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The Effect of Non-Native Teachers' of English Accents on Freshmen Students' Listening Comprehension.

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DEDICATION

I would like to express my deepest gratitude to ALLAH for giving me

the power and the patience to finish this work.

This work is dedicated to the most precious people in my heart; my

beloved father and my dear mother, for their sacrifices and endless

love.

To all members of my family, brothers and sisters, for their patience with me

To the one who helped me to passe through out the anxiety and stress my cat "ZINOU"

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Special thanks go to my dearest friend and partner TADJIN Bilel.

Without forgetting me, my self and I .

-Mohamed Saidani

Dedication

This dissertation is dedicated to the memory of my father. Although he was my inspiration to pursue my master's degree, he was unable to see my graduation. May he rest in peace.

For my mother who helped me in all things whether great and small.

This dissertation is dedicated to my family brothers and sisters, to my wife and my children (Safouane and Sohaib).

I dedicate this dissertation to my friend Mohammad SAIDANI who stood beside me, I appreciate his support during the five years we had together, especially this year.

This dissertation is also dedicated to all the students at the English department (2022 class); I wish them good luck in their lives.

-BILLAL TADJINE

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Abstract

Learning a new language requires four language skills (Listening, speaking, reading, and writing). Listening is considered as a core skill in the process of acquiring a language, be it a native language, a second language or a foreign one. The present study sought to investigate the effect of using native-accent and non-native accent on EFL students' listening comprehension. A mixed method was employed to achieve the aims of this study. As for the methodological tools, a questionnaire was used to collect the relevant data from a random sample of 71 freshmen students out of 298 at the department of English. On top of that, an observation was carried out for five sessions with five different freshmen teachers. The results revealed that freshmen students face a number of issues, namely in relation to their teachers' pronunciation and accent, which go along with what has been introduced in previous studies, as they have highlighted the importance of NEST in improving students' listening comprehension. Our findings also showed that students' exposure to NNEST pose a variety of difficulties, which revolve around their listening comprehension and their overall understanding of Native English speakers' accents. This confirms our hypothesis and underlines the key points that teachers need to focus on, namely improving their pronunciations and accents.

Keywords: NEST, NNEST, NESTs, NNESTs, listening comprehension, EFL students, EFL teachers.

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TEFL: Teaching English As foreign Language

NNESTs: Non-Native English Speaking Teachers

NNEST: Non-Native English Speaking Teacher

NESTs: Native English Speaking Teachers

NEST: Native English Speaking Teacher

NSs: Native Speakers

NS: Native Speaker

NNSs: Non Native Speakers

NNS: Non Native Speaker

EFL: English As Foreign Language

ESL: English As second Language

SBE: Standard British English

TOEIC: Test of English for International Communication

L2: Second Language

SLA: Second Language Acquisition

ELT: English Language Teaching

L1: First Language

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1. Statement of the problem

In today's evolving world, English language interferes in almost all fields, accordingly, the need for English became unavoidable especially when it comes to teaching English as a foreign language or for specific purposes. Many people worldwide study English language for a variety of reasons, namely, for improving their language skills, getting insights into other cultures as it offers countless opportunities and practical, intellectual advantages. David Crystal (2003) states that "language does not become a global language because of its intrinsic structural properties, or because of the size of its vocabulary, or because it has been a vehicle of a great literature in the past, or because it was once associated with a great culture or religion. These are all factors which can motivate someone to learn a language." Therefore, most of countries worldwide including Algeria try to train English teachers to become TEFL teachers or in a more common sense, Teachers specialized in teaching English related subjects. This however led students to be exposed to non-native teachers, which in turn may affect their overall comprehension. Having said that, listening is an essential language skill not just for conversation but also for learning a new language.

 Listening is an important part of learning a foreign language since it allows people to communicate effectively. According to Morley (1972), without the ability of listening, messages might be received and understood incorrectly in the communication process, thus, reducing their effectiveness, and leading to misunderstandings. In addition, when compared to more active language skills, listening can appear to be simple or even secondary possibly due to the idea that it is conducted without conscious thinking or as a response to a stimulus. Goh and Taib (2006) go on to state that when learning a foreign language, learners discover that listening is difficult and even unpleasant at times since they are frequently unable to understand the intended meaning of what they are hearing. Therefore, this research attempts to study the impact of non-native teachers' accent on 1st year students of English comprehension at the University of Mohamed el Bachir el Ibrahimi.

2. Aim of the study

It becomes clear that this study is about the effect of non-native teachers' accent on students' comprehension at the University of Mohamed el Bachir el Ibrahimi. Additionally it tries to pinpoint the main challenges students of English face when trying to improve their listening comprehension. Therefore, the main objectives of this research study are:

1. To investigate students' listening comprehension in relation to non-native teachers' accent

2. To highlight the key challenges that accented speech pose on students' listening comprehension

3. The accents varieties that students faced during their academic journey

3. Research question and Hypothesis

This study seeks to answer the following main questions:

Do students understand native speakers after a prolonged exposure to a non-native teachers' accent? What are the main challenges students face when trying to listen to native speakers?

To answer the previous questions, we formulated the following hypothesis;

Accented speech may negatively affect freshmen students of English at the Department of English-Bordj Bou Arerridj University listening comprehension.

4. Research Methodology and Population of the study

This research aims to highlight the influence of accented speech delivered by teachers of English on freshmen students' listening comprehension at the department of English. In doing so, we have to select a method that aids in collecting, analyzing, interpreting data, and making recommendations. The combination of methods, which is mixed method, will be employed in this research. This allows us to make a generalization about our sample and confirm or refute our hypothesis. In an attempt to keep on this study, we must choose a population and draw a sample. Probability sampling, namely random sampling is chosen; the participants are random freshmen students of English language at the department of English language- Bordj Bou Arreridj University.

5. Structure of the Dissertation

The following dissertation consists of two chapters. The first chapters highlights the theoretical part of this work, starting with the concept of listening comprehension, then the role of NESTs and NNESTs in Language Teaching/Learning. Whereas, the second chapter revolves around the research design, the employed approaches the findings and summary as well as recommendations for future studies.

Chapter one: The Effect of NEST and NNEST on Listening Comprehension

1. The concept of Listening Comprehension

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Introduction

This chapter aims at highlighting the key points of listening comprehension in teaching/learning EFL and the effect of native and nonnative teachers' accents on students' comprehension mainly on listening comprehension. It consists of 2 Sections, the first one is about listening comprehension and its importance, whereas the second section is about the effect of non-native teachers' accents on EFL students' listening comprehension.

1. Listening Comprehension

1.1. Definition of listening

Listening, according to Rost (2002, p. 157), is a complex affective, cognitive, and behavioral process. Unlike Buck (2000, p. 147) believes it is an art that involves awareness, reception, and perception. Both listening and reading are classified as receptive language abilities by linguists and methodological experts.

Listening is currently regarded as an active skill involving a variety of processes. On top of that, listening comprehension is now widely recognized as a vital aspect of language learning, however, there is still much work to be done in both theory and practice.

1.2. Definition of Listening comprehension

Most people are supposed to hear, listen, and comprehend or decode what the communicator has encoded during a verbal communication. Due to the character of each of us, as well as internal and external circumstances affecting the listener, it is difficult to listen and comprehend others. Actually, the term listening comprehension is a very complicated process, especially in the classroom ,where English is taught as foreign language.

1.3. Types of listening

Seemingly, there is a limitless list of different types of listening in the literature. Some sorts of listening that are thought to be relevant, among others, are listed as follows;

1.3.1. Discriminative listening

Pica and Doughty (1987, p. 169-170), stated that discriminative listening is the most basic type of listening, The distinction between different sounds is identified. If you can't hear differences, you won't be able to understand the meaning that those differences express. Early on, we learn to distinguish between sounds in our own language, however, later on, we are unable to

distinguish between phonemes in different languages. One of the reasons why it is difficult for a person from one country to master another language is that they are unable to discriminate the subtle sounds that are required in that language.

Moreover, a person who is unable to identify the details of emotional variation in another person's voice, will also be unable to discern the emotions that the other person want to share

1.3.2. Critical or evaluative listening

This form of listening, according to Lucas (1998, p. 58), is used to analyze a message in order to accept or reject it, such as when we listen to a used-car dealer's sales, a political candidate's campaign speech, or an attorney's closing arguments in a jury trial.

As it is known, Critical listening allows us to make a judgment about others' speech, in order to assess the truth of what is being said, and to compare it against our values, assessing it as good or bad, worthy or unworthy.

The process of evaluative listening can be pertinent especially if the interlocutor is trying to alter the receiver's behavior or beliefs. Having said that, a receiver can pinpoint the inner meaning of a discourse. Additionally, He/She may also determine whether a spoken discourse is logical and makes sense, as well as highlighting its pros and cons. Finally, evaluative listening is an essential component, which makes us critically evaluate a discourse.

1.3.3. Appreciative listening

The act of listening for amusement or entertainment purposes, such as listening to music, podcast, radio, comedy or even watching television, is called appreciative listening. Lucas (1998, p. 57).

Appreciative listening leads us to seek out specific information that will provide us with items that will assist us to match with our needs and goals. At this moment, the listener achieve satisfaction or pleasure, for instance; listening to a piece of music

Particularly charismatic speakers or entertainers could be good providers of appreciation. These are individual preferences that may have been influenced by our past experiences and expectations. When we listen to wonderful music, poetry, or even the inspiring words of a great leader, we apply appreciative listening.

1.3.4. Empathic listening

According to Lucas (1998, p. 57), empathic listening gives emotional support for the speaker, similar to how a psychiatrist listens to a patient or how we provide a sympathetic ear to a distressed friend.

Actually, listening empathetically, is like going beyond pity to have a better understanding of how others are feeling. This needs strong discrimination as well as careful attention to the subtleties of emotional signals. When we are truly sympathetic, we experience what they are experiencing.

In Addition, The listener in this type of listening tends to listen rather than speak. Their nonverbal communication indicates that the listener is paying attention to what is being stated. The focus here, is on understanding the speaker's feelings and being sympathetic and patient; we must also show empathy in our attitude toward them, asking respectfully and in a manner that encourages self-disclosure.

1.3.5. False listening

False listening happens when a person nods, smiles, and grunts in all the right places, within a conversation. In fact that person is not hearing anything from what has been said, Rost (1990, pp. 147-149). This skill can be generally found among politicians and royalty members who mastered it throughout their careers.

Despite the fact that their purpose with their audience is to make a positive impression in a short period of time before moving on, they never want to talk to that individual again. It is also something that couples do, especially when one side conducts the majority of the talking.

1.3.6. Selective listening

According to Lynch (1995, p. 87), selective or partial listening is paying attention to certain things during a conversation or listening to a speech, etc. While ignoring others. Most of us engage in partial listening, in which we listen to the other person with the best of intentions before becoming distracted, either by stray thoughts or by something uttered by the other person. As a result, we retreat into our own brains for a little moment as we try to figure out

what they truly mean or construct a question for them, before returning to the room and resuming our listening.

However, this can be an issue if the speaker moved on and we are no longer be able to pick up what is being said. As a result, we might easily fall into the false listening. Moreover it can be embarrassing if the speaker ask for our opinion. In such a case, we should explain that we had lost the thread of the dialogue and ask them to repeat what they had said.

