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英語為第二外語學習者對英語口音的態度研究：

以台灣高中為例

Attitudes of EFL Learners towards English Accents:
A Survey in Taiwanese High School

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To Professor Yi-Ping Huang

獻給我的恩師黃怡萍教授



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國立政治大學英國語文學系碩士班

碩士論文提要

論文名稱：英語為第二外語學習者對英語口音的態度研究:以台灣高中為例

指導教授：黃怡萍博士

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論文提要內容：

國際上的溝通交流大部分是在非母語人士間(Crystal, 2003; Prodromou, 1997)，英語學習的目的是為了與不同國家的人士溝通，而非僅限於母語人士，在此情境下，國際英語(EIL)反映了應與使用者的不同文化背景，也改變了英語學習者的需求和目標。

然而在台灣，只有少數的研究探討高中生的發音學習目標，瞭解學生的學習目標有助於發音教學，因此，本研究欲更加了解台灣高中生英語發音的學習目標，檢視他們對待不同英語口音的態度，以及影響他們發音目標設定的相關因素和學習動機，以問卷以及 Verbal-Guised Technique 為研究工具，對 172 位台灣高中生進行研究。

在 172 個受試者中，百分之 58 的學生目標是發音和母語人士一樣，剩下的則是著重在提升語言的理解度。Verbal-Guise Technique 的分析結果亦符合發音

目標的結果，顯示受試者對英語母語口音的評價更高。關於影響發音目標選擇的因素，性別和英語能力自評和結果最為相關，結果顯示女性比男性更加渴望追求母語口音，另外受試者對自我英語能力評價越高，就越傾向追母語口音。

此外，受試者動機的分析結果指出，學生只要擁有較高的動機，不論是工具(instrumental)動機或融合(integrative)動機，他們都會更容易將學習母語口音設為目標。值得一提的是，分析結果也顯示，台灣高中生仍然有視母語人士為學習標準的觀念。

鑑定完學生的觀點後，有助於教師後續的教學活動，首先教師應向學生澄清追求完美母語口音的觀念，並建立學生對於多元口音的知識，教學活動的目標旨在提升國際溝通時的理解力而非和母語人士一一樣的口音。

再者，教師補充多元口音的教材，以及提供學生和國際學生互動的機會，以提升學生溝通能力。這樣學生可以有更多接觸不同口音的機會，也能更加尊重世界上不同文化與人民。

關鍵字：國際英語(EIL)、發音、語言態度、學習目標、學習動機

ABSTRACT

Since the global communication happens mostly among non-native speakers (Crystal, 2003; Prodromou, 1997), English is being learned for international communication rather than communication with native speakers. In this situation, English as an International Language (EIL) reflects the culture diversity of users with different culture backgrounds and changes the learners' pronunciation needs and goals.

However, few studies in Taiwan paid attention to high school students' learning goals in pronunciation. Understanding students' learning goals would be helpful in pronunciation teaching. Therefore, this study aims to explore the issue of Taiwanese high school students' learning goals in English pronunciation, and investigate their attitudes towards accents, factors, and motivations contributing to their choices. This study drew data from 172 high school students by using questionnaire and Verbal-Guise Technique.

The analysis of 172 responses showed that 58 percent of the students would like to pursue native accents while the rest of them concentrate on the intelligibility. The analysis of Verbal-guised technique (VGT) also corresponds to this result indicating more positive attitudes of the students toward the native accent.

As to the four factors that might contribute to their choices in learning goals, gender and self-perceived proficiency were found most related to the results. Female

students were more eager to acquire native accents than male students. Besides gender difference, the participants' self-perceived proficiency would also have an influence on their learning goal in pronunciation. With the levels advancing, the participants would have a tendency to set their goals to be like native speakers.

Besides, the results of motivations investigation indicate that if students possess higher motivations, no matter instrumental or integrative, they would have the tendency to pursue native accents. It is worth to note that high school students still held the belief that native accents were the benchmark of achievement and deserved to be complimented.

After identifying their students' perspectives, it is helpful for teachers to engage them for further pedagogical instruction. First of all, teachers should clarify their belief about the perfection of native accents and further build their knowledge for varieties of English and promote intelligibility in global communication. Moreover, teachers can supplement them with more resources on other varieties of English and also provide students with different opportunities to interact with international students to promote the participants' communication abilities. In doing so, students can have more opportunity to get access to different varieties of English and show respect to different cultures and people around the world.

key words: EIL, pronunciation, language attitude, learning goal, learning motivation

CHAPTER 1

INTRODUCTION

This chapter introduces the background and motivation of the current study. Then, the research purposes and questions would be explored in the study and followed by stating the significance of the study in terms of how it may contribute to the understanding of the students' learning goal in English pronunciation. Finally, an overview of the current study is provided.

Background and Motivation

English is viewed as an international language and is widely used in the world. Learners used to seek for the norms and standards of English to learn. However, with so many users around the world, English is characterized by its variation, which interprets the concept of World Englishes. One of the concerns of World Englishes is the teaching and learning of English in the EFL context. With a variety of accents in the world, whether students should conform to native norms in pronunciation has been debated in recent years. In order to understand learners' perspectives about the accents, attitude studies towards accents were also carried out worldwide.

Recent research on attitude studies abroad has shown that most of the learners prefer native varieties than non-native ones (Bernaisch & Koch, 2015; Chiba et al., 1995; Dalton-Puffer et al., Hundt et al., 2015; 1997; McKenzie, 2008; Scales et al., 2006; Tokumoto & Shibata, 2011). However, in Timmis' study (2002), students and teachers in ESL context expressed a desire to retain their first language accent. In addition, in He and Zhang' (2010) study, most of the participants in China were content about English with their own accent as long as they can achieve mutual

understanding. Although the results are different in the above studies, the influential factors behind the participants' preference can be concluded as follows: the history of colonization, familiarity, exposure to English, learners' self-perceived proficiency, motivation, learning context and gender. These factors provide accessing to analyze learners' attitudes towards accents, and are the important elements in the methodology of this current study.

Research Purpose and Research Questions

Turning to the situation in Taiwan, there were few studies paying attention to learners' attitudes towards accents and the results of learners' attitudes are much in the same vein. To begin with, Taiwanese learners preferred native speakers to be their teachers and viewed native varieties (American English and British English) as the target model (Cheng, 2009; Kobayashi, 2008). Besides, there were also studies trying to prove that after teaching interventions, learners' attitudes would be more positive towards non-native accents (Lee & Wang, 2015; Wong, 2011). Although after teaching, learners tend to appreciate other accents, more than half of them still set the norm of native speakers as their goal of pronunciation probably because of the competition and peer evaluation in the study (Lee & Wang, 2015). Since understanding learners' pronunciation goal can shed lights on teaching, there is a need to investigate Taiwanese learners' attitudes of learning pronunciation.

Previous studies in Taiwan indicated that EFL learners prefer native accent to others. Most of the studies in Taiwan paid attention to college students' preference among various accents research. However, the relationship among learners' pronunciation learning goal, their learning motivation and factors contributing to their choices were less discussed in these studies. Understanding learners' pronunciation

goal and related perspectives would be guidelines for high school English teachers and thus be helpful in pronunciation instruction.

With the purpose in mind, this study concentrates on the following two research questions:

1. Do Taiwanese students prefer the native accents or their own variant as their learning goals? Why do they have this kind of preference (motivation)?
2. What factors might contribute to students' preference? What is the relationship between the participants' choices and these factors (i.e., gender, self-perceived proficiency, familiarity, and exposure to English-speaking countries)?

Significance of the Study

The current study attempts to investigate the learning goal in English pronunciation of high school students in Taiwan. Besides, the factors and motivations related to their choices would be analyzed and discussed. Lastly, pedagogical implications in pronunciation would be provided. By probing the issue, high school English teachers can understand students' perspectives toward accents and can be inspired when addressing the accent issues in pronunciation instruction.

Overview of the Study

This study is divided into the following sections. First, in the literature review part, it focuses on pronunciation learning and explores the shift of the learners' learning goals in English pronunciation. After that, a review on the importance of attitude studies is introduced, which focused on the relationship between attitudes and motivation and pronunciation learning. Then, research on attitudes studies around the world and then the studies in Taiwan are discussed.

Next, the methodology adopted in the present study will be explained, including the participants, instrument, procedure, and data analysis. Then, the findings of the survey are analyzed and discussed. Finally, further implications for English teaching in Taiwan will be provided. By investigating the participants' attitudes toward accents and analyzing the related factors and motivations, this study expects to provide pedagogic inspiration in Taiwan.



CHAPTER 2

LITERATURE REVIEW

The chapter reviews literature on attitude studies related to the current research. The first section focuses on the pronunciation learning and explores the shift of the learners' learning goals in English pronunciation. The second section introduces the importance of attitude studies by probing in the concepts of attitude and motivation which are significant in language learning and teaching. The third section reviews research around the world on attitude studies categorized by the learners' learning contexts into ESL, EFL, and both ESL and EFL. The final section includes the studies conducted in Taiwan

Pronunciation Learning Goal

Pronunciation research has been influenced by two major principles, the nativeness principle and the intelligibility principle. In the realm of pronunciation pedagogy, the former holds that learners should try their best to achieve native-like accent and the latter holds that learners simply need to be understandable (Levis, 2005).

Traditional pronunciation goals encouraging learners to strive for near-native pronunciation were the dominant paradigm before 1960s. The review by Marinova-Todd et al. (2000) of research on adult acquisition of English found that some adults could achieve native proficiency in pronunciation. But in general, few learners pronounced as well as natives. While “mastery” of pronunciation sounds attractive to many students and teachers even until now, the goal is actually unattainable and unrealistic which not only defeats learners but also frustrates teachers (He and Zhang, 2010; Kirkpatrick, 2007; Levis, 2005; Morley, 1991; Rajadurai, 2001).

On the other hand, intelligibility principle recognizes learners can be understandable even with foreign accents. To achieve successful communication doesn't require native accents. Besides, literatures have found that non-native speakers outnumber the native speakers (Crystal, 1997; Graddol, 1997). Non-native speakers today no longer learn English to communicate primarily with native speakers. Their goals of learning English are for international communication, which is the concept of English as an International Language (EIL). To achieve mutual intelligibility is more emphasized than the nativeness of pronunciation.

By adopting a questionnaire of Timmis (2002), which was designed based on the nativeness and the intelligibility principles, my research aimed to explore the students' learning goal in English pronunciation. To be specific, one section in the questionnaire would ask the participants which speaker they would like to be- pronounce English just like native speakers or pronounce with Taiwanese accent but communicate fluently. By answering the question, the students would state their ultimate goal in pronunciation. Understanding the students' performance goals is helpful for the educators to facilitate the pronunciation learning and teaching process accordingly. Furthermore, to probe the issue in the students' learning behaviors, it is crucial to examine the students' language attitude, which may influence their attainment of the language.

