

An Attitude Changing Investigation into English Accents with Explicit Instruction on Global Englishes

Ethan Fu-Yen Chiu* & Jr-An Lin

English plays an essential role as a lingua franca in an increasingly interconnected world. To acclimate to the diversity of English accents, English Language Teaching (ELT) must enable learners to adapt to cultures and accents beyond Standard American English. A total of 88 Applied English major students participated in this study where they were exposed to five English accents: Standard American English, English Received Pronunciation, Singaporean English, Taiwanese English, and Japanese English. The students interacted with speakers from Kachru's three circles of English to gain cultural insights associated with these accents. Questionnaires were utilized to assess students' perceptions of each accent in terms of correctness, acceptability, pleasantness, and familiarity before and after exposure and/or instructional interventions. Results from the 45 students in the exposure group showed no significant changes in attitude, leading to an additional 43 participants receiving explicit instruction. The findings revealed that these 43 students demonstrated significant improvements in their ratings of non-native English varieties across correctness, acceptability, pleasantness, and familiarity. Qualitative data in the 43 reflective journals further revealed enhanced awareness of English pluricentricity and an ideological shift from the sole dependency on American English. This shift also included greater tolerance and respect for non-native English accents as well as improved confidence of speaking English. The study offers clear implications for Taiwanese ELT, suggesting a more pragmatic trajectory through the implementation of a Global Englishes-oriented approach.

Keywords: *English accents, English accent exposure, Global Englishes explicit instruction, Global Englishes Language Teaching (GELT), language attitudes*

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以全球性英語指導對英語口音態度改變之調查

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在這日益互聯的現代社會中，作為通用語言的英語扮演著重要的角色。為了因應英語中產生的不同口音，英語語言教學（ELT）必須幫助學習者適應標準美式美語以外的文化和腔調。共有 88 名應用英語系的學生參與本研究，他們接觸了美式美語、英式英語、新加坡英語、臺灣英語和日式英語之五種英語口音，並與來自卡克魯三個圈子（Kachru's three circles）的講者互動。目的是使學生接觸到口音及其背後的文化。本研究採取問卷評估接觸和/或教學介入前、後對每種口音在正確性、接受性、愉悅性和熟悉性的程度。接觸組中 45 名學生問卷填答的結果顯示其態度並沒有顯著變化，進而促使另外 43 名參與者接受明確指導。結果顯示，這 43 名參與者對非英語為母語的口音在正確性、接受性、愉悅性和熟悉性的評分均有顯著提高。反思日記的質性資料更顯示他們增進了對英語多樣性的認識，且他們的依賴美式美語的意識形態也產生了態度上的變化，進而對非母語口音更加寬容和尊重；也增強了英語口說的信心。本研究以實行全球性英語之面向為臺灣英語教學提供了務實的觀點。

關鍵詞：全球性英語明確指導、全球性英語教學、英語口音、英語口音接觸、語言態度

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1. Introduction

English as a Lingua Franca (ELF) exhibits a new, expanded perspective in this globalized world. Speaking communicatively, English users from native and non-native lingual-cultural backgrounds expectedly possess various accents. ELF focuses on the utilization of English in intercultural communication (Seidlhofer, 2011), while “Global Englishes (GE) encompasses the linguistic, sociolinguistic and sociocultural diversity and fluidity of English use and English users in a globalized world” (Rose & Galloway, 2019, p. 4). According to Kachru’s three circles of English (1985), the Inner Circle refers to countries where English is the native language. The Outer Circle includes the British/American colonized countries, and the Expanding Circle contains countries where English is a foreign language. In the traditional English Language Teaching (ELT) setting, Inner Circle Englishes are the standard learning models for non-native English speakers (NNESS). However, due to the fact that NNESS outnumber native English speakers (NESS) by a factor of three to four, from the ELF and GE perspectives, the reliance on native forms would seem impractical. NNESS have a higher possibility of encountering a wide range of accents (Galloway & Rose, 2018; Jenkins, 2014; Seidlhofer, 2011). To that end, ELT is encouraged to foster pedagogy to develop learners’ awareness of English diversity and the relevant skills for intercultural interactions (Lopriore & Vettorel, 2015; Rose & Galloway, 2019).

According to the Taiwanese Curriculum Guidelines for 12-Year Basic Education, students should produce “correct” and “appropriate” utterances in their English speaking from elementary to senior high school (Taiwanese Ministry of Education, 2018). Inner Circle Englishes, especially Standard American English (SAE), are currently the teaching

model in the Taiwanese context (Chang, 2016; Chien, 2014; Chiu, 2018). This may lead to GE insufficiency and misinterpretation. Such a prejudice could cause the learners to be unaccepting of Non-Standard English, regarding them as alien accents (Cargile, 1997, 2003; Yang, 2013). It is imperative to cover the concept of GE in ELT to raise awareness of intercultural communication.

Lubis (2015) argued that language attitude has a crucial impact on learning behaviors such as motivation, practicing efforts, and ultimate successes. Previous studies (Chen, 2022; Chiu, 2021; Yang, 2017) have proven that embedding diverse English varieties in English courses can dissuade native ideology and acclimatize the students to multilingual and multicultural settings. Researchers (Chung & Bong, 2019; Kaur, 2014; Pilus, 2013) employed a questionnaire from Jenkins (2007) to explore students' attitudes toward Standard English and accented English varieties. However, these studies neither emphasized English accents nor included teaching interventions for accent varieties. The study intended to examine the effectiveness of explicit instruction of GE on developing Taiwanese college students' unprejudiced attitudes toward English accents and understand English pluricentricity so as to successfully link up with the real world.

The investigation focused on the changing attitudes toward the English varieties after receiving two types of instruction. The participants were 88 students at a university of science and technology in central Taiwan. In the initial stage (Year 2020-2021), 45 students were provided with input in five English accents including SAE, English Received Pronunciation (ERP), Singaporean English (SgE), Japanese English (JpE), and Taiwanese English (TwE). This was the exposure only approach without directly referring to GE concepts. Pre- and post-instruction questionnaires (Appendix A) adapted from Jenkins (2007) were used to quantitatively explore the correctness, acceptability, pleasantness, and familiarity of the accents. There were small attitude improvements during the first year between the pre- and post-exposure data. This prompted further research on the effects of explicit instruction, which included classroom instruction revolving around GE-related topics, teaching various accents, and in-depth discussions on the lingual and cultural backgrounds of Global Englishes (Rose & Galloway, 2019). An additional 43 students participated in this explicit-instruction group (Year 2021-2022). Reflective journals were

also collected from this group for qualitative elaboration of the results. The research questions were as follows:

1. To what extent did the participants of the exposure and explicit-instruction groups change their attitudes toward SAE, ERP, SgE, TwE, and JpE? Were there any differences between the two teaching interventions?
2. What Global Englishes awareness did the participants develop after taking this explicit-instruction course?

2. Literature Review

2.1 GELT and related research on learners' attitudes

Global Englishes Language Teaching (GELT), according to Rose and Galloway (2019), was designed to challenge native cultures, norms, or standards and to develop students' awareness of English diversity. To cope with current dynamic English utilizations in the globalized world, GELT encourages educators to incorporate diverse cultures and English norms. Presently, NES varieties, especially SAE and ERP, are the standard models of ELT in Asia. This is particularly true in Taiwan. Ke (2022) indicated that students in the MOE's 1962 curriculum standards needed to be instructed in pronunciation and accent differences between ERP and SAE. SAE subsequently became dominant in English education in Taiwan as British power diminished. Chang (2016) pointed out that the KK phonemic transcription was introduced as the standard for English teaching and learning. KK refers to a phonetic transcription of General American English developed by Kenyon and Knott (1944). These SAE and ERP biases might lead to negative attitudes toward NNEs (Houghton, 2020; McKenzie, 2008; Wang, 2020).

Previous studies revealed that English learners especially preferred native accents. Tokumoto and Shibata (2011) examined the attitudes of Asian learners toward their L1-accented English with a 12-item questionnaire. The Japanese and South Koreans viewed their own accents negatively. In contrast, the Malaysians highly valued their accented English because of their multicultural and multilingual society. Fang (2016) conducted a questionnaire plus interviews at a Chinese university with 309 non-English major students.

