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Abstract in German

Die Bedeutung des Englischen als Sprache der internationalen Kommunikation ist heutzutage nicht zu übersehen. Aufgrund seiner beherrschenden Stellung als globale Verkehrssprache wurde in erheblichem Umfang untersucht, wie Menschen sich mit der Sprache Englisch identifizieren. Für Englisch in der Slowakei wurde noch keine Studie zum Zusammenhang von Akzent und Identität durchgeführt. Der Schwerpunkt der vorliegenden Arbeit liegt auf der Untersuchung der Gründe für die Wahl des Akzents der Studierenden, in Bezug auf die Sichtweise ihrer Identität. Darüber hinaus soll untersucht werden, wie sich die Wahl des Akzents auf die Interaktion mit verschiedenen Gemeinschaften auswirkt. Die Teilnehmer für die Recherche wurden über Fragebögen ausgewählt, die online und persönlich verteilt wurden. Anschließend wurden mit sechs Befragten ausführliche semi-strukturierte Interviews durchgeführt. Drei drückten ihre Präferenz für den Akzent von "Muttersprachlern" aus, während die anderen drei einen Akzent von "Nicht- Muttersprachlern" erreichen oder ihren L1-Akzent beibehalten wollten. Basierend auf den Ergebnissen der Datenanalyse wurden die Gründe für die Auswahl eines bestimmten Akzents in zwei Hauptkategorien unterteilt. In der ersten Kategorie sind Gründe im Zusammenhang mit dem Ausdruck der Identität aufgeführt, die sich weiter in vier Unterkategorien unterteilen lassen: Assoziation des gewünschten Akzents mit positiven Attributen, Wahrung der L1-Identität, Wunsch, zur Gemeinschaft der "Muttersprachler" zu gehören, und Verwendung des Akzents als Werkzeug sich von anderen "Nicht-Muttersprachlern" zu distanzieren. Die zweite Kategorie sind Gründe, die auf individuellen Präferenzen beruhen und zwei Unterkategorien umfassen: Präferenz phonologischer Merkmale ausgewählter Akzente und praktische Gründe. In Bezug auf die Verwendung und Auswahl von Akzenten für die Interaktion mit verschiedenen Gemeinschaften äußerten sich die Befragten zu fünf Themenschwerpunkten: Berufsleben, schulisches Umfeld, persönliche Beziehungen, Online-Kommunikation und Interaktion mit Fremden. In Bezug auf das Berufsleben und das schulische Umfeld betrachteten einige Befragte, den NS-Akzent als Instrument, dass den Zugang zu Chancen ermöglicht, während andere die Bedeutung von Kompetenz anstelle von Akzent hervorhoben. Bei persönlichen Beziehungen schien der Akzent im Vergleich zu persönlichen Qualitäten, die als entscheidend angesehen wurden, eine unbedeutende Rolle zu spielen. Die Bedeutung von Online-Akzenten war davon abhängig, ob die Befragten schriftliche oder mündliche Mitteilungen verwendeten. Schließlich wurde die Interaktion mit

“Muttersprachlern” und “Nicht-Muttersprachlern” von jeder Gruppe der Befragten unterschiedlich bewertet. Die Ergebnisse veranschaulichen die Rolle von Akzentpräferenzen bei der Gestaltung der gewünschten L2-Identität der Schüler und können als Sprungbrett für eine umfassendere quantitative Studie dienen. Darüber hinaus haben die Ergebnisse Auswirkungen auf die Aussprache im Englischunterricht.

Abstract in English

Nowadays, the importance of English as a language of international communication cannot be overlooked. Due to its dominant position as global lingua franca, a significant amount of research has been dedicated to investigation of how people construe their identity via English. In case of English in Slovakia, a study focusing on the connection of accent and identity has not been conducted yet. The focus of the present thesis is to investigate the reasons for students' accent choice in relation to how they view their identity. Moreover, it aims to study how their choice of accent is influenced by interaction with different communities. The participants for the research were selected via questionnaires distributed online and in person. Subsequently, in-depth semi-structured interviews were conducted with six respondents. Three expressed their preference of native-speaker accent, while the other three wished to achieve non-native speaker accent or keep their L1 accent. Based on the results from the data analysis, the reasons for selection of a certain accent were separated in two main categories. In the first category are reasons related to identity expression, which can be further divided into four subcategories: association of the desired accent with positive attributes, preservation of L1 identity, desire to belong to community of native speakers, and use of accent as a tool to distance oneself from other non-native speakers. The second category are reasons based on individual preference, which comprise of two subcategories: preference of phonological features of selected accents, and practical reasons. As for the use and selection of accents for interaction with different communities, the respondents expressed their opinions on five topic clusters: professional life, school environment, personal relationships, communication online, and interaction with strangers. In professional life and school environment, some respondents regarded NS accent as a tool providing access to opportunities, while other highlighted the importance of proficiency instead of accent. In case of personal relationships, accent seemed to play an insignificant role in comparison with personal qualities, which were regarded as crucial. The importance of accent online was dependent on whether the respondents used written or oral communication. Lastly, interaction with native speaker and non-native speaker strangers was regarded differently by each group of the respondents. The findings illustrate the role of accent preferences in shaping students' desired L2 identities and can serve as steppingstones towards a more extensive quantitative study. Furthermore, the findings have implications for pronunciation instruction in English language teaching.

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1 Introduction

Nowadays, using and learning English as a foreign language (EFL) has become the norm all around the world. Because of the unique position of English as a lingua franca (ELF), a growing number of research has focused on the influence of English on the way people construe and express their identity. Researchers have demonstrated that there are links between identity and accent for English as first language (L1) speakers (Labov, 2006, Lippi-Green 1997), and also for speakers who learn English as their second language (L2). Recently, the number of scholars who have focused on the relation between ELF, accent, and identity has been on the rise. Jenkins' (2007) research focused on the ambiguous attitudes that non-native English language teachers have towards their choice of accent. Although identity expressions such as speaking with an L1 accent was appreciated by the respondents, many still regarded native speaker English as 'superior'. Similar findings have been concluded by Pedrazzini & Nava (2011), who explored attitudes of English language teachers towards use of ELF-influenced accent in class.

Despite the growing amount of research focused on identity and accent, it is unclear whether the findings have led to an introduction of more ELF-sensitive teaching at schools. The notion that native speaker accent is the only suitable model is likely prevalent among many teachers; however, the question remains whether the teachers actually provide any instruction in pronunciation and accent. In case of Slovakia, the situation of high school students or even university students has not been well-researched. Since 2016, the students at high schools with English as a medium of instruction are expected to pass their school leaving examinations (maturita) at C1 level of CEFR. Based on the official requirements, this means they are supposed to be familiar with a variety of accents, mainly British and American. However, they are not explicitly required to use a NS accent in their communication, and it is not clear whether any instruction regarding accents is provided in English lessons.

As previous research indicated, while many speakers of ELF may wish to achieve a native speaker accent, some of them may also wish to keep their L1 accent in order to express their identity. The present thesis aims to examine what are the reasons for accent choice of students at Slovak high schools with English as a medium of instruction (EMI), and how their accent choice is influenced by interaction with different communities. In order to investigate this topic, the data for the analysis was largely qualitative and

obtained via semi-structured interviews. Fourth-grade students were selected from three high schools in Bratislava on a basis of personal and online selection questionnaire. Consequently, six were interviewed individually and their responses were analyzed with the help of ATLAS.ti Software by following principles of thematic qualitative text analysis.

The present thesis is divided into six chapters. Chapters 2, 3, and 4 contain theoretical background information. More precisely, chapter 2 presents the concept of identity and compares it with other related concepts. The following chapter aims to investigate the relationship between identity and accent, native speaker vs. non-native speaker accent and connection between accent and identity. Chapter 4 provides a description of English language education in Slovakia with focus on bilingual schools, and the official requirements regarding accent. The experimental part of the thesis is divided into three parts. Chapter 5 describes the research design including research questions, the data collection procedure, sampling strategy and interviewing process. Chapter 6 presents the results of the analysis and is divided into several subsections which aim to answer the research questions. The final section briefly summarizes the results and discusses the implications for future research.

2 Identity and other related concepts

The word ‘identity’ has always been a part of everyday vocabulary; however, when it comes to identity research, it is a concept that is not so easily defined. This term also seems to share resemblance with other concepts, such as self, self-concept, self-esteem, self-belief or self-perception. Moreover, being such a multifaceted construct, the use of the term is often dependent on the field, the perspective of an individual study, or even the individual researcher. In order to avoid terminological confusion, the aim of the following section is to identify the term identity and compare it with other similar concepts.

2.1 Identity

The interest in identity has not always been of the same intensity throughout the ages. According to Baumeister (1997: 408), in the Middle Ages, identity was generally equated with the visible appearance of the person; despite the theological changes in the 11th and 12th centuries which began to conceptualize souls in individualistic terms, one’s identity was still generally considered as discernible at a glance. Bendle (2002: 6) argues that “[...] in the pre-modern period the self had been regarded as transparent and rather uninteresting”. Due to persistent influence of the church, people most likely focused their attention on the afterlife rather than achieving self-realization in the present. While the discussion about identity and similar concepts was certainly present in the past, Block (2014: 3) claims that the current interest in exploring identity dates back to the era of Western European enlightenment and philosophers such as René Descartes, Immanuel Kant, Georg Wilhelm Friedrich Hegel or John Locke, who focused their attention on human nature.

Gradual changes in society have led to a changed perception of identities. Bendle (2002: 15-16) emphasizes the importance of several factors that played a role in the rise of interest in identity, such as Industrial and Democratic Revolutions, decline of feudalism and disintegration of religious authority. Moreover, “[t]he breakdown of hierarchies, the rise of individuality and social mobility, and the potential for radical social change all provided access to new identities to be pursued in this world” (Bendle 2002: 6). With improved standards of living and less influence from religious institutions, people were more likely to focus on self-improvement in the present life rather than placing their hopes on the next. Hayes (1998: 334) claims that with the rise of capitalism,

the concept of individual rather than community gradually became dominant in society, which resulted in the idea of ‘self’ regarded as self-evident in Western societies.

According to Block (2013: 16), another reason for the rise of interest in identity is the establishment and development of the field of psychology from the late 19th century onwards. Block (2013: 16) acknowledges two authors in particular, William James and Sigmund Freud, who “[...] changed the way that academics and lay people alike viewed the workings of the human mind”. As quoted by Block (ibid.), in his 1890 work *Principles of Psychology* James divides self into three categories. *Material* stands for the relationship and emotional response to a person’s body and the material belongings, *social* represents the interactions one has with other people, and *spiritual* corresponds to internal intellectual activity and morality. On the other hand, Freud’s approach in *The Ego and the Id* (1923) views the self as a struggle between *id* (unconscious self that is driven by desires and craving), *ego* (the “realistic” self that attempts to control and satisfy id’s cravings, but in a way that benefits the person) and *super-ego* (internalization of cultural rules, often received from parents). Block (2013: 16) explains that James and Freud laid down foundations of individualism by portraying human beings as individuals with their own life trajectories instead of viewing people as pawns in a predetermined game of chess, and although both authors perceive people as controlled by biology, they recognize the importance of socialization and social interactions.

A more recent shift in perception of identity is described by Preece (2016: 3), who claims that seeing identity as a set of biologically determined or learned fixed characteristics has changed and identity is now seen as a social construct. Furthermore, Preece (2016: 3) describes this shift as change from ‘essentialism’ to ‘non-essentialism’. Based on Bucholtz’s definition (2002: 400), essentialism as ideology operates under the assumptions that groups can have clearly established boundaries, and members of certain groups are more or less similar. In addition, “[t]he attributes and behavior of socially defined groups can be determined and explained by reference to cultural and/or biological characteristics believed to be inherent to the group” (Bucholtz 2002: 400). Basically, a person’s identity is seen as something outside that person’s control that cannot be consciously changed. On the other hand, in accordance with ideas of non-essentialism as explained by Hall (1996: 4), identity is defined as something people might become rather than something they are, how they have been represented and how that might influence the way people want to represent themselves. From this perspective, an individual can

have control over their identity construction. It also emphasizes the fluid and changing nature of identity, similar to poststructuralist approach.

Although there are various approaches to identity research, in recent years the poststructuralist perspective seems to be the approach of choice in the field of applied linguistics and social sciences in general. Baxter (2016: 35) considers poststructuralism as one constituent of postmodernism and she sees it as a linguistic movement related to the development of literary, cultural and discourse theories from the 1960s onwards. Duff (2012: 412) defines poststructuralism as a research approach that challenges predetermined categories and structures, oppositional binaries and closed systems, and instead accepts contradictions. An example could be a person born with all biological characteristics of female, but who identifies as male and vice versa. Hemmi (2014: 75-76) classifies poststructuralism as a view that understands reality as personally constructed and subjective rather than absolute. She adds (ibid.) that from a poststructuralist perspective, people can have multiple identities since they cannot be defined on a basis of a single role they play in society and everybody can play more than one role in their respective communities. For example, one person can encompass roles such as mother, professional writer, amateur football player, volunteer etc., and the person's identity can be expressed in a different way depending on each context. This opinion on identity construction is shared by Baxter (2016: 37), who claims that in a poststructuralist framework, individuals can never be seen outside of cultural forces or discourse practices and are always subject to them; the creation of identity is governed by conforming to approved discourses in given social contexts. Individuals who do not behave and communicate in an accepted way can be perceived negatively and can even be labeled as outcasts by the other members of the group. Baxter (2016: 37) also emphasizes the strong influence that social media networks, such as Facebook or Instagram, play in identity construction through naming, labelling and membership categorization. These social media platforms enable their users to create groups and labels or tags and in an instant, one can become a member of a certain group. Although becoming a group member on social media does not always correspond with the real-life situation, it can nevertheless be viewed as a tool for identity expression. Using social media platforms to represent oneself does not need to be viewed in contrast with real-life identity construction; as Cover (2016: 3) points out, "online social networking behavior

is just as much a performance as any other “real life” act, and equally constitutes a sense of self and identity”.

Similar to Baxter, Wenger (1998: 145-146) perceives identity building as negotiating the meaning of one’s experience of membership in social communities. Wenger (1998: 146) does not see the self as an individual and the self as community member as mutually exclusive concepts, but rather as an interplay of the two; hence, one’s identity is shaped by belonging to a community, but a part of it can be viewed as innate and unique to the individual. Wenger (1998: 154) continues to explain that identity is constantly renegotiated, and he makes the following points to support this claim. Firstly, identity is fundamentally temporal; meaning that it can be limited to a certain time period. Secondly, the work of identity is ongoing; in other words, identity is not a permanent state, but rather constantly developing and can be changed. Thirdly, because it is constructed in social contexts, the temporality of identity is more complex than a linear notion of time. That means that identity does not necessarily have to change with passing time, but instead with communication with other members of different communities. Lastly, identities are defined with respect to the interaction of multiple convergent and divergent trajectories. This view of identity connected to the communities of practice is especially suitable when dealing with bilingual or multilingual individuals, who often must move between different contexts, languages and social norms associated with each context, which can also change how an individual identifies oneself in such situation. Interaction with other members of a certain community clearly influences the way individuals view themselves, and as Hemmi (2014: 77) claims, “while acknowledging the individual, it is meaningful to examine people in the context of the roles they play in society, as their identities cannot be defined devoid of context”.

In relation to identity in social contexts, we can distinguish between two types of identity proposed by Blommaert (2006: 238): achieved or ascribed. Achieved or inhabited is the identity that is claimed by the individuals themselves, whereas ascribed or attributed identity is given to an individual by other people. Naturally, these identities do not always match each other. Ascribed identity can also limit one’s participation in certain situations. Preece (2016: 3) includes ascribed identity in the list of factors that can potentially limit the construction of identity; access to the types of social spaces and relations in which identities can be constructed, negotiated and/ or performed, and access to material

resources, such as financial situation, property ownership and employment status derived from their social class positioning in society are among the other important factors.

Another interesting definition of identity is provided by Baker, who sees identity as “a process in which an individual can identify with multiple groups at different times and in different contexts, and that these groups may or may not be complimentary” (2011: 42). In addition, emphasis is placed on the fluid nature of identity by seeing it as a process; indeed, a person’s identity may be constantly changing. Furthermore, this definition highlights identification of people in multiple contexts and situations, which will also be researched in this thesis. All things considered, a person’s perception of identity can be very multifaceted and is often dependent on a specific situation, especially with bilingual people, who use languages in a variety of different situations and can often see themselves as having two (or even more) identities at the same time. The poststructuralist approach to identity is also employed by Norton (2014: 60), who understands identity as a complex, constantly changing construct that is often renegotiated in the context of power relations. In case of language learners, lack of power can limit learners’ ability to gain access to a certain community where the foreign language they wish to master is normally used. Therefore, lack of access can lead to less exposure to situations where one would use the target language which can consequently hinder the process of language acquisition and can also potentially influence the process of identity construction.

For the purpose of this thesis, I will use another definition provided by Norton, who explains that “identity signals the way a person understands her or his relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future” (2014: 60-61). The emphasis here is on the influence of an individual’s interaction with different communities of practice, same as in the present thesis. Also, the way a person sees their possibilities for the future is associated with the focus of this thesis, because it investigates the perceptions of identity in connection with the accents the students wish to have rather than the accent they already have. This vision of the “future self” is especially important for language learners, since it can function as a drive of their motivation to become successful speakers of a foreign language.

2.2 Identity in contrast with concepts related to self

As mentioned previously, identity research is complicated by the inherent complexity of the term, different uses of the term depending on the field and perspective, and a considerable number of similar and overlapping notions, such as self, self-esteem or self-concept. Although the concept of identity is the primary focus of this thesis, due to the similarities between related constructs it is necessary to provide definitions which would demonstrate the differences between them.

Valentine and DuBois (2005: 55) consider self-efficacy, self-concept and self-esteem as concepts that “share a common emphasis on an individual’s beliefs about his or her attributes and abilities as a person”. However, varying use of these concepts in research shows that they are indeed different and need to be properly identified. One of the notions is the *self*, which is defined by Baumeister (1997: 681- 682) as a term that denotes “the direct feeling each person has of privileged access to his or her own thoughts and feelings and sensations”. Taylor (2013: 10) explains that the self encompasses cognitive, affective and physical aspects and is regarded as a collection of an individual’s thoughts, preferences and capabilities. Therefore, self is seen as an internal perception of an individual without considering the context, whereas identity is usually the perception of an individual in relation to a specific community or situation; it can hardly be devoid of context.

Another similar concept is self-esteem, which is described by Harter (1999: 5) as “focused on overall evaluation of one’s worth or value as a person”. This construct has certainly gained popularity among the general public as well as a number of self-help coaches, motivators, and influencers, who claim that raising one’s self-esteem can help fix a vast array of various problems. However, increasing one’s self-esteem seems largely focused on improving feelings about oneself and as such is rather ineffective. Instead, Taylor (2013: 10) suggests that people should focus on one’s self-worth, which she defines as one’s perception of personal value as a function of perceived ability. Since it is possible to improve one’s abilities, the improvement of self-worth is possible through work on one’s skills. Therefore, the most prominent feature of self-worth is the focus on perception of one’s value in relation to one’s skills and abilities.

Pajares and Schunk (2002: 16) view self-worth as one component of self-concept, which they consider “a self-description judgement that includes an evaluation of

competence and the feelings of self-worth associated with the judgement in question". Mercer (2011: 16) also uses this definition, but assigns it to the term self-concept, which she views as "encompassing beliefs about perceived competence and related self-evaluative beliefs in a specific domain". Mercer (2011: 18) contrasts the difference between self-concept and identity by conceptualizing identity as focused on the way language learners perceive their sense of self, their relationship with others and how they create their identity in a variety of real and imagined settings. In comparison, she (2011: 18-19) considers self-concept as focused on the inner psychological sense in a specific domain; as for identity, the focus is on the interplay of one's self with a particular socio-cultural context or community of practice; therefore, it emphasizes the role one plays in a certain setting with the influence of other community members.

3 Identity and accent

Even if language is not the only way to express one's identity, it functions as one of the most important tools people can use to shape it. These two concepts are undoubtedly connected and have a multifaceted nature. Lippi-Green (1997: 37) argues that "the way individuals situate themselves in relationship to others, the way they group themselves, the powers they claim for themselves and the power they stipulate to others are all embedded in language".

Because of this strong connection between language and identity, it is hardly surprising that identity research has become prominent in linguistics and language acquisition studies. Learning a new language brings many challenges besides acquiring new vocabulary or grammar; new ways of expressing oneself can ultimately lead to changes in one's personality as well. According to Taylor (2013: 27), learning a new language is often associated with learning a new identity and even though the process can certainly be challenging, immigrant learners usually benefit from frequent cultural and linguistic input in their host communities, which usually simplifies the process. On the other hand, the conditions are different for learners with limited exposure to situations where they can practice the target language with native speakers. Typically, this group involves students who learn the new language in their home country due to the importance of the target language for personal or economic advancement. In both cases, the feature of spoken language that can almost immediately signal an individual's affiliation to a certain group is a person's accent.

3.1 Dimensions of accent

The connection between identity and accent in the L2 of language learners has been investigated by many researchers. Despite the considerable interest in this topic, there is some disagreement over the specific definition of accent. Lippi-Green characterizes accents (1997: 42) as "loose bundles of prosodic and segmental features distributed over geographic and/or social space". This would also involve native speakers of the target language whose accent has different features than the standard variety. On the other hand, Munro and Derwing (2009: 476) understand accent differently; they perceive it as the way in which an L2 speaker's speech differs from the local (native) variety and the effect of that difference on both the listener and the speaker. Although having an accent is completely natural and should not be considered as an indicator of overall proficiency,

speaking with a non-native accent has often been considered as the reason for communication breakdown. People with non-native accents can also face discrimination in many areas of their lives, such as limited access to career opportunities, education, or health care, and the accent can also have an influence on their interpersonal relationships. In this thesis, I will use Lippi-Green's definition, since it does not favor native-speaker accent over non-native speaker accent, which contributes to a more equal perception of the variety of accents used in communication.

According to Munro and Derwing (2009: 477) salience, intelligibility and comprehensibility are important dimensions of accent. Salience, as explained by Carroll and Shea (2007: 99-100), is regarded as a condition of being prominent, thus attracting listener's attention. They add (*ibid.*) that in the past, it was assumed that certain signals in an utterance are inherently more salient than others and as a result, even the attention of learners of a foreign language will be drawn to those prominent parts of the input, thus enabling the learners to process these parts more quickly and accurately. Nevertheless, Carroll and Shea (*ibid.*) argue that perceptual salience is not an objective acoustic property, but a perceptual effect stemming from speech perception and language processing. Their investigation (2007: 105) shows that for a recognition of a focal accent, it is necessary to identify phonetic cues and cues to information structure, both of which are language specific. To put it more simply, a language learner exposed to a foreign language for the first time probably would not be able to distinguish word boundaries based on prosodical prominence alone without learning language specific cues to focal accent.

As for the non-native accent, it seems to be an extremely salient feature; Flege (1984) proved that native speakers of American English, whose exposure to French language ranged from frequent to rare, were able to differentiate between native English and French-accented English on the basis of only 30 ms of speech. A possible explanation for this phenomenon is proposed by Esling and Wong (1983), who suggest that voice quality and configurations of the vocal tract are language specific and for that reason, it might be complicated for learners to avoid transfer of L1 accent to their L2. Consequently, distinguishing L1 accent when speaking in a foreign language seems easy due to the L1 transference.

As mentioned previously, having an accent does not necessarily cause communication breakdown; nevertheless, the issue of comprehensibility must be considered. Munro and Derwing (2009: 478) define comprehensibility as "the listener's

perception of how easy or difficult is to understand a given speech sample”. In other words, this aspect evaluates the amount of time and the level of difficulty it takes for the listener to process a message but does not determine the level of actual understanding of the utterance. According to Munro and Derwing (2009: 478), comprehensibility is usually investigated by means of listeners’ evaluation of speech samples and they consider this approach as highly reliable. Although similar, comprehensibility should not be confused with intelligibility, which is characterized by Munro and Derwing (2009: 479) as “a degree of a listener’s actual understanding of an utterance”. Researchers rely on a variety of methods to collect the corresponding data, although none of these are perfect. Some of the methods used and described by Munro and Derwing (2009) involve transcriptions of speech samples by listeners, giving listeners comprehension questions or asking the listeners to write summaries of the speech samples, none of which are completely reliable in determining the amount and quality of information the listener really understood. Nevertheless, Munro and Derwing (2009: 479) claim that even a person with heavily accented speech can still be rated as completely intelligible. To sum up, even though accent can potentially lead to communication difficulties, it is by far not the sole factor contributing to communication breakdown.

3.2 Native vs. non-native English

There is no doubt that English has gained the status of international language. English has significant presence world-wide in areas such as science and technology, business, academia, and popular culture and media. Moreover, the importance of English can be demonstrated by the rising number of English speakers. According to Graddol (1997: 10), two decades ago there were 375 million native speakers compared to 750 million non-native speakers of English. In the early 2000s, Crystal estimated that about a quarter of the world’s population (1.5 billion) was already fluent or competent in English (2003: 6), and a few years later, he changed his estimate to 2 billion speakers (Crystal 2008: 5). Currently, the number of English speakers is likely even higher. According to Mauranen (2017: 7), people who learn English as a second or additional language outnumber native speakers and she claims that no other language besides English has gained the status of a global default lingua franca. She (ibid.) emphasizes that nowadays the use of English is not restricted to certain communities or to elite usages such as in politics or academia, but to virtually anyone around the world with access to digital media, which contributes to the variability and heterogeneity of the language. Since the use of English as a language

of communication between speakers with different first languages has become so widespread, Seidlhofer (2011: 7) argues that because native English speakers (NS) will often be the minority, their English will be less likely deemed as the linguistic reference norm. This shift in the perceived “ownership” of the language supports the claim that speakers of ELF should not be discouraged from contributing to the evolution of the language. Pinner (2016: 41) supports this claim that due to the rise of non-native speakers (NNS), we can observe- albeit slowly- a shift in the ownership of English to second language users and he also emphasizes a more democratic and flexible approach to the use of the language.

Thanks to this increase in ELF speakers, there is a considerable range of both native and non-native varieties of English. However, the terms ‘native’ and ‘non-native’ are not so easily defined as there is hardly a dichotomous relationship between them. First, the term ‘native speaker’ is hardly a clear-cut category. Kachru’s (1985) famous categorization of English into three circles identifies native speakers as belonging to the inner circle (USA, UK, Canada and New Zealand varieties of English). The Outer Circle includes countries such as India, Singapore, or Malaysia, where English has an official status and is often required for further education and governmental positions. In countries belonging to the Expanding Circle, English is widely taught and used, but it does not have an official status. Although this model acknowledges other varieties besides native, the classification in the three circles is rather limited. Jenkins (2015: 15) criticizes this approach for being based on history and geography rather than the way speakers currently identify with and use English. Furthermore, she (ibid.) argues that this categorization fails to recognize the fact that Outer Circle users often use English as their L1 and sometimes even as their only language, spoken primarily at home rather than used for institutional purposes such as education, law and government. Furthermore, Kachru’s categorization does not consider situations where the parents with different L1 choose to raise children in English, even in countries where English is not an official language, or situations where children are raised multilingually. Jenkins (2015: 16) claims that many people who grow up bilingually or multilingually and use different languages for different purposes might also find it difficult to describe the languages they use as L1, L2, L3, and so on. In addition, the situations where people use English nowadays in the Expanding Circle is not limited just to communication with NSs or NNSs, but for a variety of purposes. Jenkins (2015: 15) adds that in many countries in the Expanding Circle, there is a significant increase in

the use of English as a medium of instruction both at schools and universities, which can lead to situations where even people who share the same L1 communicate solely in English.

Another important point raised by Jenkins (2015: 16) is that Kachru's model cannot be used to define speakers in terms of proficiency. As she (*ibid.*) explains, there are NSs who may have limited vocabulary and low grammatical competence, while there are NNSs who may surpass the NSs in proficiency of the language. In addition, language proficiency is not something unchangeable and can improve (or deteriorate) over time, whereas being born in the countries of the Inner Circle is not something that can be changed. Finally, there is considerable diversity even within the NSs, and specific varieties can be considered 'non-standard' even if they belong in the Inner Circle. Therefore, the use of the labels native or non-native can be problematic since they are no longer clearly defined categories. As Pinner (2016: 41) points out, the idea of Global English is to give more power and ownership to second language learners, as well as more freedom in terms of phonological, lexicogrammatical, and even pragmatic usage.

Nevertheless, the distinction of native vs. non-native can still have an impact in various situations. This is particularly noticeable among English language teachers, who can often be perceived negatively and can even be denied access to ELT professions based on their language background. According to Clark and Paran (2007: 407), NSs have privileged position in English language teaching, since they are viewed as both the model speaker and the ideal teacher, whereas NNS teachers of English are often considered as having lower status and have been shown to face discrimination when applying for ELT jobs. Moreover, NNS teachers are often under scrutiny; Moussu and Llorca (2008: 323) claim that if NNS teachers make a mistake or admit they do not know everything about English, their teaching abilities are immediately questioned. Jenkins (2000: 9) adds that the split between native and non-native can also lead to less confidence and negative self-perception of NNS teachers or theory builders. However, this issue is not limited to ELT professionals; Clark and Paran (2007: 409) argue that while the number of teaching materials featuring NNS accents intended for listening practice is higher, most materials still provide only NS interaction in the recordings, which could lead to the assumption that learners should aspire to achieve native level proficiency. However, an issue that arises when considering using NNS accents for listening practice is that there is a vast

number of accents to choose from, and even speakers with the same L1 might still exhibit certain amount of variability in their speech patterns.

Because of the impracticality of the ‘native-speaker’ label, several scholars have attempted to replace it with other terms. As Matsuda (2003: 15) points out, the assumption that the term ‘native’ is viewed as more positive than ‘non-native’ should be challenged instead of inventing a different label. Pinner (2016: 45) supports this argument that the assumption of negative connotations of the term ‘non-native’ would ultimately mean that ‘native’ is viewed as superior. Jenkins (2015: 177- 178) proposes a new hierarchical structure altogether, with English for international use on top position, prioritizing the ability to communicate effectively with the specific interlocutor(s) in the specific interaction. Next, ‘standard’ Englishes for local use in both L2 and L1 contexts are placed on the same level without neither being superior to the other, and ‘non-standard’ Englishes in both L2 and L1 contexts are placed last. Although this model provides a different perspective in reflecting the way English is used nowadays and hopefully it will inspire people in gatekeeping positions to modify their teaching and employment strategies, I will rely on the terms ‘native’ and ‘non-native’ throughout this thesis. Regardless of their limitations, the concepts are still widely used and accepted by the learners as well as teachers and reflect the perceptions speakers may have about their own accents. It is important to emphasize that the use of these terms in the present thesis is not intended to indicate superiority or inferiority of any varieties in particular.

