

THE RELATIONSHIP BETWEEN CULTURAL IDENTITY AND  
PRONUNCIATION OF NON-NATIVE SPEAKERS OF ENGLISH IN AN EFL  
SETTING

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## ABSTRACT

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M.A. Program of Teaching English as a Foreign Language

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Many factors are known to influence the pronunciation of English by speakers of other languages, including: the speaker's L1, age of beginning English, length of study, gender, motivation, aptitude, and personality. Other socio-cultural factors, such as ethnic group affiliation and desire of the speaker to identify themselves through their accent are also believed to influence a speaker's pronunciation. However, there is at present a lack of research into the relationship between the degree of a speaker's self-identification with their own culture and that speaker's pronunciation accuracy in an EFL context.

This study addresses the following two questions: 1) What are the relationships among cultural identity, the degree of accentedness, and attitudes toward pronunciation of non-native speakers of English in an EFL context? and 2) What are

the attitudes of non-native speakers of English in an EFL context toward their pronunciation of English? The participants of the study were advanced Turkish speakers of English at two English-medium universities in Ankara, Turkey. The participants responded to a questionnaire about cultural identity, attitudes toward pronunciation, and language background. Then a selection of participants who had completed the questionnaire provided a pronunciation sample based on three tasks, which were then scored for degree of accent by five native speakers of English. The questionnaire, and the pronunciation ratings provided by the native speaker judges were analyzed for reliability. The language background information factors and attitude ratings were compared individually with the identity and pronunciation scores to determine which factors were related to each. It was found that age of beginning English study and residence of three or more months abroad were significantly related to both the identity and pronunciation scores; therefore, these factors were controlled for in the partial correlation analysis of the relationship between cultural identity and pronunciation.

The results of the study did not reveal a direct relationship between cultural identity and degree of accentedness. Moreover, the qualitative data revealed that the majority of participants did not believe that their pronunciation was related to their cultural identity. However, the data did reveal a significant relationship between cultural identity and how important native-like pronunciation of English was perceived to be. For this reason, it is felt that more research into the relationships between cultural identity, pronunciation attainment and attitudes toward native-like pronunciation is needed. It can be concluded, based on the attitudes expressed by the participants, that native-like pronunciation of English should not be ruled out as a

goal for learners, especially in that most did not feel that this would be a threat to their cultural identity. Individual preferences and goals need to be taken into consideration in pronunciation instruction, but it should by no means be neglected on the basis of the claim that trying to change pronunciation is interfering with identity.

**Key words:** pronunciation ability, cultural identity, attitudes to pronunciation

## ÖZET

İNGİLİZCE’NİN YABANCI DİL OLARAK ÖĞRENİLDİĞİ ORTAMLARDA,  
ANA-DİLİ İNGİLİZCE OLMAYAN KİŞİLERİN KÜLTÜREL KİMLİĞİ VE  
TELAFFUZU ARASINDAKİ İLİŞKİ.

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Anadil, İngilizce’ye başlama yaşı ve süresi, cinsiyet, motivasyon, kabiliyet ve kişilik özellikleri gibi birçok faktörün, anadili İngilizce olmayan kişilerin telaffuzunu etkilediği bilinmektedir. Ayrıca, etnik grup bağı ve kişinin kendisini ifade ederken aksanlı konuşma isteği gibi etmenlerin de telaffuzu etkilediği düşünülmektedir. Günümüzde İngilizce’nin yabancı dil olarak öğrenildiği ortamlarda, kişilerin doğru telaffuzu ve kendi kültürleriyle özdeşleştirme dereceleri arasındaki ilişkiyi araştıran bir çalışma yapılmamıştır.

Bu çalışma, aşağıdaki iki soruya cevap bulma amacıyla yapılmıştır: 1) Kültürel kimlik, aksanın derecesi ve İngilizce’nin yabancı dil olarak öğrenildiği ortamlarda ana dili İngilizce olanların telaffuza karşı olan tutumları arasındaki ilişki nedir? 2) İngilizce’nin yabancı dil olarak öğrenildiği ortamlarda, anadili İngilizce olmayan kişilerin kendi İngilizce telaffuzlarına olan tutumları nelerdir? Çalışmaya

katılan kişiler, Ankara’da İngilizce öğretim yapan iki üniversitenin ileri seviye İngilizce konuşabilen Türk öğrencileridir. Bu öğrenciler, öncelikle, kültürel kimlik, telaffuza olan tutum ve dil geçmişinden oluşan soruların olduğu bir anket doldürmüşlardır. Daha sonra, aynı katılımcılar, ana dili İngilizce olan beş kişinin, kendilerinin aksan derecelerini notlandığı üç alıştırmaadan oluşan telaffuz etkinliğini tamamladılar. Anket ve notlandırılmış olan bu etkinlik güvenilirliğin sağlanması amacı ile analiz edilmiştir. Dil geçmişi ve telaffuza yönelik tutumlar, kimlik ve telaffuz değerlendirme puanları tek tek karşılaştırılmıştır. Bunların amacı, hangi etmenlerin hangi puanlarla ilişkili olduğunu anlamaktır. Sonuç olarak, İngilizce öğrenmeye başlama yaşı ve yurt dışında üç veya daha fazla ay yaşamış olmanın, hem kültürel kimlik hem de telaffuz puanlarıyla önemli ölçüde ilişkili olduğu ortaya çıkmıştır. Dolayısıyla, bu faktörler, kültürel kimlik ve telaffuz arasındaki ilişkinin kontrolü için kısmi korelasyon analizine tabi tutulmuştur.

Çalışmanın sonucu göstermiştir ki, kültürel kimlik ve aksan arasında doğrudan ilişki yoktur. Dahası, nitel veriler araştırma sonucuna göre, katılımcıların büyük çoğunluğunun, kendi telaffuzlarının kültürel kimlikleriyle ilişkili olduğuna inanmamalarına rağmen, bu çalışma kültürel kimlik ve İngilizceyi ana dili gibi konuşmanın önemli olduğu görüşü arasındaki gerçekten ilişki olduğu açıkça görülmüştür. Bu sebeple, kültürel kimlik, telaffuz edinimi ve anadili gibi konuşabilmeye olan tutum arasındaki ilişki ile ilgili daha fazla araştırmaya ihtiyaç duyulmaktadır. Katılımcıların ifadelerinden yola çıkılarak, denebilir ki, kişiler isterse İngilizce’yi ana dili gibi telaffuz edebilmeliler. Bu durum kültürel kimliklerine karşı tehdit oluşturmaz. Dil öğretiminde, kişisel tercihler ve hedefler göz önünde

bulundurulmalıdır. Ancak, İngilizce'yi ana dili gibi konuşmak kesinlikle kişisel kimliğin ihlali olarak algılanmamalıdır.

Anahtar sözcükler: telaffuz yeteneği, kültürel kimlik, telaffuza yönelik tutum



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## CHAPTER I: INTRODUCTION

### Introduction

*“The accent of our native country dwells in the heart and mind as well as on the tongue.”*

François de la Rochefoucauld (1613-1680)

As the above quotation implies, the way we speak is much more than a matter of physical ability; the pronunciation system of an individual's mother tongue is deeply rooted in their being. It is a common observation that when someone learns a foreign language, aspects of their first language's phonological system are usually, but not always, carried over into the way the second language is pronounced. This observation has often piqued the interest of linguists and language acquisition researchers, and has led to a wide variety of theories about what causes the phenomenon of a “foreign accent”. Historically, these theories, and the resultant research, have focused on external factors such as the age at which the second language is acquired, or the type or amount of instruction in the second language. More recently, researchers have begun to explore more internal factors, factors related to the “heart and mind”, in order to understand how issues of psychology and identity influence the way second language learners pronounce the language they are learning. This study is an effort to shed more light on the question of how one's “native country accent” remains in the heart and mind, so much so that it is retained in the production of another language.

## Background of the Study

Pronunciation is the production of significant sounds in two senses: it is part of a code of a particular language, and is used to achieve meaning in contexts of use (Dalton & Seidlhofer, 2001, p. 3). Every speaker of every spoken language employs pronunciation in these senses. More specifically, in the field of second language acquisition (SLA), pronunciation often refers to “foreign accent”. According to Flege (1981), foreign accent comes from differences in pronunciation of a language by native and non-native speakers. Pronunciation research in SLA has usually dealt with the second aspect, foreign accent, and the variety of factors that affect how similar (or dissimilar) a foreign language learner's pronunciation is when compared to a native speaker of that language. A wide variety of factors have been thought to affect the degree of foreign accent in a second language (L2), including: age, exposure to L2, amount of L1 and L2 use, formal instruction, gender, aptitude, motivation and attitudes.

The large majority of research on pronunciation has focused on the above-mentioned factors. In many of the factors thought to influence pronunciation, however, there is an overlapping and often unexplored sociocultural element. The age factor has historically been connected to the Critical Period Hypothesis, and theories of brain lateralization and loss of plasticity. Ellis (1994, p. 201), however, suggests that age is a social factor, and that younger speakers are more subject to social pressures from their peer group. He also suggests that younger learners may have less rigidly formed identities. Dornyei (2009), similarly argues that children have a weaker group identity and this may help them to integrate into and identify with a new language community. Gender also clearly has a social identity factor. Ellis

attributes the tendency for women to experience greater success to attitudinal or identity factors, stating that “female ‘culture’ seems to lend itself more readily to dealing with the inherent threat imposed to identity by L2 learning” (1994, p. 204). As regards attitudes, Ellis claims that attitude plays a crucial role in the relationship between identity and L2 proficiency. A learner's attitude will reflect their views; both about their own identity, and the culture of the language they are learning. These attitudes in turn will affect their success in learning the target language. Again, in the factor of pronunciation instruction, the social identity factor makes an appearance; Dalton and Seidlhofer (2001, p. 7) raise questions about the ethics of seeking to change someone’s pronunciation, since pronunciation is an expression of identity. Clearly then, identity has some role to play in the pronunciation of an L2. But what is identity?

According to Block (2007) identities are “socially constructed, self-conscious, ongoing narratives that individuals perform, interpret and project in dress, bodily movements, actions and language (p. 27).” In addition, Bialystok and Hakuta (1994) assert that who we are is shaped in part by what language we speak (p. 134). An individual's identity as it is related to language is especially called into question when that individual comes into contact with a new language. According to Guiora et al., “essentially, to learn a second language is to take on a new identity. Since pronunciation appears to be the aspect of language behavior most resistant to change, we submit that it is therefore the most critical to self-representation” (as cited in Block, 2007, p. 51). Surprisingly, however, the role of identity in pronunciation, and even in SLA in general has been the subject of very little research, and has only relatively recently been gaining ground in the literature.

Identity research entered the field of SLA with Lambert's research with American learners of French in Montreal. Lambert used the term *anomie* to describe feelings of 'social uncertainty or dissatisfaction' among these learners in a naturalistic setting. For Lambert, identity was inextricably linked to attitudes (as cited in Block, 2007, p. 51). Next came Guiora et al. (1972), who put pronunciation at center stage as the aspect of language most connected to identity. Guiora introduced the term "language ego", borrowing of course from the work of Freud. Guiora's famous research on the effect of alcohol on pronunciation was intended to test the idea of "ego-permeability"; he claimed this research demonstrated that when ego-boundaries were weakened, pronunciation became more native-like. Other researchers, however, (e.g. Scovel, 1980) argued that other factors such as muscle relaxation could be at work. Next on the scene of identity research was Schumann, who, in the 1970s, borrowed the idea of ego permeability from Guiora. Schumann developed the Acculturation Model, in which he identified two key categories of social factors to be considered in the acquisition of a second language in a naturalistic setting. The first category is that of social distance, and the relationship between the Second Language Learning Group (SLLG) and the Target Language Group (TLG). This category is related to issues of power dynamics, desire for integration, and SLLG and TLG cohesiveness. The second category is that of psychological distance and is related to questions of individual motivation and ego permeability (as in Block, 2007). After this early research about identity in SLA, the topic did not get much more attention until fairly recently.

Much of the recent research on identity and pronunciation has focused on language learning in naturalistic settings (e.g. Jiang, Green, Henley, & Masten, 2009;

Lybeck, 2002). These studies all found evidence that factors of social and cultural identity influence the degree of foreign accent in the production of an L2. A study by Gatbonton, Trofimovich and Magid (2005) found that listeners attributed degrees of cultural loyalty to speakers based on their accents. Fewer studies have looked at the role of identity in foreign language (FL) settings. Some of these (e.g. Borlongan, 2009; Rindal, 2010) have looked at the target variety learners choose to aim for in their pronunciation, in foreign language learning environments and how those choices reflect identity. Others have explored non-native speaking English teachers' attitudes toward their accent as reflections of their identity (Jenkins, 2005; Sifakis & Sougari, 2005). Quite surprisingly, however, to my knowledge, no research has yet been done which looks directly into the effect of cultural identity on the degree of foreign accent in a non-naturalistic, FL learning environment. Despite the apparently greater relevance of this topic to ESL contexts, an exploration of the relationship between pronunciation and cultural identity has important implications in an EFL context. Because of the lack of research on identity and pronunciation in an EFL context, it is not known how learners perceive their own pronunciation, or what their pronunciation goals are, especially as they may relate to their cultural identities. Especially in the context of the current study, as well as in the wider global context, the increasing demand for English could conceivably be perceived as a threat to local and national identities. Therefore, it is essential that the relationship between pronunciation of English as a foreign language and cultural identities be explored, in order to understand learner goals, attitudes and desires regarding pronunciation. A greater understanding of this relationship, and of learner attitudes toward pronunciation will

help inform teaching practices as well as helping both native speaking and non-native speaking teachers meet the pronunciation learning goals of the students.

### Statement of the Problem

In recent years, research on the role of identity in pronunciation has been gaining ground in the literature. The majority of these studies have been done in naturalistic contexts (e.g. Gatbonton et al., 2005; Jiang et al., 2009; Lybeck, 2002). Of the few studies that have been done in foreign language (FL) contexts, one has looked at how target variety choice (i.e. American English vs. British English) is related to identity (Rindal, 2010), and a couple have examined the attitudes of nonnative-speaking English language teachers toward their own pronunciation in relation to “native speaker” norms (Jenkins, 2005; Sifakis & Sougari, 2005). Surprisingly, there are no known correlation studies exploring the role of cultural identity as a factor in the degree of accentedness of nonnative-speakers of English in FL contexts.

According to Derwing and Munro (2005), pronunciation continues to be a marginalized topic in the field of applied linguistics. Very little research has focused on pronunciation and the research that has been done has rarely been incorporated into pedagogy; as a result, approaches to pronunciation instruction are currently not based on empirical research, and instead are left to teachers' intuitions. Moreover, ethical considerations related to identity and pronunciation instruction, and the resultant pedagogical implications have been largely ignored. Especially in FL settings, learner goals related to pronunciation accuracy and cultural identification through accent remain largely unknown. As a result, practitioners are left with very



little guidance or information to inform their decision-making about how to approach pronunciation in the classroom.

### Research Questions

This study aims to address the following questions:

1. What are the relationships among cultural identity, the degree of accentedness, and attitudes toward pronunciation of non-native speakers of English in an EFL context?
2. What are the attitudes of non-native speakers of English in an EFL context toward their pronunciation of English?

### Significance of the Study

The present study aims to add to the body of literature on the topic of pronunciation. Specifically, it will examine cultural identity as a factor potentially influencing the degree of foreign accent in the production of English, an area that has only recently begun to receive much attention in the field of SLA research. Moreover, the current study will extend the research on this topic into an as yet unexplored setting: the EFL context.

Research into the connection between identity and pronunciation has important implications for the field of applied linguistics. If it is shown that pronunciation of a foreign language is related to cultural identity, teachers should be made aware of this factor in their approach to pronunciation instruction. This study will help teachers to be aware of the pronunciation goals of their students, and/or of their students' desire to express their identity through their accent. If learners' goals include striving for native-like accents, consideration needs to be given to ways of

achieving these goals. If learners prefer to maintain their cultural identity through their accent, teachers need to be sensitive to their learners' identity construction, and adjust pronunciation goals accordingly.

## CHAPTER II: LITERATURE REVIEW

### Introduction

It has long been observed that when someone learns a foreign language, their native language influences their spoken production of that language. This phenomenon, commonly referred to as a foreign accent, has been a topic of interest to many linguists and linguistic researchers, and many theories have been put forth as to why this occurs, and what factors influence the degree to which a non-native speaker's production of a second language carries the traits of their native language. These theories include the factors of age (Abu-Rabia & Kehat, 2004; Asher & Garcia, 1969; Bongaerts, Planken, & Schils, 1995; Flege, Yeni-Konshian, & Liu, 1999; Moyer, 1999; Olson & Samuels, 1973; Oyama, 1976; Tahta, Wood, & Loewenthal, 1981), amount or length of exposure to the second language (Asher & Garcia, 1969; Flege, Birdsong, & Bialystok, et al., 2006; Flege et al., 1999; Moyer, 1999; Oyama, 1976; Purcell & Suter, 1980; Tahta et al., 1981), amount or type of formal instruction (Bongaerts, van Summeren, Planken, & Schils, 1997; Elliott, 1995; Flege et al., 1999; Moyer, 1999), how much the native language is used (Flege & Frieda, 1997; Flege et al., 2006), gender (Asher & Garcia, 1969; Elliott, 1995; Jiang, Green, Henley, & Masten, 2009; Olson & Samuels, 1973; Piske, Mackay, & Flege, 2001; Purcell & Suter, 1980; Tahta et al., 1981), language learning aptitude (Abu-Rabia & Kehat, 2004; Flege et al., 1999; Purcell & Suter, 1980; Tahta et al., 1981), the individual's amount or type of motivation (Bongaerts et al., 1997; Elliott, 1995; Gardner & Lambert, 1972, as cited in Lightbown & Spada, 2001; Moyer, 1999; Oyama, 1976; Purcell & Suter, 1980), and the individual's attitudes to language learning in general

and to the target language specifically (Bialystok & Hakuta, 1994; Ellis, 1994).

However, the research on these factors, while showing that each one plays some role in the degree of foreign accent, has failed to account entirely for the variation among learners' production of English. This suggests that there may be other factors involved in pronunciation that have not yet been explored. One factor which has not yet been sufficiently explored is that of cultural identity, cultural identity here being defined as the degree to which an individual identifies themselves with their native culture. The research on this topic has focused primarily on English acquisition in naturalistic contexts (Gatbonton, Trofimovich, & Magid, 2005; Jiang, Green, Henley, & Masten, 2009; Lybeck, 2002) in which the role and importance of identity is fundamentally different than in foreign language (FL) contexts (Block, 2007). Where the research has looked at identity and pronunciation in FL contexts, it has tended to focus on exploring teachers' or learners' attitudes toward their own pronunciation (Borlongan, 2009; Jenkins, 2005; Rindal, 2010; Sifakis & Sougari, 2005), rather than on discovering whether there is a correlation between cultural identity and foreign accent.

In this chapter, I will provide a definition of pronunciation, and then outline some of the major research on the factors commonly believed to influence pronunciation. The concept of identity in language use and acquisition will be discussed, followed by a review of the research that has been done on the topic of pronunciation and identity, first that which has been done in naturalistic contexts, and then that done in foreign language learning contexts. The chapter will conclude with the need for current research, and the researcher's hypothesis for the study.

## Pronunciation

### *Definition of Pronunciation*

Pronunciation is the production of significant sounds in two senses: as part of a code of a particular language, and used to achieve meaning in contexts of use (Dalton & Seidlhofer, 2001, p. 3). Every speaker of every spoken language employs pronunciation in these senses. As Derwing and Munro (2008, p. 476) put it, accents are “different ways of producing speech... Everyone has an accent, and no accent, native or non-native, is inherently better than any other”. More specifically, in the field of second language acquisition (SLA), pronunciation often refers to “foreign accent”. According to Flege (1981), a foreign accent comes from differences in pronunciation of a language by native and non-native speakers. Pronunciation research in SLA has typically dealt with the second aspect, foreign accent, and the variety of factors that affect how similar (or dissimilar) a foreign language learner's pronunciation is to that of a native speaker of a particular language. It is a common observation that when someone learns a foreign language, aspects of their first language's phonological system are often carried over into the way they pronounce the second language. This observation has often piqued the interest of linguists and language acquisition researchers, and has led to many theories, including a wide variety of factors thought to be involved in the phenomenon of a “foreign accent”. These theories have included factors such as: age, exposure to the second language (L2), formal instruction, amount of first language (L1) use, gender, aptitude, motivation, attitudes and sociocultural identity.

### *Factors Affecting Pronunciation*

#### *Age*

The most widely researched factor thought to affect pronunciation is probably age. Hyltenstam and Abrahamsson (2003) refer to the maturational constraint hypothesis as the “default hypothesis”; that is, the hypothesis about pronunciation variability most naturally and commonly believed in. One of the key initiating figures in the history of research regarding the age factor and pronunciation is Lenneberg with the Critical Period Hypothesis (CPH). According to this hypothesis, there is a neurobiologically-based period ending around the age of 12, after which it is impossible to gain complete mastery of a second language (as cited in Bongaerts, Planken, & Schils, 1995). The CPH was taken into the arena of pronunciation by Scovel, with his claim that the critical period does not apply to any aspect of language acquisition except pronunciation. He stated that this was due to the fact that “phonological production is the only aspect of language performance that has a neuromuscular basis” (as cited in Bongaerts et al., 1995, p. 32).

A number of studies in naturalistic learning environments demonstrated that the learners' age of arrival (AA) is highly correlated with the accuracy of their pronunciation in English. The earliest of these was a study by Asher and Garcia (1969) in which 71 Cuban immigrant students between the ages of 7 and 19, living in California, were recorded reading four sentences. These recordings were then rated for degree of foreign-accent by native speaker judges. The researchers found that the speech samples of the children who had arrived in the United States before the age of six consistently received lower foreign-accent ratings. They concluded that, “if a child

was under six when he came to the United States, he had the highest probability of acquiring a near-native pronunciation of English” (p. 337). The data also suggested that length of residence in the United States was an important variable, in addition to AA. This was a foundational study in the history of pronunciation research, especially in establishing methods of obtaining speech data and measuring samples for degree of foreign accent.

A few years later, Oyama (1976) conducted a similar study, this time looking at adult speakers. Two types of speech samples, a paragraph reading and a free speech task, were obtained from 60 Italian-born male immigrants living in New York. The researcher found that the participants who had started learning English before the age of twelve were able to perform in the native-like range, whereas those arriving after the age of twelve did not. Tahta, Wood, and Loewenthal (1981) did a similar study involving participants from a variety of language backgrounds who had been living in the United Kingdom for at least two years. Unlike in Oyama's study, the speech samples in this study were only based on paragraph reading tasks (taken from an airline leaflet). Similar to the findings of Oyama's study, Tahta et al. also found that the age at which the participants began learning English was a significant predictor of foreign-accent ratings. However, the results of the latter study suggested that the sensitive period for gaining native-like pronunciation ends at an earlier age.

Other researchers have argued that the age effect on pronunciation may not be caused by the neurobiological factors attributed to the CPH, but may be a result of other factors. In a more recent study, Flege, Yeni-Konshian, and Liu (1999) found that AA was the largest predictor of foreign accent, even when other typically confounding factors were controlled for. However, the correlation between AA and

foreign accent continued linearly beyond the age of about 13, the age put forward by the CPH as the cut-off for effective language acquisition. In this study, the participants were 240 native speakers of Korean who had arrived in the United States between the ages of 1 and 23 years and had lived there for at least eight years. The participants were recorded reading sentences, and the speech samples were rated by ten native speakers for degree of foreign accent on a scale from one to nine. These findings suggest that there is not a sharp decline in pronunciation ability after the supposed critical age, implying that the decline is not caused by a loss of brain plasticity or lateralization. The evidence does support an age effect on foreign accent, but the researchers conclude that the reasons behind the age effect are still not clear.

Still others have suggested that the age factor may not be as deterministic as generally believed. As Bongaerts et al. (1995) point out, native-like attainment in pronunciation is not guaranteed for learners who start before puberty. Moreover, while the previously mentioned studies show that AA plays an important role in pronunciation attainment, it fails to account for cases where learners who begin learning a foreign language after puberty are able to attain near-native pronunciation proficiency.

A number of studies on the effect of age on pronunciation have found evidence against a strong age effect. One such study is that of Olson and Samuels (1973) in which learners from three different age categories, elementary, junior high, and university level, were compared. In this study, three groups of twenty students of German as a foreign language were pre-tested, drilled, and post-tested on German phonemes. The pretest and posttest were recorded, and the samples rated by a native speaker of German for degree of foreign accent. In this study it was found that, in



fact, the older students were able to achieve higher pronunciation ratings. The researchers concluded that this implies that older students, not younger ones, are better learners of pronunciation.

Another study that did not find age to have a significant effect on pronunciation was that of Moyer (1999). In this study, 24 graduate students of German as a foreign language were recorded reading a word list, a list of sentences, and a paragraph, and participated in a free-response task. Four native speakers of German rated the speech samples for degree of foreign accent. All of the participants had begun learning German after the age of 11, and all had some immersion experience, though none before the age of 15. The researcher found that in this case, age of immersion, though significant, only accounted for one percent of the variance. The results of this study suggest that for older beginners, age is not a large factor in pronunciation accuracy.

Other evidence against the age effect has come from studies which demonstrate that late-starting learners are able to achieve native-like pronunciation of a foreign language. Bongaerts, Planken, and Schils (1995) took speech samples, based on four different types of speaking tasks, from 22 late-starting (after the age of 12), native Dutch speakers of English. These speech samples were rated by ten native speakers of English, and compared with similar speech samples taken from five native English speakers. It was found in some cases, that the Dutch speakers were given higher accent ratings than the native speakers. A study carried out by Abu-Rabia and Kehat (2004) also found evidence of late-starting learners who were able to attain native-like pronunciation in a foreign language. This study singled out ten speakers of Hebrew who had begun learning after puberty (generally understood to be

the close of the critical period), and who had achieved native-like pronunciation of Hebrew. These speakers were interviewed in order to understand what had enabled them to achieve such high levels of pronunciation accuracy. Both Bongaerts et al., and Abu-Rabia and Kehat suggest that there are factors other than age that influence pronunciation achievement, such as amount of L2 use or motivation. These studies suggest, then, that age, while playing an important role, is not the only factor affecting pronunciation and that other factors need to be taken into consideration.

### *L2 Experience/Length of Residence*

Another frequently researched pronunciation factor is that of amount of L2 experience. Piske, Mackay, and Flege (2001) claim that it is the second most frequently researched variable, after age. The factor of amount of L2 experience has generally been studied from two different perspectives: the learner's length of residence (LOR) in the L2 environment, and the amount or type of instruction. Studies on learners' LOR have produced conflicting results. A number of studies demonstrated that LOR does have an influence on the degree of foreign accent. The study conducted by Asher and Garcia (1969) found that LOR was a significant factor predicting degree of foreign accent. The researchers claimed that a participant had the greatest probability of achieving a near-native pronunciation of English if he/she had lived in the United States more than five years. In a study in which Purcell and Suter (1980) reexamined the data from an earlier study conducted by Suter in 1976 using measures of correlation between the variables rather than zero order correlations, it was found that length of experience in an English-speaking environment was the third most important predictor of pronunciation accuracy, after age and aptitude for oral

mimicry. Flege et al.'s (1999) study with Koreans similarly demonstrated LOR to be a significant predictor of degree of foreign-accent ratings, suggesting that it has some influence on pronunciation attainment.

However, other studies did not find LOR to have an effect on pronunciation. The study conducted by Oyama (1976) (reviewed above), while finding a very strong AA effect, found virtually no effect for LOR on degree of accentedness. Tahta et al. (1981) similarly did not find LOR to be an important factor, though they acknowledge the findings of previous research by stating that, “length of stay could well be important, but only up to a point of a few years, whose exact number has yet to be determined” (p. 271). Moyer (1999) found that the number of years of immersion was correlated with perceived assimilation, but not with pronunciation accuracy. Flege, et al. (2006) conducted a study in which they tried to control the variable of LOR. They selected and grouped participants based on LOR in the United States. There were two groups of Korean children, one with LOR of three years, and one with LOR of five years. There were also two groups of Korean adults with corresponding LORs. Speech samples were obtained from each participant by recording the subjects giving scripted responses to questions; the samples were rated by 18 native speakers of English. The results, though demonstrating a significant age effect, showed that there was not a significant improvement in the Koreans’ pronunciation of English after an additional two years of residence in an English-speaking country.

On this subject, Piske et al. (2001) conclude that,

for highly experienced subjects, additional years of experience in the L2 appear to be unlikely to lead to a significant decrease in degree of L2 foreign accent. In the early phases of L2 learning, on the other hand, additional experience in the L2 may well lead to less foreign-accented L2 speech (p. 199).

### *Amount of Instruction*

Studies on the effect of instruction on pronunciation have also produced inconclusive results. Some have found that instructional variables are insignificant. One such study was that of Flege et al. (1999), which found that amount of instruction was a significant predictor of morphosyntactic knowledge, but not of pronunciation ability.

On the other hand, three studies in particular found that intensive pronunciation training improved pronunciation ability. One of these was a study conducted by Elliott (1995), in which 66 university students enrolled in Spanish classes at a university in Indiana were tested on twelve variables in relation to pronunciation accuracy. It was found that students who had had more years of formal instruction in Spanish were rated to have more native-like pronunciation of Spanish. Another such study was that of Bongaerts, van Summeren, Planken, and Schils (1997) on eleven highly successful native Dutch speaking learners of English. In this study, it was found that some of the individuals in the group of highly successful learners received pronunciation ratings that were in the range of the ratings assigned to the native speaker controls. In this study, the authors noted that the highly successful learners in the study had all received intensive pronunciation training, and suggest that this may have been a factor contributing to their success. Another similar study was that of Moyer (1999) on learners of German. In this study, it was found that learners who reported receiving “both suprasegmental and segmental feedback scored closer to native in a predictably constant relationship” (p. 95). Clearly then, the role of

amount of exposure to L2 and pronunciation instruction on the degree of L2 foreign accent remains uncertain.

### *Amount of L1 Use*

Another factor which has recently emerged is that of the amount of L1 use. Few studies have been conducted on this variable, but those that have found that amount of L1 use is a significant factor. One such study is that of Flege and Frieda (1997) in which 40 native Italian speakers were compared based on the frequency of L1 use, in the home or other social settings. The participants were recorded reading three sentences, and the speech samples were rated by ten native speaker judges on a four-point scale. The researchers found that the native Italian subjects who continued to use Italian relatively frequently were rated as having significantly stronger foreign accents in English than did the subjects who seldom spoke Italian. Flege et al.'s (2006) study on Korean immigrants and LOR also found age and amount of L2 use in the home to be related; the younger the Korean children were upon arrival in North America, the more they tended to use English at home. Necessarily, if the participants were speaking more L2 at home, they were using L1 less. These studies seem to suggest that the amount of L1 use is an important factor in pronunciation accuracy; however, the research in this area is still limited.