Of those responding, 47.6% believed that SAE and ERP were preferable, while 52.4% were uncertain. Kim (2021) explored 107 multilingual postgraduate students' attitudes toward English accents with questionnaires and semi-structured interviews. The majority of the students still wished to achieve a native-like accent, but they were more tolerant of others with foreign accents.

The over-dependence on native norms calls for more exposure to diverse English accents, including non-native ones to raise awareness of more varieties and to complement native speakerism. Yang (2017) proposed an accent-plus lesson plan with a specific emphasis on Indian English (IndE) by comparing the phonological features of IndE with those of SAE. Pre- and post-examinations on changing attitudes toward IndE showed that the learning activities helped the participants develop impartiality. Chiu (2021) utilized reflective journals and semi-structured interviews to assess the outcome of a GELT course. Linguistic and cultural materials were taught in the classroom along with GE concepts prior to the students' volunteering activity. The GELT intervention elicited positive cultural appreciation and improved the learners' attitudes toward different English varieties. Chen (2022) adopted an implicit GELT approach at a Taiwanese university to investigate the students' attitudes toward GE. The 24-week coursework included video-based writing, online forums, and face-to-face interaction with international students of various first language backgrounds. Pre- and post-tests along with semi-structured interviews showed that the students became more confident with their non-native English accents through exposure to different English varieties and developed an understanding of English as a *lingua franca*.

While the previous studies suggested the positive influence of exposure on learners' attitudes, there has been a lack of research on attitude changes toward English accents with further explicit instruction. Lin (2022) advocated explicit and purposeful instruction on the varieties to make GELT practical. This led to an investigation examining and comparing the attitude shifts from Anglo-American ideology to pluralistic repertoires by accent exposure and exposure plus explicit instruction.

2.2 Attitude Research based on Jenkins's questionnaire

Jenkins (2007) developed a survey rooted in perceptual dialectology, which sought to investigate individuals' perceptions of language varieties by classification and evaluation. This approach has the potential to uncover people's attitudes and opinions in four areas: correctness, acceptability (of international communication), pleasantness, and familiarity (with the ELF and NES accents). Moving away from the binary form of positive and negative, the questionnaire allowed the researchers to look further into the correlations of the four aspects with a scale-based evaluation.

Pilus (2013) adapted the questionnaire to investigate the attitudes toward ERP, SAE, and Malaysian English (ME) of 34 secondary school ESL learners. The results showed that in terms of correctness and acceptability, there was no statistically significant difference in the participants' attitudes toward the three varieties. But ME was rated higher in pleasantness and familiarity than ERP and SAE. Kaur (2014) carried out an attitude survey with the same questionnaire involving 36 pre-service NNES English teachers for young learners in a Malaysian university. The respondents were asked to rate ten specified accents (USA, UK, Brazil, Spain, Germany, Sweden, India, China, Japan, and Australia). The findings revealed that the NESs were rated as more correct, acceptable, pleasant, and familiar, probably because of the participants' previous learning experiences. However, a diverse English classroom seems inevitable with increasing globalization.

Chung and Bong (2019) examined the intelligibility of and attitudes toward four English varieties—SAE, ERP, Australian English (ASE), and Korean-accented English (KE). In that study, 105 Korean undergraduate students listened to recordings of the four varieties before completing an intelligibility test and Jenkins' questionnaire. The participants marked SAE and ERP the most intelligible, and ASE the least. This was also true in terms of the students' preferences for these accents. The attitude was not found to be linked with the participants' intelligibility. Even though ERP was rated one of the most intelligible, the attitudes toward it were somewhat negative compared to SAE. The researchers concluded that more exposure to a particular English variety led to more favorable attitudes toward it.

The reviewed studies exposed a gap in learners' attitude shifts after specific instruction. This study adapted Jenkins' questionnaire to examine learners' changing attitudes after teaching interventions.

3. Method

3.1 Participants

The study was conducted via convenient sampling in the Department of Applied English at a university in central Taiwan. To mitigate the possible effects of teacher-student relationships, the researchers at the outset informed the students of the purposes and stressed that participation was voluntary. A total of 45 first-year students (35 females, 77.8%, and 10 males, 22.2%) in the academic year 2020-2021 served as the exposure group, who only listened to the five varieties without further instruction. Another 43 first-year students (35 females, 81.4%, and 8 males, 18.6%) in the academic year 2021-2022 received the specific instructional content in addition to accent exposure. The study was carried out over two different academic years because the department could offer only one class of this type per school year. The average age of all 88 students was 18 years old. None had lived in any English-speaking countries, and their average duration of English learning was 10 years at the time of the study. According to MOE English Level (Appendix B), TOEIC scores above 550 are considered Level B1 of Common European Framework of Reference for Languages (CEFR). The average TOEIC score for the first-year was 577.4 and 572.8 for the second-year, both above 550, indicating their English proficiency was at Level B1.

3.2 Course design

The Freshman English course was a three-credit course instructed by the first author in both years. Five varieties were selected for this study to raise the students' awareness of English diversity and to expand away from SAE-oriented ideology. "Interchange 3, 5th Edition" was utilized as the main course material. According to the publisher, SAE is the variety contained in the textbook. SAE, often referred to as General American English, is widely spoken by the majority of Americans and represents a spectrum of pronunciations rather than a single, uniform accent. Various English dialects spoken natively in the United

States such as the West, Western New England, and the North Midland regions as well as individuals who are highly educated across the country were under the General American umbrella. (Kovecses, 2000; Labov et al., 2006; Van Riper, 1986; Wells, 1982).

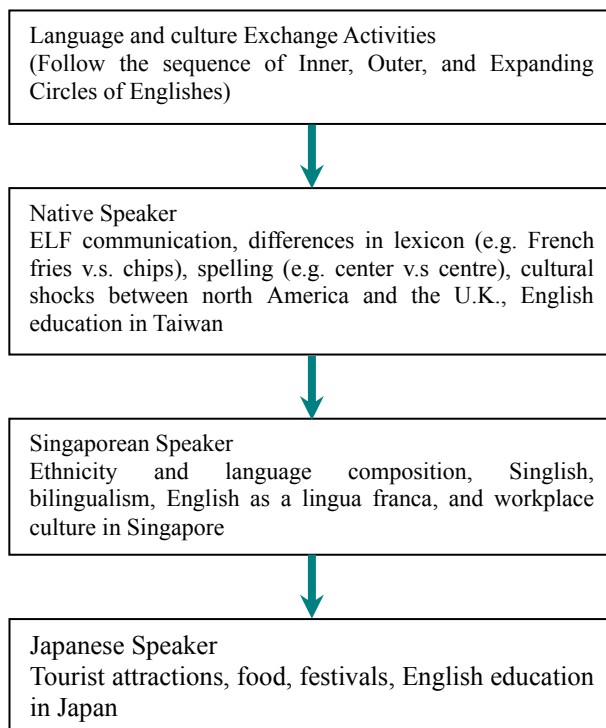
With SAE being the major model for English teaching and learning in Taiwan, ERP was included to broaden the students' horizons. Since Taiwan, Singapore, and Japan are mutually amicable members of the Asia-Pacific Economic Cooperation (APEC), TwE, SgE, and JpE were selected as the non-native varieties. Japan was the third largest trading partner with Taiwan, and Singapore was the sixth, from January 2023 to February 2024 (International Trade Administration, Ministry of Economic Affairs). Singapore is a multiethnic and multicultural country with English as an official language and lingua franca, even though each ethnic group speaks a different language. In addition, Tourism Statistics Database of the Tourism Administration (2023) indicated that Japan and Singapore were ranked second and fifth for inbound visitors in 2023. These two countries were ranked in the top 8 outbound destinations for Taiwanese in 2023. It is conceivable that English was the lingua franca for a considerable number of interactions with Singaporean and Japanese tourists. Consequently, it is essential to teach the accent issues of SgE and JpE to facilitate smooth communication and eradicate potentially negative perceptions.

