Full Length Research Paper

Is there a difference between native and non-native English teachers in teaching English?

Hussein Theeb Moh'd Albakrawi

Department of Science and Basic studies, University of Tabuk, Tabuk, 71491. P.O Box 741, Kingdom of Saudi Arabia.
E-mail: halbakrawi@ut.edu.sa, Tel: 00966563991580

Accepted 6 December, 2014

The purpose of this study was to find out whether the native teachers of English have a significant effect on the students' proficiency and their attitudes towards learning English compared with the non-native teachers at Tabuk University in Saudi Arabia. The researcher studied the role of the Native English-Speaking Teachers (NESTs); whether they have played a key contribution to English language learning and teaching in different non-English speaking countries. Yet, it was essential to investigate their own students' achievements in light of the emergency of English as a lingua Franca or as an international language. The researcher developed and used the following instruments: a pre-test to measure the students' level in all English skills (listening, speaking, reading and writing) and a post-test. Then, he followed the procedures for the purpose of conducting the study below: drawing a sample for the study from the preparatory year, pre-testing the experimental group and the control group, and statistical analysis were used to get the results. He found that some findings are consistent with many studies that, based on students' and teachers' perceptions, implied that the NESTs play a major role in facilitating and improving the learners' communicative competence. Some were also consistent with Zacharias's (2003). Finally, he recommended that researchers who are interested in these issues should conduct naturalistic inquiries where the data can be collected from inside the classrooms, and for future research, the researchers may consider replicating this study within other cultural and linguistic contexts.

Key words: Native teachers of English, non-native teachers of English, preparatory year program, EFL, ESL.

INTRODUCTION

Teaching English in non-native countries by native English-speaking teachers has been a controversial issue for a long time. Some researchers claim that they are more successful in teaching than non-native teachers and some others say skill in teaching is more essential than being a native speaker of the language taught.

In Saudi Arabia, English as a Foreign Language is taught at various levels, in both public and private basic education, i.e. in kindergarten, elementary, intermediate, and secondary schools and also in EFL programs provided by various college-level academic, commercial, diplomatic and industrial institutions. In public schools, schools are fully funded and sponsored by the government. English has become a core course (i.e. a compulsory course) from the 5th to the 12th grade. In each grade, English is taught four times a week (45 min each) by Arab non-native speakers of English (Saudi, Egyptians, Syrians, Jordanians, Sudanese and Palestinians) who usually hold a BA in English from their home countries, although most have not specialized in teaching EFL.

In Saudi Arabia, Saudi students can also learn English outside normal schools. There are EFL private institutions such as the British Council and English Language Services (ELS) centers. In such EFL institutions, only native speakers of English teach EFL courses. These institutions are often preferred by Saudis because of the native English speaking teachers who teach there. Many Saudi people, whether students or employees, join these institutions to strengthen their English.
Additionally, universities in Saudi Arabia offer EFL programs. However, these programs are designed only for undergraduate students who plan to specialize in different fields of English such as linguistics, applied linguistics, literature, and translation. Unfortunately, there are no TESOL programs in any of the Saudi universities. Saudiis who teach English in the public schools have usually graduated from either English departments based in schools of education; which often offer only one or two EFL teaching methodology courses, or from non-EFL oriented English programs located in the humanities and arts schools.

As a conclusion, native English teachers have their own advantages and disadvantages and non-native English instructors have strong and weak points as indicated by the above-mentioned scholars. But, being a native speaker of the language also means being a representative of the community speaking that language with all its values, habits, cultures traditions and norms as mentioned by Jei (1999). They may have more influence in the fluency and accent of the students than the non-native teachers but the outputs may be positive or negative and may cause success or failure in foreign language learning.

The study is significant because it is unprecedented study in the field of teaching and learning English in the kingdom of Saudi Arabia, and to provide policy makers at the University of Tabuk and other universities in the Kingdom with ideas about the best ways to hire EFL teachers.

In short, the purpose of this study is to find out whether the native teachers of English have a significant effect on the students’ achievement in English compared with the non-native teachers at Tabuk Community College in Saudi Arabia.

