

English Lingua Franca Materials and Learning Vocabulary

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Abstract: *Although the status of English as a lingua franca (ELF) has become a popular discourse in ELT, the use of ELF materials has remained an untouched field of study. Also, by considering the issue of linguistic imperialism and taking into account the Kachruvian approach, there seems to be the need for more correspondence between ELT materials and the pragmatic background of Iranian EFL learners. Having a semi-experimental design with a pretest, posttest and delayed post test format, this study investigates the effect of using ELF materials on vocabulary learning and retention. To this end, 50 intermediate EFL learners were randomly assigned into three groups. Two groups were provided a text with two different contexts; one in ordinary format with presenting new English words without any traces of localization and another in lingua franca format with the same target words presented in Iranian culture-based texts. Also, the third group was given a text with a neutral topic referring to materials usually found in ELT textbooks. The results revealed that those who were given lingua franca materials outperformed those who were taught ordinary texts quite significantly on vocabulary tests of target words. Moreover, the experimental group had a better performance on long-term retention of lexical items taught through lingua franca-based materials.*

Key Words: Lingua Franca, Lexical items, Long-term Memory, Short-term Memory, Vocabulary Retention

I. INTRODUCTION

English is the language which is used widely among the people around the world. As the consequence, it is unavoidable that certain local characteristics will influence the nature of English in that area. The so-called standard variety of English will be influenced by the local language. The concept of English as a global lingua franca implies that non-native speakers (NNS) of new English need to establish their identity through the medium of their L2. As local variety of English has been accepted as a global phenomenon, its emergence is unavoidable as long as the language users in a certain region require it. As a result of this, there are different varieties of English which can be seen and heard today like Indian English and Singapore English.

Primarily, Braj Kachru (1992), has put forth the model of concentric circles (the "Inner," "Outer," and "Expanding" Circles) to describe the spread of English worldwide based on the historical context, status, and functions of English around the world. The Inner Circle demonstrates the societies where English is the first language like the USA and Canada. In the Outer-Circle, English language functions within a non-English culture as a second language (ESL), resulting in the advent of significant variations in English like India. And lastly, the Expanding Circle which refers to those areas where English is an international and a foreign language (EFL) e.g. English in Brazil and Iran. Also, Widdowson (1994) asserts that speakers of English in the postcolonial societies may change and localize English at the grammatical level to fit it into their own contexts and local needs and whereby to own the language and keep away from the norms of native English speakers.

On the other hand, concerning the topic of the present study which focuses on the possible relationship between teaching English vocabulary through lingua franca-based materials and learning lexical items, it seems to be crucial to notice that in the realm of vocabulary development through reading, similar positive effects of conceptual and background knowledge have been obtained when learners were familiar with the concepts depicted in the texts (Diakidoy, 1998; Nagy, Anderson, & Herman, 1987). In fact they gained more vocabulary associated with these concepts than when they were unfamiliar with them.

So far, many studies and researchers have elaborated the phonological aspects of English as a lingua franca (ELF) such as Firth (1996) and Jenkins (2000, 2006). However, little investigation has been focused on the possible effect of localization of materials on learning English and vocabulary in particular. The major objective of this study is to find out to what extent learning new vocabulary through texts in line with Iranian EFL learners' culture and identity can lead to a better understanding and a more permanent retention of lexical items. More specifically, this study aims to put lingua franca theories into practice in order to evaluate and, in a way,

compare the effectiveness of learning lexical items through the present usual course books and learning through lingua franca materials.

II. BACKGROUND TO THE STUDY

The phenomenon of English as a lingua franca (ELF) has become the subject of considerable debate during the past few years. According to Kachru and Nelson (2001), in less than a lifetime, English has developed from the native language of a relatively small island nation to the most widely taught, read, and spoken language that the world has ever known. It has been widely spread through emigration, colonization, and globalization, has been acquired as a first, a second, and a foreign language, and has been used for internal, external, and international purposes.