Yang (2017) encouraged curriculum designers to guide students to explore worldwide English variations so that they would be able to cope with the paradigm shift from SAE to a pluralistic ELT model. Lee and Chen (2018) stressed the necessity to provide students with diverse forms of linguistic input. In this study, all 88 students listened to online English resources, such as BBC Learning English (UK), CNA News (Singapore), and NHK World (Japan) (Table 1). These materials were at the B1-B2 level, and the clips were typically six minutes long and recorded in the respective local accents. The topics ranged from environmental protection and COVID-19 to a summer festival in Japan. In addition, all 88 participants including the students in the exposure and explicit-instruction groups had opportunities to communicate with the same group of people from these cultural and linguistic backgrounds (Figure 1). A native English speaker with a Postgraduate Diploma in Education from a British

Table 1**Activities for the two groups**

Activities	Purpose	Exposure	Explicit
Pre-questionnaire	To investigate the baseline of the participants' attitudes prior to the teaching interventions	✓	✓
Video clips: 1. Why has English developed as a world language? 2. What is your definition of Standard English?	To build up GE concepts to challenge the stereotypical attitudes toward Standard English and accents		✓
Online resources: BBC Learning English, CNA News, and NHK World	To provide authentic input for the participants	✓	✓
Guest lectures from the three circles	To interact with four guests from different countries and observe their accents and pronunciations	✓	✓
Post-questionnaire	To investigate attitude changes after the teaching interventions	✓	✓
Reflective journals	To provide qualitative data as further information for triangulation.		✓

university introduced his personal experiences in North America and the U.K., as well as his teaching experience in Taiwan. A Singaporean explained the functions of English in social and business contexts. Two Japanese English teachers discussed Japanese culture and English education in Japan. All the aforementioned interactions were conducted in English in 50-minute Google Meet sessions for each variety due to the COVID-19 pandemic.

Figure 1**Speakers and issues covered for Language and culture Exchange Activities**

The concepts of GE were immediately introduced to the participants of the explicit-instruction group with a YouTube video clip titled “Why has English developed as a world language?” This provided the students with English facts, language evolution, ownership, and its status as a global language. A worksheet (Appendix C) was handed out to these 43 participants to reinforce the learning outcome. The participants in this group further expanded their perceptions of non-native English speakerism. A YouTube video clip “What is your definition of Standard English?” was used to explore the students’ attitudes and to challenge their stereotypical Standard English and accents. With discussions on this issue,

we explored the participants' acceptance of their own Taiwanese accent. The reflective journals from this group were used for qualitative analysis. We spent 50 minutes on the video watching activities and GE related discussions.

3.3 Instruments

The English pre-and post-questionnaires (Appendix A) were adapted from Jenkins to investigate the attitude changes toward NES and NNES accents of the 88 participants. There were two sections in the pre-questionnaire, which was collected in the second week of the semester. The first section explored the participants' demographic information including gender, age, years of English learning, and presence or absence of experience living in a native-English speaking country. The second section listed the attitude questionnaire on the ERP, SAE, SgE, TwE and JpE accents. Four aspects of the attitude toward an accent were surveyed, as follows: correctness, acceptability for international communication, accent pleasantness, and familiarity. The students rated each aspect on a Likert-type scale of 1-5, with 1 indicating "strongly disagree" and 5 "strongly agree." The post-questionnaire was carried out in the last week of the semester. The pre- and post-questionnaires had the same content, but without the demographic information in the latter.

In addition to the pre- and post-questionnaires, qualitative data were extracted from the 500-word Chinese reflective journals from the explicit-instruction group. According to Rose et al. (2019), journals are "a powerful research method to gain insight into learner practice and thoughts," and "can provide a valuable and systematic vehicle for reflection and learner introspection in autonomous learning" (p. 134). The journal contents encompassed the learning experience throughout the course and the learners' perspectives on each English accent. The suggested topics for the journals were as follows:

1. What do you think of the five English varieties?
2. What issues related to GE have you learned?

3.4 Procedures

The pre-questionnaires were distributed to the exposure group prior to the teaching intervention. During the fall semester of the year 2020, the participants were exposed to the five varieties through online resources and interactions with guests. The results revealed

that accent coverage did not significantly improve their attitudes in terms of correctness, acceptability, pleasantness, or familiarity (except for JpE familiarity). A further examination of the explicit instructional effects on attitudes was conducted in 2021.

In the fall semester of two consecutive years, all 88 participants first listened to five passages recorded by five female speakers from the U.K., U.S., Singapore, Taiwan, and Japan. They were informed of the speakers' nationalities before filling out the pre- and post-questionnaires. Then the participants listened to the readers of the passages at their individually natural speeds and maintained the phonological characteristics of their English varieties. The levels of the five passages (A2-B1) were lower than that of the participants' English proficiency (B1). This mitigated the comprehension factor, which might have influenced the ratings. The same questionnaire was completed post teaching, in the 18th week, to investigate the effectiveness of the instructional interventions on attitudes.

The participants in the 2021 class received explicit instruction after filling out the pre-questionnaires. They learned the concepts of GE, e.g., the dissemination, status, and ownership of English and English accent ideologies. During the semester, they interacted with the same guests from the Inner, Outer and Expanding Circles.

The 500-word reflection journals from the explicit-instruction group, written in Chinese, offered the learners additional chances to express their viewpoints toward the five English accents. They also summarized the GE related issues learned through the online resources and interactions. Qualitative data were collected and analyzed for triangulation.

3.5 Data analysis

Paired samples *t*-tests were performed in SPSS 25 to examine whether there were attitude differences between the pre- and post-questionnaires for within-group comparisons. Furthermore, independent sample *t*-tests were used to compare the effectiveness of the different teaching interventions.

For the explicit-instruction group, the journal responses were grouped with the use of thematic analysis to identify, analyze, and report patterns/themes (Braun & Clarke, 2006). Sets of themes related to correctness, acceptability, pleasantness, and familiarity were first established. For instance, if a participant wrote "SAE is the variety that I frequently hear

and am most familiar with,” we regarded the sentence as “familiarity” of SAE.

Regarding GE concepts, the researchers grouped and organized other new themes outside the four attitude aspects. New themes included diversity of English, mutual intelligibility, lingua franca, fluidity, and ownership of English. For example, when a participant wrote “English is a common language that people use to communicate with each other,” a new theme related to “lingua franca” emerged.

4. RESULTS

This section includes the quantitative and qualitative data of the participants’ scores and perceptions of correctness, acceptability, pleasantness and familiarity for each accent.

For the exposure group, no significant attitude changes could be observed in correctness, acceptability, or pleasantness for all varieties (Appendix D: Table 3, 5, 7, 9). Only the familiarity with JpE significantly improved in the post-questionnaire. In addition, the average scores for all four aspects were very similar to those of the explicit-instruction group before teaching interventions.

The results from the explicit group demonstrated remarkable changes brought on by GE instructions (Table 2). Most scores improved significantly except for correctness of SgE, pleasantness of JpE, and familiarity of SgE and TwE.

Table 2
Correctness, acceptability, pleasantness, and familiarity changes before and after instructions in the explicit-instruction group

	Accents	Before	After	<i>t</i>
Correctness	SgE	M=3.91 SD = 0.78	M=4.12 SD=0.79	1.85
	TwE	M=3.23 SD=0.92	M=4.07 SD=0.77	5.94***
	JpE	M=2.86 SD=0.97	M=3.37 SD=1.13	2.94**
Acceptability	SgE	M=3.63 SD=0.98	M=4.05 SD=0.95	2.95**
	TwE	M=3.14 SD=1.01	M=4.00 SD=0.76	4.84***
	JpE	M=2.44 SD=0.98	M=2.81 SD=0.93	3.10**
Pleasantness	SgE	M=3.30 SD=0.86	M=3.74 SD=0.79	3.51**
	TwE	M=3.05 SD=0.90	M=3.91 SD=0.72	5.57***
	JpE	M=2.86 SD=0.94	M=2.86 SD=0.89	0.00
Familiarity	SgE	M=3.42 SD=1.10	M=3.67 SD=0.87	1.6
	TwE	M=3.77 SD=1.13	M=3.84 SD=0.75	0.39
	JpE	M=3.51 SD=0.91	M=3.81 SD=0.91	2.8**

** $p < .01$; *** $p < .001$

4.1 The correctness changes toward the five accents in the exposure and explicit-instruction groups

When the 45 participants were merely exposed to the five varieties, the scores of each accent increased insignificantly. In the explicit-instruction group, the mean scores for ERP and SgE increased between the pre- and post-questionnaires, while SAE showed a decline.

