2004). Congo and Dewey (2012)'s corpus-based research enhanced the assertion that the emergence of innovative adaptation in lexicogrammar in ELF is not a mere 'error' but a prospecting sign of legitimate variant.

#### 2.1.4.3 Pragmatics

Pragmatic resources refer to the understanding of different sociolinguistic contexts of communities or groups in which agreement of communicative symbols and negotiation of meanings take place. In other words, pragmatics is the readiness for the reciprocal process of establishing a common denominator and of meaning negotiation with the interlocutors rather than conforming to one specific prescriptive lingual framework or one cultural norm. It is often assumed that misunderstanding and unsmooth communication will be more common within the multicultural interactions in the absence of shared cultural backgrounds and knowledge. However, Seidlhofer (2004) revealed that misunderstandings were not frequent in ELF interactions and interference from L1 interactional norms was even rare. It is because the lack of commonality among themselves led the ELF speakers to actively engage in the reciprocal negotiation: ELF interactions are often consensus-oriented, cooperative and mutually supportive. In the ever diversifying communicative settings of the 21<sup>st</sup> century, therefore, ELF studies put its focal point in the strategies to negotiate during the moment of non-understanding in the field of pragmatics. Following are the strategies derived from the ELF corpus-driven investigation (Cogo

& Dewey, 2012):

Table 3 Non-Understanding Strategies Derived from the ELF Corpus-Driven Investigation

Strategies to negotiate meaning	Strategies to support meaning
<ul style="list-style-type: none"><li>-Echo</li><li>-Explicit query</li><li>-No verbal response (Silence)</li><li>-Inappropriate response</li><li>-Minimal query (“mhm?”)</li><li>-Partial repetition with rising intonation</li><li>-Minimal feedback</li><li>-Hypothesis forming</li></ul>	<ul style="list-style-type: none"><li>-Turn-taking</li><li>-Simultaneous talk</li><li>-Utterance completion</li></ul>

The listed strategies appear to be no disparate from the tactics that any communicators would adopt not only in the intercultural settings but in any daily communicative settings. ELF advocates the ability to make a flexible use of a comprehensive range of lingual resources in the broadening communicative world (Seidlhofer, 2004).

### 2.1.5 Comparison with World English

About three decades ago, World Englishes (WEs) and ELF movements came to the scene with a demand for a shift in the backbone of the current monocentric ELT pedagogy. Both approaches highlight the pluricentricity of English, English variety recognition and language changes and adaptations (Pakir, 2009). However, a distinction between WEs and ELF is present as different labels indicate. WEs’ main concern revolves around the codification and legitimization of varieties of English nativized with their L1 influences in the countries where English is being deployed

as a communicative medium as much as their L1 (Pakir, 2009). The best examples of it are Indian English, Nigerian English, Singaporean English and the like. ELF, on the other hand, delves more into the function of the English language in settings where it is spoken as an international medium of communication by speakers of varying lingual and cultural backgrounds (Cogo & Dewey 2012; Seloni 2012). In this paper, the focus will be placed on ELF.

### **2.1.6 Definition of ELF**

The achievements of ELF empirical studies are not to be recognized as an effort to establish another ‘standard’ to mandate NNSEs’ observation (Cogo & Dewey 2012; Jenkins 2006). ELF paradigm is rather an attempt to secure mutual intelligibility while encouraging the development of local varieties through accommodation skills. In the monolithic ELT pedagogy, it was solely NNSEs’ responsibility to make the NSEs understood. The underlying negative social-psychological attitudes in this unequal distribution of responsibility have dwindled receivers’ efforts to understand the speakers especially of other languages (Jenkins, 2000). The new era of globalization does not insist on the convergence of a myriad of different cultures on the globe nor does it favor the superiority of one culture over others: this era pursues the unity through diversity which implicates the reciprocal responsibilities in ILT. The ideal English communicator in the ‘global village’ can appropriately produce and receive English in the given context with the present interlocutors by manipulating their linguistic tools in their comprehensive repertoire. The linguistic repertoire would include the widely intelligible forms, other L1 variants and tolerant attitudes (Jenkins 2000, 2006; Shirazizadeh & Momenian 2009).

The emergence of ELF is not a fortuitous accident or a sheer defiance of the current ELT pedagogy but a corollary of the new demand for flexibility in the new era of cross-cultural communication.

## **2.2 English in Lebanon**

### **2.2.1 Religious, Political, and Social Foundation of Foreign Language Education in Lebanon**

Since the reform plan with an emphasis on the teaching and learning of foreign languages in the 1990s, foreign language education in Lebanon has been obligatory starting from the pre-elementary cycle. Schools have been specifically bestowed the choice of French or English as a medium of instruction (Bahous, Bacha, & Nabhani 2011; Diab 2000; Esseili 2014; Thonhauser 2002), and as a result, most of Lebanese students can be conveniently classified as either ‘French educated’ or ‘English educated’ (Esseili, 2014). The national characteristic of multilingualism within the Lebanese population is deeply rooted in this idiosyncratic foreign language education policy that arose from the religious, political and social history of Lebanon (Diab 2000; Shaaban & Ghaith 2002). The brief summary of the Lebanese history will be mainly based on Diab (2000), Shaaban and Ghaith (2002) and Womack (2012)’s studies on the very topic.

Four milestones can be elicited from the Lebanese history that played a significant role in shaping the current linguistic plurality in Lebanese education. The very first milestone should be traced back to before World War I when multi-sectarian Lebanese society became exacerbated with each sect’s affiliation with the

western countries: France embraced Maronite and Catholic Christians, Russia Greek Orthodox and Turkey Shiite and Sunni Muslims in Lebanon. Each sect consequently and exclusively adhered to the language of the affiliated country as Maronite and Catholic Christians actively adopted French, Muslims Arabic, and Muslim and Greek Orthodox elites English. Especially the heated emulation between the French Jesuit missionaries and American Protestant missionaries bore the establishment of many schools that inculcated their national cultures and languages. University of Saint Joseph and the American University of Beirut are the representative legacy of that time and they have functioned as effective anchors and guides of respectively French and English language education in Lebanon. Then French appeared overwhelming the influence of English during the French mandate (1920-1943) as French was accepted as an official language of Lebanon in addition to Arabic. However, the French ambition was soon baffled with the advent of the Independence era (1943-1975) when Arabic restored its unshared throne as an official language. French still impinged on the education sector, and English emerged as another compulsory foreign language in secondary education in this era. Shaaban and Ghaith (2002) analyzed that this emergence is due to the increasing influence of the United States and of the language in international business, science and technology in those times. The mounting importance of English language in Lebanon was not hindered but rather enhanced even during the Civil war (1976-1989) as the number of English-medium schools and universities continue to be on the rise.

### **2.2.2 Present Status of English in Lebanon**

Throughout the unpredictable religious, political and social influences in the past, English has survived as an essential linguistic component in numerous sectors of Lebanese society: education, business, mass communication, technology, and even public signs (Thonhauser, 2002). An increasing number of Lebanese populations are engaging themselves in English language learning. While, in the academic year of 1996-1997, 30.5% of Lebanese students selected English as their first foreign language to learn, the number surged to 58.7% in the academic year of 2009-2010 and the number is still on the rise (CERD, 2011). Many researchers (Diab 2000; Esseili 2014; Shaaban & Ghaith 2002; Thonhauser 2002) attributed this popularity of English in Lebanon to its powerful instrumental functions. Especially in Shaaban and Ghaith (2002)'s sociolinguistic survey over 176 students in a university regarding their perspectives toward key languages in Lebanon, English was unequivocally positioned as a global language for science, technology, business, medicine, higher education and mass communication. The association established between acquisition of English language skills and an access to the broader intellectual and economic horizons appeared to only accentuate its overwhelming popularity in Lebanon (Diab 2000; Esseili 2014; Thonhauser 2002). Multilingualism with the emphasis of the inclusion of English language began to be considered as one of Lebanon's valuable assets and as a gateway between the East and West (Thonhauser, 2002). However, the ever expanding influence of English language has not been blindly accepted by all. Bahous, Bacha, and Nabhani (2011), Batal (2002), and Thonhauser (2002) raised their concern over the aggravating linguistic and cultural conflicts between Arabic and foreign languages in Lebanon. Diglossia is adding complexity to this picture that

foreign language learners are displaying the strong preference to write either in English or French. The emergence and dissipation of ‘Arabinglizi’, the usage of English alphabets with Arabic morphological features, threaten Lebanon that the scenario of replacement of Modern Standard Arabic (MSA) with English may not always remain as an imaginative idea or a conspiracy theory. In addition to the threat of language loss, cultural invasion through language is yet to be overlooked (Thonhauser, 2002). Bahous, Bacha, and Nabhani (2011) found out that learners displayed strong tendency of identifying themselves with the cultures of the foreign language employed as a medium of instruction. This result only corroborated the fact that language sits at the core of the long-time national debate over national and cultural identity issue that has been layered with sectarianism, ethnicity, religion, and westernization in Lebanon (Bahous, Bacha, & Nabhani 2011; Batal 2002). Thonhauser (2002) challenges the linguists and English language educators in Lebanon to construct the ‘Lebanese version of multilingualism’ that satisfies both the local and global needs: the multilingualism that cherishes and promotes Arabic and Lebanese culture and that takes critical but confident approach to the demand of the global language, English.

ELF, the linguistic outcome of post-colonial and glocalizational efforts of the current era, emphasizes the international intelligibility and the accommodating attitudes and skills toward varieties of English. On the other hand, Lebanon is facing a new linguistic challenge of preserving their language and culture and keeping up with the global linguistic demand in their multilingual context. It would be indeed



intriguing to explore how Lebanese ELT practitioners perceive ELF at this point. The following chapter explains how this exploration was conducted.

# Chapter Three

## Research Methodology

In this chapter, research question of the study and the details of the research methodology are elucidated: research design, sample, instruments, data collection procedures, and data analysis.

### 3.1 Research Question

Lebanon's idiosyncratic multilingual context and the thriving role of English education in it justify the need to explore how Lebanon's education system perceives the emerging ELT paradigm that caters to the new demand of glocalization in the contemporary era. English language teachers' opinions will be one of the optimal indicators of such exploration since their beliefs about the ELT paradigm directly affect their instructional practices in the classrooms (Diab, 2009; Fullan, 1991; Jenkins, 2007). Senior pre-service teachers' opinions about a new ELT paradigm will especially enable us to picture not only the current situation of English education in Lebanon but also the foreseeable future of it. Therefore this descriptive study is an endeavor to rudimentarily sketch the views about ELF by attempting to answer the following research question:

How do senior pre-service English language teachers of a university in Lebanon perceive ELF?

### **3.2 Research Design**

In this study, I adopted a mixed-methods design: Johnson, Onwuegbuie, and Turner (2007) defined that the combination of qualitative and quantitative approaches is pursued for the broader breadth and profound depth of understanding and this purpose is what this study is aiming at about the opinions of senior pre-service English teachers in a university about ELF.

### **3.3 Population and Sampling**

Due to the limited accessibility to classrooms as a graduate student, convenience sampling was adopted for this study. As for the university, an American university of convenience was selected. Concerning the individual participants, senior students from the B.A. Education and B.A. English programs were considered as the pre-service English teachers in this study because both majors qualify the students to work as an English teacher in Lebanon. There were 40 senior students enrolled in the Education program and 12 in the English program, which makes a total of 52 pre-service English teachers in their senior year. Forty-three (82.7%) of them (39 from Education and 4 from English) answered the questionnaire, and 10 of the 43 students agreed to be interviewed. There was only one male student among the participants, and the age of the participants fell in the range of 20-24 except for one who belonged to 25-29. Thirty-five participants were Lebanese and another six students were Lebanese along with another nationality, i.e., American, French, Romanian and Iranian. One student was American in this study.

