



VIETNAMESE LEARNERS' ATTITUDES TOWARDS AMERICAN AND BRITISH ACCENTS

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Abstract:

English possesses different varieties due to its worldwide usage which challenges the tendency of favorite accents among EFL classrooms in non-English speaking countries. However, learners show more positive familiarity and preference for General American English (GA) and British English, Received Pronunciation (RP) which are grouped as the inner-circle of English. This study investigated 53 students in a university in southern part of Vietnam. They were asked to complete an online questionnaire which examined their evaluations of two accents on different traits of status and solidarity, their preference and familiarity. A verbal guise technique is employed with two female native speakers. The data was analyzed by SPSS with different T-tests and ANOVA. The study revealed that the respondents showed greater recognition and evaluations for GA which associated with prestige, familiarity and social attractiveness. Nearly two-thirds of participants revealed a preference to the American speaker although more than half of them did not recognize where she was from.

Keywords: RP, GA, attitudes, verbal guise, EFL

1. Introduction

English is the most popular language all over the world with approximately 1.5 billion speakers (Crystal, 2000). It is spoken as lingua franca (Jenkins, 2007) among non-native speakers with different first language backgrounds. Vietnam is listed as the EFL country where English is an obligatory subject. However, not many Vietnamese people could communicate fluently in English because of the examination driven in which grammar and vocabulary are focused while communicative proficiency is ignored (Pham, 2005). In the international integration, English becomes more and more important at workplaces so that it has received more attention at schools and people have many opportunities to expose with different English accents which results in the divergence in attitudes to

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various varieties of English. Learner's attitudes have attracted a variety of studies in the field of sociolinguistics among scholars and researchers (Lambert et al., 1960; Osgood, 1964; Carranza & Ryan, 1975; Matsuura et al., 1994). However, research studying attitudes of Vietnamese learners towards English accents has been scarce. The current study, therefore, investigates Vietnamese learners' evaluations of British accent and General American accent on different traits as well as explores their preferences. The result offers precious understanding into English status which aids university students to define their motivations, goals and accent preferences. The current study also imposes pedagogical implications for teaching pronunciation.

2. Literature Review

2.1 English in Vietnam

Vietnam is situated in the expanding circle of English (Kachru, 1992) and English is taught as a foreign language. Language education in Vietnam is affected by its relationships with other countries like China, the US and Russia (Wright, 2002). English became more important in Vietnam since the new economic reform in 1986 and played as the fundamental foreign language in Vietnam (Wilson, 1993; Mydans, 1995; Shapiro, 1995) due to the development of English as a tool for international cooperation. Especially, becoming a member of World Trade Organization (WTO) in 2006 has a big influence on the importance of learning English which makes English become a compulsory subject from the first grade in public primary schools.

2.2 Language Attitudes and Accents

As defined by Crystal (1992), language attitude is people's feelings towards their own language or others' language. Gardner & MacIntyre (1991) asserted that learner's attitudes have an impact on students' language-learning outcomes. Therefore, studying language attitudes is necessary to the development, decay, restoration and destruction of language (Baker, 1992). Accent refers to varieties in pronunciation of a particular language and it indicates both manners of pronunciation and social information (Edwards, 1999). According to Crystal (2012), the standard accent in the UK is Received Pronunciation (RP) while it is General American English (GA) in the US. The main differences between two varieties of English, RP and GA, are pronunciation and spelling (Pyles & Alegeo, 1993) such as rhoticity; the absence of /v/; the use of /æ/ rather than /ɑ:/, dark [ɫ] in all positions by American speakers (Trudgill & Hannah, 2013). Those two accents are considered as the most proper forms of English in the world. However, their dominance is varied in different parts of the world.

