CULTURAL IDENTITY, PRONUNCIATION AND ATTITUDES OF TURKISH SPEAKERS OF ENGLISH: LANGUAGE IDENTITY IN AN EFL CONTEXT

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This study investigates the relationships among cultural identity, the degree of accentedness, and attitudes toward pronunciation of non-native speakers of English in an EFL context. 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, and provided a pronunciation sample. The analysis of the quantitative data did not reveal a significant relationship between cultural identity and degree of accentedness. However, a significant relationship was found between cultural identity and how important native-like pronunciation of English was perceived to be. It can be concluded, based on the attitudes expressed by the participants, that most did not perceive native-like pronunciation to be a threat to their cultural identity. Individual preferences and goals should therefore 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.

The large majority of research on the degree of foreign accent in a second language (L2) has focused on the factors of age, exposure to L2, amount of L1 and L2 use, formal instruction, gender, aptitude, motivation and attitudes. In many of these factors, however, there may be overlapping sociocultural elements. The age factor has historically been connected to the Critical Period Hypothesis, and theories of brain lateralization and loss of plasticity. Ellis (1994), 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 than adults, and this may help them to integrate into and identify with a new language community. Gender is also related to social identity; Ellis attributes the tendency for women to experience greater success in pronunciation attainment to 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 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. Identity is also relevant to the topic of pronunciation instruction; Dalton and Seidlhofer (2001) raise questions about the ethics of seeking to change someone's pronunciation, since pronunciation may be an expression of identity.

Cultural and Language Identity

According to Hall (2003), there are two main 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, p. 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, p. 236). In the present study, this second approach to identity predominates.

The language identity paradigm currently most in vogue is that of *poststructuralism*. According to this paradigm, 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).

Turkish identity.

Turkish speakers of English living in Turkey do not fall into the category of sojourners or immigrants, but it is nevertheless a relevant question whether these speakers face a similar crisis of identity in the process of learning a new language. At this point it is necessary to define Turkish identity, in order to understand ways it may be threatened by the process of learning English. In order to understand the multi-faceted Turkish identity, a glance at Turkish history is required. With the establishment of the Turkish Republic, after the collapse and carving up of the Ottoman Empire, 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. Ataturk, influenced by the writings of Gokalp (1968) 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 aspects involved in the construction of Turkish identity, including: religion, ethnocentrism, history and education, motherland, and language (A. Aydingun & Aydingun, 2004; Canefe, 2002; Cayir, 2009).

Identity and Pronunciation Research

Identity research first entered the field of SLA with Lambert's research on American learners of French in Montreal. He theorized that as language learners became more proficient in a second language, their ties with their own linguistic-cultural group could be weakened or felt to be under threat, and that they may feel "chagrin or regret as he loses ties in one group coupled with the fearful anticipation of entering another" (Lambert, Gardner, Barik, & Tunstall, 1963, p. 358). Lambert et al. use the term *anomie* to describe feelings of "social uncertainty or dissatisfaction which characterize the … bilingual or even the serious student of a second language and culture" (p. 359). Next came Guiora, Beit-Hallahmi, Brannon, Dull and Scovel (1972), who claimed that pronunciation is the aspect of language most connected to identity. Guiora et al.'s famous research on the effect of alcohol on pronunciation was intended to test the idea of "ego-permeability"; he claimed his research demonstrated that when ego-boundaries were weakened, pronunciation became more native-like. Next came 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 is related to issues of power dynamics, desire for integration, and cohesiveness. The second category is that of psychological distance and is related to questions of individual motivation and ego permeability (Schumann, 1986). After this early research about identity in SLA, the topic did not get much more attention until fairly recently.

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 "the expanding circle" or 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) There is, however, a lack of research that directly explores the relationship between cultural identity and degree of foreign accent in a FL learning environment.

RESEARCH QUESTION AND METHODOLOGY

The purpose of this correlation study was to investigate the following 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?

Participants and Setting

A total of 145 students (73 male and 72 female participants, ages 18 to 25) studying in various departments at two large English-medium universities located in Ankara, Turkey, responded to a

cultural identity and pronunciation attitude questionnaire. Primarily first- and second-year undergraduate students from these universities were used. All participants were within a range of mid- to high-advanced proficiency in English. Thirty-four (15 male, 19 female) students were recruited from the questionnaire pool to be included in the pronunciation assessment portion of the study.

