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*Student Attitudes Towards Accented English: The American  
College of Greece Context*

ABSTRACT:

In a globalized world, English has become the lingua franca in socio-economic and educational settings. Research indicates that while some English language users might be tolerant towards non-native accents and satisfied with their being just intelligible and comprehensible, yet not native-like when speaking English, others might opt for a native-like model. Attempting to address student real needs and to revisit teaching materials used, we investigated the case at The American College of Greece.

*Introduction*

In an increasingly globalized world today, English has unprecedentedly become the commonly shared language spoken in a variety of English and non-English-speaking contexts dominating international business, socio-political and educational domains. Therefore, English has justifiably established itself as the world lingua franca (ELF), allowing entrepreneurs, educators, scientists, politicians and the like from heterogeneous cultural, national, and linguistic backgrounds to communicate in a new, unrestricted border-free manner.

The educational benefits of English use are acknowledged as «real and powerful» (Prodromou, 2001: 590). However, as the use of English is spreading worldwide, in the Expanding Circle (Kachru, 1985), English language users are exposed to linguistic varieties other than the Native speaker (NS) model like Standard American or Standard British English. New, L1 linguistic and culture-bound features are integrated in people's Englishes. Varieties, such as China English, Turkish English, Brazilian English, are constantly emerging leading to discussions like the ownership of English as well as which model of English should be taught in class and

why (Jenkins, 2006; Widdowson, 1994, 2003; Zoghbor, 2011). Despite these new developments and research in the field, classroom practices<sup>1</sup> still firmly adhere to native speaker model. Since the global scene and the nature of English language use is changing, user views cannot be ignored. It is within this scope that people's attitudes, namely «opinions, beliefs, ways of responding, with respect to some set of problems» (Johnson and Johnson, 1999: 14) as well as their importance in language learning (Lightfoot *et al.*, 2009) are widely acknowledged. Therefore, English language users' perceptions about Native (N) and Non-native (NN) language norms, in particular accent norms, have been rightly discussed and widely researched (e.g. He and Zhang, 2010; Jenkins, 2009; Pilus, 2013; Sifakis and Sougari, 2005; Timmis, 2002; Tomak, 2011; Tsuda, 2003; Wach, 2011; Walker, 2010) in order to assist educators make informed judgments about classroom practices. If the objective of English language learning (ELL) is to enable learners to communicate effectively worldwide in a variety of settings, English language teachers should not encourage the predominance of the N accent norm in teaching contexts and the ELT classroom in general. Implications from research (He and Zhang, 2010; Kirkpatrick, 2006; Moussu and Llurda, 2008) indicate that there is an emerging tendency to identify and possibly adopt a new, and more realistic, pedagogical model for the ELT classroom which would focus on intelligibility, an essential constituent of the very concept of pronunciation itself (Morley, 1991: 488-489), rather than a N model stemming from the Inner Circle. In this new pedagogical model, implications from ELF research could also be considered although, due to inconclusive findings from previous studies, discussions on ELF and its applicability in the ELT classroom are still controversial.

### *1. Attitudes Towards N and NN Accents of English*

Research on learner and teacher attitudes towards N and NN English accents abounds both in the Inner as well as in the Expanding Circle. Studies relate findings not only to classroom practices but also to socio-cultural and educational viewpoints that the participants formulate towards N or NN accents. On the one hand, several studies have indicated preference for NS norms. Timmis (2002), for instance, investigated whether learners would conform to NS pronunciation norms or not. Participants favored NS norms, probably as a benchmark of achievement. Accordingly, Jenkins (2007) conducted a questionnaire survey of Expanding Circle English speakers' attitudes towards English accents. Results evinced an «attachment to "standard" Inner

Circle N speaker models among many NN speakers of English (NNSs), despite the fact that they no longer learn English to communicate primarily with native speakers» (Jenkins, 2009: 203-204).

Further research on user attitudes towards N and NN accents of English, though, have not indicated consistency. Recent studies (He and Zhang, 2010; Tomak, 2011) showed high levels of tolerance for NN accent of English, as long as communication is facilitated. In He and Zhang's (2010) study, 55% out of the 820 non-English majors studying in Chinese universities expressed preference towards NN accented English. They indicated that NNSs of English can maintain their L1 accent as long as it did not hinder communication. Similarly in Tomak's (2011) study, 70% of the respondents reported that «it is not a must to speak it [English] just like a native speaker» (281), clearly revealing that a NS accent is not vital in interactions.