2.3 Previous Studies

Attitudes of English users towards different varieties have attracted numerous scholars, researchers and teachers in the field of teaching English. On the one hand, RP English received optimistic views and is considered as the standard type among students (Hiraga 2005; Zhang, 2009). There were a few instructors who conveyed to their pupils that RP

was more valued (Söderlund and Modiano, 2002). In 1999, a study was conducted on seven schools in Sweden to examine which pronunciation of English students would choose, RP or GA showed that RP has superiority (Mobärg, 1999). His study showed that RP dominated. On the other hand, another study in 1999 showed that most of the students, 61.3%, preferred GA (Söderlund & Modiano, 2002). In Vietnamese context, a study conducted in 2000 showed that 44.2% students favored RP, 32.6% liked GA, 15.8% preferred Vietnamese-accent English, 4.4% chose Australian English, and 1.3% voted others (Do, 2000). However, media has increasingly influenced the use and attitudes towards GA (Axelsson, 2002). In addition, gender bias in evaluation has also attracted many scholars and researchers. For example, an experiment was conducted in a university in 2017 by Boring revealed that male students ranked female teachers worse than female students did (Boring, 2017). This brief summary suggests that there is a need for more studies addressing the evaluations and preferences on two native accents of English among Vietnamese students.

This research aims to examine the attitudes of Vietnamese EFL learners towards RP and GA accents and investigate how different they are rated across different traits. It also aims to test which variety of English is preferred in Vietnamese context and investigate the possible explanations for this dominance by answering two following research questions

- 1) Do Vietnamese learners prefer RP or GA accents?
- 2) Do Vietnamese learners rate RP and GA differently on status and solidarity traits? If so, to what extent?

3. Material and Methods

To examine Vietnamese students' attitudes towards RP and GA, a verbal guise technique (VGT) was adopted since it provides a better foundation for conclusions about accents comparing with the matched-guise technique (Cargile, Takai & Rodriguez, 2006). In VGT, the spontaneous speech of real speakers is used; hence, the attitudinal results would be more reliable and authentic. The institutional ethical approval will be obtained before collecting any data.

3.1 Sample Population and Participant Selection

The participants in this study are Vietnamese university students doing an English course because many studies have chosen university students as their target population to explore the attitudes towards English varieties (Dalton-Puffer et al. 1997; McKenzie 2010). Their responses might be fully formed and quite consistent. A convenience sampling method is employed to recruit respondents since it is easier and more effective than other methods to conduct (Ackoff, 1953). The sample comprised 53 Vietnamese learners who were from 18 to 23 (mean=21.3 years old). The average year of learning English was 14.5 with a maximum of 17 years and a minimum of 11 years. There were 31 female students (58.5%) and 22 male students (41.5%). All participants were undergraduate students at

university in which 11% of them are first year students (N=6); 17% are sophomores (N=9); 32% are juniors (N=17) and 40% are seniors (N=21).

3.2 Research Design

Online surveys including a Five-point Likert scale, Yes/No questions and open-ended questions were adapted in this research (see Appendix C). In terms of selecting traits, according to El-Dash & Busnardo (2001), different communities reacted to the same adjectives differently. Therefore, a pilot test was run to collect high frequent adjectives recommended by 10 Vietnamese university students. This test is based on the study of Mackenzie (2008) in Japan. An online questionnaire was sent to a group of students in a university in Ho Chi Minh city, Vietnam in which students are asked to comment 5 to 8 adjectives to describe two speakers after listening to their lectures (see Appendix A). The most frequent adjectives were chosen belonging to two categories as follows (see Appendix B).

Status	Solidarity
Intelligent, Educated, Confident, Clear, Fluent, Knowledgeable, Authoritative, Professional	Friendly, Attractive, Cool, Serious

3.3 Data Collection

The five-point Likert scaling questionnaire was used as it is commonly implemented as a technique to measure participant's attitudes (Corbetta, 2003). The additional comments are also added in the questionnaire to elicit more data about their choices. There were two sections, the first section evaluates two speakers in terms of twelve traits (four in solidarity traits and eight in status traits), their preferences, familiarity and describes where speakers are from while the second part elicits demographic information of learners comprising their level of study, which variety they learned at school and how many years they have learned English using multiple choice and short answers questions. Four female native speakers in which two Americans (Seattle and California) and two are from Manchester, UK would be invited to be sample speakers. I chose female speakers for my study because of two reasons. First, there is a sex bias in the evaluation of female and male instructors (Kaschak, 1978; Paludi & Bauer, 1983) so that all speakers should be in the same gender. Second, in the early 20th century, a higher ratio of female teachers to male teachers has been found in the teaching profession in different countries (Kelleher, 2011); consequently, females would be more familiar with the target population in order to obtain more reliable results. Four speakers were given a prepared text (see Appendix D) which is an introduction of an English course. It is relevant to university students because English is a compulsory subject. The text was designed carefully to avoid revealing any speaker's profile. They are asked to rehearse a few times to record the speech as natural as possible. Although the scripted text makes the recordings less natural compared with the bullet point method, it is used because it could avoid the divergence in the recording files which may affect pupils' evaluations. One RP and one GA recordings would be chosen from the database of four speakers based on their voice

