



Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages

MASTER THESIS

Letters and Foreign Languages
English Language
Sciences of the language

Submitted and Defended by:
NAILI Syrine

Title

**Investigating the Effect of English Accents on Student`s Listening
Comprehension.**

The case of **First-Year students.**

at Mohamed Kheider University of Biskra

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of the
Requirements for the Degree of Master in Sciences of Language

Board of Examiners

Dr. BECHAR Maamar	MCA Biskra	President
Mrs. MOUSSAOUI Nadjat	MAA Biskra	Supervisor
Dr. SEGUENI Lamri	MAA Biskra	Examiner

Academic Year: 2021-2022

Declaration

I, NAILI Syrine, hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that all of the cited and quoted sources in this work are put forward in the references list. This work was certified and completed at Mohammed KHEIDER University of Biskra. Algeria.

Certified: Mrs. NAILI Syrine , Master student, Section of English.

Signature:

Dedication

*I dedicate this work to
My beloved parents
and to all people who know me*

Thank you

Acknowledgements

In the name of Allah, the Most Merciful and Compassionate; peace be upon Mohammed, His servant and messenger. Praise be to Almighty God, whose mercies and exaltation provided me with the strength to accomplish this task and to sustain my efforts, which most of the time fluctuated. My deepest gratitude is owed to my professor and supervisor, Ms. Moussaoui Nadjat, for her scientific assistance, exemplary guidance, enduring patience, and constant encouragement. It was her inspirational words and diligence that went a long way to helping me complete the dissertation. It was an honor to complete this project under Her supervision.

In closing, I would like to thank the Board of Examiners: **Dr. Segueni Lamri**, and **Mr. Maamar Bechar**.

My heartfelt gratitude goes to my beloved parents **Mr. Naili Abd El Aziz** and **Mrs. Louail Saadia**, for their support and motivation.

Abstract

This dissertation was conducted with the aim of investigating the effects of accented speech on students' listening comprehension. Hence, the main focus of this study is to point out listening comprehension problems by comparing how different English accents affect students' performance in listening tests. Our study was premised on the following hypotheses. First, English accents (native or non-native) do not affect first-year English students' listening comprehension of spoken language, second, English accents (native or non-native) affect first-year English students' listening comprehension of spoken language. To achieve our aims, two methods were conducted with 20 first-year LMD students at Biskra University, Department of English and used for data collection. First, two listening tests to verify the hypothesis. Second, a questionnaire was administered to first-year students in order to see their perceptions about the use of accented speech. The study was exploratory in nature that used a mixed-methods approach as its methodology. In this regard, the study findings showed that participants demonstrated several listening comprehension difficulties that were related to the accent. Furthermore, the practicality of the effect of accent was reflected in the difference between T1 and T2 test scores, with T1 scores being significantly higher than T2. As a result, the study concluded that familiarity with accent is the most important aspects to understand accented speech.

Key Terms:

Listening comprehension, EFL learners, Accent, Accented speech.

List of Abbreviations and Acronyms

EFL: English foreign language

ESL: English as a second language

%: per cent

N: Number

T1: Test one

T2: Test two

List of Figures

Figure3. 1: student`s Gender	44
Figure3. 2: Choice Reason Responses	45
Figure3. 3: Law Experience Responses.....	46
Figure3. 4:Law lecture`s significance.....	46
Figure3. 5: Applying Recommendation	47
Figure3. 6: Records Understanding Difficulties.....	48
Figure3. 7: Records Comprehensibility Degree	49
Figure3. 8: Students Scores	50
Figure3. 9: Student`s listening competence	55
Figure3. 10: Student`s understanding difficulties.....	55
Figure3. 11: Native Accents Effect on Student`s Listening.....	56
Figure3. 12: Native Accent Effect Degree on Student`s Listening Comprehension	57
Figure3. 13: Non-native Accent Effect on Student`s Listening.....	58
Figure3. 14: Native Accent Effect Degree on Student`s Listening Comprehension	59
Figure3. 15: Student`s Listening Preference	59
Figure3. 16: Accented- Speech Understanding	60
Figure3. 17: Most Understandable English Accent	62
Figure3. 18: Most Difficult English Accents.....	64
Figure3. 19: Native Accents Difficulties.....	65
Figure3. 20: Non-native Accents Difficulties	66

List of Tables

Table3. 1 : Student`s Gender	44
Table3. 2: Choice Reason Responses.....	45
Table3. 3: Law Experience Responses	45
Ta: Law Table3. 4:lecture`s significance	46
Table3. 5: Applying Recommendation.....	47
Table3. 6: Records Understanding Difficulties	48
Table3. 7: Records Comprehensibility Degree.....	49
Table3. 8: Students Scores	49
Table3. 9: Test1and2 Scores with the Difference and Difference Squared	51
Table3. 10: Summary of Results.....	52
Table3. 11: Student`s listening competence.....	54
Table3. 12: Student`s understanding difficulties	55
Table3. 13: Native Accents Effect on Student`s Listening	56
Table3. 14: Native Accent Effect Degree on Student`s Listening Comprehension.....	57
Table3. 15: Non-native Accents Effect on Student`s Listening.....	58
Table3. 16: Native Accent Effect Degree on Student`s Listening Comprehension.....	58
Table3. 17 : Student`s Listening Preference.....	59
Table3. 18: Accented- Speech Understanding.....	60
Table3. 19: Most Understandable English Accent.....	61
Table3. 20: Most Difficult English Accents	63
Table3. 21: Native Accents Difficulties	64
Table3. 22: Non-native Accents Difficulties.....	65
Table3. 23: Scoring Range of Likert Scale	66

List of Appendices

Appendix A: Students' Listening tests.

Appendix B: Students Questionnaire.

Table of Contents

Declaration.....	I
Dedication.....	II
Acknowledgements	III
Abstract.....	IV
List of Abbreviations and Acronyms.....	V
List of Figures.....	VI
List of Tables	VII
List of Appendices.....	VIII
<hr/>	
General Introduction.....	
Introduction:	1
1. Statement of the problem:.....	2
2. Significance of the study:.....	2
3- Aims:	2
4. Research Questions:	3
5. Hypothesis:	3
6. Methodology:.....	3
7. Population and Sample:	4
8. Dissertation Structure:	4

Chapter One:

Listening skill

Introduction:	5
1.1 Listening Definition:.....	5
1.2 Listening Comprehension:.....	7
1.3 Listening Significance in Language Learning:	9
1.4 S/FLA Listening and Listening Comprehension:	10
1.5 Listening process:	12
1.5.1 Bottom-up:.....	14
1.5.2 Top-down:	15
1.5.3 Interactive processing:.....	16
1.6 Types of listeners:.....	16
1.6.1 Competent listener:.....	16
1.6.2 Listener of modest ability:.....	17
1.6.3 Listener of limited ability:	17
1.7 Listening Types:	17
1.7.1 Active Listening:	18
1.7.2 Empathic Listening:.....	18
1.7.3 Critical Listening:	18
1.7.4 Appreciative Listening:	18
1.7.5 Discriminative Listening:	19
1.8 Major Problems in Listening Comprehension:.....	19
1.8.1 Quality of Recorded Materials:	19
1.8.2 Cultural Differences	19

1.8.3 Accent:20

1.8.4 Unfamiliar Vocabulary:20

1.8.5 Length and Speed of Listening:21

Conclusion:21

Chapter Two

Accent Effect

Introduction:22

2.1 Accent Definition:22

2.2 Accent & Nativeness:25

2.3 Accent & EFL comprehension:27

2.3.1 Accent Intelligibility:27

2.3.2 Accent Elements:28

2.3.3 L1 transfer:29

2.3.4 Accent familiarity:30

2.3.5 Listening Efforts:32

2.3.6 Listener`s judgment:33

2.4 Previous Studies:35

Conclusion:36

Chapter Three

Analysis and Discussion of the Result

Introduction:37

3.1 Research Methodology:37

3.1.1 Research Approach:.....	37
3.1.2 Research Design:	38
3.1.3 Population and sample:.....	38
3.1.4 Procedures of Data Collection:	39
3.1.4.1 Questionnaire:.....	39
3.1.4.1.1 Students' Questionnaire:.....	40
3.1.4.1.1.1 Aim of the Students' Questionnaire:.....	40
3.1.4.1.1.2 Description of the Questionnaire:.....	40
3.1.4.2 Listening Tests:.....	41
3.1.4.2.1 Aims of the Two Listening tests:.....	41
3.3.4.2.2 Description of the Two Listening Tests:	41
3.3.4.2.3 Scoring:.....	41
3.3.4.2.4 Materials:	42
3.1.5 Piloting and validation:.....	42
3.1.6 Procedures of Data Analysis:	43
3.1.6.1 Statistical Package for Social Sciences (SPSS):.....	43
3.1.6.2 Content Analysis:	43
3.2 Presentation of The Results:	43
3.2.1 Tests Analysis:.....	43
3.3.1 Listening Tests Discussion:	52
3.2.2 Presentation of the Questionnaire Results	53
Section One: General information	53

3.3 Interpretation and Discussion:	66
3.3.2 Questionnaire Discussion:	66
3.4 Summary and Synthesis of Findings:	68
Conclusion:	71
General Conclusion	
General Conclusion:	72
Pedagogical Recommendation:	74
Study Limitations:	76
References	77
Appendices	
APPENDIX 1:	89
APPENDIX2:	91
المخلص.....	95
Résumé	96

General Introduction

Introduction:

Language comprehension is one of the spontaneous processes learners perform every day. This involves understanding and extrapolating meaning from the spoken or written language using different cognitive mechanisms and processes. Listening is a crucial and fundamental skill that is considered the foundation for all other skills in spoken language comprehension. However, S/FLA researchers are mainly concerned with how learners acquire or learn new languages. They are also concerned with how they use them. This is why the majority of students prefer to improve their verbal skills rather than their auditory skills. Listening comprehension is imperative in the learning of a second or foreign language because of the aspects it covers, such as Lexis, syntax, semantics, phonology, and others. Thus, listening is a complex skill that requires multiple cognitive operations in the process of comprehension and is affected by a variety of factors.

In this regard, there are difficulties in determining the intended meaning of accented speech, which could cause comprehension reduction for listeners. Floccia et al (2009) state about accented speech affects immediately the listener's ability to recover and retrieve the speaker's message than identify particular words of this message.

Hence, this study provides a description of listening skills, nature, processes, procedures, and types. In addition, examine whether different English accents have any significant effect on students' listening comprehension. Also, explores how accented speech obstructs listeners from grasping the intended meaning and identifies the difficulties students have with accented speech processing.

1. Statement of the problem:

EFL learners always encounter a lot of difficulties and challenges in understanding spoken language, mainly from accented speakers in lectures or listening tests. English students at UMKB are shifting their focus from improving their listening to placing a great emphasis on writing, reading, and speaking skills. Additionally, students are not trained to use their listening skills effectively. Even if they are, most of them are only good at understanding the accent they are most exposed to. As a result, students' listening comprehension is insufficient and does not correspond to the real academic field that witnessed the rise of different varieties of English accents by students, and teachers .

2. Significance of the study:

Theoretically, this study provided a detailed description of listening skill and the mechanisms involved in it. Also, shed the lights on the effect of different English language accents, native or non-native, on students listening comprehension focusing on the impact of student`s perceptions towards accented speech and how they determine comprehensibility of accents.

Practically, the study can be useful for students because it aims to provide an explanation to the reasons for their poor listening comprehension. As well as, it is expected to be valuable to English teacher because it will cover student`s attitudes towards a variety of English accents. Moreover, suggest strategies and techniques that can be used to improve students listening comprehension.

3- Aims:

EFL students tend to have difficulties in understanding spoken language. Therefore, this study aimed to investigate students' attitude towards using accented speech in lectures or listening tests. Also, provide an explanation of whether English accents native or non-native ones have

a significant effect on their listening comprehension. Furthermore, explore student`s understanding difficulties of accented speech. Consequently, cover all questions and answers related to the effect of accent on listening comprehension.

4. Research Questions:

This thesis asks on the following questions :

- 1- What are student`s perceptions and attitudes towards accented speech?
- 2- How does student perceptions of accents affect their listening comprehension?
- 3- What are accent understanding difficulties that students face in listening comprehension?

5. Hypothesis:

Null hypothesis: English accents (native or non-native) do not affect first-year English students listening comprehension of spoken language.

Alternative hypothesis: English accents (native or non-native) affect first-year English students listening comprehension of spoken language.

6. Methodology:

The researcher used a mixed-method design to collect data for the presented study. Questionnaire and two listening tests were the tools for gathering information due to their significance and accuracy to the addressed issue and being the most easily and available ones for collecting data in a short time. A questionnaire was designed and administered to first English year students at Mohamed Kheirder University, Biskra. The second data collection tool was two listening tests to measure students listening skill performance and to examine the influence of different used accents on their listening test scores. Eventually, the findings were presented and interpreted to answer the research questions.

7. Population and Sample:

The sample of the study was selected randomly because it is not possible to deal with all the participants. In this study, it is the source of data collection comprises twenty (20) first-year students. Therefore, two listening tests were designed and administered to first-year students. In addition, a student`s questionnaire has been planned for the same students who conducted the two tests. The twenty (20) students who responded to the questionnaire as said above were chosen randomly among the total number of first-year LMD students` population (391) at the University of Mohamed kheider Biskra.

8. Dissertation Structure:

The study was divided into three chapters.

The first and second chapters were the theoretical part of the dissertation. In the first chapter, there was a description of listening skill, processes, types, as well as, mechanism difficulties encountered by students. The second chapter tackled accent challenges face students in listening comprehension. Chapter three consisted of the practical part where the research method was applied presenting data collection, tools, sample, and findings in a statistical form.

Chapter One:

Listening skill

Content:

Introduction

1.1 Listening Definition

1.2 Listening Comprehension

1.3 Listening Significance in Language Learning

1.4 S/FLA Listening and Listening Comprehension

1.5 Listening process

1.5.1 Bottom-up

1.5.2 Top-down

1.5.3 Interactive processing

1.6 Types of listeners

1.6.1 Competent listener

1.6.2 Listener of modest ability

1.6.3 Listener of limited ability

1.7 Listening Types

1.7.1 Active Listening

1.7.2 Empathic Listening

1.7.3 Critical listening

1.7.4 Appreciative Listening

1.7.5 Discriminative Listening

1.8 Major Problems in Listening Comprehension

1.8.1 Quality of Recorded Materials

1.8.2 Cultural Differences

1.8.3 Accent

1.8.4 Unfamiliar Vocabulary

1.8.5 Length and Speed of Listening

Conclusion

Introduction:

Learning a second or foreign language requires effective usage of listening skills. Listening skills are crucial for EFL/ESL learners to develop for the sake of having successful and effective communication which relies heavily on these skills. Therefore, they are essential components in the language learning process.

Listening is regarded as the most implicit and challenging skill for EFL/ESL learners. Thus, this chapter will be an overview of listening skill. First, a discussion of some main listening skills and comprehension concepts. Also, shedding some light on the significance of listening skills in developing students' listening comprehension and language learning. Furthermore, talking about how to measure it by dealing with the process of listening comprehension in general and with EFL/ESL listening comprehension in particular. Consequently, tackle listening and listener types. Lastly, dealing with different difficulties and challenges that students experience in the process of listening comprehension.

1.1 Listening Definition:

Different scholars have viewed the concept of listening differently based on different perspectives. Language acquisition begins with listening which makes it the most essential skill and the foundation of later language development that defines the communication process. For Bostrom (2011, introductory section), listening is “The acquisition, process, and retention of information in the interpersonal context.” Additionally, Everson emphasizes in his definition that “listening is a vital skill of language in the sense that it enables one to be able to understand what other people are saying or communicating” (2009, p. 29)

Furthermore, Listening has been seen as the selective auditory process of receiving, constructing, and interpreting the meaning of spoken and/ or non-verbal signals. According to Barker (1971, p. 29), listening is “The selective process of attending to, hearing, understanding, and remembering aural symbols”. With the same path as Wovin & Coakley’s (1988, p. 63) definition which states that listening is “The process of receiving, attending to, and assigning meaning to aural stimuli.” And ILA’s (1996) definition as “The process of receiving, constructing meaning from and responding to spoken and/or nonverbal messages.” That concentrates more attention on listening as a receptive skill that opens the mind to receiving information.

The process of listening broadly is defined by Rost (2002) as a process that involves not only receiving a speaker's actual message (receptive orientation), but also creating meaning through involvement, imagination, and empathy (constructive orientation), as well as negotiating the meaning between speakers and responding to them (cooperative orientation). While, Barbara (1971) and Kelly (1975) saw listening as a specific and deliberate ability of apprehension, analyzing, recalling, and making conclusions about sounds that are often intentional and usually voluntary. Additionally, Rankin (1926, p.13) summarizes the listening process as “The ability to understand spoken language”

Despite the fact that listening is a complex issue to be investigated due to its implicit nature which is equal to its importance. Rost (1994, p. 1) states that " listening is less directly observed and less noticeable in both its development and its everyday use". Also, it is difficult because of the different mental processes associated with the interpretation of sounds that listeners must utilize to match what they hear to what they already know in an effort to comprehend what they are exposed to. “Listening is a complex, problem-solving skill, and it is more than just perception of sound.” (Oxford, 1993, p. 206).so Hearing sounds is just one

part of listening; it involves complex problem-solving processes and that's what makes it a complex issue to investigate.

Throughout history, listening has been defined as an active act of assigning meaning to sounds. Spearritt (1962, p. 4) defined listening as "The active process involved in attach[ing] meaning to sounds." While Tucker (1925, as cited in Glenn, 1989, p.21) derives our attention to the concept of concentration in listening by defining it as "An analysis of the impressions resulting from concentration where an effort of will is required". Whereas, River (1966) stated that listening is a creative skill in which listeners have to overcome the speaker's choice of vocabulary, and structure to create meaning by understanding the sound falling on our ears, then taking the raw material of words, arrangements of words, and the rise and fall the voice.

To sum up, the previous listening definitions claimed that it is a multiple-functional skill, implying that it combined physical and behavioural systems. However, many scholars have defined it variously, some said it is a simple spontaneous skill while others believed it is complex and intentional that needs a high level of cognitive abilities. In the light of these disagreements on a simple and straightforward definition of listening is difficult because listening is a complex and challenging issue to investigate (Witkin, 1990, p. 7 cited in Rost) gives reasons to claim this "No one theory about what listening is"

1.2 Listening Comprehension:

There are numerous scholars who claim that listening and listening comprehension are the same and use them interchangeably as a synonymous in methodology manuals. Richard (2008, p. 3) points out that "Listening as comprehension is the traditional way of thinking about the nature of listening.". The rationale behind this view of listening is because it was assumed that it facilitates understanding of spoken discourse in the second language learning process. However, others view listening as auditory processing which refers to the ability of decoding

sounds through the process of recognizing and interpreting sounds to recall them and comprehend what was heard later while listening comprehension is the process of understanding meaning that includes a higher level which determines the ability to comprehend the heard words by the brain to make sense of spoken language.

Additionally, the concept of listening comprehension was defined differently by scholars. O'Malley, Chamot, and Kupper (1989, p. 19) assumed that "listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge while relying upon multiple strategic resources to fulfill the task requirement". Along the same lines, Gilakjani and Ahmadi (2011) Theoretically viewed listening comprehension as an active process in which listeners focus on specific components of aural input, build meaning from passages, and correlate what they hear with background experience.

As a language skill, listening comprehension is the least explicit and the most challenging one to learn. It is considered to be "the least explicit and the most difficult language skill to tackle with." (Rahimi & Abedi, 2014, p.1454).

Generally, listening comprehension is regarded as an interactive complicated process. Rost (2002) considers it as the process that requires listeners to pay attention to comprehend the oral input from sound distinction, prior knowledge of vocabulary, grammar, stress, and intonation, in addition, to the use of linguistics, paralinguistic, or non-linguistic signs in contextual utterance. In the same vein, Holden (2004) viewed listening comprehension as a difficult activity that demands mental exertion to ensure comprehension. Also, He emphasized that listeners ought to listen passively and then produce what they have understood.

