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THE NON-TARGET PRONUNCIATION OF THE CONSONANTS /θ/ AND /ð/ BY
BRAZILIAN SPEAKERS OF PORTUGUESE: A SOURCE OF
INCOMPREHENSIBILITY?

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The non-target pronunciation of the consonants /θ/ and /ð/ by Brazilian speakers of Portuguese: a source of incomprehensibility?

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ABSTRACT

The non-target pronunciation of the consonants /θ/ and /ð/ by Brazilian speakers of Portuguese: a source of incomprehensibility?

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2010**

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When learning English, Brazilian learners tend to replace the consonant sound /θ/ with /s/, /t/, or /f/, and replace /ð/ with /z/, /d/, or /v/ (Reis, 2006). Taking this into consideration, the objective of this study is to analyze if the non-target pronunciations of these consonant sounds by Brazilians hinder English native speakers' comprehension, which can be defined as "the ease or difficulty with which a listener understands L2 accented speech", according to Derwing, Munro and Thomson (2007, p. 360). Therefore, in this study, ten samples of speech containing the pronunciation of the sounds /θ/ and /ð/ by Brazilians were collected from *The Speech Accent Archive* site and presented to a group of eleven native English speakers who were familiar with the way Brazilians pronounce English words. Then, after answering a questionnaire eliciting personal information, these listeners were asked to tell how difficult it was for them to understand the words that contained those consonant sounds. Being the main research question: *Does the non-target pronunciation of /θ/ and /ð/ by Brazilian speakers of Portuguese hinder English native speakers' comprehension?*, it was possible to conclude that the non-standard pronunciation of the interdental fricative sounds by Brazilians does hinder English native speakers' comprehensibility, even when they are already familiar with the accent. Therefore, teaching and practicing these sounds are important in order for ESL speakers not to have communication problems.

Key-words: comprehensibility, interdental fricative sounds, pronunciation

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RESUMO

The non-target pronunciation of the consonants /θ/ and /ð/ by Brazilian speakers of Portuguese: a source of incomprehensibility?

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Uma das principais dificuldades enfrentadas pelos brasileiros ao aprender inglês é a pronúncia das fricativas interdentais /θ/ e /ð/. Devido a essa dificuldade, é comum ocorrer a substituição do fonema /θ/ por /s/, /t/ ou /f/, bem como a substituição do fonema vozeado /ð/ por /z/, /d/ ou /v/. Portanto, baseado neste problema de pronúncia, o principal objetivo deste estudo é verificar se as pronúncias não padrão destes fonemas dificultam a compreensão dos falantes nativos de inglês. Compreensão pode ser aqui definida como a facilidade ou dificuldade com que os falantes nativos conseguem compreender a fala de um falante de segunda língua com sotaque (Derwing, Munro & Thomson, 2007, p. 360). Assim sendo, a principal pergunta que guiou o estudo foi: As pronúncias não padrão dos fonemas /θ/ e /ð/ dificultam a compreensão dos falantes nativos de inglês? De forma a responder esta pergunta, dez gravações (feitas por brasileiros) em inglês contendo pronúncias das fricativas interdentais foram coletadas do sítio The Speech Accent Archive. Em seguida, elas foram apresentadas a onze falantes nativos do inglês já familiarizados com o sotaque brasileiro para que avaliassem o grau de dificuldade para entender as palavras que continham tais pronúncias. Ao final da pesquisa foi possível concluir que as pronúncias não padrão das consoantes /θ/ e /ð/ por brasileiros realmente dificultam a compreensão dos falantes nativos do inglês, mesmo que estes já sejam familiarizados com o sotaque brasileiro. Portanto, é necessário que tais fonemas sejam ensinados e praticados pelos brasileiros ao aprender inglês de forma que eles não tenham problemas ao se comunicar com os falantes nativos desta língua.

Palavras-chave: compreensão, fricativas interdentais, pronúncia

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CHAPTER 1

INTRODUCTION

In this chapter, a contextualization of the problem to be researched is given, followed by the statement of the objective of the research and its questions, along with the justification and significance of the study.

1.1. Contextualization

When learning a second language (L2), most students aim to produce the standard pronunciation of that language. However, languages do not always share the same sounds, which can make the process of learning a L2 more difficult, leading learners to produce a non-target pronunciation (commonly called *mispronunciation*) of unfamiliar sounds. Usually, this non-target pronunciation is recognized as a foreign accent, which is defined by Munro and Derwing (1995) as “non-pathological speech that differs in some noticeable respects from native speaker pronunciation norms” (p. 289). According to Munro, Derwing and Morton (2006) speech marked by a foreign accent may be difficult for native speakers to understand.

For Brazilians, one of the most common problems faced and caused by the difference between the Brazilian Portuguese (BP) and the American English sound systems concerns the pronunciation of the interdental fricative sounds /θ/ and /ð/, as in the words *things* and *this*, respectively (Reis, 2006). These sounds are part of the phonetic system of English but do not belong to Brazilian Portuguese. This difference is usually a source of perception and pronunciation difficulty for Brazilian learners of English, which frequently leads them to substitute those two consonant sounds by some other similar sounds present in BP (Reis, 2006). According to Reis (2004a, as cited in Reis, 2006) Brazilian learners of English tend to

replace the consonant sound /θ/ with the sounds /s/, /t/, or /f/, and replace /ð/ with the sound /d/, and also (but rarely) with /v/ or /z/ (Reis, 2006).

1.2. Objective and Research Questions

Considering the previously stated feature of Brazilian pronunciation and the possible relationship between foreign accent and comprehension difficulty already discussed, the general objective of this study is to analyze whether the non-target pronunciation of the consonant sounds /θ/ and /ð/ by Brazilians hinders English native speakers' (ENS) comprehension (which will be better described in the method section). For this purpose, comprehensibility will be defined as “the ease or difficulty with which a listener understands L2 accented speech” (Derwing, Munro & Thomson 2007, p. 360). Therefore, in order to achieve this objective, a general research question will be posed (RQ1), along with other three questions concerning other important aspects of the study:

RQ1) Does the non-target pronunciations of /θ/ and /ð/ by Brazilian speakers of Portuguese hinder English native speakers' comprehension?

H1. The non-target pronunciation of /θ/ and /ð/ by Brazilians may be assimilated to the presence of a foreign accent, which may be a barrier for comprehensibility and communication to happen (Munro, Derwing & Morton, 2006). Thus, it is expected that ENSs will have difficulty in comprehending the speech samples that contain non-target pronunciations of the interdental fricative sounds.

RQ2) Which sound is more difficult for native speakers to understand when pronounced by Brazilians: /θ/ or /ð/?

H2. It is expected that the sound /ð/ will be more difficult for native speakers to understand, since it is also more difficult for Brazilians to produce it than its counterpart /θ/. This assumption is made taking into consideration Eckman's Markedness Differential Hypothesis (MDH), that claims that "the more frequent a form is in the world's languages, the less marked it is and vice-versa" (Eckman, 1977, as cited in Reis, 2006, p.3). Still, according to Eckman (1977, as cited in Reis, 2006), the two phonemes studied here are marked in the world's languages, being the voiced one (/ð/) more marked than the voiceless one (/θ/).

RQ3) Does the familiarity with the Brazilian accent facilitate native speakers' comprehensibility of Brazilians' pronunciation of the sounds /θ/ and /ð/?

H3. Gass and Varonis (1984, as cited in Munro, Derwing & Morton, 2006) have stated that the familiarity with a foreign accent facilitates native speakers' comprehensibility. Therefore, this study is expected to confirm this claim by measuring the difference in the comprehensibility rates given by the listeners who have had more contact with BP and the ones who are not yet so familiar with it.

RQ4) Is there a difference concerning the listeners' difficulty in comprehending words containing the interdental fricative sounds when pronounced by people of different levels of proficiency?

H4. Since beginners, pre-intermediate and intermediate learners usually produce more non-target pronunciations than pre-advanced and advanced L2 students, probably the lower the speakers' proficiency level the more difficulty listeners will have to understand them.

1.3. Justification and Significance of the Study

Munro, Derwing and Morton (2006, p. 128) emphasize the importance of “an understanding of listeners’ perceptions of the intelligibility, comprehensibility, and accentedness of L2 speech in L2 research, testing, and pedagogy” (the concepts of intelligibility, comprehensibility, and accentedness will be discussed in the Review of the Literature section). Besides, the authors highlight that it is important that in L2 classrooms teachers focus on students’ intelligibility rather than on the perfect phonological and grammatical accuracy (Breitkreutz, Derwing, & Rossiter, 2001; Derwing & Munro, 2005; as cited in Munro, Derwing & Morton, 2006). Even though their recommendation is related to intelligibility, the same could be applied to comprehensibility, since it is very important for communication to happen as well.

Moreover, albeit research has been conducted in order to confirm the Brazilians’ difficulties regarding the pronunciation of the interdental fricative sounds in English and the common replacements used by them as a mean to facilitate the production of these sounds, little is known about the real effects of the non-target pronunciations resulting from this process. Therefore, this research may be very relevant in the sense that it is an attempt to verify whether the non-target pronunciations of the sounds /θ/ and /ð/ by Brazilians really prevent native English speakers to comprehend them, or if they do not cause relevant communication problems at all for these two groups of speakers.

Another reason for qualifying this research as a necessary study in the area of phonetics and phonology is that its focus is on a different group of participants. Instead of having participants who are usually undergraduate students of English, as it is the case with most of the studies in the area, in this research the listeners are from other areas of knowledge, some of them not even having entered the university yet. Concerning the speakers, given the limited information provided on The Speech Accent Archive website, it is not possible to

know if they are undergraduate students from the area of linguistics or not, but it could be inferred that they are from different areas.

Finally, it is important to highlight that this study is needed in the sense that it may help teachers and learners to have a clear view of the extent to which standard pronunciation of the consonant sounds /θ/ and /ð/ in English is relevant. More specifically, by analyzing the results of this study, teachers may become aware of how much attention must be given to the teaching of these sounds, which one is more difficult for native speakers of English to understand and what effects (negative or positive) the Brazilian accent has on natives' comprehension. Teachers may also become conscious of the difficulty faced by the learners concerning the pronunciation of these sounds across different levels of proficiency, and the consequent difficulty / ease to be understood by native English speakers.

1.4. Organization of the Study

The study is organized according to the following structure: in Chapter 2, *Review of the Literature*, the relevant literature in the area of pronunciation comprehensibility is presented; in Chapter 3, *Method*, the participants' profiles are described, as well as the main information concerning the instruments, procedures and data analysis; in Chapter 4, *Results and Discussion*, the data presented in the section *Data Analysis* is discussed in the light of the literature presented in Chapter 2; finally, in Chapter 5, *Conclusion*, the main points of the research are discussed, along with the limitations of the study, and the suggestions for further research.

CHAPTER 2

REVIEW OF THE LITERATURE

In this section, the relevant literature in the area of pronunciation comprehensibility will be reviewed in order to offer a theoretical basis for this study. Important and technical information on the Brazilian non-target pronunciation of the interdental fricative sounds in English and the variables involved in the comprehensibility rating are presented in this chapter.

2.1. Defining terms: comprehensibility, intelligibility, and accentedness

Non-native utterances can be evaluated in several dimensions and their classifications, as well as definitions can vary according to different researchers. However, the most common dimensions found in the literature are intelligibility and comprehensibility, for which different authors bring different definitions, some of them using one term or another as a cover word for both and other dimensions. Since the focus of this study is on comprehensibility, a review of the main definitions for the term will be carried out in order to search for the one that better suits the objective of this research.

A study carried out by Cruz (2007) presents a state-of-the-art review of the main definitions suggested for the term intelligibility from 1950 to 2003. Consequently, different definitions for the dimension comprehensibility are given as well, which is the focus of this study. The definitions analyzed in her study were developed by Smith and Rafiqzad (1979), Smith and Nelson (1987), James (1998), and Field (2003).

For Smith and Rafiqzad (1979, p. 341, as cited in Cruz, 2007), comprehensibility “involves a great deal more than intelligibility”, which in the Cruz’s view is incomplete, since

the authors do not say what ‘great deal more’ means. Because of the lack of completeness, this definition could not be used as a basis for the present study.

Smith and Nelson (1987), on the other hand, state that comprehensibility refers to “the meaning of a word or an utterance” (p. 334, as cited in Cruz, 2007), and they explain that comprehensibility happens when the “reader is able to make sense of the sentences read or paraphrase them” (Cruz, 2007, p. 151). This definition, however, seems to relate only to written text and therefore, does not seem to fit the objective of this study, which involves the comprehension of oral utterances.

Another definition is given by James (1998, as cited in Cruz, 2007), for whom comprehensibility is used as “a cover term to refer to all aspects of the accessibility of the content – as opposed to the form of utterances” (p. 212). Since it is a cover term and this is a very specific study, this definition would not be the most appropriate one for this research. A similar cover term is given by Field (2003, p. 35, as cited in Cruz, 2007), where intelligibility is implied in the following definition for comprehensibility: “the extent to which a speaker’s message is understandable, thanks to a combination of appropriate vocabulary, correct (or approximate) syntax, sensitive pragmatics and mastery of basic features of pronunciation”. Again, for not being very specific, it is believed that this would not be the best definition for the present research.

Therefore, the definition for the term comprehensibility that seems to be most appropriate for this study is the one given by Derwing, Munro and Thomson (2007), in which comprehensibility is defined as “the ease or difficulty with which a listener understands L2 accented speech” (p. 360). This definition was chosen because it is very specific (contrary to the previous definitions that were used as cover terms) and relates to the speaking/listening process, differently from the one given by Smith and Nelson (1987). In addition to the dimension of comprehensibility, Munro and Derwing (1995) also present two others:

intelligibility and accentedness. According to them, intelligibility “refers to the extent to which an utterance is actually understood”, while accentedness refers to “non-pathological speech that differs in some noticeable respects from native speaker pronunciation norms” (p. 289).