quality and speech rate. A 27-year-old American teacher and a 25-year-old British PhD student were chosen because their voices are clear to present the difference between RP and GA. Both recordings are in good condition with no noise and relatively similar speed and tone. Participants were asked to do the survey online because my study is based on Vietnamese learners, so the online survey is much more convenient. In addition, online survey enables quick access and store data at any time. However, learners might give invalid results as they could tick randomly without listening or submit incomplete answers. To minimize the drawback, incomplete answers would be eliminated. The survey was posted on Facebook groups of university students within four days.

3.4 Data Analysis

The data was analyzed by SPSS. First, the coding step was conducted to convert words data into numeric data. For items with 5 scales, strongly disagree to strongly agree would be replaced by 1 to 5). Gender would be labeled as 1 for male and 2 for female. For questions with 3 possible answers, they would be converted into 1 to 3. The mean scores for each speaker on each trait and all traits were calculated and presented in line graphs. Many T-tests were conducted in order to compare the mean scores of RP status with GA status; RP solidarity with GA solidarity; RP status with RP solidarity; GA status with GA solidarity and RP overall score with GA overall to find any significant differences. One-way ANOVA tests were run to weigh up the overall means and each trait means by participants' gender and check the p- value to check whether there is a significant gender effect. Moreover, the percentage of familiarity, language taught at schools and learners' preference were counted and presented in pie graphs for further discussion.

4. Results and Discussion

The result from the paired sample T-test suggested that there is a significant difference in mean scores of two speakers ($p < 0.05$). Overall, GA is rated more positively than RP (mean=3.35, SD=0.56 and mean=2.82, SD=0.83, respectively) (Table 1).

Table 1: Mean scores on all traits (N=53)

	RP		GA		t-test		
	Mean	SD	Mean	SD	t	df	p
Mean scores	2.82	.61	3.35	.08	7.239	52	.000*