Regarding student preferences towards native English-speaking teachers (NESTs) and non-native English-speaking teachers (NNESTs), studies prove inconclusive as well. Pilus' study (2013), conducted among ESL adolescents in Malaysia, indicated preference to the British accent, despite the participants' satisfaction with the Malaysian accent. Pilus, therefore, emphasizes N accent as a model for pronunciation, serving as a source of reference and not as a norm. On the other hand, Cheung and Sung (2010), when investigating secondary school Hong Kong students' attitudes towards NESTs and NNESTs, revealed that exposure to NESTs' accent facilitates student communication with the other foreigners.

Teachers themselves also seem to favor N accent (e.g. Coskun, 2011; Sifakis and Sougari, 2005; Timmis, 2002). In Greece, an Expanding Circle Community, ELF has been researched in terms of teacher perceptions and teacher education (e.g. Prodromou, 2001, 2011; Sifakis, 2009, 2011; Sifakis and Sougari, 2005). Sifakis and Sougari (2005), for example, report that NNESTs teachers themselves, serving at Greek public schools, seem to favor N pronunciation models when it comes to their classroom teaching practices, although they recognize that this is a rather unrealistic target even for themselves.

Braine (2006) cites a number of different studies that have been conducted on NNESTs' self-perceptions and their students' perceptions towards them. The research findings he cites conclude that students' perceptions towards NNS teacher accents change over time. In fact, it seems that the longer students are taught by NNESTs, the more tolerant and supportive they become towards them.

In addition, accented speech seems also to constitute a salient feature in making judgments about the speaker's intellectual abilities and educational

level, as literature in English as well as in other languages reveals (e.g. Georgountzou, 2005; Rubin, 2012; Ryan *et al.*, 1984 [as cited in Cargile *et al.*, 2006]; Scheuer, 2005; Balogh, 2014). In Georgountzou's (2005) study, Greek university students were asked to rate on a scale 0-6 people's accented speech. Subjects reported that people speaking standard varieties are «very educated», rating them from 3.5 to 5.5, and «intelligent», rating them from 3.3 to 4.8 (624). Similarly, Balogh (2014) investigated Hungarian secondary school students' attitudes towards different English accents. Results revealed that there was an overt preference among some participants towards the learning of proper pronunciation because this way «biases, prejudices and negative stereotypes that insufficient pronunciation might evoke» (160) are avoided; specifically, a respondent claimed that learning pronunciation is important, otherwise «people can be prejudiced towards you or believe you are uneducated» (160). Regarding N accent, in particular, standard N speech varieties tend to be evaluated more positively in terms of competence; namely, speakers of UK and US accented English are identified as intelligent (McKenzie, 2008a; 2008b [as cited in Tokumoto and Shibata, 2011]).

## *2. ELF and The American College of Greece Context*

ELF is defined as the language «used among speakers of different first languages for whom English is the communicative medium of choice, and often the only option» (Seidlhofer, 2011: 7). More recent research though (Jenkins, 2014) includes also N English speakers in the ELF communication. With the above definition in mind, participants sharing diverse linguistic backgrounds can interact effectively provided they are prepared «to tune into each other's accents and adjust both their own phonological output and their receptive expectations accordingly» (Jenkins, 2000: 96). In other words, both speaker and listener can develop their accommodative processes to cater for each other's communicative needs. The interlocutors' main concern is to sound intelligible rather than native-like. However, not all speakers feel comfortable with the idea of non-nativeness.

Stimulated by the aforementioned and more recent research in ELF (e.g. Siqueira, 2013; Hino, 2012; Matsuda and Friedrich, 2012), we embarked on an ongoing empirical study to investigate tertiary sector student attitudes toward N and NN accent(s) of English at the American College of Greece (ACG). This is an initial attempt to fill in the gap in the ELF research in Greece, a country belonging to the expanding circle (Kachru, 1985). In spite of the thriving research on users' attitudes and beliefs towards ELF, no

previous study in Greece, to our knowledge, has investigated tertiary level students' attitudes towards N and NN English accent till September 2013.