3.3 Connection between accent and identity

Research shows that an individual’s identity may be influenced by accent, whether it is in their L1 or L2. As mentioned in chapter 2, person’s accent often signals belonging to a certain national group, even though it can also indicate one’s individual preferences. Due to this close link, identity issues may arise when a person does not want to be associated with a certain group on the basis of their accent.

As mentioned previously, the bond between identity and accent is undeniably strong. Hickey (2011: 654) refers to accent as a set phonetic features which allow speakers to be identified regionally or socially, and accents can often be used to indicate that speakers do not speak the standard form of language. The wish to avoid being identified as a member of a certain group or to escape negative associations associated with these groups can even influence some people to try to remove or reduce their L1 accent.

However, this is not the case for all learners; Dalton and Seidlhofer (1994: 7) state that pronunciation is such strongly connected to one's self-image that some L2 speakers may deliberately keep their L1 accent as a way to keep their self-respect. Jenkins (2003: 125) declares that bilingual 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 with its L1 users". Some authors even suggest that the speakers may even feel afraid of developing a NS accent due to a possible loss of identity (Daniels 1995). The unwillingness to eliminate a learner's L1 accent may also stem from negative attitude towards the target language or the culture. Moyer (2007) found out that international students in the USA who did not feel comfortable with cultural assimilation and did not intend to reside long-term in the USA were rated as having stronger accents than those planning a longer residence. Finally, for some learners keeping one's L1 accent can be a matter of convenience rather than self-expression and they may view changing their L1 accent as unnecessary or redundant.

Nevertheless, it is necessary to point out that not all learners want to preserve their L1 accent and they often aim to achieve native-like pronunciation. Sobkowiak (2005: 144) even states that "[i]n my whole teaching career I have not met [a student] who would not like to sound like a native, or who would fear to step on this 'road of no return'". However, because of the complexity of this matter, it is necessary to discuss previous research on this issue. Jenkins discovered in her 2007 qualitative study aimed at non-native English teachers that they are indecisive with regards to their attitudes towards their English and their position on ELF accents. Even though some participants expressed a certain level of fondness to their L1 accent, they generally labeled NS accent as 'good' and NNS accent as 'bad'. As Jenkins (2007: 231) explains, they wanted a native-like identity indicated by a native-like accent, which was perceived as a sign of their competence. However, they also expressed feelings of attachment to their mother tongue as an important part of their identity. Jenkins confirms her findings in her 2013 research with students enrolled in higher educational institutions in the UK. She (2013: 200) reports that even when the participants agreed with the idea of modified English for communication, they still wanted a native accent for themselves.

Another study aimed at investigating teachers' attitudes towards ELF, although on a smaller scale was carried out by Pedrazzini and Nava (2011), in which they interviewed NNS teachers of English. They concluded that "[e]ven when placed in an

ELF communication context, they are not willing to acknowledge their identity as ELF speakers but cling to their identity as English language teachers who in their professional role aspire to English nativeness” (Pedrazzini and Nava 2011: 280). Since they are often seen as an example for their students, it is unsurprising that NNS English teachers aim to present what they view as a ‘good’ model of English pronunciation. Moreover, their professional identity may differ from their personal identity. As for their opinion on different varieties of English, Pedrazzini and Nava (2011: 279-280) assert that the participants show awareness of geographical varieties of English, but they do not think that their own English could become a model.

The situation is different when it comes to regular users of English and not teachers. Sung (2016) investigated a group of bilingual university students and their perceptions of identity in relation to accent. Interestingly, most of the participants who preferred to speak with a local accent of English did so simply because they perceived it as more natural rather than seeing their accent as a way to express their identity. Sung (2016: 62) claims that this preference of NNS accent is not necessarily motivated by the need for identity construction; in addition, bilingual speakers of ELF do not always have complete control over their pronunciation. Sung (2016: 59) adds that the participants who preferred NS accent in ELF settings reported to do so because a native-like accent is associated with a high level of English proficiency, not because they wish to assume a NS identity.

A similar research focused on learners’ attitudes towards attaining a native accent and potential fear of identity loss was conducted by McCrocklin and Link (2016). Based on the results from their survey and semi-structured individual interviews, they concluded that “students viewed native-like pronunciation as a skill, a valuable amenity, that would give them pride and feelings of excitement” (McCrocklin and Link 2016: 139). Furthermore, the participants displayed positive feelings toward American culture, wish to create friendships and become integrated in the community (ibid.). Since the study included only the students who were already studying at a university in the US, the positive outlook on NS accent and American culture in general could have been influenced by their previous choice to study in the US. Concerning the feelings of fear, McCrocklin and Link (2016: 139) claim that the participants did not fear the acquisition of a NS accent and did not see a strong link between their accents and identities; their responses regarding consequences of acquiring a NS accent were rather neutral. However,

the authors (ibid.) explain that it is possible the students have not developed a native accent yet, so it might be difficult to assess the potential impact it would have on them.

Because of the unique status of English as a global language, Dörnyei (2014: 96-97) points out that instead of a sense of belonging to a community of NSs, many ESL speakers identify with an imagined international community of global citizens. Yashima (2009: 145) uses the concept international posture to explain the shift to relate oneself to an international community rather than any specific L1 group, since it has become more difficult to identify a distinct target group or culture associated with English. Furthermore, Yashima (ibid.) adds that English is viewed as a communicative tool and that even though Japanese learners want to interact with NSs of English, they do not wish to identify with them. In addition, because of the fluid and evolving nature of identity, the distinction between an individual's perception of identity as local or global is not necessarily clear-cut. Henry and Goddard's (2015: 269) investigation of Swedish students enrolling in EMI programs at universities suggest that in situations where global and local cultures have become largely intertwined, young people may be more likely to develop identities displaying features of hybridity rather than developing bi-cultural identities. Furthermore, many young people grow up participating in identity-defining youth cultural practices which are frequently mediated in English, and in such situations, local and/or global identity components can be difficult to distinguish (Henry and Goddard 2015: 270).

The question whether educators and policy makers should aim to correct or change students' accents to be more native-like is not easily answered. Because of the existing links between accent and identity, some researchers suggest that teachers should not aspire to change students' accents. Porter and Garvin (1989: 8) claim that pronunciation is an expression of a person's self-image and trying to change the pronunciation would also mean interfering with a person's self-image, which they deem unethical and even morally wrong. Jenkins (2000: 16) supports this claim and adds that to insist on learners to adopt the target language pronunciation norms and to remove their own may even appear as forcing them to discard their own identity. Nevertheless, as mentioned previously, it is necessary to consider the fact that many speakers may wish to assume a new identity and want to form their accent based on a NS model. The wishes of these learners should not be disregarded, since a NS accent can indeed grant them an advantage in certain situations.

In real life, many teachers often impose learning native accents of English whether consciously or unconsciously and Jenkins (2013: 13) claims that because of this enforcement, learners of English suppress their own expression in order to conform to the norm. This also applies to expert learners of the language, who might aspire to pass as native speakers of English. Piller (2002) examined highly proficient speakers who described their experience with passing as native speakers. Piller (2002: 191) states that expert users, especially in a first encounters such as service interactions, attempt to match the default speech in certain context as closely as possible. The participants expressed feelings of pride at being passed for native speakers and viewed it as a sign of achievement. However, Piller (2002: 195) explains there are people who want to keep their own identity as non-native speakers. Especially in cases of people who immigrate to a foreign country, keeping their L1 accent might be essential in preservation of their identity. That being said, instruction in pronunciation can be an important tool to improve intelligibility of learners, thus improving their communication skills.

There are two major approaches to pronunciation instruction. The first approach is aimed at accent addition instead of accent reduction. Kjellin (1999) suggests that instead of trying to remove an already existing accent, instructors should aim to provide learners with alternatives and regard speaking with an accent as a performance the learner chooses to do. The second approach, proposed by researchers such as Jenkins (2000, 2013) and Seidlhofer (2011), is focused on moving from the native speaker as a standard learning model to ELF models, in which only certain aspects necessary for making oneself understood should be taught. According to Jenkins (2000: 211), learners should not be expected to acquire phonological features irrelevant to intelligibility and remove their L1 accent along with their identity in the process. Both approaches are certainly more ethical than forcing students to adopt a different accent against their will.

To conclude, the role of accent as an instrument of self-expression and identity construction is significant for language learners. In the learning process, a person's own wishes should be taken into consideration even though they can also be subject to change and if learners express their motivation to modify or change their accent altogether, they should not be prevented from doing so. At the same time, the learners who wish to keep their L1 accent also should be allowed to keep it, as long as it is reasonably intelligible and does not limit communication. Although it might be difficult to include a more individual approach in every kind of learning environment, discussing the learners'

wishes and goals could be a good step towards more ELF oriented learning strategies. Therefore, it is beneficial to learn more about the way learners want to express their identity in relation to their choice of accent.

4 English education in Slovakia

Without doubt, language education provided by official institutions plays a role in determining the types of accents students encounter in their classes as well as the perceptions and attitudes they may have of said accents. The choice of study materials and the teachers' accents are some of the key factors that may influence the students, in addition to the guidelines provided by official institutions, such as the Ministry of Education of the respective country. The following chapter describes the historical background of learning and teaching English in Slovakia in order to understand the role the English language plays in education at this point in time. It also summarizes the information about bilingual schools with English as a medium of instruction. Lastly, it provides insight to the school leaving examinations, known as "maturita" and the specific requirements regarding accent that the students are expected to fulfill at the C1 level, mandatory for students at bilingual high schools.

The geographical location of Slovakia is in the center of Europe which is one of the reasons for the country's long tradition of language education and multilingual language use. Besides Latin as the language of scholars, there were also other foreign languages that were frequently used in the past. According to Hartanská and Gadušová (2002: 227), the choice of the language at institutional and social level reflected the political situation of a particular historical period. Hartanská and Gadušová (2002: 227) state that between the years 1918-1939, German was the preferred foreign language. One of the possible reasons for the shift in attitude could be the fact that the use of Hungarian was enforced on Slovaks in the Austro-Hungarian Empire, while the use of the Slovak language was often neglected, if not outright banned.

The situation drastically changed after the end of the Second World War, when Slovakia (at that time Czechoslovakia) became a part of the communist bloc. Besides being in control of the industry, politics and media, the Communist Party also reorganized the educational sphere. Therefore, due to political enforcement, Russian was the compulsory foreign language taught at schools until the Velvet Revolution in 1989. Although other foreign languages were taught as well, the number of lessons and opportunities for practicing or travelling to foreign countries was largely limited. After the Velvet Revolution in 1989 and the political, social and economic changes that started because of it, learning foreign languages, especially English, became the new norm.

Hartanská and Gadušová (2002: 228) point out that the demand for foreign language education not only resulted in the introduction of a variety of foreign language classes at all school levels, but also incited the establishment of a considerable number of private language schools to fulfil the demand for language learning. Unfortunately, the high demand for teaching modern foreign languages met with a serious lack of teachers able to teach other languages besides Russian. Kubányiová (2007: 107-108) states that due to a rapid removal of Russian from the core curriculum, many teachers of Russian had their teaching load significantly reduced and there was a shortage for teachers of other languages. As a result, the situation was often solved by hiring unqualified teachers who were proficient in English, or by retraining former teachers of Russian (Kubányiová 2007: 107-108).

4.1 Bilingual education in Slovakia

The term ‘bilingual school’ is used in Slovakia quite frequently; however, it is necessary to define this term in order to avoid terminological confusion. The simplest characterization of bilingual education is one that uses two languages for teaching. Pokrivčáková (2013: 2) describes three types of bilingual education that exist in Slovakia. The first type is a combination of the mother tongue and a foreign language, which is the typical case for students with Slovak nationality; this is the situation where a part of the curriculum is taught in Slovak, and at least three content subjects are taught in a foreign language. The second type is a combination of the mother tongue and the official language of the state; this type of education applies to students whose mother tongue is recognized as an official language of instruction, but not the official language of Slovakia, such as Hungarian. The third type of education is a combination of the state language and a foreign language and it is typical for the students whose mother tongue is not recognized as an official teaching language as is the case of immigrant students or minorities whose language is not officially recognized. The present thesis will focus only on the first type of bilingual education.

The result of the political changes and a rapid increase in the popularity of English led to the establishment of first bilingual schools in 1990s. Szombatová (2017: 255) explains that the first bilingual schools were established in collaboration with the target language country, which provided native speakers for both language and content subjects, and the curriculum was created by combining the Slovak educational system and the system of the target country. Furthermore, Szombatová (2017: 257) adds that these

schools follow different types of laws and regulations and the curriculum based on bilateral agreements from the partner country determines the composition of content subjects taught in English. However, at the present time the requirement to cooperate with a foreign school is no longer necessary, as long as at least three content subjects are taught in the target language (Act on Schools, Law 245/2008, § 7). In addition, the teachers are not required to be native speakers of the target language and can teach as long as they hold university degrees in education or additional pedagogical certification approved by Ministry of Education. Owing to this change, a variety of bilingual schools without the support of a foreign country has been established all around Slovakia, although their quality is generally regarded as lower than the quality of schools with foreign support. Regarding types of funding, bilingual schools can be financed by state, church, or by receiving private donations, usually in the form of tuition fees.

4.2 School leaving examinations

In order to understand the official standpoint of the National Institute for Education (Štátny pedagogický ústav- ŠPÚ) towards English accents that should be taught or recognized at high schools, it is necessary to explore the expectations placed on the students. In order to receive a high school diploma, the students need to pass school leaving examinations, more commonly known as ‘maturita’. The requirements for maturita examinations also serve as guidelines measuring the students’ achieved level. The expectations the students need to fulfil at each level are based on the Common European Framework of Reference for Languages (CEFR). For students at high school level, it is mandatory to choose one foreign language as one of the maturita subjects at either B1 or B2 level of CEFR, and the foreign languages that can be selected for maturita are English, German, Russian, Spanish, Italian, and French. The situation is different for students at bilingual schools; since the school year 2016/2017, they have been required to pass their maturita exams at the C1 level in order to obtain their high school diploma.

At all three levels, the exam consists of two parts; written and oral. At the C1 level, the first written part of the exam takes 150 minutes and consists of 90 multiple-choice questions, fill-in-the-blank questions and cloze questions. The first written part is further divided into a listening comprehension part, grammar in use and lexis, and reading comprehension. The second part of the written exam includes a short essay on a previously unknown topic. The oral part comprises of a description of visual material (usually pictures), a monologue on a given subject, and a role-playing dialogue. The test

is created in accordance with the National educational program and is based on Cieľové požiadavky na vedomosti a zručnosti maturantov z anglického jazyka/úroveň C1 (Štátny pedagogický ústav 2016a), which is a document describing the target knowledge and skills competences of students graduating from English at C1 level. Since the present thesis aims to investigate the reasons for a choice of a specific English accent with related to identity, the following section focuses on the section describing the official requirements regarding pronunciation and accent.

4.3 Official requirements regarding accent

The overall language competences the students are expected to fulfill are divided by ŠPÚ (2016a: 5) into three groups: general, communicative, and linguistic and are further described in more detail. Among the general competences are included general and sociocultural knowledge, intercultural awareness, practical skills, attitudes and motivation, and the ability to learn. This section also particularly emphasizes the importance of intercultural awareness, stating that the goal for the learners is to react positively to cultural differences and to develop learners' interest in learning about different cultures. Linguistic competences comprise of lexical, grammatical, semantic, phonological, orthographic and orthoepic. Lastly, communicative competences are sectioned into sociolinguistic and pragmatic competences. Since the present thesis focuses on accents and identity, I will examine more closely the section on phonological competences.

ŠPÚ (2016a: 16) defines specific pronunciation features the learners should master, such as correct stress placement, correct pronunciation, intonation and detailed information on correct pronunciation features. In addition, the students at B1 and B2 level are also expected to recognize IPA symbols. The students at this level are not required to have any knowledge regarding accents and also do not need to acquire any specific accent variety. In fact, ŠPÚ (2016b: 18) states that at B1 level, students' L1 accents can be apparent, as long as it does not disrupt communication. The situation is not so clear-cut for B2 level students; their pronunciation is supposed to be clear and natural with occasional inaccuracies (ŠPÚ 2016b: 18). Unfortunately, this description does not further specify what is considered as 'natural' pronunciation, since speaking with an L1 accent can be considered as natural for certain students, while the same characteristic can also apply to speaking with NS accent. Therefore, it is not clear if the students at B2 level are expected to speak with their L1 accent or aim towards a specific NS variety.

In contrast, the students at C1 level are expected to demonstrate a certain level of accent awareness. According to ŠPÚ (2016a: 16), “[ž]iak má zrozumiteľnú a prirodzenú výslovnosť s ojedinelými nepresnosťami, vie rozlíšiť britskú a americkú výslovnosť, prípadne výrazné dialekty v oboch krajinách a variant a dialekty anglického jazyka [the student has comprehensible and natural pronunciation with occasional errors, can distinguish British and American pronunciation, or in some cases noticeable dialects of both countries and varieties and dialects of English language].” ŠPÚ (2016a: 16) also identifies the differences in British and American pronunciation features the students should be able to recognize. Additionally, the students should be able to actively use IPA transcription symbols. Similarly to the B1/ B2 level, this document does not indicate whether the students are required to use any of accents mentioned or how the skills regarding pronunciation are tested. Furthermore, the document does not specify which American and British accent varieties or dialects should be recognized. We can assume that British RP and General American are perceived as the standards and therefore default varieties; however, use of L1 accent is not necessarily labeled as unsuitable or ‘incorrect’, even though NS accents might be generally perceived as more desirable. Based on these requirements, the students are intended to have only passive knowledge of British and American accents and are not officially expected to acquire a specific NS accent. Since the evaluation of the fulfilment of these criteria is not specified in the guidelines and because of the general ambiguity of the document on the matter, we can assume that accent is not considered a crucial component of students’ overall performance.

Concerning the materials used in language education, there is a wide selection of English textbooks that can be used in class. The Ministry of Education does not prescribe any types of materials; however, a lengthy list of textbooks from various publishing houses that can be partially reimbursed by the Ministry of Education is provided every year. The teachers are not prohibited from choosing textbooks outside the list, but in that case, the costs need to be covered by the school or the students themselves without the financial support from the Ministry of Education. Therefore, the textbook choice depends largely on the teachers or the school regulations. Consequently, I have decided to examine in more detail only the schools involved in the present research. The students at each of the three schools use different textbooks. School C uses a variety of textbooks from the list as well as off the list (Predmetová komisia anglického jazyka n.d.). School B uses textbooks off the list (Bilingválne gymnázium C.S. Lewisa n.d.), and school A uses only

the textbooks on the list (Evanjelické lyceum v Bratislave n.d.). Unfortunately, I have not been able to find out if the lists provided online are up to date, so it is possible that some of these textbooks are no longer used. The audio materials from the textbooks that were possible to access generally employed British speakers rather than American or ELF speakers. Although teachers probably do not limit the materials used in class to only textbooks, the selection of materials is largely dependent on each individual teacher. While some teachers may use audio or video materials with both NS and NNS accent varieties, some may follow only textbooks.

Since the official institutions do not aim to dictate a NS English accent acquisition and because there are no prescribed materials, it is safe to assume that in class, the students will be exposed to different accent varieties dependent largely on their teachers, whether they are NSs or NNSs of English. Even though the official list of competences contains some requirements regarding knowledge of accents, it is not specified in what way the fulfillment of these requirements is tested and on an institutional level there is no pressure on students to attain a specific type of accent. Therefore, we can assume that the students' choice of accents will also be influenced by factors outside of the school environment, such as by interaction with other speakers of ELF (both online and in real life), use of different media or by attitudes of their relatives and friends. Unfortunately, to my knowledge, no study focusing on Slovak students' extracurricular use of English or language attitudes has been conducted so far, so more general characteristics about Slovak learners' specific aspects remain unknown.

5 Research design

In this chapter, I will explain the methodology used in my research. In the first part, I will describe my research interest and the research questions. In addition, I will discuss the reasons for using semi-structured interviews as a method of data collection. Next, I will describe the method of sampling and the information on participants selected for the interviews. Finally, I will summarize the interviewing procedure and transcription conventions.

5.1 Research interest and method

Before describing methodology and data set, it is necessary to define the research questions the present study aims to answer. As mentioned previously, the empirical part of the present thesis focuses on students' reasons for choice of accents and how they relate to their identity. Because the official policy on the accents the students at bilingual schools are expected to use is not very specific, a variety of factors can play a role in their accent choice. Consequently, I present the following research questions:

RQ1: How do students at Slovak bilingual high schools with English as a medium of instruction perceive their L2 identity in relation with their desired accent and what are the reasons for their choice of accent?

RQ2: In what way are the students influenced by contact with a specific community with regards to how they want to present their identity with the use of their desired accent?

While similar qualitative research has been conducted in other countries, the studies usually focused on English teachers or university students, such as Sung's (2014) research aimed at the relationship between accent and identity in ELF communication of Chinese university students in Hong Kong, or McCrocklin and Link's (2016) mixed-methods study examining potential fear of identity loss related to accent in ESL university students. In order to contribute to the growing number of research I have decided to focus on students at bilingual high schools mainly because even though use of English may be prevalent in certain contexts such as in their extracurricular activities or at schools, their experience might be limited in other situations. Furthermore, the reasons for the choice of their desired accents might be influenced by other factors that do not play such a significant role in case of university students or English teachers.

Since I was interested in the informants' perceptions and thoughts, I chose interviewing as a method of data collection. Interviews allow the researcher a deeper and more complex insight into participants' opinions and perceptions; due to the complexity of the topic, having the students choose between predetermined questions in a survey would not provide such an in-depth view. In applied linguistics, semi-structured interviews are used very frequently as a method of data collection. I also considered creating focus groups, which are described by Galletta (2012: 22) as useful due to interviewing a group of individuals who will often assist in clarifying an amplifying meaning which would not be achieved in the same way during individual interviews. However, because the participants available for my study did not know each other, it is possible that they would not be willing to share as much of their thoughts due to social desirability bias. It would also be more complicated from the organizational perspective. Hence, semi-structured interviews seemed as more suitable option.

According to Dörnyei (2007: 136), semi-structured interviews are an ideal balance between structured and unstructured interviews. Among the advantages of this approach he (ibid.) lists the possibility of preparing the questions beforehand, thus providing structure. However, it still leaves enough space for possible changes and allows the interviewer to elaborate on certain issues that could potentially provide new insights. Galletta (2012: 24) particularly highlights the reciprocity between the participant and researcher, as it allows the researcher to ask for clarifications and prompts the interviewee to reflect more closely on their responses. Indeed, this method can certainly provide richer data than a questionnaire and the presence of the interviewer ensures that any misunderstandings can immediately be dealt with. It also allows greater flexibility in the scope of questions. Another advantage of semi-structured interviews emphasized by Galletta (2012: 24) is the possibility to address lived experience, while addressing theoretically driven areas of interest. Nevertheless, this methodology is by no means flawless. The presence of the researcher can cause the participants to react differently in contrast with filling in an anonymous questionnaire. However, Dörnyei (2007: 144) comments that even if a neutral space is created, the respondents might still be influenced by social desirability bias, causing them to provide inauthentic responses in order to seem agreeable. Although it is not completely possible to eliminate this kind of bias in face-to-face interaction, individual interviews are still more suitable than focus groups from this perspective.

Since I wanted the interviewees to fit a certain profile, I decided to use questionnaires for the selection of participants. I asked several high schools for help with questionnaire distribution because of limited access to students through personal acquaintance. In order to increase the number of potential participants I also distributed an online questionnaire via social media. Afterwards, the students who fit the criteria described in section 5.3 and who expressed interest in the project were invited to participate in the individual interviews. The interviews were recorded using Easy Voice Recorder application available on smartphones and then transcribed following adjusted rules of the VOICE transcription conventions [see Appendix]. Subsequently, the interviews were coded with the use of ATLAS.ti software.

The text was then analyzed using the thematic qualitative text analysis process described by Kuckartz (2014). The first step involved developing the main thematic categories that were based on some of the categories described by Sung (2016), namely association of NS accent with positive attributes such as proficiency and superiority, avoiding of negative evaluations associated with NNS accent, practical reasons such as increased intelligibility in case of NS accent and keeping one's L1 accent as a tool of identity expression. In addition, the responses also generated categories not previously mentioned, such as preference of phonological features. The data were then coded based on the main categories and consequently, the second step involved adding subsections to each of the categories. Due to the nature of the data, the type of coding that was mostly employed in the present thesis is labeled by Miles, Huberman and Saldana (2014: 75) as values coding, which is an umbrella term used to describe data related to values, attitudes and beliefs. After the first coding, the process was then repeated more times, and certain sections were recoded. Among the problems encountered was a seeming overlap between certain categories. For example, perception of an accent as soft or having a pleasant sound was initially placed in the same category; however, due to differences in how these concepts were explained by the students, I eventually labeled them as distinct categories. The final list of the main categories and subcategories are summarized in the table below, along with specific examples from the analysis written in cursive.

Identity related reasons	Association of an accent with positive features	Association with proficiency and superiority <i>If you're learning a language and you sound like a native speaker (.) people think of you like wow you can speak English really well</i>
		Positive view of culture associated with certain accent <i>I like that, they have their own nature, and you can say that this person is British and some traditions and their whole country (.) is historically important</i>
		Sense of exclusivity <i>The way it is combined with French and so, the connection is quite interesting and how it (.) sounds really different</i>
		Association with a specific person <i>My father has very good English. So I definitely copy my father</i>
	Preservation of L1 identity	Signaling one's nationality via accent <i>[Accent is] a harmless way how to keep some identity</i>
		Wish to keep one's identity regardless of accent <i>I don't care if I will be British or Slovak for them</i>
	Desire to belong to NS community	Feelings of pride <i>I would feel like I am awesome that I would be able to talk in the language as the native speakers</i>
		Lack of relationship to one's culture <i>I don't have such a strong relationship to Slovak culture</i>
	Distancing from other NNSs	<i>As I was saying when (.) now for example some Russian is speaking in English it is funnier than when a native speaker is speaking (.) and it is mocked a lot</i>
Reasons based on individual preferences	Preference of phonological features	Perceived softness <i>German speakers of English 'soften' their speech</i>
		Pleasant sound <i>[...]it sounds very good to my ears.</i>
		Frequency of exposure <i>Well I listen to it every day [...]</i>
	Practical reasons	Less effort <i>I basically do not have to learn it because it is the natural way I speak.</i>
		NS considered difficult to understand <i>[o]ne can meet someone who has simply beautiful British English, but if someone has an untrained ear and is used to American might not even understand at all</i>
		Frequency of exposure <i>[w]hen I watch videos they are mainly Americans so I have it in my ear</i>

Table 1 The list of categories identified as the reasons for accent choice

Regarding the second research question, a similar approach was employed although the number of categories was smaller in comparison with the first research question. The five main categories are related to the situations the respondents were asked to imagine. In this case, their responses were related to the use of their desired accent in each of the situations described. The category associated with professional setting focuses on how the students think accent would influence their chances in a job interview. Next, the scenarios situated in the school environment include interactions with schoolmates and teachers while working on or presenting a project in class; in addition, the students were asked to compare it with communication outside the class. As for the interpersonal relationships, the students were asked which accent they would use in regular interactions with their friends outside the school and with family members. In the category regarding online behavior, the situations involving productive communication include posting videos of themselves speaking in English on Youtube and speaking to other people via Skype or another application. Furthermore, the participants commented on the language they use to post their written content. They were also asked to share their opinions on people with different L1 accents who create Youtube videos. Lastly, the respondents were asked to imagine being mistaken for NSs of their desired accent by tourists who are NSs of the same accent and by tourists who are NNSs of said accent. The main themes along with their respective subcategories and examples in cursive are described in the following table.

Professional life	NS accent provides opportunities <i>[...] they would see me as more well-read</i>	
	Proficiency is more important than accent <i>[b]ecause English is so widespread that (.) a lot of people speak it and (.) I don't think that anybody does or cares if you have British English</i>	
School environment	Use of desired accent as presentation of effort <i>[h]e appreciates it when he feels that that it is pronounced well</i>	
	Focus on proficiency instead of accent <i>[r]ather the focus is really on (.) not speaking some obvious absurdity regarding, grammar or content of the stylistics</i>	
	Frequent code mixing with classmates <i>[...] when we do some project we do it together in English</i>	
Personal relationships	Friends	Code mixing is less frequent <i>[i]t happens sometimes [that I mix English] but I think it is considerably less than at school</i>
		Focus on personal qualities <i>[i]f it is a friend, basically they have to like me regardless of my accent</i>
	Family	Accent is insignificant <i>I think they wouldn't care</i>
Communication online	Productive communication is related to being conscious of one's accent <i>Well more people see me there and notice what I said</i>	
	Receptive communication- accent is less important <i>[I] think that people see it positively (.) well English is anyway about connecting people</i>	
Interaction with strangers	NSs- passing is regarded as positive <i>I would be thrilled that they have mistaken me cause I have such great accent</i>	
	NNSs- passing is not considered as important <i>[w]ell it would not feel (.) not so like valuable</i>	

Table 2 The use and importance of accent in relation to communication with certain community

5.2 Selection questionnaire

The questionnaire used for the selection of interviewees is divided in three sections: one focuses on personal details about the participants and their English learning history, the second part contains questions about the use of English, and the third contains open-ended questions. The questions in this section are aimed at both the accent the participants like as well as the one they would like to have, since they do not necessarily have to be the

same. In addition, this part contains a scale from 1 to 10 where the participants were asked to rate how important it is for them to obtain their desired accent, with 1 being not important at all and 10 being very important. I also included examples of the accents they could potentially choose in parentheses, because without the examples of both NS and NNS accents, the students would probably assume that they can only choose NS accent varieties. The varieties I used as an example were British, Australian, Slovak, and Italian. The online questionnaire also included a separate part for contact details; the students who filled in the hard copy were asked to write down their names, so that they could be picked for the interviews on the spot. The questionnaires were distributed in Slovak to eliminate possible misunderstandings; the English version of the questionnaire can be found in the Appendix section. The first draft of the questionnaire along with the first draft of the interview guide was piloted with 11 students who had similar educational background and age as the target participants. Subsequently, the questionnaire and interview guide were adjusted. Some questions were rephrased, and explanatory remarks were added in some of the questions. The question about the situations in which the participants used English was eliminated; since the following question was aimed at the people with whom they communicate most frequently, it seemed redundant to also include the contexts. After the trial run, the questionnaires were then distributed in person at two schools located in Bratislava, and online via social media in order to reach as many suitable candidates as possible. Although at first, I intended to include students from the eastern region of Slovakia as well, organizing the data collection turned out to be too complicated due to time and financial constraints. Therefore, only schools in Bratislava were used for the selection of participants. The students generally had no problems understanding the questionnaire and the issues they had regarding some of the items were answered on the spot.