### **3.4 Instruments**

For data collection, a self-constructed questionnaire was concurrently exploited with in-depth interviews of a small subsample for this descriptive study.

The questionnaire (Appendix I) is composed of three parts: The first part attempts to elicit the subjects' general view concerning ELF. The respondents' sociolinguistic understanding of ELF was measured by the multiple-choice questions concerning the purpose of teaching English and the meaning of 'a competent English user'. They were also asked to rate the acceptability of three statements that elaborated on the general linguistic and cultural understanding of ELF on a Likert-scale. Furthermore, this part also measured the respondents' beliefs about Standard English and their awareness of ELF through multiple-choice questions.

The second part of the questionnaire strived to canvass the participants' attitudes toward basic linguistic features of ELF. This part was divided into three subparts: Phonological usage, Lexicogrammatical usage, and Pragmatic usage. Each subpart was composed of examples that are conventionally considered 'errors' by current ELT practitioners but 'legitimate varieties' that do not hinder communication by ELF researchers. Respondents were asked to rate the acceptability of each example on a Likert-scale. As for the phonological usage, a few more questions about accent were added to figure out their accents, their satisfaction with their own accents and their attitudes toward other accents in terms of 'correctness', 'acceptability', 'pleasantness' and 'familiarity'. Concerning the lexicogrammatical usage, the participants had to rate the acceptability of examples in both written and oral usage.

The third part was mainly about the participants' personal information. It asked about their gender, age, nationality, language knowledge and countries that they have visited. The very last question in this part asked the participants to write down their email address if they were interested in being interviewed.

Several actions have been taken about the questionnaire to mitigate the innate limitation in using questionnaires to collect data: In the Likert-scale items, a 4-point scale was opted for to prevent the central tendency problem, and 'other' category is included in the multiple-choice items to, to an extent, widen the range of possible answers. Mujis (2004) advises that the innate limitation in questionnaire of shallow understanding of the respondents' thought processes can be complemented by conducting interviews, and, therefore, interviewing was the second instrument of this study.

I conducted semi-structured interview in that it bestows the interviewees freedom to elaborate their thoughts and motives in their own words while I can flexibly direct the questions according to the purpose of the interview (Creswell 2011; Hobson & Townsend 2010; Thomas 2003). A specific guideline was suggested by Hobson and Townsend (2010) to safeguard these two-fold intentions in the interview: The interview should begin with the most general questions and specific questions will be asked only when the interviewees do not touch upon the intended topic. Thus, the questions in my interview schedule (Appendix II) moved from asking for interviewees' views about Standard English and their understanding of ELF to questions about specific examples of ELF such as phonological, lexicogrammatical and pragmatic examples and about inclusion of ELF paradigm in teacher education

program. Warm-up questions were added at the beginning of the interview schedule for better rapport between me and the interviewees which enhanced the chance to obtain truthful thoughts from the interviewees.

### **3.4.1. Reliability and Validity of the Instruments**

For the validity and reliability of the questionnaire, I ensured that the items for part I are mainly based on the key bases of ELF and those for part II have been directly extracted from Jenkins (2000, 2007) and Seidlhofer (2004)'s findings. Some items in other questionnaires used for a similar topic in different studies (İnceçay & Akyel 2014; Jenkins 2007; Shaaban & Ghaith 2002) have been also adapted for this questionnaire. The whole questionnaire went through amendment in terms of the contents and formatting for better clarity after piloting it on 11 graduate colleagues in the education department whose emphases are management and leadership, Teaching English to Speakers of Other Languages (TESOL), special education, general, and Science, Technology, Engineering, and Mathematics (STEM).

For the validity and credibility of the interview questions, they were created and adapted in the same way that questionnaire questions were, and the questions were also piloted by the same colleagues in the education department.

## **3.5 Data collection Procedure**

I myself administered the questionnaires and interviews, ensuring that the same instructions were given to all the participants. For the questionnaire, I was invited to the Senior Study class of the Education department on the 13<sup>th</sup> of February, 2015 and to the Drama class of the English department on the 12<sup>th</sup> of March, 2015

where I spent the first 30 minutes of the class. In the first 5 minutes or so, I briefly introduced the topic of the study. During the 20 minutes of the response, emerging questions concerning the questionnaire were answered.

Based on those who wrote down their email addresses on the questionnaire, the individual interviews were conducted from the 17th to the 25th of February and from the 16th to the 18th of March, 2015 in the library of the university. The interview schedule was faithfully followed and the duration of the interview was from 10 to 25 minutes.

### **3.5.1 Ethical Considerations**

Before the questionnaires were distributed to the students, it was always announced that this participation is solely on a voluntary basis. As for the interview, each interview began with thorough explanation about the research and the participants' consent to the interview through signing on a consent paper. All the interviews were also recorded under the participants' consent.

### **3.6 Data Analysis**

As for the questionnaire, the Statistical Package for Social Sciences (SPSS) was capitalized on to calculate the frequencies of the nominal and ordinal data especially through mode and median for each question. The possible correlations between the demographic backgrounds of the participants (number of language learned and number of countries visited) with their views to ELF were examined by Spearman's rho. Concerning the short answers, the frequencies of the answers were counted and put into a table.

The data from the interviews were analyzed through thematic analysis due to its remarkable popularity and effectiveness demonstrated in an extensive research (Hobson & Townsend, 2012). All the interviews were first transcribed following the transcription conventions version 2.1 from the Vienna Oxford International Corpus of English (VOICE project, 2007). As suggested by Braun and Clarke (2006), the transcriptions of the interviews were repeatedly read to familiarize myself with the contents, generate codes and themes from the responses for each interview question.

Questionnaire and interview were adopted and analyzed in this study to sketch the opinions of 43 senior pre-service English teachers of a university toward ELF. The results of the instruments and analysis are illustrated in the next chapter.



# Chapter Four

## Results

This chapter reports the results of both the questionnaires and interviews in an effort to provide the in-depth answer to the research question of the study: How do senior pre-service English language teachers of a university in Lebanon perceive ELF?

### 4.1 Questionnaires

#### 4.1.1 Purpose of English

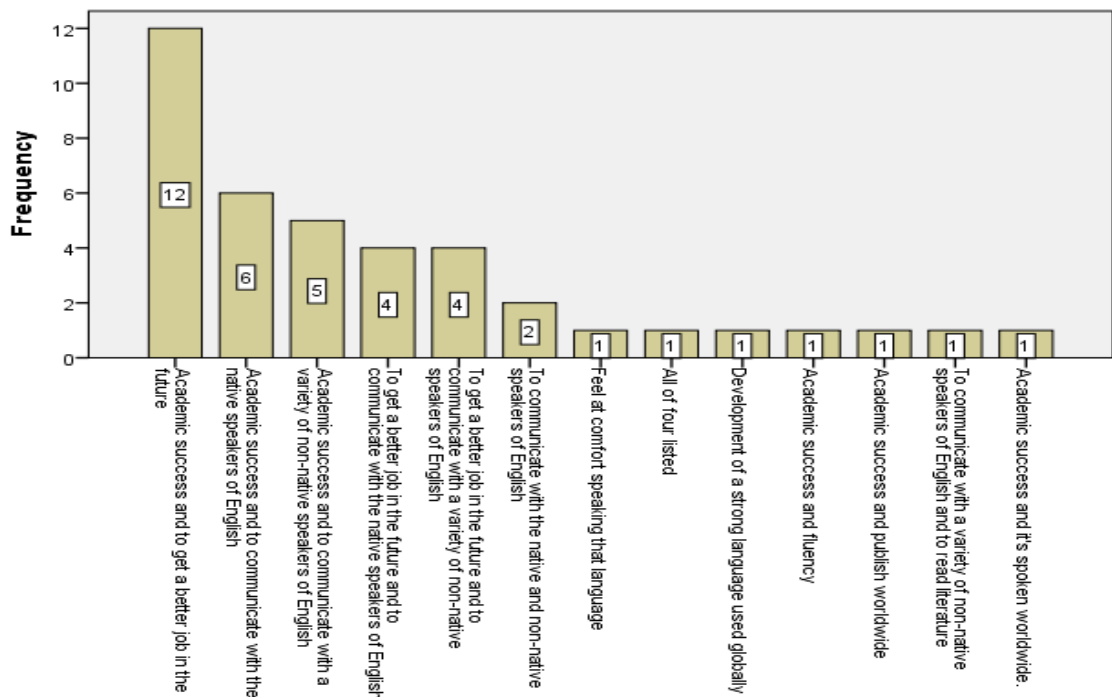


Figure 1 Purpose of Teaching English

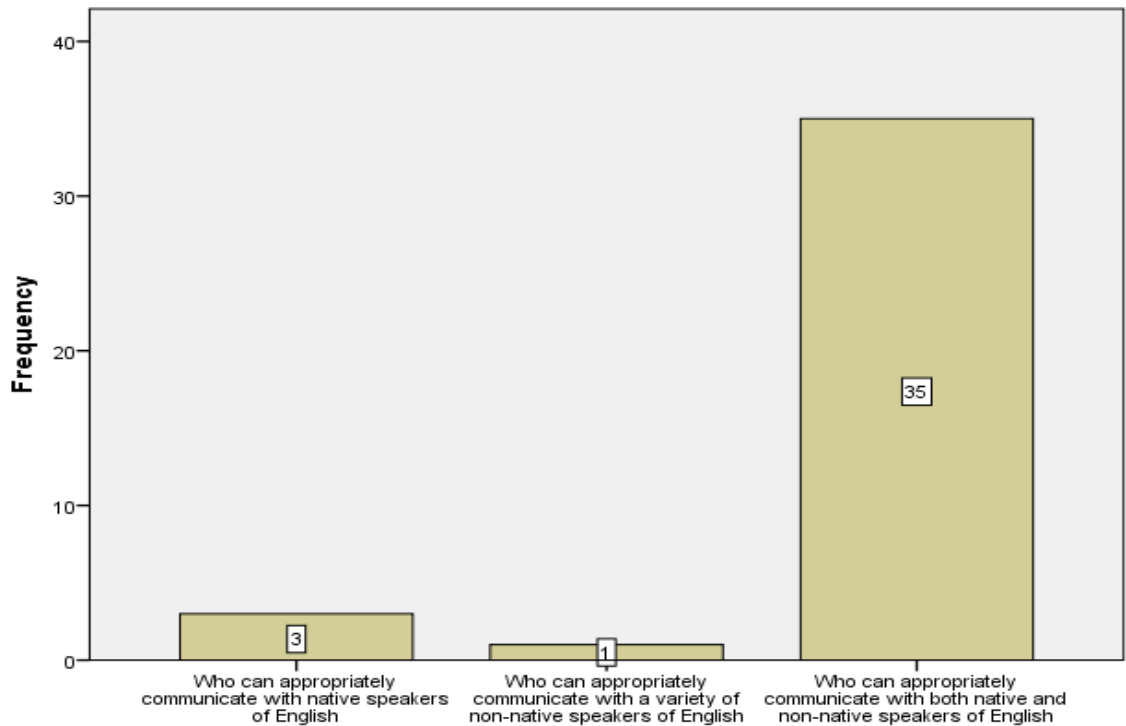


Figure 2 Meaning of Competent English User

Two specific questions were asked on the questionnaire to elicit the participants' thoughts on the purpose of English. The first question was concerning the purpose of teaching English and the participants were required to choose the two most important reasons. As displayed in Figure 1 above, 'academic success and to get a better job in the future' were the two most selected answers by 12 respondents (30.0%, N=40). One notable point is that the three top pairs of the reasons which obtained the agreement of 57.5% of the respondents were all including academic success. Even among those seven participants who suggested different reasons in the 'other' category, three of them still selected academic success as one of the reasons. Other top three reasons along with academic success were 'to get a better job in the future', 'to communicate with NSEs', and 'to communicate with a variety of NNSEs' in the order of listed.

