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교육학석사학위논문

Effects of Strategy Instruction on Korean EFL
Learners' Listening Comprehension of World
Englishes: Focusing on American, British,
and Australian Accents

전략 듣기 교수법이 한국 학생들의 세계영어 듣기
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Effects of Strategy Instruction on Korean EFL
Learners' Listening Comprehension of World
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and Australian Accents

by
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ABSTRACT

As the population of people speaking English as a second or a foreign language now outnumbers native English speakers worldwide, the importance of World Englishes has received much-increasing attention in Second Language Acquisition. Despite this, there has been little movement toward recognition and adoption of such varieties in the Korean EFL context. Previous research indicated strong preferences for the North American pronunciation, which is understandable given that it is used as the standard in the Korean English Education curriculum and is a dialect on which exams are based. As a result, many students experience discomfort when introduced to listening texts employing other dialects. However, in order to enhance students' international communicative competence, it seems essential to broaden the scope of the current curriculum to embrace new varieties. While students' understanding and attitudes toward English varieties have already received a significant amount of attention, there has been little research done in relation to the impact of instruction to improve comprehension of other dialects in Korea. The purpose of this study seeks to address this gap.

The current research took place in a required undergraduate English course in a university in Korea. A total of 20 students enrolled in the 5-week long course, which met twice per week for 3 hours for each lesson. Curriculum for the course was designed by the researcher to focus on the goal of developing enhanced familiarity and understanding of English varieties by employing

listening strategy instruction. The teaching materials consist of multimedia from various sources. Three Inner Circle English accents, American, British and Australian English, were chosen as targets because they represent the primary modes used on the standardized English tests that Korean EFL learners are often required to take for university graduation or employment opportunities.

All enrolled students were informed of the research and asked to participate. The instruction was the same for all students. In total, students received 30 hours of instruction, with the last class reserved for the final exam. Multiple-choice and fill-in-the-gap pre-test and post-test were carried out at the beginning and end of the course. The data were statistically analyzed with a one-way repeated measures ANOVA and ANCOVA using *SPSS 23*. Personal interviews with a sample of participants and a survey examining attitudes and confidence were also conducted in order to illuminate quantitative findings.

It is proved that the strategy instruction was effective for facilitating listening comprehension for English varieties. In addition, student attitudes towards diversity of English accents changed positively. Thus, this study offers pedagogical application of strategy instruction on teaching English varieties for English language classes for Koreans. The thesis concludes by providing meaningful implications for educational researchers and especially teachers by offering practical examples and options.

Key Words: English varieties, World Englishes, Listening strategy instruction

Student Number: 2017-24266

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CHAPTER 1.

INTRODUCTION

This study aims to explore the effects of listening strategy instruction on EFL learners' listening ability to comprehend English varieties. This chapter introduces its necessity and theoretical framework for the present study. The first section discusses the issue and purpose of the study. The second section presents the research questions with a summary of the experimental design. The last section outlines the organization of this thesis.

1.1. The Background of the Study

With growing number of international trade and business, learning a foreign language has become crucial for many nations. Given that in the present context English is widely used as an international language, a large numbers of learners spend considerable time, effort and money striving to improve their English language proficiency. However, this new recognition of English as utility has also prompted a shift in the way that it is taught and the goals of learning. One of the major changes comes in regard to attitudes surrounding dialect and pronunciation.

Until the 1950s and 1960s, with the support of the behavioral theory, speaking with a perfect native-like accent was the main goal in the field of

second language learning (e.g., Brinton, 2012; Levis, 2005). However, as the number of non-native speakers of English outnumbers that of the natives (Crystal, 1997; Graddol, 1999; Jenkins, 2000, 2007; Kang, 2014; Yano, 2001), the ownership of the English language is also shifting; the use of English no longer belongs to English used only in the 'Inner Circle' (Kachru, 1992). Thus, having an ability to converse in English fluently with either L1 English or L2 English speakers is more important for the people living in modern society, instead of acquiring a native-like English dialect. In addition, in order to communicate with others from various cultural backgrounds, it is necessary to understand and be familiar with a wide range of accents. Therefore, in the Second Language Acquisition field, World Englishes began to receive a focal attention (Derwing & Munro, 2005; Jenkins, 2000; Kachru, 1992).

Despite the efforts of promoting English as a Lingua Franca (ELF), English varieties have not yet been adopted in English Education in Korea yet. As General American English is predominantly used as a norm in English classes of public schools in Korea, most students are not very familiar with other dialects (e.g., British, Australian, New Zealand, Indian, Singapore). As a consequence, Korean learners of English have a tendency to prefer American accented English (Bisset & Ma, 2015). Moreover, some research (e.g., Bisset & Ma, 2015; Park, 2009) found that majority of Korean participants learning English outperformed when they listened to Standard American English compared to other English varieties, even those from the Inner Circle. This is problematic because a lack of exposure to numerous different dialects can confuse L2 learners when they

encounter English speakers who are from various L1 backgrounds outside classrooms (Matsuda, 2003). Also, with growing use of English as a lingua franca (e.g., Derwing & Munro, 2005; Jenkins, 2000; Kachru, 1992), it is imperative for English learners to be able to comprehend English varieties so that they can share their ideas and opinions with a wide range of native and non-native English speakers (Park, 2009). Moreover, it is important to note that one of the ultimate goals of learning English is to communicate in an authentic context where people do business or study in multicultural environments.

Some scholars insisted that it is more important to teach one standard English because students may become confused (e.g., Heller, 1994; Milory, 1999), while others believed that exposure to various accents is crucial as the main purpose of learning a language is to communicate with people from other countries. Although Heller's (1994) assertion may be true for the case of middle school or high school students, who might be tested on a single variety, it seems necessary to teach diverse accents of English to university students who are preparing to advance into a job market after graduation; particularly, for those who are preparing to work in global business sectors, comprehending various English accents is valuable. Therefore, university students were chosen as the participants for this study.

Regarding this subject, some previous studies have investigated English varieties in Korea (e.g., Bisset & Ma, 2015; Park, 2009), but most have focused on students' understanding and attitudes. In addition, there has been little research examining instructional methods for teaching English varieties and their

effects. As a result, the present study aims to explore the possibility and the effect of teaching English varieties on L2 learners' listening comprehension development.

Until the early 1990s, the importance of listening instruction had been neglected as listening skills were considered prerequisite for acquiring the other three language skills (i.e., speaking, reading and writing); indeed, listening, as noted by some scholars, was until then a 'Cinderella skill' (Mendelsohn, 1994), the 'forgotten skill' (Burley-Allen, 1995), and an 'overlooked dimension' of the field of second language acquisition (Feyton, 1991).

However, from the beginning of the twenty-first century, research into listening instruction has gained momentum. Starting with product-oriented listening instruction (i.e., listen, answer, check sequence), which was "lack of pedagogical knowledge and options" (Siegel, 2014, p.14), more recently, process-oriented approaches (i.e., top-down and bottom-up strategy instruction) have been explored with a number of research articles (e.g., Siegel, 2011a, 2011b; Vandergrift & Tafaghodtari, 2010; Vandergrift, 2004) proving the effectiveness of the instructional methods for listening. Nevertheless, there has been little research on teaching English varieties for L2 learners. The present study, thus, is motivated by this need for research into listening instruction for various English dialects. To be specific, in this research, the attention to strategies is seen as pivotal in that it is almost impossible to become exposed to all World Englishes; preparing learners with techniques that aim at encountering and understanding varieties is considered advantageous. Therefore, by adopting

and modifying previous research (Siegel, 2014, 2015), which employed process-based listening strategy instruction, it examines the introduction of English varieties into the Korean EFL classroom.

Additionally, as many Korean English learners have difficulties in understanding various accented English, only English from the Inner Circle was selected for this study. This is because it is believed that students should first be familiar with varieties of L1 English speakers as an initial step, with other varieties introduced later. Plus, standardized exams including TOEIC and TOEFL, which many Korean university students may take (i.e., TOEIC), employ English varieties from the Inner Circle (i.e., General American, Canadian English, Received Pronunciation, Australian English, and New Zealand English).

In sum, in order to test the viability and feasibility of teaching English varieties in the Korean EFL context, listening strategy instruction was employed with carefully designed curriculum for this study. Although this research investigates only a small number of students, it can still provide pedagogical implications on how to teach and adopt English varieties into Korean English classrooms.

1.2. The Purpose of the Study

The primary purpose of the study is to explore the effect of listening strategy instruction on L2 learners' comprehension ability to listen to the Inner

Circle English varieties, and its indirect effect on students' general listening skills so that they can understand other varieties from Outer and Expanding Circles in the foreseeable future. The study also aims to examine how this instruction helps the learners to change attitudes and confidence towards various English accents.

The study is expected to contribute to an understanding of listening strategy instruction on L2 learners' comprehension for English varieties and its viability in the Korean English classroom. While some studies related to the current research have been undertaken (e.g., Bisset & Ma, 2015; Kim & Lee, 2008; Park, 2009), they were predominantly based on student attitudes and their current listening ability, and they concluded that most of the participants preferred the American dialect and outperformed when they listened to American accent compared to other dialects. The results suggest that there remains a need to investigate instruction effects with a suitable curriculum and materials for L2 students. Therefore, with an adoption of listening strategy instruction, this study focuses on educating L2 learners to develop listening comprehension ability to understand various English dialects so that this investigation can provide practical pedagogical recommendations for English teachers to introduce English varieties in their EFL classrooms in Korea.

1.3. Research Questions

With aforementioned problems stated, the study raises the following research questions:

1. Does the listening strategy instruction help L2 learners to improve listening ability to comprehend English varieties (American, British, and Australian accents)?
2. To what extent do student attitude and confidence change towards English varieties?

1.4. Organization of the Thesis

This thesis consists of five chapters. Following this introduction, Chapter 2 reviews literature on English as a lingua franca along with English varieties and listening instruction from most commonly used techniques such as bottom-up processing and comprehension check to process-oriented strategy listening instruction. It also considers, from a variety of perspectives, whether different accents should be introduced in L2 classroom, and reviews some major findings from empirical studies concerning English varieties. Also, gaps in the previous researches are subsequently identified, and the research questions are raised for investigation.

Chapter 3 illustrates the methodological approach adopted in the study. The major research instruments consist of multimedia and audio files from TOEIC. A survey, a classroom observation scheme, and structured interviews are identified, and the procedures followed in the collection and analyzing data are stated.

Key findings from an analysis of the research data are presented in Chapter 4. It includes the results based on quantitative and qualitative analysis. The results from an analysis of the interview data are also considered. Also, it includes a detailed account and interpretation of the findings of the study with reference to the research questions and in relation to the previously relevant research findings. Chapter 5 summarizes the study findings, focusing on both pedagogical and research implications of the study, and indicates its limitations.

CHAPTER 2.

LITERATURE REVIEW

This chapter constructs the theoretical and conceptual framework for the study by examining past and current research on the topic of English as a lingua franca along with English varieties and listening instruction. It also overviews listening strategy instructions, which are the basis of the experimental design for this study.

2.1. English as a Lingua Franca

There is no doubt that English is used as a means of international communication nowadays. Unlike any other languages at present, English has two distinctive features: it has widely spread all around the world, and it is spoken as first, second, and even additional language (Mauranen, 2018). Moreover, people speak English not only in the English spoken local areas but also in any external contexts, which require international communications among people who do not share their first language. With such extensive usage, English is often referred to a lingua franca (e.g., Derwing & Munro, 2005; Jenkins, 2000).

2.1.1. Definition of English as a Lingua Franca

There are several ways of defining ELF. Some scholars (e.g., Firth 1996; House 1999) explained that English could be categorized as a lingua franca due to the fact that it is a ‘vehicular language’, used among speakers who have different first languages. In other words, it is a functional means of communication that has been adopted by those with different L1s to conduct tasks. Seidlhofer (2004, 2011) and Jenkins (2007) further underscored the idea that ELF should also be discussed in terms of native speakers and their interactions with non-native speakers. In this global era, thanks to new forms of digital communication and changes in mobility, contact between people is intensifying, and as a result, the emergence of diverse culture-based communities became common (Mauranen, 2018). In this respect, ELF is understood to embrace these dynamic interactions, which are composed of various types of English speakers. Mauranen (2018) added that “neither is its global weight restricted to elite usages in politics, international business or academia, but it is also employed by tourists, migrant workers, asylum seekers and just anyone in their daily lives over digital media. There is not even need to move around physically to be in contact with English” (p. 7).

However, even though most people in the world learn or use English, the native-speaker model still plays a key role in English learning contexts, as it has priorities pedagogically (Sowden, 2012). One of the reasons for this would be

the remnants of the colonial eras before the World Wars. Since earning independence from Britain, many former colonies strived to regain their identities back and remove the vestiges of their occupiers; one effort was to replace English, which was used as an official language, into their native language (Sowden, 2012). However, it was not easy to re-adopt their original culture and language into the existing system, which was already set up in English, and numerous people were confused with the changes. Therefore, some countries (e.g., India, Nigeria, and Bangladesh) decided to reintroduce English as a ‘parallel language’ for higher educations and administrations (Rahman, 2009).

In addition, not only the former British colonies but also other nations included in Kachru’s (1992) Expanding Circle cannot avoid learning or using English in today’s globalized world, since “purpose-oriented endeavors increasingly bring people together from diverse lingua-cultural backgrounds who use and develop, among other resources, which makes English as a lingua franca as part of their community repertoire” (Mauranen, 2018, p.37). Based on this new trend, Mauranen (2018) conceptualized ELF from three different perspectives: macro, meso, and micro levels.

First, the macro level of ELF is related to linguistic and societal levels. On the basis of Wegner’s (1998) ‘communities of practice’, shared L1 groups usually use similar dialects, which she named ‘similects’. To put it another way, when English meets a particular shared L1, it creates similar dialects (i.e., similects).

Second, the meso approach views ELF from micro-social perspectives like interaction among people. In everyday conversation, if a speaker encounters a different L1 user, both of them try to adopt various methods to communicate with each other. For instance, one can use elaboration to explain the contents more in detail, or others might simplify their speeches (Giles and Smith, 1979). She added that a new form of language is continuously emerging by such social interactions and the “dynamic notions of language and multilingualism are ongoing change” (Mauranen, 2018, p. 15).

The last approach to ELF is from the micro level, which is directly connected to a cognitive perspective. It stems from the belief that English as a second or additional language often forms a weak entrenchment compared to the first language. As acquiring a language is a matter of the number of contacts and experiences, it is not easy for the foreign language to be entrenched strongly compared to their L1. It should be noted that the three perspectives of ELF are not separate but organically linked, and they show the dynamic process of ELF (Mauranen, 2018).

2.1.2. Different Views on English as a Lingua Franca

Despite the importance of accepting English as a lingua franca, some questions and concerns arose surrounding ELF. It is undeniable that adopting ELF can be beneficial when targeting a specific learning context because it is

more achievable and can be easily modified for the situations where second language learners are involved. However, there exist practical and theoretical problems of ELF (e.g., Sowden, 2012). One of the issues is codification; there are numerous variables, which are difficult to list as “a uniform lingua franca core that is especially shared by fluent bilinguals” (Shim, 2009, p. 113). Kirkpatrick (2007) also added that even though a variety of Englishes are used in South East Asia, codifying a single system of ASEAN lingua franca is impossible.

Another problem comes in distinguishing authentic ELF alternatives from errors which are often occurred in the process of language learning (Sowden, 2012), and this leads to a question of training language teachers and creating consistent classroom resources. In Sifakis’s study (2009), most ELF teachers agreed with the usefulness of ELF in a conversation between native and nonnative speakers, but they tend to employ native-oriented English in their language classrooms. Moreover, many language learners and teachers are fond of keeping a native version of English as a teaching and learning model. (Chien, 2007; Norrish, 2008).

In addition, Sewell (2013) expressed a concern of making ‘a false dichotomy between ELF and non-ELF’ by distinguishing English used by native and non-native English users. He underscored that the term, ELF itself, rather overstates the differences. Also, Kirkpatrick (2007) argued that “native-speaker norms serve not for imitation, but as a benchmark against which to monitor output” for learners (p. 191).

In response to the negative views towards ELF, its proponents (e.g., Dewey & Cogo, 2007; Jenkins, 2007; Seidholfer, 2004) claimed that it is not another form of English created to replace the traditional native-English norm, but instead, it aims at ‘mutual understanding’ (Dewey & Cogo, 2007). Jenkins (2007) emphasized the dynamic nature of ELF as a language since its foundation lied in accepting “a variety of local versions of English (p.41)” influenced by the local language. Therefore, finding uniformity in norms or practices of ELF is not a fundamental issue. Rather, it focuses on discovering various common linguistic resources that can be shared by different language speakers (Dewey & Cogo, 2007). Furthermore, it is not merely a type of variety, but ‘a set of practices’. To be specific, its goal rests in aiding speakers to find pragmatic strategies instead of identifying common features of ELF (Dewey & Cogo, 2007). Jenkins (2007) also added that by introducing ELF, L2 learners have an opportunity to choose ELF as an alternative to a native one, though not many nonnatives have the flexibility to select native-like language when they want (Blommaert, 2010).

To conclude, it is inevitable to introduce ELF or at least a variety of native accents in the Inner Circle with practical strategies into second language classes to promote mutual understanding and intelligibility (Dewey, 2012) among different L1 speakers rather than organizing L2 learning classrooms which only focus on imitating the native norms (Cogo & House, 2018).

2.1.3. English Varieties and Listening Comprehension

As researchers and scholars have acknowledged the importance of linguistic diversity of English over the last decades, educators also have been making an effort to help students develop communication strategies with speakers of different English varieties by raising their awareness on diverse accents (Jenkins, 2007, 2009; Matsuura et al., 2014; Murata & Jenkins, 2009).

To categorize the numerous accented World Englishes, Kachru (1992) distinguished the language into three concentric circles: the Inner Circle (IC) where English is spoken as a first language, the Outer Circle (OC) where people speak English as a second language, and the Expanding Circle (EC) where English is used as a foreign language (EFL). The functional allocation of these three types is based on cultural contexts where English is specifically used (Jenkins, 2012; Kang, 2014). Among the three circles, the English learners in the EFL context (i.e., the Expanding Circle) often confront difficulties in understanding English spoken from the Expanding Circle as well as the Outer Circle. Some even find it hard to comprehend some varieties from the Inner Circle (e.g., Australian or New Zealand accented English). This is because EFL learners do not usually have enough opportunities to become familiar with speech varieties, which is one of the critical factors affecting listening comprehension ability (Derwing & Munro, 1995).

Some efforts have been aimed at understanding the attitudes and responses of Korean EFL learners to other varieties outside of the Inner Circle. For example, Bisset & Ma (2015) collected data from questionnaires and short interviews with fifty-five Korean university students on the importance of pronunciation. All students agreed that learning various English pronunciations is vital, but they were more concerned with their accents, rather than paying attention to the comprehensibility or intelligibility of speech. Furthermore, among the four different dialects (i.e., American, British, Australian and Canadian English), 72% of the participants preferred American accents, followed by British English with only 16.4%. In comparison, merely 1.8% of the participants answered that they favored Australian and Canadian accents, respectively. Additionally, 7.3% of the participants stated that they do not have preferences for any specific dialect. This result suggests that it is necessary to introduce English varieties into the educational curriculum in Korea to prepare university students for international job markets.

As a similar study, Park (2009) examined one hundred sixteen Korean university students' listening comprehension scores of American and British accents. He found that the subjects outperformed when they listened to American accented speech. This research showed such a clear dominance and preference for US English for Korean students. However, this is possibly detrimental to the development of comprehension of other varieties and also hammers home to the idea of a single correct pronunciation.

Oh (2011) investigated the effects of three different accents (i.e., American-, Malaysian- and Korean-accented English) on listening comprehension level and attitudes of Korean high school students. She experimented with three hundred forty female students in Korea with three listening comprehension tests and two survey questionnaires. Similar to the studies mentioned above, the participants received higher scores on comprehension of American and Korean accented English than Malaysian-accented English. This clearly shows that Korean students are not accustomed to the Malaysian accent, which is categorized in the Outer Circle according to Kachru's (1992) definition.

Some scholars suggest that familiarity with an accent is related to listening comprehensibility (Adank, Evans, Stuart-Smith & Scott, 2009; Adank & Janse, 2010; Derwing & Munro, 1997; Gass & Varonis, 1984). Adank et al. (2009) investigated the effect of familiar accents with two British accents (i.e., Southern Standard & Glaswegian) with L1 groups of listeners. Two groups from Britain participated in this study as listeners. Both groups were familiar with Southern Standard British accent, but only one group was familiar with Glaswegian accent. The result showed that differences in accents influenced the participants' speed of parsing the input as they processed familiar accent faster than the other. Therefore, this study proves that familiarity is a significant factor for successful listening comprehension.

Other studies have explored the relationship between familiarity and L2 listening comprehension with EFL and ESL participants (Ortmeyer and Boyle,

1985; Simth & Bisazza, 1982; Tauroza & Luk, 1997). For example, Simth & Bisazza (1982) investigated how Japanese-, American- and Indian-accented English speeches affect listening comprehension among three different groups: an ESL group (Hong Kong, India, and the Philippines), an EFL group (Japan, Taiwan, and Thailand) and a native speaker group (Hawaii); all groups performed better in understanding the American accent, with an exception of the Japanese group.

