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교육학석사학위논문

Attitudes of Korean English
Teachers and Learners towards
English Varieties: Focusing on Pronunciation

한국 영어 교사들과 학습자들의
영어 변이형에 대한 태도 연구: 발음을 중심으로

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유 경 은

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English Varieties: Focusing on Pronunciation

by
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ABSTRACT

As the English language became an international communication tool and non-native English speakers outnumbered native English speakers, English varieties have recently received an increasing amount of attention in the English Language Teaching (ELT) profession. Nevertheless, much attention was not paid to the English varieties in the context of English as a foreign language (EFL). Even most studies on EFL learners' and teachers' attitudes towards English varieties were conducted simply by surveys or interview questions without any auditory stimuli provided.

The current research investigated the attitudes of Korean English teachers (KETs) and Korean English learners (KELs) towards issues on EIL (English as an International Language) such as ideal pronunciation and ownership of English. It also examined KETs' and KELs' perception about English varieties (American-accented English, Indian-accented English, Chinese accented-English, and Korean-accented English) with auditory stimuli provided, and their own non-native English pronunciation.

64 secondary school English teachers and 103 high school students in the 12th grade participated in the study. In order to investigate the participants' attitudes towards English varieties, questionnaires including semantic

differential scale and Likert-type scale were employed. The results showed that the attitudes of KETs and KELs were highly dominated by native speaker (NS) norm. Both groups preferred American English most and Korean-accented English least. KETs perceived the American pronunciation as the most similar one to their own of four English varieties whereas KELs regarded it as the second most similar pronunciation. KETs and KELs also preferred to change their own pronunciation into native-like one. Notably, both groups expected an English teacher to have native-like pronunciation, and that KETs set higher standards for an English teacher's pronunciation than KELs did. This deeply rooted NS norm in the English education fields of Korea was discussed in terms of its pedagogical, social, and historical contexts.

On the other hand, KETs tended to understand that there is no ideal English pronunciation, and that the owner of the English language can be anyone who speaks English, not native speakers. They were also not dominated by the dichotomy of native and non-native English accents. These results implied that KETs influenced by the EIL perspective could act as a mediator to help the learners to raise the consciousness of the English varieties.

As KETs are in the position of affecting the learners' attitude in every

aspect, they need to have lenient attitudes towards non-native English varieties including their own Korean-accented English. This change of KETs' attitude can be a first step into KETs and KELs becoming as equally rightful and legitimate English users as English native speakers. Furthermore, this study has important implications for the Korean ELT profession, specifically in terms of the student learning, teacher education, and EFL testing market and English teacher recruiting market.

Key words: English varieties, Pronunciation, EIL, Non-native English teachers, Korean English teachers, Korean English learners, Language attitude

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LIST OF ABBREVIATIONS

The following abbreviations are used in this research:

EPIK	English Program In Korea
TEE	Teaching English in English
EFL	English as a Foreign Language
KET	Korean English Teacher
NET	Native English Teacher
NNET	Non-native English Teacher
EIL	English as an International Language
ELT	English Language Teaching
KEL	Korean English Learner
NS	Native Speaker
NNS	Non-Native Speaker
RP	Received Pronunciation
GA	General American
LFC	Lingua Franca Core

CHAPTER 1

INTRODUCTION

This study aims to investigate the attitudes of Korean English teachers and learners towards English varieties, primarily focusing on pronunciation. The first section introduces the purpose of the study. The second section presents the research questions. The last section provides an outline of the organization of the thesis.

1.1 Purpose of the Study

In the era of globalization when English is widely used as an international language, communicative competence in English is being regarded as the most essential and necessary ability. With the strong international demand, the Korean Ministry of Education has initiated various reforms to develop English teachers' and learners' communicative language skills in the public school context. One of the reforms is English Program In Korea (EPIK) established in 1995, which is an employment program of native English teachers in public schools. The Teaching English in English (TEE) policy has also been implemented since 2001. It

encouraged the English language to be taught as much as possible in class.

Under a series of dramatic changes in the English teaching policies, a number of related issues, which had been largely overlooked, were extracted and actively discussed. They ranged from the rationales of TEE class and EPIK in the English as a Foreign Language (EFL) context to specific techniques such as an optimal ratio of English and L1 language use in class and effective co-teaching methodologies. Especially, the identity of Korean English teachers (KETs) as non-native English speakers began to be vigorously studied (e.g., S. A. Kim, 2002; S. Y. Kim, 2002). The sudden appearance of native English teachers (NETs) in public schools had KETs recognize themselves as non-native language teachers. In addition, as the English language is increasingly recommended to be spoken in class, the KETs' English proficiency and pronunciation have been regarded as critical criteria of a good English teacher (e.g., Butler, 2004; S. A. Kim; 2002; S. Y. Kim, 2002; Liu, Ahn, Baek, & Han, 2004). Notably, KETs tend to recognize that native English speaker is an ideal and superior language teacher at least in terms of oral proficiency, which is called "native speaker fallacy" (Phillipson, 1992, p.193). They also suppose that students perceive a teacher with greater language proficiency as a better teacher. In short, KETs were likely to perceive themselves as a defective communicators (Firth & Wagner,

1997), rather than multi-competent language users (Cook, 1999) or intercultural speakers (Kramsch, 1998). The inferior self-image in terms of pronunciation and oral proficiency served as an obstacle of effective TEE class and co-teaching with NETs (Hwang, 2013).

The recent change of the English as an International language (EIL), however, demands a careful reconsideration of the status of NNETs (Non-native English Teachers). EIL implies a totally new way of communication across different nationalities and cultures through the medium of a common language. According to Crystal (2012) and Jenkins (2000, 2007), second language English speakers outnumbered those whose mother tongue is English. This differential is steadily increasing because the population growth in the areas where English is a second language (e.g., India or Philippines) is about twice as much as that in areas where it is a first language (e.g., UK or USA). Therefore, nonnative English speakers are no longer a second-class group in ELT profession, but another leading group who has an equal status with native speakers. A number of localized English varieties are actively being used over the world.

Nevertheless, it seems that NNETs do not have proper attitudes towards these EIL-related issues. For instance, when the Korean national curriculum stresses the learners' communication skills and authentic language use,

KETs have a strong tendency to interpret this as American English-based communicative skills and language use (Ahn, 2011; Choe, 2007). It is noticeable that language attitude is inextricably intertwined with the motivation and performance of language learning (Crystal, 2003, 2010; McKay, 2002; Pennycook, 1994, 2010) and teaching philosophy and teaching goal (Carter & McCarthy, 1997; Seidlhofer, 1999). Thus, the attitudes of the English language teachers and learners would play a crucial role in English education. In particular, as teachers' attitudes towards a certain language are infectious to learners (E. J. Kim, 2002; Ahn, 2011), studies on the attitudes of teachers toward the EIL-related issues are worthy of attention.

With the recognition of the importance of the language attitude, a growing number of studies (e.g., Ahn, 2011; Choi, 2007; Jenkins, 2005; Julie, S., Ann W., Dara, R. & Su, H. W., 2006; Timmis, 2002) have been implemented on the attitudes of NNSs and NNETs from various countries. However, those previous studies have a few limitations. First of all, most studies except Julie et al. (2006) and Oh (2011) were carried out with no auditory stimuli presented. Given English learners showed discrepancy between the idealized conception of English varieties and what the spoken English varieties actually pronounced (Julie et al., 2006), it may be

necessary to have them listen to the spoken English varieties in order to enhance the reliability of the study on language attitude. In addition, most of the studies focused on the attitudes of either non-native English learners or non-native English teachers. Thus, the two groups were not compared with each other, and each group's distinct perception of English varieties was also not investigated. Accordingly, the present study was designed to employ auditory stimuli, and both KETs and KELs' attitudes were investigated in parallel.

1.2 Research Questions

The following research questions guided the present study:

1. What attitudes do KETs and KELs have towards the EIL-related issues, different English accents (American-accented English, Indian-accented English, Chinese accented-English, and Korean-accented English), and their own pronunciation?
2. How do KETs' attitudes differ from KELs' attitudes towards the EIL-related issues, different L1-accented Englishes, and their own pronunciation?