Literature review

A good number of studies investigated how the Native English-Speaking Teachers are viewed and perceived in comparison with their Non-Native English-Speaking Teachers counterparts in different linguistic contexts. Among these studies, that of Tang (1997) who tried to describe, compare, and contrast the advantages and disadvantages of both NESTs and NNESTs as perceived by non-native ESL Teachers. She used a survey to assess 47 NNESTs’ perception of NEST and NNESTs in Hong Kong. She found that her participants believed that native speaker ESL teachers were superior to non-native speakers in speaking (100%), pronunciation (92%), listening (87%), vocabulary (79%) and reading (72%).

These result correlate strongly with result of another study conducted in the state of Kuwait. Mallallah (2000) asked students about their preference of the teachers of English; students’ responses to the 24-item questionnaire showed that Kuwaiti students had a favourable attitude towards native speakers and value them more than her Arabic speaking English teachers. In addition, more than 40% of the students agreed that English speakers are more educated, which shows that Kuwait students admire English speakers intellectually and academically.

In another attitude study on University standard in Hong Kong, and in contrast with Mallallah’s study, Clayton (2000), using a questionnaire to elicit the participants views and opinions of both groups, pointed out that students feel strongly stressed out in classes run by NESTs due to their efforts of figuring out the meaning of the instructors instead of concentrating on learning. He also found that NESs spend much time trying to convey their messages to the students in a reasonable time.

Luk (2001) reported in a study she carried out in two secondary schools in Hong Kong on the native English Teacher Scheme (NETS) by surveying feedback from the students. Her findings showed that the NESTs were a valued commodity to the students. Native speaker teachers were welcomed because of the linguistics model and interaction opportunities they provide. The majority of the subject in her study felt that being taught by NESTs enriched their linguistics resources and personal experiences.

Klech and Santana-Williamson (2002) aimed to determine if ESL students could identify a native form, a non-native accent and if they held a more positive attitude towards teacher with “native” accents. The researchers used audiotape recordings of three native speakers of different varieties of English and three non-native speakers reading the same script. Fifty-six students identified each reader as NESTs or NNESTs and rated them with an attitude questionnaire on issues of teacher education and training experience, teacher’s ability, teaching expertise, desirability as a teacher empathy for students, and overall teaching ability. The results showed that students were able to correctly identify native ability. The results also showed that students were able to correctly identify native and non-native speakers of English in only 45% of the occasions, and that their perception of the teacher’s nativity strongly influenced the attitude they held towards them. Additionally, teachers who were perceived as native speakers were seen as more likeable, educated, experienced, and overall better teachers, especially for speaking/listening skills. However, students also mentioned the importance of NNES teachers as role models, source of motivation and language learners who understood students’ learning difficulties.

Mahboob (2003) used a questionnaire with open-ended question and asked 32 students enrolled in an intensive English program to write about their native and non-native teachers. Analysis of the responses showed that both NESTs and NNESTs received positive and negative comments. Native speakers were praised for their oral skills, large vocabulary and cultural knowledge. The criticism for their poor knowledge of grammar, their lack
of experience as ESL learners, their difficulties in answering question, and the respondents also recognized their knowledge of grammar and their “stricter methodology” hard work, ability to answer questions, and literacy skills. Unsurprisingly, negative responses about NNESTs included poorer oral skills and lack of knowledge about the “English-speaking” culture.

Coombe and Al Hamly (2007) analyzed 266 university student essays from both Kuwait and UAE: fifty-five male students from Dubai Men’s college enrolled in the higher Diploma/Bachelor’s program, majoring in business and information technology and 211 male and female students from Kuwait University majoring in English language formed the participants of the study. In total, 185 females (70%) and 80 male (30%) participated in the study. The participants were asked to write an essay of about 250 words on three different base prompts to investigate their attitudes towards NEST and NNESTs. They were asked to express their opinion and support it on the issue if they would learn better if their teachers were native speakers (prompt 1) or non-native speakers. The third prompt provided both sides of the same prompt.

