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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 the teaching of English in your context.

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## **1. Introduction.**

English appears to have become more prominent in all areas of international communication over the past few decades (Kinnock, 2006); as a result, non-native speakers of English are having to learn to adapt to various accents and dialects in order to achieve what is often seen to be the main lingua franca around the world. We are told by Pennycook (*in* Burns & Coffin, 2001: 78) that over recent years the total number of English speakers is between 700 million and 1 billion, which Graddol (2006) predicts could rise by 2 billion over the next decade. The range of accents from native and non-native speakers of English is vast, and it will be the purpose of this paper to identify which accents are preferred by students in a foreign language high school and why they favour certain accents over others. Reasons why these students may have these preferences will also be researched and the results will then be put into the context of the foreign language high school. From the late 1990s, the Korean government has been placing heavy emphasis on English in order to try to facilitate faster globalization and also accelerate internationalization. In turn, both educational innovations and teacher training have been positively influenced (Kwon, 1997).

## **2. Aspects of English**

In order to understand more about what people define as acceptable and unacceptable English, it is necessary to summarise definitions of the terms ‘accent’, ‘pronunciation’ and ‘language’ and also how important attitudes are when related to language as a whole.

### **2.1. Accent**

Accent has been defined by Montgomery (1996: 69) as a term ‘exclusively reserved for the whole patterns of pronunciation typical of a particular region or social group’. This view is echoed by the online Cambridge Dictionary (Cambridge University Press, 2008) which recognises ‘accent’ as being “the way in which people in a particular area, country or social group pronounce words”. One such widely recognised accent is ‘Received Pronunciation’, or RP, which originated in England prior to the 14<sup>th</sup> century; it then developed to the current situation where it is often referred to as the ‘prestige accent’ (Montgomery, 1996: 71). ‘Received’ refers specifically to ‘socially adapted’ (Johansson & Rönnerdal, 2005: 12) and RP is often considered to be an accent, or a form of pronunciation, rather than a dialect, as a dialect includes varying forms of vocabulary and grammar. It was historically used by broadcasting and was recognised by the government and it is now ‘usually associated with a higher social and educational background, ...and for the teaching of ESL or English as a second language’ (Wakelin, 1977: 5). Wardhaugh (1998) puts this into perspective

though by claiming that as few as 3-5% of people living in Britain speak using RP yet it still is recognised internationally as being the ‘British accent’.

Another widely recognised accent is General American, or GA (Wells, 1982: 10). Whilst GA, and RP for that matter, has never been the accent of an entire nation, GA was still promoted as a preferable accent over other accents from America. In America, there are of course regional differences in accent, but Baugh (2002: 356) identifies these as ‘descendants of a mixture of accents spoken in the British Isles at the time of settlement of America’. Trudgill (2000: 153) then emphasises that, due to America’s relatively recent settlement, in comparison to England there are not so many dialect differences in what is a much bigger country, both geographically and in population.

In Korea specifically, exposure (Cruttenden, 1994) is key to students’ desire to learn English with a GA bias, due to the film industry and heavy American influence in text book design (see High School English, 2001). In some countries, GA is considered slower, easier and clearer to follow than RP (Odenstedt, 2000: 137) as RP has a ‘slurred’ quality, making it difficult to follow. However, Modiano (1996: 5) states that an ever increasing number of native speakers actually use a mix of both RP and GA in what is called Mid-Atlantic English, which is understood clearly on both sides of the Atlantic, and goes on to say that because of this, it could become our new lingua-franca (1996: 135).

In 1985, a study by Kachru categorised English into three circles, namely the ‘Inner Circle’ which included America, the U.K. and Australia; the ‘Outer Circle’ encompassing India, the Philippines and Singapore, and finally the ‘Expanding Circle’ including countries such as China, Japan, Korea and Germany. English in an expanding circle country is described as being the international language of ‘performance quality’ (Kachru, 1992) which models itself on inner circle varieties of English from countries such as the U.S.A. or the U.K.. These inner circle countries are deemed to have local or institutionalised varieties of English and are where English is the predominant spoken language.

## **2.2. Pronunciation**

To achieve meaning within a given situation, pronunciation, within language learning, encompasses the production and perception of sounds of a specific language (Seidlhofer, 2001: 56).

Analysing this further, she goes on to say that segmental sounds, stressed and unstressed syllables and intonation are all key in perception of pronunciation and that the way we sound is also determined by voice quality, speech rate and overall loudness. Brown (1994: 257) states implicitly that stress, rhythm and intonation are the most important characteristics of English pronunciation as the patterns they generate convey important messages within spoken discourse. Rita Wong (1987: 21) suggests that intonation and rhythm are ‘two major organizing structures that native speakers rely on to process speech’, further highlighting the importance of these areas within the field of pronunciation.

Pronunciation is defined in the online Cambridge Dictionary as ‘how words are produced’. Within this rather broad definition, stress and intonation play a very important role in the overall idea of pronunciation. Shibbes (1995) highlighted that a major problem with teaching pronunciation was trying to define a standard to work to, as even something as universally recognised as RP has numerous variations in areas such as written and spoken discourse and also formal and colloquial discourse. Jenkins (2000: 157) highlights a major problem associated with learning pronunciation by saying that sounds from a learners’ L1 will drastically affect the phonology of the L2 as many sounds are difficult to produce with ‘articulators still geared to the production of their L1’.

### **2.3. Language**

Language defined by the online Cambridge Dictionary is simply “a system of communication consisting of sounds, words and grammar, or the system of communication used by the people of a particular country or profession”. However, this is a very broad definition, as the areas of grammar, words and sounds are particularly large and are in themselves difficult to define. ‘People of a particular country or profession’ is slightly more concise, but even there issues can be raised about dialect and regional vocabulary affecting language but, with speech accommodation (Giles & Powesland, 1997; Trudgill, 1986: 98), which is explained as a social psychological mechanism, the convergence of interlocutors is likely. Within the process of speech accommodation, levelling (Trudgill, 1986: 98), or the coming together of mutually intelligible dialects, will invariably happen, in turn leading to a new variety of language (Kerswill, 2000: 680-689).

Brown (1994: 124) suggests that teaching a language is like teaching a culture. He states “A language is part of a culture and a culture is part of a language; the two are intricately interwoven such that one cannot separate the two without losing the significance of either language or culture”.



Reber (1985) suggests that in order to learn language the learner must undergo a socialization process which includes acquiring knowledge, values, attitudes and the social skills associated with a language. MacArthur (1998) raises the phenomena of so-called 'new Englishes' which have appeared and been developed in the past 40 years. In 1956 there were only 80 members of the United Nations but now there are over 180, with each country wishing to retain its own identity but at the same time having to shape its English in order to conform with standards within the UN.

## **2.4. The Importance of Attitudes**

In order to try to better understand the importance of what people's attitudes towards accents may be, it is equally important to understand what is meant by 'attitudes'. Azjen & Fishbein (1980: 13/17) define attitudes as 'individual mental processes that determine a person's actual and potential responses' and goes on to state that 'people who behave in different ways also differ predictably in their attitudes'. The importance of these attitudes cannot be underestimated as Oppenheim (1992: 176) says 'It would be possible to argue persuasively that in the final analysis everything in life depends on people's attitudes'. He goes on to say that attitudes are usually considered to be dormant until subjected to various stimuli and that they may well be reinforced by strong beliefs.

Attitudes, however, are also not intrinsically logical resulting in them being difficult to quantify or measure objectively, Wray et al (1998: 174) tell us it is almost impossible to place them on a logical continuum since they are invariably subjective and vary in intensity, meaning they can be held with lesser or greater strength. Attitudes within the individual do not exist in isolation as they are linked to other attitudes and also with the said individual's value systems (Ajzen & Fishbein, 1980: 27). With Korea being a very collectivist society (Hofstede, 1980), attitude is often affected by both peers and teachers, which can significantly influence an individual's overall attitude (Spolsky, 1969).

## **3. Student Survey to Research Different Accents Used by Teachers**

Behaviours and attitudes, as defined by Leedy (2001: 197), are often complex and are, on the surface, not easily evaluated or quantified. With this in mind, a Likert-type scale was eventually used for the survey because, as Oppenheim (1992: 200) explains, using a rating scale is a popular way of measuring and evaluating attitudes. Using a Likert scale essentially provides the students with closed questions from a limited potential list of answers; these are easier to analyse than open questions which, frequently, produce a larger variety of answers, take more time for the students to

complete and can be difficult to analyze effectively (adapted from Sawer, 1984). Dornyei (2003) explains simply that it is easy to make and prepare a questionnaire but to prepare and implement a *good* questionnaire is a much more demanding task.

A pilot questionnaire was designed and sampled on fifteen students, using what were originally thought to be relatively easy questions pertaining to accent in the classroom. However, it quickly became clear that students easily misinterpreted these particular questions and that the questions were too vague, so they were simplified into a Likert-type scale, using attitude statements, as can be seen in Appendix 1. An attitude statement, as defined by Oppenheim (1992: 174), when being used in a Likert-type rating, is ‘a single sentence that expresses a view, a belief, a preference, a judgement, an emotional feeling (or) a position for or against something’. As Oppenheim (1992: 180) states, attitude statements ‘should be meaningful and exciting to respondents’ in order to maximise on answers given within a questionnaire.

In further discussion, Oppenheim (1992: 187) goes on to say that there are two main problems associated with using a Likert scale with the first being that they are not open to yield subtle insights in individual cases (1992: 187). The second problem inherent with such a scale is that it can be difficult to interpret scores in the mid-range of the survey as these scores could be attributed to lack of knowledge, a lukewarm response or a lack of attitude (Oppenheim, 1992: 192). McCall (2001: 6) clarifies this further by saying that a subject’s choice in the middle of the scale may result from ‘ignorance, uncooperativeness, reluctance to answer or inapplicability’.

### **3.1. Survey Questions**

In order to try and establish which accents were preferred by those who answered the questionnaire, closed questions were devised primarily because the students being asked were teenagers. These teenagers wouldn’t necessarily have had great experience of, or exposure to, different accents in their schooling or everyday lives, which would make open questions harder for them. Also, it was kept simple to try to prevent misunderstanding which might in turn affect the end results. As varying accents of English were the main focus to the questionnaire, tables provided by Crystal (1997: 54-60) were condensed and used to list countries where English was either the L1 or had high L2 prevalence as well.

The first two questions were simple attribute 'male / female' and age questions which were introductory questions to establish the ratio of male to female students and also what age bracket they mostly fell into. These questions could not be considered leading in any way as they are not asking for an opinion and were only asking for simple personal data. Sawyer (1984) suggests putting these personal information questions at the end of a survey, but as the students used for this questionnaire were all of similar age, and as there were only two such attribute questions, they were used at the beginning as opening questions.