Importance of Attitude Study: Attitude and Motivation

As Oroujlou and Vahedi (2011) put it : “motivation and attitude provides primary impetus to initiate learning language 2 (hereafter L2) and later the driving force to sustain the long and often tedious learning process”(p.994). The comparison of attitude and motivation is that attitude is a combination of beliefs, and motivation is

the impetus for doing something. The two terms are interrelated because the beliefs can be the reason for doing something. Previous studies also indicated attitude will have a positive impact on motivation to learn (Lennartsson, 2008; Jain & Sidhu, 2013) Therefore, understanding the attitudes and motivation of language learners is vital to implement language learning and teaching.

Attitude

Attitude is related to the attainment of language learning. For instance, in Oller et al.'s (1977) study, Chinese graduate students did better on their tests if they rated Americans higher in terms of their positive personalities. Therefore, for educators, better understanding of the attitude and motivation of learners can assist them to design curriculums and programs that produce more successful learners (Miraj et al., 2008).

In terms of learning pronunciation, Suter (1976) found that the participants who were more “concerned” about their pronunciation (p.249) had better pronunciation attainment in learning English as a second language. In addition, Elliot (1995) also found that the students’ attitudes toward native or non-native pronunciation were related to their acquisition of their target language pronunciation.

Motivation

On the other hand, motivation, defined by Gardner (1985), is “the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity”(p.10). Motivation can be further categorized into integrative, learning a language because one strongly identifies with the target group and wants to become one of the target language community, and

instrumental, learning a language concerned with the pragmatic and utilitarian reasons, such as for academic or better pay (Gardner & Lambert, 1972). They also mentioned that students with integrative motivation would work harder to develop communication skills in the second language learning. Therefore, in the study, the attitude of the learners towards different accents will be examined and their motivation behind will also be discussed to shed lights on the pronunciation pedagogy.

Attitude and Motivation in the Study

Attitudes of the participants towards English accents can be known in the study by analyzing the results of the verbal-guised technique and the questionnaire. The purpose of conducting the verbal-guised technique is to elicit the participants' spontaneous reactions towards English accents. After listening to the two recordings, one is American accent and the other is Taiwanese accent, the participants would be asked to rate according to the 16 traits provided such as friendly, educated and competent. The higher ratings they gave indicated the more positive attitudes they had towards that particular accent.

Moreover, the learners' attitudes toward English accents can also be investigated in the questionnaire of the study. After the participants chose their learning goal, they would be asked to provide their reasons. There are eight reasons provided in the questionnaires and two of the statements "Other people may think I am good at English." and "Native accent is the perfect accent" represent the common belief towards accents. By understanding whether the participants hold these beliefs, their language attitudes towards accents can be known. According to Tokumoto & Shibata (2011), the particular language attitudes were learned and established in social

environment, such as by hearing from others.

The rest of the six statements in the questionnaire were motivations of the participants. Three of them were categorized into integrative motivations and the others were instrumental motivations, which would be discussed later in the section of methodology.

Research on Attitude Study

The literature on attitude studies abroad has revealed that native varieties tend to receive higher evaluations than non-native ones (Bernaisch & Koch, 2015; Chiba et al., 1995; Dalton-Puffer et al., 1997; Hundt et al., 2015; Jenkins, 2005; McKenzie, 2008; Scales et al., 2006; Sifakis and Sogari, 2005; Tokumoto & Shibata, 2011; Uygun, 2013). Only few exceptions have mixed and even opposite results (He and Zhang, 2010; Timmis, 2002). According to the different learning context, the following literature review of attitude studies will be discussed in the order: participants in ESL context, participants in EFL context, and participants coming from both ESL and EFL countries. Finally, the studies investigating the attitudes of the participants in Taiwan will be explored.

Participants in ESL context

In the ESL context, research showed that people in India and Fiji both evaluate British English positively than other accents. For example, Bernaisch and Koch (2015) explored Indian English speakers' attitudes towards Indian English, British English, American English, and Sri Lankan English with 13 bipolar pairs arranged on a six-point semantic differential scale. The participants viewed British English as most favorable while Sri Lankan English the least. However, if the descriptors on the

bipolar scales are examined respectively, the results showed that among the varieties, British English received much higher evaluation than others on the descriptors such as “educated,” “smart,” “formal,” “serious”, and “sophisticated”. However, in terms of “friendly” and “humble”, British English didn’t receive the highest scores. Instead, Indian English was evaluated positively in these two descriptors. Therefore, although the result displayed the overall positive attitudes toward British English, different aspects of attitudes should also be investigated to explore the participants’ attitudes deeper.

In addition to India, a questionnaire-based research (Hundt, Zipp & Huber, 2015) indicated that Fiji citizens had strong preference for British English and considered it the best English-speaking country, the most pleasant variety and the norm in institutional context. Among other varieties being investigated, American English, second to British English, was favored over other accents in Australia, New Zealand, South Africa and Fiji. In this study, Fiji citizens preferred the inner circle varieties of English to the local varieties.

The above studies in India and Fiji also revealed that colonization and gender differences are influential factors. In both cases, British English received higher evaluation than other varieties and it may reflect the influence of colonial power. As Karchu (1986) puts it: “the historical development of non-native varieties of English is closely related to colonisation. Attitudinally, the colonisers’ English became the preferred norm once English was introduced in the linguistic network of a country” (p.88). Colonization has an important effect on the positive attitudes of the colonized towards English accents. Although India and Fiji were affected by the colonization in the preference of British English, gender differences seem to display disagreement between these two studies. In Fiji, male respondents regarded the local variety, Fiji

English, as both “best” and “most pleasant” more often than female respondents (Hundt, Zipp & Huber, 2015). However, in India, young (19 to 24 years old) female have more positive attitudes towards their local variety, Indian English (Bernaisch and Koch, 2015).

Participants in EFL context

Similar to the studies in the ESL setting, participants in the EFL settings such as Austria and Japan also displayed strong preference for native accents.

In Austria, in order to shed light on pronunciation instruction, Dalton-Puffer, Kaltenboeck and Simit (1997) tested the attitudes of university students towards three native accents RP (Received Pronunciation), near-RP, and GA (General America) and two non-native accents of English in Austria. The respondents showed that British English is the highest valued in Austria: more than two-thirds of the respondents attempted to learn RP. Besides, under the instruction of the questionnaire, they considered the speaker with RP accent the most qualified for publishing audio books.

In the case of Austria, researchers concluded that familiarity and exposure played a crucial role in the overwhelming preference of RP. The respondents positively rated the accent that they were familiar with at school and/or during stays in English speaking countries. Moreover, students growing under the EFL context reflect more rigid stereotypes than those who have spent time in English-speaking countries.

In Japan, the attitudes of Japanese university students were investigated towards six varieties of English (McKenzie, 2008). The result suggested that in terms of “status” (intelligent, confident, fluent, clear), respondents favored standard and non-standard varieties of UK and US English. On the other hand, when “solidarity” (gentle, pleasant, funny, modest) is taken into consideration, heavily-accented

Japanese English received higher evaluation. Besides the two facets, gender, self-perceived proficiency in English, and previous exposure to English had significant influence on the respondents' attitudes. In McKenzie's (2008) research, female respondents, respondents who regarded themselves as high proficiency learners, and respondents with (more than three months) experience travelling to English countries all rated three varieties of UK and US English more positively.

Parallel to McKenzie's (2008) study, another research in Japan also displayed university students' preference to the native accents, American and British accents, rather than non-native accents, accents in Japan, Hong Kong, Sri Lanka and Malaysia (Chiba et al, 1995). The results also indicated that participants with more instrumental motivation, that means who agree with the statement "As long as it is understood, incorrect English is acceptable", have more positive attitudes towards non-native English accents. Furthermore, the Japanese participants could easily identified native accents compared to Japanese and other Asian varieties. The researchers concluded that familiarity with a particular accent is also relevant to accepting accents.

Moreover, to explore the appropriate models and norms in China's ELT classroom, a study was conducted to understand the attitudes of non-English major university students and teachers of college English towards standard English and China English (He & Zhang, 2010). The survey questionnaire was adapted from Timmis (2002) and the result showed that more than half of the participants could accept their Chinese accent as long as they can communicate clearly. The half of the participants believed that English was a tool for communication therefore the native accent was not necessary. Also, 34 percent of the participants had a strong language identity and wanted to be identified through their Chinese accent.

Participants from both ESL and EFL countries

In addition to the attitude studies conducted in outer and expanding circles, Timmis' (2002) study investigated 400 learners in more than 45 countries. On the contrary to He and Zhang's (2010) study, Timmis found that over two-thirds, 67 percent, of the students preferred native accent. The only exceptions were the students from three inner and outer circle countries- South Africa, Pakistan and India. 64 percent of them hope to retain the accent of their countries. However, the researcher concluded that, on average, "There is still some desire among students to conform to native speaker norms" (p.248) and wondered whether the teachers have the right to "politically re-educate" (p.249) the students and raise their awareness towards World English.

Like in Timmis' (2002) study, the attitudes of more than one ethnic group were examined in Tokumoto and Shibata's (2011) study. They explored the attitudes of university students from Japan, South Korea, and Malaysia toward their L1-accented English. The result showed that Japanese participants were the most anxious for the intelligibility of their accented English. To lesser degree than Japanese, the Korean participants also evaluated Korean-accented English negatively. Unlike students in Japan and Korea, Malaysian students desired to maintain their own accent and more confident in their own variety of English.

The attitudinal differences among the three countries may result from the pedagogical context according to Tokumoto and Shibata (2011). English is taught as a foreign language in both Japan and Korea while as a second language in Malaysia. In Japan and Korea English is rarely used outside of the classroom while in Malaysia, English is an official language and serves as lingua franca among Malays, Chinese and Indians. However, both in the EFL settings, the Korean participants evaluated

their accented English more positively compared to the Japanese. The difference can be counted on the English education policy and social movement in South Korea. The government wanted to improve students' ability to explain their culture to foreigners. As for the social movement, a new variety of English, Korean English, is used in English newspapers in the country. Because of these factors, the attitudinal differences exist among these three ethnic groups.

Previous attitude studies displayed that most of the participants preferred the native varieties of English (Bernaisch & Koch, 2015; Chiba et al., 1995; Dalton-Puffer et al., 1997; Jenkins, 2005; Hundt et al., 2015; McKenzie, 2008; Scales et al., 2006; Sifakis and Sogari, 2005; Tokumoto & Shibata, 2011; Uygun, 2013). However, in Timmis' study (2002), most of the participants preferred native accents while the participants from ESL context didn't. Also, He and Zhang (2010) concluded that more than half of the Chinese participants didn't mind their Chinese accent.

The factors behind the participants' preference were examined in these studies. To begin with, colonization in Fiji and India played an essential role in the participants' preference for British English (Bernaisch and Koch, 2015; Hundt, Zipp & Huber, 2015). Familiarity with the particular accent was also an important factor but the term was explained differently in the studies in Austria, Japan, and Turkey- the first indicating familiarity at school, and the latter two meaning the degree to be recognized (Chiba et al., 1995; Dalton-Puffer et al., 1997; Uygun, D. 2013) Besides, more exposure to English speaking countries (Dalton-Puffer et al., 1997; McKenzie, 2008), and participants with more confidence in their proficiency (McKenzie, 2008) would also affect their attitudes towards accents. Moreover, the participants with instrumental motivation, that is, using English as a communication tool (Chiba et al., 1995; He & Zhang, 2010) with strong language identity (He & Zhang, 2010), and with

reality concerned (He & Zhang, 2010, Timmis, 2002) would show more tolerance to native variety of English. Furthermore, Tokumoto and Shibata (2011) indicated that the difference of the context, ESL or EFL, the social movement, and the educational policy also played an important part in the participants' preference. Finally, gender difference also plays a crucial but diverse role in the participants' attitudes. In the study conducted in Fiji and Japan, female valued native accents higher than male (Hundt, Zipp & Huber, 2015; McKenzie, 2008), while in India, Bernaisch, and Koch (2015) the researchers found the opposite result.