In contrast to the native and the established second language varieties, the use of English as a lingua franca (ELF) has been hotly debated but relatively little studied. The global spread of English, its causes, and its consequences have long been a focus of critical discussion, but this discussion has not linked up with a consideration of what has been, happening to the forms of the language as such. In other words, the realization of the global role of English has not so far led to any real reconceptualization of this English. In fact, what we see is what Seidlhofer, (2001) has been referred to as a “conceptual gap” in the place where ELF should be firmly established in people’s minds, alongside the notions of English as a native language (ENL)

Important works in ELF domain have been dedicated to this field of research and investigation by people like Widdowson (1994), Seidlhofer (2001), and Jenkins (2000, 2007), who have pointed out that the use of English as a lingua franca has become the fastest-growing and at the same time the least recognized function of English in the world.

Related to the issue of ELF and particularly the topic of the present study, a number of concepts and topics need to be explored in order to understand its urgency in the current status of ELT.

Regarding the global spread of English, the concept of ‘world Englishes’ has become increasingly popular, since linguistic diversity is inevitable and variation in the aspect of phonology and morphosyntax has already been seen within inner-circle Englishes and among outer-circle varieties. Consequently, as Sugiharto, (2009) suggests, new varieties, styles and registers, and rhetorical models of thinking inevitably emerge, and their authentic and appropriate use in daily conversation can not be determined and judged by reference to English native speakers, who have become outsiders from the Third World “Englishes”.

Also, concerning the notion of globalization and its role in learning English as a foreign language, it is important to be reminded that today, non-native varieties of English can be found in many parts of the world, and seem to become recognized and accepted as a variety such as Banglish, the English used in Bangladesh. At this point, Kachru (1997) is of the opinion that the idea that only Native speakers can deliver the correct variety fails to take account of the multilingual reality of communities and the reality of more interacting groups throughout the world. Furthermore, Graddol (1997) concludes that native speakers may feel the language ‘belongs’ to them, but it will be those who speak English as a second or foreign language who will determine its world future. Therefore, it seems that it's time for considering the increasing use of English in what Kachru (1992) has named the Expanding Circle.

Further, regarding the notion of localization in English language learning, it is obvious that local culture awareness will be another requirements in teaching English in such context. Since it has been generally accepted as a variety of English, localized English surely has implications on English language teaching. Many scholars from different parts of the world have called for the localization of English language teaching; among these scholars are Kramsch and Sullivan (1996) and Ellis (1996) who have appreciated the works of those language teachers from periphery regions who have been teaching English effectively without blindly following Western teaching standards. Similarly, Kirkpatrick (2007) adds the point that some countries have made attempts at influencing the English language by their local cultures and languages through acculturation and indigenization, and in this way, they have developed their own varieties of English. As Pishghadam (2011) points out, English language learning classes have the potential to be the sites for developing the cultural and national identity of language learners.

Actually, what is of great significance and related to the present issue under investigation is the fact that teaching the English language to learners who bring with themselves a set of political, social, historical, cultural and religious backgrounds to the ELT classrooms may not be fully accomplished through mere exposure to the Western culture which is prevalent in the market of their English teaching materials. To put it in a nutshell, students will not be burdened to speak as closely as native speakers' accent and pronunciation. It is believed that localized English will give a great encouragement to the students since the difficulties in studying English in native-like way has been minimized by localization.

Also, related to ELF is the concept of linguistic imperialism, in the words of Said (1978), the English language was considered a tool of power in the hands of colonizers to stereotype, dehumanize and marginalize the peripheral countries and as a consequence, treat them as undistinguishable masses. Pennycook (1994), regarding the notion of English linguistic imperialism, maintains that ELT is an outcome of imperialism due to its intact representation of the values and beliefs of the Core countries.

The English language teaching (ELT) profession has been developed by the globalization of the English language. Due to the spread of the English language as a lingua franca throughout the world, English proficiency has been considered a key priority for progress in different areas.

The pedagogic implications of ELF and the implications for ELF-oriented teaching and use can be categorized in the following key areas in particular: the nature of the language syllabus, teaching materials, approaches and methods, language assessment and ultimately the knowledge base of language teachers. All this has, of course, far reaching implications for language teacher education.