In Greece, EFL teaching and learning are huge components of foreign language pedagogy. Particularly, Greeks learn English from an early age and the majority sits for standardized exams (such as those developed by the University of Cambridge and the University of Michigan). English language is a compulsory subject taught throughout primary and secondary sectors, 3 hours per week. Private schools design their English curriculum differently in terms of hours and content<sup>2</sup>. On average, 55% of Greek students learn English at school. Furthermore, in preparation for English language certificates, a considerable number of students also report learning English with a teacher outside school in group language lessons (48%) or having one-to-one lessons with a teacher at home (13%) (European Commission, 2012).

The ACG is a private, 140 year old institution, the largest and oldest US accredited college or university in Europe, located in Athens. The students come from Greece as well as from different countries and cultures, majoring in business and/or arts and sciences and are, mainly, EFL learners<sup>3</sup>. They are admitted upon evidence of their English Language Proficiency based on specific criteria ([Appendix A](#)).

Applicants who do not submit evidence of the required language criteria take the Oxford Online Placement Test (OOPT). If the OOPT result is below the English language criteria required, applicants are placed in a pre-collegiate course, English for Academic Purposes Programme, henceforth (EAPP), or even in a Pre-Academic English course. Student level admitted to these programmes ranges from B1-B2. These courses «introduce students to the culture of an academic community» and help non-native students to enhance their receptive and productive skills in an academic environment (American College of Greece [ACG] Handbook, 2013: 54). The textbooks used in the programme aim at preparing students for an English-speaking environment and academic discourse. The reading and listening material of the EAPP courses is taken from textbooks used in North American Universities. In fact, listening material is based on Native-American accent(s). Thus, the material used is culturally-bound both in terms of content as well as accent(s).

Many faculty members and most of the administrators are NNSs of English coming from European as well as Asian countries. The NSs of English, faculty and administrators, come from Inner Circle countries.

Within this context, student responses are important since English is used at ACG as the medium of instruction (EMI) and interactions in formal and informal teacher-student and student-student encounters. What is more, upon completion of their studies, ACG graduates are quite likely to: i) be

employed and/or opt for employment in multinational companies in Greece and abroad and/or ii) follow graduate studies in a number of universities worldwide. Consequently, ACG is a typical ELF domain (Mauranen, 2010) given its international nature and its dependence on English.

The aim of this study is to investigate tertiary level student attitudes towards N vs NN accents of English in relation to effective communication, student expectations of their teachers' accents, and their own perceptions towards speaker's level of education. Student attitudes will be examined following age, gender, major, level of English upon admission, and current level of English proficiency. The results of the study are expected to lead to pedagogical implications on the models and practices followed at a tertiary level institution in Greece.

### 3. Method

#### *Participants*

A sample of 173 undergraduate Greek and international students was recruited. Participants were college students (18 years old and above; 82% of the sample was between 18-23 years of age), both male ( $N = 68$ ) and female ( $N = 105$ ), coming from 17 different majors as well as 5 different levels of English proficiency (Appendix B). Table 1 shows participants' information.

*Table 1 – Student variables examined in relation to attitudes towards english accent*

Gender	Male, Female
Age	18 - 20, 21 - 23, 24 - 26, 27 - above
High-School Education	Public, Private
Student Major	Liberal Arts and Sciences: English, Psychology, Communications, History, Art History, Sociology, Economics, Information Technology, Performing Arts Business: Accounting and Finance, Marketing, Management, Tourism and Hospitality, Computer Information Systems, Shipping Management, IBEA, Business Studies Undecided
Level of English upon Admission	Pre-Intermediate, Intermediate, Post-Intermediate, Other
Current Level of English	Pre-Intermediate, Intermediate, Advanced, Native-Like, Native

The sample was drawn from twelve classes of different disciplines, namely Linguistics, Psychology, History, Accounting and Finance, Economics, Mass Media and Communication, Professional Communication, Sociology, Performing Arts, English for Academic Purposes, and Writing Program.

