Accent Bias towards Korean-English Second-language Learners: A Comprehensive Study

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ABSTRACT

Accent bias refers to prejudice and stereotypes towards individuals speaking a language with a pronunciation different from the dominant trend. This study examines accent biases in second language English learners who speak Korean as their first language. The research took place in an international school located in Jeju Island, South Korea. The study investigates what accent biases are, how they are established against second language English learners, and why people act on these accent biases. Results were collected through an online questionnaire that tested Korean-English bilinguals and English monolinguals' perceptions of English second language learners' accents. The audio files of differently accented speakers were obtained through Speech Accent Archive. Research survey participants were presented with audio clips of three different speakers for scenario one, a law firm job interview situation and scenario two, meeting the speakers as newly acquainted friends. The study explores factors that may affect the exercise of accent biases in our society, such as the broadness of the speaker's accent, the perceiver's linguistic background, and the context of the interaction. The research tests statistically the correlation between these factors and the accent biases expressed better to understand accent bias towards second language English learners. As a result, the study will guide in the direction of efforts that can be made to eradicate accent biases in decision making situations.

Key Words: Accent Bias, Perception, Social interaction, Second-language acquisition.

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1. INTRODUCTION

   The study examines accent biases against second-language English learners who speak Korean as their first language. In this paper, accent bias refers to prejudice and stereotypes towards individuals speaking a language with a pronunciation different from the dominant trend. The paper focuses on the responses of Korean-English bilinguals, the accent biases they may possess while using English monolinguals and the accent biases they may have as a control group. The study further evaluates which factors might directly affect accent biases in society. The research aims to answer the following questions.

   What are accent biases?

   How are accent biases established against second language English learners?

   Why do people act on accent biases?

   The research of this paper took place in an international school in Jeju Island, South Korea. Results were collected through an online questionnaire that tested Korean-English bilinguals and English monolinguals' perceptions of English second language learners' accents. In the context of this survey, the Korean-English Bilinguals have Korean as their first language and English as their second language. As the Korean-English Bilinguals are students in an international school, they dominantly use English in their academics. The Korean English bilinguals surveyed were students of the school, while the English monolinguals surveyed were teachers. The audio files of differently accented speakers were obtained through the Speech Accent Archive. Research survey participants were presented with audio

clips of three different speakers for scenario one, a law firm job interview situation and scenario two, meeting the speakers as newly acquainted friends.

The paper will first examine the first research question of "What are accent biases?" through a literature review of previous works in relation to accent biases. Then, the paper will explain the survey methodology to answer research questions two and three: "How are accent biases established against second language English learners?" and "Why do people act on accent biases?". Next, the paper will provide data analysis on the results of the survey as well as data interpretation, aiming to find answers to research questions two and three. Lastly, the paper will provide a short summary and draw a conclusion on its findings as well as offer an outlook on what can further be done to elaborate on the findings of this paper.

2. PREVIOUS WORKS ON ACCENT BIAS

An accent may influence one's impression of an individual. As Cohen describes, "linguistic markers, such as accent and dialect, have frequently been either cursorily defended or dismissed as satisfying the criteria of a reliable and evolutionarily viable tag" (Cohen, 588). One argument for why it may not be a reliable tag is that biases and stereotypes may come into play while impressions are generated based on accents and dialects. Cohen describes that there now is "the phenomenon of evaluating certain linguistic practices as superior and others as inferior" based on "accent [which] repre[nts] one's manner of pronunciation" (Silwa & Johansson, 1137).

Tokumoto and Shibata elaborate specifically on how second language speakers are judged through their accents;. In contrast, first language speakers are categorised as "native speakers" and perceived as "standard", and second language speakers categorised as "non-native speakers" are perceived as "non-standard" (Tokumoto & Shibata). Tokumoto and Shibata additionally point out that this classification has led to those with the "standard" accent are given "a position of power" above those with a "non-standard" accent (Tokumoto & Shibata, 392), exemplified in Nguyen's study showing how immigrants are often denied of jobs in the United States with the reason immigrants have "unintelligible English" (Nguyen, 1325).

Often, listeners not only decide superiority or inferiority with the speaker's accents but also use it to identify social categories of the speaker and decide their characteristic traits (Lambert 1967; Robinson, 2003). The social identities or characteristics identified based on the speaker's accent are often stereotypes established due to many different social elements, including the media. As the cultivation theory argues, "long-term exposure to media shapes how media consumers perceive the world and conduct themselves." There exist two possible paths in which the media creates certain perceptions about a non-native speaker's accent: a lack of inclusion of diversity of accents in media as well as caricatured portrayal of minor accents.

