REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL STUDIES
ENGLISH LANGUAGE TEACHING DEPARTMENT

POTENTIAL EFFECTS OF DIFFERENT ENGLISH ACCENTS ON NON-NATIVE ENGLISH SPEAKERS' LISTENING COMPREHENSION AND PERCEPTIONS

Esra KURTULDU

MASTER OF ARTS

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To Çukurova University Institute of Social Sciences

We certify that this thesis is satisfactory for the award of the degree of Master of Arts in the Department of English Language Teaching.

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ABSTRACT

POTENTIAL EFFECTS OF DIFFERENT ENGLISH ACCENTS ON NON-NATIVE ENGLISH SPEAKERS' LISTENING COMPREHENSION AND PERCEPTIONS

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Master of Arts, English Language Teaching
Supervisor: Prof. Dr. Yonca ÖZKAN
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We listen, but do we understand? The number of non-native English speakers (NNESs) has increased much further in the last two decades than ever, which has led to an increase in different English accents across the globe. This study mainly investigates whether different English accents which are probably unfamiliar to the listeners influence non-native speakers' listening comprehension skill and their perceptions of these accents. With this aim, 38 pre-service English language teachers took part in the study in the English Language Teaching Department at a state university. The participants listened to not only the inner circle English accents but also the outer and expanding circle English accents, and they were supposed to fill in the answer sheets according to their comprehension and perceptions. The reflective papers and semantic differential scales were conducted to take a closer look and gain an understanding of the participants' approaches to these different English accents. Besides, the listening comprehension strategies scale was used at the end of the study so as to explore the most used strategies during the process of exposure to these accents. The findings unveiled the importance of familiarity with an accent and the negative effect of the unfamiliarity with World Englishes (WEs) on listening comprehension skill. This study is expected to contribute to developments especially in teaching listening in English Language Teaching (ELT) within the framework of English as a Lingua Franca (ELF).

Keywords: English language teaching (ELT), English as a Lingua Franca (ELF), listening comprehension skill, different English accents, pre-service English language teachers

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ÖZET

FARKLI İNGİLİZCE AKSANLARININ İNGİLİZCE ANADİL KONUŞUCUSU OLMAYANLARIN DİNLEME-ANLAMA BECERİSİ VE ALGILARI ÜZERİNE ETKİLERİ

Esra KURTULDU

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı
Danışman: Prof. Dr. Yonca ÖZKAN
Haziran 2019, 107 sayfa

Dinliyoruz ama anlıyor muyuz? İngilizce anadil konuşucusu olmayanların sayısı son yirmi yılda her zamankinden çok daha fazla artmıştır, ki bu da dünya genelinde farklı İngilizce aksanlarının artmasına da yol açmaktadır. Bu çalışma esas olarak dinleyicilerin muhtemelen aşina olmadıkları farklı İngilizce aksanlarının, anadili İngilizce olmayan konuşucuların dinleme anlama becerisini ve bu aksanlara ilişkin algılarını etkileyip etkilemediğini araştırmaktadır. Bu amaçla, bir devlet üniversitesindeki İngilizce Öğretmenliği Bölümünden 38 öğretmen adayı çalışmaya katılmıştır. Katılımcılar, yalnızca iç daire İngilizce aksanlarını değil, dış ve genişleyen daire İngilizce aksanlarını da dinleyip cevap kağıtlarını ve ölçeklerini, anlayışları ve algılarına göre doldurmuşlardır. Yansıtıcı kağıtlar ve anlamsal farklılık ölçekleri katılımcıların bu farklı İngilizce aksanlarına yaklaşımlarını anlayabilmek ve daha yakından irdeleyebilmek amacıyla uygulanmıştır. Ayrıca, çalışma sonunda bu aksanlara maruz kalma sürecinde en çok kullanılan stratejileri keşfetmek için dinleme anlama stratejileri ölçeği kullanılmıştır. Bulgular, bir aksana aşina olmanın önemini ve Dünya İngilizcelerine yabancı kalmanın dinleme anlama becerisi üzerindeki olumsuz etkisini ortaya koymuştur. Bu çalışmanın Ortak Dil İngilizce (ODİ) çerçevesinde İngiliz Dili Eğitiminde özellikle dinleme öğretimindeki gelişmelere katkı sağlaması beklenmektedir.

Anahtar kelimeler: İngiliz dili eğitimi, Ortak Dil İngilizce (ODİ), dinleme-anlama becerisi, farklı İngilizce aksanları, İngiliz dili öğretmen adayları

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ABBREVIATIONS

AmE	**:** American English
BrE	**:** British English
CLT	**:** Communicative Language Teaching
EFL	**:** English as a Foreign Language
ELF	**:** English as a Lingua Franca
ELT	**:** English Language Teaching
EIL	**:** English as an International Language
ESL	**:** English as a Second Language
GAE	: General American English
L1	**:** Native Language
L2	**:** Second Language
LFC	**:** Lingua Franca Core
NNES	**:** Non-native English Speaker
NNS	**:** Non-native Speaker
NES	**:** Native English Speaker
NEST	**:** Native English-Speaking Teacher
NNEST	**:** Non-native English-Speaking Teacher
NS	**:** Native Speaker
RP	**:** Received Pronunciation
SE	**:** Standard English
VOICE	**:** Vienna-Oxford International Corpus of English
WEs	**:** World Englishes

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CHAPTER I

INTRODUCTION

This first chapter presents basic information about the study. It is composed of seven sections and concludes with the definitions of key terms.

1.1. Background to the Study

The world has changed a lot, especially in the last three decades since personal computers started to take their place in our life. Life has become much easier, faster, and also the invention of computers has enabled the knowledge influx to be reachable all over the world. As a result of these interactions across nations, people have needed a lingua franca to communicate and to share the knowledge they have. Today, *"English as a lingua franca (ELF)"* has been frequently discussed. In this world full of changes and developments, Crystal (2003) explains how English has become a global language by giving two reasons: first, the colonial power of British Empire, and second, the economic power of the United States. These two factors have expanded the usage area of English and English has gained its status as the universal language of communication as Nunan (2001) suggests.

The shift in global communication has helped English to be learned by millions of people, and this has increased the significance of English Language Teaching (ELT). Under these circumstances, offering English as a foreign language has become an unavoidable criterion in individuals' adaptation to this changing world. Thereby, the number of English speakers has risen with the growing usage area of English. Furthermore, Crystal (2003) remarks that the number of non-native English speakers (NNESs) has already exceeded the number of native English speakers (NESs) by a ratio of three to one in 2003. Although it is a rough calculation, according to an article by Lyons (2017) in Babbel Magazine, it is nearly estimated that 148 million people in Europe, 690 million people in Africa, 125 million people in India, 94 million people in Pakistan, and 90 million people in the Philippines speak English as non-native speakers. In sum, the number of native English speakers is roughly 360 million while the number of English speakers including both native and non-native is 1.5 billion. Thus Graddol (2006) remarks that interactions among speakers of English are not primarily based on

NESs nowadays. In addition, Jenkins (2009) indicates the fact that many NNESs learn English to intercommunicate with NNESs most of the time. Accordingly, Borjas (2000) draws attention to communication breakdowns such as difficulties and uncertainties emerging from the interaction between NESs and NNESs. As seen in Sung's (2014) study with undergraduate university students, some students have tended to keep their local accent in speaking English while some of them has tended to speak with a native-like English accent. Also, a number of non-native English speakers in some studies (Kemaloglu-Er & Bayyurt, 2018a; Kemaloglu-Er & Bayyurt, 2018b; Kemaloglu-Er & Bayyurt, forthcoming) expressed the feeling of satisfaction towards their own local accent after their familiarity with ELF enhanced. The participants in these studies who were pre-service English language teachers became aware of their own identity and agreed on the integration of ELF and WEs into their future teaching practices. This may be an indication of the significance of familiarity as it supported pre-service teachers to feel more competent about their accents. It could come to the conclusion that all of the non-native speakers (NNSs) do not speak with a native English accent, as all of the native speakers (NSs) do not speak with the Received Pronunciation (RP) and familiarity with ELF assisted to enlarge the non-native English speakers' perspectives.

Kachru (1992) congregated *"World Englishes (WE)"* into a three-circle model including countries such as *inner* (UK, USA), *outer* (India, Nigeria) and *expanding circle* (China, Russia) based on the use of English language in different contexts. This model brings awareness to how the English language is being utilized in other countries and the use of the English language should be categorized according to purpose. It also assists to understand the differences occurring while speaking English because *outer* and *expanding* circle countries use English as a second or foreign language while *inner* circle countries use it as their mother tongue (See Figure 1). As human beings are not machines, it is natural to have some phonetic differences in speaking English, especially while trying to perform dissimilar sounds that might not exist in other languages. Insisting on sounding completely like a native speaker (NS) harms language learners psychologically and decreases their willingness to learn because those who are not able to perform totally may have a sense of failure and a feeling of inadequacy.

Kaur (2010) declares that the English language is the most preferred language to enable communication among speakers from a different linguistic and cultural background. And, this is clearly seen in Kachru's (1992) three-circle model where the speakers of English have a different linguistic and cultural background playing an

important role in shaping their language production, and every language has distinctive features in its own pronunciation. For example, Armstrong (2012) apprises that Japanese does not contain /f, v/ sounds, so the /f, v/ sounds are swapped with [ɸ, β] sounds while pronouncing English words. This situation might cause a hurdle in two-way communication where there is both a sender and a receiver. Kato (2011) states that all of the Japanese participants taking part in that study do not articulate one or two vowels clearly, even though these participants are advanced learners and lived minimum one year abroad where they were exposed to the native English accents. As a result of the given example, the effect of distinctive features of any language could be seen in the course of second language production. Even though the native varieties of English are listed as British, American and Canadian, Australian and New Zealand, South Asian and African English (Encyclopædia Britannica), there are also non-native varieties of English influenced by the native forms of English language and composed of distinctive features as seen in the example above, which is called Japanese English. Spanish English, Russian English, Indian English, Chinese English etc. are examples of World Englishes (WEs) and the reason why these are titled with the factor of the nation is not that they are new forms of English but they have common features in pronunciation while speaking in English (e.g., Japanese English).

Considering the number of English speakers including natives and non-natives, the increasing interactions among them cause some concerns related to comprehensibility due to various pronunciation styles as a result of genetic factors. Some researchers conducted studies to investigate what kind of problems occur among speakers and what can be done to eliminate these problems in the process of communication. For example, Matsumoto (2011) collected the conversational data of six NNSs who are graduate students from a university in the United States during the dinner table and concluded that the speakers became used to the different phonological structures in time thanks to such interaction. Another remarkable result of the study was the importance of the *accommodation strategies* (Jenkins, 2000, 2006) in order to solve the misunderstanding in the moment of conversation. While some studies focus on accommodation strategies, some focus on metacognitive strategies prioritizing the individual's self-awareness. Hence, this study tries to shed light into the pre-service English language teachers' awareness on the strategies they employ when they have a problem in understanding while listening to a different English accent, their stance to such accents and the effects of these accents on the listening comprehension.

All of these aforementioned situations bring the questions to the field which are related to the standardized English, the standard for teaching in ELT and teaching listening. Related to the standardized English, Widdowson (1994) sheds light on the question what the standardized English is. He (1994) emphasizes that the main point is intelligibility to have a clear communication and comprehensibility, furthermore the standard lexis doesn't exist according to his opinion, because if English is standard that means it shouldn't change at any time, but there is a language dynamism reality. From this perspective, two crucial contributions by prominent scholars in ELF in terms of teaching English to NNES have emerged. The first is the Lingua Franca Core (LFC) by Jenkins (2000), and it is a set of principles enclosing pronunciation. Jenkins (2000) in her study, she focused on the intelligible pronunciation for NNSs by pointing out the significant factors in English pronunciation to enable comprehensibility in communication from a non-native perspective on basis rather than focusing on a native-like pronunciation. The second is the Vienna-Oxford International Corpus of English (VOICE) by Seidlhofer (2004) including the common similarities of English speakers of different languages. These studies are prominent in point of realizing and accepting non-native English forms.

1.2. Statement of the Problem

In the past three decades, the status of the English language has been renewed as English as a lingua franca, and this has led to a different kind of changes around the world. Some researchers such as Jenkins and Seidlhofer have conducted studies in order to adapt to these changes emerging from the various non-native speaker (NNS) forms. The results of their studies were remarkable in terms of reminiscing about non-native variations and their common features. When the present status of the English language is reconsidered, it could be clearly seen that the world has become a place where English is used for not only educational purposes but also communicational purposes between communities as a result of globalization. This means that learning English only for reading or writing is not adequate for competent interlocutors who define themselves as one of competent communicators. They need to be competent in four language skills without neglecting any of these skills.

Any English learner should be ready and proficient to interact with different English accents and especially ELT departments should educate their pre-service

teachers to serve for this aim. However, most of the curricula do not give some space for non-native forms, educational institutions disregard these differences and continue imposing Standard English (SE) or General American English (GAE) as if there were not any distinct variations. In relation to this, Widdowson (1994) promotes non-native forms by indicating that a language is owned by people who use it including NNSs as well. Accordingly, Alptekin (2002) signifies that presenting only NS forms does not represent the real life, which means classrooms without ELF ignores both authenticity and the status of English as lingua franca. In addition, language learners are probable to have difficulties due to inadequate knowledge of WEs (Matsuda, 2003) and these kinds of studies investigating directly the effects of different accented English listening materials on pre-service language teachers' listening comprehension, especially in Turkish context, has not been the focus in the literature.

After considering the world facts, it is obvious that English learners and teachers should be ready for different accents as a requirement of a changing world. Also, English teachers are supposed to be ready to deal with unfamiliar accents in terms of having a healthy communication in case their students' background might be diverse, and the students are supposed to be exposed to these accents to be able to interact with one another. In this respect, Romney (2010) considers the duty of language teacher education programs so vital in terms of educating pre-service teachers in a way that all kinds of Englishes are appreciated and enabling the English language to be comprehended as a language belonging to everyone who uses it around the world. Here, ELF emerges to fulfill the needs of language learners from the point of interacting with other forms, it does not stand for a new kind of English or a new language whereas it is a social reality which emphasizes probable dissimilar features of English usage by other communities. Therefore, considering ELF as only an issue aiming to increase awareness among pre-service English language teachers may not be adequate as this notion also aims to gather both native English-speaking teachers (NESTs) and non-native English-speaking teachers (NNESTs) so as to have better relationships.

Besides, the utilization of ELF accents in English language classrooms is significant for preparing learners for a kind of English that is highly possible to encounter in real life. When the number of non-native English speakers is taken into account, any English learner is more likely to have a chance to talk to a NNS instead of a NS. On the other hand, one of the challenges in implementing ELF in a language classroom is that there is limited knowledge on ELF and there is no common ELF core

that shares the characteristics, to a greater extent, of NNESs as stated by some researchers (İnceçay & Akyel, 2011; Mollin, 2006; Shim, 2009). Therefore, studies for analyzing the commonly shared ELF characteristics should be dealt with growing interest and this will ease the duty of language teachers in class and pave an applicable way for their teaching practices.

As a solution to these problems, The Communicative Language Teaching (also known as The Communicative Approach) promoting fluency in communication rather than grammatical accuracy at least while speaking, and supporting using authentic materials should be adopted in language classrooms to provide successful learning that learners can benefit from in their learning in daily life. However, ELT materials do not meet the demand for familiarizing with ELF and the different English accents, as most of the materials provide the standard NS form. The comprehension gap among English speakers of other languages initiates at this point as a result of lack of being exposed to other accents around the world. Therefore, this study tries to raise awareness on this issue and show how to make use of ELF for further curriculum changes and why this should be the case.

1.3. Purpose of the Study

The present study has got several purposes. The main purpose of this study is to investigate whether different English accents have an impact on NNS' listening comprehension or not and to reveal if there is a relationship between accent and comprehensibility. Also, this study aims to present the listening comprehension strategies that the pre-service English language teachers use to handle with unfamiliar English accents upon exposure. And lastly, this study has been conducted to get an understanding of how they approach different English accents as they are the trustworthy introducers of English language. In the most general sense, it has been intended to keep up with the needs of this era with the results of the study, to raise awareness of variant presences of Englishes among language teachers, and to lead the way for further studies by displaying pros and cons of this study.

1.4. Significance of the Study

In today's changing world, the number of the NNSs of English has left behind the number of NESs and it's supposed by Jenkins (2009) that the effect of NNESs on

English is inevitable. From this perspective, the NNSs and especially the NNSs of English language teachers should be ready to deal with the different English accents including Kachru's (1992) three-circle model (e.g., inner, outer, expanding). This is needed in respect for globalization, respecting other values, and effective communication where each English speaker understands one another without differentiating people as native or non-native. While referring to effective communication, comprehensibility and intelligibility can be considered as essential factors. Although these terms are used interchangeably, there might be some differences.

The term comprehensibility has been defined similarly by different researchers. For example, McKay (2002) describes comprehensibility as being able to know what a phrase means. According to Smith and Nelson (1985), comprehensibility is the feature of being understandable of the meaning of words or expressions in a particular situation. When viewed from this angle, being exposed to different English accents is assumed to assist to deal with comprehensibility problems and to eliminate the prejudice, as the learners become familiar with these accents. Additionally, Rajagopalan (2004) touches upon the need for reviewing ELT practices with regard to ensuring WEs in equal stance as WEs is a new notion that has not been encountered before in the history of the languages.

Isaacs (2008) informs that intelligibility is regarded as a target that is desired to be gained in the second language, especially for pronunciation. Thus, pronunciation is a bridge for intelligibility. However, there is no exact definition for intelligibility that is approved globally (Isaacs, 2008). Munro and Derwing (1995a, 1995b) define intelligibility as the degree of being understood of a speech formation. Another definition by Walker (2010) could conclude that a proper understanding of the speech sounds provides intelligibility. Thus, LFC (Jenkins, 2000) may be regarded as an essential component in terms of teaching and achieving proper pronunciation in English as a second or foreign language teaching.

This study has an importance from the point of revealing the challenges that the NNESs experience through listening to unfamiliar accents. Also, the result of this study is expected to be significant in the near future in terms of adapting and renewing the teaching programs of ELT departments according to the needs of this era by presenting different English accents with an equal stance in the curricula, which could promote accepting differences in English accents as richness instead of weakness. Jenkins (2009)

supports familiarizing with non-native forms by pointing out that most of the NNESs do not learn English in order to connect to NSs of English anymore. Alptekin (2010) propounds that ELT departments shouldn't ignore global issues, and therefore should be adapt their teaching programs so as to survive in intercultural communication settings as language teachers.

As a native English speaker, Widdowson (1994) draws attention to the fact that the ownership of English language is shared and should be shared by interlocutors who use that language. In relation to this, both native English speakers and non-native English speakers should come to the end related to eliminate stereotypes among English speakers. Many NNESs experience some kind of negative approaches about their accent, which may be termed as accent bullying (the term was expressed by the researcher). There are some projects such as The Accentism Project (n.d.) where people share their stories and lived experiences to reduce or even eliminate judgmental perspectives regarding this issue. This may indicate that WEs is a crucial fact that should have been outspoken.

1.5. Limitations of the Study

This study has got some limitations, and these limitations are listed below.

