

University of Birmingham

Centre for English Language Studies

Teaching Implications of Students' Attitudes to Differing English Accents

‘Sociolinguistics’

Question SO/04/01:

Design and carry out a small-scale survey of your students' and/or colleagues' attitudes to accents used by English speakers from different countries, regions or backgrounds. Discuss the implications for teaching of English in your context.
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Section 1: Introduction

1	Introduction	3
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Section 2: Various Englishes

2	Various Englishes	3
2.1	Language and Dialect	3
2.2	Accent	5
2.3	Standard English and Accents	5
2.4	Intelligibility as a Benefit from Exposure to Accents	6

Section 3: Student Survey of Views Toward Different Accents

3	Student Survey of Views Toward Different Accents	7
3.1	Terminology.....	7
3.2	Research Questions	7
3.3	Survey Considerations	7
3.4	Participants	9
3.5	Procedure	9

Section 4: Survey Results

4	Survey Results	9
4.1	Understanding Spoken English Accents	9
4.2	Reasons For Considering Accents Important to Understand	10
4.3	Desired Spoken Accent and Reasons	11
4.4	Student Attitudes Towards Accents	11

Section 5: Teaching Implications of Student Attitudes Towards

5	Teaching Implications of Student Attitudes Towards	12
5.1	Resistance to Non-North American Accents	12
5.2	Implications.....	12
5.3	The Need to Understand Accented English	13
5.4	Incorporating Accented Materials into Lessons	14
5.5	Limits on the Use of Accented Materials	14

Section 6: Conclusion

6	Conclusion	15
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	<u>References</u>	16
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1 Introduction

As English often acts as a lingua franca, especially in areas such as business and education, many English language students will need the ability to communicate with English speakers possessing a wide range of both native and non-native English accents. This paper will suggest that Korean English students favour a North American accent, and as such it may be difficult for teachers to introduce materials utilizing various other English accents. One implication of this may be that students have a reduced ability to interact with people or materials due to these unfamiliar accents. By considering the reasons why students prefer a North American accent, this paper will suggest some ways that teachers could overcome this difficulty and increase the amount of accented material used in class.

2 Various Englishes

2.1 Language and Dialect

It is interesting that words as commonly used as language and dialect, prove quite difficult to define adequately. The Miriam-Webster Online Dictionary (Miriam-Webster 2005) defines language in part as:

"1 a: the words, their pronunciation, and the methods of combining them used and understood by a community **b(1) :** audible, articulate, meaningful sound as produced by the action of the vocal organs **(2) :** a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings... "

This definition includes the concepts of grammar, vocabulary and the expression of such grammar and vocabulary in any systematic form. Wardhaugh (1998:27) notes the ability of Danish, Norwegian and Swedish speakers to understand each other's languages to a reasonable extent, however by the definition above all three should be considered the same language. Using the same reasoning, while a number of what are commonly called dialects of Chinese are mutually intelligible in written form, they are unintelligible in spoken form, and thus could be argued to be different languages.

The Miriam-Webster Online Dictionary (Miriam-Webster 2005) defines dialect in part as:

"1 a : a regional variety of language distinguished by features of vocabulary, grammar, and pronunciation from other regional varieties and constituting together with them a single language ... **d :** a variety of language whose identity is fixed by a factor other than geography (as social class) <spoke a rough peasant dialect>..."

This definition suggests it is the set of dialects that constitute the language. This is reflected in Wardhaugh's (1998:24) comment that "in English, standard English is sometimes considered a dialect of English". However, Haugen (1966a:924-5 in Wardhaugh 1998:24) notes that "dialect is often thought of as standing outside the language...", and Wardhaugh (1998:24) also notes that dialect is often used to indicate a "nonstandard or even substandard" form of the language. This point is also seen in Wardhaugh's (1998:24) comment that *dialecte* in French and *Dialekt* in German are not used to refer to the standard form of the language, implying it is the standard form of the language that is the language, and that the dialects are somehow substandard language varieties.

