



## Realised Homesickness: An Investigation into the L2 Identities of Greek-Cypriot Students at the University of Nottingham

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### Introduction

This study will combine qualitative and quantitative methods to argue that the degree of involvement with homeland culture has a direct effect upon the degree of native-like L2 identities of Greek-Cypriot students at the University of Nottingham. In proving this, I will attempt to argue for the inclusion of this parameter in studies investigating L2 acculturation and motivational factors.

### Background

Sociolinguists have long been interested in the effect which social factors have upon Second Language (L2) acquisition. The earliest approaches to L2 linguistic identities were heavily monist, assuming that the L1 identity would be transformed into an L2 based on external factors and disregarding the possibility of the two coexisting. Schumann (1976) proposed a number of 'societal factors that either promote or inhibit social solidarity between two groups' thus creating or bridging social distance, and have a direct negative or positive effect on language acquisition (135). These include dominance of the learner group over the target group, length of residence, congruence, length of contact, and cohesiveness; certain affective factors such as language and culture shocks, ego permeability, and motivation were later added (Schumann 1978). Schumann hence established these as influencing factors on his model of 'acculturation', namely 'the social and psychological integration of the learner within the target language group' (Schumann 1986: 379, quoted in Zahran 2005: 63).

Acculturation is a model faced with much criticism; the lack of a hierarchy in which the factors function could be noted, whilst the applicability of the model upon people who retain contact with their natives may be questioned. Moreover, Schumann's model presupposes that all L2 learners are (to some extent) aiming to acculturate to the L2 language group, a parameter treated as a variable in L2 acquisition motivation studies such as McIntyre et al (1998: 552), and questioned for its possible negative effect upon ethnic identity (Gardner 1988: 139). Kachru (1982: 54) further establishes two degrees of motivation which correlate with the learner's level of acquisition, and hence acculturation: the integrative (aiming at complete assimilation), and the instrumental, in which 'a language is acquired as a linguistic tool, not as an instrument for cultural integration'.

An approach adopted by researchers in investigating the correlation between sociocultural attitudes and linguistic identities of L2 users is the 'success' approach, which sets the native-like standard as the ideal variety towards which users aspired (e.g. Lybeck 2002). Although this hierarchical structure of language varieties, which considers the native-sounding variety the target, is possibly reflective of real learner's attitudes, as suggested in Jenkins' (2007: 217) study results, it is a prescriptive approach which will be avoided in this study.

Although Lybeck (2002: 175) argues that the attitudes of 'each receiving culture group about itself, as well as about the "out-group" will affect the acculturation process', the 'multi-directional' perspective she proposes has not been developed. All the previously mentioned studies investigate the relationship between attitudes towards the L2 target group but what they fail to account for is the learner's attitude towards their L1 language group, namely whether they wish to associate or disassociate themselves from their native culture or the indexed identity stereotypically associated with it. In following Pavlenko's stand against the 'monolingual / monocultural bias' (Pavlenko 2002: 279) which limits the language groups to homogeneity and the individuals to belonging to one at a time, this study will assume that L1 and L2 identities are in correlational flux. The study will also ignore the previously discussed acculturation models in following Coetzee-Van Rooy's assertion that 'second-language acquisition theories that rely on any assumption of integrativeness should not be applied uncritically to sociolinguistic contexts where learners are acquiring a variety of World English'.

As Block (2007: 5) argues, 'one's identity and sense of self are put on the line' more in the context of long-term sojourners (such as students) than in other context, since all the social factors previously familiar and established are replaced by new ones, this study will focus on such a community. The linguistic identities of a Greek-Cypriot students at the university of Nottingham will be investigated against their involvement with the homeland culture.

## Methodology

### A. Sampling

The aim of this study was to investigate whether the degree of involvement with the Greek-Cypriot homeland culture had a significant effect upon the linguistic identities of students at the University of Nottingham. The original hypothesis was that the effect of association with Greek-Cypriot cultural events would be inversely proportional to fluency.

An Identification Questionnaire (Appendix) was handed out to possible participants, following Llamas' (1999: 105) suggested procedure of a 'safety net': the questions dealt with the degree of involvement with the Greek-Cypriot community and events, in case this failed to be discussed during the interviews, or in case the participants decided to index different attitudes as a result of being recorded (see Observer's paradox).

The IdQ also allowed the control of variables including Gender (Males), Age (20-23), Education (Private/Public school), and Social networks. By extent of the 'Education' variable control, the questionnaire allowed for control of socioeconomic background (class), since private school attendance presupposes payment of tuition fees which are largely found to be paid by 'wealthier households' (Andreou 2012: 28). By combining the 'age' and 'Education' variables, control over overall exposure to formal English education is also established. As Hakuta et al (2003: 14-15) argue in their review of the 'critical period hypothesis', the age of immigration and amount of education as factors in determining L2 acquisition are proved to have a more significant effect upon the linguistic behaviour of an immigrant than a specific period during puberty (Snow et al. 1978: 1114).

The variable tested through the study was the degree of involvement with the homeland culture, which in practical terms was translated as participation in events organised by the Greek-Cypriot society. These could include, but were not limited to, 'Greek nights' namely Friday night events at nightclubs booked exclusively by the society, at which only Greek music is being played, football matches, Greek live music nights, Greek restaurant outings, and card tournaments. Six participants were observed. The two variants compared in the study were the 0%, 50%, 75%, and 100% participation in such events. Hence, the study compared participants which were heavily involved with their homeland culture with those who rejected it. It could, of course, be argued that this set variation might correspond to a variation in 'Social Networks' since participants in such events would be limited to Greek-Cypriots, and this would account for a significant disparity in linguistic behaviour as a result of 'dense exchange networks' in the 'heavily involved' group (Lybeck 2002: 176), or in Zahran's terms (2005:38-39), of the dominance of *monocultural* networks (comprised of co-national) against bicultural and multicultural. Hence, the study also controlled the social network parameter in all groups, limiting it to a predominantly Greek-Cypriot environment.