1.4.   Listening and its modes

Miller (2003, pp.139-141), states that there are three modes of listening: causal, semantic, and reduced listening. When we ask someone to describe what they have heard, their responses are surprising for the heterogeneity of hearing levels they're referring to.

1.4.1. Causal listening

According to Rubin, (1994, p. 99), causal listening is the most prevalent type of listening, which involves listening to a sound in order to learn about its cause. When the cause is apparent, sound can convey additional information; for example, tapping an enclosed container produces a sound that reveals how full it is. When we are unable to see the source of a sound, sound can serve as our primary source of information. Some knowledge or logical prognostication may reveal an unseen cause; causal listening can expound on this knowledge.

In addition, Rubin (1994, p. 103), states that casual listening can occur on a variety of levels. In some cases, we can identify the source: a specific person's voice, or the sound made by a singular object. However, we rarely identify a distinct source just based on sound we hear out of context.

1.4.2. Semantic listening

Semantic listening refers to the use of a code or language to decode a message: spoken language, of course, as well as Morse and other similar codes. This form of hearing has been the subject of linguistic research and is the most widely researched. One of the most important findings is that it is purely differential. Brown (1995, p. 324) explains that a phoneme is listened to not just for its acoustic qualities, but as part of a larger system of oppositions and contrasts.

As a result, semantic listening ignores significant differences in pronunciation (and thus in sound) if they aren't relevant to the language in issue. Obviously, a single sound sequence can

be listened to in both causal and semantic modes at the same time. We hear what someone says and how they say it all at once. In some ways, causal listening to a voice is similar to semantic listening to a voice, much as perceiving the handwriting of a written text is similar to reading it.

1.4.3. Reduced listening

According to some experts (Rubin, 1994; Brown, 1995), reduced listening refers to a listening mode that concentrates on the characteristics of the sound itself, regardless of its origin and significance. Reduced listening views sound-verbal, whether played on an instrument, sounds, or whatever, as the object to be examined rather than as a carrier conveying anything else.

A period of decreased listening can be quite enlightening. Participants rapidly learn that when they talk about sounds, they are continually shifting between the actual substance of the sound, its source, and its meaning. They discover that speaking about sounds in and of themselves is a difficult undertaking if the listener is asked to explain them independently of any origin, meaning, or consequence. Others may try to avoid description by claiming to objectify sound using spectrum analysis or stopwatches, but these devices only recognize physical facts, not what humans hear.

1.5. Listening process and its stages

The listening process is divided into three stages: pre-listening, while-listening, and post-listening. Each stage has a unique set of activities, goals, and objectives. Let's take a closer look

At the three steps of the listening process.

1.5.1. Pre-listening

Pre-listening is the initial stage of a listening lesson, as the name implies. The success or failure of the lesson will be determined by how the instructor approaches this stage. At this point, the teacher should pique the students' curiosity before setting the situation for them to be heard. Before beginning the listening exercise, teachers should urge students to consider and debate what they will hear. At this point, the instructor should focus on the following activities:

• Brainstorming ideas based on the listening text.

• Presenting the contents.

• Introducing a new topic;

- Generating learners' interest in a new lesson.
- Establishing gist questions for forecasts;

Teachers may utilize brainstorming to motivate pupils. Before listening, the instructor should teach a few words or phrases, without which the listening would be impossible to comprehend.

1.5.2. While-listening

The most crucial aspect of a listening lesson is this. Here are several procedures that should be conducted, according to Gower et al. (2009, p. 90).

- Set a job to help you concentrate on the big picture.
- Give the learners the listening resources for the initial materials.
- Set a goal for you to focus on a more in-depth knowledge.

During this level of while-listening tasks, students listen to anything (the tape, the teacher reading a book or tale, the CD, etc.) while taking notes on the major topics.

Global comprehension is necessary at this level, according to Underwood (1989, p. 225), to comprehend the very general idea(s) or essence of the listening material after the first or second listen. The students' duty is not to pick up certain specifics after the first listen, but to focus on the general idea first, so that they may construct a basic framework that will allow them to pick up additional information in the following listening.

Intensive listening tasks can be completed in class, in the lab, or as homework projects. Consider conducting global comprehension exercises in class to focus on techniques and group work, and then give the intensive listening element as homework at the lowest levels of teaching.

During the while-listening tasks, the teacher instructs the pupils to pay close attention to the recording. He also provides pupils with information lists. They try to fill in the holes with relevant information while listening to the audio. If no information appears for any blank in the list, pupils are instructed to tick off the needed information.

1.5.3. Post-listening

A post-listening task is a follow-up activity to the listening activity that tries to use the knowledge learned through hearing to build other abilities such as speaking or writing (Carter and Nunan, 2001, p. 88). If we have watched a TV show that presents a particular point of view

on health care, for example, we may encourage the students to conduct some research and select some contrasting viewpoints to present in class. Alternatively, we may have a debate with the kids on the merits of the viewpoints voiced in the listening part.

Teachers must understand and closely follow these listening phases in order for students to succeed in listening sessions. Every stage of a listening session has certain duties that should be implemented effectively in the classroom.

1.6.   The Importance of the listening skill

In the light of second language acquisition, the skill of listening has not been tackled by researchers as much as the other language skills: reading, writing and speaking, as Nunan (2002, p. 235) referred to it to be:" the poor cousin amongst the four language skills." Some Researchers and scholars have shadowed and undermined the importance of listening skill in language teaching and learning in contrast to the other skills even though it is equally as importance as the other skills. However, Nunan (1998) states that listening is considered to be one of the basic skills in language learning and without it learners would face difficulties to communicate effectively. Therefore, listening skill is need to be regarded as the cornerstone of language learning and teaching and effective communication must indeed depend on the acquisition of listening skill.

1.7.   Technlogy/authentic materials and listening comprehension

Authentic materials can serve a variety of purposes in language instruction. They allow students to connect with realistic language and contents, such as grammar and vocabulary. Learners become more expressive and responsive in the   classrooms when they utilize these appropriate and methodical tools to learn the language   assist is used outside of the classroom and in the real world. Here, we will look at several   instructional techniques that make use of technology and real authentic materials.

An adequate auditory comprehension program that addresses student listening at all levels of teaching, as Morley (2001, p. 79) suggests, is necessary for second/foreign language learning. She also believes that the four views listed below may be included in every ESL/EFL listening course:

• Listening and repeating.

• Listening and answering comprehension questions.

• Task listening; and interactive listening are all examples of active listening.

In this case, the classroom can create a conducive learning atmosphere in which real texts can be gradually presented and used to improve learners' confidence. According to Hedge (2003, p. 149), the following topics are common for intermediate level current course books for listening skill and could be quite useful for the classroom as authentic materials: radio plays, news items, children's stories, travel news, weather forecasts, airport and station announcements, radio talks, debates, extracts from recorded guided tours, relaxation tapes, exercise instructions, interviews, etc.

There are several materials available on various TV channels to assist learners practice their listening skills informally. Channels such as BBC, National Geographic Channel, Animal Planet, Discovery, Adventure, Star Plus, interview, talk show, travel show, movies, and Sports commentary assist learners acquire general understanding in listening casually. Most significantly, by using these materials, students may become acquainted with the many dialects of English spoken in other nations.

In this section, we will look at various processes to consider when employing real resources to help students strengthen their listening comprehension abilities. Pre-listening, while-listening, and post-listening activities must all be considered. According to Rost (2002, p. 199), one of the most significant advances in listening methods was the realization that listening exercises could be separated into three major elements.

This structure has been beneficial in diverting learners' focus away from constantly checking listening and allowing them to do other things with the information they listen to. For example, before listening to the material, a teacher might have a brief conversation with the students about what they believe about the issue (activating world and personal knowledge). In the interim between these two stages, learners can be assisted in focusing on their listening by carefully selecting activities that are relevant and cater to building specific listening skills rather than continually monitoring performance through test-like exercises.

1.8.   Listening skill and its acquisition

The process of listening is said to be natural for children when they try to acquire their first language regardless of their supportive environment. However, when it comes to learning a second language, the process of acquiring the skill of listening becomes challenging, Rosts (2002) claims that three main steps/conditions must be met by the learner; the learner must be

motivated and willing to learn the language. He/she must have access to audio files, which belong to native speakers, and needs to have a teacher or someone who provides constant feedback. Finally, the process of acquiring the listening skill is crucial in teaching/learning a foreign language.

1.9.   Interaction and listening comprehension

Individuals L2 learners' communication competence has been the focus of communicative approaches. Brown (1990, p. 321) considers language acquisition to be the result of a collaborative discourse between learner and the advanced speakers. In this section, we will look at the role of the speaker and the role of the listener in promoting interaction and listening comprehension, listening strategies in transactional settings, and listening methods in interactive settings.

1.9.1. The role of the speakers in the interaction:

Researchers studying second language acquisition have been interested in the effect of interaction on listening comprehension. Over the last thirty years, SLA academics have been particularly interested in the effect modified input and modified interaction or negotiation of meaning on L2 listening comprehension, as Pica's(1994, p. 125) assessment of previous studies mentions that negotiation, with its emphasis on achieving comprehensibility of message meaning has sparked and sustained considerably more interest in the fields of SLA. From the beginning, the research of first language acquisition influenced the second language input and interaction. "Caretaker speech " ,"mother sp","baby talk", and "child-directed speech " were all terms coined by researchers to describe the language spoken by mothers or caretakers to their children. Caretaker speech is characterized by its simplicity. Caretaker speech is more grammatical, simple, and redundant than that of an adult. Learners require comprehension input.

1.9.2. The role of the listener in the interaction

As we investigate listening comprehension in interactive settings, this line investigates the role of the listener in oral communication. Brown and Yule (1983, p. 258) distinguished two types of listening: one is "transactional listening ", in which the listener aims to achieve a successful transfer of information without interrupting and explaining the speaker' utterances. The other is "interactive listening ", in which listeners try to resolve communication issues verbally or non- verbally, demonstrate understanding, or non-understanding, or take responsibility for turn-taking.

According to Goffman(1981, p. 147), there appear to be universal elements in conversation, even though interlocutors have diverse speech styles based on the social context to which they belong:

Opening**:** all societies have developed routine ways of beginning conversations; Turn-taking**:** all groups have delicate system for determining who gets to talk first; Closing**:** all societies have ritual ways of drawing conversation to a close; Back-channeling signals**:** we have all developed verbal and non-verbal systems for the listener to give feedback to the speaker.

Repair systems**:** all social groups have ways of repairing a conversation if understanding breaks down.

Listeners share responsibility for all these aspects in conversation. They use non-verbal cues or with verbal feedback to indicate when a conversation begins and ends. They are responsible for comprehension and confirmation checks, clarification requests, or queries in order for listener and speakers to maintain conversation in a collaborative manner. According to Rost (1994, p. 333), listeners give back-channeling cues verbally such as "oh, I see", and "really ?", or non-verbally such as head nods, furrowed brow, narrowed eyes, arched eyebrows, and enlarged eyes to indicate that they are following the speaker. Back-channeling cues are also useful for demonstrating to a speaker the listener's understanding and non-understanding. "Successful conversation necessitates active participation on the part of listener, and successful listening entails considerably more than language-processing.