The second question deployed to browse through the opinions on the purpose of English was regarding how the participants define ‘a competent English user’. Thirty-five respondents (89.7%, N=39) responded that a competent English user is a person who can appropriately communicate with both NSEs and NNSEs as Figure 2 shows.

#### 4.1.2 Standard English

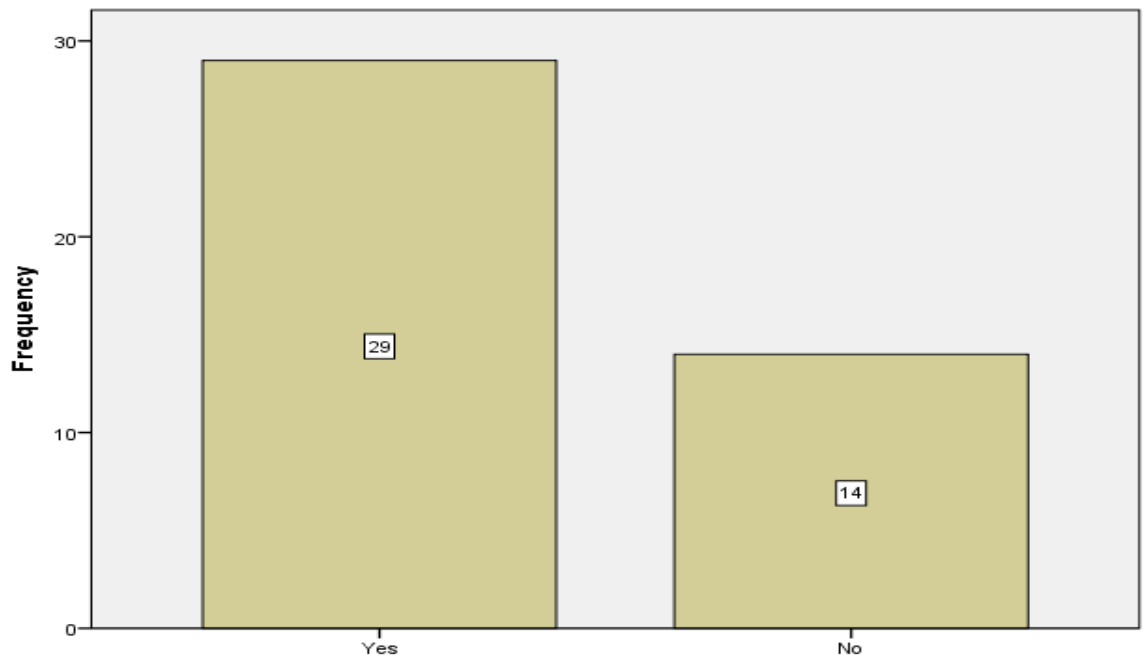


Figure 3 Existence of Standard English

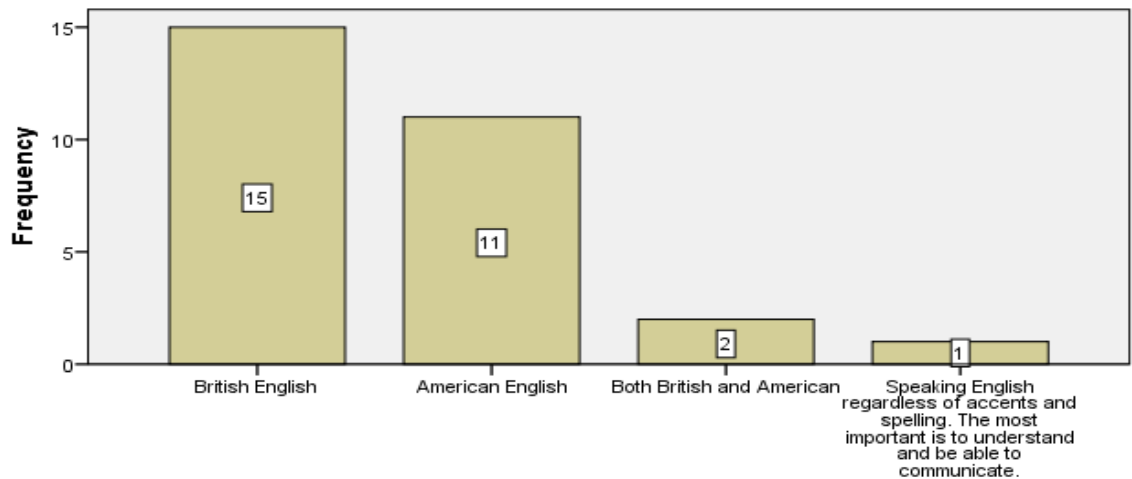


Figure 4 Which is Standard English

Figure 3 indicates that 29 of the respondents (67.4%, N=43) had a belief that there is the Standard English (Figure 3). British English was most considered as the Standard English (51.7%) followed by American English (37.9%) among the 29 respondents who positively responded toward the existence of Standard English (Figure 4). Two of the 29 respondents (6.9%) recognized both British and American English as the Standard English in the ‘other’ category. Another respondent suggested English which can be understood and communicated regardless of the kind of accent and spelling as the Standard English.

Table 4 Reasons of Disbelief in Standard English

	Frequency	Valid Percent
Valid Variations within English as a Native Language	9	64.3
Reflection of various cultures in English	4	28.6
No reason	1	7.1
Total	14	100.0

Table 4 shows the rationales behind the disbelief toward the presence of Standard English among the 14 respondents. Nine of them pointed out the discrepancies among Englishes as native language. Especially the phonological and lexocigrammatical differences between British and American English were stated in their rationales. Four of the respondents, on the other hand, highlighted that English has become ‘a flexible language’ that speakers of English ‘fuse their culture into the language’ and, therefore, it ‘varies according to time and place’.

#### 4.1.3 Awareness of ELF

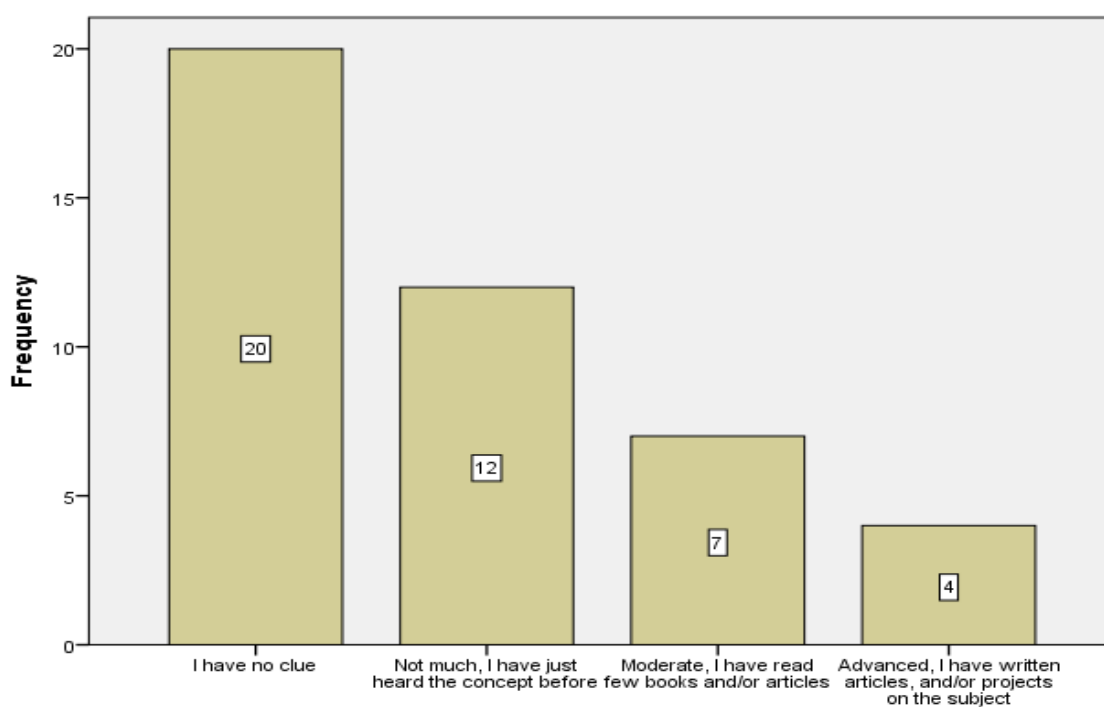


Figure 5 Awareness of ELF

Figure 5 narrates that only 11 respondents (25.6%, N=43) have contacted or delved into literature on ELF while the rest (74.4%, N=43) have never heard of ELF or have just heard of the concept.

