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IMPACT OF L2 PERFORMERS' ACCENT ON FOREIGN LANGUAGE LEARNERS LISTENING COMPREHENSION

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ABSTRACT

With the increasing demand for English language proficiency in today's global environment, comes a need for trained English teachers as a Second or Foreign Language (ESL/EFL). The majority of students in EFL classes are nonnative speakers of English. Non-native practitioners train them for English language. Their perfections and imperfections have very strong impact on the listening comprehension of the students. This particularly affects to the teaching of oral and aural skills both. There is a belief that accent of teachers in EFL classes can hinder ESL/EFL student listening success. This study will discuss that educational background and family background affect the language of learners. However, this study has discussed the effects of practitioners' accent on EFL students listening comprehension. This study very strongly focuses upon the importance of listening and accent. For language learning it is really very important to be understood by the students. That is only practice of listening which would enable students to be a critical listener. They would be efficient enough to decode the message and if concepts of the listeners would be clear then he could invite anybody for the discussion on different topics because his listening is clear and to be proficient in English language and to follow its accent one needs to listen natives through their teachers and practice EFL learners can also learn and speak English language well. Those who are taking English classes they must be sure about the accent of the language that they are going to utter inside the classroom.

INTRODUCTION

This study deals with the effects of non-native practitioners' accent on EFL students' listening comprehension. This study investigates the areas that affect the accent of non-native practitioner. It will highlight the importance of accent of non-native practitioners for EFL learners.

Accent is the distinctive manner of pronouncing a language associated with a particular region, social group whether of a native speaker or a foreign speaker, the phonetic and phonological aspects of a dialect. It is the formal or informal way in which a word is made sound when spoken. This act of utterance of non-native speakers is different than that of natives. English is Lingua Franca and it is used throughout the world for communication but the problem which is faced more in learning second language is listening comprehension. EFL students are those students who want to learn English as their second or foreign Language (EFL; English as Foreign Language). Language learning and accent are connected with each other in a complicated way. Listening, speaking, reading and writing are four skills through which a language is learnt. Among these four skills of language listening comes first. Whenever a child starts learning a language the first and the most important role is played by listening because first we listen and understand the language then we speak.

According to Braine, G. (1999) the majority of trained ESL/EFL teachers in the world are non-native speakers (NNSs) of English. English-language program administrators are facing hurdles because in the country, a lot of non-native practitioners of English language are looking for job. The significance of language cannot be denied. Looking at the growing demand for English teachers English-language program administrators have set a high bench mark that is why the teachers have to be more competent and efficient in using English language as their second language. They must get trainings to be proficient in English language because significance of language cannot be ignored in present age. The study on English language is conducted in Pakistan on various levels because it is not our own language. Practitioners deal it as second language or as foreign language.

This research will discuss that how EFL students' listening skill affect their language learning. There are certain difficulties in listening comprehension while learning a foreign language. The problem is that in some conditions listening is a reciprocal skill and on the very point students are unable to learn language. Most of the students who are part of these programs they are not native speakers of English but they learn English language as second language. This study will highlight the importance of accent of non-native speakers for EFL learners. That if they do not learn proficient use of language how far it would be a problem for them in their future. This study would show that how far efficiency of language is important for them in their social and educational career. This research will examine that how EFL students'

listening skill affects their language learning. This research will prove that listening skill affects the language competence of EFL learners the most.

Through previous research work it is stated that native accent is considered an inappropriate goal that is why nonnative practitioners keep understandable accent their goal. They just aimed at developing the communicative competence in the students. Though there has been some work done in context with the effects of nonnative practitioners' language on EFL learners but less attention has been given to the nonnative practitioners in the perspective of accent. Specifically, with reference to the city of Hafizabad, very less attention was given towards this problem.

LITERATURE REVIEW

Second language acquisition has always been challenging for EFL learners. Every skill in language learning is equally important. There remains a flaw in the EFL learners' comprehension of language because among these four skills listening is considered the least important skill to be focused upon. As according to Hamouda, A. (2013), "EFL learners have crucial problems in listening comprehension because universities pay attention to grammar, reading, and vocabulary. Listening and speaking skills are not significant parts of many books and teachers do not consider these skills in their classes instead they focus on the skill of speaking". It is highlighted in this quote that mostly speakers consider that it is wastage of time to spend most of the time on one skill of the language.