Meanwhile, there are some scholars who claim that listeners are not active in the listening comprehension process. In this regard, Thomson (2003) states that listeners are actively

involved in the process of listening comprehension rather than passive ones. With the same path, Jinhong (2011) has argued that listening comprehension is not merely “a process-oriented activity in which listeners need to deal with the input actively step by step” (p. 6) but is also “a creative activity [that] listeners construct or assign meanings based on the given information or their experience and background knowledge” (p. 7).

To resume, from the above definitions we can conclude that listening comprehension is a complex multifunctional process in which listeners used their prior knowledge and they must pay attention to all linguistic, non-linguistic elements of utterance to grasp the meaning of spoken discourse. That is to say, listeners are passive only at the initial phase of listening then they are active in the process of listening comprehension.

1.3 Listening Significance in Language Learning:

Listening skills are frequently overlooked because learners believe that listening is something they take for granted and comes naturally. Language learning is impossible without listening, which provides the learner with appropriate input. Learning cannot begin without listening. Ingram(1974) emphasizes "that comprehension is ahead of production a linguistic universal of acquisition ".

According to Hyslop and Tone (1989), Listening is the first linguistic mode that children acquire which serves as a basis for all elements of linguistic and cognitive development, as well as a lifelong role in learning and communication processes that are necessary for productive life engagement. Similarly, (Schultz, 2003) demonstrates that listening is based on communication rather than being merely a passive act. It is the procedure that allows us to maintain focus while also exceeding our limits. To put it another way, the ability to listen is an active, relational, and interpretive process that allows the listener to build meaning and develop the language learning process.

Moreover, Harmer (2007, p. 134) suggested that: "listening texts are good pronunciation models, in other words, and the more students listen, the better they get, not only at understanding speech but also at speaking themselves. Indeed, it is worth remembering that successful spoken communication depends not just on our ability to speak, but also on the effectiveness of the way we listen."

Another important aspect is Listening simplifies the rules of complicated language and makes the appearance of the other skills easier. According to Toni (2005 cited in Lynch), Listening is the beginning of every successful occurrence "All excellent communication starts with good listening" (p.5). Additionally, listening is considered to be the means that provides learners with important things such as information, world understanding, etc. As Guo and Wills (2006) point out "it is the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideals, sense of values" (p. 3)

In the end, listening skill is fundamental in language development due to its significance for receiving understandable language input. Moreover, listening abilities play a primary role in the process of building meaningful spoken language input.

1.4 S/FLA Listening and Listening Comprehension:

In the beginning, listening to foreign speech is particularly challenging for ESL and EFL learners because they need to comprehend grammar, accent, and vocabulary to grasp the altered meaning. EFL learners have to develop more cognitive abilities and use strategies that involved the phonological system, phonetic rules, tone melodies, and the stress system of spoken language in speech processing for aural decoding these abilities are readily acquired by first language children and partially acquired by foreign and second language learners. In other terms, whenever learners listen to a foreign language, many factors frequently obstruct

comprehension, which makes concentration a very difficult task. “it can be very challenging to concentrate in a foreign language” (Underwood, 1989; cited by Gestanti, 2017, p. 40). As a result, it can be assumed that listening comprehension remains a hard task for language learners because they must understand spoken language in a short amount of time. Listening ability is important in assisting learners' comprehension of English spoken by native and nonnative speakers.

Furthermore, there has been increased attention on L2 listening skills which become a much more prevalent topic in foreign language learning and teaching due to its perceived importance for both EFL classrooms and SLA research. (Rost, 1994) emphasizes the role of listening as an essential part of learning a foreign language, As a result, listening is an extremely important and effective process to learn vocabulary and grammar, as well as to improve speaking and language learning. Following the same row of thought, Nation and Newton (2009) state that “listening is the way of learning the language. It gives the learner information from which to build up the language necessary for using the language” (cited in Soufi, 2013, p. 26). Specifically, listening is a fundamental skill in learning a second or foreign language since it is impossible to speak a language without understanding what one listened to. Besides, listening acts as the base for other language skills, there is no speaking without listening. Nevertheless, Krashen (1984) claimed that "speaking is the result of acquisition. The ability to speak a second language emerges or develops on its own after the acquirer has built up enough competence listening and reading.", here he goes far to explain how speaking, with listening and reading as supportive skills, provides the basis for further development with receptive skills as well.

1.5 Listening process:

Before dealing with the listening process, Most learners do not differentiate between hearing and listening and use these two terms interchangeably, thinking they have the same meaning. Kline (1996) differentiates them by defining each as “Hearing is the reception of sound, listening is the attachment of meaning to the sound. Hearing is passive, listening is active” (p. 7). Also, Stephen & Lucas (1998) explained that “hearing Involves the vibration of sound wave on our eardrums and the firing of electrochemical impulses from the inner ear to the central auditory system of the brain, but listening involves paying attention to, and making sense of, what we hear”(p.56). On the other side, Rost (2002) clarifies the differences as follows: “Hearing is a form of perception. Listening is an active and intentional process. Although both hearing and listening involve sound perception, the difference in terms reflects a degree of intention” (p. 8)

To sum up, listening is an active and conscious process guided by intention while hearing is a passive one that occurs as a result of picking up sound waves by the listener`s ear from a speaker and it is the first phase of the listening process.

Also, there are important components that listeners have to identify to make the process successful. Those subcomponents of listening are well explained by (Rost,1994) as he considers the integration of these component skills is required for successful listening. As a result, he draws specific components list to master when dealing with this skill:

- Discriminate sounds.
- Recognize words.
- Identify stressed words and words grouped.
- Identify functions (like promising) in conversations

- Connect linguistic cues to paralinguistic cues (intonation and stress) and to non-linguistic cues (gestures and relevant objects in the situation) for meaning construction.
- Use prior knowledge and context to predict and then confirm meaning.
- Recall important words, topics, and ideas.
- Give appropriate feedback to the speaker.
- Reformulate what the speaker has said.

Brown (2001, p. 263) (adapted from Clark and Clark(1977) and Richards(1983) draws 8 processes involved in the comprehension of spoken language :

- 1- Raw speech: The hearer draws an image of the streaming speech in short-term memory.
- 2- Determine the Type of Speech: when speech events are processed, the hearer determines to which category it belongs.
- 3- Infer Speaker Objectives: The hearer can determine the speaker`s objectives based on the type of speech, context, and content.
- 4- Background Information Recalled: In relation to the context and subject matter of the speech, the hearer recall-related background information.
- 5- Assigned Literal meaning: the hearer in this stage interprets the utterance`s literal meaning.
- 6- Assigned Intended Meaning: The hearer interprets the utterance`s intended meaning.
- 7- Information Retained short or long-term: The hearer decides whether to retain the information in short or long-term memory.
- 8- Original Form Deleted: The hearer in the last stage deletes the message from the form originally it was received.

Anderson (1977) believes that any act of comprehension depends on one's knowledge of the world. So, schemata theory was developed in the pursuit of understanding the relationship between background knowledge and comprehension. Also, it has a major role in facilitating the listening comprehension process that occurs as a result of the Top-Down and Bottom-Up combination which is known as interactive processing. the schemata theory claims that: "the process of comprehension is guided by the idea that input is overlaid by the pre-existing knowledge in an attempt to find a match" (Lingzhu, 2003, p. 1)

1.5.1 Bottom-up:

According to Jack and Willy "the bottom-up processing model assumes that listening is a process of decoding the sounds that one hears in a linear fashion, from the smallest meaningful units (phonemes) to complete texts. According to this view, phonemic units are decoded and linked together to form words, words are linked together to form phrases, phrases are linked together to form utterances, and utterances are form together to form complete meaningful texts." (p. 239). Therefore, in this process listeners derive meaningful phonemic units from the decoded sounds to make meaningful texts.

In the 1940 and 1950s, behaviorist researchers developed the bottom-up model which Flowerdew& Miller (2005) explained it as follows: "Listeners build understanding by starting with the smallest units of the acoustic message: individual sounds, or phonemes. These are then combined into words, which, in turn, together make up phrases, clauses, and sentences. Finally, individual sentences combine to create ideas and concepts and relationships between them" (p. 24).

Moreover, Harmer (2001) emphasizes the bottom-up models' importance for successful understanding. "Without a good understanding of a reasonable proportion of the details gained through some Bottom-up processing, we will be unable to get any clear general picture of what

the text is about"(p. 201). In the same vein, Vandergrift (2002, p. 2) states that listeners use BUP "when they use linguistic knowledge to understand the meaning of a message. They build meaning from the lower-level sounds to words to grammatical relationships to lexical meaning in order to arrive at the final message." In a more precise way, listeners use their linguistic knowledge to comprehend messages, in this way listeners can assemble the meaning from sounds to reach the final message meaning.

1.5.2 Top-down:

In this process, and in contrast with the bottom-up process listeners interpret the speaker`s original meaning based on new input to comprehend the meaning using their background knowledge. So, in the top-down process learner`s prior knowledge is the starting point and the source for their later comprehension.

According to Jack and Willy "the top-down view suggests that the listening actively constructs the original meaning of the speaker using incoming sounds as clues. In this reconstruction process, the listener uses previous knowledge of the context and situation within which the listening takes place to make sense of what he or she hears. Context and situation include such things as knowledge of the topic at hand, the speaker or speakers and the relationship to the situation, as well as to each other and prior events." (p. 239).

Additionally, top-down processing was defined by Lynch and Mendelsohn (2002, p. 197) as: "going from whole to part, and focused on interpretation of meaning rather than recognition of sounds, words and sentences. Listeners actively formulate hypotheses as to speaker`s meaning, and confirm or modify them where necessary."

1.5.3 Interactive processing:

For the seeks to improve comprehension, interactive processing overcomes the drawbacks of bottom-up and top-down processing. Harmer (2001) suggests integrating both the bottom-up and top-down processes in order to achieve the process of listening. “Sometimes it is the individual details that help us to understand the whole; sometimes it is our overview that allows us to process the details” (p.18). Sharing the same thoughts, Vandergrift (1997) considers Learning top-down and bottom-up processing together will help learners better understand a message because both are vital for learning.

On the other side, Brown (2001) confirmed the importance that listeners should use both processes since top-down and bottom-up can offer keys to determine spoken discourse meaning. Bottom-up processes focus on sounds, words, intonation, grammatical structure, and other components of spoken language. While top-down processes are concerned with schemata activation, deriving meaning, global comprehension, and text interpretation. Therefore, combining the two processes allow listeners to have better spoken language comprehension.

1.6 Types of listeners:

Before dealing with listening types, there is a need to address different types of listeners. Rost (1994) has distinguished between three types of listeners as follows:

1.6.1 Competent listener:

According to Rost (1994) in this type, listeners must have excellent listening skills which allow them to be able to recognize all speech types, listening to completely incomprehensible speech in which they can note where the speaker is ambiguous, also they can understand and reacts correctly in various target culture settings and social situations. To resume, a good listener is

chosen to do effectively in any work requiring oral understanding and to act as a native listener in different cultural and social situations.

1.6.2 Listener of modest ability:

For Rost (1994) listeners may react inappropriately when dealing with the various contexts and social situations of the target culture. Listeners are capable to grasp the majority of speech styles, as well as some abstract and oral concepts, but with the need for some repeats and explanations. Also, they can tell where the speaker's speech is standard and where his knowledge isn't sufficient to reach comprehension, but he or she will be perplexed as to what is causing the problem in their listening comprehension. However, there will be always confusion for them as to the source of the difficulty in comprehending.

1.6.3 Listener of limited ability:

In the final type Rost (1994) assumed that listeners are incapable of sustaining understanding in an interaction, displaying limited ranges of responses. Listeners can only grasp a limited range of speech patterns. Without being exposed to non-linguistic components, they are unable to comprehend complex concepts provided in the target language. In addition, they are constantly in need of re-explanation, repetition, and clarification. In more precise terms, when speech is incoherent, limited ability listeners failed to ask for clarifications because he is unable to pinpoint the source of the problem.

1.7 Listening Types:

Pearson (2011) identified 5 listening types which are active listening, empathic listening, critical listening, appreciative listening, and discriminative listening.

1.7.1 Active Listening:

active listening is the first type which refers to intentional listening for a specific purpose. In this type of listening, listeners are considered to be active participants who pay attention to all meaning sense, and represent what is said and heard, so listeners actively interpret the listening process by paraphrasing what is said, rechecking comprehension, then organizing it for feedback. (Pearson, p.115).

1.7.2 Empathic Listening:

Listeners in this type have to carefully listen to understand the speaker`s thoughts, opinions, and emotions by being supportive and showing empathy towards the speaker. According to Stephen and Lucas (1998) "Empathic listening provides emotional support for the speaker, as when a psychiatrist listens to a patient or when we lend a sympathetic ear to a friend in distress" (p.58). Sharing the same thoughts, empathic listening to Pearson (2011) "is the ability to perceive another person`s worldview as if were your own" (p.115).

1.7.3 Critical Listening:

Critical listening is where listeners went deeply with the process of testing, analyzing, and evaluating the heard message to accept or reject it. So, listeners must develop critical skills in their listening comprehension process.

1.7.4 Appreciative Listening:

It is also known as listening for pleasure, for instance, listening to music, songs, stories,... etc. Stephen and Lucas (1998) define it as "Listening for pleasure or enjoyment, as when we listen to music, to a comedy, or to an entertaining speech" (P57). In this type, listeners chose

what they want to listen to and feel pleased as Pearson explained “seeking out situations involving relaxing, fun, or emotionally stimulating information.”(p.115).

1.7.5 Discriminative Listening:

It is the most basic type of listening where listeners have to be aware of and understand the speaker’s speech. In this type, listeners have to develop sound distinguishing and sensing skills which are required to understand different speakers’ utterances.

1.8 Major Problems in Listening Comprehension:

According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014), learners may face a variety of challenges during the listening comprehension process, Here, these issues are addressed to be aware of these issues. The following are some of these issues:

1.8.1 Quality of Recorded Materials:

The quality of the records sound used in listening tasks can play a major role in student’s listening comprehension process (Azmi Bingol, Celik, Yidliz, & Tugrul Mart, 2014). Low-quality records reduce their comprehension, it could be indirectly by making students lose their interest or attention to the listening task or directly when students simply cannot understand what was said in the record because of its bad quality.

1.8.2 Cultural Differences:

Learners should be aware of the existence of different languages' cultural knowledge, which has a substantial effect on their comprehension. Especially when the listening task includes wholly diverse cultural components, the students may have serious understanding issues. Teachers are responsible for providing background information about the listening activities ahead of time (Azmi, Celik, Yidliz, & Tugrul, 2014).

1.8.3 Accent:

According to Buck (2001), when listeners hear a new accent for them, such as Indian English, for the first time after exclusively studying American English, they will have serious listening difficulties. This will undoubtedly disrupt the entire listening comprehension process, because an unfamiliar accent sounds like totally another language which will make comprehension very hard if not impossible for the listeners. According to Lynch "as second language listeners become more familiar with an individual speaker with a particular accent, they gradually have less difficulty in understanding it" (2009, p.22). That is to say, if listeners are exposed to a foreign accent, they will gradually learn to recognize and comprehend it, therefore, it will become more familiar to them when they hear, for example; native English speakers

1.8.4 Unfamiliar Vocabulary:

Vocabulary is extremely important in listening, especially for a foreign language learner. "It would seem reasonable to assume that knowledge of vocabulary plays a significant role in second language comprehension," (Lynch, 2009, p. 37). However, in a spoken piece, a noticeable aspect that can hinder comprehension is a lack of vocabulary. Students will find the listening activity a challenging task because their lack of the necessary vocabulary can obstruct their comprehension. As a result, when students don't have enough words, they won't be able to understand the target language.

Besides, According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014), it is quite easy for students to recognize familiar words in listening texts. When students understand the meaning of words, it can increase their interest and motivation, as well as improve their listening comprehension. Many words have several meanings, and learners will become confused if they are not used appropriately.

1.8.5 Length and Speed of Listening:

According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014), listening for a long time is not meant for all students, especially for lower-level ones. Instead, short passages are easier for learners to comprehend. Besides, the most significant obstacle to listening is speed. Speech rates can damage listening comprehension since listening to a spoken language at rate speech becomes unclear and too rapid for the listeners. When the speech rate increases, understanding decreases from a higher to a lower level (Lynch, 2009).

Conclusion:

As discussed above, this chapter dealt with the key concepts of listening comprehension by providing different scholars' definitions and views about listening as a skill, and listening comprehension. Also, made a distinction between listening and hearing. Moreover, this was done on purpose to emphasize the significance of listening in learning a foreign or second language and how it is important for other skill development. Listening comprehension processes were mentioned, in addition to the fundamental processing skills that listeners should have to succeed in the comprehension process. Furthermore, this chapter talked about listening kinds, components, as well as listener types. This chapter tackles major problems and difficulties that face students in their listening comprehension process for a better understanding of the skill.

Chapter Two:

Accent Effect

Contents

Introduction

2.1 Accent Definition

2.2 Accent & Nativeness

2.3 Accent & EFL comprehension

2.3.1 Accent Intelligibility

2.3.2 Accent Elements

2.3.3 L1 transfer

2.3.4 Accent familiarity

2.3.5 Listening Efforts

2.3.6 Listener`s judgment

2.4 Previous Studies

Conclusion

Introduction:

Listening is a crucial skill as being the first receptive foundational ability in learner's language development. In addition, the fact that English is now being used as a second language around the world means that many different accents can be heard. Students appear to have understanding difficulties of accented speech. Therefore, we are primarily concerned with issues related to understanding various English accents because learners face many difficulties in comprehending some spoken accents.

This chapter focuses on the contributions of accents in the comprehension process. Accent will be defined differently, in addition to an explanation of some widely misunderstood concepts and ideas related to accent, as well as the different types of accent. Moreover, this chapter aimed to provide detailed information about how native and non-native accents can affect listening comprehension. Additionally, identifying factors and reasons for learners' reduced understanding and the difficulty of understanding some English accents to determine why listening comprehension is difficult for EFL students such as familiarity with the used accent, and incorrect or unusual prosodic compositions. Consequently, tackling other factors that are related to listeners.

2.1 Accent Definition:

An accent is widely defined by different perspectives. In speaking, an accent is defined as a distinctive way of pronouncing words, which varies from region to region and even from socioeconomic status to socioeconomic status. According to the "Oxford Dictionary", the accent is defined as "a way of pronouncing the words of a language that show which country, area or social class a person comes from". Sharing the same definition, "The Longman

dictionary”, defined it as “the way someone pronounces the words of a language, showing which country or which part of a country they come from”. Additionally, an accent was defined in “Meriem Webster “ as a “way of speaking typical of a particular group of people and especially of the natives or residents of a region” and as “an effort in speech to stress one syllable over adjacent syllables”. Moreover, an accent in some languages simply refers to the mark where pressure or pitch is used in language to stress a particular syllable of a word.

Also, accents are viewed as an unconstrained arranged collection of prosodic and segmental characteristics shared in a particular geography or social area. Lippi-Green (1997) defined accent as “a loose bundles of prosodic and segmental features distributed over geographic and/or social space” (p.42). This means that accent refers to the set of phonetic features that enable a speaker to be distinguished within a particular region and/or social group, so the term is commonly used to highlight that a speaker does not speak in the standard form of language. or does not emphasize certain syllables or pitch in a way customary for a language. Lippi-Green (1997, 2012)also distinguishes between two types of accents: first language (L1) and second language (L2) accents.

First, the L1/ native accent is merely a systematic difference in the native language pronunciation. That is to say, all native English speakers have some diversity which is usually related to different aspects like geographic area (a mixture of one or more areas), or the impact of belonging to a specific cultural, ethnic, or social group. So regional accents or dialects are terms used to describe L1 accents (Ingram, 2009).

