



**Native Speakers' Intelligibility of and
Attitudes**

**Toward Jordanian and Foreign
English Speech**

فهم و اتجاهات الناطقين بالإنجليزية
للكنة الأردنيين والأجانب الإنجليزية

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Dedication

To my husband, Fuad

To my children

Nader & Zaid

For giving

Me their time to accomplish my studies

Acknowledgements

My deep and sincere thanks are to God who gave me the strength, patience and perseverance to pursue this endeavour. I would like to express my deepest gratitude to a number of people who assisted me throughout my academic studies as well as in the writing of this thesis.

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Native Speakers' Intelligibility of and Attitudes
toward Jordanian and Foreign
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Abstract

The thesis reports a study investigating a core issue in the foreign accented speech field “The Intelligibility of the Jordanian English Accent”.

Since few studies tackled the Arabic English accent, more specifically the Jordanian accent, this study aims at investigating the intelligibility and the attitudes towards the Jordanian English accented speech and comparing it to two other two accents one from Europe (French accent) and the other from the Far East (Japanese accent).

The study's questions focused on studying the attitudes of native English speakers towards the French and Japanese English accent and its intelligibility.

On the other hand, questions were raised to address their attitudes towards the Jordanian English accent and its intelligibility.

To achieve the aim of the study, the researcher used a web-based questionnaire and targeted native English speakers. The materials of the study were six different short stories, each of which was recorded by different speaker (two from Jordan, two from France and two from Japan); the sample was equally distributed by the gender variable. The respondents or the raters consisted of 110 English native speakers (78 females and 32 males); the majority of them from the United States of America, but there were others from Britain, Canada and Australia. They were chosen on grounds of convenience and accessibility

Data obtained indicated that the Jordanian accent was considered as the most intelligible accent followed by the French then the Japanese English accent. The Native Speakers, also, showed significantly more positive attitudes towards Jordanian English speakers than the others in the study.

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ملخص الدراسة

تركز هذه الدراسة على موضوع هام في حقل اللكنات الاجنبية للغة الانجليزية, بالذات وضوح اللكنة الانجليزية الأردنية مقارنة مع اللكنات الإنجليزية الأجنبية وبالتحديد؛ الإنجليزية الفرنسية والإنجليزية اليابانية.

حيث أن هناك قلة من الدراسات التي بحثت بوضوح اللكنة الانجليزية العربية و بالأخص الأردنية . هذه الأطروحة قامت على البحث في وضوح اللكنة الانجليزية الاردنية و الانطباعات تجاه المتحدثين بها بالمقارنة مع لكتنين أجنبيتين مختلفتين الأولى اوروبية (اللكنة الفرنسية) والتالية من الشرق الأقصى (اللكنة اليابانية).

ركزت اسئلة الدراسة من جهة على دراسة اتجاهات الناطقين الاصليين باللغة الانجليزية اتجاه اللكنة الانجليزية الاردنية من جهة، واللهجات الفرنسية واليابانية للغة الإنجليزية من جهة أخرى.

لتحقيق الهدف النهائي من الدراسة اطلق الباحث استبيان الكتروني على موقع استحدث خصيصا لهذه الغاية . استهدف الاستبيان الناطقين الأصليين باللغة الانجليزية. و تألفت المادة التي ركزت عليها الأسئلة على عدة تسجيلات صوتية لست قصص قصيرة باللغة الانجليزية تم روايتها باللغة الانجليزية بصوت جنسيات مختلفة (الاردنية ، اليابانية والفرنسية) من كلا الجنسين. وقد طرحت الأسئلة بعد سماع المادة.

اشتملت عينة الدراسة على 110 ناطق أصلي باللغة الانجليزية (78 إناث و 32 ذكور). كانت الأغلبية العظمى من الولايات المتحدة و الآخرين من المملكة المتحدة وكندا واستراليا. تم اختيارهم اعتمادا على أوقات فراغهم وسهولة المنال .

أظهرت الدراسة أن اللكنة الانجليزية الأردنية هي الأوضح تليها اللكنة الانجليزية الفرنسية فالإنجليزية اليابانية. وأن الانطباع المتولد لدى الناطقين باللغة الانجليزية تجاه المتحدثين الاردنيين باللغة الانجليزية هو الانطباع الأكثر ايجابية بين باقية المتحدثين .

Chapter One

Introduction

1.0 Background of the Study

*“An Englishman’s way of speaking absolutely classifies him.
The moment he talks he makes some other Englishman despise him.
One common language I’m afraid we’ll never get.
Oh, why can’t the English learn to set?
A good example to people whose English is painful to your ears?
The Scotch and Irish leave you close to tears.
There even are places where English completely disappears.
In America, they haven’t used it for years!”*

McArthur, T. (1998 p. 3). (From My Fair Lady play and movie (film version 1964), in a conversation between the phonetician Henry Higgins and his friend Colonel Pickering)

English has become a universal language. It is the official language of the United Nations, NATO, sports, cinema, most of radio and television programs and the internet. This spread of English makes it an international lingua franca. Therefore, the number of English speakers as a second/ foreign language is more than the number of native English speakers.

It is increasingly clear that English belongs to all who use it although it is not spoken the same way everywhere. This great and wide use of the English language has led to the notion of world Englishes, which presents English as a set of distinctive varieties, rather than one linguistic unity. These varieties can be separated into two parts; the first one: English for native speakers (i.e. used in the United States, the United Kingdom, Australia, Canada and New Zealand). The second one is English for non-native speakers (i.e. used in other countries like Japan, France, India, Nigeria and Jordan.) Kachru (1989).

The wide spread use of English generates a large number of linguistic issues, questions and problems which require investigations and solutions. One of these problems is the increasing number of different English foreign accents, their differences, intelligibility and the native speakers' attitude towards this accented speech.

Munro (1998, p.139) defined foreign-accented speech as “non-pathological speech produced by second language learners that differs in partially systematic ways from the speech characteristics of native speakers of a given dialect”. In addition,

Flege, Munro & Mackay identify foreign accent in English from the listener's perspective: "listeners hear foreign accents when they detect divergences from English phonetic norms along wide range of segmental and supra-segmental i.e. prosodic dimensions" (1995: p. 233).

There are many reasons behind these differences such as the age of English learners, the length of residence and the phonological system of the mother language. Flege, Birdsong, Bialystok, Mack, Sung & Tsukada, (1988) accordingly, declared that when speakers have different utterances, listeners will have different intelligibility. Utterances in English might be fully or partially understood by native or non- native English listeners since listeners are sometimes unable to recognize phonetic segments when pronounced with different accent.

In addition to the intelligibility, foreign accented speech affects the listener's attitude. Speakers can be subjected to discriminatory attitude and negative or positive stereotypes. Sometimes, an accent may have also an impact on intelligibility, even if a message of second language (L2) speakers is intelligible; the listeners may not completely understand it because of their

prejudice against non-native English accent. Ennaji (2007) reported, regarding the link between language and identity, that the level of education is also important because it can indicate one's educational, linguistic and social background.

Furthermore, people tend to hold biases with regard to L2 accented speech. Even native speakers with dialect different from the standard language are also faced with discrimination. As a result, there has been recently a growth industry in accent reduction courses for people who want to eliminate an accent, or to be more intelligible or more respectable and to sound like native speakers (Munro & Derwing 1995b).

1.1 Statement of the Problem

Foreign accented speech addressed by non-native speakers of English may draw unfavorable reactions from native speakers of English. In addition, the level of intelligibility of foreign speech accents is in question. This study, therefore, attempts to unfold both reactions to samples of non-native English speech and their intelligibility.

1.2 Questions of the Study

To achieve the purpose of the study, the researcher will answer the following questions:

1. What is the degree of intelligibility of French and Japanese accented English by native English speakers?
2. What is the degree of intelligibility of Jordanian accented English by native English speakers?
3. What is the attitude of English native Speakers towards French and Japanese accented speech?
4. What is the attitude of native English speakers towards Jordanian accented English?

1.3 Significance of the Study

Despite the significant rise in the number of studies dealing with the effect of (English as a lingua franca) and the study of English foreign accent, there is a limited number of researchers who dealt with the intelligibility and perception of Jordanian English speech. Most researchers dealt with the world Englishes through the differences in the phonological systems between languages which produce different accents, the native or non-

native listeners' and speakers' issue, intelligibility and the attitudes for different foreign accents with almost little attention to Jordanian accented speech in comparison to other English accented speech patterns.

As no study has been conducted on the perception and intelligibility of Jordanian English speech, to the best of the researcher's knowledge, it is expected that this research will contribute some insights in this research area in the future.

1.4 Definition of Terms

Dialect: the differences between two varieties of the same language in terms of vocabulary, grammar and pronunciation.

Accent: the differences in pronunciation between speakers of two varieties with a noticeable feature of speech. This feature can thus be a crucial factor in determining the similarities and differences in speech between speakers based on whether they share the same language or not. (Varieties is a neutral term used for dialect or accent.)

English Foreign accent: different varieties of English language with non native articulation which are spoken by non- native speakers of English and which can be standard or colloquial.

Intelligibility: the extent to which an English native speaker understands what is being said by non native English speaker.

Attitude: A hypothetical construct that represents an individual's degree of like or dislike for an item. It is generally positive or negative views of a person, place, thing, or event.

1.5 Limitations of the Study

The following points can be considered as limitations to the generalization of the findings of the present study:

- The study is limited to the subjects of the study who were taught English as a second or foreign language at schools by non-native English teachers in their own countries and who are working now in Jordan and using English for communication with others.
- The findings and the results of the study cannot be generalized to all non-native English speakers in Jordan because of the limited number of the samples which comprised only six

speakers distributed equally between males and females and come from Japan, France and Jordan; yet it gives an initial identification of this matter.

- The sample in the present study is limited to native speakers in the USA, Great Britain, Canada and Australia who understand Standard English speech and who were contacted through the internet, but do not necessarily represent all native speakers of English.

Chapter Two

Review of related Literature

2.0 Introduction

After the wide spread use of the English language, the issue of foreign accented speech has been an area of discussion and research for years and through different linguistic fields, including phonetics, sociolinguistics, psycholinguistics, applied linguistics, language acquisition, language learning and language teaching. Consequently, each sub-field has studied accent in a slightly different way to match its own theoretical framework and research interest.

Examining foreign accent has become a central issue, from which researchers in this field could increase our understanding of certain aspects such as second language acquisition, as well as our understanding of the link between language perception and attitudes of native or non-native English speakers towards foreign

accented speech. This chapter presents some of the related theoretical and empirical studies that dealt with the subjects of foreign accented speech relating to foreign accent definition, intelligibility, attitudes acquisition variables and other different interesting subjects.

2.1 Theoretical Literature

At the beginning, Kachru (1989) and McKay (2002) proposed the notion of three English language circles: The inner circle, the outer circle and the expanding circle. The first one refers to the countries where English is used as a primary language in the traditional English speaking countries such as Great Britain, the USA, Australia, New Zealand and Canada. The number of English speakers in this circle is estimated to be as high as 380 million. However, the outer circle refers to the multilingual countries where English is an official language and is used besides the national language such as in Nigeria, Singapore, Kenya and India; with a range from 150 million to 300 million users. The last circle is the expanding circle which includes the

countries where English is used as a second language or lingua franca such as Jordan or the Arab countries in general, China, Russia etc with a range from 100 million to one billion English speakers.

From these circles, it is shown that English varieties started out to be divided into two varieties Kachru (1992); native varieties and non native varieties which are described by other researchers as foreign accents or, accented speech of non-native speakers.

In order to define the non-native varieties or the foreign accented speech, we should differentiate between the native varieties and non-native by giving a definition for each of them.

Native varieties include Standard English which is defined by Merriam Webster's Collegiate Dictionary (1993) as:

“The English that with respect to spelling, grammar, pronunciation, and vocabulary is substantially uniform though not devoid of regional differences, that is well established by usage in the formal and informal speech and writing of the educated, and that is widely recognized as acceptable wherever English is spoken and understood”

Another definition shows an important generalization regarding the meaning of standard: Cambridge International

dictionary of English (1995) considers the educated speakers as the only possessors of the standard language.

While as, Wikipedia dictionary defines Standard English as:

“Form of the English language that is accepted as a national norm. It encompasses grammar, vocabulary and spelling. In Britain, it is often associated with the RP accent and in America, with the general American accent, but in fact can be spoken with any pronunciation.”

Nevertheless, linguists such as Lippi-green (1997) considered the Standard English as the language with more than average or superiors education. It is the language of broadcasters, with no regional accent. it pays attention to questions of pronunciation , grammar or what is proper in language.

For Thomas (1999), there is no wide-ranging linguistic description of Standard English; it is known in Britain by terms which reflect its status such as: “Queens English or BBC English” It is known also as Received Pronunciation (RP). For Thomas, it is the codified language, educated spoken and written language or a unified form or consistency. As a result, Standard English is not easy to be defined; so, it is easier to say that it is the contrast of

non standard varieties of English or the opposite of the English foreign accent.

2.1.1 Foreign accent definition

Since the investigation of accents can range over a multitude of different disciplines of interest, we could have more than one definition from different core areas of linguistics. This section provides an illustration of how a concept of foreign accent has been defined in the light of different areas of research or in different interdisciplinary areas, with presenting how an accent is defined in some aforementioned core areas of linguistics (phonetics, sociolinguistics, psycholinguistics, second language acquisition and language teaching).