- The study was not conducted with all of the pre-service English teachers at Çukurova University; therefore, the number of the participants was limited based on the *"Globalization in ELT"* course.
- The accents used in the study were randomly chosen from all circles including inner, outer and expanding, so all of the accents existing in the world were not presented due to time restriction.
- The course in the study was conducted by the researcher's advisor. In this case, the researcher had a limited opportunity to observe the pre-service English language teachers, so the full-time observation in terms of keeping track of changes in their attitudes towards different English accents was not possible.
- The data gathered from semantic differential scales and reflective papers may have not reflected the participants' real beliefs, since they might have answered the questions quickly in order to finish the scales and reflective papers as soon as possible without presenting their real beliefs and ideas.

1.6. Research Questions

There are three questions that are sought for answers throughout the study and the first question is the main focus of this study. The questions below are investigated in this process:

1. How is the pre-service English language teachers' L2 listening comprehension affected by different English accents?
2. How do the pre-service English language teachers approach to L2 listening materials with different English accents during their exposure?
3. What kind of strategies do the pre-service English language teachers employ to comprehend L2 listening materials with different English accents?

1.7. Definitions of Key Concepts

The definitions of key terms are provided in this section so as to give readers an insight into the frame of the present study and the terms presented below are used in given meanings throughout this study.

Comprehensibility: Smith and Nelson (1985) refer to comprehensibility as the meanings of words or expressions in a given situation. When individuals are able to understand the input, the input is regarded as comprehensible because it possesses the feature of comprehensibility within it.

English as a Foreign Language (EFL): It includes the movement of the teaching and learning of English as a foreign language under the title of language learning policy around the globe.

English as a Lingua Franca (ELF): As Seidlhofer (2011) depicts, it refers to the situation where speakers sharing various native language backgrounds use English as a means of communication and it is used as a single option most of the time.

English as an International Language (EIL): It is a paradigm referring to teaching, learning, and the use of English with the inclusion of all countries in the world.

English as a Second Language (ESL): It is the concept where English is taught, learned and used as a second language as a result of colonization by inner circle countries, especially in outer circle countries such as India, Malaysia and etc.

English Language Teaching (ELT): It is the worldwide policy of teaching English to the speakers of other languages in different parts of the globe.

General American English (GAE): It is a term referring to English that is used by the US, it basically means standard American English.

Hearing: It implicates the sense of human and solely refers to the situation of being able to hear auditory messages.

Hearing, Listening vs. Listening Comprehension: The comparison of these terms is explained in detail in Chapter II.

Intelligibility: Even though intelligibility and comprehensibility are interrelated terms, intelligibility is associated with the degree of clarity of any input in order to be understood by the receiver while comprehensibility is related to the meaning of any input in terms of presenting the aimed meaning. Therefore, intelligibility is taken into account as clear sound production in this study.

L1: It implies a native language of an individual. In other words, anyone's first language.

L2: It implies anyone's second or foreign language.

Listening: Barker (1971, p.17) describes listening as "the selective process of attending to, hearing, understanding, and remembering aural symbols".

Listening Comprehension: Nadig (2013) portrays listening comprehension as a complete process of interpretation including multiple processes such as identifying speech sounds and grasping meanings of words.

Native English-Speaking Teacher (NEST): It includes only English language teachers using English as their first language.

Native English Speaker (NES): It refers to any speaker whose mother tongue is English.

Native Speaker (NS): Mora (2006) adverts native speaker as an individual who learns any language as a native language in his youth, proceeds this language throughout maturity period and achieves adequacy in it.

Non-native English Speaker (NNES): It refers to a speaker whose mother tongue is not English and the speaker uses English either as a second or foreign language.

Non-native English-Speaking Teacher (NNEST): Opposition to NEST, NNEST implicates English language teachers whose native language is not English.

Non-native Speaker (NNS): Cook (1999) uses this terminology while referring to someone using any language as either second or foreign language.

Received Pronunciation (RP): It is defined in the dictionary (Collins English Dictionary, n.d.) as a manner of English pronunciation especially in British which is

regarded as the standard accent. In another dictionary (Concise Oxford English Dictionary, n.d.), it is often considered to be spoken in the south of England.

Standard English (SE): Jenkins (2003) defines it as a sole dialect of English used by a native community that was acknowledged thanks to educational institutions.

World Englishes (WEs): Kachru (1992) states that this term includes the use of diverse Englishes all around the world in various contexts having distinct sociolinguistic features.

CHAPTER II

REVIEW OF LITERATURE

This chapter gives detailed information about how English spread all over the world, how it serves as a lingua franca in the field and lists previous studies related to the present study.

2.1. The Spread of English Language

When it is considered that there are dozens of nations and languages in the world from Japanese to Swahili, from Swedish to Turkish, it is somehow intriguing why English holds the status as being a lingua franca, an international language, a global language and many more. According to Crystal (2003), the starting point of the use of English language across the globe primarily began with the colonization, so the colonization takes the first place amongst reasons in the spread of English. The colonized countries in the past (e.g., India, Malaysia, Kenya, and etc.) were involved in using English and this accelerated the growth in the number of English language speakers. Thanks to this influence, the English language has become one of the most spoken languages in the world, therefore other countries preferred teaching English as a foreign language as Crystal (2003) indicates, which is the second significant reason providing this language to take second place among the most spoken languages all around the world. Graddol (1997) also confirms that the spread of the English language has been affected by not only the colonial power of Britain but also the scientific, technological and cultural power of the US.

Kachru (1992) has created a model enabling to be easily seen the division of growth in using English by his *three-circle model* and this model has also provided a greater understanding on the globalization of English. These circles divide world countries into three categories by a specific reason depending on how and why English is chosen and spoken in these countries. Kachru (1992) names the first circle *inner circle* listing the countries sharing similar traditions, cultures and linguistic aspects by using English as their native language and this circle includes the USA, UK, Canada, Australia, New Zealand. The second circle is named *outer circle* listing the countries sharing similar historical backgrounds in terms of having a colonized past such as

Bangladesh, Kenya, Pakistan, Singapore, Tanzania, Ghana, Philippines and etc. These countries use English as either official language or second language. Lastly, the third circle is named *expanding circle* listing the countries which are affected by the use of English worldwide such as Turkey, Korea, Egypt, Indonesia and etc. English is used as a foreign language in these countries. Overall, the use of English in the second and third circles are referred to as WEs. Additionally, the *inner circle* is seen as norm-providing, while the *outer circle* is norm-developing, and the *expanding circle* is norm-dependent.

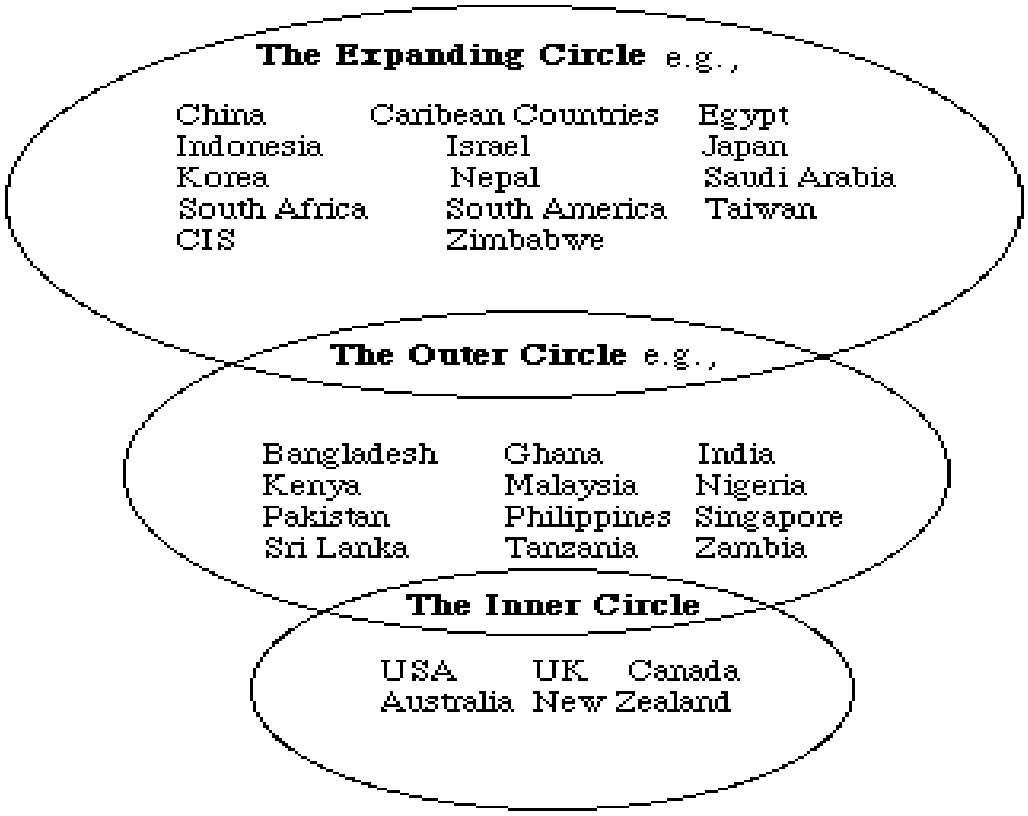


Figure 1. Kachru's Three-Circle Model (1992)
Source: Lee & Jun, 2016, p.340

The inner circle countries have held the power in controlling the teaching policy of the English language, nevertheless, the USA has become a pioneering figure in marketing teaching books for English Language Teaching as a result of its economic power and this has increased the richness of countries (e.g., USA) that have been already rich. In line with this, Scholte (2008) alleges that the globalization has turned into a shape where it becomes an industry with the growth in the academy after the

1990s. Chew (1999) associates the spread of using English with globalism by considering it as a global movement instead of a linguistic movement. Coleman (2006) has already forecasted that English is going to be the lingua franca of higher education after it has been started to be used as the language of higher education in Europe and English has seized other countries' language of higher education in a short time, which has brought English also an international status. Phillipson (2016) denotes that the changes seen both in the education system and marketing have created an environment where English has become a language that should be learned by anyone in the world.

English has become the main tool of intercultural interactions in this globalized world (Becker & Kluge, 2014) so that it still continues to globalize the world. Graddol (2006) states that there is a mutual two-sided relationship between the English language and globalization as they both help to accelerate the use of each, which means English contributes to globalization and globalization contributes to English as well. However, Leffa (2002) puts forward that being able to speak English does not absolutely mean that it directly offers the advantages of globalization, yet not being able to speak English guarantees to being excluded. For this reason, countries and individuals feel that they are obliged to learn English in order to perform successfully in intercultural settings and in order not to fall behind the global developments.

To be able to comprehend globalization in all aspects, there is a need for contemplating the pros and cons of globalization. The pros of globalization can be explained as; a) it enables countries to have a relationship among them even if they do not share any common background, b) it leads to cultural influx among countries so they can be familiar with various cultures of the world, c) as individuals are familiar with other cultures, their tolerance towards and respect to each other is more likely to raise, d) it provides individuals to travel in the world, communicate with each other, and share their experiences and knowledge with the help of the internet and technology. In spite of its pros, there has been some cons of globalization and those are; a) it does not avail all individuals in the world equally, due to this inequality, the rich have become richer while the poor have turned to be poorer, b) it causes the technology and knowledge to be abused and/or stolen, c) it paves the way for raising stereotypes among individuals by diminishing cultural and/or personal differences (Collins, 2015).

The use of English as a lingua franca or international language of the world by other communities has arisen a new discussion related to its ownership by questioning who owns it. Widdowson (1994) bolsters that English as a language spoken by millions

of people belongs to anyone who speaks it and Seidlhofer (2011) supports this by remarking that the English language cannot be owned by only NSs especially when paid attention to the number of NNSs. In spite of Widdowson's (1994) proposal, the majority of NNSs are seen unaware of the ownership of English. For example, a study from Turkey, an expanding circle country, conducted by Yılmaz and Özkan's (2016) emerged that both language learners and language teachers were supporting the idea of the ownership of English was possessed by only native English speakers and most of the participants expressed their admiration towards native forms. Apart from this, another proposal by Widdowson (1994) insists that a language cannot be standard because if it is a standard it becomes stable, which kills the creativity, and exactly for this reason, expecting every learner to be able to speak Standard English (SE) is not rational, we should leave a door open for individuals to reflect themselves and be unique at least while speaking. This may raise a question of how and with which rules to speak, Jenkin's (2000) Lingua Franca Core (LFC) resolves this issue by showing some phonological patterns which are crucial for mutual intelligibility among the speakers of English.

2.2. The Concept of English as a Lingua Franca

The global use of English has brought another notion into English Language Teaching, which is ELF. This notion has been disputed because some researchers prefer regarding it as a new language and some researchers prefer regarding it as a linguistic movement. Seidlhofer (2011) considers ELF as a linguistic movement, therefore it is not a new form of language according to her and depicts ELF as a platform where people having different mother tongues choose English as a mutual tool for communication. ELF notion supports and legitimates the ownership of English that should be equal including all speakers. Hence, ELF basically focuses on oral communication which is performed in English and by NNSs (Sifakis, 2009). As a general definition of ELF and what the term ELF embraces is seen as making use of varieties of local Englishes (Dewey & Cogo, 2007; Jenkins, 2007).

Fang (2017) informs that researchers interested in WEs discussed the significance of recognizing non-native forms and accepting different English varieties. In line with Fang, some researchers (Baker, 2016; Canagarajah, 2013; Garcia & Wei, 2014; Jenkins, 2015) encourage the adoption of resilient attempts for gaining a true

understanding of the role of languages in this era from the point of multilingualism, globalization, and etc. Thus, being competent is related with NNSs (Byram, 1997) and means being able to survive in intercultural communication which forms basically ELF setting. Also, the main purpose in such settings is to communicate so speakers should be introduced with WEs (Kılıçkaya, 2009). Even though NNSs use proper English or an accent close to SE, their English is likely to be identified as a non-native form in intercultural platforms (Jenkins, 2014) as the characteristics of their background will probably expose at some point. For this reason, Jenkins (2007) indicates that identity becomes an essential element of ELF research.

Erling (2005) puts forward that ELF has become an answer for the uncertainty of the status of English among NNSs and it comes out as a notion, which is a result of the demand for forming a new and accepted notion which also appropriately mirrors the global status of English language with the inclusion of its usage by NNSs. Therefore, ELF is home for NNSs regardless of their background and their mutual characteristic is they have different mother tongues and they use English for a mutual purpose. Becker and Kluge (2014) draw attention to the fact that the members of ELF are NNSs. According to Walker (2010), the NSs members who are going to take part in any ELF setting should respect these non-native forms and NSs should not have any expectations to encounter with native-like accents. Therefore, there is a need for both SE and WEs in language classes (Matsuda & Matsuda, 2010).

Canagarajah (2007) reports that members of ELF are not located in one geographical place, the members have emerged through the combination of different continents and countries. Meierkord (2004) mentions that this emergence is the result of the interaction, and thus, “it might well be that ELF never achieves a stable or even standardized form” (p. 129). Yet, Cogo and Dewey (2006) emphasize that this movement should be admitted to proceed in order to provide a greater understanding of the issue and see how it will have effects on the English language. Moreover, Sifakis (2009) adds that the English language will have a significant impact especially on expanding circle countries, too. In other words, it means that only the English language will not be affected by other languages but the other languages will be affected by English.

In Berns’ (2009) view, the notion called as “lingua franca movement” by some researchers (Elder & Davies 2006; Holliday 2008) or ELF by some (Cogo & Dewey, 2006; House, 1999; Jenkins, 2000, 2006, 2007, 2009, 2014, 2015; Seidlhofer, 2000,

2001, 2004, 2011; Sifakis, 2009) recognizes the general and common characteristics of the English language performed by NNSs while using it in international settings. Canagarajah (2007) and Mauranen (2003) prefer referring to it as Lingua Franca English. Even though there have been different names, their focus is on the same issue, which is the legitimization of NNSs forms. It is only possible with the acceptance of these forms in academic settings. In this thesis, this notion is preferred to be named ELF and the concept of ELF is regarded as a contact language among the speakers sharing different L1s.

2.3. Beliefs, Perceptions, and Attitudes Towards ELF and WEs

Many researchers investigated ELF, WEs and multiple accents from different angles, some studies focalized through beliefs and perceptions, and attitudes while some of them focalized through listening comprehension strategies to deal with multiple accents. Under this title, only studies about beliefs, perceptions, and attitudes are summarized.

Wach (2011) researched 234 Polish university students' views on ELF pronunciation forms. The participants were separated in two groups; Group A and Group B. The participants in Group A received a pronunciation training -RP or GAE- according to their choice while Group B only received RP. A two-part questionnaire including both qualitative and quantitative data was employed in the study. The analysis showed that native English accents were frequently found redundant and unachievable for most of the L2 learners, although some of the participants expressed priority for NS pronunciation forms.

Jindapitak and Teo (2013) investigated 52 Thai university students' accent priority, a questionnaire with two items including 4-point Likert scale and open-ended questions were utilized in the process of data collection. A range of preferences about various accents were listed in the questionnaire and participants were asked to choose their preferences and give reasons for their choices. At the end of the study, the findings revealed that the majority of the language learners filling out the questionnaire preferred native-speaker English varieties even though they perceived the significance of understanding other varieties of English.

Pilus (2013) focalized her research on exploring what kind of attitudes that Malaysian students held when they were exposed to different English accents. There

were 34 secondary students participated in the study, the participants were distributed a questionnaire in order to evaluate the different English accents such as acceptability of accents in an international context, familiarity of accents, and etc. The study highlighted preferences towards native English accents, however, they were not disturbed by their local English accent, Malaysian English. Also, the study deduced that adopting a native English accent as a teaching model for pronunciation would be effective for language learners.

Sung (2014) discovered 28 undergraduate students' perceptions at a university in Hong Kong. The data were collected by semi-structured interviews and a questionnaire. According to the findings, some of the participants tended to preserve their local accent in speaking English while some of them tended to produce native-like English accent. Also, most of the participants perceived any local accent as an issue that was unavoidable. Those showing sympathy to native-like English accents acknowledged the reason why they preferred to receive an accent like that was to have a positive image in an international context as being bilingual speakers of English.

Ahmed, Abdullah, and Heng (2014) uncovered 120 undergraduate students' attitudes towards a range of different English accents. The participants were enrolled to a preparatory school program at a state university in Malaysia. The semantic-differential scale, reliability test, and interview were conducted in the process of data collection. The participants were given a series of different accent recordings and after listening to these various accents, they were asked to fill out the semantic-differential scales with seven options including confidence, friendliness and clarity etc. According to the findings, the Malaysian students were able to identify different accents, and they held a more positive approach with the non-native lecturer's accents rather than native lecturer's accents in the semantic-differential scales.

Another study was conducted by Buckingham (2015) in Oman at a private university. The participants of the study were 387 university students enrolling in a general English course. The participants were asked to distinguish which the accent belongs to which country and fill out a questionnaire after the listening activity. The findings concluded that the Omani students were usually able to distinguish between the British and American accent and they adopted a positive approach to other accents in general.

As many researchers, Fang (2015) also conducted a research so as to figure out Chinese people's attitudes towards different English accents at a university in China.

