EXPLORING STUDENTS' ATTITUDES TOWARD VARIOUS ENGLISH ACCENTS AT A THAI PRIVATE UNIVERSITY

BY

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A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN BILINGUAL EDUCATION SURYADHEP TEACHERS COLLEGE

GRADUATE SCHOOL, RANGSIT UNIVERSITY ACADEMIC YEAR 2023

Thesis entitled

EXPLORING STUDENTS' ATTITUDES TOWARD
VARIOUS ENGLISH ACCENTS AT A THAI
PRIVATE UNIVERSITY

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was submitted in partial fulfillment of the requirements

for the degree of Master of Education in Bilingual Education

Rangsit University
Academic Year 2023

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ACKNOWLEDGEMENTS

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Thesis Title	:	Exploring Students' Attitudes Toward Various English Accents at a Thai Private University
Program	:	Master of Education in Bilingual Education
Thesis Advisor	:	Asst. Prof. Anchalee Chayanuvat, Ed.D.

Abstract

This study investigated students' attitudes towards various English accents at a Thai private University. The study adopted seven English accents from the inner, outer, and expanding circles, respectively, representing the United States, the United Kingdom, Australia, the Philippines, India, Thailand and China respectively. A mixed-methods research design with a questionnaire and a semi-structured interview as instruments were used in this study. By random sampling, ninety-nine undergraduates of the Department of English for Business Communication International [IBEC] at a Thai private University were respondents to the questionnaire and twelve participants for the semi-structured interview. The quantitative data were statistically analyzed by means of frequency and percentage, while the qualitative data underwent content analysis according to Lichtman's three Cs of data analysis.

The findings of the study showed that students had positive attitudes towards the varieties of English accents. The study also reported students' willingness to learn many accents to ease global communication, education success and career standing. The various English accents did not affect the students but positively influenced their needs and learning objectives. The topmost preferred accents were British, American and Thai English, respectively. Students indicated a significant efficiency of social media access to develop their preferred accents. Therefore, this study recommends that students be exposed to various accents in their learning prospects to reduce communication barriers, stereotype judgement, and promote English language learning as an international language in being guidelines for English teaching and learning.

(Total 100 pages)

Key Words: Students, Attitudes, Various English accents, Thai Private University

Student's Signature …..........................Thesis Advisor's Signature ....

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CHAPTER 1

INTRODUCTION

This chapter provides background information on issues that the study seeks to address. It comprises the study's context, problem statement, aims, research questions, scope, conceptual framework, significance, limitations, and the definition of keywords

1.1 BACKGROUND AND RATIONAL OF THE STUDY

English has increasingly become a lingua franca of the world over decades (Crystal, 2012; Jenkins & Leung, 2014; Kirkpatrick, 2010, Paradowski, 2013). This is a consequence of globalization, the need to communicate globally, and technological innovations. The feasibility of global communication constitutes one of the major agents of the internalization of English (Akpan & Chayanuvat, 2022). English is widely used both in physical and virtual environments. It is the language of international business, education, science, the Internet, tourism, and aviation, among others. It serves both integrative and instrumental motives. Its significance has given the language way into the curriculum of study so much that it is variously seen as one of the compulsory subjects taught from early childhood and/or integrated as a foreign language in various countries of the world.

Language essentially exists as a vehicle for communication within human society to serve its interdependent needs. Therefore, the adaptation of English by the global community also comes with variations peculiar to individual communities and their needs. The revision of common English codes for the service of individual societal needs results in new versions of English that are peculiar to the sociolinguistic contexts. Such possess a certain level of functionality and acculturation profile (Akpan & Chayanuvat, 2022). Variations are also created in settings where English is employed as a second language or foreign language due to the influence of the first language.

Global English has a plethora of accents and sociolinguistic profiles. It is most often categorized into two groups; native and non-native speakers of English. However, Kachru (1996) gave a more comprehensive categorisation of the inner circle, outer circle, and expanding circle. The inner circle comprises the native speakers of English, the outer circle consists of countries where English is used as a second language, and the expanding circle involves those that use English as a foreign language. These circles, especially the expanding circle, keep growing with concomitant growth in the significance of the English language.

Teachers of English also emerge from these backgrounds. The models of English language teaching incorporate not only native English speakers but welcome non-native speakers. Following Canagarajah Kachru (1996) and (1999), numerous English teachers around the world are non-native English speakers. This scenario raises questions and attitudes toward a supposed ideal English teacher. According to the prestigious views, native English speakers are held to be the most qualified English language teachers. They are upheld to have the prowess of firsthand knowledge of their cultural background with English as a native language acquired by birth. They are characterized by a clear and accurate accent of the language. Non-native English speakers by this ranking receive inferior treatment (Chun, 2014; Walkinshaw & Oanh, 2014).

However, there are counterreactions to the prestigious and innate proficiency of native English speakers as best English teachers. Having firsthand experience with the language from birth does not qualify one as the best teacher of the language. According to Cook (1999) the essential pathways to be qualified as a teacher demand an intensive pedagogical familiarity with the principles of education. Devoid of these metalinguistic skills, one may lack the core justifiable judgment in explaining how the language is given in the instructional process and context. There are many native and non-native English speakers with innate giftedness in English proficiency but down the lane are unable to play a professional profile in the teaching, learning, and assessment of the language (Cook, 1999). These are empirically verifiable and evident.

Albeit the latter view appears more educationally plausible, the bias created by the dichotomy between native and non-native English teachers persists. Such could be seen in English teaching job adverts, employment policies of language institutes and schools, and parents' demands. These employment streams only welcome non-native English speakers due to a shortage of native speakers. For instance, the Thai education reforms and policies that promoted English language learning as one of the compulsory primary subjects (Ministry of Education, 2008) employ a significant number of foreign teachers to meet the job demand in the country but prioritize native English speakers in the employment process. The models of hiring international native and non-native English teachers ensue in cultural diversities and a plurality of English accents in institutions of language learning.

The globalization and emergence of world Englishes have created a dynamic and diverse working environment, particularly for English language teachers. Today, many students studying English, especially in higher institutions are exposed to numerous accents due to the diverse backgrounds of English teachers. While some of these students may have accent preferences, others just want to be able to communicate and integrate into the global sphere using English. A study by Koad (2014) revealed that students who wanted to speak like native English speakers were considerably discouraged along the learning process, while the group that didn't pay much attention to accent perfection were happy and excelling. However, not much is known about Thai students' attitudes toward the many English accents they encounter in class hence the crux of this study. Therefore, this study explored students' attitudes towards the various English accents at a Thai private university.

1.2 STATEMENT OF THE PROBLEM

The advent of English language teaching in Thailand is traceable to King Rama V (1868-1910). The English language has now gained popularity in the fields of commerce, education, media, and tourism (Darasawang, 2007; Pechapan-Hammond, 2020; Snodin, 2014), This is not without major modifications in national policies on

English teaching and learning throughout the years which have significantly improved language learning and enhanced its original intent as a learning program for increased recognition and as a key tool for commerce (Warotamasikkhadit & Person, 2011). Consequently, the Thai Ministry of Education has allowed the recruitment of both native and non-native English teachers. It follows that the many shades and colours of English teachers in Thailand also come with a plurality of accents. It is also deducible that students are exposed to the various teachers' English accents, which may influence their learning either positively or negatively. The accent scenario may provoke a diversity of reactions and attitudes from the students as they learn. Thus, this study seeks to explore these attitudes toward the multiplicity of teachers' English accents at a Thai private university in the English for Business Communication International (IBEC) program.

The English for Business Communication International (IBEC) program has lecturers from Australia, China, India, the Philippines, the US, the UK, and Thailand. Corresponding to Kachru's (1985) concentric circles, three of them (Australia, the US, and the UK) belong to the inner circle, India and the Philippines are in the outer circle, while China and Thailand are in the expanding circle. It follows that students have to constantly switch between lessons and these accents which are products of entirely different sociolinguistic backgrounds. The scenario gives room for comparison, preferences, and attitudes on the part of the students toward these accents. It, therefore, becomes pertinent to investigate what those attitudes are, and how these accents influence students learning.

1.3 RESEARCH OBJECTIVES

The purpose of this research study was

1.3.1 To explore students' attitudes towards various English accents at a Thai private university.

1.3.2 To investigate the influence of these various English accents on Thai undergraduate students.

1.4 RESEARCH QUESTIONS

The research questions were:

1.4.1 What are the attitudes of Thai undergraduate students towards various English accents?

1.4.2 How do these various accents influence Thai undergraduate students?

1.5 SIGNIFICANCE AND BENEFITS OF THE STUDY

1.5.1 The findings of this study are vital in proposing more effective and inclusive means of teaching and learning English pronunciation.

1.5.2 This study offers significant insight among policymakers, administrators, teachers, and students on the paradigm shift from mainstream English to World Englishes, grammar to a conversation, and accent to making meaning.

1.5.3 It helps in understanding students' attitudes towards English accents and consequently enhances hiring English teachers to meet both the students' and global needs.

1.5.4 The study champions expanding the research domain on students' attitudes toward English teachers' accents.

1.6 SCOPE OF THE STUDY

This research was conducted at a Thai Private University, Thailand with the students of the Department of English for Business Communication International in the Faculty of Arts. The participants were best preferred because they studied English for business communication, and this incorporated English language communication skills with leading business principles to foster international commerce and entrepreneurial skills acquisition. The participants were undergraduate degree students from the Department of English for business communication and got instruction from various English professors. This background imposed the belief that participants possessed the requisite competence to explain the occurrences under discussion. The study had these homogeneous qualities, and a random sample technique was used.

A convergent parallel mixed techniques design was used in this work. The quantitative and qualitative data were combined in a mixed methods design to provide a deeper and more thorough examination of the study problem. Additionally, the complementary nature of two opposing perspectives—objective and subjective, statistical and thematic—enhanced the study. The subjectivity of the coded data was studied thematically while the objective data in the quantitative form were statistically analyzed. Both quantitative and qualitative methodologies increased understanding of the data that would be omitted when using a single strategy by overcoming individual inadequacies and utilizing each approach's strengths (Creswell and Plano Clark 2007). This helps to paint a clearer picture of the research results and offers solid support for conclusions.

Questionnaires were used to collect the data together with semi-structured interviews. The questionnaire was prepared using Google form and sent to participants through Line, and other convenient social media platforms. There were 70 closed-ended questions in the survey. On a Likert scale of 1 to 5, the closed-ended statements were presented with a bipolar scale ranging from "Strongly agree" to "Strongly disagree". The qualitative data collection featured interviews with 12 participants from the research

population who were randomly approached and consented to be interviewees. This research was conducted within the second semester of 2022/2023.

1.7 Conceptual Framework

The variables are explained below in detail.
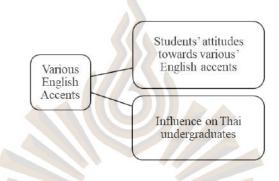
Figure 1.1 Conceptual Framework of the Study

The study examined the accents of the various English teachers as an independent variable. Exploring students' attitudes toward the various English teachers' accents within and outside of classroom context vis-à-vis using English as a universal language as a medium of instruction for the undergraduate degree in English for business communication as a dependent variable.

1.8 LIMITATIONS OF THE STUDY

The limitation of the study was collecting the data from only one private university. Their attitudes and beliefs towards various English accents would not be used to reference the total of students in Thailand. However, findings from this study could be applied to similar research contexts.

1.9 OPERATIONAL DEFINITIONS

This section offers clarification of operational terms adopted in the study.

Attitude Attitude is the manner, disposition, feeling, and position about a person or thing, tendency, or orientation, especially in the mind. How much we like or dislike something that determines our behaviour towards that thing. We tend to approach, seek out, or be associated with things we like; we avoid, shun, or reject things we do not like. In this study, "students' attitudes" refer to the manner, disposition, feeling, and position of students toward various English accents.

Students The term students refer to persons who are formally studying, especially those enrolled in schools or colleges. The students in this study refer to undergraduates from the Department of English for Business Communication International in a Thai university.

English Etymologically, the English language is a Germanic language of England, widespread and standard also in the United States, Canada, and other countries colonized or settled by England, historically termed Old English and widely used in many varieties throughout the world. According to British linguist David Crystal, the Standard English of an English-speaking country may be defined as. a minority variety (identified chiefly by its vocabulary, grammar, and orthography) which carries the most prestige and is most widely understood.

Accent An accent is a distinctive way of pronouncing a language exhibited by people from a country or social class. It is also defined as a way of speaking typically to a certain group of people. Emphatically, an English accent refers to a distinctive way of pronouncing any English word or syllable when speaking the English language by observing the stress or pitch. In many cases, accents are affected by the mother tongue. In a more comprehensive cauterization, Kachru gave the following plethora of accents.

a) Inner circle English-speaking teachers:

Inner Circle English speakers refer to speakers whose mother tongue is English; hence they are native English speakers, and who communicate in English language to native or foreign learners of the English language. According to Kachru's (1984) concentric circle, the native English speakers can be found in the inner circle which numbers speakers from the US, UK, and Australia.

b) Outer circle English-speakers

Outer Circle English speakers refer to speakers whose native tongue is not English and are commonly termed "non-native English speakers". The outer circle countries are those in which English plays an official or institutional role and are typically postcolonial nations like India and the Philippines.

c) Expanding Circle English-speakers

The expanding circle of English speakers refer to speakers who come from countries where English is generally used and taught only as a foreign language and plays no institutional or official role within the country. Countries such as Thailand and China are examples of expanding circle countries.

CHAPTER 2

LITERATURE REVIEW

This chapter explores different views of relevant authors and researchers on this study. It begins with the definition of the notion of attitude, students' attitudes, and application to the context of various English teachers' accents. Then comes a discussion on accents, English teachers' accents, and English-speaking teachers from the Three Concentric Circles of Kachru. The focus is transferred to the related theories of World Englishes and Accent Prestige Theory that make up the study's theoretical framework. Basic themes such as English as a global language and Intercultural Communication Competence are equally discussed in this chapter. The concluding section of this chapter examines related studies and assesses the research gap in the study.

2.1 ATTITUDE

One of the fundamental themes in the enterprise of social psychology is attitudes. Lexically, attitude may be defined as a formed opinion or feeling about something or someone, and or a mode of behaving that is caused by this opinion or feeling. For Allport (1954), an attitude is a condition of preparedness that dynamically affects how someone responds. It entails mental coordination in which a person is somewhat prepared for a reaction. People will also react positively or negatively depending on how they feel about an object or something else. Attitude comprises behavioral, emotional, and cognitive elements. According to Oskamp (1977), attitude is among the most influential elements in determining behaviors. A single attitude can affect a wide range of behaviors. Additionally, attitudes reveal how people show themselves to the public.