But none were statistically significant. On the other hand, the correctness of TwE and JpE rose significantly (Appendix D: Table 3, TwE, $t = 5.94$, $p < .001$; JpE, $t = 2.94$, $p = .005$), indicating the effectiveness of explicit instruction.

Unlike in the exposure group, explicit instruction significantly elevated the participants' views on accented English, especially for the varieties in the Expanding Circle (Table 4, TwE: $t = 3.03$, $p = .003$; JpE: $t = 3.09$, $p = .003$). In addition, despite lacking significance, the mean scores of ERP and SgE also improved. The mean score of SAE was lower in the explicit instruction than in the exposure group.

Table 4
Independent sample t-tests for correctness

Accent	Groups	Mean	SD	<i>t</i>	<i>p</i> -value
ERP	Exposure	4.16	0.71	0.05	0.96
	Explicit	4.17	0.7		
SAE	Exposure	4.43	0.59	0.18	0.24
	Explicit	4.23	0.9		
SgE	Exposure	3.95	0.89	0.29	0.37
	Explicit	4.12	0.79		
TwE	Exposure	3.59	0.80	3.03**	0.003
	Explicit	4.07	0.77		
JpE	Exposure	2.68	0.93	3.09**	0.003
	Explicit	3.38	1.14		

** $p < .01$

Data collected from reflective journals were consistent with the quantitative results. Ten reflective journal writers chose the varieties from the Inner Circle as correct accents (3 for ERP and 7 for SAE).

我一直都喜歡英式英文，他們講話感覺很標準所以會想要去模仿他們。

I always like the British accent. Their accent sounds standard so I intend to imitate it.
(S42)

我們從小在學校都學美式的英文，當然就是以美式為正確的學習榜樣。

SAE is the variety that we learn in school. I take it for granted that SAE is the correct learning model. (S41)

Although there was a significant improvement of correctness (Table 3, $p = .005$; Table 4, $p = .003$), JpE was regarded as the least correct English accent by both groups. Eight participants revealed in the reflective journals that a few consonants were problematic. For instance, the labiodental fricative /v/ was replaced by the bilabial plosive /b/. Five journal entries noticed that there was no “r” sound in JpE. These features made JpE an “incorrect” variety.

日本人 v 的發音變成 b 的發音 (violin 變成 biolin)

Japanese pronounced “v” as “b”(“violin” turns into “biolin”). (S2)

日本人因為本身母語沒有捲舌音所以在對於要捲舌的字上就會省略捲舌改成語母語相近的來發音 lu。

Because the Japanese do not have retroflex sounds in their native language, they omit the tongue-rolling words and replace it with their native language “lu.” (S5)

4.2 The acceptability changes toward the five accents in the exposure and explicit-instruction groups

In terms of acceptability, the means of the varieties from the Inner Circle were rated higher than those from the other circles by all participants. However, SgE, TwE, and JpE increased significantly (Appendix D: Table 5, SgE, $t = 2.95$, $p = .005$; TwE, $t = 4.84$, $p < .001$; JpE, $t = 3.10$, $p = .003$) after the participants received the explicit instruction.

The explicit-instruction group rated four out of the five accents higher than the exposure group, with the exception of SAE showing a lower mean score than the exposure

group. TwE was the variety that the participants markedly accepted after learning about the GELT approach (Table 6, TwE, $t = 4.57$, $p < .001$).

Table 6
Independent sample t-test for acceptability

Accent	Acceptability	Mean	SD	<i>t</i>	<i>p</i> -value
ERP	Exposure	4.11	0.75	0.47	0.64
	Explicit	4.19	0.74		
SAE	Exposure	4.34	0.52	1.28	0.20
	Explicit	4.14	0.87		
SgE	Exposure	3.79	0.70	1.27	0.21
	Explicit	4.02	0.95		
TwE	Exposure	3.22	0.80	4.57***	0.000
	Explicit	4.00	0.76		
JpE	Exposure	2.77	0.83	0.45	0.65
	Explicit	2.86	0.90		

*** $p < .001$

In four of the reflective journals, the writers selected ERP and SAE as the most acceptable (two writers each), as these accents appeared in proficiency tests such as TOEIC or IELTS.

考多益時常聽到美式或是英式英語，他們一定是被認可才會出現在這種大型的英檢。

When I take the TOEIC test, I often hear SAE and ERP. As they were varieties used in high-stakes tests, they must be acceptable. (S14)

Ten journal writers commented that SgE sounded funny but the guests' utterances were clear to comprehend. They could accept the variety.

我最喜歡的一堂課應該是商業英語，雖然有點太快卻很流利。我聽得懂新加坡的老師講話。

My favorite class was Business English lectured by the Singaporean guest. He spoke English fast and fluently. I could understand his speech. (S4)

Five participants could accept their own TwE accent and appreciate that. They stated that the purpose of learning English was for communication, so they would not mind having a Taiwanese accent as long as they could speak English fluently to fully convey their ideas.

台灣人說英文本來就有台灣腔，反正只要能聽懂、能溝通，沒人會去計較。

Naturally, Taiwanese people speak English with a Taiwanese accent. As long as we can understand and communicate with each other, no one cares about it. (S24)

Twelve of the journal writers considered JpE to be an acceptable variety. They pointed out that the thresholds were clear articulation and the ability to convey meaning.

我印象最深刻的是日本老師的那一節課，我第一次聽到日本人這麼清楚的發音。

The Japanese teachers were impressive to me because it was the first time I heard Japanese speak English with clear pronunciation. (S43)

4.3 The pleasantness changes toward the five accents in the exposure and explicit-instruction groups

Speaking of pleasantness, all participants believed accents from the Inner Circle were more pleasant than those from the Outer and Expanding Circles. However, the means of SgE and TwE in the explicit-instruction group increased significantly between the two questionnaires.

Table 8

Independent sample t-test for pleasantness

Accent	Groups	Mean	SD	<i>t</i>	<i>p</i> -value
ERP	Exposure	3.93	0.66	0.02	0.98
	Explicit	3.93	0.71		
SAE	Exposure	4.00	0.78	0.26	0.79
	Explicit	3.95	0.91		
SgE	Exposure	3.80	0.73	1.26	0.21
	Explicit	3.71	0.77		
TwE	Exposure	3.27	0.82	3.79***	0.000
	Explicit	3.91	0.72		
JpE	Exposure	2.85	1.03	0.19	0.84
	Explicit	2.88	0.89		

*** $p < .001$

(Appendix D: Table 7, SgE, $t = 3.51$, $p = .001$; TwE, $t = 5.57$, $p < .001$), while that of JpE stayed unchanged.

Explicit instruction on the concepts of GE repeatedly shifted the participants' attitude toward pleasantness. They particularly perceived TwE as a pleasant variety with statistical significance (Table 8, TwE, $t = 3.79$, $p < .001$).

The participants generally demonstrated positive attitudes toward the varieties from the Inner and Outer Circles in the reflective journals. Five regarded ERP as a graceful and elegant variety.

我個人比較習慣聽英國腔，也覺得英國腔聽起來更悅耳，我試著學習模仿。

Personally, I prefer the British accent, and I also think that it sounds more pleasing to the ear. I tried to imitate the British accent. (S11)

Three journal keepers still favored SAE, commenting that it sounded comfortable.

我自己特別喜歡美式口音，覺得聽起來很療癒。

I really like the American accent because I think it sounds very soothing. (S29)

Ten participants found it surprisingly refreshing to have the opportunities to observe different English accents. They used “cute,” “interesting,” and “fun” to describe varieties from the Outer and Expanding Circles, demonstrating that listening to different varieties provided remarkably pleasant experiences. SgE contains other languages such as Minnan, Mandarin, and Malay. Eight felt a connection to the speaker when hearing Singaporeans peppering their English with Minnan and Mandarin expressions.

