Using Audio and Video to Disrupt the Concept of Native Speakerism in a Colombian High

School: the Effects on Listening Comprehension in Online Environments

A thesis presented by
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USING AUDIO AND VIDEO TO DISRUPT THE CONCEPT OF NATIVE

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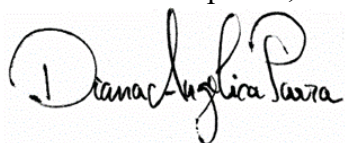
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DEDICATION

To my mother, who has been with me since the beginning of time and has always supported

me.

To Universidad Industrial de Santander, where the best of me was developed.

To Universidad de Antioquia, where I discovered I could go beyond.

ACKNOWLEDGMENTS

ABSTRACT

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The number of non-native speakers of English in the world outnumbers native

speakers of the language. There is no need in today´s society to sound like a native speaker

when using that language because English speakers can choose to keep their accent and still

successfully communicate internationally. However, it is not common for English language

learners to be exposed to other English varieties different from those of the inner circle

countries. Nevertheless, the use of emerging technologies such as video streaming or

podcasts facilitate exposure to different English varieties and today's globalized world

fosters international communication.

This investigation aimed to analyze the effects of online video and audio to disrupt

the concept of native-speakerism in students from a Colombian high school. This

investigation also aimed to identify how this disruption affects listening comprehension and identify what accent is more comprehensible and preferable for the participants. To address this, I implemented a technology-mediated pedagogical intervention based on using video and audio to complete synchronous and asynchronous learning activities. This intervention had the following components: (1) teaching with Englishes from the outer (India) and expanding circle (Spain, Brazil, Italy, Colombia, China, and Japan) countries, (2) with a teaching objective to improve the listening skill in the language, (3) pedagogical tasks, and (4) technology to underpin the activities and make them more significant and real-world oriented.

This was an exploratory case study with a mixed- methods approach that included qualitative and quantitative analysis. Data were collected in a private high school in Colombia, with 25 students. I gathered data using a pre-and a post-intervention survey, seven listening tests in which learners had to identify eight items or utterances with propositions, eight in-depth interviews, and two focus groups. Results showed a change in students' perceptions and assumptions towards native speakerism, and an awareness of those English varieties presented in the pedagogical intervention. They started to recognize the existence of Englishes different from the inner circle countries and they perceived them as acceptable. Results also showed high scores in the listening tests when exposed to those English varieties they had already had some exposure to. Yet, participants still show a preference after the intervention for the American accent as the one they would like to imitate and the one easier for them to understand.

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Introduction

The following section explores the causes that helped me identify the research problem of this investigation. First, I will generally address the teaching of English in Colombia and provide notions regarding this topic. Second, I will particularly describe my setting, I will highlight the research problem, my research questions and how I addressed the problem while being in an online environment due to the COVID-19 pandemic. Finally, I will provide a summary of this study.

General perspective

Since 1994, the General Law of Education in Colombia has recognized the importance of learning a foreign language. Thus, in the definition of the mandatory areas of elementary and high school instruction, this law includes English in the curriculum (Ministerio de Educación Nacional de Colombia, 2005). Colombian students have at least 1400 hours (eleven years approximately) of English education in both public and private schools, starting in first grade. During all the school years, teachers use different methods to teach the language. Once students reach their last school year, 11th grade, most of the teaching in English classes focuses on preparing students to take standardized exams, which could be either the national test, "Saber 11°[1]", or international tests (taken in some private schools). The foreign language section of the national exam focuses on assessing only reading comprehension skills while international exams test skills such as reading, writing, listening, and speaking, as any traditional, multiple-choice standardized test would do (Alderson & Huhta, 2005).

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[1]SABER 11° Exam is carried out by the Colombian Ministry of Education through ICFES Institution and is used to determine university admission.

Consequently, the emphasis of teaching English in most schools in Colombia, especially in the last school years, is on achieving high results in standardized tests (national or international). Some of these tests include answering questions about vocabulary, grammar, language usage, reading comprehension questions, and attending and comprehending a standard-English accent. Kohn (2015) defines a standard accent as British standard English or General American English. Besides, neither the tests nor the Colombian English curriculum makes an emphasis on the development of skills for international communication.

My particular context

Nowadays and thanks to technology, we see that students have access to English through different modern ways and in a wide variety of situations. For instance, online communication such as Facebook messenger and video streaming services like YouTube or Netflix where learners find content in English are my students' cases. However, one issue emerges, as my students think that if they are learning a language, they have no other choice but to speak it like a native speaker. Thus, resulting in problems with keeping their cultural identity, unwillingness to communicate, difficulty comprehending different varieties of English accents and embarrassment or shyness to talk and participate in their English class or any other communicative exchange in English.

Different authors have conducted studies in which they have claimed we tend to favor native accents in the teaching and learning of English in Latin America. González and Llurda (2016) for example, conducted a large qualitative case study in which they exposed how some Latin American countries are "a fertile ground for native-speakerism". The authors stated that in Colombia, for example, governments had implemented educational

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policies that are "valuable to raising the quality of English teaching and learning" (p. 97). Yet, the authors claim, these policies maintain the prevailing native- speakerist ideology. Although there is not much written about native-speakerism regarding Colombian high school students or online audiovisual material to approach this issue and its effects on improving listening, I think this ideology does affect my students' communication skills. I identified in my pupils a lack of speaking and listening abilities, which may be related to the fact that they do not feel comfortable speaking English because they do not do it like a native and at the same time do not develop their listening comprehension skills.

One example of this thought-provoking situation was observed in a private school in Bucaramanga, Colombia, where I worked for three years and where this investigation took place. The primary concern had to do with the standard English approach the school's policies have, and the students thinking that only English from countries of the inner circle is suitable to imitate. The inner- circle countries such as the USA, the UK, New Zealand, Australia, and Canada are primarily areas where the traditional monolingual native speakers of English are located (Kachru, 1985).

Although it is acceptable to reach a native-like accent if that is what learners desire, I think this prevents my students from developing listening and speaking skills. As already mentioned, I worked with them for three years as a non-native English teacher. Working with them allowed me to notice they feel embarrassed when speaking because they do not do it "the right way" and make fun of one another when their classmates make pronunciation errors. Besides, they do not do well in listening exercises, which might mean they are not good at listening comprehension in English. This lack of listening skills prevents them from developing communication skills since this ability can provide much of the input learners get, resulting in incorporating new vocabulary and structures into their

development of communicative competence (Richards, 2008, p.1). Listening fluency according to Zuñiga and Gutierrez (2018, p. 162), "is a fundamental component to understand aural language and to become successful speakers". The situation above, together with the school's approaches and textbooks for teaching and learning languages, the national standards the school needs to follow, and the focus they give to getting high scores in the foreign language section of the Colombian national test (SABER 11°) and international tests, might explain why my pupils have this assumption.

To expand on why my students have this assumption, I would state it is the school goals and methods that have influenced them. The approaches and methods for teaching English the school had in the past had focused on grammar use and reading comprehension. The textbooks students used from 2017 to 2018 were about reading comprehension, writing, and some listening exercises, which exposed students to either American or British English. In 2019 the publishing company that provides the institution with the materials changed the textbooks with an overtly grammatical approach. Even though showing good outcomes for the school administrators as the national test results increased, these decisions showed poor results in the students' abilities to listen, speak, and use the language in real conversations or in international communication.

Because of the reasons above and after having experienced them firsthand, this study investigated, analyzed, and created a way to address an issue I had identified in my students: the misconception learners have about English from the inner circle as the only "right variety". Consequently, this misconception is preventing students from feeling free to talk, communicate, express, and develop their communication skills since they do not want to use the language with their classmates who do not sound like English-native speakers or they themselves do not want to speak because they do not have a native-like

accent. To guide my investigation, I narrowed down this communication issue and focused only on listening skills to try and disrupt the concept of native speakerism so that my students could have an opportunity to continue developing their communication skills. I then answered the following main research questions: To what extent can online video and audio disrupt the concept of native speakerism? And how can the extent of disruption of native speakerism affect listening comprehension? Besides that, I also answered the following secondary questions: What accent do my students prefer to imitate? And what accent is more comprehensible for my students? Moreover, students also had to deal with learning in an online environment to cope with the current COVID-19 pandemic emergency, and to disrupt their conceptions about native speakerism, they were exposed to different English varieties using technology.

To answer my research questions, I created, implemented, and evaluated a technology-mediated pedagogical intervention. This intervention presented my students with different varieties of English, from the outer and expanding circle countries. The pedagogical design exposed learners to different English varieties through online video and audio using different interactive digital tools to debunk the concept of native speakerism and improve their listening skills.

To conclude, this investigation was an exploratory case study with a mixed-methods approach that included qualitative and quantitative analysis. Participants in this study were 25 high school students (9th and 10th graders) from a private institution in Bucaramanga, Colombia. These participants, according to the school pensum, should have an English proficiency level of A2 and B1, respectively.

In the above section, all the causes that led to identifying the research problem and my research questions were mentioned. I also introduced some conceptions about

English language teaching in Colombia and how they affect my students, together with a summary of this study. In the next section, I will discuss the theoretical concepts that are necessary to understand my investigation.

Theoretical foundations

In this section, I review the literature that supports this investigation. First, I will go through the features of inner, outer, and expanding circles and native speakerism. Following that, I will define English as an international language. Then, I will explain the concepts of computer-mediated communication, its advantages, and synchronous and asynchronous communication. Next, I will define online audio and visual material and finally discuss the term listening comprehension.

Inner, outer, and expanding circle

When discussing English varieties or world Englishes, it is crucial to recall Kachru's (1986) concentric circles. The author classified world Englishes into three concentric circles. The inner-circle countries include areas where English is used as the primary or first language (e.g., Canada and the UK). The outer circle countries represent the spread of English in contexts where the language is institutionalized as an additional or official language (e.g., India and Kenya). And the expanding circle countries include contexts where English does not have official status but is learned as a foreign or second language (e.g., China and Colombia).

Discussing Kachru's three circles helps us in understanding the spread of English as a language for communicating, its status and its varieties, which are commonly called World Englishes (Kilickaya, 2009). Kachru's three circles help us in identifying or categorizing which countries are norm-dependent or native-speaker norm oriented (Huang & Hashim, 2020). These concentric circles also help us to better identify the current

English profile as an international language and go beyond nativeness (Kalra & Thanavisuth, 2018). In this study, for example, a pluricentric view of English is promoted. This view considers all varieties of English or world Englishes in all of the three Kachru's (1986) concentric circles as equal. It is advocated here that all English varieties should be accepted in their own norms. Figure 1 shows Kachru's three circles.

Figure 1

Kachru's concentric circles

Source: Adapted from Kachru's (1986)
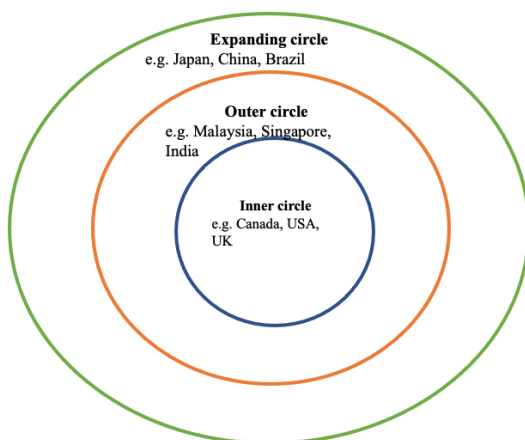
Native-speakerism

Native-speakerism portrays the belief that the native-speaker teacher represents righteous ideologies, normative in language use and language teaching since they represent the Western culture and own the language (Holliday, 2006; Widdowson,1994). Holliday further explains saying it is "a pervasive ideology within ELT." This idealized image of a native speaker saturates all aspects of ELT. It even settles which varieties of English are used in tests like the TOEFL and IELTS (Matsuda, 2012). Native-speakerism forms discriminatory beliefs on language and cultural differences in ELT, and it is still broadly accepted by many English learners and teachers (Wang & Fang, 2020). Thus, influencing

how students perceive native and non-native speakers of the language, different English accents, and their preference for English language teachers and their attitudes towards them.

      To disrupt this ideology, Kumaravadivelu (2012) proposes an epistemic break in ELT. The author defines this break as a reconceptualization and a re-organization of knowledge systems (p.14). He emphasizes the need to break free from the native speaker's dominance and norms. To accomplish this rupture, Galloway and Rose (2014) also suggest that exposing ELT learners to World Englishes (WE) and English as a lingua Franca (ELF) helps them question the relevance of these norms. The authors state that for WE, researchers identify and codify national varieties of English, and for ELF, researchers examine the use of English among speakers from different language backgrounds. Galloway and Rose also claim that this questioning of norms would happen because WE and ELF "focus on the diversity associated with the global spread of English." Moreover, as Harmer (2007) argues, English does not belong to native speakers anymore but now belongs to both native and non-native speakers. In other words, the author means, anyone who needs to communicate with people worldwide regardless of their birthplace owns English. Figure 2 summarizes different definitions of native speakerism.

Figure 2

A common definition of native speakerism
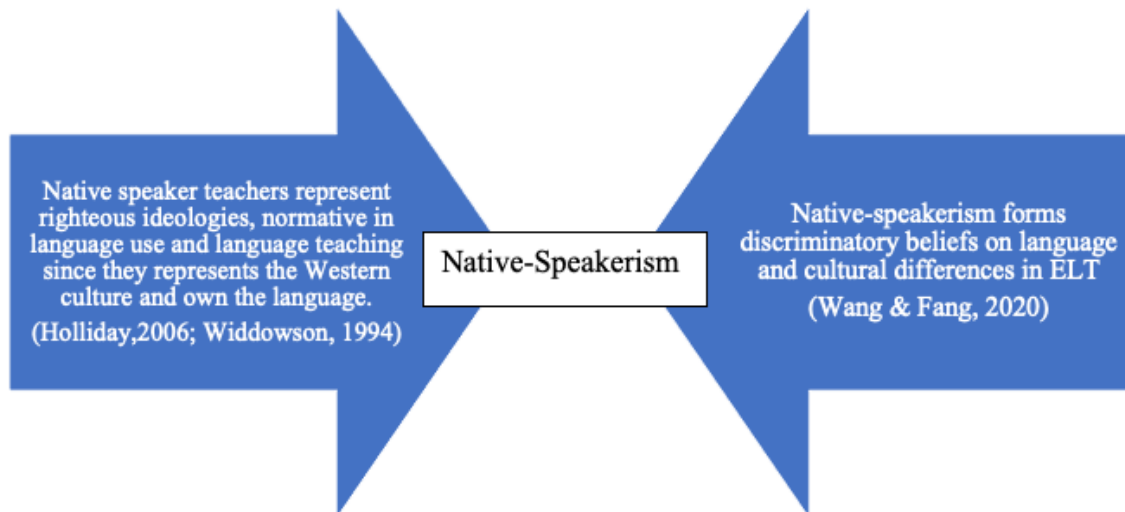
Native speaker teachers represent righteous ideologies, normative in language use and language teaching since they represents the Western culture and own the language. (Holliday,2006; Widdowson, 1994)

Native-Speakerism

Native-speakerism forms discriminatory beliefs on language and cultural differences in ELT (Wang & Fang, 2020)

English as an International Language

English as an International Language (EIL) is well defined by Marlina (2014). The author advocates that the current sociolinguistic reality of English language has guided many linguists to "develop different frameworks or academic approaches to conceptualizing, researching, and learning/teaching English" (p.3). Marlina defines EIL as "a paradigm that recognizes the international functions of English and its use in a variety of cultural and economic arenas by speakers of English from diverse lingua-cultural backgrounds who do not speak each other's mother tongues". However, the author explains this does not implicate EIL is a single variety of English but a "multilingual or multidialectal repertoire" in which speakers have the advantage of negotiating linguistic differences to succeed when communicating internationally.