### B. The sociolinguistic interview

Following Labov's (1984: 29-30) working principles, interviews were carried out with the participants aiming to elicit their vernacular, which could then be compared against the 'standard', namely the variety that they were taught as Second Language learners of English (Trudgill and Hannah 1994: 1). However, this study employed a method suggested by Bongaerts et al (2000), who tested the degree of native-like pronunciation of L2 Dutch learners: data was elicited by asking participants to read out a set text. In this case, the text (Appendix) was an adaptation of three articles from 'The Telegraph', dealing with the same subject, namely Cyprus' bid for a Protected Origin Status for halloumi.

After the set text, a discussion ensued following two planes: the first was the participant's response to the text, which also included comprehension-testing questions, and the second was the participant's attitude towards language. The interviewer questions for these were adapted from Labov's University of Pennsylvania suggested questions (Appendix). They were organised by semantic module and aimed at discussing foci of interest relative to the participant based on their profile (and the IdQ).

The inclusion of the set text came as a result of a three key decisions.

- a) The need for topic control: Due to restrictions on time and resources available which limited the overall interview time, and due to the need for 'obtaining comparable responses to questions that define contrasting attitudes' (Labov 1984: 32), a topic needed to be established from which responses to issues of ethnicity could be produced. The text chosen could be inspected from various parameters depending on the participant's response: Cyprus Vs Britain, Greek Vs Turkish Cypriots, halloumi Vs PDO products, etc.

- b) The need for less attention being made to speech: According to Brantmeier (2005), L2 learners are significantly more anxious about unplanned speech in the L2, than about reading out loud. Assuming that we want to elicit the vernacular by ensuring that 'the minimum attention is paid to speech' (Labov 1984: 29), it is argued that linguistic anxiety will be moderated through the reading exercise, since it makes the participant accustomed to oral tasks likely to follow.
- c) The need for comparison between L2 Standard and L2 vernacular: by combining topic-controlled exercises eliciting both vernacular (through follow-up discussion) and 'standard' (through reading), comparisons could be drawn between the two varieties for the target group. Quantitative data could also be systematically drawn for comparison between participants.

### C. Limitations

Although Labov (1984: 29-30) argues that data subjected to quantitative analysis ought to be recorded through the interview, and hence that the vernacular would be the subject of investigation, the majority (4/5) of quantitative analysis was based on pronunciation of variants taken from the read text.

The amount of time spent in the UK is arguably a variable not controlled by this study which could have an effect upon the linguistic identities of the participants: based on Chiswick and Miller (2001:399), the duration of residence has a positive effect on L2 practice. Hence, the fact that all three of the least involved group are third-year students, whereas 2/3 in the heavily involved group are first year students could account for a systematic error in the analysis, since the effect of acculturation might have not yet manifested (Zahran 2005: 74). Moreover, the lack of a cohesive range in the variable units throughout sampling, namely the fact that the intervals in the degree of participation do not follow a systematic motif (e.g. of 25% intervals) also poses statistical complications.

To limit the effect of the Observer's paradox, I followed the standard procedure of talking to the participants only in the target language, and making small talk, prior to beginning the recordings. I found that this put them more at ease by the time the recorder appeared – which was also in the form of a familiar object, since it was within my phone or laptop. However, the effect of the paradox could still be argued for, seeing as a participant was reluctant in listing his recreational drug use among his list of interests.

In addition to this, my in-group identity as a Greek-Cypriot could arguably have certain effects upon the participants, who would expect interactions between us taking place in a Greek-speaking context, and hence additional linguistic anxiety could be identified as a result of the transition.

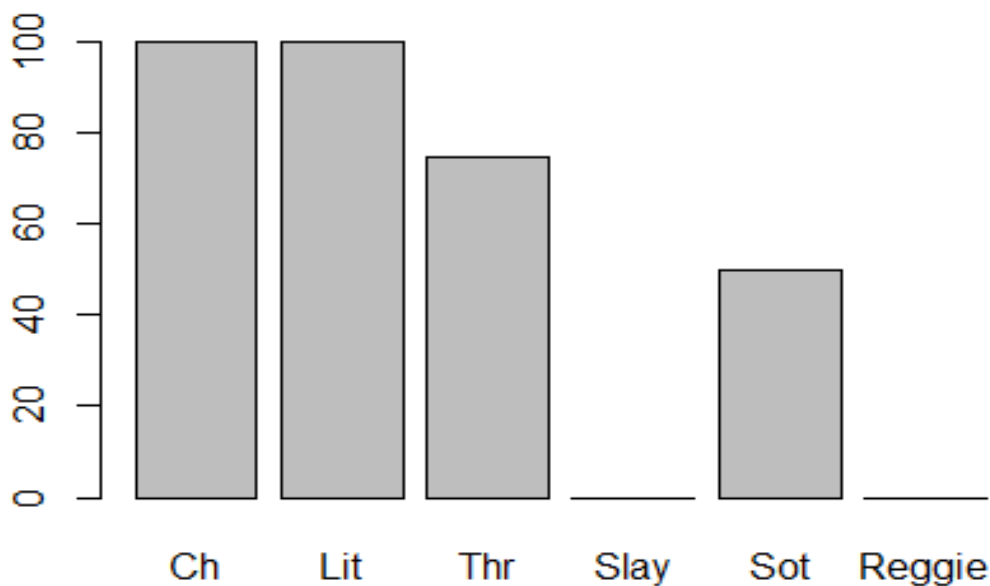
### D. Ethics

Participants were given consent forms (Appendix) which gave an overview of the study, its aims, and its requirements, including an approximate time the interview would require. They were urged to ask questions they had both before the interviews, and after their completion. They were also given the opportunity to listen to the recordings, and were assured that they could withdraw from the study at any point. Finally, they were assured that the data would be treated with all the confidentiality procedures set by the university, and were asked to give a preferred nickname which would be used to anonymise the data.

