English as a Lingua Franca (ELF) in ESP contexts. Students' attitudes towards non-native speech and analysis of teaching materials[1]

Yolanda Joy Calvo-Benzies
Universidad de las Islas Baleares
yolandajoy.calvo@uib.es

ABSTRACT

This paper focuses on non-native accents in ESP classrooms. In particular it looks at native and non-native speakers of English accents used in the audio material accompanying six ESP textbooks. In a second study, a group of undergraduate ESP students of Law and Tourism were asked to assess some of the non-native speakers accents found in these materials, focussing on aspects such as fluency, pronunciation, intelligibility and foreign accent. More specifically, they were asked to rate the following non-native accents of speakers in English: French, German, Polish, Chinese and Spanish. Results from the first part of the study show that native speaker models continue to be present in ESP textbooks to a far higher degree than non-native ones. In the second part, the non-native accents that students rated most positively were those of German and Polish speakers, and those seen in the most negative terms were French and Spanish. In general, the Law students tended to value native accents more than non-native ones, whereas students of Tourism broadly accept both native and non-native accents.

Keywords: ELF, ESP, textbook analysis, students' attitudes, native and non-native accents

1. Introduction and statement of purpose

There is no doubt that English has been for some time -and still is- the main language used in many "different domains around the globe" (Bayyurt and Sifakis, 2017: 4) such as in international situations of commerce, business or politics. As Dogancay and Hardman (2017: 19) point out, this "global spread of English has led to the emergence of diverse varieties of English that represent different sociocultural norms, political affiliations and bilingual/multilingual identities". In other words, this expansion has had a profound effect on the world we live in; in fact, a whole new context of English has recently emerged, one in which a broad range of variability in the language is possible, sometimes known *English as a Lingua Franca* (Seidlhofer, 2001; Jenkins, 2007; Walker, 2010; Seidlhofer, 2011; Mauranen, 2012; Motschenbacher, 2013; Mauranen, et al., 2015; Mauranen et al., 2016).

This new context in the use of the English language, which will be referred to as ELF from now onwards, has greatly influenced the field of language learning and teaching, especially regarding the speaking and listening skills as well as pronunciation. Concerning the latter, in recent decades, there have been many changes regarding: a) the amount of attention paid to this language area, and, b) the methods used to teach it (see Celce et al. (2010) for detailed descriptions on the wide variety of teaching methods available to teach pronunciation). Following Grant (2014), we can nowadays distinguish two main approaches to the teaching of this area of language. On the one hand, as summarised in Table 1 below, *Traditional Approaches* can be characterised as having as their main aim a perfect or native-like pronunciation, with teachers being exclusively native speakers of the target language, and with the speaker models used in the classroom again being of a native origin. By contrast, *Current Approaches*, also summarised in Table 1, emphasise what Grant (2014) calls *comfortable intelligibility*. Both native and non-native speakers are considered appropriate teachers in this area, as long as they are proficient speakers of the target language; in addition, a wide variety of models and standards can be distinguished here, according to issues such as context, the listener or the ultimate purpose of instruction.

	Traditional approaches	Current approaches
Learner goals	Perfect, native-like pronunciation	Comfortable intelligibility
Language background of teachers	Native-speaking teachers	Native-speaking and proficient non-native speaking teachers
Speaking models	Native-speaker models	Variety of models and standards depending on the listener, context, and purpose

Table 1: Traditional and current approaches to pronunciation teaching (adapted from Grant, 2014: 6)

On these general lines, Walker (2010: 5) describes how "the goal in pronunciation teaching has been for learners to achieve a native-speaker accent" and "the two dominant models used to this end have been the standard British accent, RP (Received Pronunciation), and the standard US accent, GA (General American)" (Walker, 2010: 5); whereas nowadays, although speakers who use ELF to communicate with others "still want to be comfortably intelligible", the people who determine whether they are intelligible or not "are fellow non-native speakers" (Walker, 2014: 8). Another direct effect of the development of contexts like ELF is the fact that nowadays

> English language teachers, both native and nonnative speakers of the language, need to know about varieties of English that they and their students are likely to encounter in and outside of classrooms, and they need to teach their students the sociolinguistics tools to navigate across Englishes" (Dogancay and Hardman, 2017: 19).

In terms of the present paper, a crucial issue in the teaching of pronunciation is the shift from the aim of sounding native-like when speaking a foreign language, to the idea that one can communicate with a foreign accent in the foreign language as long as the speaker is understood by listeners. In other words, the notion has arisen that speaking English with a non-native accent is considered to be acceptable, provided that communication is not inhibited, that is, that the speaker is wholly intelligible (Walker, 2010).

As a consequence of all of these changes, it is not surprising that a great deal of research over recent decades has focused on the presence of non-native accents within the classroom; in this area, many studies have looked at student attitudes to native and/or

non-native accents. Such studies can be divided into two main groups: a) studies on students' beliefs about native and non-native teachers, such as Lasagabaster and Sierra (2002), Madrid and Pérez-Cañado (2004), Cheung (2010), Alseweed (2012), Chun (2014), Walkinshaw and Hoang (2014), Dweik and Al-Barghouthi (2014), Buckingham (2015) and Karakas et al. (2016), to mention just a few; and, b) studies in which students listen to different native and/or non-native speakers and decide which accents they prefer. Within this latter group are studies by Jaber and Hussein (2011), Moinzadeh et al. (2012), Matsura and Chiba (2014) and Thamer et al. (2014).

The findings from different studies analysing students' views on native and non-native teachers can be summarised as follows:

a) Lasagabaster and Sierra (2002), Cheung (2010), Alseweed (2012), Dweik and Al-Baghouthi (2014), Chun (2014) and Walkinshaw and Hoang (2014) found that students believe both types of teachers have advantages. In general terms, native speakers are rated by students as being the best models for teaching spoken skills, pronunciation and cultural aspects; non-native ones, on the other hand, are believed to be better at teaching grammar. Moreover, the results reported in several of these studies indicate that students believe non-native speakers have more sympathy for them, since they are also non-native speakers and may resort to the learners' native language to resolve problems or misunderstandings with the foreign language. In other words, the non-native teachers were judged as "more effective in helping students with psychological aspects of language learning" (Chun, 2014).

b) Lasagabaster and Sierra (2002), Madrid and Pérez-Cañado (2004), Alseweed (2012) and Karakas et al. (2016) found that the higher the level of proficiency of the students (especially those at university), the higher their preference for native English-speaking teachers.

As regards studies on students' attitudes to accents in English, Jaber and Hussein (2011) looked at the perceptions of native English speakers towards French, Japanese and Jordanian accented English, finding that "the Jordanian accent was considered as the most intelligible, followed by the French then the Japanese English accent" (Jaber and Hussein, 2011: 77). In Matsura and Chiba (2014), standard Japanese speakers and speakers of accented Japanese were asked to assess several Outer Circle accents (Kenya, Ghana, Bengali, Hindi), that is, countries in which English is learned as a second language. Their findings indicated that the group with the most favourable reaction towards these Outer Circle accents were the speakers of accented Japanese. From the former, then, it seems that native speakers of English understand some non-native accents better than others. In contrast, in the latter study, the participants who reacted more positively towards the accent of second-language speakers of English were the non-native speakers of Japanese.

Similarly, two recently published studies focus on speakers' opinions to a number of native and non-native accents. Moinzadeh et al. (2012) compared the views of a group of Iranian students whilst listening to a lecture; some of these students listened to the lecture when it was given by a native American speaker, while the rest listened to the same

lecture read out aloud by a Persian speaker. The two groups then answered listening comprehension questions about the lecture. In turn, Thamer et al. (2014) took Malay, Malaysian-Chinese and Malaysian-Indian university students, and asked them to assess the accents of six speakers, all of whom were university lecturers. Three of these speakers were native speakers of the students' languages (Malay, Malysian-Chinese and Malyasian-Indian), plus one Arabic speaker and two native speakers of English, one from Britain and the other from North America. In both of these studies, the speakers rated most positively by students were the non-native ones.