It is important to highlight that although these three concepts seem to be highly intertwined (and actually they are), they can also be evaluated independently – which is the objective of this study, since it focuses on comprehensibility. For example, as cited by Munro and Derwing (1995), even though a speech might be heavily accented, it can be perfectly comprehensible and intelligible. In addition, these authors remind that in relation to accentedness and comprehensibility, the last dimension is more important concerning communication (Derwing & Munro, 1997; Munro, 2008; Munro & Derwing, 1995b, as cited in Derwing & Munro, 2009, p. 184).

2.2. The Brazilian non-target pronunciation of the interdental fricative sounds in English

As previously stated, the differences between two sound systems may be a barrier for L2 learners, which may lead them to produce a non-target pronunciation of some sounds. Likewise, Flege (1999) states that the non-target pronunciation of some sounds may also happen because of an inaccurate perception of L2 learners in relation to L2 sounds that do not match their mother tongue system. As a consequence, learners tend to replace the uncommon sounds with the ones that are more similar to them and that belong to their mother tongue sound system. This is the case with the Brazilians’ difficulty in pronouncing the interdental fricative sounds /θ/ (as in the words *think*, *things*, and *birth*) and /ð/ (as in the words *the*, *these*, and *brother*).

Theoretically, the production of the interdental fricatives occurs as described by Trevisol (2010):

[...] interdental fricatives are sounds characterized by friction produced by a partial obstruction of the airstream coming from the lungs into our vocal tract. What is peculiar in these sounds is that the obstruction is dental, that is, provoked by the teeth. Thus, in the oral cavity, the tip or blade of our tongue is placed between the upper and lower front teeth, and the air passing by this narrow constriction is forced out provoking some turbulence (friction) (p. 15).

When reading the technical description of the production of these phonemes, it is possible to conclude that both are complex sounds. The consonants /θ/ and /ð/ are such difficult sounds that are the last ones to be acquired by English native children (Vihman, 1996 as cited in Trevisol, 2010). Besides, according to Eckman's Markedness Differential Hypothesis (1977, as cited in Reis, 2006), both sounds are more difficult for ESL learners to acquire, for that they are *marked phonemes*, meaning that they are not very frequent sounds in the world's languages. Still according to Eckman's Hypothesis, the /ð/ sound is more difficult for ESL learners to acquire than the /θ/ sound, since voiced phonemes are always more difficult to be learned than the voiceless ones.

Therefore, based on Flege's assumptions, ESL speakers frequently use the strategy of replacing the consonant sounds /θ/ and /ð/ with the most similar sounds in their mother tongue. In the case of Brazilians, Reis (2006) found that it is common for them to replace the voiceless consonant sound /θ/ with the sounds /s/, /t/, or /f/, and replace /ð/ with the sound /d/, and also (but rarely) with /v/ or /z/. These results were also confirmed by Leitão (2007) and Trevisol (2010).

2.3. The issue of the foreign-accent

According to Trevisol (2010), the difficulty in attaining the ultimate level of phonological performance when pronouncing words that contain the interdental fricative sounds /θ/ and /ð/, for example, is usually denominated in the literature as *foreign-accent*, which is also defined by Munro and Derwing (1995) as “non-pathological speech that differs in some noticeable respects from native speaker pronunciation norms” (p. 289). As emphasized by many authors, accentedness is very common in late L2 learning (Asher & Garcia, 1969; Flege, Munro & Mackay, 1995; Major, 2001; Scovel, 1988, as cited in Munro, Derwing & Morton, 2006), and it is almost inevitable for late learners not to have it (Munro & Derwing, 1995).

As stated by Munro, Derwing and Morton (2006), “the impact of an accent on communication is complex” (p. 112), for that a speech marked by an accent may be difficult for listeners to understand in some occasions, while it can also be perfectly understood in others. Sometimes, the cost of producing non-native patterns of a language is that sentences may be misunderstood and, “even though the speaker’s message may ultimately be understood, the listener may have to work especially hard to decode it, perhaps even by “replaying” it from the short term memory” (Munro & Derwing, 1995, p. 290). Besides, listeners may have a bad reaction in relation to an accent when not used to it, or when presenting bias against foreign accented speech, or even because of impatience (Munro, Derwing & Morton, 2006).

On the other hand, other studies show that a foreign accent may not be such a negative issue as it was previously mentioned. One example is the study carried out by Munro and Derwing (1995), in which English listeners evaluated two groups of speakers (a group of native speakers of English and another group of native speakers of Mandarin) reading in

English. It was possible to conclude that, in general, “an accent – even a strong one – is by no means an inevitable barrier to communication” (p. 302). Besides, the familiarity with an accent can also be an important variable when rating comprehensibility, as it will be discussed in the next section.

2.4. Variables involved in comprehensibility rating

Comprehensibility is usually evaluated by listeners, who say “how difficult an utterance is to understand and how strongly accented it is”, as stated by Munro, Derwing and Morton (2006, p. 112). Still, according to these authors, such procedure tends to produce reliable results, as verified in the studies carried out by many authors in the area (e.g. Brennan & Brennan, 1981; Burda, Scherz, Hageman & Edwards, 2003; Derwing & Munro, 1997; Thompson, 1991, as cited in Munro, Derwing & Morton, 2006).

However, in order to obtain reliable results, Munro, Derwing and Morton (2006) remind us that it is necessary to pay attention to the variables involved in the process of rating comprehension. Two of the variables that can interfere in this process are the listener’s level of familiarity with the speaker’s accent and the listener’s first language (L1) background. Due to time constraints, this study intends to focus on the variable of familiarity only, which is believed to increase comprehension, as generally shown by the studies in the area (Fayer & Krasinski, 1987). The interference of the familiarity with an accent on comprehensibility is also reinforced by Cruz and Pereira (2006), based on Smith and Bisazza (2003), who recommend selecting different groups of listeners when conducting research on intelligibility of pronunciation (which can also be applied to comprehension), so that more reliable results can be obtained.

In another study, Cruz (2007) suggests to distinguish between listeners who are familiar with the speakers' accent and those who are not (pp. 158-159). This procedure has already been applied by Thompson (1991) with experienced and inexperienced raters judging Russian speakers of English, and Cruz (2004) with British listeners unused to the way Brazilians speak Portuguese rating the pronunciation intelligibility of these speakers. Taking these suggestions into account, the present study aimed, at first, to collect data from a group of ENSs who are used to the Brazilian accent in English and from another group of ENSs who are not. However, due to the difficulty of finding participants of the second group who were willing to answer the questionnaire, the familiarity variable will be analyzed in terms of the amount of time each listener has listened to BP speakers talking in English, in order to verify if the English native speakers that had more contact with Brazilians can understand them more easily.

CHAPTER 3

METHOD

In this study, two groups of participants were involved, the speakers and the listeners. Therefore, information on both groups will be presented in this section, along with the description of the instruments and procedures implemented for data collection, as well as its analysis.

3.1. Participants

In this study, two groups of participants are involved, the speakers and the listeners, whose profiles are presented in this section.

3.1.1. The speakers

The speakers' recordings were gathered from the site <http://accent.gmu.edu/index.php> (The Speech Accent Archive), which provides recordings of native and non-native speakers of English reading the same English paragraph, followed by the respective phonetic transcription (APPENDIX A). The main purpose of this on-line archive is “uniformly exhibit a large set of speech accents from a variety of language backgrounds” (The Speech Accent Archive, 2010), so that linguists and other people can use it for comparing foreign accents or just for listening.

The amount and quality of the data available in this site were the main reasons for using the Speech Accent Archive's material to produce the instruments. Another reason for choosing this material was the willing of collecting data from people who are not necessarily learning / have not necessarily learned English at a university environment (as it is the case of most of the studies that either use data from people who are attending the Letras Inglês

program, or from people who are studying at an extracurricular course whose teachers are from the Letras Inglês program).

In The Speech Accent Archive there are samples of eleven Brazilian speakers. Since I expected to find only ten listeners, I decided to have the same number of speakers as well. However, by the end of data collection, one more native speaker volunteered to participate as a listener in the research, but the initial number of speakers was kept. Therefore, in this study, ten excerpts randomly chosen for data collection were recorded by native speakers of Portuguese, all born in Brazil, with the following characteristics: two females and eight males; one from Bahia, one from Espírito Santo, one from Ceará, two from Rio Grande do Sul, four from São Paulo, and one from Minas Gerais. Their ages ranged from eighteen to fifty-four. Eight participants out of ten stated that they have learned English academically, while only two stated having learned it naturalistically. Five of them have lived in the USA for a period of time that ranged from 0.1 year to 3 years; one lived in Scotland for 2.5 years; another one lived in the UK for 8.5 years, and the other three have never lived in an English speaking country.

The number of non-target pronunciation of the interdental fricatives /θ/ and /ð/ found in the recordings of these participants ranged from two to eleven out of eleven potential words containing the target sounds, as can be analyzed in APENDIX B. More specifically, these words were: *these* (repeated twice), *things* (repeated twice), *with*, *the* (repeated three times), *thick*, *brother*, *three*. Here, *non-target pronunciations of the sounds /θ/ and /ð/* mean:

a) replacement of interdental fricative with a stop consonant: it means to pronounce /ð/ as [d] (as in *these*, whose standard pronunciation is /ðiz/, and the non-target pronunciation is [diz]), and the pronunciation of /θ/ as [t] (as in *things*, whose standard pronunciation is /θɪŋz/, and the non-target pronunciation is [tɪŋz]).

b) interdental fricative being pronounced as an alveolar fricative: it means to pronounce /θ/ as [s] (as in *things*, whose non-target pronunciation is [sɪŋz]).

c) interdental fricative being pronounced as a labiodental fricative: it means to pronounce /θ/ as [f] (as in *things*, whose non-target pronunciation is [fɪŋz]).

The speakers' characteristics previously described are systematically displayed in table 1:

Table 1: speakers' profiles

Speakers	Sex	Age	Origin	Age of English Onset	English Learning Method	English Residence	Length of English Residence
A	M	21	RS	13	Academic	USA	0.5 year
B	M	44	SP	15	Academic	USA	0.1 year
C	M	40	ES	11	Naturalistic	-----	-----
D	M	26	CE	7	Academic	UK	8.5 years
E	F	37	BA	16	Academic	USA	1 year
F	F	40	SP	7	Academic	-----	-----
G	M	25	SP	8	Academic	-----	-----
H	M	18	MG	15	Naturalistic	USA	3 years
I	M	54	SP	9	Academic	USA	1.5 year
J	M	25	RS	15	Academic	Scotland	2.5 years

3.1.2 The listeners

The group of listeners was formed by eleven ENSs. First, ten of them volunteered to participate in the research, and then, by the end of the data collection one more asked to

participate. Even though there is a difference in the number of speakers and listeners (ten speakers and eleven listeners), this is not supposed to interfere negatively on the results, as it will be discussed later. These Americans have come to different neighborhoods in Florianópolis and São José to work as volunteers during two years. Their objective is to help people and one way of doing that is to teach English to Brazilians for free. Therefore, they all teach English classes once or twice a week for beginners or conduct conversation classes for advanced students who aim to practice their fluency and learn more about the language. For that reason, they were also very glad for answering the research questionnaires and contribute somehow to the advance of knowledge on L2 learning. More information collected during the research on the group of listeners will be presented in the section of Data Analysis.

3.2. Instruments

The instruments used to verify whether the non-target pronunciations of the consonant sounds /θ/ and /ð/ by Brazilians hinder ENSs' comprehension were two questionnaires, one to collect participants' personal data and another to check Brazilian speakers' comprehensibility when heard by ENSs. Both of them will be described in the present section.

3.2.1. Questionnaire I

The first questionnaire (APPENDIX C) was formed by 15 questions divided into three categories: personal data, education, and familiarity with Brazilians and Brazilians' accent in English. Each category of questions will be described in order to explain its importance in the data collection. It is important to say that the information collected in this questionnaire was intended to complement the technical information gathered in the second one, meaning that

the researcher intended to triangulate information about the participants' own point of view and the technical information provided by them, so as to have more consistent results.

In the category *Personal Data*, the listeners had to write their names, birth date and origin (city, state, and country). This information was used to build the listener's profiles regarding age and place of origin. In the beginning of the second category, *Education*, the participants had to inform their highest level of education by choosing one of the alternatives given (less than High School; High School grad; Tech School grad; some College; Other). Again, this question aimed to give the researcher an idea about the listeners' profiles. Then, the next questions were 5) *Do you speak other languages besides English?* 6) *If your answer was yes, please list them below in the order you have learned them.* The objective of these two questions was to know if they really spoke Portuguese, without inducing them directly to this answer. Besides, in case it were verified that the majority spoke other languages besides English and Portuguese, this could be taken into consideration when analyzing the results. Subsequently, the question that followed was 7) *If one of the answers for the previous question was Portuguese, for how long have you been speaking this language?* It was expected then, that by having this information, it would be possible correlate the listeners' familiarity with Portuguese and their difficulty/ease to comprehend Brazilians' recordings.

The third category, *Familiarity with Brazilians and Brazilians' accent in English*, was formed by 8 questions (from questions number 8 to 15). It is important to highlight that, even though it was known that the listeners had been in touch with Brazilians and were used to their accent in English, there was an attempt not to induce their answers. Moreover, whenever there was a reference to Portuguese, it would be very clear that the researcher meant Brazilian Portuguese, so that the listeners would not think of other varieties of Portuguese (e.g. European or African Portuguese).