2.1.1 Definition

Etymologically, the word attitude comes from the late Medieval Latin root word "attitude" (aptitude), and "actitudo" (acting, posture). In the classical Latin root, it is referred to as "habitus" (habit, disposition, attitude, appearance). The expression "attitude" typically refers to a "posture of the mind" as opposed to a physical posture in social psychology (Oskamp,1977). From the etymological understanding of the concepts arises many and varied definitions.

The term "attitude" has been defined in a variety of ways by different academics. A person's attitude, according to Allport (1954), is a mental and neurological state of readiness that has been developed through encounters and that directs and continuously influences how they behave toward all things and events which they are involved with (p.810). According to Allport, a crucial idea is being ready for action. "Attitude is a psychological predisposition that is expressed when rating an object with some degree of likeness or distaste, "Eagly and Chaiken (1993). (p.1). They postulate an appraisal view of the concept. In the view of Fishbein and Ajzen (1975), attitude is an acquired habit to react to something repeatedly favorably or unfavorably (p.6). This definition appears to emphasize constancy and development. There are many different ideas behind attitude.

An individual's attitude is an inner mental component that is shown in one's beliefs, verbal communication, reactions, and numerous aspects of their behaviors. Attitude is a mental or neural state of readiness (Pilus, 2013). Numerous studies argue that attitude is acquired through experience and influenced by the response to any related objects and circumstances. From a different angle, Ambele and Boonsuk (2021) claim that attitude is a complex term employed to explain why people act distinctively. Although they all strive toward a similar direction, an ultimate notion of attitude has not yet been defined.

2.1.2 Components of Attitude

According to the ABC model of attitudes proposed by Oskamp and Schultz (2005), attitudes are determined by three factors: affective, behavioral, and cognitive.
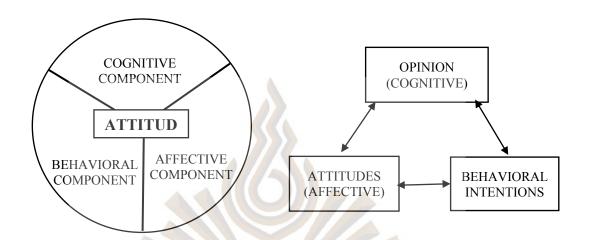
Figure 2.1 Double viewpoints on the components of attitude

Source: Oskamp & Schultz, 2005

These are some examples of people's attitudes toward flying an airplane.

A: An affective component: This represents the sentiments and yearnings that a person has for a thing. Such as "Flying an airplane is fun" and "Flying an airplane is exciting".

B: Behavioral components: This points to one's action or tendency to act in a certain way toward an object. For example, "I fly a plane whenever the need arises", and "I would want to afford an aeroplane if I had the means".

C: The thoughts and assumptions: These are referred to as a cognitive component. For instance, "Jets are speedy", and "Time is saved by taking a plane rather than a drive a long distance".

For an attitude to be produced, each attitude-producing component must be

relevant. The model serves as a foundation for organizational change that the system goes through. The person who wishes to display the attitude can do so by thinking, acting, or feeling in certain ways. The attitude that is created by the cognitive component may also show up in a person's behavior or mood.

2.1.3 Students' Attitudes

Students' attitudes may be seen as a moveable aspect that reveals the implicit opinion held by an individual student or a certain group of students about events, objects, or things (Buckingham, 2014). Attitudes entail cognitive, affective, and behavioral dimensions, which include beliefs and emotive responses as well as behavioral consequences.

It is noteworthy that the attitude of learners has a meaningful relationship with learning, particularly in foreign languages. Various scholars see students' attitudes toward learning as a psychological construct that is expressed in favor or disfavor towards learning a certain subject. According to Khatib & Monfared (2017), studies on learners' attitudes have focused on their positive and negative impacts on learning, and the results of most of the studies indicate that attitude is pertinent and essential in language learning.

Students' attitudes can influence the success or failure of learning in foreign language teaching. Learners with a positive attitude have higher chances of doing better compared to those with a negative attitude. This study conceptualizes attitude as the positive or negative output of students towards various English teachers' accents. The student's attitudes as they learn English might be influenced by their opinions. Comparing students with positive attitudes toward learning English with those who have negative attitudes would lead to better outcomes for the students with positive attitudes (Domyei & Skehan, 2003). Additionally, Lightbown and Spada (1999) maintained that students' attitudes are inevitable as they represent either positive or negative reactions.

Furthermore, other factors can give rise to these reactions, such as social standing or the fact that people from minority groups often have distinct outlooks regarding acquiring the language spoken by other popular groups. Ultimately, learners' mindsets are what define them as to if they are successful or not.

2.2 ACCENT

The term accent is normally used in a misleading manner (Buckingham, 2014). Although most times, the term accent is often reserved to describe people with different pronunciations from the listener or pronunciations that differ from the abstract standard. In reality, every person speaks with an accent. Accents can be found in many areas, including words, phrases, and sentences. Word accent, also known as word stress or lexical stress, is one of the distinctive pronunciation patterns of a language. This section explores the notion of accent, availing its definition, and presenting English teachers' accents.

2.2.1 Definition

An accent is a specific mode of expression, such as a speech pattern that characterizes a group of people, typically the locals or residents of a place. It is also known as a deliberate effort to emphasize one syllable over nearby ones in speaking. It can further be defined as a way of speaking typically to a certain group of people. Brabcová and Skarnitzl (2018) see individual accents as the manner of pronunciation that is peculiar to a specific person, place, or country. Thus, according to sociologists, an accent refers to how people uniquely pronounce words.

Although at times, the accent is said to be like dialects, the two terms are distinct. A dialect is close to an accent, but dialects are defined as the regional or social varieties of a language differentiated by pronunciation, grammar, or vocabulary. Additionally, there are two distinct varieties of accents: those that are foreign and those that are native. When someone speaks a language using the rules and sounds of another, they develop a foreign accent, while the native language accent is determined by one's

region, ethnicity, or social group. To impart a foreign language, a teacher's accent is influenced by the structure and sounds of their native language.

2.2.2 English Accents

According to Monfared and Khatib (2018), one of the significant issues surrounding English tutoring globally is the NES and NNS accents. The direction of English is affected by pronunciations based on the norms of the first language (Gunantar, 2016). An accent is a distinctive way of pronouncing a language that is unique to everyone depending on the place of origin. Everyone individual has an accent. An individual teacher's accent depends on where he or she hails from or where the individual learned the language he or she speaks. According to Gunantar (2016), the premise that people can speak a certain language without any accent is deceitful as accents are inevitable. Accents are complex, and it is more than what meets the eye or in this case the ear. Because every person in the world speaks distinctively, it is reasonable to assume that there are many accents in the world or even in a country or region. Teachers of English possess accents that reflect their backgrounds.

Buckingham (2014) explored the attitudes of students toward English teachers' accents in the Gulf region. According to the study, South Asia, and East Africa together with North Africa and Gulf states regions, have a considerable number of teachers from the outer circle countries especially as the employment of teachers from numerous states has brought various accents to the teaching arena. According to the study, non-native English students have varying attitudes toward the teachers' accents depending on their exposure. The findings of the study indicated that learners have a preference for the native English accent, which leads to a positive attitude toward learning from native English speakers.

The major concerns of accents concerning tutoring are standard expression and imitations. In his exploration of the attitudes of learners towards various English accents, including British, American, and Malaysian, Pilus (2013) concludes that students had a preference for the British English accent. The study noted that although

the learners admired the British accent, they were comfortable with their local accents. According to the study, the native English accent should only be regarded merely as a model that acts as a reference for learners and not as a norm that must be strictly adhered to. This, according to Plus (2013), will help learners to get an opportunity to get a native-like accent if they can do so while at the same time, they have the liberty to approximate accordingly. The study stated that acquiring a native norm or model of English teaching may limit learners and can be unfulfilling to the student's communication, social and cultural needs.

2.3 RELATED CONCEPTS

A study's premise is related to and/or reflects the theoretical framework, which serves as a guide for research based on current theory in the subject of study. It involves utilizing theory to clarify and investigate the relationship between variables, positioning and contextualizing formal theories into the study as a direction (Ravitch & Carl, 2016). This study adopts the World Englishes, Accent Prestige Theory, English as an International Language, and Intercultural Communication Competence concepts with the design selection and the explanation of findings.

2.3.1 World Englishes

Understanding that language exists primarily as a tool for communication within human society is important because it reflects both the social nature of people and the interconnected requirements of society. This is eminent because human requirements are distinctive to particular cultural and geographic situations, where there are numerous English versions used in various settings.

Kachru (1986) coined the phrase "World Englishes" to describe the emerging different contexts of usage around the world that result in distinctive variances in the English language. Despite just minor connotational differences, the phrase has been used interchangeably with alternative concepts such as global English, international English, new English, and English dialects (Akpan & Chayanuvat, 2022; Bolton, 2005;

Schneider, 2003). Kachru divides English into three categories after recognizing variations in the structure and pattern of world Englishes. According to Kachru (1984), there are three concentric circles in English and each of the categories depicts where one belongs.
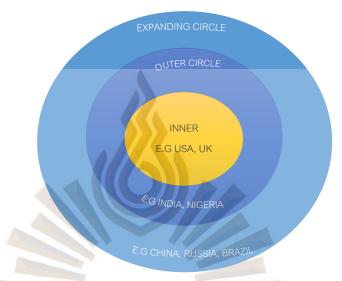
Figure 2.2 Kachru's Concentric Circles of Englishes

Source: Kachru, 1985

2.3.1.1 Concentric Circles of Englishes

According to Kachru (1986), nearly three-quarters of all ESL (English as a Second Language) and EFL (English as a Foreign Language) educators worldwide dominantly are non-native English speakers. Kachru (1986) proposed a concept that grouped English usage throughout the globe into three separate rings based on the types of dispersion, the role of English observed in each area, and the patterns of acquisition. The vast majority of individuals in the Inner Circle, which is made up of countries like the United States, the United Kingdom, Australia, New Zealand, and Canada, speak English as their first language. The educators who originated from the central circle area, according to Kachru, are native English users.

Nations in the Outer Circle such as South America, Nigeria, Ghana, India, Singapore, and the Philippines, etc., were colonies of the Inner Circle nations, thus English has a significant impact on these countries. Most people in these countries adopt English as a second language. In contrast, comparing the Inner Circle nations

where English is used almost exclusively for communication, English in Outer Circle countries has official standing and is utilized for significant functions. Devout from the occasional usage of English, they possess their unique varieties of native languages of which the English language coexists with another primary language in countries outside the inner ring. Singaporeans, for instance, converse in Chinese and English. Hindi and English are widely used in India for communication. The instructors from the nations of the Outer Circle are according to these grouping NNS English speakers and are equally categorized also as ESL (English Second Language) instructors.

English Language Speaking in the Expanding Circle was not as great as in the Inner and Outer Circle regions. According to Kachru (1986), the countries in the Expanding Circle include several countries such as Brazil, China, Japan, Thailand, etc. However, English is now the most widely taught foreign language and is frequently used in advertisements, stores, brand names, and tourist sites. It has also received vast acceptability from the ASEAN community.

This theory is pertinent in this study to explore factors that promote students' positive or naive attitudes toward various English teachers' accents. It will also aid in determining students' accents preference from teachers within Kachru's grouping which may stir any known attitude among students.

2.3.1.2 Characteristics of World Englishes

The notion of "World Englishes" contains a pluralist framework to account for variations in the lexicon, phonetics, practical usage, and vocabulary of English speakers throughout the world (Melchers & Shaw, 2003). It implies universal English based on the dialects, traditions, and histories of a single user. Despite originally belonging to a certain group of people, English has been greatly broadened and is now utilized by native dialects. Kachru (1988) lists ownership of the English language by all users, pragmatic-based ownership of English variants, and a variety of cultural backgrounds as the key components of the new paradigm. These offer English in both Western and regional identities when used globally.

The idea of "World Englishes" highlights the importance of a diverse and inclusive approach to English use around the globe (Bolton, 2005). They present an unconstrained use of English that is free of boundaries and compliance with relevant that are considered to adhere to native speakers. World Englishes brings forward a

system of thought that opposes the idea that any form of English is superior to all others, draws attention to understanding and cooperation, particularly from supporters of the dominant English, urges educators to make a distinction between linguistic ingenuity and mistakes, and supports non-native speakers' creative use of the language.

To explain the vast international resonance particular to the English language as shown in learners' attitudes, this study adopts the concept of world Englishes.

2.3.2 Accent Prestige Theory

Humankind has an inherent instinct to categorize and divide itself into factions, sometimes on the premise of flimsy reasons. This is often referred to as stereotyping. Simply said, it is simpler for the human brain to rely on a caricature that is supported by scant aural or visual cues than to completely understand what kind of person each individual is after a laborious process of evidence gathering.

The accent prestige theory states that people form assumptions about a speaker's personality based on their accent (Giles, 1970; Fuertes, Potere, & Ramirez, 2002). The appraisals are split into two categories: the status dimension, which takes into account traits like knowledge, literacy, social status, and success; and the solidarity dimension, which takes into account traits like joviality, pleasantness, and honesty (Fuertes, Potere, & Ramirez, 2002). When it comes to the solidarity dimension, persons possessing pro accents will score speakers with standard accents more than those with pro accents, and conversely (Fuertes, Potere, & Ramirez, 2002). Judgments regarding the socioeconomic class and ethnicity that the accent represents are mediated by bias based on accents that involve both desirable and undesirable preconceptions. This is done through the status and solidarity components (Foon, 2001).

One may assess a person's personality, and most crucially, their IQ, based on the audible sound of their English pronunciation. According to the notion of accent prestige, some Thai University students may prefer the accents of native English

teachers in terms of status and social-class influence. They may also prefer non-native English teachers' accents in terms of solidarity.

The accent prestige theory is relevant in this study to examine the root cause of certain students' attitudes towards various English accents.

2.3.3 English as an International Language

According to a qualitative and quantitative study conducted by Khatib and Monfared (2017). In this contemporary era, there has been an emergence of numerous varieties of English as a result of globalization. To examine the teachers' attitudes toward the various accents within the framework of English as a global language as well as how they perceive their obligations relative to various variations of English, the authors carried out the research with 121 Native Americans and British, 120 Indians, and 121 Iranian teachers. As obtained from the study, the result noted that there is no doubt that issues of globalization have had weighty impacts on the profusion of English around the globe for the past twenty years. The study argued that inspiring and valuing the diverse varieties of English is vital in acknowledging and promoting ways to increase mindfulness among teachers and students toward the international spread of English.