In addition, when turn-taking occurs, listeners switch to the role of speaker by supplying appropriate back-channeling signals which should be taken with caution as a reliable indicator of a listeners' understanding. They are also useful for keeping the conversation going and indicating the listener's understanding and non-understanding.

2.   Teachers' Accents

2.1.   Definitions of native and non native

Davies (2004) defines "nativeness" as (a) childhood language acquisition, (b) comprehension and production of idiomatic forms of the language, (c) understanding regional and social variations within the language, and (d) competent production and comprehension of fluent, spontaneous discourse. Given that all but the first of these tenets can be acquired or learned after childhood, one could argue that the only unchangeable difference between a native speaker and a non-native speaker of a language is childhood acquisition. Yet, as we will see below, the native/non-native distinction pervades English language teaching (ELT) ideology (Arva & Medgyes, 2000; Moussu & Llurda, 2008), perpetuating inequality between the two groups (Canagarajah, 1999). The terms native and nonnative are used in this study because the distinction between them is the primary focus of this research. The use of these terms, however, is not intended to give legitimacy to the distinction, which we frame as an artificial and disempowering construct (BruttGriffler & Samimy, 2001).

2.2.   Varieties of English or accent

When discussing English variations, it is important to remember that most linguists agree that there is no perfect variety of English (Widdowson, 1993; Nayar, 1994; Kramsch, 1995). The conventional perspective of English language acquisition is that a native English speaker is the best teacher (Kachru, 1992; Phillipson, 1992; Brown, 1994; Braine, 1999; Canagarajah, 1999 Kamhi-Stein, 2004, McKenzie, 2008). Current research, however, indicates that many EFL students do not have easy access to native speakers and, in fact, prefer nonnative English (Bisazza, 1982). This is frequently due to nonnative speakers adopting pronunciation elements that learners are accustomed to. To be successful in improving listening skills, learners must be exposed to a variety of English, including nonnative English speakers. Even native English speakers may need to learn new dialects in order to fully understand what people are saying in different parts of the world, as well as to communicate effectively in international settings where the use of North American, British, or Australian colloquialisms may be inappropriate (Brown, 1994).

Although some linguists, such as Kachru (1992), still believe Standard British English (SBE) to be the only valid variant among the multiple varieties of English, the accepted perspective would include: British, American, Australian, and Canadian accents. However, British, American, Australian, and Canadian varieties have become so common that they have recently

been "incorporated" into the new TOEIC (Test of English for International Communication) listening exam to reflect types of English that are taught and spoken in the international workplace. As a result, the TOEIC test is more valid as an international communication (ETS, 2008). Canagarajah (1999) would argue that this list is not representative of all kinds of English since it excludes instructors from post-colonial settings such as India and Hong Kong. This rejection brings us to the dispute of what constitutes native speaker versus a nonnative speaker.

2.3.   Native or Non-Native in EFL

Perceptions on the Ground Because native-like English proficiency has long been regarded as virtually unattainable after childhood (Birdsong, 1992; Felix, 1987), native speakers are regarded as the final arbiters of what constitutes correct or acceptable language (Braine, 1999). However, according to Kramsch (1997), native speaker speech is inevitably influenced by geography, occupation, age, and social status, and that "standard" forms of English are the exception rather than the norm. According to Paikeday (1985, cited in Kramsch, 1997, p. 362), the idea of the native speaker as the ultimate authority on linguistic correctness is a "convenient fiction, or a shibboleth."

Furthermore, English is now used as a lingua franca between speakers of English as a second/foreign language, including approximately 800 million users in Asia (Bolton, 2008), rather than for non-native speakers to communicate with native speakers. According to Kirkpatrick (2010), the idealized native speaker is becoming less relevant as a model for L2 learners, and the ability to communicate with other L2 users is becoming far more valuable (cf. Cook, 2005). Kirkpatrick believes that the best linguistic benchmarks should come from bilingual or multilingual speakers who use English as a lingua franca in regional contexts.

Nonetheless, the "convenient fiction" that native speakers are the ideal English language teachers persists in the English language teaching profession (cf. Wang, 2012), and teachers who are not native speakers are viewed as inadequate educators. This perception limits non-NESTs' job prospects: Clark and Paran (2007) discovered that 72.3 percent of employers made hiring decisions based on native-speakerness in a study of 90 higher education institutions in the United Kingdom. According to Canagarajah (2005), the motivations for this marginalization are economic and political rather than linguistic or pedagogical. They maintain a hegemony that benefits educators, academics, language institutes, and publishing companies in the Center

countries where English is a national or official language (Kachru, 1986). These individuals receive higher pay, more prestige, textbook sales, research funding, and management and academic positions. Non-NESTs in periphery communities (where English is taught and learned as a foreign language) are relegated to "pariah status" (p. 284), disempowered by their reliance on Center educators, institutions, teacher-trainers, and publishers. This "inferior language teacher" paradigm has the potential to undermine non-NESTs' professional confidence.

According to Seidlhofer (1996), 57 % of 100 non-NESTs polled said that being a non-native English-speaking teacher made them feel insecure rather than confident in the classroom. Even non-NESTS who do not share the dominant viewpoint frequently struggle against it throughout their careers (Braine, 1999; Canagarajah, 2005).

2.4.   Research Into NESTs and NNESTs

This section looks at existing research on native and nonnative English-speaking teachers, starting with NESTs. Mahboob's (2003) study of 32 students enrolled in an intensive English program at a U.S. college revealed a variety of viewpoints: NESTs were thought to have good oral skills, a large vocabulary, and knowledge of their own culture, but they frequently lacked grammar skills and had difficulty explaining complex items (Lasagabaster & Sierra, 2005). They were perceived as having little language learning experience and a lack of language knowledge. On June 29, 2015, a guest downloaded Walkinshaw and Duong 3 teaching methodology. According to Benke and Medgyes' (2005) study of 422 Hungarian English learners at various institutions, native-speaker teachers were perceived as friendly and lively, good models for imitation, and skilled at encouraging learners to speak. However, NESTs' speech could be difficult for L2 learners to understand, and the majority of NESTs' diverse linguistic and cultural backgrounds sometimes hampered learning. In a study of 76 English learners at a university in the Basque Autonomous Community in Spain, Lasagabaster and Sierra (2005, p. 230), discovered a clear preference for NESTs in the areas of pronunciation, speaking, and listening, but not in more systematic aspects of the language such as lexis and grammar because "sometimes they don't have the knowledge to explain it".

Wu and Ke (2009) investigated the attitudes of 107 Taiwanese university students toward NESTs in the Asian context. The majority of respondents saw native-speaker teachers as approachable, informal, and encouraging to students. Respondents preferred NESTs as pronunciation models rather than formal educators. Han's (2005) small-scale investigation of

the Korean context suggested that NESTs may be perceived as lacking insight into the local educational context and failing to establish rapport with students. We will now look into non-native English-speaking teachers' research.

Non-NESTs were valued in Mahboob's (2003) study for their own experience as language learners, strict adherence to methodology, and hard work, but they were perceived as having poorer oral skills and inadequate knowledge of "Western" cultures than NESTs. Pacek (2005) investigated the perspectives of 89 English learners from various countries studying at a university in the United Kingdom; these students generally valued their non-NESTs' pedagogical expertise, metalinguistic awareness, and interpersonal skills. One respondent stated that "the teacher's personality, not nationality," was important (Pacek, 2005, p. 254). Similarly, in Liang's (2002) U.S. study of students' attitudes toward teachers' native or non-native accents, 20 English as a second language (ESL) students were more concerned about teachers being engaging, prepared, qualified, and professional than they were about accent. Non-NESTs set a lot of homework, plan their lessons thoroughly, prepare students well for exams, and consistently check for errors, according to Benke and Medgyes' (2005) respondents in Hungary—all things valued by students, parents, and administrators in the local educational context. Non-NESTs were also preferred by Hungarian English learners for learning about complex grammar, partly because non-NESTs could explain grammatical items in the students' first language (L1) if necessary (cf. Cook, 2005), and partly because non-NESTs' learned knowledge of grammar rules enabled them to give cogent, comprehensible explanations (Seidlhofer, 1996).

Non-NESTs were valued as models of successful second language learners in other studies (Cook, 2005; Lee, 2000), and they were sympathetic to the difficulties faced by students struggling to master the L2. (Arva & Medgyes, 2000). Several studies have looked into Asian English learners' attitudes toward non-NESTs. Cheung and Braine's (2007) study of 420 Hong Kong students revealed a generally positive attitude toward non-NESTs, whose perceived effectiveness was comparable to that of native-speaker teachers. They also demonstrated knowledge of English language usage, positive personality traits, the ability to code-switch for complex explanations, and knowledge of their charges' educational and cultural backgrounds.

The 65 Chinese college students in Liu and Zhang's (2007) study were excited about learning with Chinese English teachers, whom they perceived to be more organized and prepared than their NEST counterparts. Foreign teachers' classes, on the other hand, were perceived as friendlier and less stressful. Todd and Pojanapunya (2008) investigated and compared 261 Thai

English learners' explicit (i.e., conscious) and implicit (i.e., below the subject's awareness) attitudes toward NESTs and non-NESTs. Despite having more positive feelings toward non-NESTs, subjects explicitly preferred NESTs as language educators. Nonetheless, testing their implicit attitudes revealed no clear preference or positive feeling for either type of teacher. Todd and Pojanapunya (2008) conclude that, despite having prejudiced attitudes toward one type of teacher, students' actual behavior as language learners would be identical with either type of teacher.

Todd and Pojanapunya (2008) conclude that, despite having prejudiced attitudes toward one type of teacher, students' actual behavior as language learners would be identical with either type of teacher. To the best of our knowledge, Walkinshaw and Duong (2012) conducted the only study in Vietnam, in which they elicited Vietnamese university students' evaluations of nativespeakerness in comparison to other qualities or skills that characterize a competent language teacher. In the Japanese context, most studies have focused on teachers' perspectives on the issue rather than students'. Shibata (2010) investigated the attitudes of Japanese high school English teachers toward non-native English speakers as assistant English teachers. She discovered that junior high school teachers (n = 24) were more accepting of non-native teachers than senior high school teachers (n = 51). Butler (2007) polled 112 Japanese elementary school teachers about their attitudes toward native English-speaking teachers.

 NESTs were said to be the best at teaching English at the elementary level by 60% of those polled. Chiba, Matsuura, and Yamamoto (1995) investigated 169 Japanese university-level English learners' perceptions of native and non-native accents. As a result, the current study is significant because it provides learner-focused insight into the Vietnam and Japan contexts.

2.5.   Students attitudes towards EFL NS and NNS accents

Over the last few decades, there have been a lot of researches on people's attitudes toward accents and pronunciations. Accents have been studied in relation to academic communities' identity and participation (Morita, 2004), learners' ethnic group affiliations in EFL contexts (Gatbonton, Trofimovich, and Magid 2005), social pressure and identity negotiation (Lefkowitz and Hedgcock 2006), learners' identity and motivation (Feyér, 2012), and a variety of other relevant concepts and areas of research.