Kumaravadivelu (2001) suggests that teachers, in the postmethod paradigm, must be able to practice their profession with competence and confidence and ensure that their practice results in social transformation and the improvement of society by taking into account the life histories of their students. He also claims that three principles, or pedagogies, summarize how postmethod defines L2 teaching: practicality, particularity, and possibility. In language teaching, critical practice is "about connecting the word with the world. It is about recognizing language as ideology, not just system. It is about extending the educational space to the social, cultural, and political dynamics of language use" (Kumaravadivelu, 2006).

As a result, it is clear that so far a bulk of research has been focused on phonological aspects of ELF and little study has been dedicated to other aspects of lingua franca especially putting its theories into practice. That is why in the present study, it is attempted to investigate the role of using lingua franca-based materials on the learning and retention of lexical items in Iranian EFL learners' both short-term and long-term memory. To this end, the following research questions posed at the outset of the current study are restated here:

1. Is there any significant difference between learning lexical items through lingua franca materials and learning vocabulary through ordinary texts by Iranian EFL learners?
2. Is there any meaningful relationship between teaching vocabulary through lingua franca materials and retention of lexical items in learners' short-term memory?
3. Is there any meaningful relationship between teaching vocabulary through lingua franca materials and retention of lexical items in learners' long-term memory?
4. Is there a meaningful relationship between learning new English vocabulary and the type of materials containing these lexical items?

III. METHODOLOGY

A. Participants

Altogether, 50 Iranian male intermediate EFL learners were selected from an English language institute in Shiraz in order to take part in the present research. Then, they were randomly put into 3 main groups with having two subgroups for the two first groups forming the 5 groups of the study each containing 10 students. Each group was given its specific type of text. In fact, 3 types of texts were designed and given to students

namely, the ordinary version, the lingua franca version (with each of them having two topics: Norouz and Ramadan) and the neutral version with a single topic (Christmas) for the last group. Actually, this last group was taken into consideration as another control group in order to increase the strength of the study with regard to the statistical validity. In fact, the five groups with their specific texts under investigation are as follows: 1- Ramadan ordinary text, 2- Ramadan lingua franca text, 3- Norouz ordinary text, 4- Norouz lingua franca text and 5- A neutral text with the topic of Christmas. As a result, the Lingua Franca group, taken as the experimental group, received the treatment that is, teaching the target lexical items through localized or lingua franca-based materials. And the Ordinary and Neutral groups, taken as the control groups, were taught the target vocabulary through texts without any traces of cultural information familiar to Iranian EFL learners.

B. Materials

In order to conduct the study two vocabulary tests were constructed: a pretest and a posttest.

Actually, a vocabulary pretest based on Paribakht and Wesche framework was designed in order to evaluate the degree to which the learners have got the knowledge of the target vocabulary. The pretest was a vocabulary test prepared by the researcher involving 85 vocabulary items in various formats including multiple-choice, matching and English to Persian translation questions.

But more importantly, regarding the teaching materials, three types of texts were designed by the researcher for each group, namely two ordinary texts and two lingua franca texts with the same topics (Ramadan and Norouz) and target vocabulary but different contexts. Also a neutral text with the topic of Christmas was designed for the last group.

C. Data Analysis

As it was already mentioned, the participants were randomly assigned into three groups. One group, named as the Lingua Franca group, served as the experimental group in which students were taught the new lexical items through reading lingua franca-based material which were in line with their Iranian culture and identity. The other two groups served as the control group in which students tried to learn the words through reading usual text without any elements of localization and contextualization. The point needs to be raised here is that this method is the most common way of teaching vocabulary in the institutes. In fact, in one control group named as the Ordinary group learners received the target vocabulary through texts with familiar topics (Ramadan and Norouz) to them. However, in the other control group named as the Neutral group, participants were taught the target vocabulary through reading a text with a topic less familiar to them (here, Christmas).