### Data analysis: Quantitative approach

The participants' degree of participation in events organized by the Greek society is represented in the following chart:

## Percentage of Participation in Greek-Cypriot even

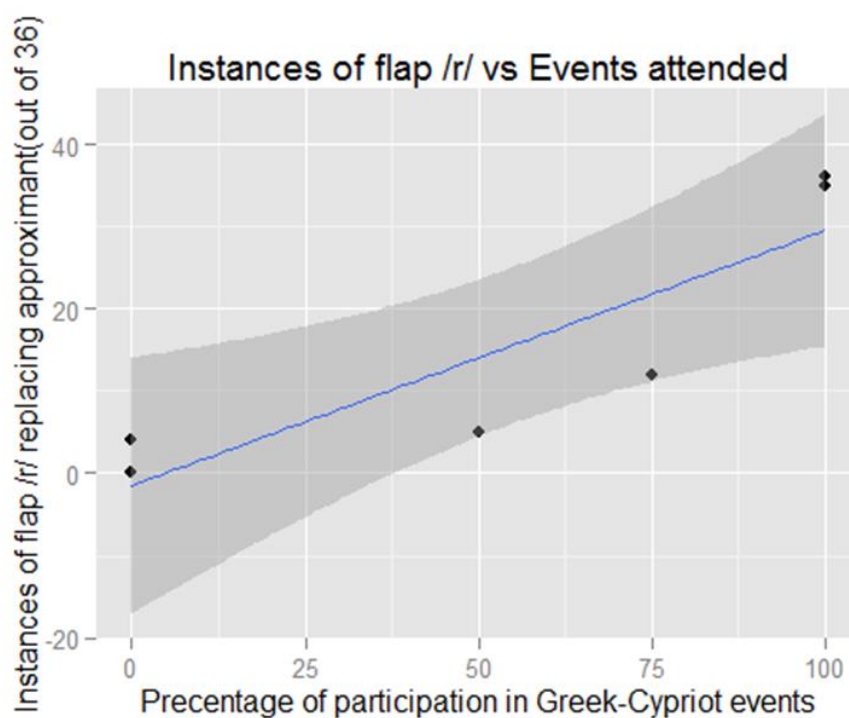
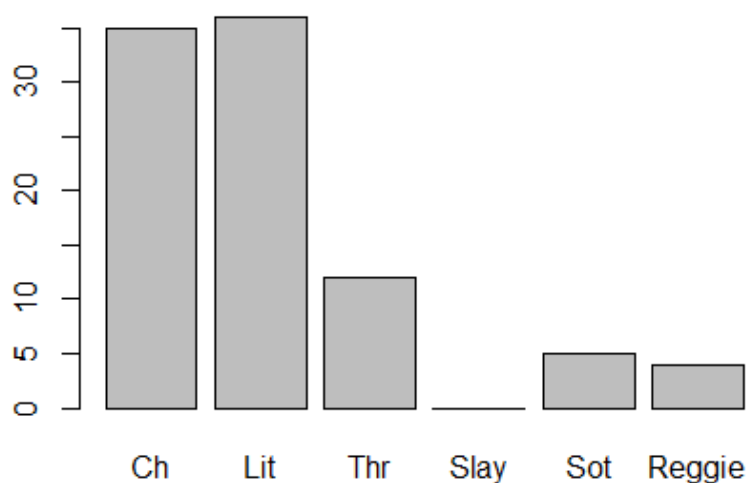


This was the controlled variable against which data acquired from the interviews was compared. Based on Trudgill and Hannah's (1994: 120-121) assertion that 'indigenized' L2 varieties of English, with 'fixed local norms adhered to by all speakers' occur in areas such as Cyprus, where English is 'widely spoken as a second language', I isolated 4 phonological (allophonic) variants which could be linked with a more Cypriot-sounding variety. I will call these variants 'deviations' insofar as they deviate from the Native Standard practice, but I do not suggest that they are in any way false. From the above chart, we may also distinguish degree of participation between the participants 'heavily' involved in homeland culture (Christos, Litmus, and by closest approximation, Thrylos), and those 'least' involved in homeland culture (Reggie, Slayerdeth, and by closest approximation, Sot).

The following presentation of data adopts a uniform method: it presents the frequency of occurrence of variants not traditionally associated with NS varieties against the percentage of participation in events of the Greek society.

The first variable involved the instances of the phoneme /r/ being realised as an alveolar tap/trill [ɾ]/[r] (1<sup>st</sup> variant) instead of the alveolar approximant [ɹ] (2<sup>nd</sup> variant) normally associated with English (Stathi (2002): 310). 36 possible instances were isolated throughout the read text and investigated through the recordings; they are highlighted in the appended text in pink (Appendix). The rhoticity of /r/ was investigated before (e.g. 'rubbery', 'raw', 'recently') and after vowel sounds ('or', 'their', 'master'), in post-vocalic instances ('hard', 'heard'), and in consonant clusters (e.g. str in 'restricted', ntr in 'country', str in 'industrial'). The results are presented in the chart and graph below:

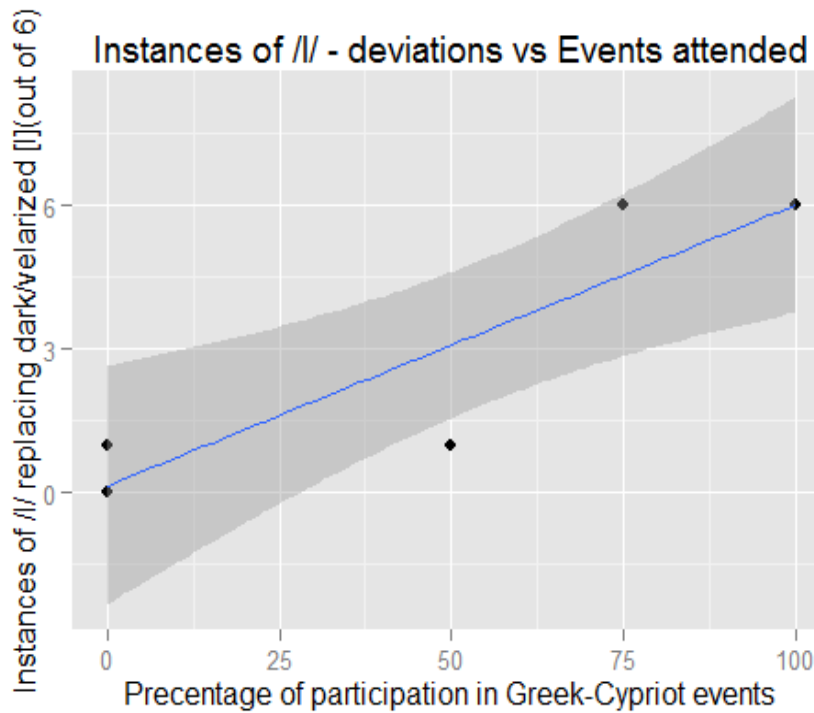
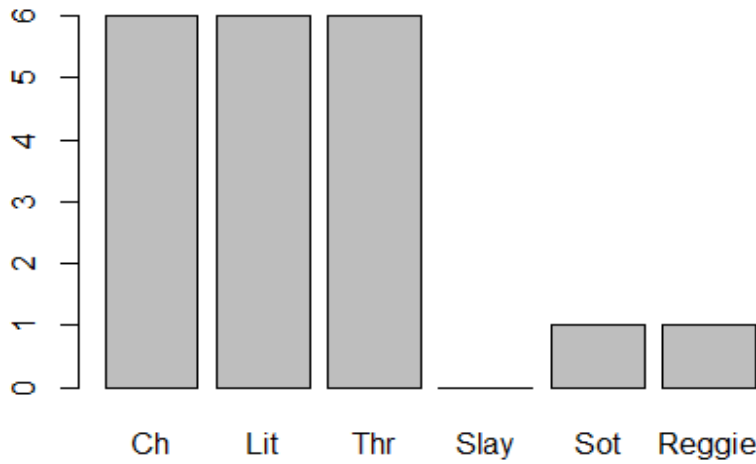
### /r/ deviations



As seen from the graph, the instances of [r] replacing [ɹ] increase in direct proportion to the percentage of participation in homeland culture events.

The second variable tested involved two variants of /l/: the replacement of the dark/velarized alveolar lateral approximant [ɫ] by the voiced alveolar lateral approximant [l]. 6 possible instances were isolated throughout the read text and are highlighted in the appended text in red. The quality of /l/ was investigated always in after-vowel instances, preceding a plosive (/k/ or /t/): e.g. 'milk', 'culture', 'salty'. The results are presented in the chart and graph below:

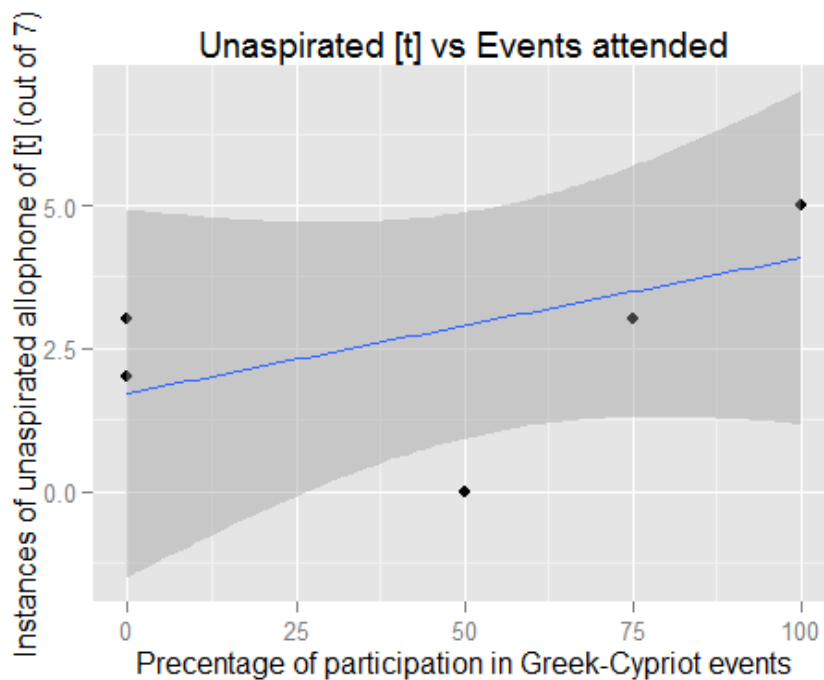
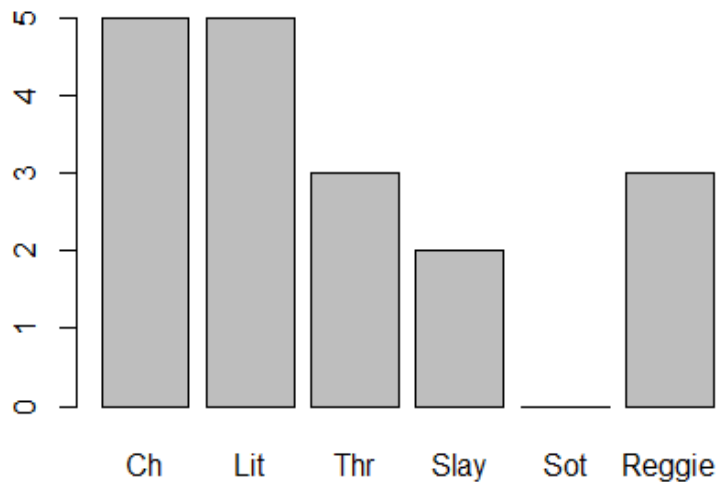
**Instances of // replacing dark/velarized [ɫ]**



As represented in the graph, the collected data also shows a directly proportional increase in the instances of // replacement in relation to participation in homeland culture. The disparity between the ‘heavily’ and ‘least’ involved groups is greater here.