First of all, the media predominantly uses the "standard accent" of the country on many of their programs. Due to the dominance of the "standard accent", the idea of it being the "standard" and most easily comprehensible is reinforced along with increased familiarity to the audiences. As a result, "non-standard accents" are perceived as increasingly minor, and people are pressured to shift to the conventional "standard" accent dominant in society. Furthermore, as only "standard accents" are used in broadcasts, it generates the image that such an accent is the 'correct' version used by the upper class to comprehend and access information (Giles & Billings). These trends lead to society considering the standard accent as comparatively more desirable than those that are non-standards, and results in accents being used to indicate a "hierarchy of prestige" (Silwa & Johansson 1138).

Secondly, when the media makes use of "non-standard" accents, it often does so in a caricatured way, over emphasising the accent compared to when it is spoken by those who use it. " In the movie Karate Kid, Mr Miyagi, a character born in Japan, talks in broken English, while the actor himself, Pat Mortia, speaks without such an accent. Sometimes, stereotypes and generalisation in the Asian accents are directly addressed in the media. In an American talk show, The Colbert Report, Rush Limbaugh mocks the Chinese president and his language, saying "When I hear Chinese or Japanese, it all sounds like the same word." He adds by saying, "Ching chong…", a phrase often used in a mockery tone to describe what Chinese and Japanese language sounds like to Westerners unfamiliar with the accent. As a result of these exaggerated portrayals of the accents, audiences form their own generalised perception of speakers

with these accents, whether in their native language or in English, creating biases and stereotypes about certain accents.

The studies reveal that certain perceptions and judgments exist on different language accents, specifically the accents of second language learners. These perceptions and judgments impact the decisions or choices that one makes about an individual, for example, in employment situation, as mentioned by Nguyen. Therefore, accent bias may be defined as any perception or stereotype towards an individual speaking a language with an accent different from the dominant trend, possibly creating a "hierarchy of prestige" in accents.

3. METHODOLOGY

The study tests Korean-English bilingual potential accent bias by experimenting with their perception of English spoken by other Korean-English bilinguals. The experiment was conducted in an international school in Jeju Island, South Korea, where most students are Korean-English bilinguals. Student Korean-English bilinguals have native Korean skills and dominantly use English in academic settings. As the control group, English-monolingual teachers in the same international school in Jeju were tested on their perception of the English accents of Korean-English bilinguals. The experiment was conducted by collecting responses from the Korean-English bilinguals of an online questionnaire. After asking individuals whether they were willing to participate in the experiment, the questionnaire was emailed as a link to the participants who confirmed their participation. All results were collected anonymously, and all participants were notified of this, along with the notice that they may withdraw their consent at any time if the participants wished so. The results were collected over a total of a two-week time period during which the online survey continuously remained open to all responses. The instructions also warned the participant not to share their answers with anyone else. Participants were additionally put under a time limit of a maximum of 20 minutes to complete the survey with no break in between. This time limit was added to ensure that the study reflects the individual's instant perception of the accent, preventing the participants from overthinking the process. An online copy of the survey can be accessed through this link.

The survey first asked the respondents about their linguistic backgrounds. The respondents were asked whether their first language was Korean or English and whether they could speak any language other than Korean or English. Then, their familiarity or exposure to English is further questioned, inquiring when they have started learning English, whether they have lived abroad in an English speaking country before, and if so, how long. In the case of the control group, English monolinguals, they were questioned about how long they had lived in Korea to evaluate their previous exposure to the Korean language and accent.

Secondly, participants are presented with Scenario 1 with the following description: "After graduating from law school ten years ago, and after your seven years of dedication of work to a prestigious law firm, you have set up a new law firm to achieve new goals. You are now hiring people to work with you in your company. There has been a huge number of applicants to be selected, and you are now interviewing the first applicant. Imagine that Speaker 1 is the applicant you are currently interviewing. Listen to speaker 1's audio clip. Then, answer the following questions on what you will do." Next, participants were presented with an audio clip titled 'Speaker 1' that they could access through the link in the online questionnaire, from which they listened to a strongly Korean accented English spoken by a Korean English bilingual. Afterward, participants answered twelve questions about their perception of speaker 1 in the job interview scenario. These steps were repeated twice more, once with speaker 2, who is an English monolingual with an American accent, and the next with speaker 3, who is again a Korean-English bilingual but this time with a fainter Korean accent in their speech.

After a series of questions based on scenario 1, participants were given a distractor question irrelevant to the survey context. Then, participants were presented with Scenario 2 with the following description: "Your best friend from middle school wants to introduce you to one of her new friends from university. You have never met or talked to them, but scheduled to meet as a three this afternoon. However, this morning, your best friend suddenly called to say that she/he won't be able to come because of a bad stomach ache. Because you three had planned this meeting so long ago, you and the new friend decided to meet each other without your best friend still. Therefore, you are currently in a situation where you meet a new friend alone for the first time. Imagine that speaker 4 is the friend that you are about to

meet. Listen to speaker 4's audio clip. Then, answer the following questions on what you will do in this situation." Next, participants were presented with an audio clip titled 'Speaker 4' that they could access through the link in the online questionnaire, from which they listened to the same audio clip as the one titled 'Speaker 1' in the previous scenario. After that, participants answered twelve questions about their perception of the speaker in the new acquaintance scenario. These steps were repeated twice more, once with speaker 5, which is the same audio clip as speaker 2, and the next with speaker 6, which is the same audio clip as speaker 3.

