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# A relational study of attitudes towards accents of English and levels of intelligibility: A pedagogical analysis

SEMINARIO PARA OPTAR AL GRADO DE LICENCIADO EN EDUCACIÓN Y AL TÍTULO  
PROFESIONAL DE PROFESOR DE EDUCACIÓN MEDIA EN INGLÉS

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2013

## Abstract

This study aims to explore the possible relationships between attitudes towards accents of English and levels of intelligibility. The context where the researchers conducted this relational study was in first-year teacher training students. The assumption of this study is that intelligibility should be favoured in the present international context, an aim which can be facilitated if accent-related attitudes are uncovered. Most of the population in Chile does not know or delegitimize accents of English; for example: Scottish English, mostly because of the lack of awareness. The above mentioned reasons conducted this study to apply an accent attitudes survey and an intelligibility test, whose results reflected the participants' tendencies towards a specific English accent. Finally, the results suggest that there is no correlation between levels of intelligibility and positive attitudes towards a certain accent of English.

## Acknowledgements

First of all, we wish to express our heartfelt gratitude to our families for supporting us in the entire period of our professional training.

We would also like to express our gratefulness to all the lecturers who provided us their knowledge through the whole programme, especially to our professor Mauricio Véliz for his inestimable guidance in our last stage.

Finally, last but not least, we feel indebted to the participants who made this study possible for their invaluable cooperation and willingness.

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## CHAPTER I

### 1.0 Introduction

The worldwide social context has experimented important changes languagewise by introducing the English language in several aspects of daily life. The spread of English has made a major impact in various aspects of human life, a process which in part originated in the 'National Language Project', in the 16<sup>th</sup> century, with the contribution of Shakespeare in literature and Dryden in poetry; in the 17<sup>th</sup> century the contribution of Sir Isaac Newton by publishing studies first in Latin and then in English; the next century, Samuel Johnson released dictionaries and grammars published in the English language; and the 19<sup>th</sup> century brought corporate affairs, modern advertising, international diplomacy, and many other new forms of communication (Graddol, 2004). Additionally, from the 20<sup>th</sup> century and on, technology and science have considerably spread all over the world implicating an important overuse of English language in many countries. Undoubtedly, the spread of English has become a powerful phenomenon due to the emergence of a new superpower, the United States, in the wake of World War II (as suggested by Graddol, 2004). This, together with the still prevailing power of the United Kingdom, and the predominance of their economies and education has meant that in order for the other countries to properly function in a world governed by English-speaking countries, they have been compelled to introduce the teaching of English in their corresponding curricula.

As Graddol (ibid) points out, the spread of English has meant that the number of non-native speakers has nearly doubled the number of native speakers of English. As he (ibid) claims, if somebody now speaks English, he or she is more likely to use the language with a non-native Speaker (NNs), rather than a native Speaker (NS) of the language. In this respect, Jenkins (2002) indicates that pronunciation should now accommodate the demand that a lingua franca imposes, in that, for example, pronunciation should not be taught or learnt following strictly a NS model.

The number of speakers who use English for international communication, nowadays, widely outnumbers those who use the language as native speakers. In light of the above scenario, Jenkins (ibid) emphasizes that the pronunciation model should advocate for the use of English as an International Language rather than the Native Speaker model, which means redefining English Language Teaching (ELT) because of the pedagogical implications.

Chile has not been an exception to this impact and expansion of English, which is by large due to the incoming international investment and business transactions that Chile has done with English speaking countries. This situation has increased the needs of learning this language because of the necessity to develop new language skills this Labour Market demands. In this respect, the National Ministry of Education (MINEDUC) acted upon it and has made some changes into the English language curriculum: the amount of hours per week has been increased; the appliance of a new national test of English (SIMCE), the setting up of a ministerial section deals with ELT public policies, amongst others.

Over the last twenty years, the English language is part of the national curriculum, which promotes the teaching of the language; however, it is interesting to determine if our curricula seek the new reconceptualization of the language or is still based on the old model (NS). Regarding this model, it is inevitable to ask this question: Is this Chilean model focused on accuracy or intelligibility? Intelligibility or comprehensibility, as the literature suggests, has come to be the aim of being pursued in ELT.

This study, then, addresses the relationship between Intelligibility, and the accent that students are exposed to. This study seeks to find out what are the attitudes that students have, when being exposed to a different English accent? Finally, it attempts to inquire into how easy and comfortable it is for students to understand and receive a specific accent of English. Put differently, the aim of this study is to clarify whether there is a relationship between attitude towards accents of English and degrees of intelligibility, i.e. : Does a learner who holds a more positive attitude towards “x” accent understand that particular accent in higher levels than other accents to which this learner holds less favourable attitudes?



## 1.1 The rationale

The spread of English has made an impact on all corners of the world and Chile has been no exception; however, with the emergence of the United States after World War II as a super power and the traditional presence of the UK, the main two accents taught in the West and in the East have been standard British English and standard American English, which has probably shaped people's consciousness as to what English really represents; text books and teaching materials in general usually portray images of stereotypical archetypes, where, typically, Unit 1 will probably deal with tourism in London or tourism in New York, where people speak English, and the accents that L2 speakers hear in those course books are usually standard British English or American English.

Thus, one of the fundamental reasons that drive us to conduct this study is the recognition of the existence of other accents of English which may manifest themselves in raising people's awareness of the existence of such other accents. This study will probably make a contribution to a process of raising awareness in the researchers, in the readers of this work, in our future students, as to the value of different accents of English.

Additionally, there is certainly a possibility that students may understand or may have higher degrees of intelligibility with other accents they do not even know about, which may mean that those accents could also be incorporated in the curriculum. Thus, this study seeks to make a contribution to the degree of

openness to the existence of other accents and the explicit inclusion of accent diversity in the curriculum.

## 1.2 Significance of the study

This study is firstly intended for English teacher education students, who should be aware of the degree of diversity in terms of English accents, for them to be able to become agents of change in their future educational settings. Thus, the whole society can be positively affected by broadening up horizons to other accents of English. Secondly, this will help to legitimise those English speaking countries whose accents are unknown in our national educational context, such as South Africa, Nigeria, Bangladesh, Jamaica, Australia, India, among others. These accents of English are ruled out (by default) by both the National Curriculum and University English teaching programmes. This should also affect faculty members and university lectures who teach pronunciation so that they may incorporate other accents of English in their instructional models.

To conclude, this study aims to demystify patterns of accents that people will naturally have according to their preference for either of these two most prominent accents, namely Received Pronunciation (RP) or General American (GA). Also intelligibility may be higher or lower depending on which accent L2 speakers hear or are more exposed to. Then, this work will shed light on whether language learners have higher or lower levels of intelligibility depending on the degree of familiarity with accents or phonetic proximity.

## CHAPTER II

### 2.0 The context

#### *The spread of English in Chile*

As previously mentioned, Chile is far from being an exception in the group of countries that have been impacted by the spread of English; quite on the contrary, this language has permeated various aspects of our daily life, especially for economic reasons. This requirement of the economy has necessarily entailed a greater need for professionals and technicians to have a fairly good command of the language in order for companies to be able to communicate with other companies based in overseas countries, where English is the means of communication.

The same degree of importance has been placed on educational matters, which has implied changes in the educational policies. Therefore, the Ministry of Education (MINEDUC) has set a number of curriculum contents and programmes, introducing English teaching from fifth grade primary school to twelfth grade secondary school. There is, indeed, a recent proposal for schools interested in teaching English from first grade of primary school to fourth grade primary school, where English is not taught obligatorily. In addition, the programme English Opens Doors (EOD) has been implemented with the aim to improve English language teaching and set it as a significant public policy. All of this suggests a context where English has been recognized as an important language to be learned.

The above meant that the number of English teacher training programmes at a national level increased dramatically in the 1990s, which meant that there was a need for pronunciation instructors, who may or may not have had the proper qualifications, the openness, the knowledge to deal with a subject matter which has undergone some changes in the last 40 or 50 years.