1.3 Organization of the Study

This study consists of five chapters. Chapter 1 introduces the context and the purpose of the present study with research questions. In Chapter 2, a review of the literature relevant to this study is discussed. Chapter 3 explains methodology, which describes how this research was designed and conducted in detail. Chapter 4 presents the results from the research and discusses the findings with research implications. Chapter 5 summarizes major findings of the study with research limitations.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews the literature on the related topics of the present study. Long-standing native-speakerism and newly emerging EIL perspective are introduced in terms of NNETs in section 2.1. Pronunciation teaching, which is recently received attention in EIL context, is demonstrated in section 2.2. Final section examines the previous research on the attitudes of English learners and teachers towards English varieties.

2.1 Non-native English Teachers

Around 80% of English teachers in the world are bilinguals or non-native speakers (Mckay, 2003). However, the interest in NNETs has only recently appeared (Llurda, 2006). In this section, the long-standing native-speakerism (Holiday, 2006) in the ELT profession and new perceptions of NNETs in the EIL context will be examined.

2.1.1 Native-speakerism

The English education profession has been dominated by Native-speakerism for a long time (Holiday, 2006). The socially, politically and

historically constructed beliefs of a native-speaker have viewed a NET both as an ideal teacher, who can teach the standard or desirable form of the English language, and a master of an ideal English teaching methodology. It has been generally thought by the ELT profession that nativeness would guarantee the excellence in teaching (Nayar, 1998).

In contrast to the created and perpetuated image of the NS as the unquestionable authority (Nayar, 1998), NNETs have been typically treated “as second class citizens in the world of language teaching” (Rajagopalan, 2005, p. 283). In particular, pronunciation has been regarded as a linguistic area where NNETs are incompetent for teaching because of their non-native accent (Llurda, 2006). A great deal of research (i.e., Butler, 2007a; Kamhi-Stein, 2000; Norton & Tang, 1997; Pavlenko, 2003) pointed out NNET’s negative self-images which are related to the perception that they are not the NS of English. NNETs are likely to position themselves into the category of NNS, outside of NS, through the linguistic self-allocation (Moussu & Llurda, 2008).

2.1.2 EIL Perspective and NNETs

However, EIL offers a totally different perspective of non-native English

pronunciations and NNETs. A third of the world's population is now able to communicate in English to a useful level (Crystal, 2003). The ratio of native to nonnative speakers was dramatically changed. On the contrary to the time (in the 1960s) when the majority of speakers were first-language speakers, the ratio of native to nonnative speakers is now around 1:4, and the differential is thought to be steadily increasing (Crystal, 2012).

This radical change in English use has raised a doubt as to the traditional notions and terminologies such as native speaker, non-native speaker, a first language (L1), a second language (L2), and a foreign language. The existing notion of a NS, a person who speaks his first-acquired language, has been challenged by a growing number of researchers (e.g., Cook, 1999; Firth & Wagner, 1997; Jenkins, 2000; Kramsch, 1997, 1998). Cook (1999) maintained that the use of the terms is inappropriate because a later-acquired language can never become a native language under the definition. Jenkins (2000) disapproved of using the terms such as L1 and L2, by the reason that the terms assume the idea that monolingualism is the norm when, in fact, a considerable number of English users are bilinguals. In addition, the notion of NS-NNS dichotomy has been criticized in terms of the ethnic issue. In the dichotomy, while Anglo speakers are regarded as a reference point (Rampton, 1990), NNS are labeled as deficient learners, even though they

are proficient bilinguals (Mckay, 2003). Sociolinguists also maintained that the L2 accent should be considered within a framework of sociolinguistic variation, not within one of NNS errors (Coulmas, 2005; Gatbonton, Trofimovich, & Magid, 2005).

The new perception of English ownership as well as the debate on the traditional terminology has attracted much attention of scholars. A number of scholars (e.g., Crystal, 1997; Jenkins, 2000; Phillipson, 1992; Rampton, 1990; Smith, 1983) asserted that the ownership of English is not confined to native speakers; rather, anyone who speaks English has its rightful ownership. Hybrid treads and varieties, being used confidently and fluently in regional setting, are presented as strong evidence that non-native English speakers are the new owners of English (Crystal, 2012).

In this context, an active discussion about the most desirable goal for English learners is in progress. Mckay (2006) contended that the pedagogical goal is not to achieve approximate NS accents, but to promote international intelligibility. From the perspective, NNETs' non-native but fluent English pronunciation is not an error to be rectified, but one of the English varieties which learners would often encounter in real conversation in English and meaningful teaching resource. The view, therefore, regards a fluent bilingual NNET, who share L1 with learners and have ample

experience of learning English as L2, as a legitimate and authorized pedagogical role model for an English learner, rather than a monolingual NET (Jenkins, 2000; Kachru, 1992; Phillipson 1992; Widdowson, 1994).

2.2 Pronunciation Teaching

Setting an appropriate pronunciation model for EIL is a highly controversial issue (Mckay, 2006). Two opposite positions exist in terms of the selection of a pedagogical goal to achieve in the English education field (Ahn, 2011). One is the Nativeness principle, which has been deeply rooted in ELT (Jenkins, 2000), and the other is the arguments that support localized English varieties and suggest a new pronunciation model.

2.2.1 Nativeness Principle

Pronunciation, which has been marginalized in the field of applied linguistics, has been extensively discussed over the past few years (Jenkins, 2004). English teachers have been rarely guided theoretically and pedagogically in regard with pronunciation teaching; they are thus left dependent on their own intuition without explicit direction (Derwing & Munro, 2005). As a result, without the concrete and well-established

pedagogy, pronunciation has been a domain overwhelmingly dominated by the Nativeness Principle, which regards only standardized varieties such as Received Pronunciation (RP) or General American (GA) as an appropriate instructional model for learners to achieve (Levis, 2012). Non-native varieties are thus treated as neither stable nor perfect, and speakers of non-native English varieties are thought to lack an internalization process that native speakers go through (Prator, 1968; Quirk, 1990). The invisible ‘accent bar’ segregates NS and NNS, and constantly evaluates the pronunciation of NNS in terms of their proximity to NS standard accents (Kachru, 1992). Acquiring RP or GA means that the speaker possesses a significant “symbolic capital” (Bourdieu, 1991, p.239), which is invisible resource such as honor, prestige and recognition.

2.2.2 Appropriate Pronunciation Pedagogy for EIL

A growing number of scholars (Jenkins, 2000; Kachru, 1976, 1984; Larsen-Freeman & Long, 1991; McKay, 2006; Widdowson, 2003) have raised the question whether the Nativeness Principle is an appropriate and desirable goal in the EIL context. According to the Critical Period Theory (Krashen, 1973), acquiring the native pronunciation is an unattainable goal

for non-native speakers, and adults are not able to master an L2 accent as contrasted with their mastery over other features of the L2. Moreover, Standard English is becoming the language of minority groups (Jenkins, 2000) and it has altered over time, influenced by international pronunciations (Crystal, 1999). Accordingly, Kachru (1976, 1984) claimed that the nativized local varieties of English should be accepted legitimate communication tools and educational targets. Discussions about possible alternatives of the traditional pedagogical goal are continuing. As one of the suggestions for an alternative educational objective, Jenkins (2000) proposed a new pronunciation model, Lingua Franca Core (LFC), which is thought to be much easier to teach and learn than RP or GA.

2.3 Attitudes of English Learners and Teachers towards English Varieties

The language attitudes of a teacher have powerful influence over language teaching and learning. For example, a teacher's attitudes have a powerful effect on the practice of English syllabus, textbooks, and instructional materials (Ahn, 2011; Crystal, 2003, 2010; McKay, 2002;

Pennycook, 1994, 2010). Therefore, the study on attitudes of a teacher towards English varieties is required prior to considering the feasibility and practicality of EIL courses in the EFL classroom.

While a number of studies have documented the attitudes towards English varieties, most of the research centers around the English languages used in countries where English is spoken as a native language and a second language (e.g., the U.S., the UK, Singapore) (Alford & Strother, 1990; Flaitz, 1993; Friedrich, 2000; Goldstein, 1987; Ladegaard, 1998). In those studies, language attitude towards regional dialects or Black English have been mainly investigated. However, much attention was not paid to the English varieties in the context of English as a foreign language (EFL). Some major studies on EFL English speakers are summarized in Table 2.1.

