



## Toward Global English Pronunciations: Korean Pre-Service Teachers' Changes in Attitudes Toward the Lingua Franca Core and Accentedness\*

In Young Yang (Korea National University of Transportation) · Hyunkee Ahn (Seoul National University)



This is an open-access article distributed under the terms of the Creative Commons License, which permits unrestricted non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Received: April 9, 2025  
Revised: May 30, 2025  
Accepted: June 27, 2025

Yang, In Young (First author)  
Associate Professor, Department  
of English Language and  
Literature  
Korea National University of  
Transportation  
Email: [inyoung@ut.ac.kr](mailto:inyoung@ut.ac.kr)

Ahn, Hyunkee (Corresponding  
author)  
Professor, Department of English  
Language Education  
Seoul National University  
Email: [ahnkh@snu.ac.kr](mailto:ahnkh@snu.ac.kr)

\* This was supported by Korea  
National University of  
Transportation Industry-Academy  
Cooperation Foundation in 2024.

### ABSTRACT

Yang, In Young and Hyunkee Ahn. 2025. Toward global English pronunciations: Korean pre-service teachers' changes in attitudes toward the Lingua Franca Core and accentedness. *Korean Journal of English Language and Linguistics* 25, 1150-1169.

This study investigated the attitudes toward pronunciation of English as a Lingua Franca Core and foreign accentedness among Korean pre-service English teachers, with a focus on how these attitudes evolved during a 15-week course on World Englishes. The course introduced diverse English varieties and their accents, explored their formation, explained the concept of the Lingua Franca Core, addressed the distinction between speech accentedness and intelligibility, and emphasized the communicative value of English as an international language. These instructional themes were aligned with and addressed within the goals, core values, and competencies of the Korean National English Curriculum. Changes in attitudes were assessed across three components— affective, cognitive, and behavioral— using two pre- and post-surveys as well as an accentedness rating task to examine the multidimensional nature of language attitudes. The results showed that the participants displayed affective shifts, with a lower preference for Standard English and greater acceptance of World Englishes. They also evaluated their own Korean-accented English as more communicative, signaling an increase in positive affect toward global English varieties. They exhibited cognitive changes in their tolerance of pronunciation deviations from native norms; however, the attitudinal change was not substantial. In rating accentedness for Englishes from Inner, Outer, and Expanding Circles, the participants showed statistically significant changes; however, the effect size indicated that the change was negligible, suggesting that a semester-long intervention was insufficient to bring about behavioral changes in attitudes toward World Englishes.

### KEYWORDS

World Englishes, language attitudes, pre-service English teachers, attitudinal changes, accentedness, lingua franca core

## 1. Introduction

This study aimed to explore changes in Korean pre-service English teachers' attitudes toward pronunciation-related aspects of English varieties—such as the Lingua Franca Core (Jenkins 2000) and accentedness (Munro and Derwing 1995)—after participating in a course on World Englishes. Based on a single-group pre- and post-survey design, the study focused on describing students' attitudinal changes and tracking these changes across affective, cognitive, and behavioral dimensions rather than attempting to test the effectiveness of the course on their language attitudes.

The background of this study lies in the changing value of English as a means of global communication, shifts in educational goals and teaching paradigms for teaching English as a foreign language, and recent revisions to the national English curriculum in Korea, which have redefined educational objectives and target competencies. Furthermore, empirical research on pronunciation-focused attitudinal changes toward English as a lingua franca among pre-service teachers remains limited. This study aimed to address this gap.

### 1.1 English in a Globalized Context

In today's globalized world, English varieties, particularly indigenized English in specific regions and Anglo-American cultures in areas traditionally regarded as English as a Foreign Language (EFL) contexts, have blurred the conventional distinctions between English as a Native Language (ENL), English as a Second Language (ESL), and EFL (Brown 2014, Nayar 1997). Furthermore, English has been increasingly emphasized as a tool for international communication. Approximately 1.1 billion people speak English as a second or foreign language (Ethnologue 2024), which exceeds the number of people who speak English as a native language (approximately 380 million).

These figures have raised critical questions: What attitudes should we adopt toward traditional Standard English and diverse varieties of English? How should English proficiency standards be defined? Beginning with Kachru (1985), approximately 40 years have passed since debates on the ownership of English began. Labov (1970) argued that non-standard English expressions are no less logical than so-called "Standard English," marking a starting point for debates on the diversity and legitimacy of English usage.

Today, there is an increasing recognition of English as a non-proprietary and pluricentric language, rather than one governed by a single center of authority (Galloway and Rose 2015, Jenkins 2006). Moreover, the term "English" no longer functions as a singular proper noun. Rather, it serves as an umbrella term encompassing various forms of the language. The concept of World Englishes provides a valuable framework for understanding the complex nature of English. Kachru's (1985) Three Concentric Circles Model displays that the ownership of English may not be confined to the Inner Circle, highlighting the more diverse use of English in broader regions, changing from its traditional role as a native language in the Inner Circle to its use in the Outer and Expanding Circles.

Considering this background, it is worth exploring the extent to which we embrace English as a "copyleft language," particularly in the context of pre-service English teachers in EFL settings. It is especially important to examine their attitudes toward the status and value of English in a globalized world, as well as how these attitudes might shift after instruction in the multifaceted and pluralistic nature of global Englishes. Such research could contribute to understanding the direction of English education in the EFL context and applicable methods for changing language attitudes in an increasingly interconnected world.

## 1.2 Attitudes to Language

Attitudes toward language may involve diverse aspects of language varieties, including perceptions of a specific variety, preferences for certain languages, perceptions of groups who use a particular language, or reasons for language learning (Galloway 2017). According to Garrett (2010), attitudes toward language consist of affective, cognitive, and behavioral components.

An affective attitude, which is a person's feelings toward a particular object, can be described based on two dimensions: direction (positive or negative) and intensity (degree of feeling). It also includes preferences, aversions, or degrees of acceptance. Attitudes also include a cognitive dimension concerning individuals' beliefs about the world. These beliefs are knowledge-based and include the perceived relationship between a particular object and its social significance. Finally, attitudes involve behavioral aspects: individuals who have specific feelings and beliefs about an object are likely to behave in accordance with these attitudes, although in some cases their behavior may not align with them (Garrett 2010).

Attitudes toward language play a crucial role in language education, language policy, and social interaction, as a whole. Furthermore, Garrett (2010), citing Milroy (2007), argued that the ideological dominance of the standard language significantly influences attitudes toward it. However, fundamental questions arise regarding whether English can maintain a singular, standardized form, given that global languages such as English evolve continuously and rapidly. English, in turn, has produced diverse variations that make it impossible to fixate on a single standard. More importantly, the justification of Standard English inherently risks denying or devaluing the legitimacy of other English varieties. Quirk (1985) critically approached this issue, describing that "the standard language is inevitably prerogative of a rather special minority" (p. 4). Nevertheless, English learners and teachers often assign a standard status to certain varieties spoken by a minority of users in specific regions. Rajagopalan (1997) further asserted the mythological nature of the nativeness of a language (i.e., linguistic nativity). He argued that the dichotomy between native and non-native speakers is an illusion that cannot hold in real-life language use and functions only within linguistic theory, assuming the ideal speaker of a language. Moreover, he criticized this dichotomy for having dangerous implications for racial purity concepts, warning that attitudes toward languages or varieties often extend beyond linguistic concerns and carry substantial social and political implications.

