A Study on Native Speakers vs. Non-Native Speakers: Which Make the Best ESOL Teachers?

دراسة حول مقارنة بين معلمي اللغة الإنجليزية المتحدثين بها كلغة أم والمتحدثين بها كلغة ثانية، أيهما أفضل في تعليم اللغة الإنجليزية للناطقين بلغات أخرى؟

by

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Abstract

As long as ESOL (English for Speakers of Other Languages) is concerned, the misconception that is related to native speakers, or the general prevailing belief that stresses the idea about native English speakers (NES) being the perfect teachers, and that they have the upper hand and that they are far ahead of their non-native speaker's counterparts. However, numerous studies have revealed that students are not much inclined or pay no significant attention whatsoever to the concept of valuing teachers according to their mother tongue. This study will try to examine and explore the fundamental differences and similarities between native English-speaking teachers (NESTs) and non-native English-speaking teachers (NNESTs) to decide which is better to be employed for teaching English as a Second Language (EFL). Additionally, a comprehensive comparison would be made between the two in terms of pedagogy, language skills, competence and performance. The study will also shed lights on the diversified conceptions and perceptions and insights on both NESTs and NNESTs taking into consideration recent studies and researches so far done in this field. To account for adequate and accurate data that serve this study objectives, an empirical together with a quantitative study design method is used here in order to construct and elicit firm results and conclusions. The anticipated outcomes this study would nearly agree to the simple fact be found out here bringing to light some basic advantages and disadvantages of both NESTs and NNESTs in the field of EFL and the special characteristics they both possess.

Key words: native English-speaking teachers (NESTs), non-native English-speaking teachers (NNESTs), competence, performance, linguistic, English language teaching, pedagogy, EFL, EFL, ESOL, TESOL.

Arabic Abstract

إذا تطرقنا الى موضوع اللغة الإنجليزية للناطقين باللغات الأخرى غير الإنجليزية فأننا نجد أنفسنا اما سوء الفهد السائد المتعلق بالناطقين باللغة الإنجليزية والاعتقاد الدارج الذي يؤكد على فكرة ان الناطقين باللغة الإنجليزية هم المعلمون المثاليين للغة الإنجليزية ويتفوقون على نظرائهم من غير الناطقين باللغة الإنجليزية. على اية حال لقد أظهرت دراسات كثيرة بأن الطلاب لا يميلون الى ماهية المعلم سواء كان ناطق او غير ناطق باللغة الإنجليزية ولا يبالي كثيرا إذا كانت لغة المعلم الإنجليزية هي اللغة الام ام لا. هذه الدراسة سوف تحاول اكتشاف الفروقات الجوهرية ونقاط التشابه بين المعلمين الناطقين والمعلمين الغير ناطقين باللغة الإنجليزية. بالإضافة عمل مقارنة شاملة بينهما من حيث أسلوب التدريس، المهارات اللغوية، الداء والكفاءة الدراسة سوف تلقي الضوء على المفاهيم المختلفة والمفاهيم التي تتعلق بالمعلمين الناطقين وغير الناطقين باللغة الإنجليزية اخذين بعين الاعتبار جميع الدراسات والأبحاث الحديثة التي تمت في هذا الخصوص. للتوصل الى نتائج فعالة وملموسة وتخدم هدف هذه الدراسة تم تبني أسلوب دراسة عملي هدفه الجودة وليتم التوصل الى نتائج جيدة. النتائج المتوقعة لهذه الدراسة سوف تتفق مع الحقيقة البسيطة الا وهي ان المعلمين الناطقين وغير الناطقين كلاهما لهما نقاط سلبية وأخرى إيجابية ومع ذلك هنالك مميزات خاصة لكل منهما.

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Dedication

I would like to dedicate my own work to the spirits that inhabit my soul, my mother, my father and my sister.

To the one who has coped with all the details of my study journey, my wife Reem Aloudat Allah.

To the two flowers which make my life smell rodelent.

To my eldest brother who cares me like a father, Engineer Naeem Albasiri.

To the unknown soldiers who supported me by their truthful prayers at the difficult time, my wife's father and mother.

To everyone who feels happy for my success and very proud of my achievements.

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CHAPTER ONE: INTRODUCTION

INTRODUCTION TO THE RESEARCH STUDY

This paper centers on the topic of native and non-native speakers as teachers of English. The study will reveal the main differences between them in the field of EFL.Observing and analyzing this issue has resulted in an endless controversy and argument. This is due to the fact of the importance of English language teaching which has been spreading extensively at present and globally recognized. The main objectives here are to explore further who are more effective in the field of teaching and learning: NESTs or NNEST and to bring to light the weaknesses and strengths of both before judging which one is better to hire.

The dilemma here is not simply who is more qualified for teaching, but it extends beyond this. It is all about who is skilled to show that he/she is a good teacher. In terms of skills, some would argue that NNESTs are excellent when it comes to language skills, Nests are recognized for teaching pronunciation and communication skills while NNESTs are known to be very much knowledgeable in grammar and vocabulary items. However, this scenario cannot be constant. Both NNESTs and NESTs can learn and develop all the skills they lack when a sufficient effort is exerted. Again, we are facing a case that is not easy to solve. There are numerous examples where NNESTs did a brilliant job in developing students' skills in communication and speaking and quite enough examples where NESTs successfully explained and elaborated on grammar items professionally.

There have been numerous discussions and endeavors to explain the two terms and the dissimilarities between them have been sufficiently debated and discussed. Arguments preferring on over another goes back to different dates ranging from the most recent researchers to earlier ones from Paikeday, 1985 to Liu, 1999.Some would rather focus on the NESTs and their unequal linguistic skills while others try to prove that the NNESTs have the necessary potential and that they have all the right to be fairly evaluated and judged. Despite the different views and arguments, the issue of native-nonnative will persist to attract both interest and attention whenever ESOL is targeted.

The dominating trend prevailing that the native speaker is the best to hire has been a common belief now. However, this is not what reality always reflects when it comes to English language teaching since there are many challenges to overcome. Furthermore, according to many researchers, skills and experience of native speakers should be tested and scrutinized over and over and that a well-experienced and qualified teacher should be evaluated according to the amount of training and how much he/she grasps on his/her profession (Tajino &Tajino, 2000; Auerbach, 2003; Medgyes, 1992; Rampton, 1990). Phillipson (1992) and Yang (2004). According to

Moussu and Llurda (2008:316) "the myth of the Native speaker as the ideal teacher has been deconstructed through showing the lack of substantial evidence behind such a concept. "There are also statements saying that the English language is no more restricted to the native speakers. However, we still encounter beliefs assuring that "people who speak English as their native language continue to have distinctive advantage over those for whom it is a foreign language" (Medgyes 2001:429).

Theoretical Assumptions

According to the latest statistics, there are about 375 million people all over the world speaking English as a second language, and about 750 people speakers as a foreign language. This directly leads us to the quite clear fact that the non-native English language teachers constitute the dominating majority. Having formulating our words on English being a second language, then we simply label it being as someone else's first language. This generates problems related to stands, stances and attitudes because second language would be considered less worthy or important just as it is the case of winning the first and the second rank in any competition.(Kachru and Nelson 1996:79 in Mahboob 2005: 18).

It would be quite natural and authentic to regard both NSs and NNSs to possess and show strong and weak dispositions individually when it comes to teaching English. This will cut a long story short on how the NS delusion renders legitimate discriminatory actions against both native English-speaking teachers (NESTs) and non-native English speaking teachers (NNESTs). A remarkable discussion should pop up to shed lights on implications, and to put forward what actions or measures need to be done to attain a greater fairness as far as TESOL profession is concerned. This study will delve deep and find what really distinguishes NNEST and NEST in addition to certain qualities and features that make each of them stands alone and distinctive.

When thinking of teaching and learning English, the first thing that sparks us is the word "teacher". We always seek high standards for both terms. It is mainly agreed that the best teaching experience occurs when the source is instinct. In other words, teaching is best characterized by having what we call innate capability that comes from within no matter whether the teacher is native or non-native. Modern studies differentiate between the teaching quality performed by native speakers and that done by non-native speaker. This leads us to the dilemma related to who is the best to hire to teach English: a native speaker English teacher or a non-native speaker English teacher? This study will highlight and fully discuss the characteristics of both and the differences that that they make in the ESOL profession.

It is commonly accepted that the NEST is the person who was born and brought up in a certain country where English is the principal and being the first language spoken. Recently, this view has been broaden to comprise some other criteria such as a race and country of origin to the definition and argument related to NEST. Furthermore, NEST has also been conventionally used to denote to someone who often

speaks only one language, namely English, living in an urban surrounding where English is the primary language (Curtis & Romney, 2006). Consequently, when it comes to the non-native speaker (NNS) of English is regarded as a someone who has learned English as a foreign or second language, and often with language skills and knowledge of the target language to be modest or humble. In the scope of language teaching and learning, this categorization and simplification prevents individuals' has emerged so many discussions of their personality that is connected with the linguistic competence and set forward to the notion that characterizes the concept of native speakers to be everlasting—"an established belief that 'native speaker' teachers represent a 'Western culture' from which springs the ideals of both of the English language and of English language teaching methodology" (Halliday, 2005, p. 10).

When believing in such theory, we are simply in ever changing the consideration to the mere view of race and birthplace, rather than focusing on experience, professional qualifications and knowledge. There is still an empirical evidence related to the discrimination and discriminatory actions, the victim here being NNESTs, in terms of hiring strategies, attitudes from both the students themselves as well as fellow teachers, and the settings related to work environment. To set an example here, NESTs are widely preferred to be recruited, no matter how limit their qualifications and experience are, or even no experience at all. This, consequently, on one hand, hampers professions of many NNESTs, and on the other hand primes to a misevaluation of the degree professionalism in the arena of teaching and learning. Following the employment of the NNESTs', then their experience and professionalism can be questioned by both students and colleagues, and henceforth this will have an undesirable influence on their confidence. To conclude here, when it comes to finance, it has been found that NNESTs earn much less than their equally qualified and experienced NEST colleagues. Nevertheless, there have been significant hard work and inventiveness to confront and react against the above-mentioned inclinations. It is due to note here that professional organizations, such as TESOL, have distributed a number of communal declarations and booklets opposing discrimination and discriminatory practices. In addition to that, other reasonable educational establishments, whose main stream is advocating distinctive professionalism, have also been lined up targeting the same objective.

According to (Ruecker & Davies, 2014), in many countries, the majority of job advertisements, whether for schools or educational entities, stress the stipulation of NEST with quite tempting privileges regardless of experience or qualifications. Other countries simply ban NNEST from entering or impose strict restrictions on applying for a job as a teacher. So here is the case again, quite modest NSs with the minimum teaching qualifications and skills are hired over the well-experienced and skilled NNS.This sound quite unfair due to the trend of following fashion show where educational organizations show off brags and boast of having NNS.This will consequently lead to dire results related to underestimation of experienced NS as well as the downgrading of competence in TESOL (Reid, 2011).

Throughout the world, many case-specific studies have emerged debating and discussing the issue of native and nonnative. IN China, Liwei Liu did a study on co-teaching between native and nonnative English teachers published in Reflections on English Language Teaching, Vol. 7, No. 2, pp. 103–118.She claims that cooperation and co-teaching will greatly improve the nonnative English teachers and make them perform with better quality. Another recent case study entitled" Exploring the beliefs of native and non-native English-speaking kindergarten teachers in Taiwan" done by Chang, Chiung Wen appeared in International Journal of Research Studies in Language Learning2013 December, Volume 2 Number 5, 3-16.A study aimed at gathering thoughts and ideas on NESTs to build descriptions by interviewing and observing classrooms. It is concluded that proficiency is the key element in any profession including teaching English and that a person should be well-prepared to be a teacher regardless of being native or nonnative. One more case study conducted in Turkey by Prof. Dr. Hasan ÇAKIR under the title "A Comparative Analysis Between NESTs and NNESTs Based on Perceptions of Students in Preparation Classes" (2013) .The study aims at exploring the perceptions of the students in Turkey towards NESTs and NNESTs. The conclusion drawn from this study states each has his own skills and competence in certain language features. It demonstrated that NESTs are preferred to teach pronunciation and speaking while NNESTs are better in teaching grammar and communicating with students and that NNESTs lack the linguistic command and this is considered unfair and cause harm.

PURPOSE OF THE STUDY AND RESEARCH QUESTIONS

In seeking judgement fairness and to account for aspects and characteristics that make both NESTs and NNESTs the best to hire, this study will try to provide some logical answers to crucial questions. Questions such as: what are the main students' attitudes towards NESTs and NNESTs in the field of ESOL profession? How do NESTs and NNESTs both perceive themselves? What do weaknesses and points of strength do NESTs and NNESTs have?

CHAPTER TWO: LITERATURE REVIEW

Review of literature

The thing that strikes us when we read the foreword to the book entitled The NNEST Lens: Non-Native English Speakers in TESOL, Jun Liu, who is one of the most famous supporter of the NNEST (Non-native English speakers in TESOL), says: 'Credibility needs to be earned, whether you are a native speaker or nonnative speaker of the language' (p. xi).

While trying to segregate between the NS and NNS teachers, this led each group to undervalue how efficient the methods adopted by them. It is distressing to mention here that the NNS teachers do believe that the NS teachers are not competent in grammatical subjects and the same concern arises when the NS teachers imagine that there is not enough concentration on understanding when a NNS teacher is using a simple piece of reading. Another example that sets for the struggle is that the NNS teachers feel in charge of making sure that students achieve success. Whereas it is different for NS teachers, being with a diverse educational background, show readiness that students who don't perform according to specific standards will not pass. This ignites the ongoing dispute regarding who is better to hire NNS or NS.

When it comes to the teaching of English by native and non-native teachers, we face the simple truth that there has been quite minor little research been done regarding this. However, research that has been done in the field of in EFL/EFL could greatly assist to recognize some main characteristics. One pioneer researchers here would be Peter Medgyes, who is a non-native English speaker and yet, brought to light quite many of these characteristics. From a mere personal prospective, Medgyes identified the advantages and encounters of being a non-Native English-Speaking Teacher (non-NEST). Medgyes reports, being himself a non-NEST, he managed to set an example for being a real model for those who learn English. He was of a rich informed cultural background, and sympathetic to what all the students need. Apart from this, he made it clear that what really formed a real obstacle for the non-NESTS is that they didn't have adequate and sufficient grammatical knowledge was. Bearing in mind these features, Medgyes concluded that NESTs and non-NESTS "are potentially equally effective teachers, because…their respective strengths and weaknesses balance each other out. Different does not imply better or worse!" (Medgyes,1998). (Medgyes, 2001) lists the following differences between NESTs and Non-NESTs:

NESTs   Non-NESTs
Own Use of English

Speak better English   Speak poorer English
Use real language   Use ''bookish'' language
Use English more confidently   Use English less confidently

General Attitude

Adopt a more flexible approach   Adopt a more guided approach
Are more innovative   Are more cautious
Are less empathetic   Are more empathetic
Attend to perceived needs   Attend to real needs
Have far-fetched expectations   Have realistic expectations
Are more casual   Are stricter
Are less committed   Are more committed

Attitude to teaching the language

Are less insightful   Are more insightful

Focus on :

Fluency   Accuracy
Meaning   Form
Language in use   Grammar rules
Oral skills   Printed word
Colloquial registers   Formal registers
Teach items in context   Teach items in isolation
Prefer free activities   Prefer controlled activities
Favor group work/pair work   Favor frontal work
Use a variety of materials   Use single textbook
Tolerate errors   Correct/punish for errors
Set fewer tests   Set more tests

Arva and Medgyes (2000) appealed the interpretation of NESTs and NNESTs in diverse learning situations where both share the same working environment. Their findings indicated that most people acknowledge the fact that one of the major features of native teachers is obviously to be found in being superior in terms of communication competence of the L2 (English), simply because it is their mother tongue and they can consequently use it with superior naturalness and in a substantial diversity of circumstances. When it comes to the non-native teachers there is no room for spontaneity. In addition to that, they usually experienced difficulties related to pronunciation, informal expressions, and some specific items related to vocabulary. It is due to note here that it was also concluded that their linguistics competence was also to some extent old-fashioned and very much affected by textbook language, since they heavily rely on books to deliver linguistic models. Though, some improvement in the NNESTs language proficiency was reported due to their regular collaboration with the NESTs.

