



Language Teaching Research Quarterly



2017, Vol. 2, 1–11

“I Sounded An American to a Native Speaker, so Wow”: Saudi Women’s Attitudes and Motivation in Learning English

Danya Alshaalan

University of Sussex, UK

Princess Nourah bint Abdulrahman University, Saudi Arabia

Received 1 March 2017 Accepted 5 May 2017

Abstract

In second language (L2) learning, a range of complex affective factors come into play such as attitudes towards the L2, L2 speakers and first language (L1) group affiliation (Gardner, 1985; Gatbonton, Trofimovich, & Magid, 2005; Polat & Schallert, 2013). The various positions that learners take when facing such elements influence—directly or indirectly—their L2 learning behavior and ultimately their L2 acquisition (Gardner, 2001). Such issues would be interesting to investigate in a monolingual context such as Saudi Arabia (SA), where there is not only no contact with a salient L2 group but also high national pride in a language that is considered sacred because of its bond with Islam (Alrahaili, 2013). However, learning English in SA is gaining importance for social standing, spreading religion across cultures, and career-related purposes (Aljuaid, 2015). Therefore, as more Saudis understand the significance of English language for education, career advancement, and personal gain, this research will explore the forces that are necessary to generate motivation for L2. Interestingly, Saudi women are shown to have more positive attitudes towards learning English than their male peers, warranting further investigation into the relationship of attitude and motivation with features such as L2 pronunciation, as the latter can be a strong linguistic marker for sociocultural identification (Labov, 1972).

Keywords: *Attitudes, Motivation, Saudi EFL Context, Saudi Female Learners, Pronunciation*

Introduction

Through the process of second language (L2) acquisition, learners not only acquire a system of grammar rules and vocabulary but also gain diverse sociocultural practices and values

danyashal@gmail.com

associated with the L2 (Karmani & Pennycook, 2005). As such, a range of complex affective factors are claimed to influence the attainment of the L2 including attitudes towards the L2, L2 culture, L2 speaking people, and attitudes towards the first language (L1) and L1 speaking people (Gardner, 1985; Gatbonton, Trofimovich, & Magid, 2005; Polat & Schallert, 2013). Therefore, extensive research focuses on issues related to settings where the L2 elements that are available to a learner pose a potential threat to the learner's identity (Pullen, 2012). This line of enquiry finds that there is indeed a positive correlation between successful L2 attainment and a learner's socio psychological openness to its elements. In fact, the degree to which learners align themselves with both the L2 and L1 groups can impact learners' L2 pronunciation (polat & Schallert, 2013; Gatbonton et al., 2005), as the latter is suggested to be the most significant linguistic marker of learners' sociocultural identification (Guiora, Beit-Hallahmi, Dull, & Scovel, 1972; Labov, 1972) and strongly tied to learners' identity (Levis, 2005). Such factors would be interesting for further investigation in a monolingual context such as Saudi Arabia (SA), which may resist learning English, since the Arabic language reflects cultural pride (Aljuaid, 2015) because of its value as a divine language that shares a special bond with Islam (Alrahaili, 2013) Indeed, because most Saudis possess a strong national and Islamic identity (Alsarraaj, 2014) that identifies with what it means to be an Arab, a Saudi, and a Muslim, they show equally strong resistance to identify with the English-speaking community (Alrahaili, 2013). However, despite these sociocultural values which are shared by most Saudis and which may potentially generate negative attitudes towards learning English, there is a "noticeable recent shift" (Arabai, 2016, p. 26). More Saudis are beginning to realize the importance of English for spreading religion, social standing, job prospects, career advancement, and intercultural communication (Aljarf, 2008; Aljuaid, 2015; Faruk, 2013).

Evidence in the literature suggests that the gender variable is a significant factor pertaining to L2 attitudes and motivation in the Saudi context. Saudi women tend to show more positive attitudes in learning English, L2 speaking people, and L2 culture than their male counterparts (Moskovsky & Arabai, 2009; Hagler, 2014). They display significant positive attitudes towards the English-speaking community (Alrahaili, 2013; Hagler, 2014), and they have a strong desire to integrate themselves into the target language culture (Alresheedi, 2014). Despite a considerable portion of the Saudi males who resist identification with the L2 community and the L2 culture, most Saudi women tend to show favorable dispositions to integrate themselves with English-speaking people and culture. While Saudi females tend to prefer their native language for teaching and learning Islamic and social studies, they are shown to favor using English over Arabic in labor market settings, medical arenas, and technological fields (Aljarf, 2008) - an indication that points to their reliance on Arabic for transmitting sociocultural values and their association of English with globalism and modernity.