Questions 8 to 11 aimed to check how familiarized the listeners were with Brazilians and their accent in English: 8) *How long have you been living in Brazil?* 9) *Have you ever heard a Brazilian Portuguese native speaker talking in English?* (then, if the answer was yes, they were asked to answer the rest of the questionnaire) 10) *For how long have you been talking to Brazilian Portuguese native speakers in English?* 11) *How many times have you heard or what is the frequency that you hear Brazilian Portuguese native speakers talking in English?*

The next question was the following: 12) *Do you notice differences in the way that Brazilians pronounce the words in English and the way that native English speakers do?* Therefore, this question aimed to know if the listeners were aware of the Brazilian accent in English, and, even though the answer to this question may seem obvious it was needed to serve as confirmation, since in research, data evidence is necessary. Question 13 had a similar objective, but in relation to the listeners' self-awareness of their knowledge of Brazilian accent: 13) *Do you consider yourself familiar with the Brazilian accent in English?*

Question 14) *In your opinion, what are the main pronunciation problems that Brazilians have when speaking English? Can you give examples?* was important to verify whether or not the listeners noticed Brazilians' non-target pronunciation of /θ/ and /ð/ without inducing them to this answer, though. Besides, by not focusing on this issue only, it would be possible to know what other pronunciation problems call ENSs attention the most, which could work as suggestions for further studies. Finally, question 15) *Do you think that the Brazilian accent hinders English native speakers' comprehension?* aimed to give the researcher the listeners' personal opinion on the study subject, so that it would complement the results found in the second questionnaire.

3.2.2. Questionnaire II

This questionnaire (APPENDIX D), along with the previous one had as its main purpose to answer the study research questions through an actual data collection of listeners' difficulty/ease to understand the speakers' recordings. In order to explain the procedures for the right fulfillment of the questionnaire to the listeners, a *Listeners' Guidelines* section was developed (APPENDIX C), which they were asked to read before practicing the procedures with a sample that worked as an example, and then started to answer the questionnaire itself. The sample used to exemplify and practice the procedures to be done during the data collection was a recording by a Japanese woman. This sample was chosen because of the difference between the Japanese accent and the Brazilians' one, so that it would have no interference on the results.

Questionnaire II was divided in two parts: 1. Proficiency Level, 2. Comprehensibility. In the first part, *Proficiency Level*, the listeners would listen to the speakers' reading of the whole paragraph and then were asked to tell what the participant's proficiency level in English was (according to their opinions) by circling a number from 1 to 10, being the classification as follows: Beginner (1 to 3), Pre-intermediate (4 to 5), Intermediate (6 to 7), Pre-advanced (8), and advanced (9 to 10). The purpose of this classification was to have a view of how the listeners themselves, based on their experience would evaluate the speakers' performance, since it was not possible for the researcher to administer a placement test. The classification of the speakers' proficiency level was necessary in order to classify them into groups and analyze which proficiency level is harder for native speakers of English to comprehend.

After assigning proficiency levels to a speaker, the listeners listened to separate parts of the same speaker's recording again, and were asked to pay attention to specific words in

each part. Then they should tell how difficult it was for them to understand the selected words, by circling a number from 1 to 10, according to the following classification: Very difficult (1 to 2), Difficult (3 to 4), Not very easy (5 to 6), Easy (7 to 8), Very easy (9 to 10). The words they had to pay attention to were: *with* (Please call Stella. Ask her to bring these things *with* her from the store); *thick* (Six spoons of fresh snow peas, five *thick* slabs of blue cheese); *brother* (and maybe a snack for her *brother* Bob); *the* (We also need a small plastic snake and a big toy frog for *the* kids); *three* (She can scoop these things into *three* red bags, and we will go meet her Wednesday at the train station). The listeners would then repeat this procedure for each of the ten speakers' samples.

Much attention was paid in the selection of the words containing the /θ/ and /ð/ sounds so that the recordings could be split (to facilitate the procedures) after pauses. It was necessary that only one word was chosen per part, so that listeners could pay enough attention to each one. Therefore, it was possible to choose the five words previously cited, three of them containing the /θ/ sound (*with*, *thick*, *three*) and two of them containing the /ð/ sound (*brother*, *the*).

3.3. Procedures

The first procedure of the research was to call the listeners and ask for their participation. Once the listeners agreed on being part of the research, the researcher went to each participants' workplace, since it was very difficult for them to get together. Therefore, the data collection was conducted individually or in pairs, except for one group of four volunteers that agreed to meet to answer the questionnaires. The data collections took place on the first two weeks of September 2010.

Before having the listeners answer the questionnaire, the researcher briefly talked about the research without giving details that could interfere with the results. Then, the listeners received the printed material for data collection (in booklet format) and were asked to read the consent form and sign it. The next step was to ask them to answer Questionnaire I. After doing that, they read the *Listeners' Guidelines* to fill in Questionnaire II, they could clarify any doubts they had, and then model the procedure with an example, in order to be sure they had no doubts about how to proceed. Finally, they filled in Questionnaire II, and then, most of them informally commented on the research and asked questions about it. The whole procedure took no longer than 40 minutes. The recordings were all played using a notebook, whose sound quality was very good, not causing any trouble regarding difficulty of understanding the audio files.

3.4. Data Analysis

The data collected in this research was analyzed as follows:

By analyzing the average of the numbers circled by the listeners in the evaluation of each word, along with the answers to question 15 of questionnaire I (*Do you think that the Brazilian accent hinders English native speakers' comprehension*) it is expected to have the answer for the main research question: Does the non-target pronunciations of /θ/ and /ð/ by Brazilian speakers of Portuguese hinder English native speakers' comprehension?

The second research question *Does the familiarity with the Brazilian accent facilitate native speakers' comprehensibility of Brazilians' pronunciation of the sounds /θ/ and /ð/?* will be answered by relating the amount of time each participant has been living in Brazil and has been talking to Brazilians in English to their evaluation of comprehensibility of the words in questionnaire II. Then this relation will be presented in different graphs, so that it can be

concluded whether or not the listeners who are more familiarized with the Brazilian accent can more easily understand the pronunciation of the English interdental fricative sounds produced by Brazilians.

The third question *Which sound is more difficult for native speakers to understand when pronounced by Brazilians: /θ/ or /ð/?* will be answered by calculating the average of the scores given by listeners to all the words containing each of those sounds. Therefore, the sound that receives the lower score will be understood as being the most difficult for native speakers to comprehend.

The fourth question *Is there a difference concerning the listeners' difficulty in comprehending words containing the interdental fricative sounds when pronounced by people of different levels of proficiency?* will be answered by verifying the proficiency level assigned to each speaker, which will be related to the average of the scores given to the words by the listeners.

CHAPTER 4

RESULTS AND DISCUSSION

In this chapter, the main results gathered from data collection are presented and discussed in light of the literature in the area of comprehensibility. The results are organized in five sections. In the first section, called *Speakers' amount of non-target pronunciations and proficiency levels*, information concerning the speakers' average of non-target pronunciations of the interdental fricative sounds is presented, along with the proficiency levels assigned by the listeners. The next section is called *Information about listeners' profiles*, and it systematically presents the listeners' answers to the first questionnaire. Then, the third section *The non-target pronunciation of /θ/ and /ð/ by Brazilians and English native speakers' comprehension* discusses the data provided by the listeners' answers to the second questionnaire, in order to answer RQ1 and RQ2. In section 4, *Familiarity with Brazilian accent and native speakers' comprehensibility*, the researcher discusses the results concerning RQ3. Finally, in the last section, *Listeners' comprehension and speakers from different proficiency levels*, the author comments on the relation between the average scores given by listeners and the speakers' different proficiency levels.

4.1. Speakers' amount of non-target pronunciations and proficiency levels

Having already presented the speakers' general profiles (see Method section), a more close analysis is necessary concerning the relation between the number of non-target pronunciations and the proficiency level assigned by the listeners. In order to estimate each speaker's proficiency level, first, the numbers circled by the listeners when hearing each speaker's recording for the first time were listed, and then the researcher calculated the

average. Next, the resulting average was compared to the equivalent proficiency level. In table 2, the speakers' information is organized according to their number of non-target pronunciations, which will be related to the proficiency level assigned by the ENSs.

Table 2: speakers' profile *versus* proficiency level assigned by the listeners

Speakers	Number of non-target pronunciations of /θ/	Number of non-target pronunciations of /ð/	Number of non-target pronunciations of /θ/ and /ð/	Proficiency level assigned by the listeners
G	100%	100%	100%	Pre-intermediate
E	40%	83,3%	63,6%	Beginner
F	20%	83,3%	54,5%	Intermediate
A	40%	33,3%	36,4%	Intermediate
C	20%	50%	36,3%	Pre-intermediate
D	80%	0%	36,3%	Intermediate
J	0%	66,6%	36,3%	Intermediate
B	20%	16,6%	18,1%	Pre-advanced
H	20%	16,6%	18,1%	Pre-advanced
I	20%	16,6%	18,1%	Intermediate

Total number of tokens = 11 (/θ/ = 5; /ð/ = 6)

When analyzing the table above, it can be noticed that in general, the higher the number of non-target pronunciations of the sounds /θ/ and /ð/, the lower is the proficiency level assigned by the listeners. Speakers G and E, for example, who had 100% and 63,6% of non-target pronunciations, respectively, were classified as being pre-intermediate and beginner students. The other speakers had from 54,4% to 18,1% of non-target pronunciations, and were classified as being either pre-intermediate, intermediate or pre-advanced speakers of English. Even though this logic does not work in all cases (e.g., Speaker G had 100% of non-target pronunciations and was classified as a pre-intermediate speaker, while Speaker E had 63,6% of non-target pronunciations and was classified as a beginner speaker), we may say that the non-target pronunciations of the interdental fricative sounds in English influence the listeners' judgments regarding the speakers' proficiency level. However, more studies are necessary to confirm this idea.

Then, it is possible to conclude that the recordings containing more non-target pronunciations of the sounds /θ/ and /ð/ are more likely to be perceived by the ENSs as marked by a foreign accent. As previously defined, a foreign accent is a “non-pathological speech that differs in some noticeable respects from native speaker pronunciation norms” (Munro & Derwing, 1995, p. 289), in other words, foreign accent can be understood as a deviation of native speakers’ pronunciation. Besides, it is claimed by Munro, Derwing and Morton (2006) that an accented speech may hinder listeners’ comprehension in some cases, while in other it seems to have no interference on communication. In this study it was verified that the higher the number of non-target pronunciations of the interdental fricatives, the lower was the proficiency level assigned by the listeners, and therefore, the higher was the accentedness found in the speakers’ recordings. Then, in this study, accentedness seems to hinder the native speakers’ comprehension, as will be discussed below.

4.2. Information on listeners’ profiles

In this section, the results gathered from Questionnaires I and II will be presented in order to have more information on the listeners and later relate them to the answers to the research questions.

4.2.1. Information on listeners’ personal data and education

According to the answers gathered from Questionnaire I, the following results were found concerning listeners’ personal data and education: the listeners are all from the United States of America, but from different states. Participants A, E, G, I, J, and K are from Utah, Participant B is from New Mexico, Participants C and F are from Arizona, and Participants D and H are from Indiana. Their ages range from 20 to 23, and most of them have already had

some college education (Participants B, C, F, G, H, I, and K), being the others only graduated in High School (Participants A, D, E, and J). Only Participant G stated he speaks other languages besides English and Portuguese, being also fluent in Mandarin and Spanish. This information is systematically presented in table 3.

Table 3: listeners' personal data and education

Listeners	Age	Origin	Level of education	Speak other languages?
A	20	Utah	High school grad	Portuguese
B	23	New Mexico	Some college	Portuguese
C	21	Arizona	Some college	Portuguese
D	20	Indiana	High school grad	Portuguese
E	21	Utah	High school grad	Portuguese
F	20	Arizona	Some college	Portuguese
G	20	Utah	Some college	Portuguese, Spanish, Mandarin
H	21	Arizona	Some college	Portuguese
I	22	Utah	Some college	Portuguese
J	21	Utah	High school grad	Portuguese
K	20	Utah	Some college	Portuguese

First, it was expected that the knowledge of other languages besides English and Portuguese maybe would interfere on the results, in the sense that it would be easier for the listeners that spoke more languages to comprehend the recordings. However, since only one participant claimed to speak two other languages besides English and Portuguese, it was not possible to make this comparison.

4.2.2. Listeners' familiarity with Brazilians and the Brazilian accent

Regarding the time the listeners have spent in Brazil, it varied from 1 year and two months to almost 2 years, the same amount of time that most of them have been speaking Portuguese and English with Brazilians. About the frequency they hear Brazilians talking in English, it varied from *once in a while* to *everyday*. It is possible to infer then that most of them are used to the Brazilian accent and that they actually notice differences in the way

Brazilians pronounce the words in English. This is also confirmed by their own answers to the questions *Do you notice differences in the way Brazilians pronounce the words in English?* and *Do you consider yourself familiar with the Brazilian accent in English?*.