Note: * = significant at the level of .05

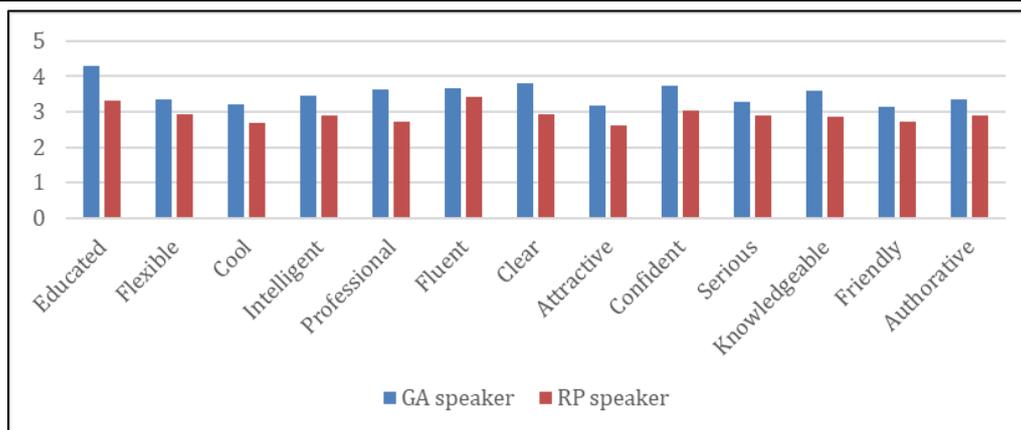


Figure 1: Mean scores on all traits

All mean scores of investigated traits were shown in figure 1. Significantly, GA speaker was ranked higher than RP speaker in every single trait. Both two speakers are rated highest on status trait and lowest on solidarity trait. In particular, GA accent was rated highest on the educated trait (Mean=4.30, SD=0.70) and RP accent got the highest score on fluency (Mean=3.42, SD=1.22). The lowest mean score of American speaker is on friendliness (mean=3.15; SD=1.1) while the British speaker was ranked as the least cool accent (mean=2.70, SD=0.93). Interestingly, an independent sample T-test comparing the mean scores of two speakers on both dimensions by gender showed that there were no significant differences found between female and male learners when rating RP and GA speaker as shown in Table 2. However, the gender bias which is normally present when making judgments. The finding was inconsistent with other studies which concluded that female undergraduates evaluated female lecturers more positively than male undergraduates did (Hancock, Shannon, and Trentham, 1993; Tatro, 1995; Summers, 1996).

Table 2: Mean scores on all traits by males and females

	Male (N=22)		Female (N=31)		t-test			
	M	SD	M	SD	t	F	p	d
GA	3.50	.718	3.52	.768	-.077	.004	.412	-.016
RP	2.86	.654	3.01	.846	-.715	2.037	.160	-.154

Note: * = significant at the level of .05.

4.1 Attitudes towards Status and Solidarity Traits

The mean ratings of sample candidates on each trait are shown in Table 3. Both speakers were evaluated more positively on competence traits than solidarity traits.

Table 3: The mean scores of each speaker on status and solidarity

Traits	GA		RP	
	M	SD	M	SD
Status	3.69	.769	3.01	.777
Solidarity	3.23	.787	2.78	.737

As can be inferred from the table, American speaker was rated significantly high in both dimensions which suggested that GA English is viewed as a more prestigious and attractive language than RP English. Specifically, there is a generic pattern for both speakers on both traits in which participants rated higher in status than solidarity and significantly more positive on speaker 1 (GA) than speaker 2 (RP).

4.2 Attitudes towards Familiarity

The result showed that learner's preference seemed to be in a relationship with their awareness of linguistics characteristics. Specifically, respondents had a tendency to prefer the variety which they thought to be easier to understand and produce (Table 4).

Table 4: Mean scores of two speakers on understandable and imitable traits

Trait	GA speaker		RP speaker	
	Mean	SD	Mean	SD
Easy to understand	4.64	0.56	3.32	0.98
Easy to imitate	3.81	0.58	3.08	0.98

The majority of respondents shared that they are taught General American English (64.2%) while 24.5% said that they learnt British English and 11.3% voted for others (Figure 2). This finding is consistent with the level of familiarity of learners with target languages. More people revealed that they were familiar with GA accent than RP accent (67.9% for the former and 43.4% for the latter) (see Appendix H). The more pupils felt familiar with what they were taught at the institution, the more positively they ranked.

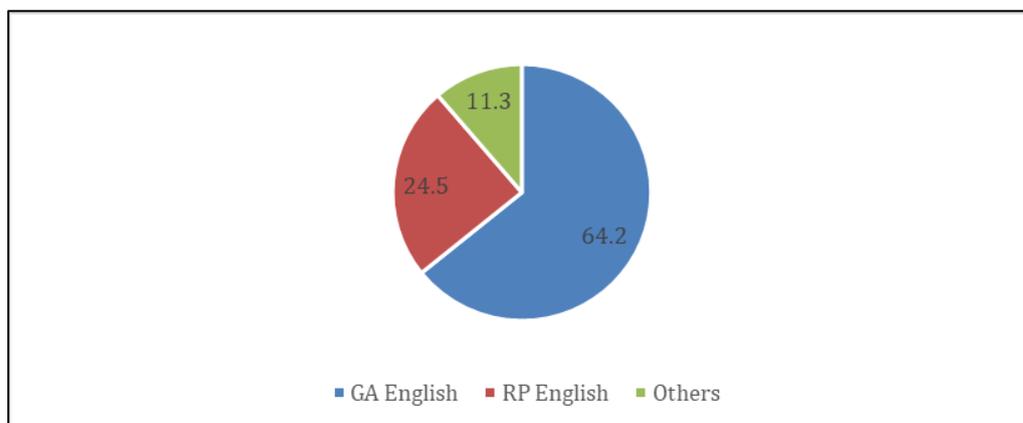


Figure 2: The percentage of different varieties of Vietnamese students learnt at school

In terms of other varieties, they noted that they were taught several varieties from three circles, including inner circle (Australian), outer circle (Singaporean English) and expanding circle (Vietnamese English, Chinese English) (Figure 3). It might be explained by the location of Vietnam in the map, learners tended to mention Asian English.

