HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching Program

PRE-SERVICE AND IN-SERVICE ENGLISH LANGUAGE TEACHERS' ATTITUDES TOWARDS ENGLISH DIALECTS AND DIALECT SELF-AWARENESS

İrem YILMAZ

Master's Thesis

Ankara, 2020

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İNGİLİZCE ÖĞRETMENİ VE ÖĞRETMEN ADAYLARININ İNGİLİZCE'NİN LEHÇELERİNE KARŞI TUTUMLARI VE LEHÇE ÖZ FARKINDALIĞI

İrem YILMAZ

Master's Thesis

Ankara, 2020

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis, prepared by **İREM YILMAZ** and entitled "Dialect awareness and attitudes towards the accents of English language of pre-service and in-service English language teachers" has been approved as a thesis for the Degree of **Master/** in the **Program of English Language Teaching** in the **Department of Foreign Language Education** by the members of the Examining Committee.

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This is to certify that this thesis has been approved by the aforementioned examining committee members on 21/05/2020 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master's Thesis** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences from......../....../........

Prof. Dr. Ali Ekber ŞAHİN
Director of Graduate School of Educational Sciences

Abstract

As the world globalized and the people on it became global citizens with cosmopolitan identities, it was realized that English that functions as a channel for communication, which is called 'lingua franca', is not expressed as a plural noun, it is not a single constitution, even though it's not expressed as a plural. It has a variety within itself in terms of its acoustical and lexical features which brought the terms 'accent' and 'dialect' into the literature. They comprise an important field to investigate with the contribution of the speakers and teachers of English. As they are the transmitter of the knowledge of language, the teachers have a great vitality on the issue because their attitudes and perspectives are transferred to the learners directly. For that reason, this study inspects the attitudes and awareness of the prospective and practitioner teachers as well as their positions on the integration of accents in ELT before they take stage of education. A semantic differential scale enriched with MGT was applied to 50 freshman students, 50 senior students from ELT and 20 in-service teachers from School of Foreign Languages at Hacettepe University, while interviews were conducted with 19 participants from the same groups. Finally, American English was found to be the most favored accent, while native accents were preferred to the non-native ones in general. Furthermore, exposure at school or via media was observed to be significant determiners of attitudes and awareness. That is probably the reason of the fact that both of them increases going from freshman students to in-service teachers.

Keywords: lingua franca, accent, dialect, attitude, awareness.

Öz

Dünya globalleşip üzerindeki insanlar dünya vatandaşı kimliği olan global vatandaşlara dönüştükçe, iletişim için ortak bir kanal olarak işlev gösteren 'uluslararası ortak dil'in büyük önem kazandığı açıkça ortadadır. Çağımızın uluslararası ortak dili olma özelliğine sahip olan İngiliz dili çoğul bir kelime olarak ifade edilmese de, akustik ve sözcüksel açılardan kendi içerisinde bir çeşitliliğe sahip olduğu için aslında tek bir oluşum değildir. Bu çeşitliliği tanımlamak amacıyla 'lehçe' ve 'aksan' terimleri ortaya çıkmıştır. Bu terimler konuşma becerisi, dil yeterliliği ve iletişim kalitesinde etkiye sahip olduğundan dolayı araştırılması gereken önemli bir alan haline gelmiştir. Öğretmenler dilin yeni kullanıcılara ileticisi oldukları için bu konuda büyük öneme sahiptir çünkü tutum ve bakış açıları direkt olarak öğrencilerine aktarılır. Bu sebepten, öğretmen adaylarının eğitim sahnesine çıkmadan önce ve çıktıktan sonra tutumlarını ölçmek ve karşılaştırmak için bu çalışma yürütülmektedir. Aksanlara olan tutumları ölçülmüş ve kendi aksanlarına olan farkındalıkları ve aksanların dil eğitimine entegre edilmesine olan tutumları değerlendirilmiştir. Sonuç olarak, aksanlara olan tutumlarının yanı sıra bu tutumlara ışık tutacak sebepleri, kendi aksanlarına olan farkındalıklar ve bu aksanları edinirken onları etkileyen faktörleri ortaya çıkaracak bir çalışma elde edilmiştir. 100 öğretmen adayı ve 20 öğretmene ses kayıtlarıyla zenginleştirilmiş ölçek, aynı gruplardan 19 kişiye mülakat uygulanmıştır. Kullanılan nicel ve nitel tekniklerin sonuçlarına gore Amerikan aksanı en çok tercih edilen ve pozitif tutum sergilenen aksan olmuştur. Genel anlamda ise anadili İngilizce olan ülkelerin aksanları olmayanlara tercih edilmiştir. Muhtemel sebepleri okul ve medya olarak değerlendirilmiş, bu faktörlerin hem tutumu hem farkındalığı etkiledikleri görülmüştür. Bu etkenlere daha uzun sure maruz kalma durumuna bağlı olarak farkındalık ve tutumun çalışan öğretmenlerde diğer gruplara gore daha fazla olduğu farkedilmiştir.

Anahtar sözcükler: ortak dil, lehçe, aksan, tutum, farkındalık.

Acknowledgements

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Symbols and Abbreviations

EFL: English as a Foreign Language

ELT: English Language Teaching

TESOL: Teaching English to Speakers of Other Languages

RP: Received Pronunciation

SAE: Standard American Accent

BrE: British English

AmE / AE: General American English

MGT: Matched Guise Technique

VGT: Verbal Guise Technique

WE: World Englishes

NS: Native Speaker

NNS: Non-native Speaker

Chapter 1
Introduction

"The sun never sets on the English language". Medgyes' (2001) restatement of Fishman's (1982) spectacular remark encapsulates the position of English in today's world (p.429). "English occupies a unique place in the world today and in history. There has never been a language which has been used so much by so many different people" (Morrow, 2004, p.80). Dauer (2005) also confirmed this strong position in her article stating "few would dispute that English is now the primary lingua franca, the language used to communicate among speakers of different languages throughout the world" (p.545). Crystal (2012) summarized this idea of the global aspect of English by using daily and simple examples from media and everyday life (p.2). A very similar example comes from Power (2007). "Whether you're a Korean executive on business in Shanghai, a German Eurocrat hammering out laws in Brussels or a Brazilian biochemist at a conference in Sweden, you're probably speaking English" (p.1). Thus, it wouldn't be erroneous to say that, as an international language, English dominates the other languages in every term and one of these aspects is the quantity of the speakers. English has a giant number of speakers today and each day, the number has been increasing (Crystal, 2012, p.6). He also reveals the high amount of countries that speak English as a primary or second official language. "…- in the case of English, this would mean the USA, Canada, Britain, Ireland, Australia, New Zealand, South Africa, several Caribbean countries and a sprinkling of other territories" (p.3). However, it is not enough to be a global language that it is today, as he states "mother-tongue use by itself cannot give a language global status" (Crystal, 2003, p.3). He also suggests one more requirement to name a language a 'global language'. "To achieve such a status, a language has to be taken up by other countries around the world" (p.3). Therefore, the non-native speakers outnumbering the native ones is an inevitable and necessary consequence as Jaber&Hussein (2011) also stated (p.77). Seidlhofer (2005) reinforced this claim restating Crystal (2003), "roughly only one out of every four users of English in the world is a native speaker of the language" (p.1). As clarified, English has so many speakers that, a classification of them to enhance the convenience of understanding was needed and eventually Kachru (1992) made a categorization of the speakers of English considering their relations with it, politically and linguistically. "Kachru's

(1992) model of Inner, Outer, and Expanding Circles provides a useful framework for classifying the Englishes of countries worldwide" (Matsuura et. al., 2014). In the process of constructing this framework, he considered the status of English as well as the outstanding features of the countries (Kilickaya, 2009,p.35). In this model, 'The Inner Circle' represents the countries where English is the native language and the official language of the government such as the UK, the USA, Canada and so on. "'The Outer Circle' consists of the former colonies such as India, Africa and Nigeria" (Kilickaya, 2009, p.35) which are the countries that speak English as the secondary official language. Crystal describes the status of a second language as following:

> Firstly, a language can be made the official language of a country, to be used as a medium of communication in such domains as government, the law courts, the media, and the educational system. To get on in these societies, it is essential to master the official language as early in life as possible (Crystal, 2003, p.3).

Morrow (2004) lists all the countries which belong to the outer circle which mostly consisted of Asian and African countries (p.82) of which reason is explained in literature review part (see page 13). Lastly, 'expanding circle' includes the countries that speak English as a foreign language like Turkey, France, China, etc. "which are affected by Western and where English is becoming an important language in business, science, technology and education" (Kilickaya, 2009, p.35) (p.179). Crystal (2003) listed some of those countries emphasizing the fact that there are more than a hundred countries that belong to expanding circle (p.5). Bauer (2016) made an overall interpretation of this model in a different way. "…in the 'inner circle' English is used in all domains, in the 'outer circle' it is frequently used in education (particularly in advanced education) and administration, in the 'expanding circle' it is used mostly in trade and international interaction" (p.22). However, "we acknowledge that the EFL-ESL distinction is beginning to blur as the two merge into English as an International Language (EIL)", claims Jenkins (1998, p.119). Accordingly, this is not that simple to categorize the dialects and the accents on the basis of this classification since they cannot be identified considering solely the circle they belong to. The accents and dialects of the countries within the same circle also vary among themselves (e.g. American English and British English being placed in the same circle). That is why we have much more than three varieties of English.

Considering this categorization, it is undemanding to realize that English is an international channel of communication spoken by a variety of people who share different backgrounds in terms of language and culture as Sung (2014) made clear. Therefore, the effect of these variables on English is inevitable, as billions of people can't speak it in exactly the same way. As a consequence, it is quite normal for a person to shape his/her own way of speaking a language -for our case, it's English- with the effect of these variables. To give an example in the simplest term, the native language of the speaker, will affect the use of target language in terms of phonology because the sounds will be probably different and it may be too hard for a person to sound exactly the same in that case. So, the outcome may be different from the ones of the native speakers in terms of acoustic as well as the native English speakers from different communities may sound differently. Cultural differences and other varying factors may lead to linguistic differences which cause changes also in wording and order of the words in a speech since English is spoken by the whole world as a lingua franca. When we consider the fact that even the villages within walking distance may have differences, it is more than natural for countries located in different corners of the world to vary in some aspects. Therefore, all of these different concepts opened the way to the creation of varying ways of performing English called "accent" and "dialect". Even though these terms are generally used interchangeably, they have a slight difference which must be considered before bringing them into play. The distinguishment will be made clear in the upcoming parts of the study. However, in the title the term 'dialect' was used as it covers 'accent' and has some additional features.

Statement of the Problem

Looking through an idealistic nativist point of view, it is desired that the teachers of English, who will bring new speakers into the English language, should beware of and familiar with the whole essential aspects of the language to be able to transfer them to the newborns of the language correctly. As the issue of variety will have a vital role for a speaker when he/she gets into the crowd of other speakers of English to communicate, their teachers' awareness of and attitude towards the variety must be checked before they come together. This awareness starts with teachers' own English since they are all English speakers who have walked through the same paths of learning. They must be aware of their own dialects or accents if it is wanted that

their students will be also aware of that aspect of the language they aim to learn thoroughly, as they can't speak a language, which is a holistic concept, half.

Despite all of this significance of the issue, the varieties of English do not draw sufficient attention in English language education. The teachers may insist on imposing their own dialect or accent consciously or unconsciously instead of presenting the alternatives beforehand. If this awareness is awakened in the students' minds, they can make their own choices. Even after they chose their own accent, they should also be familiar with the other dialects and accents to be capable enough to understand them and avoid communication breakdowns in international encounters. However, teachers do not aim to familiarize them with the varieties other than American and/or British English frequently. Yet, English has more than that to discover for students. Therefore, it is important to investigate the teachers' attitudes towards and awareness of the varieties to make sure that they are familiar with the concept so that they can transfer that awareness. "Teachers' practices can exert a lasting influence on learners' perceptions and their preference towards nativism or varieties of English" (Monfared& Khatib, 2018, p.59). It will also be checked whether teacher training offered at university education provides that awareness as it should or not. If it doesn't provide adequate understanding, an action should be taken to improve the conditions. Moreover, it is intended to observe the other factors that affect the attitude and awareness of that matter to evaluate along with teacher education programs.

Aim and Significance of the Study

A language teacher must be aware of and familiar with the language as a whole with no aspects excluded, as s/he will function as the main resource and model for the learners that they will come together with. Accents and dialects are important parts of language as they provide options for a speaker to choose. Therefore, students should notice their range of choices before they decide the variety they will speak possibly for the rest of their lives. Thus, it is essential to check the dialect awareness of the educators on the issue to make sure they will provide the same awareness for their students. What's more, their attitudes and preferences should be realized so that it can be presumed which variety will be supported and offered more in future classes. If we have prior knowledge on their possible philosophies of the issues caused by lingua franca status of English, we can be prepared and ready for

that in terms of educational plans, curriculum and materials (Coskun, 2011). The fact that this study will also unearth the factors that influence the dialect formation of a speaker such as media, formal education and so on is going to be helpful for future teachers. These kinds of dynamics of Turkish contexts should be realized and brought under control for a better and more effective use. "Choice of variety, whether it is conscious or not, has implications for policy-makers, for language planning and curricula, for teacher education, for materials writers and for language assessment. The extent to which a certain variety is more or less dominant in a particular context also has major implications for teaching and learning" (Young& Walsh, 2010, p.123). Furthermore, excessive negative attitudes towards certain varieties may affect the perspective of the student. Since diversity requires to be tolerated and appreciated at our time, these negative approaches may be wanted to be reduced and destroyed. Moreover, as they are English teachers that will be in service in the upcoming years, their educational philosophies in this issue are important to dig into. Their opinions of dialect integration into English education are aimed to be understood for the reason expressed above.

This study also functions as a pioneer one in the context it was developed since it makes use of a technique that hasn't been used in Turkey frequently. To the best of my knowledge, it is not often to come up with the Turkish based studies that used Matched Guise Technique or Verbal Guise Technique to measure language/dialect/accent attitudes. Therefore, this study may lead the upcoming studies by showing the effects and success of the technique as well as its drawbacks noticed during or after the study. Since the research has dual focus as attitudes and awareness and aims a comparison among different level of teachers, it has no identical twin in the literature. That is why this study has a high possibility of leading new studies that investigate the same issues with the same procedure in Turkey as well as in the rest of the world. Furthermore, the studies that involve the dialect awareness and attitudes towards the varieties of the teachers is quite rare as English as a Lingua Franca is a hot topic for a relatively short time than the other issues of ELT. Some scholars emphasize the gap in the literature. They expressed the necessity of investigating the opinions of different people occupying various roles in language education (Sung, 2014). "It is, then, rather surprising to note that much of the research which has been conducted to date largely ignores what practitioners say, think or believe about varieties of English or about ELF and EIL" (Young&

Walsh, 2010, p.124). "Up to present, much of the research conducted has paid little attention to what prospective teachers (PTs) think or believe about native speaker norms for pronunciation" (Uygun, 2013, p.191). As for this study will make a comparison between future teachers, who are still students, and working teachers, it will shed a light on the teacher training programs at university and give implications to it at that subject. The creation of the ideal speaker profile of a language passes through the teacher education and it is the only way the desired change can be called into being. That is why Bozoglan& Gok (2017) highlights the importance of teacher education as it is the key to develop tolerance and appreciation among the speakers (p.783). This comparison hasn't been made in the research world up to now. However, it can provide invaluable knowledge of the factors that affect attitudes and awareness while showing the process at the same time. As a result, giving feedback to these programs is essential as much as fixing the imperfections if they have any. Language education is not the only area that is affected by this kind of studies. Bozoglan& Gok (2017) claimed that these kind of studies demonstrated that the opinions and beliefs of the speakers of English influences its position as an international tool of communication (Giles, 1970; Niedzielski& Preston, 2003) (p.776). Therefore, this study may have far-going consequences that affect a wider context than expected.

Research Questions

Considering the challenges posed in the previous stages, asking the questions below will be fruitful to gain an insight:

1. What are the differences between pre-service and in-service teachers' attitudes towards the accents presented in English language?

2. How do they perceive and identify their own English in terms of accent/dialect?

   a. How do they think they have acquired that accent/dialect of English?

3. What are the differences between pre-service and in-service teachers' self-reported dialect awareness?

   a. What are the differences in their attitudes towards the integration of the dialects into English education?

In this study, answers for these questions will be sought by investigating the attitudes and awareness of the prospective and practitioner teachers by means of different research techniques.

Assumptions

As for the part investigating the attitude towards the accents, it will not be extraordinary to expect that diverse results may arise due to the fact that the participants are unique individuals that have varying interests, tastes and opinions as well as different backgrounds. Their perspective of the varieties of English may diversify depending on every single differing feature they have. That is why this study is expected to result in mixed attitudes towards the varieties and no straight-forward dominant one is foreseen. However, the frequency of their exposure to some particular accents (American English, British English) may affect their attitudes positively as they are familiar with them via the education they received at school and the products of the entertainment industry (TV shows, series, etc.) which are very common interests in the world. Past research provides some evidence that creates a sense of possibility for that situation.

When it comes to the section that examines the dialect awareness of the prospective and practitioner teachers, the expected results are mostly based on educational realities. The awareness of the varieties of English or any other languages is generally neglected before university education, in the case of ELT students which are the participants of this study. For other departments unrelated to the English language, even university education has no aim to make them familiar with the varieties. If the student is interested, s/he can raise his/her awareness through media (TV shows, series, internet, etc.) or educational materials in his/her reach. Therefore, it is more likely to encounter the results that are not disappointing for the awareness of the teachers involved in the study since they are ELT students receiving or former students that received the appropriate education. Furthermore, as they are more interested in the language since it is or will be their profession; they search and pay attention more by means of shows, series, books and educating materials. As for their philosophy of dialect integration into the class, most probably they will claim that they aim to raise an awareness. However, it is a known fact that there is no room for it since language lessons are filled with technical information

instead of social elements. Hence, it is possible to receive answers that reports lack of time or inappropriacy of policies and materials.

The assumptions above will be kept in mind to notice if they match the outcomes of this research.

Limitations

The present research compulsorily encompasses a limited number of participants as it is a multifaceted research which includes questionnaire applications accompanied by audio tracks and interviews. As a result, it is not possible to generalize it beyond the current population of this study. Nonetheless, this investigation aims to represent the reality of the mentioned restricted context to pose a model to others for questioning their self-awareness.

In the quantitative stage of the study, the emotional states of the participants at the time that the questionnaire is applied are unknown. The participants may be in a bad mood and they may fill the scale procrastinatingly without even listening to the tracks. If they do, their unreal answers will affect the overall results negatively and the reliability will decrease inevitably. To avoid this undesirable situation, the necessary precautions will be taken such as taking consent of the participants on a voluntary basis and warning them before the application to help them realize the importance of their answers for the study. Moreover, the possibility of recognizing the dialect by their features in the recordings and fill the scale accordingly may prevent collection of the data with no bias. As the participants are advanced users of English language, they can identify the most popular accents such as British English and American English. In this case, the technique that was used to avoid bias and prejudice may stop functioning appropriately.

In the qualitative phase, the interviewing technique is used despite some drawbacks it may have. For instance, the participants can be made "socially desirable responding" which is explained by Paulhus (2017, p.1). "They are habitual tendencies to respond to questions based on item properties such as keying direction and the desirability of the response options. Such tendencies may interfere with the ability of self-reports to capture the intended individual differences" (Paulhus, 2017, p.1). Therefore, the interviewees can answer the questions caring about the ideal teacher roles assigned by society instead of their own features and opinions. The

questions are structured as neutral looking as it can be to prevent this from happening, but still it is not possible to diminish it completely. Furthermore, the planned number couldn't be reached due to the Covid-19 pandemic spread which caused schools to shut down and the possible participants to leave the city. That is why the number stayed much more limited than expected and the generalizability got lower.

Definitions

This study includes some jargon words that may require definition and explanations for a better and easier understanding. Some of them may be found below:

Accent: Carlson& McHenry (2006) restated a detailed definition. "Accent has been defined as a unique mode of sound production that is influenced by a speaker's dialect or native language (Edwards, 1997). Although phonological variation is a key component of accents (T. W. Stewart & Vaillette, 2001), prosody, including rhythmic stress and emphasis, also plays a role (Cheng. 1999; Lippi-Green. 1997)" (p.70).

Dialect: Alford&Strother (1990) restated Chaika (1982) who defined 'dialect' as "the way words are pronounced, syntax, and word choice between speakers, in addition to differences in timbre, tempo, and paralinguistic features" (Chaika, 1982) (Alford&Strother, 1990, p.479).

Attitude: "According to (Latchanna & Dagnew, 2009), attitude is accepted as an important concept to understand human behavior and is defined as a mental state that includes beliefs and feelings" (Oroujlou& Vahedi, 2011, p.994).

Language attitude: It can be described as reactions to the languages depending on the general profiles and features of them (King, 2000, p.2) (as cited in Bozoglan& Gok, 2017)

Dialect awareness: "It refers to 'activities that promote an understanding of and appreciation for language' variation (Wolfram 1999, 48)" (Bozoglan& Gok, 2017, p.775).

Self-awareness: It is defined as "good knowledge and judgment about yourself" by Cambridge Online Dictionary ("self-awareness", n.d.).

Intelligibility: "Intelligibility is an objective measure of the degree to which an utterance was understood (Nicolisi. Harryman, & Kresheck, 1996)" (Carlson& McHenry, 2006, p.72).

Chapter 2

Literature Review

Looking into the terms 'lingua franca', 'accent' and 'dialect'

      Lingua franca. Prior to the detailed focus of this research paper, the terms 'accent' and 'dialect' should be investigated thoroughly and the differences between them should be made crystal clear as far as possible despite the fact that they are actually being used interchangeably. However, before all this, the first point to handle will be the concept 'lingua franca', where it all started. Jenkins (2009) describes it as the mutually spoken language in the encounters of people who doesn't share the same native languages. Morrow (2004) makes a similar description of the term by explaining that all those people who speak it as a channel of communication have different mother tongues. "It is the official language of the United Nations, NATO, sports, cinema, aviation, marine communications, radio and television programs and the internet. This spread of English makes it an international language where native and non-native speakers use it to communicate" (Jaber&Hussein, 2011, p.77).

      Why do we need a lingua franca? Crystal (2003) starts answering this question from his own point of view starting from the issue of 'translation', especially in political encounters. He claims that in the encounters of few languages, learning two or three languages can be an option for successful communication (Crystal, 2003). However, in the cases of larger communities such as UNESCO, UNICEF, etc. (p.12), it is not possible for people to know each language that is present there. He states that in communities where speakers of more than 2-3 different languages meet, it is not very safe to depend on one translating person for the sake of healthy communication, but it is not only about the reliability (Crystal, 2003). "Half the budget of an international organization can easily get swallowed up in translation costs" (p.12). Considering the high number of languages currently present in these contexts, it is plain that the money spent will beyond the normal limits. Reducing it could be a choice unless it was very dangerous since it has the risk of offending the national pride of a country by ignoring its language (Crystal, 2003). Looking through a wider perspective, politics is not the only area that needs a common language. "The need for a global language is particularly appreciated by the international academic and business communities…" (Crystal, 2003, p.13). Let us take academic communities in

hand since it is the most relatable one for us. Researchers need to follow every development in the field they are working on. While conducting a study or just getting themselves updated, they have to read tons of papers and journals. If they were all in different languages, it would take years to translate them one by one into their language and then read them. On the other hand, by means of a global language, the only thing one should do to get information from all over the world is to learn one language: cheaper, easier and more reliable. That language is called "lingua franca" (Crystal, 2003, p.12). This way, they don't only get to read, but even have live conversations with the researchers on the other edge of the world. "A conversation over the internet (see chapter 4) between academic physicists in Sweden, Italy and India is at present practicable only if a common language is available" (Crystal, 2003, p.13). They don't need to be academics. Whoever they are, now they can easily communicate with foreigners via technology only if there is a common channel (Crystal, 2003). If there is not, the options are limited with the speakers of languages that one knows. However, it is not enough for today's global people.

Lastly, the whole need of the world for a global language can be compiled by this stunning set of sentences of Crystal (2003):

> There has never been a time when so many nations were needing to talk to each other. There has never been a time when so many people wished to travel to so many places. There has never been such a strain placed on the conventional resources of translation and interpreting… And never has there been a more urgent need for a global language (p. 14).

***Why is English language the lingua franca of the world*?** "English is currently seen the best option for communication among people from different language backgrounds, thereby being labeled as 'English as an International Language (EIL)' or 'English as a Lingua Franca'" (Kilickaya, 2009, p.37). The reason that it is the best option may be attempted to be explained by several possible factors. Starting from the possibilities directly related to the language, Crystal (2003) proposes a probable reason widely guessed by people. "It is often suggested, for example, that there must be something inherently beautiful or logical about the structure of English, in order to explain why it is so widely used" (p.7). However, he confutes this argument later on by giving examples from the past international languages that have inappropriate and complicated structures (inflectional endings, complex articles) (Crystal, 2003). Therefore, structural appropriacy of a language can

be one of the factors that make it a global language, but definitely not the only and the strongest one. Crystal (2003) thinks that "ease of learning has nothing to do with it", but at the same time he admits that it can make a language seem 'internationally appealing' (p.7). Crystal (2003) also presents an evaluation of the situation from a different perspective. "Why a language becomes a global language has little to do with the number of people who speak it. It is much more to do with who those speakers are" (p.7). In his article, he gives the example of Latin language which dominated over the world once upon a time not because of the quantity of the speakers, but because of the power Roman Empire and Roman Catholicism held (Crystal, 2003). The kind of power we are talking about here is also made clear by him: "political and military power" (p.9). Morrow (2004) supported this claim by presenting examples from the past. "In each case, the choice and use of a language as a lingua franca has been related to political factors, and English is no exception. The position of English in the world today can be seen as one legacy of British colonial policy" (p.80). Besides of Roman Empire, Crystal (2003) also gave varying examples for the languages brought into this status by means of military and political movements. The victories of Alexander the Great made Greek the language of international communication, while the spread of Islam promoted by Moorish armies lifted Arabic to a higher status. He also mentions the colonial protocols of the Renaissance kings and queens over different parts of the world (Crystal, 2003). Moreover, he narrates all the process including colonialization, invasions and the rest in his book (Crystal, 2003). He strongly claims that "without a strong power-base, of whatever kind, no language can make progress as an international medium of communication" (Crystal, 2003, p.7). Yet, he also clarifies that military power can give a language a global status, but it cuts short to preserve this status. This is when economic power should take the stage (Crystal, 2003). He elaborates on the term to be more specific and gives certain examples such as 'massive development of trade and advertisement', 'extensiveness of the effect of press', 'technology' having affects on entertainment, 'scholarship and further education' and so on (Crystal, 2003, p.10). "The official language of international advertising bodies, such as the European Association of Advertising Agencies, is invariably English" (Crystal, 2012, p.95). "English was the first language to be transmitted by radio…" (p.95). "As a result, when sound was added to the technology in the late 1920s, it was the English language which suddenly came to dominate the movie world" (p.99). According to

him, English ended up "in the right place in the right time" (p.10), being supported by the most suitable countries it can be. Crystal (2003) narrates the exchanging roles of the UK and the USA in terms of economical and manufacturing power as well as number of citizens by providing exact dates and numbers. He also mentions the imperial policies of Britain and the power of the US dollar were the building blocks of the globality of English (Crystal, 2003). Ladegaard& Sachdev (2006) claimed that these countries complemented each other when either of them remained incapable in the formation of English as a lingua franca. Bayard et. al. (2001) points out the effect of the USA on the entertainment industry stating "the inexorable pressure of American global hegemony in its all guises: fast foods, pop music, films, middle-class TV sitcoms…" (p.41). Considering all these factors, it is not hard to realize it was unavoidable for English to be an international language.

'Dialect' and 'accent'. When it comes to the terms 'dialect' and 'accent', it is quite hard to tell the exact definitions in one breath as also admitted by Alford& Strother (1990). To begin with the concept of 'accent' as the narrowest one, Bauer (2016) implies that it is something particularly acoustic. "You can usually tell after just a few words whether someone has a Scottish, Australian or American accent; you don't have to wait for them to say some particularly revealing local word or to use some special construction" (p.2). Then, she defined it explicitly emphasizing that accent is solely the acoustical features of speech (Bauer, 2016). Carlson& McHenry (2006) made a more thorough definition, by citing Lippi- Green (1997).

> In general, accent can be thought of as the phonological individuality of spoken language that is influenced by a person's geographical origin, native language, or social status. When English is spoken as a second language, the speech characteristics of the first (or native) language may be carried into English, resulting in accented English (Lippi-Green, 1997) (Carlson& McHenry, 2006, p.70).

Wells (1982) also described 'accent' in his book underlining it is consititued by the variables of the speakers depending on their backgrounds in all aspects of life. Accordingly, accent can be basically defined as the varieties of speaking a language in terms of pronunciation due to some variables among people in terms of their origin and sociocultural identities. These variables can be every single difference that people have as Wells (1982) suggested in the same book.

> An accent, in this sense, is something every speaker has. To some small extent, it will be special to him or her as an individual: it is part of one idiolect.

To a very much greater degree, it is the characteristic of people belonging to some geographical region and/or social class; and it may well be typical of the speaker's sex, age group or level of education. (Wells, 1982, p.1)

As for the term 'dialect', we need to talk about supplementations, instead of divergences. According to Kurinec and Weaver (2019), "dialect refers to the phonological and grammatical form of language specific to a certain group" (p.2). A clearer description of Paul (1995) was cited by Carlson& McHenry (2006) in their work.

Not only is phonology influenced, but other language systems, including morphology, syntax, semantics, and pragmatics, are also affected. A dialect is considered to be a variety of language that is similar to the form spoken by the majority but differs in the use of certain elements (Paul, 1995) (Carlson& McHenry, 2006, p.70).

Alford&Strother (1990) also defined dialect restating Chaika (1982). "Chaika (1982) has included the following as characteristics of dialects: the way words are pronounced, syntax, and word choice between speakers, in addition to differences in timbre, tempo, and paralinguistic features" (p.479). "A dialect is made up of vocabulary items (what Carstairs-McCarthy 2002: 13 calls 'lexical items', that is words, approximately) and grammatical patterns, and is usually spoken with a particular accent…" (Bauer, 2016, p.3). Another difference between these terms is identified by Gill (1994) in her restatement from her previous works. "Although dialects and accents are often used as synonyms, the former traditionally refers to regional variations in language and the latter refers to differences among national groups (Gill, 1991; Gill & Badzinski; 1989; 1992)" (Gill, 1994, p.348). Kurinec& Weaver (2019) give comprehensive examples to these regions and nations in their works (p.2). In the light of the statements above, the primary difference is that dialect includes syntactic, semantic, morphologic and acoustic differences, while accent stays limited with the differences in pronunciation (Fromkin & Rodman, 1983; Pefialosa, 1981) (as cited in Alford& Strother, 1990). Furthermore, dialects change among small groups such as regions and social classes while accents differ among nations and countries. "Although dialects and accents are often used as synonyms, the former traditionally refers to regional variations in language and the latter refers to differences among national groups (Gill, 1991; Gill & Badzinski; 1989; 1992)" (Gill, 1994, p.348). Despite all these differences, according to Bauer (2016), it is still too difficult not to confuse them. As a solution, she suggests the use of the term 'variety'.

"We can use 'variety' to mean a language, a dialect, an idiolect or an accent; it is a term which encompasses all of these" (Bauer, 2016, p.4). Since it refers to each variable we need to address, it is quite useful to put it on the stage when needed. "The term 'variety' is an academic term used for any kind of language production, whether we are viewing it as being determined by region, by gender, by social class, by age or by our own inimitable individual characteristics" (Bauer, 2016, p.4). Even though their interchangeable use doesn't create huge problems whether in academic or non-academic environments, it is still more useful and effective to consider the features of the constitution we will address before entitling it as 'accent', 'dialect' or 'variety'. However, in this thesis, it is not very easy to entitle what is being investigated. It is definite that the quantitative part examines attitudes towards the accents. On the other hand, the range of the qualitative stages is quite wide because it is up to the participants. They may talk about the accents as they differ from country to country instead of region to region. Yet, they may also mention the lexical differences which refer to dialects. Therefore, all of the terms described above may be used interchangeably. In the title, the term 'dialect' was used as it means a wider scale of language differences including lexical changes.

How do people acquire a variety? Non-native speakers of English may choose their dialects or accents in two ways: they may speak the target language without acquiring a standard accent showing their local identity in their speech or they may choose a standard accent from the existing ones. As for the former one, Arslan& Hansen (1996) describes the process of acquiring an accent.