Literature Review

Saudi Context

SA is regarded as the origin of Islam as it is home to the two most sacred mosques in Islam. Its tenets stretch beyond religious and spiritual practices to a way of life. Indeed, faith governs all aspects of Saudi culture such as law, education, business, media, and social behavior (Almutairi, 2008). As Islam is at the core of the Saudi way of life, the Islamic identity is deeply rooted within Saudi people (Alsarraj, 2014).

Because of its “holy” (Alrahaili, 2013, p. 26) status as the linguistic medium of Muslims’ Holy Book, the Quran, Arabic represents more than an official language system in SA. Indeed, Islam promotes and fosters the use of Arabic because Muslims are required to use Arabic in their religious practices such as prayers and reading the Quran.

Traditionally, Saudi culture is collective and tribal by nature, with the family forming the basic social unit and not the individual (Almutairi, 2008). Saudi people belong to tribes that consist of several families. Families show their loyalty to their tribe in exchange for acceptance and membership, which is socially emphasized among Saudi people (Alrabai, 2016). Such a close link between individuals and their group is suggested to create negative attitudes towards any out-group element(s) that can endanger the in-group’s values and well-being (Stephan & Stephan, 1996). In fact, the high national pride attached to being a Saudi national, characterized by the Islamic identity and the use of the Arabic language, underscores Saudis’ identification and attachment to the in-group (Alrahaili, 2013).

English in SA is ubiquitously used as a foreign language (EFL) that is regarded as serving a limited purpose (Aljafen, 2013), hence its limited use on a daily basis. Nevertheless, English is taught in schools from age 9 to avoid any clashes with learning Arabic. English is also used in many situations. For instance, English is used in road signs, street names, billboards, and building signs of places like banks, supermarkets, and shops. There are also some Saudi newspapers and websites in English such as the Saudi Gazette and Arab News. Although more limited in comparison with other forms of exposure to the L2, there is some engagement with English speaking individuals who form part of the expat community. While indirect, further exposure to English speaking people and culture comes from western media through TV and cyberspace.

Recently, there is a shift in Saudi people’s attitudes towards learning English which can be attributed to the growing contact with the L2 community through English mass media. Even though this contact is indirect, exposure to the L2 sociocultural values can familiarize outsiders with the target language speakers and culture and may enhance openness towards the L2 community and culture (Alrahaili, 2013). Another contributing factor is that more Saudis realize the importance of English for personal and professional gains such as travelling abroad and getting a job.

Saudi learners’ attitudes towards English have been suggested to determine their levels of English language performance. For example, Alsamadani and Ibnian (2015) found that students

with high GPAs had the highest positive attitudes towards learning English, which suggests a positive relationship between learner's attitudes towards learning English and academic achievement. This finding indicates that, in the Saudi EFL context, the role of affect can impact language learning, and ultimately, language achievement (Gardner, 1985; 2001).

L2 Attitudes and motivation:

Schiffman and Kanuk (1996, p. 227) define attitude as “a learned predisposition to behave in a consistently favorable or unfavorable way with respect to a given object”. Attitudes include attitudinal objects such as the target language (TL), TL group, and TL culture, including evaluations of language course, teachers and teaching methods (Gardner, 2001). There is an extensive investigation into the interrelationships between attitudes and various degrees of L2 acquisition success dating back to the seminal work of Gardner and Lambert (1959). Their research serves as the impetus for exploring the role of affective variables in L2 learning (Crookes & Schmidt, 1991; Masgoret & Gardner, 2003). Gardner (1985) introduces the concept of integrativeness to describe the complex relationship between attitudes and L2 acquisition. The concept refers to learners identifying with a valued L2 group by acquiring their language and other behavioral and cognitive features to foster communication with the L2 community. It is proposed that attitudes indirectly influence L2 acquisition through motivation; learners who identify with the L2 community have higher motivation to learn the language than learners who do not (Masgoret & Gardner, 2003).

