

Views and Perceptions about Native Speaker English Teachers and Non-native Speaker English
Teachers

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Abstract

A variety of English is used in the world. Currently, 80% of English teachers in the world are non-native speaker English teachers (NNSETs). Native speaker English teachers (NSETs), however, may be preferred to NNSETs for English as a Foreign Language (EFL) / English as a Second Language (ESL) learners and in English Language Teaching (ELT) job employment even though NSETs may be less qualified. The present study aims to examine the Colorado State University (CSU) Academic English Program (AEP) learners' views and perceptions about NSETs and NNSETs. The research results show that Intermediate and Advanced AEP learners positively prefer NSETs to NNSETs. Oral skills including pronunciation were chosen as the strength of NSETs, whereas personal factors such as understanding EFL/ESL learning difficulties were perceived as an important NNSET's advantage. The findings indicate that the advantages and disadvantages of NSETs and NNSETs are complementary. This implies the importance of collaborative teaching between NSETs and NNSETs.

Keywords: NSETs, NNSETs, pronunciation, ELT job market, collaborative teaching

Views and Perceptions about Native Speaker English Teachers and Non-native Speaker English Teachers

As the world is globalized, a variety of English accents are found throughout the world. English is used as World English and it does not only belong to the inner circle anymore. According to Canagarajah (2005), 80% of English teachers in the world are non-native speaker English teachers (NNSETs) (as cited in Selvi, 2011). There is abundant global research on perceptions and challenges of native speaker English teachers (NSETs) compared to NNSETs (Braine, 2005). Most of the previous research results showed that NSETs and NNSETs were perceived differently in terms of language proficiency and teaching styles, and NSETs and NNSETs each had their own advantages and disadvantages.

NSETs may be preferred to NNSETs for English as a Foreign Language (EFL) and English as a Second Language (ESL) learners, though NSETs may be less qualified (Richards, 2010). Overall, NSETs have greater English proficiency compared to NNSETs, and NSETs fluent speech without accents especially might sound as standardized English to EFL/ESL learners. Many people still believe that English should be taught by NSETs (Lasagabaster & Sierra, 2002; Phillipson, 1996). It is assumed that EFL/ESL learners who choose to learn English in English speaking countries would expect NSETs. Consistent with this idea, most Intensive English Program (IEP) administrators prefer to hire NSETs stating that IEP learners want to learn from NSETs rather than from NNSETs (Mahboob, 2004). It is believed that learners could learn more and better with NSETs particularly in terms of English proficiency. This tendency leads to unequal employment opportunity for NNSETs (Mahboob, 2004; Selvi, 2010; Selvi, 2011).

Braine (2005) pointed out that the number of NNSETs in ESL teaching in the USA was very low (7.9%) due mostly to ESL teaching program administrators' preference for NSETs

when hiring. Given that only 9.8% of instructors are NNSETs (4 out of 41) in the Colorado State University (CSU) Academic English Program (AEP), it is assumed that the AEP might also prefer NSETs. It is difficult for non-native English speakers to have a chance for an internship at CSU AEP, let alone for an instructor position. This study helps to understand employers' hiring practices in ELT contexts including at CSU AEP.

This research explores CSU AEP learners' views and perceptions about NSETs and NNSETs. Specifically, it looks to address two questions: 1) How do AEP learners perceive NSETs and NNSETs? 2) What are distinctively different perceptions about NSETs and NNSETs?

Review of the Literature

This literature review encompasses views and perceptions of administrators and employers in English Language Teaching (ELT) job markets and teachers, as well as students, about NSETs and NNSETs, which contribute to an overall understanding of issues about NSETs and NNSETs. These sources not only provide an overview about previous research regarding NSETs and NNSETs and methodological tips with respect to data collection and analysis, but also social and political issues of NSETs and NNSETs that provoke critical thinking.

Definitions of NSETs and NNSETs

It is a prerequisite to define NSETs and NNSETs in order to perform research about them (Braine, 2005). Researchers who would examine research participants' views and perceptions about NSETs and NNSETs need to provide participants with definitions for each term before implementing research so that participants can recognize NSETs and NNSETs with conceptual clarity. However, it is difficult to define NSETs and NNSETs because they involve many complicated factors such as birthplace and English proficiency and there are no agreed-upon definitions on NSETs and NNSETs.

Some young EFL/ESL learners may judge ‘nativeness’ based on physical appearances: Whites are native speakers of English (NSE) though their L1 is not English while Korean-Americans who were born in America and their first language is English are non-native speakers of English (NNSE). One of the most common criteria may be whether they were born in an English speaking country (Davies, 1991, as cited in Medgyes, 2001). However, many factors such as birth, mother language, geographical entities, and language proficiency need to be considered to define NSE and NNSE. If NSE are defined as those who were born in an English-speaking country, then what about those who were born in an English-speaking country and moved to a non- English speaking country? Which countries should be categorized as an English-speaking country? What if someone was raised in a bilingual environment? That is why it is hard to adequately define NSETs and NNSETs.