The second sort of accent, known as the L2 accent occurs when a native speaker of a language learns a second language (in this case, English), and the speaker's original language phonology bleeds into the target language. L2 accent is also known as foreign accent, according to Flege (1988b, p. 229), “foreign accent is a phenomenological experience of

listeners that is derived from detectable acoustic (and perhaps visual) differences between native and non-native speakers in the pronunciation of sounds and other speech units.” Where listeners are able to realize from few syllables or in 30 milliseconds (consciously or unconsciously) that the interlocutor is not “a fellow native speaker.” Also, Munro (1998, p. 139) defined it 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.” Moreover, Jenner (1976, p. 167) explains foreign accent as “the complex of interlingual or idiosyncratic phonological, prosodic and paralinguistic systems which characterize a speaker of a foreign language as non-native.” Yet, there is “no exact, comprehensive and universally accepted definition of a foreign accent exists” (Gut, 2007, p. 75).

If the social conditioning variables are good, children who are exposed to different languages during their language acquisition period could acquire more than one language, resulting in L1 accents in the languages spoken. Despite the fact that L2 accents differ significantly from L1 accents, both are affected by language external pressures in the same way. L2 accents, on the other hand, have linguistic qualities or attributes which are more strongly linked with the speaker's native language or national origin. So, An accent is defined as a “characteristic style of pronunciation determined by (or at least associated with) the speaker’s regional, social, or linguistic background” (Riney, Takagi, & Inutsuka, 2005, p. 442), but in second language acquisition terms refer to the extent second language speech differs from native-speaker norms (Derwing, Munro, & Wiebe, 1998). To resume, there are two types of accents, one known as foreign accents and another as the way a group of people speaks their own native language.

In many cases, there is a tendency to use The terms ‘accent’ and ‘dialect’ interchangeably. these terms are frequently confused and overlap. Hence, Hughes and Trudgill (2003)

differentiated the two terms from each other by stating that “dialect refers to varieties distinguished from each other by differences of grammar and vocabulary”, whereas “accent refers only to varieties of pronunciation” (p.3). In other words, the accent is the way people pronounce their dialects which means that they are linguistic variants of speech that exist within a single language, as defined in the Oxford English Dictionary (OED) dialects are "one of the subordinate forms or varieties of a language arising from local peculiarities of vocabulary, pronunciation, and idiom,". These differences can be found at any linguistic level.

To sum up, An accent is a unique way in which a person from a specific place or nation pronounces certain sounds, it can be widely associated with a variety of factors, including the region where speakers reside, their socioeconomic status, their ethnicity, their caste or class, or even the influences from their native language. As described by Ockey and French (2014), an accent refers to "the degree to which an individual's speech pattern differs from the local variety, and the degree to which we perceive such a difference to impact comprehension by listeners who are used to the local variety."

2.2 Accent & Nativeness:

native speakers are viewed as the person “who learned a language in a natural setting as first or sole language from childhood” (Kachru & Nelson, 1996 quoted in Kamhi-Stein, 2005, p. 73). Furthermore, humans acquire their native language as their first language, making them native speakers of the language they were exposed to as their primary language in a natural context during their childhood, as Bloomfield (1993) states, “The first language a human being learns to speak is his native language; he is a native speaker of this language” (p. 43).

Native speakers have traditionally been regarded as being the only valid reference point in providing the linguistic data (Chomsky, 1965); due to their proper and fluently language

proficiency, they are considered a reliable source and the origin of correct English accents (Lasagabaster & Manuel Sierra, 2005) who pointed at the fact that native speakers are given full credit while non-native ones are typically overlooked.

Historically, there have been two approaches when dealing with pronunciation and accents. First, the nativeness principal stresses that achieving native-like pronunciation in a foreign language is both reachable and desirable, which claims that speakers will be both intelligible and comprehensible if they match a native model. This belief has led to accent discrimination. Conversely, The intelligibility principle “holds that learners simply need to be understandable” (Levis, 2005, p. 370). According to Munro and Derwing (1999) intelligibility is “the extent to which a speaker’s message is actually understood” (p. 289), who also revealed that “even heavily accented speech is sometimes perfectly intelligible and that prosodic errors appear to be a more potent force in the loss of intelligibility than phonetic errors” (p. 285).

At this stage, native speakers and non-native speakers are two distinct groups. The notion of nativeness has also been challenged by the possibility that a native language speaker might be replaced by a language learner who acquired it later in life; in this situation, the born-learned language may be “no longer useful, generative, or creative, and therefore no longer ‘first’” (Davies, 1991). As a result, there has also been a marked shift away from the native speaker notion of “Native Speaker Fallacy” (Philippson, 1992) into more equivalent conditions for both native English speakers (NES) and non-native English speakers (NNES).

When it comes to discussing accents, neutral language is difficult to come by since accents are far from the neutral area. As Derwing and Munro's (2009) stated “when we talk about accents, we are talking about different ways of producing speech [and that] everyone has an accent, and no accent, native or non-native, is inherently better than any other” (p. 476). That makes the Intelligibility Principle more accurate in representing the reality of the English

accent variety. whereas, the Nativeness Principle has always been built on the notion that there are perfect and defective ways to speak a language, and that deficient ways should not be implemented. Consequently, the usage of the intelligibility principle allows the existence and spread of different native and foreign accent multiplicities and varieties.

2.3 Accent & EFL comprehension:

Many English accents have various contributions to EFL/ ESL learners' listening comprehension. The main focus will be on foreign accents over native ones since EFL/ ESL learners and natives experience more difficulties in understanding non-native accents. Compared to RP or standard English, learners can detect more segmental and suprasegmental differences while listening to foreign accents comparing native accents. This was viewed by some researchers as a speech disorder where non-native speakers failed to pronounce foreign language sounds properly. According to (Wójcik, 1980 cited in Major, 1987) "foreign accent is similar to speech impediment, i.e. they both result in the speaker's failure to constrain the appropriate process(es)." Typically there are systematic differences in segmental and/or suprasegmental patterns in foreign-accented speech which may contribute to a reduction in the intelligibility of its speaker speech (Gass and Varonis, 1984; Munro and Derwing, 1995; Bent and Bradlow, 2003; Burda et al., 2003; Ferguson et al., 2010; Gordon-Salant et al., 2010a,b).

2.3.1 Accent Intelligibility:

As said above, accent affects the intelligibility of spoken utterance which is the main reason for comprehension reduction. First, intelligibility refers to "the apprehension of the message in the sense intended by the speaker" (Nelson, 1982, p. 63). Also, according to Field (2005, p. 401), intelligibility is "the extent to which the acoustic phonetic content of the message is recognizable by a listener", the intelligibility level of speech can have a favorable or negative impact on listeners' perceptions of a speaker's (Cargile& Giles, 1998) this affects indirectly his

understanding of what is said. Therefore, achieving intelligibility is the key element for any spoken message comprehension, since comprehensibility is “a perception on a listener’s part of how hard it was to achieve intelligibility” (Munro et al, 2006, p.72). in another word, a “perceived intelligibility difficulty.” (Nelson, 2011, p. 72). According to Munro and Derwing (1995b) intelligibility is achieved when “...a speaker’s message is actually understood by a listener” (p. 289).

2.3.2 Accent Elements:

Accent elements also can make the comprehension process difficult. Listeners may not understand the content if incorrect nuclear stress is applied (emphasizing the 'wrong' words) (Field, 2005). Likewise, listeners face difficulty when stress is applied to every word, regardless of its function or semantic importance (Wennerstrom 2000; Kang 2010).

Putting more attention to stress, as being an essential part of accent and has a major impact on conveying meaning “the stress pattern of the word is an important part ...” (Kenworthy, 1996:122, cited in Bryla-Cruz, 2016). The misallocation of word stress reduces intelligibility for native and nonnative speakers, which affects the listener's ability to understand the spoken message “if the misstressed item followed occurs toward the beginning of an utterance, it might lead the listener to construct a mistaken meaning representation around the notions of load or flowed” (Field, 2005, p. 418). Therefore, it can be difficult to locate and understand words in an utterance when the lexical stress is incorrect (Cutler & Carter, 1987, cited in Field, 2005).

Moreover, A number of studies have indicated that certain non-target-like stress patterns and non-target-like segmental productions can negatively impact intelligibility (Munro & Derwing, 1995; Zielinski, 2008). The investigation of Munro and Derwing (1995) assessed the impact of phonetic errors (segment deletion/insertion/substitution) and phonemic errors

(segment produced “in such a way that the intended category could be recognized but the segment sounded noticeably nonnative”(p. 292), and nonnative-like intonation. They concluded that listeners have been “primarily influenced by variables that caused the speech samples to sound deviant but that ultimately had little impact on whether the message was understood” (p. 304).

Similarly, a poor intonational structure high or low, and problems in the prosodic composition may adversely affect the listener’s comprehension (Pickering, 2001).

As a result, when speakers alter how the rules for accents are applied or use different features of accents than native or standard accents, it could be one of the main reasons why listeners have difficulty understanding what has been said.

Moving away from accent elements, there are other factors in which accent affects the intelligibility of spoken speech of its speakers so listener’s comprehension. Here they are:

2.3.3 L1 transfer:

One of the most difficulties can face learners is a foreign-accented speaker who is heavily affected by his mother language, and it becomes more complicated when the L1 pronunciation system is completely different from the target language, Cunningham (2009) claimed that non-native accents have a stronger presence if they have a lot of non-native characteristics or if these characteristics are more pronounced by the speakers. . Here listeners will struggle to comprehend what the speaker is saying or intending to convey. Due to the fact that accent in second language acquisition is no longer seen as a distinctive style that defined the speaker's background, but as an extent to which second language speech varies from native pronunciation norms (Derwing, Munro, & Wiebe, 1998). With the same path, Piper and Cansin (1988, p. 334)asserted that “the flawed pronunciation of a non-native speaker of a language has

traditionally been attributed to transfer of elements of a learner's first language phonology to the second language phonology.”

There is a general consensus that foreign-accented speech is a reflection of the speaker's asymmetry between his or her first language and their second language in terms of phonetic inventories, allophonic variations, and phonotactic constraints. Moreover, Swan and Smith (1987) noted that L2 learners' errors are not random attempts to produce unusual sounds but reflect the speaker's L1 sound system. This is most obvious at the segmental level, where language transfer causes phonetic errors (phonemic, distributional, and allophonic). Interaction between L1 and L2 also causes suprasegmental aberrations (in syllable structure, stress, rhythm, and intonation). Indeed, “when the patterns from the L1 and L2 do not match, and a learner uses an L1 pattern to pronounce an L2 sentence, the difference is heard as an accent” (Zsiga, 2013, p. 459). So this reinforces the idea that foreign-accented speech is a result of the integration of L1 phonology into the target language which could lead to comprehension problems such as, incorrect stress placement, mispronunciation, or over-pronunciation of some syllables especially when the sound system of the two languages is different.

2.3.4 Accent familiarity:

Another factor that can lead to comprehension reduction is accent familiarity as being not only one of the most remarkable aspects that affect accent but also, affects comprehensibility at the same time which is defined as the effort made to understand the sentence (Derwing & Munro, 2009; Munro et al., 2006). Balasubramanian and Bunta (2005) examined how native and non-native listeners were affected by accents of varying familiarity levels. As a result, new unfamiliar words in a language promote the parameter of adaptation as a challenge for learners. In addition to the above difficulty of adaptation, it depends on the knowledge that feeds the language precisely with unfamiliar elements, or even low proficiency

in the language itself, so the degree of accent difficulty varied from non-native to native speakers. Thus, foreign accents are recognizable to listeners familiar with them

Buck (2001) claims that hearing an unusual accent, such as Indian English, for the first time after just studying American English will cause serious listening difficulties. This will undoubtedly disrupt the entire listening comprehension process, and an unusual accent will make comprehension difficult for listeners. Additionally, According to Munro and Derwing (1999), strong accented speech can reduce the listener's understanding significantly. Also, Goh (1999) claimed that one of the most important aspects affecting listener comprehension is a speaker's accent. Unfamiliar accents, both native and non-native, can make listening comprehension difficult. Whereas, when learners are familiar with an accent, their comprehension will improve.

Listeners gain proficiency in listening skills by dealing with different speech rates and pitched voices for the sake of understanding spoken language that demands being aware of these idiosyncrasies. Yet, listeners are less proficient in the area of speaker's various accents adaptation where they find a lot of difficulties (Weil, 2003). Listeners must cope with variance originating from both the speaker's own quirks and additional variation shared by others from the same linguistic background in the case of a speaker with a distinct accent. So, A non-native speaker of English with an accent that is closer to his or her L1 accent will be able to comprehend a more familiar form of accent than an unfamiliar L2 accent. Also, Floccia et al. (2009) stated that accented speech affects listeners' ability to understand and retrieve a speaker's message more than merely identifying particular words within it.

To resume, It is difficult for learners to understand a speaker's message when their speech is unintelligible; however, their comprehension of the message depends on how familiar they are with the message and the degree of accent.

2.3.5 Listening Efforts:

Other than familiarity, the cognitive efforts done by learners to comprehend spoken language is a factor that makes accented-speech processing frustrating, where more efforts are made in the case of unfamiliar accents. Since accented speech whether foreign or native is seen as an acoustic deviation from the standard phonological representation, it has a detrimental effect not only on speech comprehension but also on the linguistic processing accuracy and efficiency as well as, on the ability to recall what was heard. Listeners report that they find accented speech more difficult to understand also, being processed more slowly and less comprehended than native-accented speech despite being fully intelligible to them (Munro and Derwing, 1995; Schmid and Yeni-Komshian, 1999; Floccia et al., 2009 Anderson-Hsieh and Koehler, 1988; Major et al., 2002). Adank et al. (2009) have found similar effects for unfamiliar regional accents.

Moreover, accented speech is primarily a perceptual phenomenon and one needs to consider the context of the listening task which can affect the perception of accented speech. Therefore, it took longer to assess foreign-accented statements than native speakers in this study(Munro and Derwing 1995). It was further explained by Derwing and Munro (1999) that listener demands increase processing time so that listeners are less likely to understand accented speech even if it is totally understandable. Additionally, Schmidt and Yeni-Komshian (1999) show that decoding a foreign accent takes significantly more time and requires a larger amount of attention from the listener than a native accent.

As a general principle, the nature of foreign accents differs from the nature of native accents, which increases the cognitive load by presenting perceived difficulty to listeners

(Clarke, 2002), where cognitive load theory provides support for this assumption (Atkinson, Mayer, & Merrill, 2005; Mayer, Sobko, & Mautone, 2003).

2.3.6 Listener`s judgment:

Lastly, some native/ foreign accents can be viewed as incomprehensible just because they simply did not match the interlocutor`s expectations. This last can become a barrier and decrease or slowed the comprehension process. This is known as “accent stereotyping” where a discrimination act will be against certain group of individuals, regardless of whether they are foreigners or even natives (Munro, 2003). Furthermore, the degree of accent familiarity is also an important factor that influences not only listening comprehension but also the listener's opinion (Derwing & Munro, 2015), because English can sound different in comparison to other English learners (Moyer, 2013). In other words, accented speech may contribute to creating negative attitudes and prejudice toward speakers (Carlson & McHenry, 2006; Gluszek & Dovidio, 2010), even unintentionally since many people are unaware of being prejudiced by accents from other regions (Munro, 2003; Munro et al., 2006).

Despite the perception that some accents are more understandable than others, listeners unconsciously associate difficulties in understanding some of them and therefore think that some accents are more comprehensible than others (Nguyen, 1993), whereas some speakers are over judged because they might be a little more difficult to understand since the degree of acceptance of accents varies depending upon the opinion of the interlocutors and their prior experience with accents (Dalton & Edenhofer, 1994; Derwing & Munro, 2009; Munro et al., 2006). In Rubin's study (1992), native college students reported more problems in understanding lectures because they believed the speaker to be foreign, despite the fact that the speaker had no accent.

According to (Munro and Derwing, 1995), the level of accented voices has no effect on intelligibility, but accented voices do have an effect on the perception of comprehensibility. Therefore, L2 accented speech tends to be perceived as more difficult to understand than L1 accented speech. As an explanation, it could be due to the “Vampire effect” (Derwing, 2015), which refers to the fact that the listener pays more attention to the accent of the speaker rather than to the message being conveyed.

In more specific terms, Several factors influence a listener's perception of accentedness and how comprehensible they find speech, thereby comprehensibility may be directly related to the listener's attitude towards the conversational partner and the situation (Lindemann, 2005). According to Lippi-Green (1997), communication breakdowns are occasionally caused by a poor perception of a certain accent and the listener's unwillingness to negotiate meaning rather than by the accent itself. Therefore, the listener’s judgment could play a major role in the speech comprehension process even if native or nonnative accents are entirely understandable, they can be subject to bias or unfavorable judgments (El-Dash & Tucker, 1975; Lambert, 1967).

To sum up, Accent is significant due to its prominence and has an impact on listeners because it influences their perception and comprehension in different ways resulting from various factors mentioned above. Nevertheless, it is worthwhile to address accent in those cases where it seriously reduces intelligibility since it is known that accent, comprehension, and intelligibility are related constructions and that changing one would eventually affect the other two. So recognizing all aspects of this extremely complicated phenomenon enhances the comprehension of learners who interact with linguistically diverse environments.

2.4 Previous Studies:

There are a lot of previous studies done in the light seeking to find any significant effect of accent on learner`s listening comprehension.

A study by Fraser (2006) examined the perception of English speakers in six countries (England, USA, Scotland, Zimbabwe, Taiwan, and Japan) on the basis of an accent judgment task and an attitude questionnaire. Results showed that participants did not highly value Japanese English, despite the fact that over 90% reported that they perceived it to be familiar and accessible. Additionally, they viewed the American accent as the standard for teaching and learning, despite it being perceived as too fast for easy comprehension. This shows that accents are judged along several dimensions.

Also, Floccia (2009) Research shows that changes in accent cause a temporary delay in reaction times, followed by a smaller but more persistent delay. Additionally, they show that the initial perturbation is affected by participants' perceptions, which confirms that long-lasting delays in word identification do not habituate after repeated exposure to the same accent. In contrast to intelligibility, the results suggest accent exposure does not enhance the comprehensibility of accented speech because it depends on the learner's perception of the used accent.

Furthermore, The purpose of Ockey and Frensh (2014) study was to determine the extent to which accent strength and familiarity affect comprehension and to offer a reliable method for assessing multidialectal listening comprehension. The strength of accent scale was developed to select one American, four Australians, and four British English speakers. The TOEFL test takers were then randomly assigned to hear one of nine selected speakers give a lecture, then were asked to respond to six comprehension questions and a survey designed to test their ability to recognize various accents. These findings suggest that accent strength and familiarity do

affect listening comprehension and that these factors can even affect comprehension of speakers with light accents.

Conclusion:

Throughout this chapter, we have attempted to highlight some of the main reasons for the difficulties associated with accent listening. In order to obtain a reliable result for this study as well as for other researchers studying the challenges of listening to different English accent especially foreign ones, it is necessary to integrate the above sources together. In this chapter, accent was defined from different perspectives with identifying the difference between accent and dialect as well as its types.

In general, there are some factors mentioned above related to the characteristics of the accent itself, others related to the speaker's background, as well as to the listener's perception. As a final point, we discussed some of the main obstacles to listening comprehension.

Chapter Three:

Analysis and Discussion of the

Results

Contents

Introduction

3.1 Research Methodology

3.1.1 Research Approach

3.1.2 Research Design

3.1.3 Population and sample

3.1.4 Procedures of Data Collection

3.1.4.1 Questionnaire

3.1.4.1.1 Students' Questionnaire

3.1.4.1.1.1 Aim of the Students' Questionnaire

3.1.4.1.1.2 Description of the Questionnaire

3.1.4.2 Listening Tests

3.1.4.2.1 Aims of the Two Listening tests

3.3.4.2.2 Description of the Two Listening Tests

3.3.4.2.3 Scoring

3.3.4.2.4 Materials

3.1.5 Piloting and validation

3.1.6 Procedures of Data Analysis

3.1.6.1 Statistical Package for Social Sciences (SPSS)

3.1.6.2 Content Analysis

3.2 Presentation of The Results

3.2.1 Tests Analysis

3.2.2 Presentation of the Questionnaire Results

3.3 Interpretation and Discussion

3.3.1 Listening Tests Discussion

3.3.2 Questionnaire Discussion

3.4 Summary and Synthesis of Findings

Conclusion

Introduction:

This chapter had described the practical aspects of the current study as well as its methodological components. The present chapter began with a brief overview of a number of commonly known methodological aspects which form the basis for any systematic research study. This included the approach, design, data collection procedures, and data analysis procedures. This section described and specified these aspects in relation to the purpose and methodology of the present investigation, as well as the rationale for those choices. Additionally, the current chapter attempted to describe the procedures and analysis procedures that were used to gather data. Moreover, the current chapter intended to present the findings of the current investigation. The data collected from the students' tests, as well as the questionnaire administered to the first-year students in UMKB, includes both numerical and verbal data. Lastly, this chapter aimed to provide a detailed discussion and synthesis of the findings by referencing the originally raised research questions following the analysis of the collected data for each instrument.