When considering the role of attitudes towards the L2 group, the social context is a salient factor in shaping attitudes. Dornyei (1990) proposes that L2 learners in monolingual and monocultural contexts may not form attitudes towards a salient L2 community because of insufficient or indirect contact. His notion that instrumental orientation facilitates successful L2 acquisition more than identification with the L2 community suggests that learners' attitudes towards the L2 are more likely facilitated by practical reasons such as employment and education purposes. Nevertheless, Dornyei (2001) later modifies his position on the role of attitudes in L2 acquisition in monolingual contexts by emphasizing the importance of integrativeness as having a substantial role in the degree of effort exerted in the language learning process.

In the Saudi context, it has been shown that Saudi learners indeed have positive attitudes towards the L2 community. Alrahaili (2013) found that Saudi EFL learners are actively open to socialize with members of the L2 community as friends and guests, but they are reluctant or unwilling to adopt the sociocultural values of the L2 culture. As such, Saudis show an openness to integrate with the L2 community but not with the L2 culture when it is perceived to be incompatible with their cultural and religious beliefs. Such resistance can generate predictors of negative attitudes as it creates extreme distance from the TL community. Still, Saudi learners of English firmly believe in the importance of knowing the L2 culture to learn English; English-speaking countries provide authentic exposure to the L2 where the acquisition of an “excellent

accent” (Alrahaili, 2013, p.275) is likely to be achieved. Mastering pronunciation, therefore, suggests that Saudi EFL learners seem aware that learning English may not become successful without also learning about its culture.

For decades, Gardner’s integrativeness theory has been the dominant approach for analyzing the role of attitudes and motivation in L2 research (Masgoret & Gardner, 2003; Alrahaili, 2013). However, with English becoming a must-have skill (Graddol, 2006) because of its changing status as a global language (Jenkins, 1998), the idea of affiliation with a salient linguistic and cultural English community has become less meaningful, particularly in monolingual contexts where contact with the L2 group is limited (Dornyei, 2005). Some integrative and instrumental motivation to learning English have also become diffused and hard to distinguish (Lamb, 2004).

Dornyei (2005, 2009) bridges this gap by introducing the motivational self-system (L2MSS), which emphasizes the learner’s self-concept as an L2 user and its role in second language acquisition. This conceptualization suggests that when learners possess the desired image of themselves as ideal users of the L2, such as communicating fluently with international friends, this model can serve as a powerful motivator. Learners build perceptions about their current L2-using selves while pursuing ideal attributes they desire for their future L2-using selves (Papi, 2010). The ideal L2 self is what L2 learners aspire to become in the future. It is a “vivid and real image [that] one can see, hear and feel...” (Dornyei, Csizér, & Németh, 2006, p. 92). Although it is a more complex and broader concept, this dimension may be equivalent to integrativeness (Ryan, 2009). Thus, the integrationist model (Gardner, 1985) is not entirely rejected: learners whose ideal L2 self is equated with becoming a native speaker (Piller, 2002), could integrate themselves with the L2 group to shape their desired future L2 user image (Alhoorie, 2016). The empirical findings for this ideal L2 self-show its strength in both learning a language and explaining the variance in learners’ language acquisition success (Dornyei & Ryan, 2015).

Many studies in EFL contexts suggest the importance of learning English to increase national socio-economic power and prosperity and project a positive national image (Islam, Lamb, & Chambers, 2013). Thus, L2 learners’ “attitudes towards their own country and fellow citizens may...be a significant component of their motivation to learn English” (Islam et al., 2013, p. 233). In SA, therefore, there is evidence that learners are motivated to learn English to project an international Islamic identity. After examining the insights of tertiary EFL learners, Aljuaid (2015) finds that Saudi men and women’s motivation to learn English is propelled by their wish to spread the teachings of Islam in international contexts through missionary work (Dawaa) - an endeavor that is likely to enhance their national identity. This religious dimension in learning English in the Saudi context is not surprising given that Islam is a way of life that shapes all aspects of Saudis’ lives (Alqahtani, 2017).