The next three questions, questions three to five, were aimed at finding out as to whether or not the students had had any form of English teaching and if they had, from whom and for how long. Question 3 was a known quantity as all school students in Korea have English as one of their core subjects. 3a and 3b however were an unknown as different schools across the country have different time scales as to when English is introduced although officially it should be when students reach the age of nine (source: INCA). All students in regular mainstream schools in Korea will have had a Korean teacher teaching them English, and question four was to find out exactly how many hours of input the students had had, as they all came from different backgrounds. Many students however had not had a native speaker of English teaching them until they joined the foreign language high school, nearly two years prior to the survey being taken, and the aim of question five was to establish this information.

Questions six and seven were designed to try and illicit from the students which countries they deemed important and which accents from those countries were important for their future lives. One thing, as recognised by Clopper (2004), is that students' familiarity or prior knowledge of a particular accent is an important factor in accent perception. Due to heavy American influence both in Korean textbooks (see High School English, 2001) and on television, students may have some bias towards either American or Canadian accents which could bear relevance to overall opinions given.

Question eight is a brief exploration as to why students may not be interested in learning non-native accented English from particular countries. Issues associated with understanding non-native accents have been identified in numerous studies (Davies & Tyler (1994); Pickering (2001); Tyler et al. (1988)), which, ultimately, have shown problems in communication. There has been less focus

over the years as to exactly why students may perceive these accents to be problematic but it is something that would make an interesting area for future study.

The last two questions are simple attribute questions to find out whether students view accented English important for their own pronunciation and to which countries' accents students have had exposure. The values may potentially be weighted due to the ratio of teachers from varying countries residing in Korea at the time of the survey. Statistically it is more likely for students to encounter teachers from the inner circle but, more specifically, from the USA and Canada. Information from the Korean Statistical Service as shown in figure 1 shows the number of Americans and Canadians (highlighted), up until 2006, in Korea working on a teaching only visa. These numbers do not include teachers working on other visas, such as spousal visas, but still demonstrate the large quantity of Americans and Canadians working in Korea which may affect students exposure to other accents.

Figure 1. – *The demographic of teachers with a teaching-only visa in Korea*

	2000	2001	2002	2003	2004	2005	2006
<b>USA</b>	<b>838</b>	<b>1,099</b>	<b>1,533</b>	<b>1,282</b>	<b>1,561</b>	<b>1,882</b>	<b>2,783</b>
<b>Canada</b>	<b>1,108</b>	<b>1,396</b>	<b>1,823</b>	<b>1,896</b>	<b>1,975</b>	<b>2,099</b>	<b>2,217</b>
British	236	312	414	383	382	420	705
Ireland	30	113	190	160	145	180	179
Australia	225	290	362	265	218	209	295
New Zealand	303	408	501	368	201	243	287
South Africa	76	136	228	125	87	99	200
Total	2,816	3,754	5,051	4,479	4,569	5,132	6,666

### 3.2. Participants

The group of participants used for this survey comprised of 90 students from a government run foreign language high school. Pupils in this school are chosen for their ability, mainly in English, by the school. There were 29 male and 61 female participants, all in the second year of the school.

### 3.3. Procedure

The questionnaire was given out at the beginning of a regular scheduled class and took about 10 minutes for all the students to answer fully. The participants were asked to answer honestly and, as the questionnaires were anonymous, they were told that the responses they gave would in no way bear any relevance to their regular assessment and would not affect them in an adverse manner. As the questionnaire was also done under supervision and also carried out in English, students were encouraged to ask for clarification as and when needed if any questions were unclear.

## 4. Survey Results

Although important results gathered are discussed in the following sections, more detailed and comprehensive results are listed in Appendices 2 and 3.

### 4.1. English Instruction at School

The question was included in the questionnaire to show the prevalence of English tuition within the Korean education system. It was expected that 100% of the students would answer positively to this and it was also expected that they would have studied English for between eight or nine years, apart maybe for returnees, as shown in figure 2. As figure 3 shows, information from INCA details the breakdown of the sixth national curriculum in Korea, with English starting at age nine in schools.

Figure 2 - *How many years*

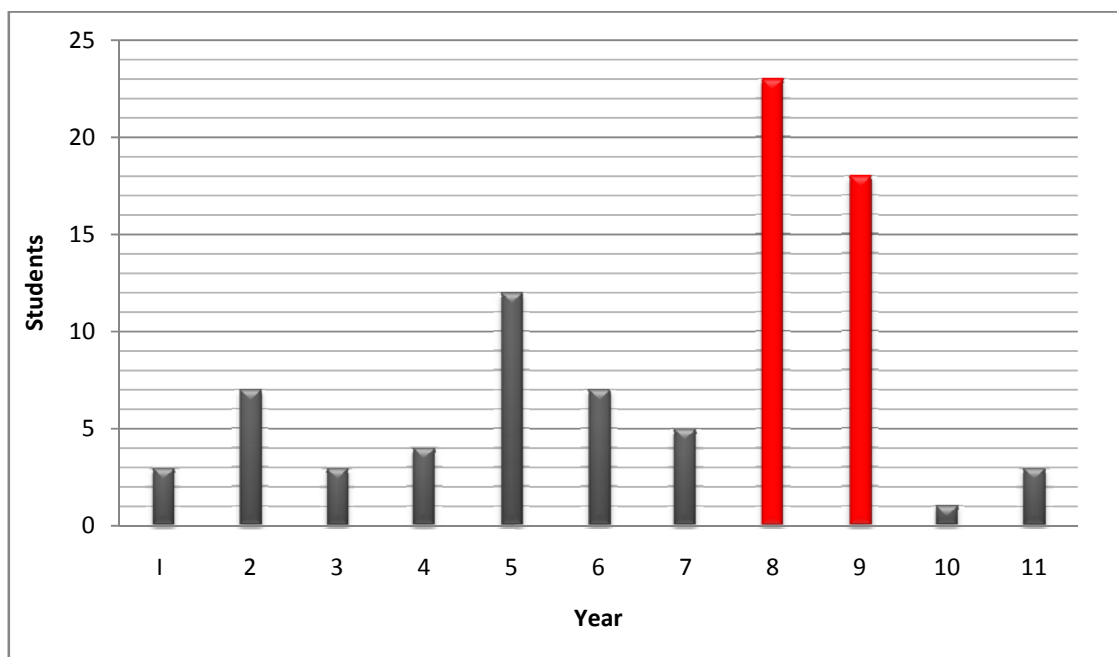


Figure 3 – *The Sixth National Curriculum*

**Sixth National Curriculum - time allocation**

**Elementary School Curriculum** - Minimum Instructional Hours (40 minutes) by Subject and Grade/Year Level during 34 School Weeks a Year (30 'academic' study weeks in Grade/Year 1, plus an additional four weeks of 'orientation' activities)

Subject	Yr.1	Yr.2	<b>Yr.3 (Age 9)</b>	Yr.4	Yr.5	Yr.6
Moral Education	60	68	34	34	34	34
Korean Language	210	238	238	204	204	204
Mathematics	120	136	136	136	170	170
Social Studies	-	-	102	102	136	136
Science	120	136	102	136	136	136
Physical Education	180	238	102	102	102	102
Music	-	-	68	68	68	68
Fine Arts	-	-	68	68	68	68
Practical Arts	-	-	34	34	34	34
<b>English</b>	-	-	<b>68</b>	<b>68</b>	<b>68</b>	<b>68</b>

## 4.2. Native or Non-native Teacher

Questions four and five were included to highlight the relatively recent dawn of native English speaking teachers in Korea. A total of 35 students had had a Korean teacher of English for eight or nine years, which conforms with the INCA information given above. In contrast to that, only five students had been taught by a native speaker of English for the same amount of time. Thirty students had been taught for only two years by a native speaker of English, presumably beginning from the time that they entered the foreign language high school. Figure 4 shows students responses to having had tuition from a Korean teacher and figure 5 shows responses to tuition from a native speaker of English.

Figure 4 – *How many years have you been taught English by a Korean teacher?*

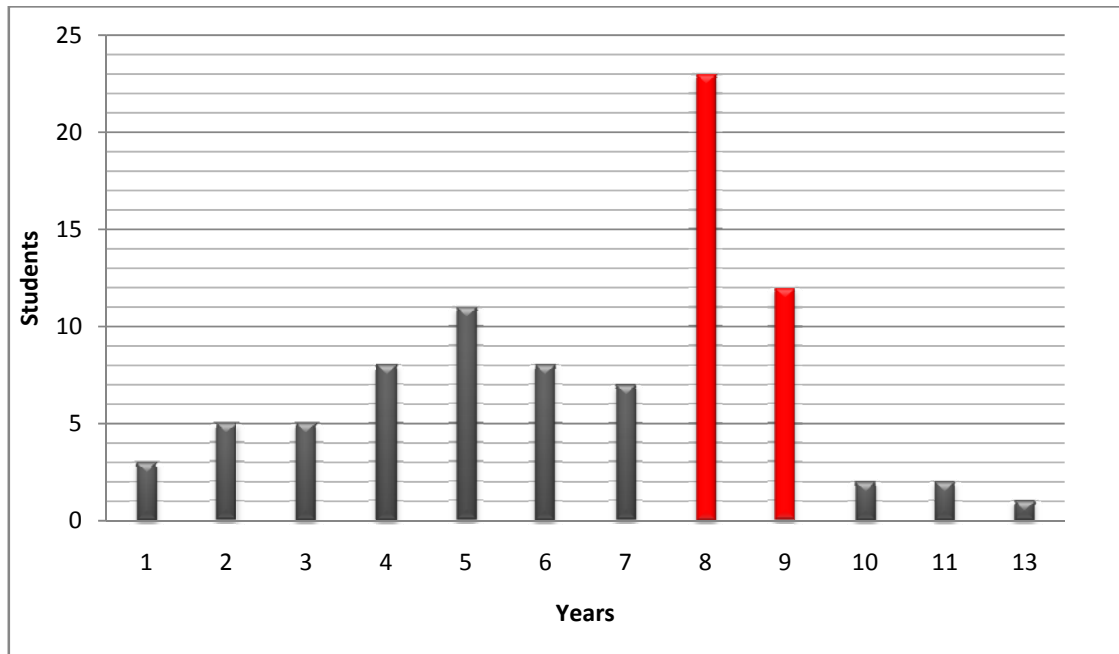
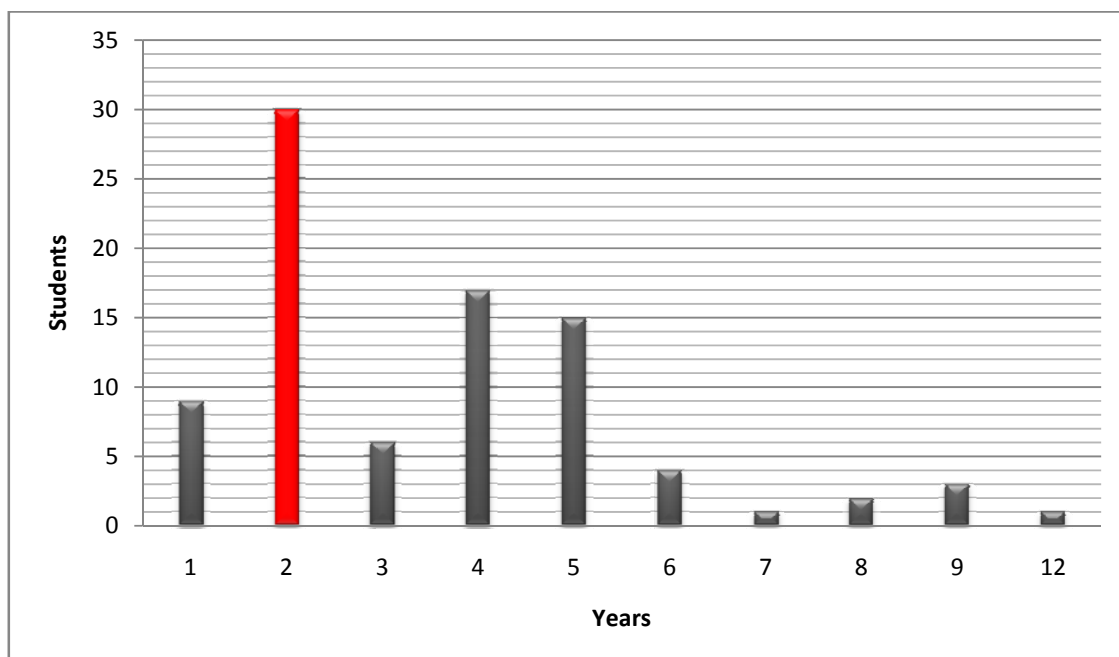