Using grounded theory approach to research, students’ responses were classified into logical categories that emerged from the data. The results showed that 47.7% of the students expressed a preference for a teacher who was a native speaker of English, and 16.9% showed a preference for NNESTs. The remaining 35.3% of the students who participated in this study had no preference with regards to the nativity of their English teachers.

Liu and Zhang (2007) investigated whether there is any difference between native teachers of English and their Chinese counterparts in terms of teaching attitudes. Sixty five (53 girls and 12 boys) 3rd-year college students majoring in English language and literature from the English department of a key national university in South China took part in the survey. They were asked to comment on six native teachers who had taught them various courses in the past five semesters. There were also 11 China EFL teachers. The study was conducted in two phases. In the first phase, a questionnaire was administered with the purpose of finding the specific difference between the two groups of teachers. The second phase was an interview with the students from three levels of English proficiency: low level, mid-level and top level. They concluded that NESTs enjoyed a difference between the two groups of teachers. Third, a lively class environment in which students were encouraged to speak and express themselves had drawn more and more students into their classes. In conclusion, NESTs have always played a key contribution to English language learning and teaching in different non-English speaking countries. Yet, it is essential to investigate their own students’ achievement in light of the emergency of English as a Lingua Franca or as an International Language.

In the same vein, but in another region, Joyce (1999) investigated the advantages of NNESTs by analysing responses from native and non-native faculty members in Russia. He stated that the advantages of non-native speakers bring a variety of background experiences, attitudes and openness to their teaching situation. They also stressed that non-native speakers has the advantage of having gone through the process of learning English and this could help them in their comparative focus that non-native speakers bring to the teaching a second language would be clear advantage in terms of both structural and culture aspect of that language.

Maum (2002) asked 80 primary and secondary school teachers about their beliefs and experiences as native and non-native ESL teachers about education. Her study showed that NNESTs, more than NESTs, found the ESL teachers cultural background and training in linguistics to be very important and also that including cross-cultural issues in the teaching of ESL had much value. Surprisingly, the NESTs clearly expressed their frustration towards their isolation and marginalization in the profession.

Lee (2004) investigated how native language background influences the speech intelligibility of non-native Korean- and Saudi Arabian-accented speakers. A word recognition test was performed using keywords embedded in carrier sentences with the recordings from 5 talkers (2 Korean, 2 Saudi Arabian, 1 native English) to 4 groups of listeners (L1s: Korean, Saudi Arabia, native English and Mixed). The results indicated that the degree of indelibility was greater when speakers and listeners shared the same L1 than when they did not. The high-proiciency NN talkers were more intelligible than the low-proiciency NN talkers to all listeners. The findings of this study have important implications for TEFL/TESL. While Anderson (1994) for example, states that in EFL contexts, it is impossible for students to achieve perfect native speaker – like pronunciation, especially intonation, nonnative teacher’s still need to approximate to a standard native model.

Madrid and Canado (2004) examined a wide range of schools in Spain to get an answer for the research question “With whom do students and teachers believe one learns more: native or non-native teachers?” The sample consisted of 459 students of different levels in public and private schools and 35 teachers from different institutions. To provide the previous question with an answer and to control the variables involved in the objective of their study, they made use of a questionnaire qualitatively and quantitatively. The results of the study portrayed that students did not evince a preference for native teachers, whom they value as much as non-native ones. However, the teachers in the sample were slightly inclined toward native as opposed to non-native teachers and acknowledge the advantage the former had in the
language teaching/learning process. Both students and teachers found relevant differences between the pedagogical behaviours of native and non-native teachers. The study also indicated that, as the students advanced on to the higher grades, their preference for the native teacher also increased.