> Every individual develops a characteristic speaking style at an early age which will depend heavily on his language environment (i.e., the native language spoken). When learning a second language, the speaker will carry traits of this style into the new language. Therefore, many features of his native language will persist in his speech (p.354).

Considering the practice of this theoretical knowledge in the Turkish context, we clearly witness the birth of a non-native variety, which is Turkish English. When we speak English without adapting to a standard accent, we transfer Turkish sounds into English since we are not familiar with them and our physiological features are not suitable. As Turkish learners of English, we suffer from the sounds 'ə', 'ð', 'æ', 'Ө' and so on from the beginning of our education because they don't exist in Turkish and we are not used to producing them. Furthermore, whenever we try to produce them by

force, it has the possibility to sound unnatural and funny. Therefore, most Turkish people give up on producing these sounds and articulates them as the closest Turkish sound (e.g. 't' instead of 'ð') taking the risk of saying something completely different. This is how the Turkish accent of English occurs, following the process suggested by Arslan&Hansen (1996) above.

If they decide on the latter, they may take some factors into consideration. However, Goldstein (1987) points to the lack of knowledge on the factors that impacts the selection and obtainment of an accent or a dialect in target language as there is no sufficient research on the matter. It's been 33 years since this report of the shortage of information on the matter. Yet, it is possible to say that to the best of my knowledge, these are haven't been studied and the factors haven't been revealed yet adequately. Nevertheless, there are some dynamics that the choices of varieties can be attributed to. To illustrate, some learners may be perfectionist and have intrinsic motivation which stimulates them to sound like a native speaker.

> If people wish to learn English as a 'foreign' language in order to blend in with a particular group of its native speakers in an Inner Circle environment or because of a personal aspiration to acquire 'native-like' English, then that is their choice… (Jenkins, 2009, p.201).

Or else, their relationship with the speakers of the particular variety may increase the likeliness of acquiring it. "Some have suggested that a speaker's extent of contact with members of the group who speak the variety may influence the degree to which the speaker uses variants from that group's variety (Labov, 1972a, 1972c, 1973; Reinstein & Hoffman, 1972; Silverman, 1971; Wolfram, 1972, 1973a, 1973b)" (Goldstein, 1987, p.419). Their extensive exposure and positive feelings towards the members of the target language community may trigger them to acquire that variety. Similarly in an Austrian context, Dalton- Puffer et. al. (1997) realized that their participants mostly prefer RP and they believed it may be caused by their physical closeness to the country it belongs to. Therefore, the geopolitical location of the country may determine the variety that the citizens tend to speak because the relations between the countries may be stronger and the interaction rate may be higher since they are neighbors. The background of the learner may be another determiner of the variety that will be spoken. To illustrate, a learner may attend a school in a country where a certain variety is spoken (e.g. the USA, Australia, the UK, etc.) or he/she may have spent time living there for a reason. It is almost inevitable

for that learner to acquire that variety consciously or unconsciously. What's more, the same factors that increase the possibility of a positive attitude towards a certain accent may work here, as well. "This is a crucial point, because many of what we think of as sources of global Englishization fit into this category: TV and radio broadcasts, movies, music lyrics, and the Internet" (Dor, 2004, p.105). Therefore, these charming effects of the entertainment industry, which is highly developed in the USA and the UK, may boost the likelihood of deciding on to acquire that variety, especially in the case of the younger generation.

The varieties of English language

English is a language spoken worldwide both as native and non-native languages, which makes it a common language for the whole world. When it comes to how English gained this exclusive status, there is one story to tell. Bauer (2016) states that "at the time of Elizabeth I (1533–1603), there were at most seven million native speakers of English. There were very few non-native speakers of English" (p.13). After her reign, an explosion broke out in the number of speakers. As for its possible causes, Bauer (2016) suggests some significant steps Britain has taken. For instance, she explained that Britain achieved a massive status by means of the colonial and invader policies it adopted. She also included a table in page 17 that shows the events that led to the expansion of English around the world in detail.

Even though the English language is perceived as a world language due to the enormous number of speakers it has, "native speakers have tended to be regarded as the model. Native English speakers have the advantage over non-native speakers and are often viewed around the world as the embodiment of the English standard" (Wu& Ke, 2009, p.44). Abercrombie (1955) exemplifies them in his paper.

> Either sense could be understood in the title, but it is the second which is intended: by English accents I mean, not the accents to be heard in England, but the accents of native English speakers all over the world—of New Zealanders, South Africans, Americans, Scotsmen, Australians, Irishmen, and, of course, among many others, of Englishmen too (p.11).

However, the most outstanding ones are considered as British and American Englishes, considering varying factors exemplified in the next parts. Yan& Vaseghi (2002) verified it in the statement of "…two major English accents: British English and American English" (p.413). Ladegaard& Sachdev (2006) supports this claim

remarking "The two varieties that have received the highest attention are British English, in the guise of Received Pronunciation (RP), and American English, in the guise of Standard American English (SA)" (p.91). Dauer (2005) verifies the correctness of this claim:

> Until now, the choice has been between RP (received pronunciation, also called BBC English, which I will refer to simply as British English, BrE), the upper class British English accent codified by Daniel Jones about 100 years ago, and General American English (AmE), as described by the American structuralists about 50 years ago" (Dauer, 2005, p.544).

Power (2007) states the causality of this situation attributing it to educational powers of these countries especially in terms of language teaching. Thus, that is why these are the varieties that will be concentrated on in this study along with some other common varieties like Australian English, Indian English, etc. to see the teacher and future teachers' attitudes towards the varieties with which they don't come across frequently. These varieties were selected considering the fact that they are the most common ones of all the varieties, whether native or non-native. To get deeper wisdom of these varieties, it is crucial to scrutinize them in-depth one by one.

British English, having lots of divergent names to be called by, is considered the original version of English as "England is where the language originated and this is where the English (for the most part) live" (Widdowson, 1994, p.377). As understood, Britain is viewed as the hometown of the English language since "English developed naturally there as the language of the people" (Bauer, 2016, p.23). Consequently, English people are assumed as one of the owners of the language. "So they can legitimately lay claim to this linguistic territory. It belongs to them. And they are the custodians" (Widdowson, 1994, p.377). Going deep in the history of when British English has become the official standard dialect of the country and worldwide for foreign speakers of English, it is inevitable to come across with royal family matters that have the most influence on it. Even the names that refer to this dialect have royal vibes. "Similarly, there is real English, Anglais real, Royal English, Queen's English, or (for those unsympathetic to the monarchy) Oxford English" (Widdowson, 1994, p.378). Katie Wales gives invaluable and extensive information about the birth of British English out of the Royal House in her article published in 1994. First of all, to prevent confusion, it is more than notable that the names uttered all stand for the same variety, the one British English that we speak of. "Moreover, there is an almost

symbiotic relationship between Standard English and the Queen's English, since 'Queen's (or King's) English' is one of its traditional synonyms, as it is also one of the synonyms for RP itself" (Wales, 1994, p.4). "The accent in which Southern Standard British English is typically spoken, sometimes called 'BBC English', is usually termed 'Received Pronunciation' or 'RP' by linguists" (Bauer, 2016, p.3). 'RP' in the citation represents Received Pronunciation, which refers to the British accent in academic works. Having presented this prior knowledge, it should be moved on to when and how those terms arose into the literature. "The idea of the monarch's usage acting as a model in speech and writing goes back to the sixteenth and seventeenth centuries, with the development of a prestigious speech associated with the court and aristocracy" (Wales, 1994, p.4). As suggested, the aim was to create an ideal version to serve as an example to British people who have lots of possible choices to speak as each region of the country has its own dialect and foreigners from the whole world who have even more options. "There is no doubt that RP is itself the accent of a rather 'exclusive' group, despite the fact that it serves as a model of educated British English throughout the world for foreign learners of English" (Wales, 1994, p.4). As claimed by the quote, another aim was to form a good, "educated" and "exclusive" impression about the kingdom on the rest of the world. She also claimed that the term "The King's English" started referring to one genuine version to standardize after the coronation of King James I and "Queen's English" became an official term after a book's publishing presenting the English used by Queen Victoria. The difference of this royal version from the others was not limited to speech qualities. "The distance between royalty and commonalty in ways of speaking (and grammar as much as accent), clearly reflects their ideological as well as social distance" (Wales, 1994, p.5). Therefore, it is better to entitle it "standard dialect" instead of accent, as grammar comes along with the pronunciation variations. For decades and even centuries, through the reign of new kings and queens, the standard dialects got some alterations and to announce these up-to-date regulations, publishing books was preferred as the most convenient way.

> *The Queen's English* (1869) by Henry Alford, the Dean of Canterbury, for instance, written during the reign of Queen Victoria; and, most famously, *The King's English* by H.W. and F.G. Fowler, first published in 1906 during the reign of Edward VII, and re-edited during the reign of George V (1931) (Wales, 1994, p.4).

These alterations laid the base for the concept of "British English (RP)" today. (For its pronunciation features, see Roach (2004)).

Dillard (1992) provides insight on the development of American English in detail by presenting in a story format in a book he contributed with a chapter on this issue. However, the way it showed up in the world is based on one basic incident: "The type of English spoken during the period of exploration and colonization was important to the history of American English. So were the languages spoken by other groups - immigrants and native Americans" (Dillard, 1992, p.1). Because it was the essence of the American English spoken today and as claimed, that essence was affected by the languages of immigrants and local American languages, which created the blend spoken today. Crystal (2012) also narrated the creation of American English starting from the first permanent settlement of English people in America in 1607. Similar to Dillard (1992), Crystal (2012) also claimed the mixture of languages (e.g. Spanish, French (p.35)) and dialects present in the same location being blended to be SAE in the end. "The dialect picture was never a neat one, because of widespread north–south movements within the country, and the continuing inflow of immigrants from different parts of the world" (p.33). Throughout the history, migration to the American continent continued (e.g. Irish migration in the 18th century) (Crystal, 2012). "The nineteenth century saw a massive increase in American immigration, as people fled the results of revolution, poverty, and famine in Europe… Germans and Italians came, escaping the consequences of the failed 1848 revolution" (p.35). Each migration was new blood altering the language that occurred there. "Within one or two generations of arrival, most of these immigrant families had come to speak English, through a natural process of assimilation" (p.35). All these people coming from different nations and backgrounds couldn't be expected to speak English the same way as the British people do. They blended the language until they create a common one between them, the multinational people living on the same continent. This is how American English came into being.

"The first face is that of the linguistic imperialism associated with the three major countries—the UK, the USA, and Australia" (Kachru, 1997, p.73). In this quote it is clarified that Australian English is perceived as a primary variety, as well. Also, it is shown as one of the model version of standard acoustical features.

In spite of that wide variation, three standard pronunciations are distinguished: (1) The Received Pronunciation, also called Oxford English or BBC English, is

the standard pronunciation of British English; (2) The General American is the accent considered as standard in North America, and as such it is the pronunciation heard in most of American films, TV series, and national news; (3) The General Australian is the English spoken in Australia (Gomez, 2009).

When it comes to how it happened, the story starts with the establishment of prison camps belonging to Britain in Australia in the late 18th century (Crystal, 2012). The migration of the prisoners was followed by thousands of British people. "By 1850, the population of Australia was about 400,000, and by 1900 nearly 4 million. In 2002, it was nearly 19 million" (p.40). They were mostly Londoners and Irish, of which the varieties that are heard in Australian English today along with the local Australian substances. Adding American English and other immigrants' languages into the mixture, "the country now has a very mixed linguistic character" (p.40). For identifying their variety, Australian used publishing as British kings and queens did. "Their "Australia's Own" Macquarie dictionary (1991 [1981]) has already provided an identity for Australian English" (Kachru, 1997, p.77).

The arrival of English in South Africa dates back to 1795, when imperial policies and settlements started in the region (Crystal, 2012). British people were provided with housing and lands in South Africa. "English was made the official language of the region in 1822,…English became the language of law, education, and most other aspects of public life" (p.43). The region had a cosmopolitan structure due to the citizens having different nationalities (Crystal, 2012). The blend of their English created South African English, which is resembled Australian accent by Crystal (2012). "In addition, English came to be used, along with Afrikaans and often other languages, by those with an ethnically mixed background ('coloureds');…" (p.44). In the country, there is a large scale of accentedness between "which are strongly influenced by Afrikaans to those which are very close to British Received Pronunciation" (p.45). "South African English (SAE) therefore provides a challenging and relevant scenario for the modelling of accents…" (Kamper et. al., 2012, p.2). Crystal (2012) claims that it is because they remain in between current political and social situation and pride of national identity.

The existence of English in India started with trade "in 1600 with the formation of the British East India Company – a group of London merchants who were granted a trading monopoly in the area by Queen Elizabeth I" (Crystal, 2012, p.47). Later on, the company spreaded to different sides of the country. "During the period of British

sovereignty (the Raj), from 1765 until independence in 1947, English gradually became the medium of administration and education throughout the subcontinent" (p.47). The use of English enlarged after the establishment of some universities of which English is the common channel of education (Crystal, 2012). However, the road was not so smooth. "In India, the bitter conflict between the supporters of English, Hindi, and regional languages led in the 1960s to a 'three language formula'" (p.48), which controls the use of these languages by verifying their roles in the country. These other languages certainly have traces in English use, which makes it an Indian dialect due to the lexical variants borrowed from Indian language (Kachru& Smith, 2008).

The varieties that will function as the input to investigate are chosen as British, American, Australian, South African and Indian Englishes which are selected after a process of consideration of the intensity of their usage throughout the world. The former triple belongs to the inner circle of Kachru's (1992) classification. The latter duo is the languages that stand in the outer circle. While some of them have slight differences when examined in pairs, some of them have significant variations in terms of grammar, vocabulary and acoustic features. As a framework study, Kilickaya (2009) presented the differences between Standard English (British/American) and outer circle varieties in detail. Moreover, the book written by Kachru & Smith (2008) provides extensive information about the differences among varieties, including the varieties examined in this study, in terms of grammar, vocabulary, acoustic and so on. Furthermore, Gomez (2009) investigated acoustical differences among British and American Englishes, Golyanskana& Aninika (2014) demonstrates the differences between them dividing language into its building blocks such as the pronunciation of the sounds, wordings, sentence structuring, etc. to model for easier comprehension.

The implications of the terms 'accent' and 'dialect' on the field of TESOL

The issue of varieties remains as question marks in teachers and education specialists' minds besides the question "who owns English?" Therefore, it constitutes a debatable issue in the field of TESOL concerning new education models and teacher training programs (Kilickaya, 2009; Dor, 2004 as cited in Bozoglan& Gok, 2017). With the rise of a globalized point of view, some researchers and education specialists changed their minds into a universal perspective, while some others prefer insisting on traditional philosophies as stated by Kirkpatrick et. al. (2008). "These

contradictions stem from what Levis (2005, p.370) has identified as two contradictory principles: the nativeness principle (it is possible and desirable to achieve native-like pronunciation in an FL) and the intelligibility principle (learners simply need to be understandable)" (p.360).

Widdowson (1994) admits the existence of the trend of 'nativism' by stating that language teachers of English are expected to make their students achieve some native standards in terms of proficiency and acoustical quality. As Wolfram (2000) states the English with native accents are seen as the most "proper and valuable" ones (as cited in Bozoglan& Gok (2017, p.773)). The ones who stick on the standard varieties of native speakers can be exemplified as Quirk (1990) who "suggested that these varieties of English be just interference varieties and teachers of English were advised to focus on native norms and native-like performance and stressed the need to uphold one common standard in the use of English not only in the Inner Circle countries but also in others" (Kilickaya, 2009, p.36). He is not the only one that supports the use of standard variety in the class. Yiakoumetti (2007) also clarifies some scholars also prefer native dialects in the classrooms (Custred, 1990; Pavlou, 1990) (as cited in Yiakoumetti, 2007, p.52). As for the reason for this firm attitude of the so-called owners of the language, one possibility has been presented by some scholars. "We are all sensitive to the way other people use (it is often said, 'abused') 'our' language" (Crystal, 2003, p.2). 'Abuse' is the term that's been terrified of because it may get out of the hand and cause disastrous results for the native speakers. Kilickaya (2009) clarified that the risk is that if many different versions of the language are created totally ignoring its original form, it will stop being a channel of communication among people with different native languages as they will not be able to understand the other variants anymore. That is why the standards should be taken into account while making some alterations. Widdowson (1994) also points out the danger in his article. "As I indicated earlier, the custodians of standard English express the fear that if there is diversity, things will fall apart and the language will divide up into mutually unintelligible varieties" (Widdowson, 1994, p.383). If the need to learn this language is destroyed, it means that the owners of the language lose a huge amount of money they make out of the courses and publishings. "If the language disperses into different forms, a myriad of Englishes, then it ceases to serve as a means of international communication; in which case the point of learning it largely disappears" (p.379). The same fear was reported by Kirkpatrick et. al.

(2008) showing it the reason of neglection of different varieties in the class. Therefore, it seems important to them to prevent the varieties from being created to keep English as one strong constitution. Because as Widdowson (1994) denoted that it is not only a tool to communication but a reflector of culture and identity of a community. Dunstan& Jaeger (2015) claims that this attitude takes place not only in articles but also in reality. "Bourdieu (1991) has suggested that educational institutions propagate standard language ideology (of which linguistic hegemony is a by-product); this ideology is used to convince certain speakers that their speech is incorrect and less prestigious than the so-called "standard."" (p.778). As a consequence, they don't only try to impose standard varieties, but also try to change the current ones the students already have. "Thus, speakers of less valued varieties feel they must adapt their speech or face consequences such as not being taken seriously, not being considered educated or intelligent (Lippi-Green, 1997, 2012)…" (Dunstan& Jaeger, 2015, p.778). This dystopic approach has an actual place in the Austrian education system, according to Rotter (2019).

> In the area of English pronunciation teaching, this nativeness principle, suggesting that it is desirable for learners to achieve native-like articulation skills (Levis 2005), led to the establishment of RP and General American (GA) as the de facto reference accents in Austria. Teacher training therefore often requires future educators to lose their German L1 accent to acquire either RP or GA (Thir, 2016) (Rotter, 2019, p.2).

This strictness was not favored by the supporters of globalization and local identities as these norms are "achieved by few students (Jenkins 2007; Seidlhofer 2011)" (Rotter, 2019, p.2). Jenkins (1998) has a more eclectic approach supporting "…the teaching of generalized norms according to individual learner need and choice rather than a narrow focus on a standard British or American accent" (p.121). Kilickaya has a similar attitude to this issue.

> If we are teaching Turkish students to use English well in an educational institution in the USA, the best answer will be American English, but if we have the aim of allowing our students to communicate across cultures, then we should teach English so that they will be able to understand/tolerate many accent and varieties through exposure (Kilickaya, 2009, p.37).

Contrarily, the movement of globalization of English, which has been on the rise recently, gave some researchers the point of view that values local identity and intelligibility. "Intelligibility is defined as ''the overall assessment of how well a speaker

can make himself or herself understood'' (Subtelny et al., 1980, p. 87)" (Bresnahan et. al., 2002, p.172). Moreover, "where there is a significant difference in phonology between the speaker and listener's language groups, intelligibility levels are likely to be lowest (Deterding and Kirkpatrick 2006)" (Dewaele& McCloskey, 2015, p.223). According to this globalized perspective, the speakers of English have to neither fit in the group of native speakers nor acquire a standard accent of native countries provided that they are intelligible to the other speakers. Sung (2014) stated this new tendency in his article. "For example, given the trend of globalization, some researchers argue that many L2 learners and speakers of English around the world may desire a global identity which gives them a sense of belonging to a worldwide culture in ELF contexts (Arnett, 2002; Ryan, 2006)" (Sung, 2014, p.31). Another reason is that each person has a cultural and national identity, which is valuable as it gives a sense of belonging in today's crowded cosmopolitan metropolis and they want to show and keep it alive. "In the era of globalization where English is losing its national cultural base (Dornyei & Csizer, 2002; Canagarajah, 2005), the issue of identity has become more complex than ever" (Sung, 2014, p.32). They may still want to show the cultural inheritance of their identity in their speech, instead of sounding like a citizen of a different country they have no link to. "For example, some L2 users may wish to express their L1 and/or national identities in ELF communication" (Sung, 2014, p.32). "Even in ESL situations, certain students may not want to sound American or Australian or English" (Dauer, 2005, p.548).

> Several ELF scholars argue that L2 learners and speakers are entitled to the right to express their L1 identity through their L1-influenced accent (Jenkins, 2000). For example, Jenkins (2003, p. 125) suggests that L2 speakers "frequently voice a desire to preserve something of their L1 accent as a means of expressing their own identity in English rather than identifying it with its L1 English users (Sung, 2014, p.32).

This desire lingers no matter how negative attitude that may receive. "Honey claims that even people with the most disfavoured accents show at least some degree of pride in and loyalty towards the way that they speak" (Thorne, 2005, p.152). As also stated by Dewaele& McCloskey (2015), "particularly in countries or regions with strong historical or institutional ties with the English language, greater numbers of foreign-accented speakers express a preference for retaining their variety of English" (p.224). According to Dunstan& Jeager (2015), "as previously mentioned, language and identity are often inextricably tied, and to reject a person's language is, in a

sense, to reject that person and their culture (Lippi-Green, 1997, 2012)" (p.778). Also, Power (2007) suggests that "With native speakers a shrinking minority of the world's Anglophones, there's a growing sense that students should stop trying to emulate Brighton or Boston English, and embrace their own local versions" (p. 1). This mentality takes the ownership of English back from the native speakers, claiming English has an international status which gives the people of the global world the right of using it suitably to serve their needs. "For standard English is no longer the preserve of a group of people living in an offshore European island, or even of larger groups living in continents elsewhere. It is an international language" (Widdowson, 1994, p.382). As made clear by the previous statement, Widdowson (1994) has a very strong or even aggressive stand against the supporters of 'native speakerism'.

> The fact that these people can claim direct descent from the founding fathers has nothing to do with it. How English develops in the world is no business whatever of native speakers in England, the United States, or anywhere else. They have no say in the matter, no right to intervene or pass judgement. They are irrelevant (Widdowson, 1994, p.385).

Crystal (2012) supports him in his article remarking there is no owner that can claim full custody of English language since it is a global channel of communication now, which makes it open to changes that can be made by everyone who use it. Power (2007) reinforces this stance accepting the fact that "The new English-speakers aren't just passively absorbing the language—they're shaping it" (p. 1). Llurda (2009) doesn't even like the way of labeling the speakers according to their origin, stating "but such a classification of speakers of a language into natives and non-natives clearly resembles the common division between 'us' and 'the others' present in those communities which try to establish a strong allegiance among its 'true members' (i.e., 'us'), thus preventing 'the others' from fully participating in the community activities" (p.2). Furthermore, Widdowson (1994) claims that their claimed ownership can damage the future of the language. "The very fact that English is an international language means that no nation can have custody over it. To grant such custody of the language, is necessarily to arrest its development and so undermine its international status" (Widdowson, 1994: 385). He also clarified the hypocrisy made by the owners of English. According to Widdowson (1994), they claim that English is their own language as well as it is an international language. However, the point they miss is that the more it doesn't belong to them, the more it achieves an international

status. He suggests that they should admit this diversity if they want to keep English international (Widdowson, 1994). Apart from the desire of showing off the cultural heritage, successful communication is accepted as the priority by the supporters of this trend. Jaber&Hussein (2011) claimed that "Of the two, perfect pronunciation or communication, the latter must always be given precedence" (p.84). The importance given to perfect-accented pronunciation may harm the language learning process as Jenkins (2000) (as cited in Sung, 2016, p.191). As a final point for all this debate raging on, a depending model was proposed. "In the future, suggests Crystal, there could be a tri-English world, one in which you could speak a local English-based dialect at home, a national variety at work or school, and international Standard English to talk to foreigners" (Power, 2007, p.1).

Dialect awareness. The issue of dialect awareness dates back to 1969 when Labov's initiation of admission of the varieties took place. After that huge step, linguists started to endeavor to raise dialect awareness, as Bozoglan& Gok (2017) reports. The main thing that should be acknowledged by people, as well as the teachers, is that "It also suggested, in linguistic terms, that no one variety of English is better than any other (Kirkpatrick, Deterding, and Wong 2008)" (Tsurutani, 2012, p.590). Nevertheless, this fact is mostly ignored and standards are followed strictly. "In many parts of the world, two dominant native-speaker varieties of English, namely British and American English, have been used as the main pedagogical models for ELT" (Sung, 2016, p.191). However, British or American people are not the only ones that the learners may come across in their entire lives. That is why these automatically selected norms constitute a question mark in minds (Sung 2014a) (as cited in Sung, 2016, p.191). Consequently, Buckingham (2015) remarks "teachers with a cosmopolitan mindset are likely to actively support the integration of diverse English accents and dialects into the teaching syllabus rather than present traditional inner-circle accents as intrinsically superior" (p.641). Seidlhofer (2002) supports this idea. "…Some language testing specialists have demonstrated how irrelevant and potentially damaging it can be to insist on native-speaker norms when assessing the proficiency of English in the 'Outer Circle' (Lowenberg 2000) – an argument which would have to be investigated for 'Expanding Circle' contexts, too" (p.271). Matsuura et. al. (2014) suggest that it is important to trigger the students' dialect awareness and make them competent in the encounters between the varieties to avoid communication breakdowns. "Schools should consistently impress on all students the

validity of varieties of speech. These attitudes of acceptance should be one of the primary targets for teaching" (Robinett, 1972, p.201). Buck (2001) notes that if the speaker was not introduced the non-native models, they most probably will have significant problems in their first interaction with those varieties (as cited in Sung, 2016, p.190). Kilickaya (2009) supports this idea stating "awareness should be created and cross-cultural communication strategies should be studied. It is of utmost importance for teachers to develop a greater tolerance of differences and adjust their expectations according to the settings. They should be informed about the varieties…" (p.37). Kachru (1983) supported this approach employing the model he has developed called 'polymodel approach' which supports presenting many dialects instead of imposing only one standard (as cited in Sung, 2016, p.191). In some countries, this idea has already been turned into reality.

> In the US and Australia, dialect awareness or language awareness approaches (Adger, 1997; Wolfram, et al., 1999) have already been adopted. These programmes have focused on the study of dialect diversity to teach students not only about the structure of vernacular dialects but also about their role in speech communities (Yiakoumetti, 2007, p.54).

Bozoglan& Gok (2017) also gave lots of examples to awareness programs by collecting these attempts on their paper. What's more according to Goldstein (1987), the teachers should not impose a "more" standard variety to the students to replace their current "less" standard variety (p.433). Therefore, the opportunity to choose the variety should be given to the learners as they are the only one that can consider their goals, the context and appropriacy. To be able to bring students this awareness, the primary thing needed in the educational context is the teacher who has this awareness and the belief that the students should make their own decision because this kind of a decision involves different factors to be considered by the speaker. These factors are not only acoustical or technical, "but also sociological, psychological and political" Walker (2010) (as cited in Sung, 2014, p.31). Also, Widdowson (1994) thinks it is their right to choose their own way of speaking. "Let the learners be autonomous (at least up to a point), allow them to make the language their own, let them identify with it, let not the teacher impose authority upon them in the form of an alien pattern of behavior" (p.386). Morrow (2004) also defends the idea that possible options should be presented to the students by exposure so that they can choose one variety for themselves instead of learning one standard dialect

obligatorily. However, they shouldn't be left clueless and guideless in this process. "Teachers, of course, should know what their students' second language targets are, if they are to correctly analyze their students' linguistic behavior" (Goldstein, 1987, p.432). "First of all, the teacher must realize that she is a teacher of language, and that all languages spoken by more than one person have dialects" (Troike, 1968, p.178). Here it is realized that teacher education offered before sending them into the service is vital in those terms as also clarified by Gokoglan& Boz (2017). Therefore, the studies that investigate teacher attitudes towards language variety function as feedback to teacher education provided at universities, as this paper aims. To exemplify, Buckingham (2015) provides invaluable insight into the teacher attitudes as a result of his study.

> Overall, the teachers in this study have a strong orientation towards EIL and they demonstrate an appreciation of the diverse array of accents and dialects in English in their students' immediate surroundings and the wider region independent of their NES/NNES status and their institutional affiliation (p. 647).

As a concluding, it is notable that teachers should believe in the reality that they are supposed to raise the students' dialect awareness. For instance, a teacher who believes in the dominancy of standard varieties over the non-native varieties probably won't aim to raise an awareness on them, which will end up with an important gap in his/her students' knowledge. Therefore, their dialect awareness required by the new globalized world, as well as the necessity of ability to communicate through them, is as important as their own awareness of the varieties.

> Similarly, Sifakis and Sougari (2005) propose that teacher training in Expanding Circle settings should promote awareness of issues related to EIL, persuade teachers to study the varieties of English used and encourage reflection on issues of identity and ownership of English (Coskun, 2011, p.51).

Some studies examined the teachers' attitudes towards raising awareness of their students. Uygun (2013) and Coskun (2011) aimed to investigate pre-service teachers' opinions on this issue. They both ended up with the same result. "The results, in general, demonstrate that Turkish prospective teachers hold a NS normbound perspective regarding pronunciation, which becomes even stronger when PTs' attitudes toward their own accent are considered" (Uygun, 2013, p.196). To promote awareness of the students, the most recommended technique is "exposure in their pronunciation classrooms to other non-native accents of English so that they can understand them easily even if a speaker has not yet managed to acquire the

core features" (Coskun, 2011, p.53). Moreover, (Jenkins, 2000; 2007) stated that extensive encounter of the learners with those varieties improve their proficiency and language skills (as cited in Sung, 2016, p.192). Accordingly, this study attempts to see if the situation faced in the previous studies changed from those times until now as well as to compare them with the in-service teachers.

Attitude towards the varieties. As it is inevitable when it comes to 'diverseness', each person has a unique attitude, containing different emotions and opinions in it, no matter whether he/she is a teacher or not. It is hard for the human being to stay neutral towards a constitution which is dissimilar to what he/she is used to. They tend to create 'stereotypes' by 'overgeneralizing' their impressions of some experiences they have had and stick on them, as claimed by the past studies. "Stereotypes are overgeneralizations and that this constitutes a denial of individual differences among ethnic group members (cf. Brigham, 1971a; Gardner et al., 1970; Mackie, 1973)" (Grant& Holmes, 1981, p.107). Moreover, in the paper written by Ladegaard (1998), stereotypes are defined as "mental concepts, pictures in our heads which govern the process of perception (Lippman, 1965)" (p. 251). Tsurutani (2012) mentions the difficulty to remove or diminish those stereotypes and their wide prevelance. "Prejudice and discrimination against unfamiliar appearance and speech seem to be hard to eradicate and this discriminatory attitude has been observed in all societies" (p.590). However, the most dangerous aspect of these opinions born out of stereotypes is that "stereotypes may or may not be close to the social realities they represent" (Ladegaard, 1998, p.251) and as a consequence, they may mislead people. When it comes to the meeting point of the concept of 'stereotype' and language, here comes the reality that language is one of the things we get exposed firstly from and have an impression of a person we come across. "In addition to physical cues, language influences perceptions of others (Giles & Johnson, 1981), with only 10 to 15 seconds of speech needed for assessments to be made (Entwisle, 1970)" (Gill, 1994, p.348). "Language use is an important source from which we construct judgments about communication partners" (Rotter, 2019, p.1). Cargile& Giles (1998) describe language as a "powerful social force that does more than convey intended referential information" (p.338). Lalwani et. al. (2005) has a quite similar claim that even the status of the speaker can be estimated by the interaction partner. These impressions can be positive or negative (Carlson & McHenry, 2006,

p.70). This is because we somehow figure out the background of the speaker in different aspects. "A speaker's accent or dialect may trigger ethnic, regional, or social recognition" (Carlson& McHenry, 2006, p.71).

> Attitudes towards accented speech depend, to some extent, on the social hierarchies present within a particular community or geographical area. Just as some L1 varieties of accent may be regarded as signalling different levels of social status, for example British-received pronunciation may signal greater prestige than Welsh or Birmingham accents (Giles 1970), foreign-accented speech can also trigger stereotypical or prejudicial evaluations (Dewaele& McCloskey, 2015, p.222).