Furthermore, the dichotomy between NSE and NNSE has been criticized. Firth and Wagner (1997) stated that NNSETs tend to be defective communicators with restricted communicative competence (as cited in Selvi, 2011). Selvi (2011) reviewed key conceptions about NNSETs, which were described in a negative way compared to NSETs. Given that 80% of English language teachers in the world are non-native speaker teachers, Selvi (2011) concluded that reconceptualization of NNSETs was needed to foster better English language learning opportunities by encompassing NSETs and NNSETs. There was an effort to replace this dichotomy with new concepts and new terms: “more or less accomplished and proficient users of English, expert versus novice speakers, and bilingual speakers to include both natives fluent in another language and non-natives fluent in English (Medgyes, p.431). Despite the attempt to define NSETs and NNSETs with new insights, the most research regarding them has still used the dichotomy terms.

According to Medgyes (2001, p. 430), NSE is conventionally defined as “someone who speaks English as his or her native language, also called mother tongue, first language, or L1”. Though Medgyes’ definition is also not sufficient to define NSE completely, it seems that his definition overall encompasses the most necessary characteristic of NSE focusing on English as his or her L1. Therefore, his definition is adapted for the present research and NSETs in this study are defined as those who were born or raised in English speaking countries (environments) and whose mother language or primary language is English.

Advantages and Disadvantages of NSETs and NNSETs

Much research about advantages and disadvantages of NSETs and NNSETs has been done. The studies tended to show similar results: Both NSETs and NNSETs have strengths and weaknesses, respectively (Medgyes, 2001; Mahoob, 2004; Florence, 2012). According to Florence (2012), a study carried out with Hong Kong secondary school students revealed that the disadvantages of one group are inversely related to the advantages of the other group. For example, English proficiency was chosen as the advantage of NSETs and the disadvantage of NNSETs. Use of students’ L1 and understanding of students’ difficulties were the advantage of NNSETs and the disadvantage of NSETs.

The strong points of NSETs perceived by EFL/ESL learners are referred to as their good English proficiency with accurate pronunciation and grammar, comfortable teaching style, while the weak points of NSETs are mentioned as difficulty in understanding and communication (Florence, 2012). The main advantages of NNSETs perceived by EFL/ESL learners are use of students’ L1, understanding of students’ difficulties and needs and easy communication, whereas inaccuracy in pronunciation and grammar and less opportunity to practice English are chosen as the disadvantages (Florence, 2012).

While NSETs' English-language competence is their primary advantage, NNSETs are regarded as having relatively deficient English-language proficiency because they usually focused on the formal features of English (Medgyes, 2001; Braine, 2005). Furthermore, Lev-Ari and Keysar (2010) pointed out that non-native speakers' statements with strong accents are perceived as less true and reliable compared to native speakers' even though both of them are making the same true statements. Non-native speakers seem less credible since they are harder to understand because of their accents; the stronger the accents, the less credible they are perceived to be.

Overall, the majority of studies about NNSETs showed that NNSETs' lack of proficiency in English especially concerning pronunciation was perceived as their weakest point. However, Shaw (1979) insisted that having English proficiency and competence does not guarantee successful English teaching compared to NNSETs who have the necessary insights into lesson preparation and delivery (as cited in Florence, 2012). Nativeness itself does not mean expertise in English teaching. It should be noted that NNSETs have other benefits that NSETs do not possess.

Much research focusing on benefits of NNSETs has been done. NNSETs contribute to sharing a variety of English with EFL/ESL learners and setting up an atmosphere encompassing cultural and ethnic diversity (Selvi, 2011). NNSETs are perceived that they are more knowledgeable about explaining grammar and more understanding about EFL/ESL learners' affective factors that learners might encounter in a language learning process because NNSETs already have an experience as a L2 learner (Mahboob, 2004). Overall, Medgyes (1999) summarized the benefits of NNSETs (as cited in Medgyes, 2001). He found that NNSETs:

1. provide a better learner model;

2. teach language-learning strategies more effectively;
3. supply more information about the English language;
4. better anticipate and prevent language difficulties;
5. are more sensitive to their students;
6. benefit from their ability to use the students' mother tongue.

As some research indicates, the disadvantages of one group are the opposite of the advantages of the other group. The results about students' views and conceptions showed that EFL/ESL learners' outlooks varied: EFL/ESL learners preferred NSETs or a combination of NNSETs and NSETs (Lasagabaster and Sierra, 2002); EFL/ESL learners were understanding and supportive of NNSETs and their accents (Braine, 2005); EFL/ESL learners did not have a strong preference for either NNSETs and NSETs (Mahboob, 2004); EFL/ESL learners showed positive or mixed views about NNSETs, with few negative views (Pacek, 2005).