### *Gender*

Gender is another factor commonly believed to have an effect on pronunciation; however, studies done on the effect of gender on pronunciation have generally been inconclusive. A few have shown that women tend to outperform men. One such study was that of Asher and Garcia (1969), which found that girls in general

received higher pronunciation ratings; however, the study had a limited number of male participants, limiting the generalizability of the findings. Tahta et al. (1981) also found that female sex was correlated with accent-free speech. Another study that found gender to be a significant predictor of pronunciation scores was that of Jiang, et al. (2009). In this study, speech samples based on L2 sentence readings were taken from 49 Chinese international students who were studying at a university in Texas. Four native speakers of English rated the speech samples on a six-point scale for degree of foreign accent. The results of this study showed that females received significantly higher ratings than males.

Many studies however have not found gender to be a significant predictor of degree of L2 accent. The study conducted by Olson and Samuels (1973) found no significant sex effect on pronunciation, nor did Purcell and Suter's (1980) or Elliott's (1995). Piske et al. (2001) similarly did not find that gender had a significant effect on their native Italian subjects' L2 foreign accent. Due to the inconsistent findings of these research studies, the role of gender in pronunciation of a foreign language remains unclear.

### *Aptitude*

Studies on the effect of aptitude have also been somewhat inconclusive, and moreover have generally focused on language acquisition in general rather than specifically on pronunciation. Those that have looked into the influence of aptitude on pronunciation have tended to focus on two specific abilities: mimicry and musical ability. Several studies on mimicry have shown that it is a factor predicting the degree of foreign accent. Purcell and Suter (1980) found that ability in oral mimicry was the

second most important factor predicting pronunciation. However, other studies on mimicry have found that although it is significant, its effect is small. In the study conducted by Flege et al. (1999), “sound processing ability”, defined as ability to imitate foreign sounds, musical ability, and ability to remember how to pronounce foreign words, was found to be significant, but only accounting for two percent of the variance. As Berkil (2008) has suggested, the importance of mimicry as a factor predicting foreign accent seems to be limited.

Other studies, which have investigated musical ability, have not found it to be a significant factor affecting degree of foreign accent, including those of Tahta et al. (1981), and Thompson (1991). Abu-Rabia and Kehat (2004) hypothesize that personal qualities such as mimicry and musicality may be predictors of language learning ability, but their research, being interview-based and therefore non-generalizable, is unable to demonstrate the significance of these variables.

Some researchers have rejected aptitude (e.g. Snow & Shapira, as cited in Celce-Murcia, Brinton, & Goodwin, 1996, p. 18) as an important factor in pronunciation, pointing out that “we have all demonstrated language learning ability via acquisition of our native language.” Moreover, they argue against aptitude as an important factor in pronunciation due to the fact that there are low-aptitude learners (as measured by aptitude tests) who are able to achieve high levels of pronunciation accuracy, and high-aptitude learners who are unable to do so.

### *Motivation*

Another factor which is the topic of a number of studies on pronunciation is that of motivation. Gardner and Lambert (1972) introduced the terms instrumental

motivation (language learning for practical or professional purposes) and integrative motivation (language learning for personal growth or cultural enrichment) to the study of second language acquisition (as cited in Lightbown & Spada, 2001, p. 64). Many subsequent studies regarding motivation in pronunciation explored these two types of motivation. The study conducted by Bongaerts et al. (1997) demonstrated that instrumental motivation (also known as professional motivation) is highly negatively correlated with degree of foreign accent in an L2. The results of Moyer's (1999) study also suggested that professional motivation was the most significant variable predicting degree of foreign accent. Purcell and Suter (1980) found that concern for L2 pronunciation accuracy was the fourth most important predictor of foreign accent, and though sometimes equated, it could be argued that concern for accuracy is not the same as motivation. In the same study, it was found that “integrative, economic, and social prestige motivation” (p. 286) were not significant predictors of pronunciation. The study conducted by Elliott (1995) also found that strength of concern for native-like pronunciation was the most significant factor predicting pronunciation accuracy, and also labels this factor as motivation. Some studies, however, including those of Oyama (1976) and Thompson (1991) failed to find any significant effect of motivation on degree of foreign accent in L2 speech. Piske et al. (2001) conclude that motivation, especially instrumental motivation, has at least some influence on pronunciation, though motivation alone does not guarantee accent-free speech.



### *Attitude*

A factor often lumped together with motivation is that of attitude. Bialystok and Hakuta (1994, p. 139) claim that research findings consistently show a positive relation between attitudes and achievement, and Ellis (1994, p. 199) asserts that learners' attitudes directly influence learning outcomes. Closely connected to language attitudes is learner identity. Bialystok and Hakuta (1994) state that,

Language determines not only how we are judged by others but how we judge ourselves and define a critical aspect of our identity: who we are is partly shaped by what language we speak. Social considerations, therefore, could be instrumental in explaining how people come to learn a new language (p. 134).

As we have seen, none of the factors used to try to explain variation in pronunciation in foreign language have proved completely satisfactory. There are still unanswered questions about each of the factors thought to affect pronunciation, the relationship of these factors to each other, and the strength of the influence they have on pronunciation. The social considerations raised by Bialystok and Hakuta may be a missing piece to the puzzle. But what are these social considerations, and how do they fit together with the above-mentioned factors, and with pronunciation? Before we can understand how the issue of learner identity fits into the question of pronunciation, we need to examine what is meant by identity.

## The Sociocultural Identity Factor

### *Ways of Understanding Cultural Identity*

The topic of cultural identity is a huge and varied field of social science so an in-depth discussion of the topic in this work is neither expedient nor necessary. It is, however, worthwhile to look briefly at what is meant by cultural identity. According

to Hall (2003), there are two main approaches to or perspectives of cultural identity. In the first, cultural identity is defined as “one, shared culture, ... which people with a shared history and common ancestry hold in common” (Hall, 2003, pg. 234). In this view, the shared history and cultural codes of a group of people provide a sense of “oneness”, a sense of “us” versus “them”. The second view of cultural identity more fully acknowledges the complexity of culture, and recognizes that within any group an exact shared experience is not possible. Even within a group sharing many experiences, there are “critical points of deep and significant difference” (Hall, 2003, pg. 236). In this view, cultural identity is viewed as being constructed as much as it is received or experienced. In the following discussion of identity and language use, this second approach predominates.

#### *Identity and Language Use*

In regards to the use of language in identity construction, a number of different frameworks have emerged. The earliest of these frameworks, which examines the negotiation of identities in multilingual contexts, is known as the *sociopsychological* paradigm. Giles and Byrne (as cited in Pavlenko & Blackledge, 2004), in this framework, consider “language to be a salient marker of ethnic identity and group membership” (p. 4), and tend to view identities as being relatively stable. This framework has been criticized for assuming a one-to-one relationship between language and identity, for viewing individuals as members of homogeneous ethnolinguistic communities, and for obscuring the complexity inherent in the contemporary global world (Pavlenko & Blackledge, 2004, p. 5). The next language identity framework to emerge on the scene was that put forth by Gumperz (as cited in

Pavlenko & Blackledge, 2004) and Le Page and Tabouret-Keller (as cited in Pavlenko & Blackledge, 2004). This framework, termed the *interactional sociolinguistic* paradigm, views social identities as “fluid and constructed in linguistic and social interaction”, and focuses on the use of code-switching and language choice as a means of negotiating identity (Pavlenko & Blackledge, 2004, p. 8). This framework has also come under criticism for a variety of reasons, one of which is that “identity is not the only factor influencing code-switching and that in many contexts the alteration and mixing of the two languages are best explained through other means, including the linguistic competencies of the speakers” (Pavlenko & Blackledge, 2004, p. 9).

The language identity paradigm currently most in vogue is that of *poststructuralism*. This framework is based on the work of Pierre Bourdieu (as cited in Pavlenko & Blackledge, 2004), who emphasized the power dynamics of language varieties and choices. However, according to Block (2007), “Poststructuralism is at best a vague term” (p. 12), and he points out that most authors who use it never actually clearly define what they mean by it. Nevertheless, Block asserts that, in applied linguistics, the poststructuralist approach is the most common way of conceptualizing identity. The best we can do, then, is to give a couple definitions of identity, as stated by those who claim to espouse the poststructuralist framework. One of these, Pavlenko and Blackledge (2004), define identity as follows:

We view identities as social, discursive, and narrative options offered by a particular society in a specific time and place to which individuals and groups of individuals appeal in an attempt to self-name, to self-characterize, and to claim social spaces and social prerogatives (p. 19).

Another definition is provided by Block (2007), who defines identities as “socially constructed, self-conscious, ongoing narratives that individuals perform, interpret and

project in dress, bodily movements, actions and language” (p. 27). Bausinger (1999) provides yet another definition, stating that,

We construct our own identities through categories set by others, and moreover, it is in referring to the outside world that the speaker constitutes himself as a subject. Communication is seen as 'the relational making of signs, the responsive construction of self, and the interdependence of opposites' (p. 7).

According to these definitions of identity, the use of language is an essential component in the way an individual presents and views him or herself. Bialystok and Hakuta (1994) assert that who we are is shaped in part by what language we speak. This becomes especially relevant in multilingual contexts. An individual's identity as it is related to language is especially called into question when that individual comes into contact with a new or different language. According to Pavlenko and Blackledge (2004), “identity becomes interesting, relevant, and visible when it is contested or in crisis” (p. 19). Block (2007) claims that this happens especially in the case of “sojourners” and immigrants, that is, for individuals who for one reason or another are immersed in a new culture and language. Block argues that, “in this context, more than other contexts ... one's identity and sense of self are put on the line” (p. 5).

This background in the topic of language and identity in current applied linguistics research is necessary in order to understand how to discuss identity. However, all of the above-mentioned theories on language use and identity have a weakness in relation to the present study; they are all related to how language choice is used in the construction of identity, rather than providing an explanation for how pronunciation of a particular language is related to identity construction, or on the reverse side, how identity, whether consciously or unconsciously understood, may influence the pronunciation of a foreign language. Additionally, the above theories

assume that identity crises primarily occur in multilingual or naturalistic language learning contexts, and do very little to deal with how identity may come into question when learning a foreign language in an individual's home culture. Nevertheless, these theories form a platform from which to examine the question of identity and pronunciation in a foreign language context. Essentially, we can understand that identity is a less-than-stable concept, shaped by individual choices within the context of social interaction, and expressed, at least partially, by the way in which an individual uses language. Before looking at how identity, language learning, and pronunciation interact, I will give a brief discussion of the cultural identity relevant to the present study: Turkish identity.

### *Turkish Identity*

We have seen that cultural identity is neither static nor consistent across any particular cultural group. This poses difficulties for the attempt to quantify the peculiarities of a specific culture. For the purposes of this study, a generalization of Turkish identity is required, in order to assess the degree of attachment of individuals to their culture. The reality of the complexities and at times contradictions within “Turkish identity” make this a rather difficult task. It needs to be understood that the aspects of identity discussed below, and the resultant measurement tool, cannot possibly include all the aspects of identity for all the individuals who consider themselves Turkish. The hope, nevertheless, is that a sufficiently broad definition of Turkish identity is expressed, while still being exclusive enough to be informative and relevant.

At the time of the foundation of the Turkish Republic, the founders actively cultivated a uniform, or unifying, concept of Turkish identity. Just previous to the foundation of the Republic, some writers of the Ottoman Empire were considering the idea of a Turkish identity. The most prominent of these was Ziya Gokalp, who was writing a decade previous to the foundation of the Turkish Republic, clearly defined his ideas of what it means to be Turkish. Gokalp (1968) wrote about national identity:

...a nation is not a racial or ethnic or geographic or political or volitional entity, but is composed of individuals who share a common language, religion, morality, and aesthetics; that is to say, of those who have received the same education (p. 15).

More specifically in defining “Turkishness”, Gokalp insisted that it is not ethnicity that qualifies an individual as a Turk, but cultural ties. These ties are based, he claimed, on the desire of the individual to be included within the label. He wrote that every individual who claims, “I am a Turk” needs to be recognized as such (Gokalp, 1968).

With the establishment of the Republic, the founders felt that it was necessary to promote a distinct Turkish identity, differentiated from the surrounding regions and populations that had previously been part of the Ottoman Empire. Atatürk was influenced by the writings of Gokalp, and upheld the assertion that race was an invalid basis of Turkish identity. In the absence of this unifying factor, others were needed. According to A. Aydingun and I. Aydingun (2004), “in constructing the new Turkish nation-state, the founders of the republic focused on three important elements: secularism, language, and history” (p. 417). However, although this was the avowed basis of the new national identity, many contradictions in practice and even in rhetoric could be seen at the time. Other authors have suggested additional, or perhaps only more specified, aspects involved in the construction of Turkish identity. The

sections that follow will briefly discuss Turkish identity related to such aspects as religion, secularism, ethnocentrism, history, education, motherland, and language.

### *Religion/Secularism*

In an attempt to create a break from the multi-religious Ottoman Empire, the construction of the new Turkish identity emphasized a single religion: a Sunni version of Islam, and in the process labeled Jews, Armenians and Greeks as the “other”. According to Cayir (2009), even in the recently (2005) modernized state curriculum, “the history of ... non-Muslim minorities has still been excluded from the ‘legitimate’ knowledge” (p. 48). Cayir goes on to state,

The type of national identity and patriotism in current textbooks promotes a notion of solidarity among the Turkic-Islamic population while paying no attention to developing the notion of moral obligations to the non-Turkish and non-Muslim groups both within Turkey and the rest of the world (p. 51).

Although Ataturk successfully created a secular state, the concept of nation unified by a common religion is clearly seen in the state curriculum’s version of Turkish identity. On the other hand, secularism is a dearly held tenet, and firmly believed in and defended, and is therefore an important, if somewhat paradoxical, element of Turkish identity.

### *Ethnocentrism*

Despite Gokalp’s and Ataturk’s assertions that anyone claiming, “I am a Turk” was to be considered Turkish, an element of ethnocentrism was clearly evident in the early days of the Republic, the effects of which are still seen today. Through a laudable desire to inspire pride and patriotism in the members of the new Republic, “...Ataturk exalted Turkish ethnicity with sayings like ‘the power you are in need of

exists in the noble blood in your veins” (A. Aydingun & I. Aydingun, 2004, p. 424). While this cannot be directly construed as ethnocentrism, statements such as these nevertheless have led to a nationalized attitude either of Turkish ethnic superiority, or of overlooking or denying ethnic diversity within the Turkish collective identity. An example of ethnocentrism from the early Republic is the large “population exchanges” that took place, partly based on religion, but also on ethnicity, expelling Greeks and Armenians, unless they were willing to completely assimilate (Canefe, 2002). Perhaps more significant is the fact that ethnic Turks were encouraged to migrate from the Balkans and Caucuses by a law which gave priority in obtaining Turkish citizenship to ethnic Turks (A. Aydingun & I. Aydingun, 2004). The founders of the Republic insisted on the necessity of an “indivisible totality”, that is, in ethnic homogeneity, in order to achieve and maintain national unity (Canefe, 2002). Cayir (2009) explains,

The existence of various ethnic groups has been denied by the republican nationalism until recently. Kurds for instance have long been called ‘mountain Turks’ in line with the republican cultural revolution and the myth of Turkish nationalism (Houston Kurdistan)... ethnic or language-related diversity in the public sphere (as we see in the British case) is still considered by the military, republican and nationalist circles to be a threat to national unity in Turkey (p. 48).

In his analysis of the new state curriculum, Cayir (2009) concludes that a belief in the ethnic superiority of Turks, or Turkish ethnocentrism is still being taught as the basis of Turkish patriotism, and says that, “What follows from this ethnocentrism is the belief that our nation is superior to others and everything about it is unquestionably admirable” (p. 51). Again we see the paradox of Turkish identity; based on an open invitation to all who claim loyalty, but closed to unassimilated ethnic diversity.



### *History/Education*

I have chosen to group history and education together because as Napoleon supposedly said, “What is history but a fable agreed upon?” Education can never be separated from its social or political context; it is never neutral or completely objective. In the Turkish case, the role of education in shaping the beliefs of the population about their shared history is especially powerful, and has been explicitly viewed as the most expedient means of creating a national identity (Cayir, 2009). Cayir (2009) states that, “from the start, education has been seen as the most important means of creating a new nation based on a single national culture, a single ethnic identity and a single religion and language” (p. 40). The old state curriculum provided a single, nationalistic, often militaristic version of the history of the Turkish Republic, the Kemalist version. The state curriculum has recently been revised, but according to Cayir’s analysis,

Despite the appearance of a number of progressive claims in the policy statements framing the curriculum reform, the old official knowledge and content have been retained and presented in a new form. The new textbooks are still imbued with exclusive and essentialist nationalist precepts, a difference-blind concept of nationhood and a duty-based notion of citizenship (p. 42).

Within the new curriculum, “being a Turk is contextualised first and foremost in relation to the War of Independence and the republican reforms” (Cayir, 2009, p. 47); the concept of a shared struggle, a shared history, is presented as the most important unifying factor of the Turkish nation. In addition to the use of an accepted version of the history of the Republic, Canefe (2002) argues that myths of a common origin are used to promote a sense of national identity. This includes “myths of the origins and ancestry of Turkish peoples, memories of a distinct Muslim Anatolian society,

traditions pertaining to Muslim Turkish ways of life, and related symbols of Turkish ethnicity” (p. 134). The idea of a common ancestry and culture is used to create pride in Turkishness.

### *Motherland*

An important aspect of national identity is that it connects a group of people to a specific geographic location (Cayir, 2009). One aspect of the national myth, as described in the previous section, includes the narrative of the nomadic Turkic tribes who migrated from Central Asia to Anatolia because of climate change. “Anatolia [current Turkey] was not therefore the privileged site of the national myth” (Cayir, 2009, p. 46). In the Turkish consciousness, Anatolia became the motherland of the Turks because of the sacrifices made to attain her during the War of Independence. As Keyder put it, “we died for it [Anatolia] and may do so again when we are called upon” (as cited in Cayir, 2009, p. 46). The emphasis that the state education places on the importance of the War of Independence reinforces this love of the motherland, as does the military service required of all Turkish males.

### *Language*

Language is arguably one of the most important aspects of any national identity. According to Fishman, “language, 'being part of culture, providing an index of culture and becoming symbolic of the culture,' is one of the numerous markers of national identity” (as cited in Aydingun & Aydingun, 2004, p. 416). Aydingun and Aydingun argue that language was one of the most significant instruments used in the construction of Turkish national identity. As they explain, during the Ottoman Empire, the language of the legal and business sphere, and of the elite, was Ottoman

Turkish, a mixture of Turkish, Arabic, and Persian, and was primarily written. The language used by the masses, Turkish, was much more widespread, but was not written. Gokalp and others saw this language division as a hindrance to a national identity and to national unity, and argued that only one language should be used, preferably the language of the masses. After the founding of the Republic, Ataturk took up the issue, and instituted massive language reforms, attempting to “purify” Turkish from foreign influences. Ataturk intended the language reform to be a method of unifying the new Turkish nation, and called upon the use of Turkish as a mark of loyalty. In one of his speeches, he stated,

One of the most obvious characteristics of a nation is language. A person who says that he belongs to the Turkish nation, should, primarily and absolutely, speak Turkish. If a man who does not speak Turkish claims his loyalty to the Turkish culture and community, it will not be correct to believe him (Aydingun & Aydingun, 2004, p. 423).

The use of the Turkish language has, from the beginning of the Republic, been used as a means of creating a unified national identity, and is believed by many to be essential in maintaining national unity.

With this basic understanding of what is meant by identity, and more specifically, of some of the elements shaping Turkish identity, we can now turn to the topic of the role that identity has to play in the acquisition of a second language.

### *Identity and Second Language Acquisition*

Early on in the field of second language acquisition (SLA), researchers began to explore the idea that cultural and personal differences among language learners could influence how successfully language would be acquired. At the time, the term identity had not yet come into use, and certainly not in the terms currently employed

in the literature. However, it is still useful to examine the research done on the topic that has since come to be defined as identity, especially since some of that early research was beginning to connect the ideas of individual and cultural differences to the question of pronunciation. Despite the fact that this research was not self-defined as being on identity, it is nevertheless expedient to refer to it as such in the following discussion.

Identity research entered the field of SLA with Lambert's research in 1972 with American learners of French in a French language immersion program in Montreal. In his discussion of his research, Lambert states that, “to be successful in his attempts to learn another social group's language [the learner] ... must be both able and willing to adopt various aspects of behavior, including verbal behavior, which characterize members of the other linguistic-cultural group” as cited in Block, 2007, p. 48). In this early work, Lambert acknowledged the fact that language is inextricably linked to culture, and that cultural dynamics play a role in language acquisition. Lambert utilized the term *anomie* to describe the feelings of “social uncertainty or dissatisfaction” that these learners experienced as they learned a language in a naturalistic environment. In doing so, Lambert recognized the perceived threat to individual identity that the learners experienced, as they were exposed to and required to enter into a new culture through the process of acquiring the language of that culture (as cited in Block, 2007).

Next came Guiora (1972), who put pronunciation at center stage by claiming that was the aspect of language most connected to identity. Guiora, Beit-Hallahmi, Brannon, Dull, and Scovel (1972) posited that, “essentially, to learn a second language is to take on a new identity. Since pronunciation appears to be the aspect of

language behavior most resistant to change, we submit that it is therefore the most critical to self-representation” (p. 422). Guiora et al. introduced the term *language ego*, borrowing of course from the work of Freud, to imply that an individual's use of language is related to their self-representation. Guiora et al.'s famous research on the effect of alcohol on pronunciation was intended to test the idea of *ego-permeability*. The use of alcohol in this study was based on the assumption that the “lowering of inhibitions” experienced as a result of alcohol intake is an alteration of ego functions. The results demonstrated that the participants who received moderate amounts of alcohol did indeed display an increased ability to correctly pronounce words from a second language. The authors claimed that this research demonstrated that when ego-boundaries were weakened, pronunciation became more native-like. Other researchers, however, (e.g. Scovel, as cited in Bongaerts, Planken, & Schils, 1995) argued that other factors such as muscle relaxation could be at work in the observation of improved pronunciation, rather than the lowering of ego boundaries. Another weakness of the study was the use of words from a language that was unfamiliar to all of the participants rather than the use of a foreign language which was common to all of the participants. It could be argued that the study was testing the effect of alcohol on mimicry ability, since the words being pronounced by the participants were divorced from the meaning or culture of the language itself. As argued by Lambert and others (Block, 2007; Pavlenko & Blackledge, 2004), it is in the culture of a new language that one's identity comes under threat.

Next on the scene of identity research was Schumann in the 1970s (as cited in Block, 2007), who borrowed the idea of ego permeability from Guiora. Schumann developed the Acculturation Model in which he identified two key categories of

social factors to be considered in the acquisition of a second language in a naturalistic setting. The first category is that of social distance, the relationship between the Second Language Learning Group (SLLG) and the Target Language Group (TLG). This category is related to issues of power dynamics, desire for integration, and SLLG and TLG cohesiveness. The second category is that of psychological distance and is related to questions of motivation and ego permeability. According to Schumann, these two categories of factors will influence the success of an individual's progress in a second language (as cited in Block, 2007). Schumann's work, though foundational in research on the topic of culture in SLA, has been criticized by writers such as Acton and Norton, for failing to sufficiently examine the power dynamics inherent in many naturalistic second language acquisition contexts, and for having vague definitions of social and psychological distance (as cited in Block, 2007). Moreover, Schumann's theory has little to contribute to the discussion either of the topic of pronunciation or of language acquisition in foreign language contexts, beyond establishing the idea that there are social, cultural and psychological aspects of SLA.

#### *Overlapping external and identity factors*

In addition to the early research on identity in SLA, it is possible to reexamine the research on the factors thought to affect pronunciation previously reviewed, through the lens of identity and culture. In many of these factors, there is an overlapping and often unexplored sociocultural element. The age factor has historically been connected to the CPH, and theories of brain lateralization and loss of plasticity. Ellis (1994, p. 201), however, suggests that age is a social factor, and that younger speakers are more subject to social pressures from their peer group. He also

suggests that younger learners may have less rigidly formed identities. Dornyei (2009), similarly argues that children have a weaker group identity and this may help them to integrate into and identify with a new language community. Gender also clearly has a social identity factor. Ellis suggests that the tendency for girls to experience greater language success is a result of attitudinal or identity factors. He states that this success may be due to the fact that,

...girls are more likely to stress co-operation and that they learn to deal sensitively with relationships whereas boys emphasize establishing and maintaining hierarchical relations and asserting their identity. The female 'culture' seems to lend itself more readily to dealing with the inherent threat imposed to identity by L2 learning (1994, p. 204).

If this is true, girls would tend to be more concerned with establishing connection through similarity than with asserting themselves through differences. As regards attitudes, Ellis (1994) claims that attitude plays a crucial role in the relationship between identity and L2 proficiency. A learner's attitude will reflect their views, both about their own identity, and the culture of the language they are learning. These attitudes in turn will affect their success in learning the target language. Even in the factor of pronunciation instruction, the social identity factor makes an appearance; Dalton and Seidlhofer (2001) mention that questions have been raised as to the ethics of seeking to change someone's pronunciation, since pronunciation may be an expression of identity. With this in mind, it is worthwhile to more closely examine what is known about the relationship between pronunciation and identity.

## *Identity and Pronunciation*

### *Naturalistic/ESL Settings*

Recent research on identity and pronunciation has been rather limited, and has tended to focus on language learning in naturalistic settings. As has already been mentioned, it is in these settings where identity most clearly comes under threat, and so has gained the attention of more researchers. A few studies have directly explored the relationship between identity and pronunciation, including those of Jiang, Green, Henley, and Masten (2009) and Lybeck (2002). These studies both found evidence that factors of social and cultural identity influence the degree of foreign accent in the production of an L2. Another study, that of Gatbonton, Trofimovich, and Magid (2005), looked at the question of identity from the angle of perceived cultural loyalty based on accent.

The study conducted by Jiang et al. (2009) specifically intended to explore the relationship between acculturation and level of attainment in acquiring a second language, which included an assessment of pronunciation. Only the pronunciation aspect will be examined here. The participants of the study were 49 Chinese international graduate students enrolled at a large university in Texas. Twenty-three of the participants were male, 26 were female, and the participants were taken from a variety of disciplines across the university. All participants had been living in the United States for less than five years at the time of the study.

The authors hypothesized that there would be a positive correlation between the degree of acculturation to American society and pronunciation accuracy. The degree of acculturation of the participants was measured using the Stephenson Multi-



group Acculturation Scale (SMAS). The SMAS is a method of measuring an individual's connectedness both with the dominant society and the individual's ethnic society. The participants' pronunciation of English was assessed using an L2 sentence reading task. The speech samples were rated using the Stanford Foreign Languages Oral Skills Evaluation Matrix (FLOSEM) as a rubric.

The results of the SMAS showed that all the participants were strongly connected to their ethnic society culture (i.e. Chinese), but were immersed to varying degrees in the dominant (i.e. American) culture. Thus, only the dominant society immersion (DSI) score was considered further. Though the DSI score was found to be a small predictor of oral proficiency, it was not found to be a significant predictor of pronunciation scores. The authors concluded based on these results that immersion in the dominant society does not have a significant effect on pronunciation.

One weakness of this study was the data collection method and analysis, which throws the conclusions into some doubt. Specifically, the pronunciation measurement was based on only one reading task of five very simple sentences taken from the Corpus of Spoken Professional American-English. Typically, studies assessing pronunciation include a variety of different types of tasks (e.g. word lists, sentences, paragraphs and free-response tasks) or are carefully chosen so as to include sounds that may be difficult for a non-native speaker to produce without an accent (cf. Bongaerts, Planken, & Schils, 1995; J. Flege et al., 2006; J. Flege & Frieda, 1997; J. Flege, Yeni-Konshian, & Liu, 1999; Moyer, 1999; Piske, Mackay, & J. Flege, 2001; Rindal, 2010). This lack of variety or difficulty in the pronunciation tasks would tend to result in an overestimation of the participants' pronunciation abilities and limit the generalizability of the results.

Another factor that was not sufficiently considered in this study was the future goals and career plans of the participants. The authors mentioned in the discussion that none of the participants were planning to stay in the US long term. This was mentioned in relation to the participants' not having moved away from their ethnic identity; however it was not considered as a factor in their pronunciation. Although the SMAS showed variation in the degree of immersion in American society, it seems that this factor of future career goals would be an important consideration in measuring the degree of immersion, and motivation for developing pronunciation accuracy. Including participants who were planning to remain in American society long term could have strengthened the study. Those participants' pronunciation goals may be very different, which would perhaps lead to different pronunciation outcomes and thereby change the conclusions of the study.

The study conducted by Lybeck (2002) investigated the relationship between acculturation and the acquisition of L2 pronunciation. The author hypothesized that, "those learners who were successful in finding nurturing networks would have a higher level of native-like pronunciation features than those who did not" (p. 177). In order to test this hypothesis, the author studied the experiences of nine American women between the ages of 30 and 41 who had been living in Norway between 11 and 30 months. The study was qualitative in method and utilized interviews, both to gauge the participants' pronunciation, and to gather information on their identification with the target language, and target culture, their social contact with Norwegians, and their adjustment to or satisfaction with their lives in Norway. Each participant was interviewed three times, the first two for data collection; these were conducted in Norwegian. The third interview was conducted in English and asked the participants

to give their feelings in regard to the changes in their social and linguistic development.

The pronunciation data from the interviews were assessed in two ways. In the first method, a transcription was made of the interview, and the number of words deemed to be native-like were counted, over the total number of words. Phonetic features were considered to be non native-like if they contained an error that was a result of interference, overgeneralization, or any other interlanguage strategy. The second method of analysis was a count of the use of Norwegian r sounds over the total number of obligatory contexts for r. The author justified this measure by stating that an “American r” is distinct from the Norwegian trill or tap, and therefore clearly identified the speaker as an American.

The results of the study showed that participants who demonstrated successful acculturation patterns also had the highest pronunciation accuracy (over 80%). As reported in the interviews, all the participants “agreed that they were hindered in speaking Norwegian to some extent by their own American identities” (p. 181). The author reported the responses of some of the participants as follows:

More than one of these women believed she would always have an American accent either because learning Norwegian was not a necessity, because it felt unnatural to mimic native speech, or because of the perceived risk of losing her American identity through the loss of foreign accent. One of these women was even critical of nonnative speakers of Norwegian who sounded native-like. She said that they sounded “fake” (p. 181).

These responses clearly demonstrate that the participants believed their identities to be connected in some way to their pronunciation of a foreign language. The researcher found that those participants who were able to form connections within the

native society were most likely to have positive attitudes toward Norwegian culture, and were also more likely to acquire a native-like pronunciation.

