



A Case Study of Learner Responses to Global
Englishes-informed Curriculum Interventions
on Listening Comprehension and Perceptions
of English Varieties

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Abstract

English interactions today predominantly take place between second language speakers, leaving traditionally-held assumptions that students are learning English to communicate with first language speakers increasingly inappropriate. Despite growing support for the integration of Global Englishes perspectives into teaching practices, teaching materials and classroom activities largely fail to reflect this sociolinguistic reality, leaving learners unprepared for the communicative demands of global English use, particularly in regards to listening comprehension. As listening comprehension is affected not only by linguistic input, but also by factors such as attitudes and anxiety, this study explores learner responses to different types of classroom exposure to varieties of English and their impact on listening perceptions and comprehension. A multiple case study design was adopted employing mixed-methods data collection through participant logs and journals, interviews, and pre- and postclass activities eliciting numerical ratings of attitudes, comprehension, intelligibility, accentedness, and comprehensibility. With little research to date with adults in commercial contexts, two adult learners took part in a four-week curriculum intervention introducing accents they had identified as important to their professional lives.

Findings revealed that despite no clear improvement in numerically-elicited perceptions, both learners developed new listening strategies, expressed increased confidence in their comprehension abilities and found the curriculum intervention to be useful. However, the impact on attitudes was more mixed, with one participant expressing negative views towards classroom exposure to varieties of English.

Given positive affective outcomes, it is recommended that teachers incorporate a wider range of English varieties, based on learner needs, into classroom activities. However, with the negative impact on attitudes potentially due to a lack of tasks encouraging critical engagement with themes related to global English use, it is further recommended that such exposure be supported by critically reflective activities. Finally, this study highlights the need for further research, particularly among working adults, to explore responses to Global Englishes-informed curriculum interventions across diverse contexts.

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List of Abbreviations

CUREC	Central University Research Ethics Committee
EFL	English as a Foreign Language
EIL	English as an International Language
ELF	English as a Lingua Franca
EILPS	English as an International Language Perception Scale
ESI	English Speakers' Identity
ESL	English as a Second Language
GA	General American
GELT	Global English Language Teaching
L1	First Language
L2	Second Language
LFC	Lingua Franca Core
NS	Native Speaker
SSBE	Standard Southern British English
TESOL	Teaching English to Speakers of Other Languages
TOEFL iBT	Test of English as a Foreign Language Internet Based Tests
VE	Varieties of English
WE	World Englishes

Chapter 1 Introduction

1.1 Background to the Study

Over the past 500 years, English has become a truly international language, used by an estimated 3 billion people across domains such as education, business, and tourism (Cogo, 2012; Rose & Galloway, 2019). Second language (L2) speakers of English have long outnumbered first language (L1) users, reshaping the sociolinguistic landscape of English use today, with most global English interactions now taking place between interlocutors who do not share a common L1 (Boonsuk, 2025). This calls for a reevaluation of traditionally-held assumptions in the field of Teaching of English to Speakers of Other Languages (TESOL), particularly the assumption that all learners' future interlocutors will be L1 English speakers (Rose & McKinley, 2025). Rather, the diversity of English use requires learners to have the necessary skills to communicate effectively in a range of local and global contexts. Although broader exposure to different varieties of English is key to fostering these abilities (Fang & Ren, 2018; McKay, 2012), persistent attachment to standard language ideologies within many teaching materials remains a significant barrier (Selvi et al., 2023).

1.2 Rationale and Aim of the Study

The motivation for this study is grounded in calls for more research on students' responses to exposure to, and training with, English varieties in commercial teaching contexts (Rose et al., 2021). Moreover, much of the existing research on accents and listening has often prioritised reporting on quantifiable listening gains over attitudinal or perceptual shifts. To attempt to address these gaps, this study adopts a case study approach to explore learner responses to classroom listening activities incorporating diverse English accents and explicit instruction in key phonological features. A mixed-methods design was employed collecting numerical ratings of accent perceptions and listening comprehension and qualitative data from learner diaries and semi-structured interviews.

This study is further motivated by my experiences as a teacher working with professionals engaged in the use of English as a Lingua Franca (ELF). Many of these learners report challenges in real-world communication, with these listening difficulties

often attributed to unfamiliar accents. These issues are frequently reported in ways that suggest a relationship between learners' listening anxiety and attitudes towards English varieties, and their comprehension abilities. However, as I found few actionable suggestions or activities for the classroom, a core objective of this study was to examine how varieties of English might be introduced to students to enhance listening comprehension and shift perceptions.

The present study therefore attempts to address the following research aims:

1. To explore students' responses to implicit and explicit curriculum interventions that target listening comprehension, intelligibility, comprehensibility, and accentedness of different varieties of English;
2. To investigate the relationship between classroom exposure to varieties of English and learner attitudes;
3. To understand how learners respond to classroom exposure of varieties of English in terms of their reported listening anxiety.

1.3 Outline of Dissertation

This dissertation consists of six chapters. Following this introductory chapter, Chapter 2 reviews relevant theoretical and empirical literature on listening comprehension challenges related to learner attitudes, listening anxiety, and global English accents. Chapter 3 then describes the research design, outlining data collection methods used, methodological limitations, and the development of the materials used in the curriculum intervention. Chapter 4 begins with a participant introduction before presenting findings organised by construct, whilst Chapter 5 summarises these main findings and situates them within a critical discussion of relevant literature. Finally, Chapter 6 concludes by highlighting further limitations of the study and implications for pedagogy and future research.

Chapter 2 Literature Review

This chapter first introduces the Global Englishes paradigm that has informed the study and the materials used in the curriculum intervention. It then examines research into learner attitudes towards varieties of English and the impact of listening anxiety on comprehension. Finally, cross-sectional research on listening perceptions and comprehension of accents will be introduced, before critically examining intervention studies aiming to improve learner listening comprehension of varieties of English. The chapter closes with a summary of gaps in the current literature and how these have informed the study's research questions.

2.1 Global Englishes

Global Englishes is a critical research and teaching approach that challenges TESOL's traditional centering of native speaker (NS) norms. In uniting research across the fields of World Englishes (WE), English as an International Language (EIL), and English as a Lingua Franca (ELF), Global Englishes draws attention to the increasing linguistic and sociocultural diversity of English use today and aims to make research findings more accessible to practitioners by proposing an inclusive teaching model to challenge colonial ideologies (Baker et al., 2024; Rose & McKinley, 2025). These critical goals are reflected in the Global Englishes Language Teaching (GELT) Proposals by Rose and Galloway (2019). These call for:

- “Increasing WE and ELF exposure in language curricula;
- Emphasising respect for multilingualism in ELT;
- Raising awareness of Global Englishes in ELT;
- Raising awareness of ELF strategies in language curricula;
- Emphasising respect for diverse culture and identity in ELT;
- Changing teacher hiring practices in the ELT industry.” (p. 16)

Building on these proposals, the GELT Framework, presented in Table 1, provides actionable recommendations for informing curriculum innovation, with those most relevant for the present study examined in more detail.

Table 1*GELT Framework (Rose & Galloway, 2019)*

	Traditional ELT	GELT
Target interlocutors	Native English (NE) speakers	All English users
Ownership	Inner circle	Global
Target culture	Static NE cultures	Fluid cultures
Norms	Standard English	Diverse, flexible & multiple forms
Teachers	Non-NE speaking teachers (same L1) and NE speaking teachers	Qualified, competent teachers (same and different L1s)
Role-model	NE speakers	Expert users
Source of materials	NE and NE speakers	Salient English-speaking communities & contexts
Other languages and cultures	Seen as a hindrance and source of interference	Seen as a resource as with other languages in their linguistic repertoire
Needs	Inner-circle defined	Globally defined
Assessment criterion	Accuracy according to prescriptive standards	Communicative competence
Goals of learning	Native-like proficiency	Multicompetent user

Ideology	Underpinned by an exclusive and ethnocentric view of English	Underpinned by an inclusive Global Englishes perspective
Orientation	Monolingual	Multilingual/translingual

By repositioning target interlocutors to all English users, a Global Englishes approach aims to more effectively prepare learners for English use in diverse global and local contexts. Although needs analysis has long been central to curriculum development, the GELT framework problematises the assumption that certain Englishes are *always* relevant, advocating instead for a more tailored approach, requiring a move away from static norms to embracing the “pluricentricity and fluidity of English” (Galloway & Rose, 2015, p. xiv). Although implementing such inclusivity at a materials level can be challenging where native-speaker models are deeply entrenched (Galloway, 2017), when possible, this broader representation can begin to challenge existing beliefs influenced by standard language ideologies.

2.2 Attitudes Towards Varieties of English

2.2.1 Investigating Attitudes

Despite calls for more diversity in teaching materials, research suggests learners’ accent attitudes remain relatively norm bound. Attitudes are commonly argued to contain cognitive, affective, and behavioural components (Rosenberg & Hovland, 1960). Studies employing methods eliciting cognitive elements have found a continued commitment to standard accents among learners in countries such as China, Malaysia, Singapore, and Japan (e.g., Hansen Edwards et al., 2019; Kaur, 2014; McKenzie, 2008). However, investigations examining the interactions between these components suggest a complex interplay. Using a questionnaire based on the above tripartite definition, Tokumoto and Shibata (2011) found that although their Japanese university students respondents (n = 50) held negative cognitive beliefs about their own accents, no statistically significant differences were found from a behavioural perspective in regard to hesitation in *showing* these accents.

Mixed-methods research into language attitudes further highlights this complexity. For example, Charatwattananich and Proce (2024) employed an attitude questionnaire administered to 120 Thai employees at multinational companies, followed by semi-structured interviews (n = 10). Whilst quantitative data indicated an adherence to Standard English, qualitative data revealed positive attitudes towards linguistic diversity in the workplace. Although no information is given on piloting of the interview protocol, and unclear reporting on the coding process impacts trustworthiness, the use of mixed methods allowed for insights into potential contradictions within attitudes. These findings are supported by Funada's (2025) mixed-methods study which found a similar tension between an emphasis on successfully communicating meaning rather than 'native-like' pronunciation, and previous, negative experiences which had led some survey respondents (n = 456) and focus group participants (n = 7) to endorse native standards. For the 107 multilingual postgraduate student interview participants in Japan in Kim's (2024) investigation, this preference stemmed from the belief that such accents would be more intelligible and convey greater professional prestige.

2.2.2 Attitude Changes

Although the cross-sectional attitude investigations briefly examined above indicate an adherence to Standard English norms, other evidence suggests attitudes can change. In a longitudinal investigation with Chinese (n = 4) and Arab (n = 4) students at an American university, Subtirelu (2013) found contradictory elements of participant attitudes, both at single time points and over time. A modified version of Timmis' (2002) attitude questionnaire and semi-structured interviews were administered at four sessions over eight months. Findings revealed that attitudes changed as participants spent more time in the US, though some participants ultimately reverted to NS norms. Further, whilst one participant chose an NS norm as their preferred target on the questionnaire, interviews showed a wavering between a more "aesthetically pleasing" NS norm (p. 281), and an emphasis on intelligibility. Although a lack of reporting on coding procedures undermines dependability (Lincoln & Guba, 1985), the use of mixed methods again allowed for the complexity of learner preferences to be reflected in findings.

Although Subtirelu's (2013) study examined 'naturalistic' change through time spent in the US, classroom interventions introducing Global Englishes concepts and varieties of English have found similarly complex responses. In Chiu and Lin's (2024) study with

Taiwanese university students (n = 43), participants that directly engaged with concepts such as native speakerism showed statistically significantly improved attitudes in survey responses compared to a group that was only exposed to a broader range of English varieties. It is unclear if groups were assigned randomly. In contrast, qualitative data from reflective journals found a number of participants continued to hold native standards for their *own* accents, particularly when they had plans for further study overseas. This division of attitudes along *self*-expectations, and those towards *others*, are mirrored in da Costa and Rose's (2024) Global Englishes classroom-based innovation study at an English language learning institution in Portugal. Data drawn from reflective journals and the results of the English as an International Language Perception Scale at pre- and posttest found their Portuguese teenage participants (n = 25) demonstrated statistically significant improvements in acceptance of, and attitudes towards, others' accents, but held their own to native standards. In Sirijanchuen and Tangkiengsirisin's (2025) study with Thai university student participants (n = 40), data from semi-structured interviews and reflective journals similarly suggested that whilst exposure to English varieties during a three-week Global Englishes-informed course resulted in increased awareness of the importance of other features of speech over accent, some participants continued to believe that native accents might improve their professional image.

An understanding of learner attitudes is not only valuable in its own right, but also for their impact on other areas such as listening comprehension (Dragojevic, 2017). Research on reverse linguistic stereotyping has demonstrated that listeners who *believe* they are listening to an Asian speaker assign lower intelligibility scores compared to listeners who believe they are listening to an American speaker, despite in reality listening to the same speaker of Standard American English (Kang & Rubin, 2009). This link between attitudes and listening perceptions is mirrored in Kang et al.'s (2015) study which found that as the attitudes of their US undergraduate participants (n = 68) improved following structured intergroup contact, so too did comprehensibility ratings of international teaching assistants.

2.3 Anxiety

Whilst negative attitudes towards accented English can directly impact listening perceptions, they may also interact with learner anxiety to further affect comprehension.

This section explores empirical studies examining the relationship between anxiety and listening, and investigations demonstrating that classroom interventions can improve both attitudes and anxiety.

Krashen's (1982) affective filter proposed that learner anxiety has a significant impact on the learning process. For Elkhafaihi (2005), listening anxiety is a related, but distinguishable, phenomenon that negatively affects aural comprehension, with research findings suggesting accents may be an important cause. For example, Wilang and Singhasiri's (2017) investigation with graduate students at universities across Thailand (Thai students, $n = 134$; foreign students, $n = 106$) found a significant negative correlation between anxiety and listening comprehension, with accent-related items in their questionnaire argued to be an underlying component of anxiety. Matsuura (2007) found similar results, with Japanese university student participants ($n = 106$) that reported higher levels of anxiety towards both US- and Hong Kong-accented English performing significantly worse on gap-fill intelligibility measures. Qualitative data from semi-structured interviews ($n = 2$) in Otair and Abd Aziz's (2017) study of Saudi English as a Foreign Language (EFL) learners also identified unfamiliar accents as a key source of listening anxiety.

These findings suggest accent-related anxiety can negatively affect listening comprehension. However, other research has explored how attitude shifts can reduce this anxiety. Boonsuk et al.'s (2021) Global Englishes awareness-raising curriculum intervention found that improvements in attitudes among their Thai university student participants ($n = 20$) over the 17-week course also reduced learner anxiety and boosted confidence. Despite initially holding norm-bound attitudes to NS accents, data drawn from reflective journals and semi-structured interviews found that engagement with themes such as linguistic discrimination and ownership of English led to more open-minded positions towards other English varieties. This was coupled with a shift from a deficit-based view of their own English to an emphasis on comprehensibility and intelligibility, and subsequently increased confidence.

Other interventions such as Ayuthaya and Sitthitikul's (2016) study with first-year Thai university students ($n = 92$), have also found that exposure to varieties of English can reduce anxiety. Although it is unclear if assignment was randomised, learners in their

experimental group (n = 45) followed a 10-week intervention period which included classroom presentation of a range of English varieties. Data were collected using an adapted 39-item version of the Foreign Language Classroom Anxiety Scale, originally created by Horwitz (1986), and focus group interviews with 10 participants who had shown a significant reduction in anxiety scores between pre- and posttest. Although credibility of conclusions based on focus group data is impacted by reporting that qualitative content analysis was “based on a partial transcript” (p. 209), with no further detail given as to why this was the case, results found that accent exposure and engagement with realistic role models had fostered positive attitudes among learners, leading to greater self-esteem and less anxiety. Collectively, these findings suggest that whilst anxiety towards unfamiliar English varieties can hinder listening comprehension, classroom exposure can work towards improving it.

2.4 Cross-Sectional Research on Accents

The following section will turn to research examining the relationship between listening comprehension, intelligibility, and perceptions of comprehensibility and accentedness.

2.4.1 Definitions

Research examining the impact of accent on listening comprehension typically measures the constructs of intelligibility, comprehensibility, and accentedness. A commonly cited definition for intelligibility as “word/utterance recognition” (Smith & Nelson, 1985, p. 334) is typically understood to mean that listeners understand a speaker’s intended message. This construct is often operationalised through either transcription, comprehension tasks such as multiple-choice questions, or a combination of both (Derwing & Munro, 2015). Henceforth, transcription will be referred to as measuring *intelligibility*, whilst comprehension tasks will be taken as measures of *listening comprehension*. Although Smith and Nelson (1985) defined comprehensibility as “word/utterance meaning” (p. 334), it is more often understood as the *perception* of how easy an utterance is to understand and often measured using Likert scales (e.g., Kennedy & Trofimovich, 2008; Munro & Derwing, 1995). Accentedness is commonly defined as the degree to which a listener perceives a speaker to have a “foreign accent” (Munro & Derwing, 1995, p. 79) or the “extent to which an utterance approaches that of a native speaker” (Kennedy & Trofimovich, 2008, p. 461).

2.4.2 Listening Comprehension, Intelligibility, Accentedness, and Comprehensibility

Findings from cross-sectional investigations into these constructs suggest complex, interconnected relationships. For instance, Ockey and French's (2014) study with TOEFL iBT test takers (n = 21, 726) from 148 different countries found that less familiar, and more heavily-accented, British and Australian varieties negatively impacted listening comprehension compared to American accents. However, Derwing and Munro's (2009) study with Canadian company employees (n = 16) found that comprehensibility, rather than accentedness, was more important in determining *preferred* interlocutor from among Mandarin- and Slavic-language accented speakers. The authors concluded by suggesting a closer relationship between comprehensibility and comprehension than that with accentedness. However, it should be noted that both studies relied on accentedness ratings by external raters, an important limitation given research such as Kang et al.'s (2016) investigation with American (n = 80), Vietnamese (n = 80), and Arab (n = 80) university students which found responses to accentedness were determined not solely by phonological features, but individual listener factors such as L1 background and previous English pronunciation instruction.

Jeong et al.'s (2021) study in Sweden further found perceptions of comprehensibility and accentedness to be connected: speakers perceived as less 'native' were rated as harder to understand, even when those speakers were 'native', highlighting the importance of *perceptions* rather than *actual* speaker background. However, no correlation was found for either construct with actual understanding. High school participants (n = 160) were randomly assigned to listen to speakers divided according to Kachru's (1985) three concentric circles: the Inner Circle (Britain and America), the Outer Circle (India and Uganda) or the Expanding Circle (China and Russia/Ukraine). Intelligibility was measured by sentence transcription, with multiple-choice questions measuring global comprehension. 9-point Likert scales measured comprehensibility, accentedness, and a range of accent acceptance items such as "the accent was very pleasant to listen to" or "a lot of pronunciation errors" (p. 7). Despite higher intelligibility scores for American and British speakers, no significant group differences were found for main idea tests, although there was a moderate correlation between comprehension and comprehensibility for Ukrainian and Indian speakers. The authors hypothesised that a general familiarity with popular culture from English-speaking countries may have resulted in the higher

intelligibility scores for American and British speakers. The distinct findings for intelligibility and comprehension underline the importance of including measures of both, although given the complexity of the study's findings, the inclusion of follow-up qualitative data collection would have strengthened conclusions.

2.4.3 Speaker and Listener Variables

Whilst the impact of familiarity was only hypothesised in Jeong et al.'s (2021) study, other research has explicitly attempted to examine how such variables might affect comprehension, intelligibility, comprehensibility, and accentedness. Kennedy & Trofimovich (2008) examined the impact of semantic context and familiarity on intelligibility, comprehensibility, and accentedness. Semantic context was manipulated using three sentence types recorded by L1 Mandarin speakers and L1 North American English speakers: true-false sentences, decontextualised but semantically meaningful sentences, and meaningless but grammatically correct sentences. Familiarity was operationalised as prior English as a Second Language (ESL) teaching experience, with half of the listeners (n = 12) ESL teachers in Montreal, and half residents of a small city in Ontario where English was the only public language. Intelligibility was measured through sentence transcription, with comprehensibility and accentedness rated along 9-point Likert scales. Context affected intelligibility and accentedness of L2 speakers only, but *comprehensibility* for both L1 and L2 recordings. Whilst results showed experienced listeners transcribed both L1 and L2 speakers more accurately, there was no significant difference in ratings between groups for comprehensibility and accentedness. This finding on the limited impact of familiarity is in contrast to that of Kurtuldu and Özkan's (2022) investigation with pre-service English teachers in Turkey (n = 38) which found a lack of familiarity with Pakistani accents resulted in both comprehension difficulties and lower comprehensibility ratings. In their reflective journals, a number of participants also highlighted perceived speech rate, along with accentedness, as affecting comprehensibility.

The importance of speech rate on listening perceptions is supported by other research, such as Bamroongkit and Aowsakorn's (2021) study examining the development of Global Englishes-influenced listening materials. Qualitative data collected from semi-structured interviews with Thai university student participants (n = 30) identified the speed of Chinese and Japanese Englishes as impacting comprehensibility and

comprehension. Comprehensibility ratings measured by a 5-point Likert scale in Orikasa's (2016) study with fourth-year Japanese university students ($n = 37$) found similar results: of the eight speakers included in audio recordings, the fastest speakers were rated as the least comprehensible, regardless of accent. Adding to the complex picture painted so far however, Canadian listeners ($n = 27$) in Munro and Derwing's (2001) study rated faster utterances from Mandarin L1 speakers as less accented when other variables were controlled.

The cross-sectional research briefly examined here has highlighted that links between comprehension, accentedness, comprehensibility, and intelligibility are extremely complex, with factors as diverse as semantic context, speech rate, and individual background all potentially impacting these constructs. Given this complexity, it is important for researchers to examine how pedagogical interventions might facilitate learner comprehension. Such longitudinal studies have shown that despite the difficulty in untangling these constructs, training can have a positive impact for both L1 and L2 listeners.

2.5 Accents and Listening Comprehension

2.5.1 L1-Listener Pedagogical Interventions

In contrast to lab-based investigations that isolate constructs and find little positive impact from training (e.g., McLaughlin et al., 2023), classroom-based interventions generally include a broader examination of constructs and have found some positive results. For instance, Kubota's (2001) study at a high school in North Carolina used critically-oriented teaching materials to introduce the diversity of English. Although not statistically significant, both transcription scores and learner ($n = 20$) ratings of comprehensibility and attitudes improved following the classes. However, qualitative data collected through interviews was at odds with this positive change, with some students expressing xenophobic attitudes. In contrast to these comprehensibility findings, Yaw's (2022) two-week program involving classroom exposure to different varieties of English did not improve comprehensibility ratings among undergraduate students ($n = 41$), though processing speed and measures of accentedness improved. Qualitative data did, however, indicate that students found the intervention useful in providing opportunities to foster accent familiarity and comprehensibility.

Lindemann et al.'s (2016) examination of the impact of different classroom training methods was also perceived positively by their American undergraduate participants. Learners were randomly assigned to either implicit (n = 22), explicit (n = 21) or control groups (n = 21). Implicit training involved exposure to Korean English through transcription practice, whilst explicit training included instruction about phonological differences between Korean and English, with a ten question, multiple-choice quiz ensuring participants had understood the content. Control training consisted of listening exercises recorded by L1 English speakers. Intelligibility was operationalised as transcription, whilst general comprehension was measured using multiple-choice questions of TOEFL iBT passages recorded by two female Korean English speakers. No ratings were given on accentedness or comprehensibility. Posttests also included an open-ended question on the intervention's usefulness. Both implicit and explicit groups showed significant improvements for intelligibility compared to control, despite no improvements in comprehension scores. Participants that underwent explicit training in particular found the training helpful. Unfortunately, details of these responses were not included in reporting. Nevertheless, the study again demonstrates the importance of including measures of both intelligibility and comprehension, and of collecting participant feedback on classroom interventions. The authors highlighted the inclusion of the quiz following explicit training as an important innovation.

Derwing et al.'s (2002) 8-week study in Canada also investigated the impact of explicit and implicit accent training on intelligibility and comprehension, with attitudes explored using a questionnaire including collection of qualitative data from open-ended comments. Intact classes of social workers at a community college were assigned to explicit training (n = 20), implicit training (n = 22), or a control group (n = 22). Information is not given on whether group assignment was random. Explicit and implicit training used materials recorded by Vietnamese speakers, followed by cross-cultural discussion. The explicit training group received further instruction on phonological characteristics of Vietnamese English. Although there were no significant differences in improvement for transcription or comprehension tasks, attitudes for both experimental groups improved, with gains significantly greater for the explicit training group. Both experimental groups stated they felt increased confidence in understanding accented English. Indeed, sixteen months later, an explicit training group participant informed their instructor they had been the only

member of an intervention team able to communicate with a Vietnamese woman during an elder abuse case, attributing this to the training. These findings demonstrate how the ultimate beneficial impact of classroom interventions may extend beyond measurable classroom gains.

2.5.2 L2-Listener Pedagogical Interventions

Despite L2 listeners being a particularly under-researched group (Yeldham, 2017), recent research has begun to examine how materials incorporating a broader range of English varieties might better prepare learners to be effective listener-users. For instance, Sriwang et al.'s (2020) quasi-experimental intervention study that took place during an extracurricular English club used a pre- and posttest design to conclude that classroom exposure to WE for Thai elementary-school students ($n = 34$) improved attitudes as operationalised through a questionnaire, and resulted in significant improvements in comprehension, operationalised as single-word transcription. However, reporting is unclear on the intervention length and whether the same tests were used at pre- and posttest for transcription. Similar issues regarding unclear reporting on testing impact the conclusions of Boonsamritphol's (2022) study with second year Thai university students ($n = 27$), despite also finding classroom exposure to English varieties significantly improved intelligibility and comprehension as operationalised through cloze activities and multiple-choice questions respectively.

In a within-subjects, quasi-experimental design with intact classes of first- and second-year university engineering students (fall term 2016; $n = 6$; spring term 2017; $n = 13$) in France, Johansen's (2019) study also found classroom training to be effective. Transcription pre- and posttests revealed that implicit training involving repeated listening to materials including Nigerian and Indian Englishes led to statistically significant improvements. However, explicit training of segmental features of US, Scottish, Australian, and Singaporean accents did not. It is unclear why these particular accents were chosen and which participants studied which varieties, although the author did note small class sizes as a limitation. Of further note was the presentation of phonological features during explicit training *in contrast* to those of General American English. Given research suggesting this can reinforce ideas about standard language ideology (Jeong et al., 2022), and findings above demonstrating the impact attitudes have on listening comprehension, the potential role of attitudes as a confounding variable mean

conclusions that implicit training methods were more effective should be viewed cautiously. The author noted the lack of comprehension tasks and student feedback as a further limitation, with both recommended for future research.

The listening log, self-efficacy questionnaire, and postintervention survey used in Milliner and Dimoski's (2019) two-month investigation into the impact of ELF-informed listening strategy training allowed for the collection of precisely this type of student feedback. Although there was no improvement in global comprehension or gap-fill intelligibility scores for their Japanese university participants ($n = 147$), other findings pointed to improved confidence and positive impressions of the intervention classes. No measures of comprehensibility or accentedness were taken. Despite no statistical analysis being undertaken to determine whether the change in confidence was significant (Rose et al., 2021), the study again draws attention to the importance of learner perspectives in addition to measurable comprehension 'gains'. The authors speculated the lack of improvement in comprehension may have been due to the short length of the intervention.

