

# Role Model for Non-Native Speakers' English Pronunciation: 'An Investigation into the Attitude of Adult Learners in Bangladesh'

By

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A thesis submitted to the Department of Brac Institute of Languages in partial fulfillment of the requirements for the degree of  
Master of Arts in TESOL

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## **Declaration**

It is hereby declared that

1. The thesis submitted is my own original work while completing the degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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## Approval

The thesis/project titled “Role Model for Non-Native Speakers’ English Pronunciation: ‘An Investigation into the Attitude of Adult Learners in Bangladesh’ ” submitted by

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## **Ethics Statement**

I hereby declare that this thesis is an original piece of work and acknowledgements have been made appropriately wherever needed.

## **Abstract/ Executive Summary**

The steep growth of learning English for communicative purposes all over Asia, in the primary and secondary level, has given rise to expectations from adults to be able to have a general fluency and correct pronunciation while speaking in English after they finish university or when they look for jobs. There is a lack of knowledge about English proficiency, among the L2 speakers who could become an 'ideal' for these learners. On the other hand, with access to the global culture online sources, the adult non-native speakers easily can make their own 'role model', beyond the stereotype, whom they want to imitate, in terms of speaking English.

After an extensive literature review, it has been noticed that there havenot been adequate investigations done on the attitudes the adult speakers of Dhaka city have toward, or what quality they expect from a role-model.

This research will focus on the general attitudes of the adult non-native English speakers of Dhaka city towards having a role model, possible factors and the impact on their social status, communication, and occupation. The findings of this research will also give further insights into the depth of the problem and also be beneficial for future researchers to come up with solutions.

**Keywords:** ideal; pronunciation; role model; adult non-native speakers; social status; communication

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## List of Acronyms

<b>ESL</b>	: English as a Second Language
<b>ELF</b>	: English as a Lingua Franca
<b>ELT</b>	: English Language Teaching
<b>TESOL</b>	: Teaching English to Speakers of Other Language
<b>NS</b>	: Native Speaker
<b>NNS</b>	: Non-native Speaker
<b>L1</b>	: First language/ Mother tongue
<b>L2</b>	: Second language/ Foreign language
<b>SSC</b>	: Secondary School Certificate
<b>HSC</b>	: HigherSecondaryCertificate
<b>MMR</b>	: Mixed Method Research
<b>LTA</b>	: Language Testing and Assessment
<b>FGD</b>	: Focused Group Discussion

# Chapter one: Introduction

## 1.1 Introduction

The booming rise in learning English for communicative purposes all over the world has made Bangladeshi speakers emphasize on the English language from the primary level of their education. The ever-increasing demand for English as a 'lingua franca' shaped up how English as a medium of instruction was traditionally viewed earlier. The term 'English as a Lingua Franca'(ELF) refers to the function of English when it is used for communication between speakers who speak the same or different first languages and choose English for a particular reason (Salakhyan, 2015). With the growth of learning English in the primary and secondary level, it is always expected from them to be able to have a general fluency in English.

A study by Creese, Blackledge, and Takhi (2014) suggests that in English as a foreign language teaching market, the authority, legitimacy, authenticity, and marketability of the native speaker teacher stand in contrast to the nonnative speaker teacher, whose credentials against these native speaker teacher benchmarks are often viewed as quasi and inauthentic. If we create an analogy with above, it can be noticed that in Bangladesh, that is also an 'English as a Second Language' (ESL) market, there is a similar reflection. There are speakers with different degree of exposure to authentic and proficient English for a long duration ultimately leads them to having different levels of intelligibility and proficient communication.

These variations, theoretically, should have been seen as a mode of glorifying the underpinned principles of ELF. Along with global intelligibility and variety in pronunciations, according to Seidlhofer (2002), learners should abandon 'unrealistic notions of achieving "perfect" communication through "native-like" proficiency' and instead receive ELF instruction as a basis

for learning, which they can later fine-tune to native or non-native varieties if required (Seidlhofer, 2007, p.147). Au contraire, the real-time expectation is far from what linguists ideally theorise. In an ESL society like Bangladesh, the notion of native speakers (NSs) or native-like speakers holds a *higher status* than non-native speakers (NNSs) speaking in English with some ‘Second Language (L2)’ accents but making effective communication. Here the NS thrives as a model, a norm, and an epitome of standardization, better opportunities in career and peaking social appreciation. All these factors above, gradually have given rise to the notion of having a ‘role model’. For those who possess attributes that can offset their linguistic weaknesses, speaking like an NS can easily become a goal that may take forever to accomplish. Yet the assumption remains intact that NS and native-like speakers are superior to NNSs due to their superior linguistic proficiency, and it also aides the former to enjoy a higher sense of accomplishment and exude their confidence publicly.

Given that pronunciation is an indispensable aspect of communicating in speech, it is worth understanding the views of nonnative speakers about how they would like to sound when they speak English (Sung, 2013). According to Groom (2012), in the European context where English is L2, the NNS students display very negative attitudes towards ‘non-native varieties’. It is something still vague whether ELF is a part of the desired language identity of the users – NNSs who are using English in their work, home and social lives to communicate with speakers from other ‘First Language (L1)’ or L2 backgrounds in Europe. It shows how widespread the importance of ‘accent’ and ‘sounding native’ is. Yet, something is strikingly clear, just like the European context, in Bangladesh too, having British or American like pronunciation predominantly is always sought after by the ‘drivers of the urban society’.



## **1.2 Background and Context of the Study**

The issue of English language teaching in the Bangladeshi context has been of great national importance since the beginning of ‘globalisation’ and from the time English has become the ‘Lingua Franca’ of the world. The increasing demand for English as a subject has been included in the curriculum for twelve years, but the quality of learning and assessment in the board exams (SSC and HSC) are not on par. Students perform poorly in English with a high failure rate (Habib & Chakraborty, 2014). By the time, they grow up to be adults. Starting from their tertiary education to their profession, competition is steep and only the best performers can excel. One of the key areas is proficient verbal communication in English. At this stage, the majority of the people lack this skill and fall behind in their career. They tend to attend different courses and seminars with hope to become fluent speakers of English in the shortest possible duration. Despite all these efforts, majority of the students fail to communicate in English effectively (Sultana, 2014).

On the other hand, these people via innumerable satellite channels and online sources, have access to various cultural, political, scientific, etc. programmes recorded and live audio and video resources. These enable the viewers to develop their perception and attitudes towards the English language. They can watch the native speakers having verbal conversation. Gradually, in a person’s mind, one individual of his choice can become his ‘role model’. The person gradually wants to speak like his role model. This could be one of the sources. Some other general sources of role model can be a highlighted or a famous figure of the local society, a global persona, etc. The role model’s stupendous fame and lifestyle create such impact on Bangladeshi people that they consider fluency in English to be one of the vital factors in career and social status. In the

society itself, now a person is appreciated largely if he can speak English with an ‘accent’. Regardless of his academic or other vital achievements, the individual tends to have a positive impression.

However, the same class of people do not have enough depth of knowledge and exposure in English to really comprehend the actual proficiency in communication. Their mode of reliability and measurability is purely based on their perception and also by the multimedia of sources that makes an impact on their minds and creates bias. Due to inadequate knowledge and understanding about the English language in general, they end up choosing role-models, which are at times, not even appropriate according to their motive. Yet the massive social acceptance and appreciation about these ‘role-models’ become the choice.

In the European context, Jenkins (2007) conducted a large-scale variety and accent attitude study that revealed that respondents, most of whom were teachers of English, preferred American and British English valuing the ‘intelligibility’ and ‘correctness’ of these varieties (Jenkins, 2007). Just like the European context where there are lots of non-English speaking countries, similar opinion and impression can be noticed in the Bangladeshi context. Since not a lot of research has been conducted on this topic in Bangladesh, especially among the adults, the actual statistics are uncertain.

This paper considers – i) the attitudes of Bengali speakers towards English in the intra-cultural settings within Bangladesh, ii) benchmarks on fluency in spoken English and its impacts, iii) the perception of native and non-native English accents, iv) notions about social impacts and effects of having a native and non-native accent in English.

This paper also aims to contribute to existing research on language and accent attitudes in the South-Asian context, particularly to the linguistic perspective of Bangladesh's, by presenting a study on only the local young adult age group.

### **1.3 Objectives and Purposes of the Study**

The present study focuses on the attitudes among the non-native adult speakers in Bangladesh on a role model for English proficiency. The purpose of doing this research is to better understand, what the possible reasons are to have a role model in Bangladesh, the speakers' attitude about the concept, and how it impacts on the English pronunciation and in the long run, on the social communication, their social status and acceptance and also their occupation. Another objective is to evaluate their expectations from a role model, in terms of English verbal proficiency, personal qualities and the extent of measurable knowledge in the English language among these Bangladeshi speakers, and finally to judge the ability of the role model.

### **1.4 Research Questions of the Study**

The following research questions were investigated to fulfill the objectives of the study:

1. General Research Question:

For adult learners in Bangladesh, what are the general attitudes towards a role model for English pronunciation?

Specific Research Questions:

2. What are the reasons for speakers to consider having a role model for pronunciation?
3. What qualities do role models possess?

4. How can having a role model affect a speakers' ability to speak in correct English pronunciation?

## **1.5 Significance and Scope of the Study**

With the natural human attribute to communicate with each other, one can never be the same as others. It might as well sound cacophonous if people from different regions and with different social factors are asked together to express one message in their own languages. Here the primitive nature for dominance and social, racial, political and hierarchical supremacy plays a vital role in deciding one language's acceptability. If the language is further dissected, verbal communication is more frequently exchanged, thus pronunciation and 'accent (more frequently referred to)' establish an individual's acceptance and perception in the society.

According to Milroy and Milroy (1992), language variation in large and linguistically heterogeneous smaller communities and cities has been revealed not as chaotic but as socially regular. Besides, Labov and others have shown how investigating this socially patterned variation can illuminate mechanisms of linguistic change. Milroy and Milroy (1992) stated that the individuals reject social network at the interpretative phase of their work and use explanations that fall back on a rather vague notion of "prestige", which is related ultimately to a primarily consensual concept of social class. This 'prestige' comes from the 'perception' and 'impression' developed by the peers of an individual's in-group.

Individuals whose speech varies either live in different locations from one another or possess different age-groups, sexes, socioeconomic groups, or social networks from one to another (Dorian, 1994). These variations lead to the formation of ‘impression’ which can be either negative or positive, based on the vague idea of ‘perception’. Gradually in a broader spectrum, it develops to ‘attitude’ towards a certain kind of pronunciation of a language, which mostly favours the dominant social class. In recent accounts of social psychology, attitude is defined as ‘a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour’ (Eagly & Chaiken, 2005). English nowadays plays an important role in the political, diplomatic, commercial, economic and cultural activities on the global stage (Graddol, 1997, 2006; Jenkins, 2000; Warschauer, 2000; Crystal, 2003). For decades, linguists have concluded that ‘intelligibility’ is more important than having ‘native-like pronunciation’, in reality, however, perception among general speakers, especially NNSs, seems to be the opposite.

During a workshop on English pronunciation, as part of a research in Hong Kong, fifteen undergraduate students were asked how they would like to sound. According to Sung (2013), the majority of them regarded ‘sounding more native-like’ as a desirable outcome of their pronunciation. The paradox is although these NNS are more inclined towards ‘sounding native’, more than often they misidentify between native and non-native pronunciations. Research from Scales, Wennerstrom, Richard, and Wu (2006) points out evidence of accent stereotyping and of an idealization of native speech although not all could actually identify native speech when listening to speech samples.

From these researches, it can be theorised that inclination towards certain specific kinds of pronunciations and underlying perceptions on accent develops from extensive desire and motivation among speakers. This motivation may be tied to the speakers’ perceptions about the

world, their inner and outer circle of peers and society, their social status and background, etc. However, learners themselves may not be able to articulate the differences between not having an accent and being easily understood (Ballard & Winke, 2017). Ballard and Winke (2017) also mentioned that “the native accent was the obvious choice to strive for without being able to give concrete reasons why” (Ballard & Winke, 2017, p. 122). Thus, it can be concluded that when these NNSs will learn speaking English as their L2, they would always look for ‘idols’ or ‘role-model’, like whom they would speak. What is striking is that since the speakers are not certain as to why specifically native-like pronunciation is preferred and also the speakers are not able to always correctly identify the differences between pronunciations, they often also do not know who should their ‘role-models’ be and also what qualities they should possess.

The social and educational context of Bangladesh is innumerable different in many aspects from the Western context. Bangladesh is monolingual with multiple facets of social class, status, and background. Monoglossism in a monocultural society already limits the people to be exposed to other languages and its cultures, although globalisation can somewhat help to reduce that. These are quite important to keep into while understanding the underpinning factors about the local speakers’ attitudes and perception about native and non-native pronunciation. The prevailing inequalities and differences also play a key role in influencing these attitudes. Since EFL has become a mandatory medium of communication globally, so to keep its pace, the citizens of Bangladesh begin to learn English from primary level that continues till their tertiary level. Even after learning ESL for over a decade, the local adult NNSs struggle to speak fluently. Perhaps, they did not have the right ‘idol’ to follow and learn from. Hence, the vacuum rises- what the NNSs think of native and non-native pronunciations and the role of accents, their expectations from their ‘role-model’, the attributes

they will possess, from both linguistically and personality and finally, the extent to which these Bengali NNSs understand the difference between the native and non-native pronunciations.

Although a few Bangladeshi researchers evaluated the role of English as L2 in Bangladesh (e.g. Sultana, 2014), they mostly focused on motivational orientation, the necessity of L2 as the medium of instructions, etc. There has not been any systematic as well as academic study published to date that has been conducted in Bangladesh context on the issues of attitudes and perception of an English speaking 'role-model'. Therefore, the current study will become a timely endeavor that sets out to fill in this gap.

Such research on the attitudes about role-model is important because it helps linguists gain insight on how Bengali adult NNSs perceive their idols to be, their expectations and results, and how it will impact these individuals in their social context in terms of their status and acceptability to their peers. Knowing about their notions about what they expect from their role-models will also help the sectors where English is used as a mode of communication to be aware of what the NNSs are looking for. This will aid the L2 researchers, educators, multimedia communicators to update and standardize themselves according to the needs of Bangladeshi societal demands and benefit the dwellers of Bangladesh with more effective and dependable 'role-models' in the future. Gradually developing or giving access to these 'role-models' will also help the NNSs thrive and communicate efficiently with higher self-esteem in their own milieu.

## **1.6 Theoretical Foundation**

With English emerging as an international language or ELF, one of the facets in the world of TESOL and ELT is deciding which varieties of English should serve as instructional models for

pronunciation (Scales et al., 2006). As Lewis (2005) points out, two contradictory principles have traditionally informed pronunciation teaching: the native-ness principle, whereby learners model a standard dialect from the United Kingdom or North America, and the intelligibility principle, whereby learners seek to be understood despite speech being (heavily) accented.

“Accent can be viewed from two broad theoretical perspectives: as various types of speech patterning that all individuals possess when speaking a language (hence, all language is accented); or on a societal level, as non-standard speech patterns spoken by individuals who are not native to the targeted language area, be they foreigners (possessing a foreign accent influenced by a different L1), or from a different geographical region (with the same L1, but possessing a regional accent)” (Ballard & Winke, 2017, p. 124).

While native-speaker pronunciation has traditionally been considered as a suitable model for non-native speakers as pointed by Sung (2013), some scholars argue that it is unnecessary for non-native speakers to sound like native speakers of English or to conform to native-speaker norms of pronunciation in order to be seen as competent speakers of English (see e.g. Jenkins, 2000, 2007; McKay, 2002; Kirkpatrick, 2007). A growing number of studies have also suggested that many learners themselves prefer to model native speakers (Bayard, Gallois, Ray, Weatherall, & Sullivan, 2002; Chiba, Matsuura, & Yamamoto, 1995; Dalton-Puffer, Kaltenboeck, & Smit, 1997; Timmis, 2002). Given that pronunciation is an indispensable aspect of communicating in speech, it is worth understanding the views of nonnative speakers about how they would like to sound when they speak English (Sung, 2013).

According to Groom (2012), surveys on background information about first language(s) and other languages spoken, whether English is usually spoken with NSs, NNSs or a mixture of the two, and frequency of English use in the home, work/education and social contexts, are considered.



European NNSs of English were encouraged to complete the survey online. Between 18 October and 8 November 2010, a total of 127 valid responses were collected (Groom, 2012).

Research from Scales et al. (2006) shows that to assess the learners' opinions about accents, they recorded a short lecture read by four speakers with different accents of English and asked participants to fill out a survey in reaction to each of the four versions.

Two were native speakers, one of British English and the other of American English (Scales et al., 2006). The other two were nonnative speakers from expanding-circle (Scales et al., 2006). Scales et al. (2006) suggest to prepare the tape recordings, each of the four speakers read the same short lecture, taken from an intermediate ESOL textbook. This was chosen because it was thought to be simple but relatively obscure and thus equally unfamiliar to all learners. The reason for the listening tasks according to Scales et al. (2006) is to see what sorts of factors might be influencing these listeners' perceptions and attitudes about these speakers and whether any patterns of alignment among their various responses would emerge. Participants then chose which speaker was easier to understand, which speaker they would prefer to speak like, and whether they believed Speaker A and Speaker B were NS or NNS (Groom, 2012).

## **1.7 Rationales for the Focus in the Study**

A few factors have been taken into account behind this study. To begin with, there have been many researches done where it is broadly suggested that having a native accent is not mandatory. In addition, while native-speaker pronunciation has traditionally been considered as a suitable model for non-native speakers, recently several prominent scholars (e.g. Jenkins, 2000, 2002; Kirkpatrick, 2007) have argued that native-speaker pronunciation should not be the objective of the majority of non-native speakers, since they are more likely to communicate with other non-native speakers of

English than with native speakers in today's globalised world (Sung, 2013). Intelligibility is rather preferred for convenience of learning and easier understanding. It is important to find out what factors compel the NNSs in the South Asian region to adhere to their own perception instead of taking the linguists' suggestions into account. Bangladesh being an integral and emerging EFL speaking society, this research will give better insight to understand the local social and psychological influences.

On the other hand, the dichotomy of native/non-native pronunciation in a role model comes from the real-life expectations from L2 learners and speakers of English. The notion of the authentic native speaker teacher is a persistent, if not uncontested, one (Creese et al., 2014). In the European context, a large-scale variety and accent attitude study conducted by Jenkins (2007) revealed that respondents, most of whom were teachers of English, preferred American and British English valuing the 'correctness' and 'intelligibility' of these varieties. Indeed, language learners' desires to sound native-like are, perhaps, closely related to their wanting to be easily understood or, as Gluszek and Dovidio (2010) reported and Ballard and Winke (2017) mentioned that they are also related to wanting to be included, accepted, or perceived as a member of the target social group. Since the above-mentioned studies focused only on the expectations from the 'teachers of English' and NS teachers and language learners, it becomes quite narrow as there is no focus on any group of speakers from specific social context and needs. Also, delving only on the teachers' context leaves out the individuals from other contexts and professions, who can equally be considered as a 'role-model' in learning English speaking and pronunciation. With the inclination towards technology, internet, and social networking sites, anyone can easily become perceived as the 'perfect role-model'. Consequently, these details need to be better examined, giving rise to the importance of this research.

The next element of the study will be to find out in the local situation, what the dwellers of Bangladesh contemplate about the dichotomy of native/non-native pronunciation. A study by Timmis (2002) found that among 400 learners in more than 45 countries, the majority stated that they preferred to strive for native-speaker norms in pronunciation and grammar, both informal and formal. The only exceptions were the subjects from India, Pakistan, and South Africa, most of whom preferred to retain the accent of their own outer-circle countries. Timmis (2002) concludes, "it may be, then, that those students who aspire to native-speaker spoken norms have an idealized notion of what these norms are" (p. 248). Scales et al. (2006) suggest, there is also evidence of accent stereotyping and of an idealization of native speech. A third trend is at least some association between familiarity with accents and the ability to make accurate judgments about them. The striking feature is that two South Asian countries have a different perception about using their 'own accent' while speaking English. Since there has been no investigation done on such topic in Bangladesh, the results cannot be easily derived from the above-mentioned nations. It will be interesting to see what the speakers of Bangladesh contribute to shaping up the South Asian insights of having native/non-native pronunciations by L2 speakers. To add to that, it will also carry out and explore the expectations from a role-model and the features they should possess, in lieu of the perception of the local Bangladeshis.

### **1.8 Design of the Study**

Jang, Wagner, and Park (2014) hold that various analyses in the field of English Language Teaching (ELT) show that using the mixed method research (MMR) has greater positives than only focusing on qualitative or quantitative method. They add that this methodological mixing is not limited to the mixing of methods but extends to the entire inquiry process. Researchers in language testing

and assessment (LTA) are increasingly turning to MMR in order to understand the complexities of language acquisition and interaction among various language users, and also to expand opportunities to investigate validity claims beyond the three traditional facets of construct, content, and criterion validity (Jang et al., 2014).

Continuing the prior method, this fact-finding study has used a survey questionnaire to scrutinize, as part of the quantitative instrument. This has been adapted from the quantitative instruments of Groom's (2012) and Rahman's (2006) study, and numerous questions were added to find out more details about the participants' social and professional context. The same participants have participated in the combined 'listening task and structured interview' to extrapolate the findings, for the qualitative instrument.

Since this study will also focus on the attitudes on a 'role-model' and correct identification of native pronunciation by the adult individuals of all class and to make an appropriately probing study, participants have been chosen randomly between the ages of 23 to 27 years, to ensure that they are all adults and belong to every kind of social and professional circumstances. They all have the same degree of prior education level but may have had come from different school curriculums. It is worth mentioning that in Bangladesh, there are schools which follow the state developed curriculum, where the primary medium of instruction is either in Bengali or English and another kind of school, where British curriculum is followed and English prevails as the medium of instruction.

The triangulation of both methods has helped to get in-depth with the most intricate details for every facet of the research questions. Quantitative and qualitative data were collected separately and sequentially and the two data types were triangulated and interpreted during the analysis stages.

## 1.9 Overview of the Thesis

This study consists of six chapters and two sections at the end (references and appendices):

*Chapter One (Research and Thesis Overview)* discusses the background and context of the investigation, statement of purposes, significance, and scope of the study, theoretical framework for the investigation, rationale and current gap for the focus in the study, design for research, and general overview of the thesis. The introduction chapter also focuses on previous attitudes, perception and role-model research.

*Chapter Two (Literature Review)* provides a review of the previous and relevant empirical studies on attitudes and role-model and connects relevant studies to this dissertation and discusses how this paper has bridged the gap in terms of methods and topic in the field of TESOL/ELT.

*Chapter Three (Research Methodology)* contains the methodology of the current study. This chapter outlines the design of the study, participants, and research instruments as well as data analysis. This chapter discusses the different quantitative and qualitative methods employed in the study and how the data was analysed after data collection.

*Chapter Four (Findings)* focuses on fact-findings from all research questions. It addresses the major results from the participants' questionnaire and combined 'listening task cum interview'.

*Chapter Five (Discussions and Limitations)* deals with the analysis of the collected data. Major findings from the collected data are analyzed and connected with previous literature and how this

study contributes to current attitudes and role-model research. Each research question is addressed and connected with current findings from the literature. This chapter indicates areas of further research, implications, and limitations for this thesis.

***Chapter Six (Conclusion)***The final chapter ends the dissertation study with concluding remarks. It also includes the references and appendices, which contain formal documents such as participant questionnaires and interview questions as a follow-up of listening task.

## **Chapter Two: Review of Literature**

### **2.1 Introduction**

Research from Creese et al. (2014) points out that in the realm of language teaching, the notion of the authentic native speaker continues to hold sway. Here the native speaker thrives as a model, a norm, and a goal in teaching second and foreign languages (Creese et al., 2014).

The study, whose interest lay in assessing native and non-native English accents, showed a strong attachment of non-native speakers toward native varieties and accents of English, although non-native speakers mostly used English for communication with other nonnative speakers of English (Salakhyan, 2015). Although Slavic speakers expressed the most positive attitude toward English as a Lingua Franca, none of them accepted non-native English varieties as a role model (Salakhyan, 2015).

This chapter presents a literature review on role-model in pronunciation, which informs the current research.

### **2.2 Historical Overview of Role-Model and Attitudes**

In his study, Rahman (1996) found out that Bengali speakers often mispronounce the English aspirated plosives like /p/, /t/, and /k/. He adds that Bengali speakers face problems pronouncing the English palato-alveolar /ʒ/, dental fricative /θ, ð/, labio-dental fricatives /f, v/ and alveolar /z/. As many of the sounds of English do not exist in Bengali, Bengali speakers sometimes replace them with similar Bengali sounds, e.g., /faiv/ by /phaibh/, /vɑ:st/ by /bhast/ (Rahman, 1996). Hai and Ball (1961 as cited in Rahman, 1996) remark that Bengali words are not always stressed in isolation. Rahman (1996) concludes that there is a big difference between the stress pattern of

Bengali and English, and therefore the Bengali speakers face problems with the stress of English language. Rahman (1996) mentioned the problems as that English is a stress timed language whereas Bengali is a syllable timed language. Hai and Ball (1961, as cited in Rahman, 1996) maintain that though there is a similarity between the English and Bengali intonation, there still remains difference in terms of pitch.

Scales et al.(2006) found that a majority of the language learners in their study wanted to sound like a native speaker, but few could actually identify whether someone was a native or nonnative speaker. Researchers (Kamhi-Stein, 2004; Moussu, 2010; Park, 2012) have reported that native-speaking (NS) teachers receive preferential treatment (e.g. higher rates of hire, higher salaries, more employment perks) over nonnative-speaking (NNS) teachers in workplaces where both can be (or are) hired.

Ballard and Winke (2017) highlight, this has continued even after several studies in the 1990s showed that NNS teachers may have certain advantages over NS teachers, such as a greater command of adult language learning principles (Phillipson, 1992), shared notions of what it means to (and how to) learn the target language (Kramsch, 1997), and when they have the same L1 as the learners do, the ability to use the learners' first language (L1) to explain complex concepts and to serve as a role model (Reves & Medgyes, 1994). Researchers have shown that students learn equally with NS and NNS teachers (Jacobs & Friedman, 1988).

Some learners seemed to have an idealized view of what a native speaker should sound like, as Timmis (2002) and Dalton-Puffer et al. (1997) also found among their participants. Scales et al. (2006) revealed a mismatch between these learners' own accent goals and their ability to perceive accents, in their study. Although a majority wanted to have a native accent, few were able to



identify the accent they claimed to want to internalize. Evidently, accent perception is a complex task that requires more than mere length of exposure to an accent (Scales et al., 2006).

### **2.3 Previous Research on Role-Model and Attitudes**

The review of literature evidently sums to the assumption of the complexity of non-native speakers' perceptions of their perceived ideal pronunciation model(s) and who they would like to sound like and what attitudes do the adult speakers have. The underpinning factors behind their preference of 'role-model' and how it is relevant to their socio-cultural context is also another area of complexity since it keeps varying from one society to another.

In the viewpoint of Doerr (2009), three ideologies underpin the concept of the native speaker: (a) there is a close correspondence between being a citizen of a nation-state and being a native speaker of the national language; (b) language is a homogeneous and fixed system with a homogeneous speech community; and (c) being a native speaker automatically endows one with a high level of competence in all domains of one's first language.

Although linguists consistently emphasize on clearer pronunciation and better understanding, the realism of the native-non-native pronunciation dichotomy stands tall with crystal clear distinction. Sung (2013) suggests that any speakers of English who display intelligible and widely acceptable pronunciation patterns can provide an ideal pronunciation model. In other words, what matters is not the 'native-speakerness' of the pronunciation model, but rather the specific pronunciation features, both segmental and supra-segmental, displayed by the 'model' speaker or speakers of English.

However, the counter results are clear on some other investigations. Ballard and Winke (2017) stated "we know from research that employers often believe that native speakers make for better

language teachers” (p.123). For example, approximately 60% of American English language program administrators and 72% of British administrators indicated in surveys that the primary factor considered when hiring new teachers is nativeness (Moussu, 2010).

Not many researches have been done to find out about the preference of role-model and attitudes in the local socio-cultural context. In fact, post-revolution of technology in language learning and teaching and the overall impact of technology-based mass communication have given very little focus to scrutinize the changes in NNSs choice of role-model and the correlated factors in the regional context.

## **2.4 Theoretical Implications**

Over the past couple of decades, lots of new questions and areas of the topic are emerging which are worth examining to understand the NNSs’ perception and expectations vividly. According to Scales et al. (2006), there is a shift of focus in discussions of pronunciation teaching in the field. Scales et al. (2006) suggest that in addition to asking who will understand the learners whether native speakers in inner-circle countries, an international community, a local community, etc., we should also ask who will the learners understand? That is, how can they become more versatile in participating in a variety of interactions to meet their communication goals? To this end, a more integrated and analytical approach to the teaching of pronunciation would be a promising direction(Scales et al., 2006).

On another note, Groom (2012) in her study has revealed how detached from reality the ELF debate remains. This is another revelation in the world of ELT/TESOL where the established high-esteem of ESL/ELF is easily overshadowed by the novel conclusions and challenges she has thrown. According to Groom (2012),institutions will not start teaching a variety of English that is

unacceptable to most learners. ELF will therefore not become the variety of English targeted and learned by L2 users in Europe unless their perceptions and aspirations drastically change (Groom, 2012).

The vastness of the arena cannot be undermined and by investigating the interplay of these concepts, suggestions for more research have been made to further clarify these relationships (Ballard & Winke, 2017).

## **2.5 Methodological Implications**

In order to address each of the research questions, the review of literature becomes potent for the current study. According to Ballard and Winke (2017), in the future two lines of research particularly will be helpful. First, in a classroom-based mixed-methods study, it would be valuable to track NNS students in classrooms with NNS teachers over the course of a semester, looking specifically at (a) how student beliefs about their teachers change in relation to (b) changes in their actual perceptual adaptation (i.e. increased comprehensibility and intelligibility) to their teachers' accents. Secondly, it would be valuable to empirically investigate the rate of NNS adaptation to NNS speech among speakers from different L1 backgrounds (Ballard & Winke, 2017)

Among numerous linguists, Scales et al. (2006) suggested that further researches could range from broad-based projects with large and varied samples of ESL/EFL students to more local studies by program administrators and teachers who wish to gain a sense of their own students' accent priorities. The kinds of questions presented about accent attitudes, goals, and perceptions can be raised more widely in the field (Scales et al., 2006).

## **Chapter Three: Research Methodology**

### **3.1 Introduction**

This chapter is divided into two parts. The first part of this chapter presents the methodological framework, and the second part consists of the details of the research methods to address the research questions.

