



The Impacts of Employing Native Speakers for Teaching English as a Second Language

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Abstract

The study aims to investigating the effect of employing native speakers for teaching English language on the learners' listening and speaking skills of learners. The study used the descriptive analytical method by using SPSS, version 17. In addition to the statistics, there are some listening rubrics used to measure students ' listening, these rubrics are listening process, listening types and ability of remembering information. The interview is analyzed through using speaking rubrics, which include grammar, vocabulary, pronunciation, fluency and background knowledge. The main findings of the study refer to the superiority of native speaker teacher to non-native speaker teacher in the oral skills, listening and speaking. The native teacher's oral proficiency positively affects the learners' level in the mentioned skills but the non-native teacher's lack of oral proficiency negatively affects the learners' listening and speaking level. So the native speaker class gets higher scores than the non-native speaker. The native speaker teacher needs qualifications and training in the area of second or foreign language teaching and being a native speaker does not mean being a perfect language teacher .The non-native teacher still has some advantages in teaching English, in addition to the grammatical knowledge of the language, he or she assigns more homework, corrects errors and well prepares the lessons but their class is poor in cultural background. The main recommendations it is important to the native and non-native speaker teachers to minimize their own disadvantages in the area of language teaching.

1.1 Introduction

In the area of foreign or second language teaching, the teacher's nativeness is considered argumentative. That is clear in the dichotomy of native and non-native English speaker teachers .Many researchers are interested in this area and so many studies tackle this topic from different angles . Some studies focus on the native speaker teachers negatively or positively, that is to focus on the disadvantages or the advantages of native speakers .Others focus on the non-native speaker teachers to support the advantages of their teaching and others focus on their disadvantages and how to minimize them . Some other researches focus on both of them to compare between them in the ESL /EFL .These studies investigate the English teachers and how they perceive themselves and also how the learners perceive them . It is important to study the learners' perception as it influences the teaching process .The learners who prefer the native speaker teachers and those who prefer the non-native speaker teachers are questioned for their own attitudes and the results areanalyzed to improve the weaknesses of the two sides.

1.2 The problem of the research

The problem is related to the teacher's nativeness, as, who is better for teaching English a native speaker or non-native speaker? The native speaker teacher depends on being native speaker of the English language and teaches it and that is not enough as the teaching process needs training and qualification in the ESL /EFL. The nativeness of the teacher leads to interactive listening and speaking classes but the other language skills are poor , on the other hand , the non-native speaker teacher's training and qualification are required for teaching grammar , vocabulary and the written skills but the oral skills are still poor . The native and the non-native speaker teacher are compared in their teaching behaviors and because of their different teaching behaviors , they already have different strengths while teaching English



and these strengths are existed in both of them not in one of them , that is why they are both required in teaching English.

1.3 The aims of the study

This study aims at investigating the effect of teaching the English language using native speaker teacher and non-native speaker teacher regarding the listening and the speaking skill. It searches how the native speaker teacher is different from the non-native speaker teacher in teaching the oral skills of the English language, the listening and the speaking and also how this difference affects the learner's level in these two skills.

1.4 The hypotheses of the study

1-There is no difference between native speaker teacher and non-native speaker teacher in teaching English as a second language .

2-The native speaker teacher may cause mastery in speaking and listening skills when comparing with non-native speaker teacher.

3-The non-native speaker teacher may cause mastery in speaking and listening skills when comparing with native speaker teacher.

1.5 The significance of the study

It is significant to investigate how the teacher's nativeness affects the mastery of the language skills , listening and speaking , to recognize this effect and to find suitable solutions to the problems that can be caused by the use of non-native speaker teacher . So the study is crucial in teaching English to speakers of other languages (TESOL). Also it is important in the teaching as a career , as who can work as a teacher and who cannot .The study is significant in the ESL /EFL as both of native and non-native are required in teaching the language.

1.6 The scope of the study

The present study investigates two groups of students at King Khalid University, the preparatory year program (PYP). It starts at the beginning of the second term to its end for the academic year 2013/ 2014. The first group is taught by native speaker teacher and the second one is taught by non-native speaker teacher. The study investigates the students ' listening and speaking skills and how they are influenced by the native and the non-native speaker teachers.

2. Literature Review

The related literature in the area of native and non-native speaker teachers of English can be divided into the following trends; The native English speaker teacher researches (NEST), The non-native English speaker teacher researches (NNEST), Native and non-native teachers are compared together in researches. Some researches focus on NESTs of English and how they teach the language. In addition, to their advantages and disadvantages in the teaching profession .Others focus on how NNESTs teach the language and what advantages can they have , also their disadvantages and the ways to overcome them . Looking at these studies , there is a dichotomy between the two groups and how one group can be preferred to the other . That is why TESOL programs start to focus on the training of the NESTs and the NNESTs of English in order to strengthen their weak points and to achieve the target goals from teaching the foreign language.