Instruments and Procedure

Questionnaire.

A questionnaire was used to gather data about participants' cultural identity and attitudes toward their own pronunciation of English. The first part of the questionnaire was comprised of questions relating to Turkish cultural identity, and was created by the researcher, based primarily on the elements of Turkish identity discussed briefly in the literature review. 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, national loyalty and general culture (media, music, food, and traditions) were included in the questionnaire. Participants indicated how strongly they agreed or disagreed with each statement using a Likert scale of one to five. The responses to the first sixteen questions were averaged and taken to represent cultural identity (CI). The questionnaire was administered in Turkish to ensure participants completely understood the questions. The English translation of the questionnaire can be seen in Appendix A. The cultural identity portion of the questionnaire had a Cronbach's Alpha coefficient of .815. The second part of the questionnaire was taken in part from the Background Information Questionnaire used by Berkil (2008), and asked questions about pronunciation ability, attitude toward pronunciation, thoughts on identity and pronunciation, and language background.

Pronunciation tasks.

Data for the pronunciation variable were gathered using three task types: reading six short sentences, reading a word list, and production of a free-response speech sample. The sentences for the sentence reading task were adapted from those used by Bongaerts, van Summeren, Planken and Schils (1997). Sentences and words were selected to include 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 /d₃/ in final position, and consonant clusters (Thompson, 2001, p. 215-216). The spontaneous speech task was taken from the "guided communication" task used by Moyer (1999, p. 103), which gives the participants a list of topics, of which they choose one to respond to. The three tasks were performed in random order, so as to limit the effect of task order on the pronunciation outcomes.

Pronunciation rating.

Based on the findings of Piske, Mackay and Flege (2001), who found that a nine-point scale is best able to exploit the listeners' full range of sensitivity to foreign accent, a nine-point rater scale was used in the current study. Other studies that have made use of a nine-point scale include those of Flege, Yeni-Komshian, and Liu (1999) and Flege, Birdsong, Bialystok, Mack,

Sung and Tsukada (2006). Five native-speakers of English (three American, two British) rated the speech samples. Each of these raters had been living in Turkey for at least 18 months at the time of the study, and were therefore familiar with Turkish accents. The raters were instructed to score the samples on a scale of one to nine (1-3 = strong accent, 4-6 = intermediate, 7-9 = no accent). The following benchmarks were provided in the scoring instructions: 1 – Very strong foreign accent: definitely not a native speaker of English; 5 – Noticeable foreign accent: probably not a native speaker; 9 – No foreign accent at all: definitely a native speaker of English.

For the rating, the samples were organized according to task, but randomized for order within each task. 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 the whole recording of the word list and sentence list tasks, but listened to four to eight second clips of the free-response task samples. These clips were selected from the recording in order to have the raters score responses containing as few grammatical errors or filler utterances as possible, so as not to unfairly influence the pronunciation rating. In some cases the entire free-response sample was not more than four seconds long, in which case the whole clip was used.

A scale reliability assessment revealed that 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. When a reliability analysis was run without Rater C, Cronbach's Alpha coefficient was .845. 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. For Task 2 (reading a list of sentences), Cronbach's Alpha coefficient was .919. For Task 3 (a free response to a prompt), Cronbach's Alpha coefficient was .856; because of this a moderate-to-strong correlation between all raters in Tasks 2 and 3, all were included in the calculation of the average pronunciation score. Pronunciation scores for each participant were therefore the averaged scores of each of the five raters across two tasks and four raters across one task, for a total of fourteen scores per participant.

Data Analysis

Data collected were statistically analyzed using IBM SPSS Statistics 19. The questionnaire was analyzed for reliability (Cronbach's Alpha coefficient of .815), and the responses were analyzed for normality. In order to determine possible confounding factors, both the identity scores and the pronunciation scores were analyzed according to each of the language background and attitude measures. Due to lack of normality (Kolmogorov-Smirnov and Shapiro-Wilk tests), nonparametric independent samples measures (Mann-Whitney) were used when comparing CI scores 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) using a nonparametric correlation analysis (Kendall's Tau).

Independent samples measures and correlation analyses were repeated using the pronunciation samples provided by the thirty-four students from the larger pool of questionnaire respondents. 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 these analyses.

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 the age of beginning English study, and residence of three or more months in an English speaking country, the two factors that were found to relate to both identity and pronunciation.