Lastly, the participants were asked about their experience filling out questionnaires and comparing the different scenarios. Participants were asked the following questions: who they would prefer to hire out of the first three speakers in the questionnaire, whether they consider each of speakers 1 to 6 a native English speaker, whether they felt that their decision and answers during the survey were biassed, which aspect of the audio clip influenced their decision and answer for the questions above and to what extent the three speakers' accents influenced their decision making each in scenario 1 and 2.

The survey aims to answer research questions two and three: "How are accent biases established against second language English learners?" and "Why do people act on accent biases?". To answer research question two, "How are accent biases established against second language English learners?", the survey includes questions to test whether the respondents have identified the accent of the speaker or not. For each speaker in both scenarios, the question "How confident do you feel that the speaker is?" has been asked. The question attempts to find how much confidence the respondent can perceive from the speaker's speech and to what extent this is relevant to the broadness of the accent. If it is true that people associate lack of confidence with a broad accent, people with accent biases will respond with low levels of confidence to speakers with broad accents, meaning that association of confidence with broad accents is relevant to the creation of accent biases. If the responses do not show such a trend, this shows that lack of confidence is not of the aspects the listener correlates with an accent and is irrelevant to creating accent biases. After having answered all scenario based questions, the respondents were asked, "Do you consider the speaker (1/2/3/4/5/6) a native speaker?". The question aims to answer in which scenario and for which extent of boardness can people notice whether a person is native or not as well as whether accent biases are created with or without the respondents being aware that the speaker is not native. At this point of the survey, the topic of the survey 'accent biases' became explicitly noticeable to the readers, with the question, "Do you feel that your decisions and answers during the survey were biassed?" This question aims to identify whether accent biases are created implicitly or explicitly. As an elaboration, the respondents were also asked, "If you answered yes to the previous question, which questions were you the most biased with?" which examines in detail which biases are implicit and which are explicit. Lastly, the question "What aspects of the audio clip influenced your decisions and answers for the question above?" aims to find answers on which factors of the speech the respondents focus most on, and the possibility of it being any factors other than accent that created the biases, if it exists, in the investigation.

To answer research question three, "Why do people act on accent biases?", the survey includes questions to test the type of implicit or explicit biases the respondents may have on different speakers. For each of the three speakers in both scenarios, the question "What hobby do you think the speaker might have?" has been asked. The question delves into the implicit biases the respondents may have on the speakers, questioning how the respondents imagine the speaker in their mind through only the speaker's linguistic features. The question "What sports do you expect the speaker to have played during his or her time in high school?" also delves into implicit biases of the respondents, finding out how the respondents imagine the speaker in terms of activeness and economic wealth. The respondents were once again given a series of sports that they could select to have associations with the speaker, including football and volleyball, which are associated with team skills and activeness, swimming which are associated with independence and activeness, fencing and horse riding, which associates with economic wealth, and lastly track and field, which associates with independence. The respondents were further asked to answer questions on the expected personalities of each speaker, which again delves into the implicit biases the respondents may have on the speakers. The respondents were asked, "How trustworthy do you perceive the speaker as?", "How much leadership do you feel that the speaker has?" and "How dishonest do you think the speaker is right now?". These questions aim to investigate which characteristics are assumed in relation to the speakers and their accents, delving into what positive

or negative characteristics the respondents may link with the speakers. Then, at the end of questions based on scenario 1, the question "Are you willing to hire the speaker to your company?" was asked to examine whether the respondents' decisions and actions are influenced by the accents or the implicit biases examined in the previous questions. A similar question is asked at the end of scenario 2, questioning "Are you willing to build on your relationship with the speaker?". Lastly, after all scenario based questions are based, the readers are asked to compare the first three speakers by answering the question "Imagine that speaker 1, speaker 2 and speaker 3 compete for a position as a worker in a company. Who would you prefer to hire?". This direct comparison explicitly examines whether the order of preference is in any shape or form relevant to the speakers' accent.