The participants of the study included both Chinese teachers and Chinese students. In this mixed-methods study, the quantitative data comprised a questionnaire and the qualitative data embraced the interviews and focus group discussions. The analysis suggested that not only student groups but also teacher groups adopted unstable attitudes towards different English accents. The student participants desired to sound native-like and they were not satisfied with their own local English accent. On the other hand, the teacher participants were aware of the globalization of English and its worldwide spread, hence they uttered the significance of using a local English accent to preserve a speaker's identity. At the end of the study, it was concluded that the students and teachers remarked the need for exposure of ELF accents although their attitudes were distinct.

Ahn and Kang (2016) worked with 101 students taking English language course at a private Korean university. The students were given a country rating list including different countries and two questionnaires measuring students' self-assessment and their attitudes towards different varieties of English. At the same time, the participants were asked to complete a 9-point Likert scale in order to evaluate the speech. The results embraced the effects of extra-linguistic factors such as familiarity, friendliness were the influential elements to the rating scale, and the participants believed that the English language serves a means of communication between two interlocuters.

Biricik-Deniz, Özkan, and Bayyurt (2016) investigated 42 pre-service language teachers' perceptions about ELF and ELF-related issues. A questionnaire, semi-structured interviews, and two focus group interviews were implemented during the process of data collection. The study came to the conclusion that the majority of the participants rejected integrating with ELF in their teaching practices, and most of them showed great sympathy to SE while they were ignoring WEs. The researchers believed that these findings were the result of a curriculum that lacked ELF in the language teacher education programs.

Melchien (2016) focused on 27 German NNSs' accent preferences, attitudes, beliefs, and ELF accents. For the study, 10 ELF speakers were chosen for a word list task and a text reading task which were recorded beforehand with the verbal-guise technique. The German native speakers were requested to elicit these recordings in a rating discrimination scale. Although the German participants showed indulgence to different accents, they revealed mostly negative attitudes towards WEs in the survey

while showing more positive attitudes towards British English (BrE) and American English (AmE).

Kang, Vo, and Moran (2016) explored Vietnamese accented English speech in terms of intelligibility, comprehensibility, and accentedness. 240 participants from different backgrounds took part in the study in order to rate the Vietnamese speakers' English in a 9-point Likert scale. Among them, 112 participants also took part in an interview which helped researchers provide insights into participants' ratings. The study resulted that the participants found Vietnamese English difficult to comprehend in general as the Vietnamese people participating in the study had pronunciation errors most of the time.

In one of the Turkish state universities, Kagitci-Yildiz (2017) carried out a study with six English teachers who are both NSs and NNSs and with 107 EFL intermediate level students. TOEIC (Test of English for International Communication) tests and a questionnaire were used. The items on the questionnaire were analyzed through a Likert scale. The findings showed that the students had bias about different varieties of English, although their test scores didn't give a very significant result that could be generalizable.

Another study from Turkey by Kemaloglu-Er (2017) was conducted on exploring university students' perceptions towards native and non-native English accents. The data were collected by a questionnaire and two interviews during a year. The population of the participants consisted of 95 students from English preparatory classes. The study included five native English language teachers and five non-native English language teachers. The findings embraced that the native English language teachers seemed more cheerful, energetic, and easygoing than the non-native English language teachers. The participants gave the reason for their ratings by indicating that most of their non-native teachers were stricter and also prone to stick to their textbooks than native teachers were.

The research conducted by Ceyhan-Bingöl (2018) focused on the in-service language teachers' ELF perceptions and practices at a private university. The participants of the study enclosed 36 native and non-native English language teachers. In order to gather data, a questionnaire, classroom observation, and semi-structured interview were chosen. The findings uncovered that more than half of the participants had the feeling of discomfort about their own English accent even though many of them were aware of WEs. However, the participants mostly chose to present the native

English forms in the duration of learning instead of non-native English forms and they expressed that they utilized other cultures in various activities as they believe that integrating culture helps to build respect.

These studies in the literature presented some distinct perceptions, beliefs, and attitudes towards ELF and WE which could not be generalized into a singular pattern, thus further studies should help to fully understand these issues with a wide investigation, which could lead a generalization into this issue in the field.

2.4. Hearing, Listening vs. Listening Comprehension

The terms *hearing*, *listening* and *listening comprehension* are sometimes interchangeably used, especially listening and listening comprehension, yet there is a crucial difference among them. Hearing, listening and listening comprehension are highly interrelated one another because individuals are supposed to have the sense of hearing first, which simply means to hear verbal messages, and then they might carry out the act of listening which needs consciousness, and lastly, they could practice listening comprehension which includes both hearing and listening throughout the process and adds the ability to comprehend into this process additionally. Therefore, hearing could be considered as passive while listening is active -even though it can be sometimes passive- and listening comprehension could be classified as highly active as a result of the combination of hearing and listening.

Hearing is the sense of human among five senses and it merely refers to the situation of being able to hear verbal messages. *Listening* is a process composing of different skills such as differentiating and remembering sound signals. Rost (2002) indicates that both hearing and listening include sound perception but the distinctive feature between these two is the target which can be controlled by individuals and this target enables them to administer their listening in terms of paying attention to the input or not. When it comes to *listening comprehension*, it is the complete process of interpretation (Nadig, 2013) with the integration of different skills, in fact individuals are supposed to listen, comprehend and give feedback in verbal or non-verbal form. Chastain (1971) states that the aim in listening comprehension is to recognize and comprehend any language at its normal speed automatically and Goss (1982) adds that listeners try to build a meaning when they receive the intake.

Listening is what a listener does mentally during the receiving of oral messages and it could be performed consciously or unconsciously as it changes due to the listener, which turns the act of listening into active or passive. Therefore, being active in listening requires paying attention and moves the act of listening into another dimension which is called listening comprehension. Listening comprehension is achieved when listeners respond appropriately to the oral messages during the aural influx regardless of their right or wrong responses as long as the response is relevant to the topic. In this case, listening comprehension needs consciousness and the rightness or wrongness of the responses does not measure the effectiveness especially in subjective topics since right and wrong responses diverse in general topics from person to person. When the listening comprehension in listening tests is considered in this study, the effectiveness of the listening is highly connected with comprehension as the listener receives oral messages and this needs mental processes including hearing, recognizing, understanding, and analyzing oral signals. As the listener is asked to both comprehend and recall the message given by the speakers on a listening test without requiring to give or add their opinions about the mentioned topic, the listener's answers could be evaluated in terms of accuracy by comparing to the speaker's speech.

Consequently, *listening comprehension* could be defined as an umbrella term for *hearing* and *listening*, since these terms are highly interrelated and they complement each other. If it is needed to make an order for a process in a listening activity, the order of the process would be like this; *hearing*, *listening* and *listening comprehension*. Listening is -only- achieved successfully when there is comprehension. Even in daily life, a speaker would react to any interlocutor negatively if the interlocutor does not respond to the conversation appropriately, which is often noted as an indicator of incomprehension of the intake as a result of unconscious listening carried out by the interlocutor.

2.5. The Role of Listening Comprehension in Language

Any language in the world has four language skills including writing, reading, speaking and listening. These skills are divided into two categories as receptive skills and productive skills. In productive skills -writing and speaking-, learners are supposed to produce language while in receptive skills -reading and listening-, language learners do not produce anything related to language but they simply receive the language that is

offered to them either by reading or listening. According to Pourhosein and Ahmadi S. (2011), listening is the most important skill among four language skills. Lundsteen (1979) defines listening as a course where spoken input is transformed into signification. Wolvin and Coakley (1996, p.69) explain listening as "the process of receiving, attending to, and assigning meaning to aural and visual stimuli" and similarly, Barker (1971, p.17) sees listening as "the selective process of attending to, hearing, understanding, and remembering aural symbols".

Many researchers (Brewster, Ellis & Girard, 2002; Hamouda, 2013; Helgesen, 2003; Osada, 2004; Pinter, 2006; Rubin, 1995b; Rost, 1994; Soika, 2004) agree on that listening is an active process incorporating not only listening itself but also comprehension. Listening skill is especially seen as a core component of communication as the receiver needs to listen and comprehend what has been said in order to be able to answer. In any listening activity, comprehension is valued. When these two -listening and comprehension- are combined, it is labelled as *listening comprehension*. Richards and Schmidt (2002) propose that listening comprehension is a transaction of comprehending a statement either in L1 or L2. They add that listening comprehension in L2 requires some linguistic patterns of an individual such as phonemes, words etc., besides the importance of the receiver's background knowledge. Rubin (1995b) sees listening as an interactive process where receivers choose and figure out knowledge from auditory or visual input that comes from senders. James (1984) draws attention to the fact that listening is a range of multiple operations enclosing a combination of different skills such as making sense of vocal signals. As mentioned in different various studies, it could be concluded that listening comprehension is an interactive process including a series of different sub-skills compassing from general (recognizing sounds) to specific (background information about the input), therefore it may be difficult especially for L2 learners of English. Celce-Murcia (1995, p.366) purports that all of these sub-skills are gained in time as the input is decoded through listening, which makes listening "complex, dynamic, and fragile".

The role and the importance of the listening comprehension skill have been discussed and a plethora of research has been conducted over the years. Karavas (2015) implies that less importance is given to listening skill compared to other skills when it comes to L2 learning, whereas listening skill takes the first place in the order of language learning in L1 and in addition to this, it takes the first place with regard to the extent of language use in both L1 and L2. It purports that an individual is engaged in

listening skill the most in daily life, so it becomes very crucial for an individual to be able to grasp the meaning of the input because even when there is no communication, the individual is supposed to be engaged in a listening activity such as watching a film, listening to music or any related tasks. The order of language skills is shown in Table 1.

Table 1

Order of language skills

Language Skill	**Acquisition Order (L1)**	**Extent of Use (L1 & L2)**	**Teaching Order (L2)**
Listening	First	First	Fourth
Speaking	Second	Second	Third
Reading	Third	Third	Second
Writing	Fourth	Fourth	First

Source: Adapted from Karavas (2015)

Anderson and Lynch (1988) touch upon the fact that listening is as important as speaking because individuals become unable to communicate face-to-face if these two skills are not improved concurrently. Pourhosein and Ahmadi M. (2011) draw attention to the importance of listening during the communication process and moreover, Rivers (1966) enucleates that listening has the primary significance in communication, therefore language teachers should teach their students how to comprehend auditory signals so as to meet the aim in any kind of communication. DeVito (2000) divides the listening process into five phases: receiving, comprehending, recalling, analyzing, and responding. It could be defined as a complex skill as it includes a series of skills, so the improvement of this skill should not be left to chance. Anderson and Lynch (1988) have listed the actions that should have been taken in order to provide effective communication as follows:

1. The spoken signals have to be identified from the midst of surrounding sounds.
2. The continuous stream of speech has to be segmented into units, which have to be recognized as known words.
3. The syntax of the utterance has to be grasped and the speaker's intended meaning has to be understood.

4. We also have to apply our linguistic knowledge to formulating a correct and appropriate response to what has been said (p.4).

Many researchers (Kurita, 2012; Mendelsohn, 1994; Nunan, 1997; Rost, 2001; Vandergrift, 2007) advert that listening skill is a crucial skill that should be improved particularly in L2 learning, however it is still a neglected skill (Call, 1985; Osada, 2004; Oxford, 1993; Rivers, 1966) and this is the reason why it is sometimes referred to as the *Cinderella skill* (Mendelsohn, 1994; Nunan, 1997; Vandergrift, 1997). Ferris (1998) informs that listening is an often-performed skill in classrooms and when this is taken into account "in reality, without effective listening, learning is a matter of chance" as Swanson (1996, p.3) claims. In their studies, Kurita (2012) and Rost (2001) indicates that the gap among learners, when compared to more successful students and less successful students, arises from their capability of utilizing listening as an effective tool in language learning. Mendelsohn (1984) and Oxford (1993) suggest that reading, writing and speaking skills are improved through direct instructions by language teachers, however, teachers usually anticipate that their students should improve listening skill by exposure to the target language in class or on their own. In brief, language learners learn much better when their language learning process is reinforced with listening activities or tasks. When this skill is disregarded either by students or language teachers (Oxford, 1993), some problems may arise. Some studies in the field show what kind of difficulties arise during the listening comprehension.

2.6. Difficulties in Listening Comprehension

Language learners could experience some difficulties especially when they are exposed to listening materials presented in their target language, according to Oxford (1993) it might arise either from language learners as they usually skip improving their listening skill or language teachers as they don't lead their students by giving useful instructions throughout the listening activities in the classroom. Rost (1994) notifies that listeners are able to grasp the main theme of various contexts and situations in L2 listening passages, but they cannot properly react to these passages most of the time, which is a consequence of inadequate listening. Giving importance to the target culture through listening activities could serve an assistance in internalizing learners' L2 listening skills in a greater dimension.

Although it has been researched in ELT, Osada (2004) reports that listening is nevertheless one of the unexplained human's skill. McDonough (1995, p.34) reports that listening needs "attention to a continuous stream of speech which is not under the timing control of the listener" and this makes the listening process a challenging activity for listeners. As a consequence of this, Wipf (1984, p.345) characterizes listening as "a complex, problem-solving skill" and Byrnes (1984, p.318) remains in the same line with Wipf but also adds that it is a "highly complex problem-solving activity" that can be divided into distinct sub-skills, the level of complexity increases when unfamiliar factors emerge in listening such as cultural element, speech rate, and accented speech. A review of the literature focusing on these problems which occur during listening comprehension and their causes have been presented below.

Hayati (2009) examined the relation between the cultural knowledge and listening comprehension proficiency in an Iranian context. 120 language learners who were intermediate level in English were chosen and the participants were randomly engaged in four different groups; TC (Target Culture), ITC (International Target Culture), SC (Source Culture), and CF (Culture Free). In each group, participants were provided 10 weeks of course with listening materials related to their group that they were in. Pre- and post-test were utilized in order to compare the differences and effects of each course. The study concluded that cultural familiarity could enhance the language learners' listening proficiency.

In a Japanese context, Matsuura, Chiba, Mahoney, and Rilling (2014) investigated the effect of the speech rate on listening comprehension of 179 Japanese students whose study focus was English as a foreign language. The participants were supposed to listen to the speech samples chosen from the speakers having different English accents. The listenings were given first at the original rate and then at a slower rate. The results showed that there were no considerable changes when the speech rate of the less accented samples was reduced, however, the participants performed better when it came to the most accented samples.

Ockey and French (2016) worked on a research including 21,726 participants who are TOEFL iBT test takers from 148 countries and the scope of the study was accent strength and its effects on listening comprehension. The participants were randomly assigned to different conditions including TOEFL listening section with a block of three sets of items with 17 questions. For data collection, this study adopted a scale for accent strengths and a questionnaire for the familiarity of accents. The results

showed that the strength and familiarity of accent are the affecting factors in listening comprehension.

Apart from these, Rubin (1994) discovered some extra-linguistic factors that listeners could be affected during listening comprehension, these factors are given below.

Table 2

Extra-linguistic factors during listening comprehension

The characteristics of	- **text** such as speech rate, hesitation, level of perception, stress and rhythm of text, L1 and L2 differences, redundancy, the complexity of morpheme, the order of words, discourse markers, visual support, and modification of syntax. - **speakers** such as language proficiency and gender. - **task** such as task type. - **listeners** such as their memory, age, gender, attention, level of language proficiency, background knowledge, and learning disability in L1. - **process** such as "top-down, bottom-up, and parallel processing, listening strategies, and negotiation of comprehensible input"(pp. 197-198).

Source: Adapted from Rubin (1994)

Studies in the literature signified that language learners' listening comprehension skill could be boosted up especially with the integration of listening materials enabling exposure to different varieties of English and cultural elements. The use of such listening materials could enhance students' listening comprehension skill and aid students to get accustomed to accented speech, various cultural elements, and different speech rates. Therefore, language teachers need to incorporate ELF accents and ELF culture into their teaching in classrooms.

2.7. The Listening Comprehension Strategies

After some difficulties in listening comprehension has drawn the attention of many researchers (Ak, 2012; Bingol, Celik, Yildiz, & Mart, 2014; Chamot & Küpper, 1989; Henner Stanchina, 1987; Kök, 2017; Murphy, 1985; O'Malley & Chamot, 1990; Pourhosein & Ahmadi, M., 2011) in the field, the listening comprehension strategies have intensely started to be discussed as an alternative way to deal with difficulties that are encountered by language learners. Vandergrift (1999) emphasizes the improvement of strategies during the teaching of listening comprehension since strategies are under the control of listeners, which means learners can utilize these strategies when needed. Some researchers (O'Malley & Chamot, 1990; Rost & Ross, 1991) agree on that students' proficiency level is a determinative factor in opting what kind of strategies to be taught. Listening comprehension strategies could enhance language learners' listening when taught and used accurately.

Bingol, Celik, Yildiz, and Mart (2014) claim that most of the researchers examining language learners' listening comprehension strategies acknowledge the use of such strategies based on primarily three categories; cognitive, metacognitive, socio-affective strategies. According to Rubin (1987, p.23), cognitive strategies embrace either the stages or transactions employed during the learning or problem-solving process which require "direct analysis, transformation or synthesis of learning materials". Language learners actuate their self-consciousness through cognitive strategies and incorporate themselves into listening, which makes cognitive strategies useful in terms of analyzing the auditory message and comprehending the input. Hence, cognitive strategies are basically related to attainment and interpretation of knowledge.

Metacognitive strategies are related with learners' planning, monitoring and analyzing skills as Holden (2004) pointed out. Oxford (1990) states that the use of metacognitive strategies aids learners in concentrating back to the listening material when they lose their concentration. In addition, Vandergrift (2003) has investigated that the use of metacognitive strategies among advanced learners is seen much more than it is seen among elementary level learners. In this regard, the use of metacognitive strategies is highly associated with learners' language development, which means the more they use these strategies the more they become competent in the target language.

Socio-affective strategies are referred as strategies such as coping with anxiety, asking for clarification, enabling self-encouragement and etc. These kinds of strategies

are directly connected with the learners themselves. Mendelsohn and Rubin (1995) signify the importance of taking advantage of suitable strategies in improving their listening skill. Therefore, learners should be aware of their improvement with the help of self-monitoring and be able to utilize these aforementioned strategies if required during their listening process. Some implications from the studies have been conducted to investigate the use of these strategies and their probable effects on listening comprehension are adverted below.

Field (1998) affirms that NESs are mostly seen as proficient in sub-skills (recognizing sounds, interpreting the hidden message, transferring the information, and etc.) while NNESs are supposed to be taught and to learn them in language learning process, so these sub-skills should be improved through the appropriate strategy use according to learner's need. Graham (2003) highlights the importance of being aware of metacognitive strategies by describing that strategies can be helpful in boosting up students' motivation for learning and improving their skills. In his study, Kök (2017) has found out that the use of such strategies affects positively the competence in listening comprehension, and also when different learner groups are compared to in terms of strategy use, it came out that learners using metacognitive strategies were more successful in grasping the meaning of an auditory material. In sum, the use of listening comprehension strategies fosters the learners' listening skill while the lack of the use of these strategies stunts the development of learners' proficiency in listening.

2.8. How to Improve Listening?

When the literature about difficulties in listening comprehension is taken into account, the difficulties posing problems during any listening process could be classified into three main titles; the lack of exposure to the target language, the lack of use of listening comprehension strategies, and the influences of extra-linguistic factors. This section presents some suggestions towards these issues.