Dornyei’s L2MSS has been tested extensively with regards to language achievement in the L2. Studies varied in their conceptualizations of language achievement to include learners’ intended learning efforts (Dornyei, 2009), course grades (Dornyei & Chan, 2013), and a dedicated language proficiency test (Lamb, 2012; Moskovsky, Assulaimani, Racheva, &

Harkins, 2016). However, a growing emphasis on L2 motivation studies link motivational constructs with L2 achievement. As Ushioda (2011) maintains, there is recent growth in L2 motivation research that focuses on identity-related (rather than achievement-related) language learning and use. Indeed, learners must consider that language learning entails setting identity goals. For example, they may have aspirations to become members of particular linguistic and cultural societies; therefore, they strive to possess a global, multicultural, or professional identity that will ensure them of becoming part of an imagined community (Norton, 2000). Given this recent growth in L2 motivation that examines language learning from an identity-related perspective, researchers have turned to study the interrelationships between motivation, attitudes, and L2 pronunciation, with the latter being suggested as the strongest linguistic marker of learner identity and cultural identification (Guiora et al., 1972; Labov, 1972; Levis, 2005).

Attitudes and L2 pronunciation

As Levis (2005) reports, pronunciation is bound up with identity since pronunciation is an expression of the social communities we belong or relate to, and with which we seek membership. Masogret and Gardner (2003, p.126) argue that learners who are willing to align themselves with the L2 group will be more motivated to learn the target language because learning a second language entails “the adoption of word sounds, pronunciations, word orders, and other behavioral and cognitive features that are part of another culture.” Indeed, pronunciation is claimed to be just as affected by attitudes as it is by biological factors such as age (Levis, 2005). For instance, a group of learners who start learning the L2 around the same age, some will be more successful than others, which suggests that L2 pronunciation may not only be influenced by cognitive and biological factors but also social factors like attitudes, motivation, and identity.

When discussing the role of social factors in L2 pronunciation attainment, research shows that learners’ L2 pronunciation is influenced by the extent of their openness (or distance) to the L2 group and their desire to be integrated into the target culture. Lybeck (2002), for example, links L2 pronunciation attainment with acculturation and L2 attitudes. She finds that L2 learners who identify with the L2 group and maintain social networks with the members of its community attain more native-like pronunciation than those who keep a distance from the L2 group.

To attain native-like pronunciation does not entail an absolute identification with the L2 community that comes at the expense of ostracizing the L1 group. For instance, Polat and Schallert (2013) investigate the pronunciation features and attitudes towards the L1 and L2 communities of adolescent Kurds learning Turkish. They find that learners who maintain similar identification patterns with their L1 and L2 communities attain higher levels of native-like pronunciation than those who maintain socio psychological distance from the L2 community because they strongly identify with their L1 group.

In a study that investigates the relationship between L1 group identification and L2 pronunciation, Gatbonton et al. (2005) find that learners do indeed judge the pronunciation of their peers based on their L1 ethnic affiliation. This observation suggests that a learner's accented pronunciation could be the consequence of either emphasizing identity or experiencing social pressure to remain attached to the L1 community. Rather than a lack of effort on the learner's part, the accented pronunciation could be a type of defense mechanism that hides any appearances of disloyalty to the L1 community.

Identification with the L1 group in mono cultural environments where English serves as a foreign language is more complicated in relation to the connection between identity and L2 pronunciation. For example, Pullen (2012) finds that Turkish EFL learners who exhibit a strong identification with their Turkish home culture place little value on the importance of native-like pronunciation, which suggests the degree of connection between identity and pronunciation. However, no correlation is found between their cultural identification and pronunciation scores, implying that native-like pronunciation does not pose a threat to Turkish learners' cultural identity. This suggests that the link between identity and pronunciation, where the L2 group and culture are unavailable, can be much more complex than in contexts where the L2 group and culture can pose a potential threat to learners' identity.

Research suggests that attitudes towards the target language are significant in L2 pronunciation. Moyer (2007) investigates L2 learners' attitudes and L2 pronunciation attainment of immigrants from 15 nationalities in the United States. The study reveals that attitudes towards the target language are significantly linked with native-like pronunciation. Learners who have a combination of personal and professional orientations to learn English display more native-like pronunciation than those who have negative feelings about some aspects of orientations. Indeed, attaining native-like pronunciation can be related to L2 learners' personal and professional goals and needs. L2 learners who invest (Norton-Pierce, 1995) in varying degrees of effort to attain native-like pronunciation as a means to enrich their linguistic and material resources (Bourdieu, 1977) can devise and construct opportunities to practice and improve their pronunciation. Indeed, Saudi EFL learners believe in the importance of learning English in English speaking countries as a means of "practicing" (Nouraldeen & Elyas, 2014, p.69) their speaking skills with native speakers.