These problems with precisely defining the terms language and dialect prompt a look at social and cultural aspects of society to help define them. Wardhaugh on discussing Serbo-Croatian and Chinese notes that in the former Yugoslavia, "As conflict grew, differences became more and more important and the country and the language split apart" while in China, "a strong tradition of political, social, and cultural unity form essential parts of their definition of language" (1998:28). This cultural and social definition is also seen in Wong's (2004) comment that "Singapore English may be better defined as an embodiment of Singaporean meanings and way of thinking"

In applying these culturally informed definitions to the many Englishes around us, it seems reasonable to label some Englishes such as Indian, Philippine and Singaporean ones as different dialects of English. This seems supported by Tayao (2004) in describing standard spoken Philippine English, and Wong (2004) when he suggests that the use of Chinese particles borrowed into Singaporean spoken English are a "feature of this cultural dialect", as well as by the common use of the term Singlish. Yet against this point, Wardhaugh (1998:31) includes Singapore English when noting "variation among standards is really quite minor, and more a matter of 'flavour' rather than 'substance'." While some of these differences in opinion may be due to Tayao and Wong focusing on spoken English, while Wardhaugh considers both spoken and written English, fully reconciling Wardhaugh's opinion with that of Tayao and Wong would seem to require the difficult proposition that Singaporeans speak and write different dialects of English.

2.2 Accent

The Miriam-Webster Online Dictionary (Miriam-Webster 2005) defines accent in part as:

1: a distinctive manner of expression: as **a:** an individual's distinctive or characteristic inflection, tone, or choice of words -- usually used in plural **b:** a way of speaking typical of a particular group of people and especially of the natives or residents of a region

While more simply, The Cambridge Dictionary of American English (Landau 2001) defines accent in part as "the way in which people in a particular area or country pronounce words."

Although the Miriam-Webster reference leaves open the potential for accent to include aspects of vocabulary, and in doing so shows once again the difficulty in defining terms related to language, the Cambridge reference treats accent more conventionally as the phonological realization of the language.

One aspect of a speaker's accent can be vowel duration. De Jong (2004) reports that as Arabic learners of English develop their competency, they "increasingly differentiate vowel durations before voiced and voiceless obstruents". In discussing accent, Berkling (2001) considers "articulation (phone inventories, syllable structure), intonation and rhythm", and also discusses how accent can be described in terms of phoneme substitutions, deletions and insertions. On intonation, Grabe (1998b) shows that while English speakers compress intonation to fit smaller words, native German speakers truncate intonation patterns in shorter words. Additionally, Flege found that these many ways accents are realized can be recognized by a listener in as little as 30 ms of speech (1984 in Magen 1998).

2.3 Standard English and Accents

Hudson (1996:33) notes that during standardization, a language goes through a number of steps including selection, codification, elaboration, and acceptance. This process may be deliberate as with the French Académie Française (Wardhaugh 1998:31), or more evolutionary as in the case of English.

Trudgill and Hannah define Standard English as "the variety of the English Language which is normally employed in writing and normally spoken by 'educated' speakers of the language" (1994:1) and go on to discuss two varieties of Standard English; North American English and British English (1994:2-3). Tayao (2004) in describing standard spoken Filipino English also

considers it to be the kind spoken by educated people, Filipinos in this case, and considered acceptable in educated Filipino circles.

Trudgill and Hannah (1994:1) note that "Standard English refers to grammar and vocabulary (dialect) but not to pronunciation (accent)", and Wardhaugh (1998:43) notes "it is impossible to speak English without an accent", and there "is no such thing, therefore, as an 'unaccented English'." Thus, just as Standard English can be spoken with a British, American, Pakistani, or Korean accent, non Standard English can also be spoken with these same accents.

Compared to morphology, syntax and vocabulary, an English accent "is less liable to standardization" (Hudson 1996:32). Additionally, few references are made to a Standard English accents, as exemplified by Wardhaugh (1998:43) who refers to British Received Pronunciation, or BBC English as having "a certain eminence" and American Network English as being "the most generalized accent in North America". Wardhaugh (1998:43) further notes as well that an accent need not be localized to a geographic area, but can also be linked to other aspects such as social levels.