Table 4: Listeners' familiarity with Brazilians and Brazilian accent

Listeners	For how long have you been speaking Portuguese?	How long have you been in Brazil?	For how long have you been talking to Brazilians in English?	What is the frequency that you hear Brazilians talking in English?	Do you notice differences in the way Brazilians pronounce the words in English?	Do you consider yourself familiar with the Brazilian accent in English?
A	1 year 9 months	1 year 9 months	1 year 9 months	At least once a week	Yes	Yes
B	About 2 years	About 2 years	About 2 years	2-3 times per week	Yes	Yes
C	1 Year 2 Months	1 Year 2 Months	1 Year 2 Months	Twice a week	Yes	Yes (kind of)
D	1 Year 2 Months	1 Year 2 Months	3 months	Almost everyday	Yes	Yes
E	Almost 2 years	Almost 2 years	Almost 2 years	Almost everyday	Yes	Yes
F	1 Year 3 Months	1 Year 3 Months	About 1 year	Once a week	Yes	Yes
G	1 Year 3 Months	1 Year 3 Months	1 year	Every other week	Yes	Yes
H	1 Year 11 Months	1 Year 11 Months	Since 2006	During junior year of high school. Once in a while here in Brazil	Yes (but some with almost no difference)	Yes
I	1 Year 2 Months	1 Year 2 Months	1 Year 2 Months	Some everyday	Yes	Yes
J	1 Year 10 months	1 Year 10 months	1 Year 10 months	Once a week	Yes	Yes
K	1 Year 2 Months	1 Year 2 Months	2 years	Once a week	Yes	Yes

4.2.3. Main Brazilians' pronunciation problems in English noticed by the listeners

When asked about the main problems Brazilians face in relation to the pronunciation of English, the following ones were mentioned:

Table 5: Main pronunciation problems faced by Brazilians in English

Listeners	Main pronunciation problems Brazilians have in English
A	"th" in general (think); "d" and "t" at the end of a word (paused, what); saying "e" at the end of the word "name"; "r" at the beginning of a word and in general (throw); "l" at the end of a word (will).
B	The combination "th" in words like "the", "that", "these", etc., are usually wrong, probably because similar sounds in Portuguese don't exist. In words that have the "r" sound or "rld" like "world" are usually difficult.
C	The "h" sound. When Brazilians say a word that <i>end</i> with the letter "t", they say the sound "ch", rather than the hard "t" sound.
D	"th"; "nd"; "em"; "ch"; "ck"
E	"Th"; end of words
F	The fast "t" sound is more of a "d" sound; "th"
G	Words like "three", "thirty", and also problems with "r" [sound]
H	"L" in the middle and end of words: "milk" sounds like "papel". Many times Brazilians speak the words quick, but then space the words.
I	The beginning and endings of the words are difficult. For example, "red", Brazilians say "hedge".
J	"Name" (the "e" is silent); "I goed" instead of "I went"; "Rs"; "Th" of course, for example, "tree" - "three".
K	The short "i" as in "chicken" spoken as "chee-ken". The words "word" and "world". Pronunciation of "th" as in "the", "three", "there", "although", etc. Misplaced emphasis on longer (2 syllable words); com- <u>pu</u> -ter spoken as comput <u>er</u> .

Among the pronunciation problems noticed by the listeners, the non-target pronunciation of the sounds /θ/ and /ð/ was mentioned by eight of them (Listeners A, B, D, E, F, G, J, and K; therefore, 72,72%). Speaker A mentioned that the "th" sound is a problem in general for Brazilians, and then gave the example of the word "think". Speaker B also gave some examples of this pronunciation difficulty and related it to the inexistence of these sounds in Portuguese: *The combination "th" in words like "the", "that", "these", etc., are usually wrong, probably because similar sounds in Portuguese don't exist.* Speakers D, E, F, and J, on the other hand, just mentioned the "th" sounds as being a problem for Brazilians.

Speaker G used the words "three", "thirty" to exemplify the non-target pronunciation of the sounds /θ/ and /ð/, as well as Speaker K, who exemplified by using the words "the", "three", "there", and "although".

The native speakers' mention to the Brazilians' difficulty in pronouncing the interdental fricative sounds confirms the results found in Reis (2006). As cited in Reis' study (2006) Brazilians tend to replace the interdental fricative sounds with those that are more similar in their mother tongue. As a consequence of this and other kinds of phonetic substitutions, sometimes communication may be affected, as stated by Munro, Derwing and Morton (2006, p. 112).

It is interesting noticing that when mentioning the non-target pronunciation of the "th" sound as a problem faced by Brazilians, they did not make any reference to the existence of two different interdental fricative sounds (/θ/ being the voiceless one, as in words like *think* and *three*, and /ð/ being the voiced one, as in words like *the*, *that*, *these*), which leads us to believe that they, as native speakers of English are not aware of that.

Finally, when they were asked if the Brazilian accent hinders their comprehension in English, 6 listeners out of 11 said it did, but since there was an odd number of listeners, the difference can be considered very slight. Therefore, it could be said that half of them agreed that the Brazilian accent hinders their comprehension whilst the other half does not see it as an obstacle for comprehensibility.

4.3. The non-target pronunciation of /θ/ and /ð/ by Brazilians and English native speakers' comprehension

In order to answer the first research question *Does the non-target pronunciations of /θ/ and /ð/ by Brazilian speakers of Portuguese hinder English native speakers' comprehension?*, listeners evaluated 110 words containing the interdental fricative sounds produced by ten different Brazilian speakers. The hypothesis formulated for this question was that ENSs would have difficulty in comprehending the speech samples that contained non-target pronunciations of the interdental fricative sounds. This was expected to happen because of the non-target pronunciations and consequent assimilation to the L1 sounds, which is believed to hinder communication (Munro, Derwing & Morton, 2006).

In order to illustrate the results gathered from the listeners' evaluations of speakers' samples, the scores given to each word are presented in table 6. First, it is presented the proficiency level assigned by each listener to each speaker, which varies from *Beginner*, *Pre-intermediate*, *Intermediate*, *Pre-advanced* and *Advanced*. Then, the scores given to each word of the speaker's reading is shown, followed by the respective final average. Below the final average, the respective classification of comprehension is given, which varies from *Very difficult (VD)*, *Difficult*, *Not Very Easy (NVE)*, *Easy*, *Very Easy (VE)*.

Table 6: Speakers' scores and proficiency levels assigned by each listener

		Speaker A								Speaker B							
		Proficiency Level	WITH /θ/	THICK /θ/	BROTHER /ð/	THE /ð/	THREE /θ/	Rate for /θ/	Rate for /ð/	Proficiency Level	WITH /θ/	THICK /θ/	BROTHER /ð/	THE /ð/	THREE /θ/	Rate for /θ/	Rate for /ð/
LISTENERS	A	4	3	4	2	1	4	3,66	1,5	6	6	5	2	2	8	6,33	2
	B	9	6	5	6	7	6	5,66	6,5	10	8	8	7	8	9	8,33	7,5
	C	7	5	6	7	7	4	5	7	7	8	8	7	9	9	8,33	8
	D	7	4	7	5	6	5	5,33	5,5	9	10	10	9	10	10	10	9,5
	E	5	5	5	3	5	4	4,66	4	8	7	8	7	7	9	8	7
	F	6	2	6	4	4	6	4,66	4	8	7	6	7	9	10	7,66	8
	G	8	5	6	5	6	7	6	5,5	9	7	7	8	8	8	7,33	8
	H	6	6	8	6	7	6	6,66	6,5	7	7	7	8	7	9	7,66	7,5
	I	7	5	3	4	7	4	4	5,5	9	5	7	9	10	10	7,33	9,5
	J	5	7	5	6	9	7	6,33	7,5	8	9	1	7	6	10	6,66	6,5
	K	7	7	7	8	9	7	7	8,5	9	7	8	9	9	9	8	9
Average		6,45	5	5,64	5,09	6,18	5,45	5,36	5,63	8,18	7,36	6,82	7,27	7,73	9,18	7,78	7,50
		Inter.	NVE	NVE	NVE	NVE	NVE	NVE	NVE	Pre-adv.	Easy	NVE	Easy	Easy	VE	Easy	Easy
		Speaker C								Speaker D							
		Proficiency Level	WITH /θ/	THICK /θ/	BROTHER /ð/	THE /ð/	THREE /θ/	Rate for /θ/	Rate for /ð/	Proficiency Level	WITH /θ/	THICK /θ/	BROTHER /ð/	THE /ð/	THREE /θ/	Rate for /θ/	Rate for /ð/
LISTENERS	A	4	3	1	6	4	5	3	4,5	7	4	2	7	2	1	2,33	4,5
	B	6	7	4	6	7	5	5,33	6	8	6	6	7	1	2	4,66	4
	C	4	5	3	7	7	6	4,66	6,5	8	7	7	7	9	5	6,33	8
	D	5	7	5	8	8	4	5,33	6	8	8	8	10	10	6	7,33	10
	E	6	5	6	8	7	5	6	6	7	7	7	8	9	4	6	8,5
	F	6	5	3	7	8	5	4,33	6,5	8	6	7	9	10	3	5,33	9,5
	G	5	3	3	4	5	4	3,33	4,5	6	5	5	5	6	4	4,66	5,5
	H	8	6	5	7	7	6	5,66	7	5	5	5	7	7	4	4,66	7
	I	7	6	4	9	8	3	4,33	8,5	10	8	8	10	10	6	7,33	10
	J	4	3	5	9	8	7	5	7,5	8	9	8	10	10	5	7,33	10
	K	5	6	7	8	8	6	6,33	8	6	7	8	8	9	6	7	8,5
Average		5,45	5,09	4,18	7,18	7,00	5,09	4,85	6,45	7,36	6,55	6,45	8,00	7,55	4,18	5,72	7,77
		Pre-inter.	NVE	Difficult	Easy	Easy	NVE	Difficult	NVE	Inter.	NVE	NVE	Easy	Easy	Difficult	NVE	Easy

		Speaker E								Speaker F							
		Proficiency Level	WITH /θ/	THICK /θ/	BROTHER /ð/	THE /ð/	THREE /θ/	Rate for /θ/	Rate for /ð/	Proficiency Level	WITH /θ/	THICK /θ/	BROTHER /ð/	THE /ð/	THREE /θ/	Rate for /θ/	Rate for /ð/
LISTENERS	A	1	1	1	3	1	2	1,33	2	6	6	8	7	5	4	6	6
	B	3	5	2	5	1	3	3,33	3	8	7	9	8	7	6	7,33	7,5
	C	2	3	5	7	7	2	3,33	7	8	9	9	10	7	7	8,33	8,5
	D	2	4	5	2	4	3	2,33	3	8	8	9	9	6	6	7,66	7,5
	E	4	4	1	3	4	2	2,33	3,5	5	7	8	8	4	2	5,66	6
	F	2	2	2	5	6	4	2,66	5,5	9	9	9	10	8	6	8	9
	G	3	2	2	3	3	2	2	3	9	7	9	9	8	7	7,66	8,5
	H	2	7	5	6	4	2	4,66	5	3	7	7	7	5	4	6	6
	I	3	4	2	6	4	3	3	5	9	6	7	9	5	7	6,66	7
	J	3	6	4	8	9	4	4,66	8,5	9	10	10	10	8	6	8,66	9
	K	3	6	7	8	6	5	6	7	7	7	9	9	7	5	7	8
Average		2,55	4,00	3,27	5,09	4,45	2,91	3,23	4,77	7,36	7,55	8,55	8,73	6,36	5,45	7,17	7,54
		Beginner	Difficult	Difficult	NVE	Diff.	VD	Diff.	Difficult	Interm.	Easy	Easy	Easy	NVE	NVE	Easy	Easy

		Speaker G								Speaker H							
		Proficiency Level	WITH /θ/	THICK /θ/	BROTHER /ð/	THE /ð/	THREE /θ/	Rate for /θ/	Rate for /ð/	Proficiency Level	WITH /θ/	THICK /θ/	BROTHER /ð/	THE /ð/	THREE /θ/	Rate for /θ/	Rate for /ð/
LISTENERS	A	4	4	6	6	4	3	4,33	3,5	7	7	9	6	9	8	8	7,5
	B	6	5	4	7	5	4	4,33	4,5	10	9	10	9	9	9	9,33	9
	C	7	7	8	9	8	8	7,67	8	9	9	9	10	10	9	9,00	10
	D	6	5	6	5	5	5	5,33	5	10	10	10	10	10	10	10,00	10
	E	4	6	7	7	6	3	5,33	4,5	6	7	7	7	8	7	7,00	7,5
	F	5	3	5	7	7	2	3,33	4,5	10	8	10	10	10	9	9,00	10
	G	6	5	6	5	5	4	5,00	4,5	10	9	8	8	10	8	8,33	9
	H	2	3	4	7	6	6	4,33	6	5	7	7	8	7	7	7,00	7,5
	I	6	4	3	6	7	3	3,33	5	10	8	8	7	9	10	8,67	8
	J	5	4	4	9	8	6	4,67	7	10	9	9	10	10	10	9,33	10
	K	3	6	6	9	7	7	6,33	7	7	9	9	8	9	7	8,33	8,5
Average		4,91	4,73	5,36	7,00	6,18	4,64	4,91	5,40	8,55	8,36	8,73	8,45	9,18	8,55	8,55	8,82
		Pre-inter.	Difficult	NVE	Easy	NVE	Difficult	Difficult	NVE	Pre-adv.	Easy	Easy	Easy	VE	Easy	Easy	Easy

		Speaker I								Speaker J							
		Proficiency Level	WITH /θ/	THICK /θ/	BROTHER /ð/	THE /ð/	THREE /θ/	Rate for /θ/	Rate for /ð/	Proficiency Level	WITH /θ/	THICK /θ/	BROTHER /ð/	THE /ð/	THREE /θ/	Rate for /θ/	Rate for /ð/
LISTENERS	A	7	7	6	8	5	8	7,00	6,50	8	8	10	10	7	10	9,33	8,50
	B	9	7	6	8	8	7	6,67	8,00	8	7	8	8	7	8	7,67	7,50
	C	9	10	8	10	8	9	9,00	9,00	10	9	9	10	8	9	9,00	9,00
	D	8	7	7	9	6	7	7,00	7,50	9	9	9	9	8	9	9,00	8,50
	E	7	7	7	8	7	8	7,33	7,50	5	7	7	7	6	8	7,33	6,50
	F	9	7	8	10	9	9	8,00	9,50	8	6	10	10	7	9	8,33	8,50
	G	8	7	6	7	6	7	6,67	6,50	7	6	8	7	8	7	7,00	7,50
	H	6	6	5	6	7	6	5,67	6,50	7	7	6	7	5	6	6,33	6,00
	I	6	5	3	8	8	7	5,00	8,00	8	8	7	9	8	9	8,00	8,50
	J	8	7	7	8	8	7	7,00	8,00	10	10	8	10	8	10	9,33	9,00
	K	7	7	8	9	9	8	7,67	9,00	7	8	7	9	8	8	7,67	8,50
Average		7,64	7,00	6,45	8,27	7,36	7,55	7,00	7,82	7,91	7,73	8,09	8,73	7,27	8,45	8,09	8,00
		Interm.	Easy	NVE	Easy	Easy	Easy	Easy	Easy	Interm.	Easy	Easy	Easy	Easy	Easy	Easy	Easy

VD: *Very Difficult*; NVE: *Not Very Easy*; VE: *Very Easy*; Pre-inter.: *Pre-intermediate*; Interm.: *Intermediate*; Pre-adv.: *Pre-advanced*.