As for the English learners, the findings of the research bear a striking resemblance to one another. The Standard English, namely American and/or British English, was preferred over other English varieties by students in Brazil (Friedrich 1997), Japan (Matsuda, 2003), South Korea (Ahn, 2011; Choi, 2007; Jung, 2005; Oh, 2011), and other L1 groups (Julie et al., 2006; Tokumoto & Shibata, 2011). With the strong preference of the Standard English, it is noteworthy that participants differently perceived the English varieties as well as their own L1-accented English pronunciation based on

TABLE 2.1
Summary of Studies on Attitudes of EFL
Learners and Teachers towards English Varieties

Studies on Learners		
Researcher	Varieties Examined	Participants
Julie, S., Ann W., Dara, R. & Su, H.W. (2006)	attitude towards 4 different English varieties (GA, RP, Chinese English, and Mexican English)	37 English language learners and 10 American university students
Choi (2007)	attitude towards World Englishes and non-native English teachers	one group of 2 year-college students and one group of 4-year university students
Oh (2011)	listening comprehension of and attitude towards 3 different English accents (GA , Korean English, and Malaysian English)	340 Korean female high school students
Tokumoto & Shibata (2011)	attitude towards participants' own pronunciation	50 Japanese university students, 46 South Korean university students, and 32 Malaysian university students
Studies on Teachers		
Researcher	Varieties Examined	Participants
Sifakis & Sougari (2005)	attitude regarding participants' own pronunciation beliefs and practices	421 Greek state school teachers of English
Jenkins (2005)	attitude towards participants' own accented English and identity	8 non-native teachers of English from Italy, Malaysia, Poland, and Spain
Choe (2007)	American and British English identity through KETs' attitude	4 Korean English Teachers
Hwang (2013)	toward pronunciation and beliefs about pronunciation teaching	4 Korean English Teachers
Studies on Learners and Teachers		
Researcher	Varieties Examined	Participants
Timmis (2002)	attitude towards native-speaker norm	400 students from 14 countries and 180 teachers from 45 countries
Ahn (2011)	conceptualization of American English native speaker norms (through classroom observation)	1 Korean English teacher and his high school students

their L1 and local settings where they have learned English. For example, even among Asian learners, Malaysians admired their own variety of English the most, while a Japanese group negatively evaluated their L1-accented English (Tokumoto & Shibata, 2011). The results suggest that the attitudes of English varieties are considerably English speaker-sensitive and context-sensitive, and consequently the investigation on the language attitudes should be accompanied by the deep understanding of the English users and the contexts where English is used.

While English learners clearly preferred the Standard English, English teachers' attitudes did not fully coincide in one another. Some studies (e.g., Ahn, 2011; Sifakis & Sougari, 2005) showed that non-native English teachers in ESL and/or EFL countries are highly dominated by NS norm, while others (e.g., Hwang, 2013; Jenkins, 2005; Timmis, 2002) found that their attitude and perception were ambivalent and contradictory. In detail, Sifakis and Sougari (2005) investigated 421 Greek state school teachers' beliefs about English pronunciation teaching and their identity with regard to EIL. They revealed that teachers have predominantly NS norm-bound viewpoints, influenced by Greek distinctive social and historical context. Ahn (2011) also disclosed the prevalent American English native speaker norm found in a Korean teacher's belief. Her case study on one English

teacher and his students clearly showed that how the NS-oriented norm is repeatedly reinforced in class through the teacher's instructional materials, classroom practices, and evaluation of the students.

In contrast, other studies indicated the complexity and dynamic of NNETs' attitudes towards English varieties. For instance, Timmis (2002) conducted surveys of 400 students and 180 teachers from 45 countries, with the result that English teachers are moving away from the native-speaker norms faster than students. However, there remain doubts on the validity of the finding validity due to the defective survey design. The questionnaires given to the teachers and students did not contain the identical types of options. Students were asked to choose among two options (intelligible pronunciation and native-like pronunciation) while teachers had three options (intelligible pronunciation, native-like pronunciation and no preference). Not only quantitative methods but also qualitative methods were also employed to explore a teacher's language attitude. Jenkins (2005), for example, provided the richer information on teachers' attitude towards their own pronunciation and the identity. Using the interview method, she revealed that 8 NNETs from Italy, Japan, Malaysia, Finland, and Spain have an inherent ambivalence and contradiction in their attitudes. Her study showed that the NNETs admired native English accent, but at the same time,

they were attached to their L1s, showing a desire to identify themselves through their accents as a member of an international English-speaking community. In the Korean context, Hwang (2013) examined KETs' identity through their attitudes towards pronunciation and their beliefs about pronunciation teaching using the interview method and a narrative analysis. It turned out that the KETs had ambivalent attitude toward their own pronunciation along with contradictory beliefs about pronunciation teaching. They marginalized themselves in pronunciation teaching and tended to have low confidence in their own pronunciation and pronunciation teaching.

CHAPTER 3

METHODOLOGY

The present study aims to explore the attitudes of KETs and KELs towards English varieties. To this end, this study conducted the surveys on the central issues regarding the EIL perspective, four different L1-accented Englishes, and participants' own English pronunciation. This chapter presents a general overview of methodology and research design employed in the present study. It begins with the description of participants, instruments, followed by the methods for data collection and statistical analysis.

3.1 Participants

A total of 64 secondary school English teachers and 103 high school students participated in the study. The nationality of all the participants is Korean and their mother tongue is the Korean language. This study aims to explore non-native English speakers' attitude, who did not acquire English language as a mother tongue. Accordingly, those who had not lived in English speaking countries before the age of 15 were qualified to participate in the study. All teachers have a certification of English teacher and learned

phonology and phonetics courses in a 4-year university of Education or a graduate school of Education. Their teaching experience varies from 2 to 15 years. Female teachers constitute about 90% of the participants. A balance in gender was originally intended, but it had a practical problem. Under the Korean educational context, where more than 70 percent of teachers of secondary schools are females (Gyung-gi news, 5 January 2012), the gender imbalance in participants was an unavoidable one. As for the student participants, they are 12th graders of a general high school in an urban area, whose age range is between 19 and 20. They have learned English in school as a foreign language for at least 9 years since they were elementary school students. Their proficiency level varies from low to high.

3.2 Instruments and Procedures

3.2.1 Audio Materials

Participants' attitude towards different L1-accented Englishes was assessed by their response to spoken English varieties. Selecting appropriate accented-Englishes was thus of significant importance. Except for the L1 accent, other potential variables were strictly controlled; that is, contents, gender of speakers, speech rate, level of English fluency were designed to be almost homogeneous.

3.2.1.1 Selection of English Varieties and English Speakers

Four different accented-Englishes were chosen according to Kachru's (1989) three circles: American English from the Inner Circle, Indian English from the Outer Circle, and Chinese English and Korean English from the Expanding Circle. American English was selected since Korean English educational curriculum sets GA as an educational goal. Chinese English was chosen based on the statistics in 2013 of Korea Immigration Service. According to the records, Chinese occupied the highest percentage of immigrants to Korea. It was assumed that Koreans are more likely to be exposed to the Chinese-accented English than any other English varieties from the Expanding circle. Unlike American English and Chinese-accented English, the Indian-accented English was recorded simply because a fluent Indian speaker of English was willing to let his accented English recorded. In addition, the Korean-accented English was recorded in order to investigate how participants perceive their L1-accented English.

At the beginning, seven male speakers (3 Koreans, 2 Chinese, 1 American, 1 Indian) took part in the process of recording their English pronunciation. A Korean and a Chinese speaker of English were then chosen respectively out of the Korean and Chinese groups as audio materials. In this selection process, three native English speakers were engaged who have many years

of experiences in teaching non-native learners from various countries. They were able to choose fluent speakers who have a distinct L1 accent. Using a checklist (see Appendix 1), they selected the most fluent but typical Korean- and Chinese-accented Englishes. In addition, they judged whether the recorded American and Indian-accented Englishes contain typical and general American and Indian accents. The background information of the four English speakers whose English was chosen is given in Table 3.1.

TABLE 3.1
The Background Information of Four English Speakers

Nationality	Gender	Age	Education (degree) (Major)	English Proficiency	Current Job
Korean	M	30	Bachelor's (Civil Engineering)	Advanced	employee of a engineering company
Chinese	M	32	Bachelor's (International Trading)	Advanced	CEO of an international company
American	M	30	Bachelor's (Economics & Finance)	Advanced	native English teacher in a secondary school of South Korea
Indian	M	26	Bachelor's (Mechanical Engineering)	Advanced	employee of an automotive parts manufacturer

3.2.1.2 Selection of Script and Recording Procedure

A short lecture which consists of 10 sentences about useful insects was used as a recording script (see Appendix 2). It is borrowed from the study of Julie et al. (2006). The lecture was taken from an intermediate ESL textbook (Solorzano and Schmidt, 1996, p.28) because it was thought to be simple but relatively obscure and thus equally unfamiliar to all listeners. The speakers were given the passage in advance via e-mail and encouraged to familiarize themselves, so that they could read it as naturally as possible. The speech rate was strictly controlled to prevent it from affecting listener's attitude. Around 150

TABLE 3.2

The Rate of Four English Varieties

Accent	Rate(words per minute)
American-accented	147
Chinese-accented	131
Indian-accented	144
Korean-accented	138

words per minute (wpm), which is a typical speech rate of the most native speakers (Griffiths, 1990; Rost, 1994) and a normal speech rate used in lectures (Pimsleur, Hancock, & Furey, 1977; Richards, 1983; Rivers, 1981), was recommended. They recorded the script at their convenient time and place, and sent the audio file back through an e-mail. The speech rate of 4 recorded accented-Englishes are shown in Table 3.2.