## 2.1 Teacher Training in Chile

The origin of the teaching of English can be traced back to the year 1812, when the first glimpses of the importance of teaching English began to be sighted, as reflected by the first Chilean newspaper *La Aurora de Chile* that emphasised young people's preferences for the French language (Véliz, 2012). French was a Lingua Franca. However, English was equally emerging as a unifying language at that time. Therefore, English was provided to all the people that wanted to learn it. (Véliz, *ibid*)

The formal teaching of English started in Chile in 1813, when it was almost exclusively in the hands of British tutors. Dr. Rodolfo Lenz, who was the head of The *Instituto Pedagógico* (Inaugurated in 1889), the first teacher-training college in Chile and Latin America, was largely responsible for the incorporation of phonetics into the curriculum of teacher preparation courses. The English Department within The *Instituto Pedagógico* opened its doors in 1911.

The curriculum introduced in 1934 was based on Grammar, English Literature, Introduction to Germanic Linguistics, Diachronic Comparative Grammar, and English Language (ibid). Such a curriculum prevailed until the 1980s. In those times, there were not many universities where English was taught. The spread of English in Chile became more evident in the 1990s.

Interestingly, the vast majority of the new English teacher preparation programmes of the late 1990s and 2000s largely retained the traditional curriculum, implemented nearly a century earlier. Finally, phonetics continued to enjoy the status of a relatively long core course throughout the programme (Véliz, 2012).

Nowadays, due largely to the obvious prominence of the English language in Chile and the public policies implemented accordingly, English pedagogy is highly demanded by young people who are aware of the great opportunities in learning a foreign language.

## 2.2 The setting

This study is carried out in a private Salesian University located in Santiago, Chile, which was founded in 1981 as a professional institute, becoming a private university in 1990.

The English Pedagogy academic activities began in 1982 and the degree obtained is Secondary English Teacher. This five-year programme has been linked with important English speaking countries, institutions, ministerial departments, and such like.

It is important to point out that this programme has set three fundamental aims that govern the English Teacher education process, which are:

- An advanced development of English communicative skills as a target language.
- A vast knowledge of the culture of English speaking countries with the main aim to contribute to linguistic-cultural diversity comprehension.
- A systematic methodological preparation for students training on didactical aspects.

This study will be carried out in first year English pedagogy students whose level of proficiency expected to be pre-intermediate.

## CHAPTER III: Literature Review

### 3.0 Introduction

The teaching of English pronunciation in the history of Teaching English to Speakers of Other Languages (TESOL) according to Celce-Murcia et al. (1996) has followed two different approaches; on the one hand, teaching pronunciation has been approached from a technical point of view, where explanations of how sounds are produced are usually provided, and secondly from the point of view of intuition, where students usually imitate the pronunciation that they are exposed to.

With the different teaching approaches from The Grammar Translation Method to the Communicative Approach or the post method area, these two different L2 English teaching pronunciation models have at times coexisted, and other times, one has been more dominant than the other. In the Grammar Translation Method for instance, the teaching of pronunciation was not a significant issue in language teaching, for it was practically not considered. However, on the other end of the scale, in the most recent teaching approach, which happens to be the Communicative Approach, pronunciation has been revalued; even though there is no unanimous consensus thus far as how and how much pronunciation should be taught when you follow the communicative approach, it is clear, however, that pronunciation now should be taught (Levis, 2005).

The teaching of pronunciation has traditionally followed a sociolinguistic model, where only one of two varieties has been usually taught: a model that is based on the geopolitical status of a given time. However, the geopolitical scenario has changed over the last years and people have greater access to mobility; countries where English is also spoken, have become more predominant, for example, Australia, New Zealand, which means that the two traditional pronunciation models taught have come in for some degree of criticism.

The world has changed so much that, according to Graddol (2004) the number of non-native English speakers has nearly tripled over the last forty or fifty years, which means that the teaching of pronunciation should now focus not necessarily on a native model but perhaps on an international model. This is why Jenkins (2002) proposed Lingua Franca Core (LFC), which resulted from analyses of which phonological and phonetic features actually affect intelligibility in English as an International Language (EIL), thus placing greater emphasis on the fact that a NS-NS interaction is now increasingly unlikely, as opposed to a NNS-NNS interaction. Indeed, the LFC has led to the creation of a Phonological syllabus for EIL learners by Jenkins.

Jenkins' proposal points to the communication between people who do not share the same language and affect intelligibility in EIL but intelligibility will be defined, first, in its pure meaning, and then how it is understood from the two different contexts of communication, namely ESL and EIL.



Also, in this chapter a subsection called Language Attitudes deals with, according to what the literature suggests, people's attitude towards a particular variety of English may affect their own perception and in some cases their own levels of intelligibility. Despite all the evidence suggesting that English should be now considered an international language and therefore the teaching of the language should follow an international model, language learners and even the perception and attitude of future teachers of English still tend to favour certainly traditional models of pronunciation. Finally, in this section a study is discussed about language learners' attitudes towards accents and their own speech, which is more or less part of the issue that we discuss in our study.

### 3.1 Historical overview of teaching English pronunciation

Throughout the history of English teaching, the population of learners, the profile and the size of English language learners have changed. Back in time in the late 1800s and early 1900s, pronunciation was taught through intuition and imitation, which was based on the assumption that learners followed a model (which could be a teacher or a recording) and did their best to approximate as long as possible to the model through imitation and repetition; this kind of teaching pronunciation was called Direct Method (Celce-Murcia et al., 1996). Successors of this approach are the naturalistic methods, which devoted a period of learning before any speaking was allowed. In 1890s, a linguistic or analytic contribution emerged as part of the Reform Movement in language teaching,

influenced by phoneticians such as Henry Sweet, Wilhelm Viëtor, and Paul Passy, who created the International Phonetic Association in 1886, and developed the International Phonetic Alphabet (IPA), whose description has meant to help analyse the sound systems of languages with a relationship between a written symbol (graphemes) and the sound (phonemes) it represents (ibid).

As suggested by Strevens (as cited in Morley, 1991), people in the world who used English for different purposes ranged then between 750 million and a billion and a half, within which only approximately 300 million of them were NSs, leaving a staggering number of NNSs, which has until now posed a special challenge for the planning of effective pronunciation programmes. This spread of demands of English language has also meant a change on perspectives on the nature of the language learning and language teaching-process, which has given multiple options for setting a new pedagogical focus.

As perspectives on learning/teaching language have changed, there has been a shift from a narrow focus on linguistic competences to a broader focus on communicative competences (Canale & Swain, as cited in Morley 1991). In the 1940s, 1950s, and well into the 1960s, English language teaching was an important component in the curricula in both the audio-lingual methodology of the U.S. and the British system of situational language teaching, where correcting grammar and accuracy of pronunciation were a high-priority goal in both systems.

The pronunciation class was one that gave primary attention to phonemes and their meaningful contrasts. It was based on allophonic variations, stress, rhythm, and intonation. Textbooks were used as a source of much imitation in the preparation of pronunciation teaching materials (Lado, Fries & Robinett, 1954, as cited in Morley, 1991). Celce-Murcia (as mentioned by Morley, 1991) explains in her research, that as in the Direct Method classroom, the teacher models a sound, a word or utterance, and students imitate or repeat. In the 1940s and 1950s the teacher also made use of information from phonetics, such as both the visual transcription system taken from the IPA or some other system, or charts that demonstrated the articulation of sounds.

As Morley (1991) stated, at the beginning of the 1960s continuing through the 1970s, and into the 1980s, in contrast to the previous period, several issues about pronunciation in the ESL curriculum were raised, namely the importance of pronunciation as an instructional focus was questioned, and there were questions about whether or not it could be taught directly at all. Many programmes gave less time and explicit attention to pronunciation; many programmes dropped it entirely. As she (ibid) claimed, this reduction of this target method developed a decrease of satisfaction in the traditional approach on pronunciation. Second language learning models changed their foci in second language teaching, changing models of linguistic description. The traditional ways of teaching pronunciation no longer seemed appropriate as a new pedagogical approach. This new wave of English teaching turned into a segmental model, which is also defined by Crystal (2008) as a term used in

phonetics and linguistics primarily to refer to any discrete unit that can be identified, either physically or auditorily, in the stream of speech.