Foreign accent is defined in Oxford English dictionary (1989) as:

“The mode of utterances peculiar to an individual, locality or nation as: he has a slight accent, a strong provincial accent, an indisputably Irish, Scotch, French or German accent. This utterance consists mainly in a prevailing quality of tone or in a peculiar alteration of pitch but may

include mispronunciation of vowels or consonants, misplacing of stress and misinflection of a sentence. The locality of a speaker is generally clearly marked by this kind of accent”

Merriam-Webster internet website Dictionary defines foreign accent as a “way of speaking typical of a particular group of people and especially of the natives or residents of a region”. Therefore, an accent is a noticeable way of speech which can play a crucial role in determining the similarities and differences in speech between different speakers based on whether they share the same language or not. Accent could give an identity for the speaker; it is the outward manifestation of a person’s way of speaking.

In order to define the word accent, some researchers differentiate between dialect and accent; Gill (1994) identifies the distinction between accents and dialects as follows:

“Although dialects and accents are often used as synonyms, the former traditionally refers to regional variations in language and the latter refers to differences among national groups. (...) For example, the differences in sound between a Bostonian and Iowan would be a matter of dialect while the

differences between a New Zealander and an American would be a matter of accent. (p. 348)

Thomas (1999) also distinguished between accent and dialect; for her, accent refers to pronunciation; she considered speaking in a regional accent as pronouncing the words in a manner associated with a certain geographical area, whereas dialect refers to grammar and vocabulary.

From phoneticians' point of view, Scovel stated that "this term refers to the deviations in pronunciation of non-native speech compared to the norms of native speech". (1969, P.38)

Flege (1984) studied foreign accent from different features. It can be detected through the acoustic differences between native and non-native speakers' segmental articulations, suprasegmental and sub segmental levels. He also included that voice onset times (VOT) differed between non native and native speakers of English. Flege (1995) identified foreign accent from listener's perspective: "listeners hear foreign accents when they detect divergences from English phonetic norms along a wide range of segmental and non-native suprasegmental dimensions."(p. 233)

Arslan & Hansen (1996) declared that an accent, which is considered as a model of pronunciation features, can characterize an individual's speech as belonging to a particular language group. They also considered that each individual, depending on his language environment, develops a characteristic speaking style.

From a different point of view, Munro (1998) defined foreign accent as: "Non-pathological speech produced by second language learners that differs in partially systematic ways from the speech characteristics of native speakers of a given dialect" (p. 139). However, César Lee (1999) considered the accent process as a defective in different manners: "faulty production of a target language L2 due to faulty perception, faulty articulation or a combination of both (p.1)". Finally, Felps, Bortfeld & Osuna (2008) stated that foreign accent can be a deviation from the expected acoustic and prosodic norms of language.

Other important theoretical concepts concerning the study of foreign accent include the intelligibility and comprehensibility of non-native utterances. In this field, Derwing and Munro and through their different studies (1997, 1995, 2001) mentioned that

these concepts are related but with partially independent relationship: Munro & Derwing distinguished between these three dimensions (2001, p.454) as:

Accentedness: the degree to which the listener believes an utterance differs phonetically from native speaker utterances.

Comprehensibility: the degree of difficulty the listener reports in attempting to understand the utterance.

Intelligibility: the extent to which a particular utterance is actually understood.

Foreign accents are often associated with low intelligibility and negative personal evaluations of nonnative speakers (Flege 1987). Intelligibility refers to the word recognition whereas comprehensibility refers to the word meaning measured by listener's perceptions for how much they could understand. These two dimensions will be the focus of the present study, as more details and studies which dealt with these two aspects will be mentioned later in the empirical literature.

2.1.2 Foreign Accent and Different Interdisciplinary

Accented speech is emphasized in different linguistic fields. Foreign accent issue tackles the core areas of linguistics fields such as phonetics, sociolinguistics, psycholinguistics, second language acquisition and language teaching. Each of the mentioned linguistics areas studied and defined accent in a somewhat different way to match their research interests.

Initially, phoneticians such as Scovel (1969) Rogers (2000), focused on the differences between languages in terms of phonetic and phonological features rather than in terms of grammar or lexis, focusing on the articulation of specific similarities and differences. For them, the term accent is used to refer solely to phonetic aspects. Furthermore an accent is shaped by the phonetic ability to produce certain sounds and features and/or the inability to produce certain sounds due to the fact that they are not present in the speakers' native language phonetic inventory.

A study by Khalil (1996) analyzed the sound system of Arabic and English. He stated that there were some English

consonants which did not have counterparts in Arabic such as /p, v, g/ and the flap /r/. In addition, English has twelve vowels while Arabic has a triangle vowel system that consists of three pairs of short and long vowels. Hence, some English vowels do not have counterparts in Arabic. Therefore, Arab learners of English as a second language will experience some difficulties in producing these consonants (for example, to say *pat* they might pronounce /bat/ instead of /pat/. They are also expected to make erroneous substitution for some vowels. “For example, they will tend to produce *sit* and *set* as /sit/”. Khalil (1996 p. 22). Khalil also explained that Arab speakers of English would face some difficulties in producing words which contain clusters especially the initial clusters because English language has longer sequences of clusters. For example, they are expected to break initial clusters by inserting a vowel before or between the vowels that make up the cluster; they are expected to pronounce *spring* as /əspring/ or /səpring/.

Other researchers concentrated on the [q] variant which exists in the standard Arabic (El-Salman, 2003). El-Salman reported that there was a direct link between level of education

and the use of [q] among standard Arabic speakers. He added that “[q] is always used by those who wish to present themselves as educated” (p. 421).

Mack (1982) concentrated on the differences in vowel durations between native and non-native speakers of English, whereas, other researchers dealt with differences in pronunciation due to the clusters in English.

In addition, Gut (2007) described the classification of native and non-native English speakers on the basis of acoustic features of their speech; the study concentrated on the differences between German and English speech and revealed that there were prominent differences between native and foreign speech which lie in the realization of vowel reduction and deletion, stressed and unstressed syllables, reduction of consonant clusters in non native speech and pitch range.

Other studies of foreign accent emerged in the sociolinguistics field. Sociolinguistics consider accent as a means to show different people belonging to a particular speech community and also as a means of defining them. In effect, (Munro & Derwing 1995a) considered the accent as a symbol of

social identity. Becker (1995) reported that the accent could identify a person more than anything else “An accent is the part of a person’s language that serves to identify the speaker’s regional origin or national/ethnic identity no matter what language the person is speaking” (p. 37).

Effectively, an individual’s speech and the way he speaks will introduce him more than the way he is dressed, what car he drives or his hair style. The accent in this case is an effect which has an influence on our judgments or our perceiving for people, simply because an accent can be more beautiful than another one (Munro & Derwing 1995b).

Thomas (1999), in her turn, classified the social view of foreign accent into 3 categories: First, accent and social class from which we can gain and know social information and social position, which can also be used to differentiate it from the speaker’s accent. Evidence on that can be found in the canonical literature, Charles Dickens’ novel for example give an illustration for the social classes using different type of speech or accent for each class. Second category in Thomas 1999 researches is identity

and accent. Least but not last, attitude and accent, whether the speaker or his accent is elegant, expressive, vulgar or guttural.

Evidence on this phenomenon can be found in the media and academic surveys of language attitudes where they reveal certain value judgments about language variations. It is worth mentioning that such judgments affect our social and cultural views.

Moreover, sociolinguistics investigated the negative attitudes towards accented speech which causes the discrimination. A definition for these negative attitudes provided in Longman Dictionary of Language Teaching and Applied Linguistics (1992), according to which:

“The attitudes which speakers of different languages or language varieties have towards each other’s languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language” (p. 198)

Lippi-Green's (1997) claimed that "animated films entertain, but they are also a way to teach children to associate specific characteristics and life styles with specific social groups, by means of language variation" (p. 85).

Discrimination and accent have first started with children, they are taught to characterize the accent in a negative way through their animated films in which racial stereotyping used to describe Arabs as bad with a thick accent or French as chief using always French accented English for a chief character in cartoons.

Researchers like (Giroux, 1995) studied animated film characters such as Aladdin where Arab character in that movie portrays Arabs with heavy thick foreign accents while Anglicized Jasmine and Aladdin speak in standard Americanized English. (Giroux1995) revealed that in this animated film Aladdin looks and sounds like a fresh-faced American boy but Jaffar is one of the evil characters who looks like Arab using a different accent to show how bad he is.

As a reason, some people tend to hold biases with regard to accented speech. Listeners sometimes exhibit prejudice against non-native accent just because it is non- native. Researchers

reported that accented speech faces discrimination, downgrading and sometimes stereotypes.

Alford and Strother's (1990) revealed that such stereotypes were usually transmitted through the media: "Stereotypes may sometimes be formed by individuals as a result of direct experience with members of the stereotyped groups. For the most part, however, such impressions are learned by word of mouth or from books or films (p. 481)".

Furthermore, Sato (1991) mentioned that there was intolerance for foreign accents particularly employers. He explained that this discrimination appeared due to the rise of accent reduction programs, which aimed to reduce or eliminate foreign accent.

Derwing (2003) study dealt with accent programs. He argued that programs for foreign accent speakers could improve their accent. These programs suggested that an accent was a bad thing and a subject for treatment. He also declared that any accentedness is seen as a problem, the speaker of non native accent consider themselves to be more respectable, if they speak English well with native accent. They even sought out near native

accent for pedagogical opportunities and because of the social pressure.

William Labov has been the dominant figure in sociolinguistics; he is a scientific linguistics, since focusing on regional and class differences in English pronunciation on Martha's Vineyard, in New York City. In his studies he combined two aspects; the phonological and the sociolinguistics aspects.

2.1.3 Foreign Accent and Variables

The study of accented speech started with studying the variables which affected the accentedness and the degree of perception for L2 speakers.

Initially, previous researchers focused on the age of learning and showed that earlier is usually better for the perception of the L2 Acher & Gracia (1969), Suter (1976), Flege (1988), Flege& Fletcher (1992) concluded that up to six years, the age of learning L2 is generally spoken without accent, but when the age of learning is nearly over 12, second language will be spoken with a foreign accent.

Moreover, Flege, Munro & Mackay (1995) claimed that “both the proportion of individuals observed to speak their L2 with a detectable accent as well as the strength of perceived foreign accents among individuals with detectable foreign accents have been found to increase as the age of learning a L2 increases” p. 3125

Flege and Fletcher (1992) provided indirect evidence that foreign accents may be evident in the speech of adults, who began learning their L2 at age 7, but for those who began learning after puberty, generally referred to the critical period which was after 15 years foreign accent could not be easily overcome.

Piske, Mackay & Flege (2001) claimed that according to the critical period, there should be clear differences between the foreign accents ratings obtained before and after this period for the individual. Studies concerning age of learning are the oldest comparing to the other variables’ studies, researchers usually start with studying the age of learning because it is the most influential factor upon the foreign accent degree and it’s a considerable factor in formulating the accent.

Researchers have shown that each person develops a speaking style until the age of (12) related to the articulation, tongue movement and other factors related to the vocal tract. Consequently, this person preserves this speaking style when learning a second language (Arslan & Hansen 1996). As a result; he cannot observe the L2 accent after that age. for example (Arslan & Hansen 1996) in the Japanese language claimed that there were not two vowels which appeared consecutively in the same word (diphthongs). In this case, Japanese speakers cannot produce the correct sound so they pronounce eat as it.

Lenneberg (1967) introduced the critical period concept; he hypothesized that language could be acquired only within the critical period which extended from infancy until puberty. In order to develop a proper language with correct accent, language acquisition must occur before puberty because of the changes in the vocal tract muscles.

However, Patkowski (1990) defined the critical period for L2 speech learning as an "age based constraint on the acquisition of full native fluency in the pronunciation of individuals who have reached their ultimate attainment in the L2 (p. 74).

Enneberg (1967) and Scovel (1969) stated that the critical period was reached at about 12 years. If the Individual begins

learning L2 before this age, it is expected to speak L2 without an accent, if of course he has sufficient experience in speaking and hearing this language. But if the individual starts learning after age 12, his pronunciation of L2 sounds would be non-native like. Whether accent or the degree of foreign accent is strong or not in a second language depends on a wide variety of variables such as the exposure to the second language, length of residence, the phonological system of the mother tongue and others.

Generally, the studies of (Suter, 1976; Asher and Garcia, 1969; Thompson, 1991; Flege, 1988b; Flege and Fletcher) have shown that earlier is usually better for the acquisition of the pronunciation of the second language.

Piske, Mackay & Flege (2001) provided a comprehensive review of the factors that could affect the degree of foreign accent in a second language. They identified eight most common variables which were believed to influence the degree of the second language acquisition: the age of learning the second language, length of residence, non native ability to gauge a foreign accent, gender, formal instruction and the amount of L1 or L2 use. Suter (1976) added another variable which was the

phonological system of the mother tongue and how the L1 background affected the L2.

The length of residence is the second variable in importance for Piske, Mackay & flege (2001) as “the number of years spent in a community where the L2 is the predominant language p. 197”.

Gender variable had an influence on determining the degree of accent in Labov (1966) study on gender differences in phonology, between native speakers of English. He stated that males used more casual phonological forms than females, who were more likely to use prestige forms.

The other variables such as length of residence and gender which have an influential role in determining the degree of foreign accent will be discussed in the next section because the studies which have investigated these variables are empirical studies.