"Listening is much and more than hearing (Downs, 2008). One can hear, but may not listen". Listening and hearing both are considered different. Hearing is defined as the natural brain response to the sounds by which we are surrounded all the time and in this practice we do not need to put an extra effort. Whereas listening is something when we need to do focus on sounds and voices and notice what we should listen and understand.

Listening is all about understanding. This is how listening is defined by those who conduct study on language learning or by those who study about language learning. In a classroom, we observe the students who appear in the class assessment and teacher gives them instruction. They listen it attentively and after listening all the instructions they start to solve their assessment. After collecting the assessment when the students complete their assessment the teacher see a few students have not followed the instructions. They listen but sometime because of accent, speed, vocabulary and sentence structure which is used by teacher or the instructor in the class is not up to the level of the students. There remains a gap between listening and understanding if teacher does not communicate it properly. As it is said that, "one can listen, but may not understand (Broughton et al., 1978)".

Underwood (1989) discusses seven reasons of creating problems in efficient listening comprehension. First, listeners cannot control the speed of delivery. He says, " Many English language learners are of the view that the greatest difficulty with listening comprehension is that the listener cannot control how

quickly a speaker speaks" (Underwood, 1989). Second, listeners do not get time to repeat the words. This is one of the serious problems in the situation of learning. In the classroom, the choice of playing the audio twice or thrice is not of students instead this is the choice of teachers. Teachers decide what and when to repeat listening passages; however, it is difficult for the teacher to judge whether students have understood the audio or not (Underwood, 1989). Third, listeners do not have wide collection of vocabulary.

Phonemes and phonetics is the area which also causes problems in pronunciation and accent for EFL learners. There are so many sounds which cause errors in accent and pronunciation both. Sound of "r/t" is also one of the confusing sounds. Some sounds are to be pronounced with strong aspiration but it's always confusing for nonnative speakers that where to pronounce the sounds and where not. This conflict arises in Pakistan because sound system of national language of Pakistan (Urdu) is completely different than that of English. "Phonemic deviations result from ESL and EFL speakers' tendency to substitute English phonemes that do not exist in their native language with ones that exist (Rau & Chang, 2005; H. Wang & Heuven, 2004)".

Yates and Zielinski (2009) say that "Much attention to English pronunciation and accent indicates that pronunciation has a key role in learning English. If teachers don't present the general rules and principles toward comprehensible pronunciation to their EFL learners, nobody will certainly do it and their accent would never improve. This is the responsibility of EFL teachers to do this by teaching the new sounds, words, sentences, and phrases and arranging appropriate materials for understandable pronunciation in their EFL classes". EFL teachers should try to identify new ways of indicating, practicing, and giving feedback on pronunciation and accent of English language that are most appropriate and suitable for learners to develop English accent easily and efficiently.

Kelch, K. (2002) conducted a very close and focused research study. The researchers analyzed it through recorded by three native speakers and three were non-native and they were given the same script to read. As a result it was notified students identified native and non-native speakers 45% correctly. Moreover the perception about the native speaker was that they were considered more likeable, educated, experienced, and overall better teachers; especially in EFL classes they could develop skills of language in students better than those who were non-native. The main difference between speakers' language is the difference of accent. Native English speakers sound more aspirated than nonnative speakers. In learning any language listening is considered as the most important skill.

Butler (2007) assessed the effects of Korean elementary school teachers' accents on their students' listening comprehension. The study examined students' attitudes towards teachers with American-accented English (a native speaker model) and Korean-accented English (a nonnative speaker model). A

matched-guised technique was used. A Korean American individual recorded texts in both American-accented English and Korean-accented English.

METHODOLOGY

This study employed both qualitative and quantitative approaches that would allow the researcher to explore in detail opinions, feelings, experiences as well as their objective notions of the students. In this students and teachers expressed, that what was their experience in learning foreign language and using it inside and outside the classroom?

All the students who are natives of another country and use their native language but they are learning English as second language are the population of this research. It includes all those practitioners who are teaching English to EFL students. Hafizabad Group of Colleges, Causeway College Hafizabad, AIMS and Muslim College Hafizabad; these private colleges were selected for sampling. In the present research, the participants were chosen from F.A/ FSC students of four private colleges from Hafizabad. The sample was consisted of 60 students of English classes. 8 teachers of those colleges were also selected who were involved in teaching English classes. The population was 60 male and female students. There were 34 bilinguals with Urdu-Punjabi backgrounds, 1 English bilingual, 21 Punjabi bilingual, and the rest were Urdu monolinguals. The average age was from 18 to 23 of students and 26-35 of teachers. Hafizabad group of Colleges was selected because it is one of the well reputed institutions of the city Hafizabad. Causeway College Hafizabad was selected because the researcher had been a student of this college for 2 years herself. Muslim College lies near the residence of the researcher that is why it was selected to collect data. AIMS are considered one of the best institutions at Hafizabad and the researcher had a great interaction with teachers, students and practitioners; therefore, it was very easy to get access to the population.