Tauroza and Luk (1997) conducted a similar experiment in Hong Kong, and the experimental group yielded a greater outcome in Received Pronunciation (i.e., British accent) and General American accents than Hong-Kong accented English. These investigations imply that familiarity with accents has a considerable impact on listeners' comprehensibility.

Matsuura et al. (2014) investigated L2 listeners' comprehension of familiar and less familiar accents. The students were asked to listen to passages delivered by both Canadian and Indian speakers, and they scored higher when they listened to Canadian accent. This result also supported that familiarity facilitates listening comprehension.

Major et al. (2002) examined the shared L1 effects through their study. Three groups ($N = 100$ per group) of L1 Japanese, L1 Spanish, and L1 Chinese English learners, and a group of L1 English speakers ($N = 100$) participated as listeners. They were asked to listen to eight speech samples recorded by speakers (two per each language) from the same countries with the listeners. A 1-5 Likert scale was used to judge the strength of accents with 1 indicating the strongest

and 5 indicating no accent. L1 English speakers were judged to have no accent, followed by L1 Spanish English speakers having the weakest accents. Based on multiple-choice questions, listeners completed the listening comprehension test. Although all the groups received the highest scores when they listened to the recording of the standard American accented speakers, the results were somewhat mixed. L1 Spanish group was significantly benefitted from the shared L1 speech, whereas Chinese group scored the lowest when they listened to the listening passage delivered by L1 Chinese speakers.

Harding (2012) designed his research to find the shared L1 effects more closely. A total of two hundred twelve L2 listeners (seventy L1 Chinese, sixty L1 Japanese, and eighty-two L1 English speakers) living in Australia participated in this study. They were asked to fill out a questionnaire, and both L1 Chinese and L1 Japanese groups answered that they were more familiar with the shared L1 accent. In addition, they completed three different versions of the University Test of English as Second Language (UTESL) listening comprehension test recorded by Australian, L1 Japanese and L1 Chinese English speakers. The results showed that Japanese L1 group was slightly benefitted from the shared L1 accent, while Chinese L1 speakers were greatly advantaged with the test items featuring the Chinese accented speech.

These studies provided evidence that diverse English accents do not necessarily incomprehensible even if they appear in formal settings like language education. In addition, in order for L2 learners to better comprehend and understand various accents, they should be provided with an opportunity to be

familiar with English varieties based on well-planned instruction given that familiarity is not the only factor that affects learners listening comprehension.

2.1.4. English Varieties chosen for this study

For this study, General American accent (GA), Received Pronunciation (RP) and Australian accent (AU) are chosen from the Inner Circle for the instruction purpose. The three dialects from the Inner Circle are representatives of each variety; first of all, GA does not bear any marked regional characteristics, and it is most commonly spread in the United States. GA, moreover, is the most familiar English for Korean learners of English according to Bisset & Ma's (2015) study and even based on the fact that it is the basis for the National Curriculum. Second, RP does not represent any regional definition either. RP is "spoken throughout England, by the upper-middle and upper classes, and it is widely used in the private sector of the education system and spoken by most newsreaders of the BBC network." (Giegerich, 1992, p.44) Australian English is closer to RP than GA, but it has a "distinctive vowel length" (Giegerich, 1992, p.76). In addition, all the three accents appear on the TOEIC listening test, an English language proficiency test, which many Korean university students take to be hired or promoted in a company. Furthermore, the possibility to adopt ELF into English learning context is still debatable; introducing English varieties from Outer or Expanding Circles to Korean

students, who are not still familiar with dialects from even Inner Circle, was considered problematic at this stage. Hence, three varieties (i.e., General American, British Received Pronunciation, and General Australian English) were selected and dealt with throughout this study.

2.2. Listening Instruction

Listening is recognized as the first and essential skill to be acquired when learning a language (Nunan, 1998). Thus, a majority of teachers and educators agree that it is vital to deal with L2 listening in language classrooms (Berne, 1998; Siegel, 2014, 2015). However, despite the efforts, L2 learners often rank listening as the most challenging skill to improve among speaking, reading, writing and listening skills (Field, 2008; Renandya & Farrell, 2011; Siegel, 2014, 2015). It is mainly because listening has an active and complex nature (Anderson & Lynch, 1988; Buck, 2001; Hasan, 2000; Siegel, 2014, 2015), as listeners not only listen but also they must continually build meanings from the messages they hear by activating their background knowledge to find intentions of the utterance (Rost, 1990; Siegel, 2014).

Until recently, listening classes mainly focused on learners' listening comprehension production; therefore, the importance of listening process was neglected (Siegel, 2014). However, Siegel (2014) asserted that how to listen should be taught in classroom with explanation, intervention, supporting, and

scaffolding, so that students can acquire new knowledge, skills or abilities faster and more effectively by overcoming difficulties and challenges they may encounter in the process of learning (Vandergrift & Goh, 2012). Also, he added that although product-oriented listening instruction which consists of multiple-choices, fill-in-the-blank, and matching questions is still useful, process-oriented instruction should be employed for L2 classroom, as it helps learners adopt various strategies to understand input better (Siegel, 2014, 2015).

2.2.1. Overview of Listening Instruction

L1 listening skill is naturally and incidentally acquired with a vast amount of exposure. Therefore, the idea that developing L2 listening should also follow the same process of L1 was prevalent in the past; as a result, explicit listening instruction was not very common (Rost, 1994). However, over the last few decades, several pedagogical listening approaches were suggested (Flowerdew & Miller, 2005; Lynch, 2009) following trends of general L2 instruction “such as audiolingualism, intensive discrete-item focus, as well as sub-skill and strategy taxonomies” (Siegel, 2014, p.50). Also, with the development of recording technology, listening started to gain its full fledge based on recorded audio and visual materials (Field, 2012). To overview the development of L2 listening pedagogy in detail, Siegel (2014) presented a timeline (See **Figure 2.1**) of the approaches chronically. It started with ‘osmosis approach’, and ‘listening to

readings of written texts’ followed by ‘comprehension approach’. Then, it moved to ‘sub-skills and strategic approaches’ and ‘extensive listening’ approaches. Lastly, in the twenty-first century, ‘listening strategy instruction’ has received focal attention in L2 listening instruction (see **Figure 2.1**)

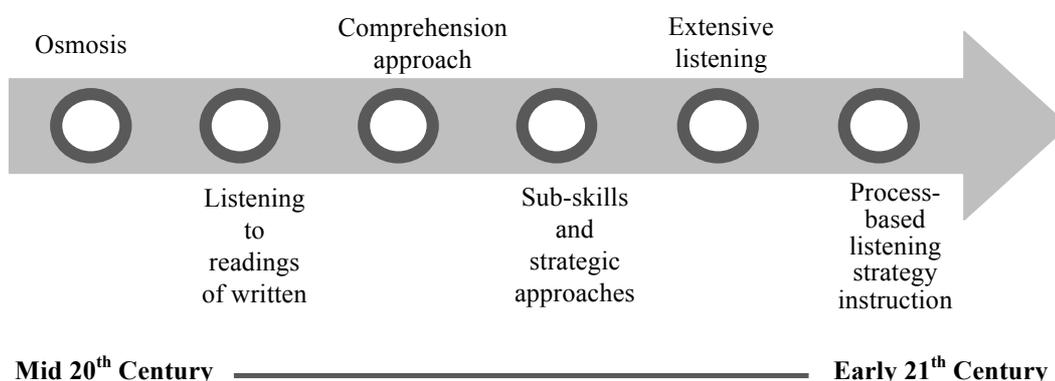


Figure 2.1. Timeline of L2 Listening Pedagogy (retrieved from Sigel, 2014)

The osmosis approach is stemmed from the audiolingual learning method, which gained popularity about a half-century ago (Morley, 1995); this approach views listening can be developed through exposures with mimicking, imitating and memorizing what learners listen (e.g., Mendlsohn, 1998). Therefore, until the mid-twentieth century, listening was not taught explicitly, but rather it was used as input for students to repeat to develop oral competence. However, these text-based audio materials were not enough to represent the authenticity of spoken language because it often lacked the features like hesitations and ellipsis (e.g., Burns & Hill, 2013; Flowerdew & Miller, 1997; Vandergrift & Goh, 2012).

To close the gap, comprehension approach (CA) was suggested. CA follows a typical cycle of listening, answering questions, and checking them with a teacher. Activities representing this approach are based on product-oriented tasks like multiple-choices, fill-in-the-gaps, and matching (Siegel, 2014, 2015), but some commentators (e.g., Richards, 1983; Ur, 1984) criticized that CA excludes the importance of scaffolding-based learning progress and only highlights learners' current listening ability. Also, all the materials used for CA are made by a teacher or a writer, so learners do not have an opportunity to decide which information is essential and which is not (Field, 2008). Furthermore, by continually emphasizing correct answers, it creates a stressful classroom atmosphere (Field, 2008) and provides less authentic materials (e.g., Siegel, 2011b; Ur, 1984).

The sub-skills approach is based on taxonomies of listening skills (Siegel, 2014, 2015). It attempts to categorize listening skills into smaller units so that they become more manageable for learners. Also, it becomes more practical for classroom practices with the belief that these divided components can come together to shape higher listening proficiency later (Siegel, 2014, 2015), but it is uncertain whether learners can recombine those components successfully (Field, 2008). Also, since it requires educators to teach from lists of sub-skills, their expert knowledge or intuition is hard to be adopted in a classroom where the local modification is needed (Siegel, 2014, 2015). Additionally, Ridgway (2000) mentioned that defining lists could be complicated.

Renandya and Farrell (2011) promoted extensive listening. The extensive listening helps learners enjoy listening with a large amount of exposure outside the classroom, similar to extensive reading. To put it another way, with comprehensive input, learners naturally acquire listening ability like their L1. However, this approach overlooks the process of improving listening proficiency and underestimates the role of experts and L2 educators (Siegel, 2011a). Siegel (2013) also insisted that without some treatment and guidance of an interlocutor or a teacher, learners may need to spend more time and energy, so this practice can be a part of listening strategy instruction aiming at teaching L2 learners in classroom (Siegel, 2011a).

Nevertheless, the methodologies above mostly considered the final products of listening, not the process. Therefore, Vandergrift and Goh (2012) suggested a process-oriented listening approach, which encourages students to follow steps of clarification, understanding, and learning processes of listening under the guardians of an expert. Field (2008) stated the advantage of this method to be efficient because students can improve listening competency fast and rapidly through scaffolding from an interlocutor or a teacher who already tried and found the best way to listen better. In addition, this approach is beneficial for L2 classroom as a majority of English teachers in the world are non-native English speakers, and their experience of learning the language can be the primary source of teaching, especially in its influence and effectiveness in the context of English as a lingua franca (Braine, 2005; Llorca, 2004). Furthermore, non-native English teachers can help learners 'overcome listening

difficulties specific to the L1 group' (Siegel, 2014, p.61), as they share the same L1 with their students (Siegel, 2014). Therefore, this process-based approach was chosen for the main instructional method for this study.

2.3. Strategy Instruction

As explored before, various methods to help learners improve listening ability have been actively investigated over the past decades. Among them, teaching a wide range of strategies is now considered essential for L2 learners' listening development, as it helps them to find gist, to predict and infer important information, and to activate schema and background knowledge in the pre-listening stage (Hinkel, 2006).

Before scrutinizing the concept of the listening strategy instruction in detail, it is necessary to briefly examine the definition of strategies. O'Malley and Chamot (1990) defined strategies into three categories: cognitive, metacognitive, and affective strategies (Lynch, 2009; Oxford, 2011); they were further defined by Vandergrift later in 2007.

Cognitive strategies refer to "mental activities for manipulating the language to accomplish a task" (Vandergrift, 2003, p.473). In other words, it is a part of learners' mental process to find and understand the contents of learning materials (Richards & Burns, 2012). For example, when listeners perceive input, they tend to interpret it by relating them to their knowledge including parsing

phonemes and speech flow (Siegel, 2014). It includes ‘inference, elaboration, and visualization’ (Goh, 2005).

Metacognitive strategies are “overseeing the processes and directing the deployment of appropriate cognitive strategies” (Vandergrift, 2004, p.485). These are the skills to manage and monitor language learning by selecting, planning, evaluating, and understanding information with support of cognitive process (Cohen & Dörnyei, 2002; Macaro, 2001; Reed, 2013; Siegel, 2014).

Socio-affective strategies refer to the skills that learners can use when they collaborate with others when learning a language. This includes asking a teacher for clarification or using explicit strategies to overcome anxiety (Vandergrift, 1999).

In sum, learning these strategies can not only help students improve their listening comprehension ability, but also it can boost the listeners’ confidence outside the classroom (Vandergrift & Goh, 2012).

2.4. Listening Strategy Instruction

It is evident that effective use of strategies is beneficial for L2 language development, since learners can supplement their deficiencies by utilizing a wide range of ‘cognitive and metacognitive strategies’ to reduce their problems they encounter (Vandergrift, 2003). In addition, learning strategies is crucial for L2

learners, because predicting all possible language situations that they may face is almost impossible in the rapidly changing and globalized world (Siegel, 2014).

Language learning strategies are the techniques used by learners to enhance comprehension and use of target language information (Oxford, 2011). A number of L2 listening studies have explored listening comprehension strategies and how learners make use of them to overcome difficulties while listening (e.g., Graham and Macaro, 2008; Siegel, 2012; Jacobsen, 2015). Three micro groups of listening strategies categorized by Vandergrift (2007) are cognitive, metacognitive and social/affective strategies.

As stated previously, cognitive strategies involve processing, storing and recalling new information (Goh, 2000), and the two types of cognitive strategies, which are top-down and bottom-up strategies, have been widely researched in L2 listening. The use of the bottom-up strategies begins with text interpretation (e.g., individual word translation, speech rating adjustment, oral text repetition, and focusing on prosodic features) whereas top-down strategies involve listener-based skills including prediction, inference, elaboration, and visualization (Mendelsohn, 2001; Vandergrift, 2007; Zarrabi, 2017).

Metacognitive strategies are the techniques that listeners utilize to manage learning through planning, selecting and directing attention, monitoring, and evaluating (O'Malley and Chamot, 1990; Vandergrift, 2007; Zarrabi, 2017). Rubin (2011) also added 'modifying' to the metacognitive category.

Lastly, social/affective strategies are classified into cooperation and confidence building. In other words, when learners encounter problems, they can

work with others to seek explanation and clarification, and they can encourage themselves to relax and think positively to escape from anxiety (Vandergrift, 2007; Liu, 2010).

2.4.1. Cognitive Strategy Development

An important part of teaching L2 listening is to help learners process linguistic inputs by fast recognition of words (Vandergrift, 2007). In relation to this, a number of studies examined the effects of cognitive strategies. For example, Jensen and Vinther (2003) investigated repetition and reduced speech rate with an instrument of videotaped dialogues in different speeds; the participants listened to the recordings of fast-slow-slow, fast-slow-fast, and fast-fast-fast. The result showed that all three groups outperformed the control group in regard to comprehending detailed information of the text, and they successfully acquired phonological decoding skills. However, since the fast-fast-fast group scored higher than the other two experiment groups, the researcher suggested that listening instruction should integrate the bottom-up cognitive skills that were used in the study with other regular listening activities. In addition, Vandergrift (2007) recommended that L2 learners should listen to ‘i-1 level’ texts, which mostly consist of the vocabulary that they can recognize with only a few words which are discrepant in spoken and written forms of the text (Hulstijn, 2001).

Some scholars scrutinized the effect of activating learners' prior knowledge as a part of cognitive strategy instruction. For instance, Elkhafaifi (2005) conducted research on pre-listening activities. Two treatment groups previewed questions and vocabulary of a videotext, respectively, while the control group was not involved in any of those activities. The result showed that both the experiment groups outperformed the other, and the question preview group scored higher than the vocabulary preview group.

As for the top-down strategies, Tyler (2001) demonstrated the importance of learners' schema as a source of parsing linguistic input. He used an advance organizer for the learners to access the topic, and he found out that there was no significant difference between L1 and L2 listeners regarding working memory consumption. Nonetheless, when the topic was unavailable, L2 listeners consumed higher working memory; he concluded that this is because the word recognition was not fully automatized for the L2 learners unlike L1 users.

2.4.2. Metacognitive Strategy Development

Researchers also studied metacognitive strategies and their effects on learners' listening comprehension. Cross (2011) explored the effects of metacognitive strategy instruction on L2 listening improvement for two groups of English learning Japanese students: more proficient and less proficient groups. A pedagogical cycle (i.e., prediction, monitoring, identifying problems and

evaluation) was employed for the experiment, and the study discovered that metacognitive strategy instruction was more useful for less proficient learners than for more proficient learners.

In Vandergrift and Tafaghodtari (2010) study, the experimental group, which received metacognitive strategy training showed greater improvement compared to the control group, because the experimental group was able to use the strategies to solve the problems during listening practice by predicting, planning, monitoring and evaluating.

In addition, Coşkun (2010) highlighted the positive effects of metacognitive strategy instruction for improving beginner-learners' listening comprehension, and claimed that strategy instruction should be incorporated in L2 listening context. Furthermore, Birjandi and Rahimi (2012) investigated the effects of the metacognitive strategy instruction on EFL university students' listening comprehension outcomes, and the findings demonstrated that the trained group became more competent than the control group.

2.4.3. Integration of Cognitive and Metacognitive Strategies

While many research finding proved that teaching strategies is useful to foster learners' listening comprehension, many scholars have emphasized a flexible employment of both cognitive and metacognitive strategies for successful language learning (e.g., DeFillipis, 1980; Laviosa, 1991a and 1991b;

Murphy, 1985; Oxford & Crookall, 1989; Rost & Ross, 1991; Siegel, 2014 and 2015).

O'Mally and Chamot's (1990) examined integrate use of various strategies. They provided the instruction to high school ESL students. The instruction included metacognitive, cognitive and socio-affective strategies for L2 listening. Two groups of intermediate level students received the treatment and the post-test results of the experiment group outperformed those of the control group, which did not receive any strategy instruction. The study indicates that successful language learners use both cognitive and metacognitive strategies to comprehend and make use of the target language.

Thompson and Rubin (1996) examined the effects of metacognitive and cognitive strategy instruction on college level L2 learners' listening comprehension in the United States based on fifteen hours of video instruction. The researchers trained the experimental group with various listening strategies, while the control group solely watched videos for speaking and writing practice without the strategy instruction. The students in the first group scored significantly higher on the video test, which provides an evidence that strategy instruction using both cognitive and metacognitive strategies facilitate learners' listening comprehension.

In another research, Chen (2009) conducted the study on the effect of strategy instruction on EFL college students' listening performance. The instruction was given for fourteen weeks to thirty-one students. The main focus of the study was to integrate metacognitive, cognitive, and socio-affective

listening strategies into the listening curriculum. The researcher examined the most effective strategies used by the participants. The most common cognitive strategies employed by the students were ‘inferencing, replying, and understanding each word’, and the learners also used metacognitive strategies almost equally. Regarding intermediate- and lower-level L2 learners, they used socio-affective strategies most to overcome difficulties.

In addition, a number of previous studies demonstrated that more proficient learners use more strategies than their less proficient counterparts (e.g., O’Malley and Chamot, 1990; Goh, 2000; Vandergrift, 2004). For instance, Vandergrift (2003) proved that more skilled learners are able to adopt appropriate strategies to form logical possibilities by orchestrating both top-down and bottom-up cognitive strategies. Also, they could utilize metacognitive strategies—such as selecting appropriate information, and monitoring comprehension—more systematically compared to less skilled learners.

2.4.4. Concerns on Strategy Instruction

Although there is a consensus among researchers that strategy instruction is beneficial for L2 listening development, some commentators expressed concerns on strategy instruction. One criticism is the ambiguity in the meaning of ‘strategy’ (e.g., Dörnyei, 2005). Another concern is that listeners generally do not have enough time to employ strategies in real-life target language use context

(Ridgway, 2000). Additionally, Lynch (2009) stressed that the effect of strategy use is dependent on individual listeners or application of strategy types. Furthermore, as most L2 learners are already proficient L1 listeners, teaching strategies might be redundant for them (Field, 2008). Also, some scholars (e.g., Cohen & Dörnyei, 2002; Dörnyei, 2005) pointed out that teaching and practicing strategies in classroom require a considerable amount of time. Moreover, when and how much time should be spent on strategy training is uncertain (Macaro, 2001). However, these practice issues can be negated with a careful planning (Field, 2008; Siegel, 2015) with the use of both top-down and bottom-up approaches when training or education L2 learners.

2.4.5. Top-down and Bottom-up Approaches

In order to understand the process-oriented instruction, it is imperative to examine two process models for aural comprehension first: top-down processing (*TDP*) and bottom-up processing (*BUP*) (Siegel, 2014, 2015). As the name indicates, the terms deliver directionality of processing (Buck, 2001; Helgesen & Brown, 2007). **Figure 2.2** shows Rost's (1990) directionality of the top-down and bottom-up processing for comprehension; the terms 'letter' and 'graphic' can be modified to 'phoneme' or 'phonetic cluster' in listening comprehension (Siegel, 2014).

