



ANADİLİ İNGİLİZCE OLMAYAN İNGİLİZ DİLİ ÖĞRENCİLERİNİN ANADİL AKSANLI İNGİLİZCELERİ ÜZERİNE YANSITMALARI: BİR TÜRK VAKASI

NON-NATIVE EFL STUDENTS' REFLECTIONS ON THEIR L1-ACCENTED ENGLISH: A TURKISH CASE

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ÖZET

Bu çalışma, İngilizce'yi yabancı dil olarak öğrenen Türk öğrencilerin, kendi İngilizce telaffuzlarına olan tutumlarını incelemeyi hedefler. Çalışma, Türkiye, İstanbul'daki bir devlet üniversitesinde 60 İngilizce hazırlık öğrencisi ile yapılmıştır. Araştırma ölçeği olarak, Tokumoto ve Shibata (2011) ait 12 maddelik bir anket kullanılmıştır. Bu maddeler, Bohner ve Wanke (2002) ve Garrett et al. (2003) tarafından tanımlanan öğrenci tutumlarının bilişsel, duygusal ve davranışsal bileşeklerini ölçmektedir. Sonuçlar, Türk İngilizce hazırlık öğrencilerinin, her ne kadar anadili İngilizce olan ve olmayan insanlar tarafından anlaşılabilirliklerini düşünseler de, İngilizce aksanlarının anadil aksanı gibi olmadığı konusunda hemfikir olduklarını göstermiştir. Katılımcılar İngilizce aksanlarıyla kendilerini güvende hissetmediklerini, bu aksana sahip olmayı sürdürmek istemediklerini, çünkü İngilizce'lerinin, anadili İngilizce olan bir birey gibi sesletimlenmesini arzu ettiklerini belirtmişlerdir. Cinsiyete ilişkin olarak, her ne kadar her iki grup da (dişi ve erkek katılımcılar) İngilizcesi anadil olan konuşmacılarla karşılıklı yaptıkları kültürlerarası iletişimlerini hakkında olumsuz inanç belirttilerse de; dişi katılımcılar, aksanlarının uluslararası iş dünyasında erkek öğrencilerin aksanlarında daha fazla kabul gördüğünü ileri sürmüşlerdir.

Anahtar sözcükler: Aksan, Telaffuz, Öğrenci tutumları, Anadil-olmayan, Yabancı dil olarak İngilizce

ABSTRACT

The present study aims to examine the attitudes of Turkish learners of English as a foreign language (EFL) to their English pronunciation. The study was conducted with 60 students studying at an English preparatory school of a state university in İstanbul, Turkey. A 12-item questionnaire adopted from Tokumoto and Shibata (2011) was used to collect the data. The items are designed to measure cognitive, affective and behavioural components of learners' attitudes described by Bohner and Wanke (2002) and Garrett et al. (2003). As the results showed, Turkish EFL learners highly agreed that they had a non-native English accent even though they thought that their accent is understandable by both native and non-native speakers of English. The participants reported that they did not feel confident with their English pronunciation and they did not want to maintain their accent because they desired to sound like a native-speaker. Regarding gender, the female participants believed that their accent was acceptable for international business world more than male students did, although both groups reported negative beliefs for the acceptability of their accent for mutual cross-cultural communication with English native-speaker people.

Keywords: Accent, Pronunciation, Learner attitudes, Non-nativism, English as a Foreign Language (EFL)

1. INTRODUCTION

The conceptualization of the use of English in different contexts has resulted in the recognition of English as Lingua Franca (ELF), which is the language used by many people from different first language (L1) backgrounds to have contacts with other people with different cultural and linguistic

backgrounds in the world. Such an immensely wide use of English language as LF and as a means of communication all over the world has caused a controversial debate about its status inevitably (Kılıçkaya, 2009). As part of this debate, Kachru (1985) proposed his *Concentric Circles of English* model and classified the users of English in different countries into three strands: Inner Circle referring to the countries where English is the primary language (i.e. the UK and the USA), Outer Circle (which was later named as New Englishes by Bolton (2004), including the countries in which English is an official or widely-used second language (i.e. India and Nigeria, and Expanding Circle consisting of the countries where English is learnt as a foreign language (i.e. Turkey and Japan). In his classification, there was an emphasis on three issues: the historical context, the status and the functions of English in several regions. According to Sirithar (2016), “he argued for a pluralistic, socially realistic view of the English-using World in this paradigm, where each circle has different contexts, uses and users (Sirithar, 2016, p. 1). Accordingly, there have been arguments developed regarding whether English should be taught as an inner circle language or its adapted and indigenised version by many outer circle or expanding circle countries (i.e. Matsuda, 2003; Rajogapalan, 2004; Jenkins, 2007).