Tsurutani (2012) also admits that bitter reality. "In general, majority language communities regard foreign-accented speakers as less educated, less reliable and less interesting than a native English speaker" (p.589). In literature, there are countless similar studies investigated these attitudes towards varying organisms. Likewise, the attitude towards the varieties of English has been examined in different contexts. "Numerous studies have shown that undergraduates are critical of foreign accent. For example, Rubin and Smith (1990) reported that 40% of their undergraduate sample said that they preferred to avoid classes taught by foreign teaching assistants" (Bresnahan et. al., 2002, p.173). There are far more examples of the studies that resulted similarly. "Speaking with a foreign accent identifies the other as a member of an out-group and is likely to evoke negative stereotypes. Several previous studies have established with ample evidence that more intelligible foreign accent is viewed positively (Ryan, 1983; Giles et al., 1987; Cargile and Giles, 1998)" (Bresnahan et. al., 2002, p.173). Another example comes from Dewaele& McCloskey (2015): "research suggests that in certain contexts, such as education, health and law, FA may also be judged as less competent, less educated, less intelligent and less trustworthy than L1 accents (Garrett 2010; Gluszek and Dovidio 2010; Lippi-Green 1997)" (p.222). They also restate the result of a nearby study. "Research has suggested that native speakers of English may judge FA speech as less prestigious than native patterns (Kalin and Rayko 1978; Lindemann 2005)" (Dewaele& McCloskey, 2015, p.222). Gill (1994) cited from the study of Berk-Seligson (1984) which showed that people assign prestigious jobs to native dialects while assigning jobs with lower status to foreign ones (as cited in Gill, 1994, p.348). Yiakoumetti (2007) also included comparable research in his study. "Adopting a broad view, there is a tendency to ascribe negative characteristics to speakers of non-standard

varieties (Garrett et al., 1999)" (p.55). Moreover, these attitudes vary depending on the level of the accent (Callan, Gallois, Forbes 1983; Lev-Ari and Keysar 2010) (as cited in Tsurutani, 2012, p.590) as it also impacts intelligibility. At the same time, these studies function as evidence that shows the dominancy of native varieties (Dunstan& Jaeger, 2015, p.778). Japanese context and the preferences of Japanese students were investigated by Chiba et al. (1995) using the MGT technique and following almost identical procedures. They found out that American English was preferred as the medium of instruction by Japanese students rather than the other varieties. Puffer& Smit (1997) compared the attitude of the Austrian students towards standard varieties with the attitude towards the Austrian accent of English having local pronunciation features. They have found out that the non-native speakers participated in the research seemed to dislike their own foreign accent (Puffer& Smit, 1997). Moreover, in the context of the research "due to traditional preferences and present models offered at schools, the preferred accent is mostly RP" (Puffer& Smit, 1997, p.126). In a totally different context, Ladegaard (1998) unearthed that "RP appears to be the unsurpassed prestige variety in this Danish context; it is rated the most favorably on all status and competence- dimensions, and it is seen as the most efficient, beautiful and correct accent of English" (p.265). More recently, Buckingham (2015b) conducted similar research using MGT among Omani students and came up with the result that they prefer RP and American English over nonnative varieties. Gathering them all, Fuertes et. al. (2011) brought out a meta-analysis on that matter and came up with a general outcome:

> A meta-analysis of 20 studies by Fuertes et al. (2011) indicated that 'non-standard' accents (defined by them as those spoken by minorities and considered foreign) had a very strong negative impact on evaluations of status, solidarity and dynamism relative to 'standard' accents (defined as the accepted accent of the majority population) (Dewaele& McCloskey, 2015, p.222).

A similar summary of the issue of attitudes comes from Fishman (1971). "A "standard" variety is that most often associated with status, the media, and power, whereas a "non-standard" variety is one that is often associated with a lower level of socioeconomic success (Fishman, 1971)" (Cargile& Giles, 1998, p.340). It is visible to the naked eye is that standard varieties receive positive attitudes, while non-standard ones face relatively negative attitudes, even by listeners who themselves speak with a non-standard variety (Ryan, Hewstone& Giles, 1984) (Cargile& Giles,

1998). However, what is worse than a negative attitude towards varieties is a negative attitude of a teacher who is supposed to teach the tolerance and appreciation to this variety, because this negative attitude may directly transfer to the learner and create an infinite loop. Out of all these attitudinal information, there must be a question to ask: how do these attitudes occur?

What affects the attitudes towards the varieties? First of all, it should be made clear that "attitudes are acquired through external influence (Bohner and Wanke 2002)" (Tokumoto& Shibata, 2011, p.392). Therefore, no person starts having stereotypes and packing attitudes towards anything from birth. Their direct or indirect experience shapes the way they approach things including language and varieties. As for these experiences, Rotter (2019) made a wrap of the previous studies into one sentence. "Three impactful agents that shape the attitudes of students towards spoken varieties of English are the education system (e.g. Giles et al. 1983), the media (e.g. Lippi-Green 2012) and direct experiences (see De Houwer, Thomas, and Baeyens 2001) with members of the English-speaking community" (p.2). Tokumoto& Shibata (2011) made a similar one-sentence-summary. "Particular language attitudes tend to be learned and formed in our social environment, such as by hearing others refer to some groups or people, including their languages and cultures, in a certain manner, and through exposure to particular varieties and instructions reflecting teachers' pedagogical beliefs and choices" (p.392).

To elaborate on them one by one, Gokoglan& Boz (2017) cites Smitherman (1999)'s description of the school, which defines them as "critical agent of social change as far as language diversity and language attitudes are concerned (117)" (p. 775). Edwards (1982) makes a similar similitude about schools' mission on this issue. "According to Edwards (1982) "schools represent the single most important point of contact between speakers of different language varieties" (p. 27)" (Gill, 1982: 348). Tsurutani (2012) also approves this important mission of the schools which strongly affects the social life. For that reason, the elements that constitute the concept of 'school' should be under the spotlight one by one, starting from the teachers who most directly touch the soul, heart and mind of the student. The importance of investigation of the teacher factors is signified by many academics.

> Therefore, the pre-service and in-service teachers, who are under examination in this study, are also affected by these factors. The attitude they started to pack logically becomes their students' impacting factor. That is why teachers' attitudes towards this variety and each of the dialects are also important as

"Ryan (1998) points out the fact that teachers' attitudes and belief strongly affect students' behavior (Wu & Ke, 2009, p.45).

Similarly, Bozoglan& Gok (2017) verifies the significance of attitudinal studies that investigate teacher attitudes. "However, an investigation of teachers' attitudes is also important, since teachers themselves first 'need to experience a change of attitude' in order to 'be equipped with the means of changing their students' attitudes' (Jenkins 1998, 125)" (p.773). First of all, teachers should accept and embrace each dialect and accent their students speak with as 'variety' instead of 'error' (Goldstein, 1987). When the teacher assumes different usages as errors, it shows they pack a more or less negative attitude towards them. Negative attitudes toward a variety may affect the language learning process especially when that particular variety is on the table to be served.

> Wolfram (2005, 36) remarks, when a teacher uses corrective measures to teach Standard English, there is an automatic implication of wrongness in the student's own dialect which 'set[s] those children up to feel inferior and create[s] a dynamic of resistance to the school experience' (Gokoglan& Boz, 2017, p.775).

Despite this terrifying possible consequence, a negative attitude towards foreign varieties is not hard to come across. "Foreign accents are often associated with low intelligibility and negative personal evaluations of nonnative speakers (Flege 1984)." (Jaber& Hussein, 2011, p.78). Becker reported that the accent could identify a person more than anything else "An accent is the part of a person's language that serves to identify the speaker's regional origin or national/ethnic identity no matter what language the person is speaking" (1995: 37)" (Jaber&Hussein, 2011, p.78). As the accent and dialect of a person give some clue about his/her background in different aspects, people inevitably strike an attitude according to their own beliefs, opinions and values. Many studies exemplify this situation. "Anisfeld, Bogo, and Lambert (1962) found that when the same speakers used Jewish-accented English, they were rated much less positively on personality characteristics and were labeled "immigrants" on the basis of accent alone" (Alford& Strother, 1990, p.482).

Apart from the teachers' attitudes, some other factors direct language learners in the matter of varieties, such as materials used in the classroom. When we look at the publisher of the materials, we can easily understand which variety it includes as input and requires as output. Moreover, the authentic materials provided from

determined sources dictates the variety of which country it belongs to. "An English language teacher explains the dominance of RP in foreign language education in Turkey in Sifakis and Bayyurt (2015, 11) and says, 'Our course books are designed in British English so all the videos and audio resources include a heavy British accent'" (Bozoglan& Gok: 2017, p.783). It is not the only case that a certain variety was encouraged by the materials. "A plethora of studies have suggested that learners, especially in expanding circle contexts, idealise standardised dialects often because of textbooks (e.g. Boxer and Pickering 1995)" (Bozoglan& Gok, 2017, p.783). Sung (2016) pointed out to the reality that most of the auditory tools used in language classes doesn't present the other varieties other than the standard ones. Widdowson (1994) criticizes this kind of material use which insists on imposing a certain variety. He claims that they inevitably include excessive cultural elements which cause non-native speakers to feel like an outsider and have difficulties engaging in the language (Widdowson, 1994). He states that "it may be real language, but it is not real to them. It does not relate to their world but to a remote one they have to find out about by consulting a dictionary of culture" (Widdowson, 1994, p.386). Therefore, he suggests instructional designing instead of authentic material usage. "On the contrary, it would seem that language for learning does need to be specially designed for pedagogic purposes so that it can be made real in the context of the students' own world" (Widdowson, 1994, p.386).

According to Rotter (2019)'s remark, there is another fact that shouldn't be ignored that teachers and school education are not the only factors that affect learners' behaviors. Media may be another possible trigger of the acquisition of certain varieties as well as shaping people's attitudes towards them. "However, if the media is any indication, popular stereotypes abound, available to native and nonnative speakers" (Alford& Strother, 1990, p.480). As claimed, media has a powerful control mechanism on these matters since it can reach everyone from birth with the start of millenniums. "It is not uncommon to find references to various regional dialectal groups in the popular press, especially for humorous, condescending, or derogatory purpose" (Alford& Strother, 1990, p.480). "Discrimination and accent first start with children; they are taught to characterize the accent in a negative way through watching animated films…" (Jaber&Hussein, 2011, p.78). It is undeniable that so-called owners of the English language have an unarguable dominance in the media including cinema, TV programming, music and

so on. This fact has been acknowledged by the researchers who dig into the issue of varieties. Even in the beginning of the development of music, "the pop groups of two chief English-speaking nations were soon to dominate the recording world: Bill Haley and the Comets and Elvis Presley in the USA; the Beatles and the Rolling Stones in the UK" (Crystal, 2012, p.109). Reynolds describes the UK as "the pop workshop of the planet' (p. 6)" (as cited in Crystal, 2012, p.109). Crystal (2012) even complains about the fact that the music of these countries is so wide that hearing a a piece of local music is almost impossible wherever you go. This fact shows the prevalence of the English language, particularly these varieties. Bradac& Giles (1991) accepted the existence of "the powerful influence of American media-culture on young people today (transmitted through films, television, advertising, etc.)" (as cited in Ladegaard& Sachdev, 2006, p. 93). Hence, the concept of the varieties in people's minds and their attitudes will be shaped accordingly as much as their choice will be affected by what media imposed to them.

Taking the last claim of Rotter (2019) into account, it is necessary to count direct experience in, as well. It can shape a person's attitudes towards the whole society to experience a normal or extraordinary interaction with a speaker belonging to that society because of the overgeneralization that leads to the stereotyping process in the brain. "Emotions may be associated with the experience of interacting with or thinking about, a speaker -- especially one who represents a clearly defined social group" (Cargile& Giles, 1997, p.196).

Apart from them, there can be other components that influence the shaping the attitudes. Politic relations, entertainment or the answer may be from the easiest tune we have never thought of: they may simply like the sound. "Thus, more favourable attitudes might attach to those varieties that sound better, or more mellifluous, or more musical, and so forth" (Edwards, 1999, p.102).

This study will verify these factors' effectiveness and add the ones that were not mentioned here whether because they weren't known or they weren't named much in the literature. All the findings of the previous studies that were reported in this part will be investigated to realize if they are applicable in this context, as well. Original findings, if there is any, will contribute to the literature to provide knowledge for the upcoming studies.

Chapter 3
Methodology

In this research, different methods are used simultaneously, as it is quite fashionable in the academic world recently. "…So far as research practice is concerned, combining quantitative and qualitative research has become unexceptional and unremarkable in recent years" (Bryman, 2006, p.97). This study is also designed using a mixed method, including both qualitative and quantitative methods, as well. "Questionnaires are frequently used as tools for collecting data in human geography and related areas of research" (Parfitt, 2008, p.78). As the quote suggests, in the quantitative aspect of the study, a scale is used to obtain the brief and to the point answers. As Williams (2003) suggested, questionnaires are the tools that obtain information about individuals' opinions and behaviors. As this study partially focuses on the opinions of pre-service and in-service teachers, using a questionnaire is the most appropriate way. Moreover, using questionnaire enables asking more questions in an application, which means more detailed questions for each dialect one by one. Furthermore, it enables us to involve a larger number of participants, and thanks to this advantage, the generalizability of the research increases.

This study also has a qualitative part to be carried out with the participation of prospective and working teachers. The reason why qualitative techniques are involved explained by the quote "qualitative inquiry, which focuses on meaning in context, requires a data collection instrument that is sensitive to underlying meaning when gathering and interpreting data" (Merriam, 1998, p.1). Therefore, the fact that qualitative techniques provide more insight into one's opinions including the rationale for it is quite persuasive to use them. Miles& Huberman (1984) verifies this claim in their book remarking the opportunity to gain insight into the preferences, feelings and their detailed reasonings. In this phase of the study, the interview technique is used, which is defined by Kumar (2011) in his book as "any person-to-person interaction, either face to face or otherwise, between two or more individuals with a specific purpose in mind is called an interview" (p.144). The reason for using an interview is that it has lots of advantages that will hopefully contribute to the study. "Advantages of this mode of administration include the collection of more detailed and complex data, the possibility to clarify misunderstandings and the opportunity for the

interviewer to probe for additional information" (Meadows, 2003, p.562). Therefore, via interview, it is aimed to get deeper meanings of attitudes towards dialects/accents and retroactive information that clarifies how and why they acquired that one variety they feel speaking with. Also, more insight will be gained on their attitude towards the other present varieties as well.

Setting and Participant

The broad setting of this study is Turkey, which is a country belonging to the expanding circle according to Kachru's (1992) classification. However; as Bozoglan& Gok restated, "in this regard, due to its strategic and geopolitical status at a pivotal zone, Turkey stands as an important country in the future of English language and language attitude research (Kırkgöz 2005)" (p.776). English language has a significant position in the country since it connects the country to the outer world in different terms such as politics, trade, tourism and so on. Furthermore, it is offered as an obligatory course in education institutions at all levels (Bozoglan& Gok, 2017).

As a consequence of having a position in expanding circle, English is instructed as EFL in its obligatory course offered by almost all of the schools in the country. As being an EFL context means, students in Turkey are not able to have encounter with English language in their daily lives out of the classroom, excluding technological opportunities such as movies, social media, etc. At the university level, language education is more valued and focused on. Before beginning the university education, almost all of the students pass through preparatory school education in English (for some departments it may change). In this education, they find more opportunities to speak and write than they had in their previous years of education. The classes are more communicative and the use of English is the basic purpose. After the preparatory year, English education may continue. If their department has a bond with language studies, they learn much more about English. Moreover, some departments have English as an optional class for the ones who intend to improve their competence even if it is not directly related to English studies. The setting that the study takes place is an outstanding and prestigious state university located in Ankara, Turkey. Its students are welcomed only if their points of the university entrance exam are high enough. On the other hand, its teachers are selected carefully considering their success and quality.

This study involves the students of English Language Teaching department, which trains candidate teachers of English, and the teachers of preparatory school, who teach English to the newcomer students. Because they study or studied in English Language Teaching department, they may have/had more intimate relations with the language as they have studied it more and they were more likely to attend Erasmus exchange programs or spend time abroad.

As for the details of the participants involved, there are lots of intervening variables that will not affect the reliability as they are not the factors that are being examined. To start with, there is not a norm for their ages. In the universities, students don't have a limited scale of age as everyone that wants to study can enter the exam and win. That's why even 50-60 years old students can be involved in this study. However, it wouldn't be incorrect to say that the prospective teachers who contributed to this study are mostly between the ages of 17 and 23. They are either freshman or senior students at Hacettepe University English Language Teaching department since they will also be compared among themselves. Their success levels vary on a limited scale, considering they got into the same department with small point divergences. Their distance to English and its varieties are generally similar. Yet, seniors have more knowledge about the field and English language as they have been studying it three years more than the freshman students have. Freshman students will help us to see the factors other than education that can raise the awareness of dialects and accents they got exposed before coming to the university, while the seniors will be used to see whether education at university provided any benefit for that awareness. Their gender is also not important, as it will probably quite mixed.

The age scope of the in-service teachers who currently work at Hacettepe University School of Foreign Languages may vary from 22 to the retirement age, which is approximately 60. Their year of experience may change amongst them depending on their age. Yet, it is again an intervening variable of this study. If they teach the learners of English, they don't need any other features to be able to involve in this study, as all of them influences different learners who ended up being their students. Their quality and knowledge of the field and language do not significantly vary since they have passed through the same filters while they were being hired by the university. The other aspects of their background may change depending on the

university they have graduated, the time they have spent abroad, the countries they have stayed in or the foreign schools they have studied abroad and so on. Nonetheless, the study inspects the product rather than the process, as it is the only thing that matters for their students. Moreover, the factors that caused them to be that way will be revealed and the causality of their attitudes and awareness will be understood thanks to these differences.

Data Collection

At the stage of data collection, first of all; it was necessary to get in touch with the university mentioned to make sure the study is ethically clear (see Appendix A). After they provided written permission to collect data from ELT students or teachers for this study, the target participants were reached and asked if they would like to contribute to this study. If they consented to take part in it (see Appendix A), the scale was applied to those students and teachers in a suitable venue and time, both for the participants and the researcher. The participants were chosen by convenience sampling and on a voluntary basis. No person was involved by force or threatening with grades or other reinforcements as they might decrease the reliability by filling the scale without even reading or listening to the tracks. The participants who understand that their every answer is scientifically important and who are eager to contribute to the study for their field were involved.

The quantitative part particularly investigated accent attitudes instead of dialects due to the nature of MGT and was conducted with the contribution of 100 students and 20 teachers. The scale design is enriched with the matched guise technique (MGT), which is quite popular and useful for attitudinal studies; especially the ones focusing on speech and acoustical features of it (see Appendix B). The details of this technique will be provided in the upcoming part. Before each part of the scale, they were exposed to audio, prepared according to this technique, to provide prior knowledge on the dialects. After they listened to each accent provided, they were given 2-3 minutes to fill in the related parts to avoid the possibility that they can forget what they have listened to. After they completed that part, the track of the next accent was played. The application was expected to last and lasted approximately 20-25 minutes both for the students and teachers. Right after the application was over, the papers were asked to be turned back.

After the quantitative data collection stage was conducted, the qualitative phase took the stage to improve the reliability of the results and to get a deeper insight for more clarification through interviews (see Appendix D). In this stage, 20 students and 5 teachers were needed. However, because of the Covid-19 pandemic that has spreaded in the middle of the data collection stage, the connection with the participants broke down with the effect of quarantine. They reported that they don't have suitable psychology to think about these kinds of things and contribute to the study. Therefore, only 19 participants volunteered to provide data for the study. 10 participants were met live at school to complete the interviews. 6 participants accepted to join the interview by means of Skype video conferencing program. So, they couldn't sign any consent paper as they show their consent by the mail that reports they accept to be interviewed by the researcher. Lastly, 3 participants didn't want to speak and they sent their answers by writing them in detail, instead. The students and the teachers were announced that the voluntary participants are needed for a short interview. Thus, it is clear that the sampling type here is again convenience sampling for the same reason for reliability. The ones who admitted making time for the interview signed a consent form to show their willingness. They also permitted that their answers will be recorded by means of a digital voice recorder to be used anonymously for the data. If they didn't admit the recording, their answers would be noted down by the researcher. After the time and venue that is suitable both for the interviewer and the interviewee had been found, the interviews were carried out. They took approximately 10-20 minutes according to the length of the answers.

Instrumentation

To be able to reach the essential data to answer every single research question, different kinds of instruments were utilized.

Audio recordings for questionnaire. Before applying the questionnaire that evaluated the attitude of the participants towards the dialects, the audio-recordings prepared with the matched-guise technique was presented for the reason that MGT is viewed as one of the best choices for an upstanding study on dialects and accents. "Very often accent research has used the ''matched guise'' technique (Cargile &Giles, 1998)…" (Bresnahan et. al., 2002, p.173). It is defined as follows: "the

matched-guise test is an indirect approach to study language attitudes originally developed by Lambert et al. (1960) to unearth covert attitudes towards English and French in Montreal" (Loureiro-Rodriguez et. al., 2012, p.6). "Since the 1960s, research into language attitudes has been overwhelmingly influenced by Lambert's "matched guise technique" (MGT; Lambert et al. 1960)" (Garett et. al., 1999, p.322). As the developer, Lambert (1967) defines it as follows: "over the past eight years, we have developed a research technique that makes use of language and dialect variations to elicit the stereotyped impressions or biased views which members of one social group hold of representative members of a contrasting group" (p.93). After creating it, Lambert practiced its use in several studies.

> Lambert himself has used his technique extensively in Canada, mainly in connection with choice of the English or the French language (Lambert 1967). In the United Kingdom, a number of investigators notably Giles (Giles and Powesland, 1975) have studied the evaluation of regional and standard accents this way (Ball, 1983, p.164).

MGT was adapted to and practiced in different contexts.

> Up to now, Canadian (Lambert et al. 1960), Guyanese (Rickford 1985), Japanese (Starks and Paltridge 1996; Chiba, Matsuura, and Yamamoto 1995; Matsuda 2003), Austrian (Dalton-Puffer, Kaltenböck, and Smit 1997), Portuguese (El-Dash and Busnardo 2001) and Chinese (He and Li 2009; Zhang and Hu 2008) learners' attitudes towards non-standard and standard dialects of English were examined through these methods with a cross-sectional design (Bozoglan& Gok, 2017,p.774).

Its procedure is explained by Richards, Platt, & Weber (1985) and their explanation is cited by Gaies& Beebe (1991) as "the use of recorded voices of people speaking first in one dialect or language and then in another; that is, in two "guises"… The recordings are played to listeners who do not know that the two samples of speech are from the same person…" (Gaies& Beebe, 1991, p.157).

It should be underlined that the most outstanding feature of MGT is that one speaker talks in different languages/ varieties sounding like different people and the listener is not aware of this fact. They also summarized its advantages in a sentence:

> As opposed to direct methods, indirect methods such as VGT and MGT conceals the aim of the study 'in order to penetrate below the level of conscious awareness or behind the individual's social facade' (McKenzie 2010, 86), and thus yields to more genuine responses (Lambert, 1967) concerning language attitudes (Bozoglan& Gok, 2017, p.773).

Another advantage of MGT is in sight if the other variables can be kept stable. "Because the content and other paralinguistic cues such as voice quality and speech rate are kept constant (in so far as this is possible), any differences in the evaluation of these guises can be attributed to covert reactions towards speakers of these linguistic varieties" (Watson& Clark, 2015, p.39). Even though MGT is defined as "it relies upon vocal 'guises', where typically researchers record a single speaker (occasionally a professional actor) who commands or can imitate the required speech styles (e.g. accent), and deceive listeners into thinking they are listening to different speakers saying similar things, or reading the same text aloud in their different accents" (Llamas, 2006, p.117), in this study a modified version of it, which is called "Verbal Guise Technique", was used since a native English speaker who is adequately proficient to speak with different accents without sounding artificial as claimed essential in this quotation would be too demanding and almost impossible in the present context. This is not an unusual decision in the academic world.

> Observing the other prerequisites of the matched guise method, the modified version uses different speakers to represent each language or language variety. This has the advantage of avoiding unnatural and feigned accents and of eliminating the possibility that speakers systematically vary their voice qualities in an attempt to exaggerate differences between their two guises (Teufel, 1995, p.136).

Also, Bresnahan et. al. (2002) claims that "A limitation of the matched guise technique is that especially in the unintelligible accent condition, a fluent bilingual speaker of English pretending to be unintelligible often seems contrived and use of the matched guise technique itself becomes a confound" (p.173). It would be also troublesome to find people who can sound native in the accents they don't actually speak with.

> While it is relatively straightforward to find subjects to act as stimuli who are fluent bilinguals or bidialectals, it is much more difficult to find subjects to act as stimuli who can authentically produce native-sounding talk in three, four or five different languages/language varieties" (Watson& Clark, 2015, p.41).

Therefore, it would provide convenience and a less demanding material preparation stage with better quality. Taking all these matters into account, it is realized that the use of VGT will be more useful, effective and convenient than MGT. Nonetheless, it has its disadvantages, as well. "The obvious drawback of this modified version is the fact that it risks an imperfect match between the voice qualities of the various speakers" (Teufel, 1995, p.136). To diminish the possibility of

the flaw, an online software called speakabo.com was used as the source of recordings. It turns the text that is written there into the speech that was chosen. The outcomes are quite similar since intonation, pitch and stress (dialectical differences on these matters are excluded) of each speaker robot is almost identical. Thanks to this, most of the differences among the recordings are eliminated. Additionally, the possibility of the effect of the other languages that a real speaker can speak on their accent was diminished. Transcending them all, it should be admitted that this technique, whether it is MGT or VGT, may have some imperfections. Ball (1983) has a final word for those discussions: "although one could discuss at length the pros and cons of this experimental technique, one fact stands out in any examination of the published literature: that it and its derivatives have so far proved the most productive in research on sociolinguistic attitudes" (p.165).

In the study, online speakers with British accent (RP), American accent (AmE), Australian accent, Indian accent and South African accent were recorded. In the recording, they all read the same passage with the same pitch, stress, intonation as much as the software provides. However, it is also acknowledged that varieties may have their own styles on these manners. While recording, it is not pointed which speaker speaks with which variety, as the "guise" is the most vital necessity of this technique. Each variety's recording lasts for approximately one minute.

Semantic differential scale. For data collection, different kinds of the instrument are utilized. In this study, it is aimed to obtain people's personal impressions by means of VGT as it is its nature. "The stimulus tapes thus obtained are heard by subjects who have been given to expect a different speaker for every rendering and they are required to judge the personal characteristics of each speaker, using conventional rating scales" (Ball, 1983, p.164). Bozoglan& Gok (2017) include the use of this type of scale in the description of the technique. "The rationale behind MGT and VGT is to examine attitudes towards different language varieties in terms of ethnic, social and geographical diversity by asking participants to evaluate the speakers they hear on a semantic-differential scale (Lambert et al. 1960; McKenzie, 2008b)" (p.773). Besides the semantic-differential scale, there is one more option that can be considered as the complementary tool of voice records. "Alternatively, they may have been asked to what extent they agree with the statement 'I would like to have this speaker as a friend' along a five-point Likert scale"

(Watson& Clark, 2015, p.40). "Judges then assign traits (e.g. 'intelligence' or 'friendliness') on semantic differential scales (Osgood, Suci, and Tannenbaum 1957) to the same individual in various 'guises' or evaluate them on Likert-type items (see Krosnick and Presser 2010)" (Rotter, 2019, p.3). Taking this comprehensive description of the whole process into consideration, to carry out the quantitative phase of the study, a semantic differential scale, in which antonyms are presented and participants choose a number according to the distance to the adjectives, was applied to the participants as the partner of MGT records. However, the selection of this instrument is fundamental and should be made carefully. "One problem is that the adjectives employed in this methodology are often adopted from previous attitude studies even though different adjectives may invoke different reactions from different speech communities (Garrett, Coupland, & Williams, 2003, p. 60)" (Watson& Clark, 2015, p.40). To avoid this mistake, the instrument that was used in this study was adapted from an article which has an identical aim and follows the same procedures. It was borrowed from the study of Chiba& Matsuura& Yamamoto (1995), who examined the perceptions of Japanese language learners of the dialects of English (see Appendix B).

For the copyright of the scale, written permission was requested from the authors via e-mail. Hiroko Matsuura has indicated that it is allowed to use the scale with a clear citation made to their article in which the scale was used. The scale consists of five parts related to each dialect

When it comes to the content of the scale, the numeral features of the scale can be summarized as ten antonymous couple of adjectives for each of five different tracks of accents. It means fifty choices to make for participants in total. The mentioned antonymous adjectives will be elaborated below to prevent confusion and for convenience of understanding.

Clearness. This adjective refers to the level of ease of understanding the speech and the conveyed message. For the concept of accents, the adjective 'intelligibility' can be used as a jargon which was defined in the previous parts of the research since it is the factor most affected by the clearness of the sounds. If the participants understand the conveyed message in the track clearly, it means that the accent is intelligible to them and they will rate accordingly. If they can't fully

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understand, they will give a lower score which is closer to the adjective 'unclear' than it is to 'clear'.

Accentedness. Even though meaningfully being close to the previous adjective, 'accentedness' involves more various elements. It is again one of the factors that affect 'intelligibility'. The more the features of mother tongue and regional dialects are transferred into the target language, the more accented it gets. Moreover, intelligibility and accentedness of the speech are inversely correlated features. As the accentedness increases, intelligibility for the speakers of other varieties decreases.

Confidence. It is defined as "a feeling of being certain of your ability to do things well" by Cambridge Online Dictionary ("confidence", n.d.). If the speaker is sure about the correctness of his/her speech in terms of sound and message, he/she speaks more confidently.

Friendliness. This adjective is defined by Cambridge Online Dictionary as "behaving in a pleasant, kind way towards someone" ("friendliness", n.d.). This feeling will develop for the speaker, not only the accent as it is a personality characteristic. It is generally related to the tone of the voice. To diminish the level of influence of this tone and to draw attention to the accentual impacts, the voices are created by the digital sources and they have almost the same tone. As the purpose is to notice how different accents are compared in terms of friendliness, the participants were almost asked to focus on the speech features instead of the voices.

Elegance. Being elegant is an aesthetical feature of a constitution. It is defined as "the quality of being stylish or attractive in appearance or behavior" by Cambridge Online Dictionary ("elegance", n.d.). When a speaker speaks, he/she may have an impression of being elegant on the other person depending on his/her speech profile such as voice, suprasegmental features (intonation, stress, etc.) and accent as the indicator of his/her background. In this study, diminishing the factors other than the accent by digital recording will help the participant to concentrate on the accent rather than the other characteristics of the speech.

Fluency. An advanced speaker performs the language fluently. This fluency creates a positive impression on the interlocutor. It refers to "the quality of doing something in a way that is smooth and shows skill" according to Oxford Online

Dictionary ("fluency", n.d.). Therefore, it indirectly implies having enough speaking skills and being able to speak without long pauses and mistakes.

Skillfulness. The adjective straightforwardly indicates the adequacy of speaking skills required for the communication and the speech. It is defined as "having the abilities needed to do an activity or job well" by Cambridge Online Dictionary ("skilled", n.d.). It is adapted particularly to the skill of speaking. To evaluate the accent in terms of this adjective, a wide range of elements should be considered like fluency, clearness, suitable pace, etc. So, this adjective can be regarded as an inclusive one.

Intelligence. This noun basically means "the ability to learn, understand, and think about things" by Cambridge Online Dictionary ("intelligence", n.d.). The way of speaking may help interlocutor to create some ideas about the level of intelligence of the speaker. In this part of the scale, the participants will rate the accents considering this level perceived by them.

Sophistication. The adjective 'sophisticated' is another aesthetical adjective which refers to "having a good understanding of the way people behave and/or a good knowledge of culture and fashion" as described by Cambridge Online Dictionary ("sophisticated", n.d.).

Carefulness. According to Cambridge Online Dictionary, it means "the quality of giving a lot of attention to what you are doing so that you do not have an accident, make a mistake, or damage something" ("carefulness", n.d.). If the participant feels the speaker cares about the way he/she speaks in terms of pronunciation, intonation and so on, the rating of this accent in terms of this adjective will be high. If they feel the speaker is speaking recklessly, the rating will be rather low.

Interview questions. As for the qualitative facet of the study, the candidate teachers and in-service teachers were asked about their own dialects and the causalities behind that choice via an interview. By means of the interview, their awareness of the other varieties is planned to be acknowledged. Moreover, their attitudes will be more meaningful as some part of their background will also be revealed by the questions. "The impression also seems to depend on characteristics of the audience of judges-their age, sex, socio-economic background, their bilinguality and their own speech style" (Lambert, 1967, p.100). Therefore, by means

of these questions, their attitudes and the sources will be unearthed as well as those inner thoughts will be brought to the surface (see Appendix D).