Marlina agrees with her colleague Sharifian (2009) and his definition of English as an International Language. She quotes Sharifian's definition which claims the EIL paradigm "rejects the notion of a single variety of English which serves as the medium for international communication. English, with its pluralized forms, is a language of international and intercultural communication" (Sharifian, 2009 as cited in Marlina, 2014). Marlina (2014) goes further and explains this EIL paradigm does not consider that World

Englishes (WE) and English as a Lingua Franca (ELF) are unrelated. The author argues that "the EIL paradigm cannot be separated from WE and ELF." She explains that the EIL paradigm recognizes the diversification of English due to the global spread of the language, which is why EIL acknowledges Kachru's World Englishes and emphasizes the relevance of world Englishes in teaching and learning the language. For the purpose of this study, Marlina´s (2004) definition of EIL and the paradigm of considering WE and ELF as related, have been adopted. Figure 3 summarizes the definition of EIL.

Figure 3

English as an International Language

EIL

(Marlina, 2014)
- "It recognizes the international functions of English and its use in a variety of cultural and economic arenas by speakers of English from diverse lingua-cultural backgrounds who do not speak each other's mother tongues"

(Sharifian, 2009)
- "It rejects the notion of a single variety of English which serves as the medium for international communication"
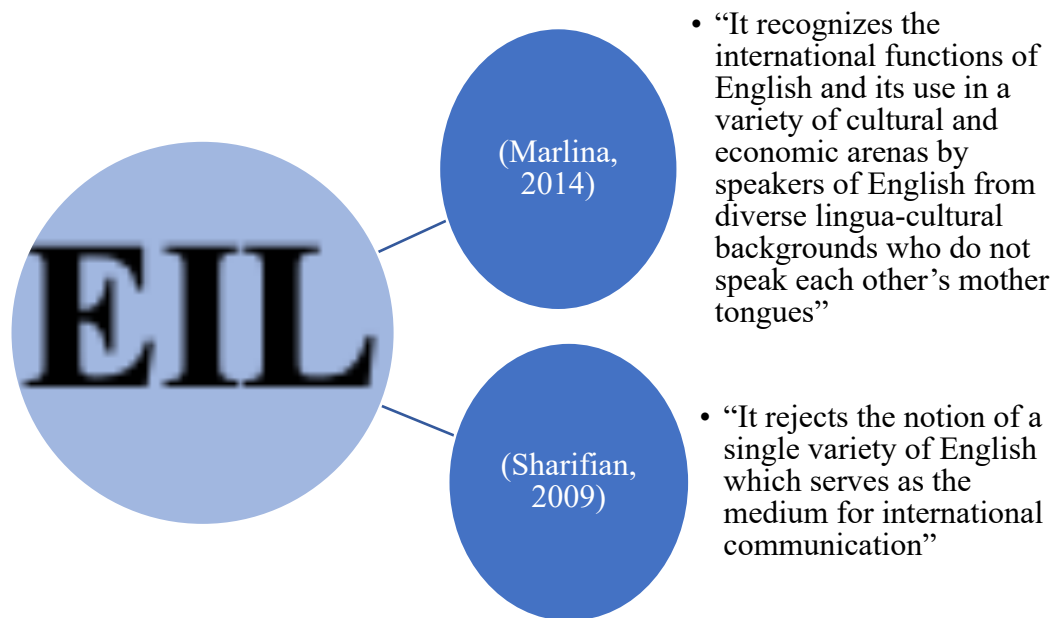
Computer-mediated communication (CMC): synchronous and asynchronous communication

Technology can facilitate engagement with people, places, and stories (Guillén et al., 2020) when used correctly. For example, a way to address working in online environments these days can be by using Computer-Mediated Communication (CMC). Thurlow et al. (2004) state that the term Computer-Mediated Communication "essentially

refers to any human communication achieved through, or with the help of, computer technology" (p.15). The authors claim that people have been communicating using computer technology since the very first moment the computer was invented. Herring (2001) also gives a classic definition of the term by saying that CMC is communication that focuses "on language and language use in computer networked environments" (p. 612). Hosseini and Branch (2015) provide an updated point of view by saying that "CMC can be viewed both as intermediary tools and as a communication process" (p. 164). When viewed as a tool, the authors explain, CMC is seen as a medium of communication, and when viewed as a communication process, it should take into account the message, the sender, and the receiver. Hosseini and Branch´s (2015) definition of CMC helped as gluiness for this particular study.

To date, many authors have identified the advantages of CMC for both students and teachers. For example, Goertler (2009, p.75) advocates, CMC presents chances for authentic input and access to interlocutors that are not regularly available to students in traditional classrooms. It also allows for flexibility in the timing and location of these interactions. Pineda Hoyos (2018) also argues that CMC tools, particularly those that use audio and video, can facilitate the development of listening and speaking skills. Schwienhorst (2004), on the other hand, advocates CMC increases motivation and enhance learners' autonomy, and Leahy (2008) claims it fosters collaborative learning.

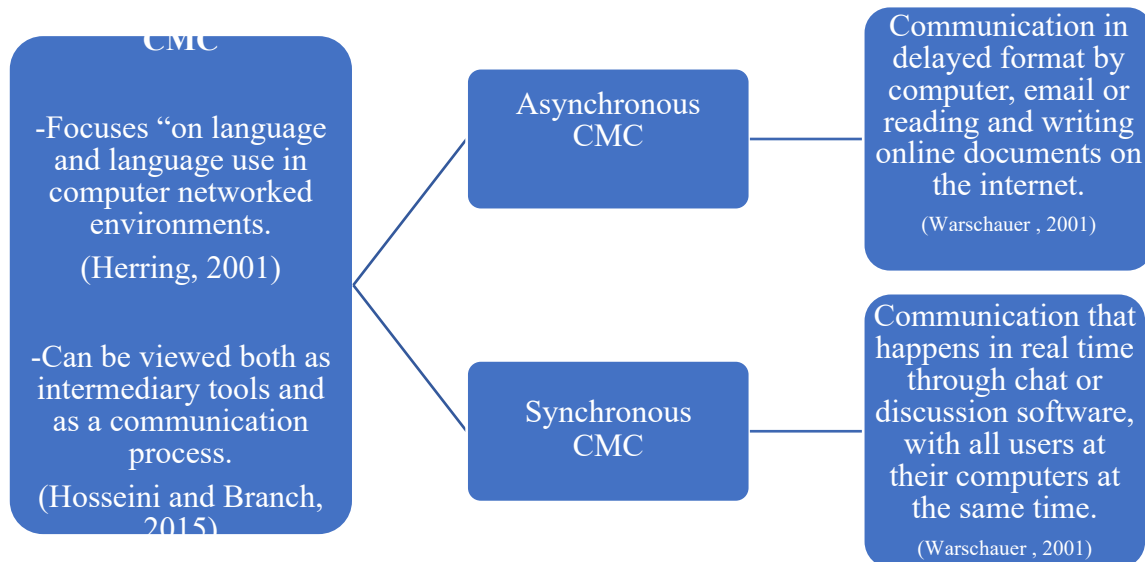CMC is classified into synchronous and asynchronous communication. Oztok et al. (2013) describe synchronous communication as real-time communication between teachers and students. The authors state it expects instant responses, which restricts the use of external resources. Serdyukov (2020) also describes synchronous communication in learning environments as an interaction among learners that co-occurs. It happens in

specific ways, at specific times, and in specific online mediums and offers the significant advantage of live interaction and engagement in the learning process contemporaneously. Finally, Warschauer (2001) provides a narrower definition for synchronous CMC (SCMC) by saying that it is communication that happens in real time through chat or discussion software, with all users at their computers at the same time.

On the other hand, Thurlow et al. (2004) define asynchronous communication as communication that does not happen in real-time and with delayed interactions. Serdyukov (2020) also states that asynchronous learning happens outside the concurrent class and not at the same time or place for every person involved, it focuses on students' autonomy, using different resources and offering limited interaction with the teacher and class that can happen at a different time and place. The author explains that the advantages of asynchronous learning are related to accessibility, flexibility, and comfort. Finally, Warschauer (2001) states asynchronous CMC (ACMC) is communication in delayed format by computer, email or reading and writing online documents on the internet. Figure 4 summarizes the definitions of CMC and synchronous and asynchronous communication.

Figure 4

CMC and Synchronous and Asynchronous communication

CMC

-Focuses "on language and language use in computer networked environments.
(Herring, 2001)

-Can be viewed both as intermediary tools and as a communication process.
(Hosseini and Branch, 2015)

Asynchronous CMC

Communication in delayed format by computer, email or reading and writing online documents on the internet.
(Warschauer , 2001)

Synchronous CMC

Communication that happens in real time through chat or discussion software, with all users at their computers at the same time.
(Warschauer , 2001)

Online audio and video material

Kubota (2001) states that direct contact with speakers of other English varieties can generate relevant opportunities for students. For example, the author explains, it provides a possibility to remark and confront assumptions about language differences and the native speakerist ideology. However, when face-to-face communication is not possible, teachers can introduce different varieties of English through tasks or projects that require websites or by "showing movies and video clips of World Englishes speakers" (Matsuda, 2003).
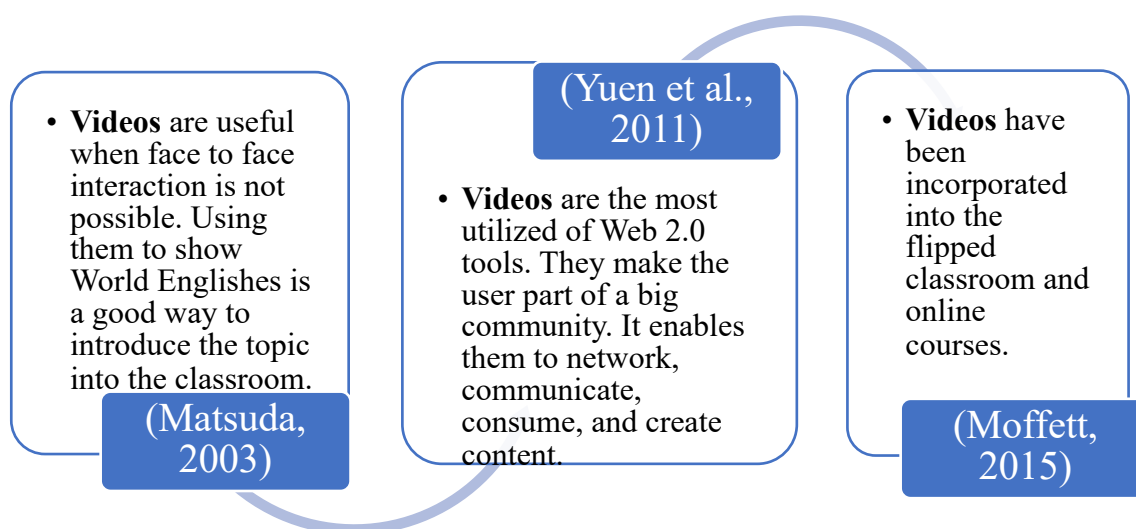
According to Yuen et al. (2011), videos are the most utilized of Web 2.0 tools. The authors state Web 2.0, or the second generation of the internet, makes the user part of a big community. It enables them to network, communicate, consume, and create content. Not only video platforms such as Edpuzzle, Ello and YouTube can be used in education, but also podcasts, such as iTunes, Spotify, and Apple Podcast.

Video clip watching lessons are used in education in different ways. They have been incorporated into the flipped classroom (Moffett, 2015), online courses such as the ones found on Coursera, edX, and other Learning Management Systems (LMS). This allows learners to study at their own pace and according to availability. On the web-based

tool Edpuzzle, for example, teachers and students can access any video clip they need and create and solve a task around that video. For instance, asking questions about what was mentioned in the video can be a way to have listening exercises while they listen to real people in real-life conversations. In this study, a focus on a consumption of audio-visual material has been taken and the curating of this material have been conducted manually by the investigator´s criteria. Figure 5 summarizes what different authors have claimed about videos in learning environments.

Figure 5

Online video and audio

- **Videos** are useful when face to face interaction is not possible. Using them to show World Englishes is a good way to introduce the topic into the classroom. (Matsuda, 2003)

(Yuen et al., 2011)
- **Videos** are the most utilized of Web 2.0 tools. They make the user part of a big community. It enables them to network, communicate, consume, and create content.

- **Videos** have been incorporated into the flipped classroom and online courses. (Moffett, 2015)
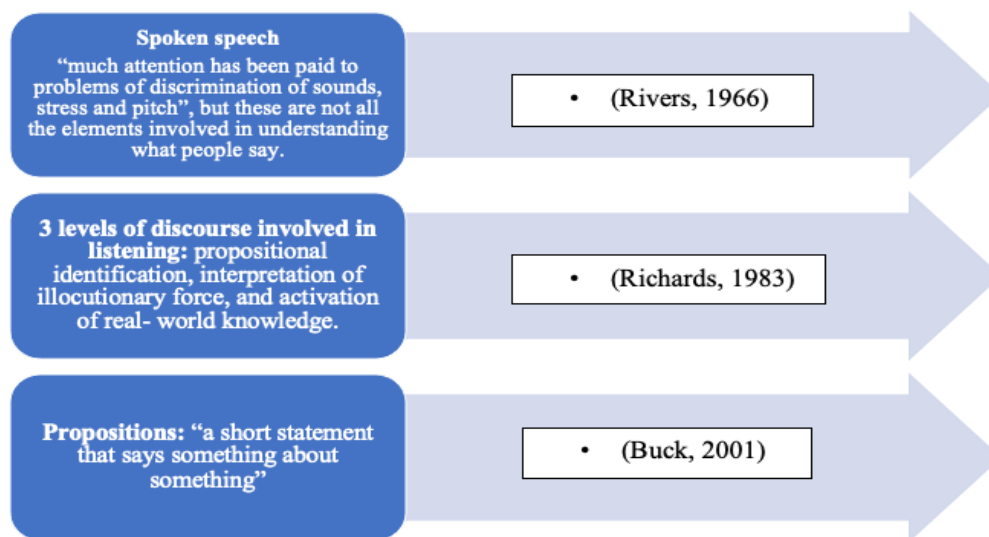
Listening comprehension

According to Rivers (1966), teaching the comprehension of spoken speech is of primary importance if the learners aim to achieve good communication skills. The author claims that "much attention has been paid to problems of discrimination of sounds, stress and pitch", but these are not all the elements involved in understanding what people say. Besides, there is one particular thing that is not very common to teach. That is, discrimination and exposure to different English accents other than native ones.