English occupies a unique position as the medium for international communication. Therefore, defining attitudes toward it has profound implications for both English learners (potentially the entire population) and teachers. Attitudes toward English extend beyond determining the direction of language learning; they are deeply connected to learners' identities, social positions, and the dynamics of intergroup relationships. Garrett (2010) emphasized the significance of these attitudes, stating that attitudes toward language can influence all aspects of sociolinguistic and sociopsychological phenomena. They shape "how we position ourselves socially, and how we relate to other individuals and groups," which impacts our behaviors and experiences (p. 15). Therefore, exploring changes in attitudes toward various varieties of English has implications that extend beyond language education. It may provide insights into shaping individuals' social and cultural identities as well as promoting equity and diversity in global communication.

Ahn (2014), in a study on Korean English teachers, argued that Korean English should not simply be viewed as a flawed version of Standard English. Rather, she emphasized the need to cultivate positive attitudes among Korean English users to legitimize it as a language that reflects Korean identity. Ahn further highlighted the need for re-evaluation of the preference for America-centered English norms and the "gate-keeping practices" (p. 216) of American English. These perspectives highlight the significance of recognizing the value of diverse English varieties, moving away from a single standard and embracing regional diversity.

### 1.3 Language Attitudes and Accents of English

Ahn (2015b) examined how Korean English teachers perceived various English accents from the perspective of World Englishes by asking them to evaluate English varieties based on criteria such as intelligence, pleasantness, confidence, fluency, gentleness, familiarity, clarity, friendliness, and trustworthiness. More recently, Yuwita and Ambarwati (2023) investigated Indonesian university students' attitudes toward their own English accents compared with native accents. Their findings showed that learners still consider native accents of English, such as RP, prestigious, often undervaluing their own accents. Despite these insights, discussions on attitudes, especially attitudinal change, remain limited, even though they are key issues in second-language pronunciation.

Research on accentedness (nativelikeness), intelligibility, and comprehensibility in second-language English pronunciation has been actively conducted since Munro and Derwing (1995), producing various findings with practical implications for education. Despite the paradigm shift in foreign language teaching toward communicative approaches and the growing emphasis on intelligibility in pronunciation (Levis 2005), pronunciation education remains marginalized in Korea's educational context.

In this context, an understanding of how Korean pre-service English teachers perceive the various forms of English is urgently required. To the best of my knowledge, no previous research on language attitudes toward the pronunciation of Global Englishes has thoroughly examined the three components of language attitudes: affect, cognition, and behavior. Additionally, many existing studies have assessed language attitudes at a single point in time (e.g., Ishikawa 2017), and few have explored whether attitudinal change is possible and, if so, how much change can occur. This study fills this gap by investigating the potential changes in language attitudes encompassing three dimensions.

### 1.4 Language Attitudes and the 2022 Revised National Curriculum in Korea

According to the Ministry of Education (2022a), the 2022 Revised National Curriculum in Korea aims to cultivate students as proactive individuals, with inclusivity and creativity as overarching goals. The curriculum emphasizes three core values to achieve this aim: self-directedness (initiative, responsibility, and active engagement), creativity and innovation (problem solving, integrative thinking, and willingness to take on challenges), and inclusivity and citizenship (consideration, communication, cooperation, empathy, and sense of community) (Ministry of Education 2022c).

Reflecting these core values, Communication Competency in the previous curriculum has been redefined as Collaborative Communication Competency and integrated into a framework with five other key competencies: Self-management, Knowledge-information processing, Creative Thinking, Aesthetic-emotional, and Civic Competencies. In addition, the curriculum presents ten cross-curricular themes, such as multicultural education, human rights, and democratic citizenship, to be integrated into subject areas and creative experiential activities.

The curriculum defines English as "a major medium of communication among people from diverse linguistic and cultural backgrounds." English communication competence is described as the ability to acquire various types of information, enjoy cultural products, express thoughts creatively, and interact collaboratively with members of English-speaking communities. The ultimate goal of English education is to develop students' capacity to communicate in English with speakers from diverse linguistic and cultural backgrounds in preparation for an increasingly globalized and diversified future society. More specifically, it aims to foster learners who, based on an understanding of cultural identity and linguistic and cultural diversity, can demonstrate empathy, consideration, tolerance, and openness and participate actively in solving problems within their communities (Ministry of

Education 2022b). The curriculum reflects an understanding of English as a global lingua franca and places value on communication skills with openness to linguistic variation and cultural diversity. Therefore, this orientation of the national curriculum should be reflected in the cultivation of future English teachers, and it is important for pre-service English teachers to move beyond native-speaker-centered ideologies and develop inclusive and accepting attitudes toward the various ways in which English is spoken around the world.

Furthermore, in response to the demands of the digital and global era, the Ministry of Education in Korea has emphasized the importance of strengthening civic education in primary and secondary schools, thus enhancing pre-service teachers' expertise in citizenship education. Specifically, the government's initiative "Citizenship Education Competency Enhancement Program for Teacher Training Universities," launched in 2023, served as the starting point for this study. Overall, this research is rooted in the values, goals, and competencies outlined in the National English Curriculum, and it was deemed necessary and feasible to develop participants' collaborative communicative competency and global citizenship awareness through the recognition and acceptance of diverse forms of English.

### 1.5 Research Questions, Hypotheses, and Originality of the Study

This study extends existing literature by explicitly examining the potential for attitudinal change and incorporating a multidimensional view of language attitudes. To achieve this, it is necessary to narrow the focus to one specific aspect of language skills: pronunciation. Specifically, the study used an accentedness rating task conducted before and after course participation to determine whether behavioral changes in attitude could result from increased affective acceptance and cognitive tolerance toward the LFC and, if so, to what extent such changes would be observed.

The research questions and hypotheses of this study are as follows:

**Research Question 1:** To what extent do pre-service English teachers' overall affective attitudes toward World Englishes and their cognitive attitudes toward native-speaker norms of English pronunciation change after participating in a course on World Englishes?

**Hypothesis:** Over the semester, which provides ample opportunities for pre-service teachers to understand World Englishes from multiple perspectives, it is expected that their psychological barriers toward World Englishes will significantly decrease, and they will develop greater flexibility regarding native-speaker pronunciation norms. According to Garrett (2010), research has generally revealed a close relationship between cognition and affect, suggesting that these two attitude components are likely to exhibit similar patterns.

**Research Question 2:** Does the conceptual understanding of World Englishes influence the actual evaluation of accentedness in varieties of English, leading to behavioral changes?

**Hypothesis:** Pre-service English teachers who recognize the diversity of World Englishes and the difficulties in defining English by a singular native norm will demonstrate a shift in their accentedness rating behavior. However, previous research has indicated that affect and cognition do not always lead to behavior (Garrett 2010). Kirkpatrick (2021) also noted that although professional development courses in World Englishes have become more common for English teachers, they often do not influence classroom practices. Based on the previous research, it can be understood that beliefs in native-speaker norms for English teaching and learning are unlikely to change significantly enough to influence teachers' behaviors. Kirkpatrick (2021, p. 252) describes these beliefs as highly "resilient."

Extensive research has been conducted on Korean English teachers' perceptions of the World Englishes and English as an International Language (EIL). For example, Kang and Lee (2012), Kim and Kim (2018), Shim (2015), and Song (2011) examined English teachers' understanding of World Englishes within the Korean context. Ahn (2013, 2014, 2015a, 2015b) offered a detailed analysis of the attitudes of Korean English teachers toward World English in terms of various issues such as the preference for Standard American English in Korea, English education policies, and national assessments. Our study distinguishes itself from existing studies in the following ways:

**Target Group and Scope:** This study focuses on pre-service English teachers. It uniquely examines the attitudes of future English educators—those who will play a pivotal role in Korea's English education context—toward World Englishes.

