

UNIVERSITY OF TARTU
DEPARTMENT OF ENGLISH STUDIES

**PRAGMATIC ANALYSIS OF A SELECTION OF INTERVIEWS
FROM AN ESTONIAN SPOKEN MINI-CORPUS OF ENGLISH AS A
LINGUA FRANCA**

BA thesis

RANNAR PARK

SUPERVISORS: *Lect.* JANE KLAVAN

MERLI KIRSIMÄE

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ABSTRACT

English as a lingua franca (ELF) is a field researched exponentially more in recent years and thus requires more attention as the field develops. In Estonia, however, ELF is a relatively unexplored field and the thesis at hand attempts to contribute to the development of the field of ELF in Estonia as best as it can. This thesis takes a look at a number of characteristic features of ELF in the context of Estonian ELF speakers and makes an effort to describe the peculiarities that are present in the data analyzed.

The introduction summarizes the pertinent literature in addition to providing an overview of the aims of the thesis and explains why the thesis at hand is necessary. The first part provides a theoretical background for the thesis and a description of the occurrences that are described in the analysis of the interviews. The second part takes a look at the interviews and the findings, describing what was found and analyzing the data, and providing a set of ideas for future research and a set of data for further analysis.

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LIST OF ABBREVIATIONS

ELF - English as a lingua franca

ENL - English as a native language

INTRODUCTION

English as a lingua franca (ELF) as a research field has been steadily thriving over the past decade and in the past couple of years this research has drawn more attention to itself with the amount of research done, growing exponentially. At first, the main emphasis of research was on analyzing recurrent features and figuring out the systematic structure of ELF. In recent years this has been substituted by looking at ELF from a completely different angle - researchers have been taking a closer look at accommodative strategies and pragmatic processes in ELF, which derive from the fluidity and flexibility characteristic to ELF speech. (Cogo & House, 2017).

The given thesis looks at fluidity and flexibility from the angle of overlapping, backchanneling and repetition. The latter is very important in ELF context and although according to Lichtkoppler (2007) there has been plenty of positive said about repetition, it is still an undervalued element of linguistics and even in our day-to-day life it is made to seem that repetition is not favored in most cases of everyday communication. She (Lichtkoppler 2007) points out that even in a school setting repetition is seen as a flaw in students' papers, showing an overuse of a certain word or phrase. In regard to ELF, Lichtkoppler (2007) has said that similarly to repetition, ELF is with potential and includes in itself immense power to provide a platform for successful communication but to this day, both repetition and ELF itself are very underestimated utilities for uninhibited communication for close to a billion people. (Lichtkoppler 2007: 40-41).

English as a lingua franca has been defined time and time again but for this thesis, I will be approaching ELF using definitions provided firstly by Firth: "a 'contact language' between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication" (Firth

1996: 240). The second definition comes from House (1999:74) that ELF interactions occur between two or more parties in conversation of different backgrounds in language and English is none of their mother tongue. These two definitions are especially pertinent to this thesis since the data collected for analysis comes from a set of interviews, which were spearheaded by a man from Poland and the interviewees were mostly speakers of Estonian. These interlocutors are from completely different cultural backgrounds in addition to having different mother tongues and these mother tongues are not English.

The thesis firstly attempts to provide an overview of how repetition, backchanneling and overlapping present themselves in an interview setting and what these may represent in context of ELF since the interviews are very free in nature and present a multi-faceted set of data to be analyzed. This is due to the fact that if ELF is seen as a global occurrence, it will benefit from any data collected where it has not been collected before or has been collected to an inextensive measure. Secondly, this thesis hopes to provide a small set of data for further, in-depth analysis into the pragmatics of ELF.

The thesis is divided into two main parts. The first gives an overview of relevant literature pertaining to the topic. This part begins with an overview of general pragmatic strategies and a look at devices used in speech to facilitate the aforementioned fluidity and flexibility of ELF. It continues with a closer look at the three main areas of interest of this thesis - repetition, backchannels and overlapping. Each has their own specific function within the paradigm of ELF and the literature overview provides a short summary of what these roles and functions are.

The second part takes a look at the three interviews this thesis uses for its data analysis. In addition to that the results of the analysis are presented together with a description of how the analysis was conducted as well as findings that the researcher

found, but which require further scrutinizing and perhaps a different approach. Then follows the discussion part of the analysis where the results of the analysis are taken under inspection in the context of the literature introduced previously and elaborating on possible motives or patterns that emerged from the results.

1. LITERATURE REVIEW

This section aims to provide an overview of the theoretical background of the thesis and to provide context for where the contents of this thesis are placed with regard to ELF and the wider discourse.