5.3 Participants

In total, 95 students filled in the questionnaires; 36 online and 59 in person. 57 of the participants were female and 38 male, with average age 17.84 years. Regarding the accent that was marked as the most favorite, 37 selected British accent, followed by American at 31 votes. Other accents labeled as favorite include Scottish (7), Australian (6), Canadian (2), Russian (2), Irish (3), Italian (1) and Slovak (1), German (1) and four did not label any accent. As for the most wanted accent, the numbers closely resemble the most liked accent. The British accent was selected by 40 participants, while 38 selected

the American accent. The rest of the accents comprise of Scottish (3), Australian (3), Canadian (3), Russian (1), Slovak (2), Czech (1) or none (4). Concerning the importance scores, the following table shows the number of students along with the values they selected.

Importance score	Number of students
1	13
2	0
3	5
4	7
5	12
6	11
7	18
8	14
9	4
10	11

Table 3 The importance scores with number of students

The participants for the individual interviews were selected based on a variety of criteria. In order to avoid troubles with obtaining consent from their parents, only students who were 18 or older were selected for the interviews. To some limit, the age criteria also ensured that the students had already thought about the accent they wanted to achieve. Since I wanted my sample to closely resemble a typical learner in Slovakia, I also excluded students who reported a stay in an English-speaking country for a period longer than three months; even though stays abroad are becoming more common, it is still not the norm and most students do not have this experience. All interviewees have Slovak as their L1 and at the point of the interviews have studied English for 10 to 12 years.

Since the curriculum for the bilingual program does not specify which accent the students should master or the materials that should be used for language instruction, the students are not likely taught a specific accent at schools. Rather, they have access to a variety of accents through contact with both NS and NNS teachers, language textbooks or other materials provided at schools, and through media. Therefore, I assumed that in addition to British and American English which are considered as standard, the students

are exposed to other NS and NNS accent varieties. In order to investigate both typical and atypical cases, I pursued maximum variation sampling, described by Dörnyei (2007: 128) as a process that enables us to investigate the variation within the respondents. My original goal was to get respondents for different native speaker accents that are considered standard (British, American, Australian or Canadian) and non-native speaker accents (L1 or other). Another selection criterium was the level of importance the students placed on achieving their desired accent (1 being of no importance and 10 being very important). I wanted to include students from both ends of the spectrum- the ones who deemed achieving their desired accent as very important and the ones for whom this goal was not considered as important. However, because many students who were selected and invited for the interviews failed to respond or refused to be interviewed, I eventually resorted to a convenience sampling and conducted the interviews with the students who were available and willing to participate.

My sample consisted of six interviewees who were placed into two groups. I originally expected that more students would express their preference of Slovak accent as in Sung's (2016) research and they would form a separate group, but most of the participants who filled in the questionnaires opted for a NS accent variety (the majority chose either American or British English) instead of their L1 accent. In group A are participants who want to have NS accents that are generally considered as 'standard': American and British. The scores of importance the interviewees indicated in their questionnaires were on roughly the same level (4, 5, 6). Group B comprises of participants who chose more atypical L1 accents; in this case Canadian/German, Scandinavian/Scottish/Irish and Slovak. This group is more diverse, but since all the interviewees chose accents that are not included in the official requirements, I decided to place them in the same group. Although these learners might be the minority among Slovak students at the present moment, with the influence of more ELF centered teaching strategies it is likely that their numbers could potentially rise in the future. In this group, the students indicated that speaking with a desired accent is very important to them (scores 8-9), or not important at all (score 1), which is in contrast with the previous group, where the respondents' scores show more neutral attitude towards gaining their desired accent. The importance scores, along with other information about the participants is provided in the table below. The table also includes information about the schools they attended and

the year of study. To ensure anonymity, real names of the students were replaced by pseudonyms.

	Pseudonym (abbreviation in text)	age	sex	School/ year	Desired accent	Importance score
Group A	Adam (A1)	18	M	A/4	British	6
	Anna (A2)	18	F	C /4	British	4
	Andrea (A3)	18	F	A /4	American	5
Group B	Boris (B1)	18	M	B /3	Canadian/German	1
	Branislav (B2)	18	M	A /4	Scandinavian/Scottish/Irish	8
	Bruno (B3)	19	M	A /4	Slovak	9

Table 4 Overview of interviewees personal information

5.4 Interviews

The individual interviews were conducted over the course of three weeks. Based on the availability of the students, the interviews took place either at a café located in the city center or in an empty classroom at the students' school. Unfortunately, it was not possible to interview all the students at the same place; firstly, the students attended different schools, and secondly, many were busy at the time of questionnaire distribution, so they agreed to meet for the interviews outside of their school. Luckily, the café chosen for interviews with students was completely empty, so it did not influence the quality of the recording. It also helped create a casual and friendly atmosphere so that the participants would be more willing to openly share their thoughts. As a compensation for their time and willingness to cooperate, the participants' expenses at the café were covered by the researcher and the ones who were interviewed at the school premises received chocolates.

The interview guide was prepared beforehand to ensure that no questions would be forgotten during the interview and to provide a logical structure, and prompts were included in addition to the main questions. The interview guide was inspired by McCrocklin and Link's (2016) study on accent and identity. The questions were divided into three sections. The first section focuses on students' use of English and English language learning, their learning history, the amount of time and activities dedicated to learning and using English and their future plans. As suggested by Dörnyei (2007: 137),

the initial questions were aimed at personal information and participants' learning history in order to establish rapport and create a positive atmosphere. They also help provide insight into the participants' relationship and attitudes to English and learning English. The second part deals with accent and identity and the reasons for choosing a specific accent. I asked the participants if they would like to sound as a particular person, if they see accent as a reflection of cultural identity and how they would feel if they suddenly had their desired accent. The third part is aimed at use of accent in different communities of practice and various situations, and how the specific community affects the interviewee's choice. Among the situations I included were conversations with classmates and teachers in class and outside of class, a random encounter with tourists (both native and non-native), communication with family and friends, and communication online. The goal here was to get the participants to talk about the situations they encounter daily as well as situations that can potentially happen in the future. The interview guide in English can be found in the Appendix section. The first draft of the interview guide was piloted with three students from school C; subsequently, the order of questions was slightly changed so that the questions would follow a more logical structure, and more prompts were added.

The interviews varied in length, taking between 20 to 40 minutes. The interviewees' reactions to questions varied, same as the level of detail they provided and their speech tempo, hence the difference in the length of each interview. Before the start of the interview, each participant read and signed an informed consent form. The mobile phone application Easy Voice Recorder was used for the recording. Since I opted for semi-structured interviews, the order of questions sometimes changed according to the natural progression of the conversation, because I wanted the interview to resemble 'normal' communication as closely as possible. Some students talked about certain topics before I had the chance to ask the corresponding question; in that case, I omitted asking that question to avoid repetition. Since all the interviewees had Slovak as their mother tongue and because Slovak was the language of contact, I decided to conduct the interviews in Slovak. However, code mixing was present to some extent in all interviews, both as a use of isolated English words and longer utterances in English.

The following step was the transcription of the interviews. I decided to use the VOICE transcription conventions (VOICE Project 2007), but with certain modifications. Since this project was primarily focused on content, the data was transcribed in the form

of sentences, ensuring easier readability. Standard Slovak spelling conventions were applied for the transcription except for slang or invented words which were transcribed as authentically as possible. Occasional clarifying questions or utterances unrelated to the research were omitted entirely, for example when the participant took a phone call or the topic changed completely, which is normal for casual conversations. In addition, the transcriptions were syntactically altered where necessary and additional information in square brackets was provided in order to make the text more understandable. The full list of transcription conventions used in this thesis is in the Appendix section. In the running text, all translations of the source material are mine unless otherwise specified. Since I wanted to preserve the informal style of the conversations, I kept slang words and used contractions in the translations. In the running text, the participants' comments are labeled in square brackets, with the first code being the interviewee's identifier and the second code being the number of the question.

6 Results and discussion

In this section, I will describe the participants responses to the topics presented in the interview guide. In the first part, I will discuss general comments and attitudes of the participants to English accents and English in general. The second part illustrates detailed reasons for the choice of their desired accents. Each subsection of this chapter will be focused on one specific topic cluster. In the last part, I will investigate the role contact with different communities plays in the interviewees' choice of accent, and the way the interviewees wish to project their desired identities via accent in different situations.

Throughout the thesis, I have decided to use the terms “British” and “American” English instead of more accurate RP (Received Pronunciation) and GA (General American) to talk about the standard NS accents, since the students themselves use these labels. The terms British and American English are also used in the documents describing the target competences issued by ŠPÚ, so it seems that is the conventional characterization in Slovakia. For interviewee quotes in the running text, I will use abbreviations in square brackets. The first abbreviation indicates the speaker identifier (i.e. A1- Adam), while the second abbreviation indicates the specific section and number of the question separated by a period (i.e. A.1- section A, question 1). The complete list of questions can be found in the Appendix.

6.1 General attitudes to English

In both groups, the participants' use of English and general opinions about English and English learning are very similar. As expected, English played a prominent role in many areas of the participants' lives, most notably in their interpersonal relationships, education and free time activities. Use of English in free time activities was reported as the most frequent, even though it is described as mostly passive [B1- A.2, A3- A.2.1, A2- A.2, B3- A.2], with occasional instances such as travelling or helping tourists when active use is more prevalent. In a classroom context, active use of English was reported as dependent on the subject and the teacher [A1-A.3, A2- A.3, B1- A.3, B2- A.3]. All the respondents displayed positive attitudes towards the English language, citing reasons such as its position as lingua franca [A3-A.4.1, B1- A.4.1, B3- A.4], positive attitude to learning new foreign languages [A1- A.4, A3- A.4], interest in learning new vocabulary [A2- A.4, B1- B.4.1], or learning new information thanks to English [B2- A.4, A1- B.4]. All of the participants also expressed the wish to use English in the future and being able to use

English proficiently was viewed as necessary, since it can provide access to opportunities in both their career paths and personal goals. In addition, all the participants include working or studying abroad in their future plans. Andrea mentions that she would like to participate in the Erasmus program:

[c]hcela by som ísť aspoň teda na Erasmus alebo tak že aspoň na pol roka (.) no niekam teda do anglicky hovoriacej krajiny [...] nie som taký že by som ušla niekam taký typ ktorý teda tak ľahko odíde (.) ale išla by som sa rada aspoň na polroka pozrieť (.) minimálne tak. [A3- A.5]

[I] would like to go at least on an Erasmus program at least for half a year (.) well somewhere to an English-speaking country [...] I am not some type that I would run away or leave just like that (.) but I would like to go see some place else at least for a half year (.) at least.

Earning a university degree abroad was also mentioned by Boris [B1- A.5], who claimed that he would like to study in Europe but has not selected a specific country yet, and Adam, who lists studying abroad as one of the possibilities along with working abroad as a steward [A1- A.5]. The other respondents expressed their wish to use English in their career paths; Bruno asserts that as a soldier who goes on missions, English is a necessary skill for the job [B3- A.5], while Anna [A2- A.5] and Branislav [B2- A.5] have selected the country where they would like to work- Britain and Ireland respectively.

Regarding the assessment of their English proficiency, all of the participants evaluate their level as advanced, and during the interviews all of them mixed English and Slovak to some extent. Andrea even asserts that using English is in some situations even more natural to her than using Slovak:

Áno ale je to o niečom inom lebo už rozmýšľam aj tak po anglicky často že neviem si ani na slovenské slovíčko spomenúť @ koľkokrát lebo už som tak zahltená tým [A3- A.4]

Yes but it is about something else because often I think in English anyway so I can't even remember a Slovak word many @ many times because I am so absorbed in it

This view is also shared by Branislav who claims that he “understands English better than Slovak” (B2- A.3). In addition, he reports that he switches to English even with friends who share his L1, because it is more appropriate for certain situations. His comment illustrates that language use is context dependent and gives an example of playing online games as a situation where English is used more frequently:

[a]le s kamarátmi väčšinou komunikujem v slovenčine ale občas nám všetkým prepne a komunikujeme všetci v angličtine zrazu (.) lebo občas nie sme tiež občas to rozmýšľanie už samo prepne vlastne na také anglické ako na slovenské lebo

rieši sa (.) x y anglických pojmov a potom si v mysli preložiť a potom ich potom prekladať naspäť tak to je také komplikovanejšie ale povieme to rovno ved' v angličtine [B2- A.2.1]

[b]ut with friends I usually communicate in Slovak but sometimes we go crazy and we suddenly communicate in English (.) because sometimes we are not too sometimes the thinking itself switches to like English rather than Slovak cause we deal with (.) x y English terms and then to translate in your mind and then to translate back it is more complicated but so we say it directly in English

Although it might seem from the “sometimes we go crazy” comment that speaking in English is considered as something outside the norm, Branislav explains that because of the majority of English terms in these games, use of English is easier in this specific context.

However, the respondents' comments about English were not exclusively positive, as some respondents expressed concern about the infiltration of English to other languages. Boris claims that because of the influence of English, other languages might gradually start to disappear, which he views as a negative phenomenon:

[t]ak v súčasnej dobe sa práve angličtina infiltruje do všetkých jazykov ako naokolo (.) a je teda to také smutné lebo v zásade akože (.) sa dostávame aj (.) myslím si že časom dospeje k tomu že naozaj (.) veľa ľudí už nebude akože brať slovenčinu alebo tak ako ten ich primárny jazyk ale skôr angličtina už bude viacej ešte pushovaná takže (.) takže si myslím že to je na tom niečo smutné. Že to pohltí tie jazyky alebo ich nahradí úplne vytlačí. [B1- A.4.2]

[n]owadays English is infiltrating all languages around (.) and it is sad because basically (.) we even get (.) to the point that really (.) many people would not see Slovak as their primary language but English will be even more pushed so (.) so I think it is somehow sad. That it will absorb the languages or replace them completely.

As Langer and Davies (2011: 1) explain, this linguistic purism is a common occurrence; speakers of a certain language feel that their language is in decline because of the foreign influences or high amount of word from informal varieties. A similar concern is also shared by Bruno, who argues that the use of internationalized words will cause the younger generations to forget Slovak words; at the same time, he highlights the positive impact of learning about new cultures through English [B3- D]. Langer and Davies (2011: 6) argue that the fear of foreign influence is likely linked to fear of losing national or regional cultural identities. Since both of these participants voiced their fondness of the Slovak culture and language, the concern about the language's future might stem from this fear of losing a significant part of the cultural heritage. The other features that the other participants generally did not like about English were related to complicated

grammar [B2- A.4.2, B3- A.4.2], dislike of certain dialects [A3- A.4.2, B2- A.4.2], or difficulties with pronunciation [A2- A.4.2, B2- A.4.2].

6.2 Reasons for choice of accent related to expressing identity

The following chapter clarifies the detailed reasons for choice of specific accent related to identity expression. The responses in certain subsections were similar for the participants in both groups, while some responses were only found either in group A or group B.

6.2.1 Association of the desired accent with positive attributes

One of the most prevalent reasons for a choice of a specific accent selected by the participants is the association with a variety of characteristics that are perceived as positive. This category can be further divided into more subsections since the perception of something as positive can be unique for each individual. In this section, the respondents in the A group share many similarities, which also applies to the respondents in the B group.

As expected on the basis of previous research, one of the frequently mentioned reasons for NS accent preference is the perception of such an accent as a sign of proficiency and superiority. Similar findings were present in Sung's research (2016: 59), who claims that the desire to sound like a native speaker is fueled by the perceived association of NS pronunciation with status and prestige. As explained by Adam in the following excerpt, people who achieve NS accent are admired by others for their English skills:

Tak určite je to lepšie ako keď sa učíte nejaký jazyk a zniete ako native speaker
(.) že vás berú ľudia tak wow ty vieš fakt dobre po anglicky.[...] Tak je to super
(.) lebo vieš ten jazyk na sto percent pravdepodobne. [A1- B.4.2.]

So it's definitely better if you're learning a language and you sound like a native speaker
(.) people think of you like wow you can speak English really well [...] And that's great
(.) because you speak the language on one hundred percent probably.

From his perspective, speaking with a NS accent is equated with high level of English proficiency, which he definitely views as positive. This opinion is also shared by other participants in the A group [A3- C.1; A2- C3]. In addition, NS accent is connected to the image of excellence, which is manifested in Anna's statement, reflecting the belief about the NS English superiority by labeling British and American accent as models:

Zaujímalo ma @ že vlastne (.) iba že ľudia či by si boli schopní vybrať ako obľúbený akcent napríklad taliansku angličtinu lebo neviem podľa mňa taká britská alebo americká sú také dané vzory [...] akože neni to nejak nechcem povedať prirodzené (.) ale áno. @@ [A2- D]

I would be interested @ that (.) if people would be able to pick as a favorite accent for example Italian English because I do not know I think that British or American are like given models [...] like I do not want to say natural (.) but yes. @@

Her surprise that someone would even consider choosing NNS accent could indicate that she views them as inadequate in comparison with NS varieties and shows a deeply entrenched native-speakerist ideology. As a result, this ideology seems to “give rise to the belief that they [the learners] should be native-like in order to construct positive self-images as competent speakers of English” (Sung 2016: 62). The image of superiority can also be seen in the selection of qualities the interviewees associated with NS English, especially the British accent. The attributes they use to describe this variety included expressions such as “noble” [A2- B.1], “more interesting” [A1- B.1], “has better vocabulary” [A1- B.1], or simply “different from what we study at school” [A2- B.1]. These responses confirm that the view of NS accent as better and more correct is still present among many learners and explain why they strive to achieve a NS accent.

Despite the fact that both British and American accents can be viewed as models of pronunciation, there are still some differences in how the two accents are regarded by the interviewees. The respondents who chose the British accent made some comments which could indicate that they perceived it as superior in comparison with the American accent. Anna claims that even though the British variety is supposed to be taught at her school, she believes the American variety is the one used because it is “more intelligible and clearer than British” [A2- B.1] and uses the same description for the American channels she watches on Youtube [A2- C.8]. It is possible that because she comes to contact with the British accent less frequently, it might seem more special and extraordinary in comparison with American accents. She adds that during her stay in Britain the British accent was hard to understand, but she liked it anyway [A2- C.8]. In Adam’s opinion, British words are more interesting than their American counterparts [A1- B.2], and he adds that “Americans simplify things” [A1- B.1]. Although these characteristics do not seem as overtly negative, since the participants chose the British variety it might indicate that they consider it more exclusive and sophisticated, whereas the American variety could be seen as easily available to larger groups of learners and thus could be regarded as inferior.

Another element that constitutes the positive image associated with the chosen accent is a favorable view of the respective culture. However, this was only mentioned by Adam who has experienced travelling to the UK, which seemed to have had positive impact on his perception of the accent since he connects it with his positive image of British culture. The only other participant who mentions such experience is Anna, but she does not refer to any aspects of British culture that she finds desirable. Adam's comment includes features such as the historical importance of Britain and British traditions as the reasons why he likes his desired accent. Furthermore, he associates the image of British people with being stylish and having their own unique nature:

A mám Anglicko rád akože keď som tam bol tak mám ho radšej než Ameriku (.) tak preto. No páči sa mi to že (.) majú nejakú tú svoju náтуру (.) že môžeš proste povedať že to je Angličan že nejaké tradície a celá tá ich krajina (.) historicky je proste významná a je tam čo robiť aj pozrieť si. A páči sa mi čo to je taký ten ich štýl. [A1- B.1]

And I like England since I have been there and so I like it more than America (.) so that's why. Well I like that (.) they have their own nature (.) and you can say that this person is British and some traditions and their whole country (.) is historically important and there are things to do and things to see. And I like their style.

The third reason for selection of a certain accent in this category can be a certain exclusivity factor, which was prominent mainly in the case of respondents who chose NNS accents. Speaking with more atypical accents can often make people more noticeable so it is possible this choice shows the respondents' wish to present themselves as more unique or even special. In addition, one of the facets of this exclusivity factor can be the perception of a certain accent as challenging in terms of intelligibility or pronunciation. Branislav asserts that many people do not like the accents he selected because they are hard to understand, which could signify that he is positioning himself as more proficient than other learners because he can understand them [B2- B.1]. Moreover, he feels that if he had his desired accent, he would "sound cool" [B2- B.4.1], which can indicate his wish to separate himself from more typical learners. The wish to separate himself from the crowd is also manifested in Boris' statement, who selected Canadian as his desired accent in the questionnaire. He depicts it as interesting and different due to influence of French:

[t]en dôvod napríklad môže byť to že jak je tam kombinované s tou francúzštinou a tak (.) že to spojenie je celkom zaujímavé že jak to potom akože (.) znie to celkom odlišne (.) a vlastne toto. [B1- B.1]

[t]he reason can for example be that the way it is combined with French and so (.) the connection is quite interesting and how it (.) sounds really different (.) and so that.

Similarly to Branislav, Boris's motivation might originate from the perceived uniqueness of the sound of Canadian accent even though in reality, it does not significantly differ from American accent. However, his opinions can indicate that he wants to position himself as more special and distinct from the majority of English learners who opt for the NS accents considered to be more standard. However, as the interview progressed, he eventually admitted to wanting to keep his Slovak accent, so it seems that he initially selected Canadian accent in the questionnaire as a way to make himself distinct.

The last subsection in this category is an association of the desired accent with a specific person. This reason was only present in the B group responses. As demonstrated by the participants' answers, their selection of accent was partially influenced by speakers whose accent they viewed as desirable, such as people they come in contact with personally or a vast array of celebrities, influencers, or other famous people. Bruno uses the example of his father as the model he would like to have:

Môj otec má strašne dobrú angličtinu. Takže určite (.) akože na otca sa proste obraciam [...] On má taký prirodzený nemá taký žiaden že pochytený z nejakej inej krajiny (.) a tiež má taký svoj prirodzený akcent že rozpráva tak prirodzene vyslovuje takže. [B3-B.2]

My father has very good English. So I definitely copy my father [...] He has very natural he does not have any like from another country (.) and he has his natural accent so he speaks and pronounces naturally.

The feature Bruno emphasizes as one of the primary reasons for his accent selection, more specifically, speaking with one's "natural accent", matches the one he describes as valuable in case of his father. What needs to be mentioned is that Bruno and his father do not communicate together in English apart from the occasional use of some words, so it is likely that he is not exposed to his father's accent on a regular basis. Therefore, Bruno's preference of his father's accent probably stems from the perception of his father's English level as proficient. It is also possible that because Bruno values his father on a personal level, he associates his father's accent with positive attributes.

In the case of Branislav, the person whose accent he considers as desirable is connected to his extracurricular activities. On multiple occasions, he refers to playing computer games as one of the activities where he uses English most frequently, so it is unsurprising that the model for his desired accent is a voice actor of a character in a computer game.

Uh (.) jedna jeden neviem jak sa volá <L2eng> voice actor </L2eng> tej postavy ale (.) ona je teraz čo vyšla nová hra (.) volá sa že God of War (.) tak je tam vlastne (.) chlap ktorý sa volá Mímir. A to je a on má kvázi taký ten (.) škandinávsky prízvuk čo by som radil a jak on (.) by som chcel zniet' [B2- B.2].

Uh (.) one I don't know what the name of the voice actor of the character is (.) but a new game came out called God of War (.) and there is a man called Mímir. And it is he has like (.) a Scandinavian accent as I would characterize and like him (.) I would like to sound like him.

Interestingly, the voice actor that Branislav mentions (Alastair Duncan), is not from any of the Scandinavian countries, but from Scotland. What could lead to the confusion is the fact that the character of Mímir is described in the game as a figure in Norse mythology. Therefore, it seems that the association of the character with Scandinavian accent is based purely on the character's representation in the game rather than actual phonological features.

6.2.2 Preservation of L1 identity

In previous research, keeping one's L1 accent in English is described as one of the ways to preserve one's identity. For example, Sung (2016: 60) identified the desire to express one's identity through an L1 influenced accent as the key reason for a preference of a local accent in ELF communication among university students. On the other hand, the participants in the study by McCrocklin and Link (2016: 138) did not view their L2 accent as a reflection of their cultural background, even though they expressed appreciation of their respective cultures. In the present thesis, the desire to preserve one's identity is voiced by participants in both groups, more strongly among the interviewees who chose NNS accents. However, in the majority of cases, the preservation of one's identity is not strongly connected to the accent the participants wish to have, but rather a general feeling of acknowledging the belonging to a certain nationality, which is consistent with McCrocklin and Link's (2016) findings mentioned above.

Firstly, I will describe in more detail the participants who were more inclined to express their identity through an L1 accent. This wish is particularly strongly voiced by Boris, who initially expressed the preference of a NS (Canadian) accent in the questionnaire and in the interview, and he also labeled German as the accent he likes. However, over the course of the interview, he eventually admitted to wanting to keep his L1 accent in order to be recognized as a Slovak. He mentions that there is a possibility his personality could change along with the accent, and also with how other people would perceive him. As he explains:

Myslím že by akože myslím že by to bolo iné že ten pocit by sa určite zmenil že jednak jaký by som mal ja a aký by mali tí ostatní ľudia. A takže by (.) to malo aj potenciál akože zmeniť (.) nejak akože neviem svoju osobnosť dokonca že celý ten súčet mojej osobnosti na akcent. [B1- C.6.2]

I think that I think that it would be different the feeling would surely change on one hand my feeling and how other people would feel. And so it (.) potentially could somehow change (.) I don't know even my personality even the whole sum of my personality to accent.

Furthermore, he claims that there is no reason to feel ashamed for speaking with an L1-influenced accent and refers to using a NS accent as a way to pretend being a NS, which he describes as 'faking it' [B1- C.1]. Instead, he supports the idea of people keeping their L1 accent as a way to channel their identity in an inoffensive way, while acknowledging the importance of English as a language of communication. As shown in the citation below, speaking English with L1 influenced accent is perceived as closely related to identity expression:

Myslím si že je to určite dobré (.) lebo naozaj teraz (...) myslím si že vo svete by mali ostat' nejaké rozdiely (.) že práve teraz je táto veľká globalizácia myslím že je to naozaj taká (...) naozaj nie že bezpečná ale neškodná vlastne neškodný spôsob toho ako si (.) nechať nejakú tú svoju identitu a zároveň byť schopný komunikovať aj so všetkými ostatnými. Takže myslím že to že to je dobré keď to vieme hej. [B1- B.5.2]

I think it is definitely good (.) because now (...) I mean some differences should stay in the world (.) right now the big globalization is really (...) it's like not a safe but a harmless way how to keep some identity and at the same time (.) be able to communicate with all the others. So I think that it's good when we know it yes.

The possible connection between accent and identity is also acknowledged by other participants [A1- B.5, A2- B.5, A3- B.5]. Although Bruno, who chose his L1 as his desired accent did not select it in order to express his identity, he agreed that accent can be a way to signal one's belonging to a certain nationality. He mentions a situation where he guided a group of NS tourists around the city and says that by speaking English with his L1 accent, it was clear that "he was from Slovakia and not one of them" [B3- C.2]. In this particular situation, signaling that he is Slovak could even be viewed as beneficial, because it would show that as a resident of the city, he is capable of guiding the tourists. That is why in this case, Bruno seems to be comfortable expressing his Slovak identity.

As for the participants in group A, they also stated the wish to at least partially keep their Slovak identity even though gaining a NS accent was deemed as a source of feelings of pride and excitement. Adam did not view being seen as Slovak as a problem,

but he does not refer to himself as strictly Slovak either. Instead, he positions himself as simply European, based on his mixed heritage:

Pri mne (...) mi to je akože trochu jedno lebo (.) proste akože keď ma budú brať jak Slováka tak (.) to je v pohode však ja som Slováčok (.) ale keď si zoberiem napríklad na svojich predkoch akože v rodine tak oni pochádzali bárske z Európy fakt mám také pomiešané korene (.) takže ani si neviem povedať že či som Slováčok alebo henten proste z Európy takže je mi jedno či budem pre nich Brit alebo Slováčok proste (...) to není také dôležité dôležité je aký si takže tak. [A1- C.1]

With me (...) I kind of don't care because (.) well I mean if they take me as a Slovak (.) that is okay because I am Slovak (.) but if I take for example my ancestors in my family they were from all around Europe really I have mixed roots (.) so I cannot even say if I am Slovak or someone from Europe so I don't care if I will be British or Slovak for them simply (...) it is not so important it is important who you are.

According to Yashima (2009: 145), many learners nowadays display the tendency to position themselves as members of an international community, which is manifested by Adam's comment that he cannot really say if he is Slovak or European. Repeatedly, Adam claims that he would not care if others perceived him as Slovak or British and emphasizes the importance of personal qualities over a person's origin. In a similar manner, Anna voices her wish to keep her Slovak nationality [A2- C.1], but since she comments that she does not feel strong connection to Slovak culture [A2- B.5], it seems that she simply appreciates being a citizen of the country and does not have particularly strong emotions regarding her belonging to Slovakia.

6.2.3 Desire to belong to community of native speakers

As seen in the previous section, even the students who expressed their wish to gain a native accent still wanted to partially preserve a sense of Slovak identity. Nevertheless, the wish to belong to a community of NSs seems more prevalent, and passing for a NS is largely considered as positive, which is consistent with findings in previous research (Piller 2002; McCrocklin and Link 2016). In response to the question about how he would feel if he woke up one morning with his desired accent, Adam expresses a positive attitude to being considered a NS and views being regarded by other NSs as one of them as positive. As shown in his comment:

Akože však by som to vedel (.) tak to je len (.) na dobré (.) a cítil by som sa taký (..) super že by som vedel proste rozprávať v tom jazyku jak tí (.) native speakeri čiže by ma možno mohli zobrať aj za svojho (.) kebyže s nimi kecám a nebrali ma tak úplne že cudzí (.) akože to by bolo super lebo (.) by som mohol aj tam patriť povedzme (.) vieš. [A1- B.4.2]

Well I would know it (.) so that can be only good (.) and I would feel like I am awesome that I would be able to talk in the language as the native speakers so maybe they would take me as one of their own (.) if I talk to them and they wouldn't consider me a stranger (.) so that would be great because (.) I could even belong there you know.

This statement shows that he strongly associates speaking with a NS accent with high level of English proficiency, since he says that he would be able to talk like NSs. In addition, Bestelmeyer et al. (2015: 3953) note that people are often categorized based on groups they belong to (in-group) or do not belong to (out-group). Furthermore, they (ibid.) explain that group membership can shape our attitudes towards languages and accents, as we tend to favor the in-group at the expense of the out-group. Therefore, people who speak with a foreign accent can be identified as members of an out-group, which can lead to negative reactions from the members of an in-group. As Kim (2012: 134) suggests, “a desire to have as minimal a foreign accent as possible may stem from the wish to be judged as a competent member of the target culture.” As seen in Adam's comment, he is aware of the in-group vs. out-group distinction since he claims that he would not be considered an outsider [A1- B.4.2].