Richards (1983), on the other hand, supports there are three related levels of discourse processing that appear to be involved in listening. The author claims those levels are propositional identification, interpretation of illocutionary force, and activation of real-world knowledge. However, Clark and Clark (1977) argue that propositions are the basic units of meaning involved in comprehension. The listener's ultimate goal, the authors claim, is to determine the propositions that an utterance or speech event means. Buck (2001, p. 10) best defines propositions as "a short statement that says something about something" and the author provides the example of "a simple little fact" as a proposition. Figure 6 captures what have been claimed about listening comprehension and how propositions evolved.

Figure 6

Listening comprehension

Even though research on the relation between accent and listening comprehension has been conducted and has had mixed outcomes over time, not much has been conducted in Colombia. For this study, accent is seen as what Levis and Zhou (2018, p.1) claim "refers to distinct ways a language is pronounced, whether by native or non-native speakers."

In a study conducted by Major et al., (2002) for example, in which they analyzed the relation between accent and listening comprehension, some of the results showed that native Spanish speakers scored high on a test that exposed them to Spanish- accented English speech. However, in that same study, Chinese speakers obtained low results when listening to English speakers that shared their L1. The authors concluded that "factors of familiarity and degree of exposure, attitude and stereotyping all appear to contribute to listening comprehension" (p. 174). Hence, I think all these issues could be prevented if English learners are exposed to different varieties of English from the very beginning.

Particularly, one of the skills that I have noticed my students lack proficiency in is listening comprehension. For many of them, this skill is one of the most difficult to develop, after speaking. As a teacher, I noticed how my students, as Arnold (2000) advocates, feel anxious and pressured when asked to process input rapidly. Consequently, affecting their ability to communicate in the long term as well.

The section above introduced the concepts and literature that helped in guiding this study. I first went through the concepts of inner, outer, and expanding circles, and native speakerism and defined English as an International Language. I then provided some reasons for presenting CMC and synchronous and asynchronous communication as a way to cope with the online learning environments we were working on during the COVID-19 crisis. I also talked about online audio and visual material to later define listening comprehension. In the coming section, I will explain the methodology chosen to frame this investigation and the reasons for selecting it.

Setting

This research project took place at a private school in Bucaramanga, Colombia where I worked as an English teacher with high schoolers. Even though it is not a bilingual

school, this institution has a focus on teaching the language and gives eight hours of English instruction a week. This institution used to be an only-girl school, which is why there are not many male students, especially in the upper grades. The English class helps students to fulfill the requirement of foreign language, which is mandatory in Colombian schools, and it also helps them become ready for the national test (Saber 11), which tests different subjects including English. The requirement of foreign language just mentioned asks Colombian students to take and successfully pass English lessons throughout all their school years to be able to get a high school diploma.

The curriculum at the school has suffered many changes in the last years, just for administrative decisions and not as the results of research. It started with a methodology based on reading comprehension, as the books mainly included reading, and then moved to a grammatical approach when the school decided to change the textbooks in 2019. It was until 2020 that the school changed the textbooks again, this time with a Content and Language Integrated Learning approach (CLIL), which included Latin American issues and accents not only from the inner circle but from the outer and expanding circle countries. Yet, this decision did not intend to facilitate the students' development of critical positions related to Latin American problems but was just the result of administrative decisions and an alliance with a publishing house that offered the school technological devices as part of a contract with them for four years.

This last change of textbooks facilitated the implementation of my pedagogical intervention. The textbooks audio tracks included English speakers from Mexico, Colombia, Spain, India, and South African countries, which was aligned to the content of my intervention. So those audios together with the videos selected from YouTube, helped me introduce different accents from the outer and expanding circle countries to my

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students. To teach this pedagogical intervention, I weekly spent three out of the eight hours of English instruction from the school curriculum with the approval of the principal.

Participants

The 25 participants in this investigation are students from this previously mentioned private school in Bucaramanga, Colombia. The students' socio-economic strata are an average of upper-class. The study participants were male and female students of two different courses: ninth and tenth grade aged 14 to 16. Some of them study English only at school because it is in their school curriculum, and some others take extra English lessons at language centers. Eleventh graders were also supposed to participate in this study, but due to the principal decisions, I was not allowed to include them in my research.

Ninth and tenth graders were chosen because they demonstrate they have started to develop a critical point of view towards different topics at school. Participation in this investigation was entirely voluntary and did not have any effects on learners' academic results. All the participants were identified with a number from the beginning of this study, and they were always called as such throughout this report.

Table 1

Participants

Age	Gender	Grade	Total number
14-16	2 males 23 females	9th 10th	25

Research Methodology

This investigation sought to answer the following research questions:

 a) to what extent can online video and audio disrupt the concept of native speakerism?

b) how can the extent of disruption of native speakerism affect listening comprehension?

As well as these secondary research questions:

c) what accent do my students prefer to imitate?

d) what accent is more comprehensible for my students?

This was an exploratory case study with a mixed- methods approach that included qualitative and quantitative analysis. I used this approach because I think my research questions and background are "a justifiable rationale for conducting an exploratory case study" (Yin, 2003). I consider that such a research approach allowed me to understand a phenomenon identified in my context keeping in mind that case study research involves studying, analyzing, and describing one or more cases within a bounded system (Creswell, 2007; Merriam, 2009). To collect data, I administered a pre-intervention survey based on Jenkin's (2007) survey model to all the participants. I also carried out in-depth and focus group interviews with key participants, I applied listening comprehension tests as part of a pedagogical intervention, and I concluded administering a post-intervention survey which was the same as in the beginning of my intervention.

Ethical considerations

Since participants in this study were minors, all measures were considered to protect the students' privacy. I asked for parents´ permission to allow their kids to participate in this study and they signed a consent form granting the permission (see Appendix A). I explained my project to parents and school administrators and the school principal singed the consent form granting permission to carry out the investigation. Students always were identified with a number from the beginning of this study, so their identities were protected.

Data Collection

Data was collected from three sources: (1) a pre-and a post-intervention survey, (2) seven listening comprehension tests, and (3) six in-depth interviews and two focus groups with key students. These key participants were chosen based on their listening test results, selecting students with high, average, and low results to give a broadly balanced sample not only in terms of proficiency in the listening tests but in terms of year group and age. The in-depth interviews, focus groups, the surveys and the listening tests provided the necessary data for an analysis and a triangulation process.

*Pre-and post- intervention surveys*

An online pre-intervention survey based on Jenkin's (2007) survey model was the first instrument used to gather data (see Appendix B). The objective of the instrument was to explore my students' attitudes and perceptions towards native and non-native English accents and examine if those attitudes could be influencing their lack of communication skills (especially listening) since they were reluctant to listen to other varieties different from American or British accents. This survey included two main scales, acceptability and familiarity, and a third section to describe accents using adjectives. In the acceptability scale students need to rate the ten pre-selected accents (American, British, Brazilian, Spanish, Italian, Indian, Chinese, Australian, Colombian, and Japanese English accents) in terms of acceptability for communication and in the familiarity scale they need to rate the same English accents that they are more familiar with. In the last section of the survey, students are asked to describe the accent they heard, using adjectives. This instrument had Likert scales from 1 to 5 and open questions. Data I gathered using the pre and post intervention surveys allowed me to examine my students' preferences towards different

English accents and examine why they prefer them. It also helped me identify if there were changes in students' attitudes and perceptions after the pedagogical intervention. For the purpose of this study, we only focus on the accents from the outer and expanding circle countries used in the surveys (Brazilian, Spanish, Italian, Indian, Colombian, and Japanese English accents).

As for the post-intervention survey, I reapplied the same survey based on Jenkin's (2007) survey model (see Appendix B). The scales and questions were exactly the same and the last section also asked students to describe the English accents using adjectives. The objective of this post-intervention survey was to explore changes in my students' attitudes and perceptions towards native and non-native English accents after the intervention. Figure 7 shows the components of the surveys.

Figure 7

Pre- and post-intervention survey
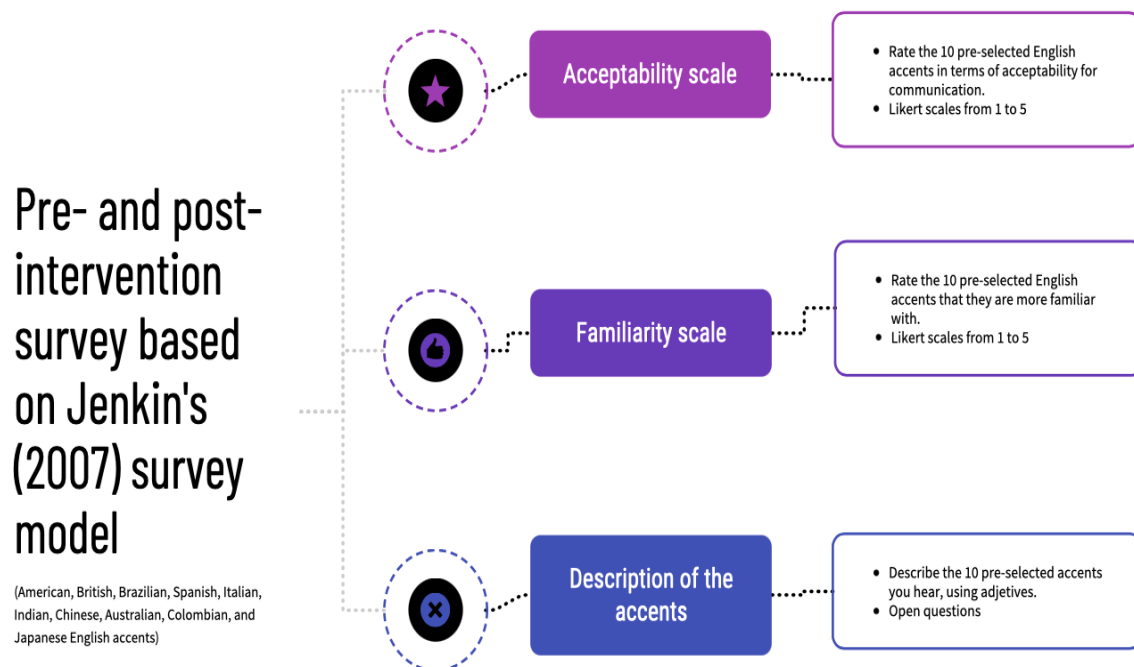
Listening tests

      The listening comprehension tests sought to identify propositions, "a short statement that says something about something" or "a simple little fact", (Buck, 2001, p. 10) that an utterance or speech event contains. For these seven listening tests I used the online tool Edpuzzle since it is a practical website to watch videos, create original questions based on the video and files can be downloaded with report cards that in this study helped with the descriptive analysis of comprehension of propositions. The tests have multiple-choice questions and true and false statements. Each test included an English speaker from some outer and expanding circle countries. The speakers chosen were people from Spain, Colombia, Italy, India, South Africa, Mexico, and Brazil. The tests have video segments that portray English varieties from the outer and expanding circle countries. The test results helped me examine how the disruption of native speakerism affects their listening comprehension skills and identify which of the English accents being presented was easier for them to understand. Figure 8 shows an example of the test components from the student´s view.

Figure 8

The listening test, from the students' view

Listening test 1, Rafael Nadal Press conference

By FABIO HERNAN TALERO SEPULVEDA. Due on April 23rd, 11:59pm

Video events
Minute when the 8 questions appear on screen

Multiple-choice
00:56 Multiple-choice
01:24 Multiple-choice
01:47 Multiple-choice
02:15 Multiple-choice
03:17 Multiple-choice
03:49 Multiple-choice
05:10 Multiple-choice

Video

Questions and answers pop up on the screen

MULTIPLE CHOICE QUESTION

What did Rafael say about the other player?

✓ That the other player is a good player

☐ That the other player lost the game.

☐ That you should try not to lose with against him

☐ Did not get the information

Bottom to send the answer

Rewatch   Submit

In-depth interviews and focus groups

The purpose of the in-depth interviews and focus groups was to explore the participants' feelings, reflections, reactions, and changes (if there were any) towards the English accents comparing responses during and after the intervention. The six in-depth interviews and two focus groups conducted in Spanish were semi-structured interviews, which means I prepared some questions before the interview while some other questions emerged with the conversation (Richards, 2003). The interviews were conducted in Spanish since that is the participant´s first language, this assuring that students spoke with confidence about the content of the interviews. Table 2 summarizes the questions in the in-depth interview. Table 3 summarizes the questions in the focus groups.

Table 2

In-depth interviews questions

In-depth interviews		
Section	Example of questions	Type

Part 1	-What is your age? -Are you currently studying other languages? Which ones? -Do you watch T.V., movies or series in English? Do you use subtitles? -Which grade are you in?	closed-ended
Part 2	-Which one is your favorite accent when you watch T.V or listen to music in English? Why? -Which accents that you know do you try to imitate? -Which of the accents that you know is easier for you to comprehend? - Which of the accents that you know is more difficult for you to comprehend? -How well are you in listening comprehension exercises? -What is the most difficult part when you do listening comprehension exercises? - What is the easiest part when you do listening comprehension exercises? -Who speaks better English? Americans, Indians, or Latin Americans? Why?	Open-ended

Table 3

Focus group questions that were planned before the event

Focus group interviews		
Section	Example of questions that were planned ahead	Type
Part 1	-What is your favorite English accent? -Do want to speak English fluently? -Which accent do you try to imitate? -How well are you in listening comprehension exercises?	closed-ended
Part 2	-Imagine you are to have a conversation in English with a person from the USA, another from Italy and another from India? With whom do you think you will have an easier and more fluent conversation? Why? - Imagine you are to have a conversation in English with a person from the USA and one from South Africa. With whom do you think you will have an easier and more fluent conversation? Why? -Do you think that speaking English with a local accent could imply a disadvantage in people's professional and personal lives? -Physically describe an English native speaker! -Who can be an English native speaker? -Do you think is important to be exposed to other accents different form American or British? What for?	Open-ended

	-What attracted your attention the most from the things we learnt in the pedagogical intervention? **-Summary of the answers** -Would you like to add something else to this conversation?	