Figure 5 – *How many years have you been taught by a native speaker of English?*



### 4.3. How Many Hours

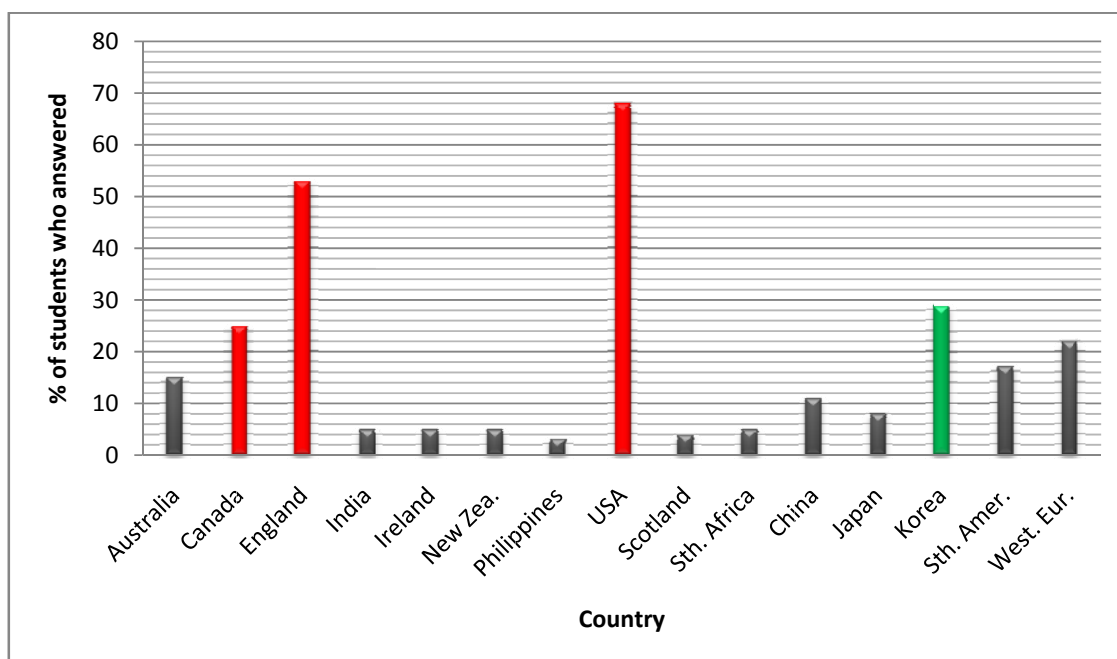
The time allocated between a Korean teacher and a native speaker of English is surprisingly similar, as is shown in questions 4b and 5b. It shows that 65 students had had up to 3 hours per week with a Korean teacher in comparison to 61 students being taught, for the same amount of time, by a

native speaker of English. Considering that native speakers of English are still a relatively new phenomenon, students are certainly being given a lot of exposure to these teachers, highlighting the importance that English has recently acquired in the Korean curriculum. With Graddol (2001: 34) telling us that ‘English is to be found at the leading edge of economic and industrial development’, the Korean government would, on the surface at least, seem to be directing education recognising this need.

#### 4.4. The Importance of Understanding Accents

With the ratio of American and Canadian teachers in Korea being so high, as shown in figure 1, and with American textbooks being widely used in Korea, the answers to question six were really to be expected. Figure 6 shows which accents the students perceived to be important to understand.

Figure 6 – *Which accents do you perceive to be important to understand?*



Countries deemed to have the most important accents to understand, in red, are all inner-circle countries, with America considered to be the most important. Interestingly though, Ireland was not considered to be important at all and Scotland even less, which could suggest that again, through channelled exposure in Korea, students may not perceive these accents to be from inner-circle countries and therefore don't really pay them much attention. Students did feel that it was necessary to understand accented English from a native Korean teacher, shown here in green. This could be

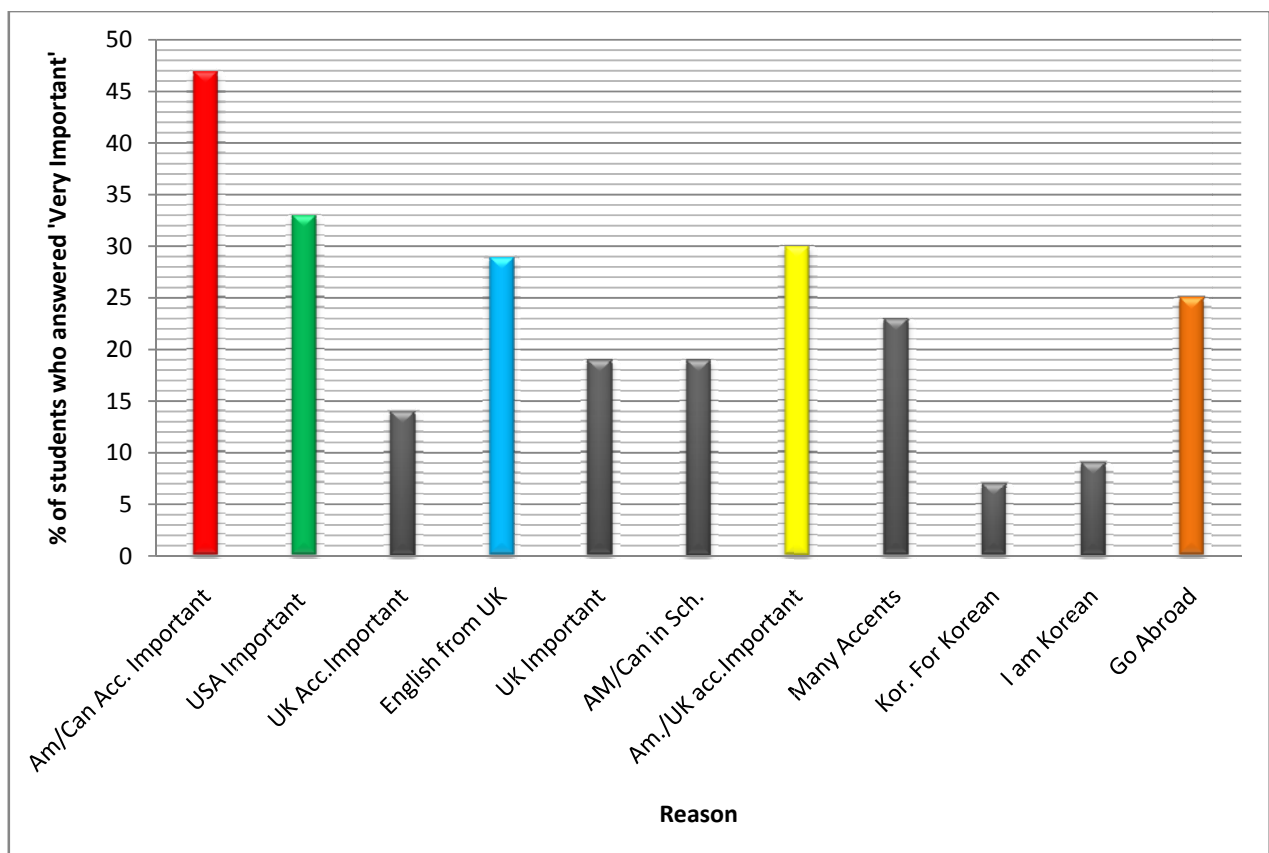


attributed to the fact they realise that they will continue to have a Korean teacher through the remainder of their education and it is therefore important to be able to understand as much as possible. Also, with Korea being a country with a large power distance society (Hofstede, 1980), students usually understand that their education is important to them and will therefore try to involve themselves as much as they can to ease their paths through this period.

#### 4.5. Reasons why Accents are Considered Important to Understand

The answers given in question seven proved to be interesting in understanding question 6 further. From 11 possible answers, there were four answers that dominated choices made by students. Inner-circle countries were once again a major factor, with 47% of students who answered, shown in red, thinking that an American or Canadian accent is the main English accent for international English.

