استخدام اللغة الإنجليزية كلغة مشتركة في صفوف الجامعة الوطنية الماليزية

انفال صبيح حمود
Bent_altamimi@yahoo.com
جامعة بغداد – كلية الاعلام

الملخص

في صفوف الجامعات الماليزية يوجد عدد من الطلاب الغير الناطقين باللغة الإنجليزية (من جنسيات ولغات مختلفة) لا يمكنهم فهم لغة الملايو(اللغة الماليزية الرسمية) والصينية والتاميلية (اللغات الاخرى المعتمدة في ماليزيا). لذلك يصبح أسلوب التعامل و التدريس صعبا بالنسبة لهم وهم يحاولون فهم بعضهم البعض. مما خلق حاجة لوسائل تواصل مشتركة ، وقد تم تحديد اللغة الإنجليزية باعتبارها واحدة من وسائل التواصل الأكثر استخداما على نطاق واسع من التواصل بين هؤلاء الطلاب. بالاضافة الى وجود العديد من المقالات العلمية التي تطرح العديد من الاستراتيجيات التي يستخدمها الطلاب في هكذا حالات كمحاولة للتواصل مع بعضهم البعض من خلال المحادثات والمناقشات داخل الفصول الدراسية في سياق استخدامهم للغة الانكليزية كلغة مشتركة. هدف البحث الحالي هو استخراج الاستراتيجيات المستخدمة بين طلاب الجامعة الوطنية الماليزية عند بدء المحادثة بينهم باللغة الإنجليزية ويتحقق هذا الهدف من خلال تسجيلات صوتية من المحادثات بين ثلاثة طلاب في مرحلة الماجستير. بعدها يتم تحليل البيانات باستخدام التحليل الوصفي استنادا إلى نموذج هيمس 1972 من الكلام. حيث يتوصل الباحث الى النتائج التي تشير إلى أن الطلاب يستخدمون استراتيجيات كثيرة لتوصيل المعلومة المراد فهمها ، منها تكرار الجملة أكثر من مرة ، و إعادة صياغتها ، بالاضافة الى استخدام التناوب اللغوي بين اللغة الإنجليزية و اللغة الام ،و ايضا استخدام لغة الجسد واخيرا استخدام برامج الترجمة. حاول الطلاب استخدام أكثر من استراتيجية ليكون الحوار أكثر تفاعلا بينهم من خلال استخدام وتفسير اللغة الإنجليزية وتفسيرها

The Use of English as Lingua Franca in the Classes of UKM: as A Case of Study

Anfal Sabeeh Hamood

anfaltamimi@comc.uobaghdad.edu.iq
University of Baghdad – Media College

Abstract

English has for long been one of the most widely used media of communication globally, especially in the Malaysian universities. It has been termed as a Lingua Franca because it is shared with other languages which are considered first languages by different speakers. For this reason, English as a Lingua Franca (ELF) has attracted a number of researchers to investigate its variety via other languages in various communities. The objective of this paper is therefore to establish the strategies which are employing by the international students at the National University of Malaysia/ UniversitiKebangsaan Malaysia (UKM) as an example of one of the Malaysian universities; when they engage in a conversation in their classrooms to avoid the difficulty of understanding the language in the lingua Franca context. UKM has a number of Non-Native English speakers (NNESs), international students who are also multilingual and cannot understand the indigenous Malay, Chinese and Tamil languages. Therefore the mode of teaching and the way they interact with each other becomes hard for them as they try to understand each other despite their origin. This has created a need for a common and international media of communication; which can concluded by the English language. English has been identified as one of the most widely used media of communication among these students. The current article aimed to find out the strategies which employ by the multilingual students at UKM as they try to communicate to each other through conversations and discussions inside the classrooms in the context of

being a lingua Franca .This objective is achieved through voice recordings of conversations made between three master students . The data is analyzed using the conversational Analysis (CA) based on Hymes' 1972 model of speaking. The findings indicate that the programs mainly used by the students are repetition, paraphrasing, code-switching, body language, and translation. These speakers were creative; they used more than one strategy as they interpreted the English language to be creative in using and interpreting the English languages

Keywords: English as lingua Franca(ELF),Non-Native English speakers (NNESs).

INTRODUCTION:

English language has for quite some time been the most widely utilized languages for communication globally. Past researches such as Graddol(1997),Crystal (2003)show that English is majorly used by many non-native users across the world. As a media of communication, English greatly impacts on its drastic growth as Lingua Franca for Academic research and other purposes as per need (Ferguson, 2007). Additionally, ELF has become a dynamic and attractive topic for researchers (Ferguson, 2007; Jenkins 2007; Seidlhofer, 2010; Jenkins   2011).