**Multidimensional Analysis of Attitudes** This study examined attitudes across three key components: affect, cognition, and behavior. This multidimensional framework specifically aims to determine whether changes in affective and cognitive attitudes trigger behavioral changes. This comprehensive approach enhanced the depth of the investigation of changes in attitudes.

**Tracking Attitude Changes through Educational Intervention:** This study aimed to enhance pre-service teachers' understanding of World Englishes through a semester-long intervention and to examine the changes in their attitudes after the intervention. Previous studies have examined participants' perceptions at specific points; however, this study experimentally assessed the dynamics of language attitudes, specifically focusing on how educational interventions influence attitudes. In recent innovations shared by Rajprasisit (2023), Thai university students developed positive attitudes toward linguistic diversity through classroom activities that incorporated pedagogy in various World Englishes. Exploring how pre-service teachers develop their attitudes toward World Englishes when taught will contribute to this research field.

**Examining the Relationship Between Attitude Changes and Accentedness Ratings from a Global Perspective:** This study investigated whether pre-service teachers' understanding of World English influenced their perceptions of various forms of pronunciation. Specifically, it examines whether accentedness ratings of different English varieties can shift from being limited to native-speaker norms to a more global perspective.

## 2. Method

### 2.1 Participants

The participants were students majoring in English language education at a university in Korea, specifically those enrolled in a first-year course titled "World Englishes and Citizenship Education." The university department primarily admits students with an intermediate-level English proficiency. While 29 students were initially enrolled in the course, the final analysis focused on data from 21 students who completed both the pre- and post-test surveys, and the group consisted of seven female and 14 male students. The survey was distributed to all students enrolled in the course; however, participation was voluntary. Among the 21 students, 18 were first-year students in their first semester and the remaining three were upper-level students (one junior student and two senior students). These upper-level students took the course for the first time and had no prior background knowledge of the course content. Thus, all participants, regardless of academic standing, began with the same baseline understanding of the concepts of World Englishes addressed in this study.

## 2.2 Study Design

This study employed a pre- and post-test survey design to track changes in attitudes toward World Englishes among Korean pre-service English teachers after a 15-week educational program. All students enrolled in the course were included in the experimental group, and no control group was formed, as the study was conducted within a natural classroom setting, where forming a separate control group was not feasible. Rather than determining the effectiveness of the course, this study aimed to trace the affective, cognitive, and behavioral dimensions of attitudinal change using descriptive and exploratory methods. To achieve this aim, their attitudes were analyzed based on the aforementioned three facets of attitudes, employing both surveys and an actual accentedness rating process, which allowed for a more detailed understanding of the nature and depth of the changes. The 15-week instructional intervention consisted of fostering awareness and acceptance of a variety of English languages, particularly pronunciation. The course covered topics such as the Lingua Franca Core (Jenkins 2002) and the distinction between accentedness and intelligibility. A detailed description of the course content is provided in Section 2.4. While we acknowledge that including a control group would enhance the causal interpretation and generalizability of the results, the current design allowed us to explore in depth how focused instruction affects students' attitudes in a realistic pedagogical context.

## 2.3 Materials

This study employed two types of surveys and an accentedness rating process to measure changes in attitudes toward accents of World Englishes across the three components of language attitude (affect, cognition, and behavior). Affective attitudes toward World Englishes, namely positive and negative attitudes, were assessed through a questionnaire designed to manifest participants' overall perceptions of diverse English varieties as well as their preferences regarding so-called Standard English, adapting instruments (i.e., surveys) used in previous studies (Kang and Lee 2012, Shim 2015). Cognitive attitudes were examined through the participants' tolerance of forms that deviated from Standard English, specifically from the perspective of the LFC. While some previous studies (Kang and Lee 2012, among others) have explored learners' grammatical tolerance within the LFC framework, the present study focuses on pronunciation-related cognitive beliefs. In particular, it assessed participants' knowledge-based cognitive beliefs regarding the acceptability of Jenkins's (2002) core and non-core pronunciation features of English as an International Language. Finally, behavioral attitudes were examined by evaluating whether reduced expectations of Standard English pronunciation and greater cognitive acceptance of the communicative value of diverse accents would transfer to participants' actual ratings of accentedness in various global English varieties. Details of each measurement are presented below.

**Survey 1 on Standard English Preference and Acceptance of World Englishes:** Survey 1 consisted of four items on Standard English Preference and Acceptance of World Englishes, rated on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). Survey 1 examined participants' general attitudes toward diverse forms of Englishes and captured their overall feelings toward World Englishes. Affective changes were measured before and after the intervention.

**Survey 2 on Tolerance for the Deviations from Native Pronunciation Norms:** Survey 2 was designed based on the 14 pronunciation features identified by Jenkins (2002) as core and non-core pronunciation targets for EIL. Participants indicated their tolerance to questions about whether pursuing native-speaker norms for each feature was necessary on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree), thereby assessing the degree to

which they could tolerate deviations from native norms. This survey measured participants' cognitive attitudes (beliefs) toward non-nativeness regarding specific pronunciation features.

**Accentedness Rating on English from Three Concentric Circles:** The accentedness rating session examined how pre-service English teachers' attitudes toward World Englishes were reflected in their pronunciation evaluation behavior. English speech samples from 30 speakers (15 men and 15 women) from 15 different countries were selected from the *Speech Accent Archive* (Weinberger 2015). The samples were categorized according to Kachru's (1985) Three Concentric Circles. The Inner Circle comprised Australia, Canada, United Kingdom, and United States (four countries). The Outer Circle comprised India, Nigeria, Pakistan, and the Philippines (four countries). Finally, the Expanding Circle comprised Bangladesh, China, Egypt, France, Germany, Japan, and Korea (seven countries). Participants used a 9-point Likert scale (1 = very strong foreign accent, 9 = nativelike pronunciation) to evaluate the accentedness of each speech sample.

## 2.4 Intervention

### 2.4.1 Outline of the course and key content

The program was conducted over a semester (15 weeks) with 3-hour weekly classes. The course was designed as part of a teacher-training institution's initiative to enhance the citizenship education competencies of pre-service English teachers. Rather than teaching the linguistic features of World Englishes per se, the course aimed to educate students "about" World Englishes (Kirkpatrick 2021), enabling them to develop a balanced perspective and design lessons that incorporate this understanding in their future teaching practices. For this purpose, the course focused on developing an attitude toward understanding and accepting the diversity of World Englishes. By reframing the English language as a global lingua franca rather than solely adhering to native-speaker norms, the course sought to empower future educators to use English as a tool for fostering global communication and navigating global English education contexts more effectively.

**World Englishes, Language Attitudes, and Re-evaluating Korean Accented English:** The course explored the Lingua Franca Core (Jenkins 2002) and the potential for the nonnative-centered evolution of English. It critically addressed the limitations of Inner Circle Englishes (e.g., American/British English) in educational contexts while laying the groundwork for teaching English as a Lingua Franca in multicultural contexts. Following Ahn (2014), the program encouraged positive attitudes toward the linguistic diversity and functional aspects of Korean English as part of establishing its identity in Korean society.

**Historical Context of English (its origin and development):** The course explored how English originated, developed, and spread worldwide, emphasizing its evolution through pidginization and creolization (Haberland 1989). Participants were encouraged to understand English and other languages as not having fixed rules, but as dynamic systems that are constantly changing and evolving.