Figure 7 – *Reasons why it is important to understand various accents.*



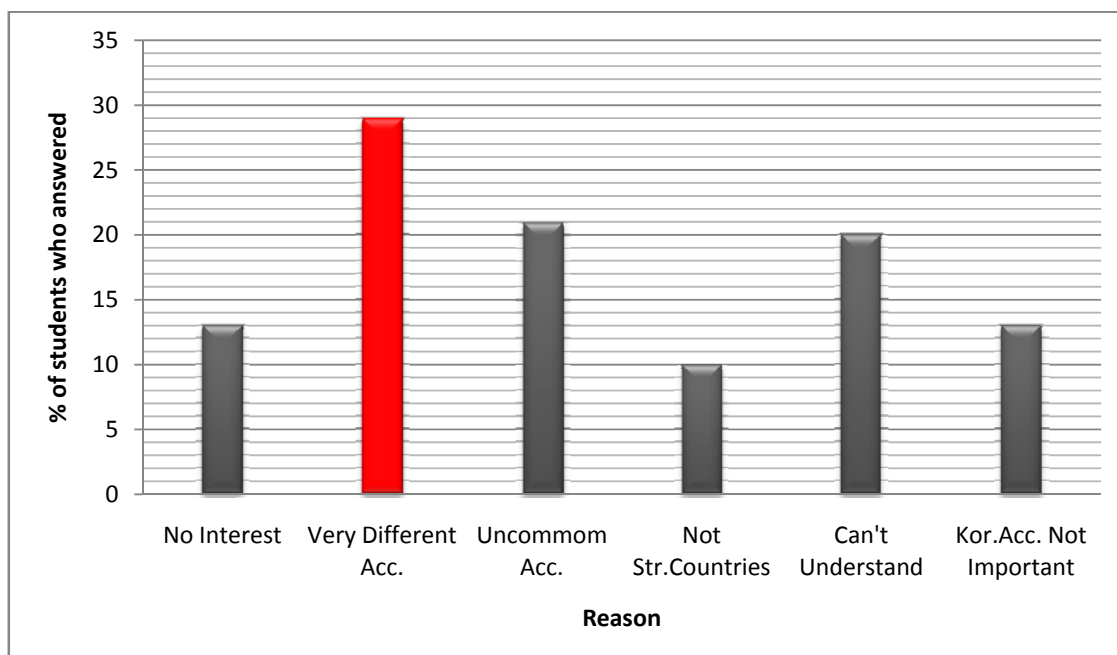
A total of 33% of students, shown in green, think that the USA is an important country, possibly through economical or political ties with Korea; 29% think that England is the true home of English, shown in blue; 30% were divided but agreed that an American (GA) or English (RP) accent is generally important, shown in yellow. Many Koreans believe that America is of great importance to Korea both historically (Pollack & Young, 1995) and for the future, and England is thought to be closely linked to America. For this reason, students may feel that both GA and RP accents are a necessity for their futures if they are to succeed as they progress through life.

One figure that is interesting is 'Going Abroad', marked in brown, which shows the amount of students who think understanding accents is important due to wanting to go and study abroad. With 20% of students marking it as very important and 37%, not shown, marked as quite important, it can be seen that over 50% may be considering moving overseas to continue their study.

#### 4.6. Why Accents may be Considered not to be Important

Students' perception of what may or may not be 'normal English accents', either GA or RP, are shown by the number of responses in figure 8, highlighted in red, where students thought some accents are too far removed from what they are accustomed to. This could again be attributed to the relatively small exposure they have had to accents other than GA or RP.

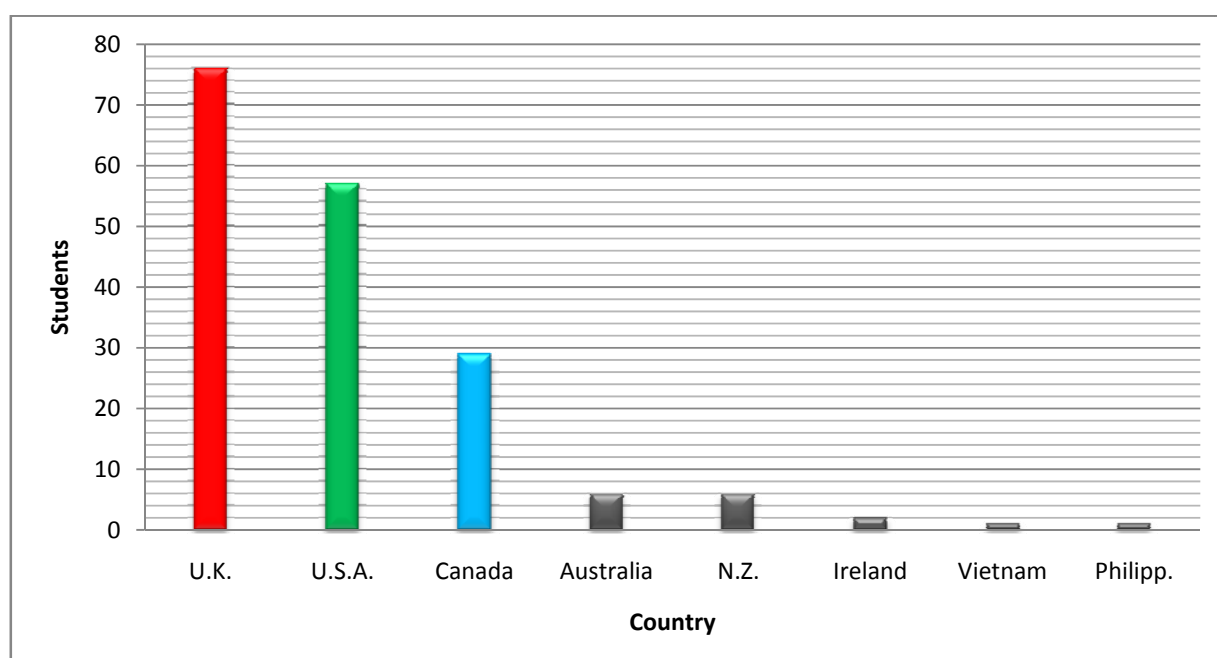
Figure 8 – *Why accents may not be important*



## 4.7. Native Speakers' Nationality

As shown in figure 1, it can be seen that there is a high percentage of Canadian and American teachers in Korea. The results in figure 9 are slightly distorted as the teacher who teaches the students that participated in the survey is from England. This shows that not all the students necessarily understood all the questions as, theoretically, this number should be 100% and not 76%, marked in red, presuming that they all knew where which nationality their teacher was. However, the fact that 57% and 29% of students said that they had been taught by teachers from America, in green, and Canada, shown in blue, reinforces the point made about limited exposure to accents in Korea.

Figure 9 – *Nationalities of native speakers of English*



## 4.8. The Importance of the Student's Accent

The results from the final question were slightly surprising as a relatively high number of students don't seem to worry about their own accent when speaking English. With heavy emphasis on English education in Korea and also within a foreign language high school, the figure of 17% of students not concerned about their accent seemed high. Morley (1991) quoted by Robertson (2003: 4) states that 'intelligible pronunciation is an essential component of communicative competence'. However, 17% of students appear to have given a contradictory answer.

## **5. Teaching Implications of Student Attitudes**

With a preference for accents from certain inner circle countries, namely Canada, America and England, students are showing a reluctance to accept accents from other countries where English is the L1. However, research done by Derwing et al. (2002) shows that exposure to accented English can positively change attitudes towards learning, but in the current EFL climate in Korea, employers look primarily for teachers from the three main inner circle countries – England, America and Canada. Students need therefore to be exposed to accents from the outer circle countries and also those remaining inner circle ones if they are to really begin to further develop their understanding of variations of English. By excluding these countries, students are potentially denying communication with inhabitants of those countries, thus negating English as the lingua franca it is currently seen to be.

As the research has shown, exposure and familiarity to limited accents may well have affected student's perceptions of outer circle accents and this is something that again needs to be addressed. Textbook design is crucial to this, and students must be made aware of textbook biases, if any, and their overall effect on their learning process, society and self-image (Ndura, 2004). There are some books which are now taking a multicultural approach by using various accents from around the World, such as *Let's Talk* (2008), and it might be considered to be a key focus for the future design of EFL books in order to promote accents not only from inner circle countries, but outer and expanding circles too, using non-native speakers as well as native speakers of English.

### **5.1. Cultural Implications**

No matter where the teacher is from, or whatever their accent may be, it is their responsibility to encourage students to benefit from the learning experience they provide. As is pointed out by Finch (2001: 137) "Korean learners and foreign teachers can expect a mismatch of perceptions and beliefs (personal and cultural) when they meet in the language classroom. Teachers therefore need to be selective and culturally sensitive when choosing materials to address Johnson's concern that (2005:2) 'if the L2 learners perceive the target culture as dominant or their own culture in competition with the target culture, the acquisition will be hindered'. Dłaska (2000: 49) reinforces this by telling us that the EFL classroom 'offers ideal conditions for raising cultural awareness'.

## **5.2. The Foreign Language High School**

At the time of the survey, three American and one British were employed by the foreign language high school, all working without any specific texts. However, as a large percentage of students had lived abroad, there was an eclectic mix of accents both within the teaching and student bodies, which became useful in nearly every class. Using experiences gained from returnee students, it proved to be a valuable source of multicultural material in classes and coupled with the teacher's awareness of accent bias being echoed in the teaching environment, a balanced perspective was reached.

For the future and to provide a greater balance, the easiest way to expose students to other accents is through specific listening materials designed for such a task, using various accents from around the World. With more texts becoming multicultural, finding such material is relatively easy and suiting it to the level of the students in the high school is a comparatively easy task.

## **6. Conclusion**

In the classes in which the survey was carried out, it became evident that students mix a variety of Englishes regardless of where their teacher originated. There didn't however seem to be a dominating preference about being able to speak with accents from any one country, maybe showing that students in Korea are now beginning to accept a large diversity of accents from around the globe.

What is important, as a teacher and a native speaker of English, is to realise that while there are so many variants on spoken English, none actually outweighs any other; English is a language that is understood all around the World, whether the speaker speaks with an RP accent or one more associated with a GA accent. As Wardhaugh (1998) tells us, 'it is impossible to speak without an accent and that there is no such thing as unaccented English' and until such time that there is, learners will be exposed to hundreds of variants of accents of spoken English.

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## Appendix 1 – The Survey

### Survey to Research Different Attitudes to Accents Used by Teachers in the Teaching Environment

*Instruction: Please circle the appropriate response(s) carefully or fill in the blanks.*

1. Sex: **Male / Female**
2. Age: \_\_\_\_\_ **years old.** (*Western age please*)
3. Have you ever received English speaking and listening instruction at school? **Yes / no.**
  - 3a) For how many years? \_\_\_\_\_ **years.**
  - 3b) How many hours a week? \_\_\_\_\_ **hours per week.**
4. From a non-native English-speaking (Korean) teacher? **Yes / no.**
  - 4a) How many years? \_\_\_\_\_ **years.**
  - 4b) How many hours per week? \_\_\_\_\_ **hours per week.**
5. From a native speaker of English? **Yes / no.**
  - 5a) How many years? \_\_\_\_\_ **years.**
  - 5b) How many hours per week? \_\_\_\_\_ **hours per week.**
6. How important do you feel it is to be able to understand an English accent from the list of following countries? (*Please put a mark in the box next to the country, showing whether you think it is very important, quite important, indifferent, not very important, not important at all*)

<b>Native Speakers From:</b>	<b>Very Important</b>	<b>Quite Important</b>	<b>Indifferent</b>	<b>Not Very Important</b>	<b>Not At All Important</b>
Australia					
Canada					
England					
India					
Ireland					
New Zealand					
The Philippines					
The United States					
Scotland					
South Africa					
<b>Non-Native Speakers From:</b>					
China					
Japan					
Korea					
South America					
Western Europe					

7. For the countries you marked **Very Important** or **Quite Important**, please mark the reasons in the table below as to why you think it is important to understand the English accent from those countries.