2.1 The native English speaker teacher researches

Wong (2009) in his book (Are native speaker Good language instructor?) investigates the teaching performance and concerns of the inexperienced Native English Teachers (NETs) Specifically, the study looks closely into: (a) the teaching behaviors of the untrained NETs; (b) the problems the untrained NETs face in teaching; and (c) the self-perceptions of the untrained NETs towards their teaching. Data was collected through observations, teachers' reflective journals, and interviews. The findings revealed: (a) the untrained NETs tended to



use authentic materials versus traditional grammar textbooks and that most of them were very creative in lesson plans; (b) the untrained NETs were concerned about the length of the class and being incapable of explaining grammar and vocabulary and (c) the confidence level of the untrained NETs in teaching gained immensely in a short period of time. The researcher thinks that these findings are important because they provide valuable insights to ESL trainers about the kinds of training pre-service NETs need. They also show that NETs can be very effective if they have enough experience and proper training. Kibosh (2010) discusses in her research how the communicative approach is necessary when English is used as international language for communication. The traditional grammar, reading and writing oriented teaching approach has been criticized as having been of little help in developing communicative skills, and thus many East Asian countries such as China, Taiwan, Korea and Japan have started teaching communicative English. With the shift in view from written English to communicative English, the communicative competence of English teachers has been put into the spotlight. Oral capabilities are highly valued and as a result, regardless of their teaching qualifications, native English speakers tend to be valued more than qualified nonnative English teachers. Administrators' Views on Native and Nonnative Speakers refer to the fact that some administrators have clearly admitted that they would not hire nonnative English-speaking teachers. Students' Views on Native and Nonnative Speakers refer to the fact that some researchers investigated students' views on native and non-native speakers such as ; The most common assumption as a reason for discrimination against nonnative speakers is that students prefer native speakers (Braine, 1999b) quoted in Aye Kibosh (19, October 2010). Because of this assumption, many nonnative teachers fear that their students might reject them simply because they are nonnative. Students, however, do not necessarily consider nonnative teachers as incompetent.

2.2 The non-native English speaker teacher researches

Moussu&Llurda (2008), in this article, compile, classify, and examine research conducted in the last two decades on the non-native studies, placing a special emphasis on World English's concerns, methods of investigation, and areas in need of further attention.

There are five different types of studies dealing with non-native teachers; non-empirical rejections on the nature and conditions of NNS teachers (1) 2) personal experiences and narratives 3) surveys 4) interviews, and 5) classroom observations. As a growing number of people around the world want to learn English and the number of non-native English teachers is consequently increasing, greater attention is being on how those teachers are perceived and what they bring to the language classroom. They attempt to compile, classify, and examine research conducted during the last two decades regarding linguistic, pedagogical, and educational issues related to NNS ESL/EFL teachers and student teachers. Since theses, dissertations, articles, books, and research projects addressing these issues have followed a number of theoretical frameworks, the article is organized in a chronological order, trying to identify trends in research and looking at what could and should be done in the years to come.

Kim (2009) in the journal of Adventist education summer, one of its articles, discusses the non-native speaker teachers; its title is (Do Non- Native Speakers Make Good ESL Teachers?) When it comes to teaching English as a Second Language, administrators seem to have some reservations about hiring non-native speakers as teachers. Despite the TESOL organization's deliberate attempt to curb the current hiring practices that discriminate against non- native speakers.

The article finds some advantages and disadvantages, nobody would challenge the value of an effective native- speaking English teacher, and there's no doubt that a non- native speaker possesses some disadvantages such as having an accent and being less familiar with



semantics, idioms, and slang expressions. However, the teacher's enthusiasm, caring attitude, professional training, and subject-matter knowledge are important elements of good language teaching. While native Speakers may be perfect language models for their students to copy, non-native-speaking teachers can be a better guide. They can more effectively direct their students to effective language models from which they have benefited and offer successful language learning strategies they have used. As most successful language learners discover, a significant amount of learning takes place outside the classroom. The researcher sees that native speakers and non-native speakers have different strengths as language teachers. NNESTs certainly have some challenges; however, they also possess some unique advantages that can be invaluable assets to the ESL Program. Liu (2009) discusses that Nonnative English-speaking teachers constitute the majority of the language teaching population in EFL settings. Methods and strategies that are usually considered efficient and effective for training native English-speaking teachers could have different effects on nonnative English-speaking teachers. The effectiveness of training nonnative English-speaking teachers in teaching English as a foreign language depends on a number of factors. There should be setting up clear and attainable objectives for teacher training, designing small-scale, theme-based, and level-specific training programs, implementing localized teacher certificate programs at provincial and national levels, utilizing online resources and the expertise of core teacher trainers, and strengthening nonnative English-speaking teacher pre-service training programs while providing an objective evaluative supervision mechanism. Above all, there should be a provision of sustainable mentoring programs, encouraging collaboration at all levels, and educating administrators to give more steady support to the nonnative English-speaking teachers, who are contributing to the education of world-citizens with English as the lingua franca. The researcher thinks that setting purposes for training non-native speaker teachers is really helpful in improving their professional level. **Edwards (2009)** investigates the increase in the number and diversity of non-native English speaking teachers of English (NNESTs) as it is a phenomenon that those involved in English language teaching (ELT) around the globe are aware of. It has been estimated that the proportion of non- native-speaker teachers of English world-wide is more than 80% (Canagarajah, 1999). In the last decade there has also been an increase in the number of non-native speakers of English. That is why the researcher studies the non-native teachers and how they perceive their position in the process of English teaching . She finds that the experience of the participants on the program is generally positive in that their ratings of the difficulty of the program requirements indicate that they do not find any of the key program requirements very difficult. They also report positive and co-operative relationships with NS trainees. Secondly, regarding their perception of themselves as teacher trainees, it seems that the NNS trainees have a fairly high level of confidence in themselves as English language teachers, as seen by the fact that they have a clear awareness of their strengths as about-to- be NNS teachers of English (having learned the language, and having previously learned about the grammar of English), and they had strategies to overcome difficulties which they had experienced on the program. Finally, the research methodology also limits the findings, in that it includes only questionnaire responses. It would be useful to have also conducted interviews with the participants, particularly to find out more about the reasons for the ratings which they gave to the questionnaire Items.