When the time and place were organized suitably for both interviewer and interviewee, the meetings took place. After a small chat and signing the consent form, the recordings were started using a digital recorder. The questions were asked sequentially. However, it is important to indicate that the interview is not strict and fully structured. When some points need elaboration, extra questions were used even though they are not included in the questions presented in Appendices (see Appendix D).

Table 1

Data Collection Instruments

Research Question	Instrument
Question 1	Semantic differential scale & audio tracks prepared with matched guise technique &interview
Question 2&3	Interview

Data Analysis Procedures

As data is collected with different techniques, they will also require different types of analysis. In the quantitative stage where attitudinal scale is applied, the data provided by the scale was observed, categorized and entered according to the format of the data. The analysis was completed via SPSS 25 (Statistical Package for Social Sciences for Windows 25) and resulted in revealing the statistics for each dialect and adjectives separately for the convenience of explanation. While analyzing the data, the first things observed are the normality and homogeneity of the data. For the normality, the Shapiro-Wilk test was carried out. To compare more than two normally distributed data, the ANOVA test was used in a one-sided approach. In all of the comparisons, the level of statistical significance was accepted as $p < 0,05$.

In the qualitative part, semi-structured interviews will be analyzed thoroughly by the coding technique of content analysis. "Content analysis means analyzing the contents of interviews or observational field notes in order to identify the main themes that emerge from the responses given by your respondents or observation notes

made by you" (Kumar, 2011, p.278). The patterns will be found and the questions will be answered one by one with the trending answers supplied by these patterns.

Chapter 4
Findings

This current study aims to investigate the attitudes towards and awareness of the variety of English language of pre-service (freshman and seniors separately) and in-service teachers and compare them to observe different factors (academic development, self-awareness creation and so on by means of qualitative and quantitative techniques. A semantic differential scale enriched with the verbal guise technique, that is a variant of MGT, was used in the quantitative phase, while several interviews were conducted with the participants for the qualitative discoveries.

This chapter will demonstrate the findings provided from these examinations tackling each research question one by one. Research questions can be listed as following:

1. What are the differences between pre-service and in-service teachers' attitudes towards the accents presented in English language?

2. How do they perceive and identify their own English in terms of accent/dialect?

a. How do they think they have acquired that accent/dialect of English?

3. What are the differences between pre-service and in-service teachers' self-reported dialect awareness?

a. What are the differences in their attitudes towards the dialects' integration into English education?

Question 1. This research question was treated and investigated by quantitative techniques. For this phase of the study, a semantic differential scale (see Appendix B) with the company of matched guise technique was applied to 120 participants consisting of 50 freshman and 50 senior ELT students along with 20 in-service teachers. Before they filled a semantic differential scale which involves 10 different adjective scale- of- seven for five different variables, they were exposed to five different tracks as a background activator for the ones who are familiar and introductory information for the ones who are not familiar. The tracks included the styles of reading the same passage (see Appendix C) in five different accents selected considering the frequency of encounter in the whole world. The accents

were kept disguised by the numbers until the end of the application of the scale for the sake of the rules of the matched guise technique. Each accent was investigated under the title of ten different adjectives such as clearness, non-accentedness, confidence, friendliness, elegance, fluency, skillfulness, intelligence, sophistication and carefulness. Below, not only the accents will be evaluated under these headlines; but also the attitudes of the groups of freshman students, senior students and the in-service teachers, will be compared for each adjective and each accent to see if they have meaningful differences. First, the graphics, prepared with the average scores calculated with SPSS, that illustrate the differences between attitudes for each adjective and accent will be presented. After that, the tables will unearth the meaningful differences among the attitudes of the groups.

Before demonstrating the figures, it is necessary to indicate the accents used in this study referring to the numbers they have taken since the figures include only the numbers, not the names. The accents were labeled as following;

Track 1: Australian accent of English

Track 2: Indian accent of English

Track 3: South African accent of English

Track 4: British accent of English

Track 5: American accent of English

Clearness. The Figure 1 below demonstrates the levels of clearness of the accents determined by freshman, senior students and in-service teachers.
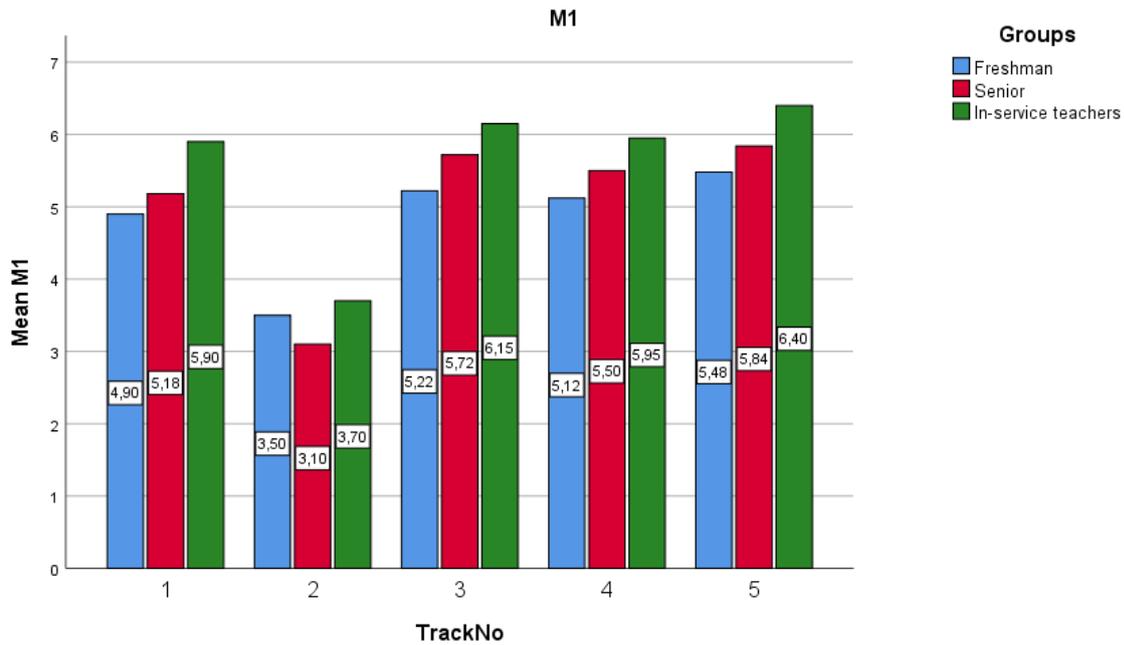
Figure 1. The levels of clearness

The findings presented in the figure claim that the most unclear accent is thought to be the Indian accent among those five varieties. On the other hand, the rest of the varieties was found very close to each other, even though the American English was found slightly more clear than the other. The South African English was selected as the second clearest accent. The British English comes second. Lastly, the Australian English seems to be selected as the second most unclear accent by all groups. In terms of the group variations; in-service teachers rated all accents higher than the students, while freshman students found the accents more unclear than the other groups do except for only one variety (Indian). The positive approach increased as going from the freshman students to the in-service teachers except for only one accent.

Accentedness. Figure 2 demonstrates the differences between the perceived accentedness level in the varieties by the three groups of participants. It is necessary to remind that as the non-accentedness level increases, the intelligibility decreases.
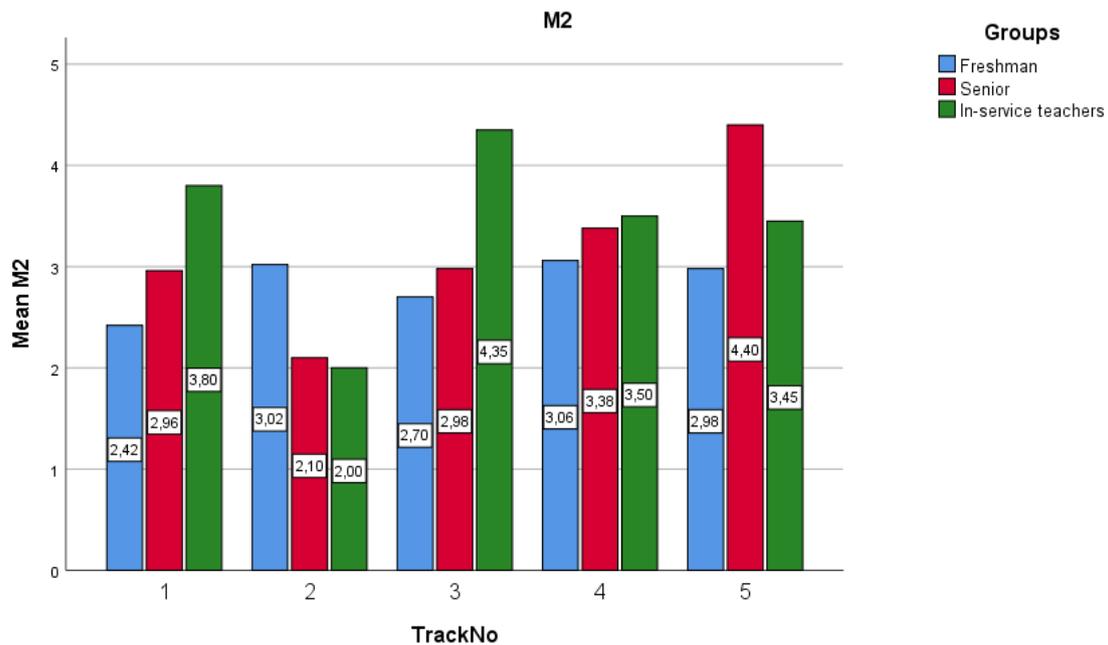
Figure 2. The levels of non-accentedness

Among all the adjectives examined in this study, accentedness is the one resulted in the most complicated and heterogeneous graphic; therefore it has the hardest findings to interpret. Looking at the averages of all groups in total, the Indian English was selected as the most accented variety, even though all the groups don't agree. Conversely, the American English seems to be selected as the most non-accented one and it is followed by respectively South African, British and lastly Australian accent. Again, all the groups don't agree with this opinion, as well. Looking into the group dynamics, it is clear that freshman students found all the varieties almost equally accented. Differently from the other groups, they found the Australian English the most accented one, while they chose British as the most non-accented variety. Senior students' decision was rather certain. They thought the Indian English is the most heavily accented one by a landslide. Conversely, the American English was found as the most non-accented one by seniors by a wide margin. In-service teachers agreed with the senior on the fact that the most accented variety was Indian. However, they rated the South African English as the most non-accented one. Comparing the groups, it is necessary to look at the total averages. With a total of 14.18, freshman students found the accents more accented than the other groups do. Finally, in-service teachers are the ones who found the accents more non-accented thank the others do with a total average of 17.10.

Confidence. In this figure (Figure 3), the differences between the perceived levels of confidence of the imaginary speakers who own those accents will be shown as well as the differences between the attitudes of the groups.
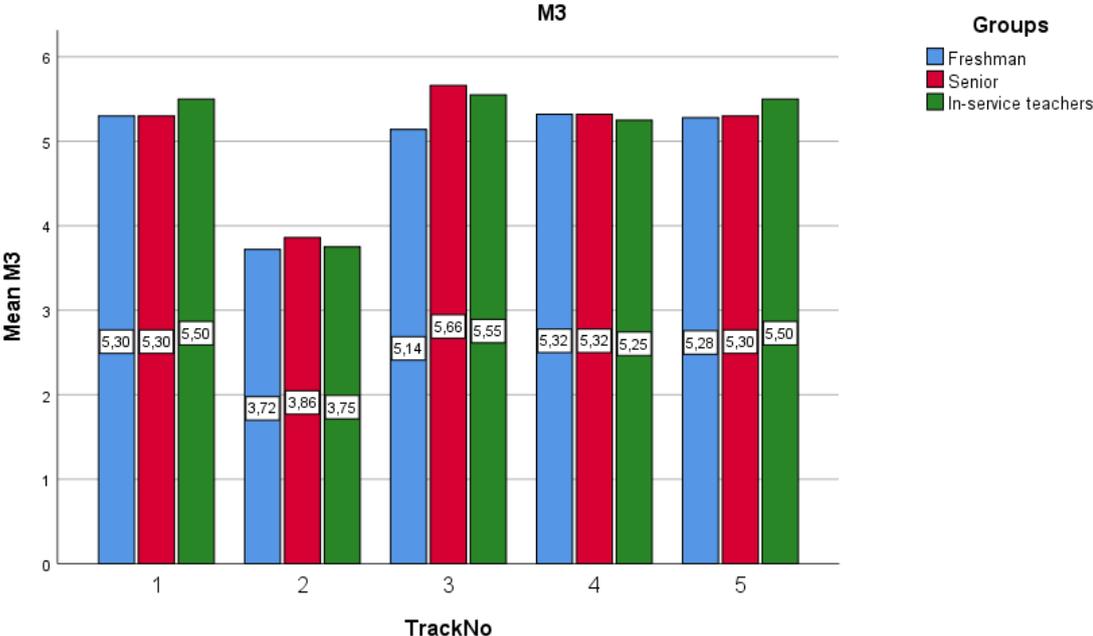
Figure 3. The levels of confidence

In terms of confidence, there is almost no divergence to talk about within or among the groups. The speaker who speaks English with an Indian accent is selected as the one who is the least confident by all groups. The speakers with other varieties were found more or less equally confident. However, it is still important to say that the speaker with the South African English seemed the most confident speaker. Since there is no meaningful difference found among the groups, their dynamics are not suitable to interpret. Almost all of the participants agree with the findings above.

Friendliness. Figure 4 displays the levels of friendliness of the perceived speakers of the accents used in the study and the differences of these levels among the groups of participants.
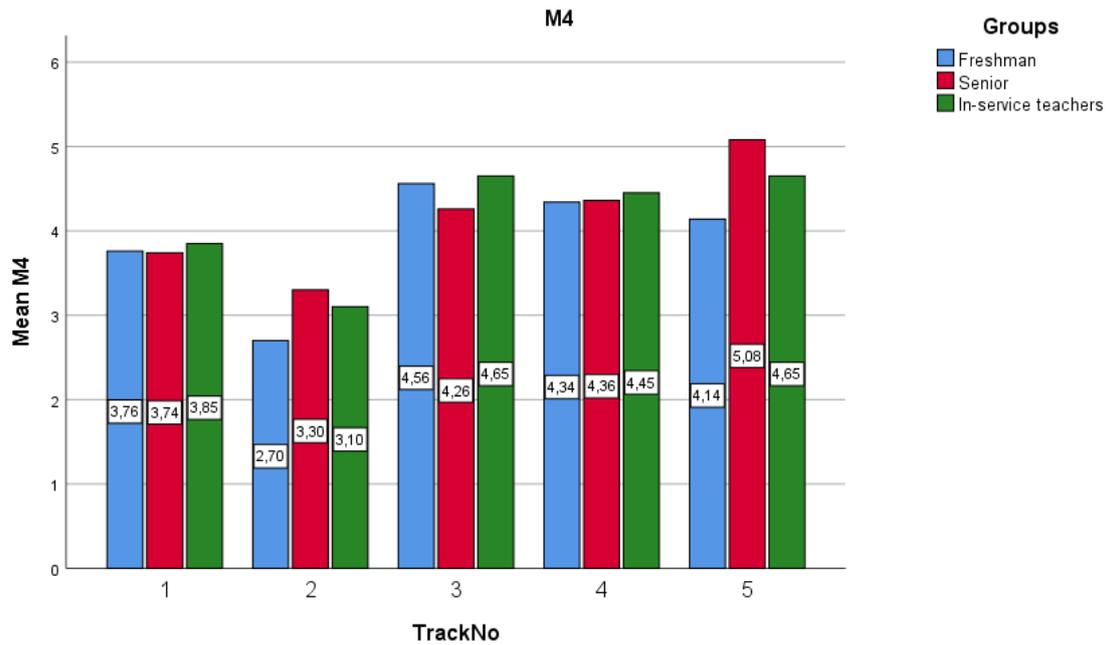
Figure 4. The levels of friendliness

The statistics above indicate that despite the fact that there is no significant difference between the tracks in terms of friendliness, participants thought that the speaker with the American English was the friendliest person on the tracks. On the other hand, the Indian accent felt more unfriendly than the other accents. Among the groups, the freshman students were the ones who perceived the varieties as less friendly than the other groups do. Moreover, unlike the other groups, they thought the speaker with the South African English was the friendliest person. While in-service teachers found South African English and American English definitely equally friendly, senior students found the American English the friendliest one by a very wide margin.

Elegance. This figure below presents how different the groups of participants reacted to the speakers of these five different accents in terms of elegance by means of a comparison of groups and tracks within themselves.

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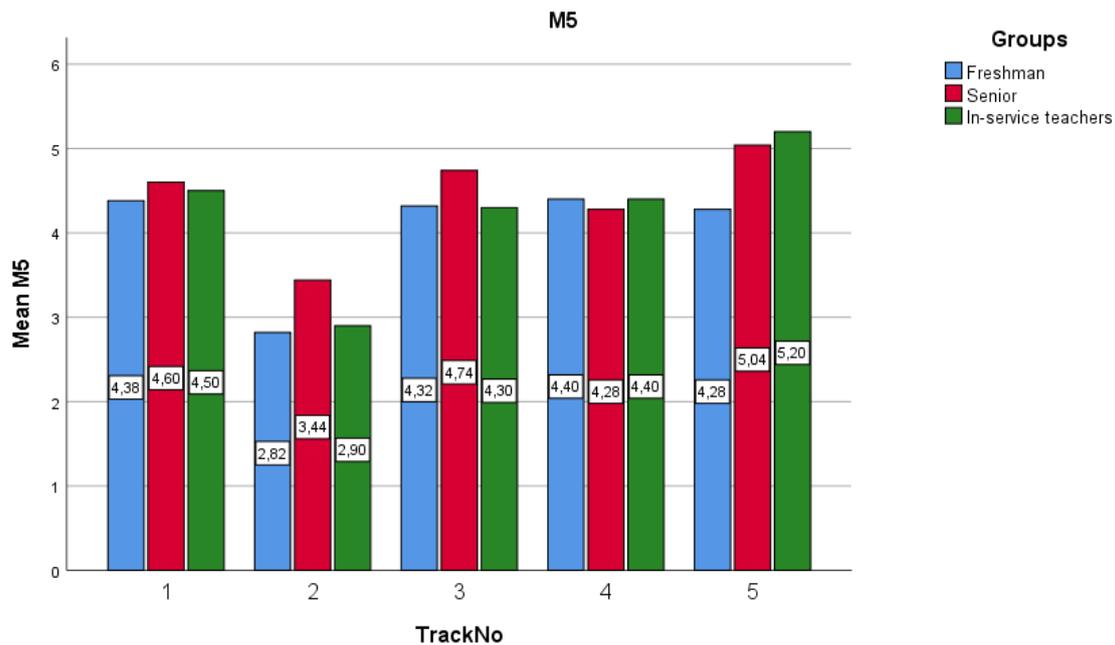
Figure 5. The levels of elegance

According to the results presented in the figure above, it is not wrong to say that no different results have been reached than the results of other means. To start with the general attitudes towards tracks, it is plain that the speaker speaking with the American accent was accepted as the most elegant speaker. It is followed by Australian, South African and British accents correspondingly. The least elegantly-perceived accent was Indian English by all groups. When it comes to the disagreements between the groups, it is seen that even though they rated the accents quite similarly, some divergences were also to be mentioned. For instance, unlike two other groups, freshman students rated the British accent higher than the others including the American accent. Moreover, senior students thought the Indian accent was more elegant than the other groups did even though they still thought it was the least elegant one. Freshman students gave the four accents except for Indian accent pretty close scores, while the other groups rated American accent much higher than the rest of the varieties.

Fluency. The question of how fluent freshman students, senior students and in-service teachers think the five presented accents are and how they differ in their attitudes are illustrated by the figure (Figure 6) below.
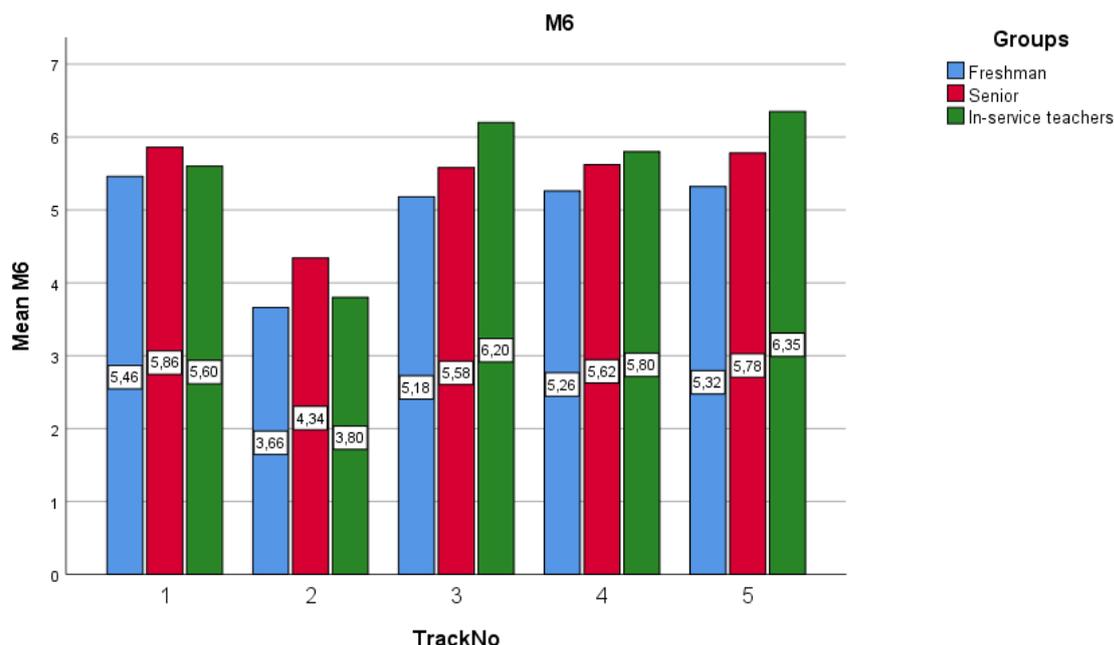
Figure 6. The levels of fluency

As the graphic provides uncertain results in the first gaze, it is necessary to calculate the total average of the scores each variety gained. Taking those numbers into account, it can be stated that the American English is thought to be the most fluent one (17.45). On the other hand, the Indian accent is perceived as the least fluent accent among them all (11.80). The rest of the varieties, which means the Australian accent, South African accent and British accent have no meaningful difference among themselves (16.92, 16.96, 16.68). In terms of group differences, it is visible that senior students showed more positive attitude towards Australian and Indian accents than the other groups did. In three varieties, the positive attitude increased as the grade went up from freshman students to in-service teachers. The least fluency was perceived by the freshman students in all varieties.

Skillfulness. Before moving on to the analysis of the results in terms of this adjective, it would be fruitful to remind what was meant by the adjective 'skilled'. Speaking is a skill of language which leads to successful communication and speech. This adjective in the scale seeks for the information about the level of speaking skill developed by the speakers of the accents perceived by the participants. Figure 7 demonstrated the analysis made considering the levels of fluency attributed to each variety by three groups of participants.

58
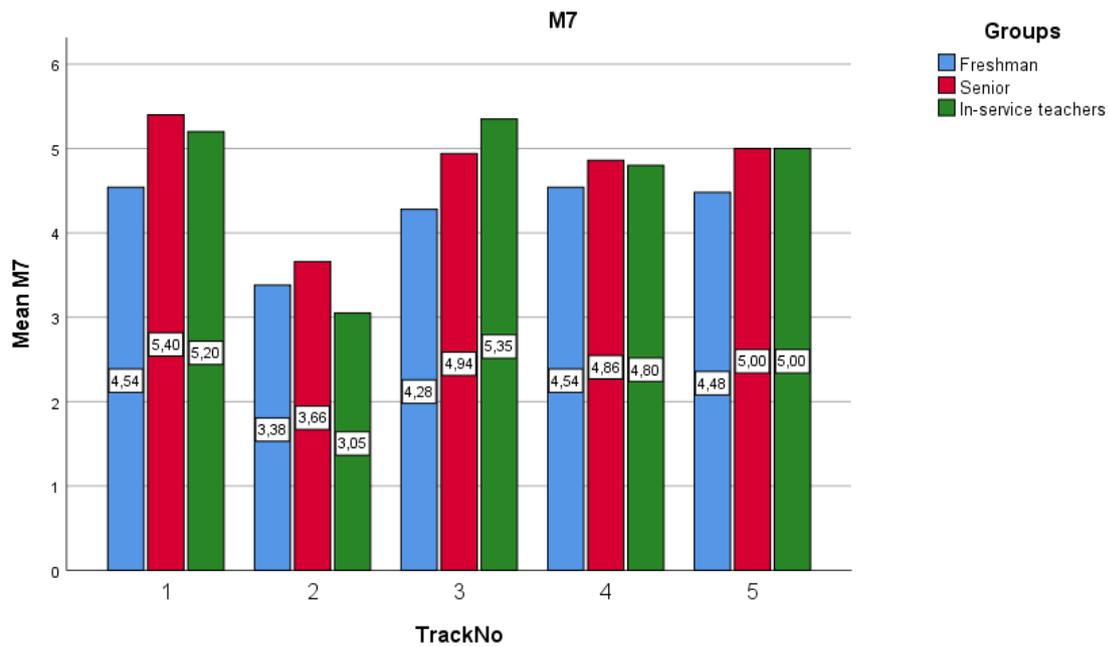
Figure 7. The levels of skillfulness

According to the graphic above, the Australian English was selected as variety that sounds the most skillful among these five varieties. Even though in-service teachers rated the South African variety higher, the total average (16.14) made the Australian English the winner in skillfulness. The closest follower of it is the South African accent. American and British accents come next respectively. The least skillful-sounding variety according to all groups is the Indian English. The averages of all groups decrease dramatically in this accent. Furthermore, there are no significant changes in opinions among groups. It is still essential to indicate that freshman students are the ones who gave lower scores than the other groups. For Australian, Indian and British accents, senior students chose higher numbers. On the other hand, the South African accent was rated more positively compared to the seniors, while they rated equally on the American English.

Intelligence. The intelligence levels of the speakers with five different accents perceived by three different groups of participants are provided and compared in the figure illustrated below. (Figure 8)
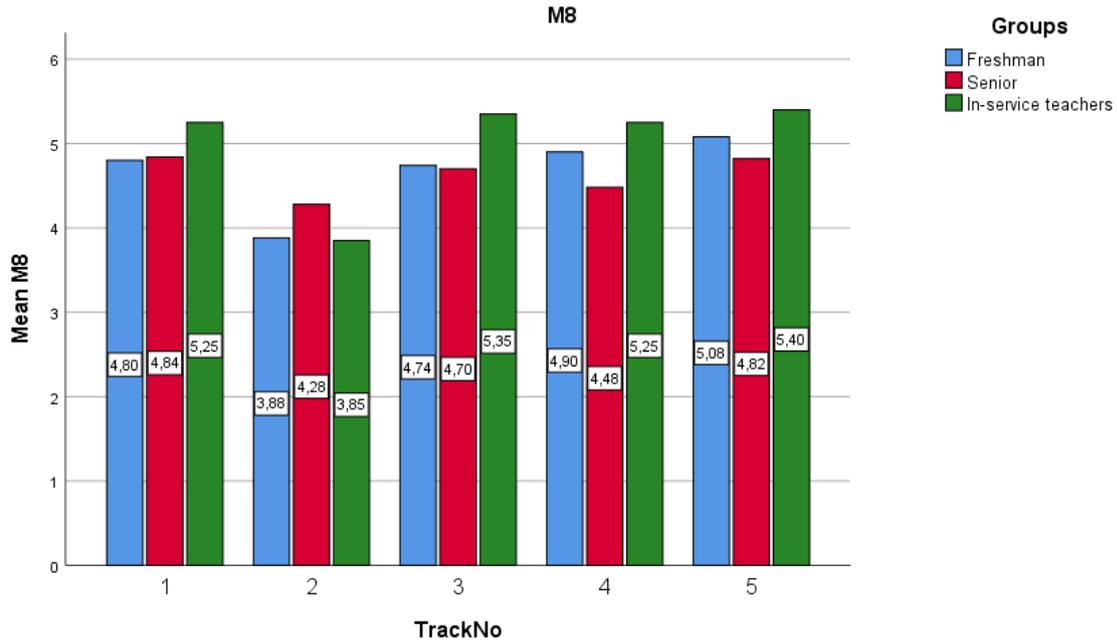
Figure 8. The levels of intelligence

This graphic clearly shows that the speaker who speaks with an American English was thought of as the most intelligent speaker among the other speakers. It is followed by the speakers with Australian, South African and British accents in this order. The least intelligent speaker according to the participants was the speaker with the Indian accent. However, it is notable that the Indian English was rated more positively in terms of intelligence compared to the other adjectives. When it comes to group dynamics, it is plain to see in the graphic that in-service teachers are the highest raters in four varieties but for the Indian English. Senior students thought the British and American accent sounded less intelligent than the other groups did. Freshman students don't have meaningful differences than the others.

Sophistication. The comparison between the levels of sophistication of the accents as well as the perceived levels by three different groups is made clear by the graphic below (Figure 9).
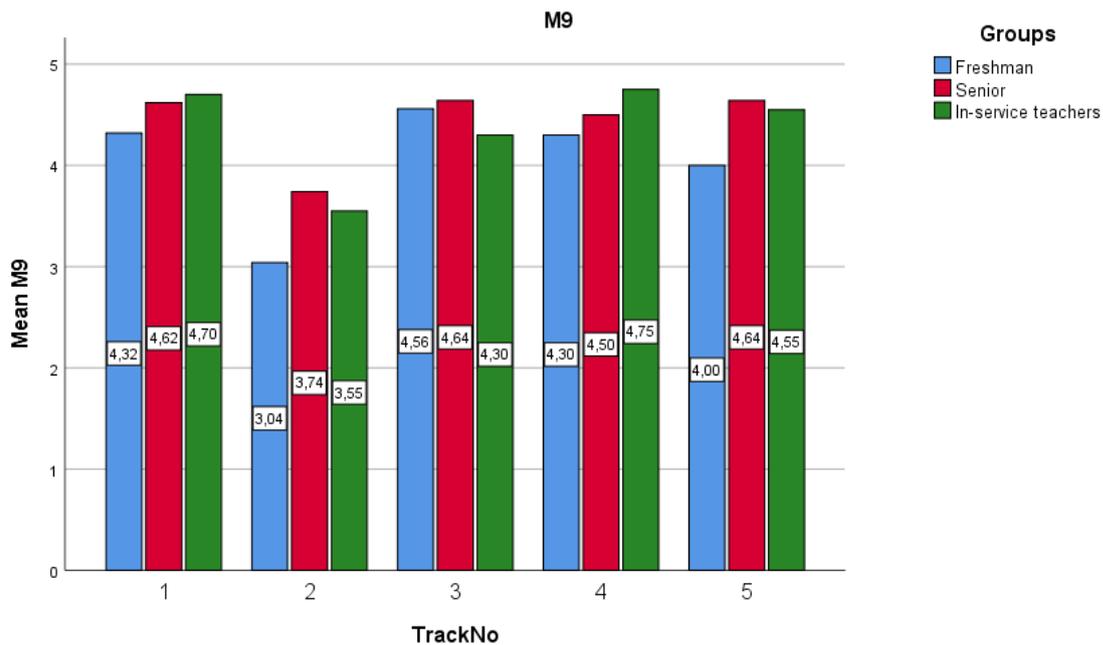
Figure 9. The levels of sophistication

Looking at the graphic above, there is an irregular range among the groups and the varieties. To find out the order, total averages needed to be calculated. According to the results, the Australian English is regarded as the most sophisticated accent among them (13.64). It is followed by the British English, South African English and American English respectively (13.55, 13.50, 13.19). On the other hand, the Indian English was selected as the least sophisticated variety (10.33). However, especially for the most sophisticated accent, there is no consensus among the groups. For example, freshman and senior students thought South African English as the most sophisticated one, while in-service teachers rated British English higher. In the end, the total average solely made Australian the most sophisticated one. Another significant outcome is that freshman students are the most negatively raters in all of the accents, while the most positive one changes from accent to accent. **Carefulness.** The figure below indicates how careful the speakers of accents are perceived by the groups and how the levels changes among accents.
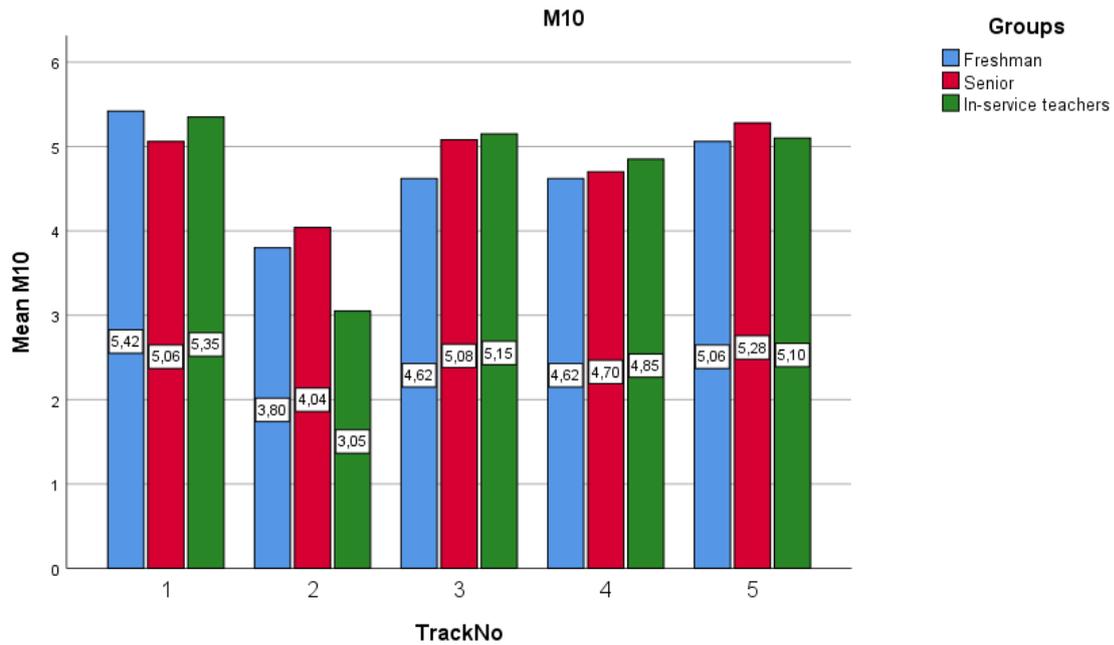
Figure 10. The levels of carefulness

The results provided from the analysis of the scale applied to the participants showed that the speaker with the Australian English was thought to be the most careful speaker among the others. American English comes next and it is followed by South African and British accents. The least careful accent is seen as Indian accent with a quite big difference. The groups mostly gave similar scores to the accents ignoring small divergences.