L2 pronunciation models

With English becoming the lingua franca used across the globe and no longer being associated with native speakers (Widdowson, 1994), there has been debate over using the native or native-like pronunciation as the point of reference for learners. In light of the status quo, Jenkins (1998, 2002) claims that striving to acquire native-like pronunciation is not the ultimate goal for the majority of L2 learners. Her argument stems from the shift in using English to socialize with non-native speakers (NNS) who outnumber native speakers around the world (Crystal, 2003). As such, many English varieties are spoken by NNS since English is strongly argued to be a property of the globe rather than its native speakers. This phenomenon suggests that learners

may not always aim to sound *native* in English, but rather to become intelligible and understandable with their interlocutors to facilitate successful communication.

Because the primary goal for the majority of L2 learners is to become effective communicators (Tuan, 2010), various studies investigate the attitudes of learners towards native and non-native pronunciation models and intelligibility over native pronunciation. The majority of these studies indicate that learners have a preference to sound like native speakers (Wach, 2011; Nowacka, 2012; Gordon, 2012). Even though learners can communicate successfully without native-like pronunciation, as long as they sound intelligible to their interlocutors (Moyer, 2007), they associate native-like accent with having “clear” speech (Gordon, 2012, p. 138) that enhances successful communication and thus avoids communication breakdowns. In addition, they regard native-like pronunciation as a benchmark for L2 achievement (Timmis, 2002). Therefore, for L2 learners, aiming for native-like pronunciation extends beyond intelligibility to being perceived as competent English users. This can be true for learners who consider foreign accents as a source of discomfort and frustration (Wach, 2011) or discrimination and prejudice by others (Munro, 2008).

Conclusion

Thus, the extent to which a learner is motivated to identify with the L2 can affect pronunciation in the target language. Indeed, it would appear that Saudis’ deeply rooted ties to their culture might make identifying with another highly unlikely. In a monolingual context such as Saudi Arabia, which has no contact with a salient L2 group, citizens take pride in a language that is considered sacred because of its bond with Islam. Nevertheless, learning English in SA is gaining importance as more Saudis realize the significance of English language. Therefore, attitudes towards the target language and community play a key role in language learning motivation. Although instrumental motivation in second language learning is linked with a desire to gain economic or personal reward, learners with this type of motivation may show little interest in identifying with people of the target language group. They want to learn the language for pragmatic reasons, such as career advancement or educational purposes. In contrast, integrative motivation, which is quite prevalent among Saudi females, refers to learners who display positive attitudes toward the target language and culture. Integrative-motivated learners wish to learn more about the L2 culture to the point of being accepted as members of the other community. Indeed, this is where pronunciation plays an essential part in acquiring a second language. In integrative motivation, most people strive to speak without an accent, which indicates wanting to partake in the sound conventions of the community with whom they are talking. Mispronouncing words or speaking with a *bad* accent on a consistent basis stifles development and shows a weakness in the L2, regardless of how many vocabulary and grammar rules a learner may know. Therefore, the words of a language and the grammatical structures that contain them can be greatly enhanced by improving pronunciation as the latter is suggested to be a strong linguistic marker of cultural identification. The motivational forces

that propel learners to strengthen pronunciation in the L2 emphasize the notion that language is more than the meanings we attach to words—it is about sounds.