McNeill (2005), in comparing expert and novice NESTs and NNESTs in an EFL context, noticed that novice NNESTs were very skilled at predicting which words would be easy and difficult to understand for Mandarin-speaking EFL students. On the other hand, expert NNESTs (teachers with much teacher training and experience) had a poorer intuition about which words would be easy or problematic for their students. The other surprising finding was that both expert and novice NESTs were quite incapable of making accurate predictions, although expert NESTs were slightly better than novice NESTs. According to McNeill, these results might be due to the fact that the NNESTs in his study spoke the same language as their students. They were consequently better at identifying word correspondence between Mandarin and English, while NESTs might not know which words exist or are different in Mandarin.

In a recent study, Suliman (2006) investigated the students' motivation for learning English in the UAE state secondary schools. Additionally, the study aimed at recognizing factors affecting students' motivation. Data collected by a questionnaire distributed to 100 students followed by interviews with 20 students, 10 Arab English teachers, and 3 supervisors revealed that UAE students regarded the teachers' role as a negative one. 30% of the respondents referred to the teachers' personality as a demotivator and a similar picture was revealed in students' interviews. All were NNESTs, but teachers, like the students, whose first language was Arabic.

The study also revitalized one of the controversial issues in foreign language teaching, the use of Arabic in English classes. According to Suleiman, 22% of the students were reported to be de-motivated by the fact that their Arabic native speaker rarely used Arabic in English classes. The use of L1 in learning a foreign language was also reported to be important and helpful by about 40% of the participants. Suleiman concluded that the use of L1 was viewed as a de-motivating factor by students with short-term goal, and was considered as a motivating element by students with a target to communicate fluently and achieve real-life acquisition.

In the same vein, Butler (2007a) assessed the effect of Korean elementary school teachers' accents on their students' listening comprehension. He also examined students' attitudes towards teachers with American-accented English (a native model) and Korean-accented English (a non-native speaker's model). A matching-guised technique was used. A Korean-American individual recorded text in both American-accented English and Korean-resented English. The study randomly assigned 312 Grade 6 Korean students to listen to one of these two recorded oral texts and their comprehension was examined. Next, all students who listened to both accented English tapes and their attitudes towards the two speakers were examined. Although the popular belief appears to assume that non-native accented English would produce a negative effect on students' oral skills, the results failed to find any difference in students' performance in terms of comprehension. However, the Korean children thought that the American-accented English guise had better pronunciation, was relatively more confident in her use of English, would focus more on fluency than on accuracy, and would use less Korean in the English class. The students also expressed a preference to have the American-accented English guise as their English teachers.

Studies related to the collaboration between NESTs and NNESTs

In spite of the distinctive difference between the two groups in question, a great deal of EFL literature suggest that the ideal situation for learning English is when there is cooperation between both teams where each term complements the other.

Preston (1984) evaluated learning situation where both NESTs work along with NNESTs, and mentioned that the liquee judging and intuitions of sophisticated, qualified native speaker are with taking into account as beneficial resources and living reference.

To determine their success in teaching English, Medgyes (1996) surveyed native English speaking teachers and NNESTs working in 10 countries. He concluded that the two groups had an equal chance of success as English teachers and that the only area in which the NNESTs seemed to be less qualified; English language proficiency, was also one that gave them a certain advantage over native speakers. As compared to their native English-speaking colleagues who can be good language models for their students, he also added that NNESTs can be good learner models, having gone through the experience of learning English as a second (or third or fourth) language. They had to adopt language learning strategies during their own learning process, most likely making them better qualified to teach those strategies and more empathetic to their students' linguistic challenges and needs.

Arva and Medgyes (2000) canvassed the view of NESTs and NNESTs in different international learning situations where both groups work together, and concluded that few people would doubt that the main advantage of native teachers is evidently to be found in their superior lrique and communication competence of the L2 (English), since it is their mother tongue and they can thus use it with greater spontaneity and naturalness
in a considerable variety of situations. On the other hand, non-native teachers disallow spontaneity. In addition, they normally experienced problems with pronunciation, colloquial expressions (particularly slang), and certain types of vocabulary: their linguistics competence was also slightly outdated and very much influenced by text book language, as they used the latter to provide linguistic models to their students. However, some progress in the NNESTs language proficiency was reported due to their daily interaction with the NESTs.