### **3.2 Methodological Framework of the Study**

As an alternative paradigm, mixed method research (MMR), in general, endorses pluralism to understand the complex nature of a social world from multiple perspectives and multiple methodological lenses, each of which offers partial, yet valuable, insights (Jang et al., 2014).

This investigation applies the same principle by incorporating an MMR design, due to the similarities in the underlying factors of social perspectives and numerous angles of view. The quantitative phase was by probing with questionnaire and the qualitative phase, examined by a structured interview combined with a listening task.

These data, collected from research participants, were analysed numerically and thematically in order to explore the research questions. By adopting an MMR approach, this thesis has provided a more in-depth view of role-model and attitude research.

### **3.3 Ethical Consideration**

The researcher involved in this study followed the survey institution's ethical code of conduct and the local laws. Consent was asked from each participant before the survey was conducted. All

participants understood that they could withdraw their consent at any time, even after the data collection has been finished. The data collected were anonymised. All the recordings from interview were stored securely by only the researcher and supervisor having direct access to it.

### **3.4 Research Setting**

The study took place in the capital of Bangladesh in one of the popular and academically renowned university. Bangladesh is highly diversified in terms of socio-economic and socio-cultural aspects. Urban area, especially the capital, usually enjoys more advantages with access to global and modern changes in terms of communication, health care, education, entertainment, etc. Hence, the results will be quite diverging. To keep the presence of these convex features, in terms of the range of age, it was quite challenging to accumulate such diversified participants altogether, to take part in the quantitative and qualitative survey sequentially on the same day.

### **3.5 Research Participants**

A group of thirty-five participated in the study. Few more were present in the study initially but due to incompleteness of questionnaire and irrelevant comments and suggestions, those data had been discarded. All of them volunteered in the quantitative part. Among them, 10% randomly chose to participate in the qualitative survey. Gender identification was not done since it was irrelevant to the topic of the study. They provided a sample within age range planned, either studying in bachelors or master's program and with mostly no job and the rest with either working full or part-time.

## **3.6 Research Instruments**

Two types of research instruments were used in the study, specifically designed to accomplish the objectives of the study (see chapter one, section 1.3): (1) questionnaire; and (2) a listening task combined with follow-up structured interview questions. The surveys were conducted in English because the researcher was present to provide clarifications, when necessary.

### **3.6.1 Quantitative Instruments**

#### **3.6.1.1 Questionnaire**

The sample questionnaire was prepared in English with the meanings of ELT terminologies and jargons explicitly explained. It consisted of two sections: general information and specific survey questions respectively (see Appendix A).

The strategies used in the Likert Scale part of the questionnaire were adapted from Groom's (2012) and Rahman's (2006) attitudes framework and socio-psychological study framework respectively. More questions were added during adaptation to give scope to look for better details. The answers to the non-opened ended questions were converted for statistical analysis, in the method shown below:

a) To a score between 1-5:

1 – strongly disagree

2– disagree

3 – neutral

4 – agree

5 – strongly agree

b) Scoring by the degree of ‘evaluating qualities’:

(positive) quality \_\_ 5 \_\_: \_\_ 4 \_\_: \_\_3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_ (negative) quality

c) Multiple-choice questions

The mean, standard deviation and other statistical calculations were calculated by using the latest version of SPSS software.

The open-ended question was used to compare and contrast their opinions with the non-open-ended answers they have provided, for better accuracy.

### **3.6.2 Qualitative Instruments**

#### **3.6.2.1 Structured Interview Combined with a Listening Task**

In this part of the survey, the researcher used a recorded audiotape of around 35-38 seconds in two different accents and pronunciation of the same content; one in native English and another, non-native. The content of the recording has been adapted from a reputed motivational speaker’s recorded video. The topic of the content was randomly selected to evade any bias. The recordings were created by a single person, who was capable of speaking in both styles of pronunciation with excellent proficiency. In the tape, the first part was spoken with a native British pronunciation and the latter, in local, urban style of spoken English, with heavy Bengali accent and influence in pronunciation.

A structured interview post-listening task made this qualitative technique a unique one. The purpose of designing and conducting this one-of-a-kind ‘interview combined listening task’ was to see if the participants were able to identify the native and non-native pronunciations correctly, their preferred pronunciation and the underpinning reasons. Another reason was to look out for the

participants' expectations, from their idealised speaker. The samples participated in the listening task and the interview together.

### **3.7 Instrument Validation**

It was necessary to validate survey instruments prior to the main data collection. Therefore, a pilot survey had been performed, both quantitative and qualitatively. 15 samples participated in this and feedback had been taken by the researcher through Focus Group discussion (FGD) and individual written comments. Feedback was given on language simplification and reduction on questionnaire length. Next, another step of validation was done by discussing and taking further feedback from the supervisor, to finalise these instruments. This resulted in removing confusing language, clarifying meanings of ELT terminologies and jargons in simpler English, resulting in deletion of redundant items and ensured that the questionnaire and interview questions were appropriate according to the participants' understanding and presumed language level.

### **3.8 Data Collection Procedure**

Initial permission was taken from the authority of the university, where research survey had been done. Questionnaires were filled out and qualitative survey was completed by the participants in researcher's presence. Among them, three consented to take part in the latter survey. It took three days in total to complete all surveys.

### **3.9 Data Analysis**

#### **3.9.1 Inferential Statistics**



The software SPSS of version 23 was used to inferentially quantify the questionnaire data. The questions and responses were fed individually and the software quantified and analysed the mean, median and outliers and also presented the quantification in various charts.

### **3.9.2 Structured Interview Combined with Listening Task Analysis**

The interview including the listening task was transcribed and checked for accuracy. Next, they were qualitatively analysed through a content analysis with a focus on themes of questions. The content analysis focused on both the content and context of the qualitative data. Later, the responses were interpreted by the researcher according to the focus of the study.

### **3.10 Summary**

This chapter presented the Mixed Method Research (MMR) methodology of the study including the methodological framework, instruments, data collection procedures, validity and method of analysis for each research question.



## **Chapter Four: Findings**

### **4.1 Introduction**

The chapter aims to find the results of the attitudes of adult learners about role models among adults in Bangladesh. It consists of the results derived from the questionnaire, presented by numerous charts. The outcomes of few charts are similar in count and percentage. In those cases, the researcher has written the explanations together by providing a sub-heading. The paper also has given five options for the candidates to choose, however a sixth option 'did not answer' was added by the researcher because while analyzing the data it has been found that few candidates did not attempt the question at all.

### **4.2 Findings based on Research Question 1 (For adult learners, what are the general attitudes for having a role model?)**

Quantitative data from the questionnaire has been used to analyse this question. The data presentation and analysis have been done by dividing into sub-themes based on the questionnaire.

#### **4.2.1 Findings based on Quantitative Data**

##### **1. The most efficient English speakers**

The highest percentage of participants mentioned the most efficient English speaker was their teacher (53.5%). Some participants (16.3%) expressed that Hollywood celebrities paved the way to be their role models for English speaking, while others (11.6%) mentioned news broadcasters. Participants agreed that their superiors at work are least popular when it comes to being capable

English speakers (4.7%). Rest of the participants (7%) have divided their opinion between Bollywood celebrities and politicians.

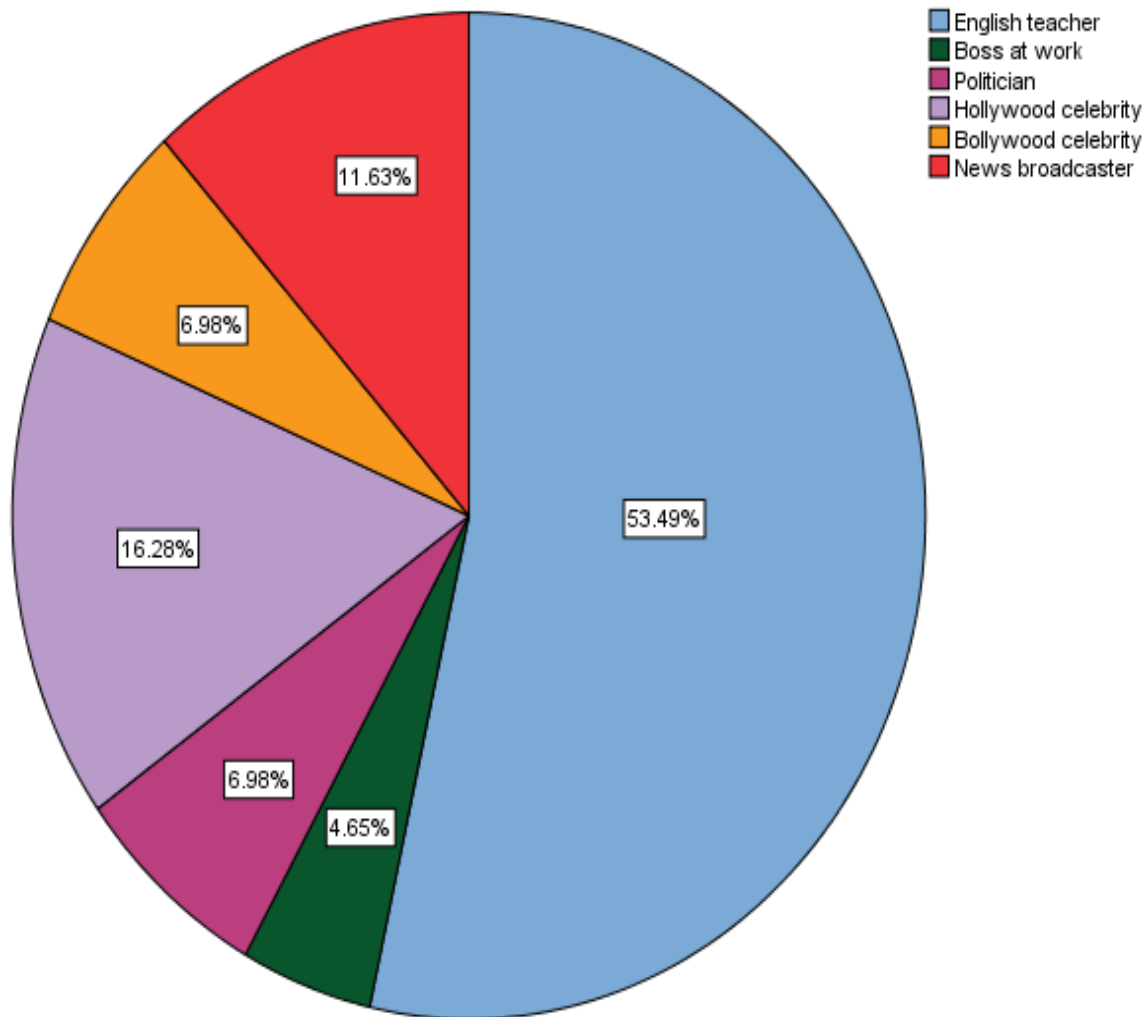
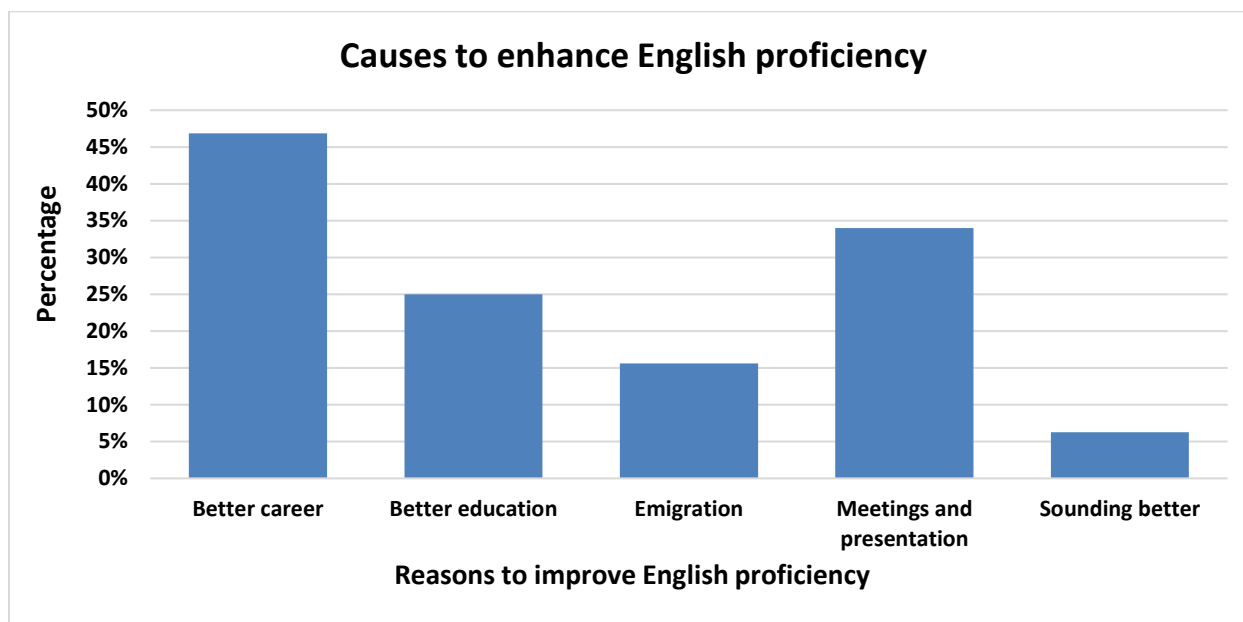


Figure 1.2: Efficient English speakers



**Figure 1.3: Reasons to improve English proficiency skill**

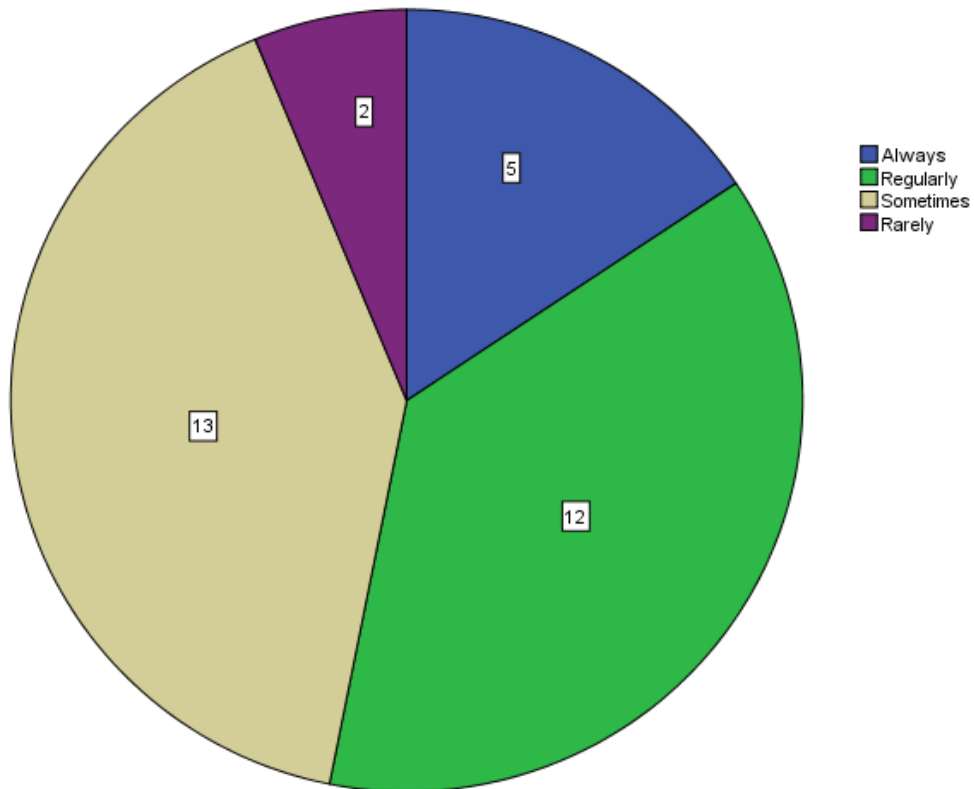
## 1.2 Causes to enhance English proficiency

The bar chart shows reasons to improve English speaking and pronunciation. The samples (47%) chose a better career as their topmost priority to enhance English proficiency whereas samples also mentioned that better English is required for meetings and presentations (34%). In addition to that, better education seemed to be another reason for the participants to improve their skill levels (24.9%). However, few participants chose emigration and sounding better in front of close people; the percentages are 15% and 6% respectively.

## 2. Variation of intelligibility and understanding of English speaking

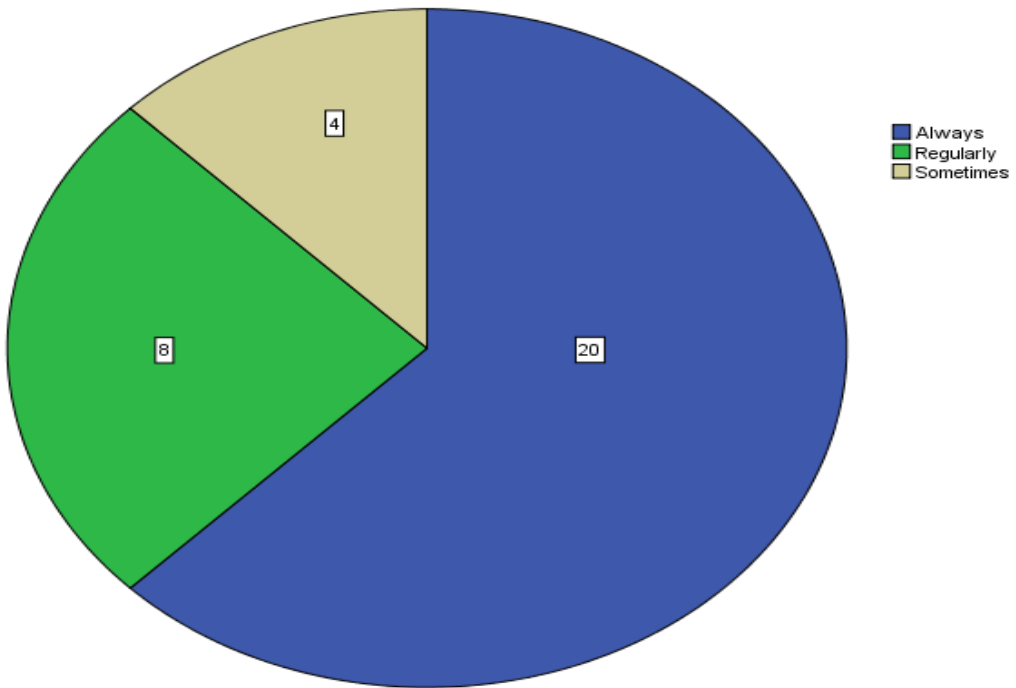
In the questionnaire section of Variation of Intelligibility and understanding of English speaking, the participants answered a number of questions regarding how well they understand the English

accent along with phrases and idioms, which are associated with it. The participants gave a wide range of answers ranging from always to never. In order to analyse the results, pie charts are used. Each pie chart represents an individual question and each question, in turn, corresponds to the number of participants choosing a particular question. This section consists of ten questions.

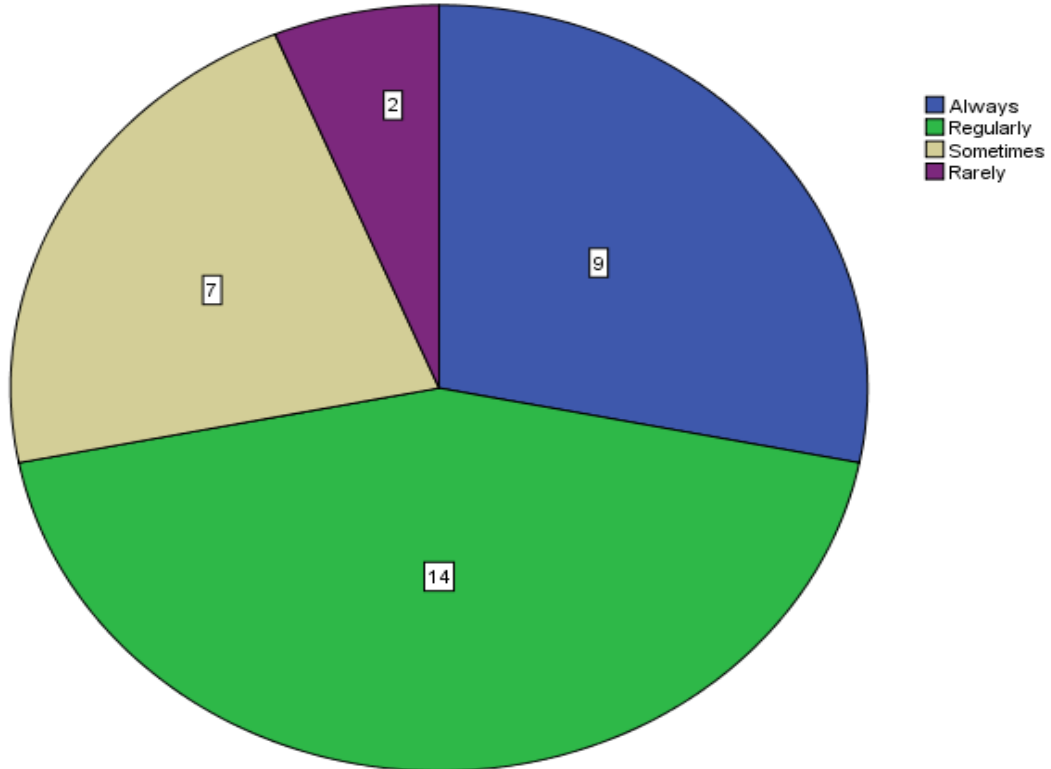


**Figure 2.1: Frequently speaking English in everyday life.**

The pie chart in Figure 2.1 shows that participants (13) mentioned that they frequently speak English, while a handful of them (12) expressed they regularly articulate English. Some participants (5) said they always speak English. On the other hand, two participants mentioned that they rarely speak English.



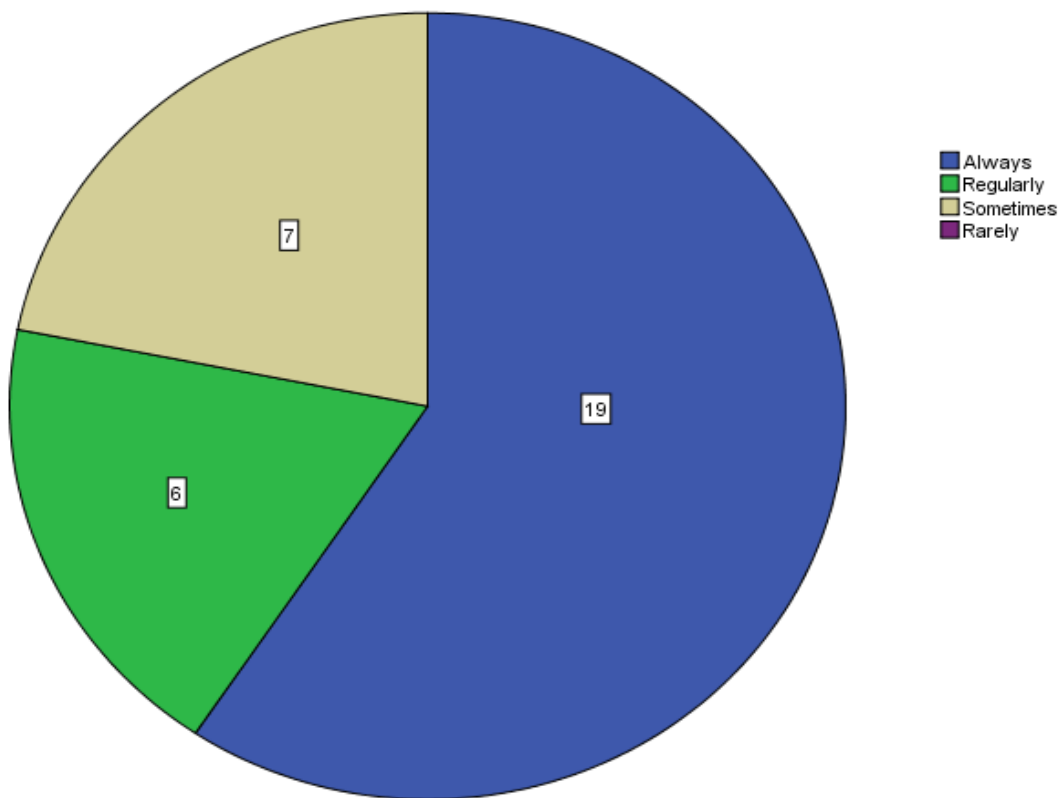
**Figure 2.2: Clearly understanding a Bengali person speaking English face to face.**



**Figure 2.3: Clearly understanding a foreigner speaking English face to face**

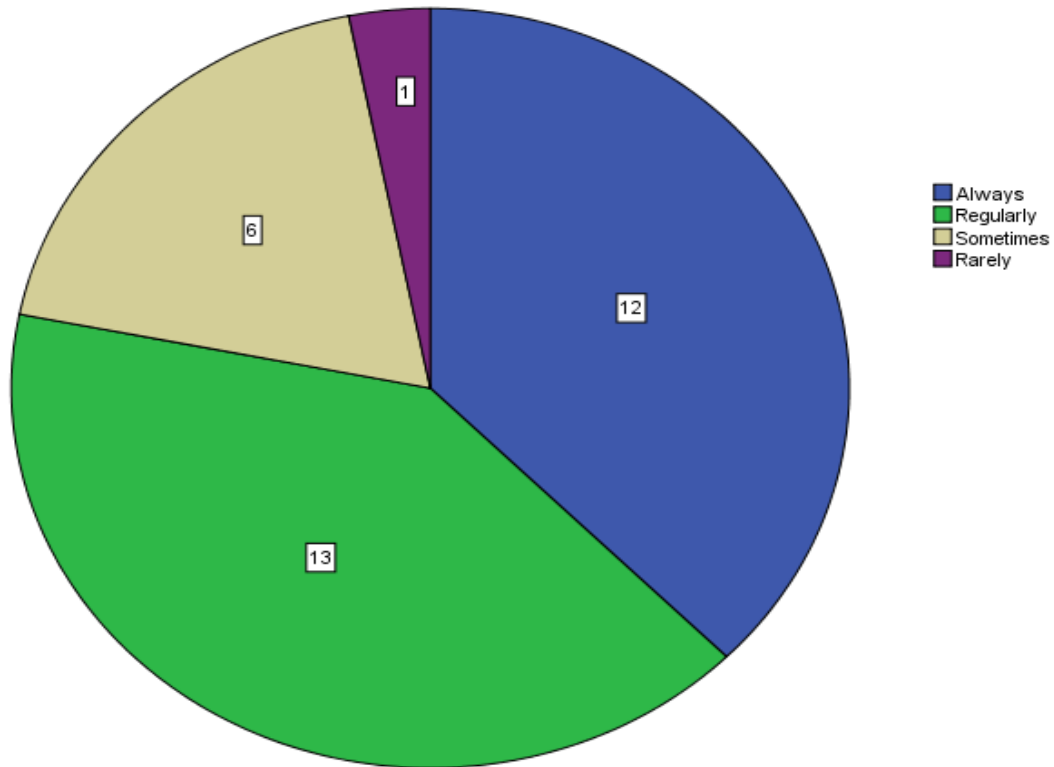
In the chart of Figure 2.2, majority of the participants (20) mentioned that they at all times understand a non-native speaker when they are speaking English. A significant number of participants (8) revealed that they frequently comprehend a Bengali person speaking English. However, four participants said they ‘sometimes’ understand a Bengali speaking English.

The highest number of samples (14) in Figure 2.3, mentioned that they usually understand clearly when a foreigner speaks English. There are few samples (9) who expressed, they can always follow when a native speaker talks. On the other hand, participants also agreed that they have difficulty understanding a native speaker; the counts are seven (7) and two (2) respectively.



**Figure 2.4: Clearly understanding a Bengali person speaking English on TV or YouTube**

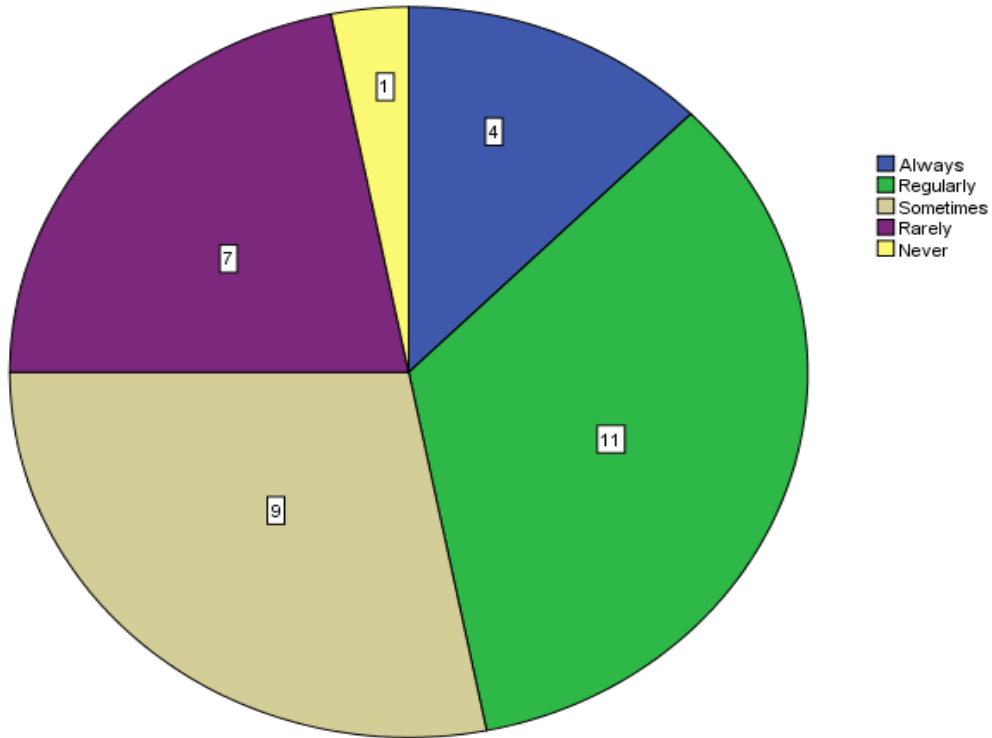




**Figure 2.5: Clearly understanding a foreigner speaking English on TV or YouTube**

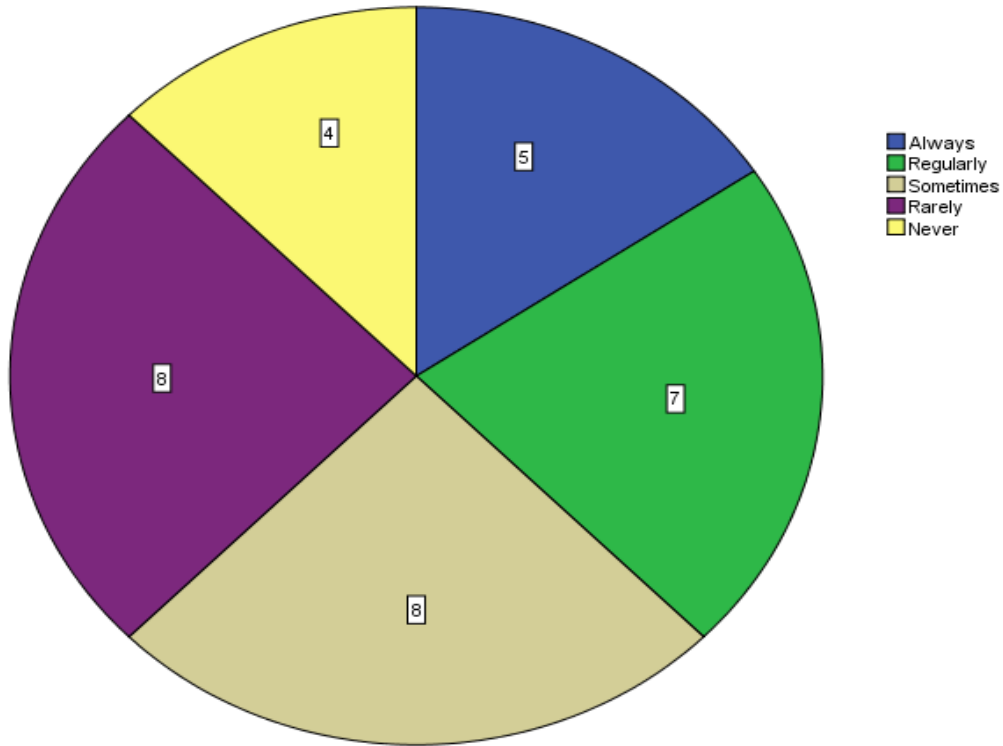
In Figure 2.4, the bar chart represents that greater participants (19) mentioned that they ‘always’ understand a Bengali speaker while he/she is speaking English in social media or television. Participants also expressed that they commonly grasp when a non-native speaker articulates English online. A small number of participants (7) agreed that they could not quite grasp the pronunciation when a Bengali individual speaks English on TV or YouTube.