The reference to both the BBC and Network English hint that the closest we may come to a Standard English accent, even if few people actually speak with it, is one that is commonly heard through the media. This may be especially true for second language learners who need and desire an accent to target, a point Wardhaugh (1998:43) echoes when he notes that "for many students it [RP] is the only language they are prepared to learn."

2.4 Intelligibility as a Benefit from Exposure to Accents

While accented speech produced by L2 speakers is generally considered harder to understand than speech from native speakers, Lane (1963 in Munro 1998) quantified this by showing that word recognition by native speakers of L2 accented speech was 36% less than speech produced by native speakers. Additionally, Munro (1998) showed that background noise reduced the intelligibility of L2 accented English more than native speaker English, while Munro and Derwing together (1995b in Munro 1998) showed that accented speech samples required on average 50 milliseconds longer to process than unaccented speech. In overcoming this, Gass and Varonis (1984 in Munro 1998) showed that familiarity with nonnative speech is one of a number of factors that increases the comprehension of such speech.

As my Korean students are not only learning English to communicate with native speakers but also to use English as a lingua franca when interacting with other non native speakers, it seems reasonable to develop in my students the ability to more easily comprehend various English accents. As exposure would likely increase familiarity and hence comprehension (Gass and Varonis 1984 in Munro 1998), it thus seems beneficial to expose students to some amount of accented English for this purpose. The resulting increased comprehension would benefit Koreans working for multinational companies, those involved in the tourism industry, or those traveling or working abroad by helping them use English more successfully.

3 Student Survey of Views Toward Different Accents

3.1 Terminology

As both the United States and England are richly endowed with a wide selection of accents, the use of the terms 'American English accent' and 'British English accent' are somewhat misleading. Yet most people, including English language students, have a fairly clear idea of what an American or English person should sound like, with that most generalized accent often similar to what is found in the mainstream media (e.g. Wardhaugh 1998:43). For simplicity, this paper will use the terms 'American accent' and 'British accent', but with the understanding that such an accent to most people means something similar to that of Received Pronunciation or American Network English accent.

3.2 Research Questions

In order to answer the first part of this paper's question, my Korean students' attitudes towards different English accents were investigated through a six-question survey (Appendix 1). The survey was based on the following research questions:

1: Do my Korean students feel it is important to understand English spoken with differing English accents, and if so to what extent are which accents considered important to understand.

2: Do my Korean students consider the accent they speak with to be important, and if so to what extent is which English accent preferred.

3.3 Survey Considerations

Initially the first survey question asked students which countries had English accents they felt it was important and less important to understand. However, pre-testing suggested students did not consider nonnative speaker accents when answering. While this is significant, I

wanted my students to consider a wider range of international English accents. Question one was then redesigned to have students rate the importance of understanding accents produced by people of a country or region on a five point scale. While naming countries or regions risks biasing student answers, I feel this risk is minimal and provides much more in-depth data.

In choosing which countries or regions to include, a table listing the number of English L1 and L2 speakers in different countries (Crystal 1997:54-60) was consulted. Countries or regions were chosen to include those with large English L1 or L2 populations as well as to give geographical coverage to L2 speakers.

Questions two and three asked students to give their reasons why they felt a certain accent was important or less important to understand. Although this data was not intended to be analyzed in-depth and was included more to help me overcome problems introducing listening material containing accents, it turned out to be very valuable in understanding the results of question one.

Question four asked students to rate on a five-point scale how important their English accent was to them, while question five then asked them which accent they would prefer to speak with. Question six asked students to give reasons for their choices. Like questions two and three, these answers were not intended to be analyzed in depth, but provided valuable information.

A consideration with this survey was that my students would not be familiar enough with different English accents to answer the questions effectively. However, I feel that as Koreans have some exposure to English accents through subtitled movies and television shows, they are somewhat familiar with the accents of a number of the countries and regions noted.