3.2.2 Questionnaires

Questionnaires are widely used to investigate language attitude (Hyrkstedt & Kalaja, 1998). Dörnyei (2002) pointed out the main attraction of questionnaires; that is, their unprecedented efficiency in terms of (a) researcher time, (b) researcher effort, and (c) financial resources. Not only their effectiveness, but also their appropriateness was explained by Bryman (2008). He pinpointed that questionnaires can reveal the attitudes that the respondents are not completely aware of. Moreover, the bias of interviewer effects can be reduced by a well-constructed questionnaire, and thus increase the consistency and reliability of the results.

The questionnaire employed in this study consists of three parts (see Appendix 3). All items and questions are written in Korean. In Survey I, the central issues about EIL such as ‘ideal pronunciation’, ‘ownership of

English’, and ‘preference of intelligible pronunciation and native-like pronunciation’ were asked, employing 5 multiple-choice items. Survey II examined the attitude towards four different L1 accented-Englishes. It employed semantic differential scales for each accented-English. The participants listened to different L1-accented Englishes in the order of American English, Chinese English, Korean English, and Indian English, and then, they completed the scales. The respondents were asked to choose where their position lies, on a scale between two bipolar adjectives or sentences (for example: "Clear - Unclear" or "Familiar - Unfamiliar") (see Figure 3.1). They were required to mark their responses on a 6 point semantic differential scale ranging from “very much” to “somewhat.” The 6-point was employed in this study in order to prevent participants from selecting the middle one when they do not seriously consider the items (Dörnyei, 2002).

Figure 3.1
Semantic Differential Scale

Clear	1 very much	2 much	3 somewhat	4 somewhat	5 much	6 very much	Unclear
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Survey III attempted to measure tripartite components constructing participants' attitudes towards their own English pronunciation. The questionnaire was borrowed from Bohner & Wänke's (2000) and Tokumoto & Shibata's (2011) studies and revised. It adopted an 8-item questionnaire on a 6-point Likert-type scale. The participants were requested to respond to the statements on a 6-point scale: *1 = strongly disagree; 2 = disagree; 3 = moderately disagree; 4 = moderately agree; 5 = agree; 6 = strongly agree.* The questionnaires, which were revised based on a pilot test (see 3.2.3), have high reliability. Cronbach's Alpha Reliability Coefficient for each scale ranged from 0.89 to 0.94, which proved high internal consistency.

3.2.3 Pilot Study

Despite the advantages of the questionnaire method, it may have some serious limitations, caused by unreliable and unmotivated respondents, little or no opportunity to correct the respondents' mistakes, social prestige bias, and so on (Dörnyei, 2002). To remedy the potential disadvantages of using questionnaires, the Survey I, II, and III were pilot-tested and revised. 39 Korean students and 2 English teachers participated. The students were in the same grade of the same school as the student participants in the main study. The identical procedure that would be adopted in the main study was

used. Through the test, a few tangible improvements were made. Originally, The Survey II using semantic differential scales was designed to randomly reverse the wording to avoid response bias, which is a tendency for a respondent to answer a series of questions on a certain direction regardless of their content. Although the randomly reversed wording was advised in authoritative research books, it evidently caused great chaos and confusion in a real situation. Some of participants wanted to figure out the hidden intention of the confusing scale, and others advised that descriptors be rearranged according to the dichotomy of positive and negative meanings. Taking their advice, negative and positive descriptors were eventually rearranged. Another improvement in the Survey II was made by the internal consistency analysis. It turned out that the three items, which are accented / not accented, familiar / unfamiliar and dissimilar to my pronunciation / similar to my pronunciation, damaged its internal consistency. Therefore, two of them were excluded, and the other, 'dissimilar to my pronunciation/similar to my pronunciation', was independently asked from the original scale for the deeper understanding of participants' language attitude. Additionally, the option of 'I have no idea' was added in the Survey I based on comments by some participants.

3.3 Data Collection and Statistical Analysis

Data collection proceeded with two independent procedures. Teachers completed the surveys at their convenience and sent them back via e-mail. Student participants, however, completed the survey in class under the researcher's control to prevent them from participating without fully understanding the items. The collected data was processed and analyzed using the SPSS 21.0 software. Descriptive statistics, including frequencies, means and standard deviation, were calculated to gain an overall picture of the participants' attitudes. Results were analyzed using one-way ANOVAs and the Tukey post-hoc tests.

CHAPTER 4

RESULTS AND DISCUSSION.

This chapter reports the statistical results of the three questionnaires and discusses the research findings. The first section summarizes the participants' attitudes towards the general EIL-related issues, four different L1-accented Englishes, and their own pronunciations. These results are discussed in the second section, considering the various contexts of South Korea and implications for the EFL classroom.

4.1 Results

4.1.1 Attitude towards EIL-related Issues

To investigate the general attitude towards the EIL perspective, a few central issues were addressed. The questions regarding 'ideal English pronunciation', 'ownership of English', and 'acquiring native-like pronunciation' were asked.

4.1.1.1 Ideal Pronunciation

As an ideal pronunciation, American English ranked top for both KETs and KELs, chosen by 42.2% of teachers and 42.7% of students. KETs and KELs, however, had remarkably different opinions about the ideal pronunciation except American English. Around 40% of KETs chose the option of ‘No ideal pronunciation exists’, and only 6.3% of them chose British English as an ideal pronunciation. In contrast, a considerable number of KELs (37.9%) chose British English as an ideal pronunciation in the second rank, and only 13.6% of them chose ‘No ideal pronunciation exists’, presenting KELs are highly obsessed with the Standard English norm.

4.1.1.2 Ownership of English

KETs and KELs were considerably influenced by the EIL perspective in terms of the ownership of English. As Table 4.1 shows, ‘Anyone who attempts to speak the language’ was ranked first and ‘anyone fluent enough to speak the language without problems’ was second by both groups. Only 10.9% of KETs and 22.3% of the KELs perceived NS as the owner of English. Once again, the result showed the KELs’ stronger norm-bound perspective than KETs.

TABLE 4.1 Descriptive Statistics for Ownership of English

Q 2. Who do you Consider to be the Owner of the English Language?	KETs	KELs
	N (%)	N (%)
1.those whose mother tongue is English	7 (10.9%)	23 (22.3%)
2.those whose mother tongue is another language, but have grown up using English as well (e.g., bilinguals)	2 (3.1%)	3 (2.9%)
3.anyone fluent enough to speak the language without problems	20 (31.3%)	30 (29.1%)
4. anyone who attempts to speak the language	34 (53.1%)	47 (45.6%)

4.1.1.3 Priority between Native-like pronunciation and Message Conveyance

When the participants were asked to choose more important thing between a native-like pronunciation and an intelligible pronunciation, both KETs and KELs overwhelmingly gave priority to the message conveyance; 95.3% of KETs and 91.3% of KELs valued intelligible pronunciation which does not cause comprehension problems.

4.1.1.4 Standards for Teachers' and Learners' Pronunciation

When the question of “is it important for an English learner to acquire a native-like accent?” was asked, 29.7% of the KETs and 30.1% of the KELs

answered that it is important. Next, the same question was asked with respect to an English teacher, 67.2% of KETs and 50.5% of KELs answered that it is important. It is notable that the sharp increases were found from 29.7% to 67.2% of KETs' response rate and from 30.1% to 50.5% of KELs' response. The result shows that both KETs and KELs expect that an English teacher has a native-like English accent. Moreover, more percentage of KETs believed that acquiring a native English pronunciation is important for a teacher than KELs. It means that KETs set higher standards for an English teacher's pronunciation than KELs did.