 Learners' favourable attitudes toward NS accent(s) and unfavorable impressions of NNS accent(s) have been primarily suggested by this long and rigorous thread of study into accent

and pronunciation (e.g., Cenoz and Lecumberri 1999; El-Dash and Busnardo, 2001; Kim, 2008; Majanen, 2008; McGee, 2009; Soukup, 2011; Hartshorn, 2013; Walker and Zoghbor, 2015). Nevertheless, EFL students evaluate foreign-accented speech adversely regardless of whether it is comprehensible, according to Kim (2008), showing that intelligibility and foreign accent are two separate and independent difficulties.

However, Bresnahanet et al. (2012) found that intelligibility had a favorable impact on learners' opinions regarding NNSs' accented speech. Furthermore, most studies imply that language learners have negative attitudes toward non-native English teachers, preferring native English teachers or native-accented who are non-native English teachers (Timmis, 2002; Butler, 2003; Hartshorn, 2013). For example, Scales et al. (2006) investigated native and non-native English accents from the perspectives of 37 English learners and 10 American native speakers. The findings revealed a considerable preference for NS accents, as well as a striking link between the easiest to understand accent and the one selected by the participants. The majority of the participants, on the other hand, were unable to detect the accents that they desired. This finding is interpreted by Scales et al. (2006) as a mismatch between learners' desires and their genuine achievement. Language teachers, as well as students, have negative attitudes about nonnative-accented speech. For example, Sifakis and Sougari (2005) discovered that Greek EFL teachers have negative, stereotypic, primarily NS norm-bound attitudes against NNSs' pronunciation.

Jenkins (2005) discovered that nonnative English-speaking teachers (NNESTs) showed serious reservations about identifying themselves as legitimate English users. Accent must be regarded as a decisive criterion in NNS instructors' employability from the perspective of learners, with NS accent as a good feature for teachers, according to research (Alenazi 2012). Also researchers have also attempted to uncover the reasons why students dislike NNSs' accents. Baugh (2000) cites examples of contempt, racism, mockery, and prejudice directed at foreign-accented English speakers with "strange accents." This conclusion is supported by research conducted in Inner Circle situations such as the United States, where NSs have been reported to define NNS English variations as "accented," "broken," and "small" (see Lindemann2005).

In different contexts, including as Oman (Soukup 2011) and Denmark (Jarvella et al. 2001), the elegance and attractiveness of the NS accent has been noted as a source of learners' favorable attitudes toward it. In a study of Hong Kong English learners' views toward different varieties of English, Zhang (2010) discovered that the Hong Kong English accent (HKed) was seen with solidarity, despite the fact that American English was the favored variation. Such views, according to Zhang (2010), exhibit "linguistic self-hatred". Despite a substantial body of

research on learners' attitudes toward and perceptions of accent, as well as whether and how it connects to learner identity, this problem has yet to be thoroughly examined in the Expanding Circle context of Iran.

 To put it another way, the study intends to give students a voice on the problem of accent and its relationship to identity, since it is considered that students' voices have gone unnoticed (see Timmis 2002). Recently researchers have recently become interested in the relationship between identity and pronunciation in a variety of circumstances. For example, Waniek et al. (2015) looked into how willing Polish students were to exhibit their identity through their foreign accents. In another study, Levis (2017) proposed that, while students' beliefs were more inclined toward NEST teachers as better fitting pronunciation classes, their beliefs could be modified by stressing "professionalism as key to effective pronunciation teaching" in another study motivated by a lack of research into learners' beliefs about the qualities of pronunciation teachers. The study's four-fold goal was to investigate the following topics from the perspective of Iranian EFL learners: (a) perceptions and attitudes toward pronunciation and accent, (b) the importance of pronunciation and accent for communication, (c) the fact or that impact on pronunciation or accent, and (d) how accent is conceived as related to one's identity.

2.6. Students' perception of native and nonnative teachers in the EFL context

Doançay- Akuna's (2008) study in EFL context was aimed to explore self-perceptions of 21

Non-native English teacher educators at a university in Turkey. The study focused on the participants' language skills, professional concerns, and their perception of their place as non-native speakers in the ELT. 41% of teacher educators said they had no issues with language use. The majority of individuals who had only lived and worked in Turkey expressed a desire to enhance their English in terms of colloquial idioms. Almost half of the interviewees described their English competence as "native-like" while around a third described it as "native-like."

In Turkey, native speakers are preferred for English teaching employment, according to half of the respondents. Nonnative speaker status was not seen as a disadvantage by 43% of the teachers. The key benefits they cited were NNESTs' professional training and knowledge with the local teaching setting. Nonnative teachers are frequently unconfident in their English competence, according to 29% of the subjects who saw their nonnative speaker status as a disadvantage.

Atay (2008) investigated the worries of 116 Turkish prospective English instructors about their future employment. The majority of the participants agreed that native teachers have greater benefits than nonnative teachers when it comes to teaching English and the culture of English-speaking countries, as evidenced by the interviews. Only a few prospective instructors stated that nonnative teachers are more knowledgeable about their pupils' cultural backgrounds and are better able to locate themes that are familiar to them. All of the teachers in the survey sought to improve their English skills to the level of a native speaker, which they characterized as "oral competency" which includes fluency and a lack of accent.

Furthermore, Ozturk and Atay (2010) did a follow-up study on the above-mentioned research to see if prospective teachers' opinions changed once they began teaching in diverse ELT environments. In-depth unstructured interviews with three female Turkish English teachers were conducted as part of the research. The interview revealed that these teachers felt unconfident and inferior to native speakers in terms of accents and pronunciations. Therefore, affecting their students' confidence and inability to positively influence their accents development.

Conclusion

The importance of listening comprehension and the crucial role of authentic pronunciations/accents in acquiring/understanding a second/foreign language cannot be denied. Therefore, this chapter shed light on listening comprehension, its types, and its strategies as well as the impact of accents on students' comprehension, mainly, on how nonnative teachers' accents affect learners' listening comprehension.

Chapter Two: An Investigation Into the Influence of NNETs Accents on EFL Teaching/Learning

Introduction

3. Research Design

3.1. Target Population and Sampling

3.2. Research and Statistical Tools

3.2.1 Students' Questionnaire

3.2.2 Classroom Observation

4. Results

4.1. Findings and Discussions of The Students' Questionnaire

4.2. Findings and Discussions of The Classroom Observation

4.3 Overall Discussion

Conclusion

Introduction

The following chapter is devoted to the presentation of the employed methodology, tools of the research and the analysis of the data. Then we will conclude with a discussion of the results. Firstly, we start by introducing the population of the study. Secondly, we describe, analyse and interpret the information collected from the questionnaires and observation, to help us confirm or refute our hypothesis about the impact on nonnative teachers' accents on EFL students' listening comprehension. We provide two sections; the first one is for the analysis of the questionnaire administered to students as well as the classroom observation, and the second one with the presentation of our research findings.

3. Research Design

One of the main components to successfully carry out a study is a solid plan to follow and base our study on. This plan is referred to in research methodology as the research design, Trochim (2005), claims that "a research design provides the glue that holds the research project together. A design is used to structure the research, to show how all of the major parts of the research project work together to try to address the central research question." Having said that, this research design consists/contains the methods and tools used to investigate the central question on a population and a respective sample.

A mixed method was used in this study to try to achieve the research goals and objectives. In addition to a descriptive research survey that is considered to be the root of this study. Furthermore, an observation was carried out to yield the qualitative data needed to solidify our information about the researched questions.

3.1. Target Population and sampling

The choice of the target population is crucial in the process for conducting a study, the same thing goes for the sample which is not any less important. The population of the study are 140 freshmen students of English at the department of English – Bordj Bou Arreridj University. The sampling was carried out using non probability sampling - random sampling technique. A total sample of 71 students of English have been chosen to be a part of this study.

The main purpose for choosing first year students of English as a population is their limited but constant exposure to English as a foreign language as it is used to teach them their

subjects/modules, as well as their knowledge of English as a medium of instruction in addition to it being used in movies, music, etc.

3.2. Research and statistical tools

In this study, we chose and applied a questionnaire to gather the necessary data, the questionnaire was administer and distributed to first year students of English at the department of English – Bordj Bou Arreridj University using Google forms platform. The participants were informed about the aims of this questionnaire and how to complete it. Their identities were kept anonymous to ensure the integrity of the study.

Also, an observation was an important tool to gather data in the field, seeing the real interaction of the teachers/students and evaluating the instructions used to teach the listening skill, as well as the accents involved and the pronunciation used in the process. With a total of 5 sessions attended for each of the five teachers chosen for the empirical research and the field investigation.

3.2.1. Students' Questionnaire

The questionnaire was designed for first year students of English at the department of English – Mohamed El Bachir Al Ibrahimi - University – Bordj Bou Arreridj.

At the beginning of designing this questionnaire, we have constructed 15 questions as the first draft, and then in the final version, the number was reduced to 12. We designed the questionnaire to be randomly answered by first year students, however, when checking the answers, we only had 71 fully answered forms. The students' questionnaire was divided into 2 sections, the first section attempted to gather general information about the students, whereas the second section tended to shed light on their process of learning listening and more particularly on their exposure to different accents, namely native and non-native accents.

3.2.2. Observation

The classroom observation has been designed to collect qualitative data about teachers' behaviors in the classroom, following these items:

Teacher's accent, Teachers' pronunciation, The Use of Authentic Listening Tools, Students' Feedback

Teachers' behaviors were measured following an observation chart. Each of the teachers were observed five different times while performing their lessons. Their actions were then collected

and measured according to the mentioned above items and ranked as follows: Teachers' accent: 1- Native like (NL); 2- Fluent Accent (FA); 3- Academic Accent (AA); 4- Non-Native Like (NNL); 5- Algerian Accent (ALA). Teachers' pronunciation: 1- Level 1(A2); 2- Level 2 (B1); 3- Level 3 (B2); 4- Level 4 (C1); 5- Level 5 (C2). The Use of Authentic Listening Tools: 1- Prerecorded audios; 2- Videos; 3- Songs; 4- Radio shows; 5- Prerecorded conversations. Students' Feedback: 1- Present; 2- Absent

The 5 participants in the observation were assigned unique codes Teacher 1 (T1); Teacher 2 (T2); Teacher 3 (T3); Teacher 4 (T4); Teacher 5 (T5). Other codes were also assigned, namely: Triple slashes /// representing emptiness, then X accounting for occurrences.