3.1 Research Methodology:

the following sections describe and cover the key aspects of the research methodology, including research approach, design, sample and population, data collection methods, and data analysis procedures.

3.1.1 Research Approach:

This study used a mix-method approach as its research methodology. Mixed methods research refers to the integration of both qualitative and quantitative data within a study (Wisdom et al., 2012, Creswell and Plano Clark, 2011). This approach is a combination of quantitative and qualitative strands where tests scores and closed-ended questionnaire questions comprise the quantitative strand while the open-ended questionnaire questions comprise the qualitative

strand. Thus, using mixed methods research allow gaining a deeper understanding of the study than can be obtained by using either quantitative or qualitative data alone. Moreover, A mixed-methods approach adds credibility to an investigation

3.1.2 Research Design:

As part of this study, we utilized a mixed-methods design (Tashakkori & Teddlie, 2003), which is a method of gathering, analyzing, and interpreting quantitative as well as qualitative data at some stage of the research process within a single study, in order to identify a problem more thoroughly (Creswell, 2002). The rationale for mixing is that neither quantitative nor qualitative methods are useful to capture the details and answer the questions of the present issue all by themselves. Therefore, The Convergent Parallel Design method is used for the purpose of gathering different data on the effects of accents on students' listening comprehension where this design compared and contrasted directly the quantitative results with qualitative findings to answer research questions because qualitative methods are more convenient when used in combination with quantitative methods (Greene, Caracelli, & Graham, 1989, Tashakkori & Teddlie, 1998)

3.1.3 Population and sample:

This research presented an academic study that explores students' opinions and attitudes toward English accents and their effects on listening comprehension. It was carried out in a real-life setting, that is, in the Department of English at UMKB. The sample was selected randomly because it was not possible to deal with all the participants. In this study, it is the source of data collection comprises twenty (20) first-year students. According to Cohen et al. (2007, p.p 113-114), a random sampling includes "choosing the nearest individuals to serve as the respondents and continuing that process until the required size has been obtained or those

who happen to be available and accessible all the time”. This method is reliable whenever there is a need for collecting data.

Therefore, two listening tests were designed and administered to first-year students. In addition, a student`s questionnaire has been planned for the same students who conducted the two tests. The twenty (20) students who responded to the questionnaire as said above were chosen randomly among the total number of first-year LMD students population (391) at the University of Mohamed kheider Biskra.

3.1.4 Procedures of Data Collection:

The process of collecting valid data in any research involves using different techniques. As part of the data collection process, a student`s questionnaire and two listening tests were used to answer the research questions

3.1.4.1 Questionnaire:

this study used an online questionnaire to collect relevant information. It is a useful tool for obtaining the needed data to investigate a particular issue. Brown (2001, p. 6) states that “questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers”. Essentially, a questionnaire is a set of questions that are designed to gather information from respondents. Additionally, it contains both closed and open-ended questions. Open-ended questions allow respondents to express themselves freely, while closed-ended questions require responses that are derived from choices.

3.1.4.1.1 Students' Questionnaire:

3.1.4.1.1.1 Aim of the Students' Questionnaire:

The student questionnaire was designed to identify the main factors causing comprehension reduction for first-year LMD students' at the University of Mohamed Khader Biskra. It will also determine whether different English accents have an effect on their understanding and listening skills.

3.1.4.1.1.2 Description of the Questionnaire:

This questionnaire is a semi-structured one that included fourteen (14) questions arranged to be presented logically. In either of the options, students choose the appropriate answer from multiple choices, open questions where the participants provide their own answers, or closed questions where the students choose "yes" or "no" answers.

The questionnaire is divided into (03) three sections:

Section one is a general description of the questionnaire's aims and instructions in addition to the email of the researcher and supervisor for any further questions or clarifications

Section two is about the students' general information. This part is composed of two (02) questions, one about students' emails and the other about their gender.

Section three aimed at getting information about students' opinions and attitudes towards English accents and their contributions to student's comprehension process as well as, students' problems and challenges while listening to different accents. Section three included twelve questions, as the main part, it shows the main factors that make listening comprehension difficult. (see appendix2)

3.1.4.2 Listening Tests:

3.1.4.2.1 Aims of the Two Listening tests:

The two listening tests were designed to explore if accent has any effect on EFL learner`s listening comprehension performance. the tests were planned to be scored for first-year LMD students' at the University of Mohamed Khader Biskra.

3.3.4.2.2 Description of the Two Listening Tests:

These two tests both included nine (09) same questions arranged to be presented logically according to the tests records, both records talked about the same topic with a slight difference for better measurement, and were recorded with two different English accents, one is Indian and the other is Scottish. The two mentioned accents were chosen based on the participant`s choice. The two tests were divided into three sections. Section one is about the students` general information. This part comprised two (02) questions, one about students` emails and the other about their gender. Section two is the main part of the test that included five questions about the record where participants have to listen to the audio first and then answer these questions, The third section contains two questions for collecting respondent`s opinions about the test records. (see appendix1)

In both tests, the participants answered open questions where they provided their own answers about the presented record, and closed questions where they had to choose "yes" or "no" answers as well as, selected the correct answer from multiple choices.

3.3.4.2.3 Scoring:

Scoring The grading of the tests was out of twenty-five, there were 5 questions each one was out of five points with a total of twenty-five points

3.3.4.2.4 Materials:

The two audio listening tests that have been included in this study were done by voice over performers

Test1 Record:

<https://drive.google.com/file/d/1OmZeaZ5IyIVjzWjO9L1uKsojJcPeZWxx/view?usp=sharing>

Test2 Record:

https://drive.google.com/file/d/1brxmfGweMTipoQ_ULh_SaeRslUCG5Lj/view?usp=sharing

g

It was originally taken from:

[School of Business & Creative Industries: Corey Beaton, BA \(Hons\) Law - YouTube](#)

3.1.5 Piloting and validation:

To ensure that the research would be more accurate and the data collection tools would be clear and direct, the data collection tools were piloted before being administered to the entire sample. Pilot study testing focused mainly on issues such as clarity, validity, reliability and understanding of all words that are used by students. Besides finding out if there are any questions or items that could be misconstrued, it also looks for items that are irrelevant and ambiguous points.

The pilot study was done a week before the main study at the department of English at the University of Mohamed Kheider Biskra with five students (5). As part of the test, participants were asked to answer questions in any language and to comment on any difficulties or ambiguities they encountered while listening to the records or answering questions.

As a result of piloting the data collection tools, we have found that some questions need to be revised and modified in another way, such as adding the difficulties of understanding native

and non-native. Also, we have omitted three questions. However, other questions have been included for better measurement.

3.1.6 Procedures of Data Analysis:

in terms of data analysis, the present study relied on mixed methods research approach. Specifically, SPSS is used to analyze quantitative data. Whereas, Content analysis for qualitative data using NVIVO.

3.1.6.1 Statistical Package for Social Sciences (SPSS):

For data analysis, SPSS is used which is a common computer program applied in social sciences. Also, it is a software package that can be used to present and analyze quantitative data (Landau and Everitt, 2004). Thus, the answers to closed-ended questions were resented as tables, pie charts, and histograms, which provide numerical data on the answers given.

3.1.6.2 Content Analysis:

Content analysis has been used for analyzing qualitative data which involves the process of reducing large amounts of text into manageable chunks of text through the use of categories. This was done by summarizing, analyzing, and examining written data. Dornyei (2007) defined content analysis as “an analytical method of examining written texts that involves the counting of instances of words, phrases, or grammatical structures that fall into specific categories” (p. 245).

3.2 Presentation of The Results:

3.2.1 Tests Analysis:

Section One: General information

Q1: Student`s Gender:

Gender	N	%
Female	13	65.0%
Male	7	35.0%
Total	20	100%

Table3. 1 : Student`s Gender

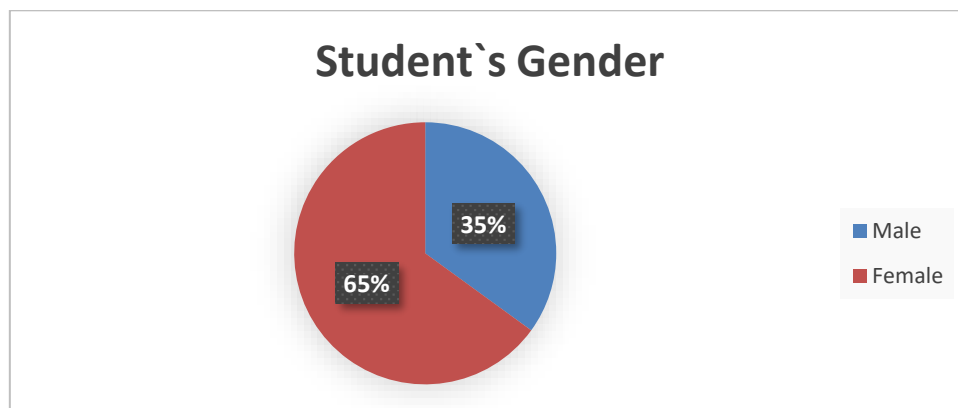


Figure3. 1: student`s Gender

As shown in **Figure1**, the randomly selected sample is highly consisting of female gender participants who constituent 65%. Whereas the male gender takes the lowest percentage that is 35%. In other words, 7 males in 13 females.

Section Two: Listening Test Questions

Q1: What Was the audio talking about? Briefly

All respondents answered correctly the question in both tests. The records talk about a student`s law experience, why he chooses to study BA Law, the significance of law lectures presented in UWS and recommendations for applying Law.

Q2: Why did He apply to study BA Law?

Choice reason				
Options	Test1		Test2	
	N	%	N	%
Both	16	80.0%	10	50.0%
He was a member of the Scottish youth parliament	2	10.0%	0	0.00%
His personal interests in politics and society	2	10.0%	10	50.0%
Correct answers	16	80.0%	10	50.0%
Wrong answers	4	20.0%	10	50.0%
Total	20	100.0%	20	100.0%

Table3. 2: Choice Reason Responses

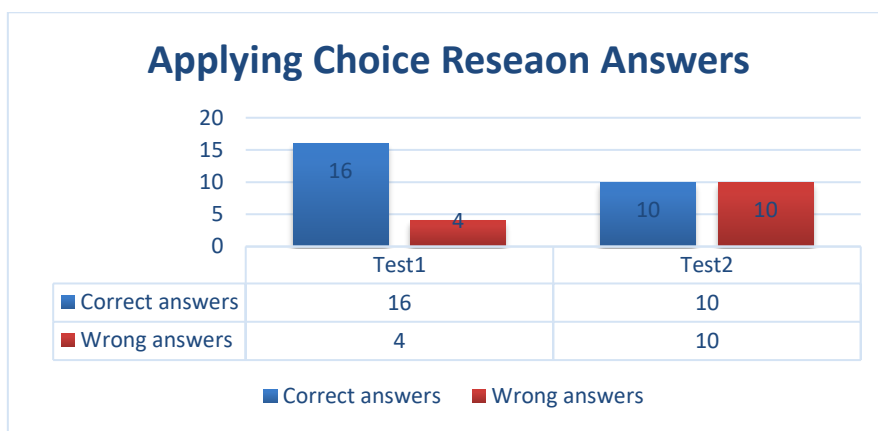


Figure3. 2: Choice Reason Responses

As shown in **Figure2** results sixteen respondents answer correctly the choice reason question (80%), while four answered incorrectly (20%) in Test1. Comparing Test2, ten respondents answered correctly(50%) and ten answered incorrectly (50%).

Q4: Was he disappointed in his BA Law experience?

Law Experience				
Options	Test1		Test2	
	N	%	N	%
Yes	15	75.0%	8	40.0%
No	5	25.0%	12	60.00%
Correct answers	15	75.0%	8	40.0%
Wrong answers	5	25.0%	12	60.0%
Total	20	100.0%	20	100.0%

Table3. 3: Law Experience Responses

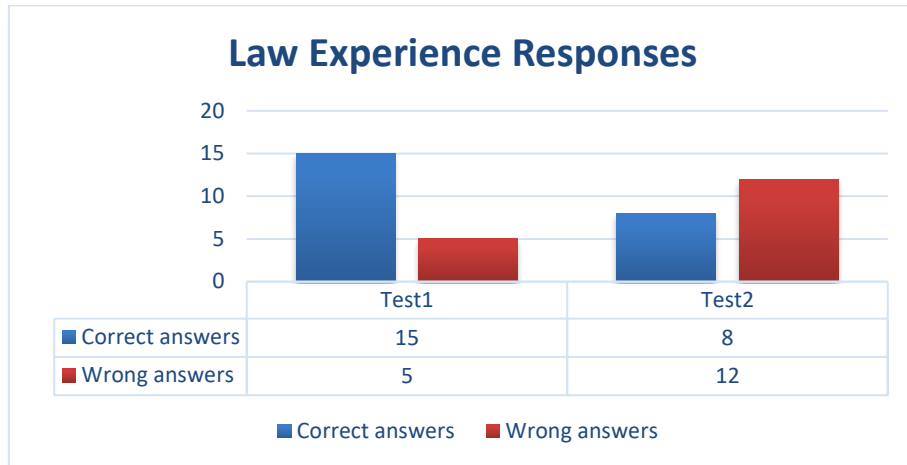


Figure3. 3: Law Experience Responses

As presented in **Figure3** results, fifteen respondents answer correctly law experience question (75%), while five answered incorrectly (20%) in Test1. Comparing Test2, eight respondents answered correctly(50%) and twelve answered incorrectly (50%).

Q4: Are law lectures interesting and helpful?

Law Lectures Significance				
	Test1		Test2	
Options	N	%	N	%
Yes	9	45.0%	11	55.0%
No	11	55.0%	9	45.00%
Correct answers	11	55.0%	11	55.0%
Wrong answers	9	45.0%	9	45.0%
Total	20	100.0%	20	100.0%

Table3. 4: Law lecture’s significance

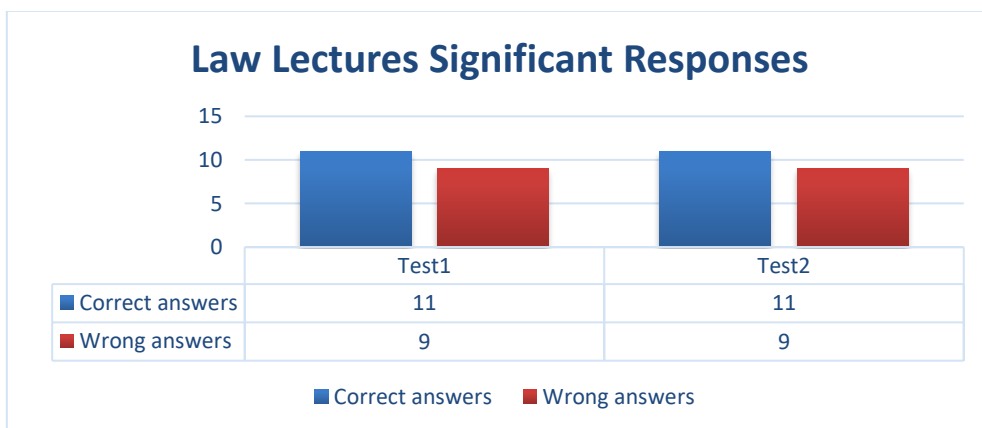


Figure3. 4:Law lecture’s significance

In the above table results, eleven respondents(55%) answered correctly the question of law lecture`s significance and whether they are helpful or not, while nine answered incorrectly (45%) in both Test1 and Test2.

Q5: Did he recommend applying for Law in UWS?

Applying Recommendation				
Options	Test1		Test2	
	N	%	N	%
Yes	14	70.0%	13	65.0%
No	6	30.0%	7	35.00%
Correct answers	14	70.0%	13	65.0%
Wrong answers	6	30.0%	7	35.0%
Total	20	100.0%	20	100.0%

Table3. 5: Applying Recommendation

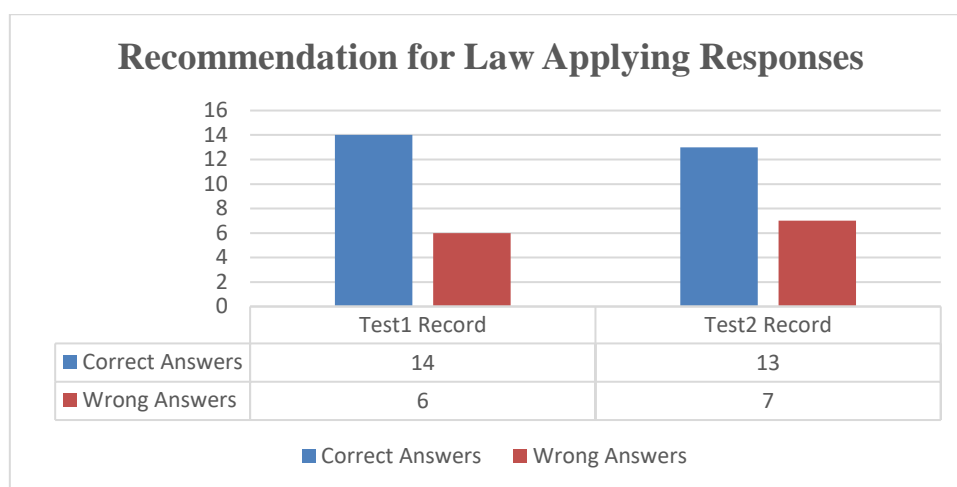


Figure3. 5: Applying Recommendation

In Test1, the **Figure6** results indicate fourteen respondents answered correctly the applying recommendation question (70%), whereas six answered incorrectly (30%). In Test2, thirteen respondents answered correctly(65%) while seven respondents answered incorrectly (35%).

Section3: Student`s Opinions about the Two Tests Records

Q1: Did you find understanding difficulties while listening?

Record`s Understanding difficulties				
Options	Test1 Records		Test2 Record	
	N	%	N	%
Yes	8	40.0%	15	75.0%
No	12	60.0%	5	25.00%
Total	20	100.0%	20	100.0%

Table3. 6: Records Understanding Difficulties

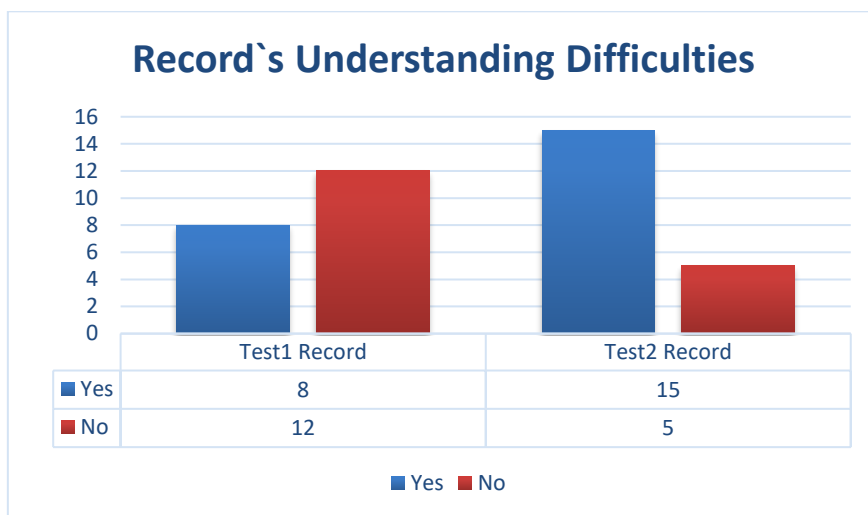


Figure3. 6: Records Understanding Difficulties

In Test1 record, eight respondents state that they had understanding difficulties while listening to the record(40%) while twelve respondents state that they had not(60%). Beside in Test2 record, fifteen respondents state that they had understanding difficulties while listening to the record(75%) whereas five respondents stated that they had not(25%).