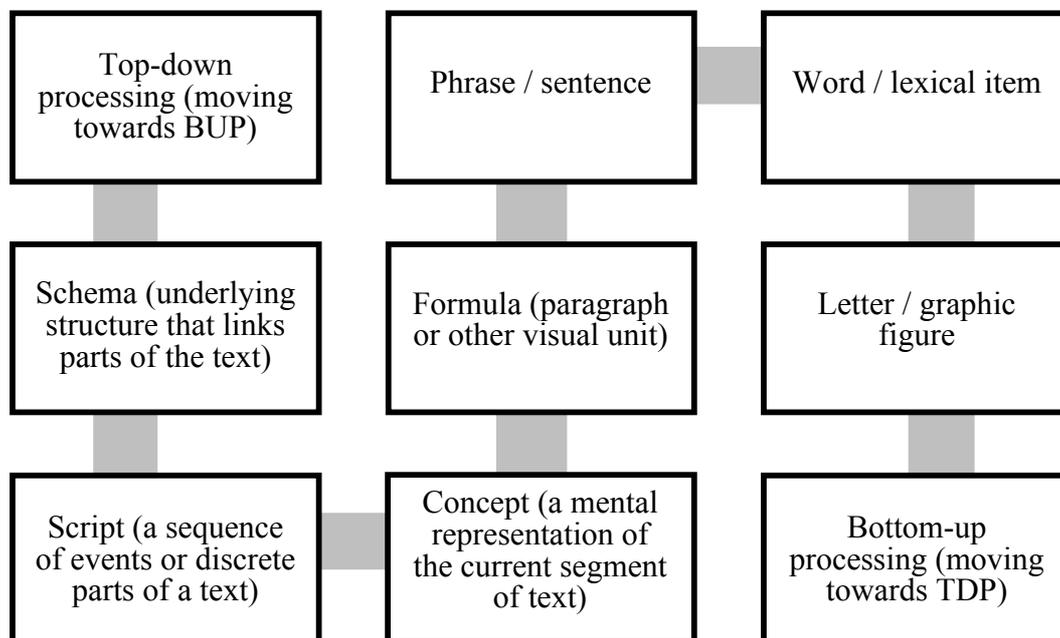


Figure 2.2. Directionality of *TDP* and *BUP* (adapted from Rost, 1990, p.9)

The top-down processing (*TDP*) occurs when a listener uses background knowledge and experiences (i.e., schema) of a similar context to predict and understand what he or she hears (Nunan, 1999). This includes predicting “topic, genre, culture, and using other schema knowledge stored in long-term memory” (Vandergrift, 2004, p. 4); this process moves from the whole to the smaller units like sentences, phrases, lexical items, and down to phonemes. Following this process, listeners determine meanings of input. However, *TDP* is not always advantageous; rather, it can sometimes impede learners’ understanding, particularly when they adhere to assumptions coming from their schema even if they are discrepant to the linguistic input they hear (Siegel, 2014; Lynch, 2009).

Therefore, to reduce misunderstanding, it is necessary to use the bottom-up processing which looks at linguistic cues and signals as well.

The bottom-up processing (*BUP*) starts with gathering separate pieces of information and gradually combines the accumulated information to comprehend a message. In other words, *BUP* occurs when listeners pay attention to linguistic features like smaller acoustic sounds. Then, using the collected data, listeners comprehend the complete audio texts (Siegel, 2014). Field (2004) listed the elements of this process: “auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive” (Field, 2004, p.326). *BUP* is crucial to listening because this process helps learners examine the actual data rather than only rely on predictions involved in *TDP*. In addition, many scholars (e.g., Graham & Macaro, 2008; Lynch & Mendelsohn, 2002; Nunan, 1999) agreed that listeners do not solely depend on either *TDP* or *BUP*; instead, they employ both of the processing even though it is difficult to distinguish their clear distinction (Brindley, 1998). Thus, listeners should be encouraged to use both *TDP* and *BUP* processing equally to enhance their ability to comprehend spoken input. (e.g., Lynch & Mendelsohn, 2002; Lynch, 2009; Siegel, 2014, 2015; Vandergrift, 2004). Also, it should be noted that listeners are not merely passive entities; rather, they play a key role as a main agent through *TDP*, and they also interact with acoustic signals by assessing *BUP* (Siegel, 2014).

2.4.6. Process-based Listening Strategy Instruction

As integrated models of top-down and bottom-up processing, Clark and Clark (1997) and Anderson (2005) suggested information-processing models for listening. Clark and Clark's (1997) framework consists of four cognitive phases; the first stage starts with recognizing acoustic signals like phonetic features and words (*BUP*). In the stage two, listeners organize the lexical items based on the functions and contents. In stage three and four, meaningful propositions are formed which lead to successful comprehension. Similarly, Anderson (2005) proposed three stages of comprehension process: 'perceptual processing', 'parsing' and 'utilization'. In the first stage, listeners focus their attention to an encoded oral text (*BUP*). The next stage involves parsing the acoustic input using linguistic knowledge; then, listeners find intentions and meaning of the text based on semantic and syntactic features which transform to mental representation (Anderson, 2005; Goh, 2000). In the final stage, listeners use the formed mental representation to make a choice depending on the incoming input. Finally, the information transfers to long-term memory from short-term memory (*TUP*), which involves storing new information to schema (Anderson, 2005).

However, both theories follow linear and sequential patterns even though L2 listening class and textbooks are generally designed to use *TDP* like stimulating learners' schema and previous experience as an initial step (Sigel, 2014). Therefore, Siegel (2014) developed a model by modifying Clark and

Clark's (1977) and Anderson's (2005) models in order to promote practical adaptation of the process model into L2 listening classroom. This approach was developed based on the top-down and bottom-up theories along with teacher modeling (e.g., Field, 2008; Goh, 2005; Siegel, 2011a). This is mainly different from just strategy instruction because it allows teachers to use their listening ability to establish process-structure and strategies for the learners (Siegel, 2014). In other words, it merges both "the cognitive and metacognitive strategic mental activities" (p.71) to help students to comprehend contents and learn strategies needed to enhance their listening skills (Siegel, 2014).

Siegel (2014) suggested three stages: initial focus on context (*TDP*), focus on linguistic aspect (*BUP*), and final comparison of linguistic input and context (both *TDP* and *BUP*). First, *TDP* is employed in the beginning of the listening instruction by raising learners' awareness about contents, triggering their previous experience, and possibly transferring L1 listening ability to L2. The next step is to activate learners' cognitive process focusing on linguistic aspects using *BUP*. Finally, learners make connections between the input and their knowledge and experiences, which can be stored in long-term memory (Siegel, 2014). Moreover, it is widely known that proficient L2 learners use various strategies based on both top-down and bottom-up approaches to understand contents of what they listen, and therefore, teaching strategies on the basis of the process can aid learners to foster their listening abilities in L2 classroom (Rost, 2002).

As a number of research studies have proved, strategy instruction is one of the most effective ways to facilitate learners improve listening comprehension. Moreover, it is particularly beneficial for L2 language learners who do not have enough chances to experience various dialects (Siegel, 2014). Therefore, listening strategy instruction is chosen as a way to teach English varieties for this study to prepare students to advance into constantly changing globalized world.

2.5. Summary of this Chapter

As discussed in the first section of this chapter, comprehending a wide range of English accents is an important factor for one to successfully adopt into L2 using context. Although there has been an active discussion on the needs of adopting Global Englishes in English Language Teaching, most studies focused on the current status of students' listening comprehension ability and their attitudes towards world Englishes. However, there is only little research on how to teach English varieties, but it is crucial to develop and investigate ways to introduce the subject so that educators can aid L2 learners to become more familiar with various accents and to develop better listening comprehension ability. Hence, listening strategy instruction was employed to teach English variety for this study.

Nonetheless, it is still true that deciding which dialects to choose can be

problematic for teaching practice, as there exist countless varieties. In addition, as Kirkpatrick (2007) contested, codifying a single system of ELF is unclear. Therefore, it is more realistic to select accents from the Inner Circle for this investigation.

Furthermore, helping learners build strategies is considered useful given that it is impossible to teach or expose students to all English dialects in L2 classroom. Hence, by applying process-based listening strategy instruction suggested by Siegel (2014, 2015), this research focuses on the effects of teaching English varieties in the Korean EFL context.

CHAPTER 3.

METHODOLOGY

This chapter introduces the methodological approach and research design to examine the research questions set in Chapter 2. A multi-method design is proposed in order to arrive at answers to the research questions. Section 3.1 describes information with regard to the participants and the setting of this current study. Section 3.2 explains characteristics of the instruments including the pre-test and post-test, listening strategy instruction methods, questionnaires, and interviews, which were carried out on the day of the pre-test and/or post-test. Section 3.3 outlines the data collection procedure including the students' scores in each test and a survey conducted for this study. Lastly, Section 3.4 illustrates the brief statistical data analysis applied for this study.

3.1. Participants

The experiment for this study was conducted at a university located in Seongnam City in Korea. The participants were 20 pre-intermediate level Korean EFL students; 12 were female, and 8 were male students. All of them registered for a required undergraduate English course for the university at the time of the experiment. The participants' majors were varied: Architecture, Product Design, Law, Education, Taekwondo, Business, Food and Beverage, Computer

Technology, and Electronics Technology. Among the participants ($N=20$), ten (50%) pupils have been learning English from the first or second year of elementary school students, while five (25%) of them began to study English at pre-school, and the other five (25%) students have been learning English since they were third or fourth grade of elementary school students. Most of the participants had experiences in foreign countries, but the duration of their stay was short. 85% of the students answered that they had been abroad for traveling purposes except for three students; two of them stayed in the United States and England, respectively, but they stayed there for less than three months. One student visited China to perform Taekwondo for a week. In addition, 75% of the students answered that having high proficiency in English is advantageous when getting a job in Korea.

Five weeks of instruction were given, and the class met six hours a week. Prior to the class, there was a pre-test with thirty-nine items exacted from Part 1 and 4, TOEIC. North American (13 items), British (13 items), and Australian (13 items) accents were mixed in the listening comprehension test. All the test items and its recordings were obtained from an official TOEIC preparation book published by ETS, and the thirty-nine items (i.e. 13 items for each dialect) were chosen to balance the equal distribution of the accents. TOEIC was selected for the pre-test and post-test, as it is a high-stake standardized English language proficiency test, which includes North American, British and Australian accents. Also, since all the participants were planning to take the test after the class, TOEIC recordings were considered useful for them.

3.2. Instruments

The present study employs relevant measures and materials to investigate the effect of listening strategy instruction on students' listening scores depending on various English accents. Section 3.2.1 presents the characteristic of the pre-test and the post-test. Section 3.2.2 demonstrates the listening materials for listening strategy instruction applied for the current study.

3.2.1. Pre-test and Post-test

First, to examine learners' level of listening comprehension proficiency depending on English varieties, the TOEIC test was adopted for both pre-test and post-test as in Appendix 1. Also, to measure the improvement in listening scores, the one-way repeated measures ANOVA and ANVOCA methods were used. The material was selected from an official TOEIC preparation book published by ETS in May 2016, as the contents were based on the previous TOEIC exams. Therefore, they were considered authentic materials for the pre-test and post-test. The listening test includes a total of thirty-nine items from part 1 and part 4, which were recorded in General American (GA), Received Pronunciation (RP), and General Australian (AU) accents by ETS. Although a total of 30 items from part 4, and 20 items from part 1 were originally presented in a test from the official TOEIC preparation book, 11 items were exempted from the material to balance the

number of items recorded by different accents (i.e., GA, RP, AU). All recordings were based on monologue texts to control the accents. The pre-test and the post-test consist of multiple-choice questions with five possible answers from which to choose, and orthographic gap-filling questions were used in order to check the students' listening comprehension. The pre-test was held on October 30, 2018, and the post-test was conducted on November 29, 2018. The test results of the class were collected immediately after the class.

3.2.2. Experiment Materials

To design strategy-based materials, which can help the students learn English varieties, multimedia from various online sources was adopted. As the class took place in EFL context, natural exposure to various English accents was problematic. Hence, by accessing a wide range of materials obtained from the Internet and multimedia, various English dialects could be used in class.

The selected instruction materials include short clips from online presentations (i.e., speeches from TED), tips for various accents (i.e., British and Australian accents), and some scenes from movies produced by each country. For American and British accents, *The Holiday* (2006) directed by Nancy Meyers and *About Time* (2013) by Richard Curtis were utilized, as they present various accents (e.g., Kate Winslet and Jude Law for British accents, and Cameron Diaz and Jack Black for American accents). Moreover, scenes from *Kingsman: the secret agent* (2014) was added for British varieties. Also, for Australian English, the films, *Rise*

of the Guardians (2013) and *Finding Nemo* (2003), were chosen with Hugh Jackman and Barry Humphries using native Australian English. In addition, various presentations from TED were used for listening materials.

3.2.3. Treatment

The course consisted of five weeks of intervention, and specific strategies were used with multimedia-based materials. Based on the theories discussed in chapter 2, both top-down and bottom-up process-based strategies were introduced in practice. As the top-down strategies addresses the contents of the whole texts, it was introduced and then bottom-up strategies were presented which focuses on differences in acoustic sounds among various English accents.

The strategies and materials were based on Siegel's (2014, 2015) studies, which utilized suggestions from various listening researchers (e.g., Field, 2008; Flowerdew and Miller, 2005; Richards, 1983; Vandergrift; 1997). To facilitate top-down process for listening, genre recognition (Rost, 1990; Lynch, 2009), schema and background knowledge activation (Anderson & Lynch, 1988; Buck, 2001), and main idea identification (Field, 2008; Vandergrift & Goh, 2012), guessing new words from context (Field, 2008; Lynch, 2009) strategies were mainly used. Especially, questions asking about students' experience and background knowledge were formed the fist part of listening practice. Then, prediction (Rost, 1994; Buck, 2001) and inference (Vandergrift, 1997; Field, 2008)

strategies were introduced; it includes predicting speakers' characteristics, stories, words and phrases by looking at pictures captured from the multimedia used for each lesson. As for the bottom-up process, the strategy for identifying details (Hansen & Jensen, 1994; Vandergrift & Goh, 2012) was added to help the students understand meaning of the contents in detail along with comprehension questions. Also, to identify different acoustic sounds of each accent, the students were encouraged to use linguistic aspects (Mendelsohn, 1994; Cross, 2010) focusing on pronunciation and intonation. Moreover, the students were asked to chunk and group words and information (Vandergrift, 1997; Field, 2008) of (audio) texts for better understanding of differences among the accents; pattern recognition (Mendelsohn, 1994; Lynch, 2009) and identifying changes in tones and topics (Hansen, 1994; Brown, 2011) were also used to distinguish different dialects. Additionally, identifying connectors (Mendelsohn, 1994; Brown, 2011) such as 'however', 'although', and 'in other words', and discourse markers (Goh, 2005; Brown, 2011) like 'well', and 'I know' were utilized for the material design (see **Table 3.1**).

Table 3.1. Listening Strategies used for this study

Revised by Siegel (2014)

Strategy	Literature references	Type(s) of processing	Type(s) of strategy
Genre recognition	Rost (1990); Lynch (2009)	TDP	Metacognitive, Cognitive
Schema and background knowledge activation	Anderson & Lynch (1988); Buck (2001)	TDP	Metacognitive, Cognitive
Main idea identification	Field (2008); Vandergrift & Goh (2012)	TDP, BUP	Metacognitive, Cognitive
Detail Identification	Hansen & Jensen (1994); Vandergrift & Goh (2012)	BUP	Metacognitive, Cognitive
Discourse marker identification	Goh (2005); Brown (2011)	BUP	Cognitive
Prediction	Rost (1994); Buck (2001)	TDP, BUP	Metacognitive, Cognitive
Inference	Vandergrift (1997); Field (2008)	TDP, BUP	Metacognitive, Cognitive
Recognition of shifts to tone and topic	Hansen (1994); Brown (2011)	BUP	Metacognitive, Cognitive
Identifying connectors (i.e., in other words, however)	Mendelsohn (1994); Brown (2011)	BUP	Cognitive
Chunking/ grouping of words and information	Vandergrift (1997); Field (2008)	BUP	Cognitive
Use of linguistic aspects (i.e., parts of speech, intonation)	Mendelsohn (1994); Cross (2010)	BUP	Metacognitive, Cognitive
Pattern recognition	Mendelsohn (1994); Lynch (2009)	TDP, BUP	Metacognitive, Cognitive
Guessing new words from context	Field (2008); Lynch (2009)	TDP, BUP	Cognitive

NOTE: *TDP* (Top-down Processing), *BUP* (Bottom-up Processing)

3.3. Procedures

For this study, an L2 listening pedagogy-based course at the university was specifically designed for the target learners. It started with identifying characteristics of the students and the best-suited materials. Next, a treatment for listening instruction for English varieties was planned. Then, listening strategies were chosen and integrated into materials for the course, and these were used throughout the course. All the classes were observed, and questionnaires, interviews, pre-test, and post-test were conducted along with the journal to collect data. Then, the data was analyzed quantitatively and qualitatively.

3.3.1. Lesson Procedure

The class met twice a week, three hours for each class, for five weeks of the course. On the first day of the class, the participants took a pre-test (Appendix 1), which consisted of twenty-seven items extracted from TOEIC part 4 for comprehension check and twelve items from part 1 for transcription for testing intelligibility (Appendix 1). After that, the participants were asked to fill out questionnaires (Appendix 2).

From the second day, listening strategy instruction was introduced with various multimedia materials including movies and presentations from TED. The participants were given handouts needed for top-down and bottom-up strategies

(Appendix 3). The tasks for the top-down strategy included guessing stories and recognizing genre by looking at pictures and titles of the materials (e.g., Schema and background knowledge activation, Main idea identification' strategies). In groups, they were asked to predict some words and phrases (e.g., Prediction, Inference) that they could listen to while watching the video, and they were encouraged to compare the answers with those of the multimedia. Then, there were invited to a group discussion based on comprehension questions. During the bottom-up process, they were more focused on differentiating different accents (i.e., American, British, and Australian accents) at word and sentence levels (i.e., Detail Identification, Chunking, Grouping of words and information, Use of linguistic aspects, Identifying connectors). After listening, the students were asked to discuss what would happen next and have a discussion on whether they had similar experiences.

To be specific, on the second day, as the first part of the lesson, a scene from the movie, *The Holiday*, was shown in class. As a top-down based strategies, the students were asked to recognize the genre of the lesson material, and then they were promoted to utilize schema and background knowledge they had about the contents. Then, in groups, they were asked to predict words and phrases they might have heard by looking at the captured pictures from the scene. Next, they watched the video approximately for five minutes followed by a small discussion to check whether their prediction was correct. After that, they watched the scene for the second time, and they were asked to focus on details based on the questions given in the worksheet. This includes finding main ideas and detailed information

needed to understand the contents. For the second part of the class, bottom-up strategies were introduced. As the main target for this study was to focus on English varieties, the students were asked to work with their group members to recognize patterns and rules for pronunciation and intonation of American and British accents by analyzing an extract from the scene they had watched. In addition, as a detail identification strategy, they were encouraged to find difference between two actresses' accents (i.e., American and British) at word- and sentence-levels; the students were also encouraged to chunk and group words when they analyzed the pronunciation and intonation of the sentences. Then, connectors and discourse markers were focused; first, the students were asked to recognize the key markers and connectors and the usages including tone changes and it was followed by the teacher's explanation. In the last part of the class consisted of predicting how another speaker from different regions would read or say the same text. Then, the students predicted the next story and participated in a group work to talk about their own experiences. Finally, the classroom finished with a discussion about the lessons, materials and strategies. Each day followed the same procedures (see **Table 3.2**).

On the last day (i.e., Day 10), the students took the post-test, which consisted of the same items as the pre-test. Lastly, the students filled out the same questionnaires used for the pre-survey, and they were invited to group and individual interviews (Appendix 4) to find out differences and changes in attitudes towards English varieties and confidence in listening to various accents.

Table. 3.2. Lesson Procedure

Day 1	Pre-test, Questionnaire, Introducing the course
Day 2	<i>The Holiday</i> 1-1 (movie: Ame vs. Bri): Top down + Bottom up (Strategy) – Class 1: Controlled practice with processes and strategies (TDP focused) – Class 2: Controlled practice with processes and strategies (BUP focused) – Class 3: Discussions on topics in relation to the students' experience & interview
Day 3	<i>The holiday</i> 1-2 (movie: Ame vs. Bri): Top down + Bottom up (Strategy) – Class 1: Controlled practice with processes and strategies (TDP focused) – Class 2: Controlled practice with processes and strategies (BUP focused) – Class 3: Discussions on topics in relation to the students' experience & interview
Day 4	TED: <i>Different or weird?</i> (American) – Class 1: Controlled practice with processes and strategies (TDP focused) – Class 2: Controlled practice with processes and strategies (BUP focused) – Class 3: Discussions on topics in relation to the students' experience & interview
Day 5	TED: <i>5 ways to listen better</i> (British) – Class 1: Controlled practice with processes and strategies (TDP focused) – Class 2: Controlled practice with processes and strategies (BUP focused) – Class 3: Discussions on topics in relation to the students' experience & interview
Day 6	<i>About Time</i> (movie: Ame, Bri, Australian) / YouTube (Ame, Bri, Australian) – Class 1: Controlled practice with processes and strategies (TDP focused) – Class 2: Controlled practice with processes and strategies (BUP focused) – Class 3: Discussions on topics in relation to the students' experience & interview
Day 7	<i>Finding Nemo</i> (Ame, Bri, Australian) – Class 1: Controlled practice with processes and strategies (TDP focused) – Class 2: Controlled practice with processes and strategies (BUP focused) – Class 3: Discussions on topics in relation to the students' experience & interview
Day 8	<i>Kingsman: the secret agent</i> (movie: British) – Class 1: Controlled practice with processes and strategies (TDP focused) – Class 2: Controlled practice with processes and strategies (BUP focused) – Class 3: Discussions on topics in relation to the students' experience & interview
Day 9	<i>Rise of the Guardians</i> (Ame, Bri, Australian) – Class 1: Controlled practice with processes and strategies (TDP focused) – Class 2: Controlled practice with processes and strategies (BUP focused) – Class 3: Discussions on topics in relation to the students' experience & interview
Day 10	Post-test, Interview & Questionnaires

3.3.2. Questionnaires and Interviews

One of the most effective ways to measure participants' beliefs, attitudes, or preferences is questionnaires (e.g., Burns, 2010; Dörnyei, 2003, 2007; Freeman, 1998; Richards & Lockhart, 1996). Also, interviews are useful as they help to explain the questions about "how" and "why" (Dörnyei, 2007; Mason, 2007, Siegel, 2014). Therefore, both methods were conducted to find out individual students' background information and attitudes towards English varieties and their familiarity with different types of accents. The form of pre-survey was retrieved and modified from Oh's (2011) study (Appendix 2). The total number of questions was fourteen. The question numbers 1 to 3 were related to the participants' background information, and some items were adopted from Chiba et al. (1995) to determine students' motivation and confidence. Questions 4 to 14 were conducted to investigate students' awareness for the concept English varieties.