The pedagogical intervention

The pedagogical intervention proposed in this investigation consisted of a 24-hour listening unit (divided into eight weeks). It had different audio and video material content that portrayed English speakers from the outer and expanding circle countries (see figure 9). The pedagogical intervention aimed at introducing English accents from the outer and expanding circle countries to my high school students through video and audio, so that they disrupt the concept of native-speakerism. I also aimed to identify the extent to which this concept was disrupted. This listening unit contained video files uploaded on different platforms such as Edpuzzle and Padlet, which are interactive tools that facilitated the sharing of links and scoring progress. The listening unit took three hours a week for a total of eight weeks. All the intervention activities occurred through video conference (synchronously) on Zoom (figure 10 shows what the synchronous session looks like) and some others as homework, just by sharing the link of the designed activities (asynchronously). That way, students were able to work synchronously with the teacher and their peers and asynchronously for independent work. A description of the activities in an intervention will be provided below.

Figure 9

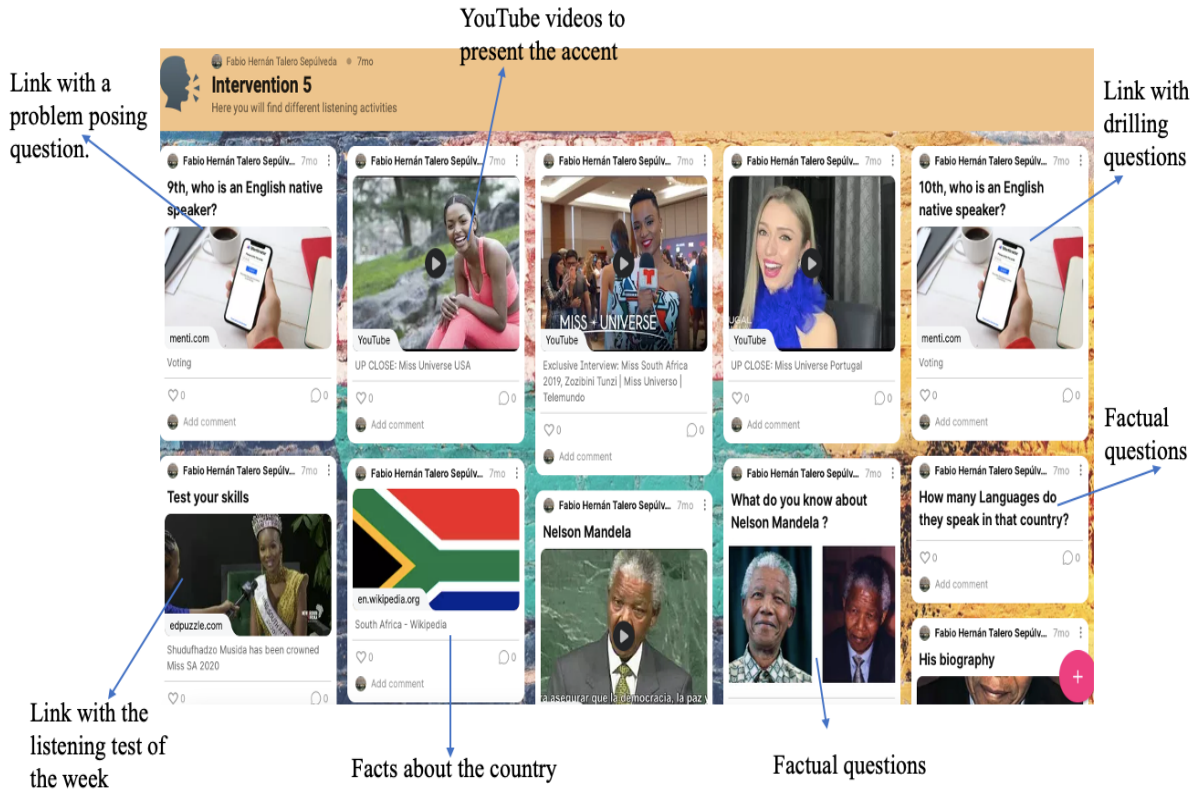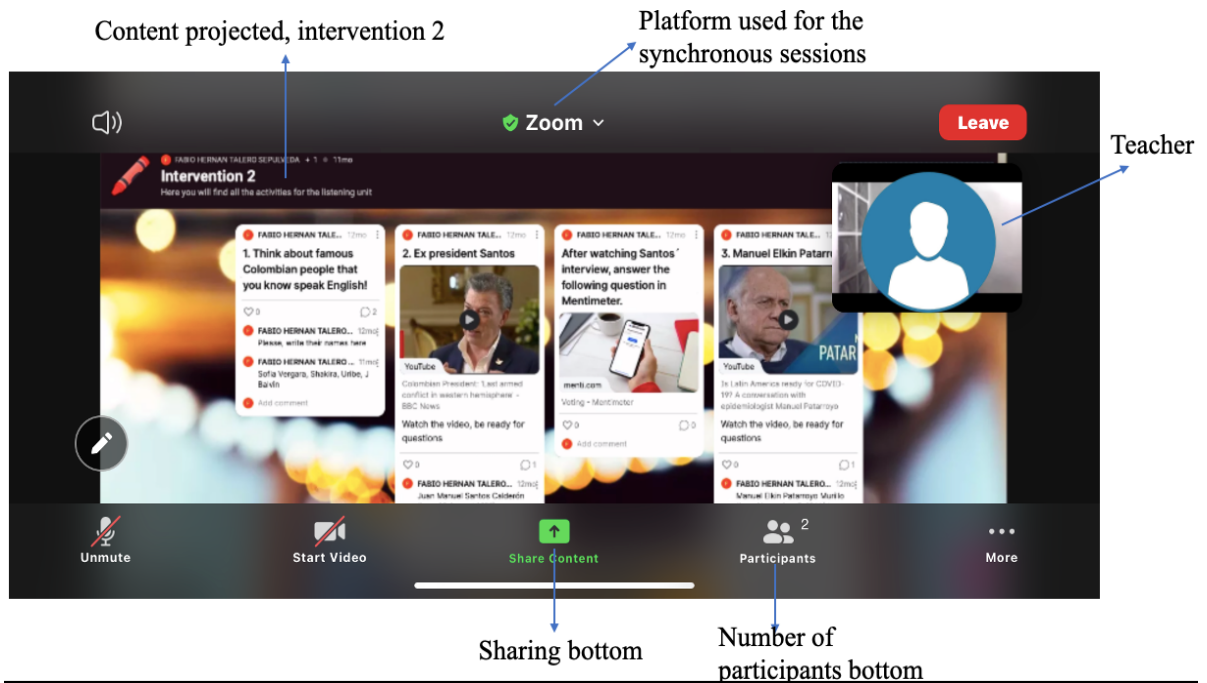*Activities in intervention 5. South African speakers*

Link with a
problem posing
question.

YouTube videos to
present the accent

Link with
drilling
questions

Factual
questions

Link with the
listening test of
the week

Facts about the country

Factual questions

Figure 10

Synchronous session on Zoom.

Content projected, intervention 2

Platform used for the
synchronous sessions

Teacher

Sharing bottom

Number of
participants bottom

The activities in the interventions contained videos and audio from Youtube and some soundtracks from the students' textbooks. The videos and audios were selected making sure they included English speakers from the outer and expanding circle countries talking about different topics. I designed the online learning activities trying to find different audiovisual material with English speakers from a country (the ones mentioned above) to expose their accent during each intervention (week 1, 2, 3, 4, 5, 6, 7 and 8). In intervention 4, for example, (see figure 11) Indian speakers were talking about their culture and their experiences completing postgraduate studies abroad. Subjects related to familiar topics, the environment, cultures, governments, and inclusion were a few instances. Those videos were uploaded on Padlet and Edpuzzle and they were related to the accent being presented that week (intervention 4, Indian English accent).

Figure 11

Activities in intervention 4. Indian speakers
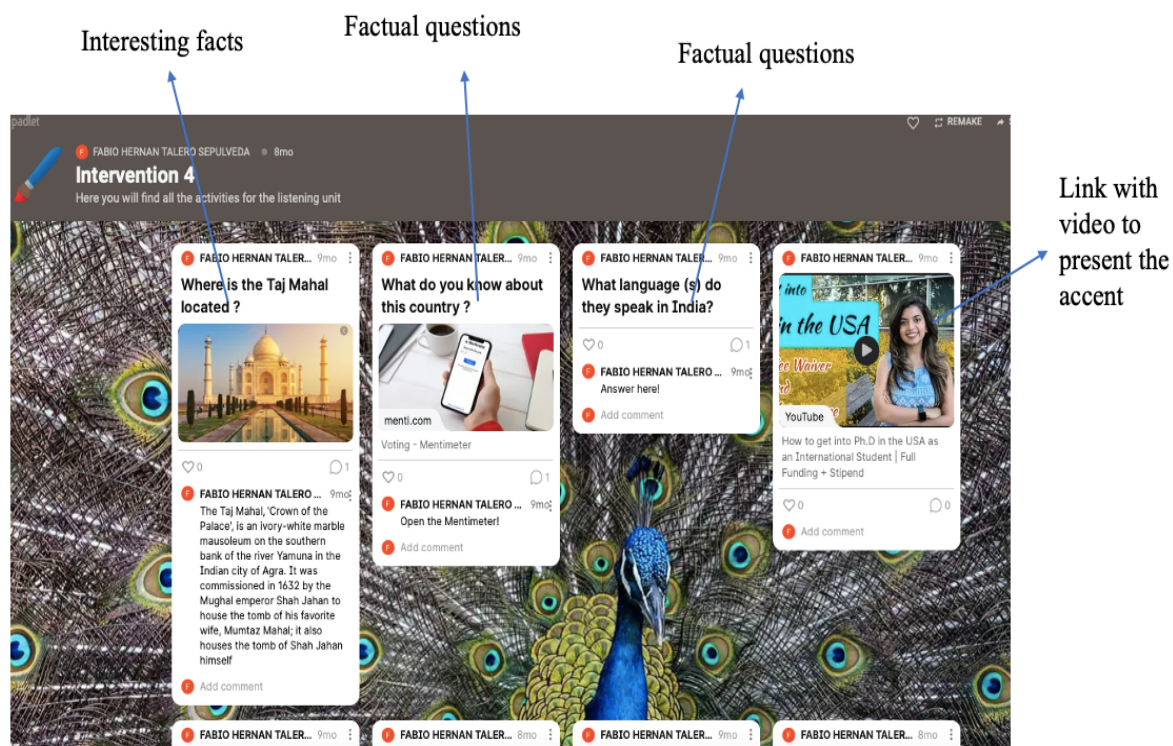
An example of a task was to answer different questions related to the topics being discussed in the videos and audios, the questions were posted on online interactive tools such as Mentimeter or Nearpod (see figure 12), or sometimes students needed to answer them orally in a synchronous session. Questions in the tasks were factual or drilling open-ended questions and multiple-choice questions which students had to answer directly on the digital learning tool. Being at home taking lessons synchronously on Zoom facilitated the use of all these online platforms, since each student was on their own computer. At the end of seven interventions (out of eight weeks), students took one of the listening tests described in the research instruments to examine and compare their changes in their listening skill development towards the English accents studied. Figure 8 shows how these tests were presented on Edpuzzle.

Figure 12

Example of a task on Mentimeter in one of the interventions
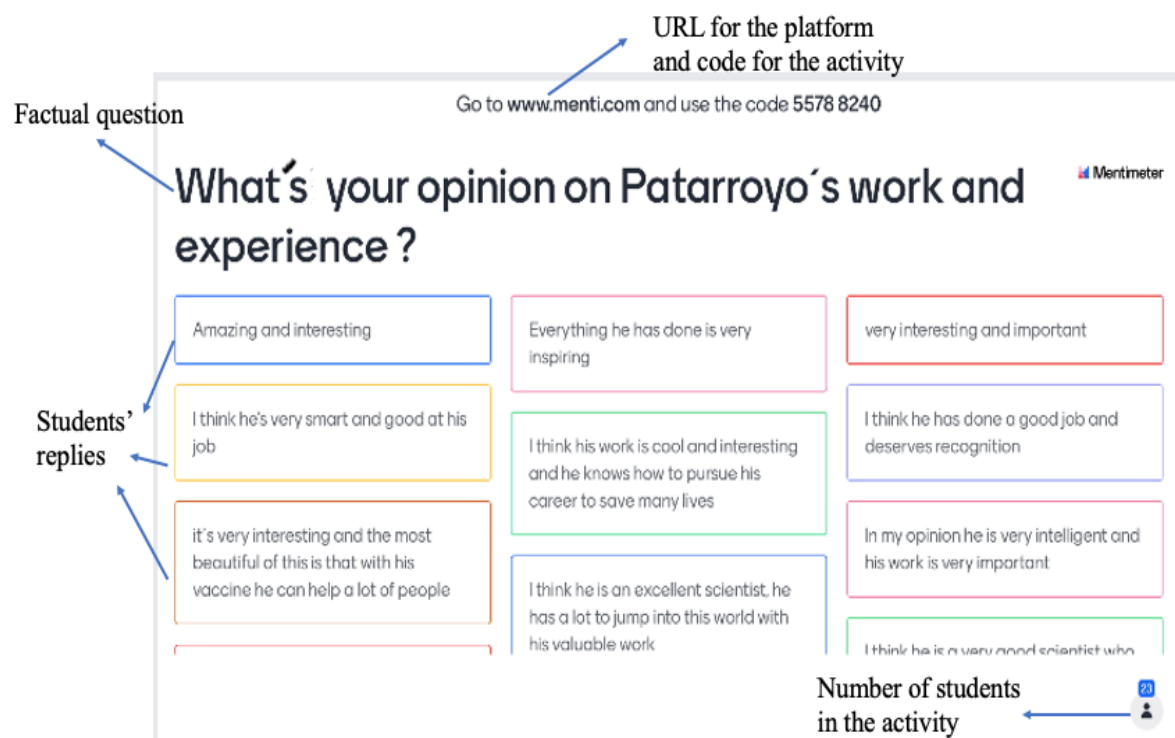
All the material used in this pedagogical intervention was online material, and students digitally completed their tasks. Mostly all the classwork happened synchronously, while some listening tests took place asynchronously. Students also listened to interviews during the asynchronous tasks, and they answered questions about the interview and discussed with their peers about the topic being exposed. For the tests, the same methodology was used, with the difference that students did it individually and autonomously. For the asynchronous tests, students needed to take 10 minutes to watch a video and select the correct answers according to what they listened to. Figure 13 illustrates the structure of the pedagogical intervention.