The third variable investigated was the replacement of the aspirated alveolar plosive [tʰ] with its non-aspirated counterpart [t]. The 7 possible instances isolated in the text are highlighted in green and include consonant clusters (nct in ‘distinctive’), pre-and-post vowel position (‘communities’), and following the dark // (‘Stilton’). They are represented below:

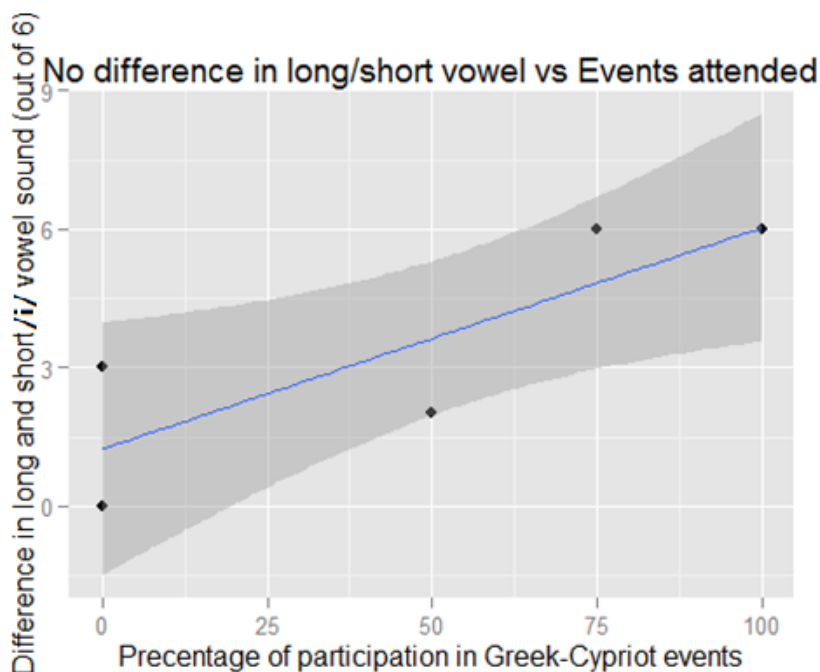
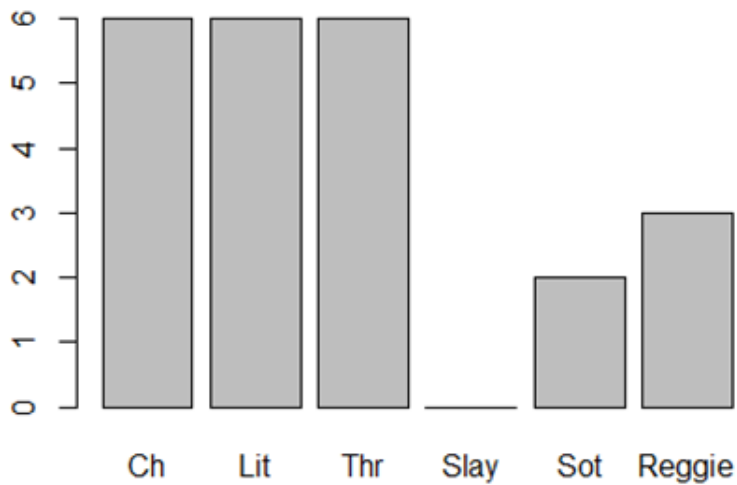
**Instances of unaspirated allophone of [t] - deviation**



The chart shows the number of times the unaspirated [t] replaces its aspirated counterpart; it is significant that no participant got more than 5/7 'wrong' in this case. However, a linear relationship between the non-native variant and the degree of involvement is again observed.

Finally, the last variants concerned the pronunciation of the close-mid front rounded vowel /ø/ as a close front unrounded vowel /i/. Based on Morrison (2006: 175), who noted that Spanish learners of L2 English had difficulty in distinguishing between the two sounds, and used 'duration as a bootstrap for learning the appropriate spectral uses', such vowel distinctions often prove problematic for L2 learners. Using this distinction on vowel duration, I have named /i/ 'long' and /ø/ 'short'. The vowel isolated was /ø/, which was investigated in 6 instances, always in the stressed syllable, preceded and followed by consonants (e.g. 'bid', 'big', 'bitterly'). The instances are highlighted in the appended text in yellow.