<b>Reason:</b>	<b>Very Important</b>	<b>Quite Important</b>	<b>Indifferent</b>	<b>Not Very Important</b>	<b>Not At All Important</b>
American / Canadian English is the world English accent					
The USA is an important country					
British accent is the most important					
England is the home of English					
England is an important country					
I learnt American / Canadian in school					
American / English accents are important to us today					
We need many accents today					
Korean accent to understand Korean teachers					
A Korean accent because I am Korean					
To study abroad in those countries					

8. For the countries you marked **Not Very Important** or **Not At All Important**, please mark the reasons below as to why you think it is not important to understand the English accent from those countries.

<b>Reason:</b>	<b>Very Important</b>	<b>Quite Important</b>	<b>Indifferent</b>	<b>Not Very Important</b>	<b>Not At All Important</b>
These countries are of no interest to me or Korea					
These accents are very different from 'regular' English accents					
The accents are uncommon					
They are not strong countries					
I can't understand the accent					
Korean accents are not important					

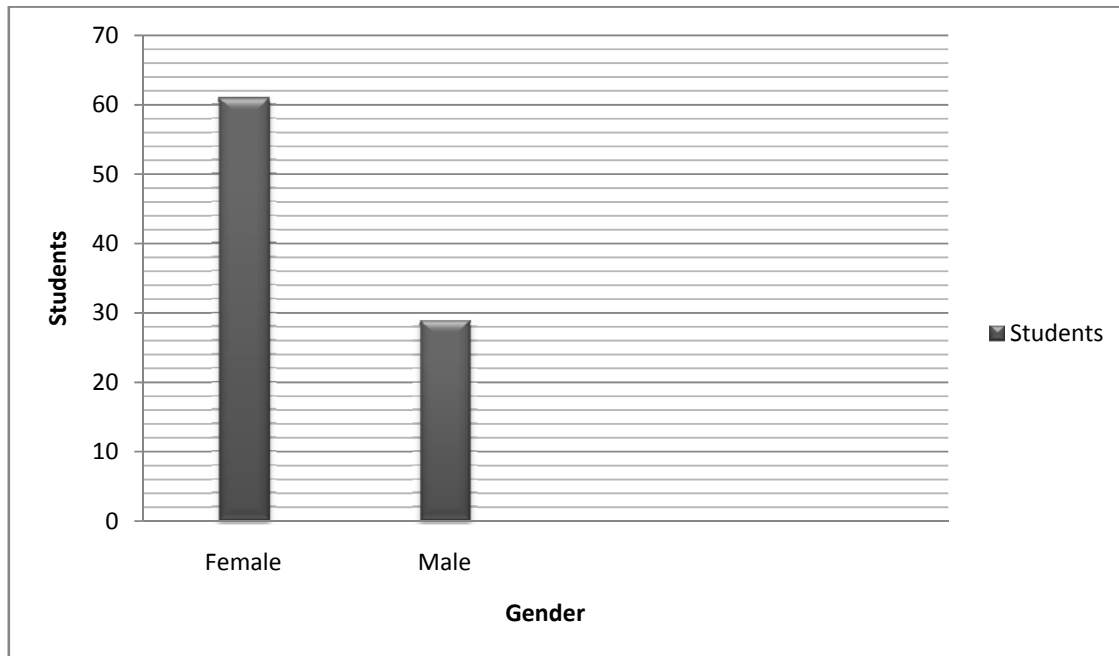
9. If you have been taught by a native English-speaking teacher(s), which country / countries were they from? Please specify: \_\_\_\_\_

10. My spoken accent of English is important to me. **Yes / No**

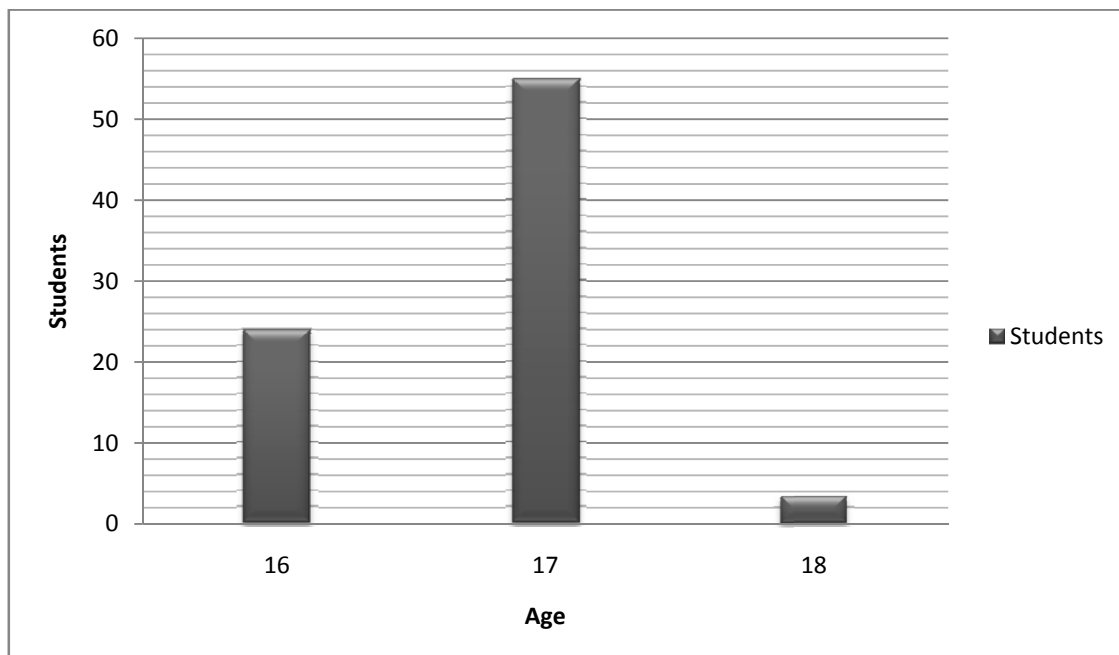
## Appendix 2 - Results

### Results from Survey

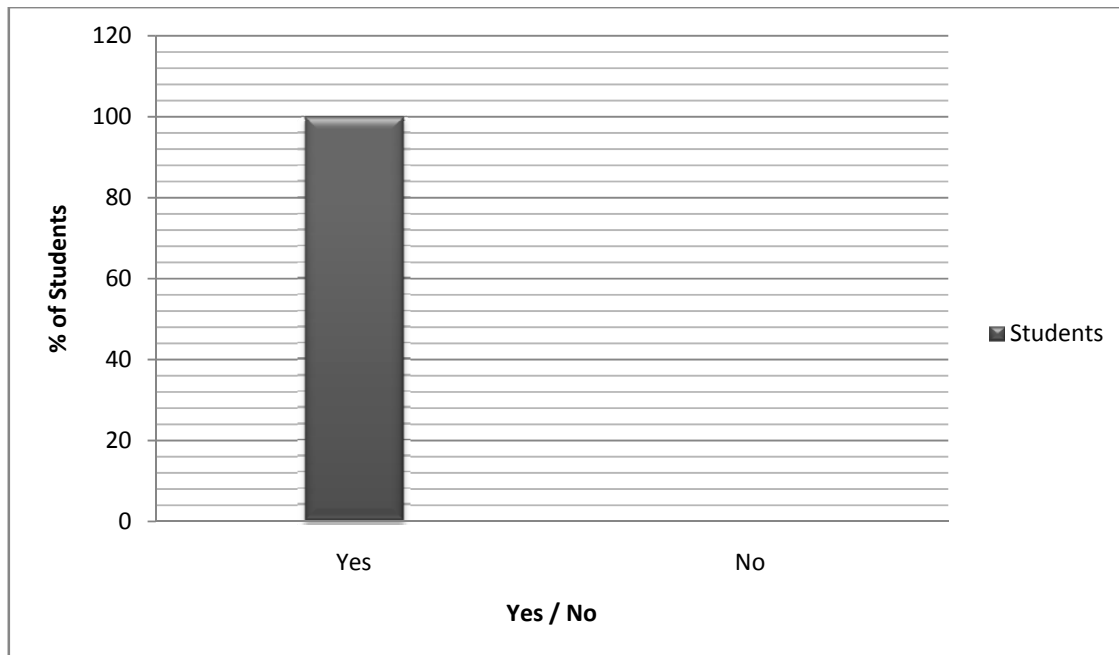
1. Sex:



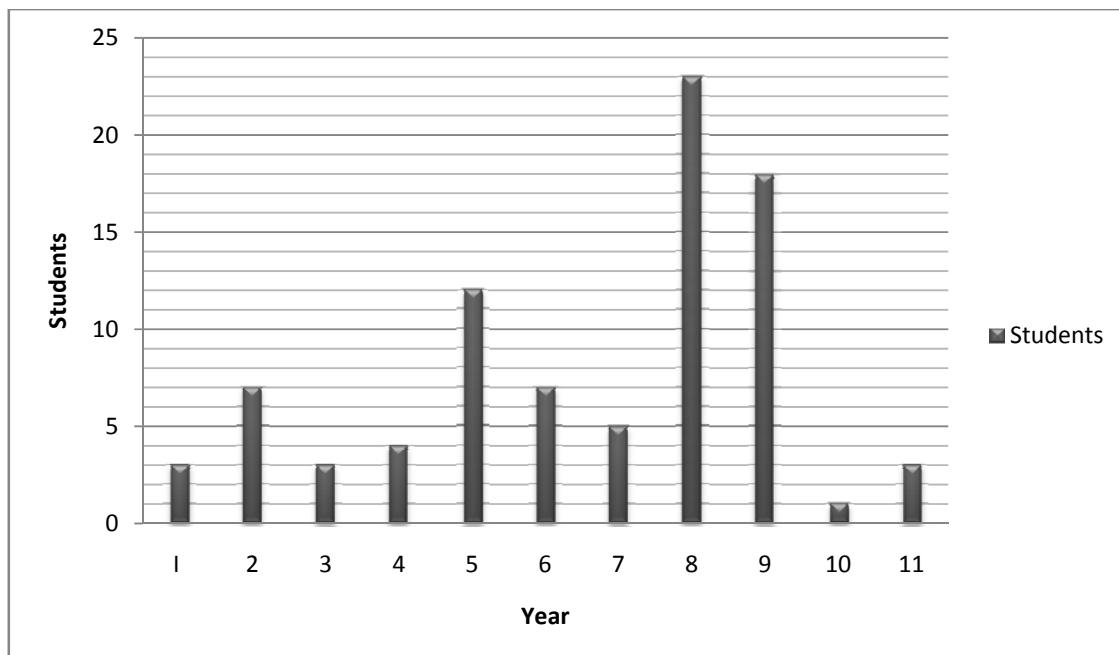
2. Age:      **16 = 24   17 = 55   18 = 6**