2.2 Empirical Studies

Many researchers from different linguistic fields are interested in foreign accented speech. As a result, foreign accent studies are a colorful issue which is usually discussed from different points of view. This section is divided into two subsections; the first is related to variables and foreign accent and the second deals with intelligibility and attitudes.

2.2.1 Variables Affecting the Degree of Foreign Accented Speech

Foreign accent empirical studies have many researches dealt with the variables which affect the perception of the speech (Krashen, Scarcell & Long (1982)). Initially and as we mentioned in the preceding section, the age of learning took most of the researchers' attention. For example, a quantitative study by Flege, Munro & Mackay (1995) evaluated the relation between the age of learning for 240 native Italian who had lived in Canada for an average of 32 years and had begun learning English between the ages of 2-23 years on the one hand, and the degree of perceived foreign accent in the production of English sentences on the other hand. The results of this experiment revealed that foreign accent

was evident in the speech of the native Italian speakers who had begun learning English after the end of the critical period. It was also evident in the speech of the other speakers who begun learning English in Canada after the age of 15 years fell within the native speaker range.

One of the crucial studies dealing with accented speech degree was conducted by Flege (2006). The primary purpose of his study was to evaluate the influence of age and length of residence in an L2 speaking country on the degree of foreign accent among second language adults and children. The sample of this study consisted of Korean adults and children living in North America and age-matched groups of English adults and children as native speakers. The findings revealed that the Korean children received higher ratings than the adult Koreans did, but lower ratings than native English speakers. This meant that although the Korean children were enrolled in English medium schools for an average of 4 years, they still spoke English with detectable foreign accent.

The second factor in importance is gender. Research by Asher & Gracia (1969) and Suter (1976) had provided divergent

findings but most of them agreed that female children obtained higher ratings than age-matched males. They found that the differences between male and female learners were more for individuals with 1-6 years.

Another equally important gender is the length of residence (with of course practicing the second language). Flege & Fletcher (1992) investigated English utterances spoken by two groups of late Spanish-English bilinguals differing in the length of residence in the US. The group with more length of residence received significantly higher ratings than the other group. They also concluded that length of residence was a less important determinant of degree of L2 foreign accent than age of learning.

An experimental study Piske, Mackay & Flege (2000) examined the influence of all variables (age of learning L2, length of residence, gender, amount of use L1 and ability to gauge L2) using a sample consisted of 72 native Italian. The result revealed that age of learning and amount of L1 use were found to affect the degree of foreign accent. On the other hand, gender and other variables were not found to have a crucial influence on the pronunciation accuracy of L2.

A quantitative study by Levi, Winters and Pisoni (2007) considered that there were dependent and independent factors affecting the perception of foreign accent. Previous studies have largely focused on speaker dependent factors but unlike these studies, Levi et al (2007) focused on the independent factors especially listening context and lexical frequency. In their study, listeners measured foreign accent in two listening contexts: auditory only and auditory orthography. In the second context (auditory orthography), while the listeners were hearing the speakers, they provided with orthographical display of the target word. Results of their study showed that higher frequency words were rated as less accented than lower frequency words.

2.2.2 Intelligibility and Attitudes towards Foreign Accented Speech

Munro & Derwing (1995b) compared the intelligibility of twenty native English listeners who evaluated a set of true/false English sentences uttered by ten native speakers of English and ten native Mandarin. Responses indicated that the Mandarin accented sentences required more time to evaluate than the sentences uttered by English native speakers.

While foreign accent has variables which affect it, intelligibility also has variables which influence the listeners negatively or positively. Gass & Varonis (1984) considered familiarity with the topic, familiarity with the non-native speaker and familiarity with non-native accent affect the listeners in rating speakers' intelligibility. Other researchers such as Rogers, Dalby & Nishi (2004) Munro & Derwing (1995a) and Larsen-Freeman (2001) dealt with other factors for instance, the effect of noise, anxiety of the speaker and finally the listeners' racism or race.

Researchers interested in investigating native speaker intelligibility, on the one hand, of non-native speaker of English and of native speakers of English on the other. Gass & Varonis (1984) are ones of the researchers who concentrated on non-native speakers of English intelligibility. Their study consisted of 80 taped telephone interviews between non-native speakers at two distinct proficiency levels, (interviewers) and native speakers as (interviewees) evaluated by native speakers of English.

Munro and Derwing (1995) examined native Canadian English speakers' perceptions of non-native accents of English (native English speakers as raters). The main purpose of this study

was to improve non-native pronunciation skills. That was through examining the impact of accentedness on intelligibility by studying the features which mostly affected intelligibility and comprehensibility by concentrating on the grammatical errors and pronunciation errors.

The findings showed that grammatical errors affected intelligibility more than phonetic errors. Contrary to common beliefs, another fundamental finding of this investigation was that even heavily accented speech was rated highly on the intelligibility scale. Nonetheless, a follow up study (Munro and Derwing, 1995b) explored that despite these findings, foreign accented speech required greater processing time than native speech.

Conversely, studies dealing with non-native speakers, who were listeners or raters, took a role in the foreign accent intelligibility field. Major, Fitzmaurice, Bunta, Balasubramanian (2002) investigated the effects of non-native accent on their speakers and found that Spanish speakers scored higher when listening to English spoken with their Spanish accented English .

However, Chinese speakers scored lower when listening to Chinese accented English.

Concerning the attitudes, Gill (1994), analyzed the attitudes and comprehensibility of North American students towards native and non-native accents of their teachers. The study included 90 native American undergraduate respondents who listened to three English accent levels, American, British and Malaysian with two speakers in each group.

Results indicated that students prefer more standard accents. Similarly, their comprehensibility was affected according to accentedness. Listeners understood more information from the American teacher than from the British or Malaysian teacher.

Ben Said (2001) investigated whether native speakers and non-native speakers of General American English (GAE) had different perceptions of and attitudes to non-native accents of English. A focal issue in his study was to determine whether NSs and NNSs had different attitudes to Latino, Middle-Eastern, East European and South East Asian accents of GAE inserting the gender variables in his research. Ben Said study was different from other researches because the sample of his study included a

male speaker from Jordan and a female speaker from Lebanon beside the other accents. His sample included various participants with different foreign accents but without any special attention to the Jordanian English accent. The Jordanian sample also could not be generalized to all Jordanian population because it included only one male was living in the USA.

The findings revealed that there was a quantitative and qualitative difference between the Native Speakers and the Non-Native Speakers in their attitudes to and perceptions of foreign accented speech of English. The Non-Native Speakers marked a significantly more positive attitude to the non-native accents of English, with high awareness of the difficulties involved in acquiring a non-native accent. On the other hand, the effect of gender was slightly significant.

In a recent research, Cox (2005) focused on the non-native listener's intelligibility and attitude towards accented speech. The respondents in this study were thirty one English second language students in two colleges who listened to two short texts read by an American native speaker and an Indian accented English and rated each speaker's perceived accentedness, comprehensibility,

friendliness, attractiveness, education and wealth. The results confirmed that speaker's accent influenced the listener's perception because of the Indian accented speech, even though in Standard English, but it was rated negatively on measures of perceived accentedness, perceived comprehensibility, education, attractiveness and wealth.

In a more recent research, Cheong (2007) tried to determine if the listeners' perception of accentedness and comprehensibility could be predicted from listeners' related socio-cultural factors. The listeners in this study were 60 native undergraduate or graduate students in mid-western universities in America. They were divided into 2 groups, the first one was the audio group who listened to some audio clips and the second group the video group who listened and watched the same clips which had been recorded for the same non native speaker. The video group received socio-cultural information of each speaker but the audio group did not receive it.

The results of this experiment revealed that the video group perceived the speaker accentedness and nativeness more positively than the audio group. Furthermore, the second group

perceived the speakers' comprehensibility less than the first group. The listeners in the first group predicted whether the speaker was native or non native from the listener's point of view. The findings showed that socio-cultural information and the disclosure of speakers' identity were used positively in the listeners' accentedness and nativeness.

Trowell (2007) examined how powerful accent discrimination was in animated films and if these animated films affected children negatively or positively. The listeners in this study were native speakers listening to different accented speech samples and then asked about their attitudes towards the speakers and other questions about the characters in the animated film. The result confirmed that television helped in building stereotypes and discrimination with reference to the accented speech.

An exploratory study by Kavas (2008) investigated some students in a faculty perception and attitudes towards their non-native teachers and their accents. Data was collected from students through a self-administered questionnaire at one Southeastern University. A big majority (82.4%) of the respondents indicated that instructors' passion was extremely

important in classroom learning. "Instructors' enthusiasm" was rated, by 71.3 % of the respondents, as very important. "Accent" and "pronunciation of the instructor", however, were rated as very important and extremely important by 42.9% and 48% of the respondents, respectively. But a smaller percentage 29.7% of the respondents agreed with the statement "Foreign accent of a faculty does not affect my ability to learn" and 41.7% agreed with the statement "If the instructor is foreign-accented, I focus on the accent more than the material being presented".

So far, the review of related literature has revealed that there are extensive and significance studies carried out native or non native point of view towards English accented speech but none of the previously reviewed studies concentrate on the Jordanian accented English and the native speakers' attitude towards Jordanian non-native speakers and the intelligibility of this accent.

Chapter Three

Methods and Procedures

3.0 Introduction

The present chapter describes the methodology of this study, which deals with the subjects of the study, the research instrument, the validity and reliability of the instrument, the material of the study, and finally the procedures and data analysis of the study.

3.1 Sample of the Study

The sample of the study consisted of two accented speech, six non native speakers of English who were asked to audio tape

short stories in their English and one hundred and ten native speakers of English who were asked to rate the different accented English groups.

3.1.1 Non-native English Speakers

The speakers selected for this study were six different non-native English speakers with foreign accented English of the three accents under investigation; two from Europe (French participants), two from the Far East (Japanese participants) and two from the Middle East (Jordanian participants), who were equally distributed by the gender variable. The speakers were enrolled in the English department or in other departments where English was the language of instruction. The age of the participants ranges from 20-35 years, their English proficiency level was considerably advanced and they were taught English language at schools by non native English teachers.

The French pair involved, on the one hand, a female speaker who works in the UN in Jordan and using English to communicate with others; she studied English in France first at school for seven years then took some English courses at university. On the other hand, the male speaker who works for a company in Jordan communicates with others

also by using English language which he studied in France at school and then at university where he specialized in English linguistics.

Furthermore, the Japanese pair included a female speaker who works in the Japanese embassy in Jordan and using English language to communicate at work, with her family and relatives. She studied English literature in Japan. The second Japanese speaker is a Japanese male who works in trade in Jordan. He studied English at school then he took English courses at university; after that, he took courses in a language center in Japan because he needed to be an excellent communicator in English.

Finally, the Jordanian pair consisted of a female speaker who works as a teacher in a kindergarten and who studied finance at the University of Jordan where English was the language of instruction. The other speaker is an undergraduate speaker in his second year studies English at the University of Jordan. The male speaker studied English at a private school starting from the fifth grade onwards.

It is noteworthy to mention here that the researcher contacted a number of non-native English speakers and asked them to audio-tape the short stories before she finally adopted the recordings deemed suitable for this study. These recordings were characterized as the highest voice quality and least phonological interference.

3.1.2 Natives English Raters (Respondents)

The second group consisted of 110 native speakers distributed as follows: 78 females and 32 males. The majority of the raters came from the US (80), 13 from Britain, 12 from Canada and 5 from Australia. The age of the participants' age was mostly above 20 years according to the following: 46 participants' age ranged from (20 to30); 57 participants' age was above 31 and 7 were less than 20 years old.

Approximately, half of the respondents do not speak a second or a foreign language; they just speak English as their mother tongue which are 65. The rest which are 45 speak a second language (19 speak Spanish, 18 speak French, 4 speak

Arabic and also Chinese and German language have two each speaking Chinese and German respectively).

The majority (66) of raters had no foreign friends or acquaintances and only 44 of them had acquaintances from France (20), Spain (20), Arab countries (5), the Far East (5) and Germany (4).

The demographic characteristics of the sample population are shown in Tables from 1 to 5.

Table 1: Distribution of the Sample by Gender

| Sex | No. |
|---------------------------------|------------|
| Males | 31 |
| Females | 79 |
| Total number of the respondents | 110 |

Table 2: Distribution of the Sample by Age

| Age | No. |
|--------------|------------|
| Less than 20 | 7 |
| 21 – 30 | 46 |
| More than 31 | 57 |

Table 3: Distribution of the Sample by the nationality

| The Language of Your Mother | No. |
|------------------------------------|------------|
| American | 80 |
| British | 13 |
| Canadian | 12 |
| Australian | 5 |

Table 4: Distribution of the Sample by the second language

| Second language | No. |
|--------------------------------|------------|
| Does not speak second language | 65 |
| French | 21 |
| Spanish | 18 |
| Arabic | 4 |
| Chinese | 2 |

Table 5: Distribution of the Sample by the acquaintances

| Acquaintances | No. |
|----------------------|------------|
| Does not have | 66 |
| French, Italian | 10 |
| Spanish | 20 |
| Arab | 5 |
| Fareast | 5 |
| German | 4 |

Through surfing the internet, the respondents were 110 who came across the web based survey questionnaire and filled it out. Hence, the sample was not a random one but was chosen on grounds of convenience and accessibility.