Status of NNSETs in the Job Market

Though a variety of English accents are used all over the world, there is still an unconditional belief that English should be taught by NSETs, and that NSETs are ideal English teachers. Phillipson (1992) explained that English is such a dominant language in the world and teaching English is related to that dominance. He refers to this as 'linguistic imperialism' which refers to inequality derived from the most powerful language in the world. He insisted that 'English linguistic imperialism' is related to the 'native speaker fallacy', which implies that the ideal English teacher is a NSET.

Medgyes (2001) pointed out that even NSEs who have no teaching qualifications and teaching experiences are welcomed in certain countries only because they are NSEs. In other words, native English language users are likely to have unfair advantages over other language

users because English is used as a dominant international English all over the world. That's why NSE backpackers without teaching experience easily find English teaching jobs during their travels in some Asian countries where demand for English education is high, and those Asian countries seem to be dream places for NSEs who are suffering from unemployment in their countries.

The preference for NSETs is apparently found in ELT markets. The number of NNSETs in ESL teaching in the USA is very low (7.9%) due mostly to ESL teaching program administrators' preference for NSETs when hiring (Braine, 2005). According to Pacek (2005), international students in an English speaking country expect to learn from NSETs rather than NNSETs. It is assumed that CSU AEP students might prefer NSETs to NNSETs and AEP administrators tend to hire NSETs to meet AEP learners' needs, given that only 9.8% are NNSETs (4 out of 41) at CSU AEP.

Selvi (2010) analyzed job advertisements in English language teaching and pointed out the problem of inequality between NSETs and NNSETs. Selvi (2010) found that the majority of advertisements from TESOL's and the International Job Board's database showed that employers including IEP, discriminated against job applicants in terms of nativeness. They regulated some application conditions, such as variety of English spoken, location of academic degrees attained, location of citizenship and nativeness. A strong preference for American (Anglophone) English, American (Anglophone) universities and residence or American citizenship was shown. Above all, nativeness was the most influentially discriminated factor in the advertisements. Between 60.5% and 74.4% of the advertisements required nativeness as a condition for applying (Selvi, 2010).

Nativeness is the most necessary condition for being hired and American English taught

by NSETs is advertised as if it were a norm in teaching English (Selvi, 2010); this is consistent with Phillipson's (1992) native speaker fallacy. In addition, as shown in Moussu's (2006) study (as cited in Selvi, 2010), NNSETs' accent is regarded as a deficiency, and the IEP's tendency to favor NSETs is related to a political and financial issue of trying to meet learners' needs. The reality is that ELT job markets discriminate against NNSETs supposing that NSETs are the ideal English teacher and EFL/ESL learners prefer NSETs. This may explain why NSETs are preferred in ELT job markets including the AEP CSU.

It is noted that NNSETs have other important advantages over NSETs in terms of "teaching qualification, professional skills, and experience" (Medgyes, 2001, p. 430) and in spite of relative weakness in English-language proficiency NNSETs should have an equal chance to exert their full capabilities as a teacher. Fortunately, the ELT field is incorporating the strengths and weaknesses of both NNSETs and NSETs in various teaching settings (Matsuda & Matsuda, 2001, as cited in Selvi, 2011).

Based on previous research on EFL learners' conceptions and views about NNSETs and NSETs, the present study explores CSU AEP learners' views and perceptions about NSETs and NNSETs. Specifically, this research aims to answer the following research questions: 1) How do AEP learners perceive NSETs and NNSETs? 2) What are distinctively different perceptions about NSETs and NNSETs?

Method

Participants

A sample of convenience was used for the present study which was done in collaboration with Loni Thorson, the instructor at CSU AEP who was teaching each class. Two groups of CSU AEP language learners (n=16) participated in the present study. One group was Intermediate 203

Grammar (n=5) and the other was Advanced 400 Listening/Speaking (n=11). Initially, it was expected that 27 AEP students (Intermediate 12 students and Advanced 15 students) would take part in the study, but data from only 16 were collected. The demographic showed that 1 was a female and 15 were males. Fourteen participants spoke Arabic and 2 participants spoke Chinese as their L1. The majority of the participants (81.3%) were under the age of 30 and 3 students (18.8%) had experienced studying in an English speaking country before studying at AEP. The majority of participants showed high interest in studying English and 13 students (81.3%) answered they were (very) interested in studying English. Table 1 provides more specific demographic data about participants.

