

In the Ear of the Beholder and Beyond:
Some attitudes Korean university students hold towards a variety of English accents

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1. Introduction

Which English accents do Korean university students want to learn? Which accents are they being taught, and which accents might they have to learn?

An overview of some attitudes held towards different English accents will be discussed, based on a survey that was administered to students at Gyeongju University (GJU), a small university in Korea. The results of a test on accent recognition conducted on a small group of students will also be referred to.

Solutions will be proposed for the implications the results may have on teaching in the Korean university context, and suggestions for further research will also be provided.

2. Literature Review

Knowles defines accent as “the totality of phonetic and phonological features that a language user has. It refers to those sounds which inform the listener...that someone comes from a particular region and/or social group” (2001, p. 3). Accent should not be confused with dialect, which Knowles points out as also including features of grammar and vocabulary.

In Korea, Gibb (1997) found American English (AmE) to be the preferred variety. With some native speakers, Received Pronunciation (RP) has a history of being more favorable (Holmes, 2001). This has been for numerous reasons, including the idea that it sounds pleasant (Holmes, 2001). In contrast, Gibb’s (1997) study did not find any strong support for the preference of AmE being due to factors of pronunciation. “The acceptance of one type of speech over another as standard is not based upon linguistic considerations; it is based upon political, cultural, and economic factors” (Marckwardt, in Kachru, 2006, p. 23). For instance, some English language students may in fact aesthetically prefer accents other than the ones they choose to study.

In my case, I like British accent... As you know their accent is more honest than (sic) American’s...But it’s difficult to use in Korea. Many Korean use American accent and think like American.

-4th year student at GJU¹

However, students may have a difficult time identifying their preferred accents. Scales et al. (2006) found that learners’ accent goals did not match with their ability to perceive accents. They further went on to suggest that “the lack of consistency in identifying accents may reflect an idealized conception of what the native accent aspired to actually sounds like” (2006, p. 715). If students have such difficulty identifying accents, why would a specific one be preferred or aspired to?

Several factors in Gibb’s (1997) study were discovered to influence the preference for AmE, including the association of America with economic and financial success, the

perception that having a command of AmE will lead to better employment opportunities, and Koreans being more familiar with, and generally preferring, American culture.

Gibb also acknowledges that the historical ties between both countries may have influence over preference. It should be noted that there is still a very strong American military presence in Korea, with many young Korean men competing to work alongside American soldiers in the Korean Augmentation To the United States Army (KATUSA) program for their mandatory service (Park, 2007; Kim, 2007). Montgomery notes that “the speech patterns of the dominant social group come to be regarded as the norm for the whole society” (1995, p. 69). Similarly, across the globe, Dalton-Puffer et al. found that Austrians preferred RP, which they also contributed as perhaps “reflecting historical and geopolitical circumstances” (1997, p. 115).

Some people believe that Korean (sic) have to learn American accents because influences from the USA have been much more huge than other English spoken countries such as supporting economy and political power. Therefore, almost (sic) all of the people insist that learning American style English is the best way to learn a real English as Korea count (sic) on USA.

-4th year student at GJU

Looking more at the direct English language learning experiences Korean students have, many may have had the majority of their English exposure with AmE. Turning to publishers, for instance, Pearson Longman sells more EFL books based on AmE in Korea². Similarly, MacMillan Korea, although they carry a wide variety of English language books, states that 90% of their sales come from books with AmE and only 10% from those based on International English. Perhaps the choice of AmE materials by schools affects student preference. In Japan, Matsuura et al. found that university students are more positive towards AmE because “the models of English used in secondary education are primarily North American-based” (in Gibb, 1999 p. 33).

Despite this history of teaching mostly AmE in Korea, the system may change because of the variety of accents now used in standardized tests.

Korean teacher taught me only American English accent. Nowadays, this trend is slowly changing cause of appearance on TOEIC, TOEFL, IELTS exam Tests (sic).

-A representative from Pearson-Longman²

3. Method

The design and administration of both the student survey and the accent recognition test will be described below.

3.1 Student Survey

The student survey, included in Appendix 1, was written in English and Korean³ and administered during class time over the course of a week by five instructors. The instructors' nationalities consisted of two Canadians, one Irish, one American, and one Korean. The target students were those in English or tourism classes in which the instructors felt the average English level was intermediate. The survey itself was in paper format, and ten minutes was given to complete it. Results were compiled and inputted by hand into the computer. They were then cross-checked by a third party to ensure accuracy.

A total of ten questions were included in the survey. The first section consisted of background information on gender, age, and English language learning experience abroad. Respondents were then asked to rate their English ability and select their main reason for studying English from a list of multiple choices. The next question was phrased: "I think that it would be beneficial to learn English from people from the following countries". The respondents were to rate Australia, Canada, England, India, Ireland, Korea, New Zealand, Scotland, South Africa, and the USA on a five-point Likert scale, based on the statement. The next question included the same countries and scaling with the statement: "I know what English accents sound like from these countries". For the last two questions, students were given the same list of countries and were asked to check which accent(s) they would like to be able to speak, and, finally, which country's accent they thought was the best to learn.

Although each of the individual countries listed have multiple accents, for the sake of simplicity, they were categorized as abstractations. The specific countries, except India, were chosen because they are the only countries in which an E2 foreign language teaching visa can be issued in Korea. India was chosen because of the recent telephone English boom noted in the EL Gazette (Marchant, 2007). In hindsight, the Philippines should also have been included due to the ever-increasing English Tourism they see from GJU students during winter and summer vacations.