Q2: How was the audio?

Comprehensibility degree				
Degrees	Test1		Test2	
	N	%	N	%
Completely Incomprehensible	2	10.0%	4	20.0%
Partly Comprehensible	5	25.0%	6	30.00%
Comprehensible	4	20.0%	5	25.0%
Mostly Comprehensible	2	10.0%	3	15.0%
Completely Comprehensible	7	35.0%	2	10.0%
Total	20	100.0%	20	100.0%
Mean	3,45		2.65	
Median	3		2.5	
Mode	5		2	

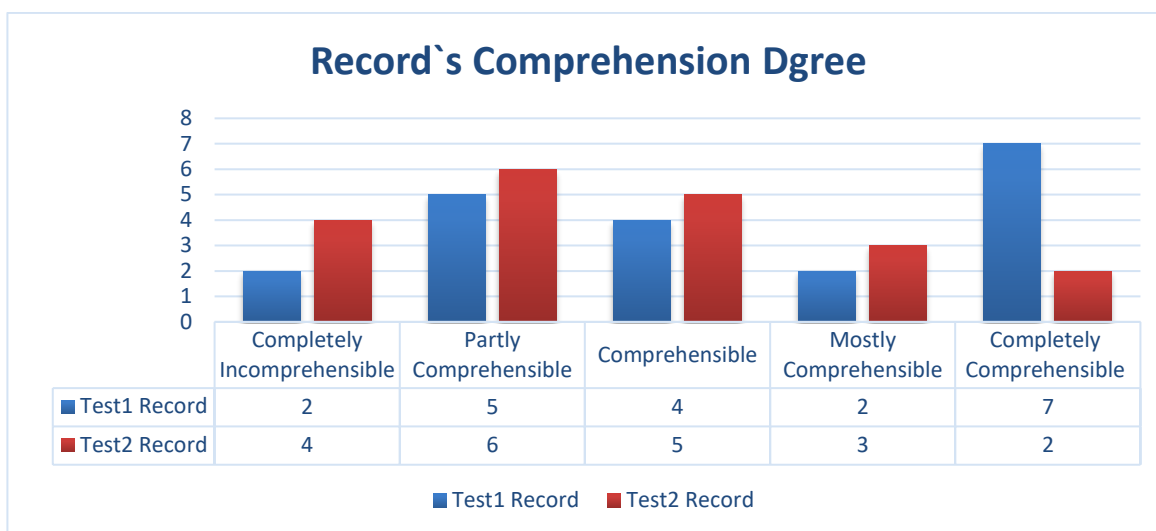
Table3. 7: Records Comprehensibility Degree**Figure3. 7: Records Comprehensibility Degree**

Figure7 results present respondents' comprehensibility degree of the two test records. In Test1, the majority of respondents(35%) rate the record as completely comprehensible, followed by partly comprehensible degree(25%) to completely incomprehensible(10%). In Test2, the majority of respondents(30%) rate the record as partly comprehensible, followed by comprehensible degree(25%) to completely incomprehensible(20%) then completely comprehensible(10%). The average value of Test1 is "3.45" (Mostly comprehensible degree) while Test2 is "2,65" (comprehensible).

Student`s Scores:

Student`s Scores				
Degrees	Test1		Test2	
	N	%	N	%
10/25	2	10.0%	7	35.0%
15/25	6	30.0%	4	20.00%
20/25	6	30.0%	8	40.0%
25/25	6	30.0%	1	5.0%
Total	20	100.0%	20	100.0%
Mean	19/25		16/25	
Median	20/25		15/25	
Mode	15, 20, 25/25		10, 20/25	
Score Difference Mean	3			

Table3. 8: Students Scores

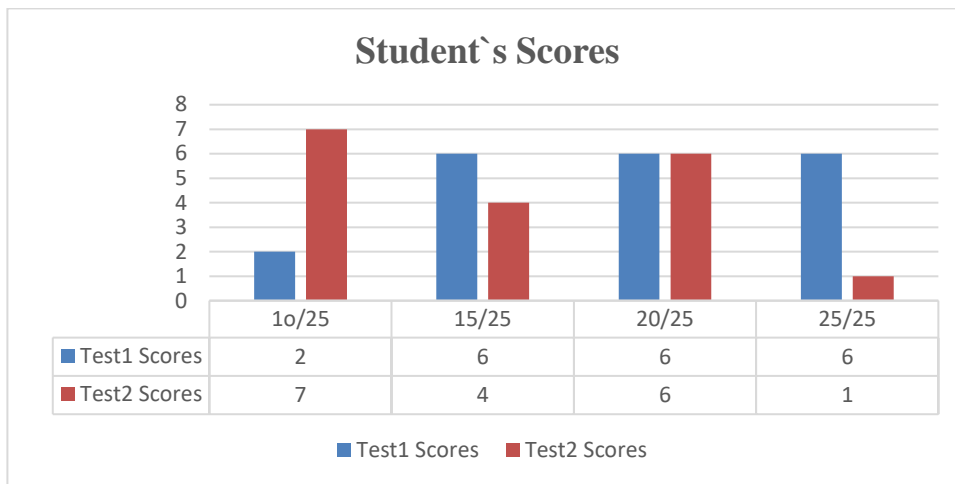


Figure3. 8: Students Scores

As indicated in the above table, most respondents get “15, 20, 25/25” scores (30% for each) on test1 with an average mean of “19/25” while on Test2, most respondents scored “20(40%), 10/25” degrees (35%) with an average mean of 16/25 and score difference mean of 3 comparing Test1

Paired sample t-test: The paired sample t-test is a parametric test that aims to compare two sets of scores derived from the same sample. The original purpose of this test was to answer the second research question of the study (Does student`s attitudes toward accents affect their listening comprehension ?). Therefore, it aimed to explore if there were any significant changes in the two test`s scores due to using different accents. As part of the test, two hypotheses are presented (the null hypothesis and the alternative hypothesis). However, only one hypothesis would be accepted based on different measures. Here are the hypotheses:

$H_0 = \bar{x}_t1 = \bar{x}_t2$ $H_1 = \bar{x}_t1 \neq \bar{x}_t2$
--

- The null hypothesis (H_0) assumes that the mean of test1 is equal to the mean of the 2 which means that the real mean difference is equal to zero. •

- The alternative hypothesis (H_1) assumes that the mean of test1 is higher or lower than the mean of test2 which means that there is a difference between the means of the two sets' scores and the real mean difference is higher than zero.

It is necessary to emphasize that if the null hypothesis is supported by the results of the paired sample t-test, it would be deduced that there is no true relationship between the independent and dependent variables. Therefore, no statistical significance is noted and the treatment had no effect.

To calculate the t-test value, which would later be compared to the critical value, the following table shows the preceded calculations to obtain the later results:

Students	Score test1	Score test2	Difference	Difference Squared
1	15 / 25	20 / 25	-5	25
2	15 / 25	20 / 25	-5	25
3	15 / 25	20 / 25	-5	25
4	25 / 25	20 / 25	5	25
5	20 / 25	10 / 25	10	100
6	10 / 25	10 / 25	0	0
7	25 / 25	10 / 25	15	225
8	25 / 25	25 / 25	0	0
9	15 / 25	15 / 25	0	0
10	25 / 25	10 / 25	15	225
11	20 / 25	20 / 25	0	0
12	10 / 25	10 / 25	0	0
13	25 / 25	10 / 25	15	225
14	15 / 25	10 / 25	5	25
15	20 / 25	20 / 25	0	0
16	25 / 25	15 / 25	10	100
17	20 / 25	20 / 25	0	0
18	20 / 25	15 / 25	10	100
19	15 / 25	15 / 25	0	0
20	20 / 25	20 / 25	0	0
N= 20	$\Sigma T_1= 380$		$\Sigma T_2=315$	$\Sigma d= 70$
	$\Sigma d^2= 1100$			

Table3. 9: Test1and2 Scores with the Difference and Difference Squared

t-Test: Paired Two Sample for Means		
	<i>Test1 Scores</i>	<i>Test2 Scores</i>
Mean	19	15.75
Variance	25.2631579	24.4078947
Observations	20	20
Pearson Correlation	0.13776877	
Hypothesized Mean Difference	0	
Df	19	
t Stat	2.22090335	
P(T<=t) two-tail	0.03871174	
t Critical two-tail	2.09302405	

Table3. 10: Summary of Results

As displayed in table above, at probability value $\alpha = 0.05$ in social sciences, the tvalue is greater than the critical value (t cv). Consequently, we reject the null hypothesis in favor of the alternative hypothesis. In this regard, we can deduce that the mean difference between the two tests is significant. As a result, test1 gained higher scores than test2. This study found a true correlation between the dependent variable (listening comprehension) and the independent variable (English accents).

3.3.1 Listening Tests Discussion:

The Gender of participant students is seven males and thirteen females as the majority gender. This variable cannot feed our study about listening challenges encountered by accents. Therefore, we eliminated the factor and assume that students are just first-year EFL learners in UMKB.

As said above all students in both tests answered the first question correctly which was about the topic of the listening tests records. Students in both records that were talked with two different accents (Indian, and Scottish) did not find any difficulty figuring out what was the audio talking about since it is easy to know the whole topic even if they did not understand every word has been said.

In the choice reason question, 80% of respondents answered correctly in Test1 while only (50%) did in Test2 which means that respondents understand the choice reason part presented in Test1 record more than Test2 record.

Similarly to the question about speaker`s law experience where respondents answered correctly in Test1 (75%) more than in Test2 40% with a huge difference that is related to their inability to grasp the intended response mentioned in Test2 record. However, in the followed question respondent get the same percentage of correct answers (55%).

In the last question, students get the highest percentage of correct answers in Test1 (70%) preceding test2 correct responses (65%).

Moreover, the majority of students (75%) find difficulties in understanding T2 record more than T1 record (40%) this results from the accent used which was confirmed by the majority of student`s ratings of the T2 record as being partly comprehensive in contrast with T1 record where the majority of them (35%) rated it as being completely comprehensive and that was obviously from the difference between T1 and T2 student`s scores.

3.2.2 Presentation of the Questionnaire Results

Section One: General information

Q1: Student`s Gender:

Gender	N	%
Male	7	35.0%
Female	13	65.0%
Total	20	100%

Table1: Student`s Gender

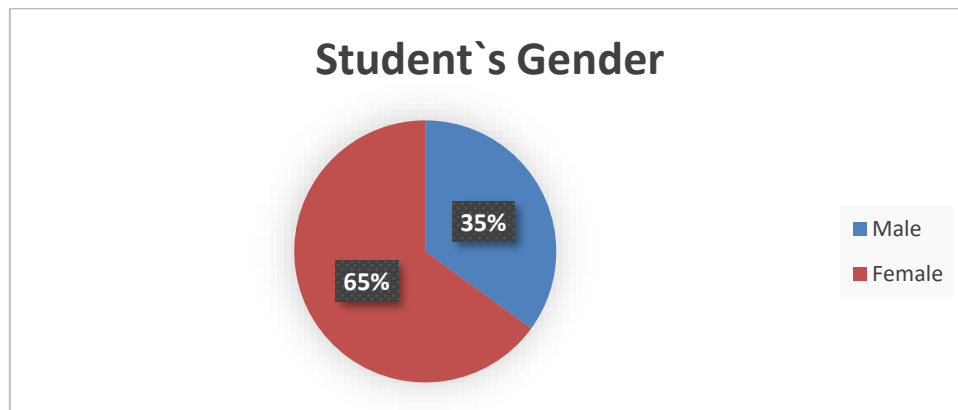


Figure01: student's Gender

As shown in **Figure1**, the randomly selected sample is highly consisting of female gender participants who constituent 65%. Whereas the male gender takes the lowest percentage that is 35%. In other words, 7 males in 13 females.

Section Two: Listening Comprehension & Accent

Q1: Do you consider yourself a good listener?

Listening Competence	N	%
It depends on the speech	16	80.0%
Yes	4	20.0%
No	0	0%
Total	20	100%

Table3. 11: Student's listening competence

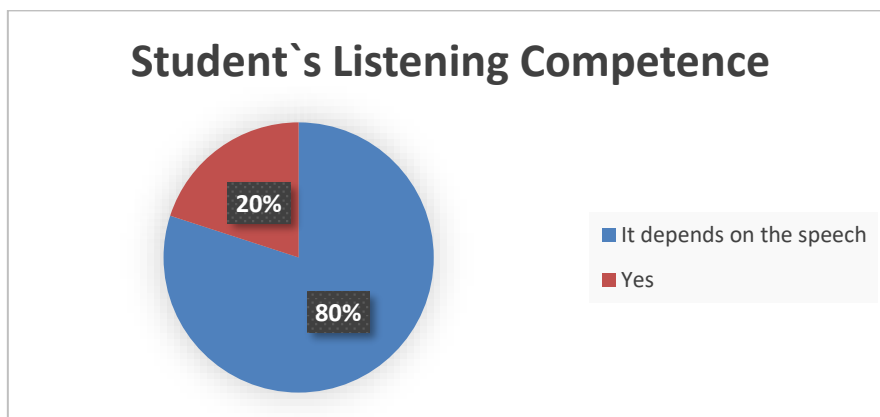


Figure3. 9: Student`s listening competence

As presented in the table above. 20% of the respondents choose “yes” which means that they consider themselves good listeners. 80% of their considerations depend on the speech and none of them chooses “No”.

Q2: With whom do you have difficulties in understanding?

Understanding Difficulties	N	%
Non-native speakers	12	60.0%
Native speakers	4	20.0%
Both	4	20.0%
Total	20	100%

Table3. 12: Student`s understanding difficulties

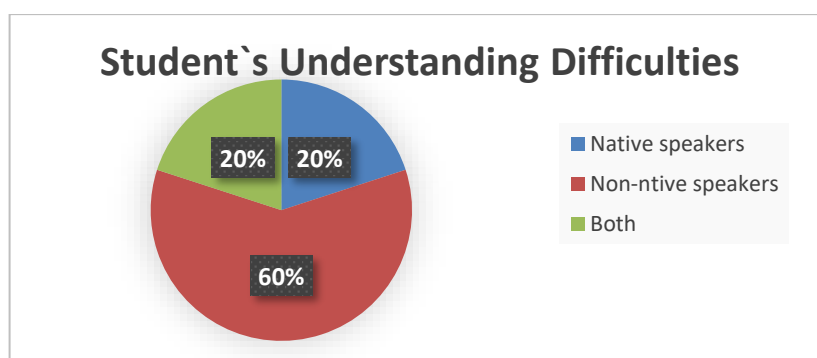


Figure3. 10: Student`s understanding difficulties

The above figure results indicate that the majority of respondents(60%) have difficulties in understanding non-native speakers. Others (20%) have difficulties in understanding native

speakers and (20%) of the remaining respondents have difficulties in understanding both “ native, and non-native speakers”

Q3: Do native accents affect your understanding of speech?

Native accent effect	N	%
No	6	30.0%
Yes	14	70.0%
Total	20	100%

Table3. 13: Native Accents Effect on Student`s Listening

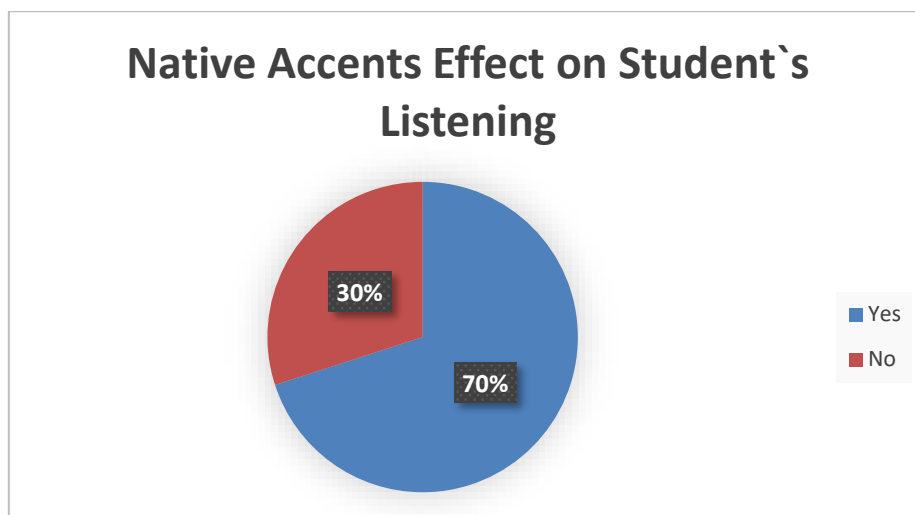


Figure3. 11: Native Accents Effect on Student`s Listening

As statistics are shown in table. Out of twenty respondents, fourteen (70%) stated that native accents affect their comprehension of speech. In contrast, six respondents(30%) stated that native accents do not affect their comprehension of speech.

Q4: What is the effect degree of native accents on your listening comprehension?

Native accents effect degree		Frequency	%
Effect degree	Extremely significance effect	2	10.0%
	Highly significance effect	3	15.0%
	Insignificance effect	6	30.0%
	Little significant effect	3	15.0%
	Significant Effect	6	30.0%
	Total	20	100%
Mean	2.57		
Median	3		
Mode	3		

Table3. 14: Native Accent Effect Degree on Student`s Listening Comprehension

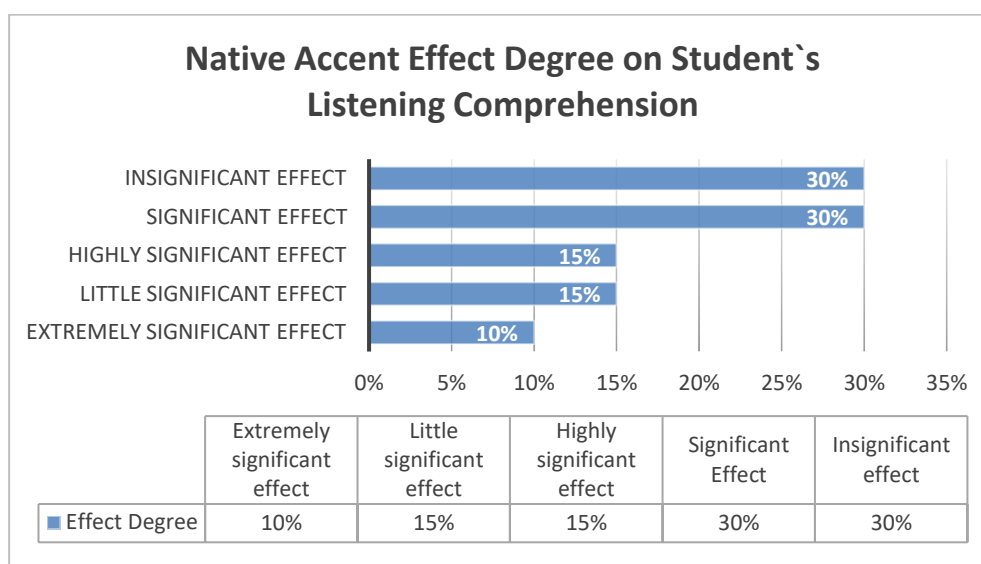


Figure3. 12: Native Accent Effect Degree on Student`s Listening Comprehension

In the Figure above, (30%) of respondents assume that native accents have insignificant effect degree on their comprehension similarly to a significant effect (30%). At the same rate, respondents assess the two degrees “ Highly, and little significant” equally (15% for each). Extremely significant degree gets the lowest rating (10%). The average value is “2.57” which means that in general native accents have little significant effect on respondents’ comprehension.

Q5: Do non-native accents affect your understanding?