Nevertheless, Morley's research (1991) suggests that a number of researches came out giving new insights into teaching pronunciation in the mid-1980s and continuing the 1990s, where there was a growing interest in revisiting the pronunciation component of the ESL curriculum for adults and young-adult learners, supporting a reflection of a renewed interest in pronunciation teaching principles and practices. In fact, several resource books on teaching pronunciation and/or speaking skills appeared during the 1980s. In addition (ibid), in terms of patterns of pronunciation teaching, in programmes addressed to adult and near-adult ESL learners in particular, a communicative empowerment-effective language served as instruction so that they may use the language not just to survive, but to succeed. Thus, a critical importance on focusing in communication and oral comprehensibility may not have students to develop a native-like pronunciation, but intelligible, communicative and confident for whatever purpose they needed it.

Thus, a kind of pendulum has been moving between these two boundaries of teaching pronunciation paradigms around the last fifty years, where teaching pronunciation, indeed, has been intensively discussed. And as Chiu (2008) comments, coupled with the expanding use of English language in international contexts, explicit pronunciation teaching in English language curricula is acknowledged to promote better communication. To date, limited research documents the teachers' practices and beliefs with regard to

pronunciation teaching (ibid). And as Kelly (1969, cited in Celce-Mucia, 1996) states, grammar and vocabulary learning have been much better understood than pronunciation, due to the fact that linguists have studied grammar and vocabulary much longer than pronunciation, which began to be studied shortly before the beginning of the 1900s.

### 3.2 New Englishes

As Jenkins (2009) points out, between 1603 and the beginning of the twenty-first century the number of English speakers has increased around the world, and because of this, new Englishes have developed. The local condition of a place and the influence of other languages, are affecting the English language, which keeps evolving in different contexts around the world.

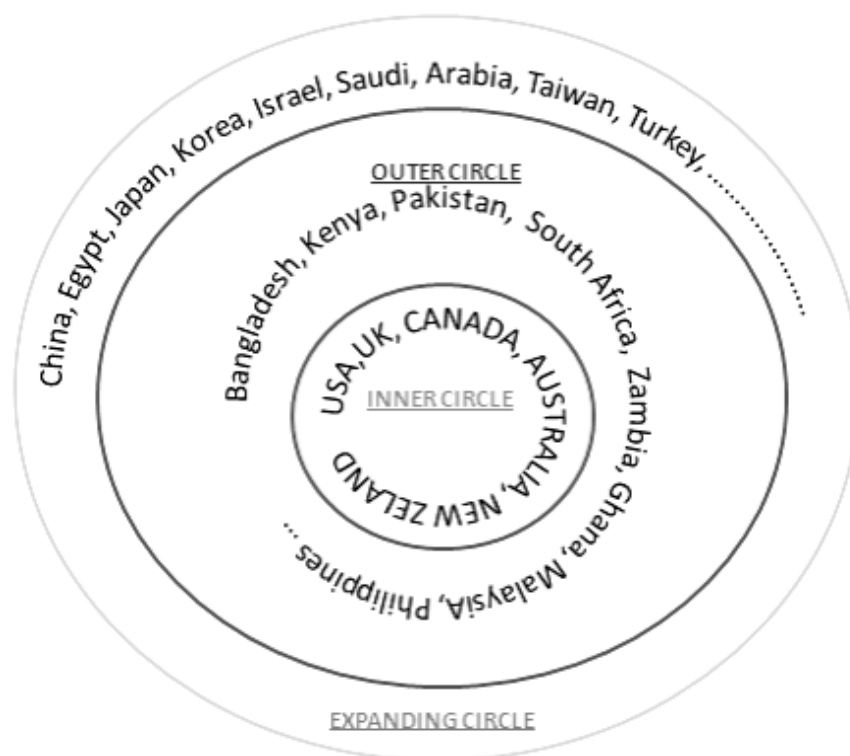
The historical background of the so-called new Englishes started with the migration of English speakers from England, Scotland and Ireland to North America, Australia and New Zealand, which marks the first traces of the spread of English. Thus, English rapidly expanded through the colonized indigenous people, where you not only find differences in accents but also in vocabulary. The second wave of spread took place during the eighteenth and nineteenth centuries when English was taken to Asia and Africa.

It was in West Africa where pidgins and creoles were developed. The first term “is a language with no native speaker, it is no one’s first language but it is a

contact language” (Wardhaugh, 2006, quoted by Jenkins, 2009), becoming the result of the needs for communication between two different languages. The second one, creole, is defined as “the first language of a new generation of speakers” (ibid), becoming the result of a new language from pidgins.

According to Kachru (1997), we can divide the English speaking countries in three main groups. The first one is the Inner Circle including the Native English-speaking countries such as: England, USA and Canada. The Outer Circle consists of the former colonies such as India, Africa and Nigeria, and finally, the Expanding circle, which refers to those countries where English has no official role, but is nonetheless important for certain functions, notably international business. It includes countries such as China, Japan, Chile and Turkey, among many others.

*Concentric circle model (Adapted from Kachru, 1997)*



### 3.3 Nativeness and Intelligibility Models

As mentioned above, pronunciation in English language teaching has been a study in extremes, controlled by two antagonistic models, namely: the nativeness principle and the intelligibility principle. On the one hand, the nativeness principle sets a native–speaker pronunciation goal for the learners, which implies the fact that they must completely get rid of their foreign accents. On the other hand, the intelligibility principle is based on the idea that pronunciation should be learned with the aim of communicating easily with others, not focusing on the achievement of a perfect native-like accent. Hence, we could argue that this approach sets understanding (intelligibility) as the goal.

The nativeness principle became in vogue in English language teaching before the 1960s, mainly supported by the Audio-Lingual Method. However, the dominance of this principle rapidly decreased with the emergence of research into the biological programming for language learning, according to which there is an ideal period for language acquisition to occur, specifically before adulthood (Lenneberg, 1967). These biological constraints and their implications became to be known as the Critical Period Theory (CPH). Despite the limited empirical evidence, but rather theoretical argumentation basis, the CPH continues to remain largely accepted among linguists. Thus, learners reaching a native-speaker pronunciation after the critical period age are very uncommon, and can be considered exceptions. As can be observed above, reaching a native-like accent is practically impossible, which means in turn that the pronunciation teaching of a foreign language should not necessarily focus on such an aim.

Because nativeness is practically unattainable, a new perspective came up into the picture, which is that of intelligibility. The new approaches are focused rather on intelligibility and they are part of a much broader perspective which looks at the learning of English from an international point of view, as previously mentioned, for communicative purposes mainly between NNSs.

The intelligibility principle recognizes that communication can be remarkably successful when foreign accents are noticeable or even strong, that there is no clear correlation between accent and understanding (Munro and Derwing, 1999), and that certain types of pronunciation errors may have a disproportionate role in impairing comprehensibility.

The intelligibility principle promotes a focus on those features which have a greater effect on understanding. Therefore, pronunciation instruction should focus on those features that are most helpful for understanding and should deemphasize those that are relatively unhelpful (Levis, 2005). This assumption of differential importance is evident in most intelligibility-based arguments for pronunciation instruction. For example, the Lingua Franca Core (LFC), a proposal for intelligibility based pronunciation instruction, made by Jenkins (2002), will be dealt with in the next sub-chapter.



### 3.4 The Lingua Franca Core

As aforementioned, the current amount of NNSs of English around the world widely outnumbers that of NSs. In turn, this has brought about the emergence of new English teaching approaches, including pronunciation. Given these facts above, Jenkins (2002) argues that the recent shift in the use of English requires empirically established phonological norms in order to enable us to make informed claims about phonological intelligibility in this growing international approach.