As a result of growing arguments, in the world of teaching English as a foreign language (EFL), recent research has focused on the perceptions of teachers related to ELF (i.e. Timmis, 2002; Kuo, 2006; Sifakis, 2009). It was found that native speaker pronunciation is attached great importance and perceived as the target of language learning since learners frequently have an idealized notion of native-speaker spoken norms and in favour of more prestigious inner circle models than others.

Similarly, in Turkey, which is counted as an “expanding circle” country, native-speaker pronunciation and its impact on English language learning has also been under investigation by some studies (Öztürk, Çeçen & Altınmakas, 2009; Coşkun, 2011). Especially, the studies conducted in the field of Second Language Teacher Education (SLTE) indicated that having, learning, and teaching native speaker English is stated as an ideal for pre-service teachers. From EFL students’ perspective, only a few research studies have focused on their attitudes towards their pronunciation (El-dash & Busnardo, 2001; Cargile, Takai & Rodriguez, 2006; Fraser, 2006; Sung, 2013). These studies came up with the results that most of the students favoured native speaker accents and only some students found that their own variants easy to understand and even socially attractive. However, EFL learners’ perspectives on accent variation have not gained much interest in the similar types of studies conducted in Turkey. Considering the importance of the attitudes of Turkish EFL learners towards their L1-accented English in their language learning, the present study aimed to find and deal with more evidence to fill this gap of research.

2. THEORETICAL BACKGROUND AND RELATED RESEARCH

Studying the attitudes and perceptions of EFL learners with different language backgrounds towards their English accent has been an interest for many researchers (El-dash & Busnardo, 2001; Timmis, 2002; Cargile, Takai and Rodriguez, 2006; Fraser, 2006; McKenzie, 2008a; McKenzie, 2008b; Tokumoto & Shibata, 2011; Sung, 2013).

In the Brazilian context, El-dash and Busnardo (2001) employed a matched-guise study to provide a more accurate picture of the attitudes of adolescents towards native English speakers and Portuguese speakers. The researchers employed a semantic differential scale which was designed for a local situation and a comparative subjective vitality questionnaire. In relation to the impact of the English language, it was found that approximately half of the participants favoured English speakers while the other half favoured Portuguese speakers. The researchers interpreted the results as “revealing a general lack of experience with the prestige of English in the adult world; these adolescents may thus belong to a milieu in which the awareness of international globalization processes has yet to emerge” (El-dash & Busnardo, 2001, p. 71). Furthermore, the solidarity orientations were found surprising in that these also were approximately equally distributed between higher evaluations for English-speaking and Portuguese-speaking guises.

Cargile et al (2006) conducted a study with 113 undergraduates at two Japanese universities. The participants were asked to listen to tape-recordings of both male and female speakers of African American Vernacular English and mainstream US English, and then to complete questionnaire items in Japanese, about their impressions of the speakers. The Japanese university students favoured African-American vernacular English more than mainstream US English. The researchers commented that the

judgement of Japanese students is based on their stereotypic perceptions of native speakers and this perception was a result of their education and exposure to media such as American TV dramas and movies.

Similarly, Fraser (2006) examined how Japanese high school students perceived English speakers from six different countries (i.e. England, US, Scotland, Zimbabwe, Taiwan, and Japan) through an accent judgement task and a questionnaire. The participants of the study valued the American accent as being high status. On the other hand, a majority of the participants stated that they found Japanese English easy to understand, although they did not appreciate their accent.

In a similar context, McKenzie (2008a; 2008b) discovered that Japanese university students had positive attitudes toward the speakers of the UK and the US English in terms of intelligibility, confidence, fluency and clarity. In addition to this, the participants were found to believe that a Japanese speaker who had heavily accented English was socially attractive. The researcher concluded that the Japanese participants' reflections about native varieties revealed both the perceived prestige of English and the in-group effectiveness or solidarity, since they speak the Japanese-accented English.