The Historical Dispute

Conventionally, when asking questions about NNESTs and NESTs, we directly realize that this has a direct connection to of English language. This is comprehensible due to the considerable number of English language courses all over the globe which, because of the top requirement, employ many nonnative teachers. Consequently, it is quite normal that many people take classes with NNESTs. Due to their high numbers, NNESTs have attained their right position and have drawn attention to their effective role and participation in language teaching. The current literature regarding the NNESTs and NESTs issue does not express much about this particular issue in other language teaching contexts. We are suspicious that the current student perspectives toward NNESTs of English are partly due to what is the position English globally.Therefore, it would be more helpful to conduct a study which explores the NNESTs and NESTs case not within the English language teaching.

The notion of being inclined to the concept stressing one language in TESOL and the branch of linguistics led to conclusions of some kind of making some differentiations as of considering non-native speakers of English to be merely learners of English, who were simply timid during at several periods to learn language whether as single people or as who society. (Skinner & Lakshmanan, 1992). Based on this, there have been numerous studies inspected and examined how those teachers who are not native are regarded and perceived in an attempt to compare them with their native speakers teachers counterparts in different linguistic contexts. One study done in this regard is that of Tang (1997) who tried to define, compare, and contrast the advantages and disadvantages of both NESTs and NNESTs as perceived by non-native EFL Teachers. She used a survey to assess 47 NNESTs' perception of NEST and NNESTs in Hong Kong. Her findings showed that those who participated believed that native speaker EFL teachers were superior to non-native speakers in speaking (100%), pronunciation (92%), listening (87%), vocabulary (79%) and reading (72%).

In an attempt to measure the level of classroom communication between students and NESTs & NNESTs, Yi and Jian (2009) registered and observed the following main conclusions connected to the classroom communication and teacher attitudes in the teaching environment: first they noticed that NNESTs provided more input and feedback but the intake by the NESTs was more.Second,in both cases and situations the class is teacher-centered and not student-centered meaning that teachers were in complete control. Third, the NNESTs tend to ask convergent questions while the NESTs prefer to ask questions that demand procedure. In both cases, no big differences were recorded regarding providing correction but when it comes to feedback NESTs preferred the type of feedback that evaluates whereas in the case of NNESTs the focus was greatly placed on repetitive feedback.

In another study done in an Arab country, namely in Kuwait, Mallallah (2000) asked students about which teachers of English they prefer; students' responses to the disclosed that students' native speakers were favorable to the students and were evaluated at a more higher value more than her non-native speaking English teachers. Furthermore, more than 40% of the students agreed that English speakers are more educated, intellectually and academically more qualified. On the other hand, Clayton (2000), elicited responses of many the participants in a questionnaire to collect assessments and views of both NESTs and NNESTs. His results showed that students feel greatly under a big deal of stress when being taught by Nests. This is because students were struggling to conceive and interpret the instructors instead of paying attention to learning and focus on achieving objectives. One more thing Clayton found out is that much time is spent by the NESs trying to send their messages to the students in a rational time. In her study (2001) she found out that the NESTs were just like a precious item for the students. The findings also showed that NESs were well received because of the linguistics model and communication chances they deliver. Most of the participants in her study responded that to be taught by NESTs developed their linguistics and other experiences while learning language and communications.

Klech and Santana-Williamson (2002) did a study targeting to find out if students have the ability to differentiate and recognize those teachers with authentic accent and those with a nonnative one and whether students are inclined to evaluate the authentic accents more positively. The voices of three native speakers of marked with variations in speaking English and three other not native speakers were recorded. A sizable number of students managed to identify each reader as being NESTs or NNESTs. His students had to evaluate the teachers in terms of how well they are educated, well-trained or no, teaching skills, experience in teaching, and the degree of rapport. The findings pointed out that students had the ability to recognize the native competence. The findings reflected that students had the ability to appropriately categorize native and nonnative speakers with a percentage less than fifty of the total reviews. It is due to note here, that teachers who were recognized as native were more amiable, with a good education, show experience, and in conclusion are considered to be better, especially oral skills like speaking. Though, the significance of NNETS teachers was recognized by students to be good motivators in class competence in learning language which enables them to understand all students problems in learning.

THE DEBATE ON NESTS VERSUS NNESTS

In a questionnaire used, Mehboob (2003) a number students were asked to provide written comments about those NESTs and NNESTs that they teach them. After analyzing the written comments, results showed that both NESTs and NNESTs were both negatively and positively evaluated. NESTs got a good praise in speaking, a good amount of active. However, they were negatively evaluated for knowing little about grammar rules, and not having enough experience as language learners, they found it difficult to answer questions. Responses also showed that they adopt a more strict methodology and possessing adequate literacy skills. Predictably enough, the responses that were considered negative about NNESTs were mainly related to speaking skills and not knowing enough about culture when it comes to speaking.

An examination to find out the basic differences between native teachers of English and their nonnative counterparts in relation to teaching was done by Liu and Zhang (2007) The number of participants were 65 namely students studying English at a major university in China. The students were requested to provide some comments on six native teachers who have been teaching them different courses in previous years. Additionally, there were also many local teachers who were teaching English. The study consisted of two stages. First, a questionnaire was directed with the objective to find out the detailed differences between the native and non-native teachers. Secondly, this followed by an interview marked with three various levels in mastering the target language. It was concluded that NESTs possessed many advantages. Firstly, the authenticity of the language appeals to the students' attention. Secondly, their lively, flexible and unpredictable teaching methods differ greatly from those of local teachers. Thirdly, the environment of the was characterized as being full of life where students were stimulated to talk and express themselves made students quite motivated to attend classes. To conclude, this has shown that NESTs have continuously contributed to English language learning and teaching in different non-English speaking countries.

In another context, Joyce (1999) tried to shed some lights on the advantages of NNESTs when he statistically analyzed the answers from those students whose teachers are native and nonnative. He pointed out that what makes the NNEST significant is injecting life into diversity of circumstantial field knowledge, the way they perceive surroundings and being open to and on alert to whatever teaching context. Besides there is the concentration on the fact that non-native speakers have the upper hand since they had experienced the learning English and this could be of an immense help in their proportional emphasis NNEST can contribute more profoundly to the teaching a second language and this would be a fruitful advantage when it comes to syntax and sociocultural aspects.

Following a convention for TESOL in 1996, Mahboob (2010) states that the NNEST movement was strongly recognized when a conference was organized and this speaks for them highlighting the issue of NNEST in teaching. According to Mahboob (2010), this was the spark to go forward and establish the NNEST assembly in the TESOL organization. The NNEST assembly was founded in 1998 and in 2008 the topic and domain of the NNEST a major focus of attention. This specific assembly has priorities and is mainly interested in key points such as: to make sure that all the professionals in TESOL have an equal environment without taking the factors of birthplace or whether the language is native or not ;to promote meetings and gatherings of nonnative speakers at TESOL and associate conferences, to motivate doing researches that concentrate on the contributions and part of non-native speaker teachers in EFL and EFL ;and finally to reward and honor non-native speaker teachers and allow them to occupy high-ranked positions in TESOL.

In Defense of NNESTS

Mahboob (2010) in the preface to the volume: The NNEST Lens: Non Native English Speakers in TESOL he stresses the fact that "one's mother tongue, culture, nationality, and race do not define one's professional identity and position" (P.xiii).According to Mahboob, the concentration should be on creating and inventing novel strategies and methods that can be followed in different learning and teaching situations in order to provide more equal professional environments regardless of the type of teachers .Hard work should be done to stop being inclined to the notion of monolingual in the field and this consequently restricts and confines the way for brand new ideas, techniques. If we really aim for progress in the field of TESOL, we should take the concepts of having many languages, diverse cultures, and various nationalities of NNEST into consideration to reconsider them.

In the introduction to chapter one of the same above-mentioned volume, Mahboob states the NNEST Lens is the one "of multilingualism, multinationalism, and multiculturalism through which NNESTs – as classroom practitioners, researchers, and teacher educators – take diversity as a starting point, rather than as a result". For the NNEST lens, and according to Mahboob, language is considered as a practical unit where an effective use of language in background and setting regulates how proficient any speaker is and the setting in which English represents a clear reflection and interprets diverse viewpoints related to culture and authenticities in dissimilar situations. The tendency towards one sole language in TESOL and other language areas such as linguistics , research led to outcomes in relationship to the confirmation that supports the idea of discrimination where NNESTs were regarded as mere life-long language learners (Selinker & Lakshmanan, 1992).

Medgyes (1986), in discussing the approach of communication, confirms

 For all their goodwill, native speakers are basically unaware of the whole
 complexity of difficulties that non-native speakers have to tackle. Native
 speaking teachers tend to ignore, among other things, the fact that a great
 proportion of the energy of their non-native colleagues is inevitably used
 up in the constant struggle with their own language deficiencies, leaving
 only a small fraction attending to their students' problems. (p. 112)

The above comment simply goes side by side with the concept of "comparative fallacy" (Bley-Vroman, 1983) and in some other occasions it is has been named as the discrepancy according to (Bhatt, 2002) or even expressed as the native speaker delusion according to (Phillipson, 1992).It can be understood from the comment is that the main cause for some main approaches for teaching language are not achieved is

that NNESTs are not well proficient in language and they work hard to improve and get rid of these deficits

Furthermore, Mahboob goes on stating that to be an effective English language teacher the attribute of being a native is not enough. This is simply because language learning and teaching are closely related to society acts. It is quite impossible that adopting only one sole language teaching method will be suitable in all settings for different students. Previously the different patterns of English that were practised all over the world by those who are bi-lingual, not native speakers, were considered to be as mistakes and these mistakes needed an immediate correction (Kachru, 1992).This was greatly being challenged by what we call World Englishes which is an initiative to refute the idea of one standard or mono-lingualism.Taking into consideration all the processes that involved English to be a local language, have resulted in different varieties of English with a domestic nature used according to location. Again, Mahboob points out here that the initiative to support NNEST, in accordance with different areas here, grows and enlarges depending on this concept about English. Those who are experts in the field of teaching and learning are fully aware that working in this area understand the strategic processes of globalizing, an approach to include everyone, of English and study its usage, how it is learned and how teachers widely teach it following methods that fit their own local environment. Following the way, we conceive that English is of diverse standards and forms, it can be easily concluded whether being a native speaker or using "standard" diversities of English is not in itself satisfactory for anyone to be a good language teacher. However, it turns out that what really matters to be a very successful teacher are the significant factors of having a very well-recognized expertise and the degree of training recieved.

According to Mahboob, these teachers who adopt their own variety of World English take issues related to culture and society comprehension of through what method they have to use in class in students' own setting regarding all those drives and purposes they seek to achieve. Because of this localization effect, all the pedagogical adoptions are greatly influenced. Due to this fact, it can be noticed all the attempts and the programs that aim to educate teachers to impose one certain approach in language teaching on NNESTs turn to be useless. Mahboob states that are reluctant to use one communicative method because they consider it to be contradicting with the larger educational and cultural issues that belong to them. We understand here that teachers make their own choices and follow the pedagogy that is closely relevant and convenient for their own "local settings"

Mahboob goes on saying that belief that says that the competency/intuition of the one person who is a native speaker is not really a fruitful one in TESOL and linguistics in function because it constructs and builds up grammatical ideals that were taken from those information of a native-speaker as authentic, fixed language forms that all who want to master a language have to use in order to acquire language in the best way.

Selinker's theory of preservation is stranded in the hypothesis that those who learn another language don't have enough ability to be as proficient as the native speakers of that language. Disguised in this concept is a status in which a new language learner commences with their first language, with an final goal line to be almost as proficient as the native speaker's in L2. Regardless of what stage it is, the language of those who learn are described to be the one that is closely relate to the person and unique. Selinker (1969) defines interlanguage as,

An 'interlanguage' may be linguistically described using as data the observable output resulting from a speaker's attempt to produce a foreign norm, i.e., both his errors and non-errors.

Kachru and Nelson (1996) also elaborate saying:

When we say, "English as a second (or even third or fourth) language", we must do so with reference to something, and that standard of measure must, given the nature of the label, be English as someone's first language. This automatically creates attitudinal problems, for it is almost unavoidable that anyone would take "second" as less worthy, in the sense, for example, that coming in second in a race is not as good as coming in first. (p. 79)

Apart from this, we can notice that Long's (1981) stresses the idea that the native speakers are able to deliver the perfect language contribution is one more example of the impact of the native speaker model in second language learning. Long confirms, that it is highly necessary to engage in talking and conversations with native speakers in order to acquire language in the best way. (p. 275). Cook (1999), when he evaluated the usage of native speaker standards in second language learning, claims that the native speaker typical may be of some practice as a not lasting for long and hence not be taken advantage of to evaluate the one ultimate accomplishment. Stern (1983) states,

The native speaker's 'competence' or 'proficiency' or 'knowledge of the language' is a necessary point of reference for the second language proficiency concept used in language teaching. (p. 341)

Going beyond this, Sheorey (1986) claims that nonnative teachers also have to approve the teaching performs and approaches of native teachers. Being an advocate of NNESTs, Mahboob puts this forward clearly saying

The first thing that needs to be considered is that English is spoken and written differently by people in various parts of the world – this is true for both monolingual and bi/multi-lingual speakers of English. Language variation is a natural phenomenon and is observed in most languages of the world – not only English

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Having a look at a separate chapter from the above-mentioned volume, Mullock comes up with a simply put straightforward question namely whether a good teacher should be native. She explains that that even though it is it is commonly approved that to be excellent enough to teach is consisted of two discrete mechanisms, and these are the two terms of how to teach in an effective way and how successfully to teach. This stresses the idea of good quality teaching which has largely been studied. Having studied the literature on the unique features and characteristics that form what we call a good language teacher, and taking into consideration the argument on NS/NNS teachers, Mullock puts in our hands the various points of views of students and their teachers on what makes a good teacher of English. In this study, to those who participated in the question did not obviously show any tendency NESTs over NNESTs, even though students positioned high significance on sturdy educational skills and elevated levels of diverse types of knowledge of the English language. The chapter also contemplates the significances of the conclusions for both native and non-native teachers.

CHAPTER THREE: METHODOLGY

SETTING AND PARTICIPANTS

The methodology selected for this study is based mainly on three features: the type of problem being examined, the objective of the research, and the nature of the data. The ultimate goal here can be described as having two sections: to inspect students' perspectives and insights for both groups of teachers NESTs and NNESTs.These other section aims at finding teachers' own reflection and estimation about their teaching experience and language skills. The dependent variables would be student attitudes and teacher self-perceptions. On the other hand, there is a close relationship between independent and dependent variables. By dependent we mean categories such as gender and class subject. In addition to that, it is due to mention here that there are also several other variables that could an impact on the results generally such as where the participants are located as well as their numbers, time and place when they do the interview or answer the questionnaire. These variables would certainly affect the findings and restrict any general statement to be concluded after conducting this study. Since the ultimate objective of this study is to recognize and specify to a certain extent the different insights and attitudes the English language learners have or show (ELLs) of NESTs and NNESTs and how this has an impact on the teachers' teaching strategies, thoughts, feelings, and attitudes regarding teaching. As it is a well-known fact that qualitative research approaches are very important in providing rich descriptions of compound or complicated problems or inquiries; following specific or measures that are not expected; bringing to light all the information and explanations for various events. This in turn is very useful to give a chance to those people who are rarely asked to express their opinions; guiding explanations to find out reasons and to create testing theories. It is always possible to create a harmony between qualitative and quantitative methods. They can be used side by side or to follow a certain order. It provides understandings into the issue in question or assists to

generate novel ideas. Qualitative research can also be used to uncover orientations in the way of thinking and different viewpoints, and explore any problem more deeply.