Figure 13

The structure and components of the 8-week pedagogical intervention
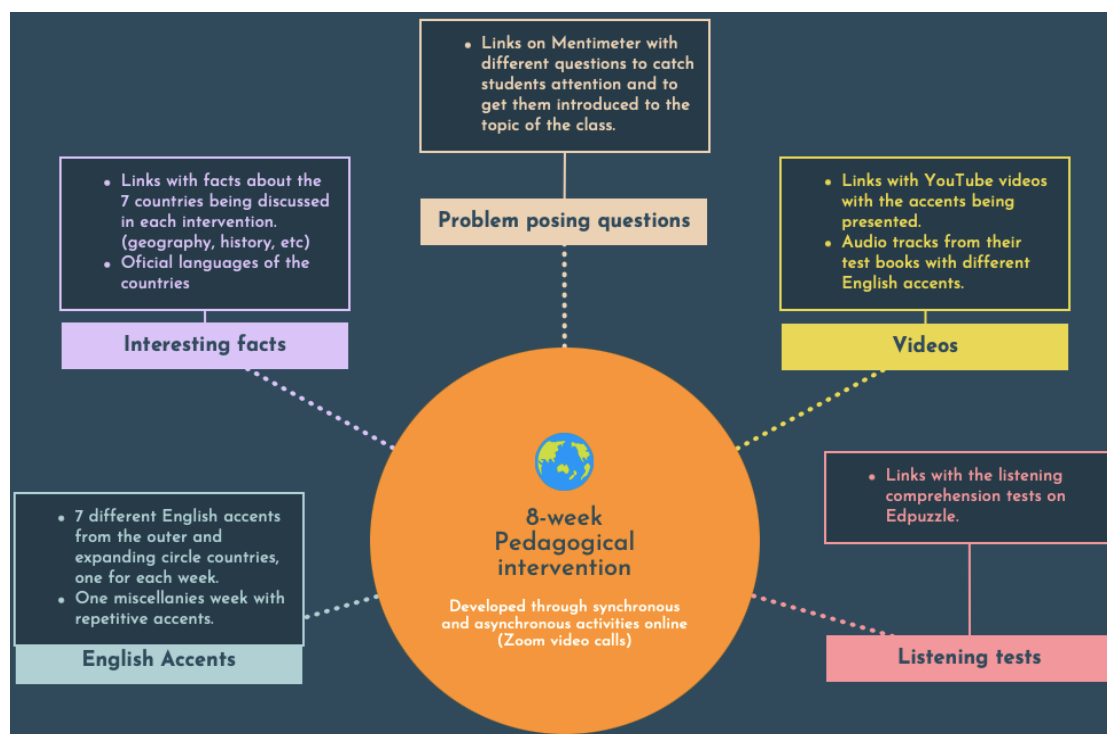
Research Procedures

Pre-and post- intervention surveys

These surveys were taken by 25 high school students (23 females and two males). Participants answered the pre-intervention survey in the second week of April and the post-intervention survey in the second week of June. The pre-intervention survey took place before the pedagogical intervention was implemented and the objective was to identify the participants' perceptions and opinions about the different English accents and to establish a baseline of acceptability and familiarity with those accents. For the post-intervention survey, I used the same survey based on Jenkin's (2007) survey model. This procedure took place after completing the pedagogical interventions and it helped me identify my students' final perceptions and opinions of the different English accents they were exposed to. Comparing the results of the pre-intervention and the post-intervention surveys helped me identify changes in students' beliefs towards English from the inner and mostly outer and expanding circles.

Listening tests

There were seven listening tests, one every week at the end of each intervention lesson. The tests were taken by the same 25 students (23 females and two males) and the platform used to upload and take the tests was Edpuzzled. This platform facilitated the sharing of the tests through links and the storing of the scores. Students always took around ten minutes to complete each test, watching the 5-minute video and answering the eight questions each test included.

In-depth interviews and focus groups

The six in-depth interviews and two focus groups happened during and at the end of the pedagogical intervention (May and June). The individual interviews were carried out at

the beginning of the pedagogical intervention, while the focus groups took place at the end. Six students participated in individual interviews, and 12 students (divided into two groups, G1 and G2) participated in the focus groups out of 25 participants. Group 1 (ninth graders) consisted of six students (five female and one male), while Group 2 (tenth graders) consisted of six students (all female students). Answers from the individual and focus group interviews were coded, grouped, and categorized as one set of data so that final categories emerge.

Data Analysis

As for the research procedure for mixed-method models, the sequential exploratory strategy helped me analyze and triangulate data. Cresswell (2009, p. 211) explains how the sequential exploratory strategy "involves a first phase of qualitative data collection and analysis, followed by a second phase of quantitative data collection and analysis" that builds on the first qualitative phase results. The author also claims that this strategy aims to assist the interpretation of qualitative data with the analysis and results of quantitative data while fundamentally exploring a phenomenon.

For the purpose of this particular study, I had two data collection and analysis stages that included qualitative and quantitative phases. In the first stage, I collected and analyzed data in a qualitative manner (open questions in the pre-intervention survey and in-depth interviews) and later applied and analyzed the quantitative phase (Likert scales in the pre-intervention survey and listening tests results). This last quantitative phase helped me expand and support my qualitative findings. In the second stage, I collected and analyzed more data in a qualitative way (focus groups and the open questions in the post-intervention surveys), and I supported that analysis with the same quantitative phase applied before (Likert scales in the post-intervention survey and listening tests results).

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Figure 14 explains the two stages of my analysis, its qualitative and quantitative phases and its corresponding data collection procedures used. For the organization of the general categories that emerged from the in-depth interviews and focus groups I used Creswell´s steps (2007) to conduct case study analysis. The author claims this analysis consists of giving a deep description of the case. I noted the following steps (Creswell, 2007, p.157) to conduct case study analysis: 1. create and organize data files, 2. create initial codes, 3. describe the case, 4. create themes, 5. interpret and generalize themes, and 6. show results in tables, narratives, or figures. The coding, theming, and categorizing steps were done manually using Microsoft Word and its tools to highlight and tabulate.

Data from the surveys were analyzed in a quantitative way using descriptive analysis. As its name indicates, this analysis describes and summarizes the observations obtained about a phenomenon, an event, or a fact (Cebrián, 2009). The objective of this descriptive analysis was to to gain an overall picture of the participants´ backgrounds, opinions, and ability to identify the English accents as well as to explore the differences in means between the pre- and post- intervention survey, thus being able to give descriptions and summarize observations. Data from the listening tests were also analyzed using descriptive analysis to compare means and standard deviations. This way I was able to identify which accents were more comprehensible for my students in the tests.

Figure 14

Exploratory Research strategy

Source: Adapted from Cresswell (2009)
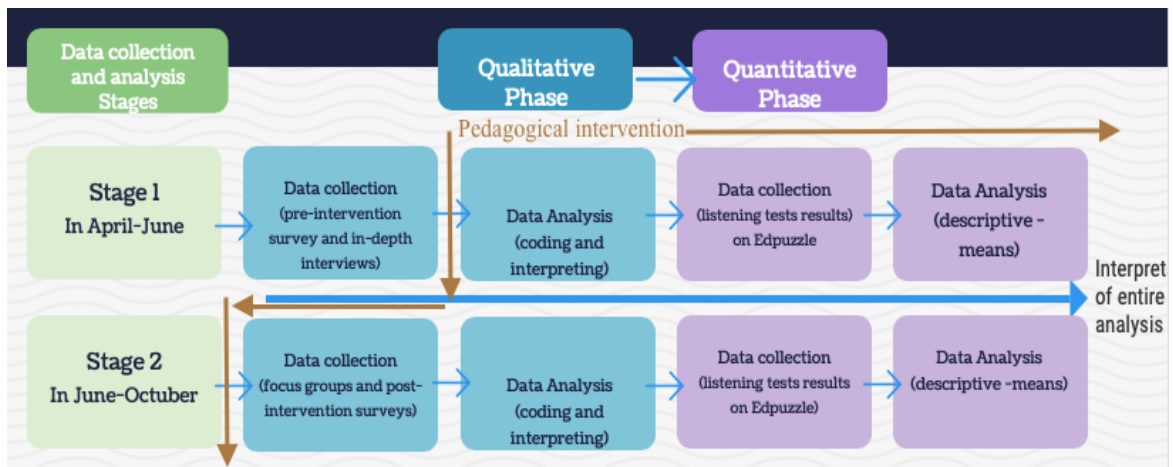
Findings

This study aimed to analyze the effects of online video and audio to disrupt the concept of native-speakerism in students from a Colombian high school. This investigation also aimed to identify how this disruption affects listening comprehension and identify what accent is more comprehensible for the participants. Data for this investigation came from pre-and post-intervention surveys, seven listening tests, in-depth interviews and focus groups. In the following paragraphs, I present the findings in four sections trying to answer each of my research questions.

RQ#1: To what extent can online video and audio disrupt the concept of native-speakerism?

Acceptability of English accents other than American or British

I first calculated the means to allow a general comparison between the pre-intervention survey and the post-intervention survey regarding the acceptability scale. This was carried out to understand and compare the extent to which my students accepted other accents different from the USA or U.K. This comparison showed me the extent to which my students changed their perceptions towards the accents presented (pre-intervention survey $M = 3.1$, and post-intervention survey $M = 3.5$). The result of this analysis showed

that the students' acceptability towards accents from the outer- and expanding-circle countries increased in means after the intervention, thus accepting and confirming that there was a difference between the means (my students accepted more the accents presented in the intervention) for a general comparison.
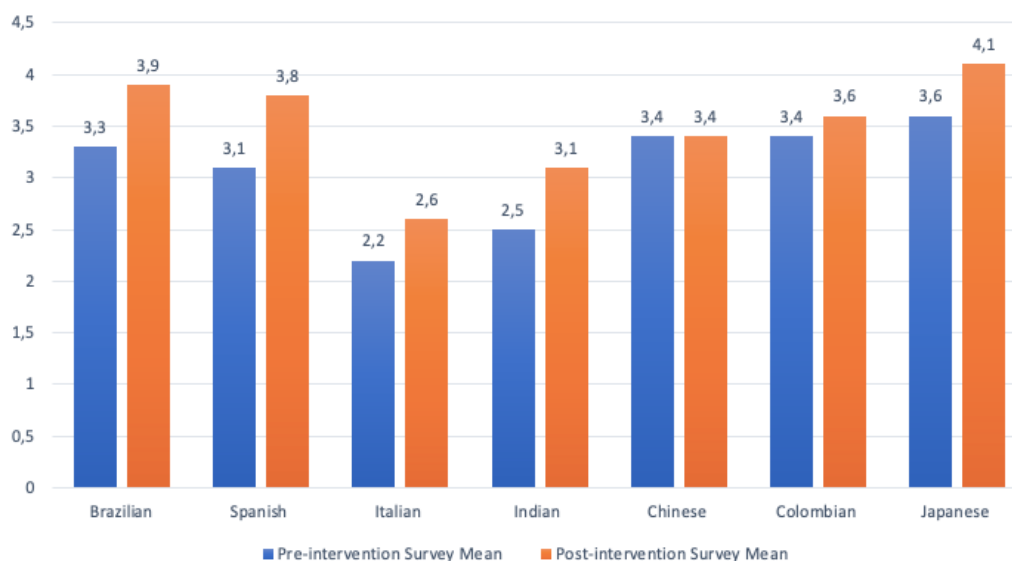
A descriptive analysis of the means permits comparisons before and after the intervention regarding the acceptability scale. The analysis shows that the means of six out of the seven items were higher in the post-intervention survey, indicating that students changed their minds after the intervention (from one survey to the other). The analysis shows the three most accepted accents, meaning that the difference between the means before and after the interventions were higher. The top four most accepted accents were from speaker 7 (from Japan), speaker 1 (from Brazil), speaker 2 (from Spain), and speaker 6 (from Colombia). On the contrary, the accents with the lowest rates in the acceptability scale were speaker 5 (from China), speaker 4 (from India), and speaker 3 (from Italy). Figure 15 shows a comparison conducted item by item on the assumption of acceptability before and after the intervention.

The results showed that students' acceptability towards the accents from the outer and expanding circle countries increased after the pedagogical intervention in six out of seven accents. The accent of the speaker from Japan was the most accepted and the accent of the person from Italy was the least accepted.

Figure 15

The results of acceptability of the English accents

Acceptability scale of English speakers other than American or British

Pre-intervention Survey Mean   **Post-intervention Survey Mean**

Country	Pre	Post
Brazilian	3,3	3,9
Spanish	3,1	3,8
Italian	2,2	2,6
Indian	2,5	3,1
Chinese	3,4	3,4
Colombian	3,4	3,6
Japanese	3,6	4,1

Familiarity scale with English accents other than American or British.

I also calculated the means to allow a general comparison between the pre-intervention survey and the post-intervention survey regarding the familiarity scale. This was also carried out to understand and confirm the extent to which the familiarity with these accents different from the USA or U.K increased in my students. The analysis showed students' familiarity towards accents from the outer- and expanding-circle countries increased after the intervention in four out of the seven accents presented.

When item by item was analyzed (accents from different countries in the intervention: Brazil, Spain, Italy, India, China, Colombia, Japan), the analysis showed four out of seven items had higher means in the post-intervention survey, meaning that students got more familiarized with those accents. From the highest to the lowest respectively they were speaker 6 (from Colombia), speaker 7 (from Japan), speaker 1 (from Brazil), and speaker 2 (from Spain). However, there were 3 items from the survey that did not present changes, or the mean was lower in the familiarity scale after the intervention. The item that

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remained the same was speaker 3 (from Italy), which students rated the same (low). The items with lower means on the post- intervention survey were speaker 5 (from China), and speaker 4 (from India). The results of a comparison conducted item by item on the assumption of familiarity are shown in figure 16.

These results show that the accent of the speaker from Colombia was the one students were more familiar with after the intervention. The accent of the speaker from India, however, was the one students were less familiar with after the intervention. Speaker 6, from Colombia, had an increase of five points from the pre- to the post-intervention survey. Speaker 4, from India had a negative result of minus three points from the pre- to the post-intervention survey. In general, four out of seven speakers in the surveys got a higher score (familiarity) in the post intervention survey.