4.   Results and Discussion

4.1.   Questionnaire

4.1.1. Section 01 Listening Comprehension

4.1.1.1.   Listening Level

Learning Level	N	%
Elementary level	3	4.2%
HighSchool level	28	39.5%
University Level	5	7.0%
Others	35	49.3%

Table 01: Learning Level
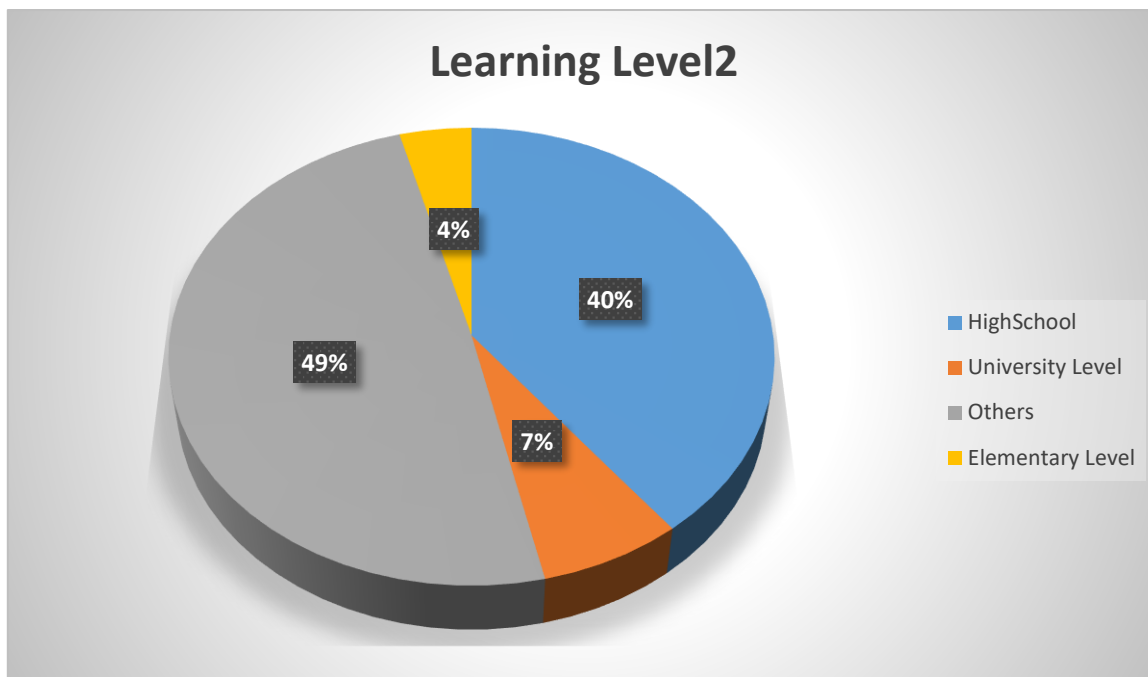
Graph 01 : Learning Level

The table/graph above reveal the learning levels found in the sample. It clearly shows that students have learnerd English from other sources which dominated by a percentage of 49.3%, on the other hand 39.4 % have learned English at the highschool level. As for the "University level" and "Elementary level", they depict a low percentage of 7.0% and 4.2%.

4.1.1.2. Language Skills

Skill	N	%
Reading	5	7.0%
Writing	15	21.3%
Listening	16	22.5%
Speaking	35	49.2%
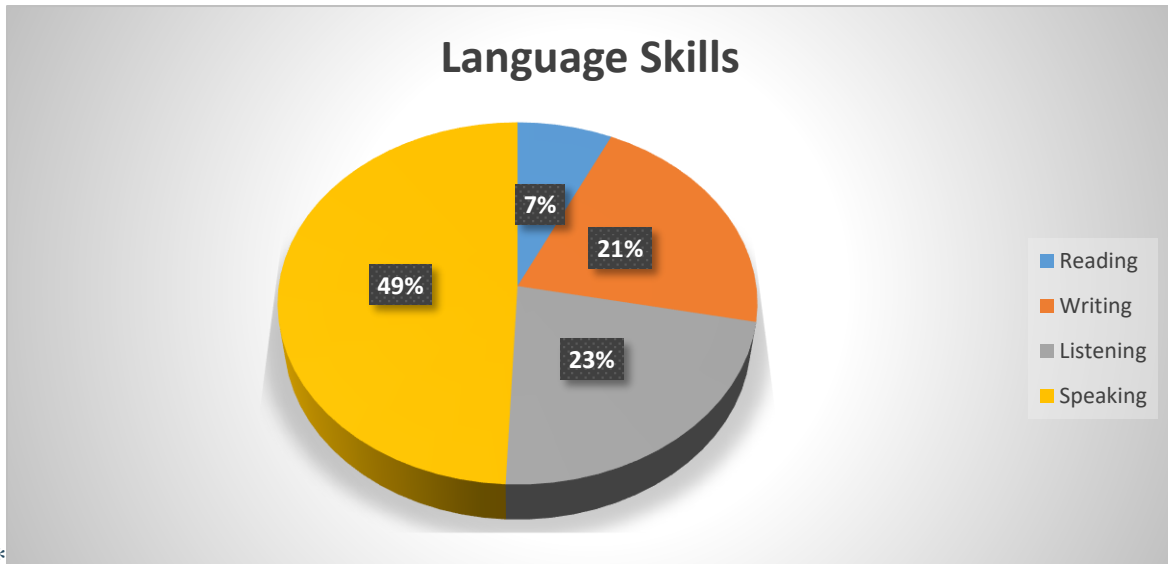
Graph 02: Language Skills

From this question, we sought to know which skill is used the most, it is crucial to say that speaking is the board leader by 49%. The less skill used is "Reading" by a percentage of 7.0%. In other hand, "writing" and listening approximately the same, by a percentage of 21.1% and 22.53%.

4.1.1.3. Listening Activities

Listening Activities	N	%
Rarely	14	19.7%
Almost Never	17	23.9%
Never	20	28.1%
Sometimes	10	14.3%
Often	8	11.2%
Usually	2	2.8%
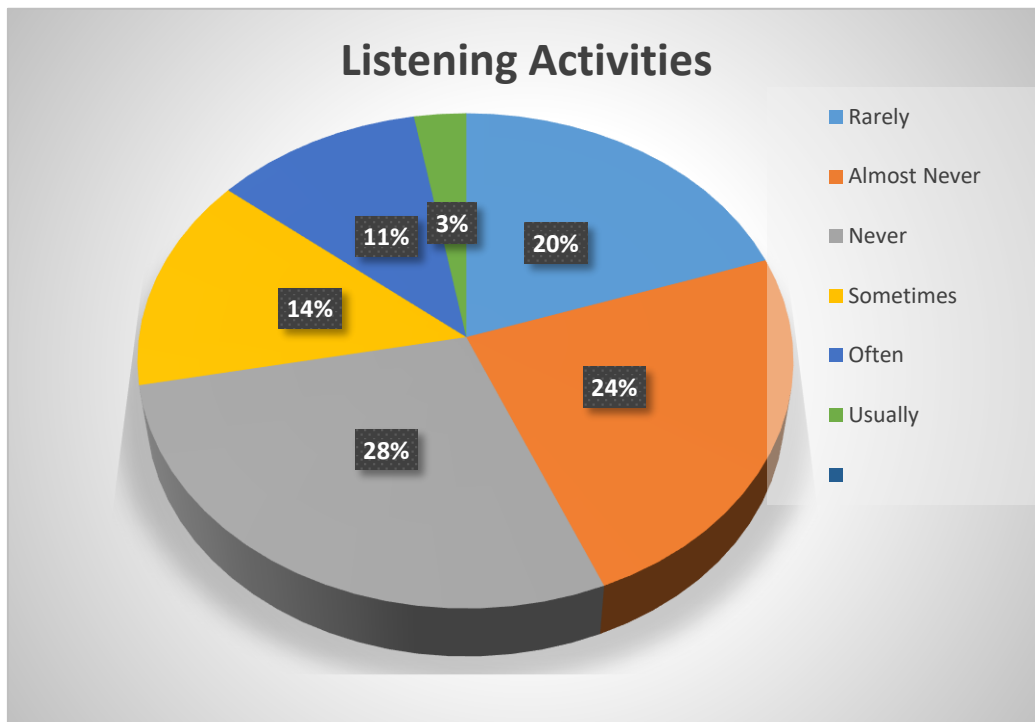
Graph 03: Listening Activities

Based on the results displayed in table 03, it is noticed that just a minimal number of teachers 2.8% usually test their listening comprehension through listening activities, however, the majority 28.1% never and 23.9% almost never do that. Only 11.2% among teachers use listening activities often. Others 14% sometimes use them the rest rarely use listening activities to test student's comprehension 19.7%

4.1.1.4. Listening Tools

Listening Tools	N	%
Computers	24	33.8%
TV	15	21.1%
Radio	2	2.81%
Tape Recorder	14	19.7%
CD-Player	6	8.4%

Other	10	14.2%

Table 04: Listening Tools
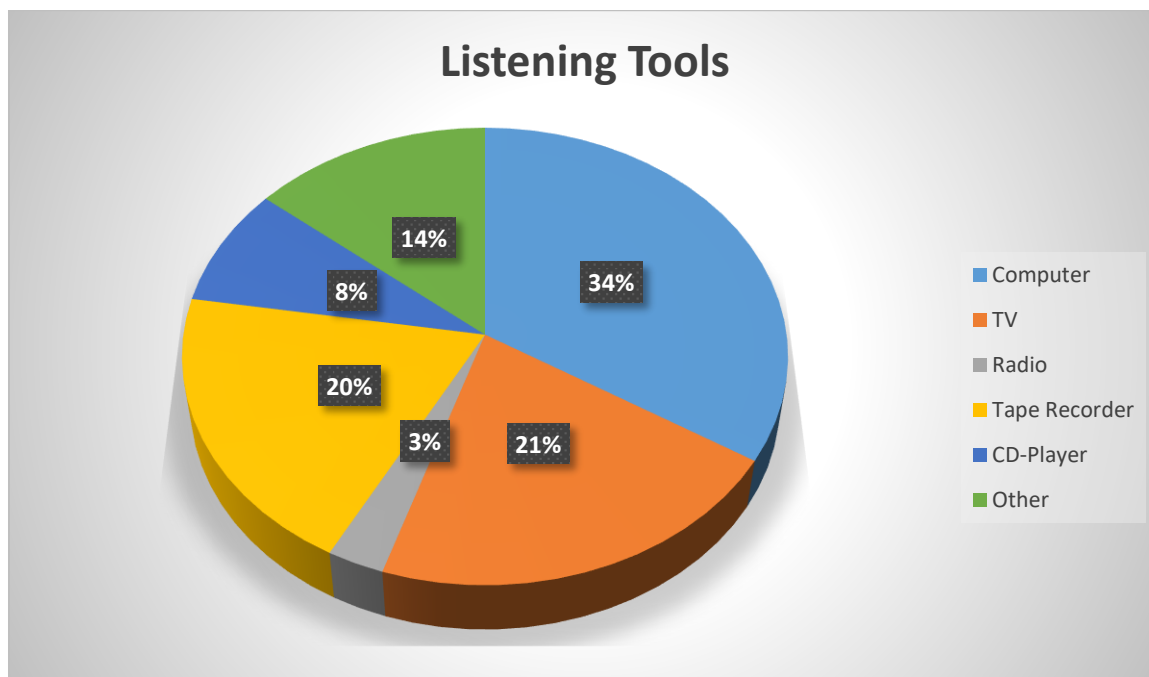
Graph 04: Listening Tools

The table above tried to highlight the main tools used by students to practice their learning skill, the results show that 33.8% use computers to practice their listening, meanwhile, 21.1% use TVs and 19.7% use Tape recorders as a learning tool.