### *3.1 Measures*

Considering methodologically similar studies (Tsuda, 2003; Wach, 2011), a questionnaire was constructed to study ACG student attitudes toward N and NN accent. The questionnaire consisted of six (6) items where students had to express on a 5-point Likert-type scale (*1 Strongly Agree, 2 Somewhat Agree, 3 Somewhat Disagree, 4 Strongly Disagree, and 5 No Opinion*) their opinions about N *vs* NN accent, their expectations for their teachers' accent, and their perceptions towards speaker's level of education. In addition, participants were asked to indicate their gender, age, high-school education, major, current level of English proficiency, as well as level of English upon admission to College ([Appendix C](#)).

### *3.2 Procedure*

The survey lasted two months. A questionnaire was initially designed and piloted in two classes of 15 students each. Piloting resulted in the refining of the questions so that issues of clarity may be addressed.

For the main study, questionnaires were distributed to the classrooms. To ensure a greater response rate, questionnaires were distributed in the presence of the teacher who had been contacted, fully explained the purpose and the nature of the study and had agreed for his/her class to participate in the survey. Students who wished to participate provided their informed consent ([Appendix D](#)), acknowledging the aim of the study, the procedure, the benefits that the study would yield, and their right to refuse or withdraw from participating. They then proceeded with the revised questionnaire. To ensure the best comprehensibility of the questionnaire, all questions were fully explained prior to its completion. Greek translation was also given in cases that participants had still minor issues of understanding. The procedure lasted 15-20 minutes.

## *4. Results*

The study sought to explore college students' attitudes towards N and NN

English accents. Descriptive statistics were used to examine data on student attitudes in relation to levels of tolerance to NN accent and communication, their expectations of teachers' accent, and their beliefs of speaker's level of education. Table 2 shows participants' responses (percentages) on the six items.

*Table 2 – Students' attitudes (percentages) toward native vs non-native english accent*

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	No Opinion
Tolerance towards Accented Speech	43.9	42.2	8.1	4	1.7
Accented Speech Mediating International Communication	21.9	39.1	17.8	5.9	15.4
International Accent as Medium of Instruction	15.1	46.5	18	9.9	10.5
Student Expectations of English Teachers' Accent	35.5	41.9	12.8	5.8	4.1
Student Expectations of ACG Teachers' Accent	23.7	39.3	18.5	14.5	4
Accented Speech and Speaker's Level of Education	16.3	31.4	22.7	26.7	2.9

Regarding student tolerance towards accented (NN) speech, students were asked to rank how acceptable it is to sound NN as long as they are understood by others. ACG students were found to be highly tolerant to NN accent(s). The vast majority of students (86.1%) thought that N accent is not vital in order to communicate successfully.

Regarding accented speech and communication, students were asked whether, in an international community, a NN accent can facilitate communication. The majority of the ACG participants (61%) saw NN accent as a facilitating factor in international communication, whereas 23.7% of respondents favored N norms for effective communication. It should be noted that a considerable percentage (15.4%) remained neutral.

Students were further asked whether it is acceptable to be taught 'international'<sup>4</sup> NN accent of English. Two-thirds of the respondents (61.6%) were positive to the idea to be taught international NN accent whereas less than a third (27.9%) indicated a negative attitude to the idea of international English. About 10% of the participants did not show any preference.

Regarding student expectations of English teachers' accent, participants were asked whether they expected their teachers of English to have native-like accent. The majority of ACG students questioned (77.4%) showed clear preference towards native-like accent by English language teachers. Only a relatively small percentage (18.6%) is open to NN pronunciation by English language teachers.

Accordingly, when students were asked whether they expected teachers of all disciplines at ACG to have native-like accent, more than half of the students questioned (63%) expected teachers of all disciplines at ACG to have N accent(s).

Last, regarding accented speech and speaker's educational level, participants were asked whether a native-like accent indicates a higher level of education and knowledge than NN accent. Almost half of the students (47.7%) associated N accent with level of education of the speaker, whereas the other half (49.7%) did not. Moreover, of those who were positive towards N accent, only 16.3% showed a very strong association between N accent and level of education.

Correlations were also carried out between student attitudes towards NN accent and communication, expectations of ACG teachers' accent, beliefs on speaker's level of education, as well as student gender, major, level of English upon admission, and current level of English proficiency.