4.1.2 Attitude towards Different L1-accented Englishes

In order to investigate the attitude towards English varieties, teachers and learners listened to the four different accented-Englishes and rated 11 descriptors such as 'clear', 'easy to understand', and 'prestigious' for each English variety. The average of the ratings was calculated.

4.1.2.1 KET's Attitude towards Different L1-accented Englishes

KETs revealed strong preference of American English. As Table 4.2 shows, they gave almost perfect score ($M = 5.50$) out of possible 6.0. On the other hand, Korean-accented English was least preferred, and Chinese

accent was ranked second and Indian accent third.

TABLE 4.2
Degree of KETs' Preference of Different L1-accented Englishes

Types of English	N	Mean	SD
American accent	64	5.50	.53
Chinese accent	64	3.45	.90
Indian accent	64	3.09	.99
Korean accent	64	2.88	.74

** Mean: negative descriptors ← 1 2 3 4 5 6 → positive descriptors*

To see whether the differences in their attitude are statistically significant, the one-way ANOVA and Tukey post-hoc test were conducted (see Table 4.3). Multiple comparisons indicated a statistical significance between American accent and each of the non-native accents: Chinese accent, Korean accent, and Indian accent ($p < .05$). The attitude towards Chinese accent is statistically different from the attitude towards Korean accent. However, there is no significant difference between the attitudes towards Chinese accent and Indian accent, and between Korean accent and Indian accent.

TABLE 4.3**A. ANOVA for Teachers' Attitude Difference among English Accents**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	276.841	3	92.280	141.879	.000
Within Groups	163.905	252	.650		

B. Tukey Post-Hoc Tests for Between Groups

(I) Groups	(J) Groups	Mean Difference (I-J)	Std. Error	Sig.
American accent	Chinese accent	2.04992*	.14257	.000
	Korean accent	2.61267*	.14257	.000
	Indian accent	2.40586*	.14257	.000
Chinese accent	American accent	-2.04992*	.14257	.000
	Korean accent	.56275*	.14257	.001
	Indian accent	.35593	.14257	.063
Indian accent	American accent	-2.40586*	.14257	.000
	Chinese accent	-.35593	.14257	.063
	Korean accent	.20682	.14257	.469
Korean accent	American accent	-2.61267*	.14257	.000
	Chinese accent	-.56275*	.14257	.001
	Indian accent	-.20682	.14257	.469

* Mean Difference is significant at the 0.05 level.

4.1.2.2 KEL's Attitude towards Different L1-accented Englishes

KELs preferred the American accent most and the Korean accent least (see Table 4.4), which is the same as KETs. As for the other English varieties, Indian accent was ranked second and Chinese accent third.

TABLE 4.4

Degree of KELs' Preference of Different L1-accented Englishes

	N	Mean	SD
American accent	103	4.54	.90
Indian accent	103	2.83	.92
Chinese accent	103	2.75	.88
Korean accent	103	2.23	.77

* Mean: *negative descriptors* ← 1 2 3 4 5 6 → *positive descriptors*

The one-way ANOVA and post-hoc test were carried out to determine whether there are significant differences among the four accents. Statistically significant differences between American-accent and each of the non-native accents respectively were found ($p < .05$). In addition, the attitude towards Korean accent is statistically different from the attitude towards Chinese and Indian accents. However, there is no significant difference between the Chinese accent and Indian accent (see Table 4.5)

TABLE 4.5

A. ANOVA for Learners' Attitude Difference among English Accents

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	311.196	3	103.732	137.891	.000
Within Groups	306.928	408	.752		
Total	618.123	411			

B. Tukey Post-Hoc Tests for Between Groups

(I) Groups	(J) Groups	Mean Difference (I-J)	Std. Error	Sig.
American accent	Chinese accent	1.79223*	.12086	.000
	Korean accent	2.30609*	.12086	.000
	Indian accent	1.71236*	.12086	.000
Indian accent	American accent	-1.71236*	.12086	.000
	Chinese accent	.07988	.12086	.912
	Korean accent	.59373*	.12086	.000
Chinese accent	American accent	-1.79223*	.12086	.000
	Korean accent	.51386*	.12086	.000
	Indian accent	-.07988	.12086	.912
Korean accent	American accent	-2.30609*	.12086	.000
	Chinese accent	-.51386*	.12086	.000
	Indian accent	-.59373*	.12086	.000

* Mean Difference is significant at the 0.05 level.

4.1.2.3 Self-perceived Similarity with Different L1-accented Englishes

A descriptor ‘dissimilar to my pronunciation / similar to my pronunciation’ was independently asked.

TABLE 4.6

A Comparisons of KETs’ and KELs’ Ratings of Self-perceived Similarity with different L1-accented Englishes

	Mean	
	KETs (N=64)	KELs (N=103)
American accent	4.16	3.02
Korean accent	2.66	3.48
Chinese accent	2.03	1.96
Indian accent	1.53	1.96

** Mean: negative descriptors ← 1 2 3 4 5 6 → positive descriptors*

As Table 4.6 shows, KETs perceived that their own pronunciation is similar to American-accented English most; they perceived Korean-accented English as the second most similar one with theirs. On the other hand, KELs clearly perceived that their pronunciation is similar to the Korean English most. However, they still ranked American English second.

4.1.3 Participants' Attitude towards their Own Pronunciation

Participants' attitudes towards their own pronunciations were studied in the Survey III. An 8-item questionnaire regarding pronunciation was asked and analyzed. The items was designed to measure tripartite components constructing learners' attitudes (Bohner and Wänke 2002) which consist of a cognitive component (e.g., beliefs about the world); an affective component (e.g., feelings about a target language and a group of its native speakers); and a behavioral component (e.g., approaching or avoiding a certain ethnic group). The items 1 and 2 judged whether they are affectively attached to their own English pronunciation. To uncover their behavioral intention, the item 3 was asked. For the cognitive component of attitude to be examined, the items 4,5,6,7 and 8 were employed.

4.1.3.1 Affective and Behavioral Constituents of Attitude

Most of KETs and KELs were affectively attached to their pronunciation in a positive way. However, the gap was found between the percentage of KETs who have confidence in their own pronunciation (81.2%) and those who are satisfied with it (64.1%). In terms of the behavioral component, both KETs and KELs revealed the negative view on their own pronunciation.

More than half of the KETs (53.1%) and around two thirds of the KELs (68.9%) presented the intention to change their pronunciation into the native-like one. The result displayed the participants' desire to approximate an NS accent, with the KELs' higher preference of NS pronunciation than the KETs.

4.1.3.2 Cognitive Constituents of Attitude

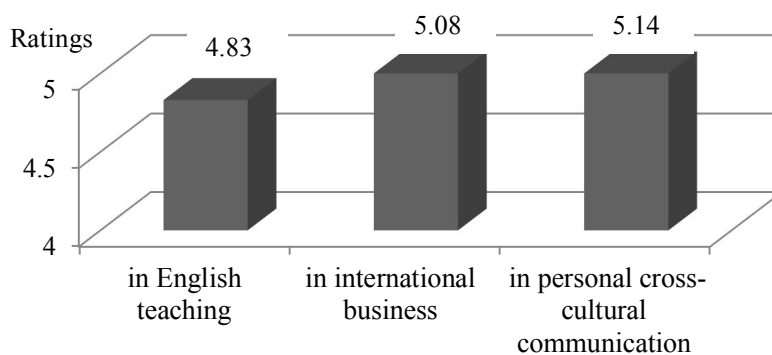
The cognitive constituent of attitude is further divided into the 2 subcategories: intelligibility (items 4 and 5), and acceptability (items 6, 7, and 8). The definition of the 'intelligibility' in this study follows Smith's (1992) definition. He divides complex language processing into three stages: intelligibility (i.e. recognizing and decomposing phonological sequences as a word in the utterance); comprehensibility (i.e. identifying words and sentences); and interpretability (i.e. knowing the literal meaning, and figuring out a speaker's intended meaning). Considering it is the phonological level that the EIL varieties differ most from each other (Jenkins, 2000), participants' interpretation of the phrase "to understand my English pronunciation" in items 4 and 5 should have included the phonological identification in the utterance, such as for the initial step in processing superordinate linguistic components (i.e. words, sentences, and

discourse). The result showed that both KETs and KELs had confidence in intelligibility of their English pronunciation to both NS and NNS. However, they differently perceived NS and NNS interlocutors. Teachers thought that their pronunciation would be perceived more easily to NS, while students felt that NNS would understand their pronunciation more easily than NS.