Then, table 7 presents the final average of the scores assigned by the listeners for the two sounds.

Table 7: Speakers' final comprehensibility rate average

Speakers	Comprehensibility rate for /θ/	Comprehensibility Classification	Comprehensibility rate for /ð/	Comprehensibility Classification
A	5,36	Not Very Easy	5,63	Not Very Easy
B	7,78	Easy	7,5	Easy
C	4,79	Difficult	7,09	Easy
D	5,73	Not Very Easy	7,77	Easy
E	3,39	Difficult	4,77	Difficult
F	7,18	Easy	7,55	Easy
G	4,91	Difficult	6,59	Not Very Easy
H	8,55	Easy	8,82	Easy
I	7,00	Easy	7,82	Easy
J	8,09	Easy	8	Easy
Average	6,28	Not Very Easy	7,15	Easy
6,71 – Not very easy				

Hence, being 6,71 the final average out of the two sounds (classified as not very easy to understand), it can be concluded that the non-target pronunciations of these sounds does hinder the native speakers' comprehension. Therefore, H1 was confirmed.

Data presented in table 8 also reinforces H1. This table attempts to show whether or not low scores would be assigned by the listeners only to the words that contained non-target pronunciations of the sounds in question. In the same way, it was intended to check if high scores would be given even to the words that contained non-target pronunciations. In the table below there are lists of the words that contained the target and non-target pronunciations of the sounds /θ/ and /ð/, followed by their scores and respective comprehensibility classification. The last column shows whether or not the scores given by the listeners match the expected comprehensibility classifications for the two groups of words (with target and non-target pronunciations).

Table 8: Speakers' non target pronunciation of the words and listeners' comprehensibility rates

Speakers	Target pronunc. words	Non-target pronunc. words	Score average assigned by Listeners	Classification	Does the (non)target pronunciations match the listeners' assigned scores?
A	with		5,00	Not very easy	No
	thick		5,64	Not very easy	No
	brother		5,09	Not very easy	No
	the		6,18	Not very easy	No
		three	5,45	Not very easy	Yes
B	with		7,36	Easy	Yes
	thick		6,82	Not very easy	No
	brother		7,27	Easy	Yes
		the	7,73	Not very easy	Yes
	three		9,18	Very Easy	Yes
C	with		5,09	Not very easy	No
	thick		4,18	Difficult	No
	brother		7,18	Easy	Yes
	the		7	Easy	Yes
		three	5,09	Not very easy	Yes
D		with	6,55	Easy	No
		thick	6,45	Easy	No
	brother		8	Easy	Yes
	the		7,55	Easy	Yes
		three	4,18	Difficult	Yes
E	with		4,00	Difficult	No
		thick	3,27	Difficult	Yes
		brother	5,09	Not very easy	Yes
	the		4,45	Difficult	No
		three	2,91	Very Difficult	Yes
F	with		7,55	Easy	Yes
	thick		8,55	Easy	Yes
	brother		8,73	Easy	Yes
		the	6,36	Not very easy	Yes
		three	5,45	Not very easy	Yes
G		with	4,73	Difficult	Yes
		thick	5,36	Not very easy	Yes
		brother	7,00	Easy	No
		the	6,18	Not very easy	Yes
		three	4,64	Difficult	Yes
H	with		8,36	Easy	Yes
	thick		8,73	Easy	Yes
	brother		8,45	Easy	Yes
	the		9,18	Very Easy	Yes
	three		8,55	Easy	Yes
I		with	7,00	Easy	No

J	thick		6,45	Not very easy	No
	brother		8,27	Easy	Yes
		the	7,36	Easy	No
	three		7,65	Easy	Yes
	with		7,73	Easy	Yes
	thick		8,09	Easy	Yes
	brother		8,73	Easy	Yes
		the	7,27	Easy	No
	three		8,45	Easy	Yes

Total of matches: 34 out of 50 words = 68%

Thus, from a total of 50 words that were evaluated for comprehensibility, 68% received the expected score and classification, meaning that: *a)* the words containing non-target pronunciations of the sounds /θ/ and /ð/ received lower scores, or *b)* the words that contained target pronunciation of the referred sounds received higher scores. Then, it can be argued that the results displayed in the table above corroborate the claim that the Brazilians' non-target pronunciations of the interdental fricative sounds in English hinder ENSs' comprehensibility (Hypothesis 1).

On the other hand, the hypothesis formulated for the third research question: *Which sound is more difficult for native speakers to understand when pronounced by Brazilians: /θ/ or /ð/?* was not corroborated, since the voiceless sound was evaluated as being more difficult to understand (6,28 – not very easy to understand) than its voiced counterpart (7,15 – easy to understand). Therefore, this study did not entirely confirm Eckman's MDH, in the sense that this author claims that the voiced phonemes are more difficult for ESL learners to acquire than the voiceless ones. But this result must be replicated by studies involving a more considerable amount of data.

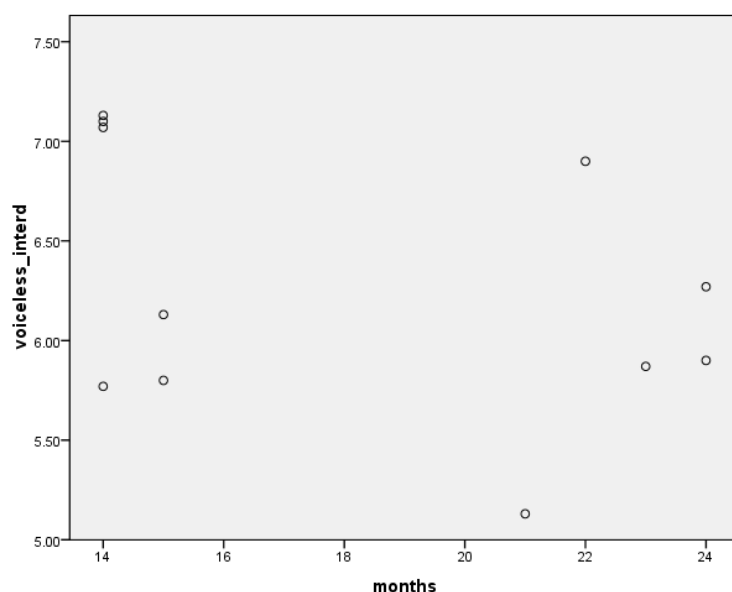
4.4. Familiarity with Brazilian accent and native speakers' comprehensibility

In order to answer RQ2: *Does the familiarity with the Brazilian accent facilitate native speakers' comprehensibility of Brazilians' pronunciation of the sounds /θ/ and /ð/?*, the

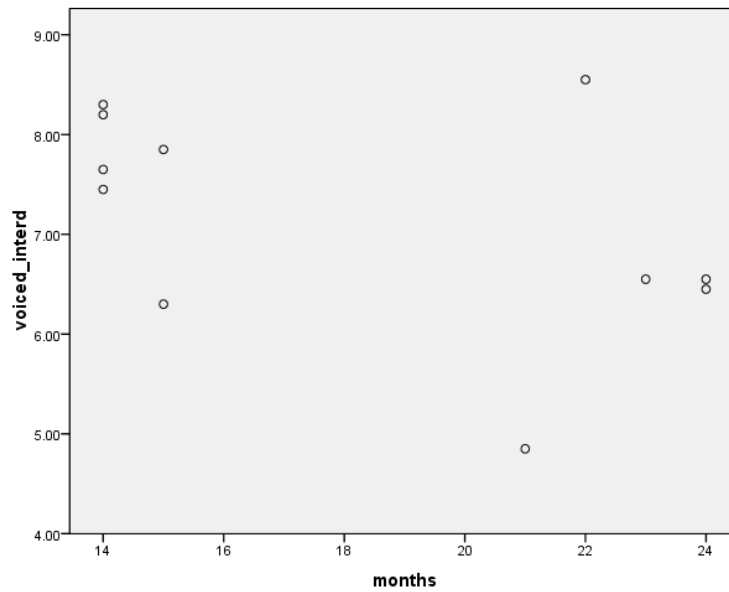
listeners had to tell how long they have been living in Brazil, how long they have been speaking BP and how long they have been speaking in English with Brazilians. Taking into account the statement that familiarity with a foreign accent facilitates native speakers' comprehensibility (Gass & Varonis', 1984 as cited in Munro, Derwing & Morton, 2006), it was expected that the natives who have had more contact with Brazilians and BP would more easily understand the selected words.

However, if we analyze graphs 1 and 2, which show the comprehensibility rate given by the listeners and organized according to the amount of time they have been in Brazil, it is not possible to verify any relation between the two factors. There seems to be a random variation in the scores assigned by the listeners and no direct relationship between the listeners' evaluation of comprehensibility and the time they have already spent in Brazil.

Graph 1: Listeners' amount of time in Brazil and Comprehensibility rate for /θ/

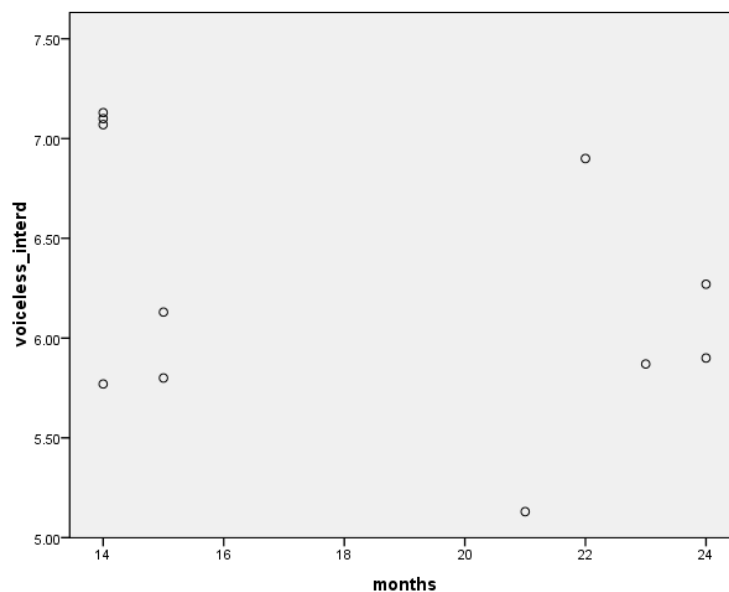


Graph 2: Listeners' amount of time in Brazil and Comprehensibility rate for /ð/

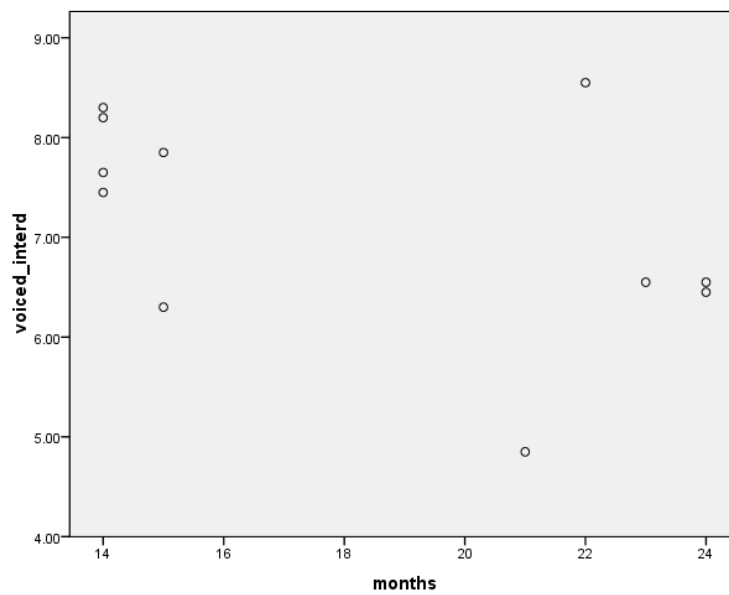


When analyzing the third and fourth graphs, which relate the number of months that the listeners have been speaking BP and the comprehensibility rates assigned by them, again it is not possible to validate the hypothesis of familiarity and comprehensibility increase, regarding the amount of time of contact with the speakers' mother tongue. Actually, if we pay attention to the graphs below, we can see that the listeners who have been speaking BP for a lower period of time are the ones who gave higher comprehensibility scores.