新加坡的英語又更加獨樹一格，甚至可以在裡面聽到許多像是台語的詞，也會有自己特別的語助詞，可以透過語助詞了解在講這個句子的人心情大概是如何。我最喜歡的就是新加坡式英文，參雜的台語讓人聽起來有種親切感。

SgE is very unique. You can even hear many Taiwanese-like words in it. It also has discourse particles from which you can understand the mood of the speaker. I love the fact that SgE fused with Minnan sounded friendly. (S40)

Interactions with the Japanese English teachers built a solid understanding of Japanese culture and raised the participants’ positive perceptions of JpE. Eight journal writers thought JpE sounded pleasant and the interactions memorable.

我覺得來自日本的老師很可愛，他們用英文和我們介紹了很多日本知名景點，就算有口音，他們講英文也很可愛。

I think the Japanese English teachers were cute. They used English to introduce many famous attractions in Japan. Even though they had the accent, the way they spoke English was adorable. (S36)

Three participants stated that accents could represent a person’s culture and phonological characteristics. These features symbolize the identity of his/her own culture.

我發現口音其實不是什麼大不了的事情，因為語言就是用來溝通的。雖然我的英文不像母語人士，但至少沒有很明顯的台灣腔。口音也是文化的一部分。對自己的口音多一點認同，也是對自己文化的認同。

I discovered that accents weren't actually a big deal because language is used to communicate. Although my English was not exactly native-like, at least there is no obvious Taiwanese accent. Accents are also a part of culture, and having more recognition of your own accent is also a recognition of your own culture. (S16)

4.4 The familiarity changes toward the five accents in the exposure and explicit-instruction groups

Regardless of the teaching intervention, SAE consistently ranked the highest in terms of familiarity in both pre- and post-questionnaires. The familiarity scores increased for all five varieties. But only JpE increased significantly in both exposure and explicit-instruction groups (Appendix D: Table 9, exposure: $t = 2.12$, $p = .04$; explicit-instruction: $t = 2.8$, $p = .008$).

Inter-group comparison revealed the increasing familiarity with SgE. The explicitly instructed participants in particular were more familiar with SgE, with statistical significance (Table 10, $t = 2.21$, $p = .03$).

Table 10**Independent sample t-test for familiarity**

Accent	Group	Mean	SD	<i>t</i>	<i>p</i> -value
ERP	Exposure	3.84	0.68	0.21	0.83
	Explicit	3.81	0.71		
SAE	Exposure	4.22	0.70	0.34	0.73
	Explicit	4.17	0.91		
SgE	Exposure	3.30	0.67	2.21*	0.03
	Explicit	3.67	0.87		
TwE	Exposure	3.89	0.68	0.49	0.62
	Explicit	3.81	0.74		
JpE	Exposure	3.66	0.48	0.82	0.41
	Explicit	3.79	0.90		

* $p < .05$

In the reflective journals, ERP (19 persons) and SAE (20 persons) were recognized as familiar because of their previous encounters in learning and entertainment media. One journal writer particularly mentioned that ERP and SAE were the most frequently heard varieties in most movies and songs. Another two stated that SAE and ERP were the varieties that they often heard in English proficiency tests. One specifically mentioned that she learned SAE before ERP.

看電影、聽歌，常聽到美式或是英式，會比較熟悉。

When watching movies and listening to songs, I often hear American or British English, and I am more familiar with them. (S15)

我是學美式發音的，但也是開始練習多益題目才接觸到英式口音。

American English is what I learned. I was exposed to British accents only after I started practicing for the TOEIC. (S10)

Some participants had opportunities to familiarize themselves with SgE and JpE during the teaching interventions. Ten participants stated that they had never been exposed to SgE. One eventually realized that she had listened to Singlish before.

比較少聽到新加坡英語，透過交流還是覺得很有意義。我才發現原來我們家某個客戶說的英語，我有時候聽不太懂是因為他說的是新加坡式英語！

SgE was relatively rare to hear and interacting with the Singaporean guest was very meaningful. In hindsight, I realized the reason why I couldn't understand the English spoken by one of my parents' customers. It was because he spoke Singlish! (S21)

Twelve participants mentioned that the interactions with the Japanese teachers helped them become familiar with JpE.

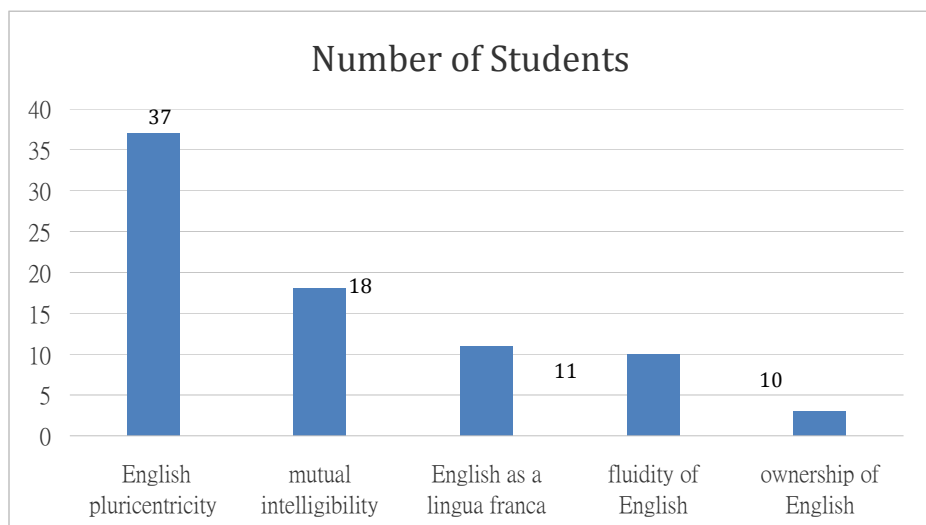
透過這些交流活動，我對於日式口音較不陌生了。

Through interactive activities, I felt less unfamiliar with Japanese people's English. (S26)

Explicit instruction on GE concepts helped the participants to expand their mindset from the native-speaking Anglo-American ideology to a more global view. They began to perceive non-native English accents as correct, acceptable, pleasant, and familiar. Explicit instruction encouraged open-mindedness toward English accents more than exposure alone did.

4.5 Newly formed GE concepts

This section summarizes perspectives from the reflective journals. Explicit instruction successfully promoted the awareness of English pluricentricity, mutual intelligibility, English as a lingua franca, and fluidity of English. Three participants also expressed their opinions towards the ownership expansion of English.

Figure 2**GE Concepts Listed by the Explicit-Instruction Group**

Themes such as different accents, first-time experience of various English accents, and English varieties other than American English were categorized as English pluricentricity. Thirty-seven of the 43 participants in the explicit-instruction group moved away from the singularity of native English pronunciations and accents, beginning to accept non-native varieties. Most journal writers in this category mentioned the diversity of English accents they had heard during the teaching intervention.

在還沒認識到母語人士及非母語人士的不同英語發音前，我以為世界各國的發音都會差不多，但在之後的課程裡，讓我認識了不同國家的發音，像是英式、美式、日本以及新式英文。

Prior to the course, because I did not know the different English varieties of native speakers and non-native speakers, I assumed that the English pronunciations in all countries in the world would be similar. However, during this class, I learned about

accents and pronunciations from different countries, such as British, American, Japanese and Singaporean styles (S4).

上這堂課讓我聽到了很多不同國家的人說的不同的英文的腔調，在台灣，我的生活環境很難接觸到不同國家的人，更別說是聽到不同國家的人說英文，因此，上了這幾堂不同國家的人上的這些講座，我覺得很有趣。

I heard many different accents of English spoken by people from different countries in this course. In Taiwan, my living environment makes it difficult to come into contact with people from different countries, let alone hear people from different countries speak English. So, I found it very interesting to attend these lectures given by people from different countries. (S42)

Five participants stated that it was the first time that they experienced different ways of articulation by English speakers.

學了英文 10 多年，這門大一英文課是我第一次聽到這麼多英文的口音。

I had learned English for more than 10 years, but this freshman English course gave me the first opportunity to hear so many English accents. (S11)

In addition, the interactive activities and explicit instruction opened their eyes to more pronunciations and accents. Three of them specifically stated that they had used to listen to American English only without knowing much about other varieties.