#### 4.1.4 Opinions about ELF Features

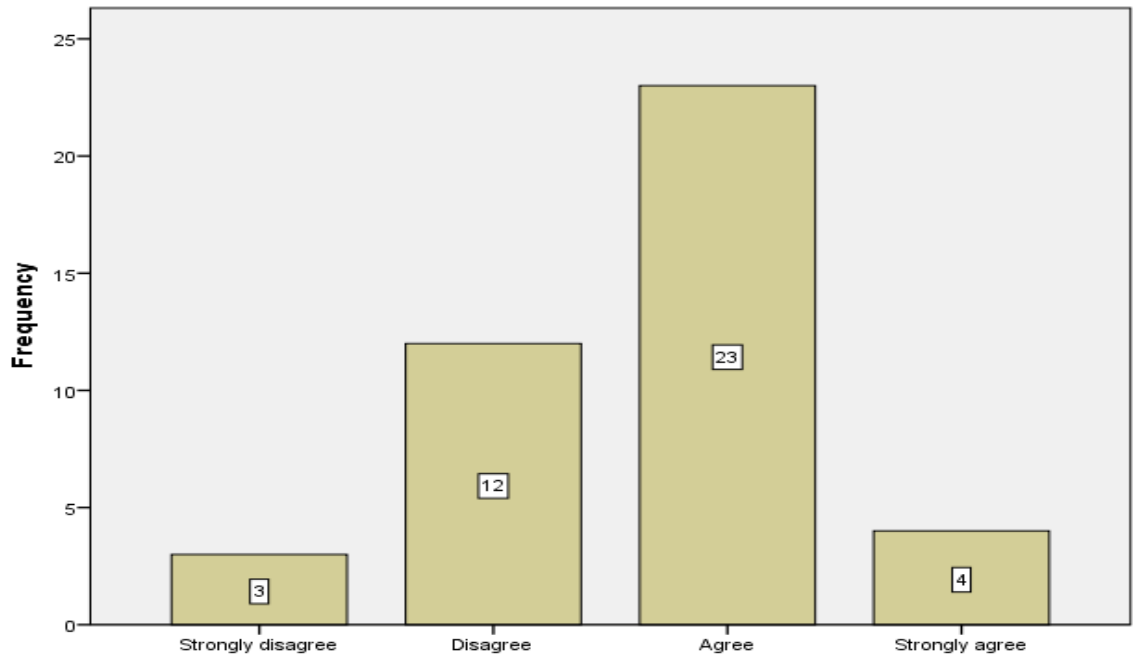


Figure 6 Opinions about the Adaptations of English

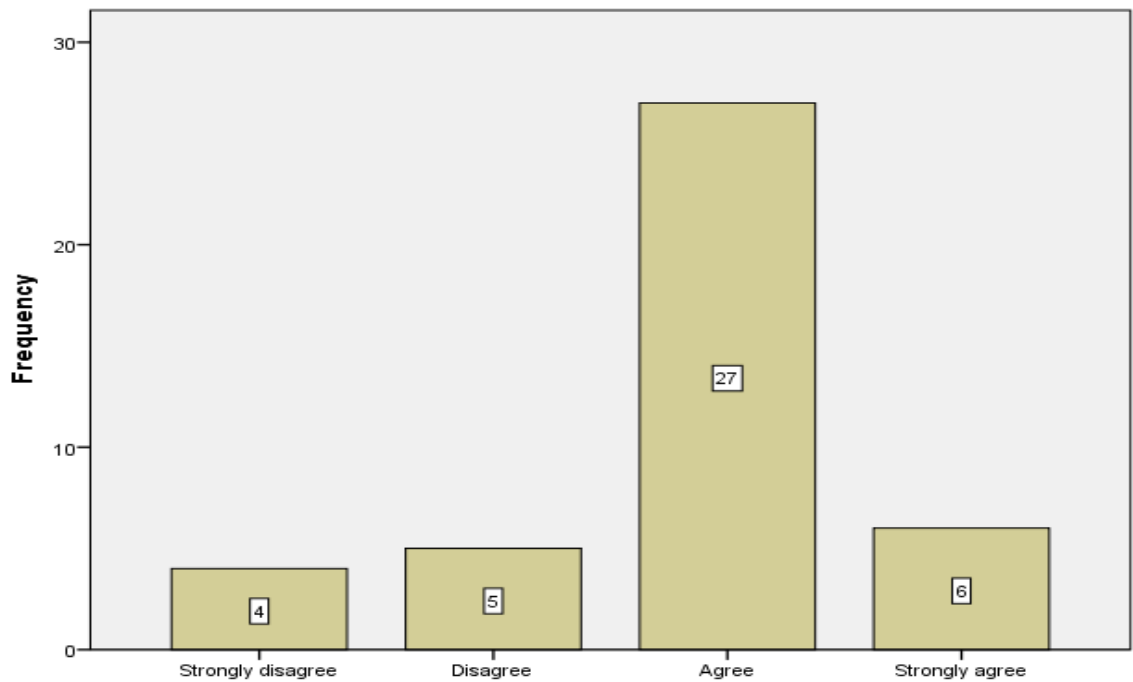


Figure 7 Opinions about Teaching the Adaptations of English

In Figure 6, the positively skewed bar graph illustrates that 27 respondents which is more than half of the total respondents (62.8%, N=42) supported the adaptations of English according to the local language of the NNSEs on the condition that the adaptations do not break down the communication. On the other hand, the other 15 students (35.7%, N=42), a considerable number, expressed their aversion against the changes in English. Furthermore, concerning teaching the adapted versions of English to the English learners, 33 respondents (76.8%, N=42) advocated the idea. The following data scrutinize the consistency of the tendency in the students' opinions about variations when presented with specific examples of variations.

#### 4.1.4.1 Phonological Usage

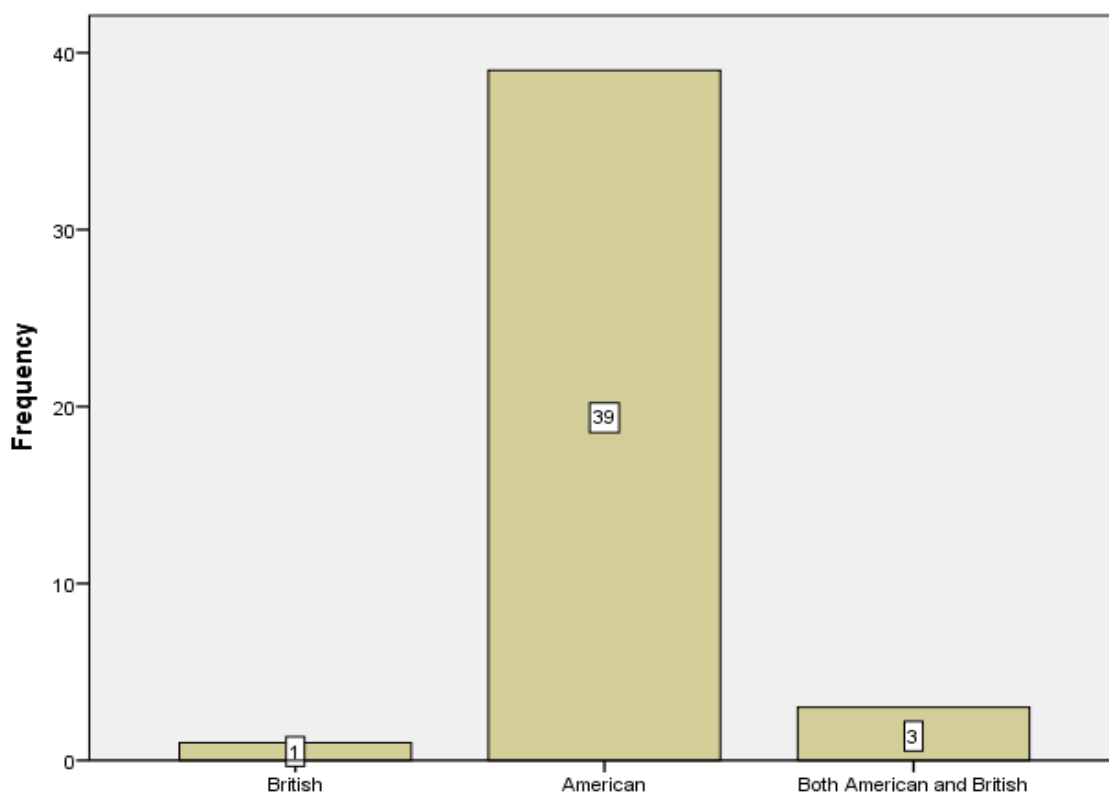


Figure 8 Respondents' Accents

39 respondents (88.4%, N=43) reported that they are using American accent when describing their own accent. Three of them (7%, N=43) were using both British and American accents and the remaining one respondent stated British accent for his/her accent (Figure 8).

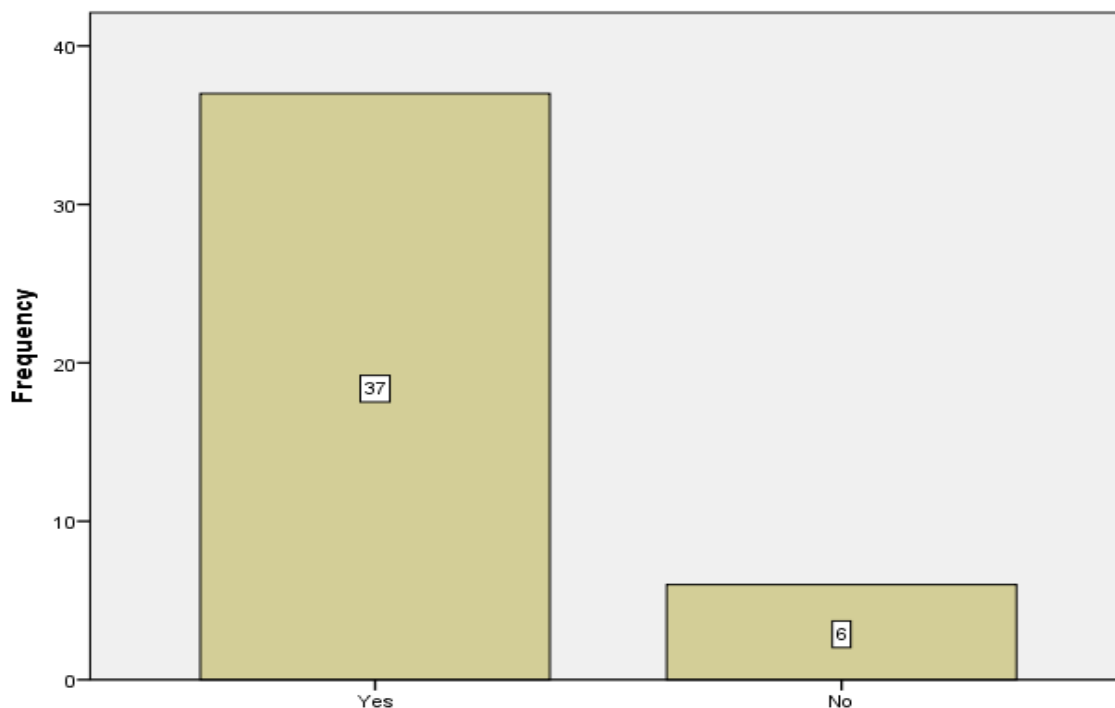


Figure 9 Satisfaction with Their Own Accents

Table 5 Reasons of Satisfaction with Their Own Accents

	Frequency	Valid Percent
Valid Effective communication	14	37.8
Speak proper English fluently	7	18.9
Speak American English	4	10.8
Used to it	4	10.8
Feel comfortable speaking with NSEs	2	5.4
No reason	2	5.4
Understood by both NSEs and NNSEs	1	2.7
Understood by NNSEs	1	2.7
Total	37	100.0



When the respondents were asked if they were satisfied with their accent, 37 respondents responded positively. Table 5 elucidates the reasons why 37 respondents were satisfied with their accents. Fourteen of them explained that they have been able to lead effective communication with others around them with their accent. Other seven respondents emphasized that they are using proper pronunciation and accent though they did not specifically define ‘proper’. Other four students highlighted the fact that they are using American accent either because they have American family or they have studied American educational institutions. Other suggested reasons were their being used to their accent and being understood by NSEs and/or NNSEs.

Table 6 Reasons of Dissatisfaction with Their Own Accents

	Frequency	Valid Percent
Valid Not fluent	2	33.3
Prefer British accent	2	33.3
Don't have American Accent	1	16.7
Have mix of the American and British accents	1	16.7
Total	6	100.0

On the other hand, those six unsatisfactory respondents with their accent explained their reasons behind it as listed in Table 6. Four responses of the six were directly related to the British and American accents. All four of them attributed their lack of satisfaction to the discrepancy with the British and/or American accents.

Table 7 Rank Ordering of Accent Rating Medians

Correctness		Acceptability		Pleasantness		Familiarity	
American	4.00 (N=42)	American	4.00 (N=42)	American	4.00 (N=42)	American	4.00 (N=42)
British	3.00 (N=42)	British,	3.00 (N=42)	British,	3.00 (N=42)	British,	3.00 (N=42)
		Lebanese,	3.00 (N=42)	Lebanese	3.00 (N=42)	Lebanese,	3.00 (N=42)
		French	3.00 (N=40)			French	3.00 (N=41)
Lebanese,	2.00 (N=41)	Chinese	2.00 (N=40)	French,	2.00 (N=41)	Chinese	2.00 (N=40)
French,	2.00 (N=40)			Chinese	2.00 (N=41)		
Chinese	2.00 (N=40)						

The following question in the questionnaire encouraged the respondents to judge the degree of correctness, acceptability, pleasantness and familiarity of English with the five different accents: British, American, Lebanese (Arabic), French, and Chinese. As Table 7 evidently demonstrates, American accent ranked the first followed by British accent in all four categories. It was also interesting to discover that Lebanese accent ranked the second along with British accent in acceptability, pleasantness and familiarity except for correctness. As for the French accent in English, it was lowly evaluated in correctness and pleasantness while it ranked the second in acceptability and familiarity. Chinese accent ranked the last in all four categories.