Rixon (1986), Rubin (1995a), Rost (2007), and McBride (2009) expressed that technology should be included in classrooms as an effective material in terms of promoting listening and additionally, Rixon (1986) and Rubin (1995a) insisted on being utilized authentic teaching materials in foreign language classes. As seen in Fang's (2015) study, there is a need for exposure to the target language in foreign language classrooms. Especially, ELF accents should be offered with authentic materials with the

incorporation of technology in the language learning process, thus students would be familiar with existing accented speech around the world and their characteristics in general. Hence, not only learners but also teachers should know the ways of enhancing listening skill.

Graham (2003) claims that listening is still an unexplored skill that should have been investigated comprehensively, and he indicates that researchers should also focus on how to be employed these strategies by language teachers in classrooms. In line with O'Malley and Chamot (1990) and Rost and Ross (1991), appropriate strategies according to learners' language level should be opted. When the listening comprehension strategy used in classroom matches with the students' level, it becomes an achievable goal for both students and teachers. Otherwise, both of them could lose motivation towards such techniques. Galloway and Rose (2015) propose that exposure to WE, an integration of ELF will enrich students' ability to use these kinds of strategies. And also, it should not be forgotten that exposure and practice are key concepts for any kind of learning.

There might be also extra-linguistic factors posing problems during a listening activity. These factors are unpredictable as it changes according to the nature of listening material (See Table 2). It is almost unfeasible to totally exclude these factors; however, it is somehow feasible to eliminate them to some degree. Therefore, motivation is seen as a core component to deal with extra-linguistic factors. Gardner (2005) and Keller (1983) defined that motivation is a choice that is chosen by individuals when there is an experience, target or effort to be reached or refrained, this means that learners can build motivation for unfamiliar listening sources by being exposed to various resources instead of only sticking to one kind of same material in listening classes. It could be easier to build motivation with the student-teacher collaboration in the real learning place which is class than expecting students to meet different listening activities, which is really difficult particularly in countries where English is presented either as a second or a foreign language because students have difficulty in receiving auditory input in English outside the class.

In general, Osada (2004) summarized some useful facts about how to teach L2 listening from Berne's (1998) research that covered findings of studies related to L2 listening comprehension in the literature as follows:

1. When language learners are acquainted with the content of the listening material, their comprehension can enhance.
2. Although lower-proficiency L2 learners focus on pronunciation and meaning, higher-proficiency L2 learners mainly concentrate on meaning.
3. Different types of speech modifications or visual aids affect various L2 proficiency levels differently.
4. Since passage repetition helps L2 listening comprehension, it should be utilized as much as possible.
5. Using warm-up activities related to listening or enabling students to check the listening questions before the activity contributes to the students' listening comprehension.
6. Videotapes, rather than audiotapes, increase listening comprehension particularly in point of both attitudinal and attentional factors as they serve a listening passage through visual materials.
7. The passages related to authenticity facilitates students' listening comprehension performance.
8. The use of listening strategies improves students' language proficiency in listening; therefore, these strategies should be integrated in language classes especially by presenting them through listening activities.
9. As listening is seen as a difficult task for L2 learners most of the time, listening activities should embrace a various type of activities and tasks in terms of preparing students for any probable situation that could be faced with.

Furthermore, these issues could be also interrelated with Communicative Language Teaching (CLT), also known as The Communicative Approach, which emphasizes fluency in communication rather than accuracy in grammar use, and it promotes using authentic materials in language teaching and language learning as a necessity for meaningful learning that can help learners in real use of language in their daily life. Yet, Yılmaz (2016) unearths that language teachers give much importance to grammar than cultural values of according to learners' views as they focus on accuracy in grammar use. Hence, a methodology which is appropriate should be responsive to existing cultures around according to Holliday's (1994) view. Berns (2013) claims that CLT has an important role in the duration of learners' skill development. Also, Alamri (2018) suggests that CLT gives an opportunity to students in terms of meeting social and cultural values in the target language and Richards and Schmidt (2014) approve that this enables learners to experience the real-world tasks in an efficient way. As opposite to other approaches appreciating grammar-based language teaching and learning, CLT

embraces practice-based language teaching and learning policy. From this perspective, ELF accents should be included in listening activities as a requirement of authentic material and a representative of the real world.

CHAPTER III

RESEARCH METHODOLOGY

This chapter narrates the phases of the study under six main titles and includes the process of the pilot study at the very last.

3.1. Research Questions

In this study, it is aimed to reveal the potential effects of different English accents on listening comprehension of NNESs who are pre-service English language teachers as the main focus, so the first question serves for this issue. There are three questions that are sought for answers throughout the study and the other questions help for a greater understanding of the issue by concentrating on the approaches and strategies expressed by the participants. The questions below are investigated in this process:

1. How is the pre-service English language teachers' L2 listening comprehension affected by different English accents?
2. How do the pre-service English language teachers approach to L2 listening materials with different English accents during their exposure?
3. What kind of strategies do the pre-service English language teachers employ to comprehend L2 listening materials with different English accents?

3.2. Research Paradigm

The word *paradigm* was firstly used by Kuhn (1962) as in the meaning that is used now in research studies. According to Schwandt's (2001) definition of paradigm, it is a mutual worldview that reflects the concepts and values in a field that leads researchers to a framework where they can find the solutions of their problems. It could be also referred to as a combination of particular thinking ways which help researchers design the steps of their research because each paradigm focuses on different methodologies and data collection tools. Figure 2 displays affecting factors while choosing a paradigm.

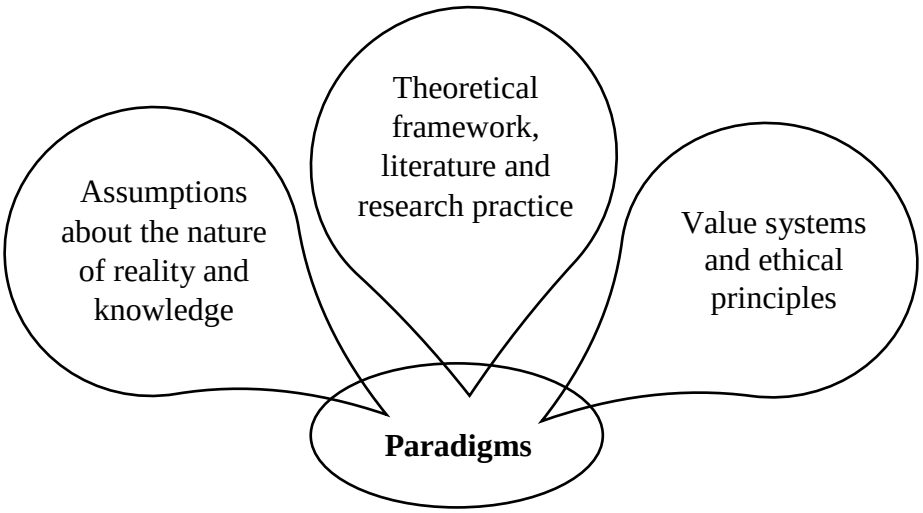


Figure 2 Affecting factors while choosing a paradigm
Source: Adapted from Kawulich & Chilisa (2012)

Kivunja and Kuyini (2017) indicate that *pragmatic paradigm* arises from the perspective that a reality cannot be revealed by utilizing only a single method, therefore different types of methods should be used all together according to *pragmatist* researchers and also, they refuse the possibility of explaining reality with the *interpretivist paradigm*. Besides this, Kivunja and Kuyini (2017) propose that the underlying reason in the evolution of the *pragmatic paradigm* is to end the conflict between the *positivist paradigm* and the *interpretivist paradigm*, which Gage (1989) refers to as 'paradigm wars'. The current position of 'paradigm wars' was resolved according to Tashakkori and Teddlie (1998) with the combination of methods that are used in the *positivist* and the *interpretivist paradigm* so a new form of a paradigm which is the *pragmatic paradigm* has emerged in research studies.

The *pragmatic paradigm* was decided to be appropriate in this research's nature and it was adopted in the study because realities could change according to situation, people, and research setting, and accordingly, realities should be tried to be interpreted in different contexts with the help of various methods including both the qualitative and the quantitative. Creswell (2003) notifies that mixed methods approach is interrelated with the *pragmatic paradigm* in terms of allowing researchers to benefit from these diverse methods (quantitative and qualitative) simultaneously or consecutively. In this sense, the *pragmatic paradigm* addresses the research questions in a broader view and

gives importance to not only finding out a reality or a problem but also solving the problem in order to create a change. Table 3 summarizes the selected paradigms.

Table 3

Characteristics of selected paradigms

Paradigm	**Ontology**	**Theoretical Perspective**	**Method**
Positivism	A single reality or truth	• Positivism • Post-positivism	• Sampling • Measurement and scaling • Statistical analysis • Questionnaire • Focus group interview (mostly quantitative)
Interpretivism	No single reality or truth	• Interpretivism • Phenomenology • Symbolic interactionism • Hermeneutics • Critical inquiry • Feminism	• Qualitative interview • Observation • Participant • Non-participant • Case study • Life history • Narrative • Theme identification etc. (mostly qualitative)
Pragmatism	Reality can be in various forms	• Deweyan pragmatism • Research through design	• Researchers select the most suitable methods from above (mostly mixed - methods)

Source: Adapted from Crotty (1998) and Patel (2015)

3.3. Research Design

According to Leedy's (1997) view, research design is a plan for a study that is intended to be conducted. Terre Blanche, Durrheim and Painter (2006) add that it is a strategic framework which creates a solid link between the questions and the application of the study. In conclusion, a research design enables researchers to follow a path from the beginning to the end of the research. Creswell (2012) remarks that researchers opt their research design depending on the research questions and the purpose. Although there have been various kinds of research designs, Creswell (2014) states that *qualitative*, *quantitative* and *mixed methods* research designs are considered as more advanced designs among the others.

While a *qualitative research* focuses on presenting a deeper understanding of a phenomenon by discovering and analyzing how an individual or a group of individuals hold an approach to this phenomenon, a *quantitative research* is based on examining hypotheses by figuring out relationships between circumstances and variables. A *mixed methods research* includes both qualitative and quantitative data which provide a comprehensive understanding of findings as researchers test and compare different kinds of data at one time. The comparison of three designs is presented in Table 4.

Table 4

Comparison of research designs

Qualitative Methods	**Quantitative Methods**	**Mixed Methods**
Emerging methods	Pre-determined	Both predetermined and emerging methods
Open-ended questions	Instrument based questions	Both open- and closed-ended questions
Interview data, observation data, document data, and audiovisual data	Performance data, attitude data, observational data, and census data	Multiple forms of data drawing on all possibilities
Text and image analysis	Statistical analysis	Statistical and text analysis
Themes, patterns interpretation	Statistical interpretation	Across databases interpretation

Source: Creswell, 2014, p.45

This study adopted a mixed methods research design. Tashakkori and Creswell (2007) define *mixed methods research* as a design including qualitative and quantitative methods in both data collection and analysis. Creswell and Plano Clark (2011) indicate that the utilization of this design comes from its center which is composed of not only quantitative but also qualitative data, which makes researchers fully comprehend the existing data. The quantitative data in this study comprised listening comprehension tests, semantic differential scales and listening comprehension strategies scale while the qualitative data comprised reflective papers. The data collection tools enumerated in the quantitative data section are the focal point of this study and they are concurrently followed by qualitative data collection tools, which makes this study a *sequential transformative design*. Creswell (2003) reports that a *sequential transformative design* is flexible in terms of allowing researchers to determine whether quantitative or qualitative data is going to be collected first according to their goals and also, researchers might use these two different kinds of tools at the same time. Both the order of data collection tools and their analyses might interchange during the data collection and data analysis. Although the data collection process started with a quantitative data collection method, the quantitative and qualitative data were simultaneously gathered and analyzed all together during the interpretation phase of this very study. Figure 3 below depicts a comparison of such designs.

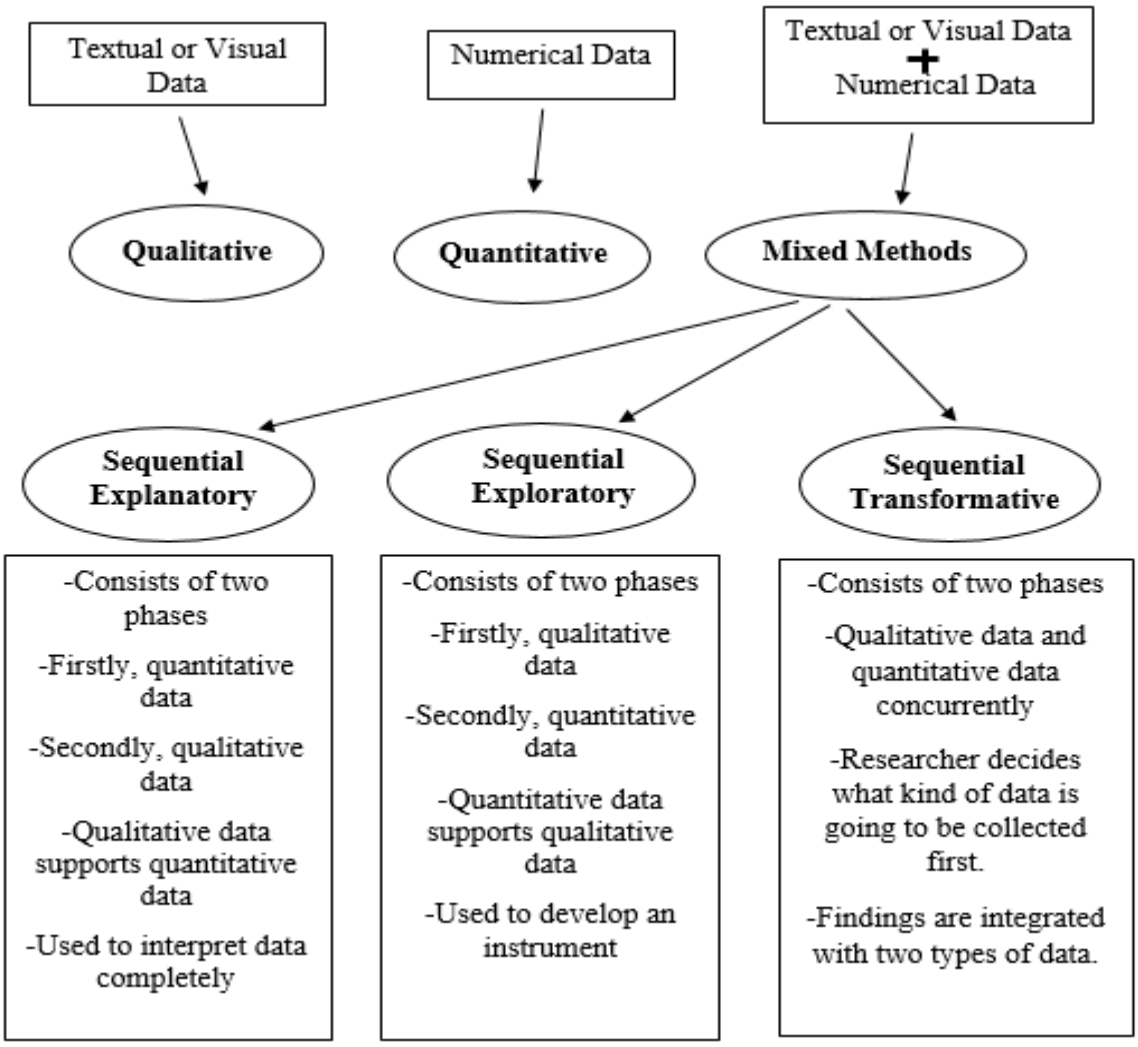


Figure 3 Comparison of mixed methods designs

Source: Adapted from Creswell (2004)

3.4. Participants

This study was conducted on a voluntary basis with the participants registered to the elective course titled *"Globalization in ELT"* which was offered at the fourth year of ELT Department at the Çukurova University in Adana, Turkey. This elective course intends to give a basic frame of English and its global use by introducing the scholars pioneering in the field such as Kachru, Crystal, Jenkins, Seidlhofer and etc., and lastly so as to raise awareness on this global use of English as well as various varieties and accents used worldwide.

The participants were 38 pre-service English language teachers who were seniors and they were chosen according to the *purposive sampling* method which is also known as judgment sampling. As Johnson and Christensen (2012) point out, this method is

used not only in qualitative and but also in quantitative studies. Palys (2008) defines purposive sampling as a result of strategic decisions that will lead researchers to the most relevant sampling according to their objectives and similarly, Johnson and Christensen (2012) eludicate that this is a method where researchers can analyze the features of a group according to their interest and select those who have the necessary features in that group. Moreover, Creswell (2005) explains that researchers test their probable participants to figure out if they provide adequate knowledge of the research topic or not thanks to this method.

In this present study, all the participants are from Turkey. 25 of them are females and 13 of them are males, their average age is 22 and they have been learning English for at least seven years. Among the participants, two of them reported that they had taken an international proficiency exam including all four skills; writing, listening, speaking, reading, while nine of them had taken a national proficiency test in Turkey including only reading skill. When the participants were asked on the demographic questionnaire if they had a friend from another country, ten of them surprisingly signified that they did not have any foreign friends and this fact may seem surprising especially when their affiliation is considered. The others had foreign friends mostly from Europe and Africa, and they use English as a lingua franca to communicate with these people, even some of the participants indicated that they used English to communicate with their Turkish friends for language practice at least once a week. More than half of the participants had been abroad for educational purposes with a student exchange program most of the time and they communicated in English there during this academic visit. In addition, when the participants were asked how often they spent the time to practice English listening skill, half of them expressed that they practiced often while the other half rarely practiced. Also, their listening practice involved at least 30 minutes on daily basis by watching videos on social platforms.

3.5. Data Collection Tools

The four data collection tools including the listening comprehension test, reflective paper, semantic differential scale for accents, and 5-point Likert scale for listening strategies were utilized in the process of data collection in order to ensure data credibility and triangulation. Patton (1999) touches upon triangulation as a way of ensuring the data by enlarging the methods used in gathering data so as to get a full

understanding of the phenomena. Denzin (1978) classifies triangulation into four categories; *method*, *investigator*, *theory*, and *data source triangulation*. In this study, the *data source triangulation* was chosen to enhance the validity and it was provided by the use of different data collection tools serving for the same target.

3.5.1. Listening Comprehension Tests

Different authors have defined listening similarly. For example, Helgesen (2003) defines listening as an active and purposive process of inferring what is heard and Rost (2002) describes listening as the intellectual practice of deducing the meaning from oral data. It is clear that there is a purpose in the course of listening and the purpose in this study is to comprehend what is heard during the listening passages that have been introduced to the pre-service English language teachers. In parallel with this, there are six listening comprehension tests which were implemented during the study and their questions were adapted from a website (Exam English, n.d.). From these six listening comprehension tests, the first three were used in the first phase of the study including basically an accent from each circle of Kachru's (1992) three-circle model. American *(inner)*, Pakistani *(outer)*, and Hungarian *(expanding)* accent were randomly chosen, the accents used in the inner and expanding circles were performed by males while the outer circle included a female. The duration of these listening passages was approximately three minutes composed of different topics such as world cup football, radio interview with a comedian, and life of a singer.