Another issue which is normally object of analysis when there are changes within the language learning and teaching field is material-assessment, as a means of gauging whether these are adequate for the approach followed, both inside and outside the classroom, or, on the other hand, whether changes here also need to be made. Despite the importance of this type of study, very little research seems to have been conducted on the presence of native and non-native speakers in the audio materials that typically accompany written textbooks. This lack of research may seem quite surprising since, as Matsuda (2017: xiv) explains, "one of the specific pedagogic recommendations" that approaches like ELF suggest is "increasing exposure to and raising awareness of diverse forms and functions of English" inside the classroom. One exception of the aforementioned lack of research on this topic is Kopperoinen (2011), who analysed several upper-secondary school EFL textbooks used in Finland, finding that non-native speakers were present in only 3% of the total listening materials in one group of textbooks assessed, and in just 1% in another group.

All in all, then, although some research has been conducted on native and non-native English speakers' attitudes towards other native and/or non-native speakers' accents, gaps remain regarding certain issues, such as the analysis of teaching materials. The present study aims to contribute here in three ways. First, whereas most existing research on native and non-native accents has focused on either English as a Foreign Language (EFL) or English as a Second Language (ESL), in the current paper the context will be English for Specific Purposes (ESP). Second, in studies looking at student preferences regarding native and non-native accents, the tendency has been to analyse the opinions of: a) native speakers after listening to non-native speakers (as in Jaber and Hussein (2011); or, b) non-native speakers assessing the accents of different native speakers (Matsura and Chiba (2014), and also half of the subjects in Moinzadeh et. al (2012). In the present paper, by contrast, Spanish non-native speakers of English give their opinions on the accents of other non-native speakers when speaking English. It is believed that conducting this type of study in a country like Spain may be interesting for two main reasons: a) thousands of tourists with many different L1s and/or L2s visit different parts of Spain almost all year round. For this reason, many Spaniards, especially those who work within the so-called *Sector Servicios*, end up using English to communicate with tourists from countries like Germany, France, China or Turkey, that is, both the foreigners and the Spaniards in these contexts interact by using a foreign language for them (in this case, English); b) there are also many Spaniards who travel abroad each year to countries like Germany or Poland; here, they also use English on many occasions to interact with

the locals since they do not know how to speak German or Polish, for example. Hence, in broad terms, English is used on many occasions for Spanish speakers to communicate with other non-native speakers of English. Finally, as mentioned above, very little work has so far been done on assessing textbooks to see the extent to which non-native accents are included in the accompanying audio materials. For this reason, part of the present paper will include an analysis on this precise issue: the role of native and non-native accents in some textbooks.

With these aims in mind, two empirical studies are described in this paper. More particularly, the first is concerned with the analysis of the audio(visual) materials which accompany textbooks used to teach ESP in different university disciplines (Business, Tourism and Law), in order to find out the extent to which speakers included in these materials are native or non-native. The sample selected represents materials recently being used with Law and Tourism undergraduate students. To complement this analysis, a group of undergraduate Law and Tourism ESP students at the University of the Balearic Islands were then asked to rate the speech of several non-native speakers extracted from these materials on aspects like fluency, pronunciation and intelligibility, as well as more subjective criteria such as *I wouldn't mind having an English teacher with this accent* or *this speaker sounds like a native speaker of English*. This second study was included because textbooks continue to be the main teaching materials used in language classes (Marks, 2006; Lopez-Jiménez, 2009); furthermore, students are clearly important participants in the classroom (Baker, 2011), and hence their points of view on the learning process should always be taken into account, including their perspectives on the teaching materials used therein.

2. Study 1: Presence of native and non-native accents in ESP textbooks

2.1. Research materials

The CD tracks from a total of six ESP textbooks were selected and analysed. As shown in Table 2 below, the sample is representative of currently available materials from major publishers (Cambridge University Press, Oxford University Press, Delta). In terms of the disciplines they focus on, textbooks 1-3 are addressed to Law students, textbooks 4 and 5 are mainly used to teach Business English (although, as will be explained below, can also be used to teach English to undergraduate Tourism students), and number 6 is intended exclusively for students of Tourism.

Number	Textbooks analysed	ESP discipline they focus on
1	English for Legal Professionals (2009, OUP)	Law
2	Absolute Legal English (2010, Delta Publishing)	Law
3	International Legal English CD1 + CD2 (2008, CUP)	Law
4	English for Meetings (2007, OUP)	Business English – Tourism
5	English for Job Hunting CD1 + CD2 (2008, OUP)	Business English – Tourism
6	Tourism 3 CD 1 + CD2 (2009, OUP)	Tourism

Table 2: List of ESP textbooks analysed

Although most of these materials can now be considered slightly out of date, given that they were published between 7 and 10 years ago, they were chosen because the majority of them are still in use on different ESP courses taught at the University of the Balearic Islands. Whilst some of them are the main course book used in a specific ESP subject, sections and activities from others are extracted to complement the main teaching materials. Thus, the third textbook here, *Tourism 3*, is the main book used in the third-year compulsory subject *English III* within the degree of Tourism; however, since this subject revolves around job interviews and business meetings, some sections from textbooks 4 and 5 are also used. In future studies, it may be interesting to analyse more-recently published materials which perhaps follow a more up-to-date approach to the teaching of ESP with non-native Englishes; in other words, the results obtained in the analysis of this sample of textbooks should not be considered as generalisations beyond this local context but rather as a preliminary analysis of the materials currently being used to teach ESP within the degrees of Tourism and Law at the University of the Balearic Islands.

The textbooks selected for analysis were divided into two groups: a) Law textbooks (Group A); and b) Tourism and Business textbooks (Group B). These two groups will be used for both empirical studies reported in this paper.

2.2. Data analysis

Once the materials had been selected, a database was created to enter the information extracted from the tracks found on the CD(s) accompanying each textbook. An example of the database designed is given in Table 3, below. The track number and page reference for each listening activity in the course books were recorded in separate columns. In the next column the number of speakers featuring in each audio excerpt was noted, these classified according to whether they were: a) native or b) non-native speakers of English. Finally, a field was also included for more detailed comments on a particular track, for

instance, whether information is given either in the textbook or on the track itself concerning the origins of a particular non-native speaker. More detailed tables were subsequently made as a means of comparing the tracks from each textbook (see section 2.3).

Track number	Page number	Accents of speakers		Comments
		Native	Non-native	
2	7	1	1	Japanese
3	8	1	1	Japanese
4	19	1	1	French
5	24	2	0	
6	31	7	0	

Table 3: Analysis of audio tracks from *English for Legal Professionals*

It is important to note here that the same speaker sometimes appeared on more than one track. However, since each of the tracks were considered separately, such speakers were counted as new each time. In other words, if the voice of the same German man featured on Tracks 4 and 16 in a particular textbook, Track 4 was analysed as containing a non-native speaker, and Track 16 as another example of a file containing a non-native speaker.

In principle all the audio tracks on an accompanying CD or CDs under analysis were considered. Nevertheless, in the case of Textbook number 6, *Tourism 3*, 18 tracks were excluded from the final analysis since they represented activities taken from the *pronunciation section* in the textbook; because these tracks were based on speakers simply reading aloud English words containing certain sounds, they were not considered as instances of running speech to be analysed here. The total number of tracks analysed was hence 213. Table 4 below sets out the number of tracks on the CD(s) for each textbook (column 4), the number of tracks finally analysed from each textbook (column 5), and the total number of tracks analysed in the two groups: a) Law textbooks; and, b) Business and Tourism textbooks (column 6). As can be seen in Table 4, the number of tracks analysed for each group of textbooks is quite homogeneous: 106 for Group A (Law textbooks) and 107 in Group B (Business and Tourism textbooks).