1.1. English as a lingua franca - a theoretical introduction

House (2010) talks of English and how English as a language no longer belongs to the native speakers but is being “de-owned” at an accelerated pace. This can be due to the fact that English is being spoken more and more by people who are non-native speakers and they are using their version of English to speak to other non-natives of different backgrounds. These kinds of international interactions have come to be called “lingua franca communications” and these interactions are at the forefront of diversifying English as a language in addition to expanding the usage of the language geographically and culturally. House (2010) discusses the term ELF from many different viewpoints, attempting to categorize it as a pidgin, a creole or a language for a specific purpose but finds that none of these are apt descriptions for ELF. Instead, House (2010) finds that ELF is a medium that can be given substance using various identities - whether they be national, local or individual - and has a main function of giving two parties a medium which enables them to communicate with one another which would have been previously not possible. It therefore has considerable potential for international understanding since it has no pre-fixed norm and speakers need to create a new joint intercultural, behavioral and linguistic basis for their communication in a wide spectrum of situations. One such situation may be an interview as is the case with the subject of this thesis. The interviewer

and the interviewees are from different backgrounds, whether it be linguistically (Polish and Estonian being very different languages from each other) or culturally.

There are many instances in the interviews that this thesis is based upon, where one participant of the conversations makes a mistake. This, however, does not slow down the conversation or lead to the speaker's train of thought derailing. This can be attributed to the "let-it-pass" principle, a procedure that makes the interaction between parties consensual, "robust" and "normal". House (2010: 368) explains that ELF talk has been found to be "ordinary". This ordinariness comes to be thanks to a number of key factors, the major one being the speakers' ability to interpret and interact between themselves even when their linguistic behavior could be considered "abnormal". This ability to understand each other, despite using "abnormal" language, is achieved through the above-mentioned "let-it-pass" principle they adopt, where unclear parts of speech are initially passed over by one of the parties and eventually achieve full understanding of their counterpart as the conversation continues.

Further exploring the topic of pragmatics in ELF, Chapter 4 titled Underlying Motives and Adaptive Processes from the book by Alessia Cogo and Martin Dewey *Analysing English as a Lingua Franca: A Corpus-Driven Investigation*, begins by touching on the subject of how, in the case of English being used as a lingua franca, ellipsis of objects and complements with transitive verbs represents an area in which inherent redundancy is exploited by speakers (Cogo & Dewey 2012). The chapter goes on to explain how these ellipses are prevalent in English as a Native Language (ENL) as well, with certain pronouns being omitted in speech. This is seemingly an action done subconsciously. At first glance, this might seem a very counterproductive idea, since it would make conveying an idea much more difficult, but according to Cogo & Dewey

(2012: 84) this removes redundancy but not the clarity of the proposition. Often the object or complement that is omitted later on is mentioned in the first part of the interaction, thus removing the need for repetition. This is important since in the interviews that this thesis is based on, this feature of ELF is present in a number of instances. What is more, these ellipses seem to make interactions more fluid (Cogo & Dewey 2012: 84).

The chapter also discusses where and how these omissions happen, which is crucial for this thesis, since it preconditions me to identify these kinds of situations in the interviews. Cogo and Dewey (2012) also refer to specific types of verbs that might undergo this large-scale shift in omission - caused by ELF speakers' acknowledgement of the fact that they are omitting a certain verb or complement to simplify the flow of interaction. This chapter also clarifies that many things that one might regard as mistakes in ENL are, in fact, innovative collocations, created through ELF speakers not mistakenly using a phrase but systematically creating and establishing new norms for their specific language environment. As the chapter continues, the authors talk of accommodation in speech, where a mistake occurs in ENL speech but the second participant in this interaction says that they understand the interlocutor completely since they were compliant to the speaker's level of proficiency, as the authors put it “/.../ELF speakers will predominantly prioritize the communication of meaning over adherence to normative forms.” (Cogo & Dewey 2012: 104).

Cogo & Dewey (2012: 110) have also said that a “/.../ characteristic of ELF communication is the extended use of repetition, synonymy and rephrasing /.../”. In the context of this thesis, these three characteristics are important to the process of finding peculiarities in interviews. These peculiarities, for example combining relative and subject pronouns, are not normative in the case of ENL but in ELF these restrictions do not apply

so strictly, giving the speakers greater freedom to express themselves and utilize tools like repetition in order for them to optimize the explicitness of their expression of meaning (Cogo & Dewey 2012: 112).

1.2. Repetition in ELF

Cogo (2010) confirms what is widely known - in conversation both parties need to work actively and cooperate to create a fluid communicative experience. But Cogo (2010: 255) is more interested in the devices ELF speakers use to accommodate speech between themselves. Cogo (2010) has used more than 40 hours of conversations as a basis of her research of ELF pragmatics and accommodative strategies, concentrating mainly on repetition and code-switching. In the context of this thesis, the repetition part of Cogo's research is very interesting and pertinent, since repetition is a very common strategy used in the interviews this thesis looks at and requires attention on behalf of the researcher. As Cogo (2010: 260) puts it "we find repetition in everything and that repetitions are part of our daily communicative practices." Cogo (2010) also finds that since repetition is ever present in communication there needs to be a more specific framework for repetition in ELF context - according to Cogo, the repetition that is characteristic of ELF speech is the repetition of the "other". This is then the repetition that occurs when the speaker repeats an item from their interlocutor within the same event of communication. What remains is to understand the importance of repetition in ELF speech.