On the other hand, in Figure 2.5, participants (12) agree that they can understand when a foreigner speaks English on social media. Although most of them agreed that they can understand a foreigner speaking English on television, only six (6) participants expressed that they ‘sometimes’ comprehend a foreign individual speaking English on TV or YouTube.



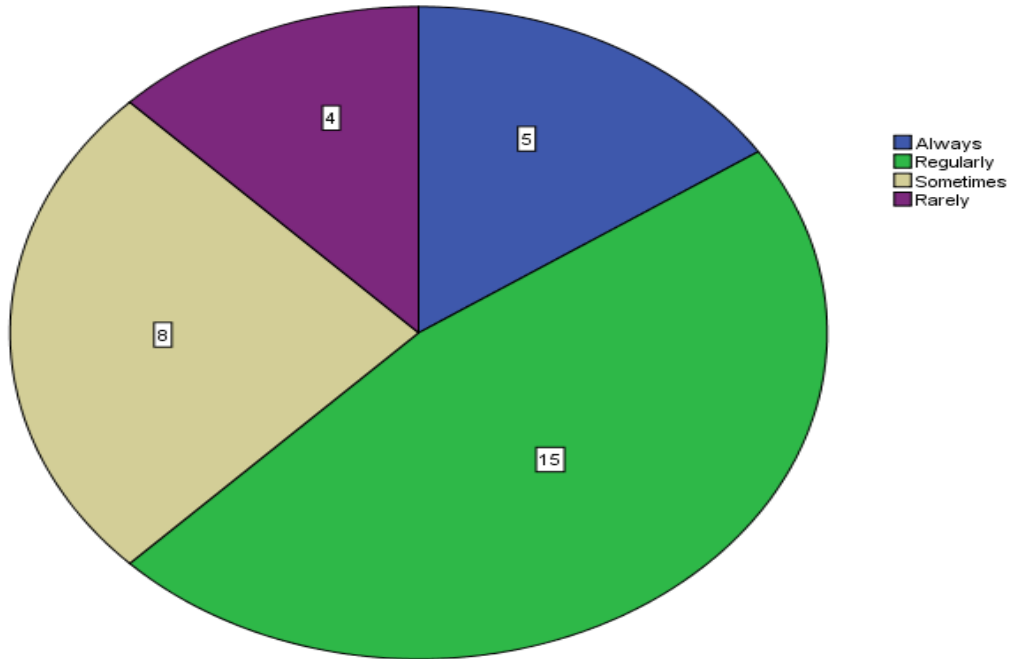
**Figure 2.6: Clearly understanding native English idiomatic expressions**

Figure 2.6 demonstrates, eleven (11) candidates concurred that they evidently understand the idiomatic expressions. Nine participants also mentioned that they from time to time could grasp the English idiomatic expressions. However, there are few participants, who agreed that they face difficulty while understanding the expressions, seven (7) and one (1) respectively.

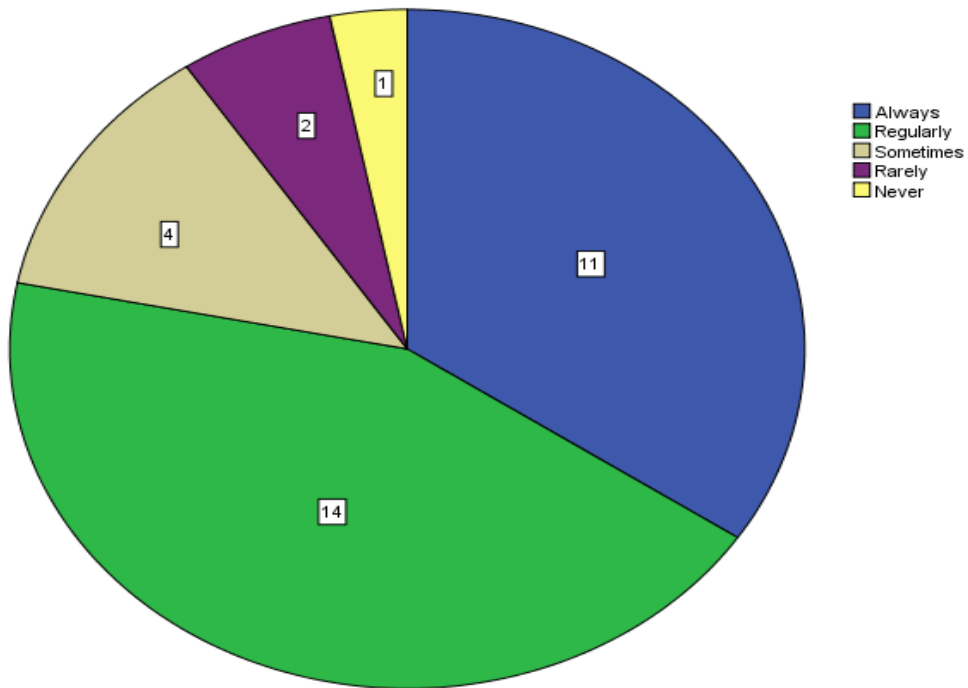


**Figure 2.7: Clearly understanding native English colloquial language**

Participants (16), when combining the two bars whose count is (8), in Figure 2.7 expressed that native English colloquial language is quite troublesome to grasp for them. On the other hand, seven (7) participants agreed that they regularly understand native colloquial language, while five participants are certain that they can figure out colloquialism. The rest four participants mentioned they never understand the native English colloquial language.



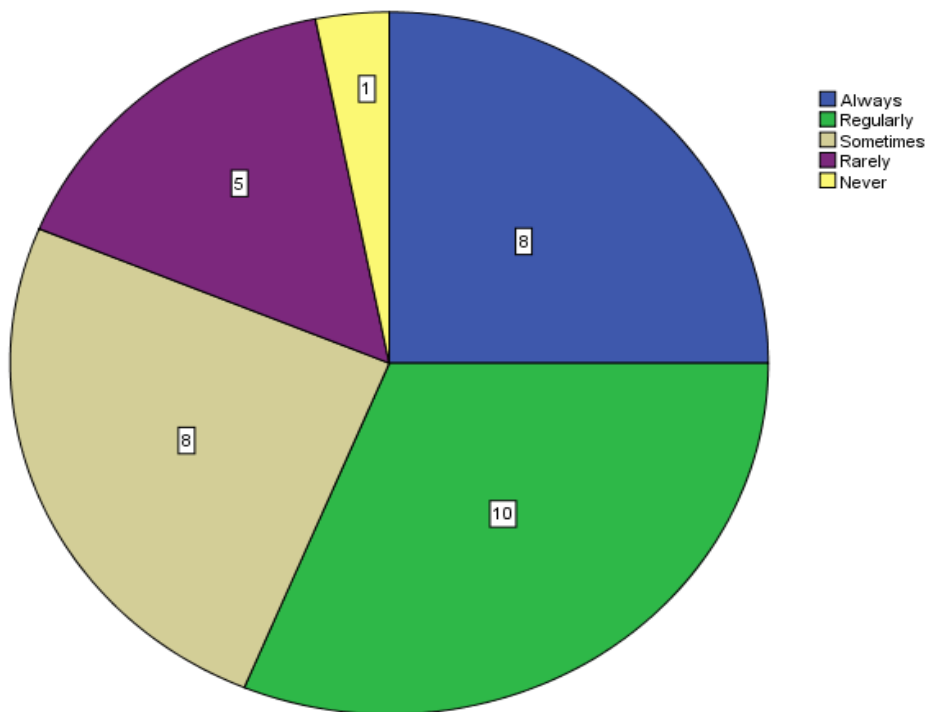
**Figure 2.8: Clearly understanding the native English style of speaking**



**Figure 2.9: Clearly understanding native English formal expressions**

In both Figures 2.8 and 2.9, samples agreed that they could grasp the native English style of speaking as well as formal expressions used (15) and (14) respectively. The count for the option

‘always’ is low in Figure 2.8 (5), but it is the second-highest count in Figure 2.9 (11). This shows that participants are more familiar with formal expressions rather than the native style of speaking. Participants sometimes understand the native English accent, pronunciation (8), and other (4) comprehend native formal expressions. However, a handful of samples that seldom understood the native’s style of speaking as well formal expressions; the count for this option is (4) and (2) respectively. In the case of Figure 2.9, only one sample mentioned that he/she could never grasp the native formal expressions.



**Figure 2.10: Clearly understanding native English informal expressions**

In Figure 2.10, the highest number of participants (10) agree that they clearly understand the native informal expressions. Moreover, in the case for ‘always’ and ‘sometimes’ the count is similar, (8 in both cases). On the other hand, (5) and (1) are the count for participants who mentioned that they hardly or never understand a native’s English informal expressions.

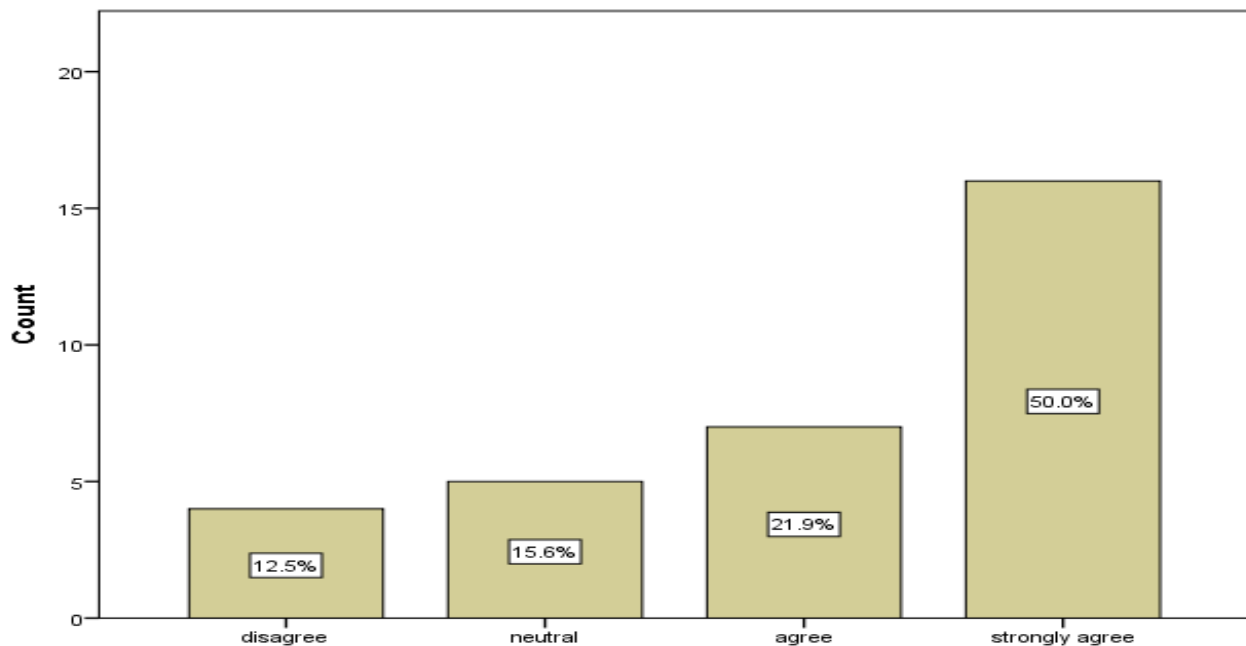
### 4.3 Findings based on Research Question 2 (What causes speakers to have a role model for pronunciation?)

Quantitative data from the questionnaire has been used to analyse this question. The data presentation and analysis have been done by dividing into sub-themes based on the questionnaire.

#### 4.3.1 Findings based on Quantitative Data

##### 1. Expectation and reason for speaking and pronunciation proficiency

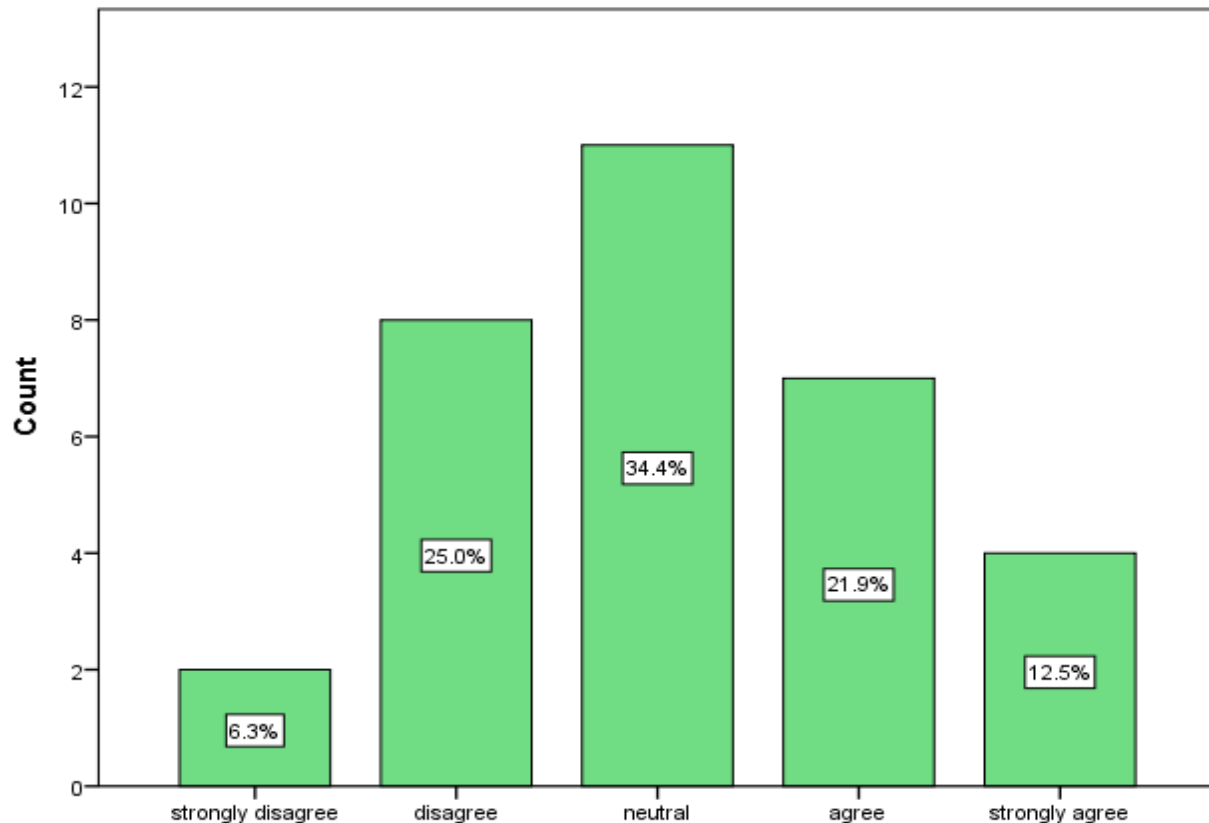
In this section of Expectation and reason for speaking and pronunciation proficiency, the researcher has included various situations to identify the reasons for participants to improve their speaking and pronunciation skills. Each bar chart represents an individual question and each question corresponds to levels of agreement. The results are displayed through the percentage.



**Figure 3.1: Speaking similarly like native English speakers**

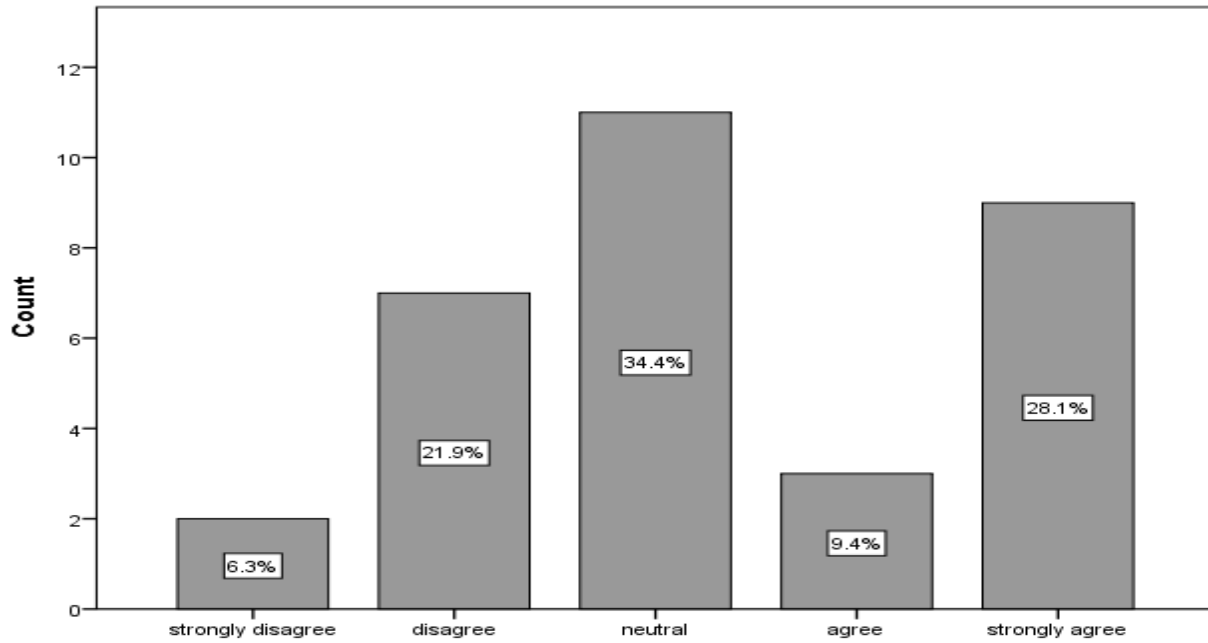
Here, 50% of the candidates strongly agreed that the reason they want to improve their English is to

speak identical to a native speaker. While 15.6% was neutral, 21.9% agreed and 12.5% disagreed with the statement.



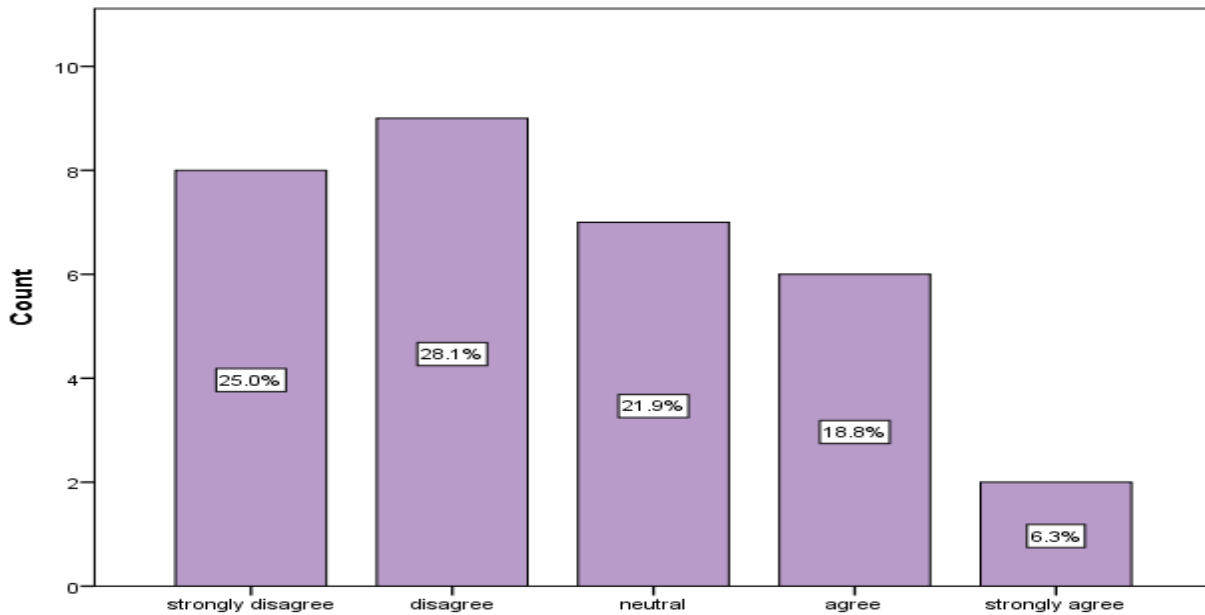
**Figure 3.2: Sounding knowledgeable if spoken exactly like native English speakers**

The researcher asked whether the candidates would sound knowledgeable if they speak exactly like native English speakers. In response to this, 34.4% were neutral which is equivalent to eleven (11) students. Others (25%) disagreed while another (21.9%) agreed. The lowest that is 6.3% strongly agreed with the matter at hand.



**Figure 3.3: Using colloquial expressions exactly like native English speakers**

The result in Figure 3.3 is quite similar to that in Figure 3.2. 34.4% of the candidates are impartial, while 28.1% have agreed to the statement and the counterpart of 21.9% disagreed with the matter completely.

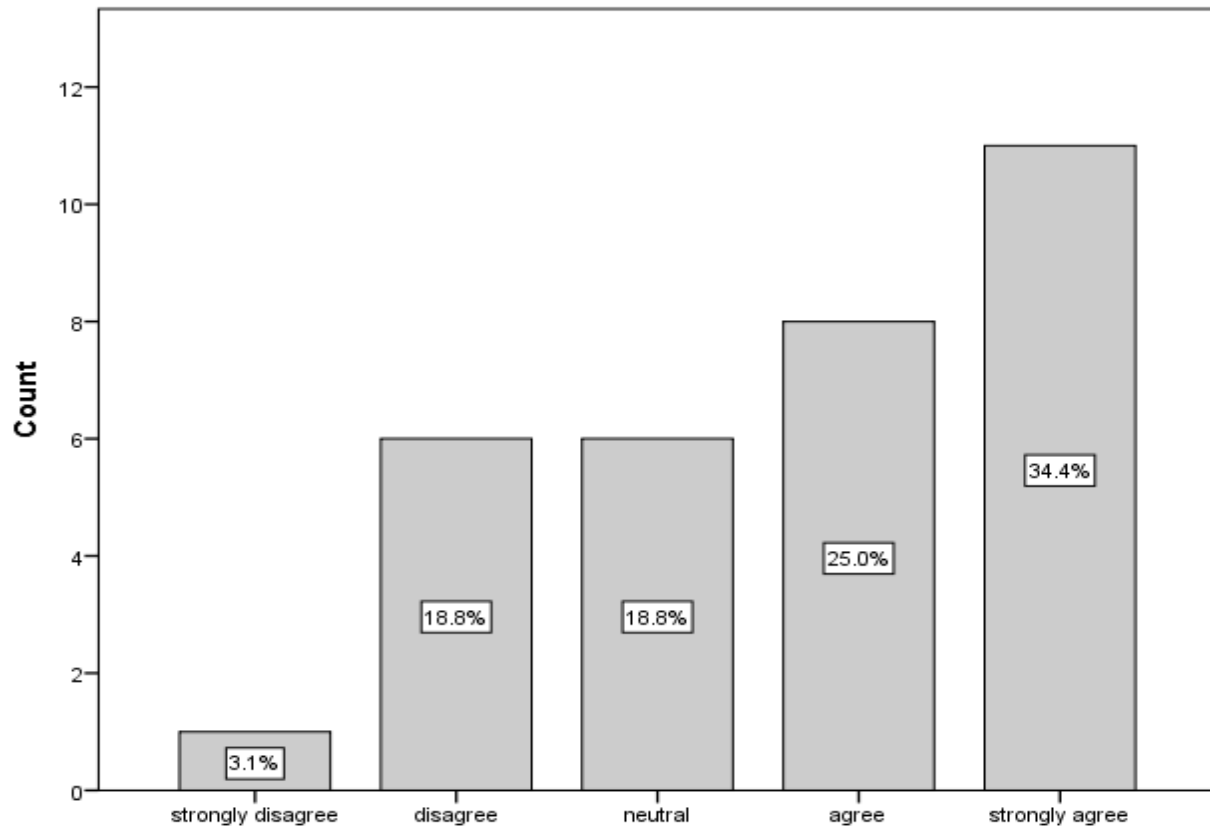


**Figure 3.4: Using curse words exactly like native English speakers**

Figure 3.4 demonstrates that 28.1% opposed the notion of using curse words exactly like a native

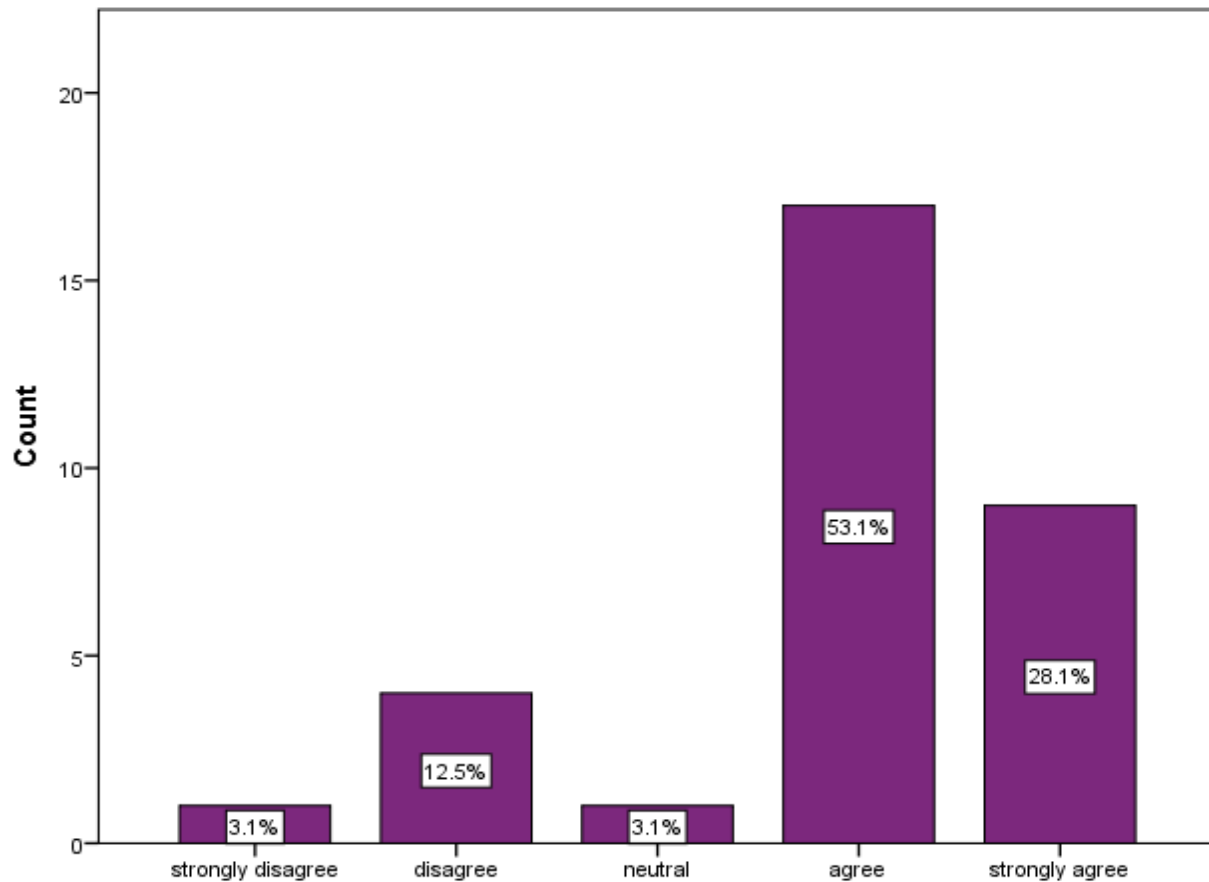


speaker, which counts up to nine (9) candidates while 25% strongly opposed to the statement as well.