After the post-test, the post-survey and interviews were conducted based on student attitude and confidence in listening to various English pronunciations. The same questionnaires from the pre-survey were used for the post-survey to verify any differences or changes in their attitudes towards English varieties. After filling out the questionnaires, the students were invited to group-interviews. There were five groups each consisting of four students, and they were asked the questions on English varieties and listening strategy instruction. Lastly, two students were invited for an in-depth interview.

3.3.3. Classroom Observations and Research Journals

The classroom observation was performed to monitor participants' reactions and responses to the strategy listening instruction for English varieties. It was especially helpful to examine classroom events systematically (Allwright, 1988) and it provided an opportunity to observe common behavioral patterns in the classroom (Burns, 2010; Cowie, 2009). Also, it allowed the participants to express their beliefs and feelings towards the course and English varieties (Cowie, 2009).

Moreover, a research journal was kept to track the improvement of listening strategy instruction and personal reflections on the treatment. This journal could show the personal interpretation as a researcher, as well as a material and curriculum designer for this practice (see Appendix 5).

3.4. Data Analysis

The data gathered from the experiment were analyzed using *SPSS* version 23 for Mac (*SPSS*, 2015) for the statistical analysis. To address the first research question, descriptive statistics were computed, and the pre-test result of the listening scores for three different accented groups were compared by means of a one-way repeated measures ANOVA to check the homogeneity of the groups. Next, post-test results of the three accent-groups (i.e., General American accent: GA, Received Pronunciation: RP, and Australian accent: AU) were compared,

using ANCOVA, to evaluate whether mean differences between groups were statistically significant. The ANCOVA method was employed because it allows comparing after-treatment gains while controlling an external factor such as pre-existing group difference reflected in the pre-test scores on listening to three dialects (i.e., GA, RP, AU) in the case of this study.

For the second research question, Multiple Response Analysis, Cross Tabulation Analysis (X^2) and paired *t*-test were employed to examine changes in student attitudes and confidence in listening to English varieties. Lastly, to better understand the student attitudes and confidence in-depth, qualitative data was collected to supplement the quantitative data. The qualitative data analysis procedure involved the following steps. First, group and individual interviews were conducted in Korean, which is the participants' first language, and the transcribed verbal recordings were translated into English by the researcher herself, and then two bilingual English teachers reviewed and commented. Second, the major questions were grouped and examined. The coding and categorizing procedure were performed based on the general moves on analyzing qualitative data (Dörnyei, 2007). To be specific, the transcribed and translated data was reviewed several times and notes were added. Then, extracts relevant to student attitudes and confidence were grouped and categorized.

CHAPTER 4.

RESULTS AND DISCUSSION

This chapter reviews the quantitative and qualitative results of the experiment based on the research questions and discusses the findings. First, Section 4.1 addresses the first research question on whether listening strategy instruction helps L2 learners to improve their comprehension ability to listen to English varieties. For this, the results from a one-way repeated measures ANOVA that checked the homogeneity of variance in pre-test, and ANCOVA that compared between-group difference in listening scores for three different accents are reported. Afterward, the possible interpretation of the findings is provided. Next, in order to answer the second research question, ‘to what extent do student attitudes and confidence change towards English varieties’, the findings from Multiple Response Analysis, Cross Tabulation Analysis (X^2) and paired *t*-test are reported in Section 4.2. Lastly, in order to better understand the impact of listening strategy instruction and the second research question on changes in student attitude and confidence, the findings from the group and individual interviews with selected students are discussed in Section 4.3.

4.1. Effects of Listening Strategy Instruction (*LSI*)

The first research question (Does listening strategy instruction help L2 learners to improve listening ability to comprehend English varieties?) sought to examine the effects of strategy instruction on students' listening scores. To address the first research question, two statistical analyses were run. To address the first research question, the pre-test scores in each group were compared by means of a one-way repeated measures ANOVA. This is because it was necessary to check the homogeneity of the participants' pre-test scores of all of the groups. As for the second step, ANCOVA was conducted to find differences in listening comprehension test scores of the three experimental groups.

Table 4.1 summarizes the descriptive statistics of mean scores and the standard deviations for listening comprehension obtained in the pre-test and the post-test. With regard to the comprehension tests, one point was given to each item on the test, which was composed of 39 items in total including 27 multiple choices and 12 fill-in-the-gaps. Although they were different types of items, the points were given based on correct answers. Therefore, regardless of item types, 1 point was given to each, and the total scores were analyzed. Consequently, the maximum score for listening comprehension test was 39 and the minimum score for listening comprehension was 0.

Table 4.1 Descriptive Statistics of Results for Listening Comprehension

Group (Pronunciation)		Listening Comprehension	
		Mean	SD
GA (<i>n</i> =20)	Pre-test	7.40	1.57
	Post-test	8.20	1.77
RP (<i>n</i> =20)	Pre-test	4.10	1.71
	Post-test	6.65	1.73
AU (<i>n</i> =20)	Pre-test	5.30	1.89
	Post-test	6.35	1.81

NOTE: GA=General American, RP=Received Pronunciation, AU=General Australian

As shown in **Table 4.1**, the mean scores of the three pronunciation groups in terms of listening comprehension scores increased notably after the intervention. Furthermore, it can be observed that the RP group achieved the greatest improvement in listening scores in the post-test (i.e., $M_{RP_Pre} = 4.10$, $SD_{RP_Pre} = 1.71$; $M_{RP_Post} = 6.65$, $SD_{RP_Post} = 1.73$) compared to other groups ($M_{GA_Pre} = 7.40$, $SD_{GA_Pre} = 1.57$; $M_{GA_Post} = 8.20$, $SD_{GA_Post} = 1.77$; $M_{AU_Pre} = 5.30$, $SD_{AU_Pre} = 1.89$; $M_{AU_Post} = 6.35$, $SD_{AU_Post} = 1.81$).

Before investigating the effects of the treatment statistically, it was necessary to check the homogeneity of the pre-test scores of all the groups. Therefore, the one-way repeated measures ANOVA was performed, and detected that the difference between the three groups was not statistically significant (see **Table 4.2**). Thus, it is now meaningful to compare the post-test scores by controlling covariates (i.e. pre-test scores of all the groups).

Table 4.2 Results of the one-way repeated measures of ANOVA on Pre-test

	Listening Comprehension					
	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>Sig.</i>	<i>Partial η²</i>
Groups	111.600	2	55.800	32.258	.000	.629
Error	65.733	38	1.730			

NOTE: * $p < .05$; ** $p < .01$

As the second step, the post-test scores between groups were compared performing ANCOVA to explore whether the difference between groups was statistically significant in the post-test while controlling the pre-test scores of the three groups. The summary of the results is displayed in **Table 4.3**.

Table 4.3 Results of ANCOVA on Post-test Scores

Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>Sig.</i>	<i>Partial η²</i>						
							Listening Comprehension					
Corrected Model	216.494	3	72.165	78.183	.000	.807						
Intercept	15.977	1	15.977	17.310	.000	.236						
Pre-test	132.260	1	132.260	143.290	.000	.719						
Group	54.023	2	27.012	29.264	.000	.511						
Error	51.690	56	.923									
Total	2975.000	60										
Corrected Total	268.183	59										

NOTE: The significance level was set at $p < .05$.

Table 4.3 shows that the F value of the impact of independent variable is 29.264, which is significant because its probability ($p = .000$) is smaller than the significance level ($.05$). This means that a significant difference exists between

the mean scores of the three groups in the post-test. This indicates that the method of instruction produced a significant effect on the post-test mean scores when covariate effect (i.e. the pre-test) was controlled. In other words, the result shows that there was significant difference among GA ($M = 8.20$, $SD = 1.77$), RP ($M = 6.65$, $SD = 1.73$) and AU ($M = 6.35$, $SD = 1.81$) groups at the specified .05 level of significance, $F = 29.264$, $p = .000$, and $\eta^2 = .511$. With regard to the magnitude of the difference, the effect size of .511 based on Cohen (1988) is considered to be large. These findings imply that the listening strategy instruction resulted in considerably high gains in students' listening ability to comprehend different English dialects. In addition, to determine the area of differences, *Bonferroni's Post Hoc* analysis was further carried out shown in **Table 4.4**.

Table 4.4 Bonferroni's Post-hoc Analysis of the Groups Mean Scores

Pron_Groups	MD	Std. Error	Sig.	95% CI	
				Lower Bound	Upper Bound
GA vs. RP	-1.354*	.389	.003	-2.313	-.394
RP vs. AU	2.406*	.316	.000	1.625	3.187
AU vs, GA	-1.052*	.341	.009	- 1.893	-.211

* $p < .05$

Based on the *Post Hoc* comparison, the difference between GA & RP ($MD = -1.354^*$), RP & AU ($MD = 2.406^*$), and AU & GA ($MD = -1.052^*$) are statistically significant. It proved that teaching strategies made a significant development in the students' listening comprehension for all the accents.

With regard to within-group changes in listening comprehension, all of the three groups demonstrated significant growth over five-week of the intervention. In order to interpret the meaning of the observed findings, the previous researches in listening instruction in L2 contexts may provide some insights. For example, some scholars (e.g., Chen, 2005, 2007; Cross, 2011; Goh, 1997, 2002; Graham, 2006; Siegel, 2011b, 2012, 2014; Vandergrift, 1997, 2003) investigated the effect of strategy instruction on EFL students' listening comprehension. They found that the participants' listening comprehension ability increased with the help of learning strategies, though some researchers (e.g., Chen, 2005) reported that several students had difficulties in using strategies. To investigate more on the effect of strategy instruction systematically, Vandergrift (2003) examined how different levels of English learners used strategies when listening to L2 recordings for two years. He found that there was a significant difference between skilled and unskilled learners with regard to using strategies. The results showed that higher proficient speakers utilized metacognitive strategies from both top-down and bottom-up flexibly. Such findings from earlier researches and the result of this current study lead to assumption that the listening strategy instruction is effective to teach various English accents in L2 listening classroom, particularly, taking into consideration that the students participated in this study were exposed to English varieties within a comparatively short period of ten sessions over five weeks.

Therefore, the current study provides evidence that the application of listening strategy instruction within the EFL contexts could play a significant

role in enhancing students' English listening performance for various dialects. This result also supports a great deal of prior research including Chamot et al. (1987), DeFillipis (1980), Siegel (2014, 2015), Swaffar & Bacon (1993), and Vandergrift (2003). Furthermore, this study highlights the importance of introducing English varieties with listening strategies in second language listening classrooms particularly for pre-intermediate students to become more proficient in their language learning process.

In addition, these findings regarding the increased listening scores suggest strong support for the facilitative effect of listening strategy instruction to teach English varieties. This may have been due to a scaffolding effect by the interlocutors including the teacher and the peers (e.g., Burns, 2013; Goh, 2005; 2008, Siegel, 2014, 2015), which in turn enabled the students to comprehend the contents and distinguish the phonological cues. Goh (2008) stated that explanation on the process of listening by a teacher is beneficial for learners, as they learn 'how' to listen (Siegel, 2014, 2015). Moreover, along with the scaffolding, the materials could have assisted the students to engage in listening activities deeply.

Another possible explanation could be the familiarity with accents. To be specific, the learners could become familiar with the particular dialects by a considerable amount of input, which facilitated students' understanding of the accents (e.g., Adank et al., 2009; Adank & Janse, 2010, Derwing & Munro, 1997; Gass & Varonis, 1984). In other words, by providing opportunities to listen to various dialects, the participants could have become more familiar with

the various English accents with which they had few or no contacts before the project.

In sum, findings indicated that students' improvement in listening to various English accents were the results of teaching strategies based on the interlocutors' facilitation and the familiarity effects through the constant exposure to the different dialects.

4.2. Effects of *LSI* on Attitudes and Confidence

The results in regard to the second research question (To what extent do student attitude and confidence change toward English varieties?) are presented with discussion of findings. To be specific, this section was directed to an investigation of the effects of listening strategy instruction on Korean university EFL learners' changes in their attitude and confidence towards English varieties. First, Section 4.2.1 and 4.2.2 present the results of quantitative data analysis. Section 4.2.3 reports on results from interviews.

4.2.1. Results of Questionnaires

To address the second research question (To what extent do student attitude and confidence change towards English varieties?), results of the pre-survey and post-survey were compared. First, questionnaires on perception and

attitudes towards English were examined before and after the intervention. Before the treatment, 30% of the students answered that they studied English to obtain high TOEIC scores. 50% of the students said that English is just a foreign language like Chinese or Japanese, although the majority of them felt that having high English proficiency helps them for job-hunting. However, most of them were not willing to get a job abroad except for only two students who hoped to work in foreign countries. Lastly, 75% of the students desired to have native-like pronunciation (see **Table 4.5**).

Table 4.5. Results of Pre-survey: Perception & Attitudes towards English

Questions	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	6 (%)	M (SD)
1 I study English to get a better score on TOEIC	5 (25)	5 (25)	2 (10)	6 (30)	2 (10)	0 (0)	2.75 (1.410)
2 Just like Chinese or Japanese, English is a foreign Language	2 (10)	1 (5)	3 (15)	1 (5)	3 (15)	10 (50)	4.60 (1.789)
3 English spoken by Koreans is easy to understand	1 (5)	3 (15)	7 (35)	3 (15)	4 (20)	2 (10)	3.60 (1.392)
4 As long as it is understood, incorrect English is acceptable.	0 (0)	0 (0)	4 (20)	4 (20)	7 (35)	5 (25)	4.65 (1.089)
5 Even though I can't understand other people's English, I will continue the conversation.	0 (0)	2 (10)	9 (45)	5 (25)	3 (15)	1 (5)	3.60 (1.046)
6 I prefer friends from the USA or the UK to those from Asia.	4 (20)	4 (20)	6 (30)	4 (20)	1 (5)	1 (5)	2.85 (1.387)
7 Having high English proficiency is advantageous for job hunting.	0 (0)	1 (5)	4 (20)	3 (15)	2 (10)	10 (50)	4.80 (1.399)
8 I would choose the USA or the UK for studying or travelling	3 (15)	4 (20)	5 (25)	2 (10)	1 (5)	5 (25)	3.45 (1.820)
9 I am willing to go abroad if appointed to work there.	5 (25)	6 (30)	4 (20)	2 (10)	1 (5)	2 (10)	2.70 (1.593)
10 I envy those who use American or British like pronunciation.	0 (0)	1 (5)	2 (10)	4 (20)	3 (15)	10 (50)	4.95 (1.276)
12 It's more important to use Korean correctly.	1 (5)	3 (15)	4 (20)	3 (15)	5 (25)	4 (20)	4.00 (1.556)

After the intervention, the students' answers were slightly changed. Notably, their main purpose of studying English was no longer to achieve a good result in TOEIC exam. In addition, 60% of the students were willing to accept incorrect English after the intervention, compared to only 25% answered 'yes' to the same question in the pre-survey. In other words, the students' attitudes towards various English accents changed positively; they began to feel that delivering meaning is more important than speaking perfect or native-norm based English. Moreover, although there was a marginal difference, 50% of the students answered that they are willing to continue having conversations with different L1 speakers despite difficulties in understanding their accents in the post-survey. (see **Table 4.5 and 4.6**).

Nonetheless, 50% of the participants still felt that they are not confident in working outside Korea, which did not change compared to the pre-survey result with 55%. Moreover, more than the half of the students are still willing to have American or British like pronunciation, even though the percentage decreased from 75% to 55% (see **Table 4.5 and 4.6**).

Table 4.6 Results of Post-survey: Perception and Attitudes towards English

Questions	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	6 (%)	M (SD)
1 I study English to get a better score on TOEIC	<u>9</u> (45)	4 (20)	3 (15)	0 (0)	4 (20)	0 (0)	2.30 (1.559)
2 Just like Chinese or Japanese, English is a foreign Language	2 (10)	0 (0)	0 (0)	1 (5)	3 (15)	<u>14</u> (70)	5.25 (1.552)
3 English spoken by Koreans is easy to understand	2 (10)	1 (5)	4 (20)	3 (15)	<u>7</u> (35)	3 (15)	4.05 (1.538)
4 As long as it is understood, incorrect English is acceptable.	0 (0)	0 (0)	0 (0)	3 (15)	5 (25)	<u>12</u> (60)	5.45 (.759)
5 Even though I can't understand other people's English, I will continue the conversation.	0 (0)	3 (15)	7 (35)	<u>6</u> (30)	<u>3</u> (15)	<u>1</u> (5)	3.60 (1.095)
6 I prefer friends from the USA or the UK to those from Asia.	3 (15)	2 (10)	<u>10</u> (50)	4 (20)	1 (5)	0 (0)	2.90 (1.071)
7 Having high English proficiency is advantageous for job hunting.	1 (5)	1 (5)	2 (10)	3 (15)	6 (30)	<u>7</u> (35)	4.65 (1.461)
8 I would choose the USA or the UK for studying or travelling	3 (15)	<u>4</u> (20)	3 (15)	3 (15)	3 (15)	<u>4</u> (20)	3.55 (1.791)
9 I am willing to go abroad if appointed to work there.	<u>7</u> (35)	3 (15)	5 (25)	2 (10)	1 (5)	2 (10)	2.65 (1.663)
10 I envy those who have American or British like pronunciation.	1 (5)	1 (5)	1 (5)	6 (30)	4 (20)	<u>7</u> (35)	4.60 (1.429)
12 It is more important to use Korean correctly.	1 (5)	0 (0)	<u>7</u> (35)	3 (15)	5 (25)	4 (20)	4.15 (1.387)

In sum, it can be inferred that student attitudes towards English varieties changed positively after the instruction, as they became more likely to accept incorrect English as long as they do not interfere in understanding the contents, but they still preferred to have native English accents. Nevertheless, the five-week intervention was not long enough to help them improve confidence in listening to various English dialects. For example, they are still afraid of being employed outside Korea.

In order to identify changes in participants' perception of English varieties and confidence in listening to various accents before and after the instruction statistically, the answers for scalar judgments of respondents in five English varieties (i.e. American, British, Australian, Canadian, and New Zealand accents) from the Inner Circle were analyzed through a Multiple Response Analysis, paired *t*-test and a Cross Tabulation Analysis (X^2). The five accents were decided according to Kachru's (1992) definition of Inner Circle where people use English as their first language including U.K., U.S.A., Australia, New Zealand, Ireland and Anglophone Canada.

The participants were asked to select all possible answers. Their pre-survey answers for 'which country owns English?' were represented in the **Table 4.7**. In the pre-survey, all the participants answered that America owns English, 80% chose Britain, and 70% selected Australia as the country which owns English. Only 10% of the participants answered that all the countries own English. However, the pattern was changed after the treatment. All the participants answered that both America and Britain own English, and 17 out of 20 participants, which accounted for 85%, answered that both Australia and Canada own English. Moreover, 75% said that New Zealand also owns English as their own language. Lastly, 25% of the participants think that other countries can own English (see **Table 4.7**). From the results, it can be said that most students' perception of the ownership of English has changed, and the concept of world Englishes is emerging for them.

Table 4.7 Results of Survey: Which country owns English?

Countries	Pre-survey		Post-survey	
	Frequencies	Percent (%)	Frequencies	Percent (%)
America	20	29.0%	20	21.3%
Britain	16	23.2%	20	21.3%
Australia	14	20.3%	17	18.1%
Canada	10	14.5%	17	18.1%
New Zealand	7	10.1%	15	16.0%
Others	2	2.9%	5	5.3%
Total	69	100.0%	94	100.0%

NOTE. Inner Circle Countries are U.K., U.S.A, Australia, New Zealand, Ireland and Anglophone Canada. (Kachru, 1992)

As shown in **Table 4.7**, 100% of the students answered that America owns English in the pre-survey and post survey. Also, 80% said that Britain owns English in the pre-survey, but the rate increased to 100% in the post-survey. As the two figures stood out distinctively from others, these were compared and analyzed statistically. To examine whether there were significant changes before and after the treatment, a Cross Tabulation Analysis (X^2) was performed.