However, I also believe that students need not be familiar with the sound of a specific accent to rate their desire to understand or speak with it, and would for example likely choose to understand or speak with an American accent because it is spoken in America, and not only for its phonological features. Despite this, a more in depth study with prerecorded speakers using different accents may provide more reliable data.

As a last consideration, as many of my students have poor English skills, this survey was translated into Korean, with students encouraged to answer in Korean if needed.

3.4 Participants

The survey was given to 62 Korean first year college students majoring in Tourism at a larger two-year college in Seoul, South Korea. Approximately 52 female and 10 male students, mostly between the ages of 19-23 wrote the survey. Although the classes are mixed level classes, the majority of students could be categorized as being low to mid beginner students.

3.5 Procedure

The survey was given in the last 10 minutes of a regularly scheduled twice-weekly class. Students were informed that I needed information about their feelings towards different English accents for my research, and were asked to help by anonymously answering a bilingual survey in either Korean or English.

4 Survey Results

While the important results from the survey are discussed below, comprehensive results are presented in Appendix 2.

4.1 Understanding Spoken English Accents

Table 4.1. Mean Values of Students' Rated Desire to Understand Accents

Country or Region	Mean Rating (1= Not important 5 = Very Important)
The United States	4.37
England	4.19
Inner Circle countries (Australia, Canada, England, Ireland, New Zealand, and The United States)	3.97
Ireland	3.02
Outer Circle countries (India, The Philippines, and The West Indies)	3.10
European countries excluding England and Ireland	2.43
South America, The Middle East and Africa	2.85
Asia Excluding Korea	3.43
Korea	3.65

Not surprisingly, students showed a strong desire to understand American accented English with a mean value of 4.37, and to a lesser degree, British accented English with a mean value of 4.19. When looking at the group of countries characterized by Kachru (1985 in Crystal 1997:53-5) as inner circle countries, students generally found it important, with a mean of 3.97, to understand accented English produced by those speakers. However, noticeable in the data was that students found Irish accented English to be much less important, with a mean of 3.02, than any other inner circle country. This score effectively pulled down the mean of the inner circle countries from a value closer to that of British accented English.

When analyzed together as a sample of outer circle countries (Kachru 1985 in Crystal 1997:53-5), the values of India, The Philippines and The West Indies, was found to be moderate with a mean of 3.10, and interestingly rated higher than that of Irish accented English. Continental European accented English was rated moderately low with a mean of 2.83, while English accented by the group of speakers from South America, Africa and The Middle East were rated the lowest with a mean of 2.43. Asian accented English, other than by Koreans was rated with a mean of 3.43. Considering that Koreans would normally converse in Korean, Korean accented English was rated surprisingly high with a mean of 3.65.

4.2 Reasons For Considering Accents Important to Understand

While not intended for in depth analysis, the reasons students wanted to understand certain accents proved to be very valuable in interpreting the answers to question one. As shown in Appendix 2, the results were broadly organized into 23 categories.

This data generally shows that students wish to understand accents originating from strong or important countries, or countries that are physically or economically close to Korea, and conversely are less interested in understanding accented English produced by speakers from countries without such traits. Many students also indicated that they wished to understand a certain accent because they considered it a normal or common English accent. When indicating less of a desire to understand an accent, many students noted that those accents were too difficult to understand or too different from other English accents to spend time on considering the difficulties they were already having with English.

Important to note are two responses in which the students indicate they want to understand different accents because accents change the meanings of the words. While it is unclear how

this could be, it is possible that these students see accents in English functioning in a similar way as tones in a language like Chinese or Vietnamese. If this is the case, this is evidence that accent is an area of English that is little understood in Korea, a concept that would have numerous teaching implications. However, it is also possible that my students did not fully understand the questions in my survey despite it be written bilingually, a possibility which would flaw aspects of this paper.