4.1.1.5. Enhancing Listening Skills

Enhancing Listening Skills	N	%
Yes	64	90.1%
No	7	9.9%

Table 05: Enhancing Listening Skills

Graph 05: Enahncing Listening Skills

The table/graph above, reveals that the majority of students agreed that the previous techniques have improved their listening skills, where 90.1% said yes and only 9.9% said no.

4.1.1.6.   Listening Techniques

Listening Techniques	N	%
Series	41	57.7%
Chatting Online	12	16.9%
Talking to a Native	6	8.5%
Others	12	16.9%

Table 06: Listening Techniques
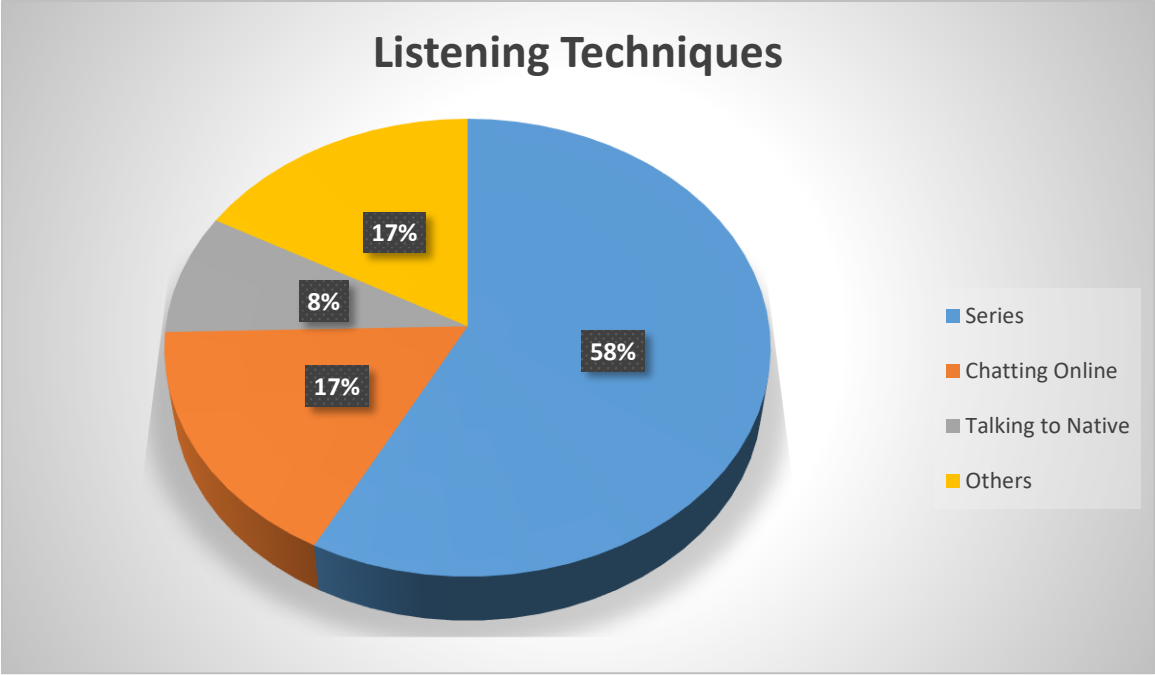
Graph 06: Listening Techniques

According to the results shown in the table/graph above, the most technique chosen by students to improve their listening skill is watching series by a percentage of 57.7%. However, approximately 17% chat online and using other techniques or methods. Whereas, most of students could not find a native speaker to practice with.

4.1.1.7. Improving Listening Skills

Improve listening skills	N	%
Yes	48	67.6%
No	23	32.3%

Table 07: Improving Listening Skills
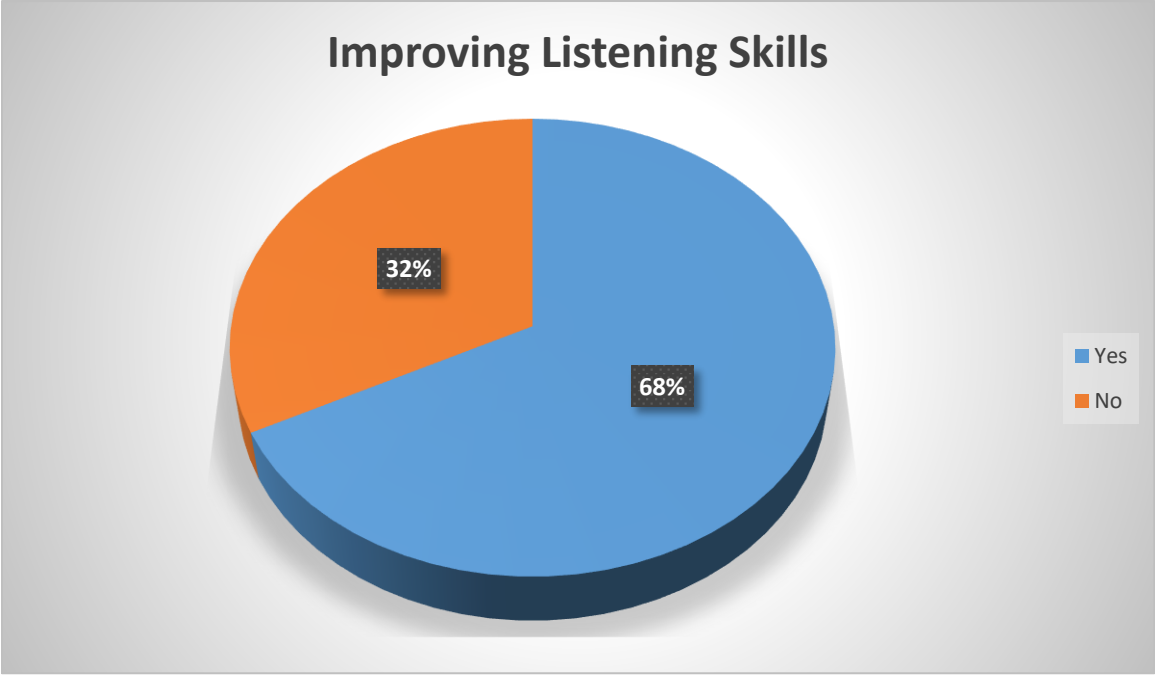
Graph 07: Improving Listening Skills

As it shown on the table/graph, that the positive response is dominated by 67.6%. Whereas only 32.3% chose the negative response.

4.1.2. Students' Exposure to NEST and NNEST

4.1.2.1. Teachers' Accent Comprehension

Teachers' Accent Comprehension	N	%
Yes	19	26.7%
No	52	73.3%

Table 08: Teachers' Accent Comprehension
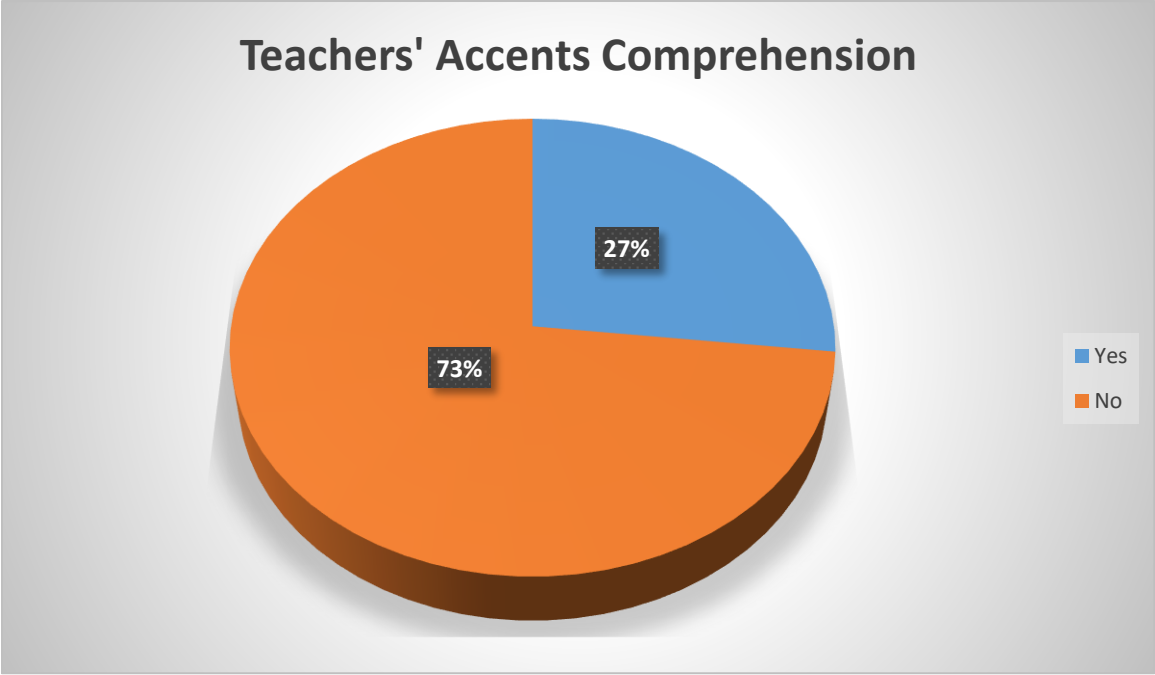
Graph 08: Teacher's Accent Comprehension

The data from this question presents that the majority of students (73.23%) did not fully understand their teachers' speech and face difficulties in understanding them. On the other end 27% show a difference in opinion.

4.1.2.2.   Exposute to Native Speakers

Exposure to Native Speakers	N	%
Strongly Agree	21	29.8%
Agree	24	33.8%
Neutral	10	14.0%
Disagree	9	12.6%
Strongly Disagree	7	9.8%

Table 09: Exposure to Native Speakers
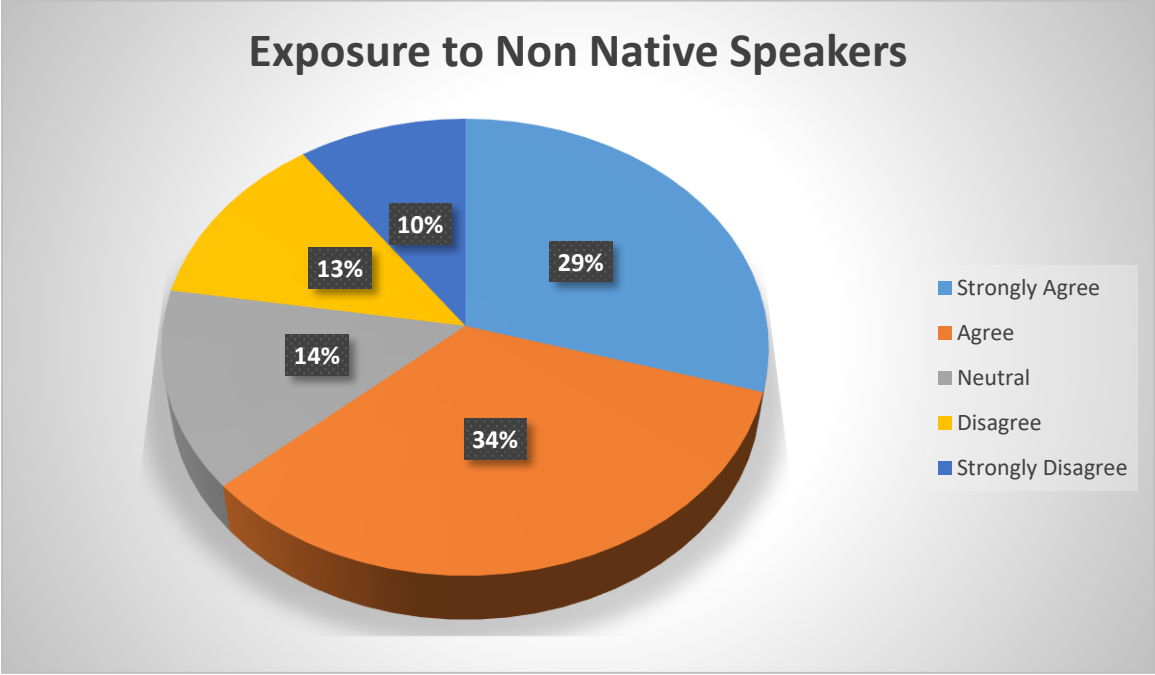
Graph 09: Exposure to Non Native Speakers

Based on the results displayed above, it is noticed that more than the third of students (33,8%) declare they are just agree with talking to native-speaker improve their listening skill, while an important percentage (29,8%) of students are strongly agree with it. As well (14%) of students show to be neutral. However, the minority of students (9,8%) are strongly disagree. whereas (12,6 %) state they are just disagree.