Materials

A questionnaire was used for the survey and the survey questions consisted of open-ended and close-ended questions (See Appendix A). The number of questions was 10 and Question #10 was composed of 6 questions for gathering demographic information. The first 5 questions were for examining students' overall views and conceptions about NNSETs and NSETs using a five-point Likert-scale. Question #6 was for examining students' opinion on what feature of effective teaching was most important; students were to choose 1 out of 8 choices (Native speaker, Knowledge about English and teaching, English proficiency, Professionalism, Pronunciation, A kind and open personality, Cultural understanding, Teaching skills). Questions #7 and #8 were open-ended questions with short answer style. These two questions were used for examining what students thought about strengths and weaknesses of NNSETs and NSETs, respectively. Questions #9 and #10 were used for gathering demographic information.

Table 1

Demographic Information about Participants

Gender	Male		Female		
	15 (93.8%)		1 (6.3%)		
Level	Intermediate		Advanced		
	5 (31.2%)		11 (68.8%)		
L1	Arabic		Chinese		
	14 (87.5%)		2 (12.5%)		
Experience studying in an English speaking country	Yes		No		
	3 (18.8%)		13 (81.3%)		
Interest in English	Very interested	Interested	Neutral	Little interested	Not interested
	6 (37.5%)	7 (43.8%)	3 (18.8%)	0 (0%)	0 (%)
Age	Less than 20	20-24	25-29	30-34	More than 34
	5 (31.3%)	6 (37.5%)	2 (12.5%)	1 (6.3%)	2 (12.5%)

Procedures

After discussing with Loni Thorson, the two different groups (Advanced versus Intermediate) were compared to see if there were any significant differences between two groups. In regards to the questionnaire and research method, it was decided that the questionnaire would be administrated on-line because it seemed to be more efficient to collect and analyze the data. *SurveyMonkey.com* was used for the online survey. After the questionnaire was uploaded on the site, students were able to get access to the on-line survey site and responded to the questions on the web page. The instructor posted the link on Edmodo, a cyber-classroom for AEP learners. She explained the survey during her class and posted the information about the survey on Edmodo (See Appendix B). She encouraged students to participate in the survey. However,

participation was not mandatory.

Initially, the survey was supposed to open from Feb. 25 through Mar. 1, however, the rate of participation was lower than expected: 27 students were expected to participate in the survey, but only 12 students finished the survey as of Mar. 3. Therefore, the survey period was extended until Mar. 7 when the first AEP term finished and the instructor kept encouraging the students to complete the survey. Despite such efforts, data from only 16 participants were collected anonymously.

Analysis

The data from the questionnaire were analyzed quantitatively. First, the survey results were presented with the number and percentage of students. In the case of Question #7 and #8, the responses to the open-ended questions were categorized into three categories as Mahboob (2004, p.139) did in his study. The three categories were (1) Linguistic factors (Oral skills, Literacy skills, Grammar, Vocabulary, Culture), (2) Teaching styles (Ability to answer questions, Teaching methodology), (3) Personal factors (Experience as a L2 learner, Hard Work, Affect). The present study adapted Mahboob's categorization in regards to sub-categories based on the students' responses.

Additionally, the t-tests were conducted in cases of the first five questions to see if there was a significant difference in mean scores between Intermediate and Advanced. The class code 203 and 400 indicated Intermediate and Advanced, respectively. The five-point Likert scale was scored for statistics: Strongly agree=5, Agree=4, Neutral=3, Disagree=2, Strongly Disagree=1. Answers for each questionnaire were presented with the number of respondents and percentages. To calculate the t-statistics in SPSS, the level of significance was set at $p=.05$. Each of the answer scores of the first five questions was the dependent variable; students' class level

(Intermediate 203 & Advanced 400) was used as the independent variable.

Findings and Discussion

Results

Overall conceptions and views on NSETs and NNSETs. The data from Questions #1-5 is presented in Table 2. Table 2 shows students' overall conceptions and views on NSETs and NNSETs. It was believed that there is a difference between NSETs and NNSETs detected by the majority of the participants (13 students answered "strongly agree" or "agree"; 81.2%). Based on responses to Questions #2 and #3, it was noted that participants tended to believe in the 'native speaker fallacy' (Phillipson, 1992) showing that 14 students (87.5%) (strongly) agreed that they can learn English better with NSETs and 13 students (81.3%) (strongly) preferred NSETs. Furthermore, in the case when NSETs and NNSETs were equally qualified (Question #4), 12 students (75%) (strongly) favored NSETs over NNSETs. Even in more extreme case when NNSETs were more qualified than NSETs (Question #5), 9 students (56.3%) would (strongly) choose NNSETs, while 5 students (31.3%) still would (strongly) choose NSETs despite NSETs' deficiency.

