

İNGİLİZCE ÖĞRENEREN TÜRK ÖĞRENCİLERİN AKSAN KONUSUNDAKİ GÖRÜŞLERİ

TURKISH EFL STUDENTS' CONCEPTIONS ON ACCENT

Ömer Gökhan ULUM¹

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Araştırma Makalesi

Özet: Bu çalışma 20 kişiden oluşan bir grup İngilizce öğrencisinin aksan algılarını irdelemektedir. Her bir katılımcı Amerika, İngiltere, Hindistan ve Çin'den farklı aksanda konuşmacıları dinlemiştir. Katılımcılar aksanları belirlemeye çalışmış, bu aksanlara dair eğilimlerini beyan etmiş ve her bir aksanla ilgili görüşlerini ifade etmişlerdir. Katılımcılarla bire bir mülakat yapıp farklı aksanlar konusundaki görüşleri alınmıştır. Katılımcıların çoğu İngilizceyi anadil konuşmacısı gibi konuşmayı istediğini ileri sürmüştür. Çalışmanın bulguları ilgili alandaki araştırmacılar için önemli kaynak teşkil edecektir.

Anahtar Sözcükler: *aksan, yerli, İngilizce, yabancı dil olarak İngilizce, anadil konuşmacısı*

Abstract: This study examined the accent conceptions of a group of 20 EFL university students. Each respondent listened to a speech by four speakers with different English accents: American, British, Indian, and Chinese. They diagnosed the diverse accents and declared their inclinations and views towards each one. Further, the respondents were interviewed one by one about English variations. Most of the respondents emphasized that they desire to sound like a native speaker of English. The findings of the study may supply great help for the researchers in the related field.

Keywords: *accent, native, English, EFL, native speakers*

Introduction

Cambridge Dictionary defines accent as the way in which people in a specific district, country, or social group pronounce words. From England to Turkey, the USA to China, India to Australia and beyond, global English takes you on a charming travel by means of the varieties of Standard English utilized all over the world. An analogy of the varieties of English supplies a useful directory for the diversities in grammar, vocabulary, phonology, and phonetics. Further, it provides a practical source for EFL students and teachers (Trudgill & Hannah, 2013). Thus, the simplest questions are the most profound: what has caused the varieties of English; why variety prevails despite the standardizing compulsion of the society; how extensively local and national varieties of English differ; and how variety should be dealt by EFL teachers who have to develop teaching strategies and decide daily actions on how to carry out them. To find a solution for the mentioned questions, one should have a look at the work of sociolinguists who examine authentic

¹ Dr. Öğr. Üyesi, Mersin Üniversitesi, Eğitim Fakültesi, İngiliz Dili Eğitimi Ana Bilim Dalı, omergokhanulum@gmail.com, ORCID ID: 0000-0001-7685-6356

speeches by real talkers in order to display how language structure is associated with the aims for which speeches are utilized, and who examine the social context in which speeches arise and the dynamics of individuals utilizing language to interact with each other. It is not a coincidence that linguists concern language as a form of human activity which has a close link with other activities. The reason why they concern language is that language is an influential system that can both unite and separate. An old proverb says that speech may be cheap, however, to misinterpret how it is utilized, how it differs in our mouths, and what varieties indicate about behaviors may be extremely expensive (Bailey & Robinson, 1973).