Pual (1989) defines the term ELF as: "the use of English by various speakers internationally without excluding the known native speakers, even when they are not among the significant majority". Jenkins (2009) defines lingua Franca as " a language of choice common among speakers originating from diverse lingua-cultural background''. Moreover, Jenkins (2009) definition is similar to Firtll's (1996) stating that: "a Lingua Franca is a contact language amid persons who share neither a common native tongue, nor a common national culture and for whom   English   is   the   chosen   foreign   language".

There is a difference between ELF from English as a Native Language (ENL) and thus must be adopted by those parties to whom English is a first language. Both NNESs and Native English speakers (NESs) need to acquire English language. However, the problems faced by NESs are limited compared to the challenges NNESs faces during the course of learning English language.

Additionally, there is need by NESs who use ELF to consider their habitual modes by being receptive and productive to attain effective communication when using ELF based on this context, acquiring English as an "additional" language.

A number of researchers have an aim of shedding light on the aspects of lingua Franca (Rashid 2006). It is important to note that, according to the research done by Blton(2008),the English language is used by more than 800 million multilingual people in Asia. It should be an area of interest understanding how English as a lingua Franca is used by those people and likewise understanding the English language being used in today's world.

Various speakers while communicating in ELF attempt to use various strategies to avert the disagreements among each other, which is among the most substantial characteristics of ELF. It has been observed by Lichtkoppler 2007; Kaur 2009; Cogo(2009)that repetition and paraphrase are broadly used by the speakers. Furthermore, it is assumed by Alessia (2010)that "both negotiate an understanding and accommodate differences in communicative practice"."Participants' expectation of finding it hard to understand the language in the setting of lingua Franca creates need for augmented efforts to maintain shared understanding" (Kaur 2009).

The current study intends to extract the strategies that the international students at UKM engage in while having conversations, in their classrooms to evade difficulties in understanding the language in the lingua Franca context, as well as to ease and enhance communication among them. The findings of this research will shed light on the strategies of lingua Franca which the students of UKM utilize to ease their communication amongst each other.

The investigations on the strategies of Lingua Franca used by international students will answer the following research question:

What strategies are employed by international students of UKM when English as a Lingua Franca in their classrooms?

BACKGROUND TO THE STUDY:

A number of researches have emphasized on the use of English as a Lingua Franca over the previous decade (Jenkins 2000; Pitzl 2005; Mauranen 2006; Jenkins 2007; Björkman2010). Many studies have tried to explain how speakers use their strategic interaction in multilingual classes. Similarly, they clarified on how these speakers use various ways to guarantee the successful development of talk (Cogo 2009; Klimpfinger 2009;Björkman 2010).The following are the mainly employed strategies.

ELF STRATEGIES:

ELF strategies enable speakers deliver talks that are more understandable thus considered as one of the most vital modes. ELF speakers ensure that there is a smooth improvement of interaction through the use of ELF strategies. Among these strategies, include 'convergence' or 'accommodation strategies' which involve repetition of words, paraphrasing and code-switching as established by Hülmbauer(2007),Klimpfinger(2007),Cogo(2009).

Additionally Alessia (2010) carried out a study investigating the pragmatic strategies the speakers use. The study sample included four teenage high school students in London, as well as language teachers. The study used a qualitative data collection technique, as a focus group discussion. Qualitative data was used with an aim of throwing more light on the phenomenon of ELF. According to the findings, the subjects were able to use ELF at their own pace. Likewise, a sophisticated strategic behavior was implemented to strengthen understanding, create supportive and cooperative communication and display community membership in the discussions.

USING ELF STRATEGIES IN ACADEMIC CLASSES:

There is an extensive use of ELF in the classrooms as Virluja and Njkula (2010) mentioned. These studies deduced that using ELF in a foreign country had a significant impact on the Students' identity comprehension as English language users. In the context of Culture-relationship among students from various countries in an ELF classroom, it was examined by Baker (2009) that the Culture-relation of a group of English users at a Thai university was found to have a need to increase the ability of Students to discuss, arbitrate, and be creative in using and interpreting the English language, rather than concentrating on the knowledge of the target language cultures.

Additionally, significant studies such as Eda and Denjz (2014) established the link between the experiences of the students' studying abroad in the communities with ELF and their attitude towards English language learning. This study involved a total of 53 students from a Turkey state university and used qualitative and quantitative data collection methods. Their findings showed that English language learning and perceptions of the students studying abroad in ELF communities increase or weaken simultaneously. On the other hand, the study came up with a proposal that observing any alteration in the learner's beliefs needs a longer time period spent in the context of ELF.