The researcher contacted them through a website on the internet which was: www.englishforeignaccent.com. This link was spread sending e-mails to universities in America, Canada and Britain, to friends living in the above countries asking them to publicize the link; at the beginning there were not enough participants, so they were compensated with a small amount of money for their time to encourage them to participate in a research about their language in an Arab country!

3.2 Instrument of the study

The instrument of the study was a questionnaire which consisted of three sections:

A questionnaire was designed particularly to meet the needs of the present study. The questionnaire was pretested before it was administrated to a sample of respondents from USA, London, Canada and Australia. It was written of course in English with a cover letter that explained the objectives of the research. (See appendix 3 p. 109)

3.2.1 The first section

The first section elicited personal and biographical data about the respondents' age, sex, nationality, level of education and exposure to foreign languages.

In addition, this included an item which elicited data as to whether native speakers of English tolerate or do not tolerate foreign accent and lack of clarity as shown in this item. This item was rated through using Likert type scale.

When I hear a non native speaker of English speaking my language, I want it to be accurate and free from foreign accent

Disagree 1-----2-----3-----4-----5 *Agree*

3.2.2 The second section

This section elicited data on subjects' attitudes towards English accented speech and consisted of twelve items. This section built information about the speakers' way of speaking according to the English native speakers' view.

The raters were asked to rate the speech of non-native English speakers using a five-point Likert scale with bipolar adjectives, by circling the number which is closest to the adjective reflecting their opinion (e.g. educated vs. uneducated, rich vs. poor, easy to understand vs. not easy etc.) each were measured on a scale of 1 to 5, the higher the number was, the more positive attitude and perception to non-native accent were.

The following example shows the type of questions which is included in this Section:

How do you find the speaker *Way of Speaking?*

Unpleasant 1-----2-----3-----4-----5 *Pleasant*

Uneducated 1-----2-----3-----4-----5 *Educated*

Lazy 1-----2-----3-----4-----5 Hard working

Dumb 1-----2-----3-----4-----5 Smart

Unattractive 1-----2-----3-----4-----5 Attractive

Section two consisted of two types of questions; one was a multiple choices questions to ask the raters about the speakers' profession and the other was an open ended question to ask the

raters about the speaker nationality (Where do you think the speaker comes from?)

3.2.3 The third section

This section elicited data on the listeners' (the respondents) intelligibility and understanding for the reordered texts through the speakers' accent. It consisted of seven items divided into 4 Likert scale questions and three other multiple choices questions, which were dealt with the speaker fluency, pronunciation and others.

The following Example illustrates the first four items format in this Section:

- How do you find the first speaker's accent?

Vague 1-----2-----3-----4-----5 Clear

Difficult 1-----2-----3-----4-----5 Easy

- The speaker's accent helps me understand the text

Disagree 1-----2-----3-----4-----5 Agree

- The speaker's intonation helps me understand the content

Disagree 1-----2-----3-----4-----5 Agree

The rest of the questions in this study were 3 selection questions which were drawn out to ask about the speakers' fluency, pronunciation and about the text understanding.

3.3 Material of the Study

The researcher used six different short stories in the current study. Each of which is read by one of the six subjects. They were six funny and interesting short stories using English common words with appropriate length. They are: The Coffin Story, Vinder Viper Story, How Mosquitoes came to be Story, Job at the Zoo Story, The Origin of fire story, and the Princess and the Pea (see Appendix B. p103).

Each story recordings was neither short nor long but average and each story reading took no more than two minutes. Moreover, the chosen short stories were not only short because of the participants perception, but also to make sure that they contain

a variety of English sounds and most of the consonants, vowels and clusters of standard American English.

Furthermore, they were different to ensure that the listeners would evaluate each spoken text individually, because if it was the same story, the listeners would understand the speech of the second more than the first because of the earlier exposure to it.

The short stories were distributed to the speakers randomly. They were recorded separately and were given a chance to read the short story before recording. They were also given the opportunity to practice reading the passage prior to the actual recording. This precaution was taken to guarantee a relaxed, clear and uninterrupted delivery of the reading.

Immediately and before the recording assembly, each speaker was given a text which he/she would record, to read silently first and then to ask about the pronunciation of any unfamiliar words. This was done to ensure that pronunciation errors were not committed because of orthographic cues.

3.4 Data Analysis

Data was collected by means of a sociolinguistic questionnaire. The data was recorded, analyzed and interpreted. Responses were analyzed in the following:

- 1- The responses for each item were recorded question by question by Excel program.
- 2- The results through the excel were presented by tables, each of which was analyzed and interpreted
- 3- The researcher analyzed the results by using statistical procedures such as counting the means for Likert scale questions and the percentages for multiple choices questions.
- 4- The researcher compared the results of this study with the results of other previous studies.

3.5 Validity of the Instrument

To ensure the validity of the questionnaire, a group of seven university professors who had an experience in teaching English linguistics and translation,(See Appendix A. p. 102)were requested to verify the validity of the questionnaire. In addition,

the professors were asked to present their recommendations, observations and notes on the appropriateness of the questions. As a result, the professors provided the researcher with important and valuable propositions and recommendations.

Therefore and according to the professors' suggestions few statements were deleted and others were added. For instance, and in order to clarify some ambiguous questions for the participants, some professors recommended adding some clarification for the second group participants which was added to the questionnaire's covering letter. In addition, other professors suggested removing comprehensive questions concerning the content of the short story in order to have a questionnaire with appropriate length and to ensure the validity of the listeners' involvement in filling out the questionnaire.

3.6 Procedures of the Study:

In conducting the research, the researcher followed the following steps:

1. After choosing the topic of the study, the researcher had an extensive reading on theoretical and empirical studies of related

literature. The topics were under the field of language in contact, language intelligibility, language and discrimination, language interference and sociolinguistics.

2. The researcher looked for short stories and in the consultation with the advisor selected six ones which were not too long nor too short and lasted approximately two minutes.

3. The researcher started looking for subjects to record the short stories, who shared almost the same level of English language proficiency.

4. Individual recordings were made with high fidelity audio equipment. Then, the recordings were stored as audio files on the computer.

5. For the purpose of finding the answers for the research questions, a sociolinguistic questionnaire that covered the demographic and the aspects of the study was designed.

6. To ensure the validity of the questionnaire, a group of seven university professors who have an experience in teaching English linguistics and phonology were requested to verify the validity of the questionnaire.

7. A web page designer was asked to design a page on the internet for the questionnaire which should be dynamic and could accommodate a large numbers of respondents wishing to take part in the experiment.

8. A programmer was asked to design a program on the internet using the data base to make the questionnaire a data base survey.

9. The questionnaire was distributed by the researcher in addition to a covering letter which explained the purpose of the study.

10. The raw data, which was taken from the questionnaire, was recorded, analyzed, and interpreted in tables each of which was followed by simple descriptive and statistical procedures (i.e. percentages. Means).

11. The researcher answered the questions of the study and compared the results with the results of other studies by referring to previous literature in term of agreeing or disagreeing.

12. To conclude, the researcher presented the main the findings briefly and simply.

13. The researcher presented some recommendations for further studies.

Chapter Four

Findings of the Study

4.0 Introduction

This chapter aims at answering the questions of the study that investigate the intelligibility and the attitudes towards English foreign accent spoken by three different nationality speakers, namely, Jordanian, Japanese and French. This is achieved through a web based survey questionnaire filled out by English native respondents in America, Britain, Canada and Australia. The research questions are:

1. What is the degree of intelligibility of French and Japanese accented English by native English speakers?
2. What is the degree of intelligibility of Jordanian accented English by native English speakers?
3. What is the attitude of English native speakers towards French and Japanese accented speech?

4. What is the attitude of English native speakers towards Jordanian accented speech?

This chapter is divided into two sections; the first one deals with the respondents' intelligibility and the second one deals with the listeners' attitudes towards English foreign accent; namely, the Jordanian accent, French accent, and Japanese accent.

4.1 Respondents' Attitudes

4.1.1 Native speakers' attitudes towards French and Japanese accent

In order to measure the attitudes towards French and Japanese accent, respondents chose a number on a five-point scale presenting the adjectives which they found closest or more related to the speaker accent and measured on a scale of 1 to 5. and the higher the number, the more positive the attitude to accented speech. Responses on a five-Likert scale are interpreted as follows (i.e. in case of educated): Not at all (i.e. educated) =1, Not educated =2, Neutral=3, educated=4, Very educated=5.

Table six shows the mean score of respondents' attitudes towards foreign accent.

Table 6: Mean scores of perceived attitudes towards French and Japanese male speakers

| | French male | Japanese male |
|--------------|--------------------|----------------------|
| pleasant | 3.3 | 2.6 |
| educated | 3.5 | 2.9 |
| confident | 3.0 | 3.0 |
| warm | 3.3 | 3.0 |
| class | 3.3 | 2.8 |
| rich | 3.2 | 2.8 |
| friendly | 3.8 | 3.0 |
| hard working | 3.4 | 3.1 |
| smart | 3.5 | 3.0 |
| attractive | 3.1 | 2.6 |

The mean scores, as recorded in Table 6, show that the French male speaker was rated differently from the Japanese male speaker. French speaker level of education, mentality, attractiveness and wealth had got significantly a more positive rating than the Japanese speaker with mean scores, namely, the French male mean scores for being (3.3) for pleasant or unpleasant, (3.5) for educated or not, (3.0) confident or not, (3.3) warm or cold (3.3) also for low class or high class, (3.3) rich or

poor, (3.8) friendly or unfriendly, (3.5) smart or dumb, (3.1) for attractive or unattractive.

These mean scores were considered positive and high, whereas, the Japanese counterpart mean scores were lower on most of the dimensions, specifically, pleasantness and attractiveness (2.6), educated or uneducated (2.9), warm or cold (3.0) and class or wealth (2.8), friendly or not, with a high significance difference (3.0), smart or dumb (3.0), hard working or lazy (3.4) and finally attractiveness (2.6).

It can be noticed from Table 6 that there were remarkable differences between them regarding the attributes (attractiveness, pleasantness and level of friendship). It was shown that the French male speaker was considerably more attractive, pleasant and friendly than the male Japanese speaker. Both speakers were also rated positively with regard to confidence with a means of (3.0).

Table 7: Means of respondents attitudes' scores of French and Japanese female speakers.

| | French female | Japanese female |
|--------------|----------------------|------------------------|
| pleasant | 3.6 | 2.7 |
| educated | 3.7 | 2.7 |
| confident | 3.7 | 2.6 |
| warm | 3.4 | 2.9 |
| class | 3.3 | 2.7 |
| rich | 3.2 | 2.7 |
| friendly | 3.4 | 3.2 |
| hard working | 3.2 | 3.1 |
| smart | 3.6 | 3.0 |
| attractive | 3.4 | 2.7 |

Results that are pointed out in Table 7 show, on the one hand, that the French female speaker was rated positively with high mean scores, namely, pleasantness (3.6), education level (3.7), confidence (3.7), warm or cold (3.4), low class or high class (3.3), rich or poor (3.2), friendly or unfriendly (3.4), hard working or lazy (3.2), smart or dumb (3.5) and attractive or unattractive (3.1). On the other hand, the female Japanese speaker was rated negatively with lower mean scores as the following: pleasantness and education level (2.7), confidence (2.6), attractiveness (2.7),

warm or cold (2.9) and class or wealth (2.7), friendly or not (3.2), smart or dumb (3.0), hard working or lazy (3.1).

The results in Table 7 are similar to those of the French and Japanese male speakers' results in Table 6. Again, the female French speaker level of education, mentality, attractiveness and wealth were rated positively higher than the Japanese female speaker. It is noteworthy to mention here that the female Japanese speaker's accent was rated lower. Moreover, The French female speaker received the highest positive mean scores compared with the other three accents (French male speaker, Japanese male speaker and Japanese female speaker). Moreover, the Japanese female speaker received the lowest mean scores compared with the other accents, especially the education level, attractiveness, class and wealth, with slight differences from the Japanese male speaker.

Table 8 below shows the respondents' profession categorization of both the French and Japanese male speakers. It is noteworthy to mention also that the first six professions were choices for the listeners and the rest were the listeners' remarks.

Table 8: Respondents' categorization of the French and Japanese male speakers' profession

| Profession | French male | Japanese male |
|---------------|-------------|---------------|
| Doctor | 3 | 13 |
| Teacher | 40 | 19 |
| taxi driver | 14 | 36 |
| Chef | 20 | 15 |
| Salesman | 21 | 13 |
| story teller | 1 | 1 |
| Student | 4 | 1 |
| house keeping | ----- | 4 |
| office work | 1 | ----- |
| Architect | 1 | ----- |
| Other | 8 | 8 |

Table 8 shows that forty respondents stated that the male French speaker's profession to be teacher, 21 salesman, 20 chef, and 4 taxi driver. Other respondents added some profession from their own point of view; 1 to be a story teller, 4 students, 1 office worker and 1 architecture, whereas 8 respondents could not identify the speaker's profession through the accent remarking that the voice is not enough to give an idea about the profession.

With regard to the male Japanese speaker's profession, 36 stated that he was a taxi driver, 19 a teacher, 15 a chef, 13 a

doctor and salesman. But respondents' remarks stated that the Japanese male speaker's profession to be a house keeper or maid (4), 1 to be a student and a story teller and the rest of the respondents (8) could not identify the speaker's profession.