In the US, English speakers may be classified into four simple clusters on the ground of accent or dialect: the initial cluster is comprised of individuals who were born elsewhere and acquired their mother tongue before English. Thus, their English may be influenced by their mother tongue. This category may contain individuals who learn English at school. The next cluster covers people who were born in the US but acquired their mother tongue before English since their parents speak a language other than English. This group of people also learns English at school or in the environment. They learn multiple languages simultaneously. The next coming cluster includes people who were born in the US or other lands where English is the only language. Such individuals' English acquisition is influenced by communication models, ethnicity, province, age, gender, status, and life experiences among other determinants, resulting in their speech of nonstandard English. People speaking Appalachian English– one of the New York dialects– may be given as an example for this category. Indeed, every speaker has an accent and dialect. There is another group who uses a different form of English other than standard English. People in this category may contain those who acquired their first language, and learning English as a second language, but not gained competency in English yet. This category may refer to people who have moved to the US to study (American Speech-Language-Hearing Association, 1998). Kachru (1981) mainly focused on the divergence between Native Englishes and Non-Native Englishes. Clearly, this dichotomy is too general as it gives the idea of homogeneity within these groups. Thus, a distinction between English as a second language and English as a foreign language has to be considered within this framework. Significant differences in English competence exist in terms of using English as a second or foreign language. Therefore, the concept of cline of bilingualism (measuring points) has to be taken into account for this variation (Kachru, 1965).

EFL speakers are assessed on their comprehension skill mostly by listening to native speakers; however, their comprehension of nonnative speakers is rarely assessed (Cesur, 2019). Yet, nonnative speakers mostly use English with other nonnative speakers. Thus, the concept of comprehensibility must be extended by containing the assessment of both native and nonnative speakers (Smith & Bisazza, 1982). Accordingly, this paper inquires the accent conceptions of EFL university students who have been exposed to listening both native and nonnative speakers of English.

Methodology

This paper aims to examine the perceptions of EFL students on diverse accents of English: American, British, Indian, and Chinese. In order to investigate the issue, the study employed heterophenomenology which is a concept formed by Dennett (2003) to interpret an explicitly third-person– a scientific approach to the inquiry of consciousness. It is comprised of using scientific principles with an anthropological bend, relating the third-persons' statements with any available evidence. The aim of heterophenomenology is to conceive how the subject interprets the surrounding.

As a qualitative study, this heterophenomenologic study inspects the qualitatively various ways in which informants have experience of something. By means of this approach, the paper investigated the conceptual underpinnings of EFL students (N= 20) from a state university in Turkey. The participants voluntarily took part in the study. In order to easily reach the most possible number of informants, convenience sampling method was utilized in the study (Acharya, Prakash, Saxena, & Nigam, 2013). The informants were initially exposed to the audio scripts of four English speakers with different accents: American (inner circle), British, (inner circle) Indian (outer circle), and Chinese (expanding circle) (Kachru, 2006). The data of the inquiry were gathered through a survey developed by Scales, Wennerstrom, Richard, and Wu (2006), and three semi-structured interview questions adapted from the survey. This paper contained the data analysis of descriptive statistics. In this sense, SPSS 24.0, a Statistical Program for Social Sciences was capitalized on to report the perceptions of language teachers in numerical data. For the analysis of the data obtained from the survey, mean was used as a statistical technique to find out the rate of agreement related to the items about cultural components in language teaching. The following ratings were used in order to compare the means: 1=disagree; 2=slightly disagree; 3=slightly agree; 4=agree. Semi-structured interview questions were produced by two experts from the related field of study. Further, for the coding reliability of the interview, Kappa Coefficient for Inter-coder Reliability was calculated and it was found that the coding process was highly reliable (K= .875, $p<.001$).

Findings

This section is comprised of three parts as (1) demographic data, (2) perceptions towards speakers with different English accents, and (3) interview questions.

Demographic Data

The findings of the study suggest that 16 students (80%) want to speak native-like English. On the other hand, 4 students (20%) think that it is not necessary to speak native-like English. The mother tongue of all the students (N= 20) is Turkish. Further, 14 students (70%) claim that they have been learning English around a year, while 2 students (10%) declare to have studied English for 4 years. Besides, 2 students (10%) state that they have studied English for 7 years,

while 2 students (10%) put forward to have studied it for 4 years. Moreover, it was found out that most of the students (N= 14) speak English with their teachers, while 2 students speak it through online games, and another group of 2 speak it with foreigners. Only 2 students mentioned speaking English with native speakers. All students (N= 20) are currently taking preparatory class English courses– speaking, listening, reading, and writing. When the informants were asked about the need of English in the future, the following emergences were observed: for work (N= 16); for travelling (N= 10); for academic purposes (N= 10); for living abroad (N= 4), and for learning culture (N= 4). As to the contentment of own English accents, 12 students (%60) declared positive views, while a number of students (N= 8) have suggested that they are not content with their English accents as they do not have the required competency in English. Furthermore, some students (N= 8) have indicated that they have no problem with their English accents since it is enough if others easily understand their English, while a few students (N= 2) have revealed that the reason of their contentment results from their proficiency in English.