Acceptability, which is another cognitive constituent, is defined as having an intelligible pronunciation which does not cause comprehension problems in the particular contexts. It was assumed that the extent of acceptability of a particular variety may vary depending on the context where English is used. Three different contexts were investigated: English teaching, international business and personal cross-cultural communication.

FIGURE 4.1

KETs' Perception of Acceptability



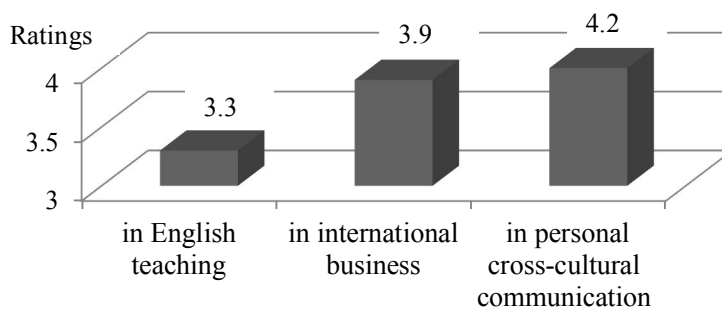
* Mean: negative descriptors ← 1 2 3 4 5 6 → positive descriptors

As Figure 4.1 demonstrates, KETs revealed highly positive perception of

acceptability in the three contexts. The ranking in the three contexts are worthy of attention. Acceptability in the English teaching context is the lowest ($M=4.83$), followed by in the international business context ($M=5.08$), and then in the personal cross-cultural communication context which is the highest ($M=5.14$). The pattern was repeated by the KELs' attitude (see Figure 4.2), although KELs showed less confidence in their pronunciation. They believed that it is more likely that their pronunciation would not be acceptable in the educational context than in the international context or in personal communication. More than half of the students (54.9 %) evaluated their own pronunciation as unacceptable for an English teacher.

FIGURE 4.2

KELs' Perception of Acceptability



* Mean: negative descriptors ← 1 2 3 4 5 6 → positive descriptors

4.2 Discussion and Implications

4.2.1 NS Norm-bound Attitude and its Influence on English Education

The present study revealed that KETs' and KELs' attitudes were highly dominated by the NS norm when they listened to English varieties. This result accorded with that of other previous studies (e.g., Ahn, 2011; Jenkins, 2007; Julie et al., 2006; Oh, 2011; Sifakis & Sougari, 2005). Especially, KETs perceived the American pronunciation as the most similar one to their own whereas KELs regarded it as the second most. However, it is questionable that KETs' pronunciation is really more similar to the American English than the Korean-accented English. All the participants were restricted to non-native English speakers who have not lived in English speaking countries before the age of 15. Thus, it may be possible that they still retain Korean accent. According to the Critical Period Hypothesis (Krashen, 1973) the ability to acquire language is biologically linked to age, and accent is an area which provides the strongest evidence for the hypothesis in the language acquisition. The KETs' perception may be distorted by their desire to approximate to American English pronunciation.

It is notable that the KETs and KELs expected an English teacher to possess a native-like pronunciation. This seems to be closely related to their NS norm-bound attitude, showing a similar result to Tokumoto and Shibata's (2011) study. They concluded that a strict standard for a teacher's pronunciation is a distinct characteristic of South Korean learners. Korean group was the only group that set the strictest criteria for an English teacher's pronunciation, while Japanese and Malaysian university students regarded international business setting as a stricter context than educational setting.

Many studies (e.g., Jenkins, 2005; Julie et al., 2006; Sifakis & Sougari, 2005) have demonstrated that NNSs' inclination to a certain accent is attributed to the contexts where English is learned. The KETs and KELs' strong preference over American English may be particularly concerned with the pedagogical, social, and historical contexts of South Korea. In the Korean EFL context, the learners have been exposed mainly to American English due to its accessibility and practicality (Ahn, 2011; Hong, 2012). In particular, the learners' NS dominated perception seems to be reinforced in English classroom by a teacher (Ahn, 2011). In this context, it is understandable that Korean English learners show a strong tendency to the American accent as an ideal model to imitate. What matters is that they

consider their L1-accented English to be rectified even though non-native Englishes have been accepted as a proper communication tool these days. The Korean historical context also contributes to the blind faith in American English. According to Baik (1995) and Eun (2003), the historical context between South Korea and the US has provided the English language with the superior status. The Korean War, the postwar periods, and a returning elite group who was educated in the US have contributed to intensified practical and political significance of English in Korea. Besides, the experience of Korea being colonized under Japanese rule between 1910 and 1945 may have influenced the language attitude of Koreans (Tokumoto and Shibata, 2011). During the period, language choice and use were strictly controlled by a foreign power; education in Japanese marginalized and suppressed the use of Korean language. These historical facts may explain why Koreans display a strong preference of the English language, undervaluing their own language.

Although the NS norm-bound attitudes which KETs and KELs have may be unavoidable under the Korean EFL contexts, the attitudes are highly recommended to be critically reconsidered. It is because KETs' and KELs' NS norm-bound attitudes would have significantly negative influence on English teaching and learning. As research on NNETs (e.g., Butler, 2007a;

Kamhi-Stein, 2000; Norton & Tang, 1997; Pavlenko, 2003; Reves & Medgyes, 1994) have demonstrated, NNETs perceived their L1-accented pronunciation as a disqualified and incompetent one. What is worse is that the teachers' attitudes would be transferred to their learners. KETs and KELs' strong preference for American pronunciation as well as their undervaluation of non-native English pronunciations may be a major source of impeding their development of international intelligibility and communication flexibility. In particular, their undervaluation of their non-native English pronunciation would result in a lack of confidence and low motivation in English learning.

4.2.2 EIL Perspective and its Implications for English Education

KETs are in the position of significantly affecting the learners' attitude in positive or negative ways. According to Ahn (2011), in the English classroom of Korean public school, NS is a norm creator; a KET is a mediator between NS and learners; learners are the passive recipients of the ideology. However, the present study implies that KETs can help the learners to have awareness of English varieties and establish a language

identity as a legitimate English user by letting them be sufficiently exposed to some EIL perspectives. It is understandable that KETs had the attitudes more influenced by the EIL perspective than KEL. Unlike EFL English learners, English teachers may have various opportunities to be exposed to English varieties through traveling or studying abroad, teacher training programs, mass media and so on. Recently, the majority of EFL pre-service and in-service teacher training and education courses started to include the lessons regarding the EIL-related issues.

The attitudes of KETs influenced by the EIL perspective have significant implications for pronunciation teaching in EFL contexts. In the EFL classroom where English language is mainly taught, KETs' lenient attitudes towards non-native English varieties including their own Korean-accented English may have powerful impact on the learners' view on English varieties. For the substantial improvement in KETs' perception of EIL-related issues, teacher education programs should provide more courses which explicitly deal with controversial issues such as native speakerism, ownership of English, identity of non-native language teachers and LFC. The current in-service abroad programs for teachers, which are concentrated in the US, also need to be expanded to the ESL countries such as Singapore and India. Not only professional development programs, but also practical

support should be continued for KETs to apply the concepts of EIL to their own classroom. For instance, providing lesson models based on the EIL pedagogical goals will be helpful. The models would demonstrate adequate teaching materials and classroom activities, such as various ways to expose learners to unfamiliar English varieties, so that learners would improve their communication flexibility to accommodate the accent diversity. In line with the efforts in teaching practice, EFL testing market and English teacher recruiting market are encouraged to reflect the EIL perspective. Non-native English varieties are recommended to be gradually employed in standardized EFL tests. Particularly, the change in the testing market would have significant influence on the ELT profession, because Korea is the context where the washback effects of the EFL tests overwhelm the teaching profession (Choi, 2008). A prevailing practice to clearly favor the native English speakers in the teacher recruiting market needs to be seriously reconsidered.

As Matsuda (2009) pinpointed, however, simply bringing several EIL-related concepts in teacher training courses and in the classroom would not guarantee the change of a teacher's and a learner's attitude. Popular attitudes to accent are "firmly entrenched and very slow to alter" (Jenkins, 2000, p.12). If English learners still want to acquire the Standard English

pronunciation despite their full understanding of the EIL perspective, their educational needs could not be completely ignored. Nevertheless, the reexamination of the current pedagogy which assumes only NS is urgently needed. With the change of attitudes of KETs and KELs, they would perceive themselves as rightful English users who have the same status with NS.

CHAPTER 5

CONCLUSION

This chapter draws the conclusion of the present study by summarizing the major findings. The limitations of the current study and the suggestions for future research are also provided.