之前我對英文的認知在口音和發音上大部分只聽美式，但藉由這幾次的交流，聽到很多國家不同的發音和口音，讓我發現原來各個國家都很有特色會想要更深入了解，之後有空也會去聽別的國家的發音和口音而不是只侷限在美式英語。

Most of my knowledge of English was based on the American accent and pronunciation before the course. However, through these exchanges, I heard different pronunciations and accents from many countries. I found that each variety had its own characteristics and I wanted to learn more about it. I would like to listen

to other pronunciations and accents instead of just being limited to American English. (S23)

By noticing the pluricentricity of English, the participants began to understand that the importance of communication was based on mutual intelligibility rather than native-like accents. Eighteen journal writers positively changed their attitudes toward English varieties, particularly their perceptions of accented English.

上了這些課才知道原來世界上這麼多不同的英文口音。跟著不同國家的老師讓我深刻了解到，英文的口音沒有對與錯，只是加上了自己國家的特色罷了，聽得懂能溝通是最重要的。

After taking the course, I realized that there were so many English accents in the world. These guest speakers made me deeply understand that there was no correct or wrong English accent. Each English speaker represented his/her own phonological characteristics. The most important factor is mutual understanding in communication. (S30)

The concept of English as a lingua franca was developed through the interactions with the NES and NNEs and explicit instruction on GE topics. Eleven journal writers recognized English as a lingua franca. One even stated that the concept of a lingua franca was not limited to English only.

大部分的地區英文是主要的 lingua franca，但在中南美洲有些地方的 lingua franca 是西班牙語及葡萄牙語

English is the main lingua franca in most of the world, but in Central and South America, the lingua franca is Spanish and Portuguese. (S43)

One participant explained that the key point of a lingua franca was to facilitate communication, and her ideology of Standard English, especially American English, was softened.

我認識到沒有所謂「標準」的英文一定要是美式英語，英文是一個世界各國主流的共同語言，其主要的目的是方便大家溝通與交流。

I realized that so-called “standard” English did not refer to American English only. The main purpose of English as a lingua franca in the world was to facilitate communication and exchange. (S8)

The participants in the explicit-instruction group learned about the malleability of English. Although accented Englishes sounded dissimilar to Standard English, they were mixed with the speakers’ own countries and culture. Ten participants clearly demonstrated their realization of globalization and glocalization by stating that English was used for global communication while developing independently in local contexts.

初次接觸到這些不同發音變化的英文時，我竟然甚至聽不懂這些是英文，比起我所熟知的標準英文，它們聽起來更像是異國的母語，想不到原來都是英文。這些英文口音受到不同國家的語言文化及本土語言的影響，例如日本老師說蕎麥麵也是一個英文單字。

When I first came into contact with these Englishes with different pronunciations, I couldn’t even know that these were English. Compared with Standard English, these Englishes sounded more like a foreign language with their mother tongue. Unexpectedly, they were all English. The English accents were under the influence of culture and one’s native language. For example, the Japanese teachers mentioned “soba,” which is an English word stemming from Japanese. (S18)

The participants also changed their stereotypical concepts of English ownership. Three of them pointed out the issue of ownership. Two of them emphasized the fact that NNESS outnumbered NESs and that English was owned by the speakers, regardless of their nationalities.

英文不再是兩三個國家在地的語言！而是全世界人的語言。

English no longer belongs to two or three countries. Instead, the language is owned by people around the world. (S1)

最讓我驚訝的是原來非母語人士才是真正英文使用者，所以英文屬於能好好使用的人而不是英國或美國。

What surprised me the most is that the majority of English users were non-native speakers. English belonged to anyone who can use the language well, instead of limiting to the U.K. or the U.S. (S33)

Having been instructed explicitly on GE related issues, the 43 participants positively changed their attitudes toward various accents. The learned GE concepts further emphasized the importance of mutual intelligibility, English as a lingua franca, and the fluidity and ownership of English.

5. Discussion and Implications

Previous studies demonstrated that exposure could raise awareness, improve attitudes, and increase the acceptability of English varieties (Boonsuk et al., 2021; Boonsuk & Fang, 2022; Chen, 2022; Chung & Bong, 2019; Fang & Ren, 2018; Jindapitak et al., 2022a, 2022b ; Lee & Chen Hsieh, 2018). However, these were mostly non-quantitative studies. For those that were, the attitude changes were not measured by the four aspects of correctness, acceptability, pleasantness, and familiarity. In contrast, this study, featuring explicit instruction, was able to activate sociolinguistic awareness around GE and nurture deeper understanding and appreciation of English accent variations. The attitude changes were measured specifically in four aspects, in addition to the reflective journals. These quantitative and qualitative methods prevented certain subjectivity and facilitated the comparison between groups.

All participants perceived the NES accents as more correct, acceptable, pleasant, and familiar than NNEs accents prior to the pre-questionnaires. After being exposed to the five varieties, the participants in the exposure group maintained a steady attitude toward SAE, believing it to be a more acceptable and pleasant variety than ERP. On the other hand, in the

explicit-instruction group, the score of correctness for SAE decreased in the post-questionnaire, while that of ERP sloped upward. Surprisingly, acceptability and pleasantness reversed for SAE and ERP before and after the teaching intervention. In addition, after the explicit GE-oriented instruction, interactions, discussions, and reflections, the participants wavered from their deep-rooted Anglo-American ideology. For example, one journal writer especially pointed out that merely accepting SAE for English learning was unacceptable after attending the native-guest's lecture.

他告訴我們很多英籍的英文老師為了要迎合家長的要求，卻還要把自己本身的英文腔調改成美式腔調。英國明明就是英文的發源地，這樣很不合理！

The native speaker told us that British English teachers changed their own English accent to an American accent in order to meet the Taiwanese parents' expectations. Britain is the birthplace of English. This is very unreasonable! (S21)

With further GE-oriented explicit instruction, we elicited major positive changes in the participants' attitudes toward native and non-native English accents. The participants expanded their monolithic model of English to a higher awareness of English pluricentricity. As the participants warmed up to the English varieties without assigning superiority or inferiority, three participants in the explicit-instruction group expressed their respect for non-native English accents.

雖然上課之前一直覺得日本人和新加坡人的腔調很怪，也很不習慣他們的英文發音，甚至有點反感，但後來才知道那是各國的特色，不可以有主觀印象。所以我現在抱持著尊重的態度去觀察每一國人說英文的口音。

Before taking the course, I always thought that the accents of Japanese and Singaporeans were weird. I was not used to them, and I even had negative feelings. But during this course, I realized that accented English contained the characteristics of each country. I should not have a personal preference for a certain English variety. So now I observe English accents from different countries with a respectful attitude. (S13)

Although embedding GE concepts in ELT sheds light on positive attitudes, there were still immutable facts. TwE had the second lowest score in acceptability, which was contradictory to the finding of Pilus (2013) in Malaysia. The learners gave the highest acceptability rating to their accented Malaysian English, which was valued as equally acceptable as ERP for international communication and even higher than SAE. According to Kaur (2014) and Pilus (2013), Malaysian learners preferred ERP because Malaysia adopted British-based teaching materials and the British standard curriculum. Furthermore, Malaysia sits in the Outer Circle, where English is a second language. Most learners could speak basic forms of Malaysian English in daily life. On the other hand, unlike Pilus's learners, the acceptability of ERP was rated the highest in the post-questionnaire by the explicit-instruction group. English is still a foreign language in Taiwan, the learners do not frequently use English to communicate, especially outside of the classroom.

Thirteen of the writers of the reflective journals expressed dislike for TwE and a preference for native-like accents, even though they understood that the purposes of a language were to convey messages and achieve mutual intelligibility. This ambiguity paralleled the findings of previous studies (Boonsuk & Fang, 2022; Chen, 2022; Ren et al., 2016). As with the students in Sung (2016), these (Applied) English students most likely had much higher levels of English proficiency. Having native-speaker accents could symbolize a high level of English mastery. In addition, six participants wrote that they might work or pursue a higher degree overseas. Their aspirations might have elevated their desires for a native-like accent.