Perceptions towards Speakers with Different English Accents

This part is comprised of the following subdivisions: Being a Native Speaker of English, Speech Fluency, Speech Comprehensibility, Pronunciation, Speaking Speed, Having a Foreign Accent, Enjoyable Listening, Irritating Accent, Possibility of Being a Good English Teacher, Sounding Educated, Nationality of the Speakers, and Difficulty of Understanding the Speakers.

Perceptions towards Speakers’ Being a Native Speaker of English

After listening to four speakers with different English varieties, the informants were asked whether each speaker was a native speaker of English or not. Table 1 below represents the perceptions of the respondents on the related question.

Table 1

Being a Native Speaker of English

Speakers	Mean
American	3.20
British	3.70
Indian	1.00
Chinese	1.90

As can be observed from the table, the respondents partly agree on the American’s being a native speaker of English while they agree that the British speaker is a native speaker of English. On the other hand, the participants disagree on the Indian’s being a native speaker of English while they partly disagree that the Chinese speaker is a native speaker of English.

Perceptions towards Speakers' Speech Fluency

Upon listening to four speakers comprised of an American, a British, an Indian, and a Chinese, the participants were asked whether the speakers were fluent in speaking English or not. Table 2 below displays the perceptions of the students on the related question.

Table 2

Speakers' Speech Fluency

Speakers	Mean
American	3.20
British	3.50
Indian	2.10
Chinese	2.20

It is clearly understood from Table 2 that the informants partly agree on the fluency of the American speaker while they agree on the speech fluency of the British speaker. However, the table also represents that the informants partly disagree on the speech fluency of both Indian and Chinese speakers.

Perceptions towards Speech Comprehensibility

After listening, the respondents were asked whether the speeches were comprehensible or not. Table 3 below illustrates the views of informants on the related issue.

Table 3

Speech Comprehensibility

Speakers	Mean
American	3.00
British	3.30
Indian	1.80
Chinese	2.00

It is simply observed from Table 3 that the students partly agree on the speech comprehensibility of the American speaker while they agree that they easily comprehend the British speaker. The table also illustrates that the informants partly disagree on the comprehensibility of both Indian and Chinese speakers.

Perceptions towards Pronunciation

On listening to the audio scripts of the speakers, the informants were asked whether the pronunciation of the speakers were weak or not. Table 4 below shows the related perceptions of the participants.

Table 4

Pronunciation

Speakers	Mean
American	2.10
British	2.00
Indian	2.55
Chinese	2.52

One can easily understand from Table 4 that the students partly disagree on the pronunciation weakness of both American and British speakers. On the other hand, they partly agree on the pronunciation weakness of the Indian and Chinese speakers.

Perceptions towards Speaking Speed

The students were asked whether the speakers were speaking fast or not. Table 5 informs about the related perceptions of the participants.

Table 5

Speaking Speed

Speakers	Mean
American	1.80
British	3.20
Indian	2.20
Chinese	2.44

It is simply understood from the table that the students partly disagree that the American speaks fast. However, they partly agree on the fast speech of the British speaker. Further, they partly disagree that the Indian and Chinese speak fast.

Perceptions towards Having a Foreign Accent

The informants were asked whether the speakers had a foreign accent or not. Table 6 illuminates the related views of the informants.

Table 6

Having a Foreign Accent

Speakers	Mean
American	3.00
British	3.00
Indian	3.10
Chinese	3.20

One can plainly comprehend from the table that the respondents are in the view that each speaker has a foreign accent. In other words, the respondents were all aware of the foreign accents of the speakers.