In a Global Englishes-informed intervention on the impact of English varieties in the classroom on listening comprehension and pronunciation, Miao et al. (2025) found that despite no pronunciation gains, awareness-raising and explicit training classes significantly improved listening comprehension at posttest. Participants at a Northern Chinese university were randomly allocated to a control group ($n = 21$) which received instruction on suprasegmental features of American English, and an experimental group ($n = 29$) which took part in awareness-raising activities based on Rose and Galloway's (2019) GELT framework. This was followed by explicit instruction in the phonological features of Chinese, Indian, Spanish, Korean, African, and Japanese varieties of English, with subsequent listening comprehension activities incorporating TED talks. No detail is given of which African variety was included. Following Kang et al. (2019), pre- and posttests for general comprehension were drawn from TOEFL tests, with six passages recorded by speakers of Chinese, Korean, Indian, Spanish, British and American English. Despite significant improvement in comprehension at posttest, this effect was not sustained at delayed posttest three weeks later. The authors note this may have been due to the high intelligibility of speakers used, although this was rated by external experts rather than participants themselves. In addition, as previous explicit accent training studies have emphasised the importance of comprehension questions on the phonological

differences introduced through interventions (Lindemann et al., 2016; Subtirelu et al., 2022), this lack may also have contributed to the relatively short-term benefit.

Building on the cross-sectional research explored earlier, this section has demonstrated that responses to both explicit and implicit interventions vary across the constructs of attitudes, comprehension, accentedness, comprehensibility, and intelligibility. This reinforces the value of examining these constructs together, and in particular the importance of measuring both comprehension and intelligibility. With conflicting results on the value of explicit versus implicit training, further research is needed to explore how these approaches are received in different contexts, with a need for clearer pedagogical and methodological reporting. Nevertheless, student feedback frequently emphasised the perceived value of classes, highlighting the importance of eliciting learner responses to better support any conclusions that might be drawn regarding the pedagogical value of different curriculum interventions.

2.6 Summary and Gaps in Research

Despite increasing Global Englishes-informed research and pedagogy, several important gaps remain in the literature. Whilst attitudes towards varieties of English have been widely examined, their complex nature warrants increased use of mixed methods and data triangulation. However, many studies employing qualitative data collection methods fail to clearly report coding procedures, undermining trustworthiness of findings. Given suggested links between attitudes and listening comprehension, and the impact of anxiety on listening outcomes and attitudes, there is a further need for research investigating how curriculum interventions might attempt to positively impact all three.

Findings from both cross-sectional and longitudinal investigations indicate a closely connected relationship between listening comprehension, intelligibility, comprehensibility, and accentedness. However, it is also a relationship about which findings are often contradictory, calling for more research designs examining these constructs together. In addition, given accent perceptions tend to be highly personal, ratings of comprehensibility and accentedness should be collected directly from learners rather than external raters. A relative lack of measurable gains from listening

interventions further draws attention to the importance of collecting learner feedback on their views on the value of classroom interventions.

Given the complexity of the interaction between the constructs hopefully highlighted by this review, it is notable that other than Subtirelu (2013), there is a lack of research designs employing case study methodologies. This is important given such approaches are well-suited to examine issues relating to the human experience in depth. A further oversight in the above literature is a lack of alignment between pedagogical materials and learner needs: rationale for the inclusion of English varieties in studies often appears determined by teacher-researcher discretion, rather than systematic learner needs analysis. The current study therefore attempts to address this issue to more closely align with participant/student needs and to further contribute to efforts to enact Global Englishes-informed pedagogical change through practitioner-driven research (Rose et al., 2020).

Finally, as most existing research has been conducted in university or secondary school contexts, there is a lack of studies involving working-age learners. With many international companies increasingly choosing English as an internal working language (Galloway & Rose, 2015), it is of great importance to better understand ways in which curriculum interventions might support adult learners working in such commercial sectors (Rose et al., 2021).

2.7 Research Questions

To explore themes related to these above gaps, the present study attempts to address the following research questions:

1. How do students respond to implicit and explicit curriculum interventions that target listening comprehension, intelligibility, comprehensibility, and accentedness of different varieties of English?
2. How does classroom exposure to varieties of English relate to learner attitudes?
3. How do learners respond to classroom exposure of varieties of English in terms of their reported listening anxiety?

Chapter 3 Methodology

This chapter outlines the research approach and methodology employed in the study. A description of the research design and context is followed by an introduction to the development of the curriculum materials. Next, data collection methods are introduced, before turning to the procedures followed during the curriculum intervention. It ends with a consideration of trustworthiness and methodological limitations.

3.1 Research Design

The current study is a longitudinal, multiple case study. Case study research investigates a phenomenon in its real-world context using multiple data sources, with cases defined as individuals, organisations, neighbourhoods, institutions or events, and an examination of more than one, a multiple case study (Casanave, 2015; Yin, 2018). Unlike experimental research that examines causal relationships between variables (Rogers & Révész, 2020), the current study's primary focus was to explore participant experiences in context.

To build an understanding of participants' changing perceptions, qualitative data were collected at multiple points through participant diaries and interviews. Additionally, the curriculum intervention included pre- and postclass activities designed to explore comprehension and intelligibility, as well as participant numerical ratings of comprehensibility, accentedness, and attitudes. I intentionally use the term numerical data, rather than quantitative data, because the nature of the case study, with two participants, did not facilitate quantitative data analysis. However, the mixed-methods nature of data collection *did* allow for the collection of numerical measurements.

As study design should be guided by its purpose and research questions (Ivankova & Greer, 2015), the mixed-methods use of qualitative and descriptive numerical data was considered particularly appropriate given the complex relationship between perceptions and comprehension (Johnson et al., 2007; Tashakkori & Creswell, 2007). Interviews and diaries were chosen to offer insights into participants' reflections on classes, whilst the pre- and postclass activities and ratings complemented these. This was intended to support a deeper understanding of the multifaceted nature of listening comprehension, whilst remaining open to the emergence of contradictions (Greene et al., 1989; Teddlie & Tashakkori, 2010).

3.2 Participants and Context

3.2.1 Case Selection

A case must be clearly bounded, meaning it must be possible to identify where the case and its context begin and end (Casanave, 2015). Individuals, as in the current study, are a common delineation (Yin, 2018), with this study's cases further time bounded by the length of the four-week curriculum intervention.

Whilst representativeness of a population can be an important consideration in case selection, it is even more important that a case represents the potential for learning. This learning can be facilitated by accessibility, or by individuals that show a particular willingness to participate (Duff, 2014; Stake, 2003). Although some research suggests ambivalent attitudes among learners to classroom exposure to global varieties of English (e.g., Sung, 2016), the participants in the present study were chosen due to their enthusiasm to take part in the curriculum intervention, and for their accessibility as long-term students of the researcher. This relationship of trust is of particular importance for research involving elements of narrative inquiry that examine personal experiences using methods such as diaries (Pomerantz & Kearney, 2012).

Cases are further commonly divided into those that hold intrinsic interest within the case itself, and instrumental cases that are examined to further understanding (Stake, 2003). The participants were of intrinsic interest because they were regularly engaged in communication with global users of English and had expressed a need to improve their listening comprehension skills. They were of further instrumental interest as their learning contexts offered opportunities to explore how curriculum interventions might impact out-of-class communication in commercial contexts.

3.2.2 Ethical Considerations

Although formal informed consent and agreement to participate in the study was sought once ethical approval had been received from the Central University Research Ethics Committee (CUREC), the material design, aims, and research questions had been identified in advance with the needs of these participants in mind (see Appendix A for CUREC approval notification). Both participants confirmed they had read and understood the study's information sheets (see Appendix B) and that their participation was entirely

voluntary. Prior to the start of the curriculum intervention, both participants signed the consent forms online (see Appendix C). They were informed that no identifiable personal data would be included in this dissertation, or any future publication, and that though the interviews would be video recorded, these files would be stored safely on the University systems until August 2025.

3.2.3 Setting and Participants

Although detailed participant background will be returned to in the following chapter, a brief introduction to the context of the study is offered here. Prior to the curriculum intervention, Linabell (pseudonym) had taken online classes with the researcher for a little over a year, whilst Nina (pseudonym) had been studying with the researcher for two and a half years. Both participants chose their own pseudonyms (Allen & Wiles, 2015). All intervention classes took place online using Microsoft Teams, which was also used for interviews in accordance with the University's data protection requirements.

Participants' online English classes prior to the intervention did not follow a particular curriculum, with teaching content and materials decided upon through regular discussion. Participant proficiency was assessed using the online self-evaluation tool developed by the European Centre for Modern Languages of the Council of Europe (n.d.). Linabell self-assessed her individual skills as Listening (B1), Reading (C2), Spoken Interaction (B2), Spoken Production (B2), Writing (C1). Nina's self-assessment was Listening (B1), Reading (B2), Spoken Interaction (A2), Spoken Production (B2), Writing (C1).

3.3 Materials Design

The Global Englishes paradigm calls for a shift in focus from 'native speakers' as the presumed target interlocutor, to an approach based on careful needs analysis of individual learners. Whilst this may mean 'native speakers' remain relevant for some learners, it may not for others (Rose & Galloway, 2019). Needs are composed of what students *want* to learn, what is *necessary* for them to learn for their current and future contexts, and what they *lack* the ability to currently do (Nation & Macalister, 2010). Based on this understanding of needs, and following consultation regarding which accents posed the greatest challenges for communication in their daily work, Linabell chose French English, whilst Nina chose American English. Whilst for simplicity it was necessary to

label these accents as ‘single’ varieties, attempts were made throughout the curriculum intervention to emphasise the diversity of, and within, different accents (Field, 2009) and, as such, multiple speakers with different accent varieties were included in materials.

To identify accent features potentially impacting intelligibility, Jenkins’ (2002) *Lingua Franca Core* (LFC) was initially consulted. The LFC was compiled from classroom data collected over a period of three years and, by focusing on improving mutual intelligibility for non-native speakers and listeners in an EIL context, was designed to offer an alternative pronunciation syllabus to the “NS standard measure [that] still reigns supreme” (p. 84). The LFC contains a list of pronunciation features that should be focused on to improve mutual intelligibility. However, as the LFC has been criticised for drawing on ill-defined, ad hoc data (e.g., Barrass et al., 2020), features identified in empirical investigations of intelligibility were also drawn on (e.g., Kang et al., 2018, 2020). Given the LFC’s primary focus on pronunciation recommendations from a *productive* perspective, some features, such as elements of connected speech, that had originally been excluded were thus included in classroom materials due to their potential impact on *receptive* intelligibility (Walker, 2020). These selected features were cross-referenced with research examining American English (Cook, 2000) and French English (Capliez, 2016; Walter, 2001) to ensure relevance for these varieties. Finally, functional load was considered (Munro, 2018) to prioritise features most likely to impact listener comprehension (see Appendix D for rationale for the inclusion of particular features).

To explore how participants responded to different types of instruction, lesson materials followed either an implicit or explicit training design drawing on Lindemann et al. (2016) and Subtirelu et al. (2022). For implicit classes, students completed traditional listening lessons with video materials including the target accent. A combination of monologic and dialogic videos was used based on discussions with participants and responses to a survey adapted from Field (2009) to identify listening activities most relevant for participants (see Appendix E). Following recommendations in Galloway and Rose (2014), an attempt was made to source dialogues involving ELF interactions, largely drawn from elllo.org (Beuckens, 2025). To promote understanding and deeper attendance to listening materials, open-ended questions were employed for comprehension checks, with

single-word cloze activities using recordings of different speakers of the target variety used at the end of the class (Field, 2009).

For classes involving explicit training, pronunciation features identified as potentially affecting listening comprehension were introduced through comparisons with other English varieties. Jeong et al. (2022) have previously cautioned that use of phonemes in teaching materials might suggest idealised, abstract pronunciations, potentially reinforcing standard language ideologies. As such, care was taken to present varieties without comparison to ‘standard’ accents, or recourse to use of phonemic values, but rather by drawing learners’ attention to differences in pronunciations across varieties. With some research suggesting exposure to multiple global varieties can facilitate accent-dependent and accent-independent adaptation (e.g., Baese-Berk et al., 2013), a range of accents was used during this presentation stage (see Appendix F for the list of videos from which clips were taken for phonological comparison). The final activity during presentation consisted of comprehension questions on these phonological differences as such questions have previously been important in the success of explicit training (e.g., Lindemann, 2016). For lessons involving implicit training, presentation time was replaced with additional listening practice of the target accents. This involved a 2-3 minute video or audio clip as an extension of the lead-in questions used in explicit training materials prior to main video materials (see Appendix G for full explicit training lesson plans and additional listening activities for implicit training classes).

3.4 Data Collection Methods

Qualitative data were collected through diary entries and pre- and postcurriculum intervention interviews. Researcher-designed pre- and postclass activities examined intelligibility through sentence transcription, with TOEFL iBT Tests used for comprehension activities. Numerical ratings of accentedness and comprehensibility were also elicited. The English as an International Language Perception Scale (EILPS) was included in pre- and postclass activities to elicit a numerical measure of potential attitude changes through the curriculum intervention (Nakamura et al., 2018). Included in Appendix H are example printouts of the online versions of the activities participants completed. As some data drawn from diaries informed questions, there were elements of the study that followed a sequential methodological triangulation (Johnson et al., 2007).

3.4.1 English as an International Language Perception Scale

The EILPS was designed to provide a validated instrument for use in research examining perceptions of EIL (Nakamura et al., 2018). A 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5) was chosen to measure responses to an initial pool of 35 items generated following a literature review. Three items were removed following a review by EIL researchers, practitioners, and three language testing experts. Five further items were removed due to poor wording prior to an initial pilot. Following this pilot with EFL learners (n = 186) from Indonesia, Brazil, Japan, Korea, and the USA, 24 items were retained. A further pilot with EFL university students (n = 217) from Japan, Indonesia, Brazil, and Taiwan, resulted in a final pool of 14 items. It is unclear how these EFL learners were recruited. Exploratory factor analysis with Korean university students (n = 277) recruited through convenience sampling identified four reliable and valid factors: current status of English (Cronbach's alpha = .91), varieties of English (Cronbach's alpha = .85), strategies for multilingual/multicultural communication (Cronbach's alpha = .87), and English speakers' identity (Cronbach's alpha = .78). Confirmatory factor analysis was used with a different sample of Korean university students (n = 278) to cross-validate these constructs.

Although Nakamura et al. (2018) highlight the limitation of the use of convenience sampling, the EILPS was deemed most appropriate for the current study as all question items were included with the original study, an issue with other instruments (e.g., Kubota, 2001). Given the study's focus, only the varieties of English (VE) and English speakers' identity (ESI) factors were used. Nakamura et al. (2018) posited that those who score high on VE "are likely to have positive perceptions towards English in Outer and Expanding Circle countries and English diversity in the classroom" (p. 202), whilst respondents who score high on ESI are "often positioned against the native speaker-nonnative speaker dichotomy and take an ownership of his or her English" (p. 202).

3.4.2 Pre- and Postclass Activities

The present study follows Munro and Derwing's (1995) operationalisations of *intelligibility* as the ability to transcribe an utterance, *comprehensibility* as the difficulty/ease with which a message is understood, and *accentedness* the extent to which

a speaker is *believed* to have an accent. Global/general comprehension was operationalised using TOEFL iBT listening comprehension tests and multiple-choice questions following procedures in Kang et al. (2020).

3.4.2.1 Comprehensibility and Accentedness. Likert scales are commonly used to gather perceptions of comprehensibility (e.g., Kennedy & Trofimovich, 2008; Munro & Derwing, 1995). This study adopted the 9-point scale (1 = very easy to understand, 9 = very difficult to understand) and the question wording “how easy were the recordings to understand?” from Kennedy and Trofimovich (2008) to assess comprehensibility. Given the brevity of the intervention, the added granularity provided by a 9-point scale was hoped to support the observation of even small shifts in perceived comprehensibility.

Likert scales are also commonly used to assess accentedness (e.g., Jeong et al., 2021; Kang et al., 2016; Kennedy & Trofimovich, 2008; Munro & Derwing, 2001). Unlike the wordings of those used in Jeong et al. (2021), Kang et al. (2016) and Kennedy and Trofimovich (2008), no reference is made to native or foreign accents in the scale employed in Munro and Derwing (2001). As such their 9-point scale (1 = no accent, 9 = very strong accent), with the question wording “how strong did you think the accent of the speaker was?” used.

3.4.2.2 Comprehension and Intelligibility. Given comprehension and transcription abilities are cognitively distinct processes which do not necessarily automatically correlate, a combination of intelligibility and general comprehension measures has been used in some previous studies (e.g., Gass & Varonis, 1984; Subtirelu et al., 2022). Speakers for recordings used in pre- and postclass activities were recruited through the researcher’s personal contacts. Each speaker recorded one-minute pilot examples which were then rated for accentedness by raters with the same L1 background or with extensive experience living in the respective countries. Raters were also recruited through personal contacts of the researcher. Accentedness was judged using the same rating scale used by participants detailed above: the American English speaker was rated a 7 and the French English speaker a 6.

For listening comprehension, scripts were taken from the Official TOEFL iBT Tests Second Edition practice book (Educational Testing Service, 2015). The same speakers

were used for pre- and postclass activities, though different scripts were used for each. Materials were controlled for length and style (Kang et al. 2020), and to ensure they did not contain too many technical terms (Ockey & French, 2014). Speakers were advised to sound conversational (Major et al., 2002) and were given passages divided into 10 second chunks to ensure speech rate fell within approximately 3.2–3.8 syllables per second to reduce the possibility of speech rate as a confounding variable (Kang et al., 2020; Munro & Derwing, 2001). AntWordProfiler was used to confirm that all texts were of roughly the same difficulty linguistically (Milliner & Dimoski, 2019).

Again following Kang et al. (2020), for intelligibility measures, stimulus sentences were drawn from test banks used in Nye and Gaitenby (1974). Although full sentence transcription/dictation has been used in previous research (e.g., Baese-Berk et al., 2013), gap fill/cloze activities are also common (e.g., Kang et al., 2020; Milliner & Dimoski, 2019). Cloze activities with transcription of four words for each six-word sentence were preferred in the current study to allow for the targeting of specific sounds (Yeldham, 2017). Again, the same speakers were used for pre- and postclass activities, though different sentences were used across activities. See Appendix I for full transcripts of the texts used for comprehension measures and sentences used for transcription activities.

3.4.3 Diary Methods

Diaries are data collection methods in which participants record activities and thoughts related to the constructs being explored, allowing for an examination of events, experiences and language use in their natural context (Rose et al., 2020). Diary methods are often used to support research aiming to obtain reliable individual-level information related to change over time. An important strength is their ability to support research into whether classroom findings and observations apply in real-world settings (Bolger et al., 2003; Bolger & Laurenceau, 2013).

Rose et al. (2020) categorise the three data collection instruments used in diary methods based on the type of information gathered and the level of flexibility allowed to participants: logs capture specific information, often in numbers or predefined categories, whilst journals require participants to record targeted information related to the constructs being investigated. In contrast, diaries allow for more open, subjective reflections. The current study employed logs and diaries.

Diary studies are further classified into three categories of interval-, signal-, and event-contingent protocols (Bolger et al., 2003). The logs used in the present study followed an event-contingent protocol requiring participants to immediately record details of situations at work that required English use. An interval-contingent protocol of twice a week was used for reflective diary entries. This mixed diary design was employed in an attempt to reduce issues with memory deterioration. It was hoped the event-contingent log might function in a similar way to notes recorded at the time of the event in Ma and Oxford's (2014) study which facilitated later memory retrieval for diary entries. However, the requirement for participants to complete their logs during working hours is an important limitation given the possibility it might be impractical to do so immediately, potentially affecting recall accuracy (Bolger et al., 2003). Nevertheless, it was hoped that concrete events such as language contact might be less prone to recall bias (Rose et al., 2020). Although a major practical concern of diary methods is the requirement for detailed training sessions (Reis & Gable, 2000), log and diary prompts were kept as simple as possible, with feedback from participants during design (see Appendix J for log and diary templates and a diary excerpt, and Appendix K for log and diary protocol).

3.4.4 Interviews

Interviews have often been employed within Global Englishes research to collect in-depth, individual responses to complex questions (e.g., Baker et al., 2024; Galloway, 2014; Galloway & Numajiri, 2020). As the present study explored participant responses to a topic as multifaceted as listening comprehension and accent perceptions, interviews were considered particularly appropriate. Given the importance of trust for eliciting participant beliefs (Walford, 2018), it was hoped the rapport between the researcher and participants would create a secure interview environment for open and meaningful dialogue.

An unstructured, precurriculum intervention interview on educational background was conducted to provide contextual background and allow for a positioning of participants as narrators of their own biography (Galloway, 2014). Semi-structured interviews after the curriculum intervention then explored participants' perceptions of the classes. An interview schedule (see Appendix L) was created drawing on the constructs forming the

study's primary research questions: listening comprehension, intelligibility, and perceptions of comprehensibility and accentedness of varieties of English. In addition to anticipated probes eliciting responses to the different classroom activities, questions were also included to explore how training influenced listening anxiety and learner attitudes. Questions on familiarity and the facilitative impact of the classes were later added following the literature review presented earlier. Questions drawing on data from diary entries were later added to gain insight into activities that occurred outside of classes (Walford, 2018).

A non-participant student who had also piloted the classroom materials agreed to pilot the semi-structured interview schedule to identify areas for improvement and to increase its effectiveness as a data collection method (Rose et al., 2020). The pilot helped raise the researcher's awareness of a tendency to double-barrel questions, often resulting in ambiguity. Unclear question wording, such as that in an original question examining learner behaviour towards accent comprehension (e.g., when faced with an unfamiliar accent, what actions do you take to ensure understanding?), was also subsequently edited.

Despite attempts to improve reliability through the interview schedule and piloting, the potential flaws of the interview as a data collection method should be taken into account (Rose et al., 2020). The interview is neither an ordinary conversation nor merely a data collection exercise, but a social practice and interpersonal encounter (Cohen et al., 2018; Talmy, 2010). It should therefore be noted that the researcher/participant relationship was coloured by previous interactions as teacher/student. It was hoped that this relationship would allow participants to be comfortable during interviews, but the potential for social desirability biases in responses must be acknowledged (Oppenheim, 2004). To help mitigate these limitations and strengthen credibility, elements of 'collaborative ethnography' were employed through member checks: preliminary analyses were shared with participants to ensure no misrepresentation took place and to provide space for reflection or revision outside of the interview setting (Loh, 2013; Starfield, 2015).

3.5 Procedures

Once ethics approval had been received and informed consent taken from both participants, the unstructured interviews were arranged, with curriculum intervention schedules then organised according to Table 2 below.

Table 2

Research Procedure Timeline

Participant	Date	Curriculum Intervention
Linabell	20/11/2024	Precurriculum intervention interview
Nina	29/11/2024	Precurriculum intervention interview
Linabell	2/12/2024	Explicit French Lesson 1 , inc. pretest covering listening comprehension, intelligibility, comprehensibility, accentedness, and the EILPS
Nina	2/12/2024	Explicit American Lesson 1 , inc. pretest covering listening comprehension, intelligibility, comprehensibility, accentedness, and the EILPS
Linabell	9/12/2024	Explicit French Lesson 2 , inc. posttest covering listening comprehension, intelligibility, comprehensibility, and accentedness
Nina	13/12/2024	Explicit American Lesson 2 , inc. posttest covering listening comprehension, intelligibility, comprehensibility, and accentedness
Linabell	17/12/2024	Implicit American Lesson 1 , inc. pretest covering listening comprehension, intelligibility, comprehensibility, and accentedness
Nina	20/12/2024	Implicit French Lesson 1 , inc. pretest covering listening comprehension, intelligibility, comprehensibility, and accentedness
Linabell	23/12/2024	Implicit American Lesson 2 , inc. pretest covering listening comprehension, intelligibility, comprehensibility, accentedness, and the EILPS

Nina	23/12/2024	Implicit French Lesson 2 , inc. pretest covering listening comprehension, intelligibility, comprehensibility, accentedness, and the EILPS
Linabell	30/12/2024	Postcurriculum intervention interview
Nina	6/1/2025	Postcurriculum intervention interview

Each participant underwent explicit training on the accents they had identified as most important for their work, whilst they received implicit training classes on the priority accent of the other participant. Intervention classes were held during Nina’s regular classes, whilst Linabell arranged separate, additional classes. Training took place over two, hour-long classes, with participants then swapping over accents, as per a repeated measures within-subject design, where participants receive both interventions in a different order. At the start of the first curriculum intervention class, comprehension and intelligibility were tested using the preclass materials detailed earlier. Although recordings are commonly played only once before intelligibility measures (e.g., Lochland, 2020), it was felt that activities might prove difficult for participants and so two playthroughs were given (Yeldham, 2017). This was followed by measurements of comprehensibility and accentedness, with participants finally completing the EILPS. Only measures for comprehension, intelligibility, comprehensibility, and accentedness were taken at the end of each training module, with the second EILPS measure taken at the end of the four-week curriculum intervention period. The semi-structured interviews were then scheduled. Throughout the intervention period, participants filled in the event-contingent logs and interval-contingent diaries.

3.6 Trustworthiness

In experimental research, reliability refers to the degree to which data collection procedures lead to consistent interpretations of the constructs they aim to measure (Norris & Ortega, 2003; Rogers & Révész, 2020). Reliability is a prerequisite to validity, but it does not imply it, with validity the degree to which an instrument or study measures and answers the question it purports to (Rogers & Révész, 2020). Where possible, attempts have been made to ensure reliability following recommendations from the research literature, for example through interview piloting and the use of uniform interview schedules (Rose et al., 2020). However, as the primary data source and focus of the study

was qualitative, Lincoln and Guba's (1985) concept of trustworthiness was the primary benchmark the study aimed towards. Trustworthiness is composed of four main aspects: credibility, transferability, dependability and confirmability. Credibility refers to the confidence with which the reported findings of the study might be viewed to be true, whilst transferability relates to the extent to which the findings might be applicable to other contexts. Dependability requires consistency within the processes followed within a study, and confirmability is the degree to which findings stem from the data, rather than the researcher's own biases and motivations.

Lincoln and Guba (1985) proposed a number of techniques to establish these four criteria, and as many as were feasible were employed in the present study, including prolonged engagement, methodological and source triangulation, and rich descriptions of participants. Given that interviews served as the primary data source, particular attention was paid to recommendations for enhancing the trustworthiness of qualitative analysis. These are detailed in the next chapter's discussion of data analysis procedures. To support confirmability, a full audit trail was maintained throughout the project, including raw interview transcripts, iterative versions of the coding frame, decision logs regarding category revisions, and a reflexive researcher diary. This researcher diary was also used to note any observations during the curriculum intervention that were deemed relevant (see Appendix M for an excerpt). As detailed earlier, member checks with participants were also employed.

Maxwell's (2013) validity checklist for qualitative/case study research includes many of the same techniques as Lincoln and Guba, although further includes recommendations for the inclusion of numerical results and comparisons between cases, both of which were also employed in the present study. Finally, every effort has been made to present as honest a depiction of the data as possible and to maintain transparency in how the data have been transformed and organised into the evidence supporting the study's conclusions; processes Edge and Richards (1998) refer to as authentication and legitimation respectively.

3.7 Limitations

In addition to limitations with the data collection methods detailed above, time constraints were a major issue. For example, to minimise time required for the intervention, proficiency was measured through self-assessment. Given previously voiced concerns regarding self-report data (e.g., Ayers, 2010), this may not accurately portray participants' proficiency, impacting attempts at providing rich enough descriptions to improve transferability. As will be seen in the following chapter, given the importance that speaker gender might have on listener perceptions, that it was not possible to match the gender of the speakers used for recordings is likely to have further coloured participant perceptions of accents. Finally, it was not possible to conduct a set of delayed postclass activities, an important limitation as other studies examining listening comprehension skills of varieties of English have found intervention effects to be unsustainable (Miao et al., 2025).