Table 9: Respondents' categorization of the French and Japanese female speakers' profession

| Profession | French female | Japanese female |
|-------------------|----------------------|------------------------|
| Doctor | 9 | 5 |
| Teacher | 37 | 22 |
| taxi driver | 12 | 15 |
| Chef | 12 | 21 |
| Salesman | 19 | 15 |
| story teller | 2 | 1 |
| Student | 4 | 1 |
| Housekeeping | 1 | 10 |
| office work | 1 | ----- |
| Architect | 3 | ----- |
| Unemployed | ----- | 6 |
| Writer | 1 | ----- |
| Other | 9 | 14 |

Table 9 presents the respondents' impression about the French and Japanese female speakers, according to which, 37 respondents stated the female French speaker's profession to be a teacher, 19 a salesman, 12 a chef and a taxi driver. Other

respondents included some other professions; 2 to be a story teller, 4 a student, 1 an office worker, 1 a housekeeper and 3 an architects, whereas 9 respondents did not identify the speaker's profession.

Concerning the Japanese male speaker's profession, 22 stated that she might be a teacher, 21 a chef, 15 a salesman and a taxi driver. But respondents added that the Japanese female speaker's profession might be a housekeeper, a nanny, a nurse or a maid (10), 1 to be a student and a storyteller, unemployed (6) and the rest of the respondents (14) did not identify the speaker's profession.

4.1.2 Native speakers' attitudes towards Jordanian accent

Table ten has remarkable results which disagree with all previous study regarding the Arab accent and the attitudes towards this variation of English.

Table 10: Means of respondents attitudes' scores of Jordanian (male and female) speakers

| | Jordanian male | Jordanian female |
|--------------|-----------------------|-------------------------|
| Pleasant | 4.2 | 4.0 |
| Educated | 4.2 | 4.3 |
| Confident | 4.4 | 4.3 |
| Warm | 4.1 | 4.0 |
| Class | 3.8 | 3.7 |
| Rich | 3.8 | 3.6 |
| Friendly | 4.1 | 4.1 |
| hard working | 4.0 | 4.0 |
| Smart | 4.3 | 4.2 |
| Attractive | 3.8 | 3.7 |

It can be noticed from table 10 that the Jordanian male speaker's accent was rated positively with high mean scores, most of them over 4, explicitly; pleasantness and education level (4.2), class and wealth (3.8), confidence (4.4), attractiveness (3.8), smartness (4.3), hard working (4.0) and finally (4.1) friendliness and warmth. Moreover, the Jordanian female speaker counterpart, received also positive evaluation with high mean scores, namely, educated and confident (4.3), pleasant warm and hard worker with (4.0), attractive and class (3.7), smart (4.2) and finally the attribute; wealth (3.6).

The results in Table 10 showed that the Jordanian speakers (male and female) were rated as the most positive, comparing to the other two accents, receiving the highest evaluations. As the table shows, there is not a significant difference regarding the mean scores between the Jordanian female and male. Their results are more similar to each other than the mean scores between French female and male speakers and the Japanese female/ male speakers.

Table 11: Respondents' categorization of the Jordanian female and male speakers' profession

| | Jordanian male | Jordanian female |
|--------------|-----------------------|-------------------------|
| doctor | 29 | 19 |
| teacher | 29 | 63 |
| taxi driver | 1 | 3 |
| chef | 2 | 3 |
| salesman | 21 | 3 |
| story teller | 12 | 2 |
| student | ----- | 2 |
| office work | ----- | 1 |
| architect | ----- | 3 |
| writer | 4 | ----- |
| other | 12 | 11 |

Table eleven pointed out that 29 respondents stated the Jordanian male speaker's profession to be a teacher and doctor, 21

a salesman, 2 as a chef and just one participant stated the Jordanian male to be a taxi driver. Moreover, other respondents inserted some other professions; 12 to be a story teller and 4 to be a writer whereas 12 respondents could not identify the speaker's profession.

With reference to the female Jordanian speaker's profession, 63 stated that she might be a teacher, 19 a doctor, 3 a taxi driver, chef and salesman. But respondents' profession remarks consider that the Jordanian female speaker's profession might be an architect (3), a student and a story teller (2) and 1 to be an office work but the rest of the respondents (14) did not identify the speaker's profession.

Table 11 presents considerable results which characterized the attitudes towards the Jordanian speaker (male and female) as the highest compared with the other accents. Moreover, the respondents' remarks represent a remarkable positive attitude towards the Jordanian male speaker.

Table 12: Respondents' national background characterization of French and Japanese speakers (male and female)

| | French male | French female | Japanese male | Japanese female |
|-------------|------------------------|--------------------------|--------------------------|----------------------------|
| Middle east | 28 | 17 | 18 | 19 |
| Europe | 56 | 49 | 9 | 5 |
| Far East | 2 | 13 | 33 | 59 |
| Africa | 5 | 4 | 27 | 11 |
| India | 8 | 5 | 8 | 6 |
| Russia | 3 | 9 | 3 | ----- |
| other | 8 | 13 | 13 | 10 |

Table 12 shows the results when respondents were asked about the speakers' (French and Japanese) nationality using open question. Fifty six respondents stated that the French male speaker came from Europe, 28 the Middle East and 8 from India. With slight differences, forty nine respondents stated that French female speaker came from Europe, 17 from the Middle East, and 13 from the Far East.

With regard to the male Japanese speakers, 33 respondents stated that he came from the Far East, 27 from Africa, 18 from the Middle East, 9 from Europe and 8 from India. On the other hand,

59 respondents stated that the Japanese female speaker came from the Far East, 19 from the Middle East and 11 from Africa.

Table 13: Respondents' national background characterization of Jordanian speakers (male and female)

| | Jordanian Female | Jordanian male |
|-------------|-------------------------|-----------------------|
| Middle East | 31 | 20 |
| Europe | 22 | 23 |
| Far East | 4 | 9 |
| Africa | 4 | 1 |
| India | 19 | 21 |
| Russia | 3 | 6 |
| Anglophone | 5 | 9 |
| other | 23 | 27 |

Results reported in Table 12 indicate the respondents' national background about Jordanian (female and male). Twenty three respondents stated that the Jordanian male speaker came from Europe, 21 from India, 20 from the Middle East and 9 from the Far East and from America or Britain. The differences between Jordanian males and females were slight. Thirty one respondents stated that the Jordanian female speaker came from the Middle East, 22 from Europe, 19 from India and 5 from America or Britain.

4.2 Respondents' intelligibility

This section discusses the English native speakers' intelligibility and perception to the three different accents; French and Japanese on the one hand, and the Jordanian accent on the other hand.

4.2.1 Intelligibility of the French and Japanese accents

Table 14 shows the respondents' intelligibility of the French and Japanese male speakers. The results in the table were represented as mean scores describing the accents' clearness and difficulties.

Table 14: Means of accentedness and intelligibility scores of French and Japanese male speakers' accents

| | French male | Japanese male |
|--|--------------------|----------------------|
| Clearness | 3.0 | 2.5 |
| Difficulty | 2.8 | 2.5 |
| Helps in understanding | 2.5 | 2.3 |
| Intonation helps in understanding the text | 2.6 | 2.3 |

Table 14 reflects the respondents' perception and intelligibility of the French and Japanese males' accents. The French male speaker was rated negatively regarding the intelligibility of his accent, with mostly less than 3 mean scores,

explicitly, 3.0 for accent clearness, 2.8 if accent difficulty, 2.5 if the accent of the speaker helps the respondents in understanding the text and 2.6 if the intonation of the speaker helps the respondents in understanding the text.

The Japanese male speakers' mean scores are lower, namely, 2.5 for the accent clearness, 2.5 accent difficulties and finally, 2.3 for the accent and the intonation of the speaker help the respondents in understanding the text. The results point out that the French male accent was considered more intelligible than the Japanese accent but the differences between them are not remarkable as the differences between the two males accents in Table 6, which means that the attitudes towards the French male speaker was rated more positively than the intelligibility scale.

Table 15: Means of accentedness and intelligibility scores of French and Japanese female speakers' accents

| | French female | Japanese female |
|--|----------------------|------------------------|
| Clearness | 3.4 | 2.5 |
| Difficulty | 3.4 | 2.4 |
| Helps in understanding | 3 | 2.3 |
| Intonation helps in Understanding the text | 3.2 | 2.4 |

It can be noticed from table fifteen that the French female speaker was rated more positively comparing to the other three speakers. The French female accent was rated clearer with 3.4 mean scores, easier (3.4), helped the respondents more in understanding the text (3.0) and the intonation helped the respondents more in understanding the text (3.2).

The Japanese female speaker, however, was rated negatively with mean scores less than (3.0); the Japanese female accent wasn't clear (2.5), difficult (2.4), did not help the respondents in understanding the text (2.3). Also, the intonation did not help in understanding the text (2.4).

Results reported in Table 15 indicate that there are more significant differences between the two females speakers' accent than the differences in Table 14. In comparing the four accents by French and Japanese speakers; the French female speakers was rated with highest means, whereas the Japanese female was rated the lowest.

Table 16: Respondents' level of comprehension of texts delivered by French and Japanese male and female speakers

| Text understanding | French male | French female | Japanese male | Japanese female |
|---------------------------|--------------------|----------------------|----------------------|------------------------|
| 10%-30% | 6% | 1% | 10% | 5% |
| 31%-50% | 7% | 12% | 21% | 30% |
| 51%-75% | 33% | 35% | 34% | 30% |
| 76%-100% | 54% | 52% | 35% | 35% |

According to Table 16, 54% of the respondents could understand 76% or more of the short story recorded and delivered by the French male speaker. Likewise, 52% of the respondents could understand 76% or more of the French female recorded short story. With different percentages, 35% of the respondents could understand 75% or more of the short stories recorded by the Japanese female and male speakers, while 34%, 30% of the respondents understand (51%-75%) of the Japanese male and female recorded short stories, respectively.

Table 17: French and Japanese speakers' pronunciation accuracy according to the respondents:

| pronunciation | French male | French female | Japanese male | Japanese female |
|----------------------|--------------------|----------------------|----------------------|------------------------|
| 10%-30% | 11% | 0 | 19% | 23.6% |
| 31%-50% | 26% | 32% | 33% | 36.4% |
| 51%-75% | 44% | 38% | 38% | 36.5% |
| 76%-100% | 19% | 30% | 10% | 4.5% |

Level of speakers' pronunciation accuracy doesn't carry a considerable difference between the four speakers' accent. Forty-four percent of the respondents stated that pronunciation accuracy of the French female speaker ranged between (51%-75%), but 19% of the respondents stated that it ranged between (76%-100%). Thirty percent of the respondents revealed that pronunciation accuracy of the female French speaker ranged between (76%-100%), while thirty eight percent of the respondents revealed that the pronunciation accuracy of the French female ranged between (51%-75%).

Japanese speakers' pronunciation accuracy was rated with higher percentages which ranges between (10%-30%), with 19% for the Japanese male speaker and 23.6% for the Japanese female speaker. Table seventeen indicates that the French pronunciation

is more accurate and clearer than the Japanese in the native speakers' point of view.

Table 18: Level of French and Japanese speakers' fluency

| Fluency | French male | French female | Japanese male | Japanese female |
|----------------|--------------------|----------------------|----------------------|------------------------|
| 10%-30% | 13% | 1% | 25% | 13% |
| 31%-50% | 23% | 30% | 29% | 49% |
| 51%-75% | 41% | 31% | 37% | 31% |
| 76%-100% | 23% | 38% | 9% | 7% |

Results reported in Table 18 present similar results to these in Table 17. In this table, 41% of the respondents stated that the fluency of the French male accent ranged between (51%-75%), thirty eight percent of the respondents stated that the fluency of the French female accent ranged between (76%-100%), while thirty one percent stated that the fluency of the French female accent range between (51%-75%)

With regard to the Japanese speakers' accents, 25% of the respondents stated that the Japanese male accent was not fluent with a range of (10%-30%) and 29% rated his accent negatively with a range of (31%-50%). The Japanese female accent was rated negatively also; 13% of the respondents stated

that the accent fluency ranged between (10%-30%), while 49% rated the accent fluency ranged between (31%-50%).

4.2.2 Listeners' intelligibility to the Jordanian accent

This section consists of precious findings regarding the Jordanian accent which disagrees with most of the previous studies.

Table 19: Accentedness and intelligibility of Jordanian speakers

| | Jordanian Male | Jordanian female |
|---------------|---------------------------|-----------------------------|
| clear | 4.4 | 4.4 |
| difficulty | 4.4 | 4.4 |
| understanding | 4.0 | 3.9 |
| intonation | 4.2 | 4.0 |

In reference to Table 19, the respondents' intelligibility of the Jordanian male and female accents rated positively with high mean scores, namely, the accents are very clear and easy to understand (4.4). Also, the respondents stated the accents helped them in understanding the short story with (4.0) mean for male speaker and (3.9) for female speaker. Finally, the respondents considered that the speakers' accent helped them in understanding the text with (4.2) mean score for the male speaker and (4.0) mean score for the female speaker.

Table 15 presents precious results which consider the Jordanian accent as a clear and understandable accent. This table contains the highest means in comparison with the mean scores in the present study. The Jordanian accent rated as the most understandable accent for both male and female Jordanian speakers. This table contains the highest evaluation of the Jordanian accents in comparison with the other four accents.

The following table presents the respondents percentages concerning the accents fluency and pronunciation accuracy and affirms what was stated in Table 19.