4.3 Desired Spoken Accent and Reasons

Table 4.3. Number and Percentage of Students Identifying Desired Spoken English Accent

Country	Number of Students	Percentage
The USA	30	58
Canada	8	15
England	5	10
Australia	5	10
New Zealand	3	6
France	1	2

As expected, Korean students indicated that their spoken accent was important to them, with a mean rating of 4.10 out of five. However it was surprising to find that 38 of the 52 students who answered question five indicated they wished to speak with either an American or Canadian accent, while only a surprisingly low five students wished to speak with a British English accent. Interestingly, one student wished to speak English with a French accent.

In looking at that reasons for their choices, many students indicated that they wished to speak with an American or Canadian accent because it was a normal or common accent, or the world English accent. A further six students indicated that an American accent was either cool or popular, suggesting that an American accent carries some prestige value among my Korean students.

4.4 Student Attitudes Towards Accents

Overall, it seems most of my Korean students feel an American English accent is the most important to both understand and speak with, yet in general perceive the need to understand speakers with other accents. This is particularly true for those speakers with accents from countries perceived as powerful or countries that are economically or physically close to Korea. Unexpectedly, my Korean students did not generally express negative feelings towards

understanding any accent, and at worst could be said to be ambivalent about the need to understand accents produced by speakers from economically or physically distant countries.

This is quite revealing as I had expected my students to consider the concept of Standard English when judging accents, and thus feel less of a need to understand certain accents because speakers with such accents were perceived to use less standard grammar and vocabulary. I had also expected students would wish to avoid exposure to those accents they considered nonstandard on the grounds that such exposure would negatively affect their own spoken accent or grammatical accuracy.

Additionally, while almost all my students indicated that they wanted to speak with a native speaker accent, contrary to my expectations, no students indicated that they wanted to use a certain accent, and in particular an American accent, because they felt such an accent was a more standard accent and by using it, listeners would feel they spoke better English.

It seems now that my Korean students' orientation towards an American accent is more based on their pragmatic considerations of the need to understand a North American accent, and the familiarity of such an accent to them. While it is possible my original assumptions still have some validity, this survey has clearly forced a rethink of the motivations behind my student's attitudes towards accent, and thus the classroom implications of such.

5 Teaching Implications of Student Attitudes

5.1 Resistance to Non-North American Accents

The main implication of my students' preference for a North American accent seems to be a resistance in many students to teachers and materials with accents from other regions, including other inner circle native English speaking countries. While this resistance may be quite strong at times, it does not seem to be largely based on a feeling that an American English accent is the standard accent, but more on familiarity, combined with feeling they are already struggling with English and wish to avoid the added complexity of having to deal with differing accents.

5.2 Implications

For teachers the first implication of student attitudes towards accents is a washback effect into school hiring practices. This is seen in the many schools that prefer to hire teachers from the

US or Canada, often indicating so in advertisements (e.g. Sperling 2005). As well, once hired teachers from countries such as England or Australia are sometimes asked to moderate their accents to be more easily understood.

Student resistance to non-North American accents also affects choices made in listening materials. An example of this was seen in my former private language school where most listening materials were spoken with an unmarked American accent. However in March 2004, the school replaced the beginner textbooks with the series *Real Time America* (Axbey 1999). It appears this text was developed for the Spanish ESL market in the US, and perhaps due to this, a number of listening sections employ speakers with Spanish accents. These Spanish accented dialogs resulted in many complaints, and as such a number of teachers avoid using the tapes and provide alternative listening materials. This shows student attitudes towards accents are driving teachers in Korea to select materials with unmarked American accents.

From my student survey and my personal classroom observations, it appears that many students do not like materials utilizing marked accents. However, I do not now believe this is due to a feeling in students that the accented material is of lesser overall quality or exhibits nonstandard English. Instead, it seems students feel that if materials utilize differing accents, it requires more effort, and thus reduces their ability to improve their English skills in other ways they deem more important.

5.3 The Need to Understand Accented English

It is interesting to note that co-teachers from countries such as Australia and Ireland have reported they feel students avoid registering in their classes because the students have a relatively harder time understanding them compared to American accented English Teachers. This suggests that some Korean students are locked in a cycle of finding non-American accented speech particularly hard to understand, and thus avoiding it, but as a result not developing the skills to cope with it.