As both learners had limited time they could devote to classes and interviews, it was not possible to schedule interviews immediately following classes, potentially impacting recall bias (Althubaiti, 2016). Further, although diary entries and classroom observations were cross-referenced where possible for interviews, the time constraints of one-hour interviews limited the depth with which all constructs could be explored. Finally, as the researcher did not speak Mandarin, it was not possible to offer participants the opportunity to conduct the interviews in their first language, potentially limiting the ideas that participants were able to express (Gass & Mackey, 2000).

There was ultimately also an issue related to the opportunities that Nina had to engage in communication with international colleagues during the curriculum intervention period as this unfortunately coincided with many of her colleagues' Christmas break. A longer curriculum intervention period may have therefore offered more opportunities to collect more detailed diary entries.

Chapter 4 Findings

This chapter begins by outlining qualitative data analysis procedures before introducing participants. Findings are then presented thematically according to the constructs outlined in the research questions. For the constructs of listening comprehension, intelligibility, attitudes, and perceptions of accentedness and comprehensibility, this qualitative data will be compared against findings from the pre- and postclass activities. The tension between these numerical ratings and qualitative reflections suggest a complex interplay between constructs, with highly individual responses to the curriculum interventions.

4.1 Data Analysis Procedures

Prior to interviews, a transcription model including paralinguistic and interactional features was deemed necessary due to the complexity of the constructs to be discussed (Rose et al., 2020). Due to some similarities in research topics, the model used by Galloway and Rose (2014) was initially chosen (see Table 3). Interviews were transcribed and double-checked against video recordings. During this process, it became clear that additional conventions were needed to capture intonation and gestures. These were based on recommendations in Heath et al. (2010) and are included in Table 4. These conventions were added to the transcripts which were then uploaded along with diary entries to the qualitative data analysis program NVivo15 (see Appendix N for fully transcribed interview excerpts).

Table 3

Transcription Conventions Adapted From Galloway and Rose (2014)

Symbol	Description
<i>(overlapping)</i>	Overlapping speech
CAPS	Emphatic stress ('I' and acronyms are underlined)
(.)	Pause of less than a second
(3)	Approximate length of pause in seconds
:	Length (repeated to show greater length)
@	Laughter

Table 4*Additional Transcription Conventions Adapted From Heath et al. (2010)*

Symbol	Description
(gesture)	Gestures and body language
?	Strongly rising intonation
,	Slightly rising intonation
:	Stretched sounds
.	Falling, final intonation
↑	Pitch increase

Following Creswell (2013), categories will be used to refer to broader units that then contain several codes. These initial categories were both concept and data driven, drawing on the research questions presented earlier and the content of precurriculum intervention interviews which examined learner background. Qualitative content analysis was then employed to inductively draw out patterns from the data using subsumption: transcripts were read until a relevant concept was found, where a code for this concept had not already been created, this was added to the draft coding frame (see Table O1 in Appendix O), with the process then repeated (Schreier, 2014). Once the draft coding frame had been created, each code was named and given a description and positive examples (Elliott, 2018). As analysis was concerned with thematic identification (Selvi, 2019), a monothematic chunk was employed as the unit of segmentation, with each unit corresponding to an individual theme (Miles et al., 2014). However, as the co-occurrence of constructs was common in the data, where appropriate, units were double-coded to “highlight patterns of association” that emerged (Ritchie & Spencer, 2002, p. 316).

To improve internal consistency of the coding frame, an initial round of coding was followed 14 days later by a second round (Schreier, 2014). The coding comparison tool in NVivo was then used which generated a kappa rating of 0.51. Referencing Landis and Koch’s (1977) benchmarks for categorical agreement, this kappa rating suggested issues

with the coding frame, and significant adjustments were made. The initial codes were deemed to present too much overlap and so were simplified, with decision rules added to the coding frame where it had been unclear which code was most appropriate (Schreier, 2014). The complexity of the coding frame as a whole was reduced by subsuming overly specific codes: for example, the subcode of 'accent distinguishing' under 'impact of intervention activities (comprehensibility)' was deleted (see Table O2 in Appendix O for the final coding frame). It should also be noted that due to patterns emerging from the data, the category of accentedness was renamed as accent due to important themes not directly related to 'strength of accent'. The trial coding process was then repeated with the new coding frame, with a recode again taking place 14 days later. With the edited coding frame, the kappa rating improved to 0.88, or in Landis and Koch's benchmarks, "almost perfect" (p. 165).

The second coding frame and two rounds of coding were then used for main analysis. Disagreements between coding rounds that resulted in kappa rates falling below .80 were double-checked and analysed on a case by case situation. This process was documented in a researcher diary (see Appendix P for an excerpt). A weakness in the coding procedure that was identified through this process was the lack of clarity within the definition of a particular unit: for example, whether to include interjections from the interviewer. A number of issues also emerged where unclear decision rules meant units were either double-coded during the first round and not during the second, or vice versa. Once these had been resolved, those areas that had been double-coded were further analysed to uncover commonalities between themes. These thematic relationships, for example links between anxiety and attitudes or difficulties with comprehension and comprehensibility stemming from accentedness, then informed the sequencing and structure of the findings below, to ensure a natural reflection of the co-occurrences as expressed by participants during interviews. To improve reliability, member checks with participants were also employed after the initial write-up of findings (Selvi, 2019). Unfortunately, due to time and human resource constraints, it was not possible to measure interrater reliability with a second coder.

4.2 Participant Introduction

4.2.1 Nina

Nina currently works for a large multinational pharmaceutical company based in Beijing, having majored in pharmacy at university. She began learning English in middle school which she describes as “VERY late.” Nina attended a 211 university, a term she explained meant it was among the “GOOD colleges in China.” However, she frequently emphasised the role of educational resources for language development, and expressed regret that although when she was younger she “REALLY like[d] English,” she had lacked the resources and opportunities to practise communication.

When discussing English listening activities at school, Nina highlighted a significant washback from examinations: listening practice in middle school, years 7 through 9, was “because we need to (1) we we have listening examinations when we (2) go to high school.” When discussing the Chinese university entrance exam (known as gaokao in China) she noted, “ACTUALLY in my province we don't have listening examination when gaokao. yeah. so::: in high school we never practise listening.”

Whilst discussing her exposure to different accents during schooling, she mentioned that textbooks included phonetic transcriptions of vocabulary in General American English (GA) and Standard Southern British English (SSBE). However, in terms of those accents contained in listening activities, these were “most of accents are BRITISH accents.” This limited listening practice and accent exposure meant she found attending online meetings with international colleagues during work “difficult. especially at the ↑beginning I joined the the global company.” However, Nina did mention that familiarity with accents, and the listening skills required by her work, meant she felt some improvement over time:

‘Even even though for three years three years ago three years ago I I made I COULDN’T understand what they are (.) what they are talk. yeah but now when I join the town hall (.) I can get MOST of the..INFORMATION’

Despite this progress, she struggled with confidence in her abilities in both speaking and listening, referring to this feeling as “my (2) MONSTER, deeply in my heart.”

4.2.2 Linabell

Linabell works for a state-run Chinese investment bank, having majored in accounting at university. Linabell began learning English with her mother, an English teacher, much earlier than Nina, at the age of five. Formal English education began at age nine and she later attended an international school “because of that school is (3) better (1) is not the best, the second best comprehensive school middle school (.) in the city.”

English classes at school were largely textbook based, with rote memorisation of passages described by Linabell “as the typical learning method (.) in China.” At age 11, Linabell attended an additional English “class (1) that (1) after outside of outside school.” She also had oral English classes with a Canadian teacher whilst studying at the international school. Reflecting on listening activities, Linabell made a point to note that “listening ma↑terials were (.) STRICTLY pronounced (2) according to those (.) phonetic” pronunciations which were included in textbooks. She also noted a test-focused orientation to these activities “because we we need to prepare for the test.” These materials were recorded by Chinese speakers, but, “they ↑spoke (.) American (.) English (3) with no ACCENT.”

Whilst completing a master’s degree, Linabell became more engaged with English-language media outside of class, making particular note of having watched the series *Friends* “more than 10 times.” However, accent exposure was still largely limited to “mostly American (.) accents, MOSTLY. yeah, sometimes, sometimes BBC, like British accent.” In reference to the TV series *The Big Bang Theory*, she mentions that the Indian English accent of one of the characters was “very VERY difficult and very very ↑different from (.) from those American (.) accents.”

This lack of accent exposure became a more serious issue when Linabell started working. Her work requires negotiation with clients from a number of European countries, with English the working language. She described frequent communication difficulties due to feeling “nervous and felt anxious and then I (.) my my MIND was like was BLOCKED.” This meant she often avoided direct communication:

I TRIED (.) I TRIED to ignore their call and then (1) send send them an ↑e-mail (.) sa::y what (.) say what what do you need or how can I help you? something

like that. but it's (.) it's not workable. sometimes still we need to (.) need to TALK over the phone.

This ongoing struggle motivated her to “have the our classes.”

4.2.3 Shared Issues

Despite differences in their educational backgrounds, both Nina and Linabell experienced difficulties when communicating with users of different English varieties in their professional lives: for Nina this was during meetings with colleagues based in different countries and for Linabell during business meetings with international clients. Although Linabell had had greater access to the type of educational resources that Nina felt she had lacked, she still encountered similar difficulties with communication. For both participants, a narrow focus on ‘standard’ accents in their schooling had left them unfamiliar with the diversity of global English use, affecting their confidence and effectiveness at work.

4.3 Classroom Exposure and Reported Anxiety and Learner Attitudes

4.3.1 Anxiety

A common issue encountered by Nina and Linabell was feeling anxious when communicating with colleagues and clients. It was therefore hoped that classroom exposure to the English varieties they had highlighted as being important in their work would help improve this concern. In postcurriculum interviews, both students expressed that classes had improved anxiety and given a degree of confidence towards their communicative abilities.

Linabell noted that although she still felt a little nervous during meetings with clients, “I think the first thing I I GET from our classes is (.) CONFIDENCE.” This was because classes had instilled a belief that “even if they cannot understand ME or I cannot understand THEM (.) we can always talk SLOWLY and to make each other CLEAR about what we were discussing.” The stress here on ‘me’ and ‘them’ appears to point to a changing understanding that responsibility for communicative success is co-constructed, thereby reducing Linbaell’s own burden of anxiety.

Whilst Nina still felt nervous taking part in global meetings, she added that “at least after the several classes (2) about different about French and American accent makes me (2) to be honest make me more CONFIDENT.” This had then led to the sense that:

If I know MORE different accents (.) actually my colleagues are from around the world different countries they have different accents (.) if I can know more accents and the the the SPECIALTY of the accents, I can understand more my colleagues.

Nina’s emphasis on learning “MORE different accents” and their “SPECIALTY” suggests that the classes helped her view accent comprehension not as an abstract challenge, but as something that might be improved through systematic targeted practice.

Both participants further noted they had developed personal techniques for managing their anxiety. Before meetings, Nina stated that she “tried to (.) make myself calm down. (2) and listen (.) listening more carefully.” She added:

a useful way to make myself less nervous. (2) you TRY to (.) when the meeting (1) before the meeting get started someone are joining the meeting and they try to sa::y hello to everybody. and yeah yeah yeah just to fee:::l they are friendly. you know?

Although the emphasis here on ‘TRY’ suggests that anxiety reduction is very much an ongoing process.

Linabell had decided:

to be? (2) a ↑bold or a BRAVE English speaker? yes so I I don't mind, whether I am right or wrong no (2) and am I I don't mind whether I'm correct? that with that pronunciation I just want to (2) to communicate? or with my clients? so it doesn't MATTER and this makes me make me feel more confident.

4.3.2 Attitudes

Exposure during the curriculum intervention appears to have had a largely positive impact on Nina and Linabell’s feelings of anxiety towards listening to varieties of English. Findings in relation to attitudes were, however, more mixed.

Positively, the intervention challenged Linabell's previous notion that accents which "were not ↑STRICTLY (4) pronounced" meant they were not "what it (.) SHOULD be." She reflected, "after I have a class I I realised there (.) there (.) is an accent of American English," suggesting a growing awareness that all speech is accented. In this way, classes appear to have begun to break down notions of what might, and might not, be 'standard' or 'acceptable' ways of speaking.

Classroom exposure did not seem to have such a large impact on Nina's attitudes, although this may have been due to more pragmatic concerns: when asked about perceptions of the importance of different English varieties, Nina responded, "the cross staff in a meeting is from America. so I think (2) at the CURRENT time I think America accent is more important for me." Nina's emphasis on 'CURRENT' here suggests a particular focus of ongoing needs.

However, in terms of attitudes to her own English, Nina noted a positive impact:

I just want want myself to speak English more fluently. more fluently. yeah yeah that's enough. I don't CARE if I I I listen like a British or like America or like India yeah @@@. That's NOT important that's that's not important that people UNDERSTAND ME is mostly it's mostly important yeah.

Similarly, Linabell, who had previously not wanted "to be heard (2) too much Chinese accent" because speaking "like native speakers it (1) is very cool," reported after classes "now I don't care." She added:

language is a TOOL for people to communicate with each OTHER. so as a tool the ULTIMATE purpose is to make each other, or make the people speaking to with each other, to understand each other? so so the pronunciation the accent it doesn't ↑matter that MUCH.

Despite this growing self-confidence, Linabell's responses to the EILPS as shown in Table 5, with changes in the composite scores for each subscale/factor represented in Figure 1, suggest a more negative impact on attitudes towards speaker identity and the use of varieties of English within classroom materials.

Table 5*Linabell's EILPS Responses Prior to, and Following, Curriculum Intervention*

Participant	EILPS Questions	Precurriculum Intervention	Postcurriculum Intervention
Linabell	VE1 Different varieties of English, such as Hong Kong English, Indian English, and Singaporean English, are acceptable today.	3	2
	VE2 Teachers can use English listening materials that are recorded by people who have different kinds of English accents.	4	2
	VE3 Different varieties of English, such as Indonesian English, Taiwanese English, and Japanese English, are acceptable today	2	2
	VE4 Teachers can include the interaction between non-native and non-native English speakers (e.g., Indonesian-Japanese speakers) in English listening materials	4	2
	ESI1 English teachers should not push me to speak like a “native” English speaker.	5	2
	ESI2 I don't mind if people laugh at my English accent when I speak because it is my own English	3	4

ESI3 It is unnecessary to speak like American or British English speakers as long as my English is intelligible (or understandable) to others

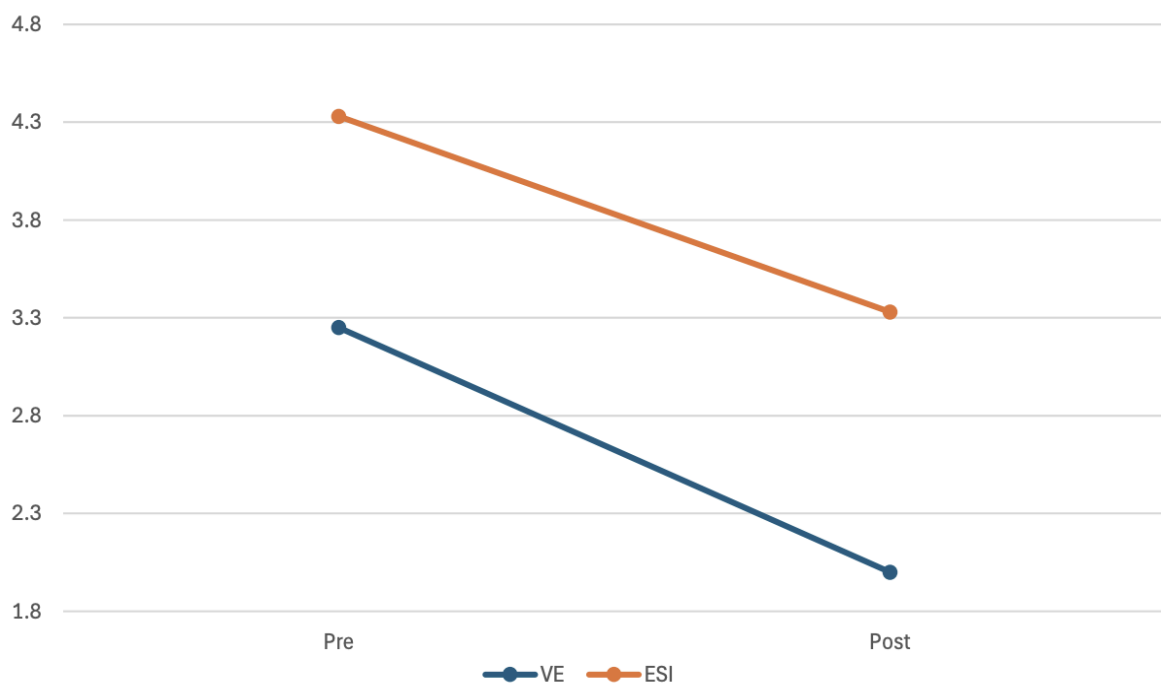
5

4

Note. Likert rating (1 - strongly disagree ; 5 - strongly agree)

Figure 1

EIL Perception Scale Changes: Linabell



Note. Ratings for Varieties of English were computed from the mean of four items measured by the EILPS. Ratings for English speaker identity were computed from the mean of three items measured by the EILPS.

Linabell had earlier felt “students should be EXPOSED to different (.) different accents because that will HELP them to understand BETTER to in the future.” However, following the curriculum intervention she had reversed her position:

I think. (2) it is better that the teacher use (.) do NOT use different kind of English accents I think (.) It is just I I THINK STILL it is the school is a place to (.) to maybe to ENHANCE the foundation of (.) or the language learning.

This change stemmed from a belief that it “is EASIER for students to (.) learn the (3) RELATIVELY correct English.” This was contrasted with exposure to diverse accents because “it is not ve::ry (.) not very USEFUL (.) compared to using the the the relatively STANDARD in English.” She added a concern that “DIFFERENT accents EXPOSURE may (2) may may get a little bit ↑confused or or may MAKE the students confused.” She drew a parallel to her experience learning Mandarin:

our teacher will teach us? or made us (.) to read the contest in the STANDARD Mandarin there is a STANDARD pronunciation. Because if everyone speak with their OWN accent it sometimes is harder to understand each other. Because accent is VERY very different.

This perspective reinforced the belief that L2 teachers should also aim to “make the students to speak RELATIVELY standard or NATIVE English.”

In addition to examining classroom exposure and affective and cognitive components of attitudes through the EILPS, a particular area of interest was that related to behavioural impacts. Prior to starting classes with the researcher, Linabell’s negative perceptions regarding the difficulty of understanding varieties of English had led to avoiding “having ↑phone call or ↑video call with” particular clients. She also described being “worried about the pronunciation (.)” and “afraid that my listeners cannot understand what I was saying.” However, after classes, her focus had shifted as she just wanted “to use English to express myself? express express myself ? and make myself understand or if NOT I can change another word so (.) so so I just think it doesn't matter too much.” This provides evidence the curriculum intervention contributed to a positive shift in behaviour. Nina likewise noted that she would now try to “NOT (2) focus on the ACCENT” when speaking with international colleagues.

These findings suggest that classroom exposure to diverse accents can improve learners’ acceptance of their own voices and reduce avoidance behaviour. However, they also highlight the continued influence of standard language ideology. Nina’s continued support for classroom use of different English varieties, as demonstrated by her responses to the EILPS shown in Table 6, with changes in the composite scores for each subscale/factor represented in Figure 2, stand in contrast to Linabell’s responses, and

further demonstrates the highly individualised nature of responses to different curriculum interventions.

Table 6

Nina's EILPS Responses Prior to, and Following, Curriculum Intervention

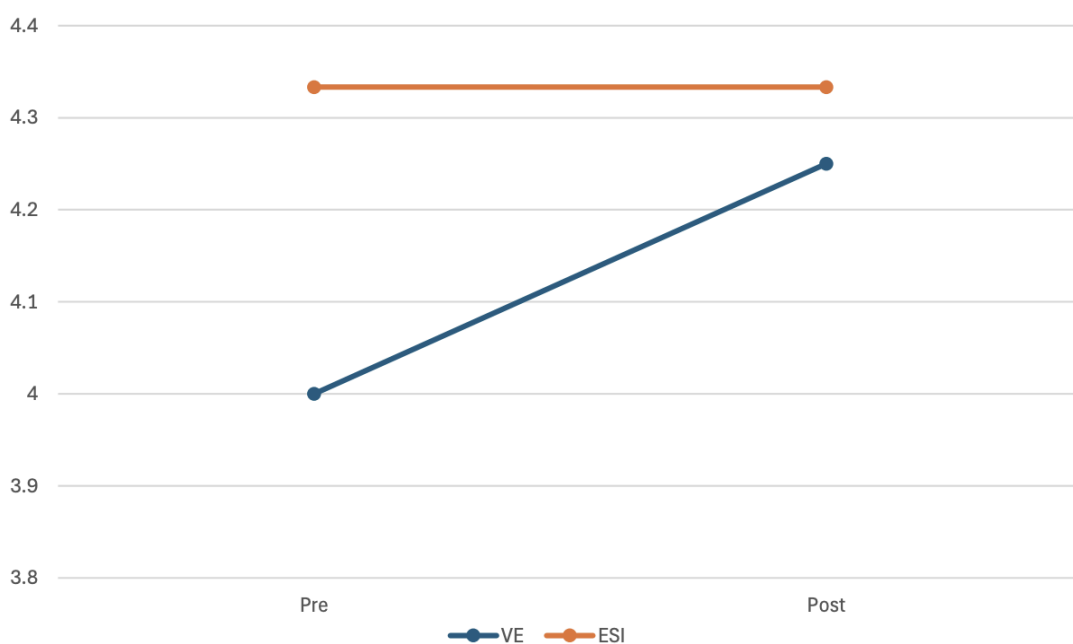
Participant	EILPS Questions	Precurriculum Intervention	Postcurriculum Intervention
Nina	VE1 Different varieties of English, such as Hong Kong English, Indian English, and Singaporean English, are acceptable today.	3	4
	VE2 Teachers can use English listening materials that are recorded by people who have different kinds of English accents.	4	4
	VE3 Different varieties of English, such as Indonesian English, Taiwanese English, and Japanese English, are acceptable today	4	4
	VE4 Teachers can include the interaction between non-native and non-native English speakers (e.g., Indonesian-Japanese speakers) in English listening materials	5	5
	ESI1 English teachers should not push me to speak like a “native” English speaker.	5	5
	ESI2 I don't mind if people laugh at my English accent when I speak because it is my own English	3	3

ESI3 It is unnecessary to speak like American or British English speakers as long as my English is intelligible (or understandable) to others	5	5
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Note. Likert rating (1 - strongly disagree ; 5 - strongly agree)

Figure 2

EIL Perception Scale Changes: Nina



Note. Ratings above for Varieties of English were computed from the mean of four items measured by the EILPS. Ratings for English speaker identity were computed from the mean of three items measured by the EILPS’.

4.4 Learner Responses to Curriculum Interventions Targeting Accentedness, Listening Comprehension, Comprehensibility, and Intelligibility

4.4.1 Accentedness

Findings regarding the impact of implicit and explicit curriculum interventions on accentedness suggest complex, often contradictory, perceptions that may be influenced by other factors.

For example, although Nina’s accentedness ratings shown in Table 7 were higher at posttest for the French accent introduced implicitly, during interviews she noted that

following classes her perception of the accent had changed to be “yeah less strong must be.” On the other hand, Linabell’s ratings for accentedness decreased after implicit American English exposure, which she explained in interviews as being due to the fact that she “DIDN’T NOTICE the American accent very much.” The impact of implicit accent exposure, then, appears likely mediated by previous familiarity given Linabell’s extensive prior exposure and Nina’s statement that for her it was “rare to hear to ↑hear French accents.”

Table 7

Accentedness Ratings Prior to, and Following, Implicit Instruction

Participant	Curriculum Intervention	Precurriculum Intervention	Postcurriculum Intervention
Nina	Implicit French	4	5
Linabell	Implicit American	4	3

Note. Accentedness rated in response to the prompt: “How strong did you think the accent of the speaker was?” Responses were on a 9-point Likert scale (1 = no accent, 9 = very strong accent)

Further contradictory responses can be seen in Linabell’s perceptions of accentedness following explicit instruction with French English, as shown in Table 8. Whilst ratings suggested no change, she stated she found the accent “more obvious or more easier? for me to listen to those French accent (2) conversations or videos.” These differences may be partly explained by the time gap between ratings, which took place immediately following intervention classes, and interviews a week later, whilst the rising intonation on ‘easier’ and hesitation (‘more?’) may point to Linabell’s own uncertainty.

Table 8

Linabell’s Accentedness Ratings Prior to, and Following, Explicit Instruction

Participant	Curriculum Intervention	Precurriculum Intervention	Postintervention
Linabell	Explicit French	7	7

Note. Accentedness rated in response to the prompt: “How strong did you think the accent of the speaker was?” Responses were on a 9-point Likert scale (1 = no accent, 9 = very strong accent)

In contrast to expectations, Nina’s responses to explicit instruction in American English led to slightly higher ratings of accentedness (see Table 9).

Table 9

Nina’s Accentedness Ratings Prior to, and Following, Explicit Instruction

Participant	Curriculum Intervention	Precurriculum Intervention	Postcurriculum Intervention
Nina	Explicit American	3	4

Note. Accentedness rated in response to the prompt: “How strong did you think the accent of the speaker was?” Responses were on a 9-point Likert scale (1 = no accent, 9 = very strong accent)

When asked whether instruction had helped with perceiving American accents as less strong, Nina replied that they were “difficult for me ALL the time yeah.” This response linked together comprehensibility and accentedness and further suggests short curriculum interventions may be unlikely to impact deeply ingrained perceptions. In addition, for Nina it was not accentedness alone that impacted her responses to different varieties, but that it “really depends on the speakers @@ you know (.) yes some speakers I can understand the most of the meaning. but some speakers I really lost lost a lot lot of information.”

The importance of other factors over accentedness was also noted by Linabell in her diary, with an emphasis on speed over accentedness for comprehensibility. She wrote: “even with thick accent, if the person speaks slowly, it’s easier to understand,” although in the same entry she noted, “one lawyer spoke quickly with thick accent, it was hard to understand him at first.” These sentiments were echoed by Nina during interviews when she stated, “that's wh:::y it make me feel I can understand different accents maybe because they speak slow.”

For Nina, gender also appeared to have relatively more importance than accentedness for comprehensibility, as she felt that “if the female and the males SPEED is same but the females is easier to understand.” This complex interplay between accent and other speaker characteristics may explain some of Nina’s seemingly conflicting reflections,

such as stating that she could understand speakers if their accent was not “VERY VERY strong” whilst still feeling “very (.) impressed by his accent” when discussing a Spanish colleague.

This section has highlighted the complexity of accentedness as a construct and some of the difficulties in measuring it. Findings were largely contradictory, suggesting perceptions are shaped not only by short-term classroom exposure, but also by speaker characteristics and individual listener experiences and backgrounds.

4.4.2 Listening Comprehension

Given the emphasis both Nina and Linabell placed on speaker speed when discussing accentedness, it is unsurprising that speed was also frequently cited as a factor negatively affecting listening comprehension.

For Nina, this impact varied depending on the accent. For example, although she felt if she listened “very VERY carefully” she could get “the MOST the MAIN points” when listening to French English, “for the AMERICAN speakers, I think I really lost a lot of information @ because she or he speak TOO fast.”

Similarly, in both pre- and postcurriculum intervention interviews, Linabell mentioned the problems encountered when communicating with interlocutors whose speech was perceived as fast. She recalled of one of her first meetings with an international client:

that guy was from (1) oh the first one the first one first one was a French guy. first meeting. was a French guy. @ back then I I have I I HAD TOTALLY no idea what he was saying, (.) because of the SPEED.