5.1 Major Findings

The attitudes of KETs and KELs towards the EIL-related issues, English varieties, and their own pronunciation were studied. Both groups generally showed the attitudes dominated by the NS norm. As for the four spoken English varieties, both KETs and KELs preferred American English most and Korean-accented English least. Besides, KETs perceived the American English as the most similar pronunciation with theirs and KELs regarded it as the second most. In terms of behavioral attitudes, they revealed the desire to change their pronunciation into native-like one. Their highly NS norm-bound attitudes were also found in the expectation of an English teacher's pronunciation. KETs and KELs expected an English teacher to have native-like pronunciation. KETs had stricter standard of a teacher's pronunciation

than KELs.

Although KETs and KELs generally showed the NS norm-bound attitudes, KETs' attitudes also revealed the evidence of being influenced by the EIL perspective. Most of KETs believed that there is no ideal English pronunciation and the owner of the English language is those who speak English, not NS. They were also not dominated by the dichotomy of native and non-native English accents, in contrast to the KELs' who had negative attitudes towards non-native English accents.

5.2 Limitations and Further Research

This study offers a deeper understanding of the KETs and KELs' NS norm-bound attitudes and a budding EIL perspective found in KETs' attitudes. However, the present study has several limitations. First, the insights of this study into teacher training, English classroom, and English tests in the EFL context were obtained using data only from Korean English teachers and students. The teacher participants had relatively short teaching experiences which varied from 2 to 15 years, and the student participants were in the same grade. In addition, only four English accents were employed as English varieties for the practicality of research. Thus,

investigation of additional cases of other EFL contexts with other English varieties and with other participants will provide much more convincing and deeper implications. Another limitation is that only questionnaire method was employed in this study. Further qualitative research using in-depth interviews and classroom observation would provide thicker description about the participant' perceptions of English varieties.

Not only attitude towards English pronunciations, which was examined in this study, but also pronunciation teaching is the field in which a number of research questions remain to be studied. The feasibility, limitations, and possible solutions of an alternative pedagogical goal such as LFC should be investigated. The research could range from broad-based projects with large and varied subjects of teachers and students to local or field studies by curriculum developers and English teachers who want to promote more EIL-sensitive English classroom.

Despite the limitations of this research, this study has revealed the attitudes of KETs and KELs towards the EIL perspective, four English accents and their own pronunciation. Given the growing importance of pronunciation teaching in the EIL context, the result hopefully will be used to make useful suggestions for the desirable directions of English education in Korea.

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APPENDICES

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Appendix 1

Survey for Selecting Appropriate L1 Accented-Englises

Thank you for participating in the survey. This survey was made for my Master's Degree thesis. Research question is '**Attitude of Korean Secondary English Teachers and Students toward Native and Non-native English Speakers' Accents'**. **Four different accented English (American English, Korean-accented English, Chinese-accented English, Indian-accented English) will be heard to the English teachers and students, and listeners would check their attitude on them.** Your answers will greatly help me choose the most adequate voice recordings for students and teachers to listen to. This survey will be used only for this thesis, and your personal information will not be used for other purpose.

I. Background Information

1. Nationality:
2. Native Language:
3. I have been teaching English language for:
 - less than 1 year 1 year to 2 years
 - 2 years to 3 years more than 3 years: about _____ years
4. I have been teaching English language to non-native students:
(Choose every answer that you belong to)
 - in the private institutes in the public schools
 - personally others _____
5. My students were or are: (choose every answer that you belong to)
 - kindergartners primary school students
 - secondary school students university students
 - adults
6. Students' native language is or was: (choose every answer that students belong to)
 - Korean asian languages except Korean
 - European languages others _____

7. I have had chances to listen to
- 7-1. Korean-accented English. Yes No
 - 7-2. Chinese-accented English. Yes No
 - 7-3. Indian-accented English. Yes No
8. I can distinguish
- 8-1. Korean-accented English from others. Yes No
 - 8-2. Chinese-accented English from others. Yes No
 - 8-3. Indian-accented English from others. Yes No

II. Please listen to Speaker 1~ Speaker 7 and complete the checklist.

CHECKLIST						
Speaker		Types of Accents	The accent is Hardly seen ← → very heavy			
Native	Speaker 1	His pronunciation is Standard American's. T <input type="checkbox"/> F <input type="checkbox"/>				
Non-native	Speaker 2	has Indian-accent. T <input type="checkbox"/> F <input type="checkbox"/>	1	2	3	4
	Speaker 3	has Korean-accent. T <input type="checkbox"/> F <input type="checkbox"/>	1	2	3	4
	Speaker 4	has Korean-accent. T <input type="checkbox"/> F <input type="checkbox"/>	1	2	3	4
	Speaker 5	has Korean-accent. T <input type="checkbox"/> F <input type="checkbox"/>	1	2	3	4
	Speaker 6	has Chinese-accent. T <input type="checkbox"/> F <input type="checkbox"/>	1	2	3	4
	Speaker 7	has Chinese-accent. T <input type="checkbox"/> F <input type="checkbox"/>	1	2	3	4

▶▶ Considering heaviness of accents, I recommend you to choose the following items as research instruments.

1. **Korean-accented English: (choose one, please)** Speaker 3 Speaker 4 Speaker 5

2. **Chinese-accented English: (choose one, please)** Speaker 6 Speaker 7

3. **Any Comments or Advice for Better Research?**

Thank you so much ♡

Appendix 2

Listening Script

Useful Insects

Most people do not like insects very much. We do everything we can to get rid of insects in our house and garden. But actually, some insects are very useful to people. Today, insects are being used in many surprising ways. For example, insects are very useful in medicine. Believe it or not, maggots are now used regularly in hospitals. When a person gets a very bad injury on their body, the dead skin must be removed. Today, doctors are using maggots to eat the dead skin around the injury. The doctors have found that maggots eat only the dead skin, so they make the injury very clean. Many hospitals keep a supply of maggots for this purpose.

From Solorzano and Schmidt (1996, p. 28)

Appendix 3

Questionnaires

Survey I

▶ 다음은 영어변이형과 세계영어에 대한 설문입니다. 자신의 의견을 가장 잘 묘사하는 한 곳에 V 표시해주세요.

1. 어느 영어발음이 가장 이상적입니까?

- ① 미국 영어 ② 영국 영어
③ 호주·뉴질랜드 영어 ④ 인도 영어
⑤ 싱가포르 영어 ⑥ 이상적인 발음은 존재하지 않는다.
⑦ 기타 _____ (구체적으로 써주세요)

2. 영어는 누구의 것이라고 생각하십니까?

- ① 영어가 모국어인 사람
② 영어가 모국어는 아니나, 영어를 쓰면서 자란 사람 (예 - 이중언어구사자)
③ 의사소통에 큰 문제 없이 영어를 유창하게 쓸 수 있는 사람
④ 영어를 말하려고 하는 누구나

3. 영어를 사용할 때 다음 중 무엇이 더 중요하다고 생각하십니까?

- ① 무리 없이 의사소통 할 수 있는 발음
② 원어민 같은 발음

4-1. 학생들이 영어를 배울 때, 원어민 같은 영어발음을 습득하는 것이 중요합니까?

- ① 중요합니다. ② 중요하지 않습니다.
③ 모르겠습니다

4-2. 영어교사가 원어민 같은 영어발음을 습득하는 것이 중요합니까?

- ① 중요합니다. ② 중요하지 않습니다.
③ 모르겠습니다

Survey II

- ▶ 지금부터 4 명의 화자(화자 1-화자 4)의 영어발음을 듣게 됩니다. 자신의 의견을 가장 잘 묘사하는 한 곳 (1~6 중)에 V 표시해주세요.

화자 1/2/3/4								
이쪽에 가까운 <-----> 이 쪽에 가까운								
1	분명하지 않은	1	2	3	4	5	6	분명한
2	이해하기 어려운	1	2	3	4	5	6	이해하기 쉬운
3	품위 없는	1	2	3	4	5	6	품위 있는
4	유창하지 않은	1	2	3	4	5	6	유창한
5	능숙하지 않은	1	2	3	4	5	6	능숙한
6	지적이지 않은	1	2	3	4	5	6	지적인
7	세련되지 않은	1	2	3	4	5	6	세련된
8	영어가 모국어 같지 않은	1	2	3	4	5	6	영어가 모국어 같은
9	영어를 가르치기에 적합하지 않은	1	2	3	4	5	6	영어를 가르치기에 적합한
10	이 발음으로 영어를 말하고 싶지 않은	1	2	3	4	5	6	이 발음으로 영어를 말하고 싶은
11	이 사람과 대화를 지속하고 싶지 않은	1	2	3	4	5	6	이 사람과 대화를 지속하고 싶은
이쪽에 가까운 <-----> 이 쪽에 가까운								

12	내 발음과 유사하지 않은	1	2	3	4	5	6	내 발음과 유사한
----	---------------	---	---	---	---	---	---	-----------

Survey III

▶ 다음은 자신의 영어발음에 대한 설문입니다.