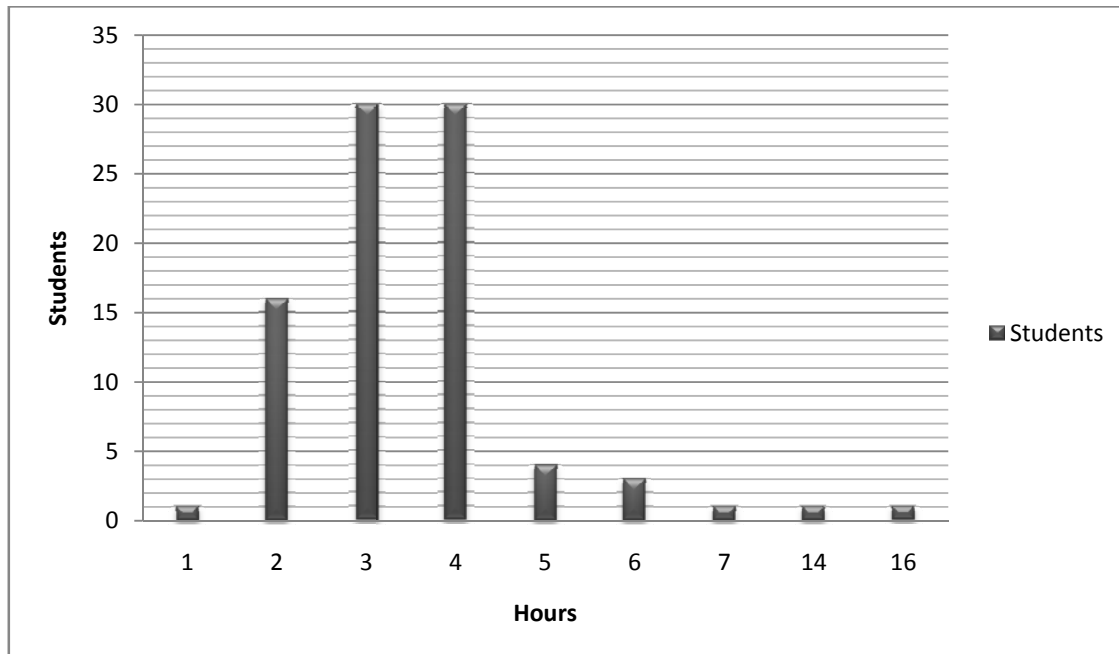
3. Have you ever received English speaking and listening instruction at school?



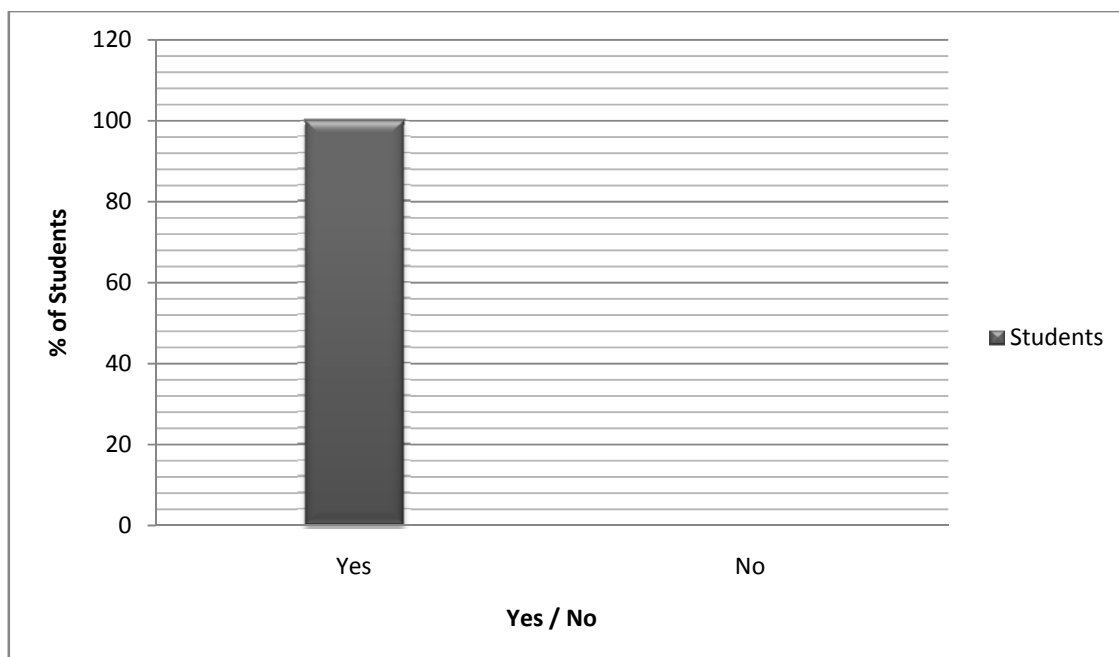
3a) For how many years?



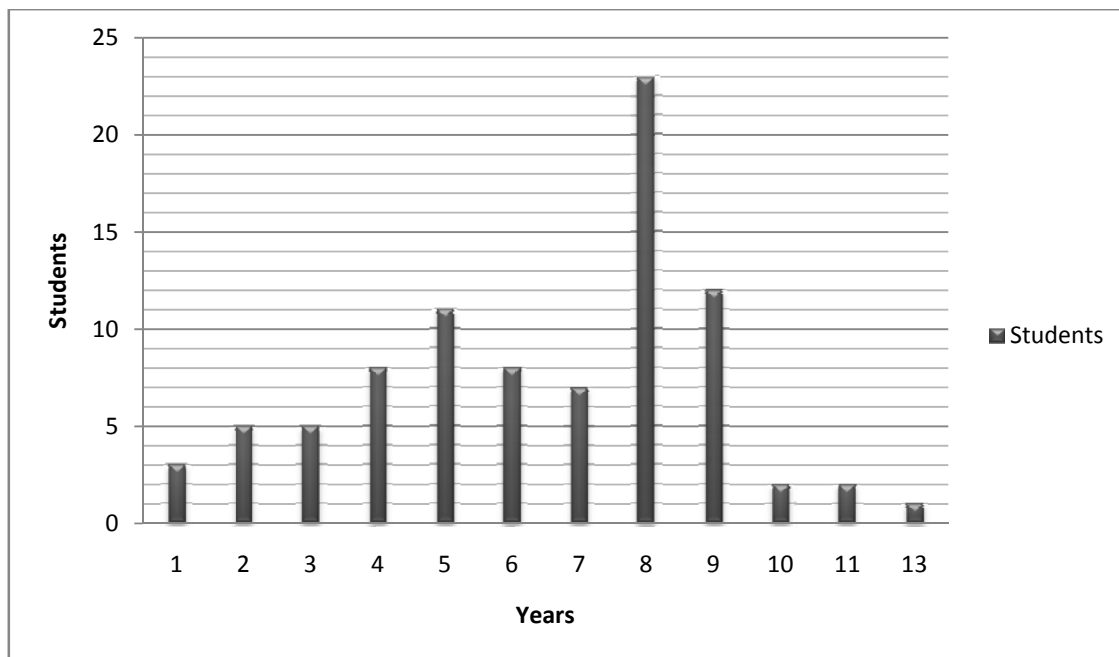
3b) How many hours a week?



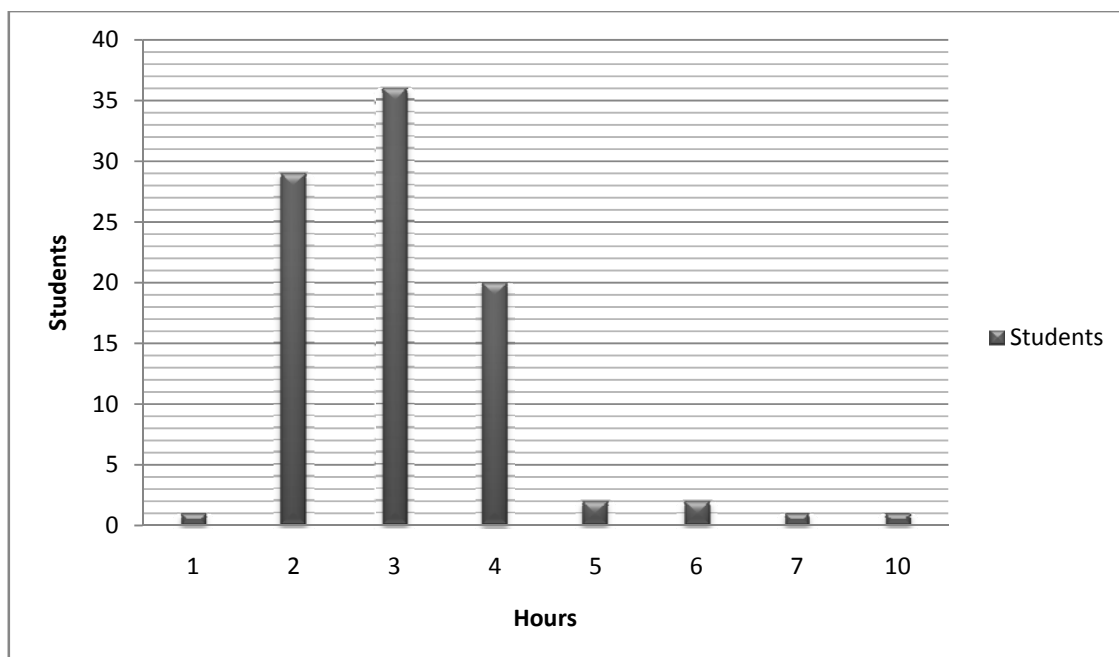
4. From a non-native English-speaking (Korean) teacher?