She remembered having “to ASK him to slow (.) slow down. and to:: ↑repeat what he said,” with this lack of familiarity with his accent resulting in it being “very, HARD (2) to communicate.”

Despite these difficulties going into classes, both participants felt the curriculum intervention had contributed to a sense of improved comprehension; a sense unfortunately in contrast to their pre- and postclass comprehension quizzes which rather suggested a negative impact (see Table 10).

Table 10*Listening Comprehension Quiz Scores Prior to, and Following, Instruction*

Participant	Curriculum Intervention	Precurriculum Intervention	Postcurriculum Intervention
Nina	Explicit American	4/6	3/6
	Implicit French	4/6	3/6
Linabell	Explicit French	6/6	4/6
	Implicit American	6/6	5/6

Note. Scores are from answers to 6 multiple-choice questions

When discussing the relative benefits of implicit and explicit instruction, Nina noted that implicit instruction using longer clips had helped her “practise more like (2) CONNECTED speech” which had then allowed her to analyse “my shortage of listening (.) is where.” Although she felt that implicit and explicit instruction were both “useful yeah they they they are same for me,” she emphasised that explicit instruction with American English was “VERY VERY USEFUL.” More generally, classes had meant that although “actually before I didn't find the I can adapt to different accents. I CAN understand the different accent. but through your research I found I can.” At the same time, as examined earlier, Nina continued to feel that American English remained difficult to understand.

Linabell highlighted explicit classes introducing phonological features of accents as particularly helpful, as this had given a sense that she might be able to predict how speakers would pronounce certain words: “I'll say I I learned I have LEARNED more and I (.) I think sometimes I I knew, they WOULD speak like that.” This extract was also double-coded under intelligibility. When discussing the relative value of exposure through shorter clips to introduce phonological features and longer recordings, Linabell stressed that familiarity was still “BASED on (1) the the LONGER one,” as this led to the creation of “like like (2) a::n French accent ENVIRONMENT” and “a kind of FEELING of French accent.”

Both participants reported perceiving improved listening comprehension following the curriculum intervention, but these perceptions did not align with activity results. Whilst

implicit instruction appeared to help Nina analyse her own listening weaknesses, explicit instruction helped Linabell develop decoding strategies. These findings suggest that *perceived* comprehension may improve even in the absence of measurable gains.

4.4.3 Comprehensibility

Comprehensibility ratings presented in Table 11 suggest that, with the exception of Linabell’s response to implicit instruction in American English, the curriculum interventions had a negative impact on perceptions.

Table 11

Comprehensibility Ratings Prior to, and Following, Instruction

Participant	Curriculum Intervention	Precurriculum Intervention	Postcurriculum Intervention
Nina	Explicit American	8	8
	Implicit French	5	8
Linabell	Explicit French	5	6
	Implicit American	4	3

Note. Comprehensibility rated in response to the prompt: “How easy were the recordings to understand?” Responses were on a 9-point Likert scale (1 - very easy; 9 - very difficult)

However, interviews again told a different story, with participants reporting classroom activities improved comprehensibility. Both Linabell and Nina emphasised the facilitative role that the introduction of phonological features of accents had in giving a sense of familiarity, which then contributed to a perception that these accents were easier to understand.

For Linabell, it was “actually easier to understand I GUESS is because I RECENTLY I became familiar with that FRENCH accent.” Nina specifically referred to the introduction and explanation of what Jenkins (2002) terms the flapped [r] of a General American English accent, with the suggestion that even more instruction of this type would add to a growing sense of understanding American accents more easily:

yeah if I know much more? much enough? the accent they they speak like water (*pronounced as SSBE /t/*) and the water (*pronounced as GA /t/*) and the a lot of words if I know maybe I can understand the ↑easier to to to know the meaning.

This emphasis on the value of explicit instruction for comprehensibility may explain why Nina's comprehensibility rating of French accents did not improve following implicit practice. Due to phrasing linking understanding and the ease of meaning, this section was double-coded under the impact of explicit instruction on comprehension.

Whilst participants did not link exposure to accents in implicit classes to increased familiarity and comprehensibility, both indicated that exposure *outside* of class contributed to perceived ease of understanding of other accents. In discussing a Greek client, Linabell stated that "after the repeatedly calls for online meetings? I I I just find it easier to understand." Nina also highlighted that despite initially finding it difficult to understand her colleagues when she first started working:

But for the ↑accent for the ↑listening so in ↑some global meetings. I think it's also much better than before because (.) yeah. after two years our English class and I have a lot of global meetings that are English (2).

Although qualitative findings so far indicate that exposure and phonological instruction improved perceived ease of understanding, data collected from Linabell's diary again suggests other factors such as speed had an important impact: "My clients today can speak fluent English, but they spoke very quickly, with some connected speeches, which made it harder to understand them."

Comprehensibility ratings offered limited evidence of improvement, yet both participants felt that classroom instruction, particularly explicit instruction, helped improve a sense of ease when listening. However, external factors such as speech rate continued to influence perceived difficulty, suggesting comprehensibility may be shaped by speaker characteristics not easily addressed by classroom activities.

4.4.4 Intelligibility

Although the intelligibility ratings in Table 12 suggest explicit instruction only had a positive influence for Nina, interview data indicated that Linabell also found explicit instruction valuable. Despite noticing on a previous business trip to Finland that “their pronunciation of English (.) was different and I I think I ↑noticed some but I I’m (.) I was not quite sure?”, it was only after explicit instruction classes that she knew “how to USE this phenomenon.” She added that such explicit classes had helped her “realise (2) all those international English speakers they have their own (.) habit (.) or they (.) they (.) they might combine their native language wi:::th English.” After learning about features commonly present in French English, “like (.) like French is will drop (.) drop H? H sound,” Linabell was then able to use this knowledge in practice: “sometimes I find I FOUND (2) myself adding an /h/ in my mind.” Linabell further stated that explicit instruction “helped to (2) to (.) enhance the ↑impression of some of their base of of speaking?” for French English, promoting a general sense of familiarity.

Table 12

Intelligibility Transcription Scores Prior to, and Following, Instruction

Participant	Curriculum Intervention	Precurriculum Intervention	Postcurriculum Intervention
Nina	Explicit American	16/32	21/32
	Implicit French	22/32	15/32
Linabell	Explicit French	21/32	20/32
	Implicit American	28/32	24/32

Note. Scores above are for totals of correct words transcribed. See Appendix Q for full score breakdown by sentence (Table Q1) and scoring conventions

Nina also noted in interviews that explicit instruction was useful as it helped “me to FURTHER understand or further improve my listening. cause there may be some connected speeches.” She added that such explicit instruction was “REALLY useful yea to know the different pronunciation between British and American.” It is of note that despite additional varieties of English (e.g., Indian English, Nigerian English, Russian

English) being included during explicit instruction, Nina emphasised this distinction between British and American varieties.

Nina felt further explicit instruction would “of course” be useful, whilst Linabell felt similarly:

I actually I THINK it's it's still need to (2) to (1) to learn different accents. at least it helped. (1) I I don't because you know::w. one class or one or two classes cannot include ALL of their their habits of speaking English (1) yes but (.) but I THINK those those summaries. can help, (2) so (.) so I I GUESS one one class is introduction is not enough.

Adding to her growing confidence in decoding skills, in a diary entry written during a business trip to Italy, Linabell wrote that having had explicit classes on French English, she realised using small talk “before formal meeting is a great way to get myself adapted to their accent.” This was expanded on during interviews as, “with the FRIENDLIER environment I ↑can I was I am not very anxious or nervous so I can ANALYSE their way of speakings” to facilitate later comprehension during meetings. This ‘technique’ meant that “all of those adds up to (2) to (1) a more confident my me MYSELF.” In a diary entry, Nina further added that one actionable strategy that she had discovered following explicit instruction was, somewhat conversely, to “not focus on single words that I don't know” during listening difficulties.

Despite this, Linabell felt explicit instruction examining specific phonological features was less useful than implicit instruction as it was important “to understand the the words depending on::n the whole context CONTEXT.” During explicit instruction on French English, particular attention was paid to potential intelligibility issues caused by French having “only one sound in the area of /i:/ and /ɪ/, leading to confusions between pairs like leave and live” (Walter, 2001, p. 53). However, questioning the effectiveness of this focus for her, Linabell felt that “for ME as a Chinese like I like I told you during the class I:: I it's STILL hard for me to tell the difference between those words.”

Whilst transcription-based ratings suggest implicit and explicit instruction had a largely negative impact on intelligibility, both participants nevertheless reported benefits from

explicit sessions in particular. Importantly, Linabell was able to apply this knowledge during workplace interactions through the development of her own listening strategies.

4.5 Chapter Summary

The findings presented in this chapter have highlighted the intricate interaction between constructs and often contradictory responses to curriculum interventions introducing varieties of English. Although classroom exposure to English varieties was reported to have improved anxiety, attitudinal responses were more mixed. In particular, the curriculum intervention negatively impacted Linabell's views on the legitimacy of including varieties of English in teaching materials. Despite test scores suggesting little measurable improvement in listening comprehension, intelligibility, accentedness, or comprehensibility, both participants expressed that the classes had nevertheless been useful. Nina felt that, despite continued difficulties understanding American English, the classes had allowed her to move past viewing accent itself as an insurmountable challenge. Linabell was further able to use the knowledge gained from explicit accent instruction to enhance her comprehension when communicating in business settings with diverse users of varieties of English.

Chapter 5 Discussion

This chapter discusses the key findings of the study within the context of the literature reviewed in Chapter 2. Contradictions with previous research, as well as tensions between participants' numerical ratings and qualitative data, will be explored across the core constructs, before attempting to synthesise these findings. Central to this discussion is the finding that, despite limited measurable gains, participants described increased confidence in their listening skills, improved listening strategies and more positive views of their own accents. These outcomes suggest a positive affective impact from the curriculum intervention, even in the absence of short-term measurable improvements.

5.1 Anxiety

With research suggesting anxiety towards accents can cause significant challenges when listening (e.g., Matsuura, 2007; Wilang & Singhasiri, 2017), the reported increase in confidence following classes is a positive finding. Linabell's growing confidence, and recognition that communicative success depends less on perfect pronunciation than a shared willingness to negotiate meaning, mirrors findings reported in other studies aiming to raise awareness of Global Englishes (e.g., Boonsuk et al, 2021). Whilst Nina's earlier concern that accents were a significant barrier to comprehension is commonly reported in the literature (e.g., Otair & Abd Aziz, 2017), her increased confidence in her listening abilities further suggests even a short curriculum intervention can facilitate accent-related listening anxiety.

Previous research has found that the inclusion of fluent L2 speakers in teaching materials can support self-belief by providing realistic, attainable models for learners (e.g., Ayuthaya & Sitthitikul, 2016). Linabell's decision to become a "BRAVE English speaker" may therefore have been similarly influenced by the inclusion in teaching materials of fluent, yet accented, speakers. This finding indicates that increased diversity within pedagogical materials should be supported not only to better reflect current sociolinguistic realities, but also for its potential positive impact on individuals.

Despite acknowledging increased confidence, Nina's lingering anxiety may point to the inadequacy of what Mercer and MacIntyre (2014) term the 'seesaw metaphor' of anxiety: if negative feelings go down, positive experiences must go up. Findings from the present

study would rather appear to support the *co-occurrence* of positive and negative emotions (Dewaele et al., 2019), with classes capable of improving positive emotions but unlikely to completely eradicate listening anxiety.

5.2 Attitudes

The finding that exposure to varieties of Englishes positively impacted both Nina and Linabell's perceptions towards their own accents aligns with several other Global Englishes-informed intervention studies. For example, Nina's reflection after classes that she did not aspire to a particular native-speaker accent, but rather greater fluency, is similar to the perspectives of the Thai university students in Sirijanchuen and Tangkiengsirisin's (2025) intervention who likewise emphasised the importance of fluency over accent. Linabell's recognition that the "ULTIMATE purpose is to make each other, or make the people speaking to with each other, to understand each other" aligns with similar comments in Funada's (2025) study that "as long as we can convey our meaning, we don't need to achieve native-like English with perfect pronunciation" (p. 211).

However, these improved attitudes to their own accents are in contrast to those of a number of the participants in Chiu and Lin's (2024) study who still desired to obtain an NS accent, despite recognising mutual understanding as the primary goal in communication. Similarly, whilst the Global Englishes-informed intervention by da Costa and Rose's (2024) had a positive impact on learners' confidence and tolerance of *others'* accents, data collected from participant diary entries suggested some learners continued to hold more native-speaker expectations for themselves. These differences may be attributable to the fact that learners in the present study already had particular communicative demands with specific, rather than imagined, interlocutors and therefore more immediate priorities on which to focus. Ultimately, these contradictory findings point to the highly personal nature of responses to classroom interventions and the need for more research with professional learners already engaged in ELF communication.

Although both Nina and Linabell expressed increased confidence in their own accents, their views on the inclusion of varieties of English in teaching materials differed significantly. Nina's continued support for such teaching materials echoes the positive

attitudes engendered by Sriwang et al.'s (2020) intervention explicitly introducing features of different accents. However, despite initially supporting the inclusion of diverse Englishes in classroom materials, following classes, Linabell argued that such exposure might confuse students and hinder intelligibility. This view is similar to those expressed by participants in Kim's (2024) investigation into accent attitudes who argued NS accents led to better intelligibility and the similar association between NS accents and intelligibility found by Galloway and Rose (2014).

Linabell's conflicting responses between confidence in her own accent and opposition to the inclusion of different accents in the classroom point to the deeply rooted nature of standard language ideologies. This aligns with findings in Subtirelu's (2013) case study in which participants fluctuated between emphasising intelligibility and an adherence to standard language norms. These findings may be explained by the short duration of the current intervention and the relative lack of critical engagement encouraged through the materials. This would appear to support the findings of two studies encountered after the current study's research design phase that such engagement is essential to improved attitudes. In Jindapitak et al.'s (2022) intervention study, preferences for American and British English norms were only *eventually* replaced by more open-minded positions following extended critical engagement. Crowther et al's (2025) comparative case study of two graduate-level English instructors' implementation of Global Englishes pedagogies similarly found that students in the instructor's class which only included *implicit* Global Englishes elements, rather than critically reflective activities, did not show improved attitudes.

Linabell's explanation relating her views to her own experience learning Mandarin at school also highlights how beliefs about language learning are often based on personal experience (Horwitz, 1988). In addition, the tension between her recognition of the need for more phonological instruction on English varieties and continued attachment to traditional standards supports arguments that such contradictions frequently coexist (Rose & McKinley, 2025). Although speculative, this may echo Funada's (2025) findings regarding the impact of past negative experiences on learner beliefs, with Linabell's stronger attachment to standard language ideologies stemming from her previous ELF interactions coupled with a growing awareness, prompted by the classes, of just how challenging it might be to become familiar with the necessary diverse range of accents for

effective comprehension. Regardless, this further points to a failing in the current study's materials to encourage more critical dialogue around themes related to Global Englishes.

5.3 Accentedness

The contradictions between accentedness ratings and qualitative responses are, perhaps, not surprising given the highly subjective nature of accentedness (Kang et al., 2016), which may lead to perceptual shifts even within individuals between time points. For example, Nina's statements that she could "accept" the French English accent used in tests and found it "less strong," and Linabell's uncertainty over whether the French accent had become "more obvious" or "easier," despite no improvements in numerical ratings, may point an inherent instability in the construct. There is also the possibility that higher accentedness ratings may have been due to heightened accent awareness following classes. That only Linabell's ratings for the accentedness of American English improved may be attributable to her extensive previous familiarity and the additional implicit classroom exposure. This may point to the need for longer interventions to increase familiarity in order to improve accentedness, though this speculation should be viewed in the context of research suggesting familiarity does not impact accentedness (e.g., Kennedy & Trofimovich, 2008).

Qualitative data further suggested perceptions of accentedness are particularly susceptible to influence from other factors. Linabell's diary entry that even a "thick accent" became manageable when delivered slowly, and Nina's interview response that comprehension often depended less on accent than on whether speakers spoke "slowly," lend support to findings about this relationship between speech rate and accentedness (Munro & Derwing, 2001). Nina's statements regarding the importance of gender further align with findings showing listeners often rate female speech as clearer and more intelligible, suggesting additional links with accentedness (e.g., Bradlow & Bent, 2002; Kirkpatrick et al., 2008). Taken together, the study's findings point to a degree of instability in the construct of accentedness, which may be influenced as much by individual speakers and listeners, and other contextual factors, as by phonology, and unlikely to be affected by short-term instruction alone.

5.4 Listening Comprehension

The lack of improvement in comprehension scores is in contrast to similar studies such as Boonsamritphol (2022) and Miao et al. (2025). This may have been due to methodological and pedagogical issues. For example, in Boonsamritphol's study it is unclear if the same tests were used at pre- and posttest, suggesting a potential testing effect, in addition to the longer intervention length of 10 weeks. On the other hand, Miao et al.'s study, which was twice the length of the current one, incorporated more explicit instruction on suprasegmental features of the accents studied. Given both Nina and Linabell's repeated references to suprasegmental features, this may potentially represent a further pedagogical limitation of the materials used in the current study.

Nina and Linabell's reported issues with speed are mirrored in much of the literature examining listening comprehension of varieties of English (e.g., Bamroongkit & Aowsakorn, 2021). However, given speakers in the present study were matched for speech rate, Derwing and Munro's (1997) argument that "rate sometimes serves as a general scapegoat for perceived comprehension difficulties, whether it is the direct cause or not" (p. 14), may be of particular relevance. As such, despite attempting to use standardised listening tests, the lack of improvement in comprehension scores may be then attributable to difficulties with the content of the lectures chosen, rather than accents themselves.

Yet the value of this type of curriculum intervention might not be based on direct gains, but the more general improvement in self-efficacy that Nina and Linabell expressed. Studies such as Derwing et al. (2002), Lindemann et al. (2016), and Milliner and Dimoski (2019) all similarly failed to report measurable gains in comprehension scores, despite participants viewing intervention classes positively. In particular, Linabell's description of explicit instruction facilitating a form of predictive decoding ability that she immediately put into practice highlights that classroom interventions can have an impact on real-world communication. This brings to mind the participant in Derwing et al.'s (2002) study who, following their intervention, had contacted the researchers to inform them that due to their classes they had been the only member of a social worker team able to understand an older Vietnamese woman, even though posttest scores had shown no significant improvements in comprehension. Although Linabell's sense that implicit instruction had

led to increased familiarity and perceived comprehension is in contrast to studies such as Chiu and Lin (2024) which found familiarity only increased after explicit instruction, this supports prior research linking these two constructs (e.g., Kurtuldu & Özkan, 2022). This again suggests that further classroom exposure might have also led to improvements in measurable gains, although it should be noted that other research has not found a statistically significant interaction between comprehension and familiarity (e.g., Zhiying, 2018).

5.5 Comprehensibility

Although it was hoped that implicit classroom exposure and explicit instruction might support participants' sense of ease when listening to accents, limited numerical gains in comprehensibility are similar to findings in other intervention studies (e.g., Yaw, 2022). However, Linabell's reported sense that familiarity gained through classroom exposure had improved comprehensibility is supported by qualitative findings in Yaw's (2022) study. This suggests an often contradictory relationship between self-perceived and measured comprehensibility, highlighting the importance of employing mixed methods to uncover this discrepancy. That numerical ratings generally point to little positive impact from the classes may also be attributed to the numerical measurements themselves. Although instrument choices were informed by previous studies, there is perhaps an inherent difficulty in trying to isolate a 'sense of ease of understanding' in relation to accent alone. Without explicitly instructing 'only in terms of accent' within the instruments, or using a multi-item differential scale examining specific aspects (Kostromitina et al., 2025), it is hard to state that this perception was not related to other factors such as content or perceived speech rate.

Whilst some studies have found that Inner Circle accents are more comprehensible than non-Inner Circle accents (e.g., Verbeke & Simon, 2023) the current study's conflicting findings between participants, with Nina rating French English as more comprehensible than American English at pretest, and Linabell's measurements the opposite, suggest comprehensibility is highly individualised and generalisations are perhaps inappropriate. In particular, Nina's ratings lend support to Smith and Nelson's (1985) claim that "native speakers are not always more intelligible than non-native speakers" (p. 333) and

empirical research challenging the notion of a native speech intelligibility benefit that native speech is ‘objectively’ easier to understand (Hendriks et al., 2023).

Nina’s ratings for American English remained unchanged, though she specifically highlighted that explicit instruction in the flapped [r] had led to easier understanding. Linabell’s identification of speed as an important factor posing challenges for comprehensibility should be viewed cautiously given Derwing and Munro’s (1997) argument above. However, this perception is supported by other research such as Orikasa’s (2016) study which found the fastest speakers were rated as the least comprehensible, regardless of accent. Again, this suggests comprehensibility is not only highly individualised, but difficult to isolate given its influence by a number of other factors.

5.6 Intelligibility

The impact of the classes on intelligibility also proved inconsistent, with only Nina demonstrating gains following explicit instruction in American English. Although this is in contrast to Johansen’s (2019) finding that explicit training did not result in significant intelligibility gains, the present study’s other findings that neither explicit instruction in French English for Linabell, nor implicit instruction for either variety, resulted in any measurable gains is similar to research suggesting limited impact from training (e.g., Derwing et al., 2002; McLaughlin et al., 2023). Whilst this contrasts with Lindemann et al.’s (2016) study which found both implicit and explicit instruction resulted in significant improvements for intelligibility, this may have been due to differences in instruments as their transcription accuracy task used excerpts from the lecture used for their comprehension measure, unlike the nonsense sentences used in the current study. The focus on the selection of these nonsense sentences was to ensure the inclusion of a wide-enough range of phonological features, yet it is likely that insufficient attention was paid to the way the French speaker’s accent in particular rendered the pronunciation of some of these sentences nearly impossible to transcribe ‘correctly’. For example, for the final intelligibility sentence, both Nina and Linabell transcribed the recording as ‘the strong work build the bold’ which does indeed sound closer to the actual recording than the intended sentence: ‘the strong rock built the ball’.

Again, despite a lack of measurable improvements, Linabell's application of knowledge gained through explicit instruction to adjust to a client's accent highlights the transfer of classroom learning into real-world settings. Nina likewise described avoiding becoming bogged down by unknown, individual words as a new listening strategy. This supports the idea that intelligibility training may lead to changes in listening behaviours, even when transcription scores show little to no improvement. Indeed, Linabell's belief that further instruction would have supported greater development mirrors Milliner and Dimoski's (2019) conclusion that insufficient class time in their study may have resulted in no significant gains in transcription accuracy. Ultimately, these results highlight that intelligibility-focused instruction can still promote important changes in real-world listening strategies.

5.7 Chapter Summary and Synthesis

Across findings, several tensions emerged that point to the complex and interdependent nature of listening-related perceptions. For example, Nina's postclass gains in intelligibility for American English did not correspond to any improvements in comprehension, comprehensibility or accentedness, echoing Lindemann (2016) where gains in transcription-based intelligibility did not equate to broader comprehension improvements. This adds support to Jeong et al.'s (2021) finding that there is little *direct* correlation between these constructs.

Implicit instruction and exposure to French English did not result in any improvements for Nina across constructs, yet qualitative data suggested she found the French speaker easier to understand at a general level. For Linabell, only comprehensibility ratings for American English showed any improvements following implicit instruction, possibly due to her already extensive familiarity with the variety. Explicit instruction with French English again led to no measurable improvements, although these activities were highlighted as being particularly useful for use during real-world business communication.

The brevity of the curriculum intervention was influenced both by logistical pressures and a desire to examine the impact of a realistically implementable course format for learners

whose time was severely restricted. Unfortunately, this may ultimately have been a primary cause for the limited improvements in numerical ratings. However, that participants found the classes useful, and to be immediately actionable, is a positive outcome. Perhaps most importantly, the present study's findings point to the entanglement between the constructs examined, and underscore the importance of collecting data from as many angles as possible to uncover these complexities.

Chapter 6 Conclusion

This chapter begins by outlining the study's main limitations, focusing on the overall research design, data collection methods and pedagogical materials. These limitations are then used together with the study's key findings to inform recommendations for future pedagogical practice and research.

6.1 Limitations

The case study design adopted here allowed for an in-depth exploration of participant responses to a Global Englishes-informed curriculum intervention and an account of learner experiences that highlighted their complexity and variability. However, the context-bound nature of case studies means these findings are not readily generalisable to other educational contexts. Whilst the richness of the data points to the value of case study research, these limitations on generalisability must be acknowledged.

Although limitations related to data collection methods were highlighted in Chapter 3, other issues became apparent during analysis and interpretation of findings. Whilst the use of single-item Likert scales for measuring comprehensibility and accentedness aligned with previous research, the lack of measurable improvement suggests such broad instruments may lack the sensitivity to uncover subtle changes, particularly for short-term curriculum interventions. A further limitation is related to the treatment of familiarity in the study design: although familiarity was incorporated into the interview protocol, its interaction with other constructs was more influential than anticipated. Including a preclass measure of familiarity such as that developed by Miao and Kang (2023) might therefore have enabled for a clearer understanding of how classroom exposure interacted with this construct. Similarly, given the classes' particularly positive impact on anxiety, inclusion of a numerical rating during pre- and postcurriculum activities would have allowed for a more nuanced understanding of the curriculum interventions' impact on this construct.

Finally, the materials and activities designed for the curriculum intervention lacked direct critical engagement with a number of the issues central to Global Englishes. Although classroom time constraints limited the inclusion of such activities, it was nevertheless hoped that exposure alone might lead to a positive attitudinal impact. However, findings

suggest that such passive exposure might not be enough to foster positive attitudinal shifts, and might even have a negative impact.

6.2 Pedagogical Implications

Numerical ratings of accentedness and comprehensibility showed minimal to no improvement from the curriculum intervention. Nevertheless, both participants reported increased confidence in their listening abilities, with participants noting specific actionable listening strategies developed following the classes. This suggests the incorporation of English varieties into classroom activities can support learner self-efficacy, particularly where explanations of key phonological features are included. Teachers designing such activities should conduct needs analyses to identify varieties most relevant to their learners' goals, as in the present study. However, findings that some phonological features identified from the research literature for instruction were not helpful for participants suggests that selection of these features should also be learner-driven, to include both segmental and suprasegmental features where appropriate. Indeed, anecdotal feedback from other learners who took part in similar accent-focused classes following this curriculum intervention highlighted this feature identification as a useful 'precourse' activity.

Findings from the current study further support research emphasising the importance of activities promoting critical engagement with the sociolinguistic realities of global English use (e.g., Selvi et al., 2023). Where class time is limited, incorporating brief in-class discussions or even reflective homework tasks could give learners the opportunity to examine their own assumptions and encourage attitudinal shifts.

6.3 Future Research

Case study research may not aim for statistical generalisation, but it can provide analytic generalisations on the wider implications of the "lessons learned" from specific contexts (Yin, 2018, p. 40). The current study has attempted to contribute to such an effort by offering an account of how learners responded to a Global Englishes-informed curriculum intervention. However, to build a clearer picture of how such innovations might be incorporated into other contexts, further case studies across diverse settings are

needed. In particular, there remains a significant gap in research with working-age adult learners.

The complex interrelationships between the constructs explored in this study have precluded neat conclusions, but also point to the importance for further research to continue to explore these relationships in more depth. In addition, methodological limitations identified within the current study support suggestions in the literature calling for the adoption of multi-item scales for constructs such as accentedness and comprehensibility to allow for more fine-grained insights into these perceptions (e.g., Kostromitina et al., 2025).