Jenkins (*ibid*) makes an appeal to establish intelligibility for NNSs as the primary motivation rather than for NSs. She also suggests the convenience of promoting intelligibility and regional appropriateness among NNSs instead of sticking to the most commonly adopted classrooms models, i.e. RP and GA. Nevertheless, while the EIL paradigm is finally gaining acceptance in theory, in practice it has so far had a little impact on applied linguistics research and on ELT classes design.

In the field of phonology, decisions about what to include in pronunciation syllabuses are still grounded in NS intuitions, despite the evidence which demonstrates that intuitions may be inaccurate (Levis, 2005). And, even if intuitions are correct, intelligibility for NSs remains a given aim, not considering that communication and intelligibility for NNSs may require different demands, and not necessarily operates smoothly in the same delineations.

That is why Jenkins (ibid) insists that appropriate pedagogical purposes for EIL pronunciation must be necessarily linked to relevant descriptions of NNS-NNS speech contexts in terms of what constitutes optimum productive competence and what learners need to be able to comprehend. With this purpose, Jenkins provides empirical research in EIL contexts, aiming to determine the extent to which intelligibility in NNS-NNS can break down and to identify which specific phonological features are implicated in the breakdown. The whole set of data provided, compiled in a four-year time frame, was obtained in a classroom context from NNSs learners with a level of reasonable competence but not fully bilingual. From the analysis of all the communication breakdowns and miscommunication data, Jenkins (ibid) designs a set of core items intended for mutual intelligibility in EIL communication contexts. The main core items can be summarized in these five points:

- i. All the consonant inventory sounds except /θ/ in *throw*, /ð/ in *that*, and [ʔ] in *skilful* (which are considered unnatural in some languages); 'r' accent and intervocalic 't' are only acceptable (at the expense of non-rhotic varieties of 'r' and American English flapped [r]);
- ii. Phonetic requirements as: aspiration after /p/, /t/ and /k/ (to mark contrast between these fortis plosives and their voiced counterparts), and appropriate vowel length before fortis/lenis consonants;

- iii. No omission of consonant clusters in initial position, only permissible in middle and final position according to L1 English rules of syllable structure, and no deletion of /t/ in /nt/ consonant clusters (instead of American English deletion of /t/);
- iv. In vowels sounds, maintenance of long-short contrast, and acceptability of L2 regional qualities as long as they are consistent, except /ɜ:/, which regularly causes problems;
- v. Appropriate production and placement of contrastive tonic stress to signal meaning.

Besides the LFC main items above mentioned, Jenkins (*ibid*) adds noncore features, which are said not to be crucial for intelligibility in EIL, i.e. areas where L1 transfer indicates no 'error' but a (NNS) regional accent. Put differently, what we have here is a redefinition of phonological and phonetic error for EIL, a view that includes sociolinguistic facts of regional variation.

In addition to the fact that these noncore features do not cause intelligibility problems for NNSs, some of them seem to be unteachable, either because they are not sufficiently generalizable or are too complex, or are unhelpful, infrequent and unnatural in the world's languages.

Some of these noncore features incorporate the following items: weak forms as unhelpful to EIL intelligibility; features of connected speech as inconsequential and unhelpful; stressed-time rhythm, which does not exist in EIL

speech; word stress as unteachable and also liable to reduce flexibility; and finally pitch movement as unteachable and incorrectly linked to NS attitudes/grammar.

Despite making sense, the proposals are likely to prove controversial; while some English language learners may respond positively to the EIL concept, others will surely share the NS model view. Nonetheless, it is worth repeating that the importance of the context is crucial at the moment of choosing which model of pronunciation we are aiming to achieve. On the one hand, EFL contexts are likely to require a NS model, but on the other hand, EIL contexts, as/while a different matter in terms of communicative purpose, will be based on international communication parameters, in an international community in which all participants have an equal claim to membership.

### 3.5 Intelligibility

Intelligibility seems to be one of the aims of pronunciation instruction according to which L2 learners should be able to develop the ability to communicate. Intelligibility has been studied for the last 40 years and has been defined as the levels of comprehensibility that a speaker perceives. Munro and Derwing (1995) proposed that intelligibility can be defined as the degree to which a speaker's utterance is actually understood by a listener. Pennington (quoted by Munro, 2008) saw intelligibility as the most important goal in pronunciation instruction. Golombek and Jordan (2005) defined it as the belief that sounding like a native speaker is neither possible nor desirable and both (ibid) concluded that intelligibility must not be seen as a simple mechanical set of skills that can be easily manipulated or transformed from an L2 learner communicative speech. To these authors intelligibility is open to discussion along with identity and language attitudes in each interaction, all of this in order to establish L2 learner credibility as speakers of English.

It is important to note that two ideologies stand upon the research between speech production and English pedagogy. The first one is called the Nateness principle and it holds that it is possible to achieve native-like pronunciation in a foreign language. In practice, very few adult learners achieve native-like pronunciation in a foreign language. Levis (2005) pointed out that this principle of nativeness was the dominant paradigm in pronunciation teaching before the 1960s. He (ibid) concluded that working with this ideology was an unrealistic burden for both main actors in language teaching (teacher and

learner). The Intelligibility principle holds that a L2 learner just needs to produce comprehensible speech in order to be understood. Some features have different effects on understanding when L2 and L1 speakers interact. The literature suggests that having a better instruction in suprasegmentals, a better speech production will be produced by L2 learners.

To sum up, to determine whether L2 language acquisition or a native-like pronunciation are related to how comprehensible the message is, this study will shed light on what is happening in today's teacher training classes. In other words, what are the levels of comprehensibility that first year students of English Pedagogy have when being exposed to different accents of English? Moreover, the level of intelligibility and foreign-accented speech hold that a critical period of an L2 pedagogy learner has crossed over a line, where having a foreign accent is a common and normal feature of late second language acquisition (Munro, 2002), rendering the native-like pronunciation goal in an EIL context unnecessary.

Different aspects of L2 accent can be seen as unique to each L2 learner by attending little speech patterns of their own idiosyncrasy; this would be as the basis of accent detection. Munro (ibid) recognizes that L2 learners have difficulty making themselves understood because of their pronunciation producing unintelligible speech errors that a NS can identify easily. He emphasizes that the communicative competence in language instruction may lead teacher focus on aspects of pronunciation, meaning what aspects are important in communication to promote intelligibility in relation to others. Morley (1991) pointed out changes in

ESL pronunciation teaching, necessarily giving more attention to students' educational and social language needs, including reasonably intelligible pronunciation that will give them communicative improvement. She (ibid) highlights principles that guide current English pronunciation teaching including:

“priorities within the sound system to a focus on the critical importance of suprasegmentals (i.e., stress, rhythm, intonation, etc) and how they are used to communicative meaning in the context of discourse, as well as the importance of vowel and consonant sounds (segmental) and their combinations. (p.493)”

Nowadays, the literature provides numerous examples of studies that advocate that segmentals play a more critical role in intelligibility; however, other authors claim that suprasegmentals play a much more critical role in intelligibility.

Suprasegmentals play an essential role in English speech production. Chiu (2008) conducted a study where she analysed teachers' beliefs and practices in pronunciation teaching. Also she (ibid) addressed a third important teaching component to L2 learners, called voice quality setting, mostly to illustrate the articulatory position of segmental and suprasegmental features. Moreover, as Chiu (ibid) stated, the teaching of segmental features is only concentrated on the phonetic alphabet, which was introduced to L2 learners in order to establish good speech practice e.g.: listening practice and oral production were used to distinguish phonemes in minimal pair drills activities (Celce-Murcia, 1996). Then, the focus changed to suprasegmentals, where

studies made by many authors stated that this feature would contribute to enhance intelligibility in L2 learners (Derwing, Munro, & Wiebe 1998; Hahn, 2004; cited by Chiu, 2008). Both pronunciation training components can be seen independently from each other, but both have an important role in L2 communicative skills, as Brazil (in Chiu, 2008) pointed out “the work students do in one area supports and reinforces the work they do in the other”.