3.2 Accent Recognition Test

Six expats living in the area were recorded reading a short, 45-second passage written by an author with whom the students who were to take the recognition test were familiar with⁴. Eight students in a fourth year English class were given the test. These students, in the eyes of the instructor, were of an upper-intermediate level of English. All but one had lived, studied, or extensively traveled in the English-speaking countries, with some students being to Australia, the Philippines, Canada, England, Scotland, and Ireland.

The students were informed that the test was to be anonymous and that they would not be judged by, or graded on, their answers. After listening to each recording once, the teacher gave the students fifteen seconds to mark their answers, and then the papers were collected so students could not go back to change their answers. All in all, the entire test took about ten minutes.

4. Results and Discussion

A summary of the survey participants' backgrounds will precede the results, which will be broken down by perceived benefit, believed knowledge of accents, the accent recognition test, the desire to speak certain accents, and the accent which the students thought to be best to learn English.

4.1 Summary of Background Information

A total of 71 GJU students, 36 male and 35 female, responded to the survey. The majority of the students were between 20 and 25 years of age. 44% had studied English abroad, with about half of each gender. Most of those students had been to the Philippines or Australia, countries with which GJU has had special programs for during summer and winter school vacations. The students rated their English ability widely from beginner to high intermediate, with the mean being intermediate. Lastly, 'to get a job' was chosen as the main reason for studying English at 66.2%, with 'I enjoy language study' coming in second at 25.4%.

4.2 Perceived Beneficial Accents

Question 7 on the survey was phrased: "I think that it would be beneficial to learn English from people from the following countries." Students were asked to rate the countries on a five-point Likert scale. Results can be found in Table 1.

Country	Average Rating (5 as the most positive)
USA	4.56
Canada	4.32
England	4.19
Australia	3.99
New Zealand	3.61
Ireland	3.34
Scotland	3
Korea	2.72
South Africa	2.59
India	2.39

Table 1: Perceived Benefit of Learning English from Specific Countries

The US, Canada, England, and Australia received generally positive evaluations, whereas responses to New Zealand, Ireland and Scotland were more lukewarm. The rating for Korean-English was mildly negative, which may reflect stereotypes Koreans have with regards to their own pronunciation.

Now I want to say we shouldn't learn style of English.
It's a Korea style of English. We often use wrong
English. It called "Conglish" It means Korea
language and English mix and use it but it's wrong

English. Of course it's wrong but the accent is more serious proble (sic) we always speak English same sound, no rhyme and no feeling...so many foreigners (sic) can't understand to Korea style of English.

-4th year student at GJU

The results for South Africa may reflect a general lack of knowledge of the actual existence of the country itself, its colonial history, or its linguistic diversity. However, more research would have to be conducted to determine what the reasoning may be.

India was also somewhat negatively evaluated. It might be interesting to see how Koreans socially evaluate countries like India, as Montgomery asserts that "it is social evaluation solely that confers prestige or stigma upon certain patterns of pronunciation" (1995, pgs 68-69). Perhaps the results were purely based on accent, but it could also be the byproduct of people not perceiving English as their first language, although many Indians may grow up bilingual. Again, more studies would have to be done to determine why India was not favored very highly.

Judgments on certain "non-native" accents may also be based on dialects or perceived English language ability.

The Philippines and Malaysia give us bad effects because their English accents are not perfect enough and sometimes it causes misunderstanding each other... they give us bad effects as well as poor grammar...Therefore, we should practice other various accents to understand them eventhough (sic) we do not demonstrate their accents.

-4th year student at GJU

No notable differences in responses were found based on gender, age, experience abroad, or reason for studying English.

4.3 Believed Knowledge of Accents

Before I go to Australia, I thought English is same all the world. I didn't know how there many different accents each country of English are (sic).

-4th year student at GJU

Question 8 on the survey was phrased: "I know what English accents sound like from these countries." Again, students were asked to rate the statement on a five-point Likert scale. Results can be seen in Table 2.

Country	Average Rating (5 as the most positive)
USA	4.2
England	3.71
Canada	3.64
Korea	3.54
Australia	3.54
New Zealand	3.05
Ireland	2.83
Scotland	2.65
India	2.5
South Africa	2.38

Table 2: Believed Knowledge of Accents

Students believed that they were the most familiar with AmE, slightly familiar with English, Canadian, Korean, and Australian English accents, neither familiar or unfamiliar with New Zealand English, and slightly unfamiliar with Irish, Scottish, Indian, and South African English accents.

As with question 7, no notable differences in responses were found based on gender, age, experience abroad, or reason for studying English.

4.4 Accent Recognition Test

Although the recognition test was only done with a few students, the results, as seen in Table 3, seem to show that Korean students may not be familiar with accents. A larger group of subjects would be necessary to make any generalizations, though. It would have been beneficial to have had a group of native speakers take the test to see whether they could have correctly identified the nationalities. However, finding such a control group is almost impossible with such a small foreign community where everyone is familiar with each other. Moreover, native speaker expats may not be the best control group anyways, as they perhaps have traveled more and thus may have been exposed to more accents. Surveyed native speaker English teachers in Korea in the past have rated their ability to distinguish accents quite highly⁵, but it would not be right to over generalize these results to their native country counterparts. With regards to language learners, perhaps an advanced-level of ability is necessary before one is able to distinguish between accents.