Perceptions towards Enjoyable Listening

The participants were asked whether it was enjoyable to listen to the speakers or not. Table 7 states the mean scores related to the views of informants.

Table 7

Enjoyable Listening

Speakers	Mean
American	2.70
British	3.00
Indian	1.50
Chinese	2.10

Table 7 simply clarifies that the informants partly agree on enjoying the speech of the American and British speakers. However, they disagree on enjoying the speech of the Indian speaker while partly disagreeing on enjoying the speech of the Chinese.

Perceptions towards Irritating Accent

The informants were asked whether the accents of the speakers were irritating or not. Table 8 clarifies the related mean scores for the views of respondents.

Table 8

Accent

Speakers	Mean
American	2.00
British	1.88
Indian	2.80
Chinese	2.20

Table 8 clearly represents the participants partly disagree that the American and British speakers had an irritating accent. Yet, they partly agree that the Indian speaker owns an irritating accent. Besides, they partly disagree that the Chinese has an irritating accent.

Perceptions towards the Speakers' Possibility of Being a Good English Teacher

The participants were asked whether the speakers could be good English teachers or not. Table 9 displays the related mean scores.

Table 9

Speakers' Possibility of Being a Good English Teacher

Speakers	Mean
American	2.30
British	2.90
Indian	1.10
Chinese	1.50

It is easily understood from the table that the informants partly disagree on the American's possibility of being a good English teacher. However, they partly agree that the British can be a good English teacher. Furthermore, they do not agree that the Indian and Chinese can be good English teachers.

Perceptions towards Sounding Educated

The students were asked whether the speakers sounded educated or not. Table 10 shows the related mean scores.

Table 10

Sounding Educated

Speakers	Mean
American	3.50
British	3.80
Indian	2.00
Chinese	2.70

One can clearly comprehend from Table 10 that both American and British speakers sound educated to the students. On the other hand, the Indian speaker does not sound educated for them. Additionally, the students partly agree that the Chinese sounds educated.

Perceptions towards the Nationality of the Speakers

While listening to the audio scripts, the informants were asked to predict the nationality of the speakers. Table 11 clarifies the frequencies of the related nationalities.

Table 11

Prediction of the Nationality of the Speakers

Speakers	The Interpreted Nation	f	%
American	American	14	70.00
	African	4	20.00
	British	2	10.00
Total		20	100.00
British	British	12	60.00
	American	8	40.00
Total		20	100.00
Indian	Indian	20	100.00
Total		20	100.00
Chinese	Korean	4	20.00
	Japan	4	20.00
	Nigerian	4	20.00
	French	4	20.00
	Spanish	2	10.00
	European	2	10.00
Total		20	100.00

It is clear from the table that for the 1st speaker– American, 14 respondents detected the exact nation. However, 4 respondents referred to it as African, while 2 respondents interpreted it as British. Regarding the 2nd speaker who is a British, 12 informants understood the exact nation while 8 informants mentioned it as American. Further, all the respondents (N= 20) grasped the nation of the Indian speaker. With respect to the Chinese speaker, the students predicted the pursuing nations: Korean (N= 4); Japan (N= 4); Nigerian (N= 4); French (N= 4); Spanish (N= 2); and European (N= 2).

Perceptions towards Difficulty of Understanding the Speakers

The students were asked how difficult it was to understand the speakers. Table 12 displays the percentages of the related difficulty rates.

Table 12

Difficulty of Understanding the Speakers

Speakers	Difficulty	f	%
American	Easy	8	40.00
	Reasonable	6	30.00
	Hard	4	20.00
	Very easy	2	10.00
Total		20	100.00
British	Easy	10	50.00
	Very easy	6	30.00
	Reasonable	2	10.00
	Hard	2	10.00
Total		20	100.00
Indian	Hard	6	30.00
	Reasonable	6	30.00
	Very hard	4	20.00
	Easy	4	20.00
Total		20	100.00
Chinese	Reasonable	8	40.00
	Very hard	8	40.00
	Hard	4	20.00
Total		20	100.00