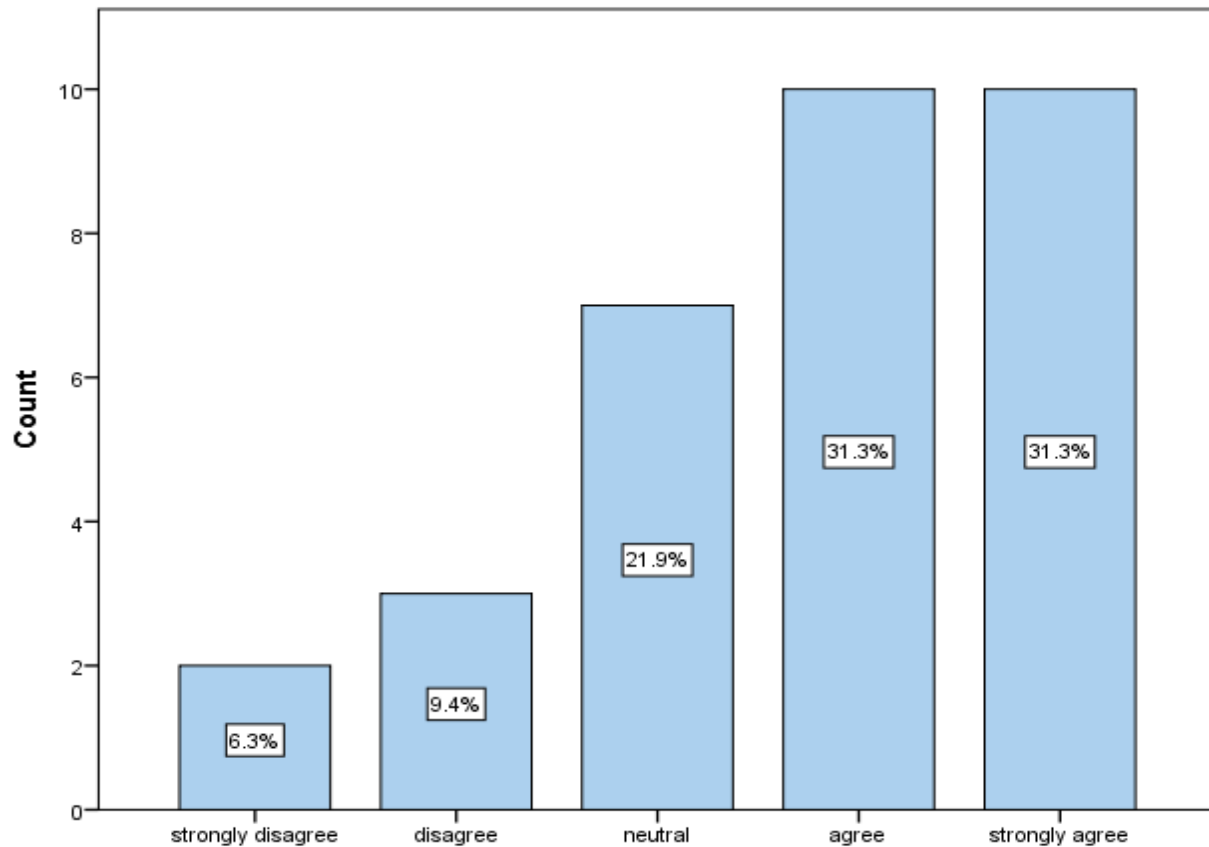
**Figure 3.5: Using idioms exactly like native English speakers**

On Figure 3.5, 34.4% of the candidates strongly concur that they would prefer utilizing English idioms like a native speaker. On the other hand, 3.1% which counts up to one (1) strongly disagreed with the statement. Other participants have fairly agreed and disagreed, 25% and 18.8% respectively, at the matter while some remained neutral (18.8%).



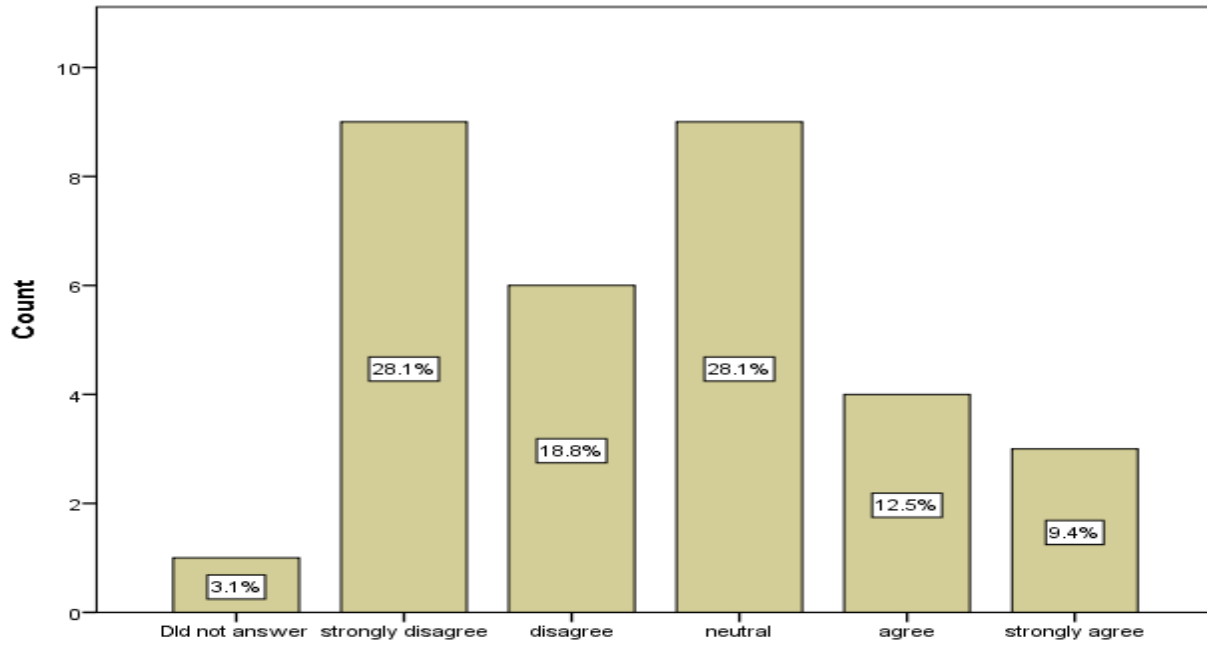
**Figure 3.6: Using formal expressions exactly like native English speakers**

On Figure 3.6, more than half of the candidates (53.1%) seem to be in agreement on the subject of implementing formal expressions like native English speakers. The second highest percentage belongs to participants who are certain that they can use formal expressions (28.1%). Minimum participants disagreed (3.1%) on the context at hand, and another 12.5% remained neutral.



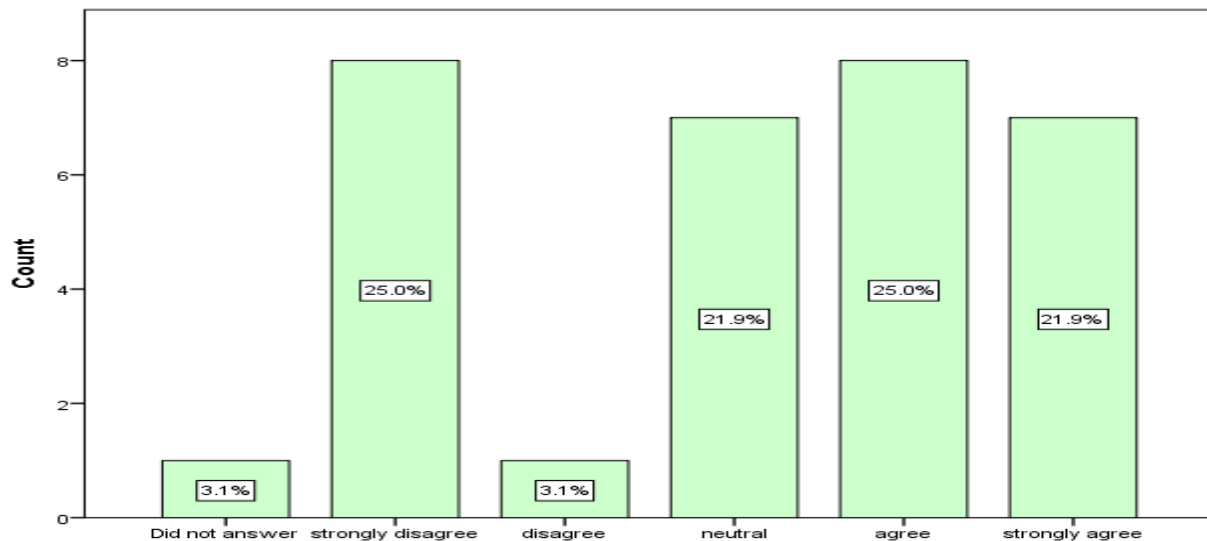
**Figure 3.7: Using informal expressions exactly like native English speakers**

31.3% of the samples in Figure 3.7 expressed their opinion both in term of ‘strongly agree and agree’ on the matter of using informal expressions in their writings and speaking. The chart shows a gradual decline in percentage in the level of agreement until it finally reaches 6.3%, where a count of only two samples ‘strongly disagree’ is the matter.



**Figure 3.8: Peers prefer native English accent**

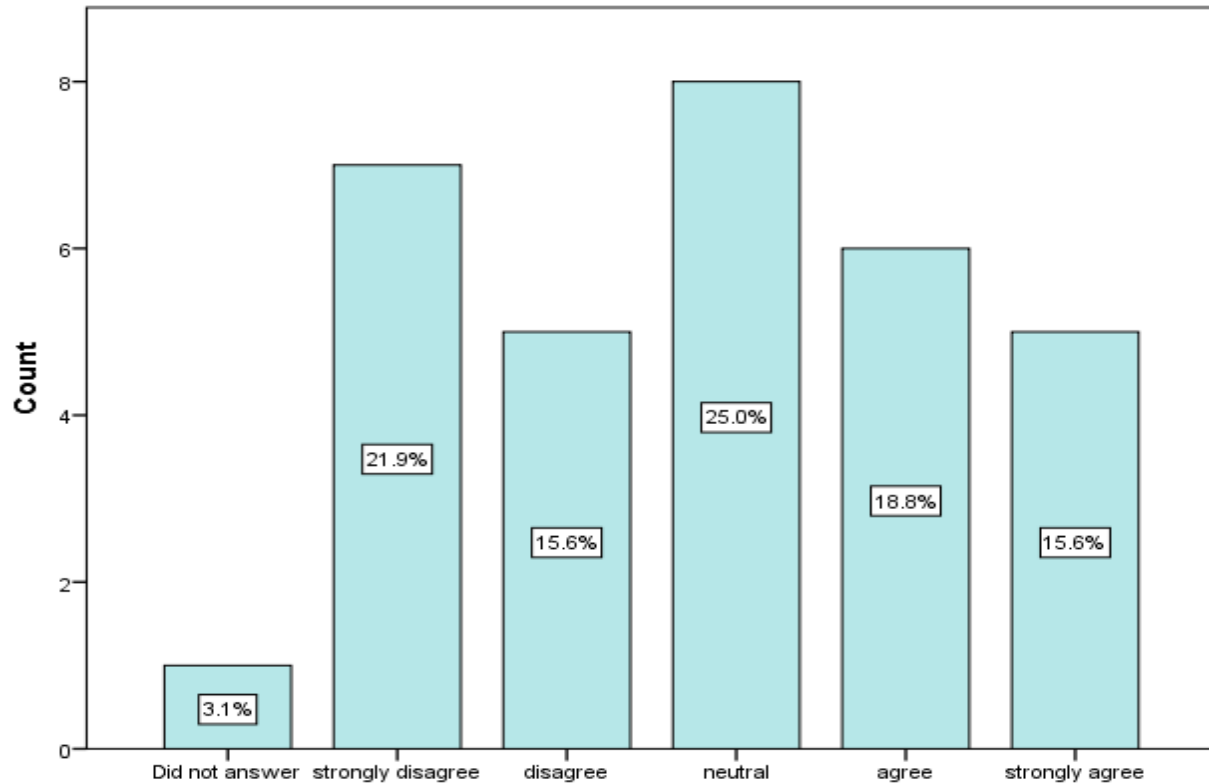
For the statement, there was a tie between strongly disagree and neutral (28.1%). The chart shows, from 32 participants, 18 of them either completely disapproved or remained unbiased towards the situation. The minority of the candidates, 9.4%, agree strongly. On the other hand, only one candidate with a percentage of 3.1% did not attempt the question.



**Figure 3.9: Superiors prefer native English accent**

The bar chart in Figure 3.9 shows the results, superiors prefer native English accent as being one of the many reasons why the participants would want to improve their fluency. It can be deduced that

the majority of the participants (25%) expressed both agreement and strong disagreement. However, participants (21.9%) remained 'neutral' and 'strongly agreed'. Rest 3.1% did not answer the question.

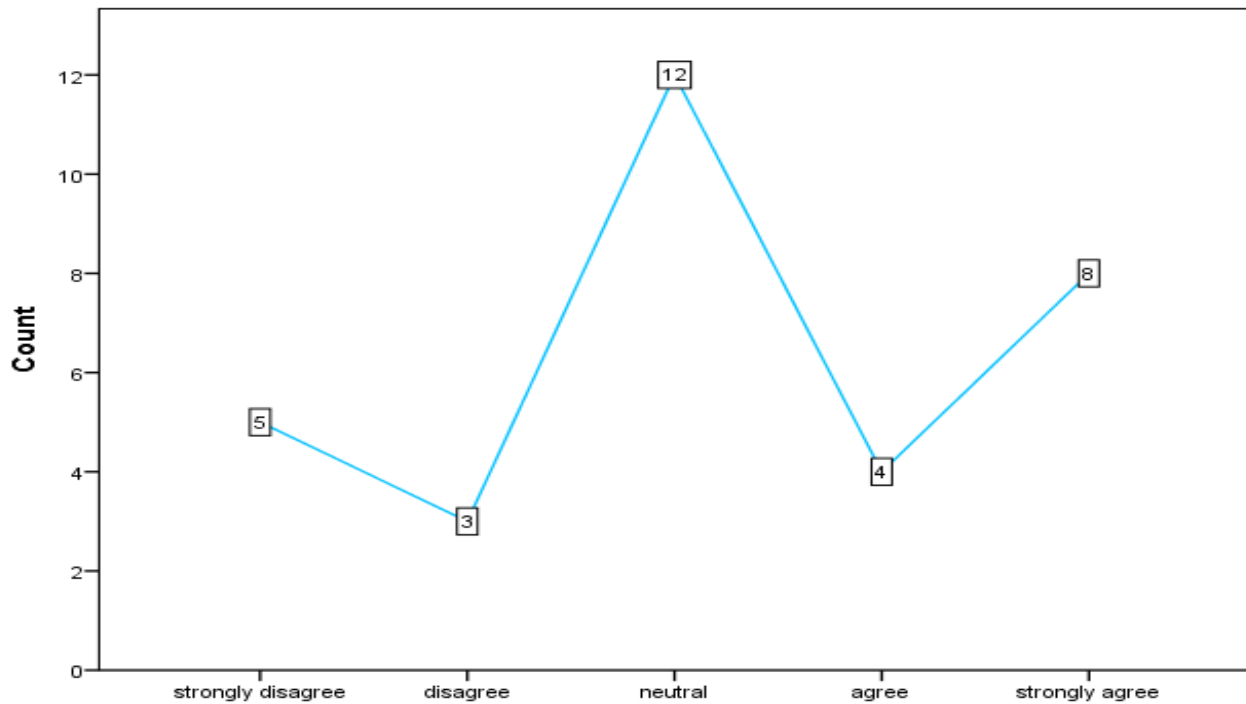


**Figure 3.10: Parents prefer native English accent**

The bar chart shows the percentage under this section, 25% of the candidates remained impartial. However, 21.9% are conflicted with the matter, hence they strongly disapproved, and 18.8% agreeing with the matter discussed. On the other hand, candidates (15.6%) chose to strongly agree and disagree.

## 2. Motivation for improving speaking and pronunciation proficiency

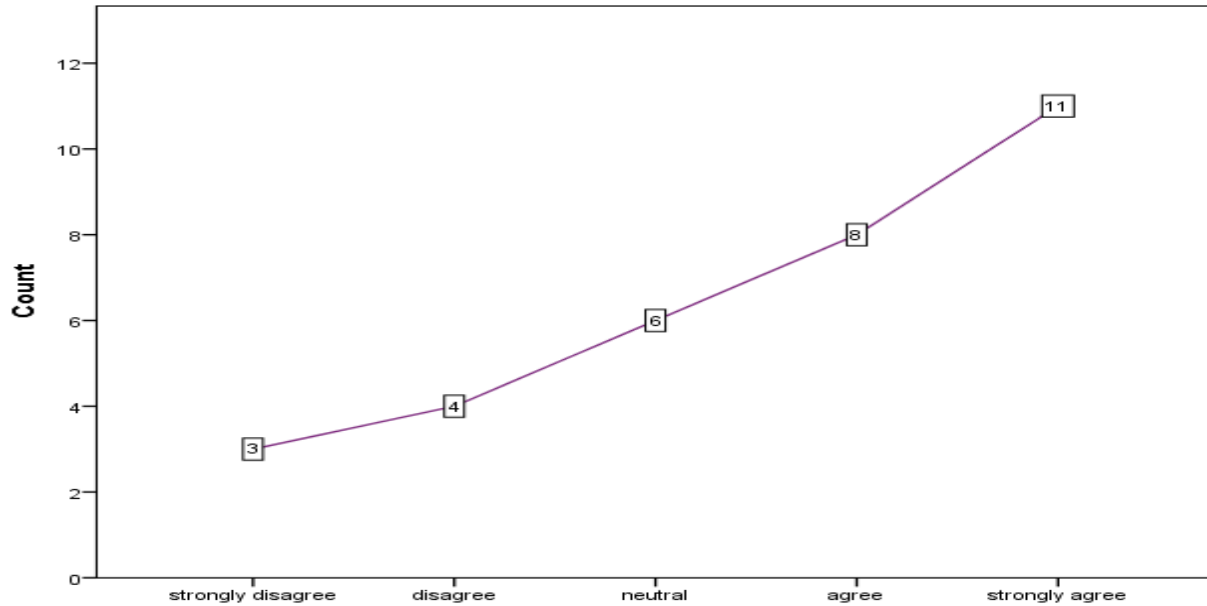
The following line graphs represent the motivations behind a candidate's need to improve speaking and pronunciation.



**Figure 4.1: Appreciation from peers if spoken like a native English speaker**

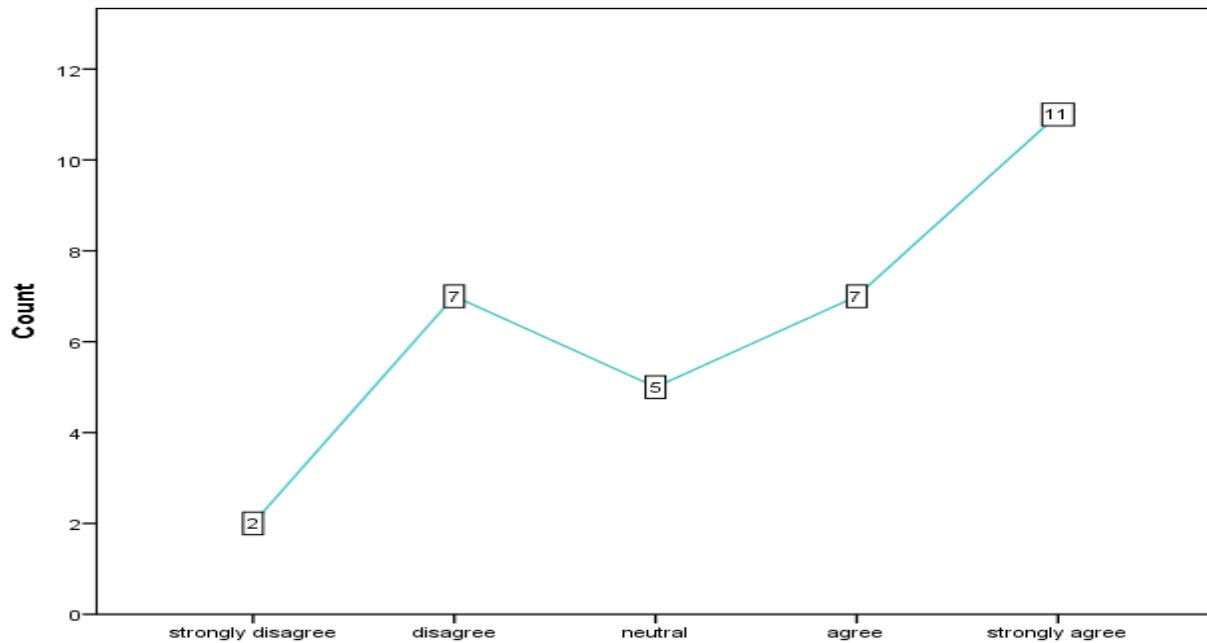
The line graph shows the data of Figure 4.1, followed by the levels on which the candidate agreed or disagreed and the number of candidates (count).

As shown above, the result is fluctuating. It started out with five (5) samples expressing their disapproval with the statement, and then the number declined to three samples. The results boosted up to twelve samples that were 'neutral', followed by a sharp fall to four (4) candidates agreeing with the statement. The graph ends with a slight increase to eight (8) candidates strongly agreeing.



**Figure 4.2: Appreciation from superiors if spoken like a native English speaker**

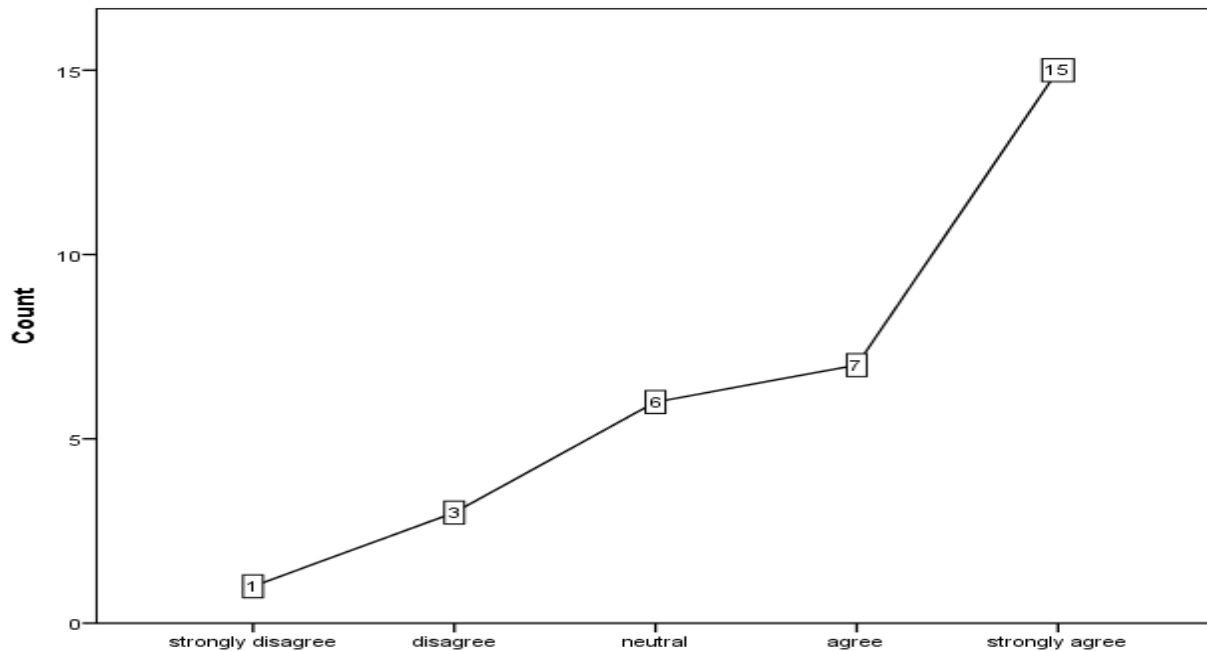
The graph of Figure 4.2 demonstrates a steady increase as participants (3) strongly disagreed with the statement, which eventually leads to participants (11) agreeing.



**Figure 4.3: Appreciation from parents if spoken like a native English speaker**

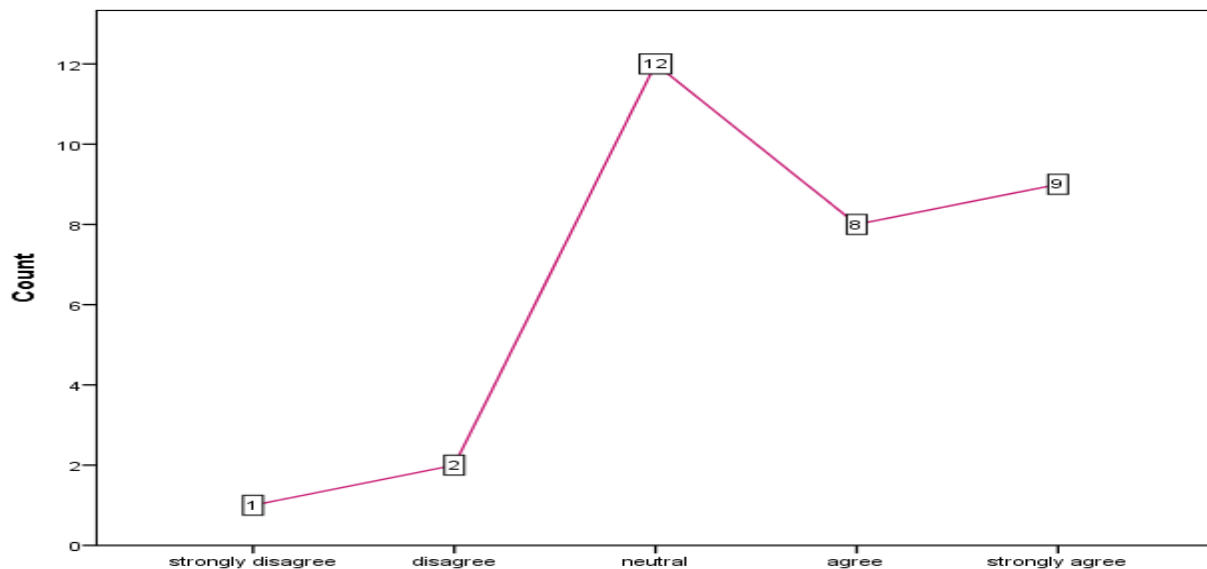
The fluctuating graph in Figure 4.3 shows an unusual result. Seven candidates seem to be both

disagreeing and agreeing in this section. The lowest count (2) strongly disagreed and the highest count 11 candidates strongly agree.



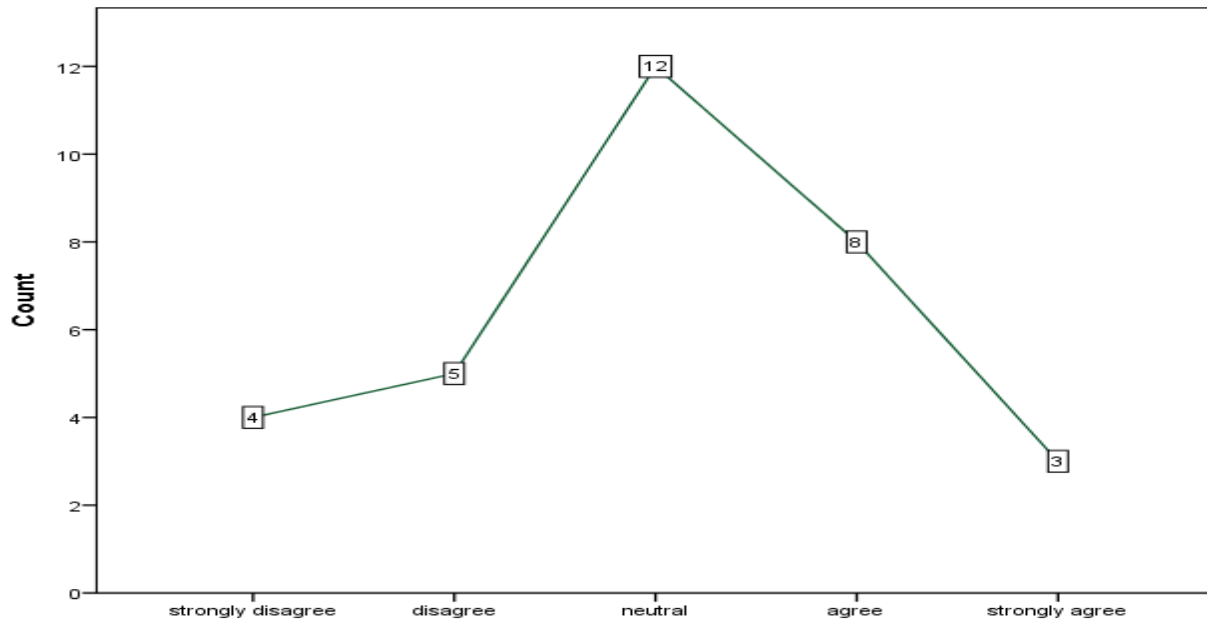
**Figure 4.4: Better opportunities if spoken like a native English speaker**

Figure 4.4 shows a steady increase up to seven (7) participants agreeing. However, from this point, the number shot up to fifteen (15) participants have strongly concurred.



**Figure 4.5: Better remunerations if spoken like a native English speaker**

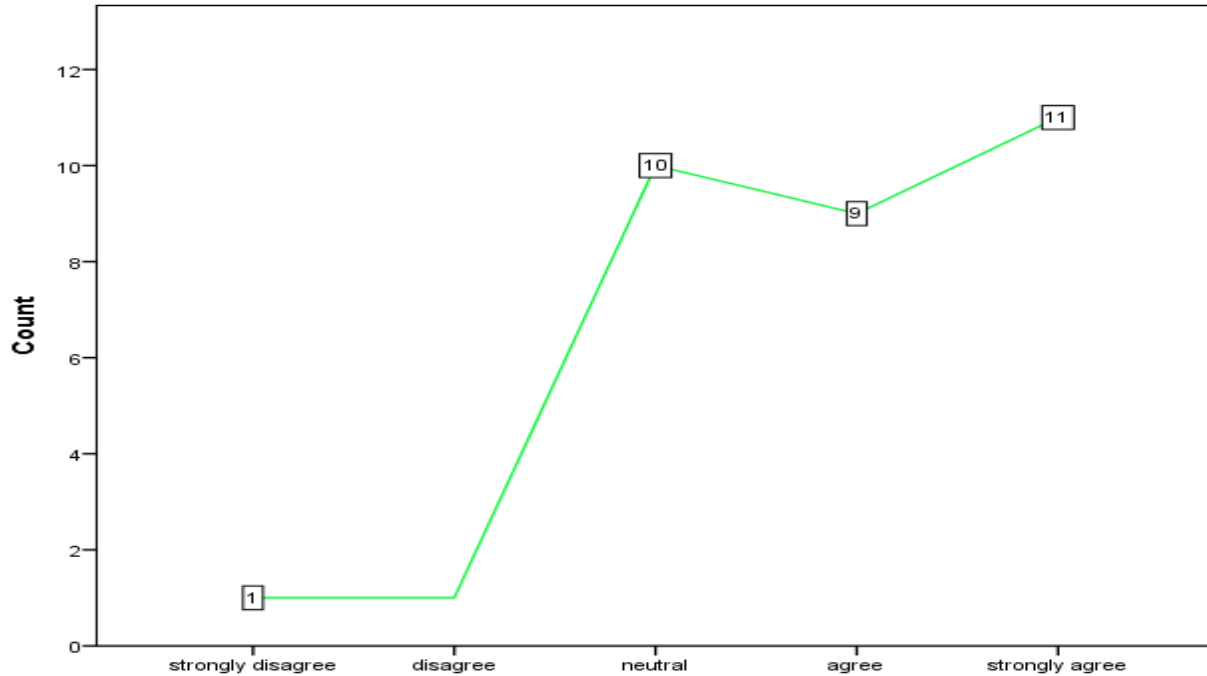




**Figure 4.6: Belong to a better society if spoken like a native English speaker**

The first part of the graph in Figure 4.5 demonstrates a stable increase (from 1 to 2), and then the count shows a significant rise (12). After this point, the number shows a decline (8). The last part of the graph illustrates a sturdy increase (9).