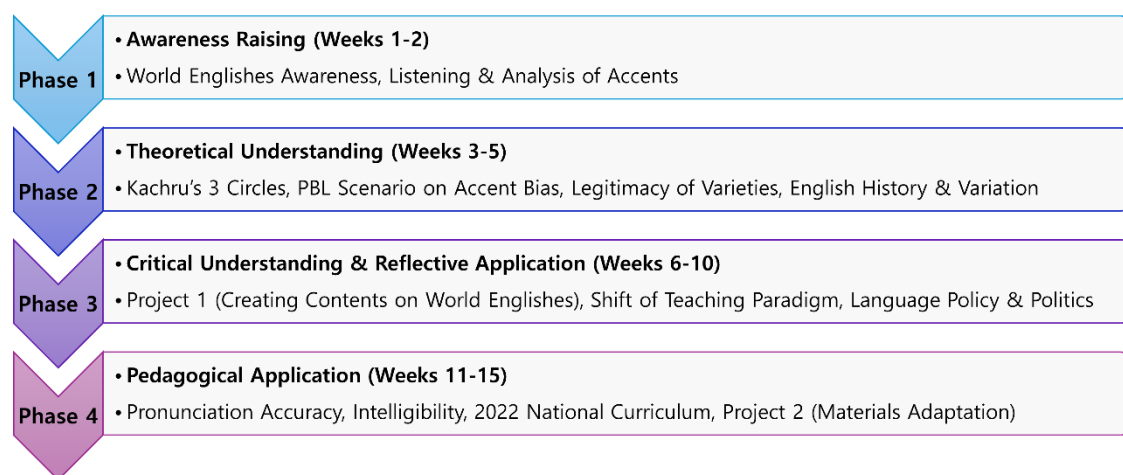
**Ideological Aspects of English and Intelligibility-based Approaches in Educational Settings:** The course helped participants become aware of the ideological aspects of English, further discussing language policies and their political implications. It also analyzed US-centric perspectives, highlighting the importance of adopting a pluricentric model of English norms in a globalized world. It further helped the participants understand and differentiate between accentedness and intelligibility, shifting from native-speaker-oriented goals to more sustainable approaches in global English education.

**Understanding the English Education Curriculum in Korea:** The program included an analysis of the 2022 Revised National English Curriculum, focusing on changes in English education paradigms and critically

examining current classroom practices. Additionally, it addressed how English language subjects in Korea can be utilized to develop the core competencies targeted by the curriculum.

#### 2.4.2 Instructional flow

The instructional flow of the 15-week course was designed to support progressive changes in the participants' attitudes toward World Englishes and pronunciation diversity. Overall, the course content and objectives were organized based on the following four phases: 1) awareness raising, 2) theoretical understanding, 3) critical understanding and reflective application, and 4) pedagogical application. Additionally, the course aimed to balance learner-centered activities with lecture-based teaching, allowing students to become familiar with the material without forcing attitude changes and encouraging natural positive attitude development through exposure and involvement.



**Figure 1. Flow of the Instructional Phases and Key Activities**

The objectives, specific learning activities, and instructional content of each phase of the course are outlined below.

#### **Phase 1: Awareness Raising (Weeks 1-2)**

Phase 1 introduced the concept and terminology of World Englishes and involved students in team activities to explore their perceptions and potential biases regarding accents in different English varieties. Students listened to various accents of different English varieties and reflected on their attitudes toward those accents. Additionally, students researched and documented the features of each accent, looking for patterns and whether systematicity exists within each variety. These activities aimed to build an understanding of the sociolinguistic diversity of global Englishes and raise awareness of different English accents.

#### **Phase 2: Theoretical Understanding (Week 3-5)**

Phase 2 focused on developing a deeper understanding of the widely known theories related to World Englishes and promoting the acceptance of English as a major means of international communication among speakers from diverse linguistic and cultural backgrounds. Students learned about the historical and sociocultural contexts (i.e., the external history of the English language) in which English originated, developed, and spread globally. Key

concepts such as Kachru's (1985) Three Circles model and examples of Filipino English were introduced through lectures and multimedia resources. Additionally, through problem-based learning (PBL) activities, students expanded their awareness of pronunciation variations and legitimacy. The PBL scenario involved a classroom situation with a bias against the English accent of a student transferred from an Outer Circle English-speaking country (i.e., Filipino English). This activity encouraged students, as pre-service English teachers, to examine the role of English as a lingua franca, the legitimacy of different English accents, and the importance of global citizenship. Students, as future teachers, were encouraged to solve the problem by collaboratively creating instructional materials to address classroom issues in the scenario based on inclusive attitudes toward English varieties. This activity aimed to enhance the participants' cooperative communicative competency and inclusive values emphasized in the 2022 Revised National English Curriculum as well as to develop their openness to linguistic diversity.

### **Phase 3: Critical Understanding and Reflective Application (Weeks 6-10)**

In Phase 3, the students conducted a critical analysis of the developmental paths of Inner Circle English and Outer Circle Englishes, creating multimedia content that explained the analysis in easy terms for secondary school students. This project required participants to identify and present key similarities between these varieties to raise awareness of the legitimacy of Outer Circle varieties. Alongside this, they learned about shifts in foreign language teaching methods such as the transition from the Audiolingual and Grammar-Translation Method to Communicative Language Teaching. Additionally, the students examined how pronunciation contributes to communication, focusing on the concepts of accuracy versus fluency and intelligibility versus foreign accentedness. They were also taught the sociopolitical aspects of language, such as policy and politics related to language use, and adoption of the standard language. These activities and materials were designed to promote critical awareness of the sociopolitical importance of English and its pronunciation standards.

### **Phase 4: Pedagogical Application (Weeks 11-15)**

Phase 4 allowed students to apply the course materials they had learned throughout the semester practically to develop their own English learning resources. Students first conducted an in-depth study of the role of pronunciation in communicative language learning and teaching (Munro and Derwing 1995) and examined the pronunciation features of the Lingua Franca Core (Jenkins 2002). Additionally, they were informed about the educational goals and core competencies outlined in the 2022 Revised National Curriculum (Ministry of Education 2022a, 2022b, 2022c). Building on this knowledge, the participants undertook Project 2 in which they either redesigned existing English teaching materials or created new resources that reflected the principles of pronunciation diversity and global communicative perspectives on English education in the Korean context. This final project aimed to encourage students to apply their learning from the course to real-world classrooms as future teachers and to promote inclusive and communicative approaches in their upcoming teaching practices.

## **2.5 Data Analysis**

This study included a limited number of participants. The small sample size and specific context limit the broad applicability of our results. As a result, the study avoided making generalizations and instead focused on analyzing the attitudinal changes observed among the participants.

Data analysis was performed using *R* (version 4.4.2), starting with normality testing to select suitable statistical methods. First, this study included a relatively small sample of 21 participants. As the data did not meet the

normality assumption, the non-parametric Wilcoxon Signed-Rank Test was used to determine whether the attitudinal changes between pre- and post-intervention were statistically significant. This test is commonly employed for within-subject comparisons with small sample sizes and non-normal data (Field 2018). To complement the significance testing, Cliff's delta was calculated to assess the size of the change for each variable, which is a non-parametric measure of the effect size for ordinal data and small samples (Meissel and Yao 2024, Romano et al. 2006).

### 3. Results

#### 3.1 Changes in Attitudes Toward Preference for Standard English and Acceptance of World Englishes

This section reports on the changes in the overall attitudes of pre-service English teachers toward different varieties of English. Specifically, it examines changes in preferences for Standard English, represented by American and British English, and the level of acceptance of World English before and after the intervention. Changes were analyzed using the mean scores and standard deviations for each survey item as well as differences (Diff.) in response scores between the pre- and post-course surveys (Table 1). Additionally, box plots and density plots were used to illustrate the distribution of responses across all participants (Figure 2).