The survey also includes questions that may investigate research questions two and three. First of all, the respondents can interpret the question "What level of education do you expect the speaker to have received?" in two different ways. The respondents may imagine that judging by the speaker's accent, one would require a certain amount of education to speak a second language. This means that the respondent identifies the speaker's different accents and thus would delve into the second research question. However, respondents may also think that judging by the speaker's accent, the broad accent gives an impression that the speaker is or is not very educated, which delves into the third research question as it identifies implicit biases. Similarly, the respondents can interpret the next question, "How many private lessons do you think the speaker has received per week during his or her time in high school?" in two different ways. One may say that, judging by the speaker's accent, the respondents would be considered that one would require a certain amount of private education to be able to speak a second language. Again, this means that the respondent is identifying the different accent of the speaker, and thus would delve into the second research question. However, respondents may also think that judging by the speaker's accent, the board accent gives an impression that the speaker or the parents are highly or not interested in their education, which delves into the third research question as it identifies implicit biases. Lastly, after the scenario based questions, "To what extent did the three speaker's accents influence your decision making on whether or not to recruit them in scenario 1?" and "To what extent did the three speaker's accents influence your decision making on whether or not to recruit them in scenario 2?" have been asked. The responses for the two questions can be used to answer research question two, as it answers the question of whether there could be any factors other than accent that created the biases (if identified) in the investigation. The responses may also answer research question three, as comparing the answers for the two questions allows judgment on which scenario accent biases are created or acted upon.

4. DATA ANALYSIS

The survey comprises responses from twenty Korean-English bilingual individuals, reacting to audio in either work employment situations or acquainting friend situations. The following are the data collected from the survey.

Job interview scenario:

The following graph displays the respondents' expectations of the different speakers' education levels when confronted with job interview scenario:
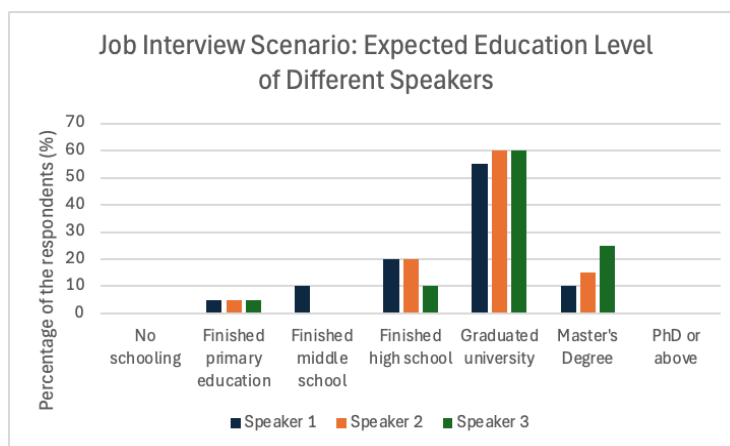

Figure1.1: Job Interview Scenario: Expected Education Level of Different Speakers

Respondents expected speaker 3, a Korean-English bilingual with a less broad Korean accent, to have received the highest level of education, whereas speaker 1, a Korean-English bilingual with the broadest Korean accent, was expected to have received the lowest level of education. This trend aligns with the responses shown by English monolinguals, who also expected speaker 3 to have had the highest level of education. In contrast, speaker 1 had the lowest level of education.

The following graphs display the respondents' ratings of each speaker from a scale of one to five for four different characteristics (confidence, leadership, trustworthiness and dishonesty) with the different speakers in a job interview scenario:

Figure1.2-5: Job Interview Scenario

When asked to draw a link between the speakers and their characteristics or personality, Speaker 2 and Speaker 3 tended to be rated positively, with high ratings for confidence, trustworthiness, and leadership and low ratings for negative characteristics such as dishonesty. On the contrary, Speaker 1 was rated low for positive characteristics, including confidence, trustworthines,s and leadership while highly for negative characteristics such as dishonesty. The difference between the ratings of speaker 2 and 3 with speaker 1 was quite significant compared to the differences in values between speaker 2 and 3, showing that the image of the speaker established for a speaker with a broad Korean accent was far more negative than that of speaker 2 or 3.

English monolinguals also showed the most positive responses towards Speaker 3, with the highest rating for confidence, trustworthiness, and leadership but the lowest rating for dishonesty. Speaker 1 was rated the lowest for confidence, trustworthiness, and leadership while rated higher for dishonesty. Compared to English monolingual speakers' responses, Korean English bilinguals tended to rate Speaker 1 more positively. Ratings for Speaker 2 were similar for both English monolingual speakers and Korean English bilinguals. However, Korean English bilinguals tended to rate Speaker 3 relatively negatively compared to English monolinguals.