The above studies reveal that a variety of factors and motivation had an influence on the participants' attitudes towards English accents and the attitudes are correlated to language learners' leaning. If learners have a positive evaluation towards their own accented English, they would be less anxious when speaking in English (Tokumoto and Shibata, 2011). Therefore, understanding the participants, learning goal of pronunciation is crucial-whether they prefer to have a native accent or their own accented English but with global intelligibility (Groom, 2012; He & Zhang, 2010; Scales et al., 2006; Timmis, 2002). In addition to learners, teachers' perspectives also require investigation to understand their expectation on students in pronunciation (Timmis, 2002; He & Zhang, 2010).

Research on Attitude Study in Taiwan

Although English Language Teaching is prevalent in Taiwan, few studies focus on the attitudes of English language learners towards varieties of English. Attitude studies about Taiwanese learners showed that learners preferred native speakers to be their teachers. For example, Cheng (2009) investigated elementary students' attitudes about the accents of their English teachers by listening to two accents: General

American and Chinese English. The result indicated that almost two thirds of the learners preferred the native speaker to be their language teachers.

Similarly, Kobayashi (2008) conducted a study in Philippines on Taiwanese students participating in the language program. With a questionnaire on the attitudes towards second language varieties of English, the result indicated that participants still regarded native varieties (American English and British English) as the target model. They didn't choose the inner circle countries but Philippines as their learning site because of the low cost and geographical proximity. However, almost all participants mentioned the difficulties to get used to the Philippine teachers' accent. Therefore, the researcher suggested Taiwanese learners' more exposure to L2 varieties of English and to teacher-training institutions in Taiwan for courses in World English and English as an International Language.

Although language learners in Taiwan still seek the native norms as their pronunciation model, other studies (Lee & Wang, 2015; Wong, 2011) proved that after teaching interventions, learners' attitudes would be more positive towards non-native accents. Wong (2011) compared the attitudes of Taiwanese university students towards three varieties of English: American English, Indian English and Taiwan Mandarin-accented English. The result from the attitudinal questionnaire revealed that American English received the most positive evaluation while the Indian English the most negative. However, after the instruction on Indian English from the perspective of World Englishes, students tended to appreciate the different varieties of English.

Lee and Wang (2015) also conducted a study on 85 students from two universities in Taiwan and found out that after teaching intervention students attitudes toward native norms would change. After listening to the recording of speakers from

America, India and Vietnam, students were required to complete an attitude questionnaire. The result indicated that the participants viewed American English most positively. With the understanding of their attitudes, the researchers then conducted teaching intervention, in which students had to write an English dialogue and videotaped their performance as a group of four. Then, they would receive peer evaluation and discussed their work in the class. According to the researchers, after teaching interventions, students tended to appreciate other varieties of English. The number of students who considered the standard pronunciation was important decreased from 87 percent to 74 percent. However, the native norm was still the goal of students and it was reflected by the number of students who wanted to sound like native speakers increasing from 54 percent to 61 percent. Therefore, mixed results were reflected in the study and it may result from the competitive atmosphere of the peer evaluation as the authors mentioned in the study (p.47).

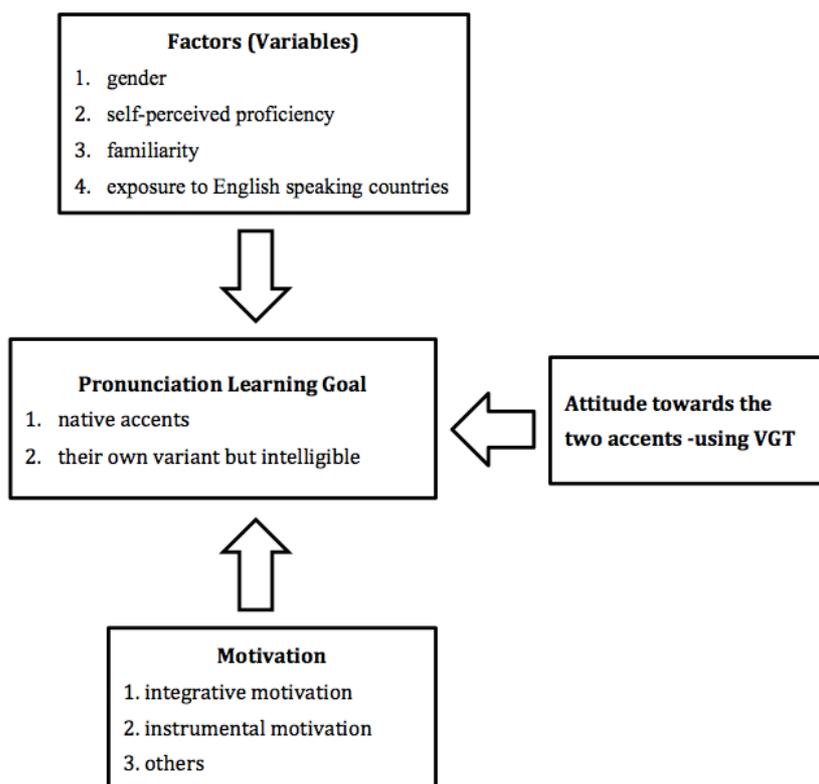
Previous research overwhelmingly shows that Taiwanese EFL learners prefer native accent to others. After understanding Taiwanese learners' preference toward their teachers' accent and among the varieties of English accents, their leaning goals are still unclear. Learners' preference of native accent does not mean they will set native-like accent to be their leaning goal. To illuminate the pronunciation teaching in Taiwan, students' learning goals are in need to be investigated. Therefore, the study explored Taiwanese students' perspectives and also examined the factors and their motivation contributing to their choices. Therefore, this study sought to answer the questions including:

- 1. Do Taiwanese students prefer the native accents or their own variant as their learning goals? Why do they have this kind of preference (motivation)?**

2. What factors might contribute to students' preference? What is the relationship between the participants' choices and these factors (i.e., gender, self-perceived proficiency, familiarity, and exposure to English-speaking countries)?

The structure of the two research questions is shown in Figure 1. To explore the central question with regard to the learners' learning goal in pronunciation, the four factors in the participants' background information would be investigated to determine which factor plays an important role in their choice of pronunciation goals. Besides, the participants' motivation and attitudes towards accents would also be examined to confirm whether they influence how the participants set their learning goals.

Figure 1. *The structure of the two research questions*



CHAPTER 3

METHODOLOGY

The methodology of the study included four parts: the participants of the current study, the instruments used, the research procedures, and the data analysis method.

Participants

Participants were 172 high school students in northern Taiwan excluding the unfinished 25 questionnaires. This study adopted stratified sampling and the participants were categorized into three groups: general high school, elite high school, and comprehensive junior-senior high school. The definition of each high school would be stated in the following paragraphs.

General high schools are common secondary high schools consist of three years of schooling based on the definition of Minister of Education in Taiwan. Among general high schools, there are some schools that are generally more prestigious and students there have better academic performance. These schools are so-called elite high schools.

According to Department of Education in Taipei City Government, there is no universal definition of elite high schools. In one of their reports, elite high schools were defined as schools whose minimum admission is equal to or above PR 95 in The Basic Competence Test for Junior High School Students in 2009 and the definition was adopted in the present study. The PR, Percentage Rank, of a score is the percentage of scores in its frequency distribution that are equal to or lower than it. For example, the students in the elite high school in this study would have test scores that are greater than 95 percent of the scores of students taking the test.

Furthermore, comprehensive junior-senior high schools are composed of

three-year education in junior high schools and three-year in senior high schools according to Laws and Regulations Retrieving System of Ministry of Education in Taiwan.

In each school, two classes of students (about 70) were chosen to participate in this study. The classes selected were based on the availability of the teachers in each high school. Each of the three teachers, who helped to carry out the study, chose two of their classes to participate in the study. Besides, varying factor like gender for students were taken into consideration to make the participants representative. Therefore, the classes were all co-educational and had both male and female students. Among the 172 participants, there are 97 females and 75 males.

High school students were selected as the participants for two reasons. First of all, previous study focused on the attitudes of university students and high school students' voices were little heard. According to Ministry of Education, high school students have four English credits in each semester, which means four English classes every week. As the intensive English learners in Taiwan, high school students' attitudes should be considered. Therefore, this study may shed lights on secondary school instruction.

Instrument

The instrument used in the present study: questionnaire (about background information of the participants, and their preference in different accents and their leaning motivation), the verbal-guise technique (VGT). Each will be explained in details.

A questionnaire about the background information of students (Appendix A)

The background information required in this study consists of four parts: gender, self-perceived proficiency, familiarity and the exposure to English speaking countries since previous studies proved that gender difference (Bernaisch & Koch, 2015; Hundt, Zipp & Huber, 2015; McKenzie, 2008), self-perceived proficiency (McKenzie, 2008), familiarity (Dalton-Puffer et al., 1997) and exposure (McKenzie, 2008) play a crucial role in the participants' attitudes. According to McKenzie (2008), exposure means experience of traveling to English-speaking countries and in the research of Dalton-Puffer et al.(1997), the definition of familiarity is composed of the respondents' familiarity with certain accents at school and /or during stays in English speaking countries. These two facets were separated to discuss in this study. Therefore, in this study, the participants' familiarity would be surveyed in how much time they immerse themselves in English during their daily life while exposure would be discussed in how much time they have ever spent in English-speaking countries.

A questionnaire about accents and learning motivations (Appendix B)

The questionnaire was adapted from Timmis (2002) and translated into Chinese. The participants would state their learning goal in pronunciation and they would be asked to make a choice first from the two statements.

Student A: 'I can pronounce English just like a native speaker now. Sometimes, people think I am a native speaker.'

Student B: 'I can pronounce English clearly now. Native speakers and non-native speakers understand me wherever I go, but I still have the accent of my country'
(Timmis, 2002)

After making a choice, they had to provide their reasons and the following eight reasons were developed in this study. The participants have to rate by the eight provided reasons for their choices with a 4-point Likert-scale (1 = very disagree; 2 = disagree; 3 = agree; and 4 = very agree). The reasons were designed to investigate the participants' motivation of learning English. The motivation of participants was proved to influence the attitude in the studies of Lennartsson(2008) and Jain & Sidhu (2013); thus, it would be considered in this study.

The eight reasons to learn English (motivation) were generally based on the concept of instrumental and integrative motivations (Gardener and Lambert, 1959). According to Norris-Holt (2001), learners with the instrumental motivation consider their purposes of language learning more utilitarian way. On the other hand, learners with integrative motivation wish to integrate themselves into the culture of the target language group. According to Gardener and Lambert (1959), students with integrative motivations would be expected to work harder to polish their communication skills in the second language. Therefore, to investigate whether the participants in this survey had this kind of tendency, the eight motivations were categorized based on the types of motivation.