**Table 1. Changes in Attitudes toward Standard English Preference and Acceptance of World Englishes**

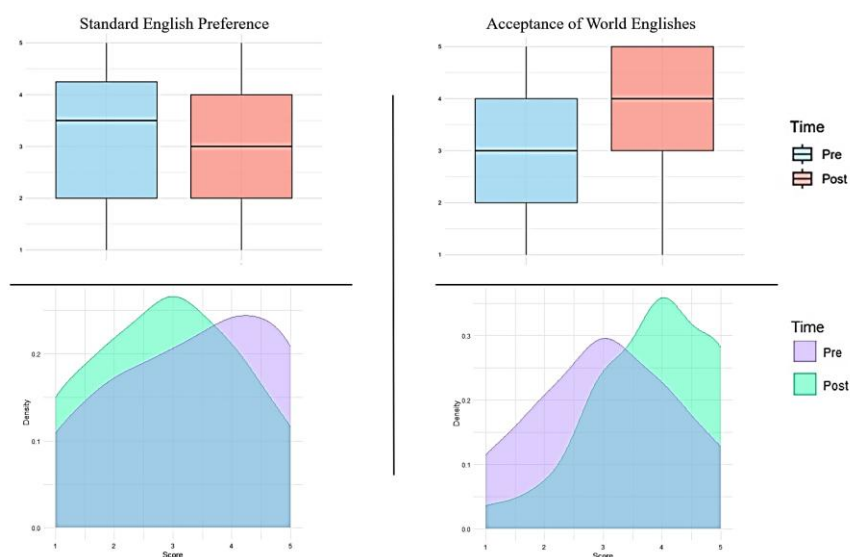
Variable	Item	Score				Diff.	N
		Pre	S.D.	Post	S.D.		
Standard English Preference	I believe that American English or British English is the standard form of the English language.	4.3	0.7	3.2	1.0	-1.1	21
	Schools in our country should teach only American or British English.	2.4	1.1	2.2	1.1	-0.2	21
	English teachers should be native speakers who speak (American or British) English fluently.	2.4	1.2	2.3	1.2	-0.1	21
	I want to be fluent in English with an American accent.	4.2	0.9	3.9	0.9	-0.3	21
	Average	3.3	1.3	2.9	1.3	-0.4	84
Acceptance of World Englishes	I have heard of the term "World Englishes."	2.2	1.0	4.5	0.7	2.3	21
	Localized forms of English, such as Konglish, Chinglish, and Singlish, should be taught in schools.	2.6	0.9	3.0	1.0	0.4	21
	English teachers who are fluent speakers from countries such as the Philippines, Singapore, or India are acceptable.	4.3	0.7	4.1	1.0	-0.2	21
	I believe my English pronunciation does not cause any problems in communication.	3.0	1.1	3.7	0.9	0.7	21
	Average	3.0	1.2	3.8	1.0	0.8	84

The results for each item examining overall attitudinal changes are as follows: for the item "I believe that

American English or British English is the standard form of the English language,” the average score decreased significantly from 4.3 (pre-test) to 3.2 (post-test), indicating a shift in their thoughts regarding the existence of a single Standard English. However, the desire to speak English fluently with an American English accent showed only a slight negative change from 4.2 (pre-test) to 3.9 (post-test), reflecting a persistent hope for American-accented fluency. For the two other items, “Schools in our country should teach only American English or British English,” and “English teachers should be native speakers who speak (American or British) English fluently,” the scores were already low in the pre-test (2.4) and showed minimal decreases of 0.2 and 0.1 points, respectively, in the post-test.

For the items assessing attitudes toward acceptance of World Englishes, the statement “I believe my English pronunciation does not cause any problems in communication” showed a positive change, with the average score increasing from 3.0 (pre-test) to 3.7 (post-test). However, unexpectedly, the acceptance of fluent English-speaking teachers from the Philippines, Singapore, and India decreased slightly by 0.2 points.

In summary, the preference for American and British English as standards declined after the course, while attitudes toward World Englishes improved. The participants displayed increased confidence in their ability to communicate effectively using their English accents. Conversely, a slight change in their desire to speak fluent English with an American accent remained an intriguing and disappointing finding.



**Figure 2. Boxplots and Density Plots of Standard English Preference and Acceptance of World Englishes**

For Standard English Preference responses, the boxplot indicates that the median score decreased from pre-test (3.5) to post-test (3.0). Furthermore, participants showed less variability in their responses on the post-test. The density plot shows that the distribution of responses from the pre-test was more concentrated on higher scores than on post-test scores. This suggests that students favored Standard English more strongly before the intervention. However, after the course, the overall distribution shifted toward lower scores (approximately 3), indicating a decrease in preference.

Regarding Acceptance of World Englishes, the boxplot indicates that the median score increased from 3 (pre-test) to 4 (post-test). The highest score was 5, indicating a greatly increased acceptance of World Englishes. The density plot shows that the pre-test responses were more evenly distributed around the center, whereas the post-

test responses exhibited a peak shift to the right, with higher scores. This change demonstrates a conceptual shift, with students adopting a more open and accepting attitude toward World Englishes after completing the course.

### 3.2 Changes in Cognitive Acceptance of Deviations from Standard English Pronunciation

Table 2 displays changes in tolerance among pre-service English teachers regarding deviations from Standard English pronunciation (1: strongly disagree, 5: strongly agree) in the areas of consonants, vowels, and suprasegmentals. The survey included 11 non-core items (not essential in EIL context) and three core items (essential in EIL context, underlined in Table 2) from Jenkins (2002).

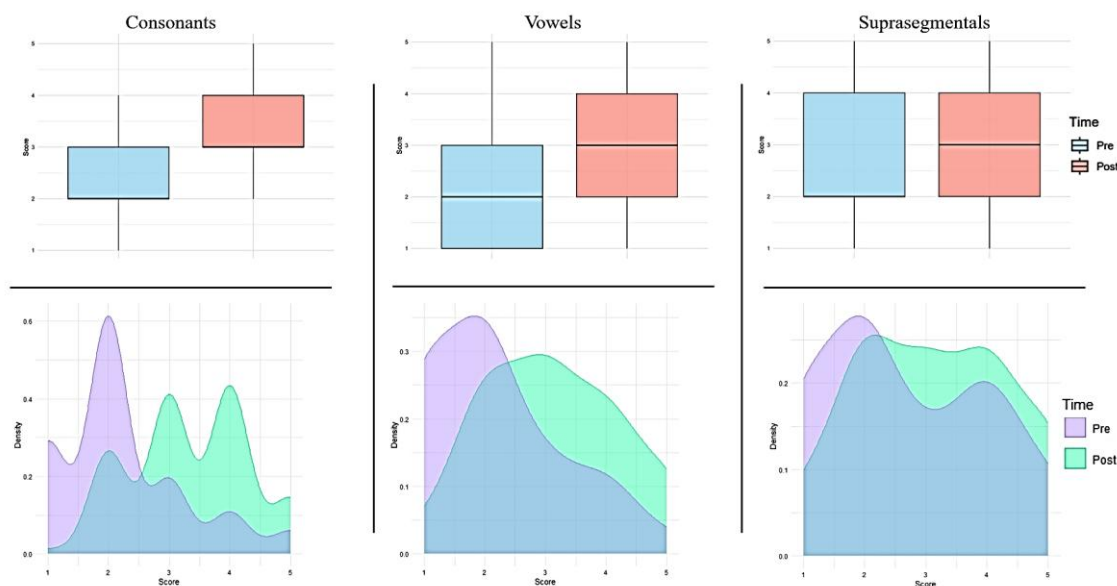
**Table 2. Changes in Cognitive Acceptance of Deviations from Standard English Pronunciation**