Due to the fact that this study has various objectives, it essential to make sure that diverse types participants take part in this study. Therefore, different students, native and nonnative teachers, and even some people who administrate are all included in this research. The more people to engage, the better. This was vital in order to have more effective and decisive results and that the results should be authentic in order to conclude the best outcomes. To make a good comparison among the various responses provided by all who took part in the research, I found it best to adopt a descriptive, quantitative methodology. Procedures with high standards and a careful accurate analysis for data would possibly lead to find the answers to all the research questions. This fact is also confirmed by (Hatch & Lazaraton, 1991). It can be added here that close-ended questions are also used here. If we cite (Krosnick et al., 2005) we realize that collecting and objectively comparing large numbers of perspectives, viewpoints, and beliefs is difficult if we use only interviews or any other qualitative instrument. According to Brown (2001), "Likert-scale questions are effective for gathering respondents' views, opinions, and attitudes about various language-related issues" (p. 41).

To elaborate on this idea more, (Schuman & Presser, 1996) clarify that questionnaires should have quite clear questions and have clear options to choose from. In addition to that, statements are better to have a specific frame to make it easy for those who take part to make the right choices. Brown (2001) also clarifies that using questions that are clearly worded with explicit meaning will give students no chance to delete or not respond to the questions. If the questions or statement are hard to understand, participants will simply skip. To conclude, the more data we have from a large number of participants to analyze data, the more efficient and reliable diversified results we will obtain.

If we seek to render qualitative research to be a top one then it should follow a very good organization and it should be unique and highly effective. It also should not be inclined to one side over another. Additionality should not give margins for mistakes. Yin (2003: 1) also confirms the notion of case study is favorite in many situations to pose certain questions and the control is limited. Hence, a qualitative case study will be conducted to investigate the views and opinions of the NEST and NNEST dichotomy from taking into consideration what the students perceive, and how this will affect future practice in terms of hiring. The data collection for this study will consist of four interviews of students who have been learning English for a good period and been taught by both NEST and NNEST in various stages in order to gain insight about their perceptions on NESTs and NNESTs. Because of the way this study is formulated and designed to achieve its objectives, three NESTs and three NNESTs will be interviewed to obtain an equal amount of data for both sides. Supplementary to this, this section will give a brief idea about the research design counting describing those who took part, how the information is gathered and analyzed reference to the limitations.

However, having considered the study carefully and reconsidering the major goal, it has been found that having a balance between quantitative data with qualitative data would have benefited this study the best. Though, measuring all points from the different engaged parties is still accomplished by accounting for all the points of view for those who have a direct impact when it comes to teaching and learning. Furthermore, different IEPs are used to gather data. The issue we are examining here, bearing in mind what the study is after to achieve, and the method by which data is made public push us to decide that the adopting a quantitative method is the best choice, with carefully formatted questionnaires and short -answer questions and the ones with options to choose from following a clear scale. A detailed description of the questionnaires will be provided with some extra information.

The study was done in a program for teaching English in government schools of different cycles starting from the basic or preliminary stage students to cycle three which comprises secondary stage. The main purpose here is to train almost 80 NNTs of English language every year. This is done by following high standards with careful professional criteria set by the Ministry of Education in the UAE government schools. In order to achieve this objective, the students are offered courses taught by both NTS and NNTS for the main purposes of having the best practical language four main skills receptive and productive. The focus is mainly on the competence in topics related to something general to evaluate students' outcome and achievements by implementing diverse types of assessments whether formative or summative. In addition to that, the program includes and targets a variety of integrated skills in English to use and prepare students to possess the skills for real life situations. Both groups are taught by both types of teachers. However, the spans of the time since they started teaching is not the same of course, they have been teaching for different periods of time. Table 1 shows the how the participants were distributed according to both the cycle they are in now and the gender. Gender difference is not seriously taken into consideration here to be a decisive factor even though female students are more reasonable and reflect more reality for the situation than male students. This evaluation will consider both responses equally. To answer the main research question, which mainly deals the preference to hire either NTS or NNTS to teach English. the perceptions of the participants, who are the students themselves, towards NTs and NNTs differ among preparatory cycles, namely from grades four to nine and cycle three represented by the secondary stage classes. In summary, 40 students from the cycle two and 47 students from cycle three ,35 undergraduate students from local UAE universities participated in the study. The average age of the participants was 14.7. The distribution of the participants is shown in Table 1 as follows:

Table 1: The distribution of the participants in the study.

Study level	undergraduate university	Cycle 2	Cycle 3	Total

Male	15	20	22	57
Female	20	20	25	65
Total	35	40	47	122

DATA COLLECTION PROCEDURE AND TOOLS

The main domain of this study inspected the insights of the students as regards the evaluation of both the NTs and NNTs in terms of different teaching skills and competencies related to pedagogical approaches, teaching methods and strategies together with the linguistic component. One major aspect stressed here is the teacher-student rapport. Using one comprehensive questionnaire that covers almost the most significant aspect of language teaching and learning. Additionally, one succeeding online form for teachers to survey, will follow to ensure productive and right-to-the point findings and results. Teachers were given enough time before responding to questions and statements. This questionnaire operated the outcomes of the procedures and some open-ended questions to disclose how the students estimate, evaluate, and reflect on the instructions and the lessons presented and offered by NTs and NNTs.One more thing needs to be added here is that an online Microsoft Form is also used to gather as many perceptions and insights in the issue of NTs and NNTs as possible. This form is intended for all the English language teachers working in government schools. Local and expat teachers were both targeted in the online form. In total,15 teachers (9 females and 6 males) responses were gathered and recorded.

THE QUESTIONNAIRES

To make the scene more profound and easy to follow, it was considered to be more suitable to classify the questionnaire of students into two different parts. In the first part, there are questions with five scale graded options to choose from. The questions and statements in this section are related to the teachers who currently teach the students. The second part of the questionnaire also comprise questions with options to choose and other questions that need short responses. These questions are asking for personal details: how old the student is, what is the mother tongue, experience in learning English.

When it comes to the teacher questionnaire, which is apparently longer and more intricate than the other two questionnaires. It is also decided to be of two main parts. In the first part, there is information related to present experience in teaching, whereas the second part includes information relevant points of view generally about and experiences of both native and nonnative teachers. Some questions that are require short answers are included in the first part together with choosing from options questions. The information account for general background of teachers such teaching experience and level of academic education, the period the have been teaching where they are now. Additionally, in the same format, there are questions asking teachers how proficient they are in teaching English and what are their own weak and strong trends in

teaching. A scale from one to five is set to measure the degree of proficiency. The concluding part of the teachers' questionnaire is about their own beliefs, thoughts, perspectives and perceptions teaching. This also follows a specific scale.

RATIONALE FOR USING QUESTIONNAIRES

As it is greatly acknowledged that the questionnaire or survey is maybe the most widely used instrument when it comes to educational research. Questionnaires are quite of an immense help find out all the situations and settings if we want to know there is teaching and learning on the go. Once the literature of this study is reviewed more carefully, we can come up with two major domains to be covered and led to the final decision on the tool to be used. On one hand, the literature clearly tackles and discusses all the major works done regarding native and nonnative teachers dichotomy, and on the other hand there is the literature re-counting the dimension of attitudes and how to be measured. There are many reasons that make us use the questionnaire here. The primary reason to use them as effective tools was that other many other studies were conducted followed the procedure of asking all parties engaged in teaching and learning about their points of view and perspectives. To start up from these studies, an instrument was selected that had been verified and authenticated. In addition to that, using this instrument would make it quite possible to make comparisons whenever and wherever relevant with the findings that had been achieved previously. One more reason for choosing questionnaires is the possibly incomplete English proficiency of the participants and that is characterized with restricted potential. Certainly, one of the independent variables is the level of English proficiency of the students. Consequently, if we resort to using a qualitative design such as interviews of students would have restricted the study to those participants who only had the ability to understand the questions and their level in speaking English is good enough to be able to respond accurately. One more thing is that it is possible to translate these questionnaires into the target language and this would make it easy for students to fully understand the statements and questions and respond without any complications. Additionally, there will not be room to interpret or understand in a wrong way. Nevertheless, some responses to the few questions answered primarily in students' first languages had to be translated.

To support the choice of instrument, it has been proved by many researchers such as Richard and Lockhart (1994). They state that surveys are the best instruments when it comes to collecting data related to measuring different areas related to teaching and learning. In other words, surveys are the best choice to achieve the target of gathering perspectives, points of view and incentives. It is possible to use interviews to support methodology here but were not practical at all because of the number of participants and their diverse levels in English.

It is due to note here that the type of measurement used here is the Likert scales. Following this we can achieve quite reliable and valid results and be able to measure

points of views and perspectives adequately. This is according to Krosnick et al. (2005). However, we should take into consideration the two factors of what to expect theoretically when deciding on scales and make sure they are quite understandable by all participants. The meaning should be clear and there should be a reasonable order. Another factor would be how many items to include. There should be sufficient and convenient number of items to measure.

Nevertheless, after finishing the study and analyzing and measuring perspectives, respondents might not be honest or not tell the truth according to (Krosnick et al., 2005), or do not show any readiness to discuss or argue to about one certain topic of interest, or sometimes tell the half-truth. To set an example here, it came to our knowledge that, unlike students in the NESTs group, the students of NNESTs were reluctant to provide reactions to the statements in the questionnaire. The unwillingness to respond is a lesser amount of a problem when questionnaires are not to be named and when there is no any sort of prizes or punishments. However, there are certain factors affecting questionnaires completion and how students respond. These factors include where to respond and whether the students are being monitored or not by their own teachers. Indeed, as (Krosnick et al., p. 51) states that people tend to give a good reflection about themselves to others and they want to esteem themselves as high as possible. of themselves in the eyes of others, but they also want to have such images in their own eyes as well" (Krosnick et al., p. 51). So far, it has been made clear that the goal of the questionnaires formed and generated here is to scale those perspectives and perceptions to evaluate both NESTs and NNESTs. These can be hard to observe but they are still there. One more goal is to find out and discover the different points of views of diverse groups of those who took part in the study.

It is due to note here that according to Wegener and Fabrigar (2003) who make it clear that what the nature of the questions themselves is and how the words in the statements are used in questionnaires is a very significant stage step. They add that we should bear in mind how to form and pay attention to how many items we need and the arranging the questions in a good logical way. Furthermore, there should be some basic features of of questionnaires to be met according to Brown (2001). These also include the general format of questions in terms of how long they are and the level of difficulty and the level of language used, and finally what the questions mean regarding easy to answer or confusing ones. One more thing to be added here is to consider those who will respond and write questions that match their level and whether the questions are convenient for them or not. Wegener and Fabrigar (2003) in another context clarify that in order to measure perspectives and viewpoints in an effective way we have to consider carefully what the scope is and what it will assess and specify it accurately. This simply indicates that means that there are concepts and features together with certain characteristics that might impact how the students will evaluate their teachers and what perspectives they have. To a achieve good results when we intend to measure we should also take into consideration who the people are whose points of view will be measured, as well as the setting or the context for which we intend to

design the process to measure. Taking all these necessities into consideration, the following list of the student and teacher potential questions were shaped. Students look highly at teachers native or nonnative when they:

1. Set a good model
2. Have a distinctive rapport
3. Aware of the learning difficulties
4. Good knowledge of grammar
5. Respond to students' needs
6. Prepare and are ready
7. Look neat

Having carefully prepared all the necessary questionnaires and they were produced after following all the required steps and procedures such as having the consent of all the parties involved in this study, a first stage was conducted in June of 2017, in order to make sure that all the required issues were covered and were verified. Additionally, questions were made easy to follow and meaningful all categories of participants. All the three groups of participants were handed over the questionnaires: students, EFL teachers and that of administrators. Statistically speaking, as indicated above, forty-eight in total students from the different cycles participated and 20 local graduate students responded to the student questionnaire. To give accurate account,16 students from cycle 2,18 students from cycle 3 and 18 graduate students responded to the questionnaire. According to the responding numbers, it can be calculated that these are approximate responses rate of 80% of all cycle 2 students, and 90% of all cycle 3 students, and 90% of all undergraduate students. Forty of these students were taught by native teachers, and 26 nonnative teachers. Out of 20 undergraduate students,6 did not object to be interviewed after completing the questionnaire to give some direct feedback about the way it was laid out, the organization, sequence of questions and statements and the degree of difficulty. All participants were EFL students at the school and college level. It is due to note that this very first stage was used to get feedback from respondents after making sure that all participants are fully aware that this is the key one. The level of their English proficiency and awareness were very well accepted in order to ask questions about any statement that is hard to understand. These could be questions or statements they feel not relevant or provided suggestions to add some more questions not already there.

This is coincided with the process of distributing the teacher questionnaire. The questionnaire was given to 5 native speaking teachers and 6 nonnative teachers working for the Ministry of education and UAE university but not native. Some of them were teaching internationally as EFL teacher. However, it majority of them are currently teaching here in the UAE and had taught or were teaching EFL college students.

Verification was requested from each teacher regarding every statement related to its corresponding features listed above. They were asked to express viewpoints and opinions to some statements, and to provide their own reflection on any minor some errors and issues. Following this step, the questionnaire that is concerned with the administrator was handed over to three university administrators working in the English section namely the director and the supervisor and coordinator. The other three administrators are working in higher secondary government school. The administrators at the college participants were well-experienced in hiring and working with NESTs and NNESTs.His were all very helpful and supportive and their comments were very useful.

Following this stage and in July of 2017, while doing the data collection, there are a few points of interest that will be examined. Most importantly, perceptions of NESTs and NNESTs whether positive, negative, or neutral will be studied and analyzed. An accurate analysis for the comments made by students was done and revised using the appropriate program in Windows. It should be highlighted here that those questions that were hard to follow were deleted., so the number of questions became less. including e statements that are scale based. Since the number of participants was not that big, so it was anticipated that the findings would not be that significant, findings because the level of competence and proficiency it was found out that there were big differences in school students responses and college responses and this reflect the simple fact that approves English proficiency level 's key role. Overall, the students comments from the two groups, native and nonnative were also notably different.

As far as the qualitative side of this study, data were collected through using interviews of a certain structure which were done also in July of 2017. Two participants from cycle 2, two participants from cycle 3 and two participants from undergraduate students. In total four females and two males were interviewed about their perceptions regarding NNESTs and NESTs in the from diverse aspects. For the purposes of the study the conduct of the interview was of principal importance and according to previous researches this happened just as a normal talk and dialogue between those who took part and the one conducting the research." (Schutt, 1999, p.304). The time span for each interview was 12 minutes. The interviews were recorded and then analyzed. For the data obtained from the questionnaire related to students, where the students were given certain statements to reflect their own perspectives and insights on both types of teachers, were analyzed following using spreadsheet program. To meet the research objectives and answer the questions different methods were used to analyze data to examine and find out students' points of view and perspectives regarding NNESTs and NESTs competencies and potentials in teaching different language areas and what are their own perspectives towards language. The outcome data were used to build up on this. The open questionnaire responses were analyzed using the theme as a guide in to cover the analysis. This was basically dependent on what points are similar and the others that are different (Spradley, 1979 as cited in Teddie & Tashakkori, 2009).