The second phase of the study was comprised of three listening passages with three different accents from the first phase and this phase included Australian *(inner)*, Malaysian *(outer)*, and Mexican *(expanding)* accent with one-minute-length. The topic of all passages in the second phase was holiday and it was mentioned in the listening by each person what kind of holiday it was. These accents were also randomly chosen and it turned out that the inner and expanding circles were presented by males while the outer circle was presented by a female as in the first phase. In the meantime, the level of the listening passages was determined according to the result of the general English listening proficiency test which was applied at the very beginning of this study and the result showed that mean level of the class was C1, therefore all of the listening passages both in the first and the second phase of the study were selected from C1 level.

There were five questions on each listening comprehension test. In order to reduce the chance factor, three different types of questions, true-false questions, fill in the blank questions and multiple-choice questions, were utilized in the study. Two true-false questions, two fill in the blank questions, and a multiple-choice question were asked for each listening passage. In addition, the wording patterns in the tests were changed which purported that the sentences were reconstructed with different expressions that served for the same meaning in the listening passage, which was implemented to abstain from recall as many researchers (Fitch-Hauser & Hughes, 1988; Kelly, 1965; Thomas & Levine, 1994) dispute that most of the listening tests evaluate either retention or wit instead of listening skill. The pre-service teachers listened to each passage twice and they were asked to answer the questions in this period. Herewith, extra time was not given for answers. The listening comprehension tests were analyzed by *Statistical Package for Social Sciences* (SPSS) edition 20.

3.5.2. Semantic Differential Scales

The semantic differential scale is often used in psychology as a technique which helps to measure the meaning of concepts for an individual which might differ from person to person, thus this scale was implemented in this study so as to grasp what kind of meanings and feelings that accents trigger in the participants during the listening tests. There are some advantages of using the semantic differential scale in this study, as the concern of this study is to get a deeper understanding of individuals' meanings of concepts, it becomes more practical to use the semantic differential scale when compared to a Likert scale which measures only the ratio of an answer, as the semantic differential scale measures the ratio of proximity to an option within one item. In other words, the participant is able to determine her proximity within one item most probably an adjective by choosing the given options. When the adjective "sympathetic" is taken for an example, the options in this semantic differential scale with five points will differ from *not at all sympathetic* to *very sympathetic*, which gives participants flexibility about the answer they are going to choose.

The semantic differential scale which was adapted from the study by Ahmed et al. (2014) was utilized not only in the first phase but also in the second phase of the study which indicates that this study has six semantic differential scales in total twice from each circle. A single scale consisted of 17 items which were adjectives such as

sympathetic, energetic and etc. to be rated in five options *(not at all …, slightly …, moderately …, somewhat …, and very …)* according to the accent that was being listened at that time and the same scale was used for all listening passages with different accents. The semantic differential scales were also investigated by using SPSS version 20. Besides, the participants were not informed about which accent they listened to until they totally finished their listening comprehension test, and semantic differential scale in order to prevent any judgmental attitudes.

3.5.3. Reflective Papers

Many researchers (Krol, 1996; Lee, 2008; Sileo, Prater, Luckner, Rhine, & Rude, 1998) agree on the fact that reflective papers lead individuals to think reflectively particularly in pre-service teacher programs and some researchers (Heichel & Miller, 1993; Risko, Roskos, & Vukelich, 2002) have ascertained that the use of reflective papers could provide better teaching. Another advantage is to enable learners to realize how to measure their own ability to express as proposed in Bean and Stevens (2002) and Maloney and Campbell-Evans' (2002) studies, hence the reflective papers have been utilized lately as an effective tool for reflection in ELT. Rodgers (2002) found that the use of reflective papers raised pre-service teachers' awareness on both teaching and learning through being an active and reflective participant in the process.

In this study, reflective papers were employed so as to discover pre-service English language teachers' reflections on the L2 listening materials with a different English accent from aforementioned Kachru's circles. There were six reflective papers including the first and second phase throughout the study and they consisted of general titles such as the topic of the listening activity, problems, and general opinions about the listening material. These reflective papers did not cover direct questions intentionally as the principal target of this data collection tool is to lead a participant to contemplate, analyze, and reflect on the experience, but the general titles about the activity were provided in order to assure that the angles examined in the study are criticized by the participants. The data from the reflective papers were examined under grounded theory which enables thematic analysis and open coding (Charmaz, 2006). The spelling, subject-verb agreement, and punctuation in the participants' writings were amended by the researcher with the aim of easing the reading in the findings section while presenting the data.

3.5.4. Listening Comprehension Strategies Scale

The listening skill is considered as a difficult skill even though it is categorized into receptive skills which don't require language production. Hamouda (2013) draws attention to the importance of listening and states that the importance of this skill comes out while receiving input and transforming it into an understandable and meaningful form, therefore if it is not performed well, it might cause problems in understanding. Goss (1982) confirms this by indicating that receivers need to deduce meaning from the input source in the process of listening comprehension. According to Hamouda's (2013) view, EFL learners have difficulty in listening comprehension as most of the universities value grammar, vocabulary, reading, and writing instead of listening. In line with this, Pourhosein and Sabouri (2016) and Brown (1987) signify that listening comprehension is the most disregarded skill in foreign language teaching.

The listening comprehension strategies scale which was named Metacognitive Awareness Listening Questionnaire (MALQ) was obtained from Vandergrift, Goh, Mareschal, and Tafaghodtari's (2006) study. The scale was originated from Vandergrift et al. (2006) to a great extent and some adaptations and additions were made, which raised the number of items in the scale. The scale consisted of 30 items including five options such as never, seldom, sometimes, often and always. The expressions related to metacognitive listening strategies were presented with a sentence structure and the participants were requested to mark the best option with a cross according to their frequency of use of given strategies. This scale was only used at the end of the study with the aim of exploring the most frequently used listening strategies by the pre-service language teachers in the listening tests including different accents throughout the process. This scale was also perused in SPSS version 20 like the other scale used in the study.

3.6. Data Collection Procedure

The data collection process firstly commenced in one of the elective courses titled *"Globalization in ELT"* in 2018-2019 Academic Year, Fall Term. In the first three weeks, the students were introduced to the main objectives of the course, ELF concept and the varieties of English around the world by the lecturer. The three-weeks period served as a warm-up period for the students for the purpose of being familiar with the

related terms and objectives. After this period, the students were verbally informed about the study and its procedures, stages, their responsibilities and etc. in class.

The stages of the study were followed; a) the participants were supposed to take six listening tests composed of different accents, b) they were asked to write a reflective paper, c) they were needed to fill out a semantic differential scale related to the listening material after each listening test, and d) they were asked to complete a listening comprehension strategies scale at the end of the study. In the fourth week, the consent form was distributed to the participants, the information orally mentioned was also written and the voluntary participation was highlighted on the form. In this form, the participants were politely asked to sign the paper and jot down their email addresses. After the consent forms were collected, they were handed out the listening proficiency test that was taken from an international proficiency exam. Instead of implementing a general English proficiency exam, only the listening part opted in terms of relevance of the research interest. The listening proficiency test consisted of four sections with different types of questions including ten questions in each section and the test took approximately 30 minutes. According to the listening proficiency test result, the level of the class in listening skill was C1.

After the level of the class was assessed, the listening scripts with C1 level were chosen from a range of various topics and these audios were recorded by different people as if it was real talk. The recordings were classified into two sections: the first phase of the study presented dialogues between two speakers having the same accent. For example, the speakers in the first listening were from America *(inner circle)*, the speakers in the second listening were from Pakistan *(outer circle)*, and the speakers in third listening were from Hungary *(expanding circle).* The topics of the listenings are given in order; the life of a singer, a radio interview with a comedian and a talk about World Cup Football. In the following week after the proficiency test, the participants were delivered the test, the reflective paper, and the semantic differential scale for the first listening. The participants listened to the script twice and answered the test while listening. After the test was implemented, the students were supposed to write a reflective paper including their views, comments, and recommendations. They were also requested to fill out the semantic differential scale according to the accent they listened to. The same processes were run for all listening materials.

In the second phase of the study, the listening materials included only a person from a different background in each audio. Even though the listenings in the second

phase enclosed the same topic as the main theme which was holiday, different holiday types were touched upon in each listening. The exact same processes in the first phase of the study were also run in the post phase. In the last week, the participants were distributed the listening comprehension strategies scale and they were asked to choose the best answer according to their frequency of use of listening strategies specified on the scale during the present study.

At the very beginning of data collection process, 42 students accepted to contribute to the study, but the number of the participants reduced during the study period as a few of the participants did not volunteer in participating in the rest of the listening comprehension tests as a result of various reasons, thus four of them were excluded from the study. At the end of the whole processes, there were 38 participants who had performed in each session without skipping any of the processes.

3.6.1. Pilot Study

A pilot study, as defined by In (2017), is a method of testing and warranting key aspects of any research such as sample size, data collection instruments, participants, therefore it could be considered as a miniaturization of a main intended study as the sample size is small most of the time. According to Mackey and Gass (2005), a pilot study could enable researchers to figure out probable problems that would occur during the data collection process because it reflects insights about a study and this enables researchers to change and adapt some sections according to their purpose of the study, which is required for a feasible groundwork.

The pilot study of the current study was conducted in 2017-2018 Academic Year, Fall Term. The participants of the pilot study were chosen as pre-service English language teachers in the third grade and they were taking *Teaching Language Skills II* course. The number of the participants was 25 including 14 females and 11 males whose average age was 20. The different accented English audios with approximately two-minute-length were utilized in the process. These audios were recorded by voluntary individuals who possess various accents that belong to *inner*, *outer* and *expanding circle*s (Kachru, 1992). The participants listened to the audios twice, then they were asked to complete the listening test and write a reflection paper about the accented audios. In the reflection papers, they were requested to criticize the listening scripts in terms of accent, speed, and topic. Furthermore, they were asked if they would

like to add any recommendations for further studies. At the end of the study, it was concluded that the majority of the participants were not aware of the WE paradigm and they were easily ready to judge individuals having a different background which affects their accent while speaking in English. Also, they concluded that they were not exposed to different accents as they never encountered English listening passages with different accents neither in their educational background nor in their daily life.

In the light of the findings and recommendations from participants, the current study was redesigned and two more data collection tools (the semantic differential scale and the listening strategies scale) were integrated into the process so as to gain a deeper understanding of the data and enhance validity and reliability. Therefore, this study offered them an opportunity, by having semantic differential scales, where they could also express their perspectives in another way.

CHAPTER IV

FINDINGS

This section presents the findings of the study that has been collected thanks to four data collection tools. The findings are listed according to the order of application of data collection tools and themes are provided in some sections in point of enabling convenience for a deeper understanding.

4.1. Effects of Different English Accents on Listening Comprehension Tests

The analysis from SPSS version 20 provided the frequency of correct and false answers which provided to make a comparison between the inner, outer and expanding circle accents. Also, the analysis showed the relational differences between the answers and the question types. The questions types on the tables were coded as FiB for fill in the blank questions, T/F for true-false questions, and MC for multiple-choice questions, while C and IC represented the correct and incorrect answers. Although the first phase and the second phase of the study included an accent from each circle, the analysis of accents was presented below under their related circles (e.g., test results of inner circle accents, and etc.) for a deeper understanding, and a summary inclusive of the comparison of three circles was provided at the end of this section.

4.1.1. Test Results of Inner Circle Accents

The inner circle accents randomly chosen for the study were the American accent and Australian accent. The first test for the inner circle included the American accent while the test in the second phase of the study included the Australian accent. For the American accent, the participants showed inconsistency between the fill in the blank (FiB) questions of the inner circle test in the first phase. More than half of the participants (n=23) were able to answer right the first FiB question while very little number (n=4) were able to write the right answer in the second FiB question. The ratio of right answers in the true-false (T/F) questions increased when it was compared to the FiB questions and lastly, most of the participants (n=31) performed successfully in the multiple-choice (MC) question. Table 5 displays the frequency and ratio of correct and incorrect answers.

Table 5

Inner circle test 1 (American accent)

Question Numbers	Question Types	Correct vs. Incorrect	f	%
Question 1	FiB	C	23	60,5
		IC	15	39,5
Question 2	FiB	C	4	10,5
		IC	34	89,5
Question 3	T/F	C	31	81,6
		IC	7	18,4
Question 4	T/F	C	23	60,5
		IC	15	39,5
Question 5	MC	C	31	81,6
		IC	7	18,4

Even though the participants expressed their unfamiliarity towards the Australian accent, the analysis did not embrace quite different results from the analysis of the American accent. Their results were similar; however, they succeeded a little bit more in the American accent than they did in the Australian accent. It showed the positive effect of being familiar with an accent on listening comprehension, which raised the number of correct answers in the American accent. In this test which was the second for the inner circle, a great majority of the participants (n=33) chose the right answer in the MC question. A little number of participants (n=13) became partially successful in the first T/F question, while they (n=37) outnumbered and performed a way better in the second T/F question. Except one of the participants, the rest of them were able to figure out the statement whether it was right or wrong. The FiB questions became again the part which they were least successful as seen in Table 6.

Table 6

Inner circle test 2 (Australian accent)

Question numbers	Question Types	Correct vs. Incorrect	f	%
Question 1	MC	C	33	86,8
		IC	5	13,2
Question 2	T/F	C	13	34,2
		IC	25	65,8
Question 3	FiB	C	16	42,1
		IC	22	57,9
Question 4	T/F	C	37	97,4
		IC	1	2,6
Question 5	FiB	C	8	21,1
		IC	30	78,9

4.1.2. Test Results of Outer Circle Accents

From the outer circle accents, the first phase included the Pakistani accent while the second phase of the study included the Malaysian accent. Table 7 shows that more than half of the majority (n=28) responded right for the MC question. There was a little change in the population when it came to the T/F questions, however, the numbers were close. The majority was successful in both the first and the second T/F question. Only two of the participants were able to write down the correct answer in the first FiB question and the second FiB question in the Pakistani accent which they usually regarded as a strong accent was not filled with the correct answer by any of the participants. It indicated the negative effect of unfamiliarity with an accent as the participants were not able to differentiate the letters and recognize the word in the fill in the blank questions. However, they were able to understand the main idea when their answers in the other questions of the test were regarded.

Table 7

Outer circle test 1 (Pakistani accent)

Question numbers	Question Types	Correct vs. Incorrect	f	%
Question 1	MC	C	28	73,7
		IC	10	26,3
Question 2	T/F	C	30	78,9
		IC	8	21,1
Question 3	T/F	C	26	68,4
		IC	12	31,6
Question 4	FiB	C	2	5,3
		IC	36	94,7
Question 5	FiB	C	0	0,0
		IC	38	100,0

In the second phase with the Malaysian accent, the participants had difficulty with answering the FiB questions and especially one of the questions was answered by only two participants as happened in the Pakistani accent. They were nevertheless successful in the T/F and MC questions. A few more than half the majority (n=20) found the right answer in MC question. The results of the T/F questions in this section was contrary, because the first T/F question was answered by the almost half of the majority (n=17) while the second T/F question was answered by a great majority (n=30). When the average success was considered, it could be concluded that the part that they were the most successful was the T/F questions. Table 8 gives further insights about the analysis.

Table 8

Outer circle test 2 (Malaysian accent)

Question numbers	Question Types	Correct vs. Incorrect	f	%
Question 1	FiB	C	2	5,3
		IC	36	94,7
Question 2	T/F	C	17	44,7
		IC	21	55,3
Question 3	T/F	C	30	78,9
		IC	8	21,1
Question 4	FiB	C	23	60,5
		IC	15	39,5
Question 5	MC	C	20	52,6
		IC	18	47,4

4.1.3. Test Results of Expanding Circle Accents

The accents from the expanding circle were chosen as the Hungarian accent for the first phase and the Mexican accent for the second phase. As seen in Table 9, almost all of the participants (n=35) were able to choose the right answer for the T/F questions, as a result of this, this section became the most successful section that they did in the Hungarian accent. There was no consistency between the FiB questions because the first FiB question was answered by only a small population (n=5) while the second question in that section was answered by a great majority (n=31). A little more than half of the participants (n=21) chose the right answer for the MC question.

Table 9

Expanding circle test 1 (Hungarian accent)

Question numbers	**Question Types**	**Correct vs. Incorrect**	**f**	**%**
Question 1	T/F	C	35	92,1
		IC	3	7,9
Question 2	T/F	C	35	92,1
		IC	3	7,9
Question 3	FiB	C	5	13,2
		IC	33	86,8
Question 4	FiB	C	31	81,6
		IC	7	18,4
Question 5	MC	C	21	55,3
		IC	17	44,7

As happened in the Hungarian accent, the participants had difficulty in writing the missing word for the FiB questions and nearly half of them in total (n=18) were successful in that section. They did better in the T/F questions than the FiB questions. Less than half of the population (n=15) were able to identify the answer for the first T/F question and a good number of them (n=26) noted the right answer for the second T/F question. When it came to the MC question, they were quite successful and only four of them couldn’t answer this part. Table 10 presents detailed information about the Mexican accent.

Table 10

Expanding circle test 2 (Mexican accent)

Question numbers	Question Types	Correct vs. Incorrect	f	%
Question 1	FiB	C	6	15,8
		IC	32	84,2
Question 2	FiB	C	12	31,6
		IC	26	68,4
Question 3	T/F	C	15	39,5
		IC	23	60,5
Question 4	MC	C	34	89,5
		IC	4	10,5
Question 5	T/F	C	26	68,4
		IC	12	31,6

4.1.4. Comparison of First Phase vs. Second Phase of The Study

In order to enable an understandable comparison, it should be kept in mind that there would be 190 correct answers in the total of five questions if considered that all participants (n=38) would choose the right answer in any of the tests taken which are shown in Table 11. Hence, the only the frequency of right answers were given in the table (see Table 11). The topics of the listening scripts were different in the first phase while the topics were similar in the second phase. When the first and second phases of the study were compared, it could be seen that the participants scored higher in the first phase than they did in the second phase. In total, they had more correct answers in the first phase even the topics were totally different in each listening. The accents that they became most successful emerged to be Hungarian, American, and Pakistani accents on average and Australian, Mexican, Malaysian in the second phase. It can be seen that the participants were least successful in the outer circle accents (Pakistani and Malaysian), while the inner circle (American and Australian) and the expanding circle (Malaysian and Mexican) accents took either the first or the second place.

When the right answers were taken into account including all accents, the first three accents that the participants comprehended better than the others appeared to be the Hungarian, American, and Australian accents in order. Almost all of them (n=35) answered correctly two questions in a row in the Hungarian accent, only the three were left with a wrong answer. In contrast, the accents considering all circles they were least successful were Pakistani, Malaysian, and Mexican as in order from the least to the most successful. It was drastically conspicuous that none of the participants were able to

answer one of the FiB questions in the Pakistani accent, which highlighted the familiarity issue.