References

- Alhoorie, A. (2016). Unconscious motivation. Part II: Implicit attitudes and L2 achievement. *SSLT*, 6(4), 619-649.
- Aljafen, B. S. (2013). *Writing anxiety among EFL Saudi students in science colleges and department at a Saudi University* (Master's thesis). Indiana University of Pennsylvania, Indiana, PA.
- Aljuaid, H. (2015). *Language learning strategies used by a group of Saudi Arabian EFL learners* (Doctoral dissertation). Griffith University, Australia.
- Almutairi, N. H. (2008). *The influence of educational and sociocultural factors on the learning styles and strategies of female students in Saudi Arabia* (Doctoral dissertation). University of Leicester, Leicester, UK.
- Alqahtani, A. (2017). A study of the language learning motivation of Saudi military cadets. *International Journal of Applied Linguistics & English Literature*, 6(4), 163-172.
- Alrabai, F. (2016). Factors underlying low achievement of Saudi EFL learners. *International Journal of English Linguistics*, 6(3), 21-37.
- Alrahaili, M. (2013). *Predictors of L2 attitudes and motivational intensity: A cross-sectional study in the Saudi EFL context* (Doctoral dissertation). University of Newcastle, Australia.
- Alresheedi, H. (2014). *Motivation of female students learning English as a foreign language at Qassim University* (Master's thesis). State University of New York at Fredonia, New York.
- Alsamadani, A., & Ibnian, S. (2015). The relationship between Saudi EFL students' attitudes towards learning English and their academic achievement. *International Journal of Education and Social Science*, 2, 92-102.
- Alsaraj, T. (2014). Foreign language anxiety in female Arabs learning English: Case studies. *Innovation in Language Learning and Teaching*, 8(3), 257-278.
- Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge: Cambridge University Press.
- Dornyei, Z. (1990). Conceptualizing motivation in foreign language learning. *Language Learning*, 40(1), 45-78.
- Dornyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, N.J.: L. Erlbaum.
- Dornyei, Z. (2009). The L2 motivational self-system. In Z. Dornyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 9-42). Bristol: Multilingual Matters.
- Dornyei, Z., & Chan, L. (2013). Motivation and vision: An analysis of future L2 self-images, sensory styles, and imagery capacity across two target languages. *Language Learning*, 63, 437-462.
- Dornyei, Z., & Ryan, S. (2015). *The psychology of the language learner revisited*. New York: Routledge.
- Dornyei, Z., Csizér, K., & Németh, N. (2006). *Motivation, language attitudes and globalisation: A Hungarian perspective*. Clevedon, England: Multilingual Matters.
- Faruk, S. (2013). English language teaching in Saudi Arabia: A world system perspective. *Scientific Bulletin of the Politehnica University of Timișoara Transactions on Modern Languages*, 12(1), 73-80.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.

- Gardner, R. C. (2001). Language learning motivation: The student, the teacher, and the researcher. *Texas Papers in Foreign Language Education*, 6(1), 1-18.
- Gatbonton, E., Trofimovich, P., & Magid, M. (2005). Learners' ethnic group affiliation and L2 pronunciation accuracy: A sociolinguistic investigation. *TESOL Quarterly*, 39(3), 489-511.
- Gordon, J. (2012). Extra-linguistic factors in the teaching and learning of pronunciation in an ESL class. In J. Levis & K. LeVelle (Eds.), *Proceedings of the 3rd Pronunciation in Second Language Learning and Teaching Conference* (pp. 65-83). Ames, IA: Iowa State University.
- Guiora, A. Z., Beit-Hallahmi, B., Brannon, R. C. L., Dull, C. Y., & Scovel, T. (1972). The effects of experimentally induced changes in ego states on pronunciation ability in a second language: An exploratory study. *Comprehensive Psychiatry*, 13(5), 421-428.
- Hagler, A. (2014). A study of attitudes toward western culture among Saudi university students. *Learning and Teaching in Higher Education: Gulf Perspectives*, 11(1), 1-14.
- Islam, M., Lamb, M., & Chambers, G. (2013). The L2 motivational self-system and national interest: A Pakistani perspective. *System*, 41, 231-244.
- Jenkins, J. (1998). Which pronunciation norms are models for English as an international language?. *ELT Journal*, 52(2), 119-26.
- Jenkins, J. (2002) A socio linguistically based, empirically researched pronunciation syllabus for English as an international language. *Applied Linguistics*, 23, 83-103.
- Jenkins, J. (2005). Implementing an international approach to English pronunciation: The role of teacher attitudes and identity. *TESOL Quarterly*, 39(3), 535-543.
- Karmani, S., & Pennycook, A. (2005). Islam, English, and 9/11. *Journal of Language, Identity and Education*, 4(2), 157-172.
- Labov, W. (1972) *Sociolinguistic Patterns*. Philadelphia: University of Pennsylvania Press.
- Lamb, M. (2004). Integrative motivation in a globalizing world. *System*, 32, 3-19.
- Lamb, M. (2012). A self-system perspective on young adolescents' motivation to learn English in urban and rural settings. *Language Learning*, 62, 997- 1023.
- Levis, J. M. (2005). Changing contexts and shifting paradigms in pronunciation teaching. *TESOL Quarterly*, 39, 369-377.
- Lybeck, K. (2002). Cultural identification and second language pronunciation of Americans in Norway. *The Modern Language Journal*, 86(2), 174-191.
- Masgoret, A. M. & Gardner, R. C. (2003). Attitudes, motivation and second language learning: A meta-analysis of studies conducted by Gardner and associates. *Language Learning*, 53, 123-163.
- Moskovsky, C., & Alrabai, F. (2009). Intrinsic Motivation in Saudi Learners of English as a Foreign Language. *The Open Applied Linguistics Journal*, 2, 1-10.
- Moyer, A. (2007). Do language attitudes determine accent? A study of bilinguals in the USA. *Journal of Multilingual and Multicultural Development*, 28(6), 502-518.
- Munro, M., & Derwing, T. (1995). Foreign accent, comprehensibility and intelligibility in the speech of second language learners. *Language Learning*, 45, 73-97.