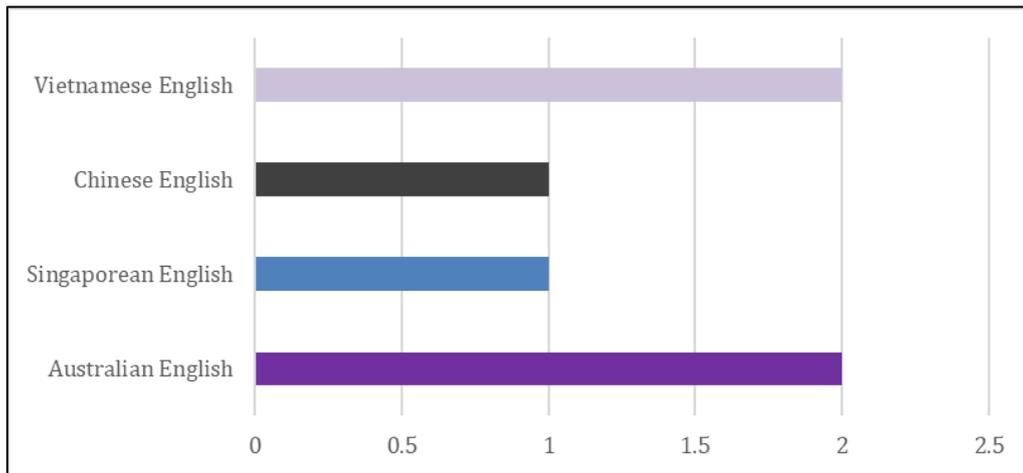


Figure 3: The number of students who commented other varieties they were taught at schools

4.3 Attitudes toward Conative Feelings

As for preference, three times more participants would like American speaker to be their teacher compared with their vote for British speaker (67.9% for the former and 22.6% for the latter) (Figure 4). However, there are still many students who said 'don't know' (18.9% for GA and 17% for RP). It could be explained that they don't care as they just want someone who is competent to teach them despite the variety they speak. They might feel both varieties are equal as some students commented that both speakers are 90% similar, they are just different in terms of speed. They do not know because they can not really recognize which accent speakers spoke.

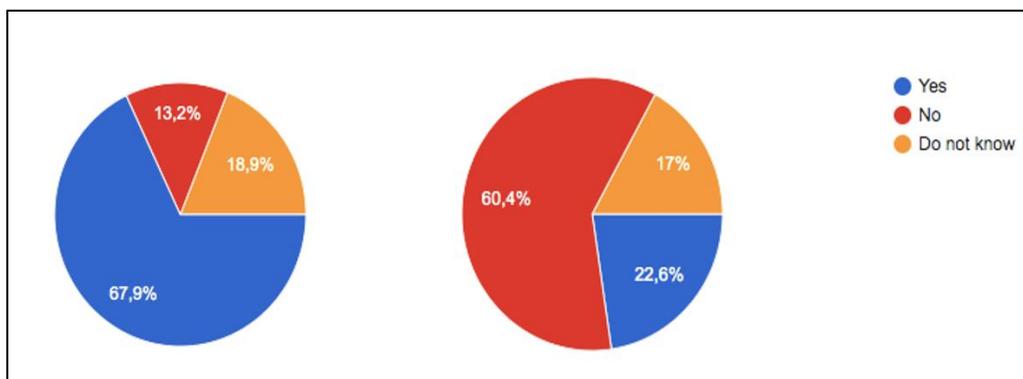


Figure 4: The percentage of participants preferred each speaker to be their teachers

Interestingly, there no sex differentiation was seen, both boys and girls had a similar preference for GA and RP (Table 5), which is compatible with their ratings on all traits.