Table 20: Respondents percentages regarding the Jordanian speakers' fluency, pronunciation and text understanding

| | Text understanding | | pronunciation | | fluency | |
|----------|--------------------|--------|---------------|--------|---------|--------|
| | male | female | male | female | male | female |
| 10%-30% | 0% | 1% | 1% | 1% | 0% | 1% |
| 31%-50% | 1% | 4% | 1% | 5% | 3% | 5% |
| 51%-75% | 4% | 9% | 28% | 24% | 15% | 15% |
| 76%-100% | 96% | 86% | 70% | 70% | 82% | 79% |

It can be noticed from Table 20 that the respondents' responses range mostly between (76%-100%) for both Jordanian speakers, male and female, and regarding the three attributes (text understanding, pronunciation accuracy and the fluency). Ninety six percent of the respondents could understand (76%-100%) of

the short story recorded by the Jordanian male speaker whereas, 86% of the respondents understand (76%-100%) of the Jordanian female short story.

Moreover, 70% of the respondents considered that pronunciation accuracy of both speakers ranged between (76%-100%). In addition, 82% of the respondents stated that the Jordanian male speaker was fluent with a range from (76%-100%) and 79% of the respondents stated the Jordanian female accent fluency also ranged between (76%-100%).

The majority of the listeners could understand (76%-100%) of the texts recorded and delivered by the Jordanian speakers. Moreover, the pronunciation's accuracy and the speakers' fluency were rated positively by the respondents which rated the Jordanian speakers (male and female) accent as an understandable one.

Chapter Five

Discussion and Recommendations

5.0 Introduction

This chapter presents a discussion of the results of the research questions. It also attempts to explain and interpret the results of the study and relate these results to the studies of the literature review. The chapter concludes with recommendations and suggestions for the future research.

5.1 Native speakers' attitudes towards French and Japanese accents

Attitudes: Results related to the native speakers of English attitudes towards French and Japanese English accented speech pointed out that the French speakers (male and female) were rated

more positively than the Japanese speakers. French speakers' level of education, mentality, attractiveness, wealth, had got significantly more positive rating than the Japanese speakers who had the lowest mean scores and who were rated negatively specially the Japanese female speaker who received the lowest mean scores (as shown in table 7) with slight differences from the Japanese male speaker. One possible interpretation can be mentioned here relates to the linguistic differences between English and languages in the Far East inherent in their phonetic, phonological, and structural systems.

These results agree with previous findings in the literature such as (Ryan, M. 1972) study. Ryan showed that the European accent was rated higher than others and received more positive evaluation.

The most remarkable differences between the two French and Japanese accents can be found in the two attributes on pleasantness and friendship. It was shown that the French speakers are considerably more pleasant and friendly than the Japanese speakers. This result can be related to the fact that the respondents may be more familiar with the French language

(speaking French as a second language or have French acquaintances) rather than the Japanese with which they are unfamiliar. From this point, familiarity seems to correlate with friendship. This fact was affirmed in previous studies (Dalton-Puffer et. al., 1997) implied that participants had a more positive attitude to accents they were familiar with and a more negative attitude to accents they did not identify with because of the insufficient cultural contact between them.

Moreover, the French female speaker level of education, mentality and attractiveness mean scores are the highest in comparison with the other three accents. These results agree with Ben Said, (2006) who concluded that females showed a more positive attitude towards female accents which is French , and this could be attributed to a gender based(based on 75% of the sample of the present study are females). Overall, the respondents judged the Japanese female speaker as the least refined one, which also agreed with Ben Said (2006).

Profession: In reference to the profession question, there was some disagreement with the previous studies. (Trowel, M. 2007) who claimed that the French accented English was related

to a chef profession because of media and animated films which had chosen the French accent for the chef character, but according to the results in the Table 9 only 20 respondents chose the chef profession for the French male speaker, while more respondents chose the teacher and salesman as a profession for the French speakers. It is worth mentioning here that a respondent considered the French speaker to be a writer. This response shows a positive attitude towards the French female speaker which can be related to the gender based due to the large number of female respondents in the sample.

Profession results reported in Table 10 explained that, although the Japanese speakers were characterized as teachers or doctors by some of the respondents, nevertheless, they inserted some remarks that the Japanese speakers' profession might be a baby sitter or a house keeper on the one hand, or a house wife or unemployed on the other hand, with adding some remarks such as: "*stay at home mother, unemployment or can't get any job*".

These results can be related to the familiarity idea because the immigrants from the Far East are considered as minority who are not integrated into the society. Also, this can be related to the

maids at home in the respondents' countries which might be from the Far East.

As a final point and referring to the previous studies, Lippi-Green's (1997) stated that animated films were not just for entertaining but they also covered specific social discrimination ideas, by means of language variations. But the world now is more related, it is easier for the individual to study a second language starting from schools, universities and language centers. Also internet and audio chatting can make the native speakers more familiar with different variations of English.

Nationality: When respondents were asked about the nationality of each speaker, their responses showed that they were familiar with the French accent because approximately half of them distinguished the French speakers or at least distinguished that they were from Europe. Fifty nine participants succeeded in recognizing the Japanese female speaker while only 33 participants recognized the Japanese male speaker.

Results showing participants recognizing the Middle Eastern nationality of the speakers could be directly related to the

covering letter of the questionnaire in which (Middle East University) was mentioned, so the participants might have thought that all the speakers were from the Middle East.

5.2 Native speakers' attitudes towards Jordanian accent

Initially, the significant differences regarding the attitudes towards the Jordanian accent cannot be directly compared to previous research since no studies have been conducted to investigate attitudes towards the Jordanian foreign accent in comparison with others. Overall, the results of these few previous studies (Johnson and Frederick, 1994, Ben Said, 2006) confirmed less positive attitudes towards the Arab accent and more negative judgments.

With regard to the Jordanian accent, results and as shown in Tables (12, 13, 15) stated that the Jordanian speakers were rated as the most positive speakers in comparison with others, receiving the highest evaluations for both male and female speakers. As the table shows, the mean scores which suggest the respondents' attitudes towards both Jordanian speakers are the highest; they were considered the friendliest and the most pleasant although the

respondents were not familiar with their accent, they could not identify it and most of them do not speak Arabic as a second language or do not have Arabs acquaintances.

The results ran counter to the previous studies as Ben Said, (2006) which involved that Arab accents were rated lower than other accents with the lowest evaluations. These results disagree also with (Dalton-Puffer et. al., 1997) study which confirmed that the respondents' impression was more positive to the most familiar accent.

These positive results towards the Jordanian accent are affirmed by the profession section. More precisely, the respondents considered the Jordanian speakers' professions to be the most positive, as a doctor or a teacher, for example the female Jordanian speaker was described as a teacher by 63 respondents who represented, more than half of the sample, (57%) and this is considered a relatively positive evaluation.

There were also a number of individual comments added by the respondents which viewed the Jordanian female as an architect due to the positive level of pleasantness and the familiarity to the accent although they were not familiar with this

accent. In addition, the other four participants added remarks describing the Jordanian speaker as a writer which is also considered a remarkable positive attitude towards him.

These findings regarding the Jordanian accent ran counter to the most of the previous studies, which described the Arab accents as thick thus triggering discrimination, downgrading and sometimes stereotypes (i.e. Ben Said, 2006, Lippi-Green's 1997). No studies have been conducted on the Arabic foreign accent but variations of Arabic accented speech due to the different Arabic dialects such as Egyptian, Jordanian, Lebanese and the Arab Gulf accent. All these variations are not using the same English accent. Ben Said, S (2006) focused on the Lebanese accent as a sample from the Arab world and this sample was chosen from immigrants in America. In addition to the heavy Arabic accent, the media and animated films characterize the Arabs as wild, brutal and savage groups because of the political situations in the Middle East and the historical background between the Islamic and Arabic countries on one hand, and the English speaking countries on the other.

Nationality: the respondents could not identify the identity of the Jordanian speakers, but an individual remark by one of the participants mentioned that both male and female were educated Arabs. Another observation by the respondents, affirmed that the Jordanian speakers came from India. The interpretation for this result might be that the Indians speakers of English in America are more fluent and their rate of speech is faster, so because of the fluency of the Jordanian speakers the respondents cannot distinguish this accent. So they relate them to the Indian accent.

Overall, the most important issue in these results is that some participants (5 for Jordanian female and 9 for Jordanian male) mentioned that the Jordanian speakers were from an Anglophone country such as England or America which indicated that their accent was accurate, fluent and similar to the native accent.

These results regarding the attitudes towards the Jordanian accent can be interpreted by the fact that Jordan is a mixture of different nationalities. In Jordan, there are Jordanians, Palestinians, Chechens, Egyptians, Iraqis and others. This makes the Jordanian acoustic system more flexible because they hear

different sounds and different intonations. Hence, the ability and flexibility to produce more sounds becomes higher.

In addition, the Jordanian dialect (colloquial language) which is considered an important factor in shaping the form of the foreign accent is first different from other Arabic dialects, and secondly it is considered a moderate dialect without the intonation of the Egyptian, Syrian or Lebanese dialects and without the thickness of the gulf dialects.

5.3 Respondents' intelligibility of the French and Japanese accent

The results of the respondents' perception and intelligibility of the French and Japanese accents show that the French female accent is considered more intelligible than the others with the highest mean scores, followed by the French male speaker's accent, then the Japanese male and finally the Japanese female who is considered less understandable than others with the lowest mean scores, but with slight differences between the two Japanese speakers. These results enforce the scale of the attitudes section, enforce that the positive attitudes towards the French

female related to the gender base and agree also with previous studies (Ben Said, 2006)

Overall, the intelligibility mean scores are lower than the attitudes towards foreign accent means scores, especially the French male speaker's results who has remarkable differences between the means in the two sections. This means that the attitudes towards the French male speaker are more positive than the intelligibility, and although it is not a very clear accent, they like the speaker's accent because they might be familiar with this it.

Beside the accent's intelligibility, the pronunciation accuracy and the intonation of the speakers' results stated the same configurations and order for the four accents. (Rating the fluency put the Japanese in the last order with the lowest percentages that can be related to the speakers' rate of speaking which might be slow).

Previous studies explored that there were linguistic differences between English and Japanese language (Raslan & Hansen 1996). For example, in Japanese, there are no diphthongs. So, in case two vowels appear in the same word consecutively,

Japanese speakers cannot pronounce the correct articulation (i.e. the word *eat* the tendency to pronounce it as *it*). Moreover, the Japanese speakers substitute the consonant /l/ with /r/ because this sound does not exist in the Japanese language.

5.4 Respondents' intelligibility to the Jordanian accent

Not only does the Jordanian accent have the highest positive attitudes, but also it is the most understandable and the clearest in comparison with the French and Japanese accents. The Jordanian accent was rated as the highest understandable one for both male and female Jordanian speakers. More precisely, the intelligibility mean scores and percentages are higher than the mean scores of the attitudes towards the same accent (Jordanian accent).

The respondents' intelligibility of the Jordanian accent consists of the highest percentages of the study. Speakers' fluency percentages are higher than the other four accents. These findings are in contrast to (Ben Said, 2006) who rated Jordanian accent as fluent with clear intonation and with accurate pronunciation. Raslan & Hansen (1996) also revealed that the speakers of

English were not intelligible because of the linguistic differences inherent in the phonological system between the two languages. They explained that in pronouncing words such as (dad, cat, add, and), the Arab substitute the /aa/ for the /ae/ phoneme consistently. They added that whose native language is Arabic in pronouncing words such as *there*; those substitute the (*th*) with /z/ and substitute the (*th*) in *three* by /s/ sound. These findings did not counterpart the Jordanian accent, but they might be interpreted on the Lebanese or Syrian English accented speech.

With respect to (Flege 1987) who indicated that foreign accent was repeatedly associated with low intelligibility and negative personal evaluations of nonnative speakers, this fact is not confirmed by the Jordanian accent which is presented as an intelligible accent.

In reference to Derwing & Munro (1997) and Munro & Derwing (1995), accentedness, comprehensibility and intelligibility are related. Theoretically, a light accent is easier to understand than a strong one. Derwing & Munro (1997) stated that weak accent did not always correlate with easier comprehension and intelligibility, nor did a heavy accent always

delay comprehension. In the present study, the Japanese accent hindered understanding of the text while the Jordanian accent guaranteed an easier understanding of the text.

The previous studies used native speakers of English to teach English at school or at universities because they are more understandable, affirm that nonnative speakers should follow accent programs to improve their way of speaking so they can be more respectable Derwing (2003).

However, the results of the present study revealed that the Jordanian accent was a respectable one, although their speakers did not follow any language program or meet any native English speakers!

5.5 Conclusion

Data obtained indicated that the Jordanian accent is a respectable one by the native speakers of English. This accent is intelligible with positive attitude towards it in comparison with the Japanese and French accents which are ranked second and third in relation to the Jordanian accented speech.

The present study highlighted an important factor affecting the accented speech; that is the mother tongue “Arabic” is not sufficient in conducting a study about Arabic language. The reason for this fact is that in Arab countries, there exist many dialects which are linguistically different and distinguishable from each other. In fact, these dialects affect any second/foreign language; so in the Arab countries, there are many English accented speeches, each of which has different phonological and suprasegmental features. As a result, a study on one dialect from these cannot be generalized to all Arabic language speakers.

Another important fact in this study is that the Jordanians accent and way of speaking is understandable and they do not need any center like “Lingua phone” center to teach them how to speak English like native speakers. Also, they do not need native speakers of English to teach them English at school.