Matsuda and Friedrich (2011) observed that the growth of English as a universal language and its impacts on teaching have engrossed a lot of scholarly devotion in the past few decades. The main aim of the authors was to build upon the prevailing literature on English as an international language to offer recommendations on instructive decisions and practices for modern classrooms. Matsuda and Friedrich (2011) contend that rather than describing English as a specific linguistic variant that is only utilized in global relations, the term "international language" refers to a role that the language performs in multinational circumstances. Therefore, the authors noted that since the language users originate from various linguistic and cultural backgrounds, accents of the speakers arise depending on such backgrounds.

Similarly, Matsuda and Friedrich (2011) also noted that numerous accents are presented since every speaker is from a distinct place. To ensure that speakers with numerous accents communicate effectively, various strategies are employed to negotiate linguistic variations and other variances to make the speakers mutually intelligible (Matsuda & Friedrich, 2011). According to the authors, although one variety of English can be chosen as the overriding instructional model, learners must understand that the variety used is one of the numerous varieties. This eliminates the notion that the instructional variety is the only correct variety for the learners. Speaking further, in situations where students believe that their instructional variety is the only one that is accurate, the notion brings a negative effect on student's attitude towards other varieties of English and their confidence when communicating. The recommendation offers ways of ensuring that there is an increase in students' awareness of the numerous English varieties.

Gunantar (2016) explored the influence of English as an international language on English language teaching in Indonesia. According to the study, the contemporary demand for English learning has increased the proliferation of the language globally. Today, according to the study, the practice of English is not only limited to international communication but also local communication. Gunantar (2016), emphasized that English is one of the most spoken languages in the world and also one of the most studied languages. This however suggests that English teachers must focus on improving the ability of the learners to communicate in English rather than acquiring the native accent, although the majority of English teaching syllabuses focus on pronunciation based on nativelikeness.

In this study, English as an International Language offers insight into accessing English from the global perspective instead of nativelikeness. This is relevant in exploring students' attitudes towards the diverse English teachers' accents on global awareness.

2.4 RELATED STUDIES

This section assembles related studies to this research article to enable the researcher conversant with the topic. These discussions from the previous studies will help clarify vague information about the researcher's intention to solve problems. This will provide a guide to the researcher in comparing the research findings with the findings of other related studies. This study adopts a related studies review to successfully establish the true value of the research objectives.

A study on the elements affecting Vietnamese students' attitudes toward English learning in a postsecondary institution in the Mekong region was undertaken by Xuan Mai Le and Thanh Thao Le in 2022. This study was qualitative, with data collected from 69 first-year students using structured interviews. According to Xuan Mai Le and Thanh Thao Le (2022), students' opinions were impacted by internal and external factors. Regarding the internal factors, students' self-assurance, risk-taking propensity, anxiety, curiosity, and awareness of the importance of English in their futures all significantly influenced their attitudes about studying English. Nevertheless, the study identified several external variables, such as teaching and learning resources, subject matter, curriculum design, and teacher-related traits, such as teacher personalities, subject-matter competence, communication skills, and attitudes. According to the study, these factors significantly influenced the students' perceptions of learning English.

Additionally, Ambele and Boonsuk (2021) explored the perspectives of Thai learners towards numerous English teachers' accents and revealed that learners had a positive attitude toward their Thai-English accent. The respondents of the study stated that they were comfortable with their accents as long as they could communicate effectively. Although others stated that they would wish to attain the native accent since they believed that the Thai English accent was unintelligible. The study noted that in Thailand, native English such as British and American were mainly accepted as the major English language teaching standards, and their models were deeply rooted. The authors also stated that today English has become a global language leading to many

varieties of English language, and learners should be taught the need to appreciate the different accents.

Understanding university students' attitudes regarding studying the English language was the study's focus by Panmei (2021) at a university in southern Thailand. The population involved 367 undergraduate students. Understanding university students' perspectives on English language instruction in Thailand was the main goal of this study. Understanding the attitudes of the students may help us understand them better because Thai EFL students have low proficiency concerns. The initial finding of this study was that university students showed positive attitudes, supporting Ahmed's earlier findings. This study confirmed students' positive attitudes in response to the research objectives. The participants of this study reported high levels of positive attitudes toward studying the English language which validated those attitudes among university students. According to Panmei, the study proposes that the instructional designs of English courses at the university level in Thailand should benefit from the students' positive attitudes, particularly regarding the teaching methods and learning materials. The learning resources may include, for example, gamification tools like Quizlet, Quizizz, and Kahoot, which can sustain the students' positive attitudes by enhancing the enjoyment of studying, as well as active learning activities like pair-work, group work, collaborative projects, etc.

At Debremarkos Comprehensive Secondary School in Debre Markos, Ethiopia, Getie (2020) explored factors influencing high school students' views about learning EFL. 103 sample students (10%) were randomly selected for the study from among the total population of (1030). To gather data, questionnaires were carefully and purposefully updated and constructed. Additionally, for the focus group discussion, nine sample students were chosen, and English teachers teaching High school students anchored the interviews. Both quantitative and qualitative data were analyzed. The findings of this study mainly showed that students in grade 10 have positive views regarding learning EFL. The study reported that students' attitudes are positively impacted by social variables, including parents of learners, peer groups, and native English speakers. On the other hand, components of the educational setting including

English language instructors and the physical learning environment (such as classroom layout, the actual learning environment, including the sitting patterns had a detrimental impact on the behavior of students. Nevertheless, the findings indicated that students of the studied language have positive views toward the other educational materials, such as the English textbook for the high school level. It further showcased that the use of informative instructional tools in the field of language teaching significantly influences students' behaviors.

Investigating students' attitudes to better understand their learning processes see vocabulary as a vital tool. The extent to which EFL students can utilize English depends significantly on their vocabulary familiarity. Nonetheless, learner autonomy (LA) is crucial for helping EFL students build their vocabulary acquaintances. To examine how students feel about learning new words, Tran, T. Q. (2020) studied 200 English majors from a Vietnamese university in Ho Chi Minh City. The researcher gathered data through semi-structured interviews and a closed-ended questionnaire. The study's results showed that although participants seemed to be equipped and effectively aware of the significance of LA in acquiring English vocabulary, yet exhibited little interest in language acquisition.

On the contrary, Haris (2020) conducted a study with to look into the adverse opinions that learners may possess about high school language instruction. A questionnaire was used by the researcher to gather information among 160 students from high schools in Bosnia and Herzegovina. The researcher launched an imperative survey to determine the prevalence of students' views toward learning English, the distinctions between satisfaction and dissatisfaction, and the proportion of reported attitudes across demographics and learning groups. The findings revealed that students had more negative views than positive views regarding language acquisition and that their unfavorable opinions were influenced by school rules, the learning arena, and the teaching methods. Additionally, the study's outcomes demonstrated the absence of statistically significant differences in how students in the four high school grades interpret a positive and negative attitude toward studying English, regardless of gender or grade.

There have been several academic contributions to attitude over the years, mostly regarding students' attitudes toward learning English. The study conducted by Herwiana, Sakhi and Laili (2021) at Jombang elementary schools, investigated the opinions of learners about English language instruction. This study used a qualitative research design. The study's findings revealed that the majority of pupils have a favorable view of English. They generally respond well to the study of English. The participants described themselves as content, enthusiastic, engaged, and in possession of a confident disposition to acquire English skills. Teachers' performance, the instructional strategy, the classroom environment, the subject matter, the media, and students' competency were the six variables used in this study. The variables of competency, however, revealed that students' proficiency in learning English is low. Positive attitude had no bearing on their ability to learn English. The study's conclusions show that students' positive attitudes have little bearing on how proficient they are at learning the language. As was previously noted, pupils are more motivated to study the target language if they have a good attitude about it.

Moving from factors which harbor students' attitudes vis; learning English, Zulfikar, Dahliana, & Sari (2019) launched an investigation on students' beliefs on learning English. The researchers conducted the study using a qualitative method to explore English Department students' beliefs toward English learning. The study's main objectives were to determine what students believed about English and to comprehend their attitudes, feelings, and behavior toward learning the language. The researchers adopted semi-structured interviews for data collection. Six pupils were the participants, chosen on purpose to take part in the interview process. The findings demonstrated that students in the English department had a positive attitude toward learning in three areas of cognition: their motivations for studying English, their degree of English proficiency, and their approach to learning. According to Zulfikar et al. (2019), students had four positive emotional attitudes: interest in learning English, feelings about learning English, preference for learning English, and enjoyment of learning English. These four emotional attitudes all demonstrated positive feelings toward learning English. According to Zulfikar et al. (2019), the study indicated that students in the English Department had positive attitudes toward learning English. The researchers also found

a strong correlation between students' views toward learning English and the importance they place on it. According to the study's inference, students had more favourable views about learning English the more aware they were of the value of English for their future careers, as seen by Zulfikar et al. (2019).

Accents varieties predominantly occupied the enterprise of English teaching and learning. Here preference plays a significant impact on what accents people wish to speak. Giving an insight into Thailand being considered among the expanding circle (EC), and owing that English is adopted significantly as a working instrument denotes an inference that Thai students are familiar with the many English variants. Owning to this, Choomthong, D., & Manowong, S. (2020), conducted a study to examine the level of interest and understanding among Maejo University second-year English major students. The study looked at how English-major students perceived diverse English accents from different English speakers. Listening exercises on sound systems featuring speakers from the expanding circle (EC), the inner circle (IC), and the outer circle were given to study participants (OC). The participants rated accents preference and intelligibility as key variables in the study. For further in-depth information, a semi-structured interview was added. According to the study's findings, English spoken by speakers from IC was judged by participants as having the most pleasing accent. Choomthong, D., & Manowong, S. (2020). The research also demonstrated that the selected population were far more conversant with English dialects, particularly those spoken by non-native speakers. The most understandable English speakers, however, were those from the EC.

Despite the ongoing expansion of the linguistic diversity of English variations and the extensive use of English by numerous speakers, the native speakers' concept continues to predominate in Thailand. To shift the educational concern from this conception, a new required course titled Global Englishes (GEs) was launched at a university in Thailand. Boonsuk, Eric, Ambele, & McKinley (2021), examined 20 EFL University students' awareness of varieties of English accents before and after the course. Using the qualitative research method via structured interviews and regular reflection notebooks. The Results of the study demonstrated an improvement in the

students' perceptions of Global Englishes. The students admitted that before the program they upheld American or British English as being accepted on a worldwide scale, although they viewed non-native English varieties with prejudice, dissatisfaction, and even devaluation. After the course, the students demonstrated a higher knowledge of English's plurality and a more realistic understanding of how other variants of Englishes are internationally accepted. Additionally, the findings indicated that the students appreciated Thai English because they no longer viewed it as a communication obstacle. The findings show that raising students' understanding of English variants is necessary to steer Thailand's English language training toward a more practical path, correlating with the use of English in real life today.

2.5 CONCLUSION

In conclusion, the reviewed related studies showed scholastic approaches by various researchers exploring basic themes of students' attitudes focusing essentially on factors influencing learners and their approaches to learning the English language. On a comparative recap, the featured related studies specifically on factors that influence students' English language learning attitudes portrayed diverse reports.

Taking into account, the related studies surveyed factors influencing learners' attitudes, students' vocabulary fluency, accents familiarity awareness, students' beliefs in learning English, and ultimately, study negative and positive attitudes in learning the English language. The researcher observed a research gap bothering students' attitudes toward varieties of teachers' English accents. The students' attitudes in response to teachers' English accents were unexplored. This research explored the negative and positive attitudes of students toward various English accents. And also exposed the degree of influence of these accents on Thai Undergraduate students. This study was devoid of native and non-native speakers' concepts rather the researcher employed the characteristics of Kachru's three concentric circles in which every speaker is geographically represented.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY
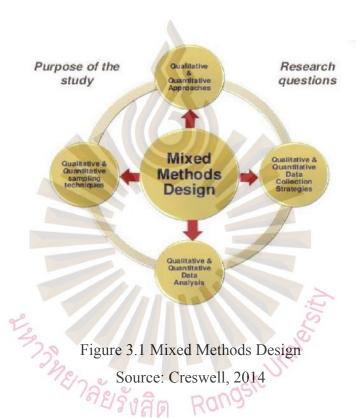
This chapter explains the study's methodology and research design procedure. The choice of design and approach is mainly determined by the study objectives and questions. More specifically, it shows why the convergent parallel mixed methods research strategy is suited for the current study. This chapter states the population and sample and explains the methods for gathering and analyzing data. Both the quantitative and qualitative approaches use unique procedures. It outlines the adopted measures required for the study's validity and reliability. The chapter concludes by highlighting the required ethical considerations.

3.1 RESEARCH DESIGN

A research design is an organized set of steps used to answer the study questions. It is a type of investigation that fits into the qualitative, quantitative, and mixed methods approach categories and provides precise instructions for the processes in a research project (Creswell, 2014). It is meant to offer a suitable framework for a study. Since it dictates how pertinent data for a study will be obtained, the research approach chosen must be decided upon early in the research design process (Sileyew, 2019). Nevertheless, choosing a study's design type, methodology, equipment, and procedures for data collection and analysis is just one of several integrated choices that must be considered.

A convergent parallel mixed techniques design is used in this work. The convergent parallel design consists of analyzing qualitative and quantitative data collection and relating the results of each data upon interpretation. The quantitative and qualitative data were combined in a mixed methods design to provide a deeper and more thorough examination of the study problem. Additionally, the complementary nature of

two opposing perspectives—objective and subjective, statistical and thematic—enhanced the study. The subjectivity of the coded data is studied thematically while the objective data in the quantitative form is statistically analyzed. Both quantitative and qualitative methodologies increase understanding of the data that would be omitted when using a single strategy by overcoming individual inadequacies and utilizing each approach's strengths (Creswell and Clark, 2007). This helps to paint a clearer picture of the research results and offers solid support for conclusions.

Figure 3.1 Mixed Methods Design
Source: Creswell, 2014

For instance, the mixed methods research design is a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative research and methods in a single study to understand a research problem. In this design, discrepancies or contradicting findings are clarified or probed further (Creswell, 2014). The design is based on the pragmatic worldview, which supports a diversity of facts and viewpoints.

This study used questionnaires for quantitative data collection and semi-structured interviews for qualitative data collection. The questionnaire was self-administered and subjected to content validity check by three experts in the Item Objective Congruence (IOC) Index. Upon clearance by three experts of IOC and

fulfilment of validity requirements, pilot testing was conducted with 30 participants of similar backgrounds. The pilot test passed the reliability test as explained in the subsequent subsection, hence its usage. The questionnaires were distributed to the sample population. It was self-administered and consisted of three major parts. The first part was the expression of consent and personal particulars of participants such as academic level, gender, year of studying English, and study-abroad experience. The second part had an attitudinal orientation questions format to survey students' attitudes towards various English accents. The third part of the questionnaire explored the influences of these various English accents on Thai ungraduated students. The penultimate parts were subdivided into 7 sections respectively according to the various accents of American, Thai, Australian, Indian, British, Filipino, and Chinese. Each of these subsections had 5 items measuring various perspectives of attitude and aspects of influence. The survey questionnaire was rated by a 5-point Likert scale with Strongly Agree (5); Agree (4); Neutral (3); Disagree (2) and Strongly Disagree (1). The statistical data were collected and analyzed appropriately.