The vocabulary pretest was administered to both experimental group and control groups. The correct answer to each item received one point, and there was no penalty for wrong responses. First and foremost, three one-way between groups ANOVA were run and the Descriptive Statistics Tables presented for the comparison among the five groups at three time periods were examined. The post-hoc results using Scheffe adjustments were also discussed with respect to the immediate and delayed posttests. In order to explore any learning gain over time from the pretest to the immediate posttest and further to the delayed posttest on the short-term and long-term retention as a result of using lingua franca materials, a mixed between-within group analysis of variance with post-hoc comparisons was performed with time as the within-groups independent variable and text types as the between-groups independent variable and with total scores as the dependent variable.

Furthermore, an independent samples t-test was conducted in order to see the difference in students' performance between the Ramadan and Norouz texts in the lingua franca group. Actually, these different data collection methods were aimed at exploring the impact of using lingua franca materials on the vocabulary learning and retention of lexical items in Iranian EFL learners' short-term and long-term memory through conducting a delayed posttest.

RESULTS

A. Results of the Pretest

A one-way between-groups analysis of variance was conducted to explore the difference between four feedback groups, as measured by pretest. There was no statistically significant difference at the $p > .05$ level among the

five groups: $F(4, 45) = .228, p = .921$. As it is illustrated in Table 1, the participants in the Ordinary national group (ordinary Norouz text group) with the mean score of 15.30 performed slightly better than the students in the other groups. Moreover, the mean score of the participants in the control group, i.e. Neutral group, was 14.40. Also, the mean scores of the students in the Ordinary_religious group (ordinary Ramadan text group), National_lingua franca group (lingua franca Norouz text group) and Religious_lingua franca group (lingua franca Ramadan text group) were 14.30, 14 and 14.10 respectively. Therefore, the closeness of the mean scores among the above-mentioned four groups is a great indicator of the homogeneity of the groups with regard to the knowledge of vocabulary before the conduction of the main study.

Table 1

Descriptive Statistics of the Participants of the Five Groups in the Pretest

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Ordinary_national	10	15.30	4.347	1.375	12.19	18.41	9	21
Ordinary Religious	10	14.30	3.268	1.033	11.96	16.64	9	18
Lingua Franca National	10	14.00	3.232	1.022	11.69	16.31	9	19
Lingua Franca Religious	10	14.10	2.685	.849	12.18	16.02	10	18
Neutral	10	14.40	3.373	1.067	11.99	16.81	10	19
Total	50	14.42	3.314	.469	13.48	15.36	9	21

B. Results of the Immediate Posttest

The next data-collection method for identifying the effectiveness of using lingua franca materials on the retention of lexical items in short time period was the immediate posttest. As it is illustrated in Table 2, a one-way between-groups analysis of variance was conducted to investigate the difference among the five groups, as measured by immediate posttest. There was statistically significant difference at the $p < .05$ level among the four groups: $F(4, 45) = 23.68, p = .000$.

Table 2

Results of ANOVA Table for Immediate Posttest

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7642.680	4	1910.670	23.687	.000
Within Groups	3629.800	45	80.662		
Total	11272.480	49			

Likewise, the descriptive statistics of the five feedback groups in the immediate posttest is presented in Table 3. As it can be found from Tables 4.3, the mean scores of all the experimental groups showed signs of development from the computer based test to the immediate posttest. The control group, as expected, had the

least satisfactory performance with the mean score of 33.70 which is indicative of lack of vocabulary learning and retention by the students instructed through a neutral text with Christmas topic. So, it could be concluded that all the provided instruction through designed materials were shown to be effective on the short-term retention of the test-takers with the lingua franca religious group having the highest score (71.70) and the neutral group having the lowest one (33.70).