Figure 16

The results on the assumption of familiarity with English accents
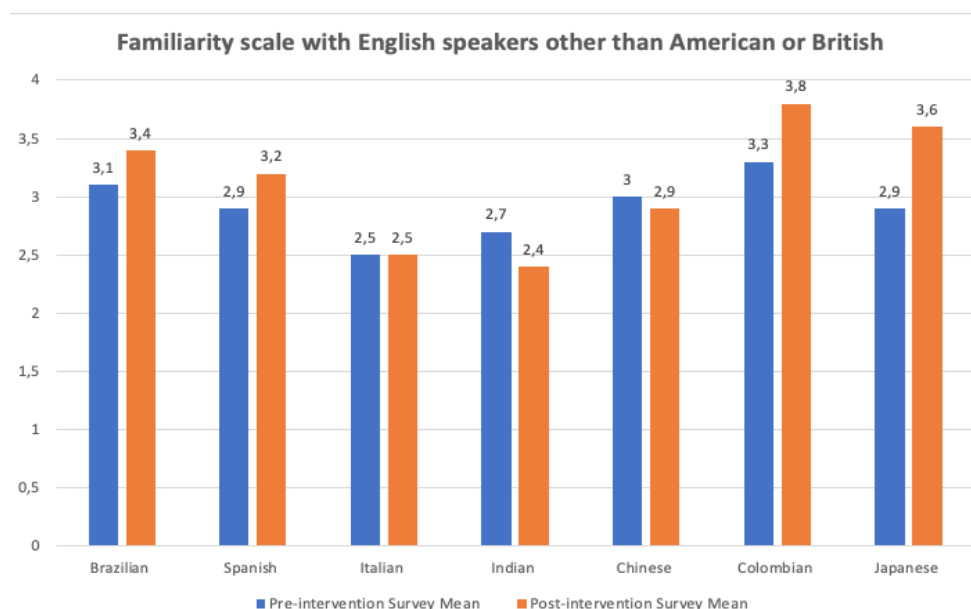
Describing the English accents other than American or British

The last section of the surveys asked the respondents to comment on ten pre-selected accents they heard without being told which country they represented. The pre-selected accents included English accents from the USA, the UK, Brazil, Spain, Italy, India, China, Australia, Colombia, and Japan. Some of these English accents were from the inner-circle countries (USA, UK, and Australia) and others from the outer and expanding circles (Brazil, Spain, Italy, India, China, Colombia, and Japan). Respondents were asked to use one to three words to describe the ten pre-selected accents to explore how they perceive and categorize them. Overall, the descriptions given by the respondents showed a wide range. There were some negative and positive words for some English accents. This section will only focus on the accents from the outer and expanding circle countries used in the surveys (Brazilian, Spanish, Italian, Indian, Colombian, and Japanese English accents).

The descriptions collected during the pre-intervention survey showed some particularities. First, students used negative words such as "weird" (20 times mentioned) to describe the accents, and some participants used words with a negative connotation such as "confusing" (19 times mentioned) and "fast" (10 times mentioned). Second, respondents used the description "non-native" (25 times mentioned) to describe those accents. The term "non-native" was used with a negative connotation to describe the English accent being presented. However, they used the word "intelligible" (21 times mentioned) to describe the accents in a positive manner. Table 3 shows the predominant descriptive words of the pre-intervention survey.

When observing item by item (each of the accents) in the pre-intervention survey, I found particularities as well. For the English accent of the speaker from Brazil, for example, the description in the pre-intervention survey showed that students described it as

slow and intelligible, for the speaker from Spain students said it was non-native and intelligible, for the person from Italy students described it as unintelligible and confusing, for the speaker from India, students said it was non-native and fast, for the speaker from China they said it was weird and confusing, for the speaker from Colombia, students said it was non-native and for the speaker from Japan, they said it was weird and fast.

Contrary to the descriptions collected in the pre-intervention survey, the post-intervention survey showed a completely different result. First, respondents did not use pejorative words (weird, slow, confusing) to describe the accents; instead, they used the word "unintelligible" (18 times mentioned) to describe the accents they could not understand. Second, students did not use the term "non-native" to describe any accent after the intervention. Finally, the descriptive words that outstood were "intelligible" (57 times mentioned) and "clear" (11 times mentioned). The predominant descriptive words of the pos-intervention survey are shown in table 4.

When observing item by item (each of the accents) in the post-intervention survey, we can see several changes. For example, to describe the accent of the speaker from Brazil, students did not describe it as slow, but intelligible. For the English accent of the speaker from Spain, students stopped describing it as non-native and said it was intelligible. The English accent of the speaker from Italy showed a particular result, it did not change its descriptions, students still said it was unintelligible and confusing. For the English accent of the speaker from India, participants in this investigation did not describe it as non-native and fast, but as intelligible. The accent of the speaker from China also changed from weird and confusing to intelligible. The accent of the speaker from Colombia went from non-native to intelligible and the accent of the speaker from Japan went from weird and fast to intelligible.

Table 4

Description of the English accents

	Pre-intervention survey	Post-intervention survey
Descriptive word	Times mentioned	Times mentioned
Fast	10	0
Nonnative	25	0
Weird	20	0
Confusing	19	4
Intelligible	21	57
Clear	0	11
Unintelligible	9	18

In-depth interview and focus group analysis

A descriptive analysis of some of the categories that emerged from the interviews also helped me examine the extent to which online video and audio disrupted the concept of native-speakerism. Key participants took part in in-depth and focus group interviews. Data collected in this stage helped me identify the following categories.

Recognizing the existence of other English accents different from traditional accents.

For all the participants in the focus groups, the pedagogical intervention was a learning opportunity. They had the chance to learn about the English language as well as

history and geography. In the pedagogical activities, students needed to locate some countries on maps, read their geographical descriptions and history, and find out their official languages, among other aspects.

As most of the students (18) claimed, it was an interesting fact to learn that countries such as India, South Africa, and Jamaica have English as an official language. They never thought people from those countries spoke English as a native language and that they can also be categorized as native speakers of the language. Examples of this situation are the following opinions from students when they were asked to identify what called their attention the most from the pedagogical intervention:

"What caught my attention the most was to get to know that they speak English as an official language in India and South Africa".

Student 8, focus group 1

"...me too, teacher, I did not know India was once a British colony, so that is why they speak English in some parts of the country".

Student 9, focus group 1

Regarding English accents from countries of the expanding circle (Brazil, Colombia, Mexico, Japan, China), students recognized that many people are speaking the language nowadays as their primary means of communication. They use English to communicate internationally or locally, regardless of their country of birth, and sometimes they keep their local accents.

"In fact, anywhere around the world, there is someone that speaks English and keeps their own accent"

Student 23, focus group 2

"…also, getting to know and being exposed to accents in English of people from France, Italy and elsewhere, was interesting and new, wasn't it?"

Student 24, focus group 2

For most of the students, as analyzed in the focus groups, the pedagogical intervention opened possibilities to confront their expectations of foreign accents of English.

"So, that is it, knowing that in different countries they have their accent and each one speaks with their pronunciation… how they think the words are pronounced or something like that. So, it is curious to know that ... that, in fact, there are many, many accents. There are countries that have it as their official language and well ... I think it is very, very cool, very good."

Student 24, focus group 2

Motivation to be exposed to other English accents different from traditional accents.

In general, more than half of the students (nine out of twelve) who took part in both focus groups proposed a solution to address an issue they found of not being exposed to different English accents. Participants were aware that it was the first time they heard people on video speaking English from countries other than the USA, the UK, or Australia. They recognized there is a lack of exposure to different English accents and that it may be a problem in the future in case they need to communicate internationally.

"It is important to be exposed to other English accents so that we can improve our communication skills with English speakers"

Student 19, focus group 2

Students also showed a positive uptake towards English varieties. As it can be observed in the following quote, they claimed it is important to train themselves and listen to other English accents so that they can understand them all.

"I would say that it is important because in future years we will be exposed to the English language since English is a universal language. Many people will use it to communicate. So, it is important to get our ears accustomed to other accents; because maybe if in my workplace, I want to communicate with someone from another country, it will be through English. So, I must keep in mind that not everyone is going to speak in the same way that I learned"

Student 24, focus group 2

Students expressed they were willing to keep listening to and getting their ears used to other English accents. They remarked the importance of doing this for their future careers and lives.

"I think it is important to train our ears to identify different accents"

Student 22, focus group 2

As additional information, students in the in-depth interviews also expressed their willingness to be more exposed to other English accents. When discussing how they could or should address the issue of not understanding different English accents in a listening test, they proposed practice would make them better at it.

"Practice! I should continue listening to different accents to be able to understand better"

Student 5, in-depth individual interview 5

"We have to train our ears to listen to different accents so that we understand better and improve our listening skills"

Students 19, in-depth individual interview 1

RQ# 2: How can the extent of disruption of native speakerism affect listening comprehension?

A descriptive analysis of the listening comprehension tests helped me answer this question and examine how this disruption of native speakerism can affect listening comprehension. The results of the tests were tabulated to calculate the means and standard deviations. The general results showed that students scored higher when exposed to English accents of people from Mexico, Brazil, Colombia, and Spain than when exposed to the accents from South Africa, Italy, and India (see figure 17). A summary of the analysis (see table 5) shows which accents were more comprehensible for my students.

Figure 17

Mean scores in each listening test.
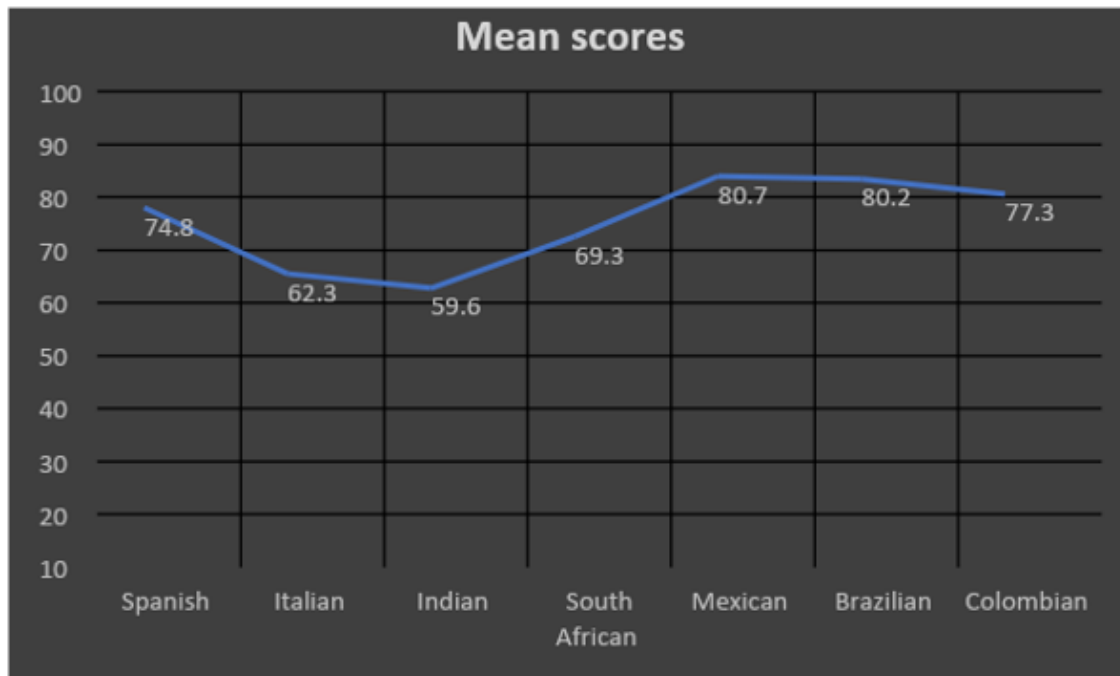
Note. This figure shows the results (10 to 100) of each listening test (accents)

The listening comprehension test results had overall reliability. The mean ratings of all the English accent varieties for the listening comprehension test and the standard deviation (SD) are displayed in Table 5. The overall means of 80.7 for Mexican accent, 80.2 for Brazilian accent, 77.3 for Colombian accent, and 74.8 for Spanish accent indicated that the participants found English accent varieties from those countries easier to understand. Meanwhile, the overall means of 69.3, 62.3, and 59.6 (South African, Italian, and Indian accent varieties, respectively) indicated that participants found these accents not that easy to understand.

Table 5

Analysis of the most comprehensible accents for my students

Listening comprehension tests		
English accent variety	**Mean**	**SD**
Mexico	80.7	21.4
Brazilian	80.2	14.9
Colombian	77.3	14.6
Spanish	74.8	18.6
South A.	69.3	14.5
Italian	62.3	18.3
Indian	59.6	17.1
Total	72.0	8.5

RQ#3: What accent do my students prefer to imitate? And what accent is more comprehensible for my students?

Two categories that emerged from the interview data helped me answer these two questions. Data collected from the in-depth individual interviews and focus groups was treated as one set of data. I carried out a process of coding, organizing themes and categorizing and the following two categories emerged.

There is still a desire to imitate the American accent

This category that emerged from students' data describes their desire to speak in a certain way. This category showed that most students (nine out of fourteen in-depth interview and focus group participants) want or are trying to imitate an American accent. For example, in the in-depth interviews, students said this is the accent they want to imitate. Only one participant claimed she would like to imitate a British accent. However, in the focus groups, even though most participants (nine out of twelve) claimed the same about the American accent, three students stated they do not care about imitating an accent as long as they are intelligible enough. This is evident in the following opinion from one of the students:

Teacher, well! Personally, I don't like… imitating any accent. But it is fine no matter the way I sound, right? And I feel like it sounds more natural that way. So personally… right? It is my way of speaking.

Student 23, focus group 2

Yet, the prevailing tendency about the accent they try to imitate, as claimed in both the in-depth interviews, and focus groups, was to imitate an American accent. When the participants were asked to say if they try to imitate an accent when they speak English,

which accent they imitate and why, most claimed they try to imitate the American accent. Nonetheless, they also made it clear it may be because of the exposure they have already received.

> "…but I guess it comes out for me like that because it is the only one, I always listen to"
>
> Students 21, focus group 2

Most comprehensible accent for them

Students were asked to say which accent they thought was most comprehensible for them. This question was in the in-depth interviews and the focus groups. All participants in both in-depth and focus group interviews claimed the American accent was the easiest one for them to understand when listening to it through video or audio. Student 21 stated a commonality to which most students in the same focus group seemed to agree with.

> The truth is, of the movies that I have seen, most are, that is, if I put them in the original language, they are like from the United States and so on. Because the truth is... I mean, yes! But I like it more, like the neutral one. So, I think that's the kind of thing I understand the most, the one I'm most used to hearing.

As stated by all students in the interviews, the accents of people from the United States are the most comprehensible ones for them. Only two out of twelve focus group participants claimed they are also good at comprehending the accent of people from the United Kingdom. However, they were aware that those are the accents they have always been exposed to in their English learning process and on a regular basis. Exposure such as Hollywood movies or T.V. series, the American entertainment industry in general and the publishing houses that provide language centers in Colombia with American or British

textbooks. Students remarked they do better in listening exercises with American audios instead of other English varieties because that is the accent they are used to listening to. This is evident in this opinion from a participant in an in-depth interview.

"…it is different because I am not used to listening to the English accent from India"

Student 19, in-depth interview.