Similarly, for qualitative data collection, a semi-structured interview was used as the research instrument for data collection. The respondents were twelve undergraduate students from the Department of English for Business Communication International [IBEC] at a Thai Private University. The interview respondents had inclusion in the study population with similar and shared experiences with the study's problem. The participants in the questionnaire were of the same backgrounds as the questionnaire participants in the study. The seven interview questions were subjected to content validity check by three experts in the Item Objective Congruence (IOC) Index. The respondents were recruited by the university staff. The respondents consented to participate in the study. The semi-structured interview responses had Line, Zoom and email channels. The responses were audio transmitted and received via the researcher's email address. These procedures were guided by adherence to the highest ethical standards upheld during the data collection.

Furthermore, both qualitative and quantitative data were collected simultaneously and evaluated. These processes are schematically presented and simplified below.

Table 3.1 Research Design

No.	Research Steps	Participants	Organization/People Involved
1	Questionnaire design	The Researcher	3 Experts for IOC
2	Pilot-test	30 students from the Department of Business Communication	A Thai private university in Bangkok
3	Questionnaire improvement	The researcher	-
4	Questionnaire distribution to the target sample	99 English for Business Communication International Department students	A Thai private university in Bangkok
5	Semi-structured interviews	12 volunteered students from the Department of Business Communication	A Thai private university in Bangkok
6	Data analysis	1. Questionnaire 2. Semi-structured interviews	1. Mean and frequency 2. Content analysis

3.2 RESEARCH SITE

This research was conducted at a Thai private university. The research site was considered suitable for this study as the university welcomes students from various parts of the world and integrates English and Thai as mediums of instruction. The University anchors 127 programs with levels in bachelor, graduate, and postgraduate degrees programs respectively. The chosen population in the study was bachelor's degree

students from the Department of English for Business Communication International [IBEC] located in the Faculty of Arts

Relying on significant and credible contributions to the study, this University was adopted as a research site as its employment model welcomed NES and NNES English-speaking teachers globally, specifically, for the Department of English for business communication which anchors all courses in the English language. The teachers' employment at the university profiles native and non-native English-speaking teachers. The NES numbered seven and hailed from America, Australia, and the United Kingdom while the NNES numbered twelve and come from the Philippines, India, China, and Thailand. This sums total of nineteen English-speaking professors for the English for Business Communication program. The teachers' representativeness, therefore, offered a cue that students from the Department of English for business communication study with various teachers' English accents.

The Department of English for Business Communication International [IBEC] incorporates language communication skills with leading business principles to foster international commerce and entrepreneurial skills acquisition. It aims at raising leadership, critical thinking, and team-oriented professionals. It trains students to be fully equipped in the international business space with effective language communication and entrepreneurial skills with competent business communicators in global business involvement. The program further promotes business intellectuals with the insight of pursuing higher education in business communication for advancement in career prospects.

The chosen research site and target population portrayed a valid representativeness of the study. Data collection for this research population will be random sampling. Random sampling is pertinent to the study and is meant to cover areas that may be neglected or ignored in the study. The participants in the study assure valuable results as they are directly influenced by their teachers' accents and bear firsthand knowledge to respond to the research questionnaire.

3.3 POPULATION AND SAMPLE

3.3.1 Population

With clarity of Parabahoo (2016) on the population as the total number of constituents of which data can be possibly gathered. This study had undergraduates of the Department of English for business communication international (IBEC) in a Thai private university as its population. The chosen population had 132 undergraduates comprising students from the first to fourth year. This population was suitable for this study since they learned from varieties of English-speaking teachers. Significantly, this demonstrated a relationship between the given variables in the study. As this program is taught in the English language, this population, therefore, encountered various professors from different circles of Englishes, hence, their choice for this research study.

3.3.2 Sample

A sample study refers to the assembling of things, artefacts, or people collected from a chosen population for quantification. It is a subgroup of the target proposed population (Turner, 2020). For this study, a random sampling technique with corresponding attributes was adopted. Hence, the researcher only selected a sample from the target population to represent the target population (McKenzie, Kitikanan & Boriboon, 2016). The inference here is that all undergraduate students from the Department of English for Business Communication International had an equal chance of taking active participation in the sampling process. This sampling process indicated no preference for intellectual potentiality or any special attributes of participants.

The sample size for this research was calculated using Yamane's formula. (Yamane's 1967):

$$n = \frac{N}{1 + N(e)^2} \qquad (3\text{-}1)$$

Where, n = the sample size

N = the population size

e = error of 5 percentage points (the level of precision)

Calculating the sample from a population of 132 with an error of 5% and confidence coefficient of 95% gives an approximate number of 99.2 as shown below:

$$n = \frac{N}{1+N(e)^2} = \frac{132}{1+132(0.05)^2} = 99.2 \text{ approx.} \tag{3-2}$$

The sample size for this research constituted 99 undergraduates from the Department of English for Business Communication International (IBEC) at a Thai Private University. The sample size was appropriate as proposed by Yamane's formula, and the sample was justified as a good representative of the population via random sampling techniques with a diminished bias.

3.4 RESEARCH INSTRUMENTS

This study used two research instruments for quantitative and qualitative research methodologies to collect data. A survey questionnaire was the main component of the quantitative approach's research tool. The questionnaire contained 70 questions. It was divided into three main categories. The first section sought respondents' consent and their background information such as academic level, gender, years of studying English, and study abroad experience. The second section contained a closed-ended statement format utilizing the Likert Scale of 1-5, and questions set up via a bipolar scale comprising strongly agree to strongly disagree questions. It measured students' attitudes toward the accents. The third part of the questionnaire measured the influence of these accents on students. The questionnaire was constructed and guided by the adopted theories. It was designed with significant inputs towards answering the research questions in the study.

Table 3.2 Likert scale

Perspectives	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Scores	5	4	3	2	1

For qualitative data collection, a semi-structured interview was used as the research instrument for data collection. They were 12 respondents randomly approached from the sample population. This was explorative in nature and guided by the rules established before the interview and with a concentration on essential topics that offer general formation, but with approval for close pathways during the conversation (Magaldi & Berler, 2020). It is pliable with clear insight into individual observation, points of view, and inducement (Busetto, Wick & Gumbinger, 2020). The interview questions were designed to answer the research questions guided by the adopted concepts in the study and were subjected to IOC by the experts. They were as follows:

1) Can you briefly introduce yourself?

2) What do you think about the significance of accents in English Language learning?

3) Which accent(s) do you prefer and why?

4) Do you mind if your English teachers are non-native speakers of English?

5) Which accents do you think are easier for you?

6) Do you think it is easy to adopt a chosen accent as a model?

7) What are the strategies you normally use to improve your chosen accent?

3.5 VALIDITY AND RELIABILITY

3.5.1 Validity

To validate the research instruments, the designed questionnaires and interview questions were presented for assessment by three experts and the Index-Objective Congruence (IOC) was checked. Each of them rated every item on the instruments according to a three-scale range of +1, 0 and -1 as they corresponded to their opinions

towards content validity. Following Tunner and Carlson (2003), the scale was interpreted as follows.

+1: If an item clearly measures a stated item

0: If the degree to which an item measures a stated objective is clear

-1: If an item does not clearly measure a stated objective

$$I_{ik} = \frac{(n-1)\sum_{j=1}^{n} X_{ijk} - \sum_{i=1}^{N}\sum_{j=1}^{n} X_{ijk} + \sum_{j=1}^{n} X_{ijk}}{2(N-1)n} \quad (3\text{-}3)$$

Where Iik = Index of congruence between objective i and Item k

N = number of objectives

n = number of contents experts

The basic rule of thumb has it that the item congruence index (IOC) for both individual items and the entire questionnaire should not be less than 0.75 (Rovinelli and Hambleton, 1977; Hambleton, 1978 cited in Turner and Carlson, 2003). Thus, the instruments and items will witness revision and modification based on the remarks and recommendations of the experts where the benchmark is not met.

On completion of the evaluation of items by the three experts, the ratings were combined to give indexes of item-objective congruence. Each questionnaire measured only one of the three objectives. Thus, a unidimensional item congruence index (U-IOC) was adopted to check the congruence between the content of a single questionnaire item and an objective measured. (Sukamolson and Sitti, 2019). The IOC was computed with the aid of a calculation program developed by Sukamolson and Sitti (2019).

From the summation, items with the least U-IOC scored 0.83. The whole U-IOC of the questionnaire was 0.98. The thumb rule for validity has it that for an item to be considered acceptable, its U-IOC should be equal to or above and not less than 0.7; and for the entire instrument, it should be greater than 0.75 (Sukamolson and Sitti,

2019). Therefore, with the U-IOC of 0.98 for the questionnaire and 1.00 for the semi-structured interview respectively, the research instruments were considered valid.

3.5.2 Reliability

Upon successful clearance by the experts on content validity, the questionnaire was sent out for pilot testing to check its reliability. The pilot test was conducted with a sample of 30 participants with similar backgrounds. The coefficient of reliability of the responses was checked with the aid of Cronbach's alpha (α) and interpreted according to the rating scale. Using SPSS, the alpha coefficient of 70 items was reported as 0.898. This illustrates that the items had very high internal consistency as demonstrated in Cronbach's alpha rating scale below.

Table 3.3 Rating scale

Alpha Coefficient Range	Alpha Coefficient Range
≥ 0.9	Excellent
≥ 0.8	Good
≥ 0.7	Acceptable
≥ 0.6	Questionable
≥ 0.5	poor
≤ 0.5	unacceptable

Source: George & Mallery, 2003

3.6 DATA COLLECTION

The collection of data took tripartite stages. The first phase was seeking approval from the Ethics Review Board of Rangsit University. The research study was approved and the certificate of approval numbered COA. No. RSUERB2023-075 was issued (Appendix A).

Recruitment of research participants and seeking informed consent constituted the second phase. These exercises were facilitated by the staff of the Department of

English for business communication International and carried out online via Google Forms questionnaire and Line applications. The participants were reached, consented and participated in the study through these channels.

The last phase was conducting interviews and, questionnaire distribution and collection. The questionnaire was made using Google form, shared and completed online by respondents via the adopted media channels. The questionnaire link was sent to participants through the departmental staff. The return and response were quite impressive beyond the benchmark of 99 with the initial and follow-up processes. For semi-structured interviews, Line and Zoom applications were used. These procedures were guided by adherence to the highest ethical standards upheld during the data collection.

3.7 DATA ANALYSIS

Data collected were analyzed and assessed each given information gathered. The analysis established the study results, conclusion, and recommendations respectively. Evaluations were freed from partial methodologies and influences.

3.7.1 Quantitative Data Analysis

Quantitative data surveying what and how students' attitudes towards various teachers' English accents were collected through questionnaires and analysed using Statistical Program for Social Sciences (SPSS) version 21. This program was so preferred because of its unification with most other software packages and its user-enabled data analysis (Field, 2009). Descriptive statistics like frequencies and percentages were the most appropriate statistics for the quantitative data analysis. The demographics containing nominal data were statistically analysed using frequency and percentage. The second and third parts of the questionnaire which had attitudinal orientation and degree of influence data respectively were also analysed by means of frequency and percentage.

3.7.2 Qualitative Data Analysis

Qualitative data analysis is an iterative and circular process that moves between questions, data, and meaning. To derive results from the qualitative data gathered from the semi-structured interview, this study employed the content analysis technique which involves in-depth analysis by looking at the idea reported, categorizing themes, and grouping similar themes. It anchored the transition from raw data to categories and knowledgeable concepts. The qualitative research centered on making meaning of the information gathered.

The collected qualitative data from the interviewers were analyzed using Lichtman's (2013) three Cs of data analysis: coding, categorizing, and concepts. To attend to this, the following procedures were adopted:

1) The initial coding involved progression from responses to summary ideas of the response. Coding involved linking the raw data with theoretical terms, thereby making the raw data identifiable (Busetto, Wick & Gumbinger, 2020).

2) The initial coding was revisited

3) An initial list of categories was developed

4) The initial list of categories was modified based on additional rereading.

5) The categories were revisited and subcategorized.

6) Finally, there was a transition from categories to concepts.

This was a process of selecting ideas/codes, categorizing them, and systematically relating categories to other categories, filling in categories that needed further refinement and development, and then the emergence of concepts. This can schematically be represented as follows:
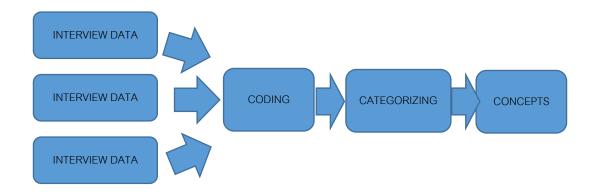
Figure 3.2 Three Cs of Data Analysis: Coding, Categorizing, and Concepts

Source: Lichtman, 2012

The below illustrates the adoption of the three Cs analytical steps:
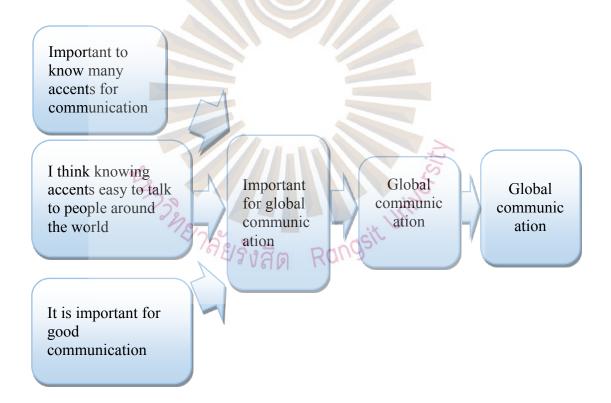
Figure 3.3 Example of 3Cs Steps

Source: Lichtman, 2012

3.8 ETHICAL CONSIDERATION

This study adhered to ethical considerations by respecting individuals and sites. To attend to these ethical guidelines, the following ethical issues were taken into consideration.

The study was approved by the Ethics Review Board of Rangsit University and given a certificate number: COA No. RSUERB2023-075. The study got approval from all appropriate units before the commencement of the participants' recruitment process.

The researcher gave clear information about himself and the study to the participants. The contents of the research instruments were simple and without bias.