Limitations of the study

Having completed this chapter, numerous limitations are presented here while conducting a meaningful analysis. First, the sample size is small and is not a reasonable representation within this specific area of study. Also, teachers' views on how they think students perceive them might be completely different to how they perceive themselves. Therefore, not having any student participants is another limitation to this study. Another limitation is the complications of identifying NESTs from NNESTs. Due to the many ongoing definitions of what we mean by native or not native, there will be who disagree with the way I name those as NESTs or NNESTs . However, it is not the label that is important rather, it is how the teacher views and portrays his or herself. Another limit to my study is the variety of experience among the participants. The experiences ranged from teaching ELLs for many years in the UAE, to teaching for only 2 years in different countries across the world. Surely, there are other factors involved that affect pedagogy such as cultural that were not discussed in this study. Another limitation is that it was not possible to determine the number of responses each participant made. Additionally, instructions and directions given in several confused some teachers and students. Furthermore, Students sometimes carelessly completed or answer questions without understanding the question or the statement. and some students simply skipped some questions. Fewer students responded to some statements than other statements. The distribution and collection of the questionnaires was also a limitation because some had no idea who target teachers are.
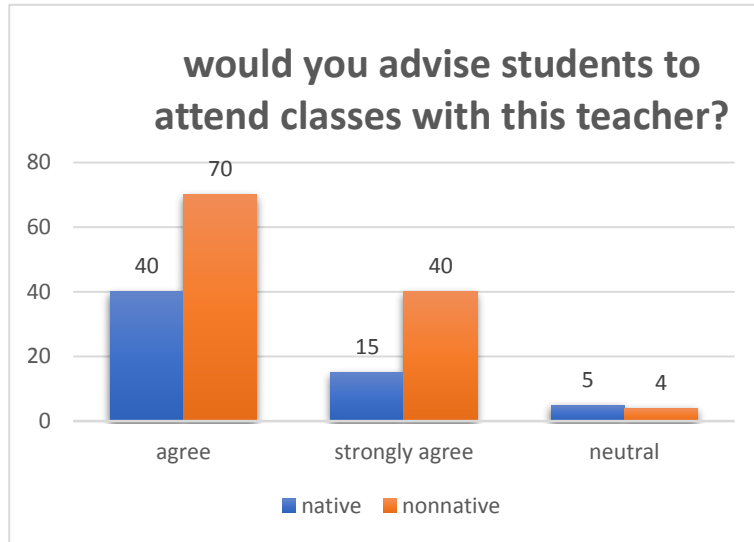
CHAPTER FOUR: RESULTS AND DISCUSSION
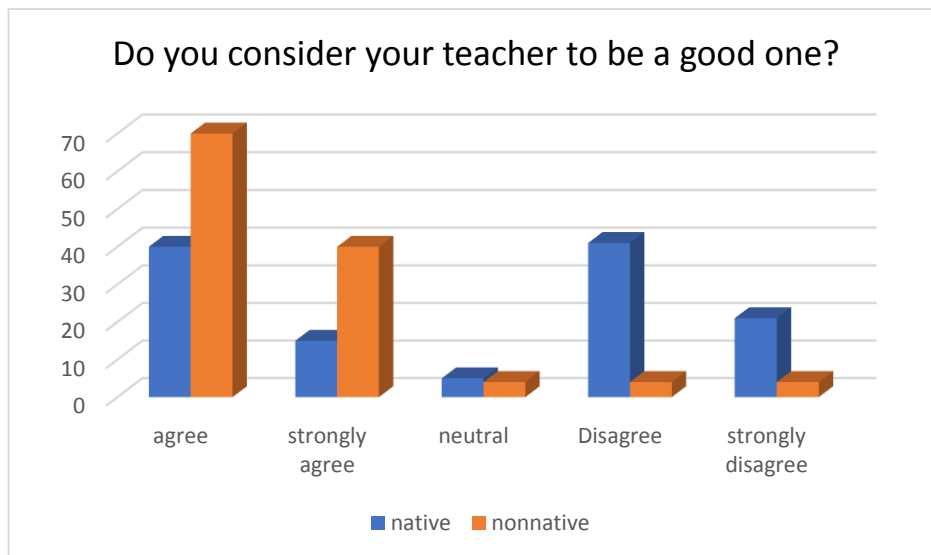
Students Responses

It has been clearly mentioned in the very beginning of this study, the main objective is to consider different points of views of of EFL students, EFL teachers, and those administrators who supervise the English program to evaluate both NNESTs and NESTs. After reviewing the literature that built the skeleton of this study, made clear what methodology to follow, and naming and describing the participants that had been selected, this chapter will discuss the results of after analyzing the relevant statistics. The analyses will go side by side with the order of the research questions. The first research question was about perspectives and viewpoints that the students have for both NNESTs and NESTs.

Due to the fact that the process of collecting information is very widespread, so that it has been decided to make the process of reporting outcomes quite controllable in the amount of data for the special domain or target intended for. Only the most meaningful and the most important results will be discoursed here, and of course not every single statistics or details that are connected to answering questions will be reported here. Students were classified into two main groups: the first group includes students whose teachers are NESTs, the second group of students whose teachers are NNESTs.His number of students in both group is the same with almost the same age and the same degree of English proficiency. His analysis will aim at finding how the students responded to each statement in the questionnaire.

Apart from the questionnaire, the two groups of students were asked a question if they are willing to advise other students to take lessons with their teachers. According to the analysis and as shown in CHART 1, there were not any big differences between the students from the two groups responses.

would you advise students to attend classes with this teacher?

	agree	strongly agree	neutral
native	40	15	5
nonnative	70	40	4

■ native ■ nonnative

This clearly reflect that both NESTs and NNESTs are well appreciated by the students and they are quite satisfied to recommend them to other students to be taught. This is followed by some questions aiming at getting the general impressions of their teachers and the degree how they appreciate them and the different impressions they have generally. Again, students from diverse groups responded diversely to a question if they consider their teacher to be a good one. Students from both groups showed agreement that their teacher, whether NESTs and NNESTs, shows good qualities and features as it is shown in CHART 2 below.

Do you consider your teacher to be a good one?

agree   strongly agree   neutral   Disagree   strongly disagree

■ native ■ nonnative

The above chart shows that students agree that their teacher is a good one. It can be noticed that there is a tendency towards the NNESTs to be good in comparison with the NESTs when it comes to strongly agree option. Other options reflect almost the same responses.

Following this, a group of statements followed. The students were asked about the kind and level of competence and capabilities their teachers have or show regarding how well they are good at explaining and teaching certain points and concepts and how they manage to simplify those points that they are difficult for students to absorb or understand. Having analyzed the responses from the two groups, it can be noticed that no major differences found when the comments of both groups are analyzed. This means that students in the NNESTs and those in the NESTs agree and believe difficult points are explained in a good way by both NNESTs and NESTs and in an effective way without any complications. This can be seen in CHART 3 below.

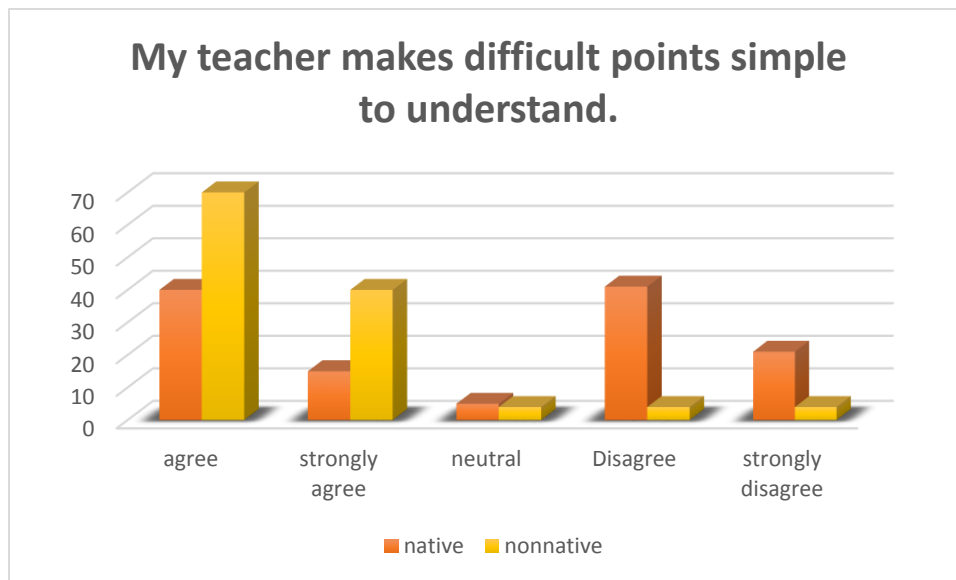**My teacher makes difficult points simple to understand.**

CHART 3 shows that the NNESTs are better than the NESTs when it comes to simplification of the content for students to understand difficult points. This means that they adopt diverse teaching methods and have a good understanding of what the students need and how to make them understand following a simple method that is quite convenient to all the students.

Some other statements that are connected to the competence or incompetence inability in explaining difficult points and concepts show the same responses. This indicates that whether the teacher can explain difficult points in a straightforward way or manner is not linked to being a NESTs or NNESTs to some extent.

Going back to pick from the key features of a good teacher listed earlier in this study, the following feature or characteristic to be highlighted is related to teachers as being counselors, tutors, guides. In addition to those trends, the statement in the questionnaire also addresses the issue of how well the teachers motivate and encourage their students and whether they set a good example for them or not. The statement clearly states that the student is well motivated by the teacher and encouraged in the best way to learn. When analyzing the responses, great similarities discrepancies were found and noteworthy differences were noticed. The numbers show that there were big differences in responses given by the two groups. Comparatively speaking, he responses given by the NNESTs group were much more positive than responses given by students in the NESTs group, as it is shown in CHART 4 shows.
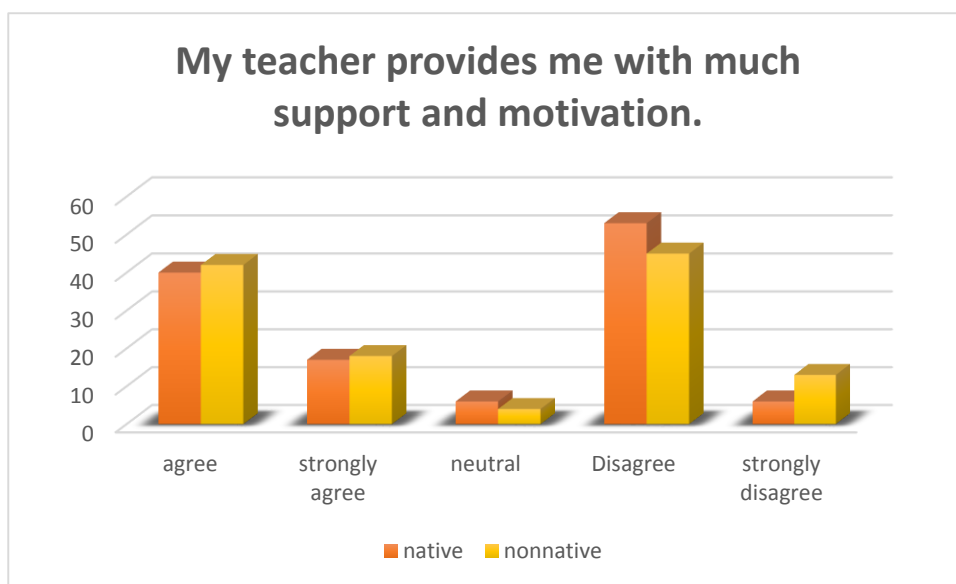

It is quite clear that students in the NNESTs group are more motivated and encouraged this indicates that the NNESTs teacher are more interested in students than the NESTs teachers. This might be affected by the cultural element and the personality as we got some hints from the students. This also can lead to a conclusion that the NESTs are less sympathetic and more formal with students than the NNESTs.

One other feature or characteristic of a good teacher that is used here is related to the grammatical competence and if the teacher is well knowledgeable about grammar and the competence in using it in class. When it comes to grammar, the two groups responded significantly differently from one another to the statement. Analysis show that the most positive attitude of both groups came from the NNESTs group. The responses recorded for the two groups to the statement that my English teacher knows the English grammar very well varied significantly. The responses show that the NNESTs have the upper hand in grammar usage and knowledge and that the NNESTs lack a good deal of grammar usage and knowledge. As it has been noticed while conducting this study, there was a general agreement that the NNESTs are very poor at grammar rules and they follow no specific rules even in speaking. CHART 4 below shows the responses to

the feature related in grammar. As NNESTs are by far better than NNESTs when it comes to grammar knowledge and usage.

**My teacher knows and uses grammar very well.**

native ■ nonnative
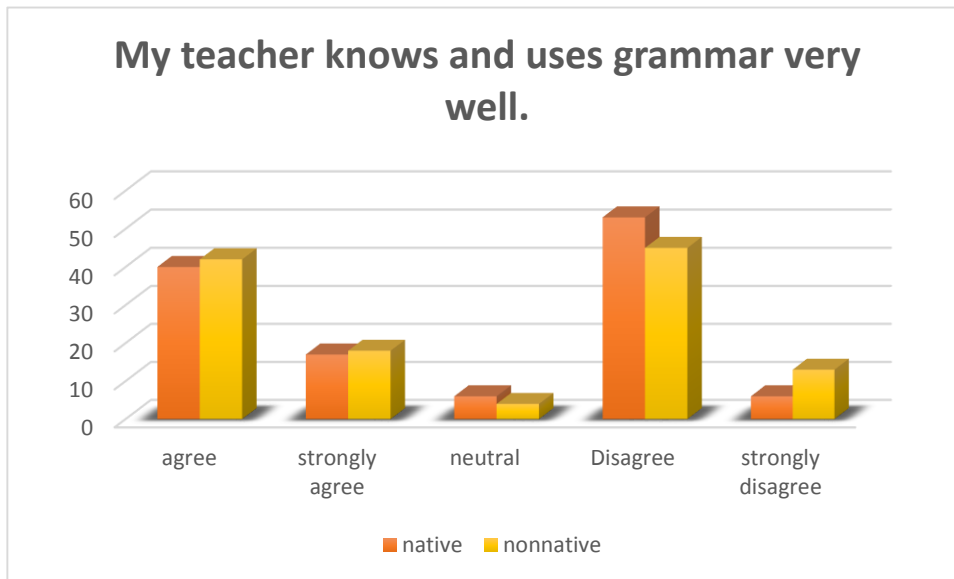
What comes next in what characterizes a good teacher is the factor of pronunciation. The students were asked to provide comments on they the teachers pronounce and their different accents. It has been found that there are quite differences when the statement stated if the students can follow teacher while speaking without having any difficulty or a problem. Another phrasing to the question would be if the students comprehend the teacher's English pronunciation in an effortless way. Despite the slight t difference between these two statements, students' reactions were not the same. Regarding to the statement namely whether the students I follow their teacher while speaking without having any difficulty or a problem, students comments from the two groups were expressively different. Statistically speaking, most of the students,85 of them agreed to the statement in the NNESTs group while a suitable number of students about 78 responded with disagreement in the NESTs group. This means that the students in the NNESTs group have no issues understanding their teacher during lessons whereas the students in the NNESTs group apparently having difficulty and suffer from following their teacher while speaking in class as shown in CHART 5.