### 3.6 Language Attitudes

The acquisition of a native-like accent has been seriously questioned to occur after a certain period of time due to biological timetables described by the CPH. Despite the general agreement with this theory, other aspects should be considered to determine acquisition of accent, those related to sociolinguistic and sociocultural realities (Levis, 2005). People have feelings and beliefs towards their own language and the other languages. These feelings and beliefs produce a large and diverse number of language attitudes. Consequently, language attitudes are as important as are most commonly considered factors, such as age of onset with the target language and length of residence in the target language environment (Moyer, 2007).

Identity is a significant matter in the field of language attitudes. There are social implications, opinions and preconceptions concerning accent, which reveals its importance as an essential marker of social belonging. The role of identity is also important for non-native speakers of a language, in this case,



foreign learners of English. As also suggested by Gatbonton, Trofimovich, and Magid (cited by Levis, 2005) indicate that inaccuracy may reveal social pressure from their same ethnic group, risking to be seen as disloyal to their identity if producing too accurate pronunciations and argue that the prescription of using an inner circle model of pronunciation for all English learners is heedless and disrespectful to EIL identities. In addition, they (ibid) also point out that learners' motivations to learn English language are of all sorts, and may be mainly instrumental. It may also be that many of these learners are not aiming for a native pronunciation, but rather advocate for intelligibility as a goal of communication, and it is likely that they purport to preserve their own language identities.

The preference for the two standard native models is evident. According to Ladegaard's study (cited in Scales et al. 2006), Danish learners prefer RP as a model of pronunciation, while a study by Bayard, Gallois, Ray, Wheatherall and Sullivan (as cited in Scales et al. 2006) concluded that students from Europe, Southeast Asia, the United States and Austronesia opted for the General American variation. In the expanding circle there is also a remarkable preference for British and American accents. Scales et al. (2006) found that 52% of NNSs learners of English claimed to prefer American English and 25% preferred British. In spite of this, less than a third of the learners were able to identify these accents, which they wanted to sound like. This study concluded that the lack of correlation between the goal of pronunciation and the ability to identify that

particular accent reflects an accent stereotyping, especially for British accent, and an idealization of native speech.

In the particular case of this study, Cook (as cited by Scales, 2006) suggests that, the scope of this issue is crucial, since we, as future English language teachers, intend to change paradigms and views, and to move the focus from the native speaker model as the traditional and acceptable norm to the intercultural view of communication among international speakers. As Coskun (2011) wisely concludes in his study about future English teachers attitudes towards EIL, specific teaching contexts and needs of the learners should determine the variety taught, non-native teachers being ideal in many ELT contexts.

In this study, participants' attitudes probed throughout a 4-point Likert scale, in which language attitude qualities were based on the most likely accent perception that the participants may have.

### 3.7 Evaluating intelligibility

The literature suggests that there are numerous ways of measuring and assessing intelligibility, yet each of them has their own advantages and drawbacks. Such different approaches can be described as a way to assess intelligibility in the last fifty years, among them: Munro (ibid) started drawing the chronological line with Lane (as cited by Munro, 2008), who “evaluated intelligibility of individual foreign-accented words in quiet and noise by presenting them to listeners who indicated what they heard” (p.201); Perlmutter (as cited by Munro, 2008) presented short presentations done by L2 users and listeners had to summarize the main idea; and Munro and Derwing (1995) used a verification task, where L2 learners heard true and false sentences read out loud by NSs and NNSs, lastly indicating their comprehension through true or false answers.

Munro (ibid) defined intelligibility as “the amount of a message that is actually understood” (p.202), but he highlights that the relationship between the intended message and the received message is necessary, as in tasks in which L2 learner reads or repeats words. The drawback of this controlled task activities may include mispronunciations about the reading material, due to lack of word familiarity or orthography blocking (L2 learner may misunderstand words that they do not know).

## CHAPTER IV: Methodological Framework

### 4.0 Introduction

In this chapter the methodological framework is presented, in other words we deal with the methodology used in this study. As for the approach, this corresponds to a survey-based study. The sample of participants is described in greater detail in section 4.1; the data gathering methods are also described in section 4.2, together with a language attitude and intelligibility questionnaire, and finally the data analysis process is presented in section 4.3. At the end of this chapter the objectives and the research questions of this study are presented.

### 4.1 The Methodology

This relational study corresponds to an exploratory piece of research based on a quantitative method approach. The variables then used in this respect, are the following: levels of intelligibility, and attitudes towards three different types of English accents. Considering the variables of the study, it does not claim to be of an experimental nature, but a relational one. This study does not feature a hypothesis, but research questions deriving from the objectives set out earlier, intended to shed light on the aforementioned variables in a particular educational context of L2 learners of English teaching training.

A survey was used to measure how intelligible different speech samples featuring different accents of English are. This survey contains nine accent

attitudes statement on a four- point Likert scale. Each speech sample was taken from a book called English Accents and Dialects (Hughes, et al. 2005) and from the website <http://www.dialectsarchive.com>. The relationships between the aforementioned accents are not intended to be casual, but rather, relational, i.e. to relate the final results, mostly because the speech samples, and the subsequent statistical procedures, are possible to be conducted, identifying different attitudes and beliefs that participants hold.

The participants chosen in this study were 20 first-year L2 learners of English teaching training.

#### 4.2 The data gathering methods

To measure attitudes towards the selected accents of English, the participants were exposed to three speech samples and were asked to express their agreement with statements revealing attitudes to accents of English on a 4-point Likert scale. The list of language attitudes qualities were based on our criteria about the most likely accent perception that the participants may have. The participants listened to an unknown accent and marked in the survey their first impression towards it.

The instrument measuring attitudes to accents was applied in a first-year student of English pedagogy class. The researchers planned not to explain to the class what the activity was about, in order to avoid possible changes in their

attitudes, keeping in mind that if they knew about the activity from before, they could change their perception. They were told that a listening activity was prepared for them; they heard each speech sample once.

*Procedure on accent attitudes*

In order for the participants to complete the language attitudes survey, the participants were first disposed to a short speech sample representing one accent in particular, after which period the participants were asked to complete the survey. The same was done three times since there were three accents the participants were required to express their attitudes for. The survey model with which the participants worked is presented in the next page:

*Model of the Accent Attitudes Survey:*

*After listening to the speech sample, mark with an "x" in the box that is true of you: (4), if you totally agree; (3), agree; (2), partly disagree; (1), totally disagree.*

## Accent Attitudes Survey

### Instructions

1. This is a survey about Attitudes towards different English accents. You will listen to three different speech samples, and then complete the four point Likert scale, where: *four*, is totally agree; *three*, is partly agree; *two*, partly disagree; *one*, totally disagree.

<b>Accent Attitude</b>	4 Totally agree	3 Partly agree	2 Partly disagree	1 Totally disagree
1. I find this accent to be clear				
2. This accent sounds educated				
3. I perceive this accent as calm				
4. This accent is nice to listen to				
5. I find this accent to be humorous				
6. This accent seems to be friendly				
7. I think this accent is kind				
8. This accent sounds quite fluent				
9. The speed of this accent is easy to follow				

Thanks for your cooperation

After the participants completed the answer sheet, the researchers gathered the data, and calculated the results.

#### *Procedure on Intelligibility test*

In order to measure how intelligible the speech samples were to the participants, the researchers exposed the latter to a set of statements (three different English accent records with different grammatical content are presented in Appendixes) in which they listened to each speech sample twice and transcribed the message they understood into an answer sheet. The researchers gathered the data and evaluated levels of intelligibility, obtaining an average of the total number of words written by the participants of each accent. This evaluation was carried out in a comparative way, that is to say, whether researcher 1 differed or not to researcher 2 was calculated to ensure inter-rater reliability. That means that the results obtained depended on the similarities between the researchers' scores.