Participants were fully briefed on the research objectives. In addition, their informed consent was appealed and obtained prior to participation in the study. These were clearly established in the participant information sheet. They were informed to freely skip any items in the questionnaire they found not comfortable owing to lack of knowledge about the item, and to withdraw freely from the study at any point. Their participation was freed from any form of persuasion. All data derived remained unknown and was never shared with any other third party. In addition, the confidentiality of participants' opinions and their identities were strictly observed through the use of a number system.

CHAPTER 4

RESEARCH RESULTS

Using a Thai private university in Bangkok as a research site, this study investigated students' attitudes toward various English accents. With a random sampling technique, a total of 99 research data were garnered from the survey questionnaire, and 12 semi-structured interviews were conducted. The quantitative data from the questionnaire were statistically analyzed in mode, frequency, and percentage using SPSS while a content analysis following Lichtman's (2012) three Cs was conducted on the qualitative data from interviews. The findings address the study's research questions:

1.What are the attitudes of Thai undergraduate students toward various teachers' English accents?

2.How do these accents influence their communication competence with regard to world Englishes?

4.1 FINDINGS FROM THE QUESTIONNAIRE RESPONSES

The self-administered questionnaire consisted of three major divisions. The first part was the expression of consent and personal particulars of participants such as academic level, gender, year of studying English, and study-abroad experience. The second part had an attitudinal orientation questions format to survey students' attitudes towards various teachers' English accents which answers the first research question. The third part of the questionnaire explored students' degrees of influence from the various teachers' English accents which answers the second research question.

4.1.1 Personal Profile of Participants

Albeit the names of questionnaire respondents were not required for the sake of anonymity and confidentiality, they were asked to provide other demographic information such as academic level, gender, year of studying English, and study-abroad experience. The descriptive statistics of their demographic profile are as below.

Table 4.1 The basic information of the survey objective

Basic information of survey subjects	Frequency (f)	Percentage (%)
Undergraduate level		
☐ Freshmen	21	21.2%
☐ Sophomores	12	12.1%
☐ Juniors	31	31.3%
☐ Seniors	34	34.3%
Years of studying English		
☐ 1 – 3 years	6	6.1%
☐ 4 – 6 years	9	9.1%
☐ 7 – 9 years	37	37.4%
☐ 10 – 12 years	34	34.3%
☐ More than 12 years	12	12.1%
Study abroad experience		
☐ Yes	78	78.8%
☐ No	21	21.2%

According to Table 4.1, it is found that most of the respondents were seniors and juniors with 34 and 31 people constituting 34.3 and 31.3 percent respectively. This was followed by 21 freshmen making up 21.2 percent. 37 and 34 students had 4-6 and 7-9 years of studying the English language which constitutes 37.4 and 34.3 percent. 78 of the respondents had a study abroad experience while 21 had not.

4.2 STUDENTS' ATTITUDES TOWARD VARIOUS ENGLISH ACCENTS

The second part of the questionnaire investigated Thai undergraduates' attitudes toward various teachers' English accents. The research was conducted from five attitudinal perspectives: likeness, intelligibility, acceptability, preference, and prestige vis-à-vis the English accents of the program's teachers. The results were as follows.
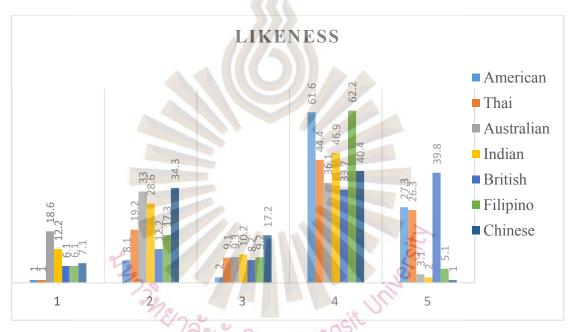
Figure 4.1 Admiration of English accents

The first item considered students' admiration of the English accent because it is clear, and its sounds could be heard correctly. From Figure 4.1, the score of 5 (strongly agree) occurred most in the British accent while the mode of other accents was 4 (agree). In the mode 4 category, the American accent topped the chart with 27.3 and 61.6 percent of 5 and 4 scores respectively, followed by the Thai accent with 26.3 and 44.4 percent of 5 and 4 scores, then the Filipino accent with 5.1 and 62.2 percent. It could therefore be said that Thai undergraduates mostly like British accent, then American, Thai, and Filipino accents.
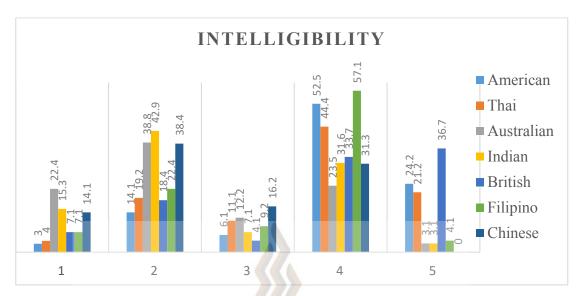
Figure 4.2 Intelligibility of English accents

Accent intelligibility was rated based on students' ability to understand what is being said with ease. Again, the British accent emerged with a 5 mode while 4 appeared most in the American, Thai, and Filipino accents. While the British accent was unraveled as the most intelligible with 36.7 and 33.7 percent of 5 and 4 scores respectively, American accents came second with 24.2 and 52.5 percent, Thai accent was third with 21.2 and 44.4 percent, and Filipino occupied fourth position with 4.1 and 57.1 percent. Inferentially, the British accent is most intelligible for Thai undergraduates, followed by American, Thai, and Filipino accents.
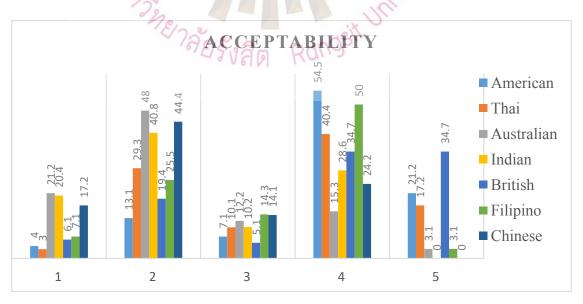
Figure 4.3 English accents acceptability

Accent acceptability was measured based on perceived suitability for communication in any English-speaking environment. The mode of overall acceptable level was 4 in British, American, Thai, and Filipino accents. The British accent was the most acceptable with 34.7 and 34.7 percent of 5 and 4 scores respectively. Next was the American accent with 21.2 and 54.5 percent of 5 and 4 scores, then the Thai accent with 17.2 and 40.4 percent of 5 and 4 scores, and the Filipino accent with 3.1 and 50 percent. In descending order, Thai undergraduates accept British, American, Thai, and Filipino accents.
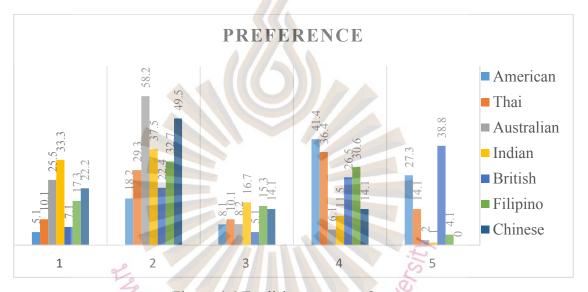
Figure 4.4 English accents preference

According to the data on English accent preference, 5 was most frequent in the British accent preference, 4 occurred most in American and Thai accents and 2 in the other accents. It was found that the British accent is the Thai undergraduates' most preferred English accent with 38.8 and 26.5 percent of 5 and 4 scores respectively, followed by the American accent with 27.3 and 41.4 percent, then the Thai accent with 14.1 and 36.4 percent, and the Filipino accent with 4.1 and 30.6 percent.
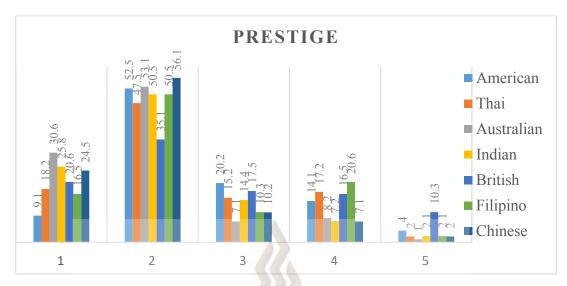
Figure 4.5 English accents prestige

According to prestige theory, accents serve as cues to judge the characteristics and education of the accented speaker. The respondents seem to disagree that accent shows the educational level of the speaker or accord prestige. As evident in the data, the most frequent number across the accents is 2 which denotes disagreement. Only 10.3 and 16.5 percent of 5 and 4 scores assert that the British accent conveys prestige, 4 and 14.1 percent align with the American accent, 2.1 and 20.6 percent identify with Filipino, and 2.1 and 7.2 percent say Indian accent.

In a nutshell, the overall respondents' attitudes in terms of likeness, intelligibility, acceptability, and preference for English accents were positive. This positive attitudinal orientation in the aspects of likeness, intelligibility, acceptability, and preference across the considered accents was found most in the British accent, then the American accent, followed by the Thai accent, and the Filipino accent. On the contrary, the aspect of prestige had a negative attitudinal orientation among respondents.

4.2.1 Influence of various English accents on Thai Undergraduate Students

The third part of the questionnaire explored the various accents' influence on respondents' communication competence. Five impacts were tested – motivation,

conversation, pronunciation, familiarity, and listening skills. The results presented in mode and frequency are as follows.
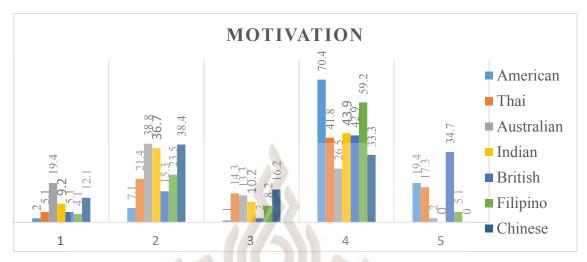
Figure 4.6 Motivation to learn

According to Figure 4.6, motivation to learn the English language was most frequent in 4 across British, American, Thai, and Filipino accents. The respondents' interest in learning was mostly influenced by the British accent with 34.7 and 42.9 percent of score 5 and 4 respectively. It was followed by the American accent with 19.4 and 70.4 percent, then the Thai accent with 17.3 and 41.8 percent, and the Filipino accent with 5.1 and 59.2 percent of scores 5 and 4.
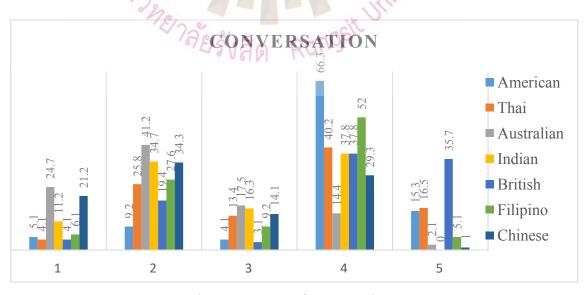
Figure 4.7 Ease of conversation

As evident above, the degree of agreement to ease of interacting in the English language occurred mostly in 4 across the British, American, Thai, Filipino, and Indian accents. It follows that Thai undergraduates found it easy to interact in the English language using the British accent (35.7 and 37.8% of scores 5 and 4), then the American accent (15.3 and 66.3% of scores 5 and 4), Thai accent (16.5 and 40.2% of scores 5 and 4), and Filipino accent (5.1 and 52% of scores 5 and 4).
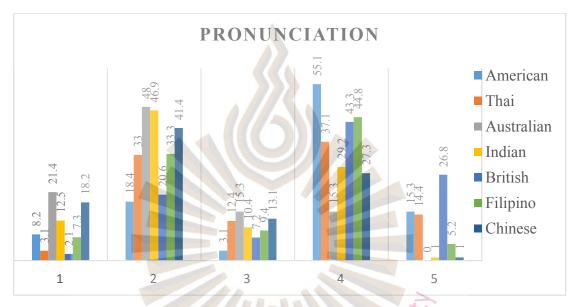
Figure 4.8 Correct pronunciation

Using the teachers' accents as models, respondents rated the degree of their correct pronunciation of words and 4 had the highest frequencies in the British, American, Thai, and Filipino accents. Inferentially, Thai undergraduates can pronounce words more correctly using the British accent (26.8 and 44.3% of scores 5 and 4), followed by the American accent (15.3 and 55.1% of scores 5 and 4), Thai accent (14.4 and 37.1% of scores 5 and 4), and Filipino (5.2 and 44.8% of scores 5 and 4).
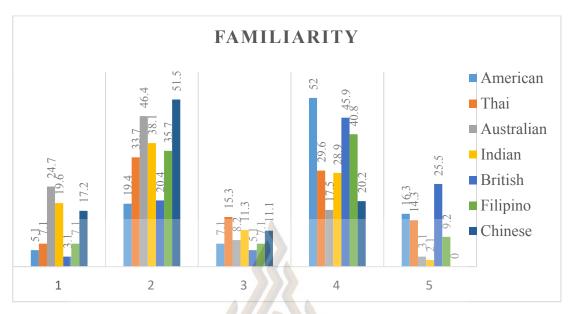
Figure 4.9 Familiarity with accent

This item investigated the concept that familiarity with an accent improves English listening ability. On which accent whose familiarity has more impact on students' English listening ability, as seen in Figure 4.9, the most frequent points were 4 for the British, American, and Filipino accents and 2 for Chinese, Australian, Indian, and Thai. British accent topped the chart with 25.5 and 45.9 percent of scores 5 and 4 respectively, then the American accent with 16.3 and 52 percent, followed by Filipino with 9.2 and 40.8, and the Thai accent with 14.3 and 29.6. Invariably Thai undergraduates prefer familiarizing British, American, Filipino, and Thai accents.
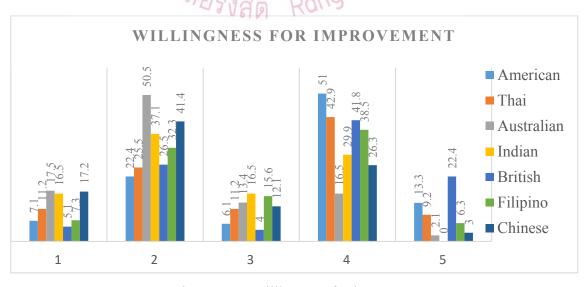
Figure 4.10 Willingness for improvement

According to Figure 4.10, it was found that the willingness to improve English communication skills was impacted more by speaking and listening to teachers with British, American, Thai, and Filipino accents. The willingness for improvement is enhanced most by speaking and listening to a teacher with a British accent (22.4 and 41.8% of scores 5 and 4), then the American accent (13.3 and 51% of scores 5 and 4), Thai accent (9.2 and 42.9% of scores 5 and 4), and Filipino accent (6.3 and 38.5% of scores 5 and 4).