The findings of this study suggest that attitudes toward and inclusion in the target culture, in essence acculturation, have a significant impact on the pronunciation of a foreign language. However, although a few of the responses from the participants referred to their fear of losing their own American identity, this study focused on the ability of the participants to integrate into a new culture, and how the formation of a new identity affected pronunciation. While this is an important finding, it fails to consider the strength of an individual's attachment to their own culture and how that identity factor may be related to pronunciation achievement. One comment, quoted above, captures this question; one woman feared the “risk of losing her American identity through the loss of foreign accent”. This idea is the most pertinent to the current study, but in her study, Lybeck focused on the acquisition of new identities, rather than the role that current identities play in pronunciation of a foreign language. Also, in FL contexts, the question of inclusion into the target culture is not a relevant issue, and therefore cannot be thought to influence pronunciation acquisition.

The study by Gatbonton et al. (2005) looked at the question of identity and pronunciation from a different perspective. This study explored how members of a particular cultural group perceived the degree of cultural loyalty of other members of the same cultural group, based on their foreign-accentedness in English. There were two different groups of participants in this study; the data was collected from the first group in the 1970s, and from the second group in the 2000s. The first group consisted of 24 Francophone learners of English; the second group of 84 Chinese learners of English, all in Montreal. The procedure for both groups was the same. The

participants listened to stimulus tapes on which were recorded six speakers of English rated to have three levels of accentedness. Questionnaires were used to assess the listeners' own degree of ethnic affiliation and other background information, and then the listeners indicated their perceptions of the degree of ethnic group affiliation of each recorded speaker.

The researchers found that, among the Francophone listeners, non-accented speakers were “judged to be significantly more pro-Anglophone and less pro-Francophone than the heavily accented speakers” (p. 495), and among the Chinese listeners, “greater ethnic group affiliation was attributed to the heavily accented speaker than to the moderately accented and nonaccented speaker” (p. 501). These findings are significant, especially considering that the perceived group affiliation of the speaker remained across groups, based on their degree of accentedness, regardless of the listener's own level of group allegiance. Also lending robustness to the findings of the study is the difference of time (the Francophone study in 1970, and the Chinese study in 2005) and context (language under threat/language not under threat).

This study has interesting implications for the present study. Although Gatbonton et al.'s (2005) study was conducted in a naturalistic context, the factor of social pressure is relevant in FL contexts. The study demonstrated that the perceived loyalty of a speaker to their ethnic group is based, at least in part, on that speaker's accent. In a FL context, the perceived threat to ethnic identity is arguably less than in a naturalistic context; however, there is potentially social pressure from the cultural group not to be different, and thus appear disloyal, by speaking a foreign language “too well”. This dynamic has not been sufficiently explored, but suggests that social pressure, in addition to individual identity, warrants examination in the present study.

### *Foreign Language/EFL Settings*

Some other studies have looked at the role of identity in foreign language (FL) settings. This includes the study done by Rindal (2010), which looked at the target variety learners choose to aim for in their pronunciation, in foreign language learning environments, and how those choices reflect identity. Others have explored non-native speaking English teachers' attitudes toward their accent as reflections of their identity (e.g. Jenkins, 2005; Sifakis & Sougari, 2005).

Rindal (2010) studied the construction of identity through choice of L2 accent by 23 Norwegian learners of English, aged 17 to 18 years old, who had studied English for seven years. The participants took part in a three-part study including: a) a word list reading and paired conversations to record and analyze accent variables; b) a matched-guise test to determine participants attitudes to British English (BrE) and American English (AmE) and; c) a questionnaire and interviews about background, interests, and experience with English. The study found that there was a high correlation between the English variety the speaker aimed for and produced, but that in some cases, in the more formal setting (word list reading), more BrE aspects were produced, whereas in the more informal setting (peer conversations), more AmE aspects of accent were produced.

Based on these findings, the author concluded that L2 speakers are likely to choose a variety of English that reflects the attitude and qualities they want to express. A self-reported weakness of this study, however, was the method of data collection. Namely, some of the findings were based on reported L2 behavior rather than on observation. This is especially important in drawing conclusions about how language is used in identity construction. Additionally, only two of the questions in

the questionnaire were related to accent choice and attitude, which is the relevant question in the current study. Also limiting the usefulness of Rindal's findings to the present study is the fact that many of the conclusions drawn about the reasons for accent choice in the construction of identity were based on the interviews, which were poorly reported. Although the author found evidence that L2 accent choice is related to the identity the speaker wishes to present, further evidence is required, and the precise nature of this relationship needs more exploration.

In an interview based study, Jenkins (2005) explored the attitudes and identity (as it relates to pronunciation) of eight female, Non-Native Speaking (NNS) teachers of English from Italy, Japan, Malaysia, Poland and Spain. The interview focused on the teachers' attitudes about their own accents compared with native-speaker accents, and which accent they more easily identified with. The interviewer also questioned the teachers about their perception of others' attitudes toward NNS or NS accents. The author found that the teachers expressed ambivalence regarding attitudes to their own accents (in English). Most felt happy with their accents (as revealing their cultural identities), but also felt that their pronunciation was not "correct".

This study demonstrates that non-native speakers may wish to express their cultural identity through their pronunciation of English, but that this desire should not be assumed to dictate pronunciation goals, or even attitudes toward pronunciation. The study also reveals that NNSs perception of correctness of pronunciation is to some extent based on native-speaker norms. These findings have important implications for the present study, namely, that the relationship between pronunciation and cultural identity is by no means straightforward; even speakers who are happy that their accents demonstrate their cultural identity may wish to

improve their accent, or to align more closely with a native-speaker norm, and may not feel that this threatens their identity.

In a similar study, Sifakis and Sougari (2005) examined NNS teachers' beliefs about the importance of NS accents and their role in pronunciation norms. In order to do this, a total of 650 questionnaires were distributed to EFL teachers teaching in Greek state schools. There was a 75 percent response rate, meaning that 421 teachers of English responded to the survey. All the respondents were university graduates, holding at least a B.A. degree in English language and literature. According to the results of the survey, most teachers were highly satisfied with their own accents and seemed to adopt a NS perspective of pronunciation (i.e. to view native-speaker pronunciation as "correct"). The authors suggest that these views toward pronunciation are a result of the participants' roles as teachers, their belief in the importance of pedagogic practices and the relationships between knowledge and power, identity and communication. The authors refer to the importance of the Greek setting of the study, in which there has been a diglossic conflict. In this conflict, "correct" language use has been a dividing line between political and social classes, and it is suggested that this would tend to create a belief in the power and necessity of preserving accurate pronunciation of a language. The authors claim that this sense of the need to safeguard their own mother tongue may contribute to teachers' beliefs about English pronunciation.

This study demonstrates once again that there is not a straightforward approach to the question of pronunciation and identity. Jenkins (2002) has suggested that it is inappropriate to impose a NS norm of pronunciation on learners of English in FL contexts, especially considering that their pronunciation may be a reflection of



their cultural identities. However, as Jenkin's (2005) and Sifakis and Sougari's (2005) studies suggest, NNS attitudes toward NS accents may not be so easy to define.

Although it seems clear that cultural identity influences pronunciation, or looked at from the other side, that pronunciation may be used as a means of constructing or maintaining identity, NNS of English may, for one reason or another, not wish to express their cultural identity through their pronunciation of English. NNS may in fact desire to attain native-like pronunciation, and if this is their goal, they should be aided and not hindered in attaining it. As Derwing and Munro (2008) state, "If someone wishes to retain his or her identity through accent, that is a personal choice" (p. 485). This being the case, the present study does not aim to dictate what pronunciation goals individuals should choose, but merely to understand more fully the relationship between pronunciation and cultural identity.

#### *Outer circle/expanding circle contexts*

It is important to note that language-learning contexts are not clearly delineated into naturalistic and foreign language settings. There are a growing number of regions of the world where English is being used alongside the native languages, and are learned as first languages. The relationship between identity and use of English in these contexts is fundamentally different than in either EFL or ESL contexts but is relevant to the present discussion. One study that examined the role of identity on pronunciation in an outer circle context was that of Borlongan (2009). In order to ascertain attitudes towards languages and language use in the construction of identity with reference to Philippine English, Borlongan surveyed 50 students enrolled in a private university in Manila, the Philippines. The survey consisted of

three parts: personal information and background; language domain uses; and language preference and attitude. The survey results showed that Tagalog is the language in which respondents felt most relaxed in communicating, and was selected by 65% of the respondents as the language that best conveys their identity. However, almost half the respondents felt that Philippine English also reflects their identity. They seem willing to “own” the language of English, and they see the variety of Philippine English as a legitimate language, and distinctly Filipino.

The results of this study clearly demonstrate that language choice, and pronunciation of a language, are related to the identity of the speaker. In the case of Philippine English, pronunciation and presumably other lexical and syntactic differences can be observed. And it is this variety of English, rather than the “standard” varieties, that the participants felt expressed their identity as Filipino. The findings of Borlongan's study suggest that the way in which the English language is used by its speakers, especially in terms of pronunciation, whether native or non-native, is related to the identity of the individual, and how they desire to portray themselves.

### Conclusion

As has been seen above, a wide variety of factors have been thought to affect the phenomenon of a foreign accent, in the pronunciation of a second language. These factors have been extensively researched, but by and large fail to completely account for the variation in individual levels of achievement in pronunciation. A relatively recent, and largely under-researched factor is that of identity, and specifically cultural identity. The studies that have considered the role of identity in pronunciation have

tended to focus on naturalistic settings, in which identities are more obviously under “threat”. The studies which have been done in FL contexts have focused on ascertaining attitudes of NNS to their pronunciation of English, and in the participants' beliefs about how identity is related to the accents. Quite surprisingly, however, to my knowledge, no correlation studies have yet looked directly into the effect of cultural identity on the degree of foreign accent in a non-naturalistic, FL learning environment. As Derwing and Munro (2008) state, “in the area of social aspects of accent, we need more careful investigations of the relationship between identity and accent” (p. 487). Because of this lack of research, the role that a learner's cultural identity plays on their pronunciation outcomes remains unclear.

Therefore, the present study aims to explore the relationships between identification with their own cultural identity, the degree of accentedness, and attitudes toward pronunciation of speakers of English in a FL context. It is hypothesized that individuals with a greater degree of identification with their native culture will tend to produce more accented English. Moreover, it is hypothesized that individuals with a greater degree of identification with their native culture will tend to view native-like pronunciation of English as unimportant, and be satisfied with more strongly accented speech.

## CHAPTER III: METHODOLOGY

### Introduction

The purpose of this correlation study was to explore the relationship between the pronunciation and cultural identity of non-native speakers of English in an EFL setting. The following research questions were addressed in the study:

1. What are the relationships between cultural identity, the degree of accentedness, and attitudes toward pronunciation of non-native speakers of English in an EFL context?
2. What are the attitudes of non-native speakers of English in an EFL context toward their pronunciation of English?

This chapter describes the participants and the setting of the study, the three instruments used in the process of data collection, and the procedure used to conduct the research.

### Participants and Setting

A total of 145 students studying in various departments at two large English-medium universities located in Ankara, Turkey, participated in the study. Primarily first- and second-year undergraduate students from these universities were used in an attempt to control for the variables of age and amount of English instruction.

Participants were chosen from a variety of departmental backgrounds at both universities, in order to increase the chances of seeing a large degree of variation in both the pronunciation and identity factors. The students from these universities were accessed by means of personal contacts that the researcher has with teachers working in various departments at both of these institutions. These teachers asked students

from their classes or departments to volunteer to take part in the survey. There were 73 male and 72 female participants, ranging in age from 18 to 33 ( $M = 20.4$ ,  $SD = 3.44$ ); however, no participants over the age of 25 were included in the pronunciation samples. The age range was limited to 18 to 25 for the pronunciation samples in an effort to control the age factor as, an influence on amount of learning time, as much as possible.

### Instruments

The basic research design of this study was quantitative; in addition, a qualitative element was utilized to supplement the findings of the correlation analysis, and more particularly to gain further insight regarding the second research question. In order to examine the correlation between pronunciation and cultural identity, three instruments were used: a cultural identity and language background questionnaire; a pronunciation elicitation form, including three different task types; and a pronunciation rating rubric to be used by the judges in assessing the speech samples for degree of accent.

#### *Cultural Identity and Language Background Questionnaire (CIQ)*

The questionnaire used in this study contained two sections. The first part was comprised of questions relating to Turkish cultural identity, and was created by the researcher, based primarily on the elements of Turkish identity discussed in Chapter 2 (see pp. 22-27). However, due to the sensitive nature of the topic in the current context, a few of the areas mentioned in the review of Turkish identity were omitted from the questionnaire; questions related to religion and ethnicity were deemed to be too controversial at the present time in this context. Therefore, sixteen questions

based on aspects of Turkish identity such as history, education, language, loyalty and general culture (media, music, food, and traditions) were included in the questionnaire. The questionnaire as a whole was taken to represent *cultural identity* and questions more specifically related to politics and national loyalty were taken as a subscale to represent *national identity*. It was decided to look at the *national identity* subscale separately, because it was thought that these questions would reveal stronger nationalistic feelings than the general cultural identity questions, and may therefore reveal a stronger relationship with pronunciation or attitudes related to pronunciation. The questions can be seen in Table 1. In this section, participants were instructed to respond to each statement, indicating how strongly they agreed or disagreed, on a scale of one to five as follows: 1 = strongly agree (kesinlikle katılıyorum); 2 = somewhat agree (kısmen katılıyorum); 3 neither agree nor disagree (ne katılıyorum ne de katılmıyorum); 4 somewhat disagree (kısmen katılmıyorum); 5 strongly disagree (kesinlikle katılmıyorum).

The second part of the questionnaire asked questions about self-rated pronunciation ability, attitude toward pronunciation, thoughts on identity and pronunciation, and language experience. The language background section of the questionnaire was used to gather information on other variables of pronunciation, i.e. other languages spoken, age of beginning English instruction, time spent in an English speaking country, pronunciation instruction, and economic and educational background. The questions for the second part of the questionnaire related to pronunciation background were taken in part from the Background Information Questionnaire used by Berkil (2008).

Cultural Identity Questionnaire Items	
History/ Education	Some of the most important figures in world history have come from my nation
	One of the most important functions of schools is to teach children to be loyal to their nation
Loyalty	I feel privileged to be a citizen of my country
	As a citizen, I have a responsibility to improve and advance my nation
	I would gladly give my life to defend my homeland
	Every political decision in my country should be made in line with the intentions of the nation's founders
Language	*Sometimes languages other than my own native tongue are more effective at expressing complex ideas
	*You don't have to speak a country's national language to really be a member of that country
	Shared language is one of the most important factors in the unity of my nation
Media/ Music	I follow national news very closely
	It bothers me that some musicians copy other countries' styles in their music
	*I prefer foreign television programs over television programs produced by my own country
Food/ Traditions	It is my responsibility to take care of a bereaved neighbor by bringing them food or sitting with them
	I am afraid that if foreign cuisine becomes too common in my country, it will damage our traditional food culture
	*People should be more willing to try food from other cultures
	It is very important for young people to visit their grandparents or other relatives during holidays

Table 1 Questionnaire items  
(Items on the national identity scale are shaded.)  
\* Items are reversed on the Likert Scale

The questionnaire was translated into Turkish by two Turkish instructors of English, and back-translated in English by two different Turkish instructors of English. The back-translation was performed to ensure that the intended meaning was not lost in translation. Each instructor working on translation or back-translation translated half of the questionnaire (either section 1 or section 2). The back-translated version was compared with the original by the researcher and final editing of the Turkish translation was done by a fifth Turkish instructor of English. The

questionnaire was administered in Turkish to ensure that the participants fully understood the questions and would answer them honestly. The Cultural Identity and Language Background Questionnaire (CIQ) (English and Turkish versions) can be seen in Appendices A1 and A2, respectively.

Because the questionnaire to estimate the level of cultural identification was originally designed for this study, the questionnaire was first piloted, and analyzed for reliability. After concerns were raised as to the sensitive nature of the topic of the questionnaire, the wording of most of the questions was changed, a couple topics were removed (as discussed above), and the questionnaire was re-piloted. The questionnaire was found to be reliable in the second piloting, and for that reason the pilot study participant responses were included in the data for the study. The reliability analysis of the final version of the questionnaire based on all 145 responses can be seen in the following chapter.

### *Pronunciation Elicitation Tasks*

Data for the pronunciation variable were gathered using three task types: the reading of a few short sentences, the reading of a word list, and the production of a free-response speech sample. Though a number of studies which rated pronunciation used a single task type to gather pronunciation data (J. Flege & Frieda, 1997; J. Flege, Yeni-Konshian, & Liu, 1999; Jiang, Green, Henley, & Masten, 2009), others have utilized a number of different types of speech tasks, arguing that the task type may influence pronunciation (Abu-Rabia & Kehat, 2004; Bongaerts, van Summeren, Planken, & Schils, 1997; Moyer, 1999; Rindal, 2010). For this reason, three task types were chosen for the current study. The sentences for the sentence reading task



were adapted from those used by Bongaerts et al. (1997) on the basis that they included phonemes that are difficult for Turkish native speakers to pronounce in English, such as /θ/, /ð/, /æ/, /u:/, /v/, /w/, /ɪ/ between s and another consonant, /b/, /d/ and /dʒ/ in final position, and consonant clusters. The word list was also chosen with reference to words and sounds often posing difficulties to native speakers of Turkish (Thompson, 2001, p. 215-216). The spontaneous speech task was taken from the “guided communication task” used by Moyer (1999), which gives the participants a list of topics, of which they choose one to respond to. The tasks were performed in a random order, in order to limit the effect of task order on the pronunciation outcomes. The Pronunciation Speaking Task sheet can be seen in Appendix B.

#### *Rating Procedure and Pronunciation Rubric*

Five native-speaker judges (three American, two British) rated the speech samples for degree of foreign accent using a nine-point scale (1-3 = strong accent, 4-6 = intermediate, 7-9 = no accent). A number of different scales have been used to score pronunciation, including a three-point scale (Tahta, Wood, & Loewenthal, 1981a), a four-point scale (J. Flege & Frieda, 1997; Olson & Samuels, 1973), or a five-point scale (Bongaerts, Planken, & Schils, 1995; Bongaerts et al., 1997); however, in a study to determine the reliability of rater scales, Southwood and Flege (1999, as cited in Piske, Mackay, & Flege, 2001) found that a nine-point scale is best able to exploit the listeners’ full range of sensitivity to foreign accent. In light of those findings, a nine-point rater scale was used in the current study to assess degree of foreign accent in the speech samples. Other studies that have made use of a nine-point scale include Flege, Yeni-Konshian, and Liu (1999) and Flege et al. (2006).

The samples were organized according to task, but randomized for order within each task, using Excel for Mac 2011 random number generating function. Within the recorded samples of each task, three native-speaker samples of the same production tasks were interspersed, as a standard for comparison. The five native-speaker judges listened to short (4-8 second) clips of each of the speech samples, and gave each a score as per the instructions given to them about the rating procedure. The clips for each task type were selected as follows: for the word- and sentence-lists, the entire sample was included; for the free-response task, a five second clip was selected which contained a sample of as fluent and error-free speech as possible. The Pronunciation Rating Procedure instruction sheet can be seen in Appendix C.

#### Procedure

The participants were first selected on a voluntary basis from two universities located in Ankara, Turkey. The researcher's personal contacts in each department used presented the opportunity to their students as a chance to help out with a research study. Participants completed the questionnaire either in class time or in their free time, depending on the decision of the teachers. The questionnaires took about 15 to 20 minutes to complete. After the questionnaires were completed, they were returned directly to the researcher. Prior to beginning the general circulation of the questionnaire, it was piloted with 30 participants to ensure the reliability of the questionnaire. The pilot demonstrated sufficient reliability and the questionnaire did not change between the pilot and the general study, therefore the pilot participant responses were included in the results of the general study.

Based on the responses to the questionnaire, 34 (15 male, 19 female) students were utilized from the general participant pool to take part in the pronunciation assessment portion of the study. Each of the initial respondents had been asked whether they would be willing to take part in the second stage of the research. All of those indicating willingness were contacted, and interviews were scheduled with as many as responded. These participants were interviewed individually in their free time. Speech samples were recorded by myself in a quiet office using GarageBand '08™ voice recording software on a MacBook 2008 laptop. In each recording session, the speaking tasks were performed in a randomized order to reduce the effect of task order on pronunciation. Each recording session lasted about 5 to 10 minutes.

After all the speech samples were collected, they were organized according to task type, and randomized for order within each task category. Interspersed within each category were three speech samples obtained from native speakers of English. These were included in order to provide a standard of comparison. A four- to eight-second clip was taken from each sample as described above (pg. 47), to be rated by the judges. All of the speech samples were rated by the five native speaker judges during a two hour session. During this session, the word-reading task samples were rated first, followed by the sentence-reading task, followed by the free-response task. As each clip was played, the raters assigned a number to the sample according to their first impression of the degree of accent of that sample, on a scale of one to nine (1-3 = strong accent, 4-6 = intermediate, 7-9 = no accent). Descriptors for each number were not given on the basis that the judges would be able to provide their own judgment of the distinction on the scale. The raters were instructed not to compare their scores with the other raters, or to take grammatical errors into account. The raters were also

instructed to make use of the whole range of the scale, and were informed that there were a number of native speaker samples mixed in with the samples, but they were not told how many. A ten-minute break was taken between the rating sessions of each task type.

### Conclusion

This chapter described the methodology of the study, including a description of the participants and the setting, the three tools used to collect the data, and the procedure by which the study was carried out. In the following chapter, the data analysis will be discussed.

## CHAPTER IV: DATA ANALYSIS

### Data Analysis Procedures

As directed by the two research questions in this study, there were two major procedures for analyzing the data: quantitative and qualitative. The data pertaining to the first research question (What are the relationships between cultural identity, the degree of accentedness, and attitudes toward pronunciation of non-native speakers of English in an EFL context?) were statistically analyzed using IBM SPSS Statistics 19. The data related to the second research question (What are the attitudes of non-native speakers of English in an EFL context toward their pronunciation of English?) were analyzed using both quantitative and qualitative methods.

The first stage of the quantitative data analysis was related to the participants' responses to the Cultural Identity Questionnaire (CIQ). The questionnaire as a whole, and the national identity scale were analyzed for reliability, and the responses were analyzed for normality. Descriptive statistics related to participants' attitudes to their pronunciation, and related to participants' responses to the language background information questions were then calculated. The second stage of the quantitative analysis involved the data related to the pronunciation samples provided by the thirty-four students from the larger pool of questionnaire respondents. The pronunciation ratings of the five judges for each task were analyzed for inter-rater reliability, and the tasks were analyzed for inter-task reliability. An ANOVA test was used to compare participants' performance on the three different speaking tasks.

The final stage of the quantitative data analysis was directly related to answering the first research question. In order to determine possible confounding

factors, both the identity scores and the pronunciation scores were first analyzed according to each of the language background and attitude measures. Independent samples t-tests were used with the nominal data (residence of more than three months abroad (yes or no), other languages used in the home (yes or no), participation in a pronunciation training course (yes or no), and sex (male or female). Correlation analyses were performed with the interval data (self-rating of pronunciation, satisfaction with pronunciation, importance of pronouncing English like a native-speaker, and age of onset). After the relationships between the identity scores and pronunciation scores with each of these factors were analyzed, a partial correlation analysis between identity and pronunciation scores was performed, controlling for those factors that were found to relate to both identity and pronunciation.

The data for the second research question were primarily qualitative in nature. These data were collected through open-ended questions on the CIQ (described above). Three questions allowed respondents to add comments to a scale-rating question, and two questions were completely open-ended, asking them to write in their own comments. The questionnaire was given in Turkish, therefore the majority of the responses were also written in Turkish. After being translated into English, the responses to each question were categorized according to similarity of content. The results of all of the analyses are reported in this chapter.

## Questionnaire Data Analysis

### *Reliability Analysis*

The questions from the first part of the questionnaire were considered as a whole, with one sub-scale. The sub-scale consisted of questions related to national

identity. The questionnaire as a whole had a Cronbach's Alpha coefficient of .815. The national identity scale had a Cronbach's Alpha coefficient of .803. The average score from the entire questionnaire is hereafter referred to as *cultural identity*, and the average score from the national identity scale is referred to as *national identity*. The descriptive data for each item on the questionnaire can be seen in Table 2. The English version and Turkish version of the questionnaire can be seen in Appendix A1 and A2 respectively.

Each question in this section was a 5-point Likert scale response item, with the scale as follows: 1 = strongly agree (kesinlikle katılıyorum); 2 = somewhat agree (kısmen katılıyorum); 3 neither agree nor disagree (ne katılıyorum ne de katılmıyorum); 4 somewhat disagree (kısmen katılmıyorum); 5 strongly disagree (kesinlikle katılmıyorum). Kolmogorov-Smirnov and Shapiro-Wilk tests showed that the data from a majority of the items were not normally distributed. For this reason, nonparametric measures (Kendall's Tau) were used in all of the correlation analyses using the *cultural identity* or *national identity* scores.

Item	Mean	Mode	Std. Deviation	N
1. I feel privileged to be a citizen of my country	2.54	2.00	1.29	145
2. As a citizen, I have a responsibility to improve and advance my nation	1.64	1.00	1.03	145
3. Some of the most important figures in world history have come from my nation	1.54	1.00	.94	145
4. I follow national news very closely	2.12	2.00	.97	145
*5. Sometimes languages other than my own native tongue are more effective at expressing complex ideas	2.75	3.00	1.33	144
6. It bothers me that some musicians copy other countries' styles in their music	2.78	2.00	1.37	145
7. It is my responsibility to take care of a bereaved neighbor by bringing them food or sitting with them	1.90	1.00	1.04	145
8. I am afraid that if foreign cuisine becomes too common in my country, it will damage our traditional food culture	3.68	5.00	1.39	145
*9. I prefer foreign television programs over television programs produced by my own country	2.69	3.00	1.17	143
10. I would gladly give my life to defend my homeland	2.31	1.00	1.42	145
*11. You don't have to speak a country's national language to really be a member of that country	3.07	2.00	1.48	143
*12. People should be more willing to try food from other cultures	2.41	3.00	1.09	142
13. Shared language is one of the most important factors in the unity of my nation	1.88	1.00	1.29	145
14. It is very important for young people to visit their grandparents or other relatives during holidays	1.71	1.00	.97	145
15. One of the most important functions of schools is to teach children to be loyal to their nation	2.47	1.00	1.43	145
16. Every political decision in my country should be made in line with the intentions of the nation's founders	2.32	1.00	1.48	145
Overall	2.50	-	-	-
National identity scale	2.14	-	-	-

Table 2 Questionnaire individual item means

(Items on the national identity scale are shaded.)

\* Scores for these items are reversed in the analyses below. Non-reversed scores are shown here.



*Pronunciation self-rating, satisfaction and importance*

The second part of the CIQ contained questions related to the participants' attitudes toward their pronunciation of English. There were five questions on the questionnaire that allowed respondents to write in their opinions. Three of these questions also included a five-point Likert scale. The written comments from these five questions are discussed in the Qualitative Data Results section of this chapter (see p. 67). The Likert scale responses are discussed below.

*Self-rating of pronunciation*

The Likert scale options on this question were “Very poor” (Çok zayıf), “Poor” (Zayıf), “Average” (Orta), “Good” (İyi), and “Very good” (Çok iyi). Of the responses to this question, the majority (83.4%) were in the “average” to “good” range. This would seem to indicate that most of the respondents believe their pronunciation to be about the same as, or a little bit better than average. It should be noted that, although “very poor” was an option on the scale, no one selected this rating. The distribution of responses to this question is summarized in Table 3.

<b>Self-rating of pronunciation</b>	<b>Frequency</b>	<b>Percent</b>
Poor	11	7.6
Average	55	37.9
Good	66	45.5
Very good	13	9.0

Table 3 Self-rating of pronunciation

*Satisfaction with pronunciation*

The Likert scale response options to this question were “Very dissatisfied” (Hiç memnun değilim), “Somewhat dissatisfied” (Pek memnun değilim), “Neither satisfied nor dissatisfied” (Ne memnunum ne değilim), “Fairly satisfied” (Oldukça memnunum), and “Very satisfied” (Çok memnunum). Of responses to this question,

the large majority (89.2%) ranged between “somewhat dissatisfied” to “fairly satisfied”. This would seem to indicate that many of the respondents would like to improve their pronunciation of English, though not all. Two respondents left the question blank. The distribution of responses is summarized in Table 4.

<b>Satisfaction with pronunciation</b>	<b>Frequency</b>	<b>Percent</b>
No answer	2	1.4
Very dissatisfied	6	4.3
Somewhat dissatisfied	29	20.7
Neither dissatisfied nor satisfied	51	36.4
Fairly satisfied	45	32.1
Very satisfied	7	5.0

Table 4 Satisfaction with pronunciation

#### *Importance of pronouncing English like a native speaker*

According to the Likert scale responses to this question, it can be seen that more respondents believe it is important to pronounce English like a native speaker, than those who believe it is not important. The scale response options were “Completely unimportant” (Hiç önemi yok), “Mostly unimportant” (Çoğunlukla önemsiz), “Somewhat important” (Biraz önemli), “Fairly important” (Oldukça önemli), and “Extremely important” (Son derece önemli). The majority of respondents (64.8%) indicated that they believe it is “fairly important” or “extremely important”. Only 15.8% believed that it is “completely unimportant” or “mostly unimportant”. Two respondents left the question blank. The distribution of this information is summarized in Table 5.

Kolmogorov-Smirnov and Shapiro-Wilk tests showed the data from each of these questions to not be normally distributed; therefore, nonparametric tests (Kendall’s Tau) were used in any analysis involving participants’ self-rating of

pronunciation, satisfaction with their pronunciation and importance assigned to having native-like pronunciation of English.

<b>Importance of pronouncing English like a native speaker</b>	<b>Frequency</b>	<b>Percent</b>
No answer	2	1.4
Completely unimportant	7	4.8
Mostly unimportant	15	11.0
Somewhat important	26	17.9
<b>Fairly important</b>	<b>53</b>	<b>37.9</b>
Extremely important	37	26.9

Table 5 Importance of native-like pronunciation

### *Language Background Information*

The third and final part of the CIQ had questions related to the respondents' language background. The age of beginning English study data were used in correlation analyses with *cultural identity*, *national identity*, and pronunciation scores, as well as with self-rating of pronunciation ability, satisfaction with pronunciation, and importance of native-like pronunciation scores. The language use at home, residence abroad, and pronunciation training data were used in independent samples t-tests with the *cultural identity*, *national identity*, and pronunciation scores, as well as with self-rating of pronunciation ability, satisfaction with pronunciation, and importance of native-like pronunciation scores.

The average age (and also the most frequent age) of beginning English study was 10 years (34.5%), with a widely varying range (1 year to 21 years). Kolmogorov-Smirnov and Shapiro-Wilk tests showed the age of beginning English study data to not be normally distributed; therefore, nonparametric tests (Kendall's Tau) were used in any comparisons involving age of beginning English study data. Information related to the reported use of other languages in the home, residence of more than

three months in an English speaking country, and participation in a pronunciation training course can be seen in Table 6.