Accent	Correctly Identified (/8)
1. Scottish	0
2. Philippines-English	0
3. English	2
4. Canadian	0
5. South African	2
6. New Zealander	2

Table 3: Correctly Identified Accents

It is perhaps important to note that the accents of Native speakers living in Korea may not be as “pure” as expected. It is interesting to note that many surveyed expat teachers feel that their accent has changed as a result of living in Korea⁵. There are various ways how their accents could have changed. It could be that the Korean language and Korean students’ emerging English has influenced intonation and stress. Perhaps people change their accents unconsciously in order to be understood. For example, in Brussels, Crystal (2001) found L1 English speakers who unconsciously accommodated their English to the language patterns of the area. Furthermore, perhaps being surrounded by other expats and colleagues from diverse nationalities can change one’s accent. It is common knowledge that people laugh like their friends. Perhaps one’s accent changes to sound like the people they are around.

It may be necessary to conduct this recognition test again with recordings of native English speakers not living in Korea.

4.5 The Desire to Speak Certain Accents

Question 9 asked students which accent(s) they would like to be able to speak. Students made multiple selections, which can be seen in Table 4.

Country	Response Percent	Response Count (/71)
USA	77.5	55
England	49.3	35
Canada	23.9	17
Australia	12.7	9
Ireland	2.8	2
Korea	1.4	1
New Zealand	1.4	1
Scotland	1.4	1
India	0	0
South Africa	0	0

Table 4: Desired Accents

4.6 The Best Accent to Learn English

Question 10 asked: “which country’s English accent is the best to learn?” For this question, students were also given an “other” option, but no students chose an alternative country. It should be noted that a few students insisted on checking more than one country. Results can be seen in Table 5.

Country	Response Percent	Response Count (/71)
USA	67.6	48
Canada	23.9	17
England	23.9	17
Australia	11.3	8
New Zealand	1.4	1
India	0	0
Ireland	0	0
Korea	0	0
Scotland	0	0
South Africa	0	0

Table 5: Choices for Best Accent

After Analysis, differences were found based on four factors: students' main reason for studying English, gender, age, and experience abroad.

88.9% of students who chose "I enjoy language study" for their main reason for learning English thought that AmE was the best to learn, compared with 63.8% of those students who chose "to get a job" as their main reason. The former students may have what Gardner calls instrumental motivation, based on the desire to increase socio-economic status (in Gibb, 1997).

There were also differences in gender, with females preferring AmE more than males. For both genders, older students and those with overseas English language study experience favored AmE less than their respective counterparts. These decreases can be seen in Figure 1.

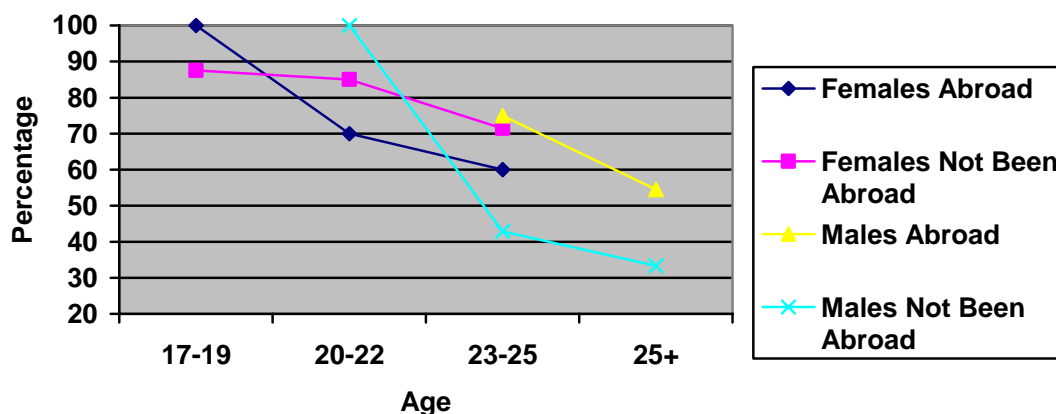


Figure 1: Decrease in the Choice of AmE as the Best Accent

There are several reasons why the preference for AmE might be decreasing. Firstly, perhaps the younger students are still affected by their high school experiences with the AmE model, whereas older students may have been exposed to native speaker models of different nationalities in university.

In Korea (sic), all most (sic) all people use an American (sic) accent because we only learned an American (sic) accent from schools (sic).

-4th year student at GJU

It should also not be forgotten that the American dollar has also recently considerably dropped in value (Krugman, 2007), perhaps making AmE less financially attractive.

In general, there was less variability in the answers for this question than for question 9. Another potential reason for this may be due to the perceived educational value of some accents, with some accents as being dubbed easier or more difficult to learn.

In Korean case, it might be easier speaking with American (sic) than the others who speak English. I think it might be because of accent.

-4th year student at GJU

When I stayed in U.K. (sic) I visited Scotland. At that time I was shocked. They can't use English. They use another language (sic). Before I traveled, some friends told me they use different accent, so it is difficult to understand. They were right. They use absolutely different accent. I couldn't understand anything at all. And also I heard, Irish also use very different accent. Therefore these countries don't good country to choose. We had better avoid them.