The instrument that was used in this research was questionnaire. 02 questionnaires were developed; one for teachers and the other for students. The questionnaire for students was consisting of 10 questions which they had to answer using likert scale. Likert scale i.e strongly agree, agree, neutral, disagree and strongly disagree was used for responses against statements. It was conducted in four colleges and at the end result was calculated. The other instrument was discussion on open ended questions. In this questionnaire eight questions were designed to ask from teachers and students both randomly which were open ended. There were 60 students and 8 teachers. Teachers were asked to express their views about their experience of teaching of English language inside the classroom through those open ended questions. Those questions were asked from students they expressed their views according to their own experience with regard to the learning English as foreign language. Data was collected in both open ended and close ended questions as well as discussion. The questions of discussion were total eight. Students of graduation level would be target population in this research. English language would be selected as the medium of instructions in the whole process.

For this study four private colleges of Hafizabad were selected as sample of the research. The students of graduation classes were selected as population and 60 students were taken as sample. Moreover the teachers who were teaching English in those colleges were also taken as population 8 teachers were selected in target population who were teaching English as second language. They were also non-native practitioners. 02 questionnaires were developed to collect the data from the students and teachers about the effects of non-native practitioners' accent on the listening comprehension of EFL learners. Each questionnaire was consisted of 2 parts. First part included background of the sample; second part of the questionnaire for teachers and students was consisted of 15 questions regarding teaching and learning of English as second language. The questionnaire that was made for the students was almost relevant to the one which was designed for the teachers. The questionnaire which was developed for the students was consisted of 15 questions. The students had to response the questions using likert scale and on the other the questionnaire for the teachers was consisted of 8 open ended questions.

DATA ANALYSIS

The questionnaire has two parts i.e first part was consisted of personal information of participants and second part was consisted of questions related to research. Data was analyzed through MS Excel with percentage method. Analyzed data is shown in the forms of tables and figures.

Analysis of personal information of students

60 questionnaires were distributed among the students of private colleges of Hafiz Abad. These questionnaires were collected back and analyzed. First of all 07 questions about personal information were analyzed. A total out of 60 students, 41 students belonged to rural area and 17 students belonged to urban area. Out of 60 students, 34 students were using Punjabi as their mother tongue, 17 had Urdu as their mother tongue and 09 students were using other languages than Punjabi and Urdu. There was only one student whose family language was English and Urdu. The parents of the students belonged to various professions, i.e Teaching, Business, Agriculture and Govt. Servants. Out of 60 EFL learners, 41 got their schooling from English medium schools and 19 got from Urdu Medium school All the students could speak English language and out of total 60 students, 27 learnt English language as formal learning (through any institution), 19/60 students learnt from informal sources (through media, societal interaction). However, 14/60 did not learn English language.

Graphical analysis of survey

Following is the graphical analysis of the survey conducted from sample of 60 people.

Q1: When someone speaks foreign language I feel confused.

Sr. No.	Statement	Scale	Total	Response	Percentage (%)
1.	When someone speaks foreign language I feel confused.	Strongly agree	60	37	62%
		Agree	60	16	27%
		Neutral	60	04	07%
		Disagree	60	02	03%
		Strongly Disagree	60	01	02%

Above table shows that most of the people feel confused when someone speaks foreign language while there are very few people who well understand and do not be confused in such situation. AS the population that agreed with the statement its ratio is 62% which is more than fifty percent. Only few people felt that it would not be a situation to get confuse and that could be because of their practice.27% people agreed with this statement and if we see almost 90% of the population gets confused when someone speaks foreign language before them.

Q2: I would not worry about taking a course conducted entirely in my foreign language.

Sr. No.	Statement	Scale	Total	Response	Percentage (%)
2	I would not be confused about taking a course conducted entirely in my foreign language.	Strongly agree	60	0	0%
		Agree	60	03	05%
		Neutral	60	04	07%
		Disagree	60	12	20%
		Strongly Disagree	60	41	68%

That would always be challenging for the students to opt the course in foreign language. 68% of population strongly disagreed with that they would not be worried taking course in foreign language and 20%of the population disagreed with that. It means more than 80% people will be worried about this. It means language is always a matter of worry even for the student when they choose their course. There was not even a single student who agreed with this that he / she would not be worried about while taking the course in foreign language.