Andrea links NS accent with proficiency by claiming that if she woke up with a NS accent one day, she “would be satisfied that every word sounds the way it should and wouldn't have to think how to pronounce something” [A3- B.4]. As mentioned by Jenkins (2007: 231), a native or a native-like accent is viewed as a sign of competence, and since all the participants claimed they want to be proficient users of English, it is no surprise that passing for a NS was viewed as positive and resulted in feelings of pride and excitement. When the interviewees were asked to imagine a situation where a group of NSs would mistake them for NSs, all three expressed feelings of contentment and viewed passing for NSs as an appreciation of their language learning efforts. Andrea states:

Akože bolo by to také lichotenie že uh (.) je tam niečo také americké ale @@@ neviem akože potešilo by ma to kebyže toto [že či som native speaker] (.) sa niekto spýta. Áno [pozitívne emócie by prevažovali]. [A3- C.2]

Well it would be flattering that uh (.) there is something American but @@@ I don't know it would make me happy if somebody asked this [if I'm a NS]. Yes [positive emotions would prevail.]

Similarly, Adam claims that he would feel glad if he was mistaken for a NS and that his efforts to learn the accent properly did not go to waste [A1- C.2], as he considers advancing to the level of NSs his goal [A1- C.4.2]. This was also manifested in Piller's (2002: 198) research, where the expert users viewed passing situation as a test of their

language abilities rather than identity expression. The same can be said about the participants in the present thesis, as they viewed passing as appreciation of their learning efforts [A3- C.2], reaching their goal [A1- C.2], or being praised [A2- C.2]. Anna's reaction to this question was also very positive and being passed for a NS was a sign of success for her. As she explains in the following excerpt, she would feel praised:

Že je to veľká pochvala lebo proste keby som sa už snažila o ten britský prízvuk tak proste by mi to prišlo také také naozaj pochvalne alebo áno pochvala (.) hej bola by som nadšená že si ma zmýlili lebo mám taký dobrý akcent. [A2- C.2]

It is a big praise because if I tried to achieve the British accent it would feel like praise (.) yes I would be thrilled that they confused me because I have such a good accent.

In case of Anna, she justifies her wish to belong to NSs by her lack of relationship to Slovak culture:

Ale predsa len (.) no (.) ja nemám až tak taký vzťah k slovenskej kultúre takže možno je práve toto ten prípad že by som chcela mať možno britský prízvuk ale (.) akože je to dosť možné že (...) je to veľmi spojené s kultúrou.

Well I don't (.) well (.) have such strong relationship to Slovak culture so maybe that is the case that I would maybe like to have British accent but (.) well it is really possible that (...) it is connected with culture. [A2- B.5]

In her case, it is possible that she perceives the target culture as more desirable than her own and that could be one of the reasons why she would rather be viewed as a member of a NS community. In addition, she might wish to avoid being instantly recognized as a member of a certain national group. Piller (2002: 194) points out that learners who pass for NSs may simply wish to distance themselves from the negative connotations associated with their original national identities, even though they might not necessarily want to be viewed as NS either. This seems to be Anna's case, since she later claims that she would like to keep her nationality [A2- C.1].

6.2.4 Accent as a tool to distance oneself from other NNSs

The rationale behind L1 identity preservation or the desire to belong to NSs can also be explained by the wish to distance oneself from association with people who speak with NNS accents which are considered less desirable. Certain NNS accents, or even NNS accents in general can be perceived negatively due to unfavorable connotations of their respective countries. In addition, speakers with NNS accents can be viewed as less competent users of English. In the present thesis, the participants expressed certain beliefs about NNS accents that could be viewed as negative, although not all the participants explicitly labeled them as such. However, certain remarks can still be considered as stereotypical and objectifying even though they were often accompanied by the

participants' claims that accent is not important. The only other NNS accents besides Slovak that the participants mentioned in their responses were Russian, Italian, Indian and German. These accents were largely considered outside the norm and easily noticeable. While Bruno's remark that "Russian and Italian accents can be instantly recognized" [B3-B.5] does not seem outright negative, it can imply that they have such distinct features that it isolates them from the norm. Anna uses the example of Russian as a 'funny' accent and explains:

Akože hovorím keď (.) teraz napríklad naozaj ten nejaký Rus keď hovorí po anglicky tak je to také vtipnejšie ako keď native speaker hovorí a to je asi dost' (.) zosmiešňované ale inak myslím že to je jedno. [A2- C.8.2.]

As I was saying when (.) now for example some Russian is speaking in English it is funnier than when a native speaker is speaking (.) and it is mocked a lot but otherwise I think it doesn't matter.

She also gives an example of her teacher, who she views as incompetent on the basis of her accent, which Anna describes as Russian.

Hlavne si myslím že [učitelia] by mali vedieť po anglicky. @@@ Akože máme učiteľku ktorá (.) má taký jemne ruský prízvuk by som povedala (.) alebo takú nie <L2eng> non-refined </L2eng> angličtinu a z toho sa trošku smežeme (.) ale inak inak nie. Akože či má britský alebo americký alebo iný tak to je asi jedno. (A2-D)

Most of all I think that [teachers] should be able to speak English. @@@ Well we have a teacher who (.) has a slight Russian accent I would say (.) or like not <L2eng> non-refined </L2eng> English and we make fun of it a little (.) but otherwise no. If she has British or American or another then I guess it does not matter.

A possible explanation for Anna's negative remark about her teacher might stem from the common stereotype of incompetent Russian language teachers with prominent Russian accent who had to be retrained after the Velvet Revolution to be able to start teaching English [see chapter 4]. Moreover, the teacher's performance might be under more scrutiny because of their gatekeeping position. As Pinner (2016: 47) points out, it seems that students do not want to learn or speak a language that is deemed inauthentic, so they are naturally more critical of their teachers' language skills. This can be seen in Anna's comment, since she lists mainly British and American accents as suitable for teachers. Research by Lasagabaster and Sierra (2005) also shows that ESL university students often prefer being taught by NSs, or at least learning NS varieties, which is consistent with Anna's opinion.

Interviewees also voiced the opinion that potential misunderstandings may arise from speaking with a heavy accent. Participants in both groups mentioned various L1

accents they deemed unintelligible or difficult to understand in comparison with NS accents. Andrea perceives an Italian accent as very difficult to understand [A3- B.5.2], while Branislav on multiple occasions mentions Indian accents as unintelligible due to their tempo of speech [B2- A.4.2, B.5.2]. Although Boris also sees certain NNS accents as difficult to understand, he admits it may be caused by more frequent contact with NS (in this case American) accent:

Takže (.) toto viem aj ja povedať že (.) že aj ja radšej pozerám akože videá kde ľudia hovoria čisto (.) takže dosť často vie to byť rušivé (.) áno akože to sa musím priznať že keď napríklad som pozeral nejaké indické videá tak a (.) oni to zase zmenia aj natoľko že sa tomu ťažko rozumie (.) alebo jednoducho (.) hej je to rušivé pri takýchto videách. Hej hej [musím sa viac sústrediť na cudzí akcent] keďže väčšinu toho prijímam v tej americkej tak potom je to rozdiel pre mňa veľký hej. [B1- C.8.1]

So (.) I can also say that (.) I also like to watch videos where people speak clearly (.) so very often it can be distracting (.) yes I have to admit that for example when I watched some Indian videos and so on (.) they change it so much it is hard to understand (.) or simply (.) yes it is distracting in videos. Yes yes [I have to concentrate more on an L1 accent] because most of what I consume is in American (.) so it is a big difference for me.

In this case, NNS accent is regarded as distracting and forces the listener to pay more attention in comparison with listening to a more typical NS accent. This is consistent with research by Munro and Derwing (2009: 47-480), who report that heavily accented speech tends to be rated as less comprehensible while speech regarded as less accented scores higher on a comprehensibility scale. Moreover, Moyer (2007: 503) claims that judgements of accents can be considerably subjective and listener familiarity with the L2 user's mother tongue can considerably influence the perceptions of intelligibility, which is also apparent in the responses from the participants in the present thesis.

Furthermore, participants in both groups shared the view of a Slovak accent as easy to understand, not readily recognizable and even unaccented in contrast with other NNS accents. However, as noted by Bauer (2002: 2-3), since everybody has a pronunciation of their language, everybody has an accent; if people say that somebody's speech is unaccented, it usually means that the person concerned uses the same accent as them, or the accent in question is the expected one for standard users. In accordance with this statement, Bruno evaluates Slovak accent as "quite comprehensible" [B3- B.1.1] and adds that it is not easily distinguished in comparison with other NNS accents:

[n]o taký človek narodený napríklad v Amerike by nevedel rozoznať že odkiaľ som. Napríklad ako Taliani tam majú určite silnejší akcent než ja to sa dá rozoznať hneď (.) alebo aj Rusi taktiež (.) ale taký slovenský to je taký neviem taký

normálny by som povedal (.) že (...) normálne prirodzený (.) akože človek ktorý sa tam narodil by nerozoznal odkiaľ som [B3- B.5].

[w]ell a person who is born for example in America would not be able to distinguish where I'm from. For example Italians have definitely stronger accent than me you can recognize it right away (.) or Russians too (.) but a Slovak one it is I don't know I'd say normal (.) like (...) really natural (.) like a person who was born there would not identify where I'm from.

Similarly, Boris claims that Slovaks do not have “such a horrible accent”, which could mean that he deems some NNS accents as ‘horrible’ [B1- B.4.2]. Moreover, he adds that it is possible for some people to distinguish it [B1- B.4.2]. This view is also shared by Andrea who considered Slovak as an alternative to speaking with NS accent:

[k]eď už slovenský tak aspoň teda nech to plynule rozprávam a proste nech to nezní tak (.) neviem nech to nezní zle (.) lebo ako slovenský není vždycky zlý. Akože nie je to tam niekedy ani počuť že to není proste (.) že nie si Slovák no takže tak[A3- B.1].

[i]f Slovak at least I should talk fluently and so it doesn't sound like (.) I don't know doesn't sound bad (.) because the Slovak one isn't always bad. Like sometimes you can't even hear it that it's not (.) not Slovak so yeah.

Nevertheless, it seems from their comments that the general assumption is that a Slovak accent is seen as negative, since these interviewees feel the need to defend their choice to speak with their L1. For example, as it shows in Andrea's statement above, she would use her L1 accent under the condition that she would speak fluently. In comparison, she does not state this condition in case of speaking with a NS accent. Pinner (2016: 44) uses a concept labeled ‘native-speakerism’ to explain the tendency to elevate the ‘native speaker model’, which is present in the entire field of English language teaching and is often presented by NNSs themselves. It also seems that having a strong L1 accent is not viewed positively in contrast with more neutral accents such as Slovak in the case of the respondents in the present study; Andrea's next comment praises Slavic accents for their indistinguishability:

Mmm (..) tak podľa mňa hej ale akože u tých slovanských to (.) ťažšie rozoznať to je lebo akože oni nemajú taký špecifický nejaký (.) jak to nazvať proste nie sú Taliani ktorí dávajú na každú druhú prízvuk alebo neviem čo tak (.) že nejaký dôraz nedávame extra že to nie je počuť že proste že by si bol Slovák keďže hovoríš s niekým po anglicky [A3- B.5].

Mmm (...) well I think that yes but with the Slavic it (.) is harder to distinguish because well they don't have any specific (.) how to call it simply they aren't Italians who put stress on every second or I don't know what (.) we don't put some extra stress so you can't hear that you are Slovak if you're speaking in English with someone.

Not being instantly recognized on the basis of one's accent is definitely viewed as positive, which can mean that the standard NS accents are still largely considered as the norm learners should conform to, or at least not drift apart from.

6.3 Reasons based on individual preferences

As expected, selection of a certain accent variety can be based on more pragmatic reasons. In this category, the respondents focused on their personal preferences or the general language attitudes they had towards certain accents. The aspects mentioned in the following responses are largely based on their individual preferences and attitudes.

6.3.1 Preference of phonological features of selected accents

The first topic cluster focuses on the respondents' preference of phonological features of their desired accents, as it is one of the reasons frequently voiced among both groups. Interestingly, some of the comments show the same quality can be attached to different accents. Since the students at high school level are not required to have more detailed knowledge about English phonology, it is only natural that the participants do not point out specific features such as rhoticity or flapping which are often used to distinguish between different accents of English. Nevertheless, they describe some of the attributes they consider as desirable from a phonological point of view.

Firstly, one of the more ambiguous attributes mentioned by Adam and Boris is a perception of their desired accent as sounding "soft". Interestingly, they both start their response by stating that they are unsure how to describe the feature they like about the accent. Boris then states that German speakers of English "soften" their speech but is unsure how it is manifested [B1- B.1.1]. Similarly, Adam also describes British people as "softening" the way they talk [A1- B.1]. As these respondents do not further elaborate on the "softness" attribute and instead shift the topic of conversation to other qualities they consider pleasing, it is possible that they use the term as a general feeling they have about the specific accent variety.

Another recurring theme related to phonological features is the perception of a desired accent as having a beautiful and pleasant sound. Although it is not the principal reason for Anna's choice, she states that she enjoys listening to a British accent, even describing it as melodic [A2- B.1]. She adds that if she managed to acquire this accent, her reaction would be positive and explains that she would love listening to herself speak it all the time, even if it irritated other people [A2- B.4; B.4.1]. Since Anna claims that

negative reactions from others would not discourage her from speaking her desired accent, it seems that she gets a significant amount of satisfaction from listening to it. In case of Branislav who chose a Scandinavian accent, more specifically Swedish, and also labeled Irish and Scottish as his favorite accents, the perception of the phonological features as beautiful and melodic seem focal to his choice. As shown in the extract bellow, he asserts multiple times that he finds the accents appealing:

[o]no to je tak ťažšie povedať ale oni [Škandinávci] majú taký veľmi spevavý hlas podobný írčine (.) teda írskemu dialektu len je to ešte o trošku viac. A znie to (.) veľmi aspoň mne tak dobru na uchu. A preto vlastne aj ten škótsky aj írsky aj keď na škótsky a írsky často nadávajú ľudia že sa to nedá vyrozumiť lebo prehltajú tam slová teda písmená (.) a namiesto <L2eng> here </L2eng> povedia <pvc> ire </pvc> (.) napríklad ale mne to príde nenormálne krásne uchu a (.) dobre sa mi to počúva. Áno ani nie tak tá praktická lebo veď praktická aj tak vlastne vo finále musia písať rovnako ako každá ostatná angličtina (.) ale tá zvuková stránka toho dialektu mi príde ako taká ten hlavný prečo by som chcel ten dialekt mať. [B2-B.1]

[i]t's kinda hard to say but they [Scandinavians] have very melodious voices similar to Irish (.) I mean the Irish dialect but it's even stronger. And it sounds very good to my ears. And that is why the Scottish and Irish even though a lot of people berate them that it's not possible to understand because they swallow words well letters (.) and instead of <L2eng> here </L2eng> they say <pvc> ire </pvc> (.) for example but to my ears it sounds extremely beautiful and (.) it feels good to listen to it. Yes not the practicality because eventually everybody must write in the same way as any other English (.) but the sound of the dialect seems to me as the main reason why I want to have that dialect.

Branislav views accent as the key distinguisher between dialects of English, pointing out that the orthographic aspects are to a greater extent the same even if the phonological attributes are different. Same as Anna, he mentions on multiple occasions that he considers the phonological aspects of these accents appealing even if they are viewed as undesirable by other people because of limited intelligibility. Although Branislav is the only participant who provides a specific example of the feature he likes – in this case, h-dropping – he does not classify it correctly since h-dropping is not typical for Scottish or Irish varieties of English. According to Hickey (2004: 82), h-dropping is not found in Irish dialects and it is only rarely reported in Scottish dialects (Stuart-Smith 2004: 62). Even though the source of this confusion is unknown, we can assume that Branislav is not yet able to completely distinguish between a wide range of non-standard dialects, or he lacks the metalinguistic skills necessary to talk about them. Therefore, it is possible that if he encounters some irregularity in pronunciation, he automatically labels it as Scottish or Irish which are considered as non-standard from his perspective.

Finally, the last person who mentions that her preference is based on phonological features of the accent is Andrea. She credits frequent exposure as the primary reason why she finds an American accent as desirable, as she is exposed to it both in her free time activities and in communication with her teachers. As shown in the extract below, she highlights the pleasant feelings she gets from listening to American accents:

Fu tak ja ho počúvam každý deň (.) proste od učiteľov aj keď pozerám videá tak to sú prevažne teda Američania a mám tak mám to lepšie napočúvané aj tú výslovnosť aj proste (.) tak už mi to tak lahodí uším keď to počujem takže [A3-B.1].

Well I listen to it every day (.) from teachers and when I watch videos they are predominantly Americans and I have listened to it more and also the pronunciation so (.) it is very pleasing to my ears when I hear it so.

As summarized by Rottschäfer (2018: 57- 58), American accents often score high in terms of familiarity, informality and casualness, so Andrea's preference could stem from these positive attributes associated with the American accent. In addition, Andrea is very clear on the accent she considers as unpleasant from a phonological perspective. She contrasts the American accent with the British accent and very clearly states that her aversion towards the British accent is based on phonological features, considering it as something "she simply can't listen to" [A3- A.4.2]. Interestingly, the tendency of subjects who prefer American accent to make derogatory comments about the British accent and vice versa has been observed by other researchers (Erling, 2005; Jenkins, 2007).

6.3.2 Practical reasons

Naturally, apart from reasons associated with positive or negative perception of the accents or the preferred features a variety of more practical reasons were also found to influence the participants' choices in both groups, although they were less prominent. Factors such as frequent contact with certain accents or perceptions of their L1 accent as sufficiently intelligible seem to be connected to the participants' wish to speak relatively effortlessly or without going through the complicated process of acquiring a NS accent.

First of all, keeping one's L1 accent when speaking English undoubtedly requires less effort than learning how to speak with a different accent, which is one of the reasons Bruno describes. As seen in his comment, he prefers his natural way of speaking:

No vlastne je to preto lebo to je pre mňa také prirodzenejšie nie (.) nemám proste dôvod sa učiť nejaký druhý akcent (.) lebo náš akcent je celkom zrozumiteľný (.) keď rozprávame po anglicky. Takže to je podľa mňa bezvýznamné sa učiť nejaký

druhý akcent a niečo podobné [...] a to že sa ho nemusím v podstate učiť lebo to je moje prirodzené rozprávanie. [B3- B.1]

Well it is because it is more natural for me (.) I simply do not have a reason to learn a different accent (.) because our accent is quite intelligible (.) when we speak in English. So it is pointless for me to learn a second accent or something. [...] and that I basically do not have to learn it because it is the natural way I speak.

He justifies his decision to retain his L1 accent by stating that he does not see a valid reason for changing it, claiming that Slovak accent is easy to understand and learning a different one is unnecessary. In this case, keeping one's accent can be seen as a matter of convenience rather than identity expression. As demonstrated in research by Galloway and Rose (2013: 239), learners might view English simply as means to an end, realizing its importance as global communication tool. In addition, he associates having a NS accent with growing up or living for a longer period of time in a country where English is the official language rather than something that can be achieved by studying the language [B3- C.4.3, C.6.2]. This could indicate that he views his own accent as something that can only change through regular exposure to a certain variety in face-to-face communication rather than something that he would consciously attempt to alter. The focus on effortless gaining of their desired accent can also be observed in Branislav's and Boris' comments to waking up with their desired accent. According to Branislav:

Prečo nie je to nejaká ďalšia vec čo viem môžem mať zadarmo. @@ Nemusel by som za to nejako ako aj keby som za to musel platiť alebo nejako snažiť viacej tak berem (.) a ak by ak je to že len tak z lusknutia tak prečo nie veď je to niečo čo chcem [B2- B.4].

Why not it's another thing I want to know can have for free. @@ I wouldn't have to if I had to pay for it or like try to do more more that is different (.) and if it is like that snap my fingers then why not it's something I want.

Boris' first reaction to the question regarding why he would like to have his desired accent is very similar as he also responds with the phrase "Why not?" [B1- B.4].

Another point in favor of speaking with a NS or L1 accent is suggested by Branislav, who claims that successful communication can be achieved despite speaking with a NNS accent and in certain situations, speaking with a NS accent can be limiting and even cause communication breakdown. He uses standard British accent as an example and points out that people who are not exposed to the accent on a regular basis might have serious problems with comprehension:

[č]lovek môže stretnúť niekoho kto proste má nádhernú britskú angličtinu (.) ktorá keď má niekto fest nevytrénované ucho a je zvyknutý na americkú tak jej vôbec nemusí rozumieť [B2- A.4.2]

[o]ne can meet someone who has simply beautiful British English (.) but if someone has an untrained ear and is used to American might not even understand at all

From his perspective, it seems that keeping one's L1 accent may be more practical especially in situations where NNSs communicate with each other using ELF, since NS British accent may be too difficult to understand for some users. As Seidlhofer (2011: 48) explains, the choice to communicate via a lingua franca stems from the effort to exclude as few of the participants as possible in order to achieve maximum communicative efficiency and mutual intelligibility. According to Branislav, successful communication is determined by one's level of English proficiency and knowledge of correct pronunciation, while accent has only minor role [B2- B.5]. However, he admits that even people with NNS accents can face problems with not being understood but goes on to explain that listening to a range of "bad accents" helps overall understanding in any situations where English is used for communication, as it can help the person to get used to different variety of pronunciation [B2- A.4.2].

Another reason for the students' choices on the basis of practicality is frequency of contact with certain accents, especially the ones that the students are familiar with because of their teachers or their extracurricular activities. Being exposed to a certain variety is perceived as a way to get used to an accent, and thus enabling the learners to achieve competency in that accent more easily. Andrea lists the situations where she encounters American accent, and asserts that she is accustomed to it:

Fu tak ja ho počúvam každý deň (.) proste od učiteľ'ov aj keď pozerám videá tak to sú prevažne teda Američania a mám tak mám to lepšie napočúvané aj tú výslovnosť [A3- B.1.1].

Well I listen to it every day (.) from the teachers and also when I watch videos they are mainly Americans so I have listened to it more also the pronunciation.

The influence of exposure to a certain accent is also mentioned by Boris, who claims that due to the dominance of American content on Youtube or other media he also most likely tends to speak with an American accent, even though he does not see it as preferable (B1- C.8).

6.4 Interaction with a community and a choice of accent

The second research question aims to investigate the influence of a specific community on the choice of the learners' desired accent. As mentioned previously, the contact with people in various situations and contexts can change the way individuals identify themselves in each situation. The participants in the present thesis displayed differences in the way they want to present their identity based on different contexts. The situations presented in this project are related to career opportunities, communication with classmates and teachers at school, communication in their personal lives, interaction with people online and personal contact with unknown people. The following section focuses on these situations in more detail.

6.4.1 Access to opportunities in professional life

All the interviewees agreed that speaking English is an essential skill granting them access to better education or job opportunities. However, they have reported not having any experience with using English for work, mainly because of their general lack of work experience. They also expressed the wish to use English in the future, whether in their personal or professional lives. Therefore, one of the themes mentioned by the interviewees was that speaking with a NS accent can provide certain advantages regarding their career opportunities. In accordance with the view that a NS accent is seen as superior and more sophisticated, Anna declares:

Mmmm (.) nemyslím akože (.) podľa mňa môže mať (.) neviem. @@ Myslím že áno (.) že by ma nevnímali ako niekoho kto prišiel z (.) neznámej krajiny a proste neovládal by dobre angličtinu tak takže by ma možno nevnímali tak že by som nemala žiadne vedomosti aj z daného oboru v ktorom by som chcela pracovať (.) takže možno by mi to pomohlo v tomto (.) že by ma vnímali tak viacej sčítane @@ no takže tak. [A2- C.3]

Mmmm (.) I do not think so (.) I think that it could have (.) I do not know. @@ I think that yes (.) that they would not see me as someone who came from (.) an unknown country and would not be able to use English so they would not see me as not having any knowledge from the field I would like to work in (.) so maybe it would help me in this (.) that they would see me as more well-read @@ so yeah.

Anna's comment illustrates that speaking with a NNS accent comes with the stigma of being viewed as incompetent in English, which could in turn be associated with the perception of incompetency in other areas. Consequently, she associates speaking with a NS accent with being perceived as skilled and knowledgeable in her field. This view is also shared by Boris who sees the advantages that can stem from speaking with a NS accent, even though he mentions on multiple occasions that accent should not be

considered as the most important attribute when speaking English. Nevertheless, he acknowledges the advantages that stem from passing as a NS. In this excerpt, he claims that being perceived as “one of us” can help people climb the career ladder:

[a]le vlastne (.) myslím že naozaj že (.) môže to aj pomôcť (.) že keď je stále ako toto nastavenie (.) že proste Východoeurópania nám berú prácu alebo tak (.) tak keby som chcel robiť do Británie tak (.) to má určite výhodu aby nie hneď pri prvom stretnutí bolo každému jasné že (.) tento tu je akože neni náš (.) ale takže beriem to tak že by ma to určite mohlo posunúť že proste (.) dá sa očakávať alebo je možné že by uprednostňovali proste aj native speakerov (.) že hlavne tých ktorí ako znejú tak alebo znejú lepšie [B1- C.3]

[b]ut actually (.) I think it really (.) can also help (.) that if there is still the mindset (.) that Eastern Europeans are taking our jobs and so on (.) that if I wanted to go work in Britain (.) there is definitely an advantage that it would not be clear to everybody on a first meeting that (.) this one here is not ours (.) so I think it could surely advance me because (.) it can be expected or it is possible that they would favor native speakers too (.) especially the ones who sound like that or who sound better

However, as seen from Boris’ comment about people from Eastern Europe who steal British people’s jobs, the inclination to speak with a NS accent in these situations may be explained by the desire to avoid being associated with NNSs. According to Piller (2002: 194), some people simply do not wish reveal their L1 background in certain situations to avoid being stereotyped.

On the other hand, the view that accent is not important and does not provide any advantages in career advancement was expressed more frequently. For instance, Adam does not perceive accent as the key determinant of success due to the global spread of English:

[k]eďže tá angličtina už je tak rozšírená že (.) hovorí ním veľa ľudí a (.) nemyslím si že niekto robí rieši že či máš britskú angličtinu alebo či máš angličtinu úplne inú že že nedostal by som sa nikam. Možno nejakým ja neviem šľachticom z Anglicka tam sa asi nedostanem. [A1- C.3]

[b]ecause English is so widespread that (.) a lot of people speak it and (.) I don’t think that anybody does or cares if you have British English or if you have a totally different English like like I would not get anywhere. Maybe to some I don’t know royalty from England I probably can’t get there.

A sense of shift in the ownership of English can be observed from his comment, as he claims that due to high number of people who use English, there is no longer the need to adapt to British accent which is often viewed as the norm. Indeed, Clark and Paran (2007: 409) note that many researchers support the idea that ELF is a variety in its own right and ownership of the language (if such ownership can be claimed) does not belong to NSs anymore. This idea is supported by Pinner (2016: 41), who agrees that NNSs of English

should be given more ownership of the language. The other participants who did not view keeping one's L1 accent as an obstacle in professional development argued that factors such as overall level of English proficiency or use of appropriate vocabulary are more important than accent [B3- C.3, A3- C.3, B2- B.5.2].

6.4.2 English at school

Since the respondents of this study were students at bilingual grammar schools where a substantial amount of the subjects are taught in English, school is one of the environments where they use English on a regular basis. Depending on the school, many of the subjects are taught by NNSs of English, with the exception of English lessons which are taught almost exclusively by NSs. The participants of this study displayed various levels of interest in expressing their identity through accent in communication with teachers and classmates. The way the respondents want to present themselves in front of their teachers is context dependent; the students report being more inclined to speak with their desired accent or pay attention to their pronunciation when presenting a project or speaking in class, whereas the interaction during breaks is viewed as more relaxed and casual, making them less likely to try to alter their natural pronunciation and accent. Most of the respondents reported trying to speak with their desired accent during the classes [A1; A2; A3; B2]. One of the reasons for attempting to use a NS accent is described by Adam as a way to demonstrate his learning endeavors:

No (...) snažím sa to hlavne správne vyslovovať jak si myslím a hej a možno trošku sa tam snažím aj mať tam ten britský (.) a on to ocení no keď cíti že že sa to dobre vyslovuje takže (.) určite hej nečítam to len tak aby som to prečítal ale snažím sa aby som mal ten <L2eng> native speaker </L2eng> (.) proste výslovnosť atď takže hej že to je preňho plus. [A1- C.4.1]

Well (...) I am trying to mainly pronounce the way I think it is correct and yes I am trying a little bit to use there the British one (.) and he appreciates it when he feels that that it is pronounced well so (.) definitely yes I am not reading it just so that I read it but I am trying to have that native speaker (.) pronunciation and so on so yes it is a plus for him.

It seems that when Adam makes an effort to speak with his desired accent, he feels a sense of appreciation from his teachers. Andrea also claims that she attempts to speak with her desired accent in order to “sound good” and tries to conceal her L1 accent, even though she does not succeed all the time [A3- C.4.1; C.4.2]. There is no surprise that speaking with a standard accent variety is equated with speaking correctly; as Kaur (2014: 215) explains, since the whole ELT industry relies on textbooks, teacher education, syllabus etc., and success or failure in English language is judged according to NS norms and

standards, most NNSs display more positive attitude towards NS English models. In addition, Pinner (2016:46) the teachers themselves often hold native-speakerist biases, so it is likely that students adhering to a standard accent are automatically praised, while students who use non-standard accents are often corrected.

In contrast, a considerably more important issue to the three interviewees in the B group was their overall performance rather than effort to speak with their desired accent in front of their teachers. It is likely that the factors mentioned below are usually the main criteria the teachers evaluate, so the students focus on factors such as correct grammar or pronunciation. As noted by Boris, the teachers themselves do not focus on accent:

[s]kôr akože je naozaj ten <L2eng> focus </L2> na tom že (.) aby som akože netrepaľ nejaký zjavný nezmysel akože čo sa týka tej nejakej (.) gramatiky alebo obsahu tej štylistiky tak teda a tak (.) ale takže akcenty mi naozaj nepointujú že (.) pozri sa toto by si mal opraviť (.) takže nie. [B1- C.4.1]

[r]ather the focus is really on (.) not speaking some obvious absurdity regarding (.) grammar or content of the stylistics so yeah (.) but they don't really point out the accents like (.) look you should correct this (.) so no.

This is also confirmed by Bruno and Branislav, who reported being more conscious of their tempo of speech and pronunciation, potential grammar mistakes, and use of appropriate vocabulary rather than accent [B3- C.4.3, B2- C.4.2].

As shown by the interviewees' responses, use of accent is not limited to conveying the image of proficiency but can also be used as a creative device. Branislav mentions there are some exceptional situations when he suppresses his L1 accent in order to demonstrate his desired one but adds that in regular conversations with the teachers he does not pay attention to his accent and even uses it as a way to make fun [B2- C.4.1]. Bruno, who expressed the wish to keep his L1 accent also mentions that he sometimes imitates his teachers' American accent as a joke but emphasizes that he only does it for fun [B3- C.4.1]. Using accent as a way to make fun can be associated with their wish to represent an image of laidback students who are not concerned with other people's opinions. Feeling confident of their English abilities without the need to use a standard accent can also be one of the reasons why the interviewees use accent as a comedic device.