-4th year student at GJU

It is also possible that the feeling that AmE is somehow not as correct or proper as British English might exist with some students in Korea. Two values in the survey may support this idea. The first being that less students chose AmE as the best to learn than for the accent they desired to be able to speak. The second being that more students desired to be able to speak an English accent rather than a Canadian one, but, in question 7, studying English from Canadians was rated as more beneficial than studying from English. Perhaps this can be interpreted geographically because Canada is closer to the US, and thus Canadians might be perceived as having similar accents to Americans.

Canadian accent is more likely to American accent.

-4th year student at GJU

5. Potential Flaws in the Study

Potential flaws in both the student survey and the accent recognition test will be discussed in the following sections.

5.1 Survey

One factor that may have skewed the results of the survey was the instructors who administered the test and their nationality. This could have either resulted in more positive or negative responses in that country's category, depending on whether students like their instructors, or not.

Secondly, although the Korean translation of the survey seems quite accurate, there is always the possibility for misinterpretation.

Thirdly, even though the surveys were anonymous, students may sometimes see things like surveys as being test-like, so they may over-favor the teacher's country because they fear penalization.

Lastly, the category of 'other' should have been included for questions 6-9 just in case some respondents had a different response than the given options.

5.2 Accent Recognition Test

There are many factors that could have affected the results of the accent recognition test. The quality of the recordings, the volume level chosen for the class, and the proximity of the students to the audio speakers could have been physical factors that may have affected the responses. Psychological factors may include the students feeling like they would be judged on their accuracy, that they would be graded based on their ability, and their preference for the voice based on either aesthetics or gender.

Finally, not including the category of the Philippines might have thrown some students off, although none chose the 'other' option for that voice.

6. Implications for Korea

People who need to consider varieties of English when making policies and designing curriculums are teachers, the government, and employers and managers.

6.1 Teachers

We must get used to other accents to do business, and it may be one of our competitiveness.

-4th year student at GJU

Teachers should consider that students may want to learn various accents. Many students seem to study English as an attempt to secure employment, and many jobs require high scores on standardized exams. Standardized exams now include multiple accents, so students must be exposed to these in order to do well on the exams and perhaps secure employment.

In a survey conducted on teacher's beliefs⁵, the majority agreed that students should learn different English accents. The results were mixed, however, when asked whether they exposed their students to different accents, or not.

In Korea, standardized tests seem to be very important, so why would not teachers want to prepare them for these? Lack of resources, lesson preparation time, and training may be factors for this. Some teachers also believe that Koreans are not open to different English accents⁵. This may also be a reason why some teachers avoid variety.

Another point for the teaching of varieties is that it might be ethnocentric and inappropriate to teach AmE or British English to speakers in Asia, who may in fact speak English more with each other than with speakers who use the models that they are taught (Kachru, 2006). Furthermore, expecting such a model might have negative consequences, as Kachru (2006) quotes Honna and Takeshita:

The unrealistic English teaching model of expecting American English as the outcome of English instruction in Japan prevents students from taking an active part in real communication in English—they are afraid of not speaking “correctly” and “appropriately” like native speakers of English.

Perhaps if various accents were taught, students would feel less pressure to conform to a single “norm”. Although learning multiple accents might confuse learners at first, it might also instill more flexible attitudes towards pronunciation, including towards their own Korean-English pronunciation.

6.2 Government

The government has a huge role in making various accents accessible to Korean university students, and that is through its immigration laws. Currently, the Korean government requires E2 foreign language teacher visa holders to be native speakers from a native speaking country (Government for Foreigners, 2007). However, there is a major flaw in the E2 visa stipulations. Many people who hold Canadian and American passports are immigrants, not “native English speakers” per se, yet can find employment in Korea with an E2 visa because of their passports, as long as they have also graduated from a qualified, English-speaking university. This law may be keeping qualified and valuable teachers out of Korea. For example, Canadians who graduated from French-language Universities are ineligible for E2 visas, despite their bilingual upbringing (Marcoux, 2007). These stipulations also prohibit teachers with high levels of English from non-native countries from teaching. However, the “non-native-speaking” teachers from “native-speaker-countries” who do get visas may face other obstacles in Korea if they are not of caucasian appearance. Marilyn Plumhee, past president of Korea Teachers of English to Speakers of Other Languages (KOTESOL), was quoted in the Korea Times, as saying that “Koreans have to root out their preference for white English teachers while discriminating against those of color” (Kang, 2007).

Perhaps the government should leave it up to the employers to choose which nationalities of teachers they want. If the teacher has not graduated from an accredited university taught in English, perhaps a high score on a standardized test could be acceptable.

Our linguistic past has been shaped by recognizing the value of linguistic diversity; and I believe the same should be true for our linguistic future. ELT policy-making, accordingly, should make diversity its central principle – removing it from the periphery to which it has hitherto largely been assigned. No country has dared do this yet...
(Crystal 2001, p. 61)

6.3 Employers and Managers

For the employer, it may be beneficial to have a multi-cultural policy in both the hiring of teachers of various ethnicities and countries, and in terms of syllabus content. Diversity could become a competitive edge for institutions.

7. Implementation at GJU

At GJU it could be fairly simple to include some level of English varieties in the classroom. Instructors have a lot of freedom in class content and teaching methods. The only problem is the lack of computers, projectors, and stereo resources in the classrooms. Besides a chalkboard, portable audio is about the only option available. With the plethora of free materials on the internet, there are multiple ways that the teacher can exploit those resources in the classroom. Multimedia, including songs, newscasts, and video clips from the net in various accents are easily accessible. If teachers at GJU want to take advantage of these resources, they will have to pressure upper management to upgrade classroom facilities.