Variable	Item	Mean Score				Diff.	N
		Pre	S.D.	Post	S.D.		
Consonants	Learning the 'th' sounds in words such as "they" or "thin," or the 'l' sound in "milk," is not essential.	2.0	0.8	3.1	1.0	1.1	21
	Learning the pronunciation of the 'r' sound in British English is not essential.	2.5	1.2	3.4	1.0	1.0	21
	Learning the American English 't' sound in words such as "better" is not essential.	2.4	1.2	3.5	0.9	1.1	21
	<u>Pronouncing the /p/, /t/, and /k/ sounds in words such as "pie," "tie," and "kve" with aspiration is not essential.</u>	2.5	1.1	3.2	0.9	0.8	21
	Pronouncing consonant clusters at the end of words such as "sixth" accurately is not essential.	1.9	0.7	3.5	1.1	1.6	21
	Average	2.2	1.1	3.3	1.0	1.1	105
Vowels	Learning the vowel-length difference in words such as "nap" and "nab" is not essential.	2.0	1.0	2.9	1.2	0.9	21
	<u>Learning the vowel differences in words such as "beat" and "bit" is not essential.</u>	1.9	1.0	3.0	1.1	1.1	21
	Learning the vowel qualities of native American or British English speakers is not essential.	2.6	1.2	3.4	1.0	0.8	21
	Average	2.2	1.1	3.1	1.1	0.9	63
Suprasegmentals	Pronouncing articles such as "the," auxiliary verbs such as "is," or prepositions such as "of" in their reduced forms, as native speakers do, is not essential.	3.1	1.1	3.4	1.1	0.2	21
	Pronouncing each word clearly when speaking English is sufficient, and learning connected speech as native speakers is not essential.	2.6	1.4	3.5	1.1	0.9	21
	Learning the unique rhythm of English spoken by native speakers is not essential.	2.9	1.4	3.1	1.2	0.3	21
	Learning the stress patterns of English words is not essential.	2.6	1.4	3.0	1.3	0.4	21
	Varying intonation to convey attitudes or grammatical information when speaking English is not essential.	2.1	1.2	2.9	1.3	0.7	21
	<u>Stressing the most important words in a sentence to convey key information is not essential.</u>	2.8	1.4	2.9	1.4	0.1	21
	Average	2.7	1.3	3.1	1.2	0.4	126

The participants exhibited similar tolerance levels for the items, regardless of whether the features were core or non-core. For consonants, the average score increased from 2.2 (pre-test) to 3.3 (post-test), representing a rise of 1.1 points. Aspirated stop sounds, the only core feature among the consonant-related items, showed the smallest difference. In one non-core item, "Pronouncing the clusters of consonants at the end of words such as 'sixth'

accurately is not essential,” acceptance increased the most. Pre-service English teachers initially had a negative view toward deviations from standard norms but became more neutral after the intervention. For vowels, the average score increased from 2.2 (pre-test) to 3.1 (post-test), with a difference of 0.9 points. Among the vowel-related items, “Learning vowel differences in words such as ‘beat’ and ‘bit’ is not essential” (which is a core feature) showed the largest change, at 1.1 points, which is not desirable. Items related to suprasegmentals showed a smaller increase, with the average score rising from 2.7 (pre-test) to 3.1 (post-test), with a difference of 0.4 points.

While the change in suprasegmentals was less pronounced than that in consonants and vowels, the results still suggest a growing acceptance of deviations in suprasegmental features, such as stress and intonation. Regarding suprasegmentals, participants already demonstrated a greater tolerance for deviations from Standard English than for vowels and consonants in the pre-test. This baseline contributed to the smaller observed differences between the pre- and post-test scores. The item “Pronouncing each word clearly when speaking English is sufficient, and learning connected speech as native speakers is not essential” showed the largest differences in pre- and post-test scores, indicating an increasing acceptance of alternative speech patterns. Additionally, the last “sentence stress item” (the core feature) showed the smallest increase in tolerance after the intervention, which was both desirable and expected. Participants became the most tolerant of deviations in consonants, which showed the greatest increase in average scores. However, the post-test scores, which hovered around 3, indicated that this progress did not completely change their attitudes toward accepting pronunciation variations.



**Figure 3. Boxplots and Density Plots of Cognitive Acceptance of Pronunciation Deviations**

The median scores for consonants, vowels, and suprasegmentals in the boxplots increased from 2 (pre-test) to 3 (post-test) (Figure 3). Density plots show that the post-test scores for pronunciation deviations shifted clearly to the right, indicating that students became less strict in following pronunciation rules. This change suggests a more relaxed attitude toward pronunciation norms after the course. Overall, the pre-service English teachers developed a more flexible and accepting attitude toward English pronunciation norms after the course.

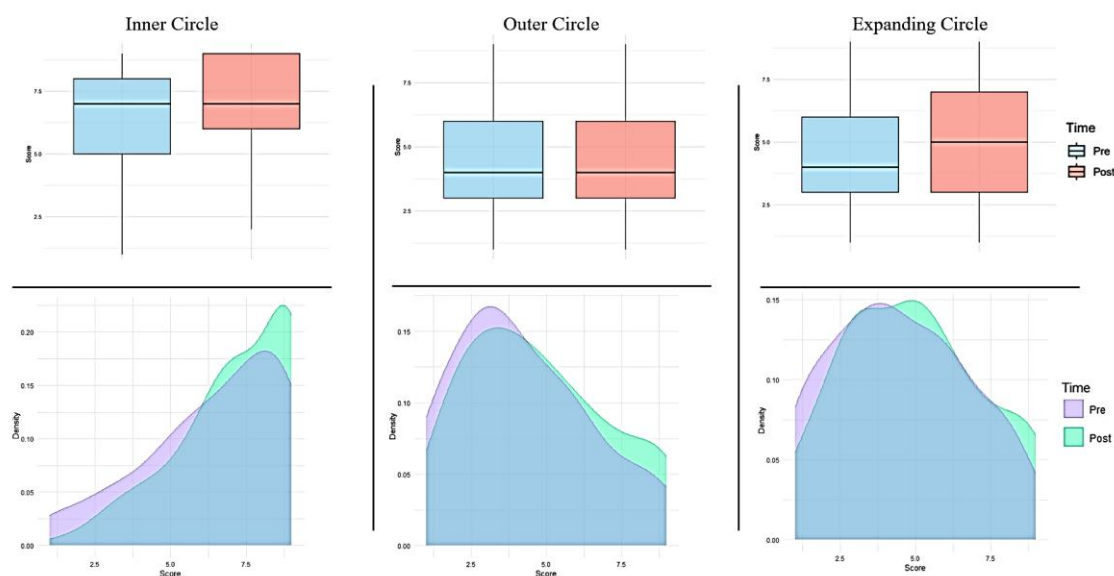
### 3.3 Changes in Accentedness Evaluation Behaviors Toward World Englishes

Table 3 presents how the participants' accentedness ratings changed before and after class, focusing on how pre-service English teachers evaluated speakers from 15 countries. The speakers were grouped into Inner, Outer, and Expanding Circles according to Kachru's (1985) Three Concentric Circles model.