Three statements in the questionnaire (1. "I want to take English proficiency tests to get certificates." 2. "I may go abroad to study in the future." 7. "It will make me competitive in job market.") are categorized to instrumental motivation while the other three (4. "I want to live abroad in the future." 6. "I want to make friends with people from different countries." 8. "I want to go abroad to work and travel in the future.") are integrative motivation, which can be referred from Crookes & Schmidt's (1991) definition "Integrative motivation is identified with positive attitudes toward

the target language group and the potential for integrating into that group, or at least an interest in meeting and interacting with members of the target language group.”

In addition, the rest of the two statements are common belief of the participants (3. “Other people may think I am good at English.” 5. “Native accent is the perfect accent”) from previous studies (Lee & Wang 2015; Timmis, 2002; Tokumoto & Shibata, 2011). To generate more of the participants’ viewpoints, there is also an open-ended question that they can provide their own reasons in the following blank to elicit more viewpoints from the participants.

The verbal-guise technique (VGT) (Appendix C)

This section examined the participants’ language attitudes towards native accent and Taiwanese accent. The participants would listen to two recordings from the International Dialects of English Archive and then rate them respectively. The first recording is from a 32-year-old female from New York, which represents the native accent. The reason to choose the New York accent is that this dialect is the most recognizable accent in the United States due to its popularity in the media (Labov, 2006). The second recording was read by a 30-year-old Taiwanese female, who was a graduate student in the United States. Since the subject’s first language is Mandarin Chinese and born in Taiwan, she was selected to stand for Taiwanese accent. To minimize other factors that might affect the results of the study, both clips share the same script and the two females who participated in recording were in similar ages.

After listening to the recordings of the two speakers, the participants evaluated them based on 16 personality traits adopted in He and Zhang’s (2010) study. The rating was based on the 4-point Likert scale: 1 = the voice does not match with the given trait at all; 2 = the voice does not match with the given voice so well; 3 = the

voice matches with the given trait well; and 4 = the voice matches with the given trait very well. Instead of using the 5-Likert scale used by He and Zhang (2010), the choice of the even number scale would “force respondents to evaluate each accent either positively or negatively and prevent from adopting a neutral position” (Jenkins, 2007 p.152).

The verbal guise technique used in this study is widely applied in attitude studies to elicit the participants’ implicit attitudes towards different accents (Bernaisch and Koch, 2015; Cheng, 2009; Dalton-Puffer, Kaltenboeck and Simit, 1997; Lee & Wang, 2015; McKenzie, 2008). The reason to choose the verbal-guise technique instead of the matched-guise technique (Lambert et al., 1960) is that the matched-guise technique requires only one speaker with different accents to speak and then the participants will be told that there are more than one speaker before they rate the different accents. It was criticized most on the artificiality of the speakers because it is “practically impossible to find speakers who are equally convincing in several disguises”(Dalton-Puffer et al., 1997 p.177). On the other hand, the verbal-guise technique, which was adopted in this study, involves participants listening to recording from different speakers. The speakers can speak without the need to disguise, which is considered more natural than the matched-guise technique.

With these two instruments employed, the interpretations would be stronger to investigate the preference in pronunciation of Taiwanese learners and to discuss their motivation and factors contributing to their choices. After that, pedagogical implications would be provided to shed lights on pronunciation teaching in Taiwan.

Procedure

The data collection was undertaken in three high schools of Taiwan in September 2018, when the semester just began and the subjects had more free time to help complete the study. The participants included six classes of the students (172 students). Since they came from three high schools, I assigned a teacher in each school and made sure he/she understood how to conduct the survey. Then I handed my questionnaire and recordings to them. These three teachers in each high school were responsible for carrying out the survey, collecting the questionnaires and sending them back to me for further analysis. When conducting the survey, the people in charge had to answer the questions about the study from the participants to make sure they finished the questionnaires without misunderstanding.

Besides, to ensure consistency of the measurement, the procedures involved in this survey were the same. They students were all required to finish in the same order: the questionnaire about the background information, preference, and learning motivation, and the VGT test during similar time span. First of all, this survey required the background information of the participants. Then, it investigated their output goals in pronunciation by explicitly asking whether they want to sound like native speakers or to communicate fluently but with the Taiwanese accent. After that, the verbal-guise technique (VGT) was applied to elicit their attitudes towards accents implicitly. They spent about 30 minutes on the survey.

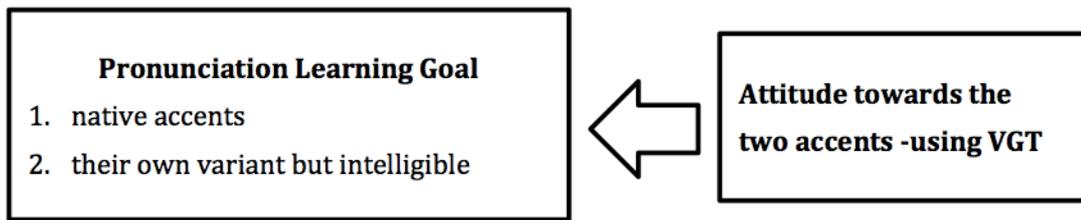
Data analysis

The study aims to explore Taiwanese learners' attitudes towards accents by examining their learning goal and preference. To answer the following two research questions, this study used statistics to analyze the questionnaires.

- 1. Do Taiwanese students prefer the native accents or their own variant as their learning goals? Why do they have this kind of preference (motivation)?**
- 2. What factors might contribute to students' preference? What is the relationship between the participants' choices and these factors (i.e., gender, self-perceived proficiency, familiarity, exposure to English-speaking countries)?**

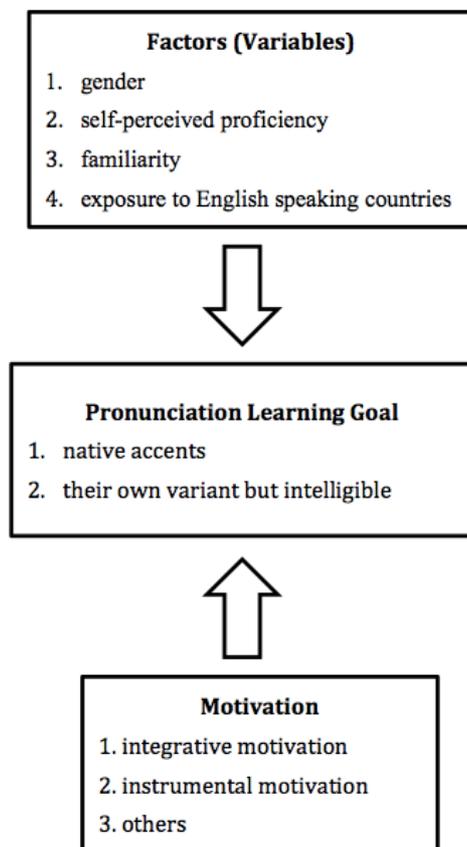
To answer question one, the issue was probed both explicitly and implicitly in the two parts of the questionnaire as indicated in Figure 2. First, this study analyzed the main question lying in the second part of the questionnaire (Appendix B), which directly asked the participants about their learning goal. The participants chose either English with native accent or with fluent Taiwanese accent and percentages were applied to analyze this data. Moreover, to implicitly explore the participants' preference, this study also analyzed the results of VGT (Appendix C), which aimed to elicit the participants' spontaneous reactions toward accents and compared it with their learning goal to determine their accent preference. After the participants listened to the two recordings, they were required to rate among the 16 traits-14 positive adjectives and 2 negative ones. The higher rating means the more positive/negative attitude towards certain accent. The rates of the two recordings were analyzed to acquire their means and difference and also underwent t-test to determine the significance.

Figure 2. *Taiwanese Students' Preference towards Accents*



Besides, the participants' motivations behind their learning goal (Appendix B) and the factors (Appendix A) behind their choices were also investigated in this study, which is presented in Figure 3. Percentage, which is a ratio expressed as a fraction of 100, was applied to analyze the participants' motivation as well as the factors. Besides, cross analysis was used to determine the relationship between them to figure out what factors and motivations significantly contribute to their choices.

Figure 3. *Factors and Motivations behind the Participants' Choices*



In order to elaborate the effect of motivations on the participants' choices, they were asked to provide detailed reasons to learn a particular accent in the open-ended part. They could write in Chinese to help them articulate their opinions and their response would be collected and categorized based on the most frequent themes for further analysis.



CHAPTER 4

RESULTS

This chapter reports the results on the questionnaire survey including the four factors (gender, self-perceived proficiency, familiarity and exposure) in the background information, their attitudes toward accents, and the eight motivations, which can be further categorized into integrative, instrumental and others. Next, the results of verbal-guised technique are demonstrated and compared with the results of questionnaire to check the consistency.

Questionnaire Survey

Research Question 1: Attitudes toward Accents

The results show that 58 percent of the students would prefer themselves to be like Student A (I can pronounce English just like a native speaker now. Sometimes, people think I am a native speaker), which suggests that more than half of the students set their pronunciation goals to be native-like. Some of the participants wrote:

When you learn a language, you should learn the correct pronunciation and try to become a native speaker.

These students acknowledged the historical authority of native models and argued for their inherit superiority over other varieties of English.

If you want to learn a language, you should learn from its original accent, grammar, and custom.

But at the same time they admitted the difficulty of achieving the goal:

It's better to pronounce English in "English" pronunciation but it's not easy.

On the other hand, there were 42 percent of them chose to become Student B (I can pronounce English clearly now. Native speakers and non-native speakers understand me wherever I go, but I still have the accent of my country), which means they don't mind speaking English with the accent of their own mother tongue. They elaborated their reasons in the open-ended question:

Language is for communication.

It's good enough if people can understand.

The purpose of communication is to understand. If people can't understand your native accent, it's still not a successful communication.

It's convenient when you travel. It's enough to understand a language.

Some of their reasons are related to the communication function of a language and indicated that the purpose of communication is to acquire the information.

When confronting many different accents, I can still get information without difficulties.

I can generally understand the meaning that foreigners want to convey.

These participants recognized the purpose of communication is information exchange and the communication can be successful as long as they could be understood accurately. In their points of view, accents have little to do with understanding.

Research Question 1: Verbal Guised Technique

In general, the results of the VGT displayed in Table 1 are found to be consistent with the findings of the questionnaire survey in this study reported before. From table 1, it can be seen that multivariate analysis of variance indicated that significant differences between Taiwanese accent and native accent. To be more precise, native accent was rated significantly higher than Taiwanese accent on nearly all the positive traits except three items- sincere ($p=0.713$), approachable ($p=0.550$) and patient ($p=0.470$). Although the means of native accents for these three were still higher than Taiwanese accents, there was no significant difference ($p<0.05$) in statistics level. These three personalities all describe positive behaviors of a person; that is, people with these personality traits are easy to talk to and become friends. The results show that for the participants, accents did not affect their opinions towards people in terms of getting along with them.