Table 5: Comparison of mean ratings for GA and RP by participants' gender

	Male (N=22)		Female (N=31)		df	F	η^2	P
	M	SD	M	SD				
GA	1.5	.802	1.52	.811	1	.747	.412	.391
RP	1.95	.722	1.94	.574	1	3.871	8.189	.016

Note: * = significant at the level of .05

In short, Vietnamese students in this study much preferred American English than British English, which is inconsistent with the finding of Do's study (2000). However, students rated much higher on every trait for GA speaker more students can recognise RP than GA candidates (29 and 26, respectively) (Figure 5).



Figure 5: Where speakers are from

The dominance of American accent could be explained by many reasons. First, the evasion of media over the two decades in which GA has dominance. The U.S is the largest film industry in the world (UNESCO Institute for Statistics in 2015). With the explosion of the internet and technology in Vietnamese these days, Vietnamese people can get access to many blockbusters, having more exposure to GA. As noted before, Axelsson (2002) asserted that media has affected attitudes towards American English. It could also be explained that my study was based in Ho Chi Minh city which had been a colony of the U.S for a long time (1964-1975) so that American accents would be dominant.

To summarize, the overall tendency towards GA is based on the familiarity and their exposure to that accent at schools. They rated higher and felt more positive in both status and solidarity traits towards GA accent as they were familiar with and felt easy to imitate.

5. Recommendations

The finding has suggested that EFL students' attitudes towards their favorite accents are complicated. Having a deep understanding of language attitudes could benefit students by materials choice and syllabus design, thus, strengthen pupils' learning process. Respondents in this Vietnamese context showed favor to GA to RP in every single trait;

therefore, Vietnamese undergraduates could utilise GA as their preference in classrooms to reach their goals and maximize learning outcome and enjoyment at the same time.

6. Conclusion

This study examined the attitudes of 53 Vietnamese students, towards RP and GA accents. It gives actual data in Vietnam where attitudinal research has not received much attention. The results revealed that university students tended to rank GA more positively than RP on both status and social attractiveness and hold a preference for GA because they were familiar with GA at schools. There is a clear difference in gender when rating different traits and RP speaker but when it comes to American speaker, both male and female students rated similarly.

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About the Author

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B. Appendix

Appendix A: Pilot test

Attitudes towards language varieties

You are invited to participate in a study investigating how people describe English speakers by listening to 2 speech samples. You will be asked to take the perspective of a learner and, upon hearing recordings of 2 speakers, please write down 5 to 8 adjectives to describe the lecturers in terms of their profession. The questionnaire should take no longer than 5 minutes to complete. Your personal information will not be collected. The confidentiality of your responses will be secured by storing at a password-protected account and will be accessible only to the researcher. By submitting your responses to the questionnaire, you agree to the data being included in the writing up of this study. You can withdraw from the study at anytime. For further questions, email me at 18034164@stu.mmu.ac.uk.

Speaker 1

Listen to the recording and write down 5 to 8 adjectives to describe the lecturer. Your answers can be in both Vietnamese and English.



<http://youtube.com/watch?v=m8M7W2TPQjg>

1. How would you describe this speaker?

Speaker 2

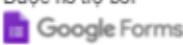
Listen to the recording and write down 5 to 8 adjectives to describe the lecturer. Your answers can be in both Vietnamese and English.