RESULTS AND DISCUSSION

The purpose of this research study was to gain a greater understanding of the relationships between CI, the degree of accentedness, and attitudes toward pronunciation of non-native speakers of English in an EFL context. This concept can be visualized as a triangle (Figure 1), with each point of the triangle impacting the other.
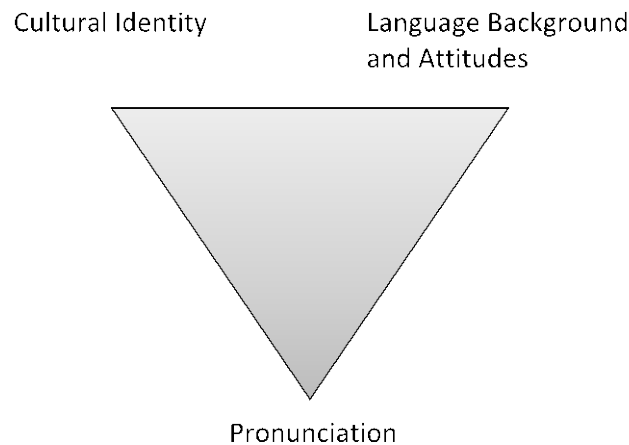

Figure 1. Schematic representation of the elements of the research question.

In order to explore these relationships, the three points of the triangle, each a component of the research question, were compared with each other.

Variables Affecting Cultural Identity

Language background and attitude factors were first analyzed against CI scores. The possible range of CI scores was one to five, with one representing a strong affiliation with Turkish identity, and five representing a weak affiliation (*R = 1.31 - 4.19*). CI scores were calculated to the nearest hundredths decimal place. Only factors that had a significant relationship with CI scores are discussed below.

Other language use in the home.

A Mann-Whitney independent samples test showed 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(two-tailed) < .05*), with a small effect size (*r = -.18*). Figure 2 shows the boxplot comparison of those who reported other language use, and those who did not.

Figure 2. Use of a language other than Turkish in the home and cultural identity.

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. 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 respond by overemphasizing their cultural identity in other respects, to "prove" that they belong. If, as Giles and Byrne (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.

Pronunciation training.

A Mann-Whitney test revealed 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(two-tailed) < .05*), with a small effect size (*r = -.17*). Figure 3 shows the boxplot comparison of those who reported participation in a pronunciation training course and those who did not.
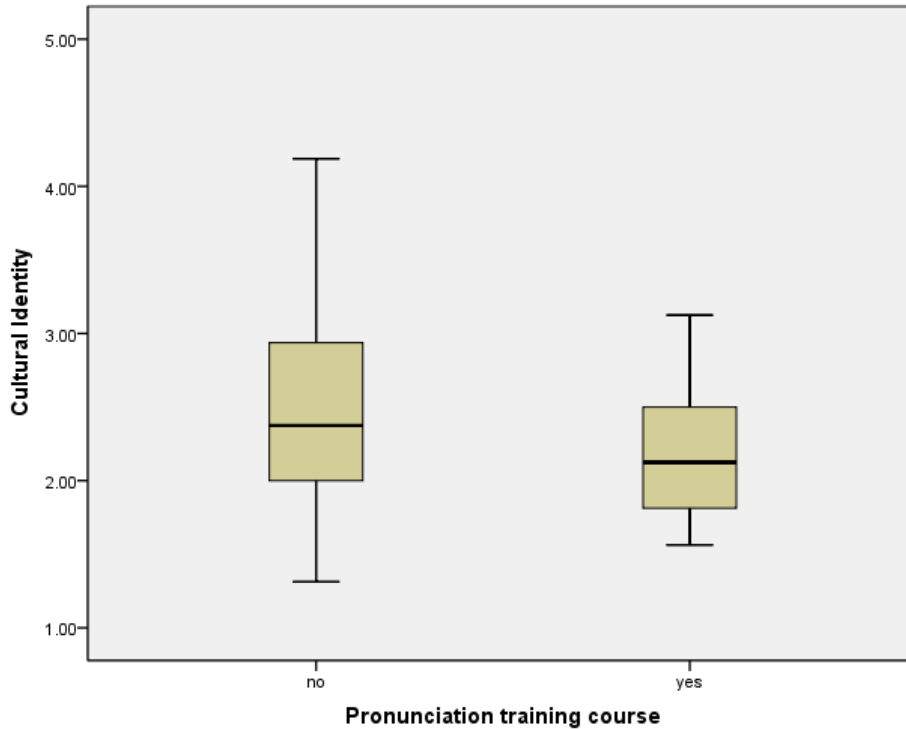
Figure 3. Participation in a pronunciation training course and cultural identity

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, 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 scores, would seem to confirm this. 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 already identify less strongly with their culture would more highly value native-like pronunciation of English, and would therefore enroll in pronunciation training classes.