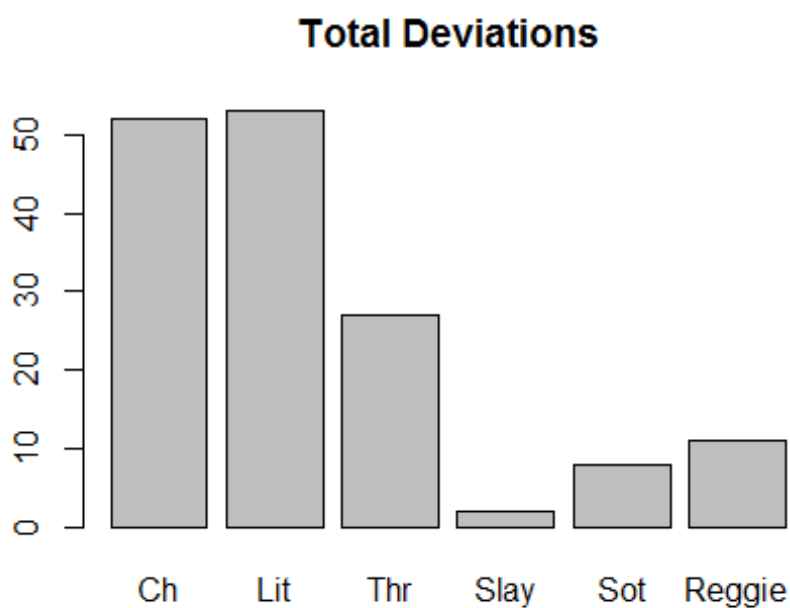
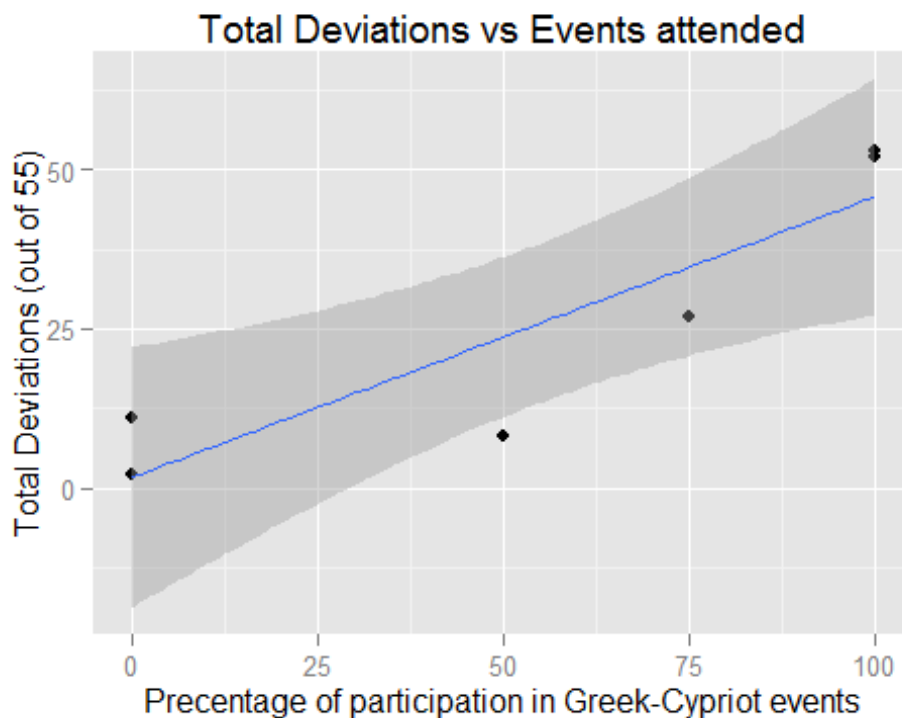
**/i/ long/short vowel consistency**



The chart's y-axis represents the number of times (out of 6) when /ø/ was pronounced 'wrongly', namely as an /i/. Hence there is again a direct correlation between the increase of non-standard variants of the vowel and the percentage of participation in Greek-Cypriot events.

The data from all four investigated variables could be placed in a single table measuring the total number of deviations from the norm, against both each participant (box chart) and the percentage of participation in Greek-Cypriot events. Since the total number of variants measured was 55, that is the highest possible value the y-axis could take. This is plotted in the following graph, the implications of which will be discussed below.





**Data analysis: Qualitative data**

Due to the limited amount of space in which quantitative data could be discussed, I have isolated two cases in 'Total Deviations', which interestingly correspond to the degrees of homeland culture involvement originally hypothesized: hence, the qualitative data will focus on presented L2 identities for Thrylos (2<sup>nd</sup> most deviation & 100% participation) and Slayerdeth (least deviation & least participation). The former will also be related to the extreme 'heavily involved' case of Litmus during the discussion.

- A. Thrylos

During the second part of the interview, which focused on participants' cultural and linguistic identities, certain deviations on the syntactic plane appeared systematically throughout Thrylos' production. Prepositions (e.g. 'in', 'for'), the indefinite article ('a'), possessive pronouns ('my'), and instances of 's' post-modifying the noun (e.g. possessive in 'Master's', plural in 'persons', or contraction in 'it's') were omitted, as indicated in the following examples:

Thrylos: 'I think that first option is to do Master... I don't know if it's here or other city' (07:08)

Thrylos: (on Cypriot accent) 'I like it but is not the English that English person talk' (08:09)

Code-switching also occurred on three instances, two of which [(04.47), (04.48)] were Greek discourse markers –'Ξέρω 'γω'- occurring after word-finding struggle (realised by significant pauses). The third instance [(9.11)] employed the Greek equivalent of 'To be exact' ('Για την ακρίβεια').

In terms of identity construction through discussion on interests, the Greek-Cypriot society was related syntactically to Thrylos' habits. In the 'Friday night' response [(05.19-05.26)], a real conditional clause (Carter (2006:749) ('if' + present tense for habitual aspect) was employed stressing the factor in the conditional sentence (the 'Greek party') over the action in the main clause (going out with friends). Finally, in terms of accent attitudes, self-report was negative towards Thrylos' own accent, report on the 'Cypriot accent' was noncommittal ('it's fine'/'I like it but it's not the English that English person talk'), and a report on my accent as a target accent was elicited.

#### B. Slayerdeth

This participant was found to adhere the most to native-like norms in the quantitative analysis of the read-out narrative. In the second part of the interview, he displayed awareness of linguistic subtleties which other participants did not: these included, but were not limited to, semantic connotations associated with a particular newspaper genre, the 'tabloids'. Focus on the adjectival 'cheesy' contained within the title elicited negative opinionated response towards the humour ('not even funny', 'insulting'), and indicated awareness with the narratives normally associated with the genre ('Tabloids making fun of a serious problem').

In terms of identity signaling, this participant was the most linguistically adamant in indexing out- and in-groups. In relation to the British, two strategies were employed: the first was the juxtaposition of the 'mainstream English person' (described as enjoying 'getting drunk and dancing their asses off') against 'me'; the second was the repetition of distal deictic social marker 'they':

(06.08) 'For once they can actually lose'

(06.26) 'they could lose once'

(06.31) 'they have our bases'.