	Number	Textbook	Total number of tracks for each textbook		Number of tracks analysed		
GROUP A	1	English for Legal Professionals	14		14		Total number of tracks in law textbooks: 106
	2	Absolute Legal English	37		37		
	3	International Legal English	CD1 31	CD2 24	CD1 31	CD2 24	
GROUP B	4	English for Meetings	26		26		Number of tracks in Business and Tourism textbooks: 107
	5	English for Job Hunting	CD1 29	CD2 24	CD1 29	CD2 24	
	6	Tourism 3	CD1 23	CD2 23	CD1 15	CD2 13	

Total number of tracks analysed: 213

Table 4: Number of tracks on CD(s) of each textbook, plus total audio files analysed per group

2.3. Results

This section is divided into several parts. First, the general results for the analysis of all 213 tracks will be presented. Comparisons and differences between Group A and Group B will be made, that is, between Law textbooks versus Business-Tourism ones. Finally, the two textbook groups will be considered separately.

2.3.1. General results

As can be seen in Table 5 below, for the vast majority of the tracks analysed only native speakers of English were used (nearly 70%). Furthermore, both native and non-native speakers interacted together in a total of 57 tracks (over 26%). Finally, less than 5% of files extracted from the six ESP textbooks contained only non-native speakers. So, overall we see that non-native speakers are heard in only 30.9% of the tracks analysed.

In general terms, this first finding is perhaps quite surprising. As was noted in the Introduction, although non-native accents are broadly accepted today as correct accents of English (as long as the person communicates in an intelligible way), native speakers of English continue to be used as models in ESP textbooks much more frequently than non-native ones.

	Tracks with only native speakers	Tracks with only non-native speakers	Tracks with both native and non-native speakers
Total	147 (69.01%)	9 (4.23%)	57 (26.76%)

Table 5: Total number of tracks with only native speakers, with only non-native speakers, or with both

2.3.2. Law versus Business and Tourism textbooks

A comparison of the presence of native and non-native speakers in the audio files from the two groups of textbooks reveals several differences. First, as can be seen in Table 6 below, over 80% of the speakers featuring in tracks from Group A (Law) are native speakers of English, a figure which falls to 55% for Group B (Business and Tourism). In bare numbers, whereas non-native speakers feature in only 19 tracks (from a total 106) in Group A texts, this rises to 45 tracks in the case of Group B.

As will be discussed below when each of the textbooks is considered separately, the non-native speakers present in both groups of course books were either from different European countries (France, Germany or Poland, for instance) or from Asian countries (mainly China or Japan). It is also important to note that, although most of the speakers found on the tracks analysed were native speakers of English, these included people with a variety of different native accents. Thus, whereas some have a standard RP or GA accent, other speakers can be found with Australian English, Irish English, Scottish English or South African accents.

	Tracks with only native speakers	Tracks with only non-native speakers	Tracks with both native and non-native speakers
Group A textbooks	87 (82.08%)	7 (6.6%)	12 (11.32%)
Group B textbooks	60 (56.07%)	2 (1.87%)	45 (42.06%)

Table 6: Total number of tracks with only native speakers, only non-native speakers, or with both (Groups A and B)

2.3.3. Results obtained per discipline

2.3.3.1. Law textbooks

Table 7 sets out the use of native and non-native speakers in the three textbooks for Law students. As might be expected, given that over 80% of the tracks in the whole group here feature only native speakers, three of the four CDs in this group include a very high

percentage of tracks in which only native speakers of English appear,[2] over 80% in the Textbook *Absolute Legal English* and over 90% in the two CDs accompanying *International Legal English*.

The CD accompanying the textbook *English for Legal Professionals* contains quite a few examples of tracks in which both native and non-native speakers intervene together. The three non-native accents mainly represented here are Japanese, Spanish and French. By contrast, only seven of the total 37 tracks which appear on the CD for *Absolute Legal English* include non-native speakers, and these tend to be Polish and French speakers. Finally, the textbook *International Legal English* combines native and non-native speakers least often. As seen in Table 7, CD1 of this textbook does not feature a single example of a non-native speaker of English in its 31 tracks; similarly, 90% of tracks on CD2 feature only native speakers. One positive feature of this textbook, however, is that Track 15 of CD2 involves a South African native speaker of English, a native variety of English which is not present in most of the books analysed in this study.

Overall, we can say that the Law ESP books analysed do not give students the opportunity to listen to many speakers with non-native accents of English, something that goes against the current models of teaching English, that is, exposing students to people with different accents (Matsuda, 2017).

	Number of tracks analysed per textbook	Tracks with only native speakers	Tracks with only non-native speakers	Tracks with both native and non-native speakers
English for Legal Professionals	14	4 (28.57%)	0 (0%)	10 (71.49%)
Absolute Legal English	37	30 (81.08%)	6 (16.21%)	1 (2.7%)
International Legal English CD1	31	31 (100%)	0 (0%)	0 (0%)
International Legal English CD2	24	22 (91.66%)	1 (4.16%)	1 (4.16%)

Table 7: Complete analysis of Law textbooks

2.3.3.2. Business and Tourism textbooks

As with the previous group, two out of the three Business-Tourism textbooks analysed contain more examples of tracks in which only native speakers intervene than ones with non-native speakers. However, in one of these two textbooks, *Tourism 3,* the percentage of tracks with only native speakers is under 70% in both CDs, whilst it was always over 80% in the majority of the Law textbooks.

Non-native speakers do not appear in any of the 26 tracks with the book *English for Meetings.* By contrast, the book which best combines the presence of native and non-native speakers is *English for Job Hunting*, with non-native speakers appearing in over 55% of the tracks on CD1 and close to 80% in CD2. This textbook contains examples of speakers with a variety of different non-native accents, including people from Poland, Spain, China, Germany, Italy and The Netherlands.

Finally, CD1 of the textbook *Tourism 3* includes quite a few tracks with only native speakers of English, plus one featuring only non-native speakers. The situation in CD2 is somewhat different, because in nearly 70% of the tracks only native speakers of English appear, although there are four tracks featuring people with non-native accents. A disadvantage of this book is that little information is given on the origins of the non-native speakers, although some French and Spanish speakers are quite easy to identify. Also of note is the presence in CD2 of a native English speaker from South Africa, a variety which, as mentioned above for the textbook *International Legal English CD2*, is very rarely found in these course books.

Thus, it seems that, although Tourism and Business students once again tend to be exposed to native speaker accents more frequently than to non-native ones, some of the ESP textbooks for these disciplines do include quite a few examples of non-native accents.

	Number of tracks analysed per textbook	Tracks with only native speakers	Tracks with only non-native speakers	Tracks with both native and non-native speakers
English for Meetings	26	26 (100%)	0 (0%)	0 (0%)
English for Job Hunting CD1	29	12 (41.4%)	0 (0%)	17 (58.62%)
English for Job Hunting CD2	24	5 (20.83%)	0 (0%)	19 (79.16%)
Tourism 3 CD1	15	8 (53.33%)	1 (6.6%)	6 (40%)
Tourism 3 CD2	13	9 (69.23%)	1 (7.69%)	3 (23.08%)

Table 8: Complete analysis of the Business and Tourism textbooks.