<b>Other language used at home?</b>	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	24	16.6
<b>No</b>	121	83.4
<b>3 months or more abroad</b>	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	23	15.9
<b>No</b>	122	84.1
<b>Pronunciation course</b>	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	13	9.0
<b>No</b>	132	91.0

Table 6 Language use, residence abroad and pronunciation training

## Pronunciation Scoring

### *Inter-rater reliability*

Pronunciation samples were collected from 34 questionnaire respondents who indicated willingness to participate in pronunciation interviews. These participants performed three speaking tasks, which were then rated by five native speakers of English, three of whom were American and two of whom were British. The pronunciation tasks can be seen in Appendix C. The pronunciation samples were scored on a scale of one to nine (1-3 = strong accent, 4-6 = intermediate, 7-9 = no accent). The pronunciation scoring instructions and scoring rubric can be seen in Appendix D. Inter-rater reliability was assessed using a scale reliability assessment. For Task 1 (reading a word list), Cronbach's Alpha coefficient was .789. Rater C for task 1 was found to be weakly correlated with the other raters. The correlation matrix for all raters in Task 1 can be seen in Table 7.

	A1	B1	C1	D1	E1
A1	1.000	.624	.341	.747	.568
B1	.624	1.000	.152	.532	.390
C1	.341	.152	1.000	.260	.423
D1	.747	.532	.260	1.000	.668
E1	.568	.390	.423	.668	1.000

Table 7 Task 1 inter-rater reliability

When a reliability analysis was run without Rater C, Cronbach's Alpha coefficient was .845. The correlation matrix for Task 1 without Rater C can be seen in Table 8. Due to the relative unreliability of Rater C in Task 1, this rater's scores for Task 1 were not included in the calculation of the average pronunciation score.

	A1	B1	D1	E1
A1	1.000	.624	.747	.568
B1	.624	1.000	.532	.390
D1	.747	.532	1.000	.668
E1	.568	.390	.668	1.000

Table 8 Task 1 correlation matrix without Rater C

For Task 2 (reading a list of sentences), Cronbach's Alpha coefficient was .919. The correlation matrix for all raters in Task 2 can be seen in Table 9. There was a strong correlation between all raters in Task 2, so all were included in the calculation of the average pronunciation score.

	A2	B2	C2	D2	E2
A2	1.000	.721	.680	.787	.678
B2	.721	1.000	.678	.777	.683
C2	.680	.678	1.000	.700	.848
D2	.787	.777	.700	1.000	.789
E2	.678	.683	.848	.789	1.000

Table 9 Task 2 inter-rater reliability

For Task 3 (a free response to a prompt), Cronbach's Alpha coefficient was .856. The correlation matrix for all raters in Task 3 can be seen in Table 10. There was a moderate-to-strong correlation between all raters in Task 3, so all were included

in the calculation of the average pronunciation score.

	A3	B3	C3	D3	E3
A3	1.000	.569	.510	.414	.414
B3	.569	1.000	.674	.697	.713
C3	.510	.674	1.000	.574	.520
D3	.414	.697	.574	1.000	.715
E3	.414	.713	.520	.715	1.000

Table 10 Task 3 inter-rater reliability

Therefore, the mean pronunciation scores of the participants were based on an average of 14 scores; four scores from Task 1, five scores from Task 2, and five scores from Task 3. All further references to Task 1 scores assumes the omission of Rater C from Task 1, as do all further references to mean pronunciation score.

#### *Inter-task reliability*

A scale reliability analysis between the three pronunciation tasks revealed that all three tasks were strongly correlated with each other. Cronbach's Alpha coefficient was .855. The scale correlations between tasks can be seen in Table 11. This analysis suggests that the mean pronunciation score across the three tasks is a reliable measure of each participant's pronunciation ability.

	Task 1 (word list)	Task 2 (sentence list)	Task 3 (free response)
Task 1 (word list)	1.00	.63	.64
Task 2 (sentence list)	.63	1.00	.75
Task 3 (free response)	.64	.75	1.00

Table 11 Pronunciation tasks correlations

The descriptive data from each pronunciation task and the mean pronunciation score can be seen in Table 12.

	Mean	Median	Mode	Std. Deviation	Variance	Min.	Max.
Task 1 (word list)	4.96	5.00	3.25	1.23	1.51	3.25	7.75
Task 2 (sentence list)	4.45	4.30	2.80	1.55	2.39	1.60	7.60
Task 3 (free response)	4.56	4.40	3.40	1.23	1.51	2.60	7.20
Mean Score	4.63	4.29	4.14	1.19	1.42	2.50	7.36

Table 12 Pronunciation tasks descriptive statistics

*Participants' pronunciation scores*

A one-way, repeated measures ANOVA revealed that there was a significant difference between participants' performance on the three pronunciation tasks ( $F(2, 66) = 3.964$ ;  $Sig. < .05$ ). Planned contrasts (Helmert) showed that participants performed significantly better on Task 1 than on Task 2 and 3, with a moderate effect size ( $F(1,33) = 6.71$ ,  $p < .05$ ,  $r = .41$ ); however, there was no significant difference between participants' performance on Task 2 and Task 3 ( $F(1,33) = .44$ ,  $p > .1$ ,  $r = .11$ ). A visual comparison of the task score means can be seen in Figure 1.

These findings suggest that pronunciation evaluation based on reading a word list would tend to result in higher estimates of pronunciation ability than evaluations based on reading sentences or on spontaneous speech. It also suggests that pronunciation evaluations based on sentence reading and spontaneous speech may be relatively comparable.

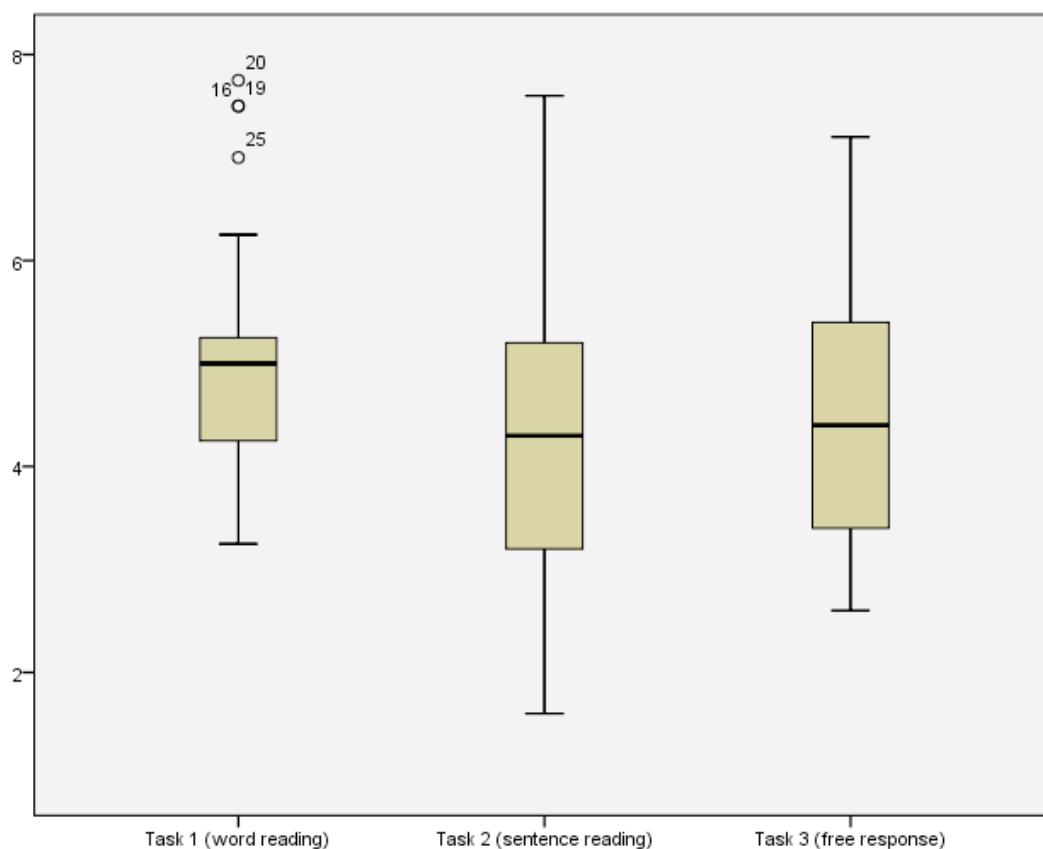


Figure 1 Pronunciation tasks comparisons

*Pronunciation, self-rated ability, satisfaction and importance of native-like pronunciation*

A moderate positive correlation was found between mean pronunciation scores and self-rated pronunciation and also between mean pronunciation scores and satisfaction with pronunciation. Moreover, a strong positive correlation was found between self-rated pronunciation ability and satisfaction with pronunciation level. The scores can be seen in Table 13. These findings suggest that individuals can more or less accurately assess their own pronunciation ability. It also suggests that an individual's self-rating of their pronunciation ability is highly related to their satisfaction with their pronunciation.



Quite interestingly, no correlation was found between mean pronunciation scores and importance of pronouncing English like a native-speaker. These scores can be seen in Table 13. It should be noted that there was also no correlation between either self-rating and importance, or between satisfaction and importance of pronouncing English like a native speaker. These findings suggest that even if an individual believes it is important to pronounce English like a native speaker, this belief has little relationship with their actual pronunciation ability, or on their self-rating of or satisfaction with their pronunciation.

	Pronunciation	Self-rating	Satisfaction	Importance
Pronunciation ( $\tau$ )	1.00	.314	.347	.099
<i>Sig. (two-tailed)</i>	-	.023	.011	.460
Self-rating ( $\tau$ )	.314	1.00	.677	-.042
<i>Sig. (two-tailed)</i>	.023	-	.000	.782
Satisfaction ( $\tau$ )	.347	.677	1.00	-.040
<i>Sig. (two-tailed)</i>	.011	.000	-	.788
Importance ( $\tau$ )	.099	-.042	-.040	1.00
<i>Sig. (two-tailed)</i>	.460	.782	.788	-

Table 13 Correlation matrix of mean pronunciation scores, self-rating of pronunciation, satisfaction with pronunciation and importance of pronouncing English like a native speaker

### Correlation and Independent Samples Tests

In order to determine which factors to control for in the correlation analysis between identity and pronunciation, analyses were performed to test the relationships between the identity scores and each of the language background and attitude factors, and also between the pronunciation scores and the language background and attitude factors. In some cases, the findings of those comparisons are interesting in their own right, and the importance and implications of those relationships will be further discussed in the concluding chapter.

Due to the fact that Kolmogorov-Smirnov and Shapiro-Wilk tests showed that the identity questionnaire data were not normally distributed, nonparametric tests (Kendall's Tau) were used for all the correlation analyses done with the *cultural identity* and *national identity* scores. For the analyses involving the *cultural identity* and *national identity* scores, the data from all 145 of the questionnaire respondents were used. For the analyses involving the pronunciation scores, only the data from the 34 respondents participating in the pronunciation samples portion of the study were used.

#### *Variables affecting identity*

*Residence abroad, other languages spoken in the home, pronunciation training, and sex*

Due to the lack of normal distribution of the data, nonparametric independent samples measures (Mann-Whitney) were used in the following comparisons. No significant difference was found between *cultural identity* scores of respondents who had lived more than three months in an English speaking country ( $Mdn = 2.19$ ,  $IQR = .75$ ) and those who had not ( $Mdn = 2.38$ ,  $IQR = .95$ ,  $U = 1137.00$ ,  $p(\text{two-tailed}) > .1$ ). There was a small effect size ( $r = -.12$ ). However, it was found that respondents who had lived more than three months in an English speaking country ( $Mdn = 1.67$ ,  $IQR = .83$ ) did have significantly lower *national identity* scores than those who had not ( $Mdn = 2.17$ ,  $IQR = 1.33$ ,  $U = 971.5$ ,  $p(\text{two-tailed}) < .05$ ). However, there was a small effect size ( $r = -.19$ ).

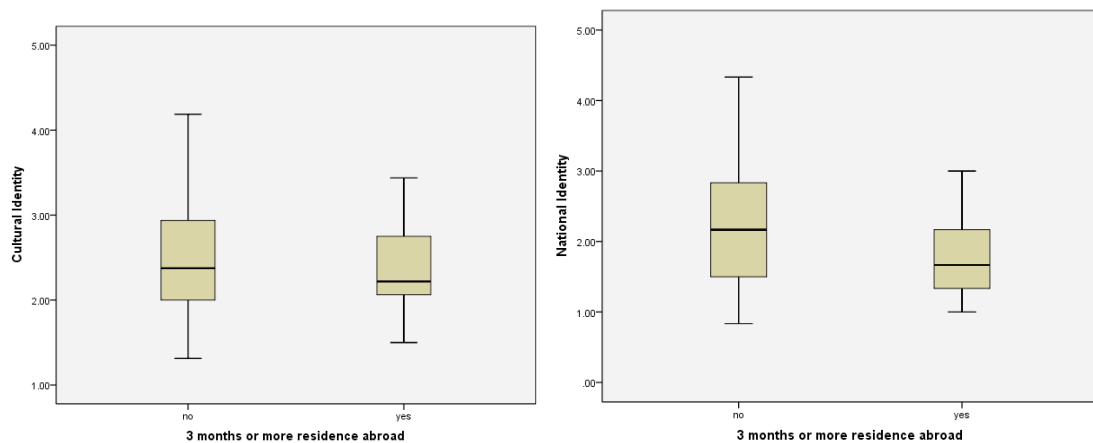


Figure 2 Residence abroad and cultural identity, national identity

These findings suggest that while living more than three months abroad may not have much effect on general cultural identity, it may be related to a lower national identity. These findings are reflected in Figure 2.

It was also found that respondents who reported the use of another language besides Turkish in the home ( $Mdn = 2.69$ ,  $IQR = 1.38$ ) had a higher *cultural identity* score than those who did not ( $Mdn = 2.33$ ,  $IQR = .84$ ,  $U = 1054.50$ ,  $p(\text{two-tailed}) < .05$ ). There was a small effect size ( $r = -.18$ ). However, the difference in *national identity* scores found between respondents who reported the use of another language in the home ( $Mdn = 2.25$ ,  $IQR = 1.79$ ) and those who did not ( $Mdn = 2.00$ ,  $IQR = 1.33$ ) just missed significance ( $U = 1125.00$ ,  $p(\text{two-tailed}) = .08$ ). There was a small effect size ( $r = -.14$ ). These findings suggest that those respondents who use another language in the home more strongly identify with their culture, though the effect is weaker with national identity. These findings are reflected in Figure 3.

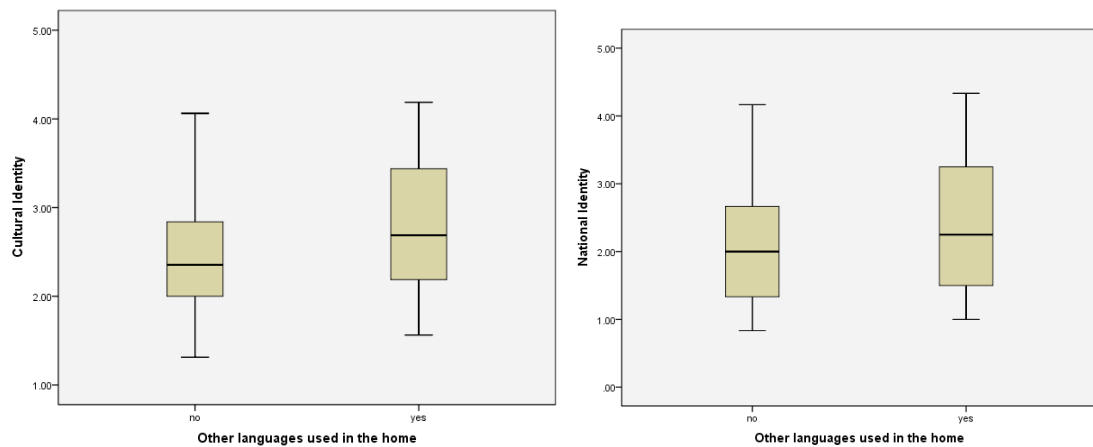


Figure 3 Other languages in the home and cultural identity, national identity

It was found that respondents who had received some sort of pronunciation training ( $Mdn = 2.13$ ,  $IQR = .75$ ) had a lower *cultural identity* score than those who had not ( $Mdn = 2.38$ ,  $IQR = .94$ ,  $U = 560.00$ ,  $p(\text{two-tailed}) < .05$ ). Those who reported pronunciation training ( $Mdn = 1.50$ ,  $IQR = 1.17$ ) had a significantly lower *national identity* score than those who did not ( $Mdn = 2.00$ ,  $IQR = 1.46$ ,  $U = 566.57$ ,  $p(\text{two-tailed}) < .05$ ). In both cases there was a small effect size ( $r = -.17$ ). These findings suggest that those who receive pronunciation training tend to have a weaker cultural and national identity than those who do not. These comparisons are reflected in Figure 4.

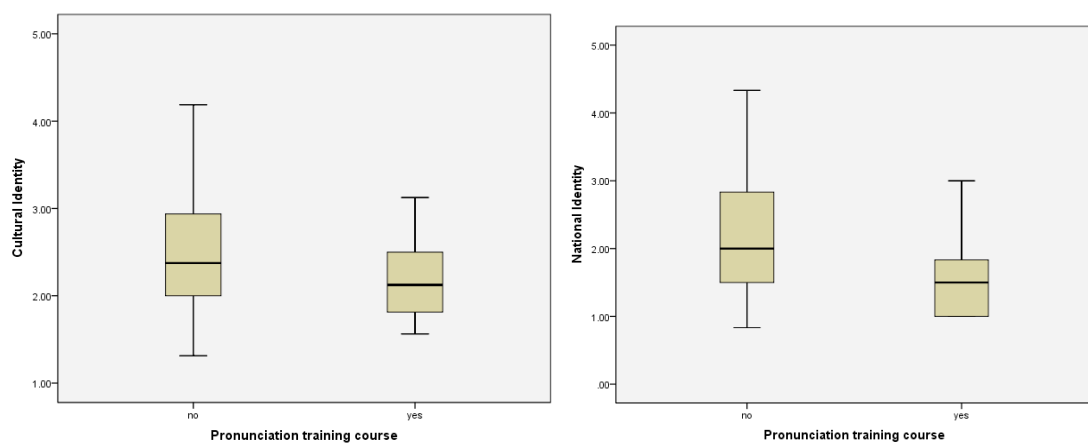


Figure 4 Pronunciation training and cultural identity, national identity

No significant difference was found between the *cultural identity* of males ( $Mdn = 2.38, IQR = 1.00$ ) and females ( $Mdn = 2.31, IQR = .83, U = 2292.00, p(\text{two-tailed}) > .1$ ), or between the *national identity* of males ( $Mdn = 2.17, IQR = 1.58$ ) and females ( $Mdn = 1.92, IQR = 1.29, U = 2357.50, p(\text{two-tailed}) > .1$ ). These findings suggest that there is not a significant difference between the degree of cultural or national identification of males and females among the demographic represented by this study. These comparisons are displayed in Figure 5.

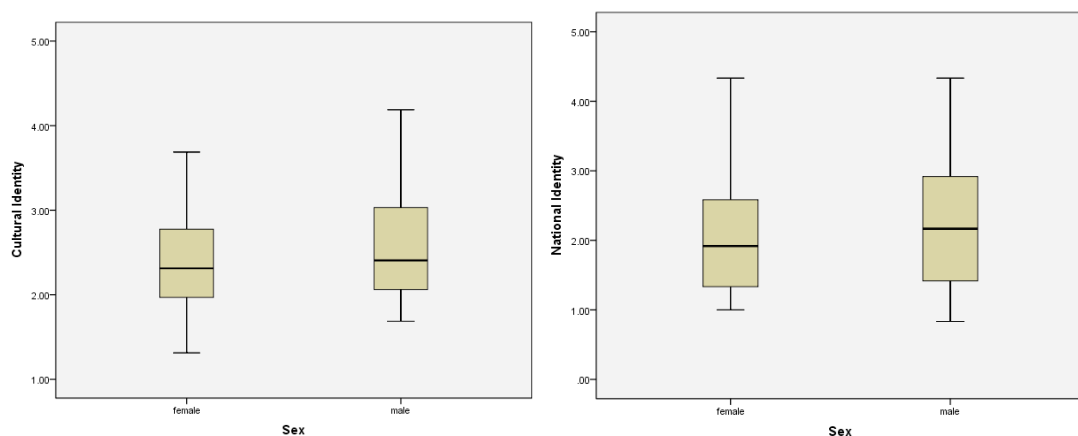


Figure 5 Sex differences of cultural identity, national identity

#### *Age of beginning English study*

A weak, negative correlation was found between *cultural identity* and the age of beginning English study ( $\tau = -.129, p(\text{two-tailed}) < .05$ ). No significant correlation was found between *national identity* and the age of beginning English study ( $\tau = -.060, p(\text{two-tailed}) > .1$ ). This finding suggests that those who began studying English at a younger age are slightly less likely to have a strong cultural identity, though the effect does not appear to hold with national identity. The correlations between age of beginning English study and *cultural identity* and *national identity* are reflected in Figure 6.

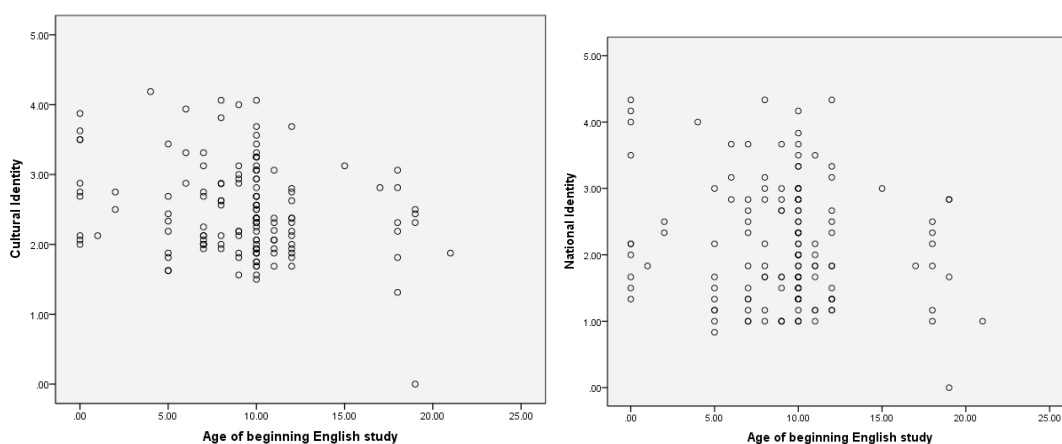


Figure 6 Age of beginning English study and cultural identity, national identity

*Self-rated ability, satisfaction and importance of native-like pronunciation*

No correlation was found between *cultural identity* and pronunciation self-rating ( $\tau = .006, p > .1$ ), or satisfaction with pronunciation ( $\tau = .046, p > .1$ ). In addition, no correlation was found between *national identity* and pronunciation self-rating ( $\tau = -.072, p > .1$ ), or satisfaction with pronunciation ( $\tau = -.045, p > .1$ ). These findings suggest that there is no relationship between *cultural identity* or *national identity* and self-rating or satisfaction with pronunciation of English.

However, a weak, negative correlation was found between *cultural identity* and the importance placed on pronouncing English like a native speaker ( $\tau = -.134, p(\text{two-tailed}) < .05$ ). This correlation was very slightly stronger between *national identity* and importance of pronouncing English like a native speaker ( $\tau = -.144, p(\text{two-tailed}) < .05$ ). These findings suggest that those who have a strong cultural or national identity are less likely to find it important to pronounce English like a native speaker. The relationships between the importance assigned to pronouncing English like a native speaker and *cultural identity* and *national identity* are reflected in Figure 7.

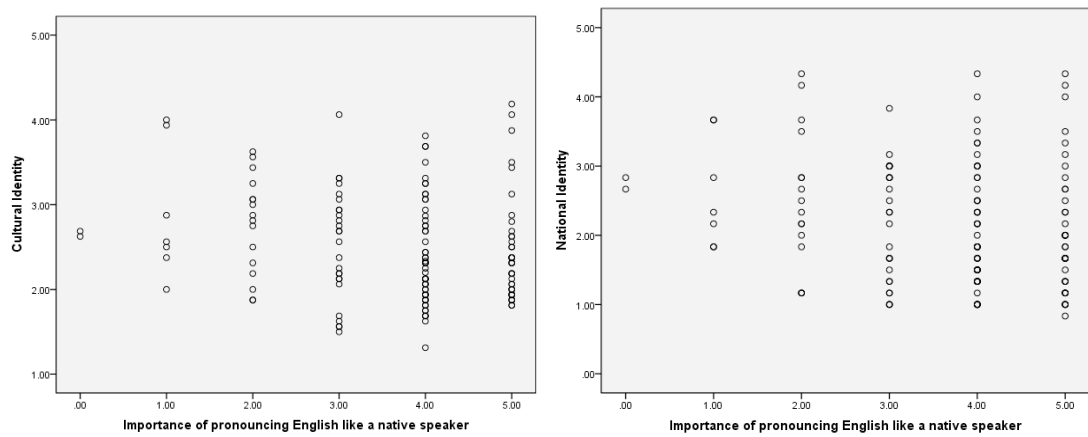


Figure 7 Importance of native-like pronunciation and cultural identity, national identity

When the mean *cultural identity* and *national identity* scores are plotted against the importance of pronouncing English like a native speaker, the negative correlation can be seen more clearly, especially with the *national identity* factor. This relationship is displayed in Figure 8.

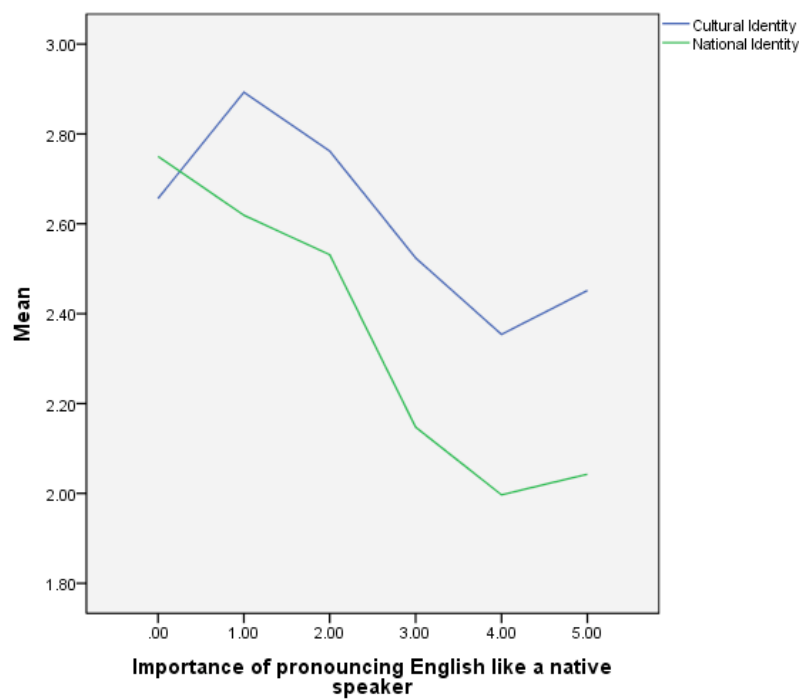


Figure 8 Cultural identity and national identity means and importance of pronouncing English like a native speaker

### *Variables affecting pronunciation*

#### *Residence abroad, other languages spoken at home, pronunciation training and sex*

Kolmogorov-Smirnov and Shapiro-Wilk tests showed the mean pronunciation score data to be normally distributed; therefore, parametric independent samples t-tests were used for the following three analyses.

An independent samples t-test revealed that, on average, participants who had spent three or more months in an English speaking country received higher pronunciation scores ( $M = 5.41$ ,  $SE = .37$ ) than those who had not ( $M = 4.40$ ,  $SE = .23$ ). This difference was statistically significant ( $t(32) = -2.23$ ,  $p(\text{two-tailed}) < .05$ ) and there was a medium effect size ( $r = .37$ ). This finding suggests that residence in an English speaking country tends to be related to more native-like pronunciation ability.

No significant difference was found between the pronunciation scores of those who reported the use of another language (besides Turkish) in the home ( $M = 4.67$ ,  $SE = .50$ ) and those who did not ( $M = 4.62$ ,  $SE = .22$ ,  $t(32) = -.12$ ,  $p > .1$ ). Moreover, no significant difference was found between the pronunciation scores of males ( $M = 4.68$ ,  $SE = .28$ ) and females ( $M = 4.60$ ,  $SE = .30$ ,  $t(32) = -.20$ ,  $p > .1$ ). These findings suggest that neither the use of more than one language in the home, nor gender has an effect on pronunciation ability. Only one participant from the 34 pronunciation samples respondents reported having received pronunciation training, so no analysis was performed with this data.



### *Age of beginning English study*

Since three or more months residence abroad was found to be related to pronunciation scores, this factor was controlled for in the following analysis. Not surprisingly, a partial correlation analysis showed that those who started at a younger age tended to have higher pronunciation scores than those who had started later ( $\tau = -.310, p(\text{two-tailed}) < .05$ ). In other words, in general, those beginning to learn English at a younger age were found to have higher pronunciation ratings.

### *Identity and pronunciation*

After the analyses with each of the secondary factors had been done, the main correlation analysis pertaining to identity and pronunciation was then performed. Two factors were found to be related to both the variables of *cultural identity* and *national identity*, as well as with mean pronunciation scores: the age of beginning English study, and residence of three or more months in an English speaking country. For this reason, these two variables were controlled in a partial correlation analysis. This analysis revealed that there was no significant relationship between *cultural identity* and mean pronunciation scores ( $r = .004, p > .9$ ), or between national identity and mean pronunciation scores ( $r = -.095, p > .6$ ). This finding suggests that there is not a direct relationship between cultural identity or national identity and pronunciation ability of non-native speakers of English in an EFL context.

### Qualitative Data Results

There were five questions on the questionnaire which allowed respondents to write in their opinions. Three of these questions were also scale-rating items, in which the respondent indicated their opinions on five-point Likert scales (Very poor to Very

good, Very dissatisfied to Very satisfied, Completely unimportant to Extremely important). For these three questions, fewer respondents wrote comments than on the other two open-ended questions, which asked for comments only, without providing a scale response. Since the questionnaire was administered in Turkish, the majority of the responses were written in Turkish and then translated into English by a native English speaker fluent in Turkish, for the purposes of reporting. After being translated into English, the responses were color-coded according to theme (Saldana, 2009). The themed responses were then quantified and described using descriptive statistics. The color-coded responses to the five open-ended questions can be seen in Appendices D1 – D5. The analysis of the written responses to each question is discussed below.

*How would you rate your pronunciation of English?*

Of 145 questionnaire respondents, 36 left a comment on this question. Sixteen indicated that they found their pronunciation to be good or sufficient. One of these was participant 66, who stated, “Compared to many people around me I think I have good pronunciation; because language ability shows itself and I make an effort to improve myself to the best of my abilities.” Eight expressed the opinion that their pronunciation was poor as a result of poor education or lack of other opportunities. Two responses that reflect this idea are those of participants 47 and 49. Participant 47 wrote:

Turkey’s level of English education (especially at X University where I study) is quite good; however, with respect to the pronunciation of English, the education level is not high. Whether I like it or not, this also affects my pronunciation.