The present study results are consistent with Phillipson's native speaker fallacy and it supports that NSETs are preferred in ELT job markets. The results to Question #5 might explain why native English speaking backpackers who have no teaching background or qualification are welcomed in some countries (Medgyes, 2001). As Phillipson pointed out (1992), NSETs definitely have unfair benefits over other language users.

Table 2

Overall Perceptions and Views about NSETs and NNSETs (Q.1-Q.5)

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. There is a difference between native speaker teachers and non-native speaker teachers.	4 (25%)	9 (56.2%)	2 (12.5%)	1 (6.3%)	0 (0%)
2. In general, I can learn English better with native speaker teachers.	6 (37.5%)	8 (50%)	1 (6.3%)	1 (6.3%)	0 (0%)
3. I would prefer native speaker teachers.	8 (50%)	5 (31.3%)	2 (12.5%)	1 (6.3%)	0 (0%)
4. If native speaker teachers and non-native speaker teachers were equally qualified, I would choose native speaker teachers.	6 (37.5%)	6 (37.5%)	2 (12.5%)	0 (0%)	2 (12.5%)
5. If non-native speaker teachers were better qualified than native speaker teachers were, I would choose non-native speaker teachers.	5 (31.3%)	4 (25%)	2 (12.5%)	2 (12.5%)	3 (18.8%)

Note: percentages were based on responses from 16 participants

As shown in Table 3, the results of the independent samples t-test indicated that there was no statistically significant difference between the mean numbers of the first five questions reflecting the students' overall views and conceptions about NSETs and NNSETs that Advanced (400) had and that Intermediate (203) had. The more detailed Group Statistics and Independent Samples Test are included in Appendix B.

Table 3

Independent Samples t-test Comparing Advanced (400) versus Intermediate (203) Students

		N	Mean	SD	df	t
Q1	400	11	3.91	.831	14	-.648
	203	5	4.20	.837		
Q2	400	11	4.18	.982	14	-.039
	203	5	4.20	.447		
Q3	400	11	4.45	.934	14	1.337
	203	5	3.80	.837		
Q4	400	11	4.00	1.265	14	.553
	203	5	3.60	1.517		
Q5	400	11	4.27	1.009	14	.796
	203	5	3.80	1.304		

Note: N= Number of students P< .05

The most important factor for an effective EFL/ESL teacher. Question #6 was used to examine what EFL/ESL learners think the most important factor for EFL/ESL teachers is. Students were asked to choose the only one best answer out of 8 options: nativeness, knowledge about English and teaching, English proficiency, professionalism, pronunciation, a kind and open personality, cultural understanding, and teaching skills. Seven students picked more than two options, so 40 answers in total were collected. The results to Question #6 are shown in Figure 1.

Knowledge about English and teaching and teaching skills were chosen as the two most important factors, while nativeness and pronunciation, which was mentioned as the strengths of NSETs, were chosen by 11 students. Though participants recognized the importance of knowledge about English and teaching and teaching skills, nativeness was one of the most

influential factors.