3. Study 2: ESP students' attitudes towards non-native accents

3.1. Subjects

The participants in this study were Spanish ESP students. They were all bilingual speakers of Castilian and Catalan (Majorcan variety). Their age ranged from 20 to 23, with the exception of two participants who were over 40 years of age when the study was conducted. The students were drawn from two areas: Tourism and Law. All of these participants had studied English in their Primary, Secondary and Post-Secondary Education studies; hence, they had been exposed to EFL for approximately 10-12 years. Moreover, as will be mentioned below, they were all studying a course on ESP during the academic year 2016/2017. It was the first time the Law students were studying ESP whereas the Tourism ones had already studied ESP in the 2 previous academic years.

In an initial plan to assess Law students' views towards different non-native accents, volunteers were sought from students in the fourth-year optional subject, *English for Legal Purposes* (end of May 2017). Fewer than 10 participants in fact completed the tasks, so a group of former third-year Tourism students were invited to take part. In the end, as seen in Table 9 below, a total of 14 ESP students took part in the study, eight undergraduates of Law and six students currently enrolled in Tourism studies, all from the University of the Balearic Islands. Although the number of Law students who took part is slightly higher, two of these in fact only answered some general questions on native and non-native accents and did not assess any of the non-native speakers. Hence, a balanced group of 12 students completed all of the tasks, six from Law and six from Tourism.

Law students	Tourism students	Total
8	6	14

Table 9: Number of Law and Tourism students who took part in the study

We should note here that although the two groups of students (Law and Tourism) were studying English for particular purposes, the amount of exposure they had to English was quite different. For Law students at the University of the Balearic Islands, there is only one optional subject to study English. This course is offered to fourth-year students, and its aim is that they will achieve a B2 level in English. This is so that they will fulfil the obligatory requisite of having a B2 level in a foreign language when graduating in any university degree (according to the Bologna system). Undergraduates enrolled in the degree of Tourism and Hospitality, by contrast, have an ESP subject in every year of their degree: from first to third-year (*English I, English II, English III*) and in fourth year they can take an optional ESP subject (*English IV*).

3.2. Research materials: design and administration

This study seeks to explore ESP student views regarding non-native speakers of English. As a means of establishing connections between this and the previous study here, I used

some of the tracks described in the above analysis in which non-native speakers had been identified.

Extracts from all the audio material accompanying the textbooks in the previous study were selected, with the exception of *English for Meetings*, since in this case all of the speakers on the CD were native speakers of English.

The participants studying Law were asked to assess the accents of some of the non-native people identified in Group A textbooks, that is, those addressed to Law students, while the Tourism students were given tracks taken from the Business English and Tourism books. This approach was to ensure a high degree of general understanding of the tracks, in that Law students would be far more accustomed to listening to speakers discussing legal topics than those related to Business English or Tourism, and vice versa.[3]

Fortunately, the groups of textbooks analysed in the previous study often contained speakers with the same non-native accents. For example, Spanish, German and French speakers were found in both textbooks addressed to Law students and in the Tourism and Business materials. This allowed me to choose examples of the same non-native accents for both groups of students to assess; more specifically, the five non-native accents selected were: a) German, b) French, c) Chinese, d) Polish, and, e) Spanish (see Tables 10 and 11 below). Tracks in which the speaker did not give any information regarding his or her origins were chosen whenever possible, since one of the questions the students were asked when assessing each non-native speaker was *Where do you think this person is from?* The specific tracks each group of students were asked to assess can be found in Tables 10 and 11 below.

	TRACKS FOR LAW STUDENTS TO ASSESS		
Speaker number	Book	Track number	Speaker's accent
1	Absolute Legal English	19	Polish man
2	Absolute Legal English	26	French man
3	English for Legal Professionals	2	Chinese woman
4	English for Legal Professionals	11	Spanish woman
5	International Legal English CD2	13	German man

Table 10: Non-native speakers assessed by Law students

TRACKS FOR LAW STUDENTS TO ASSESS			
Speaker number	Book	Track number	Speaker's accent
1	English for Job Hunting CD1	6	Polish man
2	English for Job Hunting CD1	8	German man
3	English for Job Hunting CD2	8	Chinese woman
4	Tourism 3 CD1	15	French woman
5	Tourism 3 CD1	18	Spanish man

Table 11: Non-native speakers assessed by Tourism students

Different questionnaires were designed for the tasks. To begin with, students were asked to fill out a questionnaire with some general questions on English pronunciation and on native and non-native accents. This followed a close-ended format in which the majority of the questions were presented using a Likert scale from 1 to 10, with 1 representing *I totally disagree* and 10 *I totally agree*. Moreover, in one question participants were asked to choose the native variety of English they believe they best understand.

The 10 questions in this questionnaire can be divided into two groups: most of the items revolve around students' opinions on general issues, such as the extent to which they believe English pronunciation is important, whether they think native-like English pronunciation is important or whether they believe that non-native speakers of English are able to speak and pronounce well, and so on. The second group of questions focus on students' preferences, namely, whether they prefer native teachers over non-native ones in their ESP classes, if they would rather listen to native speakers than to non-native ones in listening to audio material in the classroom, and the native accent they best understand. For reasons of space, the whole lists of questions can be found in Appendix 1.

In addition to this questionnaire, which dealt with basic or general issues, a further, 8-item questionnaire was created so that students could assess each of the non-native speakers on the recordings. The majority of these questions followed the same Likert scale design. Here students were asked to assess each speaker according to criteria such as *This speaker has a strong foreign accent when speaking in English*, *this person speaks English well*, and *I understand this person, they are intelligible*. This set of questionnaires also ended with an open question, in which students were asked to guess where each speaker was from (see Appendix 1 for the whole list of questions).

The questionnaires were administered online using Google Docs. A separate questionnaire was created for each of the 5 speakers to be assessed, so that participants did not have to carry out the whole series of assessments in one sitting. Each of these 5 questionnaires (one per non-native speaker), of course, contained exactly the same questions. Also, important to note is that all the questions were written in Spanish, one of all students' native languages, thus minimising the potential for ambiguity or misunderstandings.

3.3. Data analysis

As already described, participants were asked to fill in the same questionnaire on *General Aspects* and then a separate assessment of each of the five non-native speakers. However, two Law students failed to assess Speaker number 5, and two Law students only answered the *General Aspects* questionnaire, without assessing any of the speakers' accents. Due to the low number of fully completed questionnaires, I decided to include the answers of students who had only filled out some parts. Thus, in the results section, the number of responses will be slightly different in some sections than in others, as can be seen in Table 12.

	Number of Law students who filled out the questionnaire on…	Number of Tourism students who filled out the questionnaire on…	Total
General aspects	8	6	14
Speaker number 1	6	6	12
Speaker number 2	6	6	12
Speaker number 3	6	6	12
Speaker number 4	6	6	12
Speaker number 5	4	6	10

Table 12: Number of Law and Tourism students who answered each questionnaire.

As in the previous study, tables reflect students' answers in the different questionnaires. For reasons of space, the opinions given by each participant in each question cannot be discussed; therefore, in what follows the mean score for the students who actually responded in each case is given.

3.4. Results and discussion

In this section I will first discuss ESP students' general opinions on native and non-native accents, according to the answers given in the *General Aspects* questionnaire. As in the previous study, any differences of opinion observed across groups (Law and Tourism) will also be described. Participants' assessments of the non-native speakers will then be explored. As mentioned above, a total of 10 speakers were chosen, but each participant only had to assess five of them, these five depending on whether they were students of Law or Tourism. I will report students' views on each of the non-native accents: a) Polish, b) German, c) French, d) Chinese and e) Spanish. Then comparisons will be made across the five non-native accents to identify the one(s) said to be most and least intelligible, and the ones which, according to respondents, had the strongest or weakest foreign accent.