Participant 49 similarly commented:

I believe, in spite of taking English classes for years in primary school and high school, that a sufficient amount of instruction was not given. From my perspective, when learning a foreign language, speaking is very important, but our education system didn't include much pronunciation instruction.

Six indicated that they felt their pronunciation was poor, for example participant 70:

"I am hesitant to speak English because my pronunciation is inadequate. Sometimes even a word that I know very well I pronounce incorrectly." Three indicated that their pronunciation was good as a result of education or other opportunities. Participant 71's response is an example of this:

I have been studying English since I was in primary school and for that reason I think I am good. Moreover, I have been abroad not just once but on many occasions and therefore improved my pronunciation.

Three indicated that they hope to improve their pronunciation, for example participant 67, who said, "I think it needs to be better." The responses by category can be seen in Figure 9. Other written responses to this question can be seen in Appendix D1.

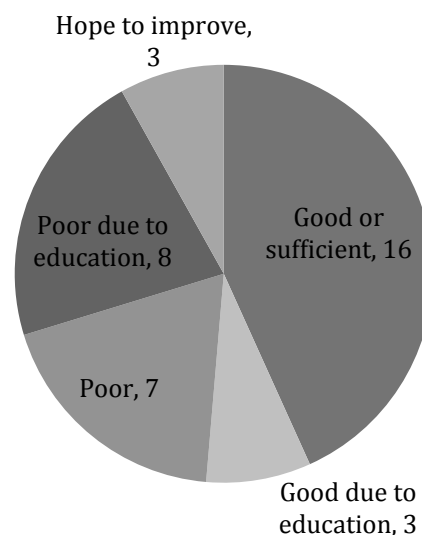


Figure 9 Question 17 responses by category

This shows that, at least of those who wrote in comments, about half of the participants (19 out of 36) believed their pronunciation to be good. This is consistent with the findings of the Likert scale responses to this question, in which 54.5% of

participants rated their pronunciation as “good” or “very good”. Viewed from the other side, however, that means that 18 out of 36, or nearly half of the participants found their pronunciation to be poor, or at least expressed a need to improve it. This is similar to the Likert scale response findings, in which 45.5% of participants rated their own pronunciation as “poor” or “average”.

*How satisfied are you with your pronunciation of English?*

Out of 145 respondents, 37 left a written comment on this question. Fourteen of those responses indicated a lack of satisfaction with the level of pronunciation of English. For example, participant 64 stated, “I only speak when it is necessary.” Participant 76 commented that, “I speak Turkish-English.” Thirteen indicated satisfaction, either with the level of pronunciation or with their ability to be understood when speaking. Participant 141 said, “I have never had any difficulties,” and participant 144 said, “I find it sufficient.” Six indicated that they found their level sufficient to be understood, but that they desired to continue improving their pronunciation. An example of this idea is seen in the response of participant 1: “Even if I find myself to be good when compared with other students around me, I have a desire to be even better.” Similarly, participant 18 commented, “I am able to make do because I do not have difficulty in expressing myself. However, for me this level of pronunciation is definitely not sufficient.” Four responses did not indicate their level of satisfaction, but stated that they desired to continue improving their pronunciation, for example, participant 71: “I worked very hard to improve my pronunciation and I will continue to work hard.” The categorized responses to this question can be seen in Figure 10. Other written responses to this question can be seen in Appendix D2.

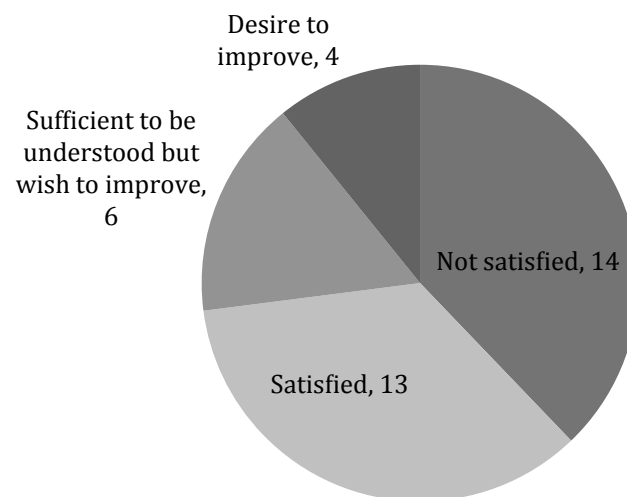


Figure 10 Question 18 responses by category

It is interesting to note that, although about half of those who wrote comments believed their pronunciation to be good, well over half of the participants writing in comments (24 out of 37) expressed a desire to improve their pronunciation, even if they did not directly express dissatisfaction with their pronunciation. This is consistent with the findings of the Likert scale responses to this question, in which 61.4% of participants indicated that they were less than satisfied with their pronunciation. This, taken in conjunction with the responses to the previous question, suggests that, even if an individual believes him or herself to have “good” pronunciation, they may still wish to continue developing their pronunciation ability. It is worth noting here also that pronunciation self-rating and satisfaction were highly correlated in the statistical analysis; however, the large degree of variation of the written responses is a reminder that individual learning goals need to be taken into consideration.

*How important is it to you to pronounce English like a native speaker?*

Of 145 respondents, 43 wrote in a comment on this question. Fourteen of those indicated that it is not important to speak like a native speaker, as long as communication and understandability is not hindered. The response of participant 132 expresses this idea: “my real purpose in learning a foreign language is to be understood by those I am speaking with.” Participant 156 also expresses this idea:

The important thing is to be able to read or listen to foreign sources and to be able to understand them. There is not much importance to pronunciation. Actually, it makes me happy when it can be understood from my pronunciation that I am a Turk. The one I am speaking with then shapes his/her communication and interaction according to this.

Twelve indicated that it is important for its own sake; that is, correct pronunciation is part of correct language use. For example, participant 73 stated,

If I am learning a language, in my opinion, it is very important that I speak that language like a native speaker because language should not be simply a means of understanding one another.

Nine indicated that it is important, especially as it is necessary in order to be understood. An example of this can be seen in the response of participant 22:

I believe it is [important], in order to have what you want to communicate viewed correctly and in order to avoid a situation where some pronunciation mistakes change the meaning of what you are saying.

Five indicated that pronouncing English like a native speaker is important for their career success. The response of participant 24 demonstrates this idea:

In the end I am not English or American, however I believe that being able to speak this language like a native speaker would be advantageous in my future work life.

Three responses were not relevant to the question. The responses by category can be seen in Figure 11. Other written responses to this question can be seen in Appendix D3.

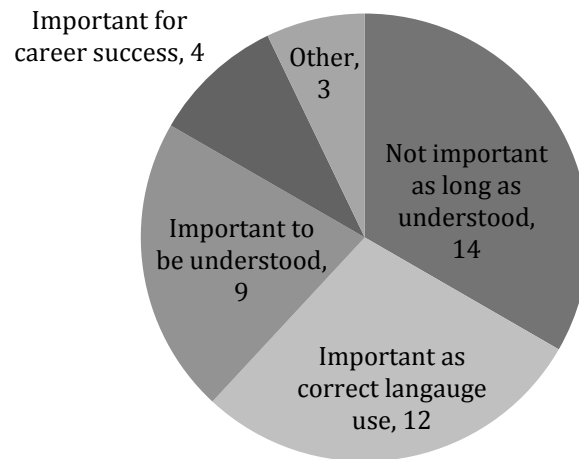


Figure 11 Question 19 responses by category

The written responses here show that more participants think that native-like pronunciation is important for one reason or another (25 out of 43), than those who do not (14 out of 43). This is consistent with the Likert scale responses to this question, where 64.8% of participants indicated that it is “fairly important” or “extremely important”. This finding indicates that, in this setting, the majority of learners value native-like pronunciation.

*Does it matter to you how your peers perceive your pronunciation of English? Why or why not?*

Of 145 respondents, 114 wrote a response to this question. Forty indicated that it is not important to them, as long as communication is not hindered. An example of this is the response of participant 39:

Peers’ perception is not important. Because in the end English is not my native language and for this reason it is not very logical to expect perfect pronunciation. The important points for me are that my pronunciation can be understood and that my ideas can be communicated.

Thirty-two indicated that it is important, especially related to their ability to be understood. For example, participant 136 stated, “It is important because the correct pronunciation of words improves the quality of communication.” Eighteen responses referred to the effect of social pressure on pronunciation. Participant 44 admits that pronunciation “can be the subject of teasing among students.” Participant 76 commented that, “It is important. Because I believe that my pronunciation is bad I do not want to speak English in class out of fear that I will disgrace myself.” Eight responses indicated that friends’ perceptions are important in as far as they are related to the process of language learning. This idea is exemplified by the response of participant 45:

If my friend can pronounce correctly those things which I mispronounce, then his/her feedback about my pronunciation is very important and I will try to correct my pronunciation using his/her guidance, however if the situation is exactly reversed, it is not important for me at all.

Additionally, eight others indicated that they believed pronunciation to be related to language proficiency. For example, participant 75 said, “It is important because being able to do something well and as it deserves to be done is in and of itself important.” Participant 177 expressed a similar idea: “Yes, it is important. In order to say that I have learned a language well, I need to be able to speak it with good pronunciation.” Seven responses were not relevant to the question. The categorized responses to this question can be seen in Figure 12. Other written responses to this question can be seen in Appendix D4.



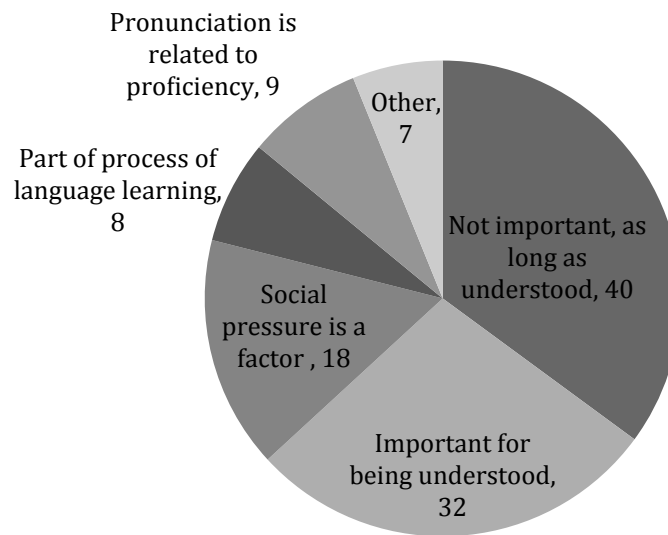


Figure 12 Question 20 responses by category

The responses to this question seem to indicate that the majority of participants (67 out of 114) believe that social factors have some sort of impact on or relationship with pronunciation, whether for the importance of communication, as a means of improving or testing one's own pronunciation, avoiding ridicule, or being accepted. This shows that there is, in general, an awareness of the social implications and effects of pronunciation.

*Do you feel that your cultural identity affects your pronunciation of English? If so, how?*

Of 145 respondents, 111 answered this question. Fifty-five respondents indicated that they don't feel cultural identity affects pronunciation of English. The majority of these responses did not provide any explanation further than "no" or "I don't think so". Twenty-nine responses indicated that they felt that native language affects pronunciation more than cultural identity. One response that reflects this idea is that of Participant 48:

Not my cultural identity but the Turkish language has affected my English pronunciation. The two languages have a variety of differences including the intonations, emphases and the necessary formation of one's mouth-tongue-lips.

Twelve respondents indicated that they thought that language and pronunciation are related to culture, in a sense answering yes to the question. Two examples of this idea can be seen in the responses of participants 67 and 80. Participant 67 wrote, "[...] language formation and one's way of speaking are shaped with culture". Participant 80 expresses a similar idea; "[...] when you are speaking a language it is spoken with that language's culture." Another response that aptly expresses this idea is that of participant 45:

I do feel that identity affects pronunciation because in Turkey there are many different, special cultures, such as Circassian, Turkish Anatolian nomads (Yuruk) and the Laz. One who was raised in one of these cultural environments, whether they like it or not, has a unique accent even when it comes to speaking pure Turkish, much less English. For this reason, of course my cultural identity also affects my pronunciation of English.

Seven expressed the belief that pronunciation (either of L1 or L2) is related to education level or socio-cultural origin. An example of this is seen in participant 73's response: "[...] having an open perspective prevents me from getting caught up and stuck on any sort of a hang-up. If the opposite were true, I would not have valued my pronunciation." Four responses reflected the belief that Turkish as an L1 allows its speakers to pronounce English better than speakers of other languages. Participant 32 expresses this idea: "I think that a person whose native language is Turkish can speak and pronounce English better than a person whose native language is not Turkish." Three responses gave an unqualified "yes" to the question. One response was not relevant to the question. The responses to this question can be seen in Figure 13. Other written responses to this question can be seen in Appendix D5.

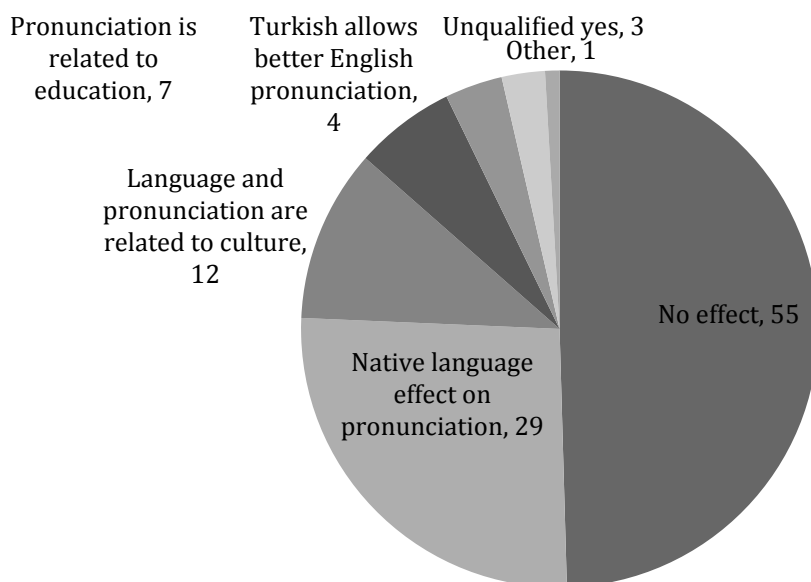


Figure 13 Question 21 responses by category

From the responses to this question only 15 (“unqualified yes”, and “language and pronunciation are related to culture”) out of 111 responses to this question indicated a belief that pronunciation is in some way related to culture. More (29 out of 111) believed that pronunciation is related to the speaker’s native language, but that this is in some way distinct from culture or cultural identity. The beliefs indicated by the respondents on this question are consistent with the findings of the correlation analysis: cultural identity does not seem to be directly related to pronunciation in this context.

### Conclusion

In this chapter, the findings from the CIQ were presented, including the cultural identity and national identity scores, the participants’ attitudes to pronunciation ratings, and language background information. The pronunciation task scoring procedures and findings were reported, and finally the results of the statistical

analyses related to the CIQ data and pronunciation data were reported. Also, the data related to participants' beliefs about and attitudes to pronunciation and identity were reported. In the following chapter, the findings will be discussed, especially as to how the data answer the two research questions. The limitations and implications of the study will be discussed, and suggestions will be made for further research.

## CHAPTER V: DISCUSSION AND CONCLUSIONS

### Introduction

The main purpose of this study was to explore the relationships between cultural identity, pronunciation ability and attitudes toward pronunciation of non-native speakers of English in an EFL setting, and to understand those speakers' attitudes toward their pronunciation of English. The methodology and process of the study has also provided additional information regarding a number of other related issues. The data collected for this study have provided further insight into the following topics: whether different speaking task types result in different pronunciation scores; whether self-rating of pronunciation is comparable to externally rated pronunciation scores; other variables believed to affect pronunciation ability; and, the relationship of a number of language background variables with cultural identity. The findings related to these topics are discussed in this chapter, especially in regards to the way they help to answer the main research questions.

### General Results and Discussion

#### *Pronunciation Scores*

##### *Differences Between Tasks*

In the analysis of the scores of each of the pronunciation tasks, it was found that the word list reading resulted, on average, in a higher pronunciation rating than either the sentence list reading or the free response. The scores resulting from the sentence list and the free response were not significantly different. It is possible that the fact that the word-list samples came first in the task rating procedure may have

had an effect on the scores given by the raters. However, Bongaerts, Planken and Schils (1995), also found that scores for a word list task were on average higher than those from sentence reading, paragraph reading or a free response task. Unlike in the present study, however, Bongaerts et al. found that the sentence-reading task resulted in lower scores than the free response task. Abu-Rabia and Kehat (2004) on the other hand, did not find a significant difference between reading task type and pronunciation scores, although the free response task seemed to result in lower scores than word list reading, sentence list reading or paragraph reading. Again, in the current study it is possible that the order of the task rating may have had an influence on the scores. For example, since the free-response task was rated last the raters may have been experiencing fatigue. In future studies of this nature, randomizing the order of the tasks during the rating procedure could minimize this effect. Other studies using pronunciation samples have tended to make use of only one type of task (cf. Asher & Garcia, 1969; Birdsong & Molis, 2001; J. Flege et al., 2006; J. Flege, Yeni-Konshian, & Liu, 1999; Oyama, 1976; Tahta, Wood, & Loewenthal, 1981b).

Considering the findings of the present study, and of previous studies, the variation in pronunciation scores resulting from different task types warrants further research. However, based on these findings, it is recommended that in research on pronunciation accuracy, more than one task type should be used, in order to ensure an accurate estimate of participants' pronunciation ability. If it is necessary to use only one task type, it is recommended that a sentence reading or free response task be used for a number of reasons. First, the sentence-reading or free-response tasks are more similar to real-life tasks than reading a word list, and are therefore more generalizable to actual pronunciation ability. Second, reading sentences or giving a free response

would tend to provide raters with a greater variety of sounds from which to judge pronunciation, in addition to providing information on sentence intonation, and fluency. Finally, since the sentence-reading and free-response tasks were more highly correlated with each other than either are with the word-reading task, this suggests higher reliability.

### *Self-rating*

In the present study, a moderate correlation was found between participants' pronunciation scores as rated by native speakers of English, and their own self-rating of pronunciation ability. This seems to suggest that learners of English are at least somewhat aware of their own level of pronunciation, and that their perceptions may be comparable to native speakers' perceptions of their pronunciation. This would indicate that in the minds of both learners and native speakers, there is a similar model of "accurate" pronunciation. However, due to the fact that it was a moderate correlation rather than a strong correlation, self-rated pronunciation scores may not be strongly reliable. It is also interesting to note here that the participants rated their pronunciation on a scale of "very poor" to "very good", and native speaker judged rated pronunciation samples on a scale of "strong accent" to "no accent"; this shows that what the participants deemed to be poor pronunciation was similar to what the native speakers assessed as a strong accent. This suggests that in learners' perceptions, a strong accent is viewed as "poor" pronunciation. The degree of correlation between self-rated pronunciation and native-speaker perceived pronunciation warrants further research, as well as the perceptions and beliefs of both learners and native speakers regarding pronunciation accuracy.

### *Pronunciation Variables*

Quite a few variables have been suggested to influence the pronunciation ability of non-native speakers of English. The main purpose of the present study was to understand whether cultural identity may be an additional factor in the mix, and in order to do this, some of the other factors believed to influence pronunciation were taken into account so as to be controlled for. The findings regarding some of these factors supported previous research on the subject, while for other factors the findings of the present study differed from those of previous research.

#### *Age of Beginning English Study*

The most commonly accepted predictor of pronunciation ability is the age at which an individual begins learning a foreign language. The majority of studies on pronunciation have been done in ESL settings, and in those studies this measure is most often called the age of immersion, age of arrival, or age of onset (Asher & Garcia, 1969; J. Flege et al., 2006; 1999; Oyama, 1976; Piske et al., 2001; Tahta, Wood, & Loewenthal, 1981b). All of these studies found that age of immersion or arrival was correlated with pronunciation ability. Though there are obvious differences between the age of immersion and the age of beginning English study (namely, amount and quality of exposure), the findings of the present study similarly found a moderate degree of correlation between the age of beginning, and pronunciation accuracy.

#### *Residence Abroad*

Due to the fact that the majority of pronunciation studies have been done in ESL settings, most have considered residence in terms of how long the participant has



lived in the setting. Studies that have included length of residence as a variable are those of Asher and Garcia (1969), J. Flege et al. (2006), Moyer (1999), and Tahta, Wood and Loewenthal (1981a). The results of the present study seem to support the findings of Asher and Garcia (1969), who found that residence in an English-speaking environment was significantly related to pronunciation scores. However, the findings of the present study are inconsistent with those of Flege et al. (2006), Moyer (1999) and Tahta et al. (1981b) all of whom found that pronunciation scores did not seem to improve with longer residence in an English speaking country. An important difference, however, between the present study and those mentioned above is that in those two studies, residence abroad was considered in terms of number of years, and it was found that longer residence did not mean less accented pronunciation, whereas in the present study, residence abroad was measured in nominal terms rather than as interval data. Participants were classified according to whether they had lived three or more months in an English speaking country or not. Length of time beyond three months was not considered. According to this classification, it was found in the present study that living in an English speaking country for three or more months appears to result in more native-like pronunciation; however, it provides no information as to whether longer residence is correlated with continued improvement in pronunciation. Another caution with regards to the findings of the current study is the fact that the analysis was based on a small sample of participants who reported living abroad: only 8 individuals reported a residence of three or more months in an English speaking country. Further research into the relationship between length of residence in an English speaking country and pronunciation accuracy is necessary.

### *Sex*

Several previous studies have suggested sex as a factor influencing pronunciation accuracy. A few studies (Asher & Garcia, 1969; Jiang et al., 2009; Tahta, Wood, & Loewenthal, 1981a) found that females tend to outperform males in pronunciation accuracy, but other studies (Elliott, 1995; Olson & Samuels, 1973; Piske et al., 2001; Purcell & Suter, 1980) did not find any sex differences in pronunciation ratings. The results of the present study support the findings of the latter set of research; no difference was found between the pronunciation scores of males and females.

### *Importance of Pronouncing English Like a Native Speaker*

The findings indicating a lack of relationship between pronunciation accuracy and importance assigned to native-like pronunciation present an interesting conundrum. An expressed belief that native-like pronunciation is important seems like it should equate to a high level of pronunciation accuracy, but this was not demonstrated in the present study. In light of the findings however, two conclusions are plausible. One, it could be that belief in the importance of native-like pronunciation is not equal to motivation to attain native-like pronunciation, but is valued in an abstract sense as something desirable but unattainable. Or two, it is possible that though individuals are motivated to attain native-like pronunciation, either for personal or professional reasons, motivation or desire alone are not sufficiently powerful to overcome other limitations preventing native-like attainment, such as lack of instruction or exposure to native speaker models. A number of written responses on the subject that indicate the felt lack of instructional resources seem to

support the second conclusion. It is however, impossible to draw a definite conclusion based on the results of the present study, and further research on this question is warranted.

### *Identity*

#### *Residence Abroad*

No significant difference was found in this study between the cultural identity scores of respondents who reported living in an English speaking country for three months or more, and those who did not. However, a significant difference was found between the national identity scores of those categories. It is worth noting here that the sample of participants reporting residence of more than three months abroad was small (23 individuals), and as a result, the following conclusions based on the findings should be treated with caution. That said, two possible explanations for the difference found seem plausible. It could be that residence abroad tends to weaken nationalistic feeling, but does not influence identification with other aspects of the home culture. Or, it could be that those families who already have less nationalistic feelings are the ones who tend to live abroad or send their children abroad. However, in either case, it seems that identification with the general aspects of the home culture is neither strongly affected by nor the cause of residence abroad. According to Bausinger (1999), the basis of identity is “everyday life, our trivial forms of communication and living, [and is] still shaped by our national, regional, local traditions...” (p.11-12). An individual’s cultural identity is instilled by patterns of life and social interaction, and is an outlook on the world that does not necessarily change with a change in environment. National identities, on the other hand, are constructed

through social discourse, especially within families, schools and other social institutions (Block, 2007, p. 30). It may be that national identities are more open to renegotiation than cultural identities when an individual is relocated into an environment where a different social discourse is taking place. It would be worth researching whether the length of residence abroad is related to greater differences in general cultural identity or in national identity.

### *Other Language Use*

In many definitions of cultural identity, shared language is included as a necessary ingredient of a common culture (cf. Bausinger, 1999; Block, 2007; Pavlenko & Blackledge, 2004). In the present study, it is interesting to note that there was a significantly higher average cultural identity score among those who reported use of a language other than Turkish in the home than those who did not (again, the sample size was relatively small: 24 individuals). It was also not clear from the reporting method whether that other language is the primary language in the home, or only occasionally used; however, it is surprising that those who use a language other than the shared cultural language would score higher in cultural identity. The questions on the questionnaire did not specifically refer to Turkey or Turkish identity, but to ideas and values thought to represent the culture. There is no reason that members of minority groups would not also share those ideas and values, but the pertinent question is why they tended to score higher in cultural affiliation. One possible explanation for this relates to the idea commonly taught in the Turkish national curriculum, that national unity depends on the homogeneity of the population (Canefe, 2002; Cayir, 2009). In most cases, those reporting language use other than

Turkish, reported languages such as Laz, Azeri, Kurdish, or other regional dialects or minority languages. If people from these minority groups feel that their cultural loyalty or right to belong is being called into question, they may consciously or subconsciously respond by overemphasizing their cultural identity, to “prove” that they belong. If, as Giles and Byrne (1982, as cited in Pavlenko & Blackledge, 2004) claim, language is a marker of ethnic identity and group membership, those trying to belong in a group while at the same time using the language of another group, will have to demonstrate their right to belong in other ways.

#### *Importance of Pronouncing English Like a Native Speaker*

A negative correlation was found between both cultural and national identity and how important native-like pronunciation of English was perceived to be. This finding provides evidence that pronunciation of a foreign language is in fact related to identification with the home culture. Those who are strongly affiliated with their culture seem to be less likely to value native-like pronunciation. However, this value does not appear to have any effect on actual pronunciation performance. As was noted previously, the value placed on having native-like pronunciation had no relationship with pronunciation scores.

#### *Pronunciation Training*

Some researchers have expressed concern that to try to change an individual's pronunciation is to tamper with their identity (cf. Jenkins, 2005; Porter & Garvin, 1989 as cited in Munro & Derwing, 1995). An initial conclusion, based on the findings that those who reported receiving pronunciation training had significantly lower cultural identity and national identity scores, would seem to confirm this

concern. However, it is inappropriate to assume that the lower identity scores were the result of the pronunciation training; it is equally likely that individuals who identify less strongly with their culture would more highly value native-like pronunciation of English, and would therefore enroll in pronunciation training classes. Another factor, which has not been examined in the present study, could be that of social status; elite families, with more exposure to other cultures and ideas, are very likely to be the ones who can afford to send their children to special pronunciation classes. Therefore, this finding does not provide convincing evidence that pronunciation training interferes or tampers with identity. Once again, it should be noted that the sample size of those reporting pronunciation training was relatively small (13 individuals), begging caution in the conclusions made about the effect of pronunciation training on cultural identity.

An interesting side-note here is the fact that a significant relationship was found between the importance placed on having native-like pronunciation and reported enrollment in pronunciation training classes, only in an unexpected direction; those who reported having received pronunciation training were significantly *less* likely to find it important to speak English like a native speaker. One reason for this may be that, as a result of the pronunciation training, the goals of the individual changed due to the perceived difficulty of attaining native-like pronunciation, or they were exposed to the idea that native-like pronunciation need not be the goal.

#### *Age of Beginning English Study*

Participants who began learning English at a younger age were found to have slightly weaker cultural identities. Two possibilities could explain this result.

According to Guiora, Beit-Hallahmi, Brannon, Dull and Scovel (1972), “essentially, to learn a second language is to take on a new identity”. It has been suggested that children are more easily adaptable to new identities (Guiora et al., 1972; Oyama, 1976). It is possible that when exposed at a young age to a different culture, through the medium of language learning, an individual’s identity development incorporates that language and culture in addition to their own, more so than if exposed at a later age. Another possible explanation is similar to that mentioned in the previous section; elite families who may tend to have more expansive cultural views are also the ones who are likely to start their children in language education at a younger age.

*Research Question 1: Identity, Pronunciation and Attitudes*

No relationship was found between the variables of cultural identity or national identity and pronunciation scores. This suggests that cultural identity does not directly affect pronunciation achievement. It also suggests that the carryover of phonological aspects of the mother tongue is not necessarily a means of expressing one’s identity. However, the findings discussed in the previous section about the importance placed on native-like pronunciation being related to cultural identity throw this conclusion into doubt. Clearly, there is some relationship between an individual’s identity and the way they wish to sound when speaking English. The pertinent question here then, is why there was no relationship between the importance assigned to the native-speaker standard and actual pronunciation outcomes. It may be that in this context, there are not enough opportunities available to enable learners to meet their pronunciation goals.

Another important element to keep in mind is the EFL context. According to Block (2007),

it is in [the adult migrant] context, more than other contexts, that one's identity and sense of self are put on the line... it is fairly difficult for individuals in FL contexts to experience the kinds of identity transformations associated with the naturalistic contexts of adult migrants (p. 5-6).

In a context where the home culture and the home language are the norm, the use of a foreign language does not bring identity under threat.

When the 100 ESL learners in Canada were asked if they felt their identity would be threatened if they were able to speak English with a native-like accent, their response was overwhelmingly negative – because they had full use of their own L1. They saw their L1 as the clearest expression of their identity (Derwing & Munro, 2008, p. 485).

Especially in a context where the native language and involvement in the native culture is in no way hindered, the manner of pronouncing a foreign language may not be a desired or necessary means of expressing identity.

### *Research Question 2: Attitudes and Beliefs*

There was a great degree of variation among the attitudes toward pronunciation expressed by the respondents. About half of the respondents (both from Likert scale responses and written responses) felt their pronunciation to be good; about half felt that it was not good. However, over half of the respondents indicated a sense of dissatisfaction with their pronunciation. This means that, even if a learner feels their pronunciation is good, they may yet desire to improve their pronunciation. Over half of participants believed that having native-like pronunciation of English is important. Only a handful of respondents felt that their cultural identity had any effect on their pronunciation of English, the majority feeling that there was no effect whatsoever, or that other factors such as native language or education had a greater



effect. It is worthwhile to note here, that based on the types of responses written on this question, it seems that there may have been a misunderstanding of what was meant by cultural identity. Many indicated that they believed their native language influenced their pronunciation of English, which seems to show an assumption that cultural identity was equal to native language. Making clear what was meant by cultural identity could have strengthened this question, and this in turn may have influenced how participants responded to the question. It is possible that with a clearer definition of cultural identity, more participants may have expressed a belief in a relationship between cultural identity and pronunciation.