I understand my teacher easily when he/she speaks.

native ■ nonnative
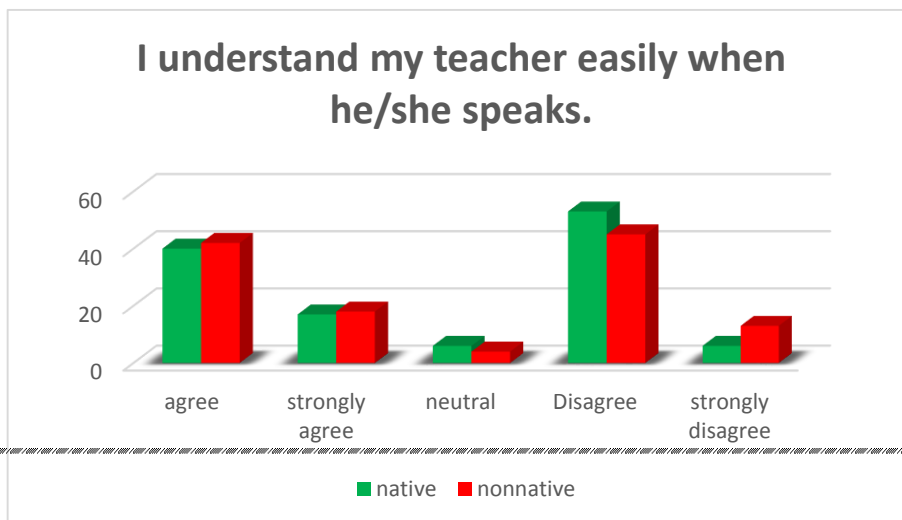
These big differences in understanding the teacher while speaking are due to many factors as concluded from the students. Students commented saying that most NESTs who teach them DO NOT use formal English. Surprisingly enough, they use their own local dialect and this makes it very hard for the students to follow the teacher. It is worthy to note here that this consequently leads to dire results. Students would be demotivated, feel disappointed and lose interest in learning not mentioning the academic performance.
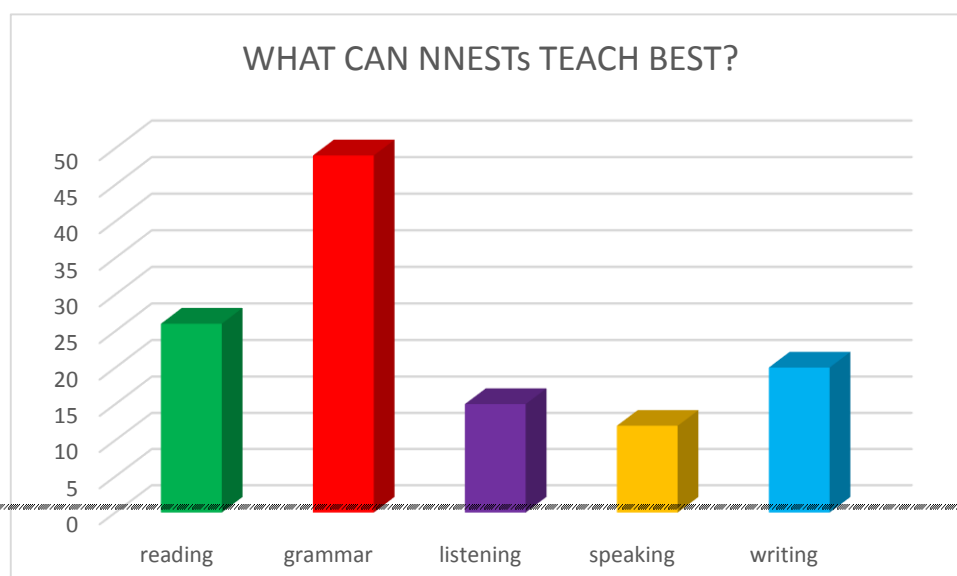
In responding to another statement given to the student related to the idea that NNESTs are the best teachers, there were no significant differences recorded from both groups. They responded in a quite analogous way. However, students in the NNESTs group there was a strong disagreement more than the NESTs group. In comparison, the comments came in the NESTs agreed strongly than the NNESTs group this was in accordance with our expectations. This can be understood that both NNESTs and NESTs can make the best teacher equally. Additionally, the responses of those students whose teachers were NNESTs were not of any remarkable negative perspectives towards the NNESTs and whatever foreign accents they had or even the way they pronounced words. This is shown in CHART 6 below.
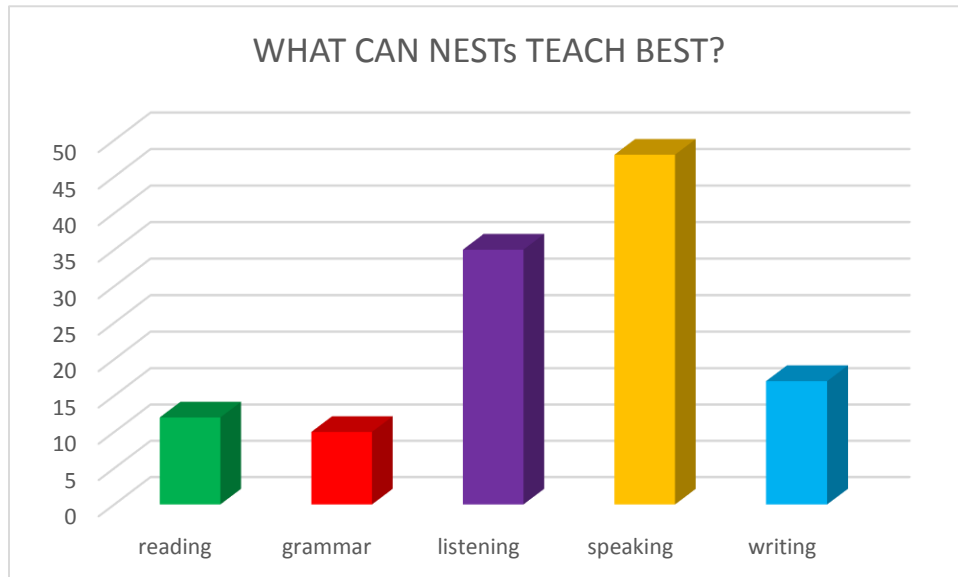

NESTs are the best teachers.
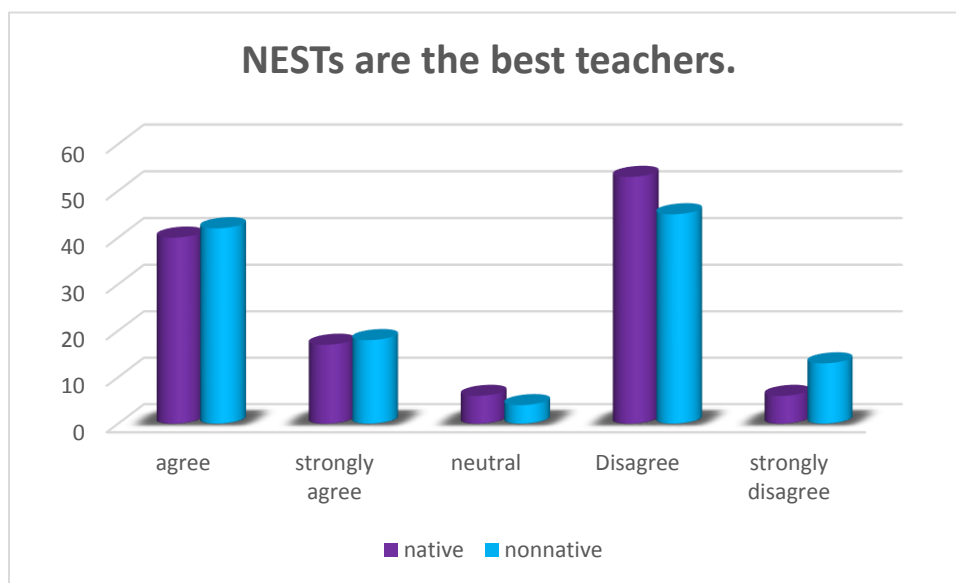
When students from both groups were asked to respond to a statement that states the idea that students can learn from both NNESTs and NESTs, the responses were quite similar with no significant differences recorded. The majority of students from both groups agreed to the statement and this means that both NNESTs and NESTs can make the best teachers. We deduced here that most students did not really pay attention to whether the teacher is native or nonnative as long as there is learning taking place. However, in some cases, it was noticed and seen that Students who are taught by native speakers of English were inclined to accept as true that only native speakers could be good teachers, and on the other side, students who were taught by nonnative speakers gave the impression to realize, that nonnative teachers could be good equally. The responses of the student to the statement of being able to learn from both NNESTs and NESTs are shown in CHART 7.

I can learn from both NNESTs and NESTs.
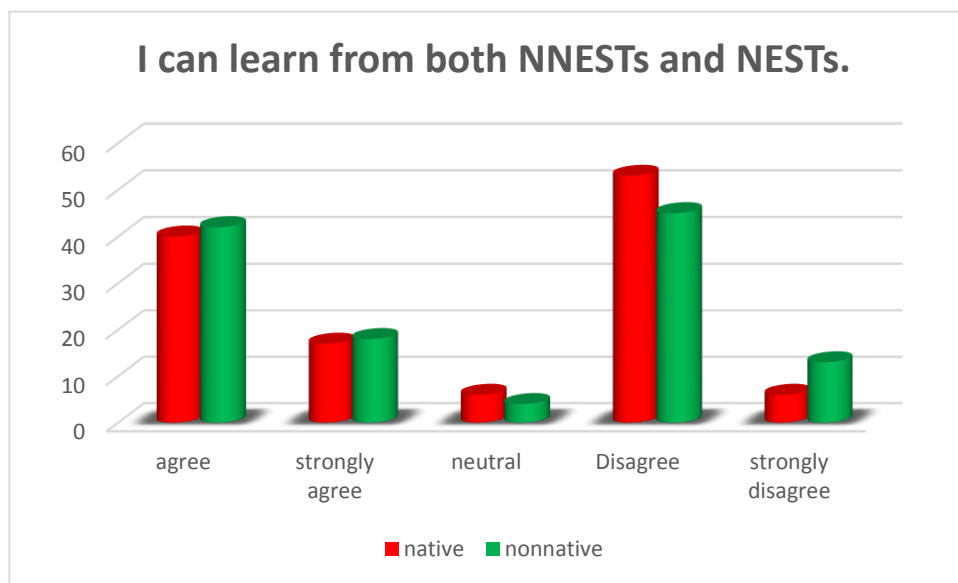
Apart from this, students were asked what can both NNESTs and NESTs teach best. The responses are shown in CHARTS 8 and 9 for the NNESTs and NESTs respectively.

WHAT CAN NNESTs TEACH BEST?

WHAT CAN NESTs TEACH BEST?

Chart showing values for: reading (~13), grammar (~11), listening (~35), speaking (~48), writing (~18), with y-axis scaled 0 to 50 in increments of 5.

In conclusion, the outcomes that we got to answer the question that is related to measuring students' attitudes about NNESTs and NESTs which has been covered by the student questionnaire in some specific features and characteristics of a good teacher, we notice a clear indication that both groups of students expressed quite positive perceptions of their NNESTs and NESTs and their points of view were quite pessimistic ones. As it has been stated above, more than 75% of the students in the NNESTs group responded saying would advise other students to attend classes whose teachers are not native whereas the percentage for the same statement was 72 % in the NESTs group. Likewise, 84% in NNESTs students confirmed agreement and sometimes strongly when asked if their teachers were good, and 85% in the NESTs group responded in a similar way did.

It can be added here that, after reviewing the responses and shed lights on them, we have noticed that students who were in the NNESTs group expressed more positive perspectives for their NNESTs in general than their counterparts' who were taught by NESTS. The reason behind this could simply be that with exposure to NNESTs, EFL students could have the chance to reevaluate what was previously associated or linked to the nonnative teacher concept and these same students started to build up and pile up a brand novel and a positive knowledge about NNESTs.His has been mentioned in an earlier stage in this study about changes that happen in modes and attitudes. If we considered this outcome carefully, we would understand that it has a significant impact

on the hiring of NNESTs.His any country, if the students are not well exposed to the less to NNESTs, shows they would have a negative impression about them. This is exactly applicable to the case of NESTs.

As far as how well NNESTs and NESTs know about grammar, responses that were recorded showed a remarkable truth or fact. The responses showed a good mastery of grammar by the NNESTs teachers who are competent in English grammar and usage. However, we can't jump to the conclusion about them being best in explaining grammar. Students appeared to understand that NNESTs might have the ability to explain grammar quite well but still they could make errors while speaking or writing. The analysis to the statement that is related to grammar knowledge, students who responded positively on their NNESTs showed the percentage of 81%. On the other hand, responding to the statement by the same group of students whether the teacher hardly makes grammar mistakes the percentage was 78%. It can be concluded from the above numbers one single upshot which is, for NNESTs, they make more mistakes while speaking than when writing mistakes. This differentiates between the degree of being competent and how they perform.

When it comes to the responses given by the students regarding students' readiness and acceptance to have the NNESTs and NESTs teaching them, one more time, prove NNESTs group students were marked to accept their teachers more than students in the NESTs group. The percentages to accept their teachers for NESTs and NNESTs groups were 42% and 61.54% respectively. Students reactions were also similar regarding the statement that the students not paying attention where the teacher is from or whether NNESTs and NESTs since the teacher is good in teaching.

The impact of Variables

It is due to note here that there are some certain variables that had a direct impact on the responses given by the students. Students first language is one variable. Students with different first language responded differently to some statements. This is simply because the various concepts and some very specific words such as being "a perfect" teacher, or being "a good "teacher, or being the "expected" teacher all these might be interpreted diversely by the different students according to the cultural background. Another variable would be gender. Throughout all statements, males and females responded differently to statements. For example, males responded more positively than females to the statement regarding the grammar knowledge. However, we still cannot confirm the amount of influence gender has on responses. The next point would be the subject to be taught. Having a quick look at some earlier studies done in this regard, it can be realized that EFL and EFL students would accept to be taught by NNESTs more willingly if they teach grammar and not any other skills while students prefer the NESTs to teach listening and speaking due to the accent. However, the responses given by the nonnative group students also indicate that their NNESTs who teach listening and speaking are also good. Next comes the level of proficiency which greatly affect students' attitudes towards NNESTs and Nests. For example, those

students who are rated as high level in both groups, native and nonnative, agreed to the statement that teachers show a good knowledge in grammar. On the other hand, those students who are considered to be beginners and intermediate responded negatively to the statement about understanding their teacher without any difficulty.

Teachers and Administrators Responses

In the previous section, students' attitudes and responses towards NNESTs and Nests were reviewed and discussed. Now, in this section, both teachers' and administrators' perspectives, attitudes and perceptions will be looked at closely. Again, only meaningful results and points will be highlighted here due to the direct impact and those who represent the most dominant. This same section will provide self-perceptions for both NNESTs and NESTS regarding points of strength and weaknesses. In other words, what makes each group stands alone or distinct from the other one. Additionally, administrators' policies and strategies, standards for hiring NNESTs and NESTs will be looked upon in this section.

It should be mentioned here that we got responses from 44 EFL teachers to the online survey. Twenty were recognized as nonnative teachers, another ten claimed to be NESTs and they were considered native, and finally sixteen of the teachers responded to the questionnaire had two native languages since they were born in Britain but originally from different countries. Those were mostly South African. Taking this into consideration, we easily realize that the dichotomy of native and nonnative is vividly inaccurate or inadequate. These descriptions of teachers have also a direct impact of how the students regards the teacher to be native or nonnative. Four out of the 19 NESTs teachers were reported saying students occasionally couldn't tell if they are NNESTs because of the accent they had or the way they looked. On the other hand, 3 of the 25 nonnative teachers said that they were often thought to be NESTs for similar reasons. Two or three teachers preferred not to tell their students whether to be a NNESTs or NESTs. It is due to note here that the majority of the NNESTs were Arabs. Overall, there were 27 females and 17 males. Some of them had a Master degree in TESOL.Out of 15 administrators, 7 (46%) were native speakers, three (20%) nonnative (Arabic, Indian), and four (26%) were local Emiratis. Seven administrators (46%) were females and eight (53%) were males.