5.6 Recommendations

Based on this study, the researcher suggests a number of points to be taken into consideration by other researchers:

- Similar research can be conducted, using larger sample with different ages and gender from Jordan to investigate the age and gender factors on the intelligibility of the speakers.
- Another study can be conducted on another sample taught English by native English speakers to enrich the native-non-native English teacher field.
- Further studies can be conducted using non-native English speakers as respondents to investigate their intelligibility and attitudes towards Jordanian English accented speech.
- Further studies can also be conducted using other Arabic dialects and compare the Jordanian English accent with other Arabic English accents.

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Appendix 1

Panel of Experts

| No. | Name | Rank | Affiliated University (Place of Work) | Area of Specialization |
|-----|---------------------|---------------------|--|--|
| 1 | Rassoul Khafaji | Professor | Middle East University (MEU) | Contrastive & Text Linguistics; Translation Studies |
| 2 | Bader Dweik | Professor | Middle East University (MEU) | Applied linguistics Socio linguistics |
| 3 | Zakarya Abu Hamdyia | Professor | University of Jordan | linguistics |
| 4 | Hanna Abu Jaber | Assistant professor | Al-Balqa Applied University | linguistics |
| 5 | Wael Zuraiq | Assistant Professor | The Hashemite University | linguistics |
| 6 | Kifah Al-Omari | Assistant Professor | The Hashemite University | English literature |

Appendix 2

Recorded short stories

The coffin story recorded by(Jordanian female)

One rainy, windy night, not unlike tonight, a man was walking home alone, down a dark, deserted street that ran right by the local cemetery.

As he passed the gates, he heard a bump in the darkness behind him. Not daring to look back, he quickened his pace. But, the bumping noise continued behind him.

He stopped and turned to see what it was. Coming down the road behind him was a coffin, standing on end, bumping from side to side - BUMP, BUMP, BUMP.

The man, terrified for his life, turned and ran into the driving rain. Behind him, the coffin came faster - BUMP, BUMP, BUMP! Ahead of him, there was a branch that had fallen from a tree. He reached down and grabbed it as he ran by. Still running, he turned and threw it over his shoulder at the coffin - but it just splintered when it hit the coffin and the coffin continued coming faster - BUMPITY, BUMPITY, BUMPITY!

The man turned the corner onto his street and ran through his front gate, the coffin right behind him. His splitting axe was resting against his woodpile so he snagged it, turned, and gave a mighty two-handed throw sending it end over end right at the coffin. SMASH! - the axe shattered on the unnaturally strong wood of the coffin and it continued after him.

The man dashed in his house, but the coffin crashed through the front door. The man ran upstairs and grabbed his shotgun off the wall display. He blasted the coffin with both barrels, but the shot bounced harmlessly off the coffin as it continued up the stairs - BUMP, CLOMP, BUMP, CLOMP!

The man, desperate and scared to death, jumped into the bathroom and locked the door - knowing it would do no good. The coffin Banged against the door, once ..., twice ..., and on the third time, the door exploded and the coffin came forward. In desperation the man reached out his hand and grabbed whatever he could. All that was there was a bottle of cough syrup so he threw it at the coffin. The bottle shattered, the cough syrup poured on the coffin, and the coffin stopped.

Vinder viper story (recorded by French female)

Years ago, a man inherited a house from his great uncle who died in the war. The house sat on a hill outside of town in the next state and rumors were told that it was haunted. The man traveled to the town to inspect the house and found that it was a wonderful old mansion in great condition, but very, very old. So, he decided to move in and enjoy his inheritance.

A couple weeks after he moved in, late at night, the phone rang. When he answered it, a voice said, "I am the Vinder Viper. I will be there in 2 weeks!" and then it hung up before he could say anything. This really shook the man. The next day, he searched the Internet under 'snakes' for 'vinder viper' but found nothing.

A week past with no concerns and again, late one night, the phone rang. "I am the Vinder Viper. I will be there in 1 week!" and hung up. This made the man quite nervous, not knowing what a vinder viper was. He asked around the town, and no one had ever heard of any such viper.

Four days later, late at night, the phone rang. "I am the Vinder Viper. I will be there in 2 days!" The man is getting much more concerned now.

The next night, the phone rang. "I am the Vinder Viper. I will be there tomorrow!" Needless to say, the man is just plain scared now.

The next evening, the phone rang. "I am the Vinder Viper. I will be there in 1 hour!" The man tries to leave, but his car battery is dead.

Nearly an hour later, the phone rang. "I am the Vinder Viper. I will be there in 2 minutes!" The man runs around locking all the windows and doors and calls 911. The police are on their way.

Soon, there was a knock at the door. The man opened the door a crack and asked, "Is that the police?"

"No, I am the vinder viper. I come every month to vipe your windows."

How Mosquitoes Came To Be Story (recorded by Japanese male)

Long time ago there was a giant who loved to kill humans, eat their flesh, and drink their blood. He was especially fond of human hearts. "Unless we can get rid of the giant," people said, "none of us will be left," and they called a council to discuss what to do.

One man said, "I think I know how to kill the monster," and he went to the place where the giant had last been seen. There he lay down and pretended to be dead. Soon the giant came along.

Seeing the man lying there, he said: "These humans are making it easy for me. Now I don't even have to catch and kill them; they die right on my trail, probably from fear of me!"

The giant touched the body. "Ah, good," he said, "this one is still warm and fresh. What a tasty meal he'll make; I can't wait to roast his heart."

The giant flung the man over his shoulder, and the man let his head hang down as if he were dead. Carrying the man home, the giant dropped him in the middle of the floor right near the fireplace. Then he saw that there was no firewood, and went to get some.

As soon as the monster had left, the man got up and grabbed the giant's huge skinning knife. Just then the giant's son came in, bending low to enter. He was still small as giants go, and the man held the big knife to his throat. "Quick, tell me, where's your father's heart? Tell me or I'll slit your throat!"

The giant's son was scared. He said: "My father's heart is in his left heel."

Just then the giant's left foot appeared in the entrance, and the man swiftly plunged the knife into the heel. The monster screamed and fell down dead.

Yet, the giant still spoke. "Though I'm dead, though you killed me, I'm going to keep on eating you and all the humans in the world forever!"

"That's what you think!" said the man. "I'm about to make sure that you never eat anyone again." He cut the giant's body into pieces and burned each one in the fire. Then he took the ashes and threw them into the air for the winds to scatter.

Instantly each of the particles turned into a mosquito. The cloud of ashes became a cloud of mosquitoes, and from their midst the man heard the giant's voice laughing, saying: "Yes, I'll eat your people until the end of time."

As the monster spoke, the man felt a sting, and a mosquito started sucking his blood, and then many mosquitoes stung him, and he began to scratch himself

Job at the Zoo Story (recorded by Jordanian male)

In high school, I needed money. I was able to drive, had a girlfriend, and like to go out with my friends. My folks didn't have much money and I needed to pay my own way.

I had already done jobs working at restaurants and grocery stores and wanted to try something more interesting. While searching around, I stopped at the zoo. As it turned out, the zoo director liked my style and said he had an interesting job that he felt I could handle. We walked through the back alleys and tunnels of the zoo that most people never see until we got to the gorilla cage. But, it was empty. The director told me that their gorilla named Kong had caught a bug and was in quarantine for the next week. Kong was getting old and they were even now shopping around for a replacement since Kong just sits on a tree branch holding onto a rope all day. When the crowds started arriving on the weekend, they'd be disappointed to have no gorilla since everyone enjoys the gorilla exhibit, even a boring old gorilla.

The director said he had a gorilla suit I could wear if I would be interested in sitting on the branch for 4 hours at a time so the people would at least have something to look at. It sounded good to me, not the usual high school job, so I told him I would.

The next day I went to the zoo, put on the gorilla suit and climbed into the cage. I sat on the branch holding the rope and soon there was a crowd of children pressing their faces to the bars. It didn't take long for me to start getting bored, so I would scratch my armpits, thump my chest, and twirl the rope. About an hour passed and I began to really get into this gorilla stuff. I would grab the rope and swing across the cage. The kids thought it was great so I started swinging higher and higher. In the next cage there was a lion and he was becoming irritated by my antics and began to pace his cage and roar. I kept swinging and started to swing to the lion's side of the cage and would use my feet to push off of his bars. I could really swing out far and he roared even louder. It was actually pretty fun and the kids were really enjoying the show.

All of a sudden I missed the bars, flew through, and dropped right into the lion's cage! I landed on my back and was stunned but immediately got up and ran to the front of the cage to the crowd, screaming "Help me, help me, I'm not who you think I am!"

Just as I yelled, the lion jumped on my back and knocked me to the ground. His head was at my neck and I was sure I'd never make it to graduation. Then he whispered in my ear, "Shut up stupid, or you'll get us both fired".

Origin of Fire Story (French male)

Long ago, there was no fire. The animal people were often cold. Only the Thunders, who lived in the world beyond the sky arch, had fire. At last they sent Lightning down to an island. Lightning put fire into the bottom of a hollow sycamore tree.

The animal people knew that the fire was there, because they could see smoke rising from the top of the tree. But they could not get to it on account of the water. So they held a council to decide what to do.

Everyone that could fly or could swim was eager to go after the fire. Raven said, "Let me go. I am large and strong."

At that time Raven was white. He flew high and far across the water and reached the top of the sycamore tree. While he sat there wondering what to do, the heat scorched all his feathers black. The frightened Raven flew home without the fire, and his feathers have been black ever since.

Then the council sent Screech Owl. He flew to the island. But while he was looking down into the hollow tree, a blast of hot air came up and nearly burned out his eyes. He flew home and to this day, Screech Owl's eyes are red.

Then Hooting Owl and Horned Owl were sent to the island together. But the smoke nearly blinded them, and the ashes carried up by the wind made white rings about their eyes. They had to come home, and were never able to get rid of the white rings.

Then Little Snake swam across to the island, crawled through the grass to the tree, and entered it through a small hole at the bottom. But the smoke and the heat were too much for him, too. He escaped alive, but his body had been scorched black. And it was so twisted that he doubled on his track as if always trying to escape from a small space.

Big Snake, the climber, offered to go for fire, but he fell into the burning stump and became as black as Little Snake. He has been the great blacksnake ever since. At last Water Spider said that she would go. Water Spider has black downy hair and red stripes on her body. She could run on top of water and she could dive to the bottom. She would have no trouble in getting to the island.

"But you are so little, how will you carry enough fire?" the council asked.

"I'll manage all right," answered Water Spider. "I can spin a web." so she spun a thread from her body and wove it into a little bowl and fastened the little bowl on her back. Then she crossed over to the island and through the grass. She put one little coal of fire into her bowl and brought it across to the people.

The princess and the pea (Japanese female)

Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted. There were princesses enough, but it was difficult to find out whether they were real ones. There was always something about them that was not as it should be. So he came home again and was sad, for he would have liked very much to have a real princess.

One evening a terrible storm came on; there was thunder and lightning, and the rain poured down in torrents. Suddenly a knocking was heard at the city gate, and the old king went to open it.

It was a princess standing out there in front of the gate. But, good gracious! What a sight the rain and the wind had made her look. The water ran down from her hair and clothes; it ran down into the toes of her shoes and out again at the heels. And yet she said that she was a real princess.

Well, we'll soon find that out, thought the old queen. But she said nothing, went into the bed-room, took all the bedding off the bedstead, and laid a pea on the bottom; then she took twenty mattresses and laid them on the pea, and then twenty eider-down beds on top of the mattresses.

On this the princess had to lie all night. In the morning she was asked how she had slept.

"Oh, very badly!" said she. "I have scarcely closed my eyes all night. Heaven only knows what was in the bed, but I was lying on something hard, so that I am black and blue all over my body. It's horrible!"

Now they knew that she was a real princess because she had felt the pea right through the twenty mattresses and the twenty eider-down beds.

Nobody but a real princess could be as sensitive as that.

So the prince took her for his wife, for now he knew that he had a real princess; and the pea was put in the museum, where it may still be seen, if no one has stolen it.

There, that is a true story.

Appendix 3

Questionnaire

Dear participant,

I am a student in the Department of English in the Middle East University, Amman, Jordan. I am currently conducting a research on foreign language speech and accent for the fulfillment of the master degree requirements in linguistics under the supervision of Prof. Riyad Hussein. I appreciate it very much if you would kindly help me by listening to the recordings and taking 15 to 20 minutes answering the questions that follow.

The questionnaire aims at investigating an academic issue. For this purpose, native speakers of English are kindly requested to fill out the questionnaire which consists of three sections. Section One includes biographical data such as age, gender etc. Section Two deals with perception of English spoken by foreign speakers and Section Three measures the intelligibility of foreign speech by native speakers of English. Shortly you will listen to funny short stories in English performed by six non native speakers of English.

After listening to each of the six recordings, you are kindly requested to fill out the second and third sections of the questionnaire related to perception and intelligibility. Before moving to the next section, please make sure that you answered all the questions. Once you have finished with assessing the first speaker, please click NEXT to listen to the other voice and continue. The researcher assures you that the information provided in response to the items in this questionnaire will be strictly confidential and will be accessible to the researcher only.

The researcher hopes that you will cooperate by providing accurate answers.

Thank you so much in advance, and please do not hesitate to contact me if you have any further questions

E-mail: mais_jaber@hotmail.com

Section one: Demographics Questions

Answer the following question:

1- Gender?

- male
- female

2 - AGE?