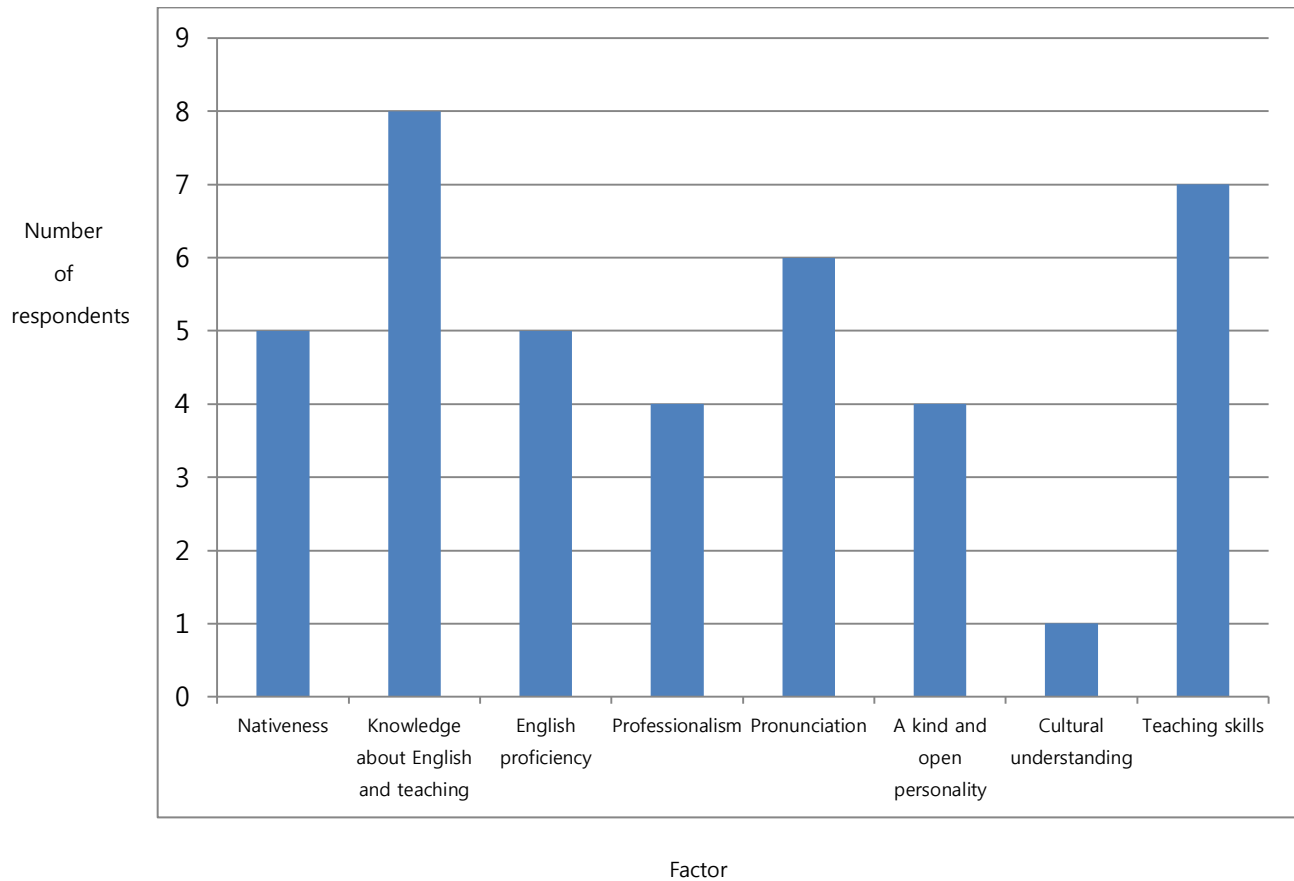


Figure 1. Graphic display of the most important factor for an effective EFL/ESL teacher.

Table 4 shows the advantages and disadvantages of NSETs and NNSETs that students perceived and expressed views on. The data were categorized similar to Mahboob (2004) who analyzed student perceptions of NNSETs in IEP at a large mid-western university based on students essay writing. The data were categorized and interpreted according to linguistic factors, teaching styles and personal factors. However, the subcategories were adapted based on the CSU AEP student responses that showed different answers from Mahboob's data.

Table 4

Distribution of Strengths and Weaknesses of NSETs and NNSETs

Categories	NSETs		NNSETs	
	Strengths (N)	Weaknesses (N)	Strengths (N)	Weaknesses (N)
Linguistic factors				
Oral skills (pronunciation, speaking)	10	5	1	8
Grammar and Vocabulary	2	-	-	1
Culture	3	-	-	1
Teaching styles				
Ability to answer questions	2	-	-	2
Teaching methodology	1	2	2	-
Personal factors				
Experiences as a L2 learner (Understanding a L2 learner)	0	2	6	-
Affect	0	1	-	-
Total	18	10	9	12

Linguistic factors. Table 4 shows that there were 31 statements about linguistic factors and 24 comments about oral skills. There were 10 positive and 5 negative comments about NSETs and 1 positive and 8 negative comments about NNSETs. As expected from previous research (Mahboob, 2004; Florence, 2001; Medgyes, 2001), NSETs' oral skills were perceived as the most advantageous, while NNSETs were perceived negatively in terms of oral skills. The results supported Lev-Ari and Keysar's assertion (2010) that accents affect credibility; people

tend to judge NNSETs' accent as less credible. The following comments expressed student perceptions about NSETs and NNSETs in regards to oral skills:

- (NSETs) They can speak clearer and their pronunciation is good. (Student #2)
- (NSETs) Fluent, speak English the way it should be spoken (Student #5)
- (NNSETs) Sometimes their pronunciation is horrible and not clear !! (Student #2)
- (NNSETs) ... his tongue just won't be as a native speaker. So, he won't be a good example for students to learn how to pronounce words correctly. (Student #5)
- (NNSETs) The pronunciation of some of them isn't that good and their accent isn't the accent that you want to learn. (Student #15)

Five negative responses about NSETs in regards to oral skills said that NSETs' too fluent and fast speaking made students daunted.

- (NSETs) They are fast while they are speaking. (Student #1)
- (NSETs) Maybe some student not understand native speaker teachers very well. (Student #6)

In regards to grammar, vocabulary and culture, 5 strengths about NSETs and 2 weaknesses about NNSETs were given. Students tend to think that NSETs have more English related cultural knowledge compared to NNSETs, so they expect to learn more authentic English from NSETs.