Table 8 Acceptability of Phonological Usage

		Substitution of Th sound	Elision in word-final fluster	Different vowel quality	Strengthening weak forms	Using syllable-time rhythm	Unconnected speech	Different pitch movement
N	Valid	42	41	40	38	41	40	40
	Missing	1	2	3	5	2	3	3
	Median	2.00	2.00	1.00	2.00	3.00	3.00	3.00
	Mode	1	2	1	2 <sup>a</sup>	3	2	3

a. Multiple modes exist. The smallest value is shown

Following the evaluation of the five different L1 accents in English, the respondents were asked to measure the acceptability of the specific phonological examples that ELF researchers categorize as legitimate variation in English. Except for using syllable-time rhythm, unconnected speech, and different pitch movement, all the other four examples were ‘unacceptable’ with different vowel quality being ‘very unacceptable’ (Table 8). None of the examples were ‘very acceptable’ and the median of the all phonological examples as a whole was 2 which is ‘unacceptable’.

#### 4.1.4.2 Lexicogrammatical usage

Table 9 Acceptability of Lexicogrammatical Usage

		Written	Oral
'Dropping' of the third person present tense -S	Median Mode	1.00 1 (N=42)	2.00 3 (N= 40)
'Interchangeably using' who and which	Median Mode	2.00 1 (N= 42)	2.00 1 (N= 41)
'Dropping' and 'Inserting' definite and indefinite articles	Median Mode	1.00 1 (N= 42)	1.00 1 (N= 41)
'Failing' to use correct forms in tag questions	Median Mode	2.00 1 (N= 42)	2.00 2 (N= 41)
'Adding' redundant' prepositions	Median Mode	2.00 1&2 (N= 39)	2.00 3 (N= 41)
'Overuse' of certain verbs (do, have, make, put, take, etc.)	Median Mode	3.00 3 (N= 41)	3.00 3 (N= 40)
'Replacing' infinitive-constructions with that-clauses	Median Mode	2.00 1 (N= 42)	2.00 1 (N= 41)
'Overdoing' explicitness	Median Mode	2.00 1 (N= 41)	2.00 1 (N= 40)

In writing, respondents rated the lowest, which is 'very unacceptable', for dropping of the third person present tense –S and dropping and inserting definite and indefinite articles while all the other usage except for overuse of certain verbs was measured

‘unacceptable’. When it came to speaking, most of the results were the same except that ‘dropping and inserting definite and indefinite articles’ was the only very unacceptable usage. No significant difference was found between the medians of written and oral usage of lexicogrammar: All the examples were generally considered ‘unacceptable’ in both written and oral usages. However, the modes of each example hint that such usage in oral English was regarded relatively more positively than the written usage in at least three categories: dropping of the third person present tense – S, failing to use correct forms in tag questions, and adding redundant prepositions.

#### 4.1.4.3 Pragmatic usage

Table 10 Acceptability of Pragmatic Usage

	Pragmatics example 1	Pragmatics example 2
Median	3.00	3.00
Mode	3 (N=42)	3 (N=41)

Table 10 shows that both pragmatic examples that reflect the different pragmatic strategies in English from NNSEs were mostly considered ‘acceptable’ by the respondents. This result lies in the same line with the results of another question regarding the acceptance and flexibility toward English usage influenced by a variety of cultures. When respondents were asked if it is acceptable to include a variety of cultures including the cultures of the NNSEs in English teaching materials, 32 respondents (74.5%, N= 42) positively responded (Figure 10).

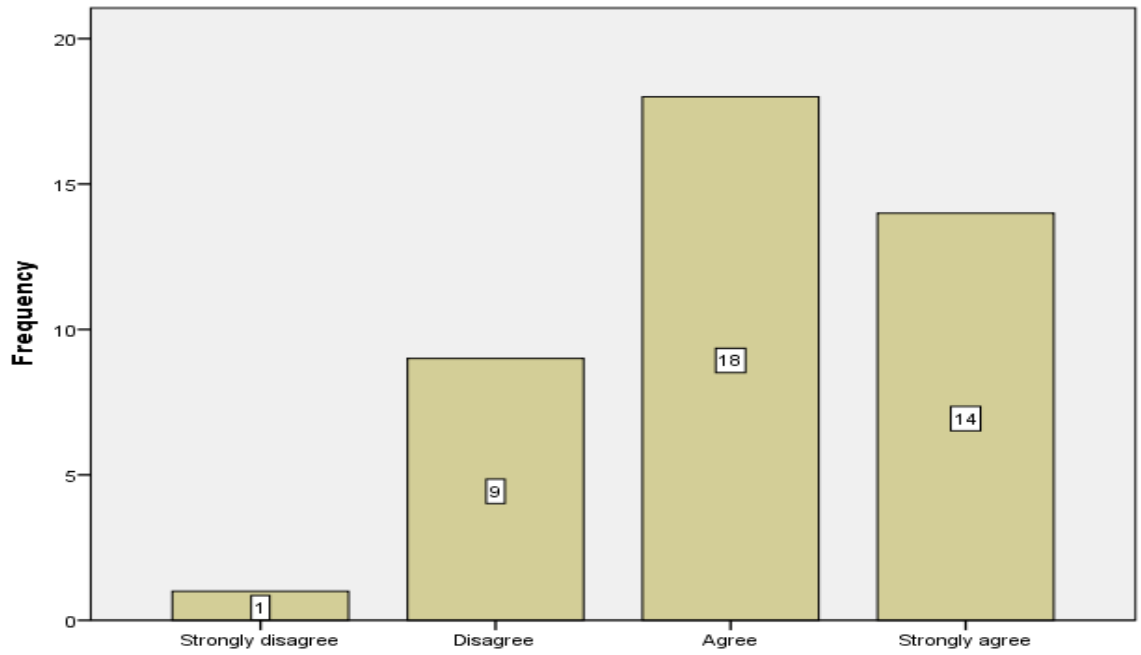


Figure 10 Acceptability of Including a Variety of Cultures in English Teaching Materials

#### 4.1.5 Correlations with the numbers of learned languages and of visited countries

Table 11 Correlations between the Number of Languages Learned and Opinions about ELF

		Number of languages learned	Opinion about adaptation of English	Opinion about teaching adaptations	Opinion about including a variety of cultures
Spearman's rho	Number of languages learned	1.000	.540	.098	.540
		.	.000	.536	.000
	Sig. (2-tailed)				
	N	42	42	42	42

Table 11 reports that language knowledge of the respondents does have a strong positive correlation ( $r_s = .540$ ,  $p = .000$ ) with their opinions about adaptation of English and including a variety of cultures in the English-teaching materials. However, it bore a neglectable positive correlation ( $r_s = .098$ ) with their opinions about teaching the adapted versions of English though this result was statistically insignificant ( $p = .536$ ).

Table 12 shows that the number of countries the respondents have visited resulted in weak positive correlations with their opinions about the adaptation of English ( $r_s = .064$ ) and with their opinions concerning teaching the adapted versions of English ( $r_s = .053$ ). On the other hand, it was modestly correlated with the respondents' opinions about including a variety of cultures in the teaching materials ( $r_s = .225$ ). However, all the correlations were significantly insignificant ( $p = .690$ ,  $p = .741$ ,  $p = .158$ ). The purposes of the students' visitation were mainly tour, visiting family, and studying, and the visited countries were Arab countries, South American countries, European countries, East Asian countries and the U.S..

Table 12 Correlations between the Number of Visited Countries and Opinions about ELF

		Number of countries they have visited	Opinion about adaptation of English	Opinion about teaching adaptations	Opinion about including a variety of cultures
Spearman's rho	Number of visited countries	1.000	.064	.053	.225
	Sig. (2-tailed)	.	.690	.741	.158
	N	41	41	41	41

## 4.2 Interviews

### 4.2.1 Existence of Standard English

Seven out of ten interviewees responded that they bolster the idea of Standard English and yet their justifications could be sorted out into three different categories. Three of them shared that there is a basis or one Standard English for communication but variations in each country or region are acceptable. One of the three gave an example of how Arabic language is used across the Arab region so as to illustrate the similar way English works in the world. The following is the part of the transcription of that particular interview.

Just like us. Like we have standard Arabic which is written in books and everywhere but like Lebanon uses its own slang and I don't know maybe Syria or uhm maybe KSA each and every Arabic country uses its own. So the same thing applies to English I think like you have one standard English and then you have slang in each maybe region of the states they have different accent, different dialect maybe.



Another three interviewees agreed that Englishes from native countries should be all considered as the Standard English. American and British Englishes were particularly mentioned among these interviewees. The following is the excerpt from the interview with one of these three interviews.

it's a kind of English that uh has some rules eh (2) uhm what else... I think there's eh (1) it depends in in which country yani for example there's American standard English and there's the Brit- British one...I think it's because there they use it as a native language.

The other one participant simply stated that Standard English exists to tell us what is right and wrong.

Those three interviewees who did not take side with Standard English had two different reasons for their stance. One referred to the variations even among the Englishes of native countries. Different spellings of American English and British English were specifically pointed out. The other two admitted that each nation may have Standard English such as Singapore, the U.S. and the U.K., but she defied the necessity of global Standard English. The excerpt from the interview with one of these opponents is below.

I don't think there's a specific standard (.) although each nation like you've got a standard English in Singapore or a standard English in the States or the U.K. and those standards are different but I don't feel like there's a specific need for a standard of like academic English or what is proper because I I don't think

#### **4.2.2 Awareness of ELF**

Four reported that they have not heard of the concept, five have studied the concept either briefly or generally in multilingualism class or introduction to language class or history of English class, and the other one has written a paper on

the topic. When those who have studied ELF were asked to elaborate on how they comprehended ELF, their definition of ELF was limited to the international usage of English. The following is the part of the interview with the one who has read a chapter about ELF and written a paper on it.

I understood it to be like h- how Latin used to be the lingua franca before and everyone used to speak it it was a language of trade and business and communication (.) eh English is now that so everyone communicates in English you don't see people (.) like (.) international business for example they wouldn't communicate in another language except for English so that's how I see lingua franca

#### **4.2.3 General Views toward ELF**

Although all ten interviewees unequivocally espoused that English has been exploited in most domains on a global level, they took different sides when it came to the adaptations of English according to the local languages and cultures: While seven of them gave a positive hand to the idea, the other three did not. There were two distinctive views that were shared among the advocates of the changes in English.

I think so. I mean here in Lebanon especially we have a Lebanese language outside of Arabic which is basically a mix of Arabic, English and French...So it can be more adoptable. Uhm. How do you say(.) available for the larger population.

The part of the interview above demonstrates one of the views that adaptation renders English accessible to more people, taking the example of idiosyncratic combination of three different languages often used in Lebanon. The other two who shared this idea also added that local languages and cultures color and enrich the English language.

I think we should be flexible in that issue as long as native speakers can understand what we are saying... so adaptation should be careful should be careful so that everybody can understand and comprehend what you are saying and also when you (.) publish when you write when you do some research and you publish and you write you language should be comprehensible by different cultures so I think we can adopt but we should have rules.

As the excerpt above represents, the other four endorsed the idea of adaptation, underlying the communicative purpose of the English language. The interviewee above also suggested the need of rules for the mutual intelligibility. This suggestion was repeated by another interviewee who went further to argue that the rules should be simplified not to be a hindrance for the users of the language and that the rules are needed mainly for the formal communications. Another highlighted the fact that language is dynamic and constantly changing.

The three interviewees who were against the notion of changing English had different stories behind their opinions. One raised the point that we, NNSEs, should adapt ourselves to and respect the English of NSEs since it is their language. Another claimed that change will indispensably break down the smooth communication, and, therefore, English and Arabic should not be interrelated in one way or another. The other expressed her worry that it may not be conducive to improving her English skills, pointing out the existence of English phrases that are only used by Lebanese speakers as a hindrance to the acquisition of English language.

#### 4.2.4 Adaptations in Phonological Usage

Two questions were asked regarding the adaption of phonological usage in English. The first question was which accent should be used when speaking in English.