First, in a question if both the NNESTs and the NESTs get any discriminatory comments by the students, 4 NNESTs said yes, and 16 said no. On the other hand, 6 NESTs said yes and 10 said no. Some teachers responded to the comments by explaining that students need to be exposed to different world of English and explain the importance of NESTs to be exposed to the authentic language in speaking and the role
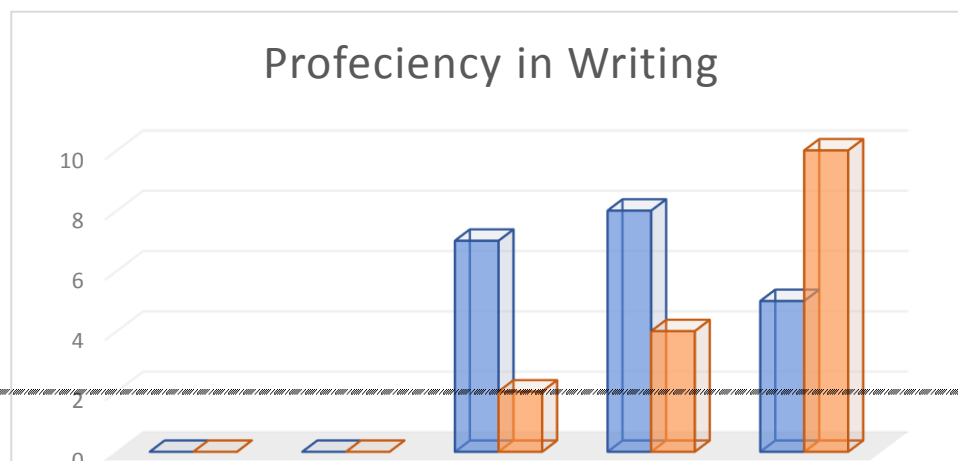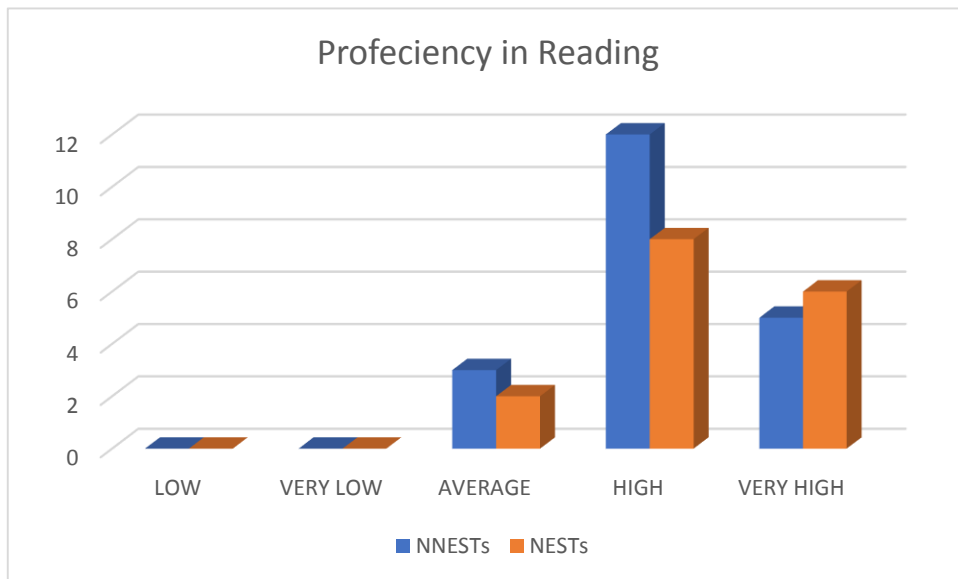
of NNESTs in teaching grammar rules. Additionally, students were told that being introduced to diverse cultures is very significant today. One of the administrator responded saying that teachers are being hired according to how well they are prepared to teach not because of being a native speaker. Even though both NNESTs or NESTs supported each other, there were few who had discriminatory feelings against one another from both sides. CHART 10 shows the results.

Do you get any discriminatory comments by students or other colleagues?
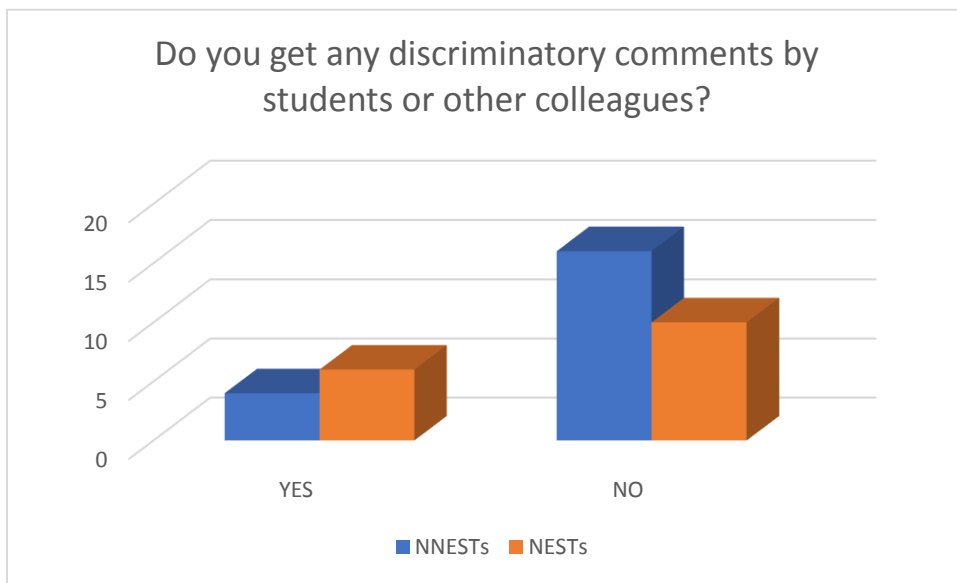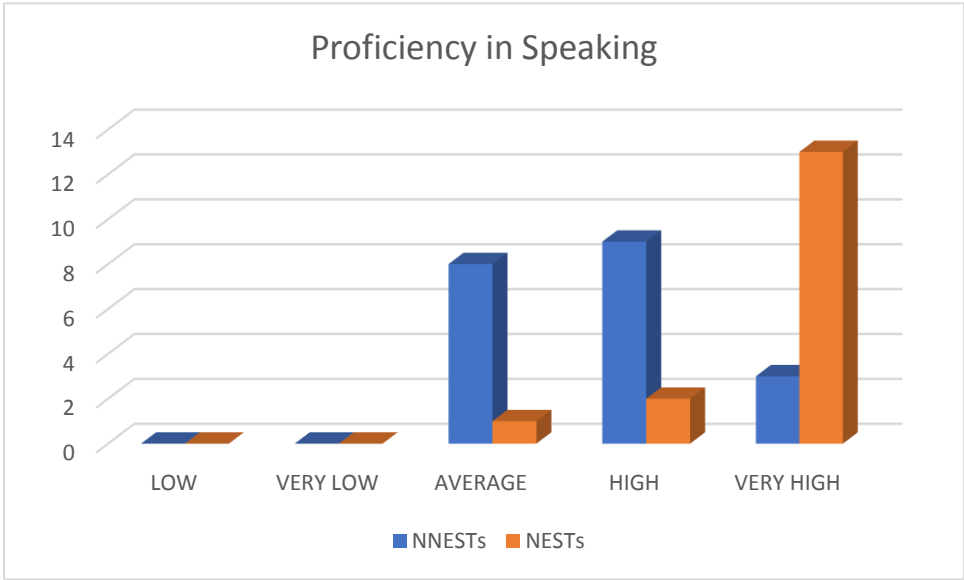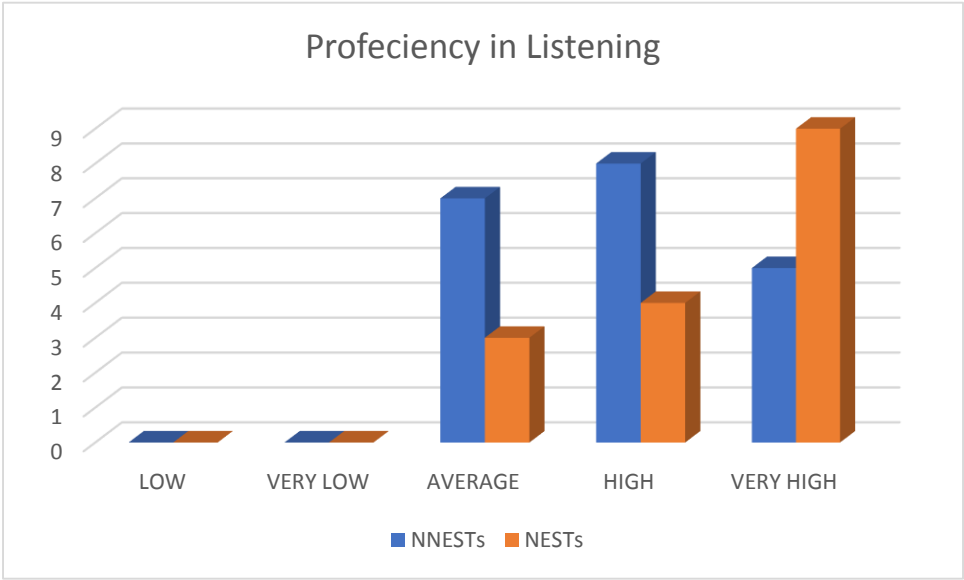

Responding to a question about describing their teaching experience in their current schools, the results showed that the majority of the teachers are quite satisfied with their experience. Only 4 teachers, two from each group disagreed,3 from the NESTs and 2 from NNESTs respectively strongly disagreed as it is shown in CHART 11.

My experience in teaching at this school is positive.
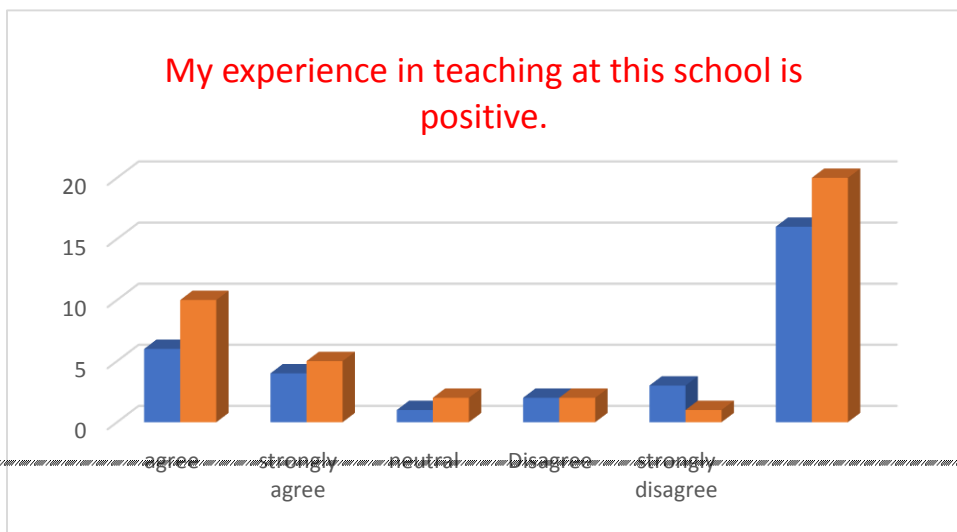
Following this, both groups of teachers were asked a series of questions related to their linguistic skills, competence and performance. These questions are categorized in two types. In the first type, they were asked to give an account of their level of proficiency in different language skills areas such as reading, listening, speaking…...etc. The scale for this type ranged from low to very high. The following CHARTS (12- 17) show how different NESTs and NNESTs responses were when asked the questions related to their proficiency in different language skills.

Profeciency in Reading

Profeciency in Writing

Profeciency in Listening

Proficiency in Speaking

Accuracy in Using Grammar

Grammar Knowledge
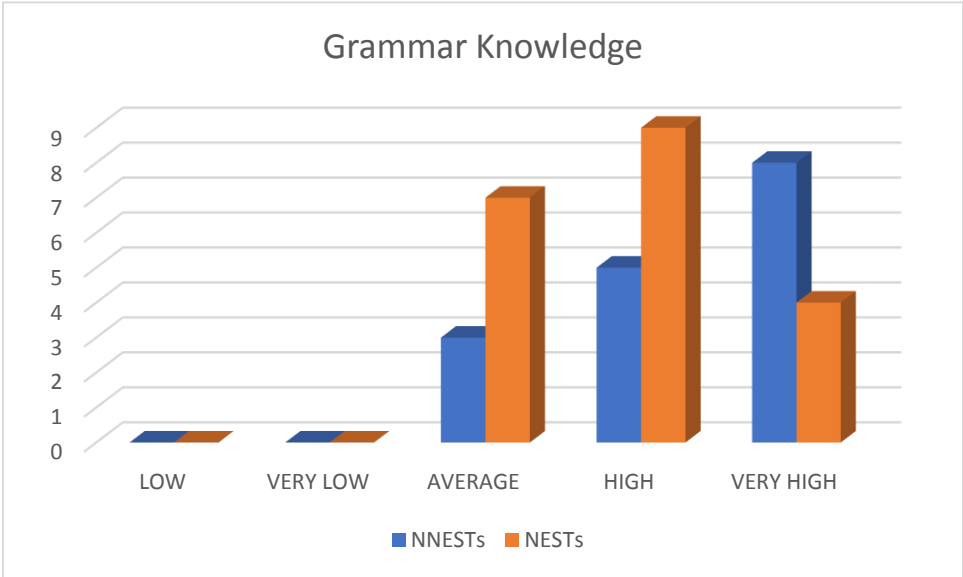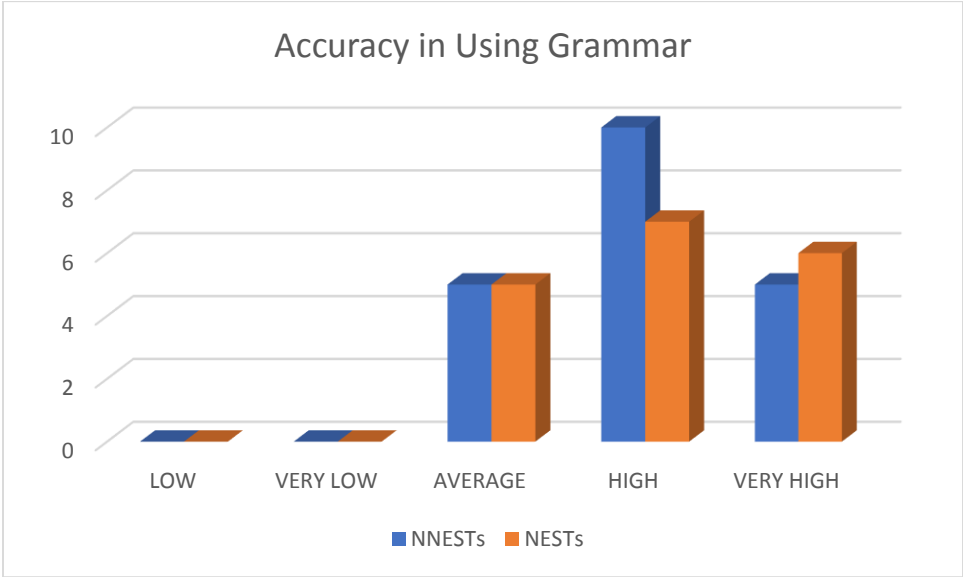
As it can be seen, there are quite diverse self-evaluations and they are quite different between NESTs and NNESTs. That is to say, the self-perceptions were not similar only in some minor 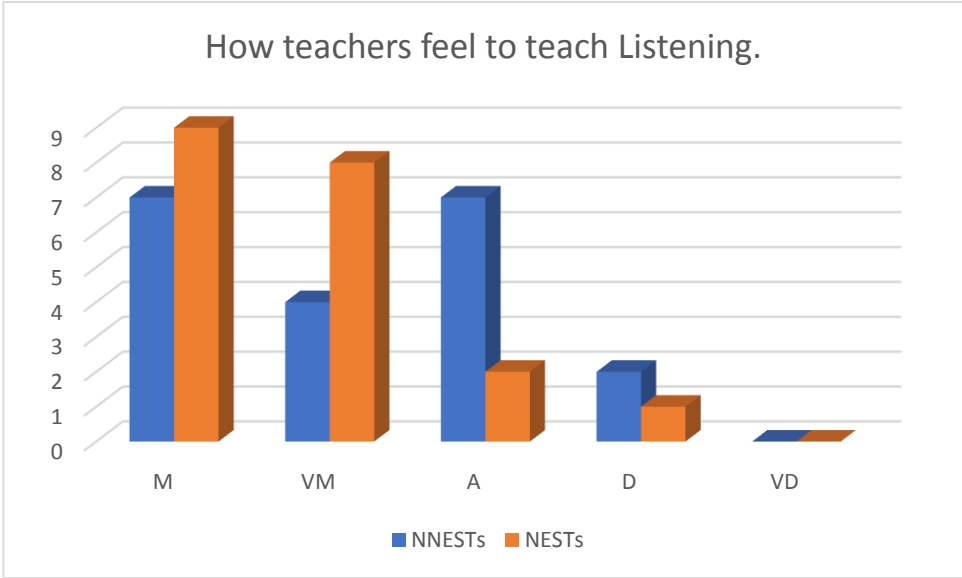details and skills covered above in the charts. It can be deduced that it is the NNESTs that should worry and as the charts show, they are not safe especially in oral communication and namely in receptive skills such as speaking and listening. On the other hand, they show good knowledge of grammar rules but not the accuracy in using them. As far as the NESTs is concerned, it is clear that they lack a good knowledge of grammar rules and in some cases reading strategies skills. In responding to the teachers' questionnaire, few NESTs didn't complete the competence section saying they are natives. However, NNESTs proficiency level, as we have noticed, is not quite different from that of the NESTs.