To sum up, the results of this investigation show that students accepted the accents from the outer and expanding circle countries they were exposed to in the teaching intervention (speakers from Japan, Brazil, Spain, Colombia, China, and India). However, that exposure was not enough to increase the familiarity towards all of those accents (only increased for the speakers from Colombia, Japan, Brazil and Spain). These results also reveal that the English accents of the people from Mexico, Brazil and Colombia were the most comprehensible and the English accents of the people from India and Italy were the least comprehensible, according to the listening test results. This investigation shows that students showed recognition and motivation to be exposed to those new accents, however, most of them still desire to imitate an American accent when speaking and claim it is the easiest for them to understand.

Discussion

This study's main goal was to analyze the effects of online video and audio to disrupt the concept of native-speakerism, as well as identify how this extent of disruption can affect listening comprehension in students from a Colombian high school. This investigation also aimed to determine what accent my students try to imitate and what accent is more comprehensible for them. The analysis of results showed students accepted the accents from the outer and expanding circle countries. However, the familiarity towards

some of those accents did not increase. The results of this investigation also showed that students changed their perceptions towards the concept of native-speakerism after a pedagogical intervention but, they still have preferences for the American accent as the one they want to imitate.

In the next paragraphs I will discuss the findings, relating them to each of my research questions: 1. To what extent can online video and audio disrupt the concept of native speakerism? 2. How can the disruption of native speakerism affect listening comprehension? 3. What accent do my students prefer to imitate? And 4. What accent is more comprehensible for my students? And I will also compare my findings with the work of research in the field, some of them mentioned in the theoretical framework of this paper.

The extent to which online video and audio can disrupt the concept of native-speakerism

Data gathered with a pre- and a post- intervention survey showed different results to answer this question. First, for a general analysis of the acceptability scale in the surveys, the means in the post-intervention survey were higher. This indicates that students rated the acceptability of other English accents (from Brazil, Spain, Italy, India, China, Colombia, Japan) higher in the post-intervention survey, suggesting that participants started to accept those accents. When item by item was analyzed on the same scale, results showed that six out of seven accents increased in acceptability, suggesting that with these six accents students changed their perceptions. For the acceptability of the English accents of the speakers from Japan, Brazil, Spain and Colombia, for instance, the means in the post-intervention survey were higher than in the pre-intervention survey, which indicates that after being exposed to them, most of my students started to recognize these accents and accept they exist and that they can be used for communication in English. These three

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accents were the top four most accepted accents after the intervention. For the acceptability of the English accents of the speakers from India and Italy, even though means were not very high in the post-intervention survey, it stills indicates students accepted them after the intervention. For the acceptability of the English accent of the speaker from China, there was no difference in means, suggesting my students did not accept it more nor dislike it less.

In line with previous studies, my results agree and differ with Kaur's (2014) and Ren et al.'s (2016) results. In their investigation, the authors also found varied findings that are worth of comparing. In Ren et al.'s (2016) results, for example, the authors found a big difference between their two group participants from mainland China and Taiwan. While the Chinese students consider the English as a Lingua Franca lexico-grammar and phonology features as less correct and acceptable, the Taiwanese students did not, indicating that English learning and teaching in China is native-speaker norm oriented. On the other hand, Kaur's (2014) explored the attitudes and beliefs regarding English as a Lingua Franca accents in relation to native speakers' (NS) accents. For doing this, the author used questionnaires adapted from Jenkins (2007) as well. The author's general findings showed "respondents perceived the NS accents as being better and described them in more positive categories than the non-native speakers' (NNS) accents". In my results, even though I did not focus on native accents, my students showed changes in perceptions and beliefs, especially seen in the acceptability scale of the survey, whose ranking increased in the post-intervention survey. On the other hand, if we focus on the NNS accents in Kaur's (2014) study, participants rated Spanish, English and Indian English as the most accepted ones, and they rated Asian English accents (Malaysian, Japanese and Chinese) as the least accepted. Similar to my results, my students rated the English accents

of the speakers from Japan, Brazil, Spain and Colombia as being the most acceptable, and

they rated as the least acceptable the English accent of the speaker from Italy.

Secondly, for a general analysis of the familiarity scale in the pre- and post-

intervention survey, the means in the post-intervention survey were higher in four out of the

seven accents presented. Students got more familiarized with the accents of the speakers

from Colombia, Japan, Brazil, and Spanish, suggesting that the exposure they got to those

accents was enough for them to become familiar with the accents. On the contrary, the

familiarity with English accents of the speakers from China and India decreased and with

the speaker from Italy remained the same (low). This indicates that even though my

students were exposed to English accents different from the inner-circle countries, their

familiarity with those three accents did not increase. Perhaps, it could have been because it

was the first time they were presented with those accents and the pedagogical intervention

did not last long enough to familiarize them. Although my intervention lasted two months,

each of the 8 weeks was designated to a specific accent, making it one week to focus on

one accent. Besides, an analysis of my data showed for a person to become familiar with a

specific accent, practice and exposure play a crucial role.

A similar conclusion was reached by Kaur (2014) and Huang and Hashim's (2020).

In Kaur's investigation, students also expressed they were more familiar with the American

and British accents, due to the way they have studied the language and the exposure

through the media. One of the author's general conclusions was "one reason for the more

favorable and positive attitudes towards NS English accents could be the deeply entrenched

attachment to NS English accents as most textbooks and materials in Malaysia are NS-

centric". The author also claims there is a need to turn to local norms in ELT in

Malaysia. In Huang and Hashim's (2020) investigation, on the other hand, the authors

claimed students are more familiar with those English accents because the teaching material, audio and videos and the teaching syllabi are all either British- or American based, supported by the varied entertainment programs and the media there exist.

The results in my investigation also showed students did not use pejorative words, did not use the term non-native, and used neutral adjectives to describe the accents in the post-intervention survey. This indicates they stopped seeing those accents as weird, non-native, or foreign, and started to see those accents as one more English accent, or just from someone trying to communicate in English. These results tie well with previous studies wherein Schreiber's (2019) found that in her online interchange project with students from a university in New York and Sri Lanka, Sri Lankan students also claimed about the students from the university of New York that some of their peers were American while others were from other countries like China or Japan, so it was a mixed of cultures. The Sri Lankan students expressed that some of their peers from New York are also using the language the way they do, so it was easier for them to communicate, especially when a mistake was made. They claimed the English of the students from the University of New York was familiar, easy and with the same pronunciation as they have in Sri Lanka. They (students from New York and Sri Lanka) did not use words with a negative connotation to describe their accents after the exchange project.

Finally, answers from the focus group interviews I conducted showed an interesting approach that completes my discussion above. Recognizing English varieties and a motivation to be more exposed to them were the two main categories that emerged from my results. My students recognize there are more English accents in the world different from American or British. They identify that people from India, Jamaica, or South Africa, also speak English as an official language. And they are now aware that there are many people

worldwide speaking English and successfully communicating with international audiences, regardless of their nationality or the accent they keep when having conversations in English. Adding to this recognition, my students expressed a desire to be more exposed to new and different accents from the ones they commonly hear. They have realized they will be citizens of the world one day and they will not only have international communication in English with people from the USA or the UK, but also from different countries. This means they will need to identify those accents to have a successful communication and improve their listening skills in general.

These results above from the interviews are concurrent with Schreiber's (2019) results. This author conducted a study in which her undergraduate students from Baruch College, City University of New York interchanged an online intercultural learning activity with MA TESL students from Sri Lanka. The author introduced World Englishes to her students and confronted the MA TESL students' linguistic and racial diversity in the United States. They were able to recognize the presence of dialects like African American, Vernacular English and "drawing on shared English as a second language status to gain confidence in communicating internationally" (p. 1115). When I discuss my two main categories that emerged from the interviews and focus group data (recognizing English varieties and a motivation to be more exposed to them) I can claim they are consistent with what has been found in previous studies. Schreiber's (2019) results showed two interesting categories that caught my attention, "A new experience" and "Recognizing diversity". The author explains "both groups of students tended to describe the project as introducing them to new and unexpected ways of using English" (p.1125), it was an eye-opener project and the author concluded that even "the Sri Lankan students regularly commented on the variety of Englishes they encountered among the New York students".

How disrupting native speakerism can affect listening comprehension

Overall, the results of my investigation showed that when students got exposed to the English accent of the speaker from Mexico, they achieved the highest score, followed by the Brazilian, and Colombian English accents. Meanwhile, the students scored the lowest when exposed to the English accent of the speaker from India, followed by the accent of the speaker from Italy.

My results stated that the English accents of the people from Mexico, Brazil and Colombia were the easiest for my students to understand. This suggests that the English accents of people that share a Romance Language and that probably sound with similar pronunciation features, make it easier for participants to comprehend and distinguish, plus the person´s accent selected and the fact that two of those speakers share the students' native language could have influenced as well. However, when comparing my results to those of previous studies, it must be pointed out that findings have shown otherwise. Adank et al. (2009), for example, found that "the processing delay associated with listening to an unfamiliar native accent is less prominent than the delay associated with listening to a non-native accent". This "delay" word the authors use in their results report is referred to the speed of language processing when listening to it. The authors also measured the number of errors students made in processing unfamiliar native accents in contrast to processing non-native accents. The results in their study showed that when listening to a non-native accent, "listeners may thus have to adapt more than when listening to an unfamiliar native accent" (p. 18), which indicates it is easier for students to comprehend native accents, even if they are unfamiliar.

On the other hand, the accents of the English speakers from India and Italy were the most difficult ones for my students to understand (also aligned with the low familiarity rate

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of accents from India and Italy). This suggests that my participants had hardly ever been exposed to these English accents and maybe the people selected did not have the best articulation, which made the listening tests challenging.

Overall, my results were broadly in line with the results of a study conducted by Major et al. (2002). The authors tried to answer whether listeners can perform significantly better or not on a listening test when the speaker shares their native language. However, they concluded the answer was "not a clear yes or no but, rather, sometimes" (p, 185). In the study the authors conducted, participants were from different countries and were exposed to different native and nonnative English accents, but there was not a clear pattern to answer this question.

Even though I did not replicate the previously reported study, my results suggest that there is not a clear pattern either. My students scored higher when listening to the accent of the person from Mexico, Brazil, and Colombia, which indicates that two of those speakers share my students' native language and the three of them are Romance languages. However, when I analyze data, I notice that the Italian speaker (who shares a common Romance language) was the second most difficult accent for my students to understand. So, I cannot fully support an existing pattern of sharing a common Romance language, but all I can claim is that the way the people selected for the test speak English and a lack of previous exposure could have influenced the results of the listening comprehension tests. So, I stick to the idea that it is actually the accents they have barely been exposed to and the way the speakers speak English, which makes it difficult for my students to comprehend. The English accents of the people from Colombia and Brazil, for example, got high scores in the familiarity scale and students also scored higher with these accents in the listening tests. On the contrary, the English accents of the people from Italy and India

got low scores in the familiarity scale and students scored lower comprehending these accents in the tests.

The favorite English accent to imitate, and the most comprehensible English accent

Results that emerged from the general analysis of data showed that students experienced a positive impact and a change in perceptions during and after the pedagogical intervention. They were able to recognize the existence of other English accent varieties and the importance of being exposed to those varieties. However, they restated that they would like to imitate an American accent. They claimed they like the way American people sound when they speak. This finding is directly in line and comparable to Huang and Hashim's (2020) results. Using a large-scale online questionnaire, the authors investigated how different English accents were perceived by university students in China. The 574 responses the authors got showed that 87.8% of the participants think that British and American accents are the ones they felt most familiar with and 96% said they prefer those accent models. When the participants in the questionnaire were asked what kind of English accent they would like to aspire to, unsurprisingly 92.7% aspire to attain British or American English accents in particular. Even though my study focus was not on getting to know what accents my students try to imitate when speaking, this was a secondary question I tried to answer to be able to explore whether or not preferences towards an accent was aligned with familiarity and acceptability of it.

On the other hand, participants in my study also stated that the American accent is the most comprehensible for them, they claim they notice this in their regular listening performance. Yet, they indicated that it must be because that is the accent they have always been exposed to during their English courses in and outside the school and through the

media such as movies, music, tv series and tv programs. Huang and Hashim (2020) also inferred from their participants' comments that "what is decisive in determining the intelligibility of English accent(s) include long-term exposure to and familiarity with certain English accents".

Results of my investigations suggest, if English learners have more exposure to different accents in their English courses, they will increase their understanding and comprehension of them. This idea is also consistent with what has been discussed in previous studies, such as in Honna and Takeshita (2014). In their investigation the authors claimed that for a long time in public schools "Japanese students are taught American English and are expected to become speakers of American English" (p. 69). This is very similar to the Colombian context, in which textbooks, audio tracks and English courses in general are American or British accent-based. However, Honna and Takeshita also claimed this reality has been changing lately in Japan with a Japanese English Speaker Model, in which "students are expected to become speakers of a Japanese variety of English". This, if applied to a Colombian context, could provide more exposure of accents different from the inner circle countries and thus, more opportunities to facilitate the comprehensibility of other English accents and communication in international contexts.

In conclusion, I argue that after the intervention described in this study, students reevaluated their preconceptions about who can be a native English speaker. They also had the chance to consider whether accents from the inner-circle countries should be the only ones people should be exposed to and try to imitate, but since the American is the accent they have mostly been exposed to, they prefer it when listening and speaking.

Conclusions

This study's main goal was to analyze the effects of online video and audio to disrupt the concept of native-speakerism, as well as identify how this disruption can affect listening comprehension in students from a Colombian high school. This investigation tried to answer the following research questions: 1. To what extent can online video and audio disrupt the concept of native speakerism? 2. How can the extent of disruption of native speakerism affect listening comprehension? 3. What accent do my students prefer to imitate? and 4. What accent is more comprehensible for my students? The analysis of data led to different conclusions.

This paper concludes by arguing that my students disrupted the concept of native speakerism to a moderate extent thanks to videos and audios used in a technology-mediated pedagogical intervention. They now consider the English accents of speakers from Japan, Brazil, Spain, Colombia, China, and India as acceptable. These accents were presented to them in the pedagogical intervention. Nevertheless, my students got more familiarized with only four out of the seven accents presented in the pedagogical intervention (Colombia, Japan, Brazil, and Spain), which suggests previous exposure can have an influence. In addition, these findings provide information about the way my students perceive the presented accents. Participants stopped using pejorative words to describe those accents presented in the intervention and now they describe them as one more English accent from someone trying to communicate in English. They also started to recognize the existence of other English varieties different from the inner circle countries and expressed a motivation they must be presented with those different varieties so that they will successfully communicate internationally and improve their listening skills as well.

However, it is difficult to arrive at any conclusions regarding the listening comprehension ability towards the English accents of the outer and expanding circle countries. Results from the listening tests did not show a clear pattern to claim that speakers who share my students' first language (Spanish) or a Romance language could have influenced the ability to comprehend them. In general, my students easily understood the accents of the English speakers from Mexico, Brazil, and Colombia, and understood with difficulty the accents of the speakers from India and Italy. But broadly interpreted, my findings indicate that it could actually be the previous exposure they have already had to those accents, which may have facilitated or not the comprehension of the same.