Sadly but (X) American English. Because the books that are being (1) in our hands now and when I used to study not even in Lebanon, in Saudi Arabia, the the the books that they were using or we were supposed to use is is is American books. They are not British books

The interviewee above expressed that it is American accent that we should be using due to the accessibility and familiarity though she seemed to prefer British accent. Similar tendency could be detected in the responses of other three interviewees as well. All four of them opted for American accent, acknowledging the widespread of American accent through English learning materials and media which resulted in more familiarity with the accent than any other. Another notable tendency in their responses is that their choice of American accents was always accompanied by the reason why they did not chose British accent instead. One considered British accent harder, another too classy, and the other annoying and not stable. One of these four interviewees expressed her aversive toward French accent she can often catch when Lebanese speakers speak English.

There's (.) no eh accent that we Should use. It depends where eh where you live, with whom you are talking, what are you exposed to. So it's not like Ino you have to use this.

On the other hand, the interviewee above refuted the notion of one accent everyone needs to adhere to. According to her, accent should be flexible contingent on the context, the communicative group in which you grew up and interact with. Another

interviewee joined her in this view, taking her own case as an example; her accent has been influenced by her American professors, British teachers, her Arab background and her experience of living in China, and she is still well understood by others.

As long as they are using this tool which is the English language and they are understanding each other, it's fine because this is the main aim of the language but me personally I'd like ma barif maybe I'm a I'm a yani I like things like they are how they are supposed to be. Ino I like it to to be sounded the way it is supposed to be sounded. BAS it is my personal view but it's not wrong I mean. It's a tool and as long as they are getting their means it's it's great.

The responses of the other four interviewees revealed rather ambivalence as shown in the excerpt above. They all began their answers with the belief that accent should not matter as long as communication can take place. One even added that it is good to have a variety in accents to show their identity, ensuring the intelligibility at the same time, especially amid the augmenting efforts of the U.S. to dominate other languages and cultures through media and education. Another also considered the case that speakers of some L1s may not have pronounced 'r' sound in their lives. Nevertheless, their personal views added at the end of their responses were disparate from the antecedent thoughts. One expressed her satisfaction with diminishing French accent in her English. Another confessed that she only considers British and American accents. The other spoke out that American accent should be the one since it is most disseminated among English learners. One of the interviewees tried to explain this ambivalence in her response that they were socialized think that they should conform to American accent.

The second question regarding the adaptation of phonological usage was

how acceptable the listed phonological examples are to them. The examples were the same ones as in the questionnaire, and they all have been considered as legitimate variations by the ELF researchers.

I don't like them. I think (.) because (.) I don't know I think people should stick to the standard like (.) maybe learn how to speak all the words properly like today this girl heard her say she said the what was the word? Obstacle she said obstacles. So to me it was I think maybe like the grammar Nazi I don't want that I don't I can't hear it

Five of the interviewees expressed their discomfort with all the examples as the excerpt above states. Three of them particularly emphasized the 'proper' phonological usage by approximating to the 'Standard' accent. The other two did not directly refer to the 'Standard' accent, however, they considered the examples as 'not taught well', 'not paid attention to' or 'annoying'.

I think that would cause especially because sink is another word.@@

The interviewee above selected the examples of substitution of  $\theta$  sound and the other chose the examples of different vowel qualities as problematic in mutual intelligibility. They both considered the rest of the examples acceptable in that they did not see them causing any troubles in understanding each other.

I guess in a way that (.) from context (clues) you can sort of understand what they are saying like in Lebanon people (who) say I tink so you know so you se- I think it depends on how long you spent in the place where you are getting acquainted with their adaptation of of the language their adaptation of uh (1) of an accent and you get used to it

The interviewee above considered all the examples acceptable, on the other hand, and she contended that it all depends on the context that you are exposed to. Two other interviewees shared the same view with her.

#### 4.2.5 Adaptations in Lexicogrammatical Usage

Eight interviewees responded that the examples are acceptable depending on the situations while one dismissed all the examples and the other accepted them all .

when you are speaking with a person, who you know is not very fluent in English, the ok I get what you mean. Bas if he goes to a professional interview and he speaks that way, it will create problems

The participant of the excerpt above argued that the examples are acceptable depending on the level of English of the speaker: speakers of English at a novice level and speakers of English at a professional level. The interviewee later added that people should use the correct grammar, the one taught in school at a professional level. Three other participants were with this specific division: one pointed out that these examples will not be acceptable at university. Another labeled herself ‘grammar Nazi’ who is intolerant with grammar mistakes of ‘fluent’ English speakers. The other shared the same irritation with the grammar mistakes from those who are very good at English though she refused to use the term, mistake, and respected some people’s “choice to speak that way”. She extrapolated that this tendency may be the result of the strict grammar education she received in her school years: She used to get beaten with a ruler every time she made a grammar mistake.

for example these two are acceptable (pointing at redundant prepositions and overdoing explicitness) but I think she eats this is the basic language so I think w- yane (.) for this la we should really differentiate and speak according to to the grammatical rules of subject verb agreement ino this is the basic rule eh bas ino hone it is acceptable shu kamen and at hospital

Three interviewees rather focused on specific lexicogrammatical examples to decide the acceptable situations. The interviewee above picked the examples of redundant

prepositions, overdoing explicitness and the dropping definite and indefinite article as acceptable though she could not specify the reason behind her selection. She considered the rest as unacceptable in that they are breaking the basic grammar rules. Another considered the examples of tag question and relative pronouns, 'who' and 'which', as unacceptable and annoying, and added that it signifies whether the speaker is a NSE. He considered the other examples causing minor changes and, therefore, acceptable. The other interviewee asked me in the beginning if all the examples were wrong, and then generally commented that she may not pay attention to the mistakes in some of the examples.

Some words are being said grammatically incorrect ok but you can still well while you speak it out it's it better than it's it's acceptable. But if you write it down, it's unacceptable. You know what I mean so I think as long as you are writing it has to be 100 percent grammatically right as long as you are speaking it's fine to maybe uhm (2)

The interviewee above had a different way of determining the acceptability of the lexicogrammatical usage. She claimed that incorrect grammar usage is acceptable in spoken conversation, but the grammar rules should be strictly adhered to in writing.

I just think if they got really if if they were taught grammatically if they were taught grammatically right, they wouldn't (.) do such mistakes.

While the others posited that the acceptability of the examples is contingent on situations, the interviewee above defied the acceptability of all the examples and attributed the mistakes to the lack of grammar education.

You can understand what's behind them so wha- why why push the (.) grammar all these things to the maximum yani you have to say Perfectly khalas as long as you can understand (.) the meaning ya @@ just take life easy



On the other hand, the interviewee above considered all the examples acceptable, noting the intelligibility that they still preserve.

#### **4.2.6 Adaptations in Pragmatic Usage**

I think at some point, you hav- when you communicate with someone from another country who has different values and different thoughts and different experience with the language, you have to adopt. You you can't just impose the correct another whole new culture for me to adopt.

The interviewee of the excerpt above buttressed the adaptations in pragmatic usage of English, broaching the issue of respect for a variety of cultures to the discussion. Three other interviewees also placed weight on respect for other cultures in their responses. One illustrated that we need to be more careful when talking with NSEs in order not to culturally offend them, while we can be more relaxed when talking with speakers of our own culture. The other two interviewees stated with excitement that the lingua franca is becoming enriched with different cultures synchronized in it, and it will force English learners to know more about others and their cultures.

I don't mind of course not but I have to understand it to know that he's he's expressing gratitude or yap no I don't mind... because it is his own identity. Eng- English is just language to communicate it's not to to to (X) he doesn't have to to have that American or B- English identity it's just to communicate so that we would understand each other

Another group of four interviewees also positively responded toward adaptations, and yet their focus was on securing their identity. The excerpt above stressed that English is a mere means to communicate, thus it should not affect or alter the identity of NNSEs to American or British identity. Other two interviewees admitted that there is a need to learn about the culture of the language, but she added that it

cannot alter your preference toward your own culture over other cultures. The other interviewee even contended that we should speak English in a way to show or preserve our identity.

On the other hand, there was one interviewee who expressed her regret toward the fact that it has already become difficult to find their culture in the usage of English language due to the engulfing influence of American culture residing in Lebanon. Below is the part of the interview with her.

Us Lebanese are taking so much more than the language from the Americans. Even the strategies now it it a lot of stuff crossed my mind as you were saying the examples. So I don't know to what extent we still have our own ways or strategies or traditions. It's Bad bas ino we do it unconsciously now so hala I was thinking ino if my friend told me masaran I broke up with my boyfriend I will say 'uh sorry to hear that'. So you see it's not our way but we are still taking everything even the (not) even the language. We are speaking their language 24/7, we are eating their food, we are dressing up their style, we are (.) everything. You know so it's too much interrelated.

It depends because it will depend on the person (.) sometimes people like they are from a culture and they talk English badly like it's really fun it's really cool but other people it's just not Ilike it's just not cool

According to one interviewee of the second excerpt above the acceptability depends on which culture the pragmatic usage is adapted to. He took the example of his experience with an international group of friends last summer in Brazil. When he heard Brazilians speaking English with the strong influence of Portuguese, it sounded so fun and cool, but it wasn't like so when a Polish girl spoke English with the influence of Polish. Even though he considered Brazilians' English acceptable, we can infer that he still finds their English erroneous from the adverb he used when he described their English: badly.

#### **4.2.7 Inclusion of a Variety of Cultures in English Teaching Materials**

All ten interviewees projected one voice on that English teaching materials should integrate a variety of cultures in them. Their rationales could be encapsulated into three major points.

The first point denoted that the surged contacts and familiarity with multiple cultures through the English teaching materials will better equip English speakers to interact with English users of various cultures on a global stage. This insight departed from the recognition of the fact that English is being exploited throughout the world, and that the sociogeological map is no longer homogeneous but heterogeneous in most of the regions on the globe. Below is the excerpt of one of the interviewees who represented such view.

You are learning a new language that is used in various cultures and you know that this language Can be used in various cultures it's very important to get acquainted with the culture also it also ties in with your ability to understand everything that you've you've just covered (be it) the way you express gratitude or or humility or the different pronunciation or the different use of grammar

The second salient point was that the inclusion of a variety of cultures will render the English learning more interesting and will plant a sense of relativeness or belonging in the minds of English learners. One illuminated this point with an example that people who have not gone fishing cannot write about fishing. Another interviewee shared part of her experience with her English teacher who used to thoroughly follow the contents of the American text book but complemented the contents with the examples from Arab world. Below is the part of the interview with one of the interviewees who manifestly proclaimed this point.

Definitely because eh they should keep in mind that uhm those books are not only for American students in the States. I mean they are targeting worldwide students. So the student has to have the sense of feeling that he belongs there so he can be more motivation more motivated toward this language.

The last point was rather a caveat to be paid attention to when incorporating various cultures in the materials. Two interviewees pointed out that skewed viewpoints toward each culture in the process of selecting and presenting them should be eschewed by portraying cultures from multiple cultural perspectives. Below is the excerpt of the interview with one of them.

We should portray it in different ways. So that we do not associate for example English speaking ehm culture with wealth if you if you constantly show pictures of or text of wealthy people that speak English so that we don't make this associations in mind

#### **4.2.8 Inclusion of ELF Paradigm in the Agenda of English Teacher Preparation Program**

Insertion of ELF paradigm into the English teacher preparation program was also endorsed by all the participants. Following are the four key points participants expressed.

Like teachers should know about these these things... so they can teach the students and tell them introduce them to different cultures different and (.) ya different cultures might that might (.) give us words or certain adaptations to the English.

