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The Impact of Student's First Language on their Listening Skill

The Case of First Year Master EFL Students of Belhadj Bouchaib University Center

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Dissertation Submitted as Partial Fulfilment of the Requirement for a Master's Degree in Advanced Studies in linguistics

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Dedications

This work is dedicated to:

My parents, who have always been a source of inspiration and guidance during my

Schooling;

my family, specially my sweet sister Najia;

my best friends: Fatima, Fadwa, Sabrina, Ibtissem, Hiba, Walid, hadhoum and all

my classmates with my best wishes to them;

to all who know them in one way or another;

and to all those who have helped me even witha little smile.

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To my beloved parents,Abdelkader and BenouadehYamina;

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andmy best friends: Keltoum, Amel, Wafaa, Khadouj, Souad, and Manel

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Abstract

The present work is in the field of English language learning.It is an analysis of the impact of the mother tongue on the listening skill in EFL classes. The aim of the current study is to check the influence of the mother tongue on learning / teaching the listening skill in tertiary education. The aim is to shed light on the reasons that lie behind the use of L1 in listening sessions by first year Master EFL students at Belhadj Bouchaib University Centre .This work also attempts to investigate whether the use of L1 is beneficial or not i.e. It cheeks whether its use is positive, negative or both at the same time. It therefore tackles what relates the learners' mother tongue to the listening skill. It focuses on the difficulties that students and teachers encounter on the listening session referring to bits and pieces from L1.

We have worked with EFL students and teachers. Their opinions have been collected through two anonymous questionnaires. The first was administrated to the students while the second was filled in by the teachers. The results obtained have revealed that the impact of mother tongue can be positive and negative. The hypotheses that we put earlier in this work have also been confirmed.

List of abbreviations

EFL: English as Foreign Language

ICTs: Information Communication Technologies

L1: First Language

L2: Second Language

MT: Mother Tongue

SCT: Social Constructivist Theory

SLA: Second Language Acquisition

ZDP: Zone of Proximal Development

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General

Introduction

English is the international language. To learn this language proficiently students or learners must develop the four basic language skills; listening, reading, writing and speaking.

In our country we learn English from the first year at the middle school . The mother tongue is the language that children acquire after their birth and use it for communication purposes in their daily life. Hence; listening is perhaps the most important of all interpersonal skills. The main aim of our work is to show the impact of students' mother tongue their listening skill in EFL contexts in Algeria. Listening attentively opens the door to understand information and find insights in specific situations and involves much more of the sense of hearing. In addition, this work also aims at knowing the positive and negative sides of L1use. For this we are raising here two relational questions. These are as follows:

1) How can a mother tongue have an effect on the English listening skill?
2) What are the most common problems that students of English usually face? Why do they face them, where and when?

Our hypotheses are as following:
1) There are positive and negative sides of using L1 in EFL classrooms when learning /teaching the listening skill;
2) Students can't distinguish between words most of the time because they don't know the exact meaning of some words.

Here are some objectives behind this study:
- To know the impact of the mother tongue on learning and teaching the listening skill.
- To clarify the positive impact of the listening skill in learning English.
- To make students aware of the importance of the listening skill.
- To help students find remedies to their deficiencies in listening.
- To attract teachers' attention to put more emphasis on the listening skill and about the use of L1.

- To provide a strong basis to do more research in the field.

This dissertation consists of three chapters. As far as concepts and previous research in the field are concerned, the first chapter will be devoted to this, i.e. it deals with the literature review. This chapter is therefore related to the concepts of mother tongue, its use, and first language acquisition. The second chapter which is also part of the literature review relates to the listening skill. The third chapter is the experimental part. It is divided to two sections; the first part deals with the research design and gives a detailed description of the research method, sampling, instrumentation and procedures used in the study. The second part is concerned with the analysis of the questionnaires which have been addressed to both students and teachers in order to enhance and achieve the stated objectives above. These two questionnaires constitute the research tools that are to be used in our experiment .Students and teachers are asked to tick the appropriate answer or to write full statement answers where necessary. The sample we have worked with composes of 50 EFL students and 10 teachers of the Department of English language and Letters in Ain-Témouchent . The students are chosen randomly and some of those teachers have a previous experience in teaching the listening skill. In this part we describe each sample profiles and questionnaire category. Each questionnaire has been divided into sections and each section contains a list of open and close questions related to our theme.

Chapter One

Mother Tongue and Language Acquisition

1. Introduction

The present chapter is focusing on the students' use of the mother tongue. It is divided into six sections. It presents all what relates to the mother tongue and language acquisition. The first section is about the definition of mother tongue and the use of L1 in EFL classroom. We examine these two aspects by giving definitions and quotations of researchers. This will be followed by a section relating to language acquisition. It includes a more in-depth review of the process of first language acquisition with reference to phonology, morphology, syntax and semantics by presenting illustrations and examples. The third section examines second language acquisition as a concept with reference to its definition and how it relates to first language acquisition. It deals with **Krashen's** theory of acquisition. In addition; the fourth section sets up the concepts of constructivism and social-constructivism with focus on the roles of **Jean Piaget** and **Lev Vygotsky.** We will deal with the main concepts and theories of each school by taking into account some differences and some of the followers of these trends without forgetting to distinguish between them. Furthermore, the fifth section offers a summary of the main problems of using the L1 in the EFL Classroom and the last section deals with some advantages and disadvantages of the use of L1.

1.2. What is a Mother Tongue

It is the language which a person uses from his childhood and learns from his parents and members of his family. It is referred to as First Language or L1. It is the language which occupies one's thought process and principles.

According to **Pokharel (2001)** first Language, mother tongue and native tongue are common terms for the language which a person acquires first in his childhood because it is spoken in the family, and/or it is the language of the country

where he is living. It reveals one's identity and nationality, and it relates people to their country of origins and differentiates them from the other countries.

1.1. The Use of L1 in an EFL Class:

The use of L1 in EFL classrooms is justified, but none of its supporters endorse its unlimited use. In addition, using the L1 to convey meaning may make learners competent and help them feel more natural when using L2 in a teaching-learning environment or in classroom .**Schweers (1999)** emphasizes that the appropriate use of mother tongue in the classroom setting can be very beneficial. So **Prodomou (2000)** thinks, who describes the use of L1 in language classroom as 'skeleton in the closet'.

Both of L1 and L2 do have a role in a learning context; therefore, using both should be a priority, particularly when the learning setting is an EFL context. In addition, the students need to continue with the mother tongue literacy, building their second language on the foundations of their first language acquisition.

One of the most important views of language acquisition is mentioned here with a very valuable reference in first language use mainly**Vivian Cook's (2001)**stand point. He has discussed the different arguments that were in favour of using the first language in class. He has also argued against the common belief that second language acquisition should be treated like first language acquisition in the sense that no other language should interfere with the acquisition of the second language.

The language used in the classroom is mostly the students' mother tongue i.e. Students memorize native-language equivalents for target language vocabulary.The role of the mother tongue depends on the teaching methods a teacher applies in the classroom.

According to **Atchinson (1987)**, the key for the teacher seems to be using the mother tongue appropriately and avoiding the overuse which will make learners feel

that they cannot comprehend the input of the foreign language until it is translated into their native language. The fact is that the mother tongue use in the foreign language classroom has been always divisive among linguists and teachers and its role is smallest but facilitating students'learning and language acquisition when needed.

Since recent studies show that appropriate use of mother tongue can play a significant role in foreign language teaching and successful target language acquisition. As **Krashen** presents contact to comprehensible input is crucial for successful language acquisition and the use of mother tongue is generally necessary **(1981:51)**. Further more , **Dörnyei and Kormos(1989)** find that the L1 is used by L2 learners as a communication strategy to compensate for deficiencies in the target language.Surveys of students' strategies show the importance of this L1 use, for example the 73% of students who ask classmates for meaning.

2. Language Acquisition:

Itis the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate. Language acquisition usually refers to **first language acquisition**, which studies infants' acquisition of their native language. This distinguished from second-language acquisition, which deals with acquisition (in both children and adults) of additional language. We should know that language acquisition involves structures, rules and representation. The capacity to successfully use of language requires one to require a range of tools including **phonology, morphology, syntax and semantics** and an extensive **vocabulary**.

2.1 Acquisition of Phonology:

It is the process whereby the children acquire the target language's phonology, including its functional aspects like the language's specific sound contrast. It is related to phonetics; it deals with physical aspects of sounds and characteristics of all human sounds- which mean vowels and consonants and how produce the speech. Furthermore, speech perception changes over the infant's first year of life from a language universal system, where children map speech inputs into natural phonetically-relevant categories, to a language-specific system. There are no longer map into natural categories but into meaningful phonetic units which distinguish the lexical items of their native tongue. (Strange 2002: 249-250)

The difference in the sounds that make up different languages; it have a major effect on how easy or hard it is for a person to learn a second language. It is far easier for one to learn a new language with a similar phonology to his first language.

2.2 Acquisition of Morphology:

Children's acquisition of the morphology of their language shows that language acquisition is not a haphazard process, but rule governed. One phenomenon that accurse in all children's early speech is over generalization; which is the extension of the application of one rule to all forms including the irregular ones, for example: many children's produce past tense forms such as "bringed, goed....." as well as plural form such as "foots....".This shows that children's acquisition takes place according to certain rules that they figure out on the basis of the majority of forms on the language. Later, they learn that, there are exceptions to these rules and start using irregular forms correctly.

2.3 Acquisition of Syntax:

One of the most important problems facing children when they are learning their native language is extracting word boundaries from a continuous speech signal. Discovering the meaning of words is facilitated by knowing the syntax of the language but, since syntax defines the relationship between words within sentences, learning syntax requires discovering the meaning of the word involved. There are two most interested cues in syntax are prosody (i.e. ., variation in rhythm and intonation) and part of speech (**e.g.:** indefinite articles, pronouns, auxiliary, verbs, etc.)

2.4 Acquisition of Semantics:

Semantics is the study of how linguistic elements carry meaning.Students must make correct referential links between form and meaning. The acquisition of semantics depends on the specific nature of the meaning involved with the way that meaning is mapped into linguistic forms and it is not a unified act but requires students to draw on a various variety of concepts, strategies, and abilities to be successful.

3) What is Second Language Acquisition?

The Second Language is a non-native language officially recognized and adopted in a multilingual country as a means of public communication. The second language is also called the target language. In addition, the term target language (TL) can be also used to refer to the language that is the focus or object of study on the learner's side. According to **Ashworth (1992)** second language is a language acquired by a person in addition to her mother tongue.

Second Language Acquisition refers to the process of language acquisition by a speaker who already has knowledge of another language which is the L1 or mother tongue.

"A language other than the mother tongue that a person or community uses for public communication, especially in trade, higher education and administration**" (The Free Dictionary by Farlex)**.

originally the distinction between acquisition and learning is ascribed to **Krashen**'s work ,whereby acquisition consists of picking up a second language unconsciously through exposure, while learning is ─the conscious study of an L2.

3.1 Krashen's Theory of Acquisition:

According to **Krashen(1981:18)**'Acquisition requires meaningful interactions in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.' Accordingly, Krashen's theory of second language acquisition consists of five main hypotheses:

- The Acquisition-Learning hypothesis.

- The Monitor hypothesis.

- The Natural Order hypothesis.

- The Input hypothesis.

- The Affective Filter hypothesis.

The **Acquisition-Learning** is the most widely known among linguists. According to him, there are two independent systems of second language performance: 'the acquired system' and 'the learned system'.

The **Monitor** hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the previous. According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'.

The **Natural Order** hypothesis is based on research findings which suggested that the acquisition of grammatical structures follows a 'natural order' which is predictable.

The **Input** hypothesis is Krashen's attempt to explain how the learner acquires a second language – how second language acquisition takes place. The Input hypothesis is only concerned with 'acquisition' not 'learning'.

Finally, the fifth hypothesis, the **Affective Filter** hypothesis, embodies Krashen's view that a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence and anxiety.

3-2 How does the Mother Tongue affect the Second Language Acquisition?

Using the mother tongue, we have learnt to communicate and to think and acquired an intuitive understanding of grammar. The mother tongue is therefore the greatest asset people bring to the task of foreign language learning and provides as language acquisition support system.

A new study is exploring how person's native language can influence the way the brain processes auditory words in a second language .Because cues that signal the beginning and ending of words can differ from language to language, a person's native language can provide misleading information when learning to segment a second language into words. The moment we hear a new language, all of a sudden we hear a stream of sounds and don't know where the words begin or end.

Tremblayis an assistant professor of linguistics who said "even if we know words from the second language and can recognize them in isolation, we may not be able to locate these words in continuous speech, because a variety of processes affect how words are realized in context."In addition; some cues are easier to pick up than others as intonation, are the harder to master and more likely to be influenced by a speaker's native language. The target language must be used where possible and L1 when necessary.[1]

Professionals in second language acquisition have become more conscious of the role the mother tongue plays in the EFL classroom. **Nunan** and **Lamb (1996)**, for example, contend that EFL teachers working with monolingual students at lower levels of English proficiency find prohibition of the mother tongue to be practically impossible. **Dörnyei and Kormos (1998)** find that the L1 is used by L2 learners as a communication strategy to compensate for deficiencies in the target language. **Auerbuch (1993)** acknowledges the positive role of the mother tongue in the classroom.

4- Constructivism and Social Constructivism:

According to **Mascolol& Fischer (2005)**constructivism is the "philosophical and scientific position that knowledge arises through a process of active construction." And "As long as there were people asking each other questions, we have had constructivist classroom. Constructivism, the study of learning, is about how we all make sense of our world, and that really hasn't changed."**(Brooks, 1999)**

4-1Constructivism according to Piaget:

According to **Young and Colin (2004)** constructivism proposes that each individual constructs the world of experience through cognitive processes. Every

student has to build it up for himself. The cognitive organism is first and foremost on organizer who interprets experience and, by interpretation, shapes it into a structured world. That goes for experiencing what we call sensory objects and events, experiencing language and others; and it goes no less for experiencing oneself.

Piaget (1970) proposes that children progress through stages and assumed to reflect qualitative differences in children's cognitive abilities .This approach radically departs from the traditional conception of knowledge and reality. **Piaget** uses the words and only rarely warns the reader that their meanings have been changing. The best way to actually understand what constructivism is and what it means in the classroom is by seeing examples of it at work, speaking with others about it, and keeping in mind questions or ideas to share between colleagues. There exist qualitative differences in children's cognitive abilities. Therefore, Piaget (1985) expanded this theory to explain how new information is shaped to fit with the learner's existing knowledge, and existing knowledge itself is modified to accommodate the new information in.

4.1.1 Piaget's Theory:

Piaget's theory of cognitive development is a comprehensive theory about the nature and development of human intelligence first developed by Gean Piaget.