4.1.2.3.   Negative Influence of NNESTs Accents

Negative Influence of NNESTs Accents	N	%
Yes	52	73.2%
No	19	26.7%

Table 10: Negative Influence of NNESTs Accents
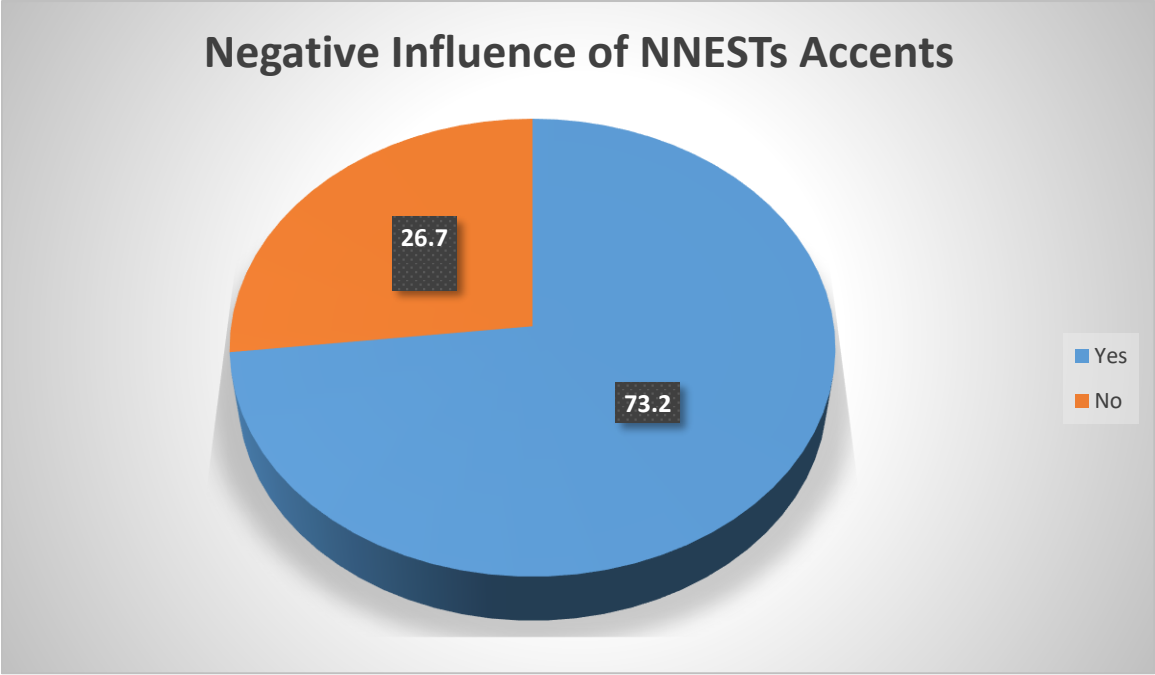
Graph 10: Negative Influence of NNESTs Accents

The table/graph above clearly depict that students get affected negatively from their teachers' accent 73.2%. Only 26.7% seemed they understood their teachers' accent.

4.1.2.4.   Classroom Comprehension

Classroom Comprehension	N	%
Yes	30	42.3%
No	41	57.7%
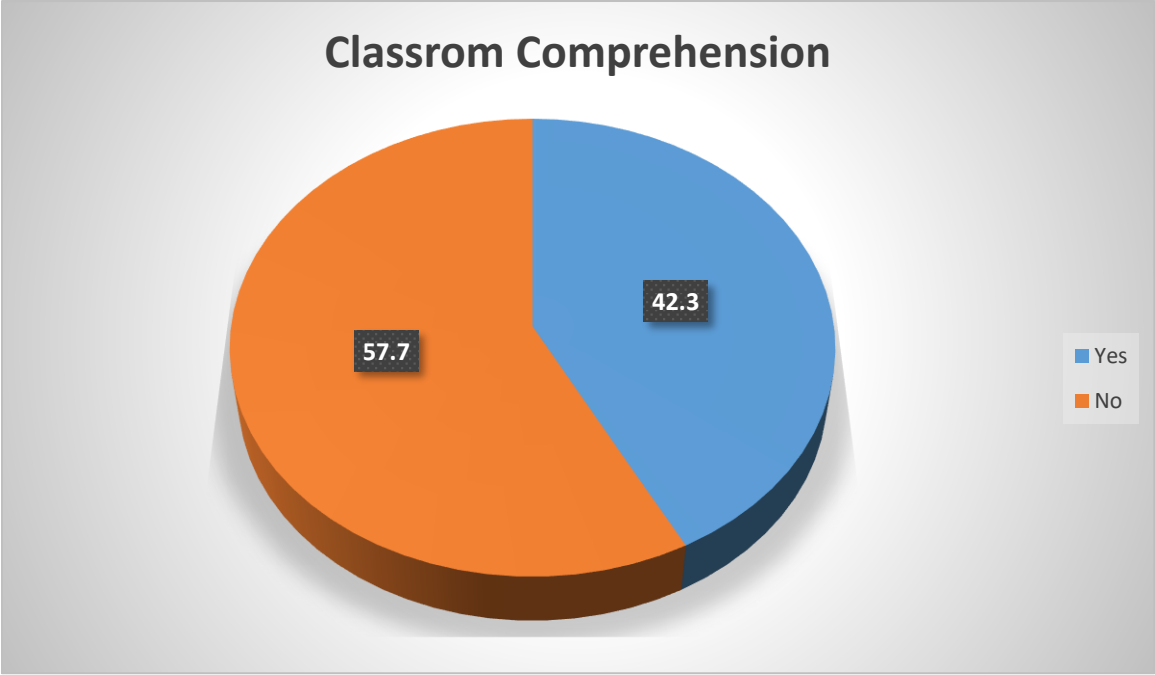
Graph 11: Classroom Comprehension

According to the data in the table/graph above, 57.7% of students answered affirmatively. However, 42.3 percent of them gave an unfavorable response.

4.1.2.5. Students' Bother of Non-Native Teachers' Accents

Students' Bother of Non-Native Teachers' Accents	N	%
Strongly Agree	13	18.3%
Agree	18	25.3%
Neutral	9	12.6%
Disagree	21	29.5%
Strongly Disagree	10	14.0%

Table 12: Students' Bother of Non-Native Teachers' Accents
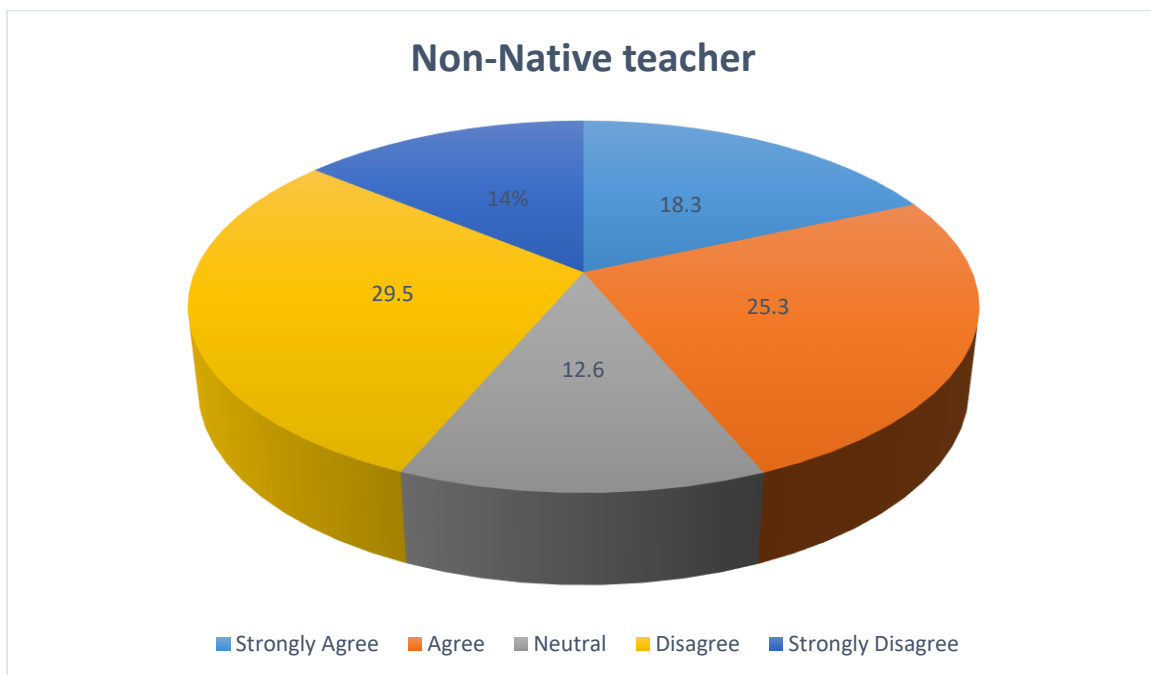
Graph 12: Students' Bother of Non-Native Teachers' Accents

The results displayed in table/graph above, demonstrate that the majority of students (29.5%) disagree that listening to non-native teachers with accented speech does not bother them. In the same vein, (14%) of the participants strongly disagree on the mentioned above statement. Moreover, (12.6%) of them are neutral towards it. On the other hand, (25.3%) of the participants agree with the latter and 14% of them were strongly agree.

4.2.   Observation

We attended and observed 5 teachers delivering 5 different lessons to record the following qualitative data: 1- Teachers' accents; 2- Teachers' and Students' Interaction; 3- The Use of Authentic Listening Tools; 4- Students' Feedback.