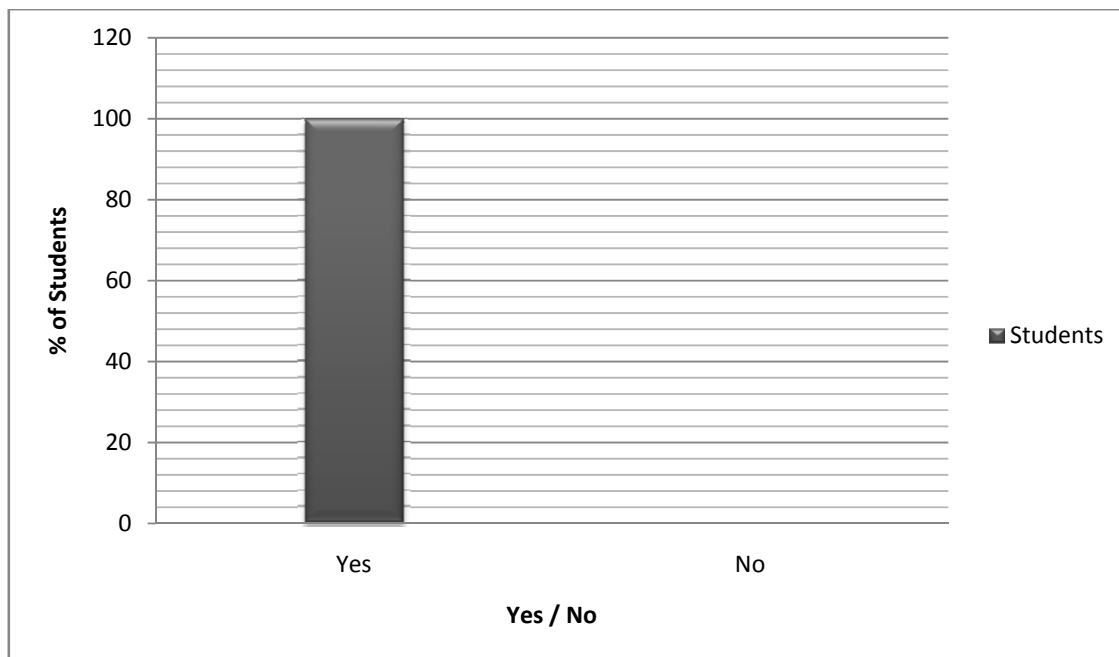
4a) How many years?



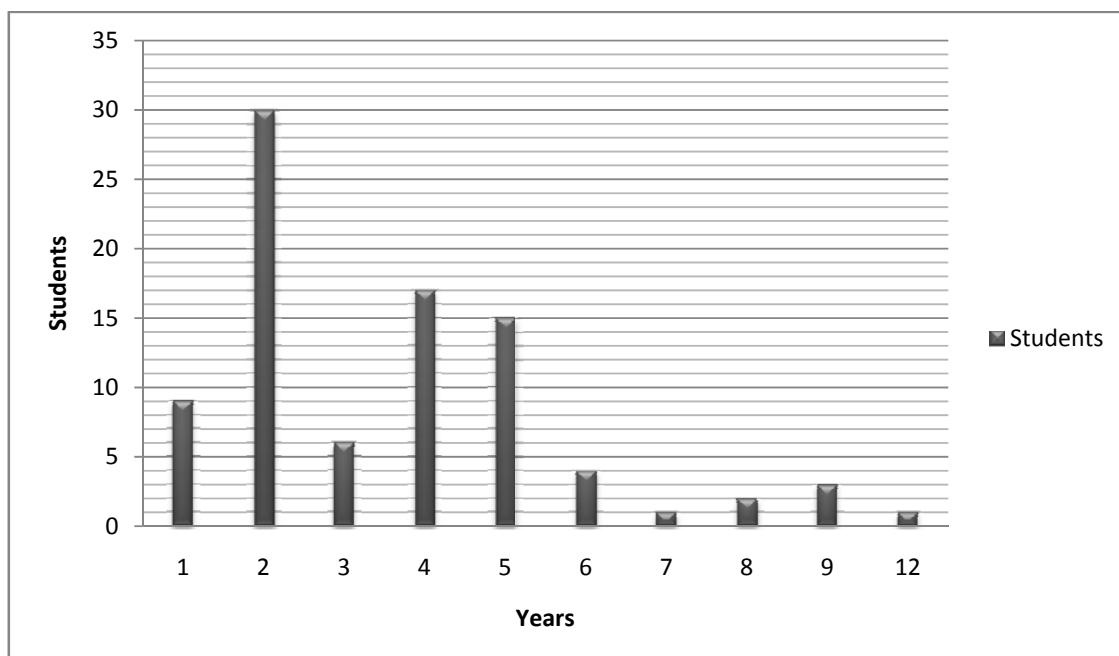
4b) How many hours per week?



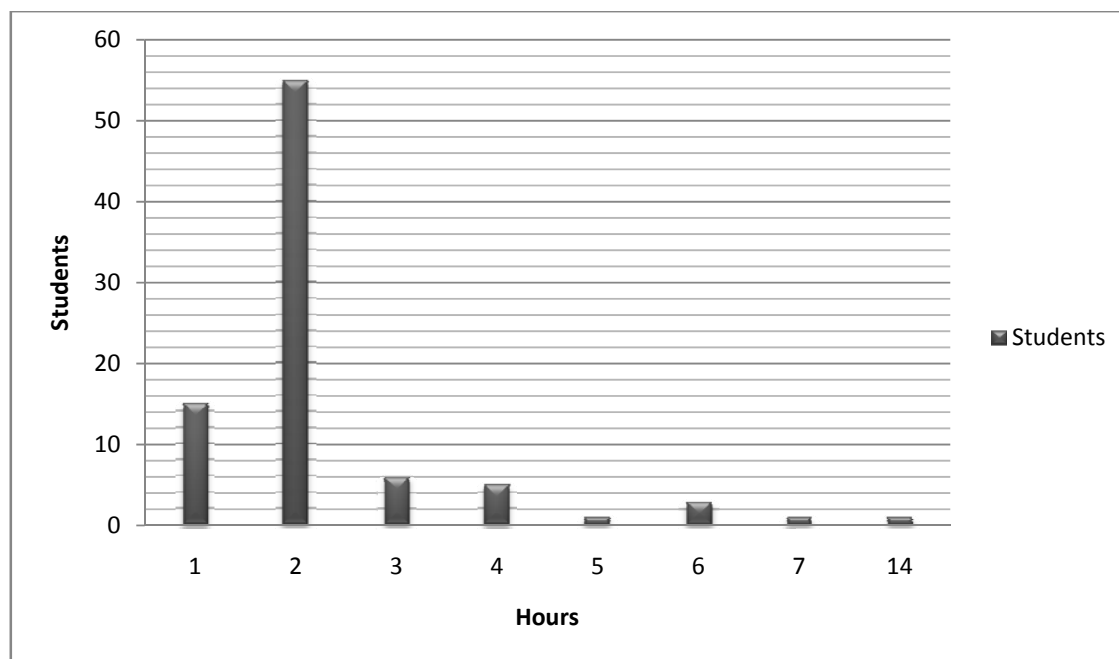
5. From a native speaker of English?



5a) How many years?



5b) How many hours per week?



6. How important do you feel it is to be able to understand an English accent from the list of following countries? *(Please put a mark in the box next to the country, showing whether you think it is very important, quite important, indifferent, not very important, not important at all)*

Native Speakers From:	Very Important	Quite Important	Indifferent	Not Very Important	Not At All Important
Australia	12	36	31	5	
Canada	22	40	23	3	
England	45	35	3	2	
India	4	21	38	18	5
Ireland	4	19	40	18	7
New Zealand	4	32	36	10	3
The Philippines	2	16	37	26	5
The United States	61	14	10	5	
Scotland	3	19	37	21	5
South Africa	4	9	37	26	9
<b>Non-Native Speakers From:</b>					
China	9	26	24	21	5
Japan	7	25	22	21	13
Korea	25	22	28	11	
South America	14	27	30	11	2
Western Europe	19	36	23	8	



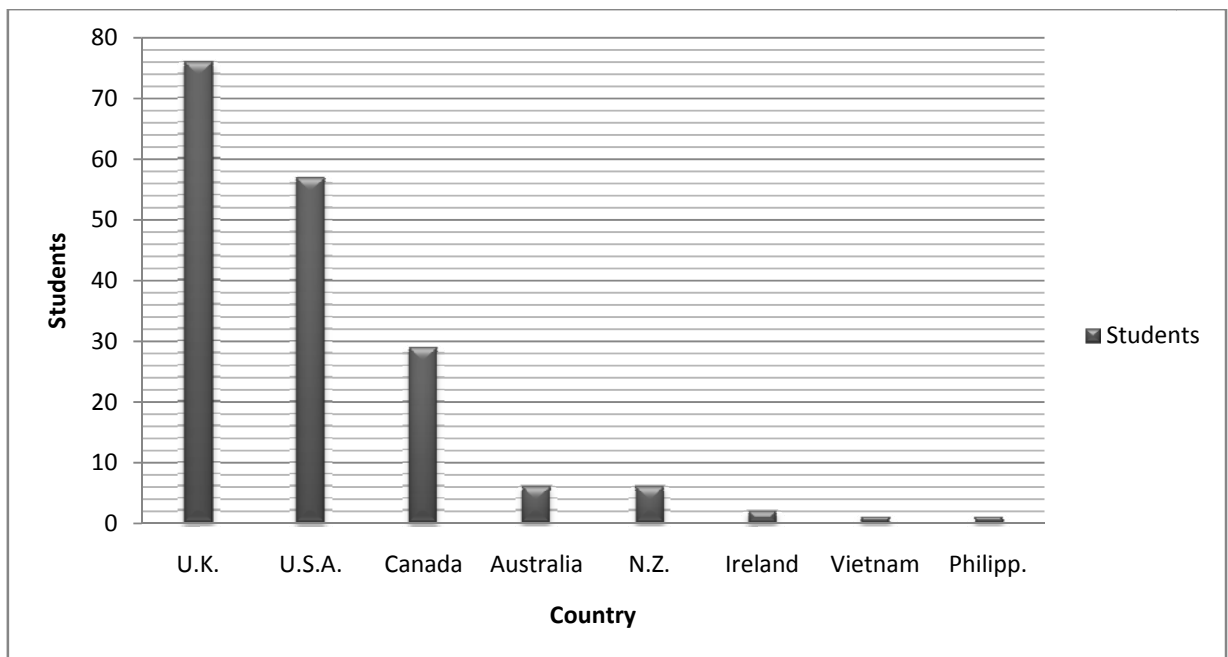
7. For the countries you marked **Very Important** or **Quite Important**, please mark the reasons in the table below as to why you think it is important to understand the English accent from those countries.