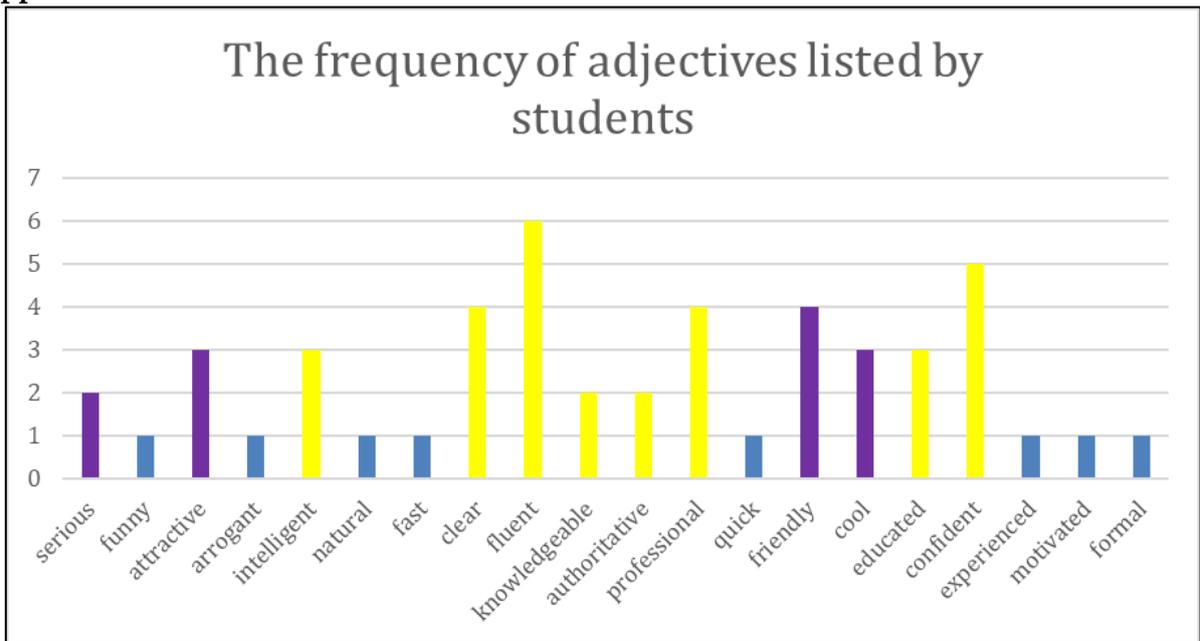
<http://youtube.com/watch?v=oDiC8W0m8Jc>

Debriefing

Thank you for participating in this study investigating how people describe a lecturer by listening to a speech sample. The specific aim of this study was to collect your descriptions of each speaker with provided speech samples. Your responses are appreciated and will help to contribute to ongoing research into language variety and its relation to employability in educational settings. For further questions, please email me at 18034164@stu.mmu.ac.uk.

Được hỗ trợ bởi


Appendix B: Pilot test result



Appendix C: Questionnaire

How do Vietnamese learners prefer to learn English?

You are invited to participate in a study investigating Vietnamese learners' preference when they study English. You will be asked to take the perspective of an English-language learner and, upon hearing recordings of two candidates you will be asked to rate each candidate on various criteria, and to consider that you want that person to teach English in your class overall. The questionnaire should take no longer than 10 minutes to complete.

No personal information will be collected from you. Your responses will remain confidential, will be stored safely and will be accessible only to the researcher. By submitting your responses to the questionnaire, you agree to them being included in the writing up of my study as part of my Master's coursework at Manchester Metropolitan University. If you would like to withdraw from the study at any time, simply email me at 18034164@stu.mmu.ac.uk.

*Bắt buộc

Candidate 1

Please click play on the video below to listen to Candidate 1. Once you've listened to the candidate, please answer the following questions about your opinion about her.



<http://youtube.com/watch?v=m8M7W2TPQjg>

1. I think candidate 1 sounds educated *

Chỉ đánh dấu một hình ôvan.

	1	2	3	4	5	
strongly disagree	<input type="radio"/>	strongly agree				

2. I think Candidate 1 sounds

Chỉ đánh dấu một hình ôvan cho mỗi hàng.

	strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
flexible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
intelligent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fluent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
attractive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
confident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
serious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
knowledgeable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
authoritative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. I think it is easy to understand.

Chỉ đánh dấu một hình ôvan.

1 2 3 4 5

strongly disagree strongly agree

4. Does this voice sound familiar to you?

Chỉ đánh dấu một hình ôvan.

- Yes
 No
 Do not know

5. I think it is easy to imitate this accent.

Chỉ đánh dấu một hình ôvan.

1 2 3 4 5

strongly disagree strongly agree

6. Would you like candidate 1 to be your teacher?

Chỉ đánh dấu một hình ôvan.

- Yes
 No
 Do not know

Additional Comments (Optional)

7. Where do you think this candidate comes from?

Candidate 2

Please click play on the video below to listen to Candidate 1. Once you've listened to the candidate, please answer the following questions about your opinion about him/her.