Along with the interviewee of the excerpt above, four other interviewees accentuated the benefit of ELF paradigm in English teaching in the context of multicultural society: They ruminated that it will broaden the range of understanding different Englishes all over the world, which will ameliorate their communicative

skills at the end.

for example there's a conference in Korea (1) why we don't get people to get to know the language? (In Korea and then the conference over there) Ino What's wrong? Ino There's nothing wrong with (.) having a third language and a fourth language so but I am also I don't know if if I am with the idea of everyone having English as a second language (as the) priority over other languages...

Another interviewee revealed her fear in the excerpt above about the dwindling room for other languages in the world due to the seemingly invincible popularity of English as a second language. She illustrated her point by giving an example of Lebanon where English is placed before Arabic even in public signs on the road. She warns that ELF pedagogy should be integrated into the teacher program in a way to guarantee the existence of both English and other languages.

the Lebanese or any other nonnative speaker who speaks English should not be very ino heke intimidated he should speak in one way or another so eh this kind of thinking should be taught to tea- to to those who will be teachers plus ino we should pay attention to cultural expressions and ino how each culture would perceive certain expression and how we should use it.

The other interviewees highlighted the psychological and attitudinal effects of ELF pedagogy in teacher preparation program. The interviewee of the excerpt above supported that it is pivotal to raise accommodation skills and flexible attitudes in English learners by exposing them to the dynamic and diverse features of English, which will boost the identity of NNSEs along with effective communicative skills. Two interviewees shared their experiences of being intimidated or belittled by their teachers or instructors for their falling short of speaking English in one particular way. They claim that it should be a comfortable and enjoyable process to obtain another means to express yourself and that it will open for the endless opportunities

for creativity.

The results of the questionnaires and interviews supplemented and confirmed each other without bearing any discrepancy between them. Most participants advocated the Standard English ideology while there was absence or superficial level of understanding of ELF among them. Though the participants found the overall concept of ELF acceptable, the features of ELF were rarely acceptable to them. The participants all agreed that a variety of cultures should be included in English teaching materials and ELF paradigm should be taught in the teacher education program. The results are discussed in depth in the following chapter.

# Chapter Five

## Discussion

In this chapter, the results of the questionnaires and interviews are discussed by five salient themes extracted from the data: perspectives towards Standard English, perspectives towards the sociolinguistic facet of ELF, perspectives towards the cultural facet of ELF, perspectives toward the linguistic facet of ELF, and teaching ELF paradigm in teacher preparation program.

### 5.1 Perspectives toward Standard English

The majority of the participants acknowledged the existence of Standard English which often indicated the norms of inner circle speakers especially American or British speakers. This view is certainly not unique in the ELT field but rather widespread around the world (Canan hänsel & Deuber, 2013; Gnutzmann, Jakisch, & Rabe, 2014; İnceçay & Akyel, 2014; Ozturk, Cecen, & Altinmakas, 2009; Oh, 2011; Sifakis, 2008), and the influence of media and education is considered as the driving force of the circulation of this very view. An extensive number of research (Canan hänsel & Deuber, 2013; Crystal, 2003; Graddol, 1997; Jenkins, 2000; Ozturk, Cecen, & Altinmakas, 2009) agreed that the thriving American entertainment business and its persistent economic and political hegemony are constantly introducing American English to the world. Educational system is playing a chief role in cementing the

authoritative status of Standard English once it is introduced. In Bahous, Bacha, and Nabhani (2011)' research, principals, middle managers and teachers of schools in Lebanon opted for high achievements in Test of English as a Foreign Language (TOEFL) and the Scholastic Achievement Test (SAT), both of which are developed in the U.S. integrating American English, to measure student proficiency attainment. For the program quality, they preferred the books published either in Europe or the U.S. and the books for preparation for TOEFL and SAT. They even suggested that the Lebanese curricula should be modified to be aligned with the international or American curricula with the Lebanese context in consideration. The rising popularity of TOEFL and SAT and the adoption of the U.S. or British curricula in the international community are fueling the concept of Standard English in the ELT field.

## **5.2 Perspectives toward the Sociolinguistic Facet of ELF**

The instrumental purposes of learning and teaching English were recognized by the pre-service teachers. They also recognized that competent English speakers are to interact not only with NSEs but also with NNSEs in the ever expanding global stage. It is a worldwide tendency that English language is now pursued for the success in education, business, international relations and scientific research in the global community (Breiteneder, 2009; Oh, 2011; Park, 2012) as opposed to the purpose of assimilation to the Anglo community in the time of imperialism. As the players in various fields are becoming international and diversified, English is functioning to bridge the people around the world rather than to dichotomize NSEs and NNSEs.



### **5.3 Perspectives toward the Cultural Facet of ELF**

All the respondents were aware of the close relationship of language with culture and identity. At the same time, they clarified the position of language as a means to communicate and not to overwhelm their desire to project their own local culture and identity while speaking English. Preservation of their culture and language was also highlighted by the respondents especially for the purpose of warding off the domination of American culture. According to Esseili (2014), teachers in private schools in Lebanon complained that the imported books from the U.S. have nothing to do with Lebanese cultures and students' needs. The respondents also recognized that in the ELF context, we should take the egalitarian approach toward other cultures and languages too. In order to achieve the equality through diversity in the ELF context (Majanen, 2006), all the respondents agreed on including a variety cultures in the English teaching materials with the caveat that one culture would not be presented better than the others (Shirazizadeh & Momenian, 2009).

### **5.4 Perspectives toward Linguistic Facet of ELF**

It would be a fair inference from the respondents' positive perspectives toward the sociolinguistic and cultural aspects of ELF that they will show the same positive response toward the linguistic aspect of ELF: adaptation of English language according to the local culture and language to the extent that it does not hinder communication. When the concept of the linguistic aspect of ELF was introduced, the majority considered it acceptable, however, when the specific examples of such adaptation were provided, their reactions turned negative. Two conspicuous

interrelated tendencies could be detected from the respondents' ambivalent answers.

First, Standard English or 'correctness' appeared to be a predominant criterion in evaluating English language. Not only did the participants categorize their accents as either American or British but also were they satisfied with their accents because of their accents' approximation to the 'proper' or American accents along with communicability. On the other hand, they overall rated the phonological examples as unacceptable. In fact, some research (Jenkins, 2007, 2009; İnceçay & Akyel, 2014; Sifakis & Sougari, 2014) have repeatedly witnessed that EFL teachers in the expanding circle embrace the norm-bound attitude towards phonological usage of English. This reliance on inner circle norms becomes even more salient in the lexicogrammatical usage. Again, the lexicogrammatical examples were overall rated unacceptable by the participants though the orally projected lexicogrammatical 'errors' were relatively more tolerable than the written ones. This tendency was also shared with other EFL teachers that they demanded grammatical accuracy and fluency in the written task (İnceçay & Akyel, 2014; Ozturk, Cecen, & Altinmakas, 2009). According to Seidlhofer (2004), this uneven acceptability is because of the absence of reciprocal negotiation in the written communication, which requires adherence to norms to affirm intelligibility.

Second, the effect of social connotation was deeply rooted in the evaluation of the features of ELF.

- American accent ranked the first in all criteria including 'correctness' followed by British accent which was most considered as Standard English by the respondents.

- American accent ranked higher than Lebanese accent in the criterion of familiarity.
- Through the majority have not contacted much of Chinese accent (ranked the last in familiarity), the participants rated Chinese accent lowest in all the other criteria ('correctness', 'acceptability', and 'pleasantness') instead of choosing not to evaluate it.

These phenomena reveal that the respondents' judgements were not necessarily derived from the thorough evaluation of the intrinsic features of each accent but they were from the socially pre-set folk belief or attitude about English (Jenkins, 2007): The widespread American English should be pursued by everyone. Other researchers (Jenkins, 2009; Majanen, 2006; Oh, 2011) also corroborated the effects of social connotation that the negative attitudes toward non-native accents prevailed though native accents have not been found more intelligible than non-native accents due to its connected speech, elision, assimilation and weak forms. As a matter of fact, it was rather a familiar accent that appeared more intelligible, but no one positively evaluated such accents, mostly L1 accents. Furthermore, Majanen (2006) and Jenkins (2007) discovered that these negative attitudes toward non-native varieties appeared in a hierarchical manner depending on the 'prestige of the style' and 'degree of ethnic pride'.

The participants had a clear understanding of their instrumental purpose of teaching English and a keen understanding of the desire to preserve and express their culture and identity in communication in English. However, at a practical level, most of them seemed to give in to the mono-centric and norm-bound Standard English

paradigm. Jenkins (Jenkins, 2006, 2007) and Seidlhofer (2003) explicated that it is because of the deeply rooted notion of ‘nativeness’, pressure from the gatekeepers of Standard English such as universities, publishing houses and examination boards, the absence of salient features of ELF at a practical level, and the absence of decent discourse and discussion on ELF.

### **5.5 Teaching ELF Paradigm in Teacher Preparation Program**

Few in number among the participants have heard or studied about ELF in their program and even their awareness remained at a surface level. When Ozturk, Cecen and Altinmakas (2009) interviewed ten pre-service English teachers in Turkey, they faced the similar situations. Majority was not aware of the ELF, and even if they have heard about the concept, their understanding could not reach beyond the notion of English as a global language on the basis of the historical, political and socio-economic power of Britain and the U.S. Other research (İnceçay & Akyel, 2014; Seidlhofer, 2003) also revealed that B.A., M.A., and PhD programs rarely provide opportunities to scrutinize the concept of ELF.

Jenkins (2007) discerned that linguistic legitimacy can be secured by the authority that is capable of triggering public acceptability of a language as a complete and prestigious medium of communication. In this light, the failure to educate the academically trained teachers to make informed linguistic decisions has been a major impediment in the implementation of ELF. ELT pre- and in-service practitioners are still being bombarded with Standard English ideology through current available teaching materials (Jenkins, 2007; Sifakis, 2008) without balanced exposure to the alternative paradigm. Sifakis (2008) called for the transformation of

educators' worldviews and perspectives toward TESOL at every level through the integration of the following contents into the teacher education program:

- Raising awareness of the communicative value of ELF in relation to accommodation skills as opposed to perceiving English as a subject to master
- Realization of intercultural context and promotion of cultural identities
- Use of the technology to link NNSEs around the world
- Raising the practitioners' confidence as autonomous practitioners

The long-term outcome of this integration would be, borrowing Jenkins (2000)' terms, the shift from Teaching English *to* the Speakers of Other Languages (TESOL) to Teaching English *of* the Speakers of Other Languages (TESOL).

Furthermore, Fullan and Siegelbauer (1991) pointed out that the success of the planted innovation is not only at the hand of the teachers' acknowledgement of the need for it but the institutional and national support should accompany. It is not uncommon to see the teachers unable to make a conceptual shift in their ELT approach at a practical level under the shadow of the predominantly prevailing Standard English ideology in the ELT industry. Reconceptualization of the English language varieties should take place in full measure in the national curricula, examination boards, teacher education programs, material developments, and publishing houses for the implementation of ELF in classrooms (Majanen, 2006; Jenkins, 2000, 2007). This groundbreaking process will be accelerated or even

possible only after the introduction of practical alternative from ELF which is on the way from the increasing number of empirical and descriptive studies on it (Seidlhofer, 2004, İnceçay & Akyel, 2014).

It appears that the participants' recognition of the sociolinguistic and cultural facet of ELF is not being transcended into their understanding of the linguistic facet of ELF due to the Standard English ideology that is prevalent and backed up by the current ELT gatekeepers. It is expected that the deliberate inculcation of EFL teachers with ELF paradigm along with the national and institutional support will fetch the realization of ELF at a practical level. The following chapter concludes this study.