At the bottom of the test there was a question about which of the presented accents they thought should be the most appropriate to be taught in the Chilean educational system.

The intelligibility level was measured using a graded-rating scale consisting of five levels ranging from 0 to 4: *zero (0)* totally unintelligible/ different from the stimulus speech; *one (1)* hardly understood/ vaguely resembles stimulus speech sample; *two (2)* partly understood/ partly resembles stimulus speech



sample; *three (3)* sufficiently understood / greatly resembles stimulus speech sample; and *four (4)* faithfully transcribed according to the original source.

<b>Intelligibility rating-scale</b> <b>English Accents</b>	0	1	2	3	4
	Different from stimulus speech	Vaguely resembles stimulus speech	Partly resembles stimulus speech	Greatly resembles stimulus speech	Faithfully transcribed according to the original source
English-English accent					
American English accent					
Scottish accent					

### ***Model of Intelligibility Answer sheet***

Instructions: You will listen to three different accent statements. After you listen, transcribe what you heard.

*Accent 1*

---



---

*Accent 2*

---



---

*Accent 3*

---



---

Which accent of English should be taught in the Chilean educational system?

- English-English accent
- American English
- Scottish

***Thanks for your cooperation!***

### 4.3 Objectives and Research Questions of this Study

#### *General Objective of the study.*

The general objective of the study is to determine if there is a relationship between attitudes towards accents and intelligibility.

#### *Specific Objectives of the study*

The first objective is to identify the diverse attitudes that participants take towards different accents of English. Secondly, to determine the levels of intelligibility associated with the different accents the participants are exposed to.

#### *Research Questions*

1. Is there a relationship between the accent –related beliefs and attitudes that year 1 students at a teacher education institution have and levels of accent-related intelligibility?
2. Which are the attitudes and beliefs that participants hold with regard to different accents of English?
3. What are the levels of intelligibility associated with the different accents the participants are exposed to?

## CHAPTER V: Results and discussions

### 5.0 Introduction

As hinted in chapter 4 the present chapter deals with the analysis of the data gathered in the study related to both intelligibility and accents attitudes. The instruments applied were an Accent Attitudes survey and an intelligibility test for which different speech samples from different accents were used. The procedure to collect the data was explained in the previous chapter. In this chapter we present the results obtained from the data gathering process. Firstly, a short discussion of the results obtained from the application of the Accent Attitudes survey is presented in 5.1 Results on Accent Attitudes, while the results obtained from the intelligibility test are presented in section 5.2. Finally, in section 5.3 a global analysis is presented aimed to establish whether or not there are any relationships between participants' attitudes and their levels of intelligibility. Final remarks are provided in section 5.4 in the form of conclusions of the study and implications for further research.

## 5.1 Results of Accent Attitudes survey

In this subsection the results obtained from the application of the Accent Attitudes Survey are described. Table I, II and III below show in detail the attitude inclinations to the different English accents under consideration. As for the interpretation of the tables below, Table 1.1, 2.1, and 3.1 show the final percentages of participants per Accent Attitudes item, resulting from the addition of: “totally agree” plus “partly agree” for the positive attitudes, while the final percentages of participants per Accent Attitudes item for negative attitudes comes from the addition of: “partly disagree”, plus “totally disagree”.

*Table I. Percentage of participants' attitudes towards Scottish accent*

<b>Percentage of participant attitudes towards Scottish Accent. Table 1</b>	<b>4 Totally agree</b>	<b>3 Partly agree</b>	<b>2 Partly disagree</b>	<b>1 Totally disagree</b>
1. I find this accent to be clear	0%	11.1%	44.4%	44.4%
2. This accent sounds educated	22.2%	22.2%	22.2%	33.3%
3. I perceive this accent as calm	11.1%	44.4%	22.2%	22.2%
4. This accent is nice to listen to	11.1%	22.2%	11.1%	55.5%
5. I find this accent to be humorous	11.1%	33.3%	22.2%	33.3%
6. This accent seems to be friendly	0%	0%	55.5%	44.4%
7. I think this accent is kind	0%	44.4%	33.3%	22.2%
8. This accent sounds quite fluent	66.6%	22.2%	11.1%	0%
9. The speed of this accent is easy to follow	0%	22.2%	33.3%	44.4%

*Table 1.1 Final results of Accent Attitudes towards Scottish English*

<b>Accent Attitudes, Table 1.1</b>	Positive Attitudes	Negative Attitudes
1. I find this accent to be clear	11.1%	88.8%
2. This accent sounds educated	44.4%	55.5%
3. I perceive this accent as calm	55.5%	44.4%
4. This accent is nice to listen to	33.3%	66.6%
5. I find this accent to be humorous	44.4%	55.5%
6. This accent seems to be friendly	0%	99.9%
7. I think this accent is kind	44.4%	55.5%
8. This accent sounds quite fluent	88.8%	11.1%
9. The speed of this accent is easy to follow	22.2%	77.7%
<b>TOTAL</b>	38.2%	61.77%

*Table II. Percentage of participants' attitudes towards English-English accent*

<b>Percentage of participant attitudes towards English-English Accent. Table 2</b>	4 Totally agree	3 Partly agree	2 Partly disagree	1 Totally disagree
1. I find this accent to be clear	11.1%	88.8%	0%	0%
2. This accent sounds educated	22.2%	77.7%	0%	0%
3. I perceive this accent as calm	44.4%	55.5%	0%	0%
4. This accent is nice to listen to	33.3%	55.5%	11.1%	0%
5. I find this accent to be humorous	0%	0%	44.4%	55.5%
6. This accent seems to be friendly	0%	77.7%	22.2%	0%
7. I think this accent is kind	33.3%	33.3%	33.3%	0%
8. This accent sounds quite fluent	33.3%	55.5%	11.1%	0%
9. The speed of this accent is easy to follow	22.2%	66.6%	11.1%	0%

*Table 2.1 Final results of Accent Attitudes towards English-English*

<b>Accent Attitudes. Table 2.1</b>	Positive Attitudes	Negative Attitudes
1. I find this accent to be clear	99.9%	0%
2. This accent sounds educated	99.9%	0%
3. I perceive this accent as calm	99.9%	0%
4. This accent is nice to listen to	88.8%	11.1%
5. I find this accent to be humorous	0%	99.9%
6. This accent seems to be friendly	77.7%	22.2%
7. I think this accent is kind	66.6%	33.3%
8. This accent sounds quite fluent	88.8%	11.1%
9. The speed of this accent is easy to follow	88.8%	11.1%
TOTAL	78.9%	20.9%

*Table III. Percentage of participants' attitudes towards American English accent*