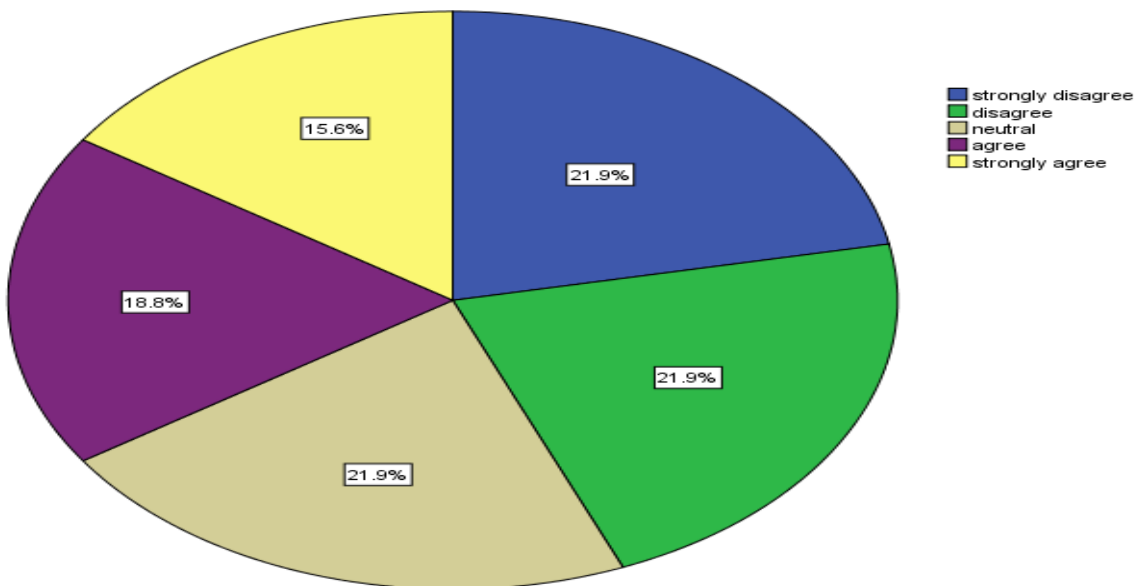
The line graph for Figure 4.6 is quite similar to Figure 4.5. The only contrast in this context, after the 'neutral' point (12), there was a sharp decline (8) and the count continued to decrease (3).



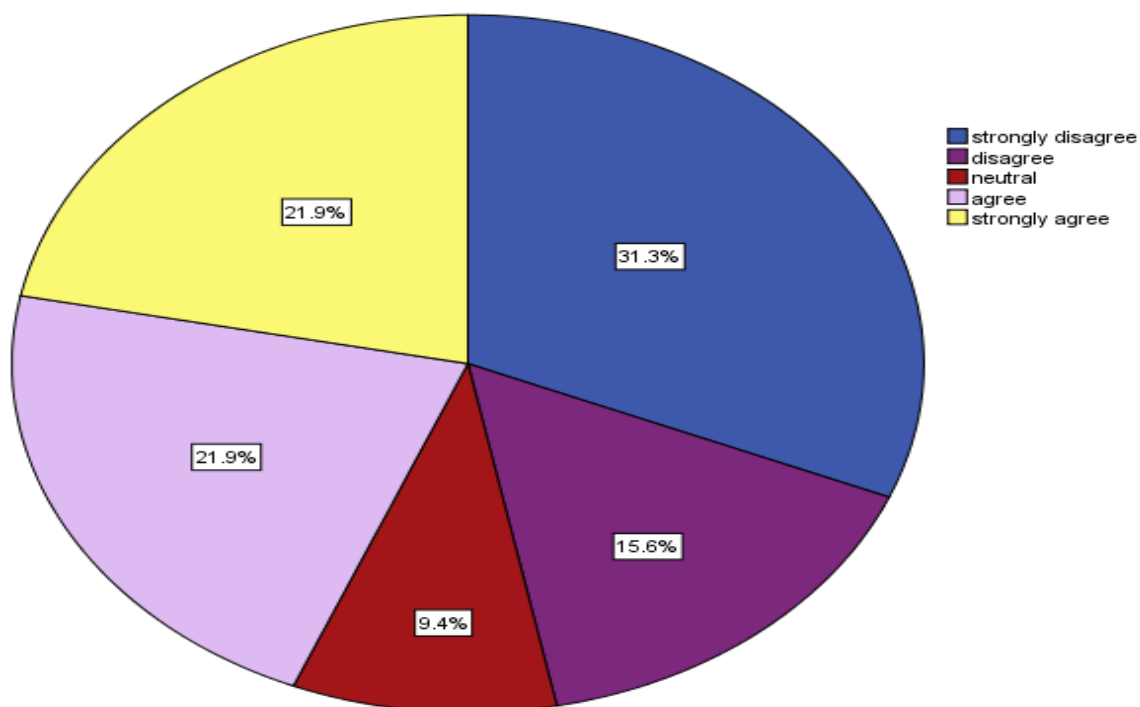
**Figure 4.7: Immigration**

The graph begins with a steady response to 'strongly disagree (1). However, ten samples remained 'neutral' in this section, which is also the turning point for this graph, since it demonstrates a sharp rise in the count. The final part of the graph has fluctuating tendencies.

### 3. Anxiety and attitude for speaking and pronunciation proficiency



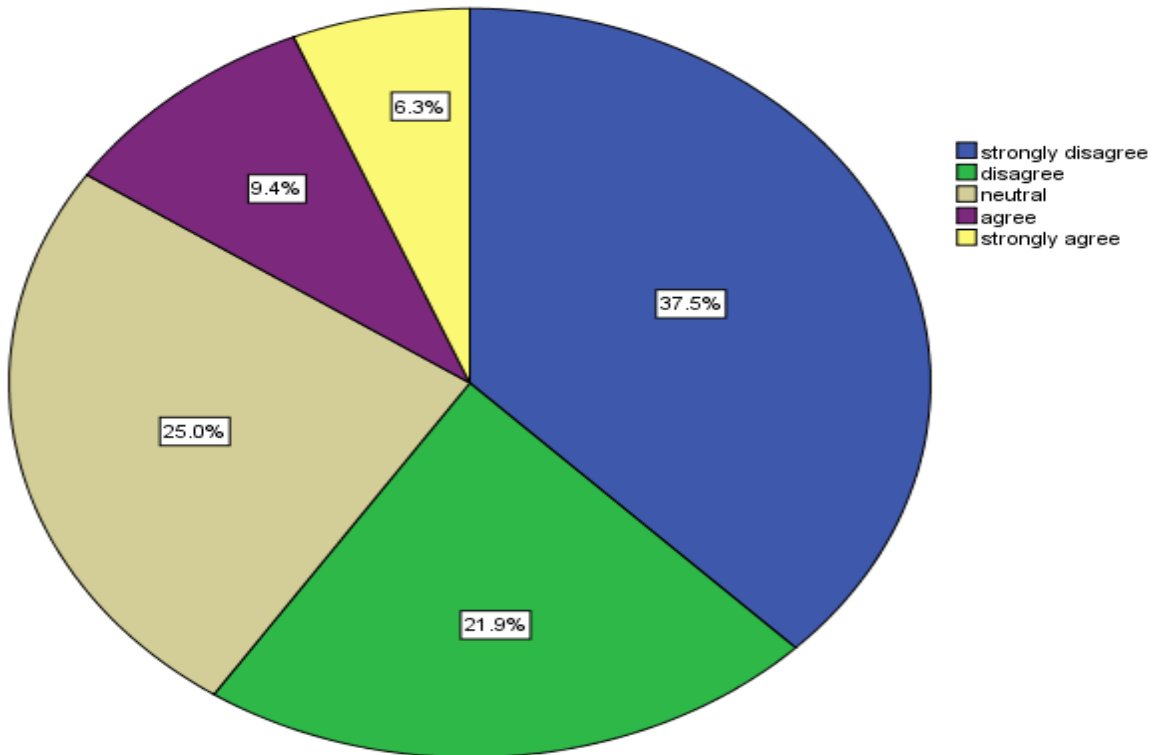
**Figure 5.1: Embarrassed to talk if English does not sound native in front of other non-native speakers**



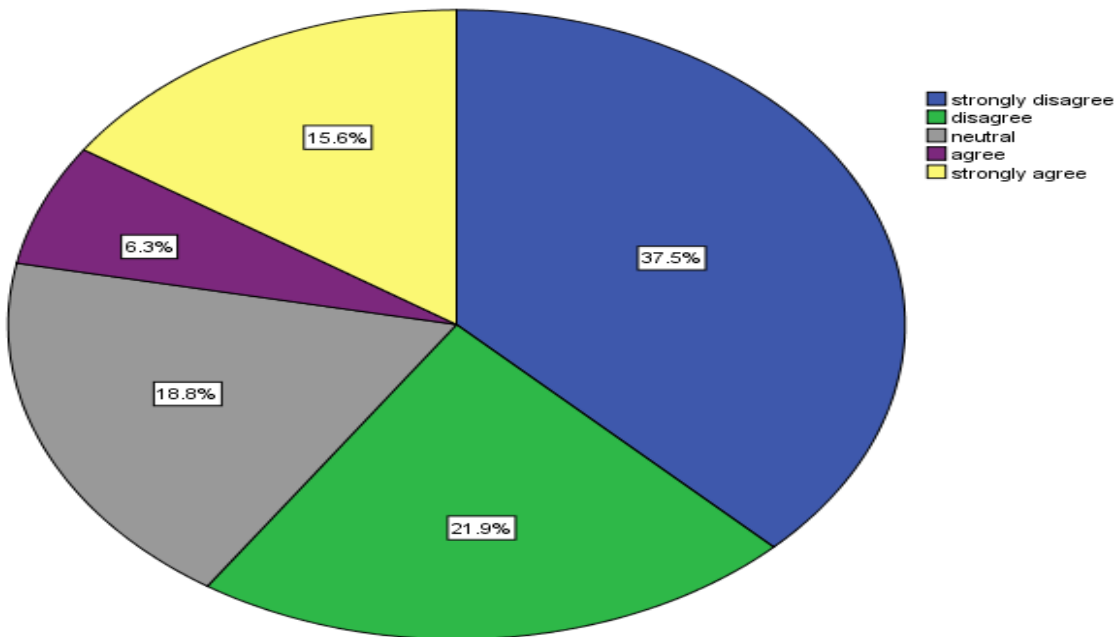
**Figure 5.2: Embarrassed to talk if English does not sound native in front of other native English speakers**

In Figure 5.1, the candidates gave a three-way answer; 21.9% differed, strongly opposed and remained impartial. While, other percentages of candidates, 18.8% and 15.6% respectively, expressed their consent on the statement ‘feeling embarrassed to talk if my English does not sound native’.

The context in Figure 5.2 is quite similar to that of the previous one. However, here the statement poses a situation as to whether the candidates will feel discomfort if their accent does not sound native, in front of other native speakers. In this perspective, the candidates both acknowledged and strongly agreed, leading up to the percentage of 21.9%, that they will be uneasy if their accent does not sound native in front of native speakers.



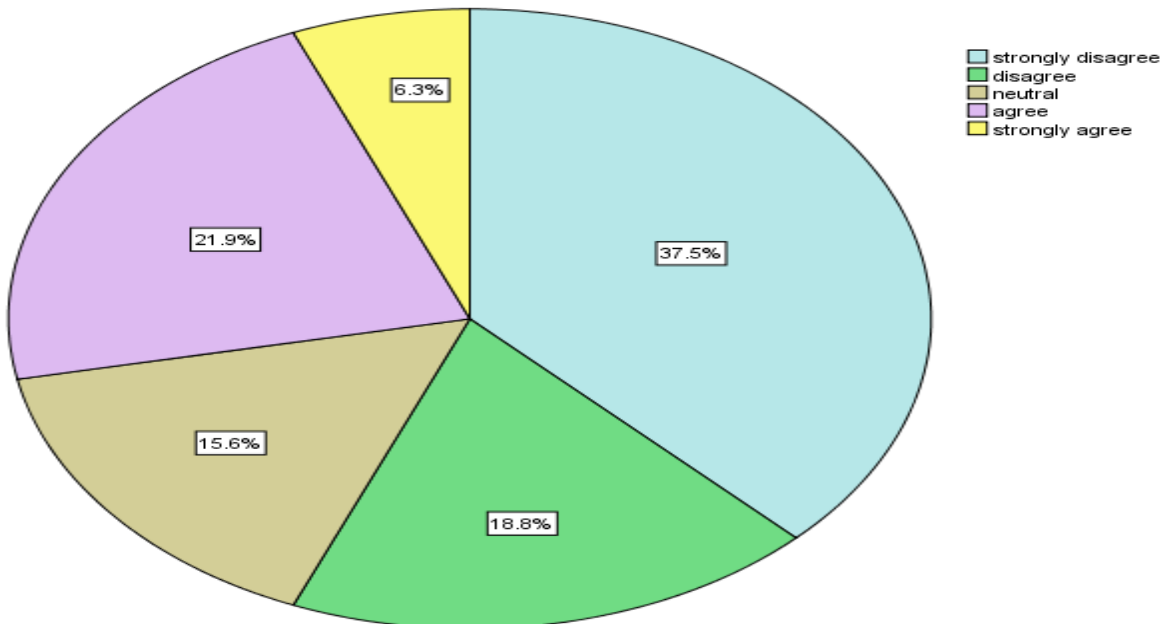
**Figure 5.3: Parents are embarrassed if a sample's English accent is not native in front of other nonnative English speakers**



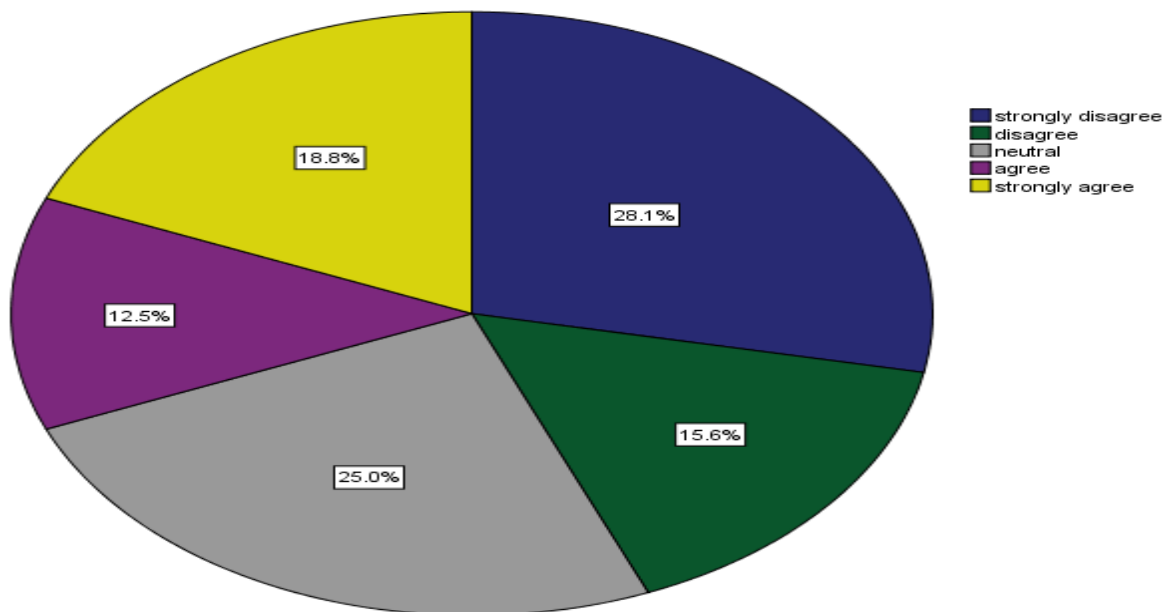
**Figure 5.4: English accent does not sound native in front of other native English speakers**

The pie charts in Figures 5.3 and 5.4 illustrates, 37.5 % of participants greatly opposed the matter of

not sounding native whereas a small percentage of 9.4%, 6.3%, and 15.6% expressed their consent on the matter concerned. While in both the charts 21.9% of the candidates disagreed on the matter completely.



**Figure 5.5: Superiors will be embarrassed if a sample's English accent does not sound native in front of other non-native English speakers**

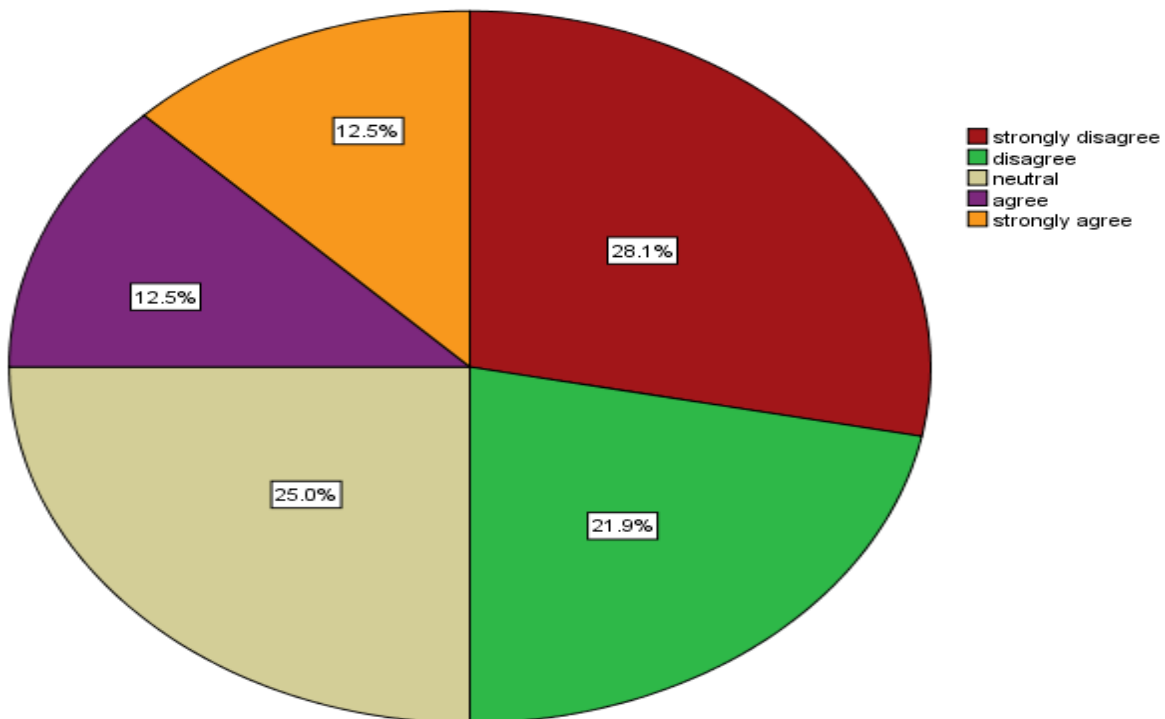


**Figure 5.6: Superiors will feel embarrassed if a sample's English accent does not sound native in front of other native English speakers**

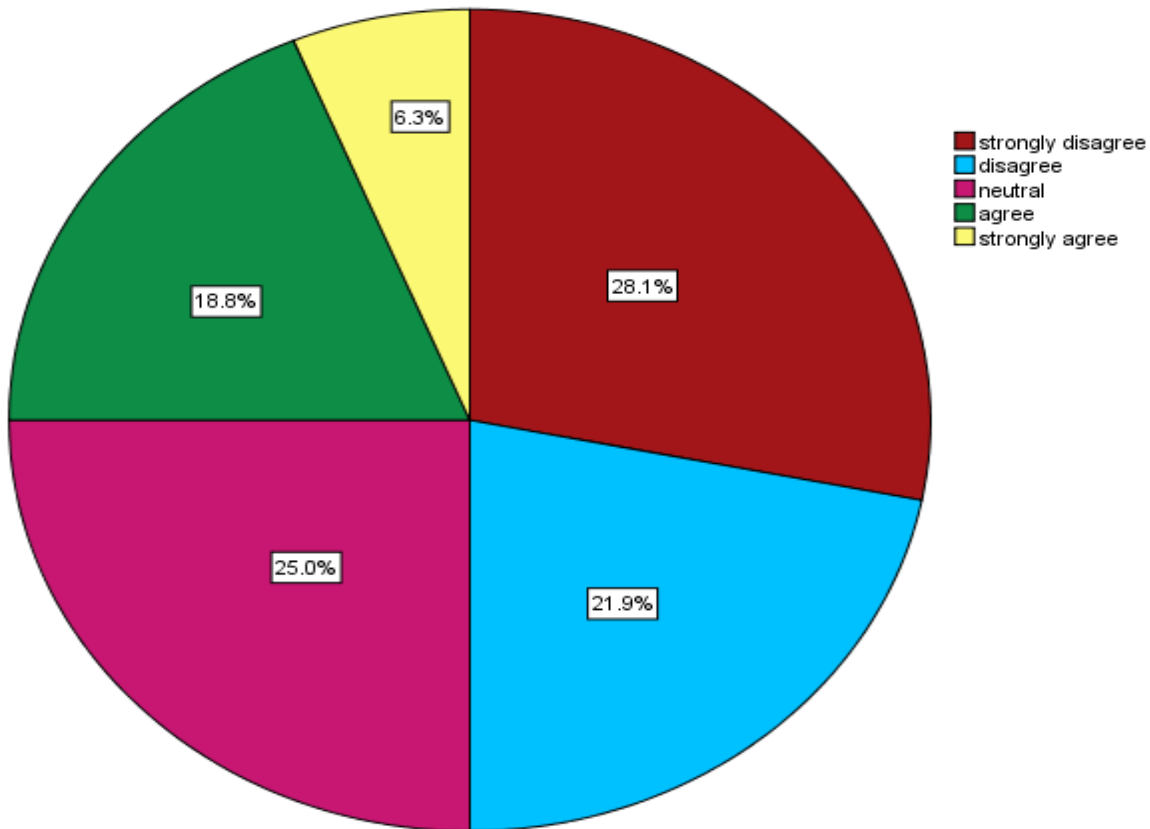
The pie charts in Figures 5.5 and 5.6, the researcher inquired whether the superiors would feel discomfort if the samples' English accent is not native-like, in the presence of other native and non-native speakers. The two pie charts represent the results of this analysis.

In the first chart, it shows that a large part of samples (37.5%) strongly disapproved the circumstance, while others (18.8%) simply disagreed. On the other hand, only 6.3% of samples expressed their approval of the situation, while a handful of 15.6% remained unbiased towards the matter.

Figure 5.6 represents samples (28.1%) disapproved the situation mentioned in the questionnaire. To count this, 18.8% of the samples strongly concurred with the situation at hand. However, in this case, 25% remained 'neutral', which is greater than the percentage of samples strongly agreeing with the matter.



**Figure 5.7: Friends will be embarrassed if a sample's English accent does not sound native in front of other non-native English speakers**



**Figure 5.8: Friends will be embarrassed if a sample's English accent does not sound native in front of other native English speakers**

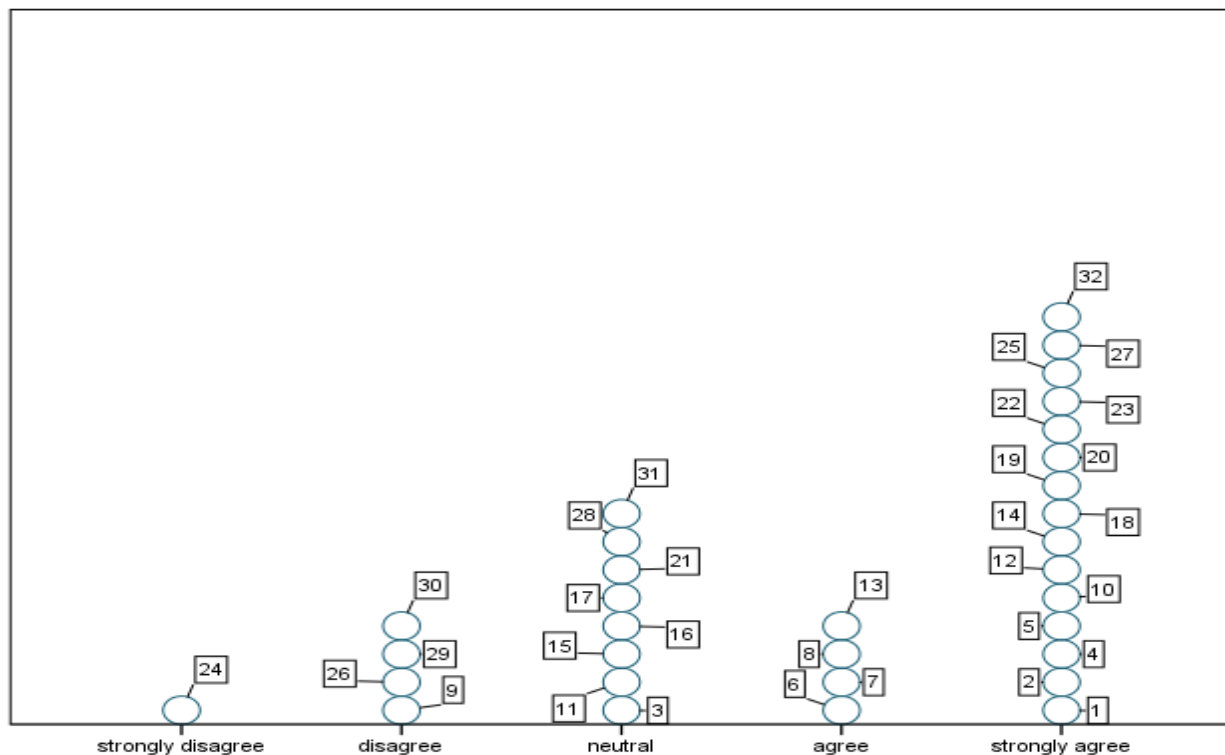
In Figures 5.7 and 5.8, the values in the two pie charts are identical, apart from the slices that represent 'strongly agree' and 'agree'.

In Figure 5.7, the percentages of 'strongly agree' and 'agree' are similar (12.5%). On the other hand, in Figure 5.8 the values of the two variables slightly differ, they are 18.8% and 6.3% respectively.

Slices, which represent the other three factors, strongly disagree, disagree and neutral, are identical in size, shape, and values, which proves that an equal number of samples opted for those options.

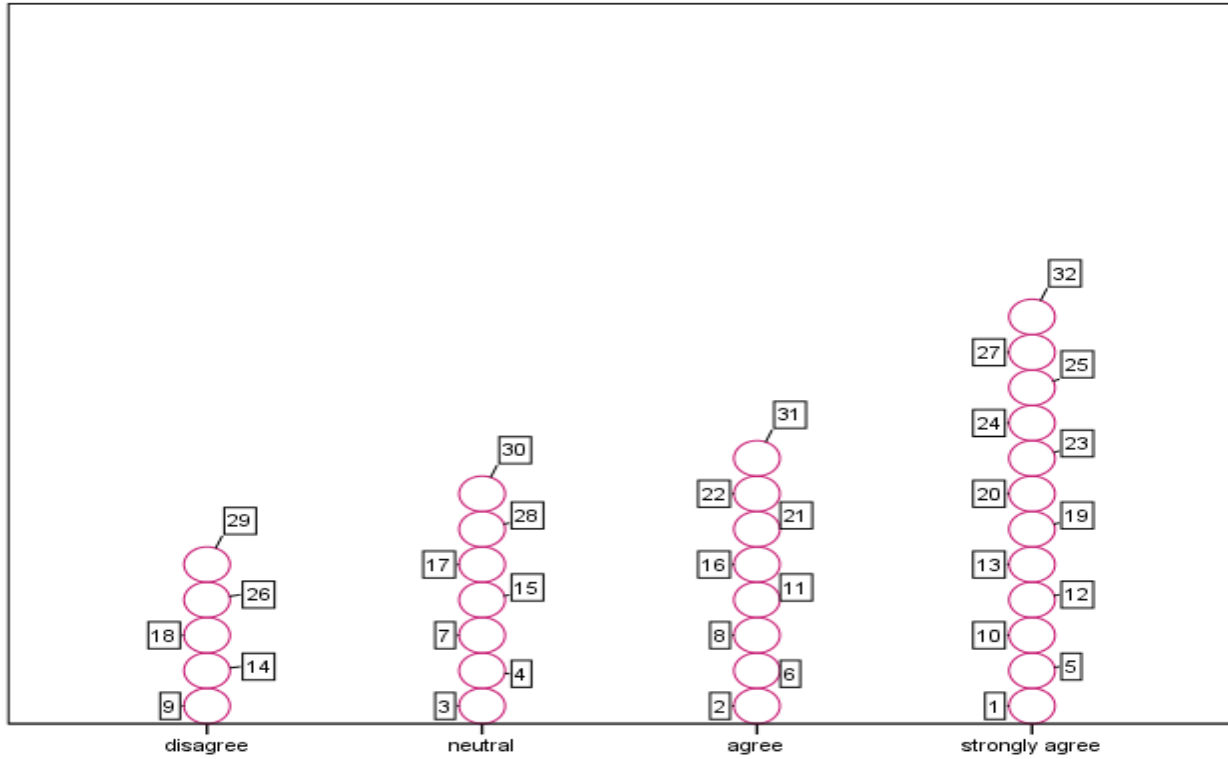
## **6. Impact on following a role model on your social interaction**

This part of the research focuses on how a role model can affect a candidate's regular life. Below are questions and statements that correspond to the title, mentioned above. The results portrayed through scatter dot diagrams. Each dot in the diagram stands for a singular case number and the horizontal axis signifies the options that the paper presented them. Since the results of the analysis are almost similar to each other, therefore the researcher provided a single analysis for all of the graphs.