The following graph displays the respondents' choice on whether to recruit each of the speakers or not in a job interview scenario:
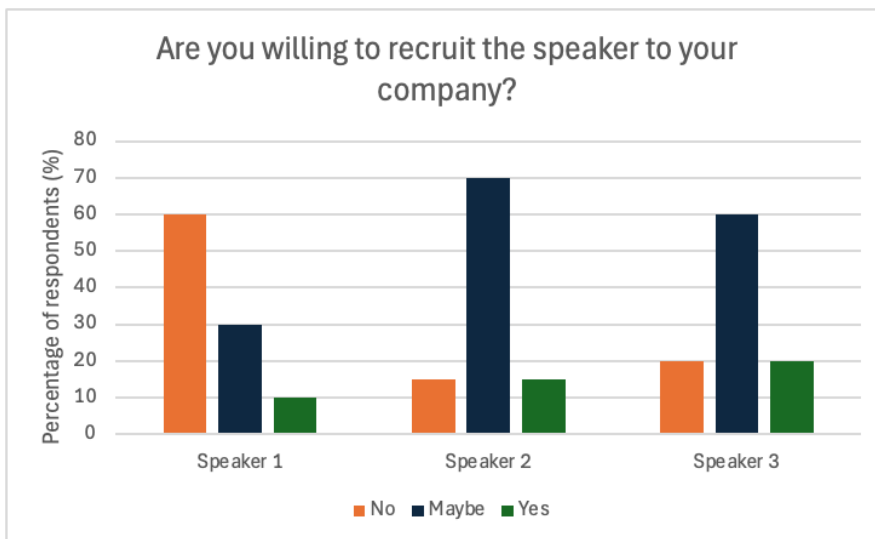
Figure 1.6: Are you willing to recruit

When asked whether they would employ the speakers, the responses varied depending on the Speaker. Respondents were most willing to employ Speaker 3, then Speaker 2. However, the differences in the responses towards employment were not largely different for Speaker 2 and Speaker 3. On the contrary, many showed definitive negative responses towards recruiting Speaker 1, who was least favoured for employment. Additionally, respondents conveyed negative views towards Speaker 1's accents as a reason for not employing speaker 1.

This contrasts with the trend in the responses of English monolinguals. When asked whether they were willing to hire the speakers for their company, English monolinguals showed equal respondents for all three speakers within limits of experimental accuracy. Most responses answered 'Maybe', reasoning that the information was insufficient.

Friend acquaintance situations:

The following graph displays the respondents' expectations of the different speaker's education levels when confronted in a friend-acquaintance scenario:
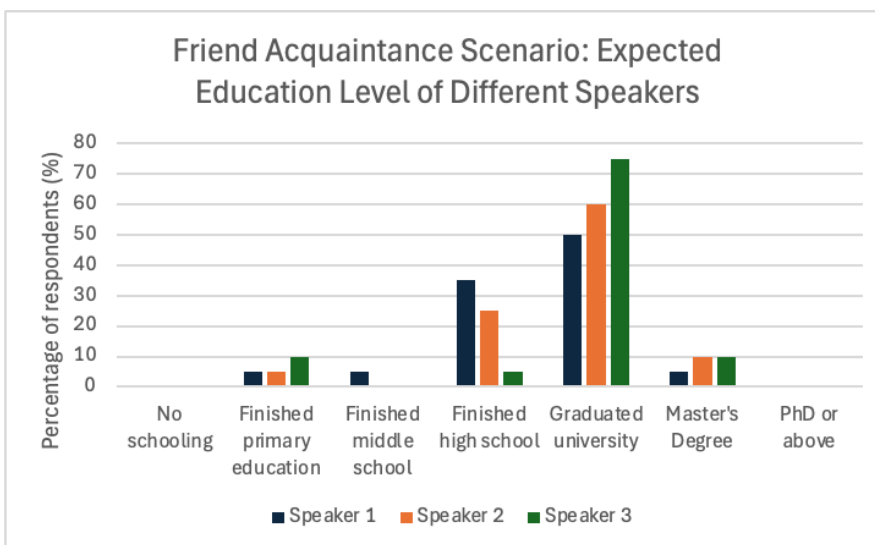

Figure 2.1: Friend Acquaintance Scenario: Expected Education Level

Respondents once again expected Speaker 3, a Korean-English bilingual with a less broad Korean accent, to have received the highest level of education. In contrast, Speaker 1, a Korean-English bilingual with the broadest Korean accent, to have received the lowest level of education. This trend again correlates with the responses shown by English monolinguals, who also expected Speaker 3 to have received the highest level of education while Speaker 1 to have received the least.

Figure 2.2-5: Friend Acquaintance Scenario: Confidence, Leadership, Trustworthiness, Dishonesty

When asked to draw a link between the speakers and their characteristics or personality, Speaker 2 and Speaker 3 tended to be rated positively compared to Speaker 1, with high ratings for confidence and leadership. For trustworthiness, Speaker 1 and Speaker 2 were rated similarly with Speaker 3 while Speaker 1 and 2 were rated lower compared to Speaker 3 for dishonesty.