4.2.2 Findings from Semi-Structured Interviews

This section shows the coded data arrangement of the semi-structured interview. The concepts realised include global communication, accent preference, teachers' accent, easy accent, models, and interaction. Considering these with reference to the research questions, the attitudes of students were reflected in accent preference, teachers' accents, and easy accents. On the other hand, the impact of these accents was seen from the perspectives of global communication, models, and interaction.

4.2.1.1 Global communication

The pattern of language learning essentially conveys the understanding of people from various sociolinguistic backgrounds. Inferably, accents only become a problem if they interfere ability to communicate or affect one's academic or business involvement. This item reported the data from the respondents on the significance of accents in English language learning. The views of twelve respondents from the coded data are essentially a unified agreement submitting the significance of accents in English language learning. The summary of respondents' views is stated below.

"I think knowing various accents makes it easy to talk to people around the world" (Interviewee 3, personal communication, June 5th, 2023).

"It is important for good communication" (Interviewee 4, personal communication, June 5th, 2023).

"Exposure to a variety of English accents is good for making friends, work, and travel around the world" (Interviewee 11, personal communication, June 6th, 2023).

4.2.1.2 Accent Preference

The ability to sound in a distinctive manner such as speaking typical of a particular group of people and, especially of natives or residents of a group depicts accent preference. This item reported accent preference and further exposed English accent preferences in the study. The data obtained in this item reported students' preference for accents that meet their learning goals. From coding, categorizing and concepts, the below summary represents the views of the respondents with regard to accent preference. The data reported the views of five respondents giving preference for British accents, five respondents for American accents, one respondent on Thai and one respondent indicated no preference. Below are summaries of their personal views:

"I like British accent. It's sexy accent" (Interviewee 1, personal communication, June 5th, 2023).

"I prefer an American accent. It's better for me and I feel special" (Interviewee 4, personal communication, June 6th, 2023

"I like my Thai accent. It is easy to know where I come from" (Interviewee 7, personal communication, June 6th, 2023).

4.2.1.3 Teacher's preference

The character underlying teachers' preference is associated with appearance, teacher-student relationship, empathy, teaching and lesson delivery skill, and communication. Understanding students' preference toward a particular teacher with regard to what accent a teacher possesses was essential to this study. This item reported the views of 12 respondents. Eight respondents maintained that every teacher is endowed to impart knowledge to students. One respondent indicated a preference for

British accents. The data also reported one respondent affirmed support for the American accent. Their preference is borne from personal interest and future career prospects with British and American accents respectively. Bearing in mind that the respondents studied with all these accents, their views are represented below:

"I don't mind if my teachers are native or non-native, I go for learning English" Interviewee 1, personal communication, June 5th, 2023).

"I don't mind where my teachers come from. I just want to learn English" (Interviewee 3, personal communication, June 5th, 2023).

"I don't care where my teacher comes from. I think teachers are good to teach students English" (Interviewee 5, personal communication, June 6th, 2023).

"I like to study with American teachers John and Jane, good" (Interviewee 6, personal communication, June 6th, 2023).

"I prefer British teachers. They are good teachers they are so good in teaching" (Interviewee 2, personal communication, June 5th, 2023).

4.2.1.4 Easy accent

Accent awareness which promotes the ability to involve in a conversation was determined in this item. The data reported a high score from seven respondents who stated that the American accent is easier than other measured accents. The data further reported the views of four respondents who opted for British accents as an easier accent from their experience. One respondent viewed the Thai accent as an easier accent. The below illustrates their personal communication.

"I listen to every accent but American accent is easy for me" (Interviewee 4, personal communication, June 5th, 2023).

"British accent I like to speak" (Interviewee 6, personal communication, June 6th, 2023).

"I like my Thai English. I make fun with foreigners and they are happy to listen" (Interviewee 7, personal communication, June 6th, 2023).

4.2.1.5 Model

This section represents the views of the respondents on whether having a model to enhance learning English is easy. The data reported seven respondents' views that having an English model is easy and helps in their English language learning. Two respondents reported not having a specific model but seeing everyone as their model especially when the discussion sounds impressive. The coded data further reported three respondents' views which represent having no model and would rather opt to learn English without a model.

"I have a model and I always want to speak like my model" (Interviewee 1, personal communication, June 6th, 2023).

"I don't have a model. I like listening to everyone talk and I try to learn" (Interviewee 2, personal communication, June 5th, 2023).

"English model is good for me. I prefer to speak like my model" (Interviewee 4, personal communication, June 5th, 2023).

4.2.1.6 Interaction

This section explored what strategies would improve respondents' chosen accents. The data gathered and analyzed via the three Cs reported that the majority of respondents learn English via Netflix and movie dialogues. It further reported that playing music and song lyrics also assists in learning English. The data gathered further reported that interacting with foreigners and making friends are strategies that enhance English language learning.

"I work on my accent by watching movies and listening to music"
(Interviewee 3, personal communication, June 5th, 2023).

"I repeat English sounds I hear and that's how I learn my prefer accent"
(Interviewee 4, personal communication, June 5th, 2023).

"I repeat words from movie dialogue and see how best to speak fluently
after listening" (Interviewee 5, personal communication, June 5th, 2023)

In summary, both quantitative and qualitative data poit out similar result. the study recorded an overall positive influence on the aspects of motivation, conversation, pronunciation, familiarity, and willingness. Apart from the aspect of accent familiarity where the order is British, American, Filipino, and Thai accents, every other influence was discovered in the sequence of British, American, Thai, and Filipino accents.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

This ultimate chapter encompasses conclusions from the research findings as well as a discussion of the results. It further presents recommendations for the use of the findings and for future research.

5.1 CONCLUSION

From the analysis of the questionnaire data and semi-structured interview result findings, the following conclusions were reached.

5.1.1 Responses to Research Question 1

What are the attitudes of Thai undergraduate students toward various teachers' English accents?

These responses were derived from five attitudinal perspectives: likeness, intelligibility, acceptability, preference, and prestige. They all had positive orientations from the students except for prestige which was negative.

Likeness of accents was measured in the degree to which the accent was clear, and words could be heard correctly: "I admire this accent because it is clear to me and I can hear the sounds correctly". Of the 7 English accents considered, the British accent was very much liked by the students. American, Thai, and Filipino accents were also liked in the sequence as presented. This position was equally confirmed by the interview findings where five respondents liked the British accent and American accent respectively. "I am very obsessed with British accents, it's attractive to me" (Interviewee 3, personal communication, June 5th, 2023). It could be concluded

therefore that Thai undergraduates mostly like the British accent, followed by the American accent, and then Thai and Filipino English accents.

Accent intelligibility was rated based on students' ability to understand what is being said with ease: "I like this accent because I can easily understand what is being said". The British accent was recorded as most intelligible while the American and Thai accents were intelligible, and the Filipino accent was merely intelligible. Inferentially, British, American, Thai, and Filipino English accents are intelligible to Thai university students.

Accent acceptability considered from the aspect of perceived suitability for communication in an English-speaking environment had the British accent as the most acceptable. This was followed by American, Thai, and Filipino accents. It can therefore be said that Thai college students accept the British, American, Thai, and Filipino accents as suitable for English communication.

On which English accent was most preferred by Thai undergraduates, the British accent was their favorite. This was followed by the American accent, then the Thai accent while the Filipino accent was merely considered.

The concept that accents convey a certain degree of prestige to the speaker was negatively considered by Thai undergraduates. They were of the opinion that accent doesn't define one's status or educational level. The subjective views from the interviews also confirmed this position as the majority wouldn't care about their teachers' linguistic background as far as the lesson is well taught.

In a nutshell, the positive attitudinal orientation of Thai undergraduates toward the various accents in terms of likeness, intelligibility, acceptability, and preference was predominantly endeared to the British, American, Thai, and Filipino accents. The presented order follows the degree of preference with the British accent as the most preferred accent in all considered aspects.

5.1.2 Responses to Research Question 2

How do these accents influence students' communication competence with regard to world Englishes?

The impacts of English accents on students' communication competence were checked in terms of motivation, conversation, pronunciation, familiarity, and listening skills. From the analyzed quantitative and qualitative data, the respondents buttressed that every speaker of English is accented, and accents define the English speakers' uniqueness in the global space. Understanding many accents aids travel, work, and relationships across national borders;

"English accents good to make friends and work and travel the world in America and Europe" (Interviewee 11, personal communication, June 6th, 2023).

"Good to know accents easy understand people speaking with you" (Interviewer 8, personal communication, June 6th, 2023).

Of the seven English accents considered, Thai undergraduates were mostly motivated by the British accent to learn the English language. Some were influenced by the American and Thai accents and others by Filipino.

The accents that ease converging in English and with the correct pronunciation of words were also found in the preceding order. In the same vein, familiarity with these accents increases students' listening ability and their willingness to improve their communication skills. From the research findings, these skills are improved through imitating accent models, repeating lyrics, watching movies and dialogues with subtitles, and interacting with English-speaking friends and foreigners;

"I make friends with many foreigners and learn from movies" (Interviewee 2, personal communication, June 5th).

"I repeat words from movie dialogue and see how best to speak fluently after listening" (Interviewee 5, personal communication, June 5th, 2023).

"I work on my accent by watching movies and listening to music" (Interviewee 3, personal communication, June 5th, 2023).

5.2 DISCUSSION

This study adopts the respondents' responses to build the discussion. The discussion utilizes themes such as; attitudes towards various English accents, exposure to varieties of English, attitudes exploration and influence expositions. The adopted themes to the discussion are intended to reiterate the essentials of English language learning, and eradicate judgemental attitudes towards many variants of accents and speakers, learners should come to realise the way people speak is natively correct giving to sociolinguistic adoption to accented speakers (Holliday, Hyde & Kullman, 2004; Kenworthy, 1987, Norton 1997; Widdowson, 2012).

5.2.1 Attitudes toward various English Accents

This research study considered British, American, Australian, Indian, Thai, Filipino, and Chinese accents. They align and reflect Kachru's concentric circles of Englishes. British, American, and Australian accents belong to the inner circle; Indian accent is of the outer circle; and Thai, Filipino, and Chinese accents are of the expanding circle. The results of the study show that students' likenesses, opinions and preferences were not peculiar to these circles but to typical individual accents. This was a move away from the predominant nativism standard. For instance, though the Australian accent is of the inner circle it never appeared in the top four at any instance. As in earlier research by Alzahrani et al (2022) in the Saudi context, the results of the present study suggest that having an accent as an EFL teacher might not be perceived negatively as long as the teacher has the ability to deliver lessons effectively. It equally aligns with the findings of Kalra and Thanavisuth (2018) that familiarity with a particular accent

reinforces learners' certainty and feeling of language character which may ensue in preferences.

Acknowledging the existence and being equipped with knowledge of varieties of English accents will eradicate learners' monolithic conceptions of the world Englishes and rescue their status in the learning scale. (Matsuda, 2003a, p. 722) it will also create awareness of other varieties of Englishes internationally. These thoughts stationed the penultimate emphasis in this present study. The learners' exposure to various English teachers from seven nationalities offered detailed data on accent recognition. The measured items in the study unfold learners' attitudes to a given accented nationality giving positive and non-judgemental attitudes upon the speakers' interlocution. This points to some accents as intelligible, familiar, motivated etc. The results of these held statuses by learners demonstrate exposure or selective accent standard in the socio-linguistic landscape. To maintain these positive remarks and excuse English learners from judgemental standpoints towards other varieties of English accents and accented speakers, a recap of reinforcement and assisted learning pedagogy is pertinent to their learning curriculum. According to Munro, Derwing and Sato (2006) these approaches will help English learners' awareness in the process towards the emancipation of stereotype attitudes and expose the channels through which it is instilled and reinforced.

The research result supports Matsuda and Friedrich's (2011) position that although one variety of English can be chosen as the overriding instructional model, learners must understand that the variety used is one of the numerous varieties thereby eliminating the possible misconception that the instructional variety is the only correct variety for the learners. Such eliminates negative attitudes toward other varieties of English and boosts students' confidence as they converge in any accent of their choice. The participants' non-stereotypical and positive attitudes toward their teachers' many accents were also reflected in their non-insistence and demand of teachers of certain linguistic backgrounds but welcoming all as far as lessons are well taught. It was equally confirmed in their negative attitudinal orientation toward the prestige theory. These are a step toward Kachru's call for reconsidering the goal of studying English essentially

for communication rather than imitating nativelike accents. Kachru's World Englishes opposes the idea that any form of English is superior to all others.

5.2.2 Influence of Exposure to Varieties of English Accents

Recognising the English language transition and changes over decades offers divergent views on its adoption, usage and integration into learning subjects. Owning to this, it is practically incorrect to bestow Western ownership and ambiguous pedagogical practices as a standard form of English (Shin, 2004) in the expanding circle context, especially in Thailand where students use English solely as a foreign language. This posits a task for reconsideration of the English language teaching and learning contents in Thailand to be wholistically revisited. Some research findings prove evidence and knowledgeable the existence of prototypical practices of English as a foreign language which influence and suggests learners to act in consonant with native speakerism (Buripakdi, 2008; Forman, 2005; Metcalfe, 2013; Nattheeraphong, 2004; Patil, 2008). In addition, Kachru (1986) calls for reconsidering the goal of studying English essentially for communication rather than imitating nativelike accents. Further findings reveal the belief by Thais that acquaintances with inner-circle English models guarantee life success in the global space (Modiano, 2005). Unfortunately, such belief does not meet the prevalent provision of the English language in recent times as language transition and proliferation birthed diversification of adoption and usage as a world lingua franca. To thrive learners with educational practices in realness and standard to international imitations as a lingua franca calls for learners' engagement beyond the concept of native mindset into the spheres of exposure to varieties of English accents (Cook, 1998; Modiano, 2005). This is similar to Todd's (2006) views that realistic practices for English language acquisition in Thailand should gear towards awareness of the English language as an international language.

Emphatically, English language learners should be availed of the principles of the sociolinguistic landscape of English adoption e.g the transitory approach of English from sectional ownership to global ownership, the political & sociolinguistic trace of the English language, the concept and usage of English as monolingual, adverse to

multilingual adoption (Kackru, 1992). The rewarding pathways of English accents exposure are stated to enhance communication competence when learners come in contact with other varieties of English-accented persons (Matsuura, 2007, Seidlhofer, 2004). In this study, the respondents acknowledged the significance of understanding varieties of accents. On a positive note, participants in the study observed that accent familiarity would aid a friendly approach and enable international work and travel. This also posited that accent familiarity serves in the understanding of other persons, especially in conversation. It can be inferred therefore from Modiano (2005) that accents exposure can influence learners' motivation in conversation and listening skills acquisition.