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 receiving 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 being exposed to the idea that native-like pronunciation need not be their goal.

Age of beginning English study.

The average age (and also the most frequent age) of beginning English study was 10 years old (34.5%), with a widely varying range (*R = 1 year old to 21 years old*). A weak, negative correlation (Kendal's Tau) was found between cultural identity and the age of beginning English study ($\tau = -.129, p(two-tailed) < .05$). This suggests that those who begin studying English at a younger age are slightly less likely to have a strong cultural identity. Figure 4 shows the

correlation of age of beginning English study with cultural identity scores.
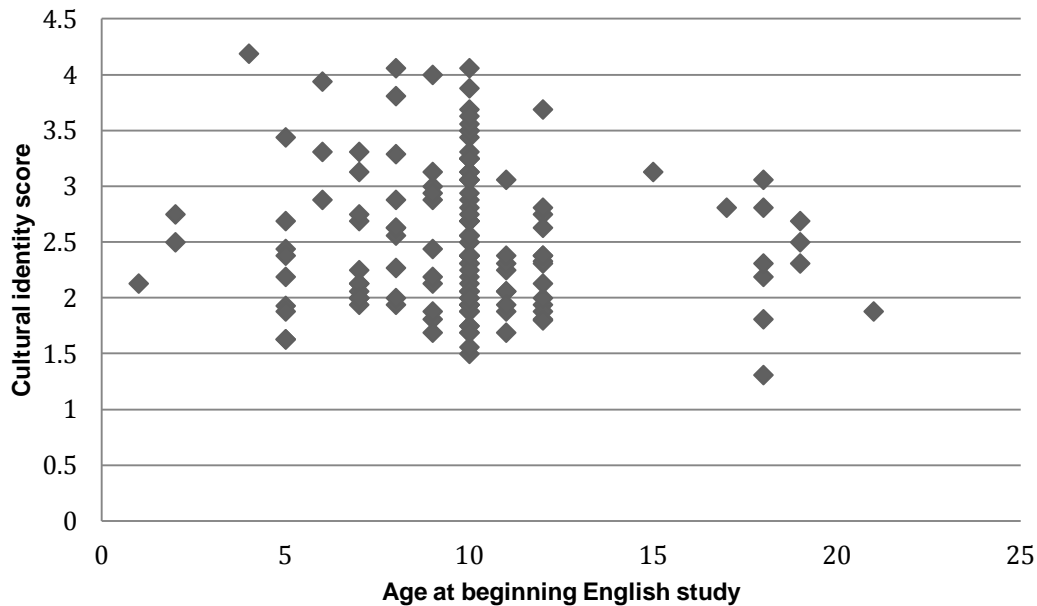

Figure 4. Scatterplot showing correlations of age of beginning English study with cultural identity.

There are at least two possible explanations for this relationship. It has been suggested that children are more easily adaptable to new identities (cf. 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 into their identity, more so than if exposed at a later age. Another possible explanation is that elite families who may tend to have more expansive cultural views are also the ones who are likely to start their children in foreign language education at a younger age, and therefore the lack of close cultural identification has more to do with family values and views than directly with language learning.

Importance of pronouncing English like a native speaker.