6.4 Concluding Remarks

This dissertation has explored learner responses to the inclusion of diverse English varieties in classroom listening activities. Despite limited positive impact in terms of numerically measured perceptions, qualitative findings pointed to increased learner confidence. These results suggest classroom exposure to varieties of English can be received positively by learners, especially when accompanied by explicit phonological instruction. Findings related to participant attitudes also highlighted the importance of encouraging critical reflection on the changing sociolinguistic realities of English use.

Although limited in scope, this case study adds to a growing body of research that emphasises the need for localised, learner-sensitive Global Englishes-informed curricula (Tsang, 2019). Future studies should continue to explore the dynamics found in the current study across learner groups and contexts, with attention to the methodological issues identified here, and the integration of critical reflection into curriculum design.

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Appendix A

CUREC Approval Notification



Education (Educ) DREC
15 Norham Gardens, Oxford, OX2 6PY



Study title: A Case Study of Learner Responses to Global Englishes-informed Curriculum Interventions on Listening Comprehension and Perceptions of English Varieties
(Version: 2.0)

Ethics reference: Education (Educ) DREC - 653541



On behalf of the Committee, I confirm that the above research study described in the application and other supporting documentation submitted to the committee has been carefully considered on behalf of the Education (Educ) DREC in accordance with the University's regulations and policy for ethics approval of research involving human participants, human tissue and/or personal data. The opinion is as follows:

Opinion of Research Ethics Committee: Favourable Opinion

Subject to the following conditions:

Decision Date: 4 Aug 2025, 17:05

Opinion End Date: 11 May 2026

If favourable, insurance-provided indemnity arrangements will be in place between the decision date and opinion end date and you may now commence your study activities. Should you plan to continue the research beyond the end date above, it is your responsibility to ensure that you request, and receive, an extension (via amendment) from the committee for indemnity to remain in place. You may be required to provide a justification.

Please note the following:

Amendments: Should there be any subsequent changes to the reviewed study, applications for amendments can be made via the Oxford Ethics Application System (Worktribe Ethics).

Reports: Studies considered by OxTREC are expected to submit an *annual progress report* on each anniversary of study approval, until the study is completed. An end of study report is also required.

Audit: This study may be selected for audit at the discretion of the Research Governance, Ethics and Assurance Team.

Data safety: It is the responsibility of the PI to ensure that all data collected during the course of the study is stored and transferred safely and securely in accordance with University requirements. Further guidance and advice are available from the [Research Data Team](https://researchsupport.web.ox.ac.uk/governance/ethics). Additional information is available at <https://researchsupport.web.ox.ac.uk/governance/ethics>

Yours Sincerely

Education Ethics Officer

Appendix B

Participant Information Sheet

DEPARTMENT OF EDUCATION



Global Englishes-informed Listening Comprehension

PARTICIPANT INFORMATION SHEET

Central University Research Ethics Committee Approval Reference: [EDUC_653541]

You are being invited to take part in a research project. Before you decide, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask us if there is anything that is not clear or if you would like more information.

1. Why is this research being conducted?

The project aims to look at different ways teachers might try to help students feel more comfortable listening to different varieties of English and to help improve comprehension skills.

There is some existing research on this topic but more is needed to help teachers to make informed teaching decisions, and not enough research looks at how students themselves feel about different teaching methods and their effectiveness.

It is hoped that the research will help go some way to filling this gap and help improve our knowledge about listening comprehension and perceptions of different English accents.

2. Why have I been invited to take part?

You have been invited to take part because you have previously shown an interest in improving your listening skills in this area and because your current working context requires you to use English with colleagues and clients from around the world. One other participant will be taking part in the research.

3. Do I have to take part?

No. It is up to you to decide whether to take part. You can withdraw yourself from the research, without giving a reason, and without negative consequences, by advising us of this decision. The deadline by which you can withdraw any information/data you have contributed to the research is 31/12/2024. If you withdraw before this date, any data you have contributed to the research will be destroyed.

4. What will happen to me if I take part in the research?

The lessons themselves will take place over a period of 4-6 weeks and as you have previously discussed with your teacher, if it is felt these lessons in any way interfere with your current lessons, separate classes will be organised to compensate.

You will also be asked to take part in one interview before the classes and one afterwards which should each take no more than an hour.

These interviews will be conducted on Microsoft Teams and, with your consent, video recorded. I would like to record the interviews to ensure I have an accurate record of the interviews. Interviews will cover topics such as your educational, and in particular English language, background, your thoughts on the effectiveness of the classes, and your general beliefs about varieties of English and listening skills. You will be given the opportunity to read through the transcripts and analysis of the interviews to ensure that nothing has been misunderstood/misrepresented.

You will also be asked to try to keep records of any English use that you have outside of classes during your working day and to reflect on these twice a week during the research period.

Please remember that you can pause or stop the research activities at any time.

5. What are the possible advantages/disadvantages and risks in taking part?

It is hoped that the classes themselves might help improve your listening comprehension of the accents that you have previously highlighted to your teacher as important for your work.

Your participation will also contribute to a better understanding of the efficacy and effectiveness of different listening comprehension teaching methods.

Participation in the research will require a certain time commitment on your part but wherever possible, your teacher will try to ensure that this remains minimal.

6. What information will be collected and why is the collection of this information relevant for achieving the research objectives?

We are interested in your experiences of using English with your international colleagues and clients, and in particular your views of any difficulties in understanding whilst engaging in this language use, especially those related to accents.

We would also like to explore your educational background and your thoughts on different teaching methods for improving listening comprehension. The information you provide will help us better understand the problems faced by learners of English and to answer our research question on the particular difficulties faced by users of English in the workplace.

Any identifiable data from which you might be identified, such as name or age and including consent forms and video recordings of interviews, is known as **personal data**. **Personal data** will be stored on the University systems in monitored and restricted access drives until August 2025. Consent forms will be retained separately for three years after the end of the project.

Other research data, such as manually transcribed copies of interviews, will be stored for 3 years after publication or public release of the work of the research. Best efforts will be made to minimise possible identification from this data, for example by replacing names and other personal details.

7. Will the research be published? Could I be identified from any publications or other research outputs?

The research may be used in research publications in the future, which may be publicly available.

The University of Oxford is committed to the dissemination of its research for the benefits of society and, in support of this commitment, has established an online archive of research materials. This archive includes digital copies of students theses successfully submitted as part of a University of Oxford postgraduate degree programme. Holding the archive online gives easy access for researcher to the full text of freely available theses, thereby increasing the likely impact and use of that research.

The research will be written up as a student's dissertation. On successful submission of the dissertation, it may be deposited both in print and online in the University archives to facilitate its use in future research. If so, the dissertation will be openly accessible.

We would like your permission to use direct quotations but without identifying you in any research outputs.

8. Data Protection

The University of Oxford is the data controller with respect to your personal data, and as such will determine how your personal data is used in the research. The University will process your personal data for the purpose of the research outlined above. Research is a task that is performed in the public interest.

Further information about your rights with respect to your personal data is available from the University's Information Compliance website at <https://compliance.admin.ox.ac.uk/individual-rights>.

9. Who has reviewed this research?

The application was reviewed and approved by my supervisor on behalf of the Department of Education's Research Ethics Committee.

(Ethics reference: EDUC_653541).

10. Who do I contact if I have a concern about the research or I wish to complain?



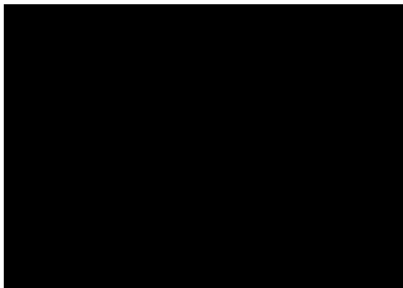
We will acknowledge your concern within 10 working days and give you an indication of how it will be dealt with.

If you remain unhappy or wish to make a formal complaint, please contact:

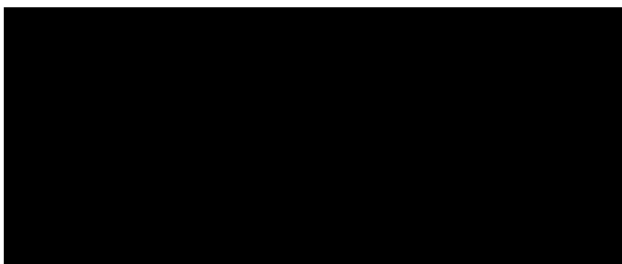
the University of Oxford Research Governance, Ethics & Assurance (RGEA) team at rgea.complaints@admin.ox.ac.uk or on 01865 616480.

11. Further Information and Contact Details

If you would like to discuss the research with someone beforehand (or if you have questions afterwards), please contact:



OR



Appendix C

Consent Form



Consent to take part in research study [Global Englishes-informed Listening Comprehension]

Purpose of Study: This study aims to look at different ways to help learners improve listening comprehension of varieties of English and other factors that may impact comprehension.

Central University Research Ethics Committee (CUREC) approval reference: EDUC_653541

1. Please check each box if you agree with the statement

- I confirm that I have read and understand the Participant Information Sheet for the above research. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.
- I understand that my participation is voluntary and that I am free to withdraw at any point without giving any reason and that the deadline by which I can withdraw any information/data I have contributed to the research is 31/12/2024
- I understand who will have access to personal data provided, how the data will be stored and what will happen to the data at the end of the project.
- I understand the extent to which I could be identifiable from any publications.
- I consent to my interviews being recorded (video and audio) for purposes of data analysis.
- I give permission for you to contact me again to clarify information.
- I understand how to raise a concern or make a complaint
- I agree to take part

2. Use of quotations: Please indicate your preference (select *one* option):

- a) I agree to the use of quotations in research outputs if I am not identifiable. or
- b) I agree to the use of direct quotations, attributed to my name, in research outputs.

3. Type your name (by typing my name below and submitting this form, I signify my consent)

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.

 Microsoft Forms

Appendix D

Rationale for Inclusion of Pronunciation Features in Explicit Classes

American Accent Features

Jenkins' LFC (2002) identifies two American English pronunciation features that negatively impact intelligibility whilst contrasting these with British English realisations: the General American English flapped [r], in contrast to the British English /t/, and a tendency towards a deletion of /t/ in the consonant cluster /nt/ between vowels, for example in the pronunciation of winter as /'wɪnər/ rather than /'wɪntər/. As consonant deletion and consonant cluster divergence were significant predictors of both listening comprehension and intelligibility in Kang et al.'s (2020) study, these were chosen as the first two features to introduce to students. As *perceptions* of speech rate had anecdotally been highlighted by a number of students as affecting comprehension, and so drawing on Devereaux and Palmer's (2023) suggestion that few pauses in speech may give the impression of a high speech rate, the tendency for the deletion of consonants during connected speech, such as in the deletion of /d/ in 'and it' resulting in /ænt/, was similarly chosen to introduce to students as a common feature of General American English (Cook, 2000).

The LFC (Jenkins, 2002) also identifies a number of features that are not to be included in pronunciation instruction for L2 learners, despite being common in native-speaker pronunciation, due to their negative impact on comprehension. Conversely, these features were chosen for explicit instruction in the second listening class to raise learner awareness of this tendency and its potential impact on comprehension (Walker, 2020). These included features prevalent in General American English (Cook, 2000) such as weak forms, i.e. the use of schwa rather than full vowel sound in words such as 'to', 'from', and 'of'. As a common feature of some American accents, though not General American English (Nycz and Hall-Lew, 2014), and due to the LFC's emphasis on the maintenance of the contrast between long and short vowel and the impact that vowel divergence has on comprehension, the cot and caught merger was also introduced in the second lesson materials. Finally, the LFC argues that learners should be taught receptive flexibility in regards to word stress and, as both Kang et al. (2018) and Kang et al.'s (2020) studies found lexical stress to be especially important for intelligibility, and

following recommendations in Jeong et al. (2022) that learners should be introduced to variation in word stress, examples of differing word stress across varieties were included in the intervention materials.

French Accent Features

The LFC places a great deal of importance on the consonant inventory (Barrass et al., 2020). As such, the majority of those features introduced in the first explicit class on French English were consonants, such as the realisation of /dʒ/ as /ʒ/ and the dropping of /h/, which does not exist in French (Walter, 2001). As Jenkins (2002) notes the importance of the maintenance of the contrast between long and short vowels for intelligibility, with Munro (2018) further highlighting the particularly high functional load of /i:/ and /ɪ/, this feature of French English was introduced at the end of explicit instruction in the first class (Walter, 2001).

With the LFC arguing that rhotic ‘r’ improves intelligibility, this general absence in French English was then chosen as the first feature to introduce in the second class. As another core feature of the LFC, the absence of the shortening of vowel sounds before voiceless consonants and maintenance of length before voiced consonants in French English (Walter, 2001), for example the shorter /æ/ in ‘sat’ as contrasted with the longer /æ/ in ‘sad’, was explained next. Following the same reasoning as the inclusion of word stress for American English detailed above, the tendency within French English for lexical stress to fall on the final syllable was the final feature introduced (Walter, 2001).

Appendix E

Listening Activities Survey Adapted from Field (2009)

DEPARTMENT OF EDUCATION



Listening Types & Examples Activities

Central University Research Ethics Committee Approval Reference: [EDUC_653541]

- Please highlight in green the skills that you think you might need to use in the future or that you would like to improve.
- If you're unsure of the meaning of the names of any of these skills, please don't worry. Just look at the question highlighted in purple and think if these are the kinds of question you might ask yourself when listening!
- Please feel free to comment on the doc on any particular areas that you find challenging.

Global - General

Shallow attentional focus

- **Skimming** (listening generally) to establish discourse topic and main ideas.
 - 'What is it about?'
 - e.g. TV channel hopping, TV advertisements, eavesdropping
- **Phatic communion**
 - 'What are the speaker's intentions?'
 - e.g. greetings

Medium attentional focus

- **Listening for plot; listening to commentary**
 - 'What happened next?'
 - e.g. film/TV drama, TV/radio interview
- **Conversational listening**
 - 'What is the speaker's message?'
 - e.g. everyday chat
- **Information exchange**
 - 'How much do I need to know?'
 - e.g. tour guide

Deep attentional focus

- **Close listening** to establish the speaker's main points and to trace connections between them.
 - 'What is important?'
 - e.g. lecture listening

Very Deep Attentional Focus

- **Listening to check critical facts**
 - 'Is this consistent?'
 - e.g. witness evidence

Local - Detail

Shallow attentional focus

- **Unfocused scanning** to locate information relevant to the listener.
 - 'Does the speaker mention anything of interest to me?'
 - e.g. news headlines

Medium attentional focus

- **Focused scanning** to locate one area of information needed by the listener.
 - 'When will the speaker mention X?'
 - e.g. airport announcement, weather forecast
- **Search listening** to locate and understand information relevant to predetermined needs.
 - 'What is the answer to these questions?'
 - e.g. hotel/travel information
- **Message listening**
 - 'How many details do I need to retain?'
 - e.g. answerphone

Deep attentional focus

- **Close listening** to record in depth the speaker's main points and supporting detail.
 - 'I assume that everything is relevant.'
 - e.g. negotiation

Very Deep Attentional Focus

- **Listening to vital instructions**
 - 'I assume that everything is important.'
 - e.g. street directions
- **Listening to the form of words**
 - 'What precisely did he say?'
 - e.g. listening to quote somebody

Appendix F

List of Clips Used in Explicit Classes for Phonological Comparisons


Class	Target Sound	Video Title & Link	Excerpt Used
American Explicit 1	/t/	The Secret Force for Limitless Energy? Lasers Tammy Ma TED https://www.youtube.com/ watch?v=l5azMXvBfaw	Deuterium is naturally occurring in seawater
		Scientists make sea water drinkable, produce 6.3 million liters a day https://www.youtube.com/ watch?v=JPcDUQb55VQ	purify water laced with chemicals at
		When British People Say Water In The USA https://www.youtube.com/ watch?v=E9Jxt5K1NFY	Oh it's just the bottle of water
		This Nigerian town is slowly disappearing under the Atlantic Ocean https://www.youtube.com/ watch?v=8XY0x9jRFtg	To get water has been so difficult water

/nt/

The Secret Force for
Limitless Energy? Lasers |
Tammy Ma | TED


near large
population
centers and big
cities

<https://www.youtube.com/watch?v=15azMXvBfaw>

Inside London's Most
Dangerous Town 

this is the
shopping center I
think it's called
the White Gate
center here in
Croydon

<https://www.youtube.com/watch?v=e0bvDL3wCUg>

Inside London's Most
Dangerous Town 

Like most places
in any city centers
this is

<https://www.youtube.com/watch?v=e0bvDL3wCUg>

What \$600 Rent And
\$1200 Rent Gets You In
Singapore

it is relatively
nearer to the city
center as it takes
about 12 minutes
from the station

<https://www.youtube.com/watch?v=SPSpthvgT10>

/d/ in 'and it'

How to Disagree with
Respect — Not Hate |
Spencer J. Cox | TED
<https://www.youtube.com/watch?v=EzSdf3VK9qc>

And it's never
more than one
generation away
from extinction.

Irina Shayk on Internet Trolls, Breakfast in Bed and Fashion Regrets | Ask Me Anything | ELLE

<https://www.youtube.com/watch?v=8-clJIDorRU>

WHO Director-General Dr. Tedros Outlines 5 Building Blocks of Patient Safety and it's one of the hallmarks of the world's best health systems

<https://www.youtube.com/watch?v=tXPEtaKc3y4>

Chicago Film News Interview with Bad Genius Director, Baz Poonpiriya the total process is two years and it's been one year and a half on just

<https://www.youtube.com/watch?v=rdxwOg7GmSQ> writing this script

American Explicit 2

Weak forms

The Secret Force for Limitless Energy? Lasers | Tammy Ma | TED and shine them from every angle onto a little pellet of hydrogen.

<https://www.youtube.com/watch?v=l5azMXvBfaw>

What \$600 Rent And \$1200 Rent Gets You In Singapore there was heart palpitation from it so

[https://www.youtube.com/
watch?v=SPSpthvgT10](https://www.youtube.com/watch?v=SPSpthvgT10)

Watch CNBC's full
interview with Spain's PM
Pedro Sanchez from Davos

public investment
that are coming
from the
European Union
funds

[https://www.youtube.com/
watch?v=zOpvYeN1ra8&t
=256s](https://www.youtube.com/watch?v=zOpvYeN1ra8&t=256s)

Achieve Your Dreams with
Jack Ma's Motivational
Speech on Success in
Career

and people say
small business
they don't make
money how could
you make money
from them

Video no longer available

Cot caught merger

How to Disagree with
Respect — Not Hate |
Spencer J. Cox | TED

In his inaugural
address he talked
about the
peaceful transfer
of power

[https://www.youtube.com/
watch?v=EzSdf3VK9qc](https://www.youtube.com/watch?v=EzSdf3VK9qc)

"Being a novelist has been
a good second choice
[career]." Kazuo Ishiguro,
Nobel Prize in Literature

for me to nudge
you into talking
about memory

[https://www.youtube.com/
watch?v=YqDUstHYx4Q](https://www.youtube.com/watch?v=YqDUstHYx4Q)

Capitalism is dead and so I was just talking
are we | Yanis Varoufakis head
interview

[https://www.youtube.com/
watch?v=w6H6tvVuGgo](https://www.youtube.com/watch?v=w6H6tvVuGgo)

Interview with Benigno they walk the talk
Aquino III, President of the
Philippines

[https://www.youtube.com/
watch?v=TG12QZVKpy4](https://www.youtube.com/watch?v=TG12QZVKpy4)

Word stress

Learning a Language as an
Adult

Learning a
language as an
adult

[https://www.youtube.com/s
orts/wAF1QS7KiHs](https://www.youtube.com/sorts/wAF1QS7KiHs)

From ZERO Chinese to
Top Mandarin Teacher (As
an Adult...)

Learning Chinese
as an adult

[https://www.youtube.com/
watch?v=GZYWr9O69us](https://www.youtube.com/watch?v=GZYWr9O69us)

Autism (Adults) Student

My name is
Andrew Best and
I'm doing the
Masters in
Autism Adults.

[https://www.youtube.com/
watch?v=Kmk6VB_tFR8](https://www.youtube.com/watch?v=Kmk6VB_tFR8)

		What adults can learn from kids Adora Svitak	Ask yourself, who's responsible? Adults
		https://www.youtube.com/watch?v=V-bjOJzB7LY	
French Explicit 1	/dʒ/ as /ʒ/	What's so sexy about math? Cédric Villani	but it may just as well
		https://www.youtube.com/watch?v=Kc0Kthyo0hU	
		Immigration Summons Woman Who Tore Nigerian Passport	nothing to say she was just saying oh I
		https://www.youtube.com/watch?v=6JfINTWIp4c	
		Javier Bardem Answers the Web's Most Searched Questions WIRED	I just was last year in the Rugby World Championship
		https://www.youtube.com/watch?v=P6HOy2gCicg	
		Mikhail Baryshnikov on "The Orchard" and Putin's war	horrific and just now we are having shivers
		https://www.youtube.com/watch?v=9PfhXFo2whY	

Dropping of /h/

You can grow new brain cells. Here's how | Sandrine Thuret | TED

However, what we have learned more recently

https://www.youtube.com/watch?v=B_tjKYvEziI

Easy English 15 - Manchester

come down and do nothing have a cup of coffee

<https://www.youtube.com/watch?v=xsWkYTdEDzw>

BTS speech at the United Nations | UNICEF

and our fans have become a major part of this campaign

<https://www.youtube.com/watch?v=oTe4f-bBEKg&t=43s>

Speech by Prime Minister KISHIDA Fumio at the New York Stock Exchange (September 22, 2022)

maybe you can tell that I have a hint of New York Accent

<https://www.youtube.com/watch?v=V4dtfCTu6fI>

/i:/ and /ɪ/

You can grow new brain cells. Here's how | Sandrine Thuret | TED

But this diet has also been given to human participants

[https://www.youtube.com/
watch?v=B_tjKYvEziI](https://www.youtube.com/watch?v=B_tjKYvEziI)

"Ksenia Sobchak's
campaign is not against all
if it's not against Putin"

Committee
Dickens brother
participated in the
same organization

[https://www.youtube.com/
watch?v=judh7kiFCWM](https://www.youtube.com/watch?v=judh7kiFCWM)

by the way

20% of first batch of
participants from digital
training programme have
already secured jobs

the participants
and trainers at

[https://www.youtube.com/
watch?v=FvkAOKwWD5](https://www.youtube.com/watch?v=FvkAOKwWD5)

U

Hungary will not
participate in Nato Ukraine
funding | BBC News

Hungary will not
participate in
these NATO
efforts

[https://www.youtube.com/
watch?v=XF0-1jjkSgg](https://www.youtube.com/watch?v=XF0-1jjkSgg)

French Explicit 2

Rhotic 'r'

What's so sexy about math?
| Cédric Villani

Each of these
fields has monster
industrial
applications

[https://www.youtube.com/
watch?v=Kc0Kthyo0hU](https://www.youtube.com/watch?v=Kc0Kthyo0hU)

Tim Dinsdale: The First Loch Ness Monster Hunter | Loch Ness: They Created a Monster | BBC Scotland

In 1960, a monster hunter by the name of Tim Dinsdale

<https://www.youtube.com/watch?v=C4M2R1voOcU>

The Legend of Ogopogo: The history of lake monster sighting claims in BC

Creature that everyone can relate to it's the Loch Ness monster of Canada

<https://www.youtube.com/watch?v=aOgKuMV76KM>

Fisherwoman attracts cult following for her monster catches | Faces of Tassie | ABC Australia

and there was this electric purple and silver monster of a fish.

<https://www.youtube.com/watch?v=UqL8Z7CCUNQ>

Diphthongs length contrast

What's so sexy about math? | Cédric Villani

you finally understand the right reasoning to solve your problem.

<https://www.youtube.com/watch?v=Kc0Kthyo0hU>

What NOT to do as a straight person at Pride (CSD)

you're straight and want to attend pride

[https://www.youtube.com/
watch?v=xySOAXVgHJk](https://www.youtube.com/watch?v=xySOAXVgHJk)

The ride share app users who say they've been left high and dry

it's not a stretch to say that ride share apps like uber

[https://www.youtube.com/
watch?v=oQppcxTaku4](https://www.youtube.com/watch?v=oQppcxTaku4)

Is India's ride-hailing market ripe for disruption?

India's ride hailing and taxi segment

[https://www.youtube.com/
watch?v=XcTOh8pheSg](https://www.youtube.com/watch?v=XcTOh8pheSg)

Word stress

What's so sexy about math? | Cédric Villani

After all, it seems to be dull and abstract

[https://www.youtube.com/
watch?v=Kc0Kthyo0hU](https://www.youtube.com/watch?v=Kc0Kthyo0hU)

Steve Martin on how to look at abstract art | MoMA
BBC | THE WAY I SEE IT

And they started working on this completely abstract system of painting

[https://www.youtube.com/
watch?v=ovyEMINZITE](https://www.youtube.com/watch?v=ovyEMINZITE)

This 12-Year-Old Has Taken the Art World by Storm

My name is Aelita Andre. I'm an abstract painter.

[https://www.youtube.com/
watch?v=-9S0r27yIKc](https://www.youtube.com/watch?v=-9S0r27yIKc)

90 Year Old Chinese that's the source
Female Artist Creating of an abstract
Abstract Works painting

[https://www.youtube.com/
watch?v=dm7WIBS8Zro](https://www.youtube.com/watch?v=dm7WIBS8Zro)





Appendix G

Curriculum Intervention Lesson Plans





Due to copyright restrictions, transcripts are not reproduced here.

French Accent - Lesson One - Explicit Training





Sound Introduction

<p>▶ Just I </p> <p>but it may just as well</p>	<p>▶ Just II </p> <p>nothing to say she was just saying oh I</p>
<p>▶ Just III </p> <p>I just was last year in the Rugby World Championship</p>	<p>▶ Just IV </p> <p>horrific and just now we are having shivers</p>

1. What are some of the differences in the pronunciation of the word **just** that you can hear?
2. The first recording is the French accent, how does it compare to the other pronunciations?

<p>▶ Have I </p> <p>However, what we have learned more recently</p>	<p>▶ Have II </p> <p>come down and do nothing have a cup of coffee</p>
<p>▶ Have III </p> <p>and our fans have become a major part of this campaign</p>	<p>▶ Have IV </p> <p>maybe you can tell that I have a hint of New York Accent</p>

1. What are some of the differences in the pronunciation of the word **have** that you can hear?
2. The first recording is the French accent, how does it compare to the other pronunciations?

<p>▶ Participants I </p> <p>But this diet has also been given to human participants</p>	<p>▶ Participate II </p> <p>Committee Dickens brother participated in the same organization by the way</p>
<p>▶ Participants III </p> <p>the participants and trainers at</p>	<p>▶ Participate IV </p> <p>Hungary will not participate in these NATO efforts</p>

1. What are some of the differences in the pronunciation of the word **participate/participant** that you can hear?
2. The first recording is the French accent, how does it compare to the other pronunciations?

Comprehension Questions

1. Which sound might French speakers drop at the start of words:
 - a. H
 - b. J
 - c. T
2. What might the pronunciation of the name Jill sound like when said by a French speaker:
 - a. Yill
 - b. Hill
 - c. Zhill
3. Which of the following pairs might sound similar in French accented English:
 - a. Sheep and ship
 - b. Flip and flap
 - c. Trope and top

Lead-in

1. The video is about the future of smart cities. How do you think technology will change cities?

Vocabulary

1. **legacy** (noun)

- Definition: Something that is passed down from the past or from an older person to a younger person, like money or property.