As the article explains, repetition can have a number of functions, it can facilitate rhythm, aid group synchrony, create a moment for the listener to catch up when a moment is lost due to a lapse in attention (Cogo 2010). Another, a very common, function of repetition is to exhibit the alignment of the parties in conversation. This is not all,

repetition plays an important role in creating an understandable paradigm between interlocutors from different cultural backgrounds as well as showing solidarity for the second person involved with the conversation. (Cogo 2010: 260) According to Lichtkoppler (2007: 43) there are three prerequisites to regarding repetition occurrences as ELF occurrences. Firstly, the original utterance must be present in the text and must be identifiable. Second, this original and previous text has to occur in the same conversation and finally the repeated unit has to be repeated in an identifiably semantic or formal way. This will be the method this thesis will use for identifying repetition events. The requirements for repetitions are now set and one should understand what the function of repetition is in ELF context. Lichtkoppler (2007) has found there is no real singular function when it comes to repetition in ELF since “Repetition that ensures accuracy can at the same time signal listenership while one and the same repetition can be used to establish cohesion and to facilitate the production of an utterance” (Lichtkoppler 2007: 59).

1.3. Backchannels in ELF

When regarding gambits then House (2012: 378) talks of one of the most common occurrences in the interviews this thesis analyzes - the gambit *yeah*. According to Spielmann (2007) *yeah* generally falls into one of three categories: backchannel signals, agreement markers and discourse structurers. The reason *yeah* occurs so often in ELF speech can be generally attributed to its polyfunctionality, since this minimal verbal form packs a lot of information inside itself. Returning to the three general categories of *yeah* that Spielmann (2007) proposes, we see that this short response can show an interlocutor’s agreement with the second party of the interaction as well as showing interest in the content of what is being communicated. Chapter six of Alessia Cogo and Martin Dewey’s

Analysing English as a Lingua Franca: A Corpus-Driven Investigation looks at a crucial part of analysis - backchanneling. These are small speech devices that are often used by the interlocutors to indicate that they are invested in the conversation.

Backchannels come in different forms, for example *mhmh*, *yea*, *yeah*, *uh*, *okay* etc., and come in both verbal and non-verbal forms. They act differently in accordance with the situation - they may elicit more conversation or simply ensure that the conversation keeps going since both parties seem to be invested. (Cogo & Dewey 2012: 139) These backchannels can be grouped together with short responses that overlap with the other speaker, what is different in the case of these in comparison to backchannels is that they show a closer involvement and often signal that the conversation is happening in a supportive environment (Cogo & Dewey 2012: 143).

1.4. Overlapping in ELF

In addition to the strategies of repetition and backchanneling used in speech, Cogo & Dewey (2012) talk of an occurrence in speech, which may be regarded as a negative characteristic but may also hide in it more than is evident on first viewing. Repetitions can be overlaps and overlaps can be repetitions as well as some backchannels can be overlaps. Short response overlaps can be observed in ELF context with the function of showing alignment as well as engagement with what is being discussed. These kinds of short overlaps are what this thesis analyzes as a third occurrence in addition to backchannels and repetition since they exhibit similar functions in terms of ELF speech, such as involvement or engagement. To add to that, overlaps are also utilities for signalling turn-taking in conversation, showing interest and a willingness to respond or keep the conversation's fluidity. There is another function, an "anti-function", that is characteristic of overlaps - a

misjudgment overlap, where one or both of the speakers misinterpret the signals that are being relayed to them from the other party. These polarizing functions would be very interesting to analyze in interviews and are an area of ELF speech that could be researched more, which is what this thesis aims at doing.

2. ANALYSIS OF INTERVIEWS

The three interviews which this thesis is based upon were chosen from among twelve interviews carried out by a Polish male native speaker. Specifically these three were chosen because they exhibit the most interesting and prevalent examples and occurrences of the characteristics of ELF speech. The interviews are analyzed from the point of a neutral bystander looking for three main occurrences very commonly found in ELF speech - backchanneling, overlapping and repetition. These three categories are all very prevalent in the interviews and in different ways. For example, according to Yates (2010: 297) backchanneling may denote that the speaker may not feel competent enough to speak yet wants to offer positive feedback to their partner and so this gambit is very handy in ELF speech, since it requires no real linguistic competence to use. House (2010: 378) also says that backchanneling is a handy device in conversation when the interlocutor's point is simply supported by the first party and the first party has no claim for them to take over the conversation.

These interviews show heavy use of the backchannel *mhmh* on the part of PM01, who interviews all three participants. Cogo & Dewey (2012: 139) talk of *mhmh* being grouped together with backchannels such as *yea*, *yeah*, *uh*, *okay* and House (2010: 378) talks of the discourse marker *yeah* in greater detail. As it turns out, *yeah* may be employed in speech for a number of reasons - uptaking the alter's message, denoting a generally supportive tone for the alter's message, signalling no intention of over-taking the turn of the conversation as well as simply structuring discourse (House 2010: 378). All of these reasons are useful and irreplaceable for ELF speech, since interactants generally have the aim that their communication appear "normal" since the interactants are aware of the

precarious nature of their communication (House 2010: 378). This is evident in the interviews as well, where people with different proficiencies in English are having a conversation and these people have a generally different cultural background, since those being interviewed are Estonian and the interviewer is Polish. What is interesting is that in the case of the third interview analyzed, which is also the longest interview from the whole selection of twelve interviews, is that the interviewee seems to be more proficient in English than the others and what becomes visible is the fact that there is noticeably less backchanneling in this interview. This could mean that the more proficient a person becomes, the less backchanneling and repetition occur in dialogue and perhaps their interlocutor feels less need to be assertive and reassuring, since the speaker is confident enough in their skills.