Sabina E(2011), focuses on the importance of pronunciation and the accent of the non-native speaker, since it is one of the concerns of the second language researchers , that is clear in the fact that the issue of 'foreign accent, one of the most noticeable marks of Second (L2) and Foreign Language learning (FLL) has taken much attention in the literature of L2 acquisition



and FLL since the advent of “Audio-lingual Method”, which set native speaker fluency as a goal for language learners. One of the reasons why so much attention is given to accent-related issues is because of the fact that there is a growing awareness, among L2 researchers, teachers and teacher trainers, of the key role of pronunciation in communication (Munro *et al*, 2006) quoted in

Sabina E., (2011). Focusing on accent, this research paper aims to fill the gap in the literature by particularly exploring the foreign accent problem of non-native teachers by highlighting first the composition of the accent and then factors causing foreign accents, harms of foreign accent and reactions from students and colleagues towards foreign accented-speech. One of the real causes of “the foreign accent problem” of non-native teachers essentially lays in our foreign language education (FLE) system. Another cause is that foreign language teacher education programs do not pay much attention to pronunciation teaching and do not offer phonological and phonetic courses to pre-service non-native English teachers. They are exposed to more pedagogical courses and then they cannot meet the needs of their own field of teaching. Even worse, some lecturers have already been fossilized in terms of pronunciation and accent, and they transmit their deficient speech to prospective teachers of English. Conclusion, foreign accent, in most cases, is accepted as an indicator of being a foreign language learner or L2 learner. The reason lies in the fact that these learners speak with a noticeable accent that carries over the traits of their native speech. It is really hard to claim that foreign accents can be regularly eliminated with some kinds of pedagogy or speech therapy. This paper concludes that foreign accent is a serious issue for non-native teachers. These teachers should, at least, minimize their FA to the least degree, if they cannot get rid of it completely. For them, there are three kinds of target accents to gain: native accent, native like accent and near native-like accent. Other accents apart from these are labeled as accented speech that is not appreciated for those in language teaching profession. Of these, native-like fluency is almost impossible and near native-like accents requires settlement or high exposure in an English speaking country. However, non-native teachers should gain at least near-native like accent to sound professional and intellectual. Plus, they should determine a Standard English for themselves, either British or American, and be consistent with the use of it. In this way, they will sound more professional, natural and confident in the ears of listeners and students. The researcher thinks that non-native teacher should do his or her best in getting the native like accent; it is not easy but with insist and practice it can happen.

Selvi (2011) states in his study that non – native English – speaking teachers (NNESTs) have tended to be conceptualized within ELT along the same lines as NNS in general. The second language acquisition literature traditionally ‘elevates an idealized “native” speaker above a stereotypical “nonnative”, while viewing the latter as a defective communicator, limited by an underdeveloped communicative competence’ (Firth and Wagner 1997: 285) as quoted in Ali FuadSelvi (2011).

He finds that as a result of such initiatives, the ELT field is now moving towards a more encompassing ‘both/and discourse’ (i.e. NEST and NNEST) that embraces the strengths and limitations of both teacher populations in various teaching settings (Matsuda and Matsuda 2001) as quoted in Ali FuadSelvi (2011). This reconceptualization enables cooperation and collaboration that can foster more educationally, contextually, and socially appropriate English language learning opportunities (Mahboobop.cit.) as quoted in Ali FuadSelvi (2011). As a result, on a micro level, learners of English as an international language can gain access to a wider sociolinguistic and intercultural repertoire (McKay op.cit.) as quoted in Ali FuadSelvi (2011). On a macro level, it lends further support to the establishment of a professional milieu that ‘welcomes[s] ethnic, racial, cultural, religious, and linguistic



diversity' (Selvi 2009: 51) as quoted in Ali Fuad Selvi (2011). The researcher thinks that the fair judgment of the native and non-native speaker teacher is required in achieving better results of teaching. Also there should be cooperation between native and non-native speaker.

Jenvey (2012) investigates a study into attitudes towards NNS teachers of ESOL in a London College of Further Education. Attitudes towards 'non-native' speaker teachers of English matter because of the reality that English language teaching is as diverse as the many countries and regions in which it takes place. It is influenced and shaped by the histories and cultures of those places, and adapt it to the needs and demands of learners, institutions and states. Therefore, whilst it would be naïve to dismiss the influence of the modern, global ELT industry, it is also a mistake to believe that any one set of values or attitudes determines how English teaching operates in any particular place or time. The methods that are used in this study are the survey and the interviews; they do seem to confirm the hypothesis. There is little evidence that NNS teachers at Lewisham College are discriminated against by teacher trainers or colleagues. This is a challenge to the idea that NNS teachers are always and everywhere disadvantaged. The findings reveal that trainees should be aware that 'native speakers' or the 'native speaker fallacy' has no place in ELT and is not inevitable. Attitudes at this college demonstrate this to be the case. One of the most important factors contributing to positive attitudes towards NNS teachers must be the multicultural and multilingual context of the study. That NNS teachers of ESOL are viewed as positive examples of this diversity is reproduced in the talk of the interviewees. However, in recent years the idea of globalization has created a space in very many contexts in which the multilingual person is viewed positively and has seen an increasing understanding that English does not 'belong' to the native speaker. As teacher trainers they need to encourage trainees to believe that they are investing in a profession which values the NNS. The motivational benefits of this for NNS teachers are clear, but NS teachers and teacher trainers have much to gain as well. It is likely that the 'native speaker fallacy' has been one of the major contributing factors to the low status of ESOL/EFL teachers. The researcher thinks that this case is not the same in all places, as in the Arabic countries, the native teachers of English are preferred to non-native teachers of English in salaries and even in hours of extra work.