Q3: While using foreign language I feel afraid that people will point out mistake.

Sr. No.	Statement	Scale	Total	Response	Percentage (%)
3.	While using	Strongly agree	60	29	48%

foreign language I feel afraid that people will point out mistake.	Agree	60	19	32%
	Neutral	60	07	12%
	Disagree	60	01	02%
	Strongly Disagree	60	04	07%

This analysis showed that people avoid using English language because they think that people will point out their mistakes which become a reason of imperfection in language. 48% people strongly agreed with this statement, 32% agreed that makes total 80% percent people do not speak English language just because of the fear that their mistakes would be pointed out. Only 7% of the population strongly disagreed and 2% disagreed and rest 12% remained neutral.

Q4: I am pleased with the level of foreign language proficiency I have achieved.

Sr. No.	Statement	Scale	Total	Response	Percentage (%)
4.	I am pleased with the level of foreign language proficiency I have achieved.	Strongly agree	60	10	17%
		Agree	60	13	22%
		Neutral	60	06	10%
		Disagree	60	09	15%
		Strongly Disagree	60	22	37%

At rate of population was not satisfied with their level of proficiency of their English language. 37% of population strongly disagreed with the statement that they are satisfied with the proficiency of language. 15% disagreed, 10% neutral, 22% agree and 17% strongly agreed. It shows that if not all but some are agreed perhaps they think that because English is not their own native language and only this much fluency of the language is enough.

Q5: I feel self-conscious speaking the foreign language in front of other teachers.

Sr. No.	Statement	Scale	Total	Response	Percentage (%)
5.	I feel self-conscious speaking the foreign language in front of the other teachers.	Strongly agree	60	23	38%
		Agree	60	16	27%
		Neutral	60	12	20%
		Disagree	60	07	12%
		Strongly Disagree	60	02	03%

Mostly people feel self-conscious while speaking foreign language before other teachers because they are not in practice of doing this. 38% of the population strongly agreed with this that they feel self-conscious and 27% agreed, 20% of the population was neutral and 12% disagreed and only 3% strongly disagreed. But overall the analysis shows that most of the population agreed and this is natural that when a person speaks his foreign language before his teachers he becomes self-conscious that he would make mistakes.

Q6: My teachers use foreign language different each other.

Sr. No.	Statement	Scale	Total	Response	Percentage (%)
6.	My teachers use foreign language different than each other.	Strongly agree	60	31	52%
		Agree	60	17	28%
		Neutral	60	11	18%
		Disagree	60	01	02%
		Strongly Disagree	60	0	0%

Explanation

52% of the population strongly agreed and 28% agreed with the statement that they find their teachers different while using English. 18% of the population remained neutral, 2% Disagree and 0% strongly disagree. It means almost out of 60 people there was not a single person who found the teachers same in using English language.

Q7: I stop talking sometime because I do not know the context of the words

Sr. No.	Statement	Scale	Total	Response	Percentage (%)
7.	I stop talking sometime because I do not know the context of the words.	Strongly agree	60	27	45%
		Agree	60	22	37%
		Neutral	60	07	12%
		Disagree	60	06	05%
		Strongly Disagree	60	02	03%

More than 80% of the population agreed with it that they stop speaking or they take a gape while talking because they do not know context of the words. As English is not their own language so they feel this problem. 45% strongly agree, 37% agree, 12% neutral, 5% disagree.

Q8: I do not feel comfortable around native speakers of foreign language

Sr.	Statement	Scale	Total	Response	Percentage
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No.					(%)
8.	I do not feel comfortable around native speakers of foreign language.	Strongly agree	60	20	33%
		Agree	60	25	42%
		Neutral	60	07	12%
		Disagree	60	06	10%
		Strongly Disagree	60	02	03%

This is very common observation that we feel uncomfortable when somebody speaks the language that we do not understand. According to the survey of the following question 33% of population strongly agreed and 42% agreed with the statement that they do not feel comfortable around the native speakers of the language. 10% disagree, 3% strongly disagree and rest 12% gave neutral response. This all concludes that majority of the population feels uncomfortable around native speakers because they do not understand what they are talking about.

Q9: I do not think that I can learn language only inside the classroom.