Despite the fact that the participants obtained more positive attitudes toward native accents, the ratings of the native accent on the two negative traits were slightly higher than the Taiwanese accent though these two ratings of the item arrogant ($p=0.253$) and aggressive ($p=0.080$) did not reveal significant difference ($p<0.05$). It is still worthy to note that when the participants were in favor of the native accent, the native accent

was still reported to be more arrogant and aggressive. This may arise from the classroom culture in Taiwan, which is still more conservative than western countries. Students are supposed to play passive roles in classroom and they have few opportunities to demonstrate their abilities. If they have some talents, presenting them in a humble way would be encouraged. When it comes to language learning, almost every student speaks with accents in Taiwan. If someone is different from others and speaks with perfect native accents, they may be seen as too arrogant or aggressive in others' opinions.



Table 1. Means and Differences of Taiwanese Accent and Native Accent on the 16 Traits

Traits	Means				
	Taiwanese Accent	Native Accent	Difference	Sig.	
Positive	1. Friendly	2.38	2.69	-0.31	0.000**
	2. Intelligent	2.35	2.90	-0.55	0.000**
	3. Educated	2.57	3.21	-0.64	0.000**
	4. Competent	2.42	3.02	-0.60	0.000**
	5. Industrious	2.40	2.56	-0.16	0.040*
	6. Sincere	2.56	2.60	-0.04	0.713
	7. Approachable	2.31	2.37	-0.06	0.550
	8. Considerate	2.16	2.35	-0.19	0.017*
	9. Trustworthy	2.21	2.67	-0.46	0.000**
	10. Wealthy	2.13	2.35	-0.22	0.005**
	11. Trendy	1.97	2.41	-0.44	0.000**
	12. Powerful	1.95	2.47	-0.52	0.000**
	13. Confident	2.26	3.09	-0.83	0.000**
	14. Patient	2.17	2.30	-0.13	0.470
Negative	15. Arrogant	1.84	2.01	-0.17	0.253
	16. Aggressive	2.45	2.53	-0.08	0.080

Note **p < 0.01, *p < 0.05

Research Question 2: Motivations

To probe the participants' English learning motivations behind their choices, eight motivations were provided for them to rate from a 4-point Likert scale: strongly agree, agree, disagree, and strongly disagree. Based on the participants' ratings, their learning motivations can be understood. The results of the eight motivations are as follows:

Table 2. *Participants' willingness to get English certificate.*

	Strongly Agree	Agree	Disagree	Strongly Disagree
Student A	54/99 (54.5%)	41/99 (41.4%)	4/99 (4%)	0/99 (0%)
Student B	18/73 (24.7%)	44/73 (60.3%)	8/73 (11%)	3/73 (4.1%)
Total	72/172 (41.9%)	85/172 (49.4%)	12/172 (7%)	3/172 (1.7%)

Learners with the first motivation learn English based on practical reasons such as taking English tests to get certificates. From Table 2, 91.3 percent of the participants agreed that possessing English certificates was necessary in the English learning. Most of the participants in this survey acknowledged the importance of getting English certificates. But the participants who prefer to pronounce native-like, student A, presented stronger motivation (95.9 percent) than the rest of the other participants, student B, (85 percent).

Table 3. *Participants' motivation to go abroad to study in the future.*

	Strongly Agree	Agree	Disagree	Strongly Disagree
Student A	24/99 (24.2%)	53/99 (53.5%)	21/99 (21.2%)	1/99 (1%)
Student B	6/73 (8.2%)	27/73 (37%)	33/73 (45.2%)	7/73 (9.6%)
Total	30/172 (17.4%)	80/172 (46.5%)	54/172 (31.4%)	8/172 (4.7%)

Participants identifying with the second motivation presented an instrumental motivation to learn English. They consider there are possibilities for them to study abroad in the future. The results show that 63.9 percent of the students expressed a wish to study abroad in the future. Among them, student A accounted for 77.7 percent while student B 45.2 percent, which means most students who strived for native pronunciation consider it is necessary to study and communicate in the foreign countries. For them, native accents are necessary for them to accommodate their lives in the foreign countries. In their opinions, similar accents may help them to get close to the native speakers. On the other hand, more than half of the students, who valued the importance of intelligibility more than nativeness, didn't think they would go abroad to study. Thus, there is less need for them to acquire native accents.

Table 4. *Participants believe that other people would value their English abilities.*

	Strongly Agree	Agree	Disagree	Strongly Disagree
Student A	23/99 (23.2%)	39/99 (39.4%)	28/99 (28.3%)	9/99 (9.1%)
Student B	2/73 (2.7%)	21/73 (28.8%)	35/73 (47.9%)	15/73 (20.5%)
Total	25/172 (14.5%)	60/172 (34.9%)	63/172 (36.6%)	24/172 (14%)

From Table 4, there was 62.6 percent of student A, who set their leaning goal to pronounce like native speakers, agreeing that people would compliment on their English abilities if they can pronounce like native speakers. On the other hand, student B, who emphasized the intelligibility rather than accents were not that confident in what other people's evaluation on their English abilities. 68.4 percent of them didn't think others would value highly on their English proficiency if they own their own accents. Some of the participants replied:

I don't want my accents to be mocked at by native speakers.

I want to get compliments from others.

My tutor taught me to speak like native speakers. He had a standard American accent.

The results demonstrates that high school students paid a lot of attention to others' comments and still held the belief that native accents are the benchmark of achievement and deserve to be complimented.

Table 5. *Participants' motivation to live abroad in the future.*

	Strongly Agree	Agree	Disagree	Strongly Disagree
Student A	17/99 (17.2%)	40/99 (40.4%)	37/99 (37.4%)	5/99 (5.1%)
Student B	4/73 (5.5%)	24/73 (32.9%)	36/73 (49.3%)	9/73 (12.3%)
Total	21/172 (12.2%)	64/172 (37.2%)	73/172 (42.4%)	14/172 (8.1%)

57.6 percent of student A compared to 48.4 student B expressed a possibility to live abroad in the future. There were about 9 percent more students, who pursue native accents, dreaming to live abroad. The results indicate that if students dream to live abroad in the future, they would be more likely to pursue native accents to help them integrate into the lives in the foreign countries. As the participants responded:

I dream to live abroad and wanted to travel to many countries to broaden my horizons.

I want to blend into foreigners' lives.

I can integrate to their lives when I go abroad.

Thus, the participants to set their learning goal in pronunciation to be like native speakers compared with their counterparts.

Table 6. *Participants believe that native accent is the perfect.*

	Strongly Agree	Agree	Disagree	Strongly Disagree
Student A	17/99 (17.2%)	33/99 (33.3%)	43/99 (43.4%)	6/99 (6.1%)
Student B	2/73 (2.7%)	6/73 (8.2%)	41/73 (56.2%)	24/73 (32.9%)
Total	19/172 (11%)	39/172 (22.7%)	84/172 (48.8%)	30/172 (17.4%)

This is a common belief generated from previous research (Lee & Wang 2015; Timmis, 2002; Tokumoto & Shibata, 2011). For student A, who stated their learning

goals was to sound like native speakers, 50.2 percent of them agreed native accents were perfect while the other half didn't. It's worthy to note that the other half of the students A, who didn't see native accents as perfect accents, still set their learning goals to be native-like.

Many participants expressed their preference to native accents and detailed their reasons in the open-ended questions

It sounds good.

And some of them further narrowed down the native accents to British and American.

British accent sounds good.

Besides, I think British and American accents sound better, not weird.

On the contrary, student B, who listed mutual understanding as their pronunciation goal, were much more consistent in their respondents. 89.1 percent of them didn't regard native accents as perfect accents, which means they put more emphasis on intelligibility.

Table 7. *Participants' willingness to make friends with people around the world.*

	Strongly Agree	Agree	Disagree	Strongly Disagree
Student A	58/99 (58.6%)	36/99 (36.4%)	5/99 (5.1%)	0/99 (0%)
Student B	23/73 (31.5%)	45/73 (61.6%)	4/73 (5.5%)	1/73 (1.4%)
Total	81/172 (47.1%)	81/172 (47.1%)	9/172 (5.2%)	1/172 (0.6%)

Both student A and B showed great interests in getting close socially with people from different countries. 94.2 percent of the participants consented to the idea that they wanted to become friends with people around the world, which indicates that students had intense interests to interact with people around the world and that can be a great impetus for them to improve their speaking proficiency in English.

Table 8. *Participants consider English abilities would make them competitive in job market.*

	Strongly Agree	Agree	Disagree	Strongly Disagree
Student A	72/99 (72.7%)	27/99 (27.3%)	0/99 (0%)	0/99 (0%)
Student B	37/73 (50.7%)	32/73 (43.8%)	3/73 (4.1%)	1/73 (1.4%)
Total	109/172 (63.4%)	59/172 (34.3%)	3/172 (1.7%)	1/172 (0.6%)

Almost all the students, regardless of student A or B, valued the importance of fluent English in job market. They all agreed that being equipped with fluent speaking ability would make them stand out in the competitive job market so that they could obtain better chances when seeking their ideal positions.

Table 9. *Participants' willingness to go abroad to work and travel in the future.*

	Strongly Agree	Agree	Disagree	Strongly Disagree
Student A	35/99 (35.4%)	48/99 (48.5%)	16/99 (16.2%)	0/99 (0%)
Student B	12/73 (16.4%)	35/73 (47.9%)	23/73 (31.5%)	3/73 (4.1%)
Total	47/172 (27.3%)	83/172 (48.3%)	39/172 (22.7%)	3/172 (1.7%)

From Table 9, it was obvious that most of the participants expressed interests in going abroad to work and travel in the future. 83.9 percent of student A and 64.3 percent of student B agreed to the statement. They replied in the open-ended question:

It's convenient to go abroad to travel.

English is important if you want to go abroad to work.

In general, most of the students were looking forward to the potential for meeting and interacting with people from different countries.

After investigating the eight motivations respectively, this study meant to examine the relationship between students' preference in accents and types of motivations to understand whether they are motivated by certain types of motivation in their accents choices. In this survey, the eight motivations are further categorized into three groups. Group 1 represents instrumental motivations. Then, group 2 stands for integrative motivations. Group 3 is common belief towards accents generated from previous research.

The results are shown in the Table 10, where Group 1 (instrumental motivations)

and Group 2 (integrative motivations) show significance ($p < 0.05$). It indicates that among the three instrumental and three integrative motivations, Student A, who strive for native accents, are all higher than Student B in learning English. Therefore, if students possess higher motivations, no matter instrumental or integrative, they would have the tendency to pursue native accents.

Table 10. *Independent-Sample T-test of the Three Groups of Motivation: Instrumental Motivation, Integrative Motivation and Common Misunderstanding*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
Group 1	Equal variances assumed	1.625	0.204	6.185	170	0	0.43697	0.07065	0.29752	0.57643
	Equal variances not assumed			5.954	130.939	0	0.43697	0.07339	0.29179	0.58215
Group 2	Equal variances assumed	5.818	0.017	7.582	170	0	0.71932	0.09488	0.53203	0.90661
	Equal variances not assumed			7.744	165.395	0	0.71932	0.09289	0.53592	0.90271
Group 3	Equal variances assumed	0.606	0.437	4.596	170	0	0.36972	0.08044	0.21094	0.52851
	Equal variances not assumed			4.544	148.361	0	0.36972	0.08137	0.20893	0.53052

Research Question 2: Background Information

In research question two, this study examined whether the four factors (i.e., gender, self-perceived proficiency, familiarity and exposure to English speaking countries) have any influence on the participants' choices of accents. To begin with, gender is taken into consideration in this study so the participants in this survey came from three different coeducational high schools in Taipei to ensure there were both male and female students in this survey. The results are shown in the Table 11.