<b>Reason:</b>	<b>Very Important</b>	<b>Quite Important</b>	<b>Indifferent</b>	<b>Not Very Important</b>	<b>Not At All Important</b>
American / Canadian English is the world English accent	39	30	12	2	
The USA is an important country	28	44	12	1	
British accent is the most important	11	39	27	4	2
England is the home of English	24	38	17	5	
England is an important country	15	31	30	6	
I learnt American / Canadian in school	15	24	20	15	6
American / English accents are important to us today	24	37	14	3	3
We need many accents today	18	35	23	3	2
Korean accent to understand Korean teachers	5	23	28	16	8
A Korean accent because I am Korean	6	15	26	16	17
To study abroad in those countries	20	37	13	9	1

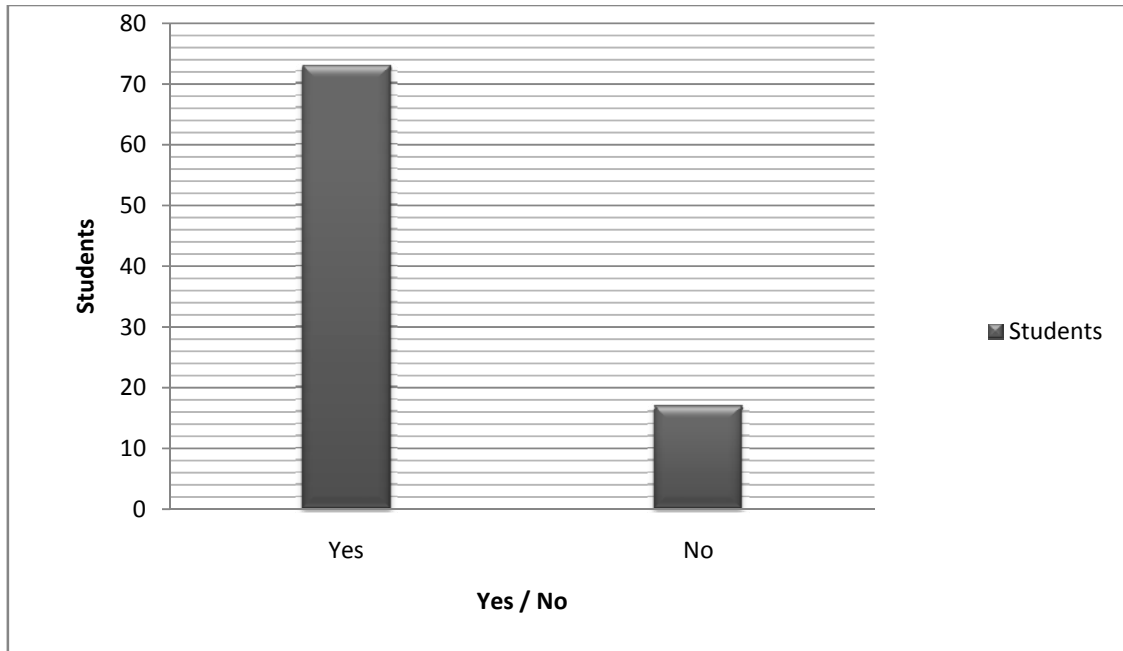
8. For the countries you marked **Not Very Important** or **Not At All Important**, please mark the reasons below as to why you think it is not important to understand the English accent from those countries.

<b>Reason:</b>	<b>Very Important</b>	<b>Quite Important</b>	<b>Indifferent</b>	<b>Not Very Important</b>	<b>Not At All Important</b>
These countries are of no interest to me or Korea	9	31	17	10	3
These accents are very different from 'regular' English accents	21	34	11	8	
The accents are uncommon	14	38	15	2	
They are not strong countries	7	25	25	13	2
I can't understand the accent	14	24	21	8	3
Korean accents are not important	9	15	31	10	4

9. If you have been taught by a native English-speaking teacher(s), which country / countries were they from?



10. My spoken accent of English is important to me.



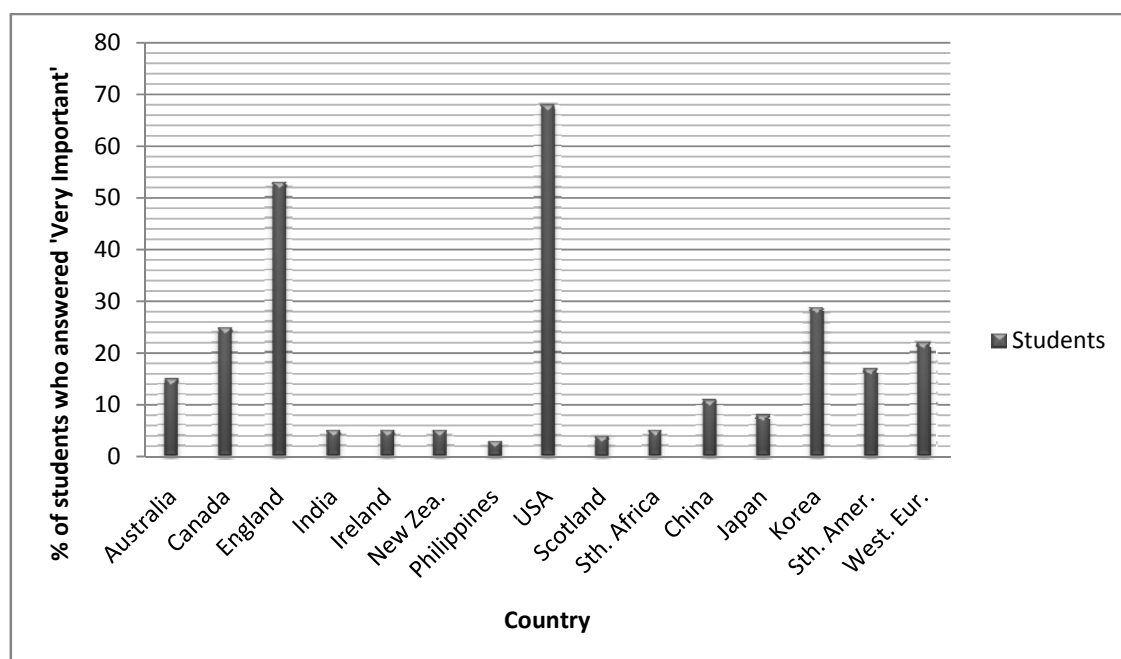
### **Appendix 3**

#### **Results from Questions 6,7 & 8 in Bar Graph Form**

In order to highlight results more clearly than are in the Likert scale responses, answers pertaining to what was considered 'very important' by the students are shown below. The original answers are shown as well as a bar graph of the students that chose 'very important', as a percentage of those that answered the question, allowing clearer comparisons between answers. The original data in the Likert scale have been highlighted to show which figures were put into the bar graph. For ease of labelling in questions 7 and 8, the reasons have numbers in brackets next to them which correlate with the numbers on the graphs directly below.

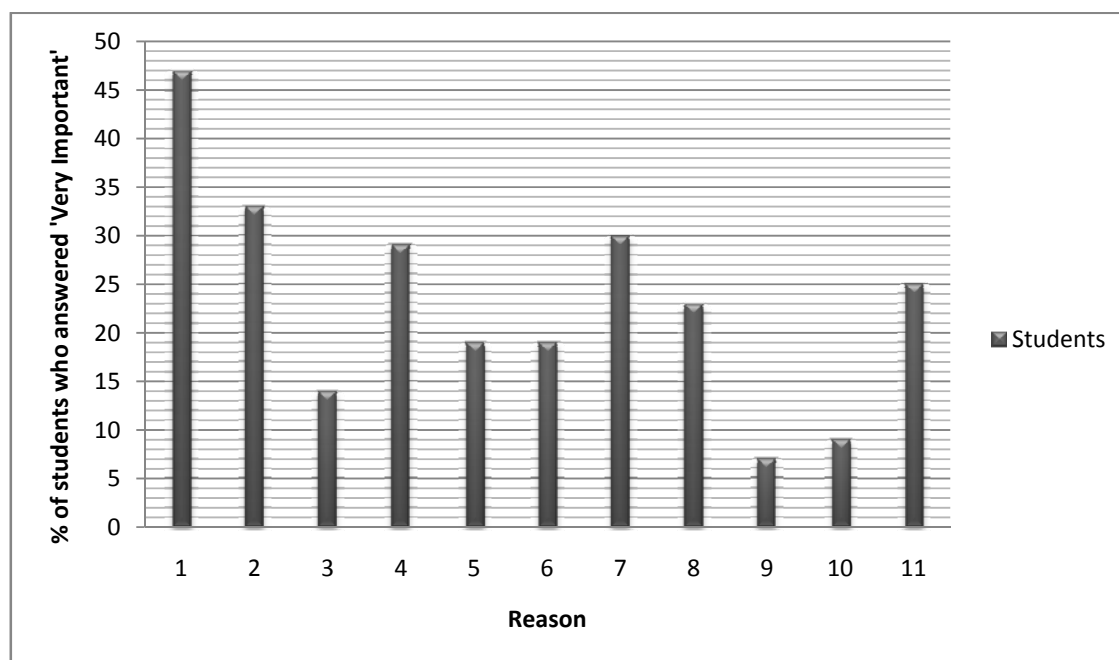
6. How important do you feel it is to be able to understand an English accent from the list of following countries?

<b>Native Speakers From:</b>	<b>Very Important</b>	<b>Quite Important</b>	<b>Indifferent</b>	<b>Not Very Important</b>	<b>Not At All Important</b>
Australia	12	36	31	5	
Canada	22	40	23	3	
England	45	35	3	2	
India	4	21	38	18	5
Ireland	4	19	40	18	7
New Zealand	4	32	36	10	3
The Philippines	2	16	37	26	5
U.S.A.	61	14	10	5	
Scotland	3	19	37	21	5
South Africa	4	9	37	26	9
<b>Non-Native Speakers From:</b>					
China	9	26	24	21	5
Japan	7	25	22	21	13
Korea	25	22	28	11	
South America	14	27	30	11	2
Western Europe	19	36	23	8	



7. For the countries you marked **Very Important** or **Quite Important**, please mark the reasons in the table below as to why you think it is important to understand the English accent from those countries.

<b>Reason:</b>	<b>Very Important</b>	<b>Quite Important</b>	<b>Indifferent</b>	<b>Not Very Important</b>	<b>Not At All Important</b>
American / Canadian English is the world English accent (1)	<b>39</b>	30	12	2	
The USA is an important country (2)	<b>28</b>	44	12	1	
British accent is the most important (3)	<b>11</b>	39	27	4	2
England is the home of English (4)	<b>24</b>	38	17	5	
England is an important country (5)	<b>15</b>	31	30	6	
I learnt American / Canadian in school(6)	<b>15</b>	24	20	15	6
American / English accents are important to us today (7)	<b>24</b>	37	14	3	3
We need many accents today (8)	<b>18</b>	35	23	3	2
Korean accent to understand Korean teachers (9)	<b>5</b>	23	28	16	8
A Korean accent - I am Korean (10)	<b>6</b>	15	26	16	17
To study abroad in those countries (11)	<b>20</b>	37	13	9	1



8. For the countries you marked **Not Very Important** or **Not At All Important**, please mark the reasons below as to why you think it is not important to understand the English accent from those countries.

<b>Reason:</b>	<b>Very Important</b>	<b>Quite Important</b>	<b>Indifferent</b>	<b>Not Very Important</b>	<b>Not At All Important</b>
These countries are of no interest to me or Korea (1)	<b>9</b>	31	17	10	3
These accents are very different from 'regular' English accents (2)	<b>21</b>	34	11	8	
The accents are uncommon (3)	<b>14</b>	38	15	2	
They are not strong countries(4)	<b>7</b>	25	25	13	2
I can't understand the accent (5)	<b>14</b>	24	21	8	3
Korean accents are not important (6)	<b>9</b>	15	31	10	4