The theory is summarized in the table below:

Stage	Age-Range	Description
Sensori-motor	0-2 years	Coordination of senses with motor response, sensory curiosity about the world. Language used for demands and cataloguing. Objects performance developed.

Preoperational	2-7 years	Symbolic thinking, use of proper syntax and grammar to express full concepts. Imagination and intuition are strong, but complex abstract thought still difficult. Conversation developed.
Concrete Operational	7-11 years	Concepts attached to concrete situation. Time, space, and quantity are understood and can be applied, but not as independent concepts.
Formal Operational	11+	Theoretical, hypothetical, and counterfactual thinking. Abstract logic and reasoning. Strategy and planning become possible. Concepts learnt in one context can be applied to another.

Table 1.1.Piaget's Theory

Spencer(2006):he concluded that various factors are influencing performanceand proposed to use a dynamic system theory approach than using the Piagetian theory.

➢ **Gopnik and Repacholi (1997):** They found that infants at the age of 18 months old can understand that other people have desires and these desires could be very different to their own desires.

➢ **John Dewey:** He rejected the notion that school should focus on repetitive, rote memorization and proposed a method of "direct living"; students would engage in real world and s/he should be provided with opportunities to think from themselves and articulate their thoughts. He wrote "if you have doubt about how learning happens, engage in sustained inquiry: study, ponder, consider alternative possibilities and arrive at your belief grounded in evidence".

4-2 Social Constructivism (Vygotsky):

Social constructivism is a variety of cognitive constructivism that emphasizes the mutual nature of much learning. It is based on Vigotsky'sthoughts. His emphasis is on the social aspects of the learning process has become very important in thought about learning and teaching. It is a theory about the development of human cognitive and higher mental function. The theory specially emphasizes the integration of social, cultural and biological elements in learning processes and stresses the socio-cultural circumstances' central role in human's cognitive development. This theory facilitates reflection on some of the problems on second language acquisition from a new perspective. In addition, this new perspective provides some pedagogical implications for foreign language teaching.

➢ **Lantolf and Thorne:** They defend that the principles of the SCT can also apply to Second Language Acquisition (SLA). They explain that learning is embedded within social events and occurring as an individual interacts with people, objects, and events in the environment.

➢ **Grass and Selinker:** SLA is concerned with how individuals acquire a certain language other than the native language. SLA is defined by **Grass and Selinker** as the study of how learners create a new language system with only limited exposure to a second language. It is the study of what is learned of a second language and what is not learned; it is the study of why most second language learners do not achieve the same degree of knowledge and proficiency in a second language as they do in their native language.

➢ **Skinner:** Is one of the champions of this perspective, who holds that language is a verbal behavior, that is, that the production and comprehension of what is uttered is automatic. Thus, language learners can be made to automatically produce and comprehend language.

> **Chomsky:** During 1950s and 1960s, an alternative perspective cognitivism'appeared which originated from Chomsky's famous proposition of a- Language Acquisition Devices (LAD) in which he presented the nativist view to language learning. The cognitivists proposed that human beings are born with a genetic capability that predisposes them to the systematic perception of language around them, resulting in the construction of an internalized system of language.

> **Bruner:** Bruner emphasizes the role of the teacher- Language and instruction- he thought the different processes were used by learners in problem solving, that these vary from person to person and the social interaction lay at the root of good learning. Learning must be a process of discovery where learners build their own knowledge, with the active dialogue of teacher, building on their existing knowledge.

The socio-cultural perspective mainly comes from SCT, initially proposed by Vygotsky, but has been brought to the field of SLA by researchers including Lantolfand Thorne.

4-3   Constructivism vs. Social Constructivism

These two educational theories**constructivism** with **Jean Piaget** and **social constructivism** with**Vygotsky** will be compared in this section.

For Jean Piaget the development leads to learning, which means knowledge is created through experiences, the student is going thought different stages between their ages, so they learnt. They are gathering knowledge while living in the world. The learning is active and dynamic process; it changes and grows over time.

For **Vygostky; learning leads to cognitive development**; he didn't believe that you could learn anything at any stage. Students come to a learning experience with the same quantity of information. He believed that language and culture being important in learning. The learning is based on social interactions which lead to cognitive development. Then, Social constructivism has a social rather than an individual focus.

The Zone of Proximal Development (ZPD) originated from **Vygotsky's** genetic law of cultural developments, in which he put forward child's two development levels. The first is the actual developmental level i.e. the level of skill reached by the child working independently.The second is the future development level, that is, the level of potential skill that the child is able to reach with the assistance of a more capable instructor.[1]

The most obvious difference is **"the zone of proximal development"** proposed by **Vygostky**, it represented the gaps between what the learner is able to do alone and what is s/he able to learn only with guidance from tutor or a peer.

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[1]Cited in American Journal of Educational Research

The figure below presntes the Zone of Proximal Development according to **Vygotsky** :

The Zone of Proximal Development

ZPD   ZPD

Student's Knowledge

ⓘ **White circle**: what the student can learn unaided
Blue circle: what student can learn with help
ZDP: area of 'potential' where learning takes place
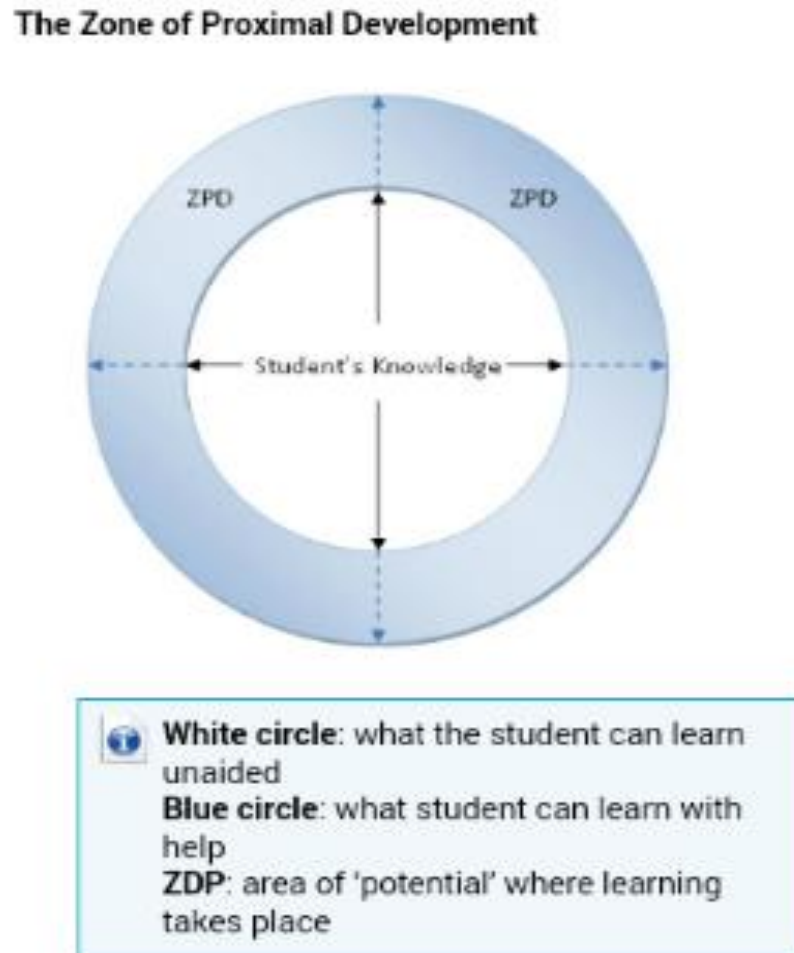
Figure1.1. The Zone of Proximal development

5) Problems when using Mother Tongue:

One of the most common problems students and learners of a foreign language are confronted with are in view of the mother tongue interferencesby Arabic-native speakers when learning the English language.

Some of these difficulties in learning English by Algerian speakers, for example, arise because their native language, i.e., Arabic has an article system that functions differently from the English system. Thus, it is concluded here that teachers of English to L1 Arabic speakers should take such matters into consideration and try to clarify areas of expected difficulty with regard to the learners' first language. This, in turn should help learners overcome such problems and lead to better target language acquisition.

Cook (1997) enhance that the L2 meanings do not exist separately from the L1 meanings in the learner's mind, regardless of whether they are part of the same vocabulary store or parts of different stores mediated by a single theoretical system.

6) Advantages vs. Disadvantages of L1Use:

There have always been contradicting views about whether to use the mother tongue of the students in EFL Classrooms or not. Below are some advantages and disadvantages:

6-1 Advantages of Using the L1:

From many advantages we select the following with reference to L1 in the ESL Classroom(January 19, 2012)

- L1 is the exact means of getting the way across. According **to Lemos, Harmer (1991)** comment that translation is a rapid and efficient method.
- The use of L1 in the L2 classroom is used to prove the students' comprehension.[1]

- The use of mother tongue in the classroom creates a better teaching-learning environment .i.e. by allowing L1 use; students would get the sense that learning another language is a positive experience.

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[1] Cole 1998; Tang 2002; Machaal 2012; Atkinson 1987

- The use of L1 is necessary to be used in FL classroom to convey the meaning of an unknown word, clarify the confusing word, and explain difficult concepts.

- Education in the mother tongue is supposed to make it easier for them to learn a second language.

- The use of L1 may assist students in reducing affective barriers and increasing their confidence in their ability to successfully comprehend the target language.

- Ask for clarification, translate new words, find new words in L2 and process complex concepts.

6-2 Disadvantages:

- Students lose confidence in their ability to communicate in English.
- They may feel that the only way they would understand anything the teacher says is when it has been translated.
- Translation creates the problem of simplification because many cultural and linguistic nuances cannot be directly translated **(Harbord, 1992).**

- It can reduce students' opportunities to practice English.

- Students fail to understand that using English in classroom activities is essential to improve their language skills.

- **Al-Seghayer (2010)** believes that L1 should not be used in the EFL classroom and that only target language should be used to provide students with sufficient practice in the target language.

- The advocators of the monolingual approach view that L1 has no essential role in the EFL/ESL classroom and that it might remove students of important contribution in the L2 and obstruct progress **(Bouangeune 2009; Ellis 1985; Auerbach 1993)**

Jinlan Tang (2013) and other authors of some introductory books on teaching EFL, such as **Haycraft (1978)**, and **Harmer (1997)** do not deal with this issue or pay attention to it. This suggests either the mother tongue does not play an important role in foreign language teaching or the issue of native language use does not exist in the classrooms of these authors.

Conclusion

To conclude; this study which has the aim of investigating the impact of mother tongue on students from the target language in the classroom has had as a starting point some of the findings of previous research on the effects of acquired L1 on L2 learning in educational environments. L1 can have both a negative and positive use in EFL Classrooms. Furthermore, the student should take into consideration the role and the effect of the first language and constructs his knowledge of L2on the basis of the already acquired data according to theories of constructivism. If s/he uses L1 effectively, s/he will able to be a successful EFL learner.

ChapterTwo :

ListeningSkill

2.1. Introduction

In this chapter, we discuss the major concepts concerning the listening skill and its importance in EFL classes. We begin with some definitions of the listening skill, by giving an overview of it. Then we will represent the listening process by taking consideration the two main processes the top-down and the bottom-up. After that we deal with the strategies do listeners use in listening skill. Furthermore, we will discuss types of listening, the principles of listening skill, and what makes it an effective skill. In addition to this we will present the importance of listening in second language acquisition. By the end of this chapter we will explain linguistic interferences.

2.2. What is listening?

According to **Rost (1994)**listening is "a mental vital capacity and one of the principle means by which we understand and take part in the world around us". In fact, listening is present in most, if not all the activities we carry out in our lives, mainly in communication and is proved to be the most frequently used skill in our daily life, compared with the other three language skills; speaking, reading and writing.

Listening takes a more important role than the other skills. It does not only help us understand the spoken language by converting the different sounds we receive through our ears into meaningful messages, as it was regarded earlier, but also constitutes a basic component in communication.This skill also helps us understand the spoken language-by converting the different sounds we hear through our ears, as it constitutes a basic component in communication,as **Rivers(1966:196)**has pointed out, "speaking does not of itself constitute communication unless what is said is comprehended by another person."That is, effective communication does not take place until the listener, understands the message and pays attention to what the other is saying. As defined in **Longman** active study dictionary, "listening is to give attention

to hearing, which gives listening its importance in maintaining good social relationships between people .besides, that it is a « mental capacity » makes that skill very complex because of its impossibility and inaccessibility to gain direct access to it. In addition, to be an effective listener means that you are not only listen or hear what is being said, you understand what you are listening to.

2.3. Listening as a Process:

Many experts, when attempting to define listening skills, have put emphasis on the complexity of its process. This deals with the variety of the overlapped linguistic and non-linguistic processes that it involves. And though the descriptions of these processes may not seem identical, in terms of the number of the stages and the way they are grouped, they all turn around three main stages, which are perception, by which the listeners recognise what they have heard;interpretation, where they infer the speakers intended meaning, and participation where they take part in conversation and make response to a received message.

However, before explaining what happens in this process, it is essential to highlight one basic point often emphasised by scholars, in this specific context. It is the differencebetween hearing and listening, which are often thought of as similar concepts. In their book sensory awareness and social work, as cited in an article of Surbhi S, july 20,2016 that **Wans and Whittaker** make a clear comparison between them, "hearing is the sense used to perceive sound whereas listening is the act of hearing attentively". More precisely, hearing is the primary physiological system responsible for the perception of sounds, and is considered as a passive process because of its lack of intention; whereas listening is psychological. It is an active process that requires attention and much work from the brain. Hearing is different from listening, but is an important component of it. Here are the main stages in the listening process:

2.3.1. Perception

According to **Lynch (1988)**this process is the same in both Anderson'sListening Process model of comprehension, and Rost's five skills clusters representing listening .according to both scholars.The listener during this first stage recognizes the speech sounds produced and their phonetic representation, then matches it to the phonological template of the language in order to identify the word boundaries, using their knowledge of stress, rhythm and intonation. It is in fact this lexical segmentation which constitutes the major problem for non-native listeners, especially in rapid speech. Listeners inability to identify words in input generally does constitute a barrier against its comprehension, more than their ignorance of the knowledge-in particular knowledge of how words sound in natural speech-is a greater help to second language listeners than their knowledge of grammar." According to **Lynch**once words are identified, the listeners move to the analysis of their semantics content in order to understand the literal meaning of what is being said.