Table 11. *Gender of the Participants*

	Male	Female
Student A	35/75 (46.7%)	64/97 (66.0%)
Student B	40/75 (53.3%)	33/97 (34.0%)
Total	75/172 (44%)	97/172 (56%)

From Table 11, it can be seen that more female strived for native-like pronunciation learning goal than male. There were 66 percent of female students, who chose to become Student A, setting their learning goal to be like native speakers while over half of the male students, who chose to become Student B, didn't mind pronouncing with their own variant as long as they could communicate.

As to the participants' self-perceived proficiency in English, Table 12 indicates that elementary level consisted of 37.8 percent of the students and intermediate level 51.7 percent, which means that most of the participants considered themselves elementary and intermediate learners. These two levels accounted for about 89.5 percent of the participants while the rest of the 10.5 percent students categorized themselves as high-intermediate and advanced students.

Table 12. *Self-Perceived Proficiency of the Participants*

	Elementary	Intermediate	High- Intermediate	Advanced
Student A	28/65 (43.1%)	54/89 (60.7%)	16/17 (94.1%)	1/1 (100%)
Student B	37/65 (56.9%)	35/89 (39.3%)	1/17 (5.9%)	0/1 (0%)
Total	65/172(37.8%)	89/172 (51.7%)	17/172 (9.9%)	1/172 (0.6%)

From Table 12, it is clear that when students perceived they are more skilled in English, they would push their standards of pronunciation toward nativeness. For

instance, take students who chose to become student A, for example, there are 43.1 percent of the students in the beginner level. Then, in the intermediate level, 60.7 percent of the students wished to obtain native accents and in the high-intermediate level, 94.1 percent of the participants strived for near native accents. With the levels increasing, the participants would have a tendency to set their goal to be native-like. On the contrary, there are 56.9 percent of the students, who paid more attention on the intelligibility, considered themselves beginner level. Then, in the intermediate level, there are 39.3 percent of the students and in the high-intermediate only 5.9 percent. With the levels decreasing, the participants would be more likely to focus on the intelligibility rather than accents.

There was only one student who considered himself an advanced learner. Because of the lack of the students in advanced level, the tendency of them wouldn't be analyzed in the study.

Table 13. *Participants' Familiarity in English*

	within					above
	0hr	2hr	2hr-4hr	4hr-6hr	6hr-8hr	8hr
Student A	6/10 (60%)	41/82 (50%)	21/31 (67.7%)	17/23 (73.9%)	3/7 (42.9%)	11/19 (57.9%)
Student B	4/10 (40%)	41/82 (50%)	10/31 (32.3%)	6/23 (26.1%)	4/7 (57.1%)	8/19 (42.1%)
Total	10/172 (5.8%)	82/172 (47.7%)	31/172 (18%)	23/172 (13.4%)	7/172 (4.1%)	19/172 (11%)

In addition to self-perceived proficiency, familiarity of the participants towards English was also investigated as one of the factors. In the previous study, the participants rated the accent best with which they become familiar (Dalton-Puffer,

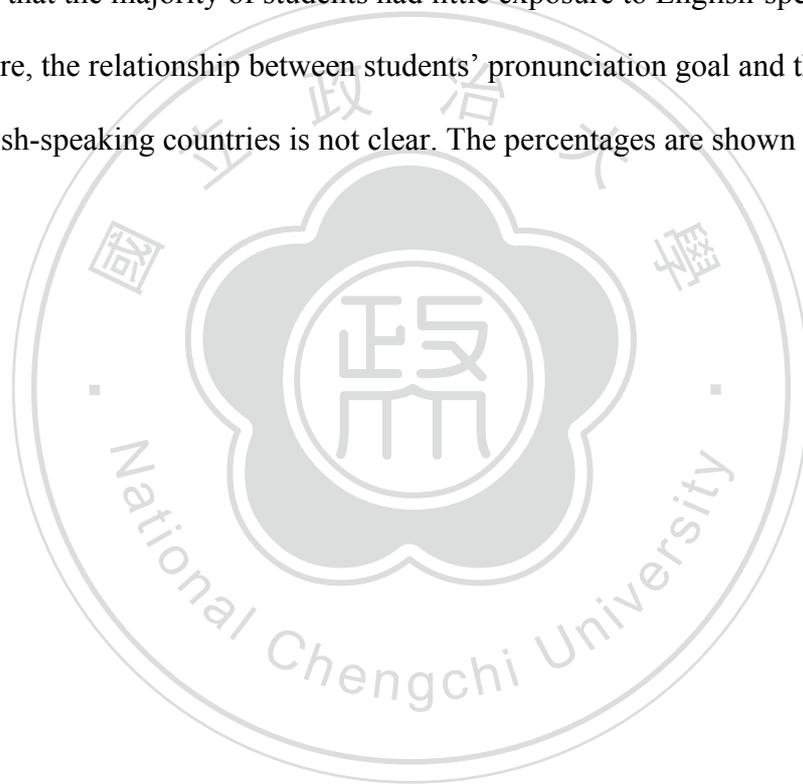
Kaltenboeck and Simit, 1997). Therefore, in this study, the amount of time that the participants spent on listening to English in native accents was investigated. Table 3 shows that 82 out of the total 172 students (47.7%) reported that they were exposed to the native accents within 2 hours per week. The second highest number is 18% of the students who reported 2 to 4 hours of exposure time and then, 13.4 %, 4 to 6 hours; 11 %, 8 hours; 5.8 %, 0 hours, and finally 4.1 %, 6 to 8 hours. The results showed that the majority of students (47.7%) spent similar amount of time, within 2 hours, in learning English.

Moreover, their learning goals were not consistent with the time amount of time they spent; take the students who strived for native accents (Student A) for example, there is no tendency showing that the more or less time they spent in English, they would more likely to become Student A. The situation was the same in the case of Student B. Therefore, there is no significant relationship between the participants' learning goal and the amount of time they were exposed in English.

Table 14. *Exposure to English-Speaking Countries of the Participants*

	0hr	within 1 month	1 month- half year	half year- one year	one year- two years	above 2 years
Student A	62/119 (52.1%)	21/31 (67.7%)	9/11 (81.8%)	1/2 (50%)	2/3 (66.7%)	4/6 (66.7%)
Student B	57/119 (47.9%)	10/31 (32.3%)	2/11 (18.2%)	1/2 (50%)	1/3 (33.3%)	2/6 (33.3%)
Total	119/172 (69.2%)	31/172 (18%)	11/172 (26.4%)	2/172 (1.2%)	3/172 (1.7%)	6/172 (3.5%)

The participants' stays in English-speaking countries were also taken into consideration since previous studies revealed that the participants with greater experience of traveling to English-speaking countries would rate their accents higher when compared to participants with less experience (Dalton-Puffer et al., 1997; McKenzie, 2008). In this survey, 69 percent of the participants had no experience in English speaking countries. Secondly, there were only 18 percent of students, who had experience in English-speaking countries within one month. It can be inferred from the data that the majority of students had little exposure to English-speaking countries. Therefore, the relationship between students' pronunciation goal and their experience in English-speaking countries is not clear. The percentages are shown in Table 14.





CHAPTER 5

DISCUSSION

This section is going to answer the following two research questions:

1. Do Taiwanese students prefer the native accents or their own variant as their learning goals? Why do they have this kind of preference (motivation)?
2. What factors might contribute to students' preference? What is the relationship between the participants' choices and these factors (i.e., gender, self-perceived proficiency, familiarity, exposure to English-speaking countries)?

RQ1: The Participants' Learning Goal

The results of the survey on the participants' attitudes towards accents are much in the same vein with those from the previous studies, which valued native accents higher than non-native ones (Bernaisch & Koch, 2015; Chiba et al., 1995; Dalton-Puffer et al., 1997; Hundt et al., 2015; McKenzie, 2008; Scales et al., 2006; Tokumoto & Shibata, 2011). In this study, 58 percent of the participants set their learning goal in pronunciation to be like native speakers, while the rest of the 42 percent paid more attention to the mutual understanding than the native accents. The results show that there were still a lot of students who considered native-like accents their learning goals, which was actually unrealistic and unattainable (Morley, 1991). Because most of the students in Taiwan have little exposure to English-speaking countries and rarely interact with native speakers, it would be difficult for them to acquire native accents. If they set their goals to be native-like, they would have high possibilities to fail to achieve their goal and this would have bad effect on their learning confidence in English. To build their confidence in English high school teachers should guide and help their students to set realistic goals in pronunciation; that is, to improve

intelligibility in the pronunciation instruction.

RQ1: Motivations Behind Their Learning Goal

This study investigated the motivations of the participants in learning English and how they set their pronunciation learning goals. For students who set their learning goals to be like native speakers, they tend to have the belief that native accent is perfect and it should be their ultimate goal of pronunciation learning. They also care a lot about people's comments on their pronunciation and they believe if they acquire native accents, others would praise them. In addition, they also consider native accents guarantee successful communication. On the other hand, for students who focus on the intelligibility, their goal is to be understood and they focus more on the function of English; that is, to acquire information, rather than to acquire native accents.

Common Belief: Native Accent is Perfect

In this study, 58 percent of the participants wanted their pronunciation to be like native speakers' and some of them provided their detailed reasons in the opened ended question parts. The majority reasons are the common belief, which are similar to the statement 5: Native accent is the perfect accent. In their response, the participants expressed their strong preference to the native accents especially British and American accents.

The participants' preference to British or American accents may be because native speaker models are the most popular models in the Taiwanese classroom. The recordings of textbook, magazines and the listening tests are mostly native varieties of English. When listeners listen to speakers from different countries, their familiarity with native accents seems to influence them to devalue other varieties. Therefore,

when encountering other accents different from what they used to listen, they may considered them “weird.” Students’ lack of opportunities to get access to other variants of English during the formal education at school may cause serious discriminatory attitudes towards certain kinds of accents.

Common Belief: Native Accent is the Ultimate Goal of Learning

The second belief was also prevailing among the students who pursued the native accents. They tended to see native-speaker pronunciation as the benchmark of achievement.

These students acknowledged the historical authority of native models and argued for their inherit superiority over other varieties of English. Their belief is also some of the reasons why the native speakers models remain the most popular (Kirkpatrick, 2006). They think the ownership of English only belonged to native speakers so they regard native speakers’ norms as models for them to learn. In their opinions, besides the native speakers’ norms, other varieties of English are not “correct.” The results are similar to Takeshita’s (2000) study in Japan, in which Japanese learners believed that English is the property of US and Britain and they felt ashamed if they didn't speak like native speakers. Their strong preference toward native accents arose from their lack of exposure to World Englishes. Therefore, to equip the secondary students with more tolerant attitudes towards the other accents, introducing other accents at school is essential.