A weak, negative correlation (Kendal's Tau) was also found between cultural identity and the importance placed on pronouncing English like a native speaker ($\tau = -.134, p(two-tailed) < .05$). This finding provides evidence that the value placed on 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, since no relationship was found between pronunciation scores and perceived importance of having native-like pronunciation. Figure 5 shows the correlation of importance given to native-like pronunciation and cultural identity scores.
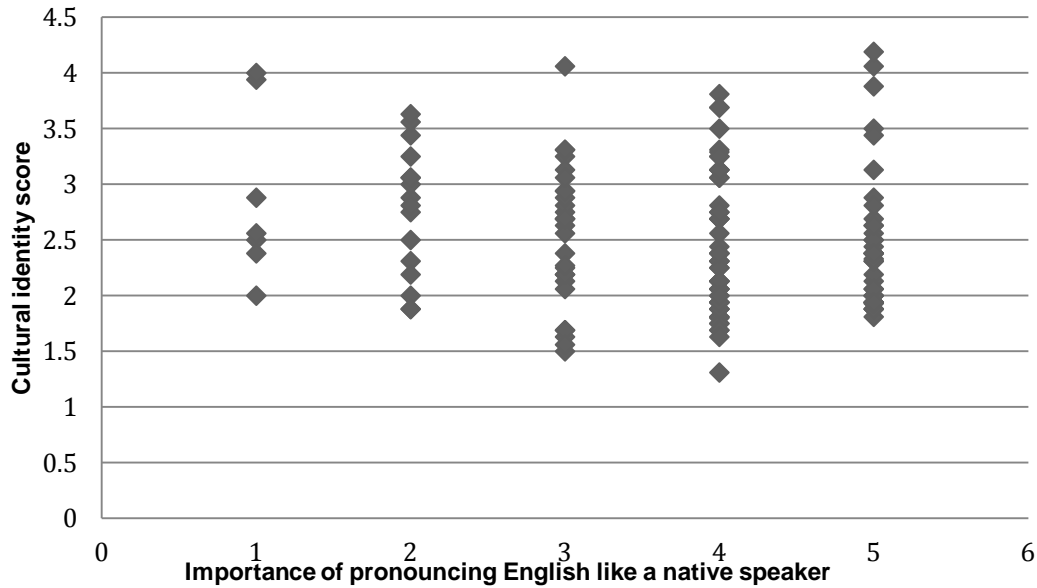
Figure 5. Scatterplot showing correlations between assigned importance of having native-like pronunciation and cultural identity.

Variables Affecting Pronunciation

Language background and attitude factors were next analyzed against pronunciation scores. Possible scores ranged from one to nine, with one representing a "strong foreign accent" and nine representing "native-like" pronunciation ($R = 2.53 – 7.40$). Pronunciation scores were calculated to the nearest hundredths decimal place. Only factors that had a significant relationship with pronunciation scores are discussed below.

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 (Asher & Garcia, 1969; J. Flege et al., 2006, 1999; Oyama, 1976; Piske et al., 2001; Tahta, Wood, & Loewenthal, 1981). 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.

Three or more months residence abroad.

A Mann-Whitney independent samples test revealed that, on average, participants who had spent three or more months ($R = 3$ *months to 5 years*) in an English speaking country received higher pronunciation scores (*Mdn = 5.29, IQR = 2.86*) than those who had not (*Mdn = 4.14, IQR = 4.86*). This difference was statistically significant ($U = 46.5$, *p(one-tailed)* $< .05$) and there was a medium-large effect size ($r = .40$).

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 three 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 a yes or no question, rather than a length of duration. According to this classification, it was found 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 caveat 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 eight individuals reported a residence of three or more months in an English speaking country. These results can be considered significant, but should be applied with a measure of circumspection (Heeren & D'Agostino, 1987; Munro, Derwing, & Burgess, 2010; Siegel, 1957)

Pronunciation, satisfaction and importance correlations.

A moderate positive correlation was found between mean pronunciation scores and satisfaction with pronunciation. Interestingly, no significant correlation was found between mean pronunciation scores and self-reported importance of pronouncing English like a native-speaker. Table 1 shows the correlations between mean pronunciation scores, satisfaction with pronunciation, and perceived importance of having native-like pronunciation.

Table 1

Correlation matrix of mean pronunciation scores, satisfaction with pronunciation and importance of pronouncing English like a native speaker

	Pronunciation	Satisfaction	Importance
Pronunciation (τ)	1.00	.347	.099
Sig. (two-tailed)	-	.011	.460
Satisfaction (τ)	.347	1.00	-.040
Sig. (two-tailed)	.011	-	.788
Importance (τ)	.099	-.040	1.00
Sig. (two-tailed)	.460	.788	-

It seems that a belief that native-like pronunciation ought to produce a high level of pronunciation accuracy, but this was not demonstrated. There are two plausible explanations for this. First, an abstract belief in the value of native-like pronunciation may not motivate attainment of such pronunciation, which may be seen as unattainable. Or, the motivation of individuals desiring to attain native-like pronunciation may not be powerful enough to overcome other limitations such as age, native language, or lack of instruction or exposure to native speaker models.