2.3.2. Interpretation

The process of recognizing the words that a speaker has used in the segmentation process and understanding their literal meaning do not seem to their own constituting the listening process. The listener needs to move to other levels of process which demand much more cognitive work in order to grasp the speaker's intended meaning. To do this, the listener exploits other types of knowledge that are available such as their knowledge of the context, their schemata, and their shared socio-cultural knowledge (**Lynch**);and this is what cognitive psychology emphases on the listening comprehension process. In case of their limited linguistic knowledge, listeners often rely on their schemata i.e. the knowledge structures they possess and which may take

several forms such as their own experiences related to what they are listening to, and their knowledge about the topic, and even their knowledge about how language is used in discourse. When listeners are familiar with the topic they are likely to understand better what they are listening to than with unfamiliar topics.

2.3.4. Responding

With the emergence of the social constructivism theory in the 1980's with its emphasis on the role of interaction in the learning process, the listener's role has been given more importance. Scholars claim that comprehension is better achieved through interaction that is in two-way listening situations, than in one-way listening situations, i.e.by simply listening to a message. It is also claimed that listeners use only **18** of their listening micro-skills for the latter, as those used in the processes listed above, against **33** for the former and which are called **the interaction listening skills**. Responding, therefore, is seemed to be an essential step in the listening process. In **Kline's** words, responding is "a form of feedback that completes the communication transaction. It lets the sender know that the message was received, attended to, and understood." to keep the interaction going on, listeners either signal comprehension, or the lack of it through what is known as the negotiation of meaning strategy. **Kline** distinguishes some four types of responding: direct verbal responses, responses that seek clarification **e.g. "**tell me more about it.**"** responses that paraphrase **e.g. "**in other words that you are saying is **...",**and non-verbal responses **e.g.** nods of the head, smiles**...**and so on**.**

3. Top-down vs. bottom-up

In dealing with what relates to the listening skill, it is important to mention the **top-down** and the **bottom up** processes.

3.1. The top –down

The term top-down processing comes originally from computer science and carries the meaning of 'knowledge driven'(**Field, 1999)**. "Through top-down processing, readers and listeners utilize real-world knowledge and refer to various types of schemata that help them predict what will follow in the discourse"(**Jung, 2003:563)**. In addition and according to **Rost(2002)**"It possible to add a new schema to better understand and have new ideas. It refers to processing based on what is already in mind or brain and apply it and guess what to receive and fill in gaps to speak or write". Therefore, the top-down process involves the understanding of the message as a whole rather than the perception of individual sounds and words, and the listener uses his previous knowledge to solve a linguistic problem, what **Ellis(2003:45)** has summarized as "schemata and contextual knowledge."

3.2. The bottom- up

It is externally based i.e. it involves the listener making concentration to every detail of the language and the listener use of the linguistic information in order to attain the meaning. In addition; the understanding of the heard language is worked out proceeding from sound to word to grammatical relationships to lexical meaning.**Field (1999)** states that this entire process may take no more than 25 seconds even in the case of some long typical English syllables, and that the processes of analyzing and processing first phonemes, then syllables, words, phrases and finally, sentences may all occur simultaneously, or in parallel, rather than in a step-by step process.

3.3. The top down vs. the bottom up

Successful listening depends on the ability to combine these two types of processing. According to **Vandergrift (2003),**who has discussed the needs for well-

designed listening activities that actually provide the learning in listening strategies that texts claim but do not always deliver,when learners have to rely more on top-down rather than bottom-up processing, more guesswork is involved. Furthermore, Bottom-up requires linguistic knowledge (phonological, lexical and grammatical knowledge) and top-down occurs when background knowledge comes into play. "The Bottom-up processing is more important than top-down processing in discriminating between the listening performances of L2 learners on tests"(**Tsui and Fullilove, 1998: 433**).

Scholars have different views concerning which types do occur, and how they influence each other. However, they seem to agree on two main views about the ways in which the listening task is performed and which are referred to as Bottom up and Top-down processes. The former refers to the use of the linguistic information **i.e.** the phonological, lexical and grammatical knowledge available to decode the spoken message. Meaning is arrived at through language. The latter on the other hand involves the background knowledge mentioned in the process of interpretation above, which makes the listener anticipate what will come next. Meaning, in this case, precedes decoding. Listening comprehension in fact cannot be successful if based on only one process. Both actually occur together.

The knowledge of listening process is very helpful for the teachers who should guide his pupils through different types of activities to use their previous language. Also, teachers must teach their learners gradually how to acquire and develop better listening skill.

4.What Strategies do Listeners Use when Listeningto a Message?

According to **Lynch(2004: 48)**in his book of **Teaching School Language Listening,** a listening skill is the ability that a listener possesses in his first language and which he has acquired when learning a second language. Whereas a strategy is the

set of techniques and plans the learner uses in case of misunderstanding. Strategies are, therefore, ways students use to manage their listening comprehension, and are grouped according to most scholars into three main strategies**:**

4.1. Cognitive strategies

The mental capacities used in the comprehension and store of the input for later retrieval, this requires three main processes, comprehension process that is processing the linguistic and non-linguistic input, storing and memory process, to store the input in working memory and long term-memory, and using and retrieval processes, to assess memory to be readied for output**.**

4.2. Meta-Cognitive Strategies:

The mental activities used to manage the cognitive strategies, such as planning, monitoring, and evaluating the understanding**.** Once the linguistic elements are recognized, listeners use this strategy to retain them in short-term memory long enough to interpret them **(wang4)**.The problem with second language listeners is that they not able to use this strategy effectively because new words are difficult to hold in memory long enough to interpret it later on**.**

4.3. Socio-affective Strategies

This type is used in two-way listening one, and demands more interaction skills. And it is a combination between social strategies such as clarification questions and asking the speaker to repeat or slow down, and affective strategies, like encouraging oneself to believe in their capacity to cope with the input**.**

5. Types of Listening: Intensive and Extensive Listening:

According to **Fadwa and Al-Jawi (2010),** learners can improve their listening through a combination between extensive and intensive materials and procedures.

➢ **Extensive Listening:** it refers to the listening that the students typically do away from the classroom, for pleasure or some other reasons, it is a way to improve your listening fluency. Students can get materials for extensive listening from many sources, they are supposed tousle an audio materials that consist of texts that they can enjoy listen to (songs, movies…etc), because they can listen and understand them without being directed by a teacher, they can also use tapes or CDs about their course book dialogues to listen to again after they have studied them in class **(Richards, 2008)**.

Extensive listening gives you the opportunity to hear so many different voices and styles plus you will be able to learn them naturally so it helps you get used to the natural speed of spoken English. As you listen to more and more videos and songs, you will see that the most important words and sentence recur frequently. However, students who do only extensive listening often become lazy in speaking and they make many mistakes; consequently, students must do both intensive listening and extensive listening[1].Rather than focusing on individual partfocuses on overall understanding i.e. you don't have to translate each word or focus on grammar rules, instead, you simply have to try to understand the audio as a whole. In addition, it helps students understand the spoken language on real-world context.

➢ **Intensive Listening:** It is about studying small details and trying to focus on every piece of information of a text. It focuses on brief listening exercises. According to **Fadwa and Al-Jawi (2010)**,intensive listening also labeled "live

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[1]Learn to Listen to Natural-Speed English, 2005

listening", is a common way to ensure true communication where the teacher makes discussions with the students.

Intensive Listening or Live Listening could be applied on the following forms: reading aloud, storytelling, interviews and conversations. It has evident advantages as students can interrupt and ask the teacher for more explaining and help to build groundwork of language acquisition since the student understand the basic component parts of language.

Intensive listening is particularly important for beginning and intermediate students. It is crucial to help the student to develop effective listening strategies and build bottom-up listening skills, in addition to the top-down skills that are emphasized in global listening activities.

Both skills are essential, so it's important to do both types of listening practices. Students need to know grammar, vocabulary and structure, but also need to be able to actuallyapply the skill.

There are other five other kinds of listening as **Wolvin and Carolyn(1988)**have proposed:

- ✓ First**, Discriminative listening** which helps listeners draw a distinction between facts and opinions**;**
- ✓ Second, **Comprehensive listening** which facilitates the understanding of oral input;
- ✓ Third,**Critical listening** allows listeners to analyze the incoming message before accepting or rejecting it;
- ✓ Fourth, **Therapeutic listening**which serves as a sounding board and lacks any aspect of critiques;

✓ And finally, **Appreciative listening**which contributes listeners to enjoy input and receive emotional impressions.

7. Principles of Listening:

The good listener should have an effective listening which involves observing the body language and noticing tips between the verbal and non-verbal messages .i.e. listening is not just a matter of using ears but also eyes.

- Keep silent: in the learning classroom we should have silence because if somebody talks or says something, the noise may interrupt the listener and disturb the listener.As cited in Linked in and published on Mark Twain summarises it in his famous saying "if we were supposed to talk more than we listen, we would have had two tongues and one ear."

- Preparing you to listen: the listener should relaxed and should prepare himself to listen; focus on the speaker and put everything out of mind and try to apply the background to facilitate the listening with concentrating on the message that is being communicated.

- Be patient: a pause or even a long time doesn't mean that the speaker has finished because he/she takes pause in order to refresh the listener's knowledge and can he/she try to formulate other messages. Then, listen to the tone and focus on the ideas not to the words because it is difficult to combine the ideas with words without forgetting to listen by the eyes.

Listening should be stressed before speaking because recognition knowledge is required to process and decode the oral input, whereas retrieval knowledge is required to encode and generate speech.The main message was that the target language is a tool for communication and that the maximum use of target language would raise the effectiveness of teaching and learning.

8. Effective listening

Listening effectively takes three modes depending on the level of the students and tasks:

1. Passive: the teacher should ask the student for the main ideas.
2. Active: ask for the message behind the passage.
3. Combine: ask student to negotiate and debate.[1]

In addition to that, if the teacher is the speaker he/she should:

1. Control the speed of the speech.
2. Control the quality and quantity of the vocal words and phrases.
3. Control the structure that he/she knows that the students can handle.

According to Adelmann (2009:108), to develop listening reception; persons are in need of:

a) Being aware about the listening world.
b) Stepping out of the listening world.
c) Entering in somebody else's listening world.

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[1] Elizabeth Fagan, department of history and anthropology and teaching consultant at the Chicago Center for teaching.

d) Sensing somebody deepest thoughts and feeling, and enriching the listening world.

There are 7 keys which make an active listening. These are as follows; the first is to be attentive, the second is to ask open-ended questions; the third is asking probabilities; the fourth is asking for clarifications; the fifth is paraphrasing; the sixth is reflecting feelings and the last is summarizing.

9. Teaching the Listening Skill:

Listening is not an easy task. It is rather a complex process. It makes more than hearing someone's talk. **Brown(2001:69)**says that:

"Listening is not a one-way street. It is not merely the process of a unidirectional receiving of audible symbols .One facet-the first step-of listening comprehension is the psychomotor process of receiving sounds waves through the ear and transmitting nerve impulses to the brain. But that is just the beginning of what is clearly an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and effective mechanisms".

Some researchers have described some methods on listening and understanding addressed messages from different areas. **Ur**(1984:9) focuses on the implication of listening comprehension in the foreign- language classroom. That is, it would seem reasonable to say that classroom practice should usually incorporate such characteristics of real- life listening. She has summarized these characteristics in the following features:

1. We listen for a purpose and with certain expectations.
2. We make an immediate response to what we hear.

3. There are some visual or environmental clues as to the meaning of what is heard.

4. We see the person we are listening to.

5. Stretches of heard discourse come in short chunks.

6. Most heard discourse is spontaneous and therefore differs from formal spoken prose in the amount of redundancy, "noise" and colloquialisms, and in its auditory character.

Rost has studied teaching listening to develop learners listening skill. He focused on the principle for developing listening ability followed by learning styles. His findings can be summarized in four points.

1. Listening ability develops through face-to-face interaction

2. Listening develops through focusing on meaning and trying to learn new, learners can mobilize both their linguistic and non-linguistic abilities to understand.

3. Listening ability can be develops through work on comprehension activities, by focusing on specific goals for listening. Learners have opportunities for assessing what they have achieved and for revision also.

4. Listening develops through attention to accuracy and an analysis of form .by learning to perceive sounds and words accurately.
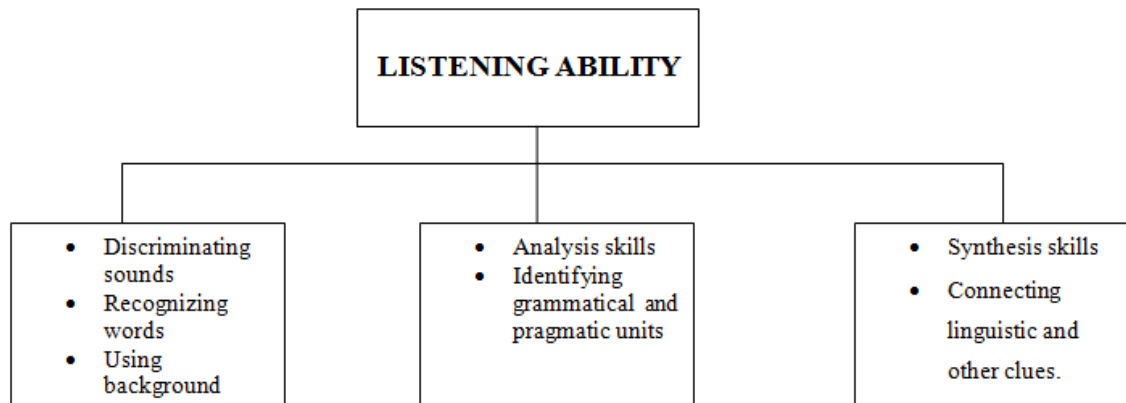
Figure 2.1. Rost's Listening Ability

9. The Importance of Listening in Second Language Acquisition:

The listening skill has been considered as a Cinderella of the four skills. According to **Nunan**(**1998**: **24**) "…listening is the basic skill in language learning." And without "listening skills, learners will never learn to communicate effectively. In fact over 50% of the time that students spend functioning in a foreign language will be devoted to listening..."

In addition, The importance that listening receives in foreign language pedagogy today is reflected at different levels: in one form or another, listening is present in syllabuses, course books and teaching materials available on the market, general proficiency language exams and is even the main focus of specialized courses, such as academic listening and will improve to an effective communication.

Listening consists of mutual listening which refers to listening tasks where there is the opportunity for the listener to interact with the speaker, and non-mutual

listening which refers to tasks where the transfer of information is in one direction, only from the speaker to the listener.

Learners or the target language students may try to get a successful method to facilitate their acquiring of the target language, such as using language or linguistic interference.