Overall trends seemed to be similar with the responses from English monolinguals, who have also rated Speaker 2 the highest for two of the three positive characteristics (Confidence and leadership), while Speaker 3 was rated highest for trustworthiness. Speaker 1 was rated the lowest for all three positive characteristics. Furthermore, English monolingual respondents showed paradoxical results for trustworthiness and dishonesty as well. While Speaker 3 was rated highest and Speaker 1 the lowest for trustworthiness, Speaker 1 was lower than Speaker 3 for dishonesty.
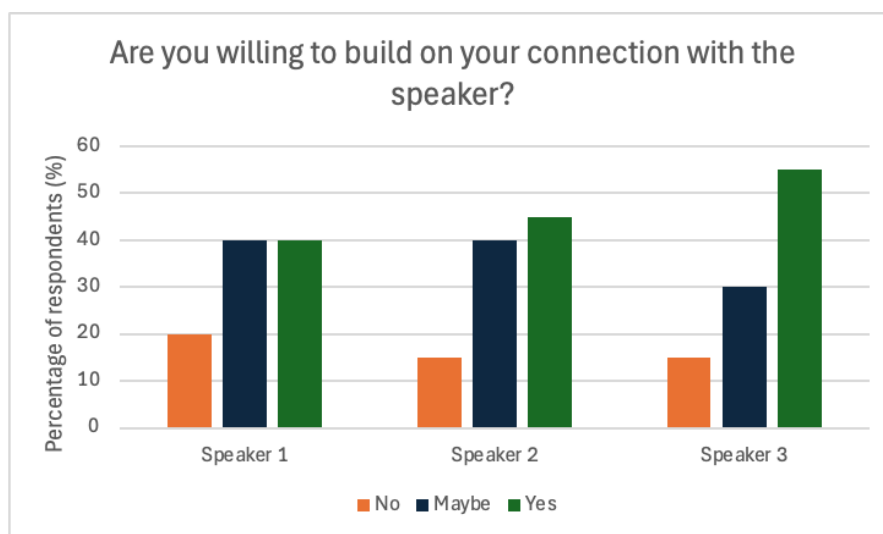

Figure 2.6: Friend Acquaintance Scenario: Willing to build Connection?

Respondents were most willing to build on connections with Speaker 3 and least with Speaker 1. However, the majority of the answers for all three speakers were positive. In contrast, monolingual English speakers' respondents' responses conveyed that they would most likely build connections with Speaker 2, while least with Speaker 1.
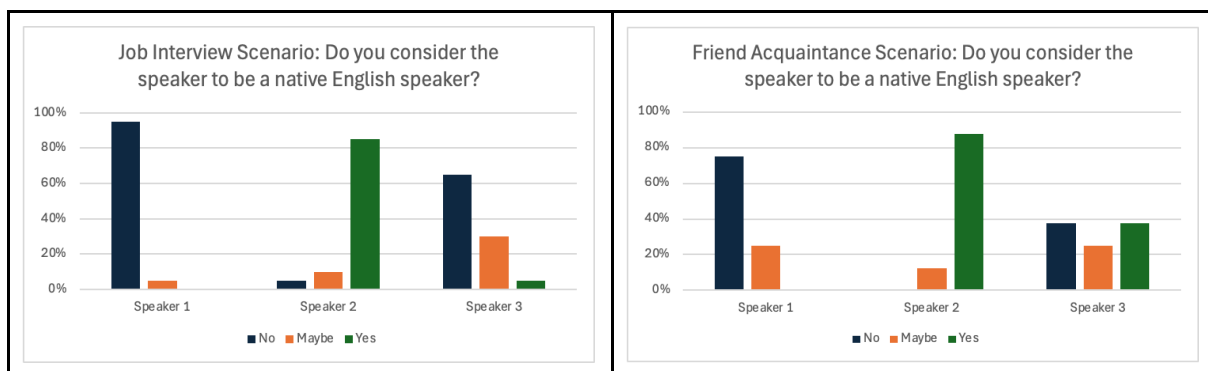