2.3 Some studies focused on the native and non-native teachers

Naskova (2012) investigates teacher's views on their professional training and assessment practice through selected results from the English pronunciation teaching in Europe survey. The study is used to analyze two subsets of data from EPTiES addressing areas of pronunciation pedagogy related to professional teacher training and practical approaches to pronunciation assessment. The aim is primarily to tackle issues relatively underrepresented in the literature and to explore recurring trends in the European context. EPTiES is an ongoing collaborative research project with partners from various European universities, the aim of which is to compare and contrast the English pronunciation teaching practices and attitudes of English language teachers working in EFL contexts across Europe. The data come from an online survey of 843 teachers from 31 European countries carried out between February 2010 and September 2011. Most of the respondents were female (76%) with an average age of 43 years. The majority were non-native speakers (89%), predominantly working in the public sector (85%) with 15 years teaching experience on average. The results show that participants claim to use the first two most frequently, followed by listening and questions but not transcription. The participants seem to be covering both the receptive and productive aspects of pronunciation assessment, in one form or another and at one point and another in a course. The aim of the present paper is to explore two aspects of English pronunciation teaching, in particular teacher training in teaching pronunciation and pronunciation assessment practices,



viewed from the perspective of teachers who work in an EFL setting in various countries in Europe. With respect to teacher training, the results reveal that on average the teachers are not satisfied with their training in this area, and many are totally lacking in training. With respect to pronunciation evaluation, it is evident that they assess their students during the course adopting a formative approach, and, surprisingly, few base the assessment on an established scale, such as the CEFR. Pronunciation assessment tasks seem to reflect the types of assessment they may have received in their schooling and written work is seldom used. In line with previous research, the researcher thinks that these findings confirm the apparent need for more structured teacher training programs that assign a fair share of time to pronunciation instruction and assessment.

Wahyudi (2012) discusses the Native English Speaker Teachers (NESTs) versus Non-native English Speaker Teachers (NNESTs) in TESOL. There is an open debate whether native speaker teachers or non-native speakers teach better. There are complex explanations behind this debate. However, much current studies indicate that both have advantages in their own ways. The notion of World's English is identical with Kachru's proposal, pluricentric model rather than monolithic (Kachru 2005; Cook 2003; Jenkins, 2006) quoted in : Ribut Wahyudi (2012) about inner circle of English (American, Australian etc), outer circle, English colonies (Singaporean, Indian etc) and expanding circle (Chinese, Indonesian, etc). This advocates that different varieties of English are more and more accepted. Stemming from this idea, the notion of native speaker is becoming a complex issue. According to the results of this study, the researcher thinks that native and non-native teachers have their own advantages in teaching English.

Walkinshaw&OanhThi Hoang Duong (2012) weigh the benefits of native and non-native speaking English teachers in Vietnam, and provides the foundation of a non-NEST's professional confidence (Murdoch, 1994) quoted in Ian Walkinshaw&OanhThi Hoang Duong (2012). A high degree of competence is also a predictor of likely classroom success (Medgyes, 1999) quoted in Ian Walkinshaw OanhThi Hoang Duong (2012). In this study, the searcher agrees with its results in finding that the focus is on English language teaching (ELT) professionals with advanced competence in all aspects of their second language.

Ballard (2013) discusses student attitude toward accentedness of native and non-native speaking English teachers and investigates how Participant's familiarity with specific accents, whether participants were able to identify if a speaker was a native speaker (NS) or a non-native speaker (NNS), and what accent the speaker had. It's important to consider why accent might be important in terms of the NSET versus NNSET debate. According to Moussu (2010) quoted Laura Ballard (2013), a teacher's L1 is only one of the many variables that affect how students view their teacher.

Al-Nawrasy (2013) investigates the effect of native and non-native English language teachers on secondary students' achievement in speaking skills. He discusses the impact of the native English language teachers in comparison with non-native English language teachers on students' achievement in speaking skills. The subjects of the study are six native English teachers (NESTs) and six non-native English teachers (NNESTs), and their 196 grade ten students in the Institute of Applied Technology in the UAE. This study illustrates that the nativeness of teachers does not have a significant impact on students' performance in speaking. In terms of pronunciation, he thinks that students can largely benefit from exposure to all sorts of accents and that in the globalized world what matters is the intelligibility of the speech acts rather than the perfect pronunciation. The researcher agrees with Al Nawrasy in the conclusion that a trained, proficient and kind teacher who enjoys his/her job will be effective and popular with students, regardless where they are from. Equally, a teacher who



does not understand his/her students' needs, uses traditional methods, and is unable to provide interesting, fun lessons will be unpopular and will not enjoy their job.

Alwadi (2013) discusses Bahraini Teachers' Perceptions of Teaching Differences with Native English Speaker Teachers of English. Investigating the non-native speakers' (NNEST) perceptions of their native-speaker colleagues has become a controversial issue in TESOL. In this research, the researcher will show that Bahraini teachers' (BELT) the Bahraini English language teachers ,perceptions of their native-speaker (NEST) colleagues, as solely those who belong to Anglo-Saxon society, have led them to perceive many differences than similarities when teaching English. In the present study the experimental method is used because it is then suitable method to compare between two variables and to assure the difference between them. So it is used to compare between the native speaker teacher and the non-native speaker teacher in the listening and speaking skills.

3.The analysis

Table (1) the demographics

	Control group	Experimental group
Number	39	39
Age	19	19
sex	Female	Female
Teacher	Non-native	Native
Level	Beginner	Beginner
Time of Eng.class	Hours aday 3 aweek	hours a day 3 days
The university grade	Preparatory year program	Preparatory year program

In this study the quasiexperimental design issued the Non-randomized Control Group, Pretest –Posttest Design. The experimental group is the native speaker teacher class and the control group is the non-native speaker teacher class Pretest and posttest is made for the two groups and the difference is analyzed.