- Less than 20
- 20 to 30
- 31 or above

4- *What nationality are you?*

- American
- British
- Canadian
- Australian
- New Zealander

5- Do you speak a second language? If yes what is it?

- No
- Yes.....

6 - Does any of your friends/ acquaintances speak English as a second /second language?

- No
- If yes, what is his/her first language? -----

When I hear a non native speaker of English speaking my language, I want it to be accurate and free from foreign accent

Disagree 1-----2-----3-----4-----5 Agree

Section two: native speaker of English perception of the first speaker:

Please listen to the first recordings then answer the following questions by circling the number which is closest to the adjective reflecting your opinion:

How do you find the first speaker's *Way of Speaking*?

| | | |
|-------------------|---------------------------|-------------------|
| <i>Unpleasant</i> | 1-----2-----3-----4-----5 | <i>Pleasant</i> |
| <i>Uneducated</i> | 1-----2-----3-----4-----5 | <i>Educated</i> |
| Unconfident | 1-----2-----3-----4-----5 | Confident |
| <i>Cold</i> | 1-----2-----3-----4-----5 | <i>Warm</i> |
| <i>Low class</i> | 1-----2-----3-----4-----5 | <i>High class</i> |
| Poor | 1-----2-----3-----4-----5 | Rich |
| Bossy | 1-----2-----3-----4-----5 | Friendly |
| Lazy | 1-----2-----3-----4-----5 | Hard working |
| Dumb | 1-----2-----3-----4-----5 | Smart |
| Unattractive | 1-----2-----3-----4-----5 | Attractive |

• ***What do you think is the speaker's profession?***

1. Doctor
2. Chef
3. Taxi driver
4. *Chef*
5. Salesman
6. *Other, specify -----*

• ***Where do you think the speaker comes from?***

Section three:

Please answer the following questions by circling the number which is closest to the adjective reflecting your opinion

How do you find the first speaker's accent?

Vague 1-----2-----3-----4-----5 Clear
 Difficult 1-----2-----3-----4-----5 Easy

The speaker's accent helps me understand the text

Disagree 1-----2-----3-----4-----5 Agree

The speaker's intonation helps me understand the content

Disagree 1-----2-----3-----4-----5 Agree

Answer the following questions by circling a, b, c or d

- How much of the text did you understand?
 - a. 10%-30%
 - b. 31%-50%
 - c. 51%-75%
 - d. 76%-100%
- How accurate is the speaker's pronunciation?
 - a. 10%-30%
 - b. 31%-50%
 - c. 51%-75%
 - d. 76%-100%
- How fluent is the speaker?
 - a. 10%-30%
 - b. 31%-50%
 - c. 51%-75%
 - d. 76%-100%

Section two: native speaker of English perception of the first speaker:

Please listen to the second recordings then answer the following questions by circling the number which is closest to the adjective reflecting your opinion:

How do you find the second speaker's *Way of Speaking*?

| | | |
|-------------------|---------------------------|-------------------|
| <i>Unpleasant</i> | 1-----2-----3-----4-----5 | <i>Pleasant</i> |
| <i>Uneducated</i> | 1-----2-----3-----4-----5 | <i>Educated</i> |
| Unconfident | 1-----2-----3-----4-----5 | Confident |
| <i>Cold</i> | 1-----2-----3-----4-----5 | <i>Warm</i> |
| <i>Low class</i> | 1-----2-----3-----4-----5 | <i>High class</i> |
| Poor | 1-----2-----3-----4-----5 | Rich |
| Bossy | 1-----2-----3-----4-----5 | Friendly |
| Lazy | 1-----2-----3-----4-----5 | Hard working |
| Dumb | 1-----2-----3-----4-----5 | Smart |
| Unattractive | 1-----2-----3-----4-----5 | Attractive |

• ***What do you think is the speaker's profession?***

1. Doctor
2. Chef
3. Taxi driver
4. *Chef*
5. Salesman
6. *Other, specify -----*

• ***Where do you think the speaker comes from?***

Section three:

Please answer the following questions by circling the number which is closest to the adjective reflecting your opinion

How do you find the second speaker's accent?

Vague 1-----2-----3-----4-----5 Clear
 Difficult 1-----2-----3-----4-----5 Easy

The speaker's accent helps me understand the text

Disagree 1-----2-----3-----4-----5 Agree

The speaker's intonation helps me understand the content

Disagree 1-----2-----3-----4-----5 Agree

Answer the following questions by circling a, b, c or d

- How much of the text did you understand?
 - a. 10%-30%
 - b. 31%-50%
 - c. 51%-75%
 - d. 76%-100%
- How accurate is the speaker's pronunciation?
 - a. 10%-30%
 - b. 31%-50%
 - c. 51%-75%
 - d. 76%-100%
- How fluent is the speaker?
 - a. 10%-30%
 - b. 31%-50%
 - c. 51%-75%
 - d. 76%-100%

Section two: native speaker of English perception of the first speaker:

Please listen to the third recordings then answer the following questions by circling the number which is closest to the adjective reflecting your opinion:

How do you find the third speaker's *Way of Speaking*?

| | | |
|-------------------|---------------------------|-------------------|
| <i>Unpleasant</i> | 1-----2-----3-----4-----5 | <i>Pleasant</i> |
| <i>Uneducated</i> | 1-----2-----3-----4-----5 | <i>Educated</i> |
| Unconfident | 1-----2-----3-----4-----5 | Confident |
| <i>Cold</i> | 1-----2-----3-----4-----5 | <i>Warm</i> |
| <i>Low class</i> | 1-----2-----3-----4-----5 | <i>High class</i> |
| Poor | 1-----2-----3-----4-----5 | Rich |
| Bossy | 1-----2-----3-----4-----5 | Friendly |
| Lazy | 1-----2-----3-----4-----5 | Hard working |
| Dumb | 1-----2-----3-----4-----5 | Smart |
| Unattractive | 1-----2-----3-----4-----5 | Attractive |

• ***What do you think is the speaker's profession?***

1. Doctor
2. Chef
3. Taxi driver
4. *Chef*
5. Salesman
6. *Other, specify -----*

• ***Where do you think the speaker comes from?***

Section three:

Please answer the following questions by circling the number which is closest to the adjective reflecting your opinion

How do you find the third speaker's accent?

Vague 1-----2-----3-----4-----5 Clear
 Difficult 1-----2-----3-----4-----5 Easy

The speaker's accent helps me understand the text

Disagree 1-----2-----3-----4-----5 Agree

The speaker's intonation helps me understand the content

Disagree 1-----2-----3-----4-----5 Agree

Answer the following questions by circling a, b, c or d

- How much of the text did you understand?
 1. 10%-30%
 2. 31%-50%
 3. 51%-75%
 4. 76%-100%
- How accurate is the speaker's pronunciation?
 - a. 10%-30%
 - b. 31%-50%
 - c. 51%-75%
 - d. 76%-100%
- How fluent is the speaker?
 - a. 10%-30%
 - b. 31%-50%
 - c. 51%-75%
 - d. 76%-100%

Section two: native speaker of English perception of the first speaker:

Please listen to the fourth recordings then answer the following questions by circling the number which is closest to the adjective reflecting your opinion:

How do you find the fourth speaker's *Way of Speaking*?

| | | |
|-------------------|---------------------------|-------------------|
| <i>Unpleasant</i> | 1-----2-----3-----4-----5 | <i>Pleasant</i> |
| <i>Uneducated</i> | 1-----2-----3-----4-----5 | <i>Educated</i> |
| Unconfident | 1-----2-----3-----4-----5 | Confident |
| <i>Cold</i> | 1-----2-----3-----4-----5 | <i>Warm</i> |
| <i>Low class</i> | 1-----2-----3-----4-----5 | <i>High class</i> |
| Poor | 1-----2-----3-----4-----5 | Rich |
| Bossy | 1-----2-----3-----4-----5 | Friendly |
| Lazy | 1-----2-----3-----4-----5 | Hard working |
| Dumb | 1-----2-----3-----4-----5 | Smart |
| Unattractive | 1-----2-----3-----4-----5 | Attractive |

• ***What do you think is the speaker's profession?***

1. Doctor
2. Chef
3. Taxi driver
4. *Chef*
5. Salesman
6. *Other, specify -----*

• ***Where do you think the speaker comes from?***

Section three:

Please answer the following questions by circling the number which is closest to the adjective reflecting your opinion

How do you find the fourth speaker's accent?

Vague 1-----2-----3-----4-----5 Clear
 Difficult 1-----2-----3-----4-----5 Easy

The speaker's accent helps me understand the text

Disagree 1-----2-----3-----4-----5 Agree

The speaker's intonation helps me understand the content

Disagree 1-----2-----3-----4-----5 Agree

Answer the following questions by circling a, b, c or d

- How much of the text did you understand?
 - a. 10%-30%
 - b. 31%-50%
 - c. 51%-75%
 - d. 76%-100%
- How accurate is the speaker's pronunciation?
 - a. 10%-30%
 - b. 31%-50%
 - c. 51%-75%
 - d. 76%-100%
- How fluent is the speaker?
 - a. 10%-30%
 - b. 31%-50%
 - c. 51%-75%
 - d. 76%-100%

Section two: native speaker of English perception of the first speaker:

Please listen to the fifth recordings then answer the following questions by circling the number which is closest to the adjective reflecting your opinion:

How do you find the fifth speaker's *Way of Speaking*?

| | | |
|-------------------|---------------------------|-------------------|
| <i>Unpleasant</i> | 1-----2-----3-----4-----5 | <i>Pleasant</i> |
| <i>Uneducated</i> | 1-----2-----3-----4-----5 | <i>Educated</i> |
| Unconfident | 1-----2-----3-----4-----5 | Confident |
| <i>Cold</i> | 1-----2-----3-----4-----5 | <i>Warm</i> |
| <i>Low class</i> | 1-----2-----3-----4-----5 | <i>High class</i> |
| Poor | 1-----2-----3-----4-----5 | Rich |
| Bossy | 1-----2-----3-----4-----5 | Friendly |
| Lazy | 1-----2-----3-----4-----5 | Hard working |
| Dumb | 1-----2-----3-----4-----5 | Smart |
| Unattractive | 1-----2-----3-----4-----5 | Attractive |

• ***What do you think is the speaker's profession?***

1. Doctor
2. Chef
3. Taxi driver
- 4. Chef**
5. Salesman
6. *Other, specify* -----

• ***Where do you think the speaker comes from?***

Section three:

Please answer the following questions by circling the number which is closest to the adjective reflecting your opinion

How do you find the fifth speaker's accent?

Vague 1-----2-----3-----4-----5 Clear
 Difficult 1-----2-----3-----4-----5 Easy

The speaker's accent helps me understand the text

Disagree 1-----2-----3-----4-----5 Agree

The speaker's intonation helps me understand the content

Disagree 1-----2-----3-----4-----5 Agree

Answer the following questions by circling a, b, c or d

- How much of the text did you understand?
 - a. 10%-30%
 - b. 31%-50%
 - c. 51%-75%
 - d. 76%-100%
- How accurate is the speaker's pronunciation?
 - a. 10%-30%
 - b. 31%-50%
 - c. 51%-75%
 - d. 76%-100%
- How fluent is the speaker?
 - a. 10%-30%
 - b. 31%-50%
 - c. 51%-75%
 - d. 76%-100%

Section two: native speaker of English perception of the first speaker:

Please listen to the sixth recordings then answer the following questions by circling the number which is closest to the adjective reflecting your opinion!

How do you find the sixth speaker's *Way of Speaking*?

| | | |
|-------------------|---------------------------|-------------------|
| <i>Unpleasant</i> | 1-----2-----3-----4-----5 | <i>Pleasant</i> |
| <i>Uneducated</i> | 1-----2-----3-----4-----5 | <i>Educated</i> |
| Unconfident | 1-----2-----3-----4-----5 | Confident |
| <i>Cold</i> | 1-----2-----3-----4-----5 | <i>Warm</i> |
| <i>Low class</i> | 1-----2-----3-----4-----5 | <i>High class</i> |
| Poor | 1-----2-----3-----4-----5 | Rich |
| Bossy | 1-----2-----3-----4-----5 | Friendly |
| Lazy | 1-----2-----3-----4-----5 | Hard working |
| Dumb | 1-----2-----3-----4-----5 | Smart |
| Unattractive | 1-----2-----3-----4-----5 | Attractive |

• ***What do you think is the speaker's profession?***

1. Doctor
2. Chef
3. Taxi driver
4. *Chef*
5. Salesman
6. *Other, specify -----*

• ***Where do you think the speaker comes from?***

Section three:

Please answer the following questions by circling the number which is closest to the adjective reflecting your opinion

How do you find the sixth speaker's accent?

Vague 1-----2-----3-----4-----5 Clear

Difficult 1-----2-----3-----4-----5 Easy

The speaker's accent helps me understand the text

Disagree 1-----2-----3-----4-----5 Agree

The speaker's intonation helps me understand the content

Disagree 1-----2-----3-----4-----5 Agree

Answer the following questions by circling a, b, c or d

- How much of the text did you understand?
 - a. 10%-30%
 - b. 31%-50%
 - c. 51%-75%
 - d. 76%-100%
- How accurate is the speaker's pronunciation?
 - a. 10%-30%
 - b. 31%-50%
 - c. 51%-75%
 - d. 76%-100%
- How fluent is the speaker?
 - a. 10%-30%
 - b. 31%-50%
 - c. 51%-75%
 - d. 76%-100%