Figure 3.1 Respondents' reflection on responses

A higher number of respondents expected the same speaker to be a non-native in the job interview scenario in comparison to the friend acquaintance scenario. For all three speakers, people shifted their opinion from the expectation that the speaker will be a non-native to 'maybe' or expected that they will be native. The shift is most clearly evident with speaker 3 who has a faint Korean accent, where both the number of people who expected the speaker to be non-native or were unsure decreased while the number of people who expected the speaker to be native increased. The same trend was observed in English monolinguals, but a higher number of them expected the speaker to be native for all three speakers in comparison to the responses from Korean-English bilinguals.
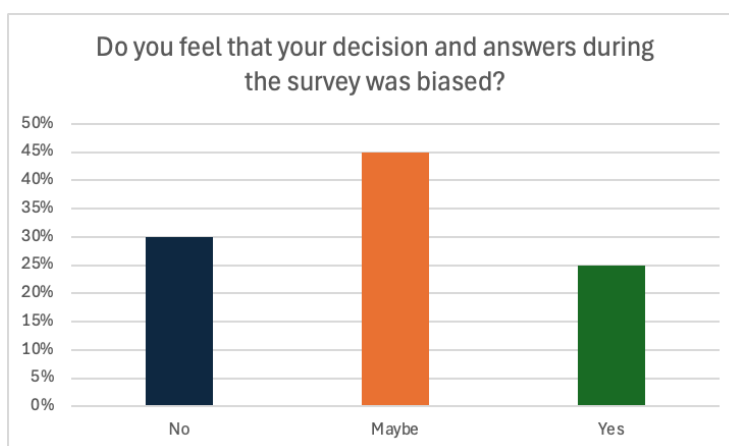

Figure 3.2 Respondents' reflection on responses

Most of the respondents responded that they were unsure whether their answers were biased or not, while a slightly greater number of them thought that they were not biased compared to those who thought they had been biased. In English monolinguals, the number of respondents who answered that they were not biassed was similar to those who were unsure as well as to those who said that they were biassed.
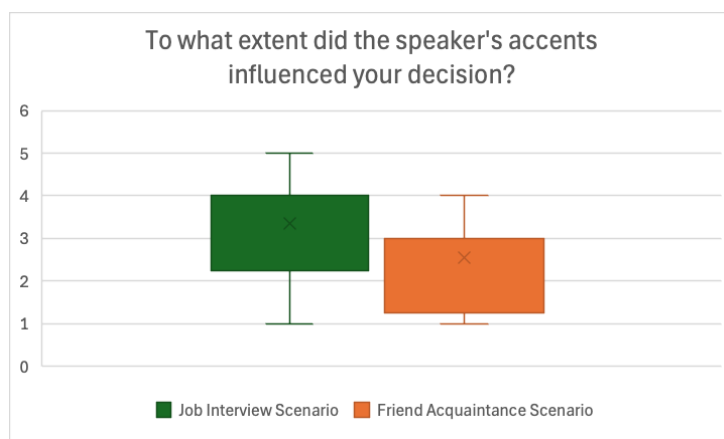
Figure 3.3 Respondents' reflection on responses

Korean-English bilingual respondents reflected on their responses, saying that the speaker's accents influenced their decision making to a greater extent in the job interview scenario in comparison to the friend acquaintance scenario. The average decrease in the extent of the influence of the speaker's accent on the decision from the job interview scenario to the friend acquaintance scenario was 1 for Korean-English bilinguals, which is slightly slower than the average difference of 1.25 for English monolinguals.

5. DATA INTERPRETATION

In both scenarios, Korean English bilinguals expressed implicit accent biases on Korean-English bilinguals with a broad accent. However, at the same time, the respondents did not show any biases against Korean-English bilinguals with a relatively general accent and instead described the speaker with positive characteristics. Thus, the accent biases towards Korean-English second language tend to be highly dependent on the broadness of the speaker's accent, meaning that the comprehensibility and communication between the speaker and listener of the accent would be important.

In the job interview scenario, Korean English bilinguals showed not only implicit biases but also explicit biases ,with the implicit biases directly impacting the decisions made regarding the employment of Korean-English second language learners. Such results were a significant contrast from the responses of English monolinguals, who did not show explicit biases in their responses for both scenarios. The difference could have been due to the influence of two factors:

1. The Korean-English bilingual respondents of the survey are students who are not involved in the job market. Thus, the importance of preventing biases influencing their decision making may not come across to the students. In contrast, the survey's English monolingual respondents are teachers involved in the job market. Furthermore, considering their field of work, teaching, they are likely to have further received training on ensuring that biases do not get explicitly expressed. Therefore, whether accent biases are expressed or not may depend on the extent of education or information the individuals received regarding the relationship between biases and explicitly conveying them.

2. The Korean-English bilingual respondents of the survey are students able to use English in academic backgrounds and speak Korean up to native fluency. With themselves being able to speak the two languages up to specific standards, they would give less value to learning the language itself. Furthermore, if they have considered the speaker with a broad accent to have English levels lower than their own, this comparison may have had an influence on Korean English bilinguals' decisions to show negative responses on employing them. In comparison, English monolinguals who have not acquired a second language may give further value to the language learning experience itself and, therefore show relatively positive responses towards Korean English bilinguals and their accents. This interpretation can be further strengthened through how Korean English bilinguals have had lower ratings for both speaker 1 and speaker 3, who are Korean English bilingual

speakers, compared to English monolinguals, while both groups of respondents showed similar ratings regarding speaker 2, and English monolingual speaker.

    a. The Korean-English bilinguals in the experiment currently reside in South Korea, where English is considered one of the main study areas along with Korean and Maths in the College Scholastic Ability Test, the National College Application Test in Korea. Thus, one's ability in English is often easily associated with their intelligence and skills. Furthermore, with English being considered a subject requiring economic investments from a young age for one to be successful, one's excellence in it is also considered relevant to one's economic status or wealth. Therefore, the Korean-English bilinguals are likely to have associated the English abilities of the speakers with the speaker's skillset, and thus would have decided not to employ those with a lower skill set than themselves.