Sr. No.	Statement	Scale	Total	Response	Percentage (%)
9.	I do not think that I can learn language only inside the classroom.	Strongly agree	60	18	30%
		Agree	60	27	45%
		Neutral	60	11	18%
		Disagree	60	03	05%
		Strongly Disagree	60	01	02%

30% of the total population strongly agreed with it that language can be learnt outside the classroom and 45% of the population agreed with it. There we found 75% of the population opines that they learn language also outside the classroom. 18% of the population gave neutral responses, 5% disagreed and 2% of the population strongly disagreed. But we can say majority supports the statement that environment also takes part in language learning.

Q10: I feel nervous while speaking foreign language with students/teachers.

Sr. No.	Statement	Scale	Total	Response	Percentage (%)
10.	I feel nervous while speaking foreign language with	Strongly agree	60	29	48%
		Agree	60	15	25%
		Neutral	60	08	13%
		Disagree	60	06	10%
		Strongly Disagree	60	02	03%

	students/teachers.				
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Most of the population agreed with the statement that they feel confused while using foreign language with teachers or students. 48% strongly agree, 25% agree, 13% neutral, 10% disagree and 3% strongly disagree. This is most obvious that they do not practice. Their language of communication inside the classroom is not only English that is why they feel nervous. Only a few disagreed perhaps they practice English language more than those who feel confused or may be this confidence is the result of their practice even outside the classroom.

Analysis of personal information about teachers

For data collection 8 English teachers were selected. Out of those 8 teachers 5 belonged to rural background and 3 belonged to urban areas. 7 teachers had been using Punjabi as their mother tongue and only one teacher had used Urdu as his mother tongue. Parents of 5 teachers belonged to agriculture and other were in business. 3 of them did their FSc. from English medium and rest did their F.A from Urdu medium institutions. Only 3 of them learnt English through formal way and rest 5 learnt it through informal ways. All had degree of M.A English and three of them had done their M.Phil as well but one thing was commonly observed that they all were taught in mixed language. 2 of them had teaching experience from 1-5 years and rest 6 teachers had teaching experience from 5-10 years. No one of them had teaching experience in any foreign country.

Analysis of open ended questions

In sample population, 8 English teachers were selected to collect the data. These questions were asked randomly from the teachers. Their responses are following. Analysis of the collected data is given down.

First question for data collection was that: Why do they think students of the same class have different accent of the same language? In response to that question teachers were of the view that they get the students from different family background and an accent is developed in children by birth because of their family language. They use the same accent in every language. Either they are speaking Punjabi or English. They speak the words in their own tone which affects their pronunciation. In their families and society they encounter with people with different accents and languages which is unconsciously absorbed in their language and indirectly it affects their pronunciation this is how they use different pronunciation. This was also recorded that accent is natural and a child just learn the language and then he adopts and speaks the language using his God gifted skill.

Second question was about how do they feel that listening skill of the students help them in learning the language? This question highlighted the importance

of listening of the students. The response of the teachers was almost same they said that listening is always important for learning of the students either it is related to concepts or language. They said that they notice the students practicing those mistakes in their language which are part of the language of their teacher. It means listening definitely plays an important part in language learning as well.

Next question was about how do they feel that listening skill of the students help them in learning the language? This very question is related to 2nd question which is all about the importance of listening. They said they have observed the students who listen to their teachers carefully, they get good scores and along with the concepts learning obliquely they follow the language pattern as well.

Teachers were asked about accent that how do they think teachers' accent affects the listening comprehension? The responses to this statement were different. Some were of the view that whatever teachers speak students just follow them and if they speak the words imperfectly. It creates problem in students' comprehension of the language. Their listening comprehension is affected because of the problem of teachers' accent. But few of them were of the view that whatever teachers speak and if students listen to it carefully then they are able to use it in its right form and standard accent because they use that word while interacting with the people and get its fine form.

Fifth question of the research was: Does the educational background affect the language comprehension of the students? If yes/no then how? This question was discussed in very detail as educational background is considered very important in learning either it is about concepts or language. When the point of learning a foreign language comes then it becomes more important. Teachers call it the very important factor that affects listening comprehension. They say the students who have got their education from Urdu medium institutions feel problem in understanding concepts where as those who got their education from English medium they understand instructions quickly in foreign language. Because they are habitual of listening the language and they speak it better than those who had schooling from Urdu medium.