Graph 3: Listeners' amount of speaking BP and Comprehensibility rate for /θ/

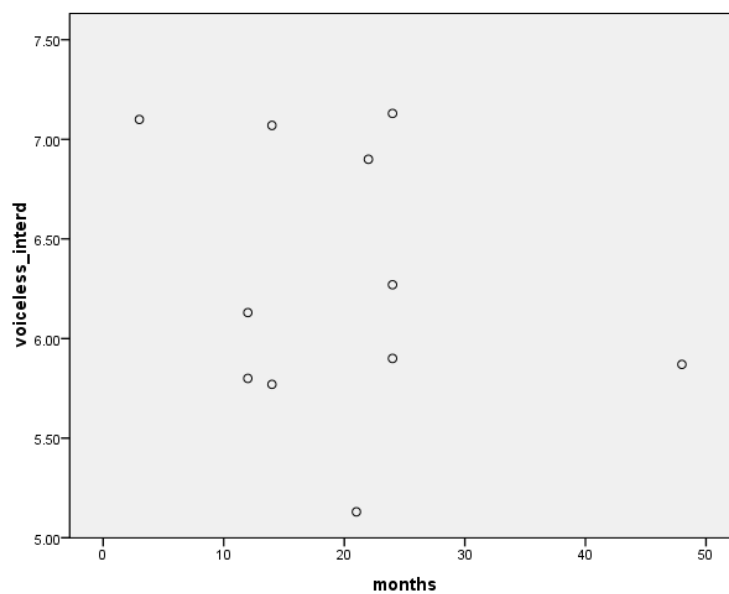


Graph 4: Listeners' amount of speaking BP and Comprehensibility rate for /ð/

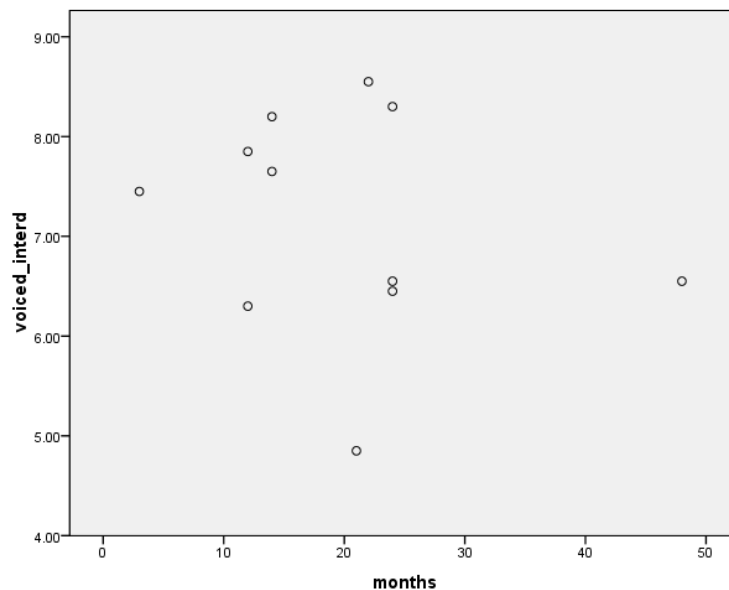


Graphs 5 and 6 show the listeners' amount of time talking to Brazilians in English and the comprehensibility rates given for the two consonant sounds. Once more it is not possible to find any relation between these two factors, for the ones who have been talking to Brazilians in English for a longer period of time are some of the listeners who assigned the lowest scores.

Graph 5: Listeners' amount of time talking to Brazilians in English and comprehensibility rate for /θ/



Graph 6: Listeners' amount of time talking to Brazilians in English and comprehensibility rate for /ð/



Hence, the conclusion we arrive about the issue of familiarity with a foreign accent is that concerning the amount of time the listeners were in touch with the speakers' mother tongue and country, and with their pronunciation in English did not interfere on the results in the present study. Therefore, H2 was not corroborated by the research results. However, it is important to observe that the study researched a reduced number of listeners with little difference between the amounts of time in Brazil, which made it difficult to check for this relation.

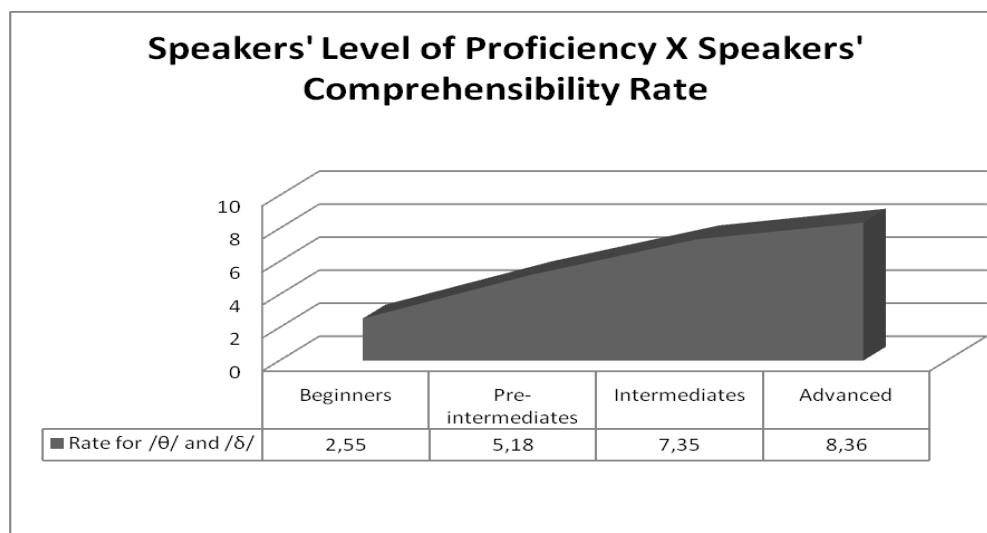
4.5. Listeners' comprehension and speakers from different levels of proficiency

Based on the listeners' classification of speakers' levels of proficiency, it was possible to answer RQ4: *Is there a difference concerning the listeners' difficulty in comprehending words containing the interdental fricative sounds when pronounced by people of different levels of proficiency?* The table below shows the results that corroborate H4, which expected the higher proficiency-level speakers to be more easily understood by the listeners. The following results are then better illustrated in graph 7.

Table 9: Comprehensibility rate for /θ/ and /ð/ and the different levels of proficiency

Speaker s	Comp. rate for Beginner speakers	Comp. rate for Pre- intermediate speakers		Comp. rate for Intermediate speakers					Comp. rate for pre-advanced speakers	
A	1	4	4	4	7	6	7	8	6	7
B	3	6	6	9	8	8	9	8	10	10
C	2	4	7	7	8	8	9	10	7	9
D	2	5	6	7	8	8	8	9	9	10
E	4	6	4	5	7	5	7	5	8	6
F	2	6	5	6	8	9	9	8	8	10
G	3	5	6	8	6	9	8	7	9	10
H	2	8	2	6	5	3	6	7	7	5
I	3	7	6	7	10	9	6	8	9	10
J	3	4	5	5	8	9	8	10	8	10
K	3	5	3	7	6	7	7	7	9	7
Average	2,55	5,45	4,91	6,45	7,36	7,36	7,64	7,91	8,18	8,55
	2,55	5,18		7,35					8,36	
	Very difficult	Not very easy		Easy					Easy	

Graph 7: Speakers' proficiency level and the respective comprehensibility rates



Therefore, one of the most remarkable findings discussed in this chapter was the relationship between the high number of speakers' non-target pronunciations and the low proficiency level assigned to them by the listeners. This finding allow us to infer about the possible interference of the Brazilian pronunciations of the interdental fricative sounds and ENSs' difficulty in understanding them.

CHAPTER 5

CONCLUSION

This chapter presents the main findings of the study. First, the author will present a summary of the results along with a brief discussion. Then, the pedagogical implications of the research results will be presented. Finally, the researcher will talk about the limitations of the study and give suggestions for further research in the area of pronunciation.

5.1. Summary of the results

One of the first issues discussed in the previous chapter was related to the speakers' number of non-target pronunciations and the proficiency levels assigned to them by the listeners. It was possible then to notice that the higher the number of speakers' non-target pronunciations the lower the proficiency level assigned to them as well. Therefore, the claim that the foreign accent may be a barrier for native speakers' comprehensibility (Munro, Derwing & Morton, 2006) seems to be corroborated by the data collected in this study. Indeed, when asked about pronunciation problems faced by Brazilian learners of English, the listeners mentioned the interdental fricatives considerably often. However, based on the listeners' self-reported opinion, it was not possible to conclude whether or not the Brazilian accent in English hinders their comprehension.

Turning more specifically to the research questions guiding this study, the analysis of the data gathered from Questionnaire II allowed the researcher to conclude that words containing the non-target pronunciations of the sounds /θ/ and /ð/ are not very easy for native English speakers to comprehend. Therefore, in this study it was found that the non-target pronunciations of the interdental fricative sounds in English really hinder ENSs' comprehensibility.

Different from what was expected, the voiceless consonant was shown to be more difficult to understand (6,28 – not very easy to understand) than its voiced counterpart (7.15 – easy to understand). For that reason, H2 was not confirmed by the data collected in this study. However, as previously stated, it is important to remind that studies with a larger amount of data are necessary to replicate this result.

Regarding the relationship between accent familiarity and comprehensibility, it was not really possible to confirm the hypothesis posed, since the scores assigned by the listeners did not differ according to the amount of time they were in contact with BP. Nevertheless, in order to get consistent results to confirm (or not) this hypothesis, studies with more participants are needed. Having participants who differ more among themselves regarding the familiarity with BP would also be advised.

This study also examined how the speakers' proficiency influenced the listeners' comprehensibility. The results suggest that high comprehensibility scores were assigned to speakers classified as being more advanced learners of English. Therefore, it can be inferred that the higher the speakers' proficiency level, the easier is for native speakers to understand them.

Finally, the main objective of the study was to verify whether or not the non-target pronunciations of the sounds /θ/ and /ð/ hinder native speakers' comprehensibility. Then, results have shown that the Brazilian accent regarding these phonemes does hinder ENSs' comprehension. Having arrived to this conclusion, the pedagogical implications of this research will be discussed in the following section.

5.2. Pedagogical Implications

Having concluded that the non-target pronunciations of the sounds /θ/ and /ð/ by Brazilians hinder ENSs' comprehension, teachers should be aware that the teaching and practicing of these sounds is really essential for ESL learners to be understood. It is also important that teachers explain to their students that even though it is difficult for late learners not to speak with a foreign accent, it is necessary to practice some phonemes so that communication with native speakers can occur without problems.

Even though the results show that the voiceless interdental fricative sound was more difficult for ENSs to understand than its voiced counterpart, the review of the literature has shown that more experienced researchers in the area state the opposite (Eckman, 1977; Reis, 2006; Trevisol, 2010). Therefore, since this study did not count with a large amount of data, it may be better for teachers to focus on both the voiced and the voiceless phonemes when teaching the interdental fricative sounds, for both seem to be difficult regarding the Brazilians' perception and production.

5.3. Limitations of the Study and suggestion for further research

As stated during the discussion of the results, one of the limitations of this study is the low number of listeners, which prevented the study from yielding more reliable results. This is especially true in relation to the data gathered to answer the research questions about the most difficult interdental fricative phoneme for listeners to understand (RQ2), and the listeners' familiarity with the BP accent (RQ3). Moreover, regarding RQ3, there was the limitation of having only one group of native listeners, who were all familiar with the BP accent. Then, in order to have more reliable results, it is suggested to collect data from different groups of listeners in further research. The groups can be formed not only by ENSs, but they can also be constituted by speakers of other languages, even Portuguese.

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APPENDIX A


Elicitation Paragraph

Please call Stella. Ask her to bring these things with her from the store: Six spoons of fresh snow peas, five thick slabs of blue cheese, and maybe a snack for her brother Bob. We also need a small plastic snake and a big toy frog for the kids. She can scoop these things into three red bags, and we will go meet her Wednesday at the train station (The Speech Accent Archive).

APPENDIX B**Transcription of Speakers' Recordings**

PARTICIPANT A

The letters in blue indicate potential areas for generalization of the interdental fricative to stop, and the letters in red indicate the actual areas for this generalization (The Speech Accent Archive):



the speech *accent* archive
how to browse search resources about

new search

Biographical Data
birth place: novo hamburgo, rio grande do sul, brazil ([map](#))
native language: portuguese (por)
other language(s): spanish
age, sex: 21, male
age of english onset: 13
english learning method: academic
english residence: usa
length of english residence: 0.5 years

portuguese10 Elicitation Paragraph:

Please call Stella. Ask her to bring **these things with** her from **the** store: Six spoons of fresh snow peas, five **thick** slabs of blue cheese, and maybe a snack for her **brother** Bob. We also need a small plastic snake and a big toy frog for **the** kids. She can scoop **these things** into **three** red bags, and we will go meet her Wednesday at **the** train station.

Key:
blue = potential areas for this generalization
red = actual areas for this generalization

Phonetic Transcription:

[plɪz kəʊl^ʷ stɛlə æsk hɜː tʊ bʊŋ
 ɹɪs fɪŋs wɪ xɜː fɹəm ðə stɔː sɪks
 spʊnz əf fɹɛʃ no pis faɪv θɪx
 slæbz əv blu tʃiːz æn meɪbi ə
 znæk fɔː hɜː brʌðɜː bɒb wi
 əʊl^ʷso nid ə zmɒl^ʷ plæsɪx
 zneɪk ænd ə bɪg^ɪ tʰɔɪ fɹag fɔː
 ðə kɪts ʃɪ kɛn skʊp ɪz sɪŋs
 ɪntə tʃɪ dɛd bægs æn wi wɪl
 gəʊ mɪt hɜː wɛðzdeɪ æt^ɪ ðə
 tʰɹeɪn steɪʃən]

Generalizations [about](#) [Clear](#)

Consonant:	Vowel:	Syllable Structure:
<ul style="list-style-type: none"> • final obstruent devoicing • interdental fricative to stop • consonant voicing • non aspiration • nasal fronting 	<ul style="list-style-type: none"> • vowel raising • vowel lowering • vowel lengthening 	<ul style="list-style-type: none"> • obstruent deletion

PARTICIPANT B

The letters in blue indicate potential areas for generalization of the interdental fricative to stop, and the letters in red indicate the actual areas for this generalization (The Speech Accent Archive):



the speech *accent* archive
[how to](#) [browse](#) [search](#) [resources](#) [about](#)

[new search](#)

Biographical Data
birth place: sao paulo, brazil ([map](#))
native language: portuguese (por)
other language(s): none
age, sex: 44, male
age of english onset: 15
english learning method: academic
english residence: usa
length of english residence: 0.1 years

portuguese6 Elicitation Paragraph:

Please call Stella. Ask her to bring **these things** with her from **the** store: Six spoons of fresh snow peas, five **thick** slabs of blue cheese, and maybe a snack for her brother Bob. We also need a small plastic snake and a big toy frog for **the** kids. She can scoop **these things** into **three** red bags, and we will go meet her Wednesday at **the** train station.