Target population: the first year university students, King Khalid University, the Preparatory year program. They study in this year courses that prepare the mote the university studies.

The participants: They are the subjects of the study and they are selected from the Population.

Demographics: The gender of the participants, is female students, they are nineteen years old. They studied the same course book in the last term, they studied the New Head Way beginner book, they studied fourteen units in this book, they used the work book a stool for helping them to practice the language, the work book includes a lot of exercises which relate to the course book. All the grammar and the vocabulary in the course book are applied and practiced in the work book. Each unit has the same number of lessons in the course book and in the work book. There are also listening CDs in the course and work book so students can listen and practice the listening skill. The students are assessed through two written tests and then the final exam. The researcher has chosen these groups because of their level as they share the same level in the English language specially in the listening and in the speaking skills, also they share the same age and place of study, they all in the same program and in the same academic year .The following table shows the demographics of the participants;

3.1 The Appropriate Number of Participants: The number of the participants is determined by the required information. The researcher uses one group for each teacher to compare clearly between them .This number is chosen to avoid weak results so the selected



groups, under research, are big. The control group and experimental one are assigned randomly without specific reasons. There are two groups in the research, one for native speaker teacher, that is the experimental group and one for non-native speaker teacher, that is the control group. The non-native group is thirty eight, the native group is the same number. The two groups are assessed in listening and speaking skills. They are assessed at the beginning of the term and at the end of the term, they will be assessed in the same skills to measure the difference between them. The assessment at the beginning of the term is pretest and at the end is posttest. The difference between the pretest and the posttest is analyzed and it can be due to the teachers' nativeness.

The Sampling Design: The type of sampling is convenience; it is selected and based on its availability for the study. Its purpose is to save time, money and effort. The sample here is chosen as there are different examples of non-probability sampling, it is chosen in the following way. The researcher has chosen the two groups after searching their levels and their teachers as all the participants have to be in the same level, age and the same program of study. Why this sample is chosen? It is the only available way to have a sample in this research as the groups which study English are of three types, the first one is taught by native speaker teacher, the second one is taught by non-native speaker teacher and the last one is taught by both of them together as partners. So the researcher has to select one for native teacher and one for non-native teacher to be able to compare them in the listening and speaking skills.

3.2 Data collection methods: In this study, there are two methods to collect data; the listening and speaking tests.

3.2.1 The listening test: It includes three sections of questions. The first one, requires supplying complete answers to wh-questions, they are eleven questions, the second section is multiple choices as the participants are required to choose just one alternative from four and the last one is fill in the blanks of a passage as the participants are required to provide a word from the listening passage. The researcher develops a pre-listening test to be used at the beginning of the second term of the academic year and it is used in a listening test form to assess students' level in the listening skill. listening test, covers three parts to check the students' understanding of the listening passage as in the first section, they suppose to write a complete sentence answer to each question, in the second section, they suppose to choose from four choices and in the last section, they suppose to fill in the missing parts with a word from the passage.

3.2.2 The form and content of the listening test Its form It starts with an introductory section in the first page which presents the purpose of the study and some required information about the participants then the questions section which includes thirty eight questions divided into three sections. Its content The introductory section is revised by three experts in ESL field regarding wording and relevance to students level to achieve its required purpose. The questions are also revised by the same experts so the participants can understand them. The listening passage is three minutes long and it is repeated for the students twice. The accent that is used in the listening is the same as the one the participants actually listen to in their course book, it is the British accent, the native speaker speaks British accents also.

3.2.3 Scoring of the listening Test These steps are followed in the scoring process. The first section of the questionnaire is marked out of twenty three, three marks for the first question as it requires much focus on the pronunciation of the answer, the next ten questions of this section are marked out of two for each question. The second section is marked out of eleven, one mark for each question in the section as they are multiple choices questions. The third section is marked out of sixteen, one mark for each question as it includes sixteen questions,



the participants are required to provide one single word for each blank. The total marks of the questionnaire is fifty marks so the papers are marked by the researcher and the marks are collected to be added out of Fifty.

3.2.4 The listening test marks: The listening test is used to assess the listening level of the two groups, the native and the non-native. The marks are determined for each question in the listening test. The listening test is given to the participants twice, at the beginning of the second term and at its end after eighteen weeks.

3.2.5 The second method is speaking Test: It is used to measure the students' speaking level for the two groups, the form and content of the speaking test

Its form the speaking test is prepared by the researcher, it is performed by the researcher so the researcher is the interviewer and the participants are the interviewees. The questions are asked once to the interviewee, it takes about five minutes talking from the side of the interviewee. The tools that are used in the interview are papers and laptop with speakers. Its content. There are ten questions that are asked to each participant, the questions start with facts about the participants then various questions are asked and the responses are recorded by using a recorder. A separate recording file is used for each interviewee.

3.2.6. Marking the speaking test: The interviewer, during the speaking test, recorded, to be able to analyze it later. Then the responses of each participant are typed in a word file to make it easier for the analysis process. The marks are put directly in the speaking rubrics table which divides the responses into different categories to assess the speaking and then calculate the total percentage of the speaking.

3.2.7 Validity of the listening test: Validity is defined as the degree to which an instrument measures what it was intended to measure. For content validity, the questionnaire is circulated to three ESL experts who made recommendations regarding the layout, content and instructions. Face validity was sought through the circulation of the questionnaire to ten pilot respondents.

3.2.8 Reliability of the listening test: Reliability concerns with internal consistency; that is, whether data collected, measured or generated are the same under repeated trial. The reliability of the listening test is verified through certified IELTS examiners. They are three, two of them are native speakers of English and the other is non-native speaker of English. They have assessed the wording, the relevance and the ability to elicit the required data for the research.