Table 4.8 Results of X^2 : ‘Which country owns English?’: SS answered ‘US’

Which country owns English? (US)					
America	Pre-treatment		Post-treatment		$X^2 (p)$
	Frequencies	Percent (%)	Frequencies	Percent (%)	
Yes	19	95.0%	20	100.0%	1.026 (.311)
No	1	5.0%	0	0.0%	
Total	20	100%	20	100%	

* $p < .05$

Table 4.9 Results of X^2 : ‘Which country owns English?’: SS answered ‘GB’

Which country owns English? (GB)					
Britain	Pre-treatment		Post-treatment		X^2 (p)
	Frequencies	Percent (%)	Frequencies	Percent (%)	
Yes	16	80.0%	20	100.0%	4.444 (.035*)
No	4	20.0%	0	0.0%	
Total	20	100%	20	100%	

* $p < .05$

As **Table 4.8** shows, the Pearson Chi-Square for the first table (i.e., America owns English) is 1.026, and the p -value is .311. This indicates that there is no statistically significant association between the instruction and the students’ answer (i.e. America owns English.). However, as the **Table 4.9** shows that ($X^2 = 4.444$, $p = .035$) the participants changed their attitudes towards the ownership of English; they not only think English is owned by America, but also by Great Britain (see **Table 4.9**).

In order to find out an expansion of perception towards the ownership of English, a paired t -test of the number of students who chose America and/or Britain as the country, which owns English, was conducted. The number of multiple responses that the participants chose before and after the treatment were calculated, and then the paired t -test was performed.

At the time of pre-survey, most participants only chose America or Britain, which owns English, but after the treatment, the majority of the participants chose most of the options (i.e., English from the Inner Circle). As **Table 4.10** depicts, this change is significantly meaningful ($t = -4.194$, $p < .01$).

Therefore, the instruction successfully affected the participants' perception of English ownership.

Table 4.10 Results of Paired *t*-test: 'Which country owns English?'

	N	Mean	SD	<i>t</i>	df	<i>p</i>
Pre_accent_N	20	3.45	1.701	-4.194	19	.000*
Post_accent_N	20	4.70	1.302			

**p* < .01

Then, the answers of the second question, 'which is the standard English?' were examined with Multiple Response Analysis and a Cross Tabulation Analysis (X^2). 70% of the students thought that American English is the only Standard English before the instruction, whereas merely 15% of the students answered that British English is the Standard English. In addition, another 15% said that there is no Standard English and it maintained at the same percent after the treatment. However, 31.8% of the students answered that British English is Standard English after the instruction, and this percent is almost doubled (31.8%) compared to the pre-treatment stage, which accounts for 15% (see **Table 4.11**).

Table 4.11 Results of *MRA*: 'Which is Standard English?'

Standard English	Pre-survey		Post-survey	
	Frequencies	Percent (%)	Frequencies	Percent (%)
GA	14	70.0%	12	54.5%
RP	3	15.0%	7	31.8%
No standard English	3	15.0%	3	13.6%
Total	20	100.0%	22	100.0%

NOTE: *MRA* (Multiple Responses Analysis)

In order to investigate whether there are any statistical differences in participants' perception towards Standard English before and after the treatment, a Cross Tabulation Analysis (X^2) was conducted by calculating frequencies in choosing either American or British English as Standard English (see **Table 4.12 and 4.13**).

Table 4.12 Results of X^2 : 'Which is Standard English?': Ss answered 'US'

Which country's accent is the standard? (American)					
Standard E	Pre-treatment		Post-treatment		$X^2 (p)$
	Frequencies	Percent (%)	Frequencies	Percent (%)	
Ame = SE	14	70.0%	12	60.0%	.440 (.507)
Ame \neq SE	6	30.0%	8	40.0%	
Total	20	100%	20	100%	

* $p < .05$

NOTE: Ss= students

Table 4.13 Results of X^2 : 'Which is Standard English?': Ss answered 'GB'

Which country's accent is the standard? (British)					
Standard E	Pre-treatment		Post-treatment		$X^2 (p)$
	Frequencies	Percent (%)	Frequencies	Percent (%)	
Bri = SE	3	15.0%	7	35.0%	2.133 (.144)
Bri \neq SE	17	85.0%	13	65.0%	
Total	20	100%	20	100%	

* $p < .05$

NOTE: Ss= students, GB=Great Britain

The results showed that there is no significant difference ($X^2 = .440, p > .05$) in participants' perception on Standard English before and after the treatment, even though there was a slight increase in changing standard English perception among the participants; only 15% of the participants thought British English is

Standard English before the instruction, but after the instruction, 35% of the participants answered that British English is Standard English along with American English. This means that Korean university students still consider American English as the Standard English.

The third question, ‘which accent do you want to have?’, was asked to the participants to examine whether the treatment affected their preference in English accents (see **Table 4.14**).

Table 4.14 Results of MRA, ‘Which accent do you want to have?’

Pronunciation	Pre-survey		Post-survey	
	Frequencies	Percent (%)	Frequencies	Percent (%)
American (pre)	11	45.8%	8	33.3%
British (pre)	11	45.8%	15	62.5%
Others (pre)	2	8.3%	1	4.2%
Total	24	100.0%	24	100.0%

NOTE. MRA (Multiple Responses Analysis)

As the result shows (see **Table 4.14**), almost half of the students wished to have either American or British accents in the pre-survey, but the percent was changed after the treatment. 33.3% of the students answered that they preferred to speak with American accent, and 62.5% of the students preferred to have British dialect in the post-survey. As there were only few students answered that they do not have any preferences in accents, only the answers for US and GB were statistically analyzed with Cross Tabulation Analysis (see **Table 4.15 and 4.16**).

Table 4.15 Results of X², ‘Which accent do you want to have?’: US

Which English pronunciation do you want to have the most? (American)					
Pronunciation	Pre-treatment		Post-treatment		X ² (<i>p</i>)
	Frequencies	Percent (%)	Frequencies	Percent (%)	
American					
Yes	11	55.0%	8	40.0%	.902 (.342)
No	9	45.0%	12	60.0%	
Total	20	100%	20	100%	

* *p* < .05

Table 4.16 Results of X², ‘Which accent do you want to have?’: GB

Which English pronunciation do you want to have the most? (GB)					
Pronunciation	Pre-treatment		Post-treatment		X ² (<i>p</i>)
	Frequencies	Percent (%)	Frequencies	Percent (%)	
British					
Yes	11	55.0%	15	75.0%	1.758 (.185)
No	9	45.0%	5	25.0%	
Total	20	100%	20	100%	

* *p* < .05

Also, the answer of the question, which investigates the students’ opinion for the future use of various English dialects in textbooks, was analyzed. By looking at the data, it can be clearly seen that the participants began to understand the importance of adopting all English varieties into English textbooks. Before the treatment, only 25% answered that all English varieties should be dealt in textbooks, but 44.4% answered that English textbooks should include all dialects after the intervention (see Table 4.17).

Table 4.17 Results of MRA, ‘Which accent should be dealt in textbooks?’

Pronunciation	Pre-survey		Post-survey	
	Frequencies	Percent (%)	Frequencies	Percent (%)
American (pre)	11	55.0%	8	29.6%
British (pre)	4	20.0%	7	25.9%
All varieties (pre)	5	25.0%	12	44.4%
Total	24	100.0%	27	100.0%

NOTE. MRA (Multiple Responses Analysis)

However, those changes were not statistically significant ($X^2= 3.750$, $p = .053$) according to the Cross Tabulation Analysis (X^2), but it is important to note that more than half (55%) of the participants considered learning multi dialects is necessary in classroom after the treatment.

Also, to investigate whether the students were satisfied with the materials and instruction, questionnaires were conducted based on Likert scale, 1 as ‘strongly agree’ and 6 as ‘strongly disagree’. Although 65% of the students felt that their listening skills were generally improved, 70% answered that the level of their confidence did not increase. Nonetheless, the majority of the students said that materials and instruction were helpful and useful. More importantly, 75% answered that strategies were useful to comprehend the contents (see **Table 4.18**). In order to find out which strategies are specifically useful, in-depth interview was conducted presented in the next section.

Table 4.18 Questionnaires on Instructions and Materials

Survey	Strongly disagree					Strongly agree	Mean (SD)
	(1)	(2)	(3)	(4)	(5)	(6)	
Became confident	4 (20%)	<u>5</u> (25%)	<u>5</u> (25%)	4 (20%)	0 (0%)	2 (10%)	2.85 (1.496)
Improved listening	0 (0%)	2 (10%)	5 (25%)	<u>6</u> (30%)	<u>5</u> (25%)	2 (10%)	4.00 (1.170)
Teacher was helpful	0 (0%)	0 (0%)	0 (0%)	3 (15%)	5 (25%)	<u>12</u> (60%)	5.45 (.759)
Class was interesting	0 (0%)	0 (0%)	0 (0%)	1 (5%)	6 (30%)	<u>13</u> (65%)	5.60 (.598)
Materials were useful	0 (0%)	0 (0%)	0 (0%)	4 (20%)	<u>11</u> (55%)	5 (25%)	5.05 (.686)
Activities were useful	0 (0%)	0 (0%)	0 (0%)	<u>7</u> (35%)	<u>7</u> (35%)	6 (30%)	4.95 (.826)
Strategy was useful	0 (0%)	1 (5%)	0 (0%)	4 (20%)	6 (30%)	<u>9</u> (45%)	5.10 (1.071)

4.3. Student Interviews

In order to answer the second research question (To what extent do student attitude and confidence change towards English varieties?), group and in-depth interviews on attitudes and confidence in listening to English varieties were conducted. Also, general questions about instruction, materials, and activities including the listening strategy instruction were asked.

Most students were satisfied with teaching and class-related materials and activities. All agreed that English is very important, as the society requires potential employees to have such ability, but they added that it is very difficult to become fluent in English. They all believed that English is an international English and it is widely used, so learning English is imperative for their lives.

The majority of the students answered that learning strategies was useful even though it was difficult sometimes. Also, they showed positive attitude towards the materials, because it was unique and they had never studied English by learning strategies before. Furthermore, distinguishing various accents was new to them but considered useful.

Among the strategies used during the intervention, some students answered that they enjoyed ‘schema and background knowledge activation’ and ‘prediction’ strategies; it is because they were helpful to understand the whole story as they could guess or imagine the contents before listening to or watching the materials. Moreover, a student added that whenever his expectation was correct, he felt a sense of achievement. However, another student expressed that using strategies were sometimes distracting for her, because she could not pay attention to the details of the contents, especially when her prediction was different from the materials used in the classroom.

80% of the students mentioned that one of the bottom-up strategies, ‘detail identification’ was the most useful strategy to recognize differences among various accents, since segmental features are some of the key factors to distinguish British, Australian and American dialects, and they added that it was the easiest and most distinctive strategy they could use.

After the treatment, 60% of the students answered that they now prefer to have a British accent, whereas about less than 40% still prefer American accent, but most of them agreed that they would like to understand all English varieties. Some of the participants commented that they preferred American English

before, but now they felt that British accent sounds more attractive and easier to listen, and now they can distinguish American, British and Australian accents although it is still not clear to comprehend Australian English. A few students mentioned that they tend to pay attention to the British accent outside classes while listening to music or watching a movie, and they could understand the contents better after the practice through the course.

The students also took part in a group interview, and group 1 chose the listening test (i.e., pre-test and post-test) as the least favorite activity throughout the course, as they felt pressure on the tests. Nonetheless, they both liked watching one or two scenes from a movie in detail focusing on using various strategies (e.g., main idea identification, inference, chunking words and information). In addition, they particularly liked watching the movie, *Kingsman* because action scenes were impressive and they all agreed that visually appealing movies are enjoyable to study English as well.

Group 2 also had a similar opinion. They liked learning from a movie, and the strategy-based activities were helpful. One said that ‘recognizing differences in tone’ was a new strategy for him, and it was useful in understanding intentions of speakers. Also, they felt that they became more interested in knowing about English varieties, but they agreed that they need more time to improve general listening comprehension ability.

Group 3 added that they became more confident when listening to various accents as they can recognize pronunciation differences using ‘detail identification’ strategy now, but others still concerned about their listening

ability, but they all agreed that their listening comprehension skill is likely to improve if they keep studying English in the way they had learned throughout the course. Specifically, they mentioned that learning strategies were useful as they can now listen to important words by focusing on the length of words or accents. In addition, they said that explanation of segmental features depending on various English accents was constructive for them.

Then, the students were questioned whether they became confident to listen to the various English dialects. Most of them still felt unconfident, although they believed that their general listening skills have enhanced. It is mainly because the course lasted only for five weeks. However, as listening comprehension abilities improved throughout the course, there is a high possibility to raise the participants' confidence level if more extended listening instruction is given.

After the group interview, an in-depth interview was conducted. The students with the most (student A) and least (student B) improved listening scores were asked questions about the class and English varieties. Student A had the positive propensity about the class, because he only experienced North American English previously, and he answered that learning about British and Australian accents was beneficial, since he could listen to British English better by practicing. He also noted that strategies including 'expecting words', 'schema and background knowledge activation', and 'inference' were advantageous for him, because he became more confident in comprehending English, and 'finding markers' and 'recognizing tones' were very useful.

On the other hand, student B had a different opinion about learning English varieties. She rated herself as a beginner level, and she does not understand why she should learn English because having high proficiency in English is not a requirement for her future career. Furthermore, she felt that strategies like ‘detail identification’ and ‘recognizing segmental features’ were distracting to understand whole contents because she concentrated on the differences in accents too much. This interview results suggest that introducing strategies should be carefully handled considering students’ proficiency levels and their background including their characteristics.

4.4. Summary of this Chapter

This chapter has illustrated the outcomes of the study including the results, which were analyzed with the one-way repeated measures ANOVA and ANCOVA. By comparing the test scores of listening to General American, Received Pronunciation, and Australian accents, the current study showed that listening strategy instruction was helpful to improve the students’ listening comprehension scores for all the three dialects. Also, questionnaires which dealt with student attitude and confidence change towards English varieties were examined and analyzed with the Multiple Response Analysis, paired *t*-test and Cross Tabulation Analysis (X^2) methods. The results indicated that the students still showed a strong preference in having native-like accents although most of

them began to understand the concept of various English accents. They especially expressed a positive perspective on British dialect, which was different in that the majority of them chose American accent as their most favorite one before the intervention. In addition, the students agree that English varieties should be introduced and included in English textbooks in Korea.

Given the group and in-depth individual interviews, most students enjoyed listening strategy instruction to learn about English varieties, though strategy preference were varied individually; some mentioned that ‘schema and background activation’ and ‘prediction’ were useful, and others considered ‘identification of details’ effective. It is important to note that most of the students said that ‘identifying segmental features’ was one of the most effective strategies to learn and distinguish different accents.

CHAPTER 5.

CONCLUSION

The present study sought to examine the effects of listening strategy instruction on EFL students' listening development, particularly on listening to the three English varieties from the Inner Circle. This chapter summarizes the major findings of the present study. First, a summary of major findings and pedagogical implications are presented in Section 5.1. The chapter, then, concludes with reporting limitations and suggestions for the future research in Section 5.2.

5.1. Major Findings and Pedagogical Implications

The main purpose of the study was to investigate the effect of listening strategy instruction on Korean EFL university students' listening comprehension ability focusing on the Inner Circle varieties (American, British, and Australian accents), and to what extent student attitudes and confidence change towards English varieties. The study was conducted in a university in Korea, as a part of a required English course for the students over a period of thirty hours for five weeks. A mixed-method research design was adopted to collect both quantitative and qualitative data.

Regarding the first research question that examined the effects of strategy instruction on listening ability to comprehend three English dialects, the results

of the study revealed that the intervention is significantly effective in developing students' listening comprehension ability for English varieties, especially for British accents. As for the second research question about attitudes and confidence change towards English varieties, questionnaires and interview results suggested that the students enjoyed the use of multimedia and learning various accents with listening strategy instruction. Based on students' responses, it appeared that the use of bottom-up and top-down activities helped students to understand the contents and dialects better, to enhance engagement in listening to various accents. Additionally, the students reported that the instruction, materials and strategies taught in the course affected their ability to listen to various English accents as well as understanding contents, and especially they enjoyed learning the differences among American, British, and Australian dialects. Overall, this study adds evidence on the benefits of strategy instruction for listening development. Also, it provides empirical evidence that this approach can yield positive gains for teaching and adopting various English accents into EFL classrooms. The findings have confirmed the benefits of listening strategy instruction in improving students' listening ability to the various English dialects and provided implications for how EFL teachers could help their students improve their listening skills for English varieties. In particular, the results indicated that implementing various accents into EFL university classroom could have a positive impact on learners to become familiar with and aware of English as a lingua franca.

In addition, questionnaires were performed to find any attitudinal changes towards English varieties. Most students chose American English as Standard English and US as the country, which owns English, but after the intervention, some selected all countries from the Inner Circle and other nations as well. However, the students still have a preference to have English accents spoken by natives; the majority of the participants liked to have an American accent at the beginning of the course whereas after the treatment, many preferred to speak English with British English dialect. Furthermore, the interviews proved that students could benefit from learning strategies and being exposed to various English accents, since all the participants agreed that the method was useful and enjoyable. Also, even though their confidence in listening to English varieties showed little change, they demonstrated the possibility to enhance listening skills by practicing for a more extended period. Nevertheless, some expressed negative views towards dealing with English varieties in L2 classroom, as they might be more confused and they would like to learn various dialects when they become more proficient in English.

In sum, this study provides evidence to support the positive effect of listening strategy instruction when introducing various accents to an L2 classroom. Therefore, it can guide teachers and school administration to decide a design for curriculum and the best way to use this method with multimedia to support teaching practice. This is the first study, to my knowledge, to investigate the effectiveness of teaching English varieties with the help of listening strategy instruction at a university in Korea. Therefore, this study provides possibilities to

adapt and modify this method to introduce various English dialects in the Korean classroom context.

5.2. Limitations and Suggestions for Future Research

There are several recommendations for future research. Firstly, since the major drawback of the study is that it involved a small sample size of participants, further research with a larger sample size is needed. Secondly, the study included final year university students only. Therefore, it is suggested to investigate the effects of listening strategy instruction on understanding and comprehending English varieties by middle- or high school students or adult English learners to obtain more generalizable results. In addition, as this study was only limited to the Inner Circle English, the English varieties from the Outer and Expanding Circles should be examined further. The results provide compelling evidence for the effectiveness of listening strategy instruction and suggest that the listening instruction with multimedia-based materials appear to be an effective approach in improving listening comprehension.

Despite these limitations, the study not only adds to the existing research the effectiveness of listening strategy instruction on improving listening to English varieties, but also provides pedagogical implications for teachers as to the question of how the intervention can be adopted in the classroom when introducing various English accents.

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APPENDICES

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APPENDIX 1-1. Pre-test and Post-test

<Pre-Test and Post-Test Part 1: Multiple-choice>

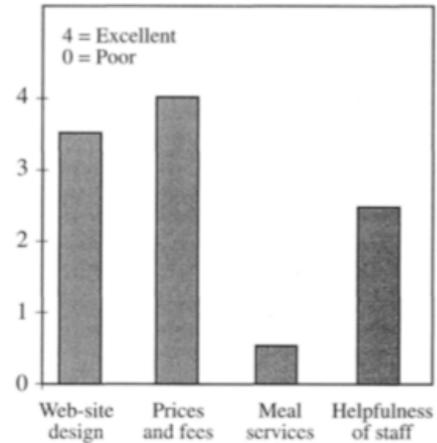
Test: Retrieved and selected items from (2016) ETS TOEIC Test book, LC, Test 2, Part 4

71. What is the radio broadcast mainly about?
(A) Local traffic conditions
(B) An annual celebration
(C) An agricultural report
(D) A town-meeting schedule
72. What does the speaker say will happen on Elm Street?
(A) Produce will be sold.
(B) Street repairs will be completed.
(C) A new shop will open.
(D) A parade will take place
73. What does the speaker suggest listeners do on Saturday?
(A) Avoid parking on Elm Street
(B) Visit an amusement park
(C) Prepare for rain
(D) Listen to a radio news report
-
74. Where is the talk taking place?
(A) At an art studio
(B) At a construction site
(C) At a hotel
(D) At an energy plant
75. Who most likely are the listeners?
(A) Architects
(B) Scientists
(C) Hotel managers
(D) Event planners
76. What is mentioned about the materials used?
(A) They are produced locally.
(B) They are inexpensive.
(C) They are environmentally friendly
(D) They are hard to find.
77. Who most likely is the speaker?
(A) A news reporter
(B) A movie director
(C) A real estate agent
(D) A town official
78. What is Dougherty Films looking for?
(A) Movie title suggestions
(B) Additional funding
(C) A lead actor
(D) A filming location
79. What does the speaker imply when she says, "But this is Santiago Diaz we're talking about"?
(A) She has never heard of Santiago Diaz
(B) She had previously mentioned the wrong name.
(C) Santiago Diaz is very famous.
(D) Santiago Diaz will be interviewed next.
-
80. Where is the talk taking place?
(A) At an art studio
(B) At a construction site
(C) At a hotel
(D) At an energy plant
81. Who most likely are the listeners?
(A) Architects
(B) Scientists
(C) Hotel managers
(D) Event planners
82. What is mentioned about the materials used?
(A) They are produced locally.
(B) They are inexpensive.
(C) They are environmentally friendly
(D) They are hard to find

83. What most likely is being advertised?
(A) A vision correction center
(B) A computer repair shop
(C) A medical school
(D) A shopping center
84. According to the speaker. Why should listeners choose this business?
(A) It has an experienced staff
(B) It has reasonable rates.
(C) It has a large selection of items.
(D) It is open seven days a week.
85. What special offer is being made?
(A) An extended warranty
(B) Sample merchandise
(C) A free consultation
(D) Next-day delivery
-
86. What is the company preparing to do?
(A) Open another branch
(B) Improve customer service
(C) Research marketing trends
(D) Launch a new product
87. What goal does the speaker set for the listeners?
(A) To create a software program
(B) To get customers to meet with them
(C) To provide high-quality support
(D) To reduce production costs
88. What will listeners most likely do next?
(A) Meet the company president
(B) Call potential customers
(C) Listen to recordings
(D) Rehearse a presentation
89. What problem does the speaker mention?
(A) Some staff members must be reassigned.
(B) A shipment equipment will be delayed.
(C) A building will be without power.
(D) Some computers must be replaced.
90. What does the speaker imply when he says "you might want to wait until later to come in"?
(A) Employees should take the day off.
(B) A due date has been pushed back.
(C) Staff should not come to the office in the morning.
(D) A meeting is at an inconvenient time.
91. What does the speaker say he will do?
(A) Ask for volunteers
(B) Send colleagues a message
(C) Run a software check
(D) Meet with team leaders
-
92. What is the purpose of the call?
(A) To respond to an inquiry
(B) To confirm a reservation
(C) To apologize for an error
(D) To ask about business hours
93. What does the speaker mention about the Andrews Museum?
(A) It is being renovated.
(B) It is located next to the hotel.
(C) The current show is very good.
(D) Admission is free of charge.
94. What does the speaker offer to do?
(A) Issue a refund
(B) Reschedule a meeting
(C) Arrange a city tour
(D) Purchase tickets in advance.