Non-native accent effect	N	%
No	5	25.0%
Yes	15	75.0%
Total	20	100%

Table3. 15: Non-native Accents Effect on Student`s Listening

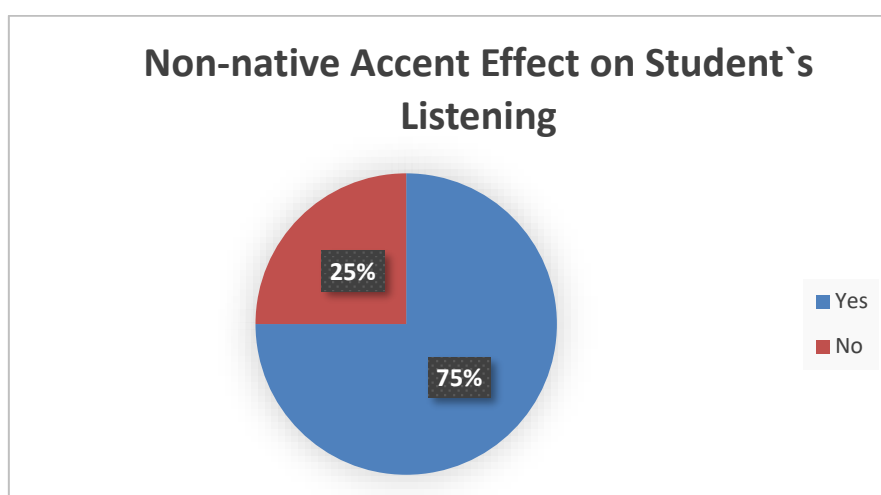


Figure3. 13: Non-native Accent Effect on Student`s Listening

As statistics are shown in the table above. Out of twenty respondents, fifteen (75%) stated that non-native accents affect their comprehension of speech. In contrast, five respondents(25%) stated that non-native accents do not affect their comprehension of speech.

Q6: What is the effect degree of non-native accents on your listening comprehension?

Non-native accent effect degree		N	%
Effect degree	Extremely significance effect	7	35.0%
	Highly significance effect	2	10.0%
	Insignificance effect	2	10.0%
	Little significant effect	5	25.0%
	Significant Effect	4	20.0%
	Total	20	100.0%
Mean	3.36		
Median	3		
Mode	5		

Table3. 16: Native Accent Effect Degree on Student`s Listening Comprehension

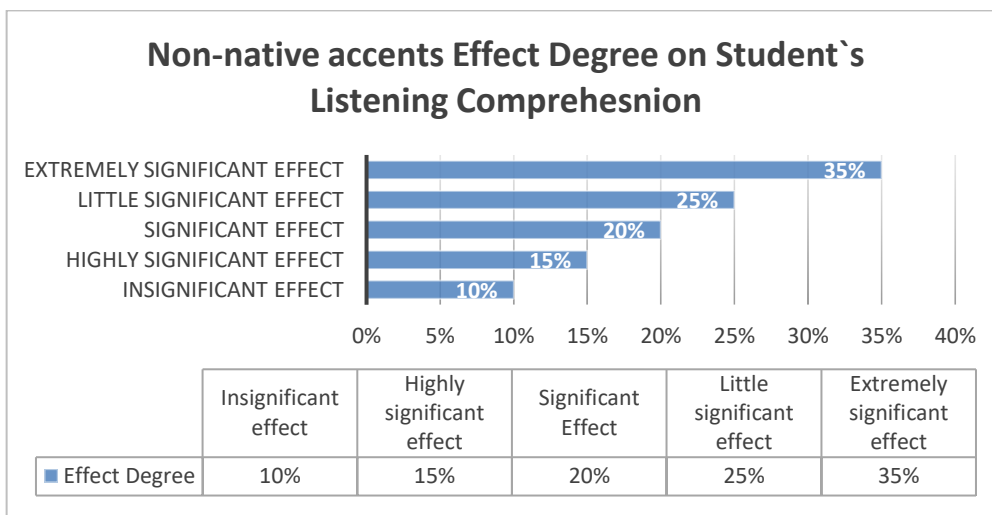


Figure3. 14: Native Accent Effect Degree on Student's Listening Comprehension

In the Figure above, (35%) of respondents assume that non-native accents have extremely significant effect degree on their comprehension. In contrast with little significant effect (25%). Respondents assess significant effect (20%) then Highly significant effect (15%). Insignificant degree gets the lowest rating (10%). The average value is “3.36” which means that in general non-native accents have significant effect on respondents' comprehension.

Q7: What do you prefer listening to?

Listening preference	Frequency	Percent
Native speaker's speech	18	90.0%
Non-native speaker's speech	2	10.0%
Total	20	100.0%

Table3. 17 : Student's Listening Preference

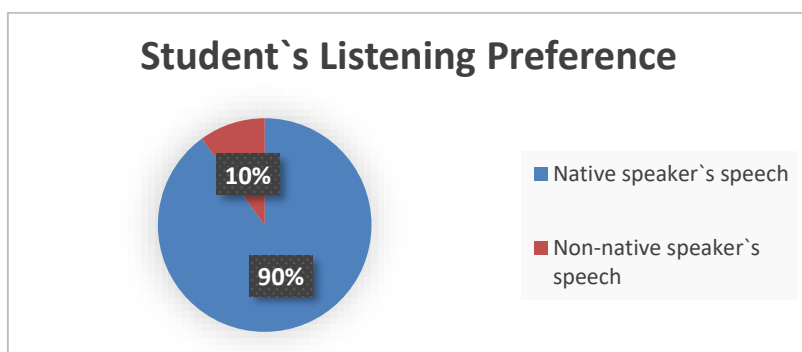


Figure3. 15: Student's Listening Preference

As presented in the table above. (90%) of respondents prefer listening to native speaker`s speech while (10%) prefer non-native speaker`s speeches.

Q8: Do you understand accented speech?

Accented-speech understanding		Frequency	Percent
	It depends on the accent used	17	85.0%
	Yes	3	15.0%
	No	0	0%
	Total	20	100.0%

Table3. 18: Accented- Speech Understanding

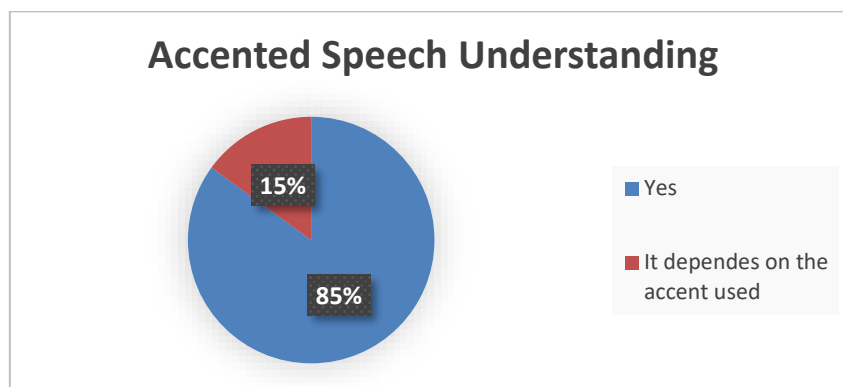


Figure3. 16: Accented- Speech Understanding

It is clearly noticed in the above figure that respondents (15%) choose yes as an indication of their ability to understand accented speech while none of them choose no. However, the majority of respondents(85%) state that accented speech understanding depends on the accent used.

Q9: What are the most understandable English accents? Why

Major Themes (categories)	Category	Description of statements(Opinions)	Theme Frequency	Percent Presented in Responses
American Accent	<ul style="list-style-type: none"> • Familiarity • Simplicity • Clarity • Understandability • Widely Used 	<p>“American that what I’m used to”</p> <p>“American accent because they use simple terms”</p> <p>“American accent because it is clear and I used to it”</p> <p>“American accent because the accent is fluent comprehensible”</p> <p>“American accent because it is most universal accent (widely used)”</p>	15	75.0%
British Accent	<ul style="list-style-type: none"> • Understandability • Familiarity • Widely Used • Clarity 	<p>“British accent because it is easy to understand”</p> <p>“British accent Because it's the accent I learned”</p> <p>“..... British accents, because are more frequently heard.”</p> <p>“British accent because I think it has the best pronunciation of sounds,and words...”</p>	7	35%
Indian Accent	<ul style="list-style-type: none"> • Clarity 	“.... Indian, Australian have clear pronunciation”	1	5%
Canadian Accent	<ul style="list-style-type: none"> • Clarity 	“Canadian accent because it is clear, direct and smooth”	1	5%
Australian Accent	<ul style="list-style-type: none"> • Clarity 	“..... Australian have clear pronunciation”	1	5%
Western European Accents	<ul style="list-style-type: none"> • Clarity 	“... Western Europe accents have clear sounds pronunciation”	1	5%
Native Accents	<ul style="list-style-type: none"> • Understandability • Familiarity 	“Native accents because they are familiar and easy to understand”	1	5%
Total			20	100.0%

Table3. 19: Most Understandable English Accent

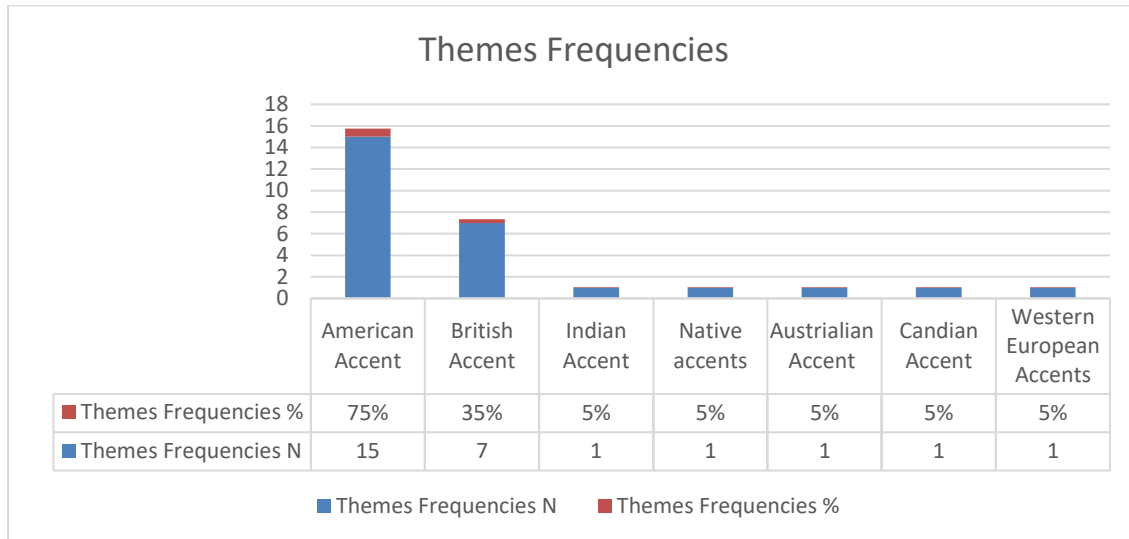


Figure3. 17: Most Understandable English Accent

The table results above show that the majority of respondents mention American accent as being the most understandable accent (75%) presented in their responses. Followed by British accent (35%). Also, there were other mentioned accents “Indian, Canadian, Australian, West European, and native accents” (5%) for each. Their choice justification included different factors like familiarity, simplicity, clarity, and understandability.

Q10: What are the most difficult English accents to understand? Why

Themes	Category	Description of statements (Opinion)	Theme Frequency	Percent Presented in Responses
Scottish Accent	<ul style="list-style-type: none"> • Unfamiliarity • Over-pronunciation • Incomprehensibility • Sound`s Elision 	<p>“ I think Scottish because im not familiar with it”</p> <p>“British, Scottish, Irish because they exaggerate sounds”</p> <p>“Scottish accent is difficult to understand because of the way of pronouncing some sounds, letters and phonemes”</p> <p>“.. Scottish one because they don't pronounce some of sounds which make it difficult to understand”</p>	15	75.0%
British Accent	<ul style="list-style-type: none"> • Over-pronunciation • Clarity Lack • Incomprehensibility • Sound`s Elision 	<p>“ British, Scottish, Irish because they exaggerate sounds”</p> <p>“British accent because it has unclear pronunciation”</p> <p>The British accent because the way if speaking is too complicated</p> <p>“ British accent because they do not pronounce some sounds”</p>	7	35%
American Accent	<ul style="list-style-type: none"> • Clarity Lack • Incomprehensibility • Sound`s Elision 	<p>“American accent simply because They do not pronounce the letters clearly”</p> <p>“American accent Also is difficult to understand sometimes because of the faster ways of pronouncing some sounds, and the elision and omitting of some sound”</p> <p>“. They don't pronounce all the letters “</p>	4	20%
Indian Accent	<ul style="list-style-type: none"> • Clarity Lack • Incomprehensibility • Unfamiliarity 	<p>“... Indian, Australian have clear pronunciation”</p> <p>“Indian and Russian because of the unclear way they pronounce sounds”</p> <p>“Indian, German because I am not used to their pronunciation”</p>	1	5%
Russian Accent	<ul style="list-style-type: none"> • Clarity Lack • Incomprehensibility 	<p>“... Russian because of the unclear way they pronounce sounds”</p> <p>“For me, Russian English accent is difficult to understand because of the letters' exits makes pronunciation incomprehensible”</p>	1	5%
Irish Accent	<ul style="list-style-type: none"> • Unfamiliarity • Over-pronunciation 	<p>“ Irish I guess is not familiar”</p> <p>“... Irish because they exaggerate sounds”</p>	1	5%
Asian Accents	<ul style="list-style-type: none"> • Unfamiliarity 	<p>“I think Asian accents like Chinese because I`m not familiar with them.”</p>	1	5%
Non-native Accents	<ul style="list-style-type: none"> • Unfamiliarity 	<p>“ Nonnative accents because they are not widely used”</p>	1	5%
Total			20	100.0%

Table3. 20: Most Difficult English Accents

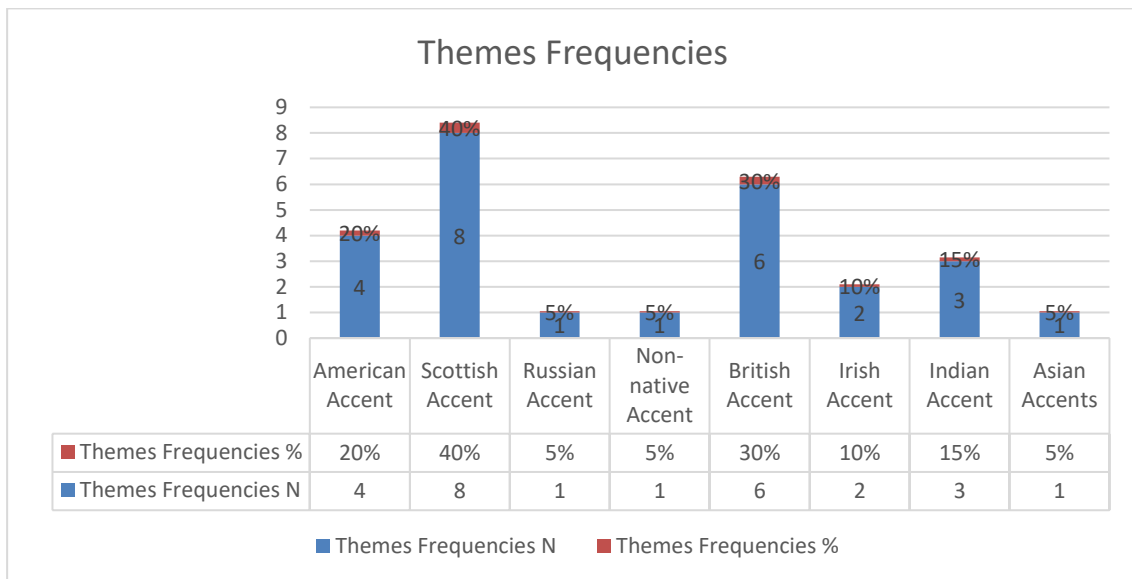


Figure3. 18: Most Difficult English Accents

The table results above show that the majority of respondents mention Scottish accent as being the most understandable accent (40%) presented in their responses. Followed by British accent (35%) than American accent (20%). Also, there were other mentioned accents “Indian(15%), Irish(10%), as well as Asian and nonnative accents” (5%) for each. Their choice justification included different factors like unfamiliarity, over-pronunciation, sound’s elision, lack of clarity, and incomprehensibility.

Q11 Why do you find English native accents difficult to understand?

Native accents difficulties		N	%
	All Above	3	15.0
	Mispronunciation of some sounds, or words	2	10.0
	Not familiar with some of them	7	35.0
	Over pronunciation of sounds, or words	4	20.0
	The elision of sounds	4	20.0
	Total	20	100.0

Table3. 21: Native Accents Difficulties

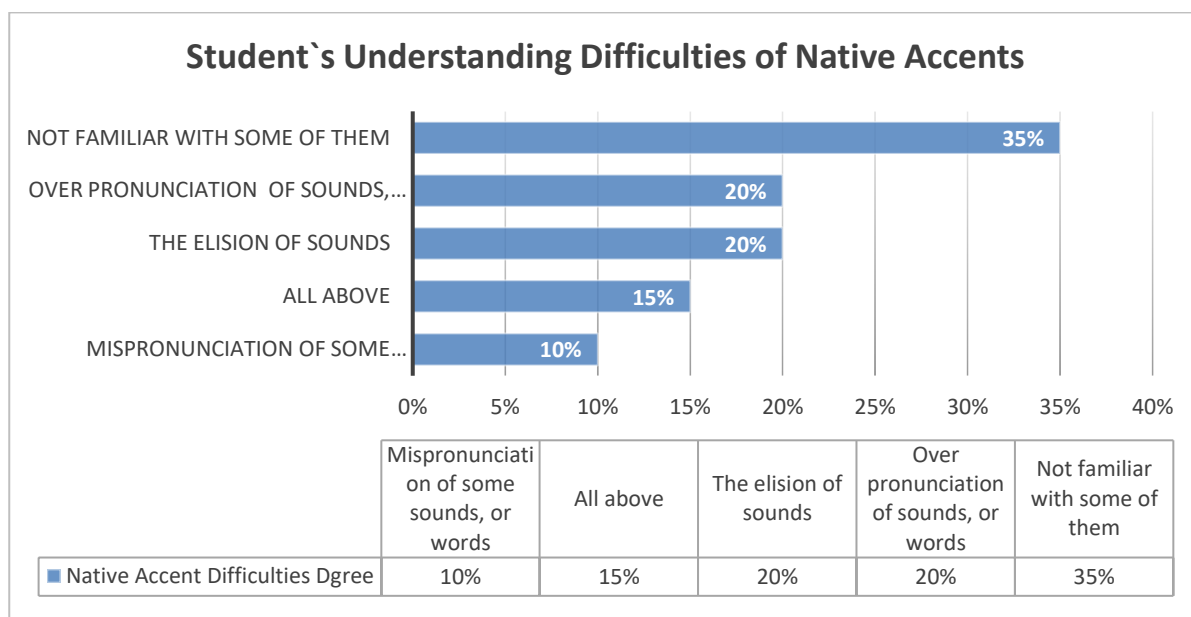


Figure3. 19: Native Accents Difficulties

Figure results present respondents' difficulties in understanding native accents. Unfamiliarity is mostly selected (35%). Followed equally by "over-pronunciation and the elision of sounds" (20%). All above come next (15%) ended by sound mispronunciation with the lowest rate (10%).

Q12: Why do you find English native accents difficult to understand?