3.2.9 Validity of the Speaking Test: A speaking test is developed to be used at the beginning of the first term of the academic year 2013/2014; in other words, the study lasts for 18 weeks. Initially, the speaking test covers everyday life questions that are facts engaged subjects with "question and answer" interview. The test was given to a jury of three TEFL professors and the English curriculum specialist to decide whether or not the test measured what was planned to test, and whether or not the test was appropriate for the target students. Upon their feedback and suggestions, the final version of the speaking test was proved as described above.

3.2.10 Reliability of the Speaking Test: The reliability of the speaking test was verified through selecting a sample of 15 students to be assessed by the researcher and, side-by-side, a certified IELTS examiner. Grades given by the researcher and the IELTS examiner are marked to be compared before the actual interview starts.

3.3 Procedures of the study The researcher uses the following steps in doing the experiment

Defining the population of the study: The population of the study can be defined as subjects from whom the sample will be chosen and they are the first year students of university and the researcher selects two groups, one for native speaker teacher and one for non-native



speaker teacher. So the researcher can compare their level in listening and speaking skills to see their fluctuation and to stand on the reasons behind that . The researcher tries to use learners at the same age , level and course . That is to make sure that these factors don't affect the level of learners in listening and speaking skills and to see how the teacher (native or non-native) can be the only factor behind that.

Defining the sample of the study: in the study using non probability sampling technique. Probability sampling is the selection of individuals from the population so that they are representative of the population. Non -probability sampling is the selection of participants because they are available, convenient, or represent some characteristic the investigator wants to study. As the sample is divided into two sections, the first one is the native speaker teacher and her students , that is the experimental group . The second section is related to the non-native speaker teacher and her students, that is the control group.

Pre-tests: The two sections are assessed through listening test in a questionnaire form and it is judged by three of ELS experts to check its validity and reliability. A speaking test is made in an interview form and the responses are recorded . The two tests are made at the beginning of the term .The pretest is used to make sure that the levels of the participants are nearly the same and there is no big difference between them , as in starting such experiment , the participants should be equal in many ways such as the age , the course they study and the level and the researcher try to keep these variables nearly the same to be able to see the effect of the nativeness of the teachers on the students levels in listening and speaking skills . So the use of teacher (native or non native) is considered to be the independent variable and the students ' level in listening and speaking is the dependent variable. The participants are told at the beginning that they will have this test again at the end of the term to measure the difference between the two tests.

Posttests: The two sections are assessed through listening and speaking tests as posttests at the end of the term, the second term to be able to compare the results of the two tests , the pre and the post to see what these results stand for . The posttest is given to the participants in the two groups at the same time .It includes the questionnaire and the interview .The pretest and the posttest are the same to avoid any other factors that can cause changes. They include the same set of questions in order to avoid problems of difficulty and also problems of unfamiliar questions. So the questions are used again, the change is in the title from pretest to posttest.

Statistical Treatment: The collected data is analyzed statistically by using SPSS. These measures are the mean , the minimum , the maximum , the standard deviation , the frequency and average The measures are used for the two groups regarding their pretest and posttest to be able to find the difference between them in the listening and speaking skills. The measures depend on the central values which are used to focus on the actual difference between the two groups in the listening and speaking Skills .The above measures are used to analyze the questionnaire results in the pretest and the posttest for the two groups that are under research. There is another method that is used to assess the students ' level in listening which is listening rubrics. The listening rubrics are listening process , listening type and remembering information , they are used to validate the results of the participants in the pretest and the posttest . The listening rubrics depend on how the listening is processed and how the type is determined in addition to the ability of remembering some information from the listening comprehension. Speaking skill is assessed by using the interview, the interview is analyzed through using speaking rubrics to make sure that each participant has the same criteria of assessing the speaking skill. Speaking rubrics depends on many components of the speaking process to assess the participants ' level in the speaking skill.



3.4 Conclusion

In this chapter, the researcher describes the following points: The research method, target population, data collection methods and procedures of the study. The research method is explained in details, it is the experimental method, the quasi experimental design is used as it is suitable for the purpose of the research. It is used as it includes pretest and posttest so the researcher can measure the level of the students under investigation before and after the research. Then the researcher describes the population, their definition, their types and the relation between sample and population. Also, the reasons for choosing this sample and the way of choosing it are mentioned. Then the researcher describes the participants of the study and provides some information about them such as their gender, age and level in English and clarifies the number of the participants and why this number is selected. The data collection methods are described. In this research, there are two methods for data collection, the first one is questionnaire, it is used for the listening test, it is three sections and its validity and reliability are used. The second method is interview, it is used for the speaking skill and its responses are recorded. The responses are typed in word files to be able to analyze them, examples of the responses of the interviewees in the two groups are included in the appendix at the end of the study. Then its validity and reliability are measured to prove the use of the suitable methods in collecting the required data that are necessary for the experiment. The procedures that are followed by the researcher in her study are defined and mentioned to clarify how the experimental method is used and how the quasi design is followed in the present study. They also assert the need of using this method and its design in the study. The researcher describes the procedures of the research to clarify the steps of the study. These steps are the basics of the study, they refer to what is actually achieved by the researcher in the present study. The steps provide the previous and the coming stages of the research. The results, of the data collected through the questionnaire, and the interview are analyzed, and interpreted in chapter four. All the results are included in chapter three but the statistical analysis is presented in chapter four. The statistical treatment shows how the two groups differ before and after the experiment the results of the analysis lead to the findings of the study.