Textbooks, however, are one thing that instructors at GJU have immediate control over. For classes taught by multiple instructors, textbooks are voted on, but for individually-taught courses, the instructor has free reign to choose whatever textbooks they want to teach. Some books for International English include various accents which might be beneficial to prepare the students for the standardized tests. Books like the *English Firsthand* series (Helgesen et al.), include recordings of a variety of accents, and may be of benefit to GJU students.

A simpler thing instructors at GJU could teach their students could be culturally-sensitive clarification request techniques in order for them to communicate more fluently.

Despite the thousands of English accents in the world, native English speakers of various nationalities may have little trouble in comprehending each other with regards to accent. Kachru and Nelson point out that “American and British speakers watch each other’s movies and news broadcasts and read each others’ newspapers and novels without any

serious impediments” (p. 12). For other English accents, native speaker and beyond, comprehension perhaps depends on exposure. If one has been exposed to different accents, they might be more able to understand and communicate with others with less frustration and more patience.

“Sometimes, [native speakers] can not understand some words when they are in conversation even though English is their mother tongue due to different (sic) accents. However, accents and pronunciations are just trifling matters for them to communicate with each other because when they can not understand what they missed out, they usually ask them to know it briefly and then just keep talking”

-4th year student at GJU

8. Further Recommendations for Research

There are two areas which may be worthwhile for further study. For one, surveying the cross-cultural experiences students have had both during and after high-school might give more insight as to why AmE seems to be preferred by younger students. It may also be beneficial to see the accent preferences for the upcoming generations of Korean university students who have perhaps had more experience with expats from countries other than the US during their elementary and secondary years through attending private language institutes.

Secondly, it may be of interest to further study the accent preferences of males and females across ages to see if there really are differences like the downward trend for preferring AmE that has seemed to appear in this study.

9. Conclusion

All in all, like Gibb’s (1997) study, AmE was preferred. However, the trend of decreased favorability in AmE might show a changing Korea. Regardless, it seems that students will have to be able to comprehend various English accents in order to do well on standardized tests. Learning accents for aesthetic reasons seems to be too trivial of a reason for Korean students when they have to secure employment. Teachers, the government, and employers will all have to create policies and curriculums to aid the students’ goals. Perhaps later on in the future learning accents for cross-cultural understanding will become more important.

Every country will have to respect different accents the same as culture...Do not judge which accents are better.

-4th year student at GJU

- ¹ Student quotes from a midterm essay entitled: “What kind(s) of English accent(s) do you think students learning the English language should and should not learn?”
- ² Publishing consultants were also asked to complete a short online questionnaire about their book sales with regards to accents used in their books sold and marketed in Korea. The questionnaire is included in Appendix 4.
- ³ Korean translation by Kim Kyung-Sun
- ⁴ Thanks to Sherwin and Sarah Jones, Clare Smith, Claire Grubb, Diane Hall, Gary Burkon, Violy Abanil, and Nicholas Salmon for their assistance with recording.
- ⁵ The English instructor survey was done online over the course of two weeks. Expat and Korean instructors in the area were asked to participate as well as members of KOTESOL. Questions and results are included in Appendix 2.

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Appendix 1: Student Survey

Q1. Gender (성별)

Answer Options	Response Percent	Response Count
Male (남)	50.7%	36
Female (녀)	49.3%	35
	answered question	71
	skipped question	0

Q2. Age (만 __세)

Answer Options	Response Percent	Response Count
17-19	12.7%	9
20-22	32.4%	23
23-25	35.2%	25
25 세 이상	19.7%	14
	answered question	71
	skipped question	0

Q3. Have you studied English abroad? (해외에서 영어 공부를 한 적이 있어요?)

Answer Options	Response Percent	Response Count
Yes (네)	43.7%	31
No (아니오)[Skip to question 5 (5 번으로 가세요)]	56.3%	40
	answered question	71
	skipped question	0

Q4. If you answered yes to question #3, which country or countries?

(3 번에 ."라고 답했다면 어느 나라에서 공부했어요?)"

Answer Options	Response Percent	Response Count
Australia (호주)	54.8%	17
Canada (캐나다)	3.2%	1
USA (미국)	9.7%	3
England (영국)	3.2%	1
Philippines (필리핀)	32.3%	10
New Zealand (뉴질랜드)	0.0%	0
Scotland (스코틀랜드)	0.0%	0
Ireland (아일랜드)	3.2%	1
Other(s) -please specify	6.5%	2*
	answered question	31
	skipped question	40

* Both responded with Malaysia

Q5. How would you rate your English ability?

(당신의 영어 실력이 어떻게 된다고 생각하세요?)"

Answer Options	Response Percent	Response Count
Beginner (초급 1)	28.2%	20
High Beginner (초급 2)	23.9%	17
Intermediate (중급 1)	39.4%	28
High Intermediate (중급 2)	8.5%	6
Advanced (고급)	0.0%	0
	answered question	71
	skipped question	0

Q6. Choose your main reason for learning English.
(영어를 배우는 가장 중요한 이유를 고르세요.)"