Before continuing, it is important to mention here that, although the sample is quite limited, the Chi-square test was used to see whether there were significant differences between subjects at the .0001 level. This statistical analysis was applied to the data

collected in Tables 13, 14, 18, 20 and 22. Nevertheless, as can be gathered from the tables in Appendix 2, none of these differences were statistically significant. Thus, detailed explanations on statistical significances unfortunately cannot be given throughout this paper (see Appendix 2 for more information).

3.4.1. General aspects questionnaire

Both groups of students (Law and Tourism) strongly agree that *pronouncing correctly in English is important*. Moreover, both groups believe it is not possible for one to speak well in English if one does not know how to pronounce isolated words well. Similarly, both groups agree that, generally speaking, Spanish EFL learners tend to have a Spanish accent when speaking in English. On the preference for native or non-native teachers, results indicate that both the Law and the Tourism subjects prefer the former, although the findings also suggest that Law students value native teachers slightly more than their counterparts in Tourism.

Some differences can also be observed if we compare average answers in each group. Law students, for example, agree that English pronunciation is difficult to some extent, whereas it does not seem to entail much difficulty for the students of Tourism. Another clear difference is that Tourism students do not believe it is important to speak English with a native accent, whilst those from Law agree (slightly) with this statement. Likewise, when asked whether they think a non-native English speaker is able to speak and pronounce like a native speaker, the views of the Tourism group are not as positive as those from the Law students.

Although both groups of students agree with the statement *it is possible for one to pronounce isolated words correctly without knowing how to speak English fluently*, the average score for the Tourism students was 6.5; this figure rises to 8.125 for the Law students.

A notable difference between the two groups is that Tourism students do not seem to mind listening to audio files featuring non-native speakers. Law students, on the other hand, appear to prefer listening activities with native speakers. Regarding intelligibility, the Law students clearly opted for the Standard British variety as the most understandable, whilst both the British and American standards were chosen quite frequently by the Tourism students. As can be seen in Appendix 1, the students were given the chance to choose other native varieties such as Irish, Australian, Canadian or South African; however, all opted for the two main standard models, probably because these varieties are the ones they are exposed to more frequently both in and outside the classroom (Walker, 2014).

	Law students	Tourism students
English pronunciation is difficult	6.625	4.6
Pronouncing English correctly is important	8.75	8.5
It is important to speak English with a native accent	5.43	2.83
It is possible to speak good English but not know how to pronounce the different words	3	2.5
It is possible for one to pronounce isolated words correctly without knowing how to speak English fluently	8.125	6.5
A non-native speaker of English is able to speak and pronounce like a native speaker	8.375	.16
Spaniards have a Spanish accent when speaking in English	7	8
I prefer having native English-speaking teachers than non-native ones	7.75	6.5
I prefer listening activities with native speakers than non-native ones	6.6	3.83
The native variety of English I understand best is…	BRITISH ENGLISH	BRITISH ENGLISH / AMERICAN ENGLISH

Table 13: Answers by the Law and Tourism students (mean values)

3.4.2. Students' opinions on different non-native accents

3.4.2.1. Polish speakers

Table 14 below shows the average scores by the Law and Tourism groups. Both Polish speakers were rated as having a good level of English pronunciation; moreover, both groups of students strongly believe the Polish person they heard can be classified as speaking well and fluently in English. Likewise, both groups of students stated that they could understand this speaker quite well.

Some differences across the two groups of students can also be observed. First, the Tourism students were generally much more critical with their Polish speaker when they were asked the extent to which this speaker's accent was similar to that of a native speaker, being more in agreement with the statement *this speaker has a strong foreign accent when speaking in English*. The Law students, on the other hand, rated the Polish speaker they heard as having an accent quite similar to a native one. Finally, whilst most of the Law students claimed they would be happy if they had an English teacher with this foreign accent, participants from the Tourism group were, on this occasion, far more critical.

	Law students	Tourism students
This speaker's accent is similar to that of a native speaker of English	7.5	2.66
This person has a strong foreign accent when speaking in English	5.6	7.83
This person speaks English well	8.83	8.3
This person pronounces English well	8	7.66
This person speaks fluently in English	8.3	8.2
I understand this person, they are intelligible	8	8
I would like to have a teacher of English with this accent	6.16	3

Table 14: Law and Tourism students' opinion on the Polish-accented speaker of English

The last question on the speaker-assessment questionnaires was *Where do you think this person is from?* As can be seen in Table 15, three Tourism students guessed that the speaker was indeed Polish. Strikingly, one student of Tourism (student number 2) rated this man as a native English speaker; moreover, two Law students and one Tourism one believed their Polish-accented speaker was Spanish.

	L1	L2	L3	L4	L5	L6
POLISH SPEAKER: GROUP A	SPANISH	----	EUROPEAN	SPANISH	---	RUSSIAN
	T1	**T2**	**T3**	**T4**	**T5**	**T6**
POLISH SPEAKER: GROUP B	EAST EUROPEAN	ENGLISH	POLISH	SPANISH	POLISH	POLISH / RUSSIAN

Table 15: Law and Tourism students' answers to *Where do you think this speaker is from?*

3.4.2.2. German speakers

Both the German speakers selected were rated as speaking and pronouncing well in English. Moreover, most students from both groups believed that these speakers were fluent. Both groups of students agreed with the statement *I would like to have a teacher of English with this accent*, although the average answers given on the Likert scale for this question do not exceed 6 out of 10 in either group.

As has been the case thus far, the findings also show some differences of opinion between the two participant groups. First, whilst the Law students believe their German speaker has an accent similar to that of a native speaker, when asked whether their German speaker could pass as a native speaker of English, the Tourism students clearly disagreed. Likewise, the Tourism students strongly believed that their German speaker

had a strong foreign accent, whereas the corresponding German speaker for the Law students was rated as not sounding too foreign-accented. Finally, both groups of students agreed that their German speaker was intelligible; nevertheless, the German accent was considered more intelligible by the Tourism students (an average score of 8.5 out of 10) than for the Law students (with an average of 6.25 out of 10 in their answers).

On this occasion, two Law students and only a single undergraduate in Tourism guessed the origin of the speaker (see Table 17).

	Law students	Tourism students
This speaker's accent is similar to a native English speaker's accent	7	4
This person has a strong foreign accent when speaking in English	4.25	7.16
This person speaks English well	8	8.16
This person pronounces English well	7.25	8
This person speaks English fluently	7.5	8
I understand this person, they are intelligible	6.25	8.5
I would like to have a teacher of English with this accent	6	5.6

Table 16: Law and Tourism students' opinion on the German-accented speaker of English

	L1	L2	L3	L4		
GERMAN SPEAKER:GROUP A	BRITISH	GERMAN	--	GERMAN		
	T1	T2	T3	T4	T5	T6
GERMAN SPEAKER: GROUP B	MEDITERRANEAN	SOUTH AMERICAN	--	SWEDISH	GERMAN	SPANISH

Table 17: Law and Tourism students' responses to *Where do you think this speaker is from?*

3.4.2.3. *French speakers*

The two French speakers in the assessments were both positively rated on the Likert scale in the questions *This person speaks English well* and *This person pronounces well in English*. The Law students strongly agreed that their French speaker spoke in the foreign language fluently; the corresponding French speaker assessed by the Tourism students was also rated as a fluent speaker, but the average response was not as high.

Once again, the Tourism students judged their (French) speaker as not sounding as a native speaker. For the Law students, on the other hand, the male French speaker they heard did remind them to a certain extent of a native English speaker. Despite these scores, the two groups agreed that their corresponding French speaker had a strong

foreign accent, although they also classified them as being intelligible and rather easy to understand. Finally, both groups were notably negative in response to the question of having an English teacher with a French accent.