Low but significant correlations were found between student beliefs in that it is acceptable to sound NN as long as you are understood by others, that NN accent can facilitate communication, and that it is acceptable to be taught international accent. A moderate correlation was found between students' expectations of ACG teachers' accent and English teachers' accent ( $r = 0.6, p < .005$ ). A low but significant correlation was also found between students' expectations of ACG teachers' accent and their beliefs of speaker's educational level ( $r = 0.3, p < .005$ ). No other correlations were found significant at the 0.05 level.

## 5. Discussion

The present study sought to explore ACG students' opinions about N and NN English accents. More specifically, student perceptions regarding the effectiveness of interactions, their expectations of their teachers' accent, as well as perceived speaker's level of education were measured and analyzed in relation to personal variables. Given the methodology followed, the scope of the research, the targeted participants, and the results obtained, this study

presents both similarities as well as differences with other studies conducted in different countries as well as in Greece.

First of all, in relation to NN accent tolerance and effective communication, on the whole, the participants voiced positive opinions about NN accent. Responses indicate that ACG students do not regard N accent(s) a significant feature in the context of their international communication. While these findings may contradict previous research (e.g. Timmis, 2002; Jenkins, 2009), they corroborate the results of other studies (He and Zhang, 2010; Tomak, 2011); in those studies, participants explained that «English is just a tool for communication» (He and Zhang, 2010: 778-779) and as such accent is of minor importance as long as speakers are intelligible and communication is achieved.

These findings might suggest a gradual shift in student attitudes towards NN accents and are in accord with Cogo (2010) who claims that perceptions might be slowly changing. Students in international settings are now more open to NN accents than before. This shift eventually could lead to re-evaluation of ELT practices and redesigning of ELT materials. Following Rubin's (2012) suggestion, training listeners to different Englishes should be given thorough consideration because pronunciation issues, and not grammar, are the most important causes of communication breakdowns (Walker, 2010).

The second question is related to student expectations for teachers' accent. The vast majority of the ACG participants showed a clear preference towards native-like accents. Seventy-seven percent expected English language teachers to have native-like pronunciation and surprisingly, sixty-three percent expected teachers in all disciplines at ACG to have native-like pronunciation.

Previous research confirms that the majority of students expect English teachers to have N accent (e.g. Jenkins, 2009; Pilus, 2013; Timmis, 2002). This is in accordance with teachers' attitudes as, in Greece, English language teachers themselves also favor N accent (Sifakis and Sougari, 2005). The conclusion we can draw is that ACG students have formed perceptions based on previous experience; their beliefs stem from teacher perceptions (Jenkins, 2007) which are N norm oriented as well as the textbooks used in ELT language classrooms, which are also heavily N norm bound. Factors as such are of fundamental importance in shaping student attitudes and perceptions towards N or NN English language accent(s).

Respondents also clearly associate teachers from all disciplines teaching in an English speaking institution (ACG) with particular 'standard' norms, such as RP and/or General American, possibly «as points of reference and

models for guidance» which can be approximated and used «more or less according to the demands of a specific situation», as Dalton and Seidlhofer suggest (1994, as cited in Jenkins, 1998: 124). Clearly, participants expect ACG teachers to have N accent which could be provided not as a norm but as an optimum option to which they can be exposed to, «given the freedom to approximate accordingly» (Pilus, 2013: 143). However, it may also be presumed that this is the case because students come to ACG presupposing teachers have N accent as ACG is an American institution despite its international nature.

When participants were asked to draw associations between accent and the speaker's educational status, they did not seem to indicate a clear stance. Almost half of them (47.7%) indicated a positive association between N accent with speaker's level of education and knowledge. These findings partly align with the Tsuda (2003) study where the majority of the Japanese students respect or envy good speakers of English at large. However, this is in contrast to previous research in which N accents are rated more favorably in reference to competence (Georgountzou, 2005; Jenkins, 2007) and intelligence (Scheuer, 2005).

Overall, small variation was observed among students in their beliefs about effective interactions and expectations of their teachers' accent, also reflected in low correlations. Accordingly, students' attitudes towards N and NN accent did not vary significantly with personal variables, such as, age, gender, major, or level of English proficiency.