The concept of English as an International Language is agreeable with elucidated events extracted from Kachru's (1992) plan of inclusion to foster world Englishes in the learning settings. Kachru (1992) suggests an insight into exposing learners to various users of the English circles. Significantly, this exposition deemed intercultural communication awareness through linguistic diversity when harnessing differences and similarities in dialectal discussion. Giving credence to Byram (1997), intercultural communication competence, simply put; are essential and critical skills needed to communicate effectively with people from circular cultural backgrounds. These skills include linguistic mastery, sociocultural proficiency, contextual fluency, and cross-cultural knowledge. It is embedded in speakers' knowledge and competencies, specifically intercultural awareness (affective process), intercultural knowledge (cognitive process), and intercultural acuity (attitudinal process), all of which are necessary for appropriate and effective interaction in a multicultural society. Buttressing further, Matsuda (2003) affirms that having little knowledge about varieties of English may hinder conversation and forms attitude and barriers against the divergences of English varieties and accented speakers. This study result is evident that the participants possessed intercultural competency and are exposed to the surveyed accented speakers. The participants have acquaintances with sociolinguistic and cross-cultural awareness to enhance a conversation.

5.2.3 Attitudes and Influence Exploration

A cursory look at participants' attitudinal orientations and influences which predominantly come in the sequence of British, American, Thai, and Filipino accents confirms Ambele and Boonsuk's (2021) summations that native English such as British and American were mainly accepted as the major English language teaching standards, and their models were deeply rooted in Thailand. This research findings also align with their position that Thai learners have a positive attitude toward their Thai-English accent. The Thai accent comes immediately after British and American accents in the various dimensions and perspectives. These were also the findings of Chooomthong and Manowong (2020) that Thai learners were more conversant with the British and American accents which they judged as pleasing but had accents from the expanding circle as most understandable.

Exposing attitudes and influence of Thai undergraduates towards various English accents respectively, global communication, accents preference, teachers' preference, easy accents, model and interaction were surveyed items.

5.2.3.1 Global Communication: "To the question of the significance of accents in English language learning" The answer from respondents recorded a positive attitude with regards to global communication. The pattern of language learning essentially conveys understanding of people from various linguistic landscapes. Inferably, accents only become a problem if interfere ability to communicate or affect one's academic or business involvement. This item reported the data from the respondents on the significance of accents in English language learning. The adoption of World Englishes into language curriculum has received significant acceptability globally with emphasis deepening in various expanding circle countries. To foster the integration of World Englishes with the vision to expose English learners to varieties of Englishes thereby facilitating global communication suggests students' exchange programs and studying abroad Yoshigawa, (2005). This study recorded the views of a respondent who delved beyond the expected answer and reported reaching out to foreigners in Bangkok for social interactions in order to gain communication

competence. In assessing this need, International student exchange programs will help to expose Thai undergraduates to various English users and facilitate effective ways of global communication.

       5.2.3.2 Accent Preference: To gain knowledge of which accents Thai undergraduates prefer, accents preference was surveyed. The ability to sound in a distinctive manner such as speaking typical of a particular group of people and, especially of natives or residents of a group depicts accent preference. This item reported accent preference and further exposed English accent preferences in the study. The data obtained in this item reported students' preference for accents that meet their learning goals. The responses reported individual preferences and offered reasons for the choice. This preference cannot be termed judgmental, owing that every individual has a choice, needs and purpose. Although the result findings upheld British accents as the most preferred accents, other accents were not discriminated against but carefully selected and preferred respectively. Exposing reasons for accents preference, the respondents on British accents declared interest in these accents because a family friend held from England, they are happy listening and mimicking their family friend. This preference was chosen amidst exposure to varieties of accents as the respondent reported listening to and having conversations with other accented speakers but prefers to sound British. This is evident and agreeable with Pennycook (2000) who postulated that exposure to varieties of accents aside from the popular standard of English can expose learners to be fully aware of the norms of English in the world and the world in English. This elucidated the aptitude of a speaker's consciousness of the English language in the linguistic landscape.

       5.2.3.3 Teachers' Preference: In Thailand, the employment models welcome varieties of English teachers globally. However, there is a market value demarcation between teachers from the various circles of Englishes. Aside from market value, there is the existence of "teachers' preference" commonly identified by recruitment agencies, heads of institutions and parents' demands. Prior to this study, it remains a prevalent issue to be addressed by Thai English teachers' employers the factors which qualify a teacher as eligible to teach the English language in Thailand. This concern is associated with popular scholastic debates on native and non-native

English speakers. Several authors have engaged in research towards resolving native speakers' supremacy, specifically in English language teaching and learning.

According to the prestigious views, native English speakers are held to be the most qualified English language teachers. They are upheld to have the prowess of firsthand knowledge of their cultural background with English as a native language acquired by birth. They are characterized by a clear and accurate accent of the language. Non-native English speakers by this ranking receive inferior treatment (Chun, 2014; Walkinshaw & Oanh, 2014). However, there are counterreactions to the prestigious and innate proficiency of native English speakers as best English teachers. Having a firsthand experience with the language from birth does not qualify one as the best teacher of the language. According to Cook (1999) the essential pathways to be qualified as a teacher demands an intensive pedagogical familiarity with the principles of education. Devoid of these metalinguistic skills, one may lack the core justifiable judgment in explaining how the language is given in the instructional process and context.

This study's results are distinct from the aforementioned views but rather reflect the opinions of the respondents' readiness to learn the English language regardless of teachers' nationality, race or colour. The result upheld that teachers are well-trained to impart learners with academic success and learning goals. It is very clear from the result that Thai undergraduates are exposed to varieties of teachers' accents and see every teacher as a qualified educator. Following (Philipson, 1998; Philipson & Skutnabb-Kangas,1997) the position of English pluralism in the global context by Thai undergraduates demonstrates that these learners are aware and conscious that the English language is no longer the property of American and British Colonial masters neither is English subject to a company liability, to mention, a franchise like Burger King, Café Amazon or Doi Chaang Coffee solely licensed by its sole proprietors (Widdowson, 1997)

This study's results, therefore, see the practice of prestigious recognition of native-speaker profiling in Thailand as a psychological construction and a lack of divergent knowledge of global English in practice. The elevation of English speakers from the inner circle in Thailand justifies accent prestige theory which iterates that people form assumptions about a speaker's personality based on their accent (Giles,

1970; Fuertes, Potere, & Ramirez, 2002). The appraisals are split into two categories: the status dimension, which takes into account traits like knowledge, literacy, social status, and success; and the solidarity dimension, which takes into account traits like joviality, pleasantness, and honesty (Fuertes, Potere, & Ramirez, 2002). When it comes to the solidarity dimension, persons possessing pro accents will score speakers with standard accents more than those with pro accents, and conversely (Fuertes, Potere, & Ramirez, 2002). Judgments regarding the socioeconomic class and ethnicity that the accent represents are mediated by bias based on accents that involve both desirable and undesirable preconceptions. This is done through the status and solidarity components (Foon, 2001).

5.2.3.4 Easy Accent: Accent awareness which promotes the ability to involve in a conversation was determined in this item. The data reported a high score from seven respondents who stated that the American accent is easier than other measured accents. However, the determinant of this position is compared between the attitude of learners to the accented speakers and the influences derived in their learning process. For accent to be easy depicts that the accented speakers possess exceptional features which appeal to learners' interest thereby reporting the degree of influence derived. This item aligned with accent preference which points to a likeness as contained in the respondents' opinions. Many respondents reported that the American accent is easy in conversation with simple slang rather than the standard English vocabulary. They are happy to socialize and interact using an American accent should they be opportune to have a conversation with foreigners. They are also acquainted with American songs and movies which bear the attractions of American social cultures. On a solidarity dimension, the American accent appears jovial and fun expressing the views of respondents' social standing.

Examining the academic instructional concern of Thai undergraduates and English language learning processes, see vocabulary as a vital tool. The extent to which students can utilize English depends significantly on their vocabulary familiarity Tran, T. Q. (2020). The standpoints of the American jovial slang acquaintances by the respondents do not represent the academic medium of instruction, but rather a product of social interaction and fun-fare. The concept of slang or short forms if you like; essentially donates a decorum of informal settings. As such, it is professionally unwise

for teachers to adopt slang or short forms of sentencing as instructional tools. It is, therefore, pertinent to recap the statement of the problem in the study given a cue in which students decried being taught with high proficiency teaching approaches such as bogus vocabulary and not as second language learners which affects their study comprehensibility. The scenario gives room for comparison, preferences, and attitudes on the part of the students toward the accented speakers. Following Tran, T. Q. (2020), it is therefore deducible to this present study that Thai undergraduates are equipped and effectively aware of the significance of acquiring English vocabulary for language fluency, yet exhibited little interest in language acquisition.

This study result is unbiased and reported that Thai undergraduates prefer simple and easy English words irrespective of the accented speaker. This implies and challenges teachers to seek holistically teaching techniques to meet students' learning goals. Nonetheless, while profiling positive attitudes toward American accents, the respondents also reported positive views toward other accents.

5.2.3.5 Model: This item surveyed and reported views of the respondents on whether having a model to enhance learning English is easy. In the context of English language modelling, a learner freely chooses a role model owing to features of attractions and influence Sifakis and Sougari (2005). These categories can represent a teacher, music star, movie star, news broadcaster or even peer mates. Adversely, this piece can enthrone sounding-alike and derailing if tends towards the direction of sounding like someone rather than acquiring language fluency. However, exposing students to varieties of Englishes seeks to create awareness of the sociolinguistic transition of the English language from a natively owned projection to a global ownership Kachru (1992). This further introduces switching from ELF traditional orientation to EIL practices.

This item reported tripartite results. The first category reported shared views of respondents with English models who delved into unveiling how their English models influence their English language learning. They expressed adaptability to speak like their models. Going further to report that having similar voice intonation like my model makes them sound special. The result also recorded the views of respondents who acknowledged the role of modelling in the English language. This category is open to learning from any intelligible content or character with no preference. This study also

reported the opinion of one respondent with no interest in having a model. According to this participant, content interaction serves as a motivational tool for learning the English language.

The progression from EFL to EIL, Derwing and Munro (2005) suggest the need to study the relationship between second language accents and pronunciation models. It is practically inappropriate to inform learners of the choices of models. Students should be freely exposed to varieties of accents based on the fact that they also have needs or attractions and would want to sound native-like. It is worth noting that these learners should also be availed that the perceived model accents while interacting are far from the native standard accents, otherwise known as or represent commercial professional pronunciation materials. Jenkins (2000) asserts that inner-circle English speakers can not necessarily be internationally intelligible models of the English language owing to phonological features adoption which obstruct communication flow, especially when conversing with speakers from outer and expanding circles respectively.

5.2.3.6 Interaction: This item explored what strategies would improve respondents' chosen accents. The data gathered and analyzed via the three Cs reported that the majority of respondents learn English via Netflix and movie dialogues. It further reported that playing music and song lyrics also assists in learning English. The data gathered further reported that interacting with foreigners and making friends are strategies that enhance English language learning.

This finding agrees with Akpan and Chayanuvat (2022) who revealed that motivation to learn English is championed and facilitated through accessibility and interaction on social media. This motivation is said to last through the learners' yearning to interact with foreigners, then accidentally acquiring the language as unforeseen consequences of consistency. This is also familiar to Long's (2020) interaction hypothesis. While interacting and negotiating for meaning in English, learners occasionally consciously and/or unconsciously notice new words, phrases, and grammatical structures. Other times, during the regular meaning-centred dialogues, their attention is drawn to difficult and emphatic topics. The results support Nesrallah and Zangana's (2020) hypothesis that students increase their vocabulary and learn new words as a result of social media interactions with friends and English-speaking friends.

Although students learn English formally, a larger portion of it is intuitively learned through interaction. Furthermore, when communicating on social media, meaning is prioritized over accent, interaction is prioritized over grammar, and language awareness is prioritized over language accuracy. The World Englishes hypothesis aims to transform the paradigm shift in English teaching following this model.

5.3 RECOMMENDATIONS

Recommendations for using this research findings and future research are highlighted in this section and are as follows.

5.3.1 Recommendations for the use of the findings

As evident in curricula, textbooks, and examinations, Thailand has an apparent standard language ideology that favors British and American accents. This breeds familiarity due to greater exposure to the language thereby mitigating the possible emergence of linguistic stereotypes and prejudices. Such orientation works in contradiction to the contemporary globalized society where English is adapted to diverse cultures and sociolinguistic settings. Therefore, this study suggests that the Thai education ministry, administrators, policymakers, teachers, and students should be more open to varieties of English and be more realistic to the pluricentric structure of the English language which is not monolithic but a constantly evolving dynamic system. They should be more equipped with meta-sociolinguistic knowledge that reflects the diversity of the global society. Such would also help eliminate linguistic stereotypes and biases.

5.3.2 Recommendations for future research

Future research may be carried out on similar groups of participants at other institutions to verify whether the results will corroborate this study. Such may adopt other research designs, methodologies, and various timeframes.

Other research can investigate possible ways of effectively creating awareness of the pluricentric and non-monolithic structure of the English language and eliminating standard-language and native-speakerism ideologies and stereotypes dominant in the country.

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APPENDICES

APPENDIX A

CERTIFICATE OF APPROVAL BY ETHICS REVIEW BOARD

COA. No. RSUERB2023-075

Certificate of Approval
By
Ethics Review Board of Rangsit University

COA. No.	**COA. No. RSUERB2023-075**
Protocol Title	**Exploring Students' Attitudes Toward Various Teachers' English Accents at a Thai Private University**
Principle Investigator	**Francis Augustine Frank**
Affiliation	**Suryadhep Teachers College, Rangsit University**
How to review	**Expedited Review**
Approval includes	**1. Project proposal**
	2. Information sheet
	3. Informed consent form
	4. Data collection form/Program or Activity plan
Date of Approval:	**23 May 2023**
Date of Expiration:	**23 May 2025**

The prior mentioned documents have been reviewed and approved by Ethics Review Board of Rangsit University based Declaration of Helsinki, The Belmont Report, CIOMS Guideline and International Conference on Harmonization in Good Clinical Practice or ICH-GCP

Signature..

(Associate Professor Dr. Panan Kanchanaphum)
Chairman, Ethics Review Board for Human Research

Ethics Review Board of Rangsit University, 5th floor, Arthit Ourairat Building (Bldg.1) Rangsit University

APPENDIX B

QUESTIONNAIRE

INSTRUMENT 1

THESIS QUESTIONNAIRE

This questionnaire aims at exploring students' attitudes toward various teachers' English accents. It is divided into four parts: The first section contains the respondents' backgrounds such as age, gender, country, and years of study. The second section has a closed-ended statement format on attitudinal orientation toward the accents. The third part contains questions on the degree of influence derived from the accents. The fourth part of the questionnaire adopts an opened-ended question format for the respondents to delve beyond the expected answers.