Table 12 clearly identifies that 8 respondents found the American speaker easy to understand while 6 students found it reasonable. Further, 4 informants found the American's speech hard while 2 informants found it very easy. Regarding the British speaker, 10 respondents think that it was easy to understand the British speaker while 6 respondents found the British speaker very easy to understand. On the other hand, 2 informants found the British speaker's speech reasonable while 2 participants found it hard to understand. When it comes to the Indian speaker, 6 students think it was hard to understand this speaker while another group of 6 students found it reasonable to understand. Besides, four informants found it very hard while another group of 4 found it easy to comprehend. Lastly, 8 informants found the Chinese speaker reasonable to understand while another group of 8 participants found it very hard. Besides, 4 students state that it was hard to understand the English accent of the Chinese speaker.

Interview Results

The Most Comprehensible Speaker

The informants were asked which speaker was the most comprehensible and the reason behind it. Table 13 below represents the related responses of the students.

Table 13

Comprehensible Speaker

Speaker	f	%	Reason	f	%
British	16	72.73	Speaking clearly	12	50.00
			Speaking fluently	8	33.34
			Good pronunciation	2	8.33
			Native speaker	2	8.33
Total			24	100.00	
American	6	27.27	Speaking fluently	4	40.00
			Speaking clearly	2	20.00
			Good accent	2	20.00
			Good intonation	2	20.00
Total	22	100.00	10	100.00	

As can be clearly understood from Table 13, majority of the informants (72.73%) see the British speaker as the most comprehensible one compared to the American speaker who is seen as the most comprehensible by a group of students (27.27%). The reasons why they see the speech of these speakers comprehensible is illustrated in the table as well.

The Most Appreciated Speaker

The participants were asked about whose speech they appreciated most and the reason behind it. Table 14 below illustrates the related answers of the informants.

Table 14

Appreciated Speaker

Speaker	f	%	Reason	f	%
British	14	58.33	Speaking clearly	6	50.00
			Academic language	2	16.67
			Good accent	2	16.67
			Good pronunciation	2	16.67
Total			12	100.00	
American	10	41.67	Speaking clearly	8	80.00
			Good accent	2	20.00
Total	24		10	100.00	

One can easily understand from Table 14 that majority of the informants (58.33%) appreciate the British speaker compared to the American speaker who is appreciated by a group of students (41.67%) as well. The reasons why the respondents appreciate the speech of these speakers are displayed in the table.

The Most Obscure Speaker

The students were asked about whose speech was the most obscure and the reason behind it. Table 15 below simply shows the related responses.

Table 15

Obscure Speaker

Speaker	f	%	Reason	f	%
Chinese	12	60.00	Speaking ambiguously	8	50.00
			Bad accent	6	37.50
			Bad pronunciation	2	12.50
Total				16	100.00
Indian	8	40.00	Speaking ambiguously	6	60.00
			Bad accent	4	40.00
Total	20	100.00		10	100.00

It is plainly observed from Table 15 that majority of the informants (60.00%) perceive the speech of the Chinese speaker as the most obscure, which is followed by the speech of the Indian speaker which is also seen obscure by a group of informants (40.00%). The reasons why their speech is obscure are simply given in the table.

Discussion

A critical perspective refers to being able to compare, contrast, and negotiate diverse views towards an issue (Ördem & Ulum, 2019; Ördem & Yükselir, 2017). Thus, in this section, different studies have been compared. Former studies clarify that Japanese EFL students desiring to gain British or American English pronunciation are unwilling to use their mother tongue accented English. By looking at this habit, Tokumoto and Shibata (2011) inquired the perceptions of Asian students towards their mother tongue accented English. They employed a questionnaire to check the English pronunciation of university students from Malaysia, South Korea, and Japan. They figured out that the Malaysian university students profoundly appreciated their L1-accented English. On the other hand, the Koreans and Japanese did not value their English accents and emphasized their desire for having a native English accent. The Japanese EFL students' negative approach to their L1-accented English was discovered to be the highest among all groups. In the present study, majority of the participants (60%) were also content with their L1 accented English, although they wanted to speak like a native speaker.