	Law students	Tourism students
This speaker's accent is similar to a native English speaker's accent	7.83	3
This person has a strong foreign accent when speaking in English	6.33	7.6
This person speaks English well	7.33	7.5
This person pronounces English well	7.5	8.6
This person speaks English fluently	9	7.6
I understand this person, they are intelligible	6.3	7
I would like to have a teacher of English with this accent	4.6	2.3

Table 18: Law and Tourism students' opinion on the French-accented speaker of English

The French accent was the easiest for students to guess thus far. As can be seen in Table 19 below, a total of 8 students correctly perceived the origins of their French speakers (three Law and five Tourism students).

	L1	L2	L3	L4	L5	L6
FRENCH SPEAKER: GROUP A	FRENCH	--	FRENCH	FRENCH	--	BRITISH
	T1	T2	T3	T4	T5	T6
FRENCH SPEAKER: GROUP B	FRENCH	FRENCH	EAST EUROPEAN	FRENCH	FRENCH	FRENCH

Table 19: Law and Tourism students' responses to *Where do you think this speaker is from?*

3.4.2.4 Chinese speakers

When assessing the Chinese speakers, the Tourism students were (for the first time thus far) in relative agreement that they had an accent somewhat similar to a native English speaker. By contrast, the Law students on this occasion believe their Chinese speaker's accent could not be compared to that of a native speaker of English. For this latter group, the Chinese speaker had a strong foreign accent, whereas the Tourism students maintained a rather neutral position on this matter, neither clearly agreeing nor disagreeing. The Chinese speaker assessed by the students studying Tourism was rated as speaking English extremely well; moreover, respondents here believed that this woman spoke English very fluently and also had reasonably good pronunciation. The answers

given by the Law students to the previous three questions were also positive in terms of rating the speaker as a fluent speaker who speaks and pronounces English well; however, the average scores here were lower than those of the Tourism group (see Table 20).

Finally, both Chinese speakers were rated as being easy to understand, yet neither group of students was strongly in favour of having a teacher of English with a Chinese accent.

	Law students	Tourism students
This speaker's accent is similar to a native English speaker's accent	4.16	6.16
This person has a strong foreign accent when speaking English	7.3	5
This person speaks English well	6.6	9
This person pronounces English well	5.83	8.5
This person speaks English fluently	6	9
I understand this person, they are intelligible	7.3	7.5
I would like to have a teacher of English with this accent	4.5	5.33

Table 20: Law and Tourism students' opinion on the Chinese-accented speaker of English

Only two Tourism students guessed the origin of the Chinese speaker, although two more suggested a different Asian country. However, two Law students were extremely close since they thought this speaker was Japanese and two Tourism students mentioned their foreign speaker was from some Asian county.

	L1	L2	L3	L4	L5	L6
CHINESE SPEAKER: GROUP A	SPANISH	--	JAPANESE	SPANISH	--	JAPANESE

	T1	T2	T3	T4	T5	T6
CHINESE SPEAKER: GROUP B	SOUTH-EASTERN ASIA	ASIAN	BRITISH	CHINESE	DUTCH	CHINESE / JAPANESE

Table 21: Law and Tourism students' answers to the question *Where do you think this speaker is from?*

3.4.2.5. Spanish speakers

Both the Spanish speakers were considered as not having an accent similar to that of a native English speaker. Thus, the two groups agreed when asked whether *this person has a strong foreign accent when speaking English*. In general terms, however, both the Law

and Tourism students rated their Spanish speaker as speaking and pronouncing in English well and as speaking fluently. Nevertheless, the Tourism students had more positive views when answering the question *This person speaks English well*.

Finally, both groups affirmed that they understood their corresponding Spanish-accented speaker quite well but, surprisingly, although these speakers were intelligible for them they stated they would not like to have an English teacher with this non-native accent. On this occasion, the vast majority of students in both groups correctly identified the origin of these non-native speakers.

	Law students	Tourism students
This speaker's accent is similar to a native English speaker's accent	4.16	3
This person has a strong foreign accent when speaking English	7.6	6.83
This person speaks English well	6.83	8.33
This person pronounces English well	6.16	6.83
This person speaks English fluently	7.5	8.16
I understand this person, they are intelligible	8.16	8.66
I would like to have a teacher of English with this accent	4.6	2.83

Table 22: Law and Tourism students' opinion on the Spanish-accented speaker of English.

	L1	L2	L3	L4	L5	L6
SPANISH SPEAKER: GROUP A	MALLORCA	SPANISH	SPANISH	SPANISH	--	SPANISH

	T1	T2	T3	T4	T5	T6
SPANISH SPEAKER: GROUP B	SPANISH	SPANISH	SOUTHERN EUROPE	SPANISH	SPANISH	SPANISH

Table 23: Law and Tourism students' answers to *Where do you think this speaker is from?*

3.4.2.6. Students' opinions on each of the non-native accents. A comparison.

As shown in Tables 24 and Figure 1 below, the Spanish and French speakers received the lowest scores in three questions each. Specifically, the Spanish speakers were rated as: a) having the least similar accent to that of a native speaker, with an average score of 3.58, this in comparison, for instance, to the scores of 5.5 and 5.415 for the German and French speakers, respectively; b) having the strongest foreign accent when speaking in English; and, c) being the speakers judged lowest in terms of having good pronunciation in English. The French speakers, in turn, were considered to be: a) the ones who speak

English least well; b) the ones who are the least intelligible and thus the most difficult to understand; and, c) as having an accent that respondents would least like their English teacher to have. In addition to these findings, we might note that the Spanish non-native accents were also rated quite negatively in response to the statements *This person speaks English well* and *I would like to have a teacher of English with this accent*; the French speakers were also said to speak with a strong foreign accent in English.Curiously, and despite such negative assessments, the Spanish speakers were seen as having the non-native accent that participants best understood, whilst the French speakers were considered to have the best pronunciation in English and the ones who spoke most fluently.

At the other end of the scale, the German and Polish accented speakers were rated most positively on several questions. German speakers were considered to be: a) the speakers with the least strong foreign accent when speaking in English; b) the speakers that have the accent most similar to that of a native English speaker; and, c) the preferred non-native accent for an English teacher. The Polish speakers, in turn, were judged to be those who spoke English the best; furthermore, they scored quite highly on the items *This person pronounces English well*, *This person speaks English fluently*, and *I understand this person, they are intelligible*.

The Chinese speakers were not seen as the best or worst speakers in any of the questions, with the exception of the issue of fluency, in which they were rated as the least fluent speakers in English.

This speaker's accent is similar to a native English speaker's accent

+ POS.   Ger.   Fr.   Ch.   Po.   Sp.   + NEG.

This person has a strong foreign accent when speaking in English

+ POS.   Ger.   Ch.   Po.   Fr.   Sp.   + NEG.

This person speaks English well

+ POS.   Po.   Ger.   Ch.   Sp.   Fr.   + NEG.

This person pronounces English well

+ POS.   Fr.   Po.   Ger.   Ch.   Sp.   + NEG.

This person speaks English fluently

+ POS.   Fr.   Po.   Sp.   Ger.   Ch.   + NEG.

I understand this person, they are intelligible

+ POS.   Sp.   Po.   Ch.   Ge.   Fr.   + NEG.