Another study conducted in a broader context, Tokumoto and Shibata (2011) examined the attitudes of Asian learners toward their L1-accented English. The study consisted of university students from Japan, South Korea, and Malaysia and asked to evaluate their English pronunciation in a questionnaire that included attitudinal statements. The researchers found that the Malaysian students evaluated their accented English favourably, while the Japanese and Koreans disapproved of their own varieties of English and indicated their preference for native English pronunciation. Among the three groups, the Japanese participants' negative attitude towards their Japanese-accented English was found to be the greatest. Similarly, Timmis (2002) analysed four hundred responses from fourteen different countries through a student questionnaire, which was supported by fifteen interviews. The results showed that the students thought native speaker accent as the "benchmark of achievement" (p. 242)

Concerned with the research areas such as surrounding accent, identity and ELF, Sung (2013) investigated the perceptions of a group of bilingual speakers of English and Chinese in Hong Kong. Data were collected through the interviews with 28 university students. The analysis showed that the participants' perceptions of their preferred identities as speakers of English in EFL settings were varied and complex in terms of their accent. Additionally, the participants who preferred to use a local accent of English were found not to be necessarily motivated by the need for expressing their lingua-cultural identity, but primarily by pragmatic considerations. Another finding was that some participants' desire to speak English with a native-like accent was associated with their wish to present themselves as bilingual speakers of English with a positive identity or self-image.

The previous studies presented different rationales for the attitudes of English speakers who are the speakers of different native languages to different varieties of English. The review of the studies stated above has shown that EFL learners view native speaker accent as the correct and ideal model for them to accomplish through learning English as a foreign language. Additionally, the review alerts the need for a complementary research that focuses on Turkish EFL learners' perceptions of their accents on one hand and on the other, there has been no study that has investigated the EFL learners' perceptions on their accent in Turkish context. Therefore, given the situation described above, the present study was conducted with the hope that it will fill this gap. The present study aims to answer the following research question:

What are the attitudes of Turkish EFL learners studying in the English preparation programme at a state university in İstanbul, Turkey, towards the pronunciation of their English variants?

3. METHOD

The current study was conducted to explore the attitudes of Turkish EFL learners regarding their English (as a foreign language) pronunciation. The study used a mixed method which is based on the qualitative interpretation of the quantitative data. For gathering the qualitative data from the participants, a questionnaire was used. Then the data were interpreted descriptively to examine and display the attitudes of learners on their accents.

3.1. The Participants and the Setting

The participants of the study, chosen through convenient sampling, comprised of 60 Turkish EFL learners studying in three different proficiency classes, elementary (N=21), pre-intermediate (N=22) and intermediate (N=17), in an English preparatory school of a state university in İstanbul, Turkey. As shown in Table 1, the ages of 30 male and 30 female students ranged between 18 and 20. The participants were placed in these proficiency classes according to a placement test administered at the beginning of the first term in the 2013-2014 academic year. All three level students had both native and non-native instructors teaching English using the coursebooks (*Empower* and *Unlock* Series (Cambridge University Press)). These coursebooks present language skills in an integrated way. An academic year lasts nine months between September and May, including the term break, mid-term and final exam period at universities in Turkey. With 25 class hours of English per week during 36 weeks in an academic year, the language preparatory programme aims to make them reach the same proficiency level, which is intermediate, at the end of the year before they go to their main departments for studying their major degrees. Table 1 shows the demographic information about the participants.

Table 1. Demographic Information

Level	Number	Age (Mean)
Elementary	21	F: 9 M: 12
Pre-intermediate	22	F:10 M:12
Intermediate	17	F:11 M:6