2.1. COLLECTION OF DATA

The data collected for the purpose of analysis for this thesis consists of three interviews, about 45 minutes in length overall. Across three interviews 155 occurrences OF WHAT? were found. These three interviews come from a mini-corpus compiled from 12 interviews, recorded in November 2016 (see Kirsimäe 2017 for details). These three interviews were selected for reasons explained below.

The interviewer was a Polish native speaker and he interviewed Estonian native speakers making these interviews absolute ELF situations. The interview itself was structured to be more of a natural conversation, with the interviewer adding personal comments and omitting questions if the interviewee had already addressed some topics while talking.

The three specific interviews were chosen mainly due to the multitude of ELF-characteristic occurrences in the interviews. The rest had some occurrences but not to the extent of these three. All three interviewees were English language learners to an extent where no discernable traits of Estonian could be seen. The process of analyzing interviews contained a number of steps. Firstly, a superficial overview of the mini-corpus was created, from which these three interviews were chosen due to their difference in English proficiency levels as well as the number of ELF occurrences these interviews included. Then followed a meticulous process of interview analysis based on the transcripts of these three interviews as well as listening to recordings of said interviews for added clarity. While listening and reading through these interviews and their transcriptions, every repetition, backchannel or overlapping event was marked and added to a table, where these events were finally counted to create an overview of how many occurrences there were in total. This created a clear and concise set of data which was easier to analyze using the information received from the theoretical part of the research.

2.2. RESULTS

Results of the data analysis on the use of backchanneling, repetition and overlapping can be found below. The data revealed that most occurrences were due to the two parties attempting to keep the conversation going and not let each other be distracted from redundant uses of a phrase or the overlapping of speech. Backchanneling was most prevalent in all three interviews.

2.2.1. REPETITION

As Cogo (2010) has explained, repetition serves a number of functions in the context of ELF. The main functions being to facilitate rhythm and to showcase the alignment of the parties in conversation. In all three interviews repetition only occurs 6 times. This is a surprisingly low number, with one of the interviews being completely void of repetition altogether. The occurrences that do happen have a very important part in this thesis. Although the number is low, their meaning is multiple. Firstly, repetition can occur, as Cogo (2010) has pointed out, in ELF context mostly as a method of repeating the “other” not something the speaker has said themselves. This shows to the parties in conversation that they are being listened to and that the other party is actively paying attention. The example below illustrates a different kind of outlet for repetition - showing the parties’ mutual interest in what they have to say.

Example 1: interview02 line 14

[14]

	19 [01:31.3]	20 [01:33.1]	21 [01:33.8]
PM01 [v]	it's the last year for you? by the way?		it is (.) so:: and it is right before the
EF02 [v]		it is.	

Here we see how EF02 answers a question and PM01 begins their question with an exact repetition of the answer, using it as a signalling tool to exhibit their interest as well as creating a platform for the conversation to continue on the given topic in a natural way. This is not the only function that repetition can have though. One other, that was present in the interviews was repetition as a utility for giving a helping hand in conversation.

Example 2: interview02 line 38

[38]

		52 [03:52.0]
PM01 [v]	jus::t= =this semester. exactly.	
EF02 [v]	=this:: semester=	(3) m::: (1) i think the didactics and

The interviewer has just asked a question from the Estonian speaker about their favourite course that semester and the interviewee is momentarily confused. The interviewer starts to explain the question again and halfway through the explanation the interviewer in turn seems to be a bit flustered. Here the interviewee now helps out the interviewer and completes the question and goes on to answer it. This as a stand-alone situation is genuinely an ELF situation where we can observe the cooperation characteristic to ELF. Two people of different language and cultural backgrounds worked together to achieve understanding and did so while keeping the conversation going fluently.

2.2.2. BACKCHANNELS

Compared to all other occurrences, backchannels are the most widespread. With 107 events over three interviews it is clear that these are very common in ELF speech. As ELF is a very unregulated space for language, there are not very many rules so speakers need to support each other. This is one of the main aims of backchannels in ELF, since backchannels can be seen as reassuring phrases in conversation and as Cogo & Dewey (2010) have said, that ELF speakers are much more focused on the clarity of meaning and getting one's point across in conversation rather than conforming to conventional ENL rules.

Example 3: interview12 line 83

[83]

	..	47 [06:33.9]
PM01 [v]		<10>mhmh</10>
EF12 [v]	i can't spell (.)	<10>i i</10> mostly can't spell and it's er it u it WASn't that big of a

In example 3 we see a simple backchannel in the form of *mhmh* which is used to reassure the other speaker without interrupting them. In this case, the backchannel causes EF12 to stutter but ultimately carry on with their point so nothing is lost on either party. In addition to simple verbal and non-verbal phrases like *okay*, *mhmh* and *yeah* backchannels also include short responses in conversation that carry no meaning but contain affirmative messages as is demonstrated in this example below.