In their study, Cargile and Giles (1998) explored Americans' attitudes towards a Japanese man talking about two diverse issues— as aggressive versus neutral— utilizing such accents as standard, moderate-accented, heavy-accented, and not fluent. Speaker judgments on rank, appeal, and action characteristics affirmed particular and interpretable prognosis related to the literature occurred in this contemporary area of American-Japanese query. Particularly, it was discovered

that those Japanese-accented speakers were examined in manner unlike the other speakers of American English whose accents were non-standard, other than those with Malaysian and British background. In a similar vein, the present paper inquired the accents of speakers from different backgrounds.

Further, Chishimba (1985), in his study, stated that English utilized in Africa is gradually experiencing a phase of contextualization. In other words, new structures, usages, and habits are forming which serve for the functions of African local circumstances. This practice requires employing a number of linguistic strategies such as translation, transfer, repetition, semantic shifts, lexical hybridization, and etc. Further, Chishimba suggests that the contemporary varieties of English in Africa bear structure and strategies, and discourse patterns that differ from native English. In the present study, the informants evaluated the accents of different speakers using distinct varieties of English.

In his study, McKenzie (2008) inquired the perceptions of Japanese EFL university students towards six varieties of English. He found out that though a favorable attitude towards the standard and non-standard varieties of UK and US English was observed, the students showed higher consensus on Japanese speaking with a heavily-accented English. On the other hand, the informants of the present study showed no firm solidarity for the heavy-accented English speakers.

Moreover, Young and Walsh (2010) examined the attitudes of non-native English instructors towards the practicality and convenience of varieties of English (English as an International Language (EIL) and English as a Lingua Franca (ELF), compared to the native speaker varieties). Thus, they asked the respondents to mirror their experiences both as students and teachers of English and to think over which variety of English they had acquired, and which variety, if any, they preferred to teach. Further, they were asked for their attitudes towards the attraction and practicality of the diverse varieties. Young and Walsh discovered that the instructors had no idea about which English was the target but had a pragmatic attitude towards the varieties of English, stating the need of the standard form without referring to the reality of Englishes all over the world. In a similar vein, the respondents in the present study emphasized the importance of using the standard form of English– the British or American.

In their study, Bada and Ulum (2017) inquired the scope of cultural compounds of the outer circle that were carried over into the language by the authors producing literary works in an inner-circle language setting. They analyzed plots, settings, and characters in these works and thematised to display the outstanding phenomenon of how now English has ceased to be the property of the inner circle only. Moreover, in their study, Ulum and Erdoğan (2016) also evaluated state recommended English textbooks used in the schools of the Turkish Ministry of Education. They accordingly discovered that the outer circle (+expanding circle) characteristics occupied a big place in the materials designed targeting learners of English. However, in the

present study, rather than a textual or content analysis, the respondents evaluated the accents of different speakers using distinct varieties of English.

Lastly, Robb, Maclagan, and Chen (2004) calculated diverse acoustic measures of speaking rate for the New Zealand English (NZE) speakers. Then, they compared the calculated measures with a number of American English (AE) speakers. As a consequence of the study, they found relatively faster speaking and articulation rates in the speech of the NZE group compared to the AE speakers. In the present study, the informants complained about the accents of the speakers whose speech was fast, ambiguous, heavily-accented, and as a result incomprehensible.

Conclusion

The present study asked EFL university students to diagnose diverse English accents and declare their attitudes towards them. Without considering the reality of Englishes all over the world, Turkish EFL students who had a pragmatist attitude towards the varieties of English emphasized the importance of using the inner circle standard forms of English– the British or American, while disregarding the outer (Indian accent) and expanding circle (Chinese accent) varieties. Further, although most of the informants were content with their L1 accented English, they desired to speak English like a native speaker. The findings of the study may supply great help for the researchers in the related field.