The participants reported that in interactions with their classmates, accent does not play a particularly important role since they rarely use English as a language of communication. Apart from two respondents who declare they switch to English with classmates when working on school-related projects [B3- C.4.2, A2- C.4.2], the rest

reported using Slovak in their interactions. However, the interviewees reported frequent code mixing and use of anglicized Slovak vocabulary in their communication with classmates [A1- C.5, A2- C.4.2, A3- C.5, B1- C.5], which can signal a prominent influence of English on their communication.

6.4.3 Personal life

As for the use of English in interaction with friends and family, most of the interviewees state that speaking with or without their desired accent does not play an important role. Concerning communication with their friends, a view shared by the participants in both groups is that more value should be placed on personal characteristics rather than accent. According to Boris, accent is insignificant in personal relationships:

Práveže keď som akože u nejakých anglických kamarátov alebo proste (.) tak že na nejakej osobnej ceste tak (.) to má určite malý vplyv (.) že ako keď je to kamarát ako (.) v zásade tam ma musia mať radi bez ohľadu na to aký mám akcent (.) to je proste to by bolo úplne nemiestne [...] [B1- C.3]

On the contrary when I am with some English friends or simply like on a personal journey (.) it definitely has small impact (.) if it is a friend (.) basically they have to like me regardless of my accent (.) that would be totally unacceptable [...]

Anna and Andrea also have a similar opinion, claiming that they wish to be appreciated by their friends for their personal qualities and add that their selection of friends is not dependent on accent [A2- C.4.3; A3- C.3]. Bruno adds that he “cannot imagine that it would make any impression in everyday life” [B3- C.4.] It seems that there is a clear distinction between academic and personal lives of the participants, since code mixing was not reported as frequent in comparison with the communication with classmates. Boris justifies the discrepancy by less frequent use of English with his friends:

Akože stane sa niekedy [že tam zamiešam angličtinu] ale myslím že to je o dosť menej ako sa stáva v škole lebo škola je akože v strede dňa a proste jedna hodina po anglicky druhá hodina po anglicky tak medzitým sa to viac mieša [...] Áno určite [cítim rozdiel keď sa bavím s kamarátmi mimo školy] [B1- C.7].

Yes it happens sometimes [that I mix English] but I think it is considerably less than at school because school is like in the middle of the day and simply one less in English another lesson in English so it gets mixed in between a lot [...] Yes definitely [feel the difference when talking with friends outside of school]

As for the reactions of family members to a change in their accent, most interviewees seemed to agree that it would probably play only a minor role in their accent choice, considering that most of the respondents do not communicate with their family members in English. The participants believe that the parents or siblings would be initially

surprised because they do not associate the accent with them, but eventually their responses would be positive or neutral [B2- C.6; B1- C.6.1; B3- C.6.2]. The only instance of a negative reaction from a family member is mentioned by Andrea, whose brother is in the same class as her, which she interprets as feelings of jealousy.

The respondents' perception of accent as insignificant in personal relationships can be interpreted in a number of ways. The interviewees might feel that their identity has already been construed with the people in their private lives and accent did not play any role in their identity construction. Preece (2016: 3) argues that identity ascribed by others can certainly limit identity construction, which seems to be the case of the present study. Moreover, the participants might wish to use different strategies for representing their identity rather than accent in their personal lives. In addition, most of the participants said they only use their L1 with their family and friends, which could explain why they did not perceive English accent as part of their identity in that context. As explained in chapter 2 by Hemmi (2014) and Jenkins (2015), bilinguals' identity construction is context dependent, so it is not unusual that the interviewees use predominantly L1 in these situations.

6.4.4 Internet

Daily use of the Internet and frequent communication with different people of other nationalities is a common occurrence for the interviewees. However, the way they want to present themselves on the Internet varies substantially based on the mode of communication. For example, for speakers who only engage in written form of communication, such as chatting or posting comments, the accent might not play a significant role. On the other hand, for speakers who create content such as videos or engage in productive spoken language use, accent might be an important tool of representation. Since online communication is more anonymous, it can allow more flexibility in the way people present themselves than personal encounters. However, Cover (2016: 9) notes that this was mainly true during the era of early text-based Web 1.0, where one could construe oneself in a simulated environment and the dichotomy between real world and virtual world was widely established. Nevertheless, as Cover (2016: 27) explains, "social networking uses, activities, changes, updates, and account management are not only conscious representations and choices made for access, but simultaneously activities or performances which construct identity and selfhood." Based on this statement, it seems that the labels people assign to themselves in the online world might

still be considered as representations of real-life self and cannot be viewed separately from it.

First, I will examine more closely the perceptions of both productive and receptive use of spoken language online. Regarding a potential situation where the participants would create online content such as videos, Boris acknowledges that because the majority of the content is created by Americans, he would also likely opt to speak with the American accent [B1- C.8]. In addition, he says he prefers videos with “clear” accent, as he views certain accents as difficult to understand and that the needs of his audience should be taken into consideration [B1- C.8.1]. Andrea also claims that she would be more conscious of her accent if she started to post online videos, because of a much larger audience:

No (.) ako nad týmto som rozmýšľala [že by som mala kanál na Youtube] (.) prekvapivo. Možno aj po anglicky. Ale to by som si to fakt dávala bacha ako to poviem lebo (.) teda nebolo by mi to jedno ako teda niečo poviem. No tam teda viac ľudí ma vidí a vníma že čo som povedala @. No hej (.) ten americký [by som používala]. [A3- C.8.3]

Well (.) I was thinking about this [that I would have a channel on Youtube] (.) surprisingly. Maybe even in English. But I would really be careful about how I say it because (.) well it would matter to me how I say something. Well more people see me there and notice what I said @. Well yeah (.) [I would use] the American.

Concerning spoken communication with people online, Branislav is the only participant in the present study who reports using English in such situations, but he does not view accent as particularly important [B2- C.7, C.7.1]. However, he adds that even when Skyping with people from different nationalities, written communication is still more prevalent, and he sees accent as something of little importance in these situations [B2- C.8]. The rest of the participants did not report spoken communication in English on the Internet since written use was probably more prevalent in these cases as well.

As for the evaluation of other speakers’ L1 influenced speech, the interviewees reacted neutrally and emphasized the importance of the content of the videos over accent. When watching Youtubers who speak with noticeable L1 accents the participants assert that they notice it but do not see it as necessarily negative, as long as it does not limit intelligibility [B2- C.8.2, B3- C.8.3]. In addition, the emphasis on content instead of accent is voiced by other participants [A2- C.8.2; B2- C.8.2, B3- C.8.3]. Adam considers different accents as interesting and funny, and views different accents varieties as enriching [A1- C.8.3]. He especially highlights the role of ELF used for connecting people:

[t]ak myslím si že pozitívne skôr (.) že keď niekto rozpráva (.) akcentom tak je to skôr také zaujímavé alebo vtipné až. [...] [m]yslím že pozitívne to berú ľudia (.)

však to je angličtina aj tak je taká o spájaní možno ľudí však (.) rozpráva tým jazykom veľa ľudí zo všetkých národností (.) takže (.) to je normálne že je to také rozdielne (.) také široké.

[s]o I think it is more positive (.) when someone speaks (.) with an accent it is more interesting or even funny. [...] [I] think that people see it positively (.) well English is anyway about connecting people maybe right (.) a lot of people of different nationalities speak the language (.) so (.) it is normal that it is different (.) so diverse.

Similar positive attributes were discovered in Kalocsai's (2013) research on learners in Central European contexts, who highlight mutual intelligibility over accuracy as their favorite aspect of ELF and recognize the importance of intercultural awareness in encounters with other NNSs. On the other hand, speakers with strong L1 accents can also be viewed negatively, mostly because of problems with intelligibility. Andrea notices the negative reactions of commenters and gives Italian as an example:

[v]iem že som si niekedy všimla že keď niekto teda, nemá taký dobrý prízvuk že má taký napríklad taliansky svoj tak že niekedy mu tam nerozumieť, a tí ľudia to niekedy aj napíšu že proste že, mohol by si to zlepšiť alebo nejaké niečo, ale nejako to nesledujem. [A3- C.8.3]

[I] know that sometimes I have noticed that if someone , does not have very good accent and has for example their Italian then sometimes it is not intelligible, and the people sometimes even write that well, you could improve it or something like that, but I do not particularly follow this.

This is also consistent with findings by Tsou and Chen (2014: 374- 375), who state that for 67 % of learners in their study emphasize the significance of following a common linguistic reference model, particularly in ELF settings as it can help prevent misunderstandings and communication breakdown.

While written communication cannot be evaluated on the basis of accent, the use of English in written form online can nevertheless clarify the way the interviewees construe their online identity. Regarding productive written communication on social media, Andrea says that she posts only in English and gives an example of a quote that she liked and did not want to translate to Slovak, because in English it “sounds better” [A3- C.8.1]. In contrast, posting in English instead of Slovak can be considered embarrassing for some learners; Adam, who switched from writing in English to Slovak comments:

Vieš čo (.) písal som aj po anglicky chvíľu [statusy na Facebooku] ale potom (.) dokonca sa mi na tom niekto smial a prišlo mi také divné že však ved' väčšina ľudí sú Slováci (.) tak načo budem písať po anglicky jak nejaký proste jak kebyže mám nejaký medzinárodný proste význam (.) takže skôr po slovensky však lebo prišlo mi to prišlo také zbytočné (.) keď som na Slovensku tak po slovensky.

You know what (.) I used to write in English for a while [Facebook statuses] but after (.) even somebody made fun of me because of that and it felt weird cause when most people are Slovak (.) why should I write in English like someone like if I had some international importance (.) so rather in Slovak because it seemed useless (.) when I'm in Slovakia I should speak Slovak.

Because in Adam's case, the reach on social media seems limited to his friends and acquaintances, he labels writing in English as pointless. Due to his ascribed identity as a Slovak national among his friends, the effort to escape the label of a NNS was obviously viewed negatively.

6.4.5 Interaction with strangers

In this category, the respondents were presented with two types of situations: being mistaken for a NS of their desired accent by a group of tourists who are also NSs and being mistaken by a group of tourists who are NNS of said accent. In case of the B group students, the reactions in both situations were described with similar levels of indifference. Especially Branislav is very clear that he does not see a reason for paying attention to his accent. The indifference is also clearly manifested in his comment regarding interactions with NNSs:

Zase nie [ja by som neriešil svoj prízvuk]. Ja v tom celkovo taký ten nevidím dôvod že prečo by som si mal na to dávať pozor pokiaľ ja akurát na čo pozor tak na tú artikuláciu a aký s jakou hovorím ale vyslovene na prízvuk tak to nie [B2-C.2.2].

Again no [I wouldn't worry about my accent]. I basically don't see any reason why I should pay attention to it I only pay attention to like articulation and how I speak but particularly accent no.

In addition, the emphasis is placed on proper articulation rather than accent, which is a view shared by Bruno [B3- C.2.1]. Boris admits that he might be perceived negatively because of negative stereotypes associated with people from Eastern Europe [B1- C.2.1] but adds that it is not his goal to be perceived differently [B1- C.2.2].

In group A, there was a discrepancy between the two situations. All three participants clearly state that passing for a NS in interaction with a group of other NSs would lead to positive feelings [A1- C.2, A2- C.2, A3- C.2]. As shown in Anna's comment, she would feel excited:

Že je to veľká pochvala lebo proste keby som sa už snažila o ten britský prízvuk tak proste by mi to prišlo také také naozaj pochvalne alebo áno pochvala (.) hej bola by som nadšená že si ma zmýlili lebo mám taký dobrý akcent [A2- C.2].

That it's big praise because well if I tried to have a British accent well it would feel really really like a praise or yes praise (.) yeah I would be thrilled that they have mistaken me cause I have such a great accent.

On the other hand, being mistaken for a NS by group of NNSs of English was viewed differently. As shown in Andrea's response, passing would not feel as valuable:

No (.) akože tak u nich by to bolo (...) akože u nich by mi to neprišlo (.) nie že až tak cenné ale že oni možno (.) nevedia akí majú Slováci ten prízvuk že možno by im to prišlo také že neviem (.) možno by mi to neprišlo také že ocenia ma tí ktorých mám prízvuk alebo neviem takto povedať ináč či chápeš [A3- C.2.2].

I don't know with them it would be (...) well it would not feel (.) not so like valuable but that maybe they (.) don't know what kind of accent Slovaks have that maybe it would not be so I don't know (.) maybe it would not feel like being appreciated by the ones whose accent I have or I don't know if you get it.

A similar feeling was conveyed by Anna, who admits that she would feel appreciated even though it would be different in comparison with the first situation (A2- C.2.3). Adam also mentions the difference in the way he would feel in those two situations; in the first situation he voices his satisfaction with passing for a NS, while in the second situation he emphasizes the information the tourists needed and not his accent [A1- C.2.2].

To sum up, the results of the present study demonstrate that the reasons for an accent choice of high school learners are diverse and motivated by a variety of factors, some of which can be based on identity expression in addition to more practical reasons. Findings also show that interaction with different communities might influence the way learners want to present themselves. Generally, the students' reasons for a choice of accent could not be attributed to a single factor; although the participants were inclined to pinpoint a single item as their reason for a selection of a certain accent, it seems that a variety of factors contributed to their choice. The participants who chose a NS accent were more likely to want to project a NS identity [A1- B.4.2; A2- C.3; A3- C.1], mainly due to associations with the image of proficiency. These findings are consistent with previous research, namely Jenkins (2007), Pedrazzini & Nava (2011), Sung (2016) and McCrocklin and Link (2016). In comparison, the participants who wanted to have a NNS or their L1 accent were less likely to link accent to their identity expression and listed other reasons such as relatively easy process of acquisition or preferences of phonological features as their motivation for a selection of an accent [B3- B.1, B2- B.1]. The desire to preserve one's L1 identity was expressed by more participants, even though some of them did not wish to do so via accent. Only one participant voiced the opinion that he would like to keep his L1 accent in order to express his identity [B1- C.6.2, B.5.2], although

every participant in group A acknowledged the possibility of a certain link between accent and identity [A1- B.5, A2- B.5, A3- B.5]. However, they were not particularly motivated to express their L1 identity with the use of accent. Instead, they acknowledged their nationality, but did not relate it to the accent they would like to have. Overall, the participants were inclined to view accent as merely one aspect of their English skills rather than a tool to express their identity. However, it was not viewed as the most important component since overall proficiency played a more dominant role.

6.5 Limitations

With any research, there are several limitations that could have potentially influenced the findings. One of the disadvantages that I previously did not anticipate was a relatively low level of accent awareness displayed by the students. Some of the interviewees had problems expressing their opinions to certain questions, explaining that they have not thought about reasons for their choice of accent at all, and could not elaborate in more detail even when prompted. At that level of the educational process, it is likely that the students have not discussed such topics in class with their teachers, most likely due to time constraints, or lack of awareness of such issues. Moreover, since the curriculum follows guidelines provided by the National Institute for Education, it is likely that the classes are driven towards approaching the standard accents described in the official requirements. The same can be applied to textbook materials, which often follow the native-speakerist ideology, an approach criticized by Cogo and Dewey (2012: 170). Therefore, the students and their teachers have probably not had the opportunity to even consider that NNS accents are also a possibility.

Additional problems have emerged in the interviewing stage of the research. Although I have tried to phrase the questions carefully, it is possible that some of the content might have been misunderstood. In addition, some confusion about the situations the respondents were asked to imagine could have been caused by the fact that they reported not having their desired accent yet, so imagining situations where they would have the accent might be too complicated. One way to improve this issue could be to have an additional interview with the participants after some time passes, so that they would have more time to reflect on this topic.

Another problem that I previously did not anticipate was related to the translations of Slovak utterances. I was not able to find an appropriate English equivalent for certain phrases, such as Andrea's comment "mám to lepšie napočúvané" [A3- B.1], which would be best translated as "I grew accustomed to it by listening to it and I can recognize it". Obviously, this translation does not look natural and would definitely complicate readability, so I opted for a different translation, at the expense of loss of meaning. I have attempted to translate the interviewees' comments as best as I could and luckily, there have not been many instances of such challenging phrases.

7 Conclusion

In the present thesis, I have managed to determine the key areas which play a significant role in an accent choice of students at Slovak high schools with English as a medium of instruction. In addition, I managed to describe how different situations and communication in different communities influenced their choice. Semi-structured interviews were conducted with six students to provide in-depth view of their opinions and were subsequently analyzed by following the principles of thematic qualitative text analysis.

The first research question was aimed at answering how the students perceive their L2 identity in relation with their desired accents and the reasons for their accent choice. Based on their responses, two main categories emerged: reasons related to identity expression and reasons based on individual preferences. Within the category of identity related reasons, four primary areas were identified. The first was labeled as association of an accent with positive features and comprised of four additional subcategories: association of an accent with proficiency and superiority, positive view of culture related with accent, sense of exclusivity, and association with a specific person. The second major category was identified as the wish to preserve one's identity, which was also divided in two subcategories: signaling one's identity through accent and wish to keep one's identity regardless of accent. The third major category was categorized as a desire to belong to a NS community, which was separated in two subcategories: feelings of pride based on the image of successful learners, and lack of relationship to one's own culture. The final main category of identity related reasons was the wish to distance oneself from other NNSs whose accents were portrayed negatively.

The other two major themes for a choice of a specific accent were based on individual preferences. The first category was labeled as preference of phonological features of the desired accents; three subthemes were identified within this category. The first one was a perceived softness described by two participants who each chose a different accent. The second one which was also the most widespread within this category is the portrayal of a certain accent as melodic and sounding beautifully. The third subsection within this category is preference based on frequency of exposure to a certain accent. The last major theme mostly reported by students who selected NNS accents as their desired ones is related to practical reasons. The interviewees identify subthemes such

as less effort to learn a certain accent as a factor in their choice, along with the perception of NS accent as too difficult to understand. Lastly, frequency of exposure also played a role in the participants' choices, since being exposed to a certain accent on a regular basis was deemed as a way to acquire it without problems.

The second research question aimed to answer how the students are influenced by contact with a specific community with regards to presenting their identity using their desired accent. The situations considered were the following: using English at job interviews, communicating with classmates and teachers (both in and outside the class), communicating with friends and family, online communication, and interacting with both NS and NNS groups of strangers. When it comes to using accent for positive representation, such as at job interviewees or presenting a project at school, some of the respondents were more inclined to pay attention and tried to speak with their desired accent. However, in both situations the more frequent argument was that in these situations accent is less important than skills and knowledge. In case of school environment, the focus was mostly on grammar and use of suitable vocabulary since these were considered as the main criteria for evaluation. Regarding the choice of accent used for interaction in their personal lives, all the respondents agreed that accent is not considered as an important feature and more significance was placed on personal qualities. The way students wanted to present themselves on the Internet was dependent on the means of communication. In case of posting videos, the respondents were more conscious of the accents they use due to reaching large audience; however, from the point of consumers, there seemed to be a stronger focus on the content of the videos provided they were intelligible. Lastly, the reactions to interaction with strangers differed based on the group. In group B, there was no difference between communication with NSs or NNSs and in both situations, the participants were indifferent to their accents. However, the respondents in group A felt differently about being mistaken for a NS of their desired accent depending on who they interacted with; passing for a NS in interaction with other NSs was considered very positively and as a sign of appreciation of their learning efforts. However, this was not the case in interaction with NNSs, since the participants perceived other NNSs as less proficient and put more emphasis on the purpose of the communication; therefore, passing was not considered as valuable.

Because of the qualitative character of the present study and rather small number of participants, the findings of this study are rather limited and should not be used for overarching generalizations. Further research in this area would be necessary to enlarge and confirm the findings of the present study. Hopefully, the topic could be reinvestigated in the future in a study on a larger scale.

To conclude, the present study has tried to contribute to the growing body of research focused on identity expression in relation to desired accent of students at high schools with English as a medium of instruction through conducting a thematic qualitative text analysis.

8 References

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Appendix

Selection questionnaire- English

Thank you for deciding to participate in my diploma thesis research project. Participation in this project is voluntary and all participants will remain anonymous. The questionnaires will be used exclusively for research purposes. Please, try to answer honestly and accurately. This questionnaire is not meant to test your knowledge; there are no correct or incorrect answers. Please, work alone and give your personal opinion. Should you be unsure about a question or anything else, please ask the project administrator for help.

PERSONAL DATA

Gender: F M other

Age:

Grade:

How long have you been studying English?

Why did you start learning English?

Have you studied abroad longer than 3 consecutive months? If yes, where?

USE OF ENGLISH (circle all answers that apply to your experience)

1. Who do you communicate with the most in English?

- | | | |
|------------------------|--------------------|-------------------------------|
| a) with family members | b) with teachers | c) with boyfriend/ girlfriend |
| d) with friends | e) with co-workers | f) with people online |
| g) with classmates | i) with tourists | j) different _____ |

2. Which accent of English do you like the most (for example British, Australian, Slovak, Italian...)?

3. Which accent of English would you like to have when you communicate in English?

4. On a scale from 1 to 10, please evaluate how important it is for you to have that accent (1- not important at all, 10- very important)

1 2 3 4 5 6 7 8 9 10

Thank you for your help!

Interview guide- English

A) General questions about English language learning

A.1 When did you start learning English and where? How old were you?

A.2 Do you use English outside of school?

A.3 Do you enjoy learning English?

- A.3.1 What do you enjoy the most? Why?
- A.3.2 What is the hardest? Why?

A.4 Are you planning to use English in the future?

- A.4.1 In what area do you think it will be useful?

A.5 What activities do you do to practice English?

- A.5.1 What motivates you to do these activities?

B) Accent and identity

B.1 In your questionnaire, you mentioned that you want to sound like X. Can you tell me the reasons for that?

- B.1.1 Are there any other reasons? Can you tell me more about why you chose the accent?
- B.1.2 Was it a conscious decision?

B.2 Is there any specific person whose accent you would like to have?

B.3 Is there anything you do to train this accent?

- B.3.1 What and how often?
- B.3.2 How much time does it take?

B.4 If you could have your desired accent starting today, would you take it? Why and why not?

- B.4.1 How would you feel if you suddenly had your desired accent?
- B.4.2 Do you think you would like to have that accent forever?

B.5 Do you think that accent in English reflects cultural identity?

- B.5.1 In what ways?
- B.5.2 Do you think people should keep their L1 accent in English?

C) Use of accent in different communities of practice

C.1 Do you want to be recognized as a native speaker of X? Why?

C.2 How would you feel if native speakers regarded you as a native speaker?

- C.2.1 Do you think they would regard you differently if you had your L1 accent?
- C.2.2 Does it feel different if non-native speakers regarded you as a native speaker?

C.3 Do you think speaking your desired accent provides access to a certain community?

- C.3.1 Do you want to belong to a community of native speakers of English? Why?

C.4 Is English the language you use in all classes at school? Do you use English even in classes where Slovak is primarily used?

C.5 What accent would you like to have when in classroom setting?

- C.5.1 If a teacher calls you out, what do you want to sound like?
- C.5.2 Is it different when you collaborate with your classmates in groups?

C.6 Do you communicate with your classmates and teachers outside of class in English?

- C.6.1 Do you want to use the same accent?

C.7 How would your family perceive you if you had your desired accent?

- C.7.1 Do you think it would be different from the current situation?

C.8 Do you use English for communication with friends outside of school (Slovak, foreign)?

- C.8.1 Do you want to use the same accent with your friends?

C.9 Do you think certain accents are more accepted in the online community?

- C.9.1 How are people with your desired accent perceived on Youtube, Instagram, 9gag, Facebook etc.
- C.9.2 Do people comment on accents of youtubers etc? Positive or negative?

D) That will be all. Are there any other questions about this topic that you feel I should have asked you? Do you think there is anything we haven't mentioned or talked about? Is there a question you want to go back to?

Transcription conventions

Based on VOICE transcription mark-up (2007) – see

https://www.univie.ac.at/voice/page/documents/VOICE_mark-up_conventions_v2-1.pdf

Punctuation	According to Slovak spelling conventions
Capitalization	According to Slovak spelling conventions
Pause	(.)
Pauses longer than 10 seconds	(...)
Laughter	@
Repetition	Marked in transcript: že že napríklad
English speech	<L2eng> </L2eng>
Pronunciation variation	<pvc> </pvc>
Non- English speech	<L3de> <L3de>
Unintelligible speech	<un> </un>

Transcripts

A1, 18th June 2018, café

A.1

No áno (.) od šiestich. V škôlke tuším už (.) ak si dobre na to pamätám mali sme niečo v škôlke nejakú takú hodinku angličtiny (.) a začal som chodiť nie som si istý ale možno v siedmych alebo ôsmych rokoch už do takej anglickej školy (.) Berlitz sa to volalo. To je v sade Janke Kráľa to bolo. Áno jazykovka (.)že tam som chodil len kvôli angličtine vlastne (.) no a potom v škole to už išlo až doteraz (.) do strednej školy. To bilingválne (.) no (.) z osmičky zo základky som tam odišiel (.) a teraz budem piaty rok (.) tam takže päťročné vlastne (.) z angličtiny.

A.3

Sú aj po slovensky a dosť sa to líšilo v každom ročníku. Keď som bol prvák tak sme mali skoro všetko v angličtine lebo to bolo na to zamerané aby sme sa to naučili (.) že tam bolo niekoľko typov angličtiny. A teraz keď už to máme také (.) rozšírené že riešime aj chémiu biológiu a také predmety (.) tak to dosť závisí na učiteľovi. Že či sa mu chce alebo mu to vyhovuje (.) takže buď väčšinou on sa rozhodne že dobre budeme toto brať v angličtine alebo v slovenčine. Ale napríklad (.) chémiu bereme po slovensky (.) aj biológiu ale taký dejepis bereme po anglicky úplne aj poznámky všetko. Občas povie profesor niečo po slovensky ale (.) hej mení sa to. Je to dosť o ňom tak záleží jak vie po anglicky a tak. Máme máme niekoľko [native speakerov]. Mňa konkrétne v štvrtom ročníku učí iba jeden native speaker ale (.) v prvom ročníku som mal napríklad dvoch až troch myslím a potom občas dvoch. Ale tak hocikedy ich môžeš stretnúť na chodbe a pokecať s nimi. No z Ameriky sú všetci.

A.4

Hm (.) tak záleží čo (.) gramatika ma nebavila nikdy ani v slovenčine ani v angličtine (.) ale keď môžeme o niečom rozprávať a akože komunikovať (.) alebo nejaké zaujímavé články ja neviem (.) alebo niečo pozeráme (.) proste také interaktívnejšie to ma baví akože a nový jazyk je super (.) rozšíriť si nejaký obzor alebo slovnú zásobu a tak.

Fu (.) akože (.) v angličtine tá gramatika neni až taká hrozná ako v takej nemčine napríklad (.) ale a nemyslím si že by mi tam niečo strašne vadilo tak je to jazyk no musí sa to naučiť.

A.2

Mhm vo voľnom čase (.) no tak možno na Internete (.) keď s niekým komunikujem ale dosť som cestoval (.) aj sám (.) tak potom som viac menej stále využíval tú angličtinu hocikde s kým som sa stretol (.) v Európe všetko všade. A keďže moc neviem iný jazyk tak stále tam v zahraničí hlavne. Hej mám (.) napríklad zo Španielska mám kamaráta (.) som tam bol a z Nemecka napríklad (.) hej mám čo ja viem zo 10. Ale tak možno pár krát do mesiaca (.) niečo pokecáme.

A.5

Hej plánujem tak keď už som na tejto škole tak dúfam že sa mi to zide (.) a plánujem tak rozmýšľať že budem cestovať a možno aj školu v zahraničí alebo zamestnanie alebo

aspoň to skúsím na nejaké obdobie tam byť. A tam angličtina úplne (.) to určite využijem. Akože rozmýšľal som (.) aj ísť robiť napríklad po škole napríklad stewarda to je také posledná (.) nápad tam by som mohol aj po anglicky hovoriť samozrejme (.) alebo (.) pôjdem študovať dejiny umenia ma dosť baví a umenie a také veci a dejepis a filozofia (.) to ma baví. Či sa s tým užívam to je druhá vec (.) a skúšal som že informatiku (.) a to je príšerné ako mne to nevyhovuje a to je také. Skončilo to tak že mi kamarát robil domáce úlohy takže @

A.2.1

Určite by som mohol viac (.) akože precvičovať @ (.) ale myslím si že najviac asi sa s tým stretávam že na Internete že ten svet je taký už prepojený cez angličtinu (.) že tam furt niečo proste po anglicky a teraz v poslednej dobe aj filmy pozerám po anglicky nech sa trochu zlepším v tom (.) všetko angličtine (.) takže asi tak.

B. 1

Mne to príde také vtipné (.) keď akože je tá normálna angličtina čo my (.) sa učíme v škole a keď si vypočuješ nejakého Škóta alebo Íra tak to je taká hatlanina mne to príde také jak krčmové a proste mi to príde také vtipné také zlaté ich počúvať. Asi im nerozumiem veľmi ale sa mi to páči akože (.) také ich proste (.) že si to tak upravili podľa seba (.) že to je zaujímavé podľa mňa.

No (.) pravdupovediac akože (..) úplne to neriešim že čo by som chcel hlavne chcem vedieť po anglicky dobre (.) ale britský mi príde taký taký zaujímavý (.) taký že má takú dobrú slovnú zásobu možnože Američania to tak zjednodušujú (.) povedzme. A mám Anglicko rád akože keď som tam bol tak mám ho radšej než Ameriku (.) tak preto. No páči sa mi to že (.) majú nejakú tú svoju národu (.) že môžeš proste povedať že to je Angličan že nejaké tradície a celá tá ich krajina (.) (..)historicky je proste významná a je tam čo robiť aj pozrieť si. A páči sa mi čo to je taký ten ich štýl.

Hm možno (...) neviem či to tak dobre poviem ale že to tak zjemňujú alebo? Že (..) to vlastne (..) no takým takým svojim oni to hovoria ako keby takým prízvukom ktorým fakt cítiť že oni sú tí <L2eng> native </L2eng> že tam sa narodili že to je ťažké získať pre niekoho iného sa mi páči že (.) to je také ich no. Lebo rozoznate aj keď máte (.) niekoho zo zahraničia čo sa naučil po anglicky a keď máte fakt toho Angličana.

Mm tak to by bolo super [mať native akcent] akože (.) kebyže sa tam dostanem ale (.) to by som tam asi musel ísť žiť alebo študovať aby sa mi to podarilo (.) akože nejak to doma necvičím strašne. To skôr iba tak pre zábavu si možno ich niekedy pozriem [videos] (.) práveže by som si to mohol aj viac doma pozrieť z tej gramatiky však to už som nevidel strašne dlho.