The goal of the next set of the questions was to find out how teachers feel while teaching certain skills and areas related to language. The scale for measuring the responses for this section ranged from motivated (M), very motivated (VM), Average(A), demotivated(D) and very demotivated (VD).The responses are shown in CHARTS (18-22).

How teachers feel while teaching reading.

How teachers feel to teach Listening.

How teachers feel to teach Speaking.

How teachers feel about teaching writing

How teachers feel to teach Grammar
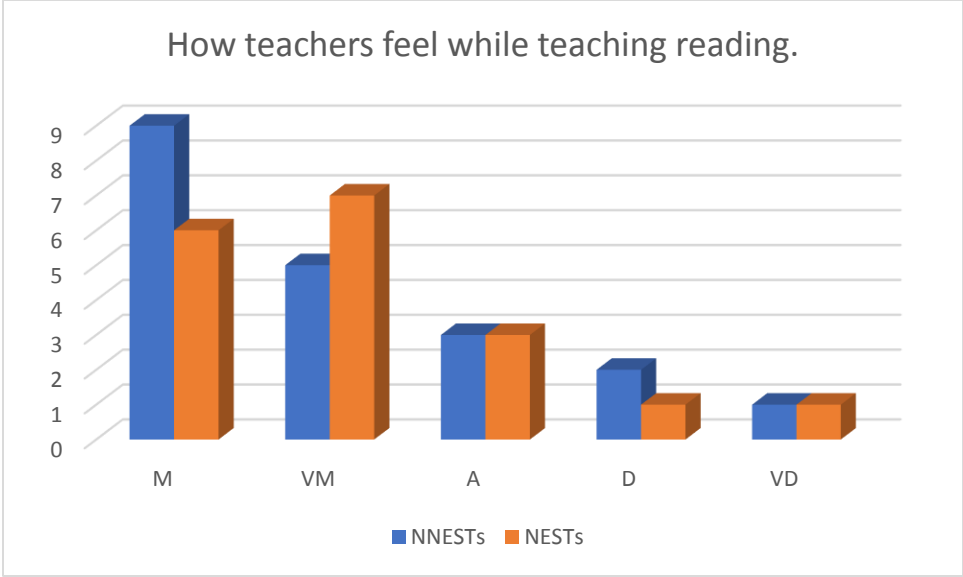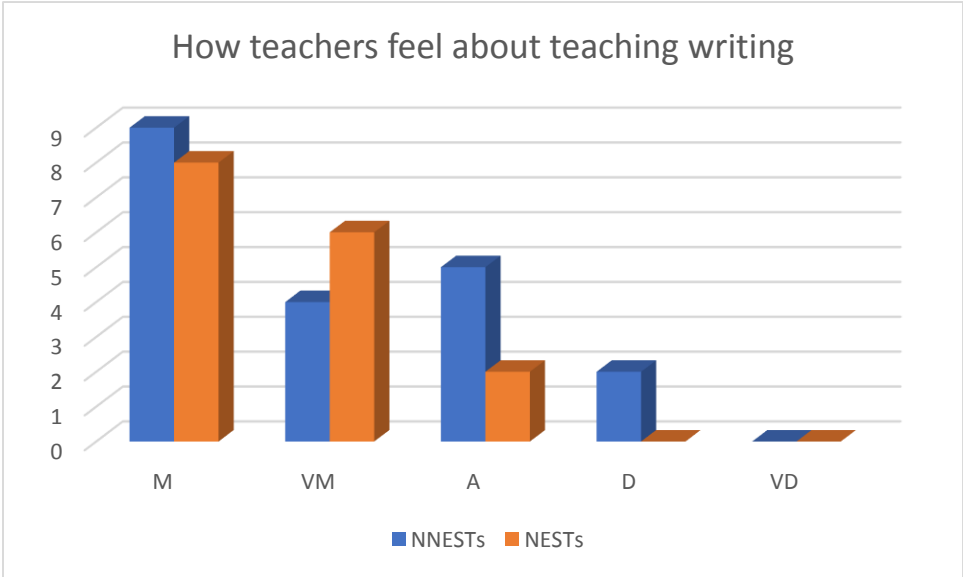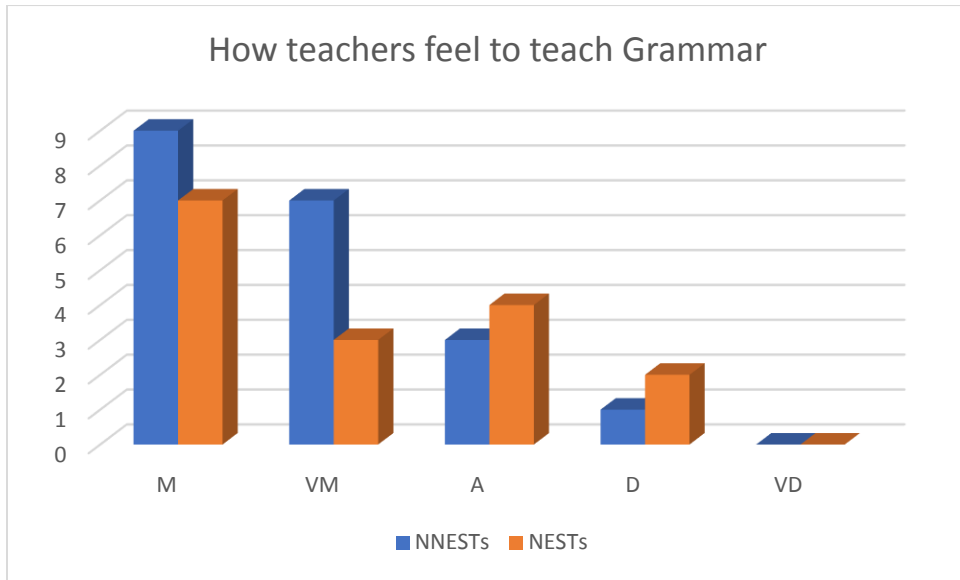
Overall, as shown in the charts above, both NESTs and NNESTs are well-motivated to teach most areas related to language with some minor differences of course. NNESTs feel quite demotivated in teaching listening and speaking, while they are well-motivated to teach grammar. NNESTs seemed to be more motivated than the NESTs to teach lower classes.

What makes NNESTs special?

Following this, teachers were asked two open-ended questions about the points of strength and weaknesses. The first question was: what areas do you find best in NNESTs? The NNESTs responded saying that their best features are understanding students' needs, language learning experience, ability to relate to students while NESTs do not, helping students with difficulties, and being accurate in using language. On the other hand, NESTs agreed that NNESTs have a good learning experience, the ability to be a role model, dedication to teaching, their enthusiasm, kindness, patience towards students. In their turn, administrators also recognized NNESTs pedagogical skills and that they can use their valuable experience in learning English for preparing plans and teaching strategies. Another strong point NNESTs have is that they have the ability to use multiple techniques, being creative in the classroom, meeting students' expectations and very dedicated. Another administrator added that NNESTs admire language and very keen on it and know very well how to make classes motivative for

students in order to ensure the best learning experience encouraging students to be active learners by adopting diversified learning methods. Additionally, NNESTs are believed to be more strict than NESTs and seem to have a high standard of multicultural awareness. Responding to a question whether the NNESTs can be considered as a good role-model, the results are shown in CHART 23.

NNESTs can be good role models
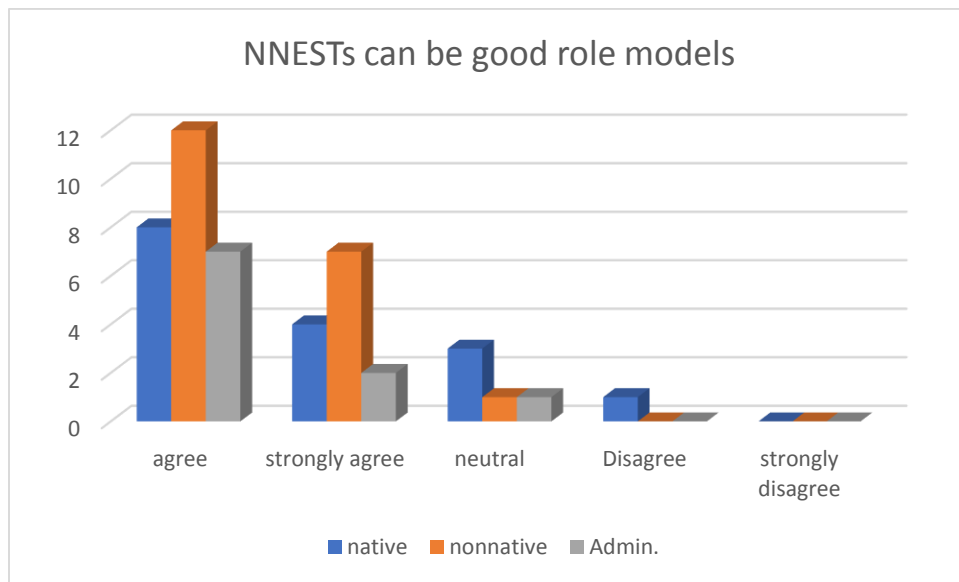
To another question which was that NNESTs can teach as well as NESTs,the responses were positive as shown in CHART 23.

NNESTs can teach as well as NESTs
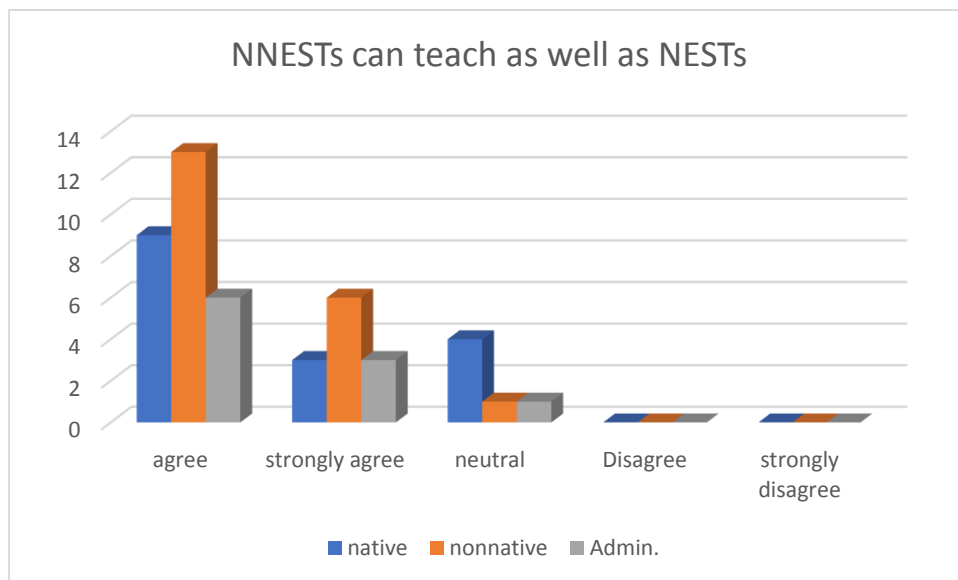
This followed by a statement if the NNESTs suffer from any difficulty responding to students' questions. Again, the responses that were given by administrators, NNESTs and NESTs were quite in favor of NNESTs as shown in CHART 24.
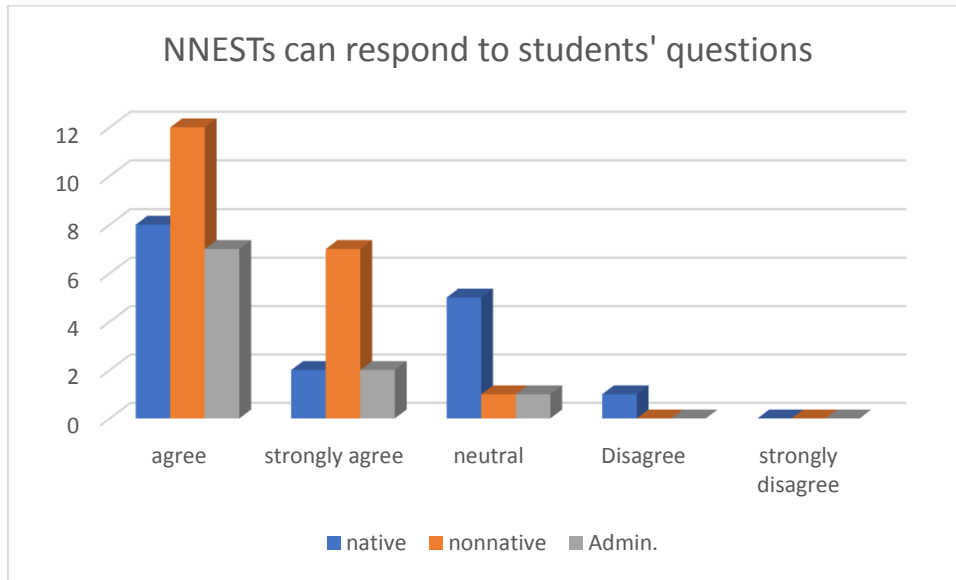
It was also found out that teachers who speak more than one language understand student's needs and difficulties more than the ones who speak only one language.

Administrators' strategies and beliefs in hiring NNESTs and NESTs

When asked about the standards and criteria they adopt for hiring both NNESTs and NESTs, the administrators responded giving the following priorities according to the degree of importance:

1. How well the NNESTs and NEST are experienced in teaching or the previous experience in teaching not to be less than two years.
2. Those NNESTs and NEST with the highest academic degree are always preferable especially those who have MA, IELTS, TOEFL,. etc.
3. Having the potential to work with international students and having a good experience in teaching in a country other than theirs.
4. To be subject to an interview to show how expressing themselves and the good ability to communicate.