General positive attitude. Under the previous titles, the attitudes towards the accents in terms of certain features such as clearness, fluency, elegance and so forth have been discussed. Transcending them all, the figure below presents the rate of general positive attitude towards each accent and the differences between them. Furthermore, the levels of general positive attitudes of the three groups are shown and compared.
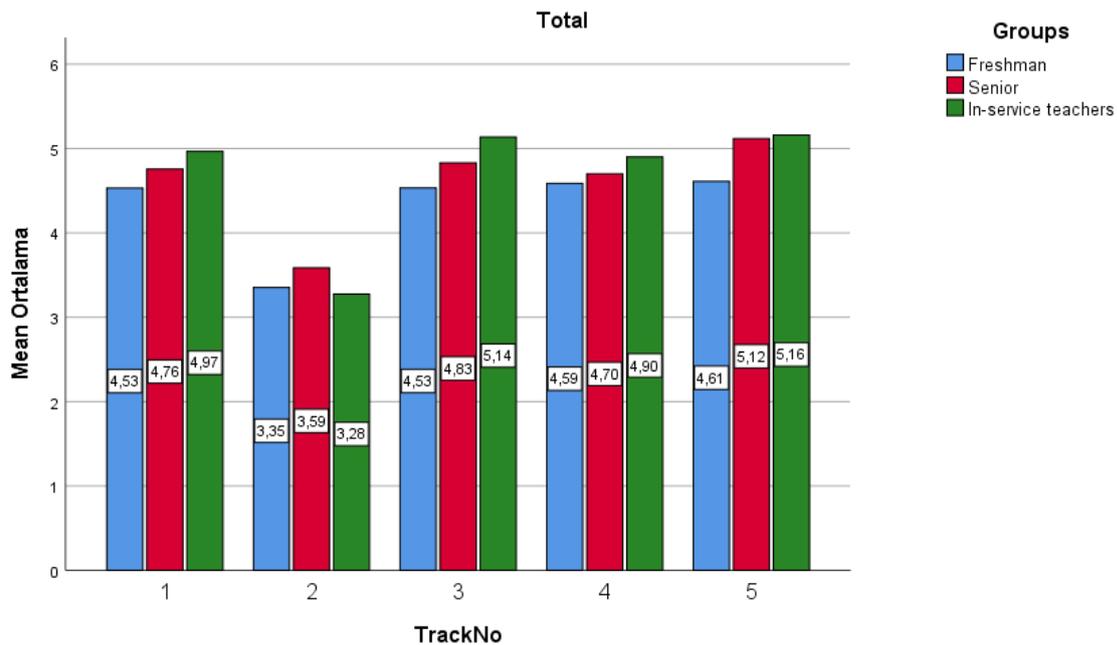
Figure 11. General positive attitude

Viewing the figure above, it is quite simple to notice that the variety which receives the most positive attitude is the American English. The second most positively-viewed one is the South African accent. They are followed by Australian and British accents respectively. The variety that is viewed most negatively is the Indian accent. All of the groups agree with this order. Inspecting the group differences, it is worthy to say that as the grade goes up from freshman to in-service teachers, the positive attitude increases. Only the Indian English is excluded from this statement. In that case, the most negative raters were in-service teachers. Freshman students rated the American and British accents higher than the other accents. On the other hand, seniors and in-service teachers were more positive towards the American and South African accents.

In the figures presented above, it was investigated if those three groups have significant differences in their attitudes towards the accents performed in five different tracks. Since the data belonging to the groups have a normal distribution, to see whether or not three groups contributed to the research have differences in their attitudes, one-sided ANOVA test was carried out and its results are demonstrated in the tables below. The first table (Table 2) presents a more detailed analysis of the general positive attitude towards the accents which was demonstrated in Figure 11 above.

Table 2

Descriptive Statistics of Groups

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Freshman	250	4,3220	,89499	,05660	4,2105	4,4335	1,60	6,70
Senior	250	4,5980	,94250	,05961	4,4806	4,7154	1,20	7,00
In-service teachers	100	4,6870	,98991	,09899	4,4906	4,8834	1,60	6,40
Total	600	4,4978	,94194	,03845	4,4223	4,5734	1,20	7,00

According to the descriptive statistics presented in Table 2, the group that has the highest level of attitude towards the accents they have listened to in the tracks is "in-service teachers" ($\bar{x} = 4,69$). On the other hand, the lowest attitude towards the accents was observed in "freshman students" ($\bar{x} = 4,32$). It is vital to note that a high attitude refers to a more positive attitude while it gets negative as it goes down.

The analysis of the statistically significant difference between the groups is made via a one-sided ANOVA test and the findings are demonstrated in Table 3.

Table 3

Examination of the Difference between the Participants' Attitudes towards the Accents

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	13,816	2	6,908	7,967	,000
Within Groups	517,651	597	,867		
Total	531,467	599			

According to the results of the one-sided ANOVA test demonstrated in Table 3 above, it is clear that a significant difference between the groups of participants exists statistically ($p < 0,05$). The comparison of the groups' attitudes which were found

significantly different was made by a multiple comparisons test and the outcomes are documented below in Table 4.

Table 4

Multiple Comparisons Test for Groups

Tukey HSD

(I) Groups	(J) Groups	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Freshman	Senior	-,27600*	,08329	,003	-,4717	-,0803
	In-service teachers	-,36500*	,11018	,003	-,6239	-,1061
Senior	Freshman	,27600*	,08329	,003	,0803	,4717
	In-service teachers	-,08900	,11018	,698	-,3479	,1699
In-service teachers	Freshman	,36500*	,11018	,003	,1061	,6239
	Senior	,08900	,11018	,698	-,1699	,3479

Seeing that data belonging to the groups of participants is homogenous, the multiple comparisons test was carried out by means of a Tukey test. This kind of test is quite useful for the studies that compare groups because it takes one group in hand and compares it to the others following the same step for the others, as well. This way, no factor that may really mean something for the research is left out. Elaborating on the results going step by step, it can be indicated that a significant difference between the groups of "freshman students" and "senior students" statistically exists. Senior students have higher attitudes, which mean more positive attitudes, towards the accents presented than the freshman students do. Additionally, a statistically significant difference between the "freshman students" and "in-service teachers" was also found out. Under the lights of the test results, in-service teachers approach the varieties more positively than the freshman students do. When it comes to the comparison of "senior students" and "in-service teachers", it is obvious in the table above that there is no statistically significant difference between the attitudes of these groups.

In the next types of analysis, the question of how the attitudes towards the accents differ was taken in hand. Therefore, the tracks that included the performance of same reading passage in five different accents were compared among themselves in terms of the attitudes they received in order to realize whether

or not there is any significant difference statistically. Since the data related to the tracks exhibit a homogenous distribution, the analytical comparison was made by the use of a one-sided ANOVA test and the findings are revealed in the upcoming tables.

Table 5

Descriptive Statistics of the Tracks 1-5

Track No	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
1	120	4,6967	,76234	,06959	4,5589	4,8345	2,80	6,40
2	120	3,4367	,73587	,06718	3,3037	3,5697	1,20	6,10
3	120	4,7567	,78759	,07190	4,6143	4,8990	3,00	6,70
4	120	4,6858	,70892	,06472	4,5577	4,8140	2,90	7,00
5	120	4,9133	,87629	,07999	4,7549	5,0717	2,30	6,70
Total	600	4,4978	,94194	,03845	4,4223	4,5734	1,20	7,00

As stated by Table 5 which demonstrates the results of descriptive statistics supplied by the scales applied to 120 participants, the track that received the highest, which means the most positive, attitude is Track 5 $(\bar{x}=4{,}91)$, thereby the American accent of English. Contrarily, Track 2 that consists of the Indian accent of English seems to obtain the lowest, consequently the most negative, attitude of all participants contributed to the study.

Whether or not the attitudes towards the accents have a statistically significant difference among them is made clear by the results provided by a one-sided ANOVA test and demonstrated in Table 6 below.

Table 6

Examination of the Difference between the Attitudes towards the Accents

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	172,871	4	43,218	71,709	,000
Within Groups	358,597	595	,603		
Total	531,467	599			

It is detected in the table above that there is a statistically significant difference between the attitudes towards the accents performed in the tracks ($p<0,05$). The details of this difference related to the comparison of the attitudes are supplied by means of a multiple comparisons test reported in Table 7.

Table 7

Multiple Comparisons Test for Tracks 1-5

Games-Howell

(I) TrackNo	(J) TrackNo	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1	2	1,26000[*]	,09672	,000	,9941	1,5259
	3	-,06000	,10006	,975	-,3350	,2150
	4	,01083	,09503	1,000	-,2504	,2721
	5	-,21667	,10603	,249	-,5082	,0748
2	1	-1,26000[*]	,09672	,000	-1,5259	-,9941
	3	-1,32000[*]	,09840	,000	-1,5905	-1,0495
	4	-1,24917[*]	,09328	,000	-1,5056	-,9928
	5	-1,47667[*]	,10446	,000	-1,7639	-1,1895
3	1	,06000	,10006	,975	-,2150	,3350
	2	1,32000[*]	,09840	,000	1,0495	1,5905
	4	,07083	,09673	,949	-,1951	,3368
	5	-,15667	,10756	,592	-,4523	,1390
4	1	-,01083	,09503	1,000	-,2721	,2504
	2	1,24917[*]	,09328	,000	,9928	1,5056
	3	-,07083	,09673	,949	-,3368	,1951
	5	-,22750	,10289	,179	-,5104	,0554
5	1	,21667	,10603	,249	-,0748	,5082
	2	1,47667[*]	,10446	,000	1,1895	1,7639
	3	,15667	,10756	,592	-,1390	,4523
	4	,22750	,10289	,179	-,0554	,5104

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

While conducting the analysis, it was noticed that the data of the attitudes are not homogenous. That's why this multiple comparisons test is completed by the use of Games- Howell test. Before the interpretation of the results in the table, it may be beneficial to remind that as the score of the attitude gets higher, it means that the variety is viewed more positively. To begin with the explanations, there is a statistically significant difference between "Track 1" and "Track 2", meaning

Australian and Indian accents considering the fact that the Australian English received a higher attitude than the Indian accent did. Between the attitudes towards "Track 2" and "Track 3", that is the Indian and the South African accents, a statistically significant difference was also found. The attitudes towards the South African accent are higher than the attitudes towards the Indian accent. Moreover, there exists a statistically significant difference between the attitudes towards "Track 2" and "Track 4", which means that the British English received higher attitudes than Indian accent did. Lastly, there is a statistically significant difference between "Track 2" and "Track 5" because it is clear in the table that the attitudes towards the American accent are higher than the attitudes towards Indian accent. Under the light of these statements, it is plain to see that the Indian accent of English (Track 2) is the only accent that has a statistically significant difference from the other accents, being the one that received the most negative attitude.

Subsequently, it was investigated if there is a difference between the attitudes of the groups of participants (freshman students, senior students and in-service teachers) towards the accents performed in Track 1-5 one by one. The first analysis is made using a one-sided ANOVA test to unearth the difference between the attitudes of three different groups towards Track 1 (Australian accent) and presented in Table 8.

Table 8

Examination of the Difference between the Attitudes towards Track 1 (Australian accent)

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Freshman	50	4,5300	,76805	,10862	4,3117	4,7483	2,80	6,40
Senior	50	4,7560	,73434	,10385	4,5473	4,9647	3,10	6,20
In-service teachers	20	4,9650	,75483	,16878	4,6117	5,3183	3,70	6,40
Total	120	4,6967	,76234	,06959	4,5589	4,8345	2,80	6,40

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.

Between Groups	3,005	2	1,502	2,657	,074
Within Groups	66,154	117	,565		
Total	69,159	119			

As claimed by the results provided by a one-sided ANOVA test in Table 8, there is no statistically significant difference between the attitudes of the groups towards Track 1, which is the Australian accent (p=0,074>0,05).

The difference among the attitudes of the groups towards "Track 2" which consists of the Indian accent is analyzed by means of a one-sided ANOVA test and the findings are reported in Table 9 below.

Table 9

Examination of the Difference between the Attitudes towards Track 2 (Indian accent)

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Freshman	50	3,3520	,70399	,09956	3,1519	3,5521	1,60	4,50
Senior	50	3,5860	,80610	,11400	3,3569	3,8151	1,20	6,10
In-service teachers	20	3,2750	,57663	,12894	3,0051	3,5449	1,60	3,90
Total	120	3,4367	,73587	,06718	3,3037	3,5697	1,20	6,10

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1,996	2	,998	1,870	,159
Within Groups	62,442	117	,534		
Total	64,439	119			

According to the results of the ANOVA one-sided test presented above, it is recognized that no significant difference between the attitudes of the groups towards the Indian accent statistically exists (*p*=0,159>0,05). More or less, all of the groups seem to perceive it equally.

The difference between the attitudes of the freshman students, senior students and in-service teachers towards Track 3, which involves the South African accent of English, was attempted to unearth and the findings are provided in Table 10.

Table 10

Examination of the Difference between the Attitudes towards Track 3 (South African accent)

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Freshman	50	4,5320	,76863	,10870	4,3136	4,7504	3,00	6,40
Senior	50	4,8300	,79955	,11307	4,6028	5,0572	3,40	6,70
In-service teachers	20	5,1350	,64423	,14405	4,8335	5,4365	3,80	6,20
Total	120	4,7567	,78759	,07190	4,6143	4,8990	3,00	6,70

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	5,655	2	2,828	4,854	,009
Within Groups	68,159	117	,583		
Total	73,815	119			

The results demonstrated in Table 10 make clear that there is a statistically significant difference between the attitudes of three groups of participants towards the South African accent of English. The details of this difference were found out by the comparison of the groups made via an ANOVA one-sided test of which results are revealed in Table 11.

Table 11

Multiple Comparisons Test for Track 3 (South African accent)

Tukey HSD

(I) Groups	(J) Groups	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Freshman	Senior	-,29800	,15265	,129	-,6604	,0644
	In-service teachers	-,60300*	,20194	,010	-1,0824	-,1236
Senior	Freshman	,29800	,15265	,129	-,0644	,6604
	In-service teachers	-,30500	,20194	,290	-,7844	,1744
In-service teachers	Freshman	,60300*	,20194	,010	,1236	1,0824
	Senior	,30500	,20194	,290	-,1744	,7844

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

As the data provided from the groups of participants demonstrate a homogeneous distribution, the analysis was made using a Tukey test. Under the light of this analysis, it was seen that there is a statistically significant difference between the attitudes of "freshman students" and "in-service teachers" because of the reason that in-service teachers packed a higher, which means more positive, attitude towards South African English than freshman students did. On the other hand, the comparisons between the groups of senior and freshman students as well as senior students and in-service teachers show that there is no statistically significant difference between these groups of participants in terms of their attitudes towards the South African accent.

As for the attitudes of three groups of participants towards Track 4, which includes the British accent, a one-sided ANOVA test was conducted. The findings of the analysis are illustrated in Table 12 below.

Table 12

Examination of the Difference between the Attitudes towards Track 4 (British accent)

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Freshman	50	4,5860	,72394	,10238	4,3803	4,7917	2,90	6,30
Senior	50	4,7000	,69547	,09835	4,5024	4,8976	3,40	7,00
In-service teachers	20	4,9000	,68825	,15390	4,5779	5,2221	3,50	6,40
Total	120	4,6858	,70892	,06472	4,5577	4,8140	2,90	7,00

ANOVA2

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1,426	2	,713	1,429	,244
Within Groups	58,380	117	,499		
Total	59,806	119			

This one-sided ANOVA test that aimed to reveal the difference between the attitudes towards the British accent concluded that there is no statistically significant difference between the attitudes of the groups (p=0,244>0,05).

The analysis below was made in order to realize if there is a statistically significant difference among the attitudes of three groups towards Track 5, which is the American accent of English. The results are in sight in Table 13.

Table 13

Examination of the Difference between the Attitudes towards Track 5 (American accent)

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Freshman	50	4,6100	,81548	,11533	4,3782	4,8418	2,30	6,70
Senior	50	5,1180	,88886	,12570	4,8654	5,3706	3,30	6,60
In-service teachers	20	5,1600	,80026	,17894	4,7855	5,5345	3,40	6,40

Total	120	4,9133	,87629	,07999	4,7549	5,0717	2,30	6,70

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	7,912	2	3,956	5,545	,005
Within Groups	83,467	117	,713		
Total	91,379	119			

According to the results displayed in Table 13, there exists a statistically significant difference between the attitudes of three groups towards the American accent of English ($p < 0,05$). To get a better understanding of this difference, a multiple comparisons test was carried out to compare the attitudes of freshman students, senior students and in-service teachers. The results are demonstrated in Table 14.

Table 14

Multiple Comparisons Test for Track 5 (American accent)

Tukey HSD

(I) Groups	(J) Groups	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Freshman	Senior	-,50800[*]	,16893	,009	-,9090	-,1070
	In-service teachers	-,55000[*]	,22347	,040	-1,0805	-,0195
Senior	Freshman	,50800[*]	,16893	,009	,1070	,9090
	In-service teachers	-,04200	,22347	,981	-,5725	,4885
In-service teachers	Freshman	,55000[*]	,22347	,040	,0195	1,0805
	Senior	,04200	,22347	,981	-,4885	,5725

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

As a result of the homogenous distribution of the data belonging to the groups, the Tukey test was applied to compare the groups' attitudes towards the American accent. According to this test, there is a statistically significant difference between the attitudes of "freshman students" and "senior students". The attitudes of senior students towards Track 5 were observed to be higher than the attitudes of freshman students. Moreover, there exists a statistically significant difference between the

attitudes of freshman students and in-service teachers. In-service teachers have a higher attitude towards the American accent than freshman students do. Lastly, it was uncovered by the test that no statistically significant difference is discovered between the attitudes of senior students and in-service teachers.

In addition to these insights of the attitudes gained via scales applied to three different groups of participants, the interviews that were carried out also provided some detailed opinions of the participants that came out of their attitudes. In the interviews that aimed to evaluate their awareness included some general questions to get clues about their attitudes. Even though it wasn't required, some of the interviewees gave detailed explanations of their opinions referring to some specific varieties. Table 15 below demonstrates this unexpected data involving opinions and attitudes. As these opinions are extracted by means of self-report, they can involve bias and subjectivity. Moreover, as the research consists of very limited participants in the qualitative phase, all of the statements were reported in the analysis part even they were stated by only one interviewee. This way, more insight and opinion was aimed to gain with no data lost.

Table 15

Pre-service and In-service Teachers' Self-reported Attitudes towards the Varieties of English

Variety	Opinion type	Opinion	Freq.
Varieties in general	Positive opinions	Positive attitude	3
		Necessary	1
		Cute as they reflect culture	1
British English	Positive opinions	Adoring	1
		Sounding loyal/classy	1
		Sounding cute	1
	Negative opinions	Irritating/fake when imitated	4
		Hard to speak	3
		Hard to understand	2
		Sounding harsh	1
		Inappropriate for Turkish structure	1

Other native varieties			
	Positive opinions	Sounding cute (e.g. Australian)	1
		More understandable than NN	1
		Interesting	1
		Respectful	1
		Different	1
		Should be followed	1
		Liking	1
	Negative opinions	Hard to understand(e.g. Scottish)	1
		Neutral feelings	1
Non-native varieties			
	Positive opinions	Liking (e.g. Russian, African)	2
		Sounding well (e.g. Japanese)	1
		Clear (e.g. Turkish accent)	1
		Cool (e.g. Turkish accent)	1
		Needed for communicating	1
		Natural to have	1
	Negative opinions	Unintelligible (e.g. Indian)	2
		Hard to understand	1
		Sounding different (e.g. Russian)	1
		Funny (e.g. Turkish accent)	1
		Sounding awkward	1
		Sounding irritating	1
		Not preferred to hear	1
		Not sounding well	1

According to Table 15 above, it can be said that most of the participants report positive attitude towards the existence of varieties instead of one standard form.

"Actually I like the other accents because English is a global language and we don't speak not only BE or not only AE." (Interviewee 5)

"I have a positive attitude towards all non-native and native varieties."
(Interviewee 10)

Some participants claim that intelligibility is more important than the quality of the variety. Therefore, they didn't report any positive or negative opinion.

"…as long as we can understand each other I do not think that it is obligatory to speak like the Queen." (Interviewee 6)

The participants mostly talk about British English because it was the strongest alternative of the American English and they wanted to make clear why didn't choose it. So the variety about which most of the opinion was received in the interviews is the British English. While five participants showed a positive attitude towards it, eight participants criticized it for different reasons. Positive attitude owners claimed that they like it as it sounds royal, classy and cute.

"British English sounds royal and classy." (Interviewee 7)

Diversely, some of the participants pointed out that it sounds too "fake" when it is imitated.

"There were some teachers who try to speak British English but it sounded so fake to me." (Interviewee 13)

Also, they blamed it for being hard to both speak and understand, sounding too harsh and being inappropriate for Turkish language structure.

"For example British accent is quite hard for me because they are not using some specific sounds." (Interviewee 16)

"I think the most difficult one to understand is BE for me, to be honest." (Interviewee 11)

When it comes to the other native varieties, the table implies that they receive mostly positive attitudes for sounding cute as well as being interesting, different, respectful and understandable.

"The way they speak English is so different…" (Interviewee 9)

Also, one participant expressed that they should be the ones that are followed. One of the participants claimed they may be hard to understand and exemplified this situation referring to the Scottish English.

"*And Scottish accent is too hard for me to understand..*" (Interviewee 5)

Concerning non-native varieties, one participant reported neutral feelings, while all the others picked one side as positive or negative. For the first time in this table, most of the participants showed a negative attitude. Their criticisms were mostly about intelligibility. Two participants think they are fully unintelligible and gave the example of the Indian English.

"*But in Indian accent, you are always in the situation that you ask "Sorry? What is that? What are you saying? What are you talking about?"*" (Interviewee 10)

One participant claimed they were intelligible but quite hard to understand. The rest of the criticism was mostly aesthetical matters. They found non-native varieties funny, awkward, irritating, different and claimed that they don't sound well.

"*For non-native varieties, I sometimes find them very awkward and even irritating.*" (Interviewee 7)

One participant clearly stated that s/he doesn't prefer to hear them. But there is also a bright side of the coin for non-native varieties. One participant told that s/he likes Russian and African accents as non-native varieties. Some thought the Japanese accent sounds well, while some thought the Turkish accent is clear and cool.

"*Turkish accent is so clear for me maybe because of I am Turkish or I am used to hear it.*" (Interviewee 3)

They also claimed they were natural to have for a speaker of English and non-native varieties were necessary not to have communication breakdowns.

"*I think it is natural to have these dialects because you can't ask a person to make a sound that they don't know how to make.*" (Interviewee 14)

To investigate these opinion and attitudes in the level of groups and to compare them, Table 16 provides a detailed analysis of the part related to attitudes.

Table 16

Comparison of Pre-service and In-service Teachers' Self-reported Attitudes towards the Varieties of English

Groups	Variety	Opinion	Freq.
Freshman students	Varieties in general	Priority of intelligibilty	1
		Liking	1
	British English	+Adoring	1
		Sounding loyal/classy	1
		-Sounding irritating when imitated	1
			1
	Other native varieties	+Sounding cute (e.g. Australian)	
		-Hard to understand (e.g. Scottish)	1
			2
	Non-native varieties	+Liking (e.g. Russian, African)	2
		Sounding well (e.g. Japanese)	1
		Clear (e.g. Turkish accent)	1
		Cool (e.g. Turkish accent)	1
		-Unintelligible (e.g. Indian)	2
		Not preferred to hear	
		Sounding different (e.g. Russian)	1
		Funny (e.g. Turkish accent)	1
Senior students	Varieties in general	Priority of intelligibilty	5
	British English	+Positive attitude	1
		-Hard to understand	1
	Other native varieties	+Sounding cool	1
		+More understandable than non-native varieties	
		Interesting (e.g. Canadian, Australian)	1

	Non-native varieties	Respectful (e.g. Canadian, Australian)	1
		Different (e.g. Australian)	1
		Neutral feelings	1
		-Sounding awkward	1
		Sounding irritating	1
		Hard to understand	2
		Not sounding well	1
		+Needed for communication	1
		Natural to have	1
Inservice teachers	Varieties in general	Necessary	1
		Cute as they reflect culture	1
	British English	-Sounds fake when imitated	3
		Hard to speak	3
		Sounding harsh	1
		Inappropriate for Turkish language structure	1
	Other native varieties	+Should be followed	1
		Liking (e.g. Australian)	1
	Nonnative varieties	-Hard to understand (e.g. Russian, Indian, French, North Britain)	2

Starting with the freshman students, it is possible to say that their statistics are quite balanced and they have no dominant attitude. They have more positive attitudes towards the British English that they have negative attitudes. One participant thinks Australian English sounds good.

"Actually I think Australian accent is pretty cute." (Interviewee 10)

However, they find those varieties hard to understand by exemplifying as Scottish English. For non-native varieties, half of the opinions are positive while the other half

consists of negative opinions. As reported by participants, they like some of the native varieties consisting of African and Russian ones. One participant finds the Turkish accent clear and cool. One participant thinks Japanese variety sounds well.

> *"Sometimes I watch an international Japanese channel and they really speak well." (Interviewee 11)*

Contrarily, they think they may be unintelligible and the only example provided is the Indian accent. One thinks the Russian accent sounds different. One participant finds Turkish English funny and one participant doesn't prefer to hear a non-native accent.

> *"I think the best one I know is the Turkish English. It sounds sometimes funny because I know how native speakers speak. It feels weird to how Turkish speak English, sometimes." (Interviewee 4)*

> *"Yeah, I prefer not to hear it actually non-native ones." (Interviewee 8)*

When it comes to senior students, we come up with more unbalanced results. For instance, they reported they have a positive attitude towards varieties in general. As for the British English, one participant thinks it sounds cool, while another participant claims it is hard to understand.

> *"And also, British sounds much cooler." (Interviewee 12)*

> *"I also like BE because of some TV series such as Sherlock Holmes but actually understanding them can be hard for me sometimes." (Interviewee 4)*

However, when it comes to the other native varieties, the balance collapses. They have more positive attitudes than negative ones. One thinks they are more understandable than non-native varieties.

> *"I think we understand inner circle accents easier than outer circle accents." (Interviewee 5)*

One participant claims Australian English is different. One participant stated that s/he finds Canadian and Australian Englishes respectful and interesting.

> *"Other than, about other native varieties like Canadian and Australian, I think they are very interesting and they will become more respectable over time." (Interviewee 8)*

Non-native ones, on the other hand, faced with a totally different approach. Most of the participants reported negative attitudes toward them. For example, they thought non-native varieties sound awkward and irritating. Two participants think they are hard to understand. One participant stated they don't sound well.

"It was hard to understand and it was different to the other ones and it actually doesn't sound good for me." (Interviewee 16)

Still, there were some participants that accepted they are necessary for communication and natural to have for speakers of English.

In-service teachers think the existence of varieties in general is necessary.

"And even if the way the langauge is spoken is not very beautiful, it serves its purpose as a tool of communication." (Interviewee 2)

Also, one participant claimed that they are cute since they reflect the culture by which they are caused.

"*Okay first of all I find them quite cute because they are also reflecting their own cultural features in that language." (Interviewee 5)*

For the British English, they mostly showed negative attitudes for different reasons. The most popular ones were the fact that it is hard to speak and it sounds too "fake" when it is imitated by the speakers whose first language is not British English.

"…when you try to imitate British English, it may not sound natural sometimes and it really lessen my interest to speak British English." (Interviewee 4)

Furthermore, one participant defended the opinion that it is not appropriate for Turkish language structure and one participant stated that it sounds harsh for him/her.

"…British dialect is not appropriate for our language structure." (Interviewee 4)

"British accent sound so harsh for me. I don't like it." (Interviewee 5)

For the other native varieties, they showed positive attitudes. Yet, for non-native varieties the same thing didn't happen as they find them hard to understand.

"…it's a bit hard to understand their use of English." (Interviewee 2)

Question 2. This question was asked directly to the interviewees in the interviews conducted. They were asked to describe their dialects/accents and explain

the reason why they think so referring to the distinct features of their speaking styles and sounds they articulate. Table 17 below demonstrates the dialects and features of dialects of the prospective and presently working teachers in total.

Table 17

Self-reported Dialect Features of Pre-service and In-service Teachers

Spoken dialects	Freq.	Specific features	Freq.
American English (AE)	9	"r" sound	5
		"th" sounds (ð,Ө)	2
		Word level differences	2
AE with some Turkish features	4		
British English (BE)	1		
Mixture of AE / BE	1		
Mixture of AE/ BE with some Indian features	1		
Mixture of AE/BE with some Turkish features	1		
Mixture of AE/BE with some Turkish and German features	1		
BE with some AE features	1		

Before explaining the table, it is necessary to distinguish that if a speaker's dialect is intervened by a limited effect of another variety, it can be described as "having a dialect with some features of another accent" (e.g. AE with some Turkish features). However, when it is a mixture of two or more varieties, it is meant that all of the varieties in the mixture have almost the same percentages in it. Therefore, the amount of effect determines the description. According to the table above, most of the participants think they speak American English *(f=9).*

> *"I try to speak American English as much as I can." (Interviewee 10)*

> *"I think I speak American English because I can identify those features by looking at some words and some pronunciation differences." (Interviewee 7)*

As the support of this idea, they mostly present the distinct feature of the American English, which is flip "r" sound. Five of these nine participants think they articulate this sound as it is articulated in the American English.

> *"First of all the first thing that I mention is the "r" sound, indeed. Because I use "r" sound as a flip sound, you know." (Interviewee 10)*

On the other hand, two participants claimed the reason why they think they speak with an American accent is "th" sound. Lastly, two of the participants think they use the versions of some words like the ones they are used in American variety.

> *"Also, there are words like "lift" in British English. And its counterpart in American English is "elevator". So in words level and pronunciation, I mostly use the AE versions." (Interviewee 6)*

As the result of this claim, the limit of the subject moves beyond the level of 'accents' and reach to the term 'dialect', since dialects have both acoustical and lexical differences while accents stay limited with pronunciation. However, like the one that differs from country to country is the accent, it is explained in previous levels that they can be used interchangeably both in this thesis and in general. The secondary popular answer to the question was the American English having some features of the Turkish accent *(f=4).* They think they speak English with an American dialect both in acoustic and lexical levels but they also have some Turkish features in their sounds. The rest of the varieties are thought to be spoken by one participant for each. One participant thinks s/he speaks with a British accent, while another one claims to speak with a mixture of American and British dialects.