因為帶有台灣的口音，所以發起來比較沒有那麼好聽，雖然普遍都說只要聽得懂能夠溝通就好，但如果發音能像母語人士，自己也會很開心，為了能出國留學，我會加強口音。

Because of my Taiwanese accent, my pronunciation is not so pleasant. Although I know that mutual understanding is the goal in communication, I would be very happy if my accent were the same as a native speaker. In order to study abroad in the future, I will work hard on my accent. (S15)

Additionally, JpE was regarded as the least pleasant variety, and the pleasantness score for JpE did not change at all after explicit instruction. Our participants noticed that JpE incorporated Japanese rhythms into English, making their accent stronger. They felt JpE sounded “strange and followed a Japanese style.” Five participants noticed a phonological JpE characteristic of vowel insertion, which also appeared in Jenkins’ study with “katakana sounds” (2007, p. 174).

日式英文子音後面會再加一個母音（time 會唸成 taimu）。

Japanese English consonants are followed by a vowel. “Time is pronounced as “taimu.” (S2)

Last but not least, language is inextricably intertwined with identity. The language used by an individual and a group can be recognized as an identity marker. Edwards (2009, p. 21) indicated that “everyone is used to accent, dialect and language variations that reveal speakers’ memberships in particular speech communities, social classes, ethnic and national groups.” According to Tajfel and Turner’s “social identity theory (1986),” the inclination for showing preference is higher when people belong to the same social group. Accents serve as a powerful indicator of identity in speech. Hence, people prefer a language or accent that is related to their in-group conventions. This could explain why the participants marked higher scores to correctness, acceptability, and pleasantness for TwE, with statistically significant differences, after receiving explicit instruction on GE concepts. The fact that Taiwanese participants were accustomed to TwE could have explained why the familiarity score did not improve significantly.

我不會改變我的口音，這就是我的特色。對自己的口音多一點認同，也是對自己文化的認同。

I will not change my accent because it is my characteristic. Having more recognition of my accent is also a nod to my own country and culture. (S17)

The Singaporean guest speaker covered a wide range of topics including ethnicity composition, English as a lingua franca, bilingualism, religions, Singlish definitions, and

language usage examples in daily settings. The participants knew that SgE contained a mixture of English and other languages in a sociolinguistically and socioculturally diverse society with fluidity of English usage. They found it friendly and amiable when listening to SgE. They also noticed in-group linguistic markers because of the use of Minnan or Mandarin words. Because of these identity markers, the pleasantness of SgE improved significantly in the post-questionnaire. The interaction plus the GE teachings in the explicit-instruction group may also lead to significant improvement in familiarity over exposure. However, according to the reflective journals, almost a quarter of the explicit-instruction participants were never introduced to SgE. This intervention could be the first time for them to be aware of the linguistic complexity in SgE. This could be the reason that within-groups did not show significant results in correctness and familiarity.

新加坡英語有閩南語和特別的尾音，像是咩、啦和唉，我覺得「新式」英語和「標準」式英語遙相對應。

Singaporean English has Minnan and discourse particles such as “me”, “la” and “ay” at the end of the sentences. I think Singaporean English is opposite to “standard”English. (S5)

新加坡英語包含了馬來語等其他語言，而且也比較少聽到，我覺得比較不熟悉。

Singapore English includes Malay and other languages, and it is rarely heard, so I feel less familiar with it. (S22)

The ELF interactions and GE awareness activities under explicit instructions allowed the participants to express their own local identities in English and learn from expert users. They accepted that the ownership of English belonged to competent English users and that non-native English accents were just as acceptable and legitimate as the native norms. However, this point was contradictory to the finding of Jindapitak, Teo and Savaski (2022b). 76.1% of their students still believed that inner-circle speakers of English were eligible owners of English. This may infer that students under explicit instruction of the GE concept

obtained an open-minded opinion on the ownership of English. Similar to findings in previous studies (Boonsuk et al., 2021; Chen, 2022; Jenkins, 2009), this teaching intervention also bolstered the participants' confidence in speaking English. Learning the concept of English pluricentricity and noticing the diversity of English all over the world elevated the students' feelings of their own English (Fang & Ren, 2018; Jindapitak et al., 2022a). The findings of this study indicated that some participants shifted away from deep-rooted native-speakerism. They believed that English as a lingua franca was meant to foster communication. As such, they respected each variety including the one from NNEs. This attitude change was also congruent with Jindapitak et al. (2022a), who discovered that students developed respectful attitudes toward different English varieties and speakers through the GE awareness-raising program.

以前的我會希望自己在講英文的時候發音能夠接近母語人士，有時會因為自己有口音而不敢很有自信地講出來，最讓我印象深刻的是日本老師說能表達看法比有母語口音還重要，所以我現在在說英文時更有自信。

Before attending the course, I wished that my English were native-like. There were times that I was afraid of speaking out loud confidently because of my accent. What stayed with me the most from the Japanese English teachers was that expressing our ideas and conveying messages were more important than the NES accent. Now, I am more confident when speaking English. (S8)

This study provides important implications for ELT in Taiwan. Taiwan currently belongs to the Expanding Circle, where English is a foreign language. Although students rarely have the chances to hear people speak English outside their classrooms, TwE was the second highest rated familiar variety in the pre- and post-questionnaires, behind SAE. This outcome was an invaluable encouragement to the 2030 Bilingual Nation policy. Institutions at the tertiary level in Taiwan have been promoting English as a medium of instruction (EMI) on the road toward policy implementation. As an added benefit, we have encouraged instructors to apply EMI in their courses so that students could naturally use English in their daily lives to develop life-long learning habits.

The emergence of GE further influences English curricula in non-English speaking countries. The 12-Year Basic Education Curriculum (2018) specifically emphasizes the development of students' abilities to understand their interlocutors with different accents or linguistic and cultural backgrounds. It also aims to equip students with intercultural communication awareness by emphasizing the need to understand and respect cultural diversity. This approach has been executed in senior high schools. Taiwan and Japan have had frequent cultural and commercial exchanges. Two journal writers stated that they had language exchange activities with Japanese students when in high school. One recalled her traveling experience in Japan. Consequently, our participants stated that they were more familiar with JpE than SgE. These may also be the reasons behind the same phenomenon in the exposure group.

讀高中的時候,學校跟日本的姊妹校舉辦了一個交流會,能跟日本人交流是一件很有收穫也很有挑戰的事情。我們學習彼此的文化和盡量讓彼此能用英語溝通。

My high school held an exchange activity with a Japanese high school before. Communication with Japanese people was very rewarding but challenging. We could learn each other's cultures and we tried our best to communicate in English.
(S7)

Cultural influences and preconceived notions apparently played roles in the preferences. The participants expressed their appreciation for GE related issues and intercultural exchanges, which in turn built up positive attitudes and confidence. Therefore, it is strongly suggested that GE oriented curriculum and intercultural activities should also be embedded in English education at the tertiary level to cultivate an international vision and a worldview of communications.

The first author decided early on that it would be unfair for those in the control group to not receive the full benefits of the cultural and linguistic exchanges during the class. This limited the study for the lack of a control group. In addition, further study could explore potential interactive effects between correctness, acceptability, pleasantness, and familiarity.

6. Conclusion

A positive attitude toward English diversity has been attributed to increased learning motivation, efforts, and outcomes. An explicitly instructed course based on Global English concepts greatly promoted the awareness of the pluricentricity of English and positively changed attitudes toward non-native accents. The attitudes toward other English varieties besides SAE were elevated. The participants receiving explicit instruction developed tolerance and open-mindedness toward the English accents from the Outer and Expanding Circles in terms of correctness, acceptability, pleasantness, and familiarity. It is recommended that English instructors at the tertiary level explicitly incorporate Global Englishes in the curriculum to better prepare all English learners for intercultural communication.

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Appendix A: Pre-and Post-questionnaire

1. Gender ☐ male ☐ female
2. Age _____ years old
3. How many years have you learned English? _____ years
4. Experience living in an English-speaking country
☐ Yes ☐ No

If yes, how many years?