In a recent study in Saudi Arabia, McLaren (2006) questioned the practices of employing NEST enforcing monolingual learning environments, and adopting Western pedagogical approaches in a Saudi Arabia institution. He investigated the faculty attitudes and opinions toward monolingual (English only) environment and English as a medium of instruction in all subjects. The study revealed that, although the participants were exclusively NESTs, it is interesting to note that many respondents were either ambivalent or sceptical.

Summary

This chapter has presented and discussed several areas in which research about native speakers and non-native English-speaking ESL and EFL teachers has been done. These areas include theoretical assumptions, empirical studies on NEST, NNESTs, the strengths and weaknesses of native speakers and non-native English speakers, teachers’ self-perception of strengths and weaknesses, ESL and EFL standard attitudes, and the effect of each group on students’ achievements. However, it is important to note that much of this research has been conducted by non-native education that could pose a methodological problem regarding the reliability of the data obtained. Nevertheless, the findings and the recommendations of these studies value non-native speakers EFL teachers and openly talk about their problems and their advantages.

The above studies present the importance of the students’ attitudes towards English and their perceptions of the teaching behaviours of NEST and NNESTs. This study focused on students’ English achievements while other studies used surveys and interviews to investigate the effect of the nativity of the teachers; this study is probably the first study that used students’ results of achievement tests to determine the effect of teachers’ nativity (NESTs and NNESTs).

METHODOLOGY

This study was conducted mainly in order to find out whether native English-speaking teachers cause significant improvement, development and change in the students’ language achievement in the preparatory year in learning English at Tabuk Community College.

Subjects of the study

The subjects of the study were 2 native English-speaking teachers (2 Canadians) and 2 non-native English-speaking teachers (Jordanian and a Palestinian) and their 72 preparatory-year students at Tabuk Community College. The participating students were divided into two groups according to their teachers’ linguistic background. The native English-speaking teachers and their students were decided as an experimental group, while the non-native teachers and their students were decided as a control group.

Instruments used

To achieve the aims of the study, the researcher used the following instruments:

1. A pre-test to measure all the students’ level in all English skills (listening, speaking, reading and writing).

The above-mentioned instruments were developed by the researcher himself for this study.

Pre-test

The researcher developed a pre-test to measure the students’ proficiency in English before applying the study. It was first administered to both groups to make sure that the groups were equivalent. This test consisted of forty questions, the first ten questions are about listening, the second ten are about reading, the third ten are about grammar and the fourth ten are about vocabulary. The researcher developed a speaking test and a writing test. These questions involved assessing the students’ fluency and accuracy.

Test validity

To establish the validity of the pre- and post-tests, they were given to a jury of two native university professors, lead teachers (supervisors) and an English language curriculum specialist to decide whether or not the test measures what is planned to be tested, and whether or not the test is appropriate for the target students. Their responses and recommendations were taken into consideration in developing the final version of the test before administering it.

Research design

The following procedures were used to conduct this study: The purpose of the study is to investigate the effectiveness of the native English-speaking teachers on
Table 1. Results of students in all sections of the exam in the pre- and post-tests.

<table>
<thead>
<tr>
<th></th>
<th>pre reading test</th>
<th>pre writing test</th>
<th>pre listening test</th>
<th>pre speaking test</th>
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<tbody>
<tr>
<td></td>
<td>mean  SD</td>
<td>mean  SD</td>
<td>Mean  SD</td>
<td>Mean  SD</td>
</tr>
<tr>
<td>Control</td>
<td>4.95 1.23</td>
<td>4.89 1.23</td>
<td>5.03 1.23</td>
<td>5.01 1.23</td>
</tr>
<tr>
<td>Experimental</td>
<td>5.04 1.31</td>
<td>5.14 1.27</td>
<td>4.87 1.23</td>
<td>5.01 1.17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>post reading test</th>
<th>post writing test</th>
<th>post listening test</th>
<th>post speaking test</th>
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<tr>
<td></td>
<td>mean  SD</td>
<td>mean  SD</td>
<td>Mean  SD</td>
<td>Mean  SD</td>
</tr>
<tr>
<td>Control</td>
<td>7.15 1.24</td>
<td>6.89 1.27</td>
<td>6.76 1.22</td>
<td>7.38 1.10</td>
</tr>
<tr>
<td>Experimental</td>
<td>7.87 1.30</td>
<td>7.14 1.26</td>
<td>7.65 1.18</td>
<td>8.40 0.90</td>
</tr>
</tbody>
</table>

Table 2. Means and standard deviations of students’ achievements in proficiency test.