Example 4: interview07 line 32

[32]

	..	38 [03:04.8]	39 [03:05.6]	40 [03:06.2]
PM01 [v]		=it's crazy.=		er so er nmh::: that
EF07 [v]	is i haven't haven't had this for a while=		=yea	

In example 4 we can see two backchannels in a single moment. EF07 uses *yea* as a regular backchannel to signal to PM01 that their turn to speak has now come. Before this however, PM01 uses the phrase “it’s crazy” as a backchannel to exhibit direct interest in the topic and also to signal a change in topic.

2.2.3. OVERLAPPING

In the three interviews overlapping happened on 35 occasions. These occurrences can be divided into separate subcategories of overlapping. Firstly there is completion overlap, where one of the participants in the conversation attempts to finish another’s train of thought and help them along with their point. This is usually an affirmative device as

well, when used in communication, since it reassures the point of the first speaker. When the other manages to complete the thought of their interlocutor, this makes the speaker more confident since the second party is showcasing interest on a deeper level. This can be illustrated with an example seen below:

Example 5: interview12 line 40

[40]

		25 [03:10.2]
PM01 [v]		wow alr-alright <5>that's interesting? it sounds
EF12 [v]	medicated communication?	<5>that's it it mostly focuses

The interviewer here asked the interviewee what their most interesting course that semester was and as the interviewee is talking about the subject, the interviewer expresses interest and overlaps with the interviewee. The conversation then picks up tempo and the interviewee seems more confident in talking about the subject.

A different outcome of overlapping can be the simplification of a topic. Here a speaker can carry a topic until a certain point but then run aground with said topic. As example 6 shows, the speaker has trouble talking about a subject they were talking about and the interviewer takes over and helps out the first speaker with the topic at hand.

Example 6: interview07 line 21

[21]

		24 [02:01.3]	25 [02:01.8]
PM01 [v]	<1>maybe they're gathering</1>more data. (.)		okay.
EF07 [v]	because i just i was:: <1>u::h <un>xx</un> </1>	yea.	

There is another side to this kind of overlapping. This is the side where overlapping can cause confusion and two parties can both go off on their own tangent, creating a moment in conversation where all involved are attempting to get their thought across but very little is conveyed since everyone is very invested in their own point.

Example 7: interview12 lines 101 and 102

PM01 [v]		<12>mhmh and
EF12 [v]	because well half of the hemisphere actually speaks russian as well?	<12>due to the

[102]

	--	53 [08:11.8]
PM01 [v]	well chinese</12>or whatever	<13>and spanish maybe @@@ (2) they
EF12 [v]	fact that russia had such a gigantic</12>	but </13>i wouldn't say that. chinese as well.

Example 8: interview07 lines 165 and 166

[165]

	--
PM01 [v]	(shaken) up from the language? er from the japanese language? (1) so it <29>it
EF07 [v]	<29>i kind of really want

[166]

	--
PM01 [v]	would <un>xx</un> </29> =okay
EF07 [v]	</29> to learn it but= (.) but like WHY do i have to use the chinese characters as

The overlapping in example 8 reaches a point where the speech of one of the participants is completely unintelligible and is lost even when listening to the recording.

2.3. DISCUSSION

The results found in the analysis of the interviews are interesting. Backchannels are by far the most widespread compared to repetitions and overlaps, with a 107 occurrences, whereas there was six cases of repetition and 35 cases of overlapping. Most of these backchannels are used in one particular way - to reaffirm and provide positive feedback for the speaker, mostly the interviewee. This is due to the fact that most backchannels come from the interviewer who listens to the answers and keeps reassuring the speaker that he is listening without actually interrupting the speaker, thus keeping the mood of the conversation positive and not creating excess chatter in the conversation. When it comes to different interviewees, the interviewer behaved differently in one case. In the case of interview number 12, the amount of occurrences by the interviewer is extremely different when comparing it to the other two interviews. This interview has the lowest amount of any occurrences, with no repetition present altogether. The most peculiar thing that came into light during research is derived from this. It is the seeming connection between a person's English proficiency and the amount of ELF characteristic features that are present in their speech. In the case of interview number 12, the language proficiency of the interviewee seems to be higher than that of the other interviewees. This is mainly discernible through the fluidity of her speech and how little backchanneling, repetition and overlapping there is throughout the interview, when in the case of the other interviews, the number of these occurrences is higher. Could this be due to the level of proficiency in the speaker or is there some other process at work? One possibility may be what Cogo & Dewey (2012) have pointed out previously and that is that backchanneling has a main function of reassuring the speakers and of creating an idea of the alignment of the

speakers. So if the interviewee in interview 12 exhibits much less of all of these occurrences, this could be a signal that the speaker feels confident enough in their English skills and has outgrown these ELF characteristics.