As many quite different L1 and L2 English accents exist, and English is increasingly being used as a lingua franca among non-native English speakers, it seems reasonable to develop in my Korean students an increased ability to understand a variety of accents. As exposure to accented speech should promote familiarity, which has been suggested increases comprehension of accented speech (Gass and Varonis 1984 in Munro 1998), the challenge to

the teacher is to overcome the students' reluctance to spend time developing their ability to understand these accents.

5.4 Incorporating Accented Materials into Lessons

Having suggested that it is important for Korean students to understand a wider variety of English accents, there are a number of things that could be done to help with this. For my students majoring in Tourism, one key would be to emphasize the relevance and benefits of incorporating a wider understanding of accents to them in light of their majors. An emphasis on relevance could focus on the need for travel guides abroad to communicate using English either directly or as the lingua franca in many popular Korean tourist destinations. An emphasis on benefits could suggest to students that the ability to successfully communicate in English despite any hindrances such as accent would increase their chances of a promotion. As my students are likely to be required to interact with a wide range of foreign nationalities, sharing English as their lingua franca, such direct approaches could be beneficial.

An alternative approach could be to offer a specialized listening course designed to expose students motivated to understand accented English, a chance to work on that ability. This type of course could be organized very similarly to regular listening classes, but utilizing accented materials derived from sources such as the English Language Service of national radio stations like Radio Moscow or Deutsche Welle. While such a course would benefit my students in the Tourism Department, it could also be beneficial for Koreans planning to go abroad to work or study, or for those Koreans working in multinational companies.

A further key to incorporating accented materials in the classroom would be to capitalize on my students' desire to understand varied accents by using it to motivate them to work on the ability. It is also important to justify to students how their desire to understand differing English accents can be realized through classroom exposure to listening materials containing such accents. Having done this, I would hope that my students would be more receptive to the use of such accented materials in class.

5.5 Limits on the Use of Accented Materials

In spite of the steps taken to facilitate the incorporation of accented materials in class, teachers and syllabus planners must realize that there will be a limit to how much accented English some students will accept. If this limit is not respected, there is the potential that the

requirement to deal with multiple accents on top of grammar and vocabulary work may have a negative impact on some students' learning.

It is thus important for teachers to monitor student reactions to accented material and limit it to an acceptable level. Unfortunately, this also seems to apply to teachers with naturally strong accents. Such teachers may find themselves needing to moderate their accents until their Korean students are more able to cope with such accents, with the amount of such moderation hinting at an interesting area for further research.

6 Conclusion

This paper has explored the attitudes of my Korean students to differing English accents, and confirmed that Korean students generally favour an American accent. However, this paper has also shown that my assumption that Korean students favored such an accent because it is somehow more standard or more correct was wrong. Instead, this paper has shown they generally seem to favour such an accent for the much more pragmatic reasons of familiarity and need.

However, due to the possibility noted in section 4.2 that some students may not have fully understood the survey, the findings presented in this paper should be confirmed by further research using a redesigned survey or alternative methods of data collection. This paper also points to the need for further research into the roles of teachers and materials with a wider range of accents in the language classroom.

In closing this paper, I have suggested that my students, as well as many other Korean students of English, need and would benefit from a broader ability to understand accented English. The implications of this are that teachers must find ways to overcome their students' general reluctance towards accented English in order to develop this broader ability. With this new understanding of the reasons why students generally prefer one accent over another, I hope to more successfully incorporate materials with such accents into my classroom, and thus provide my Tourism students with an improved ability to communicate in English with a wider range of both native and non-native English speakers.

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Appendix 1 - Survey of English Accents

Accent: The voice qualities of spoken English and unrelated to vocabulary or grammar.
 억양 : 말할 때 나는 소리의 특성, 단어의 뜻이나 문법과는 무관.

Part A: Your Listening Comprehension of Different English Accents. 서로 다른 영어의 억양을 이해하는 당신의 이해력.