<http://youtube.com/watch?v=oDlC8W0m8Jc>

9. I think Candidate 2 sounds

Chỉ đánh dấu một hình ôvan cho mỗi hàng.

	strongly disagree	disagree	neither agree or disagree	agree	strongly agree
flexible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
intelligent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fluent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
attractive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
confident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
serious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
knowledgeable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
authorative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. I think it is easy to understand.

Chỉ đánh dấu một hình ôvan.

	1	2	3	4	5	
strongly disagree	<input type="radio"/>	strongly agree				

11. Does this voice sound familiar to you?

Chỉ đánh dấu một hình ôvan.

- Yes
- No
- Do not know

12. I think it is easy to imitate this accent.

Chỉ đánh dấu một hình ôvan.

	1	2	3	4	5	
strongly disagree	<input type="radio"/>	strongly agree				

13. Would you like candidate 2 to be your teacher?

Chỉ đánh dấu một hình ôvan.

- Yes
- No
- Do not know

9. I think Candidate 2 sounds

Chỉ đánh dấu một hình ôvan cho mỗi hàng.

	strongly disagree	disagree	neither agree or disagree	agree	strongly agree
flexible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
intelligent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fluent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
attractive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
confident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
serious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
knowledgeable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
authorative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. I think it is easy to understand.

Chỉ đánh dấu một hình ôvan.

	1	2	3	4	5	
strongly disagree	<input type="radio"/>	strongly agree				

11. Does this voice sound familiar to you?

Chỉ đánh dấu một hình ôvan.

- Yes
- No
- Do not know

12. I think it is easy to imitate this accent.

Chỉ đánh dấu một hình ôvan.

	1	2	3	4	5	
strongly disagree	<input type="radio"/>	strongly agree				

13. Would you like candidate 2 to be your teacher?

Chỉ đánh dấu một hình ôvan.

- Yes
- No
- Do not know

14. Additional comments (optional)

15. Where do you think this candidate comes from?

Basic information

16. Are you male or female?

Chỉ đánh dấu một hình ôvan.

- Male
 Female

17. How old are you?

18. Which year are you in?

Chỉ đánh dấu một hình ôvan.

- Year 1
 Year 2
 Year 3
 Year 4

19. Which accent do you learn at school?

Chỉ đánh dấu một hình ôvan.

- General American English
 Received Pronunciation - British English
 Others

20. If others, what are they?

21. When did you start studying English? (e.g. 10 years old)

Debriefing

Thank you for participating in this survey investigating people's preferences to learn English. The specific aim of this study was to elicit your attitudes towards American accent and British accent of the teachers. In order not to affect your answers, it was not made explicit that the study focused specifically on accent. Your responses are much appreciated and will help me to contribute to ongoing research into two standard accents in English teaching. If, for any reason, you would now like to withdraw from the study, simply email me at 18034164@stu.mmu.ac.uk.

Appendix D: Text script

COURSE INTRODUCTION

This course will give you an introduction to the academic language and skills that you need to study at a university where the teaching is done in English.

You will develop four language skills (listening, speaking, reading and writing) using tasks that a university student would undertake: listening to lectures, taking notes, spoken presentations, reading academic texts (including long sentences and visual information) and writing reports using proper academic words. Throughout the course, you will be able to share your practice work with other learners, to give and get feedback.

Limitations

There would be many limitations to my study. First, the project was limited because there were only two female speakers. It would be better to pick up four speakers in both genders to see whether there is a trend in ratings towards speakers' gender. It might be more interesting to evaluate Vietnamese learners' attitudes towards other accents such as Australian, Singaporean or Vietnamese-accent English. Second, the generalizability of the study might be low because of a single university sample. Third, the questionnaire could be suffered from left-right bias since I did not interchange between the position of positive and negative evaluations. In addition, the application of the scripted text makes the recording unnatural. Moreover, employing VGT caused some problems in terms of non-variety specific variables, such as the quality of voice, the height of pitch and the rate which may confuse the learners and bias their evaluations. As acknowledged by Kerswill (2002) and Buchstaller (2006), the speed of speaking, the tones of the speakers and the noises might produce effects on the ratings.

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