**Table 3.** Changes in Accentedness Evaluation Behaviors toward World Englishes

Varieties	Mean Score				Diff.	N
	Pre	S.D.	Post	S.D.		
Inner Circle	6.422619	2.267968	7.107143	1.901892	0.684524	168
Outer Circle	4.220238	2.257192	4.708333	2.35312	0.488095	168
Expanding Circle	4.513605	2.265218	4.914966	2.285788	0.401361	294

The analysis of participants' accentedness rating behavior revealed the following changes. For Inner Circle English, the average score increased from 6.42 (pre-test) to 7.11 (post-test), representing the largest increase of 0.68 points. For Outer Circle English, the average score rose from 4.22 (pre-test) to 4.71 (post-test), showing a moderate increase of 0.48 points. For Expanding Circle English, the average score changed from 4.51 (pre-test) to 4.91 (post-test), showing the smallest increase of 0.40 points. Contrary to expectations, the most significant improvement occurred in evaluating Inner Circle English, whereas the Expanding Circle English ratings showed the least change. These findings suggest that participants became slightly more accepting of accents from all circles, but at the same time, native speaker norms maintained a persistent influence despite the course's focus on fostering openness to diverse English varieties.



**Figure 4.** Boxplots and Density Plots of Accentedness Rating for Englishes from Three Circles

In Figure 4, the boxplots reveal patterns that are slightly different from those based on average score changes. For Inner and Outer Circle English, the median scores remained unchanged at 7 and 4 before and after the course, respectively. In contrast, for Expanding Circle English, the median score increased from 4 (pre-test) to 5 (post-

test). Although the average score change for Expanding Circle English was the smallest, the distribution of responses broadened. The density plots provide additional insights into the changes in the responses. Although there was a slight shift toward higher scores in the post-test responses, the overall patterns between the pre-test and post-test remained unchanged.

### 3.4 Results of Statistical Analyses

Table 4 summarizes the results of the Wilcoxon Signed-Rank Test, which was used to compare the participants' pre- and post-test responses across each attitudinal domain. The table also includes Cliff's delta values to interpret the practical significance of the observed differences.

**Table 4.** Results of Wilcoxon Signed-Rank Tests and Effect Sizes

Domain	Variables	V	<i>p</i>	Effect Size (Cliff's Delta)	Effect Size Interpretation
Affective	Standard English Preference	1128.5	.005	0.187	small
	Acceptance of World Englishes	262	< .001	-0.366	medium
Cognitive	Consonantal Deviation	309	< .001	-0.558	large
	Vocalic Deviation	235.5	< .001	-0.451	medium
	Suprasegmental Deviation	1434	.003	-0.194	small
Behavioral	Accentedness Evaluation: Inner Circle	9525	.016	-0.094	negligible
	Accentedness Evaluation: Outer Circle	2564.5	< .001	-0.171	small
	Accentedness Evaluation: Expanding Circle	3312	.013	-0.116	negligible

All variables were statistically significant. However, effect sizes varied from negligible to large. Specifically, the preference for Standard English declined significantly, with a small effect size, while the Acceptance of World Englishes showed a medium effect size ( $\delta = -0.37$ ), reflecting a more notable shift in affective attitude. In the cognitive domain, Consonantal and Vocalic Deviation exhibited medium ( $\delta = -0.558$ ) to large ( $\delta = -0.451$ ) effect sizes, suggesting more substantial shifts than Suprasegmental Deviation ( $\delta = -0.194$ ) in openness to Global Englishes norms. However, behavioral responses such as accentedness evaluations of speech from the three circles were significant, with negligible to small effect sizes. In summary, participants exhibited more changes in some attitudinal aspects after the intervention, indicating that the behavioral domain was the most challenging to change.

## 4. Discussion

This study explored the attitudes of Korean pre-service English teachers toward World Englishes, focusing on

how their views on pronunciation diversity changed during their participation in a course on recognizing different English varieties, understanding their origins and development, and appreciating the communicative importance of English as a lingua franca. Changes in attitude were observed across three aspects of language attitudes: affective, cognitive, and behavioral.

Pre-course findings revealed that students held mixed feelings about World Englishes, considering Inner Circle Englishes as the standard and aiming for a “nativelike” pronunciation (i.e., mainly American English in the Korean context). They recognized the importance of mastering the 14 pronunciation features in a nativelike way. However, they also expressed willingness to include Outer and Expanding Circle Englishes in Korean English education. When rating 15 English accents, students unsurprisingly favored Inner Circle varieties for their nativelikeness.

A comparison of pre- and post-course assessments showed overall positive changes in attitudes: students became more accepting of World Englishes, gained confidence in their Korean-accented English, became more tolerant of pronunciation differences from native norms, and perceived less accentedness on average in speech from all three circles of World Englishes. However, the results indicated that the effects of the intervention were not substantial, leading to discussions from several critical perspectives.

First, despite a significant decline in perceptions of American or British English as the standard, and an increase in the belief that their own Korean-accented English does not hinder communication in a globalized world, the participants' attitudes toward their own English largely aligned with American English norms. Specifically, the relatively small change in participants' desire to speak fluent English with an American accent underscores their complex attitudes. While participants conceptually and emotionally embraced World Englishes, they still viewed American English as the benchmark for proficiency.

This preference for American English among Korean English learners appears to be stronger than expected. Previous research, whether focused on English teachers, learners, or their parents, has consistently shown that for most Koreans, English is equated with American English (Chang 2005). Furthermore, most Koreans dream of becoming nativelike speakers, considering American English to have a prestigious standard of accuracy (Young and Walsh 2010). Our findings confirm that this deeply rooted preference for American English is difficult to change and is even more reinforced when participants evaluate their own English. The persistent belief is that American English, in the Korean context, represents a personal linguistic ideal, even if the acceptance of World Englishes as a global standard is assumed.

Second, when participants responded to questions about the necessity of learning specific pronunciation features (i.e., their acceptance or rejection of deviations from native norms), the results showed statistically significant changes. However, the average scores remained around 3 out of 5, indicating a neutral stance rather than a major shift toward acceptance. The course content included discussions on Jenkins (2002), and the participants recognized that non-core pronunciation features were less important in EIL. Nonetheless, they held back on their evaluations and were hesitant to implement the intervention regarding pronunciation intelligibility and flexibility, choosing a more reserved approach instead.

Finally, for accentedness ratings, surprisingly, the largest change occurred in the scores for Inner Circle English, whereas the scores for that of the Outer and Expanding Circles showed smaller changes. However, the Expanding Circle only exhibited an increased median score and a wider response distribution. This suggests greater diversity in participants' evaluations; while some became more accepting of Expanding Circle accents, others showed more reservation. The limited shift in response patterns suggests that although affective and cognitive acceptance of World Englishes may have improved, this change has not been fully reflected in participants' behavioral evaluations of accentedness. Furthermore, the course was more effective in promoting conceptual understanding than in changing accentedness evaluation behavior. The intervention included activities to familiarize students

with various English accents. However, these activities mainly aimed to raise awareness and improve the understanding of different English varieties worldwide rather than to enhance listening skills for accented speech. The lack of more targeted and intensive listening practices likely contributed to the limited changes in behavioral responses, such as accentedness evaluations.

In short, the pre-service English teachers' attitudes toward World Englishes in this study remained ambivalent both before and after the intervention. Although there were changes in the affective and cognitive aspects of language attitudes, the extent of these changes varied depending on the variables, suggesting that, overall, these changes were not substantial. It also seems that changing behavioral attitudes is challenging.

These findings highlight the importance of thorough discussions and strategies for shaping language attitudes, particularly when teaching L2 English pronunciation in a globalized world. More fundamental and comprehensive efforts are necessary, such as societal shifts in perceptions of English and systematic changes in the 12-year educational curriculum.

## 5. Conclusion

This study investigated changes in pronunciation-related attitudes among pre-service English teachers after a semester-long course on World Englishes, focusing on three dimensions of attitude: affective, cognitive, and behavioral. The observed attitudinal changes were generally limited, which aligns with previous studies highlighting the deeply rooted and resistant nature of Korean learners' and pre-service teachers' perceptions of native English speakers' authority. Galloway and Numajiri (2020) surveyed English teachers and emphasized the importance of curriculum reform and teacher-training program syllabi designed specifically for education on Global Englishes education. The findings also emphasize the need for more fundamental changes in teacher education programs.