1. How important do you feel it is for you to understand English spoken with accents from these countries or regions? Please check your choice of very important, somewhat important, no opinion, not very important, or unimportant in the box to the right of the countries' or regions' names. 아래에 나오는 나라나 지역의 사람들이 하는 서로 다른 영어 억양을 알아듣는 것이 어느 정도 중요하다고 생각하는지 매우 중요, 중요, 의견 없음, 중요하지 않음, 전혀 중요하지 않음으로 표시해 주세요.

Native Speakers From:	Very Important 매우 중요	Somewhat Important 중요	No Opinion 의견 없음	Not Very Important 중요하지 않음	Not Important 전혀 중요하지 않음
Australia 호주					
Canada 캐나다					
England 영국					
India 인도					
Ireland 아일랜드					
Jamaica/ other West Indian nations 자메이카 / 서인도제도(캐리비안)					
New Zealand 뉴질랜드					
The Philippines 필리핀					
The United States 미국					
South Africa 남아프리카공화국					
Non-Native Speakers From:					
Korea 한국					
Other Asian Countries 다른 아시아 국가 (일본, 중국, 베트남 등)					
Eastern Europe 동 유럽 국가들					
Western Europe 서 유럽 국가들					
South America 남아메리카 국가들 (브라질, 칠리 등)					
The Middle East 중동지역					
African Countries 아프리카 국가들					

2. For those countries or regions you marked very important or somewhat important, why do you feel it is very important or somewhat important to understand English spoken with those accents? Please give as full an answer as possible. You may write in Korean if you wish. 위에서 '매우 중요', '중요'로 표시한 부분에 해당하는 나라나 지역의 영어 억양을 이해하는 것이 중요하다고 생각하는 이유를 가능한 상세하게 서술해주세요. 한글로 써도 됩니다.

3. For those countries or regions you marked not very important or unimportant, why do you feel it is not very important or unimportant to understand English spoken with those accents? Please give as full an answer as possible. You may write in Korean if you wish. 위에서 ‘중요하지 않음’, ‘전혀 중요하지 않음’으로 표시한 부분에 해당하는 나라나 지역의 영어 억양을 이해하는 것이 중요하지 않다고 생각하는 이유를 가능한 상세하게 서술해주세요. 한글로 써도 됩니다.

Part B: Your Spoken English Accent 당신의 영어 억양

4. Please check how much you agree with the following statement: 아래 나오는 문장에 동의하는 정도의 칸에 표시해 주세요:

	Very Agree 매우 동의	Somewhat Agree 동의	Neutral 의견 없음	Somewhat Don't Agree 동의하지 않음	Don't Agree 전혀 동의하지 않음
My spoken English accent is important to me. 나의 영어 말하기에서 억양(발음이 아님)은 중요한 부분이다.					

5a. I want to speak with an accent from: 나는 ~의 억양으로 말하고 싶다:

5b. Why do you want to speak with an accent from the country or region you specified above? 이유는? 한글로 써도 됩니다.

6a. I do not want to speak with an accent from: 내가 ~의 억양으로 말한다면 무척 불쾌할 것이다:

6b. Why do you not want to speak with an accent from the country or region you specified above? 이유는? 한글로 써도 됩니다.

Appendix 2: Comprehensive Student Survey Results

General Notes:

A total of 62 students wrote the survey.

Many students chose not to complete a number survey sections.

Question 1: How important do you feel it is for you to understand English spoken with accents from these countries or regions? Please check your choice of very important, somewhat important, no opinion, not very important, or unimportant in the box to the right of the countries' or regions' names.

Country or Region	Mean Rating 1 = Not important 5 = Very Important
The United States	4.37
England	4.19
Inner Circle countries (Australia, Canada, England, Ireland, New Zealand, and The United States)	3.97
Ireland	3.02
Outer Circle countries (India, The Philippines, and The West Indies)	3.10
European countries excluding England and Ireland	2.43
South America, The Middle East and Africa	2.85
Asia Excluding Korea	3.43
Korea	3.65

Question 2: For those countries or regions you marked very important or somewhat important, why do you feel it is very important or somewhat important to understand English spoken with those accents? Please give as full an answer as possible. You may write in Korean if you wish.