Table 11

Comparison of first phase vs. second phase of the study

Study Phases	**Circle Types**	**Accent Types**	**Question Numbers**	**f**	**%**
First	Inner	American	Q1	23	60,5
			Q2	4	10,5
			Q3	31	81,6
			Q4	23	60,5
			Q5	31	81,6
			Total	112	
First	Outer	Pakistani	Q1	28	73,7
			Q2	30	78,9
			Q3	26	68,4
			Q4	2	5,3
			Q5	0	0,0
			Total	86	
First	Expanding	Hungarian	Q1	35	92,1
			Q2	35	92,1
			Q3	5	13,2
			Q4	31	81,6
			Q5	21	55,3
			Total	127	
Second	Inner	Australian	Q1	33	86,8
			Q2	13	34,2
			Q3	16	42,1
			Q4	37	97,4
			Q5	8	21,1
			Total	107	
Second	Outer	Malaysian	Q1	2	5,3
			Q2	17	44,7
			Q3	30	78,9
			Q4	23	60,5
			Q5	20	52,6
			Total	92	
Second	Expanding	Mexican	Q1	6	15,8
			Q2	12	31,6
			Q3	15	39,5
			Q4	34	89,5
			Q5	26	68,4
			Total	93	

4.1.5. Summary

As a general comparison, the type of question that the pre-service English language teachers became the most successful was the MC questions regardless of the circle that the accent belonged to, which meant they were able to grasp the general meaning of the listening material in all circles. After MC questions, their success in T/F questions was remarkable, they almost scored closer to the average score of the MC questions and there was only a little scoring gap between these two types of questions. When taken into consideration the least score, it was gained from the FiB questions. The participants had a hard time filling the blanks with the right words and it was clearly seen in the tables (see from Table 5 to Table 10). Additionally, they performed better when the topics of the listening passages were different which meant in the first phase, so it could be concluded that there was no relation with the ratio of right and wrong answers and the topic of listening material.

4.2. Pre-service Language Teachers' Feelings Towards Inner, Outer, and Expanding Circle Accents

This section is based on the feelings gathered from the semantic differential scales that were filled by the following of every accent from each circle. There were six semantic differential scales filled by the pre-service teachers throughout the study. These six semantic differential scales related to the accents are presented in three categories as the inner, outer, expanding circle with the aim of providing a simple comparison between accents from the same circle. The most chosen ones from the options such as *not at all*, *slightly*, *moderately*, *somewhat*, and *very* in the semantic differential scales were explained under the following titles, however, the further details were provided through the tables. The option *not at all* was represented by number one, *slightly* by number two, *moderately* by number three, *somewhat* by number four, and *very* by number five in the SPSS analysis. The ratings showed that the participants were not easily inclined to rate *very* for any characteristics of an accent even when they appreciated it but it was observed that they were quick to respond as *not at all* for any kind of an unpopular feature. The Cronbach's alpha (.952) of semantic differential scales showed that there was high reliability as demonstrated in Table 12.

Table 12

The Cronbach's alpha of semantic differential scales

Cronbach's alpha	Number of Scales	Number of Items
.952	6	17

4.2.1. Inner Circle (American vs. Australian accent)

According to the frequency of the chosen answers, most of the pre-service English language teachers rated the American accent as *moderately* good, reliable, strong and friendly. Some of the participants (n=15) found it *somewhat* interesting and kind while some of them found it *somewhat* confident and pleasant. When it came to fluency, almost half of the participants (n=17) agreed that the accent was *very* fluent. The whole ratings about the American accent are shown in Table 13.

Table 13

The frequency of semantic differential items for American accent

	Not at all		Slightly		Moderately		Somewhat		Very	
Items	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
sympathetic	5	13,2	8	21,1	11	28,9	10	26,3	4	10,5
energetic	9	23,7	10	26,3	7	18,4	10	26,3	2	5,3
understandable	3	7,9	10	26,3	12	31,6	12	31,6	1	2,6
good	5	13,2	5	13,2	16	42,1	9	23,7	3	7,9
interesting	4	10,5	8	21,1	8	21,1	15	39,5	3	7,9
kind	4	10,5	4	10,5	13	34,2	15	39,5	2	5,3
clear	5	13,2	9	23,7	10	26,3	11	28,9	3	7,9
confident	4	10,5	7	18,4	8	21,1	13	34,2	6	15,8
fluent	4	10,5	1	2,6	3	7,9	13	34,2	17	44,7
pleasant	4	10,5	6	15,8	12	31,6	14	36,8	2	5,3
strong	3	7,9	5	13,2	14	36,8	11	28,9	5	13,2
reliable	2	5,3	4	10,5	16	42,1	9	23,7	7	18,4
sophisticated	4	10,5	7	18,4	11	28,9	12	31,6	4	10,5
modest	2	5,3	8	21,1	12	31,6	12	31,6	4	10,5
friendly	5	13,2	7	18,4	13	34,2	12	31,6	1	2,6
familiar	4	10,5	7	18,4	12	31,6	10	26,3	5	13,2
fast	1	2,6	3	7,9	10	26,3	12	31,6	12	31,6

The Australian accent was defined as a *moderately* modest accent by more than half of the participants (n=21) while it was found it *moderately* sophisticated by almost half of them (n=16). Less than half of them rated it *somewhat* good, kind, pleasant, friendly, and sympathetic. And also, the ratings showed that the accent was characterized as *moderately* understandable, strong, and clear. Further information is provided in Table 14.

Table 14

The frequency of semantic differential items for Australian accent

	Not at all		**Slightly**		**Moderately**		**Somewhat**		**Very**	
Items	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
sympathetic	3	7,9	5	13,2	9	23,7	13	34,2	8	21,1
energetic	6	15,8	8	21,1	6	15,8	11	28,9	7	18,4
understandable	3	7,9	6	15,8	15	39,5	9	23,7	5	13,2
good	4	10,5	4	10,5	8	21,1	15	39,5	7	18,4
interesting	5	13,2	8	21,1	11	28,9	7	18,4	7	18,4
kind	1	2,6	7	18,4	8	21,1	15	39,5	7	18,4
clear	3	7,9	8	21,1	13	34,2	9	23,7	5	13,2
confident	1	2,6	9	23,7	8	21,1	11	28,9	9	23,7
fluent	3	7,9	4	10,5	7	18,4	10	26,3	14	36,8
pleasant	4	10,5	6	15,8	10	26,3	14	36,8	4	10,5
strong	2	5,3	9	23,7	14	36,8	10	26,3	3	7,9
reliable	0	0,0	9	23,7	11	28,9	11	28,9	7	18,4
sophisticated	1	2,6	8	21,1	16	42,1	8	21,1	5	13,2
modest	2	5,3	2	5,3	21	55,3	9	23,7	4	10,5
friendly	3	7,8	5	13,2	9	23,7	14	36,8	7	18,4
familiar	4	10,5	6	15,8	12	31,6	10	26,3	6	15,8
fast	2	5,3	5	13,2	11	28,9	8	21,1	12	31,6

4.2.2. Outer Circle (Pakistani vs. Malaysian accent)

While dealing with the Pakistani accent, the results showed that the participants came to an agreement about the ratings of the Pakistani accent in contrast to their choices in the inner circle accents. More than half of the participants (n=22) viewed the Pakistani accent as *not at all* clear, and also most of them found the accent *not at all* energetic and sympathetic. Yet, almost half of them regarded it as a *slightly* understandable and good accent. On the other hand, the accent was opted as *moderately* kind and reliable. Other ratings are presented in Table 15.

Table 15

The frequency of semantic differential items for Pakistani accent

	Not at all		**Slightly**		**Moderately**		**Somewhat**		**Very**	
Items	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
sympathetic	20	52,6	8	21,1	5	13,2	2	5,3	3	7,9
energetic	21	55,3	10	26,3	4	10,5	2	5,3	1	2,6
understandable	11	28,9	15	39,5	7	18,4	4	10,5	1	2,6
good	12	31,6	15	39,5	6	15,8	5	13,2	0	0,0
interesting	16	42,1	9	23,7	6	15,8	4	10,5	3	7,9
kind	10	26,3	7	18,4	14	36,8	5	13,2	2	5,3
clear	22	57,9	9	23,7	4	10,5	2	5,3	1	2,6
confident	17	44,7	8	21,1	8	21,1	4	10,5	1	2,6
fluent	14	36,8	11	28,9	7	18,4	5	13,2	1	2,6
pleasant	19	50,0	6	15,8	10	26,3	2	5,3	1	2,6
strong	13	34,2	11	28,9	9	23,7	2	5,3	3	7,9
reliable	12	31,6	5	13,2	18	47,4	3	7,9	0	0,0
sophisticated	15	39,5	9	23,7	10	26,3	4	10,5	0	0,0
modest	10	26,3	13	34,2	10	26,3	5	13,2	0	0,0
friendly	12	31,6	12	31,6	9	23,7	5	13,2	0	0,0
familiar	17	44,7	10	26,3	8	21,1	2	5,3	1	2,6
fast	12	31,6	13	34,2	10	26,3	2	5,3	1	2,6

For the Malaysian accent, the results of the ratings indicated that almost half of the participants (n=16) perceived it as *not at all* energetic, yet the participants reacted it as a

slightly understandable, confident, reliable, and friendly accent. Apart from these, they considered the accent as *moderately* kind, good, and modest. The whole ratings submitted by the participants are listed in Table 16.

Table 16

The frequency of semantic differential items for Malaysian accent

	Not at all		**Slightly**		**Moderately**		**Somewhat**		**Very**	
Items	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
sympathetic	9	23,7	13	34,2	11	28,9	5	13,2	0	0,0
energetic	16	42,1	8	21,1	8	21,1	5	13,2	1	2,6
understandable	5	13,2	16	42,1	8	21,1	8	21,1	1	2,6
good	9	23,7	9	23,7	16	42,1	2	5,3	2	5,3
interesting	8	21,1	9	23,7	13	34,2	7	18,4	1	2,6
kind	3	7,9	13	34,2	17	44,7	3	7,9	2	5,3
clear	9	23,7	14	36,8	10	26,3	3	7,9	2	5,3
confident	9	23,7	16	42,1	10	26,3	3	7,9	0	0,0
fluent	3	7,9	11	28,9	13	34,2	10	26,3	1	2,6
pleasant	7	18,4	11	28,9	15	39,5	5	13,2	0	0,0
strong	6	15,8	14	36,8	14	36,8	3	7,9	1	2,6
reliable	5	13,2	18	47,4	11	28,9	4	10,5	0	0,0
sophisticated	6	15,8	12	31,6	15	39,5	4	10,5	1	2,5
modest	4	10,5	11	28,9	16	42,1	6	15,8	1	2,6
friendly	5	13,2	16	42,1	8	21,1	8	21,1	1	2,6
familiar	7	18,4	12	31,6	14	36,8	5	13,2	0	0,0
fast	6	15,8	10	26,3	11	28,9	9	23,7	2	5,3

4.2.3. Expanding Circle (Hungarian vs. Mexican accent)

Different from the outer circle country accents, the pre-service language teachers focused on mostly two options which were *moderately* and *somewhat*. Nearly half of them (n=18) preferred to characterize the Hungarian accent as *moderately* modest and kind accent. Less than half of them viewed it as *moderately* sympathetic, energetic, fast, and sophisticated while the other half regarded the accent as *somewhat* fluent and reliable. The items and their frequencies were shown in Table 17.

Table 17

The frequency of semantic differential items for Hungarian accent

	Not at all		**Slightly**		**Moderately**		**Somewhat**		**Very**	
Items	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
sympathetic	4	10,5	4	10,5	15	39,5	11	28,9	4	10,5
energetic	4	10,5	3	7,9	15	39,5	12	31,6	4	10,5
understandable	3	7,9	10	26,3	8	21,1	13	34,2	4	10,5
good	3	7,9	8	21,1	13	34,2	11	28,9	3	7,9
interesting	3	7,9	9	23,7	10	26,3	13	34,2	3	7,9
kind	3	7,9	3	7,9	18	47,4	13	34,2	1	2,6
clear	6	15,8	7	18,4	11	28,9	13	34,2	1	2,6
confident	6	15,8	6	15,8	13	34,2	9	23,7	4	10,5
fluent	3	7,9	5	13,2	8	21,1	15	39,5	7	18,4
pleasant	7	18,4	8	21,1	7	18,4	13	34,2	3	7,9
strong	6	15,8	5	13,2	12	31,6	12	31,6	3	7,9
reliable	6	15,8	1	2,6	12	31,6	15	39,5	4	10,5
sophisticated	4	10,5	8	21,1	14	36,8	8	21,1	4	10,5
modest	6	15,8	3	7,9	18	47,4	9	23,7	2	5,3
friendly	2	5,3	9	23,7	9	23,7	12	31,6	6	15,8
familiar	4	10,5	9	23,7	8	21,1	8	21,1	9	23,7
fast	6	15,8	4	10,5	14	36,8	10	26,3	4	10,5

As happened in the Hungarian accent, the participants centered on two options but it was a bit different from the Hungarian accent. This time, the participants chose *slightly* or *moderately* most of the time when compared to other options. The Mexican accent was regarded as *slightly* energetic, understandable, clear, strong, and reliable by some participants while it was also rated as *moderately* confident, modest, and fast. The details were displayed in Table 18.

Table 18

The frequency of semantic differential items for Mexican accent

	Not at all		**Slightly**		**Moderately**		**Somewhat**		**Very**	
Items	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**
sympathetic	10	26,3	11	28,9	10	26,3	6	15,8	1	2,6
energetic	8	21,1	16	42,1	5	13,2	8	21,1	1	2,6
understandable	9	23,7	16	42,1	10	26,3	3	7,9	0	0,0
good	8	21,1	15	39,5	12	31,6	2	5,3	1	2,6
interesting	11	28,9	10	26,3	11	28,9	5	13,2	1	2,6
kind	9	23,7	11	28,9	11	28,9	6	15,8	1	2,6
clear	10	26,3	17	44,7	9	23,7	1	2,6	1	2,6
confident	6	15,8	13	34,2	15	39,5	4	10,5	0	0,0
fluent	6	15,8	10	26,3	13	34,2	8	21,1	1	2,6
pleasant	7	18,4	13	34,2	13	34,2	5	13,2	0	0,0
strong	9	23,7	15	39,5	8	21,1	5	13,2	1	2,6
reliable	7	18,4	16	42,1	10	26,3	4	10,5	1	2,6
sophisticated	7	18,4	14	36,8	11	28,9	5	13,2	1	2,6
modest	7	18,4	10	26,3	16	42,1	4	10,5	1	2,6
friendly	6	15,8	9	23,7	10	26,3	11	28,9	2	5,3
familiar	10	26,3	8	21,1	10	26,3	9	23,7	1	2,6
fast	3	7,9	14	36,8	18	47,4	2	5,3	1	2,6

4.2.4. Summary

The summary of the overall ratings among the accents including all circles concluded that there were some themes emerging through the results. These themes could be discussed under categories such as clarity, confidence, friendliness, reliability, familiarity, fluency, and intellectuality. The intellectuality was represented by the item sophisticated among the items in the scale.

When considered the tone of voice, stress, intonation, and pronunciation, the participants mostly evaluated Pakistani accent *as not at all* clear and Mexican accent as *slightly* clear while they opted items such as *moderately* clear for the Australian accent and *somewhat* clear for the Hungarian accent about the clarity of these accents. The confidence of the listened accents was rated *moderately* confident for the Hungarian and

Mexican accents, *slightly* for the Pakistani accent, and *somewhat* for the American accent. They found the Pakistani accent *not at all*, Malaysian accent *slightly*, American accent *moderately*, and Australian accent *somewhat* friendly. For the categorization of reliability, some of them (n=12) regarded the Pakistani accent as *not at all* reliable while some of them (n=18) regarded it as *moderately* reliable. They also viewed the American accent *moderately* reliable and the Mexican accent *slightly* reliable. In regard to familiarity, fluency, and intellectuality, they (n=17) indicated that the Pakistani accent was *not at all* familiar to them, which was the probable reason of their low ratings. Some of the participants (n=14) characterized the Malaysian accent *moderately* familiar. Their ratings also displayed that the American and Australian accents were found *very* fluent while the Hungarian accent was found *somewhat* fluent by the pre-service language teachers. Besides, they considered the Australian accent as *moderately* sophisticated while they abstained rating the other accents with a certain option.

4.3. Pre-service Language Teachers' Reflections about Accented Listening Materials

The pre-service English language teachers' reflections from the six reflective papers are presented below in three same categorizations with the previous findings shown in the aforementioned titles, which indicates that the reflections are listed as the inner, outer, expanding circle. This type of classification is believed to enable an understandable and easy way to make a comparison between the accents which are from the same circle. The most emerging eight themes from the open coding (Charmaz, 2006) are shown and discussed under the related titles. These themes in alphabetical order can be listed as; *ellipsis*, *emphasis*, *familiarity*, *fluency*, *intelligibility*, *monotonous*, *speech rate*, and *the feeling of incompetence*. In the Tables 19, 20, and 21, the reflections from the participants were represented by a number after the letter P (e.g., P23) which represented the word participant.

4.3.1. Reflections about Accented Listening Materials Including Inner Circle

The participants were also given a chance to reflect their opinions in writing. With the help of open coding (Charmaz, 2006) from their reflective papers, the analysis showed that half of the participants (n=18) stated the topic of the listening script about a famous singer was *interesting*, while some of them (n=7) regarded it as an *uninteresting*

topic. About the intelligibility of the accent, there have been two groups emerged and the number of each group was not quite different from one another. Some of them (n=15) considered the American accent as *unintelligible* while some of them (n=10) considered it *intelligible*. Those defining this accent as unintelligible gave reasons for it. For example, a great number of them (n=14) notified that the speech was too *fast* and a few of them (n=6) specified on their papers that the words were containing *ellipsis* most of the time, which caused the speech to become unintelligible even though it was a native accent. Very few of them (n=7) also mentioned that the speech was *monotonous* during the listening process and two of them characterized as a *strong* accent, which could also create difficulty in understanding the speech.

The first theme about the Australian accent appeared to be intelligibility. Half of the participants (n=18) uttered that the accent was *intelligible* while half of them (n=17) expressed that it was *unintelligible*. The pre-service teachers who approached this accent as unintelligible drew attention to speech rate and some of them (n=14) informed that the speech was *fast*, some of them (n=7) reported that there was some *ellipsis* in the pronunciation of the words, and some of them (n=6) described that it was *unfamiliar* to them. Except for these, the topic was found to be *interesting* by 13 participants and *uninteresting* by two of them when the listening script including self-experiences of an individual's holiday was taken into account. The examples are displayed in Table 19.

Table 19

Participants' reflections on the inner circle accents

Example	Related theme	Related accent
P1: "He was speaking too fast so it was not intelligible although he was a native." **P22:** "I had difficulty in understanding and I missed some words."	Intelligibility	American
P11: "It was comprehensible enough but I wish the speaker could breath for a while and speak a bit slower." **P21:** "The man was speaking fast and also talking too much, so it was difficult to understand."	Speech rate	American
P32: "The speaker's tone of voice was flat flow and his intonations were weak so I didn't like it." **P33:** "The speaker was always speaking at the same level; it was not bad but it was boring because of the voice so I couldn't concentrate. Even if I could, I lost my concentration. If he could raise his voice or put some stress and intonation to the speech, it could be better."	Monotonous	American
P9: "He swallowed some words but I liked the listening track in general, I liked the accent very much." **P11:** "The speaker was swallowing the words."	Ellipsis	Australian
P18: "It was good. It was not very difficult to understand but he talked a little bit fast." **P12:** "He speaks too fast so I couldn't fill the blanks."	Speech rate	Australian
P21: "I really liked the accent but some words were not understandable, yet I loved it." **P14:** "It is clearly understandable."	Intelligibility	Australian

4.3.2. Reflections about Accented Listening Materials Including Outer Circle

From the outer circle countries, Pakistan and Malaysia were randomly chosen for the listening passages. As in the Australian accent, the intelligibility theme was adverted by a great population (n=31). For example, more than half of the participants (n=29) who were exposed to the Pakistani accent pointed out that the accent was *unintelligible* because it was also *unfamiliar* for them (n=12) and only two of them stated that it was *intelligible*. A few of the participants asserted that the speech was neither *fluent* nor *energetic*. Therefore, this accent was referred to as *uninteresting* by some of the population (n=15) while it was found to be *interesting* by very few of them (n=5).