B.2

Hm (.) ja youtuberov moc nepozerám (.) pretože tento štýl mi nejak nejde (.) ale akože (.) neviem občas si pozriem nejaký film kde hrajú Škóti napríklad (.) Trainspotting neviem či poznáš (.) alebo si tiež spomínam Braveheart keďže tam tiež majú takú škótsčinu. A z britských hej hm (...) tak britský keď pozerám bársjaký film anglický tak to je tam počuť ale fakt že nemám nikoho. Pozerám no neviem HBO akože. Vieš čo neviem ani tých seriálov moc nepozerám lebo mi to žerie čas @ keď som chorý alebo neviem mal som zlomenú nohu tak vtedy som to pozeral veľa (.) a vlastne pozeral som Game of Thrones (.) ale uh uh. Páči sa mi to akože poznám ten prízvuk ale nejak za tým nejdem. Alebo ešte teda (.) keď máme v škole nejaké slovíčka sa učiť alebo dačo tak

dostávame niekedy aj americkú verziu a anglickú (.) tak tam si to nejak rozlišujem ešte že občas mi príde zaujímavejšia tá anglická. Ja neviem (.) ak si spomínam tak britský sa povie elektrárň power plant také (.) a Američania to dajú (.) už neviem ako @ vidíš pamätám si asi to britské (.) <L2eng> so I don't know </L2eng>.

B.4

Aha. Cítil by som sa že (.) že sa nestratím vo svete asi (.) že super (.) môžem ísť hneď bárskde pracovať (.) asi. Ale je to ťažko si to predstaviť.

B.4.2

Aha (..) fu (.) tak ja neviem podľa mňa by mi to nič zlé neurobilo. Akože však by som to vedel (.) tak to je len (.) na dobré (.) a cítil by som sa taký (..) super že by som vedel proste rozprávať v tom jazyku jak tí (.) native speakeri čiže by ma možno mohli zobrať aj za svojho (.) kebyže s nimi kecám a nebrali ma tak úplne že cudzí (.) akože to by bolo super lebo (.) by som mohol aj tam patriť povedzme (.) vieš. No áno hej kebyže tam pracujem alebo také (.) že mohol by som to využiť. Tak určite je to lepšie ako keď sa učíte nejaký jazyk a zniete ako native speaker (.) že vás berú ľudia tak wow ty vieš fakt dobre po anglicky. Ako keď niekto po slovensky ja neviem vymyslím si nejaká menšina (.) tak je to cítiť keď rozpráva proste (.) zle (.) kvázi. Tak je to super (.) lebo vieš ten jazyk na sto percent pravdepodobne (.) kebyže luskneš magickým prútikom alebo bársčím.

C. 2

Potešene @@. Asi že (...) je super že by to ocenili (.) že by to nevyšlo nazmar ak som sa teda tomu venoval a naučil som sa to (.) dobre. Aj a oni by boli tiež radi že stretnú niekoho (.) kto by im to mohol dobre vysvetliť.

C.2.2

No (...) ťažko povedať akože (.) neviem oni podľa mňa chcú (.) získať odo mňa tú informáciu a je im jedno že (.) že ako rozprávam ale dôležité že zistili to čo chceli. A neviem či by si ma nejak pomýlili (...) neviem no.

C.3

Vieš čo to je (.) to asi nie (.) keďže tá angličtina už je tak rozšírená že (.) hovorí ním veľa ľudí a (.) nemyslím si že niekto robí rieši že či máš britskú angličtinu alebo či máš angličtinu úplne inú že že nedostal by som sa nikam. Možno nejakým ja neviem šľachticom z Anglicka tam sa asi nedostanem. Asi nie.

C.4.1

Aha. No (...) snažím sa to hlavne správne vyslovovať jak si myslím a hej a možno trošku sa tam snažím aj mať tam ten britský (.) a on to ocení no keď cíti že že sa to dobre vyslovuje takže (.) určite hej nečítam to len tak aby som to prečítal ale snažím sa aby som mal ten <L2eng> native speaker </L2eng> (.) proste výslovnosť atď takže hej že to je preňho plus.

C.4.2

Mmm myslíš akože po anglicky keď sa rozprávame? Ale no určite hej lebo (.) aj oni vidia že (.) že to už není len také hrajkanie sa ale že už sa snažíte (.) to brať vážne a to je dobre. A niektorí to fakt využijú lebo napríklad jeden kamarát by chcel spievať po anglicky (.) tak on sa snaží fakt tú výslovnosť (.) vyšpekulovať aby neznel ako nejaký cudzinec proste

ktorý sa strašne snaží byť niečím iným (.) napríklad. Je to je to cieľ no tak keď chodíme do tej školy aby sme sa stali (.) priblížili tým native speakerom tak určite cieľ určite.

C.5

Tak tuna na Slovensku že (.) minimálne (.) možno iba tak zo srandičky nejaká frázička anglická padne. Ale a dobre nejaké slová už sú tak aj zangličtené (.) ale akože minimálne (.) po anglicky so spolužiakmi nie.

C.7

Ako (.) no jasné hej kamarátov mimo školy mám. Vieš čo (...) po ani by som nepovedal akože jedine tých čo mám v zahraničí a to je tak že s nimi sa stretnem (.) dvakrát za rok. Tak vtedy s nimi rozprávam po anglicky samozrejme ale (.) že by som s chalanmi nejak kecal po anglicky veľmi (.) nie. Ale väčšina vie po anglicky musím povedať (.) a ako riešime spolu občas nejaké veci (.) ktoré sú v angličtine (.) ja neviem lebo však je to už ten internet všetko prepája (.) takže tam je toho veľa a tam riešime spolu veci ktoré sú v angličtine ale my v slovenčine (.) pokecáme a tak.

C.2.1

Mhm no na to na čo by som asi nechcel (.) a to je že na sociálnych sieťach sa proste zaondievam stále (.) a to je instagram a facebook. A vlastne už mi to aj lezie na nervy pretože mi to príde ako takých milión informácií ktoré vôbec nepotrebujem a zabíjajú mi čas aj moju hlavu aj sústredenie (.) takže (.) to by som najradšej že <> quittol <> (.) a potom internet používam ešte na hlavne do školy (.) na anglické (.) všetko čo mám akože do školy robiť na angličtinu hlavne tak riešim z anglických stránok kde čerpám proste aj eseje keď píšem po anglicky dokonca aj keď máme na nemčinu niečo (.) tak si to nájdem v angličtine (.) lebo to sa dá lepšie preložiť do nemčiny cez prekladač (.) takže aj tam angličtinu používam keď nemčinu mám robiť.

Vieš čo aj hej lebo po slovensky je tých informácií mám pocit menej a také (.) nie úplne presné ako v angličtine toho je proste omnoho viac (.) keďže svet hovorí veľmi po anglicky (.) tak áno aj tam používam anglické stránky a tak.

C.8.1

Povedal by som že menej ako ostatní (.) že na facebook vôbec nedávam storička a na instagram občas keď je fakt nejaký úžasný deň alebo dačo (.) čo stojí za to tak toto tak dám ale príde mi to aj tak také zbytočné (.) že na čo tam budem dávať niečo čo aj tak druhí ľudia nepochopia keď tak ani to neprežili a oni si to iba pozrú a mi jedno že či to oni videli. Proste keď tam neboli so mnou tak na čo. Takže to je také a potom aj druhí ľudia si budú pozerat' druhých ľudí to je také divné (.) iba zabíjajú čas. Takže s tým tiež už moc nerobím (.) ale samozrejme (.) na facebook občas nejakú fotku na instagram (.) instagram dám a na facebook (.) hej videjka zdieľam občas skejtbordové napríklad a (.) nejaký ten statusík občas a hlavne do roboty ja teraz robím v takej hale športovej a (.) ona je taká veľa taká iniciatívna a oni tam robia všelijaké akcie a chceli aby sme to zdieľali a o tom písali tak viac menej už to mám jak robotu.

Vôbec už teraz nedávam [hashtagy] (.) teraz som už lenivý na také veci no kedysi hej pred pár rokmi som tam aj dával hashtagy aby som tam mal nejaké lajky (.) tak po anglicky samozrejme (.) tak aby to bol väčší rozptyl ľudí.

Občas hej ako dám tam nejakú dvojslovnú vecičku že super alebo tak (.) tak občas hej (.) ale tiež menej. Vieš čo (.) písal som aj po anglicky chvíľu [statusy na facebooku] ale

potom (.) dokonca sa mi na tom niekto smial a prišlo mi také divné že však ved' väčšina ľudí sú Slováci (.) tak načo budem písať po anglicky jak nejaký proste jak kebyže mám nejaký medzinárodný proste význam (.) takže skôr po slovensky však lebo prišlo mi to prišlo také zbytočné (.) keď som na Slovensku tak po slovensky.

C.8.3

Mhm (.) ale aj hej (.) odvtedy čo som to nejak začal som všimol som si že je to rozdielne jak sa hovorí (.) tak zaznamenám akože keď niekto druhý rozpráva je to zaujímavé však to je tiež akože kultúra (.) kopu ľudí rozpráva inak a je to zaujímavé že čo sa z toho stane. Taká zaujímavosť (.) mi ukazovala jedna spolužiačka ona je taká veriaca (.) a mi ukázala že kúsok z Biblie hawajskej. A to bola akože naozaj zaujímavá angličtina (.) akože to som ešte nevidel proste to boli asi najjednoduchšie slová (.) proste apoštoli sa tam volali že <L2eng> guys </L2eng> iba proste a (.) bolo to také vtipné. No a to bolo zaujímavé dosť (.) takéto niečo.

B.5

Áno určite. Určite je to zaujímavejšie jak keby hovoria hovoria všetci rovnako (.) a hej a môžeš rozoznať že kto je odkiaľ (.) a jak sa to vyvíjalo v tej krajine (.) že dá sa s tým proste zabiť čas.

C.1

Hej dobrá otázka. Pri mne (...) mi to je akože trochu jedno lebo (.) proste akože keď ma budú brať jak Slováka tak (.) to je v pohode však ja som Slovák (.) ale keď si zoberiem napríklad na svojich predkov akože v rodine tak oni pochádzali bárs kde z Európy fakt mám také pomiešané korene (.) takže ani si neviem povedať že či som Slovák alebo henten proste z Európy takže je mi jedno či budem pre nich Brit alebo Slovák proste (..) to neni také dôležité dôležité je aký si takže tak.

C.8.3

Aha (.) hej občas aj ja [si skrollujem komentý]. No (.) moc som sa s tým nestretol ale ak aj hej tak myslím si že pozitívne skôr (.) že keď niekto rozpráva (.) akcentom tak je to skôr také zaujímavé alebo vtipné až. Keď niekto nevie hovoriť po anglicky a splieta tam barské slová tak vtedy je to akože dosť smutné (.) ale myslím že pozitívne to berú ľudia (.) však to je angličtina aj tak je taká o spájaní možno ľudí však (.) rozpráva tým jazykom veľa ľudí zo všelijakých národností (.) takže (.) to je normálne že je to také rozdielne (.) také široké.

D

No (.) takže je to zaujímavé mali by sme si to všímať určite je to niečo čo nám ponúka svet takže (.) zaujímavé že jak kto rozpráva (.) a treba to tiež poznať. Určite (.) [akcent] patrí k nejakým im vlastnostiam ich kultúry (.) takže tak.

A2, 18th June 2018, school

A.1

No viac menej to bolo niečo ako krúžok v škôlke (.) škôlka sa snažila teda deti naučiť no a (.) čo si tak najviac pamätám viem že sme hrávali väčšinou anglické pexeso (.) a na ktorom boli vlastne obrázky a pod tým anglický názov daného obrázku takže (.) no

a samozrejme učiteľka sa s nami snažila hovoriť po anglicky ale iba tak striedmo (.) lebo však 5 ročné deti veľa nevedia @@ hej (.) a vlastne to je tak všetko čo si pamätám zo škôlky. A (.) potom vlastne som pokračovala na základnej škole (...) no a tak nejak bežne (.) sa to vyvinulo neviem čo ešte treba.

A.3

Práveže nie [nemáme všetky hodiny po anglicky] (.) to nám aj vysvetľovali pretože sme anglicko-slovenský bilingvál tak máme iba niektoré hodiny po anglicky a máme po anglicky biológiu (.) a geografiu (.) myslím že a ešte občiansku výchovu (.) a to je asi všetko myslím a teda samozrejme angličtinu konverzáciu v anglickom jazyku reálne a to je všetko. Ešte v prvom ročníku sme mali aj chémiu ale od toho sa upustilo lebo nám zmenili učiteľku.

C.5

Väčšinou po slovensky ale keďže sme sa už dlhšie učili angličtinu tak samozrejme nám ujdú aj anglické výrazy @ a poslovenčená angličtina a tak. @@@

A.4

Áno. Akože veľmi ma zaujímajú niektoré slovíčka lebo niektoré slovíčka sú proste perfektné (.) gramatika ma až tak nebaví ale tak nalepí sa na mňa niečo (.) veľa @@ dúfam. A akože nemám s tým problém.

A.4.2

Myslím že ako pre takého laika je veľmi (.) <L2eng> confusing </L2eng> @@ proste čítanie a vyslovovanie no vyslovovanie písaných slov pretože predsa len je to trochu komplikované a ako (.) ja osobne už to (...) už to vnímam tak trochu inak lebo už som videla veľa slovíčok takže už si už som schopná si odvodiť že ako by sa ďalšie slovo mohlo vyslovovať ale samozrejme niekedy to tak nemusí byť (.) takže to je asi taká jediná námietka ktorú by som mala voči anglickému jazyku že ako to je nie nevyzvedaného ale tak proste neznajúceho angličtiny tak to môže byť fakt komplikované.

A.5 A.2

Určite akože dúfam že áno stále (.) stále čítam anglické knihy a a chodím na anglické fóra a podobne (.) takže tam určite to od toho nechcem nejak od toho upustiť a (.) samozrejme filmy anglické osobne dúfam že sa mi niekedy podarí ísť aj niekedy do zahraničia (.) takže určite by som rada využívala angličtinu. Rozmýšľala som nad prácou v anglicky hovoriacich krajinách ale ešte to nemám nejak isté. Mám medicínu a (.) ale určite chcem študovať v Česku takže tam asi to veľmi nevyužijem ale potom som rozmýšľala že by som možno spravila anglický nejaký medicínsky test alebo niečo také (.) predpoklady a potom že by som sa možno (.) si našla prácu v Anglicku.

B.1

Neviem len akože je (.) angličtina je všeobecne pre mňa veľmi pekný jazyk (.) ale britský prízvuk je proste taký (.) iný ako sa učíme aj v škole akože hovoria že by sme sa mali učiť britský prízvuk ale reálne mi to viac príde ako americký lebo predsa len americká angličtina je taká viacej zrozumiteľnejšia a čistejšia ale ten britský prízvuk mi príde taký (.) taký (...) ako by som to povedala (.) ani nie oficiálnejší ale niečo viacej. Taký <L2eng> noble </L2eng> možno (.) takže asi preto (.) neviem len sa mi ho dobre počúva takže asi preto. Áno (.) zvukovo je to veľmi také (.) malebné.

C.1

Nie je to pre mňa až tak dôležité (.) preto som vlastne aj označila 4ku (.) akože pre mňa je dôležité vedieť po po anglicky ale myslím že by bolo veľmi pekné keby som mala ten britský prízvuk takže.

B.2

Ani nie práveže (.) akože mne sa to páči tak vo všeobecnosti že nesnažím sa byť ako jeden človek takže.

B.3

Ja si veľmi snažím pozerat' práve výslovnosť a snažím sa teda britskú a keď náhodou pozerám niečo tak sa a nájdem nejaké slovíčko ktoré som doteraz vyslovovala inak tak sa snažím akože napríklad tým britským prízvukom a podobne (.) takže.

B.3.1

Um (...) tak určite raz za dva dni @@ ale každý deň asi nie.

B.4

Ja myslím že by mi to prišlo veľmi vtipné ale veľmi rada by som sa počúvala po anglicky takže by som asi ľuďom liezla na nervy určite. @@

B.4.1

Určite pozitívna akože hovorím že veľmi rada by som sa počúvala @@ potom.

B.4.2

Tak asi akože (.) nevadilo by mi to (.) ale myslím že postupom času predsa len by to prišlo do tej hladiny že už by to nebolo také zaujímavé (.) ale aj tak akože (.) určite by mi to nevadilo. @@

B.5

Um (.) nad tým som ešte nerozmýšľala (.) ale tak je to dosť možné. Ale predsa len (.) no (.) ja nemám až tak taký vzťah k slovenskej kultúre takže možno je práve toto ten prípad že by som chcela mať možno britský prízvuk ale (.) akože je to dosť možné že (...) je to veľmi spojené s kultúrou. Predsa len vždy si spomenieme napríklad na ruský prízvuk a podobne a neviem (.) ako nad tým som sa vážne nerozmýšľala.

C.1

Ťažká otázka (.) ani nie (.) rada by som akože zostala že svoje svoja národnosť ale rada by som aby vedeli že som sa snažila o ten britský prízvuk a že proste sa mi to podarilo.

C.2

Že je to veľká pochvala lebo proste keby som sa už snažila o ten britský prízvuk tak proste by mi to prišlo také také naozaj pochvalne alebo áno pochvala (.) hej bola by som nadšená že si ma zmýlili lebo mám taký dobrý akcent.

C.2.3

Rovnaké @@@ (.) akože predsa len by to asi by som asi vnímala že no ešte to nemajú tak napočúvané ale stále je tam to že áno mám britský prízvuk. @@ @

C.3

Mmmm (.) nemyslím akože (.) podľa mňa môže mať (.) neviem. @@ Myslím že áno (.) že by ma nevnímali ako niekoho kto prišiel z (.) neznámej krajiny a proste neovládal by dobre angličtinu tak takže by ma možno nevnímali tak že by som nemala žiadne vedomosti aj z daného oboru v ktorom by som chcela pracovať (.) takže možno by mi to pomohlo v tomto (.) že by ma vnímali tak viacej sčítane @@ no takže tak.

C.4

Áno (.) tak akože my sme mali počas štúdia jedného a to bolo v prvom ročníku a on nás učil paradoxne (.) písať eseje. Myslím že som sa ho nikdy nepýtala ale znel mi ako Brit. @@@ Nie on vlastne tento predmet sme mali iba v prvom ročníku takže teraz už nemáme ani predmet ani učiteľa (.) bohužiaľ.

C.4.1

Ja myslím že sa dost' stresujem aj bez toho aby som nemala britský prízvuk takže @@ (.) strašná stresistka. Ale tak akože keď som tak v klúde tak potom ako sa snažím trochu ale (.) neviem že či tam je nejaký rozdiel alebo nie.

C.4.2

No áno (.) akože keď robíme niečo na angličtinu tak väčšinou je to asi po anglicky (.) ako keď robíme nejaké iné tak hovorím je tam tá zmiešaná slovenčina angličtina takže.

C.4.3

Ani veľmi nie akože sú to moji spolužiaci dúfa že ma vnímajú takú aká som. @@ Ale napríklad (.) mám spolužiačku ktorá má nádherný britský prízvuk a vtedy som taká že aj ja by som chcela mať taký @@ ale.

B2

Možno hej [spolužiačka by mohla byť taký vzor].

C.6

Oni nevedia po anglicky takže nie [nekomunikujeme po anglicky]. So sestrou ona sa učí angličtinu takže keď niečo potrebujeme potrebuje tak jasné komunikujem s ňou v angličtine (.) niekedy keď nechceme aby rodičia vedeli o čom sa bavíme tak vtedy po anglicky @@ ale iba takto.

C.7

Ani veľmi nie (.) pretože ja bývam dosť ďaleko od Bratislavy takže buď som v Bratislave tuto so spolužiakmi alebo potom som doma a tam ani veľmi moc nie. @

C.8

Áno jasné. Ale väčšinou (.) myslím že sú to skôr také tie americké kanály lebo (.) majú vážne zrozumiteľnú angličtinu a teraz keď sme boli v Anglicku tak úplne inak to znelo a preto som bola prekvapená že aj (.) ten britský prízvuk bol taký fakt ťažký tam @. Takže ale páčilo sa mi to. Akože Youtube pozerám pozerávam väčšinou iba tak (.) no keď nemám čo robiť @ keď nemám knihy ktoré by som čítala a alebo filmy ktoré by som pozerala ale akože (.) no som schopná pozeráť čokoľvek takže.

C.8.3

Väčšinou si nepozieram komentáre takže neviem vážne.

C.8.2

Podľa mňa je to jedno. Akože hovorím keď (.) teraz napríklad naozaj ten nejaký Rus keď hovorí po anglicky tak je to také vtipnejšie ako keď native speaker hovorí a to je asi dosť (.) zosmiešňované ale inak myslím že to je jedno.

Ani nie [neriešim z akej krajiny je človek vo videu] keď ma to zaujme tak ma to zaujme a potom je to jedno dosť.

D

Hm. Zaujímalo ma @ že vlastne (.) iba že ľudia či by si boli schopní vybrať ako obľúbený akcent napríklad taliansku angličtinu lebo neviem podľa mňa taká britská alebo americká sú také dané vzory a že (.) teda zaujímalo by ma keby nejakí ľudia si vybrali napríklad iný akcent (.) takže jedine. Áno áno prečo akože není to nejak nechcem povedať prirodzené (.) ale áno. @@ Hlavne si myslím že [učitelia] by mali vedieť po anglicky. @@@ Akože máme učiteľku ktorá (.) má taký jemne ruský prízvuk by som povedala (.) alebo takú nie <L2eng> non-refined </L2eng> angličtinu a z toho sa trochu smejeme (.) ale inak inak nie. Akože či má britský alebo americký alebo iný tak to je asi jedno.

Myslím že je to také rovnocenné pretože predsa len počúvam obidvoch takže (.) ale učiteľka predsa len by som počúvala radšej keby mal britský prízvuk @@@ takže tak (.) a to je asi tak všetko.

A3, 20th June 2018, café

A.1

Áno v škôlke tak. No ja som to mala vždycky rada lebo teda bolo to pre mňa takou peknou formou prinesené že akože (.) tie pesničky a také a to som brala tak tak (.) tak zaujímavo proste. A tak celkom som sa to rada učila vždycky takže (.) tak som to brala tak pozitívne. Od prvého ročníka [na základke] som mala angličtinu. No a ďalej bola som v tej lepšej skupine z angličtiny teda (.) neviem či bola lepšia bola som proste v prvej skupine @@ a teda vždycky som mala teda dobré známky tým že som sa to nejako (.) nemala som z toho strach sa to učiť lebo teda išlo mi to celkom dobre (.) no a učitelia boli takí (.) tiež že dalo sa to s nimi a potom myslím že na druhom stupni sme mali takú učiteľku čo začala s nami po anglicky normálne rozprávať že už nie po slovensky a to podľa mňa bolo dosť akože taký dobrý pokrok že (.) sme nabehli na také že ideme všetci @ takže tak.

A.3

No tak v prvom tam sme mali vlastne 17 hodín týždenne angličtiny že to bolo také fakt intenzívne že na ten základ aj takí že čo nemali taký dobrý tak sa aspoň trochu na nich viac nalepilo (.) teda mne ja som bola v druhej skupine z troch čiže to bol taký ten stred že taký že ani najlepšie ani najhoršie (.) a teda tam sme sa tak nejako (.) ustálili všetci a potom teda v druhom ročníku nás rozdelili znova do (.) prvej a druhej ale to bolo podľa nemčiny takže to nebolo moc také že vyvážené úplne (.) ale teda prevažne všetci tam boli skoro z tej prvej (.) a druhej (.) a teda asi dvaja ľudia z tretej (.) takže a každým rokom

vlastne ubúdajú tie hodiny angličtiny lebo tam sú akože iné predmety už (.) takže vlastne (.) nie je to také intenzívne ale zase makáme dosť podľa mňa @ takže tak.

A.3.1

No (.) tento rok máme okrem angličtiny teda náboženstvo lebo to nás učia teda Američania (.) potom biológiu tak napoly (.) teda hlavne nejakí seminaristi čo idú maturovať po anglicky (.) potom (...) matiku tiež iba nejaké učivá (.) potom (.) aké mám predmety už ani neviem @ rozmýšľam. No teda skôr tie semináre kto to vlastne potrebuje na tú maturitu tak tak to s nimi riešia po anglicky (.) ale akože je to menej ako minulé roky.

A.2.1

Mimo školy? Tak akože keď sa ma niekto spýta po anglicky na ulici tak jasné že odpoviem a tak. Teraz budem mať brigádu a teda tam budem trošku aj (.) po anglicky lebo to je bilingválna škôlka takže (.) uvidíme nakoľko to budem využívať ale akože (.) nie je to nejak prevažne (.) teda veľmi veľa po slovensky rozprávam aj tak takže.

Aha tak to po anglicky väčšinou teda [pozerám filmy]. Moc Slovákov nepozerám @ takže väčšinou to ide do angličtiny všetko aj pesničky počúvam po anglicky filmy mi nerobia problém tiež. Knižky menej ale akože nebránim sa tomu nejako.

A.4

Áno ale je to o niečom inom lebo už rozmýšľam aj tak po anglicky často že neviem si ani na slovenské slovíčko spomenúť @ koľkokrát lebo už som tak zahľtená tým takže akože je to iné ale akože stále je to také že vždycky som mala rada jazyky takže je to stále vo mne podľa mňa.

A.4.1

Neviem je to taký univerzálny jazyk že vlastne (.) dohodujeme sa všade a proste že keď to vieš taká si taká (.) dobrá @ a že máš taký pocit že nestratíš sa vo svete. Neviem tak už je to také že už vlastne iba (.) nabaľujem alebo vylepšujem to čo viem lebo už to je taký level že ja už sa neučím gramatiku ale skôr vylepšujem no C1 je o tom že ja vlastne hľadám všetky tie synonymá aby to znelo lepšie @ a hlavne takže je to také že (.) vlastne že vylepšujem to čo sa dá (.) tak a plynulosť nejako (...) skúšam zlepšovať a tak.

A.4.2

Hmmm (.) no nejaké prízvuky @@ (.) no britský nemám strašne rada neviem (.) je to také neviem mne to (.) no (.) učí nás americký takže ja som zvyknutá viac na to (.) ale akože keď to počujem neviem (.) no I can't ja to akože neviem ani počuť také slovíčko no neviem je to také vtipné pre mňa. Akože nevyčítam to nikomu ale je to také že (.) no. Ale austrálsky mám rada (.) neviem to je také (.) také príjemné. To je aj s nemčinou že tiež (.) Nemci hovoria inak ako Rakúšania takže to je tiež tak. @@

A.2.2

Uh (.) nie ale teda stretávam sa s takou jednou kamarátkou a niekedy akože (.) ona je učiteľka na (.) na IB škole bilingválnej teda a niekedy sa s ňou akože stretneme a pokecáme aby som teda nevyšla zo cviku @@ tak no. Ešte niekedy píšem si po anglicky akože tak pre seba aby som teda (.) tie myšlienky už dala na papier.

A.5

Nechcem upadnúť lebo je mi to ľúto že v po tej strednej jak tam sa trápim tak že nejak to nevyužiť (.) chcela by som ísť aspoň teda na Erasmus alebo tak že aspoň na pol roka (.) no niekam teda do anglicky hovoriacej krajiny a teda (.) ak by vyšla nejaká práca že by som tam normálne mohla používať ako v tej škôlke napríklad tak by som bola rada lebo (.) ako je to iná angličtina ale akože aspoň nevypadnem zo cviku. Alebo minimálne kebyže nevyjde tá škôlka tak by som šla na nejakú filozofickú alebo jazykovú čiže také niečo.

No asi na Slovensku nie som taký že by som ušla niekam taký typ ktorý teda tak ľahko odíde (.) ale išla by som sa rada aspoň na polroka pozrieť (.) minimálne tak. Mhm (.) hej akože (.) to je taký plán už C asi @ v mojich plánoch takže nad tým zatiaľ moc nerozmýšľam ale tak keby tak (.) tam by som šla. No už mám také prvé dve voľby lebo teda buď informatika alebo teda tá (.) pedagogika (.) v predškolskom veku takže také dve od veci od seba (.) hej ja mám strašne veľa záujmy také široké čiže. @@

B.1

No americký určite viacej slovenský je taký že (.) keď už slovenský tak aspoň teda nech to plynule rozprávam a proste nech to neznie tak (.) neviem nech to neznie zle (.) lebo ako slovenský neni vždycky zlý. Akože nie je to tam niekedy ani počuť že to neni proste (.) že nie si Slováčok no takže tak. Ale teda ten americký asi.

B.1.1

Fu tak ja ho počúvam každý deň (.) proste od učiteľov aj keď pozerám videá tak to sú prevažne teda Američania a mám tak mám to lepšie napočúvané aj tú výslovnosť aj proste (.) tak už mi to tak ľahodí ušiam keď to počujem takže (..) neviem ako veľa dôvodov nemám ale (). tak viac ako britský napríklad ma to láka.

B.2

Fu (.) nad tým som nepremýšľala. Fu (.) fakt neviem. Neviem (.) akože ja ich veľa pozerám naraz takže. Nenapadne ma kludne ja si spomeniem ešte možno.

B.3

No ak sa ráta napríklad že spievam si tie pesničky hej takže napríklad to a to robím tak každý deň takže tak. Mám doma ukulele tak na ňom si hrám. A pritom spievam snažím sa to tak spojiť. Tak hodinu? Asi tak cca hodinku denne.

B.4

Fu (.) @@@ ťažká otázka fakt. Vážne neviem. Akože teraz ho nemám ešte takže je mi to ťažko predstaviť si (.) ale asi by som bola spokojná že zniem že každé slovíčko znie tak ako má a nemusím rozmýšľať že jak sa to číta @@ alebo jak to poviem. Neviem asi by to bol dobrý pocit teda.

C.4

No akože u nás všetci máme taký (.) podobný prízvuk mám taký pocit až na neviem pár spolužiakov čo majú taký buď že vyslovene že britský a to tam proste počuť že to tak znie tak lepšie že proste majú prízvuk ale (...) fu neviem možno by sa pozerali že kto to teraz povedal lebo že znie to inak ako by som povedala normálne ale tak neviem možno by boli neviem (.) neviem fakt.

B.5.2

Tak závisí od toho kto ako hovorí takže. Mm no ťažšie im rozumieť teda ak napríklad Talianom vôbec nerozumiem čo sa snažia povedať ale tak podľa mňa každý tak od seba začne a rozpráva a (.) akože dobré by bolo keby každý hovoril tak na rovnakej úrovni aby (.) teda to znelo nejako podobne @ ale (.) akože nemyslím že je to nejaký vyslovene problém že niekto hovorí po svojom (.) a po anglicky takže neviem.

B.5.3

Akože vyslovene nemusia [sa učiť native accent] lebo ten kto nechce tak (.) niekto je rád že vôbec vie niečo povedať po anglicky tak akože nie je to podľa nevyhnutné teda mať ten prízvuk nie je to o tom. Ale takže tí ktorí chcú alebo napríklad tí ktorí (..) to študujú dlhšie ako napríklad ja teda nie veľmi dlho ale tak @@ akože bilingválka to nie je len také gymnázium (.) takže neviem tak im na tom možno viac záleží lebo teda už to majú viac napočúvané a možno aj to viac pochytia (.) alebo ľahšie.