<table>
<thead>
<tr>
<th>Group</th>
<th>pre-test</th>
<th>post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean  SD</td>
<td>Mean  SD</td>
</tr>
<tr>
<td>Control</td>
<td>26.05 2.73</td>
<td>28.19 2.37</td>
</tr>
<tr>
<td>Experimental</td>
<td>26.23 2.92</td>
<td>31.06 2.56</td>
</tr>
</tbody>
</table>

the students’ language proficiency in the Kingdom of Saudi Arabia. So, the experimental design was used. This design has an experimental group and a control group. Then, a pre-test and a post-test were applied on these two groups. Then, a series of ANOVA was used to statistically analyze the results of this study.

Data collection

The researcher reviewed the literature on how to develop the instruments of the study before designing and developing the items of the test and the questionnaire. He visited students inside and outside their classes. Students were allowed to express their views about their learning problems in either English or Arabic.

The researcher discussed the objectives of the study with some teachers to help him in applying this study and provide him with observations in this application. He also administered the proposed study through holding a meeting with those participating teachers to clarify the application and assigning the teachers to the two groups. He organized meetings in which the participating teachers were trained to implement the proposed pre- and post-test treatment.

In short, computing the results of the pre- and post-tests and statistical data were processed to assess the research hypothesis. Finally, conclusions were drawn and pedagogical implications and recommendations were suggested.

RESULTS

This study has been conducted mainly in order to find out whether the native English-speaking teachers cause significant improvement, development and change in the students’ language proficiency in the preparatory year and their achievements in learning English at Tabuk Community College. This section presents the results of the study with respect to the research main question and hypothesis presented above. This part includes the results of the study, which aims to find out whether the native teachers of English as representatives of their community have a significant effect on the students’ proficiency, fluency, accuracy and achievements in learning English compared with the non-native teachers at Tabuk Community College in Saudi Arabia. The results of the study based on questions are as follows: The results of the pre- and post-tests show that students achieved generally higher grades after the end of the course than that they achieved in advance. There are statistically significant differences at the level of (\(\alpha<0.05\)) between the mean scores of the experimental group students and those of the control group in language proficiency due to the native English-speaking teachers. Table 1 shows the mean scores and standard deviations of the students’ achievement proficiency pre- and post-tests (both groups). As it is clear from Table 1 that students’ achievements from both groups were nearly the same (M=26.05, 26.23) out of (50) for the control and experimental groups and (SD=2.73, 2.92) for both groups, respectively. Concerning the post-test presented to students after the end of the course, there was a difference in the means and standard deviations of students’ achievements; the students of the control group achieved (M=28.19; SD=2.37), while those taught by foreign teachers (Experimental Group) achieved higher mean scores (M=31.06, SD=2.56). To see if there are any statistically significant differences between the mean scores of both groups, ANOVA test was performed. Table 2 shows the results of ANOVA test for the both groups.
Table 3. ANOVA Table.

<table>
<thead>
<tr>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>4.573</td>
<td>16</td>
<td>0.286</td>
<td>1.150</td>
</tr>
<tr>
<td>Within groups</td>
<td>50.427</td>
<td>203</td>
<td>0.248</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>55.000</td>
<td>219</td>
<td></td>
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</table>

Both group * total pre-

Table 4. ANOVA Table.