Collocations

on top of that

drivers of innovation

Video

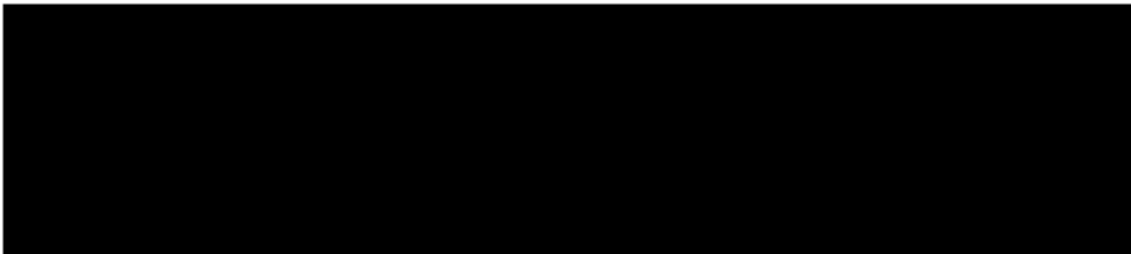


Gist Questions

1. What is the main idea of the presentation?

Transcript and Questions

I: 0'00" -- 1'21"





I: Questions

1. How long has the speaker been working with startups for?
2. He says that over the past seven years he's been working with 120 different types of organisations.
 - a. What has been the main focus of his work during this time?
3. What does the speaker state about the type of images you might find on Google if you type in 'smart city'?

II: 1'22" -- End



II: Questions

1. Why do you think the speaker says that he is 'a little bit sorry to say it's a lot of real estate' that most people think of as their mission when it comes to the future of cities?
2. The speaker says that it's 'obviously about technology but not only about technology', what do you think he means here?

Discussion Questions

1. What do you think the future of cities will be like with the continued development of technology?

2. What smart technology do you already use in your home?
3. What kinds of technology do you think would make your life significantly more convenient than it is now?





Cloze Activities

which explain the attractiveness of Paris and France for ... (research)	▶ Cloze I 
if we take the Openlab... (project) , it would not have been possible in a different context	▶ Cloze II 
but it ... (exists) a very strong diversity	▶ Cloze III 
Like a movie about her ... (whole) life	▶ Cloze IV 
I hate it and I'm very ... (disturbed) when	▶ Cloze V 
I wish I dream to ... (live) in the... (little) house	▶ Cloze VI 





**Words within brackets and bold are the correct answers for the gaps represented by ...*

American Accent - Lesson One - Explicit Training

Sound Introduction

<p>▶ Water I </p> <p>Deuterium is naturally occurring in seawater.</p>	<p>▶ Water II </p> <p>Solutions to desalinate seawater and to purify water laced with chemicals</p>
<p>▶ Water III </p> <p>Oh it's just the bottle of water</p>	<p>▶ Water IV </p> <p>To get water has been so difficult</p>

1. What are some of the differences in the pronunciation of the word **water** that you can hear?
2. The first recording is the American accent, how does it compare to the other pronunciations?

<p>▶ Centers - I </p> <p>near large population centers and big cities</p>	<p>▶ Center II </p> <p>this is the shopping center I think it's called the White Gate center here in Croydon</p>
<p>▶ Centers III </p> <p>Like most places in any city centers this is</p>	<p>▶ Center IV </p> <p>it is relatively nearer to the city center as it takes about 12 minutes from the station</p>

1. What are some of the differences in the pronunciation of the word **center** that you can hear?
2. The first recording is the American accent, how does it compare to the other pronunciations?

<p>▶ Connected Speech I 🔊</p> <p>And it's never more than one generation away from extinction.</p>	<p>▶ Connected Speech II 🔊</p> <p>And it was like this leather skirt</p>
<p>▶ Connected Speech III 🔊</p> <p>and it's one of the hallmarks of the world's best health systems</p>	<p>▶ Connected Speech IV 🔊</p> <p>the total process is two years and it's been one year and a half on just writing this script</p>

1. What are some of the differences in the pronunciation of the words '**and it's**' that you can hear?
2. The first recording is the American accent, how does it compare to the other pronunciations?

Comprehension Questions

1. Which sounds might American English replace the t sounds in words such as water or latter to?
 - a. Dropped
 - b. More like a d sound
 - c. A breathed out th sound
2. Which sounds in a word like 'winter' might be dropped in American English?
 - a. The starting w sound
 - b. The ending er sound
 - c. The t sound
3. "We should try and meet up next week."
 - a. In this phrase which sounds might be dropped in natural, fast speech?

Lead-in

1. What do you think are the most important things to do to stay safe on the internet?

Vocabulary

1. **communicate** (verb)

- Definition: To talk or share information with someone, usually using words, gestures, or written messages.
- 2. **strangers** (noun)
 - Definition: People you do not know; individuals who are not familiar to you.
- 3. **pretend** (verb)
 - Definition: To act as if something is true when it is not; to make believe or simulate.
- 4. **private** (adjective)
 - Definition: Belonging to or for the use of a particular person or group; not for everyone to know or see.
- 5. **embarrassed** (adjective)
 - Definition: Feeling self-conscious, shy, or uncomfortable, especially in social situations.
- 6. **block** (verb)
 - Definition: To stop someone from talking to you online; To stop or prevent someone or something from passing or progressing; to obstruct.
- 7. **uncomfortable** (adjective)
 - Definition: Feeling uneasy or not at ease; causing a sense of discomfort or awkwardness.

Collocations

to look up information

around the world

puts it on the internet

play games on the internet

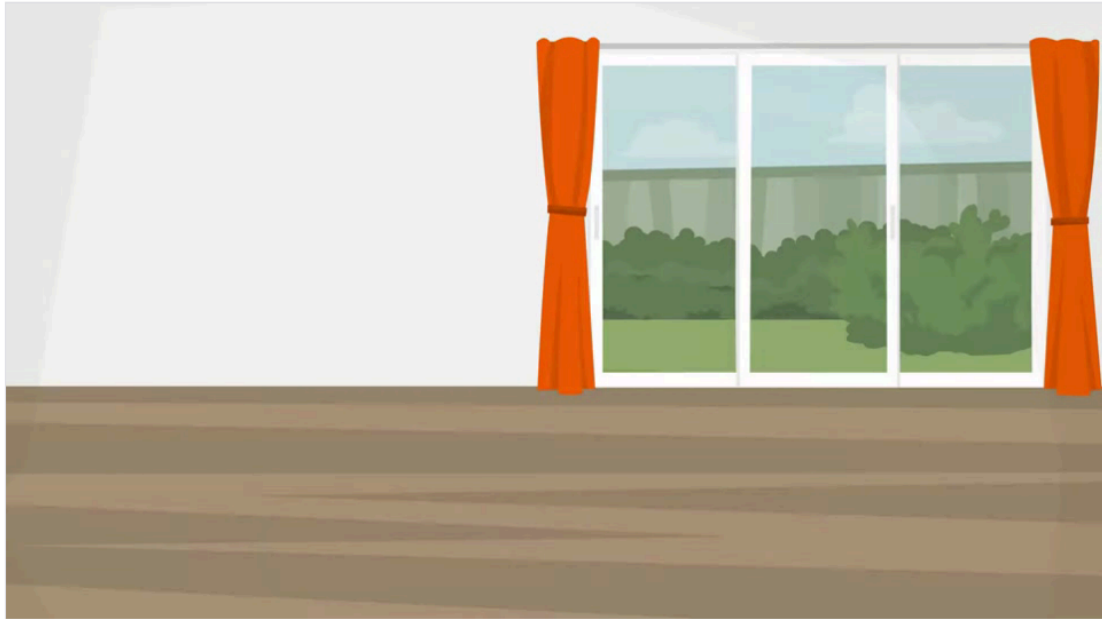
grown-up

share personal information

right away

plenty of

Video

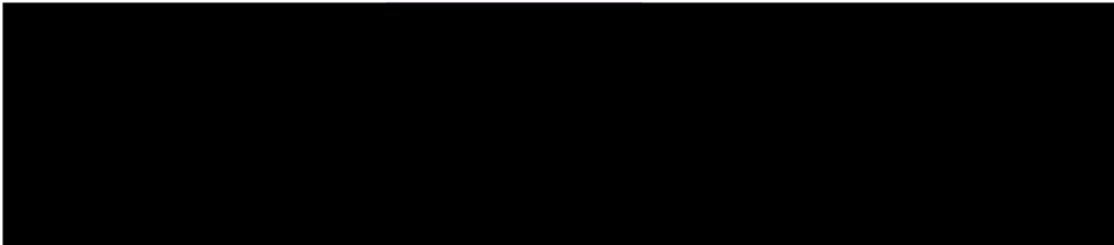


Gist Questions

1. Try to listen for information about how we use the internet and things we need to be careful of.

Transcript and Questions

I: 0'00" -- 0'24"



I: Questions

1. What is the internet?
 - a. What example is given from Australia?

II: 0'25" -- 0'58"





II: Questions

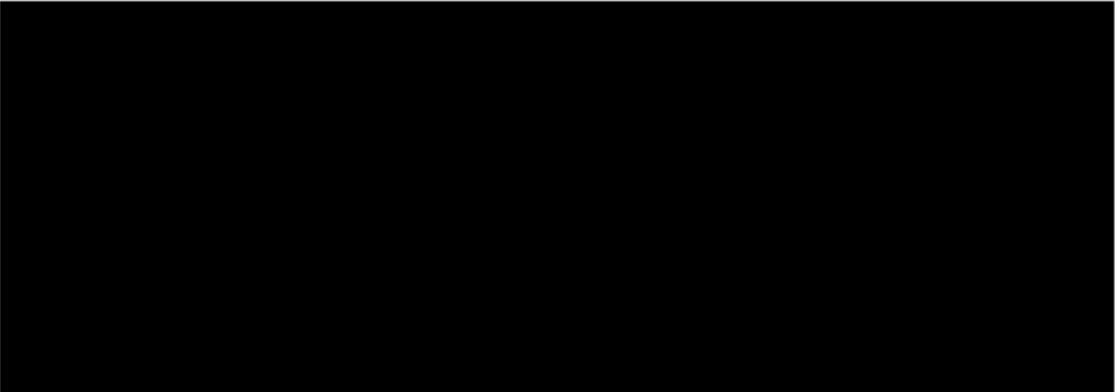
- 1. If you get a message from a stranger, what should you do?
- 2. Why is it harder to tell who's a stranger on the internet?

III: 0'58" -- 1'30"



III: Questions

- 1. What is personal information?



IV: Questions

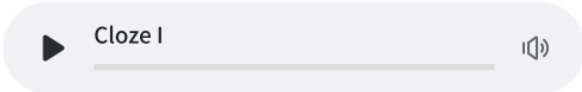
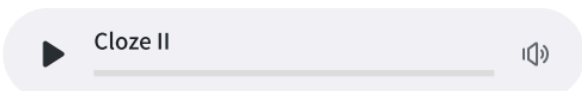
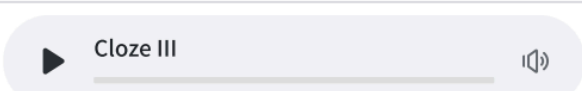
- 1. What is the internet good for?

2. What are the important things to remember about internet safety?

Discussion Questions

1. What precautions should you take when making friends online?
2. How can you know the identity of someone you meet on the internet?
3. Is it okay to share personal information with online friends? Why or why not?
4. How do you tell the difference between strangers and friends on the internet compared to real life?
5. Can you think of an example where someone online might pretend to be someone else?
6. Why is it important to be careful when communicating with people you don't know online?
7. What personal information do you think is safe to share on the internet?
8. Why should you keep certain information, like your home address or school name, private online?
9. How can you know if a website or app is asking for too much personal information?
10. Why is it important to talk to a grown-up if a message asks you to keep it a secret?
11. How do you decide if a website or game is safe for you to use?
12. Why is it essential to ask a grown-up for help if you see something on the internet that makes you uncomfortable?
13. How much time do you think is okay to spend on the internet each day?
14. Why is it important to balance online activities with other activities like homework, sports, or hobbies?
15. Can you think of some ways to manage your time on the internet better?

Cloze Activities





But the people with the real ... (writing) problems are the faculty	 <p>Cloze I</p>
...(Better) than expected unemployment numbers	 <p>Cloze II</p>
This is your average all in one inkjet ... (printer)	 <p>Cloze III</p>

<p>You may need to have a seat after your ... (interview)</p>	<p>▶ Cloze IV < ></p> <hr style="width: 80%; margin: 0 auto;"/>
<p>And I'm a wimp when it comes to the ... (dentist)</p>	<p>▶ Cloze V < ></p> <hr style="width: 80%; margin: 0 auto;"/>
<p>... .. (Brown paper) bags 500 bags per carton</p>	<p>▶ Cloze VI < ></p> <hr style="width: 80%; margin: 0 auto;"/>
<p>You finally got to see the (event you) trained for</p>	<p>▶ Cloze VII < ></p> <hr style="width: 80%; margin: 0 auto;"/>





**Words within brackets and bold are the correct answers for the gaps represented by ...*

French Accent - Lesson Two - Explicit Training

Sound Introduction





<p>▶ Monster I </p> <p>Each of these fields has monster industrial applications</p>	<p>▶ Monster II </p> <p>In 1960, a monster hunter by the name of Tim Dinsdale</p>
<p>▶ Monster III </p> <p>Creature that everyone can relate to it's the Loch Ness monster of Canada</p>	<p>▶ Monster IV </p> <p>and there was this electric purple and silver monster of a fish.</p>

1. What are some of the differences in the pronunciation of the word **monster** that you can hear?
2. The first recording is the French accent, how does it compare to the other pronunciations?

<p>▶ Right I </p> <p>you finally understand the right reasoning to solve your problem.</p>	<p>▶ Ride II </p> <p>you' re straight and want to attend pride</p>
<p>▶ Ride III </p> <p>it' s not a stretch to say that ride share apps like uber</p>	<p>▶ Ride IV </p> <p>India' s ride hailing and taxi segment</p>

1. There is normally a distinction in the vowel sounds between right and ride in English
 - a. The vowel in ride (before a voiced consonant is longer)

2. What are some of the differences in the pronunciation of the word **ride** that you can hear?
3. The first recording is the French accent, how does it compare to the other pronunciations?

<p>▶ Abstract I </p> <p>After all, it seems to be dull and abstract</p>	<p>▶ Abstract II </p> <p>And they started working on this completely abstract system of painting</p>
<p>▶ Abstract III </p> <p>My name is Aelita Andre. I'm an abstract painter.</p>	<p>▶ Abstract IV </p> <p>that' s the source of an abstract painting</p>

1. What are some of the differences in the pronunciation of the word **abstract** that you can hear?
2. The first recording is the French accent, how does it compare to the other pronunciations?

Comprehension Questions

1. Where in the throat is the r sound normally made in French?
 - a. With the tip of the tongue
 - b. It isn' t made
 - c. At the back of the throat
2. Which of the following pairs might sound similar in French accented English:
 - a. Sad and sat
 - b. Seed and seat
 - c. Cat and cart
 - d. Check and cheek
3. In French accented English, where might the stress fall on the word 'abstract':
 - a. 'abstract
 - b. ab'stract

Lead-in

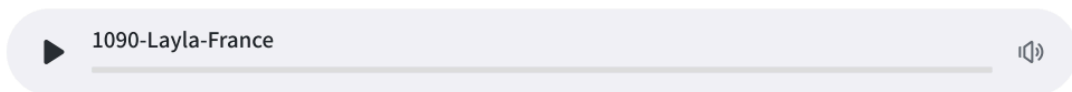
1. Why do you think Chinese food is famous around the world?

Vocabulary

1. **melts in the mouth** (phrase):
 - Definition: Food that is very soft and easy to eat.
2. **chain restaurants** (noun):
 - Definition: A group of restaurants that all belong to the same company and have the same menu.
3. **independent restaurant** (noun):
 - Definition: A restaurant that is owned by one person or a small group, not part of a chain.
4. **decent meal** (noun):
 - Definition: A good, satisfying meal.
5. **appetizer** (noun): A
 - Definition: small dish you eat before the main meal.

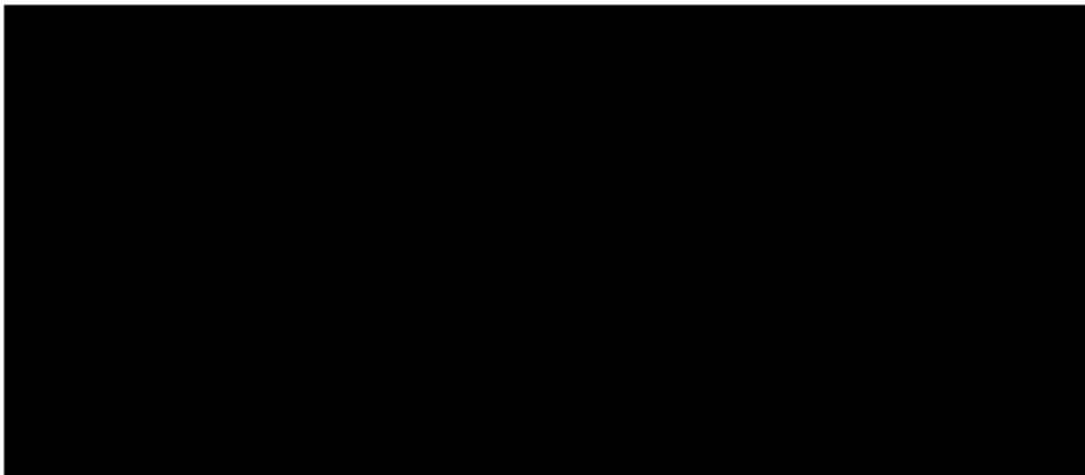
Collocations

Video



Transcript and Questions

1: 0'00" -- 1'20"

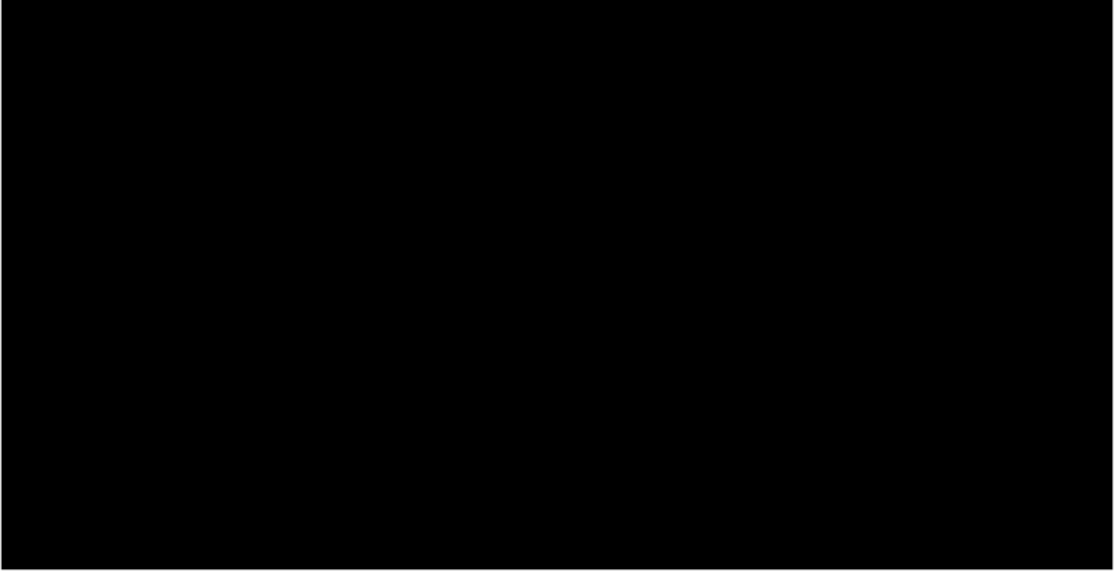




I: Questions

1. What is one of the main things that is different about food in the US and France?
2. What does Layla say about chain restaurants in France?

II: 1'21" -- End



II: Questions



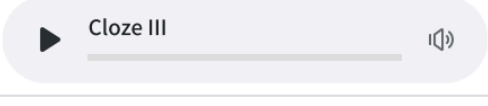
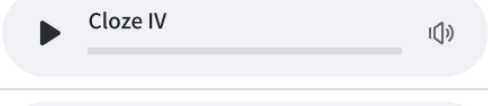
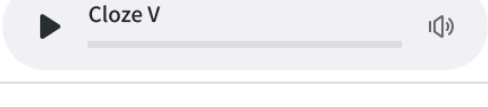
1. How does Layla describe the dish that her mother taught her to cook?
2. How expensive are meals generally in France according to Layla?

Discussion Questions

1. Have you ever eaten something that felt so soft or delicious that it seemed to melt in your mouth? What kind of foods give you that feeling?
2. What do you think makes a country's food well-known or popular around the world? Can you think of examples from different places?
3. Some people like eating at smaller, local restaurants, while others prefer big, well-known chains. What do you think are the advantages of both types of places?
4. Do you believe it's important for parents to teach their children how to cook? How can learning to cook benefit someone in the future?

5. Have you ever learned to cook a traditional dish from your family or culture? How do you feel when you make it, and what does it mean to you?
6. In some places, eating out can be very affordable, while in others, it can be quite expensive. What do you think is a reasonable price for a good meal? How does price affect your choice of where to eat?





Cloze Activities

In fact my work is to show our ... (impact) on our planet.	
to The Net Zero ... (industry) acts and so on	
to ... (start) to make an english-speaking ... (picture)	
I hope the ... (future) will be better it's	
nice balance between the ... (loose) and the tight	





**Words within brackets and bold are the correct answers for the gaps represented by ...*

American Accent - Lesson Two - Explicit Training





Sound Introduction

<p>▶ Weak Forms I </p> <p>and shine them from every angle onto a little pellet of hydrogen.</p>	<p>▶ Weak Forms II </p> <p>there was heart palpitation from it so</p>
<p>▶ Weak Form III </p> <p>and people say small business they don't make money how could you make money from them</p>	<p>▶ Weak Forms IV </p> <p>public investment that are coming from the European Union funds</p>

1. What are some of the differences in the pronunciation of the word **from** that you can hear?
2. The first recording is the American accent, how does it compare to the other pronunciations?

<p>▶ Cot-Caught Merger I </p> <p>In his inaugural address he talked about the peaceful transfer of power,</p>	<p>▶ Cot-Caught Merger II </p> <p>I was just talking head</p>
<p>▶ Cot-Caught Merger III </p> <p>they walk the talk</p>	<p>▶ Cot-Caught Merger IV </p> <p>for me to nudge you into talking about memory</p>

1. What are some of the differences in the pronunciation of the word **talk** that you can hear?
2. The first recording is the American accent, how does it compare to the other pronunciations?

<p>▶ Lexical Stress I </p> <p>Ask yourself, who's responsible? Adults</p>	<p>▶ Lexical Stress II </p> <p>My name is Andrew Best and I'm doing the Masters in Autism Adults.</p>
<p>▶ Lexical Stress III </p> <p>Learning a language as an adult</p>	<p>▶ Lexical Stress IV </p> <p>Learning Chinese as an adult</p>

1. What are some of the differences in the pronunciation of the word **adult** that you can hear?
2. The first recording is the American accent, how does it compare to the other pronunciations?

Comprehension Questions

1. Which of the following is more common for users of American English to do when speaking quickly?
 - a. Emphasise functional words like 'to' or 'from'
 - b. Use a weakened, softer form of the sound
2. What might caught sound like for some American accents?
 - a. Cot
 - b. Card
 - c. Cord
3. Which way would the stress in a word like adult be different to other accents?
 - a. To the right
 - b. To the left

Lead-in

1. Have you ever stayed in an Airbnb or a similar service? What was your experience like, or would you consider trying it?

Vocabulary

1. **tenant** (noun)
 - Definition: A person who pays rent to live in a house or apartment.
2. **intrude** (verb)

- Definition: To enter a place or situation where you are not welcome.
3. **squatters** (noun)
 - Definition: People who live in a place without permission or paying rent.
 4. **evict** (verb)
 - Definition: To force someone to leave a house or apartment.
 5. **debatable** (adjective)
 - Definition: Something that people might not agree on; not certain.
 6. **double dip** (verb/noun)
 - Definition: To take or use something twice, especially in a way that is not allowed

Collocations

rent out a room

scheduling system

touristy areas

government subsidized housing

leaves reviews

Video



Transcript and Questions

I: 0'00" -- 1'24"



I: Questions

1. Has the female speaker used Airbnb before?
2. What about the male speaker?
3. What is the situation in Southeast Asia with airbnb?

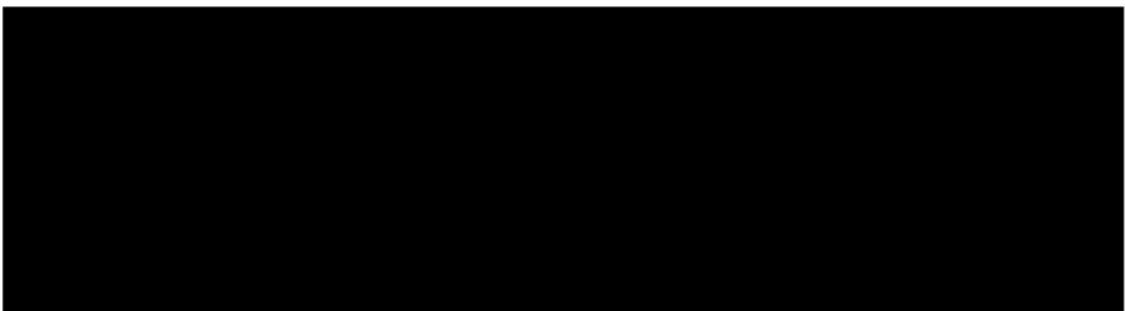
II: 1'24" -- 2'44"



II: Questions

1. According to the male speaker, how is an airbnb better than a hotel?
2. What does a squatter do?
3. What issue with subsidised housing has been in the news recently in relation to Airbnb?

III: 2'44" -- 3'32"











III: Questions

1. What does the male speaker think about the AirBnB website?
2. What would make her want to use AirBnB?

Discussion Questions

1. Have you ever stayed in an Airbnb or a similar service? What was your experience like, or would you consider trying it?
2. How do you think staying in an Airbnb compares to staying in a traditional hotel? What are the pros and cons of each option?
3. What do you think are the potential risks and benefits for homeowners who rent out their properties on Airbnb?
4. How do you feel about the idea of staying in someone's home while traveling? Does it appeal to you, or would you prefer the privacy of a hotel?
5. Do you think services like Airbnb have changed the way people travel? If so, how?
6. What do you think about the impact of Airbnb on local communities, particularly in terms of housing availability and prices?
7. How important is it to you to feel like a "local" when traveling? Would staying in an Airbnb contribute to that feeling?
8. How do you think the rise of services like Airbnb affects the traditional hotel industry?
9. What role do you think reviews and ratings play in choosing accommodation through platforms like Airbnb? How much do you rely on them?
10. If you had a spare room or an extra property, would you consider renting it out on Airbnb? Why or why not?

Cloze Activities

protecting captivity born cubs from getting used ... (to) being around	▶ Cloze I 
let's get right to meteorologist Lee Goldberg ... (from) our partner station	▶ Cloze II 
tens of millions of Americans are ... (caught) in a series of dangerous winter storms	▶ Cloze III 
what if the us ... (bought) Greenland in the 1940s	▶ Cloze IV 
There's another way billionaires ... (donate) that the Forbes list doesn't count at all.	▶ Cloze V 
the suspected culprit the ... (cigarettes) themselves	▶ Cloze VI 

**Words within brackets and bold are the correct answers for the gaps represented by ...*

American Accent - Lesson One - Implicit Training

Lead-in Listening



1265-Sarah-Peter-Tech-in-Class



Questions

1. What do you think about teachers using computers in the classroom?
2. What do the speakers think?
3. What about the use of smartphones in the classroom?
4. What do you think are the most important things to do to stay safe on the internet?