9. Linguistic Interferences:

It is also called language interference and it refers to speakers or writers applying knowledge from their native language to a second language **i.e.** a transformation from the first language into the target language. **LOTT (1983:256)** defines interference "as errors in the learners' use of the foreign language that can be traced back to the mother tongue". Language interference is the effect of learners' first language on their production of the language they are learning .**i.e.** the speakers first language influence learners foreign language, that influence or effect can be on any aspect of language**:** grammar, vocabulary, accent, spelling .In addition; this method can be when an individual understanding of one language impact on learners understanding of another language. That individual transfer can be negative when the understanding of one language (L1) complicates the understanding of the target language (L2).**Albert and Obler (1978)** state that people show more lexical interference on similar items. So it may follow that languages with more similar structures (e.g. English and French) are more susceptible to mutual interference than languages with fewer similar features (e.g. English and Japanese). Otherwise, there can be positive transfers such that significant one language can aid in developing skills for a second language.
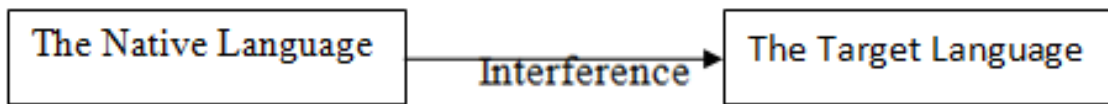
10.1. Factors CausingLanguage Interference:

According **to Lott (1983: 258 -259)**, there are three factors that can lead to linguistic interferences:

➢ **The inter-lingual factor:** Inter-lingual transfer is a significant source for language learners. This concept comes from contrastive analysis of behaviouristic school of learning. It stresses upon the negative interference of mother tongue as the only source of errors .**For example:** in our Arabic language we say كتاب اللغة الإنجليزية they may translate it as: **Book language English.** So they use the Arabic structure into the English structure of sentences.**Corder in Richard (1967: 19)** claims that errors are the result of interference in learning a second language from the habits of the first language. Because of the difference in structure especially grammar, the students will transfer their first language into the second language by using their mother tongue system.

➢ **The over extension of analogy:** Students make mistakes in using vocabulary caused by the similarity of the elements between the first language, and the second language.

➢ **Transfer of structure:** There are two types of transfer according to Dulay et.al (1982: 101), positive transfer and negative transfer. Negative transfer refers to those instances of transfer, which result in error because old habitual behavior is different from the new behavior being learned. On the contrary, positive

transfer is the correct utterance, because both the first language and second language have the same structure, while the negative transfer from the native language is called interference.

10.2. The Effect of Linguistic Interferences

The interference of L1 in L2 leads to errors Interference can possibly be viewed as the change of elements of one language to another at various levels including phonological, grammatical, lexical and orthographical. In addition, the most common source of error is in the process of learning a foreign language, where the native tongue interferes; but interference may occur in the other contact situations. In learning L1 certain practice of perceiving and performing have to be established and the old practice tend to interrupt and interfere with the learning, so that the students may speak English with the intonation of his mother tongue or the word order of his L1 and so on.

Conclusion

In this chapter, we have looked at some main features of listening. We have started with a brief definition of the listening skill.We tempted to show some linguists' views about it and the role it plays in maintaining social relationships. Throughout this research we have found that listening is an essential skill that needs to be looked at. We have also somehow focused on the two main processes, the top-down and the bottom-up. In addition; we have finished this chapter with the view that asserts that EFL learners may try to acquire a foreign language by using linguistic interference.

ChapteThree

Data Collection and Analyses

Chapter Three: Data Collection and Interpretation

Introduction

This chapter comprises the practical part of our research. The main aim of this section is to study the impact of the students L1 / mother tongue on the listening skill in Belhadj Bouchaib University Center. It aims at providing the readers with the main research instruments and procedures that have been used to collect data in this study. The present work intends to obtain teachers and students' opinions about the use of mother tongue, listening skill and how are interrelated to each other. Their views and opinions are very essential to examine the stated hypotheses.

1. Research Tools and Procedures

For **Paratoo (1997: 52- 325),** a research instrument is **"a tool used to collect data. An instrument is a tool designed to measure knowledge attitude and skills."**The instrument of this project is two questionnaires. They were selected to collect data from the teachers and students. **Chancerel (1980: 59**) states that "**Questionnaires are structured instruments for the collection of data which translate research hypothesis into questions",** and so arethe anonymous questionnaires we have administered to students and teachersin the department of English.

2. Sample Population

The first questionnaire was addressed to 50 students. The second was given to 10 teachers in The English Departement of Belhadj Bouchaib University center .

2.1 Students' Profile

This study was conducted to 50 students of English in Belhadj Bouchaib University Centre. These students were not non-randomly chosen. We could not choose other students from other departments because they do not fulfill the requirements of this research.

Chapter Three: Data Collection and Interpretation

2.2 Teachers' Profile:

Ten (10) teachers of the Department of English at the University Centre of Ain-Temouchanthave been selected as a sample in this research project. The reason behind choosing those teachers is to collect different views and more data that can help us in gathering a broad image on the target situation as they all have an experience in teaching the listening skill.

3. Data Gathering Tools

3.1 Description of the Questionnaire

A questionnaire is a set of predetermined questions for all respondents that serves as a primary research instrument in a research. It is used to collect factual information. We use open questions; close questions and mixed ones.

- ➢ **Open questions:** a kind of questions in which answers are provided by justifications or specifications of the members of the whole sample.
- ➢ **Close questions:** a kind of questions that students and teachers respond to by yes or no.

3.2 Student's Questionnaire:

The questionnaire was addressed to 50 students.It is composed of 10 questions that are divided into three sections. The first is related to the students' backgrounds; the second is related to the use of L1/mother tongue, while the third is related to the listening skill.

4.1 Teacher's Questionnaire:

This questionnaire was addressed to 10 teachers of our department. It is composedof 13 questions related to the teachers 'backgrounds and all what relates to the listening skill and the use of mother tongue.

Chapter Three: Data Collection and Interpretation

4. Data Analysis and Interpretation

4.1 Student's Questionnaire

4.1.1 Analysis of Data

Question 01: Reasons behind choosing studying English

The aim of this question is to investigate the student's satisfaction about their decisions in choosing to study English. The table below presents the number of students and their percentage.

	love	Universal Language	Other
Absolute Frequency	33	8	9
Relative Frequency	66	16	18

Table 1: Reasons behind Choosing English
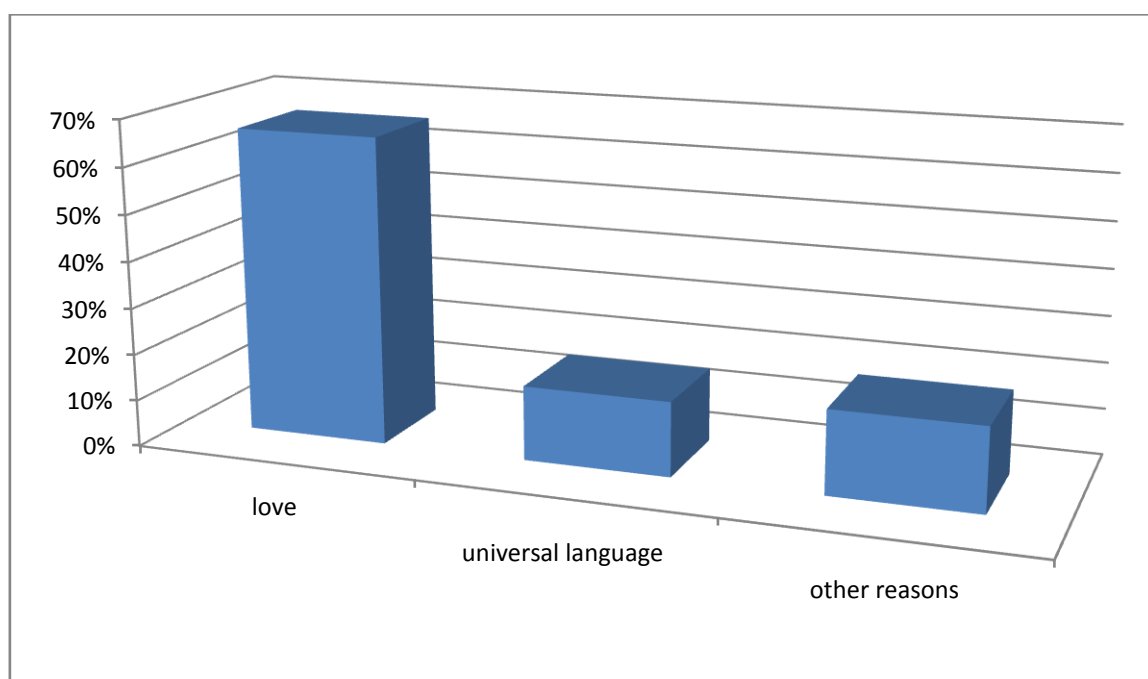
Graph 1. Reasons behind Choosing English

From the collected data about this question we observe that the majority of students have chosen to study English because they love it and it is their favorite language. On the one hand they make a percentage of 66%. On the other hand, 16% of the total number have chosen to study English because it is a universal language. The

rest have chosen to study English and that was not their choice, or because they were influenced by their former teachers, or because English is easy to understand.

Question 02: Student's Classification of Skills

In this item, we asked the participants about the skill they prefer and to which they give much importance in EFL classes. The table and the graph interpret the resultsobtained by those 50 students.

	Absolute Frequency	Relative Frequency
Listening	7	14%
Speaking	15	30%
Reading	5	10%
Writing	4	8%
No skill	1	2%
Listening and reading	5	10%
Four skills	2	4%
Listening and speaking	2	4%
Speaking and reading	4	8%
Speaking and writing	3	6%
Listening and writing	1	2%
Listening , speaking and reading	1	2%

Table 02: Preferred skill(s)

From the table above we notice that the majority of students prefer and give importance to the speaking skill by 30%.On the other hand, listening skill takesa percentage of 14%, whereas reading makes a sum of 10% for, and writing records 8%. Others choicesread more than one skill and the resultsobtained are as follows: listening and reading 10%; listening and speaking 4%; speaking and reading 8%;speaking and writing 6%; listening and writing 2%; listening ,speaking and reading 2%. Only 4% or 2 of the students have opted for all the four skills,while 2%

of the total number of students or only one person has chosen none of all the language skills.

Question 03: Student's Mother Tongue:

The aim of this question is to recognize the mother tongue of the target students.

	Arabic	Tamazight
Absolute Frequency	48	2
Relative Frequency	96%	4%

Table03: Student's Mother Tongue
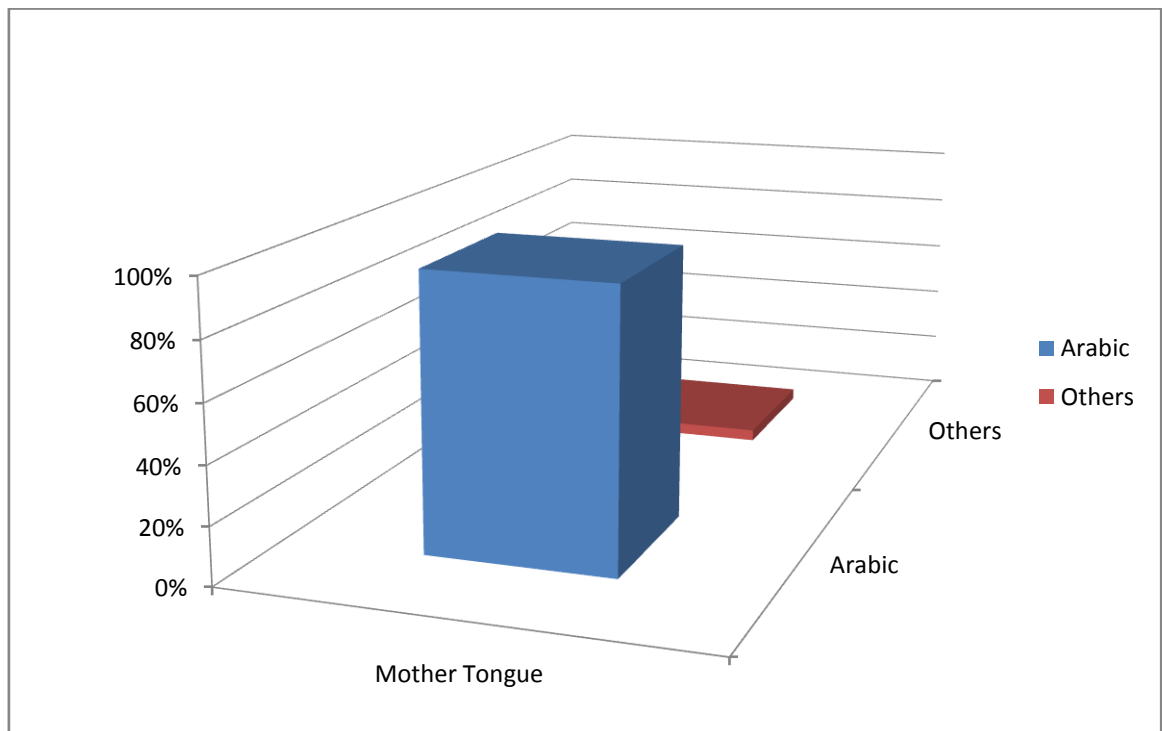
Graph 02: student's mother tongue

We notice that Arabic is the major mother tongue witha percentage of 96% and only 4% of the students use their own dialect which is Tamazight.

Chapter Three: Data Collection and Interpretation

The use of Arabic inclass:

Question 04: Was your basic education provided in Arabic?