The variation of responses for these questions demonstrates that learner goals and values for pronunciation are by no means homogeneous. A majority of learners in this context apparently desire to have native-like pronunciation or at the very least, to be closer to the native speaker standard. The views expressed on the lack of connection between identity and pronunciation indicates that these learners do not view the native speaker standard of pronunciation as a threat to the learners' own identities. However, many participants expressed an opposing view, stating that they felt their pronunciation to be adequate, and believed communication to be the goal, rather than native-like pronunciation. A few respondents also expressed the belief that their pronunciation is related to their cultural identities. These individuals would most likely be resistant to pronunciation training that holds native speaker pronunciation to be the standard.

### Implications of the Study

The most important implication of this study relates to the approaches taken in pronunciation instruction. It has been suggested that to try to change someone's accent is unethical because it tampers with their identity (Porter & Garvin, 1989 as cited in Derwing & Munro, 2008). However, as Derwing and Munro (2008) put it,

the extent to which a speaker can use accent to express identity is constrained by the degree to which accent features are volitional... If we enhance intelligibility and comprehensibility by working with volitional aspects, we increase rather than reduce the L2 speaker's choices for self-expression (p. 486).

Derwing and Munro reject the idea that pronunciation should not be taught in order to preserve identity. They advocate the position of learner choice, and assert that in order for learners to choose how to express their identity, they need to be given adequate resources. Moreover, they mention the social implications of accented speech, especially when accent interferes with intelligibility, and therefore advocate pronunciation training especially to improve intelligibility. They state that, "we don't think it is immoral or threatening to their identities to assist them to become more intelligible... denying students help with intelligibility on the basis of protecting their identity seems not only misguided but paternalistic" (p. 485). It was found in the present study that over half of the participants expressed a desire to improve their pronunciation, and found native-like pronunciation to be important. The implication of these findings is that, if learner attitudes and goals are to be taken into account, pronunciation instruction should be made available, and a native speaker standard would not be out of place. Moreover, since most participants did not believe their pronunciation to be related to their identity, seeking to improve learners pronunciation

need not be considered unethical; on the contrary, it is in line with the wishes of the majority of learners.

However, a native-like pronunciation goal for all learners should by no means be assumed or applied across the board. Moyer (1999) reported that half of her participants thought that “being understood ... was important but that perfect pronunciation was neither realistic nor necessary for overall fluency” (p. 88). Moreover, Lybeck (2002) found that some learners believed that they would lose their identity through the loss of their native accent (this was in a foreign language context). In the current study, it was found that many participants believed pronunciation was only important in so far as intelligibility was concerned. Though it was by far the minority, some also expressed the belief that their pronunciation is related to their identity. The implication of this is that, while it is important that pronunciation instruction should be available to learners, it should not be forced. It is inappropriate for researchers or teachers to dictate what pronunciation goals should be. Learners need to be made aware of the options open to them; whether they wish to aim for native-like pronunciation or improved comprehensibility, they ought to be encouraged in their goals and given the resources to attain them.

#### Limitations of the Study

As is usual with work of this sort, one of the major limitations of this research study was time. This was especially manifest in the pronunciation sample collection stage of the research. The CIQ was distributed to a large number of students, and those who indicated willingness to participate in a pronunciation sample interview were then contacted and interviewed. This was a very time-consuming process, in

addition to depending on the kindness of busy university students. The time limitations resulted in a small sample size; with more time, a larger collection of pronunciation samples could have been made, which would have strengthened a correlation study of this nature. Also, because the students who participated in the speech samples were volunteers, this would tend to self-select students who are more motivated in academic spheres, and may therefore tend to have better English and/or pronunciation ability.

Another important limitation of this study had to do with the difficulty of developing a good questionnaire. Although the questionnaire in this study was found to be reliable, it can be argued that a questionnaire cannot fully capture something as complex as identity. Especially in this context, where cultural and national identity are currently the topic of much debate and disagreement, the idea of a unified or unique cultural identity is extremely difficult to reduce into a sixteen-question questionnaire. In addition, as a result of the current lack of consensus on what constitutes the cultural or national identity, the topic is a very sensitive one, with strong feelings on all sides. The sensitive nature of the topic limited the types of questions that could be asked, for fear of offending students and causing conflict. This limitation on the questions may well have resulted in a weaker questionnaire, which was less effective at distinguishing between levels of cultural and national affiliation.

Another result of the sensitive nature of the topic was that the study was limited to only two universities, when ideally it would have included three or four. At one institution, the research was denied permission on the grounds of the sensitive nature of the questions, and at another it was seriously stalled and nearly stopped. As a result, the sample was limited to students mostly coming from one university, and a

small handful from another. This most likely limited the range of responses to the cultural identity questions, since the other universities would have provided a broader demographic sample. A broader range of samples might have led to different results in the relationship between pronunciation and identity.

### Suggestions for Further Research

As usual, this study has raised more questions than it has answered. Some of these questions have come from the methodology employed in the study and relate to the process of pronunciation assessment. One such question remains as to the variation in pronunciation scores resulting from different speech task types. It is unclear whether reading tasks and free response tasks result in different scores; the present study did not show such a difference, but previous studies have. Also, the degree of correlation between self-rated pronunciation and native-speaker perceived pronunciation warrants further research. Previous studies have shown that training in self-assessment of oral proficiency can not only improve self-assessment ability, but can have beneficial effects on language learning (Chen, 2008; Goto Butler & Lee, 2010; Patri, 2002); however, these studies failed to demonstrate correlations between self-ratings and native-speaker ratings of pronunciation. If a high degree of correlation can be shown, it may be expedient in future research of this type to use self-rating scores instead of having to gather actual pronunciation samples. More research is also needed on the amount of convergence of perceptions between learners and native speakers regarding pronunciation accuracy. The correlation between self-ratings and native speaker scores seems to indicate that there may be similar perceptions of what constitutes good pronunciation; however, some written comments

seem to indicate that the learners believe their pronunciation to be better than the given scores would indicate. It would be useful to know how similar perceptions are for the purposes of pronunciation instruction.

A number of questions still remain on the topic of variables influencing pronunciation accuracy. Age of beginning English study is clearly an important factor. However, questions still remain as to the effect of residence in an English speaking country. This study demonstrated that residence (as opposed to no residence) was related to more native-like pronunciation, but further research into the relationship between length of residence in an English speaking country and pronunciation accuracy is necessary. Also, the role of motivation on pronunciation achievement remains unclear. The results of this study seem to suggest that learners' believing native-like pronunciation to be important does not predict pronunciation outcomes, and more research as to why that is the case is needed. Further research into instrumental or professional motivation as a predictor of pronunciation accuracy may also be worthwhile.

A number of questions still remain related to the influence of language learning on identity, and as to the effect of identity on pronunciation. It would be worth researching whether the length of residence abroad is related to greater differences in general cultural identity or in national identity. Also, considering the evidence of the relationship between importance placed on native-like pronunciation and identity, and the apparent lack of relevance to the EFL context, the question of the nature of the relationship between identity and pronunciation remains unanswered. It would be worthwhile to do a correlation study of this type in an ESL context to better understand the influence of context. In addition, further research into

why value for native-like pronunciation does not lead to improved pronunciation may shed light into the issue of identity expression through pronunciation. Finally, more research on learner pronunciation goals is needed, to inform pedagogical practices in the area of pronunciation instruction in foreign language settings.

### Conclusion

The purpose of this research study was to explore the relationship between cultural identity and pronunciation of English, as well as to gain a greater understanding of non-native speakers' attitudes toward their pronunciation of English. It was hypothesized that individuals with a greater degree of identification with their native culture would tend to produce more accented English. This hypothesis was not supported by the results of the study in that no direct relationship between identity and pronunciation scores was found. However, the second hypothesis, that individuals with a greater degree of identification with their culture would tend to view native-like pronunciation as unimportant, seems to have been supported by the fact that a relationship was found between identity and how important native-like pronunciation was deemed to be. While this would seem to indicate a connection between identity and a learner's pronunciation goals, the majority of participants believed that their pronunciation of English was not related to their identity, and thus, not a means of expressing their cultural identity. It may be that the need to express identity through pronunciation would be more relevant in an ESL context, in which case the hypothesis might be supported. In short, the findings regarding the nature of the relationship between cultural identity and pronunciation in a foreign language context are inconclusive, and more research is needed.

The results of this study also revealed that many, though not all, learners view native-like pronunciation as the ideal, and that native-like pronunciation is not perceived to be a threat to cultural identity. This being the case, the researcher agrees with Derwing and Munro in “rejecting the idea that pronunciation instruction and identity preservation are mutually exclusive” (2008, p. 487), and recommends that learner goals for pronunciation be taken into consideration. In order to do this, more research is needed on what learner goals are, and also into the best methods of attaining them.

The issue of cultural identity as it relates to, and is expressed by, pronunciation of a foreign language remains an interesting and pertinent topic. It is impossible to deny the relevance of identity to language instruction, and particularly pronunciation instruction; however, the role of context and of learner beliefs and values is equally relevant. This study has taken one more step toward understanding cultural identity as it relates to pronunciation, and learner’s beliefs about pronunciation. Many more steps are needed, but if taken, will give greater choice, and therefore greater empowerment to the many millions of non-native users of the English language.



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## APPENDIX A1 – CULTURAL IDENTITY QUESTIONNAIRE, ENGLISH

**Cultural Identity and Pronunciation Questionnaire****Bilkent University, MATEFL**

This questionnaire is part of research being done on the relationship between cultural identity and pronunciation. There are two parts to the questionnaire. The purpose of the first part is to gain an understanding of your attitude toward certain aspects of your culture. The second part aims to gather information about your pronunciation of English and your language background. Your responses will be kept confidential, and are of great value to this study, so please be honest.

**Informed Consent:** I understand that I am answering this questionnaire voluntarily, and that my answers and the information they provide may appear anonymously in a Master's Thesis. I understand that by completing this questionnaire I am giving my permission for my responses to be used in this way.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name and Surname: \_\_\_\_\_

Department: \_\_\_\_\_

Age: \_\_\_\_\_ Sex:  M  F

**Part 1 – Identity**

Please indicate your opinion on the following statements by choosing the number that corresponds to how strongly you agree or disagree:

		Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
1	I feel privileged to be a citizen of my country	1	2	3	4	5
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	As a citizen, I have a responsibility to improve and advance my nation	1	2	3	4	5
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Some of the most important figures in world history have come from my nation	1	2	3	4	5
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I follow national news very closely	1	2	3	4	5
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
<b>5</b>	Sometimes languages other than my own native tongue are more effective at expressing complex ideas	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>6</b>	It bothers me that some musicians copy other countries' styles in their music	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>7</b>	It is my responsibility to take care of a bereaved neighbor by bringing them food or sitting with them	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>8</b>	I am afraid that if foreign cuisine becomes too common in my country, it will damage our traditional food culture	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>9</b>	I prefer foreign television programs over television programs produced by my own country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>10</b>	I would gladly give my life to defend my homeland	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>11</b>	You don't have to speak a country's national language to really be a member of that country	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>12</b>	People should be more willing to try food from other cultures	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>13</b>	Shared language is one of the most important factors in the unity of my nation	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>14</b>	It is very important for young people to visit their grandparents or other relatives during holidays	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>15</b>	One of the most important functions of schools is to teach children to be loyal to their nation	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>16</b>	Every political decision in my country should be made in line with the intentions of the nation's founders	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

## Part 2 – Pronunciation

Please answer the following questions, and explain where necessary.

<b>17</b>	How would you rate your pronunciation of English?				
	Very poor	Poor	Average	Good	Very good
	<b>1</b> <input type="checkbox"/>	<b>2</b> <input type="checkbox"/>	<b>3</b> <input type="checkbox"/>	<b>4</b> <input type="checkbox"/>	<b>5</b> <input type="checkbox"/>

Please explain:

<b>18</b> How satisfied are you with your pronunciation of English?					
	Very dissatisfied	Somewhat dissatisfied	Neither dissatisfied nor satisfied	Fairly satisfied	Very satisfied
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain:

<b>19</b> How important is it to you to pronounce English like a native speaker?					
	Completely unimportant	Mostly unimportant	Somewhat important	Fairly important	Extremely important
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please explain:

<b>20</b> Does it matter to you how your peers perceive your pronunciation of English? Why or why not?	
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Please explain:

<b>21</b> Do you feel that your cultural identity affects your pronunciation of English? If so, how?	
--	--

Please explain:

<b>22</b> What languages other than Turkish are spoken in your home? (check all that apply):					
<input type="checkbox"/>	Kirmancı	<input type="checkbox"/>	Zazaki	<input type="checkbox"/>	Lazca
<input type="checkbox"/>	Araçça	<input type="checkbox"/>	Kürtçe	<input type="checkbox"/>	Other (please specify)

**23** At what age did you begin learning English?

**24** Have you traveled or lived in an English-speaking country?  Y  N

If yes, how long were you there? \_\_\_\_\_

**25** Have you ever taken a pronunciation training course?  Y  N

If yes, for how long? \_\_\_\_\_

**26** Where did you grow up? (name of the city, town or village):

**27** Where did you go to highschool? (name of the school):

**28** What was your parents' highest level of education? (middleschool, highschool, vocational training (please specify), BA/BS, MA, PhD, other (please specify)):

Father: \_\_\_\_\_

Mother: \_\_\_\_\_

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Thank you very much for taking the time to thoughtfully complete this questionnaire. Your answers are valued and your time is appreciated!

If you would be willing to participate in the next stage of this research project, please leave your contact information:

Email address: \_\_\_\_\_



## APPENDIX A2 – CULTURAL IDENTITY QUESTIONNAIRE, TURKISH

**Kültürel Kimlik ve Telaffuz Anketi**  
**Bilkent Üniversitesi, MA TEFL 2011**

Bu anket kültürel kimlik ve sesletim ilişkisi üzerine yapılan araştırmanın bir kısmını oluşturmaktadır. İki bölümden oluşmaktadır. İlk bölüm Türk kültürünün bazı açıları hakkındaki tutumlarınız konusunda fikir edinmeyi amaçlamaktadır. İkinci kısım ise İngilizce telaffuzunuz ve dil geçmişiniz hakkında bilgi edinmeyi amaçlamaktadır. Cevaplarınız gizli tutulacaktır ve bu çalışma için çok değerlidir. Bu yüzden, lütfen açık yüreklilikle cevaplayınız.

**Bilgilendirilmiş Onay:** Bu anketi gönüllü olarak cevapladığımı ve cevaplarımın ve onların sağladığı bilgilerin isimsiz bir şekilde bir yüksek lisans tezinde görünebileceğini kabul ediyorum. Bu anketi tamamlayarak vermiş olduğum cevapların bu şekilde kullanılmasına izin verdiğimin farkındayım.

İmza: \_\_\_\_\_ Tarih: \_\_\_\_\_

Ad-Soyad: \_\_\_\_\_

Bölüm: \_\_\_\_\_

Yaş: \_\_\_\_\_

Cinsiyet:  Bayan  Erkek

**Kısım 1 – Kimlik**

Lütfen aşağıdaki ifadeler hakkındaki fikrinizi ne derece katıldığınız ya da katılmadığınıza uygun düşen sayıyı seçerek belirtiniz:

		Kesinlikle katılıyorum	Kısmen katılıyorum	Ne katılıyorum ne de katılmıyorum	Kısmen katılmıyorum	Kesinlikle katılmıyorum
<b>1</b>	Ülkemin vatandaşı olduğum için kendimi ayrıcalıklı hissediyorum	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>2</b>	Bu ülkenin vatandaşı olarak vatanımın gelişmesi ve ilerlemesi için sorumluluğum var	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>3</b>	Dünya tarihinde tanınmış önemli figürlerden bazıları benim ülkemden çıkmıştır	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>4</b>	Ulusal haberleri çok yakından takip ederim	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>5</b>	Kendi anadilim dışındaki başka diller bazen karmaşık fikirleri ifade etmekte daha etkilidir	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

		Kesinlikle katılıyorum	Kısmen katılıyorum	Ne katılıyorum ne de katılmıyorum	Kısmen katılmıyorum	Kesinlikle katılmıyorum
6	Bazı müzisyenlerin müziklerinde, başka ülkelerin tarzlarını taklit etmeleri beni rahatsız etmektedir	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
7	Yakınını kaybetmiş bir komşuyla yemek götürerek ve onunla oturarak ilgilenmek benim sorumluluğumdur	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
8	Yabancı mutfak lezzetlerinin ülkemde yaygınlaşırsa kendi geleneksel mutfak lezzetlerimizin gölgede kalacağından endişe duyuyorum	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
9	Yabancı televizyon programlarını izlemeyi kendi ülkemde yayınlanan televizyon programlarını izlemeye tercih ederim	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
10	Anavatanımı savunmak için canımı seve seve veririm	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
11	Bir ülkenin vatandaşı olmak için o ülkenin dilini konuşmak zorunda değilsin	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
12	İnsanlar başka kültürlerin yemeklerini denemeye daha istekli olmalıdırlar	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
13	Ortak dil ülkemde birlik ve beraberliğini sağlayan en önemli etkenlerden bir tanesidir	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
14	Gençlerin bayramlarda büyük anne/babalarını ya da diğer akrabalarını ziyaret etmeleri çok önemlidir	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
15	Okullardaki eğitimin en önemli işlevlerinden biri öğrencilere vatanına sadık olmayı öğretmesidir	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
16	Ülkemde alınan her politik karar vatanımızın kurucularının amaçladıkları ile paralel şekilde olmalıdır	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

## Kısım 2 – Telaffuz

Lütfen sıradaki soruları cevaplayınız ve gerektiğinde açıklayınız.

17	İngilizce telaffuzunuzu nasıl buluyorsunuz?				
	Çok zayıf	Zayıf	Orta	İyi	Çok iyi
	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Lütfen açıklayınız:

<b>18</b> İngilizce telaffuzunuzdan ne kadar memnunsunuz?					
	Hiç memnun değilim	Pek memnun değilim	Ne memnunum ne değilim	Oldukça memnunum	Çok memnunum
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Lütfen açıklayınız:

<b>19</b> İngilizce'yi anadili İngilizce olanlar gibi telaffuz etmek sizin için ne kadar önemli?					
	Hiç önemi yok	Çoğunlukla önemsiz	Biraz önemli	Oldukça önemli	Son derece önemli
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Lütfen açıklayınız:

<b>20</b> Arkadaşlarınızın sizin telaffuzunuzu nasıl algıladıkları sizin için önemli mi? Neden veya Neden değil?	
--	--

Lütfen açıklayınız:

<b>21</b> Kültürel kimliğinizin İngilizce telaffuzunuzu etkilediğini hissediyor musunuz? Eğer öyleyse, nasıl?	
---	--

Lütfen açıklayınız:

<b>22</b> Evinizde Türkçe'den başka hangi diller konuşuluyor? (Uygun olan tüm seçenekleri işaretleyiniz):		
<input type="checkbox"/> Çerkezca	<input type="checkbox"/> Zazaki	<input type="checkbox"/> Lazca
<input type="checkbox"/> Arapça	<input type="checkbox"/> Kürtçe	<input type="checkbox"/> Diğer (Lütfen belirtiniz)

**23** İngilizce öğrenmeye kaç yaşında başladınız?

**24** Anadil olarak İngilizce'nin konuşulduğu bir ülkeyi ziyaret ettiniz veya orada yaşadınız mı?  E  H

Evet ise, orada ne kadar süreyle kaldınız? \_\_\_\_\_

**25** Hiç telaffuz çalışması üzerine bir ders aldınız mı?  E  H

Evet ise, ne kadar süreyle? \_\_\_\_\_

**26** Nerede büyüdünüz? (şehrin adı, kasaba veya köy):

**27** Liseyi nerede okudunuz? (okulun adı):

**28** Ebeveynlerinizin en son eğitim durumu nedir? (ilkokul, orta okul, ilköğretim, lise, mesleki eğitim (lütfen belirtiniz), Lisans, Yüksek Lisans, Doktora, diğer (lütfen belirtiniz)):

Babanız: \_\_\_\_\_

Anneniz: \_\_\_\_\_

Bu anketi tamamlamaya nazikçe zaman ayırdığınız için teşekkürler. Cevaplarınız ve ayırdığınız zaman çok değerli!

Bu araştırmanın ilerleyen aşamasına katılmakta istekliyseniz lütfen iletişim bilginizi bırakınız:

E-posta adresi: \_\_\_\_\_

## APPENDIX B – PRONUNCIATION SPEAKING TASKS

### Task 1

*Please read through the following list of sentences one time silently, then read them aloud at a comfortable and natural pace.*

- 1) Arthur will finish his thesis within three weeks.
- 2) My sister Paula prefers coffee to tea.
- 3) Mat's flat is absolutely fantastic.
- 4) You'd better look it up in a cookbook.
- 5) The keys are in the drawer.
- 6) Singing is not thought to be a sport.

### Task 2

*Please read through the following list of words one time silently, then read them aloud at a comfortable and natural pace.*

- |           |            |
|-----------|------------|
| 1) day    | 6) survive |
| 2) pull   | 7) buy     |
| 3) keep   | 8) weight  |
| 4) basic  | 9) spring  |
| 5) bridge | 10) often  |

### Task 3

*Please respond to ONE of the following items (or you may substitute one of your own). Your response need be only 5–10 sentences (in English).*

- A. Describe your weekend or your daily routine: what you normally do, when, with whom, for how long, what's interesting about it, etc.
- B. Describe an experience you had which was meaningful in your life: Who was involved? How old were you? How did this influence you?
- C. Describe a person in your life who means a lot to you: How do you know this person? Why is he/she significant in your life?
- D. Describe a problem or challenge you recently faced and how you dealt with it: What steps did you take to solve it? What was the outcome? Who was affected?
- E. Discuss an issue or subject matter you are vitally interested in: why is this important for your life? How did you become so interested in it? What has shaped your views and knowledge of the subject?



**Pronunciation Scoring Sheet – Word List Task**

<b>Record</b>	<b>Strong accent</b>			<b>Intermediate</b>			<b>No accent</b>		
<b>1</b>	1	2	3	4	5	6	7	8	9
<b>2</b>	1	2	3	4	5	6	7	8	9
<b>3</b>	1	2	3	4	5	6	7	8	9
<b>4</b>	1	2	3	4	5	6	7	8	9
<b>5</b>	1	2	3	4	5	6	7	8	9
<b>6</b>	1	2	3	4	5	6	7	8	9
<b>7</b>	1	2	3	4	5	6	7	8	9
<b>8</b>	1	2	3	4	5	6	7	8	9
<b>9</b>	1	2	3	4	5	6	7	8	9
<b>10</b>	1	2	3	4	5	6	7	8	9
<b>11</b>	1	2	3	4	5	6	7	8	9
<b>12</b>	1	2	3	4	5	6	7	8	9
<b>13</b>	1	2	3	4	5	6	7	8	9
<b>14</b>	1	2	3	4	5	6	7	8	9
<b>15</b>	1	2	3	4	5	6	7	8	9
<b>16</b>	1	2	3	4	5	6	7	8	9
<b>17</b>	1	2	3	4	5	6	7	8	9
<b>18</b>	1	2	3	4	5	6	7	8	9
<b>19</b>	1	2	3	4	5	6	7	8	9
<b>20</b>	1	2	3	4	5	6	7	8	9
<b>21</b>	1	2	3	4	5	6	7	8	9
<b>22</b>	1	2	3	4	5	6	7	8	9
<b>23</b>	1	2	3	4	5	6	7	8	9
<b>24</b>	1	2	3	4	5	6	7	8	9
<b>25</b>	1	2	3	4	5	6	7	8	9
<b>26</b>	1	2	3	4	5	6	7	8	9
<b>27</b>	1	2	3	4	5	6	7	8	9
<b>28</b>	1	2	3	4	5	6	7	8	9
<b>29</b>	1	2	3	4	5	6	7	8	9
<b>30</b>	1	2	3	4	5	6	7	8	9
<b>31</b>	1	2	3	4	5	6	7	8	9
<b>32</b>	1	2	3	4	5	6	7	8	9
<b>33</b>	1	2	3	4	5	6	7	8	9
<b>34</b>	1	2	3	4	5	6	7	8	9
<b>35</b>	1	2	3	4	5	6	7	8	9
<b>36</b>	1	2	3	4	5	6	7	8	9
<b>37</b>	1	2	3	4	5	6	7	8	9
<b>38</b>	1	2	3	4	5	6	7	8	9

## Pronunciation Scoring Sheet – Sentence List Task

Record	Strong accent			Intermediate			No accent		
1	1	2	3	4	5	6	7	8	9
2	1	2	3	4	5	6	7	8	9
3	1	2	3	4	5	6	7	8	9
4	1	2	3	4	5	6	7	8	9
5	1	2	3	4	5	6	7	8	9
6	1	2	3	4	5	6	7	8	9
7	1	2	3	4	5	6	7	8	9
8	1	2	3	4	5	6	7	8	9
9	1	2	3	4	5	6	7	8	9
10	1	2	3	4	5	6	7	8	9
11	1	2	3	4	5	6	7	8	9
12	1	2	3	4	5	6	7	8	9
13	1	2	3	4	5	6	7	8	9
14	1	2	3	4	5	6	7	8	9
15	1	2	3	4	5	6	7	8	9
16	1	2	3	4	5	6	7	8	9
17	1	2	3	4	5	6	7	8	9
18	1	2	3	4	5	6	7	8	9
19	1	2	3	4	5	6	7	8	9
20	1	2	3	4	5	6	7	8	9
21	1	2	3	4	5	6	7	8	9
22	1	2	3	4	5	6	7	8	9
23	1	2	3	4	5	6	7	8	9
24	1	2	3	4	5	6	7	8	9
25	1	2	3	4	5	6	7	8	9
26	1	2	3	4	5	6	7	8	9
27	1	2	3	4	5	6	7	8	9
28	1	2	3	4	5	6	7	8	9
29	1	2	3	4	5	6	7	8	9
30	1	2	3	4	5	6	7	8	9
31	1	2	3	4	5	6	7	8	9
32	1	2	3	4	5	6	7	8	9
33	1	2	3	4	5	6	7	8	9
34	1	2	3	4	5	6	7	8	9
35	1	2	3	4	5	6	7	8	9
36	1	2	3	4	5	6	7	8	9
37	1	2	3	4	5	6	7	8	9
38	1	2	3	4	5	6	7	8	9



**Pronunciation Scoring Sheet – Free Response Task**

<b>Record</b>	<b>Strong accent</b>			<b>Intermediate</b>			<b>No accent</b>		
<b>1</b>	1	2	3	4	5	6	7	8	9
<b>2</b>	1	2	3	4	5	6	7	8	9
<b>3</b>	1	2	3	4	5	6	7	8	9
<b>4</b>	1	2	3	4	5	6	7	8	9
<b>5</b>	1	2	3	4	5	6	7	8	9
<b>6</b>	1	2	3	4	5	6	7	8	9
<b>7</b>	1	2	3	4	5	6	7	8	9
<b>8</b>	1	2	3	4	5	6	7	8	9
<b>9</b>	1	2	3	4	5	6	7	8	9
<b>10</b>	1	2	3	4	5	6	7	8	9
<b>11</b>	1	2	3	4	5	6	7	8	9
<b>12</b>	1	2	3	4	5	6	7	8	9
<b>13</b>	1	2	3	4	5	6	7	8	9
<b>14</b>	1	2	3	4	5	6	7	8	9
<b>15</b>	1	2	3	4	5	6	7	8	9
<b>16</b>	1	2	3	4	5	6	7	8	9
<b>17</b>	1	2	3	4	5	6	7	8	9
<b>18</b>	1	2	3	4	5	6	7	8	9
<b>19</b>	1	2	3	4	5	6	7	8	9
<b>20</b>	1	2	3	4	5	6	7	8	9
<b>21</b>	1	2	3	4	5	6	7	8	9
<b>22</b>	1	2	3	4	5	6	7	8	9
<b>23</b>	1	2	3	4	5	6	7	8	9
<b>24</b>	1	2	3	4	5	6	7	8	9
<b>25</b>	1	2	3	4	5	6	7	8	9
<b>26</b>	1	2	3	4	5	6	7	8	9
<b>27</b>	1	2	3	4	5	6	7	8	9
<b>28</b>	1	2	3	4	5	6	7	8	9
<b>29</b>	1	2	3	4	5	6	7	8	9
<b>30</b>	1	2	3	4	5	6	7	8	9
<b>31</b>	1	2	3	4	5	6	7	8	9
<b>32</b>	1	2	3	4	5	6	7	8	9
<b>33</b>	1	2	3	4	5	6	7	8	9
<b>34</b>	1	2	3	4	5	6	7	8	9
<b>35</b>	1	2	3	4	5	6	7	8	9
<b>36</b>	1	2	3	4	5	6	7	8	9
<b>37</b>	1	2	3	4	5	6	7	8	9
<b>38</b>	1	2	3	4	5	6	7	8	9

## APPENDIX D1 – PARTICIPANT RESPONSES TO QUESTION 17

- P6 because, since high school, my foreign language education has strongly emphasized writing, I can't say that my pronunciation is good
- P10 My pronunciation of individual words is not bad but when it comes to putting the words together to make a sentence my pronunciation becomes poor.
- P18 I think my pronunciation level is average because I have not had very many opportunities in my daily life, outside of school, to speak English.
- P19 Rather than reading in a dictionary I learn how to pronounce (a word) by listening to it and this is helpful for me (for my pronunciation).
- P21 If I speak honestly, it has not progressed because I have not worked very hard at speaking. I mix up most of the word's pronunciation.
- P22 Because I am shy/hesitant when I speak English sometimes this situation is reflected in my pronunciation.
- P24 I have been taking English lessons for 13 years and this also is beneficial for my pronunciation.
- P25 They say that I am good.
- P32 I believe that my pronunciation is better than other Turkish students' pronunciation.
- P43 My level of English education is not that high
- P44 I cannot say that it is bad but because I have seen some who are good I must say that it is average but unfortunately I find this insufficient. For this reason I would like to spend some time abroad.
- P45 One of the largest indications that you speak a language properly is correct pronunciation, there are words in English which are written almost exactly the same but their meanings are different, if they are not pronounced correctly a different meaning can be understood, I think that my pronunciation of most words, though not all words, is correct.
- P47 Turkey's level of English education (especially at Bilkent University where I study) is quite good however with respect to the pronunciation of English, the education level is not high. Whether I like it or not this also affects my pronunciation.
- P49 I believe, in spite of taking English classes for years in primary school and high school, that a sufficient amount of instruction was not given. From my perspective, when learning a foreign language speaking is very important but our education system didn't include much of this.
- P50 I do not know many words' pronunciation.
- P57 I think pronunciation is not given sufficient attention/importance in lessons
- P64 There should be required conversation club classes. I can only speak what is really necessary. Moreover the language education in BF (MOYO) is much worse than other departments.
- P66 Compared to many people around me I think I have good pronunciation; because language likes to show itself and I make an effort to improve myself to the best of my abilities.
- P67 I think it needs to be better
- P69 I consider myself to be better than the people around me.

P70 I am hesitant to speak English because my pronunciation is inadequate. Sometimes even a word that I know very well I pronounce incorrectly.

P71 I have been studying English since I was in primary school and for that reason I think I am good. Moreover, I have been abroad not just once but on many occasions and therefore improved my pronunciation.