Table 3
Descriptive Statistics for the Four Groups in the Immediate Posttest

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Ordinary_national	10	52.20	6.957	2.200	47.22	57.18	41	60
Ordinary Religious	10	55.00	9.286	2.936	48.36	61.64	40	68
Lingua Franca National	10	60.00	8.807	2.785	53.70	66.30	44	71
Lingua Franca Religious	10	71.70	7.349	2.324	66.44	76.96	56	80
Neutral	10	33.70	11.710	3.703	25.32	42.08	5	49
Total	50	54.52	15.167	2.145	50.21	58.83	5	80

Also, Post-hoc comparisons using Scheffe adjustment indicated that the Lingua Franca National (Mean=60) group did not differ significantly from Ordinary Religious (Mean=55) and Ordinary National (Mean=52.20) groups. Also, as it was expected, the Lingua Franca Religious group had the highest mean score (Mean=71.70). However the mean score for Neutral (Christmas text) group was statistically different from all other four groups (Table 4).

Table 4
Multiple Comparison for the Five Groups in the Immediate Posttest

(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Ordinary_national	Ordinary Religious	-2.800	4.017	.974	-15.70	10.10
	Lingua Franca National	-7.800	4.017	.448	-20.70	5.10
	Lingua Franca Religious	-19.500*	4.017	.001	-32.40	-6.60
	Neutral	18.500*	4.017	.001	5.60	31.40
Ordinary Religious	Ordinary_national	2.800	4.017	.974	-10.10	15.70

	Lingua Franca National	-5.000	4.017	.817	-17.90	7.90
	Lingua Franca Religious	-16.700*	4.017	.005	-29.60	-3.80
	Neutral	21.300*	4.017	.000	8.40	34.20
Lingua Franca National	Ordinary_national	7.800	4.017	.448	-5.10	20.70
	Ordinary Religious	5.000	4.017	.817	-7.90	17.90
	Lingua Franca Religious	-11.700	4.017	.094	-24.60	1.20
	Neutral	26.300*	4.017	.000	13.40	39.20
Lingua Franca Religious	Ordinary_national	19.500*	4.017	.001	6.60	32.40
	Ordinary Religious	16.700*	4.017	.005	3.80	29.60
	Lingua Franca National	11.700	4.017	.094	-1.20	24.60
	Neutral	38.000*	4.017	.000	25.10	50.90
Neutral	Ordinary_national	-18.500*	4.017	.001	-31.40	-5.60
	Ordinary Religious	-21.300*	4.017	.000	-34.20	-8.40
	Lingua Franca National	-26.300*	4.017	.000	-39.20	-13.40
	Lingua Franca Religious	-38.000*	4.017	.000	-50.90	-25.10

*. The mean difference is significant at the 0.05 level.

C. Results of the Delayed Posttest

After a three-week interval, the delayed posttest was given to the participants in order to measure the effectiveness of using lingua franca materials on the long-term retention of lexical items. Similar to the immediate posttest, the same statistical procedures were followed. A one-way between-groups analysis of variance was conducted to investigate the difference among the five groups of learners, as measured by the delayed posttest. There was statistically significant difference at the $p < .05$ level among the five groups: $F(4, 45) = 18, p = .000$. The descriptive results of the delayed posttest are presented in Table 4.5 and Figure 4.3.

Table 5

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Ordinary_national	10	50.60	7.777	2.459	45.04	56.16	39	62
Ordinary Religious	10	51.20	9.211	2.913	44.61	57.79	35	64
Lingua Franca National	10	61.10	9.134	2.888	54.57	67.63	44	73
Lingua Franca Religious	10	70.20	7.997	2.529	64.48	75.92	52	78
Neutral	10	40.70	7.660	2.422	35.22	46.18	26	51
Total	50	54.76	12.956	1.832	51.08	58.44	26	78

Descriptive Statistics for the Five Groups in the Delayed Posttest

Upon closer inspection of Table 5, the study came up with the following conclusions: first, the mean score of the first two groups, i.e. Ordinary National and Lingua Franca National groups, showed a gradual decline through the passage of time. On the contrary, the Lingua Franca National and Lingua Franca Religious groups showed a slight development. Second, since the Lingua Franca Religious group was considered as the most informative methods among the other types, they brought about more fruitful results on the retention of the grammatical points throughout the treatment. Finally, the control group, which was reported as the least effective method on the students’ retention due to the lack of any exposure to lingua franca-based materials, experienced a decline in the delayed posttest.