When comparing the respondents' responses for job interview situations and friend acquaintance situations, Korean-English bilinguals expressed further biases both implicitly and explicitly during job interview situations. Ratings on all three speakers were lower regarding positive characteristics during job interview scenarios compared to friend acquaintance scenarios, which conveys that the respondents tended to apply stricter standards on the speakers during job interview scenarios when compared with friend acquaintance scenarios. This is also shown in decision making processes. These implicit biases tended to be conveyed and expressed explicitly to a greater extent during job interview scenarios in comparison to friend acquaintance scenarios. Such a trend may be due to three factors:

1. There exists a difference in the implications and the responsibilities of selection in employment and friend acquaintance situations. Employment in a job is an irrevocable choice, whereas friend acquaintance situations are relatively revocable. This leads to the respondents having stricter standards when judging the speakers in a job interview scenario.

2. Specific characteristics such as leadership or confidence associated with the speaker may be necessary when employing someone for a job, but not crucial in friend relationships, respondents may be more willing to build on relationships despite a lack of leadership or confidence.

3. From the respondents' reflections on their responses, it was additionally noted that the respondents are more likely to classify the speaker as non-native or ambiguous in job interview scenarios than in friend acquaintance scenarios. Such results may also be attributable to the difference in gravity of the situation; while one needs to assess an individual's skill during job interviews, assessment is not one of the required tasks during friend acquaintance scenarios and thus one can be more lenient about the second-language speaker's accent and its similarity with native speakers. The respondents may have been therefore more attentive to the speaker's accent in the job interview scenario compared to the friend acquaintance scenario, as shown in the respondents' response that the accent influenced their decision making to a greater extent in job-interview scenarios. As the similarity of a speaker's accent with that of a native speaker often directly correlates with their fluency in the language, the difference in classification of the speaker as native or non-native may have also influenced the difference in the respondents' extent of implicit and explicit bias in the two scenarios.

5. CONCLUSION

To summarise, the paper specifically examines accent biases against Korean-English bilingual individuals. Through examination of previous works, the paper defines accent bias as prejudice and stereotypes towards individuals speaking a language with an accent different from the dominant trend. Furthermore, through surveys targeting Korean-English bilinguals and the control group of English monolinguals, the paper examines how and why accent biases are established against the former. The data collected includes a comparison between responses of Korean-English bilinguals and the control group of English monolinguals, the relationship between the broadness of a speaker's accent and the perceiver's impressions towards them, as well as the difference in the perceiver's responses depending on the scenario in which they are asked to confront the speaker.

The paper has examined and provided a possible answer to the research questions outlined above. The first research question asks what accent biases are. We asked how accent biases are established against second language English learners. The results convey that accent biases are established against second language English learners by associating characteristics such as confidence and leadership depending on the speaker's fluency in English. Accent biases are not established in all second language English learners; however - second language learners with a faint accent of their first language are perceived positively, while second language learners with a broader accent tend to experience accent bias. The cultural and linguistic background of individuals influenced the extent of these associations and implicit biases. Korean-English bilinguals with personal second language experience showed stronger implicit biases and valued the experience less. In contrast, English monolinguals without second language experience placed higher value on it and exhibited fewer implicit accent biases towards speakers. The final research question explores the reasons behind people acting on accent biases. Whether and why people act on accent biases seems to differ largely depending on the scenario in which the speaker and the perceiver are placed, as shown through how respondents showed further extent of explicit biases in decision making during job interview scenarios compared to friend acquaintance situations. The reason people act on accent biases may also depend on the individuals' knowledge about the consequences explicit biases may have or their education experience in preventing biases from influencing their decision making processes.

The investigation of the paper has its limitations. To yearn beyond the scope of this paper, a similar survey can be conducted with a larger group of respondents. The study conducted in the paper used a convenience sample of individuals from a single school. Still, with a large scale data collection, the investigation may provide an insight into further trends or a more reliable result. Furthermore, the survey was carried out through an online questionnaire rather than an interview setting, meaning that the investigation was conducted when one had little control over the participants. The investigation may be improved if the survey was conducted in an interview setting or in the same room where monitoring was available. Lastly, the investigation only considered two scenarios: the job interview and friend acquaintance. These are two vastly different situations, and thus, further investigation could offer scenarios in between to examine for what extent or formality explicit accent biases are shown more clearly.

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