I would like to have a teacher of English with this accent

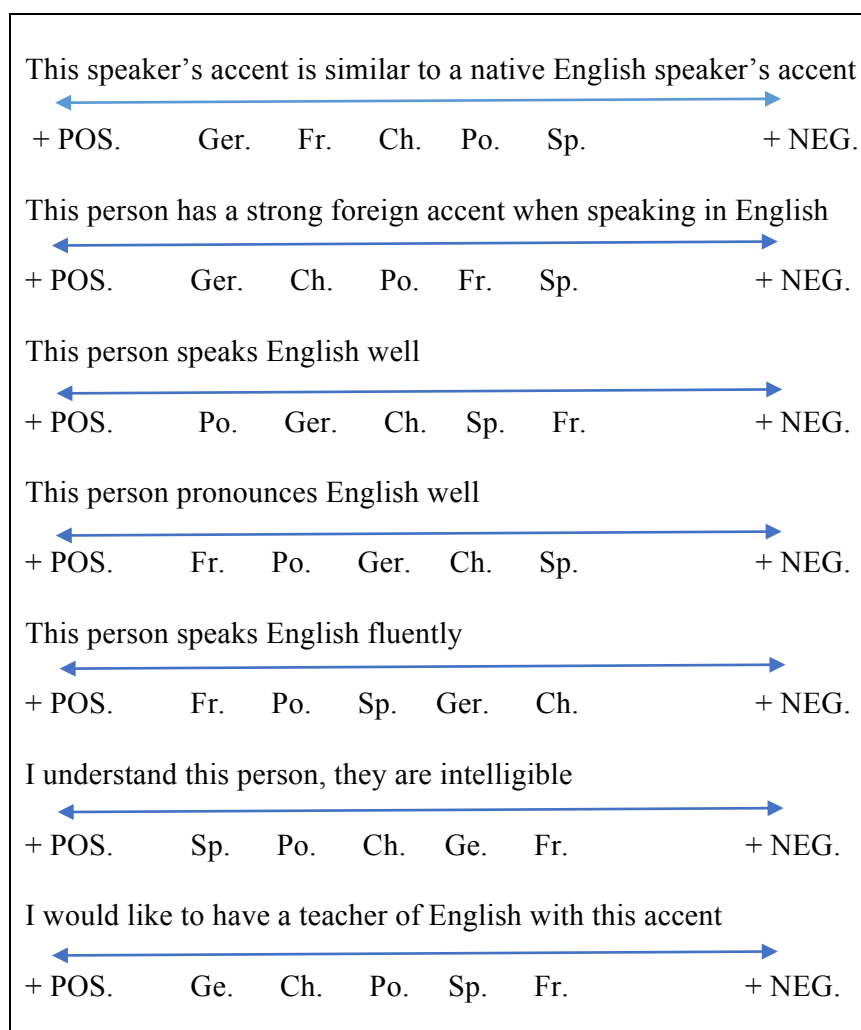+ POS.   Ge.   Ch.   Po.   Sp.   Fr.   + NEG.

Figure 1: Positive-negative rating of non-native speakers for each question

MEAN SCORES FOR EACH QUESTION (GROUPS A AND B)	POLISH	GERMAN	FRENCH	CHINESE	SPANISH
This speaker's accent is similar to a native English speaker's accent	5.08	5.5	5.415	5.16	3.58
This person has a strong foreign accent when speaking in English	6.715	5.705	6.965	6.15	7.215
This person speaks English well	8.565	8.08	7.415	7.8	7.58
This person pronounces English well	7.83	7.625	8.05	7.165	6.495
This person speaks English fluently	8.25	7.75	8.3	7.5	7.83
I understand this person, they are intelligible	8	7.375	6.65	7.4	8.41
I would like to have a teacher of English with this accent	4.58	5.8	3.45	4.9	3.715

Table 24: Average scores by the Law and Tourism students in assessing each of the non-native speakers

4. Conclusions, teaching implications and topics for future research

Bayyurt and Sifakis (2017: 5) pointed out that "curricula and textbooks continue to serve a more traditional perspective of teaching and learning English" since Standard varieties of English are still prioritised. The general results obtained in the first study conducted here seem to perfectly illustrate this situation since ESP textbooks addressed to Law and Tourism students continue to have much more material containing native speakers as models. Non-native speakers, on the other hand, appear less frequently, and when they do, they tend to interact with native speakers; that is, there are very few tracks where only non-native speakers are heard.

Although this finding might be seen as somewhat negative, the general findings here are more positive than those of Kopperoinen (2011) (see section 1). Nevertheless, I consider that the level of exposure that ESP students have to non-native accents in the textbooks analysed is still not sufficient, especially in the case of the undergraduates of Tourism, since it is very likely that in their future professional life they will have to interact in English with many people from different language backgrounds and with different native languages. Such people may include: a) those from countries where English is an (additional) official language; b) second language speakers from countries where English plays an official role (Indians or South Africans, to mention just two); c) those from native English-speaking countries like Britain, Australia and the United States; and, d) non-native English speakers who typically speak in English to communicate when abroad, such as Germans, Polish, or Chinese; hence, all those speakers who use English as a Lingua Franca.

Despite this negative finding, it is worth mentioning that some of the textbooks analysed do contain quite a few examples of non-native speakers from different countries (mainly China, Japan, France, Germany, Italy, Poland and Spain), and hence they could be considered as good teaching materials, in that they give students opportunities to listen to people with these non-native accents. The most advantageous textbooks in this sense were *English for Legal Professionals* for Law students, and *English for Job Hunting* and *Tourism 3* for Tourism students.

As discussed in Section 2.1, the fact that the textbooks analysed were published a number of years ago may explain why some of them lack the presence of non-native speakers, since the phenomenon of ELF is relatively new. An analysis of the most recent textbooks on the market would therefore be interesting as a means of verifying the extent to which textbook content has shifted to embrace the new role of ELF, that is, whether more and more varied non-native accents are included, or whether native speaker models continue to be used much more frequently.

Several conclusions, as well as teaching implications, follow from the second study reported here. To begin with, the attitudes of both the Law and Tourism students towards learning spoken English are positive, in that they regard pronouncing correctly in English as important and believe that it is not possible to speak well in English if one does not know how to pronounce specific words well. Secondly, Law students seem to value native-accents over non-native ones, as seen in their preference for native teachers to non-native ones, the fact that they favour listening to native rather than non-native models of English in class, their belief that non-native English speakers can finally sound native-like over time, and that that to a certain extent one should aim at speaking with a native accent when learning a foreign language. The Tourism students, on the other hand, tend to accept both native and non-native accents, and believe it is difficult for a non-native speaker to speak like a native speaker; for this reason, it is understandable that they rated speaking with a native accent in the foreign language as not necessary.

Some of the differences of opinion found between the two groups of students in the *General Aspects* questionnaire may be explained by the fact that, as explained above, the degree of exposure that students of Law and Tourism have to English is quite different.

Whilst the Law students in the study only have one optional ESP subject, Tourism students benefit from an ESP module in three out of the four years of their degree; moreover, it is common for Tourism students to work during the summer holidays, or even in the Spring onwards, in hotels, travel agencies and airports, places in which they are likely to interact with people who speak English as a lingua franca. Hence, the fact that English pronunciation is seen as difficult for Law students, but does not seem to be a problem for students of Tourism, can perhaps be explained by this different degree of exposure to the foreign language. Similarly, the general acceptance of non-native speakers identified in some of the questions answered by Tourism students might also be explained by this higher exposure to English and again by the fact that these students may already be used to talking in English to other non-native speakers due to their own professional experiences.

In general terms, although the opinions of the students who participated in this study vary from one non-native accent to another, they did not reject any of the non-native accents they were asked to assess. As might be expected in such a study on preferences, there are some accents which participating students preferred or understood better than others. Here, those speakers rated more positively in most of the Likert-scale questions were the German and the Polish ones; by contrast, the French and Spanish speakers received the lowest averages on some of the scores. Hence, as can be found in Jenkins (2007), the students believe some non-native accents sound better or are superior to others. In this case, the participants believe the native speakers of the two Germanic languages chosen (German and Polish) have a closer accent to that of a native speaker of English when communicating orally in the latter language; the native speakers of the two Romance languages chosen, Spanish and French, were rated as sounding less English native-like; hence, in general terms the Spanish and French speakers were rated as having an inferior English accent.