D. Pretest, Immediate Posttest and Delayed Posttest Comparison

A mixed between-within subjects analysis of variance was conducted to assess the impact of five different groups (Ordinary National, Ordinary Religious, Lingua Franca National, Lingua Franca Religious and Neutral) on participants' scores on the tests of vocabulary across three time periods (pretest, immediate posttest, and the delayed posttest). A mixed ANOVA was employed with the three time periods as the independent between subjects variable, five different groups as the independent between subjects variable and the participants’ scores as the dependent continuous variable. The general results indicated that the experimental groups outperformed the control groups after exposure to the lingua franca materials. As can be seen, the control group did not experienced much achievement in vocabulary learning due to no exposure to any kind of culture-based or lingua franca materials. As it is evident from Table 5, the participants in the Lingua Franca Religious group metalinguistic outperformed all other groups because of the exposure to lingua franca text. However, In contrast to the four groups which were instructed through localized and domesticated texts in line with learners' own culture and identity, the test takers in the Neutral group were not successful at learning and retention of lexical items both in their short-term and long-term memory. Moreover, the results also indicated that the difference between the experimental group, namely Lingua Franca and the control groups, namely Ordinary and Neutral groups was significant.

Table 6

Descriptive Statistics for the three Groups at all Four Times Period

	Group	Mean	Std. Deviation	N
pretest	Ordinary_national	15.30	4.347	10
	Ordinary Religious	14.30	3.268	10
	Lingua Franca National	14.00	3.232	10
	Lingua Franca Religious	14.10	2.685	10
	Neutral	14.40	3.373	10
	Total	14.42	3.314	50
immediate_posttest	Ordinary_national	52.20	6.957	10
	Ordinary Religious	55.00	9.286	10
	Lingua Franca National	60.00	8.807	10
	Lingua Franca Religious	71.70	7.349	10
	Neutral	33.70	11.710	10
	Total	54.52	15.167	50
Delayed_posttest	Ordinary_national	50.60	7.777	10
	Ordinary Religious	51.20	9.211	10
	Lingua Franca National	61.10	9.134	10
	Lingua Franca Religious	70.20	7.997	10
	Neutral	40.70	7.660	10
	Total	54.76	12.956	50

Further, the value for Wilks' Lambda was .018 with a probability value of 0.000 ($p < .05$), indicating a statistically significant effect for time. Moreover, the partial eta-squared value was .982 that showed a large effect size. This suggested that there were changes in the scores across the three different time periods. The main effect for Time was significant, but it did not show which levels of time were significantly different from each other. The pairwise comparisons table demonstrated where the differences among different time intervals (pretest, immediate posttest and delayed posttests) were significant. The results revealed that each time period was statistically different from the other except the immediate and the delayed posttest in which the results were not significantly different from each other (Time 2 and 3).

Table 7

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Time	Pillai's Trace	.982	1.183E3 ^a	2.000	44.000	.000	.982
	Wilks' Lambda	.018	1.183E3 ^a	2.000	44.000	.000	.982
	Hotelling's Trace	53.791	1.183E3 ^a	2.000	44.000	.000	.982
	Roy's Largest Root	53.791	1.183E3 ^a	2.000	44.000	.000	.982
Time * Group	Pillai's Trace	.850	8.314	8.000	90.000	.000	.425
	Wilks' Lambda	.186	14.512 ^a	8.000	88.000	.000	.569
	Hotelling's Trace	4.186	22.502	8.000	86.000	.000	.677
	Roy's Largest Root	4.140	46.572 ^b	4.000	45.000	.000	.805

The Effect of Time and its Interaction with the Five Groups

Although the results demonstrated a statistically significant difference among the time periods, there was a need to assess the effect size of the result through the value of partial Eta Squared. The value was calculated by the proposed formula and it was turned out to be .982. Using the commonly used guidelines proposed by Cohen (1988): .01=small effect, .06=moderate effect, .14=large effect, the result suggested a very large effect size.