### *5.1 Pedagogical Implications*

The study has a number of pedagogical implications. Our first concern as educators is to raise our learners' awareness to accept English as a diverse and multifunctional language (Matsuda, 2009), employed in several socio-economic and educational contexts. This will be possible if, following Jenkins' (2007) recommendation, both N and NN teachers as well as curricula designers make more informed decisions on selecting and designing materials which will address learner realistic needs.

This seems imperative since many students prepare either for graduate studies or employment in international business in various countries. Consequently, in alignment with the ELL objective set at the start of the paper, students need to become more accustomed, for example, to the accent and pronunciation of different interlocutors coming from diverse geographical locations. Hence, development of appropriate audio material as well as classroom activities that will increase learners' perceptive ability

towards the various phonological features of English language users should be incorporated in ELT teaching material.

The findings of the ACG study in fact indicate that EAPP materials may well be reconsidered. Inclusion of phonetically diverse audio material that would amplify student-users phonetic repertoire should be taken into consideration. Materials as such will emphasize «the legitimacy of variation» (Seidlhofer, 2004: 214) in different contexts and will ease our students' communication «in diverse language groups» (Bjørkman, 2011: 83) and intercultural contexts. Actually, a more detailed ACG students' needs analysis could lead to development of local (Canagarajah, 2005) or more precisely institutional material so that ACG students' realistic needs are better met.

### *5.2 Limitations and Suggestions for Future Research*

The present research was a quantitative study. Future research should also employ qualitative methods, such as interviews and/or narratives and open-ended questions, which will probe into student minds. These may further explain participants' attitudes towards accented or not accented language. Students' possible unwillingness to strive for N accent, for example, may lend itself to further investigation; likewise, the paradox of choosing NN accent for themselves while at the same time expecting ACG teachers of all disciplines to have N accent(s) can be further researched using qualitative methods.

In addition, a comparative study between ACG and other tertiary or secondary level institutions in Greece – where English is used as the medium of instruction – would generalise subsequent findings on student attitudes. Adolescent population, in particular, could also be researched, as children have been found to vary in their beliefs and practices following their age (Lightfoot *et al.*, 2009).

## *6. Conclusions*

Summarising the findings on student attitudes, high tolerance levels towards international, NN accent(s) are identified. At the same time, participants consider that NN accent facilitates communication in international settings. Although English is necessary in international transactions and interactions, N accent is not vital as long as communication is achieved. In addition, N or native-like accents are not necessarily linked to speaker's level of education.

It is worth exploring issues surrounding particular opinions about N or NN accent(s) so as to present a more composite picture of student perspectives on teacher N or NN accent(s). We hope the present study will provide an attempt to further investigate student attitudes towards English accent(s) across the secondary and tertiary sectors. Learner input can contribute to the ELF theoretical considerations and particular pedagogical implications, taking into account student «subjective wants and their objective needs» (Prodromou, 2011).

<sup>1</sup> CLASSROOM in this paper refers to tertiary level as well as English language classroom as a whole. PRACTICES in this paper refers to methods as well as choices of English language material used.

<sup>2</sup> Hours of instruction range approximately from 4 to 7 per week and the course material includes inner circle commercially published textbooks as well as culturally bound literature.

<sup>3</sup> EFL learners: learners who have learned English by the use of the mainstream EFL material.

<sup>4</sup> INTERNATIONAL refers to pronunciation of English which is not identified by any specific variety.

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## APPENDIX A

Acceptable evidence of proficiency in English:

- Pearson Test of Academic English
- Michigan State University Certificate of English Language Proficiency (MSU-CELP)
- Michigan Proficiency Certificate
- Cambridge Proficiency Certificate
- Cambridge Advanced English (CAE) with Grade A only
- TOEFL (score 87 or higher on internet-based test)
- IELTS (score 6.5 or higher)
- GCE
- International Baccalaureate
- Graduation from an accredited English language high school/ institution
- Exchange/International students should have:
  - a grade point average [GPA/CI] of 3.00 or higher
  - remain in good academic standing throughout their participation in the Study Abroad On-Campus (ACG Admissions FAQs)

If none of the above is available, the candidate must take the English Placement Test administered by the College. Based on the results of the test, students are placed into the appropriate English for Academic Purposes Program or Writing Program course. The College uses the Oxford Online Placement Test (OOPT), which measures test takers' English language proficiency according to the Common European Framework of Reference for Languages (CEFR) (American College of Greece, 2013).