5. Having a good degree of fluency
6. To be fit for the task meaning being motivated and dedicated with good personality.
7. To show that they are ready to teach any level assigned for them or any language skill.

Following this all the administrators were asked if there are specific different assignments, such as teaching areas (grammar, listening.) for both NNESTs and NEST. Most of the administrators stated that there were no specific assignments for either NNESTs or NEST. NNESTs are assigned to teach the same classes or the same subject as NEST with the exception that those who are newly hired are not assigned to teach advanced levels temporarily. They stressed that the assignments should match the needs and preferences of NNESTs and NEST. It can be added here that NNESTs should be treated in the same way as NEST.

Mahboob's (2003) study is exceptional when asked many those supervisors or work in administration about their employment criteria and how many native and nonnative they had. The results came as 59.8% considered nativeness to be an important criterion when recruiting EFL teachers. Finally, one administrator responded saying she asks the student if they want here to employ just any teacher from nowhere because he/she is native speaker or better to employ one with good experience and profiecent.

CHAPTER FIVE: CONCLUSION

Reflecting on results and analysis it came to light that generally speaking students evaluated their NESTs in a more constructive way than their NNEST. Nevertheless, NNESTs, generally speaking, received positive comments and there were no big differences between these comments and the ones provided by students who were taught by NESTs. There were minor differences when it comes to the comments made by the students in the NNESTs when asked about competence in speaking. Compared with the students in NESTs group, the comments made by NNESTs students were considerably not as high as that of NESTs group. On the other hand, NNESTs got more higher evaluation in comments than those done by the NESTs students regarding several statements such as the teacher explaining grammar rules in a simple obvious way. If we have a close look at the responses related to the two statements, we easily notice one major finding namely: NNESTs received more valued comments by their own students than by those students who are taught by NESTs. Following this outcome, we can see that it clearly validates with Fox's (1992). According to Fox, if the students are given the good chance to know about world cultures and the various usage of languages, they will identify and acknowledge how valuable and significant NNESTs' are and consequently will be familiar with their strong points

effectively more than the students who know very little about the outside world other than their own.

It can also be concluded here that not the majority of students show negative perspectives towards NNESTs. In fact, no big differences were found in the positive comments made by students from both groups NNESTs and NEST. On the contrary, there was quite an appropriate level of similarities among the responses received from students in both groups. The next conclusion that can be drawn is that students in the NNESTs group seemed not more biased to oppose NNESTs in general than students in the NESTS group. It has also been concluded that, the, whenever there is a negative response towards teachers is recorded had nothing to do with the concept of being native or not native. Truly, the responses of the students in the NESTs group were not mostly positive points of view in the same way as in the other group.

It is due to mention here that there are in addition to whether the teacher is native or nonnative, some other variables had a direct impact on how the students perceive their NESTs and NNESTs, generally is one example. When it comes to gender, the responses that came from females in the NNESTs group were not as positive as the responses expressed by both males and females in the NESTs group. It can be added here that males in both the NESTs and NNESTs groups responded more positively to different statements than females.

There are also noteworthy results related to the effect of different skills and language areas that are related NNESTs in teaching. Students in the NESTs group showed preference for their grammar class in a significant way more than any other areas of language learning. As it is generally assumed that students in the NNESTs group would be more inclined to the grammar teacher more than their other teachers was not completely certified here.

One unanticipated interesting finding was that students in the NNESTs group did not respond negatively in a strong way when it came to NNESTs teaching them listening or speaking as it is generally agreed on as an expected fact. On the other hand, as stated in previous studies (Cheung, 2002; Mahboob, 2004) students clearly preferred to have NESTs to teach speaking and listening.

In one opposing study done by Liang (2002) who explains that the different accents that NNESTs have did not have any negative impact on the quality of perspectives the towards their NNESTs.However researchers stated that NNESTs are more inclined to teach oral skills such as listening or speaking. As the results show in this study, students who are in the NNESTs evaluated their listening or speaking teachers in an effective way. According to the results, students showed more attention for NNESTs than students in the NESTs. Contrary to what is generally agreed on, the perspectives that came from the students did not prove that NNESTs are the best to teach grammar and NESTs are the best to teach oral skills such as speaking.

When it comes to how teachers perceive their strong and weak features, Nests showed that they have more confidence in their competencies and skills while NNESTs were less confident. For example, 82% of the NESTs regarded themselves as very high when it comes to be accurate in using grammar while the percentage was 64 % in the case of NNESTs. Nevertheless, when it comes to how much they know about grammar gutlessness showed a little confidence. Other researchers in this field such as Llurda and Huguet (2003) came to the same conclusion regarding how differently NESTs and NNESTs perceive themselves. When it comes to teaching skills and subjects, NESTs showed readiness and motivation to teach any language skill but not grammar. By contrast, NNESTs showed less confidence and motivation in teaching most skills. However, NNESTs showed motivation to teach reading and grammar. NESTs showed tendency to teach students with prominent level, while NNESTs showed readiness to teach students with lower level. NNESTs noted saying that they expose the students to what they learned about language and this helps them to understand what the students need and what things they find difficult. NESTs commenting stating that NNESTs were good examples for teachers for the students and that they teach grammar in a very good way. NESTs also admitted saying that NNESTs' are rich with a good cultural knowledge. To another statement when NESTs were asked if NNESTs could teach in an effective way as NESTs, a good percentage 40% of NESTs strongly agreed.

As far as administrators are concerned, they realized NNESTs are highly recognized for the rich skills they have in terms of methodology in teaching. They are being characterized with a proficient level of standards, and they often have positive prospects. Administrators also added that NNESTs can be an excellent model teachers due to the ability to understand what students need and what areas they struggle in. Administrators expressed one negative feature about NNESTs' being concentrating on grammar and having a low level of self-reflection. This in turn hampers the competencies they have and negatively affect class performance. Despite the weak features and attributes of NNESTs, 59% of the administrators strongly agreed to the statement that is related to NNESTS possess the potential to teach in an effective way just like NESTS. When asked about employment strategies and policies, administrators pointed out that they greatly depend on previous teaching experience. It is due to note that not one single administrator mentioned nativeness as a good reason for hiring.

Having a close look at the results we can jump to a conclusion that students do not show a strong negative perspective or viewpoints towards their teachers who are nonnative. This is generally speaking, students showed that to be experienced in teaching and how professional the teacher is represented to be of a greater importance than whether the teacher is native or nonnative. The important point to raise here is that there are many vital variables that have a direct impact on how the students evaluate both their NESTs and NNESTs.To support this point, we set the example of study that was done by Mahboob (2003). Mahboob's study aimed at gathering students' perspectives and points of view regarding their NESTs and NNESTs. He also used questionnaires with relevant questions. Having analyzed all the students' responses, he concluded that students made positive and negative perspectives towards both NESTs and NNESTs.However, Native speakers received positive comments on teaching both

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speaking and key words, but they were disapproved for knowing very little about grammar rules, and that they don't adopt various teaching methods. On the other hand, the Nonnative speakers were appreciated for having a good experience in learning language, and they were also valued of knowing quite much of grammar rules, they use a better method, they are able and have the potential to respond to all students' questions. As it was expected, in accordance with this study, NNESTs were negatively perceived regarding having low level skills in listening and speaking and that they know very little about culture when it comes to English. Here, we can say that there is a perfect match between the findings of Mahboob's study and this study.

Taking this as a starting point, Braine (1999a) and Kamhi-Stein (2004) added that that there are certain fundamental mandatory settings where both NESTs and NNESTs should work side by side and hand in hand and collaborate in making the ultimate use of all the necessary skills and what they are best at and share experience. It is not necessary to speak English with a good degree of diversity. It is preferred that there should be an option, this is according to (Kachru, 1982), that steps away from a certain domain which will enable people to speak a different type of English and this will pave the way for a better communication all over the world. English, according Canagarajah, is not controlled or fully possessed by what we call native speakers. English should be available but for many speakers with diverse cultural background in order to communicate globally.

Implications and Future Studies

When considering all the findings of this study, future studies should consider the following questions and recommendations. Although the literature explores the interests and opinions of students on NESTs and NNESTs, there is little research that explores the opinions and feelings on NESTs, and NNESTs pedagogies and self-perceptions. When students are concerned, what are some ways that both NESTs and NNESTs can improve their instruction to fill in the gaps in their profession? On the other hand, what are some methods NNESTs can improve their instruction? Furthermore, studies should look more closely at NNEST and NEST relationships when working collaboratively in a classroom setting. Therefore, it would be stimulating to explore the differences between EFL students abroad who have a higher motivation to learn than students who have a lower motivation or desire to learn English. Additionally, a study focusing on A better understanding of students' expectations is going to play a vital role to prepare teachers very well. Another study that could be quite promising is the one that makes a comparison between all the perspectives, potentials, competencies the teachers have in different language areas and to measure them in more details. This could include how students evaluate competencies and various skills of teachers. This kind of study could

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authenticate or refute the idea that viewpoints and perspectives are different in a significant way when it comes to the real world.

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STAETMENTS	Agree	Strongly agree	Not Sure	Disagree	Strongly Disagree

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APPENDICES

Appendix 1

Students' Questionnaire about their Own Teacher

1. My EFL teacher clarifies all the difficult points in a good way.					
2. My EFL teacher isn't well organized					
3. My EFL teacher has a good knowledge in English grammar.					
4. I like to speak English very well just like my teacher.					
5. I can't understand the teacher when he/she speaks.					
6. I would rather have another teacher not this.					
7. My teacher is good at pronouncing words.					
8. Many grammar mistakes are done by my teacher.					
9. My teacher is a positive example for me.					
10. The teacher tries hard to make everyone understands difficult points by simplification					
11. Daily lesson plans are prepared by my teacher.					
12. I enjoy taking classes with my teacher.					
13. I can easily understand my teacher very well.					
14. I evaluate my teacher to be a very good one.					
15. I like all the lessons of my teacher					
16. My English teacher meets all my expectations					
17. I can say my teacher is ideal.					
18. All difficult points are explained very well by my teacher.					
19. The method of my teacher in teaching motivates me to learn.					
20. I am motivated and encouraged by my teacher.					
21. My teacher knows about grammar very well.					
22. Grammar rules are explained in a straightforward way by my teacher.					
23. I don't find it hard to follow my teacher.					

Appendix 2

Students' Questionnaire about EFL Teachers Generally

STATEMENTS	Agree	Strongly agree	Not Sure	Disagree	Strongly Disagree
1. All EFL teachers should speak with a native accent.					
2. Native EFL teachers do not make any grammar mistakes					
3. Teachers who are native don't are unable to provide answers to enquiries during the lesson.					
4. Native EFL teachers often make grammar mistakes					
5. teachers who are not native should not teach outside their countries.					
6. The origin of the teacher is not important if he/she teaches well.					
7. Nonnative teachers make mistakes in using grammar.					
8. I don't find a problem with a foreign accent teacher.					
9. I can say that my learning with Native teachers is generally acceptable.					
10. I can say that my learning with Native teachers is generally acceptable.					
11. Nonnative teachers show interests in all students.					
12. Both Nonnative and Native English teachers teach well.					
13. Native teachers lack good rapport.					
14. Nonnative teachers show great care of all students.					
15. Nonnative teachers are culturally experienced.					
16. Nonnative teachers teach grammar better than Native teachers.					
17. Native teachers do not adopt different methodologies in teaching.					

Appendix 3

Teachers' Questionnaire

1.Background information

1. **Can your students guess that you are a nonnative speaker of English?**
2. **Can your students guess that you are a native speaker of English?**
3. **What skills in language have you taught? Specify from four skills.**
4. **Have you been teaching EFL students before coming to your current** *school*?
5. **If your answer is yes, for how long did you teach there***?*

2. Experience in Teaching

1. **For how many years is your teaching experience?**

2. **Do you often receive inequitable comments about NNESTs and NESTS?**

3. **Do you feel that you have been treated negatively differently by students?**

4. **I can describe my teaching experience in this school to be a good one**

5. **Both NNESTs and NESTS are strongly encouraged to cooperate in this school.**

6. **On a scale from 1 to 5, 5 being excellent and 1 being very low, how would you describe your level of proficiency in English the following areas?**

Reading	(*very low) 1 2 3 4 5 (very high)*	
Writing		*1 2 3 4 5*
Listening		*1 2 3 4 5*
Speaking	(*very low) 1 2 3 4 5 (very high)*	*1 2 3 4 5*
Grammar accuracy in use		*1 2 3 4 5*

Knowledge of grammar rules		1 2 3 4 5

7. On a scale from 1 to 5, 5 being very motivated and 1 being very demotivated, how motivated are you teaching the following skills?

Reading	(*very* demotivated*) 1 2 3 4 5 (very* motivated*)*	*1 2 3 4 5*
Writing		*1 2 3 4 5*
Listening		*1 2 3 4 5*
Speaking		*1 2 3 4 5*
Grammar		*1 2 3 4 5*
Low (basic) levels		*1 2 3 4 5*
Intermediate levels		*1 2 3 4 5*
Advanced levels	(*very* demotivated*) 1 2 3 4 5 (very* motivated*)*	*1 2 3 4 5*

3. General principles about EFL teaching:

8. In your opinion, what makes a "good" teacher?

9. What do you think are the most appreciated potentials of NNS teachers?

10. What do you think are the most noticeable weaknesses of NNS teachers?

Multiple choice questions: Please answer the following questions by circling one of the options:

*1= strongly **disagree**   2=disagree   3=not sure   4= agree   5= strongly **agree***

11. NNS EFL teachers are often perceived by their students as good role models. *1 2 3 4 5*	
12. Most EFL students think their teachers should have a native-like accent. *1 2 3 4 5*	
13. Overall, NNS can teach English just as well as NS. *1 2 3 4 5*	
14. NNS often have difficulties responding to students' questions. *1 2 3 4 5*	
15. EFL teachers who speak more than one language understand EFL students' learning difficulties better than instructors who speak only one language. *1 2 3 4 5*	

Appendix 4

Administrators' Questionnaire

1.Background information.

1.What is/are your first language(s)?
2. Are you Native speaker of English or Nonnative speaker of English?
3. Are you a male or female?
4. How long have you been an administrator?

2. Students

5. How many students' levels (e.g. beginning intermediate etc.) are there?
6. What classes do you offer to your students (grammar, reading etc.) ?

3. Teachers

7. How many teachers do you have that are native speakers of English?
8. How many instructors do you have that are nonnative speakers of English?
9. What criteria do you use for hiring EFL teachers?
10. If you hire, or have hired NNS / NS, are there any specific assignments (class subject, size, structure, etc.) for them?

4. Multiple choice questions

1= agree   2= strongly agree   3= neutral   4= disagree   5= strongly disagree

11. The teaching experience of NNS EFL is positive.   *1 2 3 4 5*
12. We strongly inspire and smooth collaboration between NS and NNS EFL teachers. *1 2 3 4 5*
13. Students are disappointed with NNs.   *1 2 3 4 5*

5.Teachers in General

14. What makes a good EFL teacher?
15. In your opinion, what are the *most valuable potentials* of NNS EFL teachers?
16.What are the weaknesses of NNS EFL teachers?

5. *Multiple choice questions*

1= agree   2= strongly agree   3= neutral   4= disagree   5= strongly disagree

17. NNS are considered good teachers by students   *1 2 3 4 5*
18. A good number of students want teachers with native accent. *1 2 3 4 5*
19. Nonnative can teach in the same way as native speakers.   *1 2 3 4 5*
20. nonnative are unable to respond to students' enquiries. *1 2 3 4 5*

End Pages

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