95. Where does the speaker most likely work?
 (A) At a post office
 (B) At an airline
 (C) At a travel agency
 (D) At an Internet company

96. Look at the graphic. What does the speaker want the listeners to discuss?
 (A) Web-site design
 (B) Prices and fees
 (C) Meal services
 (D) Helpfulness of staff



97. What will the speaker do after the discussion?
 (A) Review some resumes
 (B) Book some tickets
 (C) Contact a customer
 (D) Create a summary

<Pre-Test and Post-Test Part 2: Fill-in-the gaps>

98.
 (A) He's _____ a _____.
 (B) He's _____ _____.
 (C) He's entering a _____.
 (D) He's pushing a _____ _____.
99.
 (A) One of the _____ is adjusting a _____ seat.
 (B) One of the women is _____ from a _____.
 (C) The women are _____ by a _____ _____.
 (D) The women are _____ some _____ to a _____.
100.
 (A) A table has _____ of _____ on it.
 (B) A _____ case is located near some _____.
 (C) Some _____ have been _____ into a _____.
 (D) Some _____ are being _____ _____.

Test: Retrieved and selected items from (2016) ETS TOEIC Test book, LC, Test 2, Part 1

APPENDIX 2. Questionnaires (Pre & Post)

Survey: Adopted and modified from Oh's (2011) study

1. When did you start learning English?
 - a. Before primary school (years old)
 - b. Primary 1st – 2nd grade
 - c. Primary 3rd grade

2. Have you ever been abroad?

Yes _____ No _____ (If you answered 'No', go to the question 3)

 - 2.1. If you answered 'Yes', which country, for what purpose, and for how long?
 - a. Country: _____
 - b. Purpose: (1) travel (2) studying (3) other _____

3. Do you practice listening comprehension outside of classroom?

Yes _____ No _____ (If you answered 'No', go to the question 4)

 - a. English listening workbooks
 - b. American/British soap operas or movies
 - c. Pop songs
 - d. Other _____

4. Read the following statement and check most appropriate number.

Strongly agree	1	2	3	4	5	6	Strongly disagree
----------------	---	---	---	---	---	---	-------------------

	Questions	1	2	3	4	5	6
1	I study English to get a better score on TOEIC	1	2	3	4	5	6
2	Just like Chinese or Japanese, English is a foreign language	1	2	3	4	5	6
3	English spoken by Koreans is easy to understand	1	2	3	4	5	6
4	As long s it is understood, incorrect English is acceptable.	1	2	3	4	5	6
5	Even though I cannot understand other people's English, I will continue the conversation with them.	1	2	3	4	5	6
6	I prefer friends from the USA or the UK to those from Asia.	1	2	3	4	5	6
7	Having high English proficiency is advantageous for job hunting.	1	2	3	4	5	6
8	I would choose the USA or the UK for studying or travelling	1	2	3	4	5	6
9	I am willing to go abroad if appointed to work there.	1	2	3	4	5	6
10	I envy those who have American or British like pronunciation.	1	2	3	4	5	6
12	It is more important to use Korean correctly than to speak English fluently.	1	2	3	4	5	6

5. Which country owns English?
 - a. USA b. Britain c. Australia d. Canada e. New Zealand
 - f. Other _____

6. Which country's accent is the standard?
 - a. USA b. Britain c. Australia d. Canada e. New Zealand
 - f. There is no Standard English accent g. Other _____

7. Which is the ideal English pronunciation?
 a. USA b. Britain c. Australia d. Canada e. New Zealand
 f. Other _____
 Why? _____
8. Which English pronunciation do you want to have the most?
 a. USA b. Britain c. Australia d. Canada e. New Zealand
 f. Other _____
 Why? _____
9. Do you want to acquire an American-accented English pronunciation?

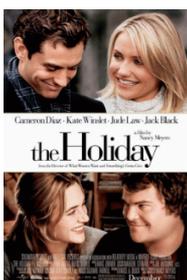
Strongly agree	1	2	3	4	5	6	Strongly disagree
----------------	---	---	---	---	---	---	-------------------
10. Do you want to acquire an British-accented English pronunciation?

Strongly agree	1	2	3	4	5	6	Strongly disagree
----------------	---	---	---	---	---	---	-------------------
11. Which country's English accent do you think the English textbooks deal with?
 a. USA b. Britain c. Australia d. Canada
 e. New Zealand
 f. Mixed by various English accents g. Other _____
12. Have you ever had a conversation with non-native English speakers?
 (1) Yes (_____)
 (2) No (_____) (If you answered 'No', go to the question 13.)
 12-1. If you answered 'Yes', where did the person come from? _____
 12-2. How did you feel with the person's English accent?
 a. It sounded like natural English.
 b. It sounded like English but it was difficult to understand.
 c. It did not sound like English.
 d. Other _____
13. If you met a non-native English speaker (e.g., Sri Kankan), what language would you use?
 a. Korean b. the other's (Sri Lankan) c. English
 d. give up having a conversation e. other _____
14. How did you learn English listening skills?
 a. comprehension check b. input flood (naturally)
 c. strategies (which one: _____)
 d. dictation e. other _____

APPENDIX 3-1. Classroom Materials (DAY 2)

Pre-listening (Before listening)

Step 1 | Background knowledge (Top-down)



Q1. Have you ever watched this film before? What do you know about this film?

Q2. Who are the actors and actresses? Do you know them? Where are they from?

Q3. What is the title of this film? Can you guess the genre of this film? Why did you think like that?

Q4. Can you guess the jobs of each character? Do they represent their nationalities or cultures?

Before you listen

Actors/Actresses	Jobs	Why?

After you listen

Actors/Actresses	Jobs	Any clues?

Step 2 | Guessing (Top down)

<Before you listen>

Look at the pictures from the scene we are going to watch. In pairs, predict the possible words and phrases that you might hear. Write down your predictions on the left column in the table below. You may use Korean if you prefer.



Predict some words and phrases	Add more words and phrase you heard

<After you listen>

As you are listening to the scene, underline or circle those words or phrases (including first-language equivalents) that you have predicted correctly. Also, please write down new information you hear.

Step 3 | Find out main idea/ a whole story (Top down)

Talk about what you have understood so far and explain how you arrived at the understanding with your partner. Identify some parts, which caused confusion or disagreement. Make a note of them.

Your understanding	Your partner's understanding	Reasons	Disagreement/ confusion

| While-listening

Step 1 | Understanding the contents (Comprehension questions)

1. How would you name the title of this scene? Can you summarize this scene in one sentence?
2. What is Amanda doing in this scene?
3. Can you guess why Amanda decided to go on a holiday? What would have happened to her?
4. What was the first thing she considered when Amanda was choosing a place to go?
5. What did Amanda do when she found a place to go?
6. What was Iris doing when she got a message from Amanda? Did they know each other?
7. What is the condition for renting Iris's house?
8. Where is Amanda staying at the moment? (Where does she live now?)
9. How does Irish introduce herself?
10. How does Amanda introduce herself?
11. What was the last thing Amanda asked to Irish? What was the answer? What happened, then?

Step 2 | Listen for details (Bottom-up)

1. Please read the following passage with your partner.

- i) analyze them by putting slash(/) mark where you need to pause
- ii) circle words which should be emphasized.
- iii) draw lines of intonation.

**A fairy tale English cottage set in a tranquil country garden.
 Snuggle up by an old stone fireplace and enjoy a cup of cocoa.
 An enchanting oasis of tranquility in a quiet English hamlet, just 40 minutes from
 exciting London.**

2. Can we identify any rules for pronunciation and intonation?
3. Listen to the recording, and check the intonations and where the actress put emphasis and pauses. Discuss the reasons why she did that with your partner.
4. Did you find differences between two actresses' accents? Please circle the words that could be pronounced differently in American and British accents.

<Words>

renting	lifesaver	contact	cottage	houses
cars	everything	L.A	there	normal
want to	normal	healthy	non-smoker	single
horrible	life	loner	looser	hard
complicated	hard	ask	can	can't
honestly	of course	tomorrow	perfect	starting

5. Draw slashes(/) where you need to pause and draw intonation lines. Circle the words with stress. Compare your answers with your partners and then listen to the dialogue again. Are there any differences?

American	British
I'm interested in renting your house.	I'm interested in renting your house.
I'm wondering if your house is available for this Christmas, because if it is, you can be a real lifesaver.	I'm wondering if your house is available for this Christmas, because if it is, you can be a real lifesaver.
Where are you?	Where are you?
Please say somewhere far away.	Please say somewhere far away.
I've never been there.	I've never been there.
Are there any men in your town?	Are there any men in your town?
Tomorrow is perfect.	Tomorrow is perfect.

6. Identify these words. What do they mean? Why did she use these words? Do you say these words and phrases often? Why or why not?

Words/phrases	Why?
I know	
I'm wondering if	
if it is	
by the way	
Can I ask you....?	

7. Can you identify modal verbs? (e.g. can) Why do we use them?

| Post-listening (After listening)

- Go back to the previous pages and do the activities for "After listen".
- Can you guess how this passage will be read by a British person? Are there any differences with the American accent?

**A fairy tale English cottage set in a tranquil country garden.
 Snuggle up by an old stone fireplace and enjoy a cup of cocoa.
 An enchanting oasis of tranquility in a quiet English hamlet, just 40 minutes from exciting London.**

- Can you guess what will happen after this scene?
- Have you ever done 'home-exchange'? Is this possible in real life situation?
 If you have a chance, would you like to try 'home-exchange'?
 What are the advantages and disadvantages of 'home-exchange'?

Advantages	Disadvantages

APPENDIX 3-2. Classroom Materials (DAY 3)

| Pre-listening (Before listening)

Step 1 | Background knowledge (Top-down)



Q1. What do you remember from the scene that we watched last time?

the Holiday

Q2. Where will be Amanda and Iris now?



Q3. What kind of things would happen?

Step 2 | Guessing (Top down)

<Before you listen>

Q1. Jude Law is playing a character of Graham. Can you guess who Graham is?

Q2. How would be Graham related to Amanda and Iris?

Q3. Look at the pictures from the scene we are going to watch. In pairs, predict the possible words and phrases that you might hear. Write down your predictions on the left column in the table below. You may use Korean if you prefer.



Predict some words and phrases	Add more words and phrase you heard

<After you listen>

As you are listening to the scene, underline or circle those words or phrases (including first-language equivalents) that you have predicted correctly. Also, please write down new information you hear.

Step 3 | Find out main idea/ a whole story (Top down)

Talk about what you have understood so far and explain how you arrived at the understanding with your partner. Identify some parts, which caused confusion or disagreement. Make a note of them.

Your understanding	Your partner's understanding	Reasons	Disagreement/ confusion

| While-listening

Step 1 | Understanding the contents (Comprehension questions)

1. How would you name the title of this scene? Can you summarize this scene in one sentence?
2. Have Graham and Amanda met before? How did you know it?
3. Who is Graham (the man)?
4. What do they talk about Iris?
5. Where is Iris?
6. How does Amanda explain the situation? (Why is she in England?)
7. Why did Graham want to sit?
8. How does Amanda feel about staying in England?
9. How long did Amanda stay in England? When is she going to leave England?
10. What does Amanda offer Graham? What was his response?
11. What did Graham ask Amanda?
12. What are they going to do?

Step 2 | Listen for details (Bottom-up)

1. Please read the following passage with your partner.
 - iv) analyze them by putting slash(/) mark where you need to pause
 - v) circle words which should be emphasized.
 - vi) draw lines of intonation.
2. Listen to the recording, and check the intonations and where the actress put emphasis and pauses. Discuss the reasons why she did that with your partner.

I'm sorry about the intrusion. Although I may not appear it, I am, in fact, Iris' semi-respectable big brother. But on the rare, or lately not so rare, occasion that I frequent the local pub and get inordinately pissed, my little sister puts me up so I don't get behind the wheel. Pathetic explanation, but, unfortunately, it's become a bit of a routine.

3. Did you find differences between two characters' accents? Please circle the words that could be pronounced differently in American and British accents.

<Words: Any vocabulary that you don't know?>

freezing	door	profanity	expect	either
brother	here	word	where	tell
previously	Los Angeles	anywhere	common	website
holiday	actually	apparently	possible	awful
bump into	chance	intrusion	rare	local pub
pathetic	ruin	plane	six hours ago	impression

4. Draw slashes(/) where you need to pause and draw intonation lines. Circle the words with stress. Compare your answers with your partners and then listen to the dialogue again. Are there any differences?

American	British
Who are you?	Who are you?
If you are, I'm much drunker than I realized.	If you are, I'm much drunker than I realized.
She is in Los Angeles.	She is in Los Angeles.
She didn't tell you? She could've done. (meaning?)	She didn't tell you? She could've done. (meaning?)
That's not possible. Iris never goes anywhere.	That's not possible. Iris never goes anywhere.
We switched houses for two weeks for the holiday. She's in L.A. at my house and I'm here.	We switched houses for two weeks for the holiday. She's in L.A. at my house and I'm here.
People actually do that?	People actually do that?
I'm leaving tomorrow on a noon plane.	I'm leaving tomorrow on a noon plane.
I've never thought about anything less.	I've never thought about anything less.

5. Identify these words. What do they mean? Why did she use these words? Do you say these words and phrases often? Why or why not?

Words/phrases	Why?
I wasn't expecting you.	
so..	
as previously stated	
Apparently.	
Yeah. I mean, it seems.	
Look,	
Although	
but unfortunately	
so how's it going so far?	
Oh....	
We've made a great impression on you, haven't we?	
You fancy a glass?	
no, not at all	

6. Can you identify modal verbs? (e.g. can) Why do we use them?

| Post-listening (After listening)

- Go back to the previous pages and do the activities for "After listen".
- Can you guess how this passage will be read by a American person? Are there any differences with the American accents ?

I'm sorry about the intrusion. Although I may not appear it, I am, in fact, Iris' semi-respectable big brother. But on the rare, or lately not so rare, occasion that I frequent the local pub and get inordinately pissed, my little sister puts me up so I don't get behind the wheel. Pathetic explanation, but, unfortunately, it's become a bit of a routine.

- Can you guess what will happen next?
- Graham has a secret. Can you guess what it is?

APPENDIX 3-3. Classroom Materials (DAY 4)

| Pre-listening (Before listening)

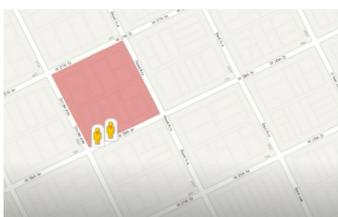
Step 1 | Background knowledge (Top-down)

- Q1. Read the title. Can you guess what the speaker is going to talk about?
 Q2. What are the meanings of ‘weird’ and ‘different’?
 Q3. Have you ever thought about cultural differences? Can you give us some examples of cultural differences?

Step 2 | Guessing (Top down)

<Before you listen>

Q1. Look at the pictures from the scene we are going to watch. In pairs, predict the possible words and phrases that you might hear. Write down your predictions on the left column in the table below. You may use Korean if you prefer.



Predict some words and phrases	Add more words and phrase you heard

<After you listen>

As you are listening to the scene, underline or circle those words or phrases (including first-language equivalents) that you have predicted correctly. Also, please write down new information you hear.

Step 3 | Find out main idea/ a whole story (Top down)

Talk about what you have understood so far and explain how you arrived at the understanding with your partner. Identify some parts, which caused confusion or disagreement. Make a note of them.

Your understanding	Your partner's understanding	Reasons	Disagreement/ confusion

| While-listening

Step 1 | Understanding the contents (Comprehension questions)

1. Which two countries does the presenter compare?
2. What was the question that the Japanese who visited America ask?
3. Why was the Japanese confused and disappointed?
4. What are the main differences in addresses in Japan and America?
5. What was the problem that the American encountered while working around the neighborhood in Japan?
6. How do Japanese people know/find a house? Why did they name their addresses like that?
7. What does the presenter try to tell you?
8. What other examples did he mention to deliver his message to the audience?
9. Did you like the talk?

Step 2 | Listen for details (Bottom-up)

1. Please read the following passage with your partner.
 - vii) analyze them by putting slash(/) mark where you need to pause
 - viii) circle words which should be emphasized.
 - ix) draw lines of intonation.

So, I love that sometimes we need to go to the opposite side of the world to realize assumptions we didn't even know we had, and realize that the opposite of them may also be true. So, for example, there are doctors in China who believe that it's their job to keep you healthy. So, any month you are healthy you pay them, and when you're sick you don't have to pay them because they failed at their job. They get rich when you're healthy, not sick.

2. Listen to the recording, and check the intonations and where the actress put emphasis and pauses. Discuss the reasons why she did that with your partner.

3. Did you find differences between two characters' accents? Please circle the words that could be pronounced differently in American and British accents.

<Words: Any vocabulary that you don't know?>

imagine	block	little	confused	disappointed
address	notice	in order	number	obvious
opposite	world	true	doctor	healthy
sick	pay	job	downbeat	phrase
map	accurate	assumption	brilliant	whatever

4. Draw slashes(/) where you need to pause and draw intonation lines. Circle the words with stress. Compare your answers with your partners and then listen to the dialogue again. Are there any differences?

American	British
So, imagine you're standing on a street anywhere in America.	So, imagine you're standing on a street anywhere in America.
Excuse me, what is the name of this block?	Excuse me, what is the name of this block?
Streets have names; blocks are just the unnamed spaces in between streets.	Streets have names; blocks are just the unnamed spaces in between streets.
He leaves, a little confused and disappointed.	He leaves, a little confused and disappointed.
You say, "OK, but walking around the neighborhood, I noticed that the house numbers don't go in order."	You say, "OK, but walking around the neighborhood, I noticed that the house numbers don't go in order."
They go in the order in which they were built.	They go in the order in which they were built.
There are doctors in China who believe that it's their job to keep you healthy.	There are doctors in China who believe that it's their job to keep you healthy.
this map is also accurate.	I'm leaving tomorrow on a noon plane.
So, let's never forget	So, let's never forget
that the opposite may also be true.	that the opposite may also be true.

5. Identify these words. What do they mean? Why did she use these words? Do you say these words and phrases often? Why or why not? (Think about 'so')

Words/phrases	Why?
so	
You say	
He says	
So, now	
well	
OK	
Of course they do	
The first, the second, the third	
so, I love...	
for example	
but	

6. Can you identify modal verbs? (e.g. can) Why do we use them?

| **Post-listening (After listening)**

1. Go back to the previous pages and do the activities for "After listen".
2. Can you guess how this passage will be read by a American person? Are there any differences with the American accents ?

So, I love that sometimes we need to go to the opposite side of the world to realize assumptions we didn't even know we had, and realize that the opposite of them may also be true.
So, for example, there are doctors in China who believe that it's their job to keep you healthy. So, any month you are healthy you pay them, and when you're sick you don't have to pay them because they failed at their job. They get rich when you're healthy, not sick.

3. What is your opinion about different culture? Were you surprised by his talk? Why or why not?

APPENDIX 3-4. Classroom Materials (DAY 5)

| Pre-listening (Before listening)

Step 1 | Background knowledge (Top-down)

- Q1. Look at the title of the talk. What is his job? What is he going to talk about?
 Q2. What is a ‘sound consultant’? Have you ever heard about it? What kind of job would it be?

Step 2 | Guessing (Top down)

<Before you listen>

- Q1. The title of this talk is ‘5 ways to listen better’. Can you guess top 5 ways to listen better?
 Q2. Look at the pictures below. They are the screen shots from the talk we are going to watch. In pairs, predict the possible words and phrases that you might hear. Write down your predictions on the left column in the table below. You may use Korean if you prefer. What is the speaker trying to say?



Predict some words and phrases	Add more words and phrase you heard

Vocabulary

1. fall short of :
 e.g.: That’s something I fall short of on a daily basis.

2. reverberation:
 e.g.: You’re aware of the size of the room from the reverberation and the bouncing of the sound off the surfaces.

3. cacophony:

e.g. The world is now so noisy, with the cacophony going on visually and auditorily.

4. take refuge:

: Many people take refuge in headphones.