Non-native accents difficulties	Frequency	%
All Above	5	25.0
Mispronounce some sounds, words	5	25.0
Not familiar with some of them	6	30.0
Over pronunciation of sounds, words	2	10.0
The elision of sounds	2	10.0
Total	20	100.0

Table3. 22: Non-native Accents Difficulties

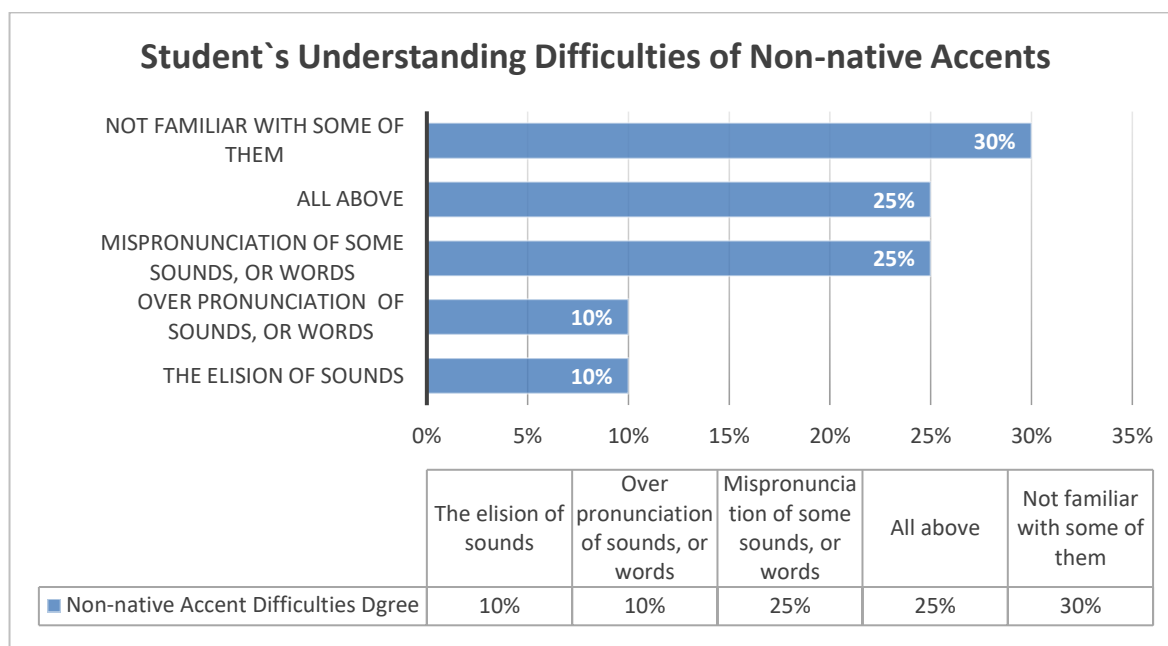


Figure3. 20: Non-native Accents Difficulties

Figure20 results present respondents' difficulties in understanding non-native accents. Unfamiliarity is mostly selected (30%). Followed equally by "sounds mispronunciation, all above" (20%). Similarly, "over-pronunciation and elision of sounds" as the lowest rate (10%).

3.3 Interpretation and Discussion:

		Value	Range
Completely Incomprehensible	Insignificant effect	1	1.00-1.80
Partly Comprehensible	Little significant effect	2	1.81-2.60
Comprehensible	Significant effect	3	2.61-3.40
Mostly Comprehensible	Highly significant effect	4	3.41-4.20
Completely Comprehensible	Extremely significant effect	5	4,21-5.00

Table3. 23: Scoring Range of Likert Scale

3.3.2 Questionnaire Discussion:

Most students (80%) consider themselves good listeners with consideration of speech as the main influential factor while (20%) without any considerations. At the same time, none of them said no.

Moreover, students characterize non-native speakers (60%) as being more difficult to understand comparing native speakers(20%). This was confirmed when the majority of

students (70%) did not consider that native accents affect their listening comprehension. Students give native accents a low rating effect degree, (30%) as having insignificant or little significant effect(15%). Meanwhile, (75%) of students state that non-native affect their comprehension with high rating effect degrees, extremely (35%) or significant effect(20%).

The range value support what has been said before, 2,57 for the little significant effect of native accents on student`s listening comprehension whereas 3,36 for the significant effect on non-native accents.

Furthermore, (15%) of students understand accented speech while the majority of them (85%) claim that their understanding relies on the accent used which shows the significance of accent does on student`s comprehension ability.

American accent was the most understandable accent with (75%) frequency percentage presented in student`s responses followed by the British accent (35%) in addition to other accents like Indian, Candian, and Australian. Students rely on many features that accent must have to be understandable, that are familiarity, simplicity, clarity, and comprehensibility.

On the other hand, Scottish was the most difficult accent to understand (75%) frequency percentage presented in student`s responses. British accent come next (35%) then American and other accents like Russian, Irish, and Asian accents. According to students, the above-mentioned accents do not contain the features that allow them to be understandable. However, they justify understanding inability by being unfamiliar, incomprehensive, unclear or containing pronunciation errors.

Lastly, students further explain why they have difficulties in understanding native accents. They selected different reasons, being not familiar with the accent was the dominant answer (35%) followed by other reasons like sound`s elision(20%), over-pronunciation(20%), and mispronunciation(10%) all the above reasons together(15%).

Similarly, students encounter difficulties with non-native accents. Unfamiliarity comes first(30%) in addition to other difficulties like sound`s mispronunciation(25%), over-pronunciation(10%), and elision (10%) or all the above-mentioned difficulties together(25%).

Therefore, being unfamiliar with both native and non-native accents is the main reason for student`s comprehension difficulties.

3.4 Summary and Synthesis of Findings:

The present part summarizes the findings. Thus, it was essential to revisit the fundamentals of the subject under investigation. Summary and display of data originally collected from three data collection tools: two listening tests, and a students' questionnaire.

This study was initiated to improve the listening comprehension of first-year students. Specifically, this study examined whether accent has any effect on listening comprehension as well as the reasons for this reduction. Additionally, it attempted to identify the attitudes and perceptions of students regarding the use of accented speech.

Within this context, our research did not follow a purely qualitative or quantitative perspective, but adopted a mixed-methods approach to address our research questions. There were three principal research questions addressed in this study. This section will discuss these questions and the corresponding constructed hypotheses.

Research Question 1: What are student`s perceptions and attitudes towards accented speech?

The first question investigates different student`s perceptions and attitudes towards accented speech. A questionnaire was administrated to 20 participants after passing the listening tests in order to confirm the tests results and to get more detailed descriptions that were taken from multiple choice questions, Likert scale, and open-ended questions.

The majority of respondents reveal that accented speech affects their listening comprehension which was shown by their high rating about the effect of it as well as they rely on speech as the main factor in considering themselves as good listeners. Moreover, the majority of participants admitted their preference for native speakers over non-native ones. This allows us to figure out the student's prior assumption associated with accented speech as being incomprehensible and inferior to be used in academic contexts (lecturing, listening tests). As participants in Fraser's (2006) study did not place great value on their accent simply because it was not native and preferred native accents even if they were not accustomed to them. Hence, accents are evaluated in different ways.

Research Questions 2: How does student perceptions of accents affect their listening comprehension?

We designed this question specifically to examine the effect of different accents (native or nonnative) on students' listening comprehension.

According to the presented scoring scale, the T1 scores are much higher than the T2 scores. Additionally, when comparing the mean values of both tests, the mean value of the T1 was higher than that of T2. According to the findings, the students' performance on the T1 was better than the T2. As a means of reconfirming the findings, and confirming the purpose of the question, the paired samples t-test was used to measure the same independent variable, seeking any differences between scores.

Thus, by virtue of the t-value being greater than the critical value, the null hypothesis was automatically rejected. Consequently, the results which have been gathered so far are associated with the implemented accent effect and not with extraneous variables or merely chance, which allows us to shed light on the actual relationships that exist between the dependent variable (listening comprehension) and the independent variable (English accents).

Furthermore, after measuring the tests finding, respondents show that their perception of accents can have an effect on their comprehension since both tests have the same content but are delivered with two different accents. Consequently, they further validate the statistical findings in their open-ended questions responses when they list according to their perception the most understandable and difficult accents to them. Also, the majority of participants stated in different questions were asked about accent effect that it does affect their comprehension with various proportions where they consider native accents to have a less significant effect comparing non-native accents. This support the findings of Floccia study (2009) where he found that accented speech has immediate effects on how the listener is able to recover and retrieve the speaker's message, rather than identify the particular words of this message which were shown on the scores difference.

Research Question 3: What are accent understanding difficulties that students face in listening comprehension?

This question was designed to specifically identify causes that might stand in the way of students' ability to comprehend accented speech. Students listed many difficulties encountered with understanding accents. Before dealing with the difficulties, from open-ended questions responses, respondents made a list of features that any accent must have to be understandable to them. One of the important aspects is that an accent must be familiar. As EFL learners' familiarity with the accent spoken is the main property to comprehend it. Also, accent pronunciation must be clear and simple even if it is different a clear and simple way of sound pronunciation without any exaggeration or elision is prerequisite to be comprehensive.

In contrast, if an accent did not have the above-mentioned features, it will be considered incomprehensible. Unfamiliarity was the dominant difficulty response. For students, being familiar with the spoken accent is enough to understand it even if it contains a lot of

pronunciation mistakes. Familiarity with an accent means to respondents, having the same or close way of sound pronunciation to their first language pronunciation. Besides, mispronunciation of including sound elision, and exaggeration (stressing) of some sounds make accent comprehension very challenging and difficult to understand, especially if it is not widely used or not familiar to them. As a confirmation of what was said above, familiarity is the key concept for understanding any accent whether it contains pronunciation errors or not, native or non-native. Similarly, Ockey and French (2014) examined the relationship between accent strength, familiarity, and listening comprehension scores. Students with a familiarity with Australian accents scored higher when they were exposed to stronger accented English. It was found that familiarity with British accents may be an advantage on listening tests with British accents, however, a strong accent significantly lowers scores. Thus, this indicates that familiarity with accents along with students perceptions about the used accents did affect listening comprehension and cause major problems.

Conclusion:

This chapter aimed at displaying, categorizing, and summarizing data that were originally obtained from the previously mentioned data collection tools. Afterwards, in order to convey the final results in terms of the quantitative and qualitative analysis procedures, the researcher described the specific steps he took in order to describe the scores, analyze the numerical and textual data, and formulate various measures. Lastly, a detailed discussion and synthesis of the findings were contributed to the collection of collected data, along with the processes of testing and making inferences.

General Conclusion

General Conclusion:

As a student progresses towards higher levels of comprehension, phonological awareness, decoding skills, and sight word recognition skills need to be coordinated with language comprehension abilities. Listening has great importance in learning and comprehending a foreign language. However, if a learner does not have competency in this skill, this can hinder communication. Therefore, this study aims to investigate accent as a source of listening difficulties faced by first-year LMD students of English at Mohamed Kheider Biskra University.

We collected data about the topic and probed students' views and attitudes regarding accented speech in academic settings by using students' tests and questionnaires. We also include 20 students in our sample where the majority of students who participate in this study provide the necessary responses to achieve the study's goals.

Considering the exploratory nature of this study, a mixed-methods approach was the appropriate one for gaining a deep understanding of the research problem. Accordingly, it was to discover what effect accents had on students' listening comprehension. To discover students' attitudes regarding the use of accented speech, two tests were conducted along with a student's questionnaire.

As part of the effort to provide a deep understanding of the research problem and to gather relevant data on the subject, two data collection methods were used. These were two listening tests for students and a questionnaire. All of these tools were piloted and validated before being used to ensure the reliability and credibility of the results. Consequently, the data collection instrument was comprehensive and relevant. In the current study, a quantitative and qualitative

analysis procedure were implemented in conjunction with a mixed-methods approach. Content analysis, descriptive statistics, and inferential statistics were part of this.

Based on the statistical analysis of the student responses, it was discovered that accents influenced the students' listening comprehension. Also, It was revealed through the tabular and graphical presentations of the questionnaire results, that the main listening comprehension difficulties caused by accent were unfamiliarity, lack of clarity, as well as pronunciation errors. Furthermore, since comprehension difficulties cannot be attributed to a single cause, the occurrence of such difficulties was usually related to several different factors. As a result, these difficulties were attributed to an absence of exposure to different English accents.

Lastly, the null hypothesis was rejected, so this research is sufficient to shed light on the listening problems faced by English language learners with accents. Additionally, this theme is as wide as the skill we discussed, so listening problems should be discovered at all educational levels.

Pedagogical Recommendation:

Listening is essential for learning foreign languages. Accents caused listening comprehension difficulties, which led to an incomplete mastery of listening skills. Thus, based on the findings of this study, we are able to make some pedagogical recommendations.

Learning and teaching depend on improving students' listening skills. Therefore, rather than listening directly to an accent for the first time, it makes sense to introduce them to different accents first. In other words, having them understand the nature of accented speech and the characteristics of accents in order to correctly understand the meaning of words. Due to this, learners find accented speech challenging because they do not recognize the words and sounds.

The use of teaching strategies can be useful in introducing new listening tasks. One way to do this is by presenting them with the appropriate listening stages. Thus, teaching listening becomes more interesting for students. Using effective strategies helps students to reduce listening difficulties. Additionally, students' abilities to understand how people pronounce words differently can be improved by encouraging them to focus on listening activities that attract their attention, as well as reduce the dull atmosphere of the classroom such as recordings, videos, and songs. This enables them to learn about different varieties of English accents. Moreover, checking students' listening comprehension can be accomplished through flashcards, vocabulary boxes and questions asked about the topic.

Further, students may have difficulty understanding the teacher's pronunciation, so if the teacher realizes that they have low levels of understanding, they should simplify the language for the students and use British, American accents or any accent that is familiar to the majority of them. Then it would be worthwhile to ensure that students are aware of the fact that English has many accents. In this way, they will always carry out different accents. Teachers can benefit from rhythmic pronunciation exercises, during which they read sentences while speaking so

students notice the accent and pronunciation. Teachers can also constantly show students how different words are pronounced in different accents.

Finally, teachers should be relaxed, friendly, and patient with their students. In addition, teachers should pay more attention to teaching listening and provide a relaxed, enjoyable learning environment for all students. Likewise, make group work so that you can exchange ideas and learn from each other when correcting mistakes. Lastly, It is important for teachers to be creative in the classroom to enhance listening skills.

Study Limitations:

Generally, the limitations of this research study are related to the characteristics or challenges that emerged during the study, requiring a full appraisal of their implications. Some of the constraints may be related to issues such as the lack of resources, the generalizability of the tests, and the inaccessibility of participants. As the limitations of the study may affect how its findings are interpreted, they may hinder the attempt to make a more useful set of suggestions for future research. In spite of having achieved the objectives of the current investigation, its shortcomings must nonetheless be acknowledged

- The participants themselves proved to be a real obstacle when implementing the tests because the majority of them did not show much interest in the target issue which was indicated in their responses.
- The time between the two tests was not as originally designed.
- The Change of administering tests method, so that they are conducted online because the study tests were meant to be administered in faculty labs, but they were not available.

References

- (Eds.), *Interlanguage phonology: The acquisition of a second language sound system* (pp. 101–124). Cambridge, MA: Newbury House.
- 91–109.
- Adank, P., Evans, B., Stuart-Smith, J., & Scott, S. (2009). Comprehension of familiar and unfamiliar native accents under adverse listening conditions. *Journal of Experimental Psychology*, 35(2), 520-529.
- Allison, C., Williams, J. O., Scott, F., Stott, C., Bolton, P., Baron-Cohen, S., & Brayne, C. (2007). The Childhood Asperger Syndrome Test (CAST) Test–retest reliability in a high scoring sample. *Autism*, 11(2), 173-185.
- Anderson, R. C. (1977), “The notion of schemata and the educational enterprise”, In R. C.
- Anderson-Hsieh, J. & Kohler, K. (1988). The effect of foreign accent and speaking rate on native speaker comprehension. *Language Learning*, 38 (4), 561-613.
- Atkinson, R. K., Mayer, R. E., & Merrill, M. M. (2005). Fostering social agency in multimedia learning: Examining the impact of an animated agent's voice. *Contemporary Educational Psychology*, 30, 117-139.
- Barbara, D. A. (1957). On listening - The role of the ear in psychic life. *Today's Speech*, 5 (1).
- Barker, L. L. (1971). *Listening behavior*. Englewood Cliffs, NJ: Prentice-Hall.
- Bent T., Bradlow A. R. (2003). The interlanguage speech intelligibility benefit. *J. Acoust. Soc. Am.* 114, 1600–1610 10.1121/1.1603234.
- Bloomfield, L. (1993). *Language*. New York: Holt Rinehart Winston.

- Bostrom, R. N. (2011). Rethinking conceptual approaches to the study of “listening.” *International Journal of Listening*, 25, 10-26. doi:10.1080/10904018.2011.536467.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. White Plains, NY: Longman.
- Brown, J. D. (2001). *Using surveys in language programs*. Cambridge university press.
- Bryla-Cruz, A. (2016). *Foreign accent perception: Polish English in the British ears*. Cambridge Scholars Publishing.
- Buck, G. (2001). *Assessing listening*. Cambridge, U.K.: Cambridge University Press.
- Burda A. N., Scherz J. A., Hageman C. F., Edwards H. T. (2003). Age and understanding speakers with Spanish or Taiwanese accents. *Percept. Mot. Skills* 97, 11–20
10.2466/pms.2003.97.1.11.
- Cargile, A. C., & Giles, H. (1998). Language attitudes toward varieties of English: An American-Japanese context. *Journal of Applied Communication Research*, 26, 338-356.
- Carlson, H. K., & McHenry, M. A. (2006). Effect of accent and dialect on employability. *Journal of Employment Counseling*, 43(2), 70–83. <http://doi.org/10.1002/j.2161-1920.2006.tb00008.x>
- Chamot, A. U., & Kupper, L. (1989). Learning strategies in foreign language instruction. *Foreign Language Annals*, 22(1), 13-24.
- Chomsky, N. (1965). *Aspects of the theory of syntax*. Cambridge, MA: MIT Press.
- Clarke, C. M. (2002, September). Perceptual adjustment to foreign-accented English with short term exposure. Paper presented at the Proceedings of the 7th International Conference on Spoken Language Processing, Denver, CO.

Creswell, J. W. (2002). *Educational research: Planning, conducting, and evaluating quantitative* (Vol. 7). Prentice Hall Upper Saddle River, NJ.

Creswell, J. W., Klassen, A. C., Plano Clark, V. L., & Smith, K. C. (2011). Best practices for mixed methods research in the health sciences. *Bethesda (Maryland): National Institutes of Health, 2013*, 541-545.

Cunningham, U. (2009). Models and targets for the pronunciation of English in Vietnam and Sweden. *Research in Language*, 7, 113-128.

Dalton, C., & Seidlhofer, B. (1994). The significance of pronunciation. In *Pronunciation* (pp. 3–12). Oxford University Press.

Davies, A. (1991). *The Native Speaker in Applied Linguistics*. Edinburgh: Edinburgh University Press.

Derwing, T. M. (2015). DAL DAY. Maria O'Neill Lecture. Presented at the Social Factors Associated with an L2 Accent, Universitat de Lleida.

Derwing, T. M., & Munro, M. J. (2009). "Putting accent in its place: Rethinking obstacles to communication." *Language Teaching*.

Derwing, T. M., & Munro, M. J. (2015). Chapter 8. Social Aspects of Accent.

DiPietro, R. (1988). *Learner English: A Teacher's Guide to Interference and other Problems*. Michael Swan and Bernard Smith (Eds.). New York: Cambridge University Press, 1987. Pp. xv 265. *Studies in Second Language Acquisition*, 10(3), 406-407. doi:10.1017/S0272263100007555

Egypt. *International Journal of the Sociology of Language*, 6, 33–54.