Note: F: Female, M: Male

3.2. Data Collection and Analysis

In the present descriptive study, a 12-item questionnaire was adopted from Tokumoto and Shibata (2011) (See Appendix A) and it was used to examine the Turkish EFL students' attitudes toward their Turkish-accented English. The items were designed to attempt to measure tripartite components of learners' attitudes described by Bohner and Wanke (2002) and Garrett et al. (2003), a cognitive component (i.e. beliefs about the world) including three sub-categories (accentedness, intelligibility, acceptability); an affective component (i.e. feelings about a target language and its native speakers); and a behavioural component (i.e. approaching or avoiding a certain ethnic group). The participants were asked to respond to 12 statements on a 6-point Likert scale (*1=strongly agree; 2= agree; 3=moderately agree; 4=moderately disagree; 5=disagree; 6= strongly disagree*). The questionnaire was originally written in English, and it was translated into Turkish by one of the researchers to avoid any misunderstanding (See Appendix B). Two Turkish EFL instructors pursuing their MA degrees in ELT were invited to examine the translated version to make sure that the items were understandable enough for the participants. It contributed to the inter-rater reliability aspect of the instrument because it was seen that there was no ambiguity between the original and translated versions in terms of their meanings.

The data gathered from the questionnaire were analysed quantitatively using SPSS version 15.0. Descriptive statistics and Independent Samples t-Test were computed to summarize the participants' responses to the items. The distribution of the computed items were as follows: the items related to cognitive component of learner attitude (3, 6, 7, 10, 11, 12) were summarised with its three sub-categories as accentedness (item 3), intelligibility (items 6 and 7), and acceptability (items 10, 11 and 12). Then the rest of them were summarised as the items related to affective components (items 1 and 4) and the items related to behavioural component (items 2, 5, 8 and 9) to explore and compare the attitudes of Turkish male and female learners of English towards their English variants.

4. FINDINGS AND DISCUSSION

The current research study was conducted to find out the attitudes of Turkish EFL learners towards their English (as a foreign language) pronunciation. The results are presented below under the three components of learners' attitudes separately.

4.1. Cognitive Component of Learners' Attitudes towards Their English Variants

The questionnaire items that were categorized as cognitive constituent which includes items 3, 6, 7, 10, 11, and 12. This constituent was further divided into three sub-categories: accentedness (item 3), intelligibility (items 6 and 7) and acceptability (items 10, 11 and 12). The following table displays the results for item 3 which is about having a belief on having a non-native accent.

Table 2. Descriptive Statistics and Independent Samples T-Test Results for Item 3

Item	Groups	N	\bar{X}	Std. Deviation	Std. Error Mean	t Test		
						t	Df	p
3. I have a non-native accent	Female	30	4.01	1.31	.23	-1.12	58	.268
	Male	30	4.41	1.45	.26			

Table 2 shows the results of a sub-category of cognitive component of learners' attitudes of their non-native accent. As shown in the Table, all participants highly rated Item 3. As can be seen from the results, female participants' ratings were high ($M=4.01$, $SD=1.3$; $p>.05$) like the male participant's ratings ($M=4.41$, $SD=1.45$; $p>.05$). As the results have shown, there was no significant difference between female and male students' perceptions in terms of their beliefs in their non-nativeness. This result has indicated that the Turkish students learning English believe that they have a non-native accent. The following table displays the results for items 6 and 7.

Table 3. Descriptive Statistics and Independent Samples T-Test Results for Item 6 and Item 7

Items	Groups	N	\bar{X}	Std. Deviation	Std. Error Mean	t Test		
						t	Df	p
6. Native speakers can easily understand my accented English.	Female	30	3.73	1.28	.23	1.51	58	.137
	Male	30	3.20	1.44	.26			
7. Non-native speakers can easily understand my accented English.	Female	30	3.77	1.10	.20	2.40	58	.019
	Male	30	2.97	1.45	.26			

Table 3 illustrates the results of responses of Turkish students to items 6 and 7 which are related to intelligibility as another sub-category of cognitive component of learners' attitudes of native speakers' understanding their accented English. The Turkish students' uneasiness is indicated in low scores of their responses to item 6, both by female ($M=3.73$, $SD=1.28$) and by male participants ($M=3.20$, $SD=1.44$); and to item 7 both by female ($M=3.77$, $SD=1.10$) and male participants ($M=2.97$, $SD=1.45$). Although, there is no significant difference between male and female students in terms of their responses to item 6 ($t=1.51$; $p>.05$), there seems to have a gender affect for item 7 ($t=2.40$; $p<.05$). This result shows that compared to male students, female students are more anxious about the intelligibility of their accent when they speak to other non-native speakers of English.