The third example also employed the proximal social deictic possessive pronoun 'our', signaling a degree of identification with the homeland. However, with regards to fellow Cypriots in Nottingham, a distal deictic social marker (third person plural personal and possessive pronouns 'they'/'their') as repeated as a referent, 12 times over the course of 26 seconds (11.06-11.32), and was also emphasised through syntactical parallelism of the formula 'they...their own...'

### Discussion

#### A. Testing the hypothesis via quantitative data.

The initial hypothesis of this study tested a single variable (degree of involvement with homeland culture) to observe its effects on linguistic identity, assuming that their relationship would be directly proportional. If we test the parameters set in our data analysis on a mathematical equation corresponding to this single-variable model:

$$y = a + b \times x$$

where: Total Deviations =  $a + b \times$  Percentage of participation in events

- $a$  (called the intercept) is the mean number of total deviations
- $b$  is the importance of the participation in events in predicting the total deviation.

According to Upton and Cook (2014: a), to conduct a hypothesis test, and to thus 'test for significant evidence of a linear relationship between  $y$  and  $x$ ', we must compare the 'null hypothesis' against the 'alternative hypothesis', and 'will reject the null hypothesis if the value of  $p$  is too large', where  $p$  is determined as the population correlation coefficient (Upton and Cook 2014: b). Hence, if the statistical analysis proves that the value of  $p$  is too large, namely too close to 0.05 (Rice 1989: 223), then our original hypothesis will be disproven.

By entering the values from 'Total Number of Deviations' against 'Percentage of Events attended' in R, a computer language suggested by Rühlemann (2015-in press) for conducting statistical and graphic analysis on corpora, the following statistical data are automatically calculated:

```
fit2<-lm(ertot~PercEvents,data=Maria)
summary(fit2)
##
## Call:
## lm(formula = ertot ~ PercEvents, data = Maria)
##
## Residuals:
##  1  2  3  4  5  6
## 6.2970 7.2970 -7.6832 0.3762 -15.6634 9.3762
##
## Coefficients:
##      Estimate Std. Error t value Pr(>|t|)
## (Intercept)  1.6238   7.3525  0.221  0.8360
## PercEvents  0.4408   0.1074  4.105  0.0148 *
## ---
## Signif. codes:  0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1
##
## Residual standard error: 11.02 on 4 degrees of freedom
## Multiple R-squared:  0.8081, Adjusted R-squared:  0.7602
## F-statistic: 16.85 on 1 and 4 DF, p-value: 0.0148
```

We can see from the "coefficients" table that  $a=1.6238$  and  $b=0.4408$ .

Thus we can conclude that our model is:

$$\text{Total Deviations} = 1.6238 + 0.4408 \times \text{Percentage of participation in events}$$

$a$  can be explained as the expected number of deviations that will be made by someone who attended 0% of the events.

$b$  can be explained as the number of deviations that will be made by someone for every 1% of the events attended.

i.e. If someone attends 15% of the events to predict the number of total deviations we can calculate:

$$\text{Total Deviations} = 1.6238 + 0.4408 \times 15 = 8.2358$$

which means that the Total Deviations will be approximately 8.

By fitting that model we are testing the (null) hypothesis that the participation in the Greek-Cypriot events has no effect on the total deviations. In statistical terms we are testing the hypothesis  $H_0: b = 0$  against  $H_1: b \neq 0$

Again from the "coefficients" table we observe the p-value of the hypothesis test. The p-value (=0.0148) is an indicator of the strength of the data we have which rejects the null hypothesis. The smaller the p-value, the strongest the evidence we have to reject the null hypothesis; the closer the p-value is to 0.05, the least the evidence (Rice 1989: 223). Since this may be technical, I have used the built-in visual indicator of R (the statistical programming language in which the data was entered) to see

if evidence against the null hypothesis exists. The star (\*) next to the p-value (0.0148) shows that enough evidence exists to reject the null hypothesis (that the participation in the Greek-Cypriot events has no effect on the total deviations) and thus we conclude that a correlation exists between total deviations and participation in the events.

### B. Testing the hypothesis through qualitative data

As indicated by Thrylos' linguistic constructions, the identification with the homeland culture could possibly have a direct linguistic correspondence in L2 production. The case of omitting the possessive 's' in 'Master's' is arguably another instance of code-switching: being a Greek Cypriot myself, I am aware of the indigenised variant of the taught research course assuming the omitted 's' form in Greek-Cypriot L1 vernacular. This, in addition to the explicit code-switching mentioned in the analysis, could possibly indicate linguistic insecurity, seeing as they occurred in contexts where the participant was struggling to express himself. A possible factor which could prove this systematically, which was not employed in this study due to lack of adequate instruments, is pausology as a means of investigating fluency. Furthermore, Thrylos' expressions of his interests was syntactically linked to his involvement with the Greek-Cypriot community; this suggests that a significant correlation, perhaps of cause and effect (since the conditional is employed) exists between the two.

Thrylos' constructions were not found to include indices of in-group and out-group signalling, indicating that he was not aware of a disparity within the Greek-Cypriot community. On the other hand, Slayerdeth, who could be identified as an out-group participant as indicated through the distal deictic markers employed against the community, was very much aware of the disparity between 'me' and 'them'. By extent, it could be argued that what he suggested was right: by not stepping out of the ethnic community, one is not aware of disparities that exist even between its ethnically associated members.

The participant's identification with the nationality, however, is not questioned in either case: Slayerdeth's aggressive stress on 'our bases' indicates that he has a patriotic sentiment. So perhaps the in- and out-group correlations could adhere to the 'relocated' Cypriot identity, rather than the original, homeland one.

### Conclusion

This study has attempted a triangulation of qualitative and quantitative data on a sample group of participants, to argue that the linear relationship between involvement in homeland culture and non-native L2 linguistic identity can be observed in both. The hypothesis testing model could be expanded to include the other motivational factors suggested in Schumann (1976), and draw comparisons between the effects each has upon the learner. Hence, the much-criticized lack of hierarchy in his acculturation model could be accounted. Also, since this study has proved a correlation between the two parameters investigated, I argue that the degree of involvement with the homeland culture ought to be a motivational parameter investigated as having a negative effect upon L2 learning.