B.5

Mmm (..) tak podľa mňa hej ale akože u tých slovanských to (.) ťažšie rozoznať to je lebo akože oni nemajú taký špecifický nejaký (.) jak to nazvať proste nie sú Taliani ktorí dávajú na každú druhú prízvuk alebo neviem čo tak (.) že nejaký dôraz nedávame extra že to nie je počuť že proste že by si bol Slovák keďže hovoríš s niekým po anglicky.

C.1

No (.) akože (...) neviem možno lepšie [by ma brali] ja neviem akože si to takto predstaviť prepáč. No neviem možno by sa bavili na úrovni keď vidia že aha toto znie tak ako my a (.) možno by boli takí že (.) je na tej úrovni ako my alebo minimálne (.) že vie dobre po anglicky.

C.2.1

No možno by si povedali že no (.) no to nie je native speaker @ teda určite a že (.) teda ale tam veľa závisí od toho že ako rozprávaš že či plynule alebo nie lebo nie je to iba o tom akcente. Lebo niektorí môžu mať akcent ale nemusí to nič znamenať akože o ich reči tak (.) akože kebyže normálne plynule rozprávam slovenským akcentom tak akože (.) asi by to nebol výrazný problém ale asi by im to znelo lepšie kebyže to poviem (.) nejakým prízvukom možno neviem.

C.2

Fu teraz akože @@@. Akože bolo by to také lichotenie že uh (.) je tam niečo také americké ale @@@ neviem akože potešilo by ma to kebyže toto [že či som native speaker] (.) sa niekto spýta. Áno [pozitívne emócie by prevažovali].

C.2.2

No (.) akože tak u nich by to bolo (long pause- phone call of the participant). Akože u nich by mi to neprišlo (.) nie že až tak cenné ale že oni možno (.) nevedia akí majú Slováci ten prízvuk že možno by im to prišlo také že neviem (.) možno by mi to neprišlo také že ocenia ma tí ktorých mám prízvuk alebo neviem takto povedať ináč či chápeš.

C.3

Akože (.) neviem ako podľa mňa by to bolo nefér lebo niektorí nemusia mať akcent a fakt sú parádni z angličtiny a neviem podľa mňa by to nebolo (.) až také teda (.) férové k

tým všetkým ľuďom (.) lebo niekto nemusí mať akcent lebo nemal teda šancu ho nejako získať ale môže byť aj tak dobrý podľa mňa.

Fuu (.) akože ku kamarátkam alebo takto? Nevieť asi nie. Nie nie každému na tom tak záleží. Že si proste vyberá podľa akcentu kamarátov @@ takže tak.

C.4.1

No skúšam nehovoriť tak strašne (.) hej ako dávam si pozor na to ako hovorím celkovo že nech to znie dobre proste @@ ako nedávam nejaký proste úplne že (.) americký toto na každé druhé slovíčko ale tak akože aby to neznalo tak že veri alebo také že poviem to fakt že po slovensky. Takým svojším akcentom hovorím. @@

C.4.2

To záleží akože väčšinou sa snažím to povedať pekne (.) ale niekedy fakt keď sa mi nechce tak poviem polku vetu polku vety po slovensky a proste nejako to dopoviem ale akože (.) väčšinou si dávam pozor že jak sa to jak teda poviem. Že nech to neznie jak nejaká neviem. @@@

C.5

Po slovensky. Uh niekedy každé druhé slovíčko povieme takto alebo nejaké frázy proste ale nie je to také že by sme čisto po anglicky rozprávali. Mala som také obdobie že chvíľku sme si s kamoškou písali že (.) ale potom to nejak upadlo asi po dvoch dňoch.

C.8.1

Tak zmiešane aj po anglicky aj po slovensky aj po nemecky sa niekedy pripletie a tak.

C.7

Po slovensky lebo (.) nie všetky teda sú teda (..) majú takú znalosť angličtiny aby sa teda nejako (.) dalo akože pár slovíčok sa tam pripletie samozrejme ale to nie sú také nejaké intenzívne <un>xxx </un>.

Odo mňa by to možno brali akože sa tvárim že som nejaká múdra lebo chodím na takú školu @ že akože mne to príde že keď oni začnú písať niekedy po anglicky že mne to príde také neviem mne to príde trápne @ ale to je taký môj osobný pocit lebo ja to neberem tak že neviem (.) no keď som bola menšia tak som proste niekedy hovorila dačo po anglicky alebo písala a mne to prišlo také že sa teším že z toho čo viem ale teraz mi to príde také že (.) mám proste dosť tej angličtiny v škole že už nepotrebujem to nejako na ostatných prenášať a tak.

C.6

Môj brácho je môj spolužiak takže (.) akože s ním (...) že keď niečo robí fakt vyslovene čo treba na angličtinu tak akože tak mu pomôžem tak po anglicky väčšinou. Tatino vie po anglicky ale (.) nejako sa nerozprávame (.) mamina tá ani nevie takže s ňou iba tak. @

C.6.1

No tatino (.) on má taký (.) on neviem aký to je prízvuk ale akože (.) on je samouk takže on sa naučil sám ten prízvuk hej všetko takže on by bol taký (.) jemu by sa to páčilo lebo proste (.) neviem @@ by mu to prišlo že rozprávam po anglicky (.) mamina tak tá neviem či by vôbec vedela rozlíšiť teraz a potom že brácho (.) neviem nakoľko si všíma ako

rozprávam takže @@ fakt neviem posúdiť. Asi pozitívna neviem ako možno by žiarlil ale tak @@ to je potom negatívna ale ako by to <un>xxx </un> podľa toho.

C.8.1

Fu pozrem sa. Akože nemám Facebook ani dlho mám asi ani nie dva roky takže (.) som taká pozadu @@ hej. Ešte mala som Snapchat (.)| mala som Twitter ale akože teraz iba Pinterest akože (.) tam sa nejako neviem no. Ale akože vyhľadávam tam po anglicky teda (.) ak sa to toho týka napríklad.

C.8.2

No (.) akože ja väčšinou pozerám tých amerických tak tam to berem normálne ale keď zas niekoho nového tak vždycky také že a odkiaľ asi bude a potom že aha tak toto je Austrália alebo takto že ja používam teda Austráliu mám tak celkom napočúvanú lebo pozerám niektorých (.) a tak a Britov si všimnem hneď @ a tak alebo aj Kanad'anov hej (.) tých pomenej ale akože (.) to znie skoro ako americkí úplne no trochu.

C.8.3

Mmmm rozmýšľam. Tých moc nesledujem [Youtuberov z iných krajín] ale akože (...) viem že som si niekedy všimla že keď niekto teda (.) nemá taký dobrý prízvuk že má taký napríklad taliansky svoj tak že niekedy mu tam nerozumieť (.) a tí ľudia to niekedy aj napíšu že proste že (.) mohol by si to zlepšiť alebo nejaké niečo (.) ale nejako to nesledujem. No (.) ako nad týmto som rozmýšľala [že by som mala kanál na Youtube] (.) prekvapivo. Možno aj po anglicky. Ale to by som si to fakt dávala bacha ako to poviem lebo (.) teda nebolo by mi to jedno ako teda niečo poviem. No tam teda viac ľudí ma vidí a vníma že čo som povedala @. No hej (.) ten americký [by som používala].

C.8.1

Nie veľmi ale keď dávam tak (..) myslím že všetko čo som dala doteraz bolo (.) po anglicky. @ Neviem našla som nejaký proste <L2eng> quote </L2eng> a páčil sa mi tak som ho tam napísala a nechcela som nejako to prekladať lebo neviem či by to proste znelo dobre.

D

Hm (.) rozmýšľam. Mňa fakt zaujíma čo ťa to zaujímalo na tomto mojom. Neviem asi nie teraz. Fuu (.) no s tými situáciami že teda (.) že sa zobudím ako @@@ <L2eng> native speaker </L2eng> teda. Neviem to bolo také vtipné ale nič ma nenapadá teraz teda.

B1, 4th June 2018, café

A.3

Je tam angličtina ako ten hlavný jazyk a potom (.) môžeme mať nemčinu alebo španielčinu (.) ja mám nemčinu. A vlastne skoro všetko máme po anglicky ale niektoré predmety sú viac-menej bilingválne (.) že učiteľ to dá aj po anglicky aj po slovensky a. No napríklad matematika ale to je častokrát dané aj učiteľom lebo tento pán učiteľ už je vlastne už 50tník (.) a on akože učí sa tú angličtinu ale aj akože (.) to vie nejak vysvetliť ale nie je to jeho primárny jazyk takže (.) a potom ešte (.) akože (...) sčasti fyziku hej a tak no. Podľa mňa je to lepšie keby bolo viac angličtiny. Hej ale takto to je. Ja som to proste bral

že keď je to akože bilingválne tak proste budeme mať tie predmety po anglicky (.) ktoré nemusia byť v povinnom jazyku.

A.1

Bolo to nejak neviem (.) naozaj (.) druhý tretí ročník na základke.

A.2

Používam (.) ale obmedzene akože buď keď niekam cestujem (.) alebo (.) samozrejme akože ak ide o to že konzumujem po anglicky tak veľa akože textov a videí a tak (.) akože viacej konzumujem po anglicky mimo školy ako keď používam angličtinu (.) ale aj to akože (.) keď niekam podať nejaké prihlášky a tak niekam ísť na výmenu tak (.) to robím po anglicky všetko.

No väčšinou pozerám také akože z nejaké že VOX ak poznáš (.) alebo New York Times také väčšinou (.) nazval by som to že <L3de> info themen </L3de> lebo sú tam nejaké témy aj všetko (.) a neni to nejaká že video blogging ani game streamy ani niečo také že vždy také že informácie.

A.4

V zásade (.) teraz už sa až tak veľmi neučím (.) že skôr používam (.) ale keď akože niečo nové objavím alebo tak celkom akože hej. Akože keď (.) zistím napríklad že čo nejaké slovo znamená nové alebo tak to hej

A.4.1

V zásada ako (...) no (.) hej akože je to pekné v tom že je to nejaká tá lingua franca ale (.) ale akože (.) je to naozaj skôr ako taký že nástroj (.) pre mňa že snažím sa používať akože sa zabavím na nejakých výslovnostiach a tak (.) alebo (.) alebo sú aj slovíčka ktoré keď používam tak (.) a pre mňa sú úplne prirodzené ktoré ani moji učitelia nepoznajú. Napríklad <L2eng> penultimate </L2eng> to je predposledný to je proste nič. To je proste úplne že (.) jednoduché slovo akurát že to akože že (.) to ma učiteľ sa pýtal že či to vôbec existuje.

A.4.2

V zásade (.) nie priamo na angličtine (.) ale tak celkovo že jak tie jazyky spolupracujú tak v súčasnej dobe sa práve angličtina infiltruje do všetkých jazykov ako naokolo (.) a je teda to také smutné lebo v zásade akože (.) sa dostávame aj (.) myslím si že časom dospeje k tomu že naozaj (.) veľa ľudí už nebude akože brať slovenčinu alebo tak ako ten ich primárny jazyk ale skôr angličtina už bude viacej ešte pushovaná takže (.) takže si myslím že to je na tom niečo smutné. Že to pohltí tie jazyky alebo ich nahradí úplne vytlačí.

A.5

Určite. No tak určite pri štúdiu lebo plánujem ísť študovať do zahraničia (.) a (.) určite akože v každej oblasti života to budem používať možno že nie v každej ale že neviem v práci určite alebo keď budem nejaké informácie teraz už robím alebo (.) možno aj vzťah si nájdem (.) takže hocičo naozaj.

Plánujem študovať v Európe takže zatiaľ sa mi páči napríklad Švédsko (.) ale nie som úplne rozhodnutý na krajine ale viem že v Európe to bude.

A.5.1

Ak sa pýtaš vzhľadom na krajinu kde by som chcel robiť (.) tak zasa niečo v Európe (.) a ak vzhľadom na oblasť v ktorej by som chcel robiť (.) tak sa zaujímam napríklad o žurnalistiku alebo o nejaké (.) informačné technológie alebo programovanie a tak. Respektíve ešte politika.

B.1

Ja som si to akože hľadal (.) keď som akože (.) tam odpovedal na tie otázky (.) teraz ti práve nepoviem prečo som dal tú kanadčinu ale keď sa na to pozriem spätne tak (.) ten dôvod napríklad môže byť to že jak je tam kombinované s tou francúzštinou a tak (.) že to spojenie je celkom zaujímavé že jak to potom akože (.) znie to celkom odlišne (.) a vlastne toto. Hej no ja som to [nemecký akcent] tam dal preto lebo podľa mňa to znie veľmi vtipne (.) a ja by som to aj chcel vedieť (.) lebo mám proste už len preto (.) že to znie vtipne že to je ako celkom dobrá znalosť že (.) veľa sa učím nemčinu popritom takže by to nemuselo byť až také ťažké takže. Neni to akože nejak zásadný dôvod že (.) ale je to také pártý trik.

B.1.1

Ja som si to pozeral ale to je taká vlastnosť že oni počkaj (.) oni tak nejak tak strašne neviem či zjemňujú alebo tak počkaj (.) mám v hlave jak to znie ale neviem prísť na to že čo to vlastne robí teda jak to znie (...) a nemohol by som ti proste pustiť?

B.2

V zásade ani nie. Lebo (...) pozerám síce to len kvôli tomu keď sa učím nemčinu že aby som sa naučil tak som si dal že budem pozerat' aj videá po nemecky ale nebolo to kvôli tomu lebo ja ich aj tak veľmi nepozerám (.) ale akože už len keď niekedy počujem jak nejaký akože politik nejaká Merkelová alebo takto o niečom rozpráva tak (.) nie že by som chcel zniet' ako ona ale akože presne to čo som hovoril že baví ma to akože.

B.5

No v zásade akože (.) myslím že teraz už neni až tak dôležité (.) že aký akcent pre niekoho v zásade proste keď viem po anglicky to je hlavné že keď viem sa dorozumieť a vedieť akože aj všetky tie akože gramatiku aj akože viem sa vyjadrovať že na nejakej vyššej úrovni jazyka a tak (.) ale (.) naozaj či zniem ako Škót alebo Mexičan (.) <L2eng> whatever </L2eng>.

Hej ja si myslím že hej viac menej hej lebo teraz čím viac jazykov tam je tak tým viac akcentov a už proste nemá zmysel robiť si z niekoho srandu že nevie britský akcent alebo americký takže.

B.3

No (.) ako niekedy si tak akože pozerám si tie akože rôzne verdy alebo keď pozerám nejakých (.) britských práve tak si skúsím nejak to hovoriť alebo nejaké tie rozdielne slová (.) alebo oni tam nemajú len akcenty ale ešte tie slová rôzne ale (.) ale reálne špeciálne si to netrénujem keďže jako hovorím nie je to pre mňa dôležité aby som mal nejaký akcent (.) takže ani moc nie.

B.4

Prečo nie? No tak (.) v zásade akože (.) keby som to teraz mal tak akože (.) nechcem povedať ja v tom nevidím až takú veľkú dôležitosť (.) takže ono to zas není skôr že prečo áno že skôr je to že naozaj že prečo by to tak nemalo byť že určite by to bolo ako zaujímavé a mal by som nejaký akože možno distingvovaný akože spôsob hovorenia ale (.) ale keď sa viem dorozumieť tak aj možno akože keď môžem povedať také že čo by tam mohlo byť že by som mohol byť viac rešpektovaný alebo by som mal akože normálny akcent alebo tak.

Normálny akcent je to v zásade ako som povedal (.) akcent (.) z krajín alebo tak (.) kde ľudia (.) hovoria prirodzene po anglicky to znamená že sú rôzne (.) a asi akože (...) také nenormálne z tých kde sú aj nativovia (.) to akože nejaké tie nárečové čo sú Británia alebo aj ten austrálsky takže skôr ako nejaké britský americký (.) je to aj tá Kanada je celkom akože blízko hej.

Práve akože (.) to bolo to čo som rozmýšľal keď som hovoril že mi nezáleží na akcentoch lebo hoci <un>xxx </un> majú strašný akcent (.) a (.) je to každému jedno. Že práve preto aj ja som to uvádzal že na tom nezáleží lebo.

B.4.2

No (...) akože (...) neviem ako to je myslené teraz. Kanadský môže byť. Zase by som s tým bol v pohode (.) ale v zásade že (.) možno to má niečo do seba aj (.) že v niečom (.) v nejakých akože náznakoch (.) to z akej krajiny aj som. Že myslím že Slováci nemajú až taký strašný prízvuk (.) ale niektoré akože veci možno robíme inak a že (.) a možno by to tak bolo akože ľahšie pre akože (.) pre ostatných napríklad neviem či rozpoznať ale neviem či je to užitočné ale hej takže.

Áno [boli by zmiešané pocity] keby som to nemohol zmeniť tak určite že (.) ja by som to zobral ako keby vedel že môžem to nakoniec ešte potom zmeniť že viem sa prenauciť že nie že by sa to zmenilo magicky ale že sa to môžem prenauciť napríklad.

B.5.2

Myslím si že je to určite dobré (.) lebo naozaj teraz (...) myslím si že vo svete by mali ostať nejaké rozdiely (.) že práve teraz je táto veľká globalizácia myslím že je to naozaj taká (...) naozaj nie že bezpečná ale neškodná vlastne neškodný spôsob toho ako si (.) nechať nejakú tú svoju identitu a zároveň (.) zároveň byť schopný komunikovať aj so všetkými ostatnými. Takže myslím že to že to je dobré keď to vieme hej.

C.1

No (...) v zásade akože (.) myslím že by mi nevadilo by som aj chcel byť aby som bol rozlíšiteľný lebo je tam taká akože (.) strašná pretváрка že proste ja sa teraz tvárim že jak som ja native speaker aby to nikto nespoznal (.) ale myslím že to nie je niečo za čo by sme sa mali hanbiť (.) a proste nechal by som si to [vlastný akcent] hej.

C.2.1

V zásade nejaké akože (.) na nejakej akože medzilľudskej úrovni možno nie ale (.) keď sa to vezme z hľadiska spoločnosti tak akože tak (.) určite áno si myslím lebo (.) napríklad v Británii vnímajú Slovákov a celkovo akože imigrantov z východnej Európy (.) nie veľmi pozitívne proste to isté že berú im prácu a tak ďalej (.) a tiež som akože aj (.) aj čítal akože rozhovor kde bolo akože proste vodič autobusu ktorí robí v Nórsku a tiež

on hovoril o tom že keď akože Nór ide neskoro tak proste sa mu stalo v pohode (.) ale Slovák keď ide neskoro tak proste blbý akože strašný človek takže.

C.2.2

Znova akože (.) ako som povedal pri Britoch aj pri Talianoch tak akože naozaj možno akože by sa mohlo stať (.) náhodou že keby som mal lepšiu angličtinu ako oni tak by si mohli myslieť že mám takú angličtinu ale akože nebolo by to mojím cieľom.

C.3

No akože (.) keď to teraz tak beriem lebo (.) ja som sa možno teraz trochu kontradikoval počas tejto ako debaty že som hovoril že to nemá vplyv alebo že mi na tom nezáleží ale potom že by ma vnímali horšie možno som hovoril a (.) ale vlastne (.) myslím že naozaj že (.) môže to aj pomôcť (.) že keď je stále ako toto nastavenie (.) že proste Východoeurópania nám berú prácu alebo tak (.) tak keby som chcel robiť do Británie tak (.) to má určite výhodu aby nie hneď pri prvom stretnutí bolo každému jasné že (.) tento tu je akože neni náš (.) ale takže beriem to tak že by ma to určite mohlo posunúť že proste (.) dá sa očakávať alebo je možné že by uprednostňovali proste aj native speakerov (.) že hlavne tých ktorí ako znejú tak alebo znejú lepšie (.) a ja to skôr akože beriem tak že ja som bol taký akože akcentový aktivista trochu (.) že preto hovorím aj že na tom nezáleží alebo že by som to nerobil aj keď akože môže to mať nejaké vplyvy ale že nechcem proste rozbúrať ja to tu.

No tak určite [záleží od kontextu]. Práveže keď som akože u nejakých anglických kamarátov alebo proste (.) tak že na nejakej osobnej ceste tak (.) to má určite malý vplyv (.) že ako keď je to kamarát ako (.) v zásade tam ma musia mať radi bez ohľadu na to aký mám akcent (.) to je proste to by bolo úplne nemiestne ale keď už som akože (.) bral do tej nejakej pracovnej sféry alebo tak (.) tam ako som hovoril tam môže byť niekto citlivý nejaké že už väčšie. Alebo keď neviem (.) v zásade hej len tam [na pracovných pohovoroch] (.) alebo pri obchodných rokovaniach.

A.3

Máme ich tam asi (.) piatich alebo šiestich a (.) v zásade učia nás väčšinou práve akože (.) tie anglické predmety ako (.) ale zároveň učia aj geografiu s ním máme ale väčšinou tie anglické predmety že aby sme mali tú angličtinu (.) čiže sú tam aj nejaké predmety kde je len angličtina. Že jak som na začiatku hovoril že nie sú tak sú. A (.) myslím že je to dosť dobré lebo naozaj tam (.) sa väčšinou nezaobídeme bez toho. Oni sa síce učia po slovensky ale nevedia po slovensky stále takže (.) to treba mať a (.) a znie to väčšinou inak jak oni hovoria než ako my (.) ale dá sa to ako. No oni sú z Ameriky z USA (.) a potom z Británie a z Ameriky (.) takže päť.

C.4.1

Na toto sa vôbec akože nie že (.) skôr akože je naozaj ten focus na tom že (.) aby som akože netrepať nejaký zjavný nezmysel akože čo sa týka tej nejakej (.) gramatiky alebo obsahu tej štylistiky tak teda a tak (.) ale takže akcenty mi naozaj nepointujú že (.) pozri sa toto by si mal opraviť (.) takže nie.

Tí ľudia sú aj z oboch rôznych sfér aj z Británie aj z Ameriky takže by sa to miešalo a aj tak by z toho bol taký miš-maš.

C.5

Po slovensky vždy ale na (.) niektorí akože ľudia (.) viem že sa proste dohodli alebo tak že nejaká trieda že sa budú teraz rozprávať po anglicky alebo aj boli také že si dali že (.) že sa budú aj nejaké že akcenty učiť takže niektorí ľudia to robia a (.) ale naša trieda sa do toho nikdy nezapojila ani sme si to neskušali. Áno to je práve to že teraz sa veľmi akože asimilujú tieto dva jazyky takže aj (.) každý neviem čo čakuje fejsbučik to je úplne že anglické slová (.) a tak takže veľmi sa to mieša že (.) častokrát je to proste akože taká Slenglish že proste (.) každé druhé slovo je po anglicky aj keď neni to nutné ako keď má nejaký Facebook takže. Áno akože keď to používame tie slová tak sa to proste zžije a potom aj človek niekedy zabudne jak sa to povie po slovensky.

C.6

Tak akože (.) súvisle alebo tak dlhšie nie (.) ale no keďže môj otec sa teraz akože učí po anglicky a tak (.) tak častokrát akože sa bavíme aj moju sestru akože ktorá je na základke tak ju učia (.) tak im akože aj pomôžem že dohodím slovíčko alebo tak (.) že keď akože ju väčšinou skúšajú že naučiť a ja im akože pomáham takže takto väčšinou.

C.6.1

Moja rodina tak akože. Asi by im to prišlo divné keď taká náhla zmena ale (.) ale akože (.) myslím že by to prijali úplne v pohode (.) neviem čo by tam akože malo byť akože aké trecie miesto alebo tak no. Tak môžeme hovoriť že by boli pozitívne ja akože si skôr myslím že by boli (.) skôr také neutrálne akože (.) ale hej akože negatívne by určite neboli (.) to môžem povedať hej.

C.6.2

Myslím že by akože myslím že by to bolo iné že ten pocit by sa určite zmenil že jednak jaký by som mal ja a aký by mali tí ostatní ľudia. A takže by (.) to malo aj potenciál akože zmeniť (.) nejak akože neviem svoju osobnosť dokonca že celý ten súčet mojej osobnosti na akcent.

C.7

No po slovensky lebo mám väčšina mojich kamarátov sú Slováci (.) takže a neviem nemám nejakú potrebu s nimi hovoriť po anglicky (.) a (...) a v zásade keďže som nebol na nejakých zásadne veľa výmenách doteraz tak nemá ani anglických kamarátov. Akože stane sa niekedy [že tam zamiešam angličtinu] ale myslím že to je o dosť menej ako sa stáva v škole lebo škola je akože v strede dňa a proste jedna hodina po anglicky druhá hodina po anglicky tak medzitým sa to viac mieša (.) ale určite že tieto slová sa miešajú (.) práve samozrejme že (.) myslím minimálne v Bratislave všetkým akože (.) a takže hej. Áno určite [cítim rozdiel keď sa bavím s kamarátmi mimo školy].

C.7.1

No akože (.) myslím že by to mohlo byť akože prekvapenie (.) a myslím že by to ako (.) bolo aj pozitívne viac menej že (.) nevidím tam (.) vlastne priestor na to že by to bolo negatívne (.) vlastne v žiadnej akože skupine ľudí (.) že jediné akože čo z môjho hľadiska jak som hovoril že by to nebolo až také pozitívne že chcem proste sa <un>xx </un> slovensky a tak ale (.) nevidím tam ako potenciálne negatívnu reakciu.

C.8

No tak <un> xx </un> sa že celý Youtube ako celok je viac menej akože ovládaný práve americkým akcentom (.) lebo proste väčšina obsahu je tvorená Američanmi a (...) Briti naozaj sú proste menší národ takže (.) aj logicky majú menej obsahu a preto aj ja keď pozerám tie veci tak mám určite tendenciu keď hovorím po anglicky byť skôr bližšie tomu americkému.

C.8.1

No tak (.) my na škole natáčame videá pravidelne ale (.) v škole a (.) popravde akože rozmýšľal som nad zopár vecami ale (...) ale neni to reálne že video proste neni nejaká ucelená stránka (.) ale ty asi to chceš zobrať tam že ako ma vnímajú moji diváci. Takže (.) toto viem aj ja povedať že (.) že aj ja radšej pozerám akože videá kde ľudia hovoria čisto (.) takže dosť často vie to byť rušivé (.) áno akože to sa musím priznať že keď napríklad som pozeral nejaké indické videá tak a (.) oni to zase zmenia aj natoľko že sa tomu ťažko rozumie (.) alebo jednoducho (.) hej je to rušivé pri takýchto videách. Hej hej [musím sa viac sústrediť na cudzí akcent] keďže väčšinu toho prijímam v tej americkej tak potom je to rozdiel pre mňa veľký hej.

C.8.2

Na Youtube väčšinou nescrollujem na komentoch (.) že (.) vlastne niekedy pozerám len pod nejakým akože na Facebooku napríklad (.) ale na Youtube na to v zásade vôbec nedávam pozor čo tam ľudia hovoria (.) lebo (.) nepovažujem to za nejaké akože sociálne miesto ten Youtube (.) takže nie. Hej [na Facebooku majú komentý väčší rozmer] lebo (.) ja sledujem väčšinou akože (.) diskusie o všeličom proste (.) nálady na Slovensku a tak si pozriem že čo zasa akože vytiahli títo naši odborníci na všetko (.) a akože zasmejem sa na tom alebo ma to straší potom že čo tam jak to môžu robiť a (...) takže pozerám sa tam (.) a možno akože tam nejde tam nemôže ísť o akcent lebo tam nič nehovoria ale (.) ale ako tá gramatika je niekedy že to by sa hodilo furt všade že aj keď pozerám niekedy naozaj na tých anglických stránkach tie komentý tak si to všimne človek že gramatika.

C.8.3

No práve akože som to nesledoval (.) a akože (.) viem si predstaviť že to niekto spraví že bude akože ukazovať proste jaký strašný akcent má ale myslím si že to je akože nevhodné takto robiť (.) že proste (...) každý človek má nejaký snaží sa rozprávať po anglicky ako najlepšie vie a proste (.) a to že mám akože nejaký (.) nezrozumiteľný akcent alebo tak (.) tak to viem aj sám od seba väčšinou (.) niekto mi to povie takže netreba to dávať na Youtube. Hej hej to proste je osobná vec. To je ako by som niekoho za výzor tak to je to isté. Ja si myslím že hej je to osobná vec.

D

No tak v zásade nie (...) páčilo sa mi že to išlo aj trošku možno v niečom hlbšie a že (.) to vnímanie akože (.) možno pre mňa boli zbytočné otázky že jak to vnímajú rôzne sféry akože mojich blízkych ľudí (.) keďže to sa veľmi nelíšilo a (.) ale (.) ale ako tiež jak som to hovoril tak niektoré veci naozaj že predsa len už mi ako niektoré veci došli (.) takže to bolo akože príjemné takto. Hej hej lebo akože tak akože v hlave si vysvetliť to ten argument napríklad že prečo a ako a (.) takže hej napríklad s tými videami proste celkom akože (.) hlavne to bolo voči tomu argumentu môjmu že na tom nezáleží tak som si akože pozrel že aha tak áno tak asi aj tam.

No možno by akože mohlo byť (.) keď akože sa dívam na nejaký príklad že či akože keď či nejako tento rozhovor zmenil ich názor na to že či je to dôležité. No ten môj akože aktivistický názor v tom že proste nemalo by to byť dôležité (.) tak teraz tá téza sa zmenila podľa mňa že som že je to môj názor že nemalo by to byť (.) a preto akože (...) takže zmenilo to v niečom hej z toho že neni na nemal by.

Akože niekedy tak vyvstane [otázka na vysnívajúci akcent medzi spolužiakmi] a to sa niekedy akože stane že ja by som akože (.) sa mi páči ten britský akcent alebo takto ten je väčšinou taký akože veľmi obľúbený (.) ale akože neni to nejaká veľká téma väčšinou že (.) je to tam.

B2, 15th June 2018, school

A.1

Tri roky (.) tam sme sa učili nejaké tie základné veci ako ved' farby zvieratá a blbosti (.) a potom kvázi to nejako bolo celý čas až doteraz až na to že nejako intenzívnejšie to bolo až na tejto škole (.) čo som mal (...) 14? Hej to bolo až tu [gramatika a slovíčka].