Table (2) Listening rubrics of the native and non-native groups in the pretest and posttest.

student	Pretest native	Pretest non native	Posttest non-native	Posttest native
s1	7	6	16	15
s2	10	9	10	7
s3	14	14	15	10
s4	9	10	9	9
s5	17	18	48	13
s6	2	2	16	18
s7	8	9	19	38
s8	5	5	28	25
s9	16	17	36	18
s10	38	9	16	20

4. Analyzing the listening test

It is used in the pretest and in the posttest for the two groups, to analyze the data collected with the questionnaire, some measures are used and compared for the groups in the pretest and the posttest; the central tendency measures, variance measures, frequencies and percentages. The central tendency measures include mean, median and mode. For each



measure, it is counted in a separate table. The variance measures include variance, standard deviation and range .The measures are counted separately in tables to compare the results. Frequency and percentage are counted also.The listening test is also analyzed using some listening rubrics such as listening process, listening types and remembering information , the rubrics are used for the pretest and the posttest to analyze the data of the listening test and there are speaking rubrics to analyze the speaking test .

4.1The measures of the questionnaire: The central tendency measures are used in the following tables to show mean, minimum and maximum, these values are used to make it clear that all the participants have the same number of questions in the native and non-native group .Also the standard deviation is counted in addition to frequencies and average. These measures are used for each group separately then the pretest and the posttest is compared for the two groups to show the difference between them. The non-native teacher group pretest

Table (3)The non-native teacher group pretest frequency and percent.

Marks	Frequency	Percent
2	4	2.6
4	1	2.6
5	5	2.6
6	4	5.1
7	6	2.6
8	4	2.6
9	4	10.3
10	6	2.6
Total	35	100

4.2 The interview analysis

The interview is used for collecting data about the speaking skill of the two groups , the native and the non-native .In the process of analyzing the speaking skill, some speaking rubrics are used , these rubrics include the following components Grammar–pronunciation–vocabulary– comprehension–background– fluency. Comparing the pretest and the posttest of the native and non-nativegroups in the interview. The following table shows the frequency and percent of non-native pretest in the interview.

Table (4) The pretest of the non-native speaking test.

Percent	Frequency	Valid
23.1	11	29.17
28.2	5	33.33
12.8	4	37.5
15.4	6	41.67
10.3	4	45.83
7.7	3	0.5
100		Total

5. Discussion

The listening and speaking skills in this research, and the quasi experimental design is used. It requires pretest and posttest , the pretest was done to make sure that the two groups are in the same level , the listening and speaking skills were chosen from the four language skills, as they can show the difference between the native speaker teacher and the non-native speaker teacher.The listening was assessed through using a questionnaire of three sections , one



section is the familiar form of questions for students and the other two are answered in details based on the listening. The two groups didn't answer all the questions which require details. They answer most of the multiple choices questions. The students in the two groups studied the same course book in the first term and they were in non-native teacher class. The listening was assessed also by using some listening rubrics, the listening process, the listening types and the remembering information. The speaking skill was assessed through using an interview and to analyze it, six rubrics of speaking are used. Grammar, the non-native speaker teacher focused on the grammatical knowledge as it was an important part of the study of preparing student teacher, so the non-native teachers explain grammar in many different ways, they combine different methods in teaching grammar and they give different practice to the students. The native speaker teachers don't focus on grammar as they teach the language as they speak it, they don't give much focus to the grammatical rules. When the researcher works as a partner with native speaker, she asks the researcher to explain the grammatical rule and to answer its exercises as she doesn't like teaching grammar. They can accept some sentences to be correct in their speech but these sentences aren't grammatically correct in the course books. The pronunciation is important component in testing the speaking skill, as it highly influenced the understanding of the speaker when he or she speaks the language and if this language is not the speaker's mother tongue so when he or she speaks, they should care about their pronunciation to be easily understood and to make their message clearer. The first language of the speakers in this research is Arabic and the language they learn is English. It is known that there are differences between the two languages and such differences lie in the absence of some sounds in Arabic such as /p/-/v/ and clear and dark /l/. The absence of these sounds causes some mistakes in the pronunciation and so in many cases there will be misunderstanding.

Vocabulary In the case of these students, they don't have rich background in English vocabulary, it is the teacher role to make them feel interested in the language by using movies or pictures or stories. The native speaker teacher has the ability to create interesting listening and speaking class but the non-native speaker teacher focuses on the exams and their requirements, he or she tries to create good classes for their students but the native speaker teacher's classes are more exciting, they are full of life. Native speaker teachers use different ways in presenting vocabulary, they can use pictures, cross words, miming, acting, they use different colors, they can use short movies to make the vocabulary clearer and they also use bilingual dictionaries inside the class to let students check the words meaning and spelling in their class. Nonnative teacher doesn't translate the vocabulary, but it is the traditional way in teaching the vocabulary, they focus on the repetition of the words and their spelling. They present the words in isolation that is a single word, so it is easy for the students to forget the word after short time, as the words aren't in sentence and according to some learning theories, there is tendency to forget the words in isolation especially with less practice. Background knowledge, is necessary, for better understanding of the language because it isn't the students' language, so it has different culture and different concepts regarding the life. It can be clear that teacher inside the class can tell the students some stories, they can be real life stories or tales and from them to the lesson. But the non-native teacher tend to tell stories from the Arabic culture which is different from the English culture and that is why the students don't have enough background knowledge to answer some speaking questions. Fluency, being important, is difficult for the students to achieve. To be fluent in a foreign language, that requires much effort inside and outside the classrooms, but the native speaker teacher provide some chances for his or her students to listen to the real language spoken by a native speaker, the students have different level in fluency. It is clear



that the two teachers use different approaches in teaching the language (English), so there are unequal chances for the students in both of the groups to participate and practice the language.