This prediction could be researched further and more in-depth through creating a new mini-corpus using interviews and approaching these interviews with the aim of choosing participants based on two different criteria. These criteria could be, for example, that one part of the participants be definite ELF speakers with a proficiency level that is satisfactory, but still displays plenty of ELF characteristics and the other part be participants who showcase proficiency close or equal to a native speaker. This would require extensive cooperation with the university and the department on the part of the researcher but the results could be instrumental in the research of ELF in Estonia as well as on a global scale. The question pertaining to the possible correlation between speakers' English proficiency and the presence of ELF occurrences was the main question that arose in the process of analyzing the interviews but there were also many things that simply reassured what had been said before, as is the case with backchanneling. All of these functions were very prevalent when it came to the three interviews analyzed.

CONCLUSION

English as a lingua franca has been defined best as a communication channel between two people who do not share a joint mother tongue and who have chosen English as their medium for communication according to Seidlhofer (2011: 7). It is an area that deserves further research and needs to be brought even more into the forefront of linguistic studies, since the world in which we live in today is ever developing and communication is becoming more international with an emphasis on English as the language of choice for most. This field is especially unrepresented in Estonia and the aim of this thesis was to contribute to the development of the field by analysing the selected interviews from a pragmatic viewpoint and attempting to create a platform for further research into even wider corpora to come. This was achieved through analyzing the gathered data and using said data to create a discussion within this thesis that can be analyzed further or from a different point of view.

This thesis analyzed three interviews and attempted to find characteristics of English as a lingua franca in said interviews. The theoretical part of this thesis focused on understanding the background of research done on the topic of ELF as well as creating an understandable framework of terms and definitions to utilize in the analytical part of the thesis. The results found from the analytical part are multiple - first, it is possible to observe patterns forming in the interviews and how the interviewer used backchannels quite profusely when the interviewees were speaking of their experiences or favorite subjects in university. Additionally, it was interesting to see how a speaker's language proficiency seemed to determine how much backchanneling happened in conversations. Not only backchannels were detected in the interviews though - repetitions and

overlapping were also prevalent and widespread throughout the three interviews. All of these characteristics played an important role in the interviews and displayed the functions that previous authors had pointed out in their articles like providing positive feedback or exhibiting their stance on a subject. All of these occurrences were characteristic to English as a lingua franca.

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APPENDIX 1: TRANSCRIPTION CONVENTIONS

<p>1. CHARACTERS</p> <p>a b c d e f g h i j k l m n o p q r s t u v w x y z</p>	<p>Only alphabetic Roman characters are used in the transcript. No diacritics, umlauts or non-roman characters are permitted in the running text.</p>
<p>2. DECAPITALIZATION</p> <p><u>Example:</u> S8: so you really can <@> control my english </@></p>	<p>No capital letters are used except for marking emphasis (cf. mark-up conventions).</p>
<p>3. BRITISH SPELLING</p> <p>British spelling</p>	<p>British English spelling is used to represent naturally occurring ELF speech. The Oxford Advanced Learner's Dictionary (OALD), 7th edition, is used as the primary source of reference. If an entry gives more than one spelling variant of a word, the first variant is chosen. If there are two separate entries for British and American spelling, the British entry is selected.</p>
<p>4. SPELLING EXCEPTIONS</p> <p>center, theater behavior, color, favor, labor, neighbor defense, offense disk program travel (-l-: traveled, traveler, traveling)</p>	<p>The 12 words listed on the left and all their derivatives are spelled according to American English conventions (e.g. colors, colorful, colored, to color, favorite, favorable, to favor, in favor of, etc.).</p>
<p><u>Example:</u> S2: we are NOT quite sure if it will REALLY be (.) privatized next year</p>	<p>In addition, all words which can be spelled using either an <i>-is</i> or an <i>-iz</i> morpheme are spelled with -iz (e.g. to emphasize, organizations, realization, recognized, etc.).</p>
<p>5. NON-ENGLISH WORDS</p> <p><u>Example:</u> S1: <L1de> wieso oesterreich? {why austria} </L1de></p> <p><u>Example:</u> S3: <LNfr> c'est ferme? {is it closed} </LNfr></p>	<p>Non-English words are rendered in the standard variant of the original language (i.e. no non-standard dialect). The roman alphabet is always used, also in the case of languages like Arabic or Japanese. No umlauts (e.g. NOT österreich), no diacritics (e.g. NOT fermé) and no non-roman characters are permitted.</p>