5. This speaker is from **the US**, I think her accent is
 - a. very incorrect 1 2 3 4 5 very correct
 - b. very unacceptable 1 2 3 4 5 very acceptable
 - c. very unpleasant 1 2 3 4 5 very pleasant
 - d. very unfamiliar 1 2 3 4 5 very familiar
6. This speaker is from **the UK**, I think her accent is
 - a. very incorrect 1 2 3 4 5 very correct
 - b. very unacceptable 1 2 3 4 5 very acceptable
 - c. very unpleasant 1 2 3 4 5 very pleasant
 - d. very unfamiliar 1 2 3 4 5 very familiar

7. This speaker is from **Singapore**, I think her accent is

- a. very incorrect 1 2 3 4 5 very correct
- b. very unacceptable 1 2 3 4 5 very acceptable
- c. very unpleasant 1 2 3 4 5 very pleasant
- d. very unfamiliar 1 2 3 4 5 very familiar

8. This speaker is from **Taiwan**, I think her accent is

- a. very incorrect 1 2 3 4 5 very correct
- b. very unacceptable 1 2 3 4 5 very acceptable
- c. very unpleasant 1 2 3 4 5 very pleasant
- d. very unfamiliar 1 2 3 4 5 very familiar

9. This speaker is from **Japan**, I think her accent is

- a. very incorrect 1 2 3 4 5 very correct
- b. very unacceptable 1 2 3 4 5 very acceptable
- c. very unpleasant 1 2 3 4 5 very pleasant
- d. very unfamiliar 1 2 3 4 5 very familiar

Appendix B

英語能力檢測對照參考表

※依據教育部 94 年 8 月 2 日台社(一)字第 0940102158 號函與教育部 94 年 6 月 28 日發布之教育部推動英語能力檢定測驗處理原則制定參考架構表。

※教育部青年發展署製表。

CEFR 語言能力參考指標	全民英檢 (GEPT)	外語能力測驗 (FLPT)		大學校院英語能力測驗 (CSEPT)		劍橋大學英語能力認證分級測驗 (Cambridge Main Suite)	劍橋大學國際商務英語能力測驗 (BULATS)	全民網路英檢 (NETPAW)	多益測驗 (TOEIC)	IELTS			托福(TOEFL)			職場英文 LCCIEFB	通用國際英文能力分級檢定 G-TELP	全球英檢 GET **
		三項筆試總分	口試級分	第一級	第二級					紙筆 ITP	電腦 CBT	網路 IBT						
A1(入門級) Breakthrough	---	---	---	---	---	---	---	基礎級							Preliminary	Level 5	A1	
A2(基礎級) Waystage	初級	105-149	5-1+	130-169	120-179	Key English Test(KET)	ALTE Level 1	初級	350+	3+	390+	90+	29+	Level 1	Level 4		A2	
B1(進階級) Threshold	中級	150-194	5-2	170-240	180-239	Preliminary English Tset (PET)	ALTE Level 2	中級	550+	4+	457+	137+	47+	Level 2	Level 3		B1	
B2(高階級) Vantage	中高級	195-239	5-2+	---	240-360	First Certificate in English(FCE)	ALTE Level 3	中高級	750+	5.5+	527+	197+	71+	Level 3	Level 2		B2	
C1(流利級) Effective Operational proficiency	高級	240-330	5-3 以上	---	---	Certificate in Advanced English(CAE)	ALTE Level 4	高級(N/A)	880+	6.5+	560+	220+	83+	Level 4	Level 1 (75-90 分)		C1	
C2(精通級) Mastery	優級	---	---	---	---	Certificate of Proficiency in English(CPE)	ALTE Level 5	專業級(N/A)	950+	7.5+	630+	267+	109+	Level 4	Level 1 (91 分以上)		C2	

Appendix C: Worksheet for the Explicit-instruction Group



Name

Student ID

1. Why does English have the status of being a world common language? (2 main factors)
2. How did the British Empire disseminate English to the world? (2 main phases)
3. What countries use English as their first language or official language?
4. What international organizations use English as their official language?
5. In what ways do you have opportunities to use English?
6. According to David Crystal, how many English speakers are there in the world? Are there more native speakers or non-native speakers?

Please share your experience communicating with other speakers in English. Do you communicate with native speakers or non-native speakers often? How do you feel speaking in English?

Appendix D

Table 3

Correctness comparisons before and after teaching interventions

<i>Accents</i>	Paired samples <i>t</i> -tests					
	Exposure			Explicit		
	Before	After	<i>t</i>	Before	After	<i>t</i>
ERP	M = 4.09 SD = 0.76	M = 4.16 SD = 0.71	1.14	M = 4.05 SD = 0.9	M = 4.19 SD = 0.7	1
SAE	M = 4.38 SD = 0.65	M = 4.44 SD = 0.59	1.35	M = 4.40 SD = 0.9	M = 4.23 SD = 0.9	1.31
SgE	M = 3.87 SD = 0.92	M = 3.93 SD = 0.89	0.68	M = 3.91 SD = 0.78	M = 4.12 SD = 0.79	1.85
TwE	M = 3.51 SD = 0.94	M = 3.58 SD = 0.69	0.77	M = 3.23 SD = 0.92	M = 4.07 SD = 0.77	5.94***
JpE	M = 2.64 SD = 1.09	M = 2.67 SD = 0.93	0.24	M = 2.86 SD = 0.97	M = 3.37 SD = 1.13	2.94**

p* < .01 ; *p* < .001.

Table 5

Acceptability comparisons before and after teaching interventions

<i>Accents</i>	Exposure			Explicit		
	Before	After	<i>t</i>	Before	After	<i>t</i>
ERP	M = 4.02 SD = 0.78	M = 4.11 SD = 0.75	1.43	M = 3.98 SD = 0.86	M = 4.21 SD = 0.74	0.88
SAE	M = 4.27 SD = 0.62	M = 4.33 SD = 0.52	1.14	M = 4.33 SD = 0.94	M = 4.12 SD = 0.88	1.94
SgE	M = 3.76 SD = 0.71	M = 3.78 SD = 0.70	0.33	M = 3.63 SD = 0.98	M = 4.05 SD = 0.95	2.95**
TwE	M = 3.18 SD = 0.96	M = 3.22 SD = 0.79	0.5	M = 3.14 SD = 1.01	M = 4.00 SD = 0.76	4.84***
JpE	M = 2.76 SD = 0.98	M = 2.78 SD = 0.82	0.23	M = 2.44 SD = 0.98	M = 2.81 SD = 0.93	3.10**

p* < .01 ; *p* < .001

Table 7

Pleasantness comparisons before and after teaching interventions

<i>Accents</i>	Exposure			Explicit		
	Before	After	<i>t</i>	Before	After	<i>t</i>
ERP	M = 3.84 SD = 0.82	M = 3.93 SD = 0.65	1.07	M = 3.79 SD = 0.97	M = 3.95 SD = 0.72	1.48
SAE	M = 3.91 SD = 0.90	M = 3.98 SD = 0.78	0.83	M = 3.88 SD = 1.00	M = 3.91 SD = 0.95	0.54
SgE	M = 3.78 SD = 0.82	M = 3.80 SD = 0.73	0.22	M = 3.30 SD = 0.86	M = 3.74 SD = 0.79	3.51**
TwE	M = 3.18 SD = 0.96	M = 3.29 SD = 0.82	1.09	M = 3.05 SD = 0.90	M = 3.91 SD = 0.72	5.57***
JpE	M = 2.76 SD = 1.28	M = 2.84 SD = 1.02	0.89	M = 2.86 SD = 0.94	M = 2.86 SD = 0.89	0.00

p < .01 ; *p < .001

Table 9

Familiarity comparisons before and after teaching interventions

<i>Accents</i>	Exposure			Explicit		
	Before	After	<i>t</i>	Before	After	<i>t</i>
ERP	M = 3.76 SD = 0.80	M = 3.84 SD = 0.67	1.27	M = 3.63 SD = 1.07	M = 3.84 SD = 0.72	1.42
SAE	M = 4.11 SD = 0.78	M = 4.22 SD = 0.70	1.95	M = 4.00 SD = 1.00	M = 4.19 SD = 0.91	1.54
SgE	M = 3.22 SD = 0.70	M = 3.31 SD = 0.67	1.27	M = 3.42 SD = 1.10	M = 3.67 SD = 0.87	1.6
TwE	M = 3.76 SD = 0.96	M = 3.89 SD = 0.68	0.92	M = 3.77 SD = 1.13	M = 3.84 SD = 0.75	0.39
JpE	M = 3.38 SD = 0.68	M = 3.62 SD = 0.54	2.12*	M = 3.51 SD = 0.91	M = 3.81 SD = 0.91	2.8**

*p < .05 ; **p < .01