6. Testing Hypotheses

The first hypothesis The results, of the posttest show that, there is difference between students in the listening skill. As the teachers , native and non-native teach listening skill differently and also the pronunciation of the native speaker affects the students ' listening positively so they can listen to the English conversations with less difficulty than students of the non-native speaker , they still find some problems while listening to the English conversations .So the first hypothesis is rejected , the null hypothesis isn't retained.

The second hypothesis The results of the posttest show that there is difference between students of the two groups , in the speaking skill , but the difference is more than that of the listening skill , as the students of the native teacher can speak better using the language than those of the non-native teacher .The second hypothesis (null hypothesis) is rejected .

The third hypothesis According to the results of the interview, the rubrics criteria show that the native teacher's students are better than the students of the non-native teacher in speaking regarding the following criteria:

Fluency In fluency level, it is higher and it can be a base for later fluent speaker of English .That level supports being fluent speaker in English.

Pronunciation It is clearer and correct in most of the sentences so the teacher affects the way the students pronounce the language.

Comprehension Because students speak with their native teacher every day, so it is easy for them to understand the English conversations .The level of their comprehension is higher.

Background knowledge The native speaker teacher speaks about some life situations with students in most of the classes so students know some more information about the English culture and community from their teacher.

Grammar The native speaker teacher speaks grammatically correct , so students imitate them in a way or others , but their explanation of the grammatical rules aren't so clear , they just mention the rule as it is.

Vocabulary The native speaker teacher gives a large amount of vocabulary to the students unintentionally during the conversations or the explanations or even outside the classroom. So depending on the previous criteria, the third hypothesis is retained .

The forth hypothesis The listening skill is assessed by using a questionnaire .The questionnaire includes three sections, the native group was better than the non-native group in the following rubrics which were used in assessing students of the two groups:

Listening process Students listen to the actual language every class, so the process of listening is practiced every day and that is why they get higher scores than the non-native group but the difference level isn't big, it is small. Listening types. The types of listening are practiced by the students of the native teacher; these types are familiar to them so they get higher scores.

The ability of remembering information. The native teacher group was able to remember much more details than those of the non-native group, they answered the questions in the first section and most of them put only one word answer but there were two rubrics for the answers , one for the complete answer and two for one word answer , the last question in the first section wasn't answered by the students except two , only two students were able to answer it because it required deducting the answer, it isn't direct question. The second section was easy for them to answer and they did it correctly. The third section wasn't easy but they



did six questions out of sixteen. It is better than the non-native group . The forth hypothesis is retained as the native speaker teacher's group got higher scores in listening than the non-native speaker teacher.

The fifth hypothesis According to the results of the interview, the rubrics criteria show that the non-native teacher' students ' marks are less than the native teacher students' at speaking skill regarding the following criteria:

Fluency In fluency level, the students spoke single words; they were unable to give a complete sentence.

Pronunciation It wasn't clear. Most of the students didn't pronounce well. Comprehension Non-native speaker teacher focused on the lessons, he or she didn't teach what actually happen in the normal life of the English community, so the lessons are grammar and vocabulary, and using grammar and vocabulary only in teaching didn't provide enough chance for comprehension to occur. Background knowledge. Then on-native speaker teacher speaks about everyday life situations with students in most of the classes , talking about their own culture so students don't know much information about the English culture , they , by this way , don't have the required background knowledge.

Grammar The non-native speaker teacher focused on the grammatical rules of the language and gave enough time to them but the method of teaching them and setting them in rules makes them difficult for the students to remember and to use . Students do know the rule but they don't use it in their speech so their speech is grammatically incorrect.

Vocabulary The non-native teacher gives a large amount of vocabulary to the students to study and memorize but according to the theories of learning , language learner tend to remember the new vocabulary which were taught in sentences or phrases than in single or just isolated words, they forget them. This hypothesis is rejected as the results didn't support it.

The sixth hypothesis The listening skill results were achieved by a questionnaire, it includes three sections, the non-native group wasn't better than the non-native group in the following rubrics which were used in assessing students of the two groups:

Listening process Though the difference in the listening level between the two groups isn't big , the non-native group didn't listen to the real spoken language too much , just in the listening activities in the course book they study.

Listening types It is just one type of listening which is found and used in the course book , they don't have listening types in their background Knowledge.

The ability of remembering information: Information, in listening conversation, was difficult for the non-native group so the students, didn't remember it easily, the questionnaire contain three sections , the students didn't answer the first section, and if they did they put wrong answers because it included the questions which required some details about the speaker (Steve).The second section was multiple choices questions so they answered the questions but not all of them , The third section was fill in the blanks , they supposed to put only one word for each space and the majority didn't put any word in these spaces . This hypothesis is rejected as the results didn't support it.

The main Findings

1. The native speaker teacher group gets higher scores than the non-native group in the questionnaire which is used in assessing the listening level.
2. The learners are influenced by the nativeness of the teacher. So the experimental group gets high marks in listening because of their native teacher and the control group gets lower scores.
3. The two groups do well in the second section as it is multiple choices questions but the native group writes more correct answers than the non-native group.



4. The experimental group (the native) gets higher scores than the control group (the non-native) in the oral rubrics of the speaking , pronunciation, fluency and comprehension.

The main Recommendations

1. It is necessary first to shed light on some problems that face non-native teachers, as the following.
2. The first problem, is that the foreign accent of non-native teachers, this is the main reason behind doing this study and it is actually still the most important cause of difference between native and non-native speaker teacher.
3. Some non-native teachers carry a strong foreign accent in their speech to announce their national identity. For this reason, their English is far from being accurate, fluent, and sounds non-natural to the students
4. Such teachers are expected to teach the Standard English at schools but they themselves have not acquired the Standard English yet, that is the second problem.

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