Moreover, setting their pronunciation goal to be just like native speakers would be unrealistic and unattainable in most cases (Morley, 1991; Richard, & Wu 2006; Scales, Wennerstrom,). Numerous studies showed that unless the learners’ first exposure is early, around the age of six, a native-like accent is impossible (Larsen-Freeman & Long, 2014). Other study showed that learners can sound

naive-like, for example, American or British, only if they live in these countries for a long time or they are taught by native-speaking English teachers (He& Zhang, 2010), which would be impossible for most of the high school students in Taiwan.

In addition, according to Morley (1991), few persons, especially who learn a language after the age of puberty, can achieve native pronunciation. However, learning English after puberty is most of the case in Taiwan since most of the students were lack of exposure to English and experiences in English-speaking countries. Thus, as members of expanding circles, the participants' perfect pronunciation goals are unrealistic and can further destroy their confidence in learning English.

Although the participants strived for native-like pronunciation, they also acknowledged the difficulty to achieve this goal. If the participants keep pursuing the unrealistic goal, the expected failure would be depressing and may destroy his confidence in learning English.

Comments from Others

Besides, from other answers in the open-ended questions, some participants seem to feel the obligation to obtain native accents in order to be seen- and to see themselves as successful English speakers.

For these learners, others' comments, no matter from native speakers or teachers, were important to them. They had the desire to be sound native-like so that they could avoid being laughed at and acquire praises from other people. One of them was obsessed with American accent, which is formed by the student's familiarity with American English. From the above reasons, it's important to note that during the participants' English learning stages, other people's comments are crucial to them. They would value their leaning achievement based on other people's judgment.

Therefore, high school teachers should not only expose their students' with a variety of accents, but also pay attention to their attitudes toward accents. When the learners are not confident in their accents, help them build the confidence by awarding them while they carry out successful communication and providing them with examples of other varieties of English around the world to broaden their knowledge toward accents.

The Need for Global Communication?

Besides, a few participants, who wanted to acquire native accents, justified their need to be native-like if they go abroad in the future. They wanted to pronounce like native speakers because they consider native accents would guarantee successful communication between the interlocutors. Besides, their purpose of learning pronunciation is to facilitate communication with native speakers of English. It seems reasonable for them to argue that the goal of pronunciation is to as close to the native speakers as possible so that they can be understood by the native speakers.

However, native accents are unnecessary for intelligibility, even from the perception of the native speakers from Inner Circle countries. In Derwing and Munro's (1997) study, they asked Canadians to rate non-native speakers. Although they considered their speech accented, they still could transcribe accurately, which demonstrates that the native speakers found their speech intelligible even accented. Thus, it is not necessary for the English learners to pronounce native-like to be understood. They can still convey their meaning accurately with their own accents.

Moreover, according to Prodromou (1997), most of the global communication in English takes place between non-native speakers. Therefore, to participate in the global communication among non-native speakers, the students have the need to

accommodate to different varieties. Munro (2003) concluded, “ an objection to accents on the grounds that they are unintelligible may sometimes have more to do with an unwillingness to accommodate differences in one’s interlocutors than with a genuine concern about comprehension”(p.3).

To promote the participants’ communication abilities, their high intention to make friends around the world would be a good impetus. About 95 percent of the participants in the survey expressed their desire to become friends with people from different countries and that become one of the strongest motivation for them to learn English and develop communication skills. Students with integrative motivation would be expected to work harder to polish their communication skills in the second language. Therefore, in pedagogical practice, teachers in high schools could provide students with different opportunities to interact with international students. For instance, the educators could encourage programs of exchange students to promote the communication between them. Besides, teachers could also make use of the Internet to promote the interaction between Taiwanese students and people around the world. For example, they could provide students the chances to talk to people around the world through video chat. For students, who are afraid of talking to the real people, they can be provided with resources of virtual worlds, such as Second Life. Thus, they can practice listening and speaking without being afraid to be judged. Through the interaction, students can put what they learned from school into practice and would be a good motivation for them to improve their communication abilities.

Intelligibility Rather Than Accent

After understanding some of the reasons behind the participants’ choices to pursue for native accents, the students who paid more attention to intelligibility also

provided their detailed reasons in the open-ended question part. Rather than setting their pronunciation goals to be the same as native speakers, their goal is to be understood.

The participants acknowledged the purpose of communication is information exchange and the communication can be successful as long as they could be understood. In their points of view, there is no clear correlation between accents and understanding.

Their perspectives accord with the concept of English as an International Language, which means English is learned for international communication rather than communication with native speakers. Since the number of non-native speakers using English for international communication outnumber native speakers (Crystal, 1997; Graddol, 1997). The target community is no longer the native speakers community but the international community. According to Jenkins (2002), non-native speakers have the right to express their first language regional group identity with their accent as long as their accented speech don't influence international intelligibility.

The participants' concepts are also based on the intelligibility principle. It holds that learners simply need to be understandable. The principle also implies that there are different features that would have different influence on the understanding. Therefore, pronunciation instruction should pay more attention on the features that are most helpful for understanding and defocus on the features that are comparatively unrelated to understanding (Levis, 2005). The Lingua Franca Core then is provided by Jenkins (2002), which consists of phonological and phonetic features crucial for mutual understanding. According to her, concentrating on these items (e.g. consonant clusters, vowels, production and replacement of nuclear stress) is more practical than

focusing on every difference between native speakers' pronunciation and non-native speakers'. The approach can be applied to improve the students' pronunciation in English to achieve their learning goal of intelligibility.

Language Identity

In addition to intelligibility, some participants chose to remain their own accents may because they hope to be recognized. In He and Zhang's (2010) study, 55.4 percent of the participants did not mind speaking English with the accents of their own mother tongue. Many (34.9%) explained that they had a strong language identity and wanted to be identified as Chinese when they engaged in conversation with foreigners.. Similarly, in Timmis' (2002) study, the participants from South Africa, Pakistan, and India expressed their desire to retain their accent. These studies indicate that some learners may be proud of their ethnicity and want to show their language identity to people around the world by retaining their own accents.

RO2: Factors Related to the Learning Goal

To investigate the possible factors that might contribute to the participants' choices of learning goal, four factors were examined in the background information. These four factors were generated from previous researches: gender difference (Bernaisch & Koch, 2015; Hundt, Zipp & Huber, 2015; McKenzie, 2008), self-perceived proficiency (McKenzie, 2008), familiarity (Dalton-Puffer et al., 1997) and exposure (McKenzie, 2008). The results showed that gender difference and self-perceived proficiency played a more important role in the participants' preference of accents.

Gender

In this survey, female students were more eager to acquire native accents than male students. On the other hand, male participants were more tolerant with the Taiwanese accent. The results correspond to that of the study in Fiji (Hundt, Zipp & Huber, 2015), in which male respondents consider their local variant “more pleasant” than female respondents and also echoed the results of McKenzie’s (2008), which female respondents rated inner circle speakers higher significantly more positively when compared to the male counterparts. The results of this survey indicated that gender would make difference in terms of the participants’ attitudes toward accents.

The results in this study also reflect that female students in Taiwan have higher expectation on their academic performance in English. They tend to set high standards; that is, to speak like native speakers, for themselves as their ultimate goals in pronunciation learning. On the other hand, male students concentrate less on the perfection of pronunciation and focus more on the function of English. This gender difference may result from two reasons. First, their initial learning points may be different. In Taiwanese high schools, female students tend to achieve higher scores in English than male students. Therefore, females would push their standards of learning further than males. Secondly, teenage girls tend to have lower confidence than boys. When it comes to language performance, speaking is terrifying to most of the students in Taiwan due to their lack of practice. For teenage girls, speaking like native speakers can avoid them from negative comments from others.

Self-Perceived Proficiency

Besides gender difference, the participants’ self-perceived proficiency would also have an influence on their learning goal in pronunciation. With the levels advancing,

the participants would have a tendency to set their goal to be more native-like.

To be more specific, in the elementary level, there were more than half of the students, who focused on the intelligibility rather than accents. It can be inferred that when the participants considered themselves as beginners, they would pay attention to the function of English and be more tolerant on their own accents. Then, in the intermediate level, 60 percent of the students strived for near native accents and in the high-intermediate level, 94 percent of them did. The tendency that more advanced participants would more prefer native accents is similar to that of McKenzie's study (2008), in which the participants who perceived they had obtained higher proficiency would show significant favor towards English variants in Inner Circle. In contrast, the lower-proficient participants would value the local Japanese variants more positively than the counterparts.

The results in this study show that if students perceive themselves as beginners, they would concentrate more on the function of English. The reason for their learning goals may be because for beginners, they have to focus on the more approachable learning objectives- to communicate with foreigners successfully. On the contrary, if students perceive they are high achievers in English, they would push their standards further to pronounce like native speakers. Communication is also their concern but speaking like native speakers would be greater and more difficult goals for them to achieve. Therefore, high achievers would set their standards higher than their counterparts.

Familiarity

The rest of the two factors familiarity and exposure weren't so involved in the participants' choices between accents. Previous studies show that the participants

rated the accent best with which they become familiar (Dalton-Puffer, Kaltenboeck and Simit, 1997). However, nearly half of the students reported that they were exposed to the native accents within 2 hours per week, which means all the participants' exposure time is much similar and the influence of exposure time would be difficult to tell. In Taiwan, high school life is stressful because there are many subjects for students to learn. A typical high school student would spend 8-9 hours at school not to mention a lot of them would go to cram school after class. There is little time left for them to study. Therefore, it is difficult for students to spend too much time on a single subject if they want to balance the grades of every subject.

Exposure

Finally, the relationship between students' pronunciation goal and their experience in English-speaking countries is also not significant because most of the students, 69 percent, had no experience in English speaking countries and only 18 percent of students who had experience in English-speaking countries within one month. In the study of McKenzie (2008), it revealed that the participants with greater experience of traveling to English-speaking countries (three months or more) would rate their accents higher when compared to participants with less experience (under three months). However, in this survey, it indicated that most of the students didn't have much experience in English-speaking countries so that the association between their accents preference and exposure time couldn't be analyzed.



CHAPTER 6

CONCLUSION

Summary

In this survey, the learning goal in English pronunciation of 172 Taiwanese participants toward native accent and Taiwanese accent were investigated. In general, the native variety received higher preference than the non-native one. As to the factors that might contribute to their choices, gender and self-perceived proficiency were found related to the results. The results indicated that female participants had the tendency to pursue native accents than their counterparts. Also, the higher the participants perceived their proficiency, the more likely they would set their learning goal to be native-like. The rest of the two factors, familiarity and exposure had no direct connection with their choices since the participants in this survey had a relatively similar exposure time and lacked of experience in English-speaking countries.

The participants' motivations behind their choices were also examined in the survey. The results would be discussed as follows. First of all, most of them had the instrumental motivations in learning English. They would like to get certificates and they agreed that it would make them competitive in job markets. Besides, 63.9% of them considered they might go abroad to study and 75.6%, work and travel in the future. Nearly half of them (49.4%) considered living abroad in this study. The most important of all, nearly all students were interested in making friends with people around the world. That could be a great impetus for students to improve their communication abilities. Therefore, high school teachers could make the most of it to

design related programs and activities for students to participate to.