French Accent - Lesson One - Implicit Training

Lead-in Video



Questions

1. What is the speaker talking about in the video?
2. What are your own thoughts about the future of technology and AI?
 - a. Are you optimistic or pessimistic about its future?
3. To what extent do you think technological revolutions are good or bad, or a bit of both, for society?
4. The main video is about the future of smart cities. How do you think technology will change cities?

American Accent - Lesson Two - Implicit Training

Lead-in Video

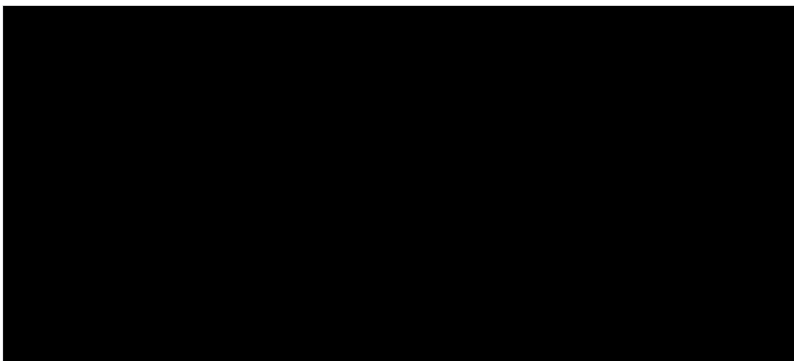


Questions

1. Have you ever stayed in an Airbnb or a similar service? What was your experience like, or would you consider trying it?
2. According to the video, what is one of the main new features that Airbnb has introduced?
 - a. Would you be interested in taking part in something similar?

French Accent - Lesson Two - Implicit Training

Lead-in Video



Questions

1. What is the main idea of the video?
2. What do you think about the idea that 'ancient grains' might be the future of food?
3. Are there any types of food in China that you might also call a super food?
4. The main audio is about famous food around the world, why do you think Chinese food is famous around the world?

Appendix H

Example Pre- and Postclass Activities



French English Pre-Test [Global Englishes-informed Listening Comprehension] - Explicit

Central University Research Ethics Committee (CUREC) approval reference: EDUC_653541

* Required

Name and Date

1

Please input your name *

2

Date *



Global Comprehension and Visuals

- Please play the recording once and then move to the next section to answer the questions
- It is advisable to take notes on the lecture as it's quite long!
- The pictures are to provide some background

French English Pre Test Comprehension



3

Art History

4



5



Global Comprehension Questions

Now try to answer the questions

6

Question



7

What is the lecture mainly about?

- Various painting techniques
- Ways to determine the purpose of a piece of art
- How moral values are reflected in art
- How to evaluate a piece of art

8

According to the professor, what did ancient Greek philosophers value in a work of art?

- An accurate imitation of life
- An unusual perspective on life
- The expression of complex emotions
- The use of symbolism

9

Why does the professor talk about personal taste?

- To point out its importance in the evaluation of art
- To help students understand the meaning of aesthetics
- To show that personal taste and aesthetics are the same
- To help explain art from different cultures

10

Why does the professor mention wheels and spheres?

- To illustrate how movement can be expressed in a piece of art
- To demonstrate that objects are more important than colors in a piece of art
- To give an example of objects that have symbolic significance
- To explain why some objects rarely appear in works of art

11

The professor mentions four formal steps used in examining a piece of art. Place the steps in order from first to last

Identify possible symbols.

Describe the piece of art.

Give an opinion about the piece of art.

Determine the artist's meaning.

12

Please play the recording

French English Pre Test Comprehension Question 6



- He will assign 12 pieces of art to evaluate.
- He is organizing a class trip to the art museum.
- It takes a lot of time to evaluate a piece of art.
- Students will now be able to evaluate art quickly.

Intelligibility

- Please play the recordings two times and try to write in the missing word.
- Four words are missing from each sentence.
- Each ... represents one word

13

... mean ... the ...

French English Pre Test Intelligibility Sentence I



14

The ... the ...

French English Pre Test Intelligibility Sentence II



15

The the ...

French English Pre Test Intelligibility Sentence III



16

The the ...

French English Pre Test Intelligibility Sentence IV



17

The the ...

French English Pre Test Intelligibility Sentence V



18

The got

French English Pre Test Intelligibility Sentence VI



19

The the ...

French English Pre Test Intelligibility Sentence VII



20

The the ...

French English Pre Test Intelligibility Sentence VIII



Comprehensibility & Accentedness

Please choose the number that is closest to how you would answer the question.

21

How easy were the recordings to understand? *

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

Very easy to understand

Very difficult to understand

22

How strong did you think the accent of the speaker was? *

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

No accent

Very strong accent

EILPS

Please choose the number that is closest to how you would feel about the statements

23

Different varieties of English, such as Hong Kong English, Indian English, and Singaporean English, are acceptable today. *

1	2	3	4	5
---	---	---	---	---

Strongly Disagree

Strongly Agree

24

Teachers can use English listening materials that are recorded by people who have different kinds of English accents. *

1	2	3	4	5
---	---	---	---	---

Strongly Disagree

Strongly Agree

25

Different varieties of English, such as Indonesian English, Taiwanese English, and Japanese English, are acceptable today. *

1	2	3	4	5
---	---	---	---	---

Strongly Disagree

Strongly Agree

26

Teachers can include the interaction between non-native and non-native English speakers (e.g., Indonesian-Japanese speakers) in English listening materials. *

1	2	3	4	5
---	---	---	---	---

Strongly Disagree

Strongly Agree

27

English teachers should not push me to speak like a "native" English speaker. *

1	2	3	4	5
---	---	---	---	---

Strongly Disagree

Strongly Agree

28

I don't mind if people laugh at my English accent when I speak because it is my own English *

1 2 3 4 5

Strongly Disagree

Strongly Agree

29


It is unnecessary to speak like American or British English speakers as long as my English is intelligible (or understandable) to others *

1 2 3 4 5

Strongly Disagree

Strongly Agree

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 Microsoft Forms



American English Post-Test [Global Englishes-informed Listening Comprehension] - Implicit

Central University Research Ethics Committee (CUREC) approval reference: EDUC_653541

* Required

Name and Date

1

Please input your name *

2

Date *



Global Comprehension and Visuals

- Please play the recording once and then move to the next section to answer the questions
- It is advisable to take notes on the lecture as it's quite long!
- The pictures are to provide some background

American English Post Test Comprehension



3

Geology

4



5



Global Comprehension Questions

Now try to answer the questions

6

What does the professor mainly discuss?

- His plans for research involving moving rocks
- A difference between two geological forces that cause rocks to move
- Theories about why desert rocks move
- Reasons why geologists should study moving rocks

7

According to the professor, what have the researchers agreed on?

- The rocks cannot move after ice storms.
- The rocks do not move at night.
- The rocks never move in circles.
- The rocks are not moved by people.

8

The professor mentions an experiment done five to ten years ago on the wind speed necessary to move rocks. What opinion does the professor express about the experiment?

- The researchers reached the correct conclusion despite some miscalculations.
- The experiment should have been conducted on wetter ground.
- The experiment was not continued long enough to achieve clear results.
- The researchers should have chosen a different location for their experiment

9

What important point does the professor make about the area where the rocks are found?

- It has been the site of Earth's highest wind speeds.
- It is subject to laws that restrict experimentation.
- It is accessible to heavy machinery.
- It is not subject to significant changes in temperature

10

What is the professor's purpose in telling the students about moving rocks?

- To teach a lesson about the structure of solid matter
- To share a recent advance in geology
- To give an example of how ice can move rocks
- To show how geologists need to combine information from several fields

11

Listen to Track 9.

American English Post Test Question 6



- The movement pattern of the rocks was misreported by researchers.
- The rocks are probably being moved by people.
- The movement pattern of the rocks does not support the wind theory.
- There must be differences in the rocks' composition.

Intelligibility

- Please play the recordings two times and try to write in the missing words.
- Four words are missing from each sentence.
- Each ... represents one word
- You can just type in the missing words; no need to fill in the whole sentence

12

... sick ... the ...

American English Post Test Intelligibility Sentence I



13

The ... the ...

American English Post Test Intelligibility Sentence II



14

The the ...

American English Post Test Intelligibility Sentence III



15

The the ...

American English Post Test Intelligibility Sentence IV



16

The the ...

American English Post Test Intelligibility Sentence V



17

The the ...

American English Post Test Intelligibility Sentence VI



18

The the ...

American English Post Test Intelligibility Sentence VII



19

The the ...

American English Post Test Intelligibility Sentence VIII



Comprehensibility & Accentedness

Please choose the number that is closest to how you would answer the question.

20

How easy were the recordings to understand? *

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

Very easy to understand

Very difficult to understand

21

How strong did you think the accent of the speaker was? *

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

No accent

Very strong accent

EILPS

Please choose the number that is closest to how you would feel about the statements

22

Different varieties of English, such as Hong Kong English, Indian English, and Singaporean English, are acceptable today. *

1	2	3	4	5
---	---	---	---	---

Strongly Disagree

Strongly Agree

23

Teachers can use English listening materials that are recorded by people who have different kinds of English accents. *

1	2	3	4	5
---	---	---	---	---

Strongly Disagree

Strongly Agree

24

Different varieties of English, such as Indonesian English, Taiwanese English, and Japanese English, are acceptable today *

1	2	3	4	5
---	---	---	---	---

Strongly Disagree

Strongly Agree

25

Teachers can include the interaction between non-native and non-native English speakers (e.g., Indonesian-Japanese speakers) in English listening materials *

1	2	3	4	5
---	---	---	---	---

Strongly Disagree

Strongly Agree

26

English teachers should not push me to speak like a "native" English speaker. *

1	2	3	4	5
---	---	---	---	---

Strongly Disagree

Strongly Agree

Appendix I


Listening Comprehension and Intelligibility Activity Transcripts

The listening scripts used for the pre- and post-tests were adapted from Official TOEIC preparation materials (Educational Testing Service, 2015).

The full transcripts are not reproduced here due to copyright restrictions.

Appendix J

Log and Diary Template and Diary Excerpts



Log [Global Englishes-informed Listening Comprehension]

- Please try to fill in this log after speaking to your international colleagues or clients at work

Central University Research Ethics Committee (CUREC) approval reference: EDUC_653541

* Required

1. Please input your name

2. Date of the Interaction *

3. Context (please tick all that apply) *

- Offline Meeting
- Online Meeting
- Phone Call
- 1 to 1 Meeting
- Group Meeting
- Other

4. Topic (please tick all that apply) *

- Global Meeting
- Quarterly Review
- Preliminary Marketing
- Other

5. Purpose (please tick all that apply) *

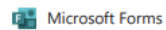
- Project Update
- Problem Solving
- Making Acquaintance
- Other

6. Speaking Partner Background (please tick all that apply) *

- Greece
- Spain
- Italy
- Bulgaria
- Poland
- USA
- France
- India
- Japan
- Korea
- Other

7. Were there any issues or problems communicating? (Please just write notes, no need for full sentences)

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Diary [Global Englishes-informed Listening Comprehension]

- Please remember there are no right or wrong answers, just write down your thoughts!
- If it's easier, please feel free to write in Chinese (or any other language!)

Central University Research Ethics Committee (CUREC) approval reference: EDUC_653541

1. Please input your name

2. Please input the date

3. How do you feel the interactions recorded in your log went?

4. Were there any moments when you struggled to understand the other person?

5. If so, what did you do to overcome these difficulties?

6. Were you able to use any of the materials/techniques/strategies/information we have previously covered in class?

7. Is there anything else you'd like to add?

Respondent
3 Anonymous
24:12
Time to complete

1. Please input your name

[Redacted]

2. Please input the date

26/11/2024

3. How do you feel the interactions recorded in your log went?

Generally speaking, the meeting went well once I adjusted myself after several words. My clients today can speak fluent English, but they spoke very quickly, with some connected speeches, which made it harder to understand them. I guess the speed thing is their speaking habit when talking in Italian. However, the different pronunciation like the word C, which in Italy speaks like ch, was no longer a problem. I could manage to revise the words in mind and try to understand them based on our dialogue. But I notice another problem this time, when they said something hard to understand, my mind tended to wander instead of trying to know what they were talking about. I had to pay extra attention.

4. Were there any moments when you struggled to understand the other person?

Yes, when they talked about the vessels' routes, it involved different islands of Italy, which is hard to understand because I had no idea of them.

5. If so, what did you do to overcome these difficulties?

I searched the islands' names online, it helped a lot.

6. Were you able to use any of the materials/techniques/strategies/information we have previously covered in class?

The small chat skills! I find that the small chat before formal meeting is a great way to get myself adapted to their accent. That's when I try to learn their way of speaking English

7. Is there anything else you'd like to add?

When speaking English, my Italian clients didn't use their hands a lot.

Appendix K

Log and Diary Protocol

DEPARTMENT OF EDUCATION



Global Englishes-informed Listening Comprehension

Diary and Log Fill-in Information

Central University Research Ethics Committee Approval Reference: [EDUC_653541]

During the research period, I would also like to you to try to keep a note of times during your work when you have to use English with your clients and colleagues.

The log is for use after each time you use English and is to help you remember these times for the later diary entries. Of course, when it is too inconvenient to fill in immediately, please just try to fill in when you can. Log entries will be recorded when you have completed them.

The diary is for longer entries and reflections on any of the problems or issues that you had whilst communicating in English, especially in relation to listening and accents.

Please try to complete this twice a week whenever is most convenient for you to do so: during the middle of the week and the end of the week would be best is possible. We can also use these diaries as a writing practice activity and I will be happy to offer feedback when appropriate. Although if you'd feel more comfortable writing in a different language, please do so!

Please remember that there are no right or wrong answers, we would just like to hear your thoughts and ideas about your interactions and English use!

Appendix L

Interview Schedule

DEPARTMENT OF EDUCATION



Global Englishes-informed Listening Comprehension

Unstructured Interview Guide

1. Can you tell me about your (educational) background?

Semi-structured Interview Guide

1. Do you think the classes have helped improve your understanding of speakers with different accents?
 - a) Which classroom activities helped the most with this? (*Anticipated probe*)
2. Do you think the classes have helped to understand individual words when listening to different accents?
 - a) Which classroom activities helped the most with this? (*Anticipated probe*)
3. To what extent has it become easier for you to understand the accents we studied during class?
 - a) Which classroom activities helped the most with this? (*Anticipated probe*)
4. Have the activities changed the way you hear an accent as strong or not strong?
 - a) Which classroom activities helped the most with this? (*Anticipated probe*)
5. To what extent do you feel more familiar with the accents that we practised listening to in class?
 - a) Which classroom activities helped the most with this? (*Anticipated probe*)
6. Have you ever felt anxious when talking to someone in English?
 - a) What features of another person's speech in particular have made you anxious? (*Anticipated probe*)
7. Can you describe any classroom activities that helped reduce your anxiety when listening to different English accents?
8. What challenges have you faced when communicating with speakers of different English varieties in your daily work?
 - a) How did you deal with them? (*Anticipated probe*)
9. How do you think your classroom experiences have prepared you to deal with challenges in your work?
10. Have the classes or any of the discussions we've had in classes changed the way you think about different accents or varieties of English?
 - a) After the classes, when faced with an unfamiliar accent, what do you do to try to improve your understanding?
11. Do you think some varieties of English are more useful (or important) than others?
12. Is there anything you'd like to add?

Appendix M

Researcher Diary for Classroom Observations

23/12/2024

Linabell American Accent Lesson 2

- Adding her own problems/questions to the listening activities
 - Sentence context to understand word
- Even different accents in China can make me confused
 - When we're talking about different accents, like American accents and French accents, but still there are different regional accents
- Some of the pronunciation distinctions just come up in the implicit classes from the cloze activities

Nina French Accent Lesson 2

- Hasn't been sleeping very well
- Noticed the p v b similarity in French just from the Cloze activities
- Future - can hear using the sentence context and the -ture sound is clear

20/12/2024

Nina French Accent Lesson 1

- "I think she's easier to understand than the American"
- Maybe only vocabulary issues for the words that were not understood
- Can't tell which ones are French
 - Her accent seems a little bit familiar
 - Her accent is quite similar to Chinese colleagues
 - Slower speed so no connected speech
- Feeling of some guesses →
- Speed
- President Macron's accent is stronger, harder to understand
- Americans speak so fast
- Except for Indian accents, can understand most speakers if they don't speak too fast

17/12/2024

Linabell American Accent Lesson 1

- During intelligibility test, mind was trying to match the whole thing to something meaningful
- Discussion on top down and bottom up listening processes

Diary entry Discussion

- Trying to understand what they were talking about
- When colleagues were talking, mind wanted to rest
- It requires extra energy to understand their talking
- Interactive communication listening was easier than being an outside observer when colleagues were talking
- Small talk is an excellent way to adapt to these accents because it's low stress and simpler more daily vocabulary
 - Simpler words help to understand their accent

New diary entry

- Feeling like learning to adapt myself to the accents and learning how to identify these sounds myself

13/12/2024

Nina American Accent Explicit Training Lesson 2

- Not sleeping well
 - Some regret from not speaking in a separate, global meeting
 - Didn't express what she wanted to say
 - In Chinese
- Cot-caught merger - Nina pronunciation more like the American one
- 3rd time listen for the first section
 - Just the last paragraph is difficult
 - Mix up of live and leave
 - Minimal pairs can be difficult to distinguish
 - Also difficulty in the second section with understanding of discourse management

- Thought the section on subsidised housing was still linked to squatters taking the airbnb but never ‘living’ but these sections were separated by ‘and then also...’
- “At least I tell myself I’m better than the beginning”

9/12/2024

Linabell French Explicit Training Lesson 2

- Discussion about the short and long vowel sounds
 - Don’t spend much time on oral English
- Duolingo classes already started
 - Has practiced some french pronunciation
 - Asked about the word croissant and it’s pronunciation
 - Links nicely into the first /r/ introduction sound
 - Different accents in duolingo
 - Connected speech in French and English
- Can’t tell if the French right is longer or shorter than ride
 - Just sound the same
- Did you notice any of the sounds that we covered in the listening?
 - Pronunciation of sauce

2/12/2024

Nina American Explicit Training Lesson 1

- Technological issues with connecting headphones
- Mentioned it was too difficult
- Wording of EILPS - use of acceptable a little difficult to understand
- Connected all the words together - don’t understand
- Internet issues again just at the start of the class
- She speaks so fast can’t hear the difference
 - Nigerian accent is the most easy to understand
- Center - didn’t seem to like the sound of the UK accent with dropped ‘t’ haha
 - Misdistinguished as indian
 - Intonation makes it sound like an Indian accent
- Resources and connected speech

- Lack of resources means limited ability now

Linabell French Explicit Training Lesson 1

- Nervous from pre-class activities
- Volume of French test recordings
- Some internet connection issues
- Acceptable today - to the world or to me?
- Taiwanese English - Mainland China issue
 - Taiwanese English would be the same as my English...
- Know it now but might not be able to add in the sound in real life and in natural, fast interaction
 - Practice can proceduralise that knowledge
- Thought process of cloze - all to whole
 - Linabell used the knowledge we'd covered immediately
- Longer or shorter vowel is not important for Chinese speakers
 - We cannot recognise the longer or shorter
 - People around don't notice the longer or shorter pronunciation
 - Linking to previously listened materials and connected
 - For example had previously listened to Macron and remember the 'just' with influence from French

Appendix N

Transcripts of Excerpts From Interviews

Excerpt 1: Precurriculum Intervention Interview with Nina; 29th November 2024

*R = Researcher

*N = Nina

Line	R/N	Transcript
1	R	Okay it says it has started. okay. very good. thank you again Nina for
2		agreeing to do this with me right today, thank you.
3	N	<i>(You're welcome)</i>
4	R	So:: I think like I said before today before we start doing the classes, together,
5		from next week, I just wanted to talk a little bit about your ↑background and
6		your educational background. so could you tell ↑me or just tell me what you
7		think is important or worth talking about in relation to your education?
8	N	Oh:::: my my education background (.) that yeah I think MAINLY it's for
9		my bachelor education. yeah. I graduated from 1 university in China this city
10		actually the level is (2) medium medium you know in China we have two
11		high level (1) college (2) colleges one is 985 colleges and one is (2) the 211.
12	R	<i>(Okay)</i>
13	N	So so these two type of colleges (.) belongs to (.) GOOD colleges in China.
14		yeah. so my colleges it (.) belongs (.) belongs to 211. yeah.
15	R	Hmm mm hmm mm hmm

16 N and I majored in pharmacy. (3) yeah. I think that that's my background?
17 education background. that is enough?

18 R Okay sure yeah so this 211 thing you mentioned (.) what does that mean?

19 N Oh. this is a little bit of complicated. yeah yeah yeah yeah. so:: how to say
20 you, can understand the two one one just a number to represent (.) this
21 school is a GOOD school in China. (1) and for if us if a school belongs to
22 985

23 R (*Mmm*)

24 N This goes a HIGHER level school. it's I maybe not ↑higher just like
25 FAMOUS colleges in in in China yeah.

26 R Okay. okay. okay.

27 N It's very very DIFFICULT for people (.) for students (.) to you know

28 R (*Mm hmm*)

29 N To go to (2) those school. ESPECIALLY the 9 985 school. yeah yeah. we we
30 only not only for MOST of the students they can only go to this school
31 through gao kao, you know? yeah (.) yeah very ↑high scores.

32 R Right. okay. okay. got it. cool.

33 N Yeah.

34 R Was there anything you wanted to say?

35 N No no no. yeah. that that topic will be not related to our, today's interview..
36 yeah

37 R Oh go:::

38 N Just just a very complicated. yeah.

39 R If you want to say something go ahead. everything's fine. it doesn't matter.

40 N Yeah I suppose (.) it's actually:: I think this is NOT the topic I'm familiar
41 with it. so I cannot EXPRESS it very clearly but just (.) just,

42 R (*Okay*)

43 N Let you know (1) I'm also a (1) student (.) who ↑study good. @@ well I
44 study.well @@@

45 R @@that's (.) that's cool. yeah. okay. yeah. yeah. okay sure, that makes sense,
46 right? so it's a 211 universities are good universities right? and so that's yeah
47 I mean that that's cool. I think it's yeah you know today Nina just say
48 whatever you want to. it doesn't matter. it's not important that it's related to
49 you know my research or whatever. we're just just talking about your
50 background and the education

51 N O::h okay.

52 R So I guess I would like to talk a little bit about ENGLISH learning, so when
53 (.) when did you start learning English?

54 N I only (2) started (.) learning English from middle school yeah I I think it's
55 it's VERY late. actually in in China we don't have a standard (4) policy to for
56 for students when they can (.) learn English. actually in big cities

57 R (*Mhmm*)

58 N The students started learning English from you know, garden (.) garden
59 school? I have to say yeah they have a better

60 R (*Kindergarten right*)

61 N Education RESOURCES than the village, villages. yeah. yeah. so I::

62 R (*Okay okay*)

63 N Yeah. I only started from middle school and in middle school we don't have

64 oh (.) in middle school we have listening practise because we need to (1) we

65 we have listening examinations when we (2) go to high school? yeah.

66 R Hmm mm hmm mm hmm mm hmm

67 N actually, MOST of middle school middle school students drop out. (.) when

68 they go to high school through the examinations.

69 R Uh huh

70 N Yeah not not ALL the students can go to high school in China actually. even

71 now it it it it's same yeah (.) almost half of the students will STOP (.) at the

72 middle school and then they will if they cannot go to the high school they

73 will go to (2) I don't know how to say

74 R Right

75 N Technical school?

76 R Yeah technical school or a vocational school. maybe where you ↑learn that

you learn a job rather than yeah

77 N Yeah yeah learn some skills? like this yeah yeah yeah so I::

78 R Skills right?

79 N Passed the examination (.) in in the end of middle school after end of middle

80 school (.) so I went to the high school (2) at my AGE actually, China don't

81 yeah I think ACTUALLY in my province we don't have listening
82 examination when gaokao. yeah. so::: in high school we never practise
83 listening. we just you know, examination (.) reading and something else
84 except for listening so that that makes me
85 R (*Okay*)
86 N Makes makes my ↑listening I think is very BAD.
87 R (*Okay*)
88 N and when I when I went to the university when I went to the college
89 R (*Hmm*)
90 N We (3) could (.) we (.) how to say restarted have the listening examination.
91 yeah that makes me::: very suffer at that time. I'm REALLY feel (.) I was
92 really feel difficulty difficult. to practise listening in yeah. because
93 R (*Yeah sure*)
94 N I have a you know three years high school (1) I never practise ANY listening.
95 that makes me ↑actually my ↑English
96 R (*Right*)
97 N score is is LOW in college I think.
98 R University right right okay uh huh
99 N Yeah. yeah. yeah. I remember we talked about in China before (.) we have
100 ↑two examinations (.) in in college in in university. That's (.) CET4 and
101 CET6 this is two two very preferred no examinations in China for college
102 for for for college students to. we we must

103 R (*Okay okay*)
104 N Pass the CET4 examination otherwise we cannot (.) cannot cannot get our
105 graduation certificate. yeah. yeah. yeah yeah yeah.
106 R (*Yes right okay*)

Excerpt 2: Precurriculum Intervention Interview with Linabell; 20th November 2024

*R = Researcher

*L = Linabell

Line	R/L	Transcript
1	R	Okay, it has started recording right? Has it let you know that it's started
2		recording as well? RIGHT perfect.
3	L	(<i>yeah yes</i>)
4	R	Right (.) first of all, wanted to say thank you, Linabell, I know this is extra
5		time (.) I thank you for making the time available to do this and all the stuff
6		that over the next few weeks I do really appreciate it thank you very much
7	L	(<i>you're welcome</i>)
8	R	So (.) today we're basically like a really, really open (.) kind of discussion
9		erm so I've only (.) I've got one or two questions (.) so I'd like you to just to
10		feel as comfortable and as open as possible and just say anything that YOU
11		think is important
12	L	(<i>mm hmm</i>).
13	R	In relation to these kind of really general questions erm and the whole thing

14 (.) is MAINLY erm just about your background

15 L (*okay*)

16 R So I've got a really open question and then do you say whatever you think is

17 relevant (.) to that, okay,

18 L (*Mm hmm*)

19 R So (.)the first question is just about YOU and YOUR background (.) can you

20 tell me about it

21 L About my educational background or the whole (1) like how (.) did I grew

22 up? or something like that?

23 R The MAIN focus is EDUCATION, so if you want to start with educational

24 background, yeah.

25 L (1)So I guess,(.) okay, I I'll start from the (1) the university? (2)I I just want

26 to know do you want to know how like, when I started learning English? or

27 the general back general background of my education.

28 R Because you've MENTIONED English, let's let's go with English yeah, so

29 when when did you START learning English?

30 L Ummm (.)I guess. the the earliest time I guess it dated back to when I was,

31 5-5 years old? because my mother, my mother was (2) was was an English

32 teacher back then back to when I was younger and (2)she taught me how to

33 count (1) count count numbers in English and some easy words, that's the

34 first time I I had access to English and then (.) I started to learn English ? to

35 study English.

36 R (*Mm hmm*).

37 L In 3rd degree third grade? 3rd grade in the preliminary school? oh, primary
38 school.

39 R Yeah, third grade primary school. Mmm hmmm mm hmmm

40 L (*uh huh*) yeah, that's that's the start. and (.) then (.) all the way to (.) to to high
41 school?

42 R Hmm.

43 L OH, and then in my university in my university I majored in (2) err (.)
44 finance, financial management, finance, management yeah, but, but I still
45 still, I (1) studied English and then (1) it's in (3) my graduate.