Answer Options	Response Percent	Response Count
The school requires me to (학교의 필수 과목이어서)	0.0%	0
My parents want me to (부모님이 시켜서)	0.0%	0
To get a job (취업을 위해서)	66.2%	47
To travel (여행을 위해서)	5.6%	4
To meet English-speaking friends (영어권 화자 친구를 사귀기 위해서)	2.8%	2
I enjoy language study (언어 배우기를 좋아해서)	25.4%	18
answered question		71
skipped question		0

Q7. I think that it would be beneficial to learn English from people from the following countries:
(어느 나라 사람에게 영어를 배우는 것이 유익하다고 생각하세요? 각 나라별로 표시하세요.)"

Answer Options	Strongly Agree (아주 동의)	Agree (동의)	Neither Agree nor Disagree (보통)	Disagree (다르다)	Strongly Disagree (너무 다르다)	Rating Average	Response Count
Australia (호주)	12	47	11	1	0	3.99	71
Canada (캐나다)	28	38	5	0	0	4.32	71
England (영국)	26	32	8	1	1	4.19	68
India (인도)	0	2	36	19	13	2.39	70
Ireland (아일랜드)	6	25	28	9	2	3.34	70
Korea (한국)	0	15	28	18	8	2.72	69
New Zealand (뉴질랜드)	13	23	29	4	1	3.61	70
Scotland (스코틀랜드)	0	20	32	16	2	3	70
South Africa (남 아프리카)	0	9	33	15	11	2.59	68
USA (미국)	43	24	2	1	0	4.56	70
answered question							71
skipped question							0

Q8. I know what English accents sound like from these countries:
 (어느 나라의 영어 억양을 알아요? 나라별로 표시해 주세요.)"

Answer Options	Strongly Agree (아주 동의)	Agree (동의)	Neither Agree nor Disagree (보통)	Disagree (다르다)	Strongly Disagree (너무 다르다)	Rating Average	Response Count
Australia (호주)	9	26	26	4	2	3.54	67
Canada (캐나다)	11	27	30	0	2	3.64	70
England (영국)	14	32	15	8	1	3.71	70
India (인도)	1	8	27	20	12	2.5	68
Ireland (아일랜드)	2	12	28	19	4	2.83	65
Korea (한국)	14	21	28	5	3	3.54	71
New Zealand (뉴질랜드)	5	9	40	8	4	3.05	66
Scotland (스코틀랜드)	1	6	37	16	8	2.65	68
South Africa (남 아프리카)	0	3	33	19	13	2.38	68
USA (미국)	28	29	14	0	0	4.2	71

answered question 71
 skipped question 0

Q9. Which English accent(s) would you like to be able to speak?
 (어느 나라 영어 억양으로 말하고 싶어요? (1 개 이상 답변 가능))"

Answer Options	Response Percent	Response Count
Australia (호주)	12.7%	9
Canada (캐나다)	23.9%	17
England (영국)	49.3%	35
India (인도)	0.0%	0
Ireland (아일랜드)	2.8%	2
Korea (한국)	1.4%	1
New Zealand (뉴질랜드)	1.4%	1
Scotland (스코틀랜드)	1.4%	1
South Africa (남 아프리카)	0.0%	0
USA (미국)	77.5%	55
answered question		71
skipped question		0

Q10. Which country's English accent is the best to learn?
 (영어를 배우기에 어느 나라의 영어 억양이 가장 좋아요?)"

Answer Options	Response Percent	Response Count
Australia (호주)	11.3%	8
Canada (캐나다)	23.9%	17
England (영국)	23.9%	17
India (인도)	0.0%	0
Ireland (아일랜드)	0.0%	0
Korea (한국)	0.0%	0
New Zealand (뉴질랜드)	1.4%	1
Scotland (스코틀랜드)	0.0%	0
South Africa (남 아프리카)	0.0%	0
USA (미국)	67.6%	48
Other (다른 나라)	0.0%	0

answered
 question 71
 skipped question 0

Appendix 2: Teacher Survey

Q1. What's your nationality?

Answer Options	Response Percent	Response Count
American	39.5%	17
Australian	4.7%	2
British	7.0%	3
Canadian	20.9%	9
Irish	2.3%	1
Korean	23.3%	10
New Zealander	0.0%	0
Scottish	0.0%	0
South African	0.0%	0
Other (please specify)	2.3%	1*
answered question		43
skipped question		0

*British/New Zealander

Q2. Where do you work? Check all that apply.

Answer Options	Response Percent	Response Count
University	53.5%	23
Public School	23.3%	10
Private Institute	20.9%	9
Business	2.3%	1
Private Tutor	9.3%	4
Student	2.3%	1
Other (please specify)	9.3%	4*
answered question		43
skipped question		0

*2 private school, 1 Educational Exchange Program Office,
1 Preschool/Kindergarten

Q3. Please check the boxes.

Answer Options	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
I like my English accent.	14	19	10	0	0	0	4.09	43
I have trouble distinguishing accents.	2	6	3	20	12	0	2.21	43
I am exposed to many accents.	10	24	3	4	1	1	3.9	43
Koreans are exposed to many accents.	1	14	6	19	3	0	2.79	43
Students should learn different English accents.	16	18	5	4	0	0	4.07	43
My school prefers North American accents.	8	18	8	7	2	0	3.53	43
My students prefer North American accents.	6	23	13	1	0	0	3.79	43
Koreans prefer to hire North-American English teachers.	8	29	5	1	0	0	4.02	43
Koreans are open to different English Accents.	0	5	21	14	3	0	2.65	43
I expose my students to different English Accents.	1	17	7	15	2	1	3	43
answered question								43
skipped question								0

Q4. If you could change your English accent, which accent would you like to have?