The questionnaire is not a test or examination and is not connected to your academic achievement or grading. Your identity and responses of participants will be voluntary and kept unidentified. The discovery derived would go a long way to meet the objectives of this study, and your contribution will be greatly appreciated. Thank you.

PART 1: PERSONAL PARTICULARS
Direction: Please mark the box based on the facts about yourself.

1. Do you agree to respond to this questionnaire?　[ ] Yes　　[ ] No

2. Academic level　　　　　　　[ ] Year 1　[ ] Year 2　[ ] Year 3　[ ] Year 4

3. Gender　　　　　　　　[ ] Male　　[ ] Female

4. Years of Studying English　[ ] 1-3　[ ] 4-6　[ ] 7-9　[ ] 10-12　[ ] more than 12 years

5. Have you ever studied abroad?　[ ] Yes　　[ ] No

PART 2: ATTITUDES

Directions: Please choose an option that represents your honest opinion on each item. Indicate the extent to which you agree with statements by ticking on the following Likert scale:

5 = Strongly Agree   4 = Agree   3 = Neutral   2 = Disagree   1   =   Strongly Disagree

Students' Attitudes Towards the Various English Accents					
American Teacher's English Accent	5	4	3	2	1
1 I admire this accent because it is clear to me and I can hear the sounds correctly.					
2 I like this accent because I can easily understand what is being said.					
3 I think this accent is suitable for communication in any English-speaking environment.					
4 I would like to sound like this speaker.					
5 The accent shows that the speaker has a good education.					
Thai Teacher's English Accent	5	4	3	2	1
6 I admire this accent because it is clear to me and I can hear the sounds correctly.					
7 I like this accent because I can easily understand what is being said.					
8 I think this accent is suitable for communication in any English-speaking environment.					
9 I would like to sound like this speaker.					
10 The accent shows that the speaker has a good education.					
Australian Teacher's English Accent	5	4	3	2	1
11 I admire this accent because it is clear to me and I can hear the sounds correctly.					
12 I like this accent because I can easily understand what is being said					
13 I think this accent is suitable for communication in any English-speaking environment.					
14 I would like to sound like this speaker.					
15 The accent shows that the speaker has a good education.					
Indian Teacher's English Accent	5	4	3	2	1

	Students' Attitudes Towards the Various English Accents					
	American Teacher's English Accent	5	4	3	2	1
16	I admire this accent because it is clear to me and I can hear the sounds correctly.					
17	I like this accent because I can easily understand what is being said.					
18	I think this accent is suitable for communication in any English-speaking environment.					
19	I would like to sound like this speaker.					
20	The accent shows that the speaker has a good education.					
	British Teacher's English Accent	5	4	3	2	1
21	I admire this accent because it is clear to me and I can hear the sounds correctly.					
22	I like this accent because I can easily understand what is being said.					
23	I think this accent is suitable for communication in any English-speaking environment.					
24	I would like to sound like this speaker.					
25	The accent shows that the speaker has a good education.					
	Filipino Teacher's English Accent	5	4	3	2	1
26	I admire this accent because it is clear to me and I can hear the sounds correctly.					
27	I like this accent because I can easily understand what is being said.					
28	I think this accent is suitable for communication in any English-speaking environment.					
29	I would like to sound like this speaker.					
30	The accent shows that the speaker has a good education.					
	Chinese Teacher's English Accent	5	4	3	2	1
31	I admire this accent because it is clear to me and I can hear the sounds correctly.					
32	I like this accent because I can easily understand what is being said.					
33	I think this accent is suitable for communication in any English-speaking environment.					
34	I would like to sound like this speaker.					
35	The accent shows that the speaker has a good education.					

PART 3   INFLUENCES ON MY STUDY

	American Teacher's English Accent	5	4	3	2	1
36	It sounds nice and makes me interested in learning.					
37	It makes it easy for me to interact with others in English.					
38	I can say words correctly following the teacher's model.					
39	Familiarizing with this accent improves my English listening ability.					
40	Listening and speaking with the teacher in English enhances my willingness to improve my English for communication.					
	Thai Teacher's English Accent	5	4	3	2	1
41	It sounds nice and makes me interested in learning.					
42	It makes it easy for me to interact with others in English.					
43	I can say words correctly following the teacher's model.					
44	Familiarizing with this accent improves my English listening ability.					
45	Listening and speaking with the teacher in English enhances my willingness to improve my English for communication.					
	Australian Teacher's English Accent	5	4	3	2	1
46	It sounds nice and makes me interested in learning.					
47	It makes it easy for me to interact with others in English.					
48	I can say words correctly following the teacher's model.					
49	Familiarizing with this accent improves my English listening ability.					
50	Listening and speaking with the teacher in English enhances my willingness to improve my English for communication.					
	Indian Teacher's English Accent	5	4	3	2	1
51	It sounds nice and makes me interested in learning. It sounds nice and makes me interested in learning.					
52	It makes it easy for me to interact with others in English.					
53	I can say words correctly following the teacher's model.					
54	Familiarizing with this accent improves my English listening ability.					
55	Listening and speaking with the teacher in English enhances my willingness to improve my English for communication.					
	British Teacher's English Accent	5	4	3	2	1

	American Teacher's English Accent	5	4	3	2	1
56	It sounds nice and makes me interested in learning.					
57	It makes it easy for me to interact with others in English.					
58	I can say words correctly with this accent I can say words correctly following the teacher's model.					
59	Familiarizing with this accent improves my English listening ability.					
60	Listening and speaking with the teacher in English enhances my willingness to improve my English for communication.					
	Filipino Teacher's English Accent	5	4	3	2	1
61	It sounds nice and makes me interested in learning.					
62	It makes it easy to interact with others in English.					
63	I can say words correctly following the teacher's model.					
64	Familiarizing with this accent improves my English listening ability.					
65	Listening and speaking with the teacher in English enhances my willingness to improve my English for communication.					
	Chinese Teacher's English Accent	5	4	3	2	1
66	It sounds nice and makes me interested in learning.					
67	It makes it easy for me to interact in English.					
68	I can say words correctly following the teacher's model.					
69	Familiarizing with this accent improves my English listening ability.					
70	Listening and speaking with the teacher in English enhances my willingness to improve my English for communication.					

END OF THE QUESTIONNAIRE

APPENDIX C

SEMI-STRUCTURED INTERVIEW QUESTIONS

INSTRUMENT 2

SEMI-STRUCTURED INTERVIEW QUESTIONS

1. Can you briefly introduce yourself?

2. What do you think about the significance of accents in English Language learning?

3. Which accent(s) do you prefer and why?

4. Do you mind if your English teachers are non-native speakers of English?

5. Which accents do you think are easier for you?

6. Do you think adopting a chosen accent as a model is easy?

7. What are the strategies you normally use to improve your chosen accent?

END OF THE SEMI-STRUCTURED INTERVIEW QUESTIONS

APPENDIX D

IOC FOR QUESTIONNAIRE

INSTRUMENT 1

THESIS QUESTIONNAIRE

PART 1: PERSONAL PARTICULARS

Direction: Please mark the box based on the facts about yourself.

PART 1: PERSONAL PARTICULARS		Agree	Not Sure	Disagree
		+1	0	-1
1	Do you agree to respond to this questionnaire? [ ] Yes [ ] No	+1		
2	Academic level [ ] Year 1 [ ] Year 2 [ ] Year 3 [ ] Year 4	+1		
3	Gender [ ] Male [ ] Female		0	
4	Years of Studying English [ ] 1-3 [ ] 4-6 [ ] 7-9 [ ] 10-12 [ ] more than 12 years	+1		
5	Have you ever studied abroad? [ ] Yes [ ] No 9	+1		
PART 2: ATTITUDES		Agree	Not Sure	Disagree
		+1	0	-1
Students' Attitudes towards the Various English Accents				
1) American Teacher's English Accent				
6	I admire this accent because it is clear to me and I can hear the sounds correctly.	+1		
7	I like this accent because I can easily understand what is being said.	+1		
8	I think this accent is suitable for communication in any English-speaking environment.	+1		
9	I would like to sound like this speaker.	+1		
10	The accent shows that the speaker has a good education.		0	
2) Thai Teacher's English Accent				
11	I admire this accent because it is clear to me and I can hear the sounds correctly.	+1		
12	I like this accent because I can easily understand what is being said.	+1		
13	I think this accent is suitable for communication in any English-speaking environment.	+1		
14	I would like to sound like this speaker.	+1		
15	The accent shows that the speaker has a good education.		0	

	3) Australian Teacher's English Accent			
16	I admire this accent because it is clear to me and I can hear the sounds correctly.	+1		
17	I like this accent because I can easily understand what is being said	+1		
18	I think this accent is suitable for communication in any English-speaking environment.	+1		
19	I would like to sound like this speaker.	+1		
20	The accent shows that the speaker has a good education.		0	
	4) Indian Teacher's English Accent			
21	I admire this accent because it is clear to me and I can hear the sounds correctly.	+1		
22	I like this accent because I can easily understand what is being said.	+1		
23	I think this accent is suitable for communication in any English-speaking environment.	+1		
24	I would like to sound like this speaker.	+1		
25	The accent shows that the speaker has a good education.		0	
	5) British Teacher's English Accent			
26	I admire this accent because it is clear to me and I can hear the sounds correctly.	+1		
27	I like this accent because I can easily understand what is being said.	+1		
28	I think this accent is suitable for communication in any English-speaking environment.	+1		
29	I would like to sound like this speaker.	+1		
30	The accent shows that the speaker has a good education.		0	
	6) Filipino Teacher's English Accent			
31	I admire this accent because it is clear to me and I can hear the sounds correctly.	+1		
32	I like this accent because I can easily understand what is being said.	+1		
33	I think this accent is suitable for communication in any English-speaking environment.	+1		
34	I would like to sound like this speaker.	+1		
35	The accent shows that the speaker has a good education.		0	
	7) Chinese Teacher's English Accent			
36	I admire this accent because it is clear to me and I can hear the sounds correctly.	+1		
37	I like this accent because I can easily understand what is being said.	+1		
38	I think this accent is suitable for communication in any English-speaking environment.	+1		

39	I would like to sound like this speaker.	+1		
40	The accent shows that the speaker has a good education.		0	
PART 3:	**INFLUENCES ON MY STUDY**	**Agree**	**Not Sure**	**Disagree**
		+1	0	-1
1) American Teacher's English Accent				
41	It sounds nice and makes me interested in learning.	+1		
42	It makes it easy for me to interact with others in English.	+1		
43	I can say words correctly following the teacher model.	+1		
44	Familiarizing with this accent improves my English listening ability.	+1		
45	Listening and speaking with the teacher in English enhances my willingness to improve my English for communication.	+1		
2) Thai Teacher's English Accent				
46	It sounds nice and makes me interested in learning.	+1		
47	It makes it easy for me to interact with others in English.	+1		
48	I can say words correctly following the teacher model.	+1		
49	Familiarizing with this accent improves my English listening ability.	+1		
50	Listening and speaking with the teacher in English enhances my willingness to improve my English for communication.	+1		
3) Australian Teacher's English Accent				
51	It sounds nice and makes me interested in learning.	+1		
52	It makes it easy for me to interact with others in English.	+1		
53	I can say words correctly following the teacher model.	+1		
54	Familiarizing with this accent improves my English listening ability.	+1		
55	Listening and speaking with the teacher in English enhances my willingness to improve my English for communication.	+1		
4) Indian Teacher's English Accent				
56	It sounds nice and makes me interested in learning.	+1		
57	It makes it easy for me to interact with others in English.	+1		
58	I can say words correctly following the teacher model.	+1		
59	Familiarizing with this accent improves my English listening ability.	+1		
60	Listening and speaking with the teacher in English enhances my willingness to improve my English for communication.	+1		
5) British Teacher's English Accent				

61	It sounds nice and makes me interested in learning.	+1		
62	It makes it easy for me to interact with others in English.	+1		
63	I can say words correctly following the teacher model.	+1		
64	Familiarizing with this accent improves my English listening ability.	+1		
65	Listening and speaking with the teacher in English enhances my willingness to improve my English for communication.	+1		
6) Filipino Teacher's English Accent				
66	It sounds nice and makes me interested in learning.	+1		
67	It makes it easy for me to interact with others in English.	+1		
68	I can say words correctly following the teacher model.	+1		
69	Familiarizing with this accent improves my English listening ability.	+1		
70	Listening and speaking with the teacher in English enhances my willingness to improve my English for communication.	+1		
7) Chinese Teacher's English Accent				
71	It sounds nice and makes me interested in learning.	+1		
72	It makes it easy for me to interact with others in English.	+1		
73	I can say words correctly following the teacher model.	+1		
74	Familiarizing with this accent improves my English listening ability.	+1		
75	Listening and speaking with the teacher in English enhances my willingness to improve my English for communication.	+1		

END OF THE QUESTIONNAIRE

APPENDIX E

IOC FOR SEMI-STRUCTURED INTERVIEW QUESTIONS

INSTRUMENT 2

Item-Objective Congruence Index (IOC)

There are seven questions that are prepared as prompt questions.

No.	INSTRUMENT 2 Semi-Structured Interview Questions	Evaluation		
		Agree +1	Not Sure 0	Disagree -1
1	Can you briefly introduce yourself?	+1		
2	What do you think about the significance of accents in English Language learning?	+1		
3	Which accent(s) do you prefer and why?	+1		
4	Do you mind if your English teachers are non-native speakers of English?	+1		
5	Which accents do you think are easier for you?	+1		
6	Do you think it is easy to adopt a chosen accent as a model?	+1		
7	What are the strategies you normally use to improve your chosen accent?	+1		

END OF THE SEMI-STRUCTURED INTERVIEW QUESTIONS

APPENDIX F

SAMPLE OF INDIVIDUAL RESPONSES

INTERVIEWEE 1

Responses to questions

1. I am a fourth-year undergraduate from the Department of English for Business Communication International [IBEC] and currently rounding up my internship for my graduation.

2. Everyone has an accent and it is important for global communication

3. I like the British accent, it is a sexy language for me

4. I don't mind if my teachers are native or non-native, I go for good learning

5. I think the American accent for it easy to listen

6. Yes, I have a model and I always want to speak like my model

7. I always watch Netflix to speak well and learn every time

BIOGRAPHY

Name	Francis Augustine Frank
Date of birth	December 16, 1989
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Education background	Pontifical Urbaniana University, Rome
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