46 R Hmm.

47 L Err (.) first day is my bachelor degree and then the.

48 R (*masters masters*) you said? yeah.

49 L (*masters*) yes. yeah. yes. then my master degree then I I still studied sstill, I
50 studied English for two years (.) so (2) that'll be (5) four four plus 3 (2) .and
51 (5) sixteen years.

52 R okay yeah.

53 L Yeah (2) that, that's that's the that's my English (.) study (.) background (.)

54 R Background, journey? you could say journey as well, right? you know, it's
55 your journey through English.

56 L (*Uh huh*)

57 R Cool. so your mum was an English teacher so you started at 5? how old are

58 you when you're in grade three at school,

59 L Nine, er nine years old.

60 R So did your mum, keep teaching you from (2) like when she started, when

61 you were five,

62 L No? just just taught me some words (.) every now then, but but no (1) oh::

63 (3) no.

64 R No. right,

65 L no no no no so I just I just I just knew, I just knew few words (.) like

66 between between five to nine years old, yeah.

67 R (*mmhmm*) and then (.) so what (.) what kind of (1) classes did you have

68 when you were nine years old,

69 L It's was held by (.) my my primary school. like the the normal classes, just

70 the teacher taught us to um (4) read? and to recite some words?(2)

71 something like that (.) with the textbook.

72 R (*Mm hmm cool*) okay, what? what KIND of textbook was it?

73 L @I can still remember something (.) very (.)like those easy dialogues. like hi,

74 how are you? I'm fine, thank you. and you? that's@I guess every Chinese

75 student (.) can can remember this dialogue.

76 R (@)Maybe every student I have lots of Vietnamese students, the kids who

77 are still like that, I'm fine, thank you. and you? look just, like BANG, super

78 fast right? you know, really, really drilled.

79 L (*ye yeah*)

80 R okay, cool. let's. I just want to go back a little bit more then, so your (1)so
81 your mum used to be an English teacher when you were younger? and so
82 she she taught you words basic words. what kind?

83 L *(Mm hmm yes)*

84 Yes, like I I think I can (1) I could (.) count from one to 100 (.) when I was
85 younger (.) like when I was five or six years old,

86 R *(cool)*

87 L I can (2) remember vividly that I know the word TELESCOPE.

88 R At the AGE of 5?

89 L Yes. I I don't know why. I just, I just, I can remember that scene where my
90 mother was (1) teaching me in the (1) in our yard.

91 R *(Hmm)* the word telescope? but she was,

92 L *(Yeah)* the word TELESCOPE. like she she was asking me (.) do you know
93 this word? you can just guess. (2) something like that.

94 R That's so interesting. why::? why, why do you think that sticks in your mind
95 so VIVIDLY?

96 L (5) um: when I was (.) when I was, when I was a child, my my mother used
97 to (2) use this (3) this kind of (.) this, this kind of METHOD. to (.) um
98 ↑inspire me or to (2) to lead me to learn. to learn English and to learn
99 math.So (.) I just (.) I guess I I think it's (.) when I was ↑young, I think it is
100 (.) interesting. and that's why I can remember this, I, but I I don't know why.
101 I guess.

102 R When you say this kind of method what do you mean by that? so your mum
103 used THIS kind of method? what what is that.

104 L Oh (3) she'll she she would like to write something down like write some
105 words down in English (2) and just (2) give me (1) give me some hints. and
106 asked me to (.) guess, what's the meaning? what the meaning is? what is the
107 meaning of THAT word?

108 R Cool. and you ↑enjoyed that kind of,

109 L Yeah. yes, yes, I I I think I just considered it a little game between me and
110 my mom (.) when I was young.

Appendix O

Draft Coding Frame and Final Version

Table O1

First Draft Coding Frame

Code (Grouped by Category)	Definition	Example
Accentedness		
Changing perceptions of accents	If classes are mentioned to have affected the way accents are attended to (or not)	'(4)I I think the the FRENCH or it it it is more obvious'
Gender	If speaker gender is mentioned in relation to accentedness	'maybe because of the accent? and as you said ↑ before maybe because the the WOMAN and the MEN'S voice is also different. yeah yeah that that's rea:::lly true and. the the reality for me.'
Listening Comprehension (A)	If (strength of) accent is mentioned as affecting comprehension	'Yes finally if if the speakers don't doesn't have a VERY VERY strong accent (.) most of the time I can maybe I can understand that.'
Standard	If standard accents are mentioned in relation to accentedness	'Yeah. so compared to THOSE (.) when what I listened to in ↑middle school during middle school, that's very (3) kind of (.) ↑standard English.'

Anxiety

Accents (Anx)	If accents are mentioned in relation to anxiety	‘(Ever ever of) COURSE (2) of COURSE I I had (.) ESPECIALLY when I when I (.) when I first moved to this (.) or when I first (2) get in charge of this THIS part of my work. I was I was very anxious, because the first time when I when I was attending an online meeting. I found myself. (.) very VERY VERY confused about WHAT they were saying. because of their (.) I guess it's because of their accent.’
Anxiety reduction techniques	If methods related to anxiety reduction are mentioned	‘Every time I join (.) the meeting (.) I tried to (.) make myself calm down. (2) and listen (.) listening more carefully.’
Classroom Activities (Anx)	If classroom activities are mentioned leading to more confidence	‘the classes that we did about ACCENTS. did do you think they helped with your (.) anxiety at all? Nina. 16:36 Yeah. Of course. yeah yeah because.’

Comprehension (Anx)	If anxiety is mentioned in relation to comprehension (as fear of non-comprehension either causing anxiety or anxiety affecting comprehension)	'I'm afraid of (.) I'm afraid of (.) cannot understand what's the speaker say yeah.'
Confidence	If confidence is mentioned in relation to anxiety	'In at least after the several classes (2) about different about French and American accent makes me (2) to be honest make me more CONFIDENT.'
Connected speech (Anx)	If connected speech is mentioned in relation to anxiety	'Yeah that's it I think the the MOST important thing is the speed (.) when they're they they were, speaking (.) VERY quickly but (1) I guess to to me THEN was very QUICKLY (2)and that that guy that guy was from (1) oh the first one the first one first one was a French guy. first meeting. was a French guy. @ back then I I have I I HAD TOTALLY no idea what he was saying, (.) because of the SPEED and I I guess there was some connected speeches, and of course?'
Learner Background	If educational background is	'without being ANXIOUS when they when they HAVE

	mentioned in relation to anxiety	access to different kind of accents in in the future.'
Small Talk (Anx)	If small is talk is mentioned in relation to reduced anxiety	'We can we can CHAT more freely? yes and in that case with those easier words and those more (1) with the FRIENDLIER environment I ↑can I was I am not very anxious or nervous so I can ANALYSE their way of speakings so that's why I think small talk is a good way.'
Speed (Anx)	If speed of speech is mentioned in relation to anxiety	'Yeah that's it I think the the MOST important thing is the speed (.) when they're they they were, speaking (.) VERY quickly but (1) I guess to to me THEN was very QUICKLY (2)and that that guy that guy was from (1) oh the first one the first one first one was a French guy. first meeting. was a French guy. @ back then I I have I I HAD TOTALLY no idea what he was saying, (.) because of the SPEED and I I guess there was some connected speeches, and of course?'

Vocabulary (Anx)	Where lack of vocabulary is mentioned in related to anxiety	‘This is a SERIOUS thing. I don't have enough vocabulary so I don't have enough confidence in in the meeting yeah and makes me anxious. makes me nervous.’
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Attitudes to Varieties

Behavioural Attitudes	If behavioural elements of attitudes are mentioned in relation to varieties of English	‘I (.) try (3) I I I try I tried (3) I (.) I avoided having ↑phone call or ↑video call with them.’
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Changing Attitudes	If attitudes to varieties of English are mentioned as changing	‘because BEFORE the classes I I think I was thinking from ANOTHER or from a DIFFERENT perspective (.) I I was thinking that IF IF when when I or when people were YOUNGER when a student or students are EXPOSED to different accents and they can use different accents THEN this (2) umm this ACCENT thing will not be very important in the future or when they grow ↑up to communicate with (.) ↑others OUTSIDE school.’
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Confusing exposure	If exposure to accents is mentioned as impacting learners negatively	‘Yeah. so to MAKE make students ↑exposed to different accents is very (.) actually I think it's IMPOSSIBLE. And (.) and I I I THINK DIFFERENT accents EXPOSURE may (2) may may get a little bit ↑confused or or may MAKE the students confused.’
Native Speakers and Standard Accents	If native speakers and/or standard accents are mentioned in relation to attitudes	‘Not everyone (.) but but but IF people ARE speaking NATIVE English it is (.) more CONVENIENT’
School exposure	If background and experience are mentioned in relation to attitudes to varieties of English	‘Actually in from the from the primary school we need to learn learn CHINESE. yeah that's the MAIN subject (.) and during, class. our teacher will teach us? or made us (.) to read the contest in the STANDARD Mandarin’

Comprehensibility

Accent (C)	If accent is mentioned as affecting comprehensibility	‘Yes, one lawyer spoke quickly with thick accent, it was hard to understand him at first.’
Accent Distinguishing (C)	If ability to distinguish accents is mentioned in relation to comprehensibility	‘Do you think that ABILITY to distinguish makes it easier to understand a speaker for you?’

Nina. 10:44

(3) @@I think not very.'

Classroom Activities (C)	If classroom activities are mentioned as affecting comprehensibility	'I want to say regarding FRENCH accent but I (.) after our classes when I (1) listen to French video (.) AGAIN I found it EASIER to understand because I know some of their (2) their ways of pronunciation but (.)'
Connected Speech (C)	If connected speech is mentioned as affecting comprehensibility	'My clients today can speak fluent English, but they spoke very quickly, with some connected speeches, which made it harder to understand them.'
Familiarity (C)	If comprehensibility is mentioned to be affected by familiarity	'Or ↑easier ↑easier to understand actually easier to understand I GUESS is because I RECENTLY I became familiar with that FRENCH accent.'

Gender (C)	If gender is mentioned in relation to easier or harder understanding	‘Yeah yeah. and ↑I ↑I find yeah if the female and the males SPEED is same but the females is easier to understand. so most of my colleagues (.) my AMERICAN colleagues they may be just a normal speed when when when when we are in a meeting. but most of the time I can understand for easier for the for the for the women's. yeah.’
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Speed (C)	If speed is mentioned as affecting comprehensibility	‘Even with thick accent, if the person speaks slowly, it’s easier to understand’
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Familiarity

Accent distinguishing (F)	If the ability to distinguish accents is mentioned in relation to familiarity	‘More familiar? (2) yes ACTUALLY before I cannot distinguish clearly between British and American accent before.’
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Classroom Activities	If classroom activities are mentioned in relation to familiarity	‘More familiar? (2) yes ACTUALLY before I cannot distinguish clearly between British and American accent before.’
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Length of exposure (F)	If longer videos are mentioned as providing more opportunities for familiarity	‘(3) Some of them (2) helped I I ↑think it helped to (2) to (.) enhance the ↑impression of some of their base of of speaking? yes but (2) that but still it that THING is BASED on (1) the the LONGER one’
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Intelligibility

Accent - Specific sound features	If intelligibility is mentioned in reference to individual phonemes	‘Like (.) like French is will drop (.) drop H? H sound yeah, something like that. I think that that REALLY helped.’
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Classroom Activities (I)	If classroom activities are mentioned in relation to improving (or not) intelligibility	‘If I know MORE different accents (.) actually my colleagues are from around the world different countries they have different accents (.) if I can know more accents and the the the SPECIALTY of the accents, I can understand more my colleagues.’
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Connected Speech (I)	If connected speech is mentioned in relation to difficulty with intelligibility	‘yeah the the the short phrases like only several words I need to write it down? (2) yeah compared with the long sentence, or long video I listen I listened the short phrases I (1) I listened help me to FURTHER understand or further improve
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		my listening. cause there may be some connected speeches.'
Distinguishing (I)	If the ability ability to distinguish accents is mentioned in relation to intelligibility	'Oh yeah. if so:: I think it's REALLY useful yea to know the different pronunciation between British and American.'
Not important	If intelligibility is implied to be less important than comprehension	'Hmm individual words (3) I GUESS some of the the WORDS but, but still you need to (.) or I need to understand the the words depending o:::n the whole context CONTEXT.'
Small Talk	If small talk is mentioned as a technique to improve intelligibility	'The small chat skills! I find that the small chat before formal meeting is a great way to get myself adapted to their accent. That's when I try to learn their way of speaking English'

Standard Phonemes	If 'standard' pronunciation is mentioned in relation to intelligibility	'Maybe YOU don't know. actually for VOCABULARY you know we have English book (.) where we (1) where we study one lessons there is some strange (.) you know what vocabulary, for us so we have to study the vocabulary first (.) at the end of the book and then every every word after the word there is (3) no no no no notification? yeah how to pronounce? yeah how to read it? yeah yeah how to pronounce it the the word so this is our vocabulary. yeah.'
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Learner Background

Accent Exposure	If exposure to accents is mentioned during education	'I I guess (.) to to me,(2) I I guess to to me for the first TEN years or or like (2) two years for (4) my English EXPOSURE (.) was all about AMERICAN English but most of most of American English so (.) so (.) so (.) to me it's it was RELATIVELY standard.'
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Class Activities	If classroom activities are mentioned during discussion on background	‘↑Oh those classes (3) still still with still, we recited those words. ↑Oh and the whole the the whole (2)essay? okay let me think. It was like (.) in that New Concept English that's that's the (.) the textbook for our AFTER class (1) class. and yeah (.)there was (.) there, there, there were 15 lessons? in each textbook?’
English Classes	If detail is given on English classes at any educational level	‘Yeah, sure. okay (3) just to go back to the the (.) oral English class with this Canadian teacher, you said it was EXTRA did was it EXTRA for you? or was it extra (.) for for everyone in your grade or class.’
Learner Background	For misc items related to learner background	‘OH, and then in my university in my university I majored in (2) err (.)finance, financial management, finance, management yeah’

Listening Activities	If specific types of listening activities in classes are mentioned	‘Like in ↑middle school (.) for for now I think it's very very SIMPLE for the listening yeah just one woman and one man have a very short conversation? and then we have some questions to ask maybe what what’s the woman say what's the man say and (1) what's the results or the one they are they are going to do like like this. yeah. we have a choice.’
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Work Challenges	If work challenges related to accents are mentioned	‘Yeah yeah it just just came like that and (1) it (.) was (.) it it was when I found it very difficult to understand those (.) because like like I said before all my clients are European clients. that's when I found it very difficult to understand those European (2) English accents.’
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Listening Comprehension

Accents (LC)	If accents are mentioned as affecting comprehension	‘I found it (1) I found it very difficult (1) to to understand what they were SAYING (2) like when I was watching The Big Bang theory? when (.) Raj (.) talked I just find it
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(1)difficult to understand (4)
that's the ↑main feeling.'

Classroom Activities
(LC)

If classroom activities
are mentioned in
relation to improving
listening
comprehension

'It takes a lots of a LOTS of
practise listening practise
speaking practise and I need to
(.) learn more vocabulary (.) it's
(.) accumulation I think so.
BUT I think that your research
is useful (.) important (.)how to
say the important and the useful
thing for your research is to (2)
find out a WAY to help people'

Connected speech (LC)

If connected speech is
mentioned in relation to
difficulty in listening
comprehension

'Yeah that's it I think the the
MOST important thing is the
speed (.) when they're they they
were, speaking (.) VERY
quickly but (1) I guess to to me
THEN was very QUICKLY
(2)and that that guy that guy
was from (1) oh the first one the
first one first one was a French
guy. first meeting. was a French
guy. @ back then I I have I I
HAD TOTALLY no idea what
he was saying, (.) because of
the SPEED and I I guess there
was some connected speeches,
and of course?'

Educational background	If educational background is mentioned in relation to having an impact on comprehension skills	‘before the our research? I I think (1) I think students should be EXPOSED to different (.) different accents because that will HELP them to understand BETTER to in the future.’
Familiarity (LC)	If familiarity is mentioned in relation to improving listening comprehension	‘do you think that is because some accents are more familiar? Linabell 34:29 Oh? (3) oh I didn't think it that way but (1) yeah but I I think you are right. It is because of (.) yeah yes so so that's WHY when I recently when when I listened to or when I watched those French French accent English videos (.) I found it more understandable.’
Speed (LC)	If speed is mentioned in relation to difficulty in listening comprehension (rather than accent)	‘Yeah that's it I think the the MOST important thing is the speed (.) when they're they they were, speaking (.) VERY quickly but (1) I guess to to me THEN was very QUICKLY (2)and that that guy that guy was from (1) oh the first one the first one first one was a French guy. first meeting. was a French guy. @ back then I I have I I HAD TOTALLY no idea what

Vocabulary (LC)	If vocabulary is mentioned as affecting listening comprehension	he was saying, (.) because of the SPEED and I I guess there was some connected speeches, and of course?' 'Limited vocabulary? and some, yeah actually'
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Table O2

Final Coding Frame

Code (Grouped by Category)	Definition	Example
Accent		
Accentedness	how strong or not an accent is perceived to be	'Yes, one lawyer spoke quickly with thick accent, it was hard to understand him at first'
Gender	gender in relation to accent	'and as you said ↑ before maybe because the the WOMAN and the MEN'S voice is also different. yeah yeah that that's really true and. the the reality for me.'
Anxiety		
Anxiety Reduction Techniques	ways to reduce anxiety	'Every time I join (.) the meeting (.) I tried to (.) make myself calm down. (2) and

		listen (.) listening more carefully.'
Causes of Anxiety	factors causing anxiety	'This is a SERIOUS thing. I don't have enough vocabulary so I don't have enough confidence in in the meeting yeah and makes me anxious. makes me nervous.'
Confidence	confidence in relation to anxiety or overcoming anxiety	'Yes. I cannot say TOTALLY but (.) a big part because (.) I think I think the first thing I I GET from our classes is (.) CONFIDENCE'
Impact of Anxiety	how anxiety affects participants	'And then I cannot I could not CONCENTRATE on on his (2) on HIM and then (1) and then I canNOT understand him and then it just'
Impact of Intervention Activities (A)	classroom activities resulted in less anxiety	'In at least after the several classes (2) about different about French and American accent makes me (2) to be honest make me more CONFIDENT.'

Attitudes

Attitudes and Changes in Attitudes	accent attitudes and any changes caused classes	'Which may be HARDER to understand so::: after the classes I just think differently. I think a standard (.)or at least the
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FOUNDATION thing is more important'

Behavioural Attitudes attitudes to accents 'I (.) try (3) I I I try I tried (3) I
cause behavioural (.) I avoided having ↑phone call
actions or ↑video call with them'

Standard Language reference is made to 'So it's (.) so it is not ve::ry (.)
Ideology Standard X not very USEFUL (.) compared
to using the the the relatively
STANDARD in English'

Comprehensibility

Difficulties with cause of a feeling of 'Even with thick accent, if the
Comprehensibility difficulty in person speaks slowly, it's easier
understanding to understand'

Familiarity familiarity improves 'For (6) yeah, to to some
comprehensibility and ↑extent (3) those daily
lack of familiarity conversations? (2) it can be
causes difficulty easier (1) to understand.'

Impact of Intervention classroom activities 'I want to say regarding
Activities (C) affected perception of FRENCH accent but I (.) after
ease of understanding our classes when I (1) listen to
French video (.) AGAIN I
found it EASIER to understand
because I know some of their
(2) their ways of pronunciation'

Familiarity

Impact of Intervention Activities (F)	classroom activities give a sense of familiarity with the accents introduced	‘More familiar? (2) yes ACTUALLY before I cannot distinguish clearly between British and American accent before. yeah but now I think when I heard of (1) when I heard (2) sorry a video or some some someone speaking English If they are from British British or America I think I can clearly (1) not not very clearly (.) but most of the time I can (.) know if if her if their accents are British or are American yeah.’
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Intelligibility

Difficulties with Intelligibility	difficulties understanding specific phonemes	‘Problems - Retroflex, pronunciation like C’
Impact of Intervention Activities (I)	classroom activities introducing phonology have helped improved decoding skills	‘I I (2) think they (4) of course, all all of those SESSIONS helped but I I think (.) it is (2)that part that you identify (2) their (3) like their (2) their ways of pronouncing?’

Less Useful	classroom activities introducing phonology not perceived as useful	‘Hmm individual words (3) I GUESS some of the the WORDS but, but still you need to (.) or I need to understand the the words depending o:::n the whole context CONTEXT.’
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Small Talk (I)	small talk used to analyse phonological features of accents to improve intelligibility	‘And even if I DIDN’T know like I (.) like I told you I guess last time? I I can use small talk (.) to ↑analyse their WAY of speaking. so I think all all of those adds up to (2) to (1) a more confident my me MYSELF’
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Learner Background

Accent Exposure	previous exposure to accents	‘There was there there there was (2) ↑Indian accent’
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Decision Rule: if accents are not directly mentioned, use ‘listening activities’

English Classes and Activities	English classes and activities at any educational level	‘No. ↑but I attended a a class (1) that (1) after outside of outside school.’
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*Decision Rule: activities **other than** ‘listening activities’*

Listening Activities	English listening activities in or out of class	‘Yeah, but ↑but there there were LISTENINGS (.) because we we need to prepare for the test.’
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Misc. Learner Background	miscellaneous items related to learner background	‘So so these two type of colleges (.) belongs to (.) GOOD colleges in China. yeah. so my colleges it (.) belongs (.) belongs to 211. yeah.’
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Work Challenges	challenges related to listening at work	‘Yeah yeah it just just came like that and (1) it (.) was (.) it it was when I found it very difficult to understand those (.) because like like I said before all my clients are European clients. that's when I found it very difficult to understand those European (2) English accents.’
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Listening Comprehension

Difficulties with Comprehension	difficulties affecting global comprehension	‘If I can listen very VERY carefully I can get the MOST the MAIN points are most meaning of the speech yeah. but for the AMERICAN speakers, I think I really lost a lot of information @ because she or he speak TOO fast. yeah’
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Familiarity (LC)	familiarity facilitates global comprehension	‘before the our research? I I think (1) I think students should be EXPOSED to different (.) different accents because that will HELP them to understand BETTER to in the future’
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Impact of Intervention Activities (LC)	classroom activities improved general comprehension	‘actually before I didn't find the I can adapt to different accents. I CAN understand the different accent. but through your research I found I can. yeah.’
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Appendix P

Excerpts From Researcher Diary for Coding Resolutions

Issues related to discrepancies in coding during the second round of coding using the edited coding frame were largely related to segmentation issues, as detailed in Chapter 4. As can be seen in Figure 3, during the first coding round (Group A), interjections from the interviewer and the speaker labels were included in the segment whilst these were not during the second round, as shown by only Linabell's responses having been coded during both rounds (Both groups). However, the core content was coded the same both times.

Figure 3

Coding Comparison Using NVivo 15

Interviewer 32:43

Did you(.) did you find it ↑easier to list to understand Raj when he was speaking(.) the more, you listen, the more, you watched the programme?

Linabell 32:56

For (6) yeah, to to some ↑extent (3) those daily conversations? (2) it can be easier (1) to understand.

Interviewer 33:15

Mm hmm

Linabell 33:16

Like after (.) watch after after watching (2) four or five seasons?@

Interviewer 33:24

okay. uh huh.

Linabell 33:27

I I learned (2) or yeah, I understand I understood how (2) he spoke or how he talked (2) just just just to for those(.) daily (.) daily conversations, not those::

Interviewer 33:45

Mm hmm

Coded by: Both groups Group A only Group B only

Another common issue was with areas that were coded differently during both rounds. For example, when discussing her first experiences working with international clients, Linabell mentioned that she found the accent of a Norwegian partner “very VERY

difficult and very very ↑different from (.) from those American (.) accents.” During the first round of coding, this segment was coded under ‘Familiarity (C)’, with the C referring to the impact of familiarity on comprehensibility, whilst during the second round this was only coded under ‘Difficulties with Comprehensibility’. Upon reflection, it was decided that this segment should have been coded under both due to reference to both difficulty and difference, and were therefore analysed as such.

In another example, when discussing speaker features that caused difficulties with comprehension, Linabell emphasised speed:

Yeah that's it I think the the MOST important thing is the speed (.) when they're they they were, speaking (.) VERY quickly but (1) I guess to to me THEN was very QUICKLY (2)and that that guy that guy was from (1) oh the first one the first one first one was a French guy. first meeting. was a French guy. @ back then I I have I I HAD TOTALLY no idea what he was saying, (.) because of the SPEED and I I guess there was some connected speeches, and of course?

Although this was coded during both rounds under ‘Difficulties with Comprehension’, during the first round this was double coded under ‘Difficulties with Comprehensibility’. Given that there is no direct mention of a ‘sense’ of difficulty understanding but rather the statement that Linabell “HAD TOTALLY no idea what he was saying,” this segment was subsequently only analysed under the code of ‘Difficulties with Comprehension’.

Other issues appear to have been related to oversight whilst coding. When discussing the impact of the intervention, Nina replied that it was “VERY VERY USEFUL for me...ESPECIALLY for the American for the American accent” However, this was only coded under ‘Impact of Intervention Activities (LC)’ during the second round of coding. During review of coding discrepancies, it seemed clear that the second round was correct in identifying this segment as representative of the ‘Impact of Intervention Activities (LC)’.

Appendix Q

Detailed Intelligibility Task Scores and Scoring Conventions

Table Q1

Transcription Scores by Sentence

Participant	Curriculum Intervention	Preintervention	Postintervention
Nina	Explicit American		
	Q1	0/4	2/4
	Q2	2/4	3/4
	Q3	2/4	4/4
	Q4	4/4	4/4
	Q5	3/4	3/4
	Q6	2/4	2/4
	Q7	1/4	0/4
	Q8	2/4	3/4
	Total	16/32	21/32
	Implicit French		
	Q1	4/4	2/4
	Q2	4/4	0/4
	Q3	2/4	2/4
	Q4	2/4	3/4

Q5	3/4	3/4
Q6	1/4	4/4
Q7	3/4	0/4
Q8	3/4	1/4
Total	22/32	15/32

Linabell

Explicit French

Q1	4/4	3/4
Q2	3/4	3/4
Q3	1/4	2/4
Q4	2/4	3/4
Q5	3/4	2/4
Q6	1/4	3/4
Q7	3/4	3/4
Q8	4/4	1/4
Total	21/32	20/32

Implicit American

Q1	4/4	2/4
Q2	4/4	4/4
Q3	4/4	3/4

Q4	4/4	4/4
Q5	3/4	3/4
Q6	4/4	2/4
Q7	2/4	3/4
Q8	3/4	3/4
Total	28/32	24/32

Scoring Conventions

Each correctly written word was given one point. Where spelling was incorrect but the word could be clearly understood as the correct answer, a point was given. For example:

- Correct transcription: The **black top ran the spring**.
 - Missing words in bold
- Participant response: the balck top ...the spreen
 - Two points were given for top and the incorrect spelling of black

Where incorrect spelling was due to incorrect tense used, points were given where connected speech within the recording would have caused it to be too difficult to work out the correct tense without any further context. For example:

- Correct transcription: The **salt dog caused the shoe**.
 - Missing words in bold
- Participant response: the sod? dog cause the shoe
 - Three points were given for the dog, shoe and the incorrect spelling of caused

Where incorrect spelling was not immediately obvious as the correct answer, points were not given. For example:

- Correct transcription: The **large group passed the judge**.
 - Missing words in bold
- Participant response: the large group passed the jurged
 - Three points given for large, group and passed but no point given for incorrect spelling of judge

Where incorrect spelling was due to incorrect tense used, points were not given where it was deemed this was not due to connected speech For example:

- Correct transcription: The **short arm sent the cow**
 - Missing words in bold
- Participant response: the **short arm** send the **cow**
 - Three points given for short, arm and cow and but no point given for incorrect spelling of sent