P72 Honestly, I believe that sometimes I speak English very well and sometimes my English is close to poor. Most likely this is related to my lack of practice.

P73 I pronounce quite well those words that are a part of my vocabulary.

P76 I did not go to a kolej. I graduated from a state school. In high school we didn't have the opportunity to speak English. Our teachers' pronunciation was not good. Due to financial resources I have never been abroad. At my school there was no exchange programs with foreign schools.

P78 I can be understood quite well by a native English speaker.

P91 I believe that my pronunciation is good because I graduated from a school that gives foreign language instruction starting with primary school and I study at Bilkent.

P133 For example, I can converse with African Americans

P134 I have close to an American accent

P135 I am super, just kidding

P141 I can be understood better than other people

P142 People understand what I am saying. My teacher even said it was "amazing"

P143 My pronunciation can be understood, in fact a foreigner whose native language is English can easily understand me.

P144 It is enough for me

P147 Most Turks and foreigners understand me completely; at the very least, I don't feel like I am being nonsensical.

P148 I do not make an effort to speak with an accent. Sometimes I pronounce words correctly and sometimes incorrectly but actually it doesn't really interest me that much. The important thing is to be able to express myself and for what I said to be understood in some manner.

P181 I have some difficulties in speaking

### 36 Responses

16 Good or sufficient, can be understood easily

3 Good as a result of education

7 Poor

8 Poor as a result of education

3 want to improve

## APPENDIX D2 – PARTICIPANT RESPONSES TO QUESTION 18

P1 Even if I find myself to be good when compared with other students around me, I have a desire to be even better.

P6 it could be better

P10 I think I have the need to improve myself

P18 I am able to make do because I do not have difficulty in expressing myself.

However, for me this level of pronunciation is definitely not sufficient.

P19 When I speak neither my teachers nor my friends correct the way I pronounce words.

P22 I definitely think I need to have better pronunciation.

P24 It could be better, I could be able to speak in the accents of different countries.

P25 I think that I am sufficiently good, but if I were better it wouldn't be a bad thing.

P32 Foreign people understand what I mean easily.

P33 Because it is not enough

P43 My level of English education is not that high

P44 I am going to do all that I can to improve it.

P49 There are not that many opportunities to practice, for that reason I am not very satisfied.

P50 I cannot properly pronounce many words.

P57 In my opinion it is insufficient

P64 I only speak when it is necessary

P66 When I speak with foreigners they understand me easily.

P67 It should be better, I should be on top of it more.

P69 I think that I can be understood

P70 Actually, from my perspective, given the school that I studied at, I should have an amazing ability to speak but unfortunately it is not that way. I definitely need to study/take classes in order to improve my pronunciation.

P71 I worked very hard to improve my pronunciation and I will continue to work hard.

P72 My pronunciation isn't bad but if I were to put in some effort I could be better.

P76 I speak Turkish-English (i.e. Turkish)

P78 I do not have difficulty understanding, speaking or explaining.

P81 It can be understood well enough.

P132 It is enough for me if I am understood.

P133 It is not a problem given that I can be understood by every (???) person.

P134 I think I am sufficiently fluent

P140 I am working on my accents

P141 I have never had any difficulties

P142 Outside of grammar mistakes, it is quite correct

P143 I would like to be better at emphasis and intonation.

P144 I find it sufficient.

P147 It could be better, of course, but in the end English is simply a means/vehicle, I guess I do not see this language as a cultural value.

P148 Of course if you improve it, it would be better but as I said if I say the word "variable" as "verayıbı" there isn't that big of that difference between the two in my opinion.

P151 I could speak better

P152 Because I live in Turkey I don't pay much attention to my accent because people who speak the same language can easily understand one another's pronunciation

37 responses

13 satisfied (enough to be understood, or no problems)

6 mostly satisfied (could be better but it's not too important)

14 not satisfied (very unsatisfied or want to continue improving)

4 satisfaction not clear (but will continue working to improve)

## APPENDIX D3 – PARTICIPANT RESPONSES TO QUESTION 19

P6 because I am a foreign language student, my pronunciation should be very good

P10 Of course you cannot speak in exactly the same manner, but at least you should be able to communicate what you are trying to a certain degree.

P18 I do not expect a foreigner who is speaking Turkish to speak as successfully as a native Turkish speaker and therefore I do not think it is necessary for my pronunciation to be as good as that (i.e. a native English speaker's pronunciation).

P19 Within my own country it is not important but when going abroad I think it is important in order to be able to establish proper communication as the person you are speaking with must be able to understand what it is that you are saying.

P21 It is important for communication with foreign firms in one's work life, or even for some of the English exams necessary to get a job.

P22 I believe it is in order to have what you want to communicate viewed correctly and in order to avoid a situation where some pronunciation mistakes change the meaning of what you are saying.

P24 In the end I am not English or American, however I believe that being able to speak this language like a native speaker would be advantageous in my future work life.

P25 It isn't necessary to be able to speak like them; it is clear that English is not my native language and perfect pronunciation is therefore not expected.

P27 I think my pronunciation isn't that important given that even people who speak English as a native language pronounce it differently.

P32 It is important to be more understandable but as English is not my native language I know that I will never have the pronunciation of a native speaker. I think it is not a problem if I can be understood.

P33 I am trying an Indian accent.

P43 It is important that anything you do you do in the best possible fashion.

P44 whether we want to or not we have the need to know English like our native language. English is always going to spring up whether in work life or in social life. Pronunciation is an important part of a language. Specifically, we need to be able to explain ourselves to the people we are speaking with and we need to speak in a manner they can understand.

P47 It is important to have very good pronunciation in order to be able to communicate effectively when one goes to a foreign country for a vacation or for work.

P49 Because if I am going to do something I want to do it well.

P50 I want to learn both English and its pronunciation perfectly.

P53 I definitely think it is important in order to be able to establish good relationships and to be successful

P55 In the end if we are going to use their language we should teach it correctly.

P56 I don't think there is a problem as long as the other person can understand me.

P66 Because knowing a foreign language is important in all respects

P67 It is necessary to be able to understand one another better

P68 I should be successful in my career and therefore need to speak the language well]

- P69 It would be amazing, even if it is difficult
- P71 Because I am studying in a department that is related to English
- P72 I think it is necessary to make an effort to speak every language like a native speaker of that language.
- P73 If I am learning a language, in my opinion, it is very important that I speak that language like a native speaker because language should not be simply a means of understanding one another.
- P74 It is necessary that any language is spoken in its original manner.
- P81 It is individual (depends on the person), in that if someone uses “invented” or “feigned” pronunciation in their own language, it is also not a problem.]
- P132 As I explained, my real purpose in learning a foreign language is to be understood by those I am speaking with
- P133 What importance could there be, teacher? It is enough to be understood
- P134 In order to make the words more understood
- P135 Having good pronunciation and being understood run parallel
- P138 I do not think I got a very good education in the preparatory program (Hazirlik)
- P140 Different cultures, I mean languages, express different ... ideas, emotions, etc in a different manner.
- P141 The important thing is to be able to be understood
- P142 It is very necessary. When you don't have it due to the accent even the basic meaning can't be determined, i.e. whether someone means yes or no.
- P143 I think it is important in order for more people to easily be able to understand one another.
- P144 is important with respect to being able to be understood.
- P148 For one thing, it is an important detail that the foreign language I am speaking about is English. In this world there are many people whose native language is English and they have very different pronunciation from one another. English has now become the world language, for this reason, there is no such thing as “proper pronunciation” at this point.
- P151 I want a British accent
- P152 I might not be able to be understood with incorrect pronunciation
- P156 The important thing is to be able to read or listen to foreign sources and to be able to understand them. There is not much importance to pronunciation. Actually, it makes me happy when it can be understood from my pronunciation that I am a Turk. The one I am speaking with then shapes his/her communication and interaction according to this.
- P178 I'm planning to go to America for graduate school. For this reason, I think that I must have fairly good pronunciation.

43 responses

- 14 not important (important to be understood)
- 9 important (especially in order to be understood)
- 12 important (as part of correct language)
- 5 important for career success
- 3 not relevant

## APPENDIX D4 – PARTICIPANT RESPONSES TO QUESTION 20

P1 As long as I can be understood, it's not important at all

P2 The important thing is not the pronunciation, rather it is how we are understood (translated) by you.

P3 no, because it is enough that I can express what I want to explain

P4 It's important because when my pronunciation is bad, I feel bad.

P5 not important at all

P6 not very (important)

P7 if my friend is foreign, I pay attention to my pronunciation when I talk to him/her

P8 Yes it is important because I believe that with the language and pronunciation we use we establish correct communication with the one with whom we are speaking.

P9 It is important. In order to establish communication we must be able to understand one another.

P10 Yes, it is definitely important. Because poor pronunciation means poor communication. This is also bad in terms of relationships.

P11 It is somewhat important because I also want them to use proper pronunciation. But it is important that they like it.

P12 It is important. Because pronunciation is an important thing when you are speaking.

P13 It is not that important. Because I am completely confident that when I am speaking I do not seem absurd.

P14 Actually it is not that important. What is important is the meaning of what I have said.

P15 It is important. Because in order to have proper communication pronunciation is important.

P16 It is not that important

P17 It is important

P18 It is important in terms of being able to express myself well.

P19 Neither yes nor no. I cannot give this question a clear answer.

P20 no

P21 I don't think it is important how my friends view it because generally we are all the same and we understand one another.

P22 Yes, for me it is important. Speaking is the most well-known (accepted) means for people to communicate in order to understand one another and it is inescapable that pronunciation is important when you are speaking.

P23 How it is perceived by foreigners is more important than how it is perceived by my friends. If the person I am speaking with does not understand then there is no advantage of my knowing that language.

P24 It is somewhat important. Usually I receive positive reactions

P25 It is important because you only understand your good points when someone says them to you.

P26 It is not important because I try to use proper pronunciation.

P27 Not much. I don't care very much how my pronunciation is perceived provided that I can make myself understood.

P28 It is not very important. If I can communicate correctly it is enough.



P29 For me how my pronunciation is perceived is quite important in order to avoid misunderstandings because in a foreign language some words with different meanings have similar pronunciation.

P30 Of course it is important for the person I am speaking with to understand me if it is necessary to communicate. However, from another perspective, my pronunciation is not that important provided that I can explain what I want to say.

P31 Yes, it is very important because it is necessary that I am understood exactly regarding important topics.

P32 It is important in terms of speaking better than others

P33 hayır. I am perfect [ No]

P34 It is not important. Whether my pronunciation is correct or incorrect is not that important for me because I still consider myself to be a learner of English/in the learning period of English

P35 As long as I can express myself my pronunciation is not that important.

P36 It is not important

P37 It is not important. As long as I can be understood pronunciation is not important.

P38 Not important

P39 It is not important. Because in the end English is not my native language and for this reason it is not very logical to expect perfect pronunciation. The important points for me are that my pronunciation can be understood and that my ideas can be communicated.

P40 If it is referring to a friend whose mother tongue is a foreign language, in order to be able to understand one another easily pronunciation is important. However I don't think my Turkish friends are interested in how I pronounce a foreign language. At least, that is the way it should be.

P41 It's not how it's perceived, but whether or not it is understood that is important.

P42 It is important because what I want to say and which word I am pronouncing they should be able to understand as well as they understand a foreigner.

P44 Of course not. Everyone has a different manner of speaking and for this reason I don't work much about it but it can be the subject of teasing among students 😊.

P45 If my friend can pronounce correctly those things which I mispronounce, then his/her perspective about my pronunciation is very important and I will try to correct my pronunciation using his/her guidance, however if they situation is exactly reversed, it has no importance for me at all.

P47 The biggest indication of your knowledge of a language is your pronunciation. This is important both with friends and with others.

P48 I feel badly if I cannot express myself correctly. For this reason the correct meaning is important for me.

P49 It is important of course. It is difficult to understand if I pronounce words incorrectly.

P50 It is not important because you cannot learn a language immediately, it requires a period of time. The thoughts of people who do not understand this are not important to me.

P51 It is important

P52 Of course it is important because it is an indication of your level of a foreign language.

P53 It is important in order to be understood and to express oneself.

P54 It is important because pronunciation plays an important role in a person being able to express him/herself.

P55 It is not important. I know that it is good.

P57 This is really very important for me because the purpose of language is to understand one another and to establish communication. You cannot communicate correctly with incorrect pronunciation.

P62 It is important because this is a chance for me to judge myself

P63 It is not important because as long as I can be understood there is no problem.

P65 I surprise people with an accent they did not expect me to have

P66 How my foreign friends perceive me is important. I don't think it is right to make judgments about others with regard to a language that is not our own (our native language).

P67 It is not a problem if they understand me and if we establish good communication.

P68 Yes it is important. Because people may speak or explain better than you.

P69 It is not important at all because everyone has their own unique talent.

P70 As long as I do not make a huge mistake, pronunciation is not all that important. For me whether I like the way that I speak is more important than how my pronunciation is.

P71 Yes, it is important. Because even if we are speaking in a foreign language among ourselves, it is important to me that what I am saying can be clearly understood.

P72 The most important thing is to improve myself but how others perceive my pronunciation is also important to some degree.

P73 It is important because correct pronunciation is important for me.

P74 is not important because my friends are not experts on the subject.

P75 It is important because being able to do something well and as it deserves to be done is in and of itself important

P76 It is important. Because I believe that my pronunciation is bad I do not want to speak English in class out of fear that I will disgrace myself.

P77 yes

P78 Of course it is important. It is extremely important when communicating to be able to respond appropriately and to be able to understand one another and it should definitely be like this.

P79 It is important. If it is necessary for me to speak fluently and well in my own language it is the same for other languages. I think that understanding is connected to pronunciation.

P80 It is important because pronunciation shows one's proficiency in that language.

P81 no

P82 It is not important. Everyone may not have a talent for languages, the important thing is that one is able to express him/herself

P83 It is important

P84 it is important

P85 If my friends are Turks it is not important but if they are foreigners and I am speaking their language it is important because I want them to be able to understand easily.

P86 If their native language is English it is important, if not I do not think there is a

big difference between us and for this reason I wouldn't value it very highly.

P87 It is not important. The important thing is being close to a native speaker when I speak that language.

P88 It is important if my pronunciation is bad enough to inhibit communication with my friends. However since I have not experienced this difficulty at this time I do not find it important.

P89 It is important.

P91 It is not important because, since the primary purpose of knowing languages is to be able to communicate with foreigners, what my friends think does not interest me much.

P92 It is important because if we know a language or are learning something we should learn it completely and fully.

P93 It is important because if my pronunciation is good it will be a more fluent and effective conversation with my friends

P94 It is not that important but people always want to be better than they are

P95 Yes, sometimes it is important. If they perceive my pronunciation as poor, it lessens my desire to speak.

P96 Yes it is important because in this way I can correct my mistakes

P132 It is not important. My pronunciation is a part of my culture

P133 What importance could there be, teacher? It is enough to be understood

P134 It is important because I feel "cooler"

P135 It is important

P136 It is important because the correct pronunciation of words improves the quality of communication

P137 No, it is not important because the important thing is how much and how well I know the language. In the end, pronunciation is related to one's talent.

P138 no

P139 It is not a problem as long as I can be understood

P140 a cake is not a cake without icing on top

P141 It is not important

P142 Not important. If they understand what I am saying there is no problem

P143 It is not that important, it is more important that what I say can be understood.

P144 It is important that what is said can be understood

P146 Actually, both my Turkish pronunciation and my English pronunciation are not very good. I would like to speak well.

P147 It is important. In the end this is also a way to test your improvement of yourself.

P148 Of course it is important. I also do not want to speak like a fool. As one who values courtesy/gentility, I also take this seriously to some degree.

P150 It is not. I do not speak English with my friends

P151 It is not. All of my friends are Turks.

P152 It is not important because if I use the wrong pronunciation they can understand me

P153 We, as a society, commonly feel that, as English is a prestigious and important world language, we should speak it correctly and at an advanced level

P155 With respect to being able to understand me it is important but it is not that important (as long as I am understood)

P156 If the other people's thoughts about me are about my pronunciation it is not important for me. What is important is what I have said.

P176 It is important because in order to be promoted in my work life people have to like my pronunciation.

P177 Yes, it is important. In order to say that I have learned a language well, I need to be able to speak it with good pronunciation.

P178 It is important for good communication

P179 Not important since they understand me.

P181 no, it is important when I am speaking to a foreigner in order to be understood

114 responses

40 not important (as long as understood)

32 important (especially for communication)

18 related to social pressure

8 important as related to the process of learning

9 pronunciation is related to language proficiency

7 not relevant

## APPENDIX D5 – PARTICIPANT RESPONSES TO QUESTION 21

P1 The Turkish sounds and mouth formation affect my English pronunciation.

P2 I definitely agree, I think the environment in which and the manner of speaking with which people are raised is reflected in their accents.

P3 no because I have friends from my own culture that also have good pronunciation

P4 no

P5 no

P6 I don't think so because I know that Turkish, as a language, provides for pronunciation of quite a number of languages

P7 it doesn't affect it

P8 Yes, I feel that. Sometimes I feel that the English words that we use come out differently than it should.

P9 Yes. I feel that whichever language I am pronouncing my native language has an effect on it.

P10 Yes, but indirectly. Because our country is a poor and closed society, the majority of society does not value language education enough.

P11 It definitely has an effect. Because the sound patterns that you are accustomed to in your native language do not allow you to speak any other language, even from the same language group, perfectly.

P12 no

P13 Yes. Turkish, with respect to pronunciation, is basic in that it is spoken the way it is written. This could be a reason that my English is poor.

P14 My cultural identity does not affect my pronunciation

P15 It affects it indirectly. Because language is a part of culture, whether you want it to or not your pronunciation is affected by the way that you speak and the way you pronounce your language.

P16 I don't think it has much effect.

P17 no

P18 I do not think so.

P19 I do not think it is because of cultural identity but because of my native language there was an effect because especially when I started learning and with my initial words I had great difficulty because in contrast to Turkish I needed to speak (English) in a more gentle (softer) manner.

P20 no

P21 I don't think so. It is completely because I have not paid attention to it.

P22 Culture has an effect in all areas and, of course, this is also true with language, whether it be one's accent or the style in which one speaks, variations can always be seen based on culture. No language has the same pronunciation of words as another. For example, in Turkish there is the letter "ş", which does not exist in English, while in English there is the letter "w" which does not exist in Turkish. Because one is not accustomed to this, when one is pronouncing these words an obvious difference surfaces.

P23 I am from Mardin and my family spoke Arabic with me. As a result I have difficulty saying some English words.

P24 I do not think so. I think my pronunciation needs to be effective enough to

express/explain my own culture in English and to make myself heard.

P25 Of course. I think someone who speaks “Modern Turkish” will also easily be able to pronounce English. From my perspective, your cultural identity also has the biggest impact on how you speak your own language.

P26 Yes. Turkish and English sounds do not come out from the same place. People have a tendency to copy the sounds that they have heard the most.

P27 Yes, it has an effect. Turkish has different intonation and emphasis than English and I think that this has affected my pronunciation.

P28 no

P29 No, I do not agree

P31 Yes. In Turkish different pronunciation can be heard from different speakers.

P32 I think that a person whose native language is Turkish can speak and pronounce English better than a person whose native language is not Turkish.

P33 I do not feel that

P34 no

P35 I think our pronunciation is affected more by our accents than by our cultural identity.

P36 Yes. In the sense that it is not possible to speak English like Turkish is spoken.

P37 no

P38 no

P39 One of the most important elements is the language culture. In this respect my pronunciation is certainly affected by the different sound formations in my native language. In the same way, my pronunciation is significantly affected by the different areas of emphasis and intonation.

P40 Definitely. Our native language and the phonetic formulations we are accustomed to have a big effect on the pronunciation of a foreign language.

P41 no

P42 Yes, it has an effect because our language is spoken like it is written and does not contain consonants next to one another.

P43 Because I was raised in the city my aptitude to pronounce a foreign language may be greater than one who lives outside of the city.

P44 No but it definitely affects some of my friends and that is enjoyable ☺.

P45 I do feel that because in Turkey there are many different, special cultures, such as Circassian, Turkish Anatolian nomads (Yuruk) and the Laz. One who was raised in one of these cultural environments, whether they like it or not, has a unique accent even when it comes to speaking pure Turkish, much less English. For this reason, of course my cultural identity also affects my pronunciation of English.

P48 Not my cultural identity but the Turkish language has affected my English pronunciation. The two languages have a variety of differences including the intonations, emphases and the necessary formation of one’s mouth-tongue-lips.

P49 No, I do not feel that.

P50 no

P51 Yes, the television series that I watch to improve myself also improve my pronunciation. This is related to culture.

P52 No, because I have not come from any of the provinces.

P54 No, I do not feel that

P55 no

P57 I do not think so

P59 yes

P60 no

P63 I do not feel that.

P64 I do not feel this way

P65 It does not affect it

P66 I do not think so

P67 Yes because language formation and one's way of speaking are shaped with culture.

P69 It has no relationship with it

P70 I do not think that Turkish has a negative effect on English pronunciation. In my opinion, it does not result in an accent, we have clear English, I think.

P71 Yes, I think so because no matter how good my pronunciation is, I know that I will always be seen as a foreigner by the local people.

P72 Of course, my speaking of English is affected by cultural identity and language but it does not constitute that big of an obstacle.

P73 Yes because having an open perspective prevents me from getting caught up and stuck on any sort of a hang-up. If the opposite were true, I would not have valued my pronunciation.

P74 I don't think it has an effect.

P75 No, I do not think so.

P76 no

P77 No I do not feel that. I think that the improvement of pronunciation runs parallel with education and time.

P78 No, at least it doesn't affect me.

P79 Speaking words correctly and well is a demonstration of the importance awarded to a language and the level of cultural identity could be a secondary determining factor.

P80 No, I don't feel that because when you are speaking a language it is spoken with that language's culture.

P81 yes

P82 No. You cannot speak exactly in the same way as an American or an English person as long as you are not living in a society where English is the native language.

P83 Yes, due to the differences in accent and local language.

P84 Yes, due to accents

P87 Yes. If you learn a language later there will always be sounds that you cannot make that a native speaker can. This also affects pronunciation to a great extent.

P88 I do not think my cultural identity has affected my English pronunciation.

P89 yes

P90 No, I do not feel this

P92 no

P93 I don't think it has an effect.

P94 No, I do not feel this at all

P95 no

P96 No, I do not feel this

P132 My pronunciation is a part of my culture

P133 Of course it has an effect, even in Turkish pronunciation changes from one city

to another.

P134 no

P135 No, it does not have an effect

P136 Because my native language of Turkish has a different phonetic structure than English, it has an effect on my pronunciation but it does not constitute a big problem.

P137 Of course it could be because there are (???) structural differences and intonation differences. But I don't think this issue has caused a big problem.

P138 no

P139 It has an effect. There is such a thing as speaking English like a Turk

P141 Yes because I pronounce some words differently due to the patterns my mouth is accustomed to

P142 I mean, sometimes. There are some sounds that one's throat cannot adapt to.

P143 I do not feel that.

P144 I do not feel that.

P146 No. English is required

P147 However my cultural identity affects my Turkish pronunciation in the same way it affects my English pronunciation...

P148 I couldn't understand what you meant by cultural identity. Is this question referring to my being Turkish or my being from the Aegean region? Is it about my being a Turk, I definitely feel it. But I do not think it has anything to do with my being from the Aegean region.

P150 no

P151 no

P152 Those who share the same culture have similar pronunciation with one another

P153 I do not feel this. But if I came from a more rural background I could feel it.

P154 A person's native language and the style of expression, emphasis and intonation of one's native language has an affect when learning a foreign language.

P155 no

P156 I feel the effects with regard to emphasis and intonation.

P176 I don't think it has an effect.

P177 No, it doesn't effect it.

P178 I don't think there is an effect.

P179 Yes, because your mother language is always in our background, so it will affect the pronunciation of a second language

P181 no

111 responses

55 mostly unqualified no

29 native language affects it more than cultural identity

7 related to education or origin (i.e. rural/urban)

11 language and pronunciation are related to culture + 1

4 Turkish allows better pronunciation than other languages

3 unqualified yes

1 not relevant



## APPENDIX E – OPEN ENDED RESPONSES IN TURKISH

P1

19. Etrafımdaki diğer öğrencilerle karşılaştığımda iyi bulsam da daha iyi alması kemaatindeyim.

20. Beni anladıkları sürece hiçbir önemi yoktur.

21. Türkçe'nin oturması ve ağız yapısı sebepler İngilizce telaffuzumu etkiliyor.

P2

20. Önemli olan telaffuz değil, sizlerimizi nasıl aktardığımızdır

21. Kesinlikle katılıyorum, yetişilen çevreli konuşma biçimi insanlar aksanlarına yansımaklalar kiye düşünüyorum.

P3

20. Değil. Çünkü anlatmak istediğimi ifade etmem yeterli

21. Hayır. Çünkü telafuzu iyi olan aynı kültürden gelen arkadaşlarım da var.

P4

20. Önemli çünkü kötü telafuz yaptığımda kendimi kötü hissediyorum

21. Hayır

P5

20. Hiç önemli değil

21. Hayır

P6

17. Liseden itibaren aldığım yabancı dil eğitimi daha çok yazmayı gerektirdiği için, telaffuzum çok iyi diyemem.

18. daha iyi olabilir

19. yabancı dil öğrencisi olduğum için telaffuzum çok iyi olmalı

20. çok değil

21. sanmıyorum, ancak Türkçe'nin birçok dili telaffuz etmeye olarak sağlaya bir dil olduğunu biliyorum

P7

20. Arkadaşım yabancıysa onunla konuşurken telaffuzuma dikkat ederim

21. Etkilemiyor

P8

20. Evet önemli, çünkü kullandığımız dilimizle ve telaffuzumuzla karşıımızdaki insanlarla doğru bir iletişim kuracağımıza inanıyorum

21. Evet hissediyorum. Bazen kullandığımız İngilizce kelimeleri 'çıkarmamız gereken seslerden farklı çıkardığımızı' hissediyorum

P9

- 20. Önemli. Anlaşılabilir olalım ki iletişim kurabilelim
- 21. Evet. Kimi harfleri telaffuz ederken anadilimin etkisini hissediyorum

P10

- 17. Kelime telaffuzum kötü değil, ama kelimeleri birleştirip de cümleler kurmaya başlayınca telaffuzum bozuluyor
- 18. Kendimi geliştirmem gerektiğini düşünüyorum
- 19. Elbette tamamen aynı şekilde konuşamazsınız, ama en azından dendiğiniz belirli bir seviyede tutmalısınız
- 20. Evet, kesinlikle önemli. Çünkü kötü telaffuz, kötü iletişim demektir. Bu da ilişkiler açısından kötü olur
- 21. Evet, ama dolaylı olarak. Ülkemiz fakir ve kapalı bir toplum olduğundan, toplumun çoğunluğunun dil eğitimine yeterince önem verilmiyor

P11

- 20. Biraz önemli çünkü doğru telaffuz etmeyi onlardan çok ben isterim. Ama onların beğenmesi önemlidir
- 21. Kesinlikle etkiliyor. Çünkü anadilin kurulumuna göre alışmış olan ses teller her hangi bir aynı dil grubundan olmaya dili konuşmaya tam onlamıyla izin vermiyor

P12

- 20. Önemli. Çünkü telafuz konuşma sırasında önemli birşeydir
- 21. hayır

P13

- 20. Çok önemli değil. Konuşmamın absurd omadığı konusunda güvenim tam.
- 21. Evet. Türkçe'nin telaffuz açısından yalın olması yazıldığı gibi olevenması, İngilizce telaffuzumun alisansız olmasına neden oluyor

P14

- 20. Aslında pek önemli değil. Benim dediklerimi anlamaları önemli.
- 21. Kültürel kimliğim telaffuzumu etkilemiyor

P15

- 20. önemli. Çünkü sağlıklı bir iletişim için telaffuz önemli.
- 21. Dolaylı olarak etkiler. Dil de kültürün bir parçası olduğundan ister istemez konuşma yapısı ve telaffuzu dille oluşur ve telaffuzu etkiler.

P16

- 20. Pek önemli değil.
- 21. Çok etkilediğini düşünmüyorum.

P17

- 20. Önemli
- 21. Hayır

P18

17. Okul dışında ki günlük yaşantımda çok fazla İngilizce konuşma fırsatım olmadığı için telaffuzumun 'orta' derece olduğunu düşünüyorum.

18. Kendimi ifade etmekte zorlanmadığım için idare edebilecek durumdayım. Fakat kesinlikle bu telaffuz benim için yeterli değildir.

19. Ben Türkçe konuşan bir yabancı uyruklunun ana dili Türkçe olan bir kimse kadar başarılı olmasını beklemediğim için benim telaffuzumun da okadar iyi olması gerektiğini düşünmüyorum.

20. Önemlidir. Kendimi iyi bir şekilde ifade edebilmem açısından.

21. Düşünmüyorum.

P19

17. sözlükten okumak yerine dinlediğim için nasıl telaffuz edilmesi gerektiğini duyarak öğreniyorum bu da bana yardımcı oluyor.

18. konuştuğum zaman kelimelerim telaffuzundan dolayı öğretmenlerim yada arkadaşlarım tarafından düzeltilmiyor.

19. kendi ülkem için değil ancak yurt dışına çıktığınız zaman karşınızdaki kişinin sizin ne dediğinizi anlaması açısından önemli olduğunu düşünüyorum sağlıklı bir iletişim kurabilmek için.

20. ne evet ne hayır. bu soru için net bir cevap veremeyeceğim.

21. kültürel kimlik değil ama konuştuğum ana dilden dolayı özellikle ilk öğrenmeye başladığım zamanlarda th ile başlayan kelimeler benim için çok zordu çünkü Türkçenin aksine t'yi biraz daha yumuşatarak sese dökmem gerekiyordu bu yüzden etkiliyor.

P20

20. Hayır

21. Hayır

P21

17. açıkçası çok fazla konuşmaya çabalamadığım için gelişmedi. çoğu kelimenin telaffuzunu karıştırıyorum.

18. –

19. iş yaşamında yabancı firmalarla iletişimde, hatta işe alınırken yapılan bazı İngilizce mülakatlarda gerekeceği için önemli

20. arkadaşlarımın nasıl algıladı çok önemli değil çünkü genel olarak hepimizin aynı ve anlıyoruz birbirimizi

21. zannetmiyorum. tamamen özen göstermememle ilgili

P22

17. İngilizce konuşurken çekindiğim için bazen bu durum telaffuzuma yansıyor.

18. Kesinlikle daha iyi bir telaffuza sahip olmam gerektiğini düşündüğüm.

19. Bazen telaffuzlardaki yanlışlıkların her şeyin anlamını değiştirebildiği bir

durumun yaşanmaması için ve verilmek istenen iletinin doğru algılanılması gerektiğine inanıyorum.

20. Evet benim için önemli. İnsanların anlaşabilmesi birbirleriyle iletişim haline geçebilmesinin en bilindik iletişim yolu konuşmaktır ve konuşurken telaffuzunda büyük bir önemi olduğu kaçınılmazdır.