Nevertheless, investigating changes in pre-service English teachers' attitudes toward English has several implications. First, it promotes a shift in the perception of English as a medium for embracing diversity and realizing community values by enhancing awareness and acceptance of various English varieties. Second, it contributes to English education through inclusive and context-sensitive teaching practices that move beyond a single standard and incorporate diverse cultural understandings. In other words, this research supports the ultimate goal of English education, which is to prepare learners not only for communicative competence, but also for meaningful, inclusive participation in a globalized world.

Instead of trying to generalize the findings, this study offers a descriptive overview of the various aspects of attitudinal change. Future research could include a control group, gather and analyze qualitative data on classroom experiences and attitude changes, and observe long-term changes to enable more detailed and specific insights into how attitudes develop.

## References

- Ahn, H. 2013. English policy in South Korea: A role in attaining global competitiveness or a vehicle of social mobility? *Journal of English as an International Language* 8(1), 1-20.
- Ahn, H. 2014. Teachers' attitudes towards Korean English in South Korea. *World Englishes* 33(2), 195-222.
- Ahn, H. 2015a. Assessing proficiency in the National English Ability Test (NEAT) in South Korea. *English Today*

31, 34-42.

- Ahn, H. 2015b. Awareness of and attitudes to Asian Englishes: A study of English teachers in South Korea. *Asian Englishes* 17(2), 132-151.
- Brown, H. D. 2014. *Principles of Language Learning and Teaching: A Course in Second Language Acquisition*. Pearson.
- Chang, S. 2005. Who do you like? Korean parents' preferences in the selection of English teachers for their children. *English Language Teaching* 17(4), 1-31.
- Ethnologue. 2024. What are the top 200 most spoken languages? Available online at <https://www.ethnologue.com/insights/ethnologue200/>
- Field, A. 2018. *Discovering Statistics Using IBM SPSS Statistics* (5th ed.). SAGE Publications.
- Galloway, N. 2017. *Global Englishes and Change in English Language Teaching: Attitudes and Impact*. Routledge.
- Galloway, N. and H. Rose. 2015. *Introducing Global Englishes*. Routledge.
- Galloway, N. and T. Numajiri. 2020. Global Englishes language teaching: Bottom-up curriculum implementation. *TESOL Quarterly* 54(1), 118-145.
- Garrett, P. 2010. *Attitudes to Language*. Cambridge University Press.
- Haberland, H. 1989. Whose English, nobody's business. *Journal of Pragmatics* 13, 927-938.
- Ishikawa, T. 2017. Japanese university students' attitudes towards their English and the possibility of ELF awareness. *Journal of English as a Lingua Franca* 6(2), 237-263.
- Jenkins, J. 2000. *The Phonology of English as an International Language*. Oxford University Press.
- Jenkins, J. 2002. A sociolinguistically based, empirically researched pronunciation syllabus for English as an international language. *Applied Linguistics* 23(1), 83-103.
- Jenkins, J. 2006. Current perspectives on teaching World Englishes and English as a Lingua Franca. *TESOL Quarterly* 40(1), 157-181.
- Kachru, B. 1985. Standards, codification and sociolinguistic realism: The English language in the outer circle. In R. Quirk and H. Widdowson, eds., *English in the World: Teaching and Learning the Language and Literatures*, 11-30. Cambridge University Press.
- Kang, S.-S. and S.-K. Lee. 2012. A survey of Korean English teachers' perceptions and attitudes about the common features of English as a Lingua Franca: Focusing on the lexical and grammatical features. *Korean Journal of English Language and Linguistics* 12(3), 379-401.
- Kim, E.-Y. and H.-O. Kim. 2018. Korean adult learners' perception towards World Englishes and its relation to speaking anxiety. *Korean Journal of English Language and Linguistics* 18(1), 99-118.
- Kirkpatrick, A. 2021. Teaching (about) World Englishes and English as a Lingua Franca. In A. Onysko, ed., *Research Developments in World Englishes*, 251-269. Bloomsbury Academic.
- Labov, W. 1970. The logic of nonstandard English. In J. E. Alatis, ed., *Report of the Twentieth Annual Round Table Meeting on Linguistics and Language Studies*, 1-43. Georgetown University Press.
- Levis, J. M. 2005. Changing contexts and shifting paradigms in pronunciation teaching. *TESOL Quarterly* 39(3), 369-377.
- Meissel, K. and E. S. Yao. 2024. Using Cliff's delta as a non-parametric effect size measure: An accessible web app and R tutorial. *Practical Assessment, Research, and Evaluation* 29(2), 1-12.
- Milroy, J. 2007. The ideology of standard language. In C. Llamas, L. Mullany and P. Stockwell, eds., *The Routledge Companion to Sociolinguistics*, 133-139. Routledge.
- Ministry of Education. 2022a. *2022 Revised National Curriculum: General guidelines*. Ministry of Education of the Republic of Korea. Available online at <https://www.moe.go.kr/>

- Ministry of Education. 2022b. *2022 Revised National Curriculum: English subject curriculum*. Ministry of Education of the Republic of Korea. Available online at <https://www.moe.go.kr>
- Ministry of Education. 2022c. *Towards a better future: 2022 Revised National Curriculum: General overview*. Edunet T-clear. Available online at <https://www.edunet.net/cmnbBoard/view/31/102912>
- Munro, M. J. and T. M. Derwing. 1995. Foreign accent, comprehensibility, and intelligibility in the speech of second language learners. *Language Learning* 45(1), 73-97.
- Nayar, P. B. 1997. ESL/EFL dichotomy today: Language politics and pragmatics? *TESOL Quarterly* 31(1), 9-37.
- Quirk, R. 1985. The English language in a global context. In R. Quirk and H. G. Widdowson, eds., *English in the World: Teaching and Learning the Language and Literatures*, 1-6. Cambridge University Press.
- R Core Team. 2024. R: A language and environment for statistical computing (version 4.4.2) [Computer software]. Available online at <https://www.R-project.org>.
- Rajagopalan, K. 1997. Linguistics and the myth of nativity: Comments on the controversy over 'new/non-native Englishes.' *Journal of Pragmatics* 27(2), 225-231.
- Rajprasit, K. 2023. 'Do as WE do': Teaching world Englishes in a general English course to Thai students. *RELC Journal* 54(1), 291-299.
- Romano, J., J. D. Kromrey, J. Coraggio and J. Skowronek. 2006. Appropriate statistics for ordinal level data: Should we really be using t-test and Cohen's d for evaluating group differences on the NSSE and other surveys? *Annual Meeting of the Florida Association of Institutional Research*.
- Shim, Y.-S. 2015. Korean EFL teachers' perceptions of World Englishes. *Korean Journal of Applied Linguistics* 31(1), 149-172.
- Song, K.-S. 2011. University students' language attitudes toward global society English: Teaching World Englishes. *Korean Journal of English Language and Linguistics* 11(3), 497-519.
- Weinberger, S. 2015. *Speech accent archive*. George Mason University. Available online at: <http://accent.gmu.edu>
- Young, T. J. and S. Walsh. 2010. Which English? Whose English? An investigation of 'non-native' teachers' belief about target varieties. *Language, Culture & Curriculum* 23, 123-137.
- Yuwita, M. R. and N. D. Ambarwati. 2023. Exploring university students' attitudes towards their English accent and native English accents. *Linguistics and Literature Journal* 4(1), 21-27.

Examples in: English

Applicable Languages: English

Applicable Level: Tertiary