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Geniş Özet

Amaç

İngiltere'den Türkiye'ye, ABD'den Çin'e, Hindistan'dan Avustralya'ya ve ötesine, küresel bir dil olan İngilizce insanları tüm dünyada kullanılan standart İngilizcenin çeşitleri vasıtasıyla büyüleyici bir yolculuğa çıkarmaktadır. İngilizce aksanlarının kıyaslanması, gramer, kelime bilgisi, fonoloji ve fonetikte yer alan çeşitlilik için de yararlı bir rehber sağlar. Ayrıca, İngilizce öğrencileri ve öğretmenleri için de pratik bir kaynak sağlar (Trudgill ve Hannah, 2013). Dolayısıyla, en basit sorular en derin olanıdır: İngilizce çeşitliliğine neden olan şey; toplumun standartlık vurgusuna rağmen neden çeşitliliğin hüküm sürdüğü; yerel ve ulusal İngilizce çeşitliliğinin ne kadar yaygın olduğu; ve öğretim stratejileri geliştirmek ve bunların nasıl gerçekleştirileceğine dair günlük eylemlere karar vermek zorunda olan İngilizce öğretmenleri tarafından çeşitliliğin nasıl ele alınması gerektiği gibi. Söz konusu sorulara bir çözüm bulmak için, dil yapısının konuşmanın amacıyla nasıl ilişkilendirildiğine ve sosyal bağlamdaki gerçek konuşmalara bakan sosyo-dilbilimcilerin çalışmalarına yakından bakılmalıdır. Bu çalışma 20 kişiden oluşan bir grup İngilizce öğrencisinin aksan algılarını irdelemektedir. Her bir katılımcı Amerika, İngiltere, Hindistan ve Çin'den farklı aksanda konuşmacıları dinlemiştir.

Yöntem

Bu makale, İngilizce öğrencilerinin İngilizcenin farklı aksanlarına yönelik algılarını incelemeyi amaçlamaktadır. Problemi araştırmak için araştırmada, Dennett (2003) tarafından oluşturulmuş heterofenomenoloji yöntemi kullanılmıştır. Bilimsel ilkelerin antropolojik bir ivme ile kullanılması, üçüncü şahısların ifadeleriyle ilgili mevcut herhangi bir kanıtla ilişkilendirilmesinden ibarettir. Heterofenomenolojinin amacı, deneğin çevreyi nasıl yorumladığını kavramaktır. Nitel bir çalışma olarak, bu heterofenomenolojik çalışma, bilgi verenlerin konuyla ilgili deneyim sahibi olmalarına dayanır. Bu yaklaşımla, makale, Türkiye'deki bir devlet üniversitesindeki İngilizce öğrencilerinin (N = 20) kavramsal temellerini araştırmaktadır. Katılımcılar gönüllü olarak çalışmaya katılmıştır. Mümkün olan en fazla sayıda bilgiye kolayca ulaşmak için, çalışmada uygun örnekleme yöntemi kullanılmıştır (Acharya, Prakash, Saxena ve Nigam, 2013). Veri, farklı İngilizce aksana sahip dört İngilizce konuşmacının katılımcılara dinletilip bu bağlamda katılımcıların yaklaşımlarına başvurularak elde edilmiştir. Dinletilen aksanlar Amerikan aksanı (iç daire), İngiliz aksanı, (iç daire), Hint aksanı (dış daire) ve Çin aksanı (genişleyen daire) olarak belirlenmiştir (Kachru, 2006). Araştırmanın verileri, Scales, Wennerstrom, Richard ve Wu (2006) tarafından geliştirilen ölçek ve yarı yapılandırılmış görüşme soruları aracılığıyla toplanmıştır. Görüşme sorularının güvenilirliği için Kappa Katsayısı hesaplanmış ve soruların oldukça güvenilir olduğu tespit edilmiştir (K = .875, p <.001).