5. soundscape:

they turn big, public spaces like this, shared soundscapes, into millions of tiny, little personal sound bubbles.

6. oratory:

People don't want oratory anymore.

7. desensitize:

e.g. We are becoming desensitized.

8. trivial :

e.g. This is not trivial

9. recalibrate:

e.g. to reset your ears and to recalibrate.

10. mundane :

e.g. Mundane sounds can be really interesting)

11. contemplation:

e.g. Every spiritual path I know of has listening and contemplation as its heart

<After you listen>

As you are listening to the scene, underline or circle those words or phrases (including first-language equivalents) that you have predicted correctly. Also, please write down new information you hear.

Step 3 | Find out main idea/ a whole story (Top down)

Talk about what you have understood so far and explain how you arrived at the understanding with your partner. Identify some parts, which caused confusion or disagreement. Make a note of them.

Your understanding	Your partner's understanding	Reasons	Disagreement/ confusion

| While-listening

Step 1 | Understanding the contents (Comprehension questions)

1. What is the main topic of this talk? Can you summarize this talk in one sentence?
2. What was the first statement the presenter made? What is the problem that people are facing? Do you agree or disagree? Why? Why not?
3. How much time do we spend in listening when communicating? How much do we actually retain?
4. How does the presenter define listening?
5. What kind of techniques do we use to process listening?
6. Which example did he use for 'pattern recognize'?
7. Which example did he use for 'differences'?
8. What do the 'filters' do?
9. What example did he use to explain the 'filter'?
10. He said that 'Sound places us in space and in time'. What does it mean?
11. How do we notice the size of the room?
12. How are we aware of the number of people around us?
13. What else does the sound help us experience?
14. "Sonority is time and meaning"
15. Why did he say, "We are losing our listening"?
 - 1) How do these media affect us?
 - 2)
16. What do people do to escape from noise? What is the problem with this?
17. What is the problem with headlines of media?
18. Why is 'losing our listening' serious problem, according to the presenter?
19. What does conscious listening do?
20. Can you list five exercises that the presenter suggest to improve conscious listening?
 - 1)
 - 2)
 - 3) SavoringExamples:
 - What do you think about the 'mundane sounds'?
 - How does the presenter refer to 'mundane sounds'?
 - 4) move your listening positions
 - 5) What does the acronym, RASA, stand for?
21. What does listening do in our world? What does the presenter suggest?

Step 2 | Listen for details (Bottom-up)

1. Please read the following passage with your partner.
 - x) analyze them by putting slash(/) mark where you need to pause
 - xi) circle words which should be emphasized.
 - xii) draw lines of intonation.

I said at the beginning, we're losing our listening. Why did I say that? Well, there are a lot of reasons for this. First of all, we invented ways of recording -- first writing, then audio recording and now video recording as well. The premium on accurate and careful listening has simply disappeared. Secondly, the world is now so noisy, (Noise) with this cacophony going on visually and auditorily, it's just hard to listen; it's tiring to listen. Many people take refuge in headphones, but they turn big, public spaces like this, shared soundscapes, into millions of tiny, little personal sound bubbles. In this scenario, nobody's listening to anybody.

- Listen to the recording, and check the intonations and where the speaker put emphasis and pauses. Discuss the reasons why he did that with your partner.
- Please circle the words that could be pronounced differently in American and British accents.
<Words: Any vocabulary that you don't know?>

listening	60 percent	communication	good at it	25 percent
talk	true	define	meaning	mental
extraction	pretty	pattern	recognition	cocktail party
sat up	literally	cease	stop	hear
sounds	filters	actually	reality	important
first	fall short of	intention	relationship	aware

- Draw slashes(/) where you need to pause and draw intonation lines. Circle the words with stress. Compare your answers with your partners and then listen to the dialogue again. Are there any differences?

American	British
There is a whole range of filters	There is a whole range of filters
But they actually create our reality in a way, because they tell us what we're paying attention to right now.	But they actually create our reality in a way, because they tell us what we're paying attention to right now.
Intention is very important in sound, in listening.	Intention is very important in sound, in listening.
But that's not all.	But that's not all.
You're aware of how many people are around you.	You're aware of how many people are around you.
Sonority is time and meaning.	Sonority is time and meaning.
I said at the beginning, we're losing our listening.	I said at the beginning, we're losing our listening.
Why did I say that?	Why did I say that?
We don't want oratory anymore; we want sound bites.	We don't want oratory anymore; we want sound bites.
This is a serious problem that we're losing our listening.	This is a serious problem that we're losing our listening.
If you can't get absolute silence, go for quiet, that's absolutely fine.	If you can't get absolute silence, go for quiet, that's absolutely fine.

- Identify these words. What do they mean? Why did she use these words? Do you say these words and phrases often? Why or why not?

Words/phrases	Why?
Let's define ...	
One of them is...	
I will give you one example...	
But that's not all...	
Well...	
First of all, secondly,	
because	
The first one, second, third	
The next...	
And finally,	

6. Can you identify modal verbs? (e.g. can) Why do we use them?

| Post-listening (After listening)

1. Go back to the previous pages and do the activities for "After listen".
2. Can you guess how this passage will be read by a American person? Are there any differences with the American accents?

I said at the beginning, we're losing our listening. Why did I say that? Well, there are a lot of reasons for this. First of all, we invented ways of recording -- first writing, then audio recording and now video recording as well. The premium on accurate and careful listening has simply disappeared. Secondly, the world is now so noisy, (Noise) with this cacophony going on visually and auditorily, it's just hard to listen; it's tiring to listen. Many people take refuge in headphones, but they turn big, public spaces like this, shared soundscapes, into millions of tiny, little personal sound bubbles. In this scenario, nobody's listening to anybody.

3. Was it meaningful talk for you? Do you agree or disagree with him?
4. Will you do the practices that he suggested? Why? Why not?

APPENDIX 3-5. Classroom Materials (DAY 6)

| Pre-listening (Before listening)

Step 1 | Background knowledge (Top-down)



Q1. Have you ever watched this film before? What do you know about this film?

Q2. Who are the actors and actresses? Do you know them? Where are they from?

Q3. What is the title of this film? Can you guess the genre of this film? Why did you think like that?

Q4. What are the characters' jobs? What would be the relationship among Tim, Charlotte and Mary?

<Before you listen>

Characters	Jobs	Why?
Tim		
Charlotte		
Mary		
Jay		

<After you listen>

Characters	Jobs	Any clues?
Tim		
Charlotte		
Mary		
Jay		

Step 2 | Guessing (Top down)

Look at the pictures from two scenes we are going to watch. In pairs, predict the possible words and phrases that you might hear. Write down your predictions on the left column in the table below. You may use Korean if you prefer.



Predict some words and phrases	Add more words and phrase you heard

After you listen

As you are watching (listening to) the scenes, underline or circle those words or phrases (including first-language equivalents) that you have predicted correctly. Also, please write down new information you hear.

Step 3 | Find out main idea/ a whole story (Top down)

Talk about what you have understood so far and explain how you arrived at the understanding with your partner. Identify some parts, which caused confusion or disagreement. Make a note of them.

Your understanding	Your partner's understanding	Reasons	Disagreement/ Confusion

| While-listening

Step 1 | Understanding the contents (Comprehension questions)

1. How would you name the title of this scene? Can you summarize this scene in one sentence?
2. What are the characters in this scene?
3. Are there any special things about this pub?
4. What are they doing in this scene?
5. How does Mary describe herself? Who does she like a lot?
6. What are they eating? What happened? How does Mary react to that?
7. How does Tim feel when he was waiting for Mary outside?
8. How does Tim feel when he meets Mary for the first time?
9. What did Tim ask Mary to give him? What did Mary do?
10. What did Tim say about his phone?
11. What do they talk about?
 - frock:
 - hair:
 - fringe:

Step 2 | Listen for details (Bottom-up)

7. Please read the following passage with your partner.
- xiii) analyze them by putting slash(/) mark where you need to pause
 - xiv) circle words which should be emphasized.
 - xv) draw lines of intonation.

- I thought this phone was old and shit, but suddenly it's my most valuable possession.
 - You really like me? Even my frock?
 - I love your frock.
 - And my hair? It's not too brown?
 - I love brown.
 - My fringe is new.
 - The fringe is perfect. Fringe is the best bit.
 - Mary! We have to go! I found a cab and his dodgy friend is about to assault me.
 - Okay, I'm coming. Two seconds. I hope I see you again.
 - You Will.

8. Can we identify any differences in pronunciation and intonation of two characters?
 9. Listen to the recording, and check the intonations and where the characters put emphasis and pauses. Discuss the reasons why she did that with your partner.
 10. Did you find differences between two actresses' accents? Please circle the words that could be pronounced differently in American and British accents.

<Words>

show	shoulder	absolutely	perky	touch
girls	honest	beautiful	sort of	squirrel
enthusiastic	prostitute	strawberry	here	a lot of
sensation	outside	scary	wonderful	hi / hello
better	number	call you	Mary	thought
valuable	possession	frock	hair	fringe

11. Draw slashes(/) where you need to pause and draw intonation lines. Circle the words with stress. Compare your answers with your partners and then listen to the dialogue again. Are there any differences?

American	British
Sounds absolutely perfect!	Sounds absolutely perfect!
Oh, God, you sound very perky.	Oh, God, you sound very perky.
Mary's my mother's name, actually.	Mary's my mother's name, actually.
Does it suit her?	Does it suit her?
Although she's sturdy, so Bernard might have been a better fit.	Although she's sturdy, so Bernard might have been a better fit.
Something just touched my elbow.	Something just touched my elbow.
So, girls, be honest, who is more beautiful?	So, girls, be honest, who is more beautiful?

I sort of look like a squirrel.	I sort of look like a squirrel.
Your friend Jay is quite enthusiastic.	Your friend Jay is quite enthusiastic.
I've got quite a lot of strawberry mousse in my eye now!	I've got quite a lot of strawberry mousse in my eye now!

12. Identify these words. What do they mean? Why did she use these words? Do you say these words and phrases often? Why or why not?

Words/phrases	Why?
If you don't mind	
Okay	
Well,	
So,	
actually	
Would it be wrong, if	

13. Can you identify modal verbs? (e.g. can) Why do we use them?

| Post-listening (After listening)

1. Go back to the previous pages and do the activities for "After listen".
2. Can you guess what will happen after this scene?
3. Are there any pubs/ cafes like this? Have you ever been there before? If there are any, would you like to go there? What are the advantages and disadvantages of going to a place like this?

Advantages	Disadvantages

APPENDIX 3-6. Classroom Materials (DAY 7)

| Pre-listening (Before listening)

Step 1 | Background knowledge (Top-down)



Q1. Have you ever seen/watched this movie, before?

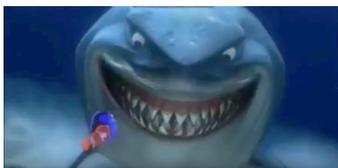
Q2. Do you know the story?

Q3. Who are the main characters?

Step 2 | Guessing (Top down)

Before you listen

Q1. Look at the pictures from the scene we are going to watch. In pairs, predict the possible words and phrases that you might hear. Write down your predictions on the left column in the table below. You may use Korean if you prefer.



Predict some words and phrases	Add more words and phrase you heard

After you listen

As you are listening to the scene, underline or circle those words or phrases (including first-language equivalents) that you have predicted correctly. Also, please write down new information you hear.

Step 3 | Find out main idea/ a whole story (Top down)

Talk about what you have understood so far and explain how you arrived at the understanding with your partner. Identify some parts, which caused confusion or disagreement. Make a note of them.

Your understanding	Your partner's understanding	Reasons	Disagreement/ confusion

| While-listening

Step 1 | Understanding the contents (Comprehension questions)

1. How would you name the title of this scene? Can you summarize this scene in one sentence?
2. What is the name of the shark?
3. Where is he from? (The voice actor's nationality)
4. Do Marlin and Dory feel scared of the shark? How do you know?
5. What does the shark suggest Marlin and Dory to do?
6. What is Dory's reaction and Marlin's reaction?
7. What does "We got company." mean? =
8. What does "mate" mean?
9. What do Bruce, Anchor, and Chum do in front of Dory and Marlin? What do they say?
10. What is step 5?
11. What does Bruce say about his experience three weeks ago?
12. How does Dory feel about it? What does she decide to do?
13. What kind of fish is Marlin?
14. How do others react to Marlin's talk?

Step 2 | Listen for details (Bottom-up)

1. Please read the following passage with your partner.
 - xvi) analyze them by putting slash(/) mark where you need to pause
 - xvii) circle words which should be emphasized.
 - xviii) draw lines of intonation.

BRUCE/ANCHOR/CHUM : I am a nice shark, not a mindless eating machine. If I am to change this image, I must first change myself. Fish are friends, not food.
ANCHOR : Except stinking dolphins.
CHUM : Dolphins! Yeah, they think they're sooo cute! 'Hey, look at me. I'm a flipping little dolphin! Let me flip for 'ya! Ain't I a something!'
BRUCE : Right, then. Today's meeting is step 5, 'BRING A FISH FRIEND'. Now do you all have your friends?
ANCHOR : Got mine.

2. Listen to the recording, and check the intonations and where the actress put emphasis and pauses. Discuss the reasons why she did that with your partner.
3. Did you find differences between two characters' accents? Please circle the words that could be pronounced differently in American and Australian accents.

<Words: Any vocabulary that you don't know?>

All right	shark	right	late	get-together
party	distance	dodge	about time	officially
come	order	pledge	nice	mindless
eating	machine	friends	food	meeting
five	misplace	testimonies	honor	chop up
inspiration	pick me	incredible	front	here

4. Draw slashes(/) where you need to pause and draw intonation lines. Circle the words with stress. Compare your answers with your partners and then listen to the dialogue again. Are there any differences?

American	British
Name's Bruce. It's all right, I understand.	Name's Bruce. It's all right, I understand.
Why trust a shark, right?	Why trust a shark, right?
We're not doing anything.	We're not doing anything.
how'd you morsels like to come to a little get-together I'm having?	how'd you morsels like to come to a little get-together I'm having?
You mean like a party?	You mean like a party?
I love parties! That sounds fun!	I love parties! That sounds fun!
Parties are fun, and it's tempting but	Parties are fun, and it's tempting but
Oh, come on, I insist.	Oh, come on, I insist.
Mind your distance	Mind your distance
It's about time, mate.	It's about time, mate.
You're an inspiration to all of us.	You're an inspiration to all of us.

5. Identify these words. What do they mean? Why did she use these words? Do you say these words and phrases often? Why or why not?

Words/phrases	Why?
Well, hi!	
eh?	
Great!	
You mean...	
Oh, come on,	
Right, then.	
That's all right	
Oh....	

6. Can you identify modal verbs? (e.g. can) Why do we use them?

| Post-listening (After listening)

- Go back to the previous pages and do the activities for "After listen".
- Can you guess how this passage will be read by a American person? Are there any differences with the American accents?
- Can you guess what will happen next?

BRUCE/ANCHOR/CHUM : I am a nice shark, not a mindless eating machine. If I am to change this image, I must first change myself. Fish are friends, not food.
 ANCHOR : Except stinking dolphins.
 CHUM : Dolphins! Yeah, they think they're sooo cute! 'Hey, look at me. I'm a flipping little dolphin! Let me flip for 'ya! Ain't I a something!'
 BRUCE : Right, then. Today's meeting is step 5, 'BRING A FISH FRIEND'. Now do you all have your friends?
 ANCHOR : Got mine.

APPENDIX 3-7. Classroom Materials (DAY 8)

| Pre-listening (Before listening)

Step 1 | Background knowledge (Top-down)



- Q1. Have you ever seen/watched this movie, before?
- Q2. Do you know the story?
- Q3. Who are the main characters?

Step 2 | Guessing (Top down)

Before you listen

Q1. Look at the pictures from the scene we are going to watch. In pairs, predict the possible words and phrases that you might hear. Write down your predictions on the left column in the table below. You may use Korean if you prefer.



Predict some words and phrases	Add more words and phrase you heard

After you listen

As you are listening to the scene, underline or circle those words or phrases (including first-language equivalents) that you have predicted correctly. Also, please write down new information you hear.

Step 3 | Find out main idea/ a whole story (Top down)

Talk about what you have understood so far and explain how you arrived at the understanding with your partner. Identify some parts, which caused confusion or disagreement. Make a note of them.

Your understanding	Your partner's understanding	Reasons	Disagreement/ confusion

| While-listening

Step 1 | Understanding the contents (Comprehension questions)

1. How would you name the title of this scene? Can you summarize this scene in one sentence?
2. What was the first phrase Harry said to Eggsy?
3. How does Harry introduce himself to Eggsy?
4. What is Harry's relationship with Eggsy's dad?
5. How does Harry explain about Eggsy's dad?
6. Why Eggsy is upset?
7. What does 'petty crime' mean?
8. Why did Harry mention 'Olympics'?
9. What is the reason why Eggsy gave up on his hobbies?
10. Why did Eggsy give up on the Marines?
11. Why is the first gang boy so angry?
12. What did Harry want them to do? What were the boys' reactions?
13. Why did Harry decide not to leave the pub? What did Harry do then?

Step 2 | Listen for details (Bottom-up)

1. Please read the following passage with your partner.
 - xix) analyze them by putting slash(/) mark where you need to pause
 - xx) circle words which should be emphasized.
 - xxi) draw lines of intonation.

The day your father died, I missed something. And if it weren't for his courage my mistake would have cost the lives of every man present. So I owe him. Your father was a brave man. A good man. And having read your files, I think he'd be bitterly disappointed in the choices you've made.

2. Listen to the recording, and check the intonations and where the actress put emphasis and pauses. Discuss the reasons why she did that with your partner.

Listen, boys... I've had a rather emotional day, so whatever your beef with Eggsy is, and I'm sure it's well-founded. I'd appreciate it enormously if you could just leave us in peace until I finish this lovely pint of Guinness.

3. Did you find differences between two characters' accents? Please circle the words that could be pronounced differently in American and Australian accents.

<Words: Any vocabulary that you don't know?>

police	mum	number	Oxford	compliant
lost	customer	totally	understand	lift home
release	gratitude	medal	father	classified
miss	courage	owe	brave	read
files	bitterly	choice	performance	primary school
jobs	hobbies	gymnastics	quit	emotional

4. Draw slashes(/) where you need to pause and draw intonation lines. Circle the words with stress. Compare your answers with your partners and then listen to the dialogue again. Are there any differences?

American	British
I totally understand.	I totally understand.
Would you like a lift home?	Would you like a lift home?
Who are you?	Who are you?
The man who got you released.	The man who got you released.
A little gratitude would be nice.	A little gratitude would be nice.
I gave you that medal. Your father saved my life.	I gave you that medal. Your father saved my life.
The day your father died, I missed something.	The day your father died, I missed something.
if it weren't for his courage my mistake would have cost the lives of every man present.	if it weren't for his courage my mistake would have cost the lives of every man present.
Your father was a brave man.	Your father was a brave man.
I think he'd be bitterly disappointed in the choices you've made.	I think he'd be bitterly disappointed in the choices you've made.
You can't talk to me like that.	You can't talk to me like that.

5. Identify these words. What do they mean? Why did she use these words? Do you say these words and phrases often? Why or why not?

Words/phrases	Why?
so	
Not quite	
Yeah?	
.... do you?	
come on	
nonsense	

6. Can you identify modal verbs? (e.g. can) Why do we use them?

| Post-listening (After listening)

- Go back to the previous pages and do the activities for "After listen".
- Can you guess how this passage will be read by a American person? Are there any differences with the American accents ?

The day your father died, I missed something. And if it weren't for his courage my mistake would have cost the lives of every man present. So I owe him. Your father was a brave man. A good man. And having read your files, I think he'd be bitterly disappointed in the choices

3. Can you guess what will happen next?

Listen, boys... I've had a rather emotional day, so whatever your beef with Eggsy is, and I'm sure it's well-founded. I'd appreciate it enormously if you could just leave us in peace until I finish this lovely pint of Guinness.

APPENDIX 3-8. Classroom Materials (DAY 9)

| Pre-listening (Before listening)

Step 1 | Background knowledge (Top-down)



- Q1. Have you ever seen/watched this movie, before?
- Q2. Do you know the story?
- Q3. Who are the main characters?

Step 2 | Guessing (Top down)

Before you listen

Q1. Look at the pictures from the scene we are going to watch. In pairs, predict the possible words and phrases that you might hear. Write down your predictions on the left column in the table below. You may use Korean if you prefer.



Predict some words and phrases	Add more words and phrase you heard

After you listen

As you are listening to the scene, underline or circle those words or phrases (including first-language equivalents) that you have predicted correctly. Also, please write down new information you hear.

Step 3 | Find out main idea/ a whole story (Top down)

Talk about what you have understood so far and explain how you arrived at the understanding with your partner. Identify some parts, which caused confusion or disagreement. Make a note of them.

Your understanding	Your partner's understanding	Reasons	Disagreement/ confusion

| While-listening

Step 1 | Understanding the contents (Comprehension questions)

1. How would you name the title of this scene? Can you summarize this scene in one sentence?
2. Can you name the characters from the scene?
3. Where are Jack and Bunny from? (The voice actor's nationality)
4. Why Jack Frost is visiting this place?
5. Did all the characters know each other before this event?
6. Who is the big man with white beard? Where is he from?
7. What is tooth fairy?
8. Why did they call Jack Frost?
9. Can you define "guardians"?
10. What does Frost mean by "What makes you think that I want to be a guardian"?
11. "We are all chosen." : What does he mean by this phrase?
12. How does Jack Frost feel about it?
13. Did you hear "mate"?
14. Who is Bunny?