Phonetic Transcription:

[pʰɪs kəʔəlˈv stɛlə ask hɜ tu
 bʌŋ ðɪz ˌtɪŋz wɪð ɜ fɹəm ðə stɔː
 sɪks spʊnz əv fɹɛʃ zno piːs faɪf
 θɪk slabz əv blu tʃiːs ɛn meɪbi
 ə znæk fɔː hɜ brʌðə bɒb wi
 ɔlsəv nɪd ə zmol pʰjæstɪk
 sneɪk ɛn ə bɪg tɔɪ frɒɡ fə ðə
 kɪdʒ ʃi kæn skuːp ðɪz θɪŋz
 ɪntu θɪː red bæɡz ɛn wi ɡoʊ
 miːt hɜ wɛnzdeɪ æt ðə tɹeɪn
 steɪʃən]

Key:
 blue = potential areas for this generalization
 red = actual areas for this generalization

Generalizations [about](#) [Clear](#)

Consonant:	Vowel:	Syllable Structure:
<ul style="list-style-type: none"> • final obstruent devoicing • interdental fricative to stop • r to trill • consonant voicing • non-voicing 	<ul style="list-style-type: none"> • vowel raising • vowel lowering 	

PARTICIPANT C

The letters in blue indicate potential areas for generalization of the interdental fricative to stop, and the letters in red indicate the actual areas for this generalization (The Speech Accent Archive):



the speech *accent* archive
how to browse search resources about

[new search](#)

Biographical Data
birth place: vitoria, brazil
 (map)
native language:
portuguese (por)
other language(s): spanish
age, sex: 40, male
age of english onset: 11
english learning method:
 naturalistic
english residence:
length of english residence: 0 years

portuguese7 Elicitation Paragraph:

Please call Stella. Ask her to bring these things with her from the store: Six spoons of fresh snow peas, five thick slabs of blue cheese, and maybe a snack for her brother Bob. We also need a small plastic snake and a big toy frog for the kids. She can scoop these things into three red bags, and we will go meet her Wednesday at the train station.

Phonetic Transcription:

[plɪz kəl stɛlə æsk hɜː tu brɪŋ
 ɹɪθ θɪŋ wɪθ hɜː frəm ðə stɔː
 sɪks spʊnz ɒf frɛʃ snəʊ piːz
 faɪv θɪk θlæʃs ɒf bluː tʃiːz
 mæbi eɪ snæk fɔː hɜː brʌðə
 bɒb wiː ɔːlsəʊ nɪd ə smɔːl
 plæstɪk sneɪk ænd ə bɪkˈtɔɪ
 frɒɡ fɔː ðə kɪts ʃɪ kæn skuːp
 ɹɪθ θɪŋs ɪntuː tɪː ʒɛːɡ bæɡz
 ænd wiː wəl ɡoʊ miːt hɜː wɛːnzdeɪ
 æt ðə treɪn steɪʃən]

Key:
 blue = potential areas for this generalization
 red = actual areas for this generalization

Generalizations [about](#) [Clear](#)

Consonant:	Vowel:	Syllable Structure:
<ul style="list-style-type: none"> final obstruent devoicing interdental fricative to stop dentalization non aspiration 	<ul style="list-style-type: none"> vowel raising vowel lowering vowel lengthening 	

PARTICIPANT D

The letters in blue indicate potential areas for generalization of the interdental fricative to alveolar fricative, and the letters in red indicate the actual areas for this generalization (The Speech Accent Archive):



the speech *accent* archive

how to browse search resources about

new search

Biographical Data

birth place: fortaleza, brazil (map)

native language: portuguese (por)

other language(s): french spanish

age, sex: 26, male

age of english onset: 7

english learning method: academic

english residence: uk

length of english residence: 8.5 years

portuguese8 Elicitation Paragraph:

Please call Stella. Ask her to bring these things with her from the store: Six spoons of fresh snow peas, five thick slabs of blue cheese, and maybe a snack for her brother Bob. We also need a small plastic snake and a big toy frog for the kids. She can scoop these things into three red bags, and we will go meet her Wednesday at the train station.

Key:
blue = potential areas for this generalization
red = actual areas for this generalization

Phonetic Transcription:

[plis kow stɛlə ask hɜ tu brɪŋ ðis fɪŋz wɪf hɜ fɪʌn ðɪ sto sɪks spʊnz əf frɛʃ snəʊ piːz faɪ fɪk slæbz əv bluː tʃiːz æn meɪbi ɛ snæk fɔ hɜ brʌðə bɒb wi ɔlsəʊ niːr ə smɔl plæstɪk sneɪk ɛn ə bɪg tɔɪ frɒɡ fɔ ðə kɪdʒ ʃi kæn skuːp ðiːz θɪŋz ɪntu faɪː rɛd bæɡz ɛn wi wɒlˈv goʊ mɪt hɜ wɛnzdeɪ æt ðə treɪn steɪʃən]

Generalizations about Clear

Consonant:	Vowel:	Syllable Structure:
<ul style="list-style-type: none"> final obstruent devoicing interdental fricative to alveolar fricative consonant voicing 	<ul style="list-style-type: none"> vowel lowering 	<ul style="list-style-type: none"> obstruent deletion

PARTICIPANT E

The letters in blue indicate potential areas for generalization of the interdental fricative to stop, and the letters in red indicate the actual areas for this generalization (The Speech Accent Archive):



the speech *accent* archive
how to browse search resources about

[new search](#)

Biographical Data
birth place: bahia, brazil
 (map)
native language:
portuguese (por)
other language(s): spanish
age, sex: 37, female
age of english onset: 16
english learning method:
 academic
english residence: usa
length of english
residence: 1 years

portuguese1 Elicitation Paragraph:

Please call Stella. Ask her to bring these things with her from the store: Six spoons of fresh snow peas, five thick slabs of blue cheese, and maybe a snack for her brother Bob. We also need a small plastic snake and a big toy frog for the kids. She can scoop these things into three red bags, and we will go meet her Wednesday at the train station.

Key:
 blue = potential areas for this generalization
 red = actual areas for this generalization

Phonetic Transcription:

[plis kaw stela ʔaskə hẽ tu brĩŋ
 de fĩŋk wiz hẽ fõm di stõrĩ siks
 spũn of fĩʃ ʃnaw pẽz faif triks
 slebs of blu: tʃis ʔã mebi ʔẽ
 snækĩ fo hẽ brodẽ bobi mẽŋ wẽl
 z ʔẽl mẽŋ ẽlsõ nid az ezmol
 plæstikẽ znakiĩ ã ebĩgẽ to: frõgẽ
 fõr õe kids ʃiz gãm ʃiz gãŋ skup
 ders fĩgkẽ ĩntu dæw ĩntu tri: hand
 bẽgs ʔã wẽ wil go mit hẽ
 witznẽ at dis tẽn stẽʃõ]

Generalizations [about](#) [Clear](#)

Consonant:	Vowel:	Syllable Structure:
<ul style="list-style-type: none"> • final obstruent devoicing • interdental fricative to stop • r to trill 	<ul style="list-style-type: none"> • vowel shortening • vowel raising • vowel lowering 	<ul style="list-style-type: none"> • vowel insertion

PARTICIPANT F

The letters in blue indicate potential areas for generalization of the interdental fricative to stop, and the letters in red indicate the actual areas for this generalization (The Speech Accent Archive):



the speech *accent* archive

how to browse search resources about

[new search](#)

Biographical Data

birth place: sao paulo, brazil ([map](#))

native language: portuguese (por)

other language(s): spanish

age, sex: 40, female

age of english onset: 7

english learning method: academic

english residence: length of english residence: 0 years

portuguese11 Elicitation Paragraph:

Please call Stella. Ask her to bring **these** **things** with her from **the** store: Six spoons of fresh snow peas, five **thick** slabs of blue cheese, and maybe a snack for her **brother** Bob. We also need a small plastic snake and a big toy frog for **the** kids. She can scoop **these** **things** into **three** red bags, and we will go meet her Wednesday at **the** train station.

Key:
blue = potential areas for this generalization
red = actual areas for this generalization

Phonetic Transcription:

[p^hlis kal stələ as xɛ tu bɪŋ dɪz θɪŋz wɪθ hɜː fɪlɪm də stɔː sɪks sp^wʊns əf fɹɛʃ snoʊ p^his faɪf θɪk slæbz əf blu tʃɪz æn meɪpi ə znæk fə hɜː bɪlðə bɔːp^h wi ɔlˈso nɪd ə zmaɪv p^hlɛʃɪk sneɪk æn ə bɪgə t^hɔɪ fɹɔg fɹɪ də k^hɪts ʃɪ k^hɛn skup dɪð θɪŋks ɪntu tɹɪ ˌdɛd^ɪ bæks æn wɪlˈv go mɪt hɛɪ wɛnəzdeɪ ɛ də t^hɹeɪn steɪʃən]

Generalizations [about](#) [Clear](#)

Consonant:	Vowel:	Syllable Structure:
<ul style="list-style-type: none"> final obstruent devoicing interdental fricative to stop consonant voicing non aspiration 	<ul style="list-style-type: none"> vowel raising vowel lowering 	<ul style="list-style-type: none"> vowel insertion obstruent deletion

PARTICIPANT G

The letters in blue indicate potential areas for generalization of the interdental fricative to stop, and the letters in red indicate the actual areas for this generalization (The Speech Accent Archive):



the speech *accent* archive

how to browse search resources about

[new search](#)

Biographical Data

birth place: sao paulo,
brazil ([map](#))

native language:
portuguese (por)

other language(s):
japanese

age, sex: 25, male

age of english onset: 8

english learning method:
academic

english residence:
length of english
residence: 0 years

portuguese14 Elicitation Paragraph:

Please call Stella. Ask her to bring **these things with** her from **the** store: Six spoons of fresh snow peas, five **thick** slabs of blue cheese, and maybe a snack for her **brother** Bob. We also need a small plastic snake and a big toy frog for **the** kids. She can scoop **these** **things** into **three** red bags, and we will go meet her Wednesday at **the** train station.

Key:
blue = potential areas for this generalization
red = actual areas for this generalization

Phonetic Transcription:

[plis kə stɛlə ask hɜː tu baɪŋ
dʒɪs fɪŋz wɪf hɜː fɪʌn də stɔː
sɪks spʊnz əf fɪʃ nʊ sno piːs
faɪf fɪk slæbz ʌf blu tʃɪs æn
meɪ ɔ snæk fɔː hɜː baɪdɔː
bɒt wi ɔlso nid ɛ smɔl plæsː
sneɪk ænd ə bɪɡ tɔɪ frɔɡ fɔː
də kɪdʒ ʃɪ kæ skupeɪ dʒɪs fɪŋz
ɪntu tʰɪː hɛt bægz ændɪ vi vɪl
go mit xʌl wɛzdeɪ æt də
tɪɛn steɪʃɔː]

Generalizations [about](#)

Consonant:

- final obstruent devoicing
- interdental fricative to stop
- interdental fricative to labial fricative
- w to labial fricative
- non aspiration

Vowel:

- vowel shortening
- vowel raising

Syllable Structure:

- vowel insertion

[Clear](#)

PARTICIPANT G

The letters in blue indicate potential areas for generalization of the interdental fricative to stop, and the letters in red indicate the actual areas for this generalization (The Speech Accent Archive):



the speech *accent* archive

[how to](#) [browse](#) [search](#) [resources](#) [about](#)

[new search](#)

Biographical Data

birth place: sao paulo,
brazil ([map](#))
native language:
portuguese (por)
other language(s):
japanese
age, sex: 25, male
age of english onset: 8
english learning method:
academic
english residence:
length of english
residence: 0 years

portuguese14 Elicitation Paragraph:



Please call Stella. Ask her to bring **these** things with her from **the** store: Six spoons of fresh snow peas, five **thick** slabs of blue cheese, and maybe a snack for her brother Bob. We also need a small plastic snake and a big toy frog for **the** kids. She can scoop **these** things into **three** red bags, and we will go meet her Wednesday at the train station.

Key:

blue = potential areas for this generalization
red = actual areas for this generalization

Phonetic Transcription:

[plis kə stɛlə ask hɜː tu baɪŋ
ðɪs fɪŋz wɪf hɜː fɪʌn ðə stɔː
sɪks spʊns əf fɪʃ nʊ sno pis
faɪf fɪk slæbz ʌf blu tʃɪs æn
meɪ ɔ snæk fɔː hɜː bɪʌdɔː
bɒb wi ɔlso nid ɛ smɔl plæs:
sneɪk ænd ə bɪɡ tɔɪ frɔɡ fɔː
ðə kɪdʒ ʃɪ kæ skupeɪ ðɪs fɪŋz
ɪntu tʃɪ: hɛt bæɡz ændɪ vi vl
go mit xʌl wɛzdeɪ æt ðə
tɹeɪn steɪʃɪ]

Generalizations [about](#)

[Clear](#)

Consonant:

- final obstruent devoicing
- interdental fricative to stop
- interdental fricative to labial fricative
- w to labial fricative
- non aspiration

Vowel:

- vowel shortening
- vowel raising

Syllable Structure:

- vowel insertion

PARTICIPANT H

The letters in blue indicate potential areas for generalization of the interdental fricative to stop, and the letters in red indicate the actual areas for this generalization (The Speech Accent Archive):



the speech *accent* archive
how to browse search resources about

[new search](#)

Biographical Data
birth place: salinas, brazil
 (map)
native language:
 portuguese (por)
other language(s): spanish
age, sex: 18, male
age of english onset: 15
english learning method:
 naturalistic
english residence: usa
length of english residence: 3 years

portuguese17 Elicitation Paragraph:

Please call Stella. Ask her to bring these things with her from the store: Six spoons of fresh snow peas, five thick slabs of blue cheese, and maybe a snack for her brother Bob. We also need a small plastic snake and a big toy frog for the kids. She can scoop these things into three red bags, and we will go meet her Wednesday at the train station.