<p align="center">6. FULL REPRESENTATION OF WORDS</p>	
<p>Although words may not be fully pronounced or may be pronounced with a foreign accent, they are generally represented in standard orthographic form.</p> <p><u>Example:</u> S7: the students that (.) decide freely to enter (.) this kind of master knows (.) for example that he can (.) at the end achieve (.) sixty credits</p>	<p>Explanation: S7 is Italian and pronounces the <i>he</i> in <i>he can</i> as /i/, swallowing the initial h. Nevertheless, this is regarded as a minor instance of L1 accent and therefore represented in standard orthography (<i>he</i>).</p>
<p align="center">7. FULL REPRESENTATION OF NUMBERS, TITLES & ABBREVIATIONS</p>	
<p>oh/zero, two, three, ... one hundred, nineteen ten, eighteen twenty-seven, ...</p>	<p>Numbers are fully spelled out as whole words. British English hyphenation rules apply.</p>
<p>missis (for <i>Mrs</i>), mister, miss, mis (for <i>Ms</i>), doctor, professor, ...</p>	<p>Titles and terms of address are fully spelled out.</p>
<p>et cetera, saint thomas, okay,...</p>	<p>Forms that are usually abbreviated in writing, but spoken as complete words are fully spelled out.</p>
<p align="center">8. LEXICALIZED REDUCED FORMS</p>	
<p>cos gonna, gotta, wanna</p>	<p>Lexicalized phonological reductions are limited to the four on the left. All other non-standard forms are fully spelled out (e.g. /hæftə/ = <i>have to</i>).</p>
<p align="center">9. CONTRACTIONS</p>	
<p>i'm, there're, how's peter, running's fun, ... i've, they've, it's got, we'd been, ... tom'll be there, he'd go for the first, ... we aren't, i won't, he doesn't, ...</p> <p>what's it mean, where's she live, how's that sound ... let's</p>	<p>Whenever they are uttered, all standard contractions are rendered. This refers to verb contractions with <i>be</i> (<i>am, is are</i>), <i>have</i> (<i>have, has, had</i>), <i>will</i> and <i>would</i> as well as <i>not</i>-contractions.</p> <p>Additionally, 's is used to represent <i>does</i> when reduced and attached to a <i>wh</i>-word. It is also used to represent the pronoun <i>us</i> in the contracted form <i>let's</i>.</p>



Mark-up conventions

Version 2.1 June 2007

1. SPEAKER IDS	
S1: S2: ... SS:	Speakers are generally numbered in the order they first speak. The speaker ID is given at the beginning of each turn. Utterances assigned to more than one speaker (e.g. an audience), spoken either in unison or staggered, are marked with a collective speaker ID SS .
SX:	Utterances that cannot be assigned to a particular speaker are marked SX .
SX-f: SX-m:	Utterances that cannot be assigned to a particular speaker, but where the gender can be identified, are marked SX-f or SX-m .
SX-1: SX-2: ...	If it is likely but not certain that a particular speaker produced the utterance in question, this is marked SX-1 , SX-2 , etc.
2. INTONATION	
<u>Example:</u> S1: that's what my next er slide? does	Words spoken with rising intonation are followed by a question mark “?” .
<u>Example:</u> S7: that's point two. absolutely yes.	Words spoken with falling intonation are followed by a full stop “.” .
3. EMPHASIS	
<u>Example:</u> S7: er internationalization is a very IMPORTANT issue <u>Example:</u> S3: toMORrow we have to work on the presentation already	If a speaker gives a syllable, word or phrase particular prominence, this is written in capital letters.
4. PAUSES	
<u>Example:</u> SX-f: because they all give me different (.) different (.) points of view	Every brief pause in speech (up to a good half second) is marked with a full stop in parentheses.
<u>Example:</u> S1: aha (2) so finally arrival on monday evening is still valid	Longer pauses are timed to the nearest second and marked with the number of seconds in parentheses, e.g. (1) = 1 second, (3) = 3 seconds.

5. OVERLAPS	
<p><u>Example:</u> S1: it is your best <1> case </1> scenario (.) S2: <1> yeah </1> S1: okay</p>	<p>Whenever two or more utterances happen at the same time, the overlaps are marked with numbered tags: <1> </1>, <2> </2>, ... Everything that is simultaneous gets the same number. All overlaps are marked in blue.</p>
<p><u>Example:</u> S9: it is (.) to identify some<1>thing </1> where (.) S3: <1> mhm </1></p>	<p>All overlaps are approximate and words may be split up if appropriate. In this case, the tag is placed within the split-up word.</p>
6. OTHER-CONTINUATION	
<p><u>Example:</u> S1: what up till (.) till twelve? S2: yes= S1: =really. so it's it's quite a lot of time.</p>	<p>Whenever a speaker continues, completes or supports another speaker's turn immediately (i.e. without a pause), this is marked by "=".</p>
7. LENGTHENING	
<p><u>Example:</u> S1: you can run faster but they have much mo:re technique with the ball</p>	<p>Lengthened sounds are marked with a colon ":".</p>
<p><u>Example:</u> S5: personally that's my opinion the: er::m</p>	<p>Exceptionally long sounds (i.e. approximating 2 seconds or more) are marked with a double colon "::".</p>
8. REPETITION	
<p><u>Example:</u> S11: e:r i'd like to go t- t- to to this type of course</p>	<p>All repetitions of words and phrases (including self-interruptions and false starts) are transcribed.</p>
9. WORD FRAGMENTS	
<p><u>Example:</u> S6: with a minimum of (.) of participa- S1: mhm S6: -pation from french universities to say we have er (.) a joint doctorate or a joi- joint master</p>	<p>With word fragments, a hyphen marks where a part of the word is missing.</p>