> *"I suppose my dialect is British, people all call it in that way." (Interviewee 3)*

> *"I speak American and British, both of them." (Interviewee 2)*

One participant thinks s/he speaks with this mixture having some features of Indian English in addition, while another one having Turkish features.

> *"Most probably I am using mixes of the accents. I may be using American accent, British accent and perhaps Indian accent…" (Interviewee 5)*

> *"I believe that I mostly talk in American English. But I use some British features as well. And I also have Turkish accent." (Interviewee 9)*

Another one claims to speak with this mixture having some features of German and Turkish accents.

> *"Between British and American, my accent is near to American due to the shows I watch…. Also, I can speak German at B1 level and my pronunciation*

sounds native like,…. However, sometimes it affects my English and Turkish as well." (Interviewee 9)

Lastly, one participant thinks s/he speaks with British English having some American English features.

"I am speaking British dialect, well, mostly British because sometimes I do use American dialect on word basis unintentionally." (Interviewee 7)

The other interviewees couldn't report any reason why they think they speak with that variety.

To provide a clear picture of the distribution, table 18 shows the self-reported dialect features of freshman students, senior students and in-service teachers comparing each group. As the number of interviewees differs among the groups, the percentages of the results were also provided for the ease of understanding.

Table 18

Comparison of Self-reported Dialect Features of Pre-service and In-service Teachers

Groups	Spoken dialects	Freq	Percentage %	Specific dialect features	Freq.
Freshman students (7 participants)	American English (AE)	4	57,1	-	
	Mixture of AE/BE	1	14,2	-	
	AE with some Turkish features	1	14,2	-	
	Mixture of AE/ BE with some Indian features	1	14,2	-	

Senior students (7 participants)	American English (AE)	3	42,8	"r" sound"	3
				"th" sounds (ð,Θ)	2
				Word level	2
	Mixture of AE/BE with some Turkish features	1	14,2		
	AE with some Turkish features	1	14,2		
	Mixture of AE/BE with some German and Turkish features	1	14,2		
	BE with some AE features	1	14,2		
In-service students (5 participants)	American English (AE)	2	40	"r" sound	2
	AE with some Turkish features	2	40		
	British English (BE)	1	20		

Under the light of the information provided by the table below, it is seen clearly that all of the freshman students have an effect of American English in their speech, either as the main variety or a constituent accompanying other varieties involved in their speech. Four interviewees (57,1%) claim to speak with only American English having no feature of other varieties. However, they couldn't talk about why they think so presenting any distinct feature of their speaking style. One participant (14,2%) thinks s/he speaks with a mixture of American and British English, while another participant (14,2%) stated s/he speaks with American accent having some features of Turkish English. Lastly, one participant (14,2%) thinks s/he speaks with a mixture of American and British English having some features of Indian accent.

When it comes to senior students, the situation doesn't change a lot. The majority of the senior students (42,8%) claimed to speak with an American English. They think this way mostly because they pronounce "r" sound as the speakers with American accent normally do as a distinct feature.

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> *"For example I use "r" sound a lot and this sound also exist in my own language and so it is easier for me." (Interviewee 5)*

Also they think they speak with an American accent because of their way of using "th" sounds.

> *"Also the "th" sounds are really important I guess. I really use these kind of sounds while I am speaking." (Interviewee 9)*

Moreover, two participants believe that the words the use belongs to American dialect.

> *"I do use American dialect on word basis unintentionally." (Interviewee 8)*

One participant claims to speak with a mixture of SAE and BE having some Turkish features in their speech. Another participant thinks s/he speaks with an American accent having some specific Turkish features in pronunciation. Another interviewee stated that s/he uses British English with some effect of American dialect in word level. Lastly, one participant with a complex structure of dialects thinks s/he has a speech consisting of a mixture of American and British Englishes influenced by German and Turkish accents.

Moving on to the in-service teachers, a relatably simple frame is came across with. Two participants (40%) reported that they speak with an American English. Both of them presented "r" sound as the reason.

> *"Because I emphasize the 'r' sound a lot even in Turkish. That's why American English looks easier for me…" (Interviewee 2)*

Two participants (40%) think they speak with American accent having some Turkish sounds.

> *"I guess I speak Standard American English. When I try to pronounce the words that have that sound I am I guess my dialects turns into Turkish." (Interviewee 1)*

Finally, one participant (20%) claims to be a speaker with British dialect.

> *"I suppose my dialect is British, people all call it in that way…" (Interviewee 4)*

As a conclusion, it can be said that a significant majority of the participants speak with American dialect either alone or with the features of other varieties

accompanying it. Also, a good amount of participants thinks they have an effect of British and Turkish accents in their speech. A minority claims to have different accentual features such as German and Indian Englishes. When it comes to the comparison of the groups, no significant difference among the groups was detected.

Question 2a. As for the reason and process of their acquisition of the dialects, they answered the question in different ways. Table 19 below demonstrates the rationale behind their choice of American English and the factors that affected them in this process.

Table 19

Self-reported Factors in the Process of Acquisition of American English

Major factors	Minor factors	Frequency
Media	TV series/shows	15
	Movies	10
	Music	5
	Video games	1
School factors	Teacher use	12
	Material	2
Technical factors	Easiness	9
	Appropriacy for language structure	2
	Clearness	1
Attitudinal factors	Appealing of the sounds	2
	Sounding cool	1
	Sounding elegant	1
	Sense of "importance"	1
Social environment	Friends	2

It is plain to see in Table 19 above that participants mostly pointed out media as the reason for their acquisition of the American English. According to them, the most effective media tool is TV series and shows *(f=15).*

"I was under exposure of American content Tv shows, music and even cartoons and all that stuff directed me into American accent." (Interviewee 6)
"Especially in this century we watch a lot of movies we watch a lot of TV series and in general tV series that I watched are from this dialect." (Interviewee 4)

They are followed by movies as ten participants stated. Next comes the music which was given as another reason *(f=5).*

"You know my favorite accents they are all American and many singers that I am trying to you know follow are all American so I think they are really effective. They have a huge effect on my choice." (Interviewee 17)

Lastly, one participant thinks s/he acquired an American English getting affected by video games. Participants claimed that secondary major factor that directed them into the American English was school and its elements. Twelve participants stated their teachers' language use affected them, while two participants declared they believe the materials they used in their English classes had an influence on them.

"And my teachers' dialect was American so because I was trained by them, I actually started to be used to it." (Interviewee 5)

Third, some technical factors related the language structure and acoustic are believed to affect the dialect acquisition process. For instance, nine interviewees thought the American English was easy to speak rather than the other varieties in their process of dialect selection. This can be viewed as one of its reasons that two participants think the American English is structurally appropriate to the Turkish language, which makes it easy to acquire and speak for native speakers of the Turkish language.

"Because I emphasize the 'r' sound a lot even in Turkish. That's why American English looks easier for me." (Interviewee 1)

Furthermore, a participant claimed the American English is quite clear, therefore easy to understand. As another major factor, five participants considered their

attitudes and emotions towards the American English. Two participants said that they solemnly like how it sounds. Another participant claimed it sounds good, while another finds it elegant. One participant stated s/he feels important while speaking with an American accent. As the least stated factor, two participants claimed their social environments, their friends, in particular, affected them in the process of dialect acquisition.

"But most important factor that affected me most is my friends. Because my friends can speak very well, their accents are so good." (Interviewee 11)

Table 20 below shows the distribution of self-reported reasons and factors above to provide a comparison between prospective and practitioner English teachers.

Table 20

Comparison of Pre-service and In-service Teachers' Self-reported Factors in the Process of Acquisition of American English

Groups	Major factors	Minor factors	Freq.
Freshman students	Media	TV series /shows	5
		Movies	4
		Music	3
	Technical factors	Easiness	5
	School factors	Teacher use	3
	Social environment	Friends	2
	Attitudinal factors	Appealing of the sounds	1
Senior students	Media	TV series/shows	6
		Movies	3
		Video games	1
		Music	1
	School factors	Teacher use	5

	Technical factors	Easiness	2
		Appropriacy for Turkish structure	1
	Attitudinal factors	Appealing of the sounds	1
In-service teachers	Media	TV shows/series	4
		Movies	3
		Music	1
	School factors	Teacher use	4
		Materials	2
	Technical factors	Easiness	2
		Appropriacy for Turkish structure	1
		Clearness	1
	Attitudinal factors	Sounding cool	1
		Sounding elegant	1
		Sense of "importance"	1

Considering the information demonstrated by Table 20 above, it can be stated that freshman students mostly think they acquired their American English by the effect of media. Five freshman students claimed they speak American English because of TV series and shows. Contrarily, four learners think it is because of the movies they have watched. Moreover, three of them think the music they have listened to affected their speech style by providing an American accent for them. Secondly, five participants said that the American English was easy for them and it was one of the reasons. The third major factor was the school. When it comes to its elements, three freshman students claimed their teachers were mostly speaking with an American English, which is a situation that has an effect on their speaking style. Two participants got affected by the dialects of their friends, according to them. Lastly, one participant told that s/he likes how American English sounds.

Looking at the senior students, a similar frame is seen easily. Again, they think media is the most effective factor in their dialect acquisition and selection. Six of them think it is because TV series and shows, while three participants say movies they

have watched affected them. One participant reported the effect of video games, while another of music. Next, five senior students voiced the effect of teachers' language use. Two participants think the American English is easy for them. Similarly, another interviewee expressed that sounds of the American English were appropriate to the sounds of the Turkish language. One participant said that s/he likes how American English sounds in general. They secondly mention the school factors.

As for the last group, which consists of in-service teachers, more reasons and factors were presented. The primary one is again media, as it is in the other groups. Five participants voiced TV series and shows affect dialect acquisition process. Likely, three participants claimed movies which include the American English has an effect on them. One participant stated the effect of music on his/her interview. Four in-service teachers think teacher use is quite important, while two in-service teachers think material also affects the process of dialect acquisition. Moving towards the technical factors, we see the factor of easiness in the first line. It is followed by the appropriacy of the sounds of the American English to the ones of the Turkish language and the clearness of American English. Lastly, they talked about their emotions and attitudes towards the American English. One participant finds American English cool, while another participant finds it elegant. One participant thinks it feels important when speaking.

Comparing the groups, it can be said that no significant difference was found between the groups in terms of the factors that influence the acquisition of an American dialect. As minor differences, "materials" can be seen only in in-service teachers' opinions. Also, freshman students put less emphasis on school factors that the other groups did.

The second popular variety which is taken up single or with the company of other dialect(s) by the participants is British English, according to Table 16. As the situation with American English has, this situation also has its own reasons and background, which are listed in Table 21 below.

Table 21

Self-reported Factors in the Process of Acquisition of British English

Major factors	Minor factors	Frequency
Media	TV series /shows	4
	Movies	2
School factors	Material	4
	Teacher use	1
Attitudinal factors	Liking the variety	2
	Sounding cool	1
Culture	Admiration for the culture	1
	Literature	1
Social environment	Friends	1

In total, most of the participants who speak with / have features of the British English claimed they got affected by media. Four interviewees voiced the influence of TV series and shows which involves British English, while two participants stated movies were an effective factor in their process of dialect acquisition.

> *"I think it's something about the British TV series because they were so much in that time. When I start studying English, I also started watching TV series in English and they were all British English." (Interviewee 3)*

According to them, school factors and attitudinal factors were also very effective. A couple of participants claimed materials used in the classroom have an effect on their dialect.

> *"We had Oxford series- Oxford book series as a guide for our lessons and they had their own type of pronunciation. And we had them as the correct ones- correct pronunciation forms." (Interviewee 3)*

On the other hand, an interviewee thinks teacher use of British English can be very encouraging. As for attitudes, two participants said they like how British English sounds, while one participant told that it sounds cool. Unlike the American English, the British dialect is encouraged by the target culture, according to the interviewees.

One participant admires the culture and another one the literature. Lastly, a participant expressed that s/he was affected by his/her friends' language use.

In Table 22, the groups of freshman students, senior students and in-service teachers were compared in terms of their reasons and background which affected their process of British English acquisition.

Table 22

Comparison of Pre-service and In-service Teachers' Self-reported Factors in the Process of Acquisition of British Dialect

Groups	Major factors	Minor factors	Freq.
Freshman students	Affective factors	Liking the dialect in general	2
	School factors	Teacher use	1
		Materials	1
	Media	Movies	1
		TV series /shows	1
Senior students	Media	TV series/shows	2
	Social factors	Friends	1
	Attitudinal factors	Sounding cool	1
In-service teachers	Media	TV shows/series	1
		Movies	1
	School factors	Materials	3
	Culture	Admiration for culture	1
		Literature	1

According to table 22 above, freshman students speak with a British dialect mostly because they simply like the variety. Also, they think school also affects the process of dialect acquisition by means of both teachers (f=1) and materials (f=1). Media is another factor that encourages British English, according to two interviewees. One participant thinks TV series/shows are effective, while another

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participant sees movies as a factor that influences this process. Senior students don't have identical opinions this time. As the most effective factor, they emphasized TV series/shows. Also, friends have an impact on their dialect, according to a participant. According to another interviewee, it sounds cool. Moving towards the teachers in practice, media is again pointed out. One teacher thinks TV series and shows are quite effective, while another feels the same thing for the movies. Materials used in the school seem to have affected an in-service teacher in the process. However, it should be noted separately that the materials mentioned here is not always the ones that were being used in their learning years. Most of them claimed the textbooks they use while they are teaching also affects the way they speak by directing them to use British English.

> *"You know I spoke more American English before starting the job and after starting the job, we started to use British English publishers' book and from Oxford and Cambridge. Sometimes I use British English, sometimes I swallow the 'r' sound for example, when I pronounce some words." (Interviewee 2)*

> *"Even if generally I speak American English, I use some words in British English. Maybe because of the listenings are always in British English. I am exposed to that accent, maybe that's the reason." (Interviewee 4)*

Lastly, admiration for target culture and literature of the country were also mentioned by the interviewees of this group.

Concluding them all, it can be said that no significant difference was observed among the groups. In general, they think media and materials used at school affect the process of acquisition of British English in a positive way.

Besides American and British dialects, the interviewees named some other varieties accompanying their main dialects with some distinct features and explained how and why they started to affect their speaking styles. All this information is demonstrated in Table 23 given below.

Table 23

Self-reported Accompanying Dialects and Their Backgrounds

Non-native features in the dialects	Reasonings	Freq.
Turkish features	Native language	6
Indian features	Co-workers	1
German features	Experience in abroad	1

Six interviewees in total claimed that the reason of the Turkish sound features in their use of English is the fact that Turkish is their native language.

"And I am a native speaker of Turkish. So I adapt what I learned to my native language accent so I think that's a way I speak English." (Interviewee 10)

"I think I speak mixture of AE and Turkish accent because I'm Turkish." (Interviewee 2)

A participant expressed that s/he has Indian features in his/her dialect because of his/her long-lasting communication with Indian co-workers.

"I may be using American English, British English and perhaps Indian accent because I have a past working with the Indians so I may be taking some words from them." (Interviewee 8)

Lastly, one participant declared that s/he has some distinct features of German in his/her speech because of the experience of an exchange program in Germany.

"Also, I can speak German at B1 level and my pronunciation sounds native like, during my Erasmus in Germany, Germans said that. However, sometimes it affects my English and Turkish as well." (Interviewee 15)

Question 3.   This question which seeks an answer for the difference of awareness of varieties, which is called 'dialect awareness', among the groups of freshman students, senior students and in-service teachers must be taken in hand considering their own self-reports and the attitudes they can express as they can have only if they are aware of them. The information about the attitudes was demonstrated in Table 15 (see page 73). The comparison of the groups of freshman students, senior students and in-service teachers' attitudes towards the varieties

were presented in Table 16 (see page 77). These results will be synthesized with the findings of self-reported awareness that were shown in Table 24 below.

Table 24

Pre-service and In-service Teachers' Self-reported Dialect Awareness

Groups	Opinion	Freq.
All	Feeling aware	13
	Feeling partially aware	4
	Priority of intelligibility	3
	No idea	1

According to this table, most of the participants think that they are fully aware of the existence of different varieties of English. Some interviewees claimed that they are not sure they know all of the varieties but they think they are aware of some of them. However, one participant honestly stated that s/he had no idea of the varieties. Also, three of them clearly expressed that they put intelligibility above the varieties even though they acknowledge the existence of the varieties. According to them, provided that the message is understandable, the way it was transferred doesn't matter.

The differences among the self-reported awareness of three groups were also investigated to notice the variables that affect teacher candidates' and teachers' awareness. The results of this investigation are illustrated in Table 25.

Table 25

Comparison of Pre-service and In-service Teachers' Self-reported Dialect Awareness

Groups	Self-report	Freq.	Percentage
Freshman students	Feeling aware	4	%57.1
	Feeling partially aware	3	%42.8
	Priority of intelligibility	1	

Senior students	Feeling aware	5	%71.4
	Feeling partially aware	1	%14.2
	No idea	1	%14.2
	Priority of intelligibility	2	
In-service teachers	Feeling aware	4	%80
	Feeling partially aware	1	%20

Looking into the findings, it can be realized easily that there is no abyss among the dialect awareness of the groups. Yet, it is still notable that the proportion of partially aware participants has a strong downfall due to the increase of fully aware participants as the year and experience are added. To start with freshman students, almost half of the interviewees (%57.1) feel fully aware of the existence of the varieties, while the approximate another half (%42.8) thinks they are aware of a part of the varieties and unaware of the rest.

"Actually I am aware and I don't have any prejudice about them." (Interviewee 16)

One interviewee claims that intelligibility is much more important than the varieties, even if s/he is aware of the varieties. The other pre-service group, which is senior students, a bigger majority of the participants (%71.4) claim to be aware of the varieties, while one participant thinks s/he is fully unaware.

"I think I am quite aware…" (Interviewee 11)

"I think I know the varieties and they are good." (Interviewee 10)

Also, one participant stated s/he is partially aware of the varieties. The last group, that is in-service teachers, has a different chart. A vast majority (%80) feel aware of the varieties, while only one interviewee thinks s/he is partially aware of them.

"I am familiar with the British, Indian, also Australian dialects. I guess they are the most common ones." (Interviewee 4)

As a concluding remark, it is beneficial to restate that the self-reported awareness has a tendency to increase going from freshman students to in-service teachers.

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Question 3a. In the interviews, the attitude of the participants towards the integration of the dialects with the English language education was also asked to foresee the principles of the future teachers of English and their changes year by year. Table 26 screens the findings supplied by the answers of the participants.

Table 26

Opinions of the Pre-service and In-service Teachers of Dialect Use in Classroom

Theme	Opinion	Freq.
Raising awareness		15
	Priority of intelligibility	5
	Teaching only AE/BE	3
	Only for high levels	3
	Institution supports	2
	Depending on the material	2
	Priority of correct pronunciation	1
	By means of high exposure	1
	Time and effort consuming	1
Dialect decision	Free dialect decision	12
	Encouraging the most popular ones	4
	Necessity of a native variety	1
	Intelligibility	1
Dialect use in the classroom	Hard to understand (e.g. Russian, Indian	2
Non-native dialects	French etc.)	
	Learners making fun	2
	Some being inappropriate	1
	Causing loss of motivation	1

The issue of integrating dialects into English education was commentated under some certain themes created from the aspects of a lesson flow and procedures. Most of the participants *(f=15)* think that raising students' dialect awareness is an important issue. One participant claimed dialect awareness can be

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raised by means of high exposure of the learners to the other varieties. However, five participants keep intelligibility above the varieties and the awareness of them, even though they want to raise their students' awareness, as one other participant states correct pronunciation is more important than the dialect. Three interviewees clearly remarked that they will teach only American and British Englishes, while the other three participants suggested that the varieties of English should be introduced only to the higher level of learners. While two participants think it depends on the rules and approach of the institution they work at, while another couple of interviewees claim it depends on the material which is being used in the class.

As for the learners' dialect decision, 12 participants think they will let their students choose their dialects themselves without forcing or encouraging them towards any variety. Yet, four participants are determined to encourage the most popular varieties, while one participant insists on the native forms. A participant thinks that his/her students don't have to acquire a dialect as long as they are intelligible.

In terms of the use of dialects in the classroom, some participants think some dialects can be inappropriate to integrate with the lessons. They gave examples of Russian, Indian and French Englishes for this situation. Some participants expressed the possibility of learners making fun of varieties. Also, some participants claimed that these problems can cause a loss of motivation for the learners.

The groups of participants were compared in terms of their opinions on the use of dialects in English education and the results are illustrated in Table 27 below.

Table 27

Comparison of the Opinions of the Pre-service and In-service teachers of Dialect Use in Classroom

Groups	Theme	Attitude	Freq.
Freshman students	Raising awareness		5
		Priority of intelligibility	3
		Teaching only AE/BE	2
		By means of high exposure	1
		Only for high levels	1

	Dialect decision	Free dialect decision	5
		Encouraging the most popular ones	3
Senior students	Raising awareness	-	6
		Only for high levels	2
		Teaching only AE/BE	1
		Priority of correct pronunciation	1
		Priority of intelligibility	1
		By means of material selection	1
		Time and effort consuming	1
	Dialect decision	Free dialect decision	5
		Encouraging the most popular ones	1
Inservice teachers	Raising awareness	-	4
		Institution supports	2
		By means of material selection	1
		Priority of intelligibility	1
	Dialect use in the classroom		
	Non-native varieties	Hard to understand (e.g. Russian, Indian French etc)	2
		Learners making fun	2
		Some being inappropriate	1
		Causing loss of motivation	1
	Dialect decision	Free dialect decision	2
		Necessity of a native variety	1
		Intelligilibility	1

Interpreting the group dynamics and differences, freshman students come first. A vast majority of them think raising dialect awareness of the students has a significant role in English education. A participant defended the idea that this can be done via intense exposure.

"I want to raise their awareness to all of the dialects and I want to expose them to as much as accents that I can." (Interviewee 18)

Three freshman students told that they put intelligibility above the varieties.

"Because it is speaking just to communicate. So it doesn't matter how good I am." (Interviewee 9)

Two interviewees frankly expressed that they will teach only American or British Englishes.

"In the environment they will work or they will live they will use American or British accent. It is best for them to use one of them." (Interviewee 6)

One participant thinks teaching or raising awareness of the varieties can be possible when working with upper level of learners or language majors.

"If they are interested in languages, then I suppose a language class I would teach them they speak like this, they speak like that." (Interviewee 7)

Most of them want to let their students to choose their dialects in the future, while a relatively minority thinks they will encourage the most popular ones to speak.

"They should know that there are lots of dialects and they are free to choose one of them." (Interviewee 9)

"To be able to understand what native speakers say I strongly recommend them to learn the most popular dialectts." (Interviewee 11)

In the case of senior students, it is visible that almost all of them think they should raise their students' dialect awareness. One participant thinks material selection is the key to dialect use in the classroom as it depends on it.

"I think the material will choose the dialect indeed." (Interviewee 16)

Some participants claim dialect awareness should be raised under certain conditions. For example, two senior students think they should provide knowledge of the varieties only if they are teaching upper-level learners.

"But on higher levels of education, yes I would want them to be knowledgeable about other native and non-native varieties." (Interviewee 6)

One participant predicts s/he will teach only American or British versions, while another one thinks s/he will mainly focus on correct pronunciation.

"I will help them as much as possible if they want me to lead, otherwise I will just focus on correct pronunciation." (Interviewee 18)

Similarly, a participant views intelligibility as the most important factor in this case instead of varieties.

"Actually I believe that one shouldn't be exposed to one specific English. If you can explain yourself, manage to transfer the message you want to, that's okay." (Interviewee 14)

The stage of dialect decision of the students generally left to their own wills. Most of the senior students think they should be free to choose their own dialect.

"They can choose any dialect they want." (Interviewee 13)

On the other hand, a participant made clear that s/he will encourage popular ones.

"But I will stress that the most popular dialects are AE and BE. And actually I would expect them to choose either BE or AE." (Interviewee 6)

In-service teachers answered this question mostly considering their teaching experiences and that is why the "classroom reality" is reflected. First of all, 4 out of 5 participants think raising dialect awareness is a vital factor, while another one thinks it doesn't really matter as long as the speech is intelligible.

"I think students and also teachers should be familiar with these dialects." (Interviewee3)

"But main focus of my lessons are on to reading and speaking and explaining yourself better and I don't think pronunciation part is so much on my lessons." (Interviewee 4)

One interviewee thinks material is the determiner of the dialect policy in the classroom.

"Because or I can say that we should be careful about the materials we choose for our students." (Interviewee 2)

Lastly, two in-service teachers explained that even if they don't think awareness is important to raise, their institution supports the exposure to different dialects of English.

"And also here HU SFL support the idea of using many dialects in the class. I also like the idea, I definitely think that it will improve their English, their awareness of the dialects." (Interviewee 2)

Apart from their idealist point of views, they also reported some current and possible problems they/they may face in the classroom while integrating varieties into their lessons. For example, teachers think that some of the varieties are hard to understand for students.

"For example in our last exam, as far as I remember, there was a speech from a Russian person, an Indian person and a British person. And they cannot understand the Russian and Indian." (Interviewee 1)

On the other hand, it is claimed that students make /can make fun of some varieties.

"Most of the time we have also have fun of them. Because some Russian dialogues, some Eastern Asian dialogues are veryyy funny for them" (Interviewee 3)

It is also thought that some of the dialects are inappropriate for classroom use in some aspects, while a participant emphasizes that the use of non-native varieties can cause loss of motivation in some students.

"Students can't understand the topic, conversation. They lose their motivation." (Interviewee 2)

When it comes to dialect decision, most of the teachers in service expressed that they let their students choose their own dialect without forcing them to a pre-determined one.

"They will face different English dialects, so err: they need to get used to it to understand them and to err: make to conversation real, you know and to choose the own dialect." (Interviewee 1)

On the other hand, one participant defended the idea that they should definitely have a native variety as it is a necessity of performing the language in a right way.

"But in general I mean people should try to sound like American or British or an Australian. This is important because while we are learning language, we cannot just bring what we have on our own." (Interviewee 4)

Overall, the opinions of the prospective and practitioner teachers on the issue of dialect integration in the lessons are more or less the same ignoring the

experience part of teachers in practice. No significant difference among the groups related to their grade or year was observed. The only thing to note is that in-service teachers are aware of some disadvantages of integration of non-native varieties, while pre-service teachers report their opinions only considering their theoretical knowledge.

Chapter 5

Conclusion, Discussion and Suggestions

In this part, the findings of the thesis that were demonstrated in the previous section will be explained in detail by justifying them with reference to the studies conducted in the past. Therefore, it will be visible if the outcomes of this study verify the previous findings in the field. Later on, the study will be concluded by making the last remarks that summarize this study and its findings at its best. Also, implications to the field will be done to report if there is any need for rearrangements as well as to see if the purpose of the study is fulfilled. Lastly, some new areas that were pointed out by this study to discover will be suggested for further research.

Quantitative Data Discussion

In this phase of the research, semantic attitudinal scales enriched with the audios that were prepared using MGT (Matched Guise Technique) initiated by Lambert (1960) were applied to 120 participants in divergent sessions. They were divided into three groups as freshman students (50 participants), senior participants (50 participants) and in-service teachers (20 participants). The in-service teachers currently work at Hacettepe University School of Foreign Languages, while all of the students are from Hacettepe University English Language Teaching. After listening to the ways of reading the same passage in five different native and non-native varieties of English, they filled the related part of the scale which consisted of some adjectives and their negative antonyms to discover their opinions of the accents. The main purpose here was to unearth the differences between three groups of participants in terms of their attitudes towards the varieties of English presented on the scale. As for their attitudes towards the varieties stayed beyond the selected varieties for the scale and the level of 'accent', related questions have been asked in the interviews to gain a deeper insight both for dialect level and the other varieties out of the scope.

The quantitative data provided by the scale will be explained in detail under two titles for an easier understanding.

The comparison of the attitudes the varieties have received. "Additionally, the results also suggest that people's attitudes towards languages or varieties are not monolithic, and they can vary depending on the aspect investigated" (Bozoglan& Gok, 2017, p.783). Following the trademarks of this statement, all of the accents

involved in the scale (British, American, Australian, Indian and South African accents) were graded under the categories of ten different adjectives. As also suggested by the previous studies conducted to discover language attitudes (Ryan, Hewstone& Giles, 1984; Fuertes et. al. 2011; Garrett et. al., 1999), a non-native accent, which is Indian accent, received the most negative attitudes in all traits (mean= 3,43). However, the other non-native accent in the scale, that is South African English, wasn't treated that negatively and this reality prevents us from making such a certain comment for non-native varieties. The most positively viewed accent related to the traits presented in the scale was the American accent (mean= 4,91). Looking into the traits in detail, the speaker who speaks with an American accent was selected as the clearest, non-accented, friendly, fluent and intelligent accent. Tsurutani (2012) restated that more accented a speech is, the more negative attitude it receives (Callon, Gallois, Forbes, 1983; Lev-Ari& Keysar, 2010). So that American accent was chosen as the least accented speech, this remark explains the reason why it received the most positive attitude in total. Another possible reason can be the fact that "the subjects' familiarity with native accents leads to a favorable view of native-speaker accent" (Matsuura& Yamomoto, 1995, p.84). The same result was provided by the study of Santana-Williamson & Kelch (2002). American is one of the most familiar accents to Turkish learners of English, which can be a supporting argument to this finding. Since participants are exposed to the American accent more than the other by means of school, media and other tools, they may find it clear, friendly and non-accented. However, the other familiar accent, which is British English, works as a counterargument here. Because in total, it was the accent which was the second most negatively viewed accent (mean= 4,68). Being selected as the most confident accent, South African English took place in the second place in total positive attitudes list, right after American accent (mean= 4,75). It was followed by Australian English which was seen as the most skillful, sophisticated and careful accent (mean= 4,69). As a result, just looking into these attitudes, it is impossible to comment on the attitudes towards native and non-native accents in general. We can only talk about probable reasons as stated above.

The comparison of pre-service and in-service teachers' attitudes towards the accents. The findings of this study suggest that there exists a significant difference between the attitudes of three groups which are freshman students, senior

students and in-service teachers towards the accents of English involved in the scale. Taking significance level above the mean of 0,05, as for Australian accent no significant difference between the groups has been found (means= 4,53; 4,75; 4,96). We can say that the Australian accent receives similar attitudes from teacher trainees and working teachers. We can conclude that the attitude towards the Australian accent doesn't really change throughout teacher education and classroom experience. The same situation is valid for the Indian accent, as well (means= 3,35; 3,58; 3,27). What learners bring into their teacher training from their early life, they got out with the same. Even in their real classroom, they pack the same attitude. In the case of the South African accent, a different frame is came across. The ANOVA test reported that there was a significant difference among the attitudes South African English received. By means of a Multiple Comparisons Test, the difference was investigated. The findings suggest that the most negative attitude towards the South African accent was packed by freshman students. Contrarily, practitioner teachers have the most positive attitude towards this accent. Therefore, it can be indicated that the attitude towards South African English gets positive as a teacher candidate moves forward in teacher education and classroom experience. When it comes to British English, ANOVA test resulted in the fact that there is no significant difference among the attitudes of freshman students, senior students and in-service teachers towards British English (means= 4,58; 4,70; 4,90). It may be because they generally get enough exposure before coming into the teacher training by means of media. This idea gets from their statements in interviews in which they mostly claimed that they got affected by British TV series, shows and movies. Therefore, we can clearly say that media tools such as TV series, shows and movies have more effect on the attitudes towards British English than teacher education program at university is for prospective and working teachers verifying the statement of Reynolds (1996, p.6) (Crystal, 2012). However, still there is a slight improvement in the attitude going from the freshman students to in-service teachers. So, we can't certainly report that university education and classroom experience have no effect on growing a more positive attitude towards British English. According to the interviews, a positive attitude can be created or improved by familiarizing the learner at school, which refers to university in this case besides media and other affecting factors.

"We were all into British culture and we had courses on it." (Interviewee 4)

To explain the difference between senior students and in-service teachers, the classroom experience is the most powerful candidate. After they move into the service as a teacher, they may still get affected by the students, the materials and other surrounding factors. In the interviews, these statements had some proofs.