Regarding the Spanish speakers, and given that the ESP students who took part in the study were themselves Spanish, it may seem surprising that students assessed these as the ones who pronounced English least well, had the strongest foreign accent, and had accents which were the least similar to that of a native speaker. Moreover, most of the students said they would not want an English teacher with this foreign accent. Despite such negative results, the Spaniards were rated as the speakers who were the most intelligible. The latter finding is again understandable, in that Spanish students are most likely to understand other Spanish speakers, since they share the same features of accent, segmental pronunciation, etc; however, the fact that they affirmed they would not like an English teacher with this accent is surprising, as most of the EFL and ESP teachers in Spain are native Spanish speakers.

An area for future research would be to analyse the most recent ESP textbooks and compare results to those reported in the current study. In addition, it would be interesting to analyse the views of a larger number of students from different ESP disciplines regarding their perceptions on speakers with different non-native accents, since the present study was based on a small number of participants. A further interesting line of enquiry would be to conduct a study in which ESP students are asked to assess both native

and non-native speakers, in order to get a more involved picture of which accents are generally better understood.

All in all, then, I believe that this study has filled a gap in our understanding of the teaching of ESP in Spain. Several pedagogical implications can be drawn. First, some of the teaching materials currently used to teach ESP at the University of the Balearic Islands may be considered as appropriate, since a number of both native and non-native speakers are included in the audio materials. The textbooks which feature none or hardly any non-native speakers might also continue to be used, since they may contain useful material for teaching other language skills and areas, such as grammar or vocabulary; however, these materials should be supplemented with alternative audio materials in which non-native speakers are included, so that ESP students can get used to listening to speakers with different non-native accents speaking in English. Secondly, the fact that the Law students value native speakers over non-native ones so highly may simply be due to the few opportunities that they have on their university degree course for listening to non-native speakers of English; as I have noted, these students only study English during the last semester of their final year in the degree in Law, and thus may listen to far more native English speakers than non-native ones in class. A short-term solution would hence be for ESP teachers teaching Law students to try and select a greater amount of audio material in which native and non-native speakers interact. A more convincing solution would be to change some of the main teaching materials currently being used to teach Law students, or at least to combine them with others in which there is a higher presence of both native and non-native accents.

Finally, I believe that studies in which the opinions of students are taken into account, regarding aspects such as the methodology or teaching materials used in class, are crucial to developing a greater understanding of this area of language education. It would therefore be very beneficial, for both ESP students and instructors, if teachers were encouraged to ask their students about their preferences in this area. The issues of what activities students like or do not like, and why, what aspects of English they find most difficult, the reasons for this, are all likely to contribute to further improvements in educational outcomes.

Notes

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2. Although only three textbooks were analysed in this group (*English for Legal Professionals*, *Absolute Legal English* and *International Legal English*), the latter contains 2 CDS, and each of these was analysed separately.

3. As mentioned above, the ESP subject taught to Tourism students in the third year, English III, revolves around job interviews and business meetings (with a chairperson, a secretary and department representatives); for this reason, the undergraduate students in Tourism were considered as perfect candidates to assess some tracks taken from the Tourism book analysed in

the previous study, with others extracted from the two Business English books, also analysed in that study.

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Appendix 1: Questionnaires used in the study on ESP students' opinions of non-native accents.

A) General aspects questionnaire:

Choose the number which best suits your opinion in each of the following questions. 1 represents ˈI totally disagreeˈ and 10 ˈI totally agreeˈ.

La pronunciación del inglés es difícil
    1   2   3   4   5   6   7   8   9   10

Pronunciar bien en inglés es importante para que te entiendan
    1   2   3   4   5   6   7   8   9   10

Es importante hablar inglés con un acento nativo
    1   2   3   4   5   6   7   8   9   10

Prefiero tener profesores nativos de inglés que no nativos
    1   2   3   4   5   6   7   8   9   10

Prefiero los *listening*s de hablantes nativos a los no-nativos
    1   2   3   4   5   6   7   8   9   10

Se puede hablar bien en inglés sin saber pronunciar las palabras
    1   2   3   4   5   6   7   8   9   10

Se pueden pronunciar bien palabras aisladas en inglés sin saber hablar con fluidez
    1   2   3   4   5   6   7   8   9   10

Un hablante no-nativo de inglés puede llegar a hablar (y pronunciar) como uno nativo
    1   2   3   4   5   6   7   8   9   10

Los españoles tienen acento español cuando hablan en inglés
    1   2   3   4   5   6   7   8   9   10

La variedad del inglés que mejor entiendo es
        1-   Británico: de Inglaterra
        2-   Británico: de Irlanda
        3-   Británico: de Escocia
        4-   Inglés americano
        5-   Australiano/neozelandés
        6-   Sudafricano
        7-   Jamaicano
        8-   Otro

B) Questionnaires to assess the non-native speakers:

Choose the number which best suits your opinion in each of the following questions. 1 represents ˋI totally disagreeˈ and 10 ˋI totally agreeˈ.

El acento de esta persona se asemeja al de un hablante nativo de inglés
   1   2   3   4   5   6   7   8   9   10

Esta persona tiene un fuerte acento extranjero al hablar en inglés
   1   2   3   4   5   6   7   8   9   10

Esta persona habla bien en inglés
   1   2   3   4   5   6   7   8   9   10

Esta persona pronuncia bien en inglés
   1   2   3   4   5   6   7   8   9   10

Esta persona habla con fluidez
   1   2   3   4   5   6   7   8   9   10

Entiendo a esta persona, es inteligible
   1   2   3   4   5   6   7   8   9   10

Me gustaría tener un profesor/a de inglés con este acento
   1   2   3   4   5   6   7   8   9   10

¿De dónde crees que es esta persona? _____

Appendix 2: Statistical analyses for Tables 13, 14, 18, 20 and 22.

Item	Chi-square (X^2)	DF (degrees of freedom)	P value
Item 1	0.04	1	0.8415
Item 2	0.26	1	0.6101
Item 3	0.01	1	0.9203
Item 4	0.06	1	0.8065
Item 5	0	1	1
Item 6	0.03	1	0.8625
Item 7	0.17	1	0.6801
Item 8	0	1	1
Item 9	0.11	1	0.7401

Chi-square test used for the data gathered in Table 13.

Item	Chi-square (X^2)	DF (degrees of freedom)	P value
Item 1	0.58	1	0.4463
Item 2	0	1	1
Item 3	0.08	1	0.773
Item 4	0.11	1	0.7401
Item 5	0	1	0.8625
Item 6	0.03	1	0.6985
Item 7	0.13	1	0.184

Chi-square test used for the data gathered in Table 14.

Item	Chi-square (X^2)	DF (degrees of freedom)	P value
Item 1	0.51	1	0.4751
Item 2	0.02	1	0.8875
Item 3	0.15	1	0.6985
Item 4	0.04	1	0.8415
Item 5	0.14	1	0.7083
Item 6	0.07	1	0.7913
Item 7	0.07	1	0.7913

Chi-square test used for the data gathered in Table 18

Item	Chi-square (X^2)	DF (degrees of freedom)	P value
Item 1	0	1	1
Item 2	0	1	1
Item 3	0.06	1	0.8065
Item 4	0.01	1	0.9203
Item 5	0.02	1	0.8875
Item 6	0.02	1	0.8875
Item 7	0.05	1	0.8231

Chi-square test used for the data gathered in Table 20.

Item	Chi-square (X^2)	DF (degrees of freedom)	P value
Item 1	0.02	1	0.8875
Item 2	0.06	1	0.8065
Item 3	0.01	1	0.9203
Item 4	0.07	1	0.7913
Item 5	0.08	1	0.7773
Item 6	0.09	1	0.7642
Item 7	0.01	1	0.9203

Chi-square test used for the data gathered in Table 22.