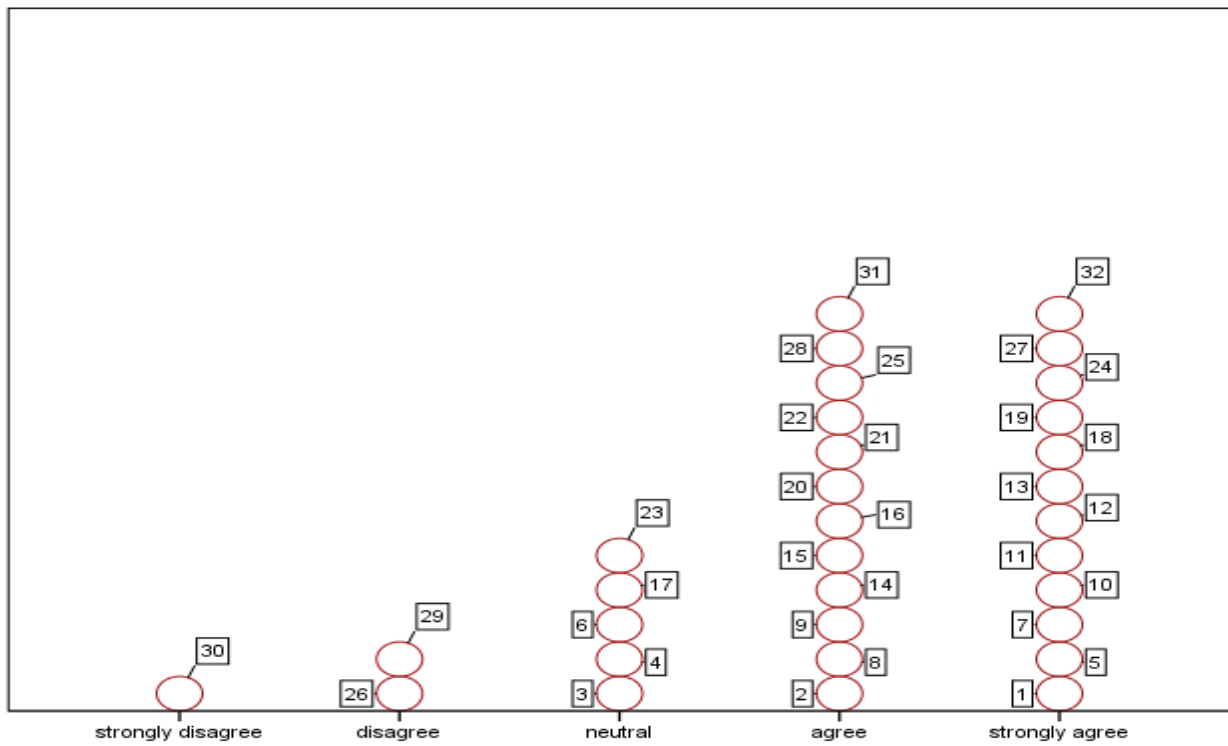


**Figure 6.1: Speaking fluently will be beneficial for promotion**

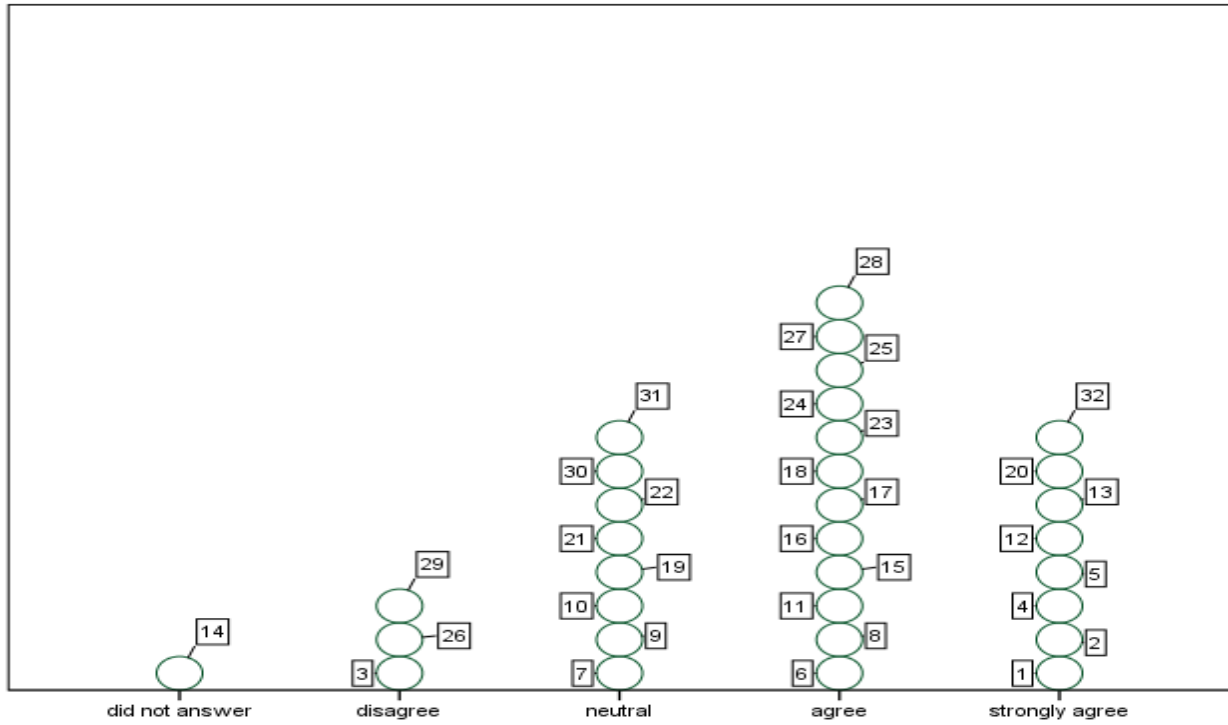




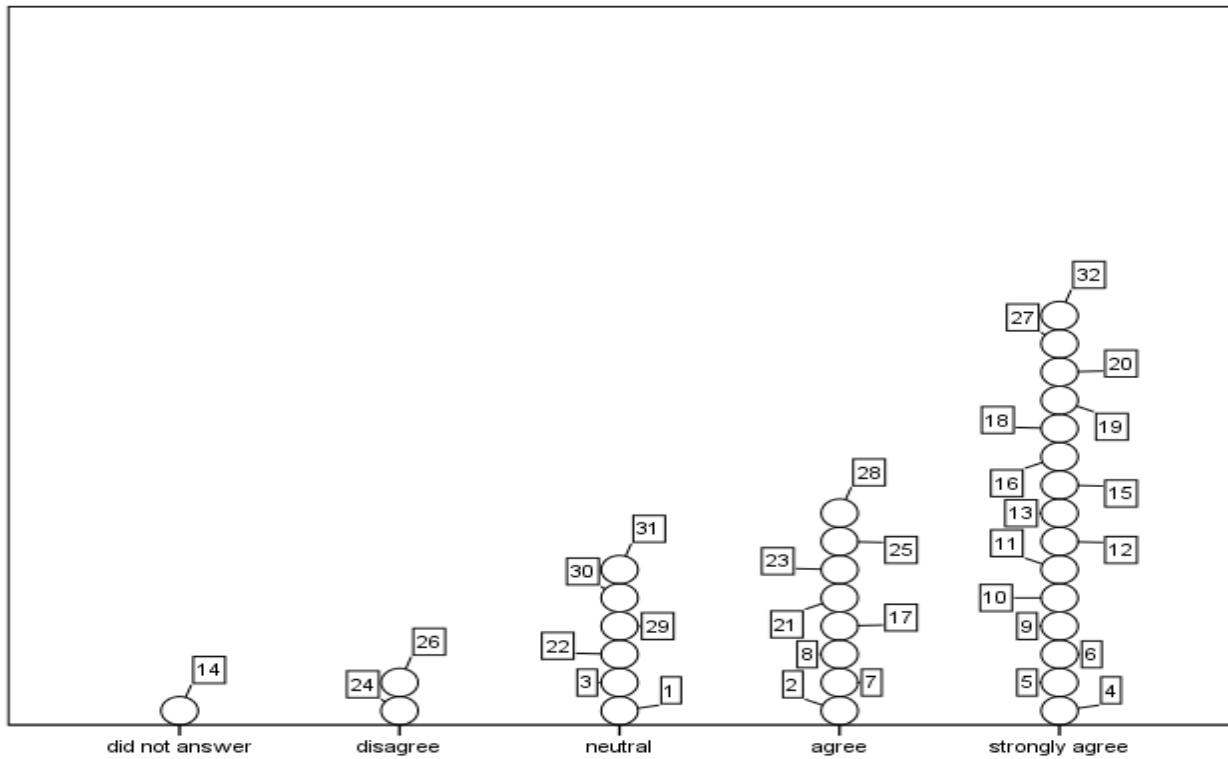
**Figure 6.2: Appreciation from superiors if spoken like a native English speaker**



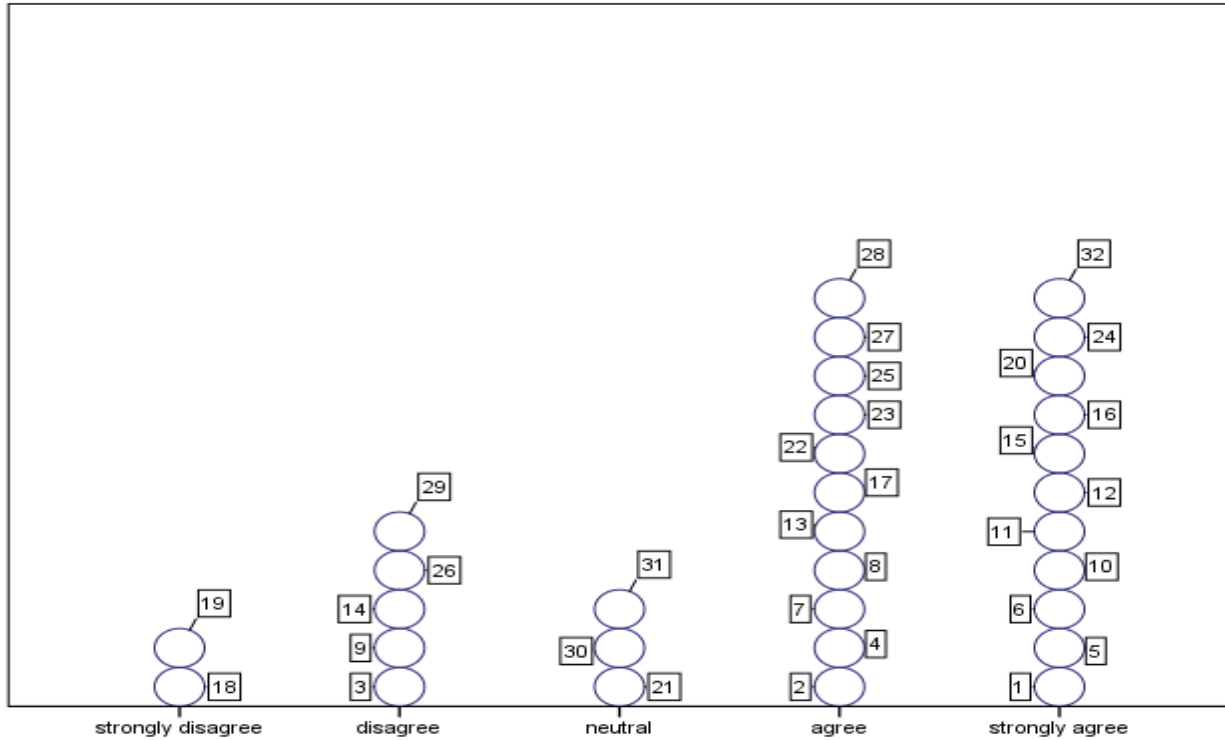
**Figure 6.3: Improve writing by including English idioms**



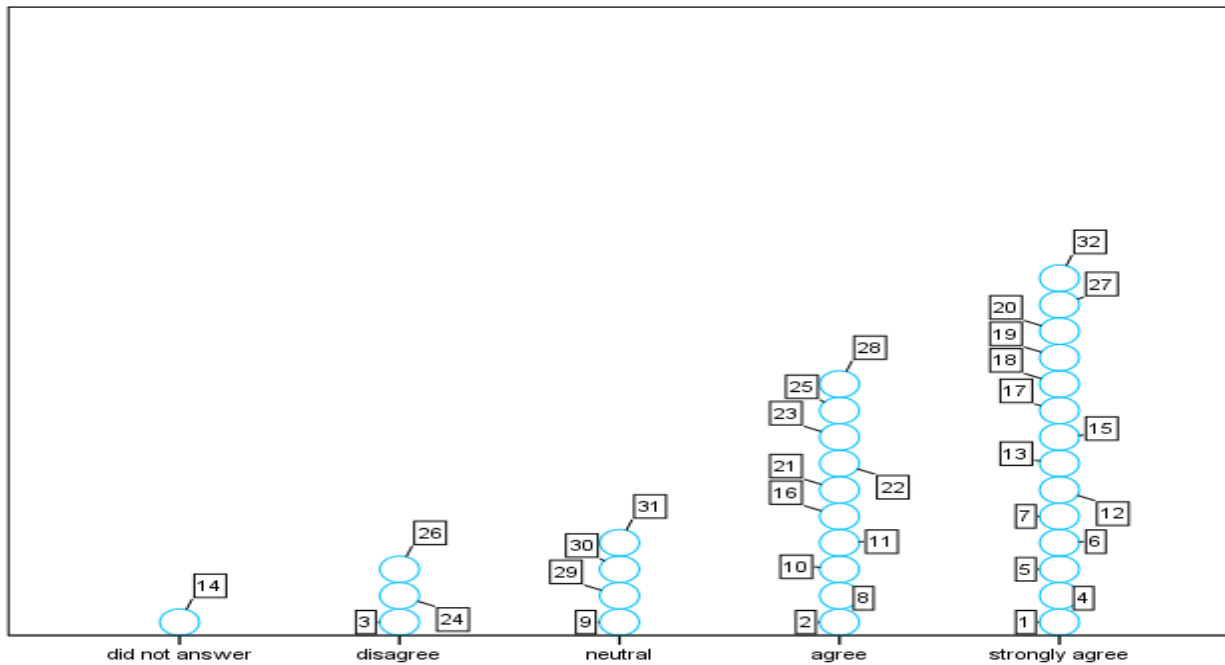
**Figure 6.4: Benefits for using English style of speaking**



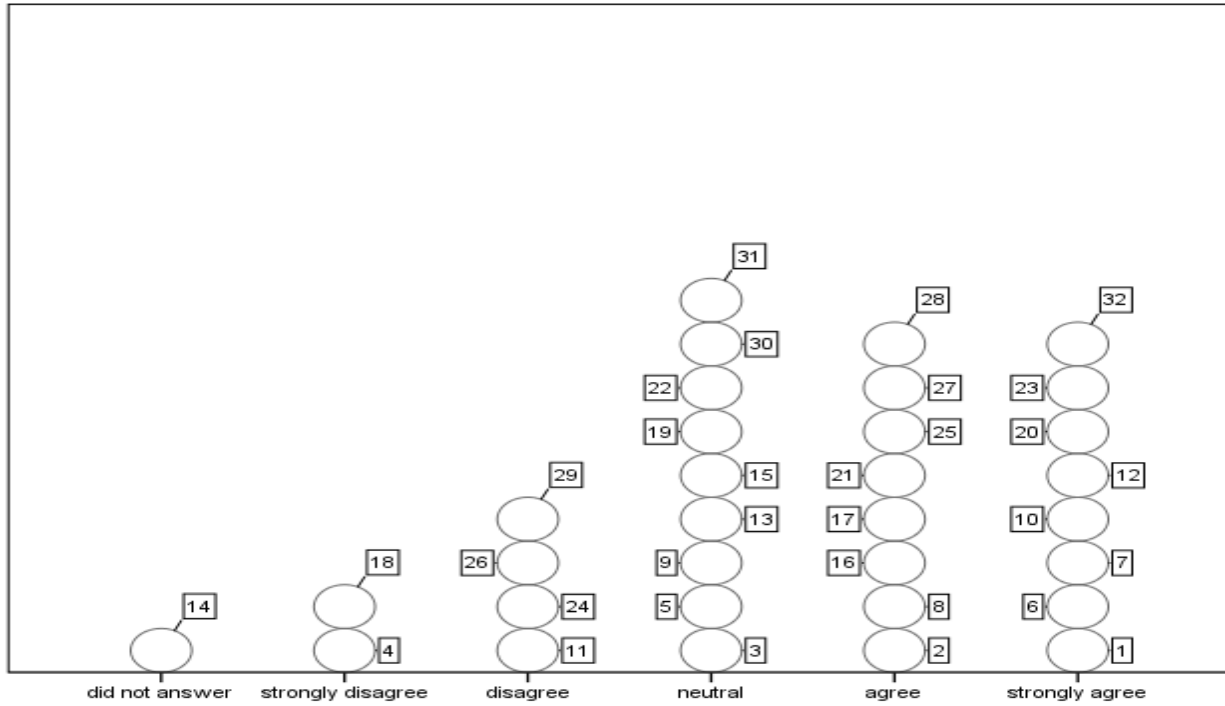
**Figure 6.5: Effective presentation if English formal expressions are included**



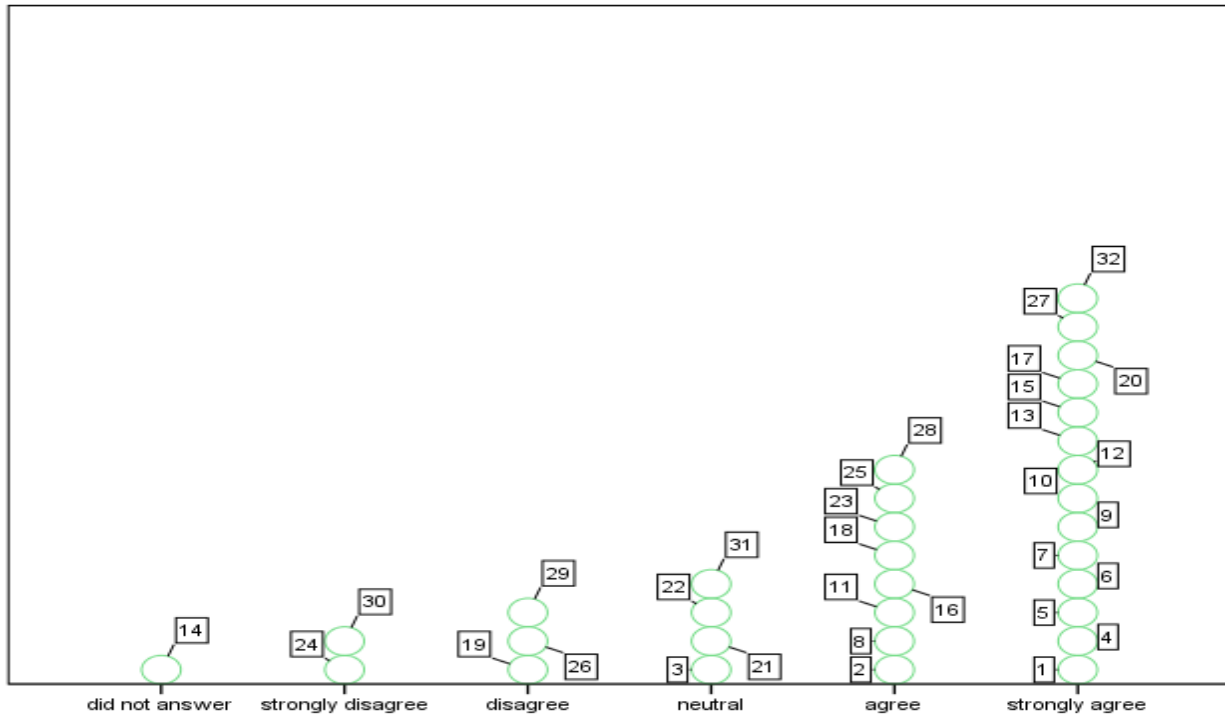
**Figure 6.6: Appreciation from peers and colleagues if spoken like a native English speaker**



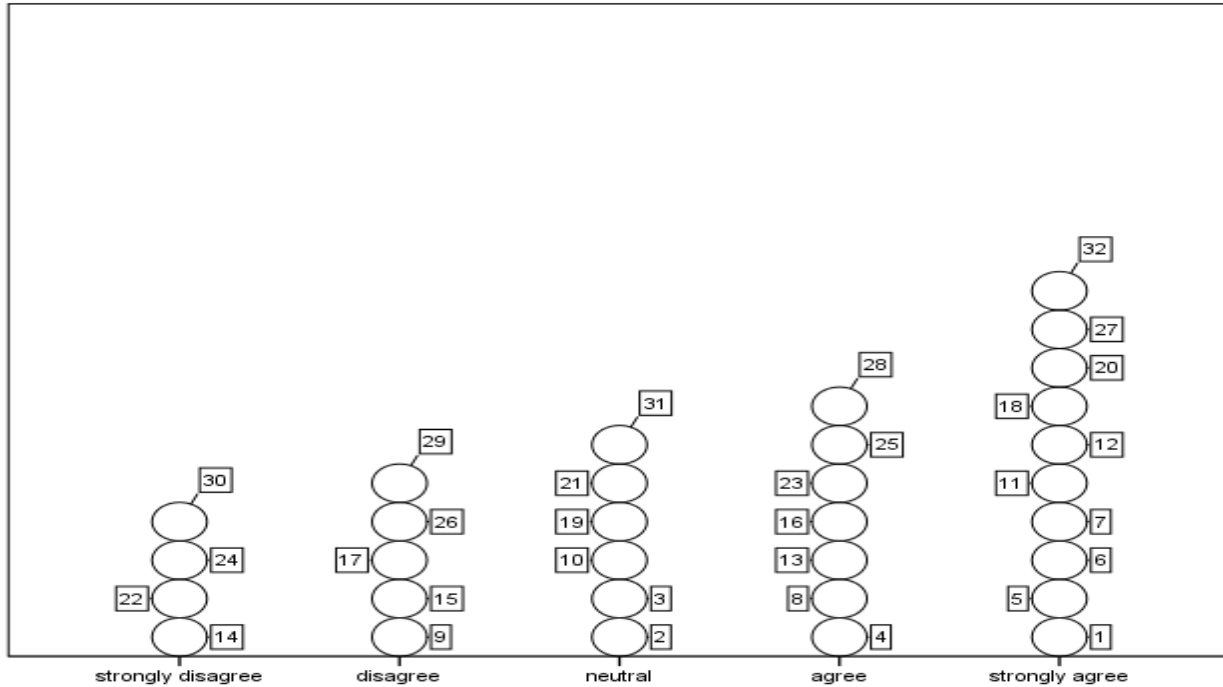
**Figure 6.7: Benefits of having perfect English pronunciation abroad**



**Figure 6.8: Speaking like a native speaker helps to understand a foreigner**



**Figure 6.9: Advantages of speaking fluently in company meetings**



**Figure 6.10: No embarrassment and hesitation by sounding like a native speaker**

In the above Figures 6.1 to 6.10, with the exception of Figure 6.8 where the highest number of samples remained neutral, majority of the samples mentioned they agree on the given circumstances (15), while the minority of the samples expressed that they disagree (4). Few samples remained neutral and even lesser to no samples said they strongly disagreed. One sample (14) did not choose any option in Figures 6.4, 6.5, 6.7, 6.8 and 6.9.

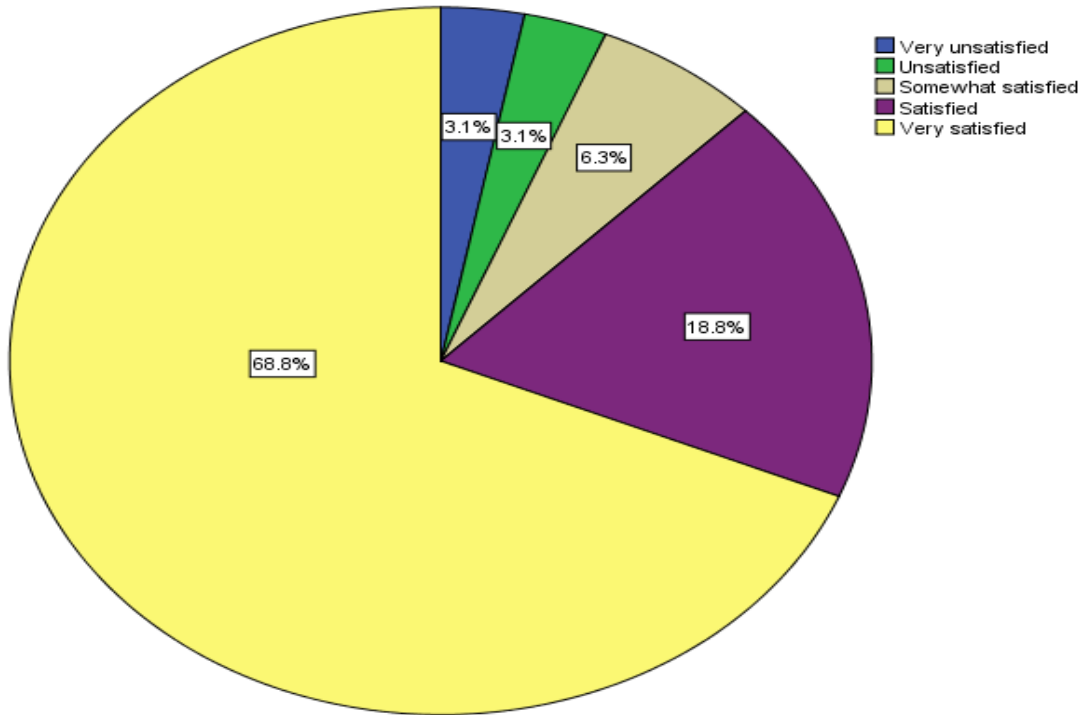
#### **4.4 Findings based on Research Question 3 (What nature should role models retain?)**

##### **4.4.1 Findings based on Quantitative Data**

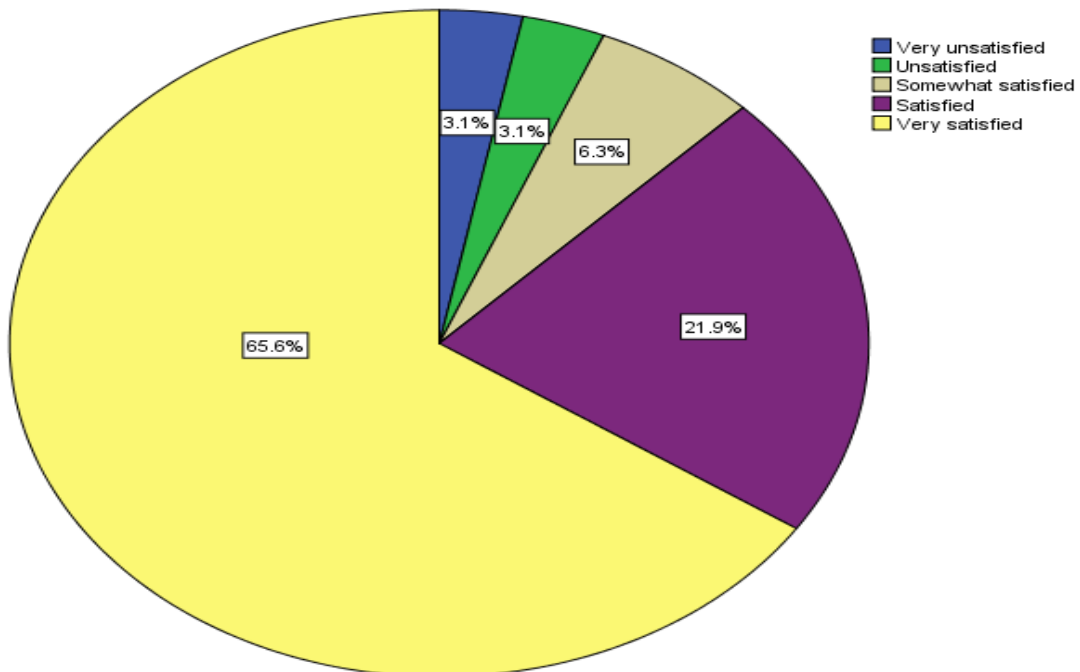
##### **7. Evaluating qualities of my 'role model'**

The pie charts focus on evaluating the qualities of a role model. In the following figures, the researcher has provided the samples with various attributes that their role model possesses. In

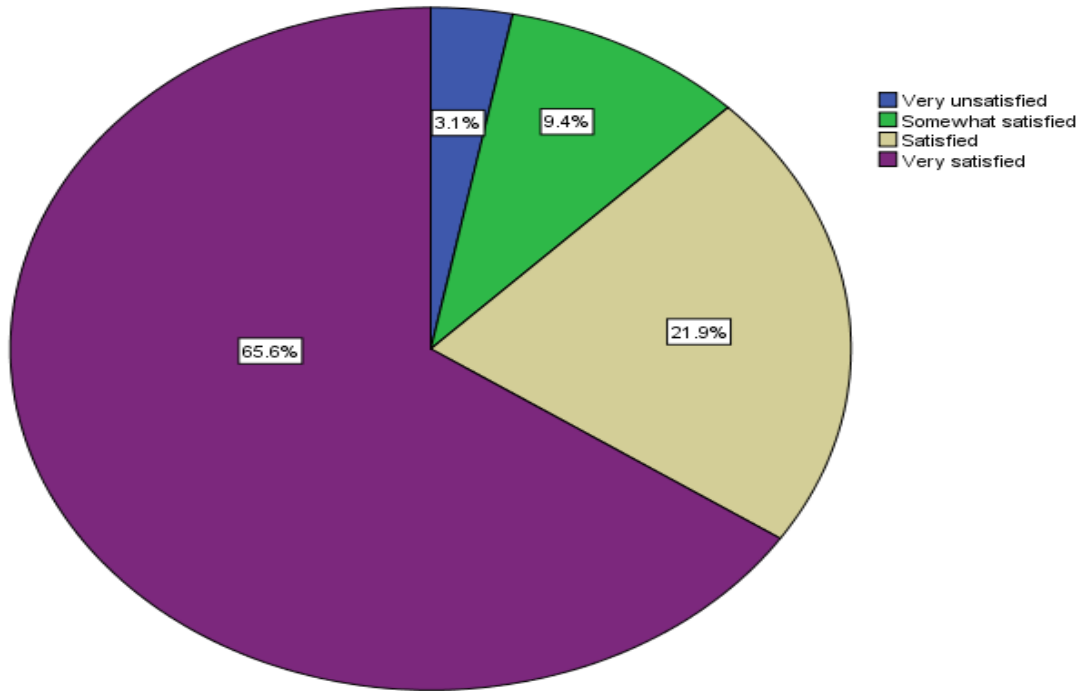
this case, the researcher, instead of describing each pie chart separately, decided to explain the results altogether.