	Yes	No
Absolute Frequency	44	6
Relative Frequency	88%	12%

Table 04: Arabic in Basic Education
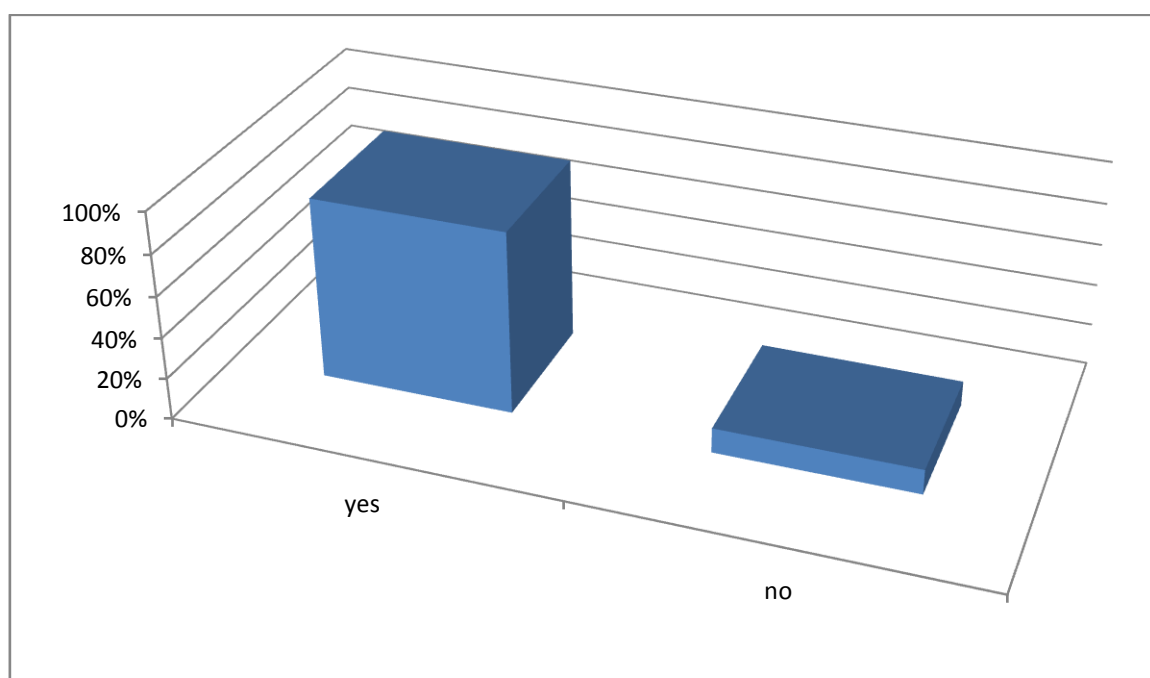
Graph 03: Arabic in Basic Education

From the table, it can be seen that Arabic is provided in education by 88%. However 12% think that their learning was not totally based on Arabic.

Question 05: How often do you think that Arabic should be used in the class?

The aim beyond this question is to know how often students should use Arabic.

	Never	Very rarely	Sometimes	Fairly frequently
Absolute Frequency	15	13	17	5
Relative Frequency	30%	26%	34%	10%

Table 05: Percentage of Using Arabic in the Class

Graph 04: **The use of Arabic in the class**

We can see from the responses to this question that 34 % of the students think that sometimes Arabic should be used in the EFL class. Then 30% think that Arabic is forbidden to use inside the EFL class; 26% assume that Arabic is very rarely used in class, and 10% think that Arabic should be fairly frequentlyused in the class.

Question 06: Do you think that Arabic is helpful in EFL class?

This question is asked to recognize if Arabic is helpful or not in the EFL class.

	Yes	No
Absolute Frequency	29	21
Relative Frequency	58%	42%

Table 06: **Arabic in the Class**

Chapter Three: Data Collection and Interpretation
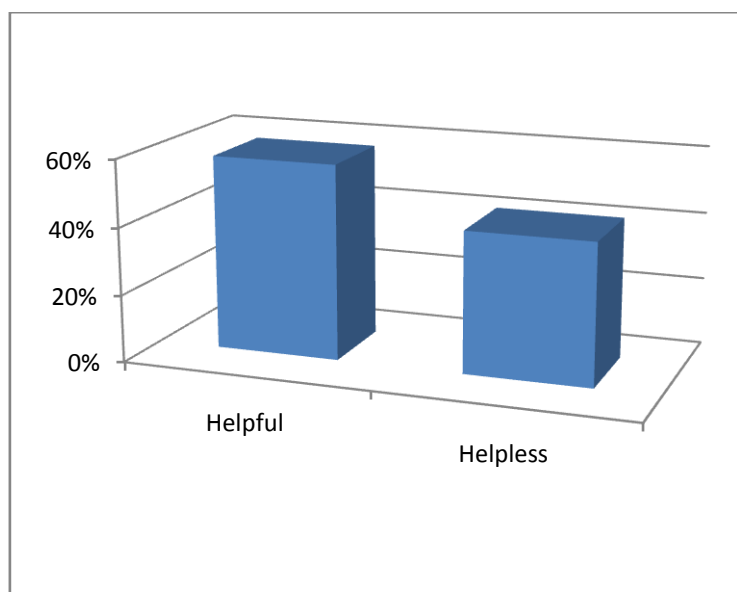
Graph 05: **Arabic in the Class**

58% of the participants think that Arabic is helpful in the EFL class while 42% find it as not very helpful. Most student justify that Arabic is helpful in the field of translation as it helps to understand better the difficult words and convey ideas. On the other hand, the other percentage constitutes the students who think thatit is not necessary to use L1, for the use of a mother tongue can affect the accent of speaking and cannot help them improve the acquisition of knowledge and is likely to reduce their learning capacities.

Question 07: Does your teacher encourage you to use L1?

We ask students this question to know whether the teacher encourages his students to use L1 in the course. The table and the figure below interpret the results.

	Yes	No
Absolute Frequency	4	46
Relative Frequency	8%	92%

Table 07: **Student's Encouragement from Teacher**

Chapter Three: Data Collection and Interpretation
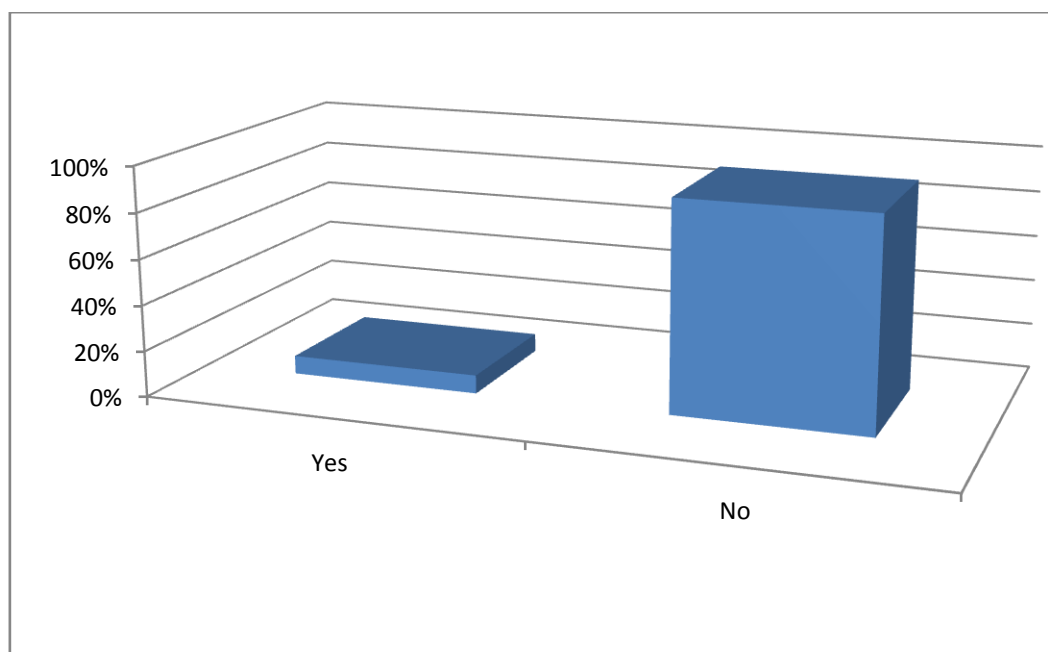
Graph 06: Student's Encouragement from Teacher

Most of the students i.e. 92% answered that teacher donot encourage them to use their L1 inside the class but 8% affirmed the opposite.

Question 08: Does your teacher use Arabic?

The aim of this question is to know whether teachersuse L1 in class or not. The table and graph below interpret the result of this question.

	Yes	No
Absolute Frequency	18	32
Relative Frequency	36%	64%

Table 08: **Teacher's L1 Use**
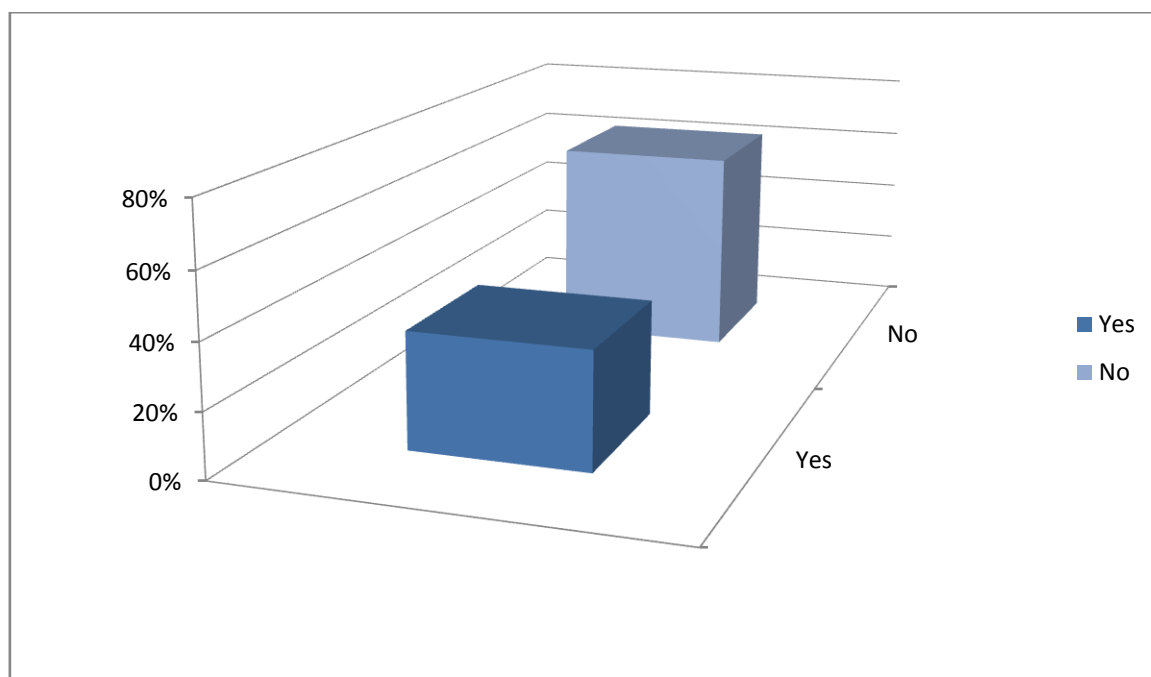
Graph 07: Teachers' Use of L1

From the results; students show us that 36% of their teachers use Arabic in class; however 64% of them donot use Arabic for they prefer to use only English.

LISTENING SKILL

Question 09: How do you find the listening skill when compared with other skills?

We ask this question in the aim of knowing how listening is and how it is considered.

	Easy	Somehow difficult	Difficult
Absolute Frequency	18	31	1
Relative Frequency	36%	62%	2%

Table 09: Listening compared with other skills

Chapter Three: Data Collection and Interpretation
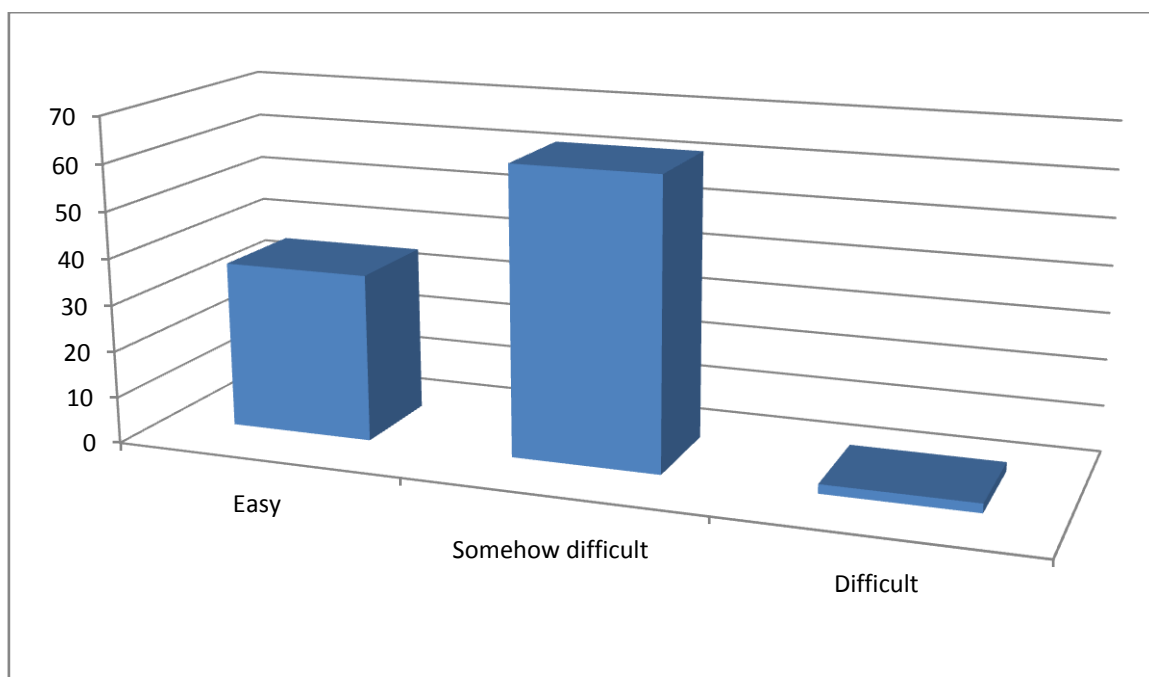
Graph 08: **Listening compared with other skills**

From the responses to this question we can notice that most students considerthat listening is somehow difficult with a percentage of 62%. It is easy for 36% and just one student (2%) thinks that listening is difficult.

Question 10: what difficulties do you have when listening to a passage in English?

This question aims to know the most difficulties that are faced in the listening session.

	Absolute Frequency	Relative Frequency
Speed of speech	18	36%
Colloquial words	5	10%
Different accent	9	18%
Noise	2	4%
Speech+ colloquial words	3	6%
Colloquial words+ noise	1	2%
Speech+ accent+ colloquial words	2	4%

Speech+ different accent	4	8%
Accent+ noise	1	2%
All difficulties	1	2%
Accent+ colloquial words	1	2%
Speech+ accent+ noise	1	2%

Table 10: **Difficulties with Listening Skill**

From the results we can see that 36% of the students face the problem of speed of speech. 16% have the problem of different accent but just 10% do not recognize meanings of colloquial words. 6% have difficulties with both the speed of speech and use of colloquial words. 4% have the problem of both the speed of speech and the use of a different accent, while the remaining students have mixed problems.

4.1.2 The Main Results

From the responses of our participants we have deduced that most of the students of the department of English have chosen English, firstly because they like it, and secondly because it is a universal language. Some of our students do use their L1 inclass during the listening session when they find some problems or difficulties. Some of them find the listening skill easy to acquire; others find it somehow difficult while the others find do have serious problems to acquire it. The use of L1 is related to the type of the problem the student is facing. The use of L1 may assist students in reducing affective barriers and increasing their confidence in their ability to successfully comprehend the Target Language.

4.2 Teachers' Questionnaire

4.2.1.The Analysis of the Results

Question 01: Teacher's Background Information:

The aim behind this question is to have an idea about the teachers'experiences in university.