Table 4. Descriptive Statistics and Independent Samples T-Test Results for Items 10, 11 and 12

Items	Groups	N	\bar{X}	Std. Deviation	Std. Error Mean	t Test		
						t	Df	p
10. My pronunciation is acceptable in international business.	Female	30	4.47	1.40	.25	2.77	58	.007
	Male	30	3.43	1.47	.27			
11. My pronunciation is acceptable for an English teacher.	Female	30	4.23	1.38	.25	3.82	58	.000
	Male	30	2.90	1.32	.24			
12. My pronunciation is acceptable in personal cross-cultural communication.	Female	30	3.97	1.67	.30	2.43	58	.018
	Male	30	3.03	1.27	.23			

Table 4 presents the results of another sub-category of cognitive component of learners' attitudes; acceptability of their accent in international business world (Item 10). As can be seen from the results, female Turkish learners highly rated item 10, ($M=4.47$, $SD=1.40$), whereas the male students rated the

same item low ($M=3.43$, $SD=1.47$), indicating a significant difference ($t=2.77$; $p>.05$) between the genders. In other words, male students have shown more negative perceptions for acceptability of their English pronunciation in international business world.

As table 4 presents, the results of another sub-category of cognitive component of learners' attitudes; the acceptability of their accent variation for an English teacher (Item 11), female students highly rated item 11 ($M=4.23$, $SD=1.38$), whereas the male students rated the same item low ($M=2.90$, $SD=1.32$) indicating a significant difference ($t= 3.82$, $p>.05$) between the genders. In this way, females have shown more positive perceptions for the acceptability of their pronunciation for an English teacher.

For the other sub-category of cognitive component of learners' attitudes on the personal cross-cultural communication (Item 12), According to the results presented in Table 4, both male ($M=3.97$) and female ($M=3.03$) students rated the item low with a significant difference ($t=2.43$; $p>.05$) In terms of this significant difference, it seems that that male learners have shown more negative perceptions about the acceptability of their accent compared to female students.

4.2. Affective Component of Learners' Attitudes towards Their English Variants

As described above, the questionnaire items included cognitive constituent in that item 1 and item 4 were meant to find out if the learners were affectively attached to their accents. The following table displays the results for items 1 and 4.

Table 5. Descriptive Statistics and Independent Samples T-Test Results for Items 1 and 4

Items	Groups	N	\bar{X}	Std. Deviation	Std. Error Mean	t Test		
						t	df	p
1. I am confident in my English pronunciation.	Female	30	3.87	1.16	.21	2.74	58	.008
	Male	30	3.03	1.19	.22			
4. I am happy with my accent.	Female	30	3.70	1.76	.32	1.50	58	.138
	Male	30	3.07	1.48	.27			

Table 5 shows that item 1 was rated low by both female ($M=3.87$) and male students ($M=3.03$). Similarly, item 4 was rated low by both female ($M=3.70$) and male students ($M=3.07$). This indicated that Turkish learners of English did not have a high level of confidence in their English variants in that they were not satisfied with their accents. Moreover, the significant difference found between the responses of male and female students to item 1 ($t= 2.43$; $p<.05$) revealed that female students, even if they rated low, were more confident about their accented English compared to male students.

4.3. Behavioural Component of Learners' Attitudes towards Their English Variants

Items 2, 5, 8 and 9 in the questionnaire were concerned with behavioural component of learners' attitudes. These items were meant to explore the students' behavioural intentions about their English variants. The following table shows the results for items 2, 5, 8 and 9.

Table 6. Descriptive Statistics and Independent Samples T-Test Results for Items 2, 5, 8 and 9

Items	Groups	N	\bar{X}	Std. Deviation	Std. Error Mean	t Test		
						T	df	p
2. I speak English with a native-like accent.	Female	30	3.97	1.40	.25	2.22	58	.030
	Male	30	3.11	1.60	.29			
5. I hesitate to show my accent.	Female	30	4.03	1.37	.25	.17	58	.862
	Male	30	4.06	1.56	.28			
8. I would like to keep my accent.	Female	30	3.73	1.38	.25	1.59	58	.115
	Male	30	3.10	1.66	.30			
9. I would like to sound like a native-speaker of English.	Female	30	4.10	1.34	.24	-26	58	.790
	Male	30	4.20	1.34	.28			

Table 6 show that item 2 was rated low both by female students ($M=3.97$) and by male students ($M=3.11$). In spite of the low scores given for this item, a significant difference was found between male and female students ($t= 2.22$; $p<.05$). However, as it is evident from the results, the female learners disagreed with the opinion that they spoke with a native-like accent more than male learners did.