Then 6th question was that how do they feel non-native practitioners' accent is important for the students inside the classrooms? This question was really interested for the teachers even because they all were nonnative practitioners. They discussed it very carefully. Teachers were of the view that teacher need to pay a heed on their accent because when students listen them carefully they follow the wording of their teachers. They themselves were of the view that teachers' efficiency of language affects the students' language inside the classroom because it is the place where they come with the purpose of learning. Most of the students remain active and they listen it carefully whatever their teacher say that is why teachers must be sure and efficient enough to be understood by the students.

The question was asked from teachers that do the students' learning of the language affects only through the classroom practices? All the selected teachers said that listening is important for language learning but listening is as important outside the classroom as it is inside the classroom. Outside the classroom whatever they listen they get more time to practice those words because inside the classroom specific topics and talks are discussed whereas outside the classroom we get chance to speak on every topic and we keep discussing with everyone which enhances our confidence as well. So listening outside the classroom is also very important for language learning.

FINDINGS

On the basis of analysis of data following findings were observed:

- After the analysis of collected data it was found that most of the students and teachers belonged to rural areas. Most of the population was using Urdu and Punjabi language as their first language or as their family language. Most of the parents belonged to the profession of Agriculture and Business. A large part of the population had its Educational background in Urdu language and most of them learnt English language formally i.e through class room, institutions and teachers. Whereas there was another part of population that could not learn English through classroom practices and acquired it through social interactions, media and family language.
- It was found that out of targeted population there was not a single native Speaker of English language. They were highly qualified teachers who were teaching in EFL classrooms. They were using English and Urdu both as medium of communication in classrooms. Mixed language was being used in EFL classes.
- It was also found that most of the students, teachers, practitioners were using Urdu and Punjabi language for communication while interacting with their friends and others.
- In classrooms if teachers use only English language they feel that their task remained unsuccessful. Students do not get the concept clearly. The teachers use mixed language (Urdu and English) so they may teach the concepts to the students well. When they use both language it becomes fruitful and interesting for the students as well that is why they need to switch the language when required.
- Students and teachers both focus on English as subject but as language they do not consider the elements which may provide them good understanding of the language. Except than lesson they use Urdu language for the discussion on the concepts inside the class which will never enable them to be proficient in English language.
- Most of the population stated that they are not fluent in speaking English because they do not listen fluent English even inside the classroom. They do not speak well because they listen their teachers speaking the same language with different accents.
- As compare to the teachers, students do not feel confident while speaking English before others. They feel afraid of using foreign language before others because they do not know what the accurate form of language is as they had heard their teachers using the same language in different ways.

- It was stated by the students that while using English language they start feeling gaps because they are not clear about the context of the words. In their families they use Urdu or Punjabi language and in classroom they read the words in some specific contexts. That is why using different words with different people they feel confused about the context of the words.
- Mostly students and practitioners recommended that listening should be focused from the very initial classes so sounds, utterances of syllables and accent of the language could be better. Which would enable students to learn and speak English in a proficient way?

CONCLUSION

This study has discussed the phenomena of listening comprehension. This has discussed the effects of nonnative practitioners' accent on EFL learners listening comprehension. This study provides the answer of the first question that what are the problems in listening comprehension of EFL learners? So, on the basis of result it has been proved that family language, educational background and less practice of listening affects the listening comprehension a lot. Inside the classroom nonnative practitioners do not pay heed to listening instead they focus directly on the skill of speaking and sometimes students passive listening also affects their listening comprehension.

This study very strongly focuses upon the importance of listening and accent. For language learning it is really very important to be understood by the students. That is only practice of listening which would enable students to be a critical listener. They would be efficient enough to decode the message and if concepts of the listeners would be clear then he could invite anybody for the discussion on different topics because his listening is clear and to be proficient in English language and to follow its accent one needs to listen natives through their teachers and practice EFL learners can also learn and speak English language well. Those who are taking English classes they must be sure about the accent of the language that they are going to utter inside the classroom.

Further areas for research

This study was carried out to know the effects of nonnative practitioners' accent on EFL learners' listening comprehension. As we know that language is playing a vital role in building the carrier of the people in Pakistan which needs special attention but these areas have been ignored by the linguists. Choice of language is a major problem in nonnative country as our national language is Urdu but language of offices and educational institutions is English. However, some areas are still remaining to be researched in future as under:

1. A study of comparison of Medium of Instruction in English classes.
2. A critical evaluation of the way of teaching using English language and analysis of its results.
3. Effectiveness of the perfection of the accent of the teachers or instructor in the classroom.

4. Role of EFL learners in learning language even being nonnative.

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