- (NSETs) More familiar with accustom (Student # 11)
- (NSETs) Learn street language (Student #12)
- (NSETs) You can learn idioms, phrases, pronunciation, accent and culture. (Student #15)

Teaching styles. Nine statements about teaching styles were given that included 3 positive and 2 negative comments about NSETs and 2 positive and 2 negative comments about NNSETs. Contrary to linguistic factors, students thought there was no significant difference between NSETs and NNSETs in regards to teaching style. In the case of student #1, he mentioned advantages for both NSETs and NNSETs about teaching style. However, students are likely to expect that they can get answers better from NSETs.

- (NSETs) Having the best way to teach (Student #1)
- (NSETs) The style is differ from other (negatively). (Student #4)
- (NSETs) You can learn idioms, phrases, pronunciation, accent and culture. (Student #15)

- (NSETs) Know a better information (Student #4)
- (NNSETs) Sometimes it's easy to understand. (Student #1)
- (NNSETs) Don't know everything about language (Student #4)

Personal factors. Two sub-categories were concerned with personal factors giving a total of 9 comments. Three negative comments about NSETs and 6 positive comments about NNSETs are shown in Table 4. Students preferred positively NNSETs in terms of personal factors as they preferred NSETs in terms of linguistic factors. In contrast to the negative evaluation of NNSETs in regards to pronunciation, NNSETs were perceived positively in that they had a more understanding stance about students than NSETs. The following statements exemplify the case:

- (NSETs) Some of racism sometimes (Student #13)
- (NSETs) Can't understand foreign students when they don't pronounce words correctly (Student # 5)
- (NSETs) Sometimes they can't understand what the student is trying to say or explain. (Student #2)
- (NNSETs) They can explain the info. to the student in his language if he couldn't understand it in English. (Student #2)
- (NNSETs) Easy to understand if it is from my country (Student #6)
- (NNSETs) You learn from the way they learnt. (Student # 15)
- (NNSETs) They understand how is the difficulty of studying another language. (Student #16)

Discussion

AEP learners think there is a difference between NSETs and NNSETs. It is evident that AEP learners prefer NSETs to NNSETs. Ideally, they chose knowledge about language and teaching and teaching skills as the two most important factors for effective EFL/ESL teachers, but they positively favored NSETs in reality. In the case when NNSETs were more qualified than NSETs, it was shown that 5 students (31.3%) would choose NSETs. This tendency was shown regardless of the learners' proficiency level. The present study results have something to do with the 'native speaker fallacy': English should be taught by NSETs and NSETs are ideal English

teachers. Furthermore, the present study results may reflect the reality of the ELT job market and explain why the majority of AEP teachers are NSETs.

Table 4 shows that the advantages and disadvantages perceived by students are complementary in that the disadvantage of one group are the reverse of the advantage of the other group. This result is in the same line with previous studies (Mahboob, 2001; Florence, 2012; Medgyes, 2001). For example, oral skills including pronunciation was chosen as the strength of NSETs and the weakness of NNSETs.

Implications

Given that English does not belong only to the inner circle anymore, English is used as a world language and is a lingua franca all over the world, AEP administrators should try to give EFL/ESL learners a chance to experience a variety of English accents. AEP instructors and administrators should encourage learners that they need to be exposed to a variety of English accents focusing on significance of diverse English use in the world, keeping in mind that it is diverse ideas and diverse knowledge to prepare globalized information societies (Skutnabb-Kangas, 2006). To do so, it is necessary for learners as well as teachers and administrators to make a paradigm shift in perceiving NSETs.

Another implication is that knowledge about language and teaching and teaching skills are requisites for not only NNSETs but also NSETs. NSETs as well as NNSETs should develop their professionalism in terms of linguistic and teaching factors. Though NSETs are favored in ELT employment regardless of their qualification, native speakers of English who want to teach EFL/ESL learners should try to be qualified teachers equipped with prerequisite knowledge and experience about language teaching. It is not fair that native speakers have unfair advantages in the ELT job market, only because they are native speakers of English. AEP administrators should

not discriminate NNSETs when hiring new instructors if they are qualified to teach.

One final implication is that EFL/ESL teachers need to pay attention to the benefits of collaborative teaching of NSETs and NNSETs. The strengths and weakness of both NSETs and NNSETs are complementary. If both teachers take part in teaching in collaboration with each other, it will produce synergy which will maximize students' learning based on each teacher's strengths. Many previous studies focus on the benefits of collaborative teaching of NSETs and NNSETs. Research results show that learners also prefer a combination of NSETs and NNSETs (Florence, 2012; Medgyes, 2001; Selvi, 2010; Lasagabaster & Sierra, 2002).