The participants touched upon the intelligibility of accent as the main issue in the first place. Out of 29, 21 of them claimed that the Malaysian accent was *unintelligible* and eight of them regarded as *intelligible* enough. A very close number to the half of the participants put into words that the speech was very monotonous and they especially clarified that being monotonous was not because of the accent but it was because of the way the speaker speaks. As a reason for this, some of them (n=10) found it *uninteresting* while some of them (n=5) found it *interesting*. They also mentioned that the accent was not only unfamiliar but also fast for them. Their reflections are presented in Table 20.

Table 20

Participants' reflections on the outer circle accents

Example	Related theme	Related accent
P5: "It was difficult to understand but the more exposure can lead to more competency in this accent, I think." **P10:** "I was not accustomed to her accent so I felt confused and stressful during the listening."	Familiarity	Pakistani
P9: "I couldn't really understand the main idea because I did not understand most of it." **P4:** "The accent was a big problem for me because I don't understand Eastern accents much."	Intelligibility	Pakistani
P38: "Her speech was bad because she was not speaking fluently and clearly." **P11:** "…Yet, the accent was not only unintelligible but also not fluent."	Fluency	Pakistani
P5: "It was understandable but it was not energetic because she spoke very monotonous." **P9:** "There was no stress, the intonation didn't change at all so I didn't like it."	Monotonous	Malaysian
P8: "You can understand the main idea but you cannot understand the details." **P29:** "She was swallowing some words not like natives. I was totally complicated."	Intelligibility	Malaysian
P11: "The accent was totally different." **P16:** "Her accent was unusual for me as we dealt with either British or American accents before, so I found it difficult to understand."	Familiarity	Malaysian

One of the participants touched upon an issue that was very distinct from the other interpretations, the participant with number 11 mentioned that the unfamiliar accent was very difficult to understand, which caused *the feeling of incompetence* in

listening skill while listening to the English language. Being unfamiliar with the Pakistani accent as a conclusion of inadequate exposure to such kind of input created an uncomfortable atmosphere for the participant. Figure 4 displays the participant's comment on this issue in her own words.

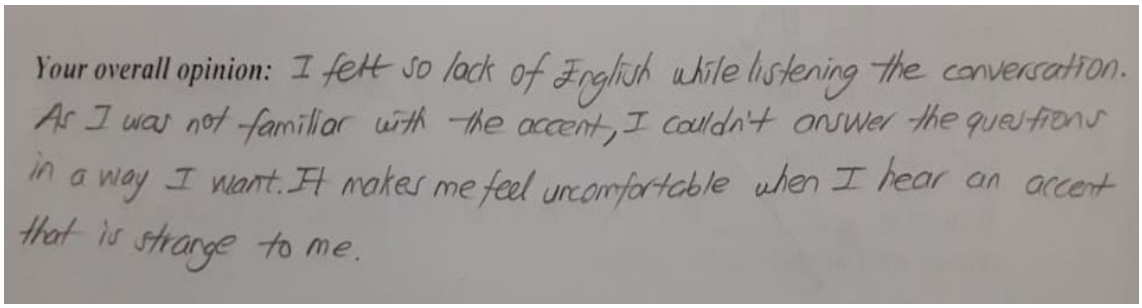


Figure 4. *One of the participants' interpretation on Pakistani accent*

4.3.3. Reflections about Accented Listening Materials Including Expanding Circle

The pre-service teachers' reflections concluded that the most touched upon theme became once again the intelligibility for the Hungarian accent. This time, a great population (n=27) evaluated the Hungarian accent as *intelligible* and a few of them (n=7) evaluated it as *unintelligible*. Less than half of them (n=9) remarked that they enjoyed the listening activity because it was *interesting*, on the other hand, a number of them very close to previous population (n=6) found it *uninteresting*. Some of the participants (n=7, n=6) drew attention to familiarity and fluency by describing that it was an unfamiliar but a fluent accent for them. According to a very small number of the participants (n=3), the speech was a bit *fast*.

When it came to the Mexican accent, it was seen that participants were confused about the intelligibility of this accent because most of them considered it both intelligible and unintelligible at some time. Nevertheless, the majority of the population (n=32) characterized it as *unintelligible* and only a small population characterized it as *intelligible*. Some of them (n=10) referred to it as *uninteresting* while some of them (n=8) found it *interesting*. A few of them (n=5) informed that the speech was *fast* and *unfamiliar* and also, it was including words with *ellipsis*. And lastly, a very small number (n=3) remarked that the speech was not fast but *slow* for them. The participants' sentences are shown in Table 21.

Table 21

Participants' reflections on the expanding circle accents

Example	Related theme	Related accent
P3: "It was really good and understandable." **P11:** "It made me realize that I was passive about different accents."	Familiarity	Hungarian
P1: "It was intelligible, clear, and fluent." **P20:** "I liked it. The accent was nice and clear."	Intelligibility	Hungarian
P23: "The accent was clear and fluent." **P25:** "The man was speaking fluently."	Fluency	Hungarian
P4: "He speaks a little fast and his accent is difficult to understand." **P7:** "It was not understandable and we are not familiar with this accent. So, I couldn't understand the main point."	Intelligibility	Mexican
P15: "It was difficult for me to understand and there were some mispronunciations but if I talked to him a little more, I would understand him better, I think." **P17:** "The accent is not familiar to me and that's why I hardly understood."	Familiarity	Mexican
P5: "Some of the h sounds were strong and I did not like this." **P21:** "It was a strong accent and you could hear his L1's characteristics in his L2 speech. So many words were wrongly pronounced but it wasn't really difficult to understand for me."	Emphasis	Mexican

4.3.4. Summary

According to the pre-service English language teachers, the most important characteristic of an accent, whether it's native or non-native, is intelligibility. They concluded that even if anyone was a NS, the intelligibility could be problematic due to fast speech or words with ellipsis. Therefore, not only NNSs but also NSs should also pay attention to be intelligible. The participants also believed that NNSs need to

elaborate on intelligibility while speaking, it is especially because of the fact that English is not their L1. They clarified that a fast speech may not be intelligible most of the time, thus speakers are expected to slow down their pace. In addition to this, they underlined the importance of intonation and stress in terms of being intelligible. The familiarity of any accent was considered as a significant case as the pre-service teachers lost their willingness for listening almost immediately when faced with an unfamiliar accent. Some of the participants proposed a solution for this and highlighted the fact that the pre-service teachers in English departments should be exposed to different kinds of English accents and varieties, thus they can become familiar with them and comprehend the speech comfortably. In addition, the participants held a positive attitude towards their local accent when they were requested to reflect on their own English accent.

4.4. Use of Listening Comprehension Strategies by Pre-service Language Teachers

The listening comprehension strategies scale extracted out the most used strategies by the pre-service English language teachers during the listening comprehension tests. The scale consisting of 30 statements related to metacognitive listening strategies had five options such as never, seldom, sometimes, often, and always. However, only three options (e.g., never, sometimes, and always) were given in Table 23 so as to compare the most different options by omitting the other two options. Also, the items of the listening strategies were measured by Cronbach's alpha (.707) and it was found to be reliable as shown in the Table 22.

Table 22

Cronbach's alpha of the listening comprehension strategies scale

Cronbach's alpha	**Number of items**
.707	30

According to the results, more than half of the participants (n=23) expressed that they always took a look at the questions before listening. Also, they stated that they always tried to focus on the main idea and benefited from their previous experiences for a better understanding during the listening activity. Less than half of the participants remarked that they always had a plan beforehand about how to listen, underlined the

important key phrases on the questions and focused on the parts that seemed important to them. During the listening activity, they asserted that they kept their eyes on the key phrases that are asked on the questions and tried to make a connection with what's heard and asked all the time.

Almost half of the participants explained that they sometimes lost their concentration when they encountered an unknown word and they kept focusing on the missing parts so they also missed other parts as a result of this. Some of them specified that they focused much more on the text overall when they had a problem with understanding and quickly corrected their understanding occasionally when they noticed that they answered wrong. Half of the participants stated that they sometimes felt nervous and demotivated when listening to a different English accent while the other half of the participants stated that they did not feel nervous.

Less than half of the participants explicated that they took notes from time to time, questioned their satisfaction with their own listening during the process of listening, and criticized upon their listening after the listening activity in order to make a plan for the next time. Besides these, almost half of the participants stated that they never translated the listening text into Turkish as a mental process during their listening and never quitted listening because of having difficulty in the comprehension of what they heard. Further details were presented in Table 23.

Table 23

The frequency of use of listening strategies

Statements about the listening strategies	Selected options	f	%	Mean	Std. deviation
1. Planning before listening.	Never	1	2,6	3,79	1,044
	Sometimes	7	18,4		
	Always	10	26,3		
2. Focusing on the main idea.	Never	0	0,0	4,53	,553
	Sometimes	1	2,6		
	Always	21	55,3		
3. Translating during listening.	Never	3	7,9	3,21	1,255
	Sometimes	8	21,1		
	Always	7	18,4		
4. Focusing on the important parts.	Never	0	0,0	4,16	,886
	Sometimes	3	7,9		
	Always	15	39,5		
5. Losing attention due to unknown word.	Never	3	7,9	2,82	,896
	Sometimes	19	50,0		
	Always	1	2,6		
6. Regaining concentration easily.	Never	0	0,0	3,53	,862
	Sometimes	12	31,6		
	Always	4	10,5		
7. Focusing on the parts that are not understood.	Never	1	2,6	2,71	,835
	Sometimes	15	39,5		
	Always	1	2,6		
8. Taking notes during listening.	Never	3	7,9	3,39	1,079
	Sometimes	13	34,2		
	Always	5	13,2		
9. Keeping eyes on the questions during listening.	Never	2	5,3	3,84	1,053
	Sometimes	6	15,8		
	Always	10	26,3		
10. Making a connection with what's heard and written on the paper.	Never	0	0,0	4,24	,634
	Sometimes	4	10,5		
	Always	13	34,2		
11. Focusing on the speakers' pronunciation to better understand.	Never	2	5,3	3,68	,989
	Sometimes	8	21,1		
	Always	6	15,8		
12. Feeling demotivated when faced with a different accent.	Never	3	7,9	2,79	1,044
	Sometimes	14	36,8		
	Always	3	7,9		
13. Missing some parts when the word is not recognized or comprehended.	Never	2	5,3	2,71	,802
	Sometimes	17	44,7		
	Always	0	0,0		
14. Focusing on the keywords on questions.	Never	0	0,0	4,16	,718
	Sometimes	4	10,5		
	Always	12	31,6		
15. Focusing on every section due to the desire of full comprehension.	Never	1	2,6	3,55	1,108
	Sometimes	8	21,1		
	Always	8	21,1		

16. Focusing on the speakers' intonation and stress to recognize words.	Never	0	0,0	3,76	,820
	Sometimes	15	39,5		
	Always	8	21,1		
17. Checking questions before listening.	Never	1	2,6	4,29	1,063
	Sometimes	5	13,2		
	Always	23	60,5		
18. Underlining keywords before listening.	Never	2	5,3	3,55	1,179
	Sometimes	11	28,9		
	Always	10	26,3		
19. Guessing the meanings of unknown words.	Never	0	0,0	3,97	,753
	Sometimes	8	21,1		
	Always	9	23,7		
20. Using one's own experiences or knowledge for comprehension.	Never	1	2,6	4,29	,956
	Sometimes	4	10,5		
	Always	20	52,6		
21. Getting back on track when one loses concentration.	Never	0	0,0	3,92	,784
	Sometimes	10	26,3		
	Always	9	23,7		
22. Feeling nervous when listening to a different accent.	Never	7	18,4	2,76	1,218
	Sometimes	14	36,8		
	Always	4	10,5		
23. Giving up to listen when it's not understood.	Never	14	36,8	2,05	1,064
	Sometimes	7	18,4		
	Always	1	2,6		
24. Translating word by word during listening.	Never	15	39,5	1,76	,751
	Sometimes	4	10,5		
	Always	0	0,0		
25. Having a goal during listening.	Never	2	5,3	3,55	1,032
	Sometimes	14	36,8		
	Always	7	18,4		
26. Focusing harder on the text when one has a comprehension problem.	Never	4	10,5	3,03	1,000
	Sometimes	19	50,0		
	Always	2	5,3		
27. Adjusting one's own interpretation quickly when necessary.	Never	1	2,6	3,29	,802
	Sometimes	17	44,7		
	Always	1	2,6		
28. Feeling not nervous while listening to a different accent.	Never	1	2,6	3,37	1,076
	Sometimes	17	44,7		
	Always	8	21,1		
29. Questioning satisfaction about one's own listening level while listening.	Never	1	2,6	3,53	,893
	Sometimes	13	34,2		
	Always	4	10,5		
30. Reflecting on one's own listening after listening.	Never	1	2,6	3,53	1,006
	Sometimes	11	28,9		
	Always	6	15,8		

CHAPTER V

DISCUSSION

This chapter confers the findings with the results of previous studies in regard to similarities and differences by giving probable reasons under three main categories. All of the data gathered from the data collection tools are discussed below by referencing to previous related studies in the field.

5.1. Perceptions and Feelings on Different English Accents Reflected by Language Teachers

The pre-service English language teachers evaluated the different English accents from each circle twice. Their reflections showed similarity with Wach's (2011) study from the point of tending to express priority for NS forms. The participants mostly informed their familiarity with either American or British accent, therefore other varieties of English were unusual for them. Almost all of them listened to different English accents for the first time; however, they recognized the importance of other varieties and signified the need for being exposed to these accents in terms of globalization as concluded in Jindapitak and Teo's (2013) and Fang's (2015) research. However, being unfamiliar with non-native English accents decreased the participants' ratio of right answers in this study as the unfamiliarity with the accents caused unintelligibility. It was inferred that unfamiliarity and unintelligibility resulted from lack of exposure.

In line with Pilus' (2013) findings, the findings of the present study remarked that the language teachers enjoyed their local Turkish English accent and found their accent intelligible when they were asked for reflection on their own accent. From this point, the findings did not show similarity to Fang's (2015) and Ceyhan-Bingöl's (2018) study. The participants did not embrace a more positive approach for NNS forms rather than NS forms as in the research by Ahmed et al. (2014), yet, they adopted a positive approach in general similar to the research conducted by Buckingham (2015). Hence, the reflections differed from the studies by Melchien (2016), Biricik-Deniz et al. (2016), Yılmaz and Özkan (2016) and Kemaloglu-Er (2017) because the participants in this

study did not show either strong negative attitude towards NNS forms or great sympathy for NS forms.

Besides, according to the participants' comments on their reflection papers, it could be deduced that a very small number of them showed bias about NNS forms (e.g., the Pakistani, Malaysian, and Mexican accent) as a reason of mispronunciation and different intonation, so it was found similar to the results of the research by Kagitci-Yildiz (2017). This showed that pronunciation mistakes affected some participants' attitudes towards the outer and expanding circle accents, which emphasized the role of extra-linguistic factors from the point of forming a behavior for any accent. However, the listening comprehension tests did not embrace a great difference among NS and NNS forms as in Kagitci-Yildiz's study (2017).

5.2. Difficulties in Listening Comprehension Experienced by Language Teachers

Similar to Ockey and French's (2016) study, the problems that the pre-service English language teachers faced during the listening comprehension tests mostly included extra-linguistic factors such as speech rate, accent strength, pronunciation errors, and various intonation. As Rubin (1994) and Wipf (1984) put forward, these factors decrease intelligibility and cause unintelligibility especially when the listeners are not accustomed to them.

The participants pointed out the extra-linguistic factors by describing them as influential as linguistic factors in similar to Ahn and Kang's (2016) research. For example, they notified that the pronunciation errors in the Mexican accent, problematic intonation, and stress in the Pakistani accent, and monotonous tone of voice in the Malaysian accent were the influential factors that made difficult for them to comprehend the listening material. For this reason, it was similar to the study by Kang et al. (2016) in terms of problems occurring during the listening comprehension.

As an overall consideration of the test results, the participants were able to deduce the main idea of the listening passage, it was clearly seen in MC questions, yet they were not able to fill the gaps in the FiB questions which needed much attention and a combination of other skills such as word recognition, and etc. In terms of this, this study experienced what Rost (1994) had asserted.

When the effect of speech rate was considered, most of the participants clarified that they would understand better when the rate was slowed down, therefore slow

speech rate could be beneficial for L2 learners in the research by Matsuura et al. (2014). They also signified that fast speech stunted their ability to understand. Furthermore, many of them recommended that the familiarity with WEs would enhance their listening comprehension skill similar to the studies by Hayati (2009) and Ockey and French (2016).

5.3. Listening Comprehension Strategies Used by Language Teachers

The listening comprehension strategies scale displayed that the participants' proficiency level is both a significant and an influential factor in the point of choosing and implementing the suitable strategy type in line with O'Malley and Chamot (1990) and Rost and Ross' (1991) opinions. When the participants' proficiency level, advanced level (C1), was regarded, it was detected that they were using the metacognitive strategies either often or always. Hence, their frequency of use of metacognitive strategies matched with Vandergrift's (2003) declaration as they, being advanced learners, used these strategies frequently. However, it was seen that the frequent use of strategies did not help the participants of this study overcome with the difficulties during listening, some of them either felt demotivated while listening to a different English accent or had difficulty in recognizing the letters and words which they had listened to the pronunciation.

These strategies were also seen highly interrelated with participants' planning, evaluation, problem-solving skills according to the findings as Holden (2004) pointed out. A great number of the participants reacted to *often* or *always* including these skills such as checking the questions beforehand, concentrating on the main idea while listening, and etc. (See Table 23). It was analyzed that almost half of the population (n=17) was often able to recover their concentration back to the listening track so this could be clarified with Oxford's (1990) statement suggesting that advanced learners were mostly inclined to direct their attention thanks to metacognitive strategies. Yet, the use of strategies including problem-solving skills by the participants was negatively affected by unfamiliar English accents.

CHAPTER VI

CONCLUSION

This chapter is the last chapter of the thesis and it aims to summarize and conclude the present study by presenting the important key points. It also aims to give useful recommendations for further studies.

6.1. Conclusion of the Study

The main focus of this study was different English accents and their probable effects on NNESs' listening comprehension skill in such a globalized world. Another target was to investigate the pre-service English language teachers' perceptions and attitudes towards the WEs. In order to meet these objectives, four data collections including listening comprehension tests, reflective papers, semantic differential scales, and listening comprehension strategies scale were used throughout the study process and the study embraced two phases. The first phase presented listening materials with different topics selected beforehand while the second phase presented the listening materials with similar contents under an umbrella topic which was holiday. The first and second phases of the study were not carried out simultaneously so the first phase was basically followed by the second phase.