The findings also revealed that some of the high school students in Taiwan had the perspectives that native accents are the best accents and if they acquire the native accents, they would get compliments from others. However, setting that goal is actually unattainable and unrealistic for the non-native speakers because most of them don't have the circumstances to develop native accents. Failing to achieve their goals might in the end decrease their confidence and interests in learning English. Therefore, teachers should pay attention to the students' attitudes toward accents and help them set approachable goals in pronunciation.

Pedagogical Suggestions

Previous studies showed that the participants' attitudes toward accents varied for different reasons. Therefore, there is a need for high school English teachers in Taiwan to conduct a survey to identify how their students perceive various accents and their pronunciation learning goals. With basic understanding of their students, teachers can involve them for further pedagogical instruction.

Identify Students' Perspectives and Clarify their Perspectives

This survey indicated that the participants' strong preference toward native accents arose from their lack of exposure to World Englishes. Most of the participants were only familiar with American and British English. Accents different from these two were considered to be less acceptable. In order to build more tolerant attitudes for accents around the world, it is necessary for high school teachers to conduct a survey on their students.

It is also teachers duty to “ emphasize that we should all guard against political

correctness, in the sense of telling our learners what their goals should be: in particular that they should not want to sound like native speakers if they clearly wish to do so (Jenkins, 1998, p.125).

After identifying students' attitudes toward accents, teachers can initiate discussion on the reasons that are influential in constructing their students' admiration for native accents. Also, clarify some common belief mentioned above in this survey. For instance, some of them considered native accents the perfect versions to learn and there was a need setting native accents as their learning goals in English pronunciation. Then, guide them to consider the necessity of defining a standard for English pronunciation and the potential problems of setting such pronunciation goal for it is actually unattainable and unrealistic to acquire native accents under their current learning circumstances.

Build Students' Knowledge for the Varieties of English

Situated in the "Expanding Circle" of Karchu's (1992) concentric circle model, English is primarily used as a foreign language (EFL) in Taiwan. Learners would have the tendency to look for native varieties as their norms to learn. However, English is now a global language, and a lot of communication is among non-native speakers. Thus, it is necessary for the learners to understand the varieties of English. Karchu's three-circle model of English can be helpful in providing the learners with basic understanding toward the varieties of English.

Karchu (1992) described the spread of English in three concentric circles: the Inner Circle, the Outer Circle and the Expanding Circle. These three circles stand for the way of spread, the patterns of acquisition and the functional usages in which English is used across cultures and languages.

The Inner Circle model represents the so-called native varieties. English is learned as a first language in these countries such as America, the UK, and Canada. The varieties of English here are seen as norm-providing, where their varieties of English are usually standards and are adopted as instructional paradigms by countries outside. These models are the most familiar to the participants in Taiwan and can be introduced to them first. In addition to American and British English, the high school teachers can also guide students to think about more countries in which they learn English as their mother tongue and also provide them with authentic listening materials to broaden their knowledge about the native varieties.

Besides, the Outer Circle refers to countries where English is essential for communication among people in different ethnic groups. English is usually an official language and is learned as a second language. Most of the countries included in the Outer Circle have colonial background such as Malaysia, Singapore and India. These countries are viewed as norm-developing because their prevalent use of the varieties has become a commonly accepted form around the world.

These forms of English if the Outer Circle may be less familiar to the students in Taiwan. Before judging their accents, the students have the need to understand the historical background of these countries and the role of English in these areas.

Then, the Expanding Circle refers to countries where English is primarily used for international purposes and learned as a foreign language. Because English is not a necessary communication tool as in the Outer Circle, it is not so commonly used and is looked upon as norm-dependent. Learners in these countries usually rely on the norms provided by the Inner Circle. The countries in the Expanding Circle consist of China, Japan and Taiwan.

Although the three-circle model has been considered oversimplified and the

classification also has some fuzzy places, it can still be used as a elementary teaching materials for students in Taiwan to understand different varieties of English as well as the development of English and its different functions. With basic information about different varieties, they would be more likely to have respectful attitudes toward different accents.

English as an International Language (EIL)

After having the concept of different varieties of English, high school teachers can further explore the role and function of English. Since the global communication happen mostly among non-native speakers, English is being learned for international communication rather than communication with native speakers. In this situation, EIL reflects the culture diversity of users with different culture backgrounds and changes the learners' pronunciation needs and goals. The acquisition of native accent as a pedagogical goal is not necessary while most of the participants' in the survey still hold the belief. Therefore, it is crucial that teachers should clarify the concept for students and help students develop respectful attitudes toward different cultures and varieties of English.

Select Appropriate Teaching Models

In the pedagogical level, it is necessary for teachers to decide on what models should be chosen in the classrooms. Jenkins (1998) identified the lingua franca core, which suggest teachers concentrate on certain aspects in the pronunciation teaching that have great influence on intelligibility: certain segmentals, nuclear stress and the effective use of articulatory setting. These aspects are crucial in mutual intelligibility and teachers should pay attention to whenever, for instance, their students use the

nuclear stress incorrectly which results in unintelligibility.

However, there are few teaching materials that codified all these aspects. Without resourceful materials, it is difficult for teachers to conduct teaching based on lingua franc core. Besides, the quest for such international variety of English is inappropriate and unpractical because it is almost impossible that teachers or researchers alike could decide on the varieties that the entire world will accept and use. Moreover, there is no institute having the ability to overview the use of English at the global level (Matsuda & Friedrich, 2011).

According to Matsuda & Friedrich (2011) when choosing a model in the pedagogical context, the goal of the course and the needs for students should be considered. For example, if the students are preparing to study in the US in the future, American English can be the focus of their learning. Situated in the Expanding Circle, it is not necessarily a problem to select American or British English as an instructional variety. Nevertheless, the selection of these dominant models should not be taken for granted. High school teachers should still make students aware of the quality role of other accents and prepare them for the encounter of them.

Exposure to Different Varieties

Instead of relying on the audio teaching materials accompanying with the textbooks, teachers can supplement them with more resources on other varieties of English. For example, when students are starting to learn the content about Taj Mahal or Indian cultures like different gestures, teachers can introduce Indian English with authentic materials like talk shows or documentaries related to the content. In this way, students can have more opportunity to get access to different varieties of English in the classroom.

Besides, teachers can also provide students with different opportunities to interact with international students to promote the participants' communication abilities. In this survey, about 95 percent of the participants in the survey expressed their desire to become friends with people from different countries and their high intention to make friends around the world would be a good impetus to learn. Promoting programs of exchange students around the world can not only expose students to different varieties of English but also provide a good motivation for them to improve their communication abilities. When they get used to many different varieties of English around the world, they would have more respectful attitudes toward them.

Limitations of the Study & Direction for Future Research

The study was conducted among the public high school students in Northern Taiwan. There might exist some variations in attitudes depending on regional factors and types of junior high school. More research should be done in different areas and other types of high school including private high schools to provide a more general understanding about high school students' attitudes toward accents. Besides, the study was carried out quantitatively to illuminate Taiwanese students' perceptions towards accents on general. However, qualitative data would be essential for people to further explore the reasons behind the participants' beliefs and choices. Therefore, more case studies are in need to help the educators to understand other factors that might influence their students' learning goal in pronunciation.

APPENDIX A (Questionnaire about background information of students)

一. 背景資料

1. 性別：男 女

2. 英語程度自評：

初級： 具有基礎英語能力，能理解和使用淺易日常用語，相當於國中畢業程度。

中級： 具有使用簡單英語進行日常生活溝通的能力，相當於高中畢業程度。

中高級： 英語能力逐漸成熟，應用領域擴大，雖有錯誤，但無礙溝通，相當於大學非英語主修系所畢業。

高級： 英語流利順暢，僅有少許錯誤，應用能力擴及學術或專業領域，英語能力相當於國內大學英語主修系所或曾赴英語系國家大學或研究所進修並取得學位者。

3. 一周內聽英文的時間大約多長？（聽英文歌、英文廣播、英文節目、和外國人說話...等。）

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. 無 | 2. 兩小時以內 | 3. 兩小時到四小時 | 4. 四小時到六小時 | 5. 六小時到八小時 | 6. 八小時以上 |
| <input type="checkbox"/> |

4. 是否有前往說英語國家的經驗？

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. 無 | 2. 一個月以下 | 3. 一個月到半年 | 4. 半年到一年 | 5. 一年到兩年 | 6. 兩年以上 |
| <input type="checkbox"/> |

APPENDIX B (Questionnaire about students' learning goal and motivation)

二. 簡答題

學生A:「我的英文發音和母語者(美國人、英國人)一樣。有時候別人認為我就是母語者。」

學生B:「我的英語發音很清楚,不論我到哪裡,母語者和非母語者都能瞭解我的英文,但我還是保有台灣的腔調。」

在英語學習上,我想要像學生_____一樣(pronunciation learning goals),因為....

(請根據以下八個理由判斷符合自身情況的程度,圈出最適合的答案)

	非常同意	同意	不同意	非常不同意
1. 想要通過英文檢定,拿到相關證照。	1	2	3	4
2. 我將來很可能會出國進修讀書。	1	2	3	4
3. 其他人會覺得我英文很好。	1	2	3	4
4. 將來想到國外定居。	1	2	3	4
5. 發音跟母語人士一樣才是完美發音。	1	2	3	4
6. 想認識不同國家的人,和他們交友。	1	2	3	4
7. 對將來職場競爭有優勢。	1	2	3	4
8. 將來想到國外打工遊學。	1	2	3	4

還有上述以外的其他理由....(越具體越好)

APPENDIX C (Verbal-guise technique)

三. 特徵判斷量表。

先大略瀏覽過以下16個形容詞，再聽音檔判斷這個聲音符合以下特徵的程度。

音檔1

	特徵	非常 不同意	不同意	同意	非常 同意
1	友善	1	2	3	4
2	聰明	1	2	3	4
3	受教育的	1	2	3	4
4	有能力的	1	2	3	4
5	勤勞的	1	2	3	4
6	真誠的	1	2	3	4
7	易親近的	1	2	3	4
8	體貼的	1	2	3	4
9	可靠的	1	2	3	4
10	富有的	1	2	3	4
11	時髦的	1	2	3	4
12	權力大的	1	2	3	4
13	有自信的	1	2	3	4
14	有耐心的	1	2	3	4
15	傲慢的	1	2	3	4
16	好鬥的	1	2	3	4

音檔2

	特徵	非常 不同意	不同意	同意	非常 同意
1	友善	1	2	3	4
2	聰明	1	2	3	4
3	受教育的	1	2	3	4
4	有能力的	1	2	3	4
5	勤勞的	1	2	3	4
6	真誠的	1	2	3	4
7	易親近的	1	2	3	4
8	體貼的	1	2	3	4
9	可靠的	1	2	3	4
10	富有的	1	2	3	4
11	時髦的	1	2	3	4
12	權力大的	1	2	3	4
13	有自信的	1	2	3	4
14	有耐心的	1	2	3	4
15	傲慢的	1	2	3	4
16	好鬥的	1	2	3	4

問卷結束～再次感謝您的合作！

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