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	From 1 year to 10 years	More than 10 years
Absolute Frequency	5	5
Relative Frequency	50%	50%

Table 11: **Teachers Background Information**
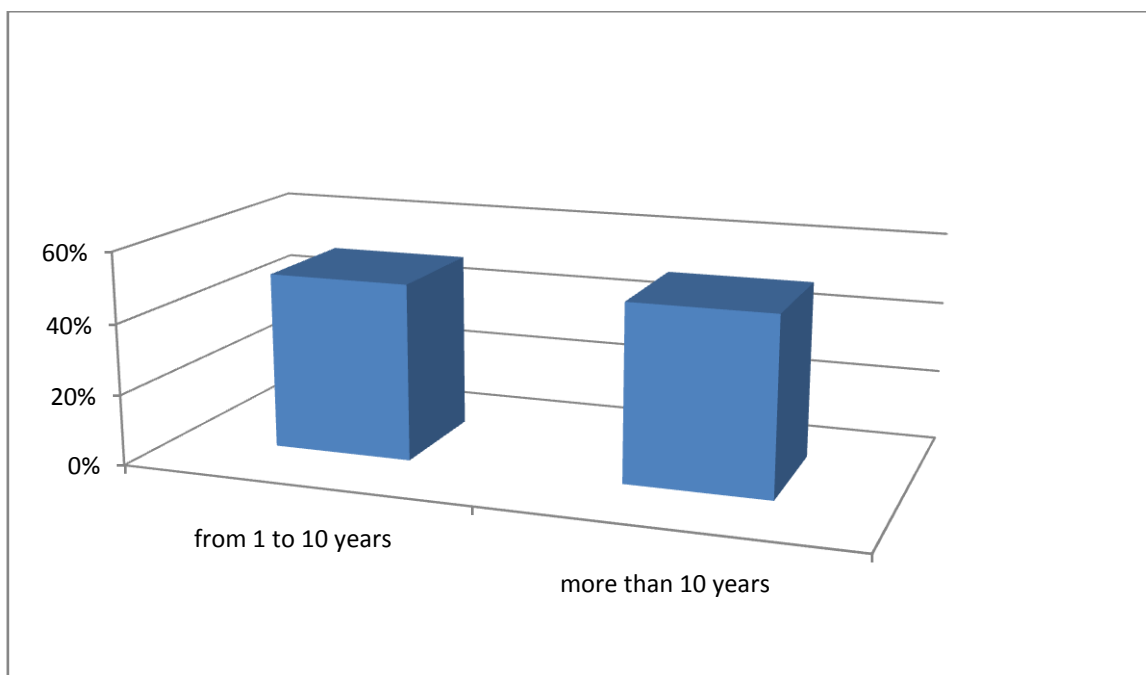
Graph 09: **Teachers' Background Information**

As we see from the results obtained, 50% of our teachers have been teaching English at university for less than 10 years, while the other 50 % have more than 10 years teaching experiences.

Question 02: How often do you think students' L1can be used in an EFL classroom?

The goal of this question is to provide data on the amount of using L1 in an EFL class.

	Never	Rarely	often	always
Absolute Frequency	2	6	2	0
Relative Frequency	20%	70%	10%	00%

Table 12: **Student's Attitude**

Chapter Three: Data Collection and Interpretation
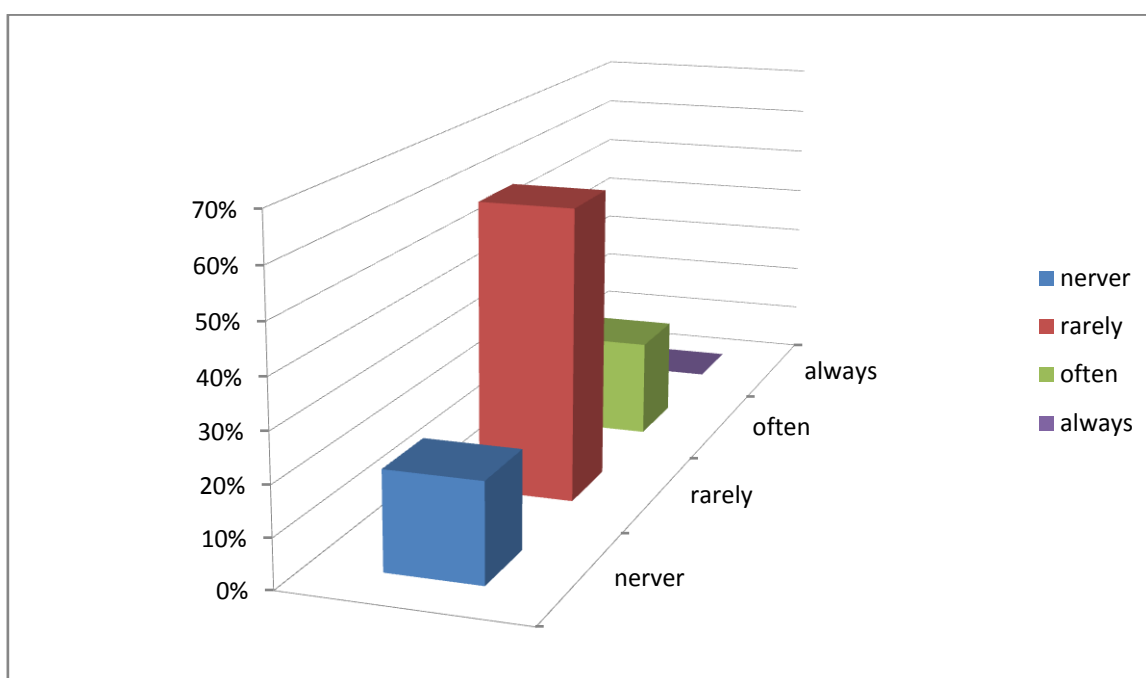
Graph 10: Student's Attitude

From the result we see that 70% of the teachers think that using L1 in class is not to be denied. Moreover 10 % assume that students do need to often use their L1 and the remaining 20 % suggest that students can never use L1 in the EFL class because it is of no importance.

Question 03: Which skill do you think is the most difficult to be taught:

This question aimed to know which skill is difficult to think about its teaching.

	Listening	Speaking	Reading	Writing	Listening and speaking	No skill
Absolute Frequency	2	2	0	4	1	1
Relative Frequency	20%	20%	0%	40%	10%	10%

Table 13: **The Difficult Skill**
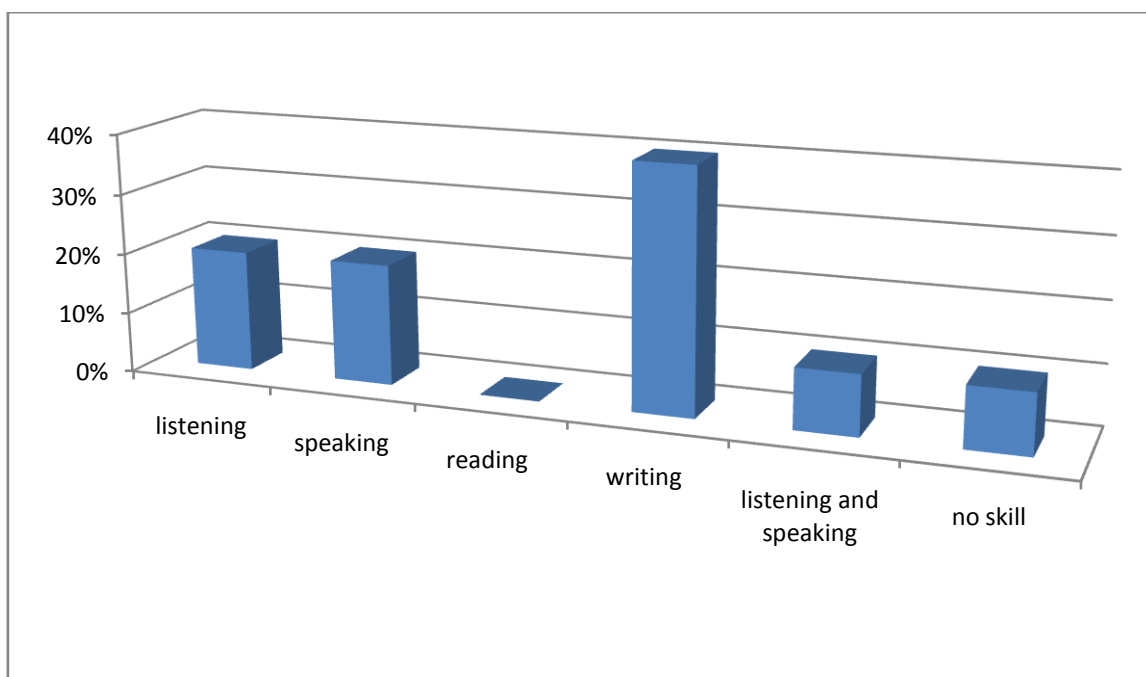
Graph 11: The Difficult Skill

From the results we observe that writing is the most difficult skill compared with other skills. 20 % of the participants find listening and speaking the most difficult, whereas only10 % think that both listening and speaking are difficult and 10 % affirm that no skill is difficult to be taught.

> ➢ **Listening Skill**

Question 04: How do you find listening compared with the other skills?

This question aims to know how listening is considered for the teachers and see their opinions about listening in comparison with other skills. According to the answers of the teachers we sum up that listening is a receptive skill, but also a basic and very important skill. In addition to that it is an important component of interaction and it is the skill that mainly relies on students' performance because students need to listen to speak in response.

Question 05: Which materials do you use in the listening session?

The goal of this question is to get the most effective materials that the teacher uses during the listening sessions.

	ICTs
Absolute Frequency	10
Relative Frequency	100%

Table 14: Teacher's Materials
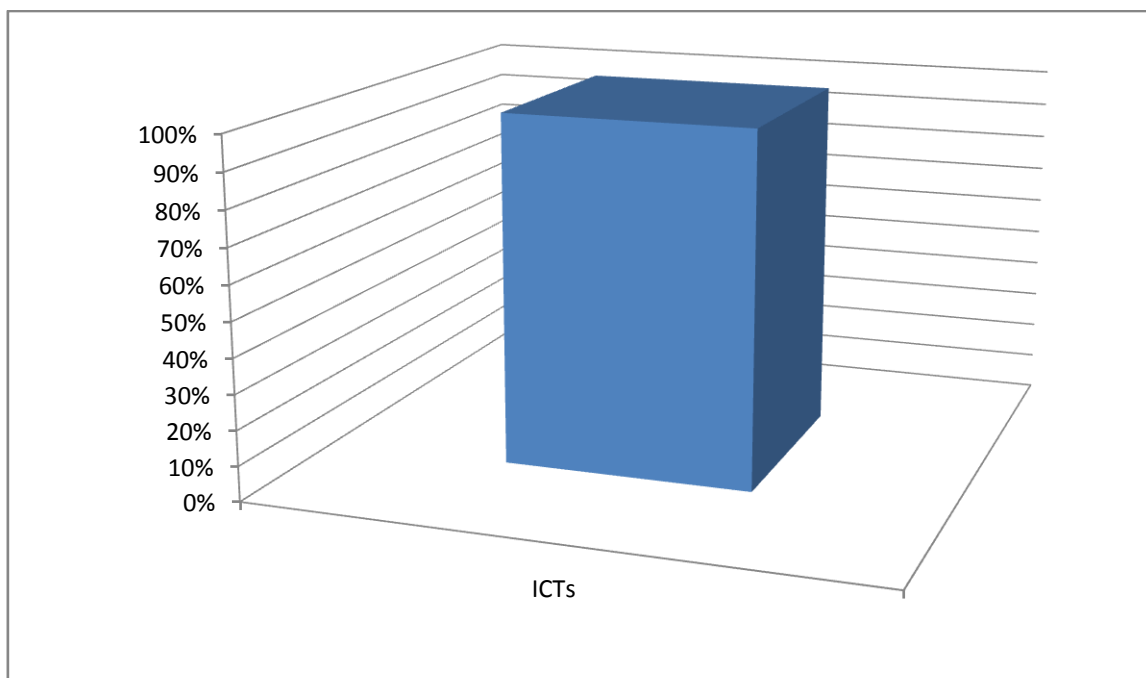
Graph 12: Teacher's Materials

From the collected data we conclude that all those teachers use ICTs in their tutorials including videos, MP3, records and audio passages from the internet…

Question 06: Which techniques do you often refer to to teach listening?

The goal behind asking this question is to know the most frequently used techniques that he/she uses in teaching listening.From the answers we have understood that some of these techniques include listening to authentic passages of native speakers; insisting on the students to interpret what they hear or listen to, and filling the gaps.

Question 07: What are some of yours objectives to teach listening?

The aim of this question is to know their main objectives.Some of those teachers teach this skill in order to improve and develop the oral skill by teaching the

students the correct pronunciation because a good listener is a good speaker.Another objective is to expose students to the target language in a natural environment and prepare him to be linguistically competent and able to use English in different situations. In addition they seek at developing their pragmatic competence.

> ➢ **Problems with listening**

Question 08: How often do your students encounter some problems during the listening comprehension session?

The aim behind this question is to check the amount of difficulties students usually face during the listening comprehension session. The table and graph interpret the results.

	Sometimes	Always	Often
Absolute Frequency	1	7	2
Relative Frequency	10%	70%	20%

Table 15: Percentage of the Problems Encountered in the Listening Session
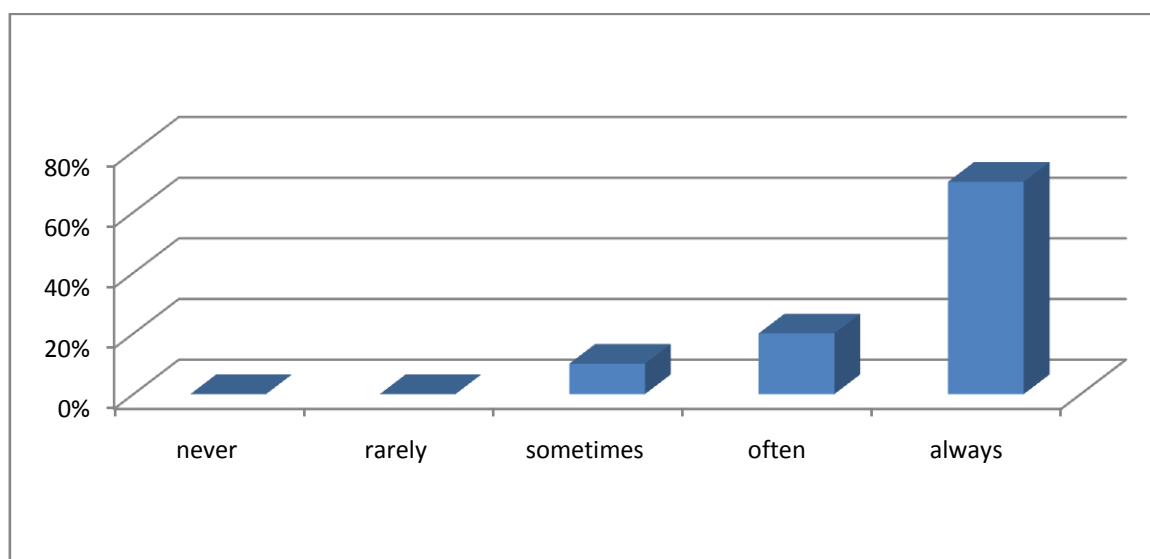
Graph 13: Percentage of the Problems Encountered in the Listening Session

From the table we observe that all the teachers do face problems but with varying degrees. While 70% of the teachers always face troubles with teaching listening to the student, 20% of them often encounter difficulties and only 10% sometimes face problems.