	Reason	Students Expressing Reason
1	An American and/or Canadian English accent is the world English accent.	5
2	The USA is an important/strong country.	4
3	American and/or British English accents are popular/famous.	4
4	To study abroad in those countries.	4
5	England is the home of English.	4
6	The USA, England, Canada and Australia are well developed/strong nations.	3
7	Because I have learnt Canadian or American English accents in school.	3
8	Because these (Asian) countries are near Korea.	3
9	Because the accent changes the meaning of the words.	2
10	Because England is an important/strong country.	2
11	I want to work in a hotel, so many accents are important.	2
12	We live in a world village, so many accents are important.	2
13	An American English accent is the real/original English accent.	2
14	English is the world language not only for English speaking nations. We must understand English spoken in all accents. (Both students indicated very important for every category in question 1).	2
15	A Korean accent to understand Koreans speaking English.	1

16	A Korean accent because I am Korean.	1
17	Accents from The USA, England, Australia and Canada to be able to communicate with others well.	1
18	To be able to understand the culture from the accent.	1
19	These countries have a lot of trade with Korea.	1
20	To travel to these countries.	1
21	A British English accent is the world English accent.	1
22	American and British English accents are my ideas of English since childhood.	1
23	An Australian or New Zealand accent to emigrate there.	1

Question 3: For those countries or regions you marked not very important or unimportant, why do you feel it is not very important or unimportant to understand English spoken with those accents? Please give as full an answer as possible. You may write in Korean if you wish.

	Reason	Students Expressing Reason
1	These countries are unrelated to Korea or me.	6
2	These accents are too different from a basic English accent.	6
3	These accents are uncommon.	3
4	Others accents are important but basics are hard so I do not think about it.	2
5	Because it is not real/natural English.	2
6	They are not strong countries.	2
7	My teachers are/were from the USA or Canada, so why learn to understand other accents.	1
8	These countries are not the home of English.	1
9	I can't understand every accent.	1
10	Asian accents are not important.	1

Question 4: Please check how much you agree with the following statement: "My spoken English accent is important to me."

Mean Rating	4.10
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Question 5a: I want to speak with an accent from:

Country	Number of Students	Percentage
The USA	30	58
Canada	8	15
England	5	10
Australia	5	10
New Zealand	3	6
France	1	2

Question 5b: Why do you want to speak with an accent from the country or region you specified above?

	Reason	Students Expressing Reason
1	An American and/or Canadian accent is the most normal/common accent.	8
2	An American accent is the world English accent.	7
3	An American accent sounds cool.	3
4	An American accent is popular.	3
5	The USA is a powerful/developed nation.	2
6	Canadian, American, Australian and New Zealand accents are native accents.	1
7	A Canadian accent is the easiest to be understood with, and an American one is the hardest.	1
8	An American accent is the first one I learnt.	1
9	An American accent is the easiest to be understood with.	1
10	England is the home of English.	1
11	A Canadian accent is the world English accent.	1
12	A British English accent is the easiest to be understood with.	1
13	A British English accent is the world English accent.	1
14	To work or study in the US.	1

Question 6a: I do not want to speak with an accent from:

Country	Number of Students
Japan	8
Korea	5
The Philippines	4
Europe	1
England	1
The USA	1
China	1
Any non native country	7

Question 6b: Why do you not want to speak with an accent from the country or region you specified above?

	Reason	Students Expressing Reason
1	A Japanese English accent sounds wrong/strange/terrible.	6
2	It would be hard for others to understand me.	5
3	It is not a main/real English speaking nation.	3
4	A Korean English accent is hard for foreigners (in Korea) to understand.	2
5	I don't like the sounds of those accents.	2
6	I don't like Japan.	1
7	It sounds like countryside English.	1
8	A British English accent is too strong and funny.	1