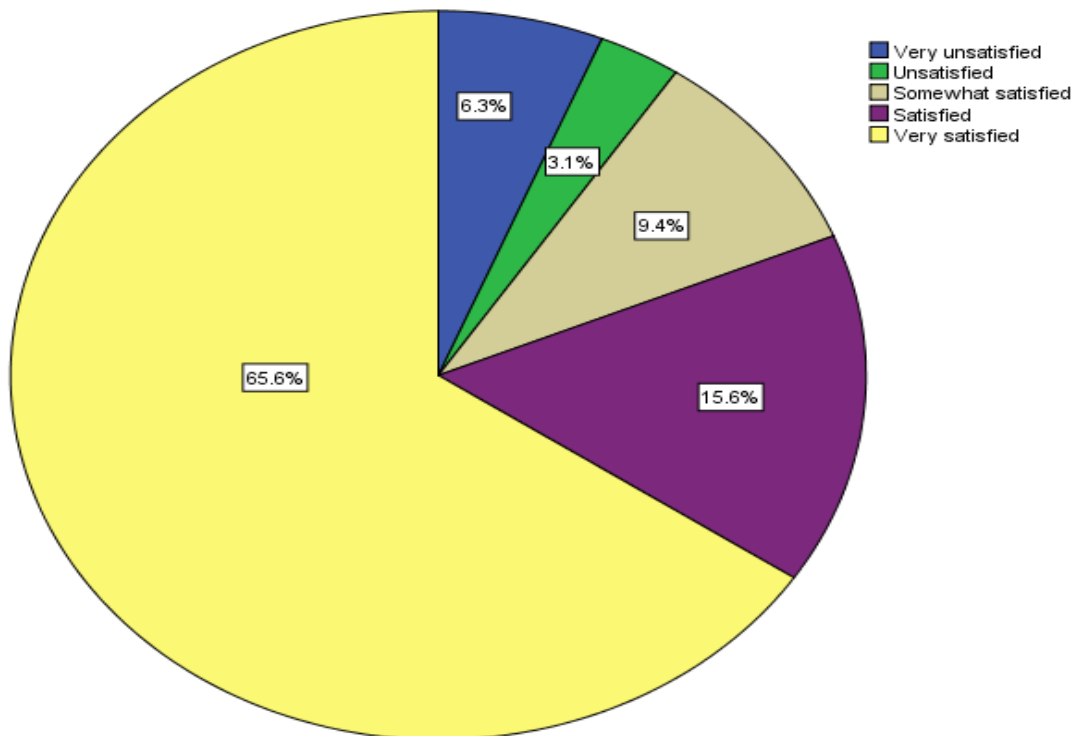
**Figure 7.1: Qualities of a role model. Efficient vs Inefficient**



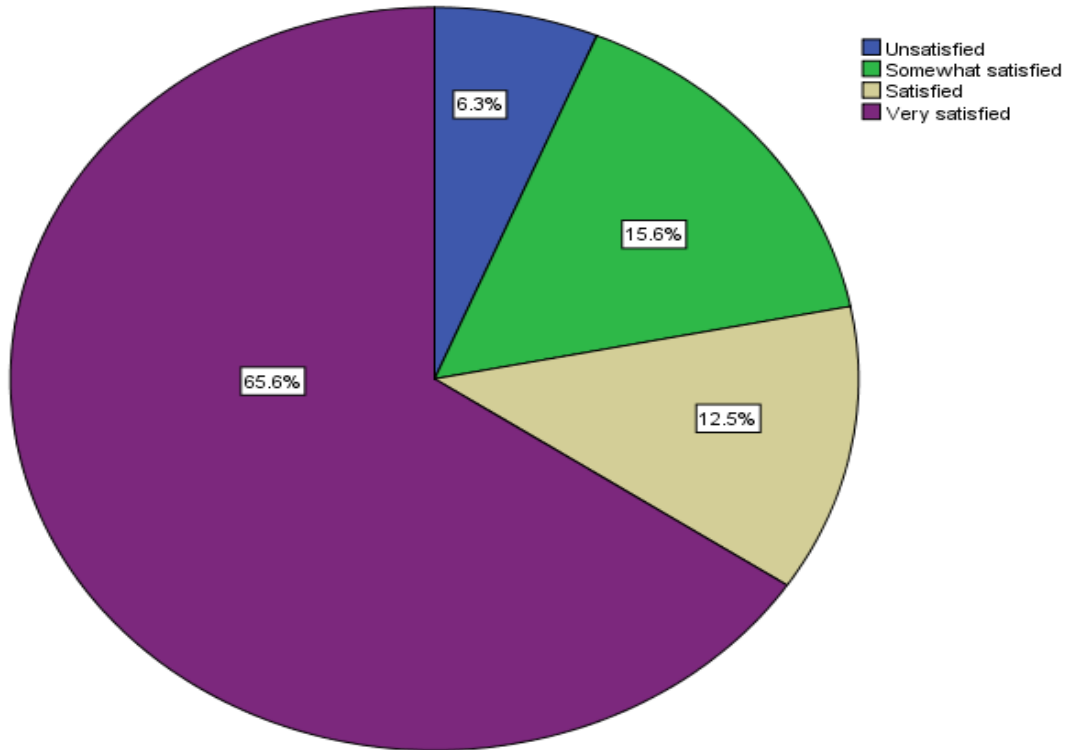
**Figure 7.2: Qualities of a role model. Cheerful vs Cheerless**



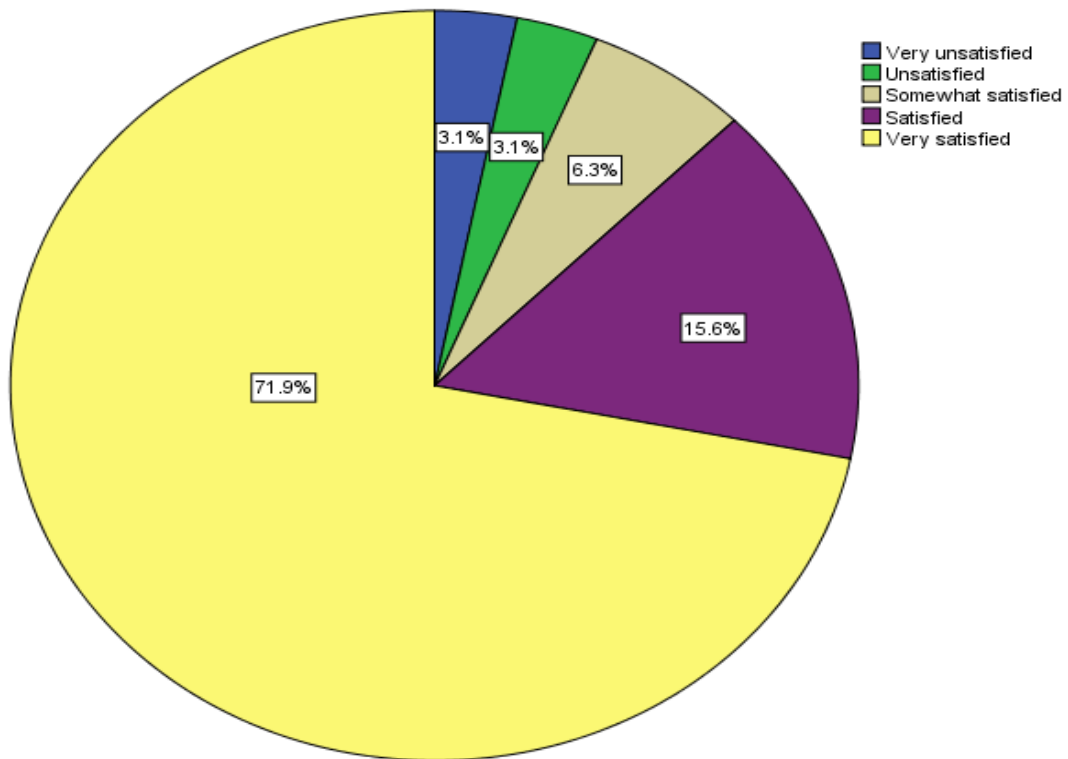
**Figure 7.3: Qualities of a role model. Sincere vs Insincere**



**Figure 7.4: Qualities of a role model. Approachable vs Unapproachable**

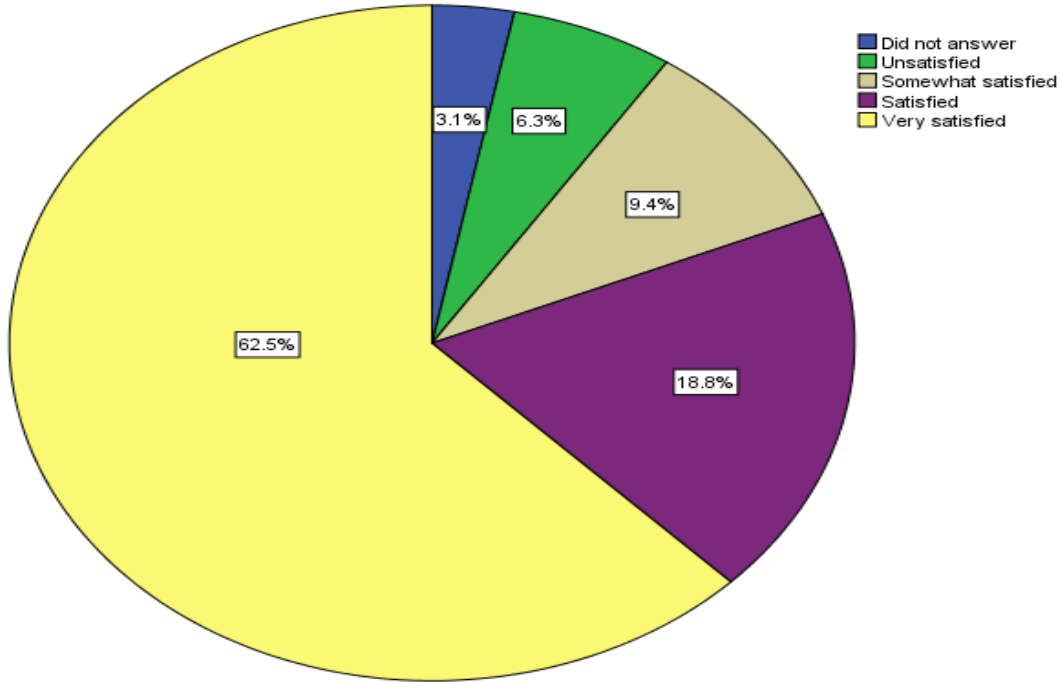


**Figure 7.5: Qualities of a role model. Trusting vs Suspicious**

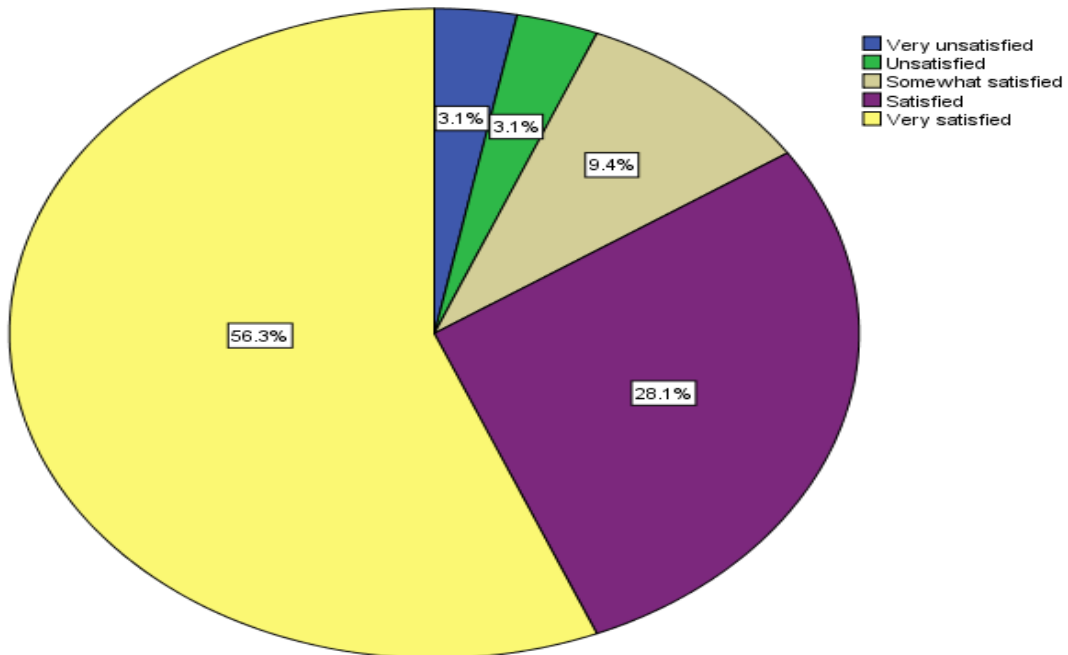


**Figure 7.6: Qualities of a role model. Capable vs Incapable**

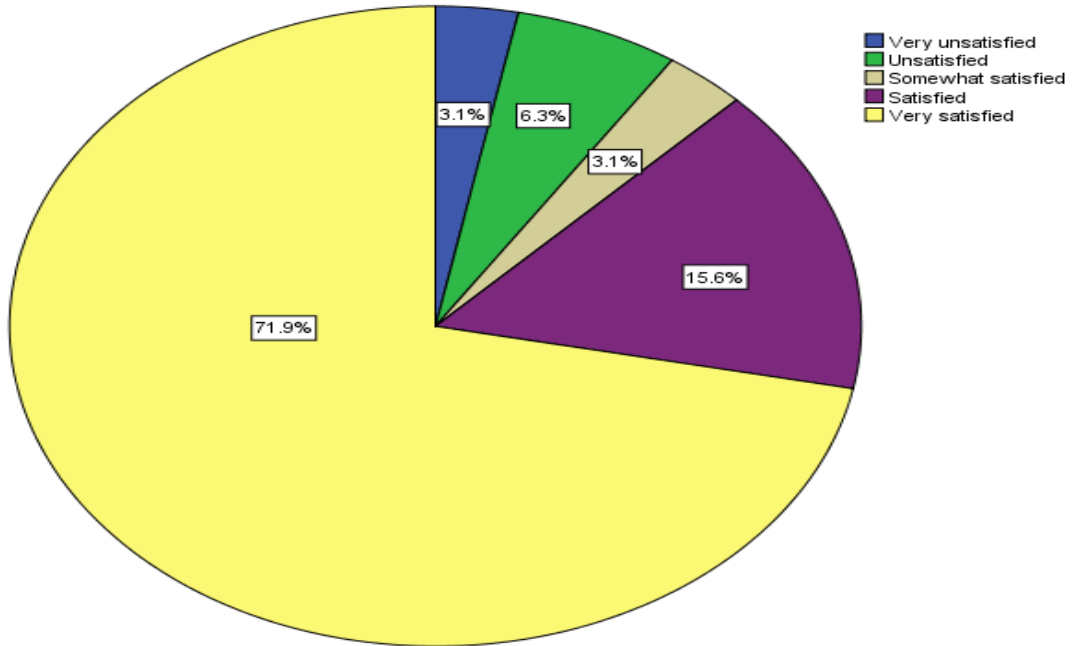




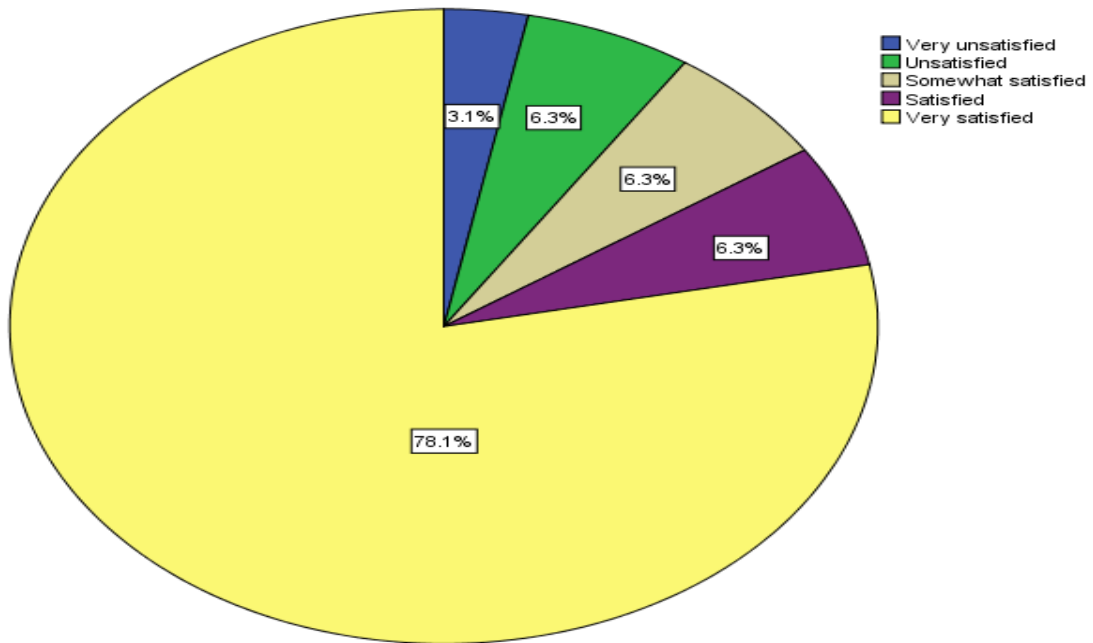
**Figure 7.7: Qualities of a role model. Friendly vs Unfriendly**



**Figure 7.8: Qualities of a role model. Exciting vs Dull**



**Figure 7.9: Qualities of a role model. Organized vs Disorganized**



**Figure 7.10: Qualities of a role model. Reliable vs Unreliable**

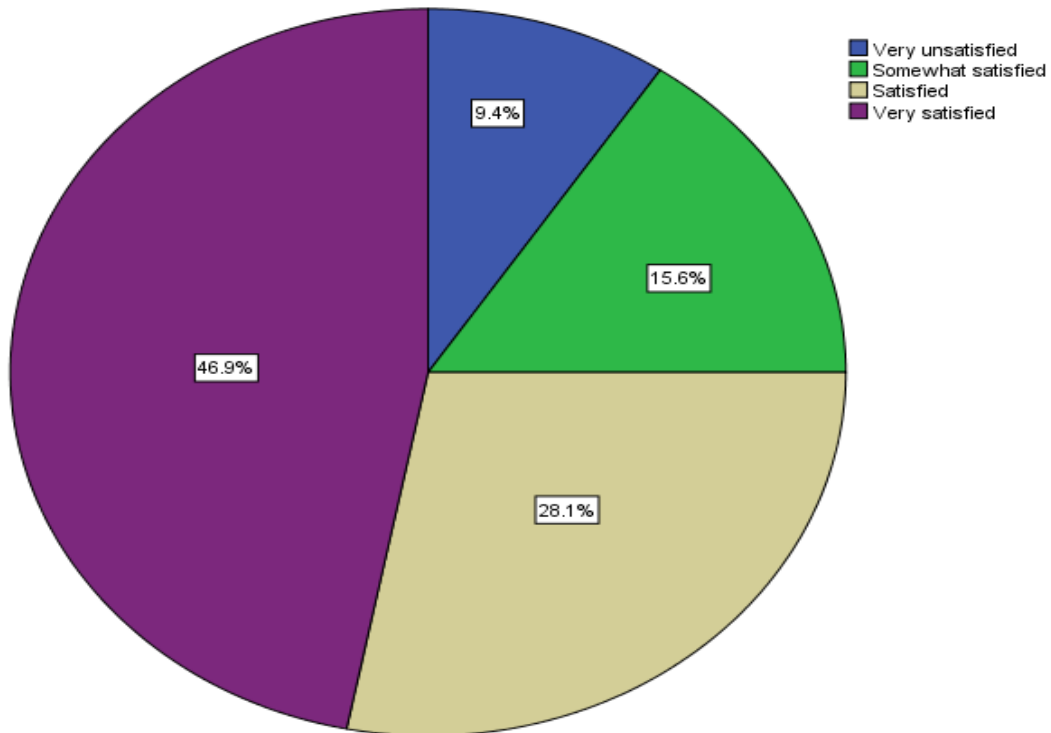


Figure 7.11: Qualities of a role model. Imaginative vs Unimaginative

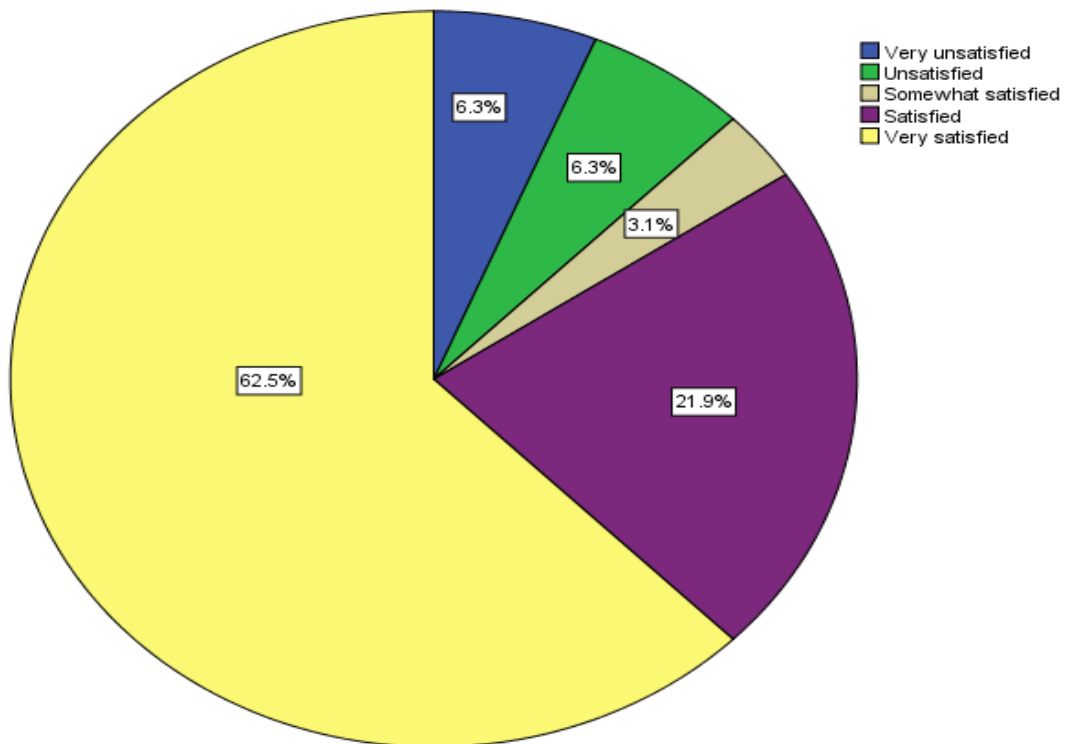


Figure 7.12: Qualities of a role model. Patient vs Impatient

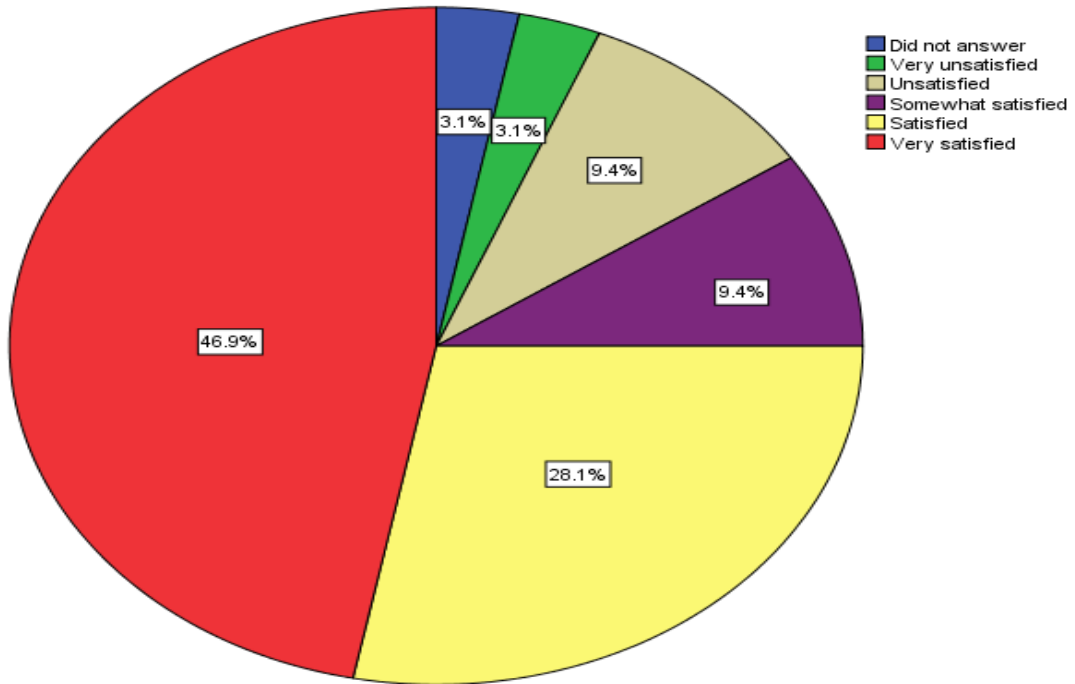


Figure 7.13: Qualities of a role model. Colorful vs Colorless

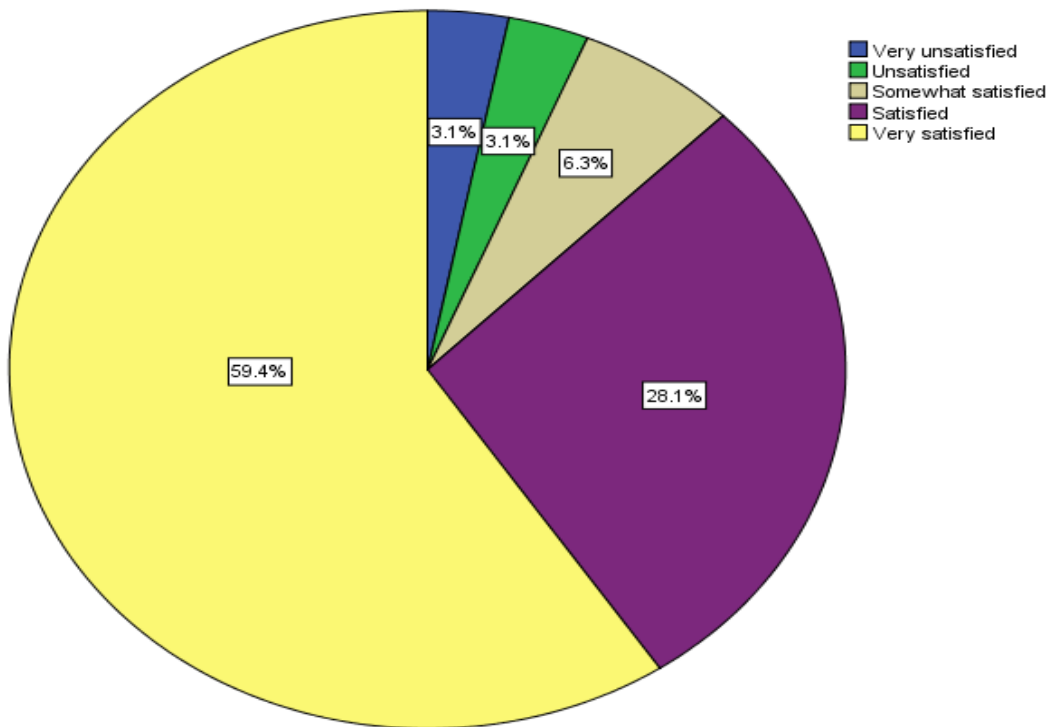


Figure 7.14: Qualities of a role model. Intelligent vs Unintelligent

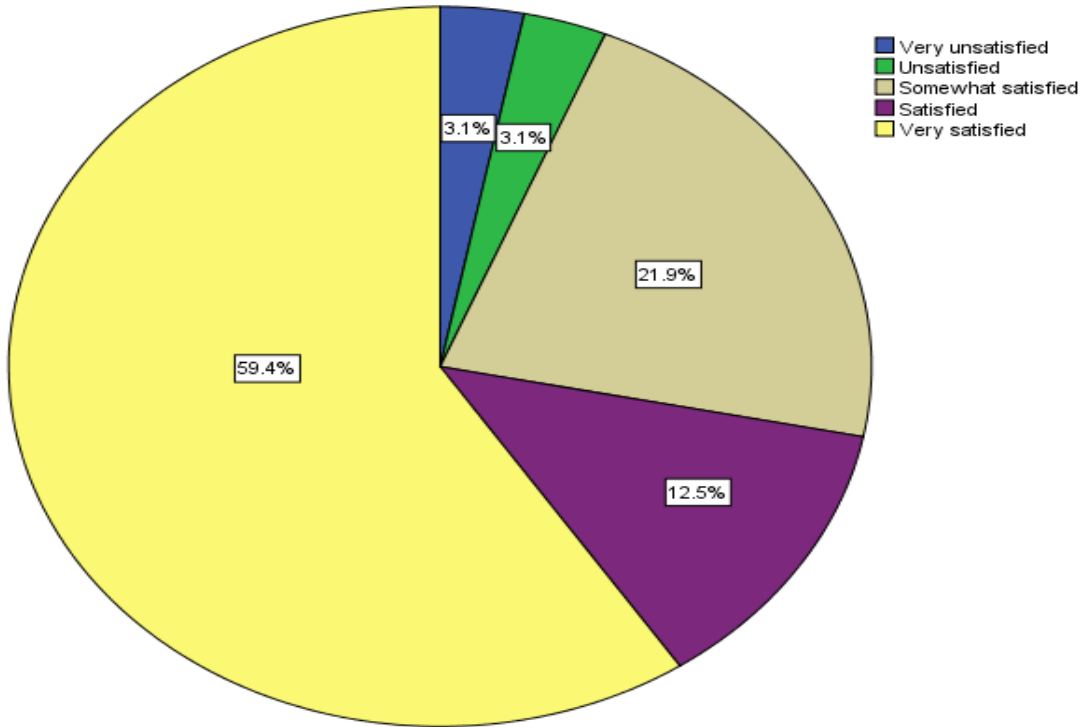


Figure 7.15: Qualities of a role model. Dependable vs Undependable

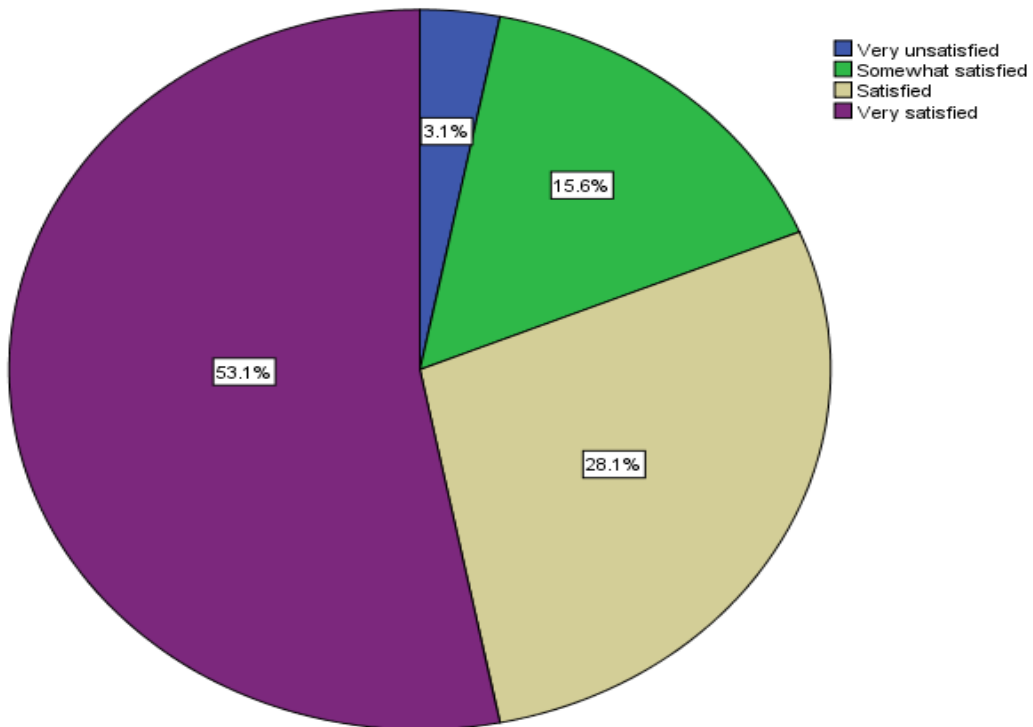


Figure 7.16: Qualities of a role model. Considerate vs Inconsiderate

A prominent pattern can be seen in the pie charts above (Figure 7.1 to 7.16), which is, all the samples opined positively while evaluating the qualities of their role models. The highest percentage of samples providing constructive assessment is 78.1%, and the lowest being 46.9%. By examining the next pattern, it can be assumed that samples were 'satisfied'; ranging between 6.3% and 28.1%. However, in Figures 7.7 and 7.13, sample (3.1%) did not attempt the question. Apart from this, rest of the percentages was distributed between assumptions, 'somewhat satisfied' (3.1% to 21.9%), 'unsatisfied (3.1%-6.3%) and 'very unsatisfied' (3.1% to 9.4%).