As Table 6 shows, item 5 which was asked to see if they hesitated to show their accents was highly rated, while the item 8, which asked about the participants' wish to keep their accents was rated low. One of the striking feature of this study is that item 9 received high scores from both male and female students, indicating that they wished to sound like a native-speakers of English even though they were hesitant about revealing their accents and they did not want to keep their accents.

5. DISCUSSION OF RESULTS

The current study intended to examine Turkish EFL male and female students' attitudes towards their English pronunciation. The analysis of the data collected through 12 questionnaire items was organized around three components of learners' attitudes in three strands as cognitive, affective and behavioural.

The analysis of the items related to the cognitive component of learners' attitudes showed that Turkish EFL learners highly agreed that they had a non-native accent. However, another finding emerged from the same study was that the Turkish learners did not think their accent was not understandable for both native and non-native speakers of English. In addition to this, female participants were found to believe that their accent was acceptable for international business world more than the male participants perceive, even though both groups reported negative beliefs for the acceptability of their accent for personal cross-cultural communication. These results are found to be consistent with the previous studies which have reported that their participants who were EFL students from different backgrounds had negative perceptions about their accent (Fraser, 2006; Tokumoto and Shibata, 2011).

As for the affective component of the attitudes of the learners, it was found that Turkish EFL learners held negative beliefs for their accents because they gave low ratings for statements "I am confident with my English pronunciation" and "I am happy with my accent". Moreover, the ratings of the students showed that they did not want to keep their accent and they desired to sound like native-speakers of English.

As the results imply, Turkish learners' negative perceptions for their pronunciation may stem from their English learning environment constructed in the programme they study in. In the preparatory programme, the learners have the chance to receive language input relevant to native speaker pronunciation as they have native English instructors. This opportunity is also further supported by the course materials, including coursebooks, recordings, and videos which were used in their classrooms teaching. However, this kind of exposure to native English pronunciation is limited with the school time as these students have no chance to use English outside the classroom since they live in a non-native country where English is not much used socially. This can be of the possible reasons why a majority of the participants in this study expressed their negative belief for unacceptability of their accent in personal cross-cultural communication setting.

6. IMPLICATIONS

The results of the present study suggest some important linguistic and pedagogical implications since the negative perceptions and attitudes may have the potential to create a negative impact on students' success in learning English as a FL and SL. The limited exposure to English should be compensated by instructors through integrating more communicative activities into their teaching in EFL classes where students can interact with authentic materials such as listening to conversations or watching videos to understand how native speakers of English use the language for communication with specific reference to native accented English. Moreover, students may also be invited to take part in different communicative oral activities with other students from different backgrounds so that they can feel more confident in speaking English as they may find the chance to hear other English variants.

In addition, students should be provided with more opportunities for communicating with native speakers of English. As a result, students will naturally encounter with and being familiar with the authentic and native accent of English. Such activities as described above, may help students improve their pronunciation and eliminate the negative perceptions that they hold about their accent. Finally, since this research is reflective in nature and provides participants with opportunities to reveal their understandings of themselves as speakers of a foreign language, studies of this kind is recommended to be conducted in the future to help learners evaluate and develop more understandings of their accents and how the speech as part of their evolving identities project themselves to the world as non-native speakers of EFL (Hamiloğlu, 2013).

7. LIMITATIONS

It cannot be denied that there are some limitations of the present study, although it has a clear aim of investigating the attitudes of Turkish EFL learners towards their L1-accented English. These limitations show some important points that need to be taken into consideration for further research. This study was conducted with only sixty Turkish EFL students in academic preparation classes in a state university. It needs some other complementary studies to be conducted with more students having different language proficiency from different parts of Turkey, in different education levels and in different types of school. As this study had only one data collection tool, a questionnaire, conducting some research studies with different data collection tools such as observations and interviews will provide researchers with deeper understanding of learners' attitudes towards the accent issues across the world.