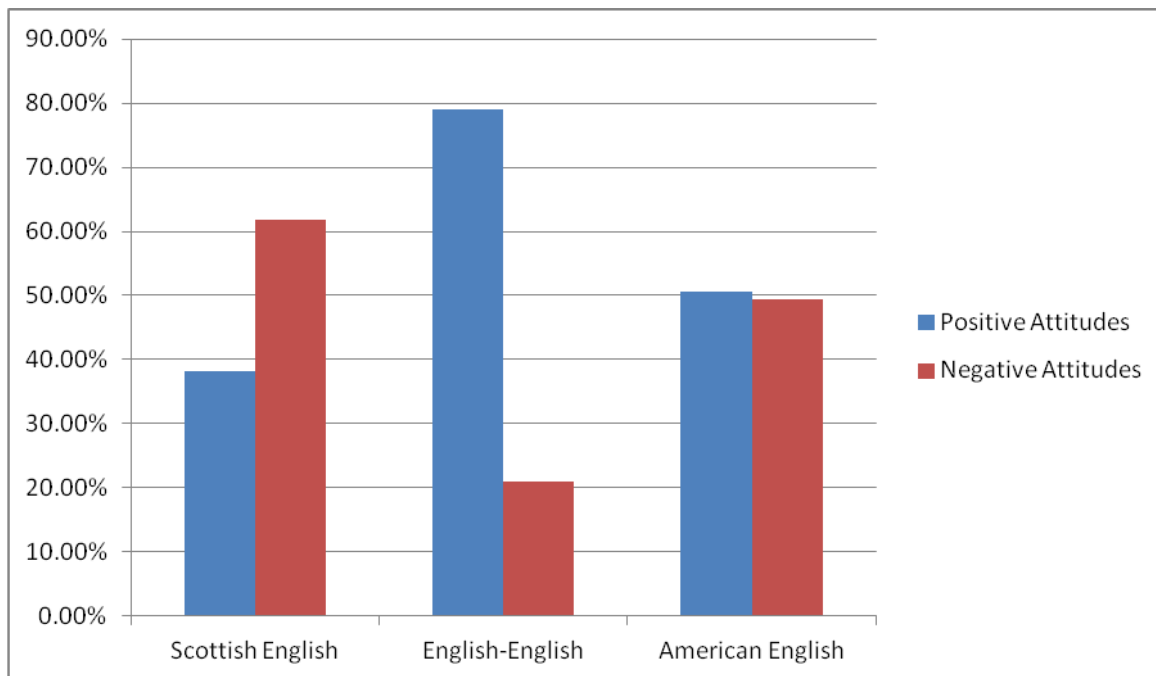
<b>Percentage of participant attitudes towards American English Accent. Table 3</b>	4 Totally agree	3 Partly agree	2 Partly disagree	1 Totally disagree
1. I find this accent to be clear	11.1%	44.4%	33.3%	11.1%
2. This accent sounds educated	0%	66.6%	33.3%	0%
3. I perceive this accent as calm	22.2%	66.6%	11.1%	0%
4. This accent is nice to listen to	0%	33.3%	55.5%	11.1%
5. I find this accent to be humorous	0%	0%	55.5%	44.4%
6. This accent seems to be friendly	0%	44.4%	55.5%	0%
7. I think this accent is kind	0%	44.4%	44.4%	11.1%
8. This accent sounds quite fluent	0%	55.5%	33.3%	11.1%
9. The speed of this accent is easy to follow	22.2%	44.4%	33.3%	0%

*Table 3.1 Final results of Accent Attitudes towards American English*

<b>Accent Attitudes. Table 3.1</b>	Positive Attitudes	Negative Attitudes
1. I find this accent to be clear	55.5%	44.4%
2. This accent sounds educated	66.6%	33.3%
3. I perceive this accent as calm	88.8%	11.1%
4. This accent is nice to listen to	33.3%	66.6%
5. I find this accent to be humorous	0%	99.9%
6. This accent seems to be friendly	44.4%	55.5%
7. I think this accent is kind	44.4%	55.5%
8. This accent sounds quite fluent	55.5%	44.4%
9. The speed of this accent is easy to follow	66.6%	33.3%
TOTAL	50.6%	49.4%

*Table IV. Mean of positive and negative attitudes towards accents of English rated in percentage.*

<b>Mean of Attitudes rated in percentage points. Table 4</b>	Positive Attitudes	Negative Attitudes
1. Scottish English	38.23%	61.77%
2. English –English	78.93%	20.96%
3. American English	50.6%	49.4%



*Figure 1: Positive and Negative Attitudes per Accent*

According to *table IV*, after the participants were exposed to the speech samples, the results in attitude matters were more favourable to English-English, where 78.93% of positive attitudes were yielded. American English, on the other hand, with 50.6% of positive attitude, shows that a little more than half of the participants had a better attitude towards this accent. Finally, the results showed that Scottish English obtained the least positive attitudes with 38.23% of the participants holding a positive attitude towards this accent.

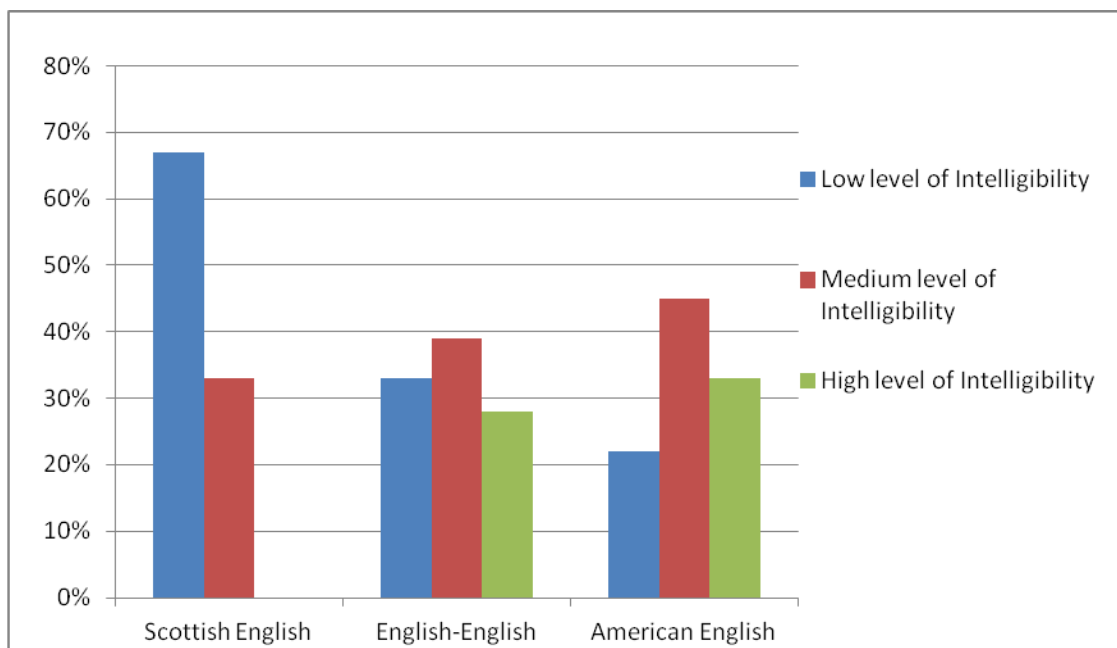


## 5.2 Results of Intelligibility test

The intelligibility test (explained in Chapter 4) was rated using a five-point scale: the first and second points were related to less intelligibility; the third point indicated a neutral perception of the speech sample; and the last two points were marked by the raters in the case that the message was greatly or totally intelligible.

*Table V. Levels of intelligibility rated in percentage.*

<b>Levels of intelligibility rated in percentage</b>	Low intelligibility	Medium intelligibility	High intelligibility
1. Scottish English	67%	33%	0%
2. English -English	33%	39%	28%
3. American English	22%	45%	33%



*Figure 2: Levels of Intelligibility*

*Table V* shows that there is clear inclination to American English as the most intelligible accent perceived by the participants with 33% of higher levels of intelligibility, 45% of the participants' transcription partly resembled stimulus speech, while 22% of the participants did not transcribe the message or were marginally able to do it. Secondly, English-English presented 28% in high levels of intelligibility, 39% of the participants partly understood the stimulus speech, and the lower levels of the participants' intelligibility was 33%. Finally, Scottish English, in contrast with the American English, yielded 0% of high intelligibility, while 33% of the participants moderately transcribed the message and 67% of them showed low levels of intelligibility.

### 5.3 Relationship between attitudes and intelligibility

The researchers analysed all the results obtained, which show that there was no clear correlation between intelligibility and attitudes in the case of, for instance, English-English, as 78.93% expressed positive attitudes towards this accent; however, it was poorly understood in the intelligibility test. In the case of American English, the results showed neither positive nor negative attitudes (50.6% - 49.4%) towards this accent; however, it was the most intelligible one as reported by 33% of the participants. Indeed, no more than half of the participants presented high levels of intelligibility, wherein there is a modest relational tendency between its levels of intelligibility and participants' attitudes. Finally, Scottish English showed an altogether reverse type of relationship in that 61.77% of the participants seemed to hold negative attitudes towards this accent, and none of them were able to perceive Scottish English as intelligible.