# Chapter Six

## Conclusion

Graddol (1997) predicted in his book, *Future of English*, that the global popularity of English language will not be in danger any soon despite the major social, economic and demographic transitions in the world. English will continue to be deployed in most domains and linguacultural backgrounds as an international communicative medium for the next decades. Some may question. “Why do we even bother bringing up another paradigm to ELT field?” “Why don’t we just teach Standard English which all the English users need to adhere to and which will guarantee the intelligibility among English speakers?” Foley (2006) found out that Native American tongues have been off the map along with eight languages in Tasmania. Dalby (2003) estimates that, in the next 20 years, 5000 currently existing languages will be reduced to 200 languages due to the global popularity of omnipresent and omnipotent English. Our approach to English education will bear watershed impact on the fate of endangered languages and world cultures. Lebanon has suffered from a long history of threat to their linguistic and cultural identity since the western power started sneaking their foot into their soil. At the same time, Lebanon cannot afford to lag behind in the global movement through its mutual communicative medium. I believe that the ‘Lebanese version of multilingualism’ (Thonhauser, 2002) can be best manifested through the realization of ELF paradigm

in classrooms, the advocate of glocalization of English.

## **6.1 Limitations of the Study**

The biggest limitation of this study was the weak generalizability of the results derived from the non-randomized sampling method. Another limitation came from the way of presenting the phonological examples. Two respondents actually commented that they could not fully understand the phonological examples because they had to imagine how they would sound depending on the written explanation that sometimes included unfamiliar academic terms. Though I provided spoken examples when asked, I am afraid that there were a few more such respondents who would have provided inaccurate data concerning their opinions on the phonological usage.

## **6.2 Recommendations for Future Research**

For future research, I recommend that researchers replicate this study in a bigger number of universities in Lebanon which will offer a reliable understanding of pre-service teachers' perspectives toward ELF in Lebanon and raise the awareness of ELF among them. However, as mentioned above, it is strongly suggested to present the phonological examples in an audible way for accurate data collection. I also recommend that future researchers duplicate the research on in-service English language teachers which may bring different results due to their experiences. Last, I recommend that future researchers step beyond the rudimentary sketch-out of the opinions about ELF as a whole. Empirical studies on the Lebanese variety of each feature of ELF will contribute to and hasten the establishment of ELF common core.



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# APPENDIX I: English as a Lingua Franca (ELF) Questionnaire

## *Part I General View toward English as a lingua franca (ELF)*

1. What is the importance of teaching English? Please choose the **two most important reasons**.
  - a. Academic success
  - b. To get a better job in the future
  - c. To communicate with the native speakers of English
  - d. To communicate with a variety of non-native speakers of English
  - e. Other \_\_\_\_\_
2. What does it mean to be ‘a competent English user’?
  - a. Who can appropriately communicate with native speakers of English
  - b. Who can appropriately communicate with a variety of non-native speakers of English
  - c. Who can appropriately communicate with both native and non-native speakers of English
  - d. Other \_\_\_\_\_
3. Do you believe that there exists Standard English?
  - a. Yes      b. No

3.1 If yes, which one do you believe is the Standard English?

- a. British English
- b. American English
- c. Other \_\_\_\_\_

3.2 If no, why do you think so?

\_\_\_\_\_

4. How much do you know about English as a lingua franca (ELF)?
  - a. I have no clue.
  - b. Not much, I’ve just heard the concept before.
  - c. Moderate, I’ve read few books and/or articles
  - d. Advanced, I’ve written articles, and/or projects on the subject.

5. Please specify your opinions about each statement below.

**<1: Strongly disagree 2: Disagree 3: Agree 4: Strongly agree>**

	(1)	(2)	(3)	(4)
a) English language should be adapted according to the characteristics of the native language of non-native speakers of English as long as it does not hinder communication.				
b) English learners should be aware of other 'adapted versions' of English.				
c) The contents of English language teaching should include a variety of cultures including the native cultures of the non-native speakers of English.				

***Part II ELF Features***

Accent

1. Which accent do you use when you speak English?
  - a. British    b. American    c. Other \_\_\_\_\_
  
2. Are you satisfied with your accent?
  - a. Yes because \_\_\_\_\_.
  - b. No because \_\_\_\_\_.
  
3. Please specify your opinions about English with accents of the following countries.

Britain	Very incorrect	1	2	3	4	Very correct
	Very unacceptable	1	2	3	4	Very acceptable
	Very unpleasant	1	2	3	4	Very pleasant
	Very unfamiliar	1	2	3	4	Very familiar
America	Very incorrect	1	2	3	4	Very correct
	Very unacceptable	1	2	3	4	Very acceptable
	Very unpleasant	1	2	3	4	Very pleasant
	Very unfamiliar	1	2	3	4	Very familiar
Lebanon (Arabic)	Very incorrect	1	2	3	4	Very correct
	Very unacceptable	1	2	3	4	Very acceptable
	Very unpleasant	1	2	3	4	Very pleasant
	Very unfamiliar	1	2	3	4	Very familiar
France	Very incorrect	1	2	3	4	Very correct
	Very unacceptable	1	2	3	4	Very acceptable
	Very unpleasant	1	2	3	4	Very pleasant
	Very unfamiliar	1	2	3	4	Very familiar
China	Very incorrect	1	2	3	4	Very correct





	Written				Oral			
	(1)	(2)	(3)	(4)	(1)	(2)	(3)	(4)
<b>a) ‘Dropping’ of the third person present tense –S</b> EX) She eat__ a sandwich every morning.								
<b>b) ‘Interchangeably using’ the relative pronouns <i>who</i> and <i>which</i></b> EX) This is the man <u>which</u> I mentioned. The book <u>who</u> is on the table is yours.								
<b>c) ‘Dropping’ definite and indefinite articles where they are obligatory in Standard English, and inserting them where they do not occur in Standard English</b> EX) My mom is at __ hospital. I bought <u>the</u> a lot of apples at the grocery shop today.								
<b>d) ‘Failing’ to use correct forms in tag questions</b> EX) She should take the exam, <u>isn’t</u> she?								
<b>e) Adding ‘redundant’ prepositions</b> EX) We will discuss <u>about</u> air pollution.								
<b>f) ‘Overuse’ of certain verbs of high semantic generality such as <i>do, have, make, put, take</i></b>								
<b>g) ‘Replacing’ infinitive-constructions with <i>that</i>-clauses</b> EX) I want <u>that</u> we wash the dishes together.								
<b>h) ‘Overdoing’ explicitness</b> EX) How long <u>time</u> does it take you to go to school?								

### Pragmatics

Below are the conversations between a ‘native speaker of English’(A) and a ‘non-native speaker of English’(B). The way B speaks and understands English is different from the pragmatic rules of ‘Standard English’. Specify your opinion on B’s use of English.

**<1: Very unacceptable, 2: Unacceptable, 3: Acceptable, 4: Very acceptable>**

	(1)	(2)	(3)	(4)
a) (A has been invited to B’s house for dinner) B: Would you like some more cheese cake? A: No, thanks. I am full. B: It’s alright. Have some more. A: I am really stuffed. B: You can eat more! Give me your plate, please.				
b)				

A: Bae Sun, you can really play the piano. I have never heard anyone playing the piano like you!				
B: No, no, no.				

**Part III Personal Information**

1. Gender: Male [ ] Female [ ]
2. Age: 20-24 [ ] 25-29 [ ] 30-34 [ ] 35+ [ ]
3. Nationality: Lebanese [ ] Other [ ] \_\_\_\_\_

4. Language knowledge:

- First/Native language:

Arabic [ ] French [ ] English [ ] Other [ ] \_\_\_\_\_

- First foreign language:

Arabic [ ] French [ ] English [ ] Other [ ] \_\_\_\_\_

- Second foreign language:

Arabic [ ] French [ ] English [ ] Other [ ] \_\_\_\_\_

- Other

languages: \_\_\_\_\_

5. Which countries have you been to for what purposes?

\_\_\_\_\_

6. If you are happy to be contacted for an interview, please write your email address.

**(OPTIONAL)**

\_\_\_\_\_

**The End. Thank you so much!**

## APPENDIX II: Semi-Structured Interview Questions

### Warm-up:

1. What motivated you to become an English teacher?
2. How many languages can you speak?
3. How many countries have you been to for what reasons?

### ELF:

#### 1. Do you think there exists Standard English? Why?

#### 2. Have you studied ELF in your program?

-If yes, how do you understand ELF? Do you agree with this concept?

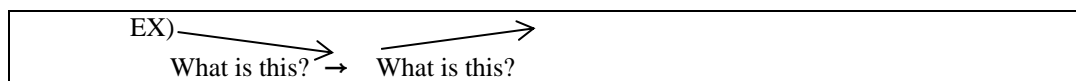
-If no or not so sure:

1) Today, English has become a global or international language through which interlocutors from different parts of the world communicate. It is not just a language of certain countries like Britain, America, Canada and etc. Keeping this reality in mind, do you believe that English language should be adapted according to the native language of non-native speakers of English as long as it does not hinder communication? Why?

2) Which accent do you think we should teach? Why?

3) Do you think the following phonological usages are acceptable? Why?

<p>a) <b>Substitutions of t/s and d/z for θ and ð sounds</b>            EX) Think [θɪŋk] → [tɪŋk] or [sɪŋk]            Other [ʌðər] → [ʌdər] or [ʌzər]</p>
<p>b) <b>Elision in word-final cluster:</b>            EX) Fact-sheet → Fac-sheet            Weekends → Weekens</p>
<p>c) <b>Different vowel quality:</b>            EX) House → [haɪs]</p>
<p>d) <b>Strengthening weak forms (such as <i>to, from, auxiliary verb have, the dummy operator do, pronouns</i>):</b>            EX) I WEnt tɔ sCHool → I Went tɔ School.</p>
<p>e) <b>Using syllable-time rhythm instead of stress-timed rhythm:</b>            EX) toM-Orow A-Lbert will reT-Urn →            tomorrow albert will return</p>
<p>f) <b>Unconnected Speech</b>            EX) Get on: geton → get on            Not at all: notatall → not at all</p>
<p>g) <b>Different pitch movement:</b></p>



4) Do you think the following lexicogrammatical usages are acceptable? Why?

<b>a) ‘Dropping’ of the third person present tense –S</b> EX) She eat a sandwich every morning.
<b>b) ‘Interchangeably using’ the relative pronouns <i>who</i> and <i>which</i></b> EX) This is the man which I mentioned earlier. The book who is on the table is yours.
<b>c) ‘Dropping’ definite and indefinite articles where they are obligatory in Standard English, and inserting them where they do not occur in Standard English</b> EX) My mom is at hospital. I bought the a lot of apples at the grocery shop today.
<b>d) ‘Failing’ to use correct forms in tag questions</b> EX) She should take the exam, isn’t she?
<b>e) Adding ‘redundant’ prepositions</b> EX) We will discuss about air pollution today.
<b>f) ‘Overuse’ of certain verbs of high semantic generality such as <i>do, have, make, put, take</i></b>
<b>g) ‘Replacing’ infinitive-constructions with <i>that</i>-clauses</b> EX) I want that we wash the dishes together.
<b>h) ‘Overdoing’ explicitness</b> EX) How long time does it take you to go to school?

5) Do you think the following pragmatic usage is acceptable? Why?

a) (A has been invited to B’s house for dinner) B: Would you like some more cheese cake? A: No, thanks. I am full. B: It’s alright. Have some more. A: I am really stuffed. B: You can eat more! Give me your plate, please.
b) A: Bae Sun, you can really play the piano. I have never heard anyone playing the piano like you! B: No, no, no.

6) Do you believe that the contents of English language teaching should include a variety of cultures including the native cultures of the non-native speakers of English? Why?

**3. Do you think ELF should be included in the teacher preparation program? Why?**

**Concluding the interview:** Is there anything else you’d like to add to your answers?