8. CONCLUSION

It can be stated that, within its limitations, this research seems to provide beneficial and useful contribution to second language research by the NNES students in Turkey on how they perceive non-native accented English to the discussion of 'native vs non-native speaker dichotomy'.

We hope that we have reflected through the present study as it is showing an example of the kinds of questions to be asked about being non-native speakers of English. We believe that many prospective enlightening research studies will be conducted on the matter of native-non-native accent and they will reveal more layers of a non-native language speaker.

Therefore, as the results of the study recall and revisits the debate about English as standard inner-circle (as native) language and expanding circle (as foreign) language discussed by many applied linguists such as Kachru (1985), we agree with Mousse & Llorca (2008) saying that if more research is conducted, in particular, within the World Englishes framework, in order to revisit the native vs. non-native dichotomy, they can propose more ways to non-native speakers to be adapting and developing their perspectives and therefore to be feeling content with their accents in the context of English as an international lingua franca.

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APPENDICES

APPENDIX A. QUESTIONNAIRE ITEMS (TOKUMOTO AND SHIBATA,2011)

- (1) I am confident in my English pronunciation.
- (2) I speak English with a native-like accent.
- (3) I have a non-native accent.
- (4) I am happy with my accent.
- (5) I hesitate to show my accent.
- (6) Native speakers of English can easily understand my accented English.
- (7) Non-native speakers of English can easily understand my accented English.
- (8) I would like to keep my accent.
- (9) I would like to sound like a native speaker of English.
- (10) My pronunciation would be acceptable in international business.
- (11) My pronunciation would be acceptable for an English teacher.
- (12) My pronunciation would be acceptable in personal cross-cultural communication.

APPENDIX B. TURKISH TRANSLATION OF THE QUESTIONNAIRE

Sevgili Öğrenciler,

Bu çalışma, İngilizce telaffuzunuzla ilgili düşüncelerinizi tespit etmek amacıyla yapılmaktadır. Araştırma sonuçlarının sağlıklı olabilmesi için soruları dikkatli ve gerçekçi yanıtlayınız ve hiçbir soruyu boş bırakmamaya çalışınız. Vereceğiniz cevaplar yalnızca bu araştırma için kullanılacak ve hiçbir kurum, makam ya da kişiye verilmeyecektir. Aşağıdaki ifadelerin sizi ne kadar tanımladığınızı düşünerek size uygun gelen rakamın altına (√) işareti koyunuz.

Çalışmaya gösterdiğiniz ilgiye teşekkür ederim.

Cinsiyetiniz: K / E

Mezun olduğunuz lise:

Yaşınız:

Bölüm:

Daha önce hiç yurtdışında bulundunuz mu? Evet / Hayır Cevabınız Evet ise, yer: , bulunma süresi:.....

İngilizce haricinde başka bir dil biliyor musunuz? Evet / Hayır

Cevabınız evet ise,

Bildiğiniz diğer diller: 1. seviye: başlangıç / orta / ileri
2. seviye: başlangıç / orta / ileri
3. seviye: başlangıç / orta / ileri

1= Kesinlikle katılıyorum, 2= Katılıyorum, 3=Biraz katılıyorum, 4=Biraz Katılmıyorum, 5=Katılmıyorum, 6=Kesinlikle katılmıyorum

İFADELER	1	2	3	4	5	6
1. İngilizce telaffuzuma güveniyorum.						
2. İngilizceyi bir yerli aksanıyla konuşurum.						
3. Türk aksanıyla İngilizce konuşurum.						
4. Aksanıyla mutluym.						
5. Aksanımı belli etmeye çekinirim.						
6. İngilizcenin yerli konuşanları aksanlı İngilizcemi kolayca anlar.						
7.İngilizcenin yerli olmayan konuşanları aksanlı İngilizcemi kolayca anlar.						
8. Aksanımı korumak isterim.						
9. İngilizce konuşurken bir yerli gibi duyulmak isterim.						
10. Telaffuzum uluslararası bir işte kabul edilebilir.						
11. Telaffuzum bir İngilizce öğretmeni için kabul edilebilir.						
12. Telaffuzum kültürlerarası iletişim için kabul edilebilir.						