4.2.1.   Teachers' Accents

Teachers	Teachers' Accent				
	Native like (NL)	Fluent Accent (FA)	Academic Accent (AA)	Non-Native Like (NNL)	Algerian Accent (ALA)
T1		X			
T2					X
T3					X
T4		X			
T5					X

Table 13: Observation of Teachers' Accents

During our observation we noticed that 40% (2) of teachers; T1 and T4 have a fluent and a clear accent, whereas 60%(3) of them; T2, T3 and T5, used Algerian accents, which may eventually hinder students accents development.

4.2.2. Teachers' Pronunciation

Teachers	Teachers' Pronunciation				
	Level 1 (A2)	Level 2 (B1)	Level 3 (B2)	Level 4 (C1)	Level 5 (C2)
T1					X
T2			X		
T3			X		
T4				X	
T5			X		

Table 14: Observation of Teachers' Pronunciation

According to the gathered data from the above table 14, We noticed that teachers' accents are linked with their pronunciation, for instance, T1 and T4 both have an advanced pronunciation level and a fluent accent, on the other hand, T2, T3, T5 have an upper intermediate level "B2" that goes with the Algerian accent.

4.2.3. Authentic Listening Tools

Teachers	Authentic Listening Tools				
	Prerecorded Audio	Videos	Songs	Radio Shows	Prerecorded Conversation
T1	/	/	X	/	X
T2	/	/	/	/	/
T3	X	/	/	/	/
T4	/	/	/	/	/
T5	/	/	/	/	/

Table 15: Observation of Teachers' Use of Authentic Listening Tools

During all the observation sessions that we have attended, we noticed that authentic listening tools are rarely used in delivering the course information, this can be noticed from the 25 attended sessions, only 3 sessions have taught using authentic listening tools, namely, some songs with T1 and prerecorded audio from the T3 session.

4.2.4. Students' Feedback

Teachers	Students' Feedback	
	Present	Absent
T1	X	
T2		X
T3		X
T4	X	
T5		X

Table 16: Observation of Students' Feedback

According to the gathered data, we noticed an absence in the students' feedback in the majority of the sessions delivered by T2, T3, T5. However, we noticed the presence of feedback in the sessions carried out by T1 and T4.

4.3. Overall Discussion

A variety of questions were raised to highlight students' viewpoints towards improving their listening skills and their exposure to both native and non-native accents. From the data displayed in Table 2, and Graph 2, the participants indicated that among the four languages skills they wanted to improve was their listening skill.

However, when asked about their experience in learning English in Table 1/Graph 1, they said that they began learning English in non-academic institutions, meaning that students may have been studying English at a languages school or by themselves. Therefore, they may not have used academic listening techniques to improve their listening comprehension. Besides the latter, they stated in table 7 / graph 7 that they used series and other non-academic techniques to improve their skills, and the follow up answer in table 8/ graph 8 confirmed that these skills have indeed helped them.

In the second section, we wanted to see if their teachers' accents have influenced their listening comprehension. In table 3/12 / graph 3/12, they said that they face difficulties understanding what their teachers say because of their accents and they do not understand everything that is being said in the classroom as indicated in table 11/ graph 11. This goes with the data of the observation illustrated in table 16 where it is stated that feedback from students was absent during the delivered sessions.

Aside from the fact that students do not understand their teachers' accent, because they may not have perfected their accents, and in some instances they may have problems with their pronunciation, as depicted in the observation results found in table 14. Also students have not developed their listening skills appropriately using academic/scientifically proven techniques that would have permitted them to understand a variety of accents.

Still, their teachers never or almost never attempted to test their listening skills through listening activities as indicated in table 4 / graph 4, and table 16 in the observation, which might not have shown if they developed their listening skills, if they face difficulties understanding them, in other words, they have not received feedback about their students' listening comprehension (table 16). Nevertheless, these participants have indicated a strong desire to enhance their listening skill as shown in table 4 / graph 4 by using a variety of techniques such as the use of technologies, and T.V programs and being exposed to authentic accent from native speakers as indicated in table 9/ graph 9.

In a nutshell, students' accents and listening comprehension depend heavily on their teachers' accents and on using a variety of authentic techniques and strategies which involve exposing them to authentic accents, namely native accents, as well as constant testing to highlight the main difficulties they may encounter throughout their listening journey.

Conclusion

This chapter highlighted the reality of the importance of an authentic accent in developing the listening skills of the students. It also shed light on the integration of NEST and NONNEST at the University of Mohamed El Bachir El Ibrahim in relation to the listening skill level of freshmen students. A mixed method approach and the appropriate tools, namely, the questionnaire and the observation were used to achieve valid and reliable results about the relationship between, the teachers' accent, the students' listening comprehension, and authentic listening tools.

General Conclusion

Listening comprehension plays a major role in the process of language learning/acquisition, especially for EFL learners where language is a necessary component in their current and future status. However, according to previous studies in the field of language acquisition and language training; for a student to develop his/her listening comprehension he/she has to be exposed to authentic listening materials, which include a contact with native speakers.

The information gathered from the research highlighted a number of positive features of NEST in comparison to NNEST English teaching. The benefits of NESTs included using accurate pronunciation, having good English language proficiency, using standard English, providing opportunities for learners to practice English language, offering more interaction and discussion during classes, and creating an active and relaxed classroom environment. Participants generally agreed that NESTs may assist intermediate or advanced level English learners study better because of the aforementioned benefits.

Our study aimed at underlining the key challenges non native speakers' accents pose on EFL students' listening comprehension. The methodological approaches used in this study helped reveal that EFL learners' listening comprehension is indeed influenced by a variety of factors mainly, their teachers' accents. Among these challenges we cite:

- Absence of authentic listening materials

- Absence of feedback

- Lack of constant exposure to fluent/native accent during lectures

- Difficulties in understanding native speakers' accents.

- Troubles with language comprehension, namely pronunciation

To this end, the hypothesis set for this research has been confirmed, and there is a negative influence of NNEST accents on the listening comprehension of EFL students.

Academic Recommendations

The importance of listening comprehension in the teaching/learning process cannot be overlooked. Transmitting input has never been easy especially for freshmen students as frequent research and familiarity with new listening materials are necessary for teachers to ensure the successful registration of the reference pronunciation in the mental lexicon. Therefore, the findings support the following recommendations:

1- Teachers should devote some time to get familiar with new listening tools.
2- Teachers should get feedback during or after the end of the lesson to make sure that their students understood the lesson.
3- Teachers should read and gather information in regards to the listening comprehension development.
4- Teachers should expose students to authentic accents, which can be achieved by using audio files, podcasts and even education videos.
5- Teachers should try getting a clear pronunciation and accent.
6- Teachers should try new methods/approaches of teaching listening comprehension.

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Appendix

Appendix A: sample of the students' questionnaire

Dear First year student,

You have been randomly selected to participate in the current research work. We address you this online questionnaire to get pertinent information regarding your listening comprehension and your teachers' performance. Please, answer this questionnaire by ticking the correct answer.

Master two students,

Mohamed El Bachir El Ibrahimi

Bordj Bou Arreridj

Section one: Listening Comprehension

 1- In which level have you started learning English?

Elementary level

Highschool Level

University Level

Other

2- Which of the English language skills would you like to enhance?

Listening

Speaking

Reading

Writing

3- Is listening to your teacher's accent makes it difficult for you to make up what he/she says?

Yes

No

4- My teacher tests my listening comprehension through listening activities

Rarely

Almost never

Never

Sometimes

Often

Usually

5- Which of these tools you want to use to enhance your listening in the classroom?

Computers

TV

Radio

Tape recorder

CD-player

DVD-player

6- Do you want to enhance your listening skill?

Yes

No

7- Which of these techniques you use to enhance your listening skill ?

1-   Series

2-   Chatting online

3-   Talking to a native

4-   Others

Section two: Students' Exposure to NEST and NNEST

8- Have the techniques above improved your listening skill?

Yes

No

9- Talking/chatting with native speakers enhances my listening skill?

1-   Strongly Agree

2-   Agree

3-   Neutral

4-   Disagree

5-   Strongly Disagree

10- My teacher's accent negatively affects my general listening comprehension?

Yes

No

11- I understand everything that is said in the classroom?

Yes

No

12- Listening to a non native teacher with accented speech does not bother me

1-   Strongly Agree

2-   Agree

3-   Neutral

4-   Disagree

5-   Strongly Disagree

Appendix B: Sample of the Observation

Teachers' Accents

Teachers	Teachers' Accent				
	Native like (NL)	Fluent Accent (FA)	Academic Accent (AA)	Non-Native Like (NNL)	Algerian Accent (ALA)
T1					
T2					
T3					
T4					
T5					

Teachers' Pronunciation

Teachers	Teachers' Pronunciation				
	Level 1 (A2)	Level 2 (B1)	Level 3 (B2)	Level 4 (C1)	Level 5 (C2)
T1					
T2					
T3					
T4					
T5					

Authentic Listening Tools

Teachers	Authentic Listening Tools

	Prerecorded Audio	Videos	Songs	Radio Shows	Prerecorded Conversation
T1					
T2					
T3					
T4					
T5					

Students' Feedback

Teachers	Students' Feedback	
	Present	Absent
T1		
T2		
T3		
T4		
T5		

ملخص الدراسة:

يحتاج تعلم لغة جديدة أربع ملكات لغوية (الاستماع، المحادثة، القراءة والكتابة)، حيث أن ملكة الاستماع تمثل مهارة أساسية في عملية اكتساب اللغة، سواء ما تعلق باللغة الأم أو لغة ثانية أو حتى اللغات الأجنبية.من هذا المنطلق تأتي هذه الدراسة للبحث في أثر اللكنة الأصلية واللكنة الغير أصلية على ملكة الاستماع وفهم المنطوق بالنسبة لطلبة اللغة الانجليزية. من أجل تحقيق ذلك تم الاعتماد على منهجية تمزج بين المقاربات الكمية والكيفية، وتم استخدام الاستمارة كأداة رئيسية، إذ تم توزيعها على عينة عشوائية مكونة من 71 طالب سنة أولى لغة انجليزية مسجلين بكلية الآداب واللغات من مجموع 298 طالب يمثل مجتمع الدراسة. إضافة لذلك تم الاعتماد على الملاحظة كأداة ثانوية في البحث من خلال حضور خمس حصص مختلفة لخمس أساتذة يدرسون السنة الأولى لغة انجليزية. وأفضت الدراسة الى أن طلبة السنة الأولى يواجهون بعض المشاكل المتعلقة بطريقة النطق واللكنة المستخدمة من طرف الأساتذة، وهو ما يتفق مع نتائج الدراسات السابقة التي تبين أهمية لكنة اللغة الانجليزية الأم للأستاذ في تطوير فهم المنطوق وملكة الاستماع للطلبة. كما تشير نتائج الدراسة أيضا الى أن تلقي الطالب للكنة غير أصلية من طرف الأستاذ يطرح العديد من المشكلات التي تتمحور حول مهارات الاستماع، وهو ما يؤكد صحة الفرضية الخاصة بالدراسة ويحدد النقاط الأساسية التي يجب على أساتذة المحادثة التركيز عليها لتطوير طريقة نطقهم ولكنتهم.

الكلمات المفتاحية: أستاذ انجليزية باللكنة الأم, أستاذ لغة انجليزية دون اللكنة الأم, ملكة الاستماع, طالب لغة انجليزية, أستاذ لغة انجليزية