"I suppose after starting working at Hacettepe, it had an effect on it because we had Oxford err: series- Oxford book series as a guide for our lessons" (Interviewee 4)

Even though they didn't express clearly that these factors have an impact on their growing attitudes, they may be triggering factors as they establish and enhance their familiarity. The rationale behind this opinion may be the positive attitudes American and British Englishes, which are the most familiarized and exposed accents to Turkish students and teachers, received in this study. Moving towards the American accent, the findings of the ANOVA test demonstrated that the attitudes differ significantly among the groups (means= 4,61; 5,11; 5,16). Multiple Comparisons made to examine this difference deeply showed the fact that the most positive attitude towards the American accent was shown by in-service teachers. Contrarily, freshman students pack more negative attitudes towards this group than the others do. This situation can be explained by the influence of school factors, unlike the situation of British English. In the interviews, it was already seen that school has more effect on the perception of the American accent than it has on British English (freq= 14/ 3). On the other hand, it is interesting to see their attitude continues to grow after coming into the university considering the case of British English in which they create their attitudes via media tools even before teacher training. This may be a consequence of intense exposure to the American accent at university through instructors. In the interviews, it is quite usual to come up with the statements that claim instructors at university mostly speak English.

"And my teachers' dialect was American so because I was trained by them, I actually started to be used to it." (Interviewee 5)

"I am a senior student and at university we learned AE accent basically. So, according to our education at university we acquired AE" (Interviewee 9)

Therefore, we can conclude that university education, especially the teacher education program in our case, encourages mostly the American accent and creates

more positive approaches on the students. However, it should be also highlighted that no major difference was noticed between senior and in-service groups in the matter of American English. For that reason, it can be implicated that classroom experience doesn't contribute to developing more positive attitude towards American accent to a very extent level.

Transcending them all, the attitudes of these three groups in total were also investigated to realize if there is a difference among freshman students, senior students and in-service teachers in terms of their attitudes of varieties of English in general. ANOVA test that was completed as the first step showed that a significant difference among the attitudes of the groups exists. Therefore, a Multiple Comparisons test was operated for a better understanding taking the Confidence Interval 95% and the significant mean level above 0,05. The results of the test enlightened that the positive attitude towards the varieties boosts going from freshman students to in-service teachers. Therefore, the most negative attitude towards the varieties was shown by freshman students. Senior students, in contrast, have more positive attitudes than first graders (mean difference= ,27600). In the summit, there are in-service teachers as the ones that packed the most positive attitudes towards the varieties. So, their positive attitudes outgrow senior students' attitudes (mean difference= ,08900). As clarified by the numbers, the difference between freshman and senior students is far greater than the difference between senior students and in-service teachers. Accordingly, this situation can be interpreted with the fact that teacher training has more effect on the attitudes towards the varieties than classroom experience has.

Qualitative Data Discussion

In the qualitative stage of this research, semi-structured interviews questioning participants' self-awareness of their accents, the process and reasoning of the acquisition of their accents and their philosophies of this issue implementing on their classroom performances were carried out. Despite the fact that the interviews were planned to be conducted with the participation of 10 freshman students, 10 senior students and 5 in-service teachers; 6 interviews couldn't be finished because of the sudden outbreak of Covid-19 which caused schools to be shut down and students to leave Ankara immediately. As a consequence, 7 freshman students, 7 senior

students and 5 in-service teachers were interviewed during the time schools were open and after they went home via Skype or by mailing the answers in a written form. The rest of the students didn't volunteer to join a distant interview or they couldn't be reached. After the recordings of the interviews were transcribed, they were analyzed by using the coding method. The results were demonstrated in the tables presented in the findings section previously in this study. Now, these results will be interpreted synthesizing the possible explanations of each approach.

Dialect features. "Despite students' tendency towards seeing their English as having the characteristics of a particular native standard, the results unearths the existence of hierarchies in which American English sits at the top followed by British English and other kinds of native English (e.g. Canadian English, Australian English)" (Karakas, 2015, p.24). The findings of this research can be a simple summary of what was also found in this study. To start with, it is notable that almost half of the contributors think that they speak English with an American dialect *(f=9).* As a rationale for this opinion, they present "r" and "th" sounds and some lexical differences which take American accent to the level of dialect. "Flaps are mostly retroflex sounds especially heard in American English as in such words like car, far,.." (Demirezen, 1987, p.29). The articulation of "r" as a distinct flap sound is a significant characteristic of American English and the main acoustical factor that distinguishes American dialect from the British one. "…this very case is quite prominent in American English whereas in British English there is a rule like "Delete the /r/ except before a vowel" (Fromkin& Rodman, 1978: 261)" (Demirezen, 1987, p.47). This situation is exemplified as "car [ka:] …[kar]" (Golyanskaya & Anikina, 2014). The same example was provided by one of the interviewees:

> "*For example American English you say "car" [kar], but in British English you say "car" [ka:]." (Interviewee 9)*

Notwithstanding, their next argument, that shows "th" sound as the reason why they think they speak American English, is not satisfactorily explanatory. Because, the best of my knowledge, no source in the literature states that it constitutes a difference between American English and the others. They are interdental/ linguadental fricatives (Demirezen, 1987) that are articulated in the same way in all of the varieties to prevent confusion. Instead, they could have expressed the rules of glottalization (bʌtən/ bʌʔn) and flap sounds (bettiŋ/beDiŋ) which are benchmarks of

American English (Demirezen, 1987). Lastly, some interviewees reported that they claim to be speakers of American English for the reason that they mainly use its lexical items. Accordingly, Malchikov (2016) suggests American and British dialects mostly differ in terms of vocabulary. As one interviewee exemplified these lexical differences as following;

> *"Also, there are words like "lift" in British English. And its counterpart in American English is "elevator""" (Interviewee 9).*

These differences among their use of language take the level beyond "accentual differences" and into "dialectal differences". Therefore, it would be more appropriate to use "American dialect" instead of "American accent" here. As a result of their opinion, it can be presumed and expected that the teachers will be speaking mostly with the American dialect in the future. This estimation may help for the curriculum and material designs that will be carried out for ELT prudentially. The second majority of the interviewees think they use the same variety with some supplementations of Turkish features *(f=4),* which is quite expected according to Arslan& Hansen (1996). The statement "Turkish features" should be considered as the influence of Turkish on the pronunciation of some sounds since it cannot involve lexical differences. The acoustical impact is caused by the pronunciation habits of the Turkish language that prevents some sounds present in English (especially fricative and glottal sounds) to be articulated properly. Hence, some sounds generally come out as the closest Turkish counterparts. The same situation for the Arabic language was explained and proved by Khalil (1996). The interviewees never mentioned these examples but this situation can be exemplified as articulating "th" sounds as "t" sound since it is easier and more suitable to Turkish sound system (e.g. pronouncing "three" as "tree"). Even though it may cause confusion, the meaning can be inferred from the context where the conversation takes place. Therefore, it is not considered as a problem by the participants but considered as a feature transferred from the native language into the target one. Moreover, Turkish speakers tend to read as they write, because "in Turkish, the correspondence between letters and sounds is almost one-to-one" (Durgunoglu& Oney, 1999, p.286). As it is a habitual behavior of native speakers of Turkish, they may be taking it into the use of English, as well. However, "in English, on the other hand, the correspondence between letters and sounds is less than perfect" (Durgunoglu& Oney, 1999, p.286). Hence, it is not always possible

to articulate the sound directly as the letter, which is always done in Turkish. As a result of this transfer, English sounds more like Turkish which ends up creating an "English with Turkish features". Unlike the situation in the study of Puffer-Smit (1997), which found out Austrian students show a negative attitude towards their foreign accent, Turkish students perceive it as a quite normal situation and didn't report any negative statement on it.

Also, several participants claim that they use a blended version of American and British dialects. It is probably a normal situation for the whole population of foreign speakers of English because they are the major varieties in the world (Yan& Vaseghi, 2002). How they created a mixture can be a result of the inability to differentiate them from each other and this inability may be transferred by educational channels as also claimed by the interviewees.

"*Hmm, I mean not really because most of the time teachers taught us err: in a mixed way. They mixed AE and BE.*" *(Interviewee 9)*

It may not be considered as a big error by today's "intelligibility" supporters but it is better to call it a mixture of two varieties. It may be caused by other factors than educational ones and they will be explained in the upcoming lines. Moreover, it should be indicated that some participants think they got affected by some other foreign varieties such as Indian and German ones. They are the true prooves of the reality that people may get affected by every dynamic they were exposed to. For Turkish influence, the main dynamic was the fact that it was their native language they have been using since their birth. It is already accepted that they can hardly ever get rid of its major and minor characteristics. Yet, when it comes to the cases of Indian and German impacts, the participants' backgrounds should have been investigated. After the investigation and the demonstration of the results in the previous part, it was noticed that these influences came from quite simple encounters such as business environments and experiences abroad (etc. for educational purposes). What these encounters have in common is the social interactions the learners have with who they come together. Therefore, it can be concluded that the social environment definitely has an impact on dialect formation by adding some of its linguistic features to the main dialect even though the speaker has no actual bound with that language in terms of media or education. The last but not the least, it was realized that no one stated that s/he speaks with a Turkish accent. That means the

learners feel an obligation to acquire a native variety whether consciously or unconsciously.

The differences among the groups in terms of dialect features were also examined to notice the dynamics that affect learners depending on the year of education and classroom experience. According to the table demonstrating this classification, they have no significant difference among their dialects other than the personal differences that have nothing to do with the varieties that are evaluated in this research. The only difference that the eyes can catch is that freshman students could provide no explanation for why they feel speaking that one particular variety, while senior students gave concrete examples of sound production, lexical usage and so on. This outcome can be expounded with the classes provided by teacher training and the awareness they raise in the teacher candidates.

Dialect acquisition. When it comes to the sources of their dialects, we should divide the subject into two as to how they acquired an American English and how they acquired a British dialect. Since these varieties are the most popular answers in the interviews whether as single dialects or elements of some mixtures, their backgrounds were also provided.

The acquisition of American English. To start with the American English, the interviewees mainly acquired it with the effect of media tools such as TV shows, movies and music. It had been quite estimative even before the study was conducted considering the results of previous studies (Bradac& Giles, 1991) and the outstanding development of the entertainment industry in the country. They captured the whole world with their products of media and the colossal channels to spread these products (Netflix etc.) that appeal to people of all ages.

"I was a big fan of Supernatural which is an American series. And the Simpsons for example, it is also an American series." (Interviewee 12)

In the light of these statements, it can be argued that TV series and shows have a massive effect on dialect formation with the advantages they have *(f=15).* Maybe the biggest advantage of the series in the matter of dialect formation can be causing habitual repetition as they are followed every week regularly. Being exposed to the same dialect every week or on a regular basis definitely creates an acoustical familiarity and someone who is in the path of learning absorbs every bit of information

as they are open to every input they can be exposed to. Secondly, movies are assumed to be another significant factor that contributes to the extensiveness of the American English in the world *(f=10).*

"I watch Hollywood films more than I watch British films." (Interviewee 15)

"Hollywood movies have been one of many factors that have contributed to the spectacular spread of English worldwide (Crystal, 2004: 16f)…" (Bleichenbacher, 2008, p.2). While spreading the language, the ways of performing it was also released by extension. As Hollywood is an American based constitution, it is extremely normal for it to impose it consciously or unconsciously. However, the unexpected thing here is that Hollywood has a principle that aims to suppress the other varieties, especially non-native ones, as much as possible (Bleichenbacher, 2008). Consequently, native varieties come to the forefront as a majority leaving all of the non-native ones behind. As their origin is American, its dialect takes the stage most of the time and becomes the language that is most imposed to the televiewers. As a result, the social term "Hollywood effect" can be on point in the issue of dialect formation, as well. Music is expressed to be another element of dialect formation by the interviewees *(f=5),* as also stated by Crystal (2012). The factors stated here as TV series, shows, movies and music are the tools by which it is easy to reach the young generation, who are mostly the ones in the stage of language learning. They are convenient and open to every effect they can be exposed to. So, these results were not so surprising for us.

The effect of school factors requires special attention since it was also mentioned in the interviews as a major element. Smitherman (1999) describes the school as "critical agent of social change" (117)" (Gokoglan& Boz, 2017, p.775) in terms of linguistic tolerance and approach. As the interviews and this statement clarify school has a huge impact on the dialect formation as well as the attitude and awareness creation. The concept of school has lots of constituents such as teachers, materials, friends, administration and so on. Keeping social relations at school under another headline, it will be fruitful to elaborate on the factors mentioned in the interviews. According to the participants, the most important factor at school is the teachers *(f=12).* As already discussed in this paper, teachers are role models who transfer their awareness, knowledge and attitudes directly to their students as well as some of their characteristics. As particularly the teachers of English teach this

language; their use of language is under the spotlight of the students. Especially lower and mid-levels admit the language use of the teacher as the only correct form, even if it may not be. As a consequence, to take up their dialects is as easy as a pie for them. Logically speaking, if the most effective factor on the speakers with an American dialect is their teachers' dialects, it means most of the teachers in this context speak with American dialects. This demographic information resulted from the investigation gives us a clue about the future of English teaching, which was also presented previously in this chapter. Secondly, the participants talked about the impact of materials on the adoption of the American English. Sung (2016) also stated that most of the materials for language teaching involve standard varieties, either American or British variety, mostly depending on the origin of the publishing company. In our education system, sometimes teaching goes by the leadership of the material even when there is a determined curriculum to follow. Subsequently, material involvements gain the dominancy in the class with the company of teacher factors. What it includes in it directly passes to the mind of the learners as it is considered as the source of the correct information that should be benefited from. By means of materials, the only things involved are not only grammar and vocabulary practice; but also listening audios and videos and pronunciation parts that teach how to articulate the sounds which are all different in different accents. Here, according to some of the interviewees, their materials mostly imposed American English on them as a result of the use of American originated publishings in the classes, which is a reality already accepted by many academics. "It can be observed that many ELT materials not only in Turkey but also in many other EFL contexts still insist on the native-speaker model as the correct pronunciation and include listening extracts recorded by native-speakers only" (Coskun, 2010, p.10).

When it comes to technical features of the language, most of the participants claim it is easier than the other dialects. It can be an outcome of the extensive exposure they had which caused a familiarity that makes it look easier. Also, their positive attitude towards the variety seems to be another reason for their acquisition of the American dialect. As positive attitude towards the target language affects the language learning process positively (Gardner, 1988), a similar procedure may be applicable to dialect acquisition, as well. This fact is verified by the results of the interviews where participants claimed the American English's appealing as the

reason for acquisition. Lastly, the social environment is viewed as another factor that influences the dialect acquisition process directing speakers to the American English. For instance, when people who have contact with the learner speak with certain dialects, the learner is quite likely to be affected by those dialects. Coming to the group differences, it is easily noticed that all of the groups emphasized the effectiveness of media tools and school factors. Also, the attitudinal and technical factors such as appealing of the sounds and easiness of the dialect were mentioned equally. The only difference was that the freshman students talked about the effect of the social environment in the acquisition of the American English, while the other groups did not. Its reason may be the fact that all of their friends and social environments speak with some dialects after becoming a freshman and that is why they get used to it after a while. As the senior students and in-service teachers are already used to this situation, they may not feel obliged to mention these issues.

Acquisition of British English. A slightly different case lingers for the acquisition of British English. While it was added into the mixture of dialects frequently, it was not realized as a single dialect in the participants. However, it is still a significant element of Turkish teacher and teacher candidates' speech, as found in this study. That is why the background of this acquisition was also examined as well as the one of American English. The results displayed in the previous part make it clear that media is the most effective factor for the acquisition of British English. TV shows/series and movies seem to affect the frequency of acquisition of British English. As explained in the acquisition of American English, it is quite normal since media tools directly impact the audience by their senses, emotions and mentality. They even feel like they are living in the world of that movie or series. That is why they can easily pick up the behaviors of the characters or the features of the environment displayed in the movie or series.

"I can confidently say that 'Doctor Who' had the most influence on my accent" (Interviewee 10).

Therefore, Reynold (1996) remark of the UK's being "the pop workshop of the planet (p. 6)" (as cited in Crystal, 2012, p.109) is also verified by the results. Secondly, material use was perceived over teachers' language use in terms of effectiveness on British dialect acquisition. Even teachers themselves get affected by extensive use of this dialect in the materials ending up with the features of British

English. This situation can be the result of the common use of the materials published by prestigious British universities such as Oxford and Cambridge publishings, as also mentioned by the interviewees.

"We had Oxford series- Oxford book series as a guide for our lessons and they had their own type of pronunciation." (Interviewee 4)

This approach is not limited to Turkish educational contexts. "As an example, in Indonesia, some reputable or international schools still use native centered based curriculum such as Cambridge as their reference in teaching English" (Hariri et.al., 2019, p.65). Therefore, it can be concluded that the superiority of the British that was gained with the effect of so-called "ownership of the language" gave them the right of being accepted as the correct version, which reflected on the materials they publish. Some interviewees indicated that their positive attitudes direct them to speak this dialect, as also faced in the case of the American English. The only differentiating factors between the acquisition of British and American Englishes is that some participants claimed that they are interested in British culture and literature. This finding can imply that British culture and literature are more powerful than American counterparts on dialect acquisition. This can be an outcome of the literature courses on the teacher education program for the fact that they may be offering courses on British literature and culture rather than the American version. Lastly, the effect of the social environment was also noticed in the case of the British English.

The investigation between the groups in terms of British dialect acquisition didn't provide spectacular results. Yet, it is realized that the order of importance of the factors changes among the groups but it is possibly a result of individual differences as their point of views are all different than each other.

Dialect acquisition in general. The investigation of the acquisition of American and British Englishes showed that some factors affect the process more than the others. The most outstanding one seems to be the products of the entertainment industry, as also accepted by Alford& Strother (1990). Since media is assigned an important role in the creation of attitudes (Lippi-Green, 2012; Rotter, 2019) and creates acoustical tendency, it is a strong determiner of the learners' dialects both in the case of British and American varieties. Also, the emotional reactions to the characters and the events in the movies or series can be a trigger that pushes the audience to its own dialect and linguistic features.

"I'm a big fan, and as you now, fans tend to mimic and err: impersonate their idols." (Interviewee 10)

Moreover, school factors have a huge impact on learners' dialect decision and acquisition process.

> Teachers should encourage their learners to be aware of different varieties and they should be informed that it is wise to expose learners to different models in addition to the teacher's accent and those available in the audio materials that accompany the textbooks (Online, para. 8) (Bakla, 2012, p.37).

"It is further averred that there are several dynamics that have a place in regulating people's thoughts, and more importantly their linguistic behaviours, such as testing, teaching materials (e.g. dictionaries, usage books, handbooks on language), and policy actors, e.g. teachers (Milroy, 2001; Shohamy, 2006)" (Karakas, 2015, p.4). These findings emphasize material use as well as the teacher's dialect. Which pronunciation is taught as the correct form in the material determines the outcome of the class in which it is used. The origin of the publisher tells us about the possible outcome of that class: Both American and British publishers focus on their own type of pronunciation and as a result of this approach, that certain dialect is encouraged. Considering all these facts, we can understand why Turkish students and teachers think they got affected by materials: it is because native publishings are used in the classes as they are in different countries, as well.

> Most EFL textbooks, including those published in Japan, take Standard American English or Standard British English as the model. Some listening materials, for example, those in the Cambridge Skills for Fluency series do present alternative dialects of English, although in this series the alternative dialects of English all seem to be other Inner Circle dialects (Doff, 1993) (Morrow, 2004, p.89).

Matsuura et. al. (1995) also found out that the materials used in language classes in Japan are mostly British or American based publishings (p.80). "Global and local textbooks are still very much native-oriented to reinforce the values and practices of the 'new capitalism' (Gray 2010), but conservative in representations of GE" (Fang& Ren, 2018, p.8). These quotes tell us that these varieties will remain as the most popular ones as the publishings that focus on their pronunciation styles are being used in the classes. They don't only teach pronunciation of the standard varieties but only draws attention to those particular cultures instead of presenting a wider view. "Kramsch (1993) has a different approach to teaching EIL culture and her approach seems applicable to EFL contexts like Turkey as most of the English

course books are still lacking the international culture and still includes the native speaker cultural norms such as actors in Hollywood, the history of Coca-Cola and pumpkins in Halloween" (Ilter & Güzeller, 2005). When it comes to the background of this material selection, it is not difficult to realize that the source of this result goes beyond the classroom factors. It is much bigger than that, it is about policies, curricula and administrations, as mentioned in the past studies. "There two basic reasons underlie this condition; material availability and government rule in language education" (Hariri et. al., 2019, p.65). "As a result, teacher has no power to choose the material and decide which varieties to expose in their ELT classroom" (Hariri, 2019, p.68). On the other hand, even if they have the right to choose, it is not certain that they will choose a different one, shows the results of some previous studies. "As a matter of fact, Zacharias (2010) found that the Indonesian lecturers believed that English speaking country as reference or standard of perfect English. As the consequence, the lecturers assumed that the best material to teach English is the material which is made by the native speaker publisher" (Hariri et. al., 2019, p.65). The publishings of native speaker countries probably feel more reliable and accurate than the non-native publishings. So, their use in the classroom is not necessarily to be removed but they should be enriched with the use of some supplementations that acknowledges the varieties. This perspective will be elaborated on in the section of suggestions.

Attitudes towards the dialects. Apart from the quantitative stage, where an attitudinal scale was applied to the participants to unearth their attitudes towards five pre-determined accents limited with acoustical differences, in the interviews the participants were requested to outline their attitudes towards and their opinions of the native and non-native dialects. By means of the answers given to that question, it was aimed to realize the attitudes towards a wider range of varieties without limiting them as in the scale and a more general perspective was aimed to reach. In return, the participants expressed their general opinions as well as some important notes in each variety. Before starting to interpret the results, it is crucial to note that participants digressed their attitudes towards British dialect without being asked, as it was seen as their second option besides of American English by them and they felt obliged to explain why they didn't choose it. That is why the findings of this aspect of

the study have a different section called "British English" in the tables to prevent loss of collected data.

According to Table 15 (see page 73) provided in the findings part, the general attitude towards the existence of varieties seems quite positive even though it changes depending on the dialect while moving into the details. Their statement of having positive feedback, in general, can be an outcome of "socially desirable responding". That is why talking about dialects, in particular, may be more determiner than talking about them in general as it will be harder to disguise their opinions this way. As a result, their statements about each dialect are more reliable. To begin with the British English, it is realized that it is found appealing and respectful but at the same time, problematic because of some of its technical features. It is a widely owned opinion that British English sounds fake and imitated when it is tried to be spoken by someone who is not British.

> *"When you try to speak British English, when you try to imitate British English, it may not sound natural sometimes and it really lessen my interest to speak British English." (Interviewee 1)*

The same opinion wasn't expressed for the American English or any other one, it is special for British English. The possible reason may be the distinctness of sounds in British English which makes it really different from the others. To conclude, the participants think that anyone who is not a native speaker of the British English shouldn't force himself/herself to speak with a British accent by imitating it. The other negative opinions British English receive generally point the same problem: different sound systems. Turkish speakers of English found British dialect too harsh, inappropriate for Turkish speakers and hard both to speak and understand. All these issues probably come out of the distance between the sound systems of British and Turkish languages. Because Turkish learners have high exposure to British English for the reasons clarified before in the part, so they should have been quite familiar.

> *"Because I believe that I do not speak British English even if I learned British English for all these years." (Interviewee 10)*

Therefore, the problem related to the British English is only about the speakers' perception of its sound system and accent itself. It is quite surprising to hear because almost all of the previous studies came up with the result that students

mostly aim British and American varieties as they are native and most preferred ones (Puffer&Smit, 1997; Ladegaard, 1998; Buckingham, 2015b). Yet, in this context, which has Turkish teachers and teacher candidates, the results are quite different as it shows RP as a problematic and mostly unpreferred variety. A similar result was unearthed by Young& Walsh (2010) and they explained this finding with the possible reasons. "Any comments made about future 'models' of English highlighted the importance of AmE over other varieties. It was felt that the former was more accessible, had more 'youth' appeal and greater currency than, for example, BrE" (p.136). The term "youth appeal" probably refers to the developed media tools of the USA, while greater currency means power, which functions as an important element in this issue as clarified in the previous chapters.

When the participants were asked to explain their attitudes towards the native varieties in general, they mostly gave away their positive approaches as in previous studies (Fishman, 1971; Fuertes et. al., 2011; Tsurutani, 2012; Dewaele& McCloskey, 2015; Dunstan& Jaeger, 2015). Most probably it is because the native speakers are viewed as the custodians of the language. "And this authority is claimed by those who possess the language by primogeniture and due of birth, as Shakespeare puts it. In other words, the native speakers" (Widdowson, 1994, p.379). The native varieties were criticized only for being hard to understand but this can't be a general claim. Also, the interviewee exemplified it as Scottish English, which is very close to the British variety.

"And Scottish accent is too hard for me to understand but it sounds so cool for me." (Interviewee 17)

As a consequence, it can be understood from the statements of the participants that native varieties may have their own downsides even if they mostly attract positive attitudes. These drawbacks are generally related to the distance between the acoustical system of the target variety and the native language of the speaker. This distance affects both speaking and understanding as it makes the target variety unsuitable to habitual language behaviors of the mother tongue.

As for non-native dialects, it is plain to see that opinions on them are quite balanced. Some non-native varieties receive positive attitudes, as it may be noticed in the interviews. Yet, the most salient finding is that the Turkish English sounds clear and cool for some of the interviewees. It means the Turkish accent as a foreign one

is viewed positively by some of the participants whose native language is Turkish. This opinion definitely contradicts the opinions reached in the study of Puffer& Smit (1997). The non-native varieties are also seen necessary since they serve a communicative purpose. Seidlhofer's (2005) restatement of Crystal (2003) suggests that a quarter of the speakers of English in the whole world consist of non-native speakers of it. Therefore, their English with non-native varieties is simply a tool to enable them to communicate with natives and the other non-natives, which should make those varieties appreciated and tolerated instead of abused and humiliated. Without them, there would be a huge break-down in the world communication and this situation would end up creating results affecting all aspects of life such as health, trade, science, etc. On the other hand, it is impossible to ignore the negative attitudes they received according to the interviews. They mostly expressed that they find some non-native varieties awkward, irritating, funny, etc. As they are used to the acoustical norms of native varieties, these accents which have their native languages' traces may naturally sound different than the native versions. It is clear that a majority of the interviewees find them hard to understand. It was already expected as those non-native varieties carry some features of their native languages that are unintelligible to each other into English. This finding shows that the scholars who defended or remarked the risk of languages' division into unintelligible versions because of non-native varieties and features (Crystal, 2003; Widdowson, 1994; Kirkpatrick et. al., 2008) were not actually completely wrong. "Where there is a significant difference in phonology between the speaker and listener's language groups, intelligibility levels are likely to be lowest Therefore, it can be concluded that unintelligibility mostly depends on the heaviness of accentedness and the linguistic distance between mother tongues (Deterding and Kirkpatrick 2006) (as cited in Dewaele& McCloskey, 2015). However, it can still be recommended that it should be kept under control to prevent what the scholars above fear from happening. As a result, it should be clearly indicated that non-native varieties didn't attract a positive attitude due to the difficulty in understanding and difference in their sound articulation than their native counterparts. These problems can be handled by some ways the interviewees also suggest in the upcoming parts of the interview. As both seen in the case of the American English and claimed by Tsurutani (2012), as the exposure and interaction increase, the positive attitude tends to get higher. If the same procedure can be

applied to the other varieties including non-native ones, the outcome can be turned into a positive approach to some extent.

When the groups are compared among themselves in terms of their attitudes towards the varieties, some slender differences seem to linger. First of all, as for British English, freshman and senior students seem more neutral while in-service teachers mostly report their negative opinions consisting of drawbacks of this variety. The most probable reason for this situation can be that in-service teachers consider these issues from a teacher perspective taking their classroom experiences into account while pre-service groups tackle it more theoretically. In-service teachers had the opportunity to observe students' real time reactions and outcomes at the time of facing and processing British English as well as the American version. That is why they have more clear visions of the downsides of the British English, especially while being used in the classroom. The only difference among the groups is that senior students expressed more negative attitudes towards non-native varieties than the other groups did. It is quite surprising because it was expected that in-service teachers may be the ones who have the most negative opinions because of the same reason with the British English. The fact that senior students have it can be explained with their longer time of exposure than freshman students. Still, it is necessary to emphasize that this finding goes against the findings in the quantitative stage.

Dialect awareness. The participants' awareness was also to be investigated and their self-reports on this issue supplied in the interviews were evaluated thoroughly. Looking into the findings, it was understood that most of them think they are adequately aware of the existence of the varieties as they should be according to Troike (1968). "First of all, the teacher must realize that she is a teacher of language and that all languages spoken by more than one person have dialects" (p.178). Yet, it is still unignorable that there are some partially aware or unaware teachers or teacher candidates, says their own self-reports. If the partially aware or unaware participants are freshman students, it can be tolerated to some extent as they have years of teacher training ahead of them. But if they are senior students or in-service teachers, it is a problematic situation as they are one step away from the service or already in service and the teachers are accepted as the key people here.

In conclusion, in today's globalized and multilingual world, ELT practitioners need to be aware of different needs and goals of students who will use English in different settings. Teachers should equip students with updated knowledge of English and its current status to cater to their future English use with people from various lingua-cultural backgrounds. (Fang& Ren, 2018, p.9)

Furthermore, it is compulsory to remark that there are some interviewees who have the principle of intelligibility which was shown as an alternative option to nativism by Levis (2005). Even though the participants claimed they are aware enough, they still insisted on the fact that it shouldn't actually matter on condition that the communication is enabled via the use of English. Their approach towards the issue can be summarized with the decision of Jaber& Hussein (2011) who underlines the dominancy of communication over perfect pronunciation. The participants didn't mention the issues of local and cultural identities as most of the scholars' concerns (see page 27). It may be because the only foreign variety they can most likely encounter in their students is most probably the Turkish English. If they taught a multinational class, they would consider the issues of local identities, as well.

When it comes to the differences of self-reported self-awareness of the groups of participants, it is not surprising to behold that the level of self-reported awareness increases going from freshman students to in-service teachers. Bozoglan& Gok (2017) had already stated the importance of teacher education in their article. Also, the rise between the senior students and in-service teachers is a clear demonstration of the positive impact of classroom practice. Therefore, it can be concluded that teacher education at university and real teaching experience are both effective in raising awareness of the varieties.

Attitudes towards the use of the dialects in ELT. The teachers and teacher candidates were also asked to identify their philosophy of language education in terms of the English dialects and their integration with language teaching. While practitioners explain their real time practice and commented on their real or possible results, prospective teachers were able only to comment on their own opinions and probabilities. The interviews provided us with the results that most of the participants *(f=15)* think the students' awareness of the varieties of English should be raised via education. It is definitely the terminal behavior for the future of language education for the reason Sung (2016) presented.

As a way to raise their awareness, providing intense exposure was suggested by the interviewees. Most of the scholars agree with its efficacy. "Furthermore, given the increasing use of ELF communication worldwide, several scholars argue that increased exposure to a range of varieties of English is considered to be crucial for successful communication with other L1 and L2 speakers in ELF interactions (Jenkins 2000, 2007; Kopperoinen 2011)" (Sung, 2016: 191). Again, this question was also answered by the argument of intelligibility, as some of the participants think they may not need to be aware of the varieties as they actually don't make sense if successful communication is achieved. Moreover, some participants expressed that only the learners with higher levels should be trained in terms of varieties, as they are the only ones that can manage the varieties by realizing they constitute different organisms and internalizing the differences they have technically and sociolinguistically. Some researchers also realize that these subjects may be more suitable than younger learners and lower levels (e.g. Galloway and Rose 2018) (as cited in Fang& Ren, 2018, p.8). Also, it was noticed that the institutions the in-service teachers work for supports raising awareness of the varieties in the classes.

"For example in our last exam, as far as I remember, there was a speech from a Russian person, an Indian person and a British person" (Interviewee 1)

Therefore, this support becomes concrete by means of material design and selection both for curriculum and for assessment. The result that can be indicated here is that the policies of the institutions and administrations have a vital role in this case. It is quite known that even though no one can enter a teacher's classroom and watch it, the administrators and policymakers are in charge of anything related to that class. As a consequence, that teacher has a very limited scale of choices to apply. As long as policy and head of the institution don't allow, the varieties that can be integrated into the class stays quite short than it needs to be in order to be effective enough. Thus, this result gives positive vibes for ELT in this context. What's better, this situation is not limited to this context.