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**NOTE: 2 CDs were submitted containing the recorded interviews**

**Appendix A: Consent form and annotated text**

**CONSENT FORM FOR FIELDWORK PROJECT**

**Project title:** An investigation into the effect the involvement in homeland culture has upon the linguistic identities of Greek-Cypriot university students.

**Purpose:** To find whether a direct relationship exists between the language use and the activities of Greek-Cypriot community members.

**Please, read the following information and cross out as necessary:**

- I confirm that I have understood the purpose of this study. YES/ NO
- I have had the opportunity to ask questions and they have been successfully answered. YES/NO
- I understand that my participation in this study is voluntary and that I am free to withdraw from the study at any time and without having to give a reason. YES/NO
- I understand that all data are anonymous and that there will not be any connection between the personal information provided and the data. YES/NO
- I confirm that I have read and understood the above information and that I agree to participate in this study. YES/NO

Participant's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Participant's Name (in block capitals): \_\_\_\_\_

Participant's preferred nickname (for purposes of anonymising data):  
\_\_\_\_\_

Researcher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Greek and Turkish Cypriots have found a cheesy common ground

You may have heard of halloumi: a distinctive sheep or goat's hard cheese that is (frankly) a bit rubbery when raw, but when fried or grilled takes on a lovely, deep, salty flavour. And the cheese makers of Cyprus firmly argue that it is a Cypriot cheese – to such an extent that they have recently submitted a bid for Protected Designated Origin status, a label granted by the European Union to only a small number of products, such as champagne, Parma ham, Melton Mowbray pork pies and Cornish clotted cream.

A PDO label means only products can call themselves the distinctive name if they are made in a specific and restricted area with historic links to the manufacturing process, such as Roquefort or Brie.

Halloumi has become an unlikely symbol of hope for reconciliation between Greek and Turkish Cypriots. The two communities, bitterly opposed in other respects, have united in defence of their national cheese; together, they filed a joint PDO application to the EU. This joint bid to secure commercial protection of the brand from foreign competition has powerful backing from Jean-Claude Juncker, the president of the European Commission.

But Mr Jones, a British cheesemaker, along with a number of others have pointed out that halloumi is very much a British cheese too. Mr Jones has been making it for over 25 years. Yes, while it is not as historic as Cheddar or Stilton, it is being made in increasing quantities in this country. He feels the cheese-makers back in Cyprus have forgotten about quality in the race to get a commercial advantage.

“Most Cypriot halloumi (90 per cent) is made from cow's milk. It is inferior quality. It is just so industrial. We sell our halloumi to some big customers and they say ours is so much better than the imported stuff.”

Even so, any spat with Cyprus's former colonial master will be no more than a storm in a frying pan. Confident of overcoming the objections and securing a victory within months, Cyprus's agriculture minister said he understood Britain's position. “I'm not upset,” said Nicos Kouyialis. “But I will talk to the British Government again and try to convince them not to proceed with their opposition.”



**Appendix B: Ethics approval form**

## Ethics Approval for data collection

- Data gathering activities involving schools and other organizations will be carried out only with the agreement of the head of school/organization, or an authorised representative, and after adequate notice has been given.
- The purpose and procedures of the project, and the potential benefits and costs of participating (e.g. the amount of their time involved), will be fully explained to prospective participants at the outset.
- My full identity will be revealed to potential participants.
- Prospective participants will be informed that data collected will be treated in the strictest confidence and will only be reported in anonymised form, but that I will be forced to consider disclosure of certain information where there are strong grounds for believing that not doing so will result in harm to research participants or others, or (the continuation of) illegal activity.
- All potential participants will be asked to give their explicit, normally written consent to participating in the research, and, where consent is given, separate copies of this will be retained by both researcher and participant. These consent forms should be submitted as an Appendix, along with this form.
- In addition to the consent of the individuals concerned, the signed consent of a parent, guardian or 'responsible other' will be required to sanction the participation of minors (i.e. persons under 16 years of age) or those whose 'intellectual capability or other vulnerable circumstance may limit the extent to which they can be expected to understand or agree voluntarily'.
- Undue pressure will not be placed on individuals or institutions to participate in research activities.
- The treatment of potential research participants will in no way be prejudiced if they choose not to participate in the project.
- I will provide participants with my contact details (and details of the module convenor) in order that they are able to make contact in relation to any aspect of the project, should they wish to do so.
- Participants will be made aware that they may freely withdraw from the project at any time without risk or prejudice.
- Research will be carried out with regard for mutually convenient times and negotiated in a way that seeks to minimise disruption to schedules and burdens on participants.
- At all times during the conduct of the research I will behave in an appropriate, professional manner and take steps to ensure that neither myself nor research participants are placed at risk.
- The dignity and interests of research participants will be respected at all times, and steps will be taken to ensure that no harm will result from participating in the research.
- The views of all participants in the research will be respected and special efforts will be made to be sensitive to differences relating to age, culture, disability, race, sex, religion and sexual orientation, amongst research participants, when planning, conducting and reporting on the research.
- Data generated by the research will be kept in a safe and secure location and will be used purely for the purposes of the project (including dissemination of findings). No-one other than markers and examiners will have access to any of the data collected.
- Research participants will have the right of access to any data kept on them.
- All necessary steps will be taken to protect the privacy and ensure the anonymity and non-traceability of participants – e.g. by the use of pseudonyms, for both individual and institutional participants.
- Where possible, participants will be provided with a summary of research findings and an opportunity for debriefing after taking part in the research.
- If working with children 16 and under for a prolonged period of time, I have received Advanced Criminal Records Bureau (CRB) disclosure.

Signed \_\_\_\_\_

Date \_\_\_\_\_

Appendix C: Sociolinguistic interview questions – adapted from Labov’s Pennsylvania study