Question 09: In your opinion, what are the causes of these problems?

From this question we want to know the case of these problems. The table and graph interpret the results that we found it in the questionnaire.

	Absolute Frequency	Relative Frequency
a. Less practice of listening by students	2	20%
b. Speed of speech	1	10%
c. Different accents	0	00%
d. Noise	0	00%
a & b & c	1	10%
a & b	2	10%
a &d	1	20%
a & c	2	20%
All problems	1	10%

Table 16: Reasons of the Problems
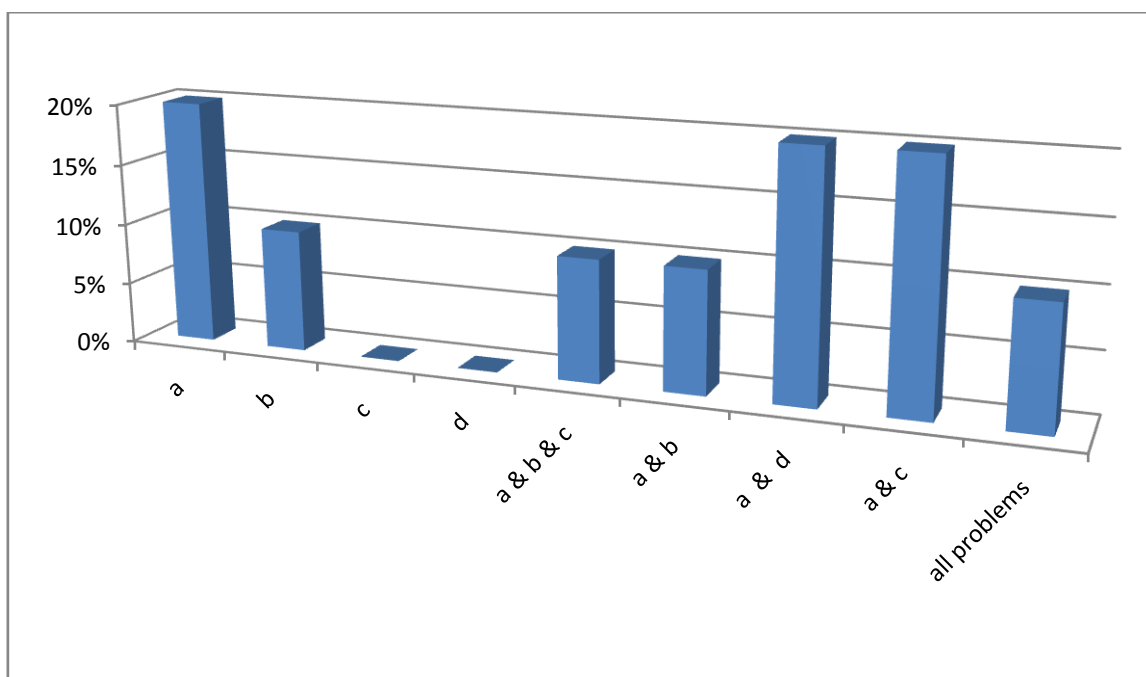
Graph 14:Reasons of the Problems

From the table which interpret the results of the most frequently faced problems, we can see that 20 % of the problems are because of less practice of listening, 20% is due to less practice and noise; and another 20 % is because of less practice and the use of a different or an unfamiliar accent. In addition; 10% see that the speed of speech is at the origin of their problems, and also 10% think that both less practice and the speed of speech do impede them from listening well, and 10% of the teachers agree on all theproposed types of hindrances. Finally no other teachers have combined between noise and the use of a different accent.

Question 10: Do you think that prior knowledge in Arabic or French can help the listener understand better the passage?

The aim behind this question is to know if the use of Arabic or French is positive or negative.

	Yes	No
Absolute Frequency	6	4
Relative Frequency	60%	40%

Table 17: The Effect of Using Arabic or French
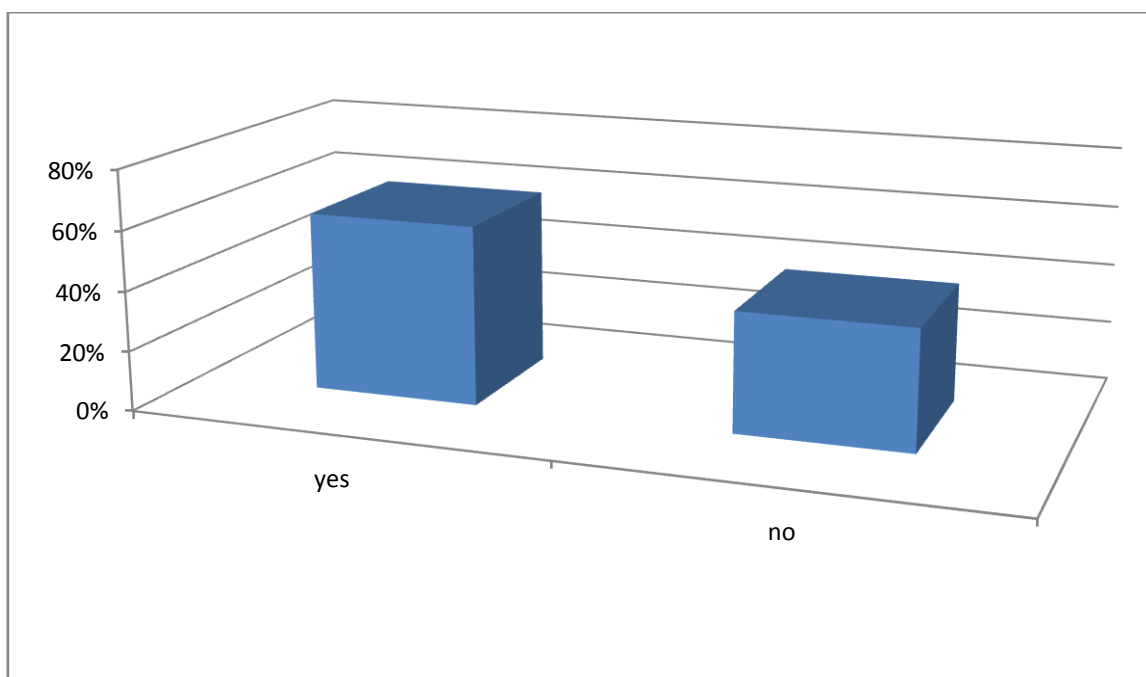
Graph 15: The Effect of Using Arabic or French

The table below shows that 60% of the teachers from the whole sample think that the prior knowledge can help the listener understand better the passage, while 40% of them disagree with this idea.For the first group they justify the use of L1inthe EFL class by giving arguments that support the use of L1 when it refers to similarities or differences of culture specially French because both have in common many words of the Latin origins. Furthermore, students are obliged to use L1 to translate from one language to another.For the second group which includes teachers who disagree about this idea,they identify some tips as each language has its own particularities and characteristics. Teachers prefer that students learn English by using only English since the syntactic structure of the English sentences may be different from the Arabic and French ones.

Question 11: Student's Attitudes:

This question was designed to know the students' attitudes towards the use of Arabic or French in class.

From the obtained results we can see that most teachers specify that it is a negative attitude i.e. some students even complain about using Arabic and French and they

use it when they are not capable to express themselves while some teachers said that it is beneficial for them for it helps to approve more understanding and foster gathering the ideas.

Question 12: Do you find using Arabic or French very helpful?

This question intended to know if those languages are helpful or not.

	Yes	No	Yes & No
Absolute Frequency	4	5	1
Relative Frequency	40%	50%	10%

Table 18: **The Role of L1 Background**
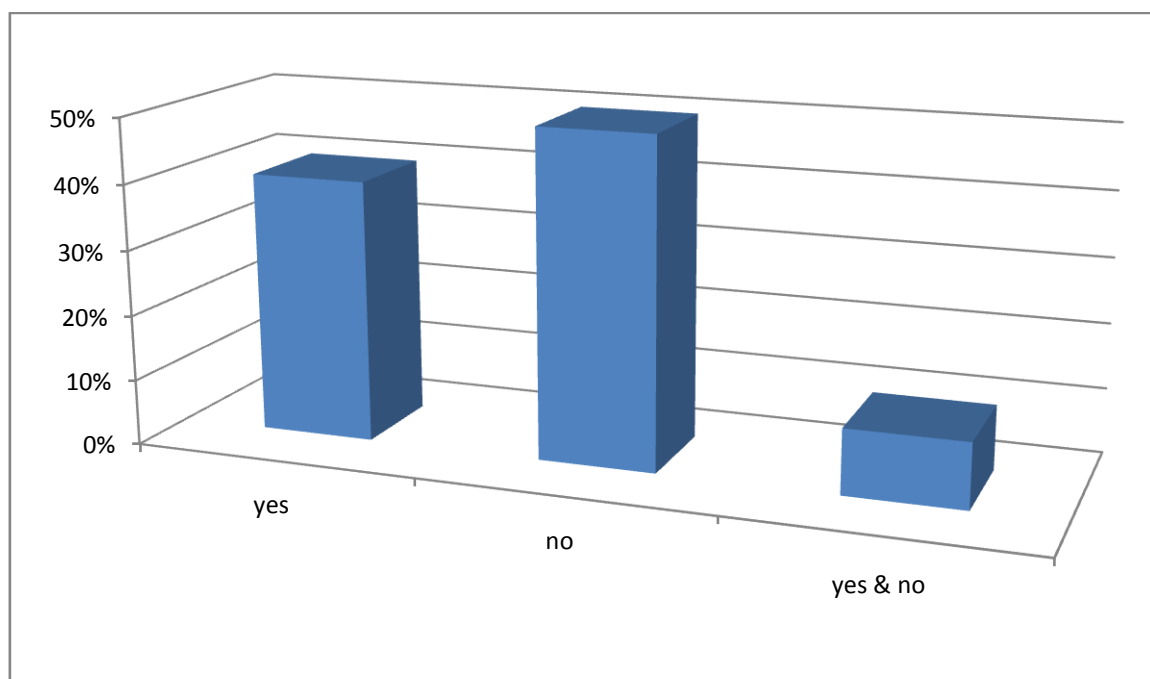
Graph 16: **The Role of L1 Background**

From the table we observe that most of teachers saw that L1 is helpless by a percentage of 50. While 40% saw it is helpful and just 10% observed it helpful and helpless at the same time.

Teachers who consider that l1 is helpful because it facilitate for better understanding and can exhibit a key to express themselves .while the antagonists said that it is helpless al all i.e. student should think in English because he/she needs

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English for English and they prefer to teach English via English and practice is important to learn this language.

Question 13: Do you use another language in class? Why?

The question below was addressed to the teachers to know if students use some other languages in class.

	Arabic	French	Both languages	Only English
Absolute Frequency	0	1	2	7
Relative Frequency	00%	10%	20%	70%

Table 19: **Student's Mother Tongue Use**
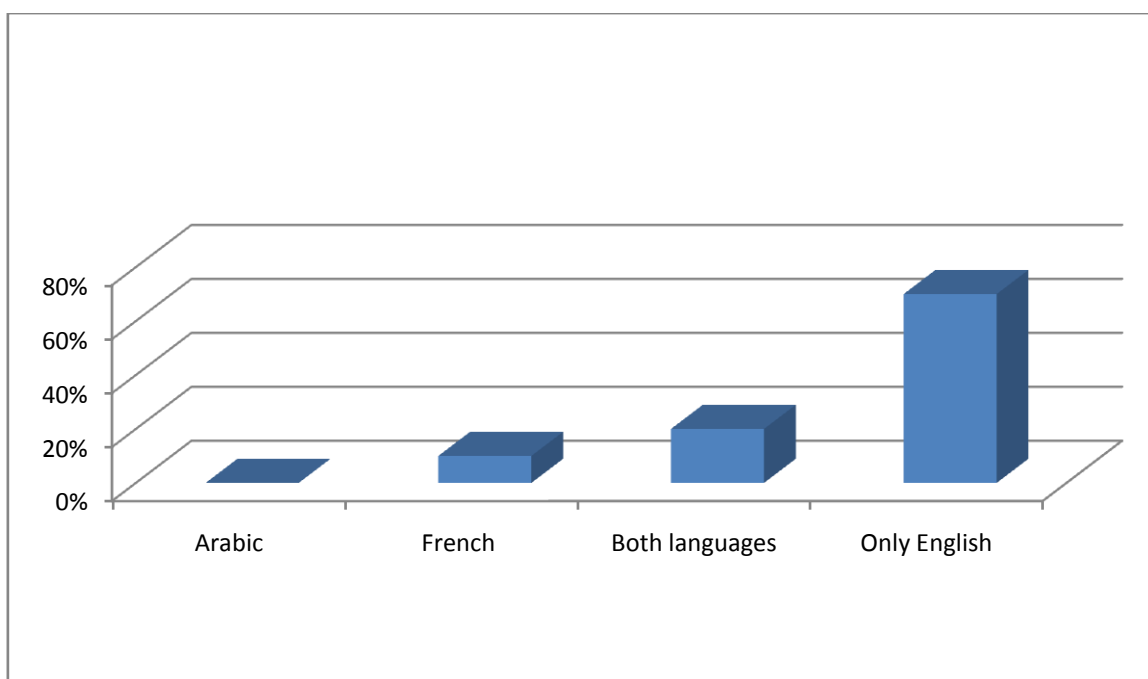
Graph 17: **Student's Use of Mother Tongue**

From the results that we have obtainedand according to the participants' responses we conclude that 70% of teachers use only English; 20% use both Arabic and French but just 10% use French.

Most of the teachers use only English because they teach English and any teacher is supposed to be a model to his learners. By using only English in class students will finish by imitating their models and then acquire better the target language. If they allow the students to use their L1 their communication skillswill never be developed

and they can't develop their pragmatic competence and capacities.Teachers whorarely use their L1 justify their use by giving examples, when it becomes impossible to transmit the message and do all their best to explain and clarify the lesson.