Pronunciation and Identity Correlation

The third and culminating comparison was a correlation analysis between pronunciation and cultural identity scores. Since the age of beginning English study and residence of three or more months in an English speaking country were found to be related to the variable of pronunciation, these two variables were controlled in a partial correlation analysis between cultural identity and pronunciation. This analysis revealed that there was no significant relationship between cultural identity and mean pronunciation scores ($r = .004, p > .9$). This finding suggests that there is not a direct relationship between cultural identity and the pronunciation ability of non-native speakers of English in an EFL context.

CONCLUSION

In this study, it was hypothesized that individuals in an EFL context 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 relationship found between cultural identity and the perceived importance of native-like pronunciation would seem to indicate at least some degree of connection between identity and a learner's pronunciation. Given this indirect indication of a relationship between identity and pronunciation, more research on this question is warranted.

An important limitation of this study came from the difficulty of broaching the topic of identity in this context, where cultural identity is currently the topic of much debate and disagreement, 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 sparking conflict. This limitation on the questions permissible may well have resulted in a weaker questionnaire, which was less effective at distinguishing between levels of cultural 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, research was denied permission on the grounds of the sensitive nature of the questions, and at another it was seriously stalled and nearly stopped altogether. This most likely limited the range of responses to the cultural identity questions. A broader range of samples might well have led to different results in the relationship between pronunciation and identity.

Consequently, similar studies in other EFL contexts with more cohesive national identities may be able to shed light on the question of a direct relationship between pronunciation and identity. Additionally, it may be that the need to express identity through pronunciation would be more relevant in an ESL context where cultural identity is more under threat, and it would therefore be worthwhile to do a correlation study of this type in an ESL context.

The results of this study revealed that many, though not all, learners view native-like pronunciation as the ideal, and that native-like pronunciation is not perceived by most 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. Learners need to be made aware of the available options; whether they wish to aim for native-like pronunciation or simply improved comprehensibility, they ought to be encouraged in their goals and given the resources to attain them. In order to do this, more

research on learner pronunciation goals is needed, to inform pedagogical practices in the area of pronunciation instruction in foreign language settings.

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Appendix A – 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 annonymously 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 ☐
2	As a citizen, I have a responsibility to improve and advance my nation	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
3	Some of the most important figures in world history have come from my nation	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
4	I follow national news very closely	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

		Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
5	Sometimes languages other than my own native tongue are more effective at expressing complex ideas	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
6	It bothers me that some musicians copy other countries' styles in their music	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
7	It is my responsibility to take care of a bereaved neighbor by bringing them food or sitting with them	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
8	I am afraid that if foreign cuisine becomes too common in my country, it will damage our traditional food culture	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
9	I prefer foreign television programs over television programs produced by my own country	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
10	I would gladly give my life to defend my homeland	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

11	You don't have to speak a country's national language to really be a member of that country	1 □	2 □	3 □	4 □	5 □
12	People should be more willing to try food from other cultures	1 □	2 □	3 □	4 □	5 □
13	Shared language is one of the most important factors in the unity of my nation	1 □	2 □	3 □	4 □	5 □
14	It is very important for young people to visit their grandparents or other relatives during holidays	1 □	2 □	3 □	4 □	5 □
15	One of the most important functions of schools is to teach children to be loyal to their nation	1 □	2 □	3 □	4 □	5 □
16	Every political decision in my country should be made in line with the intentions of the nation's founders	1 □	2 □	3 □	4 □	5 □

Part 2 – Pronunciation

Please answer the following questions, and explain where necessary.

17	How would you rate your pronunciation of English?				
	Very poor	Poor	Average	Good	Very good
	1	2	3	4	5
	□	□	□	□	□

Please explain:

18	How satisfied are you with your pronunciation of English?				
	Very dissatisfied	Somewhat dissatisfied	Neither dissatisfied nor satisfied	Fairly satisfied	Very satisfied
	1	2	3	4	5
	□	□	□	□	□

Please explain:

9	How important is it to you to pronounce English like a native speaker?				
	Completely unimportant	Mostly unimportant	Somewhat important	Fairly important	Extremely important
	1	2	3	4	5
	□	□	□	□	□

Please explain:

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

Please explain:

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

Please explain:

22	What languages other than Turkish are spoken in your home? (check all that apply):

☐ Kirmancı	☐ Zazaki	☐ Lazca
☐ Arapça	☐ Kürtçe	☐ 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: _____

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 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?