## APPENDIX B

### *Frequencies of Student Variables*

	Frequencies
Age	
18-20	83
21-23	58
24-26	20
27-	12
Gender	
Male	68
Female	105
High-School Education	
Public	91
Private	82
Student Major	
English	16
Psychology	21
Communications	32
History	5
Art History	3
Sociology	4
Economics	4
Information Technology	6
Performing Arts	4
Accounting and Finance	29
Marketing	8
Management	19
Tourism and Hospitality	5
Computer Information Systems	4
Shipping and Management	5
IBEA	4
Business Studies	4

Level of English upon Admission	
Pre-Intermediate	49
Intermediate	41
Post-Intermediate	70
Other	13
Current Level of English	
Pre-Intermediate	3
Intermediate	29
Advanced	84
Native-Like	38
Native	19

## APPENDIX C

### QUESTIONNAIRE

We are trying to identify perceptions towards the English language of students studying at The American College of Greece -DEREE (ACG). The findings of this study will help us address student needs, revisit teaching material, and raise awareness levels of current issues and practices in the teaching of English as a foreign language.

Gender                      M                      F  
                                                         

AGE \_\_\_\_\_

Names of Primary & Secondary Schools \_\_\_\_\_

Major at ACG \_\_\_\_\_

Identify (by circling the appropriate letter) your level of English.

a) Pre-Intermediate   b) Intermediate   c) Advanced   d) Native-like   e) Native

Tick the English class you were admitted to at ACG:

EN 1000    EN 1001    EN 1002    EN 1010    Other

Specify \_\_\_\_\_

Answer the following questions by ticking the appropriate box.

1. It is acceptable to sound non-native, as long as you are understood by others.

strongly agree		strongly disagree		no opinion	
somewhat agree		somewhat disagree			

2. In an international community, a non-native accent can facilitate communication.

strongly agree		strongly disagree		no opinion	
somewhat agree		somewhat disagree			

3. A native-like accent indicates a higher level of education and knowledge than a non-native accent.

strongly agree		strongly disagree		no opinion	
somewhat agree		somewhat disagree			

4. It is acceptable to be taught 'international'\* (see note below), non-native pronunciation of English.

strongly agree		strongly disagree		no opinion	
somewhat agree		somewhat disagree			

\* International Pronunciation of English is pronunciation not identified by any specific variety (i.e. American, British etc.).

5. I expect teachers of English to have native-like pronunciation.

strongly agree		strongly disagree		no opinion	
somewhat agree		somewhat disagree			

6. I expect teachers in all disciplines at ACG to have native-like pronunciation.

strongly agree		strongly disagree		no opinion	
somewhat agree		somewhat disagree			

THANK YOU FOR YOUR KIND PARTICIPATION!

## APPENDIX D

DEREE COLLEGE  
DEPARTMENT OF  
ENGLISH & MODERN  
LANGUAGES (LINGUISTICS)

APPROVAL FORM  
FOR RESEARCH  
INVOLVING HUMAN  
SUBJECTS

We are trying to identify perceptions about the English language of students studying at the American College of Greece-DEREE (ACG). The findings of this study will help us address student needs, revisit teaching material, and raise awareness levels of current issues and practices in the teaching of English as an International Language. If you accept to participate in this study, we can reassure you that your anonymity will be strictly kept.

Name and contact address of Researchers:

M. Ilkos <ilkosm@acg.edu> or A. Tsantila <ntsantila@acg.edu>

1. I agree to take part in the above study.
2. I confirm that I had the opportunity to ask questions to the questionnaire administrator.
3. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason.
4. I agree to the use of anonymised quotes in publications

Name: (optional)                      Date                      Signature

Name of Researcher                      Date                      Signature

THANK YOU FOR PARTICIPATING IN OUR STUDY

NB: Please indicate whether you would like to be debriefed orally about the findings of this study. In case you want to be debriefed, please give us an email address: \_\_\_\_\_