Key:
 blue = potential areas for this generalization
 red = actual areas for this generalization

Phonetic Transcription:


[pɹis xəl stələ æsx həɹ tʃū bɪŋ
 ɸɪs ʃɪŋz wɪθ həɹ fɪðm ðə stəɹ
 sɪks spūnz əf fɪəʃ ʃnou pi:s fəɹɪ
 θɪk slæbz əv blu tʃi:s æ meɪ e
 znæk fəɹ həɹ bɪlðəɹ bə:b wɪ ðlso
 nɪr e zməlˈv plæstɪk sneɪk æn ə
 bɪg tʰɔɹ fɪəʃ fə ðə kɪdz ʃɪ xən
 skup ðɪs θɪŋz ɪŋtʊ ʃɹɪ ɹe θɹɪ ɹedˈ
 bæʒs æ wɪ go mɪt həɹ wēnzdeɹ
 æt ðə tʃeɪn steɪʃən]

Generalizations [about](#) [Clear](#)

Consonant:	Vowel:	Syllable Structure:
<ul style="list-style-type: none"> • final obstruent devoicing • interdental fricative to stop • stop to fricative • non aspiration 	<ul style="list-style-type: none"> • vowel shortening • vowel raising • vowel lowering • vowel backing • vowel fronting 	

PARTICIPANT I

The letters in blue indicate potential areas for generalization of the interdental fricative to stop, and the letters in red indicate the actual areas for this generalization (The Speech Accent Archive):



the speech *accent* archive

how to browse search resources about

[new search](#)

Biographical Data

birth place: sao paulo, brazil ([map](#))

native language: portuguese (por)

other language(s): spanish french italian

age, sex: 54, male


age of english onset: 9

english learning method: academic

english residence: usa

length of english residence: 1.5 years

portuguese15 Elicitation Paragraph:



Please call Stella. Ask her to bring **these things** with her from **the** store: Six spoons of fresh snow peas, five **thick** slabs of blue cheese, and maybe a snack for her **brother** Bob. We also need a small plastic snake and a big toy frog for **the** kids. She can scoop **these things** into **three** red bags, and we will go meet her Wednesday at **the** train station.

Key:
blue = potential areas for this generalization
red = actual areas for this generalization

Phonetic Transcription:

[pɫis kʰəl stɛlə æsk həɪ tʊ bʌɪŋ ðɪz θɪŋθ wɪt həɪ frəm ðə stɔɪ sɪks spʊnz ʌv frɛʃ sno pis fəɪ fɪk slæbz əv blu tʃɪs æŋ meɪbi ə snæk fəɪ həɪ brʌðə bɒp wi ɔlso nid ə smɔlˈv plæstɪk sneɪk æŋ ə bɪɡˈ tɔɪ frɔɡ fəɪ də kɪts ʃi kæn skuːp ðɪz sθɪŋz ɪntʊ θaɪ ˌrɛdˈ bæɡz æŋ wi wɪl go mɪt həɪ wɛnzdeɪ æt ðə treɪn steɪʃən]

Generalizations [about](#)

Consonant:

- final obstruent devoicing
- interdental fricative to stop
- non aspiration

Vowel:

- vowel shortening
- vowel raising

Syllable Structure:

[Clear](#)

PARTICIPANT J

The letters in blue indicate potential areas for generalization of the interdental fricative to stop, and the letters in red indicate the actual areas for this generalization (The Speech Accent Archive):



the speech *accent* archive

how to browse search resources about

new search

Biographical Data

birth place: porto alegre,
brazil (map)
native language:
portuguese (por)
other language(s): spanish
french italian catalan
age, sex: 25, male
age of english onset: 15
english learning method:
academic
english residence:
scotland
length of english
residence: 2.5 years

portuguese16 Elicitation Paragraph:



Please call Stella. Ask her to bring these things with her from the store: Six spoons of fresh snow peas, five thick slabs of blue cheese, and maybe a snack for her brother Bob. We also need a small plastic snake and a big toy frog for the kids. She can scoop these things into three red bags, and we will go meet her Wednesday at the train station.

Key:

blue = potential areas for this generalization
red = actual areas for this generalization

Phonetic Transcription:

[plɪʒ kəl stɛlə ask xə tʊ brɪŋ
dis θɪŋs wɪθ xə flʌm də stɔː
sɪks spʊns əf frɛʃ sno piʒ faɪf
θɪk slæbz əv blu tʃɪz æn meɪbi
e znæk fɔː hə bʌdʒ bɒʃ wi
ɔːlsɔː nɪd e zməɪ plæstɪk sneɪk
æn ə bɪg tɔɪ frɔːg fɔː də kɪdʒ ʃɪ
kæn skuːp ðɪs θɪŋz ɪntu θɪ ɪdʒ
bægz æn wi wɪl go mɪt xə
wɛnzdeɪ æt də tɹeɪn steɪʃən]

Generalizations about

Clear

Consonant:

- final obstruent devoicing
- interdental fricative to stop
- r to trill
- consonant voicing

Vowel:

- vowel shortening
- vowel raising
- vowel lowering

Syllable Structure:

APPENDIX C

Material used for data collection: Questionnaire I



Graduação em Inglês e Literaturas Correspondentes

Material for Data Collection **Trabalho de Conclusão de Curso**

Advisor: Professor Rosane Silveira

Advisee: Thaís Suzana Schadech

thaissuzana@gmail.com



Universidade Federal de Santa Catarina
Graduação em Inglês e Literaturas Correspondentes

Dear Participant,

This questionnaire is part of the under graduation study that I have been carrying out under the supervision of Professor Dr. Rosane Silveira. I would like to invite you to participate in the data collection of this study. The research focus is pronunciation and the conclusion of this study will be the basis of my final paper, to be defended in December, 2010.

If you agree to take part in this study, you will be asked to answer a questionnaire and to evaluate some recordings. First, you will have time to read it and clarify any doubt. In the end of the research, the results will become public. Your identity, however, will be preserved as well as any clue that can identify you.

Sincerely,

Thaís Suzana Schadech

CONSENT FORM

I, _____, agree to take part in this research study and I allow the researcher to use the data I will provide.

Signature

Florianópolis, ____ / ____ / ____

PART I: QUESTIONNAIRE

❖ Personal Data:

1. Name: _____
2. Birth Date: ____/____/____
3. Place of Birth (city, state, and country): _____

❖ Education:

4. Highest Level of Education completed:

- () Less than High School
- () High School Grad
- () Tech School Grad
- () Some College
- () Other: _____

5. Do you speak other languages besides English?

- () Yes () No

6. If your answer is *yes*, please list them below in the order you have learned them:

- | | | |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | 6. _____ |

7. If one of the answers for the previous question was *Portuguese*, for how long have you been speaking this language?

❖ **Familiarity with Brazilians and Brazilians' accent in English:**

8. How long have you been living in Brazil?

9. Have you ever heard a Brazilian Portuguese native speaker talking in English?

() Yes

() No

**If your answer is Yes, please go on and answer the rest of the questionnaire.*

10. For how long have you been talking to Brazilian Portuguese native speakers in English?

11. How many times have you heard or what is the frequency that you hear Brazilian Portuguese native speakers talking in English?

12. Do you notice a difference in the way that Brazilian Portuguese speakers pronounce the words in English and the way that native English speakers do?

() Yes

() No

13. Do you consider yourself familiar with the Brazilian accent in English?

() Yes

() No

14. In your opinion, what are the main pronunciation problems that Brazilians have when speaking English? Can you give examples?

15. Do you think that the Brazilian accent hinders English native speakers' comprehension?

() Yes

() No

LISTENERS' GUIDELINES

You are going to listen to 10 Brazilian native speakers of Portuguese reading the following paragraph:

Please call Stella. Ask her to bring these things with her from the store: Six spoons of fresh snow peas, five thick slabs of blue cheese, and maybe a snack for her brother Bob. We also need a small plastic snake and a big toy frog for the kids. She can scoop these things into three red bags, and we will go meet her Wednesday at the train station.

After listening to each participant's reading, you will be asked to do the following procedures:

1. According to your opinion, tell what the participant's proficiency level in English is by circling a number from 1 to 10, as in the example below:

PARTICIPANT X:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Then, you will listen to the participant's recording again and will be asked to tell how difficult it was for you to understand the given words by circling a number from 1 (very difficult to understand) to 10 (very easy to understand). See the example below:

PARTICIPANT X:



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



EXAMPLE

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10

APPENDIX D

Questionnaire II: Listener A's responses

PART II:
**Questionnaire for evaluation of proficiency level
and comprehensibility**



PARTICIPANT A

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced		Advanced	
1	2	3	4	5	6	7	8	9	10	

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT B

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT C

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced		Advanced	
1	2	3	4	5	6	7	8	9	10	

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT D

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT E

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT F

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced		Advanced	
1	2	3	4	5	6	7	8	9	10	

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT G

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced		Advanced	
1	2	3	4	5	6	7	8	9	10	

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT H

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT I

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT J

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10

Questionnaire II: Listener B's responses

PART II:

Questionnaire for evaluation of proficiency level and comprehensibility



PARTICIPANT A

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT B

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT C

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced		Advanced	
1	2	3	4	5	6	7	8	9	10	

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT D

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced		Advanced	
1	2	3	4	5	6	7	8		9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT E

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT F

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced		Advanced	
1	2	3	4	5	6	7	8		9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT G

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced		Advanced	
1	2	3	4	5	6	7	8	9	10	

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT H

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT I

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT J

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10

Questionnaire II: Listener C's responses

PART II:
**Questionnaire for evaluation of proficiency level
and comprehensibility**



PARTICIPANT A

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT B

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT C

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT D

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced		Advanced	
1	2	3	4	5	6	7	8		9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT E

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT F

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT G

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT H

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT I

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT J

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10

Questionnaire II: Listener D's responses

PART II:

Questionnaire for evaluation of proficiency level and comprehensibility



PARTICIPANT A

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT B

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT C

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced		Advanced	
1	2	3	4	5	6	7	8	9	10	

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT D

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced		Advanced	
1	2	3	4	5	6	7	8		9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT E

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT F

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced		Advanced	
1	2	3	4	5	6	7	8		9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT G

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT H

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT I

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT J

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10

Questionnaire II: Listener E's responses

PART II:
**Questionnaire for evaluation of proficiency level
and comprehensibility**



PARTICIPANT A

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT B

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced		Advanced	
1	2	3	4	5	6	7	8		9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT C

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT D

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT E

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT F

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT G

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT H

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT I

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT J

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced		Advanced	
1	2	3	4	5	6	7	8	9	10	

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10

Questionnaire II: Listener F's responses

PART II:
**Questionnaire for evaluation of proficiency level
and comprehensibility**



PARTICIPANT A

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT B

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT C

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT D

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced		Advanced	
1	2	3	4	5	6	7	8		9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT E

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT F

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT G

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT H

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT I

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT J

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced		Advanced	
1	2	3	4	5	6	7	8		9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10

Questionnaire II: Listener G's responses

PART II:
**Questionnaire for evaluation of proficiency level
and comprehensibility**



PARTICIPANT A

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT B

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT C

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced		Advanced	
1	2	3	4	5	6	7	8	9	10	

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT D

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT E

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced		Advanced	
1	2	3	4	5	6	7	8	9	10	

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT F

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT G

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT H

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT I

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT J

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10

Questionnaire II: Listener H's responses

PART II:

Questionnaire for evaluation of proficiency level and comprehensibility



PARTICIPANT A

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT B

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT C

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced		Advanced	
1	2	3	4	5	6	7	8	9	10	

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT D

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT E

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT F

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT G

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT H

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT I

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced		Advanced	
1	2	3	4	5	6	7	8		9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT J

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10

Questionnaire II: Listener I's responses

PART II:
**Questionnaire for evaluation of proficiency level
and comprehensibility**



PARTICIPANT A

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT B

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT C

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT D

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT E

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT F

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT G

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT H

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT I

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT J

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced		Advanced	
1	2	3	4	5	6	7	8		9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10

Questionnaire II: Listener J's responses

PART II:
**Questionnaire for evaluation of proficiency level
and comprehensibility**



PARTICIPANT A

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced		Advanced	
1	2	3	4	5	6	7	8	9	10	

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT B

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced		Advanced	
1	2	3	4	5	6	7	8		9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT C

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT D

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced		Advanced	
1	2	3	4	5	6	7	8		9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT E

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT F

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT G

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT H

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT I

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT J

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10

Questionnaire II: Listener K's responses

PART II:
**Questionnaire for evaluation of proficiency level
and comprehensibility**



PARTICIPANT A

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT B

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT C

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT D

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced		Advanced	
1	2	3	4	5	6	7	8	9	10	

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT E

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced		Advanced	
1	2	3	4	5	6	7	8	9	10	

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT F

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT G

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT H

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT I

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



PARTICIPANT J

1. Proficiency level

After you listen to the participant's reading, tell what the participant's proficiency level in English is by circling a number from 1 to 10:

Beginner			Pre-intermediate		Intermediate		Pre-advanced	Advanced	
1	2	3	4	5	6	7	8	9	10

2. Comprehensibility:

Now you are going to listen to separated parts of the participant's recording again. You will be asked to tell how difficult it was for you to understand the given words in capital letters by circling a number from 1 (very difficult to understand) to 10 (very easy to understand).



WITH:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THICK:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



BROTHER:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10



THREE:

Very difficult		Difficult		Not very easy		Easy		Very Easy	
1	2	3	4	5	6	7	8	9	10