A.3

Ľahšie by bolo asi povedať ktoré predmety nemáme čo je slovenčina (.) a telesná @ a teoreticky aj umenie a kultúra. Teoreticky vieme mať v angličtine všetko (.) ale je na profesorovi že či zvolí (.) pokiaľ viem že či sa učíme alebo neučíme po anglicky lebo (.) nám aj z biológie teraz sa hlavne učíme po slovensky tento ročník ale minulý ročník sme mali práveže sme sa mali učiť aj aj (.) dejepis bol tiež taký že sme sa mali učiť aj aj (.) a teraz je to viac v tej slovenčine (.) a kvázi jediné ktoré zostali a sú fakt také že čisto len slovenské je slovenčina angličtina a umenie a kultúra. Mne to (.) vyhovuje že je to vlastne v angličtine vzhľadom k tomu že ja angličtine rozumiem viac ako slovenčine (.) ironicky ale (.) mne to viac takto vyhovuje lebo za prvé viem sa to naučiť veci z iného uhlu s tým že väčšinou tá výmena slovíčok vie trochu zahrať sa s významom hlavne v dejepise (.) aj keď tam sa to dá samozrejme trochu nejakým hrubším nie hrubším ale väčším (.) výskumom alebo trochu bádaním nejako viac (.) zistiť ale tiež je to také že jak to niektorí vnímajú lebo niekedy aj učebnice (.) aj keď to by nemali (.) vedia byť trochu zaujaté pre jednu stranu že dávajú viac informácií z jednej strany a menej z tej druhej (.) a je to viac aj lepšie keď je to z tých viacej strán lebo potom je menšia šanca že nejaká informácia zostane nezamľčaná.

A.2

No vzhľadom k tomu že využívam ako. Pri počítači čo je čo môžem zaradiť do podkategórie ako Internet lebo ja ho mám samozrejme nastavený v angličtine (.) hry mám vždycky v angličtine lebo tam to začalo s tým že nikdy nebol nikdy nebol český alebo slovenský dabing alebo titulky tak som bol donútený to vlastne sa učiť po anglicky tie základné veci (.) plus komunikácia s ľuďmi v tých veľákr- častokrát v tých hrách plus knihy (.) plus ja keď píšem alebo vlastne kreslím. Tak väčšinou si dopomáham niečím čo je z angličtiny väčšinou keď kreslím tak len komiksy a väčšinou teda píšem v angličtine (.) ale je mi to pohodlnejšie aj sa nejak tak tomu venovať v angličtine ako v slovenčine.

A.2.1

Aj aj [online hry a komunikácia na Skype]. Je to je to vlastne všetko od ťažkých solo príbehoviek to je (.) až po tie masívne multiplayerové hry kde (.) hlavne [World of Warcraft] ma teraz znova chytilo som si obnovil subskripciu a (...) ale tam väčšinou nevolám tam väčšinou píšem pokiaľ nie som samozrejme v <L2eng> gilde </L2eng> kedy voláme lebo ideme na <L2eng> dungeon </L2eng> ale to je asi nezaujímavé moc. No a kvázi vtedy väčšinou využívam ale s kamarátmi väčšinou komunikujem v slovenčine ale občas nám všetkým prepne a komunikujeme všetci v angličtine zrazu (.) lebo občas nie sme tiež občas to rozmýšľanie už samo prepne vlastne na také anglické ako na slovenské lebo rieši sa (.) x y anglických pojmov a potom si v mysli preložiť a potom ich potom prekladať naspäť tak to je také komplikovanejšie ale povieme to rovno veď v angličtine (.) a na pochopenie teda príbehu pochopenie nejakého ovládania a takú to normálnu väčšiu širšiu komunikáciu teda.

A.4

Učenie ma baví asi ako učenie každého (.) také že mám pocit že je to dôležitá vec ale že by som bola extra na ihly z toho že mám sa teraz učiť angličtinu tak (.) to až tak ne ale zase používať ju a nejako využívať tie informácie čo som z toho nadobudol tak to ma baví. Radšej ju využívam ako (.) sa (.) ju učím.

A.4.2

(...) No rozmýšľam jako to povedať lebo ono to je (...) výslovnosť ale to je aj kvôli tomu že jak vlastne angličtina vznikala jak má vlastne bola ovplyvnená škandinávskymi jazykmi a francúzštinou zároveň (.) pričom ona je základný germánsky jazyk a jak sa niektoré slová vyslovujú je to trochu také (...) pre (...) jednoduchšie pre niektorých ľudí (.) pre niektorých až tak nie mne to akurát príde o trochu jednoduchšie lebo počúvam ľudí čo proste nemajú moc dobré dialekty. (longer pause (.) friend)Vzhľadom k tomu že (.) ono to je jednoduchšie pokiaľ človek počúva zlé dialekty alebo ľudí čo nevedia dobre po anglicky aby a potom vie vyrozumiť oveľa ľahšie angličtine ako takej. Netreba sa ale podľa nich učiť (.) a možno problém s v angličtine je ten (.) to čisté kvantum tých dialektov ale není to taký problém že teraz by to bolo niečo že prečo tú angličtinu nie len je to také že (.) človek môže stretnúť niekoho kto proste má nádhernú britskú angličtinu (.) ktorá keď má niekto fest nevytrénované ucho a je zvyknutý na americkú tak jej vôbec nemusí rozumieť (.) a potom stretne Inda (.) ktorému není fest rozumieť lebo hovorí rýchlo a zahltáva všetky slová. A to je skorej o tom že jak je ten človek k tomu implementuje ale také že vyslovene v angličtine až tak problémy nie sú (.) možno trochu chápanie časov pre začiatočníka môže byť komplikované (.) hlavne vlastne perfektov lebo to je (.) preklad toho je väčšinou že predminulý predprítomný a to sa ešte dá (.) ale potom je že predbudúcnosť (.) a to je také dosť (.) to to človek sa musí naučiť skorej používať nemôže to sa nenaučí používať z pár poučiek. A možno to že väčšina tých vecí z tej gramatiky treba sa jednoducho naučiť (.) používaním.. A skôr že vedieť naučiť ako vedieť (.) sa by to mohlo z tých poučiek ale človek si to neosvojí pokiaľ to nepoužíva.

A.5

Plánujem plánujem teda (.) taký sen by bol môj presťahovať sa do Írska a pracovať buď tam alebo z domu takže môžem vlastne nejak globálnejšie (.) a keďže toto je taký ten môj sen tak (.) áno angličtina je trochu taká že budem musel by som ju využívať minimálne na nejaké normálne dorozumenie sa medzi ľuďmi. Ale plánujem aj vlastne normálne aj keby som zostal lebo (.) plánujem si začať aj nejaké poviedky alebo novely písať a písať

ich rovno v angličtine rovnako aj ten komiks čo som už hovoril (.) tak to tiež vlastne je písané v angličtine tak a (.) celkovo trh je lepší keď viete angličtinu. Ako keď viete len slovenčinu.

B.1

Škandinávsky. No hej ono (.) skorej taký švédsky by som povedal tomu aj keď oni sú veľmi podobné oni tak (.) ono to je tak ťažšie povedať ale oni majú taký veľmi spevavý hlas podobný írčine (.) teda írskemu dialektu len je to ešte o trošku viac. A znie to (.) veľmi aspoň mne tak dobru na uchu. A preto vlastne aj ten škótsky aj írsky aj keď na škótsky a írsky často nadávajú ľudia že sa to nedá vyrozumiť lebo prehltajú tam slová teda písmená (.) a namiesto <L2eng> here </L2eng> povedia <pvc> ire </pvc> (.) napríklad ale mne to príde nenormálne krásne uchu a (.) dobre sa mi to počúva. Áno ani nie tak tá praktická lebo veď praktická aj tak vlastne vo finále musia písať rovnako ako každá ostatná angličtina (.) ale tá zvuková stránka toho dialektu mi príde ako taká ten hlavný prečo by som chcel ten dialekt mať.

B.1.1

Ani nie ako (.) moc nejaký iný dôvod som tomu nikdy nehládal lebo (.) hlavný pri tých dialektoch je tak či tak že jak je to počuť a nie ani tak tá praktickosť toho dialektu.

B.2

Uh (.) jedna jeden neviem jak sa volá <L2eng> voice actor </L2eng> tej postavy ale (.) ona je teraz čo vyšla nová hra (.) volá sa že God of War (.) tak je tam vlastne (.) chlap ktorý sa volá Mimir. A to je a on má kvázi taký ten (.) škandinávsky prízvuk čo by som radil a jak on (.) by som chcel znieť.

B.3

Z času na čas (.) sa snažím hovoriť v tom akcente vyslovene (.) ale to jak sa podarí a jak viem že čo sa vyslovuje (.) plus sa snažím učiť piesne s výslovnosťou ktorú majú mať ani nie že ktoré slová tam reálne sú ale skorej tú výslovnosť tých slov (.) a tie si potom spievam lebo väčšinou aj také tie (.) škótske ľudové (.) alebo aj írské (.) tak oni majú veľa z toho dialektu. A preto sa ich snažím aj učiť a nejako aj (...) teda si na tom trénovať ten dialekt.

B.3.1

Prvá vec asi že neni to pravidelne (.) je to podľa nálady (.) ale väčšinou je to tak že dvakrát do dňa si niečo zaspievam. Také že ak poznám slová. Len tak sám pre seba. A väčšinou to nikomu nespievam lebo ja neviem spievať. @@

B.4

Prečo nie je to nejaká ďalšia vec čo viem môžem mať zadarmo. @@ Nemusel by som za to nejako ako aj keby som za to musel platiť alebo nejako snažiť viacej tak berem (.) a ak by ak je to že len tak z lusknutia tak prečo nie veď je to niečo čo chcem.

B.4.1

<L2eng>I sound cool now. </L2eng> @@

C.6

Prvé asi by sa na mňa kukali že (.) kde som sa naučil taký prízvuk (.) a ďalej asi ďalej by potom asi na to kašľali. Že bolo by im to kvázi jedno lebo veď aj tak väčšinu času sa rozprávam v slovenčine pred nimi a (.) angličtinu o mne vedia že ja viem dobre (.) teda aspoň tak hovoria. @@

B.4.2

No tak by som neľutoval. Ja si vyberám trošku opatrne veci ktoré chcem takže @@@ takže akože ja by som neprotestoval akože tak mám švédsky prízvuk akože to je pekný prízvuk. @@ Nie vôbec by som to neľutoval.

B.5 B.5.2

Um (...) tam je pár faktorov prvé je farba hlasu toho daného človeka ktorá hraje dosť ešte viac pomaly v tom celkovom tom počutí ako akcent (.) a celkovo znalosť celková znalosť angličtiny a výslovnosti lebo pokiaľ človek vie tú výslovnosť fakt že veľmi dobre (.) tak jemu jeho originálny (.) prízvuk trošku zaniká. Automaticky kvôli tomu že (.) niektoré slová majú špecificky jak majú znieť presne. A niektoré nie ale dá sa to potom zmeniť ako trošku alterovať ale oni majú väčšinou nejakú špecifickú (.) formu. Že sa nezaťahuje alebo sa nezvykne nedáva nejaký dôraz na jednu slabiku nad inou. Ale (.) potom je to by som to rátal že je to na každom človeku individuálne lebo pokiaľ ten človek sa mu páči ten jeho vlastný prízvuk alebo je neviem je mu to jedno (.) alebo reálne sa mu len nechce niečo učiť akože (...) keď dojde niekam budú sa naňho pozerat' že je to teda cudzinec ale keď možno fakt vie po anglicky tak proste že áno je to cudzinec ale fakt vie po anglicky (.) a keď nevie alebo keď nemá ten prízvuk má nejakú vlastne tú britskú angličtinu alebo čo tak naň kvázi budú brat' len normálne akože úplne rovnako takže až tak nejak veľmi to není. A v podstate som mal teraz aj skúsenosť s jednou Indkou tak jak som hovoril a (.) kvázi pokiaľ ten akcent nezaťahuje nezasahuje až moc do toho jak ľudia sú schopní rozumieť (.) preto som pri tú Indku lebo ona (.) oni majú oni nenormálne rýchlo rozprávajú (.) a oni majú to farbu hlasu ona mala farbu hlasu ktorá kde všetky slová splývali do jednej. Tým pádom jej nebola rozumieť polka slov. Pri nej by som napríklad odporučil keby či by nezačala rozmýšľať buď nad nejakým buď spomalením tempa alebo nejak niečím iným (.) nejakou alternatívou. Ale vyslovene že teraz niekomu ísť odporúčať a hlavne nejak všeobecne že mali by si to nejak meniť alebo nechať tak to je také že (.) nie na čo akože (.) je to každého osobná voľba. Samozrejme ja si potom ako môžem o ňom myslieť že znie jak Danko keď hovorí po anglicky (.) akože tí čo vedia po anglicky začínajú plakať pri tom ale (.) stále akože (.) nevedel nikdy po anglicky teraz sa niečo naučil a tak čo.

C.4

Mm nie. Bavíme sa po slovensky a myslím že to je hlavne kvôli tomu že aby sme (.) myslím že je to také podvedomé s tým že hlavne kvôli tomu že my sme sa aj začali baviť vlastne v slovenčine (.) a väčšinu konverzácií sme vlastne viedli v slovenčine tak vlastne automaticky vždycky prehodíme do slovenčiny namiesto angličtiny.

C.4.2

Tak není problém. Hlavne keď to má byť tá praktická stránka napríklad aj keď prednášam nejakú esej alebo (.) nejaký výklad tak (.) nedávam si na to pozor lebo dávam si pozor zase na to že či pomaly rozprávam artikulujem dobre a hlavne že či mám tú výslovnosť a gramatiku čo najkorektnjšiu čo viem že gramatika je trošku ťažšia lebo to je také trošku

ťažšie si spätne uvedomiť (.) a trošku na nič keď už si to človek spätne uvedomí len ale priamo že prízvuk si nekontrolujem.

C.4.1

Neviem kto je Brit u nás na škole (.) ale amerických máme. Uh (...) pokiaľ si nerobím srandu alebo to nerobím naschvál (.) také že (.) fakt sa snažím ten akcent teda prebiť si že neni to iba taká normálna konverzácia ale chcem napríklad fakt to ukázať tak vtedy áno. Áno [vtedy chcem mať ten iný] ale väčšinou (.) to je také že nedávam si na to pozor a je mi to aj kvázi jedno.

C.7

Nie to sú kamaráti zo Slovenska priamo (.) a čo sme sa tak postretávali po vlastne čase čo som chodil po akciách takých herných a tak sme sa nejako dali dokopy a (.) neni to že zo školy a nikdy sme vďaka do školy nechodili lebo to by sme asi neprežili so spolu tak dlho ale to sú všetko aj Slováci. Častokrát [komunikujem s cudzincami] väčšinu času komunikujem že po slovensky volám s kamarátom (.) teda väčšinou pokiaľ akurát to neriešime niečo po anglicky a píšem potom po anglicky (.) s cudzincami. Títo poslední (.) ktorých by som mohol povedať z toho Wowka teda tak je to Španielsko Nemecko Rakúsko Francúzsko Británia (.) Maďarsko Turecko Grécko a Taliansko. Lebo sa bavíme a dosť často aj máme a niekto nadhodí že odkiaľ sme jaj ešte Bulhari (.) a väčšinou to tam teda vypíšeme že odkiaľ sme a teda vieme.

C.7.1

Akože vo finále na tom akcente nezáleží. Kvôli tomu lebo je tam hlavne aj o to aby bolo tomu človeku dobre rozumieť a (.) aby v podstate mal teda nejakú tú vedel nejak to dobre odkomunikovať to čo chcel. Pokiaľ ten akcent neblokuje to (.) tak môže používať úplne hociktorý akcent len chce a je to jedno (.) pokiaľ ten akcent to blokuje možno by (.) mal trošku začať rozmýšľať nad nejakými alternatívami (.) respektíve a že nech neni taký silný alebo zlepšenie angličtiny (.) ale tak že len (.) tak že podľa mňa na tom nezáleží.

C.8

Uh (.) záleží od človeka a mal som raz prípad čo vlastne (.) je a to nebol Brit to bol Talian (.) čo veľmi riešil jedného Nemca s Francúzom vlastne aký mali prízvuk lebo (...) sa mu neviem nejak nechcel veriť že ten (.) Nemec je Nemec a že Francúz je Francúz (.) a hádal sa vlastne s nimi že vlastne aký majú Nemci a Francúzi ten akcent. Ale vlastne také že nejak že by na tom záležalo aj im tak nie občas opraví gramatiku keď je to písané (.) a to fakt občas ale veď to sú <L2eng> grammar nazis </L2eng> a tí sú všade niekde a (.) ale inak tiež na to kašlú v podstate a dosť často používame aj zjednodušenú angličtinu že namiesto you iba dáme učko aby teda kvôli písaniu to bolo rýchlejšie (.) a nejaký problém v tom nikdy nebol (.) okrem toho jedného prípadu čo som mal.

C.8.2

Síce som to nikdy nepozeral komentý ale som pozitívny v tom že (.) nikto to neriešil. Že fakt že nikto to neriešil. Lebo je to dosť také špecifické témy čo on kvázi dáva a pochybujem že by niekto kto vyhľadáva také špecifické témy by potom riešil že jak to vôbec znie.

C.2.1

Ako všimnúť si to určite všimnú keď začnem rozprávať že či mám nejaký akcent (.) ved' to je jasné (.) ale tiež či to budú riešiť záleží podľa mňa tiež skôr od človeka lebo ved' (.) je človek ktorý to môže silene riešiť a potom môže byť niekto ktorý to má tak hlboko v paži že to už ani nevytiahne ani sám pán boh. Neriešil by som to pre na čo.

C.2.2

Ak by napríklad boli tak že skupinka z Číny (.) a dajme tomu že majú francúzsky prízvuk (.) tak pravdepodobne viem že (.) buď mali francúzskeho učiteľa (.) alebo vedia po francúzsky a mali to ako ich prvý jazyk (.) alebo nie sú z Číny. Ale také že nejak silene to by som to za tým neriešil ako toto by boli dve sekundy rozmýšľania možno akurát keď ich počujem. Zase nie [ja by som neriešil svoj prízvuk]. Ja v tom celkovo taký ten nevidím dôvod že prečo by som si mal na to dávať pozor pokiaľ ja akurát na čo pozor tak na tú artikuláciu a aký s jakou hovorím ale vyslovene na prízvuk tak to nie.

B3, June 5th 2018, school

A.1

Tak už začal som rovno od škôlky (.) a vlastne potom postupne som išiel aj na také nie že jazykové školy ale normálne základná škola na základnej škole sme už mali amerických lektorov (.) takže tá angličtina sa so mnou ťahá celý život v podstate. A stále som aj potom som išiel aj na bilingválne gymnázium (.) v Mikuláši najprv a potom som prestúpil sem (.) do Bratislavy.

A.2

Občas áno (.) občas. Tak akože napríklad (.) v lete sa mi stalo také niečo že som stretol nejakých anglických turistov (.) tak som sa im snažil vysvetliť ako sa dostanú ku Dunaju (.) tak som ich aj trochu posprevádzal po meste a rozprávali sme sa väčšinou. Alebo ešte také že aj akože na internete keď hľadám vyhládam niečo keď pozerám videá a takéto. Sa to snažím využívať tú angličtinu.

A.4

Mhm áno. Že to nie je ťažké. Nie je to ťažké a gramatika je tiež ľahká len slovíčka sú občas také (.) mätúce (.) ale dá sa to všetko. Páči sa mi to celkovo celkovo ten jazyk lebo to je hlavne svetový jazyk a využijem to v budúcnosti určite.

A.4.2

Mmm (...) občas je to mätúce hlavne časy. Časy sú také že to sa mi nepáči.

A.5

Určite áno. Ako vojak áno. Napríklad vojaci chodia často na misie (.) tak tam väčšinou musia mať určitý slovník (.) a tam sa tá angličtina dá využiť pretože tam treba taký diplomatický slovník. A (..) treba sa vedieť dorozumieť v tej krajine kde sme. Napríklad otec bol tiež ako vojak na misii a on sa za rok naučil aj ten jazyk ktorým sa tam hovorilo.

A.2.1

No akože tie videá potom mám občas s bratom sa doma rozprávame po anglicky. A ináč takto som ju mal v škole (.) väčšinou. Máme amerických lektorov takže tiež sa im snažím vlastne porozumieť. Ale ináč takto že by som v robote alebo niečo (.) to vôbec nič.

B.1

No vlastne je to preto lebo to je pre mňa také prirodzenejšie nie (.) nemám proste dôvod sa učiť nejaký druhý akcent (.)lebo náš akcent je celkom zrozumiteľný (.) keď rozprávame po anglicky. Takže to je podľa mňa bezvýznamné sa učiť nejaký druhý akcent a niečo podobné. Možno kebyže žijem v nejakej zahraničnej krajine napríklad v Amerike tak určite pochytil ten americký prízvuk (.) ale takto vôbec.

B.1.1

To že je zrozumiteľný (.) a to že sa ho nemusím v podstate učiť lebo to je moje prirodzené rozprávanie. No to je asi všetko.

B.2

Mm. Môj otec má strašne dobrú angličtinu. Takže určite (.) akože na otca sa proste obraciam (.) čo sa týka angličtiny aj mamy.

On má taký prirodzený nemá taký žiaden že pochytený z nejakej inej krajiny (.) a tiež má taký svoj prirodzený akcent že rozpráva tak prirodzene vyslovuje takže. No mamina (.) ona je vlastne moja nevlastná mamina ona je zo Srbska (.) no a ona má tiež taký svoj špecifický tiež sa neriadi žiadnym iným (.) a keďže pracuje v medzinárodnej firme takže (.) akože zdá sa mi že tam pochytila taký americký akcent od tých Američanov s ktorými spolupracuje. A ináč takto tiež keď som sa s ňou najprv rozprával (.) po anglicky (.) tak mala svoj prirodzený.

B.5

Mm (..) podľa mňa (.) akože taký prirodzený no taký človek narodený napríklad v Amerike by nevedel rozoznať že odkiaľ som. Napríklad ako Taliani tam majú určite silnejší akcent než ja to sa dá rozoznať hneď (.) alebo aj Rusi taktiež (.) ale taký slovenský to je taký neviem taký normálny by som povedal (.) že (..) normálne prirodzený (.) akože človek ktorý sa tam narodil by nerozoznal odkiaľ som.

C.2.1

Nesledoval som si akcent práveže som sa snažil používať také slovíčka aby mi rozumeli a naozaj som sa snažil artikulovať (.) a nezakoktávať. Viem že žena bola z Británie a muž z Írska. Nie [môj akcent neovplyvnil to ako ku mne pristupujú]. Akože oni boli úplne super sme sa porozprávali (.) potom sme sa aj odfotili spolu a ešte mi pochválili angličtinu keď sme sa lúčili takže úplne v pohodičke to brali.

C.2

No možno by ma brali ako jedného zo svojich. Ale takto vedeli že som proste zo Slovenska.

C.1

Akože keď som bol menší tak som si hovoril že radšej by som bol v Amerike než tuna (.) ale (.) teraz (.) neviem je mi tu dobre som tu oveľa (.) som tu šťastný.

C.3

No podľa mňa to ani tak nezáleží od akcentu (.) ako vlastne od levelu tej angličtiny určitého človeka. Napríklad aké slovíčka používa či používa slovíčka k danej téme (.) alebo niečo takže akcent by podľa mňa by moc nebrali do úvahy akcent by sa (.) možno človek naučil postupne. Alebo kebyže to nie je nejaká anglicky hovoriaca krajina tak by som sa určite snažil naučiť aj ten jazyk kde by som býval.

C.4.1

Iba Američanov máme. Iba tak niekedy zo randy [sa snažím mať americký prízvuk] ale že by som sa snažil tak (.) prirodzene rozprávať iba tak zo randy.

C.4.2

No iba keď riešime nejaký projekt alebo niečo keď máme niečo spoločné tak si to prejdeme spolu po anglicky (.) alebo napríklad teraz robíme divadlá tak si to tiež nacvičujeme po anglicky takže tak iba takto.

C.5

Po slovensky. Akože v zahraničí boli od nás ale že dakoho že by nevedel po slovensky nemáme.

C.7

Po slovensky. Akože napríklad akože pri posilňovaní tak keď neviem povedať nejaké (.) nejaký cvik po slovensky tak ho poviem po anglicky napríklad benchpress také že čo sa už uchytili že človeku by to ani nenapadlo povedať po slovensky (.) napríklad benchpress áno.

C.4.3

Nemyslím si. Učiteľia by možno boli prekvapení trochu (.) ale neviem akože (..) neviem. Akcent podľa mňa nie je taký dôležitý čo sa týka angličtiny. Ako sme už spomínali pri tom interview v zahraničí (.) tak určite sa ten vedúci nebude pozeráť na akcent ale na to na ten ten level angličtiny (.) čo sú väčšinou slovíčka a tá gramatika (.) či viem používať správne časy a takéto veci (.) no a vlastne (.) neviem. Akcent nezohráva takú rolu vôbec podľa mňa. Akože možno to (.) na niekoho to môže zapôsobiť viac. Keď sme boli (.) na jednej súťaži tak tam bolo jedno dievča (.) ktoré bolo v Anglicku asi 5 rokov a ona mala ten britský akcent a to bolo počuť. No akože neviem akože jej to už bolo také prirodzené keďže tam bývala tak strašne dlho. No ale ináč takto neviem. V bežnom živote neviem si predstaviť že by to nejak zapôsobilo na niekoho.

C.2.2

Mm (...) neviem (.) nemyslím si. Nemyslím si (.) podľa mňa turistom je dôležité aby sme im vedeli povedať o tom že čo vlastne vidia (.) a že nejakú tú históriu o tom (.) nech majú nejaký ten všeobecný prehľad o tom meste v ktorom sú. Takže na akcent by sa moc nepozerali teda. Takže treba nejaké slovíčka vyslovovať normálne ale (.) aj s nejakým tým prízvukom trochu (.) ale (.) ináč takto. A hlavne vedieť kedy treba niečo predĺžiť alebo nie. Anglicky hovoriace krajiny to majú občas tak že nejaké samohlásky povedia dlhšie (.) a je to úplne iné slovíčko než keď to poviem kratšie (.) takže to je tak.

C.8

Nie vôbec (.) iba pozerám. Mám áno jasné mám [oblúbených Youtuberov] a to vlastne hlavne o tom cvičení. Keď pozerám niečo tak väčšinou pozerám od tých anglicky hovoriacich lebo slovenskí väčšinou nemajú takéto kanály (.) na Youtube. Áno PPPeter toho tiež pozerám. On to má tiež podľa mňa to má tak prirodzene on bol strašne dlho v Amerike pokiaľ viem (.) no a určite tam niečo pochytil ale neviem neviem to moc rozoznať takže tiež si myslím že hovorí skôr tak prirodzenejšie ale snaží sa tiež artikulovať správne vyslovovať tie slovíčka (.) aby to bolo všetko tak ako má byť (.) aby mu tí ľudia rozumeli.

C.8.3

No (.) ani nie práveže komentáre nepozerám moc ale podľa mňa (...) tí čo sú Slováci tam komentujú po slovensky (.) a tí čo sú vlastne zahraniční tak po anglicky. Akože pozerám napríklad také videá (.) jedného Slovinca. No a on má strašne silný akcent. No a občas aj spraví nejakú chybu ale tak neviem nepozeral som tie komentáre že čo tam ľudia riešia že či spravil nejakú chybu gramatickú alebo slovíčka som nejak (.) nevšimol som si. Podľa mňa dôležitý je obsah toho videa. Akože pousmejem sa nad tým [nad chybou] ale neriešim to nejak extra. Akože (.) je to pozitívne pretože človek sa stále učí a určite aj keď si to sám pozrie tak si uvedomí tú chybu (..) takže (.) robiť chyby je ľudské

C.6.2

No podľa mňa by sa na tom zasmiali akože kebyže bývam dlhšie v tej krajine tak určite by to bolo také že by sa trošku zasmiali že pochytil som nejaký ten akcent ale že by ma nejak za to neodcudzovali alebo niečo (.) stále by som to bol ja (.) len s iným akcentom. Brali by to určite pozitívne lebo keď je človek v nejakej tej krajine tak sa určite naučí či už je to akcent alebo aj proste lepšie speakovať tak (.) proste je to určite nejaké pozitívum do toho života (.) aj skúsenosť pre človeka hlavne.

C.6

Nie (.) rozprávať nie. Občas tak že vo vete v strede vety použijem nejaké anglické slovíčko (.) že to nejak mixujeme doma ale inak takto že konverzácie viedli v angličtine to vôbec nie.

D

No akože (.) neviem či to má práve moc dobrý vplyv na budúce generácie pretože vlastne nebudú vedieť (.) nejaké to (.) originálne slovenské slovíčka na to (.) no a vlastne budú používať také internacionalizmy. Takže (.) je to aj dobre aj zle. Je to dobré v tom že (.) spoznávajú novú kultúru (..) a vlastne že sa aj snažia učiť po anglicky (.) ale zas to nie je dobré v tom že proste postupom času sa tie slovenské slovíčka zabudnú. Sa vymažú zo slovníkov a už tam zostanú iba tieto internacionalizmy (.) lebo nikto to už nebude používať tie normálne slovenské slovíčka. No ono sa to tu už teraz deje podľa mňa (.) no a podľa neviem (..) možno o 10 rokov to už určite bude tak (.) lebo akože západ má na nás veľký vplyv (.) no a (.) ako sa to bude vyvíjať ďalej to neviem si predstaviť.

Vôbec som sa nad tým nezamýšľal (.) akože (.) svoj akcent som bral tak akože prirodzene (.) aj ho stále berem (.) a vlastne (.) nikdy som nerozmýšľal nad tým že či to môže ostatných ľudí nejak ovplyvniť (.) alebo nie a neviem si predstaviť že by ich to nejak špeciálne ovplyvnilo. A čo sa týka týchto tohto internacionalizmu tak (...) ovplyvňuje to ľudí strašne (.) lebo častokrát ani nevedia čo tie slovíčka znamenajú aj tak ich používajú

a používajú ich častokrát zle (.) napríklad kvázi (.) teraz to strašne ľudia používajú (.) a potom tá veta má zrazu úplne iný zmysel hlavne keď ten človek nevie že čo to slovíčko znamená a ten druhý vie. Takže (.) neviem (.) najprv by som povedal že (.) by trebalo spraviť nejaký (..) <L2eng> research </L2eng> @@ výskum áno (.) a @ až potom by sa nejaké tie slovíčka mali začať používať vo vete. A ináč takto celkovo ľudia by sa mali učiť jazyky(.) je to fajn. Tak určite že sa vo svete nestratí. A možno teraz si každý myslí že keď vie angličtinu tak že vie všetko že sa nikde nestratí (.) ale aj ostatné jazyky treba spoznávať lebo každý jazyk má sebe niečo pekné (.) a neviem (.) mňa vždycky nejak bavili slovanské jazyky skôr (.) takže (...) Na slovenčine sa mi páči že je to taký (.) rôznorodý jazyk by som povedal (.) že ľudia sa stále snažia nejak (.) vymýšľať nové slovíčka na niečo nové (.) ale (..) neviem ale tiež postupne tie staršie slová už zanikajú a (.) používa to už iba nejaká staršia generácia (.) takže to sa mi na tom nepáči zase (.) lebo veľa ľudí teraz už väčšina ľudí žije v meste a na dedinách už sú zostávajú iba starší ľudia. No a takto proste to tak zaniká. Ale ináč takto (.) čo sa mi páči ešte (.) neviem proste je to môj jazyk (.) a som rád.