Table 8 represents the main effect of the between-subjects factor. As it can be derived from Table 8, the significance value displayed under the Sig. column was .000 showing that the main effect for group was significant. Therefore, we could conclude that the overall mean scores of the four feedback groups significantly differed from each other. The effect size of the between-subject effect was also given in the Tests of Between-Subject Effects table. The Partial Eta Squared value for the feedback groups was .0846 which suggested a large effect size.

Table 8

(I) Time	(J) Time	Mean Difference (I-J)	Std. Error	Sig. ^a	95% Confidence Interval for Difference ^a	
					Lower Bound	Upper Bound
1	2	-40.100 [†]	1.449	.000	-43.703	-36.497
	3	-40.340 [†]	1.193	.000	-43.307	-37.373
2	1	40.100 [†]	1.449	.000	36.497	43.703
	3	-.240	2.065	1.000	-5.374	4.894
3	1	40.340 [†]	1.193	.000	37.373	43.307
	2	.240	2.065	1.000	-4.894	5.374

Pairwise comparisons for All three Time Periods

Table 9

Between-subjects Effect

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Intercept	255028.167	1	255028.167	7.751E3	.000	.994
Group	8109.533	4	2027.383	61.617	.000	.846
Error	1480.633	45	32.903			

DISCUSSION AND CONCLUSION

The current study sets out to investigate the extent of vocabulary retention and learning in both short-term and long-term memory through teaching English lingua franca materials and to see its effect on intermediate Iranian EFL learners' vocabulary learning.

First, the findings of this study revealed that the students in the experimental group (those who were exposed to the lingua franca materials) outperformed those in the control group (those who were given texts without any traces of localization). In addition, following the data analysis of the results, it was found out that students of the Lingua Franca group (those who learnt the target vocabulary through a localized text with the topic of Ramadan) had the best performance in the learning of new lexical items among all other groups, namely the Ordinary and Neutral group. Furthermore, as it was indicated in the related tables and figures, learners in the Lingua Franca group were more successful at reminding their learnt vocabulary in long-term period.

Second, results corroborated the findings in the literature that localized English will give a great encouragement to the students since the difficulties in studying English in native-like way has been minimized by localization. Also, as it was stated in previous sections, in language teaching, critical practice is “about connecting the word with the world and teachers, in the post method paradigm, must be able to practice their profession with competence and confidence and ensure that their practice results in social transformation and the improvement of society by taking into account the life histories of their students. As a result, using lingua franca materials could be a solution to the usual native-like instruction of English language and English vocabulary in particular.

This study was conducted to fill a gap in the existing literature on the effectiveness of the using lingua franca materials on learning English vocabulary. More specifically, the extent of vocabulary retention in learners' short and long-term memory through using lingua franca materials was investigated. On the whole, the outcome of the conducted analyses suggested that the Lingua Franca group, and Lingua Franca Religious group in particular, left the greatest retention gain compared with the other two groups, namely Ordinary group and Neutral group. In addition, the findings provided ample support for the superiority of the experimental groups to the control group in terms of retention of words in both short-term and long-term memory.

The findings of the present study may have major implications for language learners, EFL instructors, teacher trainers, syllabus designers, and materials developers. The findings of this study implied that learners could benefit from the influence of lingua franca materials to develop their vocabulary knowledge skills more effectively. In fact, according to Aghagolzadeh and Davari (2012), as ELT programs become more prevalent throughout the world, the cultural, political, social and ideological implications of this activity are more challenged and such considerations seem more relevant in societies that are culturally, politically, socially and ideologically are different from the Center and certainly the Iranian society as an Expanding Circle country is not an exception. Also, as Akbari, (2008) points out in his article about transforming lives and introducing critical pedagogy into ELT classrooms, making use of learners' first language as a source, including more of students' real-life needs, and basing your teaching on students' local culture are among the main concerns in this regard.

As a consequence, ELT materials development, based on the major tenets of lingua franca principles and theories which are mostly sensitive to the particularities of the local context and to the learners' needs, seems to be helpful for local materials writers and language teachers in developing and critically evaluating ELT materials as well as for learners to be more critical consumers of information and learning English vocabulary in particular.

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