It is interesting to note that there were also some particular contrasts between the results obtained from attitudes and intelligibility. In the case of English-English, in the accent attitudes survey, 89% of the participants pointed out that this accent was easy to follow, and 100% found this accent to be clear. However, the intelligibility test yielded results where nearly a quarter of the participants (28%) perceived this accent as intelligible, that is to say, a moderate number of participants were able to understand amply the speech sample. On the other hand, American English showed a higher level of relational tendency between the results stemming from the Accent Attitudes survey and the Intelligibility Test, where 66% agreed that this accent was educated, 88% found

this accent to be calm, and 100% did not find this accent to be humorous. Therefore, these data reflect the levels of seriousness with which this accent is perceived by the entire number of the participants. The Scottish accent results also showed coherence in that 89% of the participants agreed that it was not clear; 66% indicated that it was not nice to listen to, 78% found this accent difficult to be followed, and 89% found this accent quite fluent. When considering these elements, they clearly reflect that the accent attitudes survey results corresponds to the results from the intelligibility test, since the negative attitudes seem to have a higher influence over the levels of intelligibility, wherein both of them obtained poor results.

#### 5.4 Final remarks

As can be seen in the aforementioned subsections, there seems not to be a relationship between the level of intelligibility and the attitudes that participants hold towards a particular accent. In this case, English-English was chosen as the most preferred accent and the most appropriate variety to be taught in our educational context. However, most of the participants found American accent more intelligible. This lack of correlation between positive attitudes and intelligibility is perhaps due to an idealized view of what proper features of pronunciation of native accents are, and how they work.

Even though the positive attitudes towards English-English are quite high, the level of intelligibility is moderate, which probably reveals the level of influence of having been familiar with an accent in particular, in this case American accent. Therefore, there was a clear inclination to English-English accent, which may be due to the university that they belong to highlights both English-English cultural and language aspects.

The reason why higher levels of intelligibility were associated with American English, is our claim, that Chilean language learners are mostly exposed to American English. Due to this, our secondary school learners are not prepared to confront other English accents. Not even the closest one, as it is the American accent. This matter is shown in Figure 1, Comparing Positive and Negative Attitudes per Accent. Lastly, the higher average of the entire sample

has a remarkable preference for the English-English Accent, without even having higher levels of intelligibility than half of the participants.

The researchers based this study on Jenkins' proposal (2002) that states that there is no necessity to achieve the entire NS model features to reach high levels of intelligibility, since English accent is seen as a communicative model rather than a high bilingual proficiency model.

According to the results of this study, nowadays there is a remote possibility to set the teaching of a different accent of English in the Chilean context, due to the fact that participants' attitudes did not show positive inclinations nor intelligibility, this may keep away the possibility that English teaching students were interested in working with other different accents of English in schools.

In conclusion, perhaps within an international context of English usage, higher levels of intelligibility could have been achieved had non-native accents of English been used, which is roughly what Jenkins (2002) proposes.

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## Appendixes

### *Appendix 1: Speech sample script*

#### *Arberdeen, Scotland Script (Accent Attitudes survey)*

*... The winters were really bad, and you'd no sense of where the middle of the road is or anything. And I can remember one winter struggling to get round this hill bend, and actually discovering we were on the wrong side of the road...*

#### *Arberdeen, Scotland (Intelligibility test)*

*... When, well, Ross was six and Lisa would be nearly three, we were selling the flat to buy this house here...*

#### *London, England (Intelligibility test)*

*... on her first morning, she felt stressed. She ate a bowl of porridge, checked herself in the mirror and washed her face in a hurry. Then she put on a plain yellow dress and a fleece jacket, picked up her kit and headed for work...*

#### *London, England (Accent Attitudes survey)*

*... I was born in London, in 1957, accordingly to my mother within the sound of Bow Bells, near Smithfield Market, she was caught in a pre-Christmas rush, so that's why I was premature. My family at that time was living in Islington, which is a suburb of North London – very fashionable today – I wish we still lived there...*

*New York, USA (intelligibility test)*

*... The geoses' owner, Mary Harrison kept calling: comma, comma! Which Sarah thought it was an odd choice for a name...*

*New York, USA (Accent Attitudes survey)*

*... One time I was in Italy, and I had to use the toilet very badly, so I went to ah, I ask this guy... It was in Venice, and I asked this guy, if he knew where the public toilet was, and we couldn't communicate...*

## Appendix 2: Scottish English Attitudes Survey

Accent Attitudes Survey				
<b>Instructions</b>				
1. This is a survey about Attitudes towards different English accents. You will listen 3 different speech samples, and then complete the four point likert scale, where: <i>four</i> , is totally agree; <i>three</i> , partly agree; <i>two</i> , partly disagree; <i>one</i> , totally disagree.				
Accent Attitude	4 Totally agree	3 Partly agree	2 Partly disagree	1 Totally disagree
1. I find this accent to be clear (claro)				X
2. This accent sounds educated (educado)				X
3. I perceive this accent calm (tranquilo)		X		
4. This accent is nice to listen to (agradable de escuchar)				X
5. I find this accent to be humorous (gracioso)		X		
6. This accent seems to be friendly (amistoso)			X	
7. I think this accent is kind (amable)			X	
8. This accent sounds quite fluent (fluido)	X			
9. The speed of this accent is easy to follow (rapidez)				X

Thanks for your cooperation

## Appendix 3: English-English Accent Attitudes Survey

Accent Attitudes Survey				
<b>Instructions</b>				
1. This is a survey about Attitudes towards different English accents. You will listen 3 different speech samples. and then complete the four point likert scale, where: <i>four</i> , is totally agree; <i>three</i> , partly agree; <i>two</i> , partly disagree ; <i>one</i> , totally agree.				
Accent Attitude	4 Totally agree	3 Partly agree	2 Partly disagree	1 Totally disagree
1. I find this accent to be clear (claro)		X		
2. This accent sounds educated (educado)		X		
3. I perceive this accent calm (tranquilo)		X		
4. This accent is nice to listen to (agradable de escuchar)		X ✓		
5. I find this accent to be humorous (gracioso)				X ✓
6. This accent seems to be friendly (amistoso)			X	
7. I think this accent is kind (amable)		X		
8. This accent sounds quite fluent (fluido)		X		
9. The speed of this accent is easy to follow (rapidez)			X	

Thanks for your cooperation

Appendix 4: American English Accent Attitudes Survey

<b>Accent Attitudes Survey</b>				
<b>Instructions</b>				
1. This is a survey about Attitudes towards different English accents. You will listen 3 different speech samples, and then complete the four point likert scale, where: <i>four</i> , is totally agree; <i>three</i> , acceptable; <i>two</i> , not so acceptable; <i>one</i> , totally agree.				
Accent Attitude	4 Totally agree	3 Partly agree	2 Partly disagree	1 Totally disagree
1. I find this accent to be clear (claro)		X		
2. This accent sounds educated (educado)		X		
3. I perceive this accent calm (tranquilo)		X		
4. This accent is nice to listen to (agradable de escuchar)		X		
5. I find this accent to be humorous (gracioso)				X
6. This accent seems to be friendly (amistoso)		X		
7. I think this accent is kind (amable)		X		
8. This accent sounds quite fluent (fluido)		X		
9. The speed of this accent is easy to follow (rapidez)		X		
Thanks for your cooperation				

## Appendix 5: Intelligibility Test Answer Sheet

Intelligibility Answer sheet	
<b>Instructions</b>	
You will listen to 3 different accent statements. After you listen, transcribe what you heard.	
Accent 1	when six hear is old
Accent 2	she stress watch work jacket
Accent 3	when she camion
Which accent of English should be taught in the Chilean educational system?	
<input checked="" type="radio"/> a. English-English accent	
b. American English	
c. Scottish	
<b>Thanks for your cooperation!</b>	