21. Etkileniyor kültür her alanda kendisinin etkisini gösteriyor tabikide bunun içine dilde giriyor gerek şive olsun gerek konuşma tarzı olsun her zaman kültüre göre değişiklik gösterir. her dilin birbiriyle sözcük söylemi aynı değildir. mesela türkçe de ş harfi varken ingilizcede yok ingilizcede w harfi varken türkçede yoktur. alışılmadığı için bu kelimelere söylerken telaffuz direk bir değişiklik gösterir.

P23

20. arkadaşlarımdan çok yabancıların nasıl algıladıkları önemli. karşımdaki beni anlamıyorsa o dili bilmemin hiç bir faydası yoktur.

21. Mardinliyim ve ailem benimle arapça konuşurdur. bu yüzden ingilizcedeki bazı kelimeleri çıkarmakta zorlanıyorum.

P24

17. 13 yıldır İngilizce eğitimi alıyorum, bunun faydası da telaffuza yarıyor.

18. Daha iyi olabilir, farklı ülkelerin aksanlarını konuşur hale gelebilirim.

19. Sonuçta İngiliz veya Amerikalı değilim, ancak ileride iş hayatına atılınca bu dili ana dil gibi konuşmanın yararlı olacağına inanıyorum.

20. Kısmen önemli, genelde olumlu tepkiler alıyorum

21. Düşünüyorum. Kendi kültürümü ifade etmek için İngilizcenin iyi olması gerektiğini, kendimi dinletebilmem için de telaffuzumun etkili olması gerektiğini düşünüyorum

P25

17. İyi olduğumu söylerler.

18. Yeteri kadar iyi olduğumu düşünüyorum ama daha iyi olsam da fena olmaz.

19. Onlar gibi telafuz etmeme gerek yok zaten bir yabancıyla konuşurken, benim anadilimin İngilizce olmadığını bilir ve benden mükemmel bir telafuz beklemez.

20. Önemli çünkü kendi iyi noktalarınızı kendiniz ancak birisi size söylediğinde anlarsınız.

21. Tabi ki. "Modern Türkçe" ile konuşan birisi İngilizce'yi de rahat telafuz eder diye düşünüyorum. Zaten kendi dilinizi nasıl konuştuğunuzdaki en büyük etken de kültürel kimliğinizdir bence.

P26

20. Önemli değil çünkü ben doğru telaffuz etmeye çalışırım.

21. Evet. Türkçe ve İngilizcedeki seslerin çıkış yerleri aynı değil. İnsan en çok duyduğu sesleri kopyalamaya eğilimli.

P27

19. Anadil olarak İngilizce kullananlar bile farklı şekillerde telafuzlar kullanırken benim telafuzumun pek bir önemi olduğunu düşünmüyorum.

20. Pek değil. Kendimi anlatabildikten sonra telafuzumun pek nasıl algılandığı pek umrumda olmaz.

21. Evet etkiliyor. Türkçe'de tonlama ve vurgu İngilizce'de olandan farklı ve bunun telafuzumu etkilediğini düşünüyorum.

P28

20. ÇOK ÖNEMLİ DEĞİL, İLETİSİMİMİ DOĞRU KURMAMI SAĞLASIN YETER.

21. HAYIR

P29

20. Yabancı dilde bazı farklı anlamlı kelimelerin telafuzları birbirine benzediği için yanlış anlaşılmalara sebebiyet vermemek amacı ile benşim için telafuzumu nasıl algıladıkları oldukça önemlidir.

21. Hayır katılmıyorum

P30

20. Eğer iletişim kurmam gerekiyorsa karşıdakinin beni anlaşılması tabii ki önemli fakat bunun ötesinde, istediklerim anlattığım sürece telaffuzumun çok da önemi yok.

P31

20. Evet önemli. Çünkü önemli konularda beni tam olarak anlamaları lazım.

21. Evet. Türkçe'deki farklı ağızlardan, farklı telaffuzlar duyulur.

P32

17. Diğer Türk öğrencilerin telaffuzundan daha iyi olduğunu düşünüyorum. (I believe that my pronunciation is better than other Turkish students' pronunciation.)

18. Karşımdaki yabancı söylemek istediğimi rahatlıkla anlayabiliyor. (Foreign people understand what I mean easily.)

19. Daha net anlaşılır olması için önemli ama anadilim olmadığı için asla o derece iyi telaffuz edemeyeceğimin farkındayım. Anlaşıldığım sürece sorun yok demektir diye düşünüyorum. (It is important to be more understandable but I am not native English speaker so my not speaking English as native speaker is not big problem for me because I am aware of that English is not my mother tongue.)

20. Önemli. Onlardan daha düzgün konuşmak açısından. (It is important in terms of speaking better than others)

21. Anadili Türkçe olan birinin, ana dili Türkçe olmayan birinden daha iyi İngilizce konuşabildiğini ve telaffuz edebildiğini düşünüyorum. (I believe that a person whose mother tongue is Turkish speaks English a lot better than other people whose mother tongue is not English. By the way Turkish people's pronunciation is better than the others who are not native English speaker.)

P33

- 18. Çünkü yeterli gelmiyor
- 19. Hint alesanı deniyorum
- 20. hayır. I am perfect
- 21. Hissetmiyorum

P34

- 20. Önemli değil. Zira zaten hala ingilizce öğgrenme sürecinde olduğumu düşündüğüm için yanlış vey a doğru telafuz etmek benim için o kadar da önemli değil
- 21. hayır

P35

- 20. Kendimi ifade edebiliyorsam telaffuzum ped bir önemi yok
- 21. Kültürel kimliğimizden çok şiremizin telaffuzum konusunda etkili olduğu düşünüyorum

P36

- 20. Önemli değil
- 21. Evet. Türkçe konusur gibi ingilizce konuşmak mümkün olmadığından

P37

- 20. Önemli değil. Anlaşabıldığım sürece telaffuz önemli değildir
- 21. Hayır

P38

- 20. Önemli değil
- 21. Hayır

P39

- 20. Önemli değil. Çünkü sonuç olarak İngilizce benim anadilim değil ve bu yüzden mükemmel bir telaffuz beklemek çokta mantıklı değil. Telaffuzumun anlaşılır olması ve düşüncemi aktarabilmem önemli olan noktalar benim için.
- 21. Dil kültürün en önemli elementlerinden biridir. Bu bağlamda anadilimin ses yapısının farlı olması elbette telaffuzumu etkiliyor. Keza vurgu ve tonlama yapılan yerlerin farklı olmasıda telaffuzu oldukça çok etkiliyor.

P40

- 20. Sözkonusu anadili yabancı dil olan bir arkadaş ise, daha rahat anlaşabilmemiz açısından telaffuz önemlidir. Ancak Türk arkadaşlarımla benim yabancı dil telaffuzumla ilgilendiklerini sanmıyorum. En azından böyle olması gerekir.
- 21. Kesinlikle. Anadilimizin ve alışkın olduğumuz fonetik yapısının yabancı dil telaffuzunda etkisi büyük. Örneğin genelde bu nedenle İngilizce konuşan bir Türkofon'u ayırt edebilmek çok zor olmayabiliyor.

P41

- 20. Nasıl algıladıkları değil, anlayıp anlamamaları daha önemli.

21. Hayır.

P42

20. önemlidir çünkü ne demek istediğimi hangi sözcüğü telafuz ettiğimi bir yabancı kadar onlarda anlamalıdır.

21. evet etkiliyor bizim dilimiz yazıldığı gibi okunur ve yan yana sessiz harfler bulunmaz bu yüzden

P43

17. ingilizce eğitimi mazim çok fazla değil

18. yukarıdaki açıkladığım nedenden dolayı

19. yaptığın bir işi en güzel biçimde yapmak önemli bir şeydir.

21. şehirde büyüdüğüm için yabancı dillerin telaffuzuna yatkınlığım taşradaki birinden daha fazla olabilir.

P44

17. Kötü diyemem ama iyilerini de gördüğüm için orta demem gerekiyor ama malesef yetersiz buluyorum, bunun için yurt dışında bir süre bulunmak istiyorum.

18. Geliştirmek için elimden geleni yapacağım.

19. Artık biz istesekte istemesekte İngilizce'yi ana dilimiz gibi bilmemiz gerekiyor. Gerek iş hayatı için olsun gerek sosyal hayat için olsun, İngilizce hep karşımıza çıkacak. Telaffuz çok önemli bir yere sahip dilde. Ayrıca, kendimizi karşı tarafa anlatabilmemiz gerekmektedir ve onun anlayabileceği şekilde konuşmalıyız.

20. Hayır tabiki. Herkesin farklı konuşma biçimi vardır bu yüzden pek takmam ama dalga konusu olabilir öğrenciler arasında :) ...

21. Hayır ama bazı arkadaşlarımdan kesinlikle etkiliyor ve eğlenceli oluyor :)

P45

17. bir dili doğru telaffüz etmek o dili doğru konuştuğunun en büyük göstergelerinden biridir, ingilizcede yazılışları hemen hemen aynı ama anlamları farklı kelimeler var, doğru telaffüz edilmezse farklı anlama gelebiliyor, ben de tam anlamıyla olmasada çoğu kelimenin telaffüzü doğru kullandığımı düşünüyorum.

20. Eğer arkadaşım benim yanlış kullandığım telaffuzu doğru kullanabiliyorsa o zaman onun benim telaffuzum hakkındaki görüşü çok önemlidir ve onun direktifleri doğrultusunda telaffuzumu düzeltmeye çalışırım fakat durum tam tersiyse hiçbir önemi yoktur benim için.

21. Hissediyorum çünkü Türkiyede bir çok farklı özel kültürler var çerkez,yörük,laz bunlardan bazıları. Bu kültür ortamlarında yetişen bireylerin bırakın İngilizcesini öz Türkçesi bile ister istemez bu kültürlerin kendine has şivesinin etkisinde geliyor. Bu yüzden benimde kültürel kimliğim elbette ingilizce telaffuzumu etkiler.

P47

17. Türkiye'de ingilizce eğitim seviyesi(özellikle okumakta olduğum Bilkent Üniversitesinde) oldukça iyi ancak ingilizce telaffuzu açısından verilen eğitim yüksek

değil buda ister istemez benimde telaffuzumu etkilemekte.

19. Yabancı bir ülkeye tatil yada iş amaçlı gidildiğinde iletişimin daha sağlıklı olabilmesi için telaffuzun çok iyi olması önemlidir

20. Bir dili bilmenin en büyük göstergesi telaffuzdur buda gerek arkadaş çevresinde gerek başka çevrelerde önemlidir.

P48

20. Eğer istediklerimi doğru anlatamassam kendimi kötü hissederim.Bu yüzden doğru anlamaları benim için önemli.

21. Kültürel kimliğimin değil de Türkçe dilinin ingilizce telafuzumu etkilediğini düşünüyorum.Ses tonları , vurguları ve konuşmak için gereken ağız-dil-dudak yapısı iki dil arasında çeşitli farklılıklar gösteriyor.

P49

17. yıllardır ilkokulda ve lisede ingilizce dersini görmüş olmamıza rağmen yeterli düzeyde öğretim verilmediğine inanıyorum. Yabancı bir dili öğrenirken konuşmak çok önemli bence ama bizim eğitim sistemimizde bu pek yok

18. pratik yapma imkanım olmuyor pek ,o yuzden çok da memnum değilim .

19. çünkü bir iş yapıyorsam onda iyi olmak isterim.

20. önemli tabiki . kelimeleri yanlış telafuz ettiğimde anlamak zor oluyor.

21. hayır, hissetmiyorum.

P50

17. bir çok kelimenin telaffuzunu bilmiyorum.

18. bir çok kelimeyi doğru telaffuz edemiyorum.

19. ingilizceyi telaffuzuyla birlikte tamamen öğrenmek istiyorum.

20. önemli değil çünkü bir dili öğrenmek bir anda olmaz belli bir süreçten geçmesi gerekmektedir bunu anlamayan insanların ne düşündüğü benim için önemli değil.

21. hayır.

P51

20. önemli

21. evet , izlediğim diziler, kendimi geliştirmiş olmam teleffuzumu da geliştirir. Bu kültür ile ilgilidir.

P52

20. Elbette önemli, çünkü bu; yabancı dilimin ne seviyede olduğunun bir göstergesidir

21. hayır, çünkü herhangi bir yöreden gelmiş değilim. İstanbul ağızıyla konuşan her türk'on gayet rahat telaffuz edebilceği karışındayım

P53

19. Gerek (akodalık?) gerekse sivil hayatta başarılı olmak güzel ilişkiler kurabilmek için kesinlikle önemli olduğunu düşünüyorum



20. Anlaşılabilir olmak kendini anlatabilmek önemli olsa gerek  
 21. Katılıyorum. Ulusal dikler daha çok yetişme tarsi yaşanan (orta?) hatta daha çok günlük kullanılan dilin bunun (??) oldukça etkisi var.

P54

20. önemli çünkü telaffuz insanın kendini ifade etmesinde önemli rol oynar  
 21. hayır hissetmiyorum

P55

19. sonuçta onlerim dilini kullanıyorsak tam öğretmeliyiz  
 20. önemli değil iyi olduğunu biliyorum  
 21. hayır

P56

19. Diğer kişi beni anlıyor ise sorun olduğunu düşünmüyorum

P57

17. Derslerde telaffuza yeteri kadar önem verilmediğini düşünüyorum  
 18. bana göre yetersiz  
 20. Bu benim için gerçekten çok önemli. Çünkü dilin amacı anlaşmak ve iletişim kurmaktır. Yanlış telaffuzla doğru iletişim kurulamaz.  
 21. Düşünmüyorum

P59

21. Evet

P60

21. hayır

P62

20. önemli, çünkü bu kendimi yargılamam için bir fırsat

P63

20. önemli değil çünkü eğer anlaşılabiliriyorsam sorun yok  
 21. hissetmiyorum

P64

17. zorunlu conservation dub dersleri olmalı. Sadece gerektiğinde konuşuyorum. Ayrıca BF (MOYO) da dil konusundaki eğitim diğer bölümler göre çok daha kötü  
 18. sadece gerektiği zaman konuşuyorum  
 20. Soruyu tam alarak algılayemedim  
 21. hissetmiyorum

P65

- 20. şaşırtıyorum, benden beklenmeyen aksanımla
- 21. etkilemiyor

P66

- 17. çevremdeki bir çok insana göre iyi bir telaffuzumun olduğunu düşünüyorum; çünkü dil öğrenmeyi seviyor ve olabildiğinin en iyisi olması için kendimi geliştirmeye çabalıyorum
- 18. yabancı insanlarla konuştuğumda benirahartlıkla anlıyorlar
- 19. çünkü yabancı dil bilmek her aşından çok önemli
- 20. yabancı arkadaşlarımın beni nasıl algıladıkları önemli. Anadilimiz olmaya bir dil için başkaları hakkında yorum yapmayı doğru bulmuyorum
- 21. düşünmüyorum

P67

- 17. daha iyi olması gerektiğini düşünüyorum
- 18. daha iyi olmalı, daha hakim olmalıyım
- 19. daha iyi anlaşılabilmek için gerekli
- 20. beni anlıyorlarsa ve sağlıklı iletişim kuruyorsak sorun yok
- 21. evet çünkü dil yapısı ve konuşma biçimi kültürle şekilleniyor

P68

- 19. Meslek hayatımda başarılı olmalı ve çünkü dil gibi konuşmak için
- 20. evet, önemlidir. Çünkü, insanlar senin konuştuğundan daha iyi konuşuyor ya da daha iyi anlıyor olabilir

P69

- 17. Kendimi etrafımdakilere göre daha iyi buluyorum
- 18. anlaşılabilirliğimi düşünüyorum
- 19. zor olsa da, mükemmel olurdu
- 20. hiç önemli değil çünkü herkesin kendine özgü bir yeteneği vardır
- 21. alakası yok

P70

- 17. Telaffuzumdaki eksiklikten dolayı ingilizce konuşmaktan çekiniyorum. Bazen çok iyi bildiğim bir kelimenin telaffuzunda bile yanlışlık yapıyorum
- 18. Sonuçta okuduğum okuldan dolayı konuşma yeteneğimin muhtesem olması gerekiyor bence. ama ne yazık ki öyle değil. telaffuzumun düzelmesi için kesinlikle bir eğitim almam lazım.
- 20. Çok çok büyük bir yanlış yapmadığım sürece telaffuzda çok da önemli değil. benim için telaffuzumun nasıl olduğu, kendi konuşmamı beğenip beğenmemem daha önemli
- 21. Türkçenin ingilizce telaffuzuna olumsuz bir etki bıraktığını düşünmüyorum. bence bir aksan katmıyor, temiz bir ingilizcemiz var bence.

P71

17. ilkokuldan beri ingilizce eğitim görmekteyim, bu sebeple ingilizcemin iyi olduğunu düşünüyorum. Ayrıca 1'den tarzla defa yurtdışında bulundum ve telaffuzumu geliştirdim

18. telaffuzumu geliştirmek için çok fazla çalıştım, daha da fazla çalışacağım

19. çünkü ingilizce ile ilgili bir bölümde okuyorum

20. evet önemli. Çünkü aramızdan yabancı bir dilde bile konuşuyor olsak, ne söylediğimin net olarak anlaşılması benim için önemlidir

21. evet düşünüyorum, çünkü ne kadar iyi telaffuz edersem edeyim, yerel kişiler tarafından 'yabancı' olarak görüleceğimi biliyorum

P72

17. açıkçası ingilizceyi bazen çok iyi, bazen de kötüye yakın konuştuğuma inanıyorum. Bunun büyük intimalle az Pratik yapmamla ilgisi var.

18. telaffuzum fena değil, ama çaba gösterirsem daha iyi olabileceğin

19. her dili o dili yerlisi gibi konuşulmasına çaba gösterilmesi gerektiğini düşünüyorum

20. öncelikil olan kendimi geliştirmem, ama başkalarının da telaffuzumu nasıl algıladıkları bir ölçüde önemli

21. tabi ki, kültürel kimliğin ve dilin ingilizce konuşmam konusunda etkileri var. ama çok da engel teşkil ede bir sorun değil

P73

17. sözcük dağarcığımdaki kelimeleri gayet iyi telaffuz edebiliyorum

19. eğer bir dil öğreniyorsam, bence, o dilin kendi vatandaşı gibi konuşmam çok önemli çünkü dil sadece bir anlaşabilme aracı olarak kalmamalı

20. önemlidir. Çünkü doğru telaffuz benim için önemli

21. evet. Çünkü açık görüşlü oluşum herhangi bir takıntıya saplanıp kalmamı engeliyor. Aksı takdirde telaffuzumu önemsemezdim

P74

19. herhangi bir dilin asıl konuşulduğu şekilde konuşulması serekir

20. Önemli değil. Çünkü arkadaşlarım bu konuda uzman değiller

21. etkilediğini düşünmüyorum

P75

20. Önemli çünkü bir şeyi iyi ve layikiyla yapabilmek başlı başına önemlidir

21. hayır düşünmüyorum

P76

17. kolejden mesun değilim. Bir devlet okulundan mezunum. Lisede ingilizce konuşma fırsatımız yoktu. Hocaların telaffuzları iyi değildi. Maddi olanaklardan ötürü hiç yurtdışında bulunmadım. Okulu da yurtdışından herhangi bir okulla anlaşması yoktu.

18. Türk ingilizcesi konuşuyorum

20. önemli. Telaffuzumun kötü olduğuna inadığımdan sınıf içinde ingilizce konuşmak istemiyorum rezil olurum korkusuyla

21. hayır

P77

20. Evet

21. hayır hissetmiyorum ingilizce telaffuzun gelişiminin eğitim ve zamanla paralel olduğunu düşünüyorum

P78

17. ana dili ingilizce olan bir kişiyle gayet iyi bir şekilde anlaşabilirim

18. anlama, konuşma ve anlatma sorunu çekmiyorum

20. tabii ki önemli. İletişimde karşılıklı uyum söyleabilmek, anlaşabilmek oldukça önemlidir ve böyle olmakla kesinlikle

21. hayır, en azından ben etkilemiyorum

P79

20. önemli. Kendi dilimde akıcı ve güzel konuşmam gerekiyorsa bu diğer dillerde de böyledir. Anlaşılır olmanın telaffuza bağlı olduğunu düşünüyorum

21. kelimelerin doğru ve güzel çıkması dile verilen öneminde bir göstergesidir. Ve kültürel kimliğin düzeyini aşağı belirleyici bir factor olabilir

P80

20. Önemli, çünkü telaffuz o dildeki yetkinliği gösterir

21. hayır hissetmiyorum, çünkü dili konuşurken, konuşulan dilin kültürüyle konuşulur

P81

18. yeterince anlaşılır

19. kişisel, fakat başkası kendi diline göre uydurarak telaffuz ederse de sorun değil

20. değil

21. evet

P82

20. önemli değildir. Herkesin dil yeteneği olmayabilir önemli olan kendini ifade edebilmektir

21. hayır. İngilizce anadili kullanan bir toplumda yaşamadığın sürece bir Amerikalı veya ingilizce tamamen aynı şekilde konuşamazsın

P83

20. önemli

21. evet. Aksan ve yöresel konuşma farklılıklarından dolayı

P84

20. önemli  
21. evet. Aksanlardan dolayı

P85

20. Eğer arkadaşlarım Türkse önemli değil ama yabancılar ve ben onların dilin konuşuyorsam önemli. Çünkü beni rahatlıkla anlamalarını isterim  
21. –

P86

20. eğer anadilleri İngilizceyse önemli, değilse aramızda pek fark olduğunu düşünmüyorum, o yüzden pek önem vermeyebilirim  
21. –

P87

20. önemli değil. Önemli olan şey konuştuğum dilin o dili anadili olarak konuşan insanlara yakınlığı  
21. evet. Bir dili sonradan öğrendiyse o dilde ana dil olarak konuşan insanların çıkardıkları ama sizin çıkaramayacağınız sesler her zaman mevcuttur. Bu da telaffuzu son derece etkili

P88

20. eğer arkadaşlarımla iletişime engel olacak kötü bir telaffuza sahip olsaydım önemli olurdu. Ancak şu anda böyle bir sorun yaşamadığım için bunu önemli bulmuyorum  
21. kültürel kimliğimin İngilizce telaffuzumu etkilediğini düşünmüyorum

P89

20. önemlidir. Kelimeleri en (inişkilte??) telaffuz ???  
21. evet, isteriş ????

P90

21. hayır, hissetmiyorum

P91

17. anaokulunda beri yabancı dil eğitimi olan bir kolejden mezun olduğum ve bilkentte okuduğum için telaffuzumun iyi olduğuna inanıyorum  
20. önemli değil; çünkü bildiğim diller yabancılarla iletişimimde öncelikli olduğu için arkadaşlarımla düşünceleri beni pek ilgilendirmiyor

P92

20. önemli. Çünkü bir şeyi, bir dili biliyorsak öğreniyorsak tam anlamıyla öğrenmeliyiz  
21. hayır

P93

20. önemli çünkü telaffuz güzel olursa daha akıcı ve etkili bir konuşma olur arkadaşlarımla

21. düşünmüyorum etkilediğini

P94

20. çok da önemli değil. Ama insan hep daha iyi olmak ister

21. hayır. Hiç hissetmiyorum

P95

20. evet, bazen önemli. Telaffuzum kötü olarak algılanırsa, konuşma isteğim azalır

21. hayır

P96

20. evet önemli, bu sayded yanlışlarımı düzeltebilirim

21. hayır, hissetmiyorum

P132

17. tam bir türk aksanına sahibim

18. anlaşılman benim için yeterli

19. belirttiğim gibi, yabancı dil öğrenmekdeki ama amacım karşılıklı anlaşmaktır

20. önemli değil, telaffuzum benim kültürümün bir parçasıdır

21. bkz 20

P133

17. örneğin afro-americanlarla ruhabbet kurabiliyorum

18. her (????) insanla anlaşabildiğine göre, sıkıntı yok

19. ne, önemi var hocam, anlaşılabilir olmak yeter

20. check the answer at 19

21. tabi etkiler, türkçe de bile şehirden şehire telaffuz değişir

P134

17. Amerikan aksanına yakın

18. yeterince akıcı olduğunu düşünüyorum

19. kelimelerin daha anlaşılır olması için

20. önemli. Çünkü kendimi daha 'cool' hissediyorum

21. hayır

P135

17. Süperim, şakıyorum

19. telaffuzun iyi olması anlaşılır olmakla paraleldir

20. Önemli

21. hayır. Etkilemiyor

P136

20. önemli çünkü sözcüğün doğru telaffuz edilmesi iletişim kalitesinin yükseltilmesi için önemlidir

21. anadilim olan türkçe'nin fonetik yapısı ingilizce'den farklı olduğu için telaffuzumu etkilemekte ancak büyük bir sorun teşkil etmemektedir

P137

20. hayır, önemli değil. Çünkü önemli olan benim o dili ne kadar ve nasıl bildiğimdir. Sonuçta telaffuz, kişinin yetereğinede bağlı birşeydir

21. tabi ki olabilir çünkü (???) yapı farklılığı vardır ve tanımlama farklılıkları. Ama (???) bu konuda çok fazla sorun çıkardığını sanmıyorum

P138

17. hazırlıkta iyi eğitim almadığım düşünüyorum

20. hayır

21. hayır

P139

20. anlaşıldığım sürece sorun yok

21. türk gibi ingilizce konuşmak diye birşey var etkiliyor

P140

17. hayatta eğilimim ve eğitimin dil yönünde gerçekleimiştir

18. aksanların üstünde çalışıyorum

19. farklı kültürler yani diller, yapıları gereği fikirleri ver duyguları vs.. farklı şekilde tayırlar

20. a cake is not a cake without icing on top

21. –

P141

17. Diğer insanlarda daha kolay anlaşılıyorum

18. hiç sıkıntı yaşamadın

19. önemli olan anlaşılabilirlik

20. önemli değil, çünkü gihirlere hurşun işlemez

21. evet, çünkü ağız alışkanlığıyla bazı kelimeleri farklı telaffuz ediyorum

P142

17. insanlar ne dediğimi anlıyor. Hocamda 'amazing' dedi yani.

18. beni grammar hantası dışında gayet düzgün

19. aşırı lazım olmadıkça aksan var-yok farketmiyor

20. değil. Ne dediğimi anlıyorsa sıkıntı yok

21. yani, bazen. Bazı seslere boğaz adapte olamıyor.

P143

17. anlaşılır bir telaffuzum var, fakat anakili ingilizce olan biri yabancı

olduğumu rahatlıkla anlayabilir

18. vurgu ve tanımlama konusunda daha iyi olma isterdim

19. daha fazla insan tarafından daha kolay anlaşılma için önemli olduğunu düşünüyorum

20. çok önemli değil, daha çok söylediklerimin anlaşılabilir olması önemli

21. hisstemiyorum

P144

17. bana yeterli

18. yeterli buluyorum

19. anlaşılabilirlik açısından önemli

20. denilenin anlaşılabilmesi önemli

21. hissetmiyorum

P145

17. okuduğum bölüm Amerikan Kültürü ve edebiyatı

P146

20. yani, benim türkçe telafuzum da ingilizce telafuzum da çok iyi değildir.

Güzel konuşmak isterim

21. hayır. İngilizce şart

P147

17. türkler çoğunlukla, yabancılar tamamen beni anlıyorlar; saçmaladığımı hissetmiyorum en azından

18. daha iyi alabilir tab, ama ingilizce bir araç sonuçta, kültürel bir değer vermiyorum sanırım bu dile

19. –

20. önemli. Eh, sonuçta bu da bir kendini geliştirme test yolu

21. kültürel kimliğim türkçe telafuzumu nail ekliliyorsa ingilizce telafuzumu da etkiliyor. Kültürel kimlik kelimelere verilen önemi ve duyuları saygıyı belirliyor olsa gerek

P148

17. aksanları konuşmak için çaba harcamıyorum. Sözcükleri bazen doğru bazen yanlış söylüyorum ama bu beni pek ilgilendirmiyor zaten. Önemli olan kendimi ifade edebilmek ve söylediğimin bi'şekilde anlaşılması

18. geliştiren daha iyi olur tabi. Ama dediğim gibi, 'variable' sözcüğümü 'verayıbıl' olarak söylemek ile söylememek arasında pek büyük bir fark yok bence

19. Bir kere bahsettiğimi yabancı dilin ingilizce olması önemli bir ayrıntı. Bu dünyada anadili ingilizce olup da birbirinden çok farklı telafuza sahip olan insanlar var! İngilizce dünya dili oldu artık, bu yüzden onun 'doğru telafuzu' diye bir kavram yok bundan sonra

20. önemli elbet. Kazma gibi konuşmayı da istemem. Nezakete önem veren biri olarak, bunu da o (ölçük??) ciddiye alırım



21. kültürel kimlikten kastını anlayamadın. Bu, 'Türk olmamla' mı yoksa 'Egeli olmamla' mı ilgili bir soru? Eğer türk olmamlaysa, elbette hissediyorum. Ama egeli olmamla bir alakası olduğum düşünmüyorum

P150

- 18. neyi?
- 20. değil. Arkadaşlarımla ingilizce konuşmuyorum
- 21. hayır

P151

- 18. daha iyi konuşabilirim
- 19. ingiliz aksanı istiyorum
- 20. değil. Bütün arkadaşlarım türk
- 21. hayır

P152

- 18. türkiye'de yaşadığım için telaffuza (akadan??) önem vermiyorum çünkü aynı dili konuşan insanlar birbirlerinin telaffuzlarını rahatça anlayabiliyorlar
- 19. yanlış telaffuzla anlaşılmayabilirim
- 20. önemli değil. Çünkü yanlış telaffuz yapsamda onlar beni anlayabiliyor
- 21. aynı kültürü paylaşan insanların telaffuzlarıda benzer oluyor

P153

- 20. ingilizce'nin prestjli ve dünya (çapında??) önemli bir dil olmasının (setini??) olarak toplum içerisinde düzgün ve lieri seviye ingilizce konuşmanın barkısını sürekli hissedeiz
- 21. hissetmiyorum fakat daha kırsal bir kesimeden geliyor (???) hissedebilirdim

P154

- 21. insanın kendi ana dili ve ana dilindeki ifade tarzları, vurgu ve tanlamaları yabancı bir dil öğrenirken etkiliyor

P155

- 20. beni anlamalar. Açısından önemli. Ama çok da mühim değil. (anlaşıldığım sürece)
- 21. hayır

P156

19. önemli olan yabancı dildeki kaynakları okuyup-dinleyip anlayabilmektir. Telaffuzun çok önemi yoktur. Ayrıca telaffuzumdan türk olduğumun anlaşılması da beni mutlu eder. Karşımdakinin de benimle olan iletişimini ve davranışlarını ona göre şekillendirir.

20. başkalarının hakkımdaki düşünceleri eğer telaffuzumla alakalıysa benim için önemsizdir. Önemli olan ne söylediğimdir

21. vurgu ve tanımlama açısından etkilendiğini hissediyorum