The last conclusion indicates that, as consistent with previous studies, my students still prefer the American accent as they want to imitate. They stated that is the accent they have always been exposed to, which makes it easier for them to try to imitate it and to comprehend it when listening to it. They now recognize the existence of other varieties and they showed motivation to be exposed to those varieties, yet they will continue trying to imitate an American accent as they think it would be easier due to the exposure they have had and they will continue having in textbooks, classroom material and the media.

Overall, my pedagogical intervention is seen to have met its objectives following guidelines laid out with the research questions. The results of this study had suggested changes in my students' perspectives, beliefs and assumptions toward different English accents and listening comprehension abilities. However, students concluded they still wanted to imitate an American accent when speaking.

Limitations

A pedagogical intervention needs time enough for its teaching objective to be achieved, to collect all the data necessary and analyze it to identify different factors and

variations in it. As the pedagogical intervention in this study lasted two months, time was thus the main constraint. The results, especially towards the familiarity of the accents presented in the intervention could have been more positive and conclusive if I would have had the possibility to carry out more intervention lessons to expose my students to those English varieties as well as more accents from other outer and expanding circle countries. This time limitation also includes another constraint related to the instruments to collect data. If more time had been provided, I could have included instruments such as the use of students' own voice recordings to present to their classmates, the use of more interactive tools to use in the intervention and access to more videos or audios in which people use English in international communication.

Another big constraint was the fact that the participants in this investigation did not include eleventh graders. As the topic in the pedagogical intervention required some mature ways of thinking, eleventh graders could have provided valuable data. However, they were not allowed to participate in this study due to time constraints since they were getting ready for the national graduating test (SABER 11). The fact of having a bigger sample could have made my results more conclusive.

Finally, this study could have reached further findings if the speaking skill had also been exploited. As mentioned in the introduction, I noticed my students lack communication skills (speaking and listening) in English. However, due to the short amount of time given by the schools' directors to carry out this investigation, it would have been difficult to analyze how this pedagogical intervention could have affected the speaking skill.

Implications

Besides engaging students to express themselves accepting their own accent when speaking English, this study also suggests some implications for listening performance. The more students accept accents from the outer and expanding circle countries and the more familiarized they are with them, the better they perform in listening tests that portrait those accents. This makes sense since people understand better what they have already been taught.

Another implication is related to the need we have in our country to create a Colombian-based, Latin American-based, or outer and expanding circle country-based material that disrupt the concept of native speakerism. By having these kinds of materials, students can have the possibility to be exposed to all English varieties, including the ones from the inner circle countries. That way they could find out about other accents and get used to them, thus ending in a wide variety of accents for them not only to choose and imitate but to comprehend them when they ever get exposed to them. A Colombian-speaker model, for example, would be a suitable and interesting approach to teach the language in our country, where students are presented with Colombian English speakers and are expected to use the language for international communication.

A final implication is related to the multiples ways we have, to expose our students to those English varieties mentioned. When face-to-face interaction and exposure is not possible, technology-mediated activities offer us, teachers, a wide range of methods and tasks to use in the onside or online classroom. Just by clicking and playing an audio or video or connecting with foreign speakers, we could be able to expose our students to all the different English varieties we have around the world. Virtual exchanges with speakers from China, Brazil, or Jamaica, for instance, or collaborative online language learning

websites could be used as methodologies to foster international communication and develop intercultural abilities.

Ideas for Further Research

Planning a study to answer the question that this investigation did not answer, seems to be the next step in Colombian future research. The idea would be to permit a deeper and long exploration of the assumption that sharing a first language, or a Romance language influences the way one understands people when speaking English. The analysis suggested that there was not a clear pattern to answer this question, but many other factors could have had an influence as well. It will be relevant to study in depth and with enough time of exposure, how this listening performance can be affected by the fact that the English speakers share a commonality.

Likewise, studying the reasons why participants still have the preference towards the American accent after the pedagogical intervention would raise more conclusive findings regarding the disruption of native speakerism. Even though students raised awareness of other English varieties and claimed they want to have more exposure to those accents, they still concluded they would continue trying to imitate an American accent since it was easier for them to understand, and it is the accent they have always been exposed to.

Finally, studying the ways in which a Colombian-speaker model to teach English could be developed and implemented, would provide valuable insights for our educational system. The possibility of developing a Colombian variety of English with materials, textbooks, tests, etc., that aim at international communication could be an interesting and important approach to implement.

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Appendix A

Consent form for parents

Consentimiento informado del padre de familia o acudiente legal para permitir la participación de sus hijos en un estudio sobre los efectos de la exposición al audio y video en la habilidad de escucha del idioma inglés en el Colegio de la Santísima Trinidad

Bucaramanga, marzo de 2021

Apreciado padre de familia,

Mi nombre es Fabio Hernán Talero Sepúlveda, profesor de inglés en el colegio desde hace 3 años, a cargo de los grados sexto, noveno, decimo y undécimo y actualmente estudiante de maestría. Por medio de la presente deseo hacerles saber que en el Colegio de la santísima Trinidad realizaré un estudio de investigación y la participación de los estudiantes seria de mucha utilidad tanto para mi como investigador, como para ellos como participantes.

Con la autorización del Colegio de la Santísima Trinidad, quisiera hacer la invitación a los padres de familia o representantes legales de los estudiantes a permitir la participación de su hijo(a) en el estudio.
Le estaré muy agradecido si usted en calidad de padre de familia o representante legal decide dar su aval para que el estudiante participe en esta investigación, de ser así, es importante que lea cuidadosamente este formulario y autorice la participación.

Objetivo del estudio: El propósito de este estudio es examinar los efectos que tendría a la habilidad de escucha de los estudiantes, la exposición a videos y audios donde hablantes no nativos utilizan el inglés.

Preguntas de investigación: ¿Hasta qué punto el video y audio en línea pueden desarmar el concepto del hablante nativo?, ¿cómo puede afectar el desarme del hablante nativo a la comprensión auditiva? Además de eso, también intentaré responder las siguientes preguntas secundarias: ¿Qué acento prefieren escuchar o alcanzar mis estudiantes? y ¿qué acento es más comprensible para mis estudiantes?

Procedimientos por seguir: presentar a los estudiantes que hayan decidido participar de los grados noveno, decimo y undécimo del colegio una encuesta para conocer sus experiencias personales y preferencias respecto a los acentos. Acto seguido, aplicar una intervención pedagógica donde se expondrá a los estudiantes a otros acentos del inglés distintos al nativo. Al mismo tiempo se recolectarán datos y estadísticas de cómo les va a los estudiantes en ejercicios de escucha. Finalmente, los estudiantes participaran en una entrevista individual y grupal y contestaran una encuesta final.

El rol de los participantes en este estudio será el tradicional rol de estudiante. Ellos estarán atentos a las intervenciones pedagógicas y realizarán las actividades asignadas para la misma intervención. También, los participantes responderán dos encuetas y participarán en entrevistas individuales y grupales para así poder recolectar datos.

Nota: este estudio no implicará trabajo o tareas extra para los estudiantes, los momentos para la aplicación serán algunos espacios de la clase de inglés durante la semana. Los estudiantes no deberán reunirse ni conectarse a una hora extracurricular.

Tiempo y duración del estudio: 2 meses

Beneficios del estudio: en este estudio no se recibirá beneficios económicos o de cualquiera otra índole para el colegio. Sin embargo, se espera contribuir en el proceso de aprendizaje del inglés de los estudiantes. Específicamente, se espera mejorar la habilidad de escucha.

Declaración de confidencialidad:

Entiendo que la participación en este proyecto es voluntaria y entiendo que mi hijo o hija puede retirarse de este estudio en cualquier momento notificando al investigador.

La participación en este proyecto y más específicamente en la entrevista es completamente voluntaria y el o la estudiante tiene la libertad de retirarse de la misma si lo considera necesario. La participación en la investigación no afectará su estatus como estudiantes en la institución y no implicará ningún riesgo personal o efectos académicos. Sólo el investigador y el profesor supervisor tendrán acceso a los datos recolectados de los estudiantes y a la información que se pueda asociar con sus identidades, sin embargo, cada estudiante recibirá un seudónimo. Para las entrevistas, solo se grabará la voz del estudiante y no el rostro.

Si lo desea, puede tener una copia de los resultados de la investigación cuando el estudio concluya.

AUTORIZACIÓN: marcar (SI AUTORIZO) en la siguiente casilla indica que ha leído la información arriba consignada, ha entendido la naturaleza de este estudio, está de acuerdo en que su hijo(a) participe en el y acepta las condiciones.

Nombre del acudiente legal: _____ Nombre del estudiante: _____ Fecha: _____

| SI AUTORIZO |
| NO AUTORIZO |

En caso de tener alguna pregunta puede dirigirse a la siguiente persona:
Fabio Hernán Talero Sepúlveda
Profesor del área de inglés y estudiante investigador

Maestría en Enseñanza y Aprendizaje de Lenguas Extranjeras
Escuela de Idiomas
Universidad de Antioquia
Correo electrónico: fabio.talero@colsantisimatrinidad.edu.co Mensajería de la plataforma
de Phidias

Atentamente,

Fabio Hernán Talero Sepúlveda

Appendix B

Pre- and post- intervention surveys.

Generally, the aim of these surveys is to examine how non-native speakers (NNS) of English view NNS accents in relation to NS accents. Specifically, they will explore the attitudes and beliefs regarding ELF accents in relation to NS accents.

Sección 1. **Encuesta sobre mi preferencia por los acentos del idioma inglés.**
A continuación encontrarás una seria de preguntas abiertas y otras donde se te pide seleccionar una casilla. Por favor lee cuidadosamente y responde cada pregunta y selecciona la opción en cada casilla de acuerdo a tu preferencia.
El tiempo estimado para completar este cuestionario es de 20 minutos.

1. Por favor escribe el número de estudiante que te fue asignado.
2. ¿Cuál es tu edad?
3. ¿Estas aprendiendo otros idiomas?
4. ¿Ves películas, series o TV en el idioma inglés?
5. ¿Por cuánto tiempo has estudiado inglés?
6. ¿Del 1 al 5 que tan importante es el inglés para ti?

Sección 2. **Escucha los siguientes acentos...**

A continuación, escucharás 10 audios diferentes con diferentes acentos en inglés, por favor describe cada acento utilizando no más de 3 palabras. Puedes utilizar cualquier palabra que se te ocurra.
Por ejemplo, fácil, rápido, apropiado, etc.

1. Por favor describe el acento de la persona 1.

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

2. Por favor describe el acento de la persona 2.

https://www.youtube.com/watch?v=DmQf0yy_Uw0

3. Por favor describe el acento de la persona 3.

https://www.youtube.com/watch?v=qP_K8UJP3NM

4. Por favor describe el acento de la persona 4.

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

5. Por favor describe el acento de la persona 5.

https://www.youtube.com/watch?v=xr-AGLWaIaA

6. Por favor describe el acento de la persona 6.

https://www.youtube.com/watch?v=z7MIyQS9p5E

7. Por favor describe el acento de la persona 7.

https://www.youtube.com/watch?v=_f9UPpSCTdE

8. Por favor describe el acento de la persona 8.

https://www.youtube.com/watch?v=t2A_WsCVZ-4

9. Por favor describe el acento de la persona 9.

https://www.youtube.com/watch?v=uqqg2jFNsic

10. Por favor describe el acento de la persona 10.

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

Sección 3. Califica los acentos.

Ahora, por favor califica los acentos que acabaste de escuchar. Para ello utiliza la escala donde calificarás en términos de aceptabilidad y familiaridad.

Aceptabilidad por el acento de la persona 1 *

	1	2	3	4	5	
Nada aceptable	○	○	○	○	○	Muy aceptable

Aceptabilidad por el acento de la persona 2 *

	1	2	3	4	5	
Nada aceptable	○	○	○	○	○	Muy aceptable

Aceptabilidad por el acento de la persona 3 *

	1	2	3	4	5	
Nada aceptable	○	○	○	○	○	Muy aceptable

Aceptabilidad por el acento de la persona 4 *

	1	2	3	4	5	
Nada aceptable	○	○	○	○	○	Muy aceptable

Aceptabilidad por el acento de la persona 5 *

	1	2	3	4	5	
Nada aceptable	○	○	○	○	○	Muy aceptable

Aceptabilidad por el acento de la persona 6 *

	1	2	3	4	5	
Nada aceptable	○	○	○	○	○	Muy aceptable

Aceptabilidad por el acento de la persona 7 *

	1	2	3	4	5	
Nada aceptable	○	○	○	○	○	Muy aceptable

Aceptabilidad por el acento de la persona 8 *

	1	2	3	4	5	
Nada aceptable	○	○	○	○	○	Muy aceptable

Aceptabilidad por el acento de la persona 9 *

	1	2	3	4	5	
Nada aceptable	○	○	○	○	○	Muy aceptable

Aceptabilidad por el acento de la persona 10 *

	1	2	3	4	5	
Nada aceptable	○	○	○	○	○	Muy aceptable

Familiaridad con el acento de la persona 1

	1	2	3	4	5	
Nada familiar	○	○	○	○	○	Muy familiar

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Familiaridad con el acento de la persona 2

	1	2	3	4	5	
Nada familiar	○	○	○	○	○	Muy familiar

Familiaridad con el acento de la persona 3

	1	2	3	4	5	
Nada familiar	○	○	○	○	○	Muy familiar

Familiaridad con el acento de la persona 4

	1	2	3	4	5	
Nada familiar	○	○	○	○	○	Muy familiar

Familiaridad con el acento de la persona 5

	1	2	3	4	5	
Nada familiar	◯	◯	◯	◯	◯	Muy familiar

Familiaridad con el acento de la persona 6

	1	2	3	4	5	
Nada familiar	◯	◯	◯	◯	◯	Muy familiar

Familiaridad con el acento de la persona 7

	1	2	3	4	5	
Nada familiar	◯	◯	◯	◯	◯	Muy familiar

Familiaridad con el acento de la persona 8

	1	2	3	4	5	
Nada familiar	○	○	○	○	○	Muy familiar

Familiaridad con el acento de la persona 9

	1	2	3	4	5	
Nada familiar	○	○	○	○	○	Muy familiar

Familiaridad con el acento de la persona 10

	1	2	3	4	5	
Nada familiar	○	○	○	○	○	Muy familiar

Sección 4. Clasifica los acentos.

A continuación, por favor clasifica los mejores acentos en ingles basado en tu propia percepción. Ten en cuenta que 1 significa el mejor acento y 10 el peor acento para ti.

Acento de la persona ... *

	1	2	3	4	5	6	7	8	9	10
P. 1	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
P. 2	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
P. 3	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
P. 4	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
P. 5	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
P. 6	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
P. 7	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
P. 8	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
P. 9	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
P. 10	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