Bulgular

Araştırmanın bulguları, 16 öğrencinin (% 80) ana dili gibi İngilizce konuşmak istediğini göstermektedir. Öte yandan, 4 öğrenci (% 20) ana dili İngilizce konuşmanın gerekli olmadığını düşünmektedir. Tüm öğrencilerin ana dili (N = 20) Türkçedir. Ayrıca, 14 öğrenci (% 70) bir yıl boyunca İngilizce öğrendiklerini iddia ederken, 2 öğrenci (% 10) 4 yıl boyunca İngilizce öğrendiğini beyan etmektedir. Bunun yanı sıra, 2 öğrenci (% 10) 7 yıl boyunca, diğer 2 öğrenci de (% 10) 4 yıl boyunca İngilizce çalıştığını belirtmiştir. Ayrıca, öğrencilerin çoğunun (N = 14) öğretmenleriyle, 2 öğrencinin çevrimiçi oyunlar üzerinden, ve 2 kişinin de yabancılarla İngilizce konuştuğu tespit edilmiştir. Tüm öğrenciler (N = 20) hazırlık sınıfında İngilizce dersleri almaktadır (konuşma, dinleme, okuma ve yazma). Neden İngilizceye ihtiyaç duyulduğu sorulduğunda, şu cevaplar verilmiştir: iş için (N = 16); seyahat için (N = 10); akademik amaçlar için (N = 10); yurtdışında yaşamak için (N = 4) ve öğrenme kültürü için (N = 4). Kendi İngilizce aksanlarının memnuniyetine gelince, 12 öğrenci (% 60) olumlu görüş bildirmiş, bazı öğrenciler (N = 8) ise İngilizce dilinde gerekli yeterliliğe sahip olmadıkları için İngilizce aksanlarından memnun olmadıklarını ileri sürmüştür. Ayrıca, bazı öğrenciler (N = 8) İngilizce aksanlarıyla ilgili hiçbir sorun yaşamadıklarını, çünkü başkaları tarafından İngilizcelerin kolayca anlaşılmasının yeterli olduğunu ileri sürmüşlerdir.

Tartışma

Önceki araştırmalar, İngiliz veya Amerikan İngilizcesi telaffuzu kazanmak isteyen Japon İngilizce öğrencilerinin ana dillerinden kaynaklı İngilizce aksanını kullanmak konusunda isteksiz olduklarını göstermektedir. Bu alışkanlığa bakarak, Tokumoto ve Shibata (2011) Asyalı öğrencilerin İngilizce kullanırken anadillerinin etkisi konusundaki algılarını irdelemiştir. Malezya, Güney Kore ve Japonya'daki üniversite öğrencilerinin İngilizce telaffuzlarını kontrol etmek için bir anket uygulayan araştırmacılar Malezya üniversite öğrencilerinin anadil aksanlı İngilizcelerini derinden takdir ettiklerini anladılar. Öte yandan, Kore ve Japon bazı İngilizce aksanlarına değer verilmediğini ve standart İngilizce aksanlı olma konusunda Kore ve Japonların istekli olduğunu keşfettiler. Japon İngilizce öğrencilerinin Japon aksanlı İngilizceye olumsuz yaklaşımları, tüm gruplar arasında en yüksek olarak keşfedildi. Şimdiki çalışmada da, katılımcıların çoğunluğu (% 60), ana dili konuşmacı gibi konuşmak istese de, Türkçe aksanlı İngilizcelerden memnun olmaktadır.

Sonuç

Bu çalışma, üniversite düzeyindeki İngilizce öğrencilerinin farklı İngilizce aksanlarını teşhis etmelerini ve onlara yönelik tutumlarını açıklamalarını irdelemiştir. Tüm dünyadaki İngilizce çeşitliliğinin gerçekliğini göz önünde bulundurmadan, pragmatist bir tavır sergileyen Türk İngilizce öğrencileri, farklı tip İngilizce tiplerini göz ardı ederken İngiliz veya Amerikan standart İngilizcesini kullanmanın önemini vurgulamışlardır. Ayrıca, katılımcıların çoğu anadil aksanlı İngilizceden memnun olsa da, İngiliz veya Amerikalı gibi İngilizce konuşmayı istemişlerdir.