- Munro, M. J. (2008). Foreign accent and speech intelligibility. In J. G. Hansen Edwards & M. L. Zampini (Eds.), *Phonology and second language acquisition* (pp. 193-218). Amsterdam: Benjamins.
- Nance, C., Mcleod, W., O'Rourke, B., & Dunmore, S. (2016). Identity, accent aim, and motivation in second language users: New Scottish Gaelic speakers' use of phonetic variation. *Journal of Sociolinguistics*, 20(2), 164–191.
- Norton, B. (2000). *Identity and language learning: Gender, ethnicity, and education change*. Harlow: Pearson Education Limited.
- Norton-Pierce, B. (1995). Social identity, investment, and language learning. *TESOL Quarterly*, 29, 9–31.
- Nouraldean, A., & Elyas, T. (2014). Learning English in Saudi Arabia: A socio-cultural perspective. *International Journal of English Language and Linguistics Research*, 2(3), 56-78.
- Nowacka, M. (2012). Questionnaire-based pronunciation studies: Italian, Spanish and Polish students' views on their English pronunciation. *Research in Language*, 10(1), 43-61.
- Papi, M. (2010). The L2 motivational self-system, L2 anxiety, and motivated behavior: A structural equation modeling approach. *System*, 38(3), 467-479.
- Piller, I. (2002). Passing for a native speaker: Identity and success in second language learning. *Journal of Sociolinguistics*, 6, 179-206.
- Polat, N., & Schallert, D. (2013). Kurdish adolescents acquiring Turkish: Their self-determined motivation and identification with L1 and L2 communities as predictors of L2 accent attainment. *The Modern Language Journal*, 97(3), 754-763.
- Pullen, E. (2012). Cultural identity, pronunciation, and attitudes of Turkish speakers of English: language identity in an EFL context. In J. Levis & K. LeVelle (Eds.), *Proceedings of the 3rd Pronunciation in Second Language Learning and Teaching Conference* (pp. 65-83). Ames, IA: Iowa State University.
- Ryan, S. (2009). Self and identity in L2 motivation in Japan: The ideal L2 self and Japanese learners of English. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 120-143). Bristol: Multilingual Matters.
- Schiffman, L. G., & Kanuk, L. L. (1996). *Consumer Behaviour* (6th edition). Englewood Cliffs, NJ: Prentice-Hall International, Inc.
- Stephan, W. G., & Stephan, C. W. (1996). Predicting prejudice. *International Journal of Intercultural Relations*, 20, 409-426.
- Timmis, I. (2002). Native-speaker norms and international English: A classroom view. *ELT Journal*, 56, 240-249.
- Tuan, L. (2010). Teaching English discrete sounds through minimal pairs. *Journal of Language Teaching and Research*, 1(5), 540-561.
- Ushioda, E. (2011). Language learning motivation, self and identity: Current theoretical perspectives. *Computer Assisted Language Learning*, 24(3), 199-210.
- Wach, A. (2011). Native-speaker and English as a lingua franca pronunciation norms: English majors' views. *SSLT*, 1(2). 247-266.
- Widdowson, H. G. (1994). The ownership of English. *TESOL Quarterly*, 28(2), 377-389.