Mauranen (2006) made a study on students in Finland on the interaction of ELF students in an academic context. The findings showed that special efforts were employed as a way of getting information. Thus, the study used self-repair of grammatical structures, co-construction of expressions, seemingly unsolicited clarification and repetition and distinct orientation in order to come up with a common understanding on this issues

Björkman (2010) attempted to investigate the efficiency of spoken ELF. He made the study on, the ELF spoken in a higher education setting in Sweden. The main focus of the researcher was on authentic spoken communication from content courses. The findings of the

study showed that morphosyntactic features do not seem to create any overt disturbance in spoken communication in this ELF context.

Kaur (2009) made a study on the ELF students' interaction in Malaysia, and the results indicated that repetitions and paraphrases are utilized as a way of offering a second chance to students to guarantee a common understanding in interaction and talk.

ELF ATTITUDES AND FEATURES:

Jenkins (2007) investigated the attitudes towards ELF in general and particularly ELF accents. The study employed both qualitative and quantitative data collection methods and also involved the written texts analysis, spoken interaction, interview data and, questionnaires. The study also included identification of the role of standard language ideology in the language attitudes formation. The findings showed that the preferences of participants and prescriptive responses exhibit a direct link with prevailing standard NS Eng1ish principles.

The study by David (2011) was made on Chinese students in East Asia and it talked about the issues involved in the adoption of ELF-based pronunciation. It further elaborated more on the pronunciation features that lead to communication breakdowns for speakers from East Asia. It was mentioned by the researcher that significant barriers are found which require acknowledgement and must be worked on earlier before teaching on the basis of the cores of the Lingua Franca, which can be take on. These barriers include: an acute inadequacy of materials, among them is: recording devices, suitable textbooks, curriculum materials and dictionaries. Additionally, there is a possibility that teachers will raise questions on how they might ably assess speakers in the absence of fixed norms.

Ethnography of speaking:

The issue of Ethnography of speaking is concerned with the relationship between the language usage and local knowledge systems. Additionally, it follows the   communication patterns, meanings and the symbols, as well as the rules governing speech within particular groups.

Hymes' model speaking (1972) will be the basis of this current research emphasizing on the numerous components likely to be relevant to various kinds of discussions: scene and setting, ends, participants, acts sequence, major instrumentalities, genre and norms.

METHODOLOGY:

In order to realize the current study's objective, the procedures below are applied to provide answers to the research questions. A qualitative research design is employed which attempts to obtain a broad understanding of the use of EFL by students in UKM classes, and leading   reasons controlling such behavior. Master students at UKM are the chosen participants, and all of them are non-native English speakers, they speak various Languages with in the country (Arabic, Malay, and Tamil). These students also use the EFL as a means of communication with each other. The table below (table no. 1) indicates the details of the research participants:

Table no.1

Participants details	S1	S2	S3
NATIONALITY	IRAQI	MALAYSIAN	INDIAN
FIRST LANGUAGE	ARABIC		TAMIL
SECOND LANGUAGE	KURDISH	------	MALAY
FOREIGN LANGUAGE	ENGLISH	ENGLISH	ENGLISH
AGE	33	24	23

GENDER	FEMALE	FEMALE	FEMALE
PROFICIENCY	MASTER STUDENT	MASTER STUDENT	MASTER STUDENT
LEVELPROFE.OF LANGUAGE	ILETS LEVEL	ILETS LEVEL	ILETS LEVEL

UKM classes are used as the case study in the research because it is characterized as a multilingual society, and there is an extensive use of ELF among students. In this way, the study attempts to investigate the strategies students use in the use of ELF context. Additionally, audio recording is used to obtain data documents as well. In the course of the conversations, the researcher acted a non-participant. The observation particularly made under normal circumstances with no external stimulus exhibited an achievement of a specific purpose.

Data analysis:

The qualitative data collected are based on the ELF strategies occurrences during the participants' conversations and they analyzed basing on the purpose and reasons that they interacted. The recorded conversation data was transcribed and analyzed based on conversational analysis (CA).

FINDINGS AND DISCUSSION:

From the research dialogues, the researcher was able to conclude that the strategies of ELF that have been mentioned above had been applied in the UKM classes by the students. The application of these strategies is explained through the analysis of the following dialogues in which they were applied. First of all we can observe in the following dialogues that Hymes' model speaking components appear:

1. **Settings:** UKM classes.
2. **Participants:** student in UKM
3. **Ends:** the end of their conversation was successful in each session despite the delivery of their thoughts in different ways
4. **Key:** 1) their style of dress differed from another, which depends on their backgrounds. 2) Their use of body language
5. **Instrumentalities;** their use of online translation programs through their mobiles
6. **Norms:** Their respect for each other and did not interrupt the each others' speech at all at any one time:
7. **Gender:** they spoke about their children's name.