Answer Options	Response Percent	Response Count
I wouldn't want to change my accent.	60.5%	26
American	7.0%	3
Australian	0.0%	0
British	14.0%	6
The Queen's English	4.7%	2
Canadian	0.0%	0
Irish	4.7%	2
Korean	0.0%	0
New Zealander	0.0%	0
Scottish	7.0%	3
South African	2.3%	1
Other (please specify)	0.0%	0
answered question		43
skipped question		0

Q5. If you didn't choose to change your accent in question 4, click N/A (Not applicable). If you did choose to change your accent, please check the reason(s) why.

Answer Options	Response Percent	Response Count
N/A	59.0%	23
It sounds more intellectual.	12.8%	5
It has a higher social status.	7.7%	3
It's more aesthetically pleasing to the ear.	17.9%	7
I'm ashamed of my accent.	2.6%	1
I'm ashamed of my country.	0.0%	0
People find it difficult to understand my accent.	0.0%	0
Other (please specify)	12.8%	5*

answered question 39

skipped question 4

*sounds neat; Because I love the sound of a Scottish accent; I love the Holy Bible King James Version 1611. What an awkward answer; It would make me seem more attractive; I just like the Scottish accent from Edinburg.

Q6. I have been asked by my boss to speak with a North American English accent.

Answer Options	Response Percent	Response Count
N/A	28.6%	12
Yes	0.0%	0
No	66.7%	28
Indirectly (Please explain)	4.8%	2*

answered question 42

skipped question 1

*It's not been said directly, but I've been advised to pronounce vowels and syllables a certain way - the school prefers it that way; I'm north american (sic).

Q7. Please answer the following questions based on the scale.

Answer Options	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
My accent has changed as a result of living in Korea.	4	15	3	6	8	3	3.03	39
In Korea, there is a prejudice against my accent.	1	2	5	11	17	3	1.86	39
							answered question	39
							skipped question	4

Q8. Comments/Questions

Answer Options	Response Count
	19*
answered question	19
skipped question	24

*Some notable comments included:

1. Koreans want to learn language for money's sake and the American accent is the one most connected to business. It is therefore understandable where their desire to learn an American accent comes from.
2. I'd suggest asking where the person is from, or better yet, to describe their accent. Within countries this can differ greatly. Even within cities. I'm from North Chicago, which is VERY different from South Chicago.
3. There is apparent reason North American accent prevails. In public school, almost every English listening speaking material includes only North American model speakers. Nowadays I see some onset of trying different English accents but still American English is the most powerful monster. We can't help it. Oh, by the way this is only my opinion. ^^ Good Luck!
4. Korean students are exposed to English mainly through their English text tapes at classes, most of which are recorded in Northern American Accent.

5. Korean students are extremely accustomed to North American English accents. I think they should adjust to many accents of English.
6. It was odd that you were forced to choose between Scottish and British when both may be applicable and then also between British and Queen's English. Surely these are two British varieties? The terms could have been better defined.
7. I don't think Koreans should LEARN different accents, but I do think they should be exposed to different native-English-speaker accents.
8. Not sure what "learn" means in the item "Koreans should learn different English accents". Be able to produce? Be able to understand? Be able to recognize?

Appendix 3: Korean Teacher's Responses

Q2. Where do you work? Check all that apply.

Answer Options	Response Percent	Response Count
University	0.0%	0
Public School	50.0%	5
Private Institute	20.0%	2
Business	0.0%	0
Private Tutor	10.0%	1
Student	0.0%	0
Other (please specify)	20.0%	2*
answered question		10

*Private School

Q3. Please check the boxes.

Answer Options	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
I like my English accent.	1	6	3	0	0	0	3.8	10
I have trouble distinguishing accents.	0	4	2	3	1	0	2.9	10
I am exposed to many accents.	0	6	2	2	0	0	3.4	10
Koreans are exposed to many accents.	0	3	2	3	2	0	2.6	10
Students should learn different English accents.	2	7	1	0	0	0	4.1	10
My school prefers North American accents.	1	9	0	0	0	0	4.1	10
My students prefer North American accents.	1	9	0	0	0	0	4.1	10
Koreans prefer to hire North-American English teachers.	2	8	0	0	0	0	4.2	10
Koreans are open to different English Accents.	0	1	3	5	1	0	2.4	10
I expose my students to different English Accents.	0	2	2	6	0	0	2.6	10
answered question								10

Q4. If you could change your English accent, which accent would you like to have?

Answer Options	Response Percent	Response Count
I wouldn't want to change my accent.	40.0%	4
American	30.0%	3
Australian	0.0%	0
British	20.0%	2
The Queen's English	0.0%	0
Canadian	0.0%	0
Irish	0.0%	0
Korean	0.0%	0
New Zealander	0.0%	0
Scottish	10.0%	1
South African	0.0%	0
Other (please specify)	0.0%	0
answered question		10

Q5. If you didn't choose to change your accent in question 4, click N/A (Not applicable).If you did choose to change your accent, please check the reason(s) why.

Answer Options	Response Percent	Response Count
N/A	25.0%	2
It sounds more intellectual.	25.0%	2
It has a higher social status.	12.5%	1
It's more aesthetically pleasing to the ear.	12.5%	1
I'm ashamed of my accent.	12.5%	1
I'm ashamed of my country.	0.0%	0
People find it difficult to understand my accent.	0.0%	0
Other (please specify)	12.5%	1
answered question		8
skipped question		2

Q7. Please answer the following questions based on the scale.