> Many tertiary institutions, in particular, have started to develop and/or have developed strategic plans to internationalise their education. They offer – or claim to offer – learning programs/curricula that provide their students with international exposure and equip them with intercultural knowledge, intercultural mindsets, and intercultural communication skills (Marlina, 2013, p.1)

The participants also put emphasis on material selection. If a material such as textbook, audio, visual, etc. involves only one variety and aims to teach only one way of pronouncing a word or shows only one word alternative (e.g. teaching 'lift'(BE) and ignoring 'elevator' (AE)), it means that material ignores the dialects other than the one it attempts to teach. These kinds of materials can still be useful to raise awareness if they are enriched with the other varieties. Therefore, the selection and combination of the materials should be done very carefully. Another participant expressed a drawback of raising awareness of the varieties.

"It would probably time and effort consuming but it is for their own good." *(Interviewee 12)*

If the speakers can't understand what other non-native speakers say, any theoretical knowledge including grammar, vocabulary, etc. will not help. Also, raising awareness doesn't mean teaching all of the varieties' acoustical and lexical features one by one. Even integrating them into listening tracks will make a difference. According to Jenkins (2000), providing them with the capability may enable them to acquaint themselves with the other varieties (as cited in Sung, 2016, p.192).

When it comes to the question of who decides the dialects the students will speak including their own non-native variety, it is seen that the majority of the interviewees claim that the learners should choose it with their free wills like Widdowson (1994) states *(f=12).* "Let the learners be autonomous…" (p.386). So, learner autonomy seems important in this aspect of education, as well. Moreover, it is nice to see that practitioners believe in the natural right of having a non-native variety in this globalized world. However, it is an undeniable fact that the number of participants that (will) require or encourage the use of the most popular dialects is not that low *(f=4).*

"In the environment they will work or they will live they will use American or British accent." (Interviewee 10)

"To be able to understand what native speakers say I strongly recommend them to learn the most popular accents." (Interviewee 13)

According to these extracts from the interviews, it is understood that participants have this opinion since they believe their students mostly come across the speakers with British and American Englishes, basically native speakers. These

participants should be reminded of Seidlhofer's (2005) statement which clarifies about three-quarters of the speakers of English consisting of non-native speakers. "As estimated by Gnutzman (2000), 80% of verbal exchanges in which English is used as a foreign or second language involve no native-speakers and are between non-native users of English" (Coskun, 2010, p.1). "On the other hand, speakers of ELF use English primarily to communicate with other non-native speakers from various L1 backgrounds and in non-native speaker settings, there is no point for speakers in trying to speak like a native-speaker" (Coskun, 2011, p.47). Therefore, the possibility of Turkish speakers' encounter with non-native speakers is much higher than the possible encounters with native speakers who speak with native dialects. That is why their competence in understanding those varieties is essential to maintain successful interaction. It is quite probable that if those participants know this fact, their opinions would be different. Another participant aims to encourage students to speak with a native dialect for a different reason.

> *"This is important because while we are learning language, we cannot just bring what we have on our own…for example if someone, an American person try to use English, I'm sorry, use Turkish in his own form, then this will be odd. And I, for example, I can accept this usage for two years. But in the third year, I will start saying that "please change your attitude and try to use Turkish in its original form". Because it's important. And it's also cultural." (Interviewee 4)*

It is plain that this participant views English as a cultural heritage that native speakers are supposed to preserve and non-native speakers are supposed to respect and use it exactly in the way it is. This is a very good example of "the principle of nativism", which is supported by some scholars (Quirk, 1990; Custred, 1990; Pavlou, 1990). Yet, it's been a long time and the world has globalized to a great extent in that period of time, which had a huge influence on the position of the English language. "The last two decades have witnessed the development of an ever more complex relationship between the English language and globalization" (Sharifan, 2013, p.1). Since then, the role of English as a global language has gained a significant acceleration and the language has spreaded to every single side of the world. Taking it into account, scholars who support intelligibility and local identities (Widdowson, 1994; Crystal, 2012) claim that all speakers may use English in the way they want as it doesn't belong to any community but the whole world.

Lastly, the participants reflected on their experiences or predicted possible situations and they expressed that the non-native varieties are hard to understand for students most of the time. The probable reasons of it were already discussed before (see page 119). The interviewees commented on this problem's consequences, as well. They stated that it may cause/ causes loss of motivation. When they can't understand the listening passage they are working on, they can distract after a while and lose their motivation because of failure. However, it is also right that if they stop working on it, they will keep on not understanding those varieties their whole life. Therefore, maybe the agony must be endured for some time. Furthermore, some interviewees claimed they (can) make fun of those dialects. If that is the case, this is actually a problem that contradicts tolerance of diversity and respect. To remove this problem, Sung (2016) recommends that "furthermore, exposure is also considered necessary in developing a tolerance of diversity in the use of ELF" (p.192). Coming to the group differences, it is seen that going from freshman students to in-service teachers, the requirement/encouragement of a standard varieties decreases. Also, while pre-service teachers emphasized the necessity of a higher level to raise awareness of varieties, in-service teachers didn't express such a condition. It can have two reasons: as they already teach upper levels, they may ignore the other classroom realities or they may think all levels should be aware of the varieties. This puzzle is supposed to be solved in the upcoming studies. Moreover, all of the reflections of non-native dialects' use in the class came from in-service teachers, which show that they are all real. Those problems should be turned into success to avoid communication breakdowns students may go through in the future.

In this part of the study, the findings that were provided by data analysis were interpreted synthesizing the results of previous research in the literature to get an insight into the approach and opinions as well as the rationale behind them. In the upcoming part, the findings and their implementations will be remarked for the last time besides recommending new questions to the field to investigate in further studies.

Conclusion

This part of the study summarizes the significant points found out at the end of the investigations conducted with the purpose of unearthing the differences between

pre-service and in-service teachers' attitudes towards and self-awareness of the varieties of English. Their stories of dialect acquisition were also dug into. In the quantitative part, 120 participants consisting of 50 freshman students and 50 senior students studying English Language Teaching at Hacettepe University as well as 20 in-service teachers currently working at Hacettepe University School of Foreign Languages completed a semantic differential scale which examines five different accents of English (American, British, Australian, South African, Indian accents) under the titles of ten different adjectives (clear, accented, confident, friendly, elegant, fluent, skillful, intelligent, sophisticated and careful) and in a general basis. Before filling in the scale, they were exposed to the audios prepared with the Verbal Guise Technique, which is a variant of the Matched Guise Technique developed by Lambert et. al. (1967). The audios involve the same passage being read in different accents listed above without letting the audience know which accent is read by which speaker. The data provided by this scale were analyzed by means of the SPSS program. The points of each accent for each adjective were illustrated via the graphics to make comparing easier. For the normality of the distribution, the Shaphiro-Wilk tests; for the comparison of distribution ANOVA tests were performed. When there is a significant difference among the groups, Multiple Comparisons Tests were conducted to reveal them.

In the qualitative stage, 19 participants (7 freshman students, 7 senior students and 5 in-service students) were interviewed to understand more of their covert backgrounds, attitudes and opinions. The planned number of participants in this phase was 25 involving 10 freshman students, 10 senior students and 5 in-service teachers. However, the sudden spread in the Covid-19 pandemic in Turkey caused universities to shut down and the students to go home in the beginning of the second semester. Therefore, 6 students weren't able to be reached. The voice recordings of the interviews were transferred into text and analyzed by means of content analysis.

The results obtained through data analysis of both qualitative and quantitative stages were displayed (see Chapter 4 Findings) and interpreted (see p.102). The main points in the findings were summarized below following the research questions one by one:

1. The attitudes towards the varieties were evaluated by combined methods which involve both qualitative and quantitative techniques. After the semantic differential scale accompanied by the audios prepared with VGT (Verbal Guise Technique) was conducted, the participants were called for an interview which was supposed to widen or remove the range of varieties and to absorb opinions of all of them in general. The results showed that the variety that received the most positive attitude was the American English, because of high exposure by means of school and media as well as its closeness to the Turkish sound system rather than the others. Surprisingly, the qualitative stage showed that the South African accent was the second positively viewed accent among a group which included native varieties. This situation was totally the opposite of what was expected and showed that the attitudes towards non-native varieties and the backgrounds of these approaches required a more in-depth investigation that was performed in the qualitative stage. South African accent was followed by the Australian accent, which is another native accent. Coming towards the end, the British English takes fourth place among five accents and this result caused another surprise considering the high frequency of encounter with this accent because of published materials, media and so on. The possible reasons for this situation seem to be the distance between British and Turkish sounds, which makes it more unintelligible than the other popular native varieties, especially the American English. The most negative attitude was received by the Indian accent, which is a non-native variety. The placement of foreign varieties was interesting enough to create wonder. One was the second most positively viewed accent, while the other received the most negative attitude. Also, one of the most popular native varieties, which is British English, took place in the latest rows. This unexpected order proves that the attitudes towards the varieties have much more insight to gain by means of extensive examinations. Coming to the differences among the groups, it is realized that going from freshman students to in-service teachers, the attitude towards the accents gets more positive. Of the two, teacher training program and classroom experience, the former one seems to be more effective since the difference between the attitudes of senior

students and in-service teachers is more than the difference between freshman students and senior students. The qualitative phase of this question was carried out with this purpose and provided more understanding. This part showed that the existence of varieties generally receives positive attitudes. Yet, taking them in hand one by one, their characteristic features affect the attitude. The British English is viewed negatively because of its unintelligible sounds and difficulty both in speaking and understanding. Towards the native varieties in general, besides having positive opinions, the participants reported some difficulty in understanding. Lastly, non-native varieties were seen as necessary for global communication. However, they were also thought to be unintelligible and awkward, which make them not preferable. The reason for these negative opinions can be an outcome of insufficient exposure which causes the learners to be unfamiliar with these varieties. The groups generally reported more or less the same attitudes, but it is possible to say that the British English received most of the negative attitudes from in-service teachers. This outcome can be clarified with their experience in the real classroom which enabled them to see the effect of British English usage.

2. As for the dialect features of teachers and teacher candidates, their self-reports make it clear that most of the speakers claim to speak with an American dialect. Its reasons are explained in detail in the sub-question of this research question. As the proof of their American dialected speaking, they presented "r" sound, articulated as a flap sound in and constitutes a significant characteristic of the American accent, and lexical differences which makes it more than an "accent" but a "dialect". Secondly, the participants expressed that they speak with an American dialect, but this time with Turkish features. They think that the features of their native language are transferred into the pronunciation of their foreign language creating a blend. The more concrete example provided was the pronunciation of "Ɵ, ð" sounds as "t". It is understood from here that it is almost ordinary to see varieties carrying features of the speaker's first language. Furthermore, the interviews showed that the quantity of

speakers who speak with a mixture of American and British Englishes is quite high, because of high exposure to both of these varieties via school and media tools as well as its usage by the teachers in general. The fact that no one claimed to be speaking with a Turkish accent means almost all of the learners feel a must to acquire a native variety whether on their own or with the effect of external factors such as school media etc.

The sub-question (2a) that inspected the process of dialect acquisition was answered by dividing it into two as the acquisition of the American dialect and the acquisition of the British dialect. American dialect is mostly acquired with the effect of media and school factors. As for media, "Hollywood effect", TV series and music influences a huge crowd in terms of dialect and accent. In the schools, teachers' extensive use of American English and frequent exposure by means of materials through American originated published materials and listening tracks seem to have an impact on the acquisition of this dialect. Moreover, technical features like the easiness of the sound articulation when compared with the other varieties and attitudinal factors such as liking the accent, in general, can be other factors that affect the acquisition of the American dialect in a positive way. Also, it was reported plainly that the social environment, which means acquainted people who speak with the American accent, directs learners to speak with this variety. As for the acquisition of British dialect, more or less the same factors seem to be effective such as media tools (movies, TV series) and material use at school. This time, teachers weren't emphasized as a significant factor, but the materials were probably because of the publishings highly developed in the area of language teaching with the contribution of the well-known universities like Oxford and Cambridge in the United Kingdom. It is notable that the materials don't only affect the students' dialects, but also the teachers'. This time, British culture and literature were shown as elements that impact learners unlike in the case of American dialect. Also, a positive attitude and the effect of social environment should be repeated in the acquisition of the British dialect, as well. To conclude, it can be stated that media and school factors are the most commonly reported factors that affect selection and acquisition of a

particular dialect. In terms of the differences among the groups, no notable difference was found in the findings of the analysis of the interviews.

3. In the qualitative phase, the participants were also asked whether they believe they are aware of the dialects in the world to understand it they have sufficient dialect awareness. Most of them confidently stated that they believe they are aware enough to be teachers of English. Yet, there is a minority that claims they are partially aware and totally unaware. Even though the number of aware participants is quite high, the rest of them who doesn't feel aware should be taken care of by making some revisions in the teacher education programs. Also, there are some participants stated that they don't care about awareness as long as the communication is not broken down. It is not surprising to notice that self-reported awareness increases going from freshman students to in-service teachers. This finding shows that both teacher education and classroom practice are effective factors that raise teachers' dialect awareness.

As for the sub-question (3a) that inspects their approaches towards the integration of the varieties with English language education, a a greater part of the participants think that learners' dialect awareness definitely should be raised, especially by means of intense exposure. It was an expected result and positive feedback for the language education system in Turkey. Diversely, some participants expressed that awareness should be raised if the learners have an upper-level proficiency in English, as they believe they will comprehend the issue better. Some participants repeated here that intelligibility should be kept above the varieties, which means they don't believe the necessity of raising students' awareness of those varieties. Some practitioners reported their institutions' sensibility on this issue since they prepare materials accordingly and give importance to the varieties in terms of curriculum and testing. On the other hand, the process of raising awareness is thought to be time and effort consuming. This opinion can be answered by Jenkins (2000) as cited in Sung (2016, p.192) who claimed after the flexibility of the students is enhanced, they don't need the teaching of the varieties as they can process the varieties by themselves. In the matter of dialect selection of the learners, most of the

participants clarified that the students should decide on their dialects themselves no matter a native or non-native variety including Turkish accent. However, some participants contradicted this opinion claiming they should choose a native variety as they will encounter native speakers frequently more than the non-native ones. Seidlhofer's (2005) declaration of the non-native speakers of English outnumbering native ones can be given as an answer for this erroneous prediction. Moreover, the participants who claimed non-native varieties threaten the cultural heritage of target language by destroying them can be directed to the works of globalization supporters such as Widdowson (1994) and Crystal (2012). Finally, the practitioners reported some problems they face in the class while integrating foreign varieties into their lessons. They observed that the students have problems with understanding the varieties, which causes loss of motivation. Also, the students apparently make fun of those dialects. These problems can be solved by providing high exposure of and encounter with those varieties. The differences among the reports help us to understand that going from freshman students to in-service teachers, the encouragement of native varieties in the class decreases probably because their own awareness increases. Furthermore, it was realized that only senior students think a upper level of learners should be made aware of the varieties, while the other groups didn't report such an opinion.

In this part, the study was summarized including its aim, setting, participant, methodology, findings and discussion as a wind-up. The main points were emphasized and the significant quotations were presented again. In the next part, the pedagogical implications of the findings into the language classroom will be remarked for the effective use of this study both in teacher education and curriculum designing.

Implications

Even though this study aimed to provide feedback for the teacher education program in terms of dialect awareness and attitudes, it ended up reflecting the whole language education system in Turkish context. According to the findings, teacher education has a significant role in increasing the positive attitudes towards and awareness of the varieties of English. A clear increase in both the positive attitude

towards and awareness of the varieties was observed in the graphics and tables. This can be an outcome of intense exposure they receive at the university (Uygun, 2013). The classroom experience is also found to be a strong factor that impacts attitudes and awareness. Moreover, it can be easily claimed by self-reports of the interviewees and their statements about their own teachers are that most of the English teachers in Turkey speak with an American accent, in a single way or mixed with Turkish sounds. Yet, they believe in the freedom of choosing one's own dialect to some extent. Therefore, it can be presumed that most of the English speakers in the future will speak with a non-standard variety, which is Turkish accent in this context, or will keep on getting affected by external factors and acquire a native variety that is probably the American English due to the effect of their teachers' language use and outstanding media power of the USA. As the school and media factors have a huge impact on dialect selection and acquisition of the students as well as determining their attitude and awareness levels, they must be taken under control and studied for more effective use. The language teaching policy has a great deal of importance on the issue as the policymakers are the ones that determine the path to follow in classes. It should be noted separately that the publishers of the materials are a powerful determiner of the medium dialect of the class that affects both the students' and teachers' dialects. Therefore, material selection and design should receive extra attention and consideration if the aim is to raise awareness of all the varieties instead of promoting only the standard ones. Here it is understood that the publishers should be aware of their efficiency in the class in terms of this issue and consider it while designing materials such as textbooks, listening audio, etc., which should involve a high level of exposure to familiarize the students as Modiano (1996) agrees. "As Jenkins (2000) points out, exposure to L2 accents is more important than exposure to L1 accents, because L2 learners are more likely to encounter L2 speakers than native speakers in ELF settings" (Sung, 2016: 192). Taking this reality into account, to make our students competent with different varieties to enable them to communicate without failures is quite important in today's globalized world. Only intense exposure and awareness raising activities can assure it as well as it increases positive attitudes and tolerance towards them (Kelch& Santana- Williamson, 2002). So, exposure should be one of our key principles in English education if we want our students to be proficient in and tolerant of all varieties of English. Also, it should be realized that everyone has a right to choose

their own variety they will speak for the rest of their lives as Coskun (2011) also stated. The teachers should familiarize them, raise their awareness and help them notice the important factors to be considered while selecting a standard or a foreign variety. The rest should be up to the learner. They can choose a native variety or a foreign one that includes the Turkish accent. As Jenkins (2007) acknowledged the speakers may want to conserve their national and cultural identities and reflect them on their language production (as cited in Sung, 2016, p.191). Finally, the positive attitude native varieties attract tells us that frequent exposure enhances favorable attitudes. If the same technique is used for non-native varieties, the negative attitudes received by them, as this paper shows, can be removed or diminished creating tolerant and respectful teachers of English for the future generations.

Suggestions for Further Research

This paper attempted to shed a light into the attitudes towards the dialects and dialect awareness by collecting data from prospective and practitioner English teachers using different techniques. Some findings answered the questions, while some other created new ones in our minds. For instance, in the part which investigated attitudes using quantitative techniques, some surprising results were came across. A non-native variety (South African English) unexpectedly received more positive attitudes than a prestigious native variety (British English). This finding caused us to ask ourselves what really determines the attitudes. A more detailed study is required here to dig into the technical factors that affect attitudes. Also, this study aimed to provide feedback for teacher education programs comparing different grades. To conduct it in a longitudinal research design gives a more clear vision to the change and improvement of teachers and teacher candidates.

Moreover, the study demonstrated that the media has a huge impact on dialect selection and acquisition. As a matter of fact, it was recommended to control it for effective use. However, to be able to do this, the process of media affecting the learner in terms of dialect should be clarified and the dynamics should be unearthed. Otherwise, it is hard to clip its wings.

Lastly, it was found out that teachers have some problems integrating the varieties into their classes because of the issues that may affect the learning process

negatively, according to them. Therefore, experimental research would help us to understand those issues, their backgrounds and possible solutions.

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APPENDICES

APPENDIX A- CONSENT FORMS (for scale)

Değerli katılımcı,

Çalışmama ilgi gösterdiğiniz ve zaman ayırdığınız için teşekkür ederim. Bu form, araştırma projesinin amaçlarını anlatmayı ve projeye katılmanız durumunda ne gibi uygulamalar yapılacağını açıklamak amacıyla oluşturulmuştur.

Araştırma için Hacettepe Üniversitesi Etik Komisyonundan gerekli izinler alınmıştır. Bu çalışma "Öğretmen ve Öğretmen Adaylarının İngilizce'nin Lehçelerine Olan Tutum ve Farkındalıkları" başlıklı yüksek lisans tezinin bir parçası olarak Prof. Dr. Nuray ALAGÖZLÜ danışmanlığında yürütülmektedir. Söz konusu çalışma, henüz öğrenim gören öğretmen adayları ve aktif olarak çalışan öğretmenlerin İngilizce'nin farklı lehçelerinin ne kadar farkında olduklarını, kendi lehçelerini ve kaynaklarını nasıl tanımladıkları ve lehçelere olan tutumlarını ölçmek ve karşılaştırmak amacıyla yapılmaktadır.

Araştırmaya gönüllü katılım esastır. Sizden öncesinde bazı ses kayıtları dinleyeceğiniz bir tutum ölçeği yoluyla veri toplanacaktır. Buradan elde edilen veriler tamamen gizli tutulacak ve 3. Kişilerle paylaşılmayacaktır. Bu veriler yalnızca araştırmacı tarafından incelenecektir. Bu kısımda yalnızca ölçek doldurmanız istendiğinden sizden herhangi bir ses kaydı alınmayacaktır. Katılım durumunda, size yapılacak uygulamalarda herhangi bir yanlış veya doğru cevap bulunmamaktadır ve katılım durumunuz not verme amacı taşımamaktadır. Bu durumda sizden elde edilecek veriler akademik olarak sizi etkilemeyecektir, ders geçme, sınav vb notlarınıza olumlu veya olumsuz olarak etki etmeyecektir. Bu nedenle, vereceğiniz içten ve samimi cevaplarınız hem çalışmanın doğru sonuçlar verebilmesi hem de amacına ulaşabilmesi açısından oldukça önem arz etmektedir. Elde edilecek bilgiler bilimsel yayınlarda kullanılacak ancak kişilerin kimliği gizli tutulacaktır. Kişinin isteği doğrultusunda bu veriler silinebilecek ya da kişiye teslim edilebilecektir. Eğer araştırmada kişilerin isimlerinin kullanılması gerekirse gerçek adlar yerine takma isimler kullanılacaktır. Tüm oturumlar araştırmacının kontrolünde gerçekleştirilecektir. Katılım sırasında herhangi bir nedenden ötürü kendinizi kötü hissetmeniz durumunda araştırmadan istediğiniz zaman ayrılmakta serbestsiniz. Bu durumda araştırmacıyı bilgilendirmeniz yeterli olacaktır ve sizden toplanan veriler hiçbir amaçla araştırmada kullanılmayacaktır.

Bu bilgileri okuyup araştırmaya katılmanızı ve size verdiğim güvenceye dayanarak aşağıda verilen formu imzalamanızı istemekteyim. Araştırma ile ilgili soru sormak istediğiniz bir durum oluştuğunda benimle iletişime geçmekte tereddüt etmeyiniz. Bununla birlikte, araştırma sonucu hakkında bilgi almak için aşağıda belirttiğim e-posta adresinden bana ulaşabilirsiniz. Teşekkür ederim.

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CONSENT FORMS (for interview)

Değerli katılımcı,

Çalışmama ilgi gösterdiğiniz ve zaman ayırdığınız için teşekkür ederim. Bu form, araştırma projesinin amaçlarını anlatmayı ve projeye katılmanız durumunda ne gibi uygulamalar yapılacağını açıklamak amacıyla oluşturulmuştur.

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Araştırmaya gönüllü katılım esastır. Sizden röportaj yoluyla veri toplanacaktır. Röportajınız ses kayıt cihazı yardımıyla kayıt altına alınacak; eğer sesinizin kaydedilmesini istemezseniz, cevaplarınız yazılı olarak not alınacaktır. Buradan elde edilen veriler tamamen gizli tutulacak ve 3. Kişilerle paylaşılmayacaktır. Bu veriler yalnızca araştırmacı tarafından incelenecektir. Katılım durumunda, size yapılacak uygulamalarda herhangi bir yanlış veya doğru cevap bulunmamaktadır ve katılım durumunuz not verme amacı taşımamaktadır. Bu durumda sizden elde edilecek veriler akademik olarak sizi etkilemeyecektir, ders geçme, sınav vb notlarınıza olumlu veya olumsuz olarak etki etmeyecektir. Bu nedenle, vereceğiniz içten ve samimi cevaplarınız hem çalışmanın doğru sonuçlar verebilmesi hem de amacına ulaşabilmesi açısından oldukça önem arz etmektedir. Elde edilecek bilgiler bilimsel yayınlarda kullanılacak ancak kişilerin kimliği gizli tutulacaktır. Kişinin isteği doğrultusunda bu veriler silinebilecek ya da kişiye teslim edilebilecektir. Eğer araştırmada kişilerin isimlerinin kullanılması gerekirse gerçek adlar yerine takma isimler kullanılacaktır. Tüm oturumlar araştırmacının kontrolünde gerçekleştirilecektir. Katılım sırasında herhangi bir nedenden ötürü kendinizi kötü hissetmeniz durumunda araştırmadan istediğiniz zaman ayrılmakta serbestsiniz. Bu durumda araştırmacıyı bilgilendirmeniz yeterli olacaktır ve sizden toplanan veriler hiçbir amaçla araştırmada kullanılmayacaktır.

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APPENDIX B: Semantic Differential Scale Borrowed from Chiba et. al.(1995)

Dear participant,

My name is İrem YILMAZ. I am a researcher at Hacettepe University, Department of English Language Education. I conduct this study that aims to measure the English language learners' and teachers' perceptions of the varieties of English under the supervision of Prof. Dr. Nuray Alagözlü.

As clarified by consent form you have signed, your data will only be used for this study and viewed only by the researcher. Your name will also stay anonymous. If you have any question marks in your mind, please do not hesitate to contact the researcher via email address irem_yilmaz@hacettepe.edu.tr

You will listen to different listening tracks reading the same passage performed in different dialects of English. However, you will not be told which track belongs to which dialect. You should answer the questions relying only on what you hear. After each track of dialect, you will have time to complete the related part of the scale. You should determine a number to show the level for each adjective you can use while describing that dialect and circle that number clearly. While the number in the middle is neutral, the numbers besides it represent the degree which can be positive/negative at different levels. Remember that your each answer will have a great effect on the study and the outcomes of it.

Track 1

Clear   1   2   3   4   5   6   7   unclear

With accent   1   2   3   4   5   6   7   without accent

Not confident   1   2   3   4   5   6   7   confident

Friendly   1   2   3   4   5   6   7   unfriendly

Elegant   1   2   3   4   5   6   7   not elegant

Not fluent   1   2   3   4   5   6   7   fluent

Skilled   1   2   3   4   5   6   7   unskilled

Unintelligent   1   2   3   4   5   6   7   intelligent

Not sophisticate   1   2   3   4   5   6   7   sophisticated

Careful   1   2   3   4   5   6   7   not careful

Track 2

Clear   1   2   3   4   5   6   7   unclear

With accent   1   2   3   4   5   6   7   without accent

Not confident   1   2   3   4   5   6   7   confident

Friendly   1   2   3   4   5   6   7   unfriendly

Elegant   1   2   3   4   5   6   7   not elegant

Not fluent   1   2   3   4   5   6   7   fluent

Skilled   1   2   3   4   5   6   7   unskilled

Unintelligent   1   2   3   4   5   6   7   intelligent

Not sophisticate   1   2   3   4   5   6   7   sophisticated

Careful   1   2   3   4   5   6   7   not careful

Track 3

Clear   1   2   3   4   5   6   7   unclear

With accent   1   2   3   4   5   6   7   without accent

Not confident   1   2   3   4   5   6   7   confident

Friendly   1   2   3   4   5   6   7   unfriendly

Elegant   1   2   3   4   5   6   7   not elegant

Not fluent   1   2   3   4   5   6   7   fluent

Skilled   1   2   3   4   5   6   7   unskilled

Unintelligent   1   2   3   4   5   6   7   intelligent

Not sophisticate   1   2   3   4   5   6   7   sophisticated

Careful   1   2   3   4   5   6   7   not careful

Track 4

Clear   1   2   3   4   5   6   7   unclear

With accent   1   2   3   4   5   6   7   without accent

Not confident 1 2 3 4 5 6 7 confident

Friendly 1 2 3 4 5 6 7 unfriendly

Elegant 1 2 3 4 5 6 7 not elegant

Not fluent 1 2 3 4 5 6 7 fluent

Skilled 1 2 3 4 5 6 7 unskilled

Unintelligent 1 2 3 4 5 6 7 intelligent

Not sophisticate 1 2 3 4 5 6 7 sophisticated

Careful 1 2 3 4 5 6 7 not careful

Track 5

Clear 1 2 3 4 5 6 7 unclear

With accent 1 2 3 4 5 6 7 without accent

Not confident 1 2 3 4 5 6 7 confident

Friendly 1 2 3 4 5 6 7 unfriendly

Elegant 1 2 3 4 5 6 7 not elegant

Not fluent 1 2 3 4 5 6 7 fluent

Skilled 1 2 3 4 5 6 7 unskilled

Unintelligent 1 2 3 4 5 6 7 intelligent

Not sophisticate 1 2 3 4 5 6 7 sophisticated

Careful 1 2 3 4 5 6 7 not careful

The scale is over.Thank you for your participation…

Reference: Chiba, R., Matsuura, H., & Yamamoto, A. (1995). Japanese attitudes toward English accents. *World Englishes*, *14*(1), 77-86.

APPENDIX C: Audio Passage

Below, the passage that was read in the audio tracks prepared according to the Matched Guise Technique is illustrated. The text was read in five different accents by a text-to-speech software and played before the application of the scale. The participants were provided with this text visually in order to enable them to follow.

YOU ARE LISTENING TO THE PASSAGE BELOW:

"Perhaps the most haunting and tormented love story ever written, Wuthering Heights is the tale of the troubled orphan Heathcliff and his doomed love for Catherine.

Published in 1847, the year before Emily Bronte's death at the age of thirty, Wuthering Heights has proved to be one of the nineteenth century's most popular yet disturbing masterpieces. The windswept moors are the unforgettable setting of this tale of the love between the foundling Heathcliff and his wealthy benefactor's daughter, Catherine. Through Catherine's betrayal of Heathcliff and his bitter vengeance, their mythic passion haunts the next generation even after their deaths. Incorporating elements of many genres—from gothic novels and ghost stories to poetic allegory—and transcending them all, Wuthering Heights is a mystifying and powerful tour de force."

(Taken from https://www.penguinrandomhouse.com/books/18836/wuthering-heights-by-emily-bronte/9780307455185/)

APPENDIX D: Interview Questions (Semi-structured)

Hello. Before starting, let me introduce myself. I am İrem Yılmaz, a researcher from Hacettepe University, Department of English Language Teaching. I conduct this study that aims to measure pre-service and in-service English teachers' attitudes towards and awareness of the dialects of English language under the supervision of Prof. Dr. Nuray ALAGÖZLÜ. That's why, in this interview I will ask you some questions related to your awareness of your own English usage, your dialectal background and your opinions about the variety of English language. If you allow me, I will voice-record your answers. Otherwise, I can take notes. If you are ready, shall we start?

1. Which variety of English do you think you speak? Can you identify your own dialectal features? **(İngilizce'nin hangi aksan/lehçesini konuştuğunuzu düşünüyorsunuz? Aksan/lehçe özelliklerinizi tanımlayabilir misiniz?)**

2. What caused you to start speaking this variety? Can you identify the factors that affected your accent formation? **(Bu aksan/lehçeyi konuşmaya başlamanıza ne sebep oldu? Aksan/lehçe oluşturmanıza etki eden faktörleri tanımlayabilir misiniz?)**

3. Do you think you are aware of the existence of other varieties of English? Can you provide some specific examples? **(İngilizce'nin diğer aksan ve lehçelerinin farkında olduğunuzu düşünüyor musunuz? Örnekler verebilir misiniz?)**

4. What do you think about the other dialects of English including the native and non-native ones? **(İngilizce'nin diğer aksan ve lehçeleri hakkında ne düşünüyorsunuz?)**

5. What is / will be your attitude towards the use of accents in classroom? Are/ will your students be aware of the other native or non-native varieties? What is/ will be you position in the students' process of accent selection and acquisition? **(Sınıfta aksan kullanımına tutumunuz nedir? Öğrencileriniz diğer aksan ve lehçelerin farkında olmalılar mı? Öğrencilerinizin aksan seçme ve edinme dönemlerinde duruşunuz nasıl olacaktır?)**

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APPENDIX E: Ethics Commitee Approval

Tarih: 20/01/2020
Sayı: 35853172-101.02.02-
E.00000952454

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T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Sayı   : 35853172-101.02.02
Konu   : İrem YILMAZ (Etik Komisyon İzni)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi   : 27.12.2019 tarihli ve 51944218-101.02.02/00000929140 sayılı yazı.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı yüksek lisans programı öğrencilerinden **İrem YILMAZ**'ın **Prof. Dr. Nuray ALAGÖZLÜ** danışmanlığında yürüttüğü "**Öğretmen ve Öğretmen Adaylarının İngilizcenin Lehçelerine Olan Tutumları ve Farkındalıkları**" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun **07 Ocak 2020** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-imzalıdır
Prof. Dr. Rahime Meral NOHUTCU
Rektör Yardımcısı

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