자신의 의견을 가장 잘 묘사하는 한 곳에 V 표시해주세요.

1. 나는 내 영어 발음에 자신 있다.

전혀 그렇지 않다 ① ② ③ ④ ⑤ ⑥ 매우 그렇다

2. 나는 내 영어 발음에 만족한다.

전혀 그렇지 않다 ① ② ③ ④ ⑤ ⑥ 매우 그렇다

3. 나는 내 영어 발음을 원어민 같은 발음으로 바꾸지 않고, 한국어 억양이 묻어나는 발음으로 계속 유지할 것이다.

전혀 그렇지 않다 ① ② ③ ④ ⑤ ⑥ 매우 그렇다

4. 원어민들은 내 영어 발음을 쉽게 이해할 수 있을 것이다.

전혀 그렇지 않다 ① ② ③ ④ ⑤ ⑥ 매우 그렇다

5. 비원어민들은 내 영어 발음을 쉽게 이해할 수 있을 것이다.

전혀 그렇지 않다 ① ② ③ ④ ⑤ ⑥ 매우 그렇다

6. 내 발음은 영어 교육 분야에서 받아들여질 것이다.

전혀 그렇지 않다 ① ② ③ ④ ⑤ ⑥ 매우 그렇다

7. 내 발음은 국제 비즈니스 분야에서 받아들여질 것이다.

전혀 그렇지 않다 ① ② ③ ④ ⑤ ⑥ 매우 그렇다

8. 내 발음은 개인적으로 다른 문화권 사람들과 의사소통 할 때 받아들여질 것이다.

전혀 그렇지 않다 ① ② ③ ④ ⑤ ⑥ 매우 그렇다

Survey II

- You are going to listen to 4 spoken Englishes. Please rate them respectively on each of the following descriptive scales. Place a checkmark on the space between each pair of words that best indicates your opinions.

Speaker 1/2/3/4								
similar to the words on the left <-----> similar to the words on the right								
1	unclear	1	2	3	4	5	6	clear
2	difficult to understand	1	2	3	4	5	6	easy to understand
3	not prestigious	1	2	3	4	5	6	prestigious
4	not fluent	1	2	3	4	5	6	fluent
5	not proficient	1	2	3	4	5	6	proficient
6	unintelligent	1	2	3	4	5	6	intelligent
7	rough	1	2	3	4	5	6	sophisticated
8	non-native-like	1	2	3	4	5	6	native-like
9	not qualified to teach English	1	2	3	4	5	6	qualified to teach English
10	don't want to have this pronunciation	1	2	3	4	5	6	want to have this pronunciation
11	don't want to continue conversation with this speaker	1	2	3	4	5	6	want to continue conversation with this speaker
similar to the words on the left <-----> similar to the words on the right								

12	dissimilar to my pronunciation	1	2	3	4	5	6	similar to my pronunciation
----	--------------------------------	---	---	---	---	---	---	-----------------------------

Survey III

► The following questionnaires are about the attitudes towards your own pronunciation.

Place a checkmark at the one option that best indicates your opinions.

1. I am confident in my English pronunciation.

strongly disagree ① ② ③ ④ ⑤ ⑥ strongly agree

2. I am satisfied with my English pronunciation.

strongly disagree ① ② ③ ④ ⑤ ⑥ strongly agree

3. I would keep my Korean-accented pronunciation, not change it into native-like pronunciation.

strongly disagree ① ② ③ ④ ⑤ ⑥ strongly agree

4. **Native speakers** of English can easily understand my English pronunciation.

strongly disagree ① ② ③ ④ ⑤ ⑥ strongly agree

5. **Non-native speakers** of English can easily understand my English pronunciation.

strongly disagree ① ② ③ ④ ⑤ ⑥ strongly agree

6. My pronunciation would be acceptable **in English teaching**.

strongly disagree ① ② ③ ④ ⑤ ⑥ strongly agree

7. My pronunciation would be acceptable **in international business**.

strongly disagree ① ② ③ ④ ⑤ ⑥ strongly agree

8. My pronunciation would be acceptable **in personal cross-cultural communication**.

strongly disagree ① ② ③ ④ ⑤ ⑥ strongly agree

국 문 초 록

영어가 국제어(English as an International Language)로서의 위상을 가지게 되고 비원어민 영어화자의 수가 모국어 영어화자의 수보다 더 많아지면서, 영어변이형은 최근 영어교육분야에서 점점 더 많은 관심을 받고 있다. 그럼에도 불구하고 EFL(English as a Foreign Language) 상황에서의 영어변이형은 많은 관심을 받지 못하였다. EFL 학생들과 교사들의 영어변이형에 대한 태도를 조사한 대부분의 연구조차 어떤 음성적인 자료도 제공하지 않고 설문조사와 인터뷰로만 연구를 진행하였다.

따라서 본 연구는 한국인 영어 교사와 학습자들이 국제어로서의 영어와 관련된 논의들(이상적인 영어발음, 영어의 소유권 등)과 자신의 비원어민 영어발음에 대해 가지고 있는 태도를 연구하였고, 다양한 영어변이형(미국 영어, 인도 영어, 중국 영어, 한국 영어)을 음성자료로 제공하며 영어 발음 각각에 대한 태도를 조사하였다.

대한민국 소재의 중등학교에 재직중인 64명의 영어교사와 도시지역 일반고등학교 3학년에 재학중인 103명 고등학생이 본 연구에 참여했다. 영어변이형에 대한 태도를 연구하기 위하여 의미분별척도와 Likert 척도가 포함된 설문지가 사용되었다. 도출된 주요결과는 다음과 같다. 한국인 영어 학습자들과 교사들은 표준영어를 기준으로 여기는 태도를 강하게 보였다. 두 그룹 모두 미국 영어 악센트를 가장 좋아했고, 한국 영어 악센트를 가장 싫어했다. 학습자들은 미국, 인도, 중국, 한국 영어 발음 중 미국발음을 자신의 발음과 두 번째로 비슷하다고 생각한 반면, 영어 교사는 자신의 발음이 미국 영어와 가장 비슷하다고 생각했다. 또한, 교사와 학습자는 자신의 발음을 모국어 영어 화자의 발음과 비슷하게 바꾸고 싶은 의사를 드러냈다. 특히, 영어 교사가 모국어 영어 화자 같은 발음을 가질 것을 두 그룹 모두 기대했는데, 영어 교사 스스로가 학습자들보다 자신의 발음에 더 높은 기대치를 가지고 있었다. 도출된 결과를 바탕으로 대한민국 영어교육계에 깊이 뿌리 박힌 모국어 영어화자 중심주의가 대한민국의 교육학적, 사회적, 역사적 맥

락과 관련 지어 논의되었다.

반면, 한국인 영어 교사는 이상적인 발음이란 존재하지 않으며 영어의 소유권자는 모국어 화자가 아니라 영어를 사용하는 사람이라고 생각했다. 교사들은 영어 변이형을 들었을 때 그것들을 원어민 발음과 비원어민 발음으로 이분화하여 인식하지도 않았다. 이 결과들은 EIL 관점에 영향을 받은 영어 교사들이 학습자들의 영어변이형에 대한 인식을 높이는 매개체 역할을 할 수 있음을 암시했다.

영어교사가 모든 방면에서 학습자들의 태도에 영향을 끼칠 수 있는 위치에 있기 때문에, 교사가 먼저 한국어 악센트를 포함한 비원어민 영어 변이형에 대해 용인하는 태도를 가질 필요가 있다. 영어 교사들의 태도 변화는 교사와 학생들이 모국어 영어 화자와 대등한 지위를 가진 정당한 영어사용자로서의 정체성을 갖기 위한 첫 걸음이 될 것이다. 또한, 이 연구는 한국 영어교육계에 수업, 교사교육, 평가시장, 고용시장 분야에 중요한 시사점을 주고 있다.

주요어: 영어변이형, 발음, 세계어로서의 영어, 비원어민 영어교사, 한국인 영어교사, 한국인 영어 학습자, 언어 태도

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