Answer Options	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	N/A	Rating Average	Response Count
My accent has changed as a result of living in Korea.	2	0	1	0	0	3	4.33	6
In Korea, there is a prejudice against my accent.	1	0	1	1	0	3	3.33	6
answered question								6
skipped question								4

Appendix 4: Accent Recognition Test

I think this person is from... (이 사람이 어느 나라 출신이라고 생각하세요?)

Voice 1: (Female, 27, Aberdeen, Scotland)

Answer Options	Response Percent	Response Count
Australia (호주)	0.0%	0
Canada (캐나다)	0.0%	0
England (영국)	14.3%	1
India (인도)	42.9%	3
Ireland (아일랜드)	0.0%	0
Korea (한국)	28.6%	2
New Zealand (뉴질랜드)	0.0%	0
Scotland (스코틀랜드)	0.0%	0
South Africa (남 아프리카)	14.3%	1
USA (미국)	0.0%	0
Other (다른 나라)	0.0%	0
	answered question	7
	skipped question	1

Voice 2: (Female, Philippines)

Answer Options	Response Percent	Response Count
Australia (호주)	0.0%	0
Canada (캐나다)	14.3%	1
England (영국)	0.0%	0
India (인도)	71.4%	5
Ireland (아일랜드)	0.0%	0
Korea (한국)	0.0%	0
New Zealand (뉴질랜드)	0.0%	0
Scotland (스코틀랜드)	14.3%	1
South Africa (남 아프리카)	0.0%	0
USA (미국)	0.0%	0
Other (다른 나라)	0.0%	0

answered question 7

skipped question 1

Voice 3: (Female, 22, London, England)

Answer Options	Response Percent	Response Count
Australia (호주)	28.6%	2
Canada (캐나다)	0.0%	0
England (영국)	28.6%	2
India (인도)	0.0%	0
Ireland (아일랜드)	14.3%	1
Korea (한국)	0.0%	0
New Zealand (뉴질랜드)	0.0%	0
Scotland (스코틀랜드)	28.6%	2
South Africa (남 아프리카)	0.0%	0
USA (미국)	0.0%	0
Other (다른 나라)	0.0%	0

answered question 7

skipped question 1

Voice 4: (Male, 29, Calgary, Canada)

Answer Options	Response Percent	Response Count
Australia (호주)	0.0%	0
Canada (캐나다)	0.0%	0
England (영국)	28.6%	2
India (인도)	0.0%	0
Ireland (아일랜드)	0.0%	0
Korea (한국)	0.0%	0
New Zealand (뉴질랜드)	0.0%	0
Scotland (스코틀랜드)	0.0%	0
South Africa (남 아프리카)	14.3%	1
USA (미국)	57.1%	4
Other (다른 나라)	0.0%	0
answered question		7
skipped question		1

Voice 5: (Female, 25, Johannesburg, South Africa)

Answer Options	Response Percent	Response Count
Australia (호주)	0.0%	0
Canada (캐나다)	37.5%	3
England (영국)	25.0%	2
India (인도)	0.0%	0
Ireland (아일랜드)	12.5%	1
Korea (한국)	0.0%	0
New Zealand (뉴질랜드)	0.0%	0
Scotland (스코틀랜드)	0.0%	0
South Africa (남 아프리카)	25.0%	2
USA (미국)	0.0%	0
Other (다른 나라)	0.0%	0
answered question		8
skipped question		0

Voice 6: (Male, 25, Auckland, New Zealand)

Answer Options	Response Percent	Response Count
Australia (호주)	50.0%	4
Canada (캐나다)	0.0%	0
England (영국)	25.0%	2
India (인도)	0.0%	0
Ireland (아일랜드)	0.0%	0
Korea (한국)	0.0%	0
New Zealand (뉴질랜드)	25.0%	2
Scotland (스코틀랜드)	0.0%	0
South Africa (남 아프리카)	0.0%	0
USA (미국)	0.0%	0
Other (다른 나라)	0.0%	0
	answered question	8
	skipped question	0

Appendix 5: Accent Recognition Test Script

Suzuki, D. (2006) 'Science Matters: Buying your love, one word at a time' [online].

http://www.davidsuzuki.org/about_us/Dr_David_Suzuki/Article_Archives/weekly05260601.asp [Accessed 26 November 2007]

When words get in the way of your agenda, what do you do? You change the words, of course. Even if you have to make up new ones.

It's part of what communications strategists call "framing" - the way they present messages to the public to make them more palatable. And it's become a big part of how the new Conservative government plans to win you over.

Think tax relief, not tax cuts. Think climate change, not global warming. Think responsible development, not sustainable development. These words and phrases are not casual alterations. They are deliberate, tested and designed to sway public opinion. And they work.

Appendix 6: Publisher's Questionnaire

- Q1. Which publishing company do you work for?
- Q2. What kind(s) of English accents are included in the materials your company sells in Korea?
- Q3. What kind of accent(s) does your company think Koreans want to learn, and why?
- Q4. What accents does your company think Korean students need to learn to speak or comprehend, and why?
- Q5. I give you permission to quote my answers. (yes/no)
- Q6. Please write any questions or comments you have about my research or on the topic of accents.