## **4.5 Findings based on Research Question 4 (How can having a role model affect a learners' ability to learn spoken English?)**

The objective of the research question 4 is to find how a role model can affect speakers' ability to learn spoken English. To do this, an open-ended question focusing on samples' opinion had been given on the questionnaire. The qualitative data from interview questions will also play a key factor aid, in addition, to analyse this research question. Then combining both data together, it will be convenient to answer the research question in-depth.

### **4.5.1 Findings based on Quantitative Data**

#### **10. Students' opinion**

In this section, the researcher asked the students to write about their role models whom they follow in order to improve their speaking and pronunciation skills. However, while scanning, few similar patterns were noted in the answers, therefore the paper divided those opinions with identical pattern into three categories; qualities of a role model, general opinions, and did not answer.

### **Category 1- Specific qualities of the role model.**

As the name depicts, participants (50%) falling into this category described their role model by including the qualities, which struck them. One of the participants mentioned,

*“The role model I try to follow has a smooth and fluent speech pattern with a very neutral, yet native-like pronunciation. Her choice of words and expressions really sound brilliant”.*

Another wrote,

*‘My English instructor at British Council who talks fluently, confidently with a British accent’.*

Apart from faculties being the role models, participants have also chosen celebrities, *‘My role model is Steve Jobs. His way of speaking was very natural, confident and clear’.* While another chose Morgan Freeman saying, *‘Morgan Freeman’s speech is very clear and has a great impact on the audience’.*

### **Category 2- General opinions**

Under this category, candidates (38%) did not specify the role model, they also failed to state the attributes, which compel them to follow an individual. Majority of the candidates mentioned that they improve their English by listening to movies, while other expressed that they enhance their English skills by observing the people around them.

*‘I don’t have any role model. I always try to understand the pronunciation of words in movies without subtitles’.*

*‘I do not have any role model but I look at everyone who have good speaking. I try to grab from their good qualities.’*

The last category makes up the last 9% of the candidates. They provided no opinion of their own.

### **4.5.2 Findings based on Qualitative Data**

As an instrument of qualitative data, a structured interview was conducted with three participants, at the same time. They were asked the same questions, so they answered together. The researcher

asked the questions and the participants replied. The responses in accordance to the questions are transcribed below-

**1. What pronunciation do you think is the person speaking within the first part? What pronunciation is the person speaking within the second part?**

*S1: "American accent it is. Second one is normal English".*

*S2: "Yeah, I agree with her. Second is normal".*

*S3: "Yes, American accent. I also think other is normal".*

**2. Do you think both audios had the same people?**

*S1: "No, I don't think so".*

*S2: "I think both are same".*

*S3: "They are different".*

**3. Which part of the audio did you like more? Why?**

*S1, S2 and S3: "First one."*

*Reasons (comprehensive): "good flow and very native like".*

**4. Why didn't you like the second part of the audio?**

*S1, S2 and S3 (comprehensive): "the speaker was too fast. There was no full-stop, somewordsunclear. The speaker stopped for some time because there was problem in pronunciation".*

During post-listening interview, samples were first asked which type of pronunciations was used in the audio. All three of them (100%) answered that the first part was spoken in 'American' accent and second one, in 'normal English'. As mentioned earlier, the first part of the recording was done using 'native British pronunciation' and the latter in 'local, urban style, Bengali accented spoken English'.



Next, they were asked if both parts of the audio were recorded using one or two persons. Only one participant (33.3%), said '*same person recording*'. Other two (which make 66.7%) thought there were '*different people recording*'.

The following question for them was to mention which part of the audio they liked more and to give reasons for choosing. Here too, all of them (100%) chose the first part (native British accent). The couple of reasons they pointed were- '*flow is good*' and '*native-like*'.

When they were asked to give reasons for not preferring the second part (local style spoken English) of speaking, all said that '*the speaker was too fast*'. There was no '*full-stop*' in-between lines, somewords were '*unclear*'. They also felt that in the second part, the *speaker* '*stopped for some time because there was problem in pronunciation*'.

## **Chapter Five: Discussions and Limitations**

### **5.1 Introduction**

The present study aimed to gain a greater understanding of non-native adult speakers' attitudes towards NS and NNS role-model to learn English pronunciation in Bangladesh by assessing their abilities to perceive accents and their reactions to different native and nonnative English accents.

The purpose of doing this research was to achieve deeper insight of the possible reasons, and speakers' attitude to have a role model in Bangladesh, its impact on the social communication and status, and finally, to find their expectations from a role model in multiple aspects.

### **5.2 Research Question 1- general attitudes towards a role model for English pronunciation**

In terms of the first research question, the results quite evidently show that one of the biggest factors to enhance their English proficiency was to create a better impression in their career (nearly 50%), which can be assumed as one of the primary parameters of an individual's social position. An adult looking for paths to improve proficiency in spite of learning English in primary, secondary and, tertiary education and mostly hearing English from their teachers (53.49%) raise doubts about their input received during those years. Participants clearly wanted to enrich their understanding of NS speaking style (62.5%), formal expressions (78.1%), etc. These statistics also align to their profession and the kind of speakers they would converse with regularly, which will highlight their part of the performance and influence positively in their social status. Therefore, it can be assumed that majority of participants are aware of their need for a role-model to improve their style of speaking to in turn, bring a positive change in their social class and position.

### **5.3 Research Question 2- reasons to consider having a role model for pronunciation**

With 78% frequently speaking in English in their regular lives, 71.9% agreeing to improve their speaking just like a NS particularly, using formal and informal expressions (over 60%), gives a profound picture of the sample not having their expected 'ideal' role-model in most part of their lives, to learn the right kind of English pronunciation. Since from the sample we deduced their primary reason to improve their L2 speaking was for their professional enhancement, 46.9% believe that their superiors at work prefer NS accent and 59.3% appreciated too. It is also strikingly noticeable that 25% did not answer at all or did not know if their superiors had any preference about native pronunciation and 18% did not know if their superiors appreciated. Yet strikingly 69% of them agree that pronunciation like an NS will provide them better opportunities at work. Not succinctly understanding if they could belong to a better social class (37.5%) but another 34.3% agreeing, nearly 44% of these people feel awkward if their pronunciation does not sound native among other NSs.

Outside work, 71.8% agree that the NS style of speaking will effectively make them more presentable in their social interaction. 53% mentioned, they will be spared from hesitation if they can sound native.

“The authenticity and legitimacy of the native speaker is an ideological construct discredited in scholarly research but apparently credible to the students and teachers in this study” (Creese et al., 2014, p.947). As this study suggests in line to the prior, this 'ideological construct' and perception are something valued greatly by not only students and teachers but by the general public as well. Thus, it causes a domino-effect in the macro level of the society. From the empirical comparisons, one thing is quite clear. According to Groom (2012), the goal of attaining a native-like accent and

avoiding a nonnative accent was expressly articulated by many participants, thereby directly contradicting Jenkins' (1997) claim that 'the majority express a desire to retain something of their L1' (as cited in Timmis, 2002, p. 242). Many participants in this survey would very much like to speak English with a native accent, impersonate NS identity and probably go unnoticed as an NNS. With the influence of imperialism, the perceived appreciation towards native pronunciation and accent, global and social system, socio-political dogma, and increasing migration, people tend to choose NS pronunciation to exude their self-esteem.

#### **5.4 Research Question 3- qualities role models possess**

The aim was to probe into the personality which the sample seek for in their role-model parallel to the speaking proficiency. Some of the personal attributes which has been greatly sought after are- efficiency, sincerity, capability, excitement, reliability, intelligence, etc. All were expected by more than 80% of the sample group. These percentages reveal that not only the adults expect a 'correct pronunciation' but also possess a certain persona which can be showcased during their communication. Having them all in one person can be quite unlikely in practical context. As the choice of accent is closely related to one's identity (Jenkins, 2000), with current research question, it can be deduced in parallel to identity that adult NNSs also look for other personal qualities which can showcase and build an 'ideally presentable' image in front of others. One's persona can be directly connected to one's identity, something which in the social context is a matter of prestige.

#### **5.5 Research Question 4- role model's effect on a speaker's ability to speak in correct English pronunciation**

Here, the researcher looked for their self-assessment on their speaking proficiency given that they all consciously or unconsciously had a role-model since their childhood to present. The numbers will give an idea about the impact those role-models had made in their L2 speaking, by showing their opinions on their own abilities on different categories of verbal communication.

Although 71.8% claimed to get compliments on their fluency and pronunciation and 75% on accuracy, from their social circle, in terms of self-assessment none of the above categories and using correct sentences reached positive indicators (very good-excellent) of over 55%. These results show a mismatch and question the assessing ability of the sample's peers who are perceived superior in verbal proficiency. A quarter of the population sample are not sure if they speak accurately when they face a superior peer. This is quite alarming and also contradicting since during assessing themselves, only 9.3% felt they lacked adequate amount of confidence in speaking.

Another notable point is the speed of speech. While 21.8% think that reducing their natural pace of speaking during L2 helps to enhance the comprehensibility of peers, 28.1% are not even sure if it does. Cumulatively, nearly 50% of the population faces trouble to convey their message in English to others. This is another area of concern, with the perceived appreciation to inadequacy in conveying message. To add to above is the peer perception of advising one to improve L2 speaking. About 40.6% either agreed or were not sure whether they had been advised to work on their speaking skills. This also shows a mismatch given that peer-perceived compliments on fluency and pronunciation were so much higher. No other researches so far have looked into the gaps between peer perception and self-judgment, so it is not possible to compare with prior studies.

As mentioned earlier, the aim here was to investigate if the samples are able to identify the difference in pronunciations and their relevant factors and quite a few mismatches have

been found. According to Scales et al. (2006), a majority wanted to have a native accent but few were able to identify. However, none of them from the qualitative population could identify the correct type of NS pronunciation, whereas roughly around 40-50% claimed that they were either 'very good' or 'excellent' in their categories of proficiency. Now this raises a question on the samples' ability to self-assess. This also raises the degree of NS accent and pronunciation exposure among the sample belonging to a monolingual and mono-cultural nation. Only a third of the sample could identify that the recording was done by the same person. This only adds to the concerns mentioned above.

During post listening interview, samples were first asked which type of pronunciations were used in the audio. All three of them (100%) answered that the first part was spoken in 'American' accent and second one, in 'normal English'. As mentioned earlier, the first part of the recording was done using 'native British pronunciation' and the latter in 'local, urban style, Bengali accented spoken English'. In terms of factors, a common factor called sounding 'native-like' was the criterion of identification by 100% of sample. This shows that the sample have a sound knowledge about the difference between NS and NNS styles although they made errors in identifying the correct native style. Another factor- 'the speaker was too fast' has been also discussed in one of the above research questions. The pace of the NNS proved to be difficult for them, which has a match with the quantitative empirical study. Here too, comparison with prior researches is not possible since the detailed factors behind the identification of pronunciation and accent had not been studied by any research before.

Some specific names of people and institutes have come up like British Council, British newsreader, Kate Winslet, Morgan Freeman, late Steve Jobs, etc. as choices for whom they want to

follow to speak English. One striking feature is all of these names are either native British or American. This shows a strong bias towards following or desiring to follow a NS. More than 60% mentioned NS names as their role-model. Around half of the study group opined particular qualities like- '*fluent speech pattern, native-like pronunciation, choice of words, clear, confidence, great impact on the audience, natural*'. Here it is worth pointing out that not only the adults follow the various features of speaking and pronunciation skills but also traits from their personality, which are nuanced in communication. Similarly, from the qualitative data also, it has been found that few of the reasons for not choosing L1 influenced English speech was lack of fluency and clarity and problems in pronunciation. Hence, a similar pattern can be noticed among the sample when they choose their preferred speaker.

In her study, Banu (2000) proposed a term for the new variety of English used in Bangladesh as "Bangladeshi English". Banu (2000) mentioned that a number of Bengali words like *gherao, hartal, lakh, akheri monajat, lathi-charge* etc. have been incorporated into Bangladeshi English. A number of new English words have also been created in Bangladeshi English e.g. *cousin-sister, office-goer, batch-mate, marriage-day*. Banu (2000) also discusses about the semantic and phonological features of Bangladeshi English. It is another evidence why NNSs of Bangladesh are more inclined to speak like NSs. According to Salakhyan (2015), NNSs show greater affinity towards NSs and native varieties. A similar trend can be seen among the adult NNS of Bangladesh too. What is interesting to see is that majority of the population did not mention their non-native English teachers as their role-model. One of the primary underpinning reason behind this is that in monolingual country, it is nearly impossible to have a NS teacher of English. The academic arguments in favor of teaching ESL to L2 speakers have become the basis of English instruction in South Asia, especially Bangladesh in recent years. Academics' or teachers' preferences or

meropolitical correctness should not dictate what our students' goals should be: 'in particular that they should not want to sound like native speakers if they clearly wish to do so' (Jenkins, 1998, p. 125). On the contrary, this investigation shows exactly the opposite. It is the L2 speakers who want to learn to speak and pronounce like a NS and hence, have NS role-models too.

Close to 40% of the sample even lack in having a specific role-model although, they watch English films and observe people speaking around them. This also shows that a significant portion of adult speakers do not either understand or feel the necessity of having a role-model, nor can they pinpoint what features they look for. Not being able to consider their NNS English teacher as their role-model since childhood though hearing maximum frequency of English for them could be one of the reasons for these speakers from lacking the knowledge or desire of having a role-model to learn speaking. At the end of the day, people cannot be forced to acquire certain linguistic forms against their will (Jenkins, 1998). Hence, educational institutions should not teach a variety of English that is unacceptable to most learners. Here unfortunately, as this research suggests, such is exactly the case. 'At the end of the day, our scholarly deliberations and laboratory research will have to confront the realities of English in the classroom and the world and will, above all, need to motivate learners and meet their aspirations' (Prodromou, 2007, p. 48). Further researches can be done in much larger scale in lieu to this study to find out if the larger population in fact really want to learn L1 or L2 variety of English, or for political and academic convenience the ESL/TESOL community are detaching themselves from confronting the reality of L2 learners' demands.

## **5.6 Limitations**



Every study comes across certain limitations during the course of the research. Therefore, it is vital to discuss these limitations as they can provide further information for future research. Some data had to be discarded initially as they were incomplete, filled with comments which were irrelevant to the research topic.

First, while analyzing the data from the questionnaire it was discovered that many participants did not opt questions, in other words they kept it blank. This matter went beyond the researcher's expectation as it was taken for granted that all questions will be answered. In order to counter the matter, an additional option was included in some graphs titled '*Did not answer*'. Moreover, out of the five options provided by the paper, some selected only four, hence compelling the researcher to discard that particular option from the graphs.

Next, in the pilot survey as well as in the main survey, the language had to be altered to match the needs of the learners. The language was made simple using common terms, which made it easier for the learners. There were some words and phrases, which proved to be difficult for the learners, hence meaning, were added to assist the students.

Finally, during the course of the pilot survey, some candidates complained that the survey was big, and because of that, questions had to be reduced.

## **Chapter Six- Conclusion**

### **6.1 Conclusion**

As seen in the current study, the relationships among perception and the identifying ability of accent, pronunciation, speaking skills of a role-model and speakers' beliefs are complex. Even more so is finding the gigantic vacuum that has been created between the TESOL/ ELT researching community and linguists and the reality of the classroom situations and L2 learners' expectations. The researcher investigated the interplay of these concepts, but more research is needed to further clarify these relationships and gaps. A further suggestion can be made to have in-depth investigations on the gap between one's self-assessment, peer perception and on detailed factors behind the identification of pronunciation and accent on spoken proficiency judgment in a macro-level. Cross-cultural exchange and exposure to multiple native and non-native accents and pronunciations can be included in the ESL classrooms to increase exposure of the speakers. For the L2 speakers are the ones who rely on us invariably for their greater benefits and it is our responsibility to provide them with what they desire to learn.

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## **Appendices**

### **Appendix: A**

#### **Questionnaire**

##### **Role model for non-native speakers' English pronunciation: 'An investigation into the attitude of adult learners in Bangladesh'**

Thank you for agreeing to be a part of this small research project. This survey is being conducted to complete a research project as partial fulfillment of the course TSL 510: Dissertation in MA in TESOL Program at BRAC University. This survey asks you questions about the attitude of adult learners about role model among adults in Bangladesh.

Please note that the participation in this survey is completely voluntary. Your identity will remain anonymous and your responses will be used for statistical purposes only.

If you have any questions about your rights as a participant, or are dissatisfied at any time with any aspect of the survey, you may contact me at +8801723039998.

#### **Survey Questionnaire**

(To be filled by the existing university students)

**Please put a 'tick' (✓) in answers where appropriate and write on the dotted lines, where necessary.**

#### **Section-A (General Information)**

Age:.....

Level of education completed:

school/college/Honours/Masters/PhD



Do you have a paid-work: **No /Part-time /Full-time /Business/Voluntary/ others (please specify :.....)**

Do you have any opportunity to speak in English? If yes, then currently, where do you mostly speak in English? **NO/YES (Home/University/Job/Business/Friends/others)**

**Section-B**

**Please put a ‘tick’ (✓) in answers where appropriate. Choose only one option for each question.**

1. Below are some reasons given to have/ not have a role model to learn English speaking and pronunciation efficiently.

**The best English speaker I had-**

- a. My English teacher
- b. My boss at work
- c. Politician (if possible, name: .....)
- d. Hollywood celebrity (if possible, name: .....)
- e. Bollywood celebrity (if possible, name: .....)
- f. News broadcaster (if possible, name: .....)

**I want to improve my English pronunciation and fluency for-**

(Select the most suitable reasons from below)

- a. better career
- b. better education
- c. emigrate outside Bangladesh
- d. for meetings and presentations
- e. to sound better in front of close people

**1. My understanding of spoken English.**

**Please put a ‘tick’ (✓) in answers where appropriate. Choose only one option for each question.**

<b>Questions</b>	<b>Alway s</b>	<b>Regular ly</b>	<b>Sometime s</b>	<b>Rarel y</b>	<b>Never</b>
1. How frequently do you speak English in your daily life? (1.1)					
2. How clearly do you understand a Bengali person speaking English face to face? (1.2)					
3. How clearly do you understand a foreign person speaking English face to face? (1.3)					
4. How clearly do you understand a Bengali person speaking English on TV or YouTube? (1.4)					
5. How clearly do you understand a foreign person speaking English on TV or YouTube? (1.5)					
6. How clearly do you understand the English idiomatic expressions? (1.6)					
7. How clearly do you understand the					

native English ‘curse words’? (1.7)					
8. How clearly do you understand the native English ‘slang words’? (1.8)					
9. How clearly do you understand the native English ‘colloquial language’? (1.9)					
10. How clearly do you understand the native English ‘idioms’? (1.10)					
11. How clearly do you understand the native English ‘style of speaking’? (1.11)					
12. How clearly do you understand the native English ‘formal expressions’? (1.12)					
13. How clearly do you understand the native English ‘informal expressions’? (1.13)					

**2. My reasons to make my speaking and pronunciation better.**

**Please put a ‘tick’ (✓) in answers where appropriate. Choose only one option for each question. 5= strongly agree, 4= agree, 3=neutral, 2= disagree, 1= strongly disagree**

<b>The reasons why I want to improve my speaking and pronunciation proficiency</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. I want to speak exactly like native English speakers (2.1)					
2. I will sound knowledgeable if I speak exactly like native English speakers (2.2)					
3. I want to use colloquial expressions exactly like native English speakers (2.3)					

4. I want to use ‘curse words’ exactly like native English speakers (2.4)					
5. I want to use ‘idioms’ exactly like native English speakers (2.5)					
6. I want to use ‘formal expressions’ exactly like native English speakers (2.6)					
7. I want to use ‘informal expressions’ exactly like native English speakers (2.7)					
8. My friends want me to sound like a native English speaker (2.8)					
9. My superiors want me to sound like a native English speaker (2.9)					
10. My parents want me to sound like a native English speaker (2.10)					

**3. What motivates me to improve my speaking and pronunciation?**

**Please put a ‘tick’ (✓) in answers where appropriate. Choose only one option for each question. 5= strongly agree, 4= agree, 3=neutral, 2= disagree, 1= strongly disagree**

<b>Statement</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. My friends will appreciate me more if I sound like a native English speaker (3.1)					
2. My superiors will appreciate me more if I sound like a native English speaker (3.2)					
3. My parents will appreciate me more if I sound like a native English speaker (3.3)					
4. I will get better jobs if I can speak English with a native accent (3.4)					
5. I will get better salary if I can speak English with a native accent (3.5)					
6. I will be part of better society if I can speak English with a native accent (3.6)					
7. I will get immigration easily to other countries if I can speak English with a native accent (3.7)					

**4. Worries I face when I talk and what I sound like in English.**

**Please put a ‘tick’ (✓) in answers where appropriate. Choose only one option for each question. 5= strongly agree, 4= agree, 3=neutral, 2= disagree, 1= strongly disagree**

<b>Statement</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. I will feel embarrassed to talk if my English does not sound native, in front of other non-native English speakers (4.1)					
2. I will feel embarrassed to talk if my English does not sound native, in front of other native English speakers (4.2)					
3. My parents will feel embarrassed if my English does not sound native, in front of other non-native English speakers (4.3)					
4. My parents will feel embarrassed if my English does not sound native, in front of other native English speakers (4.4)					
5. My superiors will feel embarrassed to talk with me if my English does not sound native, in front of other non-native English speakers (4.5)					
6. My superiors will feel embarrassed to talk with me if my English does not sound native, in front of other native English speakers (4.6)					
7. My friends will feel embarrassed if my English does not sound native, in front of other non-native English speakers (4.7)					
8. My friends will feel embarrassed if my English does not sound native, in front of other native English speakers (4.8)					

**5. How does having a role model improve your daily life?**

**Please put a ‘tick’ (☑) in answers where appropriate. Choose only one option for each question. 5= strongly agree, 4= agree, 3=neutral, 2= disagree, 1= strongly disagree**

**5.1** Will speaking fluently help you get promoted?

\_\_ 5 \_\_: \_\_ 4 \_\_: \_\_ 3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_

**5.2** Will your superiors/clients appreciate you more if you sound like a native speaker?

\_\_ 5 \_\_: \_\_ 4 \_\_: \_\_ 3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_

**5.3** Speaking fluently will help me interact with people easily.

\_\_ 5 \_\_: \_\_ 4 \_\_: \_\_ 3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_

**5.4** I will be able to include English idioms to improve my writing.

\_\_ 5 \_\_: \_\_ 4 \_\_: \_\_ 3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_

**5.5** To what extent will it benefit you by using English ‘style of speaking’.

\_\_ 5 \_\_: \_\_ 4 \_\_: \_\_ 3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_

**5.6** To what extent will your presentation be effective if you include English ‘formal expressions’

\_\_ 5 \_\_: \_\_ 4 \_\_: \_\_ 3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_

**5.7** Will your peers/colleagues think highly of you if you sound like a native speaker?

\_\_ 5 \_\_: \_\_ 4 \_\_: \_\_ 3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_

**5.8** How much will it help you abroad if your English pronunciation is perfect?

\_\_ 5 \_\_: \_\_ 4 \_\_: \_\_ 3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_

**5.9** Will sounding like a native speaker help you to understand a foreign person?

\_\_ 5 \_\_: \_\_ 4 \_\_: \_\_ 3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_

**5.10** To what extent will it help you by speaking fluently in company meetings?

\_\_ 5 \_\_: \_\_ 4 \_\_: \_\_ 3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_

**5.11** By sounding like a native speaker, will the hesitation and the embarrassment be driven away?

\_\_ 5 \_\_: \_\_ 4 \_\_: \_\_ 3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_

**5.12** By including English idiomatic expressions will your academic writing get adequate grades?

\_\_ 5 \_\_: \_\_ 4 \_\_: \_\_ 3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_

## **6. Evaluating qualities of my 'role model'.**

**Please put a 'tick' (☑) in answers where appropriate. Choose only one option for each question.**

**(Role model: A person whose spoken English I want to follow)**

**6.1** efficient \_\_ 5 \_\_: \_\_ 4 \_\_: \_\_ 3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_ inefficient

**6.2** sensitive \_\_ 5 \_\_: \_\_ 4 \_\_: \_\_ 3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_ insensitive

**6.3** cheerful \_\_ 5 \_\_: \_\_ 4 \_\_: \_\_ 3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_ cheerless

**6.4** competent \_\_ 5 \_\_: \_\_ 4 \_\_: \_\_ 3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_ incompetent

**6.5** sincere \_\_ 5 \_\_: \_\_ 4 \_\_: \_\_ 3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_ insincere

**6.6** approachable \_\_ 5 \_\_: \_\_ 4 \_\_: \_\_ 3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_ unapproachable

**6.7** pleasant \_\_ 5 \_\_: \_\_ 4 \_\_: \_\_ 3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_ unpleasant

**6.8** trusting \_\_ 5 \_\_: \_\_ 4 \_\_: \_\_ 3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_ suspicious

**6.9** capable \_\_ 5 \_\_: \_\_ 4 \_\_: \_\_ 3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_ incapable

- 6.10 friendly \_\_ 5 \_\_: \_\_ 4 \_\_: \_\_3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_ unfriendly
- 6.11 exciting \_\_ 5 \_\_: \_\_ 4 \_\_: \_\_3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_ dull
- 6.12 organized \_\_ 5 \_\_: \_\_ 4 \_\_: \_\_3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_ disorganized
- 6.13 reliable \_\_ 5 \_\_: \_\_ 4 \_\_: \_\_3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_ unreliable
- 6.14 imaginative \_\_ 5 \_\_: \_\_ 4 \_\_: \_\_3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_ unimaginative
- 6.15 patient \_\_ 5 \_\_: \_\_ 4 \_\_: \_\_3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_ impatient
- 6.16 colorful \_\_ 5 \_\_: \_\_ 4 \_\_: \_\_3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_ colorless
- 6.17 intelligent \_\_ 5 \_\_: \_\_ 4 \_\_: \_\_3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_ unintelligent
- 6.18 interesting \_\_ 5 \_\_: \_\_ 4 \_\_: \_\_3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_ boring
- 6.19 dependable \_\_ 5 \_\_: \_\_ 4 \_\_: \_\_3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_ undependable
- 6.20 considerate \_\_ 5 \_\_: \_\_ 4 \_\_: \_\_3 \_\_: \_\_ 2 \_\_: \_\_ 1 \_\_ inconsiderate

## 7. Self-assessment on proficiency

(Self-assessment: When you test your own abilities)

Please put a 'tick' (✓) in answers where appropriate. Choose only one option for each question. 5= Excellent, 4= Very good, 3= Good, 2= Average, 1= Poor

How would you rate yourself on the following factors when you speak in English?

Statement	5	4	3	2	1
1. Excellent Fluency (7.1)					
2. Excellent Accuracy (7.2)					
3. Excellent pronunciation (7.3)					
4. Excellent use of correct words (7.4)					
5. Excellent naturalness (7.5)					
6. Excellent sentence making (7.6)					



7. Excellent confidence (7.7)					
8. Excellent organization of speech (7.8)					
9. Excellent use of native-like expressions (e.g. proverbs) (7.9)					

**8. These are the situations I commonly face, when I speak in English with anyone who is fluent or better in English than me**

**Please put a ‘tick’ (✓) in answers where appropriate. Choose only one option for each question. 5= strongly agree, 4= agree, 3=neutral, 2= disagree, 1= strongly disagree**

**Impact on verbal communication**

<b>Statement</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. Compliment on fluency and pronunciation (8.1)					
2. Compliment on correctness (8.2)					
3. I need to repeat my sentence because they do not understand the first time (8.3)					
4. My neighbours and family understand well but my teachers do not (8.4)					
5. When I say the same thing slowly, then people understand me (8.5)					
6. People say I need to work on my English speaking (8.6)					
7. My teachers ask me to speak in Bengali (L1) because they do not understand my English (L2). (8.7)					

**9. Student’s opinion**

**Write about your role model whom you follow to improve your speaking and pronunciation.**

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**:- THANK YOU :-**