El-Dash, L., & Tucker, G. R. (1975). Subjective reactions to various speech styles in

- ELIZABETH C. ZSIGA, *The sounds of language: An introduction to phonetics and phonology* (Linguistics in the World). Malden, MA & Oxford: Wiley-Blackwell, 2013. Pp. xvii 474. ISBN: 978-1-4051-9103-6. *Journal of the International Phonetic Association*, 45(3), 319-320. doi:10.1017/S0025100315000237
- Everson, P. (2009). The importance of four skills in English education. Presented at the Global Talent Cultivation Symposium, Seoul, Korea.
- Ferguson S. H., Jongman A., Sereno J. A., Keum K. A. (2010). Intelligibility of foreign-accented speech for older adults with and without hearing loss. *J. Am. Acad. Audiol.* 21, 153–162 10.3766/jaaa.21.3.3
- Field, J. (2005). Intelligibility and the Listener: The Role of Lexical Stress. *TESOL Quarterly*, 39(3), 399–423. <http://doi.org/10.2307/3588487>
- Flege, J. E. (1988). Factors affecting degree of perceived foreign accent in English
- Floccia, C., Butler, J., Goslin, J., & Ellis, L. (2009). Regional and Foreign Accent Processing in English: Can Listeners Adapt? *Journal of Psycholinguistic Research*, 38(4), 379–412.
- Flowerdew, J., & Miller, L. (2005). *Second language listening: Theory and practice*. Cambridge: Cambridge University Press.
- Fraser, S. (2006). Perceptions of varieties of spoken English: Implications for EIL. In R. Kiely, G. Clibbon, P. Rea-Dickins, & H. Woodfield (Eds.), *Language, culture, and identity in applied linguistics* (pp. 79-97). British Association for Applied Linguistics in association with Equinox.
- Gass S., Varonis E. M. (1984). The effect of familiarity on the comprehensibility of nonnative speech. *Lang. Learn.* 34, 65–87 10.1111/j.1467-1770.1984.tb00996.x

- Gilakjani, A. P., & Ahmadi, M. R. (2011). A study of factors affecting EFL learners' English listening comprehension and the strategies for improvement. *Journal of Language Teaching and Research*, 2(5).
- Gluszek, A., & Dovidio, J. F. (2010). Speaking With a Nonnative Accent: Perceptions of Bias, Communication Difficulties, and Belonging in the United States. *Journal of Language and Social Psychology*, 29(2), 224–234. <http://doi.org/10.1177/0261927X09359590>
- Goh, C. C. M. (1999) How Much Do Learners Know about the Factors that Influence their Listening Comprehension? *Hong Kong Journal of Applied Linguistics*. 4 (1) pp. 17-41.
- Gordon-Salant S., Yeni-Komshian G. H., Fitzgibbons P. J., Schurman J. (2010b). Short-term adaptation to accented English by younger and older adults. *J. Acoust. Soc. Am.* 128, EL200–EL204 10.1121/1.3486199
- Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a conceptual framework for mixed-method evaluation designs. *Educational evaluation and policy analysis*, 11(3), 255-274.
- Guo, Z., & Wills, R. (n.d.). An investigation of factors influencing English listening comprehension and possible measures for improvement. Australia.
- Gut, U. (2007). Foreign accent. In *Speaker classification I* (pp. 75-87). Springer, Berlin, Heidelberg.
- Harmer, J. (2001). *How to Teach English An Introduction to The Practice of English*
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). London: Longman Group UK Limited.
- Holden, W. R. (2004) *Facilitating Listening Comprehension: Acquiring Successful Strategies*. *Bulletin of Hokiruku University*, 28, pp. 257-266.

Hyslop, N. B and T. Burse. (1989). *Listening* Bloomington I N Ingram, D. (1974). *The Relationship between Comprehension and Production*. In *Language Perspectives*. Baltimore University Press.

Ingram, P. D. (2009). Are accents one of the last acceptable areas of discrimination? *Journal of Extension*. 47(1), 1-5.

International Listening Association (ILA). (1996). Retrieved from <http://listen.org/>

Jack, R., and Willy, R. (2002). *Methodology in language teaching*. Cambridge: Cambridge University Press.

Jenner, B. R. (1976). Interlanguage and foreign accent. *Interlanguage studies bulletin*, 166-195.

Jinhong, B. (2011). *Exploring students' use of metacognitive strategies in listening comprehension of the TEM-4: A study of English majors at a Chinese college* (Unpublished master's thesis). Kristianstad University, Kristianstad, Sweden.

Kamhi-Stein, LD (2009). Teacher preparation and non-native English-speaking educators. *The Cambridge guide to second language teacher education*, 91-101.

Kang, O., Rubin, D., & Pickering, L. (2010). Suprasegmental measures of accentedness and judgments of language learner proficiency in oral English. *The Modern Language Journal*, 94(4), 554-566. Retrieved from <http://0-search.proquest.com.lib.utep.edu/docview/856397647?accountid=7121>

Kelly, C.M. (1975). Empathic listening. In R. L. Applbaum, O. O. Jenson, & R. Carroll (Eds.), *Speech communication: A basic anthology*. New York: Macmillan.

Kline, J. A. (1996). *Listening Effectively*. Washington: Air University Press.

Lambert, W. (1967). A social psychology of bilingualism. *Journal of Social Issues*, 23,

Landau, S., & Everitt, B. S. (2004). Analysis of repeated measures II: Linear mixed model. *A Handbook of Statistical Analysis Using SPSS*. Boca Raton, FL: Chapman & Hall, 194-215.

Language Teaching . Endinburg Gate, Harlow, Essex CM20 2JE. England: Longman.

Lasagabaster, D., & Sierra, J. M. (2005). What do students think about the pros and cons of having a native speaker teacher? In E. Llurda (Ed.), *Non-Native Language Teachers. Perceptions, Challenges and Contributions to the Profession* (pp. 217–241). Springer.

Levis, J. M. (2005). Changing contexts and shifting paradigms in pronunciation teaching.

Lindemann, S. (2005). Who speaks "broken English"? US undergraduates' perception of nonnative English. *International Journal of Applied Linguistics*, 15, 187-212.

Lingzhu, J. (2003) Listening Activities for Effective Top-Down Processing. *The Internet TESL Journal*, 9, pp.11

Spearritt, D. (1962). *Listening comprehension—A factorial analysis*. Melbourne, Australia: Australian Council for Educational Research, Series Number 76.

Lippi-Green, R. (1997). *English with an accent; Language, ideology, and discrimination in the United States*. New York: Routledge.

Lippi-Green, R. (2012). *English with an accent: Language, ideology and discrimination in the United States* (2nd ed.). London; New York: Routledge.

Lucas, S. (1998). *Teaching public speaking*. In *Teaching Communication: (2nd ed.)*. Lawrence Erlbaum.

Lynch T. & Mendelsohn D. (2002). *Listening*. In N. Schmitt (ed.) *Introduction to Applied Linguistics*. London: Arnold.

Lynch, T. (2009). *Teaching second language listening*. New York : Oxford university press.

Major, R. (1987). A model for interlanguage phonology. In G. Ioup & S. Weinberger

Major, R. C., Fitzmaurice, S. M., Bunta, F., & Balasubramanian, C. (2005). Testing the effects of regional, ethnic, and international dialects of English on listening comprehension. *Language learning*, 55(1), 37-69.

- Major, R., Fitzmaurice, S., Bunta, F., & Balasubramanian, C. (2002). The effects of nonnative accents on listening comprehension: Implications for ESL assessment. *TESOL Quarterly*, 36(2), 173-190.
- Mayer, R. E. (2003). Elements of a science of e-learning. *Journal of Educational Computing Research*, 29(3), 297-313.
- Moyer, A. (2013). *Foreign Accent. The Phenomenon of Non-native Speech*. Cambridge University Press.
- Munro, M. J. (1998). The effects of noise on the intelligibility of foreign-accented speech. *Studies in Second Language Learning*, 20, 139–154.
- Munro, M. J. (2003). A Primer on Accent Discrimination in the Canadian Context. *TESL Canada Journal*, 20(2), 38–51.
- Munro, M. J., & Derwing, T. M. (1995a). Foreign accent, comprehensibility and intelligibility in the speech of second language learners. *Language Learning*, 45, 73-97.
- Munro, M. J., & Derwing, T. M. (1995b). Processing time, accent, and comprehensibility in the perception of native and foreign-accented speech. *Language and Speech*, 38(3), 289- 306.
- Munro, M. J., & Derwing, T. M. (1998). The effects of speaking rate on listener evaluations of native and foreign-accented speech. *Language Learning*, 48(2), 159-182. doi:10.1111/1467-9922.00038
- Munro, M. J., & Derwing, T. M. (1999). Foreign accent, comprehensibility, and intelligibility in the speech of second language learners. *Language Learning*, 49, 285. Retrieved from <http://0-search.ebscohost.com.lib.utep.edu/login.aspx?direct=true&db=a9h&AN=3254251&site=ehost-live&scope=site>

Munro, M. J., Derwing, T. M., & Sato, K. (2006). Salient accents, covert attitudes: Consciousness-raising for pre-service second language teachers. *Prospect: An Australian Journal of TESOL*, 21(1), 65–77.

Nelson C. L . 2011. *Intelligibility in World Englishes: Theory and Application*. New York, NY: Routledge.

Nelson, C. (1982). Intelligibility and non-native varieties of English. In B. B. Kachru (Ed.), *The other tongue: English across cultures* (pp. 58–73). Urbana: University of Illinois Press.

Nelson, C. (1982). Intelligibility and non-native varieties of English. In B. B. Kachru (Ed.), *The*

Nguyen, B. B. (1993). Accent discrimination and the test of spoken English: A call for an objective assessment of the comprehensibility of nonnative speakers. *California Law Review*, 81(5), 1325. Retrieved from <http://0-search.ebscohost.com.lib.utep.edu/login.aspx?direct=true&db=a9h&AN=6768728&site=ehost-live&scope=site>

Ockey, G. J., & French, R. (2014). From one to multiple accents on a test of L2 listening comprehension. *Applied Linguistics*, 37(5), 693-715..

other tongue: English across cultures (pp. 58–73). Urbana: University of Illinois Press

Oxford, R.L.(1993). Research update on teaching L2listening .system,21(2).

Pearson, J. C. (2011). Chapter 5 Listening and critical thinking. In *Human Communication* (4th ed., p. 110_133). Library of Congress Cataloging-in-Publication Data: *Fundamentals of Communication Studies*.

Phillipson, R. (1992). ELT: the native speaker's burden? *ELT Journal*, 46(1), 12–18. <http://doi.org/10.1093/elt/46.1.12>

- Pickering, L. 2001. 'The role of tone choice in improving ITA communication in the classroom,' *TESOL Quarterly* 35: 233–55.
- Piper, T. & Cansin, D. (1988) Factors influencing the foreign accent, *The Canadian Modern Language Review*, 44, 334-342.
- Rahimi, M., & Abedi, S. (2014). The relationship between listening self-efficacy and metacognitive awareness of listening strategies. *Procedia, Social and Behavioral Sciences*, 98, 1454-1460. <https://doi.org/10.1016/j.sbspro.2014.03.565>.
- Rankin, P. T. (1926). The measurement of the ability to understand spoken language. *Dissertation Abstracts* 12(1952): 847.
- Richard, J. C. (2008). *Teaching Listening and Speaking From Theory to Practice*. Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo: Cambridge University Press.
- Riney, T., Takagi, N, & Inutsuka, K. (2005). Phonetic parameters and perceptual judgments of accent in English by American and Japanese listeners. *TESOL Quarterly*, 39, 3, 441-466
- Rivers, W. M. (1966). *Listening comprehension*. *The Modern Language Journal*, 50(4).
- Rost, M. (2002). *Teaching and Researching Listening*. London, UK: Longman.
- Rost, M. (1994). *Introducing Listening* (ed). R. Carter and D. Nunan. Penguin English.
- Rubin, D. L. (1992). Nonlanguage factors affecting undergraduates' judgments of nonnative English-speaking teaching assistants. *Research in Higher Education*, 33(4), 511-531.
- Schmid, P., & Yeni-Komshian, G. (1999). The effects of speaker accent and target predictability on perception of mispronunciation. *Journal of Speech, Language, and Hearing Research*, 42, 56-64.

Schultz, K. (2003). *Listening: A framework for teaching across differences*. New York: Teachers College Press.

sentences. *Journal of the Acoustical Society of America*, 84, 70–79.

Tashakkori, A., & Teddlie, C. (2003). Issues and dilemmas in teaching research methods courses in social and behavioural sciences: US perspective. *International journal of social research methodology*, 6(1), 61-77.

Tashakkori, A., Teddlie, C., & Teddlie, C. B. (1998). *Mixed methodology: Combining qualitative and quantitative approaches* (Vol. 46). sage.

TESOL Quarterly, 39(3), 369–77. doi:10.2307/3588485

Trudgill, Peter (2003) *A Glossary of Sociolinguistics*, Oxford University Press.

Tucker, W. (1925, April). Science of listening. 19th Century.

Underwood, M. (1989). *Teaching listening*. New York: Longman.

Vandergrift, L. (1997). The comprehension strategies of second language (French) listeners: A descriptive study. *Foreign Language Annals*.

Vandergrift, L. (2002) *Listening: Theory and Practice in Modern Foreign Competence*. Good Practice Guide. [Online] Available from: <http://www.as.ac.uk/resources.gpg/67#ref18> [Accessed 5 th September 2016).

Weil, S. A. (2003). *Foreign accented speech: Adaptation and generalization*. Unpublished master's thesis, The Ohio State University.

Wennerstrom, A. 2000. 'The role of intonation in second language fluency,' in H. Riggenbach (ed.): *Perspectives on Fluency*. University of Michigan

Wisdom, J. P., Cavaleri, M. A., Onwuegbuzie, A. J., & Green, C. A. (2012). Methodological reporting in qualitative, quantitative, and mixed methods health services research articles. *Health services research, 47*(2), 721-745.

Witkin, B. R. (1990). Listening theory and research: The state of the art. *Journal of the International Listening Association, 4*.

Wolvin, A. D., & Coakley, C. (1988). *Listening*. Dubuque, Iowa: Wm. C. Brown.

Zielinski, B. (2008). The listener: No longer the silent partner in reduced intelligibility. *System, 36*, 69–84.

Appendices

APPENDIX 1:**Listening Comprehension Test 1 & 2**

Listen to the audio and answer the questions below

<https://drive.google.com/file/d/1OmZeaZ5IyIVjzWjO9L1uKsojJcPeZWxx/view?usp=sharing> * Required

Section One : General information

1. Email Address *

2. I am: *

Mark only one oval.

Male

Female

Section Two: Questions

3. What Was the audio talking about? Briefly *

5
points

4. He applied to study BA Law because : *

5
points

Mark only one oval.

His personal interests in politics and society

He was a member of the Scottish youth parliament

Both

5. He was disappointed in his BA Law experience *

Yes

No

5
points

6. According to him, Law lectures are interesting and helpful *

Yes

No

5
points

7. Did he recommend applying for Law in UWS *

Yes

No

5
points

Section Three: Opinions about The record

8. Did you find understanding difficulties while listening? *

Yes

No

9. The audio was : *

Mark only one oval.

1

2

3

4

5

Completely
incomprehensible

Completely comprehensible

APPENDIX2:**Student`s Questionnaire**

* Required

Consent Form

Dear students:

Your participation in this study is voluntary and your answers will be securely stored. The data will be used for research purposes and you will not be identified as an individual within the final research. so, you are kindly requested to answer the questions below. The research`s email : syrinesyreen@gmail.com

The supervisor`s email: moussnadjat@gmail.com

Section One: General Information

1. E-mail Address *

2. Full Name *

3. Gender *

Mark only one oval.

Male

Female

Section2: Listening Comprehension & Accent

4. Do you consider yourself a good listener?

Mark only one oval.

- Yes
- No
- It depends on the speech

5. With whom do you have difficulties in understanding :

Mark only one oval.

- Native speakers
- Non-native speakers
- Both

6. Do native accents affect your understanding of speech?

Mark only one oval.

- Yes
- No

7. If yes, to what extent do native accents affect your understanding?

Mark only one oval.

1	2	3	4	5	
Insignificant effect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Extremely significant effect

8. Do non-native accents affect your understanding?

Mark only one oval.

- Yes
- No

9. If yes, to what extent do non-native accents affect your understanding?

Mark only one oval.

1	2	3	4	5	
Insignificant effect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely significant effect

10. If not, do you prefer listening to: *Mark only one oval.*

- Native speakers' speech
- Non-native speakers' speech

11. Do you understand accented speech?

Mark only one oval.

- Yes
- No
- It depends on the accent used

12. What are the most understandable English accents? Why

13. What are the most difficult English accents to understand? Why

14. Why do you find English native accents difficult to understand? *

Check all that apply.

- Over-pronunciation of some sounds, or words
- The elision of sounds.
- Mispronunciation of some sounds, words
- Not familiar with some of them (accents)
- All Above

15. Why do you find English foreign accents difficult to understand? *

Mark only one oval.

- Over pronounce of sound,
words The elision of sounds.
- Mispronounce some sounds, words
- Not familiar with some of them
- All Above

الملخص

تم إجراء هذه الرسالة بهدف التحقيق في آثار اللهجة على فهم الاستماع لدى الطلاب. ومنه فإن التركيز الرئيسي لهذه الدراسة هو الإشارة إلى مشاكل فهم الاستماع من خلال مقارنة كيف تؤثر لهجات اللغة الإنجليزية المختلفة على أداء الطلاب في اختبارات الاستماع. استندت دراستنا إلى الفرضيات التالية. أولاً ، لا تؤثر اللهجات الإنجليزية (الأصلية أو غير الأجنبية) على فهم الاستماع لطلاب السنة الأولى باللغة الإنجليزية للغة المنطوقة ، والثانية ، تؤثر اللهجات الإنجليزية (الأصلية أو غير الأجنبية) على فهم الاستماع لطلاب السنة الأولى للغة الإنجليزية. لتحقيق أهدافنا ، تم إجراء طريقتين مع 20 طالبًا في السنة الأولى في جامعة بسكرة ، قسم اللغة الإنجليزية ، تم استخدام في جمع البيانات. أولاً ، اختباران استماع للتحقق من الفرضية. ثانيًا ، تم إرسال استبيان إلى طلاب السنة الأولى من أجل رؤية تصوراتهم حول استخدام الكلام بلكنة. كانت الدراسة استكشافية بطبيعتها واستخدمت منهجًا مختلطًا كمنهجية لها. في هذا الصدد ، أظهرت نتائج الدراسة أن المشاركين أظهروا العديد من صعوبات الفهم السمعي التي كانت مرتبطة باللهجة. علاوة على ذلك ، انعكس التطبيق العملي لتأثير اللكنة في الفرق بين درجات اختبار T1 و T2 ، حيث كانت درجات T1 أعلى بكثير من T2 ونتيجة لذلك ، خلصت الدراسة إلى أن الإلمام باللهجة هو أهم جوانب فهم الكلام بلكنة .

الكلمات المفتاحية:

الفهم السمعي ، متعلمي اللغة الإنجليزية كلغة أجنبية ، اللهجة ، الكلام المحسوس.

Résumé

Cette thèse a été menée dans le but d'étudier les effets de la parole accentuée sur la compréhension orale des étudiants. Par conséquent, l'objectif principal de cette étude est de mettre en évidence les problèmes de compréhension orale en comparant comment différents accents anglais affectent les performances des élèves dans les tests d'écoute. Notre étude reposait sur les hypothèses suivantes. Premièrement, les accents anglais (natifs ou non natifs) n'affectent pas la compréhension orale de la langue parlée des étudiants anglais de première année, deuxièmement, les accents anglais (natifs ou non natifs) affectent la compréhension orale de la langue parlée des étudiants anglais de première année. Pour atteindre nos objectifs, deux méthodes ont été menées auprès de 20 étudiants de première année LMD à l'Université de Biskra, Département d'anglais et utilisées pour la collecte de données. Tout d'abord, deux tests d'écoute pour vérifier l'hypothèse. Dans un deuxième temps, un questionnaire a été administré aux étudiants de première année afin de connaître leur perception de l'utilisation de la parole accentuée. L'étude était de nature exploratoire et utilisait une approche à méthodes mixtes comme méthodologie. À cet égard, les résultats de l'étude ont montré que les participants présentaient plusieurs difficultés de compréhension orale liées à l'accent. De plus, le caractère pratique de l'effet de l'accent se reflétait dans la différence entre les scores aux tests T1 et T2, les scores T1 étant significativement plus élevés que T2. En conséquence, l'étude a conclu que la familiarité avec l'accent est l'aspect le plus important pour comprendre le discours accentué.

Mots clés:

Compréhension orale, Apprenants EFL, Accent, Discours accentué.