10. LAUGHTER	
<p><u>Example:</u> S1: in denmark well who knows. @@ S2: <@> yeah </@> @@ that's right</p>	<p>All laughter and laughter-like sounds are transcribed with the @ symbol, approximating syllable number (e.g. ha ha ha = @@@). Utterances spoken laughingly are put between <@> </@> tags.</p>
11. UNCERTAIN TRANSCRIPTION	
<p><u>Example:</u> S3: i've a lot of very (generous) friends</p> <p><u>Example:</u> SX-4: they will do whatever they want because they are a compan(ies)</p>	<p>Word fragments, words or phrases which cannot be reliably identified are put in parentheses ().</p>

14. NON-ENGLISH SPEECH	
Example: S5: <L1de> bei firmen </L1de> or wherever	Utterances in a participant's first language (L1) are put between tags indicating the speaker's L1.
Example: S7: er this is <LNde> die seite? (welche) </LNde> is	Utterances in languages which are neither English nor the speaker's first language are marked LN with the language indicated.
Example: S4: it depends in in in <LQit> roma </LQit>	Non-English utterances where it cannot be ascertained whether the language is the speaker's first language or a foreign language are marked LQ with the language indicated.
Example: S2: erm we want to go t- to <LNvi> xx xxx </LNvi> island first of all	Unintelligible utterances in a participant's L1, LN or in an LQ are represented by x's approximating syllable number.
Example: S4: and now we do the boat trip (1) <L1xx> xxxxx </L1xx> S3: mhm	Utterances in a language one cannot recognize are marked L1xx, LNxx or LQxx.
Example: S3: <L1fr> oui un grand carre {yes like a big square} </L1fr> (.) i <fast> think it would </fast> be better if we put the tables a <soft> different way </soft>	If possible, translations into English are provided between curly brackets { } immediately after the non-English speech.
15. SPELLING OUT	
Example: S1: and they (3) created some (1) some er (2) JARGON. do you know? the word JARGON? (.) <spel> j a r- </spel> <spel> j a r g o n? </spel> jargon	The <spel> </spel> tag is used to mark words or abbreviations which are spelled out by the speaker, i.e. words whose constituents are pronounced as individual letters.
20. ANONYMIZATION	
	A guiding principle of VOICE is sensitivity to the appropriate extent of anonymization. As a general rule, names of people, companies, organizations, institutions, locations, etc. are replaced by aliases and these aliases are put into square brackets []. The aliases are numbered consecutively, starting with 1.

RESÜMEE

TARTU ÜLIKOOL
ANGLISTIKA OSAKOND

Rannar Park

Pragmatic analysis of a selection of interviews from an Estonian spoken mini-corpus of English as a lingua franca / Valiku intervjuude pragmaatiline analüüsimine inglise keele kui *lingua franca* mini-korpusest

Bakalaureusetöö

2019

Lehekülgede arv: 35

Antud bakalaureusetööl on mitu eesmärki. Esimeseks eesmärgiks on anda kokkuvõtvalt edasi, mis on inglise keel kui *lingua franca* (*English as a lingua franca - ELF*) ning teiseks tuua intervjuude põhjal välja eestikeelse *ELF* korpuse iseärasused ja see, kuidas eesti keelt emakeelena kõnelevad inimesed suheldes kohandavad inglise keelt.

Esimeses töö osas kirjeldatakse teoreetilist tausta ning tehakse selgeks, mida tähendab 'inglise keel kui *lingua franca*' ning vaadatakse üle peamised mõisted ja terminid, mida bakalaureusetöö eneses hõlmab. Samuti kirjeldab see osa pragmaatilist tausta, mis peitub *ELFi* taga ning millist mõju avaldavad erinevad tegurid kõnes teiste *ELFi* kõnelejatega.

Töö teises osas tegeletakse intervjuudega, mis on valitud varasemalt koostatud mini-korpusest vastavalt sisu asjakohasusele. Tegemist on intervjuudega, kus intervjuueerijaks on Poolast pärit inimene ning intervjuueeritavad on kõik Eestist pärit isikud. Tegemist on vestluse vormis läbi viidud intervjuudega, mis on struktureeritud üsna vabas vormis. Lisaks vaadatakse teises osas töö teoreetilises osas mainitud tunnuste esinemist ning analüüsitakse seda, kuidas ning miks need tunnused esinevad. Tunnuste esinemisele ning analüüsile järgneb ka arutlev osa, kus on valdavalt teemaks see, et kui *ELFi* kõneleja keeletase inglise keeles on lähenemas emakeelena inglise keelt kõnelevale isikule, kas siis on ka vestluses näiliselt vähem *ELF* tunnuseid. Kokkuvõttes jõutakse seisukohani, et antud intervjuude kogumikku tuleks analüüsida veel teisi tunnuseid silmas pidades ning üritada Eesti keeleteadlaste seas laiendada teadlikkust inglise keelest kui *lingua franca*.

Märksõnad: inglise keel kui *lingua franca*, kordused, kattuvus, rahvusvaheline suhtlemine

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Lõputöö on lubatud kaitsmisele.

[Juhendaja allkiri]

Jane Klavan

Tartus, 28.01.2019