Limitations

This survey was done anonymously online, and it leaves a lot to be desired in two aspects. One is that it was hard to monitor who joined or did not join the survey though Loni kept encouraging the participants to take part in the survey. As a result, only 16 samples were collected. Therefore, it was hard to generalize the results. The other is that answers to open-ended questions were often difficult to interpret with respect to learner intention and to categorize them. For example, in the case of *The style is differ from other, now a better information*, it was difficult to interpret the respondents' intention.

The survey questionnaire did not seem appropriate to examine learners' in-depth perceptions and views in NSETs and NNSETs. The questionnaires were mainly closed-ended question using the Likert-five scale; so it failed to examine learners' in-depth views and perceptions. That's why the main previous research about NSETs and NNSETs was based on student essays, self-reporting survey and interviews (Mahboob,2004; Medgyes, 2001; Florence, 2012). In addition, it would have been better to use Likert-four scale without "neutral" to avoid student tendency choosing the middle. Also, this survey was to examine learners' perceptions

rather than learners' language ability. Therefore, it was advisable to provide a survey question in learners' mother language. If they were allowed to use their L1, then more reliable data would be collected.

Conclusion

This study shows that learners regardless of their English proficiency level positively prefer NSETs to NNSETs even in the case when NSETs and NNSETs were equally qualified. Another main finding was that oral skills including pronunciation were chosen as main disadvantages of NNSETs and at the same time as main advantages of NSETs. However, NNSETs were perceived positively in terms of personal factors and learners believed that NNSETs could understand EFL/ESL learners more because the teachers also had experienced EFL/ESL learning. In a similar way, the advantage of NNSETs in regards to personal factors was perceived as a disadvantage of NSETs. In other words, the relationship of strengths and weaknesses between two teacher groups was complementary. The results emphasize the importance of collaborative teaching between NSETs and NNSETs. Therefore, it seems to be valuable that future study on NSETs and NNSETs focuses on collaborative teaching based on each teacher group's respective advantage. The present research results provide improved insights on NNSETs for AEP teachers and administrators.

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Appendix A

(This questionnaire was shown in <http://www.surveymonkey.com/s/9LY5XKG>.)

1. There is a difference between native speaker teachers and non-native speaker teachers.

- Strongly agree Agree Neutral Disagree Strongly disagree

2. In general, I can learn English better with native speaker teachers.

- Strongly agree Agree Neutral Disagree Strongly disagree

3. I would prefer native speaker teachers.

- Strongly agree Agree Neutral Disagree Strongly disagree

4. If native speaker teachers and non-native speaker teachers were equally qualified, I would choose native speaker teachers.

- Strongly agree Agree Neutral Disagree Strongly disagree

5. If non-native speaker teachers were better qualified than native speaker teachers were, I would choose non-native speaker teachers.

- Strongly agree Agree Neutral Disagree Strongly disagree

**6. What do you think is the most important factor for an effective EFL/ESL teacher?
Choose one.**

- Nativeness
- Knowledge about English and teaching
- English proficiency
- Professionalism
- Pronunciation
- A kind and open personality
- Cultural understanding
- Teaching skills

Appendix B

This survey is conducted to collect information about your conception about native speaker English teachers and non-native speaker English teachers. There are no right or wrong answers. Your responses will be confidential and your names will be not recorded. Your answer will not affect your grades, so respond to the questions honestly.

In this survey, non-native speaker teachers are defined as the teachers who were born or raised in English speaking countries (environments) and whose mother language or primary language is English.

Appendix C

Group Statistics

	Level	N	Mean	Std. Deviation	Std. Error Mean
Q1	400	11	3.91	.831	.251
	203	5	4.20	.837	.374
Q2	400	11	4.18	.982	.296
	203	5	4.20	.447	.200
Q3	400	11	4.45	.934	.282
	203	5	3.80	.837	.374
Q4	400	11	4.00	1.265	.381
	203	5	3.60	1.517	.678
Q5	400	11	4.27	1.009	.304
	203	5	3.80	1.304	.583

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Q1	.164	.691	-.648	14	.528	-.291	.449	-1.254	.672
			Equal variances not assumed	-.646	7.769	.537	-.291	.450	-1.335
Q2	2.252	.156	-.039	14	.969	-.018	.466	-1.017	.981
			Equal variances not assumed	-.051	13.947	.960	-.018	.357	-.785
Q3	.034	.857	1.337	14	.202	.655	.489	-.395	1.704
			Equal variances not assumed	1.398	8.701	.197	.655	.468	-.410
Q4	.077	.785	.553	14	.589	.400	.724	-1.152	1.952
			Equal variances not assumed	.514	6.663	.624	.400	.778	-1.459
Q5	.629	.441	.796	14	.439	.473	.594	-.801	1.747
			Equal variances not assumed	.719	6.288	.498	.473	.658	-1.119