<table>
<thead>
<tr>
<th>Sum of squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>36.490</td>
<td>40</td>
<td>0.912</td>
<td>8.822</td>
</tr>
<tr>
<td>Within Groups</td>
<td>18.510</td>
<td>179</td>
<td>0.103</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>55.000</td>
<td>219</td>
<td></td>
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</tbody>
</table>

GROUP * total post-

Table 3 shows that there are no significant differences between the mean scores of students in the proficiency pre-test of both groups, when P<0.05 (Sig. value is estimated at 0.311). Table 4 explains that there are significant statistical differences between the mean scores of students’ proficiency achievement in the post-test. (Sig. value is estimated at 0.001 (when P<0.01)).

**DISCUSSION**

There are statistically significant differences at the significance level (α≤0.05) between the two groups (experimental and control) in proficiency in English on post measurement, and the differences were in favour of the experimental group.

The skilled development, demographics and power teaching practices involve the actual quality of teaching that lecturers exhibit in their area and teaching practices or teaching quality visit what lecturers do to push students learn additionally as creating a positive learning climate, selecting applicable tutorial goals and assessments, and practice the program effectively. The lecturers demonstrate understanding of the essential linguistic elements of the target language. Teacher scores on proficiency take a look at methods typically used as proxies for teacher quality that lecturers got to possess robust data of the topic.

The finding of the present study agrees with the result of Jenkins’ (2000) study in which he argued that teaching English as an international language should be based on a whole set of different educational theories of (EFL) to function as an efficient medium; it would be advisable to take a broad rather than a narrow view of intelligibility and also to those non-native speakers who favour a native speaker-like model. The extent to which worldwide intelligibility can be achieved depends on the needs, interests and demographic profile of the individual learner; however, it cannot be stressed enough that pursuing this goal is certainly in the learner’s own interest. This means that EFL speakers attempt to make themselves understood not only to other non-natives. Hassett (2000) defined good teachers as those having a sense of purpose with expectations of success for all students. Other teachers’ characteristics he identified were: someone who can tolerate ambiguity, who demonstrates willingness to adapt and change to meet students’ needs, is comfortable with not knowing, is reflective about his or her own work, learns from a variety of models, and enjoys his or her work and students.

The finding of this study is consistent with Amin’s (2001) study in which she revised the research that had focused on NNES teachers’ perceptions about their status in the TESOL field. According to her, research in this area had shown that NNEST professionals suffered from self-perceived prejudice based on ethnicity and non-native status (in ESL context).

**Conclusion**

This study concludes that NNEST professionals believe that their language proficiency status affect their credibility as TESOL professionals. In general, research in this area has shown that lack of credibility among NNESTs and students often result in a feeling of debilitating anxiety among NNEST professionals.

**Recommendations**

The data for this study were collected throughout the
procedures and tests. The researchers think that results would be more reliable if data were also collected from additional sources such as classroom observations. To the best of my knowledge, studies conducted in NNEST and NEST issues have not used this research tool to collect data. Therefore, the researchers who are interested in these issues could conduct naturalistic inquiries where data can be collected from inside the classrooms.

Also, future research may consider comparing ESL/EFL programs where NNESTs and NESTs work cooperatively and those where such cooperation is absent. The current study involved participants from one language background, Saudi Arabia. Future research may consider replicating this study within other cultural and linguistic contexts. Also, the researchers think it will be interesting if future research considers comparing the perceptions of learners who belong to different language backgrounds.

ESL/EFL instructors constitute the main component in NESTs and NNESTs studies. Unfortunately, to the best of my knowledge, few studies have investigated NNESTs and NESTs issues from the teachers' points of view. Therefore, researchers are encouraged to conduct studies to investigate the attitudes of the teachers themselves in issues not elaborated before.

The current studies as well as previous studies have focused on the students' proficiency in the language skills. Future research may consider focusing on NNESTs and NESTs as instructors of courses such as linguistics, applied linguistics, ESL/EFL teaching methods.

Finally, this study involved only male participants. Because of certain social factors in the Saudi context, it was impossible to involve female participants in this study, especially in the tests. Therefore, future research may consider replicating this study with Saudi female participants.

REFERENCES