4.2.2 Summary of the Main Results:

To sum up the obtained results from the questionnaire, we find that all teachers help us to master better the target language. On what concerns the use of L1when teaching listening,they have two different points of view about it. For some teachers such a use is negative, while for some others it is positive. The results show us that listening is one of the most difficult skills because students usuallyface problems during the lesson. Most of these problems are because of the lack of practicing listening for not too much time is devoted to teach this skill and because of linguistic variation as learners cannotmake the difference between the English varieties. Furthermore a student very often uses his L1 exceptionally when he/she cannot express him/herself correctly or when he/she is obliged to translate or interpret what he/she is listening to.

5. Recommendations:

The teacher plays the role of a leader in class and the studentsjust like a troop that is guided in class; without them there is no learning process. From the observed problems in relation to the obtained results in this chapter we have select some recommendations to learners. These are as follows:
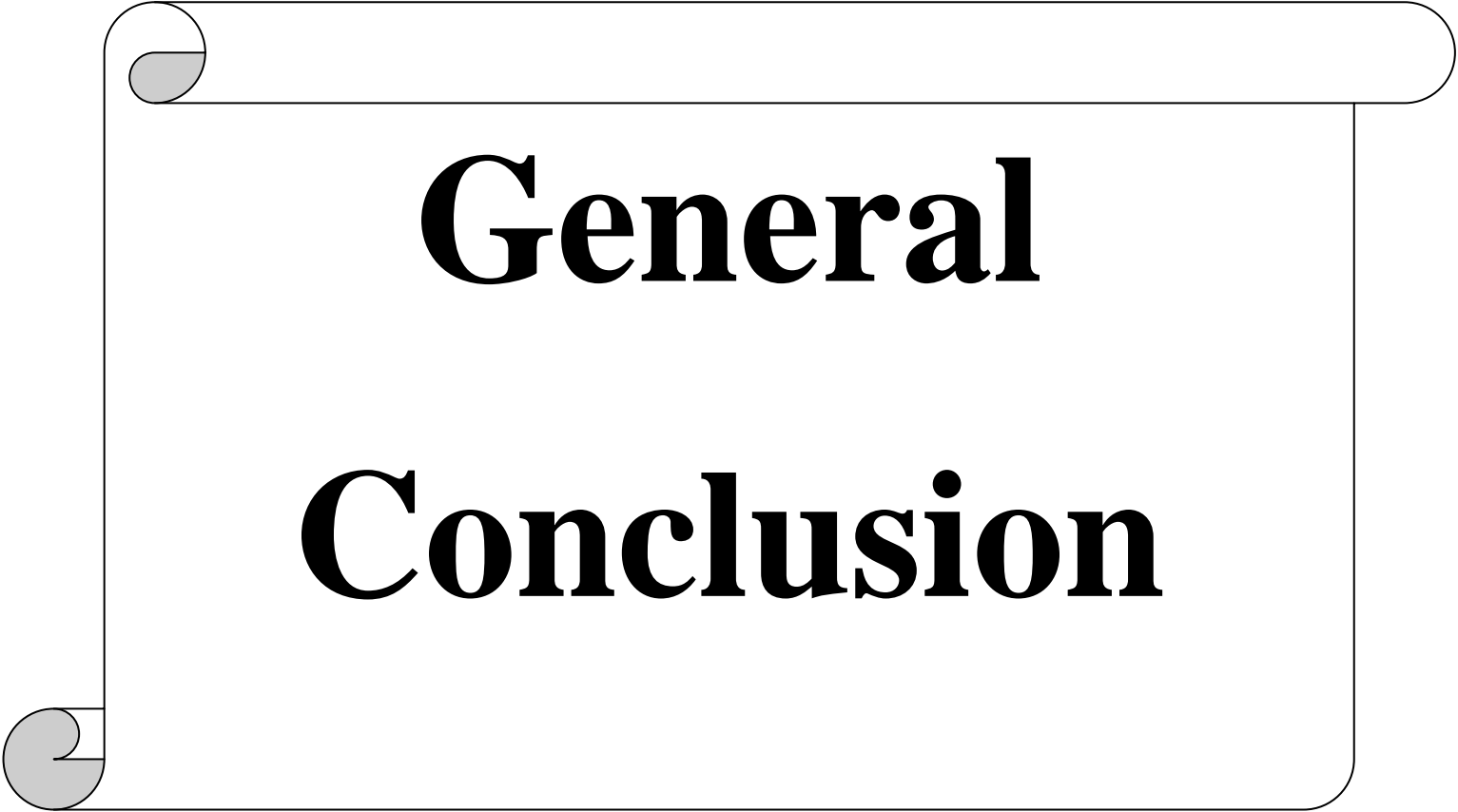
- Students should work to develop their communicative competence without using their mother tongue.
- Students need to improve their listening skills in class.
- Students should know if they are allowed to use the Arabic, French or Tamazight, when and for what purpose.
- Students should recognize that L1 and L2 have two different linguistic systems and features.

- Students should reduce their use of L1 in order to fully acquire L2 because successful L2 acquisition depends on keeping L2 separate from L1.

- They should only use L2 in order to acquire it fast and to reach a level of competency that is close to their level in L1.

- The L2 meanings do not exist separately from the L1 meanings in the learner's mind, and making suitable correlations between those meanings from time to time is compulsory in some instances.

- Translation as a teaching or learning technique is a different matter from translation as a goal of language teaching or learning, and students need to use it appropriately as a technique.

- The idea that the learner should learn English like a native speaker encourages students to think in English to express himself well in this language without referring to his L1 in an inappropriate and non-viable deliberation.

- The influence of L1 on students' linguistic performances in class has been proved to have both positive and negative impacts on teaching and learning English as a foreign language.

Conclusion:

To sum up, in this chapter and through the analysis and interpretation of the obtained data, we were able to confirm our hypothesis which stipulates that the mother tongue has an effect on the listening skill. Students and teachers alike were very helpful and guided us throughout the findings of this research. The use of the mother tongue may have a negative or positive impact on the student's level. The listening skill is one of the most difficult skills that the student has problems with. Students should learn English without using the L1 except in translation i.e. when he/she uses it for he/she does not feel able to express him/herself well and cannot improve his/her communicative competence.

General

Conclusion

Listening as a basic language skill is placed in the front of all the remaining language skills. It contributes in helping students find remedies to their deficiencies in speaking as they lack a good pronunciation .A fair, appropriate and reasonable use of a learner's mother tongue in class is not likely to threatenan excessive use of the target language.

As a result of this study, we say that mother tongue has a great impact in learning/ teaching listening skill and presents a real problem to some Algerian EFL students. Furthermore; as we have already hypothesized that mother tongue interferences can lead to negative and positive attitudes when using them in EFL contexts; it has been found throughout the outcomes of this research that the positive attitudesmatch the use of translation techniques to understand better a target feature, while negative attitudes can be illustrated with reference to poor self-expressionwhich often impede studentsto prove their communicative skills in the target language. In addition to that, EFL teachers use techniques that help students appropriately use L1 and sequentially give them the opportunity to express what they have in mind and get in the way from using their L1.

From the outcomes of this research we have observed that students have a lack of practicing the listening skill and cannot differentiate between different styles or varieties of the English language. Classroom variables like noise and and interruption usually hinder the teachers from attaining the objectives of their lessons in class. Students should always keep in mind the positive view about learning this skill because it will be easy if they try to spend more time in proving their knowledge especiallywhen it is about expressing oneself since a good listener is a good speaker.

The use of awkward and inappropriate materials and techniques can hinder a good listening in class and accordingly does not help that much the teachers to do the already planned activities. Remedial work and practicing are therefore very often required to obtain an affective listening.

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Appendeces

Appendix A

Dear students:

   This questionnaire is designed to support our research on the effect of mother tongue in teaching the listening skill in Algeria. Your assistance to accomplish this work is highly appreciated.

Please put X in the box and write the full answer when necessary.

1. Why did you choose to study English?

    ………………………………………………………………………………….

    ………………………………………………………………………………….

2. What is the skill that you prefer the most in English?

    Listening ☐   Speaking ☐   Reading ☐   Writing ☐

3. What is your mother tongue?   Arabic ☐   Other ☐

    Specify ……………………………………………………………

4. Was your basic education provided in Arabic?   Yes ☐   No ☐

5. How often do you think that Arabic should be used in the EFL class?

    Never ☐   Very rarely ☐   Sometimes ☐   fairly frequently ☐

6. Do you think that Arabic in an EFL class is helpful? Yes ☐   No ☐

    Justify …………………………………………………………………….

7. Does your teacher encourage you to use L1?   Yes ☐   No ☐

8. Does your teacher use Arabic?   Yes ☐   No ☐

9. How do find the listening skill when compared with other skills?

    Easy ☐   somehow difficult. ☐   Difficult ☐

10. What difficulties do you have when listening to a passage in English?

Speed of speech ☐   Different accents ☐

Colloquial words ☐   Noise ☐

Thank you

Appendix B

Dear teacher:

This questionnaire is designed to support our research on the effect of mother tongue in listening skill in belhadjBouchaib University Center. Your assistance to complete this questionnaire is highly appreciated.

Please put X in the box and write the answer when necessary.

1. How long have you been teaching in university?

   ………………………………………………………………….

2. How often do you think students'L1 can be used in an EFL classroom?

   Never ☐   Rarely ☐   often ☐   always ☐

Why?..

....

3. Which skill do you think is the most difficult to be thought?

   Reading ☐   writing ☐   listening ☐   speaking ☐

   Why? ……………………………………………………………………………

4. How do you find listening compared with the other skills?

   ....

   ....

5. Which materials do you use in the listening session?

   …………………………………………………………………………………………

   …………………………………………………………………………………

6. Which techniques do you use often refer to to teach listening?

   …………………………………………………………………………………….

7. Do you use another language in class?   Arabic ☐   French ☐

   How often?

   ....

   …………………………………………………………………………………………

   Why?...

   ....

8. What are some of your objectives to teach listening?

…………………………………………………………………….................

....

9. How often do your students encounter some problems during the listening comprehension session?

Never ☐   rarely ☐   sometimes ☐   often ☐   always ☐

10. In your opinion, what are the causes of these problems?

a. Less practice of listening by students ☐

b. Speed of speech of the FL ☐

c. Different accents ☐

d. Noise ☐

11. Do you think that prior knowledge in Arabic or French can help the listener to understand better the passage?   Yes ☐   No ☐

How? ....

12. What are your students' attitudes toward the use of Arabic or French in class?...

....

13. Do you find using Arabic or French very helpful?   Yes ☐   No ☐

In which way?

………………………………………………………………………………

………………………………………………………………..

Thank you

Résumé :

Le présent travail est dans le domaine de l'apprentissage de la langue anglaise. Il s'agit d'une analyse de l'impact de la langue maternelle sur les compétences d'écoute dans les classes EFL. L'objectif de la présente étude est de vérifier l'influence de la langue maternelle sur l'apprentissage / l'enseignement de la capacité d'écoute dans l'enseignement supérieur. L'objectif est de faire la lumière sur les raisons qui expliquent l'utilisation de la L1 lors des sessions d'écoute par les étudiants de première année du Master EFL au Centre universitaire Belhadj Bouchaib. Ce travail tente également de déterminer si l'utilisation de L1 est bénéfique ou non. son utilisation est positive, négative ou les deux à la fois. Il aborde donc ce qui relie la langue maternelle des apprenants à la capacité d'écoute. Il met l'accent sur les difficultés rencontrées par les élèves et les enseignants lors de la séance d'écoute et qui se réfèrent à des morceaux de L1.

Nous avons travaillé avec des étudiants et des professeurs d'EFL. Leurs opinions ont été recueillies au moyen de deux questionnaires anonymes. Le premier a été administré aux étudiants tandis que le second a été rempli par les enseignants. Les résultats obtenus ont révélé que l'impact de la langue maternelle peut être positif et négatif. Les hypothèses que nous avons posées précédemment dans ce travail ont également été confirmées.

Mot Clé : langue maternelle ; la capacité d'écoute

ملخص :

هذا العمل هو في مجال تعلم اللغة الإنجليزية.وهو تحليل لتأثير اللغة الأم على مهارة الاستماع في فصول اللغة الإنجليزية كلغة أجنبية. الهدف من الدراسة الحالية هو التحقق من تأثير اللغة الأم على تعلم / تدريس مهارة الاستماع في التعليم العالي. الهدف هو تسليط الضوء على الأسباب التي تكمن وراء استخدام L1 في جلسات الاستماع من قبل طلاب ماجستير اللغة الإنجليزية كلغة ثانية في مركز جامعة بلحاج بوشعيب ،كما يحاول هذا العمل أيضًا التحقق مما إذا كان استخدام L1 مفيدًا أم لا. استخدامه إيجابي أو سلبي أو كليهما في نفس الوقت. ولذلك فإنه يتناول ما يتعلق باللغة الأم للمتعلمين لمهارة الاستماع. وهو يركز على الصعوبات التي يواجهها الطلاب والمعلمون في جلسة الاستماع التي تشير إلى أجزاء وقطع من L1.

لقد عملنا مع طلاب ومعلمي اللغة الإنجليزية كلغة أجنبية. وقد تم جمع آرائهم من خلال اثنين من الاستبيانات مجهولة المصدر. الأولى كانت تدار للطلاب بينما تم ملء الثاني من قبل المعلمين. وقد أظهرت النتائج التي تم الحصول عليها أن تأثير اللغة الأم يمكن أن يكون إيجابيا وسلبيا. كما تم تأكيد الفرضيات التي وضعناها في وقت سابق في هذا العمل.

الكلمات المفتاحية : اللغة الأم ،مهارات السمعية .

Abstract

The present work is in the field of English language learning.It is an analysis of the impact of the mother tongue on the listening skill in EFL classes. The aim of the current study is to check the influence of the mother tongue on learning / teaching the listening skill in tertiary education. The aim is to shed light on the reasons that lie behind the use of L1 in listening sessions by first year Master EFL students at Belhadj Bouchaib University Centre .This work also attempts to investigate whether the use of L1 is beneficial or not i.e. It cheeks whether its use is positive, negative or both at the same time. It therefore tackles what relates the learners' mother tongue to the listening skill. It focuses on the difficulties that students and teachers encounter on the listening session referring to bits and pieces from L1.

We have worked with EFL students and teachers. Their opinions have been collected through two anonymous questionnaires. The first was administrated to the students while the second was filled in by the teachers. The results obtained have revealed that the impact of mother tongue can be positive and negative. The hypotheses that we put earlier in this work have also been confirmed.