Step 2 | Listen for details (Bottom-up)

1. Please read the following passage with your partner.
 - xxii) analyze them by putting slash(/) mark where you need to pause
 - xxiii) circle words which should be emphasized.
 - xxiv) draw lines of intonation.

Jack: This is all very flattering, but, uh... You don't want me. You're all hard work and deadlines. And I'm... snowballs and fun times. I'm not a Guardian.
Bunny: Hah! That's exactly what I said!
Tooth: Jack, I don't think you understand what it is we do. Each of those lights is a child-
North: A child who believes. And good or bad, Naughty or Nice, we protect them.
Jack: Ah- ah-
North: Tooth, fingers out of mouth.
Tooth: Oh, sorry! Heh, they're beautiful!
North: Okay no more wishy washy, Pitch is out there doing who knows what!
Jack: You mean th-the Boogey Man?
North: Yes! When Pitch threatens us, he threatens them as well.

2. Listen to the recording, and check the intonations and where the actress put emphasis and pauses. Discuss the reasons why she did that with your partner.
3. Did you find differences between two characters' accents? Please circle the words that could be pronounced differently in American and Australian accents.

<Words: Any vocabulary that you don't know?>

flattering	work	deadlines	fun	snowballs
hard	guardian	exactly	understand	naughty
nice	believe	protect	fingers	mouth
beautiful	wish	more	knows	mean

4. Draw slashes(/) where you need to pause and draw intonation lines. Circle the words with stress. Compare your answers with your partners and then listen to the dialogue again. Are there any differences?

American	British
This is all very flattering	This is all very flattering
You don't want me.	You don't want me.
You're all hard work and deadlines.	You're all hard work and deadlines.
I'm not a Guardian.	I'm not a Guardian.
That's exactly what I said!	That's exactly what I said!
I don't think you understand what it is we do.	I don't think you understand what it is we do.
A child who believes.	A child who believes.
Good or bad, Naughty or Nice, we protect them.	Good or bad, Naughty or Nice, we protect them.
Tooth, fingers out of mouth.	Tooth, fingers out of mouth.
They're beautiful!	They're beautiful!
When Pitch threatens us, he threatens them	When Pitch threatens us, he threatens them

5. Identify these words. What do they mean? Why did she use these words? Do you say these words and phrases often? Why or why not?

Words/phrases	Why?
But, hu....	
That's exactly what I said!	
Ah- ah,	
Oh, sorry!	
Hey	
Hah,	
What?	
Maybe	

6. Can you identify modal verbs? (e.g. can) Why do we use them?

| Post-listening (After listening)

- Go back to the previous pages and do the activities for "After listen".
- Can you guess how this passage will be read by a American person? Are there any differences with the American accents?
- Can you guess what will happen next

Jack: This is all very flattering, but, uh... You don't want me. You're all hard work and deadlines. And I'm... snowballs and fun times. I'm not a Guardian.
 Bunny: Hah! That's exactly what I said!
 Tooth: Jack, I don't think you understand what it is we do. Each of those lights is a child-
 North: A child who believes. And good or bad, Naughty or Nice, we protect them.
 Jack: Ah- ah-
 North: Tooth, fingers out of mouth.
 Tooth: Oh, sorry! Heh, they're beautiful!
 North: Okay no more wishy washy, Pitch is out there doing who knows what!
 Jack: You mean th-the Boogey Man?
 North: Yes! When Pitch threatens us, he threatens them as well!

APPENDIX 4. Interview Questions

Interview: Adopted and modified from Siegel's (2014) study

1. Have you ever heard/studied English varieties (e.g. British, Australian, New Zealand, Filipino, Indian accents) other than North American English?
 - a. If you answered yes, where and when did you hear/learn English varieties?
2. Does your college teach various English accents in English classes?
 - a. If you answered yes, how many times a week do you learn English varieties?
3. Which English do you listen the most among North American, British, Australian, New Zealand, Filipino and Indian accented English?
4. Which English is the most difficult one to comprehend among North American, British, Australian, New Zealand, Filipino and Indian accented English? Why?
(1) unfamiliar (2) intonation (3) vocabulary (4) speed (5) other: _____
5. Which English is the easiest one to comprehend among North American, British, Australian, New Zealand, Filipino and Indian accented English? Why?
(1) unfamiliar (2) intonation (3) vocabulary (4) speed (5) other: _____
6. Do you think Korean students need to learn English varieties at schools?
7. If teaching English varieties is needed in Korea, which accented English should be taught among North American, British, Australian, New Zealand, Filipino and Indian accented English?
8. How did you feel about learning varieties of English?
9. Which English accents do you prefer? Has it been changed? Why? Why not?
10. What was the most interesting part of the activity? What was your least favorite part of the activity?
11. Did the instruction help you improve your listening comprehension skills?
12. Did the activity have any effect on your confidence in your listening ability, or any other language skills?
13. Do you feel your English skills improved during this course? which skills?
14. Was the teacher's instruction useful to understand various English accents?
15. How was listening taught in your previous English classes?
16. Will you be able to use these listening skills in the future?

APPENDIX 5-1. Journal (Day 1)

Journal 1 (Day 1: 10/4)

19:00-19:50 Ice breaking activity (Guessing game)
20:00-20:50 Introducing the course / consent form / Pre-test
21:00-21:30 Group Interview (Classroom)

Total: 21 students

Talk 1: American / Talk 2: British / Talk 3: Australian /Talk 4: Indian accent

<Students Behavior>

Talk 1 & Talk 2: Most students try to focus on listening practice

As time passes by, the students lost interest.

From Talk 3, some students gave up on the listening test, and some of the participants sighed. They looked very stressed out. Some even dozed off during the test.

T: How was the test?

S1: It was very difficult.

S2: Probably it was the most difficult listening I have ever experienced.

S3: It got very fast from Talk 3, so I lost interest.

T: Okay, then, how many of you gave up on listening? (10 students raised their hands)

T: Why did you give up? From Talk 3? (4 students raised their hands)

T: From Talk 4? (Indian accent) (4 students raised their hands)

T: 2 students did not raise your hands. Why?

S4: Well... I was very puzzled when I listened to Talk 3, so I gave up, but then again, I tried to concentrate on listening practice for Talk 4. I just took a rest during Talk 3.

S5: I was also doing the same thing with him.

T: oh, then, did you recognize where the speaker of Talk 3 is from?

S6: Yes, is he from Australia?

T: Yes, that's true. Then, did you lose interest because of the Australian accent? Or is it because the passage was too long for you?

S6: I think both affected me.

T: Then, if I had played Talk 3, which is the recording with the Australian accent, first, would you feel different?

S7: Not really. I think mainly the accent was quite difficult to listen to me, anyway.

T: Okay, thank you for your comment.

T: Then, everyone, which talk was the easiest to listen?

S8: The second one.

T: Why?

S8: because it is the clearest.

T: Did you recognize where the speaker is from?

S9: Yes, he is from Britain. His talk was clear.

APPENDIX 5-2. Journal (Day 2)

Journal 2 (Day 2: 10/11)

19:00-19:30	Ice breaking activity (Different expressions (Bri vs. Ame))
19:30-20:20	Pronunciation & Intonation rules (content/function & stress) Segmental & suprasegmental differences between Bri & Ame
20:30-21:40	The Holiday 1: Top-down & Bottom-up

Total: 22 students

(21 registered for the course → 1 person: she will be absent because she went to America to participate in an audition program, 'America's Got Talent', as a member of Taekwondo Team.)

As all the participants were all pre-intermediate level students, the explanations for stress, intonation, and pronunciation rules were explained in Korean (L1). Also, the differences between American and British accents were introduced (i.e., segmental, suprasegmental features within word- and sentence-level)

The students were asked to repeat the words and sentences.

Then, the students were given worksheet with pre-, while, and post-listening activities. Top down and bottom up listening strategies were introduced and English varieties (American & British accents for today's lesson) were especially focused on bottom-up listening strategies while listening. The students were asked to predict pronunciation and intonation differences in words and sentences between American and British accents while watching a scene from the movie, 'The Holiday'.

Most students focused on watching the movie, and most of them found it is interesting to study English through films. All the discussions were done in students' L1 (i.e., Korean) because they feel more comfortable with it. However, when they answer simple questions, they were asked to speak or try to make a sentence in English.

As it was the first time for them to study listening strategy, it took longer to complete all the tasks than I expected, but some students said that it was very interesting to study listening practice like this.

APPENDIX 5-3. Journal (Day 3)

Journal 3 (Day 3: 10/16)

19:00-19:30	Ice breaking activity (Different expressions (Bri vs. Ame)
19:30-20:20	Pronunciation & Intonation rules (content/function & stress) Segmental & suprasegmental differences between Bri & Ame
20:30-21:40	The Holiday 2: Top-down & Bottom-up

Like the first day of instruction, the explanations for stress, intonation, and pronunciation rules were explained in Korean (L1). Also, the differences between American and British accents were introduced (i.e., segmental, suprasegmental features within a word- and sentence-level)

The students were reminded of the features that differentiate between American and British accents (i.e., /r/, /t/, /nt/, /o/, /a/, etc.)

Then, the students were given worksheet with pre-, while, and post-listening activities. First of all, they were asked to guess the story of the scene and expressions and vocabulary they might hear by looking at the pictures given on the sheet. The students were asked to share their opinions with their team members.

Top down and bottom up listening strategies were introduced and English varieties (American & British accents for today's lesson) were especially focused on bottom-up listening strategies while listening. The students were asked to predict pronunciation and intonation differences in words and sentences between American and British accents while watching a scene from the movie, 'The Holiday'.

Most students focused on watching the movie, and most of them found it is interesting to study English through films. All the discussions were done in students' L1 (i.e., Korean), because they feel more comfortable with it. However, when they answer simple questions, they were asked to speak or try to make a sentence in English.

The students looked more familiar with types of tasks and different accents. Some students said it is very interesting to study while watching a movie.

APPENDIX 5-4. Journal (Day 4)

Journal 4 (Day 4: 10/18)

19:00-19:30	Ice breaking activity (Different expressions (Bri vs. Ame)
19:30-20:20	Pronunciation & Intonation rules (content/function & stress) Segmental & suprasegmental differences between Bri & Ame
20:30-21:40	TED: Weird of Different?: Top-down & Bottom-up

To practice American English, a talk from TED was used for the class.

It also delivers a message that ‘nothing is weird, we are just different’. It is also a quite short talk and as the students are more comfortable to listen to American accent than any other accent.

However, they were asked to distinguish between American and British accents after watching the talk from TED. Also, explicit instruction was given to differentiate accents.

After watching the talk, the students actively participated in the discussion. Some students find it very interesting because they could differentiate British and American accents a little bit. Also, every time they could catch some distinctive words, they felt satisfied, and it was a kind of new experience for them, but they said that it is still very difficult.

They also added that, before taking this class, they were neither interested in different accents nor learning English itself, but now they pay more attention to different accents. They felt that they were more motivated to study English more.

APPENDIX 5-5. Journal (Day 5)

Journal 5 (Day 5: 11/1)

19:00-19:30	Ice breaking activity (Different expressions (Bri vs. Ame))
19:30-20:20	Pronunciation & Intonation rules (content/function & stress) Segmental & suprasegmental differences (Bri & Ame accents)
20:30-21:40	TED: 5 ways to listen better: UK

The students were encouraged to pronounce the words and sentences they learned from previous lessons. Especially, they were asked to pay attention to differences between American and British accents.

Three pictures from a clip, '5 ways to listen better' from TED, were shown to the students, and then they were asked if they could guess what the talk would be about.

Most students said that the talk would be about listening strategies on learning a foreign language.

Like the other days, the students were given worksheet with pre-, while, and post-listening activities.

The talk is not only about listening to a foreign language, but it was about the ways to improve general listening ability.

Although the topic of the talk was quite interesting, some students could not follow because it was quite long (about 10 minutes) and the vocabulary was quite difficult for them. However, A student said that British accent was clear and the way the presenter leads the talk was helped them understand the context.

Some vocabulary was way too challenging for pre-intermediate students, so the clip should have been replaced. Instead, only half of the clip was shown to the students.

Student 5 mentioned that British accent is becoming clearer to listen as long as he knows the vocabulary. Also, he has a very positive view of learning various accents.

One student mentioned that it is more difficult to listen because each sentence was far much longer than the sentences they would hear in movies. He felt that conversation is easier to understand than lectures.

APPENDIX 5-6. Journal (Day 6)

Journal 6 (Day 6: 11/6)

19:00-19:30	Ice breaking activity (Different expressions (Bri vs. Ame))
19:30-20:20	Pronunciation & Intonation rules (content/function & stress) Segmental & suprasegmental differences between Bri & Ame
20:30-21:40	About Time: Top down, Bottom-up

The students were encouraged to pronounce the words and sentences they learned from previous lessons. Especially, they were asked to pay attention to differences between American and British accents.

Three pictures from a British movie, 'About Time', were shown to the students, and then they were asked if they have watched the movie. Eight out of twenty-two students have watched the movie, and they were very fond of the movie.

Like the other days, the students were given worksheet with pre-, while, and post-listening activities. Next, they shared their ideas and knowledge about the film.

The scene of the first meeting with Mary (Rachel McAdams: An American Actress) and Tim (Domhnall Gleeson: A British Actor) was chosen because of two different accents, and their dialogues were simple enough for pre-intermediate students to follow.

Some vocabulary was explicitly explained, especially the ones used differently in Britain and in America (e.g., bangs/fringe, pants/trousers, sweater/jumper, etc.)

Students were asked to predict differences in pronunciation in a word- and sentence-levels.

Some students found it was a little bit difficult to understand the whole context of the scene, so after checking the comprehension questions, the students watched the scene with Korean (their L1) subtitle. Then, some students finally understood the exact meaning of each sentence and laughed a lot.

APPENDIX 5-7. Journal (Day 7)

Journal 7 (Day 7: 11/12)

19:00-20:00	Ice breaking activity (Different expressions (Bri vs. Ame)
20:00-21:30	Pronunciation & Intonation rules (content/function & stress) Segmental & suprasegmental differences
20:30-21:40	Finding Nemo: American & Australian

The class started with a discussion on various English accents. They were asked to answer which country owns the language, English. First of all, they listed America, Britain, Canada, Australia, New Zealand, and then they started to say the Philippines, Singapore, and India. Then the term of Kachru's definition of three concentric circles (i.e., inner circle, outer circle, and expanding circle) was introduced.

Then, as an ice-breaking activity, they were asked to practice speaking skills by asking favorite movies. They were provided with the worksheet. Most of them seemed to enjoy talking with their partners as they found something in common. Also, they were more active, except a student D who was very tired today. Student D is from Taekwondo Department, and she is preparing her final performance for graduation. Because of that, she could not actively participate in the class, today.

The shark scene was chosen for the listening practice, as the sharks' voices were recorded by Australian actors, while Marline (i.e., Nemo's father) and Dory were played by American celebrities. Therefore, this scene was selected for listening to Australian and American English.

The students were more active today as there was a speaking practice before listening activity.

The students were invited to talk about background knowledge about the animation, 'Finding Nemo'. As it was released in 2003, most of the students vaguely remembered the whole story. The students were asked to remind of themselves where Nemo was found later; a couple of students came across the city, Sydney. Then, the students could expect Marline (i.e., Nemo's father) would meet characters from Australia.

The students had an opportunity to compare American and Australian accents by listening to the conversation among Marlin, Dory, and Bruce.

The participants said that they could understand Marlin and Dory's talk better than that of Bruce as Bruce speaks very fast and they are not very familiar with the Australian accent. Moreover, the character's voice was very deep and almost ghastly, which did not help the students to comprehend it.

They mentioned that they could listen to the Australian accent from the previous class, better, and it attributes the actors' characters and voice as well. However, all agreed that it is interesting to study various accents.

APPENDIX 5-8. Journal (Day 8)

Journal 8 (Day 8: 11/15)

19:00-19:30	Ice breaking activity (Different expressions (Bri vs. Ame))
19:30-20:20	Pronunciation & Intonation rules (content/function & stress) Segmental & suprasegmental differences
20:30-21:40	Kingsman: British accents (different dialects)

Total: 21 students

(24 registered for the course → 1 person: she will be absent because she went to America to participate in an audition program, 'America's Got Talent', as a member of Taekwondo Team.)

This lesson is specially designed for the students to realize how different dialects can be among the speakers from the same country.

As many students from the class enjoyed a British movie, 'Kingsman', the fighting scene (Manner maketh man) was chosen.

The students were asked to compare and contrast Eggsy's and Harry's accents and think about the characters' background. Then, different dialects of British English were introduced.

All the students agreed that it is almost impossible to understand Eggsy's accent (the actor is originally from Liverpool, and he speaks with Cockney accent in the movie).

Even though they were explicitly taught what the actor (Eggsy) said, it was too difficult, but they now realize that there are many different accents in all around the world.

APPENDIX 5-9. Journal (Day 9)

Journal 9 (Day 9: 11/20)

19:00-19:30	Ice breaking activity (Different expressions (Bri vs. Ame)
19:30-20:20	Pronunciation & Intonation rules (content/function & stress) Segmental & suprasegmental differences
20:30-21:40	Rise of the guardians: American & Australian

Student A: Bunny's (Hugh Jackman) accent sound like British but it is a lot faster and it seems very difficult to interpret.

Student B feels that Buggy's (Jude Law) dialect is the easiest to understand for him. He thinks that the British accent is now easier to understand than the American accent.

"That's right /nightmare" → When these phrases were said by characters. The students felt that the pronunciation sounded very different. However, it seems more depended on the speed and more importantly, the movie characters' traits seem to make all the differences.

After understanding the whole story, it is a lot easier to listen, and when the Korean subtitle was on, it is a lot more comprehensible.

Student C is the only person who can hear the Australian accent. Therefore, she was asked how she could comprehend the accent better. Then, she said that she does not understand that, but she just guessed, and she was just lucky to choose the right answers.

One of the students said that they tried to focus on the test at the beginning, but they lost interest at some point. Then, they decided to concentrate on the test later. That is why they could get a better mark on the last question.

Journal 10 (Day 10: 11/22)

19:00-19:30	Post-test
19:30-20:20	Questionnaires
20:30-21:40	Interviews

국 문 초 록

교통, 통신 기술의 발달과 무역의 확대로 인해 영어 의사소통 능력은 현대인들에게 있어 주요한 습득요구과제가 되었다. 이에 따라 다양한 문화권 출신 사람들 간의 의사소통 상황 또한 급격히 증가하게 되었다. 이런 환경의 변화 때문에 다양한 발음에 대한 이해는 점점 더 중요해지고 있고, 제 2 언어 연구와 영어 교육 영역에서도 이러한 세계 영어(World Englishes, English as a Lingua Franca)에 대한 연구가 활발히 진행되고 있다.

그러나 한국 교육에서는 아직도 다양한 영어 발음에 대한 교육이 제대로 이루어지고 있지 않다. 특히 북미 영어가 한국의 국, 공립학교에서 기본적으로 사용되고 있기 때문에, 대부분의 학생들은 다양한 영어 발음에 익숙하지 않을뿐더러, 북미 영어만을 선호하는 경향을 보이기도 한다. 하지만 영어발음의 다양성에 대한 이해 부족은 타 지역 출신의 사람들과 마주쳤을 때 의사소통의 어려움을 야기할 수 있다. 현재, 영어교육의 최우선 목표는 의사소통 역량의 증대이다. 따라서, '다양한 세계 문화와 영어에 대한 이해'와 그것을 위한 교육은 목표달성의 필요조건이다. 그러나 지금까지 관련 연구들은 대부분 참여자들의 듣기 실력이나 선호도 또는 인식에 대한 조사를 했을 뿐, 교육 방법에 대한 구체적인 연구는 거의 진행되지 않았다. 그러므로, 이 연구를 통해 듣기 전략 바탕의 교수법을 적용하여, 다양한 영어 발음의 이해를 위한 구체적인 듣기 교육 방안을 제안하고자 한다.

총 20명의 대학생이 5주 동안 총 30시간의 교육을 받았고, 교육 자료는 멀티미디어와 졸업 전에 학생들이 봐야 하는 영어시험인 TOEIC을 바탕으로 제작되었다. 따라서, TOEIC에서 사용되는 미국, 영국, 호주 영어가 이 연구의 다양한 발음으로 선택되었다. 학생들의 듣기실력 향상 측정을 위해 객관식과 주관식을 포함한 테스트가 수업 전과 후에 진행되었다. 결과는 SPSS 23을 사용하여 ANOVA와 ANCOVA로 분석하였으며, 다양한 발음에 대한 학생들의 태도와 자신감의 변화 여부 등을 설문지와 심층 인터뷰를 통해 살펴보았다. 실험 결과, 듣기전략은 다양한 영어발음에 대한 듣기 능력을 향상시키는데 도움이 되었다. 30시간의 짧은 수업으로 인해 듣기에 대한 자신감이 많이 향상되지는 않았지만, 학생들의 다양한 발음에 대한 태도는 긍정적으로 변화하였다. 이 연구는 한국의 영어교육 현장에서 듣기전략을 활용하여 영어의 다양한 발음 차이에 대한 이해'를 전할 수 있는 교육적 함의를 제공한다.

주요어: 다양한 영어 발음, 듣기전략, 한국영어수업, 듣기교수법, 세계영어학
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