The methodological structure of the study adopted a sequential transformative design under a mixed methods research design and it was based on the pragmatic paradigm as the ELF reality could change from an individual to another, which means there is not one single reality. If needed to summarize the research setting and participants, this study took place at a state university in Turkey, Çukurova University, with the students entitled in the elective course titled "*Globalization in ELT*" in 2018-2019 Academic Year. There were 38 pre-service English language teachers who participated in the study and the female participants (n=25) outnumbered the male participants (n=13).

The findings from the listening comprehension tests displayed that the participants performed significantly much better in the listening materials in the first phase including different topics and they became less successful in the listening materials about similar contents. It may be inferred the similar topics in the listening

materials did not enhance the listening comprehension in this study. When to clarify the ratio of right answers in the first phase vs. the second phase, the gap of the right answers among the two phases was equal to a new listening test with 33 questions. Mostly, the participants succeeded in MC questions and this exposed the fact that they were able to comprehend the gist of any listening passage with any accent while they had difficulty in FiB questions as they couldn't differentiate sounds and recognize words when they listened to a different English accent as a result of inadequate exposure. The pre-service English language teachers understood mostly the GAE and Australian English to a great extent while they had difficulty in WEs. It shows that unfamiliar accents affected the listening comprehension skill and decreased the comprehensibility as a result of insufficient exposure and familiarity.

The analysis obtained from the semantic differential scales embraced a range of distinctive results for each accent. It could be inferred that the participants did not have a strong bias towards NNS forms because they did not harshly rate the lowest option for outer and expanding circle accents. The participants were inclined to change their ratings between *moderately* and *somewhat* while referring to the characteristics of any accent in general. However, it was observed that their ratings shifted from the options *moderately* and *somewhat* to *sligthly* and *not at all* when they were not able to comprehend the accent. Yet, there were significant differences in their ratings between native and non-native accents, this may be the conclusion of inadequate exposure and the extra-linguistic factors. The pre-service teachers underlined the significance of a clear intonation and well-controlled tone of voice as these factors promote intelligibility when used accurately and effectively, and also affect the ratings of any accent whether native or non-native.

The reflective papers enabled the participants to contribute to the study by sharing their opinions about the listening materials, which indeed provided a greater understanding. All of them remarked that they had not encountered before with outer and/or expanding circle English accents in a listening material used in the classroom , hence they were accustomed to BrE and/or AmE. Also, the AmE accent was more frequently used than the BrE accent in their listening classes according to their opinions. As a general overview, they pointed out that they enjoyed listening to various English accents, however, they became bored when the problems such as mispronunciation and incorrect stress occurred during the listening. They gave a reason for their boredom by clarifying that the unintelligibility caused it. Besides, they stated that a fast speech could

also cause unintelligibility and especially NSs could be unintelligible sometimes as a consequence of their fast speech, which means being a NS does not guarantee intelligibility directly. Therefore, the participants drew attention to the fact that speakers should speak in a moderate manner by adjusting the speech rate without distinguishing themselves as NS or NNS. In addition, the theme *the feeling of incompetence* became the most salient theme among the others because it uncovered a different potential effect on the listener which was caused by an unfamiliar accent. The other themes from the reflective papers were related to the accents and their characteristics while *the feeling of incompetence* is directly related to the listener's psychology by showing the effect of the unfamiliar accent on the listener's feelings and this theme differentiates from the other themes from this point.

The last scale included listening strategies and it was conducted to figure out the most used strategies by the pre-service language teachers during all listening sessions in the study. The results indicated that the participants used metacognitive strategies either often or always according to their answers as a general evaluation.When they did not opt *often* or *always*, it was observed that they chose *sometimes* more than other options. Their ratings covered planning and evaluation skills most of the time. It could be summarized that some of the participants were able to use planning and evaluation skills (e.g. checking questions before listening, and etc.), yet most of the participants were having difficulty with problem-solving skills (e.g. feeling demotivated when faced with a different accent). Hence, their ability to overcome the potential struggles which can be experienced in listening could be bolstered with being familiar with different kinds of English accents.

As an overall evaluation of the findings, the study concludes that the majority of the participants are lack of familiarity with WEs, which has caused low success in FiB questions requiring sub-skills such as distinguishing speech sounds, recalling words, and etc. The participants' unfamiliarity and pronunciation mistakes made by NNSs in the audio scripts, and the monotonous tone of voice have a great impact on the pre-service teachers' perspectives and attitudes towards an accent regardless of being a NS or NNS. The participants' knowledge on using strategies related to problem-solving skill is weak when compared to their planning and evaluation skills. The more they become familiar with different forms of English accents, the more they will feel competent in listening comprehension skill.

6.2. Implications of the Study

This study has got some implications for policymakers, textbook writers, instructors, pre- and in-service English language teachers, and lastly both NSs and NNSs. The realities of our global world should not be ignored; thus, ELF should be dealt with as a real-life phenomenon and the ELF accents should be given a place in the curriculum because the existing curriculum in Turkey including primary, secondary, and higher education does not introduce WEs to learners. These curriculums do not even offer all varieties of inner circle accents, yet promote only AmE accent and/or BrE accent.

The curriculum should also enclose listening comprehension strategies and help instructors by showing ways how to integrate these skills into their teachings. There could be seminars supported by the Turkish government for instructors based on teaching listening skills where related techniques and ideas are discussed in order for promoting and presenting ways of handling these skills. Therefore, policymakers should revise and enhance the curricula with WEs regarding inner, outer, and expanding circles especially in higher education. The ELF and WEs should be included in courses such as *Listening and Pronunciation* and *Teaching Listening*. Thanks to the redesigned curricula, learners' perspectives will get enriched and their horizons will be enlarged as well. In line with Biricik-Deniz (2017) and Kemaloglu-Er (2017), this thesis implicates ELF and WEs to be implemented for a better representation of real-life matters in in pre-service teacher education programs by welcoming NNESs.

In order to offer learners different English varieties, textbooks should also implicate different English accents from all over the world. This will provide familiarity with ELF and WEs and thus, learners will not feel themselves lack of proficiency (as seen in one of the participants' comment due to lack of exposure, see Figure 4.) when encountered with various kinds of accents as most of the textbooks contain inner circle examples. For this reason, textbook writers should pay attention to enclose richness in terms of accents in their audio scripts and to present examples from outer and expanding circle countries. Therefore, it would be accurate to mention that interaction with ELF varieties is a must for enhancing intelligibility (Leyland, 2011) instead of an option.

The change in the curriculum may take time although there still may be some solutions which can be applicable in this case. For example, instructors may and should

offer an opportunity to their students to get acknowledged about the existence of various English accents in their classes. This could be regarded as an important act from the point of overcoming and eliminating, if possible, learners' prejudice. Hence, instructors should find a way of introducing these differences in language so as to raise awareness, and aid their students' proficiency in listening skill. Also, learners' listening skill should be enhanced with the introduction of listening comprehension strategies in listening classes. On the other hand, realizing the existence of competent NNESs could be beneficial in terms of being a role model for instructors' students as Bayyurt (2006) suggests.

Even though the aforementioned processes above have not come into action yet, pre-service English language teachers may still have a chance to upgrade their listening skill. They should try to interact with ELF and WEs thanks to international student clubs at their universities if possible. If it is not possible, pre-service teachers could use the internet to search for different varieties of English. There has been a limited number of sources including videos, podcasts, and listening passages recorded with individuals from different parts of the world. Pre-service teachers should be open to differences in accents as their students' backgrounds may be diverse in the future. Firstly, they should get acknowledged and accustomed to these varieties so that they can use WEs in their teaching when they become in-service teachers.

Furthermore, in-service English language teachers regardless of the level they teach should simply start to acquaint their students with NNS forms as a richness in their teaching practices. They should give a place to different English accents in their lesson plans and practice them in various ways such as guessing where the accent belongs to, showing the position of that country on map and etc. This kind of approach will enable students' geographical, cultural knowledge, and listening ability to prosper and it will prepare them for the globalized world, too. The originality of this study comes from the theme *the feeling of incompetence* as discussed in the findings, which is a result of inadequate exposure to WEs even though the participants' proficiency level (C1) in this study was high so it also highlights the significance of familiarity in terms of feeling more competent and successful in listening skill.

Except for these, there has been some issues both NNSs and NSs should pay attention to while speaking in regard to being intelligible, which will contribute to effective communication for both sides. For instance, NNSs should work on their speaking if they have pronunciation mistakes in main and significant sounds of the

English language which could cause misunderstanding (e.g. some Germans pronounce "th" sound as "s" sound, "think" as "sink", which creates a communication breakdown). Also, NSs should try to control their speech rate when interacting with an NNSs. Both parties should be careful about their tone of voice, stress, intonation, and speech rate because these extra-linguistic factors may be effective on intelligibility and change the way how people perceive an accent. It could be concluded that both the listener and the speaker have a significant role in being comprehended by interlocutors in any communication setting, therefore each side should share this responsibility (Berns, 2008).

Lastly, it important to remind that ELF need to be perceived as an issue concerning those who speak English including NESs, NNESs, NESTs, NNESTs so as to give a way for better interactions among the speakers of English.

6.3. Suggestions for Further Studies

There may be some suggestions for future studies that will enclose ELF and WEs. For instance, this study was conducted at a state university, therefore the findings cannot be generalized to all state universities. A longitudinal study covering a few universities may reflect better results on various approaches so as to discuss differences and similarities between pre-service teachers. The investigation of a great number of participants' beliefs, approaches, and listening skill can certainly provide a deeper understanding of Turkish pre-service teachers' views on ELF and WEs. And also, there might be some comparative studies that will be carried out simultaneously in other countries and be served to the same purpose in order to enable a generalization of NNSs' approaches towards other NNS forms. This kind of collaborative studies will enlighten the differences between outer and expanding circle countries.

Even though there have been studies related to listening skill in the literature, the number of studies with the integration of ELF and WEs into listening skill is limited. Hence, such studies should be focused much in the literature so that there might be some changes and innovations in this area. NSs' approaches towards NNSs and WEs and their listening skill on WEs can also be studied. Focus group interviews with NSs and NNSs may be benefited in terms of exploring various solutions on the issue of effective listening and communication.

As an addition, there might be different kinds of studies so as to investigate the use of listening comprehension strategies from the frame of NNSs and NSs. Their ability to use such strategies might be tried to be generalized and improvements for boosting up effective communication could be provided through findings of these studies, which will definitely strengthen the bonds between NNSs and NSs and contribute to globalization in the positive sense. And lastly, it should not be forgotten that the complex nature of listening skill could be eased with a wide variety of interactions among NSSs and NSs.

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APPENDICES

Appendix 1. Listening Comprehension Test 1

Name & Surname:

You will hear a radio show about the life of the singer, Lena Horne. This section is composed of fill in the blanks, true-false, and multiple-choice questions. Please, write **T** for True, **F** for false, answer and fill in the blanks according to the audio. Good luck!



1)The 'talented tenth' was a label given to those African Americans who had good social positions and were _____.

2) She left school and began her singing career at the well-known _____.

3) Her mother was keen that Lena's singing career would bring about the collapse of racial barriers. ☐

4) Lena refused to sing for audiences of servicemen and prisoners which were segregated. ☐

5) Lena spent a lot of the 1950s working in …. due to her being considered a Communist.

a) pubs

b) nightclubs

c) casinos

Appendix 2. Listening Comprehension Test 2

Name & Surname:

You will hear a radio interview with the comedian Jane Boyne, who does a considerable amount of work in Panto, a type of family-friendly show which is popular at Christmas. This section is composed of fill in the blanks, true-false, and multiple-choice questions. Please, write **T** for True, **F** for false, answer and fill in the blanks according to the audio. Good luck!



1) When they discuss children's participation in Panto, Jane says that ……

a) she prefers children not to come up on stage

b) it's important to get the parents' permission if a child wants to participate

c) she thinks that children's participation adds a certain quality to the show

2) According to Jane, the advantage of Panto is that the qualities required in Panto match her talents. ☐

3) Jane became involved in comedy because her friends at school encouraged her to do it. ☐

4) I've learnt how to _____ the years, and I've got an answer for every situation now.

5) I used to _____ that as I got older and more experienced, I'd be more relaxed and I wouldn't get so nervous.

Appendix 3. Listening Comprehension Test 3

Name & Surname:

You will hear two people talking about World Cup Football. This section is composed of fill in the blanks, true-false, and multiple-choice questions. Please, write **T** for True, **F** for false, answer and fill in the blanks according to the audio. Good luck!



1) When the woman was younger, she used to quite like watching all the fit met running around! ☐

2) The man doesn't think it's a great chance to see really good quality football. ☐

3) Then why do all the men I see swear at the players because they're always _____?

4) Anyway, the great thing about the world cup this year is that the country that _____ it is only one or two hours ahead of us.

5) What do the two people agree about? a) They believe the standard of the football is good.

b) They think it is a good opportunity to socialize.

c) They agree that it gives a sense of global unity.

Appendix 4. Listening Comprehension Test 4

Name & Surname:

You will hear a person's talking about his holiday. This section is composed of fill in the blanks, true-false, and multiple-choice questions. Please, write **T** for True, **F** for false, answer and fill in the blanks according to the audio. Good luck!



1) The person was talking about ……..

a) winter holidays

b) spring holidays

c) summer holidays

2) The person talking in the audio noticed that the more he hung around the place, the more he realized how much needed resting. ☐

3) Before I knew it, I was _____ the garden, fitting shelves and tidying up.

4) The person mentioned that the only time he went out was to go to the "Do It Yourself" shop for more bits and bobs. ☐

5) By the end of the week, I was more _____ than I had been at the beginning.

Appendix 5. Listening Comprehension Test 5

Name & Surname:

You will hear a person's talking about her holiday. This section is composed of fill in the blanks, true-false, and multiple-choice questions. Please, write **T** for True, **F** for false, answer and fill in the blanks according to the audio. Good luck!



1) The place didn't have a lot going for it, I mean it's not really on the main tourist _____.

2) The speaker in the audio states that she didn't enjoy the holiday in spite of all the decent things. ☐

3) The speaker in the audio thinks that the saying "a change is as good as a rest." is true. ☐

4) I got the chance to practice my language skills, and _____ some bargains.

5) The speaker in the audio states that …….

a) she would like to stay there for longer.

b) she turned back earlier than expected.

c) she would not stay there any longer.

Appendix 6. Listening Comprehension Test 6

Name & Surname:

You will hear a person's talking about his holiday. This section is composed of fill in the blanks, true-false, and multiple-choice questions. Please, write **T** for True, **F** for false, answer and fill in the blanks according to the audio. Good luck!



1) It took two hours to get there and the keys of _____ was waiting for us.

2) We just _____ and let ourselves in it.

3) The speaker in the audio talks both good and bad things about the place. ☐

4) Within three hours of leaving home we were sitting at a cafe by the ……., drinks in hand.

a) seaside

b) riverside

c) beachside

5) The speaker in the audio is not satisfied with the holiday he had. ☐

Appendix 7. Reflective Paper for Accents

Name & Surname:

Topic of the listening script:

Comprehensibility:

Problems:

Your overall opinion:

Appendix 8. Semantic Differential Scale for Accents

Name & Surname:
Choose the one closest to your opinion according to the audio you've listened.

The accent is;	*not at all*	*slightly*	*moderately*	*somewhat*	*very*	
	1	**2**	**3**	**4**	**5**	
not sympathetic at all						very sympathetic
not energetic at all						very energetic
not understandable at all						very understandable
not good at all						very good
not interesting at all						very interesting
not kind at all						very kind
not clear at all						very clear
not confident at all						very confident
not fluent at all						very fluent
not pleasant at all						very pleasant
not strong at all						very strong
not reliable at all						very reliable
not sophisticated at all						very sophisticated
not modest at all						very modest
not friendly at all						very friendly
not familiar at all						very familiar
not fast at all						very fast

Appendix 9. Listening Comprehension Strategies Scale

Dear participant;

This scale is designed to identify the most used listening comprehension strategies by pre-service English language teachers during their exposure to different English accents. Please read and decide carefully before you mark! Mark the number that is closest to your practice with **a cross (X)**, please!

1: NEVER, 2: SELDOM, 3: SOMETIMES, 4: OFTEN, 5: ALWAYS

	never	*seldom*	*sometimes*	*often*	*always*
Statements;	**1**	**2**	**3**	**4**	**5**
1. Before I start to listen, I have a plan in my head for how I am going to listen.					
2. I try to understand the main idea while listening.					
3. I translate in my head in the process of listening.					
4. I focus on some parts that I think they are important.					
5. When I do not understand or know a word, it distracts my attention.					
6. When my mind wanders, I recover my concentration right away.					
7. I focus on what I do not understand or know, so I miss other parts.					
8. I take notes while listening.					
9. I keep my eyes on the questions while listening.					
10. I try to make a connection with what I hear and what's written on the paper.					
11. I try to understand how the person pronounces some letters so that I adjust myself to understand.					
12. When the accent is different while listening to a passage, I feel demotivated.					
13. I miss other parts especially when I do not understand or know a word.					

14. I focus on keywords that are asked in the questions.					
15. I focus on every part because I want to understand the whole.					
16. I pay attention to the speakers' intonation and stress so that I can figure out words and sentences.					
17. I firstly look at the questions before a listening activity.					
18. Before listening, I underline important phrases in the questions.					
19. I try to guess the meanings of the words even when I do not understand or know them.					
20. I use my experience and knowledge to help me understand.					
21. I try to get back on track when I lose concentration.					
22. I feel nervous when I listen to a different English accent.					
23. When I have a difficulty in understanding what I hear, I give up and stop listening.					
24. I translate word by word while listening.					
25. I have a goal in my mind about what to do while listening.					
26. I focus harder on the text when I have trouble in understanding.					
27. As I listen, I quickly adjust my interpretation if I realize that is not correct.					
28. I do not feel nervous while listening to a different English accent.					
29. As I listen, I periodically ask myself if I am satisfied with my level of comprehension.					
30. After listening, I think back how I listened and about what I might do differently next time.					

CURRICULUM VITAE

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Doğum Tarihi: 18.03.1995

Derece	Alan	Üniversite	Yıl
Yüksek Lisans	İngiliz Dili Eğitimi	Çukurova Üniversitesi	2019
Lisans	İngilizce Öğretmenliği	Çukurova Üniversitesi	2017

Yüksek Lisans Tez Başlığı: Potential Effects of Different English Accents on Non-Native English Speakers' Listening Comprehension and Perceptions

Danışman: Prof. Dr. Yonca Özkan

Görevler: -

ESERLER

A. Uluslararası hakemli dergilerde yayımlanan makaleler :

-

B. Uluslararası bilimsel toplantılarda sunulan ve bildiri kitabında (*Proceedings*) basılan bildiriler :

Kurtuldu, E. & Özkan. Y. (2018). *The Effects of Multiple English Accents on Prospective Teachers' Listening Comprehension.* Paper presented at The 4th Çukurova International ELT Teachers Conferences: Innovative Practices in EFL/ESL Learning and Teaching, Adana, Turkey.

C. Yazılan uluslararası kitaplar veya kitaplarda bölümler :

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D. Ulusal hakemli dergilerde yayımlanan makaleler :

Kurtuldu, E. & Özkan. Y. (2018). Pre-service language teachers' reflections on peer assessment in micro teaching sessions of a methodology course. *Uşak Üniversitesi Sosyal Bilimler Dergisi*, *11*(4), 276-284.