First Dialogue analysis

The first dialogue was between two participants' Arabic native speaker and Malay native speaker. They were talking about their ability to understand the English language with each other. During their conversation, they used more than one ELF strategy to understand each other. The first strategy that they used is the repetition which is explained by the following lines:

➢ **In the first and second line**: S1 repeated the whole sentence to deliver her idea in an easiest way.
➢ **In the fourth line:** S1said: "the pronoun (I) more than one time" when he couldn't get the right word which can explain his idea.
➢ **In the seventh line:** S1 repeated the pronunciation of his words by using letters because, his accent was not clear
➢ **In the eighth line**: S1 repeated the use of the same vocabulary (understand) which the other speakers didn't understand in the first sentence.

The second strategy that they used is the paraphrase; which is explained by the following lines;

In the seventh line the S1 used the paraphrase strategy to explain his meaning which the other listeners didn't understand. This is because in the fifth line, she used the literal translation from Arabic to English, which the listeners failed to understand the meaning. So she paraphrased the sentence to be "what I mean, is not easy to understand it".

Second Dialogue analysis

The second dialogue was between all the participants. They were talking about what they had done in the Mid-term break. During their conversation, they used more than one ELF strategy to get the point.

The speakers were taking in a friendly way, their conversation was informal because they were not in a formal class and all the participants conversed using their mother tongue normally. They also used the code-switching strategy but when they felt that the listener did not understand them, they immediately tried to translate their words and re-paraphrased their sentences.

The **code-switching strategy** used in the following lines:

➢ **In the second line**: when S2 used the word (tigahan) which is a Malay word, and translated it in line number 5, to get its meaning.
➢ **In the thirteenth line**: when S1 used the Indian preposition and pronoun (ana&naan) that means (but I), and she finished her speech without noticing that code-switch in her speech.

The Paraphrase strategy used in the following line:

➢ **In the twelfth line**, S2 forgot the translation of the Malay word 'Menjunam', so she gave the definition of it, which was a sport or activity of swimming or exploring under water, which means diving.

Third Dialogue analysis

The third dialogue was also between all the participants talking about their life in general and the meaning of their children's names. The researcher took only the section where ELF strategies were used.

In the third dialogue, not so many ELF strategies were used because the conversation was very clear and simple. The most commonly used strategy was the use of translation programs from the native language to the English Language in the absence of the ability of the speaker to deliver his idea. We can observe that in lines from (10 to 14) when the speaker started to define the meaning of her children's name, she knew the meaning but she forgot the name of the fruit to which the name is similar. So she first defined the meaning when she said 'it is a kind of fruit', but at the end, she used the translation program through her mobile and explained the right meaning.

Fourth Dialogue analysis

The fourth dialogue was about sweets found in the participants' various countries. Each participant talked about the most popular sweets in their countries.

The researcher also considered only the section where ELF strategies where used.The most prominent strategy that emerged in the fourth dialogue was the use of body language in the absence of a proper English vocabulary that should be used. We can observe that in lines (1 1&1 2) when S3 wanted to take another sweet piece, but she either could not remember its name or did not have any English vocabulary to call it. Therefore she used body language by pointing at the sweet with a finger.

Conclusion:

In conclusion, the researcher found out the following:

First, all the strategies of ELF that have been previously mentioned are applied by the students in the UKM classes by which findings were mentioned by Virkkula and Nikula (2010). There study mentioned that the use of ELF in classrooms is extensively utilized considering culture—relationship amongst students from various countries. **Second**, the findings indicate that incase of identifying the ELF strategies applied in UKM classrooms,

repetition & paraphrasing strategies are the most widely applied. These findings concur with the findings of Kaur (2009) which emphasize that "repetitions and paraphrases are widely employed a way of offering an added opportunity to students to guarantee mutual understanding during talk and interaction". **Furthermore**, besides the repetition & paraphrasing strategies, the study used code-switching, translation programs and body language. More than one strategy was used by the speakers creating creativity in using and interpreting the English language. **Lastly**, it can be concluded that English is already a dominant language used in majority of international universities; and used as the international language in the education, communication, technology, research, entertainment, and even manufacturing settings. Therefore, there is a need to look further into what the future holds for English as lingua franca. These findings may present a very exciting fact during the exploration of English language as a lingua franca.

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